

Richmond®

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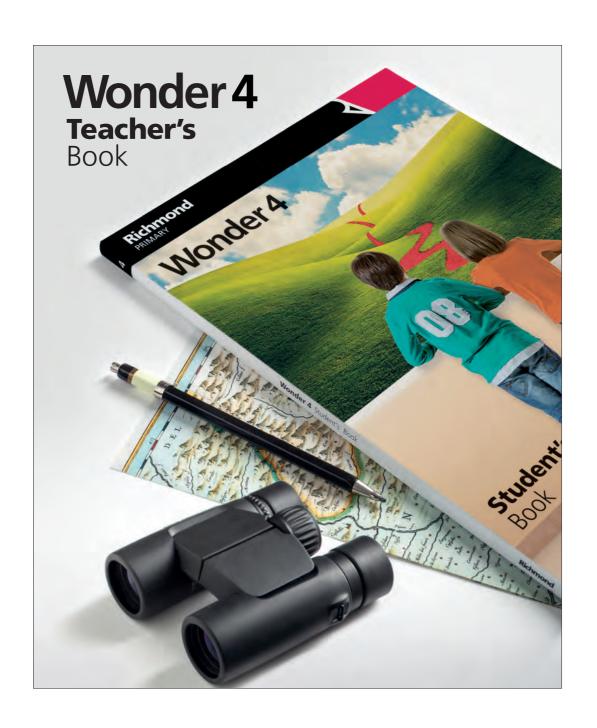
Printed in Spain ISBN: 978-84-668-2419-4 DL: M-13160-2016

CP: 737206

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Contents

Teaching and Learning materials

Methodology and unit walk through page 10

page 4

LINUTC	CLIL	Key structures		
UNITS	* Knowledge * Creativity * Literacy	Phonics		
Welcome! page 25		She's got (brown eyes).Is (Claude) opening a clue?(When) do you (do your homework)?		
Take a trip!	Learning about countries, languages and capitals Designing coins Using clues and existing	 Where is (Ecuador)? It's in (South America). This country is in (Asia). Is it China? She is from (France). She speaks (French). What language does she/he speak? I've got a coin worth (a euro). What's it worth? 		
	knowledge to interpret events	Final sound <i>ture</i> : adven ture , tempera ture		
Fit and healthy	 Exercise routines Designing a dance routine Describing a machine; writing an advert 	 Imperatives: Put your hands on the floor. Can: Can you do a (cartwheel)? Present Simple: I run to the front. He turns to the (left). Frequency: Every day/never How often? 		
page 56		• Comparing <i>air</i> and <i>ear</i> sounds: th ere , ha ir ; ch air , h ere , w eir d		
Spectacular space!	Comparing size, distance and temperature of the planets Making a model of the Solar System Character development	 Comparatives: It is (hotter) than Jupiter, (further from) How questions: How big is the (Sun)? Ordinal numbers: Venus is the second planet. Why/because: Why is the moon? Because it's 		
page 80		• Initial consonant blends: flash, please; blue, close, friend, press		
Deserts page 104	 Wildlife in the desert Appreciating hieroglyphics Inferring details; writing a first person account 	 Comparatives and superlatives: The Gobi Desert is bigger than the Sahara Desert. The Sahara Desert is the biggest. There is/are: There's a camel near the biggest sand dune. Present Simple questions with do: Do camels eat insects? Adverbs of frequency: No, never. Yes, always. Only sometimes. 		
		• Final consonant blends: camp; jumps; dark; marks		
Shop around the clock! page 128	Using floor plansDesigning shop windowsSequencing and writinga prequel	 Present Simple: Is the (play area) on the (roof)? Where: Where is the games room? Where are the restaurants? Present Continuous: I'm going (down the escalator). Comparatives and superlatives: The (red shoes) are more unusual than the (gold shoes); (most expensive) 		
PS		• Final consonant blends: bigge st ; wha t's		
In the kitchen page 152	Interpreting recipes Designing food pictures Extending a story's central idea; writing a menu	 Countable and uncountable nouns with some and any Much/many: How much rice do you need? How many potatoes do you need? 		
page 102		Pronunciation of final / sound: lentil, pencil; bottle, apple		
Read all about it!	 Jobs in a newspaper Comic art with captions Newspaper writing, headlines, 	Future with <i>going to</i> : I'm going to look at the photos. Jenny is going to correct the mistakes. Are you going to write a story?		
page 176	captions, main facts	• Final consonant blends <i>nd, nk, nt</i> : a nd ; i nk ; accide nt		
Celebrations!	 Comparing celebrations Designing a family tree Guessing relationships; describing a family photo 	 When's the party? It's on Saxon genitive + possessives: Lucy's son, my/his/her/their cousin Going to for future: We're going to have a big meal. I'm going to (wear a new dress). What are you going to (celebrate)? 		
		• Contractions: I'm, we're, they're, it's, she's, there's, don't, doesn't		
Festivals page 224				

Key Competences page 16

• Fireworks, lamps, patterns, presents, spirals, waves...; cherry blossom, rainbow...

Activity Bank page 17	Go Digital Bank page 22		
	Cultural focus		
Key vocabulary	Functional language		
 Physical description: (brown) eyes, (black) hair Wh- questions: what, when, where, why Weather associations: clouds, moon, rainbow, sky, wind 	Solving clues Language for finding things: Where's the first clue, I wonder? Come on, let's find the next clue.		
• Countries: Australia, Canada, China, Colombia, Egypt, Japan, Mexico, Morocco,	The British Isles		
 Countries: Adstraid, Candad, Crima, Colombia, Egypt, Japan, Mexico, Morocco, New Zealand, Romania, United Kingdom Continents: Africa, Antarctic, Asia, Europe, North America, Oceania, South America Languages: Arabic, Chinese, English, French, Romanian, Spanish Coins: eagle, flower, harp, lion, tree; on one side / on the other; cents 	Language for discussing identity: Where are you from? My mum's family comes from (India). My dad comes from (Ireland). You're half (French), half (Irish).		
Gymnastic movements: cartwheel, forward roll, handstand, star jump	Girls' Centres of Excellence for football		
 Body: arms, back, foot, hand, head, knees, leg, toes; left, right Verbs of movement: bend, hop, kick, jump, push, put, roll, run, stand, stretch, turn Go: for a bike ride / swimming / for a walk / skating Do: sports / dance / PE / gymnastics 	Language for watching a match: What a great match! You win some and you lose some! Foul! Goal! (Rovers) are in control.		
• Solar System: the Earth, Jupiter, Mars, Mercury, the Moon, Neptune, Saturn,	The sky at night		
the Sun, Uranus, Venus; constellation, planet • Big numbers: thousand, million, billion • Facts: distance, size, symbols: °C, km, temperature	Language for enquiring about facts: It says the temperature on the Moon is That doesn't make sense! That sounds right. Does that sound right? We can work it out.		
• Deserts: Atacama, Gobi, Sahara, Sonoran	The Grand Canyon		
 Facts: average summer/winter, day/night temperature, rainfall, size, symbols: °C, mm / year, km² Big numbers: million, thousand Desert features: cactus, oasis, palm trees, rock, sand dunes Desert animals: camel, elephants, lions, lizard, scorpion, snakes, vulture 	• Language for complaining about the weather: I'm boiling! It gets (cold) (at night). It's (always) like this. Does it ever (rain) here? Is it always (hot)?		
 Areas in a shopping centre: bowling alley, car park, hairdresser's, play area, 	Hamleys toy shop		
games room, Internet café, pet shop, skating rink in the basement, on the first floor / ground floor / roof; escalator, lift, stairs, ramp; information, first aid, toilets	Language for shopping for clothes: What size are you? I think I'm size Do they fit?		
 Adjectives: beautiful, colourful, fashionable, imaginative, ugly, unusual Clothes: coat, dress, hat, shoes, skirt, trainers 	They're too small. Can I have them in green, please.		
• Food: apples, bananas, butter, carrots, cherries, chocolate, honey, lentils, milk,	Charlie and the Chocolate Factory		
peas, nuts, pasta, potatoes, rice, sausages, sardines, stew, sugar, tomato, tuna Food storage: basket, cupboard, fridge Food categories: dairy, dry food, fish, fruit, meat, vegetables Cooking verbs: add, cut up, stir	• Language for cooking: Put it in the oven. Take it out. Is it ready? It's (burnt). Pass the (oven gloves). Be careful! What's in it?		
• Sections of a school newspaper: arts and crafts, comic, letters, school sports,	School online; sister schools		
stories, world facts • Publishing posts: editor, illustrator, photographer, assistant, reporter • Publishing actions: check the photocopier, correct the mistakes / spelling, design the pages / cover, draw a cartoon, interview the head teacher, make a video, print the paper	Language for correcting mistakes: There are two spelling mistakes. There's a word missing here. It's only got one 'p'. It's got a double 'l'. You need a capital letter here.		
• Celebrations: 50 th golden anniversary, 15 th birthday party,	Greetings cards		
new baby, sleep-over party, wedding • Places: hotel, marquee, restaurant • Family: aunt, cousins, grandma, grandad, stepmum, (step) sister, uncle	Language for planning parties: Let's have a party! Let's bring How about ? We can dance. I can make some hiscuits		

I can make some biscuits.

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.

Cultural Strand unctional Strand Language Objectives The unit overview allows the teacher to see the unit CLIL Objective: objectives at a glance.

notes for the additional IWB

material provided on

the Teacher's i-book.

Extra suggestions to

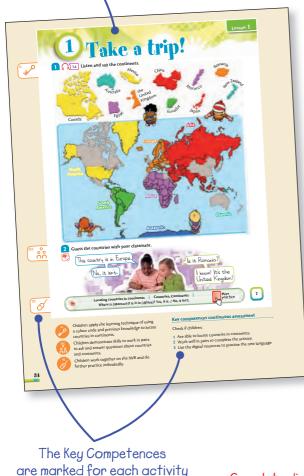
enhance the **Student's Book**

activities are included.

Unit 1 Overview Vocabulary Creative Strand To design coins.

Language Objective Take a trip! CLIL Objective Literacy Strand Language Objectiv

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



and continuous assessment

guidance is provided.

Optional Resources Complete digital teaching

Unit 1 Lesson 1 Assessment quidance is available in every lesson. The Activity Book answers are available at the end of each unit. Teacher's Resource Book page 41, Listening

Clear, concise lesson

objectives make lesson

planning easy.

The support material for each lesson is referenced.

For the Teacher

Teacher's Resource Book

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

69 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**.



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**.



Story cards

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







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 NB

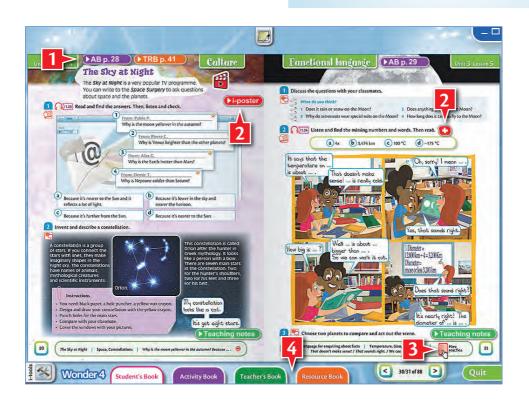
Herein a solution for bringing your teaching to life in the classroom. The **Teacher's i-book** is a fully interactive version of the Wonder course, which integrates **all the teaching and learning materials cross-referenced into one single format** for use with the IWB or projector.



Teacher's i-book key features:

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

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





) i-posters

Touch **[Di-poster]** to access.



) i-flashcards

Touch (Fi-flashcards) to access.

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



i-story cards

Touch the first picture on the **Student's Book** pages to access. The **i-story** on the **Teacher's i-book** include **Hot spots**. Use the Hot spots to highlight potentially difficult vocabulary before the reading activities.

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



> Visual grammar presentations

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

> Vocabulary Game Generator

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



> Audiovisual material

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

- 1 Open the audiovisual worksheet.
- 2 Show and hide subtitles.



> The Richmond i-tools



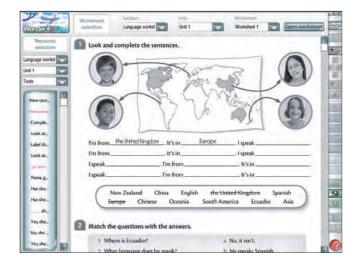
Take the book and make it yours by inserting notes, links and external files. It is also possible to write or paint on the i-book and in the zoom windows.

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

¥ Activity Generator 년



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

The Knowledge Strand

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

The Creative Strand

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

Central Focus

The Literacy Strand

This is a skills based strand and focuses on the development of literacy skills for language learning: reading, writing and oral expression. In Level 4 the central focus is based on everyday situations which are familiar to children of this age group, for example: family celebrations, shopping, or exercise routines.

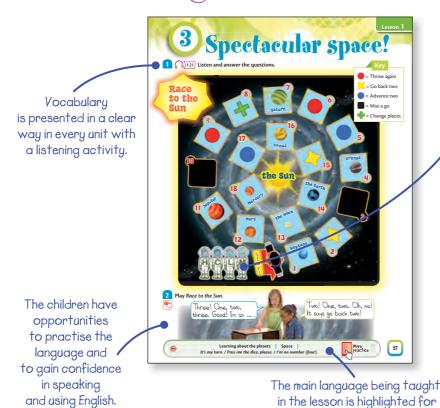
The Functional Strand

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

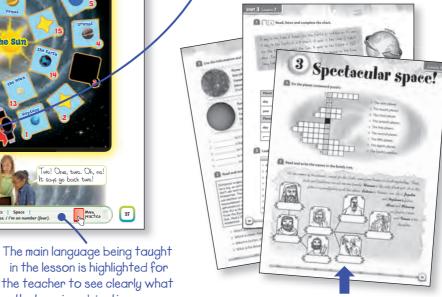
The Culture Strand

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

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

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

1 (1) 1.22 Listen and find the distances. Then, sing the song.

se a planet and write about it



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

the learning objectives are.

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

That's Mars! How far



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

Extra interactive practice

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.

The **Teacher's i-book** also provides an **additional worksheet** for further practice. Open the worksheet before you watch the video and use

Lake the potent.

1. night

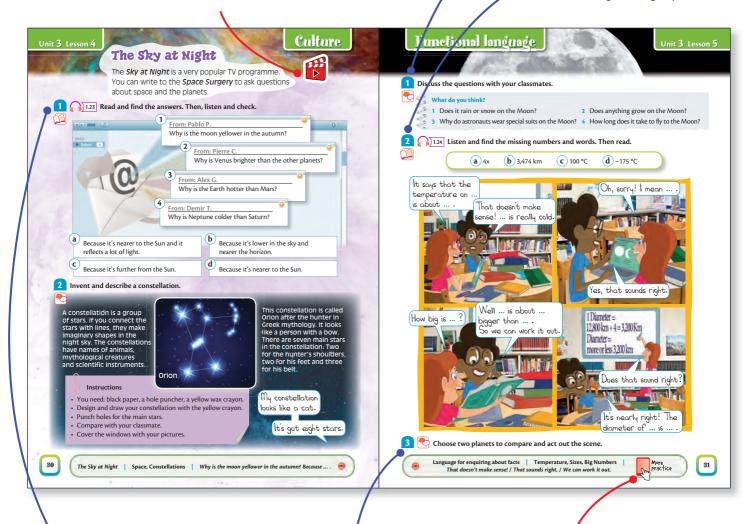
2. shooting

3. full

the **Richmond i-tools** to complete it. Alternatively, print out copies for the children to do the worksheet individually.

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.



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.

More practice activities provide extra interactive practice

to reinforce the lesson content. They are ideal for fast finishers, as wrap-up activities, or homework.

You can access them on the Teacher's i-book for class work.



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

The **i-story cards** on the **Teacher's i-book** include **Hot spots** to highlight potentially difficult vocabulary before the reading activities.

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.



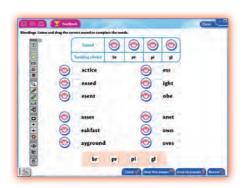
The children develop their phonics skills by focusing on specific sounds and letters.

In the early levels they work with initial sounds but as their skills develop they move on to middle and end sounds.

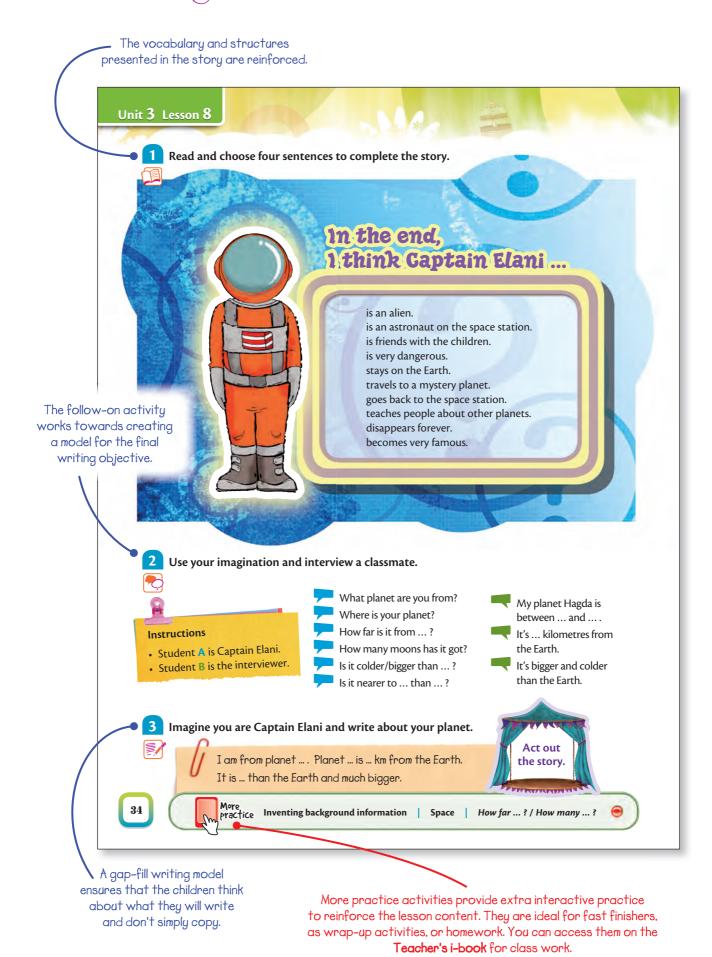
In the higher levels children work with alternative

spelling patterns.

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

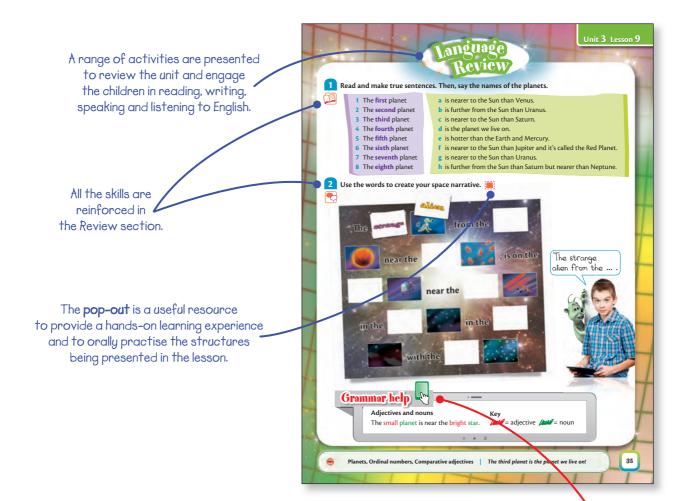


Each story aims to develop understanding of the language and literacy skills such as comprehension, story sequencing and character development. The exercises become more challenging through the levels in accordance with children's abilities and age.



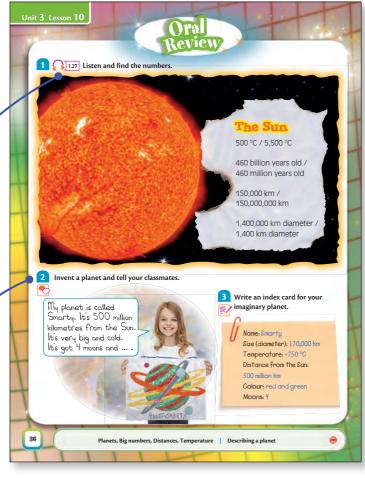
14

Lessons 9 10



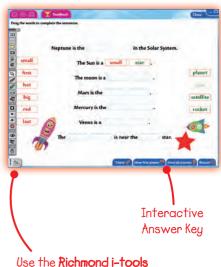
A listening activity helps reinforce both vocabulary and structures covered.

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



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.



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

Key Competences for Lifelong Learning

Competence...

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

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



Linguistic Competence

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



Competence in Maths, Science and Technology

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



Digital Competence

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





Learning to Learn

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



Social and Civic Competences

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



Sense of Initiative and Entrepreneurship

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



Cultural Awareness and Expression

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

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

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

Class Dynamics

Birthdays

This is often the most important event in a child's calendar and offers a great opportunity to show that we value them. It's a good idea to keep a birthday chart on the classroom wall. Make sure not to forget those 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, unkindess 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

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.

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.

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 and 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.



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. Tell 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, ask 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 it 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. Tell 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.

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 makes them 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)?



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 YOUSTART on your **Teacher's i-book**.

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

Vocabulary Game Generator

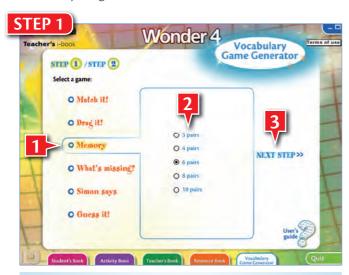
This tool allows you to create your own IWB games at any time. Use the **Vocabulary Game Generator** to introduce the key vocabulary at the start of a lesson, to review the key vocabulary at any time in the unit or as a quick class filler. The games are also ideal as wrap-up activities.

> How to create a game

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



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



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



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



1 Touch **New game** to change the pictures in your game.



> Types of games

*** Match it!**



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

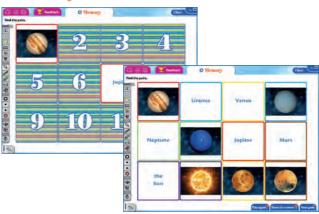
*** Drag it!**



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

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

***** Memory



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

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

*What's missing?



The children look at the sequence of pictures, read the words and drag the correct word to complete the sequence. This type of game also promotes the

development of the children's competence in Maths.

*** Simon says**



Touch be 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 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

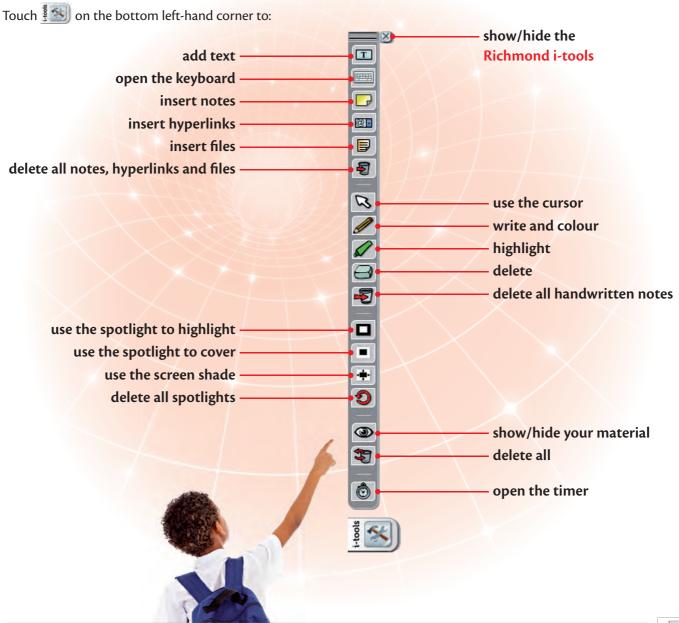


This feature allows you to take the **Teacher's i-book** and make it yours by **inserting notes**, **hyperlinks** and **external files**. It is also possible to **write** or **paint** on the i-book and in the zoom windows.

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.



My notes



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

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

Vocabulary

Facial descriptions: eyes, hair; black, blond, blue, brown

Question words: what, when, where, why **Nouns:** clouds, moon, morning, rainbow, sky, wind

Structures

Present Continuous: *Is Holly looking under the table?*

Present Simple questions: What's the last number? Where do the clouds go?

Recycled Language

Physical descriptions: blue eyes, black hair

Prepositions: behind, in, on, under **Classroom objects:** chair, pencil case,

GODigita

school bag, table

Skills Objectives

Listening: To listen to and follow a story. To listen for missing words in a song.

Reading: To read and follow a story. To recognise words related to descriptions and positions.

Writing: To write questions about personal routines to ask a classmate. To use the interview to write a description of a person's routine.

Speaking: To describe a classmate and play a guessing game about them. To discuss what people are doing. To join in with a song.

Assessment Criteria

- Children can understand oral and written messages about descriptions of people and positions of objects.
- Children can ask and answer questions using the Present Simple and Present Continuous.
- Children can form questions correctly in the present tenses.
- Children can write a short description about a routine.

Teacher's i-book [i-book]

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

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

• Lesson 3: activity 1

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

• Lesson 3

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.

Optional Resources

Teacher's Resource Book Photocopies:

• Evaluation: pages 83-84, Diagnostic test

Extras/Realia

• Lesson 1: slips of paper

Key Competences



Linguistic Competence:

Children develop their listening, reading and writing skills.



Competence in Maths, Science and Technology:

Children are introduced to euro coins. They also apply mathematical and scientific skills to understand and use the cardinal points.



Digital Competence:

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



Social and Civic Competences:

Children demonstrate social skills to discuss the actions in the pictures of the story and to ask their classmates personal questions.



Cultural Awareness and Expression:

Children understand the cultural and linguistic diversity in Europe and other regions of the world. They also use their creativity and imagination to design coins.



Learning to Learn:

Children acknowledge the importance of asking questions in order to learn.



Sense of Initiative and Entrepreneurship:

Children show their initiative to describe and guess their classmates.



Welcome!







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



Children show their initiative by describing and guessing their classmates.

Key competences continuous assessment

Check if children:

Describing people

- 1 Enjoy listening to and reading the story.
- 2 Can describe and guess people.





°° ^^

Children demonstrate social skills by discussing the actions in the pictures of the story.

Key competences continuous assessment

Check if children:

1 Work well in pairs to discuss information.

CLIL Objective

To use the language to describe people.

Language Objectives

To revise physical descriptions: I've got blue eyes.
To revise prepositions: Look for me behind a chair.
To describe people and objects: He's got a red pencil case.
Facial descriptions: eyes, hair; black, blond, blue, brown

Prepositions: behind, in, on, under

Materials

- Teacher's i-book

- Optional realia: slips of paper

- CD 1

Lead-in

Lead greetings around the classroom and welcome the children back. Remind the children of the names of the four Wonder characters: *Claude, Holly, Lulu* and *Max*.

Review common classroom objects and prepositions: put a pencil case under a table and ask where it is. Repeat with other objects and positions.

1 (1) 1.1 Listen and read the story. Ask the children comprehension questions after they read: What game are the children playing? Where is the (first) clue? Where is Claude?

2 Describe and guess your classmates. This can be done as a whole class activity or in groups.

Fast Finishers

The children write a description of themselves.

Wrap-up

Give out the slips of paper and ask the children to write their name and then a description of someone in the class. Collect in the descriptions and invite a child to choose one and read it out. The class guess who is being described and the person who wrote it confirms if they are correct or not.

Transcript



1.1 Listen and read the story.

Narrator: Holly arrives at the den. There is a note on the table.

Holly: Dear Holly,

We are playing hide and seek. Look for our clues.

Claude, Max and Lulu.

Holly: Where's the first clue, I wonder?

Narrator: Holly finds the first clue on a school bag and reads it.

Holly: I've got blue eyes and black hair. Look for me

behind a chair.

Narrator: Holly thinks this is Claude's clue.

Holly: Hi, Claude!

Claude: Hi, Holly! Come on! Let's find the next clue.

Narrator: Holly and Claude find the next clue in a pencil case.

Claude: I've got blond hair and blue eyes. Look under the table for a surprise!

Narrator: Holly and Claude look under the table.

Lulu: Boo!

Holly: Lulu! Come on! Let's find Max's clue.

Narrator: Lulu reads the clue and the others look for Max.

Lulu: Do you remember me? I'm Lulu's twin.

Look for me inside the bin!

Claude: Where's Holly?

Narrator: Now, Holly's missing but there's a new clue.

Claude: See the Magic Window shine? Come on now.

It's adventure time!

Narrator: Can you find Holly?

Anticipated Difficulties

The return to school after the long holidays is always difficult for children and it may take them a while to remember the English they learned in the previous year.

Optional Resources

Teacher's Resource Book pages 83-84, Diagnostic test.

Initial Evaluation

Check if the children can:

Follow and understand the story.

Describe people using their facial features or belongings.

Activity Book

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

CLIL Objective

To discuss actions in pictures.

Language Objectives

To revise prepositions: Holly and Claude look under the table. **To ask about actions:** Is Holly looking under the table?

Prepositions: behind, in, on, under

Classroom objects: chair, pencil case, school bag, table

Materials

- Teacher's i-book

- CD 1

Lead-in

Remind the children of the story and play 1.1. Ask true or false questions, for example: Claude is reading the first clue. (False). Claude is hiding behind a chair. (True).

1 Describe and guess the pictures in the story. The children work in small groups to ask and answer questions about the pictures using the model as a guide.

Fast Finishers

The children think of good hiding places around school. At the end of the lesson ask them to describe their places.

Wrap-up

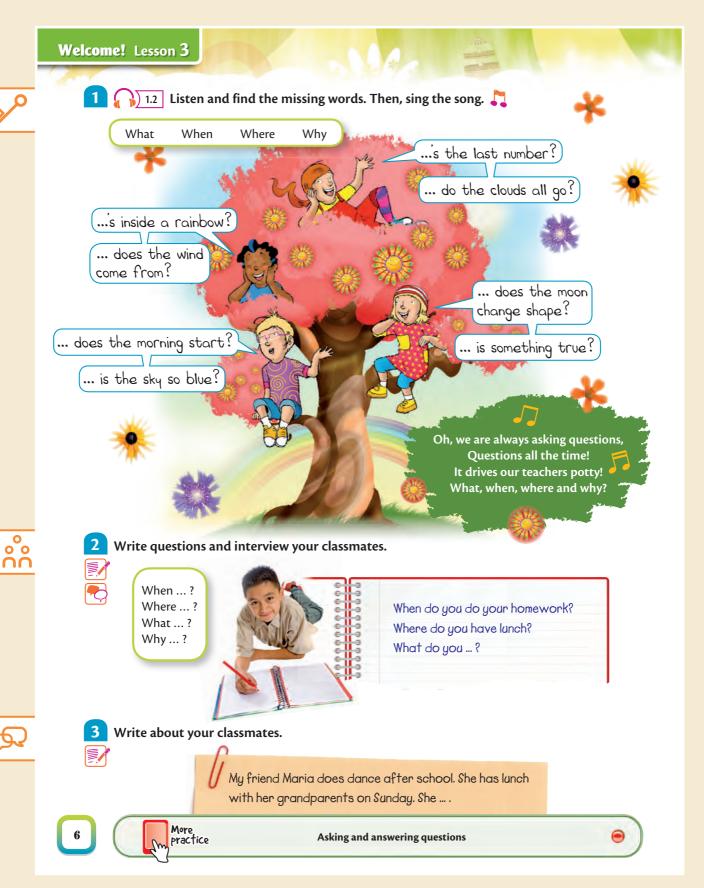
The children imagine they are hiding somewhere in one of the pictures. In pairs they take turns to guess where they are by asking: Are you hiding (in the bin)?

Continuous Assessment

Check if the children can: Form questions using the Present Continuous. Ask and answer questions about the characters' actions.

Activity Book

Welcome!, page 3, Lesson 2. See page 228 for answer key.





Children acknowledge the importance of asking questions in order to learn.



Children use their social skills to ask their classmates personal questions.



Children develop their writing skills by writing about their classmates.

Key competences continuous assessment

Check if children:

- 1 Are able to ask questions.
- 2 Can interview their classmates.
- 3 Improve their ability to write in English.

CLIL Objective

To ask and answer questions.

Language Objectives

To revise question words: what, when, where, why **To practise Present Simple questions:** What's the last

number? Where do the clouds go?

To revise the Present Simple: *She does dance after school.*

Nouns: clouds, moon, morning, rainbow, sky, wind

Materials

- Teacher's i-book

- CD 1

.....

Lead-in

Write the words what, when, where, why on the board and ask the children questions, for example: What do you do on Saturdays? When is your birthday? Where do you eat your dinner? Why do you come to school? Encourage them to suggest other questions too.

1 1.2 Listen and find the missing words. Then, sing

the song. The children write down the question words and join in with the song.

Answers

What, Where, What, Where, When, Why, Why, When

Touch to open the activity. The children listen to the song and drag the words to complete the lyrics.

Alternatively, cover the words using the shade in the Richmond integrals and ask the children to fill in the gaps. Listen to the song

- **i-tools** and ask the children to fill in the gaps. Listen to the song to validate.
- **2** Write questions and interview your classmates. Brainstorm possible questions before the children form pairs and interview each other.
- **3** Write about your classmates. The children use the model text as a guide to write about their classmate based on the interview in Activity 2.

Fast Finishers

The children interview, and write about, another classmate.

Wrap-up

As a class, think of other big questions like the ones in the song. Write them on the board.

The children play a fun game choosing the correct question words to complete the questions about personal

information. For further practice, once the activity is completed, ask the children to take turns to answer the questions orally.

Transcript

1.2 Listen and find the missing words. Then, sing the song: We are always asking questions.

Oh, we are always asking questions, Questions all the time! It drives our teachers potty! What, when, where and why?

What's inside a rainbow?

Where does the wind come from?

What's the last number?

Where do the clouds all go?

When does the morning start?

Why is the sky so blue?

Why does the moon change shape?

When is something true?

Oh, we are always asking questions,

Questions all the time!

It drives our teachers potty!

What, when, where and why?

Anticipated Difficulties

Forming questions can be difficult for many learners. Put the children into mixed ability pairs to create peer support when doing the interview.

Final Assessment

Check if the children can:
Join in with the song.
Form questions using the Present Simple.
Write a short paragraph about a classmate's routine.

Activity Book

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

Unit (1) Overview

Vocabulary

Continents: Africa, Antarctica, Asia, Europe, North America, Oceania, South America

Countries: Australia, Canada, China, Ecuador, Egypt, Japan, Mexico,

Morocco, New Zealand, Romania, the United Kingdom

Capital cities: Belfast, Beijing, Bucharest, Cardiff, Dublin, Edinburgh,

London, Madrid, Ottawa, Quito, Rabat, Wellington

Countries with euros: Austria, Finland, France, Germany, Ireland, Spain

Money: cent, coin, euro; worth

Languages: Arabic, Chinese, English, French, Gaelic, Romanian,

Spanish, Welsh

Cardinal points: north, south, east, west

The British isles: Anglesey, England, Ireland, Scotland, the Isle of Man,

the Scilly Isles, the Shetland Isles, Wales

Structures

Present Simple: This country is in Europe. Is it Romania? She lives in Rabat.

Has got: Has it got a dog on one side?

The use of capital letters

Functional language: Where are you from? You're half French and half Spanish.

What's it worth?

Language

Present Simple Have got

Cultural Strand

Language Objective:

To use the Present Simple to describe location and other features of places in the British Isles.

Creative Strand

CLIL Objective:

To design coins.

Language Objective:

To use common vocabulary to describe coins.

Functional Strand

Language Objectives:

To practise the Present Simple. To describe nationalities.

Literacy Strand

CLIL Objective:

To acquire skills in phonics while reading a story.

Language Objectives:

To review different place names.

To practise the Present Simple.

To learn the pronunciation for the final sound *-ture*.

Knowledge Strand

CLIL Objective:

To learn about countries, languages and capitals.

Language Objective:

To use the Present Simple to describe where people are from and what languages they speak.

Skills Objectives

Listening: To listen to a song about coins. To listen and decide if statements are true or false. To listen to and understand a story.

Reading: To read information from a chart. To read information about places. To read and understand a story. Writing: To complete a chart about countries and languages. To write a description of a coin. To write a summary of the story. To write about a country.

Speaking: To say which continent different countries are in. To say where a person is from, where they live and the languages they speak. To describe a coin. To read a text aloud filling in missing words.

Assessment Criteria

- Children can understand, talk and write about countries, continents and languages.
- Children can form the third person of the Present
- Children can write a description of a country using the vocabulary and structures presented in the unit.
- Children know how to use capital letters.
- Children can pronounce the final sound -ture.

Optional Resources

Teacher's Resource Book Photocopies:

- Lesson 2: pages 7-8, Language
- Lesson 3: page 39, Writing
- Lesson 4: page 29, Reading
- Lesson 6: page 70, Phonics • Lesson 9: page 49, Listening
- Lesson 10: page 61, Speaking
- Evaluation: pages 85-86 or 87-88, Unit 1 test

Extras/Realia

- Lesson 1: post-it notes
- Lesson 2: small pieces of paper
- Lesson 3: a selection of coins
- Lesson 4: a map of the British Isles

Teacher's i-book [i-book]

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

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

Activities with **(1)** beside the rubric offer an additional interactive activity to reinforce the activity content:

- Lesson 3: activity 1
- Lesson 5: activity 2
- Lesson 7: 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: The United Kingdom
- 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 become familiar with vocabulary related to countries, continents, languages, nationalities, coins and language.



Competence in Maths, Science and Technology:

Children are introduced to euro coins. They also apply mathematical and scientific skills to understand and use the cardinal points.



Digital Competence:

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



Social and Civic Competences:

Children develop their social skills by presenting a country to their classmates



Cultural Awareness and Expression:

Children understand the cultural and linguistic diversity in Europe and other regions of the world. They also use their creativity and imagination to design coins.



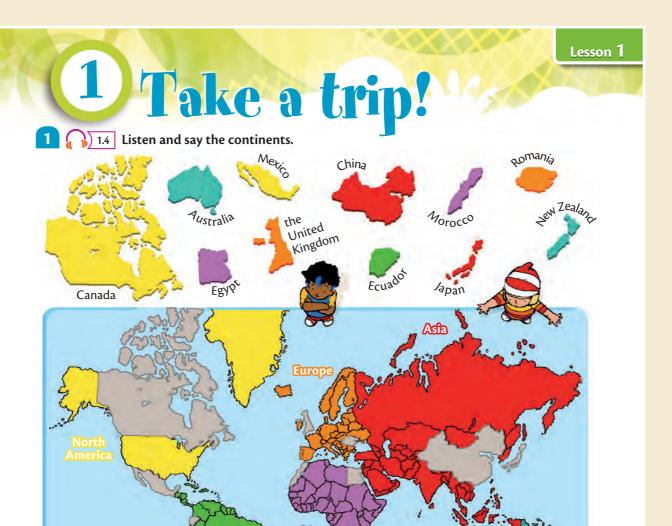
Learning to Learn:

Children develop their learning techniques by gaining an understanding of how to use clues and existing knowledge to interpret events.



Sense of Initiative and Entrepreneurship:

Children show individual initiative to choose and describe a country.

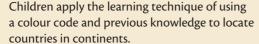




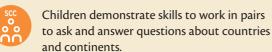


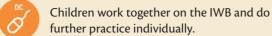


Antarctica



South America





Key competences continuous assessment

Check if children:

- 1 Are able to locate countries in continents.
- 2 Work well in pairs to complete the activity.
- 3 Use the digital resources to practise the new language.

Oceania

CLIL Objective

To understand a listening activity about countries and continents.

Language Objectives

To introduce the continents and some countries:

Continents: Africa, Antarctica, Asia, Europe, North America, Oceania, South America

Countries: Australia, Canada, China, Ecuador, Egypt, Japan, Mexico, Morocco, New Zealand, Romania, the United Kingdom **To practise the Present Simple:** This country is in Europe. Is it Romania?

Materials

- Teacher's i-book
- CD 1
- Poster for Unit 1
- Extra material: post-it notes with the names of the continents written on (one per child)

Lead-in

1.3 Display the **poster**. Give each child a post-it note with the name of a continent written on. As they listen, the children come and put their notes on the poster.

(See transcript page 54.)

Ask the children to name any countries in the different continents. Ask them to name the countries which border their country. Invite volunteers to find countries on the poster.

Open the **i-poster**. Ask a child to come to the IWB to listen to the first question. Pause the audio and let the child drag the word *Africa* to the correct continent. Do the same with other children until all the words have been dragged. Kindly correct their mistakes or help them to put the names on the correct places on the map as the activity goes on. For further practice, ask the children to name any countries they know. Use the **Richmond i-tools** to write them on the IWB.

1 1.4 Listen and say the continents. Children listen to the questions and say which continents the countries mentioned are in. (See transcript page 54.)

Answers

North America, Oceania, North America, Asia, Africa, Europe, Africa, Europe, South America, Asia, Oceania

2 Guess the countries with your classmate. The children play a guessing game in pairs or small groups.

Fast Finishers

The children locate different countries on the map or, if the Internet is available, they look for photos of the countries mentioned in the lesson.

Wrap-up

Ask the children to name any countries they have been to and then locate them on the map and say which continent it is in.

The children find ten countries in the wordsearch.

Use the timer in the Richmond i-tools to make it more challenging for the children.

Anticipated Difficulties

Some children will not know on which continent countries are located. Encourage them to have a guess and point them out on a world map. Write the continents as titles on the board with countries listed underneath to help them.

Initial Evaluation

Check if the children can:

Understand and talk about which continents certain countries belong to.

Use the Present Simple to describe the location of countries. Locate countries and continents on a map.

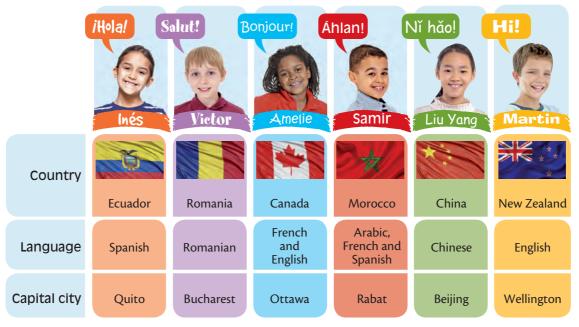
Activity Book

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





1.5 Listen and answer the questions.





Play the World game.



Instructions

- · Work in groups.
- Choose a country and make your flag.
- · Describe the people in your group.





Ahlan!

Copy and complete the chart with other countries.



Countries where people speak: **English** Spanish French Arabic USA Ecuador France Egypt





Learning about countries and languages | Countries He's from / He lives in / He speaks





Children improve their listening skills by identifying what languages the children speak.



Children understand the cultural and linguistic diversity in Europe and other regions of the world.



Children develop learning techniques by categorising information in a chart.

Key competences continuous assessment

- 1 Are able to understand the listening activity.
- 2 Learn about other countries, languages and capitals.
- 3 Are able to categorise information in a chart.

Knowledge Strand

CLIL Objective

To learn about countries, languages and capitals.

Language Objectives

To use the Present Simple to describe where people are from and what languages they speak: She lives in Rabat. She speaks Arabic.

To introduce capital cities and languages: Beijing, Bucharest, Ottawa, Rabat, Quito, Wellington; Arabic, Chinese, English, French, Romanian, Spanish

Materials

- Teacher's i-book

- CD 1

– Poster for Unit 1

 Optional realia: a small piece of paper (one for each child). On half of the pieces of paper write the name of a country. On the other half write the name of the capital city

Lead-in

Review the countries and continents from last lesson. Write the name of the children's home country on the board. Ask them for the name of the capital city and the language(s) they speak. Repeat with other countries they know. Use the **poster** (print or **interactive**) to locate any countries they mention.

1 (1) 1.5 Listen and answer the questions. The children use the chart to answer the questions they hear. (See transcript page 54.)

Answers

Spanish, Bucharest, Ottawa, Arabic, French and Spanish, Beijing, English

- **2 Play the World game.** The children follow the written instructions to play the game.
- 3 Copy and complete the chart with other countries.

The children work in small groups to brainstorm countries.

Fast Finishers

The children choose another country, they find out the capital city and the language(s) they speak there.

Wrap-up

Play Find your partner. Distribute the pieces of paper with names of countries and capitals (see Materials). The children walk around asking each other: Where are you from? When they have all formed pairs, ask them to tell you their country, its capital and the languages they speak there. Swap the papers around and repeat.

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

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

Unit 1 Lesson 2

The children play a fun game matching the two sentence halves to consolidate their knowledge about countries and languages.

Anticipated Difficulties

When playing the *World game*, put the children into mixed ability groups to provide peer support.

Optional Resources

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

Continuous Assessment

Check if the children can:

Understand and talk about capital cities and languages. Use the Present Simple to say where people are from and the languages they speak.

Name countries where certain languages are spoken.

Activity Book

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













Children are introduced to euro coins.



Children use their creativity and imagination to design coins.



Children practise the vocabulary and structures from the lesson to describe a coin.

Key competences continuous assessment

- 1 Become familiar with euro coins.
- 2 Can design coins.
- **3** Practise the vocabulary and structures from the lesson.

Creative Strand

Unit 1 Lesson 3

CLIL Objective

To design coins.

Language Objectives

Has got: Has it got a dog on one side? What's it worth? It's worth (5 cents).

To use common vocabulary to describe coins: eagle, flower, harp, leaf, lion, man, tree, woman; cent, coin, euro, worth **Countries with euros:** Austria, Finland, France, Germany, Ireland, Spain

Materials

- Teacher's i-book
- CD 1

 Optional realia: a selection of coins, preferably euros

Lead-in

Hand out the coins and let the children look at them. Ask them to say the value and what they can see on each side.

1 (1.6) Listen to the song and find the coins. Then, sing the song. The children listen and identify the coins by saying which country they are from. They sing the song. Let them find the countries mentioned on the poster.

(See transcript page 54.)

Answers

Finland, Ireland, Germany

Touch open the karaoke 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 paragraph of the song. The children sing the song saying the missing words as they are highlighted. Stop the song before each paragraph if needed and use the **Richmond i-tools** to match the words with their blank spaces using arrows.

2 Design and guess the coins. The children follow the written instructions to draw coins. Put the children into groups. They all put their pictures in the middle and take turns to guess using the model conversation as a guide.

Note: Euros have one common side with the EU symbols and then a specific country side with different symbols. In this activity they are inventing both sides.

3 Write a description of your coin. The children write about their coin following the model text.

Fast Finishers

The children do a coin rubbing of one of the coins brought in and then describe it.

Wrap-up

In small groups the children present their coin to the rest of the group.

Optional Resources

Teacher's Resource Book page 39, Writing.

Continuous Assessment

Check if the children can:
Describe the sides of a coin.
Talk about the value of coins.
Write a description of an invented coin.

Activity Book

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











The Shetland Islands

Capital: Lerwick Population: 23,000 English Language:

Interesting facts: • There are about one hundred islands but people only live on sixteen. • Shetland ponies are small, very strong horses.

The Isle of Man

Capital: Douglas **Population:** 80.000

Languages: **English and Gaelic**

Interesting facts: • The symbol of three legs is on the coins.

· Tynwald is the parliament and it's very old.

Anglesey

Capital: Llangefni **Population:** 70,000

Languages: Welsh and English

Interesting facts: • There is a small town with a very long

name. It's got fifty-eight letters!

Llanfair pwll gwyngyll gogerychwyrn drobwll llantysiliogogogoch!

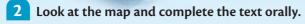
The Scilly Isles

Capital: **Hugh Town Population:** 2,000 English Language:

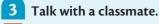


Interesting facts: • There are about one hundred and forty islands but people only live on five. • At low tide you can walk between some of the islands.





The big long island is ?. The country in the west is ?. The country in the north is ?, and the other country is ?. The other big island is ?. The country in the north is ? and the country in the south is ?. The capital of Scotland is ?. The capital of England is ?. The capital of Wales is ?. The capital of Northern Ireland is ? and the capital of the Republic of Ireland is ?.





Instructions

- · Choose an island or a group of islands each.
- Compare your information.

Anglesey is in the Irish Sea

The Scilly Isles are in the Atlantic Ocean.

Anglesey has got a population of

The Scilly Isles have got a population of ...



The British Isles The country in the (north) is (Scotland). / The flag is (blue) and (white).

Cardinal points, Place names





Children are introduced to the British Isles.



Children apply mathematical and scientific skills to understand and use the cardinal points.



Children demonstrate skills to work in pairs to ask and answer questions about the British Isles.

Key competences continuous assessment

- 1 Become familiar with the British Isles.
- 2 Are able to understand and use the cardinal points.
- 3 Work well in pairs to complete the activity.

Cultural Strand

CLIL Objective

To learn about the British Isles.

Language Objectives

To use the Present Simple to describe location and other features of places in the British Isles.

Cardinal points: north, south, east, west

The British Isles: Anglesey, England, Ireland, Scotland, the Isle of Man, the Scilly Isles, the Shetland Isles, Wales

Materials

- Teacher's i-book
- CD 1

 Optional realia: a map of the British Isles

Lead-in

If possible, show the children a map of the British Isles. Ask them if they know which countries make up the British Isles. **Note:** The UK includes Great Britain and Northern Ireland. The Republic of Ireland (Eire) is not part of the UK.

Open the **lead-in** activity. The children look at different maps and photos and listen to four descriptions that introduce the topic of the lesson. Pause the audio after the questions to give them some extra time to count the islands in the maps or locate some countries mentioned in the audio. Use the **Richmond i-tools** to circle the answers.

1 Listen and say *True* or *False*. The children listen to the description and check with the information in their books. They say if the statements are *true* or *false*. (See transcript page 54.)

Answers

Anglesey: True, False, True, True

The Shetland Isles: False, True, False, False **The Scilly Isles:** True, True, False, False **The Isle of Man:** False, True, False, False

2 Look at the map and complete the text orally. Put the children into small groups to read out the text using the information from Activity 1 to help them.

Answers

Great Britain, Wales, Scotland, England, Ireland, Northern Ireland, the Republic of Ireland, Edinburgh, London, Cardiff, Belfast, Dublin

3 Talk with a classmate. The children follow the instructions and use the model text as a guide.



Fast Finishers

The children look up the names of other islands which are part of the British Isles.

Wrap-up

Discuss with the class what they know about the UK and the Republic of Ireland. Talk about any famous people or places they know from there.

Watch the video *The United Kingdom*. Complete the onscreen comprehension activity with the children. For further practice, open the worksheet before you watch the video and use the **Richmond i-tools** to complete it as you watch the video. Alternatively, print out copies for the children to do the worksheet individually.

Anticipated Difficulties

The pronunciation of the islands could be tricky for the children so let them hear the audio several times to help them.

Optional Resources

Teacher's Resource Book page 29, Reading.

Continuous Assessment

Check if the children can:

Name the cardinal points.

Name the countries that make up the UK and also some places in the British Isles.

Activity Book

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





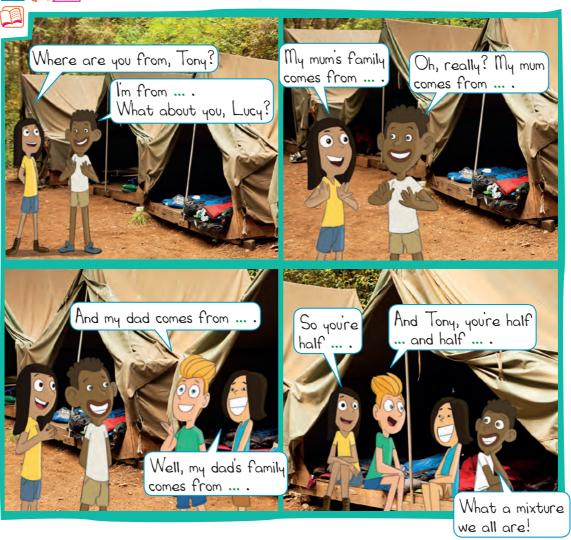
1 Answer the questions.



- 1 Where do you come from?
- 2 Do your mum and dad come from the same place as you?
- 3 What language(s) do you speak at home?
- 4 Do your mum and dad speak a different language from you?



2 (1.8) Read and listen for the missing words.





Language for discussing identity | Nationalities | Where are you from? / You're half (Spanish) and half (French).







Children improve their oral skills by answering questions about their languages and nationalities.



Children reinforce their language skills by learning functional language for discussing their identity.



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

Key competences continuous assessment

- 1 Can answer personal questions.
- 2 Are able to discuss identity using the language from the lesson.
- **3** Use the digital resources to practise the new language.

Functional Strand

CLIL Objective

To learn and use language for discussing identity.

Language Objectives

To practise the Present Simple.

To describe nationalities and say where people are from. Functional language: My dad comes from You're half ... and half

Materials

- Teacher's i-book
- CD 1

Lead-in

Ask the children about people they know that are from different countries or that speak different languages.

1 Answer the questions. The children have a class discussion based on the questions.

2 1.8 Read and listen for the missing words. The children listen out for the missing words and note them down. They can read the dialogue aloud when they know the words. (See transcript page 55.)

Answers

Oxford, India, France, Ireland, China, Chinese, British, French

Touch open the activity. Ask two children to take turns to drag the sentences to form a coherent dialogue for each of the photos presented in the activity. Use the Check button to check the children's answers at any moment while they are doing the activity. You can also make two teams and ask different members to drag the sentences while the other children in the team help them from their desks.

Fast Finishers

The children write about people they know who are of mixed nationality.

Wrap-up

In small groups the children play a guessing game. They all choose two nationalities to be and then give clues, for example: I speak French and English. Their group has to guess: Are you half French and half American? Are you half Canadian and half British?

The children play a fun game dragging the words to form correct sentences to consolidate the key language and structures of the lesson.



Continuous Assessment

Check if the children can:

Understand and use the vocabulary for describing nationalities. Recognise the missing words.

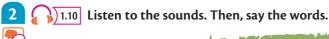
Act out the scene.

Activity Book

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





















Phonics: final sound future





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



Children learn and practise the pronunciation of the final *-ture* sound.



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

Key competences continuous assessment

- 1 Enjoy listening to and reading the story.
- 2 Are able to pronounce correctly the final -ture sound.
- 3 Use the digital resources to practise phonics.

















- 2 How does Lulu know they are in Egypt?
- 3 What clue do they find in Canada?
- 4 What does Claude want to do in Mexico?
- 5 What's the weather like in China?
- 6 What's strange about the Chinese coin?









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



Children develop their cultural knowledge by identifying the characteristics and features of the countries in the story.

Key competences continuous assessment

- 1 Are able to answer the questions about the story.
- 2 Learn about the characteristics and features of the countries in the story.

Literacy Strand

CLIL Objective

To acquire skills in phonics while reading a story.

Language Objectives

To review different place names: Canada, Egypt, London **To practise the Present Simple:** This is a huge city.

That's the Canadian flag.

To learn the pronunciation for the final sound -ture.

Materials

Teacher's i-bookPoster for Unit 1

- CD 1

Lead-in

Talk about travel and ask the children to name any countries they have visited. Encourage them to find them on the **poster** (print or **interactive**).

1 1.9 Listen and read the story. Ask questions to make sure they understand: Where do the children go first? How do you know? Where do they go next? Where do they smell lovely food? (See transcript page 55.)

the story to open the **i-story cards** in a new window. Read and listen to the story with the children.

Hot spots: *Departure, Recognise.* Use the Hot spots to highlight this potentially difficult vocabulary before the reading activities.

2 1.10 Listen to the sounds. Then, say the words.

The children try to copy the pronunciation as closely as possible. (See transcript page 55.)

Fast Finishers

The children write the words from Activity 2 into their notebooks and add a picture.

Wrap-up

Have a *Spelling Bee* with the words ending in *-ture*. All the children stand up and in turn are asked to spell a word. If they make a mistake they sit down. Continue until there is only one person standing.

The children listen and drag the letters to form the words choosing the correct spelling for the final sound -ture.

Spell the words if necessary. For further practice, open **My notes** and the **Richmond i-tools** and dictate more words containing this sound.



Optional Resources

Teacher's Resource Book page 70, Phonics.

Continuous Assessment

Check if the children can:

Understand the story and recognise the new vocabulary related to travel and countries.

Pronounce words that end in -ture.

Activity Book

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

Literacy Strand

CLIL Objective

To understand a fictional story.

Language Objective

Comprehension.

Materials

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

- CD 1

– Story cards for Unit 1

Lead-in

Display the **flashcards** (or open the **i-flashcards** on the **Teacher's i-book**). Tell the children to name all the countries and then to remember which countries the children went to on their adventure.

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. Play the whole story again and make sure the children understand it and explain any of the words they don't understand. The children answer the questions or ally and then write the answers in their notebooks.

Answers

- 1 They visit four cities.
- 2 She sees the pyramids.
- 3 The Canadian flag.
- 4 He wants to taste the delicious food.
- 5 Cold and snowy, it is minus five.
- 6 It has got strange markings.

Watch the animated story again. Alternatively, touch the story to open the **i-story cards** in a new window. Read and listen to the story with the children again.

Then, touch **()** to open the activity. The children read some speech bubbles from the story. Some information is missing. Ask the children to fill in the gaps using the same information from the story. Use the **Richmond i-tools** to write the words on the blanks and the Answers button to validate. For further practice, ask the children to use other places different from the ones in the **Student's Book** story so they invent their own version of the story.

Fast Finishers

The children read through the whole story.

Wrap-up

In small groups the children ask each other questions about the story: Where are they? What's this? Who finds a coin?

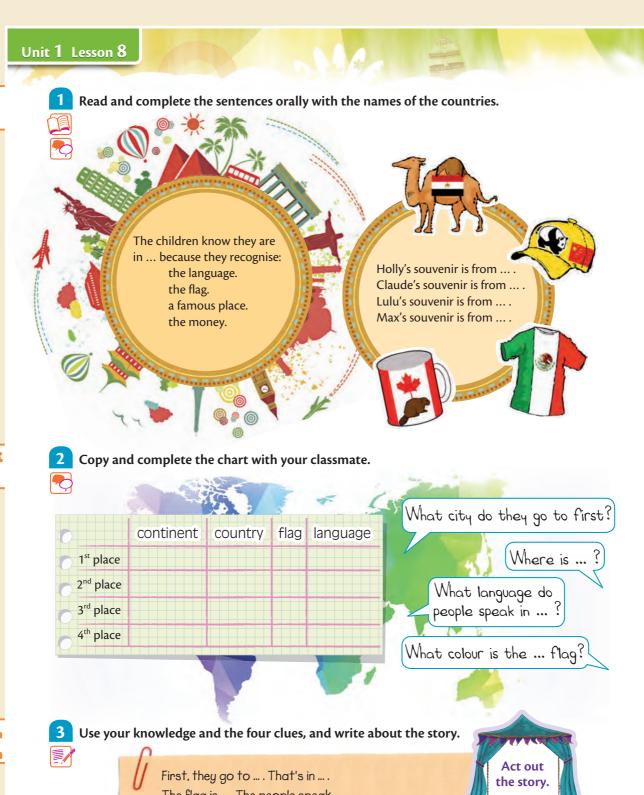


Continuous Assessment

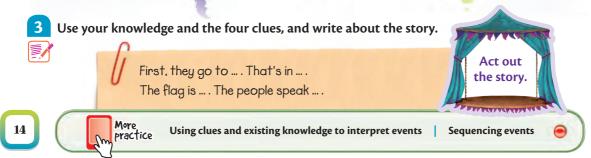
Check if the children can: Understand the story. Answer the questions.

Activity Book

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









Children develop their learning techniques by gaining an understanding of how to use clues and existing knowledge to interpret events.



Children apply mathematical skills and principles to sequence events in a chart.



Children use their imagination and creativity when writing and acting out a story.

Key competences continuous assessment

- 1 Learn to use clues and existing knowledge to interpret events.
- 2 Are able to sequence events in a chart.
- **3** Can write and act out a story.

Literacy Strand

CLIL Objective

To practise using clues and existing knowledge to interpret events.

Language Objective

To practise the language used in describing travelling.

Materials

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

- CD 1

- Poster for Unit 1

Lead-in

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

Display the **poster** (or open the **i-poster** on the **Teacher's i-book**) and let the children find the countries on the map.

1 Read and complete the sentences orally with the names of the countries. Read the sentences with the children first and then let them take turns to read a sentence aloud.

Answers

Mexico – the language, Canada – the flag

Egypt – a famous place, China – the money;

Holly - Mexico, Claude - China

Lulu - Egypt, Max - Canada

Touch to open the activity. This activity is better done in two teams. Use the **Richmond i-tools** to write each team's score on the IWB. Look at the pictures (flags, words and maps) with the children and make sure they know what they represent. Then, listen and ask a member from each team to drag the pictures to the correct place in the diagram. The diagram represents Mexico and Canada.

2 Copy and complete the chart with your classmate.

Review the continents with the children. They then work together to complete the chart.

Answers:

- 1st: Africa; Egypt; red, black and white; Arabic
- 2nd: North America; Canada; red and white; English
- 3rd: North America; Mexico; green, red and white; Spanish
- 4th: Asia; China; red with yellow stars; Chinese
- 3 Use your knowledge and the four clues, and write about the story. The children use the model text as a guide to write about the story.



Fast Finishers

The children make a chart for four other countries.

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.

The children take a quiz choosing the correct words to complete the sentences about the countries studied in the unit.

Continuous Assessment

Check if the children can:

Recall the main events of the story both orally and in writing. Complete the chart about the four countries using their own knowledge and information from the story.

Activity Book

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





Children show individual initiative by choosing and describing a country.



Children apply their newly acquired knowledge in a language game.



Children strengthen their knowledge of the unit grammar.

Key competences continuous assessment

- 1 Use their initiative to choose and describe a country.
- 2 Use the unit language to play a game.
- 3 Understand and use the grammar practised in the unit.

Language Review

CLIL Objective

To review the grammar of the unit.

Language Objective

To review the unit language.

Materials

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

- CD 1

- Pop-outs for Unit 1

Lead-in

Hand out the **flashcards** in random order. The children walk around the room and pair up as country name and map. Ask each pair to say something about their country: which continent it's on, its capital city, languages or flag.

For more flashcard games see page 18.

Use the **Vocabulary Game Generator** to review the key vocabulary covered in the unit. Play *Memory!* to help the children reinforce their knowledge of country names and their maps. See pages 22-24 for interactive games description and ideas.

- **1** Choose a country and give your classmate clues. The children play the guessing game in pairs or small groups.
- **2 Play the** *Big letters-small letters* **game.** Focus the children's attention on the Grammar help box. The children then play the game with their **pop-outs**.



Visual grammar presentation.

Touch open the activity. The activity has five screens. Invite a volunteer out to drag the capital or small letters to complete the words on the screen. Repeat with different children until you have completed the five screens.

Fast Finishers

The children make a poster for capital letter rules.

Wrap-up

Dictate some words from the unit. Then, check the spellings as a whole group, making sure that capital letters have been used correctly. Award points for correctly written words.

Unit 1 Lesson 9

Optional Resources

Teacher's Resource Book page 49, Listening.

Continuous Assessment

Check if the children can: Talk about a country. Decide which words have capital letters.

Activity Book

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





Children improve their listening skills by deciding whether the information is true or false.



Children develop their social skills by presenting a country to their classmates.



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

Key competences continuous assessment

- 1 Are able to understand the listening activity.
- 2 Can make a presentation in front of the class.
- 3 Use the language learned in the unit to write about their country.

Oral Review

CLIL Objective

To consolidate structures and vocabulary by describing a country.

Language Objective

To review the unit language.

Materials

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

- CD 1

- Flashcards for Unit 1

Lead-in

The children watch the animated version of the story. Display the **poster** and the children name the continents, different countries they know, the capital cities and the languages spoken there.

[i-book] Open the i-poster. Divide the class in four teams and ask the teams to choose a representative to play for them on the IWB. Team 1 listens to audio 1. Pause the audio after the question. They have already listened to all the clues for the country. Give team 1 some time to confer. Use the timer in the Richmond i-tools if needed. When time is up, they say the name of the country. The other teams say whether they agree or not with team 1. Once all the teams agree on the country, play the audio to validate. Then, the representative drags the child's name to the correct place on the map. Repeat the procedure with the rest of the teams until you complete the activity.

1 (1) 1.11 Listen and say True or False. The children look at the chart and then compare the information on the audio. (See transcript page 55.)

Answers

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

2 Choose and present a country to your classmates.

The children use the model text as a guide to present a country of their choice. Encourage them to add photos and drawings.

3 Write about your own country. The children write the basic information about their own country and add other details if possible.

Fast Finishers

The children decorate their description of their country with pictures.

Wrap-up

Divide the class into four teams. Show the **flashcards** one by one and ask the children to write down the continent, capital city, language and flag. Swap answer sheets and correct as a class. Award points for each correct answer, the team with the most points is the winner.





i-book Watch the animated version of the story again.

Unit (1) Lesson 10

Optional Resources

Teacher's Resource Book page 61, Speaking.

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:

Talk and write about a country using the language and structures learned in the unit.

Activity Book

Unit 1, page 14, Lesson 10. See page 234 for answer key.

Transcripts

Poster, Unit 1. Listen and label the continents with post-it notes.

Can you find Africa?

Can you find South America?

Can you find Oceania?

Can you find the Antarctic?

Can you find Europe?

Can you find North America?

Can you find Asia?

And now, can you find these two countries?

Where is Spain?

Where is the United Kingdom?

1.4 Listen and say the continents.

Max: Where's Canada? Is it in Europe or North America? Claude: Where's Australia? Is it in Oceania or South America? Holly: Where's Mexico? Is it in North America or South America?

Claude: Where's China? Is it in Asia or Europe?

Max: Where's Morocco? Is it in Europe or Africa?

Lulu: Where's Romania? Is it in Europe or in Asia?

Max: Where's Egypt? Is it in Asia or Africa?

Lulu: Where's The United Kingdom? Is it in North America

or Europe?

Holly: Where's Ecuador? Is it in North America or South America?

Where's Japan? Is it in Oceania or Asia?

Claude: This is the last piece! Where's New Zealand?

1.5 Listen and answer the questions.

Narrator: Inés is from Ecuador. She lives in Quito.

Inés: ¡Hola!

Narrator: What language does she speak?

Narrator: Victor is from Romania. He speaks Romanian.

Victor: Salut!

Narrator: Where does he live?

Narrator: Amelie is from Canada. She speaks French and English.

Amelie: Bonjour!

Narrator: Where does she live?

Narrator: Samir is from Morocco. He lives in Rabat.

Samir: Áhlan!

Narrator: What languages does he speak?

Narrator: Liu Yang is from China. She speaks Chinese.

Liu Yang: Nǐ hǎo!

Narrator: Where does she live?

Narrator: Martin is from New Zealand. He lives in Wellington.

Martin: Hi!

Narrator: What language does he speak?

1.6 Listen to the song and find the coins. Then, sing the song: What's it worth?

It's got a lion on one side and a map on the other. What's it worth? What's it worth? It's worth one cent! Oh! I've got a coin worth one cent! Oh! She's got a coin worth one cent!

It's got a harp on one side and a map on the other. What's it worth? What's it worth? It's worth fifty cents! It's worth fifty cents! Oh! I've got a coin worth fifty cents! Oh! He's got a coin worth fifty cents!

It's got an eagle on one side and a map on the other. What's it worth? What's it worth? It's worth one euro! It's worth one euro! Oh! I've got a coin worth one euro! Oh! She's got a coin worth one euro!

1.7 Listen and say True or False.

- 1 Anglesey is off the north coast of Wales.
- 2 The capital is Douglas.
- 3 The people there speak two languages: Welsh and English.
- **4** The name of one of the towns has got more than 50 letters.
- 5 The Shetland Islands are off the north coast of Ireland.
- **6** The capital is Lerwick.
- 7 The flag is orange and blue.
- 8 People live on all the one hundred islands.
- **9** The Scilly Isles are off the southwest coast of England.
- 10 There are only about 2,000 people living on the Scilly Isles.
- 11 The flag is white and blue.
- 12 People speak two languages.
- 13 The Isle of Man is off the northeast coast of England.
- 14 The people there speak English and Gaelic.
- 15 The flag is red, green and blue.
- 16 The symbol on the flag is three arms.



1.8 Read and listen for the missing words.

Lucy: Where are you from, Tony?

Tony: I'm from Oxford. What about you Lucy?

Lucy: My mum's family comes from India. **Tony:** Oh, really? My mum comes from France.

Nick: And my dad comes from Ireland.

Sandra: Well, my dad's family comes from China.

Lucy: So you're half Chinese.

Nick: And Tony, you're half British and half French.

Tony: What a mixture we all are!

1.9 Listen and read the story: A quiet Sunday afternoon.

Narrator: It's Sunday afternoon and the children are in the den.

Holly: I'm really bored! We never go anywhere! **Lulu:** Let's ask the magic window for an adventure.

Narrator: The children step through the magic window.

Max: Wow! This is a huge city! Claude: But where are we?

Lulu: I know! Look at the pyramids. This is Egypt!

Narrator: The children want to explore but the magic window

has got another idea.

Holly: This looks like Big Ben. Are we in London? Max: No, look! That's the Canadian flag. This is Ottawa!

Lulu: Are you ready for departure? Max: Where are we going, now?

Narrator: A few seconds later, the children arrive in

another place.

Claude: Mmm! I can smell lovely food!

Holly: They're speaking Spanish. I think this is Mexico.

Narrator: Claude wants to taste the delicious food, but there's

no time.

Narrator: The children don't recognise this place but, then,

Holly finds a coin.

Holly: This coin has got strange markings. Lulu: Brrr! Look at the temperature!

Narrator: Claude looks carefully at the coin. Claude: Yes! I know where we are. This is China!

Narrator: The children are back in the den with all their

souvenirs from the trip. **Lulu:** Is anybody bored now?

Holly: Wow!

1.10 Listen to the sounds. Then, say the words. Listen to the sounds and read the words with me.

ch, ch, ch, adventure ch, ch, ch, temperature ch, ch, ch, sculpture ch, ch, ch, departure ch, ch, ch, future



1.11 Listen and say True or False.

Elisa speaks English. Nico speaks Spanish.

Danny and Chantelle speak English and French.

Nico lives in Madrid. Elisa lives in London.

Danny and Chantelle live in Quito.

Elisa is from Ecuador. Nico is from Canada.

Danny and Chantelle are from Canada.

Unit (2) Overview

Vocabulary

Actions: bend, jump, hop, kick, lift, push, put, run, stand, stretch, touch

Body parts: back, knees, toes **Gymnastics:** cartwheel, forward roll,

handstand, star jump

Directions: back, front, left, right

Exercise routines: dance, gymnastics, PE, play football, ride a bike, skating, swimming, train, walk, warm up; never, once, twice Football: foul, goal, kick off, match, nil, pass,

score, shoot, tackle, team

Structures

Can: Can you do a cartwheel? My friend can do a handstand.

Present Simple: *I hop to the left.*

She hops to the right.

Frequency Clauses: *I play basketball three times*

a week. How often do you do sports?

Go ... for a bike ride, for a walk, swimming, skating

Do ... gymnastics, PE

Functional language: You win some and you lose some. Come on Rovers! United are winning 1-nil.

Recycled Language

Body parts: arm, hand, head, leg, nose Can for ability

Present Simple

Cultural Strand

Language Objective:

To use the Present Simple and frequency clauses to describe training routines for girl football players.

Creative Strand

CLIL Objective:

To design dance routines.

Language Objectives:

To use language to describe dance movements. To describe opposite movements.

Functional Strand

Language Objectives:

To learn the language related to football matches.

Literacy Strand

CLIL Objective:

To acquire skills in phonics while reading a fictional story.

Language Objectives:

To practise the Present Simple. To review language related to exercise. To recognise and compare the sounds air and ear.

Knowledge Strand

CLIL Objective:

To analyse exercise routines.

Language Objective:

To use the Present Simple and frequency clauses to describe exercise routines.

Skills Objectives

Listening: To listen for movements related to pictures. To listen to a song about dancing and find the missing words. To listen to information about a training routine. To listen to and understand a story.

Reading: To match sentences with pictures. To read information about exercise routines. To read information and then say if statements are true or false. To read and understand a story. To read sentences from an advert. To read and follow instructions.

Writing: To write questions using *Can*. To write about exercise abilities and routines. To write an advert for an exercise machine. To write a warm-up routine.

Speaking: To sing a song and to invent a new verse for it. To read a text aloud filling in missing words. To talk about exercise routines. To talk about favourite sports. To act out a scene. To answer comprehension questions about a story. To describe an exercise machine. To play a language game. To answer questions which are heard.

Assessment Criteria

- Children can understand, talk and write about exercise routines using the vocabulary and structures presented in the unit.
- Children can form and use the Present Simple.
- Children can use frequency clauses.
- Children can form questions about ability using Can.
- Children can recognise and differentiate between the sounds *air* and *ear*.

Optional Resources

Teacher's Resource Book Photocopies:

- Lesson 1: pages 62, Speaking
- Lesson 3: page 50, Listening
- Lesson 4: pages 9-10, Language
- Lesson 6: page 71, Phonics
- Lesson 9: page 40, Writing
- Lesson 10: page 30, Reading
- Evaluation: pages 89-90 or 91-92, Unit 2 test

GODIS

Teacher's i-book [i-book]

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

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

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

- Lesson 2: activity 1
- Lesson 4: activity 2
- Lesson 5: activity 2
- Lesson 7: 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 3: knowledge
- Lesson 5: functional language
- Lesson 6: phonics
- Lesson 8: literacy



Audiovisual material:

- Lesson 4: Girls' football clubs
- 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 become familiar with vocabulary related to actions, movements, body parts, physical activities and language for watching a match.



Competence in Maths, Science and Technology:

Children apply basic mathematical skills to understand ordinal numbers, timetables and frequency clauses.



Digital Competence:

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



Social and Civic Competences:

Children develop their social competence by acknowledging the importance of exercise and having a healthy lifestyle.



Cultural Awareness and Expression:

Children use their imagination and creativity to design a dance routine and perform the dance.



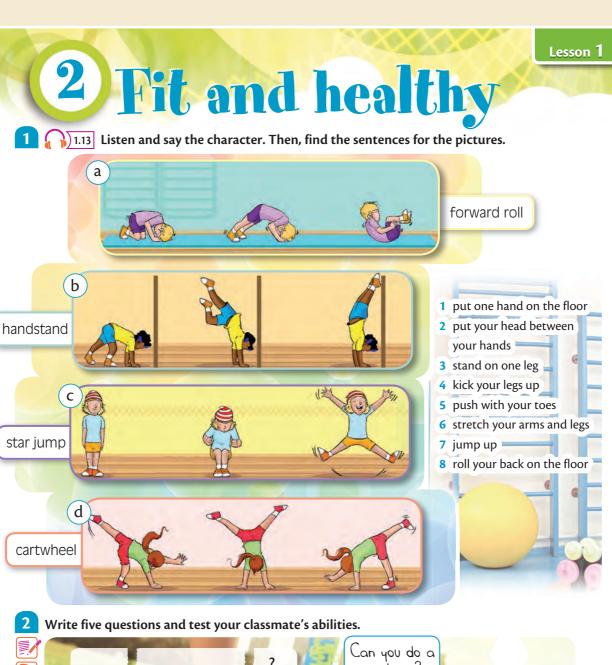
Learning to Learn:

Children develop their learning techniques by gaining an understanding of how to write an advert.



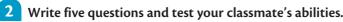
Sense of Initiative and Entrepreneurship:

Children show their initiative and personal autonomy by assessing a classmate's abilities and analysing exercise routines.



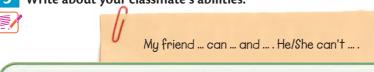








Write about your classmate's abilities.



Assessing flexibility | Actions, Movements, Body parts Can you (do a cartwheel)?







Children improve their listening skills by identifying the characters and matching the sentences with the pictures.



Children show initiative and personal autonomy by assessing a classmate's abilities.



Children improve their writing skills by writing about their classmate's abilities.

Key competences continuous assessment

- 1 Are able to follow the listening to do the activity.
- 2 Are able to assess abilities.
- 3 Improve their ability to write in English.

CLIL Objective

To understand a listening activity about basic gymnastics moves.

Language Objectives

To form questions about ability using Can: Can you do a cartwheel?

Actions: bend, jump, kick, lift, push, put, stand, stretch, touch Body parts: arms, back, hands, head, knees, legs, toes Gymnastics: cartwheel, forward roll, handstand, star jump

Materials

- Teacher's i-book
- CD 1
- Poster for Unit 2
- Flashcards for Unit 2: cartwheel
- Extra material: post-it notes numbered 1-8

Lead-in

Display the **poster**. Help the children recognise what is happening in each picture. Play the audio and ask children to come and place the post-it notes (see Materials) on the pictures. Play the audio again and get the children to do the movements. (See transcript page 78.)

Open the **i-poster**. Help the children recognise what is happening in each picture. Then, play the audio and ask the children to drag the numbers to the correct pictures in the right order. Play the audio again and get the children to do the movements. For further practice, use your own instructions for the children to number the pictures in a different order.

1 (1) 1.13 Listen and say the character. Then, find the sentences for the pictures. The children identify each character by their movements. They match the sentences with the pictures. (See transcript page 78.)

Answers

Claude, Holly, Max, Lulu

- a 2 put your head between your hands, 5 push with your toes,8 roll your back on the floor
- **b** 4 kick your legs up, 6 stretch your arms and legs
- c 7 jump up, 6 stretch your arms and legs
- **d** 3 stand on one leg, 1 put one hand on the floor, 6 stretch your arms and legs

2 Write five questions and test your classmate's abilities.

The children use the model text and the vocabulary in Activity 1 to form questions and note down the answers.

3 Write about your classmate's abilities. The children use their notes to write a short paragraph about their friend's abilities.

Fast Finishers

Put the **flashcards** on the board. The children write the actions they can or can't do and illustrate them.

Wrap-up

Children take turns to ask the class one of their ability questions from Activity 2. If possible take the children to the playground or gym to demonstrate what they can do.

Use the **Vocabulary Game Generator** to review the key vocabulary covered in the lesson (*cartwheel, forward roll, handstand, star jump*)

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

The children find six actions in the wordsearch. Use the timer in the **Richmond i-tools** to make it more challenging for the children.

Optional Resources

Teacher's Resource Book page 62, Speaking.

Initial Evaluation

Check if the children can:
Form questions about ability using *Can*.
Understand and use the new vocabulary related to exercise.
Recognise and use the vocabulary related to body parts.

Activity Book

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





Children reinforce their knowledge of vocabulary related to actions, movements and body parts through a song.



Children use their imagination and creativity to design a dance routine and perform the dance.



Children improve their writing skills by writing about the dance they have performed.

Key competences continuous assessment

- 1 Reinforce their vocabulary through the song.
- **2** Can design a dance routine and perform the dance.
- 3 Improve their ability to write in English.

Creative Strand

Unit 2 Lesson 2

CLIL Objective

To design dance routines.

Language Objectives

To use the Present Simple to describe dance movements: *I run to the front.*

To describe opposite movements: I hop to the left.

She hops to the right.

Actions: bend, dance, jump, hop, kick, lift, run

Body parts: *arm, knee, leg* **Directions:** *back, front, left, right*

Materials

- Teacher's i-book

- CD 1

Lead-in

Review the movement vocabulary and introduce opposites by playing Simon says: Stand on your left leg. Put your right hand on your left knee. Jump to the front. Jump to the back.

1 1.14 Listen and find the singer for each line.

Then, sing the song. The children listen for the missing words to find the singer. They then join in with the song. (See transcript page 78.)

Answers

both, girl, boy, both, boy, girl, both, girl, boy, both

[ibook] Touch (1) to open the activity. The children listen to the song and drag the words to complete the lyrics. Alternatively, cover the words using the shade in the **Richmond i-tools** and ask the children to fill in the gaps. Listen to the song to validate.

- **2** Invent a verse and perform your dance. The children read the instructions and in pairs invent two movements using opposites. Invite volunteers to demonstrate.
- **3** Write about your dance. The children use the model text as a guide to write about their dance.

Fast Finishers

The children add other movements to their dance routine.

Wrap-up

The children continue to demonstrate their dance movements and explain what they are doing.

Continuous Assessment

Check if the children can:

Understand the song and find the singer for each line.

Describe opposite movements.

Invent a simple dance routine.

Describe a dance routine.

Activity Book

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

Children need about sixty minutes of exercise every day. They can do moderate exercise, for example, walking, swimming or riding a bike. Children need vigorous exercise three times a week as well. Examples of vigorous exercise are sports training, dancing or skating.

Read and talk about the exercise routines.

I think ... has got a good routine.

a very good routine



a bad routine

Mary does a dance class twice a week. At school, she does PE three times a week. She walks to school every day and she goes skating every weekend.



an average routine

Jim does PE at school three times a week. He never rides his bike and he never walks to school.



a good routine

Stella always does a warm up before gymnastics twice a week. She does PE at school three times a week and she goes swimming once a week.



Rory plays football three times a week and he does PE at school. He rides his bike to school every day. Once a week he goes swimming.





Ask about your classmate's exercise routine.

three times a week

once a week twice a week every day

never

90 000

for a bike ride for a walk swimming skating

sports dance PE gymnastics



How often do you do sports?



I play basketball three times a week.



Write about your exercise routine.



I ... times a week. I ... every day. I've got a ... exercise routine.



How often do you...? I ... once a week.







Children show their initiative and personal autonomy by analysing exercise routines.



Children demonstrate skills by working in pairs to ask and answer questions about their exercise routines.



Children improve their writing skills by writing about their own exercise routine.

Key competences continuous assessment

- 1 Are able to analyse exercise routines.
- 2 Work well in pairs to complete the activity.
- 3 Are able to write basic information about themselves.

Knowledge Strand

CLIL Objective

To analyse exercise routines.

Language Objectives

To use the Present Simple and frequency clauses to describe exercise routines.

Frequency clauses: I play basketball three times a week. How often do you do sports?

Go ... for a bike ride, for a walk, swimming, skating

Do ... gymnastics, PE

Exercise routines: dance, gymnastics, PE, play football, ride a bike, skating, swimming, walk, warm up; never, once, twice

Materials

- Teacher's i-book
- Flashcards for Unit 2: dancing, gymnastics, skating, stretching

Lead-in

Display the **flashcards** and the word cards. Tell the children to match them up. Then, ask if anybody does the activities. Ask: Do you (go dancing) every (week)? How often do you go (skating)? Then help them form the answer.

the key vocabulary for the lesson. Play *Match it!*See pages 22-24 for interactive games description and ideas.

1 Read and talk about the exercise routines. The children read the introduction and discuss if they do any of those activities. They then read the routines and discuss if each one is good or bad and if possible say why.

2 Ask about your classmate's exercise routine.

Read the speech bubbles together to help the children form the question and the answer.

3 Write about your exercise routine.

The children use the model text as a guide to write a short description of their weekly exercise routine.

Fast Finishers

The children write a healthy routine based on the information in the introduction.

Wrap-up

The children take turns to report to the class about their classmate's exercise routine from Activity 2.

The children drag the words to form correct sentences which will help them consolidate the learning points

for frequency clauses. For further oral practice, once the activity is completed, ask the children to work in pairs making questions for the affirmative sentences on the screen using *How often* and answering correct sentences about themselves.



Optional Resources

Teacher's Resource Book page 50, Listening.

Continuous Assessment

Check if the children can:

Understand and use the language for describing exercise routines.

Use frequency clauses to say how often people exercise.

Use go and do correctly with various activities.

Describe an exercise routine both orally and in writing.

Activity Book

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

Unit 2 Lesson 4

Centres of Excellence: football training for girls



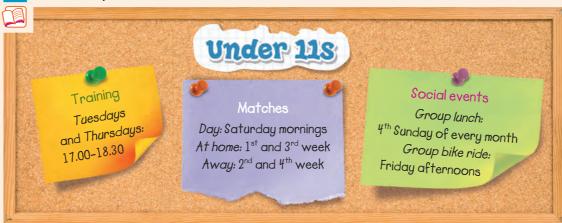


In the UK, lots of famous football clubs have got women's teams and there are national leagues for girls.

The Football Association has got thirty Centres of Excellence for girls.



1 Read and say True or False.



- 1 The under 11s train twice a week.
- 2 They don't train on school days.
- 3 They train in the mornings.
- 4 They play a match once a week.
- 5 They don't play matches at the weekend.
- **6** They play at home twice a month.
- 7 They play away four times a month.
- 8 They don't play matches in the afternoon.
- 9 They go for a bike ride once a week.
- 10 They have lunch together twice a month.





















How often does she go running?

I think she goes running twice a day,



Centres of Excellence | Physical activities, Frequency clauses | They (train) (twice) (a week). / How often does she ...?





Children apply basic mathematical skills to understand ordinal numbers, timetables and frequency clauses.



Children develop their social competence by acknowledging the importance of exercise and how a healthy lifestyle contributes to their well-being.

Key competences continuous assessment

- 1 Can use ordinal numbers, timetables and frequency clauses.
- 2 Become aware of the importance of doing exercise and leading a healthy lifestyle.

Cultural Strand

CLIL Objective

To learn about centres of excellence.

Language Objectives

To use the Present Simple and frequency clauses to describe training routines for girl football players.

Exercise routines: do stretching/training; go running/

swimming/for a bike ride; skip

Frequency clauses: She goes running twice a day.

Materials

- Teacher's i-book

- CD 1

Lead-in

Tell the children to name some English football teams. Ask them if they know the colours they play in. Ask how many girls in the class play football.

[i-book] Open the lead-in activity. The children read a text about a training routine. Then, they have to order the training steps according to the text information. Use the Richmond i-tools to highlight the key information in the text if needed. For further oral practice, order the training steps in a different way and ask them to produce a similar text for these new training steps. Once the activity is completed, ask them if they follow any training routine before doing sports.

Read and say *True* **or** *False***.** The children read the information on the noticeboard and then read the statements below, saying if each one is true or false.

Answers

1 True 2 False 3 False 4 True 5 False 6 True 7 False 8 True 9 True 10 False

1.15 Guess the training routine. Then, listen and check.

Encourage the children to guess how often Charlene does each activity and to make a note of their guesses. They then listen and check. Ask them for the correct answers.

(See transcript page 78.)

Answers

football training twice a week; bike ride once a week, swimming on Saturdays and Sundays; stretching exercises every morning; skip with a rope three times a week



Fast Finishers

The children write two more statements for Activity 1, either true or false.

Wrap-up

Ask the children if they play for any teams, football or others. Ask them questions about it: What is your training routine? Where do you play? Who do you play with?

i-book Watch the video Girls' football clubs. Complete the onscreen comprehension activity with the children. For further practice, open the worksheet before you watch the video and use the Richmond i-tools to complete it as you watch the video. Alternatively, print out copies for the children to do the worksheet individually.

Optional Resources

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

Continuous Assessment

Check if the children can: Understand if statements are true or false. Use the audio to check their guesses. Use frequency clauses to describe a training routine.

Activity Book

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





Children improve their oral skills by answering questions about sports.



Children reinforce their language skills by learning language for watching a match.



Children use their imagination and creativity when acting out a scene.

Key competences continuous assessment

- 1 Can answer personal questions.
- 2 Are able to use language for watching a match.
- 3 Develop their imagination to act out a scene.

Functional Strand

unctional Strand

CLIL Objective

To learn and use language for watching a football match.

Language Objectives

Functional language: You win some and you lose some.

Come on Rovers! United are winning 1-nil.

Football: foul, goal, kick off, match, nil, pass, score, shoot,

tackle, team

Materials

- Teacher's i-book

- CD 1

Lead-in

Review sports vocabulary with a game, play Guess the sport. Mime a sport and ask the children: What game is this?

Use the **Vocabulary Game Generator** to review the sports vocabulary. Play *Guess it!*

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

1 Answer the questions. The children have a class discussion based on the questions.

2 (1)1.16 Read and listen for the missing words. The children listen out for the missing words and note them down. They can read the dialogue aloud when they know the words. (See transcript page 79.)

Answers

kicks off, shoots, scores, passes, tackles

Touch to open the activity. The children take turns to match the sentence halves which will help them consolidate the language used for watching a match.

For further practice, restart the activity and set the timer in the **Richmond i-tools**. Play a competition game to find the fastest child to match the sentence halves.

3 Change the words in green and act out the scene.

The children work in groups to act out the scene.

Fast Finishers

The children design a football strip for their favourite team.

Wrap-up

The children practise spelling out their favourite team's name and chanting as in the last picture of the story.

The children take a quiz choosing the correct words to complete the sentences using the key language learned in the lesson.



Continuous Assessment

Check if the children can:

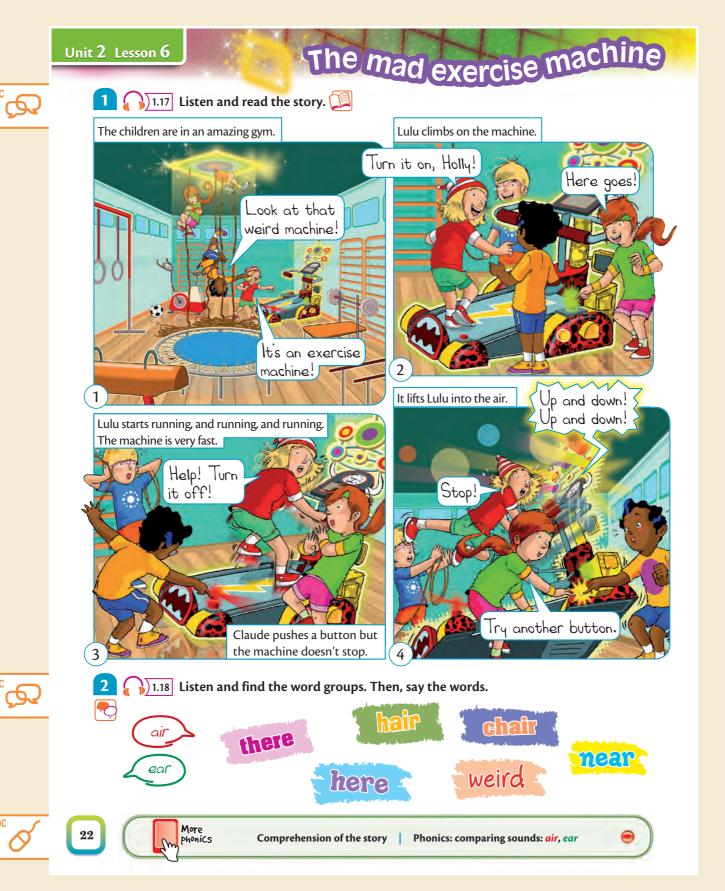
Understand and use the vocabulary for describing football matches.

Recognise the missing words.

Act out the scene.

Activity Book

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





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



Children learn to identify and compare *air* and *ear* sounds.



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

Key competences continuous assessment

- 1 Enjoy listening to and reading the story.
- 2 Are able to identify and compare air and ear sounds.
- 3 Use the digital resources to practise phonics.





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



Children develop their learning techniques by extracting information from the story.

Key competences continuous assessment

- 1 Are able to answer the questions about the story.
- **2** Learn to extract information from the story.

Literacy Strand

CLIL Objective

To acquire skills in phonics while reading a fictional story.

Language Objectives

To practise the Present Simple.

To review language related to exercise.

To recognise and compare the sounds air and ear.

Materials

- Teacher's i-book

- Story cards for Unit 2

- CD 1

Lead-in

Display the first **story card** (or open the **i-story cards** on the **Teacher's i-book**). Ask where the characters are. Show the second story card and tell the children to predict what might happen.

1 Listen and read the story. Ask questions to make sure they understand: What does Lulu do first on the machine. Is the machine good or bad? Which button do they press second? What does Max give Lulu? (See transcript page 79.)

the story to open the **i-story cards** in a new window. Read and listen to the story with the children.

Hot spots: *Weird, Swing.* Use the Hot spots to highlight this potentially difficult vocabulary before the reading activities.

2 (1)1.18 Listen and find the word groups. Then, say the words. The children try to copy the pronunciation as closely as possible.

(See transcript page 79.)

Answers

air: there, hair, chair ear: here, weird, near

Fast Finishers

The children write the words from Activity 2 into their notebooks and add a picture.

Wrap-up

On the board write the headings *air* and *ear*. Ask the children to suggest words for each column with those sounds (*where, wear, bear, pear, pair – year, hear, dear, deer, beard*).



The children listen and drag the letters to form the words. They choose the correct spelling for the air (ai, ea, e_e) and ear (ea, ee, e_e) sounds. Listen to the sounds before you start the activity so they can compare the different pronunciations. Use the hint to focus the children's attention exclusively on the spelling of the two sounds. For further practice, open My notes and the Richmond i-tools and dictate more words containing these sounds.

Anticipated Difficulties

The sounds *air* and *ear* are quite similar and the children are also introduced to alternative spellings for the sounds. Give them time to hear and pronounce the sounds.

Optional Resources

Teacher's Resource Book page 71, Phonics.

Continuous Assessment

Check if the children can:

Understand the story and recognise the new vocabulary related to exercise.

Recognise and differentiate between the sounds air and ear.

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

Comprehension.

Materials

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

- CD 1

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. Play the whole story again and make sure the children understand it and explain any of the words they don't understand. The children answer the questions orally and then write the answers in their notebooks.

Answers

- 1 It turns the machine on.
- 2 The machine doesn't stop.
- 3 It goes up and down, and lifts Lulu into the air.
- 4 They climb on the trampoline.
- **5** Lulu swings on a rope across the gym and goes through the magic window.

Watch the animated story again. Alternatively, touch the story to open the **i-story cards** in a new window. Read and listen to the story with the children again.

Then, touch (1) to open the activity. The children look at the pictures from the story and drag the correct words to complete the sentences.

Fast Finishers

The children read through the whole story.

Wrap-up

In small groups the children write a question about the story. The groups then ask their questions to the others. Award points for correctly formed questions and correct answers.

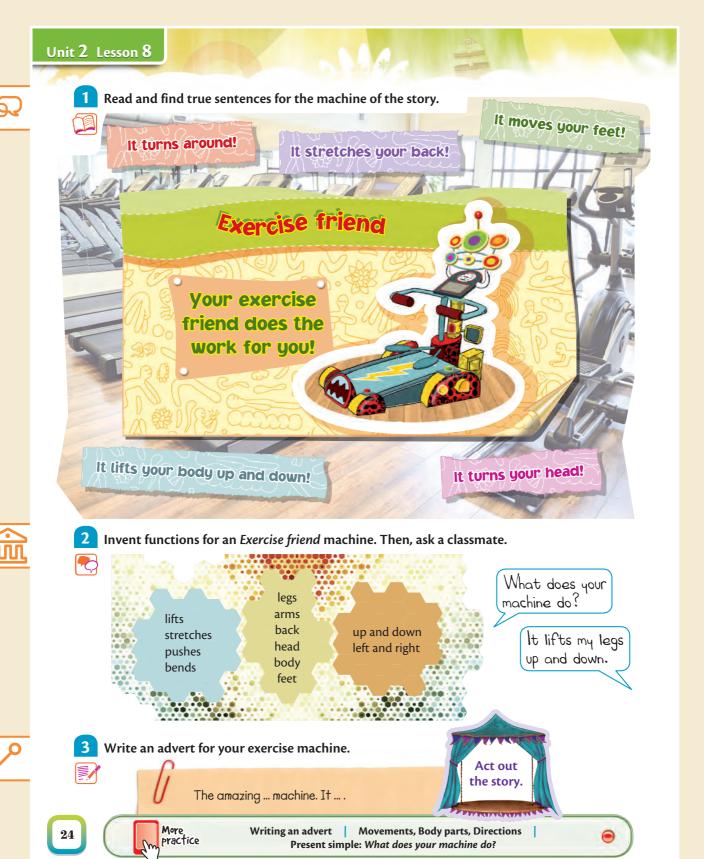


Continuous Assessment

Check if the children can: Understand the story. Answer the questions.

Activity Book

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





Children show consolidation of structures and vocabulary when reading about the machine in the story.



Children use their imagination to invent functions for an exercise machine.



Children develop their learning techniques by gaining an understanding of how to write an advert.

Key competences continuous assessment

- 1 Practise the language learned in the unit.
- **2** Can invent functions for an exercise machine.
- 3 Learn to write an advert.

Literacy Strand

CLIL Objective

To practise writing an advert.

Language Objective

To practice the language used in describing exercises.

Materials

- Teacher's i-book

Story cards for Unit 2

Lead-in

Prompt the children to retell the story using the **story cards** (print or **interactive**).

1 Read and find true answers for the machine of the story.

The children read the statements from the advert and decide which ones are true.

Answers

It turns around!

It moves your feet!

It lifts your body up and down!

[HOOK] Touch **()** to open the activity. The children look at the picture (Exercise friend) and read the sentences. Then, they listen to the three children on the screen and choose the one that needs the machine.

2 Invent functions for an Exercise friend machine. Then, ask a classmate. The children use the word boxes to invent functions. They use the speech bubbles to help them ask and answer questions about it.

3 Write an advert for your exercise machine. The children use their sentences from Activity 2 to write an advert for their machine.

Fast Finishers

The children draw a picture of their invented exercise machine.

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.

The children play a fun game choosing the correct words to complete the sentences about the exercise machine to consolidate the key language of the lesson: body movements and directions.



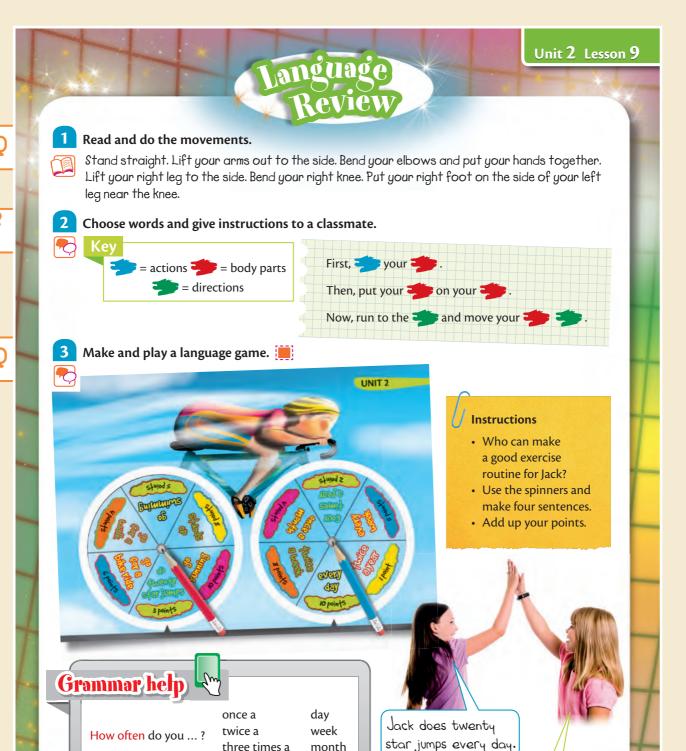
Continuous Assessment

Check if the children can:

Recall the main events of the story both orally and in writing. Write sentences about an exercise machine using the vocabulary provided.

Activity Book

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





Actions, Body parts, Directions

three times a

every

month

year

How often do you (do sports)? Every day.

25

That's thirteen points!



Children reinforce their reading skills by doing the movements in the text.



Children show their initiative by writing and giving instructions to a classmate.



Children apply their newly acquired knowledge in a language game.

Key competences continuous assessment

- 1 Understand the text to follow the instructions.
- 2 Take the initiative to write and give instructions.
- 3 Use the unit language to play a game.

Language Review

CLIL Objective

To review the grammar of the unit.

Language Objective

To review the unit language.

Materials

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

Lead-in

Hand out the **flashcards** and word cards. Ask the children to pair up and say their word.

For more flashcard games see page 18.

Den the **i-poster**. The children play Simon says! with the **i-poster** pictures. They watch, remember and repeat the sequence. The number of pictures in the sequence increases as the activity goes on to make it more challenging for the children. Restart the activity if the children find it too difficult after several runs.

- **1 Read and do the movements.** The children read and follow the instructions.
- **2** Choose words and give instructions to a classmate. Help the children to understand the key and how to form the sentences. They then give each other instructions to do actions.
- **3** Make and play a language game. Focus the children's attention on the Grammar help box. The children then play the game with their **pop-outs**.



Visual grammar presentation.

the questions (How often ...?) and the incomplete answers to the questions. They read the clue and drag the correct frequency clauses to complete the sentences. Set the timer in the Richmond i-tools to make it more challenging for the children.

Fast Finishers

The children try doing other movements and describing them.

Wrap-up

Dictate some words from the unit. Then, check the spellings as a whole group. Award points for correctly written words.

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

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

Unit 2 Lesson 9

Anticipated Difficulties

Make sure the children have enough space when doing the movements in Activity 1.

Optional Resources

Teacher's Resource Book page 40, Writing.

Continuous Assessment

Check if the children can:
Understand the movements they read about.
Give action instructions to a classmate.
Understand the language game.

Activity Book

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





Children improve their listening skills by answering the questions.



Children use their imagination to invent a weekly exercise routine.



Children show consolidation of structures and vocabulary by describing a warm-up routine.

Key competences continuous assessment

- 1 Are able to understand the listening activity.
- **2** Can invent a weekly exercise routine.
- 3 Use the language learned in the unit to describe a warm-up routine.

Oral Review

CLIL Objective

To consolidate structures and vocabulary by describing an exercise routine.

Language Objective

To review the unit language.

Materials

- Teacher's i-book

- Poster for Unit 2

- CD 1

Lead-in

Display the **poster** (print or **interactive**) and the children describe what people are doing in each scene.

1 Listen and answer the questions. The children look at the chart and then answer the questions on the audio. (See transcript page 79.)

Answers

- 1 Yes, she does. 2 No, he doesn't. 3 No, he doesn't.
- 4 Yes, she does. 5 No, she doesn't, 6 Yes, he does.
- 7 Yes, he does. 8 Yes, she does. 9 Yes, he does.
- 10 No. she doesn't.
- **2** Invent an ideal weekly exercise routine. The children read the instructions and then use the speech bubble as a guide to invent and talk about an exercise routine.
- **3** Invent and describe a warm-up routine with five movements. Remind the children of the importance of warm-up routines. The children write about their routine with at least five movements.

Fast Finishers

The children write and answer questions about the chart in Activity 1.

Wrap-up

Display the **poster** (or open the **i-poster** on the **Teacher's i-book**), divide the class into two teams and play *I spy*. A member of each team comes to the front. Say: *I spy someone* (turning their head to the left). The first child to find the person wins a point for their team.

i-book Watch the animated version of the story again.



Optional Resources

Teacher's Resource Book page 30, Reading.

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:

Talk and write about exercise routines using the language and structures learned in the unit.

Activity Book

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

Transcripts

1.12 Poster, Unit 2. Listen and sequence the warm-up routine. Then, do the movements.

First, turn your head to the left and to the right.

Now, stretch your arms up.

Ok, now bend your knees, up, down, up, down. Good! And now, bend your knees and jump up high! Good! Now, kick your right leg up and then your left leg.

Right! Left! Right! Left! Good!

Now, sit on the floor. Lift your legs up and now lower your legs. Good! Now, do it again. And now, put your nose on your knees.

1.13 Listen and say the character. Then, find the sentences for the pictures.

Claude: This is fun. Stand near a wall and put your hands on the floor. Kick your legs up and put your feet on the wall.

Holly: Ok. First, stand on one leg. Put one hand on the floor and kick your legs up over-head. Then, put your other hand on the floor. Then, lower your legs. Put one leg on the floor and then the other leg.

Max: Right! Bend your legs and put your knees and your hands on the floor. Put your head between your hands. Push with your toes and roll your back on the floor.

Lulu: Ready! Now! Stand straight. First, bend your knees and jump up. Stretch your arms and legs to the sides.

1.14 Listen and find the singer for each line.

Then, sing the song: Dancing two by two.

Boy: She doesn't know what steps to do! Both: When we dance two by two. Girl: He doesn't know what steps to do! Both: When we dance two by two.

Girl: I run to the front. He runs to the back. Boy: I turn to the left. She turns to the right. Girl: He doesn't know what steps to do! Both: When we dance two by two. Boy: She doesn't know what steps to do! Both: When we dance two by two.

Boy: I jump to the front. She jumps to the back.

Girl: I kick my right leg. He kicks his left. **Boy:** She doesn't know what steps to do! Both: When we dance two by two. Girl: He doesn't know what steps to do! Both: When we dance two by two.

Girl: I lift my right arm to the front. He lifts his left. Boy: I bend my left leg. She bends her right. Girl: He doesn't know what steps to do! Both: When we dance two by two.

Boy: She doesn't know what steps to do! Both: When we dance two by two.

1.15 Guess the training routine. Then, listen and check.

Interviewer: So Charlene, you're in the under 11s football team for Liverpool football club.

Charlene: Yes, that's right.

Interviewer: And your team are winning a lot of matches.

Charlene: Yes! It's very exciting.

Interviewer: Do you do a lot of training for the matches? Charlene: Oh, yes. We've got a really serious training programme. We do football training twice a week and we do other things as well.

Interviewer: What sort of things do you do?

Charlene: Well, we go for a bike ride once a week with

all the team and then I go swimming on Saturdays and Sundays.

Interviewer: Wow! That's a lot of exercise! Charlene: Yes, it is! And there's more!

Interviewer: Really?

Charlene: Yes, I do 30 minutes of stretching exercises every morning and three times a week I skip with a rope for half

an hour. It makes me stronger!

Interviewer: I'm sure it does! Well, good luck with the rest

of the season. Charlene: Thanks!



1.16 Read and listen for the missing words.

Public: Come on Rovers! Come on United! **Commentator:** Luke Trent kicks off for Rovers!

Commentator: United are in control of the ball.

Delvin Costa shoots and... scores!

Public: Goal!!!

Public: There's only one Delvin Costa. One Delvin Costa.

There's only one Delvin Costa.

Commentator: United are winning 1-nil.

Commentator: Costa passes to Lewis. Trent tackles and...

Public: Foul!

Commentator: That's a red card for Luke Trent. **Commentator:** That's a 1-nil win for United. **Public:** U-N-I-T-E-D. United is the team for me!

Boy: What a great match!

Girl: You win some and you lose some!

1.17 Listen and read the story: The mad exercise

machine.

Narrator: The children are in an amazing gym.

Claude: Look at that weird machine! Lulu: It's an exercise machine!

Narrator: Lulu climbs on the machine.

Lulu: Turn it on, Holly! Holly: Here goes!

Narrator: Lulu starts running, and running and running.

The machine is very fast. Lulu: Help! Turn it off!

Narrator: Claude pushes a button but the machine doesn't stop.

Narrator: It lifts Lulu into the air. Machine: Up and down! Up and down!

Lulu: Stop!

Holly: Try another button!

Narrator: The next button starts the machine's wheels.

Machine: Exercise! Exercise!

Lulu: Ow! My hair!

Claude: Quick! Climb on the trampoline.

Holly: Oh! It's very near!

Narrator: Max has got one end of a climbing rope.

Max: Catch the rope!

Machine: Turn around! Turn around! Narrator: Lulu swings across the gym. Machine: Hit the ball! Hit the ball!

Claude: Ow! My ear!

Holly: Look! It's the magic window!

Machine: Lift! Lift!

Max, Claude and Holly: One, two, three... jump! Narrator: And the children escape from the mad exercise

machine.

1.18 Listen and find the word groups. Then, say the words.

Listen to the words with the same sounds.

air, air, there air, air, hair

air, air, chair

ear, ear, here ear, ear, weird ear, ear, near

1.19 Listen and answer the questions.

- 1 Does Lucy do sports twice a week?
- 2 Does Bob do sports three times a week?
- **3** Does Bob go for a bike ride every day?
- **4** Does Lucy go for a bike ride every day?
- **5** Does Lucy go for a walk every day?
- 6 Does Bob go for a walk every day?
- 7 Does Bob do dance twice a week?
- **8** Does Lucy go swimming once a week?
- 9 Does Bob go swimming three times a week?
- 10 Does Lucy do gymnastics four times a week?

Unit (3) Overview

Vocabulary

Solar System: the Sun, Mercury, Venus, the Earth, the Moon, Mars, Jupiter, Saturn, Uranus, Neptune; constellation, star **Big numbers:** hundred, thousand, million, billion

Measurements: diameter, distance, size, temperature; km, °C; far, near

Adjectives: big, bright, cold, far, hot, low,

near, yellow

Structures

Language for playing games: It's my turn.

I'm on number four. Miss a go.

How far is it from (Venus) to (the Earth)?

Comparative adjectives: Is it bigger than Venus? Why ... ? Because: Why is the moon yellower

in autumn? Because

Functional language: That doesn't make sense.

That sounds right. We can work it out.

Recycled Language

Present Simple

Ordinal numbers: first, second...

Prepositions: between

Cultural Strand

Language Objectives:

To use comparative adjectives to talk about phenomena of the Solar System. To use the Present Simple to describe constellations.

Creative Strand

CLIL Objective:

To learn about and make a model of the Solar System.

Language Objectives:

To use big numbers to describe distance between planets. To sing a song about the planets.

Functional Strand

Language Objective:

To learn language for enquiring about facts.

Spectacular

Literacy Strand

CLIL Objective:

To acquire skills in phonics while reading a fictional story.

Language Objectives:

To practise the Present Simple. To review language related to big numbers and space. To practise initial consonant blends: bl, br, cl, cr, fl, fr, gl, gr, pl, pr.

Knowledge Strand

CLIL Objective:

To compare size, distance and temperature of the planets.

Language Objectives:

To use comparative adjectives to talk about planets. To use big numbers to talk about the size, temperature and distance of planets.

Skills Objectives

Listening: To listen for information about a game. To listen to a song about planets. To listen to and understand a story. To differentiate big numbers.

Reading: To read information about space. To read and understand a story. To read possible endings and select some. To read and make true sentences about the planets.

Writing: To write a comparison of two planets. To write about an imaginary planet.

Speaking: To sing a song. To play a guessing game about planets. To describe a constellation and a planet. To talk about planets and act out a scene. To answer comprehension questions about a story. To use adjectives to create a space narrative.

Assessment Criteria

- Children can talk and write about planets.
- Children can form and use comparatives.
- Children can talk about and write a description of a planet.
- Children can use big numbers.
- Children can use appropriate adjectives.
- Children can pronounce words with initial consonant blends.

Optional Resources

Teacher's Resource Book Photocopies:

- Lesson 2: pages 51, Listening
- Lesson 3: page 63, Speaking
- Lesson 4: page 41, Writing
- Lesson 6: page 72, Phonics
- Lesson 9: pages 11-12, Language
- Lesson 10: page 31, Reading
- Evaluation: pages 93-94 or 95-96, Unit 3 test

Extras/Realia

• Lesson 1: dice

Teacher's i-book [i-book]

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

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

Activities with **(1)** beside the rubric offer an additional interactive activity to reinforce the activity content:

- Lesson 2: activity 1
- Lesson 5: activity 2
- Lesson 7: 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 3: knowledge
- Lesson 5: functional language
- Lesson 6: phonics
- Lesson 8: literacy



Audiovisual material:

- Lessons 4: Exploring the night sky
- 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 become familiar with vocabulary related to space, planets, distances, sizes and language for enquiring about facts.



Competence in Maths, Science and Technology:

Children acquire competence in science by becoming familiar with the planets and the Solar System. They also apply basic mathematical skills to understand distances, big numbers, temperatures and ordinal numbers.



Digital Competence:

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



Social and Civic Competences:

Children practise taking turns and following the instructions when playing a game.



Cultural Awareness and Expression:

Children use their creativity and artistic skills to make a model of the Solar System. They also design and draw a constellation.



Learning to Learn:

Children develop their learning techniques by gaining an understanding of how to invent background information.



Sense of Initiative and Entrepreneurship:

Children use their initiative to choose sentences to complete the story.











Children acquire competence in science by becoming familiar with the planets and the Solar System.



Children practise taking turns and following the instructions when playing a game.



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

Key competences continuous assessment

Check if children:

1 Become familiar with the planets and the Solar System.

27

- 2 Take turns when playing a game.
- 3 Use the digital resources to practise the new language.

CLIL Objective

To learn about the planets.

Language Objectives

Language for playing games: It's my turn. I'm on number four. Miss a go.

Solar System: the Sun, Mercury, Venus, the Earth, the Moon, Mars, Jupiter, Saturn, Uranus, Neptune

Materials

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

- CD 1
- Poster for Unit 3
- Extra material: dice

Lead-in

1.20 Display the **poster**. Point to different planets and ask the children to name them, helping them with the pronunciation. The children listen and say if the statements are true or false. (See transcript page 102.)

Open the i-poster. Look at the poster with the children. Point to different planets and tell the children to name them. Then, the children listen to the sentences and choose true or false.

1 Listen and answer the questions. The children listen to the characters playing a board game and say where each person is after they throw the dice. (See transcript page 102.)

Answers

Neptune, Uranus, Saturn, Jupiter, Mars, the Moon, the Earth, Venus, Mercury, the Sun

Play Race to the Sun. In small groups the children play the board game. Make sure they understand the key.

Fast Finishers

The children play the game again.

Wrap-up

Hand out the **flashcards**, ask the children with the picture cards to come and stand in order imagining the door is the Sun. The children with word cards then come and stand next to the pictures. Call out: What is the (second) planet? The children all say the name of the planet.

i-book Use the Vocabulary Game Generator to review the planets names.

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

The children find six planets in the Solar System in the wordsearch. Use the timer in the Richmond i-tools to make it more challenging for the children.

Initial Evaluation

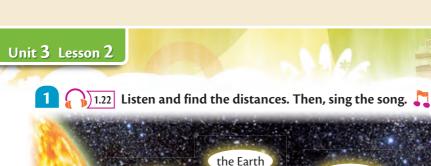
Check if the children can:

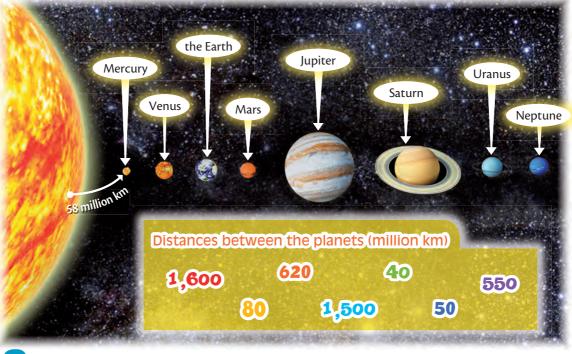
Use appropriate language when playing a game.

Understand and use the new vocabulary related to the planets.

Activity Book

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







Make a Solar System model and talk to your classmates. Is it between the My planet is the fourth planet in the Solar System. **Instructions** Yes, it is. · Work in groups and choose planets. It's 80 million Wow! That's · Make your planets. kilometres. · Make your Solar System.

Earth and Jupiter?

That's Mars! How far is it from the Earth?

a long, long way!



Choose a planet and write about it.



Venus is the second planet in the Solar System. It's between ... and It's ... million kilometres from ... and ... million kilometres from the Sun.



Making a model of the Solar System Planets, Distances, Big numbers How far is it from (Venus) to (the Earth)? It's 40 million kilometres.





Children apply basic mathematical skills to understand distances and use big numbers.



Children use their creativity and artistic skills to make a model of the Solar System.



Children improve their writing skills by describing a planet.

Key competences continuous assessment

- 1 Can understand distances and use big numbers.
- 2 Are able to make a model of the Solar System.
- 3 Improve their ability to write in English.

Creative Strand

Unit 3 Lesson 2

CLIL Objective

To learn about and make a model of the Solar System.

Language Objectives

How far is it from (Venus) to (the Earth)?

Solar System: the Sun, Mercury, Venus, the Earth, the Moon,

Mars, Jupiter, Saturn, Uranus, Neptune **Big numbers:** hundred, thousand, million

Materials

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

- CD 1

- Extra material: card, paint,
- Poster for Unit 3
- decorative materials, plasticine

Lead-in

Display the **poster** (or open the **i-poster** on the **Teacher's i-book**) and ask questions: What's the (first) planet? What's the planet between Mars and Saturn?

Cover the poster (or the **i-poster** using the shade in the **Richmond i-tools**) and give out the **flashcards**. Ask volunteers to come out and put the flashcards on the board in the correct order. When they have finished, check with the poster.

1 1.22 Listen and find the distances. Then, sing the song.

Review the numbers in the box before playing the song. The children listen for the numbers and then sing the song. (See transcript page 102.)

Answers

50 million kilometres from Mercury to Venus 40 million kilometres from Venus to the Earth 80 million kilometres from the Earth to Mars 550 million kilometres from Mars to Jupiter 620 million kilometres from Jupiter to Saturn 1,500 million kilometres from Saturn to Uranus 1,600 million kilometres from Uranus to Neptune

Touch to open the activity. Play the complete song to demonstrate the activity. Then, play the activity song. The children sing the song saying the missing words (planets and numbers) as they see them on the screen.

2 Make a Solar System model and talk to your classmates.

The children read the instructions and work together in groups to make a model of the Solar System. The children then present their model to the class.

3 Choose a planet and write about it. The children choose a planet and then use the model text as a guide to write about it.

Fast Finishers

The children draw a picture of their planet.

Wrap-up

The children take turns to present their planet to the class.

Anticipated Difficulties

Large numbers can be difficult for some children and they may confuse thousand with hundred.

Optional Resources

Teacher's Resource Book page 51, Listening.

Continuous Assessment

Check if the children can: Name the planets.

Say the big numbers.

Describe where planets are in the Solar System.

Activity Book

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



Read and find the planets.



It's hotter than Mars but colder than Venus.

It's colder than the Earth but hotter than Jupiter.

It's smaller than the Earth but bigger than Mars.



Name: Venus Size (diameter): 12,000 km Temperature: 470 °C Distance from the Sun: 110 million km



Name: the Earth Size (diameter): 12,800 km Temperature: 20 °C Distance from the Sun: 150 million km



Name: Mars Size (diameter): 7,000 km Temperature: -20 °C Distance from the Sun: 230 million km



Name: Jupiter Size (diameter): 140,000 km Temperature: -150 °C Distance from the Sun: 780 million km

It's bigger than Venus but smaller than Jupiter.

It's further from the Sun than Venus but nearer than Mars.

It's nearer to the Sun than Jupiter but further than the Earth.



Guess planets with a classmate.



Is it bigger than Venus?



Is it further from the Sun than Mars?



Write a comparison of two planets.



.. is bigger than is hotter than is nearer to the Sun than



Comparing size, distance and temperature | Comparative adjectives Is it further from the Sun than (Mars)?







Children apply mathematical and scientific skills to understand the concept of temperature.



Children demonstrate skills to work in pairs to ask and answer questions about planets.



Children develop their learning techniques by comparing the size, the distance and the temperature of two planets.

Key competences continuous assessment

- 1 Are able to understand the concept of temperature.
- 2 Work well in pairs to complete the activity.
- 3 Can compare two planets.

Knowledge Strand

CLIL Objective

To compare size, distance and temperature of the planets.

Language Objectives

Comparative adjectives: *Is it bigger than Venus?* **Solar System:** *the Earth, Jupiter, Mars, the Sun, Venus*

Big numbers: hundred, thousand, million

Measurements: diameter, distance, size, temperature;

km, °C; far, near

Adjectives: big, far, hot, near

Materials

– Teacher's i-book

- Flashcards for Unit 3

- CD 1

- Poster for Unit 3

Lead-in

Display the **flashcards** (or open the **i-flashcards** on the **Teacher's i-book**) one by one and ask the children to tell you something they can remember about each planet.

1 Read and find the planets. The children read the information about each planet and then the six strips of information. They decide which planet each strip is describing.

Answers

1 the Earth, 2 Mars, 3 Venus, 4 the Earth, 5 the Earth, 6 Mars

- **2** Guess the planets with a classmate. The children use the information in Activity 1 to play the guessing game.
- **3** Write a comparison of two planets. The children use the model text as a guide to write a short comparison.

Fast Finishers

If the Internet or factual books about the planets are available, the children find out the same information for the other planets.

Wrap-up

Display the **poster** to help the children see the position of the planets. Play a game about the planets by calling out statements and asking the children to decide if they are true or false.

The children take a quiz choosing the correct words to complete the sentences about the planets using comparative adjectives.



Optional Resources

Teacher's Resource Book page 63, Speaking.

Continuous Assessment

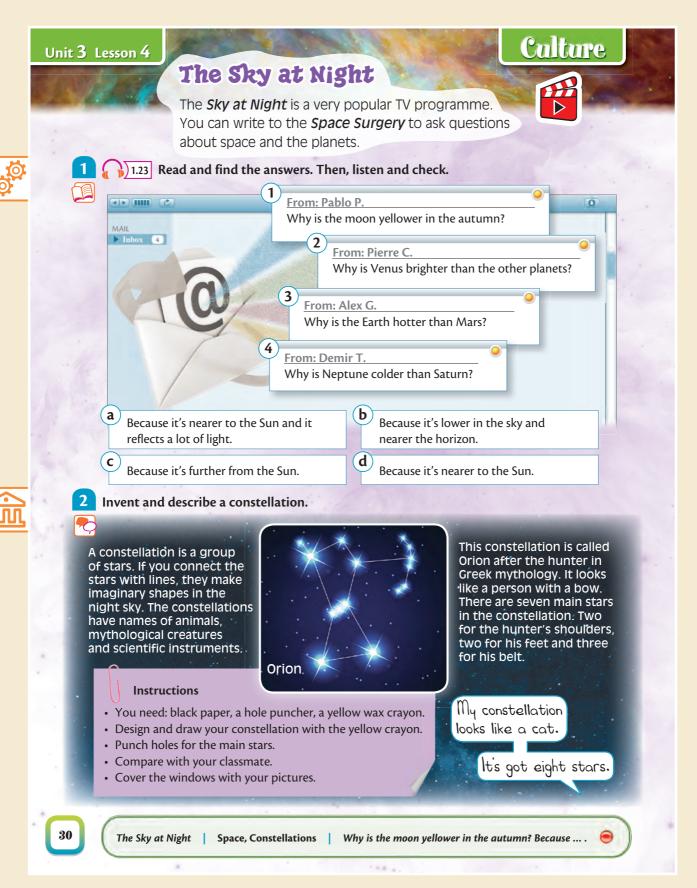
Check if the children can: Use comparative sentences.

Can use the vocabulary and structures from the lesson

to compare two planets. Can say big numbers.

Activity Book

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





Children reinforce their scientific knowledge by finding the answers to questions about space and the planets.



Children use their creativity and artistic skills to design and draw a constellation.

Key competences continuous assessment

- 1 Learn facts about space and the planets.
- 2 Can design and draw a constellation.

Cultural Strand

CLIL Objective

To find out more about space and constellations.

Language Objectives

To use comparative adjectives to talk about phenomena of the Solar System.

Why ... ? Because: Why is the moon yellower in autumn? Because

To use the Present Simple to describe constellations:

A constellation is a group of stars.

Solar System: the Sun, Venus, the Earth, the Moon, Mars,

Saturn, Neptune; constellation, star

Adjectives: bright, cold, far, hot, low, near, yellow

Materials

- Teacher's i-book

 Extra material: black paper, yellow wax crayons, hole puncher

Lead-in

- CD 1

Ask the children: Why is Venus hotter than the Earth? (Because it's closer to the Sun.) Why is Jupiter colder than Mars? (Because it's further from the Sun.)

Then, ask them what kind of things they would like to know about space. Help them formulate their questions.

Open the **i-poster**. Open the sample questions and read one by one. Help the children think of the answers. Prompt them to complete the sentences on the screen (*Because it's nearer to ...*. *Because it's further from ...*.) using what they can see in the poster.

1 (1) 1.23 Read and find the answers. Then, listen and check.

Let the children decide which answers go with which question and then make a note of the suggestions before listening to the correct ones.

(See transcript page 103.)

Answers

1 b, 2 a, 3 d, 4 c

2 Invent and describe a constellation. The children read about constellations and follow the instructions to make a model one.

Fast Finishers

The children find the names of other constellations on the Internet or in books.



Wrap-up

Put the children into small groups and let them decide on a space question. Help them write it and send it to the Space Surgery at the Sky at Night (find the address online).

Watch the video *Exploring the night sky*. Complete the onscreen comprehension activity with the children. For further practice, open the worksheet before you watch the video and use the *Richmond i-tools* to complete it as you watch the video. Alternatively, print out copies for the children to do the worksheet individually.

Optional Resources

Teacher's Resource Book page 41, Writing.

Continuous Assessment

Check if the children can:
Understand and use comparative adjectives.
Can match the questions and answers.
Can follow the instructions to invent and describe a constellation.

Activity Book

Unit 3, page 28, Lesson 4. See page 241 for answer key.



Discuss the questions with your classmates.



What do you think?

- 1 Does it rain or snow on the Moon?
- 2 Does anything grow on the Moon?
- 3 Why do astronauts wear special suits on the Moon? 4 How long does it take to fly to the Moon?



1.24 Listen and find the missing numbers and words. Then read.



- $(a)_{4x}$ **(b**) 3,474 km
- **(c**) 100 °C
- **(d**) −175 °C





Choose two planets to compare and act out the scene.



Language for enquiring about facts Temperature, Sizes, Big Numbers

That doesn't make sense! / That sounds right. / We can work it out.







Children improve their oral skills by answering questions about space.



Children reinforce their language skills by learning language for enquiring about facts.



Children use their imagination and creativity when acting out a scene.

Key competences continuous assessment

- 1 Can answer questions about a particular subject.
- 2 Are able to use language for enquiring about facts.
- 3 Develop their imagination to act out a scene.

Functional Strand

CLIL Objective

To learn and use language for enquiring about facts.

Language Objective

Functional language: That doesn't make sense.

That sounds right. We can work it out.

Materials

- Teacher's i-book

- CD 1

Lead-in

Ask the children what they know about the Moon. Who was the first man on the Moon? How long is a lunar month? Is the Moon bigger or smaller than the Earth?

1 Discuss the questions with your classmates. The children have a class discussion based on the questions.

2 1.24 Listen and find the missing numbers and words.

Then read. The children listen out for the missing numbers and note them down. They can read the dialogue aloud when they know the words.

(See transcript page 103.)

Note: The Moon rises to over 100 °C during the day and gets down to really low temperatures at night.

Answers

the Moon; 100 °C; The Moon; -175 °C; the Moon; the Earth; 4x; the Moon; the Moon; 3,474 km

Touch to open the activity. Invite volunteers out to take turns to order the parts of the sentences in the dialogue about Venus. For further practice, once the activity is completed, use the **Richmond i-tools** to highlight the verbs and the comparative adjectives to consolidate the key structures covered in the unit. Use different colours for each category.

3 Choose two planets to compare and act out the scene.

The children work in groups to act out the scene.

Fast Finishers

The children practise writing and saying big numbers.

Wrap-up

Have a big number dictation.

The children play a fun game choosing the correct words to complete the sentences about Mars to consolidate the key language of the lesson.



Continuous Assessment

Check if the children can:

Understand and use the vocabulary for describing facts.

Recognise the missing words.

Act out the scene.

Activity Book

Unit 3, page 29, Lesson 5. See page 242 for answer key.





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



Children learn to pronounce initial consonant blends correctly.



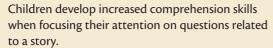
Children work together on the IWB and do further phonics practice individually.

Key competences continuous assessment

- 1 Enjoy listening to and reading the story.
- 2 Are able to pronounce initial consonant blends correctly.
- 3 Use the digital resources to practise phonics.









Children reinforce their language skills by understanding what an anagram is.

Key competences continuous assessment

- 1 Are able to answer the questions about the story.
- 2 Learn what an anagram is.

Literacy Strand

CLIL Objective

To acquire skills in phonics while reading a fictional story.

Language Objectives

To practise the Present Simple.

To review language related to big numbers and space. To practise initial consonant blends: bl, br, cl, cr, fl, fr,

gl, gr, pl, pr

Materials

- Teacher's i-book

- Story cards for Unit 3

- CD 1

Lead-in

Display the first **story card** (or open the **i-story cards** on the **Teachers i-book**). Ask where the characters are. Show the second card and ask the children to predict what might happen.

1 (1) 1.25 Listen and read the story. Ask questions to make sure they understand: Where are the children? Where is the captain stuck? What information does she ask Claude? (See transcript page 103.)

the story to open the **i-story cards** in a new window.

Read and listen to the story with the children.

Hot spots: *Crew, Space pod, Anagram.* Use the Hot spots to highlight this potentially difficult vocabulary before the reading activities.

2 1.26 Listen to the sounds and find the words.

Then, say the words. The children try to copy the pronunciation as closely as possible.

(See transcript page 103.)

Fast Finishers

The children write the words from Activity 2 into their notebooks and add a picture.

Wrap-up

In groups the children think of other words which start with the consonant blends. Award points for each correct word.

The children listen and drag the correct initial consonant blends to complete the words (*pl, gl, br, pr*). For further practice, open **My notes** and the **Richmond i-tools** and dictate more words containing these sounds.



Anticipated Difficulties

The children may try to roll the r in the blends. Make sure they listen carefully and try to copy the pronunciation.

Optional Resources

Teacher's Resource Book page 72, Phonics.

Continuous Assessment

Check if the children can:

Understand the story and recognise the new vocabulary related to space.

Recognise and produce the consonant blends with l and r.

Activity Book

Unit 2, page 30, Lesson 6. See page 242 for answer key.

Literacy Strand

CLIL Objective

To understand a fictional story.

Language Objective

Comprehension.

Materials

- Teacher's i-book

- Story cards for Unit 3

Lead-in

Retell the story with the **story cards** (print or **interactive**), and ask the children to participate as much as possible. Write the letters *Elani* on the board and help the children rewrite them as *alien*.

1 Read the story again and answer the questions. Play the whole story again and make sure the children understand it and explain any of the words they don't understand. The children answer the questions orally and then write the answers in their notebooks.

Answers

- 1 No, there aren't.
- 2 Holly presses a button.
- **3** Because she's stuck on the space pod.
- 4 Claude gives her information from the control panels.
- 5 Max closes the door and Lulu opens the door.

Watch the animated story again. Alternatively, touch the story to open the **i-story cards** in a new window. Read and listen to the story with the children again.

Touch to open the activity. This activity is better done in groups. Ask the children to close their books. They read the speech bubbles and drag them to the correct picture from the story. Ask them to think which character says the sentences in each picture before they drag the text. For further practice, restart the activity and prompt them to act out the story adding other speech bubbles they can remember from the story.

Fast Finishers

The children read through the whole story.

Wrap-up

In small groups the children write true and false statements about the story. They read out a statement and the other groups say if it is true or false.

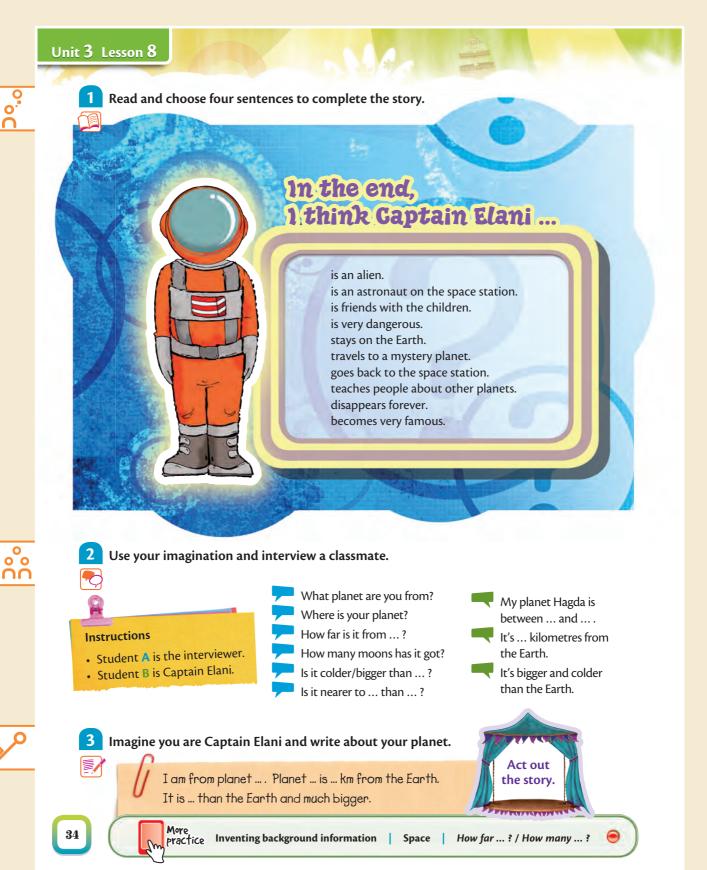


Continuous Assessment

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.





Children use their initiative to choose sentences to complete the story.



Children demonstrate social skills by interviewing their classmates as if they were a character from the story.



Children develop their learning techniques by gaining an understanding of how to invent background information.

Key competences continuous assessment

- 1 Take the initiative to choose possible endings of the story.
- 2 Use their social skills to interview classmates.
- 3 Learn to invent background information.

Literacy Strand

CLIL Objective

To practise inventing background information.

Language Objective

To practise the language used in describing planets.

Materials

- Teacher's i-book

- Story cards for Unit 3

Lead-in

Use the **story cards** (print or **interactive**) to prompt the children to retell the story. Review that *Elani* is an anagram for *alien*.

1 Read and choose four sentences to complete the story.

The children choose four of the sentences. Hold a vote on the most popular endings.

2 Use your imagination and interview a classmate. The children read the information and practise interviewing each other. Encourage them to be inventive in their answers.

Touch open the activity. The activity has five screens. The children read the two sentences on the first screen and listen to a question and its answer. They choose the sentence they hear. If they choose the correct sentence, the UFO will move towards its final destination and they will move to the second screen.

3 Imagine you are Captain Elani and write about your planet.

The children use their answers from Activity 2 to write a short description of their planet.

Fast Finishers

The children invent an anagram for their own name.

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.

am

The children drag the words to form correct sentences which will help them consolidate the learning points

for the unit. For further oral practice, once the activity is completed, ask the children to act out the dialogue.



Continuous Assessment

Check if the children can:

Recall the main events of the story and select interesting endings. Ask and answer questions using their imagination.

Write sentences about a planet using the language provided.

Activity Book

Unit 3, page 32, Lesson 8. See page 243 for answer key.









- 1 The first planet
- 2 The **second** planet
- 3 The third planet
- 4 The **fourth** planet
- 5 The fifth planet
- 6 The sixth planet
- 7 The seventh planet
- 8 The eighth planet

- a is nearer to the Sun than Venus.
- **b** is further from the Sun than Uranus.
- c is nearer to the Sun than Saturn.
- d is the planet we live on.
- e is hotter than the Earth and Mercury.
- f is nearer to the Sun than Jupiter and it's called the Red Planet.
- g is nearer to the Sun than Uranus.
- h is further from the Sun than Saturn but nearer than Neptune.



Use the words to create your space narrative.



The strange alien from the ...





Adjectives and nouns

The small planet is near the bright star.

= adjective | = noun



Planets, Ordinal numbers, Comparative adjectives The third planet is the planet we live on!

35



Children reinforce their numeracy skills by practising ordinal numbers.



Children use their initiative and personal autonomy to choose the words to complete their space narrative.



Children strengthen their knowledge of the unit grammar.

Key competences continuous assessment

- 1 Can use ordinal numbers.
- 2 Take the initiative to complete a narrative with the missing words.
- 3 Understand and use the grammar practised in the unit.

Language Review

CLIL Objective

To review the grammar of the unit.

Language Objective

To review the unit language.

Materials

- Teacher's i-book
- Poster for Unit 3
- Pop-outs for Unit 3

Lead-in

Display the **poster** (or open the **i-poster** on the **Teacher's i-book**). Invite volunteers to use the unit language to make sentences about the position of planets or to compare them.

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 Read and make true sentences. Then, say the names of the planets. Leave the poster on display to help them make true sentences.

Answers

1 a, 2 e, 3 d, 4 f, 5 c, 6 g, 7 h, 8 b

2 Use the words to create your space narrative. Focus the children's attention on the Grammar help box. The children then create a space story with their **pop-outs**.



Visual grammar presentation.

Touch open the activity. The children read the sentences and drag a word from each category (adjectives and nouns) to complete them. For further practice, once the activity is completed, restart the activity and cover the draggable words using the shade in the **Richmond i-tools**. Ask the children to copy the sentences in their notebooks. Give them some time to fill in the gaps using different information from the one presented in the activity so they review other planet features. The children then read their sentences aloud.

Fast Finishers

The children draw a picture of an alien.

Wrap-up

The children present their space story to the class. The class votes on their favourite.



Optional Resources

Teacher's Resource Book pages 11-12, Language.

Continuous Assessment

Check if the children can:
Name the planets.
Compare two planets.
Understand the language game.
Use appropriate adjectives before nouns.

Activity Book

Unit 3, page 33, Lesson 9. See page 244 for answer key.





Children improve their listening skills by finding the numbers mentioned in the recording.



Children use their imagination to invent a planet.



Children develop their learning techniques by compiling information of an imaginary planet and writing an index card.

Key competences continuous assessment

- 1 Are able to understand the listening activity.
- 2 Can describe an imaginary planet.
- **3** Can compile information and write an index card.

Oral Review

CLIL Objective

To consolidate structures and vocabulary by describing a planet.

Language Objective

To review the unit language.

Materials

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

- CD 1

Lead-in

The children watch the animated version of the story. Display the **poster** (or open the **i-poster** on the **Teacher's i-book**) and the children take turns to make a true sentence about the planets.

[i-book] Open the lead-in activity. Ask the children to choose one of the aliens on the screen. They listen to what the alien says and find the planet that best matches the alien's description. Use the **Richmond i-tools** to match the alien with the planet. Do the same with the other alien. For further practice, ask the children to write the key information they hear (big numbers, colours, etc.) on the IWB using the Richmond i-tools.

1 (1) 1.27 Listen and find the numbers. The children pay attention to the numbers they hear and select which one it is of each pair.

(See transcript page 103.)

Note: The Sun varies hugely in temperature and its core temperature is around 15 million °C.

Answers

1,400,000 km in diameter; 5,500 °C, 150,000,000 km; 460 billion years old

- 2 Invent a planet and tell your classmates. The children use the model text as a guide to help them invent a planet. They take turns to present it to their classmates.
- **3** Write an index card for your imaginary planet. The children copy the index information and complete it with their imaginary information.

Fast Finishers

The children compare their imaginary planet to the Earth.

Wrap-up

Play Big numbers bingo. Write 12 large numbers on the board, similar to the ones in the unit, and tell the children to write down six of them. Play Bingo.





i-book Watch the animated version of the story again.

Unit (3) Lesson 10

Optional Resources

Teacher's Resource Book page 31, Reading.

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:

Talk and write about planets using the language and structures learned in the unit. Recognise and say big numbers.

Activity Book

Unit 3, page 34, Lesson 10. See page 244 for answer key.

Transcripts



1.20 Poster, Unit 3. Listen and say true or false.

There are ten planets all together.

Mercury is the first planet.

Venus is between Mercury and the Earth.

The Earth is between Mars and Jupiter.

Saturn is between Jupiter and Uranus.

Neptune is the last planet.

Jupiter is a very small planet.

Saturn is a big planet.

Mars is a yellow planet.

Neptune is a blue planet.

Mercury is a very cold planet.

Uranus isn't a hot planet.

The Earth is the only planet in the Solar System with life on it.



1.21 Listen and answer the questions.

Holly: It's my turn. I'm at the start. A one! Good! I'm on a planet!

Narrator: Where's Holly now?

Claude: It's my turn now.

Four! One, two, three, four! Good! I'm on a planet!

Narrator: Where's Claude now?

Max: It's my turn now.

Six! One, two, three, four, five, six! Oh, what does this mean? Throw again! Good! One! One! Good! I'm on a planet!

Narrator: Where's Max now?

Lulu: It's my turn now.

Six! One, two, three, four, five, six! Oh, what does this mean? Throw again! Good! Five! One, Two, Three, Four, Five! Good!

I'm on a planet!

Narrator: Where's Lulu now?

Holly: My turn again! I am on Neptune.

Five! One, two, three, four, five! Good I can throw again. Six! One, two, three, four, five, six! Good! I'm on a planet!

Narrator: Where's Holly now?

Claude: It's my turn now. I'm still on Uranus.

Five! One, two, three, four, five! Good! I can throw again! Four!

One, two, three, four! Well! I'm not on a planet but

I am very close to the Earth now. Narrator: Where's Claude now?

Max: My turn! I'm on Saturn.

Two! One, two! Good I can throw again! Five! One, two, three,

four, five! I'm on the best planet now!

Narrator: Where's Max now?

Lulu: My turn, Max. Pass me the dice please. I'm still on Jupiter.

Five! One, two, three, four five! Good I'm on a planet!

Narrator: Where's Lulu now?

Holly: My turn again! I am on Mars. Pass me the dice please, Lulu. Six! One, two, three, four, five, six! Good! I'm on a planet!

Narrator: Where's Holly now?

Claude: It's my turn now. I'm on the Moon.

Four! One, two, three, four! Good! I can advance two!

One, two! I'm the winner! Narrator: Where's Claude now?

1.22 Listen and find the distances. Then, sing the song:

It's a long way!

How far is it from Mercury to Venus?

It's a long way! It takes all night and it takes all day! It's 50 million kilometres from Mercury to Venus!

How far is it from Venus to the Earth?

It's a long way! It takes all night and it takes all day! It's 40 million kilometres from Venus to the Earth!

How far is it from the Earth to Mars?

It's a long way! It takes all night and it takes all day! It's 80 million kilometres from the Earth to Mars!

How far is it from Mars to Jupiter?

It's a long way! It takes all night and it takes all day! It's 550 million kilometres from Mars to Jupiter!

How far is it from Jupiter to Saturn?

It's a long way! It takes all night and it takes all day! It's 620 million kilometres from Jupiter to Saturn!

How far is it from Saturn to Uranus?

It's a long way! It takes all night and it takes all day! It's 1,500 million kilometres from Saturn to Uranus!

How far is it from Uranus to Neptune?

It's a long way! It takes all night and it takes all day! It's 1,600 million kilometres from Uranus to Neptune!

1.23 Read and find the answers. Then, listen and check.

Presenter: I've got an email here from a school in Spain.

Let's see what you want to know.

Pablo: Why is the moon yellower in the autumn?

Presenter: Well it's quite complicated. But in the autumn,

the Moon is lower in the sky. It's...

Presenter: Here's another email from Pierre in France.

Let's have a look at your question.

Pierre: Why is Venus brighter than the other planets? Presenter: Hmm... this is an interesting question, too. You see Venus is quite big and it's nearer to the Sun so the reflection of the light is more intense.

Presenter: Our third email tonight is from Alex in Argentina.

Alex: Why is the Earth hotter than Mars?

Presenter: Well. Look at the position of the planets in relation

to the Sun. Can you see that the Earth is...

Presenter: And finally the last email is from a school in Turkey.

Demir: Why is Neptune colder than Saturn?

Presenter: Once again, look at the position of the planets

in relation to the Sun. Neptune is...





1.24 Listen and find the missing numbers and words.

Then read.

Girl: It says that the temperature on the Moon is about 100 °C.

Boy: That doesn't make sense! The Moon is really cold.

Girl: Oh, sorry! I mean -175 °C. Boy: Yes, that sounds right. **Girl:** How big is the Moon?

Boy: Well, the Earth is about four times bigger than the Moon.

So we can work it out.

Girl: So, I divide the diameter of the Earth by 4 and the result

is 3,200 km. Does that sound right?

Diameter of the Moon equals more or less 3,200 km. **Boy:** It's nearly right! The diameter of the Moon is 3,474 km.

1.25 Listen and read the story: Captain Elani.

Narrator: The magic window glows and takes the children

to a space station.

Lulu: Hello! Is anybody here? **Claude:** Where is all the crew?

Narrator: Holly arrives and the children explore the space station.

Holly: Look! This button is flashing. Claude: Don't touch anything, Holly!

Narrator: But Holly doesn't listen and she presses the button.

Holly: Hello! Who are you?

Captain Elani: I'm Captain Elani. I need your help!

Narrator: The captain is very pleased to see the children. Captain Elani: I'm stuck on the space pod. I can't get back.

Claude: We can help you. Give us instructions.

Narrator: Captain Elani asks Claude for information from

the control panels.

Captain Elani: The blue number is the distance. What does it say?

Claude: Mmm... 37,000 kilometres.

Narrator: Then, she tells Holly to look at the bright buttons on the panel.

Captain Elani: Press the green button on the left.

Holly: Wow! Something is happening!

Narrator: Lulu and Max are at the door, ready to help.

Lulu: The space pod is here! Close the door. Max: That's it! Now let's open the door, Lulu.

Narrator: The children arrive back at the den.

Captain Elani: Thank you! Bye! Claude: She looks very friendly, but... Holly: Oh, no! Elani is an anagram of...

1.26 Listen to the sounds and find the words.

Then, say the words.

Listen to the sounds and read the words with me.

fl, fl, fl, flashing; fr, fr, fr, friendly pl, pl, pl, pleased; pr, pr, pr, press bl, bl, bl, blue; br, br, br, bright cl, cl, close; cr, cr, cr, crew gl, gl, glows; gr, gr, gr, green

1.27 Listen and find the numbers.

Girl: I've got some questions about the Sun. Man: OK, go ahead, what's your first question?

Girl: How big is the Sun?

Man: Oh, it's enormous! It's more than a hundred times bigger than the Earth! It's 1.4 million km in diameter. Girl: Wow! And I know it's very hot, but how hot is it?

Man: It's about 5,500 °C. Now that is hot! Girl: Mmm! It is! How far is it from the Earth?

Man: Oh, you don't need to worry! It's 150 million km

from the Earth.

Girl: Phew! And is it very old?

Man: Oh, yes! It's 460 billion years old. Girl: Thank you. That's very interesting.

Unit 4 Overview

Vocabulary

Deserts: Atacama, Gobi, Sahara, Sonoran **Adjectives:** big, cold, dry, high, hot, low, narrow,

old, small, wet, wide

Measurements: °C, km², mm/year; average,

minus; rainfall, size, temperature

Big numbers: hundreds, thousands, millions **Egypt:** ancient messages, hieroglyphs, pyramid **Desert animals:** camel, lizard, scorpion, snake, vulture

Desert features: cactus, oasis, palm trees, rock,

sand dunes

Prepositions: near, on, under

Adverbs of frequency: always, never, sometimes **Outdoor activities:** camp, canoe, watch (condors)

Structures

Comparatives and superlatives:

The (Sahara Desert) is bigger than the (Gobi Desert). The Sahara Desert is (the biggest).

Present Simple questions: Do (camels)

live in groups?

Adverbs of frequency: (Lions) always

eat meat

Functional language: I'm boiling/freezing/ soaking. Does it ever rain? Is it always this hot?

Recycled Language

Comparatives
Big numbers

Cultural Strand

Language Objectives:

To use superlative adjectives to describe the Grand Canyon.
To practise using adverbs of frequency.

Creative Strand

CLIL Objective:

To appreciate hieroglyphs.

Language Objectives:

To use vocabulary about the desert.
To describe the position of things.
To introduce and use superlatives.

Functional Strand

Language Objective:

To use language to complain about the weather.

Deserts

Literacy Strand

CLIL Objective:

To learn about the exchange of commodities before the use of money.

Language Objectives:

To practise the Present Simple.
To review language related to deserts.
To practise final consonant clusters
mp, mps and rk, rks.

Knowledge Strand

CLIL Objective:

To find out about wildlife in the desert.

Language Objective:

To use adverbs of frequency to describe desert animal behaviour.

Skills Objectives

Listening: To listen to clues about the deserts. To listen to a song about desert animals. To listen for the missing words from a story and to understand a story. To listen for information and compare it to a chart.

Reading: To read factual information about deserts. To read a text and select the correct missing word. To read a story and supply missing words.

Writing: To write a comparison of three deserts. To write a first person account.

Speaking: To play a true or false game about deserts. To make sentences and ask questions about desert animals. To play a guessing game based on an information chart. To answer comprehension questions about a story. To describe a journey.

Assessment Criteria

- Children can understand, talk and write about deserts and desert animals.
- Children can make comparative and superlative sentences.
- Children can use adverbs of frequency to talk about desert animals.
- Children can pronounce the final sounds *mp*, *mps*, *rk*. *rks*.

Optional Resources

Teacher's Resource Book Photocopies:

- Lesson 2: page 64, Speaking
- Lesson 3: page 32, Reading
- Lesson 4: pages 13-14, Language
- Lesson 6: page 73, Phonics
- Lesson 9: page 52, Listening
- Lesson 10: page 42, Writing
- Evaluation: pages 97-98 or 99-100, Unit 4 test

Extras/Realia

- Lesson 2: pictures of hieroglyphs
- Lesson 4: pictures of the Grand Canyon

Teacher's i-book [i-book]

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

Go Digita

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

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

- Lesson 3: activity 1
- Lesson 5: activity 2
- Lesson 7: 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 3: knowledge
- Lesson 5: functional language
- Lesson 6: phonics
- Lesson 8: literacy



- Lesson 4: The Grand Canyon
- Lessons 6, 7 and 10: Animated story



• 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 become familiar with vocabulary related to desert landscapes, wildlife, outdoor activities, equipment and goods.



Competence in Maths, Science and Technology:

Children reinforce their numeracy skills by practising big numbers and temperatures. They are also introduced to the Grand Canyon.



Digital Competence:

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



Social and Civic Competences:

Children demonstrate skills in pairs by playing a guessing game about outdoor activities in the Grand Canyon National Park.



Cultural Awareness and Expression:

Children use their creativity and artistic skills to draw hieroglyphs to make up a message. They also use their imagination to invent hieroglyphic symbols.



Learning to Learn:

Children develop their learning techniques by gaining an understanding of how to write a first person account.



Sense of Initiative and Entrepreneurship:

Children use their initiative and personal autonomy to choose what is needed for an imaginary journey.



4 Deserts







Sahara Desert

- size: 9,400,000 km²
- · temperatureaverage summer day: 50 °C average winter night: 4 °C
- rainfall: 25 mm / year

Sonoran Desert

- size: 260,000 km²
- temperatureaverage summer day: 45 °C average winter night: 0 °C
- rainfall: 200 mm / year



Atacama Desert

- size: 105,000 km²
- temperatureaverage summer day: 40 °C average winter night: -25 °C
- rainfall: 15 mm / year



- size: 1,295,000 km
- temperatureaverage summer day: 45 °C average winter night: -40 °C
- · rainfall: 193 mm / year







The Gobi Desert is bigger than the Sahara Desert.

False! The Sahara Desert is the biggest!

bigger smaller hotter colder wetter drier

biggest smallest hottest coldest wettest driest



Choose and compare three deserts.



The ... Desert is the biggest. The ... is smaller than



Comparing famous deserts | Big numbers, Temperatures,

Comparatives and superlatives | It's the biggest.







Children reinforce their numeracy skills by practising big numbers and measurements.



Children demonstrate skills by working in pairs to tell each other true and false sentences about deserts.



Children develop their learning techniques by comparing famous deserts.

Key competences continuous assessment

- 1 Can understand and use big numbers and measurements.
- 2 Work well in pairs to complete the activity.
- 3 Are able to compare famous deserts.

CLIL Objective

To understand a listening activity about famous deserts.

Language Objectives

Comparatives and Superlatives: The (Sahara Desert) is bigger than the (Gobi Desert). The Sahara Desert is (the biggest).

Deserts: Atacama, Gobi, Sahara, Sonoran **Adjectives:** big, cold, dry, hot, small, wet

Measurements: °C, km², mm/year; average, minus; rainfall,

size, temperature

Big numbers: hundreds, thousands, millions

Materials

– Teacher's i-book

- Poster for Unit 4

- CD 1

Lead-in

Review the continents with the children. Ask them if they know the names of any deserts and if so, where they are.

1.28 Display the **poster** (or open the **i-poster** on the **Teacher's i-book**). The children listen to the audio and say if the sentences are *true* or *false*.

(See transcript page 126.)

1 Listen and say the desert. Children listen to the clues, read the charts and name the desert being described. (See transcript page 126.)

.....

Answers

Atacama, Atacama, Gobi, Sonoran, Gobi, Sonoran, Gobi, Sahara, Sahara

- **2 Play True or False.** The children use the word boxes and follow the speech bubbles as a guide to play the game.
- **3** Choose and compare three deserts. The children use the information in Activity 1, the vocabulary in Activity 2 and the model text to write a comparison of three of the deserts.

Fast Finishers

The children draw a desert scene.

Wrap-up

Make some true or false statements for the class to answer. For example: *Spain is colder in summer than the UK. Australia is the biggest country in Oceania.* Let children in small groups make other statements.

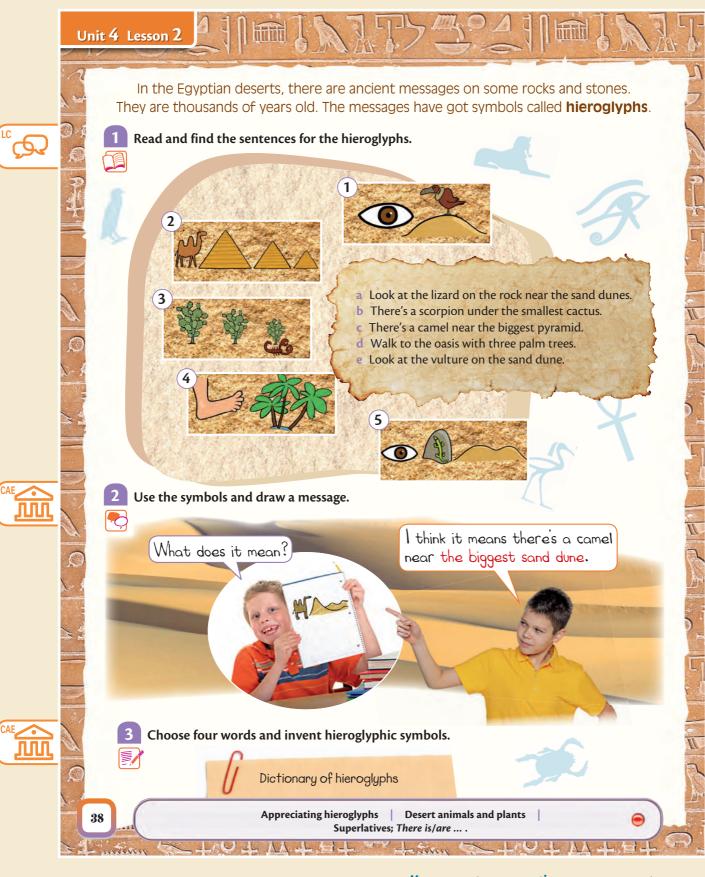
The children play a fun game dragging the words to form correct sentences to consolidate the key language and structures of the lesson: comparatives and superlatives.

Initial Evaluation

Check if the children can: Form comparative and superlative sentences. Understand the fact files to compare the deserts.

Activity Book

Unit 4, page 35, Lesson 1. See page 245 for answer key.





Children increase their knowledge of vocabulary related to desert animals and plants, and develop their reading skills by matching pictures and descriptions.



Children use their creativity and artistic skills to draw hieroglyphs to make up a message.



Children use their imagination to invent hieroglyphic symbols.

Key competences continuous assessment

- 1 Learn new vocabulary related to desert animals and plants.
- 2 Can draw hieroglyphs to make up a message.
- 3 Are imaginative inventing hieroglyphic symbols.

Creative Strand

Unit 4 Lesson 2

CLIL Objective

To appreciate hieroglyphs.

Language Objectives

Superlative sentences.

Egypt: ancient messages, hieroglyphs, pyramid **Desert animals:** camel, lizard, scorpion, snake, vulture **Desert features:** cactus, oasis, palm trees, rock, sand dunes

Prepositions: near, on, under

Materials

- Teacher's i-book
- CD 1
- Flashcards for Unit 4
- Optional realia: pictures of hieroglyphs

Lead-in

Put the word cards on the board and display the **flashcards** one by one. Each time the children guess which word corresponds to the picture. Then, put each flashcard with its word card and go through the new vocabulary.

1 Read and find the sentences for the hieroglyphs. Read the introduction and show the pictures of hieroglyphs; explain that this writing was used in Ancient Egypt. They then read the sentences and match them with a picture.

Answers

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

- **2** Use the symbols and draw a message. The children draw a picture similar to the ones in Activity 1. They try to guess what each other's hieroglyphs mean.
- 3 Choose four words and invent hieroglyphic symbols.

The children invent symbols for words they choose. Put them into groups to share their pictures and let the others guess what the word is. They can vote on their favourite ones.

Fast Finishers

The children invent hieroglyphs for their name.

Wrap-up

Have a Spelling Bee with new desert related vocabulary.

Optional Resources

Teacher's Resource Book page 64, Speaking.

Continuous Assessment

Check if the children can:

Make sentences using superlative adjectives.

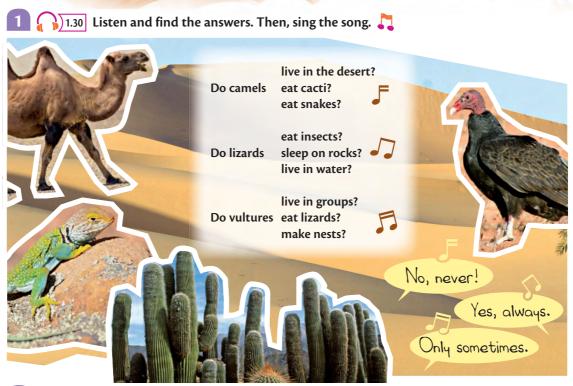
Describe location.

Name the desert animals and features.

Activity Book

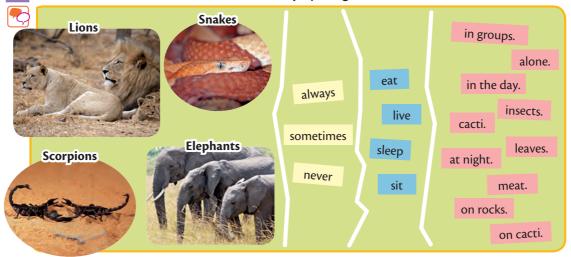
Unit 4, page 36, Lesson 2. See page 245 for answer key.







2 Make four true and four false sentences and play the game.









Children increase their knowledge of vocabulary related to wildlife in the desert through a song.



Children show their initiative by making true and false sentences about desert animals.



Children improve their writing skills by writing about a desert animal.

Key competences continuous assessment

Check if children:

- 1 Learn the new vocabulary through the song.
- 2 Take the initiative to make true and false sentences about a particular subject.

39

3 Improve their ability to write in English.

Knowledge Strand

CLIL Objective

To find out about wildlife in the desert.

Language Objectives

Present Simple questions: Do camels live in groups? **Adverbs of frequency:** always, never, sometimes: Lions (always) eat meat.

Materials

- Teacher's i-book
- Flashcards for Unit 4

– CD 1

Lead-in

Ask the children to name animals that live in the desert. Use the **flashcards** (print or **interactive**) to remind them of some. Ask general questions about animals in the desert: Do (camels) live in the desert? Do (lizards) sleep under rocks?

1 1.30 Listen and find the answers. Then, sing the song.

.....

Let the children read and guess the answers before listening to the song.

(See transcript page 126.)

Answers

Yes, always; Only sometimes; No, never;

Yes, always; Only sometimes; No, never;

Yes, always; Only sometimes; No, never

Touch to open the karaoke activity. Play the complete song to demonstrate the activity. The children sing the song saying the missing words (desert plants and animals) as they see them on the screen.

2 Make four true and four false sentences and play the game.

The children use the words to make four true and four false statements. In small groups they read out their sentences for the others to guess if they are true or false.

3 Choose and write about a desert animal. The children use the model text to write about a desert animal.

Fast Finishers

The children write true sentences using the words in Activity 2.

Wrap-up

The children take turns to read out the information they have written without saying what animal it is. The rest of the class guess the animal.

The children find six names of animals or plants from the desert in the wordsearch. Use the timer in the Richmond i-tools to make it more challenging for the children.



Optional Resources

Teacher's Resource Book page 32, Reading.

Continuous Assessment

Check if the children can:
Join in with the song.
Use adverbs of frequency in answers.
Make sentences using the adverbs of frequency.
Write a description about the habits of a desert animal.

Activity Book

Unit 4, page 37, Lesson 3. See page 246 for answer key.

Culture

The Grand Ganzon







1.31 Read and find the missing words. Then, listen and check.



oldest

lowest

narrowest

highest

driest

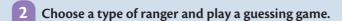
widest



The Grand Canyon, in Arizona, is one of the Wonders of the World. It's in a very dry desert landscape. The ¹ part of the Grand Canyon is at the top on the south side. The Colorado River is at the bottom of the canyon. The ² point of the canyon, from this river at the bottom to the top, is 2,370 metres. The ³ point is 731 metres. The ⁴ distance across the canyon is 548 metres. The ⁵ distance across the canyon is 29 kilometres.

The ⁶ rocks, at the bottom of the canyon, are 2 billion years old.







There are three types of junior rangers at the Grand Canyon National Park.



coyote badge



raven badge

scorpion badge

Key

X = No, never.

✓ = Only sometimes.

√ ✓ = Yes, always.

Do they canoe down the river?

Only sometimes.

Ranger aggivities	Rayens	Corotes	Scorpions
canoe down the river	X	√	✓
camp at Indian Garden	√	√	//
study the cacti	√	X	✓
watch the condors	11	//	✓



The Grand Canyon, Arizona | Desert landscape and wildlife, Outdoor activities | Superlatives; frequency adverbs





Children are introduced to one of the Natural Wonders of the World: the Grand Canyon.



Children demonstrate skills by working in pairs to play a guessing game about outdoor activities in the Grand Canyon National Park.

Key competences continuous assessment

- 1 Learn facts about the Grand Canyon.
- 2 Work well in pairs to complete the activity.

Cultural Strand

Unit 4 Lesson 4

CLIL Objective

To learn about the Grand Canyon.

Language Objectives

Adjectives: dry, high, low, narrow, old, wide Adverbs of frequency: always, never, sometimes Outdoor activities: camp, canoe, watch (condors)

Materials

- Teacher's i-book
- CD 1

 Optional realia: pictures of the Grand Canyon

Lead-in

Tell the children to remember the names of deserts. Ask them if they know any in the USA. Ask if they have heard of the Grand Canyon. If possible show pictures of it.

Open the **i-poster**. The children listen to four sentences, one about each of the deserts on the poster, and say which desert is being described. After the exercise, ask the children if they know which of the Wonders of the World can be found in the Sonoran Desert (the Grand Canyon), and what they know about it.

.....

1 1.31 Read and find the missing words. Then,

listen and check. Let the children read through the text several times and to make educated guesses at the missing words. Play the audio for them to check their answers. (See transcript page 126.)

Answers

1 driest, 2 highest, 3 lowest, 4 narrowest, 5 widest, 6 oldest

2 Choose a type of ranger and play a guessing game.

Make sure the children understand the key. Let them play the guessing game using the speech bubbles as a guide.

Fast Finishers

The children imagine another junior ranger group and design their badge.

Wrap-up

In groups the children reread the text about the Grand Canyon. They close their books. Ask them questions about it, for example: Where is the Grand Canyon? Which river runs through it? How wide is the widest distance? How old are the oldest rocks? Award points for correct answers.

Watch the video *The Grand Canyon*. Complete the onscreen comprehension activity with the children. For further practice, open the worksheet before you watch the video and use the **Richmond i-tools** to complete it as you watch the video. Alternatively, print out copies for the children to do the worksheet individually.

Optional Resources

Teacher's Resource Book pages 13-14, Language.

Continuous Assessment

Check if the children can: Find the missing words based on context. Use adverbs of frequency in answers. Ask questions using the Present Simple.

Activity Book

Unit 4, page 38, Lesson 4. See page 246 for answer key.

Functional language

Unit 4 Lesson 5



1 Answer the questions.



- 1 How hot does it get in your area?
- 3 What clothes do you wear in hot weather?
- 2 When is the hottest month?
- 4 Do you like very hot weather?



1.32 Read and listen for the missing words.









Yes, it's always like this here in ...!



3 Choose words for each picture and act out the scene.





Does it ever rain? Is it ever sunny? Does it ever stop raining? hot cold wet



Language for complaining about the weather | Adjectives, Weather | I'm boiling! It gets (cold) (at night). It's (always) like this.







Children improve their oral skills by answering questions about the weather.



Children reinforce their language skills by learning language for complaining about the weather.



Children use their imagination and creativity when acting out a scene.

Key competences continuous assessment

- 1 Can answer personal questions.
- 2 Are able to use language for complaining about the weather.
- 3 Develop their imagination to act out a scene.

Functional Strand

CLIL Objective

To learn and use language for complaining about the weather.

Language Objectives

Functional language: I'm boiling/freezing/soaking. Does it ever rain? Is it always this hot?

To revise Wh- questions.

Materials

- Teacher's i-book
- CD 1

Lead-in

Discuss the weather. Ask the children about their favourite and least favourite weather. Have a vote to see the class majority.

- **1 Answer the questions.** The children have a class discussion based on the questions.
- 2 (1)1.32 Read and listen for the missing words. The children listen out for the missing words and note them down. They can read the dialogue aloud when they know the words. (See transcript page 126.)

Answers

boiling, rain, hot, cold, Arizona

[i-book] Touch **(O)** to open the activity. The children read and order three dialogues to practise language for complaining about the weather. For further practice, ask the children to act out the dialogues in pairs.

3 Choose words for each picture and act out the scene. The children work in groups to act out the scene with different words.

Fast Finishers

The children draw pictures to illustrate the weather and a person for boiling, freezing and soaking.

Wrap-up

In groups the children imagine they are on a trip to the Grand Canyon in Arizona for a day. They have one small rucksack so let them discuss what they are taking and what clothes they are wearing.

The children take a quiz choosing the correct words to complete the sentences about language for complaining about the weather.



Continuous Assessment

Check if the children can:

Understand and use the vocabulary for describing weather. Recognise the missing words.

Act out the scene.

Activity Book

Unit 4, page 39, Lesson 5. See page 247 for answer key.



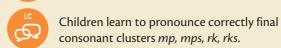




Comprehension of the story







of listening to and reading a story.



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

Key competences continuous assessment

We can help you!

Check if children:

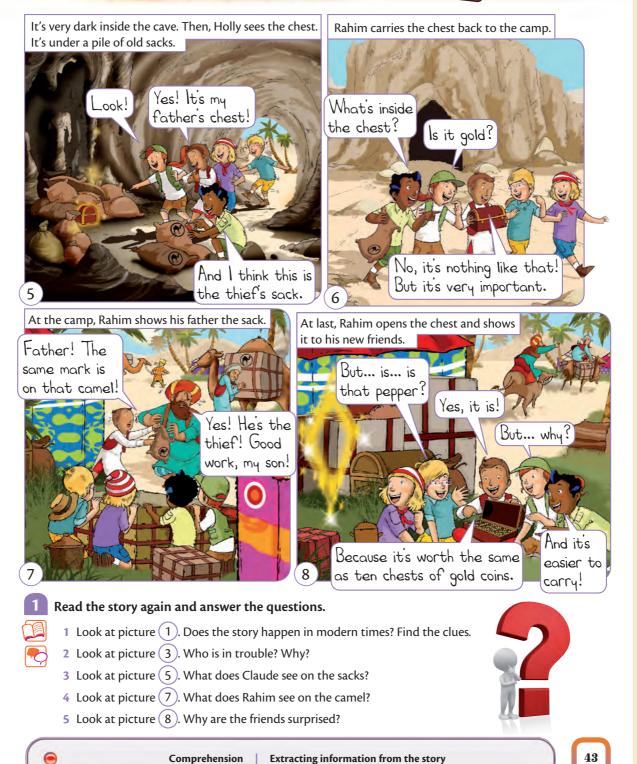
1 Enjoy listening to and reading the story.

Phonics: final consonant clusters: mp, mps, rk, rks

- 2 Are able to pronounce correctly final consonant clusters *mp*, *mps*, *rk*, *rks*.
- 3 Use the digital resources to practise phonics.









Children develop their learning techniques by extracting information from the story.



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

Key competences continuous assessment

- 1 Learn to extract information from the story.
- **2** Are able to answer the questions about the story.

Literacy Strand

CLIL Objective

To acquire skills in phonics while reading a story.

Language Objectives

To practise the Present Simple.

To practise final consonant clusters: rk, rks, mp, mps

Materials

- Teacher's i-book

- Story cards for Unit 4

- CD 1

Lead-in

Display the first **story card**. Ask where the characters are and tell the children to predict what might happen.

1 (1.33) Listen and read the story. Ask questions to make sure they understand: Where are the children? What is Rahim's father looking for? How do the children help Rahim? Is there gold in the chest? What's in the chest? What is it worth? (See transcript page 127.)

Watch the animated story. Alternatively, touch the story to open the **i-story cards** in a new window. Read and listen to the story with the children.

Hot spots: *Chest, Thief.* Use the Hot spots to highlight this potentially difficult vocabulary before the reading activities.

2 1.34 Listen to the sounds and say the words in singular and plural. The children try to copy the pronunciation as closely as possible.

(See transcript page 127.)

Fast Finishers

The children write the words from Activity 2 into their notebooks and add a picture.

Wrap-up

Dictate words from Activity 2. Let the children correct each other's work. Invite volunteers to come and write the words on the board for the others to check.

The children listen and drag the final consonant clusters to complete the words (*mp*, *mps*, *rk*, *rks*). For further practice, open **My notes** and the **Richmond i-tools** and dictate more words containing these sounds.



Optional Resources

Teacher's Resource Book page 73, Phonics.

Continuous Assessment

Check if the children can:

Understand the story and recognise the new vocabulary. Recognise and produce the final consonant clusters with *rk*, *rks*, *mp*, *mps*.

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

Comprehension.

Materials

- Teacher's i-book
- Story cards for Unit 4

Lead-in

Retell the story with the **story cards**, and ask the children to participate as much as possible.

1 Read the story again and answer the questions. Play the whole story again and make sure the children understand it; explain any of the words they don't understand. The children answer the questions orally and then write the answers in their notebooks.

Answers

- **1** No. They mention the Silk Route, a popular trade route in the past.
- 2 Rahim is in trouble because he can't find his father's chest.
- 3 Claude sees the mark of a camel on the sacks.
- **4** Rahim sees the same mark that is on the sacks on packages on the camel.
- 5 Because the chest is full of pepper, not gold.

Watch the animated story. Alternatively, touch the story to open the **i-story cards** in a new window. Read and listen to the story with the children.

Touch to open the activity. The children listen to the story and drag the sentences the characters say to put them in the same order as they say them.

Fast Finishers

The children read through the whole story.

Wrap-up

In small groups the children write a question about the story. The groups then ask their questions to the others. Award points for correctly formed questions and correct answers.



Continuous Assessment

Check if the children can: Understand the story. Answer the questions.

Activity Book

Unit 4, page 41, Lesson 7. See page 248 for answer key.





Children use their initiative and personal autonomy to choose the equipment and goods that the characters of the story need for their journey.



Children develop their social skills by asking a classmate about the main character's routine.



Children develop their learning techniques by gaining an understanding of how to write a first person account.

Key competences continuous assessment

- Are able to choose what is needed for an imaginary journey.
- 2 Work well in pairs to complete the activity.
- 3 Learn to write a first person account.

Literacy Strand

CLIL Objective

To practise writing a first person account.

Language Objective

To practise the language used in describing a desert lifestyle for spice traders.

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** Choose items for the journey. The children choose the equipment and the goods that they think Rahim and his father have with them for the journey.
- **2** Imagine Rahim's routine. Then, ask a classmate. The children talk about the different activities that Rahim might do. They then take turns to ask and answer questions about the routine, using their imagination for the answers.
- Touch to open the activity. Children match sentences describing Rahim's routine with the pictures from Activity 2. For further practice, use the spotlight in the **Richmond i-tools** to cover the verbs and ask the children to try to remember them.
- **3** Imagine you are Rahim. Write about your everyday life. The children use the model text as a guide to write a descriptive first person account.

Fast Finishers

The children imagine different activities that Rahim could do. Encourage the children to use a dictionary for any difficult vocabulary.

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.

The children play a fun game matching words with definitions to practise language for describing a desert lifestyle for spice traders.

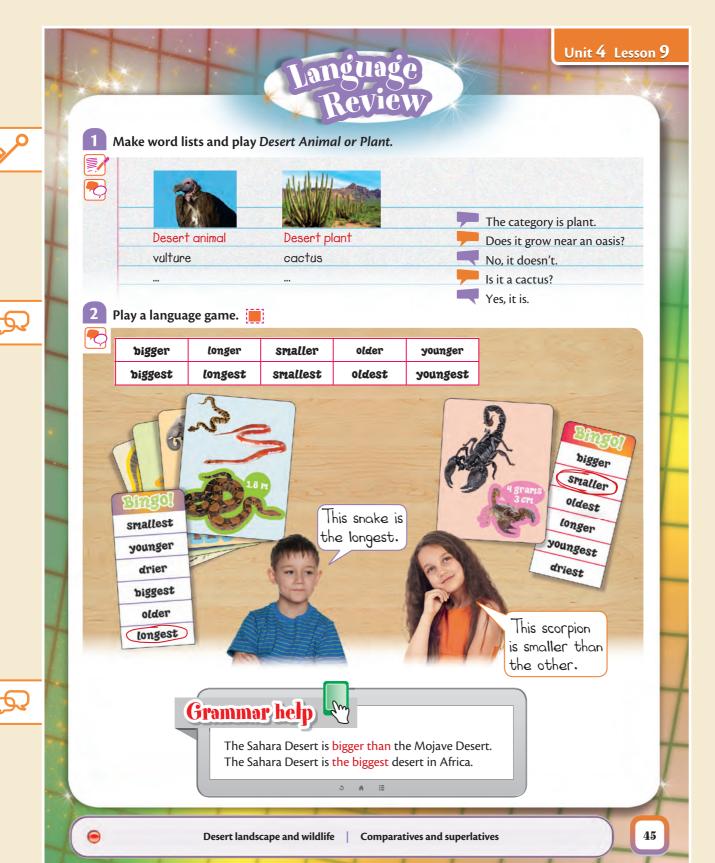


Continuous Assessment

Check if the children can:
Recall the main events of the story.
Ask and answer questions using frequency adverbs.
Write a short first person account.

Activity Book

Unit 4, page 42, Lesson 8. See page 248 for answer key.





Children develop learning techniques by categorising vocabulary in word lists.



Children apply their newly acquired knowledge in a language game.



Children strengthen their knowledge of the unit grammar.

Key competences continuous assessment

- 1 Are able to categorise vocabulary in word lists.
- 2 Use the unit language to play a game.
- 3 Understand and use the grammar practised in the unit.

Language Review

CLIL Objective

To review the grammar of the unit.

Language Objective

To review the unit language.

Materials

- Teacher's i-book
- Flashcards for Unit 4
- Pop-outs for Unit 4

Lead-in

Display the **flashcards** one by one and ask the children to call out the words. Show the cards faster and faster in random order so the children are saying the words quickly.

the key vocabulary Game Generator to review the key vocabulary covered in the unit.

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

- **1** Make word lists and play Desert Animal or Plant. As a class, review desert animals and plants and write them on the board. Let the children read the dialogue and then copy it in small groups to play the game.
- **2** Play a language game. Focus the children's attention on the Grammar help box. The children then play a language game with their **pop-outs**: the number of animals on the card indicates the use of either the comparative or the superlative. The animal highlighted with information indicates what characteristic is described.



Visual grammar presentation.

Flook Touch to open the activity. The children complete sentences related to the desert with the correct words to practise comparative and superlative structures.

Fast Finishers

The children make some comparative and superlative sentences about people in the class.

Wrap-up

Display all the flashcards on the board. The children take turns to place an animal near, on or under the desert features and ask the class to say where it is: *The* (*lizard*) is (*under the palm tree*).



Optional Resources

Teacher's Resource Book page 52, Listening.

Continuous Assessment

Check if the children can:

Ask and answer questions about desert animals and plants. Understand the language game.

Form comparative and superlative sentences.

Activity Book

Unit 4, page 43, Lesson 9. See page 249 for answer key.





Children improve their listening skills in the context of desert animals and decide whether the statements they hear are true or false.



Children demonstrate skills by asking and answering questions about desert animals in pairs.



Children show consolidation of structures and vocabulary by writing about a desert.

Key competences continuous assessment

- 1 Are able to understand the listening activity.
- 2 Work well in pairs to complete the activity.
- **3** Use the language learned in the unit to write about a desert.

Oral Review

CLIL Objective

To consolidate structures and vocabulary by describing a desert.

Language Objective

To review the unit language.

Materials

- Teacher's i-book
- Poster for Unit 4

- CD 1

- Flashcards for Unit 4

Lead-in

The children watch the animated version of the story. Display the **poster** and the children take turns to make a true sentence about the deserts.

Open the **lead-in** activity. The children read and match sentences describing animals from the unit with their pictures. For further practice, cover the pictures using the **Richmond i-tools** and ask the children to write short descriptions of their own for each. Read out some descriptions and tell the class to guess each animal.

1 (1.35) Listen and say *True* or *False*. The children look at the key and the chart before listening to the activity. Ask them to make some statements about it: *Camels always live in groups*. (See transcript page 127.)

Answers

1 True, 2 False, 3 False, 4 True, 5 True, 6 True,

7 True, 8 False, 9 True, 10 True, 11 False, 12 True

2 Choose an animal and answer questions. The children select an animal from the chart. In pairs they take turns to ask and answer questions about their animal using the model dialogue as a guide.

3 Choose and write about a desert. The children use the text as a guide and find information from the unit.

Fast Finishers

The children write true sentences about the chart in Activity 1.

Wrap-up

Put the children who have written about the same desert into groups. The groups use the poster and their information to present their desert. Encourage them to make a fun and interesting presentation!

[i-book] 🥰 Watch the animated version of the story again.



Optional Resources

Teacher's Resource Book page 42, Writing.

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:

Talk and write about deserts and desert animals using the language and structures learned in the unit.

Activity Book

Unit 4, page 44, Lesson 10. See page 249 for answer key.

Transcripts



1.28 Poster, Unit 4. Listen and say True or False.

The Sahara Desert is in Africa.

The Atacama Desert is in Asia.

The Gobi Desert is in Europe.

There are sand dunes in some deserts.

Some animals can live in the desert.

Plants don't grow in the desert.

There are mountains in some deserts.

All deserts are very dry.

All deserts are very hot.

It can snow in the Atacama Desert.

People can't live in deserts.

1.29 Listen and say the desert.

Holly: Look at the deserts! Max: They're so beautiful! Lulu: Let's play a guessing game.

Others: OK.

Lulu: All right. Now listen and say the name of the desert.

Others: We're ready.

Lulu: This desert is the smallest. Claude: This desert is the driest.

Lulu: This desert is bigger than the Sonoran Desert

and smaller than the Sahara Desert. Holly: This desert is the wettest. Max: This desert is the coldest.

Claude: My turn. This desert is hotter at night than the Atacama Desert and colder in the day than the Sahara Desert.

Holly: This desert is wetter than the Sahara and drier

than the Sonoran Desert. Max: This desert is the biggest. Claude: This desert is the hottest.

1.30 Listen and find the answers. Then, sing the song: In the desert.

Do camels live in the desert? Yes, always.

What, always? Yes, always in the desert.

Do camels eat cacti? Only sometimes.

What, sometimes? Only sometimes in the desert.

Do camels eat snakes? No, never.

What, never? No, never in the desert.

Do lizards eat insects? Yes, always.

What, always? Yes, always in the desert.

Do lizards sleep on rocks? Only sometimes.

What, sometimes? Only sometimes in the desert.

Do lizards live in water? No, never.

What, never? No, never in the desert.

Do vultures live in groups? Yes, always.

What, always? Yes, always in the desert.

Do vultures eat lizards? Only sometimes.

What, sometimes? Only sometimes in the desert.

Do vultures make nests? No, never!

What, never? No, never in the desert.

1.31 Read and find the missing words. Then, listen and check.

The Grand Canyon, in Arizona, is one of the Wonders of the World.

It's in a very dry, desert landscape. The driest part of the Grand Canyon is at the top on the south side.

The Colorado River is at the bottom of the canyon. The highest point of the canyon, from this river at the bottom to the top, is 2,370 metres. The lowest point is 731 metres.

The narrowest distance across the canyon is 548 metres. The widest distance across the canyon is 29 kilometres. The oldest rocks, at the bottom of the canyon, are 2 billion

years old.

1.32 Read and listen for the missing words.

Girl: I'm boiling! Boy: Yes, it's horrible!

Girl: Does it ever rain here?

Boy: Not really, no.

Girl: Is it always hot?

Boy: No, it isn't. It gets cold at night.

Girl: Is it the same all year long?

Boy: Yes, it's always like this here in Arizona!



1.33 Listen and read the story: Desert Treasure.

Narrator: The children are in the Arabian Desert.

A camel caravan is camping by an oasis.

Holly: Look at the camels! Max: I think this is the Silk Route.

Lulu: Of course! They're travelling from Asia to Europe!

Narrator: Suddenly, they hear footsteps.

Claude: What's he doing? Lulu: Come on, Max! Jump!

Holly: Let's hide!

Narrator: The children go closer to the camp.

Someone is in big trouble!

Rahim's father: Where is it? Where is the smallest chest?

Rahim: I... I don't know.

Narrator: Rahim can't find his father's chest.

Narrator: Then, Claude remembers the man by the cave.

Claude: I know where the chest is! **Rahim:** But... who are you? Holly: Don't worry about that! Max: We can help you!

Narrator: It's very dark inside the cave. Then, Holly sees

the chest. It's under a pile of old sacks.

Holly: Look!

Rahim: Yes! It's my father's chest!

Claude: And I think this is the thief's sack.

Narrator: Rahim carries the chest back to the camp.

Claude: What's inside the chest?

Holly: Is it gold?

Rahim: No, it's nothing like that! But it's very important.

Narrator: At the camp, Rahim shows his father the sack.

Rahim: Father! The same mark is on that came! Rahim's father: Yes! He's the thief! Good work, my son!

Narrator: At last, Rahim opens the chest and shows

it to his new friends.

Max: But... is... is that pepper?

Rahim: Yes, it is! Holly: But... why?

Rahim: Because it's worth the same as ten chests of gold coins.

Claude: And it's easier to carry!



1.34 Listen to the sounds and say the words.

Narrator: Listen to the sounds and read the words with me.

mp, mp, camp, camp mp, mp, hump, hump mps, mps, jumps, jumps mps, mps, lamps, lamps

rk, rk, dark, dark rk, rk, park, park rks, rks, marks, marks rks, rks, barks, barks

1.35 Listen and say True or False.

- 1 Camels always live in groups.
- 2 Camels sometimes eat meat.
- 3 Vultures never sleep at night.
- 4 Vultures always eat meat.
- 5 Lizards sometimes sleep at night.
- 6 Lizards never migrate to oases.
- 7 Elephants sometimes migrate to oases.
- 8 Elephants always eat palm leaves.
- **9** Scorpions always eat insects.
- 10 Scorpions sometimes sleep at night.
- 11 Coyotes never live in groups.
- 12 Coyotes sometimes eat insects.

Unit 5 Overview

Vocabulary

Places in a shopping centre: bank, bowling alley, car park, cinema, department store, games room, hairdresser's, Internet café, pet shop, play area, restaurants, skating rink; basement, first floor, ground floor, roof; escalator, first aid, information, lift, ramp, stairs, toilets

Clothes: coat, dress, hat, shoes, skirt; dressing up clothes Adjectives: beautiful, cheap, colourful, expensive, fashionable, imaginative, long, short, ugly, unusual Toys: action figures, animals, arts and crafts materials, babies, board games, construction games, dolls, electronic games, preschool toys, puzzles, science kits, soft toys, teddy bears, toy cars, train sets

Structures

Present Simple: *Is the (bank) on the first floor?*

Present Continuous to show directions:

I'm going (down the escalator).
I'm turning (left).

Comparatives and superlatives with

long adjectives: The purple shoes are more unusual than the yellow shoes. The most unusual thing is the red hat.

Functional language: Can I try these on, please? What size are you? Do they fit? Can I have a bigger size?

Recycled Language

Present Simple
Present Continuous
Comparatives and superlatives
Directions: down, up, left, right

Places: bank, hairdresser's, restaurant

Cultural Strand

Language Objectives:

To review and learn new toy vocabulary. To describe location within a large shop. To learn the names of places.

Creative Strand

CLIL Objective:

To design shop windows.

Language Objectives:

To use comparative and superlative adjectives to describe clothes.
To use interesting adjectives to describe clothes.

Functional Strand

Language Objective:

To learn language for clothes shopping.

Shop around the clock!

Literacy Strand

CLIL Objective:

To practise writing a prequel.

Language Objectives:

To review places in a shopping centre. To differentiate between st and ts at the end of words.

Knowledge Strand

CLIL Objective:

To interpret floor plans.

Language Objectives:

To identify shops in a shopping centre. To understand and give directions.

Skills Objectives

Listening: To listen to questions about a shopping centre. To listen to directions to find a route. To listen to a song. To listen for the missing words from a conversation. To listen to and understand a story.

Reading: To read a text and find mistakes. To match descriptions to photos. To read a conversation and supply missing words. To read and understand a story.

Writing: To describe a shop window. To write a description of events based on the story. To write about a shopping centre.

Speaking: To play a guessing game with places. To give directions. To express an opinion about clothes. To role play looking for toys in a shop. To answer comprehension questions. To act out a story. To give clues about places. To make sentences using comparative and superlative adjectives.

Assessment Criteria

- Children can understand, talk and write about shops, shopping centres and directions.
- Children can use comparatives and superlatives.
- Children can write a description of a shopping centre.
- Children can differentiate the final sounds st and ts.

Optional Resources

Teacher's Resource Book Photocopies:

- Lesson 1: pages 15-16, Language
- Lesson 2: page 43, Writing
- Lesson 3: page 33, Reading
- Lesson 6: page 74, Phonics
- Lesson 9: page 53, Listening
- Lesson 10: page 65, Speaking
- Evaluation: pages 101-102 or 103-104, Unit 5 test

Extras/Realia

• Lesson 2: post-it notes

GolDigita

Teacher's i-book [i-book]

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

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

Activities with **(1)** beside the rubric offer an additional interactive activity to reinforce the activity content:

- Lesson 5: activity 3
- Lesson 7: 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



- Lesson 4: Hamleys
- 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 become familiar with vocabulary related to shops, directions, floor plans and language for choosing clothes.



Competence in Maths, Science and Technology:

Children reinforce their numeracy skills by practising ordinal numbers when describing a shop.



Digital Competence:

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



Social and Civic Competences:

Children become familiar with icons representing shops.



Cultural Awareness and Expression:

Children use their imagination and artistic skills to design, draw and describe a shop window.



Learning to Learn:

Children develop their learning techniques by gaining an understanding of how to write a prequel of a story.



Sense of Initiative and Entrepreneurship: Children acknowledge the importance of helping others.



Shop around the clock!

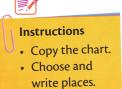
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2.2 Listen and answer the questions.





Guess the floor plans with a classmate.





Is the play area on the first floor?

> Is the bank in the basement?

> > Yes, it is.

No, it isn't.



Write a description of your floor plan.



The ..., the ... and the ... are in the basement.

The ..., the ... and the ... are on the first floor.



A shopping centre | Floor plans, Shops Is the (pet shop) (on the first floor)? The (restaurants) are (on the roof).







Children become familiar with icons representing shops.



Children use their initiative and personal autonomy to design a floor plan.



Children increase their vocabulary related to a shopping centre when describing a floor plan.

Key competences continuous assessment

- 1 Can interpret the signs for shops.
- 2 Can design a floor plan.
- 3 Learn the new vocabulary to write a short text.



CLIL Objective

To recognise icons and the layout of a shopping centre.

Language Objectives

Present Simple: *Is the (bank) on the first floor?* **Places in a shopping centre:** *bank, bowling alley, car park,*

cinema, department store, games room, hairdresser's, Internet café, pet shop, play area, restaurants, skating rink; basement, first floor, ground floor, roof

Materials

- Teacher's i-book
- CD 2
- Poster for Unit 5
- Flashcards for Unit 5: bowling alley, department store, Internet café, pet shop, play area

Lead-in

Ask the children about a local shopping centre. Display the **flashcards** (or open the **i-flashcards** on the **Teacher's i-book**) and ask if it has any of these places. Ask what other shops and amenities it has and which floor they are located on.

Display the **poster** (or open the **i-poster** on the **Teacher's i-book**). Let the children name the things they know and supply information about the places: *The (play area) is on the (ground floor)*. Play the audio and the children answer *true* or *false*. (See transcript page 150.)

.....

Listen and answer the questions. The children use the key to see what is on each floor of the shopping centre. They then listen to the questions.

(See transcript page 150.)

Answers

- 1 Yes, it is. 2 Yes, it is. 3 No, it isn't, it's on the first floor.
- 4 Yes, it is. 5 On the ground floor. 6 On the roof.
- 7 In the basement. 8 On the first floor.
- **2** Guess the floor plans with a classmate. The children follow the instructions and then play the guessing game in pairs.
- **3** Write a description of your floor plan. The children use their plan from Activity 2 and the model text to describe their shopping centre.

Fast Finishers

The children draw and label their favourite shop or place in a shopping centre.

Wrap-up

Display the poster (or open the **i-poster** on the **Teacher's i-book**) again. Tell the children to take turns to ask and answer questions about it the same as in Activity 2.

The children play a fun game matching words with definitions to consolidate their knowledge about places in a shopping centre.

Anticipated Difficulties

There is quite a lot of new vocabulary so give the children plenty of time and practise so they can assimilate it all.

Optional Resources

Teacher's Resource Book pages 15-16, Language.

Initial Evaluation

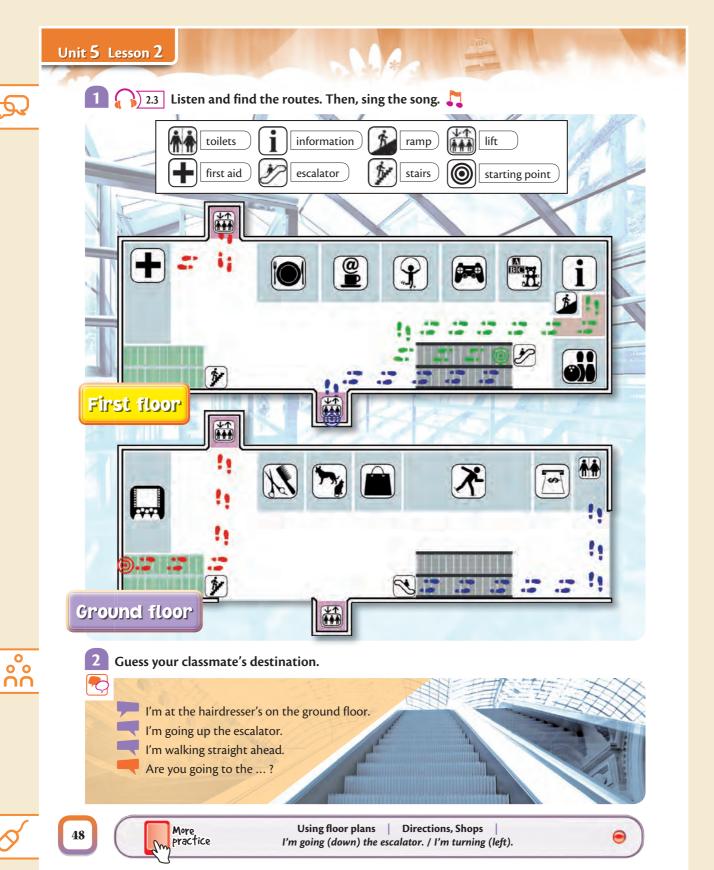
Check if the children can:

Understand and use the vocabulary related to shopping centres.

Ask and answer questions about where shops and amenities are located.

Activity Book

Unit 5, page 45, Lesson 1. See page 250 for answer key.





Children increase their knowledge of vocabulary related to shops and directions through a song.



Children demonstrate skills by working in pairs to play a guessing game in the context of a shopping centre.



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

Key competences continuous assessment

- 1 Learn the new vocabulary through the song.
- 2 Work well in pairs to play a guessing game.
- ${\bf 3}\;$ Use the digital resources to practise the new language.

Knowledge Strand

CLIL Objective

To interpret floor plans.

Language Objectives

Present Continuous to show directions: I'm going (down the escalator). I'm turning (left).

Places in a shopping centre: bank, bowling alley, car park, cinema, department store, games room, hairdresser's, Internet café, pet shop, play area, restaurants, skating rink; basement, first floor, ground floor, roof; escalator, first aid, information, lift, ramp, stairs, toilets

Materials

- Teacher's i-book
- Poster for Unit 5

- CD 2

- Extra material: post-it notes
- Flashcards for Unit 5

Lead-in

Review the places in a shopping centre. Mime an action from one of the shops or amenities and the children guess what it is. Let the children take over your role of miming.

Put the **flashcards** on the board. Walk your fingers towards a shop or up and down a ramp, stairs or escalator. As you do so, say: I'm going (up the escalator).

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

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

1 2.3 Listen and find the routes. Then, sing the song. Let the children look at the floor plans and ask them what places they can see on each floor. Play the audio for the activity and the song. (See transcript page 150.)

Answers

Blue route: toilet,
Red route: first aid,
Green route: information

Touch to open the activity. The children drag sentences to order the lyrics of the song. Divide the class into three groups so that each group can sing a verse of the song. Vote on who sings their verse best.

2 Guess your classmate's destination. The children use the model dialogue as a guide to play a guessing game.



Fast Finishers

The children draw a floor plan of their school.

Wrap-up

Display the **poster** (or open the **i-poster** on the **Teacher's i-book**). Write the names of 8-12 places on the post-it notes (or using **My notes** in the **Richmond i-tools**) and stick them on the poster. As a class, play the game from Activity 2 again in teams. Award points for correct directions and points for guessing where they are.

The children find nine places in the shopping centre in the wordsearch. Use the timer in the Richmond i-tools to make it more challenging for the children.

Anticipated Difficulties

Some children have difficulty with the concepts *left* and *right*. Put marks on the board to help them.

Optional Resources

Teacher's Resource Book page 43, Writing.

Initial Evaluation

Check if the children can:

Name the shops and amenities found in a shopping centre. Follow the routes being described.

Join in with the song.

Can give directions of where they are going.

Activity Book

Unit 5, page 46, Lesson 2. See page 250 for answer key.



Read and find the mistakes.



The shop window in is very imaginative. Today, the most expensive item is the brown coat with the zebra collar. The cheapest thing is the red hat with the feathers and shells. The shortest skirt is the pink skirt with stripes and the longest skirt is the blue and green skirt. The most colourful dress is the most expensive dress and the most unusual shoes are red and yellow.



Express your opinion and compare the clothes.



fashionable unusual ugly beautiful imaginative colourful

I think the purple shoes are more unusual than the red and yellow shoes.



Well, I think the most unusual thing is the red hat.



Draw and describe a shop window.



My shop is a sports clothes shop. In my shop window, the most expensive thing is the The red trainers are more unusual than the white



Designing shop windows | Comparative and superlative adjectives |

The most unusual / I think the ... is uglier than the





Children demonstrate their reading skills to find mistakes in the picture.



Children use their initiative to express their opinions about an imaginary shop window.



Children use their imagination and artistic skills to design, draw and describe a shop window.

Key competences continuous assessment

- 1 Are able to understand the text to complete the activity.
- 2 Can express their own opinions.
- 3 Can design, draw and describe a shop window.

Creative Strand

Unit 5 Lesson 3

CLIL Objective

To design shop windows.

Language Objectives

Comparatives and superlatives with long adjectives:

The purple shoes are more unusual than the yellow shoes. The most unusual thing is the red hat.

Clothes: coat, dress, hat, shoes, skirt

Adjectives: beautiful, cheap, colourful, expensive, fashionable,

imaginative, long, short, ugly, unusual

Materials

- Teacher's i-book

Lead-in

Play Guess the shop. Describe a place in a shopping centre from what it has: In the window I can see (a cat, a dog and some hamsters).

Open the **lead-in** activity. The children listen to three conversations in shops and choose the picture that answers the question they hear at the end of each conversation.

1 Read and find the mistakes. Ask the children to describe the clothes in the window. They then read the text, help with meaning where necessary. In pairs they find the mistakes.

Answers

The most expensive item is the black dress.

The cheapest thing is the green hat.

The shortest skirt is the blue and green skirt.

The longest skirt is the pink skirt with the stripes.

The most colourful dress is the cheapest dress.

The most unusual shoes are purple.

- **2** Express your opinion and compare the clothes. Ask the children to find the adjectives from Activity 1 and write them on the board. Go through the meaning of the adjectives in the box. They use the model conversation as a guide to talk about the clothes from Activity 1.
- **3 Draw and describe a shop window.** The children choose a kind of shop and draw several items. They then write a description based on the model text.

Fast Finishers

The children write a comparison of their own clothes and draw them.

Wrap-up

Write the word Adjective as a heading and then divide the board into two columns with the subheadings: *long, short.* The children suggest adjectives for each column. For each adjective the children say the comparative and the superlative form.

Optional Resources

Teacher's Resource Book page 33, Reading.

Continuous Assessment

Check if the children can:

Form comparatives and superlatives with long and short adjectives.

Use adjectives to describe clothes.

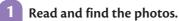
Write a description of a shop window by comparing the items on display.

Activity Book

Unit 5, page 47, Lesson 3. See page 251 for answer key.



Hamleys toy shop is in London. It's the most famous toy shop in the world and it's more than 250 years old. Every year, more than five million people visit Hamleys. There are seven different floors and each floor is for a different type of toy.



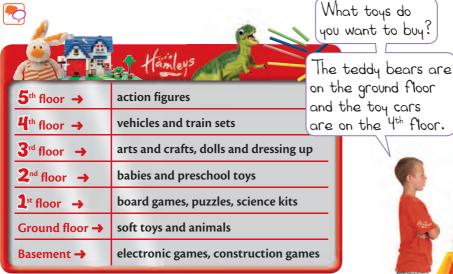


- 1 The most modern electronic games are in the basement.
- 2 On the ground floor, you can find the most incredible soft toys and animals.
- 3 Go to the third floor for the most imaginative arts and crafts materials.
- 4 If you want to see the most incredible train sets, go to the fourth floor.





2 Role play with a classmate.



Well... I want a teddy bear and a toy car.

Thank you.





Hamleys toy shop

Describing a shop There are seven The teddy bears are on the ground floor.

There are seven different floors. / ne ground floor.



Children reinforce their numeracy skills by practising ordinal numbers when describing a shop.



Children use their imagination and creativity when acting out a situation.

Key competences continuous assessment

- 1 Can use ordinal numbers.
- **2** Develop their imagination to act out a situation.

Cultural Strand

Unit 5 Lesson 4

CLIL Objective

To use the language to describe a shop.

Language Objectives

Present Simple: The teddy bears are on the ground floor. **Toys:** action figures, animals, arts and crafts materials, babies, board games, construction games, dolls, dressing up clothes, electronic games, preschool toys, puzzles, science kits, soft toys, teddy bears, toy cars, train sets

Materials

– Teacher's i-book

Lead-in

Ask the children about the toys they like and brainstorm toy vocabulary.

1 Read and find the photos. The children match the sentences to the photos.

Answers

1 d. 2 b. 3 a. 4 c

2 Role play with a classmate. The children look at where the toys are located and role play a conversation using the model dialogue as a guide.

Fast Finishers

The children draw a list of where things might be located in a different kind of shop (sports, clothes, pet).

Wrap-up

In small groups the children play a memory chain game. The first person says: *In my toy shop there is a (teddy bear)*. The next child repeats and adds a word: *In my toy shop there is a (teddy bear) and a (train set)*. They continue around the group.

Watch the video *Hamleys*. Complete the onscreen comprehension activity with the children. For further practice, open the worksheet before you watch the video and use the **Richmond i-tools** to complete it as you watch the video. Alternatively, print out copies for the children to do the worksheet individually.

Continuous Assessment

Check if the children can:

Match the toys to the pictures.

Use the language from the unit to role play a conversation.

Describe where items are in a large shop.

Activity Book

Unit 5, page 48, Lesson 4. See page 251 for answer key.

Functional language Unit 5 Lesson 5

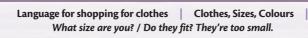


- 1 Answer the questions.
 - Do you like shopping for clothes?Do you go shopping with your mum or your dad?
- 2 When do you go shopping?
- 4 What else do you like shopping for?













Size



Children improve their oral skills by answering questions about their shopping habits.

Add words and act out the scene.



Children reinforce their language skills by learning language for shopping for clothes.



Children use their imagination and creativity when acting out a situation.

Key competences continuous assessment

Check if children:

them in ..., please?

- 1 Can answer personal questions.
- **2** Are able to use language for shopping for clothes.
- 3 Develop their imagination to act out a situation.

Functional Strand

CLIL Objective

To learn and use language for clothes shopping.

Language Objectives

Functional language: Can I try these on, please? What size are you? Do they fit? Can I have a bigger size?

Materials

- Teacher's i-book
- CD 2

Lead-in

Review clothes vocabulary with the children. Be sure to cover the word *jeans*.

1 Answer the questions. The children have a class discussion based on the questions.

2 2.4 Listen and find the missing words and the correct

jeans. Then read. The children listen out for the missing words and note them down. They can read the dialogue aloud when they know the words.

(See transcript page 150.)

Answers

jeans, nine, small, bigger, green

The correct jeans are: green, size 10

3 Add words and act out the scene. The children work in groups to act out the scene.

[HOOK] Touch **()** to open the activity. The children read a dialogue and drag words to complete it. Alternatively, cover the missing words using the shade on the **Richmond i-tools** and tell the children to write in the missing words.

Fast Finishers

The children draw a picture of themselves in outfits that don't look right and label it using *too* adjectives.

Wrap-up

In groups the children describe their favourite clothes.

The children play a fun game dragging the words to form correct sentences to consolidate the key language for shopping for clothes.



Continuous Assessment

Check if the children can:

Understand and use the vocabulary for clothes shopping. Recognise the missing words.

Act out the scene.

Activity Book

Unit 5, page 49, Lesson 5. See page 252 for answer key.





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



Children learn to pronounce correctly final blends *st* and *ts*.



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

Key competences continuous assessment

- 1 Enjoy listening to and reading the story.
- 2 Are able to pronounce correctly final blends st and ts.
- 3 Use the digital resources to practise phonics.











The magic window is ready to take the children back to the den.



Read the story again and answer the questions.



- 1 What is special about Eastfield shopping centre?
- 2 Why is it empty in the story?
- **3** Where is the pet shop?
- 4 Why does Claude tell the others to be quiet?
- 5 How do they get to the second floor?
- **6** Where do they find the boy?
- **7** Why is the boy crying?
- 8 How does Lulu help?
- 9 Where do they take the boy to?
- 10 What's unusual about the boy?





Comprehension

Answering wh questions





Children acknowledge the importance of helping others.



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

Key competences continuous assessment

- 1 Understand the importance of helping others.
- **2** Are able to find evidence from the story.

Literacy Strand

CLIL Objective

To acquire skills in phonics while reading a story.

Language Objectives

To practise the Present Simple.

To review language related to shopping centres and movement within them.

To practise final consonant blends: st and ts

Materials

– Teacher's i-book

- Story cards for Unit 5

- CD 2

Lead-in

Display the first **story card** (or open the i**-story cards** on the **Teachers i-book**). Ask where the characters are and tell the children to predict what might happen.

1 2.5 Listen and read the story. Ask questions to make sure they understand: Where are the children? Do they take the lift to the second floor? Where do they find Mani? (See transcript page 151.)

the story to open the **i-story cards** in a new window. Read and listen to the story with the children.

Hot spots: *Empty, Glass*. Use the Hot spots to highlight this potentially difficult vocabulary before the reading activities.

2 (1) 2.6 Listen to the sounds. Then, say the words.

The children try to copy the pronunciation as closely as possible. (See transcript page 151.)

Fast Finishers

The children write the words from Activity 2 into their notebooks in two columns and practise saying them.

Wrap-up

In pairs the children write some true or false sentences about the story. They then form small groups, read out their sentences and the others must say if their statements are true or false.

The children listen and drag the correct final consonant blends to complete the words (*st, ts*). For further practice, open My notes and the Richmond i-tools and dictate more words containing these sounds.



Optional Resources

Teacher's Resource Book page 74, Phonics.

Continuous Assessment

Check if the children can:

Understand the story and recognise the vocabulary related to shopping centres.

Recognise and produce the final consonant blends st and ts.

Activity Book

Unit 5, page 50, Lesson 6. See page 252 for answer key.

Literacy Strand

CLIL Objective

To understand a fictional story.

Language Objectives

To develop listening and reading skills. To comprehend a story.

Materials

- Teacher's i-book
- Story cards for Unit 5

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. Play the whole story again; make sure the children understand it and explain any of the words they don't understand. The children answer the questions orally and then write the answers in their notebooks.

Answers

- 1 It's the biggest shopping centre in the world.
- 2 Because it's late at night.
- **3** The pet shop is on the first floor.
- 4 Because he can hear a noise in the distance.
- **5** They take the escalator.
- 6 In a café.
- 7 Because he can't find his way home.
- 8 Lulu checks the map to find the lift.
- **9** To one of the exits on the ground floor.
- 10 He can step through glass into the shop window.

Libook Watch the animated story again. Alternatively, touch the story to open the i-story cards in a new window. Read and listen to the story with the children again.

Touch open the activity. The children read and order sentences summarising the story. For further practice, use the spotlight on the **Richmond i-tools** to cover words from the sentences and ask the children to remember the missing words.

Fast Finishers

The children draw a plan of the shopping centre based on information from the pictures.

Wrap-up

Dictate some words from the story and tell the children to then correct each other's work and award a mark.

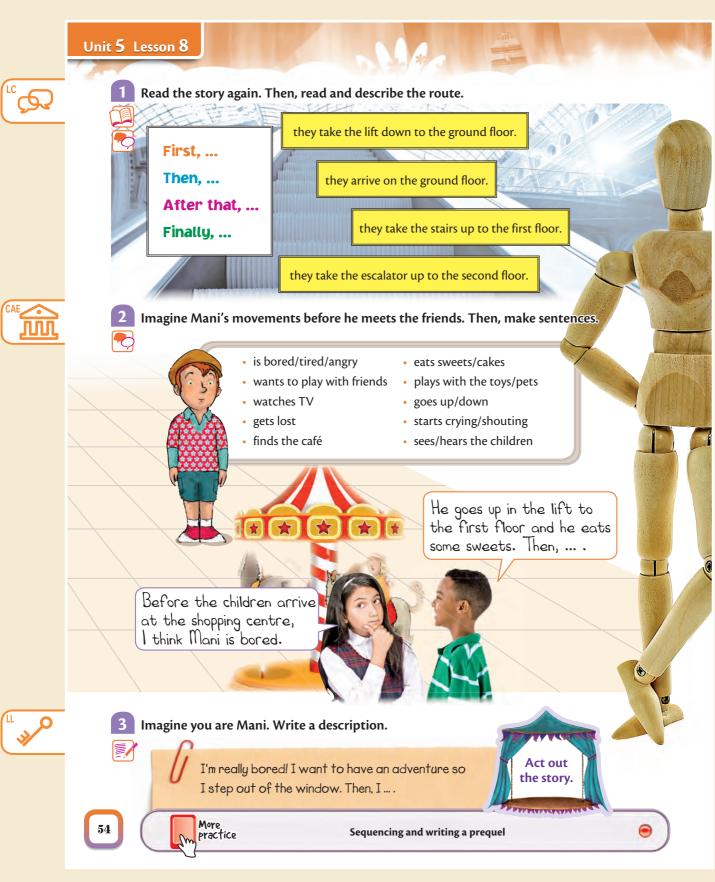


Continuous Assessment

Check if the children can: Understand the story. Answer the questions.

Activity Book

Unit 5, page 51, Lesson 7. See page 253 for answer key.





Children demonstrate reading comprehension by sequencing events.



Children use their imagination to think of a prequel for the story.



Children develop their learning techniques by gaining an understanding of how to write a prequel for a story.

Key competences continuous assessment

- 1 Are able to sequence events.
- 2 Can think of a prequel for a story.
- 3 Learn to write a prequel for a story.

Literacy Strand

CLIL Objective

To practise writing a prequel of a story.

Language Objectives

To practise the language used to describe shopping centres and routes within them.

To sequence events in a story.

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 Read the story again. Then, read and describe the route.

The children use the prompts to order the movements of the children.

Answers

First, they arrive on the ground floor.

Then, they take the stairs up to the first floor.

After that, they take the escalator up to the second floor.

Finally, they take the lift down to the ground floor.

Touch to open the activity. The children read sentences about the story and correct factual mistakes. Choose a volunteer to use the **Richmond i-tools** to cross out a wrong word and to write on the line below the correct one. Give other students the opportunity to correct a sentence at a time until all of them have been done.

2 Imagine Mani's movements before he meets the friends.

Then, make sentences. The children choose events from the box and use the sequencing words from Activity 1 to describe Mani's movements prior to the characters finding him.

3 Imagine you are Mani. Write a description. The children write about Mani's movements. They use the model text as a guide and their ideas from Activity 2.

Fast Finishers

The children write where they would go if they were alone in a shopping centre.

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.

The children play a fun game choosing the correct words to complete the sentences, which helps them consolidate key vocabulary and structures learned in the unit: places in a shopping centre, sequencing words and superlatives.



Continuous Assessment

Check if the children can:

Sequence the movements of the characters. Make sentences using the language provided. Write an imaginative description of events leading up to the story.

Activity Book

Unit 5, page 52, Lesson 8. See page 253 for answer key.





Children show individual initiative to make word clues with vocabulary related to a shopping centre.



Children apply their newly acquired knowledge in a sentence game.



Children strengthen their knowledge of the unit grammar.

Key competences continuous assessment

- 1 Can make word clues with vocabulary from the unit.
- 2 Use the unit language to play a game.
- 3 Understand and use the grammar practised in the unit.

Language Review

CLIL Objective

To review the grammar of the unit.

Language Objective

To review the unit language.

Materials

- Teacher's i-book

- Flashcards for Unit 5

book - Pop-outs for Unit 5

Lead-in

Display the **flashcards** and ask volunteers to come and write the word below the picture. Draw icons of other places they have learned about in the unit and ask other children to write the words. Then, ask the children what they do in each place: *The bowling alley is the place where we go bowling.*

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

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

- **1** Make word clues for your classmate. The children use the language in the box to make clues. They then play the guessing game. They can play in pairs, small groups or in teams as a class.
- **2** Make and play the sentence game. Focus the children's attention on the Grammar help box. The children then make sentences with their **pop-outs** and the model language.



Touch to open the activity. The children look at three pictures, each with three things to compare. They complete sentences to consolidate their use of comparatives and superlatives.

Fast Finishers

The children write two true and two false statements about the clothes in Activity 2.

Wrap-up

Have a Spelling Bee with the phonics words from the unit.



Optional Resources

Teacher's Resource Book page 53, Listening.

Continuous Assessment

Check if the children can:
Describe places within a shopping centre.
Understand the language game.
Form comparative and superlative sentences with long and short adjectives.

Activity Book

Unit 5, page 53, Lesson 9. See page 254 for answer key.





Children improve their listening skills by answering the questions.



Children develop their social skills by presenting their shopping centre design to their classmates.



Children show consolidation of structures and vocabulary by writing a comparison of shops.

Key competences continuous assessment

- 1 Are able to understand the listening activity.
- 2 Can make a presentation in front of the class.
- 3 Use the language learned in the unit to write a comparison.

Oral Review

CLIL Objective

To consolidate structures and vocabulary by describing a shopping centre.

Language Objective

To review the unit language.

Materials

- Teacher's i-book
- Poster for Unit 5

- CD 2

Lead-in

The children watch the animated version of the story.

Display the **poster** (or open the **i-poster** on the **Teacher's i-book**) and the children take turns to describe places on it.

Open the **i-poster**. The children listen to three sets of instructions and put three objects in the places indicated. Invite individual children to place the objects with help from the rest of the class, pausing the audio if necessary. For further practice, give other instructions yourself about where the children must place the objects, or choose some stronger children to give the instructions for others to follow.

1 2.7 Listen and answer the questions. The children look at the picture and say what shops and amenities they can see before listening to the audio.

(See transcript page 151.)

Answers

On the first floor; In the basement; On the second floor; On the ground floor; On the roof

- **2** Plan and present your shopping centre design to your classmates. The children plan and draw a shopping centre. They then describe it to each other in small groups.
- 3 Choose three shops from your design and write a comparison. The children use the model text as a guide to write about their shopping centre.

Fast Finishers

The children add more details to their plan.

Wrap-up

The children all show their shopping centres and then vote for their favourite, the most interesting and the most fun looking one.





Optional Resources

Teacher's Resource Book page 65, Speaking.

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:

Understand, talk and write about shopping centres using the language and structures learned in the unit.

Activity Book

Unit 5, page 54, Lesson 10. See page 254 for answer key.

Transcripts



2.1 Poster, Unit 5. Listen and say true or false.

The shopping centre has got six floors.

At the bottom of the shopping centre, there are three basements.

There's a car park in the second basement.

There are two lifts on the outside of the shopping centre.

There's a car park on the roof.

There's a bus stop outside the centre.

There's a metro station inside the centre.

There's a playground on the roof.



2.2 Listen and answer the questions.

Holly: Is the car park in the basement?

Claude: Is the Internet café on the first floor?

Lulu: Is the pet shop on the roof?

Max: Is the play area on the ground floor?

Holly: Where is the games room? Claude: Where are the restaurants? **Lulu:** Where is the skating rink?

Max: And where is the department store?

2.3 Listen and find the routes. Then, sing the song:

I'm going up in the lift.

I'm going up in the lift.

I'm turning right.

I'm walking straight ahead.

I'm going down the escalator.

And I'm turning left.

I'm at my destination. Just in time!

I'm going down the stairs.

I'm turning left.

I'm walking straight ahead.

I'm going up in the lift.

And I'm turning right.

I'm at my destination. Just in time!

I'm going up the escalator.

I'm turning right.

And I'm turning right again.

I'm walking straight ahead.

I'm going up the ramp.

I'm at my destination. Just in time!



2.4 Listen and find the missing words and

the correct jeans. Then read.

Girl: Oh, please, Mum! Can I try on these jeans?

Mother: OK. What size are you, now?

Girl: I think I'm size nine.

Mother: Yes, that sounds right. Here you are.

Mother: Do they fit?

Girl: No, they're too small. Can I have a bigger size, please?

Mother: Oh, they're perfect!

Girl: Yes, I really like them but can I have them in green, please?



2.5 Listen and read the story: Mani's adventure.

Narrator: Eastfield is the biggest shopping centre in the world!

Claude: This is the best place for a night-time adventure!

Holly: Don't take the sweets, Claude!

Lulu: Come on! Let's explore.

Narrator: It's late at night and the shopping centre is empty.

Well, not quite empty!

Holly: These are the most beautiful cats I...

Claude: Shhh! Can you hear that?

Lulu: What?

Narrator: The children can hear a noise in the distance.

Holly: I think it's coming from up there.

Lulu: Let's take the escalator to the second floor.

Narrator: In a dark café, a small boy is crying.

Claude: What's the matter?

Mani: I'm lost! I can't find my way home!

Max: What's your name?

Mani: Mani.

Holly: Don't cry! We can help you.

Narrator: Lulu checks the map and they take the lift

down to the nearest exit.

Narrator: They take the boy to one of the exits. **Holly:** Do you remember these shop windows?

Mani: Yes, I think so.

Holly: Be careful! It's glass! Claude: Where's he going?

Narrator: The boy steps through the glass into

the shop window.

Mani: Thank you!

Holly, Claude, Lulu and Max: Goodnight!

Narrator: The magic window is ready to take the children

back to the den.

2.6 Listen to the sounds. Then, say the words. Listen to the sounds and read the words with me.

st, st, st, biggest

st, st, st, most

st. st. st. lost

st, st, st, nearest

st, st, st, best

ts, ts, ts, what's

ts, ts, ts, sweets

ts, ts, ts, cats

ts, ts, ts, let's

ts, ts, ts, exits

2.7 Listen and answer the questions.

Danny: Hi, Sally. I think I am lost.

Sally: Where are you?

Danny: I'm near the escalator by the toilets, but I don't know

what floor this is.

Narrator: What floor is Danny on?

Danny: Sally! I'm still lost! **Sally:** Where are you now?

Danny: I'm outside the bowling alley.

Sally: Oh, Danny!

Narrator: What floor is Danny on now?

Danny: Help Sally! I still can't find the restaurant.

Sally: What is it now?

Danny: Well... I'm going up on the escalator and I can see

a pet shop.

Sally: That's OK, you're nearly here. Narrator: What floor is Danny on now?

Danny: Oh, Sally! This isn't right. I can't see a restaurant

anywhere.

Sally: What can you see?

Danny: Well... there's an information desk on the left. Sally: Danny! This time listen! UP, not DOWN!

Narrator: What floor is Danny on now?

Danny: Sally? I'm coming up in the lift. Just a minute...

Ah, there you are! I can see you now! Narrator: Where is Danny now?

Unit 6 Overview

Vocabulary

Food: carrots, chicken, flour, lentils, pasta, peas, potatoes, rice, sardines, sugar, sausages, stew, tomato, tuna

Food storage: basket, cupboard, fridge **Food categories:** dairy, dry food, fish, fruit,

meat, vegetables **Art:** landscape, portrait

Cooking: add, cut, stir; ingredients

Sweets: biscuits, brown sugar, cakes, chewing gum,

chocolate, honey

Fruit: cherries, strawberries

Meals: breakfast, dinner, lunch; salty, sweet

Structures

Imperatives: Put the carrots in the fridge. **Countable and uncountable nouns:**

There are some (peas). There isn't any (pasta). Are there any (lentils)?

How much (rice) do you need? How many (potatoes) do you need? Is there any (chocolate) in the sweets? Are there any (strawberries)?

Functional language: What's in it? Put it in the oven. Pass the oven gloves. It's burned.

Describing food: It smells revolting. It tastes delicious.

Recycled Language

Imperatives

Cultural Strand

Language Objectives:

To review food vocabulary.

To learn about the child characters in *Charlie and the Chocolate Factory*.

To ask and answer questions about sweets.

Creative Strand

CLIL Objective:

To describe and design food pictures.

Language Objectives:

To practise food vocabulary.
To ask about countable
and uncountable products.

Functional Strand

Language Objective:

To learn language related to cooking.

In the kitchen

Literacy Strand

CLIL Objectives:

To extend a story's central idea.

To write a menu. To acquire skills in phonics while reading a fictional story.

Language Objectives:

To practise the unit language in a natural way. To recognise words with a final *ul* sound.

Knowledge Strand

CLIL Objective:

To interpret cooking recipes.

Language Objectives:

To use *much* and *many* in questions. To discuss ingredients and quantities of food items.

To describe the process of making a dish.

Skills Objectives

Listening: To listen and say where food items should be stored. To listen to a song about making food. To listen to and understand a story. To listen to descriptions and choose what is being described.

Reading: To match descriptions to pictures. To read a story and supply missing words. To read a text using a key.

Writing: To write the ingredients for a stew. To write a menu. To write a description of a chocolate bar.

Speaking: To answer questions heard on the audio. To play a guessing game with different food items. To sing a song. To talk about a shopping list. To play a guessing game about sweets. To read a text aloud filling in missing words. To act out a scene. To answer comprehension questions about a story. To describe food.

Assessment Criteria

- Children can understand, talk and write about food.
- Children can use structures to describe countable and uncountable food items.
- Children can form the 3rd person of the Present Simple.
- Children can write a description of a chocolate bar.
- Children can pronounce the final sound *ul* and recognise the alternative spellings.

Optional Resources

Teacher's Resource Book Photocopies:

- Lesson 1: page 34, Reading
- Lesson 3: page 44, Writing
- Lesson 4: page 66, Speaking
- Lesson 6: page 75, Phonics
- Lesson 9: page 54, Listening
- Lesson 10: pages 17-18, Language
- Evaluation: pages 105-106 or 107-108, Unit 4 test

Extras/Realia

- Lesson 1: cards
- Lesson 2: uncooked lentils, peas, pasta, rice, sugar

Teacher's i-book [i-book]

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

GolDigita

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

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

- Lesson 3: activity 1
- Lesson 5: activity 2
- Lesson 7: 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 3: knowledge
- Lesson 5: functional language
- Lesson 6: phonics
- Lesson 8: literacy



- Lesson 4: Chocolate
- Lessons 6, 7 and 10: Animated story



• 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 become familiar with vocabulary related to food, food groups, meals, dishes, recipes and language for cooking.



Competence in Maths, Science and Technology:

Children apply mathematical skills to interpret quantities when making a recipe.



Digital Competence:

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



Social and Civic Competences:

Children demonstrate skills to work in pairs to play Odd one out.



Cultural Awareness and Expression:

Children are introduced to characters from a famous children's book: *Charlie and the Chocolate Factory* by Roald Dahl.



Learning to Learn:

Children develop their learning techniques by gaining an understanding of how to write a menu.



Sense of Initiative and Entrepreneurship:

Children use their initiative to choose a dish and combine ingredients.



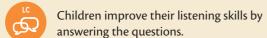






Imperative: Put the (carrots) in (the fridge).







Children demonstrate skills to work in pairs by playing Odd one out.



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 Work well in pairs to play Odd one out.
- 3 Use the digital resources to practise the new language.

Lesson 1

tuna

CLIL Objective

To understand a listening activity about food.

Language Objectives

To review imperatives: Put the carrots in the fridge. **Food:** carrots, lentils, pasta, peas, potatoes, rice, sardines, sugar, sausages, tuna, basket, cupboard, fridge

Food categories: dairy, dry food, fish, fruit, meat, vegetables

Materials

- Teacher's i-book
- CD 2
- Poster for Unit 6
- Flashcards for Unit 6
- Extra material: cards with a food item written on each one (one per child)

Lead-in

Brainstorm food with the children.

2.8 Display the **poster**. The children name all the food they can see. They listen to the audio and answer the questions. They then listen again and make a shopping list. (See transcript page 174.)

See pages 22-24 for interactive games description and ideas. Put the **flashcards** on the board. Invite volunteers to come, choose a word card and stick it with the flashcard, until all the pictures are labelled.

Open the **i-poster**. The children listen to the audio and drag the food words either to the pictures of food that the father and daughter have in the kitchen or the shopping list of things to buy at the top of the poster. Pause the audio if necessary after the questions about what they have so the children can drag the words in order to answer.

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

1 2.9 Listen and answer the questions. The children listen to the first two dialogues which are examples. They then listen to the rest and say where each food item should be stored: cupboard, fridge, blue basket or green basket.

(See transcript page 174.)

Answers

pasta: in the cupboard, sardines: in the fridge, potatoes: in the green basket, carrots: in the green basket, sugar: in the cupboard, tuna: in the cupboard, rice: in the cupboard, peas: in the fridge

2 Play Odd one out. Review the food categories with the children and ask them to name example foods for each one. They then follow the model to play the game in pairs or small groups.

Fast Finishers

The children list as many foods for each group as possible. Let them use a dictionary or look online for more words.

Wrap-up

Give out the cards with food words written on. Call out a category and all the children in that category stand up and name their food. For example: fruit or food that goes in the fridge.

The children find ten food words in the wordsearch.

Use the timer in the Richmond i-tools to make it more challenging for the children.

Anticipated Difficulties

Some children may not know where food is stored so even though they understand the language they may not be able to answer the questions in Activity 1.

Optional Resources

Teacher's Resource Book page 34, Reading.

Initial Evaluation

Check if the children can:

Name the food items seen in the lesson.

Use the imperative to say where to put food.

Recognise the food categories and suggest foods for each.

Activity Book

Unit 6, page 55, Lesson 1. See page 255 for answer key.





Children practise their reading skills by matching the descriptions and the pictures.



Children use their initiative to plan a food picture.



Children develop their imagination and creativity skills to make a food picture.

Key competences continuous assessment

- 1 Are able to match the descriptions with the pictures.
- 2 Are able to plan a food picture.
- 3 Can make a food picture.

Creative Strand

CLIL Objective

To describe and design food pictures.

Language Objectives

To ask about countable and uncountable produce:There are some peas. There isn't any pasta. Are there any lentils?

To practise food vocabulary: *lentils, pasta, peas, rice, sugar*

Materials

- Teacher's i-book
- Flashcards for Unit 6: lentils, peas, rice, sugar
- Optional realia: uncooked lentils, peas, pasta, rice, sugar

Lead-in

Display the food items (see Optional realia) or the **flashcards** (print or **interactive**). Review the names of the food. Talk to the children about counting these objects. Demonstrate that it is harder to count sugar or rice but that we can more easily count peas or lentils.

1 Read and find the sentences for the food pictures. The children describe what foods have been used in each picture. They then read the sentences and match them with the pictures.

Answers

Portrait: There are some lentils. There is some pasta. There isn't any rice. There aren't any peas. There is some sugar. **Landscape:** There is some sugar. There isn't any pasta. There is some rice. There are some peas. There are some lentils.

- **2 Plan a food picture and ask a classmate.** The children read the instructions and then use the model dialogue to ask and answer questions in pairs or small groups.
- **3** Make your food picture. Then, write about it. The children make a food picture and then write a description following the model text.

Fast Finishers

The children make the other kind of picture, either portrait or landscape.

Wrap-up

Divide the class into two teams: There is some (noughts) and There are some (crosses). Draw a noughts and crosses square on the board. The teams take turns to say a correct sentence using their phrase, for example: There is some sugar. / There are some sausages. If they say it correctly they choose where to put their mark. The first team to get three in a line win.



Continuous Assessment

Check if the children can:

Use *There is* and *There are* correctly with countable and uncountable nouns.

Use some and any correctly in affirmative and negative sentences.

Activity Book

Unit 6, page 56, Lesson 2. See page 255 for answer key.



1 [3] 2.10 Listen and find the ingredients. Then, sing the song.



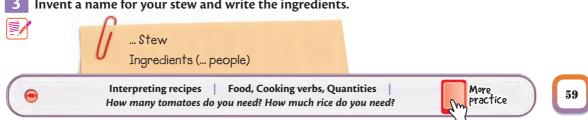


Choose ingredients and write a shopping list. Then, ask a classmate.





Invent a name for your stew and write the ingredients.





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



Children apply mathematical skills to interpret quantities when making a recipe.



Children use their imagination to write a recipe of a stew of their own invention.

Key competences continuous assessment

- 1 Learn the new vocabulary through a song.
- 2 Can interpret quantities.
- 3 Can invent a recipe.

Knowledge Strand

CLIL Objective

To interpret cooking recipes.

Language Objectives

To use much and many in questions: How much rice do you need? How many potatoes do you need?

To discuss ingredients and quantities of food items: *I need* 200*g of rice.*

To describe the process of making a dish: add, cut, stir; ingredients

Food: carrot, chicken, fish, potato, sausage stew, tomato

Materials

- Teacher's i-book
- CD 2

Lead-in

Ask the children if anyone knows how to cook and what their favourite recipes are. Ask about their favourite dishes. What are the ingredients?

1 (2.10) Listen and find the ingredients. Then, sing the song.

The children name the items they can see in the photo. Let them guess which ones will be used in the recipe they are going to hear. As they listen they note down the ingredients. Finally, they join in with the song.

(See transcript page 174.)

Answers

potatoes, carrots, tomatoes, sausages, chicken

Flook Touch open the karaoke activity. Play the complete song to demonstrate the activity. Then, play the song and ask the children to sing it together. The children sing the song saying the missing words as the images appear.

- **2** Choose ingredients and write a shopping list. Then, ask a classmate. The children decide which ingredients they would like in their stew and how many people they are cooking for. They work out their shopping list and then ask and answer with a classmate using the model dialogue as a guide.
- 3 Invent a name for your stew and write the ingredients.

 The children give their stew a name and write down the ingredients.



Fast Finishers

The children write what their favourite food is and what the ingredients are for it.

Wrap-up

Play a memory chain game. Start by saying: *In my stew there are some* (potatoes). The next child then repeats the phrase and adds another ingredient: *In my stew there are some* (potatoes) and there is some (rice).

The children play a fun game choosing the correct words to complete the sentences which helps them consolidate the key structures learned in the lesson: how much, how many, some and any.

Anticipated Difficulties

Activity 2 involves some multiplication and the children may need help to say the final numbers they calculate.

Optional Resources

Teacher's Resource Book page 44, Writing.

Continuous Assessment

Check if the children can:
Understand the ingredients in the song.
Use How much and How many correctly with countable and uncountable nouns.

Activity Book

Unit 6, page 57, Lesson 3. See page 256 for answer key.





Children are introduced to characters from a famous children's book: *Charlie and the Chocolate Factory* by Roald Dahl.



Children demonstrate skills to work in pairs by playing a guessing game about sweets.

Key competences continuous assessment

- 1 Become familiar with *Charlie and the Chocolate Factory*.
- 2 Can work well in pairs to play a guessing game.

Cultural Strand

Unit 6 Lesson 4

CLIL Objective

To become familiar with a famous children's book: Charlie and the Chocolate Factory by Roald Dahl.

Language Objectives

To review food vocabulary.

To ask and answer questions about fruit and sweets:

Are there any strawberries? Is there any chocolate? **Sweets:** biscuits, brown sugar, cakes, chewing gum,

chocolate, crisps, honey **Fruit:** cherries, strawberries

Materials

- Teacher's i-book

Lead-in

Write the name *Roald Dahl* on the board and ask the children what they know about him or his books. Ask them if they know the names of any main characters or if they have seen the films or stage shows. Review vocabulary from previous levels: *honey, crisps, peanuts*.

Open the **lead-in** activity. The children read five short descriptions of books and match them with their titles. Tell the children they're going to read a little bit more about *Charlie and the Chocolate Factory*. Ask them if they know the book or the films, and what they remember about the story.

1 Read and find the pictures. The children read all the descriptions before deciding which picture belongs to which description.

Answers

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

2 Play Guess the sweet. The children work in pairs or small groups. They take turns to choose a sweet and the others then ask questions to guess which one it is.

Fast Finishers

The children invent a new sweet similar to the ones in Activity 2. They give it a name, list the ingredients and draw a picture.

Wrap-up

Have a class discussion about their favourite sweets. Let them name them and describe them.

Watch the video *Chocolate*. Complete the onscreen comprehension activity with the children. For further practice, open the worksheet before you watch the video and use the **Richmond i-tools** to complete it as you watch the video. Alternatively, print out copies for the children to do the worksheet individually.

Anticipated Difficulties

The pronunciation of the sweets in Activity 2 might be difficult but a fun tongue twister exercise.

Optional Resources

Teacher's Resource Book page 66, Speaking.

Continuous Assessment

Check if the children can:

Match the descriptions to the characters.

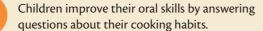
Ask and answer questions about the ingredients in sweets.

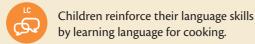
Activity Book

Unit 6, page 58, Lesson 4. See page 256 for answer key.











Children use their imagination and creativity when acting out a situation.

Key competences continuous assessment

- 1 Can answer personal questions.
- 2 Are able to use language for cooking.
- 3 Develop their imagination to act out a situation.

Functional Strand

CLIL Objective

To learn and use language for cooking.

Language Objective

Functional language: What's in it? Put it in the oven.

Pass the oven gloves. It's burned.

Materials

- Teacher's i-book
- CD 1

Lead-in

Have a discussion about cooking. Ask: Who makes the meals in your house? Do you do the washing up? Do you set the table?

1 Answer the questions. The children have a class discussion based on the questions.

.....

2 (2.11) Read and listen for the missing words. The children listen out for the missing words and note them down. They can read the dialogue aloud when they know the words. (See transcript page 174.)

Answers

An apple pudding; apples, butter, biscuits and honey; cut the apples; thirty; gloves; hot

Touch (100 to open the activity. The children read and complete sentences to consolidate their understanding of language for cooking.

3 Add words and act out the scene. The children work in groups to act out the scene.

Fast Finishers

The children name their favourite dessert and the ingredients in it.

Wrap-up

In groups the children take turns to be the caller in *Simon says*. The rest of the group mime the actions: *Chop the apples*. *Put it in the oven*. *Pass the oven gloves*.

The children play a fun game dragging the words to form correct sentences to consolidate the key language and structures of the lesson.



Continuous Assessment

Check if the children can:

Understand and use the vocabulary for describing cooking. Recognise the missing words.

Act out the scene.

Activity Book

Unit 6, page 59, Lesson 5. See page 257 for answer key.





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



Children learn the pronunciation of final *ul* sounds.



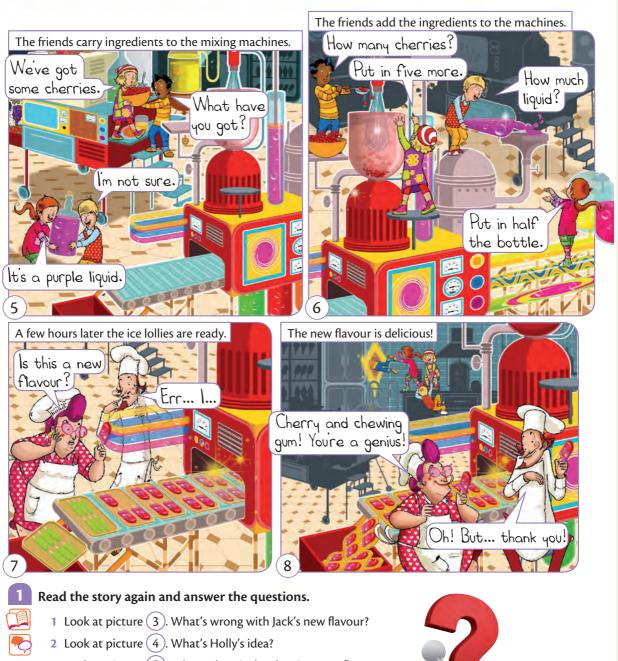
Children work together on the IWB and do further phonics practice individually.

Key competences continuous assessment

- 1 Enjoy listening to and reading the story.
- 2 Are able to learn the pronunciation of final *ul* sounds.
- 3 Use the digital resources to practise phonics.









- 3 Look at picture (5). What colour is the chewing gum flavour?
- 4 Look at picture (8). Does the cook like the new flavour?
- 5 Look at picture (8). Why does the cook call Jack a genius?





Comprehension

Extracting information from the story





Children develop their learning techniques by extracting information from the story.



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

Key competences continuous assessment

- 1 Learn to extract information from the story.
- **2** Are able to answer the questions about the story.

Literacy Strand

CLIL Objective

To acquire skills in phonics while reading a fictional story.

Language Objectives

To practise the unit language in a natural way. To recognise words with a final *ul* sound.

Materials

- Teacher's i-book

- Story cards for Unit 6

- CD 2

Lead-in

Display the first **story card** (or open the i**-story cards** on the **Teachers i-book**). Ask where the characters are. Then, display the second card and ask the children to predict what might happen.

.....

1 2.12 Listen and read the story. Ask questions to make sure they understand: Where are the children? What is the first flavour Jack shows the cook? What flavour do the children invent? Does the cook like it? (See transcript page 175.)

Watch the animated story. Alternatively, touch the story to open the **i-story cards** in a new window. Read and listen to the story with the children.

Hot spots: Revolting, Flavour. Use the Hot spots to highlight this potentially difficult vocabulary before the reading activities.

2 2.13 Listen to the sounds. Then, say the words.

The children try to copy the pronunciation as closely as possible. Point out that the pronunciation can be the same for the words ending in *le* and those ending in *il*.

(See transcript page 175.)

Fast Finishers

The children write the words from Activity 2 into their notebooks in two columns and practise saying them.

Wrap-up

In groups the children think of other words with the final *ul* sound (*people*, *little*, *castle*, *circle*, *bicycle*; *April*). They may also think of words ending in *ul* (*wonderful*, *beautiful*) or ending in *al* (*metal*, *hospital*, *animal*, *usual*, *final*).

(m)

The children listen and drag the letters to complete the words. They choose the correct spelling for the

ul sound (*le, il*). For further practice, open My notes and the Richmond i-tools and dictate more words containing this sound.



Optional Resources

Teacher's Resource Book page 75, Phonics.

Continuous Assessment

Check if the children can:

Understand the story and recognise the vocabulary related to food.

Recognise and produce the final ul sounds.

Activity Book

Unit 6, page 60, Lesson 6. See page 257 for answer key.

Literacy Strand

CLIL Objective

To understand a fictional story.

Language Objectives

To develop listening and reading skills. To comprehend a story.

Materials

- Teacher's i-book
- CD 1
- Story cards for Unit 6

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. Play the whole story again and make sure the children understand it; explain any of the words they don't understand. The children answer the questions orally and then write the answers in their notebooks.

Answers

- 1 It sounds revolting.
- 2 To invent a new flavour.
- 3 It's purple.
- 4 Yes, she does.
- **5** She thinks Jack invented the new flavour.

Watch the animated story again. Alternatively, touch the story to open the **i-story cards** in a new window. Read and listen to the story with the children again.

Flook Touch open the activity. The children order eight paragraphs to retell the story.

Fast Finishers

The children list their favourite ice lolly flavours.

Wrap-up

In groups the children invent new ice lolly flavours, combining two or three ingredients. The children then vote on the ones which sound the most delicious and the most revolting.



Continuous Assessment

Check if the children can: Understand the story. Answer the questions.

Activity Book

Unit 6, page 61, Lesson 7. See page 258 for answer key.





Talk about the ingredients. Then, think of more ingredients.





2 Choose a dish and combine ingredients. Then, tell a classmate.





How about tuna and tomato soup?



That sounds delicious.



That sounds revolting.



Invent dishes and write a menu.



Breakfast: ... sandwich
Lunch: ... stew and ... salad
Dinner: ... pizza







Writing a menu That so

menu | Food words, Meals, Dishes | That sounds revolting/delicious.





Children develop learning techniques by classifying ingredients into sweet and salty.



Children use their initiative to choose a dish and combine ingredients.



Children develop their learning techniques by gaining an understanding of how to write a menu.

Key competences continuous assessment

- 1 Are able to classify ingredients into sweet and salty.
- 2 Can choose a dish and combine ingredients.
- 3 Learn to write a menu.

Literacy Strand

CLIL Objective

To practise writing a menu.

Language Objectives

To describe food: It smells revolting. It tastes delicious.

Peanuts are salty. Honey is sweet. **Meals:** breakfast, dinner, lunch

Materials

- Teacher's i-book
- Story cards for Unit 6
- Flashcards for Unit 6

Lead-in

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

1 Talk about the ingredients. Then, think of more ingredients.

The children name the ingredients in the photo and classify each as either *sweet* or *salty*. Display the **flashcards** and they do the same with the other food items. They then continue with more foods they can think of.

2 Choose a dish and combine ingredients. Then, tell a

classmate. The children choose to invent a pudding, soup or ice lolly. They explain the dish to a partner who then comments on it.

Touch (1) to open the activity. The children listen to three dialogues set in a restaurant and drag photos of food to a table to show what was ordered in each dialogue.

3 Invent dishes and write a menu. The children use the writing guide to invent a dish for each meal.

Fast Finishers

The children invent a delicious pizza, they draw and label it. If they have time, they do the same with a revolting pizza.

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.

The children play a fun game choosing the correct words for the categories on the screen: Fruit, Vegetables, Salty food, Sweet food.

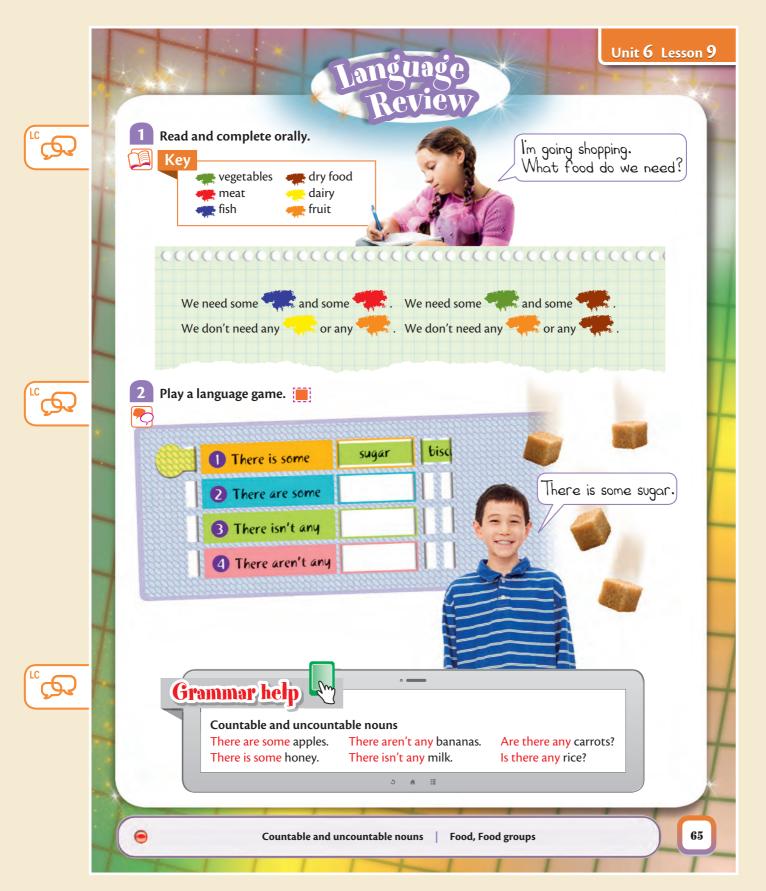


Continuous Assessment

Check if the children can: Name food items. Classify food as *sweet* or *salty*. Invent a menu.

Activity Book

Unit 6, page 62, Lesson 8. See page 258 for answer key.





Children reinforce their vocabulary related to food groups.



Children apply their newly acquired knowledge in a language game.



Children strengthen their knowledge of the unit grammar.

Key competences continuous assessment

- 1 Understand the meaning of vocabulary from the unit.
- 2 Use the unit language to play a game.
- 3 Understand and use the grammar practised in the unit.

Language Review

CLIL Objective

To review the grammar of the unit.

Language Objective

To review the unit language.

Materials

- Teacher's i-book
- Flashcards for Unit 6
- Pop-outs for Unit 6

Lead-in

Display the **flashcards** (print or **interactive**) one by one. For each item ask a child to name it, say which food group it belongs to, whether it is sweet or salty, and finally if they think it tastes delicious or disgusting.

Open the **i-poster**. Ask individual children to come to the IWB and identify the things the words on the poster refer to. Then, the children listen to the words and drag them to the correct food group. For further practice, ask them to add another food or drink word to each group.

- **1 Read and complete orally.** Help the children understand the key to the text. In pairs they take turns to read out the shopping list.
- **2 Play a language game.** Focus the children's attention on the Grammar help box. The children then make sentences with their **pop-outs**.

Vis

Visual grammar presentation.

Touch to open the activity. The children correct mistakes using the **Richmond i-tools** to revise some and any with countable and uncountable nouns.

Fast Finishers

The children write two headings: *Countable* and *Uncountable* on the board and then list food under each heading.

Wrap-up

Have a Spelling Bee with the phonics words from the unit.

the key vocabulary covered in the unit.

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



Optional Resources

Teacher's Resource Book page 54, Listening.

Continuous Assessment

Check if the children can:

Name foods from each food category.

Understand the language game.

Differentiate between countable and uncountable nouns and use the grammar accordingly.

Activity Book

Unit 6, page 63, Lesson 9. See page 259 for answer key.





Children improve their listening skills by identifying the correct chocolate bars.



Children use their imagination to invent and describe a chocolate bar.



Children show consolidation of structures and vocabulary by writing a description of a chocolate bar.

Key competences continuous assessment

- 1 Are able to understand the listening activity.
- 2 Can invent and describe a recipe.
- 3 Use the language learned in the unit to write a description of a recipe.

Oral Review

CLIL Objective

To consolidate structures and vocabulary by creating and describing a recipe.

Language Objective

To review the unit language.

Materials

- Teacher's i-book
- Poster for Unit 6

- CD 1

Lead-in

The children watch the animated version of the story. Display the **poster** (or open the **i-poster** on the **Teacher's i-book**) and the children take turns to describe the food they can see. They also classify food into the different food groups (fruit, vegetables, dairy, meat, fish, dry food).

1 (2.14) Listen and say the chocolate bar. The children look at the ingredients for each chocolate bar before listening to the audio.

(See transcript page 175.)

Choco fun, Choco surprise, Choco snack, Choco extreme

- 2 Invent and describe a chocolate bar. Then, answer the questions. The children follow the instructions to invent a chocolate bar. They then read the dialogue in small groups and use it as a guide to ask and answer questions about their chocolate bars.
- **3 Draw the wrapper and write a description.** The children design the wrapper for their chocolate bar, including the name. They then write a short description of it. It could be in the style of an advert.

Fast Finishers

The children research chocolate bars on the Internet if available.

Wrap-up

In small groups the children create a TV advert for one of their chocolate bars. They can think of a company name and then prepare a short advert which they perform for the class.





[i-book] Watch the animated version of the story again.



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:

Understand, talk and write about food using the language and structures learned in the unit.

Activity Book

Unit 6, page 64, Lesson 10. See page 259 for answer key.

Transcripts



2.8 Poster, Unit 6. Listen and answer the questions.

Then, listen again and make a shopping list.

Father: It's time to go shopping. Let's see what we need...

Hmm... Do we need any fruit? **Daughter:** Well... we've got some... **Narrator:** What fruit have they got?

Father: I think we need some more fruit. Daughter: Yes..., let's get some strawberries. Father: OK. And some oranges as well.

Father: Now look in the fridge. What do we need?

Daughter: Well..., we've got some...

Narrator: What have they got in the fridge?

Father: I think we need some meat. Let's get some bacon and some ham.

Daughter: And we need some yoghurt as well.

Father: Now have a look in the vegetable basket.

What do we need?

Daughter: Well..., we've got some...

Narrator: What have they got in the vegetable basket?

Father: I think we need some tomatoes as well. **Daughter:** Yes, for a salad. Is that everything?

Father: Hmm... Oh! Have a look in the cupboard.

What do we need?

Daughter: Well..., we've got some...

Narrator: What have they got in the cupboard? Father: Right! Well, we need some rice and some pasta.

Let's get going!

2.9 Listen and answer the questions.

Holly: Let's put the shopping away.

Claude: OK. Now, do I put the sausages in the blue basket?

Holly: No!

Claude: So where do I put them? Holly: Put the sausages in the fridge. Claude: Do I put the lentils in the fridge?

Holly: No!

Claude: So where do I put them? Holly: Put the lentils in the cupboard.

Max: Do I put the pasta in the green basket?

Narrator: So where does Max put the pasta? **Claude:** Do I put the sardines in the cupboard?

Narrator: So where does Claude put the sardines?

Lulu: Do I put the potatoes in the cupboard?

Narrator: So where does Lulu put the potatoes? **Claude:** Do I put the carrots in the blue basket?

Narrator: So where does Claude put the carrots?

Max: Do I put the sugar in the fridge?

Claude: No!

Narrator: So where does Max put the sugar?

Holly: Do I put the tuna in the green basket?

Max: No! It's in a tin.

Narrator: So where does Holly put the tuna?

Holly: Do I put the rice in the fridge?

Claude: No!

Narrator: So where does Holly put the rice? Lulu: Do I put the peas in the cupboard?

Holly: No! They're fresh!

Narrator: So where does Lulu put the peas?

Holly: At last! The kitchen's tidy!

2.10 Listen and find the ingredients. Then, sing

the song: Stir it with a spoon!

Cut up the potatoes and add them to the pot. I'm making a potato stew. Now, stir it with a spoon!

Cut up the carrots and add them to the pot.

I'm making a potato and carrot stew. Now, stir it with a spoon!

Cut up the tomatoes and add them to the pot. I'm making a potato, carrot and tomato stew.

Now, stir it with a spoon!

Cut up the sausages and add them to the pot. I'm making a potato, carrot, tomato and sausage stew.

Now, stir it with a spoon!

Cut up the chicken and add it to the stew.

I'm making a potato, carrot, tomato, sausage, and chicken stew.

Now, stir it with a spoon! Stir it with a spoon.

Stir, and stir the stew. Stir it with a spoon.



2.11 Read and listen for the missing words.

Boy: What are you making? Girl: An apple pudding.

Boy: What's in it?

Girl: It's got apples, butter, biscuits and honey.

Boy: Can I help?

Girl: Yes, you can. You can cut the apples.

Girl: Put it in the oven.

Narrator: Thirty minutes later.

Girl: It's ready.

Boy: Yum! Yum! Take it out. Girl: Pass the oven gloves.

Boy: Be careful, it's hot.

Boy and girl: Oh, no! It's burned.

2.12 Listen and read the story: New flavours!

Narrator: One day, the magic window takes the children

to an amazing kitchen.

Holly: Wow! It looks like a laboratory.

Max: What are they making?

Claude: I don't know, but it smells delicious!

Narrator: The children open the door and go in.

There are two people in the kitchen.

Lulu: I think she's the cook.

Cook: What have you got there, Jack?

Helper: A new flavour, Miss.

Narrator: The children are in an ice lolly factory.

Helper: It's apples and pepper. Cook: It sounds revolting!

Helper: But... we need new flavours.

Cook: No, we don't!

Holly: Why don't we invent a new flavour?

Max: Brilliant!

Claude: There are the ingredients.

Narrator: The friends carry ingredients to the mixing machines.

Lulu: We've got some cherries. Claude: What have you got?

Max: I'm not sure. Holly: It's a purple liquid.

Narrator: The friends add the ingredients to the machines.

Claude: How many cherries? Lulu: Put in five more. Max: How much liquid? Holly: Put in half the bottle.

Narrator: A few hours later the ice lollies are ready.

Cook: Is this a new flavour?

Helper: Err... I...

Narrator: The new flavour is delicious!

Cook: Cherry and chewing gum! You're a genius!

Helper: Oh! But... thank you!

2.13 Listen to the sounds. Then, say the words. Listen to the sounds and read the words with me.

ul. ul. lentil ul, ul, bottle ul, ul, apple ul, ul, purple ul, ul, pencil ul, ul, table

(1) 2.14 Listen and say the chocolate bar.

Man: Try this new chocolate bar. Woman: Hmm... What's in it?

Man: Well, there are some cherries and some bananas. And there's some honey, and some milk and chocolate

of course!

Narrator: Which chocolate bar is it?

Man: Now try this one. Woman: Hmm... What's in it?

Man: Well, there are some bananas and some nuts.

And there's some honey and some milk.

And chocolate of course!

Narrator: Which chocolate bar is it?

Man: Here's another one.

Woman: Hmm... What's in this one?

Man: Well, there's chocolate of course and there are some nuts and some cherries. And there's some honey and some milk.

Narrator: Which chocolate bar is it?

Man: Here's the last one. Woman: Hmm... What's in it?

Man: Well, there are some bananas, and some nuts

and some cherries. And there's some milk and some chocolate.

Narrator: Which chocolate bar is it?

Unit (7) Overview

Vocabulary

Parts of a magazine: arts and crafts, comics, jokes, letters, photo gallery, school sports, stories, world facts

Publishing jobs: assistant, designer, editor, illustrator, photographer, reporter **Publishing verbs:** check, correct, design, draw, interview, make, take, write

Internet: blog, link, online

Newspapers: caption, headline, press

Structures

Future with going to: I'm going to look at

the stories.

Questions with going to: Are you going

to write a story?

Wh- questions with going to: Where is he going

to fall? What is he going to do? Who is he going to see?

Recycled Language

Present Continuous

Cultural Strand

Language Objectives:

To learn language related to schools and blogs.
To practise writing questions.

Creative Strand

CLIL Objective:

To draw and write cartoons.

Language Objective:

To use the Present Continuous to describe events and going to to predict what is about to happen.

Functional Strand

Language Objective:

To learn language for correcting mistakes.

Read all about it!

Literacy Strand

CLIL Objective:

To practise writing a newspaper article, headlines, captions and main facts.

Language Objectives:

To review language related to newspapers. To recognise final consonant blends with *n*: *nd*, *nk*, *nt*.

Knowledge Strand

CLIL Objective:

To find out more about jobs in newspapers.

Language Objectives:

To learn vocabulary related to publishing. To use going to to describe future actions.

Skills Objectives

Listening: To listen to descriptions of pages in a magazine. To listen to a song about jobs in a newspaper. To listen to and answer questions. To listen to and understand a story. To listen and say if statements are true or false.

Reading: To match sentences to pictures. To read a story and supply missing words. To read and understand a story. To follow written instructions.

Writing: To write an imaginative piece about future plans. To write captions and speech bubbles for a comic. To write an article for a newspaper and a page for a blog.

Speaking: To ask and answer questions about parts of a magazine. To sing a song. To play a guessing game with different jobs. To answer questions heard on the audio. To read a text aloud filling in missing words. To answer comprehension questions about a story. To discuss the odd word out in a series. To play a game about future plans.

Assessment Criteria

- Children can understand, talk and write about newspaper sections and jobs.
- Children can write an article using the vocabulary and structures presented in the unit.
- Children can understand the use of the Present Continuous and the Future with going to.
- Children can pronounce the final sounds *nd*, *nk* and *nt*.

Optional Resources

Teacher's Resource Book Photocopies:

- Lesson 2: page 35, Reading
- Lesson 3: page 67, Speaking
- Lesson 4: page 45, Writing
- Lesson 6: page 76, Phonics
- Lesson 9: page 55, Listening
- Lesson 10: pages 19-20, Language
- Evaluation: pages 109-110 or 111-112, Unit 7 test

Extras/Realia

- Lesson 2: a piece of paper per child
- Lesson 3: comics

Key Competences



Linguistic Competence:

Children become familiar with vocabulary related to jobs in newspapers, actions, movements, parts of a school and language for correcting mistakes.



Competence in Maths, Science and Technology:

Children reinforce their numeracy skills by becoming familiar with the numbers up to 40.



Digital Competence:

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



Teacher's i-book [-book]

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

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

Activities with **(1)** beside the rubric offer an additional interactive activity to reinforce the activity content:

- Lesson 2: activity 1
- Lesson 5: activity 2
- 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: After school
- 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.



Social and Civic Competences:

Children develop their social skills by interviewing their classmates.



Cultural Awareness and Expression:

Children develop their imagination, creativity and artistic skills to draw and write a cartoon.



Learning to Learn:

Children develop their learning techniques by gaining an understanding of how to write a newspaper article.



Sense of Initiative and Entrepreneurship:

Children show initiative and personal autonomy to plan and decide how to write a blog.

7 Read all about it!



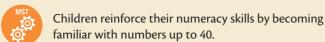
1 2.16 Listen and find the page numbers.















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

Key competences continuous assessment

- 1 Can recognise and name the numbers up to 40.
- 2 Use their social skills to interview classmates.
- 3 Use the digital resources to practise the new language.

CLIL Objective

To understand a listening activity about the sections in comics and magazines.

Language Objectives

To learn the parts of a magazine: arts and crafts, comics, jokes, letters, photo gallery, school sports, stories, world facts

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**). The children listen and name the magazines. Ask them which magazine they would like to buy from the poster. (See transcript page 198.)

Listen and find the page numbers. The children listen to what the person says they are going to read and then say the page numbers.

(See transcript page 198.)

Answers

Jokes: page 23, World facts: page 8, Letter: page 40, Photos: page 12, Basketball: page 9, Crafts: page 16, Story: page 28, Comic: page 35

2 Do a class survey. In groups, the children ask each other about their favourite magazine section. Each group reports back their results to make a full class survey.

Fast Finishers

The children imagine what might be on the other pages of the magazine.

Wrap-up

Have a class discussion about the magazines the children read. Find out the most popular themes and titles.

The children find eight common sections in magazines in the wordsearch. Use the timer in the Richmond i-tools to make it more challenging for the children.

Initial Evaluation

Check if the children can: Recognise the parts of a magazine. Talk about magazines they like.

Activity Book

Unit 7, page 65, Lesson 1. See page 260 for answer key.





00





Children increase their knowledge of vocabulary related to jobs in newspapers through a song.



Children demonstrate skills by working in pairs to play a guessing game about jobs in newspapers.



Children use their imagination to write about their plans if they worked in a newspaper.

Key competences continuous assessment

- 1 Learn the new vocabulary through the song.
- 2 Work well in pairs to play a guessing game.
- 3 Can write about imaginary plans.

Knowledge Strand

CLIL Objective

To find out more about jobs in newspapers.

Language Objectives

To learn the Future with *going to:* I'm going to look at the stories.

To practise questions with going to: Are you going to write a story?

Publishing jobs: assistant, designer, editor, illustrator, photographer, reporter

Materials

- Teacher's i-book
- CD 2
- Flashcards for Unit 7
- Extra material: a piece
 of paper per child each with
 one of the tasks from the
 To do list written on

Lead-in

Review professions the children know, for example, *teacher*, *doctor*. Ask them if any of those jobs work in a newspaper. Ask them who works making newspapers or magazines. Display the **flashcards** (or open the **i-flashcards** on the **Teacher's i-book**) one by one and present the jobs.

1 (1)2.17 Listen and find the names for the people. Then, sing the song. Read through the *To do list* and let the children suggest which job each task might belong to. Play the audio and the children say the name of the person and their job. The children then

(See transcript page 198.)

listen and join in.

Answers

Annie: illustrator, Peter: reporter,

Hannah: photographer, Sammy: designer,

David: editor, Jenny: assistant

Touch open the activity. The children listen to the song and drag the words for duties in a newspaper to complete the lyrics. Alternatively, cover the words using the shade in the Richmond i-tools and ask the children to fill in the gaps.

- **2** Guess the jobs with your classmate. Ask volunteers to read out the model dialogue. The children then work in pairs and take it in turns to play the guessing game.
- **3** Write a description of your plans for tomorrow. The children imagine they work in a newspaper and think about what they are going to do tomorrow. They follow the model text as a guide.



Fast Finishers

The children draw a picture of themselves doing one of the newspaper jobs. They then label their picture.

Wrap-up

Give each child a piece of paper with one of the tasks written on. The children decide what their job is, based on their task. They go looking for other people who have the same job and say: I'm a (designer), I'm going to (design the pages). When all the groups are formed, they tell the rest of the class their job and their tasks.

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

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

The children play a fun game matching jobs in newspapers with definitions. For further practice, cover the job words using the shade in the **Richmond i-tools** and ask the children to remember the jobs from the definitions.

Optional Resources

Teacher's Resource Book page 35, Reading.

Continuous Assessmentt

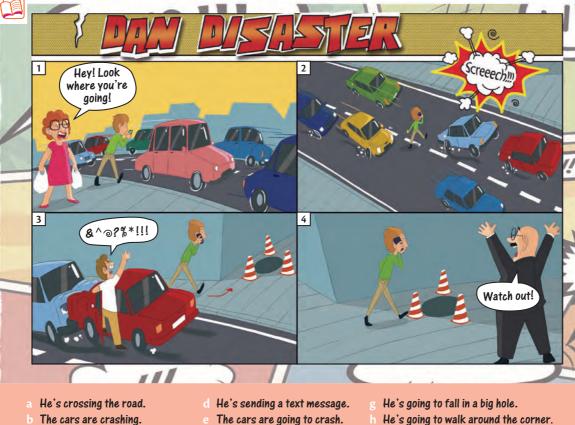
Check if the children can: Name the professions in a newspaper. Match tasks with the professions. Use *going to* to describe future actions. Form questions with *going to*.

Activity Book

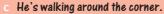
Unit 7, page 66, Lesson 2. See page 260 for answer key.

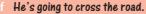


Read and find two sentences for each picture.



- The cars are crashing.
- He's going to walk around the corner.









Where is he going to fall?

What is he going to do?

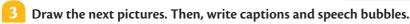
How is he going to get out?

Who is he going to see?

When is he going to get out?

What is he going to hear?

Where is he going to be in the end?





He's falling down a long tunnel. He's going to fall in dirty water.



Drawing and writing a cartoon Actions, Movements, City He's crossing / He's going to cross





Children increase their knowledge of vocabulary related to actions and movements and develop their reading skills by matching pictures and descriptions.



Children show initiative to plan the next pictures of a cartoon.



Children develop their imagination, creativity and artistic skills to draw and write a cartoon.

Key competences continuous assessment

- 1 Learn new vocabulary related to actions and movements and understand the text to complete the activity.
- 2 Are able to plan what is happening next in a story.
- 3 Can draw and write a cartoon.

Creative Strand

Unit (7) Lesson 3

CLIL Objective

To draw and write cartoons.

Language Objectives

To use the Present Continuous to describe events and *going to* to predict what is about to happen.

To practise Wh- questions with going to: Where is he going to fall? What is he going to do? Who is he going to see?

Materials

- Teacher's i-book
- Optional realia: comics

Lead-in

Ask questions about comics: Do you read comics? Have you got a favourite? Who's your favourite character? What is a cartoon/comic? What has it got in it? Is it made up of photos or drawings? Are the pictures realistic? Has it got words? What type of words? Where are they? Hand out comics for the children to look at.

1 Read and find two sentences for each picture. The children look at the comic and find two sentences for each picture, one to say what is happening now and one to say what is about to happen.

Answers

- **1** d, f
- **2** a, e
- **3** b, h
- **4** c, g
- **2 Plan the next pictures with a classmate.** In pairs the children read the questions and suggest answers.
- 3 Draw the next pictures. Then, write captions and speech bubbles. The children choose their favourite answers from Activity 2 and then draw the comic along with some speech bubbles and captions.

Fast Finishers

The children draw another comic of their choice with captions and speech bubbles.

Wrap-up

The children share their ideas about what they think is going to happen at the end. The class can vote on the funniest or most original.

Optional Resources

Teacher's Resource Book page 67, Speaking.

Continuous Assessment

Check if the children can:

Use the Present Continuous to describe actions happening now. Use the future with *going to* to describe what is about to happen.

Understand questions using going to.

Activity Book

Unit 7, page 67, Lesson 3. See page 261 for answer key.





Children acknowledge the importance of using the Internet to find useful information.



Children demonstrate social skills by asking their classmates questions for a sister school.



Children improve their writing skills by writing a sister school page for their school.

Key competences continuous assessment

- 1 Can recognize the sections of a web page.
- 2 Work well in groups to ask and answer questions.
- 3 Improve their ability to write in English.

Cultural Strand

CLIL Objective

To learn about school websites.

Language Objectives

To learn language related to schools and blogs.

To practise writing questions.

To learn language related to the Internet: blog, link, online

Materials

- Teacher's i-book
- CD 2

Lead-in

Have a discussion about school magazines. Does your school have one? What sections does it have? Brainstorm what you could write about your school.

Open the **lead-in** activity. The children look at the school website from page 70 of the Student's Book without the menu items and choose six items they would include from a list of options. Ask the children to justify their choices and say what information they would provide for each.

1 2.18 Listen and answer the questions about the links.

The children look at the web page and then listen to the questions. (See transcript page 198.)

Answers

Link 2: Our staff, Link 4: Breakfast and lunch,

Link 1: Our school, Link 3: School clubs,

Link 5: Homework help, Link 6: Our sister school

- **2 Make questions for a sister school.** The children read the instructions and then work in pairs to write questions and invent answers.
- **3** Write a sister school page for your school. The children use the model text as a guide to write about their imaginary sister school.



Fast Finishers

The children design a web page for their school, like in Activity 1. If the Internet is available, they look at different school websites and research sister schools.

Wrap-up

As a class, work together to write a cooperative letter to a sister school on the board. If the school already has a sister school, copy and send the letter, if not discuss how they can organise getting a sister school.

Watch the video *After school*. Complete the onscreen comprehension activity with the children. For further practice, open the worksheet before you watch the video and use the **Richmond i-tools** to complete it as you watch the video. Alternatively, print out copies for the children to do the worksheet individually.

Optional Resources

Teacher's Resource Book page 45, Writing.

Continuous Assessment

Check if the children can:

Recognise the language related to the Internet.

Write questions.

Write a description of a school.

Activity Book

Unit 7, page 68, Lesson 4. See page 261 for answer key.











Correcting mistakes | It's only got one p. It's got a double l. You need a capital letter here.







Children improve their oral skills by answering questions about their studies.



Children reinforce their language skills by learning language for correcting mistakes.



Children use their imagination and creativity when acting out a situation.

Key competences continuous assessment

- 1 Can answer personal questions.
- 2 Are able to use language for correcting mistakes.
- 3 Develop their imagination to act out a situation.

Functional Strand

CLIL Objective

To learn about how to correct mistakes in written work.

Language Objective

To learn language for correcting mistakes.

Materials

- Teacher's i-book
- CD 2

Lead-in

Write some misspelled words on the board, for example, 'fotographer', 'asistant', 'edditor' and ask the children what is wrong with them.

Let them come out and correct them.

1 Answer the questions. The children have a class discussion based on the questions.

2 2.19 Listen and find the correct letters and words.

Then read. The children listen out for the missing words and letters and note them down. They can read the dialogue aloud when they know the words. (See transcript page 199.)

Answers

- 1 homework, two,
- 2 newspaper, p, p, illustrator, l,
- **3** on,
- 4 Northpark, school

Flook Touch (1) to open the activity. The children look at various sentences with mistakes, drag descriptions of the type of mistake to each and correct them using the **Richmond i-tools**.

3 Add words and act out the scene. The children work in groups to act out the scene.

Fast Finishers

The children write down words that they have trouble spelling.

Wrap-up

Have a *Spelling Bee* with common words and other words from the unit.



The children take a quiz choosing the correct words to complete the sentences about correcting mistakes.



Anticipated Difficulties

Spelling in English is notoriously difficult, even for native people.

Continuous Assessment

Check if the children can:

Understand and use the vocabulary for correcting spelling. Recognise the missing words and letters.

Act out the scene.

Activity Book

Unit 7, page 69, Lesson 5. See page 262 for answer key.

Unit 7 Lesson 6

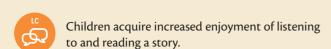
Headline horrors!

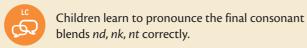






Ŕ







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

Key competences continuous assessment

- 1 Enjoy listening to and reading the story.
- 2 Are able to pronounce the final consonant blends *nd*, *nk*, *nt* correctly.
- 3 Use the digital resources to practise phonics.









I think that's right now. What's the next headline?



5 It's difficult to read because the reporters use special shorthand.

6 Then, the children hear the workers coming back.



The next morning, the children see the front page of the newspaper.



is going to be furious!

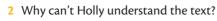
7 Oh, dear! What's going to be in the paper tomorrow?



Read the story again and answer the questions.



1 Do the children travel back or forward in time?



- 3 What happens when Claude puts his hand on the table?
- 4 What does Lulu do to solve the problem?
- 5 What's wrong with the headlines in the newspaper the next day?





Comprehension

Answering wh questions





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



Children are introduced to how printing machines used to work in the past.

Key competences continuous assessment

- 1 Are able to answer the questions about the story.
- 2 Become familiar with the old-fashioned way of printing newspapers.

Literacy Strand

CLIL Objective

To acquire skills in phonics while reading a fictional story.

Language Objectives

To review language related to newspapers.

To recognise final consonant blends with n: nd, nk, nt.

Materials

- Teacher's i-book
- Story cards for Unit 7

- CD 2

Lead-in

Display the first **story card** (or open the **i-story cards** on the **Teachers i-book**). Ask where the characters are. Then, display the second card and ask the children to predict what might happen.

1 (1)2.20 Listen and read the story. Ask questions to make sure they understand: Where are the children? What year is it? Why can't Holly read the newspaper? Why is it difficult to read the reporters notes? Do the children put the headlines correctly? (See transcript page 199.)

Watch the animated story. Alternatively, touch the story to open the **i-story cards** in a new window. Read and listen to the story with the children.

Hot spots: Sort out, Shorthand, Paper, Ink. Use the Hot spots to highlight this potentially difficult vocabulary before the reading activities.

2 (1)2.21 Listen to the sounds. Then, read the words out loud. The children try to copy the pronunciation as closely as possible.

(See transcript page 199.)

Fast Finishers

The children write the words from Activity 2 into their notebooks in three columns and practise saying them.

Wrap-up

Brainstorm other words that end in nd, nk and nt.

The children listen and drag the correct final consonant blends to complete the words (*nd*, *nk*, *nt*). For further practice, open My notes and the Richmond i-tools and dictate more words containing these sounds.



Optional Resources

Teacher's Resource Book page 76, Phonics.

Continuous Assessment

Check if the children can:

Understand the story and recognise the vocabulary related to publishing.

Recognise and produce the final consonant blends nd, nk, nt.

Activity Book

Unit 7, page 70, Lesson 6. See page 262 for answer key.

Literacy Strand

CLIL Objective

To understand a fictional story.

Language Objectives

To develop listening and reading skills. To comprehend a story.

Materials

- Teacher's i-book
- Story cards for Unit 7

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. Play the whole story again and make sure the children understand it and explain any of the words they don't understand. The children answer the questions orally and then write the answers in their

notebooks.

Answers

- 1 They travel back in time.
- 2 Because the letters are back to front.
- **3** He accidentally knocks the front page block off the table.
- 4 She reads the reporter's notes out loud.
- **5** The letters are scrambled and spell the wrong words.

Watch the animated story again. Alternatively, touch the story to open the **i-story cards** in a new window. Read and listen to the story with the children again.

Touch (1) to open the activity. The children look at five of the pictures from the story and choose the sentence that best reflects what happens in the story.

Fast Finishers

The children try to invent anagrams with their names.

Wrap-up

In groups, the children try to write what the real headlines should have been. Explain that the words they see are anagrams. (ten sPiders = presidents, a pink parrot = on a park trip, life on maRs = Roman files).



Continuous Assessment

Check if the children can: Understand the story. Answer the questions.

Activity Book

Unit 7, page 71, Lesson 7. See page 263 for answer key.





- Chief editor investigates headlines horrors
- **b** Police investigate printers
- Mystery headlines at the National Globe

- The police are going to collect all the evidence from the printers.
- The editors are going to correct the mistakes.
- Mary Hockley is going to interview all the staff at the Globe.



Discuss the investigation with a classmate.

Where is ... going to start looking?

Who is going to investigate the problem?

When is ... going to start the investigation?

Who is ... going to interview?

What is ... going to find out?



Prepare your article.



74



Newspaper writing: headlines, captions and main facts





Children reinforce their reading skills by matching the headlines and the captions with the photos.



Children demonstrate skills by working in pairs to discuss the investigation.



Children develop their learning techniques by gaining an understanding of how to write a newspaper article.

Key competences continuous assessment

- 1 Are able to understand the text to complete the activity.
- 2 Work well in pairs to complete the activity.
- 3 Learn to write a newspaper article.

Literacy Strand

CLIL Objective

To practise writing a newspaper article.

Language Objective

To practice language related to newspapers: *caption, headline, press*

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 Read and find headlines and captions for the photos.

The children match a headline and a caption for each photo.

Answers

1 c, e

2 a, f

3 b, d

2 Discuss the investigation with a classmate. The children read the questions and answer them based on the information in Activity 1.

Flook Touch (1) to open the activity. The children match headlines with photos and captions to make three short news stories.

3 Prepare your article. The children write about the incident at the press, using the information from Activity 2.

Fast Finishers

The children write a headline and caption for an imaginary event in school.

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.

The children play a fun game choosing the correct words for the categories on the screen: Sections in magazines, Jobs in newspapers, Mistakes from written texts, Parts of a newspaper, Other jobs.



Continuous Assessment

Check if the children can: Understand the language related to newspapers. Write a headline and caption.

Activity Book

Unit 7, page 72, Lesson 8. See page 263 for answer key.





Children reinforce their vocabulary related to publishing.



Children apply their newly acquired knowledge in a language game.



Children strengthen their knowledge of the unit grammar.

Key competences continuous assessment

- 1 Understand the meaning of vocabulary from the unit.
- 2 Use the unit language to play a game.
- **3** Understand and use the grammar practised in the unit.

Language Review

CLIL Objective

To review the grammar of the unit.

Language Objective

To review the unit language.

Materials

- Teacher's i-book
- Flashcards for Unit 7
- Pop-outs for Unit 7

Lead-in

Display the **flashcards** and word cards. Invite volunteers to come and match them up. Ask other children to spell the words out loud.

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 Find and explain the odd one out. In pairs the children decide which word is the odd one out in each line and then explain why. They can use the speech bubbles to help them.

Answers

- 1 headline the other words are all names of newspapers.
- 2 comic the other words are all jobs in a newspaper.
- 3 correct the other words are all items in a newspaper.
- **4** newspaper the other words are all actions you do to make a newspaper.
- 5 mistakes the other words are all sections within a newspaper.
- **2 Play** *My plans for the future*. Focus the children's attention on the Grammar help box. The children then make sentences with their **pop-outs**.



[ibook] Touch **[o]** to open the activity. Drag words to complete sentences in three school magazine interviews to review *going to*.

Fast Finishers

The children write sentences about what section they like and what section they don't like in a magazine.

Wrap-up

Have a Spelling Bee with the phonics words from the unit.



Optional Resources

Teacher's Resource Book page 55, Listening.

Continuous Assessment

Check if the children can:
Explain the odd word out in each line.
Recognise the words related to publishing.
Understand the language game.
Use going to to describe future events.

Activity Book

Unit 7, page 73, Lesson 9. See page 264 for answer key.





Children improve their listening skills by deciding whether the statements they hear are true or false.



Children show initiative and personal autonomy planning and deciding how to write a blog.



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

Key competences continuous assessment

- 1 Are able to understand the listening activity.
- 2 Can plan and decide how to write a blog.
- 3 Use the language learned in the unit to write about their plans.

Oral Review

CLIL Objective

To consolidate structures and vocabulary by writing a draft for a blog.

Language Objective

To review the unit language.

Materials

- Teacher's i-book
- Poster for Unit 7
- CD 2

Lead-in

The children watch the animated version of the story. Display the **poster** and the children take turns to describe the magazines they can see.

Open the **i-poster**. The children listen to four people talking about magazines they're going to read and choose which one they're talking about.

1 Listen and say *True* or *False*. The children describe the magazines that each child has. They then listen and say if the statements are *true* or *false*. (See transcript page 199.)

Answers

- 1 True. 2 False. 3 True. 4 False.
- 5 True, 6 True, 7 False, 8 True
- **2 Present your plans to your classmates.** The children get into small groups and read the instructions. They read the speech bubble to help them describe their roles.
- **3** Write a draft of your page for the blog. The children write a short draft of their blog.

Fast Finishers

The children draw pictures to add to their blog.

Wrap-up

Have a quiz about the unit. Divide the class into teams and ask questions, for example, What does an illustrator do? Spell photographer. What part of a newspaper do we write in big letters?





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:

Understand, talk and write about magazine sections and newspapers using the language and structures learned in the unit.

Activity Book

Unit 7, page 74, Lesson 10. See page 264 for answer key.

⁴ Transcrip



2.15 Poster, Unit 7.

This magazine has got photos of the final of the Queen's Cup. What's the name of the magazine?

In this magazine you can read about dancing; this month the magazine is all about hip-hop. What's the name of the magazine?

This magazine shows you how to make weather elements and planets with plasticine.

What's the name of the magazine?

In this magazine you can learn about the Antarctic and the animals that live there.

What's the name of the magazine?

This magazine has got a lot of information on how to look after your pets.

What's the name of the magazine?

In this magazine, you can read about the most popular music band of the year.

What's the name of the magazine?

2.16 Listen and find the page numbers.

Holly: I'm going to read the jokes page. I love the jokes, they make me laugh.

Narrator: Turn to page...

Holly: And then, I'm going to look at the world facts page.

It's really interesting. Narrator: Turn to page...

Claude: I'm going to see if my letter is in the magazine

this week.

Narrator: Turn to page...

Claude: And then, I'm going to look at the photos.

Narrator: Turn to page...

Max: Oh, I'm going to look at the basketball results.

That's my favourite section. Narrator: Turn to page...

Max: And then, I'm going to see if there are any interesting

craft activities to do this weekend.

Narrator: Turn to page...

Lulu: Well, I'm going to read this week's story.

Narrator: Turn to page...

Lulu: And then, I'm going to read the comic, it's really funny.

Narrator: Turn to page...

2.17 Listen and find the names for the people.

Then, sing the song: A busy day at the press!

It's another busy day at the Hildon Express. Another busy day of stress at the press!

Annie's going to draw a cartoon,

Stress, stress at the press!

Peter's going to write a story,

Stress, stress at the press!

Hannah's going to take some photos,

Stress, stress at the press!

Sammy's going to design the pages,

Stress, stress at the press!

David's going to correct the mistakes,

Stress, stress at the press!

Jenny's going to make the copies,

Stress, stress at the press!

It's another busy day at the Hildon Express Another busy day of stress at the press!

2.18 Listen and answer the questions about the links.

Melissa: Hi, Samir! Look at this! Samir: Oh! Hi, Melissa! Look at what? Melissa: The new website for our school. Samir: Wow! There's so much stuff on it.

Melissa: Mmm... Let's see. I think there are some new teachers

this term. Let's find out their names and what subjects

they are going to teach.

Narrator: What link is Melissa going to click on?

Samir: I wonder what is on the menu for next week.

I'm going to check.

Narrator: What link is Samir going to click on?

Melissa: Samir, do you know how many children there are

in our school?

Samir: No, I don't actually, but we can check on this link.

Narrator: What link is Samir going to click on?

Samir: Are you going to do any after-school activities

this term?

Melissa: Yes. I'm going to join the art group. Look!

You can see it here.

Narrator: What link is Melissa going to click on?

Melissa: Oh, look! Now, this is really useful.

Samir: What?

Melissa: This link here. You can check the exercises

or work you need to do and get help.

Narrator: What link is Melissa going to click on?

Samir: I wonder what this link is for...

Melissa: Oh, that's really interesting. It's all about a school

in Spain. Let's click and you can see.

Narrator: What link is Melissa going to click on?

Transcri

2.19 Listen and find the correct letters and words.

Then read.

Boy: Can you see any mistakes in my homework? Girl: Yes, there are two spelling mistakes. Look!

Boy: What's wrong with the words?

Girl: Newspaper has only got one p not a double p,

and illustrator has got a double I.

Girl: And there's a word missing here.

Boy: Where? Oh, yes! The word *on* is missing. Girl: And you need a capital letter here, in Northpark because it's the name of a school.

Boy: Thanks! You are so much better at writing than I am!

2.20 Listen and read the story: Headline horrors!

Narrator: The printing machines are ready to print

the newspaper for the next day.

Lulu: Look at the date!

Max: That's interesting! Let's read the front page.

Holly: I can't read it. It's gobbledygook!

Max: No, it isn't! Look! The letters are back to front. **Narrator:** Max explains the old fashioned way of printing

newspapers.

Claude: Let's have a look.

Holly: Careful with your hand, Claude!

Narrator: There is going to be a nasty accident any

minute now!

Claude: I'm sorry!

Lulu: We need to put the letters back in the right places. Narrator: The children are going to be very busy sorting

out this problem!

Holly: Read the headlines out loud.

Lulu: OK. I think the first headline says Children meet... Narrator: It's difficult to read because the reporters

use special shorthand.

Max: I think that's right now. What's the next headline?

Lulu: Mmm... Men find... Holly: Shhh! What's that?

Narrator: Then, the children hear the workers coming back.

Man: I'm going to start the machines now. Woman: OK. And I'm going to check the ink.

Narrator: Oh, dear! What's going to be in the paper tomorrow?

Narrator: The next morning, the children see the front page

of the newspaper.

Woman: Oh, no! The editor is going to be furious!

2.21 Listen to the sounds. Then, say the words.

Listen to the sounds and read the words with me.

nd. nd. nd. and

nd. nd. nd. hand

nd, nd, nd, find

nk, nk, nk, ink

nk, nk, nk, pink

nk, nk, nk, think

nt, nt, nt, print

nt, nt, nt, front

nt, nt, nt, accident

2.22 Listen and say True or False.

Carly is going to buy a magazine about animals.

Ali isn't going to buy a magazine about sports.

Banaj and Ali are going to buy magazines about arts and crafts. Lina and Jackson aren't going to buy magazines about science.

Banaj is going to buy a magazine about animals.

Jackson isn't going to buy a magazine about arts and crafts. Carly and Lina aren't going to buy magazines about animals. Jackson and Ali are going to buy magazines about sports.

Unit 8 Overview

Vocabulary

Celebrations: anniversary, birthday, golden anniversary, new baby party, sleep-over party, wedding

Places: hotel, marquee, restaurant **Family members:** aunt, cousin, dad, mum, grandad, grandma, brother, sister, stepbrother,

stepmum, uncle

Structures

Saxon genitive: Peter is Lucy's son. **Possessive adjectives:** He's her brother.

She's his sister.

Future with going to: What are you going to eat?
Functional language: Let's have a party!
How much do we need? How about ...?
I can make Let's bring some

Recycled Language

Future with going to Months Ordinal numbers Family members Describing people

Cultural Strand

Language Objectives:

To recognise greetings cards for various celebrations.
To use going to to talk about greetings cards.

Creative Strand

CLIL Objective:

To learn about extended families and design a family tree.

Language Objectives:

To expand the knowledge of family member vocabulary.
To learn the Saxon genitive.
To learn possessive adjectives.

Functional Strand

Language Objective:

To learn language for planning a party.

Celebrations!

Literacy Strand

CLIL Objective:

To identify differences and similarities between celebrations.

Language Objectives:

To review *going to* for future activities related to celebrations.

To review family members and the Saxon genitive.

Knowledge Strand

CLIL Objectives:

To describe a family photo.
To acquire skills in phonics
while reading a fictional story.

Language Objectives:

To practise language related to families and parties.
To recognise the missing letters replaced by apostrophes.

Skills Objectives

Listening: To listen to a description of a family tree. To listen to a song about a family. To listen and select the greeting card being described. To listen for the missing words from a story. To listen to and understand a story. To listen and answer questions based on a chart.

Reading: To read information and match it to a greeting card. To read a story and supply missing words. To read and understand a story. To read and understand riddles.

Writing: To draw and label a family tree. To make word lists. To write about a family photo. To write a riddle. To write an invitation to a party.

Speaking: To talk about future parties. To sing a song. To talk about family members and the relationships between them. To answer comprehension questions about a story. To talk about family members from the story.

Assessment Criteria

- Children can understand, talk and write about family members and celebrations.
- Children can form the Saxon genitive.
- Children can use possessive adjectives.
- Children can write a description of a celebration using the vocabulary and structures presented in the unit.
- Children can use going to to describe future actions.
- Children know how to use an apostrophe to replace letters in contractions.

Optional Resources

Teacher's Resource Book Photocopies:

- Lesson 2: page 46, Writing
- Lesson 3: page 56, Listening
- Lesson 4: page 36, Reading
- Lesson 6: page 77, Phonics
- Lesson 9: pages 21-22, Language
- Lesson 10: page 68, Speaking
- Evaluation: pages 113-114 or 115-116, Unit 8 test

Extras/Realia

• Lesson 8: children's family photos.

Key Competences



Linguistic Competence:

Children become familiar with vocabulary related to parties, family, greeting cards and language for planning parties.



Competence in Maths, Science and Technology:

Children reinforce their numeracy skills by practising dates and ordinal numbers.



Digital Competence:

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



Teacher's i-book [-book]

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

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

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

- Lesson 2: activity 1
- Lesson 5: activity 2
- Lesson 7: 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 3: knowledge
- Lesson 5: functional language
- Lesson 6: phonics
- Lesson 8: literacy



Audiovisual material:

- Lesson 4: Celebrations
- 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.



Social and Civic Competences:

Children develop their social and civic skills when showing empathy to others by writing greetings cards. They also become familiar with the idea of cooperation when planning a party.



Cultural Awareness and Expression:

Children use their creativity and artistic skills to design their family tree and make a greetings card.



Learning to Learn:

Children develop their learning techniques by gaining an understanding of how to describe a family photo.



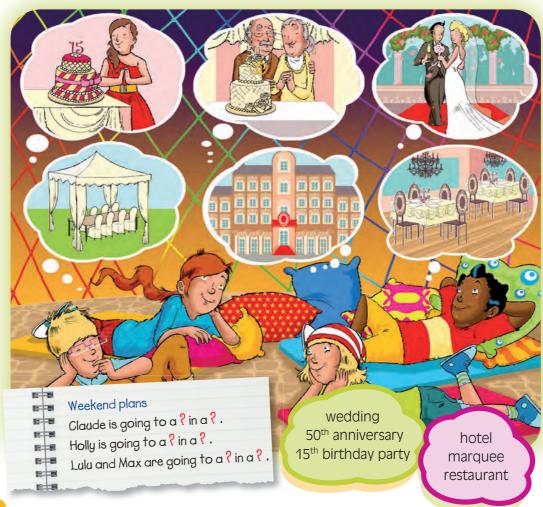
Sense of Initiative and Entrepreneurship:

Children use their initiative and personal autonomy to plan a party.

8 Celebrations!



1 (2.24) Listen and find the missing information.





Choose three parties and three dates.

}		July		
25 ^{tl}	anniversary			
	anniversary	Friday	Saturday	Sunday
	wedding	2	3	4
	new baby	9	10	11
	8 th birthday	16	17	18
1	5 th birthday	0.2	011	OF

I'm going to a 15th birthday party.

When's the party?

On 23rd of July.



Identifying different types of parties | Parties, Places, Months, Ordinals | When's the ... ? It's on ... ?







Children practise their listening skills in the context of parties by finding the missing information.



Children reinforce their numeracy skills by practising dates and ordinal numbers.



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

Key competences continuous assessment

- 1 Are able to understand the listening activity.
- 2 Can understand and say dates and ordinal numbers.
- **3** Use the digital resources to practise the new language.

CLIL Objective

To understand a listening activity about parties.

Language Objectives

To review months and ordinal numbers.

Celebrations: anniversary, birthday, golden anniversary,

new baby, party, wedding **Places:** hotel, marquee, restaurant

Materials

- Teacher's i-book

- Poster for Unit 8

- CD 2

Lead-in

2.23 Display the **poster**. The children identify the celebration in each picture. They then listen and say which picture is being represented.

(See transcript page 222.)

Open the **i-poster**. Follow the above instructions and ask individual children to come to the IWB to drag the celebrations words to the correct celebration as they listen to the audio.

1 (2.24) Listen and find the missing information. The children identify the celebrations and the places using the word boxes. They then listen to complete the sentences. Volunteers then say what the characters are doing at the weekend. (See transcript page 222.)

Answers

Claude is going to a 50th anniversary at a restaurant.

Holly is going to a wedding in a marquee.

Lulu and Max are going to a 15th birthday party at a big hotel.

2 Choose three parties and three dates. Review saying the date with the children. In small groups they take turns to talk about upcoming events using the model dialogue as a guide.

Fast Finishers

The children write important dates for their family.

Wrap-up

Give the children vocabulary for other celebrations, for example, christening, first communion. Talk about different celebrations and ask the children which kind they like and have experienced.

The children play a fun game matching words with definitions to consolidate their knowledge about celebrations.

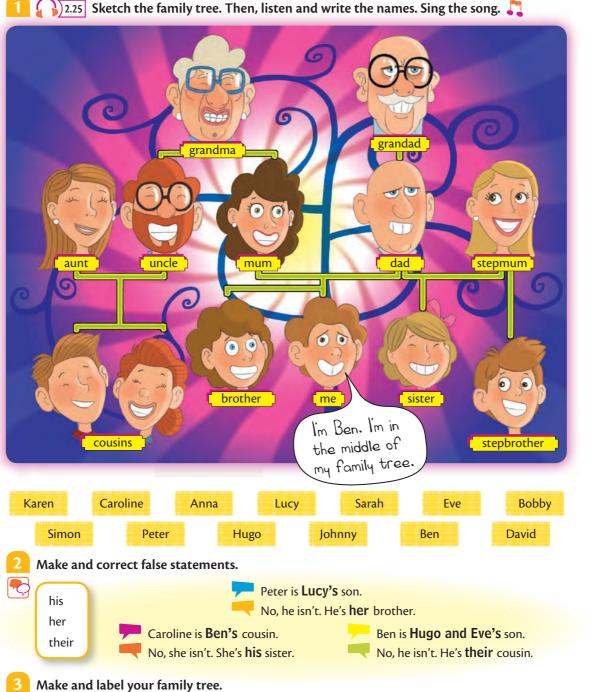
Initial Evaluation

Check if the children can: Recognise and name the various celebrations. Say dates correctly.

Activity Book

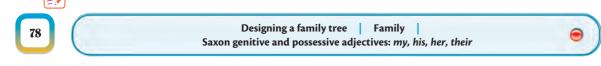
Unit 8, page 75, Lesson 1. See page 265 for answer key.







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



Children demonstrate skills by working in pairs to make and correct false statements.



Children use their creativity and artistic skills to design their family tree.

Key competences continuous assessment

- 1 Learn the new vocabulary through the song.
- 2 Work well in pairs to complete the activity.
- 3 Can design a family tree.

Creative Strand

Unit (8) Lesson 2

CLIL Objective

To learn about extended families and design a family tree.

Language Objectives

To learn to use the Saxon genitive: Peter is Lucy's son.
To learn to use possessive adjectives: He's her brother.
She's his sister

Family members: aunt, brother, cousin, dad, mum, grandad, grandma, sister, stepbrother, stepmum, uncle

Materials

- Teacher's i-book

- Flashcards for Unit 8

- CD 2

Lead-in

Review the names of family members with the children. Display the **flashcards** (or open the **i-flashcards** on the **Teacher's i-book**) and go through the relationships. Draw a simple family tree on the board and describe the relationships between everyone.

Sketch the family tree. Then, listen and write the names. Sing the song. The children make a copy of the family tree and then listen carefully to name the people. They may need to listen several times to work out who is who. They then sing the song. (See transcript page 222.)

Answers

Grandma: Anna, Mum: Lucy, Brother: Simon, Grandad: Bobby, Dad: David, Stepmum: Karen, Sister: Caroline, Stepbrother: Johnny, Uncle: Peter,

Cousins: Hugo and Eve, Aunt: Sarah

Flook Touch to open the karaoke activity. The children sing the song, saying the missing words as they are highlighted.

- **2** Make and correct false statements. The children make statements based on the family tree from Activity 1. Give them lots of support forming the Saxon genitive and using the possessive adjectives.
- **3** Make and label your family tree. The children draw their family tree and label it with relationship words.

Fast Finishers

The children write sentences about the relationships in their family.

Wrap-up

Children come to the board and write two names from their family. Ask: Who's (Dani)? They reply: He's my (uncle) / (dad's brother).

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

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

Anticipated Difficulties

Families can always be a sensitive subject for some children. Looking at extended and alternative families will help them share their own family situation. The Saxon genitive can be difficult for children to grasp but it is an important part of everyday language and they need to practise.

Optional Resources

Teacher's Resource Book page 46, Writing.

Continuous Assessment

Check if the children can: Name the relationships in families. Use the Saxon genitive correctly. Use possessive adjectives.

Activity Book

Unit 8, page 76, Lesson 2. See page 265 for answer key.







- (a) I'm going to see my new cousin at my aunt's house. We're going to take some sandwiches and a cake for the party.
- (c) I'm going to give my grandma and my grandad a special present. After dinner, we're going to sing some songs.
- (b) We're going to have dinner and then we're going to watch a film before bed. I'm going to wear my pyjamas.
- (d) We're going to have a big meal and then we're going to dance. I'm going to wear a new dress.





Choose an invitation and imagine the party. Then, ask a classmate.

What are you going to celebrate?

What are you going to eat?

What are you going to wear?

What are you going to do?



Differences and similarities between celebrations Family, Celebrations, Party activities

What/Who + going to







Children demonstrate reading comprehension to match the descriptions with the invitations.



Children demonstrate skills by working in pairs to ask and answer questions about an imaginary party.



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

Key competences continuous assessment

- 1 Are able to understand the text to complete the activity.
- 2 Work well in pairs to complete the activity.
- 3 Use the digital resources to practise the new language.

Knowledge Strand

CLIL Objective

To identify differences and similarities between celebrations.

Language Objectives

To review *going to* for future activities related to celebrations.

To review family members and the Saxon genitive.

Celebrations: golden anniversary, new baby party, sleep-over party, wedding

Materials

- Teacher's i-book
- Poster for Unit 8

Lead-in

Display the **poster** (or open the **i-poster** on the **Teacher's i-book**) and review the celebrations pictured. Have a class vote on the favourite kind of celebration.

Open the **lead-in** activity. Play *Guess it!* The children have to guess the picture. Divide the class in groups. Touch *play* to start. The children look at the picture and try to guess what it is. When the children want to have a guess 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 and time on the chart provided.

1 Read and match the descriptions with the invitations.

The children read the texts and match each one with a card.

Answers

a 4, **b** 3, **c** 2, **d** 1

2 Choose an invitation and imagine the party. Then, ask

a classmate. The children use their imagination to think about a party, the food, clothes and activities. In small groups they take turns to ask and answer questions using the model dialogue as a guide.

Fast Finishers

The children write what they are going to eat, wear and do.

Wrap-up

Have a class discussion to find the similarities and differences between celebrations. For example, eating special food, giving presents, dancing, wearing special clothes, having cake or putting up decorations.



The children take a quiz choosing the correct words to complete the sentences about celebrations.



Optional Resources

Teacher's Resource Book page 56, Listening.

Continuous Assessment

Check if the children can: Identify the celebrations. Describe an imaginary party. Recognise some of the similarities and differences between celebrations.

Activity Book

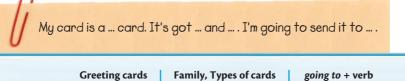
Unit 8, page 77, Lesson 3. See page 266 for answer key.





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Children develop their social and civic skills when showing empathy to others by writing greetings cards.



Children use their creativity and artistic skills to make a greetings card.



Children improve their writing skills by describing their card.

Key competences continuous assessment

- 1 Show empathy to others by writing greetings cards.
- 2 Can make a greetings card.
- 3 Improve their ability to write in English.

Cultural Strand

Unit (8) Lesson 4

CLIL Objective

To make and describe greetings cards.

Language Objectives

To recognize greetings cards for various celebrations. To use *going to* to talk about greetings cards.

Materials

- Teacher's i-book
- CD 2

Lead-in

Ask questions about invitations: How do you know there is a party? Do you get a letter? An email? A card? What type of cards do people send you? Christmas cards, invitations, birthday cards? What other celebrations do you send invitations for?

Explain that in the UK, people send cards for lots of different celebrations.

Open the **i-poster**. The children read and hear ten sentences related to the celebrations on the poster and choose the celebration that each refers to.

Listen and find the cards. Look at the cards and the children say when each one might be sent. They then listen and find them.

(See transcript page 222.)

Answers

Happy Birthday! card; Get well soon! card; Congratulations! card; Happy Anniversary! card; Congratulations. A girl! card; Thank you! card.

2 Choose and design a type of card. Then, ask your classmate.

The children plan a card to make and then talk about it with a partner using the questions to help them.

3 Make and describe your card.

The children make their card and then describe it using the model text as a guide.

Fast Finishers

The children make a card for someone they know.

Wrap-up

Everyone stands up and then say: This invitation is for a (wedding). Those children who haven't made a wedding invitation sit down. Repeat with the other celebrations.

Watch the video *Celebrations*. Complete the onscreen comprehension activity with the children. For further practice, open the worksheet before you watch the video and use the **Richmond** i-tools to complete it as you watch the video. Alternatively, print out copies for the children to do the worksheet individually.

Optional Resources

Teacher's Resource Book page 36, Reading.

Continuous Assessment

Check if the children can: Recognise the various celebrations. Use *going to* to talk about the future.

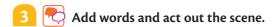
Activity Book

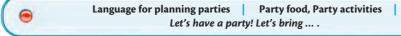
Unit 8, page 78, Lesson 4. See page 266 for answer key.

















Children improve their oral skills by answering questions about parties.



Children reinforce their language skills by learning language for planning parties.



Children use their imagination and creativity when acting out a scene.

Key competences continuous assessment

- 1 Can answer personal questions.
- 2 Are able to use language for planning parties.
- 3 Develop their imagination to act out a scene.

Functional Strand

CLIL Objective

To learn and use language for planning parties.

Language Objective

To learn language for discussing parties.

Materials

- Teacher's i-book
- CD 2

Lead-in

Review party vocabulary (food, equipment, activities). Ask: What do we need to throw a party? What do we need to do before the party? What are good things to do in a party?

- **1 Answer the questions.** The children have a class discussion based on the questions.
- 2 (2.27) Read and listen for the missing words. The children listen out for the missing words and note them down. They can read the dialogue aloud when they know the words. (See transcript page 223.)

Answers

an end-of-term; in the park; All the class; five big bags of crisps; some biscuits; music; dance; ball; play football

Touch to open the activity. The children match sentence halves to practise language for planning parties. For further practice, use the spotlight in the **Richmond i-tools** to cover words from the completed sentences and ask the children to remember the missing words.

3 Add words and act out the scene. The children work in groups to act out the scene.

Fast Finishers

The children list what they need for their birthday party.

Wrap-up

Ask children to talk about their next birthday party, to say how they want to celebrate it and what they want to eat and drink.

The children play a fun game dragging the words to form correct sentences to consolidate their use of language for planning parties.



Continuous Assessment

Check if the children can: Understand and use the vocabulary for organising a party. Recognise the missing words. Act out the scene.

Activity Book

Unit 8, page 79, Lesson 5. See page 267 for answer key.





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



Children learn to pronounce contracted forms correctly.



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

Key competences continuous assessment

- 1 Enjoy listening to and reading the story.
- 2 Are able to pronounce contracted forms correctly.
- 3 Use the digital resources to practise phonics.









Daisy! Where are you?
We're all waiting!

Here! You can use this sash.

It's perfect!
Thanks.

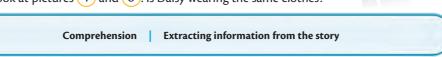








- 1 Look at picture (1). Is the photo from modern times?
- 2 Look at picture 1 and 3. Who is Daisy?
- 3 Look at picture (6). Why is Daisy's mum going to be angry?
- 4 Look at picture (7). Where does the sash come from?
- 5 Look at pictures (1) and (8). Is Daisy wearing the same clothes?







Children develop their learning techniques by extracting information from the story.



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

Key competences continuous assessment

- 1 Learn to extract information from the story.
- **2** Are able to answer the questions about the story.

Literacy Strand

CLIL Objective

To acquire skills in phonics while reading a fictional story.

Language Objectives

To practise language related to families and parties.

To recognise the missing letters replaced by apostrophes.

Materials

- Teacher's i-book
- Teacher's 1-Dook
- Story cards for Unit 8

- CD 2

Lead-in

Display the fourth **story card** (print or **interactive**). Ask the children where the characters are and tell them to focus on the people's clothes. Ask them to predict what might happen.

1 2.28 Listen and read the story. Ask questions to make sure they understand: Where are the children at the start of the story? What are they looking at? How is Daisy related to Holly? What happens to Daisy's dress? How does Holly help Daisy? (See transcript page 223.)

the story to open the **i-story cards** in a new window. Read and listen to the story with the children.

Hot spots: *Marquee, Sash.* Use the Hot spots to highlight this potentially difficult vocabulary before the reading activities.

2 (2.29) Listen and say the missing letters. The children listen to the full and contracted version of words; they then say which letter is missing.

(See transcript page 223.)

Answers

o, a, o, a, i, a, i, i

Fast Finishers

The children write the words from Activity 2 into their notebooks in the full form and the contracted form.

Wrap-up

Divide the class into teams. A member of each team comes to the board. Call out a contracted form and the children race to write out the full form. The first person to write it correctly wins a point for their team.



The children listen and drag contracted forms of words to the category that shows which letter is missing (a, i, o).

For further practice, open **My notes** and the **Richmond i-tools** and dictate more contracted words, asking the children to write both contracted and full forms of each.



Optional Resources

Teacher's Resource Book page 77, Phonics.

Continuous Assessment

Check if the children can:

Understand the story and recognise the vocabulary related to families and parties.

Recognise any missing letters from contracted forms.

Activity Book

Unit 8, page 80, Lesson 6. See page 267 for answer key.

Literacy Strand

CLIL Objective

To understand a fictional story.

Language Objectives

To develop listening and reading skills. To comprehend a story.

Materials

- Teacher's i-book
- Story cards for Unit 8

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. Play the whole story again and make sure the children understand it; explain any of the words they don't understand. The children answer the questions orally and then write the answers in their notebooks.

Answers

- 1 No, it isn't.
- 2 Daisy is Holly's grandma.
- 3 Because Daisy's dress is dirty for the family photo.
- 4 The sash comes from Holly's head.
- **5** No, in picture 1 she isn't wearing the sash.

Watch the animated story again. Alternatively, touch the story to open the **i-story cards** in a new window. Read and listen to the story with the children again.

Flook Touch to open the activity. The children read sentences describing what happens in the story and match them to the pictures they refer to.

Fast Finishers

The children write another question about the story.

Wrap-up

Have a Spelling Bee with some words from the story.

Note: For the next lesson the children need to bring in a family photo.



Continuous Assessment

Check if the children can: Understand the story. Answer the questions.

Activity Book

Unit 8, page 61, Lesson 7. See page 268 for answer key.





Children develop learning techniques by classifying the vocabulary of the story and making word lists.



Children show initiative and personal autonomy by expressing their opinions about a family photo.



Children develop their learning techniques by gaining an understanding of how to describe a family photo.

Key competences continuous assessment

Check if children:

- 1 Are able to classify vocabulary and make word lists.
- 2 Can express their own opinions.
- 3 Learn to describe a family photo.

Literacy Strand

CLIL Objective

To practise describing a family photo.

Language Objective

To review language to describe people.

Materials

- Teacher's i-book
- Story cards for Unit 8
- Extra material: children's family photos

Lead-in

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

1 Look at the people in the story and make word lists.

In small groups the children make word lists. After a short time ask the groups to read out their lists and add any words that others mention if they do not have them.

Touch (1) to open the activity. Play *Memory* to review vocabulary for describing a family photo.

- **2** Make labels for the photo. Then, ask a classmate. The children decide who they think the members of Daisy's family are. They then share their ideas in groups or with the whole class.
- **3 Describe one of your family photos.** The children write about a photo they have brought in. If they haven't brought one, they then describe one from memory.

Fast Finishers

The children show their photo to a friend and describe it.

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.

The children find ten family members in the wordsearch.
Use the timer in the Richmond i-tools to make it more challenging for the children.

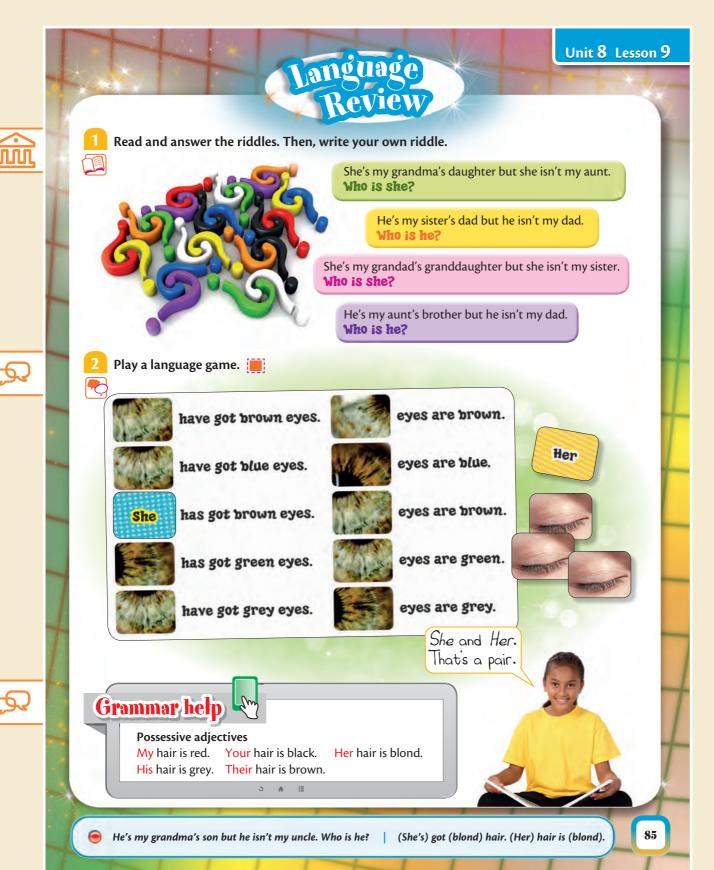


Continuous Assessment

Check if the children can:
Describe people.
Describe family relationships.
Describe a photo and the people in it.

Activity Book

Unit 8, page 82, Lesson 8. See page 268 for answer key.





Children develop their imagination and creativity by writing riddles.



Children apply their newly acquired knowledge in a language game.



Children strengthen their knowledge of the unit grammar.

Key competences continuous assessment

Check if children:

- 1 Use their imagination to write riddles.
- **2** Use the unit language to play a game.
- **3** Understand and use the grammar practised in the unit.

Language Review

CLIL Objective

To review the grammar of the unit.

Language Objective

To review the unit language.

Materials

- Teacher's i-book
- Pop-outs for Unit 8
- Flashcards for Unit 8

Lead-in

Display the **flashcard** words on the board (or open the **i-flashcards** on the **Teacher's i-book**. Describe one of the relationships and ask the children to name it: *This person* is my mum/dad's sister. (aunt)

1 Read and answer the riddles. Then, write your own riddle.

Read through the riddles one at a time and help the children to think through them, drawing a family tree if necessary.

Tell them to think of a member of a family and then to write a riddle using the same structure as the ones given.

Answers

My mum, My stepdad, My cousin, My uncle

2 Play a language game. Focus the children's attention on the Grammar help box. The children then make sentences with their **pop-outs**.



Visual grammar presentation.

Fibook Touch to open the activity. The children complete eight sentences with the correct possessive adjectives. For further practice, repeat the exercises covering the options with the shade in the **Richmond i-tools** to make it more challenging for the children.

Fast Finishers

The children write more family riddles.

Wrap-up

Have a Spelling Bee with the phonics words from the unit.

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

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



Optional Resources

Teacher's Resource Book pages 21-22, Language.

Continuous Assessment

Check if the children can: Understand the riddles. Write a riddle. Understand the language game.

Activity Book

Unit 8, page 83, Lesson 9. See page 269 for answer key.





Children acknowledge the importance of cooperation when planning a party.



Children use their initiative and personal autonomy to plan a class party for the end of the term.



Children show consolidation of structures and vocabulary by writing an invitation.

Key competences continuous assessment

Check if children:

- 1 Become familiar with the idea of cooperation when planning a party.
- 2 Can plan a party.
- 3 Use the language learned in the unit to write an invitation.

Oral Review

CLIL Objective

To consolidate structures and vocabulary by planning a party.

Language Objective

To review the unit language.

Materials

- Teacher's i-book
- Poster for Unit 8
- CD 2

Lead-in

The children watch the animated version of the story. Display the **poster** (or open the **i-poster** on the **Teacher's i-book**) and the children take turns to describe the celebrations they can see.

1 (2.30) Listen and answer the questions. The children look at the chart and then listen to the audio. They say what each person is going to do.

(See transcript page 223.)

Answers

Yes, she is; No, she isn't; Yes, he is; Yes, he is; No, she isn't; Yes, she is; Yes, he is; No, he isn't; No, they aren't; Yes, they are; No, they aren't; Yes, they are

- 2 Plan a class party for the end of term. Then, present your plan. The children read the instructions and then, in small groups, talk about the party. Discuss all the suggestions as a whole class.
- **3** Write an invitation to one of the Wonder friends. The children copy the model text to help them write an invitation to one of the course characters.

Fast Finishers

The children decorate their invitation.

Wrap-up

If possible have an end of term party. Alternatively, talk about the year with the children. Ask them which units from the book they like best, which songs and stories.

[i-book] 👸 Watch the animated version of the story again.



Optional Resources

Teacher's Resource Book page 68, Speaking.

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, talk and write about celebrations and families using the language and structures learned in the unit.

Activity Book

Unit 8, page 84, Lesson 10. See page 269 for answer key.

Transcri



2.23 Poster, Unit 8. Listen and find the picture.

Old lady: What a lovely couple! **Old man:** They look very happy.

All: Congratulations!

Girls: Happy Birthday, Lisa!

Lisa: Thank you! Hey! I like your pyjamas Elsa!

Girl: Hmm, the pizza is yummy!

Lisa: Thank you so much for the presents!

Girl: Congratulations on your wedding anniversary!

Woman: Thank you my love.

All: Happy Birthday! Girl: Thank you!

Boy: You're an adult now! You can learn to drive!

Man: Congratulations on your baby boy!

Woman: Thank you. Man: He looks like you.



2.24 Listen and find the missing information.

Holly: You look happy, Claude. What's up?

Claude: Oh! We're going to have a party for my grandparents'

50th anniversary.

Holly: Where are you going to celebrate the anniversary? Claude: At a restaurant. And, what are you going to do

at the weekend, Holly?

Holly: I'm going to go to a family celebration, as well.

Max: Really! What are you going to celebrate?

Holly: A wedding.

Max: A wedding? That's fun! Where are they going

to have the party?

Holly: In a marquee. What about you, Max?

Max: Well, we're going to go see all the family, as well! Claude: Really? What are you and Lulu going to celebrate?

Lulu: A 15th birthday party! We're going to dance! Holly: Where are they going to have the party?

Max: At a big hotel.

2.25 Sketch the family tree. Then, listen and write the names. Sing the song: Ben's family tree.

Anna is my grandma. She's at the top of the family tree. Lucy is her daughter and she's my mum. Simon is my brother and he's there next to me. Look at me. I'm Ben! I'm in the middle of my family tree.

Bobby is my grandad. He's at the top of the family tree.

David is his son and he's my daddy.

Karen is my stepmum. She's next in the family tree. Look at me. I'm Ben! I'm in the middle of my family tree.

Caroline is my sister and she's there next to me. Johnny is my stepbrother. He's next to Carol in the family tree. Peter is my uncle. He's next to my mum in the family tree. Hugo and Eve are my cousins and Sarah is my aunt.

Look at me. Look at me! In the middle of my family tree. Look at me. I'm Ben! And this is my family.

2.26 Listen and find the cards.

Shop assistant: Can I help you?

Girl: Yes, I want a card for my mum. She's going to be

50 next week.

Shop assistant: Hello, are you looking for something special? Boy: Yes, I am. I need a really nice card for my grandma. She's in hospital.

Girl: Excuse me, have you got any cards with cars?

Shop assistant: With cars?

Girl: Yes, my cousin has got his driving test.

Boy: I need a card for my aunt and uncle. They're going

to have their silver anniversary.

Shop assistant: Are you looking for something special?

Girl: Well... yes, I am. It's very exciting because

my stepbrother is a new dad!

Shop assistant: Can I help you?

Boy: Well, I got lots of birthday presents this year and

I need to say "thank you".

Transcri



2.27 Read and listen for the missing words.

Boy: Let's have an end-of-term party.

Boy: Good idea!

Girl: We can have it in the park.

Boy: How many people are we going to invite?

Girl: All the class!

Boy: What are we going to eat? How much do we need?

Girl: How about five big bags of crisps? Boy: And I can make some biscuits.

Boy: Let's bring some music. Girl: Yes! We can dance.

Boy: And let's bring a ball. We can play football, as well!



2.28 Listen and read the story: The family photo.

Narrator: One day, Holly brings a chest to the den.

It's full of old clothes and photos.

Max: Who are the people in this photo?

Holly: I don't know. I think they're my grandma Daisy's family.

Narrator: Suddenly, the magic window opens and it's time

for a new adventure. All: Hurray! Here we go!

Narrator: The children are in a big garden. They're at the

family party.

Daisy: Oh, hello! I'm Daisy. Are you my cousins? Holly: No, but I am family. And these are my friends.

Narrator: Inside the marquee, there's lots of food.

Daisy doesn't wait for lunch. Daisy: Hmm... This is delicious. Holly: Are you going to dance later?

Daisy: Of course!

Narrator: The children eat some of the party food. Suddenly...

Daisy: Oh, no! Look at my dress!

Max: I'm sorry!

Narrator: And then, Daisy hears her mum. Daisy's mum: Daisy! It's time for the photos!

Daisy: What am I going to do? Lulu: Is she going to be angry?

Daisy: Yes, very!

Narrator: Daisy can't have a dirty dress for the family photo.

Daisy's mum: Daisy! Where are you? We're all waiting!

Holly: Here! You can use this sash.

Daisy: It's perfect! Thanks.

Narrator: Back in the den, Holly looks at the photo again.

Holly: Look! She's wearing the sash.

2.29 Listen and say the missing letters.

Do not. Don't. What letter is missing?

I am. I'm. What letter is missing?

Does not. Doesn't. What letter is missing? They are. They're. What letter is missing?

It is. It's. What letter is missing?

We are. We're. What letter is missing?

She is. She's. What letter is missing?

There is. There's. What letter is missing?

2.30 Listen and answer the questions.

Man: Do you need any help with the party plans?

Characters: No, thank you. We're ready.

Woman: OK. Let's see... Is Holly going to buy the food?

Man: Is she going to buy the drinks?

Woman: Is Claude going to buy the drinks? Man: Is he going to make the invitations?

Woman: Is Lulu going to make the invitations as well?

Man: Is she going to do the decorations? **Woman:** Is Max going to make some food?

Man: Is he going to bring the music?

Woman: Let's go over the plans again. Are Holly and Claude

going to make the food?

Man: Are Lulu and Max going to make some food?

Woman: Are Holly and Claude going to do the decorations? Man: Are Lulu and Max going to do the decorations?





- Draw a picture in the centre.
- · Fill the rest of the space
- with shapes.

triangles circles lines spirals squares waves

My *Rangoli* has got two snakes in the centre.

It's got red and yellow circles and green lines.

Make Rangolis in the playground.



Diwali, festival of lights, lamps, fireworks, shapes, patterns









Children develop their awareness of traditions from other cultures.



Children show initiative and personal autonomy to choose a theme when designing a Rangoli.



Children develop their creativity and artistic skills by making Rangolis.

Diwali



CLIL Objective

To learn facts about Diwali.

Language Objectives

To revise the Present Simple: We have a big family party. Shapes: circles, lines, spirals, squares, triangles, waves

Materials

- Teacher's i-book
- CD 2

- Extra material: images of Rangoli, coloured chalk string

Lead-in

Talk about different festivals that the children celebrate. Ask them what special things they do and ask: Do you give people presents? Do you celebrate with your family? Do you have fireworks?

1 (1)2.31 Listen and find the pictures for the five days.

.....

Read the introduction about Diwali. Explain that on each day they do something special. The children listen and note down what is done on each day.

Answers

f - b - e - d - c - a

[i-book] Touch [6] to open the activity. The children read sentences about Diwali and answer true or false. 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 Design a Rangoli and tell a classmate. Show the children pictures of Rangolis to help give them ideas and inspiration. They follow the instructions to make and then describe their Rangoli.
- 3 Make Rangolis in the playground. In groups the children design a pattern on paper and then draw it on a larger scale in the playground using coloured chalk. They could use a length of string held at a point like a compass to sketch the initial large circle.

Fast Finishers

The children choose another theme to make another Rangoli.

Wrap-up

Display all the Rangolis and have a vote for the best one, the most colourful one and the most unusual one. Invite other classes to come and look at the larger playground ones.

The children play a fun game dragging the words to form correct sentences to consolidate their understanding of the festival of Diwali.

Transcript



(a) 2.31 Listen and find the pictures for the five days.

On the first day of Diwali we clean the house from top to bottom.

On the second day, we do the decorations.

We put lamps around the house and the garden.

On the second day we also make Rangoli patterns on the ground with coloured chalk.

The third day is the most important day of Diwali.

We have a big family party and there are always lots of fireworks.

Then, on the fourth day, we visit our friends and we give presents.

The last day of Diwali is a special day for brothers and sisters. I always give my brother a present on Diwali!

Final Evaluation

Check if the children can: Follow and understand the audio. Describe a Rangoli.

Activity Book

Festivals, page 93. See page 270 for answer key.





Children apply basic mathematical skills to count syllables in the *haiku* and recognise a pattern.



Children demonstrate skills by working in pairs to think of words related to a season.



Children improve their writing skills by writing a *haiku* poem.

Cherry Blossom Festival



CLIL Objective

To learn about and write a haiku poem.

.....

Language Objective

To review the seasons and seasonal features.

Materials

- Teacher's i-book

 Optional realia: images of cherry blossom, examples of haiku poems

Lead-in

Ask the children if they like poems and if they know any in their own language. Explain that in Japan there is a kind of poem called *haiku*. It only has three lines and 17 syllables.

1 Read the two *haiku* and find the pictures. Then, answer the questions. Read the introduction about the Cherry Blossom Festival. If possible, show pictures of cherry blossom trees. The children read the *haiku* and match them with the pictures. They then answer the questions. Explain that this is the typical formula for a *haiku*.

Answers

1 b. 2 a

5 syllables, 7 syllables, 5 syllables

Touch to open the activity. The children sort out nine lines to form three seasonal *haiku* poems.

2 Choose a season and brainstorm words with a classmate. The children think of words for one season. All the pairs report back to the class and add more words to their own lists if necessary.

- **3** Write a haiku with a classmate. The children select words from Activity 2 to write a haiku. Remind them of the syllable count.
- **4 Decorate a tree with all the** *haiku***.** The children can decorate a tree in the school playground with their *haiku* or draw a large tree on continuous paper in order to make a class display.

Fast Finishers

Paint a picture of a cherry tree using their fingers to add the pink and white blossom.

Wrap-up

Ask the pairs to read their *haiku* aloud to the class. As they read, ask the rest of the class to close their eyes to picture the images.

The children play a fun game matching words from the lesson with definitions to consolidate their knowledge about the Cherry Blossom Festival. For further practice, cover the words with the shade in the Richmond i-tools and ask students to try to remember them from their definitions.

Anticipated Difficulties

Writing the *haiku* will be difficult for some children. Try to pair children with mixed abilities and offer plenty of support.

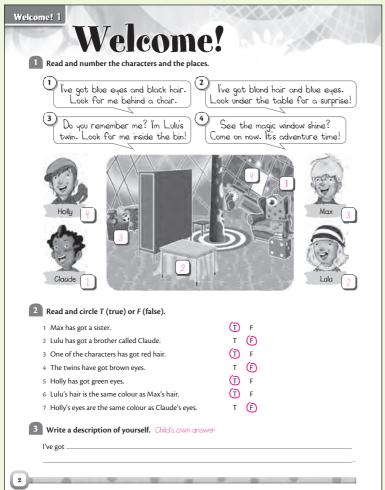
Final Evaluation

Check if the children can:
Understand the *haiku* presented.
Understand the structure of a *haiku*.
Write a *haiku* about nature with or without support.

Activity Book

Festivals, page 94. See page 270 for answer key.

Welcome! # Lesson 1.2







1 Listen and write the answers.

Holly: Hi, Claude! What are you doing? Claude: Hi, Holly! I'm just finishing the last sum for Maths. What about you?

Holly: I'm a bit bored actually. Everybody is watching TV. Claude: Aren't you watching?

Holly: No. I don't like that programme. I'm on my own in the kitchen. I'm having tea.

Claude: What are you having? Holly: Just some milk and biscuits.

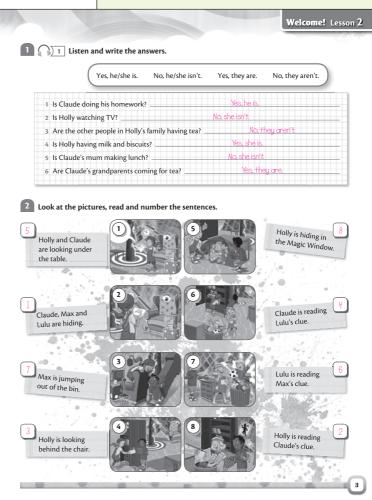
Do you want to come and have tea with me? Claude: I can't, Holly. My mum's making tea

for everybody because my grandparents

are coming in a few minutes.

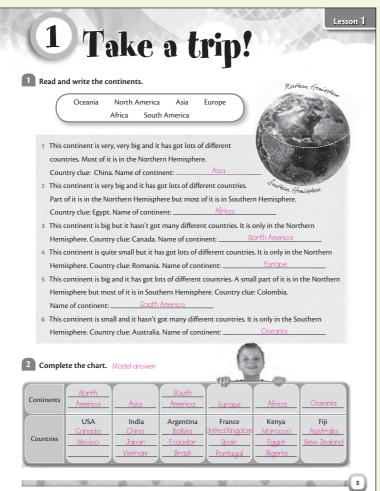
Holly: Oh, OK. Have a lovely time with

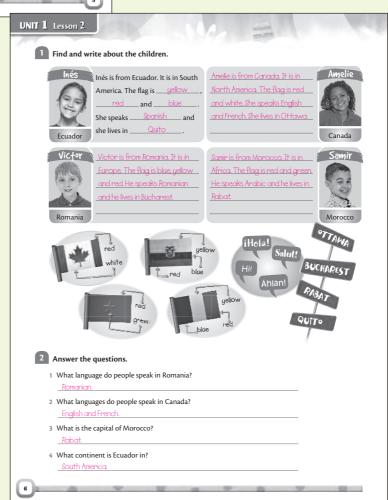
your grandparents. See you at school tomorrow.



Welcome! Lesson 3 **1** Complete the questions and write answers. Child's own answers Where What Who When <u>What</u> do you do after school on Friday? ____ do you go to bed on Saturday? _____ do you have breakfast with at the weekend? Where do you have lunch on school days? Read the questions and classify the answers. ✓ = right answer X = wrong answer 1 What is inside a rainbow? 4 What's the last number? a Coloured ribbons. a A billion zillion. **b** Numbers are infinite so there isn't a last one. **b** Tiny raindrops. 2 Where does the wind come from? 5 When does the morning start? a From the movement of air. a At different times depending on the sunrise. **b** From the big wind machine. **b** It always starts at 7 o'clock. 3 Where do the clouds go? 6 Why does the moon change shape? a They evaporate. a Because bits keep falling off. **b** They go back into the cloud machine. **b** It doesn't! We see different parts at different times of the month.

Unit 1 Lesson 1 · 2





UNIT 1 Lesson 3

Look at the chart and answer the questions.

Coin	Ireland	France	Spain	Italy	Germany	Finland
5c	harp	woman's face	building	building	leaf	lion
10c	harp	woman	man's face	woman's face	building	lion
20c	harp	woman	man's face	man	building	lion
50c	harp	woman	man's face	man on a horse	building	lion
€1	harp	tree	man	man	eagle	birds
€2	harp	tree	man	man's face	eagle	flower

- 1 Which country has got a musical instrument on all the coins?
- Which countries haven't got any people on the coins?
 Ireland, Germany and Finland.
- 3 Which countries have got animals on the coins? Italy, Germany and Finland.
- 4 Which countries have got plants on the coins?
 France, Germany and Finland.
- 5 Which countries haven't got any plants or animals on the coins? Ireland and Spain.
- 6 Which countries haven't got any women in any of the coins?

 <u>Ireland. Spain. Germany and Finland.</u>







Transcript

Listen and use the initials to label the information.

Narrator: Hello, everybody! Today we are going to talk to two children who live on small islands. First of all, let's meet Fiona. Hello, Fiona!

Fiona: Hello!

Narrator: I understand that your school is the most northerly school in the whole of the British Isles. Fiona: Yes, that's right. I go to Baltasound Primary

School in Shetland.

Narrator: Wow! I bet it's cold there in the winter! **Fiona:** Yes, it is. But I love our winter fire festival called *Up Helly Aa*. It's really good fun.

Narrator: And what do you do in your free time? **Fiona:** I've got a Shetland pony called Mrs T so

I go riding a lot.

Narrator: Do you learn any foreign languages at school?

Fiona: I've got a pen friend from Norway called

Elin so I am learning Norwegian.

Narrator: Thank you, Fiona. Now let's meet

David from Anglesey. **David:** Hi. there.

Narrator: Hello, David. Tell us a bit about your school. **David:** Well, my school is a green school and we grow

all our own vegetables.

 $\mbox{\bf Narrator:}$ That's interesting. Do you work

in the garden?

David: Yes, we all do. We grow the vegetables for our school lunches. They're delicious!

Narrator: And what do you do in your free time? David: I love sailing and I've got a small sailing boat. It's great because you can see the seals on the rocks around the island. But I can only sail in the summer because the sea is too rough in the winter.

Narrator: So what do you do in the winter?

David: Well, I really like running so I train for the race called Run the Island. I'm the youth champion this year!

Narrator: Well done!

UNIT 1 Lesson 4

1 2 Listen and use the initials to label the information.



- Read and number the pictures.
 - They are only 70 cm to 107 cm high.

 But they are very strong.

 In winter, they grow a double coat for protection against the cold weather.
 - 3 They live in the water around Anglesey.
 The pups (babies) stay on the beaches
 until they are ready to go into the sea.
 They aren't good at moving on the
 land but they are excellent swimmers.
- 2 They are unusual because they haven't got tails. They are excellent hunters and very good at catching mice. They are like dogs because they protect and guard the house very well.
- (4) They are very, very small. They only live on the islands and they eat insects.

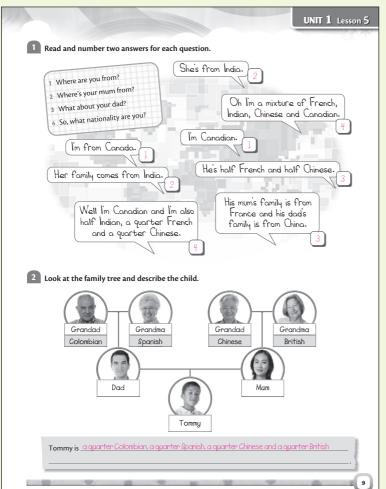
 They travel in a caravan, holding each other's tails.







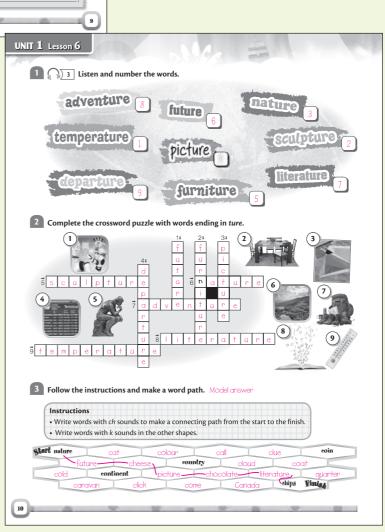
Unit (1) Lesson 5 · 6



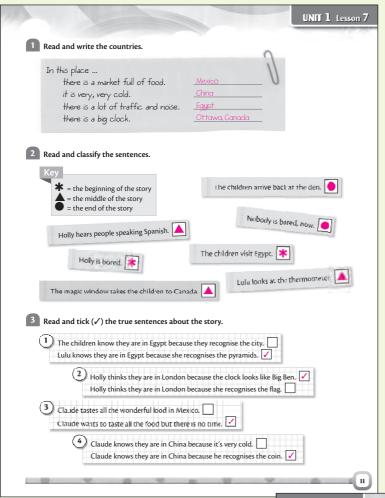


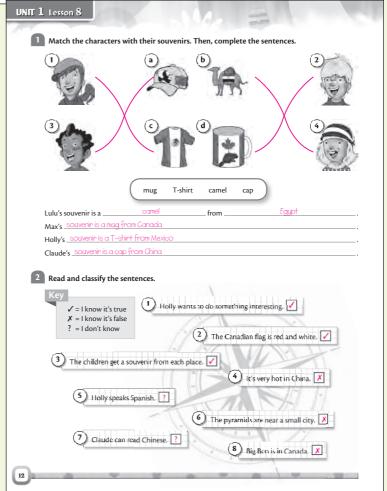
3 Listen and number the words.

- 1 The ... tells us how hot or cold something is.
- 2 A ... is a three dimensional artwork, for example, a statue.
- 3 ... is all the natural things around us, like animals, plants, mountains and rivers.
- 4 A ... is a two dimensional artwork, like a photo or a drawing.
- **5** We have got ... in our houses, like tables and chairs.
- **6** The present comes after the past and the ... comes after the present.
- 7 Stories, plays and poems are all
- **8** An ... is an exciting and fun experience.
- 9 The ... time is the time you leave to go somewhere.

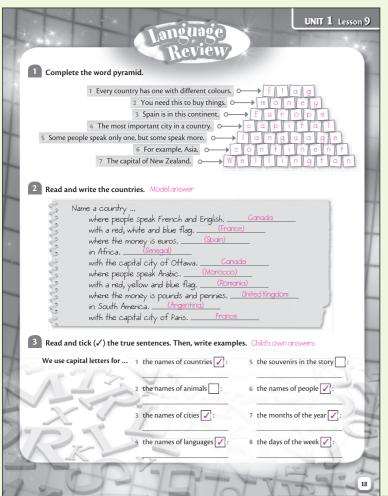


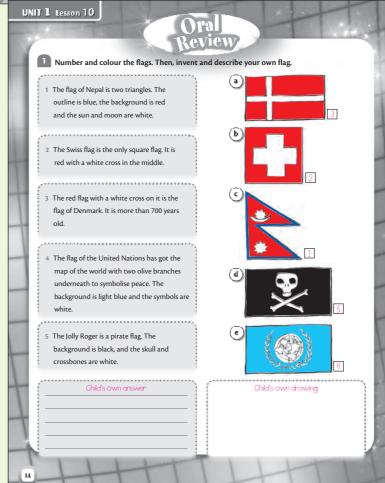
Unit 1 Lesson 7 · 8

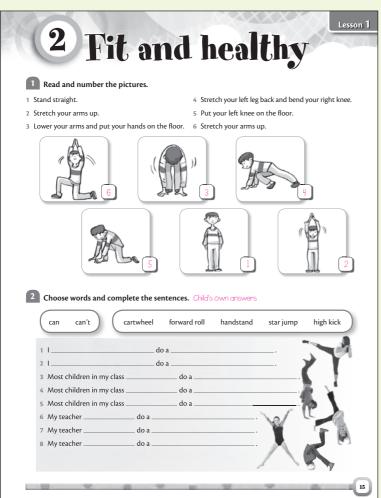


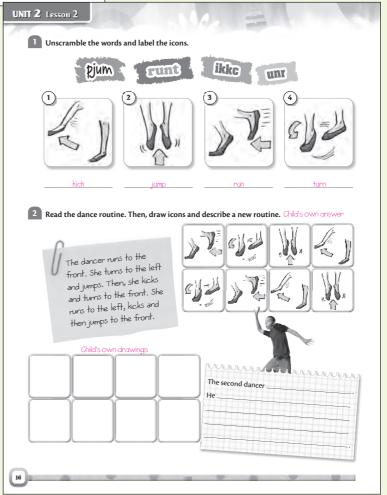


*Unit 1 Lesson 9 · 10

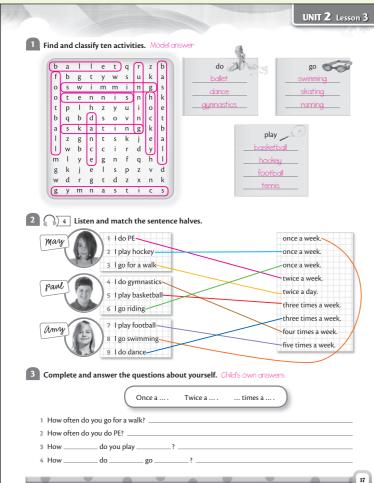








Unit 2 Lesson 3 · 4



Transcript

4

Listen and match the sentence halves.

Man: Can I interview you lot about your exercise routines?

Kids: Yes, of course.

May: Me, first.

Man: Ok. What's your name?

May: I'm May.

Man: So, May. What exercise do you do every week? **May:** Well... I do PE twice a week and I play hockey

once a week.

Man: Do you take any other exercise?
May: Yes, I go for a walk twice a day.

Man: Thanks, May. You take a lot of exercise!

OK, who's next?

Paul: Me! I'm Paul.

Man: Ok, Paul. Tell me about your exercise routine.

Paul: I play basketball three times a week.

It's my favourite sport.

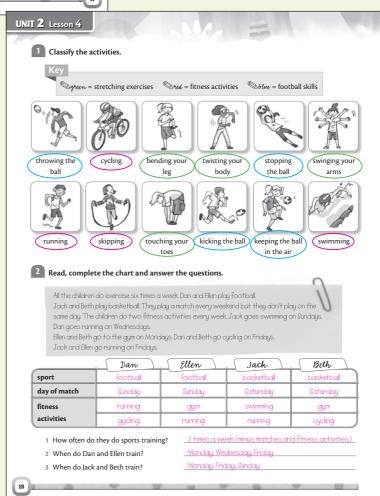
Man: Do you do any other exercise?

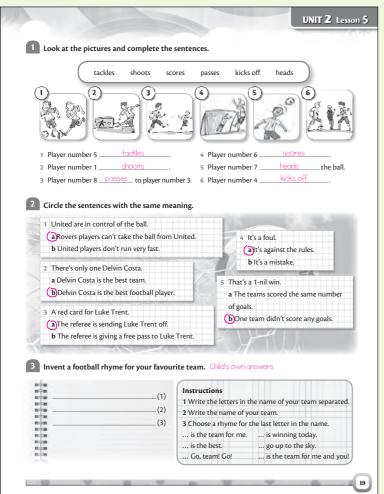
Paul: Yes! I do gymnastics at school four times a week. And I go riding once a week, at the weekends.

Man: And how about you?

Amy: Well, I'm Amy and I play football at school. I play five times a week. And then, I do dance three times a week and I go swimming once a week at the weekends.

Man: Thanks, kids. You're all really healthy.



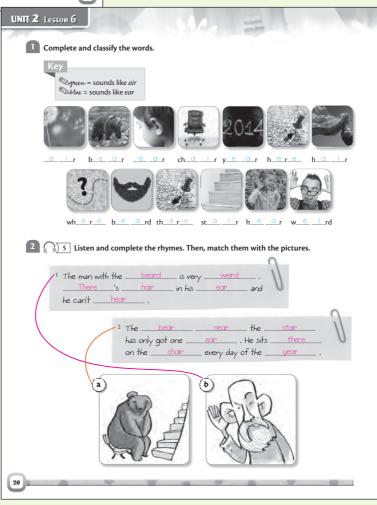




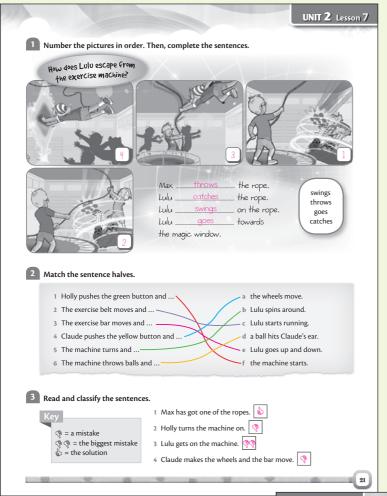
Listen and complete the rhymes. Then, match them with the pictures.

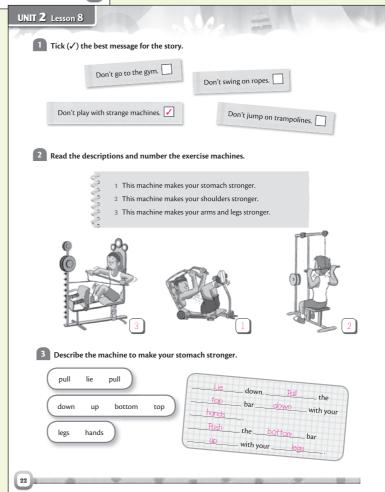
The man with the beard is very weird. There's hair in his ear and he can't hear.

The bear near the stair has only got one ear. He sits there on the chair every day of the year.

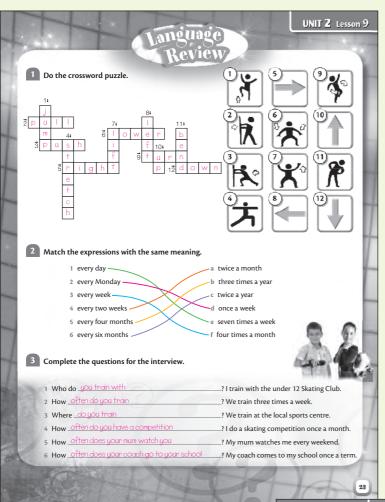


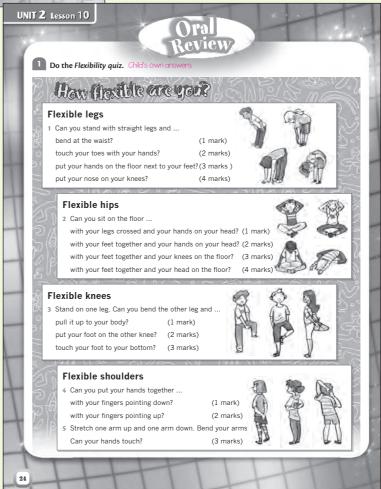
Unit 2 Lesson 7 · 8



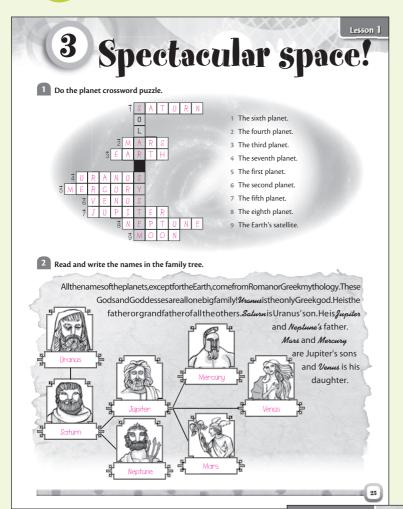


Unit 2 Lesson 9 · 10





Unit 3 Lesson 1 · 2



Transcript



Read, listen and complete the chart.

Narrator: The planets all rotate at different speeds so the length of day is different.

A day on Venus lasts for 5,830 hours. A day on Mars is nearly the same as a day on the Earth. It lasts for 24.6 hours.

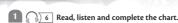
A day on Saturn is very short. It only lasts for 10.2 hours.

And a day on Neptune lasts for 19.1 hours, which is more similar to the Earth and Mars. The planets take different times to orbit the Sun, depending on how near or far they are from the Sun. A year on Mercury is only 87.96 Earth days. On Mars, a year is 686.98 Earth days.

After that the years are very, very long.
On Jupiter, one year is the same as 11.862 years on the Earth.

On Uranus, a year is 84.07 Earth years. And on Neptune, a year is 164.81 Earth years. What a long time to wait for your birthday!

UNIT 3 Lesson 2



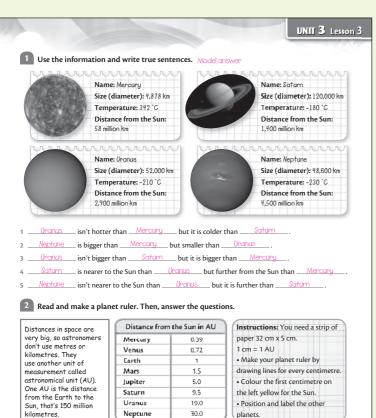
A day is the time it takes for the Earth to rotate on its axis. A day on the Earth is 24 hours. A year is the time it takes for the Earth to orbit the Sun. A year on the Earth is 365 days. Days and years on the other planets depend on the time they take to rotate and orbit the Sun.



Planet	Mercury	Venus	Earth	Mars					
day	1,409 hours	hours	24 hours	24.6 hours					
year	<u>87.96</u> days	224.68 days	365 days	686.98 days					
Planet	Jupiter	Saturn	Uranus	Neptune					
day	9.84 hours	hours	17.9 hours	19.1 hours					
	11.862years		84.07 years	164.81years					

2 Look at Activity 1. Then, read and circle T (true) or F (false).

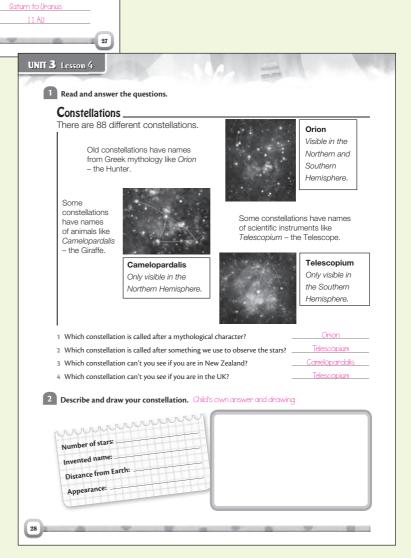
T	F
①	F
Т	(F)
Т	€
(F
1	F
1	F
Т	(E)
	(T) (T) (T) (T) (T) (T) (T)



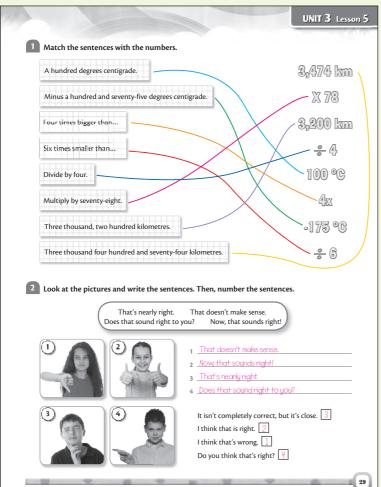
Venus to the Earth

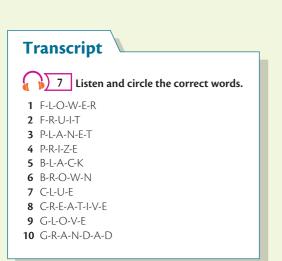
1 Which planet is closer to the Earth, Venus or Mars?2 Which is closer, Mercury to Venus or Venus to the Earth?

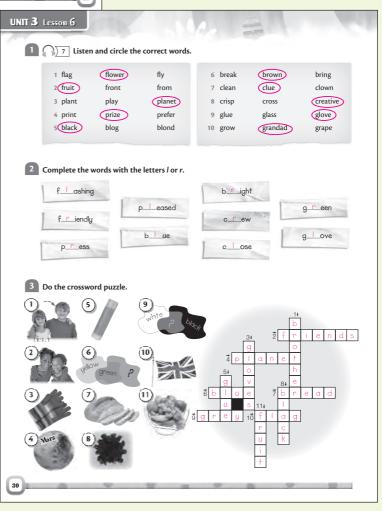
3 Which is further, the Earth to Saturn or Saturn to Uranus?4 What is the distance in AU between Uranus and Neptune?

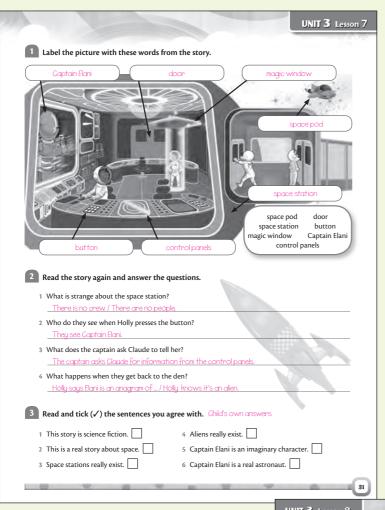


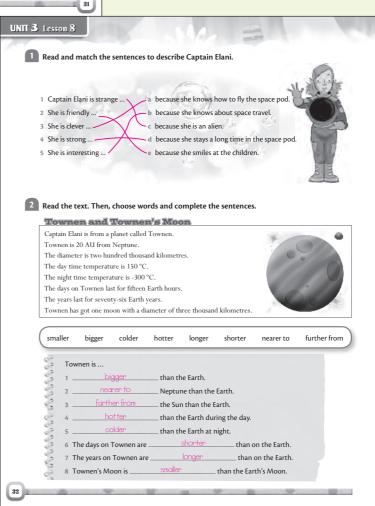
Unit 3 Lesson 5 · 6



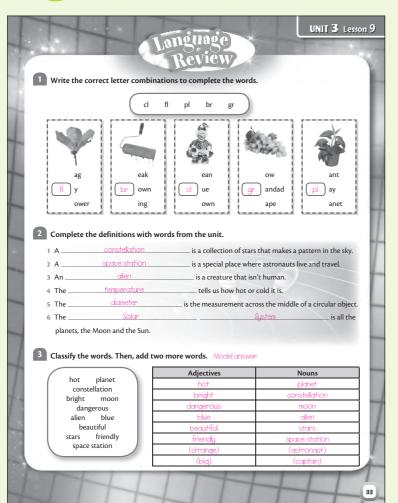


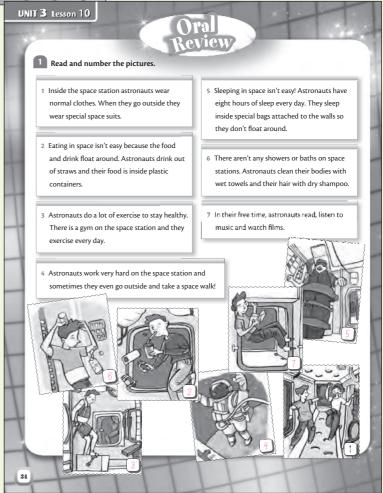


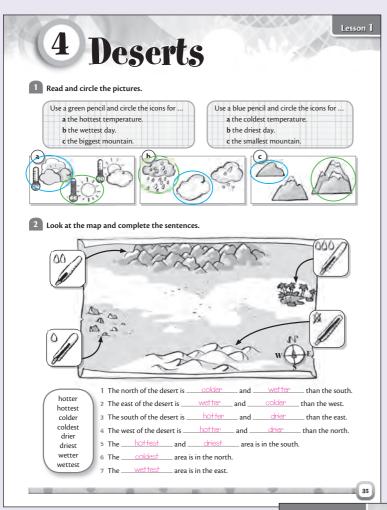


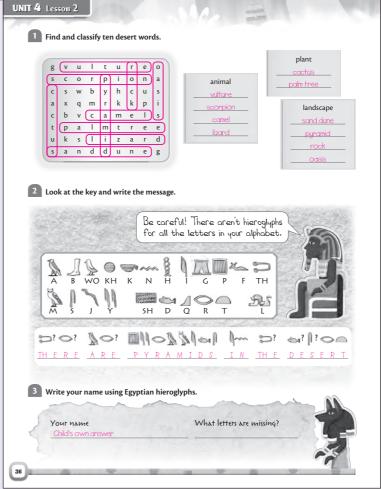


*Unit 3 Lesson 9 · 10

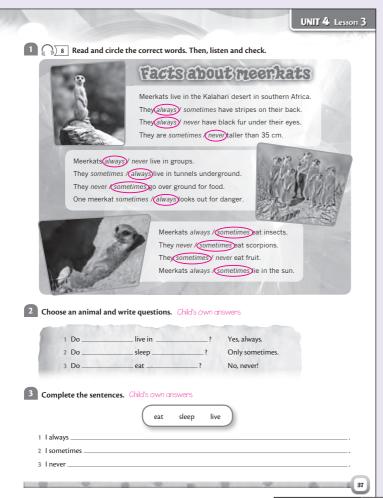








Unit 4 Lesson 3 · 4



Transcript

Read and circle the correct words.
Then, listen and check.

Narrator: Facts about Meerkats.

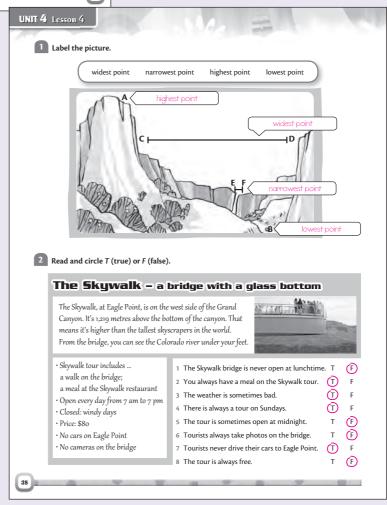
Meerkats live in the Kalahari Desert in southern Africa.

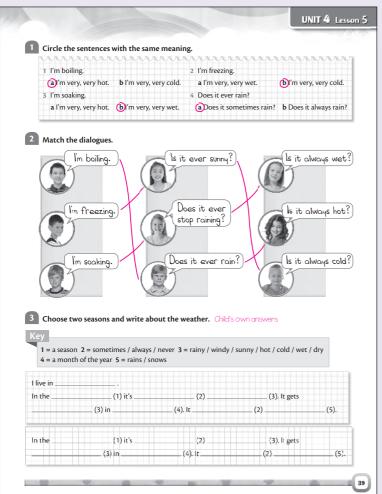
They are small mammals with brown fur. They always have stripes on their back and they always have black fur under their eyes. This reduces the sun's glare. They are never taller than 35 cm.

Meerkats always live in groups and they always live in tunnels underground.

They sometimes go overground for food. One meerkat always looks out for danger.

Meerkats are omnivores. They sometimes eat insects. They sometimes eat scorpions and they sometimes eat fruit. Meerkats sometimes lie in the sun.

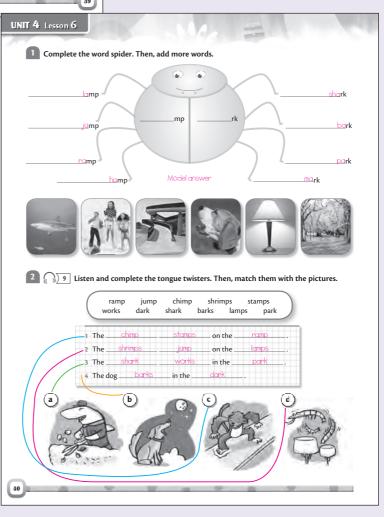




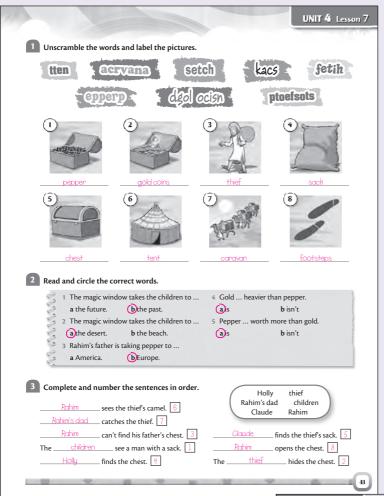
Transcript

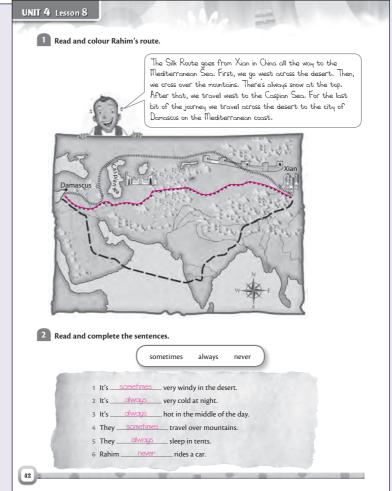
9 Listen and complete the tongue twisters. Then, match them with the pictures.

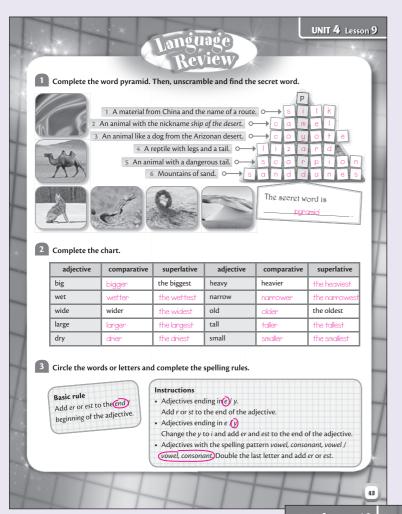
- 1 The chimp stamps on the ramp.
- 2 The shrimps jump on the lamps.
- 3 The shark works in the park.
- 4 The dog barks in the dark.

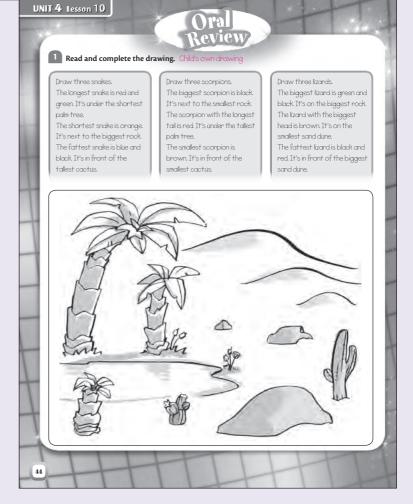


*Unit 4 Lesson 7 · 8

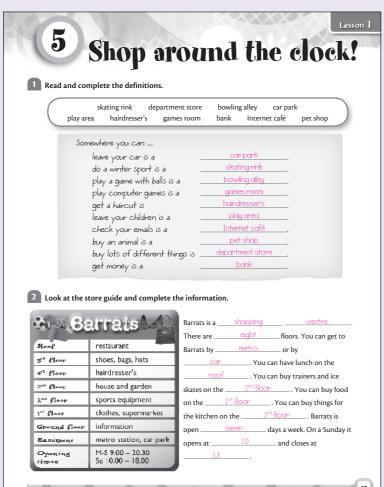


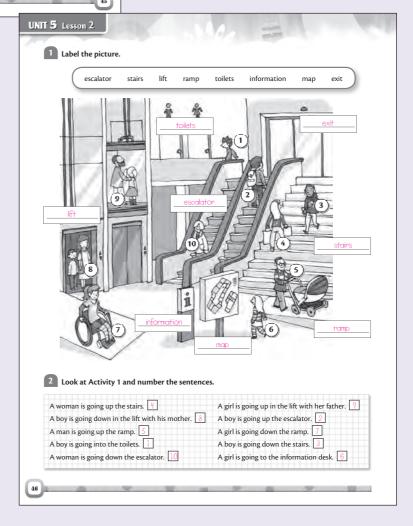


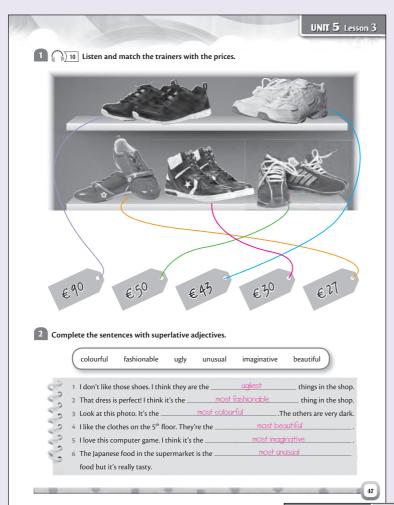




*Unit 5 Lesson 1 · 2







Transcript

Listen and match the trainers with the prices.

Mum: You need some new trainers, Jack.

Let's go into this shop.

Jack: I really like the black trainers!

I think they're the best.

Mum: Yes, but they are also the most expensive!

Let's look for something cheaper.

Jack: OK.

Mum: Jack, how about these? They're the most colourful! And they're the cheapest!

Jack: Don't be silly, Mum! They're for girls.

Mum: I know, I'm only joking.

Jack: These ones with the stripes are cheaper than the black ones and they're really nice.

Mum: They are quite nice but they are more expensive than the white ones.

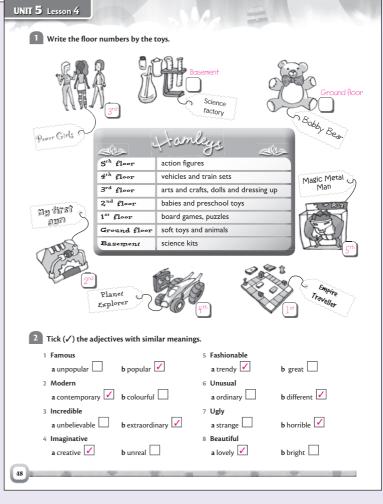
lack: But I don't like the white ones.

Jack: But I don't like the white ones. **Mum:** Well, what about the ones with

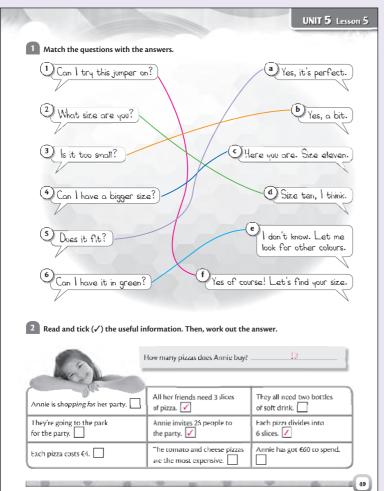
the stars over there? They're even cheaper than the white ones.

Jack: Oh, Mum! I don't like the white ones and I don't like the ones with the stars. Please can I have the ones with the stripes?

Mum: Oh, alright!



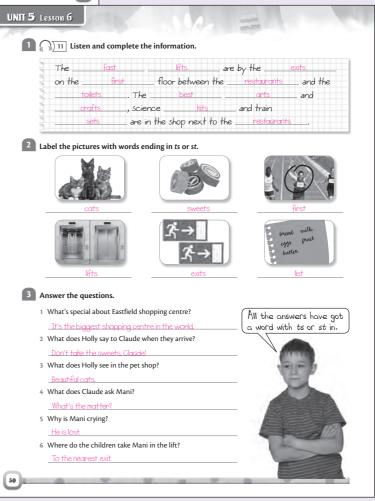
*Unit 5 Lesson 5 · 6

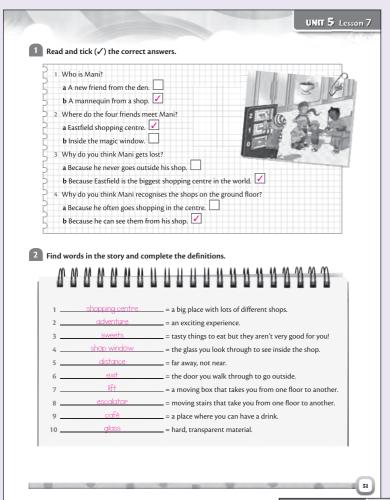


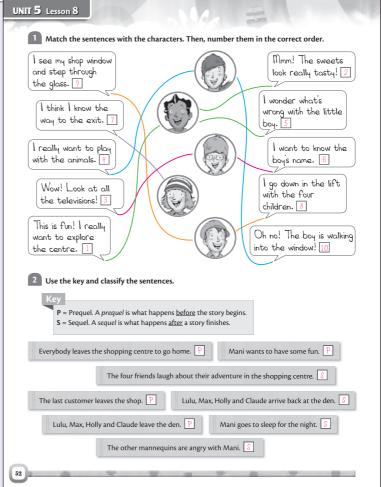
Transcript

11 Listen and complete the information.

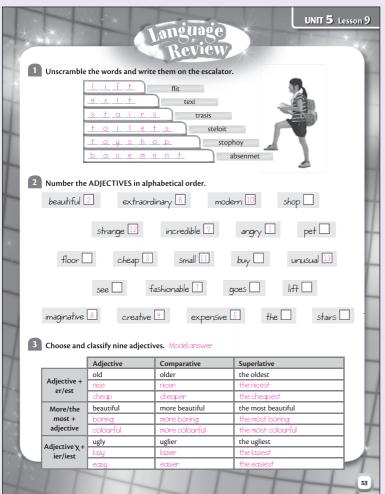
The fast lifts are by the exits on the first floor between the restaurants and the toilets. The best arts and crafts, science kits and train sets are in the shop next to the restaurants.



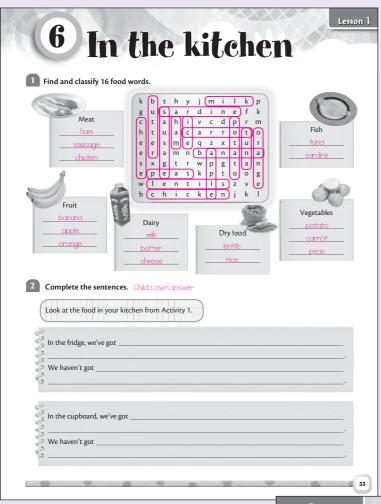




*Unit 5 Lesson 9 · 10



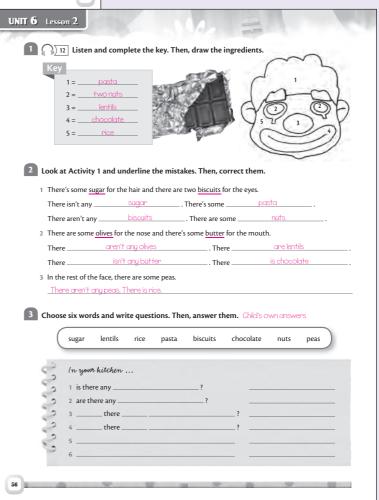




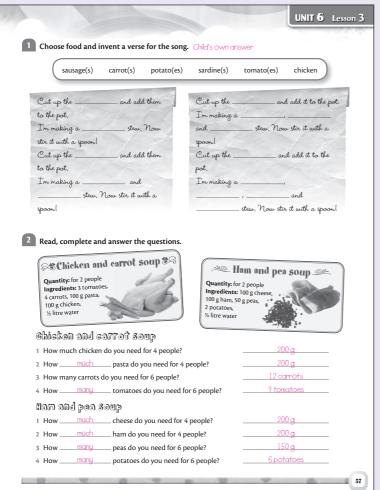
Transcript

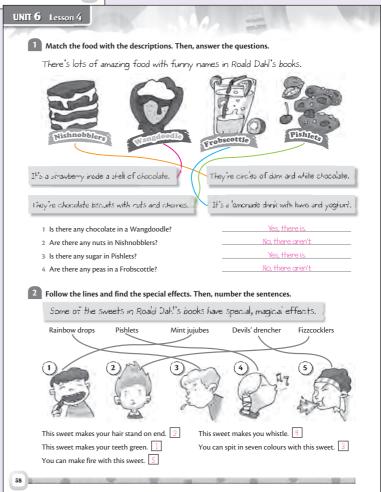
Listen and complete the key. Then, draw the ingredients.

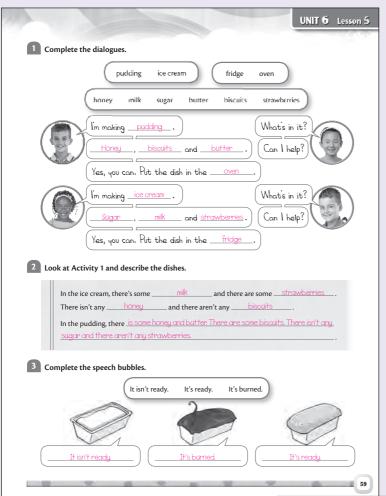
Boy: My food picture is a portrait. There are lots of types of food in the picture. There's some pasta for the hair and there are two nuts for the eyes. There are lentils for the nose and there's chocolate for the mouth. And then there's rice for the rest of the face.



*Unit 6 Lesson 3 · 4





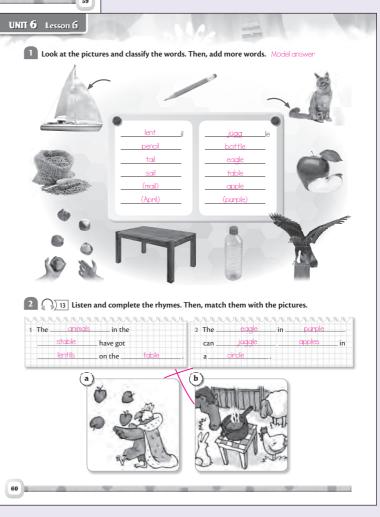




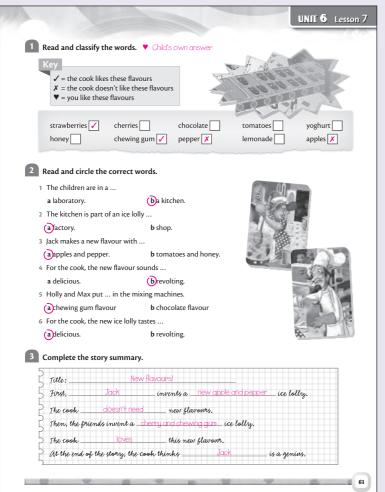
Listen and complete the rhymes. Then, match them with the pictures.

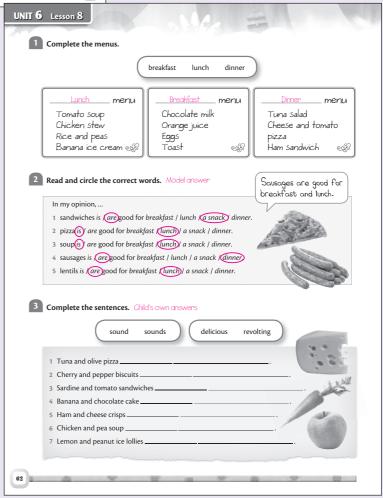
The animals in the stable have got lentils on the table.

The eagle in purple can juggle apples in a circle.

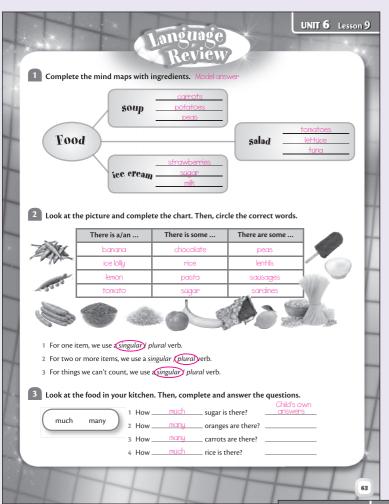


*Unit 6 Lesson 7 · 8



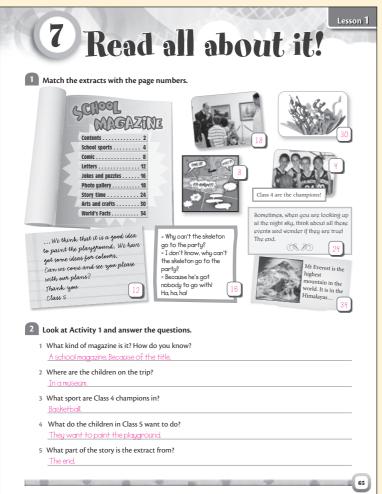


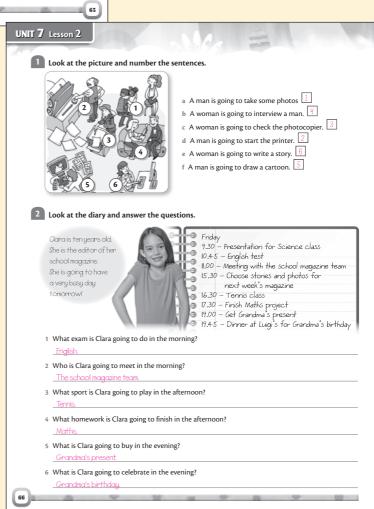
Unit 6 Lesson 9 · 10



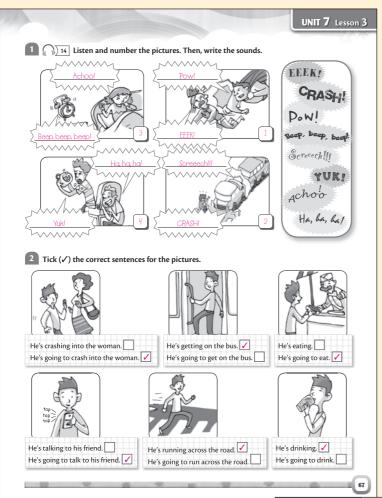


*Unit 7 Lesson 1 · 2





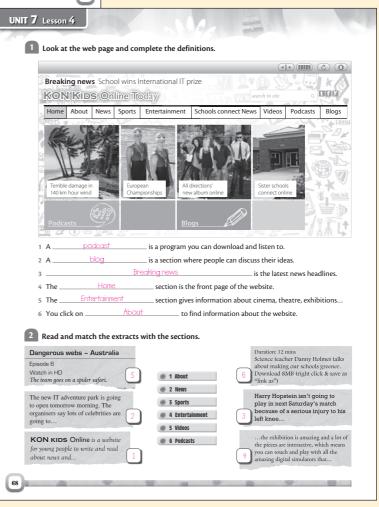
Unit 7 Lesson 3 · 4



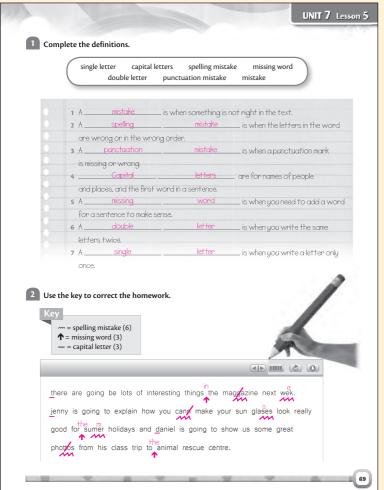
Transcript

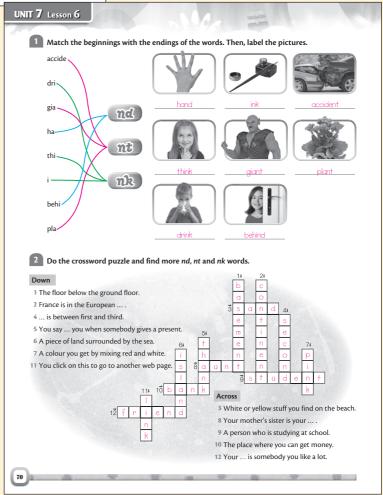
Listen and number the pictures. Then, write the sounds.

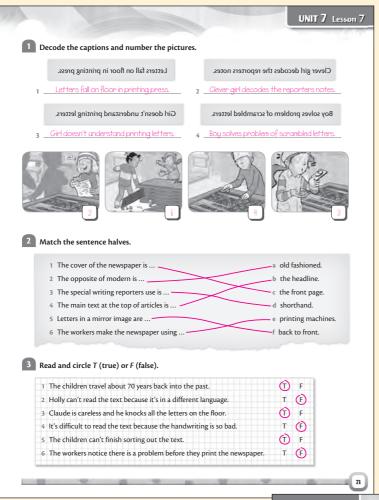
- 1 POW! EEEK!
- 2 Screeech! CRASH!
- 3 Beep, beep, beep. Achooo!
- 4 YUK! Ha, ha, ha!



*Unit (7) Lesson 5 · 6

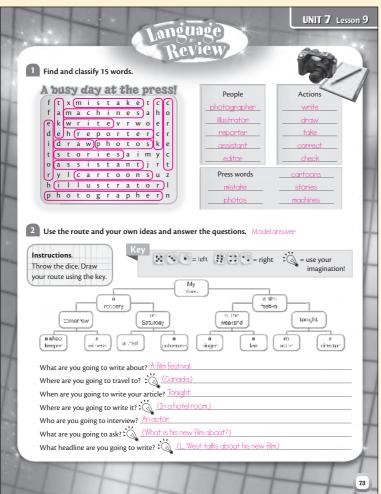


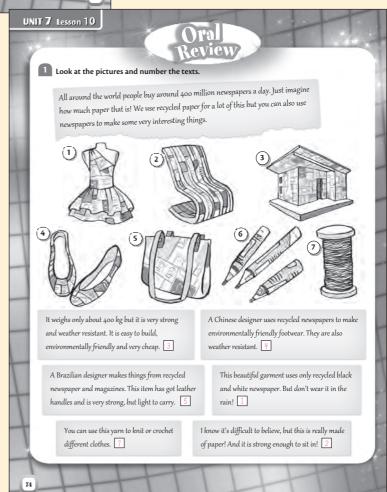




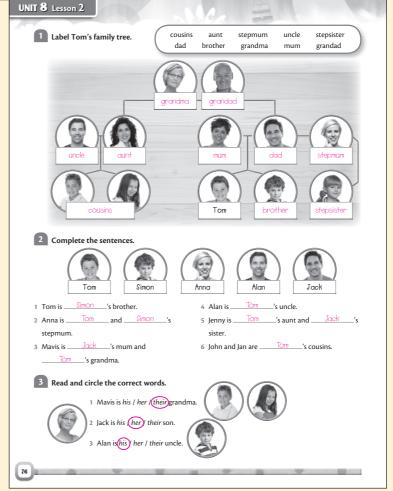


*Unit (7) Lesson 9 · 10

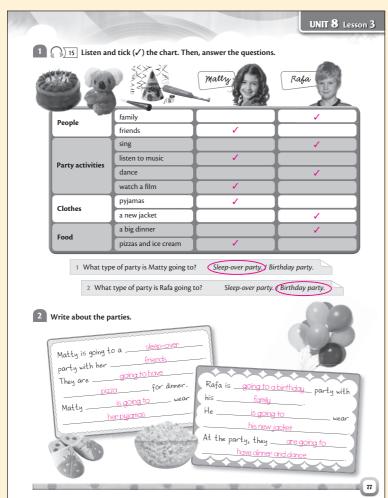








*Unit (8) Lesson 3 · 4



Transcript

Listen and tick the chart. Then, answer the questions.

Narrator: Listen to Matty's weekend plans. **Matty:** I'm really looking forward to the party this weekend, Mum.

Mother: Who's going to be there?

Matty: My four best friends!

Mother: What are you going to do? **Matty:** Well, we're going to watch a film and

we're going to listen to music.

Mother: Are you going to wear anything special?

Matty: No, not really. Just my pyjamas. **Mother:** And what are you going to eat?

Matty: Pizzas and ice cream. **Mother:** Hmm. It sounds fun.

Narrator: Now, listen to Rafa's weekend plans. **Rafa:** I'm going to a great family party this weekend.

Joe: What are you going to do?

Rafa: Well... we're going to sing Happy Birthday of course!

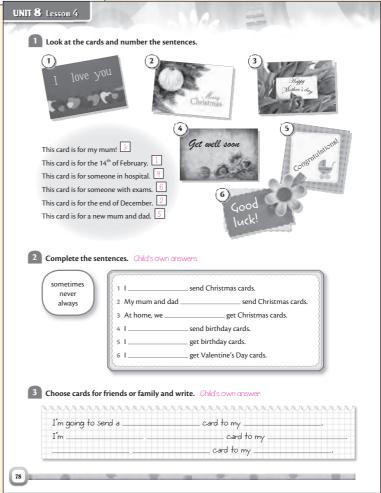
Joe: What else?

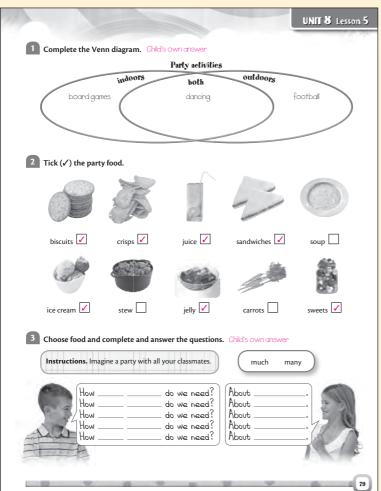
Rafa: We're going to have a big dinner and then

we're going to dance.

Joe: Are you going to wear anything special?

Rafa: Yes, I am! I've got a new jacket.







Complete the sentences with rhyming words. Then, listen and check.

I'm rhymes with time.
I'm rhymes with lime.

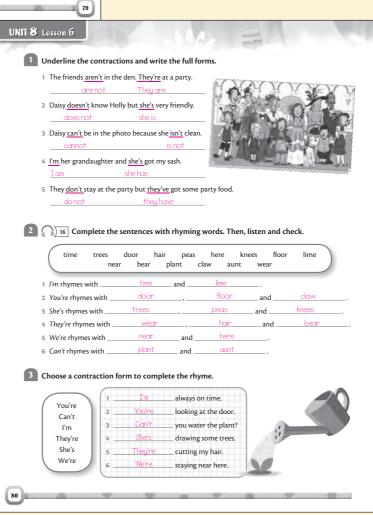
You're rhymes with door. You're rhymes with floor. You're rhymes with claw.

She's rhymes with trees. She's rhymes with peas. She's rhymes with knees.

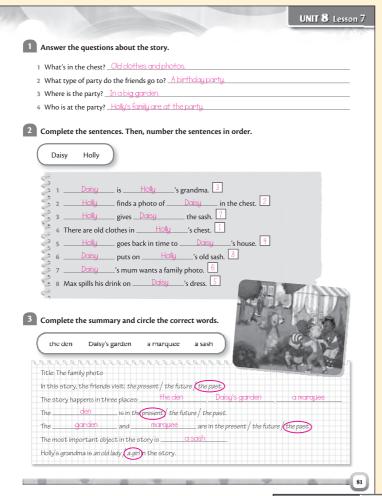
They're rhymes with wear. They're rhymes with hair. They're rhymes with bear.

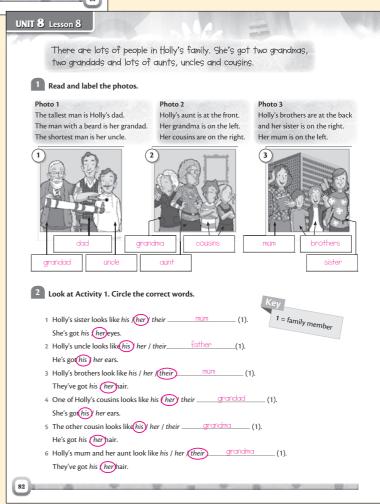
We're rhymes with near. We're rhymes with here.

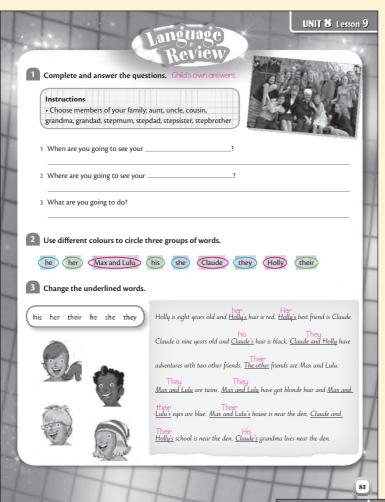
Can't rhymes with plant.
Can't rhymes with aunt.

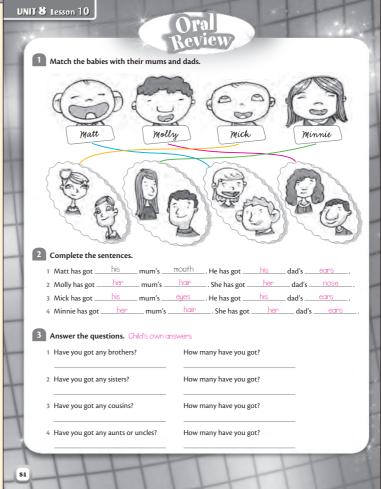


*Unit 8 Lesson 7 · 8

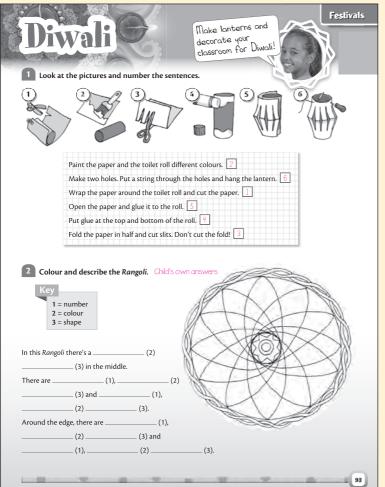








* Festivals





Read and classify the words. Then, add more words.

An <u>adjective</u> is a describing word. Examples: big, blue... A <u>noun</u> is a labelling word. Examples: spring, tree...

_ 0	adjective	noun	
1 syllable	pink small	spring tree	
2 syllables	purple orange	winter flowers fireworks autumn birthday summer snowman	
3 syllables	beautiful wonderful	holidays strawberries	
4 syllables	ordinary	January swimming costume	

beautiful wonderful orange purple pink small spring winter autumn summer holidays flowers birthday tree strawberry ordinary January snowman fireworks swimming costume

celebrate the

seasons.

2 Count and write the syllables in each line.

- 1 There's a snowman in the park.
- 2 The blossom on the trees is red and pink. ________
- 3 Strawberry ice cream.
- 4 I'm water-skiing in the sun.
- 5 Orange and red leaves.
- 6 August in the summer sun.
- 7 Raindrops on my head.

94

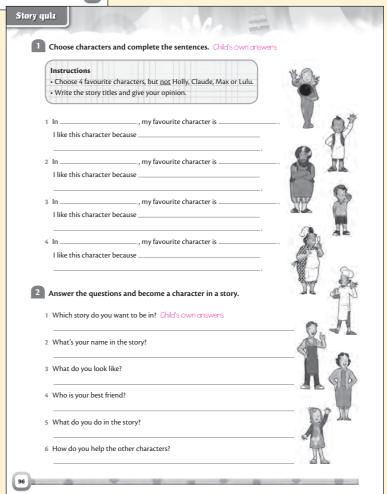
8 Brown trees, no leaves in winter.



3 Answer the questions. Child's own answers

- 1 What is your favourite season?
- 2 Is your birthday in your favourite season?
- 3 What do the trees look like in your favourite season?
- 4 What's the weather like in your favourite season?
- 5 What holidays do you have in your favourite season?
- 6 Are there any family birthdays in your favourite season? ___

1 Answer the questions wi	thout checking back.		_	
Which character	· ·			
1 spills milk on Daisy's dress	Max			
2 works out that the letters	are back to front?	(
3 swings across the gym?	ala			
4 presses a mystery button of	n the spaceship? Holly			
5 recognises a Chinese coin	Claude			
6 finds the way out of the sh				
7 wants to invent a new flav				
8 tells Rahim where the che	t of pepper is? <u>Claude</u>			
Number the endings to i				
INGILIDEL THE CHAINES TO I				
	fatch the story titles.			
1)	•	(5)~~		
1) A quiet Sunday	•	5 N	lani's adven	ture
2)	afternoon 6) == ==]	3- 3- 3- 3-	ture
A quiet Sunday The mad exercise r	afternoon 6	5 New fl	3- 3- 3- 3-	ture
The mad exercise r	afternoon 6) == ==]	3- 3- 3- 3-	ture
2)	afternoon 6) == ==]	3- 3- 3- 3-	
The mad exercise r Captain	afternoon achine anachine	New fl	avours! Headline ho	
The mad exercise r	afternoon achine anachine) == ==]	avours! Headline ho	
The mad exercise r Captain	afternoon achine anachine	New fl	avours! Headline ho	
The mad exercise r Captain	afternoon achine lani 8 T	New fl	avours! Headline ho	Company of the compan
(The mad exercise r 3) Captain Desert treasure	afternoon achine ani ani ani ani ani ani ani	New fl	avours! Headline ho	ornors!
The mad exercise r Captain Desert treasure It's a narrow escape, get away from the m	afternoon achine and the children achine.	New fl 7 The family p The childre mannequir	avours! Headline howhoto In say goodbye to and go back to a	orrors!
The mad exercise r Captain Desert treasure	afternoon achine ani ani ani ani ani ani ani	New fl The family p The childre mannequir y now that	avours! Headline how hoto In say goodbye to and go back to a servisody is g	ornors!



Richmond Wonders

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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- Language worksheets at different levels
- Skills worksheets
- Phonics worksheets
- Tests at different levels

Flashcards and Word cards

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Story cards





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- All the course materials cross-referenced into one single format for use with IWB or projector



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