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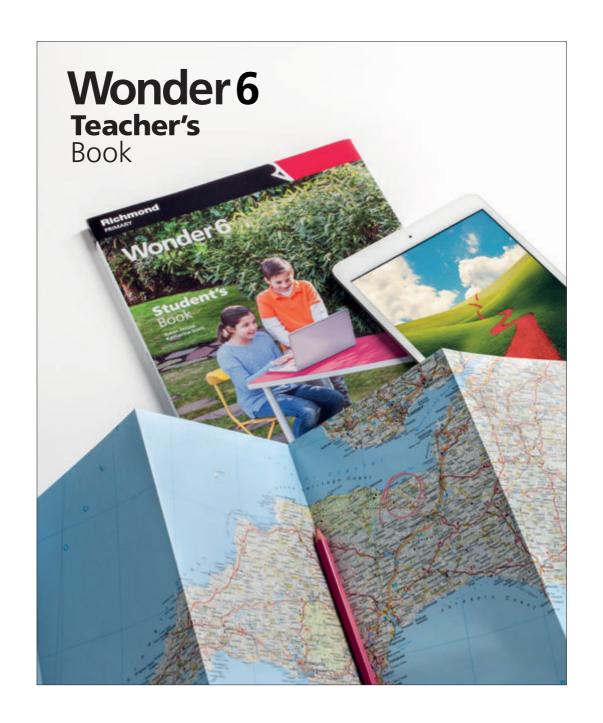
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LINUTC	CLIL	Key structures		
UNITS	* Knowledge * Creativity * Literacy	Phonics		
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		• Alternative spellings for e and ee: green, season, went, leather		
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	0 1 1771	• Hard and soft <i>th</i> : th ird, a th lete, Corin th, th ey, o th er, wi th		
Festivals page 224		 Let's hold hands, Let's not fight I'm going to We aren't going to Imperatives: Tidy up; Plant trees; Don't fight 		

Key Competences page 16				
Activity Bank page 17	Go Digital Bank page 22			
	Cultural focus			
Key vocabulary	Functional language			
• IT, Months, Transport, Numbers, Places, Features, Alphabet	• What's your ? Where are you from? Where/How do you ?			
 Personality (serious, lazy, hard-working, bossy, kind) Verbs for emotions (frown, smile, stare, wink, blush) 	Rowan Atkinson as Mr Bean			
Routines (do homework, tidy up, get up)	Language for telling jokes: Knock, knock. I don't get it. I know a joke. That's really silly.			
Animals (parrot, chimpanzee, sea lion, turtle)	Sheepdog trials			
 Art descriptions (watercolour, background, abstract) Actions (read, say, use, count, climb, solve, play) 	Language for requesting help: Can you give me a hand? What do you need? Can you get me a bag, please?			
• Ecology (unplug, close, turn off, insulation, solar panels)	Cycling clubs			
Electricity (standby light, watts, energy)Electronic equipment (microwave, speakers, computer)	Language for doing a survey: Excuse me? Have you got a moment? Can we ask you some questions? Thanks for answering our questions.			
Film genres (cartoon, comedy, musical, horror, action, sci-fi)TV genres (documentary, quiz show, talent contest, news)	Stage school			
Performance (actor, script, costumes, director, rehearse)	• Language for planning ahead: Are you going anywhere this weekend? Do you want to ask anybody else? There's nothing exciting on.			
Fabric (wool, nylon, silk, leather, cotton)	Scottish traditional costumes			
 Clothes (jeans, hoodie, bow tie, suit, cape, waistcoat) Clothes/shoes parts (heel, laces, buckle, ribbons, ruff) 	• Language for choosing clothes: I love/hate wearing Can I wear my ? You can't wear to a You look hilarious. Do they fit? They're too tight. It's smart! You need a			
Activities (art, dancing, spelling, diving, football, gym)Music (cymbals, chords, charts, stage)	Volunteering			
Competition (champion, tournament, genius, won, beat)	Language for congratulating: We had a great night. What a superb performance. It was the best of all your shows so far. It was really creative stuff.			
 Parts of a city (suburbs, centre, residential zone) Facilities (car park, bike lane, motorway, green spaces) 	• 19 th century London			
City problems (pollution, noise, traffic jams, crime)	Language for giving directions and making yourself understood: Where's the nearest ? Go straight ahead. Where do we get off? Speak slowly, please. What is ?			
Sports (javelin, boxing, decathlon, fencing, long jump,	London's Olympic Park			
martial arts, synchronised swimming, show jumping) • Adjectives (interesting, boring, spectacular, dangerous)	• Language for buying tickets to a sports event: Why don't we go to the? Well, how about the? I fancy the Would you like to see the? The afternoon's already sold out. Let's go in the morning, then. We won't have another chance.			
Peace (wars, refugees)Big numbers (56,000, 20 million, 1 billion)Ecology (endangered, second hand, recycled)	World Peace Day World Earth Day			

For the Student

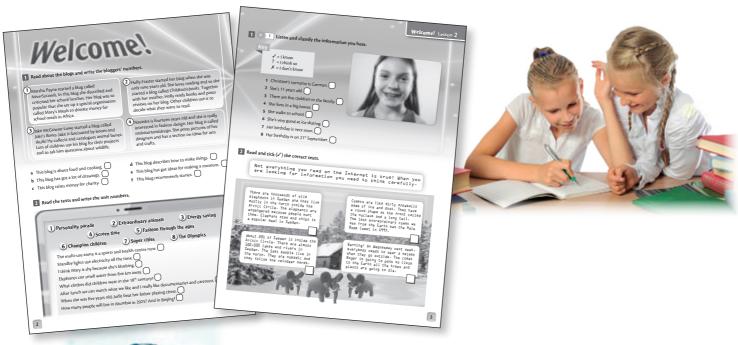
Student's Book

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 special days 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**.



For the Teacher

Teacher's Book

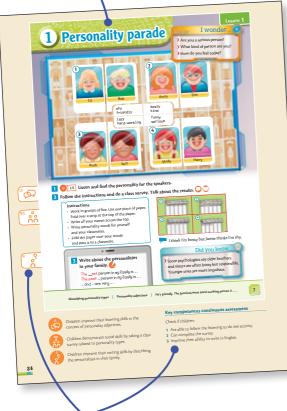
The spiral bound guide contains step-by-step guidance to Go Digital at your own pace, interleaved Student's Book reproductions, unit overviews for quick lesson plans and complete teaching notes plus extra suggestions for exploiting the course. It also provides the transcripts and answer keys, assessment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

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

> > the Teacher's i-book.

The full colour Student's Book pages provide easy

visual reference.



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

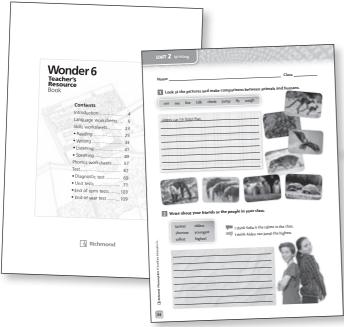


at the end of each unit.

For the Teacher

Teacher's Resource Book

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



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.



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**.



Posters





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 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 ()-poster) to access.



) i-flashcards

Touch () I-flashcards) to access.

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



) i-stories

Touch the first picture on the **Student's Book** pages to access. The **i-story** on the **Teacher's i-book** includes **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 Review pages in the **Student's Book** to access.

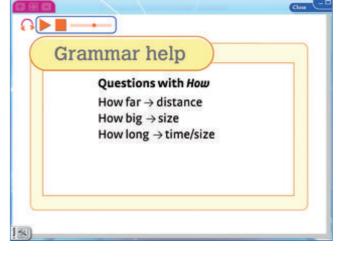
> Vocabulary Game Generator

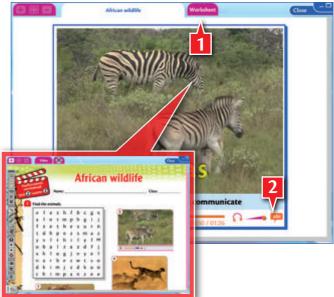
Accessible from the main books' bottom menu. Use it to create your own IWB games at any time. See the **Go Digital! Bank** on pages 22-24 to learn more about this tool.

> Audiovisual material

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

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





➤ The Richmond i-tools



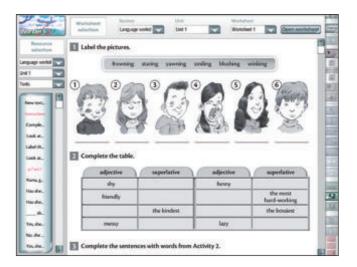
Take the book and make it yours by inserting notes, links and external files. It is also possible to write or paint on the i-book and in the zoom windows.

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

• Activity Generator



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 6 is set in an imaginary Wonderlab, full of different themes and stories that reflect the interests of children at this age. They will meet an assortment of characters who 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 I wonder and Did you know sections encourage the children to investigate the lesson topic further.



The Knowledge Strand

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

The Creative Strand

Did you know

Younger ones are more impulsive.

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

Central Focus

In Level 6 the central focus is based on contexts which are familiar to children of this age group, for example: ecology, film genres or the Olympic Games.

The Literacy Strand

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

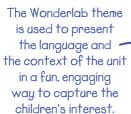
The Functional Strand

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

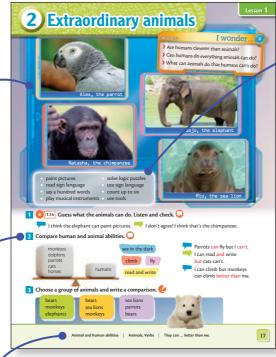
The Culture Strand

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



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

The **Teacher's i-book** includes a clip featuring real world images related to the lesson's cross-curricular topic.

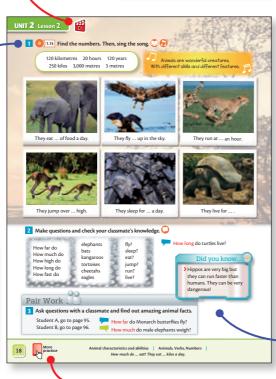
The clips are accompanied by an interactive comprehension activity.
The **Teacher's i-book** also provides an additional worksheet for further practice.



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

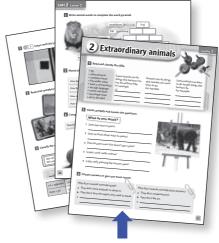
The **Teacher's i-book** provides an additional IWB activity for every song and chant in the **Student's Book**.



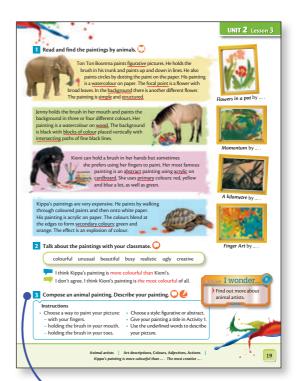


Extra interactive practice

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



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



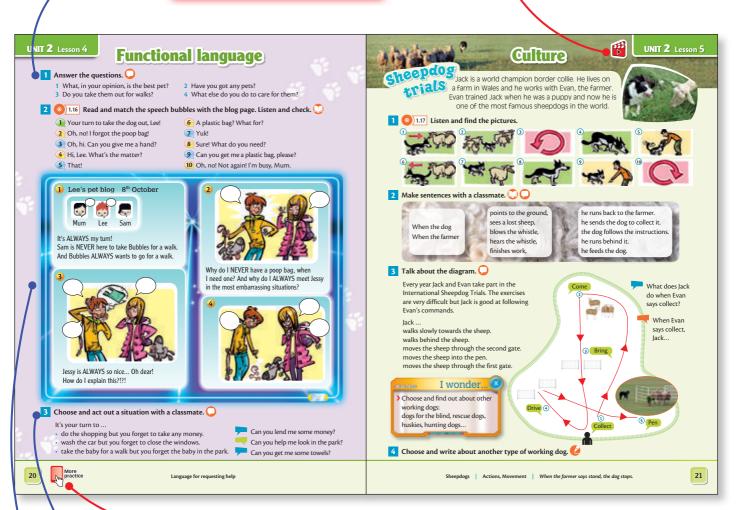
The creative strand encourages self-expression through art, drama, music or dance.

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

Personalised, opening questions lead in to the web or blog context where the functional language is presented.



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



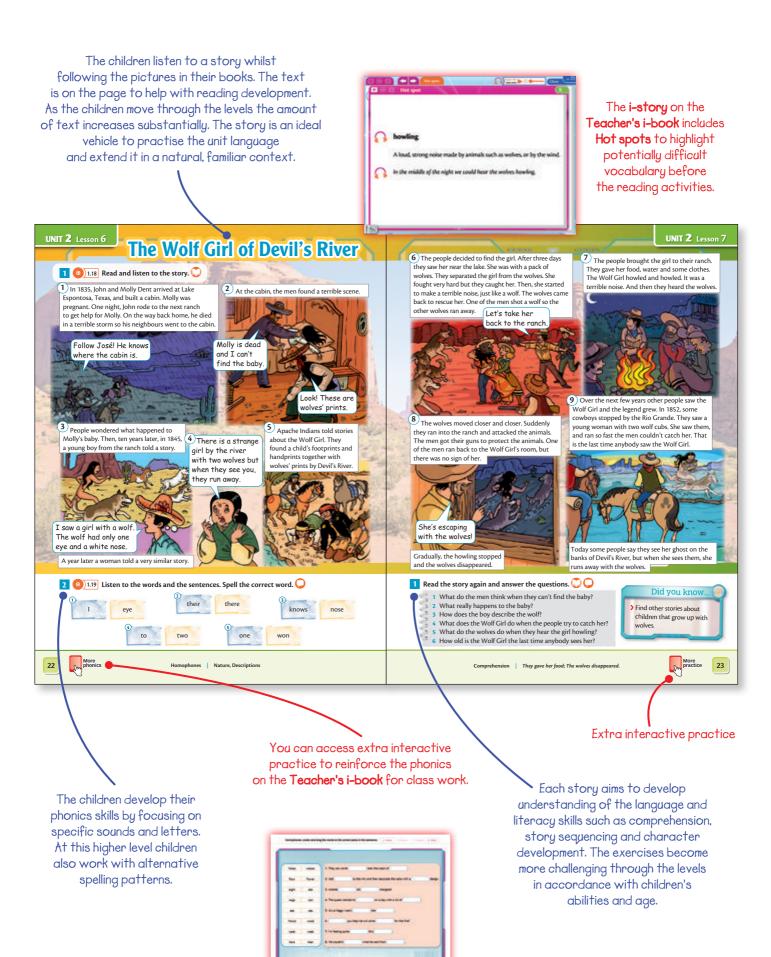
Extra interactive practice

The children have an opportunity to write or act out their own version.

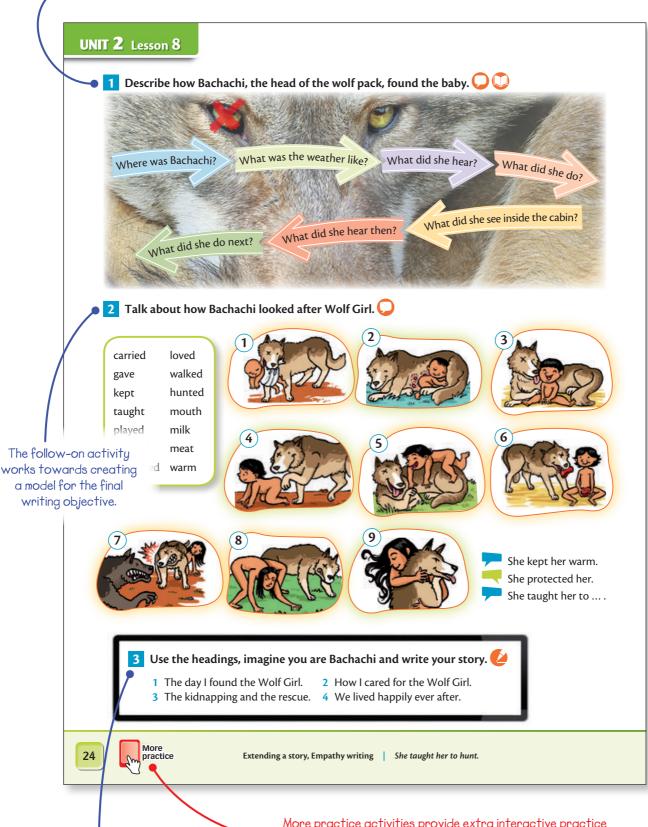
An entertaining web or blog format with an engaging narrator is the vehicle used to present the chosen functional language.

The Pair Work activities direct the children to different pages at the back of the book, making the exchange of information authentic.





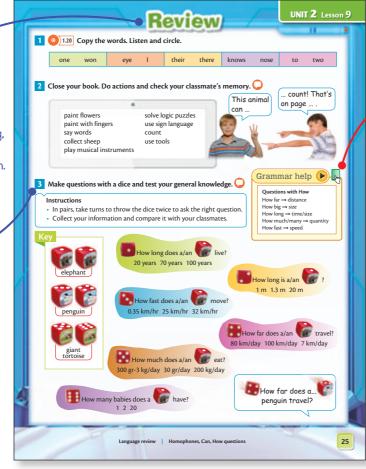
 The vocabulary and structures presented in the story are reinforced.



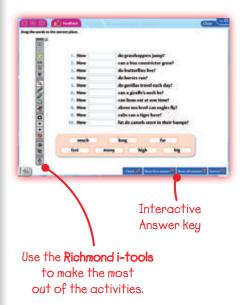
A more open writing model allows children to implement their previously learned knowledge. More practice activities provide extra interactive practice to reinforce the lesson content. They are ideal for fast finishers, as wrap-up activities, or homework. You can access them on the **Teacher's i-book** for class work.



The Review activities are designed to have a ludic sense.
All the skills are practised in the section.



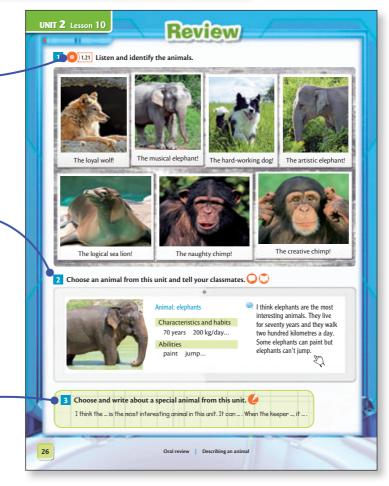
The **Teacher's i-book** provides a **Visual grammar presentation** in this lesson. The accompanying IWB activity provides further practice of the main grammar structures covered in the unit.



A listening activity helps reinforce both vocabulary and structures covered.

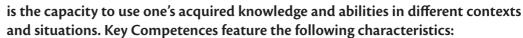
The activities build towards the children personalising and presenting what they have learned in the unit.

The writing activity provides a supportive gap-fill model with room to express themselves.



Key Competences for Lifelong Learning





- 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.





Social and Civic Competences

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



Cultural Awareness and Expression

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



Learning to Learn

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



Sense of Initiative and Entrepreneurship

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

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

Start as you mean to go on

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

Birthdays

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

Your voice

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

It costs nothing to be polite

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

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.

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 as much as possible. Always be conscious of dynamics within groups too. If children aren't happy together, this can seriously impede their learning.

Roles and responsibilities

Most children value being given responsibility, this can be as simple as handing out pencils. These roles show that you trust the child to act responsibly. Although assigning tasks can be seen as a reward, it's important to make sure that all the children get the chance to step up. Additionally, it's always a good idea to insist that EVERYBODY tidies up. That way each child will be aware of the mess they make during class.

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.

Classroom display

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

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.

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. They can help children learn about and come to terms with some of the difficulties of living and growing together.

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.



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. 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. 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. 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. 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.

Making the most of the register

Rather than just reading out the names to elicit a *Yes* or *Present* from the children, try asking them all to answer a question when their name is said. For example, *Today*, *I want everyone to say a TV programme you like* or *Today*, *tell me about your favourite sport*. You can get to know more about the children and their lives, but also find out who can give more extended answers.

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 classmate. For other activities, it can be more productive to put the stronger children together while you give more attention to a weaker group. Try to avoid having an identifiable group where weaker children are always together.

Accessible learning

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

Fast finishers

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

Flashcard Games

Mime game

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.

What's the word?

Hold a flashcard so that the children cannot see it. Describe the word for the class to guess. For example, It's an animal. It can't fly. It's long. It hasn't got any legs. (A snake)

Easy maths

Stick the flashcards to the board and write a number under each one. Say a sum, cycling plus tennis. The children add the numbers and say the word they add up to, swimming. This game can be played with addition (cycling plus tennis) or subtraction (basketball take away football).

Posters

Memory quiz

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

Stand up, Sit down

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

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?

Guess the word

Divide the class into teams. Start to write a word from the poster on the board, slowly, letter by letter. The teams put their hands up to try and guess the word. The first team to guess correctly wins a point and then can win a second point if they can complete the word with the correct spelling.

Five minutes

Show the poster and ask the children to work in pairs or small teams and write down all the words they can see on the poster in a notebook. Give them five minutes, then ask groups to count their words. The group with most words wins

Beat the teacher!

Choose a word from the poster, write it on a piece of paper and keep the paper hidden from the class. Tell the class you are thinking of a word from the poster and give them four chances to guess the word: *Is it the (helicopter)?* If the class guess the word in four guesses, then give them a point. If they do not guess the word, show them the paper with the word you chose and award yourself a point.

Whispers

Call six volunteers to the front and ask them to stand in a line. Whisper a sentence about the poster to the first child in the line (*The cat is sleeping on the bed*). That child then whispers the sentence to the second child and so on. The last child in the line goes to the poster and points to what they heard.

Narratives

Making mistakes

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

Story quiz

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

Who 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.

What if...?

You can really encourage the children to be creative by asking them to think up alternative endings. This makes them think about how stories work and also empowers them to make the stories their own.

Character profiles

Encourage the children to think around the story more. Let them choose someone from a story and write a character profile. Tell them to start with all the information they can deduce from the story and then ask them to invent information where there is a gap. The new information should be based on what they already know of the character. This is a very good exercise to prepare them for writing their own original stories.

Before and after

Here's another exercise to encourage thinking outside the story. Divide the class into small groups or pairs and ask them to think about what might have happened before the story started or what will happen after the story finishes.

Songs and Chants

Actions

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

Clap the rhythm

Read out a line from the song. Then, read it again but this time clap with each syllable. Encourage the children to join in. Then, clap the rhythm without saying the lines. Repeat this for each line of the song. You can ask the children to clap lines without singing and have the others guess the line. This works best in songs where there is more rhythmic variation between individual lines. As an alternative, you can divide the class into two groups and have the groups take turns in singing the song while the other group claps the rhythm.

Echoes

Read out or sing lines of the song and tell the children to repeat back to you. This activity can be made quite sophisticated by insisting that the children mimic accent and intonation. By varying these features each time you can really get them to focus on minute detail and develop listening skills.

Extra words

This activity helps the children focus on the lyrics while they are learning the song. Once they've been through the song one or two times, read out lines from the song, but add in extra words. Choose volunteers to tell you what the extra words are. This will also work by eliminating individual words from the lines.

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 the children 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; children call out *stop!* if they see a mistake and say what the correct word is.

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. Ask the children to match pairs of rhyming words. Even when spellings are not immediately obvious this works well as a discovery activity.

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 the children to predict what the song is about. Also ask 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 gets them to think about how dangerous it is to leave bags lying around on the floor! Make sure that you take points off groups that make noise or don't respect each other and the space.

Transitions

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

What comes next?

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

Showtime!

Songs and chants are a great way to bring your class together to perform. Having a performance to work towards also 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.

Vocabulary Games

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 vocabulary question, if they answer correctly they draw a nought in a square. Then Team B has a turn. The winner is the first to draw three noughts or crosses in a row.

Word tennis

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

Mr Green likes

Write Mr Green likes _?_ on the board. Invite the class to ask you questions to find out what Mr Green likes: Does Mr Green like cheese? (Yes), Does Mr Green like Maths? (No), Does Mr Green like books? (Yes). The aim is to find out what all the things Mr Green likes have in common: they're all words with double letters

12 Letters

Divide the class into teams and write 12 letters on the board (including at least three vowels). Give the teams five minutes to make as many words as they can with the letters. The team with most words is the winner.

Change places

Sit the children in a circle of chairs. Say: Change places if you like Maths, and encourage the children to change seats.

Repeat with other sentences: Change places if you've got a cat, Change places if you're wearing jeans, etc.

Basketball

Divide the class into two teams. Ask Team A to provide a list, for example: Say six ocean animals. If they are able to, give them a point and invite a volunteer from the team to the front. Give the volunteer a ball and ask them to try and throw the ball into a basket or bin three or four metres away. Give the team a second point if the volunteer gets the ball in the basket.

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, Sport, Verbs.* Say a letter (*G*) and ask the teams to write a word for each category on their papers (*Grapes, Giraffe, Golf, Go*). The first team to write four words, calls: *Stop the Bus!* and wins a point.

Grammar Games

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.

Throw the ball

Ask the class to stand in a circle. Throw a ball to a child and ask a question: What time do you get up? The child answers and then takes a turn to throw the ball and ask a question. This game can be played with What time do you ...? Did you ... yesterday? or Have you got ...? questions.



Maria Montessori

20 Questions

Ask a volunteer to the front and tell them to think of a famous person. The children ask the volunteer yes/no questions to find out who it is: Are you a man? Are you a woman? Have you got long hair? Are you a singer? The children have 20 questions to try to guess who the famous person is. As a variation, the volunteer can think of someone in the class.

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.

Can you remember?

Sit the children in a circle. Say: I played tennis yesterday, and ask the first child in the circle to repeat the sentence and extend the sentence, for example: I played tennis and I read a comic. Then, the next child repeats the sentence and extends it further, and so on.





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 RADHLEUGH TOUSTANT on your Teacher's i-book.

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

Vocabulary Game Generator

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

> How to create a game

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



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



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



- 1 Select the pictures for your game. You can choose pictures from different units to be included in the same game. This is ideal for term reviews or an end-of-year review.
- 2 Touch the arrow to add them to the game.
- This indicates the minimum number of items needed to create a game. Add more than the minimum to make the game more varied and challenging for the children.
- 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!

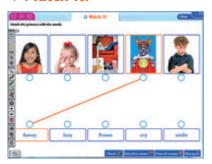


1 Touch **New Game** to change the pictures in your game.



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

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

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

*** Guess it!**



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

Touch **(See)** 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

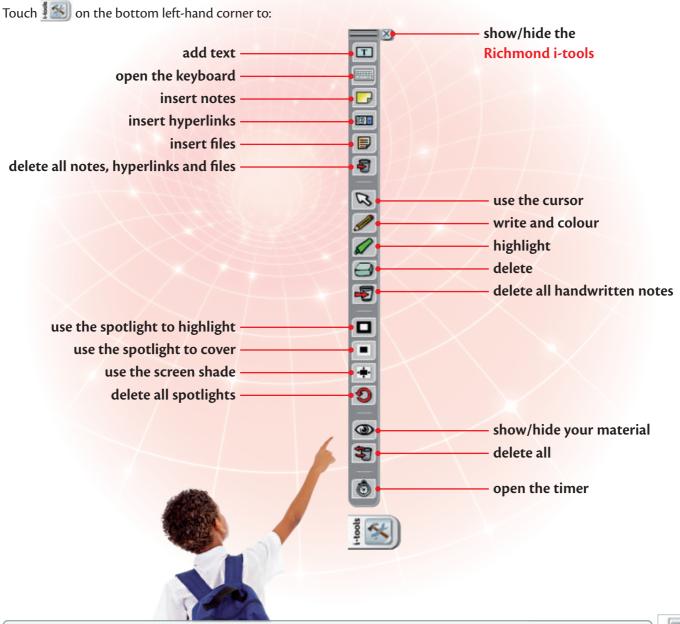


This feature allows you to take the **Teacher's i-book** and make it yours by **inserting notes**, **hyperlinks** and **external files**. It is also possible to **write** or **paint** on the i-book and in the zoom windows.

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

IT language: click on, email address, icon, link, log on, password

Web pages: cartoon generator, homework helper, music bites, photo album, sound bites, story library, videos, voice recorder Personal appearance: blue eyes, freckles,

glasses, pointed ears

Structures

Ella's dad's birthday is in

Order of adjectives: (long) (straight) hair

Describing appearance: I've got / haven't got
(glasses).

His (eyes) are

Adam's hair is (curly).

Recycled Language

Alphabet Months of the year Numbers Places

Transport Wh-questions: What's your ...?

There is / are Where are you from? Where / How do you ...?

Skills Objectives

Listening: To understand statements and decide if they are true or false. To listen to and sing a song about personal questions. To identify pictures of people based on a physical description.

Reading: To recognise words related to computers. To match questions to answers. To follow instructions.

Writing: To write personal questions. To write about oneself. To write a description of an avatar.

Speaking: To use picture clues to discuss the themes in the book. To ask and answer personal questions.

Assessment Criteria

- Children can understand oral and written messages about computers and physical descriptions.
- Children can ask and answer personal questions.
- Children can identify units in the book.
- Children can follow instructions to create a password.

Optional Resources

Teacher's Resource Book Photocopies:

• Evaluation: page 69, Diagnostic test

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

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: knowledge

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 reinforce their knowledge of vocabulary related to months, transport, numbers and places through a song.



Competence in Maths, Science and Technology:

Children develop and apply mathematical thinking to make a password.



Digital Competence:

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



Social and Civic Competences:

Children demonstrate social skills to work in groups by asking each other personal questions.



Cultural Awareness and Expression:

Children develop their imagination when writing a short description of their avatar.



Learning to Learn:

Children develop learning skills when becoming familiar with their main learning tool: the Student's Book.



Sense of Initiative and Entrepreneurship:

Children apply logical reasoning, critical thinking, initiative and problem-solving techniques to match the links and the photos to the units in the book.

WELOOME TOS

The Wonder Lab is a very special place, just for you. You can learn lots of amazing and interesting things about our world. You can travel around, see interesting places and meet other children. Log on now and get ready to wonder at our world!

Follow the instructions to log on.

- **1** Write your email address, for example: sam.richmond@...
- **2** Write your password using a combination of at least 6 letters and 3 numbers, for example: SR123MNOH
- **3** Write your password again.
- 4 Click log on.

You are now logged on to the Wonder Lab.

Click on the links below to find out more about the themes in your book.



Click on this link to do a personality test.



Click on this link to find out about energy and the environment.



Click on this link to find out what's on TV.



Click on this link to find out about famous children.























We love receiving your suggestions and ideas. Click on the icon to send us a message.

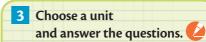


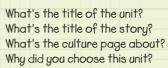






- 1 0 1.1 Listen and say True or False.
- 2 Match the links and the photos with the units in your book.
 - I think link number 3 is for Unit ... because it's about I think photo number 2 is for Unit ... because it's about







Web pages and familiarisation with the book | IT There is a / isn't a There are some / aren't any



Children improve their listening skills in the context of a website and decide whether the statements they hear are true or false.



Children apply logical reasoning, critical thinking, initiative and problem-solving techniques to match the links and the photos to the units in the book.

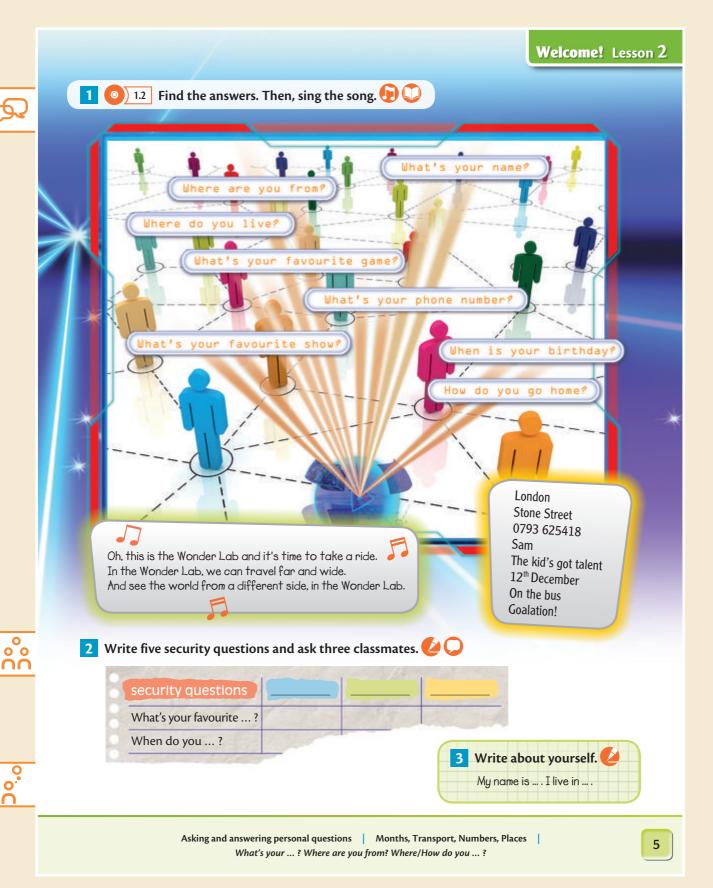


Children develop learning skills when becoming familiar with their main learning tool: the book.

Key competences continuous assessment

Check if children:

- 1 Are able to follow the listening to do the activity.
- 2 Show initiative to draw conclusions.
- 3 Become familiar with the book.





Children reinforce their knowledge of vocabulary related to months, transport, numbers and places through a song.



Children demonstrate social skills to work in groups by asking each other personal questions.



Children use their initiative to write about themselves.

Key competences continuous assessment

Check if children:

- 1 Reinforce their vocabulary through the song.
- 2 Work well in groups to ask each other questions.
- **3** Show initiative to write basic information about themselves.

CLIL Objective

To become familiar with vocabulary related to web pages.

Language Objectives

To review IT language: click on, email address, icon, link, log on, password

To learn language to talk about web pages: cartoon generator, homework helper, music bites, photo album, sound bites, story library, videos, voice recorder

To review the structures: There is a / There are some, There isn't a / There aren't any, You can...., To open the link click on the

Materials

- Teacher's i-book
- Flashcards from previous levels
- CD 1

Lead-in

Play the name game. The children write their names on squared paper with a letter in each square. Collect the papers, shuffle and hand them out again. The children take turns giving clues to find the owner of the name: *The second letter is (l). The last letter is (o)*.

1 1.1 Listen and say *True* or *False*. The children read the Wonder Lab web page. Ask questions to make sure the children understand the different sections. Play the audio. Pause after each statement and either ask individual children or have the class vote as to whether each statement is true or false.

Answers

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

2 Match the links and the photos with the units in your book.

Give the children time to familiarise themselves with the book. They work in pairs to match the links and photos and report back.

3 Choose a unit and answer the questions. The children choose a unit and write about it in their notebooks answering the questions. Encourage them to make their own observations and to give opinions.

Fast Finishers

The children write a message to the Wonder Lab web page giving an idea or suggestion as to what could be included on the web page.

Wrap-up

If you have the flashcards from previous levels play *Guess the flashcard* to review vocabulary. Place a piece of paper over a flashcard and reveal it slowly. Ask: *What's this? What do you think?* The children speculate until the paper is completely removed.

1.1 Listen and say True or False.

- 1 Your password is a combination of letters and numbers.
- 2 There is an icon link for a page on the environment.
- 3 There is an icon link for a page on animals.
- 4 There aren't any videos on the web page.
- 5 There are some stories on the web page.
- 6 You can buy things from this page.
- 7 You can find and store your photos.
- 8 You can't record your voice.
- **9** To open photos of animals, click photo link number 3.
- 10 To send a message click on the envelope icon.

Optional Resources

Teacher's Resource Book pages 69-70, Diagnostic test.

Continuous Assessment

Check if the children can:

Use the IT words presented in the lesson.

Use the structures *There is | There are* to describe a web page. Understand statements about a web page and say if they are true or false.

Investigate their new course book and infer what each unit will be about.

Activity Book

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

CLIL Objective

To ask and answer personal questions.

Language Objectives

To review: months of the year, numbers, places, transport **To review the structures:** What's your ...? Where are you from?

Where / How do you ...? When is your ...?

Materials

- Teacher's i-book
- CD 1

Lead-in

Prepare information sheets about famous people or fictional characters, giving personal information. Hand them out to half of the class. Then, write the names of the people/characters on the board. The other half of the class have to go around to find the characters by asking personal questions. Obviously, they are not allowed to ask: What is your name?

1 (a) 1.2 Find the answers. Then, sing the song. Ask the children what websites they visit and if they have to answer security questions. Ask the children their answers to the security questions. Then, ask which of the listed answers fits which question. Finally, listen to the song. Then, all the children join in with the song.

Answers

Sam, London, Stone Street, Goalation! 0793625418, The kid's got talent, 12th December, On the bus

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 i-tools** and ask the children to fill in the gaps. Listen to the song to validate.

- **2** Write five security questions and ask three classmates. The children use the examples to create their own security questions. Encourage the children to be creative with their ideas.
- **3** Write about yourself. The children write a paragraph sharing personal information based on the answers to the questions in Activities 1 and 2. You could ask them to bring a photo of themselves and make a class display of the information.

Fast Finishers

The children write up personal information about their favourite famous person or fictional character.

Wrap-up

Play Guess the false fact! Give three pieces of personal information about yourself: (I am from London. I am 33. I have a blue car.)
The children speculate about which of these statements is not true.
Then, they take turns playing.

1.2 Find the answers. Then, sing the song: The Wonder Lab.

Chorus:

Oh, this is the Wonder Lab and it's time to take a ride. In the Wonder Lab, we can travel far and wide. And see the world from a different side, In the Wonder Lab.

Answer your security questions. What's your name? Where are you from? Where do you live? And what's your favourite game? What's your phone number? What's your favourite show? When is your birthday? And how do you go home? Access granted! Let's go!

Chorus

Continuous Assessment

Check if the children can:

Ask and answer personal questions using the structures presented in the lesson.

Write a short paragraph about themselves giving basic biographical details.

Activity Book

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

Welcome! Lesson 3



1.3 Listen and find the avatars. Then, ask and answer to guess the avatars.





2 Read the instructions and talk about the children. Make your own password.

You need a password for your access to the Wonder Lab.



J 3 10 RD BR CK 12



S 3 12 BE BL ND 08





Instructions

In order, use the:

- · letter of your birthday month.
- sum of your age (e.g. $11 \rightarrow 1+1=2$).
- number of your mum's birthday month.
- first and last letters of your favourite colour.
- first two letters of the colour of your eyes.
- · last two letters of the colour of your hair.
- number of your dad's birthday month.



- Nina's favourite colour is blue.
 - Dennis' dad's birthday is in October.
 - I think Dennis' eyes are blue.









Describing avatars and passwords Features, Alphabet, Numbers I've got / haven't got (glasses). Adam's eyes are



Children practise their listening skills to match the descriptions to the pictures.



Children develop and apply mathematical thinking to make a password.



Children develop their imagination when writing a short description of their avatar.

Key competences continuous assessment

Check if children:

- 1 Are able to match the descriptions to the pictures.
- 2 Can make a password.
- **3** Use their imagination to write a short description.

Welcome! 🌞 Lesson 3

CLIL Objective

To make passwords.

Language Objectives

To review words for describing personal appearance:

blue eyes, freckles, glasses, pointed ears

To review order of adjectives: (long) (straight) hair

To practise the alphabet and numbers.

To review structures for describing appearance: I've got /

haven't got (glasses). His (eyes) are

Adam's hair is (curly).

Ella's dad's birthday is in

Materials

- Teacher's i-book
- CD 1

Lead-in

Have a class discussion about avatars. Ask: Have you got one? What's it like? Why do you think people use avatars? If you made an avatar of yourself using a(n) (animal), what animal would it be? Talk about passwords: Why do we have them?

1 0 1.3 Listen and find the avatars. Then, ask and answer

to guess the avatars. The children listen to the audio and say which avatar is being referred to. Then, they take it in turns to choose and describe an avatar for their classmates to guess.

Answers

- 1 Avatar 3, 2 Avatar 4
- **2** Read the instructions and talk about the children. Make your own password. The children read the instructions on how to generate a password. Then, they make inferences about the children. Finally, they create their own password.
- **3 Describe your avatar.** The children can make a drawing of their avatar to go with the written description. Make a class display of their work.

Fast Finishers

The children draw another avatar. They try and make it the exact opposite of their original avatar to illustrate another side of their personality.

Wrap-up

Play *Guess whose password*. Write four of the children's passwords on the board. The rest of the class have to guess whose passwords they are. The children whose passwords are chosen play along!

The children drag the words to form correct sentences which will help them consolidate the learning points for the Present Simple and physical descriptions.

Transcript

1.3 Listen and find the avatars. Then, ask and answer to guess the avatars.

Girl: See if you can find my avatar. I've got glasses. I haven't got pointed ears but I've got freckles. I've got curly hair. I haven't got long hair. I've got feathers but I haven't got wings.

Boy: Ah! I've got it. It's number

Girl: It's your turn.

Boy: OK. I've got wings but I haven't got feathers. I've got long, red hair but I haven't got glasses. I've got pointed ears but I haven't got freckles.

Girl: Ah! I've got it. It's number

Continuous Assessment

Check if the children can:

Ask for and give information about themselves.

Describe and design an avatar using the structures presented in the unit

Use the IT language introduced to describe a web page.

Activity Book

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

Unit (1) Overview

Vocabulary

Adjectives to describe personality: bossy, friendly, funny, hardworking, kind, lazy, messy, serious, shy, tidy

Verbs for emotions: blush, cry, frown, laugh, smile, stare, wink, yawn

Verbal phrases: do homework, organise, smile at (teachers), tell (stories), tidy up

Frequency adverbs: always, sometimes, never

Structures

Structure: to be: He's (bossy).

Present Continuous: She's (blushing). She

isn't (winking).

Present Simple: Does he ... ? / Do you ... ? **Questions forms:** Why ...? Because

Frequency: He (always) (does his homework). **Superlatives:** The (funniest) person is ...; the

most (hard-working) person is

Functional language: I don't get it. Do you know any more? I know a joke. That's really (silly). You can do better. It's a classic.

He makes me laugh.

Recycled Language

Comparatives and superlatives

Adjectives of opinion Words for physical appearance and body

Everyday routines

Cultural Strand

Language Objectives:

To talk about the personality of a comic character. To practise the Present Simple.

Creative Strand

CLIL Objective:

To become aware of personality and body language.

Language Objectives:

To understand and talk about the connection between body language and personality. To introduce verbs for expressing emotions. To practise the Present Continuous.

Functional Strand

Language Objectives:

To introduce functional language for telling jokes. To introduce new adjectives.

Personality parade

Literacy Strand

CLIL Objective:

To understand a fictional story about changes in behaviour.

Language Objectives:

To introduce verbal phrases to talk about routines and personality types.

To practise talking about routines using the Present Simple and frequency adverbs.

Knowledge Strand

CLIL Objective:

To identify routines and personality types.

Language Objectives:

To practise the intonation and spelling of two syllable words.

To infer personality from a character's behaviour in a story.

To review the language for everyday routines and adjectives to describe personality.

Skills Objectives

Listening: To understand descriptions of personality types. To understand jokes and recognise the punch line. To listen to and follow a story.

Reading: To read a website and match the punch line to the joke. To read a story and infer personality and daily routine.

Writing: To write a description of a person and describe what their body language says.

Speaking: To talk about personality types and body language. To pronounce two and three syllable words correctly. To talk about daily routines.

Assessment Criteria

- Children can understand and retell a joke.
- Children can recognise and reproduce the stress patterns in two and three syllable words.
- Children can read a story and infer the personality of the character through their actions.
- Children can write about personalities and comic characters and say why they find them funny.

Optional Resources

Teacher's Resource Book Photocopies:

- Lesson 1: page 25, Reading
- Lesson 2: page 33, Writing
- Lesson 3: page 49, Speaking
- Lesson 6: page 59, Phonics
- Lesson 9: page 41, Listening
- Lesson 10: pages 7-8, Language
- Evaluation: pages 71-72 or 73-74, Unit 1 test

Extras/Realia

- Lesson 2: each child brings in a photo of themselves or images of silent movie stars, clips from silent movies
- Lesson 6: card for making Word Stress Snap game
- Lesson 9: dice

GoDigital

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



Audiovisual material:

- Lesson 2: Good friends
- Lesson 5: Mr Bean



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 personality adjectives, body language, routines and language for telling jokes.



Competence in Maths, Science and Technology:

Children need to apply basic mathematical principles to understand the concept of different time expressions.



Digital Competence:

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



Social and Civic Competences:

Children demonstrate skills by working in pairs in the context of personality types.



Cultural Awareness and Expression:

Children use their imagination and creativity to tell jokes and invent a cartoon character.



Learning to Learn:

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



Sense of Initiative and Entrepreneurship:

Children show their initiative and apply logical thinking to draw conclusions.









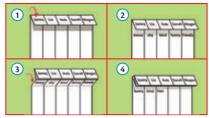


Instructions

- Work in groups of five. Use one piece of paper. Fold over a strip at the top of the paper.
- · Write all your names across the top.
- · Write personality words for yourself and your classmates.
- · Fold the paper over your words and pass it to a classmate.



The <u>_est</u> person in my family is and ... are very



I think I'm bossy but Jamie thinks I'm shy.

The most ... person in my family is

Did you know...

Some psychologists say older brothers and sisters are often bossy but responsible. Younger ones are more impulsive.

Identifying personality types | Personality adjectives | He's friendly. The funniest/most hard-working person is

7



Children improve their listening skills in the context of personality adjectives.



Children demonstrate social skills by taking a class survey related to personality types.



Children improve their writing skills by describing the personalities in their family.

Key competences continuous assessment

Check if children:

- 1 Are able to follow the listening to do the activity.
- 2 Can complete the survey.
- 3 Improve their ability to write in English.

CLIL Objective

To learn about personality types.

Language Objectives

Adjectives to describe personality: bossy, friendly, funny, hard-working, kind, lazy, serious, shy

To practise superlatives: The (funniest) / (most hard-working) person in my family is

To describe physical appearance: She has got (long), (brown) (hair). She's got (a)(red)(dress).

To practise the Present Simple: What do you think of ...? (He) always (tidies his room).

Materials

- Teacher's i-book

- Poster for Unit 1

- CD 1

- Flashcards for Unit 1 (adjectives)

Lead-in

1.4 Display the **poster**. Point out the different people and their personalities. Explain the adjectives using words they already know. Then, play the audio and ask the children to identify the people in the poster.

(See transcript page 54.)

Open the **i-flashcards** to present the key vocabulary in the unit. Explain the personality adjectives using words they already know, for example: *Friendly: talks to lots of people; serious: doesn't laugh very often*. Then, open the **i-poster** and play the audio. As you listen, drag the words to label the children who are being described.

1 (a) 1.5 Listen and find the personality for the speakers.

•••••

Place the **flashcards** on the board. Look at the *I wonder* box. Ask a child to take a flashcard from the board to answer the second question. Play the audio and the children decide which personality adjective best suits each speaker.

(See transcript page 54.)

Answers

- 1 Liz is friendly, Bob is shy.
- 2 Anna is bossy, Tim is kind.
- 3 Ruth is lazy, Sam is hard-working.
- 4 Molly is funny, Harry is serious.
- **2** Follow the instructions and do a class survey. Talk about the results. The children get into groups with one piece of paper per child. They follow the instructions to do a survey of their personalities. They shouldn't confer. At the end of the activity the groups report back to the class.
- **3** Write about the personalities in your family. The children use the model text as a guide to write a paragraph about the personalities in their family. Encourage them to include extended family too.

Fast Finishers

The children write five sentences in their notebooks comparing different personalities in the class. Encourage them to use the vocabulary they have learned. They can use their dictionaries for other vocabulary they may need.

Wrap-up

The children underline what they feel is the most representative adjective for themselves from the game in Activity 2: *I think I'm very (friendly)*. Then, they go around the class and find someone with the same personality type.

Finally, read the information in the *Did you know* box and ask them if they agree or not.

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

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

Note: For the next lesson the children need to bring in a photo of themselves.

Anticipated Difficulties

Some children may have difficulty recognising their own personality or strongly disagree with what others think about them. Be sure to keep a positive and supportive atmosphere in the class.

Optional Resources

Teacher's Resource Book page 25, Reading.

Initial Evaluation

Check if the children can:

Understand the adjectives and structures introduced in the lesson to identify different personalities in a listening activity. Discuss their own personalities and the personalities of their classmates

Write a description comparing and contrasting the different personalities in their families.

Activity Book

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

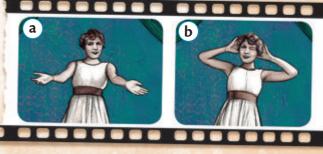






1 Read and find the pictures. Identify the personality for each picture.







- 1 Mary is looking at the ground and she's blushing.
- 2 Mary is looking up. Her index finger is on her cheek and she's frowning.

I think Mary 3 Mary is standing with one hand on a hip. She's shaking a finger and she's staring. is shy because she's blushing.

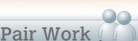
In picture f,

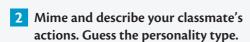
4 Mary has got her hands on her head and she's winking.



- 5 Mary's eyes are shut and her mouth is open. She's yawning.







Student A, go to page 89. Student B, go to page 92.

He's smiling. He isn't frowning. I think he's friendly.

I wonder. -> Find and describe photos of a star from the silent movies.

3 Find and describe a photo of yourself.



In this photo I'm ... years old. I'm ...ing at the camera. I'm not I'm with





Children increase their knowledge of vocabulary

related to personality and body language and develop their reading skills by matching pictures and descriptions.



Children demonstrate skills by working in pairs in the context of personality types.



Children improve their writing skills by describing a photo of themselves.

Key competences continuous assessment

Check if children:

Personality and body language Personality adjectives, Body parts, Actions She's blushing. She isn't frowning.

- 1 Learn new vocabulary related to personality and body
- **2** Work well in pairs to complete the activity.
- 3 Are able to write a description in English.

Creative Strand





To become aware of personality and body language.

Language Objectives

To introduce verbs for expressing emotions: blushing,

frowning, smiling, staring, winking, yawning

To practise structures: Present Continuous: She's winking.

He isn't frowning.

To review: body parts, actions, places

Materials

- Teacher's i-book
- CD 1
- Poster for Unit 1
- Flashcards for Unit 1 (blush, cry, frown, smile, stare, wink, yawn)
- Optional realia: an old photo of each child, stills of silent movie stars, clips from silent movies

Lead-in

Do a quick revision of body parts and introduce new ones by giving orders to the class: Raise your (left index finger)! Put your hand on your (hip)! Touch your (cheek)!

Display the **flashcards** (or open the **i-flashcards** on the **Teacher's i-book**) and explain each verb using an emoticon or action. The children take turns to mime the emotions for their classmates to guess. Display the **poster** (or open the **i-poster** on the **Teacher's i-book**) and say: *Find someone* (*smiling*)!

1 Read and find the pictures. Identify the personality for each picture. Ask the children if they have ever seen a silent movie. Mention how important facial expression and exaggerated body language were to get the story across in a film with no sound. Show them stills of silent movie actors if available. Individual children infer which personality is being displayed in each picture.

Answers

1 f, 2 d, 3 e, 4 b, 5 c, 6 a

[i-book] Touch [including to open the activity. Play Simon Says! The children look, listen and repeat the sequence to consolidate the personality and body language vocabulary.

- **2** Pair Work: Mime and describe your classmate's actions. Guess the personality type. Display all the flashcards on the board. The children get into pairs and take it in turns to act out or describe their partner's actions.
- **3** Find and describe a photo of yourself. The children use the photos of themselves to write a description of it using the guidelines given. Make a display of the photos and the descriptions.

Unit 1 Lesson 2

Fast Finishers

The children talk about the photos of silent movie actors.

Wrap-up

The children get into groups and write a silent movie scene. If possible show them some clips beforehand. Let them be as creative as possible and make a soundtrack or captions to be held up as the action progresses.

Watch the video *Good friends*. 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.

Look at the *I wonder* box and research it in class or set it as homework.

The children drag the words to form correct sentences which will help them consolidate the key vocabulary and structures covered in the lesson.

Optional Resources

Teacher's Resource Book page 33, Writing.

Continuous Assessment

Check if the children can:

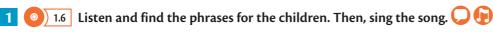
Combine adjectives and verbs introduced in the unit to make observations about how people are feeling.

Write a short description of a person's emotions and personality.

Activity Book

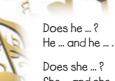
Unit 1, page 6, Lesson 2. See page 230 for answer key.

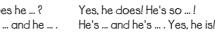












No, she doesn't! She's so ...! She ... and she She's ... and she's Yes, she is!







1 do homework on Fridays

2 smile at the bus driver

3 tell silly stories







4 help smaller kids

Yes, sometimes.

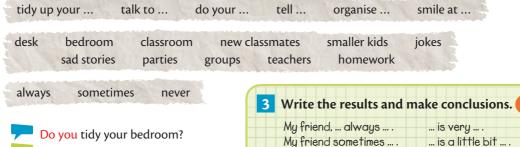
5 organise the class

6 tidy up the bedroom

... is







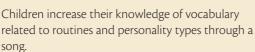
Does he / Do you ... ? He never

My friend never





00





Children demonstrate skills by working in pairs to ask and answer questions about their routine actions.



Children show their initiative and apply logical thinking to draw conclusions.

Key competences continuous assessment

- 1 Learn the new vocabulary through the song.
- 2 Work well in pairs to complete the activity.
- 3 Can draw conclusions about someone's personality.

Knowledge Strand

Unit 1 Lesson 3

CLIL Objective

To identify routines and personality types.

Language Objectives

To introduce verbal phrases: do homework (on Fridays), help smaller kids, organise the class, smile at (the bus driver), tell silly stories, tidy up the bedroom

To practise personality adjectives. To review adjectives: messy, tidy

To practise talking about routines using the Present Simple: Does he (do homework) (on Fridays)? Do you tidy your bedroom?

To introduce frequency adverbs: *always, sometimes, never; He never (does homework) (on Friday).*

Materials

Teacher's i-bookPoster for Unit 1

- CD 1

Lead-in

Display the **poster** (or open the **i-poster** on the **Teacher's i-book**). Describe one of the people using the personality adjectives and verbs describing emotion. The children find the person you are describing.

Answers

Nick: 1, 2, 4, 6 **Sophie:** 2, 3, 4, 5

Flook Touch to open the activity. The children listen to the song and drag the words to complete the lyrics. Words can be dragged more than once. 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 Write six questions for a personality quiz. Ask your classmate. Each child writes a personality quiz using the words provided. The answer to each question is a. Always, b. Sometimes or c. Never. Then, they ask their partner the questions.

3 Write the results and make conclusions. The children write a paragraph about their classmate's personality based on their answers. These could be read out and discussed.

Fast Finishers

The children look back at the results of the personality survey in Lesson 1 and write about behaviour that shows their personality traits: I'm hard-working. I always tidy my room on Sundays.

Wrap-up

The children talk about personalities in their families. They give a reason for what they say: My sister is (messy). She (never) (tidies her room).

Optional Resources

Teacher's Resource Book page 49, Speaking

Continuous Assessment

Check if the children can:

Match a personality type to a daily routine using the structures and vocabulary featured in the lesson.

Ask and answer questions about routines and infer personality type from behaviour.

Write a paragraph about a friend's personality and the behaviour that illustrates this.

Activity Book

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

UNIT 1 Lesson 4

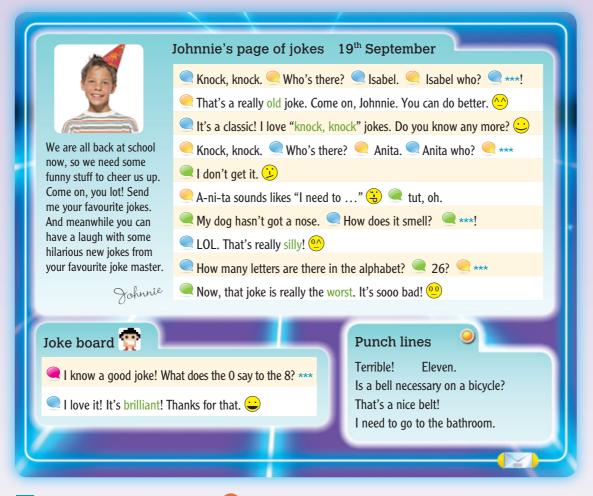
Functional language



- 1 Answer the questions.
 - 1 Do you read blogs? What are they about?
 - 3 Do you look for jokes online?
- 2 Have you got a blog?
- 4 Do you know any jokes in English?



💿) 1.7 Read the blog. Listen and find the punch lines. 🔱





Choose a setting and tell jokes.



Instructions

- Work in groups.
- Use jokes from the blog.
- · Change the words in green and give opinions.

at a family party on the phone with a friend in a Maths class in the playground





Language for telling jokes



Children improve their oral skills by answering questions about their online activity.



Children reinforce their language skills by learning functional language for telling jokes.



Children use their imagination and creativity to tell jokes.

Key competences continuous assessment

- 1 Can answer personal questions.
- 2 Are able to use language for telling jokes.
- 3 Use their imagination to tell jokes.

Functional Strand





To tell jokes.

Language Objectives

To introduce functional language for telling jokes:

I don't get it. Do you know any more? I know a joke. That's really (silly). You can do better. It's a classic.

To introduce adjectives: brilliant, great, hilarious, silly

Materials

- Teacher's i-book
- CD 1

Lead-in

Ask who in the class tells jokes in their own language and ask someone to tell one. Explain what a punch line is. Explain that there are some jokes in English that follow a formula, they start with Knock, knock, to which we reply: Who's there?

Open the **lead-in** activity. Play What's this? Set the timer in the **Richmond i-tools** to make it more challenging for the children. Encourage the children to guess what they can see on the screen. Use the clue button to zoom out from the picture and ask the children to try to guess the word before the full image appears. Once the pictures have been guessed, ask the children some questions about them: What can you see? Where do you think they are? Why are they laughing? What type of things make you laugh? know any jokes? Which is your favourite joke?

1 Answer the questions. Have a class discussion of the questions and write any new words on the board.

•••••

2 (a) 1.7 Read the blog. Listen and find the punch lines. The children read the blog to familiarise themselves with it. Then, play the audio and pause to let the children find the punch line. (See transcript page 54.)

Answers

- 1 Is a bell necessary on a bicycle?
- 2 I need to go to the bathroom.
- 3 Terrible!
- 4 Eleven.

Jokeboard: That's a nice belt.

3 Choose a setting and tell jokes. The children get into groups of four or five and choose a setting. Each member of the group tells a joke and the rest react giving an opinion or asking for an explanation. Encourage them to use jokes that aren't on the web page.

[i-book] Touch 🚺 to open the activity. Read the jokes with the children. Explain the ones they may find difficult to understand. Then, listen and drag the numbers to order them. For further practice, perform a comedy show. Ask students to memorise their favourite jokes and to retell them in front of the class.

Fast Finishers

The children write down more jokes and illustrate them in cartoon form.

Wrap-up

The groups formed in Activity 3 act the situations out for their classmates.

The children play a fun game matching the jokes with the answers. This activity can be set up between two or more teams. Cover the answers using the shade in the **Richmond i-tools**. Encourage the children to guess the answers. Then, remove the shade and play the game. Check whether the children got any of the answers correct.

Anticipated Difficulties

Jokes can be difficult for the children to understand, especially if they are a play on words. It will probably be necessary to explain each one.

Continuous Assessment

Check if the children can:

Understand the chat format and find their way around. Tell a joke in English and understand the punch line using the functional language introduced.

Give opinions about a joke using the adjectives introduced in the lesson.

Activity Book

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





0 0

> 1 0 5 6 4

> 3 Write about your favourite comic character. 🔑

My favourite comic character ... is in (a TV show and a comic book). is (very fat) ... has got (long red hair). is (a bit lazy) but ... is (very friendly). makes me laugh because

Mr Bean makes me laugh because he's got a funny face and he doesn't understand everyday life.

I wonder

> What other comic characters has Rowan Atkinson played?

Rowan Atkinson as Mr Bean | Personality adjectives, Routines | He lives He isn't very Why ... ? Because

11



Children apply learning techniques to compare a real actor (Rowan Atkinson) with a fictional character (Mr Bean) using the structures practised in the lesson.



Children demonstrate social skills by asking their classmates questions about famous comic characters.



Children improve their writing skills by describing their favourite comic character.

Key competences continuous assessment

- 1 Are able to compare an actor with a character.
- 2 Work well in groups to ask and answer questions.
- 3 Are able to write a descriptive text in English.

Cultural Strand



To learn about Rowan Atkinson as Mr Bean.

Language Objectives

To practise personality adjectives.

To talk about everyday routines.

To introduce the adjectives: *clumsy, expensive, intelligent, popular*

To practise the Present Simple: He (lives in a flat).

To be: He isn't very (intelligent).

Why ...? Because He makes me laugh.

Materials

- Teacher's i-book

- Poster for Unit 1

- CD 1

- Flashcards for Unit 1

Lead-in

Display the **poster** (or open the **i-poster** on the **Teacher's i-book**) and the **flashcards** with the adjectives describing personality. The children come to the board and place an adjective beside the corresponding child on the poster and say: *He is (bossy)*. Ask the children if they know who Mr Bean is. Ask about his personality: *What is he like?* And his physical appearance: *What does he look like?*

Use the **Vocabulary Game Generator** to review the adjectives describing personality.

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

Then, open the **lead-in** activity. Play *Guess it!* The children have to guess the picture. Divide the class in groups. 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. Once they have guessed it (it's a teddy bear), open the sample questions and ask the children to answer them. Explain that the English comedian Rowan Atkinson's best friend when he plays Mr Bean is a teddy bear. For further practice, ask them to search the Internet to find out more about Mr Bean and the teddy bear

1 1.8 Read and say the name. Then, listen and check. The children read the statements and guess who they refer to. Then, they listen to the audio and see if they were right.

(See transcript page 55.)

Answers

Rowan Atkinson: 1, 2, 3, 7, 8 **Mr Bean:** 4, 5, 6, 9, 10

2 Copy the chart and choose a comic character. Ask five

classmates. Have a brainstorming session about comic characters on TV and in films. The children copy the chart and fill it in. Then, they discuss their favourite comic characters with their classmates.



3 Write about your favourite comic character. The children write about their favourite comic character using the model text as a guide. If possible they print out a photo of the character to make a class display.

Fast Finishers

The children list their favourite comic characters.

Wrap-up

The children try and write a short sketch for their chosen favourite comedy character.

Watch the video *Mr Bean*. 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.

Look at the *I wonder* box and research it in class or set it as homework.

Continuous Assessment

Check if the children can:

Talk about their favourite comedy character referring to their physical appearance and their personality.

Understand a listening activity relating the differences between an actor and the character he portrays.

Write about their favourite comedy character including their physical appearance, personality, and the reasons they find them funny.

Activity Book

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

The timekeeper





My human is really strange these days. It all started on Saturday...





(3) "Look!" Ali said. "It's an old pocket watch and it works!"



Ali and Zara started laughing. "That's really useful for you, Sally!" said Ali. "Yes,"Zara agreed, "because you're never on time!"

Sally didn't argue with her friends.
She knew it was true.



5 That night, Sally went to sleep with the watch under her pillow.

Let's go for a run

6 The next morning Sally was up very, very early. I opened my eyes and I saw... my lead. "Come on,

Socrates," she said.
"I finished breakfast ten minutes ago."

At this time of the morning!

And on a Sunday!!



2 0 1.10 Listen and classify the two syllable words. Then, spell them.





a?r?d



br?a?f?st









h?mew?k

br?k?n







Intonation of two syllable words

Routines, Personality



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



Children learn and practise the intonation of two syllable words.



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 two syllable words.
- 3 Use the digital resources to practise phonics.

7) The next days were even worse. On Wednesday, I went for three walks. On Thursday she gave me a bath!! She knows I hate baths! She was not kind! Of course, Sally's mum and dad noticed the new Sally.

She's never late anymore! 8 Ali and Zara noticed the change as well...

She looks at her watch all the time!

And she's always in a hurry!



Ali patted my head. "What's going on, Socrates?" he asked. "Can you help?" Well... I can't refuse my friends. And I can't go on another early morning run!

The next day, Sally took me for a run... before school! At the park, Sally threw my favourite ball for me. I caught the ball in my mouth and I ran to the big pond.

Socrates! Come back! Now!



And then, I dropped the ball and it rolled into the water.

10 Sally tried to get the ball out of the pond. She was very close to the water... and I gave her a little push with my nose.



Oh, no! My watch is wet! And it's broken! You bad dog!

(11) I was a little bit worried but not too much. I know the real Sally is kind and friendly. After school,



I know it was a mistake, Socrates.

12) And then she was back to normal... well, nearly.





Read the story again and answer the questions. \bigcirc



- 1 Who is telling the story?
- 2 Why does Sally need the watch?
- **3** Does Sally change after she finds the watch? How?
- 4 Why doesn't Socrates like Sally's new daily routine?
- 5 How does Sally fall into the pond?
- 6 What happens to the watch? And to Sally?

Did you know...

Galileo Galilei discovered he could accurately measure time with a pendulum, four hundred years ago.



Comprehension | She gave me a bath. I caught the ball.







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



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

Key competences continuous assessment

- 1 Are able to answer the questions about the story.
- 2 Use the digital resources to practise the new language.

Literacy Strand

CLIL Objective

To acquire skills in phonics while reading a story.

Language Objectives

To practise the intonation and spelling of two syllable words: afraid, breakfast

To review the language for everyday routines and adjectives to describe personality.

To introduce the irregular past forms: caught, gave, ran, saw, threw, went

To introduce the narrating verbs: agreed, argued, refused, said To review the Past Simple of regular and irregular verbs, the Present Simple and frequency adverbs.

Functional language: It works. You're never on time. At this time of the morning. It was a mistake. A few minutes ago.

Materials

- Teacher's i-book

- Optional realia: card for making Word Stress Snap game

Lead-in

- CD 1

The children look through the pictures in the story. Ask about the people and things in the story to elicit the new vocabulary: What is she doing? Where is ...?

1 (a) 1.9 Read and listen to the story. The children follow the story in their books. Ask a few questions to make sure they have understood events of the story. (See transcript page 55.)

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

Hot spots: Argue, Lead, Refuse. Use the Hot spots to highlight this potentially difficult vocabulary before the reading activities.

2 (1.10) Listen and classify the two syllable words. Then, spell them. Copy the key in two columns on the board and the children say which word belongs in which column. They then find more two syllable words in the story with the same intonation, for example: argue, pillow, finished, Sunday; because, before, refuse. (See transcript page 55.)

Answers

● <u>break</u>fast, <u>home</u>work, <u>bro</u>ken

agreed, mistake, refuse

Fast Finishers

The children rewrite the last four pictures in the story to create an alternative ending.

Wrap-up

Play Word stress snap. Make sets of cards with two syllable words that follow the key in Activity 2. The children play in groups of four or five. When two cards with same stressed syllable pattern appear the first to cover the pile of cards and say Snap takes the pile.

The children listen and drag the letters to complete the words choosing the correct spelling for the two syllable words. Use the hint to focus the children's attention exclusively on the spelling of the key sounds. For further practice, play a phonics game: look through the story and classify other two syllable words. Use Richmond i-tools to highlight and classify the words.

Optional Resources

Teacher's Resource Book page 59, Phonics.

Continuous Assessment

Check if the children can:

Spell words with two syllables and pronounce them with the correct intonation.

Understand the events of the story.

Activity Book

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

Literacy Strand

Unit 1 Lesson 7

CLIL Objective

To understand a fictional story.

Language Objective

Comprehension.

Materials

Teacher's i-book

Lead-in

The children retell the story looking at the pictures. Ask a few questions to make them think: What happened during the night?

1 Read the story again and answer the questions.

Have a teacher-led discussion about the questions. For example: Who is telling the story? The dog. Do you know any other stories where an animal is the narrator?

•••••••

Answers

- 1 Socrates the dog is telling the story.
- 2 Sally needs the watch because she is always late.
- **3** Yes, she does. She's never late, she looks at her watch all the time and she is always in a hurry.
- **4** Because she takes him for walks very early in the morning and gives him baths.
- 5 Socrates pushes Sally into the pond.
- **6** The watch was wet and broken. Sally becomes kind and friendly again, she is back to normal, nearly.

Touch **()** to open the activity. Read the statements about the story and decide if they are true or false. For further practice, use the **Richmond i-tools** to correct the false statements.

Fast Finishers

The children write a paragraph about their family's daily routine from the point of view of their pet. If they haven't got a pet, they invent one!

Wrap-up

Play word games on the blackboard with words from the story. Write words on the board with every other letter missing: *p-l-o- = pillow*, or without vowels: *p-ll-w*, or scrambled: *llowip*. The children get into teams and play against each other. Finally, read the information in the *Did you know* box.



The children take a quiz choosing the correct words to complete the sentences about the story.

Continuous Assessment

Check if the children can:

Discuss the story and give opinions about the events. Recount the events of the story using the Past Simple. Answer comprehension questions about the story.

Activity Book

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

UNIT 1 Lesson 8

Imagine Sally's personality and her everyday life ...

- before she finds the pocket watch.
- after she finds the pocket watch.
- after the watch is broken.





1 Brainstorm words and compare Sally. 🜙

sometimes

Instructions

always

- · Work in groups of three.
- · Choose a moment in the story.

At the start of the story. In the middle of the story. At the end of the story.

At the start of the story, Sally's lazy.

In the middle of the story, she isn't lazy. She's bossy.



2 Choose a moment in the story and talk about Sally's life.

never

At the start of the story Sally never gets up early.





Imagine you are Sally's teacher and complete the observation chart. 🙋

Instructions

· Copy and complete the report for the week.

OBSERVATION SHEET Class 6A Sally Canning Week 1: She's never She doesn't

OBSERVATION SHEET Class 6A Sally Canning Week 2: She's on time





Inferring personality; writing an observation chart She doesn't finish. She never gets up early. She's bossy.



Children develop their imagination when they take part in a brainstorming session.



Children show consolidation of structures and vocabulary by talking about the character's daily routines.



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

Key competences continuous assessment

- 1 Use their imagination to think of more words.
- 2 Can talk about daily routines.
- 3 Learn to write an observation chart.

Literacy Strand



To practise writing an observation chart.

Language Objectives

To practise personality adjectives: bossy, clumsy, friendly, funny, hard-working, kind, lazy, messy, serious, shy, tidy **To review verbs for daily routine:** get up, get dressed, tidy room, go for a walk

To practise frequency adverbs: She (never) takes Socrates for a walk.

Materials

Teacher's i-book
 Flashcards for Unit 1

Lead-in

Explain to the children that when they are reading they need to use their imagination to imagine how a character would be at other moments in their life, not only those described in the book. Say that this is how films based on books are developed. Tell them to think about the questions.

1 Brainstorm words and compare Sally. Display the flashcards (or open the i-flashcards on the Teacher's i-book) with the personality adjectives. Write three columns on the board entitled: Beginning, Middle, End. The children place the flashcards onto the columns and mention their reason: At the beginning of the story, Sally was lazy.

Then, they use their own words to complete the columns.

2 Choose a moment in the story and talk about Sally's life. Tell the children to work in groups of three and assign a stage to each child. Encourage them to be imaginative.

read the speech bubbles. Then, ask the children to invent a sentence related to them using an adverb of frequency: He is always late for work. He always has lunch at 3 pm. She sometimes plays basketball after school. She sometimes gets good marks. She never watches football matches on TV. She always brushes her teeth before she goes to bed. He sometimes tidies up his room.

For further practice, look at the activity in the Student's Book and prompt the children to retell the story in the correct order. While some children retell the story as narrators, others act it out.

3 Imagine you are Sally's teacher and complete the observation chart. Children love pretending to be teachers so you could get evaluation sheets printed out with sections for filling in weekly observations. If not, the children copy and complete the chart in their notebooks.

Unit 1 Lesson 8

Fast Finishers

The children write lists of the advantages and disadvantages of having a watch.

Wrap-up

The children get into groups of six to act out the story. Be prepared for hilarity when a student is acting as the dog!

The children play a fun game choosing the correct words to complete the sentences which helps them consolidate the key structures and vocabulary learned in the unit: Present Continuous, frequency adverbs and personality adjectives.

Continuous Assessment

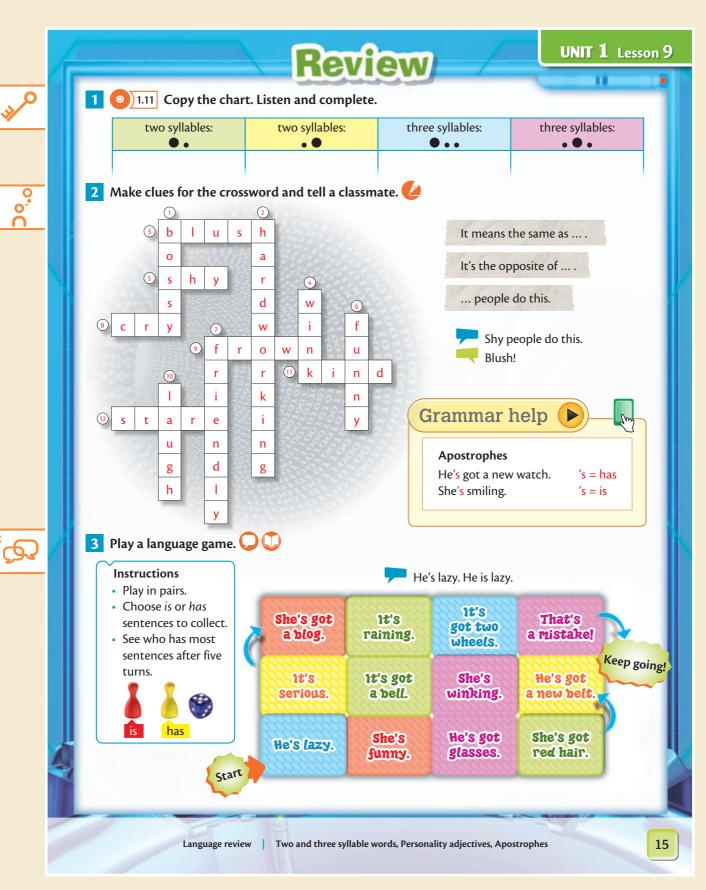
Check if the children can:

Infer a character's personality and routine from what they have read in the story using the structures and vocabulary introduced in the lesson.

Write an imaginary observation report.

Activity Book

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





Children develop learning techniques by categorising vocabulary in a pronunciation chart.



Children show individual initiative to make clues for a crossword puzzle with vocabulary related to personality adjectives and body language.



Children apply their newly acquired knowledge in a language game.

Key competences continuous assessment

- 1 Are able to categorise vocabulary in a chart.
- 2 Use their initiative to make clues for a crossword puzzle with vocabulary from the unit.
- 3 Use the unit language to play a game.

Review

CLIL Objective

To review the grammar of the unit.

Language Objective

To review the vocabulary and structures of the unit.

Materials

- Teacher's i-book
- Flashcards for Unit 1
- CD 1
- Extra material: dice

Lead-in

Make a set of cards with two and three syllable words. Put them face down on your desk. Write the key representing the stressed syllables on the board. Give four example of words: silly, afraid, beautiful, computer. Clap out the syllables in each word and write the word in the corresponding column. Children take a card from the desk and do the same.

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

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

1 Only the spelling chart. Listen and complete. Make a copy of the chart on the board and ask individual children to write the answers in the correct column.

(See transcript page 55.)

Answers

- <u>frien</u>dly <u>Wednes</u>day <u>chil</u>dren
- agree because mistake
- <u>te</u>rrible <u>se</u>rious <u>po</u>pular
- hard-working another
- **2** Make clues for the crossword and tell a classmate. Write a few examples of crossword clues on the board. The children then make their own and ask their partner the clues.
- **3** Play a language game. Focus the children's attention on the grammar box. The children read the instructions and play the game in pairs. If they land on a sentence where the verb coincides with their counter, they win a point.



Visual grammar presentation

Touch to open the activity. The children read the sentences and drag the circles to classify the apostrophes in each sentence according to what they represent (is or has). This activity can be set up between two teams. Correct answers get a point. Use the **Richmond i-tools** to write the scores on the IWB.

Unit 1 Lesson 9

Fast Finishers

The children invent another crossword based on the **flashcards** for words that express emotions.

Wrap-up

Do a *Spelling Bee* with the two and three syllable words from the cards you made and the answers to Activity 1.

Optional Resources

Teacher's Resource Book page 41, Listening.

Continuous Assessment

Check if the children can:

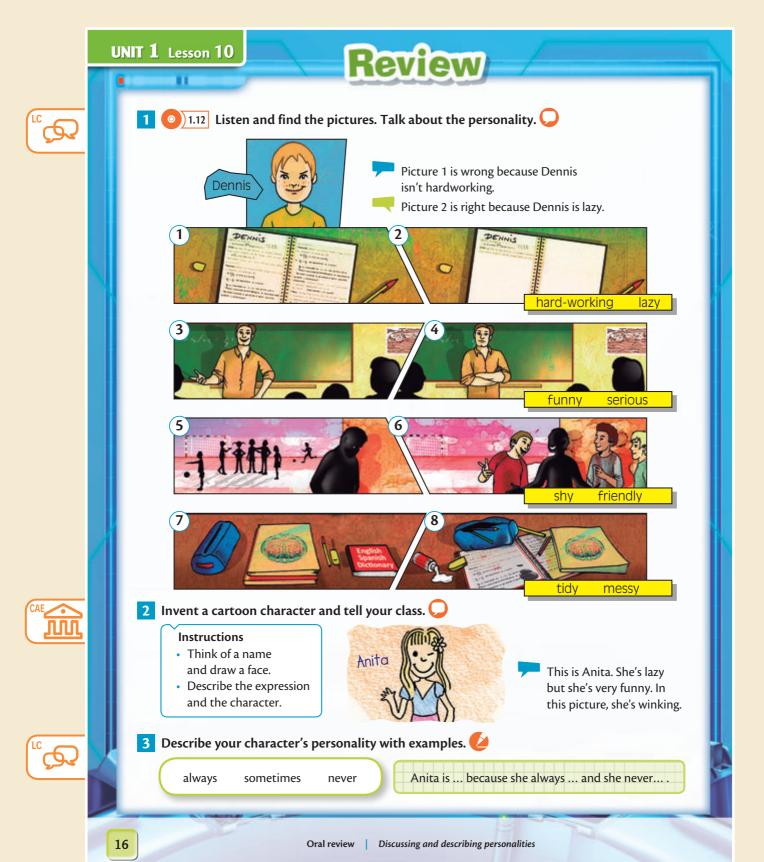
Pronounce and spell the two and three syllable words reviewed in the lesson.

Distinguish which verb, to be or to have, is being represented by an apostrophe.

Write crossword style clues to define a word.

Activity Book

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





Children improve their listening skills by understanding which picture is being referred to each time.



Children use their imagination, creativity and artistic skills to invent a cartoon character.



Children show consolidation of structures and vocabulary by describing their character's personality.

Key competences continuous assessment

- 1 Are able to understand the listening activity.
- **2** Use their imagination to invent a cartoon character.
- **3** Use the language learned in the unit to describe personalities.

Review

CLIL Objective

To consolidate structures and vocabulary by discussing and describing personalities.

Language Objective

To review the vocabulary and structures of the unit.

Materials

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

- CD 1

Lead-in

Go back to the Unit Overview on page 32 of the Teacher's Book and ask questions about the strands to see what the children remember of the unit.

Open the **i-flashcards** to revise the key vocabulary. Then, open the **i-poster**. The children listen and find the people in the poster.

1 1.12 Listen and find the pictures. Talk about the

personality. Pause the audio after each sentence to let the children choose an answer and give a reason for it.

(See transcript page 55.)

Answers

- 1 Dennis isn't hard-working, he's lazy.
- 2 Dennis is funny, he isn't serious.
- 3 Dennis isn't shy, he's friendly.
- 4 Dennis isn't tidy, he's messy.
- **2** Invent a cartoon character and tell your class. Show pictures of existing cartoon characters or draw one on the board to help the children.
- 3 Describe your character's personality with examples.

The children write a paragraph about their cartoon character's personality using the model text as a guide.

Fast Finishers

The children draw a short comic strip featuring the cartoon character they have created.

Wrap-up

Display the **poster** (or open the **i-poster** on the **Teacher's i-book**) and remind the children of the adjectives for personality. Ask questions: Where is the (friendly) girl? How do we know she is (friendly)? Who is (friendly) in this class?

Unit 1 Lesson 10

Optional Resources

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

Final Written Evaluation

In the next lesson give the children the tests from the **Teacher's Resource Book** pages 71-72 or 73-74 depending on each child's ability. Give as much support as necessary for them to understand the structure of the tests.

Note: The listening is the same for both tests.

Final Assessment

Check if children can:
Write a description of a cartoon character.
Understand and use the vocabulary for personality.

Activity Book

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

Transcripts



1.4 Poster, Unit 1. Listen and find the children.

This boy has got short red hair. He's very shy. He doesn't talk a lot. This girl has got long, straight, brown hair. She's very funny. She tells lots of jokes.

This boy has got short blond hair. He's very friendly. He's especially friendly to new people in the group.

This girl has got short, straight, black hair. She's very serious. She doesn't laugh very often.

This boy has got short, curly, brown hair. He's very hard-working. He studies all the time.

This girl has got short, blond hair. She's very lazy. She doesn't tidy her bedroom.

This girl has red hair and a pony tail. She's very bossy. She tells the children what to do.

This boy has long black hair. He's very kind. He doesn't like to see children crying.

Listen and find the personality for the speakers.

1 Liz: What do you think of our new classmate?

Bob: Hmm, I don't know.

Liz: I really like her. She can join our chat group! Let's send her a

Bob: But, Liz! We don't know her! Liz: Come on! Don't be shy, Bob!

2 Tim: Hey, Anna, what do you think of our new classmate?

Anna: Yeah, she's nice. You know I sit next to her...

Tim: Yes...

Anna: Well, I can explain the school rules to her.

Tim: You're so bossy! Anna: Huh! I talk to her.

Tim: So do I! She's coming to my party on Saturday.

3 Sam: Hi, Ruth. Can you send me the work for our group presentation,

Ruth: Oh, no! I haven't got time today. Can you do it? Please?

Sam: But...

Ruth: Please, Sam. I know you're hard-working...

Sam: Well... OK.

4 Harry: Hey, Molly. I'm worried about the new boy in our group.

Molly: Me too. He hasn't got an email address!

Harry: What?? That's a disaster! Molly: Calm down. I'm only joking.

Harry: Ha! Ha! Funny girl. Molly: Don't be so serious, Harry.

1.6 Listen and find the phrases for the children. Then, sing the song: What are they like?

Does he do homework on Fridays? Yes, he does! He's so hard-working! Does he smile at the bus driver? Yes, he does! He's so friendly! Oh, he does his homework on Fridays and he smiles at the bus driver.

He's hard-working and he's friendly. Yes, he is!

Does he tell silly stories? No, he doesn't. He's so serious! Does he organise the class? No, he doesn't. He's so shy! Oh, he doesn't tell silly stories and he doesn't organise the class.

He is serious and he is shy. Yes, he is!

Does he help the smaller kids? Yes, he does. He's so kind. Does he tidy up the bedroom? Yes, he does. He's so tidy. Oh, he helps the smaller kids and he tidies up the bedroom.

He is kind and he is tidy. Yes, he is!

Does she tell silly stories? Yes, she does. She's so funny! Does she organise the class? Yes, she does! She's so bossy!

Oh, she tells silly stories and she organises the class. Yes, she's funny and she's bossy. Yes, she is!

Does she do homework on Fridays? No, she doesn't! She's so lazy! Does she tidy up the bedroom? No, she doesn't. She's so messy. Oh, she doesn't do homework on Friday and she doesn't tidy up the bedroom.

She's lazy and she's messy. Yes, she is!

Does she help the smaller kids? Yes, she does. She's so kind. Does she smile at the bus driver? Yes, she does. She's so friendly! Oh, she helps the smaller kids and she smiles at the bus driver.

She is kind and she is friendly. Yes, she is!

1.7 Read the blog. Listen and find the punch lines.

Johnnie: Welcome to my blog, Johnnie's page of jokes.

Today it's 19th of September.

We are all back at school now, so we need some funny stuff to cheer us

up. Come on, you lot! Send me your favourite jokes.

And meanwhile you can have a laugh with some hilarious new jokes from your favourite joke master!

Johnnie: Knock, knock. Girl: Who's there? Johnnie: Isabel. Girl: Isabel who?

Johnnie: Is a bell necessary on a bicycle?

Girl: That's a really old joke. Come on, Johnnie. You can do better. Johnnie: It's a classic. I love "knock, knock" jokes. Do you know any

more?

Girl: Knock, knock. Iohnnie: Who's there?

Girl: Anita.

Johnnie: Anita who?

Girl: I need to go to the bathroom.

Boy: I don't get it.

Girl: A-ni-ta sounds likes "I need to..."

Boy: Tut, oh.

Boy: My dog hasn't got a nose. **Johnnie:** How does it smell?

Boy: Terrible!

Johnnie: Laugh out loud! That's really silly! **Girl:** How many letters are there in the alphabet?

Boy: 26! **Girl:** 11!

Boy: Now, that joke is really the worst. It's sooo bad! **Johnnie:** Now it's over to you on the Joke Board.

Girl: I know a good joke! What does the zero say to the eight? "That's a nice belt!"

Johnnie: I love it! It's brilliant! Thanks for that.

Transcripts

o) 1.8

1.8 Read and say the name. Then, listen and check.

Rowan Atkinson is the inventor of the Mr Bean character but he and Mr Bean are very different.

Rowan Atkinson lives in a big house near Oxford and he drives an expensive car. He lives with his family.

Mr Bean lives in a flat in London. He lives with his teddy bear. He doesn't talk very much.

Rowan Atkinson is very intelligent but he's a little bit shy.

Mr Bean isn't very intelligent. He's very silly! And he is sometimes bossy.

0 1.9

1.9 Read and listen to the story: The timekeeper.

Sally: Socrates!

Socrates: My human is really strange these days. It all started on Saturday...

Socrates: Sally was in the attic with her best friends Ali and Zara.

Ali: What's in this box? **Sally:** I don't know.

Zara: Open it up and let's see!

Socrates: "Look!" Ali said. "It's an old pocket watch and it works!" Ali and Zara started laughing. "That's really useful for you, Sally!" said Ali. "Yes," Zara agreed, "because you're never on time!"

Socrates: Sally didn't argue with her friends. She knew it was true.

Socrates: That night, Sally went to sleep with the watch under her nillow

Socrates: The next morning Sally was up very, very early. I opened my eyes and I saw... my lead. "Come on, Socrates," she said. "I finished breakfast ten minutes ago."

Sally: Let's go for a run.

Socrates: A run! At this time of the morning! And on a Sunday!!

Socrates: The next days were even worse. On Wednesday, I went for three walks. On Thursday she gave me a bath!! She knows I hate baths! She was not kind!

Of course, Sally's mum and dad noticed the new Sally.

Sally's parents: She's never late anymore!

Socrates: Ali and Zara noticed the change as well...

Ali: She looks at her watch all the time! **Zara:** And she's always in a hurry!

Socrates: Ali patted my head. "What's going on, Socrates?" he asked. "Can you help?" Well... I can't refuse my friends. And I can't go on another early morning run!

Socrates: The next day, Sally took me for a run... before school! At the park, Sally threw my favourite ball for me. I caught the ball in my mouth and I ran to the big pond.

Sally: Socrates! Come back! Now!

Socrates: And then, I dropped the ball and it rolled into the water.

Socrates: Sally tried to get the ball out of the pond. She was very close to the water... and I gave her a little push with my nose. **Sally:** Oh, no! My watch is wet! And it's broken! You bad dog!

Socrates: I was a little bit worried but not too much. I know the real

Sally is kind and friendly. After school, she gave me a hug. Sally: I know it was a mistake, Socrates.

Socrates: And then she was back to normal... well, nearly. **Sally:** I wasn't late for school all week! Let's go for a walk!

1.10 Listen and classify the two syllable words. Then, spell them.

Agreed. Do it with me!

Agreed. Now spell it.

Breakfast. Do it with me!

Breakfast. Now spell it.

Mistake. Do it with me!

Mistake. Now spell it.

Refuse. Do it with me!

Refuse.Now spell it.

Homework. Do it with me!

Homework. Now spell it.

Broken. Do it with me!

Broken. Now spell it.

1.11

1.11 Copy the chart. Listen and complete.

Friendly, friendly.

Terrible, terrible.

Agree, agree

Hard-working, hard-working.

Serious, serious.

Because, because.

Wednesday, Wednesday.

Another, another. Mistake, mistake.

Popular, popular.

Children, children

1.12 Listen and find the pictures. Talk about the personality.

Sometimes Dennis doesn't do his homework. At school, he always makes his teacher laugh. He's got lots of friends and he talks to everyone. Sometimes he can't find his pen.

Unit (2) Overview

Vocabulary

Animals: anteaters, bats, bears, chameleons, chimpanzees, fleas, geese, giraffes, hedgehogs, hippos, horses, kangaroos, monkeys, parrots, penguins, sailfish, sea lions, sloths, tortoises, turtles, whales

Sheepdog trials: gate, ground trials, pen, Wales, whistle

Verbs: blow, climb, collect, count, play a musical instrument, see in the dark, solve logic puzzles, stay under water, use sign language, use tools, weigh

Numbers and units: day, gram, hour, hundred, kilo, kilometre, metre, thousand, year

Words for describing paintings: abstract, acrylic, background, brush strokes, cardboard, centre, effect, figurative, focal point, foreground, intersecting, primary colours, secondary colours, vertical, water colour, wood

Structures

Questions with How: How (high) do (eagles)

Present Simple 3rd person plural: Elephants eat 3,000 kilos of food a day.

Present Simple 3rd person singular: Jack collects the sheep.

Zero conditional: When Evan blows the whistle, Jack collects the sheep. **Comparatives and superlatives:** *I think*

elephants are the most interesting animals. Functional language for asking for and giving help: Your turn to take the dog out, Lee! What for? Can you give me a hand? But it's Sam's turn tonight. I'm busy, Mum. Sure! What do you need? Can you get me a plastic bag, please?

Phonics: homophones: one/won...

Recycled Language

Frequency adverbs Modal can for ability Comparatives and superlatives Animals

Cultural Strand

Language Objectives:

To learn language connected with sheepdog trials. To introduce the zero conditional with when.

Extraordinary

Creative Strand

CLIL Objective:

To find out about animal artists.

Language Objectives:

To learn words for describing paintings.

To practise comparative and superlative structures with adjectives to talk about animal artists.

Functional Strand

Language Objective:

To learn functional language for asking for and giving help.

Literacy Strand

CLIL Objective:

To understand a story.

Language Objectives:

To learn how to extend and elaborate on a story with empathy writing. To learn about homophones.

Knowledge Strand

CLIL Objective:

To learn facts about animal characteristics and abilities.

Language Objectives:

To learn verbs to talk about an animal's abilities and habits. To learn words for numbers and units.

To learn questions with How. To practise Present Simple plural.

Skills Objectives

Listening: To understand animals' skills. To understand numbers and units. To follow an English sheepdog trial exercise. To understand homophones.

Reading: To read information comparing animals' abilities. To answer comprehension questions.

Writing: To write about different animals' skills. To write about an animal painting and a working dog. To write an extension of a story.

Speaking: To talk about different animals' skills. To ask and answer questions with *How* + adjective / *much*/ *many*. To describe and give opinions of a painting.

Assessment Criteria

- Children can listen to, understand and read information about animals' abilities.
- Children understand what sheepdog trials are.
- Children can use homophones correctly.
- Children can ask and answer questions with *How* + adjective and *How* + *much/many*.
- Children can describe a painting.
- Children can use functional language for helping.

Optional Resources

Teacher's Resource Book Photocopies:

- Lesson 1: page 50, Speaking
- Lesson 2: pages 9-10, Language
- Lesson 3: page 34, Writing
- Lesson 6: page 60, Phonics
- Lesson 9: page 42, Listening
- Lesson 10: page 26, Reading
- Evaluation: pages 75-76 or 77-78, Unit 2 test

Extras/Realia

- **Lesson 3:** print-outs of abstract and figurative paintings. Acrylic paints and paintbrushes.
- Lesson 9: dice

GoDigital

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 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 2: knowledge
- Lesson 4: functional language
- Lesson 6: phonics
- Lesson 7: literacy
- Lesson 8: literacy



- Lesson 2: African wildlife
- Lesson 5: Sheepdogs



• 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 animal characteristics and abilities, art descriptions and language for requesting help.



Competence in Maths, Science and Technology:

Children reinforce their numeracy skills by practising basic units of measurement.



Digital Competence:

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



Social and Civic Competences:

Children acquire skills in cooperation by making questions and playing a game.



Cultural Awareness and Expression:

Children reinforce their cultural knowledge by learning different animal facts. They also develop their creativity and artistic skills when composing and describing an animal painting.



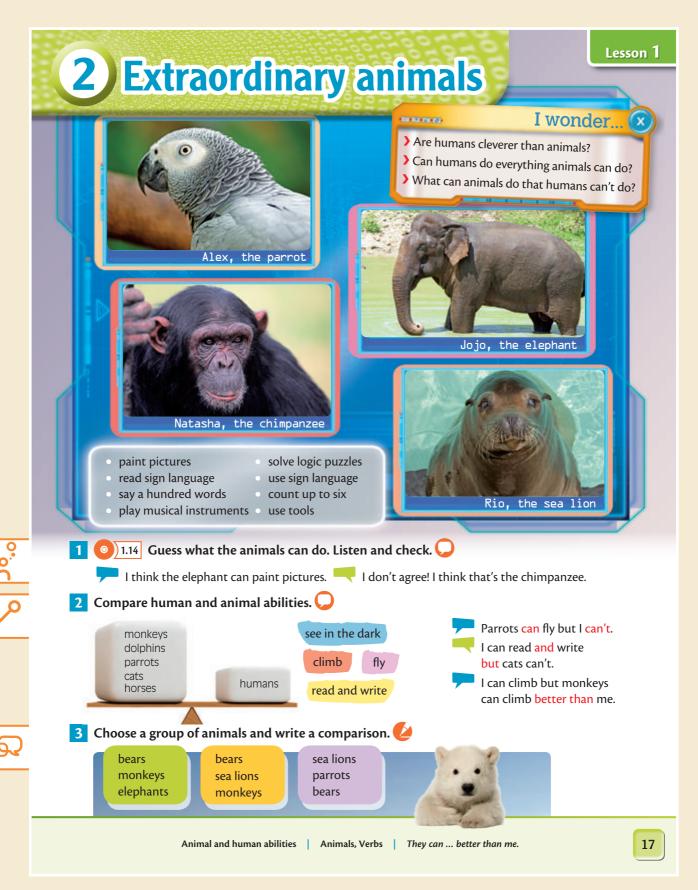
Learning to Learn:

Children develop their learning techniques by gaining an understanding of how to extend a story: empathy writing.



Sense of Initiative and Entrepreneurship:

Children realise the importance of loyalty, care and protection.





Children show personal initiative to guess what the animals can do.



Children develop learning techniques by comparing human and animal abilities.



Children improve their writing skills by writing a comparison.

Key competences continuous assessment

- 1 Can guess what the animals can do.
- 2 Are able to compare human and animal abilities.
- 3 Improve their ability to write in English.

CLIL Objective

To understand a listening activity about animal abilities.

Language Objectives

To learn words for animals: bear, cat, chimpanzee, dolphin, elephant, horse, monkey, parrot, sea lion

To learn verbs: count, paint pictures, play a musical instrument, read sign language, say a hundred words, use sign language, use tools

To review modal *can* **for ability:** The elephant can paint pictures.

To review the comparative form of adjectives: They can (paint) (better) than me.

Materials

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

Lead-in

1.13 Display the **poster**. Place the word cards around the poster. Give clues for the children to match the word card with the animal. Show the word card for *chimpanzee*: This animal has very long arms and hands like a human. Then, play the audio and ask which extract refers to the poster.

(See transcript page 78.)

Open the **i-flashcards** and introduce the new vocabulary. Then, open the **i-poster**. The children listen to the three extracts about animals and identify which one is relevant to the poster topic. Read and discuss the questions in the *I wonder* box.

1 0 1.14 Guess what the animals can do. Listen and check.

First ask the children if they can do the listed activities: *Can you play a musical instrument?* Then, ask if they think any of the animals can play a musical instrument. Take a vote! Finally, they listen to the audio and see if they were right.

(See transcript page 78.)

Answers

Jojo: paints pictures, plays musical instruments Rio: reads sign language, solves logic problems Alex: says a hundred words, counts up to six Natasha: uses sign language, uses tools

- **2 Compare human and animal abilities.** The children make comparisons using the model dialogue as a guide. Encourage them to use extra vocabulary to make more ambitious sentences.
- 3 Choose a group of animals and write a comparison.

The children write a paragraph in their notebooks comparing the abilities of a group of animals.

Fast Finishers

The children write a paragraph about an imaginary child with animal abilities: *John can climb like a monkey*.

Wrap-up

The children talk about their own pets' special abilities: My dog can sing along to the television!

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

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

Optional Resources

Teacher's Resource Book page 50, Speaking.

Initial Evaluation

Check if the children can:

Recognise and name the animals introduced.

Talk about an animal's ability to do things and compare human and animal ability.

Write a paragraph comparing the abilities of different animals using the language covered in the lesson.

Activity Book

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

UNIT 2 Lesson 2





1 (1) 1.15 Find the numbers. Then, sing the song.

120 kilometres 20 hours 120 years 250 kilos 3,000 metres 3 metres

Animals are wonderful creatures, With different skills and different features



They eat ... of food a day.



They fly ... up in the sky.



They run at ... an hour.



They jump over ... high.



They sleep for ... a day.



They live for



2 Make questions and check your classmate's knowledge. 💭



elephants fly? How far do bats sleep? How much do kangaroos eat? How high do tortoises jump? How long do cheetahs run? How fast do eagles live?

How long do turtles live?



> Hippos are very big but they can run faster than humans. They can be very dangerous!



Pair Work

3 Ask questions with a classmate and find out amazing animal facts.

Student A, go to page 95. Student B, go to page 96.



How far do Monarch butterflies fly? How much do male elephants weigh?





How much do ... eat? They eat ... kilos a day.



Children reinforce their numeracy skills by practising basic units of measurement.



Children reinforce their cultural knowledge by learning different animal facts.



Children demonstrate skills by working in pairs to learn amazing animal facts.

Key competences continuous assessment

- 1 Can understand and use basic units of measurement.
- 2 Learn different animal facts.
- **3** Work well in pairs to complete the activity.

Knowledge Strand

CLIL Objective

To learn facts about animal characteristics and abilities.

Language Objectives

To learn words for animals: anteaters, bats, butterflies, chameleons, cheetahs, dragonflies, eagles, elephants, fleas, geese, giraffes, hedgehogs, hippos, kangaroos, penguin, sailfish, sloth, tortoises, turtles, whales

To learn verbs for abilities and habits: smell, stay underwater, swim, weigh

To learn words for numbers and units: day, gram, hour, hundred, kilo, kilometre, meter, thousand, year

To learn questions with *How***:** How (high) do (eagles) (fly)? **To practise Present Simple plural:** Bats sleep 20 hours a day.

Materials

- Teacher's i-book

- Poster for Unit 2

- CD 1

- Flashcards for Unit 2

Lead-in

Display the **poster**. Take the **flashcards** (or open the **i-flashcards** on the **Teacher's i-book**) and talk about the different animals: *What is the (chimpanzee) doing?* Review the information from the previous lesson: *Can (chimpanzees) paint?*

Open the **lead-in** activity. Look at the pictures with the children and ask them what they can see. Use the activity to introduce the superlative. Then, they guess who the record holders are by dragging the sentences. Discuss their answers and use the answers button to validate.

1 (a) 1.15 Find the numbers. Then, sing the song. Write a few big numbers on the board and the children practise reading them. Ask a few questions about measurement: How many kilometres is it from your house to school? The children guess the missing parts of the sentences and then listen to the song to see if they were right. Then, they all join in with the song. (See transcript page 78.)

Answers

Elephants: 250 kilos, **Eagles:** 3,000 metres, **Cheetahs:** 120 kilometres, **Kangaroos:** 3 metres,

Bats: 20 hours, Tortoises: 120 years

Touch to open the activity. The children listen to the song and drag the words to complete the lyrics. Words can be dragged more than once. 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 Make questions and check your classmate's knowledge.

The children make questions to see how much their partner knows about the animals.

Unit 2 Lesson 2

3 Pair Work: Ask questions with a classmate and find out amazing animal facts. The children get into pairs and then ask and answer questions to fill in the missing information on their pairwork cards.

Fast Finishers

The children make cartoon illustrations of their favourite animal fact discovered in the lesson.

Wrap-up

Have a *Guess the Animal* quiz. Get the class into two teams. Write the names of all the animals mentioned in the lesson on the board. Then, read out facts: ... move their tongues at 21.6 km an hour. The team has to say which animal it is. If they answer correctly they get two points, if not, it gets passed to the other team for a point.

Finally, read and discuss the fact about hippos in the *Did you know* box. Talk about other dangerous animals.

Watch the video *African wildlife*. 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.



The children take a quiz choosing the correct words to complete the sentences about animals.

Anticipated Difficulties

There are a lot of animals introduced in the lesson, some will be familiar and others will be new. Provide photos whenever possible to help the children understand.

Optional Resources

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

Continuous Assessment

Check if the children can:

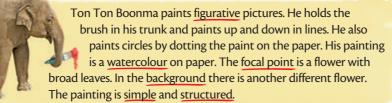
Recognise and name the animals introduced.
Ask and answer questions about animals' abilities and characteristics using the structures in the lesson.
Use the number and unit words introduced to explain facts about animal behaviour.

Activity Book

Unit 2, page 6, Lesson 2. See page 235 for answer key.



1 Read and find the paintings by animals.





Flowers in a pot by

Jenny holds the brush in her mouth and paints the background in three or four different colours. Her painting is a watercolour on wood. The background is black with blocks of colour placed vertically with intersecting paths of fine black lines.





Momentum by



Kioni can hold a brush in her hands but sometimes she prefers using her fingers to paint. Her most famous painting is an <u>abstract</u> painting using <u>acrylic</u> on <u>cardboard</u>. She uses <u>primary</u> colours: red, yellow and blue a lot, as well as green.



A kilometre by

Kippa's paintings are very expensive. He paints by walking through coloured paints and then onto white paper. His painting is acrylic on paper. The colours blend at the edges to form secondary colours: green and orange. The effect is an explosion of colour.





Finger Art by



2 Talk about the paintings with your classmate.



colourful unusual beautiful busy realistic ugly creative



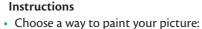
I think Kippa's painting is more colourful than Kioni's.

I don't agree. I think Kioni's painting is the most colourful of all.





. . .



- with your fingers.
- holding the brush in your mouth.
- holding the brush in your toes.
- · Choose a style: figurative or abstract.
- Give your painting a title in Activity 1.
- Use the underlined words to describe your picture.





Animal artists | Art descriptions, Colours, Adjectives, Actions

Kippa's painting is more colourful than The most creative



Children practise their reading skills by matching the paintings with the art descriptions.



Children practise taking turns to ask and answer questions about the paintings.



Children develop their creativity and artistic skills when composing and describing an animal painting.

Key competences continuous assessment

- 1 Are able to match the paintings with the art descriptions.
- 2 Take turns to ask and answer questions.
- **3** Are creative to compose and describe an animal painting.

Creative Strand

Unit 2 Lesson 3

CLIL Objective

To find out about animal artists.

Language Objectives

To learn words for describing paintings: abstract, acrylic, background, brush strokes, cardboard, centre, effect, figurative, focal point, foreground, intersecting, primary colours, secondary colours, vertical, water colour, wood

To practise comparative and superlative structures with two and three syllable adjectives: beautiful, busy, colourful, creative, realistic, ugly, unusual, Kippa's painting is more (colourful) than Kioni's.

Materials

- Teacher's i-book

 Optional realia: prints of abstract and figurative paintings; acrylic paints and brushes

Lead-in

Explain the difference between a figurative painting, for example, any of Van Gogh's landscapes, and an abstract painting by Picasso. Have a class discussion about the differences and teach the words for finding your way around a painting: *The (trees) are in the foreground.*

Open the **lead-in** activity. The children find seven words related to art descriptions. Use the **Richmond i-tools** to circle or to highlight them. Then, they match each word with its corresponding image using the **Richmond i-tools**.

1 Read and find the paintings by animals. The children read the paragraphs and say which painting is being referred to. Explain any technical words by referring to the prints you have brought in.

Answers

- 1 Flowers in a pot by Ton Ton Boonma.
- 2 Momentum by Kippa.
- **3** A kilometre by Jenny.
- 4 Finger art by Kioni.
- **2 Talk about the paintings with your classmate.** The children give their opinions using the structures and vocabulary provided.
- 3 Compose an animal painting. Describe your painting.

The children paint pictures using one of the techniques described. Then, they write a paragraph in their notebooks describing their painting. You could make a class display of the results.

Fast Finishers

The children do the task in the *I wonder* box and find out more information about animal artists to be shared with the class.

Wrap-up

Make Butterfly Pictures. The children fold a piece of A4 paper in half horizontally. They use liberal amounts of acrylic paints on one side making a pattern or just dabbing it on. Then, they fold the paper over so that the painted side makes a print on the unpainted side. Finally, they open it up again and leave to dry. The children have a class discussion as to what they can see in the paintings.

Optional Resources

Teacher's Resource Book page 34, Writing.

Continuous Assessment

Check if the children can:

Describe a painting in detail making spatial references and commenting on the style using the structures and vocabulary presented in the lesson.

Make comparisons between two paintings and give reasons for their opinions.

Write a description of a painting.

Activity Book

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

Functional language



- 1 Answer the questions.
 - 1 What, in your opinion, is the best pet?
 - **3** Do you take them out for walks?
- 2 Have you got any pets?
- 4 What else do you do to care for them?



- 2 (0) 1.16 Read and match the speech bubbles with the blog page. Listen and check.
 - 1 Your turn to take the dog out, Lee!
 - 2 Oh, no! I forgot the poop bag!
 - 3 Oh, hi. Can you give me a hand?
 - 4 Hi, Lee. What's the matter?
 - 5 That!

- 6 A plastic bag? What for?
- 7 Yuk!
- 8 Sure! What do you need?
- Quantification () Can you get me a plastic bag, please?
- 10 Oh, no! Not again! I'm busy, Mum.



It's ALWAYS my turn!

Sam is NEVER here to take Bubbles for a walk. And Bubbles ALWAYS wants to go for a walk.



Jessy is ALWAYS so nice... Oh dear!



Why do I NEVER have a poop bag, when I need one? And why do I ALWAYS meet Jessy in the most embarrassing situations?



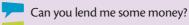
How do I explain this?!?!

3 Choose and act out a situation with a classmate.



It's your turn to ...

- do the shopping but you forget to take any money.
- wash the car but you forget to close the windows.
- take the baby for a walk but you forget the baby in the park.



Can you help me look in the park?

Can you get me some towels?





Language for requesting help



Children improve their oral skills by answering questions about pets.



Children reinforce their language skills by learning language for requesting help.



Children use their imagination and creativity when acting out a situation with a classmate.

Key competences continuous assessment

- 1 Can answer personal questions.
- 2 Are able to use language for requesting help.
- **3** Develop their imagination to act out a situation.

Functional Strand

CLIL Objective

To act out a situation to practise language for requesting help.

Language Objectives

To learn functional language for asking for and giving help: Your turn to take the dog out, Lee! A plastic bag? What for? Can you give me a hand? But it's Sam's turn tonight. Oh, no! Not again! I'm busy, Mum. Sure! What do you need? Can you get me a plastic bag, please?

Materials

- Teacher's i-book
- CD 1

Lead-in

Talk about situations where you ask for help (for example, in the classroom) or when other people ask you for help (for example, if someone asks you for directions). Write some of the key language up on the board and invite the children to do mini role plays of giving and asking for help.

- **1 Answer the questions.** Answer the questions as a class discussion about pets and their care.
- 2 1.16 Read and match the speech bubbles with the blog page. Listen and check. Ask questions about the blog illustrations: What's that? A poop bag. How does he feel? He feels embarrassed. (See transcript page 78.)

Answers

- 1 Mum: 1, Lee: 10
- 2 Lee: 2, Jessy: 4
- 3 Lee: 3, Jessy: 8, Lee: 9
- 4 Jessy: 6, Lee: 5

Touch to open the activity. Tell the children they are going to learn how to request help. The children read the speech bubbles and choose the five sentences they can use to request help. Once the activity is completed, use the **Richmond i-tools** to highlight the structure: Can you + verb in the correct answers. For further practice, ask the children to work in pairs. They think of more questions to request help using the highlighted structure. Invite volunteers out to act out the dialogues.

3 Choose and act out a situation with a classmate. The children get into groups and act out one of the situations given. Write helpful language on the board: Excuse me! Thank you!

Fast Finishers

The children make posters encouraging children to help, at home, at school and in general.



The children play a fun game matching the sentences with the requests. This activity can be set up between two or more teams. Cover the requests using the shade in the Richmond i-tools. Encourage the children to guess the requests. Then, remove the shade and play the game. Check whether they got any of the requests correct.

Continuous Assessment

Check if the children can:

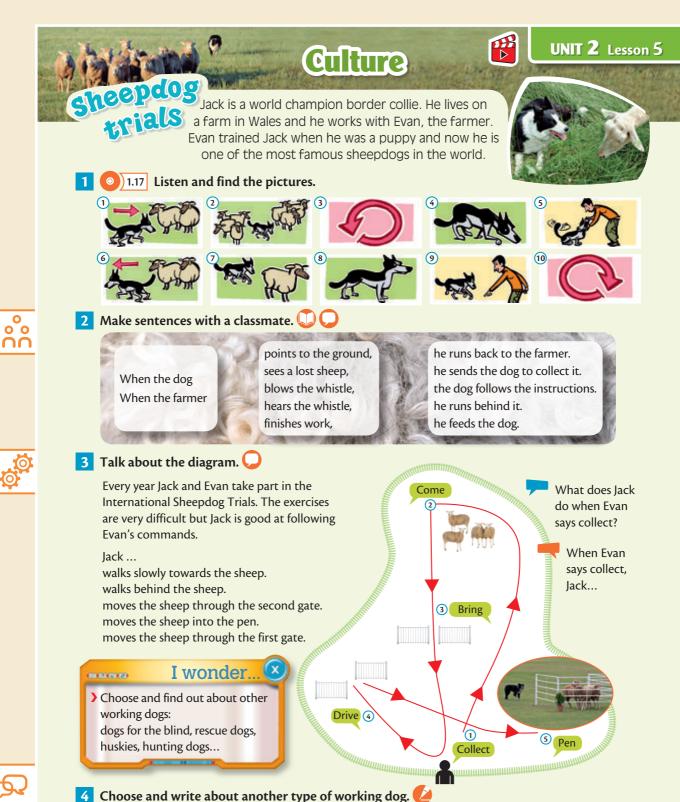
Use the functional language introduced in the lesson to ask for and offer help in different situations.

Read and understand a blog illustrating situations where people are asking for and giving help.

Act out role plays showing situations where help is being offered or given.

Activity Book

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





Sheepdogs | Actions, Movement | When the farmer says stand, the dog stops.

21



Children demonstrate social skills by making sentences with their classmates.



Children apply mathematical skills to understand the diagram.



Children improve their writing skills by writing about another type of working dog.

Key competences continuous assessment

- 1 Work well in groups to make sentences.
- 2 Can understand the diagram.
- 3 Improve their ability to write in English.

Cultural Strand



CLIL Objective

To learn about sheepdogs.

Language Objectives

To learn language connected to sheepdog trials: blow, collect, farm, farmer, feed, follow instructions, gate, ground, pen, point, sheep, sheepdog, trials, Wales, whistle

To introduce the zero conditional with when: When the farmer sees a lost sheep, he sends the dog to collect it.

Materials

- Teacher's i-book

Poster for Unit 2

- CD 1

Lead-in

Display the **poster** (or open the **i-poster** on the **Teacher's i-book**). Focus on the border collie and have a discussion about dogs: Are all dogs pets? Are some dogs working animals? What jobs do they do on the farm? What other jobs can dogs do? Give closed questions: Do they work with sheep? Do they work with the blind? Do they look for drugs at the airport?

1 1.17 Listen and find the pictures. Ask the children what commands they give their dogs. Then, they listen to the audio and find the pictures. Play it again, pausing after each sentence to allow a child to say the corresponding number.

If possible, show the children a clip of sheepdog trials. (See transcript page 78.)

Answers

1 picture 10, 2 picture 3, 3 picture 2, 4 picture 6,

5 picture 1, 6 picture 8, 7 picture 9, 8 picture 7,

9 picture 4, **10** picture 5

- **2** Make sentences with a classmate. In pairs, the children make sentences with the words given.
- **3** Talk about the diagram. The children study the diagram and make sentences about what is happening at each point marked. Then, the children find out the information in the *I wonder* box in preparation for Activity 4.
- **4** Choose and write about another type of working dog. Help the children to find easy information about other working dogs online. Then, they summarise what they have discovered. If possible, they print out pictures of the dogs they have written about and make a presentation to the rest of the class.

Fast Finishers

The children invent a short story about a working dog.

Wrap-up

watch the video **Sheepdogs**. 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:

Describe a sequence of actions using the verbs from the lesson and the zero conditional with when.

Talk about working dogs, especially sheepdogs, and describe their abilities.

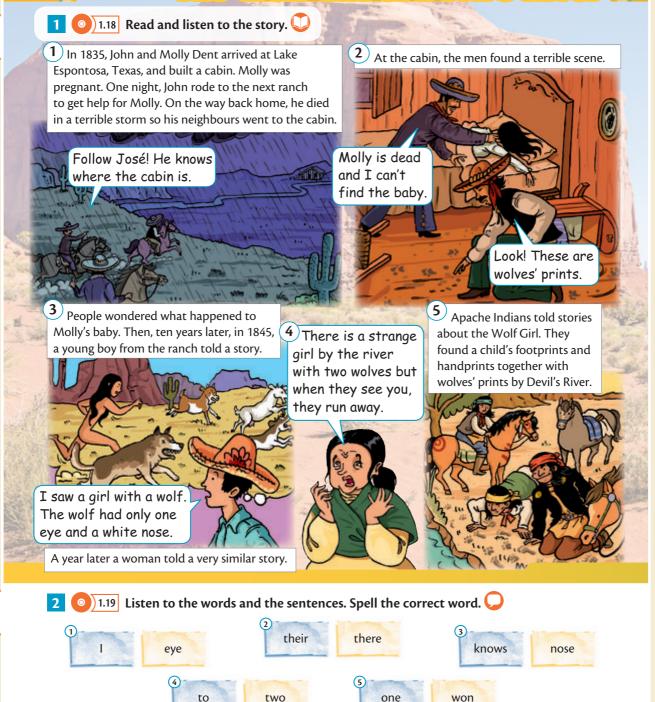
Write about the life of a working dog outlining their special skills.

Activity Book

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

The Wolf Girl of Devil's River









Homophones

Nature, Descriptions



22

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



Children learn and practise the intonation of two syllable words.



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 distinguish between and spell homophones.
- 3 Use the digital resources to practise phonics.

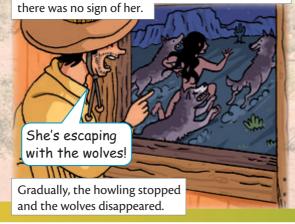
6) The people decided to find the girl. After three days they saw her near the lake. She was with a pack of wolves. They separated the girl from the wolves. She fought very hard but they caught her. Then, she started to make a terrible noise, just like a wolf. The wolves came back to rescue her. One of the men shot a wolf so the other wolves ran away.

The people brought the girl to their ranch. They gave her food, water and some clothes. The Wolf Girl howled and howled. It was a terrible noise. And then they heard the wolves.



Let's take her back to the ranch.

> **9**) Over the next few years other people saw the Wolf Girl and the legend grew. In 1852, some cowboys stopped by the Rio Grande. They saw a young woman with two wolf cubs. She saw them, and ran so fast the men couldn't catch her. That is the last time anybody saw the Wolf Girl.



The wolves moved closer and closer. Suddenly

The men got their guns to protect the animals. One

they ran into the ranch and attacked the animals.

of the men ran back to the Wolf Girl's room, but



Today some people say they see her ghost on the banks of Devil's River, but when she sees them, she runs away with the wolves.



Read the story again and answer the questions.



- 1 What do the men think when they can't find the baby?
- 2 What really happens to the baby?
- 3 How does the boy describe the wolf?
- 4 What does the Wolf Girl do when the people try to catch her?
- 5 What do the wolves do when they hear the girl howling?
- 6 How old is the Wolf Girl the last time anybody sees her?

Did you know..

> Find other stories about children that grow up with



Comprehension They gave her food; The wolves disappeared.







Children acknowledge the sense of loyalty, care and protection between the pack of wolves and the main character of the story.



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



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

Key competences continuous assessment

- 1 Realise the importance of loyalty, care and protection.
- 2 Are able to answer the questions about the story.
- 3 Use the digital resources to practise the new language.

Literacy Strand

CLIL Objective

To acquire skills in phonics while reading a story.

Language Objectives

To learn regular and irregular verbs in the Past Simple:

arrived, attacked, believed, built, came back, caught, decided, died, disappeared, fought, happened, heard, howled, hunted, grabbed, grew, lived, moved, put, ran away, rode, saw, separated, shot, started, tied up, went, wondered

To learn nouns: bank, cabin, canyon, cub, flight, footprints, ghost, goat, guns, handprints, lake, legend, neighbours, noise, pack of wolves, pregnant, prints, ranch, river, scene, sight, storm, wolf/wolves

To learn homophones: one/won, I/eye, their/there, knows/nose, to/two

Materials

- Teacher's i-book
- CD 1

Lead-in

The children have a look at the pictures. Ask a few questions to anticipate the story: Where do you think the story happens? What are they doing?

1 1.18 Read and listen to the story. The children read the story with the audio. Then, give each child a picture to narrate or a character and they read it aloud in class. (See transcript page 79.)

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

Hot spots: *Wonder, Scene, Howling.* Use the Hot spots to highlight this potentially difficult vocabulary before the reading activities.

2 0 1.19 Listen to the words and the sentences. Spell the

correct word. Write the pairs of homophones on the board. Ask the children to make meaningful sentences with each word. Play the audio and the children say which word fills the space. (See transcript page 79.)

Answers

1 eye, 2 their, 3 knows, 4 two, 5 won

Fast Finishers

The children write sentences in their notebooks to show they understand the different meanings of the homophones: *I have some sweets. My eye is sore.*

Unit 2 Lesson 6

Wrap-up

The children play a pair game in groups of four or five with the homophones presented in the lesson and some they should already know: *be/bee, see/sea, hear/here*. They make cards with the homophones on them and put them in the middle of the table. The children take it in turns to turn them over. If a child matches a pair of homophones they keep it. The winner is the child with the most pairs.



Homophones. The children listen and drag the correct word to the correct place in the sentence.

Optional Resources

Teacher's Resource Book page 60, Phonics.

Continuous Assessment

Check if the children can:

Understand the events in the story and recognise any new words.

Distinguish the different spelling and meaning of the homophones presented in the unit.

Activity Book

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

Literacy Strand

Unit 2 Lesson 7

CLIL Objective

To understand a story.

Language Objective

Comprehension.

Materials

Teacher's i-book

Lead-in

See how much of the story the children remember by asking individual children to retell it.

1 Read the story again and answer the questions. The children reread the story and answer the comprehension questions.

Answers

- 1 The men think the wolves have killed the baby.
- 2 The baby is really living with the wolves.
- **3** The boy says the wolf has only got one eye and a white nose.
- 4 When the people try to catch her the girl howls like a wolf.
- 5 The wolves come to rescue her when they hear the girl howling.
- 6 The girl is 17 years old when they last see her.

Touch (1) to open the activity.

Sequencing: give some time to the children to read the sentences about the story. Invite a volunteer out to put them in order. Then, check the answers and use the try again button for a different child to come to the IWB to correct wrong answers.

Fast Finishers

The children write a mini story about what happened to the Wolf Girl during the ten years she was missing.

Wrap-up

Write a key word from the story on two small pieces of card. That means writing the word twice, once on each card. Organise the pieces into two sets of identical words.

Divide the class into two teams. Ask them to make creative team names. Distribute each list of words to both teams. Every student on each team should have at least one word card. When you call a word, two children stand up, one from each team. The children go to the board and write a sentence using their word. The first to finish a coherent sentence with the word gets the point. Ask the children to research other stories mentioned in the *Did you know* box.

The children find eight words from the story 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:

Answer comprehension questions about the story.
Use the vocabulary from the story in their own sentences.

Activity Book

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

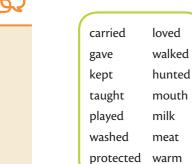
UNIT 2 Lesson 8



f 1 Describe how Bachachi, the head of the wolf pack, found the baby. igcup igcup igcup



2 Talk about how Bachachi looked after Wolf Girl.











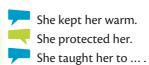














3 Use the headings, imagine you are Bachachi and write your story.



- 1 The day I found the Wolf Girl.
- 2 How I cared for the Wolf Girl.
- 3 The kidnapping and the rescue. 4 We lived happily ever after.

24



Extending a story, Empathy writing | She taught her to hunt.



Children develop their learning techniques by gaining an understanding of how to extend a story: empathy writing.



Children show consolidation of structures and vocabulary when extending the story.



Children use their imagination to extend the main story.

Key competences continuous assessment

- 1 Learn to extend a story.
- 2 Use the language learned in the unit.
- **3** Use their imagination to extend the main story.

Literacy Strand



CLIL Objective

To practise extending a story.

Language Objectives

To practise verbs in the Past Simple: cared, carried, gave, hunted, kept, loved, played, protected, taught, walked, washed

To practise Wh- questions in the Past Simple: What was the weather like? What did she hear?

Verbs and object pronouns: *She taught her* ... , *she protected her*

Materials

- Teacher's i-book

Lead-in

The children retell the events of the story around the class. Ask questions to make them think out of the box: Who were John and Molly Dent and why did they go to Texas? Why did the wolf only have one eye?

- 1 Describe how Bachachi, the head of the wolf pack, found the baby. The children read the questions and discuss their ideas of how Bachachi found the baby.
- **2** Talk about how Bachachi looked after Wolf Girl. The children talk about how the wolf brought up the girl using the pictures and the vocabulary given.

Touch **()** to open the activity. Encourage the children to retell the story from Wolf Girl's point of view. Use the prompts provided on the screen to help them. Use the **Richmond i-tools** to write notes or sentences on the IWB.

3 Use the headings, imagine you are Bachachi and write your story. The children write about the discovery of the wolf child from the point of view of the wolf (they have seen an animal narrator in Unit 1). Encourage them to be imaginative.

Fast Finishers

The children write a short cartoon illustrating a part of the story they have written.

The children drag the words to form correct sentences about the story as they consolidate the learning points for the Past Simple.

Continuous Assessment

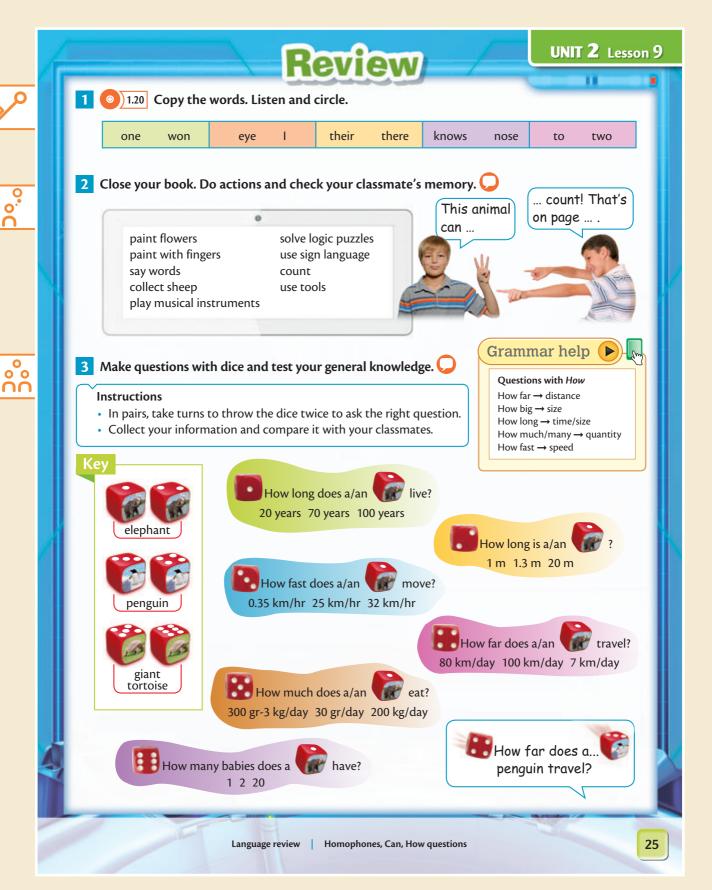
Check if the children can:

Ask and answer questions about a part of a story that is not explained in detail.

Write an extension of a story using their imagination and clues from the original story.

Activity Book

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





Children develop learning techniques by categorising vocabulary in a chart.



Children show their initiative by guessing actions related to animal abilities seen in the unit.



Children acquire skills in cooperation by making knowledge questions and playing a game.

Key competences continuous assessment

- 1 Are able to categorise vocabulary in a chart.
- 2 Take the initiative to guess actions.
- **3** Work cooperatively to make questions and play the game.

Review

Unit 2 Lesson 9

CLIL Objective

To review the grammar of the unit.

Language Objective

To review the vocabulary and structures of the unit.

Materials

- Teacher's i-book
- Flashcards for Unit 1
- CD 1
- Extra Material: dice

Lead-in

Play Hot Seat. Divide the class into teams. Give the children five minutes to look back at the unit. Put a chair with its back to the board. A child from one of the teams sits on the chair. Write a vocabulary word from the unit on the board. The rest of the team have one minute to help the child in the chair guess the word. Obviously, they can't mention the word and they can't do actions. The team who guesses the word in the shortest time wins that round.

1 (a) 1.20 Copy the words. Listen and circle. The children select the correct word each time. Invite them to invent other pairs of sentences and create a similar exercise.

(See transcript page 79.)

Answers

Red: won, eye, there, nose, to **Blue:** knows, I, two, their, one

- **2** Close your book. Do actions and check your classmate's memory. Hand out the **flashcards** and the children imitate the animal of the flashcard they have been given and the other children guess. Then, do the activity in pairs.
- **3** Make questions with dice and test your general knowledge. The children get into pairs with a couple of dice and ask each other the questions. Tell them to look up the correct answer online.



Visual grammar presentation.

Touch open the activity. The children read the questions and drag the words (*much*, *long*, *far*, *fast*, etc.) to complete them. For further practice, once the activity is completed, ask the children to work in pairs to invent more *How* questions and their corresponding answers using the models on the IWB. Then, they act out the dialogues.

Fast Finishers

The children make an illustration of one of the verified facts from Activity 3.

Wrap-up

Do a Spelling Bee with the vocabulary words from the unit.

Optional Resources

Teacher's Resource Book page 42, Listening.

Continuous Assessment

Check if the children can:
Distinguish and spell the homophones introduced.
Remember the key vocabulary and structures introduced.
Form questions with *How*.

Activity Book

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



1.21 Listen and identify the animals.



The loyal wolf!



The musical elephant!



The hard-working dog!



The artistic elephant!



The logical sea lion!



The naughty chimp!



The creative chimp!



2 Choose an animal from this unit and tell your classmates. 💭 Ũ







Animal: elephants

Characteristics and habits 70 years 200 kg/day...

Abilities

paint jump...

I think elephants are the most interesting animals. They live for seventy years and they walk two hundred kilometres a day. Some elephants can paint but elephants can't jump.





3 Choose and write about a special animal from this unit.



I think the ... is the most interesting animal in this unit. It can When the keeper ..., it

26

Oral review | Describing an animal



Children improve their listening skills by understanding which picture is being referred to each time.



Children use their imagination, creativity and artistic skills to invent a cartoon character.



Children show their initiative and personal autonomy to choose a special animal from the unit.

Key competences continuous assessment

- 1 Are able to understand the listening activity.
- 2 Use the language learned in the unit to describe an animal.
- 3 Take the initiative to choose one animal from the unit.

Review

CLIL Objective

To consolidate structures and vocabulary by discussing and describing an animal.

Language Objective

To review the vocabulary and structures of the unit.

Materials

- Teacher's i-book
- CD 1

Lead-in

Go back to the Unit Overview on page 56 of the Teacher's Book and ask questions about each of the strands: *Culture: What does the sheepdog do when the farmer blows the whistle?*

Open the **i-poster**. The children listen and find the correct animals in the poster. For further practice, once the activity is completed, the children use the **Richmond i-tools** to write the animals' names beside each picture.

1 (a) 1.21 Listen and identify the animals. Discuss the different adjectives to describe personality with the class: Who is musical? Why is Pablo hard-working? Then, they listen and say which animal is being described.

(See transcript page 79.)

Answers

1 The creative chimp. 5 The loyal wolf.

2 The logical sea lion. 6 The artistic elephant.

3 The musical elephant.

7 The naughty chimp.

4 The hard-working dog.

2 Choose an animal from this unit and tell your classmates.

The children go back through the unit and talk about one of the animals they find most interesting.

3 Choose and write about a special animal from this unit.

The children go back through the unit and write a paragraph in their notebooks about one of the animals mentioned using the outline provided.

Fast Finishers

The children write about another animal in the unit that they found interesting.

Wrap-up

The children present their work about an animal to the rest of the class.

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 10

Optional Resources

Teacher's Resource Book page 26, Reading.

Final Written Evaluation

In the next lesson give the children the tests from the **Teacher's Resource Book** pages 75-76 or 77-78 depending on each child's ability. Give as much support as necessary for them to understand the structure of the tests.

Note: The listening is the same for both tests.

Final Assessment

Check if children can:
Write a description of an animal.
Understand and use the vocabulary for ability.

Activity Book

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

Transcripts

O 1.13 Poster, Unit 2. Listen to three extracts about animals and identify which one is relevant to the poster topic.

1 Biologists divide all living things into five kingdoms. One of these kingdoms is the animal kingdom. In the left hand column you can see the vertebrates. Those are the animals that have got a backbone. In the right hand column are the invertebrates, they...

- **2** Some animals have extraordinary abilities. Did you know, for example, that some animals like horses, elephants and chimpanzees can paint? Did you know that some animals like sea lions and parrots can count and solve puzzles? Other animals are really good working animals like sheepdogs...
- **3** Some goats are wild and live in the mountainous areas of Europe. Others are farm animals. Goats were one of the first domesticated animals that people used for food. We get milk and dairy produce from goats...

0 1.14 Guess what the animals can do. Listen and check.

Jojo the elephant is one of the top elephant painters in the world. He can paint beautiful, very colourful paintings. He is also an excellent musician and can play two musical instruments.

Rio the sea lion is an extraordinary animal. She can read sign language and she can solve very difficult logic puzzles.

Alex is a very intelligent parrot. He can say more than a hundred words and he can count up to six.

Natasha the chimpanzee is very naughty and very clever. She can use tools and open gates. She can also use sign language.

1.15 Find the numbers. Listen and check. Then, sing the song: Wonderful Creatures.

Animals are wonderful creatures. With different skills, and different features.

Elephants are such greedy beasts,
They eat whole trees for their feasts.
Cheetahs are extremely fast,
They're always first and never last.
Bats are a lazy bunch,
They sleep from teatime round till lunch.
Kangaroos are very tall,
They jump over rocks and even walls.
Eagles are the kings of the sky,

Tortoises are as old as can be, They live for more than a century.

They open their wings and up they fly.

1.16 Read and match the speech bubbles to the pictures. Listen and check.

Mum: Your turn to take the dog out, Lee! **Lee:** Oh, no! Not again! I'm busy Mum.

Lee: It's always my turn!

Lee: Sam is never here to take Bubbles for a walk. And Bubbles always

wants to go for a walk. **Bubbles:** Woof! Woof!

Lee: Oh, no! I forgot the poop bag! **Jessy:** Hi, Lee. What's the matter?

Lee: Why do I never have a Poop bag, when I need one? And why do I

always meet Jessy in the most embarrassing situations?

Lee: Oh, hi. Can you give me a hand? **Jessy:** Sure! What do you need?

Jessy: Sure! what do you need?

Lee: Can you get me a plastic bag, please?

Lee: Jessy is always so nice. Oh, dear! How do I explain this?

Jessy: A plastic bag? What for?

Lee: That!
Jessy: YUCK!

1.17 Listen and find the pictures.

- 1 When Evan says *come-by*, Jack moves the sheep in a clockwise direction.
- **2** When the farmer says *away*, Jack moves the sheep in an anti-clockwise direction.
- **3** When Evan says in here, Jack separates the sheep into two groups.
- 4 When Evan says get back, Jack goes away from the sheep.
- **5** When Evan says walk up, Jack goes towards the sheep.
- 6 When Evan says stand, Jack stops.
- 7 When Evan says that'll do, Jack runs back to the farmer.
- 8 When Evan says look back, Jack looks for lost sheep.
- 9 When Evan says take time, Jack slows down.
- 10 When Evan says there, Jack knows his job is finished and he's happy.

Transcripts

1.18 Read and listen to the story: The Wolf Girl of Devil's River.

Narrator: In 1835, John and Molly Dent arrived at Lake Espontosa, Texas, and built a cabin. Molly was pregnant. One night, John rode to the next ranch to get help for Molly. On the way back home, he died in a terrible storm so his neighbours went to the cabin.

Man: Follow José! He knows where the cabin is.

Narrator: At the cabin, the men found a terrible scene.

Man: Molly is dead and I can't find the baby. Man: Look! These are wolves' prints.

Narrator: People wondered what happened to Molly's baby. Then, ten years later, in 1845, a young boy from the ranch told a story. **Boy:** I saw a girl with a wolf. The wolf had only one eye and a white

nose.

Narrator: A year later a woman told a very similar story.

Woman: There is a strange girl by the river with two wolves but when they see you, they run away.

Narrator: Apache Indians told stories about the Wolf Girl. They found a child's footprints and handprints together with wolves' prints by Devil's river.

Narrator: The people decided to find the girl. After three days they saw her near the lake. She was with a pack of wolves. They separated the girl from the wolves. She fought very hard but they caught her. Then, she started to make a terrible noise, just like a wolf. The wolves came back to rescue her. One of the men shot a wolf so the other wolves ran away.

Man: Let's take her back to the ranch.

Narrator: The people brought the girl to their ranch. They gave her food, water and some clothes. The Wolf Girl howled and howled. It was a terrible noise. And then they heard the wolves.

Narrator: The wolves moved closer and closer. Suddenly they ran into the ranch and attacked the animals. The men got their guns to protect the animals. One of the men ran back to the room, but there was no sign of her.

Man: She's escaping with the wolves!

Narrator: Gradually, the howling stopped and the wolves disappeared.

Narrator: Over the next few years other people saw the Wolf Girl and the legend grew. In 1852, some cowboys stopped by the Rio Grande. They saw a young woman with two wolf cubs. She saw them and ran so fast the men couldn't catch her. That is the last time anybody saw the Wolf Girl.

Today some people say they see her ghost on the banks of Devil's River, but when she sees them, she runs away with the wolves.

1.19 Listen to the words and the sentences. Spell the correct word.

- 1 Eye. The wolf had only one eye.
- 2 Their. The people put the girl in a room in their ranch.
- 3 Knows. Jose knows where the cabin is.
- 4 Two. The girl is with two wolves.
- **5** Won. This time the wolves won the fight.

1.20 Copy the words. Listen and circle. First, listen and circle the correct word in red.

Won. In the story the wolves won the fight.

Eye. A parrot's eye is on the side of its head.

There. There aren't any wild elephants in Europe.

Nose. An elephant hasn't got a nose. It's got a trunk.

To. Some animals can learn how to paint.

Now listen and circle the correct word in blue.

Knows. Jack the sheepdog knows how to follow commands.

I. I think sea lions can swim better than bears.

Two. Chimpanzees and elephants are two of the most intelligent animals.

Their. Some animals can paint and people buy their pictures.

One. One of the most famous animal artists is Kippa, the tortoise.

1.21 Listen and identify the animals.

When she wants to paint a picture, she uses her fingers. When he sees a difficult problem, he solves the puzzle. When the keeper gives him a keyboard, he plays music. When the sheep get lost, he finds them. When she hears the girl calling, she rescues her. When the keeper gives him instructions, he paints flowers. When she sees a locked gate, she uses a tool to open it.

Unit (3) Overview

Vocabulary

Verbal phrases: brush your teeth, go downstairs, leave a room, open the windows, ride a bike, travel by car, turn off/on the lights/tap, unplug your computer, use both sides of a paper, use the lift/dishwasher

Ecology features: insulated walls, solar panels, water tank, wood stove

Household items: battery, blanket, blind, dishwasher, energy bill, LED light bulb, lift, plug, radiator, standby light

Cardinal points: *north, south, east, west* Cycling: arm signals, brakes, helmet, get off, lock

Numbers: decimal points

Structures

Modal verb should for advice: You should / shouldn't ... when

There is / There are with some and any: There is some / There isn't any; There aren't any / There are some

How much / How many: How much (energy) does it use? How many (TVs) are there in your house?

Going to + verb to talk about intentions Going to+ place

Functional language for interviews:

Excuse me? Have you go a moment? Can we ask you some questions? Thanks for answering our questions. It's a pleasure. Go ahead! How can I help you? ... on my own. Yes, I suppose so. No, not really.

Recycled Language

Transport, dates, times Parts of a house Objects in the house

There is / are How much / many

Cultural Strand

Language Objectives:

To learn words connected with cycling. To revise words for place names, times and dates. To practise the structures: should/shouldn't, going to + place, going to + verb.

Creative Strand

CLIL Objective:

To become familiar with an energy-saving house.

Language Objectives:

To learn the words for ecological features in a building. To review the words for parts of a house.

To learn the cardinal points and the expression facing (north). To practise the structures: There is / are, some / any.

Functional Strand

Language Objective:

To learn functional language for doing a survey.

Literacy Strand

CLIL Objective:

To understand a fictional story.

Language Objectives:

To learn the spelling and pronunciation of words with the sh sound.

To write a newspaper article using quotations and reporting verbs.

Knowledge Strand

CLIL Objective:

To become aware of the energy used by standby lights.

Language Objectives:

To revise the words for electronic appliances.

To introduce questions with How much / many.

Skills Objectives

Listening: To identify which devices use more energy. To understand advice about cycling safety.

Reading: To read about an eco-house. To read a story and answer comprehension questions.

Writing: To write a poster about energy saving. To write questions for a survey. To write a plan for a cycling trip. To write a plan for saving energy.

Speaking: To discuss energy saving ideas. To ask and answer questions about a transport survey and a cycling trip. To pronounce the *sh* sound correctly.

Assessment Criteria

- Children can understand advice on how to save energy at home, at school and in their area.
- Children can discuss energy consumption and saving energy.
- Children can write about an eco-house.
- Children can make a plan for a cycling trip.

Optional Resources

Teacher's Resource Book Photocopies:

- Lesson 1: page 43, Listening
- Lesson 3: page 27, Reading
- Lesson 4: page 11-12, Language
- Lesson 5: page 51, Speaking
- Lesson 6: page 61, Phonics
- Lesson 9: page 35, Writing
- Evaluation: pages 79-80 or 81-82, Unit 3 test

Extras/Realia

- Lesson 2: print-outs of photos of eco-houses
- Lesson 8: an old or toy hand-held microphone.

Go Digital

Teacher's i-book [i-book]

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

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

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

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



- Lesson 3: Think green
- Lesson 5: Cycling safety



• 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 energy-saving actions, electronic equipment, objects in a house and language for doing a survey.



Competence in Maths, Science and Technology:

Children reinforce their numeracy skills by practising decimal points and odd and even numbers.



Digital Competence:

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



Social and Civic Competences:

Children develop civic skills by identifying what they should or shouldn't do when cycling.



Cultural Awareness and Expression:

Children use their imagination and creativity skills to make an energy-saving poster for their home. They also draw a blueprint of a house.



Learning to Learn:

Children develop their learning techniques by gaining an understanding of how to write a newspaper article using quotations.



Sense of Initiative and Entrepreneurship:

Children show personal autonomy by making and writing about their own plans.





Children increase their knowledge of vocabulary related to energy-saving actions, electronic equipment and objects in a house through a song.



Children demonstrate social skills by asking their classmates for advice.



Children use their imagination and creativity skills to make an energy-saving poster for their home.

Key competences continuous assessment

- 1 Learn the new vocabulary through the song.
- 2 Can work well in pairs to ask for advice.
- 3 Use their imagination to make a poster.

CLIL Objective

To understand a listening activity about energy-saving actions.

Language Objectives

To learn should for advice: You should (unplug your computer). You shouldn't (use the lift).

To learn verbal phrases: brush your teeth, go downstairs, leave a room, open the windows, ride a bike, travel by car, turn off/on the lights/tap, unplug your computer, use both sides of a paper / the lift / the dishwasher

To learn the verbs: recycle, reduce, reuse, save

To learn words for household objects: battery, blanket, blind, dishwasher, fridge, LED light bulb, lift, pilot light, plug, radiator **Other nouns:** advice, electricity, energy, heating, gas

Materials

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

Lead-in

Display the **poster**. Explain the recycle, reduce, reuse symbol on the bins. Ask questions about recycling and energy saving: Which icons mean reduce? Do you recycle at home? How do all these measures save energy? Play the audio. Ask the answers around the class. Then, play the answer to see who was right. (See transcript page 102.)

Use the **i-flashcards** and introduce the new vocabulary for the lesson. Then, open the **i-poster**. Ask the children if they are familiar with the icons. Write the words *recycle*, *reduce*, *reuse* using the **Richmond i-tools** and explain what they mean. Then, ask them to describe what they think the icons mean and whether they represent saving energy or not. Drag the sentence *This saves energy!* to the icons as they speak. Play the audio to validate. The point is that all the icons are in some way about saving energy even the ones that aren't obvious, like saving water.

1 1.23 Listen and find the pictures. Then, sing the song.

Write three columns on the board marked *Electricity / Gas / Other* and ask the questions in the *I wonder* box. Write the answers on the board. Introduce the structures with *should* asking how they can save energy in the classroom, for example: *We should turn off the lights. We shouldn't leave the computer on.* They listen and find the pictures. They then join in with the song. (See transcript page 102.)

Answers

turn off the lights, use the dishwasher, unplug your computer, open the windows, turn off the tap, use the lift, use both sides of a paper, travel by car Touch to open the activity. The children listen to the song and drag the words to complete the lyrics. Words can be dragged more than once. 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 Choose a situation and ask a classmate for advice.

The children ask for energy-saving advice using the prompts. Encourage them to think of more.

3 Write an energy-saving poster for your home. Display the flashcards (or open the i-flashcards on the Teacher's i-book). Teach the words and revise the parts of the house: Where do you have (a tap)? Then, the children write lists of what should and shouldn't be done to save energy at home and make a poster with their ideas.

Fast Finishers

The children design icons to put around the class reminding people to save energy.

Wrap-up

Have a class discussion about how they could make their school more eco-friendly.

Optional Resources

Teacher's Resource Book page 43, Listening.

Initial Evaluation

Check if the children can:

Use the words for the different forms of energy used in the house and at school.

Use the verbal phrases introduced to talk about energy saving and recycling.

Use the modal verb should(n't) to give advice about recycling and energy saving.

Talk about the home and the rooms and objects in it and how they can save energy there.

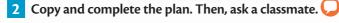
Activity Book

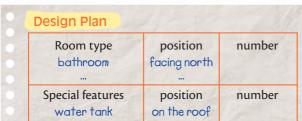
Unit 3, page 25, Lesson 1. See page 240 for answer key.





1 Read and correct the mistakes. U There isn't any grass on the roof! There's some grass on the walls. solar panels roof grass wood stove insulated walls water tank insulated windows Special features of the eco-house · There is some grass on the roof. · There are big windows facing north. There are some radiators in the bedrooms. There are small windows in the sitting room. • There aren't any solar panels on the roof. · There aren't any windows in the bedrooms. · There's a water tank under the house. · There's a wood stove on the roof.





How many solar panels has it got?

Where are they?

How many bedrooms has it got?

Where are they?



> Find photos of energy-saving houses.
What features have they got?

28

An energy-saving house | Ecology features, Parts of a house, Cardinal points |

There is/are some There isn't/aren't any



Children reinforce their reading skills by finding mistakes in the text.

There are some ... on the



Children demonstrate skills by working in pairs to ask and answer questions about the design plan of an energy-saving house.



Children develop their artistic skills when drawing a blueprint of a house.

Key competences continuous assessment

- 1 Are able to understand the text to complete the activity.
- 2 Work well in pairs to talk about a design plan.
- 3 Practise their artistic skills by drawing a blueprint.

Creative Strand

Unit 3 Lesson 2

CLIL Objective

To become familiar with an energy-saving house.

Language Objectives

To learn the words for ecological features in a building: insulated walls, insulated windows, solar panels, water tank, wood stove

To review the words for parts of a house and roof.

To learn the cardinal points: north, south, east, west; facing (north)

To practise the structures: There is some / isn't any; There are some / aren't any

Materials

- Teacher's i-book

Optional realia: pictures of eco-houses

Lead-in

Explain the difference between renewable and non-renewable energy. Show the children the photos of eco-houses and ask them if their houses have any of the same features: *Does your house have (insulated walls)?* If you don't have print-outs, talk about how you can make a traditional house more eco-friendly.

Use the **i-flashcards** to introduce the new vocabulary for the lesson and to review the vocabulary from the previous lesson.

1 Read and correct the mistakes. Use *There is / are* to talk about the classroom: *There are some* (*insulated windows*) *but there aren't any* (*solar panels*). Then, when the children have read the sentences ask individual children to correct the mistakes.

Answers

There isn't any grass on the roof.

There aren't any radiators in the bedrooms.

There are some solar panels on the roof.

There's a water tank next to the house.

There aren't any big windows facing north.

There aren't any small windows in the sitting room.

There is a window in one bedroom.

There isn't a wood stove on the roof.

- **2 Copy and complete the plan. Then, ask a classmate.** Teach the cardinal points. Then, the children complete the plan of the eco-house.
- **3** Draw a blueprint for your house and describe it. Ask the children which features in the eco-house are best suited to where they live: I think the water tank because it rains a lot where I live. The children draw a simple blueprint for an eco-house and write a description of it explaining the energy-saving features. Encourage them to use their own ideas too.

Fast Finishers

The children think of ideas for eco-friendly (recycled) furniture for their house. There are plenty online.

Wrap-up

Focus on the *I wonder* box. Make sure they investigate any features they discover. The children get into groups and make a presentation composed of visual and written material and then report back to the class.

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

Some children have difficulties with spatial orientation so be on hand to help them with Activities 2 and 3.

Continuous Assessment

Check if the children can:

Understand a description of an eco-house with energy-saving features.

Make a plan for an eco-house and ask and answer questions about it using the language introduced.

Draw and describe a blueprint for an eco-house.

Activity Book

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





When we turn off the TV with a remote control, there is still a small light near the screen. This is called a standby light. Standby lights use electricity all the time. Some people call standby lights *Energy vampires*. We should save energy and turn off standby lights at night.

Did you know..

In the USA, some houses save 10% of their energy bill when they turn off all standby lights.



1 0 1.24 Listen and say the name of the equipment.

Standby lights			
Device	Energy used	Device	Energy used
computer	2.84 W	speakers	1.79 W
mobile phone	0.26 W	cordless phone	2.92 W
TV	3.06 W	DVD player	1.55 W
microwave	3.08 W	game console	1.01 W



2 Work out the energy used by the standby lights. Then, ask a classmate.

Student A, go to page 91. Student B, go to page 94.



Pair Work











Is there a computer in your house?

How many computers are there in your house?

How much energy do the standby lights for the computers use in total?



3 Find the standby lights in your house and make plans. There are ... standby lights in my house. We should unplug the ... and the ... at night.

Standby lights | Electronic equipment, Decimal points | How much energy does it use? How many ... are there? We should/shouldn't







Children reinforce their numeracy skills by practising decimal points.



Children demonstrate skills to work in pairs to learn about standby lights.



Children show initiative by making their own energy-saving plans.

Key competences continuous assessment

- 1 Can understand and use decimal points.
- 2 Work well in pairs to complete the activity.
- 3 Are able to make their own energy-saving plans.

Knowledge Strand

CLIL Objective

To become aware of the energy used by standby lights.

Language Objectives

To learn the words for electronic appliances: cordless phone, energy bill, game console, radio clock, remote control, microwave, speakers, standby light

To introduce questions with How much / How many: How much (energy) does it use? How many (TVs) are there in your house?

Materials

- Teacher's i-book
- CD 1

Lead-in

Elicit electronic equipment at home and list it on the board. Show a standby light on a piece of equipment at school. Ask if equipment at home has a standby light. Ask: *How much energy does this light use?* Tick all the equipment on the list that has a standby light. Let the children read the *Did you know* box.

Open the **i-poster**. The children listen and drag the numbers to the icons in the order they appear. Then, use **Richmond i-tools** to write the names of the items in the icons and what they represent. Ask the children to number the icons in the order they personally make use of those methods to save energy. Compare the children's results and discuss how they can improve their ways of saving energy. For further practice, help the children to write a contract containing the methods they commit themselves to make use of during the next week. After the week, go back to the contract and check if they reached their goals. You may want to reward them with a 'Green Certificate' or a fun game activity.

1 (a) 1.24 Listen and say the name of the equipment. The children say which equipment is being used by listening to the sound effects and reading the wattage used. Ask individual children to give the answers.

(See transcript page 102.)

Answers

- 1 Cordless phone, 2 DVD player, 3 Computer,
- 4 Speakers, 5 Microwave, 6 Game console,
- 7 Mobile phone, 8 TV

2 Pair Work: Work out the energy used by the standby lights.

Then, ask a classmate. Do a few multiplications on the board to get the children used to operating in English. Then, each child works out how much energy is wasted on standby lights. When this is done, they get into pairs and fill in the pair work tables.

3 Find the standby lights in your house and make plans. The children make a list of the standby lights in their homes and a rota of who has to turn off what using the structures given.

Unit 3 Lesson 3

Fast Finishers

The children make up a song or poem based on the idea of *Energy Vampires*.

Wrap-up

watch the video *Think green*. 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.

The children drag the words to form correct sentences which help them consolidate the learning points for the structures: Should/shouldn't and How much / many ...?

Anticipated Difficulties

Some children find it difficult to operate with decimals and may find it confusing to do the multiplications.

Optional Resources

Teacher's Resource Book page 27, Reading.

Continuous Assessment

Check if the children can:

Calculate how much standby lights on electrical devices can drain energy and cost money.

Make a plan for their household on how to save money by switching off standby lights and explain that plan using the language presented in the unit.

Activity Book

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

UNIT 3 Lesson 4

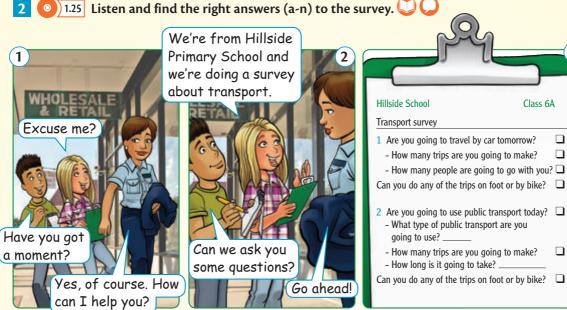
Functional language

- 1 Do you use public transport every day?
- 3 Have you got a bike?

1 Answer the questions.

- 2 How many times do you travel by car every day?
- 4 Do you use it every day?







- a Yes, I am.
- b No. I'm not.
- c I'm going to work and back.
- d Only one!
- e I'm going on my own.
- f I'm going with my family.
- g Yes, I suppose so.
- h Of course!
- i I'm going on a bus.
- j Only one. I'm not going far.
- k I'm going on a long journey.
- I It's going to take all day.
- m It's going to take about thirty minutes.
- n No, not really.



3 Write your own version. Interview your classmates using the transport survey. 💭 🙋









Language for doing a survey



Children improve their speaking skills by answering questions about transport.



Children reinforce their language skills by learning language for doing a survey.



Children demonstrate social skills by interviewing their classmates about their transport habits.

Key competences continuous assessment

- 1 Can answer personal questions.
- **2** Are able to use language for doing a survey.
- 3 Use their social skills to interview classmates.

Functional Strand

Unit 3 Lesson 4



To act out a scene to practise language for doing a survey.

Language Objectives

To learn the structure *going to* + infinitive for talking about intentions: I'm going to (use) public transport.

To learn expressions going + preposition: I'm going on my

Functional language for doing a survey: Excuse me? Have you got a moment? Can we ask you some questions? Thanks for answering our questions. It's a pleasure. Go ahead! How can I help you? Yes, I suppose so. No, not really.

Materials

- Teacher's i-book
- CD 1

Lead-in

Talk about means of transport. Draw a word web on the board and fill in words public/private, advantages/disadvantages, cheap/expensive, old fashioned/modern, transport in our area.

1 Answer the questions. The children have a discussion about the questions.

2 (a) 1.25 Listen and find the right answers (a-n) to the survey. Ask questions about the pictures: What can you see in picture 1? Where are the children from? How many questions are there in the questionnaire? Then, the children read and listen to the

(See transcript page 102.)

questions and write the correct answers.

Answers

a, c, e, g, h, i, j, l, n

Touch open the activity. Tell the children to drag the words to form sentences. The sentences include examples of language used for doing a survey. Once the activity is completed, use the **Richmond i-tools** to highlight the key vocabulary in the sentences.

3 Write your own version. Interview your classmates using the transport survey. The children copy the questionnaire into their notebooks and they interview their classmates. They could also take the questionnaires out to the playground and interview children from other classes.

Fast Finishers

The children write five questions for another survey about their school.

Wrap-up

The children get into groups and invent mini role plays involving questionnaires and unsuspecting members of the public. They use the functional language presented in the lesson. Tell them that the survey questions can be about any subject they want and they can have comic characters involved.



The children play a fun game of *Battleships* by matching questions and answers.

Optional Resources

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

Continuous Assessment

Check if the children can:

Understand a question and answer exchange in a survey. Discuss the pros and cons of different forms of transport. Write their own survey and act it out.

Activity Book

Unit 2, page 28, Lesson 4. See page 241 for answer key.

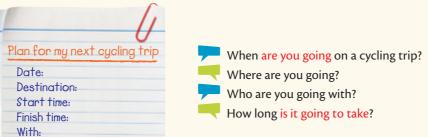






5 You ... give arm signals when you change direction.

4 You ... ride on the pavements





3 Write about your plans. 🔑 On my next cycling trip I'm going to the river. I'm going with my dad. It's going to take about forty-five minutes. My friend is going to the park. He's going with his friends.



I think you should wear a helmet.

Cycling clubs | Cycling equipment | You should wear a helmet. Where are you going?

9 You ... do a cycling test.

I agree!

31



Children develop civic skills by identifying what they should or shouldn't do when cycling.



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



Children show personal autonomy by making and writing about their own plans.

Key competences continuous assessment

- 1 Become aware of what to do when cycling.
- 2 Work well in pairs to talk about their plans.
- 3 Can make their own plans.

Cultural Strand

CLIL Objective

To learn about cycling clubs.

Language Objectives

To learn words connected with cycling: arm signals, bike lane, brakes, helmet, lock

To revise words for place names, times and dates.

To practice structures: should/shouldn't; going to + place; going to + verb

Materials

- Teacher's i-book
- CD 1

Lead-in

Have a discussion about cycling to pre-teach some of the new vocabulary. Ask: How many of you come to school by bike? Are there any bike lanes in your area? What equipment do you need for cycling?

[i-book] Open the lead-in activity. A picture of a bike is presented on the screen. Ask the children if they can name any of the parts of the bike. Invite a volunteer out. Ask him/her to choose one of the words on the screen and read it aloud. Describe the word to the children and ask the volunteer to drag the word to the correct place. Use the feedback button to validate. Ask more volunteers out and repeat the procedure until all the labels are in the correct place.

1 (a) 1.26 Read and complete the sentences. Then, listen and

check. Ask the children what they know about bicycle safety: Do you wear a reflective band when you go cycling? Then, ask them to complete the senteces about cycling safety. Play the audio to see if they were right.

(See transcript page 103.)

Answers

1 should, 2 shouldn't, 3 should, 4 shouldn't, 5 should,

6 shouldn't, 7 should, 8 should, 9 should

2 Copy and complete the plan. Then, ask a classmate. The children copy the plan into their notebooks. Then, in pairs, they ask and answer about their planned cycling trip.

3 Write about your plans. The children write a description of their planned cycling trip using the model text as a guide.

Fast Finishers

The children write a paragraph in their notebooks about how cycling can save energy in big cities.

Wrap-up

The children do the I wonder box and find out about a UK cycling club. Ask if there are any cycling clubs in their area. Talk about each child's cycling habits: When do you go cycling? Who do you go with? Where do you go? What do you bring with you?

[i-book] Watch the video **Cycling safety**. 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 51, Speaking.

Continuous Assessment

Check if the children can:

Understand and use the new vocabulary introduced. Discuss cycling safety recommendations using the structures in the lesson.

Make a plan for a cycling trip including details about length, destination and companions and write about it.

Ask and answer questions about a planned cycling trip.

Activity Book

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



Vamponics



1 0)1.27 Read and listen to the story.

The problems in Wattstown started on 1st December. Everything was ready for Christmas. The shops had special offers for Christmas presents. There were lights across the streets and a huge Christmas tree in front of the town social centre.

1 At 9.00 pm the mayor of the city was ready to turn on the lights.



And then all the lights went out!

In the offices of *The Wattstown News*, the editor of the newspaper had a meeting with his best reporters.

5) First Ed and Mary went to the town centre and looked at the Christmas tree. There were hundreds of lights on its branches. A thick cable connected the lights to a plug socket.



But don't worry. We're going to start an investigation.

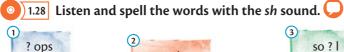


Ed and Mary were only 19 but they were already star reporters.



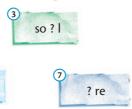
my mum's phone!

2 1.28 Listen and spell the words with















Alternative spellings of sh

Equipment, Places, Jobs



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



Children learn to differentiate the alternative spellings of the *sh* sound.



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

Key competences continuous assessment

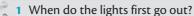
- 1 Enjoy listening to and reading the story.
- 2 Are able to differentiate alternative spellings of the *sh* sound
- 3 Use the digital resources to practise phonics.





Read the story again and answer the questions. \bigcirc





- 2 What is Ed and Mary's job? Where do they work?
- 3 What do Vamponics make?
- 4 What is Vamponics' special deal?
- 5 Why do people leave Vamponics phones plugged in all night?
- 6 What is wrong with Vamponics phones?



The world's tallest Christmas tree was in Mexico. It was 110.35 metres high. It took 200 people

to decorate it.



Comprehension You should keep your phone plugged in.







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



Children apply science skills by acknowledging the importance of investigation and research to reach an evidence-based conclusion.



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

Key competences continuous assessment

- 1 Are able to answer the questions about the story.
- 2 Understand the importance of investigation and
- 3 Use the digital resources to practise the new language.

Literacy Strand

CLIL Objective

To acquire skills in phonics while reading a fictional story.

Language Objectives

To review electrical equipment: brand, cable, computer game, console, electricity, light, light bulb, logo, mobile phone, plug, power cut, prize, socket

To review the Past Simple: connected, plugged in, saw, turned on, used, wasted, went

To practise the structures: How much ... ? How many ... ? going to + verb, Past Simple

To learn alternative spellings for the *sh* **sound:** *special, investigation, sugar, shop*

Materials

- Teacher's i-book
- CD 1

Lead-in

The children look at the pictures. Ask questions to anticipate the story: Are there Christmas lights in your town? What is the Pulitzer prize for? What is a special deal?

1 1.27 Read and listen to the story. When the children have listened to the story, ask a few children to read it aloud. Some can be narrators and the others characters. Ask questions to make sure they have understood the story: What is the new brand of mobile phone that is so popular? What is the Vamponics logo? How old are Ed and Mary? How did Ed and Mary find out information? (See transcript page 103.)

•••••

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

Hot spots: *Huge, Brand, Deal, Research.* Use the Hot spots to highlight this potentially difficult vocabulary before the reading activities.

2 1.28 Listen and spell the words with the *sh* sound. Write four columns containing the different spelling alternatives for *sh* on the board: *cia*, *tio*, *su*, *sh*.

Then, they listen to the audio to repeat and spell the words. Finally, the children write the words in the correct column on the board. (See transcript page 103.)

Answers

- 1 Shops, 2 Shock, 3 Social, 4 Special
- **5** Sta<u>tio</u>n, **6** Investiga<u>tio</u>n, **7** <u>Su</u>re, **8** <u>Su</u>gar

Fast Finishers

The children copy the Vamponics logo and colour it in. Then, they draw and colour their own logo for a brand of mobile phone.

Unit 3 Lesson 6

Wrap-up

In groups, the children, with the help of their dictionaries, make posters for the classroom with lists of words with the *sh* sound. Display the posters around the class.

The children listen and drag the letters to form the words. They choose the correct spelling for the *sh* sound (*sh*, *c*, *s*, *t*, *ch*). Use the hint to focus the children's attention exclusively on the spelling of the *sh* sound.

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

Anticipated Difficulties

Depending on what their first language is, some children have difficulty pronouncing the *sh* sound. They will need practice and repetition!

Optional Resources

Teacher's Resource Book page 61, Phonics.

Continuous Assessment

Check if the children can:

Understand the events of the story and the new vocabulary introduced.

Spell and pronounce correctly words containing the sh sound.

Activity Book

Unit 3, page 30, Lesson 6. See page 242 for answer key.

Literacy Strand

Unit 3 Lesson 7

CLIL Objective

To understand a story.

Language Objective

Comprehension.

Materials

Teacher's i-book

Lead-in

The children have a quick look at the pictures and retell the story around the class. Prompt them: Where do Ed and Mary go first? When was the city using all the energy?

1 Read the story again and answer the questions. When they have answered the questions the children close their books and ask and answer questions about the story. You could do this as a team game.

Answers

- 1 The lights first went out at 9.00 pm on 1st December.
- 2 Ed and Mary are reporters. They work at The Wattstown News.
- 3 Vamponics make mobile phones.
- 4 You receive a prize when you buy a phone and keep it plugged in.
- **5** People leave Vamponics phones plugged in all night because they sometimes call them in the middle of the night to give them a prize.
- 6 Vamponics phones' standby lights use lots of electricity.

Touch to open the activity. The children read the story and then choose who said each statement from the drop-down menu. Encourage the children to close their books while they do the activity. For further practice, ask the children to act out the story and to include the statements in their dialogues.

Fast Finishers

The children write a paragraph on a part of the story that is 'outside the box': Why did Vamponics want the city to use so much electricity? How did Ed and Mary become reporters so young?

Wrap-up

The children get into groups and act out the story. Encourage them to add more characters or twists in the plot if they want, for example, the garlic hating director of Vamponics called Mr Drack! Finally, look at the *Did you know* box and let the children comment on it.



The children play a fun game choosing the correct verbs to complete the sentences about the story.

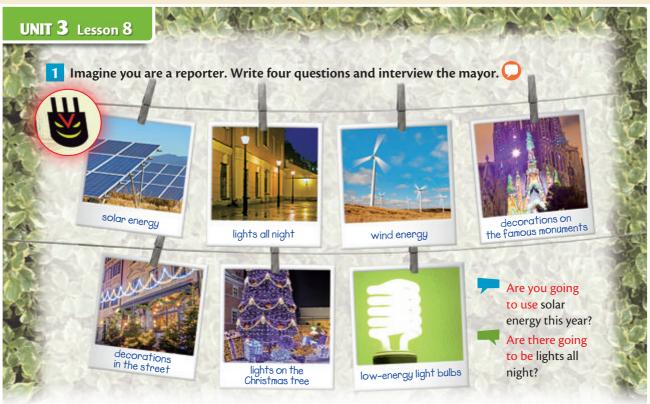
Continuous Assessment

Check if the children can: Remember the story and retell it. Ask and answer comprehension questions about the story.

Activity Book

Unit 3, page 31, Lesson 7. See page 243 for answer key.











2 Copy and complete the plan for your house. Then, ask a classmate. 💭 🔼



Christmas light	S
position	time
on the front door	6 pm - 10 pm
on the	

Where are the lights going to be?

When are you going to turn on the lights?

When are you going to turn off the lights?





Instructions

• Follow the plan. Use ideas from Activities 1 and 2.



Everybody in Wattsville is getting ready for an energy-saving Christmas

Paragraph 1: mayor's plans. "Quotation" from mayor. Paragraph 2: residents' plans. "Quotation" from resident. Paragraph 3: conclusion with recommendations.

Energy-saving holidays

This year Wattsville is going to have energy-saving decorations.

"There's going to be..." "There are going to be..." the mayor explained.

Members of the public are also going to help. "They are going to..." a resident said.

The city of Wattsville learned a lesson this year. After the scandal of Vamponics, we know we should... and we shouldn't...





Writing a newspaper article; using quotations There is going to be Are you going to ... ? Should/Shouldn't



Children become aware of the importance of saving energy.



Children use their imagination to think of where to put Christmas lights in their house.



Children develop their learning techniques by gaining an understanding of how to write a newspaper article using quotations.

Key competences continuous assessment

- 1 Realise the importance of saving energy.
- 2 Can describe where to put their Christmas lights.
- 3 Learn to write a newspaper article.

Literacy Strand

CLIL Objective

To practise writing a newspaper article using quotations.

Language Objectives

To review language for types of energy, parts of a house, times and reporting verbs.

To practise structures: should/shouldn't, There is going to be \dots . Are you going to \dots .

Materials

– Teacher's i-book

 Optional realia: an old microphone or a toy microphone

Lead-in

The children retell the story around the class. Discuss the job of a reporter: Does anyone want to be a reporter when they are older? What does a reporter do? Do you know any reporters from the radio or television?

Then, touch the Questions button and ask students to answer them. All the images are newspapers with different headings to comment on. The idea is that they think and talk about aspects that articles may include. This will aid students later on in the lesson, when they carry out Activity 3.

1 Imagine you are a reporter. Write four questions and interview the mayor. Remind the children what the mayor of a town is and their responsibilities. Then, ask about the pictures. The children prepare questions following the guidelines. You could have one child act as mayor and the rest of the class ask the questions, like a press conference. You could even use a microphone to pass around!

Touch to open the activity. Eight scrambled sentences are presented on the screen. Give some time to the children to copy them in their notebooks and unscramble them individually. Then, invite volunteers out to write the sentences on the IWB using the Richmond i-tools. Play the audio for each sentence so the children can highlight the mistakes and correct them themselves. Use the Answers button to show the correct answers and highlight the going to structure so the children consolidate the Future with going to.

2 Copy and complete the plan for your house. Then, ask a classmate. The children make an energy-saving plan for Christmas lights around their house. You could ask them to bring in photos of their decorations to illustrate the plan. Then, they ask and answer questions following the examples given.



3 Write a newspaper article. Explain the idea of using a quotation from someone in a newspaper article. If you have a microphone, ask two children to imitate a reporter asking a famous figure a few questions. Write what was said in quotation marks on the board. The children write a newspaper article using the guidelines to help them.

Fast Finishers

The children draw a plan of their area and indicate where the Christmas decorations are going to be put and what times they are going to light up.

Wrap-up

Have a class discussion about ecological school Christmas decorations. The children give ideas for recycled decorations and energy-efficient lights.

The children drag the words to form correct sentences which help them consolidate the learning points for should/shouldn't and going to.

Continuous Assessment

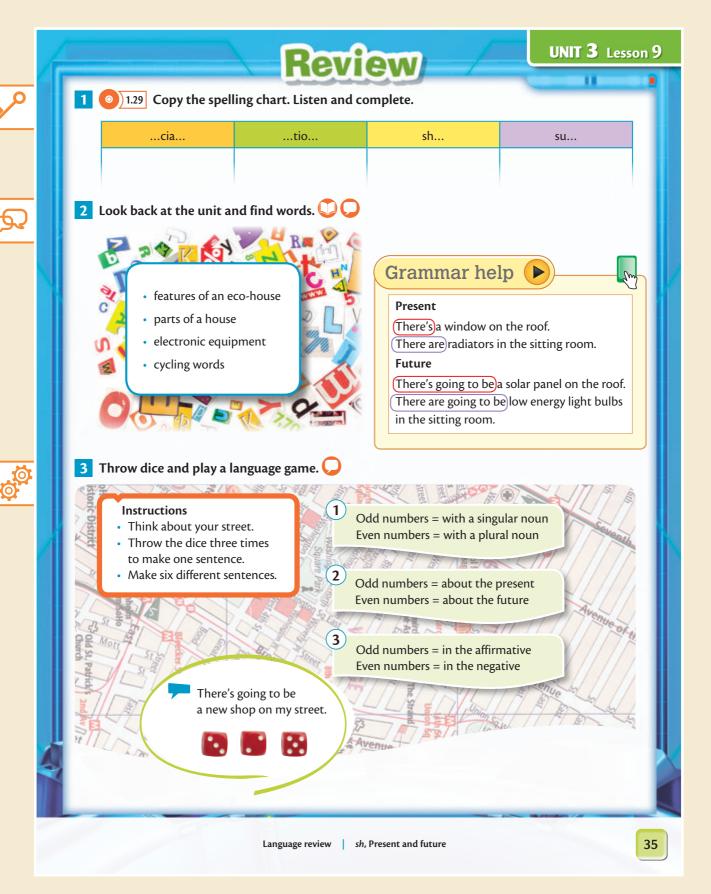
Check if the children can:

Ask and answer questions about plans and intentions using the structures presented in the lesson.

Write a newspaper article about a town's planned Christmas decorations.

Activity Book

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





Children develop learning techniques by categorising vocabulary in a chart.



Children reinforce their vocabulary related to the parts of a house, electronic equipment and cycling.



Children reinforce their numeracy skills by identifying odd and even numbers.

Key competences continuous assessment

- 1 Are able to categorise vocabulary in a chart.
- 2 Understand the meaning of vocabulary from the unit.
- 3 Can identify odd and even numbers.

Review

CLIL Objective

To review the grammar of the unit.

Language Objective

To review the vocabulary and structures of the unit.

Materials

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

Lead-in

The children sit in a circle with a timer set to a random time between three and six minutes. Give the **flashcards** to the first person. They take a card and give verbal clues. When someone guesses correctly the stack is passed on to the next person. The person left with the stack when the timer goes off is out.

1 (a) 1.29 Copy the spelling chart. Listen and complete. The children copy the spelling chart into their books. The audio is like a dictation and they have time to fill in the words. The teacher then copies the table on the board and the children spell out their answers.

(See transcript page 103.)

Answers

cia: special, social, musician, official

tio: action, decoration, edition, investigation

sh: shell, wish, shock, should

su: sure, sugar

2 Look back at the unit and find words. The children write headings in their notebooks and fill in words from the unit. Ask them to make drawings when possible.



Visual grammar presentation.

[i-book] Touch [2] to open the activity. The children read the sentences and drag There's a, There are, There's going to be, There are going to be to complete them. For further practice, once the activity is completed, use the spotlight in the Richmond i-tools to cover some of the words in the sentences and ask students to make new sentences replacing the words that are covered.

3 Throw dice and play a language game. The children follow the instructions and make sentences.

Fast Finishers

The children write sentences about an ideal bedroom talking about what there is going to be in it.

Optional Resources

Teacher's Resource Book page 35, Writing.

Continuous Assessment

Check if the children can:

Remember and use the vocabulary introduced.

Understand, pronounce and spell words containing the sh sound.

Use the structure There is/are going to be... to talk about plans.

Activity Book

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





Children show their initiative and personal autonomy to make energy-saving plans.



Children use their imagination by making plans for a green school.



Children show consolidation of structures and vocabulary by describing energy-saving ideas.

Key competences continuous assessment

- 1 Take the initiative to make energy-saving plans.
- 2 Can make plans for a green school.
- **3** Use the language learned in the unit to write about saving energy.

Review



CLIL Objective

To consolidate structures and vocabulary by describing energy-saving ideas.

Language Objective

To review the vocabulary and structures of the unit.

Materials

- Teacher's i-book
- CD 1

Lead-in

Go back to the Unit Overview on page 80 of the Teacher's Book and ask questions about each of the strands. Ask their opinions on what they liked best.

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

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

1.30 Listen and say *True* or *False*. Then, talk about your school. Ask the children what each icon means and how we can save energy by doing these things. Ask: *How green is our school?* Then, copy the table on the board. Individual children say whether the statements are true or false. Then, add another column and write *Our School*. Discuss the various features and the possibilities of making mini changes like a small vegetable garden or a water tank for collecting rain water.

(See transcript page 103.)

Answers

- 1 True, 2 True, 3 True, 4 False,
- 5 True, 6 False, 7 False, 8 True
- **2** Make energy-saving plans and tell a classmate. The children use *going to* to make personal energy-saving plans.
- **3** Make plans for a green school. Draw a circle on the board with the words *Green School* inside. Then, as the children give you ideas write them on branches coming out of the centre.
- **4** Write about saving energy at your school. The children write about what they should and shouldn't do at their school to save energy using the diagram on the board.

Fast Finishers

The children make eye-catching posters with slogans to be put up at strategic points around the school, for example: *Turn off the taps after you clean your hands*.

Wrap-up

The children brainstorm ideas to get the whole school involved in making the school greener: We should recycle old exam papers and make picture frames. We should collect rainwater in a barrel and use it to water the plants at school.

Final Written Evaluation

In the next lesson give the children the tests from the **Teacher's Resource Book** pages 79-80 or 81-82 depending on each child's ability. Give as much support as necessary for them to understand the structure of the tests.

Note: The listening is the same for both tests.

Final Assessment

Check if children can:

Talk about a green school using the vocabulary and structures presented in the lesson.

Talk about ways they can save energy in their personal lives. Write a description of energy-saving plans for their school.

Activity Book

Unit 3, page 34, Lesson 10. See page 244 for answer key.

Transcripts

1.22 Poster, Unit 3. Listen and answer the questions.

When I recycle newspapers, do I save energy? I do! It takes a lot of energy to make paper.

When I turn off the lights, do I save energy? Of course I do!

When I save water, do I save energy? I do! It takes a lot of energy to get clean water to your house.

When I reuse a plastic bag, do I save energy? I do! It takes a lot of energy to make new plastic bags.

When I ride a bike to school, do I save energy? Yes, of course. Because you don't use a car.

When I use the bins, do I save energy? Yes, I do. It takes a lot of energy to collect rubbish from the streets.

When I unplug my computer, do I save energy? Yes, I do, because the pilot light isn't on.

When I use an LED light bulb, do I save energy? Yes, I do, because they don't use a lot of energy.

1.23 Listen and find the pictures. Then, sing the song: Saving Energy.

Energy saving starts with you! So, listen to the things you should do!

You should turn off the lights when you leave a room. Yes, you should! Come on! Be good!

You shouldn't use the dishwasher when it isn't full.

Oh, no you shouldn't. It's not intelligent!

You should unplug your computer when the battery is full.

Yes, you should! Come on! Be good!

You shouldn't open the windows when the heating is on.

Oh, no you shouldn't. It's not intelligent!

Energy saving starts with you! So, listen to the things, you should do!

You should turn off the tap when you brush your teeth.

Yes, you should! Come on! Be good!

You shouldn't use the lift when you go downstairs.

Oh, no you shouldn't. It's not intelligent!

You should use both sides of paper when you do homework.

Oh, yes, you should! Come on! Be good!

You shouldn't travel by car when you can walk or ride a bike.

Oh, no you shouldn't. It's not intelligent!

Energy saving starts with you! So, listen to the things, you should do!

1.24 Listen and say the name of the equipment.

Lots of electronic and electrical devices in my house have standby lights and they use a lot of electricity. In my house, we turn everything off at night, but, when everybody in the house is asleep, all the standby lights are on.

The standby light on my ... uses 2.92 watts of energy. The standby light on my ... uses 1.55 watts of energy. The standby light on my ... uses 2.84 watts of energy. The standby light on my ... use 1.79 watts of energy. The standby light on my ... uses 3.08 watts of energy. The standby light on my ... uses 1.01 watts of energy. The standby light on my ... uses 0.26 watts of energy. The standby light on my ... uses 3.06 watts of energy. Just think how much electricity we are wasting!

1.25 Listen and find the right answers (a-n) to the

survey.

Girl: Excuse me.

Boy: Have you got a moment?

Woman: Yes, of course. How can I help you?

Girl: We're from Hillside Primary school and we're doing a survey

about transport.

Boy: Can we ask you some questions?

Woman: Go ahead!

Boy: Are you going to travel by car, tomorrow?

Woman: Yes, I am.

Girl: How many trips are you going to make?

Woman: I'm not sure. I know I'm going to work and back. **Boy:** How many people are going to go with you?

Woman: I'm going on my own.

Girl: Can you do any of the trips on foot or by bike?

Woman: Mmm... Yes... I suppose so.

Boy: And are you going to use public transport today?

Woman: Of course!

Girl: What type of public transport are you going to use?

Woman: I'm going on a bus.

Boy: How many trips are you going to make?

Woman: Only one. I'm not going far! **Girl:** How long is it going to take? Woman: Oh! It's going to take all day!

Boy and girl: What??!!

Girl: And can you do any of the trips on foot or by bike?

Woman: No, not really. Girl: Why not?

Woman: I'm the bus driver!

Boy: Oh! Well...

Girl: ... thanks for answering our questions!

Woman: It's a pleasure.

Transcripts

1.26 Read and complete the sentences. Then, listen and check.

Be safe when you ride your bike and follow these recommendations.

You should wear a helmet.

You shouldn't wear dark clothes.

You should check your brakes before you ride.

You shouldn't ride on the pavements.

You should give arm signals when you change direction.

You shouldn't listen to music when you cycle. You should lock your bike when you get off.

You should use the bike lanes.

You should do a cycling test.

1.27 Read and listen to the story: *Vamponics*.

Narrator: The problems in Wattstown started on 1st December. Everything was ready for Christmas. The shops had special offers for Christmas presents. There were lights across the streets and a huge Christmas tree in front of the town social centre.

Narrator: At 9.00 the mayor of the city was ready to turn on the lights. **Mayor:** ...and so I wish you all happiness at this special time of the year.

Narrator: And then all the lights went out!

Narrator: The Wattstown News: No Christmas lights this year!

Narrator: Mystery power cuts!

The next night there was another power cut. All the street lights went

out and none of the houses had any electricity.

Narrator: In the offices of The Wattstown News, the editor of the

newspaper had a meeting with his best reporters. **Editor:** What's behind this story? Any ideas you two?

Ed: I'm not sure.

Mary: But don't worry. We're going to start an investigation.

Narrator: 2015 Pulitzer prize winners

Narrator: Ed and Mary were only 19 but they were already star

reporters.

Narrator: First Ed and Mary went to the town centre and looked at the Christmas tree. There were hundreds of lights on its branches. A thick cable connected the lights to a plug socket.

Ed: I know that logo.

Mary: Me too! It's on my mum's phone!

Narrator: At the computer shop, Ed and Mary saw the logo on lots of equipment. "It's a new brand," explained the shopkeeper. "And it's very, very popular!"

Shopkeeper: You should buy the mobile phone. It's very good value! **Narrator:** "What's the special deal?" asked Ed. "Well," the shopkeeper explained. "After you buy the phone, someone from Vamponics calls and gives you a prize, a new computer, or a game console, or something like that. But you should keep your phone plugged in. They sometimes call in the middle of the night!"

Narrator: Back at the office, Ed and Mary saw the Vamponics logo on lots of phones.

Mary: That's a very big standby light!
Narrator: Then, they did some research.
Ed: We're using a lot more electricity now.

Mary: Yes, and we're using a lot of electricity at night. I wonder why...

Narrator: And they made some telephone calls. **Ed:** How many Vamponic phones did you sell last week?

Mary: How much electricity does a Vamponic standby light use?

Ed and Mary: Wow! That's a lot!

Narrator: The next day their story was on the front page.

Narrator: The Wattstown News: Special Edition.

Mobile phone shock! Vamponic products waste electricity. Their

standby lights use all the city's power!

Mary: Do you want Christmas lights this year? Unplug all your electronic equipment at night.

2) 1.28 Listen and spell the words with the *sh* sound.

s and h make the sh sound.

shops, shops shock, shock

But sometimes, other letter combinations make the sh sound.

At the end of a word, a cia combination makes sh.

social, social special

At the end of a word, a tio combination makes sh.

station, station

investigation, investigation

Sometimes an su combination makes sh.

sure, sure.

sugar, sugar

Opy the spelling chart. Listen and complete.

Special, special.

Action, action.

Shell, shell.

Sure, sure.

Decoration, decoration.

Sugar, sugar.

Social, social.

Musician, musician.

Shock, shock.

Edition, edition.

Official, official.

Investigation, investigation.

Should, should.

1.30 Listen and say *True* or *False*. Then, talk about your school.

- 1 At Hillside School there aren't any solar panels on the roof. At Lakeview School there are solar panels.
- 2 There are recycling bins at both Hillside school and Lakeview School.
- **3** There's a water tank on the roof of Lakeview School. There isn't a water tank at Hillside School.
- 4 There aren't any low energy batteries at Hillside School or Lakeview School.
- **5** There are some low energy bulbs at both Hillside School and Lakeview school.
- **6** There are big windows in Lakeview School, but not at Hillside School.
- 7 There aren't any blinds at Hillside school or Lakeview School.
- **8** There's a lovely vegetable garden at Hillside school, but not at Lakeview School.

Unit (4) Overview

Vocabulary

Nouns related to performance: acting, actor, contract, costume, dancing, ending, film, genre, hip-hop, location, make-up, miming, music video, performance, rehearsal, script, tap

TV programme genres: cartoon, documentary, news, script, series, singing, sports programme, stage, stage school, star, talent contest, TV programme, quiz show

Film genres: action, comedy, fantasy, historical, horror, musical, romantic comedy, sci-fi

Verbs: dance, direct, end, escape, fall in love, find, interview, jump, make, pay, rehearse, rob, save, shoot, sing, start, swim, take place, tour, walk, watch, write

Structures

Compounds with some/every/any/no + body/

thing/where: Nobody knows. Everything explodes. Does anybody jump out of a plane? Somebody finds the locations.

Review of superlatives: The most creative/ unusual/exciting/athletic/beautiful/surprising.

Review of frequency: How often do you ...? Once a (week), three times a (day).

Functional language for making plans with a

friend: Are you going anywhere this weekend? I really want to do something!

Wh- questions with Present Simple and Past Simple

Recycled Language

Numbers

Adverbial phrases of frequency **Superlatives**

Cultural Strand

Language Objectives:

To learn words connected with performance. To review structures with frequency adverbs. To introduce the verb do with an activity.

Creative Strand

CLIL Objective:

To become familiar with the film-making process. Language Objectives:

To learn verbs to describe actions for making films.

To learn the compound pronouns somebody, nobody, anybody, everybody.

Functional Strand

Language Objective:

To learn functional language for planning ahead.

To introduce the compounds some/any/no/every + body/ thing/where.

Screen

Literacy Strand

CLIL Objectives:

To imagine events and characters. To write an ending to a story.

Language Objectives:

To learn the different pronunciation of words containing the letters ch.

To learn vocabulary related to the performing arts.

Knowledge Strand

CLIL Objective:

To understand a TV guide.

Language Objectives:

To learn the words for types of TV programmes.

To review the Present Simple with Wh- questions.

Skills Objectives

Listening: To listen to dialogues from films. To understand a conversation about making plans to meet. To listen to words containing *ch* and spell them correctly. To understand a film review.

Reading: To read about routines and match them with a timetable. To read a story about a talent competition and answer comprehension questions about it.

Writing: To write about a favourite film and a family's TV viewing habits. To make a storyboard for a film. To write a dialogue about meeting friends.

Speaking: To talk about an imaginary film and a TV viewing habits. To use functional language to meet friends. To pronounce words containing the letters *ch*.

Assessment Criteria

- Children can plan a film and talk about it.
- Children can spell and pronounce words containing ch.
- Children can write the ending of a story. They can write a film review.
- Children can use functional language to make plans.
- Children can understand a TV guide and a film review.
- Children can give their opinions of a performance.

Optional Resources

Teacher's Resource Book Photocopies:

- Lesson 1: page 44, Listening
- Lesson 5: page 52, Speaking
- Lesson 6: page 62, Phonics
- Lesson 8: pages 13-14, Language
- Lesson 9: page 36, Writing
- Lesson 10: page 28, Reading
- Evaluation: pages 83-84 or 85-86, Unit 4 test

Extras/Realia

• Lesson 6: brown wrapping paper and a small prize for a *Phonics Pass the Parcel* game

Go Digital

Teacher's i-book [i-book]

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

Activities in **Lead-in** and **l-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:

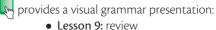
- Lesson 3: activity 1
- Lesson 4: activity 3
- Lesson 7: activity 1
- Lesson 8: activity 2
- Lesson 9: grammar

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 2: knowledge
- Lesson 4: functional language
- Lesson 6: phonics
- Lesson 7: literacy
- Lesson 8: literacy



- Lesson 2: William Shakespeare
- Lesson 5: Watching TV



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 film genres, film-making and language for planning ahead.



Competence in Maths, Science and Technology:

Children apply basic mathematical principles and skills to understand and read timetables.



Digital Competence:

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



Social and Civic Competences:

Children develop their learning techniques by gaining an understanding of how to write an ending to a story.



Cultural Awareness and Expression:

Children develop their social skills by interviewing a classmate.



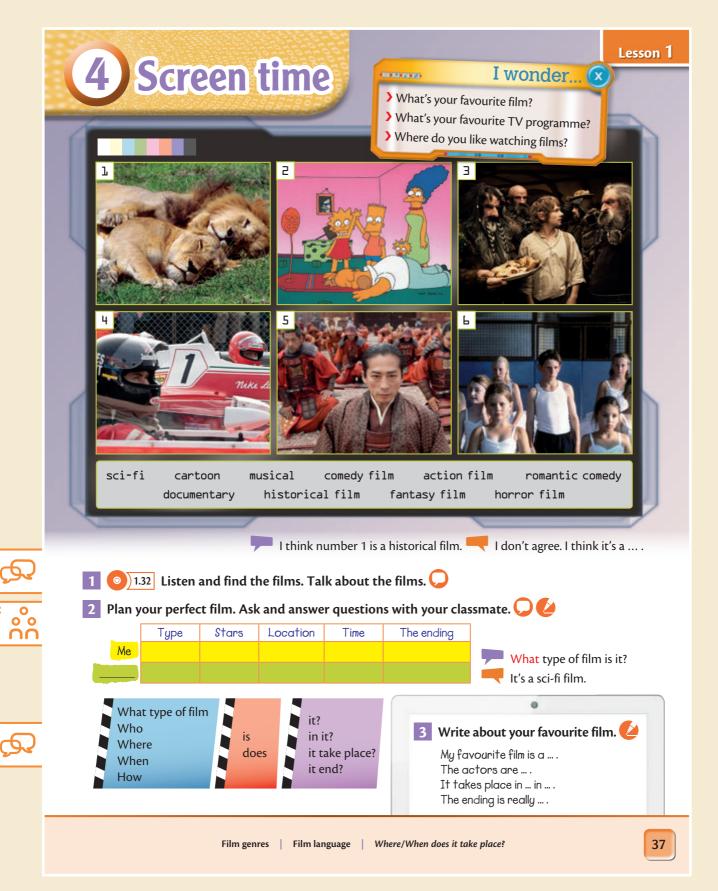
Learning to Learn:

Children acknowledge the importance of taking on challenges and overcoming difficulties to better themselves.



Sense of Initiative and Entrepreneurship:

Children develop their imagination and creativity to make a storyboard of a film of their invention.





Children improve their listening skills in the context of film genres by identifying the films.



Children demonstrate skills by working in pairs to ask and answer questions about their perfect films.



Children improve their writing skills by writing about their favourite film.

Key competences continuous assessment

- 1 Are able to follow the listening to do the activity.
- **2** Work well in pairs to ask and answer questions.
- 3 Improve their ability to write in English.

CLIL Objective

To learn about film genres.

Language Objectives

To learn words for film genres: action, cartoon, comedy, documentary, fantasy, historical, horror, musical, romantic comedy, sci-fi

To practise Wh- questions: What type of film is it? Who is in it? Where does it take place?

Materials

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

Lead-in

Discuss the questions in the I wonder box.

Open the **lead-in** activity. Play *What's this?* Use the clue button to zoom out from the picture and ask the children to try to guess the word before the full image appears (*popcorn, TV screen* and *cinema*).

1.31 Display the **poster** and place the **flashcards** all around it. See if the children recognise any of the films pictured. Play the audio and they listen and look. Play it again, pause after each piece of music and the children take the flashcard, say the genre and place it near the picture on the poster.

(See transcript page 126.)

Open the **i-flashcards** and teach the film genres. Then, open the **i-poster** and ask the children to identify the film genres on the poster. Lastly, the children listen to the audio, decide which film genre is being described and drag it to the corresponding picture on the poster. For further practice, invite volunteers to come to the IWB and describe the remaining genres on the poster for the rest of the class to guess.

1 0 1.32 Listen and find the films. Talk about the films.

Leave the poster and the flashcards on display and the children try to predict the genre of the six films depicted. Finally, they listen to the audio and say the genre. Finish with a class discussion about the films: Do you know this film? Where did you see it? Who are the actors? (See transcript page 126.)

Answers

- 1 film 2 (cartoon), 2 film 5 (historical film),
- 3 film 4 (action), 4 film 1 (documentary),
- 5 film 6 (musical), 6 film 3 (fantasy film)

2 Plan your perfect film. Ask and answer questions with your classmate. Explain the words in the chart using a film they all know. Write the name of the film on the board and the children fill in the

information. They get into pairs and each plan a film. Then, they ask and answer questions about the film using the guidelines.

3 Write about your favourite film. The children write about their favourite film. If possible they add images from it. Make a class display of their work.

Fast Finishers

The children write about a film they didn't like and say why.

Wrap-up

Play *Guess the genre*. The class is divided into two teams. One team gives a flashcard to a member of the other team. That child has one minute to mime the genre for their team to guess.

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

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

Optional Resources

Teacher's Resource Book page 44, Listening.

Initial Evaluation

Check if the children can:

Name different film genres.

Plan and discuss their ideal film including details of the actors, location and setting.

Ask and answer questions about films.

Write about their favourite film.

Activity Book

Unit 4, page 35, Lesson 1. See page 245 for answer key.





1 Read and find the TV programmes.



- 1 Starring Marline Hope and Bradley Barrel. Life on the new planet gives the couple just a few problems to solve in this latest **film** from Sleeptime Movies.
- 2 Test your general knowledge against this week's contestants in the quiz show.
- 3 This promises to be an exciting finale to the country's favourite talent contest.
- 4 The high points of the day's **sports programme** with the latest from the Winter Olympics.
- 5 Stephen Attenbridge, the biologist, shows us the mysteries of the Arctic Ocean in tonight's documentary.
- 6 The latest cartoons from Australia starring Kanga Kim and Wally West and their crazy adventures.
- 7 The events in today's national and international **news**.
- 8 In episode 3 of the **series**, Jade makes a shocking discovery about the family.

Saturday 18th January

- 10.15 Marsupial Madness
- 11.30 The Farleys of Fiddle Farm
- 14.00 Final of the women's ice hockey
- 15.45 So How Much Do You Know?
- 16.35 Planet Earth
- 20.00 The World at 8
- 20.30 Dream Dance
- 22.00 Spaced Out



Pair Work

2 Ask questions and recommend programmes for the children.

> Student A, go to page 92. Student B, go to page 91.

- · The children all watch TV at the weekends.
- They watch TV at different times and they like different types of programmes.





Write about your TV viewing habits.



My favourite programmes are At the weekends I can watch TV I can't watch I share the TV with

I wonder. -Look at a TV schedule for one day. What is the most common type of programme?





Understanding a TV guide

TV genres, Time When does ... watch TV?

We don't watch TV in the



Children reinforce their reading skills by understanding a TV guide and matching the reviews with the TV programmes.



Children demonstrate skills by working in pairs to ask and answer questions about TV programmes.



Children show initiative and personal autonomy by writing about their TV viewing habits.

Key competences continuous assessment

- 1 Are able to understand the text to complete the activity.
- 2 Work well in pairs to talk about TV programmes.
- 3 Are able to write about their own TV viewing habits.

Knowledge Strand

CLIL Objective

To understand a TV guide.

Language Objectives

To learn the words for types of TV programmes: cartoons, documentary, film, news, quiz show, series, sports programme, talent contest

To review the Present Simple with Wh- questions:

What type of programmes does (Molly) like? When does (Tom) watch TV?

Other words: finale, schedule

Materials

- Teacher's i-book

Lead-in

Discuss the questions in the I wonder box and ask about TV habits: When do you watch TV? Where do you watch TV? What's your favourite programme?

Open the **lead-in**. The children look at a picture of a TV screen with mini TV screens on it. Touch the Sample questions button and ask the children to answer the questions about their TV watching habits.

1 Read and find the TV programmes. Ask the children how they know what to watch on TV. Talk about the programmes they all like. Ask: What programmes do your parents watch? Write the genres on the board and local examples of each one.

Finally, the children match the programmes to the descriptions.

Answers

- 1 Spaced Out
- 2 So How Much Do You Know?
- 3 Dream Dance
- 4 Final of the women's ice hockey
- 5 Planet Earth
- 6 Marsupial Madness
- 7 The World at 8
- 8 The Farleys of Fiddle Farm
- **2** Pair Work: Ask questions and recommend programmes for the children. The children get into pairs to find out information about the children. When they have recommended programmes for the children, they recommend programmes for their friends.
- **3** Write about your TV viewing habits. Using the guidelines given and taking into account the descriptions in the pairwork exercise, the children write a paragraph about their family's viewing habits.

Unit 4 Lesson 2

Fast Finishers

The children write about what their favourite programme was when they were little.

Wrap-up

Ask the children what sort of programmes they would like to see more of. Talk about other ways of watching TV, online or on mobile devices. Do a class survey.

Watch the video *William Shakespeare*. 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.



The children find seven words related to TV genres.

Continuous Assessment

Check if the children can:

Recognise and discuss the different types of programmes on TV.

Write about their TV viewing habits.

Ask and answer questions about other children's viewing habits.

Activity Book

Unit 4, page 36, Lesson 2. See page 245 for answer key.



1.33 Listen and write the names in the correct order. Then, sing the song.





Choose a genre and four scenes. Tell your classmate.











SHOT 1 - swim with sharks

SHOT 2 - jump out of a helicopter

SHOT 3 - sing and dance in the rain

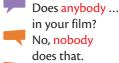
SHOT 4 - walk on the wings of a plane











SHOT 5 - crack a secret code

SHOT 6 - dance and sing on a roof

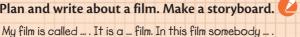
SHOT 7 - fall in love

SHOT 8 - have a big argument

Yes, somebody does that.



Plan and write about a film. Make a storyboard.



The Hollywood actor who played the most leading roles was John Wayne. He starred in 153 films.

Did you know..

Film-making process

Film crew, Film genres | Somebody finds Does anybody ... ?

39



Children increase their knowledge of vocabulary related to film-making through a song.



Children demonstrate skills by working in pairs to talk about film scenes.



Children develop their imagination and creativity skills by making a storyboard of a film of their invention.

Key competences continuous assessment

- 1 Learn the new vocabulary through the song.
- **2** Work well in pairs to complete the activity.
- 3 Use their imagination and creativity to make a storyboard of a film.

Creative Strand



CLIL Objective

To become familiar with film-making.

Language Objectives

To learn verbs for film actions: crack a secret code, dance and sing, direct a film, fall in love, find locations, have a big argument, interview locals, jump out of a helicopter, make costumes, pay bills, rob a bank, shoot a film, save a child, star in a film, swim with sharks, walk on the wings of a plane, write a script

To learn the compounds somebody, nobody, anybody, everybody: Does anybody ... in your film? No, nobody does that. / Yes, somebody does that. Everybody wants to be a star.

Materials

- Teacher's i-book
- CD 1

Lead-in

Discuss the people who are involved in making a film: *Do you wait* for the credits at the end of a film? How many people work on a big film? What is a film set? Write the people who work on a film on the board as the children mention them.

1 1.33 Listen and write the names in the correct order.

Then, sing the song. The children make a list of the names of the people in the picture and give their answers: *Jenny directs the actors*. Finally, ask the children which job they would like.

(See transcript page 126.)

Answers

Tanya finds locations,
Amanda writes the script,
Roger makes the costumes,
Bill makes the tea,
Jenny directs the actors,
Tom films the action,
Maya writes the music,
Dave pays the bills

Flook Touch to open the activity. The children listen to the song and drag the verses to put them in order. For further practice, use the spotlight on the **Richmond i-tools** to cover parts of the lyrics for the children to complete.

2 Choose a genre and four scenes. Tell your classmate.

Introduce the compound pronouns: In this class **everybody** likes films. Does **anybody** like romantic comedy films? Yes, **somebody** likes romantic comedy films but **nobody** likes boring films. Each child chooses a genre and their partner has to guess which genre they have chosen by asking questions.

3 Plan and write about a film. Make a storyboard. The children draw a simple storyboard and describe what is happening in each picture. They invent a title. Make a class display with the results.

Fast Finishers

The children write a dialogue for one of the scenes from their film.

Wrap-up

The children talk about their favourite film stars describing their looks and personality and any other personal information they have. Finally, read the *Did you know* box and ask if they have ever heard of John Wayne.

Continuous Assessment

Check if the children can:

Understand the film-making process and identify the people who work on a film.

Write a plan for a film and make a storyboard.

Use the compound pronouns somebody, anybody, nobody and everybody correctly.

Activity Book

Unit 4, page 37, Lesson 3. See page 246 for answer key.

UNIT 4 Lesson 4

Functional language



- 1 Answer the questions.
 - 1 Do you like going to the cinema?
- 2 Do you ever go with your friends?
- 3 Do you all like the same kind of films?
- 4 What else do you do at the weekends?



1.34 Listen and find the missing words. Read with your classmate.

every body no thing some where any ...



- Hi Ruby, $\stackrel{\longleftarrow}{ }$ are you going *** this weekend?
- No, ***! And I really want to do ***! But *** is closed for the holiday weekend. I'm so bored.
- Well, I've got *** special on but I wondered if you wanted to see *** at the cinema?
- Sounds good. Have you got *** in mind?
 - Well, there's *** exciting on, but the one with Julie Pratt looks interesting.
- Oh yeah? 😯
- It's got a really good write-up. It says here *** you expect from the latest Julie Pratt film.

- Sounds fine. Are you going to ask ***
- No, *** else is here. *** went away for the weekend.
- Do you want to meet up *** before the film?
- Good idea. Let's meet *** in town.
- OK, but *** outside, because I think it's going to rain.
- Yes, that's right. It starts at 4.30 pm, so let's meet at the Burger Bar next door at 4.00 pm.
- Great, see you there. Got to go now! There's *** at the door. XO



















3 Write your own version and chat with your classmate.





Language for planning ahead



Children improve their oral skills by answering questions about films.



Children reinforce their language skills by learning language for planning ahead.



Children use their imagination writing their own version and acting out a chat dialogue with a classmate.

Key competences continuous assessment

- 1 Can answer personal questions.
- 2 Are able to use language for planning ahead.
- 3 Can write a chat dialogue and act it out.

Functional Strand



CLIL Objective

To act out a scene to practise language for planning ahead.

Language Objectives

To learn functional language for planning ahead:

Are you going anywhere this weekend? No, nowhere. I really want to do something! Everywhere is closed. I've got nothing special on. I wondered if

Have you got anything in mind? It's got a really good write-up. Are you going to ask anybody else to come? Great, see you there. Got to go now!

To introduce the compounds *some/any/no/every* + *body/where/thing*.

Materials

- Teacher's i-book
- CD 1

Lead-in

Ask the children about local cinema complexes: Do they sell popcorn? How much does a ticket cost?

1 Answer the questions. Have a class discussion about cinema going using the questions as a starting point and then adding your own: What was the last film you went to see?

2 1.34 Listen and find the missing words. Read with your classmate. Ask the children if they chat online with their friends and make plans to meet. Play the audio twice and then they read it in pairs putting in the correct word.

(See transcript page 126.)

Answers

- 1 anywhere; 2 nowhere, something, everywhere;
- 3 nothing, something; 4 anything; 5 nothing; 7 everything;
- 8 anybody; 9 nobody, everybody; 10 anywhere; 11 somewhere;
- 12 nowhere; 14 somebody
- **3** Write your own version and chat with your classmate. In pairs, the children write a similar online conversation using the language in the chat as a guide.

Fast Finishers

The children write a paragraph about a cinema complex they have visited.

Wrap-up

The pairs read out their chat messages to the rest of the class.

The children play a fun game matching questions with answers to consolidate their knowledge of language for planning ahead.

Continuous Assessment

Check if the children can:

Ask and answer questions about going to the cinema. Use the functional language presented in the lesson for making plans to meet.

Use the compounds some/any/no/every + body/where/thing.

Activity Book

Unit 4, page 38, Lesson 4. See page 246 for answer key.

Culture



UNIT 4 Lesson 5

School Lots of children in the UK go to stage school. They usually go once or twice a week after school or sometimes at the weekends. At stage school, children study singing, acting and dancing. Some very talented children perform in professional films and shows.



1 Look at the timetables. Read and find the mistakes in the text. 🜙 🖵







Dipal Gupta goes to stage school three times a week on Wednesday, Friday and Saturday. He's really good at dance, especially hip-hop. He does dance on Saturday

morning. He does hip-hop twice a month and tap once a month. He's really very good! He does singing on Wednesday and acting on Friday. In the summer holidays, Dipal is going to be in a historical film. He's going to rehearse four days a week for three hours a day. At the weekends he's going to film one day, for three hours.

After-school activities - Weekly timetable

	M	T	W	Th	F	Sat	Sun
The second second	×	17.00 acting	×	×	17.00 singing	15.00 dance 1 st Hip-hop 2 nd Tap 3 rd Classical	×

Summer filming timetable – Dipal Gupta

9.30-12.30 Monday, Tuesday, Thursday

- rehearsals in studio

9.00-13.00 Saturday or Sunday

- filming on location and in studio



2 Make a weekly planner and ask a classmate. 🔾 🙋



Instructions

- · Imagine you are a young film star.
- · Choose a stage name for yourself.
- · Choose: two different classes, rehearsal times, filming times.

dance acting singing mime music

CSI	Child Stars I	nstitute		Name: 45			
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
morning	=						
afternoon							

How often do you go to ... class?

How often do you film?

3 Describe your week as a child star.

My stage name is Every week I times a week I



> Are there any stage or dance schools near you?

I wonder...

What can you do there?

Stage school | Timetables | He does ... twice a week. How often ... ?





Children apply basic mathematical principles and skills to understand and read timetables.



Children show initiative and personal autonomy when making a weekly planner.



Children improve their writing skills by describing their week as a child star.

Key competences continuous assessment

- 1 Are able to understand and read timetables.
- 2 Can make their own weekly planner.
- 3 Improve their ability to write in English.

Cultural Strand



CLIL Objective

To learn about stage school.

Language Objectives

To learn words connected with a stage school: acting, dance, hip-hop, jazz, mime, music, performance, rehearse, singing, tap **To review structures with frequency:** How often does Dipal go to dance class? Twice a week, After school, At weekends

Materials

- Teacher's i-book

Lead-in

Write the class timetable on the board and ask questions: How often do you have (Music)? Then, ask about after-school activities connected with the performing arts: Does anyone go to music/dance class after school?

1 Look at the timetables. Read and find the mistakes in the

text. The children have to find where the text and the timetables don't coincide. Ask individual children for the answers.

Answers

Dipal Gupta goes to stage school three times a week on **Tuesday**, Friday and Saturday.

He does hip-hop **once a week** and tap once a **week**.

He does singing on **Friday** and acting on **Tuesday**.

He's going to rehearse **three** days a week for three hours a day.

At the weekends he's going to film one day, for **four** hours.

- **2** Make a weekly planner and ask a classmate. Ask the children if they know any child stars. Ask them to try and imagine what life is like for a child star. They follow the instructions and copy the weekly planner into their notebooks. Finally, in pairs, they ask and answer questions about their weekly routine.
- **3 Describe your week as a child star.** The children write a paragraph about their week as an imaginary child star following the guidelines given.

Fast Finishers

The children write a description of being a child star on the set of one of their favourite films.

Wrap-up

Talk about the *I wonder* questions. Have a class discussion about the advantages and disadvantages of being a child star: *Do you know any child stars that had problems later in life?* Is it good to miss school for a month to go filming?

watch the video *Watching TV*. 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 52, Speaking

Continuous Assessment

Check if the children can:

Ask and answer questions about a timetable using the Present Simple and the words for frequency.

Write about the routine of an imaginary child star.
Understand and use the vocabulary introduced to talk about the performing arts.

Activity Book

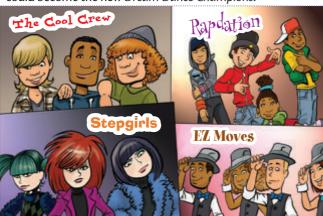
Unit 4, page 39, Lesson 5. See page 247 for answer key.

Dream Dance Champions



1.35 Read and listen to the story.

1) Dream Dance was the most popular children's talent show on TV. It was the final week of the contest and there were only four dance crews left. They were all very good and any one of them was a potential champion. The crews had only a week to plan and rehearse their final choreography. Only one crew could become the new Dream Dance Champions.



Rapdation were in the dance studio. They were really pleased with their music and the choreography was very creative. Then Alex, the music teacher, came in.



The finalists didn't know that the dance teachers had several surprises for them. On Monday lunchtime, it was almost time to get back to the dance studios when Jerry Tall came in to announce the first surprise.

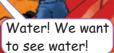
> Guys, listen up! Your theme for the final choreography should be based on 'machines'!



On Wednesday the choreographies were all finished and the crews practised the final moves. After dinner the teachers asked the crews to meet them.



There is one more thing to do. You should include this somewhere in your performances.





1.36 Classify the words into three different sounds. Listen and check.

dance is finished!

⁽¹⁾choreography

Schampions Schord Thicago

⁹moustache

[®]ac<u>h</u>e

11 challenge







Alternative pronunciation for ch

Dance, Performance



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



Children learn to differentiate the alternative pronunciation for ch.



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 differentiate the alternative pronunciation for the letters ch.
- 3 Use the digital resources to practise phonics.



5) The next day the crews went to see Roland, the designer, to plan their costumes and make-up. The EZ Moves crew explained that their dance was a jazz style performance.

6 It was four o'clock in the afternoon, and all the crews were in the Chicago Theatre for the performance. It was only three hours till the programme started. Everybody was very nervous but at least they all knew there were no more surprises!

I think black dresses like this are perfect for your dance.



What's the matter, Jemal? Oh, nothing much! I'm just so nervous, I've got stomachache.

7) Then it was show time! First EZ Moves did their jazz dance. The audience went wild. Then The Cool Crew performed. Jemal did five perfect back flips. Then, Stepgirls stepped onto the stage and danced like never before. And finally Rapdation had everybody dancing in the aisles of the theatre. What



Backstage the crews collapsed on the chairs and waited for the TV audience to vote...





Read the story again and answer the questions. \bigcirc



The crews went to see They did their jazz dance.

- 1 What is special about this week's show in Chicago?
- 2 What are the surprises the teachers give to the dance crews?
- 3 Which crew plans a jazz dance?
- 4 Which crew does Jemal belong to?
- 5 What time does the finale start?
- 6 How do you think the organisers choose the winners?

Did you know...

Ballet dancers must be 12 years old before they can dance on pointe. Their toe bones are too soft before this.









Children acknowledge the importance of taking on challenges and overcoming difficulties to better themselves.



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



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

Key competences continuous assessment

- 1 Understand the importance of taking challenges and overcoming difficulties.
- 2 Are able to answer the questions about the story.
- 3 Use the digital resources to practise the new language.

Unit 4 Lesson 6

CLIL Objective

To acquire skills in phonics while reading a story.

Language Objectives

To introduce the different sounds for the letters *ch*: *ch* chair, *sh* machine, *k* choreography

To learn the nouns: aisle, audience, back flips, backstage, challenge, champion, chef, chords, choreography, contest, costumes, dance crew, dance studio, designer, final, finalists, inspiration, jazz, machines, make-up, moustache, moves, performance, rehearsals, show time, stage, stomach ache, surprises, talent show, theatre, TV room, winners

To learn the verbs: announce, asked, collapsed, danced, explained, meet, performed, plan, practised, rehearse, stepped, waited, went, vote

Materials

– Teacher's i-book

 Extra material: brown wrapping paper and a small prize

Lead-in

- CD 1

Have a discussion about talent shows on television. Write a word web on the board with the different programmes the children mention and write the words for the common features.

1 1.35 **Read and listen to the story.** Ask questions about the pictures to focus the children's interest: *Describe this girl. Do you like their style*? The children listen to the story and follow in their books. (See transcript page 127.)

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

Hot spots: *Rehearse, Challenge, Collapsed.* Use the Hot spots to highlight this potentially difficult vocabulary before the reading activities.

2 0)1.36 Classify the words into three different sounds.

Listen and check. Write the three sounds on the board as headings *ch*, *sh* and *k*. Play the audio and fill in the table on the board. (See transcript page 127.)

Answers

k: choreography, stomach, ache, chord sh: Chicago, machine, moustache

ch: children, challenge, chair, champions

Fast Finishers

The children write sentences in their notebooks with the words from Activity 2.

Wrap-up

Play Phonics Pass the Parcel. Choose a small prize, for example a pen or some sweets and wrap it up. Write one of the *ch* words from Activity 2 on the wrapping paper. Then, wrap it again and write another word, and so on until you have a big parcel. Play music. The children sit in a circle and pass the parcel around. Stop the music and the child who has the parcel unwraps one layer and says the word. If the child pronounces it correctly they stay in the game, if not they're out. This continues until the parcel is completely unwrapped.

The children listen and drag the words to the correct sound to practise three different pronunciations of the spelling *ch*. 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 62, Phonics.

Continuous Assessment

Check if the children can:
Understand the new vocabulary introduced.
Recognise and pronounce the different sounds for the letters *ch*.
Understand and follow the story.

Activity Book

Unit 4, page 40, Lesson 6. See page 247 for answer key.

Literacy Strand

Unit 4 Lesson 7

CLIL Objective

To understand a fictional story.

Language Objective

Comprehension.

Materials

- Teacher's i-book

Lead-in

The children retell the story looking at the pictures in the book. Discuss who they think the winners were and they give their opinion of each dance crew.

1 Read the story again and answer the questions. When the children have answered the questions, take a class vote on who they think the winners were.

Answers

- 1 This week's show is special because it is the final.
- **2** The teachers ask the dance crews to base their choreography on machines, use water and add extra music.
- 3 EZ Moves plan a jazz dance.
- 4 Jemal belongs to Rapdation.
- 5 The finale starts at 7 o'clock in the evening.
- 6 The TV audience votes for the winners.

Flook Touch to open the activity. The children read sentences about the story and answer true or false.

Fast Finishers

The children write a paragraph in their notebook saying who they think the winners were and why.

Wrap-up

Prepare a 'dance off' for a later date. The children get into groups of five or six and invent a name of a dance crew. They create their dance at breaktime. Set a date in the future for a dance competition. The audience or voting public could be the members of a younger year group.

The children play a fun game choosing the correct words to complete the sentences, which helps them consolidate their understanding of the story.

Anticipated Difficulties

If you have a child in the class with mobility difficulties or for any other reason they can't participate in a dance crew make sure to give them a role as costume designer or music manager.

Continuous Assessment

Check if the children can:
Retell the story by looking at the pictures.
Answer the comprehension questions about the story.
Discuss the events of the story and possible outcomes.

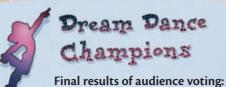
Activity Book

Unit 4, page 41, Lesson 7. See page 248 for answer key.

UNIT 4 Lesson 8



1 Imagine you are a member of the jury. Discuss the voting and invent reasons.



?: 1,506,342 votes

?: 1,504,276 votes

?: 1,230,639 votes

?: 1,110,824 votes

creative, unusual, exciting, athletic, beautiful, surprising...

I think Rapdation were the winners with 1,506,342 votes because their dance was the most creative.

I don't agree. Rapdation didn't win. ... won because



2 Make six questions and interview your classmate.



After the contest, the TV presenter interviewed the winners. In pairs, imagine you are the interviewer and one of the winners.

What did you ★? When did you ★? How often did you $\uparrow \uparrow$?

Where did you \uparrow ? Who did you \uparrow ? What was the \uparrow part of the contest?

right learn eat live study do classes meet work with rehearse ... best / most difficult / most interesting ...

3 Choose a prize and describe what happened to the winners.





Afilm contract!

performed toured made became

a video. a film. TV stars. the world. Europe.

with world famous dancers.

I think Rapdation won I think they performed ... and made

A scholarship to Dance School





Write the ending to the story.

Instructions

- · Write your interview.
- Choose: a winner and a reason, a prize and three things they did next.





Imagining events and characters, Writing an ending | They toured the world. They didn't win.



Children use their imagination to invent the end of the story.



Children develop their social skills by interviewing a classmate.



Children develop their learning techniques by gaining an understanding of how to write an ending to a story.

Key competences continuous assessment

- 1 Use their imagination to think of imaginary events and
- **2** Work well in pairs to complete the activity.
- 3 Learn to write an ending to a story.

Literacy Strand



CLIL Objective

To practise writing an ending to a story.

Language Objectives

To learn adjectives: athletic, beautiful, creative, exciting, surprising, unusual

To review structures with the Past Simple + Wh- questions:

What did they learn? When did you start? **To review saying big numbers:** 1,506,342

Materials

- Teacher's i-book

Lead-in

Write the names of the dance crews from the story on the board. Then, write words to describe their dance style, their clothes and hair and their performance. Ask about the role of the jury in a talent show: Who are the jury in (mention a local programme)?

......

- 1 Imagine you are a member of the jury. Discuss the voting and invent reasons. Before you begin, write a few big numbers on the board to practise saying them aloud. All the children take it in turns to say what votes were given to each dance crew and give their opinion, using the adjectives given.
- **2** Make six questions and interview your classmate. The interviews are done in pairs. Choose a pair to act out their interview for the rest of the class.

[i-book] Touch [1] to open the activity. The children drag words to order questions a TV presenter might ask when interviewing winners of a dance competition.

3 Choose a prize and describe what happened to the winners.

The children discuss the pros and cons of the prizes on offer. They then imagine what the winners did next.

4 Write the ending to the story. Each child writes a paragraph in their notebooks. Encourage them to be wildly imaginative. They read out their endings to the class.

Fast Finishers

The children write a newspaper style paragraph about the winner they chose entitled: (*Rapdation*), how it all went wrong.

Wrap-up

Talent shows with a jury are popular all over the world. Ask the children to find information on current stars or groups that were discovered on a talent show.

The children take a quiz choosing the correct words to complete the answers given by competitors in a dance

competition. For further practice, ask the children to think of questions that an interviewer might have asked to get the answers in the quiz.

Anticipated Difficulties

Some children have difficulty saying big numbers so you could do some extra practise with them starting with smaller numbers and building up to the millions.

Optional Resources

Teacher's Resource Book pages 13-14, Language.

Continuous Assessment

Check if the children can:

Discuss possible outcomes and write an ending to the story. Imagine events and characters and act out an interview situation.

Activity Book

Unit 4, page 42, Lesson 8. See page 248 for answer key.





sounds like sh	sounds like <i>ch</i>	sounds like k

choreography Chicago children chair moustache machine stomach ache champions challenge chord





really funny always happens. incredible always happens. funny happens and somebody always falls in love. really scary always happens.

Everything ...

is about imaginary machines and technology. takes place in the past. is imaginary.

Somebody ...

always dances and sings. wins by answering the questions correctly. tells us what happened that day. draws the characters but the voices are real people. tells us interesting things about the world.

comedy films romantic comedy films sci-fi films historical films musicals horror films quiz shows news programmes action films

documentaries

fantasy films

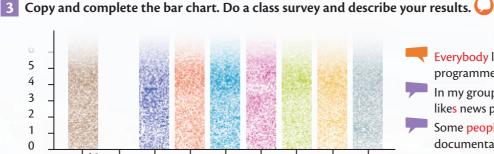
cartoons

Grammar help



Compounds with some, any, every and no everybody/somebody/anybody/nobody everything/something/anything/nothing everywhere/somewhere/anywhere/nowhere

In documentaries somebody tells us interesting things about the world.



Everybody likes sports programmes.

In my group nobody likes news programmes.

Some people like documentaries.

Language review

ch, Every/Some/Any/No + body/thing/where, Genres

45



Children develop learning techniques by categorising vocabulary in a chart.



Children practise their reading skills by matching the descriptions and the film genres.



Children apply mathematical skills to complete a bar chart, do a class survey and interpret the results.

Key competences continuous assessment

- 1 Are able to categorise vocabulary in a chart.
- 2 Are able to match the descriptions and the film genres.
- 3 Can complete a bar chart, do a class survey and interpret the results.

Review



CLIL Objective

To review the grammar of the unit.

Language Objective

To review the vocabulary and structures of the unit.

Materials

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

Lead-in

Display the **poster**. Tell the children to point to the different genres. Then, ask them to give an example of another film in that genre.

1 Opy and complete the chart. Listen and check.

Remind the children of the different pronunciation of the words containing *ch*. They copy the chart into their notebooks and put the words into the correct column. Then, play the audio and the children correct their own mistakes.

(See transcript page 127.)

Answers

Sounds like sh: machine, Chicago, moustache **Sounds like ch:** chair, champions, children, challenge **Sounds like k:** choreography, stomach, chord, ache

2 Find the genres and think of examples with a classmate. The children say the genre and think of a film they have seen for each one.



Visual grammar presentation.

Flook Touch to open the activity. The children drag word endings to complete sentences using compounds with some, any, every and no.

3 Copy and complete the bar chart. Do a class survey and describe your results. Divide the class into two or three large groups. The children copy the bar chart and fill it in according to the likes and dislikes of their group. They report back to the class on their findings using the guidelines in the book.

Fast Finishers

The children write about their favourite TV programme.

Wrap-up

Play Last One Standing with the vocabulary from the unit. Display the **flashcards** (or open the **i-flashcards** on the **Teacher's i-book**) and give the children some time to look at them. Then, the children stand in a circle. Clap out a beat and say a word: One, two, three, cartoon! Clap three more beats and the person to your right has to say a word learned from the unit. If they miss the beat or can't remember a word they sit down. The winner is the last one standing.

Optional Resources

Teacher's Resource Book page 36, Writing.

Continuous Assessment

Check if the children can:

Group words according to the pronunciation.

Use the compounds *every/some/any/no* to ask and answer questions about films.

Classify films according to their genre.

Activity Book

Unit 4, page 43, Lesson 9. See page 249 for answer key.



1.38 Read the reviews. Then, listen and find the films.



Country: USA Run time: 120 mins **Director: James Wyler** Cast: Emily Hepthorn and Eddie Roberts

Sally and Jim visit Africa for a romantic holiday. When they get there, Sally picks up somebody else's case. At the hotel she opens the case to find millions of dollars in bank notes. The couple decide to find the real owner and return the money. Lots of adventures follow as they try to escape from Red Rhino, the notorious diamond thief.

Country: UK Run time: 110 mins **Director: Annie Shaw** Cast: Anita Croft and Morris Black

If you like lots of explosions you will love this. At 6 pm exactly, without any warning, the Houses of Parliament blow up. Is it a bomb? Is it an accident? Nobody knows, but the Special Crew are there to find out. They discover a web of espionage and criminals behind the plot.





Country: Canada Run time: 95 mins Directors: David Bean and Jenny Lee

Everywhere you look in this wonderful film, you can see a magical world of living forests, talking trees and mythological beasts. Gaia is the Queen of the Enchanted Forest. She organises her people to defend their world against the enemy.

Country: Mexico Run time: 100 mins **Director:** Juanita Gomez

Lots of laughs for all the family in this hilarious film which describes Christmas at home with the craziest family in the world. The night before Christmas everything is ready for the big day when suddenly Dad receives a call from the North Pole. Santa is missing and they need a substitute for the busiest night of the year.





2 Use your imagination and describe a film.



Instructions

- · Choose a genre and a title.
- Choose your friends for the cast.
- · Choose a job for yourself.
- · Describe what happens.



My film is a comedy. It's called Laugh Out Loud. Danny and Anna are the main actors. I am the director. I shoot the film. In this film somebody finds a magic box, but nothing happens until...



3 Write the review for your film.



Oral review Describing a film



46

Children improve their listening and reading skills by matching the reviews and the films.



Children develop their imagination and creativity to describe a film.



Children show consolidation of structures and vocabulary by writing a film review.

Key competences continuous assessment

- 1 Are able to understand the listening activity.
- 2 Use their imagination and creativity to describe a film.
- 3 Use the language learned in the unit to write a film review.

Review

CLIL Objective

To consolidate structures and vocabulary by describing a film.

Language Objective

To review the vocabulary and structures of the unit.

Materials

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

Lead-in

Display the **poster** and review the language related to films.

Open the **i-poster**. The children hear words for film genres and find the genres on the poster. For further practice, open the Sample questions for the children to answer.

1 (0)1.38 Read the reviews. Then, listen and find the films.

Talk about film reviews: Where do you read about films? How do you decide which film to go and see? When the children have finished reading, play the audio and individual children say which film is being referred to.

(See transcript page 127.)

Answers

- 1 Crazy Christmas, 2 Mombasa, 3 Gaia, 4 Boom!
- **2** Use your imagination and describe a film. The children follow the instructions and describe an imaginary film from the point of view of a person in the film crew.
- **3** Write the review for your film. The children write an imaginary review in their notebooks for the film they created in Activity 2.

Fast Finishers

The children choose two films, one that they really liked and one that they didn't like. They write a comparison between them.

Wrap-up

The children read out their reviews to the rest of the class. Play the *Guess the genre* game that they played in Lesson 1.

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 4 Lesson 10

Optional Resources

Teacher's Resource Book page 28, Reading.

Final Written Evaluation

In the next lesson give the children the tests from the **Teacher's Resource Book** pages 83-84 or 85-86 depending on each child's ability. Give as much support as necessary for them to understand the structure of the test.

Note: The listening is the same for both tests.

Final Assessment

Check if the children can:

Understand a film review and match a review to a genre. Make a brief description of a film.

Write a film review.

Activity Book

Unit 4, page 44, Lesson 10. See page 249 for answer key.

Transcripts

1.31 Poster, Unit 4. Listen and say the genre.

- 1 There is a lot of singing and dancing in this type of film.
- 2 It's typical to see exciting things like people running away from others, people jumping off buildings, or exotic locations, amazing cars.
- 3 This type of film has a narrator. You can learn information about animals, nature, people and many other things.
- **4** The characters are animated in this type of film.
- **5** There are ghosts and monsters in this type of film. They can be very
- **6** The stories in this type of film are about the past, sometimes from hundreds of years ago.

1.32 Listen and find the films. Talk about the films.

Marge: Why is your father on the floor?

Bart: It was Lisa!

Man: I arrived in Japan in 1830 to begin my quest to become a Samurai.

Man: There are twenty drivers who start the season in Formula One. Our hero is one of them...

Woman: At the end of a morning's hunting the pride settle down for a rest in the shade.

Teacher: OK class, lift your arms and point your toes.

Man: The Middle-earth warriors are here. It's time to protect the

Crystal Mountain. Tell the Borks to get ready.

1.33 Listen and write the names in the correct order. Then, sing the song: Everybody wants to be a star.

Everybody wants to come to Hollywood, Everybody wants to be a star. Everybody wants a flashy home, And everybody wants a flashy car. But life is not so glamorous and pretty,

For everybody in this city.

Somebody finds locations. Somebody writes the script. Somebody makes the costumes. Somebody makes the tea. Somebody directs the actors. Somebody films the action. Somebody writes the music. Somebody pays the bills.

You see, life is not so glamorous and pretty, For everybody in this city. Three, two, one, ACTION!

1.34 Listen and find the missing words. Read with your classmate.

Mark: Hi Ruby, are you going anywhere this weekend?

Ruby: No, nowhere and I really want to do something! But everywhere

is closed for the holiday weekend. I'm so bored.

Mark: Well, I've got nothing special on but I wondered if you wanted to see something at the cinema?

Ruby: Sounds good. Have you got anything in mind?

Mark: Well there's nothing exciting on, but the one with Julie Pratt looks interesting.

Ruby: Oh yeah?

Mark: It's got a really good write up. It says here, 'Everything you expect from the latest Julie Pratt film'.

Ruby: Sounds fine. Are you going to ask anybody else to come?

Mark: No, nobody else is here. Everybody went away for the weekend.

Ruby: Do you want to meet up anywhere before the film?

Mark: Good idea. Let's meet somewhere in town.

Ruby: OK, but nowhere outside, because I think it's going to rain. Mark: Yes, that's right. It starts at 4.30 pm, so let's meet at the Burger

Bar next door at 4.00 pm.

Ruby: Great see you there. Got to go now! There's somebody at the door. Kisses and hugs.

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Transcripts

1.35 Read and listen to the story: Dream Dance Champions.

Narrator: Dream Dance was the most popular children's talent show on TV. It was the final week of the contest and there were only four dance crews left. They were all very good and any one of them was a potential champion. The crews had only a week to plan and rehearse their final choreography. Only one crew could become the new Dream Dance Champions.

Narrator: The finalists didn't know that the dance teachers had several surprises for them. On Monday lunchtime it was almost time to get back to the dance studios when Jerry Tall came in to announce the first

Jerry: Guys listen up! Your theme for the final choreography should be based on machines!

Dancer: Oh, no!

Narrator: Rapdation were in the dance studio. They were really pleased with their music and their choreography was very creative. Then Alex, the music teacher, came in.

Alex: Hi there! A new challenge! Add these chords somewhere in your

Dancer: You're kidding! Our dance is finished!

Narrator: On Wednesday the choreographies were all finished and the crews practised the final moves. After dinner the teachers asked the crews to meet them.

Brian: There is one more thing to do. You should include this

somewhere in your performances.

Dancer: What?

Jerry: Water! We want to see water!

Narrator: The next day the crews went to see Roland, the designer, to plan their costumes and make-up. The EZ Moves crew explained that their dance was a jazz style performance.

Roland: I think black dresses like this are perfect for your dance.

Dancer: All the boys need a moustache.

Narrator: It was four o'clock in the afternoon, and all the crews were in the Chicago Theatre for the performance. It was only three hours till the programme started. Everybody was very nervous but at least they all knew there were no more surprises!

Dancer: What's the matter, Jemal?

Jemal: Oh, nothing much! I'm just so nervous, I've got stomachache.

Narrator: Then it was show time! First EZ Moves did their jazz dance. The audience went wild. Then the Cool Crew performed. Jemal did five perfect back flips. Then, Stepgirls stepped onto the stage and danced like never before. And finally Rapdation had everybody dancing in the aisles of the theatre. What a night!

Narrator: Backstage the crews collapsed on the chairs and waited for the TV audience to vote...

Dancer: Shh! He's going to announce the winners.

1.36 Classify the words into three different sounds. Listen and check.

choreography, choreography

stomach, stomach ache, ache

chord, chord

Sh, Sh, Sh Chicago, Chicago

machine, machine moustache, moustache



1.37 Copy and complete the chart. Listen and check.

Ch, Ch, Ch

chair, chair

children, children

challenge, challenge

champions, champions

Sounds like sh:

machine

Chicago

moustache

Sounds like ch:

champions

children

challenge

Sounds like k:

choreography

stomach chord

ache

1.38 Read the reviews. Then, listen and find the films.

Boy: Now this film sounds great. I love this director.

Girl: Who's in it?

Boy: Nobody, it's a cartoon but we saw the first one last year, don't you remember?

Girl: Oh, yes. It was so funny! Boy: Let's go tomorrow.

Girl: OK.

Narrator: Which film is it?

Girl: I really fancy seeing that new film about Africa.

Boy: Which one?

Girl: The one with the mix-up at the airport.

Boy: Oh, yes, but it's a romantic comedy, and I really don't like that

Girl: Oh, come on! It's probably very funny and the cast is really good.

Narrator: Which film is it?

Boy: Do you remember that wonderful film *The Ice Moon?*

Girl: Ah! The fantasy one! The costumes were fantastic.

Boy: Well, there's a new film by the same director and it looks great.

Girl: Is it a fantasy film as well?

Boy: Yes.

Girl: Right! I definitely want to see that.

Boy: Me too.

Narrator: Which film is it?

Girl: I don't think I like the sound of this one.

Boy: I think it sounds great. Can you imagine 110 minutes of pure

Girl: Well you can go without me! I'd rather watch the TV than that

Boy: Oh, come on, Tilly, you love Morris Black.

Girl: Mmm... well, he is very good looking. Oh, all right!

Narrator: Which film is it?

Unit (5) Overview

Vocabulary

Fabrics: acrylic, cotton, leather, nylon, polyester, rubber, silk, wool

Garments and accessories: bagpipes, cape, footwear, hoodie, jeans, kilt, ruff, tie, tights, tunic, waistcoat

Parts of a shoe: buckle, buttons, heel, laces, platform, pointy toes, ribbon, slipper, zip Adverts: illustration, logo, slogan, text

Dates: 1890s, 20th century

Structures

Past (to be): It was made of (cotton). They were made of (leather).

Past Simple: They had / didn't have Did they have ...?

Time clauses: before (the 19th century), after (the 1820s), in (the 20th century), (100 years) ago, when she was

Functional language for choosing clothes:

I love/hate wearing Can I wear my ... ? You can't wear ... to a You look (hilarious). Do they fit? They're too tight. It's (not) smart! You need (a belt).

Recycled Language

Clothes and accessories Countries Personality adjectives Dates and times

Cultural Strand

Language Objectives:

To learn the words to describe the Scottish national dress.

To review structures with the Past Simple interrogative and time expressions.

Creative Strand

CLIL Objective:

To analyse adverts over time.

Language Objectives:

To introduce time clauses with before and after. To learn words related to advertising. To review the words for clothes and materials. To say prices.

Functional Strand

Language Objective:

To review clothes vocabulary. To learn functional language for choosing clothes.

Fashion through the

Literacy Strand

CLIL Objective:

To practise writing biographical details.

Language Objectives:

To learn spellings of the e and ee sounds. To review the words for clothes and materials. To write a short biography.

Knowledge Strand

CLIL Objective:

To learn about fashion in the past.

Language Objectives:

To learn words for the parts of a shoe. To learn words for historical clothes. To review the Past Simple with the time clause years ago.

Skills Objectives

Listening: To understand information about a garment and the material that it is made of. To understand a song about clothing through the ages and a dialogue about choosing clothes.

Reading: To understand the information on the labels on clothes and the basic elements in print advertising. To understand a text about the Scottish national dress.

Writing: To describe a favourite piece of clothing and an advertisement for clothing.

Speaking: To ask and answer questions about the origin of a garment and its composition, casual and formal clothes, and national costumes.

Assessment Criteria

- Children can use functional language to talk about choosing clothes and give opinions about an outfit.
- Children can recognise and spell words containing the *e* and *ee* sound.
- Children can write about a traditional costume from their country.
- Children can write a short biographical entry.

Optional Resources

Teacher's Resource Book Photocopies:

- Lesson 1: page 45, Listening
- Lesson 3: page 29, Reading
- Lesson 4: page 53, Speaking
- Lesson 6: page 63, Phonics
- Lesson 9: pages 15-16, Language
- Lesson 10: page 37, Writing
- Evaluation: pages 87-88 or 89-90, Unit 5 test

Extras/Realia

- Lesson 2: advertisements from a magazine
- Lesson 3: old fashioned clothes, family photos
- Lesson 5: a map of the United Kingdom
- Lesson 9: dice

GolDigi

Teacher's i-book [i-book]

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

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

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

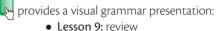
- Lesson 3: activity 1
- Lesson 4: activity 2
- Lesson 7: activity 1
- Lesson 8: activity 3
- Lesson 9: grammar

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 3: knowledge
- Lesson 4: functional language
- Lesson 6: phonics
- Lesson 7: literacy
- Lesson 8: literacy



- Lesson 3: The history of shoes
- Lesson 5: Scottish traditional dress



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 fabrics, clothes, advertising and language for choosing clothes.



Competence in Maths, Science and Technology:

Children apply basic mathematical skills as they are introduced to percentages.



Digital Competence:

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



Social and Civic Competences:

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



Cultural Awareness and Expression:

Children develop their social skills by asking a classmate questions about a text.



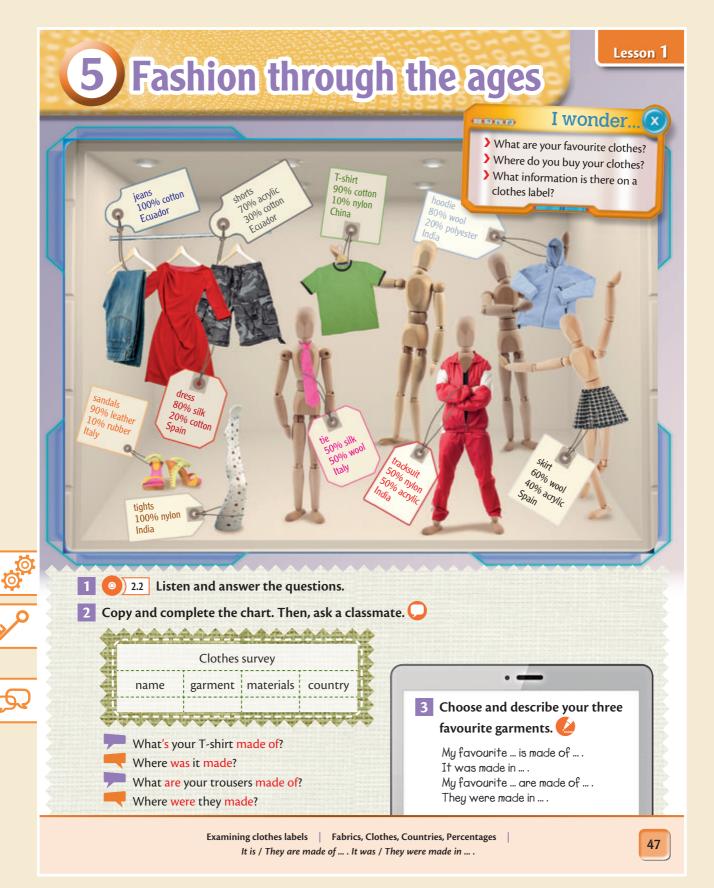
Learning to Learn:

Children acknowledge the importance of having ideas of their own.



Sense of Initiative and Entrepreneurship:

Children develop their imagination and creativity to make an advert.





Children apply basic mathematical principles and skills as they are introduced to percentages.



Children develop learning techniques by categorising the results of the clothes survey in a chart.



Children increase their vocabulary of fabrics, clothes and countries when describing their favourite garments.

Key competences continuous assessment

- 1 Can recognise and say percentages.
- **2** Are able to categorise the results of a survey in a chart.
- 3 Learn the new vocabulary to write a short text.

CLIL Objective

To understand a listening activity about clothes.

Language Objectives

To learn words for materials: acrylic, cotton, leather, nylon, polyester, rubber, silk, wool

To review words for clothes: *belt, boots, dress, hoodie, shirt, tights, tracksuit*

To review countries: China, Ecuador, India, Italy, Spain **To introduce the structures:** What's it made of? Where was it made?

To introduce percentages: 50% wool

Materials

Teacher's i-book

- Poster for Unit 5

- CD 2

- Flashcards for Unit 5

Lead-in

Ask the children to look at the labels on their clothes: What is your jumper made of? Write all the information on the board. Then, point to the materials on the **poster**. When the children know what the clothes and materials are on the poster, they listen to the audio and vote true or false for each sentence. Finally, the children say the correct version of all the sentences. (See transcript page 150.)

Open the **lead-in** activity. The children drag words for materials and clothes to photos of clothing items to make short descriptions of them.

Open the **i-poster**. Before the audio, ask the children to look at the materials on the poster. Ask them what clothes are usually made of each material. Then, play the audio and ask them to vote true or false for each sentence about the clothes on the poster.

1 ② 2.2 Listen and answer the questions. Have a class discussion with the questions from the *I wonder* box. Then, look at the picture of the shop window and talk about the clothes on display. Introduce the idea of percentage of a material in a fabric. Finally, play the audio and individual children give the answers. (See transcript page 150.)

Answers

1 In Spain; 2 In Ecuador; 3 A hoodie;

4 90% cotton, 10% nylon; 5 90% leather, 10% rubber;

6 In India; 7 In India; 8 Shorts;

9 80% silk, 20% cotton; 10 A tie

- **2 Copy and complete the chart. Then, ask a classmate.** The children copy the chart and do a survey of clothes around the class.
- **3** Choose and describe your three favourite garments. The children draw and write about their favourite clothes using the guidelines given.

Fast Finishers

The children write a paragraph about the clothes they don't like wearing and say why. They draw a picture of themselves in the clothes.

Wrap-up

Ask the children if they know any fashion designers and if they are familiar with their job. Show the **flashcards** of the hoodie and the waistcoat. The children choose one garment and design their own customised version.

Optional Resources

Teacher's Resource Book page 45, Listening.

Initial Evaluation

Check if the children can:

Recognise and name the different materials introduced and say which clothes are made of which material.

Say the percentage of a material in a garment and say where it is from

Ask and answer questions about the composition of different garments.

Write a description of their favourite clothes.

Activity Book

Unit 5, page 45, Lesson 1. See page 250 for answer key.



1 Read the sentences and find the adverts. 🔘 💭

10g0





Rugby Suits Trouser Suits

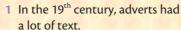
Winter Overcoats



6 Before the 20th century, most adverts didn't have slogans or logos.

7 After the 1880s, some adverts had black and white illustrations.

8 After the 1900s, adverts had colour illustrations.



- 2 Before the 20th century, adverts didn't have colour illustrations.
- 3 After the 19th century, most clothes adverts had illustrations.
- 4 Before the 1930s, most adverts didn't have photos.













2 Look at more adverts and ask a classmate. 🜙 🔱





Student A, go to page 93. Student B, go to page 90.

Instructions

· Find out the missing information in the adverts from your partner.

3 Make an advert.

- · Think of a garment.
- Think of a slogan and a logo.
- Think of a price.

Instructions

Did you know...

In the 18th century, the left shoe and the right shoe were the same shape!

48

Analysing adverts over time | Clothes, Advertising, Years They had / didn't have How much did it cost? Before/After



Children apply basic mathematical principles and skills by understanding the passing of time and its effects on fashion and advertising.



Children demonstrate skills working in pairs to ask and answer questions about adverts.



Children develop their imagination and creativity skills to make an advert.

Key competences continuous assessment

- 1 Recognise that advertising and fashion changes through time.
- 2 Work well in pairs to talk about adverts.
- 3 Can make an advert.

Creative Strand



CLIL Objective

To analyse adverts over time.

Language Objectives

To introduce time clauses with *before* **and** *after***:** Before the 1930s, most adverts didn't have pictures.

To learn words related to advertising: illustration, logo, slogan, text

To review words for clothes and materials. To say prices.

Materials

- Teacher's i-book

Extra material: some magazine advertisements

Lead-in

Display a print advertisement and show the text, the illustration, the logo and the slogan. Then, show some more advertisements and the children point to the different parts.

Open the **lead-in** activity. The children look at pictures of the three advertisements and drag related words to the corresponding advertisement.

1 Read the sentences and find the adverts. Make sure the children know the difference between *before* and *after*: What class do you have after English? What number comes before 100? They read the sentences and point to the correct advertisement. Finally, they comment on the differences between the adverts in the book and the contemporary ones you have brought.

Answers

1 1860s; 2 1900s; 3 1900s, 1920s;

4 1860s, 1900s, 1920s; 5 1960s;

6 1860s; 7 1900s; 8 1920s

- **2** Pair Work: Look at more adverts and ask a classmate. The children ask and answer questions to find out the information missing from their part of the advert.
- **3** Make an advert. Give the children free rein to make an advert for a piece of clothing. They can bring in photos, glitter, letters or other craft material to make it as eye-catching as possible. Make a class display with the results.

Fast Finishers

The children write an advertisement for their school with a slogan and a logo.

Wrap-up

Have a class discussion about clothes advertising and brand names. Where do you see clothes advertised? What brand names are popular with young people? Why?

Anticipated Difficulties

Some children have difficulty with the concepts of *before* and *after*. Make a poster for the classroom to remind them.

Continuous Assessment

Check if the children can:

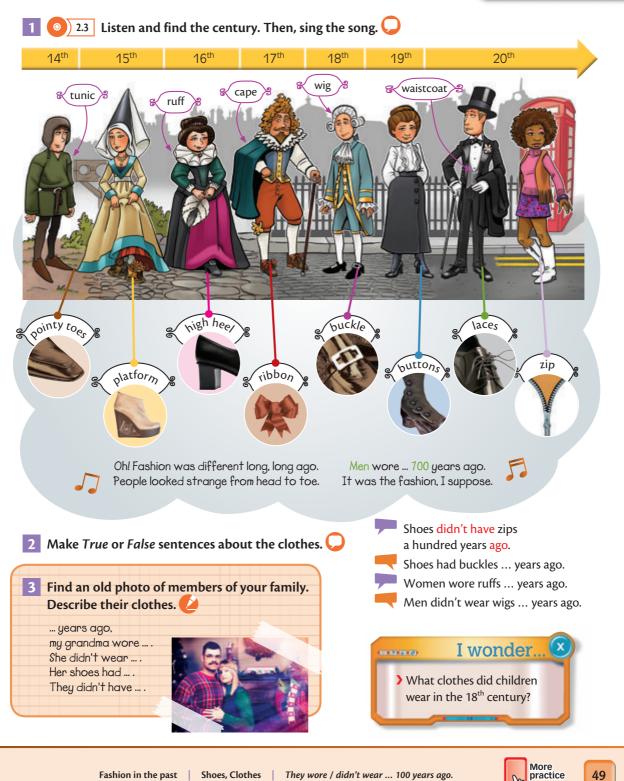
Understand and use words related to advertising.
Understand sentences with the time clauses *before* and *after*.
Ask and answer questions about the price, origin and composition of an item of clothing.
Write an advertisement for an item of clothing.

Activity Book

Unit 5, page 46, Lesson 2. See page 250 for answer key.









Children are introduced to fashion in the past through a song.



Children develop their speaking skills by making true or false sentences about the clothes.

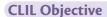


Children improve their writing skills by describing an old photo of members of their family.

Key competences continuous assessment

- 1 Become familiar with fashion throughout history.
- 2 Can make true and false sentences.
- 3 Improve their ability to write in English.

Knowledge Strand



To learn about fashion in the past.

Language Objectives

To learn the words for parts of shoes: buckle, buttons, footwear, heel, laces, platform, pointy toes, ribbon, slipper, zip To learn words for historical clothes: cape, ruff, waistcoat, tunic, wig

To review the Past Simple with time clause: They wore / didn't wear (buckles) (200) years ago.

Materials

- Teacher's i-book
- CD 2
- buttons, cape, laces, waistcoat
- Extra material: old photo of members of their family
- Flashcards for Unit 5: Optional realia: old fashioned clothes for dressing up

Lead-in

Pre-teach the parts of the shoe. Use the **flashcards** (print or interactive) for button and laces. Finally, draw two shoes on the board and the children label their parts. Ask about fashion from the past: What clothes did your parents/grandparents wear? How are they different from today's fashions?

1 (2) 2.3 Listen and find the century. Then, sing the song.

Explain the timeline and that each century is a hundred years. Ask individual children to describe what each figure is wearing. Explain the expression head to toe: (Pepe) is dressed in (black) from head to toe! The children listen to the audio twice and say which historical dress goes with which century.

(See transcript page 150.)

Answers

- 1 14th century, 2 18th century, 3 15th century,
- 4 16th century, 5 17th century, 6 20th century,
- **7** 19th century, **8** 20th century

i-book Touch listen 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 Make True or False sentences about the clothes. The children say their sentences aloud following the guidelines and the rest of the class vote true or false. You could make it a game, eliminating the children who don't get it right.
- Find an old photo of members of your family. Describe their clothes. Make a class display of the photos and the descriptions. If you have Internet access, the children find the answers to the I wonder questions. If not, set it for homework.

Unit (5) Lesson 3

Fast Finishers

The children make a comparison between a figure from Activity 1 and how they are dressed today.

Wrap-up

Have a Retro Fashion Show! Divide the class into three or four groups and give them a century. They look for clothes or make simple costumes to represent it. Then, have a fashion show with a commentator describing the fashions with music of the times playing as the models display the clothes.

[i-book] Watch the video **The history of shoes**. 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.



The children play a fun game choosing the correct words for the categories on the screen.

Optional Resources

Teacher's Resource Book page 29, Reading.

Continuous Assessment

Check if the children can:

Describe any type of shoe in some detail.

Understand statements about clothes worn in the past and describe a figure dressed in historical clothes.

Write a description of what people are wearing in an old photo.

Activity Book

Unit 5, page 47, Lesson 3. See page 251 for answer key.

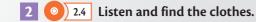
UNIT 5 Lesson 4

Functional language





- 1 What clothes do you wear for formal occasions?
- 2 When did you last wear formal clothes? Why?
- 3 What type of clothes do you like best, formal or casual?





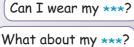
My terrible shopping expedition.
Yesterday, I went shopping
with my mum. We're going to a family
wedding and she says I need a lot of
new things. It was a bad experience...







belt suit bow tie shoes hoodie trainers jeans shirt



No, they're too tight. How about my ***?

[I need a *** with it.]

What!!! No way!

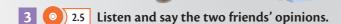
Of course not! You can't wear *** to a wedding.

I don't think so! It's not very smart. Do your *** fit?

No, don't be silly. Here's a nice ***.

Yes, and you need a new ***.

And you can wear a sweet ***.





Yesterday Mum bought me some new clothes. How do you think I look?

1 Very smart

2 Hilarious







4 Choose a situation and act out the scene.

lunch with grandparents

a party with friends

a football match

a family wedding





Language for choosing clothes



Children improve their oral skills by answering questions about clothes.



Children reinforce their language skills by learning language for choosing clothes.



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 choosing clothes.
- **3** Develop their imagination to act out a situation.

Functional Strand



To act out a scene to practise language for choosing clothes.

Language Objectives

To review clothes vocabulary.

To learn functional language for choosing clothes:

I love/hate wearing Can I wear my ... ? You can't wear ... to a You look (hilarious). Do they fit? They're too tight. It's (not) smart! You need (a belt).

Materials

- Teacher's i-book
- Poster for Unit 5
- CD 2
- Flashcards for Unit 5: hoodie, laces, tie, waistcoat

Lead-in

Display the **poster** (print or **interactive**). Ask for each piece of clothing: Where do you wear a (tracksuit)? Have you got a (tracksuit) in your wardrobe?

- **1** Answer the questions. Have a class discussion based on the questions. Write up any vocabulary that arises on the board under the headings: *formal* and *casual*. Show the **flashcards** for *hoodie*, *laces*, *tie*, *waistcoat* and the children classify them as formal or casual.
- 2 <u>0</u> 2.4 Listen and find the clothes. The children listen to the dialogue twice. Then, two children read it out inserting the missing items of clothing.

(See transcript page 150.)

Answers

1 jeans, 2 jeans, 3 my new hoodie, 4 lace up shoes, 5 trainers, 6 suit, 7 belt, 8 blue shirt, 9 bow tie

Touch to open the activity. The children match questions related to choosing clothes to their answers. For further practice after the matching activity, use the shade in the **Richmond** i-tools to cover the answers and ask the children either to try to remember the answers given or to think of other appropriate ones.

2.5 Listen and say the two friends' opinions. Write the words *Boy* and *Girl* on the board. The children listen to the audio and write the opinions given by the children in the correct column. Then, they give their own opinion of the outfit.

(See transcript page 150.)

Answers

The girl thinks he looks great but a bit stiff. She likes wearing smart clothes. The boy thinks he looks hilarious. He doesn't like wearing smart clothes.

4 Choose a situation and act out the scene. The children get into pairs and choose one of the situations. They then act out their sketches for their classmates. Ask them to be creative and expressive when acting them out.



Fast Finishers

The children write a paragraph about when they wear different outfits, for example, for school, for parties or for sport.

Wrap-up

The children get into pairs and write a shopping dialogue. Encourage them to make variations on the theme. The children act out their dialogues for the class.

The children play a fun game matching the questions with answers to consolidate their knowledge about language for choosing clothes.

Optional Resources

Teacher's Resource Book page 53, Speaking.

Continuous Assessment

Check if the children can:

Talk about a wide variety of clothing and the occasions that clothing is worn.

Understand the difference between formal and casual clothing.

Follow a dialogue about choosing clothes and act it out. Understand and give opinions about clothes and fashion.

Activity Book

Unit 5, page 48, Lesson 4. See page 251 for answer key.



UNIT 5 Lesson 5

Tartan



Read the text and find the missing words.

Scotland has a very old traditional costume. There are paintings of Scottish men from the 14th century wearing it. They didn't wear trousers, they wore a 1. And people say they didn't wear anything under the 1!

In the early 19th century, people gave the costume more details. They wore a 2 over the shirt. Men didn't wear belts but they had a small bag, a sporran, at the front of the kilt.

Before the 20th century, women didn't wear a 1. It was only for Scottish men. But in the 1930s, women started learning to play the 3. For performances, women always wear a 1

bagpipes





1 s are made of a special wool cloth called 4 and they are very warm. After the 1930s, many school uniforms were made of 4 and girls from all around the world wear 1 s. They were also very fashionable in the 1950s. 1 s are the most popular traditional dress in the world!



Write five questions about the text and ask a classmate.

Did girls around the world wear kilts 100 years ago?

kilts wear men in Scotland tartan Did women carry ... years ago? around the world bagpipes girls play underpants



3 Describe a traditional costume from your country.

> In my region, the traditional costume for women Men wear

Did you know.

> King Tutankhamen was buried with 145 loincloths. They were his 'underpants'.

Scottish traditional costume | Clothes, Body parts, Years | Did they ... 300 years ago?

51



Children practise their reading skills by finding the missing information.



Children develop their social skills by asking a classmate questions about the text.



Children show initiative and personal autonomy by describing a traditional costume from their country.

Key competences continuous assessment

- 1 Are able to understand the text and supply the missing words.
- 2 Work well in pairs to complete the activity.
- **3** Can describe a traditional costume from their country.

Cultural Strand



CLIL Objective

To become familiar with the traditional Scottish dress.

Language Objectives

To learn the parts of the Scottish dress: bagpipes, kilt, tartan, waistcoat

To review structures with Past Simple interrogative and time expressions: before/after; Did they (wear kilts) (600 years ago)?

Materials

– Teacher's i-book

 Extra material: a map of the United Kingdom

Lead-in

Point to Scotland on the map and see what the children already know about Scotland: What do they wear in Scotland? What language do they speak? Do you know any films that take place in Scotland?

•••••••••

1 Read the text and find the missing words. First, look at the pictures and ask the children's opinions of the national dress and go over the four new words. Then, the children put the missing words in the text. Ask different children to read out their answers.

Answers

1 kilt, 2 waistcoat, 3 bagpipes, 4 tartan

2 Write five questions about the text and ask a classmate.

The children write their own comprehension questions in their notebooks following the structure given and ask their classmate.

3 Describe a traditional costume from your country. The children write a description of a traditional costume from an area of their country. Then, they either draw a picture of it or print out a photo.

Fast Finishers

The children write a comparison of their regional dress and the Scottish national dress.

Wrap-up

If they have Internet access, the children find out about these questions: Do people wear tartan in other parts of the world? Do men wear skirts in other parts of the word? Give examples. If they don't have Internet access, give it for homework.

Read over the *Did you know* box together and explain what a loincloth is.

Watch the video **Scottish traditional dress**. 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:

Describe the Scottish traditional dress.

Understand a text about the Scottish traditional dress and ask and answer comprehension questions about it.
Write a description of their own traditional dress.

Activity Book

Unit 5, page 49, Lesson 5. See page 252 for answer key.





Listen and spell the words. Then, classify the sounds.

























Comparing e and ee | Clothes, Fashion



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



Children learn to identify and compare e and ee



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 *e* and *ee* sounds.
- 3 Use the digital resources to practise phonics.





 $^{f 5})$ On Saturday, everybody went to the city centre. There was a red carpet on the pavement and lots of photographers. When Mick and Nicola arrived, they looked at all the shops. They signed copies of their famous book and they talked to the kids about clothes and fashion. And then they met Claire. "Wow! That's an unusual look!" Mick said to Nicola.



Mick especially liked Claire's waistcoat. "Hey! That's very colourful! It's fun." "Yeah!" Claire agreed. "It's made of old, plastic cables." And then, Nicola called to a photographer, "Can you take a photo? She's wearing some great clothes!" **6**) The kids from the High School were really surprised. And they started to look at Claire in a different way.



A few months later...



8) Everybody decided that Claire's clothes were better than Mick and Nic's. And they were a lot cheaper. That summer, Claire made skirts and waistcoats for all her friends. Then, she designed an amazing jacket and some shoes...



She sold her designs to a local shop. They were very, very successful and the rest is history. Ten years later, Claire Benson was one of the most famous designers in the world.





Find evidence from the text. 🔘 🕻



- 1 Mick and Nicola are famous.
- 2 Claire wears second-hand clothes.
- 3 Claire's clothes are different from her friends.
- 4 Mick and Nicola like Claire's clothes.
- 5 Mick and Nicola copy Claire's clothes.
- 6 Other kids buy Claire's clothes.





Comprehension | A few months later, they signed copies It's made of







Children acknowledge the importance of having ideas of their own.



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



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

Key competences continuous assessment

- 1 Understand the importance of having ideas of their own.
- 2 Are able to find evidence from the story.
- 3 Use the digital resources to practise the new language.

Unit (5) Lesson 6

CLIL Objective

To acquire skills in phonics while reading a story.

Language Objectives

To learn the spelling of the *e* and *ee* sounds. To review the words for clothes and materials.

To learn the nouns: cable, CD, clothes label, fashion, mirror, season, style, thread, trend setter, uniform

To learn the adjectives: best-selling, bright, cheap, colourful, cool, expensive, famous, unusual

Functional language: made her own, good taste, me too, It looks just like It costs It's a rip-off!

Materials

- Teacher's i-book
- CD 2

Lead-in

Focus on the title of the story. Ask what they know about trends (the word is also used nowadays for 'trending topics' online). Ask: What clothes are the most fashionable for boys/for girls? What famous person's style do you like? Then, ask the children to describe the outfits of some of the people in the story.

1 ② 2.6 Read and listen to the story. When they have read the story, choose some of the children to be the characters and they read it aloud. Make sure they understand the new expressions like It's a rip-off!

(See transcript page 151.)

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

Hot spots: *Trend setter, Expensive, Cheaper.* Use the Hot spots to highlight this potentially difficult vocabulary before the reading activities.

2 2.7 Listen and spell the words. Then, classify the sounds. Make sure the children can hear the different sounds of *e* (*ten*) and *ee* (*green*). Then, they classify the sounds in their notebooks or as a class, writing on the board. (See transcript page 151.)

Answers

ee: green, street; season, jeans e: trend, went; leather, thread

Fast Finishers

The children extend the list of words with the *e* and *ee* sounds in their notebooks. They can use their dictionaries.

Wrap-up

Play a simple phonics game. Tell the children to place a red and a green crayon on the desk. The red represents the *e* sound and the green represents the *ee* sound. Then, read a list of words. If the word contains the *e* sound, they raise red. If the word contains the *ee* sound, they raise green. If the word contains neither of these sounds, they make a big crossing movement with their arms.

The children listen and drag the letters to form the words. They choose the correct spelling for the e and ee sounds. Use the hint to focus the children's attention exclusively on the spelling of the e and ee sounds. 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 63, Phonics.

Continuous Assessment

Check if the children can: Follow the story and understand the new vocabulary introduced.

Distinguish the two sounds *e* and *ee* and spell words containing these sounds.

Activity Book

Unit 5, page 50, Lesson 6. See page 252 for answer key.

Literacy Strand

Unit 5 Lesson 7

CLIL Objective

To understand a fictional story.

Language Objective

Comprehension.

Materials

- Teacher's i-book

Lead-in

The children retell the story using the illustrations in the book.

1 Find evidence from the text. This is a new style of exercise for the children. For each statement about the story, the children have to pinpoint the part of the story that supports the statement. You will need to help them at first to scan and focus on different parts of the text.

Answers

- 1 They have a very popular fashion blog. They have a clothes label. They have a best-selling book. They go on tours to big cities. On the tour, there is a red carpet for them and lots of photographers.
- 2 She wears her granny's cape and her grandad's CDs.
- 3 All her friends copy Mick and Nicola's style except Claire.
- **4** Mick says her waistcoat is colourful and fun. He says she is wearing some great clothes. He asks the photographer to take a picture of Claire's clothes.
- 5 Claire's skirt and waistcoat are in Mick and Nicolas' magazine.
- **6** Claire sells her designs to a local shop and they are very successful. Claire makes skirts and waistcoats for all her friends.

Touch to open the activity. The children read sentences about the story and answer *true* or *false*.

Fast Finishers

The children choose one of the characters that appear in the pictures and describe their clothing and give their opinion of their style.

Wrap-up

Play *Vocabulary Pictionary*. Divide the class into Teams A and B. Team A sits in a group on one side of the classroom, Team B sits on the other side. One member from each team goes to the board. The teacher flashes them a word, phrase or expression from the story written on a piece of paper. The students have one minute to get their respective team to say the item only by drawing pictorial clues on the board. Written words, verbal clues or gestures are forbidden. The first team to say the word scores a point.

The children play a fun game choosing the correct words to complete the sentences which helps them consolidate their use of the Past Simple.

Continuous Assessment

Check if the children can:

Find evidence in the text of the story to verify a statement about the story.

Understand and use the new vocabulary and structures presented in the story.

Activity Book

Unit 5, page 51, Lesson 7. See page 253 for answer key.

UNIT 5 Lesson 8



00

ŇΠ

1 Copy the chart and brainstorm ideas with a classmate.





When she was a child, When she was famous, personality materials used CDs, ... shy, ... family, ...

When she was a child, I think she was friendly.

When she was famous, I think she made clothes for actors.





Write an entry for a biography of fashion.

Instructions

- Follow the plan.
- · Use ideas from Activities 1 and 2.



Early years: She was She met Her clothes were made of

Prizes: She won Later years: She ...

Yes. I think she did.





Writing biographical details When she was a child she was shy.



Children develop their imagination when they take part in a brainstorming session to think of ideas.



Children demonstrate skills by working in pairs to ask and answer questions about biographical details.



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

Key competences continuous assessment

- 1 Use their imagination to think of ideas.
- **2** Work well in pairs to ask and answer questions.
- 3 Learn to write biographical details.

Literacy Strand

Unit 5 Lesson 8

CLIL Objective

To practise writing biographical details.

Language Objectives

To review words for clothes, personality adjectives, materials, people and places.

To review irregular verbs: made, met, went, won **To introduce when clauses with the Past Simple:** When she was (a child), she was (shy).

Materials

- Teacher's i-book

Lead-in

The children retell the story around the class. Ask questions about the main characters: Claire, Mick and Nicola: Why did people copy Mick and Nicola? Do you think Claire was shy or bossy? Why?

1 Copy the chart and brainstorm ideas with a classmate. The children work with a partner and then relate their ideas back to the class. Make a list of all their ideas on the board.

Answers

Sounds like e: trend, met, belt, went, head, leather, bread, breakfast **Sounds like ee:** tree, feet, please, jeans, cheap

- **2** Choose five biographic details and ask a classmate. Check if any of their ideas coincide with the ideas given in this exercise. Then, they ask and answer questions about Claire Benson's life.
- **3** Write an entry for a biography of fashion. The children write a short imaginary biography for Claire Benson drawing on their ideas and conclusions from the previous exercises.

Touch to open the activity. The children listen to a conversation between two girls about Claire Benson and complete the dialogue. Use the **Richmond i-tools**. They can check by listening to the dialogue again or reading the transcript.

Fast Finishers

The children draw and describe their own Claire Benson version.

Wrap-up

The children get into groups and act out parts of the story. Encourage the more creative children to add scenes as well.

The children take a quiz choosing the correct words to complete the sentences about the life of an imaginary artist.

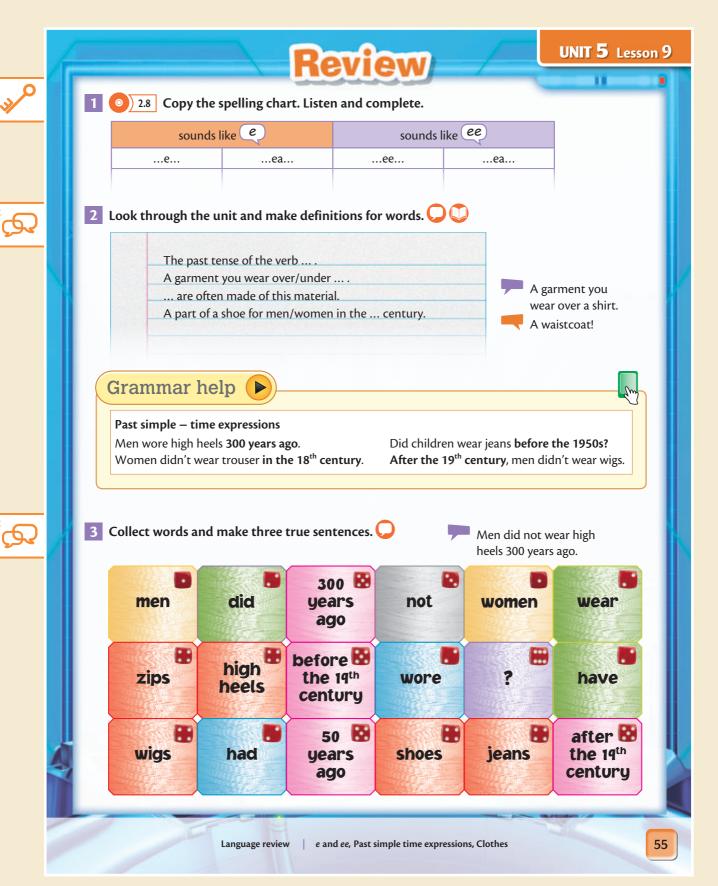
Continuous Assessment

Check if the children can:

Write a short passage including biographical details using the vocabulary and structures introduced in the lesson. Imagine the biographical details of a fictitious character and ask and answer questions about them.

Activity Book

Unit 5, page 52, Lesson 8. See page 253 for answer key.





Children develop learning techniques by categorising vocabulary in a chart.



Children reinforce their vocabulary and writing skills by making definitions for words from the unit.



Children apply their newly acquired knowledge in a language game.

Key competences continuous assessment

- 1 Are able to categorise vocabulary in a chart.
- 2 Can make definitions for words.
- 3 Use the unit language to play a game.



CLIL Objective

To review the grammar of the unit.

Language Objective

To review the vocabulary and structures of the unit.

Materials

- Teacher's i-book
- Extra material: dice
- CD 2

Lead-in

Play *Vocabulary Noughts and Crosses*. Divide the class into two teams. Make definitions of nine words from the unit or make sentences with one word left out. Then, draw a 3 by 3 grid on the board and number the squares 1 to 9. If a team wants to put an X or an O into a square, they have to answer the corresponding vocabulary question.

.....

1 O) 2.8 Copy the spelling chart. Listen and complete.

Remind the children of the different pronunciations and spellings of the sounds *e* and *ee*. The children copy the chart into their notebooks. You copy the chart on the board. They write the words into the correct column and then correct the chart on the board all together. (See transcript page 151.)

2 Look through the unit and make definitions for words. If you have played the *Vocabulary Noughts and Crosses*, the children will be quite familiar with how to make definitions. Each child should write about five and ask their classmates.



[Hook] Touch [1] to open the activity. The children practise time clauses with *before* and *after* and other expressions.

3 Collect words and make three true sentences. The first child to collect three true sentences is the winner.

Fast Finishers

The children write a paragraph about the lesson in the unit they most enjoyed and why.

Wrap-up

Do a Spelling Bee with the vocabulary from the unit.

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

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

Optional Resources

Teacher's Resource Book pages 15-16, Language

Continuous Assessment

Check if the children can:

Distinguish the sound of words containing the *e* and the *ee* sounds and spell them correctly.

Understand and write definitions of key vocabulary presented in the unit

Make sentences with the Past Simple and the corresponding time expressions.

Activity Book

Unit 5, page 53, Lesson 9. See page 254 for answer key.





1 O 2.9 Listen and answer the questions.











2 Design and describe a garment from the past. 🙋

Instructions

- · Choose a moment in the past.
- · Choose a garment and the materials.
- Choose decorations for the garment and make a sketch.

This jumper is from the 1980s. It was made in Sheffield.





3 Write a description of the garment. 💋

This ... was made in It was for It was made of It had It didn't have It cost

56

Oral review

Describing clothes from the past



Children improve their listening skills by identifying the garments.



Children develop their imagination and creativity to describe clothes from the past.



Children show consolidation of structures and vocabulary by writing a description of a garment.

Key competences continuous assessment

- 1 Are able to understand the listening activity.
- 2 Can describe clothes from the past.
- **3** Use the language learned in the unit to write a description of a garment.

CLIL Objective

To consolidate structures and vocabulary by describing clothes from the past.

Language Objectives

To review the vocabulary and structures of the unit.

Materials

- Teacher's i-book
- Poster for Unit 5
- CD 2
- Flashcards for Unit 5

Lead-in

Go back to the Unit Overview on page 128 of the Teacher's Book and ask questions about each of the strands. Display the **poster** and ask revision questions about it. Finally, hand out the **flashcards** face down around the class. The children define the item they have been given and their classmates guess what it is.

Open the **i-poster**. The children read sentences about the history of the materials on the poster and drag the words for the materials to the corresponding sentences.

1 ② 2.9 Listen and answer the questions. The children listen to the definitions of the items in the photos and answer the questions. When they have finished, see who can reconstruct the definitions without listening to the audio. (See transcript page 151.)

Answers

- 1 trousers: France, 1930; 2 jacket: Italy, 1950;
- 3 waistcoat: Germany, 1890; 4 boots: America, 1930
- **2 Design and describe a garment from the past.** With the garments they have learned from the unit, the children go on to create their own garment using their imagination. The children describe their drawing to their partner or the rest of the class.
- **3** Write a description of the garment. The children make a written description of the drawing they made in the previous exercise. Make a classroom display of the drawings and descriptions.

Fast Finishers

The children write a paragraph explaining why clothes are or are not important to them.

Wrap-up

Play *Guess which century*. The children go back to Lesson 3 and look at the figures dressed in historical clothes. They have a few minutes to look at the pictures and then close the books. One child, with the book open says: I'm (Peter Piper). I am wearing a cape. I have ribbons on my shoes. What century am I from?

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

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



Optional Resources

Teacher's Resource Book page 37, Writing.

Final Written Evaluation

In the next lesson give the children the tests from the **Teacher's Resource Book** pages 87-88 or 89-90 depending on each child's ability. Give as much support as necessary for them to understand the structure of the tests.

Note: The listening is the same for both tests.

Final Assessment

Check if the children can: Describe an historical outfit.

Understand a description of a garment and say where it was made, what it is made of and what century it belongs to.

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 hoodie is made of nylon.

The hoodie is made of cotton.

The dress is made of cotton.

The dress is made of wool.

The shirt is made of silk.

The shirt is made of cotton.

The tights are made of wool.

The tights are made of nylon.

The tracksuit is made of acrylic.

The tracksuit is made of cotton.

The belt is made of nylon.

The belt is made of leather.

The boots are made of rubber.

The boots are made of leather.

2.2 Listen and answer the questions.

- 1 The skirt is made of 60% wool and 40% acrylic. Where was it
- 2 The jeans are made of 100% cotton. Where were they made?
- 3 It's made of 80% wool and 20% polyester. It was made in India. What is it?
- 4 The T-shirt was made in China. What is it made of?
- 5 The sandals were made in Italy. What are they made of?
- 6 The tights are made of 100% nylon. Where were they made?
- 7 The tracksuit is made of 50% nylon and 50% acrylic. Where was it made?
- 8 They are made of 70% acrylic and 30% cotton. They were made in Ecuador. What are they?
- 9 The dress was made in Spain. What is it made of?
- 10 It's made of 50% silk and 50% wool. It was made in Italy. What is it?

2.3 Listen and find the century. Then, sing the song: Fashion long ago!

Oh, Fashion was different long, long ago. People looked strange from head to toe.

Men wore shoes with pointy toes 700 years ago. Oh, they looked strange from head to toe! And they wore shoes with buckles 300 years ago. It was the fashion, I suppose.

Women wore platform shoes, 600 years ago. Oh, they looked strange from head to toe! They wore shoes with high heels, 500 years ago. It was the fashion, I suppose.

Men wore shoes with ribbons, 400 years ago. Oh, they looked strange from head to toe! They wore shoes with laces, 100 years ago. It was the fashion, I suppose.

Women wore boots with buttons, 150 years ago. Oh, they looked strange from head to toe! They wore boots with zips, 50 years ago. It was the fashion, I suppose.

2.4 Listen and find the clothes.

Yesterday, I went shopping with my mum. We're going to a family wedding and she says I need a lot of new things. It was a bad experience...

Boy: Can I wear my jeans?

Mother: Of course not! You can't wear jeans to a wedding.

Boy: What about my new hoodie?

Mother: I don't think so! It's not very smart. Do your lace-up shoes fit?

Boy: No, they're too tight. How about my trainers?

Mother: No, don't be silly. Here's a nice suit.

Boy: I need a belt with it.

Mother: Yes, and you need a new blue shirt. And you can wear

a sweet bow tie! Boy: What!!! No way!

2.5 Listen and say the two friends' opinions.

Boy: Well... How do you think I look?

Girl: I think you look great! Friend: I think you look hilarious! Girl: Mmm... you look a bit stiff.

Boy: I hate wearing smart clothes! What about you lot? Girl: I love wearing smart clothes because it's a change.

Friend: Not me! I hate wearing smart clothes because they're too tight!

Transcripts

2.6 Read and listen to the story: Trends

Narrator: Mick and Nicola were trend setters. They always wore the latest styles and they had a very popular fashion blog. They had a clothes label and they even had a best-selling book called Trends and Styles.

Narrator: Everybody at the High School loved their clothes and they copied their style.

Boy: Do you like my new green jeans?

Friends: Yes! You look cool! I saw a photo of Mick in them! Were they very expensive?

Boy: I don't know. They were a birthday present!

Narrator: Well... nearly everyone copied them. Claire didn't have a lot of money and she had some ideas of her own.

Sometimes she wore old clothes and sometimes she made her own clothes. And she used lots of unusual materials.

Narrator: Mick and Nicola liked meeting the public. They often went

on tours to big cities.

Mick and Nic! Coming to a street near you!!

Girl: Look at this!

Boy: When are they coming here?

Claire: On Saturday. Boy: Let's go!

Narrator: On Saturday everybody went to the city centre. There was a red carpet on the pavement and lots of photographers. When Mick and Nicola arrived, they looked at all the shops. They signed copies of their famous book and they talked to the kids about clothes and fashion. And then they met Claire. "Wow! That's an unusual look!" Mick said to Nicola.

Mick: What are you wearing?

Claire: This was my granny's cape. It was part of her nurse's uniform.

Mick: What about the skirt? What's that made of?

Claire: Oh! I made it from my grandad's CDs and some leather. Narrator: Mick especially liked Claire's waistcoat. "Hey! That's very colourful! It's fun." "Yeah!" Claire agreed. "It's made of old plastic cables." And then, Nicola called to a photographer, "Can you take a photo? She's wearing some great clothes!"

Narrator: The kids from the High School were really surprised. And they started to look at Claire in a different way.

Boy: I always said she had good taste.

Girl: Yes! Girl: Me, too! Boy: Yeah!

Narrator: A few months later...

New Styles from Mick and Nic

This season's skirt is made of small mirrors.

Price: \$250.

The waistcoat is made of silk and plastic threads in different colours.

Price: \$150.

Boy 1: Hey! That looks just like your skirt.

Boy 4: And look! It costs \$250!!!!

Claire: That's a rip-off!

Narrator: Everybody decided that Claire's clothes were better than Mick and Nic's. And they were a lot cheaper. That summer, Claire made skirts and waistcoats for all her friends. Then, she designed an amazing iacket and some shoes...

Narrator: She sold her designs to a local shop. They were very, very successful and the rest is history. Ten years later, Claire Benson was one of the most famous designers in the world.

sounds.

2.7 Listen and spell the words. Then, classify the

A double e makes the ee sound. green, G-R-E-E-N, green street, S-T-R-E-E-T, street

An e and an a make the ee sound. season, S-E-A-S-O-N, season jeans, J-E-A-N-S, jeans

Normally, a single e makes the e sound. trend, T-R-E-N-D, trend went, W-E-N-T, went

But sometimes an e and an a makes the e sound. leather, L-E-A-T-H-E-R, leather thread, T-H-R-E-A-D, thread

2.8 Copy the spelling chart. Listen and complete.

trend, trend head, head tree, tree

feet, feet leather, leather

please, please

met, met jeans, jeans

bread, bread

cheap, cheap

belt, belt

breakfast, breakfast

went, went

2.9 Listen and answer the questions.

This garment was for women. They were made of silk and they had a belt. Where were they made? When were they made?

This garment was for women. It was made of wool and it had buttons on the front. Where was it made? When was it made?

This garment was for men. It was made of brown leather and it had laces up the front. Where was it made? When was it made?

These were for men. They were made of leather and they had buckles. Where were they made? When were they made?

Unit (6) Overview

Vocabulary

School and after-school activities: art, chart, chess, chords, cymbals, dancing, diving, drums, football, guitar, gym, hip-hop, IT, performance,

Review of verbs in Past Simple: beat, bought, couldn't, danced, had, played, read, sang, was born, went, won, wrote

Other words: Grammy, note, prize, show, song, stage, star, talent

Structures

Comparatives and superlatives: I am/was better/worse at ... than I am/was best/worst at

All forms of the Past Simple: Phiona played chess for food. Bilaal didn't play computer games. Did Judit play chess with her sisters? Phiona went to New York. Did Bilaal go to Africa?

Past Simple with when clauses: She beat her father when she was five years old.

Past Simple Wh- questions: When did you volunteer?

Past Simple with time expressions: last week/ year/month; ago, a year later, the following year Functional language for congratulating: What a superb performance!

Recycled Language

Past Simple: regular and irregular **Places**

Cultural Strand

Language Objectives:

To learn words for volunteering activities. To review structures: Wh- questions with past tense.

Creative Strand

CLIL Objective:

To become familiar with an alternative way to present a timeline.

Language Objectives:

To learn words related to the music world. To review verbs in the Past Simple. To review the Past Simple with when clauses to write a hip-hop timeline song.

Functional Strand

Language Objective:

To learn functional language for congratulating someone on a good performance.

Champion children

Literacy Strand

CLIL Objectives:

To classify information. To practise writing a biography.

Language Objectives:

To learn language to talk about fundraising. To learn to classify information into fact or opinion and write a biography.

To learn the different sounds and spellings of short and long vowels.

Knowledge Strand

CLIL Objective:

To learn about young chess champions.

Language Objectives:

To learn words to describe the life of a young chess champion. To review the Past Simple and Wh- questions.

To practise questions with why and

Skills Objectives

Listening: To understand a hip-hop autobiographical song. To understand a description of the work of child volunteers. To distinguish the different sounds and spellings of long and short vowels.

Reading: To read and understand a biographical text about a champion chess player. To answer comprehension questions about a child ambassador. To distinguish between facts and opinions.

Writing: To write a hip-hop autobiography song. To write an imaginary interview with a volunteer.

Speaking: To talk about strengths and weaknesses. To ask and answer questions to find out missing biographical information.

Assessment Criteria

- Children can understand a description of a child's abilities. They can understand a timeline.
- Children can distinguish the sounds of short and long vowels and spell them.
- Children can ask and answer questions about volunteering and fundraising activities.

Optional Resources

Teacher's Resource Book Photocopies:

- Lesson 1: page 30, Reading
- Lesson 2: page 46, Listening
- Lesson 4: page 38, Writing
- Lesson 6: page 64, Phonics
- Lesson 9: page 54, Speaking
- Lesson 10: pages 17-18, Language
- Evaluation: pages 91-92 or 93-94, Unit 6 test

Extras/Realia

- Lesson 1: post-its
- Lesson 4: photos of performances
- Lesson 6: a map of the world
- Lesson 9: dice

Go Digital

Teacher's i-book [i-book]

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

Activities in **Lead-in** and **L-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:

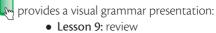
- Lesson 2: activity 1
- Lesson 4: activity 2
- Lesson 7: activity 1
- Lesson 8: activity 3
- Lesson 9: grammar

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 3: knowledge
- Lesson 4: functional language
- Lesson 6: more phonics
- Lesson 7: literacy
- Lesson 8: literacy



- Lesson 3: Chess
- Lesson 5: Helping others



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 school activities, music, chess, volunteering and language for congratulating.



Competence in Maths, Science and Technology:

Children apply mathematical skills to make a personal timeline and by working out dates and ages.



Digital Competence:

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



Social and Civic Competences:

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



Cultural Awareness and Expression:

Children become aware of problems in our world and realise the importance of taking action now to make change.



Learning to Learn:

Children show self-awareness of their abilities.



Sense of Initiative and Entrepreneurship:

Children develop their imagination and creativity skills to write a hip-hop autobiography song.





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



Children develop learning techniques by categorising the results of a survey in a chart.



Children show self-awareness of their abilities.

Key competences continuous assessment

- 1 Are able to understand the listening activity.
- 2 Can categorise the results of a survey in a chart.
- 3 Are aware of their own abilities.

CLIL Objective

To understand a listening activity about (after-) school activities.

Language Objectives

To learn the words for (after-) school activities: art, chess, diving, football, gym, IT, singing, spelling

To review structures with comparative and superlative adjectives: I am better at (gym) than (art). I am best at (spelling). Elani was the best at (singing). Danny wasn't the best at (football). I was better at (art) than (gym). I was the best at (singing).

Materials

- Teacher's i-book
- Poster for Unit 6
- CD 2
- Extra material: post-its

Lead-in

Discuss the I wonder questions.

2.10 Listen and complete the logic puzzle. Display the poster (print or interactive) and ask questions: What does (Grace) look like? What is (Silvia) good at? Make ticks and crosses with post-its. Play the audio and pause after each statement for a child to put a row of ticks and crosses. Finally, they answer the question at the end.

(See transcript page 174.)

Open the **i-poster**. The children listen to a series of statements about the children in a table on the poster and drag ticks and crosses to boxes to show what each child is good at.

1 (2) 2.11 Listen and say True or False. Ask about the activities: Has anyone got a medal for (gym)? Who is good at (football)? Finally, play the audio and the children say true or false. (See transcript page 174.)

Answers

- 1 False, 2 True, 3 True, 4 True,
- 5 True, 6 False, 7 False, 8 True,
- 9 False, 10 True, 11 True, 12 True
- **2 Copy the chart and interview five classmates.** The children copy the chart into their notebooks and ask their friends. Make sure to include activities that everyone is good at.
- **3** Write about your abilities. The children write a paragraph based on the chart they have made following the outline in the book.

Fast Finishers

The children write a paragraph about how their behaviour has changed since the previous year. They talk about their behaviour in class and at home, and about their attitude to their studies.

Wrap-up

Discuss how the children can improve their performance in all areas of their lives.

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

Some children might feel uneasy talking about what they are good and bad at. Remember to stress that *everyone* is good at something.

Optional Resources

Teacher's Resource Book page 30, Reading.

Initial Evaluation

Check if the children can:

Name all the school activities they are involved in and measure their progress from one year to another. Ask and answer questions about their school activities. Write a paragraph about their school activities and whether they have improved or got worse at them.

Activity Book

Unit 6, page 55, Lesson 1. See page 255 for answer key.





Genius child. so free and wild. My timeline is short, but so full of style.

UNIT 6 Lesson 2





Verse 1

- a I couldn't read words, but I read music and sang the chords.
- b I had music in my head. All day and night, I never went to bed!
- c I sang on the stage. I was so good I was off the page!
- d I played the drums, and I hit the cymbals with my fingers and thumbs.
- e I wrote my first song. I didn't get a single note wrong.



- f I won first prize for my musical talent. I beat the other guys.
- g I won the Grammy for my hip-hop song about my granny!
- h I bought a guitar, and I played that machine like a genuine star!
- i I went to New York, and I sang and danced in Central Park.
- i I was number one in all the charts around the world.





Work out the dates with a classmate. U







When did she write her first song?

She was ... years old so that was in two thousand and





Instructions

- Make a list of things you did from one year old to now.
- Write your autobiography song.
- · Rap to the song.

read a book started to talk

wrote a story learned to swim

danced hip-hop

I learned to ... when I was one.

Reignna

Born in East London in 2003

I wonder.

> Find out about young musician of the year contests.

58

A timeline hip-hop song | Music | When I was three, I played the drums.



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



Children apply basic mathematical principles and skills by working out dates and ages.



Children develop their imagination and creativity skills by writing a hip-hop autobiography song.

Key competences continuous assessment

- 1 Learn the new vocabulary through the song.
- 2 Are able to work out dates and ages.
- 3 Can write a hip-hop autobiography.

Creative Strand

Unit 6 Lesson 2

CLIL Objective

To become familiar with an alternative way to present a timeline.

Language Objectives

To learn words related to the music world: beat, charts, chords, cymbals, drums, Grammy, guitar, note, prize, song, stage, star, talent

To review verbs in the Past Simple: bought, could, danced, had, played, read, sang, went, won, wrote; was born

To review the Past Simple with when clauses: When I was three, I wrote a song / I couldn't read words.

Materials

- Teacher's i-book
- CD

Lead-in

Ask questions about music in the school: Have we got a school orchestra or a choir? Does anybody go to music school? Ask about music outside school: What style of music do you listen to? Can you tell me the names of any English bands or singers?

1 ② 2.12 Listen and find the ages. Then, sing the song. Tell the children they are going to hear a song about a talented child musician. Read through the sentences with the class to make sure they understand them. Play the audio and individual children answer the age the girl was when she did each thing. Finally, they sing along with the audio.

(See transcript page 174.)

Answers

Verse 1: a 2, b 1, c 5, d 3, e 4 Verse 2: f 8, g 10, h 7, i 6, j 9

Touch to open the activity. The children listen to the song and drag the words to complete the lyrics. Alternatively, cover the missing words with the shade in the **Richmond i-tools** and ask the children to fill the gaps. Listen to the song to validate.

- **2 Work out the dates with a classmate.** The children copy the answers to Activity 1 into their notebooks. They work out the year that each event happened. If you have Internet access, they do the *I wonder* box. If not, they do it for homework.
- **3** Write a *hip-hop* autobiography song. The songs can be written into their notebooks or accompanied by photos and made into a display. Invite the children to rap out their biography for the rest of the class. You could bring in a bass track to accompany them as they rap, or have other children beatboxing!

Fast Finishers

The children write about their own musical tastes.

Wrap-up

Try a rap improvisation session. The children think of their time in school up to the present moment. Assign different school years to different groups. Then, they start rapping in chronological order.

Optional Resources

Teacher's Resource Book page 46, Listening.

Continuous Assessment

Check if the children can:

Understand the new vocabulary related to music introduced in the lesson.

Understand and sing along to a rap about a talented child musician.

Write their own biographical rap using structures with *when* and the Past Simple.

Activity Book

Unit 6, page 56, Lesson 2. See page 255 for answer key.





Chess is an ancient, intellectual and highly competitive game. Chess players have a rating. The highest rating is Grandmaster (GM), followed by International Master (IM).



1 Read and make a timeline for Judit Polgár. Work with a classmate.



The three Polgár sisters grew up in Budapest, Hungary. They had an unusual childhood. All the girls studied at home and played chess for hours every day but Judit was exceptional and very competitive. When she was five years old, Judit beat her father. She played in her first chess tournament the following year. Four years later she won her first international tournament. Two years after that, she beat



Judit Polgár – born 1976

both her sisters and she also beat her first Grandmaster. She was one of the top 100 players in the world the following year, and a year later she became an International Master. She became the world's youngest Grandmaster at the age of just fifteen. Judit stopped playing chess when her children were born. She wrote a book about chess for children and began a foundation for teaching chess.



years old

old

6 years

years old

years old

9 years old

old

11 years old

old

13 years old

years old

15 years old



What happened when she was five? When she was five, she







Complete the questions and find the answers for the interview.



become better than your sisters / stop playing chess / learn chess / write a book for children / start a chess foundation ?

It was a good way to train my mind.

I worked harder than my sisters.

I wanted children to have fun with chess. I didn't want to travel so much.

We needed more chess studies.

Pair Work 3 Ask questions and complete the information about Phiona Mutesi. Student A, go to page 89. Student B, go to page 94. I wonder... -

> Find out more about Phiona

Mutesi and Judit Polgár.

Young chess champions | Chess, Competitions | When she was five she beat The next year / A few years ago







Children apply mathematical skills to make a personal timeline.



Children develop their reading skills by completing the questions and finding the answers.



Children demonstrate skills to work in pairs to ask and answer questions about a famous teenage chess player.

Key competences continuous assessment

- 1 Can make a personal timeline.
- 2 Are able to understand the text.
- 3 Work well in pairs to complete the activity.

Knowledge Strand

CLIL Objective

To learn about young chess champions.

Language Objectives

To practise verbs in the Past Simple: beat, became, began, called, came, compared, could, died, educated, gave, grew up, had, heard, learned, lived, organised, played, stopped, studied, travelled, wanted, walked, went, woke up, won, wrote

To learn structures with the Past Simple and time expressions: When she was five years old, Judit beat her father. In 2010, Phiona travelled by plane. The next year, she won a tournament. Judit stopped playing chess a few years ago.

To review the Past Simple and Wh- questions: How far did she walk?

To practise questions and answers with why and because: Why did you stop playing chess? Because I didn't want to travel so much.

Materials

– Teacher's i-book

- Flashcards for Unit 6

Lead-in

Display the **flashcards** (print or **interactive**). Say: Football is a physical activity. Tell me another physical activity. Do the same with the other adjectives. Ask if anyone knows how to play chess. Ask if anyone plays well or if the children know any famous chess players.

Open the **lead-in** activity. Play *Guess it!* The children have to guess the picture. Divide the class in groups. 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. Ask the children what game the objects all come from (they are all chess pieces: the rook, queen, knight and pawn), and if they know the names of the other two pieces (king and bishop). Ask if the children know any chess champions or anyone who plays very well.

1 Read and make a timeline for Judit Polgár. Work with a

classmate. The children read the information in pairs and copy the timeline onto a piece of card, filling in the correct information. If they have Internet access, they find more information online. If not, set it for homework.

2 Complete the questions and find the answers for the

interview. The children take turns to ask and answer in pairs, one taking the part of the interviewer and the other Judit Polgár.

Answers

1 Why did you become better than your sisters? Because I worked harder than my sisters.

2 Why did you stop playing chess? Because I didn't want to travel so much.



3 Why did you learn chess?

Because it was a good way to train my mind.

4 Why did you write a book for children?

Because I wanted children to have fun with chess.

5 Why did you start a chess foundation? Because we needed more chess studies.

3 Pair Work: Ask questions and complete the information about Phiona Mutesi. The children fill in their missing information by inferring the questions. Go around the class to make sure they are asking correctly.

Fast Finishers

The children write a paragraph about why they like playing chess. If they do not play chess they write about another board game they like to play.

Wrap-up

The children write their own timeline about a hobby or after-school activity that they do. They decorate it and you can make a class display with the results.

Watch the video *Chess*. 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.

The children play a fun game dragging the words to form correct sentences to consolidate their use of past simple and *Wh-* questions, *when* clauses and time expressions.

Continuous Assessment

Check if the children can:

Understand and use the new vocabulary introduced. Understand a biographical text and reproduce a timeline using information from the text.

Ask and answer questions to complete biographical details.

Activity Book

Unit 6, page 57, Lesson 3. See page 256 for answer key.

UNIT 6 Lesson 4

Functional language



- 1 Answer the questions.
 - 1 Do you do creative work at school?
- 2 Do you do school performances?
- 3 What are you best at?
- 4 What are your friends best at?



2.13 Listen and find the photos. Read the blog.



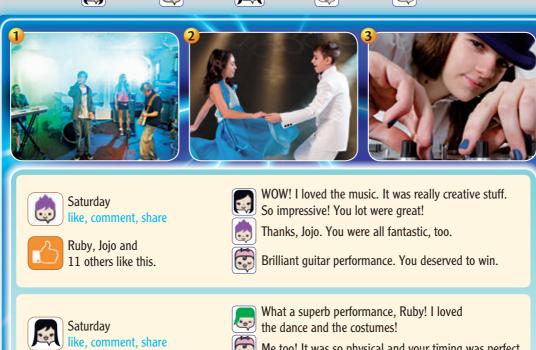






Ricky









Jason, Sam and 5 others like this.



Me too! It was so physical and your timing was perfect.



Thanks, guys. I've only got this photo. Can anybody help out with some more?



I can put some more up for you.



Sunday

like, comment, share



Ricky, Jason and 12 others like this.



DJ Sam, you rock!



Ah, thanks, Ricky!



We had a great night, Sam. The music was magical. I danced all night!



Write your own version and chat with your classmates.







Language for congratulating



Children improve their oral skills by answering questions about their abilities.



Children reinforce their language skills by learning language for congratulating.



Children use their imagination to write their own version and act out a chat dialogue with a classmate.

Key competences continuous assessment

- 1 Can answer personal questions.
- 2 Are able to use language for congratulating.
- 3 Can write a chat dialogue and act it out.

Functional Strand

CLIL Objective

To act out a scene to practise language for congratulating.

Language Objectives

To learn functional language for congratulating someone on a performance: We had a great night. What a superb performance! Can anybody help out? Glad you all enjoyed it. It was really creative stuff. So impressive! You lot were great! You were all fantastic too. Brilliant performance. You deserved to win. To learn adjectives: creative, fantastic, impressive, magical, physical

Materials

- Teacher's i-book
- Flashcards for Unit 6: creative, physical
- CD 2
- Optional realia: the children bring in photos of themselves performing

Lead-in

Talk about school performances. Show the **flashcards** (or open the **i-flashcards** on the **Teacher's i-book**) and ask what performances they refer to. Ask if they prefer performing or being a spectator.

- **1 Answer the questions.** Have a class discussion based on the questions.
- 2 (2) 2.13 Listen and find the photos. Read the blog. Look at the photos and ask the children to describe them. Then, they read the blog and say which photos are being referred to in the conversations.

(See transcript page 174.)

Answers

- 1 photo 3,
- 2 photo 2,
- 3 photo 1

Touch to open the activity. The children drag words to form sentences congratulating people on performances. For further practice, use the spotlight in the **Richmond i-tools** to cover parts of each sentences that could be changed and ask the children to tell you possible alternatives.

3 Write your own version and chat with your classmates. If the children can bring in a photo of themselves performing they can base their conversation on the photo. If they don't have a photo, they imagine a performance and write a similar conversation.

Fast Finishers

The children write an imaginary email congratulating their favourite singer or group on a recent performance.

Wrap-up

In groups, the children act out a scene where a famous singer, band or dancer is receiving congratulations on a performance. The groups act out their conversations for the rest of the class.



The children play a fun game matching the two sentence halves to consolidate their knowledge about language for congratulating.

Optional Resources

Teacher's Resource Book page 38, Writing.

Continuous Assessment

Check if the children can:

Understand and use the functional language for congratulating someone on a good performance.
Act out a scene where congratulations are given and received.

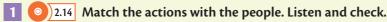
Activity Book

Unit 6, page 58, Lesson 4. See page 256 for answer key.





0 0



- watered plants
- took kids out for adventure days
- did the shopping
- made a cup of tea
- helped with Maths
- grew vegetables
- helped with spelling
- taught swimming





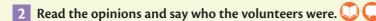




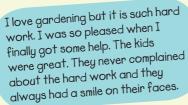


Sam Coleridge

Danny Floy



It was just fantastic! I did all kinds of new activities and I had a great holiday. There were lots of other kids there in wheelchairs. The volunteers taught us so many new things.





Violet

The afternoons were very special to me. I spent all my time alone so it was really nice to have some company, and of course some help. I think both of us enjoyed our time together!





I didn't like school at all. In fact, I hated it! Everything was difficult. I didn't really want to go to the club but then I loved it. It was never boring and I learned really fast.



I think ... was Violet's volunteer because

3 Write an interview for one of the volunteers.



Instructions

- · Choose a volunteer.
- Write six questions.
- · Use your imagination and write answers.

What Where When Why How Who

Who did you help?

I helped an elderly woman called

Volunteering | Verbs |

Who did you help?





Children develop their listening skills by matching the actions to the volunteers.



Children acknowledge the importance of volunteering.

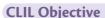


Children improve their writing skills by writing an interview for a volunteer.

Key competences continuous assessment

- 1 Are able to understand the listening activity.
- 2 Become aware of the importance of helping others.
- 3 Improve their ability to write in English.

Cultural Strand



To value the importance of volunteering.

Language Objectives

To learn words for volunteering activities: did the shopping, grew vegetables, helped with Maths, helped with spelling, made a cup of tea, taught swimming, took kids out for adventure days, watered plants

To learn adjectives: disabled, local

To learn nouns: allotment, award, volunteering, volunteers,

wheelchairs

To review Wh- questions with the Past Simple.

Materials

- Teacher's i-book
- CD 2

Lead-in

Have a class discussion about helping people. Start talking about helping the family at home. Then, talk about how the children can help at school. Finally, talk about helping in the community. Explain what a volunteer is and ask if any of the children have ever done any voluntary work.

Open the **lead-in** activity. Play *What's this?* Set the timer in the **Richmond i-tools** to make it more challenging for the children. Encourage the children to guess what they can see on the screen. Use the clue button to zoom out from the picture and ask the children to try to guess the word before the full image appears. Once the pictures have been guessed, open the Sample questions for the children to answer.

1 (a) 2.14 Match the actions with the people. Listen and

check. Write the names of the children on the board. The children listen and match the activities to the people. Discuss the activities the volunteers do and ask if any of the children would like to do something similar.

(See transcript page 175.)

Answers

Yasmin did the shopping and made a cup of tea.

Danny helped with Maths and helped with spelling.

Sam watered the plants and grew vegetables.

Max took kids out for adventure days and taught swimming.

2 Read the opinions and say who the volunteers were. The children say their answers and give reasons based on information gathered from the previous exercise.

Answers

Yasmin and Violet, Danny and Connor, Sam and Bertie, Max and Tanya



3 Write an interview for one of the volunteers. Using all the information given and the topics discussed in class, the children use their imagination to write an interview in their notebooks with one of the volunteers about their volunteering work.

Fast Finishers

The children write about how they help at home.

Wrap-up

The children write a paragraph about what kind of voluntary work they could do. Begin: *I think I could (help children with spelling) because* Then, they read out their paragraph and the rest of the class give their opinion.

Watch the video *Helping others*. 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:

Understand people talking about volunteer work and say what activities they do.

Read texts about volunteers and the work they do. Write an imaginary interview with a volunteer.

Activity Book

Unit 6, page 59, Lesson 5. See page 257 for answer key.

Bilaal Rajan



1 2.15 Read and listen to the story.



Together, we can make a difference.

Bilaal Rajan is a UNICEF Children's Ambassador. He was born in Toronto, Canada, in 1999. When he was four, there was a terrible earthquake in Gujarat, India.

Bilaal saw the news at home and decided that he wanted to help. He got a basket of tangerines and went to see his neighbours.

He asked them to buy one tangerine each to raise money for the earthquake victims. This was his first fundraising initiative and he raised \$350.

After that, Bilaal raised more money by selling handmade plates and biscuit boxes with his friends. He raised money for orphans in Africa. He raised money to help build a school in Tanzania. He raised money for the children in Haiti after the hurricanes and earthquake that destroyed a lot of the cities. And he raised money for the victims of the South-East Asian tsunami! He also spoke to some big companies and asked them for their help. He got medicines and baby food for



Why shouldn't children in other parts of the world have exactly what we have?

unicef

In 2004, Bilaal organised a UNICEF Kids Earthquake Challenge. He asked Canadian children to come together and raise a minimum of \$100 each.



Bilaal and his team raised a total of \$50,000.

The Government and local authorities also gave money towards the challenge. In the end, Bilaal raised \$4 million.



Bilaal travelled all over the world to see how the money he raised made a difference in people's lives. Then, he wrote a book called *Making Change*.

He wanted to show other children that no matter who you are, where you are from, what language you speak or how old you are, you can change the world.



2 0 2.16 Find the words with different sounds. Listen and check.

0 0













Same spellings with different sounds

Fundraising, Places



62

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



Children identify words with different sounds but the same spelling.



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 Recognise same spellings with different sounds.
- 3 Use the digital resources to practise phonics.



Bilaal spoke to young people at schools throughout Canada. He promoted a programme to raise funds for schools in Africa. He travelled to Africa and volunteered for a month working with young orphans. Bilaal's work inspired young people to go out and make a difference.

In 2009 he started the Barefoot Challenge.
Thousands of young people in more than 25 different countries lived without shoes for a week. His idea was to teach wealthier

children what it is like to live without basic necessities. When he walked down the streets of Toronto without any shoes, people looked at him very strangely. When they asked him why he didn't have any shoes on, he told them that millions of children throughout

the world had none.



Take action now! Not next year, next month, next week, or even tomorrow. Take action now!



On one of his trips to Africa, Bilaal met Nelson Mandela and they discussed initiatives for young people to take action on important global questions. During his trip they made a documentary about his work called *My Name is Bilaal*.

8

Bilaal's projects make young people think and act on problems in our world. He makes them aware of problems of poverty and injustice,

until you're an adult to make change. Why can't you start right now?

I don't think you have to wait

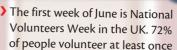
of poverty and injustice, lack of education and basic necessities. He also makes them think about environmental problems and how these affect the lives of everybody in the world.

Did you know..



1 Read the story again and answer the questions.

- 1 What did Bilaal first raise money for?
- 2 What three types of natural disaster did he raise money for?
- 3 Why did he ask children in wealthy countries to live without shoes?
- 4 What famous person did he meet in Africa?
- 5 Why do you think they made a documentary about Bilaal's work?
- 6 What problems does Bilaal make children think about?



a year. 74% of people give money to charity at least once year.



Comprehension

He travelled to Africa.

He makes them think.



63



Children become aware of problems in our world and realise the importance of taking action now to make change.



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



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

Key competences continuous assessment

- 1 Acknowledge the importance of taking action now to help children in need.
- 2 Are able to answer the questions about the story.
- **3** Use the digital resources to practise the new language.

Literacy Strand

CLIL Objective

To acquire skills in phonics while reading a factual story.

Language Objectives

To learn the different sounds and spellings of short and long vowels: ie, o_e, ea, i_e

To learn the nouns: ambassador, challenge, company, disaster, earthquake, fundraising, government, hurricane, initiative, injustice, local authorities, minimum, necessities, neighbours, orphan, poverty, tangerine, trip, tsunami, victim

To learn the verbs: destroy, discuss, inspire, make a change/ difference, make people aware, promote, raise money, take action **To learn adjectives:** basic, barefoot, environmental, global,

To learn the words for places: Canada, Gujarat, Haiti, India, Tanzania, Toronto

Materials

– Teacher's i-book

handmade, wealthy

- Optional realia: a map of the world

- CD 2

Lead-in

Focus on the UNICEF logo in picture 3. Write the initials on the board and ask the children if they know what they stand for. Then write: *United Nations International Children's Emergency Fund*. Ask the children what they know about this organisation and if they have ever collaborated with it in any way. Then, ask them to look at the photos and guess what the story will be about.

1 ② 2.15 Read and listen to the story. Play the audio and the children read and listen. Then, read each part separately, you could explain new vocabulary by pointing out the places mentioned on a map of the world.

(See transcript page 175.)

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

Hot spots: *Raise, Tsunami, Discussed, Lack.* Use the Hot spots to highlight this potentially difficult vocabulary before the reading activities.

2 2.16 Find the words with different sounds. Listen and

check. The children look at the word boxes and say the words aloud. Ask around the class which word has the different sound. Then, play the audio and see if they were right.

(See transcript page 175.)

Answers

1 friend, 2 home, 3 wealthier, 4 live



Fast Finishers

The children make sentences in their notebooks with the new vocabulary to show they understand it: *I always walk barefoot on the beach.*

Wrap-up

The children choose one of the things Bilaal says and say why they agree and how they could help.

The children listen and drag the letters to form the words. They choose the correct pronunciation category for words with the same spellings. For further practice, open

My notes and the Richmond i-tools and dictate more words containing each of the sounds.

Optional Resources

Teacher's Resource Book page 64, Phonics.

Continuous Assessment

Check if the children can:

Understand the story and the new vocabulary introduced. Understand the different sounds and spelling of short and long vowels: *ie*, *o_e*, *ea*, *i_e*.

Activity Book

Unit 6, page 60, Lesson 6. See page 257 for answer key.

Literacy Strand

Unit 6 Lesson 7

CLIL Objective

To understand a factual story.

Language Objective

Comprehension.

Materials

- Teacher's i-book

Lead-in

Write headings up on the board to help the children remember the story. In the middle write *Bilaal* and around it *Fundraising ideas*, *Places, People he met and helped, Things he said*. Fill the board with what the children remember.

1 Read the story again and answer the questions. When they have read the story, the children discuss the answers to the questions.

Answers

- 1 Bilaal first raised money for earthquake victims in Gujarat, India.
- **2** He raised money for victims of earthquakes, hurricanes and tsunamis.
- **3** He asked children to live without shoes to teach them what it is like to live without basic necessities.
- 4 In Africa he met Nelson Mandela.
- **5** They made a documentary about Bilaal to encourage other children to take action on important global issues.
- **6** Bilaal makes children think about poverty and injustice, lack of basic necessities and lack of education and environmental issues.

Touch to open the activity. The children read sentences about the story, find mistakes in each and correct them using the **Richmond i-tools.**

Fast Finishers

The children write a paragraph about what Bilaal means when he says *Together, we can make a difference* and give examples of their own.

Wrap-up

If you have Internet access, the children find out about what UNICEF does in their country. If not, set this for homework. Discuss how the class could raise money for a local charity basing their ideas on what Bilal did. Read the information in the *Did you know* box.

The children find eight words from the text 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:

Understand the story and answer comprehension questions about it.

Activity Book

Unit 6, page 61, Lesson 7. See page 258 for answer key.

UNIT 6 Lesson 8



1 Organise the information about Bilaal into fact or opinion.





2 Discuss information from the story. Copy and complete the chart. 💭 🙋



What did he do? He travelled to Africa.

What did he say? He said, "Together, we can make a difference."



3 Use all the information and write a biography.



Did you know...

The UK charity Comic Relief raised more than 75 million pounds in 2013 for charity. Jessie J, the singer, raised £500,000 in the event by cutting off all her hair.





Distinguishing fact and opinion, Writing a biography | He said, "Together, we can make a difference".



Children show initiative and personal autonomy by distinguishing facts from opinions.



Children demonstrate social skills by discussing information from the story.



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

Key competences continuous assessment

- 1 Are able to differentiate between facts and opinions.
- **2** Work well in groups to discuss information.
- 3 Learn to write a biography.

Literacy Strand



To practise writing a biography.

Language Objectives

To classify information into fact or opinion. To write a biography.

To learn to use inverted commas when quoting a person's words.

Materials

- Teacher's i-book

Lead-in

Remind the children about the story. Ask: What is a UNICEF Children's ambassador? What fundraising activities did Bilaal do? Where did he travel to? What did he say? Add: These are facts we know about Bilaal. What do you think Bilaal's best fundraising idea was? Could Bilaal do a barefoot challenge in winter? In which natural disaster do you think the children suffered most? Stress: These are all opinions we have.

1 Organise the information about Bilaal into fact or opinion.

Write the words *Fact* and *Opinion* on the board. The children discuss the reasons why each piece of information goes where.

Answers

Fact: 1, 2, 5, 7, 10, 12 **Opinion:** 3, 4, 6, 8, 9, 11

- **2** Discuss information from the story. Copy and complete the chart. The children organise all the information in note form in their notebooks. Let them work in pairs for support. When they have finished, they discuss what they have put in each box.
- **3** Use all the information and write a biography. The children write a biography of Bilaal in their notebooks. Ask them to think of an interesting title for their work.

Touch open the activity. The children read sentences about Mother Teresa and drag them to the categories *Facts, What she did, What she said* and *An opinion*. This activity could be used as an alternative writing task to Activity 3.

Unit 6 Lesson 8

Fast Finishers

The children write a letter to a child affected by one of the natural disasters mentioned in the story telling them that help is on the way.

Wrap-up

Read the *Did you know* box. Explain what Comic Relief is and ask the children about fundraising in their country.

The children play a fun game choosing the correct words to complete the sentences, which helps them consolidate their use of the Past Simple.

Anticipated Difficulties

Children with difficulties in reading comprehension may have difficulty distinguishing fact from opinion. Give them lots of support, they will understand it in the end.

Continuous Assessment

Check if the children can:

Distinguish between a fact and an opinion.

Sort relevant information into paragraphs and write a biography. Use the new vocabulary presented to talk about fundraising in their country.

Activity Book

Unit 6, page 62, Lesson 8. See page 258 for answer key.







home	head	give	believe
come	team	decide	achieve
some	east	like	friend
wrote	wealthy	live	countries

2 Classify the activities with a classmate.



chess gym art singing spelling reading volunteering diving football dancing writing

I think chess is an intellectual activity.

3 Collect words and change the sentence.

I agree, and it's competitive but it isn't physical.

Grammar help





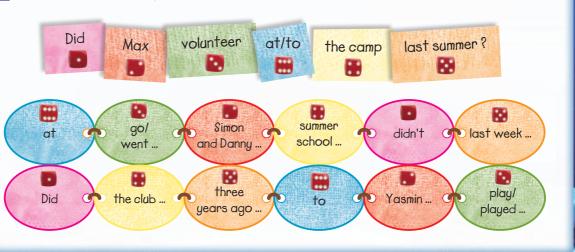
Past Simple

Phiona played chess for food. Bilaal didn't play computer games. Did Judit play chess with her sisters?

Irregular verbs

Phiona went to New York. Judit didn't go to school. Did Bilaal go to Africa?





Language review

Same spellings, Different sounds, Adjectives, Past Simple

65



Children develop learning techniques by categorising vocabulary in a chart.



Children show initiative and personal autonomy by classifying activities into groups.



Children apply their newly acquired knowledge in a language game.

Key competences continuous assessment

- 1 Are able to categorise vocabulary in a chart.
- **2** Can classify activities autonomously.
- 3 Use the unit language to play a game.

CLIL Objective

To review the grammar of the unit.

Language Objective

To review the vocabulary and structures of the unit.

Materials

- Teacher's i-book
- Flashcards for Unit 6
- CD 2
- Extra material: dice

Lead-in

Play *Vocabulary Bingo*. Write 12 words or phrases from the unit on the board. Each child chooses five of the words and writes them down. Give a definition for one of the words without saying the word itself. If a child thinks they have the word, they tick it. When they tick all of their words, they shout *Bingo!*

.....

sounds. Listen and check. Write the table on the board. When they have corrected the activity, ask individual children to pronounce the words on the board.

(See transcript page 175.)

Answers

home, wrote / come, some head, wealthy / east, team decide, like / give, live friend / believe, achieve, countries

- **2** Classify the activities with a classmate. Display the flashcards on the board. Ask: Can you give me an example of an (intellectual) activity? Write the examples they give you on the board under the correct word. Then, the children work in pairs to classify the activities.
- **3** Collect words and change the sentence. The children play the game in small groups with a die.



Visual grammar presentation.

Fibook Touch to open the activity. The children drag verbs to sentences and then complete the sentences with the correct Past Simple of the chosen verbs. Use the **Richmond i-tools**.

Unit 6 Lesson 9

Fast Finishers

The children write a paragraph about the activities they engage in that are creative, intellectual, competitive and physical.

Wrap-up

If the children have enjoyed the *Vocabulary Bingo*, play it again with more vocabulary from the unit.

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

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

Optional Resources

Teacher's Resource Book page 54, Speaking.

Continuous Assessment

Check if the children can:

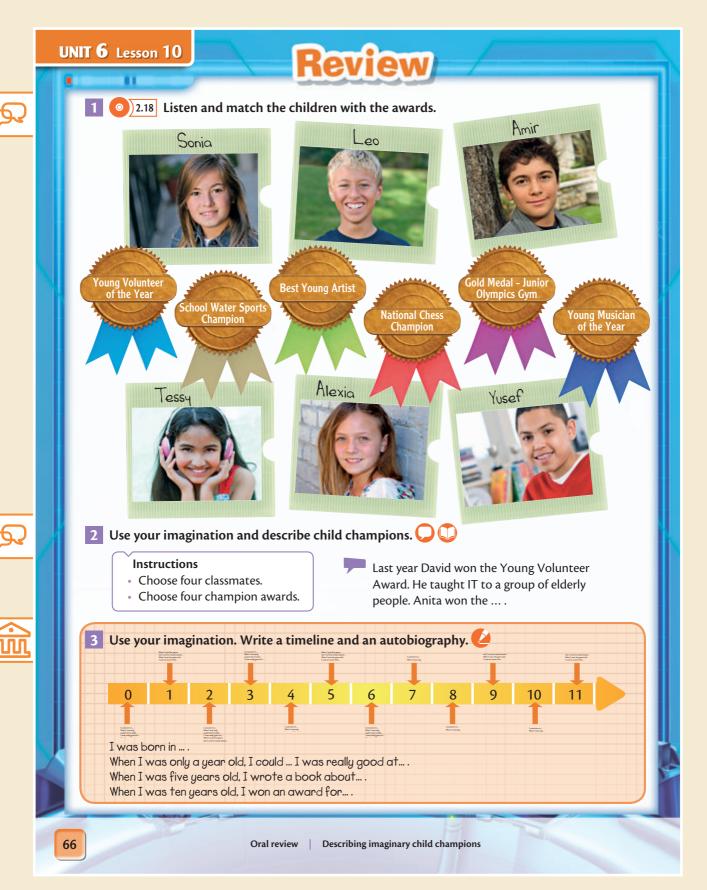
Recognise the different sounds and spellings of short and long vowels: *ie*, *o*_*e*, *ea*, *i*_*e*.

Remember vocabulary words and phrases introduced in the unit.

Classify activities according to descriptive adjectives. Construct different questions using the Past Simple.

Activity Book

Unit 6, page 63, Lesson 9. See page 259 for answer key.





Children improve their listening skills by matching the children to the awards.



Children show consolidation of structures and vocabulary by writing a description of child champions.



Children develop their imagination to write their own timeline and autobiography.

Key competences continuous assessment

- 1 Are able to understand the listening activity.
- 2 Use the language learned in the unit to write a description.
- 3 Can write a timeline and an autobiography.

CLIL Objective

To consolidate structures and vocabulary by describing imaginary child champions.

Language Objective

To review the vocabulary and structures of the unit.

Materials

- Teacher's i-book
- CD 2

Lead-in

Go back to the page with the central theme in the Teacher's Book and ask questions about each of the strands. Focus on the names of the children and the things they did: Where is Judit Polgár from? Why is she famous?

Open the **i-poster**. The children listen to sentences about the children on the poster and choose the child that is being talked about. For further practice, ask volunteers to give descriptions like in the audio and have the rest of the class guess the child.

1 (a) 2.18 Listen and match the children with the awards.

Ask the children if they have got any awards or medals for their activities. Ask them to describe the children in the photos and guess what their award is. Finally, they listen to the audio and match the children to the awards.

(See transcript page 175.)

Answers

Sonia is School Water Sports Champion.

Leo is Young Musician of the Year.

Amir is Young Volunteer of the Year.

Tessy is Best Young Artist.

Alexia won a Gold Medal in the Junior Olympics Gym.

Yusef is National Chess Champion.

2 Use your imagination and describe child champions. Each child imagines that four members of the class are child champions. They use the model text to describe what award they won and what they did to win it.

3 Use your imagination. Write a timeline and an autobiography.

The children imagine that they are child champions and have been outstanding at an activity since a young age. They fill in a timeline and write an imaginary autobiography.



Fast Finishers

The children design an award for child champions in the class, for example, the most helpful person.

Wrap-up

Play Who am I? Divide the class into teams. One child sits at the front with their back to the board. The other team chooses a child mentioned in one of the lessons in the book and writes their name on the board. The child sitting at the front asks yes/no questions until they discover who they are.

Anticipated Difficulties

In Activity 2 make sure that all the children have been chosen at least once as a child champion.

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 91-92 or 93-94 depending on each child's ability. Give as much support as necessary for them to understand the structure of the tests.

Note: The listening is the same for both tests.

Final Assessment

Check if the children can:

Write an autobiography using the language presented in the unit.

Activity Book

Unit 6, page 64, Lesson 10. See page 259 for answer key

Transcripts

2.10 Poster, Unit 6. Listen and complete the logic puzzle.

Everybody is good at two activities.

Every activity has got only two participants.

Only three of the categories are sports.

Now, get ready to complete the logic puzzle!

Tom is good at two sports, but not diving.

Now, cross out the extra boxes for Tom.

Andrea is good at two sports, but not football.

Now, cross out the extra boxes for Andrea.

Silvia is good at drama and a sport beginning with the letter f.

Now, cross out the extra boxes for Silvia.

Robbie isn't good at any sports but he is good at the same activity as Silvia... and chess.

Now, cross out the extra boxes for Robbie.

Nick is good at the same sport as Andrea, and Art.

Now, cross out the extra boxes for Nick.

What is Grace good at?

Remember! Everybody is good at two activities and every activity has got only two participants.

2.11 Listen and say True or False.

- 1 A boy in Year 1 was the best at singing.
- 2 The chess champion wasn't a girl.
- 3 The chess champion was from Year 4.
- **4** Elani wasn't the best at spelling.
- 5 Priya was the best at art.
- 6 A girl from Year 6 was the best at spelling.
- 7 The football champion wasn't a boy.
- 8 The diving champion was a girl from Year 2.
- 9 Jack was the best at gym.
- 10 The football champion was from Year 4
- 11 A boy from Year 5 was the best at IT.
- 12 Kate wasn't the diving champion.

2.12 Listen and find the ages. Then, sing the song: Genius Child, Oh, so Free and Wild.

Genius child, so free and wild,

My timeline is short, but so full of style.

When I was born, I didn't cry or shout,

I sang so loud and I danced about!

When I was one, I had music in my head,

All day and night, I never went to bed!

When I was two, I couldn't read words,

But I read music and sang the chords.

When I was three, I played the drums,

And I hit the cymbals with my fingers and thumbs.

When I was four, I wrote my first song, I didn't get a single note wrong.

When I was five, I sang on the stage,

I was so good I was off the page!

When I was six, I went to New York,

And I sang and danced in Central Park.

When I was seven, I bought a guitar,

And I played that machine like a genuine star!

When I was eight, I won first prize,

For my musical talent, I beat the other guys.

When I was nine, I was number one,

In all the charts around the world.

When I was ten, I won the Grammy,

For my hip-hop song about my granny!

Now I'm eleven, and I'm still free and wild,

My timeline is short but so full of style.

2.13 Listen and find the photos. Read the blog.

Computer: Sunday. Ricky, Jason and 12 others like this.

Sam: Wow!

Ricky: DJ Sam, you rock!

Sam: Ah, thanks, Ricky!

Ruby: We had a great night, Sam. The music was magical.

I danced all night!

Computer: Saturday. Jason, Sam and 5 others like this.

Ruby: Great!

Jason: What a superb performance, Ruby! I loved the dance

and the costumes!

Sam: Me too! It was so physical and your timing was perfect.

Ruby: Thanks, guys. I've only got this photo. Can anybody help

out with some more?

Ricky: I can put some more up for you.

Computer: Saturday. Ruby, Jojo and 11 others like this.

Jason: Oh, look!

Jojo: WOW! I loved the music. It was really creative stuff.

So impressive! You lot were great!

Ricky: Thanks, Jojo. You were all fantastic, too.

Sam: Brilliant guitar performance. You deserved to win.

Transcripts

2.14 Match the actions with the people. Listen and check.

Yasmin: Hi, I'm Yasmin. Last year I visited an elderly woman three afternoons a week. She can't really move around much, so I did her shopping. Then, I usually did her ironing or cleaning. After that, I made a cup of tea and we had a good chat. She's in a care home now, but I still visit her. My visits are always special and I love listening to her stories about her life.

Danny: My name's Danny. Last year the local primary school needed volunteers. I met the children at the library twice a week. I usually helped them with Maths and spelling. Then I listened to them reading, and at the end of the visit I read them a story. They loved that bit and so did I! I think I am going to volunteer again next year because I really enjoyed it.

Sam: I'm Sam. Three years ago I started helping in my Granny's allotment. You know that's a kind of vegetable garden. Then I noticed that lots of people needed help with the heavy work. So I organised my friends at school and we took turns to do different things. We dug the gardens, we watered the plants, we carried the heavy vegetables, oh, lots of things like that. It was great fun and we made lots of new friends.

Max: My name's Max. My brother is disabled and one year I went to a summer camp with him and lots of other disabled children. We had such a good time! At the end of the holiday, the organisers asked me to go back the next year as a volunteer. I took the kids out for adventure days and I did gym with them. My favourite thing was teaching them to swim.

2.15 Read and listen to the story: Bilaal Rajan.

Bilaal Rajan: Together, we can make a difference.

Narrator: Bilaal Rajan is a UNICEF Children's Ambassador. He was born in Toronto, Canada, in 1999. When he was four, there was a terrible earthquake in Gujarat, India. Bilaal saw the news at home and decided that he wanted to help. He got a basket of tangerines and went to see his neighbours. He asked them to buy one tangerine each to raise money for the earthquake victims. This was his first fundraising initiative and he raised \$350.

After that, Bilaal raised more money by selling handmade plates and biscuit boxes with his friends. He raised money for orphans in Africa. He raised money to help build a school in Tanzania. He raised money for the children in Haiti after the hurricanes and earthquake that destroyed a lot of the cities. And he raised money for the victims of the South-East Asian Tsunami! He also spoke to some big companies and asked them for their help. He got medicines and baby food for the earthquake victims.

Bilaal Rajan: Why shouldn't children in other parts of the world have exactly what we have?

Narrator: In 2004, Bilaal organised a UNICEF Kids Earthquake Challenge. He asked Canadian children to come together and raise a minimum of \$100 each. Bilaal and his team raised a total of \$50,000. The Government and local authorities also gave money towards the challenge. In the end, Bilaal raised \$4 million.

Bilaal travelled all over the world to see how the money he raised made a difference in people's lives. Then, he wrote a book called *Making Change*. He wanted to show other children that no matter who you are, where you are from, what language you speak or how old you are, you can change the world.

Bilaal spoke to young people at schools throughout Canada. He promoted a programme to raise funds for schools in Africa. He travelled to Africa and volunteered for a month working with young orphans. Bilaal's work inspired young people to go out and make a difference.

Bilaal Rajan: Take action now! Not next year, next month, next week, or even tomorrow. Take action now!

Narrator: In 2009 he started the Barefoot Challenge. Thousands of young people in more than 25 different countries lived without shoes for a week. His idea was to teach wealthier children what it is like to live without basic necessities. When he walked down the streets of Toronto without any shoes, people looked at him very strangely. When they asked him why he didn't have any shoes on, he told them that millions of children throughout the world had none.

On one of his trip to Africa, Bilaal met Nelson Mandela and they discussed initiatives for young people to take action on important global questions. During his trip they made a documentary about his work called *My Name* is *Bilaal*.

Bilaal Rajan: I don't think you have to wait until you're an adult to make change. Why can't you start right now?

Narrator: Bilaal's projects make young people think and act on problems in our world. He makes them aware of problems of poverty and injustice, lack of education and basic necessities. He also makes them think about environmental problems and how these affect the lives of everybody in the world.

2.16 Find the words with different sounds. Listen and check.

believe, friend, achieve, countries home, come, some, none each, team, east, wealthier decide, like, live, inspire

2.17 Copy and use two colours to classify the different sounds. Listen and check.

home and wrote
come and some
head and wealthy
east and team
decide and like
give and live
friend
believe, achieve and countries

2.18 Listen and match the children with the awards.

Sonia: Hi, I'm Sonia. I really love sports and last year was my best year. I won four medals in the diving and the swimming. It was magic! **Leo:** Hi, I'm Leo. I practised hard all year. On the night of the final performance, I was so nervous but I played really well. I didn't get a note wrong! So I won!

Amir: I'm Amir and I did something completely different this year. I wanted to help out in our community so I joined a local group and we worked every weekend with elderly people.

Tessy: My name's Tessy. My teacher sent all our artwork to the competition. I didn't know anything about it until I saw one of my paintings on the front page of the newspaper! I was really surprised and really happy.

Alexia: Hello, I'm Alexia. I trained every day too, for three hours a day. But it was worth it when I won gold. It's my first gold medal and I hope I can win gold again in the games next year.

Yusef: Hi, I'm Yusef. Well, I trained and played almost every day last year. It was hard work because I had my schoolwork to do as well. The final game was fast and the other player was really good. But I won and now I am an International Master!

Unit 7 Overview

Vocabulary

City facilities: bike lane, car park, escalator, factory, football stadium, hospitals, motorway, shopping centres, sports facilities, transport links, universities

Parts of a city: city centre, factory, green space, industrial zone, residential zone, skyscraper, suburb

City problems: *crime, litter, noise, pollution, population increase, traffic jams*

Places: Brazil, China, India, Mumbai, Sao Paolo, Shanghai, Tokyo

Structures

Comparatives and superlatives: bigger, better, best/worst

01 10 0

Future with will: It will/won't have ...; There will / won't be; Will it have ...? Yes, it will. / No, it won't.

First Conditional: If the population increases, they

will need more schools. **Past simple:** They lived / didn't live; There was/were.

Wh- **questions:** *When did they* ...?

Functional language for asking for and giving directions: Where's the nearest ... ? Go straight ahead. Where do we get off? Speak slowly, please.

Recycled Language

0 0 1

Places
Animals
Landscape features
Big numbers
Comparatives
Buildings
Irregular Past Simple

Cultural Strand

Language Objective:

To learn time expressions for organising historical information.

Creative Strand

0 00 0

CLIL Objective:

To design and draw a city plan.

Language Objectives:

To learn words for the different parts of a city.
To learn how to plan a city and describe it using the Future with will.

Functional Strand

Language Objectives:

To learn functional language for asking for and giving directions and making yourself understood.

To review the words for places in a town, transport and prepositions.

Super cities

Literacy Strand

CLIL Objectives:

To acquire skills in phonics while reading a fictional story. To understand a fictional story.

To practise writing fiction.

Language Objectives:

To learn the spelling of words with vowel sounds *ew* and *oo*.

To ask and answer questions using the First Conditional.

Knowledge Strand

CLIL Objective:

To read graphs and predict outcomes.

Language Objectives:

To use the First Conditional to talk about future possibilities.

To learn words for city services.

Skills Objectives

Listening: To listen to information about a city and identify it. To understand a dictation of big numbers. To understand a dialogue about directions.

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Reading: To read a key, interpret a graph and predict future problems. To understand a story and answer comprehension questions giving evidence from the text.

Writing: To classify ideas into advantages and disadvantages. To describe a plan for an ideal city. To write a prediction of future problems. To write a chapter of a science fiction story.

Speaking: To talk about advantages and disadvantages of living in a city. To use the First Conditional to talk about possible problems in the future. To use functional language to ask for and give directions. To talk about historical facts.

Assessment Criteria

- Children can understand and discuss information about the size, location and population of a city.
- Children can understand and say big numbers and spell words with the *ew* and *oo* sounds.
- Children can interpret a graph and predict future problems using the First Conditional.
- Children can describe historical facts.
- Children can write a chapter of fiction.

Optional Resources

Teacher's Resource Book Photocopies:

- Lesson 1: page 47, Listening
- Lesson 2: page 39, Writing
- Lesson 3: page 55, Speaking
- Lesson 5: page 31, Reading
- Lesson 6: page 65, Phonics
- Lesson 9: pages 19-20, Language
- Evaluation: pages 95-96 or 97-98, Unit 7 test

GolDigital

Teacher's i-book [i-book]

01 1

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 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 3: knowledge
- Lesson 4: functional language
- Lesson 6: phonics
- Lesson 7: literacy
- Lesson 8: literacy



- Lesson 3: Most populated cities in the EU
- Lesson 5: London today



• 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 big cities, facilities, predictions and language for giving directions.



Competence in Maths, Science and Technology:

Children apply mathematical skills to read a graph and calculate numbers.



Digital Competence:

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



Social and Civic Competences:

Children demonstrate social skills by asking their classmates about their perfect city.



Cultural Awareness and Expression:

Children are introduced to the history of London. They also use their skills to draw a city plan.



Learning to Learn:

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



Sense of Initiative and Entrepreneurship:

Children show initiative by predicting problems.





Children improve their listening skills by identifying the names of the big cities.



Children develop learning techniques by classifying city facilities and problems into advantages and disadvantages.



Children improve their writing skills by writing about the results of the survey.

Key competences continuous assessment

- 1 Are able to understand the listening activity.
- 2 Can classify ideas into advantages and disadvantages.
- **3** Are able to write about the results of a survey.

CLIL Objective

To learn facts about big cities.

Language Objectives

To learn the names of places: Brazil, China, India, Mumbai, Sao Paolo, Shanghai, Tokyo

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To learn words for city facilities: hospitals, shopping centres, sports facilities, transport links, universities

To learn words for city problems: *crime, litter, noise, pollution, traffic jams*

To review superlatives: *The best thing...* **To review big numbers:** 1,523; 11.32 *million*

Materials

- Teacher's i-book - Poster for Unit 7

- CD 2

Lead-in

Discuss the questions in the I wonder box.

Poster. Listen and find the capital cities. Ask about the capital city of the children's country. Explain the difference between a super city and a capital city. Then, the children listen and point to the correct city on the **poster** and say if it is a capital or a super city. (See transcript page 198.)

Open the **i-poster**. Before you play the audio, ask what the cities on it have in common. Tell them that they're 'super cities', and ask them to listen out on the audio for what that means. Ask them which of the cities they think are capitals. Then, play the audio and ask them to touch the cities that the audio says are capitals.

1 2.20 Listen and say the names of the cities. Practise big numbers on the board. Play the audio and the children say which city is being referred to. Ask them to repeat the numbers to give them more practice.

(See transcript page 198.)

Answers

1 Mumbai, 2 Sao Paolo, 3 Tokyo,

4 Shanghai, 5 Tokyo, 6 Mumbai,

7 Shanghai, 8 Sao Paolo, 9 Tokyo,

10 Mumbai, 11 Shanghai, 12 Sao Paolo

- **2 Classify the ideas.** Write Advantages and Disadvantages on the board and make sure the children understand these terms. Then, as a group, the children classify the words.
- **3** Choose a category and do a survey. The children ask several children what they think the best and the worst thing about living in a big city is.
- **4 Write the results of your survey.** The children write about the results. They can make bar charts to show them.

Fast Finishers

The children list other advantages or disadvantages of living in a big city.

Wrap-up

01

Then, the children discuss the advantages and disadvantages of living in their area.

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

Some children find it difficult to say big numbers so you will need to do some warm-up exercises.

Optional Resources

Teacher's Resource Book page 47, Listening.

Initial Evaluation

Check if the children can:

Understand and use the words introduced for city facilities and city problems.

Talk and write about the advantages and disadvantages of living in a big city.

Talk about the size and population of a big city.

Activity Book

Unit 7, page 65, Lesson 1. See page 260 for answer key.

UNIT 7 Lesson 2



2.21 Look at the picture. Listen for the missing words. Then, sing the song.



My city *** be bigger My city *** be better

It *** have 30 floor skyscrapers, It *** have outside escalators!

Oh my city *** be great in the future!

The city centre *** be dirty The city centre *** be noisy

It *** have traffic on the roads. It *** have factories with smoke.

Oh the city centre *** be great in the future!

There *** be motorways around the city There *** be factories near the motorways

There *** be suburbs with residential zones,

But they *** be near big roads.

Oh my city *** be great in the future!





2 Design your perfect city. Make a list of features and ask a classmate.

Will your city have offices?

Yes, it will.

suburbs

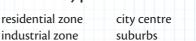
industrial zone

Key

Will your city have a football stadium?

No, it won't.

3 Draw the city plan and describe it. 💋



city centre

bike lane

car park

escalator

My city will have ... in the ... zone.

It won't have ... or ... in the

68

residential zone

green spaces

City planning | Parts of a city, Buildings | It will/won't have There will/won't be Will it have ... ?



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



Children demonstrate social skills by asking their classmates about their perfect city.



Children develop their imagination and artistic skills drawing a city plan.

Key competences continuous assessment

Check if children:

factories

motorway

- 1 Learn the new vocabulary through the song.
- 2 Work well in pairs to ask each other about their perfect city.
- 3 Can draw a city plan.

Creative Strand

Unit 7 Lesson 2

CLIL Objective

To design and draw a city plan.

Language Objectives

To learn the words for parts and facilities of a city: bike lane, city centre, factory, green space, industrial zone, motorway, residential zone, skyscraper, suburb

0 0 001

0 1 0

To learn the Future with will: It will/won't have (offices). There will / won't be (suburbs). Will it have (a bike lane)? Yes, it will. / No, it won't.

Materials

– Teacher's i-book

- Flashcards for Unit 7

- CD 2

Lead-in

Put the **flashcards** on the board (or open the **i-flashcards** on the **Teacher's i-book**). Ask about the nearest city to teach the words: Does (Madrid) have (factories)? Where (is) (the motorway)? Introduce the children to the use of will and won't: Do you think there will be (a motorway) from (this school) to (the city)? Yes, there will. / No, there won't.

1 (a) 2.21 Look at the picture. Listen for the missing words.

Then, sing the song. Leave the flashcards on the board and ask the children to find the features in the picture. When they have found the missing words they join in with the song.

(See transcript page 198.)

Answers

will, will, will, will, will, won't, won't, won't, won't, will, 'll, 'll, won't, will

Touch to open the activity. The children listen to the song and drag the lines to put them in order. For further practice, use the spotlight in the **Richmond i-tools** to cover words of your choice and ask the children to try to remember them.

- 2 Design your perfect city. Make a list of features and ask a classmate. Keep the flashcards on display. Ask the children about different cities they have visited at home and abroad. Then, the children have a conversation about their perfect city.
- **3 Draw the city plan and describe it.** The children can use the colour coding from Activity 1 but encourage them to be creative in their drawing of their ideal city plan. Make a display of the results.

Fast Finishers

The children write a paragraph describing a city they have visited.

Wrap-up

01 1

The children look at the class display of the city plans, and make comparisons and give opinions: There are more residential areas in John's city. I like the bike lane in Freda's city.

Optional Resources

Teacher's Resource Book page 39, Writing.

Continuous Assessmentt

and structures introduced in the lesson.

Check if the children can:

Use will to talk about planning an ideal city.

Talk about the different parts of a city and the buildings in it.

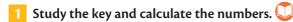
Write about their plan for an ideal city using the vocabulary

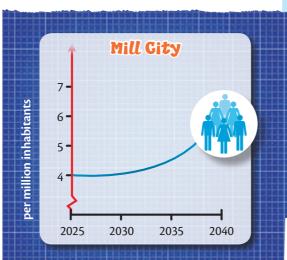
Activity Book

Unit 7, page 66, Lesson 2. See page 260 for answer key.









If the population increases to 5 million, the city will need ... schools.

If the population increases to 6 million, the city will need ... schools.

If the population increases to 5 million, the city will need ... hospital beds.

If the population increases to 6 million, the city will need ... hospital beds.

If the population increases to 5 million, the city will need ... houses.

If the population increases to 6 million, the city will need ... houses.



- four hundred schools three thousand per one million inhabitants
 - hospitals beds per one million inhabitants
- four hundred and fifty thousand houses per one million inhabitants



Make five predictions for Mill City's future.



they build they don't build a metro. roads, underground car parks, skyscrapers

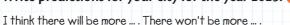
they will have they won't have more traffic jams. more pollution. more green spaces. more bike lanes. houses for everyone. clean air.

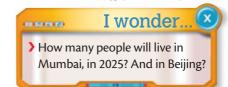
If they don't build a metro, they will have more traffic jams.

If they build roads, they won't have clean air.



Write predictions for your city for the year 2025.





Reading graphs and predicting problems | City services, Big numbers If the population increases, they will need more schools.



69



Children apply mathematical skills to read the graph and calculate the numbers.



Children show initiative by predicting problems.



Children develop their imagination by making predictions for their city for the year 2025.

Key competences continuous assessment

- 1 Can read a graph and calculate numbers.
- 2 Can make predictions.
- 3 Use their imagination to make predictions.

Knowledge Strand

CLIL Objective

To read graphs and predict outcomes.

Language Objectives

To learn words for city services: hospital beds, metro, roads, underground car parks

To revise big numbers: two hundred, ten thousand, three thousand

To review First Conditional sentences: *If the population increases, they will need more schools.*

To learn words to describe graphs: to calculate, to increase; per one million inhabitants

Materials

- Teacher's i-book

Lead-in

Ask the children if they remember any changes that have happened in the local area. Ask: Why did they build a new (residential area)? Because there are more people living here. Explain population increase and its effects.

Play Guess it! The children have to guess the picture. Divide the class in groups. 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. When you have finished the activity, open the Sample questions for the children to ask.

1 Study the key and calculate the numbers. Explain that the key shows the number of items needed per million people. To calculate what happens when the population increases they will need to multiply. Go round the class making sure they have understood the graph and have calculated correctly.

Answers

2,000 schools; 2,400 schools; 1,500 hospital beds; 1,800 hospital beds; 2,250,000 houses; 2,700,000 houses

- **2 Make five predictions for Mill City's future.** The children practise conditional sentences following the guidelines given. Then, they find the information for the *I wonder* box if they have Internet access. If not, set it for homework.
- **3** Write predictions for your city for the year 2025. Using what they have seen in the previous activities, the children write predictions about their own city.

Unit 7 Lesson 3

Fast Finishers

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The children write sentences with predictions for their school using the First Conditional: If a lot of children come to the school, they will have to build new classrooms.

Wrap-up

The children draw a graph illustrating their predictions, following the graph in Activity 1.

Watch the video *Most populated cities in the EU*. 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.

The children play a fun game matching the two sentence halves to consolidate their knowledge about First Conditionals.

Optional Resources

Teacher's Resource Book page 55, Speaking.

Continuous Assessment

Check if the children can:

Read graphs and predict future problems in a city. Use the First Conditional structure to talk about future possibilities.

Talk about city services using the vocabulary and structures presented in the lesson.

Activity Book

Unit 7, page 67, Lesson 3. See page 261 for answer key.

UNIT 7 Lesson 4

Functional language



- Answer the questions.
 - 1 What types of places do tourists visit in a new city?
 - 3 Are you good at orientation?

- 2 How do they find directions in a new city?
- 4 Can you give directions around your city?



2.22 Listen and find the mistakes.

Yesterday, I met some new kids in the park. They were lost and they didn't understand a lot of English.









I stayed outside for a few hours and then I went home. What a surprise!

3 Write your own version and act out the scene. 💭 🙋



Student A:

You are new in the area. Choose a place to visit.

Student B:

You are a local. Choose where you are:

- -You're in front of your house.
- -You're in front of your school.

Did you know...

In Spain 2-3% of children aged 10-14 were born in a different country.





Language for giving directions and making yourself understood



Children improve their oral skills by answering questions about cities.



Children reinforce their language skills by learning language for giving directions and making themselves understood.



Children use their imagination to write their own version of the conversation and act out the scene.

Key competences continuous assessment

- 1 Can answer the questions.
- 2 Are able to use language for giving directions and making themselves understood.
- 3 Can write their own version and act out the scene.



Functional Strand



CLIL Objective

To act out a scene to practise language for giving directions and making themselves understood.

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Language Objectives

To learn functional language for giving and asking for directions and for making yourself understood: If you shout, I won't understand. Where's the nearest ...? Go straight ahead. Where do we get off? Speak slowly, please.

I'll show you! You'll need the (number 25 bus).

To review the words for places in a town, transport and prepositions.

Materials

- Teacher's i-book
- CD 2

Lead-in

Draw a simple street map on the board with a few local landmarks or amenities. Draw an X and say: You are here. Give me directions to the (shopping centre).

- **1 Answer the questions.** Have a class discussion based on the answers to the questions. Write up any words on the board that arise.
- 2 ② 2.22 Listen and find the mistakes. When the children have listened to the audio twice, they point out the mistakes. (See transcript page 198.)

Answers

Yesterday, I met some new kids on the street.

Where is the nearest **bus stop**?

Turn **left** at the **zebra crossing**. You'll see the **bus stop** next to the **bank**.

A place for **skateboards**.

You're going to the **skateboard park**! You'll need the number **25** bus. At the **fountain**. What is "**fountain**"?

Touch to open the activity. The children drag sentences to create a dialogue about giving and asking for directions and making themselves understood.

3 Write your own version and act out the scene. The children get into pairs and write their own version. Then, they act out their dialogues in front of the class.

Fast Finishers

The children write another short dialogue about giving directions in another setting of their choice.

Wrap-up

The children read the information in the *Did you know* box and discuss advantages and disadvantages of living in a different country.

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

Anticipated Difficulties

Some children have difficulty distinguishing left and right. Give them help with this.

Continuous Assessment

Check if the children can:

Ask for and give directions using the functional language and vocabulary they have learned.

Activity Book

Unit 7, page 68, Lesson 4. See page 261 for answer key.







and ask a classmate.

Student A, go to page 93. Student B, go to page 96.



Describe the sights.

Yesterday I saw the It is in ... London. ... first opened in Then, I went to



19th century London

Parts of a city, Years By the end of the century When did he build the ... ?





Children are introduced to the history of one of the most important cities in the world: London.



Children demonstrate skills to work in pairs to ask and answer questions about famous buildings in London.



Children improve their writing skills by describing the sights in London.

Key competences continuous assessment

- 1 Become familiar with the history of London.
- 2 Work well in pairs to complete the activity.
- 3 Improve their ability to write in English.

Cultural Strand



CLIL Objective

To learn about London in the 19th century.

Language Objectives

To learn words for city transport: coach, tram, underground train

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To learn time expressions for organising historical

information: At the start of the 19th century, In the middle of the 19th century, At the end of the 19th century

To review words for places in a city: residential area, suburbs, factories

To review the Past Simple: They lived / didn't live; there was / there were. Wh- questions: When did they ...?

Materials

- Teacher's i-book
- CD 2

Lead-in

Ask the children if they have ever been to London. Write the word London in the middle of the board and around it write all the things that the children associate with it: famous people, historical figures, famous places...

Play What's this? Set the timer in the Richmond i-tools to make it more challenging for the children. Encourage the children to guess what they can see on the screen. Use the clue button to zoom out from the picture and ask the children to try to guess the word right before the full image appears.

As an optional activity, ask the children questions related to the monuments featured: Have you visited any of these places? Have you seen them in films or on TV? What do you know about the places?

1 (a) 2.23 Read and classify the sentences. Then, listen and

check. Talk about the idea of a century. Ask if anyone knows a person who has lived for a hundred years. Draw a timeline of a hundred years on the board and mark the parts that correspond to the expressions: At the start of the 19th century, In the middle of the 19th century, At the end of the 19th century. Finally, with the timeline, talk about the sentences and listen to the audio.

(See transcript page 198.)

Answers

At the start of the 19th century: 1, 5, 8, 9 In the middle of the 19th century: 3, 6, 11 At the end of the 19th century: 2, 4, 7, 10, 12

2 Pair Work: Find out about famous buildings in London and ask a classmate. The children get into pairs to find the missing information about the buildings using the Past Simple.

3 Imagine you are a tourist in London. Describe the sights.

Before doing this activity, show the children some footage of London or ask them to do some research online to make the description more detailed. Alternatively, do the activity after watching the video **London today**.

Fast Finishers

The children draw a picture of something that can be seen in London.

Wrap-up

01 1

The children get into groups to do a project on London under different headings. For example: *The history of London. Famous fictional characters from London. London Style. The London Eye...*

Watch the video **London today**. 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 31, Reading.

Continuous Assessment

Check if the children can: Situate historical events on a timeline. Understand a description of London in the 19th century. Write a description of a sightseeing tour in London.

Activity Book

Unit 7, page 69, Lesson 5. See page 262 for answer key.

Above!



1 0 2.24 Read and listen to the story.

In the 25th century, Aquaville was the only city on the planet and it was under the sea. It was a busy, noisy city but it wasn't dirty and the air was clean.

Above the sea, there were clouds of dangerous, toxic air.



Only members of the Solar Repair Force went 'above' and they only went once every 250 years. Everybody was scared of 'above'.



3 Sam Salmon was a member of the SRF and he worked in the solar control centre. One day, he saw a red emergency light.



For the first time in 240 years, the SRF went 'above'.

A special escalator took the team to the roof. The city band played a tune and the mayor made a speech.



Then, the mayor closed the door to the exit capsule and locked the gates. The capsule floated away and up to the level of the surface.



2 (a) 2.25 Listen and spell the words. Then, classify the sounds.



men**u** sound























Alternative spellings for oo and eu

Environment



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



Children learn to differentiate alternative spellings for *oo* and *ew* 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 differentiate alternative spellings for *oo* and *ew* sounds.
- **3** Use the digital resources to practise phonics.



Sam looked around him. The capsule was in the middle of thousands of solar panels. And all around the panels, there was sea. It was so big! He looked up. The clouds were white and the sky was blue.



6 At solar panel 5A, Captain Jane climbed out of the capsule. Sam followed her and they started repairing the solar panel. Then, Sam noticed something in the distance.



The cloud came closer and closer. "Quick!" said Captain Jane. "The cloud will be here soon." A few hours later, they finished. The cloud was very close.

7) From inside the capsule, Sam looked at the black shape. Was it really a cloud? Captain, I think



That can't be true! The air is poisonous here.

Quickly, Sam took some photos. And then the capsule went under the water.

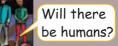
(8) In Aquaville, scientists studied Sam's photos and they all agreed. "Yes! It is a photo of birds and they are flying 'above'."

9) The mayor called a public meeting. "We believe it is now possible to live 'above'," he told the citizens.

10) Five months later, the team was ready and Sam Salmon went above water for the second time.

Aquaville News Birds are living beings. If there are living beings above water, the air will be clean as well.

> The SRF is preparing an expedition.



Will it be dangerous?

What will I find above'? Will I come back?

To be continued...?



Read the story again and answer the questions. \bigcirc



- 1 Why aren't there any cities above sea level in the 25th century?
- 2 How does the underwater city get energy?
- 3 Why do Captain Jane and Sam get out of the capsule?
 - 4 Is the black cloud toxic? What is it?
- 5 Is the air above sea level toxic? How do we know?
 - 6 What will Sam find above sea level? What do you think?

Did you know...

Biosphere 2 is a mini version of Earth inside a big dome. They do experiments to see if people can survive outside Earth in an artificial environment.



Comprehension | Sam followed her. If there are living beings above water, the air will be clean.







Children apply scientific skills and principles by acknowledging the importance of using renewable energy, such as solar energy.



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



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

Key competences continuous assessment

- 1 Are aware of the importance of renewable energy.
- 2 Are able to answer the questions about the story.
- 3 Use the digital resources to practise the new language.

Unit 7 Lesson 6

001

CLIL Objective

To acquire skills in phonics while reading a fictional story.

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Language Objectives

To learn the spelling of words with vowel sounds ew: news, human **and oo:** blue, too

To learn words to talk about the environment: birds, cloud, living beings, pollution, toxic air, sky, sea level, solar panels

To learn adjectives: busy, clean, dirty, noisy, poisonous, proud, scared

To learn other nouns: capsule, city band, emergency, force, mayor, repair team, speech, tune

Review of irregular verbs in the Past Simple: *made, saw, there was / there were, took, went*

Review of First Conditional: *If you (are bad), I'll (send) you above.*

Materials

- Teacher's i-book
- CD 2

Lead-in

The children try and guess the content of the story by looking at the pictures.

1 ② 2.24 Read and listen to the story. When they have listened to the story, ask a few questions to make sure they have understood the new vocabulary: What is toxic air? Who is the mayor of your town and what is their job? Do you know any substance that is poisonous? (See transcript page 199.)

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

Hot spots: Busy, Poisonous, Expedition. Use the Hot spots to highlight this potentially difficult vocabulary before the reading activities.

2 2.25 Listen and spell the words. Then, classify the

sounds. Write the examples given: *pool* and *menu*. Explain that these sounds can be spelled in different ways. The children listen to the explanations on the audio and write the words in their notebooks. (See transcript page 199.)

Answers

oo sound: roof, soon, blue, true

ew sound: Samuel, news, human, capsule

Fast Finishers

01

The children find new vocabulary words from the story and write sentences with them in their notebooks to show that they understand them.

Wrap-up

Write the words from Activity 2 on the board and add a few more words with the sounds. Then, read through the words at a good speed leaving out only one of them. The children should be listening while following along on the board. They say which word you didn't read out. You can vary the speed you read and the number of words you leave out to make it more difficult. You could also read a word that wasn't on the board and they say what it was.

The children listen and drag the letters to form the words. They choose the correct spelling for the oo sound in pool (oo, ew, ue, u) and the u sound in menu (ew, u). Use the hint to focus the children's attention exclusively on the spellings of the sounds. 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 65, Phonics.

Continuous Assessment

Check if the children can:

Pronounce and spell words with vowel sounds *ew* and *oo*. Understand the story and the new vocabulary presented.

Activity Book

Unit 7, page 70, Lesson 6. See page 262 for answer key.

Literacy Strand

Unit 7 Lesson 7

CLIL Objective

To understand a fictional story.

Language Objective

To reinforce listening and reading skills.

Materials

- Teacher's i-book

Lead-in

The children reconstruct the events of the story in their own words using the pictures.

1 Read the story again and answer the questions. Hold a teacher-led discussion of the answers so the children give reasons for their answers based on evidence from the text.

Touch to open the activity. The children read sentences about the story and answer *true* or *false*. For further practice, ask the children to correct the false sentences.

Answers

- 1 There are no cities above sea level because there were clouds of dangerous, toxic air.
- 2 The underwater city gets energy from solar panels above.
- 3 Jane and Sam get out of the capsule to repair a solar panel.
- 4 The black cloud is not toxic; it is a flock of birds.
- 5 The air above sea level is not toxic because birds can live in it.
- **6** (Children's own answers)

Fast Finishers

The children use their imagination and write a paragraph about the answer to question 6.

Wrap-up

Play a vocabulary game. Write eight words from the story with their letters shuffled (e.g. *decars* for *scared*) on the board. The children, individually or in pairs, try to unscramble the words as quickly as they can. The first child or pair to do so wins. For additional points, children can suggest a sentence containing a word to demonstrate the meaning.

The children play a fun game choosing the correct words to complete the sentences, which helps them consolidate their understanding of the story.

Continuous Assessment

Check if the children can:

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Debate the answers to comprehension questions giving reasons based on the text.

Understand, use and spell the vocabulary used in the story.

Activity Book

Unit 7, page 71, Lesson 7. See page 263 for answer key.





Speculate about your expedition and ask a classmate. Q



What will we do if we find ..



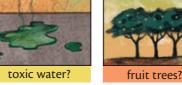














take photos

talk to them

take ... back

go back to the capsule

drink



3 Write the next chapter of Above!



- · Follow the plan.
- Use ideas from Activities 1 and 2.

After ten days, the SRF team saw land. There was There were Sam saw ... and

> That night, Sam prepared to step on land for the first time in his life.

"What will we see on land?" he asked.

"Well. I think we'll see ...," Captain Jane answered.

"There will be There won't be any ..."



Writing fiction | We'll / we won't



Children develop their imagination when they take part in a brainstorming session to think of ideas.



Children show initiative and personal autonomy to speculate about their expedition.



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

Key competences continuous assessment

- 1 Use their imagination to think of ideas.
- **2** Can speculate about the next chapter of the story.
- 3 Learn to write fiction.

Literacy Strand

Unit 7 Lesson 8

CLIL Objective

To practise writing fiction.

Language Objectives

To review words for animals, buildings and landscape features

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To review the structures: *There was/were,* First Conditional, Future with *will*

Materials

- Teacher's i-book

Lead-in

The children retell the story from memory.

- **1 Brainstorm ideas with a classmate.** Write the word *Above* in the middle of the board with the words *Landscape*, *Living things* and *Buildings* around it. Fill in the word web with a few ideas. Then, the children do the same in pairs. Help them with any new vocabulary items.
- 2 Speculate about your expedition and ask a classmate.

The children talk together about what they will do if certain circumstances arise using the First Conditional.

Touch to open the activity. The children match sentence halves to form First Conditional sentences related to the Solar Repair Force expedition in Activity 2. For further practice, ask the children to offer alternative endings for the first halves of the sentences.

3 Write the next chapter of Above! Ask the children if they watch science fiction series on TV. Explain that the writers can make the episodes as imaginative as they like because they are in the realm of science fiction. Encourage them to be imaginative in their writing.

Fast Finishers

The children write a prequel to the story explaining how Aquaville came to be.

Wrap-up

The children read out the chapters they have written and compare and contrast them.

The children play a fun game choosing the correct words for the categories on the screen: landscapes, living things, city problems, parts of a city.

Anticipated Difficulties

Some children will need help with ideas.

Continuous Assessment

Check if the children can:

Take part in a guided brainstorming session to get creative writing ideas.

Ask and answer questions using the First Conditional about fictitious situations.

Write part of a science fiction story using their ideas and the structure provided in the lesson.

Activity Book

Unit 7, page 72, Lesson 8. See page 263 for answer key.









Children develop learning techniques by categorising vocabulary in a chart.



Children develop their imagination and creativity by writing word riddles.



Children apply their newly acquired knowledge in a language game.

Key competences continuous assessment

- 1 Are able to categorise vocabulary in a chart.
- 2 Use their imagination to write word riddles.
- 3 Use the unit language to play a game.

Review



CLIL Objective

To review the grammar of the unit.

Language Objective

To review the vocabulary and structures of the unit.

Materials

- Teacher's i-book
- Poster for Unit 7
- CD 2
- Flashcards for Unit 7

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Lead-in

Display the **poster** and **flashcards**. Ask individual children to describe the cities pictured using the flashcard words.

Fibook Open the i-flashcards and show the pictures but not the words to the children. Ask the children to write the words down. Then, open the i-poster and ask individual children to describe the cities on it using the words they've written.

1 (2)2.26 Copy the spelling chart. Listen and complete.

Remind the children of the sounds *ew* and *oo* and see if they remember any words containing those sounds. When they have copied and completed the spelling chart, correct it on the board. (See transcript page 199.)

Answers

sounds like ew: new, tune, capsule, Tuesday, few, music, future, stupid

sounds like oo: moon, super, blue, school, food, glue

- **2** Find words in the unit and write six word riddles. Ask a classmate. This could be played as a team game with each team asking the other riddles or the children simply ask their riddles to one another around the class.
- **3** Make sentence chains. The children follow the instructions in the book to make as many conditional sentences as they can using the clauses given in both the affirmative and the negative, and in any order. This could be done as a race to see who can make the most sentences in a given amount of time.



[i-book] Touch **(1)** to open the activity. The children drag words to complete First Conditional sentences.

Fast Finishers

The children make more word cards and more conditional sentences about their school life: work hard / good results.

Wrap-up

Have a Spelling Bee with the words from Activity 1.

Optional Resources

01

Teacher's Resource Book pages 19-20, Language.

Continuous Assessment

Check if the children can:

Describe a big city using the vocabulary and structures presented in the unit.

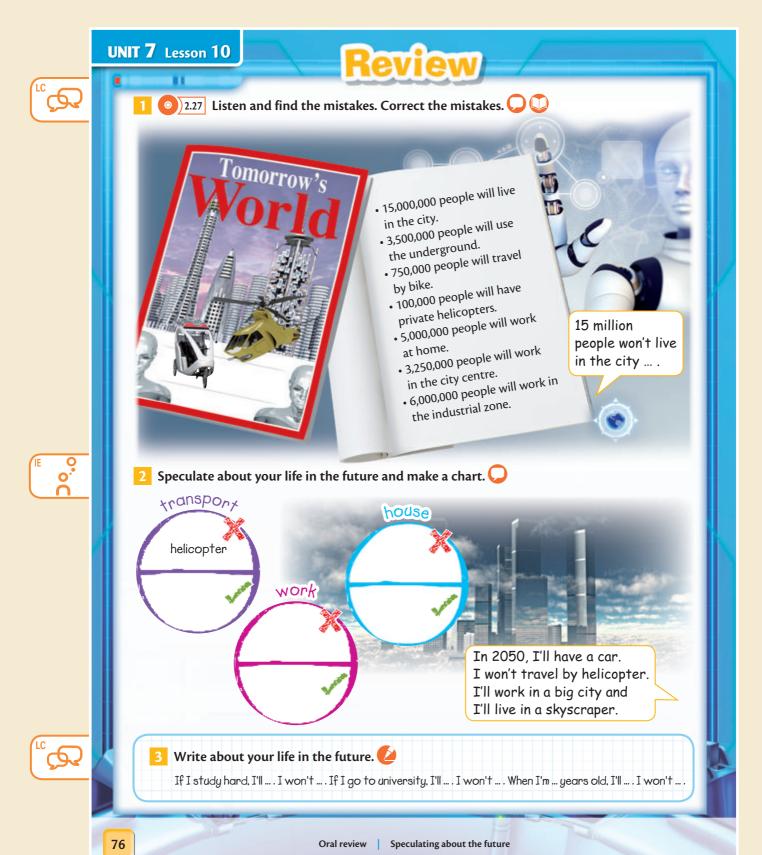
Talk about the parts of a city, the buildings in the city and the problems big cities face.

Correctly spell words containing the ew and oo sounds.

Form a variety of First Conditional sentences.

Activity Book

Unit 7, page 73, Lesson 9. See page 264 for answer key.





Children improve their listening skills by finding and correcting the mistakes.



Children show initiative and personal autonomy when speculating about their life.



Children show consolidation of structures and vocabulary by writing about their life in the future.

Key competences continuous assessment

- 1 Are able to understand the listening activity.
- **2** Can speculate about their life.
- **3** Use the language learned in the unit to write about their life in the future.

Review

CLIL Objective

To consolidate structures and vocabulary by speculating about the future.

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0 1 0

Language Objective

To review the vocabulary and structures of the unit.

Materials

- Teacher's i-book
- CD 2

Lead-in

Go back to the Unit Overview on page 176 of the Teacher's Book and ask questions about each of the strands to see what the children remember of the unit.

Deen the **i-poster**. The children listen to the audio from the beginning of the unit again and drag the countries to the cities on the poster. For further practice, use the spotlight in the **Richmond i-tools** to cover the names of the cities on the poster and ask the children to remember the names of the cities.

1 (2) 2.27 Listen and find the mistakes. Correct the mistakes.

Write a few big numbers on the board and have individual children say them aloud to practise. When the children have listened and corrected the mistakes, correct on the board. (See transcript page 199.)

Answers

50,000,000 people will live in the city.

5,500,000 people will use the underground.

650,000 people will travel by bike.

300,000 people will have private helicopters.

15,000,000 people will work at home.

13,250,000 people will work in the city centre.

6,000 people will work in the industrial zone.

- **2 Speculate about your life in the future and make a chart.** The children copy the circles into their notebooks and jot down their ideas. Then, they describe their ideas to the rest of the class.
- **3** Write about your life in the future. Using the ideas in the circles and First Conditional sentences, the children write about how they see their life in the future.

Unit 7 Lesson 10

0 0 1

Fast Finishers

The children draw a futuristic form of transport and describe it.

Wrap-up

01

Play a First Conditional chain game. The children sit in a big circle or two smaller circles. Start the chain with a sentence: If I go to the city centre, I'll buy some new trousers at the shopping centre.

The following child says: If you buy some new trousers at the shopping centre, I'll wait for you in the park. This continues until everyone has had a turn.

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

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

Final Written Evaluation

In the next lesson give the children the tests from the **Teacher's Resource Book** pages 95-96 or 97-98 depending on each child's ability. Give as much support as necessary for them to understand the structure of the tests.

Note: The listening is the same for both tests.

Final Assessment

Check if the children can:

Make predictions about their future using the First Conditional structure.

Read, understand and say big numbers.

Write a paragraph speculating about their future.

Activity Book

Unit 7, page 74, Lesson 10. See page 264 for answer key.



2.19 Poster, Unit 7. Listen and find the capital cities.

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Super city are cities with more than 10 million inhabitants. Sometimes super cities are capitals, sometimes they are not.

Shanghai is the biggest city in China but it isn't the capital. The capital city

Mumbai is the biggest city in India but it isn't the capital. The capital city is New Delhi.

Tokyo is the biggest city in Japan and it's the capital.

Istanbul is the biggest city in Turkey but it isn't the capital. The capital city is Ankara.

Sao Paulo is the biggest city in South America. It's in Brazil but it isn't the capital. The capital city is Brasilia.

Moscow is the biggest city in Russia and it's the capital as well.

New York is the biggest city in the USA but it isn't the capital. The capital city is Washington DC.

2.20 Listen and say the names of the cities.

Tokyo, Shanghai, Mumbai and Sao Paolo are among the biggest cities in the world.

Now listen and say the name of the city.

This city is in India.

This city is in Brazil.

This city is in Japan.

This city is in China.

This city has a population of 13.2 million.

This city has a population of 18.4 million.

This city has a population of 23.5 million.

This city has a population of 11.32 million.

This city is 2,188 km².

This city is 1,176 km².

This city is 6,340 km².

This city is 1,523 km².

2.21 Look at the picture. Listen for the missing words. Then, sing the song: My City.

My city will be bigger in the future. My city will be better in the future.

It will have 30 floor skyscrapers,

It will have outside escalators!

Oh my city will be great in the future!

The city centre won't be dirty in the future.

The city centre won't be noisy in the future.

It won't have traffic on the roads.

It won't have factories with smoke.

Oh the city centre will be great in the future!

There'll be motorways around the city in the future.

There'll be factories near the motorways in the future.

There'll be suburbs with residential zones,

But they won't be near big roads.

Oh my city will be great in the future!

2.22 Listen and find the mistakes.

Local boy: Yesterday, I met some new kids on the street. They were lost and they didn't understand a lot of English.

Foreign girl and boy: Excuse me?

Foreign boy: Where is the nearest bus stop? Local boy: I'll show you. Go straight ahead and...

Foreign boy: Sorry! I don't understand. If you talk slowly, I will

understand.

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Local girl: Go straight ahead and then, turn left at the zebra crossing. You'll see the bus stop next to the bank.

Foreign boy: Thank you!

Local girl: Where are you going?

Foreign girl: Ummm... I don't know the word.

Foreign boy: A place for skateboards.

Local girl: Ah! You're going to the skateboard park! You'll need the

number 25 bus.

Foreign girl: Where do we get off? **Local boy:** At the fountain.

Foreign girl: What is "fountain"?

Foreign boy: Oh! You know! Lots of water. Look!

Foreign girl: OK. Both locals: Bye now.

Both foreigners: Thanks. Goodbye.

Mother: Come and meet our new neighbours!

Foreign girl: Hello again!

Local boy: I stayed outside for a few hours and then I went home.

What a surprise!

2.23 Read and classify the sentences. Then, listen and

check.

In the 19th century, London was the biggest city in the world. People from all over the world lived there. London grew and architects built new houses, bridges and train stations.

At the start of the century, about 1 million people lived in London. By the middle of the century, 4.5 million people lived in London and by 1900, there were 6.5 million people in London.

London grew in size as well. At the start of the century, the city didn't have residential areas in suburbs.

After the 1850s, people went to live in suburbs and by the end of the century, most people didn't live in the centre.

In 1800 there were only two bridges over the Thames. By the end of the century there were 22 bridges.

New transport and communications were very important. Transport went over ground and underground.

At the start of the century, people travelled in public coaches. But in the 1890s, there were trains, trams and an underground.

London had the world's first underground train. In 1863, the first line opened. At the end of the century, there were five different underground lines.

London was the super city of the 19th century.

2.24 Read and listen to the story: Above!

Narrator: In the 25th century, Aquaville was the only city on the planet and it was under the sea. It was a busy, noisy city but it wasn't dirty and the air was clean. Above the sea, there were clouds of dangerous, toxic air.

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Only members of the Solar Repair Force went 'above' and they only went once every 250 years. Everybody was scared of 'above'.

Woman: If you're bad, I'll send you 'above'.

Boy: Waahhh!

Narrator: Sam Salmon was a member of the SRF and he worked in the solar control centre. One day, he saw a red emergency light.

Sam: There's a problem with solar panel 5A. Captain Jane: What?? Activate the repair team!

Narrator: For the first time in 240 years, the SRF went 'above'. A special escalator took the team to the roof. The city band played a tune and the mayor made a speech.

Mayor: The city is proud of you!

Narrator: Then, the mayor closed the door to the exit capsule and locked the gates. The capsule floated away and up to the level of the surface.

Narrator: Sam looked around him. The capsule was in the middle of thousands of solar panels. And all around the panels, there was sea. It was so big! He looked up. The clouds were white and the sky was blue.

Sam: Is that a toxic cloud? Captain Jane: Of course it is!

Narrator: At solar panel 5A, Captain Jane climbed out of the capsule. Sam followed her and they started repairing the solar panel. Then, Sam noticed something in the distance.

Sam: What's that?

Captain Jane: Oh no! It's a really bad toxic cloud.

Narrator: The cloud came closer and closer. "Quick!" said Captain Jane. "The cloud will be here soon." A few hours later, they finished. The cloud was very close.

Narrator: From inside the capsule, Sam looked at the black shape. Was it really a cloud?

Sam: Captain, I think they're birds.

Captain Jane: That can't be true! The air is poisonous here.

Narrator: Quickly, Sam took some photos. And then the capsule went under the water.

Narrator: In Aquaville, scientists studied Sam's photos and they all

Scientists: "Yes! It is a photo of birds and they are flying 'above'."

News reporter: Aquaville News. Birds are living beings. If there are living beings above water, the air will be clean as well.

Narrator: The mayor called a public meeting. "We believe it is now possible to live 'above'," he told the citizens.

Mayor: The SRF is preparing an expedition.

The crowd: Will there be humans? Will it be dangerous?

Narrator: Five months later, the team was ready and Sam Salmon went above water for the second time.

Sam Salmon: What will I find 'above'? Will I come back?

Narrator: To be continued...?

2.25 Listen and spell the words. Then, classify the

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sounds.

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Sometimes a double o makes the oo sound. roof, R-double O-F, roof soon, S-double O-N, soon

Sometimes a *u* and an *e* make the *oo* sound. blue, B-L-U-E, blue true, T-R-U-E, true

Sometimes a u and an e make the ew sound. Samuel, S-A-M-U-E-L, Samuel

Sometimes an e and a w make the ew sound. news, N-E-W-S, news

Sometimes a single u makes the ew sound human, H-U-M-A-N human

Sometimes a *u* and a consonant and an *e* make the *ew* sound. capsule, C-A-P-S-U-L-E, capsule



2.26 Copy the spelling chart. Listen and complete.

new, new moon, moon tune, tune capsule, capsule Tuesday, Tuesday super, super blue, blue few, few school, school music, music food, food future, future glue, glue stupid, stupid



2.27 Listen and find the mistakes. Correct the

Tomorrow's World,

Life in the 22nd century will be very different from today. About 50 million people will live in this city.

Planners say about 5.5 million people will use the underground every day.

People won't travel by car and about 650,000 people will travel by bike every day.

300,000 people will have private helicopters.

Work will be different as well. 15 million people will work at home. 13.25 million people will work in the city centre and 6,000 people will work in the industrial zone.

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Vocabulary

Sports: boxing, cycling, decathlon, diving, fencing, javelin, long jump, martial arts, show jumping, sprinting, synchronised swimming

Sports related: athletics, field, individual, indoor, team, track, outdoor

Adjectives: boring, dangerous, exhausting, interesting, spectacular

Winter sports: ice hockey, ice-skating, ski jumping, snowboarding

Buildings and places: aquatic centre, business centre, community swimming centre, cycling park and circuit, football and athletics stadium, industrial park, neighbourhood, Olympic Stadium, rubbish tip, sports and health centre, velodrome, wetlands

Structures

Past Simple: Did the girls compete? No, I don't think

01 1

Future with will: The stars will light the fuel in the bowl

Functional language for choosing an event and **buying tickets:** Why don't we go to the ...? Well, how about the ...? I fancy the Would you like to see the ...? The afternoon's already sold out. Let's go in the morning, then. We won't have another chance. Oh! I can't go that day.

Contrast of past and present tenses: It was a rubbish tip before the Olympics. It's a swimming centre now. Could you take a picnic into the Olympic Park? You can't use mobile phones in the aquatic centre.

Recycled Language

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Past Simple Future with will Can and could for permission **Buildings Sports**

Cultural Strand

Language Objectives:

To learn words to describe London's Olympic Park. To contrast the Past and Present Simple. To practise structures with can and could to ask about rules and regulations.

Creative Strand

CLIL Objective:

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To design an Olympic torch ceremony.

Language Objectives:

To learn language to describe an Olympic torch lighting ceremony. To design an Olympic torch lighting ceremony and describe it using the Future with will.

Functional Strand

Language Objectives:

To use functional language for choosing a sporting event to attend and buying tickets for it. To learn words to describe winter sports.

Literacy Strand

CLIL Objective:

To acquire skills in phonics while reading a fictional story. To write a sports report.

Language Objectives:

To learn to distinguish the hard and soft th sounds.

To write a sports report.

Knowledge Strand

CLIL Objective:

To compare modern and ancient Olympics.

Language Objectives:

To learn language for describing the ancient Olympic Games.

To compare ancient and modern Olympic Games using the Past Simple, Present Simple and time expressions.

Skills Objectives

Listening: To understand descriptions of the Olympics. To understand a song about the ancient Olympics. To distinguish the hard and soft *th* sounds.

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Reading: To read and understand information about the Queen Elizabeth Olympic Park. To read and understand a story about the ancient Olympics.

Writing: To write about a sport. To write a comparison between the ancient and modern Olympic Games. To write about a torch lighting ceremony. To write a poster outlining rules and regulations.

Speaking: To talk about a torch lighting ceremony. To talk about the rules for spectators. To pronounce words containing the hard and soft *th* sounds.

Assessment Criteria

- Children can talk about a wide range of Olympic sports.
- Children can write the rules and regulations for the spectators at a big sporting event.
- Children can understand and reproduce a dialogue about choosing a sporting event to go to.

Optional Resources

Teacher's Resource Book Photocopies:

- Lesson 1: page 40, Writing
- Lesson 4: page 48, Listening
- Lesson 5: page 56, Speaking
- Lesson 6: page 66, Phonics
- Lesson 9: pages 21-22, Language
- Lesson 10: page 32, Reading
- Evaluation: pages 99-100 or 101-102, Unit 8 test

Extras/Realia

- Lesson 3: photos of Olympic opening ceremonies
- Lesson 9: dice

GolDigital

Teacher's i-book [i-book]

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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 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 2: knowledge
- Lesson 4: functional language
- Lesson 6: phonics
- Lesson 7: literacy
- Lesson 8: literacy



- Lesson 2: The ancient Olympic Games
- Lesson 5: The modern Olympic Games



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 sports, rules and language for buying tickets to a sports event.



Competence in Maths, Science and Technology:

Children apply basic mathematical skills to understand big numbers, quantities and dates.



Digital Competence:

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



Social and Civic Competences:

Children develop their civic skills by acknowledging the importance of following rules and regulations.



Cultural Awareness and Expression:

Children are introduced to the leading international sporting event: the Olympic Games. They also design an opening ceremony.



Learning to Learn:

Children develop their learning techniques by learning how to write a sports report.



Sense of Initiative and Entrepreneurship:

Children understand the importance of fair play and sportsmanship.





Children are introduced to the leading international sporting event: the Olympic Games.



Children develop social skills by discussing their opinions about sports with their classmates.



Children show initiative and personal autonomy to express their own opinion about a sport of their choice.

Key competences continuous assessment

- 1 Become familiar with the Olympic Games.
- 2 Work well in groups to complete the activity.
- 3 Can express their own opinion about a particular subject.

CLIL Objective

To learn about Olympic sports.

Language Objectives

To learn the words for sports: athletics, boxing, decathlon, diving, fencing, ice-skating, javelin, long jump, martial arts, show jumping, sprinting, synchronised swimming

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To learn words to classify sports: field, individual, indoor, summer, team, track, outdoor, water, winter

To learn descriptive adjectives: ancient, boring, exhausting, interesting, modern, spectacular

Review of superlative structures: I think (fencing) is the (most dangerous) of all.

Materials

- Teacher's i-bookPoster for Unit 8
- CD 2– Flashcards for Unit 8

Lead-in

2.28 Display the **poster**. Write the categories *Track/Field, Indoor/Outdoor, Team/Individual, Summer/Winter* on the board. Ask the children to tell you a sport and ask them which category it belongs in. Then, show the **flashcards** and make sure the children know which sport is represented. Finally, the children point to the correct category according to the information on the audio. (See transcript page 222.)

Open the **i-poster**. Before you play the audio, ask where the children can see all the sports there in one event (at the Olympic Games). The children listen to the explanation on the audio of what the classifications for Olympic sports are as shown on the poster, and then drag the classifications to the sports on the poster as instructed on the audio. Then, open the **i-flashcards**, teach the children the sports and ask the children to classify them using the words from the poster.

1 ② 2.29 Speculate about the sports and the dates. Listen and check. Explain the meaning of ancient and modern in historical terms. Then, discuss each sport and the children give their opinion. Write the words *ancient* and *modern* on the board. Play the audio. The children say which sport began in which era. If you have Internet access, the children do the web quest. If not, they do it for homework. (See transcript page 222.)

Answers

Modern Olympics started in 1896. In 1900, football became an Olympic sport. In 1964, judo became an Olympic sport.

In 1984, tennis became an Olympic sport.

- **2 Discuss your opinions with a classmate.** The children give their opinions of the sports listed using the adjectives and the structures given.
- **3** Choose a category and write your opinion. The children look at the categories on the poster and write about their favourite type of sport.

Fast Finishers

The children write about sports they do.

Wrap-up

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Discuss the ten sports that make up a decathlon and ask the children to suggest alternative sports for a school decathlon. Organise a decathlon in the playground improvising with the available materials.

Optional Resources

Teacher's Resource Book page 40, Writing.

Initial Evaluation

Check if the children can:

Name the sports introduced and categorise them. Compare and contrast different sports and give their opinion using superlatives.

Write about their favourite Olympic sport.
Understand information comparing ancient Olympic Games and modern Olympic Games.

Activity Book

Unit 8, page 75, Lesson 1. See page 265 for answer key.



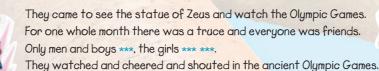


The ancient Olympic Games began nearly three thousand years ago. The modern Olympic Games began just over a hundred years ago. There are some similarities but also many differences between the two.



2.30 Discuss the missing words. Listen and sing the song.





The competitors *** naked, they *** *** a thing.

They rubbed oil on their bodies, they *** boxing in a ring.

They *** running, they *** javelins, they *** a chariot race.

They *** discus, they *** *** swimming, in the ancient Olympic Games.

The winners *** an olive wreath, and a hero's welcome home.

They *** *** any medals of bronze, or silver, or gold.

They *** with a barbecue and danced all night and day.

And four years later they did it all again, in the ancient Olympic Games.













competed / didn't compete played / didn't play were / weren't wore / didn't wear



did / didn't do threw / didn't throw got / didn't get finished / didn't finish

Did the girls compete?

No, I don't think they did.

Pair Work



Make questions and complete the information. Student A, go to page 90. Student B, go to page 95.

I wonder -

Find out when the Winter Olympics and the Paralympics started.





Write a comparison of the ancient and modern Olympics.



The ancient Olympics started in The ancient Olympics took place every The modern Olympics started in The modern Olympics takes place every

78



Comparing modern and ancient Olympics | Sports, Verbs | Did ... play? Where do/did ...?



Children increase their knowledge of vocabulary related to the ancient Olympic Games through a song.



Children demonstrate skills to work in pairs by asking and answering questions about the ancient and modern Olympics.



Children improve their writing skills by comparing the ancient and modern Olympics.

Key competences continuous assessment

- 1 Learn the new vocabulary through the song.
- **2** Work well in pairs to complete the activity.
- 3 Improve their ability to write in English.

Knowledge Strand

CLIL Objective

To compare modern and ancient Olympic Games.

Language Objectives

To learn the nouns: chariot race, hero's welcome, olive wreath,

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To review the Past Simple interrogative: Did the boys compete? Yes, I think they did.

To contrast past and present questions: How long did/do the games last? Where did/do the games take place?

Materials

- Teacher's i-book
- CD 2

Lead-in

Ask the children what they remember about the ancient and modern Olympic Games. Then have a teacher-led discussion. Ask: Which of these games do you watch most? Which are you most interested in? Why do we have the Paralympics/Winter Olympics?

1 2.30 Discuss the missing words. Listen and sing the song.

Look at the illustrations and ask questions: What is he/she wearing/ doing? The children guess what the missing words may be. After they have listened to the song, they say the missing words and sing along. (See transcript page 222.)

Answers

Only men and boys **competed**, the girls **didn't play**.

The competitors were naked, they didn't wear a thing.

They rubbed oil on their bodies, they **did** boxing in a ring.

They **did** running, they **threw** javelins, they **had** a chariot race.

They did discus, they didn't do swimming.

The winners got an olive wreath.

They didn't get any medals.

They finished with a barbecue.

i-book Touch (1) to open the activity. The children listen to the song and drag words to complete the lyrics. Alternatively, cover the words using the shade in the **Richmond i-tools** and ask the children to write in the missing words.

- 2 Ask about the illustrations in Activity 1. The children ask and answer questions as a class or in pairs.
- 3 Pair Work: Make questions and complete the information. In pairs, the children have to form and answer questions to fill in the missing information about the ancient and modern Olympic Games.
- 4 Write a comparison of the ancient and modern Olympics. Using the information from the previous exercises the children write a comparison between the ancient and modern Olympics.

Fast Finishers

The children draw a picture contrasting the ancient and modern Olympic games.

Wrap-up

The children sing the song again and maybe invent a dance to go with it. If you have Internet access, they do the I wonder box, if not, they do it for homework.

[i-book] 🎁 Watch the video The ancient Olympic Games. 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.

The children play a fun game dragging the words to $\ddot{\mathbb{U}}$ form correct sentences to consolidate their use of questions in the Past Simple. For further practice, ask the children to answer the questions they form during the activity.

Continuous Assessmentt

Check if the children can:

Make comparisons between the present and the past. Understand a song about the ancient Olympic Games and sing along with it.

Ask and answer questions using the Past Simple. Write a paragraph comparing the ancient and modern Olympic Games.

Activity Book

Unit 8, page 76, Lesson 2. See page 265 for answer key.



Read and put the sentences in the correct order.

The Olympic Games always open with a special ceremony. At the end of the ceremony they light the Olympic torch. A design team plan this ceremony.

Theme: We all live under the same sun. In the opening ceremony, 28 children will walk to the top of the Olympic stadium. 1 The stars will light the fuel in the bowl. 5 The bowl will move slowly upwards. 2 The stars will explode from the bowl 6 The children will attach the stars to a wire. and surround the torch. 7 The children will each carry a big star.



- 3 The stars will start to burn as they slide down the wire.
- 4 The stars will fall into the bowl full of fuel. 9 The stars will slide down the wire.
- 8 The flames from the bowl will light the Sun Torch.



Plan and describe a flame lighting ceremony with your classmate.



Instructions

Think about these questions:

- What will the theme be?
- Who will take part?
- What will you use to light the torch?
- What will it look like at the end?

The theme of our ceremony will be monsters.

Boys and girls from all over the country will take part.

And we will use

Write a plan for your opening ceremony.

Instructions

· Think about these categories: music, costumes, fireworks, the torch ceremony

At the opening ceremony, there will be music by

-

I wonder.

> Find out about the Olympic flag and the Olympic rings.

Designing an Olympic torch ceremony | Verbs | It will burn for What will it look like?

79



Children demonstrate reading comprehension to sequence events.



Children show initiative and personal autonomy planning an Olympic torch ceremony.



Children use their imagination to design an opening ceremony.

Key competences continuous assessment

- 1 Can sequence events.
- 2 Are able to plan a ceremony.
- 3 Use their imagination to design a ceremony.

Creative Strand



CLIL Objective

To design an Olympic torch ceremony.

Language Objectives

To learn verbs: attach, carry, explode, fall, light, move, slide, take part

To learn nouns: bowl, flame, fuel, opening ceremony, star, sun, theme, torch, wire

To review the Future with *will:* The stars will light the fuel in the bowl.

Materials

– Teacher's i-book

 Optional realia: photos or video clips of Olympic opening ceremonies

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Lead-in

Talk about Olympic opening ceremonies. Show pictures or videos if possible. Ask if they think the ancient Olympics started with such elaborate ceremonies.

Play *Memory!* to teach the children words from the lesson about the Olympic torch.

1 Read and put the sentences in the correct order. Discuss the pictures and explain any new vocabulary. The children put the sentences in the correct order. Write the correct order on the board.

Answers

7, 6, 9, 3, 4, 1, 5, 8, 2

- 2 Plan and describe a flame lighting ceremony with your classmate. In pairs, the children plan an opening ceremony and describe it for the rest of the class. Be on hand to help with vocabulary for creative ideas.
- **3** Write a plan for your opening ceremony. The children write a plan for their opening ceremony using the vocabulary and structures introduced in the previous exercises.

Fast Finishers

The children draw a picture of the most spectacular part of their ceremony.

Wrap-up

If you have Internet access, the children do the *I wonder box* about the Olympic flag. If not, set it for homework. Discuss the ideas for the opening ceremonies and the children say which they think is the most interesting.

Continuous Assessment

Check if the children can:

Read, understand and write a description of an Olympic torch lighting ceremony.

Discuss ideas for an Olympic torch lighting ceremony using the Future with will and the vocabulary learned in the unit.

Activity Book

Unit 8, page 77, Lesson 3. See page 266 for answer key.





Children improve their oral skills by answering questions about sports.



Children reinforce their language skills by learning language for buying tickets to a sports event.



Children use their imagination to write their own version of the conversation and act it out.

Key competences continuous assessment

- 1 Can answer personal questions.
- 2 Are able to use language for buying tickets to a sports event.
- **3** Can write their own version of a conversation and act it out.

Functional Strand



CLIL Objective

To act out a scene to practise language for buying tickets to a sports event.

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Language Objectives

To learn functional language for choosing a sporting event to attend and buying tickets for it: Why don't we go to the ...? I've got the dentist. Well, how about the ...? I fancy the Would you like to see the ...? The afternoon's already sold out. Let's go in the morning, then. We won't have another chance. Oh! I can't go that day.

To review words for winter sports: ice hockey, ice-skating, ski jumping, snowboarding

Materials

- Teacher's i-bookFlashcards for Unit 8
- CD 2

Lead-in

Display the **flashcards**. Review the names of the sports. Ask if any of the children have been to see any of the events live.

- **1** Answer the questions. Discuss the questions as a class. Write up on the board the different ways of buying tickets and see which way is the most popular with the class.
- 2 (2.31) Listen and find the events. Then, read and complete the details. Ask questions to familiarise the children with the table of events: When is the men's skiing final? Then, play the audio and the children find the missing information. (See transcript page 222.)

Answers

- 1 women's ice hockey; 2 men's skiing; 3 afternoon's;
- 4 morning; 5 final; 6 semifinal; 7 30;
- 8 men's snowboarding; 9 women's ice-skating;
- 10 first day, last day, final; 11 full day, final, afternoon; 12 50

[i-book] Touch [1] to open the activity. The children drag words to form sentences related to buying tickets for a sports event.

3 Write your own version. Act out the conversation. In pairs, the children write a similar conversation and act it out for the rest of the class.

Fast Finishers

Write a plan for an ideal day out at the Winter Olympics explaining what events they will see.

Wrap-up

Discuss Winter Olympic sports and if possible watch some video clips. Discuss the information in the *Did you know* box.

The children play a fun game matching questions with answers to consolidate their knowledge about language for buying tickets for a sports event.

Optional Resources

Teacher's Resource Book page 48, Listening.

Continuous Assessment

Check if the children can:

Understand a sporting events programme.

Understand and reproduce a conversation about choosing which sporting event to go to and buying tickets for it.

Activity Book

Unit 8, page 78, Lesson 4. See page 266 for answer key.



In 2012 the Olympic Games took place in London. The main sports centre was the Queen Elizabeth Olympic Park. Before the Olympic Games the area was industrial land and wetlands. After the Olympics it was transformed into a new neighbourhood for London.

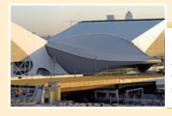


1 Look at the map and make true or false sentences for a classmate.





Industrial park Multi-use arena (the Copper Box) Sports and health centre



Rubbish tip Aquatic centre Community swimming centre



Cycle circuit The Velodrome Cycling park and circuits



Industrial park **The Olympic** Stadium Football and athletics stadium

Could you take ...? No, you couldn't

The aquatic centre was an industrial park before the Olympics. The multi-use arena is a sports and health centre now.

Talk about the rules for the Olympic Park. Check with your teacher.

balls



Olympic Park Rules and regulations

big umbrellas sandwiches

regional flags big sun hats

skates and scooters

bottles of water firecrackers



Make a rules poster for your Olympic Games.

banners

Luna Olympic Park - Rules and regulations

• You can't use mobiles phones in the aquatic centre. • You can't take sandwiches into the stadium.

London's Olympic Park | Buildings, Rules | It was a ... , it's a ... now. You can't Could you ... ?

81



Children develop learning techniques by comparing what was London's Olympic Park before, during and after the London 2012 Games.



Children develop their civic skills by acknowledging the importance of setting up and following rules and regulations.



Children improve their writing skills by making a rules poster.

Key competences continuous assessment

- 1 Are able to compare London's Olympic Park before, during and after the London 2012 Games.
- 2 Are aware of the importance of setting up and following rules and regulations.
- 3 Improve their ability to write in English.



Cultural Strand



CLIL Objective

To learn about London's Olympic Park.

Language Objectives

Buildings and places: aquatic centre, business centre, community swimming centre, cycling park and circuit, football and athletics stadium, industrial park, neighbourhood, Olympic Stadium, rubbish tip, sports and health centre, velodrome, wetlands

To learn nouns: banners, firecrackers, regional flags, scooters, skates

To learn structures contrasting past and present: *It was a rubbish tip before the Olympics.*

Structures with can and could to ask about rules and regulations: Can/Could you take mobile phones?

Materials

– Teacher's i-book

Lead-in

Explain about the infrastructure that has to be built when a country hosts the Olympic Games.

The children look at a picture of the London 2012 Olympic site and answer related questions.

- 1 Look at the map and make true or false sentences for a classmate. Read the introduction with the children and focus on the concepts of *before*, *during* and *after* the Olympic Games in London. Look at the pictures and explain the key. Finally, the children make true or false sentences for their classmates.
- 2 Talk about the rules for the Olympic Park. Check with your teacher. The children discuss the rules and regulations giving reason for their opinions. In fact, none of the objects pictured were allowed into the Olympic Park!
- **3** Make a rules poster for your Olympic Games. The children make a poster with illustrations showing what is and is not allowed into their Olympic Park.

Fast Finishers

The children write sentences giving reasons for their rules: You can't bring mobile phones because the sound of the phone will disturb the athlete.

Wrap-up

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Have a class discussion about big arenas and stadiums they know and have visited. The children talk about the positive and negative aspects of their experiences.

Watch the video *The modern Olympic Games*. 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 56, Speaking.

Continuous Assessment

Check if the children can:

Understand the concepts of *before, during* and *after* to contrast the past and the present related to the building of London's Olympic Park.

Understand and use *can* and *could* for asking about rules and regulations.

Write a list of rules and regulations for a big stadium event.

Activity Book

Unit 8, page 79, Lesson 5. See page 267 for answer key.

Alexander's triumph



2.32 Read and listen to the story.

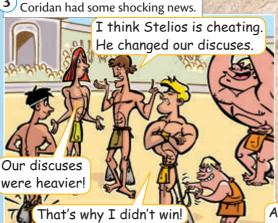
1) It was the third day of the Games and the next event was the boys' pentathlon. Alexander of Argos waited with the other competitors outside the stadium. There was Stelios of Sparta, Adonis of Athens, Midas of Megra and Coridan of Corinth. They were all the champion athletes from their cities, and they were all there to win.

2 The first event was the discus. Adonis was the winner last year and everybody expected him to win again. One by one the boys took their turns to throw the discus. Each time the crowd gasped in shock. The throws were very short. Then Stelios stepped up. He raised his arms at the crowd and threw the discus high up into the sky. The crowd stood and cheered wildly. The other boys hung their heads in disappointment.



Coridan stood on the long jump line. He breathed deeply and ran as fast as he could. He jumped and swung his arms back to catch his weights. But the weights didn't move. Then, Stelios ran up to the pit and jumped. His weights swung forwards and he jumped so far he almost jumped out of the pit!

Somebody tied my weights together!



And we all know who that somebody is!



2.34 Listen to the sounds. Then, copy and complete the table. Listen and check.

third together other they throw thought the pentathlon athlete something Corinth breathed with that

	Soft th sound	Hard th sound
At the beginning	Third	
In the middle	penta <mark>th</mark> lon	
At the end	wreath	







Hard and soft th sound | Sports



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



Children learn to pronounce the hard and soft th sounds.



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

Key competences continuous assessment

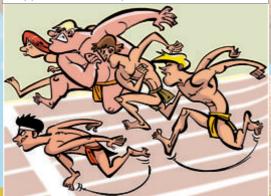
- 1 Enjoy listening to and reading the story.
- 2 Are able to pronounce the hard and soft th sounds.
- 3 Use the digital resources to practise phonics.



First, Stelios threw his javelin. It flew through the air as straight as an arrow and landed very far away. Coridan picked up his javelin and he knew immediately that something was wrong. The javelin felt heavy and wet. He stood back, took aim and threw. The javelin turned to the right and fell into the judges.



The boys decided that the only way to beat Stelios was to work together. On the starting line, Coridan, Midas and Adonis stood close to Stelios. They put Alexander in the outside lane. The three boys ran so close to Stelios that he couldn't see Alexander. On the finishing line Alexander dropped his head and just beat Stelios.



6) The boys rubbed oil on Alexander ready for the wrestling match. Coridan watched Stelios carefully. Something was wrong. He looked too smooth and too oily. Then he thought of a plan. He rubbed Alexander's hands in fat and sand. Alexander moved quickly. He caught Stelios from behind and threw him to the ground. Stelios fell heavily. Alexander jumped on top of him and held him down.



Alexander was the winner of the boys' pentathlon by one point. He stood proudly as the judge put the olive wreath on his head and gave him an olive branch. Everybody was pleased that little Alexander of Argos managed to beat the cheating Stelios. That night, they all celebrated in style. All except Stelios!





Read the story again and answer the questions.



- What's the problem with the discuses?
- How do you think the weights help the long jumpers?
- 3 How does Stelios bend the javelins?
- 4 How does the fat and sand help Alexander?
- How do the four boys manage to beat Stelios?
- 6 Why is Stelios surprised when Alexander wins the race?

The last race in the ancient Olympics was the hoplitodromos. Runners wore full armour. They ran for 731 metres. The race was very dangerous. Runners tripped over competitors' shields and helmets.



Coridan picked up his javelin; Stelios fell badly.







Children understand the importance of fair play and sportsmanship.



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



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

Key competences continuous assessment

- 1 Are aware of the importance of fair play and sportsmanship.
- 2 Are able to answer the questions about the story.
- 3 Use the digital resources to practise the new language.

001

CLIL Objective

To acquire skills in phonics while reading a fictional story.

0 0 001

Language Objectives

To distinguish the hard and soft th sounds.

To learn the nouns: armour, competitors, crowd, disappointment, discus, fat, ground, javelin, outside lane, pentathlon, pit, starting line, weight, wrestling

To learn the verbs: beat, cheat, drop, gasp, hang/hung, hold down, raise (your) arm, stand back, step up, swing/swung, take aim, take turns, trip over

To learn adjectives: heavy, shocking, wet, wrong To learn adverbs: deeply, proudly, quickly, wildly Functional language: celebrate in style

Materials

- Teacher's i-book

- CD 2

Lead-in

See if the children remember the sports that make up the decathlon. Tell them that the story is about a pentathlon. Ask: *How many sports events are in a pentathlon?* (Five). Is the story set in modern or ancient times? How do you know?

1 ② 2.32 Read and listen to the story. When the children have listened to and read the story they read it out around the class, each child reading a character. Ask a few questions to make sure they understand the new vocabulary: Who is cheating? How is he cheating? (See transcript page 223.)

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

Hot spots: *Expected, Crowd, Cheating, Proudly.* Use the Hot spots to highlight this potentially difficult vocabulary before the reading activities.

2 (a) 2.33 (b) 2.34 Listen to the sounds. Then, copy and complete the table. Listen and check. Play the audio and the children listen and repeat. If they have difficulty hearing the difference, write the word lists on the board. They copy the table into their notebooks. Remind them to make their tables bigger because they will be filling in more words. Finally, they listen, complete the table and correct it on the board.

(See transcript page 223.)

Answers

Soft th:

01

0 1 0

beginning: third, throw, thought **middle:** pentathlon, athlete, something

end: wreath, Corinth

Hard th:

beginning: the, they, that

middle: together, other, breathed

end: with, smooth

Fast Finishers

The children make sentences in their notebooks to show they understand the new vocabulary.

Wrap-up

In teams the children brainstorm other words containing *th*. They classify them into hard or soft sounds. Award a point for each correctly categorised word.

The children listen and drag the sounds to the words. They choose the correct pronunciation for *th*. For further practice, open **My notes** and the **Richmond i-tools** and dictate more words containing these sounds and ask the children to tell you which *th* sound they contain.

Anticipated Difficulties

Some children will find it difficult to distinguish the hard and soft *th* sounds. Make an informative poster and hang it on the wall of the classroom.

Optional Resources

Teacher's Resource Book page 66, Phonics.

Continuous Assessment

Check if the children can: Understand the story. Distinguish the hard and soft *th* sounds.

Activity Book

Unit 8, page 80, Lesson 6. See page 267 for answer key.

Literacy Strand

Unit 8 Lesson 7

CLIL Objective

To understand a fictional story.

Language Objective

Comprehension.

Materials

- Teacher's i-book

Lead-in

The children retell the story around the class.

1 Read the story again and answer the questions. After reading the story, the children discuss the answers to the questions.

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Answers

- 1 Their discuses were heavier.
- 2 The weights help them to go forward.
- 3 Stelios makes the javelins wet to bend them.
- **4** The fat and sand help Alexander to hold on to Stelios in the wrestling match.
- 5 The boys work together to beat Stelios.
- **6** Stelios is surprised when Alexander wins the race because he can't see who is winning.

Touch open the activity. The children drag sentences said by characters in the story to the correct pictures, and then do the same with some extra sentences that could have been said. For further practice, open the **Richmond i-tools** and ask the children to write other things the characters could have said in the story.

Fast Finishers

The children write a paragraph about fair play and cheating in the games they play in the playground.

Wrap-up

Play *Vocabulary Bingo*. The children make a simplified bingo card with five (or ten) new vocabulary words from the story. Call out a word; if the word called out is on a child's bingo card the child has to say the word in a sentence in context to cross it off. The winner is the first child to cross all their words off.

Finally, discuss the information in the Did you know box.

The children find ten words related to sports 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: Remember the events from the story and answer comprehension questions about it. Make sentences using new vocabulary from the story.

Activity Book

Unit 8, page 81, Lesson 7. See page 268 for answer key.



Read and match the quotations with the people.





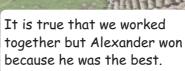
Alexander is the hero of Argos now. We are all so proud of him in the family.

We are hearing rumours of cheating. If anybody cheated, they will be disqualified.



It was such an exciting race. When we saw Alexander win the sprint, we all cheered like mad.

People are saying that I cheated but that's rubbish!





spectator



finishing line

pulled

a muscle

They carried Alexander out of the stadium, cheering. He's a lovely boy and a good sport, they say.

40 m

I am very pleased for him.



Talk about things that happened in the race.

fell over

tripped



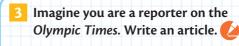
cut his foot



I think Coridan made a false start. I think Stelios tripped Midas at the



ten metre mark.



Instructions

- Choose a headline: Amazing Alexander! Boy Wonder! Hero of Argos wins pentathlon!
- Describe the race, include when and where it took place.
- Choose and include a quotation.





starting line

Writing a sports report | Stelios cut his foot; Adonis said, "It was such an exciting race".



Children practise their reading skills by matching the quotations with the people.



Children show initiative and personal autonomy by expressing their opinions about what happened in a sports competition.



Children develop their learning techniques by gaining an understanding of how to write a sports report.

Key competences continuous assessment

Check if children:

- 1 Are able to understand the text to complete the activity.
- 2 Can express their own opinions.
- 3 Learn to write a sports report.

Literacy Strand

CLIL Objective

To practise writing a sports report.

Language Objectives

To learn the verbs and expressions: cut his foot, fell over, made a false start, pulled a muscle, pushed, tripped

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0 1 0

To use the Past Simple to narrate a sequence of events. To learn to use quotations when writing a newspaper article.

Materials

- Teacher's i-book

Lead-in

Remind the children of the story again and retell it around the class. Give help if necessary.

1 Read and match the quotations with the people. Have different children read out the quotes and the rest of the class discuss who said what.

Answers

Alexander's mother: Alexander is the hero of Argos now. We are all so proud of him in the family.

Spectator: It was such an exciting race. When we saw Alexander win the sprint, we all cheered like mad.

Shop keeper: They carried Alexander out of the stadium, cheering. He's a lovely boy and a good sport, they say.

Judge: We are hearing rumours of cheating. If anybody cheated, they will be disqualified.

Stelios of Sparta: People are saying that I cheated but that's rubbish! **Adonis of Athens:** It is true that we worked together but Alexander won because he was the best. I am very pleased for him.

2 Talk about things that happened in the race. The children discuss the events of the race looking at the pictures and using their imagination.

[i-book] Touch [1] to open the activity: Play **Memory**. Practise expressions for things that can happen in a race.

3 Imagine you are a reporter on the Olympic Times. Write an article. The children write a description of the race giving factual information and their opinion. They include at least one quote and give their article a headline.

Fast Finishers

Write the same article from Stelios of Sparta's point of view.

Wrap-up

The children read out their articles to the rest of the class.

The children play a fun game choosing the correct words to complete the sentences, which helps them consolidate the key expressions learned in the lesson.

Continuous Assessment

Check if the children can: Match quotations to the speakers. Use the Past Simple to describe a sequence of events. Write a sports report for a newspaper including a headline and a quote.

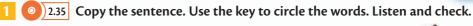
Activity Book

Unit 8, page 82, Lesson 8. See page 268 for answer key.









On the third day of the pentathlon, the athletes from Athens and the others from Corinth threw their wreaths into the air all together.

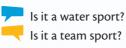
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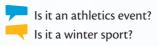
like they



2 Ask and answer questions to guess the sports.















Past, present and future

In the ancient/modern/next Olympics ... they did long jump but they didn't do diving. they do show jumping but they don't do chariot racing. they will do rugby but they won't do karate.



















In the modern Olympics, they don't have olive wreaths.

Language review th, Past, Present and Future Simple, Sports

85



Children develop learning techniques by categorising vocabulary.



Children demonstrate skills to work in pairs by playing a guessing game about sports.



Children apply their newly acquired knowledge in a language game.

Key competences continuous assessment

Check if children:

- 1 Are able to categorise vocabulary.
- 2 Can work well in pairs to play a guessing game.
- 3 Use the unit language to play a game.

Review



CLIL Objective

To review the grammar of the unit.

Language Objective

To review the vocabulary and structures of the unit.

Materials

- Teacher's i-book
- Flashcards for Unit 8

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- CD 2
- Extra material: dice
- Poster for Unit 8

Lead-in

Display the **poster** and remind the children of the categories of the different sports. Put the **flashcards** face down on the desk and invite individual children to pick one and say what categories it belongs to: *Javelin: track and field event, individual, Olympic sport, part of the men's decathlon.*

1 ② 2.35 Copy the sentence. Use the key to circle the words. Listen and check. The children copy the sentence into their notebooks and circle the words. Finally, correct on the board and invite children to come and read words out. (See transcript page 223.)

Answers

red: third, pentathlon, athletes, Athens, Corinth, threw, wreaths **blue:** the, others, their, together

- **2** Ask and answer questions to guess the sports. In pairs, the children take it in turns to choose a sport, write it on a paper and put it face down on the desk while their partner asks yes/no questions until they guess the sport.
- **3** Make six sentences about the sports or the objects. The children roll the dice and make sentences about the sports in Activity 2 and the objects pictures.



Visual grammar presentation.

From circles marked *Past, Present* and *Future* to complete sentences to consolidate their use of tenses.

Fast Finishers

The children write the sentences from Activity 3 into their notebooks.

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

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:
Distinguish the hard and soft *th* sounds.
Talk about sports and their categories.
Make sentences contrasting the Present, Past and Future using the structures reviewed in the lesson.

Activity Book

Unit 8, page 83, Lesson 9. See page 269 for answer key.

UNIT 8 Lesson 10



2.36 Read and guess the correct answer. Then, listen and check.

In ¹QQQ, the ²QQQ Olympics took place in ³QQQ, Canada. The games lasted for ⁴QQQ days.

countries sent athletes to the games. More than athletes competed. More than

billion people watched the games on TV. The most successful athlete was Marit Bjørgen, who won ⁸ medals for skiing.





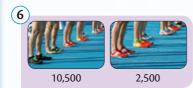


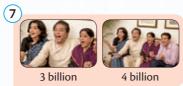








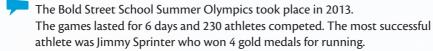






Marit Bjørgen

Invent your school Olympic Games and tell your classmates.

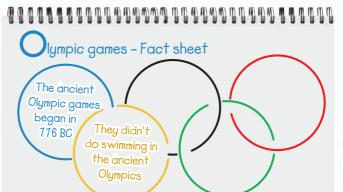


Write a fact sheet about the Olympics.





- · Collect all the facts you know about the Olympics.
- · Design a presentation of the facts.



86

Oral review

Describing an imaginary school olympics



Children apply basic mathematical skills to understand big numbers, quantities and dates.



Children develop their imagination to invent their own school Olympic Games.



Children apply scientific skills to search for, collect and process facts about the Olympic Games.

Key competences continuous assessment

Check if children:

- 1 Can use big numbers, quantities and dates.
- 2 Can describe an imaginary event.
- 3 Can search for, collect and process facts.

Review

Unit (8) Lesson

0 0 1

CLIL Objective

To consolidate structures and vocabulary by describing an imaginary school Olympics.

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0 1 0

Language Objective

To review the vocabulary and structures of the unit.

Materials

- Teacher's i-book
- CD 2

Lead-in

Go back to the Unit Overview on page 200 of the Teacher's Book and ask questions about the strands to see what the children remember of the unit.

Open the **i-poster**. The children play a version of the game Simon from the **Vocabulary Game Generator** to review the sports vocabulary from the unit.

1 (2) 2.36 Read and guess the correct answer. Then, listen and

check. After guessing for a while around the class, play the audio and the children say the correct answers.

(See transcript page 223.)

Answers

1 2010; 2 Winter; 3 Vancouver; 4 17;

5 82; **6** 2,500; **7** 3 billion; **8** 5 medals

2 Invent your school Olympic Games and tell your classmates.

The children write a paragraph using the model text as a guide about an imaginary school Olympics.

3 Write a fact sheet about the Olympics. The fact sheet should be as creative as possible. Make a class display with the results. Then, the children make an oral presentation to the rest of the class.

Fast Finishers

The children start looking online for Olympic facts. If you don't have Internet access, they go back through the unit and copy down facts for their presentation.

Wrap-up

Play Hot Seat. Divide the class into teams. Choose a unit from the book. Give the children five minutes to look at the unit. Put a chair with its back to the board. A child from one of the teams sits on the chair. Write a vocabulary word from the unit on the board. The rest of the team have one minute to help the child in the chair guess the word. Obviously they can't mention the word and they can't do actions. The team who guesses the word in the shortest time wins that round. Play until each child has had a turn.

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

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

Optional Resources

01

Teacher's Resource Book page 32, Reading.

Final Written Evaluation

In the next lesson give the children the tests from the **Teacher's Resource Book** pages 99-100 or 101-102 depending on each child's ability. Give as much support as necessary for them to understand the structure of the tests.

Note: The listening is the same for both tests.

Final Assessment

Check if the children can:

Understand information about the Olympic Games.
Write a paragraph about an imaginary school Olympics.
Make an Olympics fact sheet and give an oral presentation.
Remember vocabulary introduced in previous units.

Activity Book

Unit 8, page 84, Lesson 10. See page 269 for answer key.



2.28 Poster, Unit 8. Listen and answer the questions.

0 0 001 0 1 0 0

There are lots of ways of classifying Olympic sports. We can classify some of the sports into field or track. The 100 metres race is a track event and the javelin is a field event.

What is the 1,500 metres race? And what about the long jump?

We can classify some of the sports into individual or team. Fencing is an individual sport and football is a team sport.

What is show jumping? And what about basketball?

We can classify some of the sports into indoor or outdoor sports. Fencing is an indoor sport and the javelin is an outdoor sport.

What is basketball? And what about football?

We can classify some of the sports into summer or winter sports. Cycling is a summer sport and ice-skating is a winter sport.

What is tennis? And what about skiing?

2.29 Speculate about the sports and the dates. Listen and check.

The ancient Olympic Games began around 776 BC, that's more than 2,700 years ago. But later there were no games for many centuries. The first of the modern Olympic Games took place in Athens in 1896.

There were only eight sports in the ancient Olympic Games. Some of these sports like javelin, boxing, sprinting and long jump are also in the modern Olympic Games.

When the modern Olympic Games started in 1896 there were only nine different sports but no sports women!

Cycling was one of the original events in 1896. Then, over the years, they added more sports. In 1900, football became an Olympic sport. Martial arts events started in the 20th century, like judo in 1964.

In 1984, tennis became an Olympic sport.

01

2.30 Discuss the missing words. Listen and sing the song: The Olympic Games.

They came to see the statue of Zeus and watch the Olympic Games. For one whole month there was a truce, and everyone was friends. Only men and boys competed, the girls didn't play. They watched and cheered and shouted in the ancient Olympic Games.

The competitors were naked, they didn't wear a thing. They rubbed oil on their bodies, they did boxing in a ring. They did running, they threw javelins, they had a chariot race. They did discus, they didn't do swimming in the ancient Olympic Games.

The winners got an olive wreath, and a hero's welcome home. They didn't get any medals of bronze, or silver, or gold. They finished with a barbecue and danced all night and day. And four years later they did it all again, in the ancient Olympic Games.

2.31 Listen and find the events. Then, read and complete the details.

Man: I'm looking at the events here. Why don't we go to the women's ice hockey?

Woman: No, I can't go then, I've got the dentist on the 3rd. Man: Well, how about the men's skiing the next day? Woman: I love that event, but the afternoon's already sold out.

Man: Let's go in the morning, then. Woman: OK, but we'll miss the final.

Man: Yes, I know but we'll still see the semi final.

Woman: OK. I'll get two half-day tickets. Let's have a look. Oh my

goodness, they're \$30!

Man: It's expensive but it's such a special occasion. We won't have another chance.

Woman: That's true. So let's go to another event as well.

Man: All right. I fancy the men's snowboarding.

Woman: Oh! I can't go that day. Would you like to see the women's

Man: OK. The first day is sold out but we can get tickets for the last day and that way at least we'll see a final.

Woman: Good idea. I'll get the tickets.

Man: Don't forget to get full day tickets because the final is in the

afternoon.

Woman: All right. They're \$50 each.

2.32 Read and listen to the story: Alexander's Triumph.

0 00

0 1 0

Narrator: It was the third day of the Games and the next event was the boys' pentathlon. Alexander of Argos waited with the other competitors outside the stadium. There was Stelios of Sparta, Adonis of Athens, Midas of Megra and Coridan of Corinth. They were all the champion athletes from their cities, and they were all there to win.

Narrator: The first event was the discus. Adonis was the winner last year and everybody expected him to win again. One by one the boys took their turns to throw the discus. Each time the crowd gasped in shock. The throws were very short. Then Stelios stepped up. He raised his arms at the crowd and threw the discus high up into the sky. The crowd stood and cheered wildly. The other boys hung their heads in disappointment.

Narrator: Coridan had some shocking news.

Coridan: I think Stelios is cheating. He changed our discuses.

Midas: Our discuses were heavier! Adonis: That's why I didn't win!

Narrator: Coridan stood on the long jump line. He breathed deeply and ran as fast as he could. He jumped and swung his arms back to catch his weights. But the weights didn't move. Then, Stelios ran up to the pit and jumped. His weights swung forwards and he jumped so far he almost jumped out of the pit!

Coridan: Somebody tied my weights together! Adonis: And we all know who that somebody is!

Narrator: First, Stelios threw his javelin. It flew through the air as straight as an arrow and landed very far away. Coridan picked up his javelin and he knew immediately that something was wrong. The javelin felt heavy and wet. He stood back, took aim and threw. The javelin turned to the right and fell into the judges.

Coridan: Not again!

Adonis: Yes. Coridan's javelin is bent.

Narrator: The boys rubbed oil on Alexander ready for the wrestling match. Coridan watched Stelios carefully. Something was wrong. He looked too smooth and too oily. Then he thought of a plan. He rubbed Alexander's hands in fat and sand. Alexander moved quickly. He caught Stelios from behind and threw him to the ground. Stelios fell heavily. Alexander jumped on top of him and held him down.

Judge: The winner of the wrestling is Alexander of Argos.

Narrator: The boys decided that the only way to beat Stelios was to work together. On the starting line, Coridan, Midas and Adonis stood close to Stelios. They put Alexander in the outside lane. The three boys ran so close to Stelios that he couldn't see Alexander. On the finishing line Alexander dropped his head and just beat Stelios.

Narrator: Alexander was the winner of the boys' pentathlon by one point. He stood proudly as the judge put the olive wreath on his head and gave him an olive branch. Everybody was pleased that little Alexander of Argos managed to beat the cheating Stelios. That night, they all celebrated in style. All except Stelios!



2.33 Listen to the sounds.

00 : 0

th, th, th

third, Corinth, throw, thought pentathlon, athlete, something, wreath

together, other, they, the smooth, breathed, that, with



2.34 Listen and check.

Soft th, th, th. These are the words in the set. beginning: third, throw and thought middle: pentathlon, athlete and something end: wreath and Corinth

Hard th, th, th. These are the words in the set beginning: the, they and that middle: together, other and breathed end: with and smooth.

Listen and check.

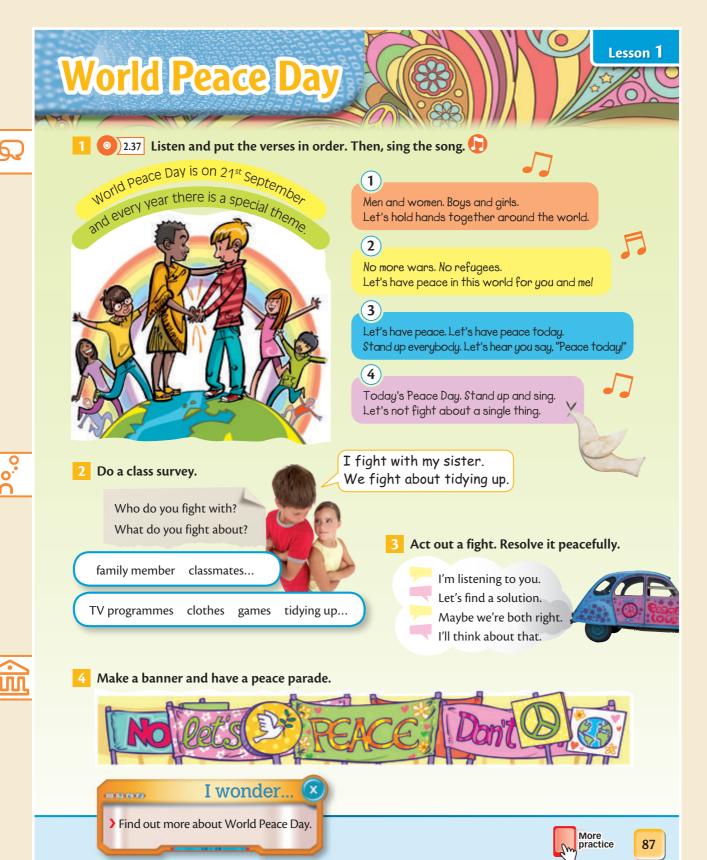
2.35 Copy the sentence. Use the key to circle the words.

The words circled in red are: third, pentathlon, athletes, Athens, Corinth, threw and wreaths. The words circled in blue are: the, others, their and together.

and check.

2.36 Read and guess the correct answer. Then, listen

In 2010, the Winter Olympics took place in Vancouver, Canada. The games lasted for 17 days. 82 countries sent athletes to the games. More than 2,500 athletes competed. More than 3 billion people watched the games on TV. The most successful athlete was Marit Bjørgen who won 5 medals for skiing.





Children improve their oral skills by answering questions for a class survey.



Children show initiative and personal autonomy by finding peaceful solutions to problems.



Children develop their creativity and artistic skills by making a banner.

Key competences continuous assessment

Check if children:

- 1 Can answer personal questions.
- 2 Are able to find solutions to problems.
- 3 Use their creativity to make a banner.

Festivals

World Peace Day

0 0 1

CLIL Objective

To make a banner and have a peace parade.

Language Objectives

To review family members, clothes and games. Functional language for resolving disputes: Maybe we're both right! Let's (have peace)! I'll think about that!

Materials

- Teacher's i-book
- CD 2

Lead-in

Ask about the playground: Do you ever fight or argue in the playground? Why? How do you resolve this?

1 ② 2.37 Listen and put the verses in order. Then, sing the song. Ask the children if they know any songs about peace. Then, go over the words of the song to make sure they understand them. Finally, play the audio and the children put the verses in order and sing along.

Answers

3, 1, 4, 2, 3

Touch to open the activity. The children listen to the song and drag the words to complete the lyrics. Stop the audio if needed. Alternatively, cover the missing words with the shade in the **Richmond i-tools** and ask the children to write in the missing words as they listen. Then, sing the song again.

- **2 Do a class survey.** The children ask their classmates and gather information. Then, they discuss their findings.
- **3** Act out a fight. Resolve it peacefully. The children get into groups. Give them different situations, for example, the playground, a family meal, a football match or a crowded train. They write a short sketch using the functional language given, showing how a fight breaks out and how it is resolved.
- 4 Make a banner and have a peace parade. The whole class can collaborate to make a big banner using any materials available and have a quick parade at break time to promote peaceful play.

Fast Finishers

The children write a list of five rules for a peaceful playground.

Wrap-up

0 1 0

0 0 001

If you have Internet access, the children find out more information about Peace Day. If not, set it for homework. Discuss how they can contribute to a peaceful atmosphere inside and outside the classroom.

The children find ten words related to war and peace in the wordsearch. Use the timer in the Richmond i-tools to make it more challenging for the children.

Transcript

2.37 Listen and put the verses in order. Then, sing the song: Peace Today!

Let's have peace. Let's have peace today. Stand up everybody. Let's hear you say, "Peace today!"

Men and women. Boys and girls. Let's hold hands together around the world.

Today's Peace Day. Stand up and sing. Let's not fight about a single thing.

No more wars (no, no, no). No refugees. Let's have peace in this world for you and me!

Let's have peace. Let's have peace today. Stand up everybody. Let's hear you say, "Peace today!"

Continuous Assessment

Check if the children can:

Use the functional language introduced to resolve a dispute. Understand and sing along with a song about peace.

Activity Book

Festivals, page 93. See page 270 for answer key.

World Earth Day



1 2.38 Read and find the missing words. Then, listen and check.

2012 1990 1970 20 million 1 billion 28 million 3,000 56,000 192 100

Facts about Earth Day

Earth Day started in the USA in ***.

On the first Earth day, *** people participated.

In ***, Earth Day was named an official world day.

In ***, more than *** people around the world celebrated Earth Day.

People from *** different countries organised environmental campaigns.

*** schools in Iraq organised Earth Day activities.

*** university students around the world took part in Earth Day activities.

People in Afghanistan planted *** trees.

In Panama, people planted *** endangered types of flowers.

I think Earth Day started in 1970.

I agree.





2 Make Earth Day plans and tell your class.

Instructions

- Work in groups of three or four.
- · Choose a category from the four.

recycle sell second-hand books
plant flowers turn off lights
ride my bike make recycled jewellery
tidy up the countryside collect rainwater



Be green!







Make a poster for Earth Day.

Instructions

 Draw a picture and write about your plans.

At school, I'm going to
and my classmate is going to
At home, I'm going to
My mum and dad are going to
We aren't going to









Children apply basic mathematical skills to understand big numbers, quantities and dates.



Children demonstrate skills to work in groups to make Earth Day plans.



Children improve their writing skills by writing about their Earth Day plans.

Key competences continuous assessment

Check if children:

- 1 Understand big numbers, quantities and dates.
- 2 Work well in groups to complete the activity.
- 3 Improve their ability to write in English.

Festivals

World Earth Day

0 0 1

CLIL Objective

To learn facts about Earth Day.

Language Objectives

To review big numbers.

To review the Future with going to for plans and intentions.

0 0 001

0.1.0

To learn the nouns: campaign, rainwater

To learn the adjectives: endangered, environmental,

second-hand

Materials

- Teacher's i-book
- CD 2

Lead-in

Ask the children what they know about World Earth Day. Ask: What do you and your family do to look after the Earth? Why do you think we say Mother Earth?

1 (2) 2.38 Read and find the missing words. Then, listen and

check. First, the children guess which number goes where. When they have listened to the audio, correct on the board.

Answers

1970; 20 million; 1990; 1 billion; 192; 3,000; 56,000; 28 million; 100

- 2 Make Earth Day plans and tell your class. Write the headings on the board and have a brainstorming session. The children work in groups to make plans for Earth Day at home and at school.
- **3** Make a poster for Earth Day. The children can use photos and drawings to illustrate their Earth Day poster. Make a class display with the results.

Fast Finishers

The children write five comprehension questions for the text in Activity 1.

Wrap-up

The children work together in groups to write an Earth Day song, poem, rap or chant. Then, they perform it for the class.



The children play a fun game choosing the correct words for the categories on the screen.

Transcript

01 1

2.38 Read and find the missing words. Then, listen and check.

Listen to the nine facts about Earth Day.

Earth Day started in the USA in 1970.

On the first Earth Day, 20 million people participated. In 1990, Earth Day was named an official world day. In 2012, more than 1 billion people around the world

celebrated Earth Day.

People from 192 different countries organised environmental campaigns. 3,000 schools in Iraq organised Earth Day activities.

56,000 university students around the world took part in Earth Day activities.

People in Afghanistan planted 28 million trees.

In Panama, people planted 100 endangered types of flowers.

Continuous Assessment

Check if the children can:

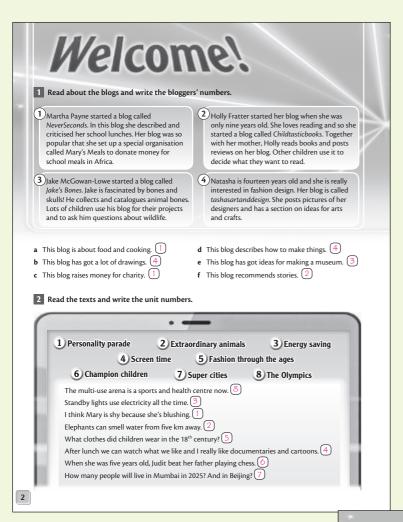
Understand and say big numbers.

Use the Future with *going to* to talk about their plans and intentions.

Organise an Earth Day campaign with their classmates.

Activity Book

Festivals, pages 94. See page 270 for answer key.



Transcript

1 Listen and classify the information you hear.

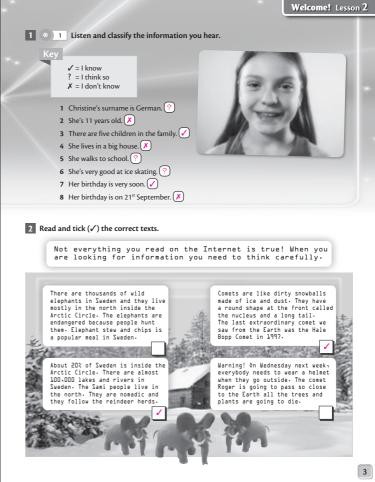
Ok, so I am going to tell you about myself. Well, my name is Christine and I live in a house in the centre of London. I've got two brothers and two sisters and I'm the youngest.

My dad's from Germany and my mum's English. We go to Germany every Christmas to visit my grandparents. It's really fun because it always snows

I go to Hackney Primary School, it's just around the corner, about two minutes from my house, and I've got loads of friends there.

After school I train in the ice rink three afternoons a week because I want be an ice-skater.

I'm really excited about this weekend because it's my birthday on Saturday and we're having a party!



Welcome! Lesson 3

1 Do the crossword puzzle and find the secret word.

1 A place you go to on the Internet to get information.

2 You do this when you open a page with your security information.

3 A symbol you can click on to go to another website.

4 You can upload these onto the Internet for fun and education.

5 An electronic letter.

6 You invent this to protect your information.

7 You do this on the symbols on the screen.

8 A real or imaginary image of a person.

9 The place where you save your photos.











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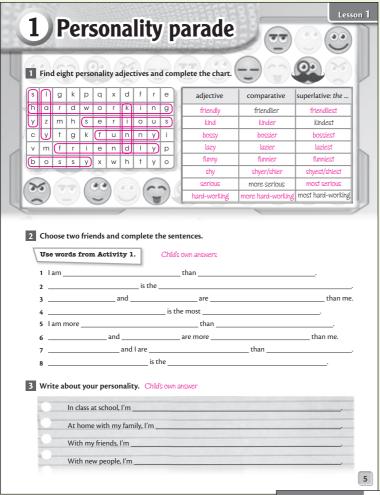
2 Read and match the questions with the answers.

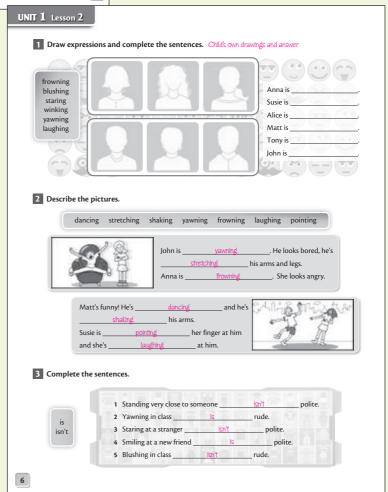
- 1 Why do you need a password?
- 2 How is an email different from a letter?
 - 3 Are avatars always imaginary images?
- 4 Why do some webpages have links on them?
 - 5 What's a hyperlink?
 - 6 What does log on mean?

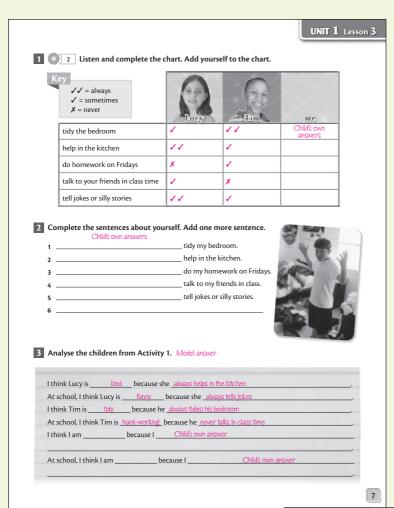
1 f

- 2 e
- 3 b
- 4 d
- 5 a
- 6 c
- a When a hand symbol appears over some text, you click on it and go to another page.
- b Not necessarily. Sometimes they are like photos.
- c It's when you write in your user name and your password.
- d So you can find out more about the subject you are interested in.
 - e It arrives very quickly and you don't put a stamp on it.
 - f So you can protect your information.

Unit 1 Lesson 1 • 2







Transcript

2 Listen and complete the chart. Add yourself to the chart.

Adult: Hi, kids. I'm going to ask you some questions about your routines. OK. You first, Lucy.

Adult: Do you always tidy your bedroom?

Lucy: Umm... well, only sometimes. **Adult:** Do you help in the kitchen?

Lucy: Yes, I always do, yes.

Adult: How about you, Tim? Do you always tidy

your bedroom? **Tim:** Oh, yes. Always.

Adult: And do you help in the kitchen?

Tim: Umm... well, only sometimes.

Adult: Do you do homework on Fridays, Lucy? **Lucy:** No, I never do homework on Fridays.

Adult: How about you, Tim? **Tim:** I sometimes do it on Fridays.

Adult: Let's talk some more about school. Do you talk a lot to your friends in class time, Lucy?

Lucy: Well yes, sometimes.

Adult: And do you tell jokes or silly stories to your

friends?

Lucy: Yes, always. I love jokes.

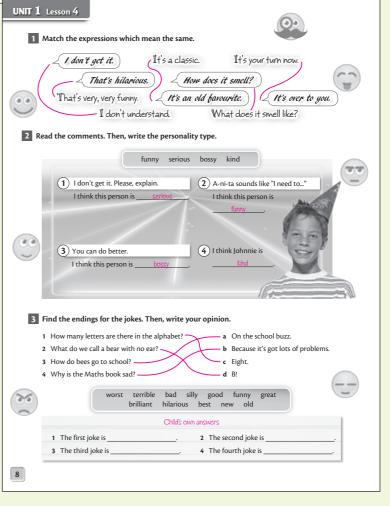
Adult: How about you, Tim? Do you talk a lot to

your friends in class time?

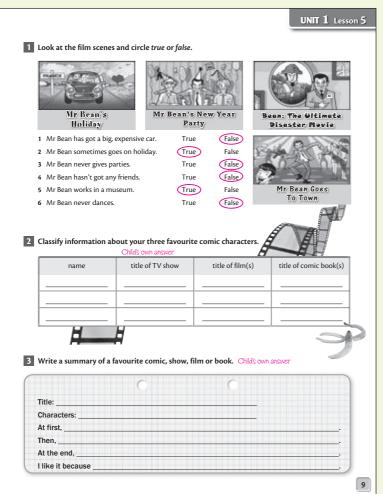
Tim: No, never.

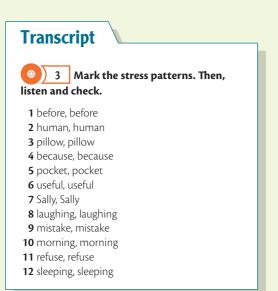
Adult: And do you tell jokes?

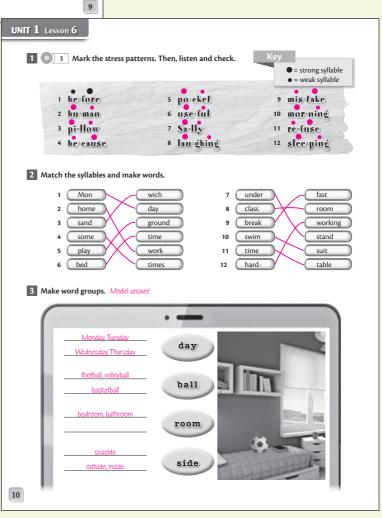
Tim: Only sometimes.

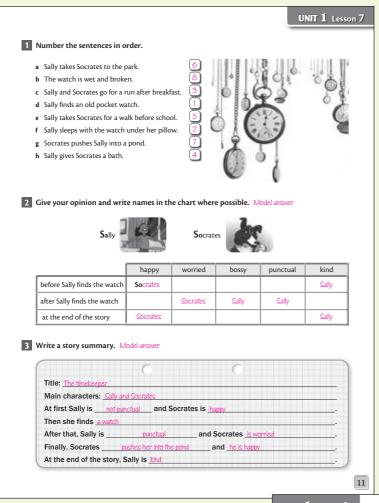


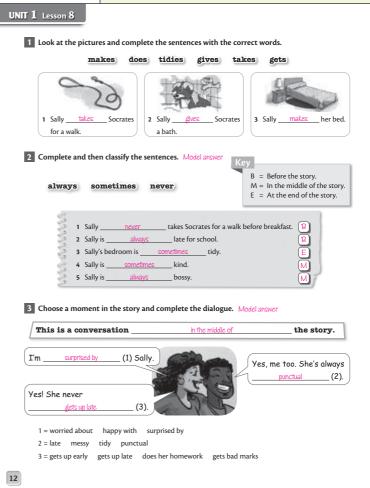
Unit 1 Lesson 5 • 6



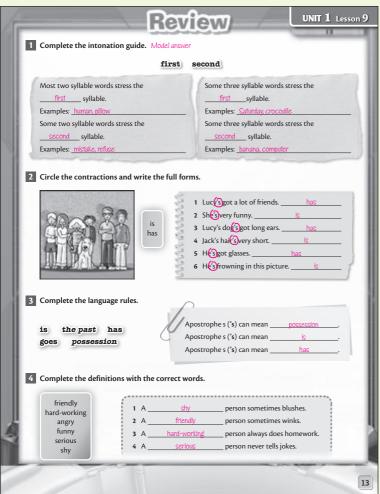


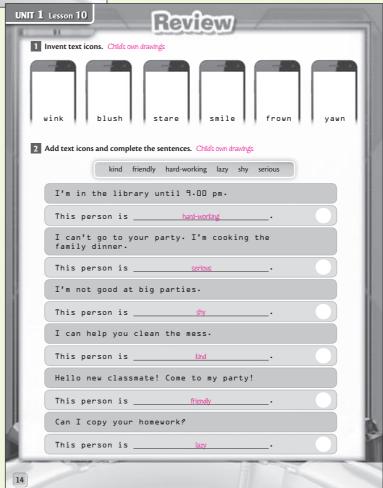


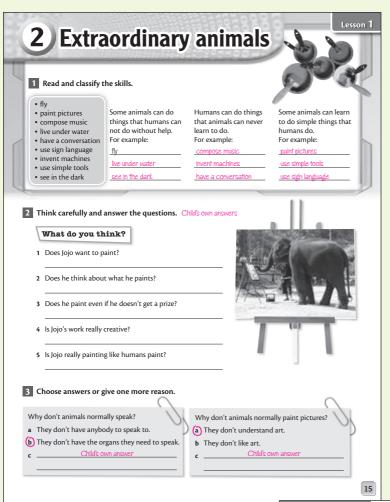


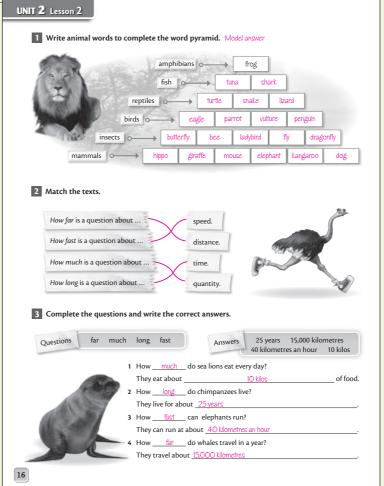


Unit 1 Lesson 9 • 10

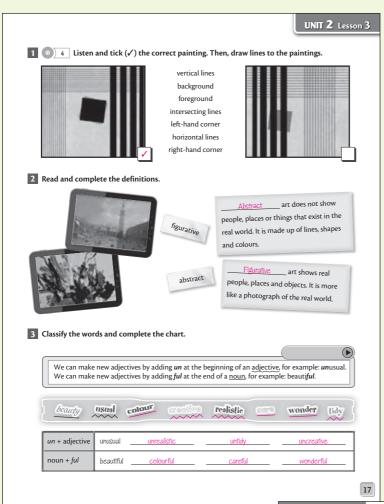








Unit 2 Lesson 3 • 4



Transcript

Listen and tick the correct painting.
Then, draw lines to the paintings.

This is a beautiful abstract painting with dark vertical lines in the foreground.

The background is light and the brush strokes are fine.

There are intersecting lines in the left hand corner

of the paintings.
The focal point is the black square.

Transcript

5 Listen and tick the correct sentences about the incident.

Mum: Your turn to take the dog out, Lee! **Lee:** Oh, no! Not again! I'm busy, Mum.

Lee: It's always my turn!

Sam is never here to take Bubbles for a walk. And Bubbles always wants to go for a walk.

Bubbles: Woof! Woof!

Lee: Oh, no! I forgot the poop bag! **Jessy:** Hi, Lee. What's the matter?

Lee: Why do I never have a poop bag, when I need one? And why do I always meet Jessy in the most embarrassing situations?

ciribarrassirig situations:

Lee: Oh, hi. Can you give me a hand?

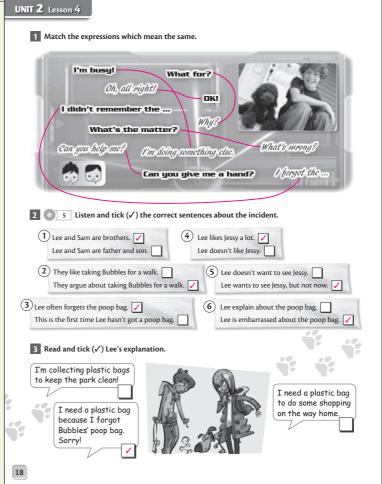
Jessy: Sure! What do you need?

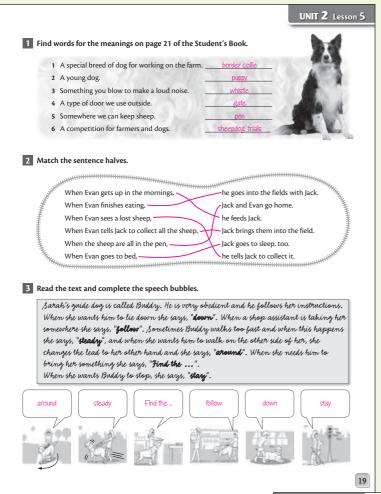
Lee: Can you get me a plastic bag, please?

Lee: Jessy is always so nice. Oh, dear! How do I explain this?

Jessy: A plastic bag? What for?

Lee: That!
Jessy: Yuck!







6 Listen and circle the correct words for the sentences.

- **1** We often tell and write stories about legends and myths in our culture.
- 2 The tale of the Wolf Girl is a good example.
- **3** Two people said they saw the girl with a wolf that only had one eye.
- 4 I don't think it's true but nobody really knows.
- **5** Some people even say they see the ghost of the Wolf Girl at night down by the river.

UNIT 2 Lesson 6 1 (a) 6 Listen and circle the correct words for the sentences. (1) (2) (3) (4) (5) right /write eye /(i) (see)/ sea two/ to won one nose /knows knight /night) eye/ I 2 Choose the correct word for the definitions. four : a number. (four/for) right : the opposite of left. (right/write) __: a type of fruit. (pear/pair) hour : a division of time. (our/hour) nose : part of your face. (nose/knows) wood : a type of material. (would/wood) sea : salt water. (sea/see) tail : part of an animal. (tail/tale) 9 ______: a question about place. (where/wear) 10 _____ight ___: the opposite of day. (night/knight) 3 Circle the incorrect words. Write the correct words at the end of each line. Even when eye study hard all day and knight, I night Nobody nose wear they are from. And I mean NOBODY, not even hour mum. our Won to three and for They never stop! Their are always more! Oh, (eye) hate homophones! Can't you (sea? Eye hate homophones! And they hate me! 20

Unit 2 Lesson 7 • 8

UNIT 2 Lesson 7

1 Find words and pictures in the story and complete the chart. Model answer

Animals	People	Places	Types of buildings
wolves	John Dent	Lake Espontosa	cabin
horses goats	Molly Dent José	Texas Devil's River	ranch
	Wolf Girl		St. Williams

- 2 Look for reasons in the story and explain why the sentences are false.
 - 1 John and Molly Dent were born at Lake Espontosa.

John and Molly Dent arrived at Lake Espontosa in 1835

- 2 John Dent found his baby in the cabin.
 - John Dent died in a storm. He never saw his baby.
- 3 People started looking for Molly's baby in 1845. In 1845 a boy saw the Wolf Girl. In 1846 a woman saw her. After they s
- In 1843 a boy saw the Wolf Girl. In 1840 a Woman saw her. After they starte
- 4 The people tried to kill the Wolf Girl.

The people gave her food, water and some clothes

- 5 The Wolf Girl wanted to live with people.
- The Wolf Girl didn't want to go with the people. She fought hard
- 6 The wolves attacked the men.

The wolves attacked the animals

7 The Wolf Girl is still alive.

The Wolf Girl died a long time ago. Some people see her ghost

3 Match the characteristics with the examples from the story.

Characteristics of legends exaggerated events

exaggerated events
some historical truth
heroic actions
unrealistic events

Examples from the story

The wolves attacked the ranch and saved Wolf Girl.

Some people see her ghost on the banks of Devil's River.

The cowboys couldn't catch the Wolf Girl because she ran
faster than the horses.

In 1835, John and Molly Dent arrived at Lake Espontosa,

Texas.

21

UNIT 2 Lesson 8

1 Read witness statements and number the witnesses.



We were on our horses down by the river. Then Jack called out, "Hey, look over there! It's a girl with two wolf cubs." I crossed the river but I couldn't catch her.

She was so fast!

I saw some wolf prints in the sand by the river this afternoon. Mixed in with the wolf prints were some other prints. I didn't recognise them at first and then I realised. They were human!

I saw her. She was with an old wolf. It couldn't hunt well but together they killed a goat and they ate it together. But nobody believes mel

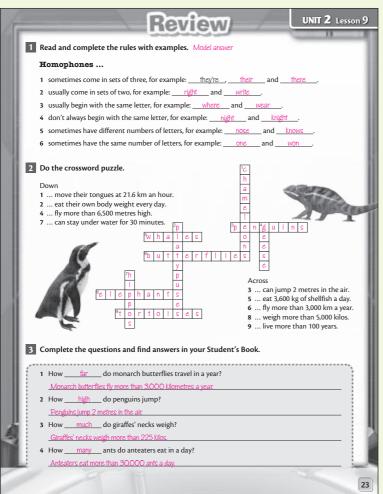
I was by the river today with the others. We did the washing and then we sat down for a rest. And then I saw her, again. She is always with two wolves. I call out to her but she always runs away.

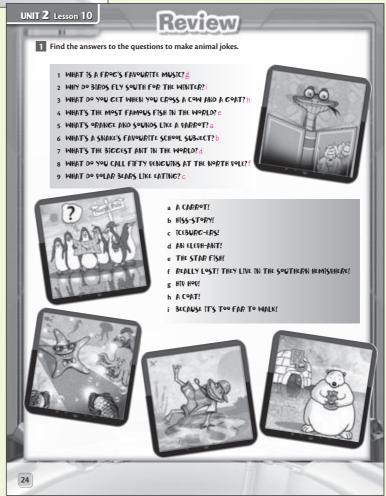
2 Imagine you are Bachachi and describe the rescue. Model answe



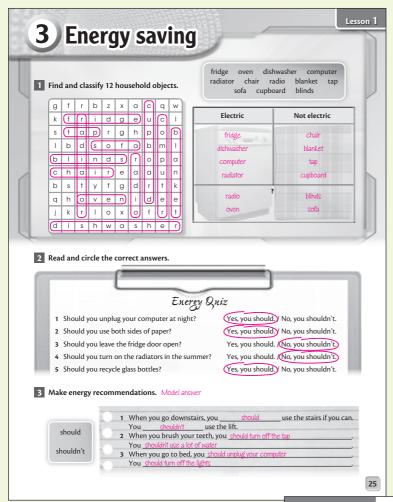
One night there was a terrible howling. It was Wolf Girl! So we all ran to the ranch. Then, we attacked the animals. The men ran to protect the animals. The door was open. We rescued Wolf Girl and we escaped through the open window. We ran to the forest

238





Unit 3 Lesson 1 • 2







7 Listen and complete the chart.

The eco-house is a very special house.

It doesn't need a lot of energy for heating because it's got insulation in the walls and in the roof. The windows are also insulated.

It's got two large wood stoves. The wood stoves are for the radiators and for the hot water.

Outside the house there are four water tanks for collecting rain water.

There are six solar panels on the roof. They use the sun's energy for the electricity in the house.

UNIT 3 Lesson 2

1 0 7 Listen and complete the chart.

Instruction

• Write a number or a tick (✔) for Yes.



Feo-Hou	se \		STATE OF THE PARTY		CHARLES TO STATE OF THE PARTY O
	insulation		wood	water	solar
walls	roof	windows	stove	tanks	panels
✓	✓	✓	2	4	6

2 Match the sentence halves.

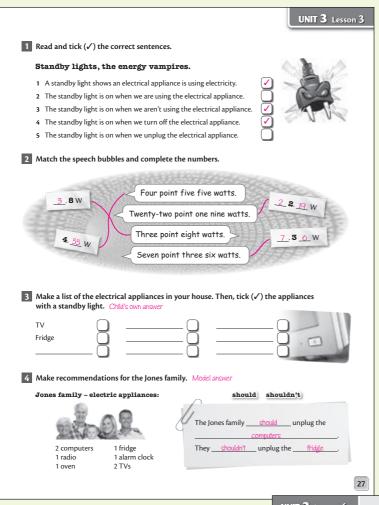
1 The water tanks	 a is for keeping the house warm.
2 The wood stoves	b is for insulation.
3 The solar panels	c are for collecting rain water.
4 The insulation	d are for the radiators and for hot water.
5 The grass on the roof	e are for electricity.

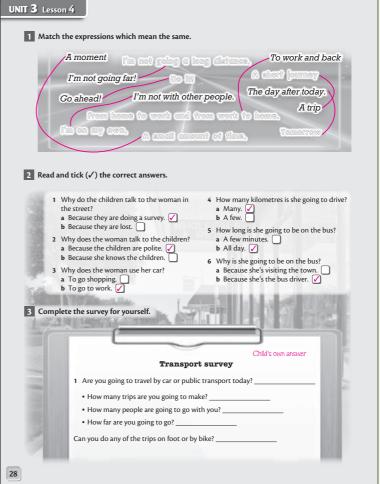
3 Describe your house. Child's own answer

There are radiators in my house. There are			
radiators in the	, and	in the	
There's a water heater	in the	. There	insulation
in the walls.			
There	insulation in the windows. There		solar
panels on the roof.			

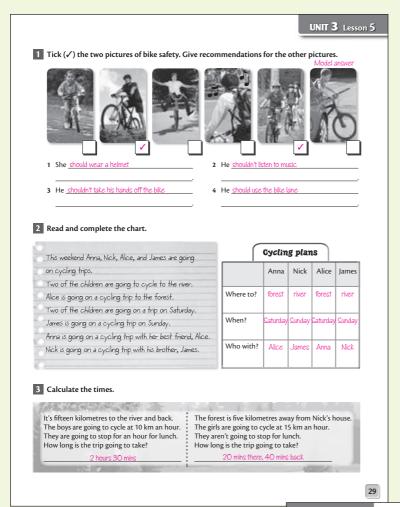
Talk about energy saving on your street or at school. Child's own answer

I live in / I go to	, on	street.
The buildings have got		
They haven't got any		





Unit 3 Lesson 5 • 6



Transcript

2 Listen and write the words. Then, circle the words with the sh sound.

- 1 machine
- 2 sugar
- 3 socket
- 4 special5 delicious
- **6** fish
- 7 electricity
- 8 musician
- 9 investigation
- 10 station
- 11 shock
- 12 christmas
- **13** city
- 14 dishwasher
- **15** snake

UNIT 3 Lesson 6

1 8 Listen and write the words. Then, circle the words with the sh sound.



2 Think of words and complete the chart.

Words with the sh sound	at the start of a word.	in the middle of a word.	at the end of a word.
with the letters sh	shock	dishwasher	fish
with the letter s	sugar	Х	х
with the letters ch	chef	machine	х
with the letters ti	Х	station	Х
with the letters ci	×	special	Х

3 Look at Activity 2. Then, complete the spelling rules.

- 1 Normally, we use the letters <u>sh</u> for the sh sound.

 We can use the letters <u>sh</u> at the start middle end of a word.
 - 2 Sometimes we use the letter <u>s</u> for the *sh* sound.

 We can use the letter <u>s</u> at the *start*) *middle | end* of a word.
 - 3 Sometimes we use the letters <u>ch</u> for the sh sound.

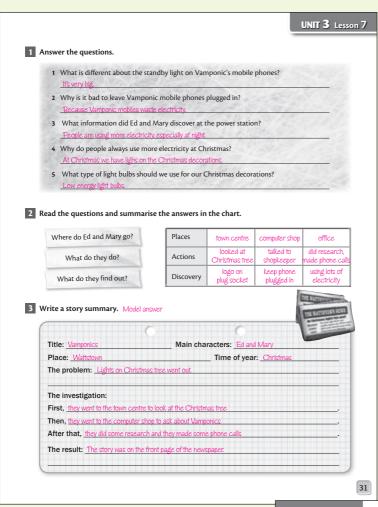
 We can use the letters <u>ch</u> at the start middle end of a word.
 - Sometimes we use the letters __ff_ for the sh sound.

 We can use the letters __ff_ at the start /middle/ end of a word.
 - Sometimes we use the letters <u>ci</u> for the sh sound.

 We can use the letters <u>ci</u> at the start / (middle) end of a word.

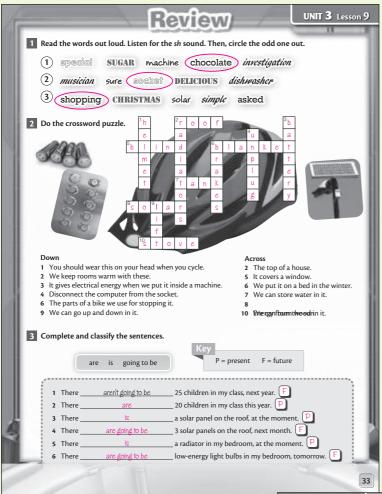








Unit 3 Lesson 9 • 10







Transcript



9 Listen and write the days of the week.

1

Girl: What's on tonight?

Boy: Well, there's the football final, then the news and the final of the family quiz show. What do you want to watch?

Narrator: What day is it?

2

Boy: Do you want to watch the talent contest tonight? **Girl:** No, not really, but the film looks interesting.

Narrator: What day is it?

3

Girl: Is there a documentary on tonight?

Boy: Yes, it's on before the dancing competition.

Girl: What competition? **Narrator:** What day is it?

4

Boy: What do you want to watch tonight?

Girl: The sports programme. It's the finals.

Boy: OK, it's after the news so let's do our

homework now.

Narrator: What day is it?

5

Boy: Oh, look what's on tonight! I love that series.

Girl: The one after the film?

Bov: Yes

Girl: Don't you want to watch the film?

Boy: No. We saw it last month, don't you remember?

Narrator: What day is it?

UNIT 4 Lesson 2

1 0 9 Listen and write the days of the week.

Monday	Tuesday	Wednesday	Thursday	Friday
The Farleys (episode 6)	Cup final from Wembley	Cartoon fun	Film: Henry Plotter	The seven o'clock news
The Green Planet	Newsday	Terrific Talents	Cold Cases (episode 12)	Women's swimming final
Dream Dance Team	Quiz final	Film: Freak Out!	Eagles – The Kings of the Sky	Cartoon time

 1
 Tuesday
 2
 Wednesday
 3

 4
 Friday
 5
 Thursday

2 Read and write the numbers of the types of programmes

1 talent contest 2 documentary 3 news programme
4 sports programme 5 series 6

cartoon

...some of the stories are ...I love watching people

...some of the stories are really good but I hate it when I miss an episode...

...I love watching people learning new skills but it's sad when people get eliminated...

...you learn interesting things but it's sad especially when you see animals die...

...it's really important to know what happened during the day but sometimes I don't know what they are talking about...

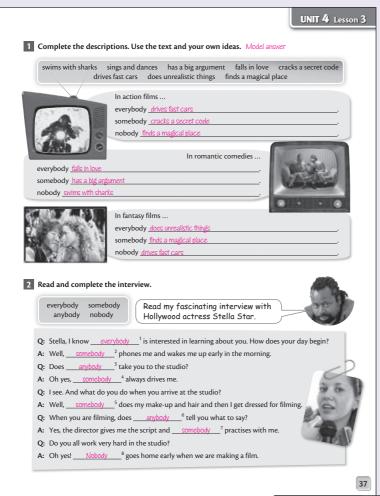
3 Answer the questions. Child's own answers

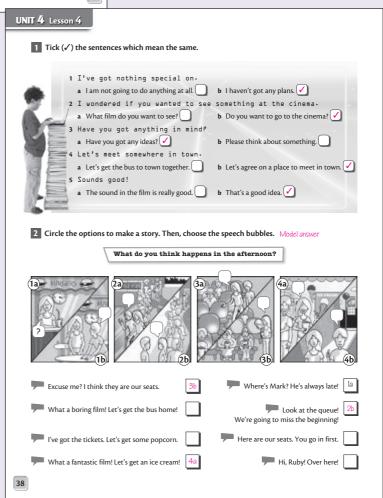
Do you watch TV on school days?

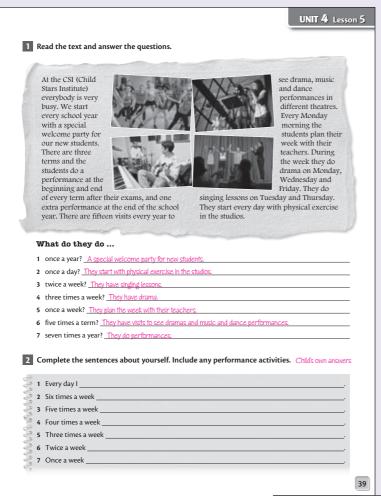
Do you watch TV at the weekend?

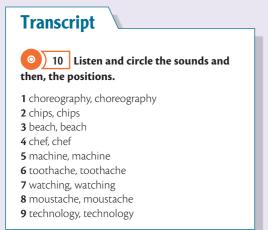
3 How many hours of TV do you watch every week? __

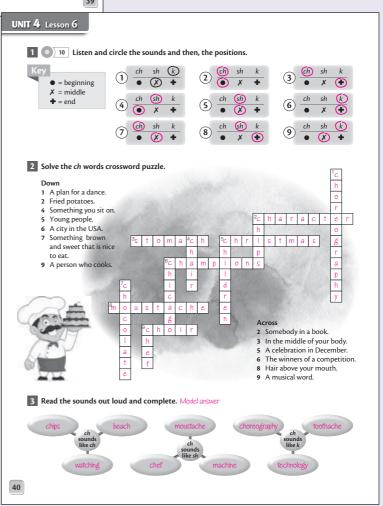
4 What are your favourite types of programmes? __











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.

For the Student

Student's Book

Activity Book + Audio CD

 Songs and stories from the Student's Book included on the audio CD

For the Teacher

Teacher's Book

- Step-by-step guidance to Go Digital at your own pace
- Interleaved Student's Book
- Activity bank to make the most of all the course materials
- Unit overview for quick lesson plans
- Complete teaching notes, transcripts and answer keys for the student's material
- Key competences

Teacher's Resource Book

- Language worksheets at different levels
- Skills worksheets
- Phonics worksheets
- Tests at different levels

Teacher's Audio Material
Flashcards and Word cards
Posters





Teacher's i-book for IWB

- Audiovisual material
- All the course materials cross-referenced into one single format for use with IWB or projector



Activity Generator

 An interactive tool to edit or create your own personalised worksheets from the Teacher's Resource Book



