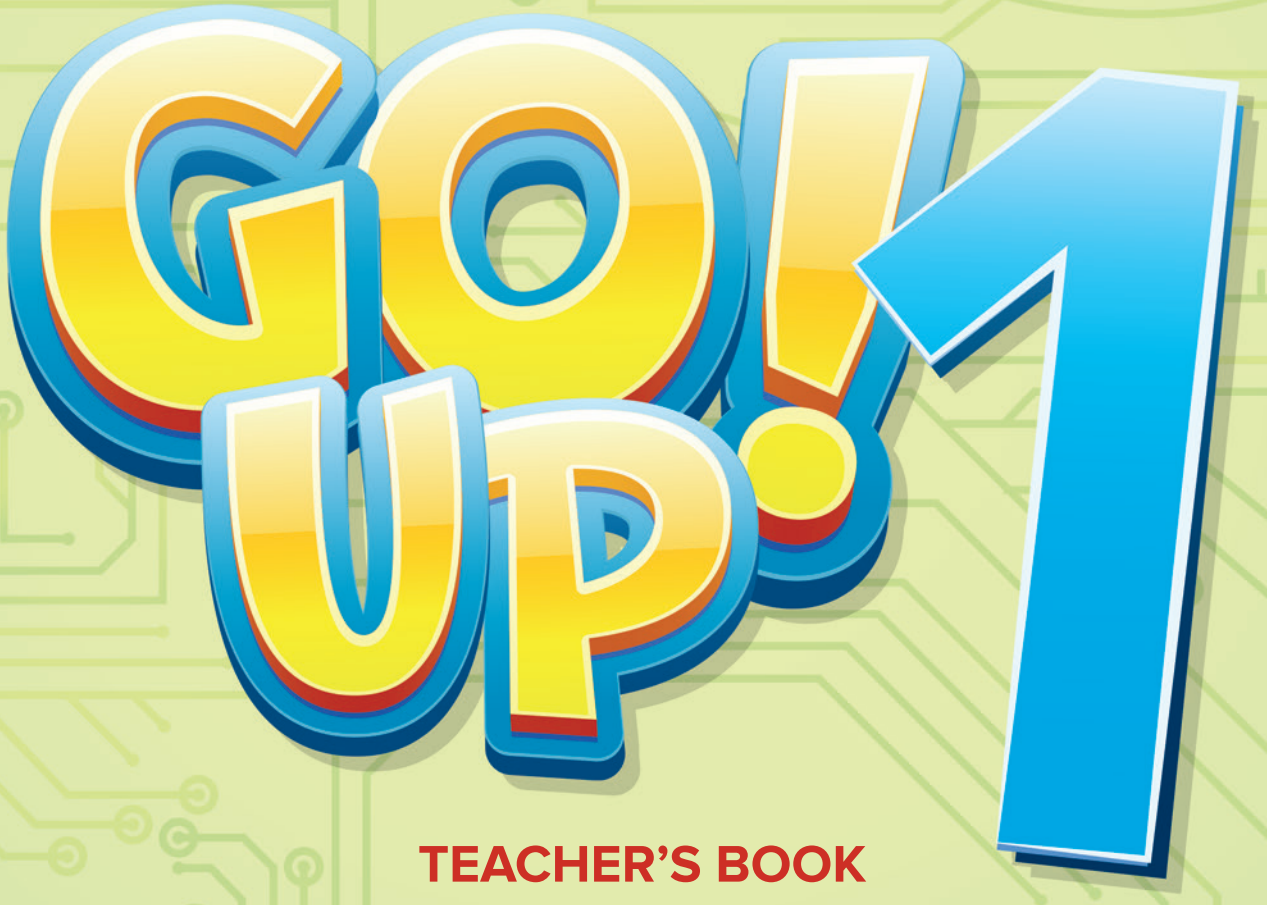
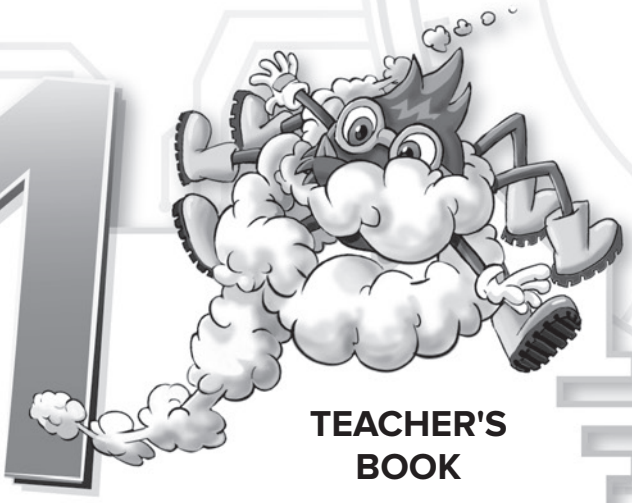


TEACHER'S BOOK

Richmond

GO UP! 1



TEACHER'S BOOK

CONTENTS 2
A WORD FROM THE AUTHORS 4
KNOW YOUR BOOK 5
TEACHING AND LEARNING MATERIALS 6
A WALK THROUGH THE UNIT 10
KEY COMPETENCES 16
ACTIVITY BANK 17

READY, STEADY, GO! 26
1 HAPPY FAMILIES 32
2 READY FOR SCHOOL 44
UNITS 1 AND 2 REVIEW 56
3 POPULAR PETS 58
4 IS IT A PLANE? 70
UNITS 3 AND 4 REVIEW 82
5 LET'S DANCE! 84
6 THAT'S DELICIOUS! 96
UNITS 5 AND 6 REVIEW 110

TERM REVIEW GAMES 112
FESTIVALS 114
ACTIVITY BOOK ANSWER KEY 117
ACTIVITY BOOK TRANSCRIPTS 121
TRACKLIST 125

Richmond

CONTENTS

		KEY VOCABULARY
READY, STEADY, GO!	p. 26	1 – 10 *blue, green, orange, pink, purple, red, yellow*
1 HAPPY FAMILIES	p. 32	*brother, dad, grandad, granny, mum, sister* *bored, happy, hungry, sad, scared*
2 READY FOR SCHOOL	p. 44	*book, crayon, glue, pen, pencil, pencil case, rubber, ruler, school bag, sharpener*
UNITS 1 AND 2 REVIEW: THE TECHIES	p. 56	
3 POPULAR PETS	p. 58	*cat, dog, fish, mouse, parrot, rabbit, snake, spider* *bin, chair, cupboard, sofa, table* *black, brown, grey, white*
4 IS IT A PLANE?	p. 70	*ball, car, doll, game console, plane, robot, scooter, teddy* *big, small*
UNITS 3 AND 4 REVIEW: THE TECHIES	p. 82	
5 LET'S DANCE!	p. 84	*arm, ear, eye, feet, hair, hand, head, knee, leg, mouth, nose, toes*
6 THAT'S DELICIOUS!	p. 96	*apple, banana, cake, cheese, chicken, fish, fruit, mango, meat, orange, pear, salad, soup, strawberry, yogurt* *juice, milk, water*
UNITS 5 AND 6 REVIEW: THE TECHIES	p. 110	
GAMES	p. 112	
FESTIVALS	p. 114	
ACTIVITY BOOK ANSWER KEY	p. 117	
ACTIVITY BOOK TRANSCRIPTS	p. 121	
TRACKLIST	p. 125	

KEY STRUCTURES	CLIL	SEL	PHONICS	CULTURE GO AROUND THE WORLD
Hello, what's your name? *My name's...*				
This is my dad. *How are you?* *I'm hungry.*	**Social Science:** different types of families	Solidarity and sympathy	Initial sound ***s***	Family and friends in Ireland
I've got a yellow pencil. *I've got my school bag.* *I've got four pens.* *What's this?* *It's a sharpener.* *It's my rubber.*	**Arts:** colour mixing	Responsibility and cooperation	Initial sound ***r***	Schools in different countries
Have you got a cat? *Yes, I have. / No, I haven't.* *I've got a grey dog.* *A white mouse.* *Where's the red ball?* *It's in the bin.* *It's on the table.*	**Natural Science:** animal movement	Responsible pet ownership	Initial sound ***p***	Pets in the United States
Is it a robot? *Yes, it is. / No, it isn't.* *It's a car. Is it big?* *Yes, it is. / No, it isn't.* *It's small and red.* *How old are you? I'm six.*	**Maths:** shapes	Patience and self-control	Initial sound ***h***	Toys in Japan
Clap your hands! Nod your head! *Stamp your feet! Touch your toes!* *Turn around! Wave your arms!* *I can hop / jump / run / skip / walk.*	**Maths:** non-standard units of measurement	Participation and praise	Initial sound ***t***	Face painting in the UK
Do you like apples? *Yes, I do. / No, I don't.* *I like salad.* *I don't like strawberries.*	**Natural Science:** milk production and use	Openness to new experiences	Initial sound ***m***	Food in Italy

ICONS

- listening
- song
- chant
- cut-out
- video

FAST FINISHERS Suggestions for every lesson available in the Teacher's Book.

A WORD FROM THE AUTHORS ABOUT THE COURSE METHODOLOGY

Dear colleagues,

As life-long teachers ourselves, we know that few professions are as vocationally driven as teaching. Teachers want what is best for their students. What works best for the student is usually what works best for the teacher. A sound methodology should have the needs of both as its starting point. So that's where we started with **Go Up!**

Children are centre stage in **Go Up!** and the topics and themes are chosen to reflect their lives, interests and aspirations. All language and contexts are meaningful, engaging and fun for the child.

Narrative techniques are employed throughout to draw the children in, hold their attention and keep them wanting more. The main characters throughout the course are designed for maximum relevance and appeal to the children. And of course, humour is a vital ingredient!

Children are naturally curious about their world and their place in it. Finding out about English-speaking countries around the world and how children live in other cultures is a key feature of **Go Up!**
There are also frequent opportunities for the children to bring their own lives into the classroom with personalisation activities.

We know all too well from experience how important 'user-friendliness' is when it comes to delivering a language course. Best teaching practice is the start and end point for all activities in **Go Up!**
The goals and objectives are always clear. Transparency is our guiding principle.

A clear and predictable unit structure throughout the course really helps teachers to plan. Learning objectives are always signalled at the bottom of each page, so teachers and parents can see at a glance what the focus of the lesson is.

Careful consideration has been given throughout to pitching the level of cognitive challenge so that activities are absorbing and achievable. As teachers, we're very sensitive to classroom management issues, and keeping the children engaged and on task is a key factor. The aim is to develop their Learning to learn competence and this is reflected in the clear progression from controlled and supported tasks to independent language use.

We all know that learning doesn't take place in a vacuum and that as educators we have to address the whole child. Children and teachers are part of a community, so citizenship education should always underpin learning in any subject. Throughout **Go Up!** there is a clear emphasis on social emotional learning and skills appropriate to the children's developmental level. Each unit story takes a key social emotional competence as its starting point. We aim to make learning at school significant, so it is necessary that the child feels he / she can produce, give opinions, obtain relevant information, socialise with other people, feel happy and learn to learn. The 21st century child needs to be acquainted with social emotional skills as never before and **Go Up!** caters for this need.

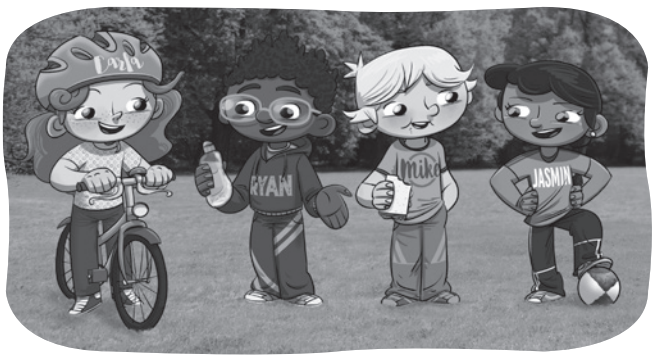
Warm regards,

Brendan Dunne

Robin Newton

KNOW YOUR BOOK

LEARNING THREADS



The course characters

The colourful opening spread of the Ready, steady, go! Unit brings us into an attractive park scene. Here the children meet four new friends, who lead them through the Student's Book.

Carla, **Ryan**, **Mike** and **Jasmin** (and their families and friends) provide a connecting thread in several lessons in each unit. They form part of the **visual presentation of new vocabulary** in Lesson 1. In Lesson 2, we see them in a **contextualised presentation of the first grammar structure presented** in the unit. In Lesson 5, familiarity with the characters helps the children to become interested in the different experiences they have in the **Unit stories**. The stories consolidate the structures and vocabulary covered in the earlier lessons and provide a passive presentation of upcoming structures or vocabulary in later lessons. The characters help the children once more with the **new language** presented in Lesson 7.

Being engaged with the characters makes the learning experience meaningful and memorable for the children.

The Techies

There is a **second narrative line** after each two units.

Two entirely different characters are protagonists in a story that will allow the children to **review vocabulary and structures** covered throughout the term. The children will meet the sister and brother twins **Tina** and **Tim**, their engaging family and pet spider, Boris. They're sure to be entranced by the visually very different and yet very familiar world they live in. The Techie stories add variety and dynamism to an area that is designed to promote **pleasurable, accessible story listening** with **solid visual support**.

Tina and Tim's mechanical world acts as a precursor to that of Grammar Greg, the builder who will help the children to build and construct grammar rules in Level 3.

Culture

The class will be able to visit the respective countries of the characters they meet in the **Go around the world** lessons. They are sure to be interested in their counterparts and in what they tell us about where they live. In **Go Up! 1** the children travel the world both through their **Student's Book** and through the **videos** that support the page content.

KEY FEATURES

These **icon combinations** mean that the children have the option of listening to **all the songs and chants** in the course and then receiving further visual support in the shape of a **video**.

An **amazing collection of videos** also support and enhance the **animated stories** and the **Go around the world** lessons.

The **Cut-outs** provided for each unit are not only to support the children's natural desire to touch and manipulate things, they are designed to then be used to **practise the linguistic structure** in the lesson.

The children become **active in their own learning process** when they are asked to consider their appreciation of the different activities and to indicate their favourite using a sticker.

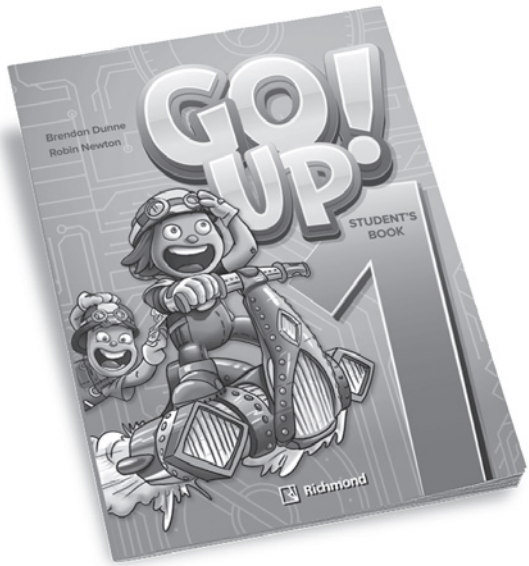
There are **social emotional competences** activities in all units, which are identified with this icon.

Footnotes will help teachers and parents **see at a glance** what content the lesson focuses on.

Teaching and Learning Materials for the Student

Student's Book

Ready, steady, go!, the title of the welcome unit, sets the tone for this dynamic course book. This welcome unit is followed by **six units**, each consisting of **eight main lessons** and a **Unit review** lesson.

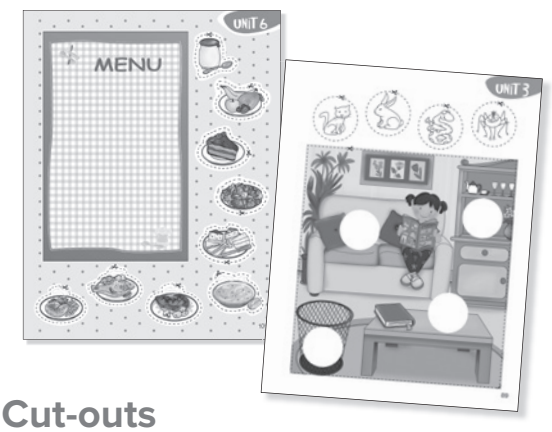


The Unit reviews are complemented by **Term reviews** in the shape of engaging double-page stories. The children will love the **Picture dictionary** section and the **Term review games** at the end of the book.

Stickers

Children will enjoy handling and applying the **full-colour stickers** at the back of the book. They provide variety when working with the different activities.

Innovative award stickers are provided to allow the children to apply them to their favourite activities.

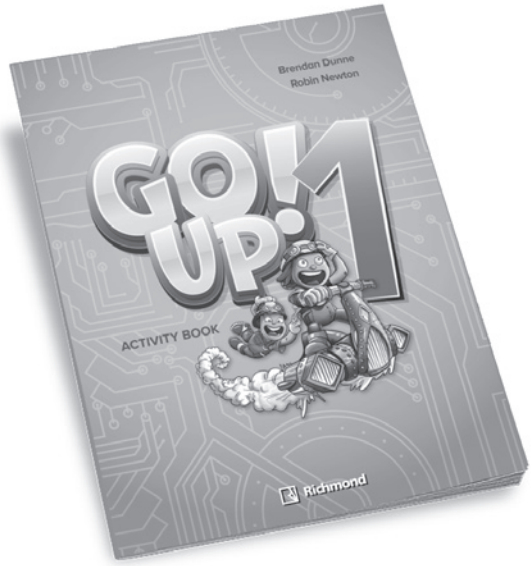


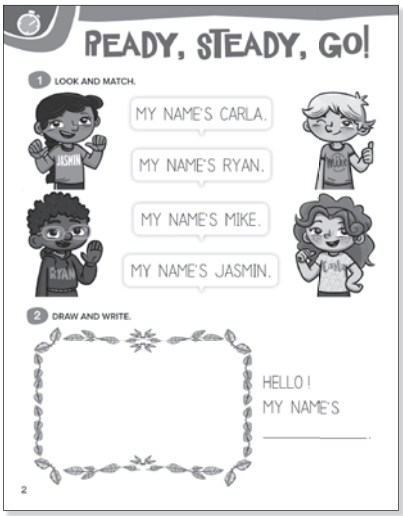
Cut-outs

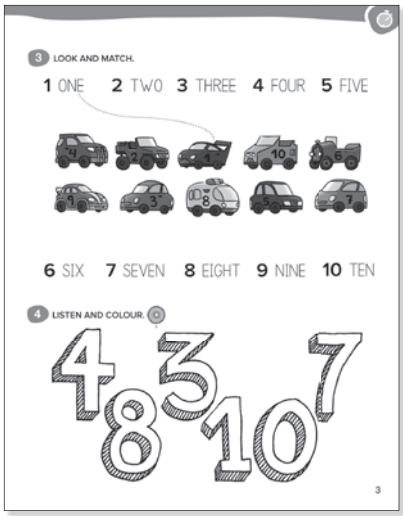
The **Cut-outs** provide a hands-on activity for the children and are designed as a vehicle for oral practice of the structures taught in the lesson.

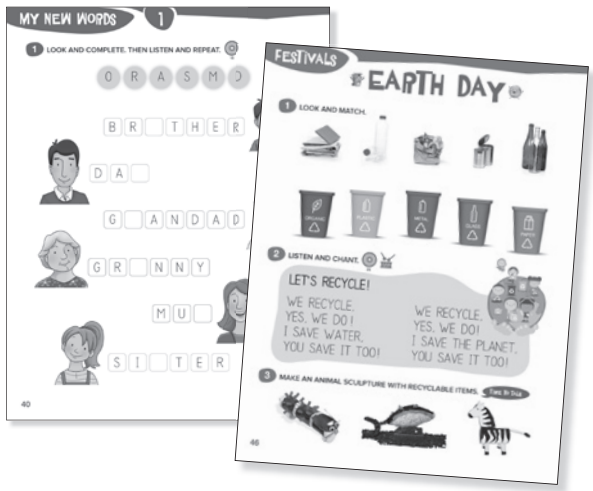
Full-colour Activity Book and Audio

Reflecting the **Student's Book's structure**, the additional full-colour support is divided into a welcome unit, six main units, a **ludic vocabulary area** and a **Festivals** section. The children will love the innovative **Festival cut-outs** pages, with which they can create attractive decorations for the classroom or home.





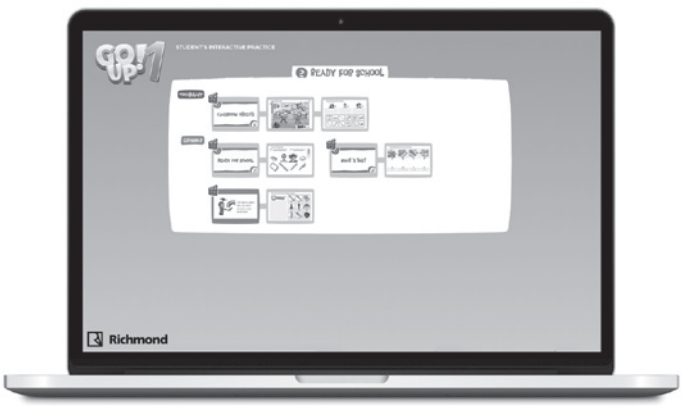




The **Activity Book Audio** includes the listening activities in the **Activity Book** and the **My new words** lists, as well as the **stories** and **songs** in the **Student's Book.** The Activity Book Audio is available to be downloaded from the Richmond website and the Richmond Learning Platform Junior.

Go Up! Interactive Activities

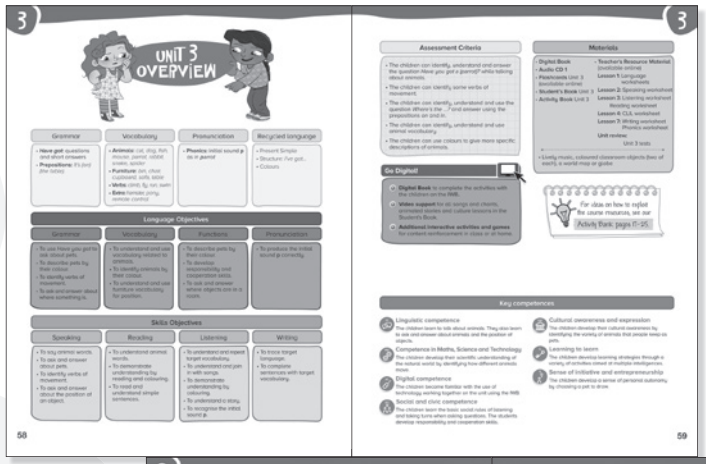
This set of additional **interactive activities and games** offers students the opportunity to practise and consolidate the course content. It is ideal for fast finishers or for homework.

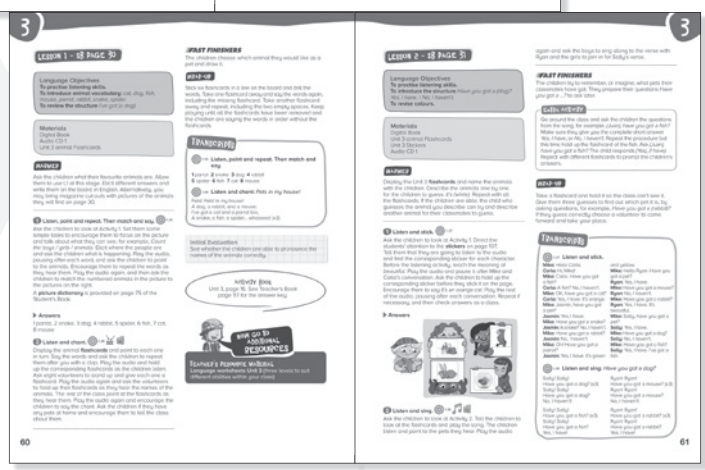


Teaching and learning materials for the teacher

Teacher's Book

A guide that contains step-by-step help to make the most of each lesson. The complete teaching notes include suggestions for **warmer**, **extra**, **whole-class**, **wrap-up** activities and ideas to keep **fast finishers** engaged. This is additional to the **Student's Book** activity exploitations.

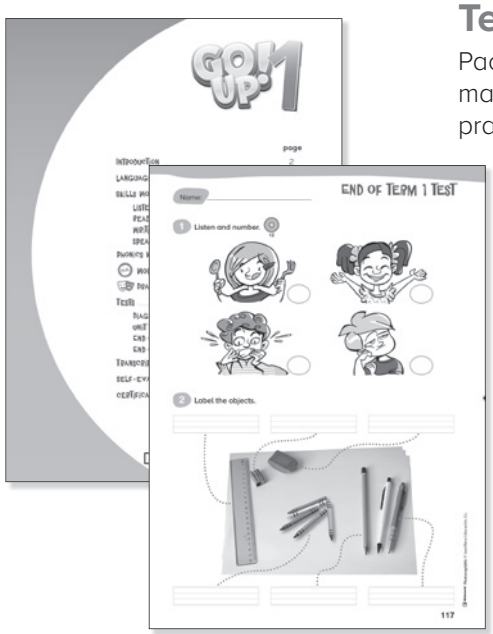




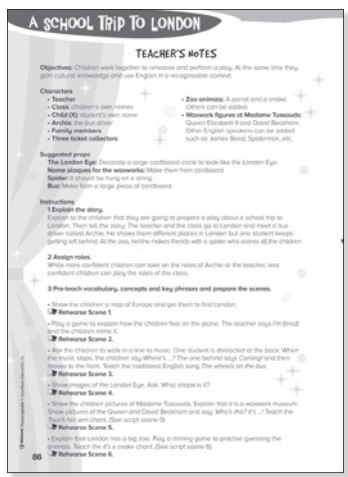
Each unit is presented with an initial **Unit overview** to help with quick lesson plans. It also provides the **transcripts** and **answer keys**, **assessment guidance**, **cross-references to support material** and guidance for **social emotional learning competences** and **key competences** work and assessment. The essential **Activity Bank** on pages 17-25 of the **Teacher's Book** offers suggestions of how to make the most of all the course materials.

Teacher's Resource Material

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



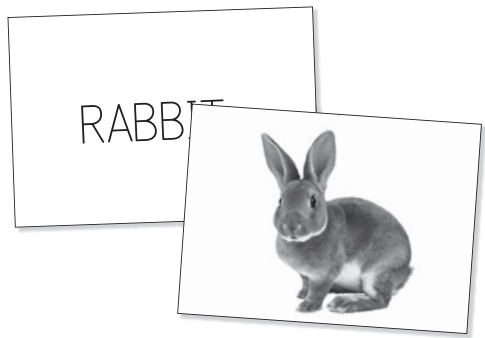
It includes **Language worksheets** at three different levels, plus **Skills, Phonics** and **CLIL worksheets**. Additionally there is **Drama section** and a comprehensive **Tests** area with a **diagnostic test**, **Unit tests** at two levels, **End of term tests** and an **End of year test**. The Teacher's Resource Material Audio is available to be downloaded from the Richmond website and the Richmond Learning Platform Junior.



Teacher's Audio Material

The Teacher's Pack includes 2 audio CDs with all the recordings used in the **Student's Book**.
The **Activity Book Audio** tracks are available on the Richmond website and the Richmond Learning Platform Junior and so are the **Teacher's Resource Material Audio** tracks.

Flashcards and Word cards



71 photo flashcards each with an accompanying word card are available on the Richmond website for you to print out. Optionally, you can make flashcards yourself with your students' help out of magazine cut-outs. They are ideal for presenting, reinforcing and reviewing vocabulary.
The **Activity Bank** on pages 19-20 of the **Teacher's Book** offers suggestions for how to exploit this resource with whole-class activity suggestions and others for fast finishers.

Digital Book

The **Digital Book** is a digital version of the Student's Book, which is also available for teacher's use in the classroom.

Videos

A great variety of video material is provided to support teaching with **Go Up!: Animated songs and chants, Phonics animations, Animated stories** and **Culture videos.**

Songs and chants animations

Visual contextualisation of the vocabulary and structures in the songs and chants help to fix these in the children's memory.

Phonics animations

A visual, **ludic** approach to the phonics rhyme contributes to fun in the classroom.

Animated stories

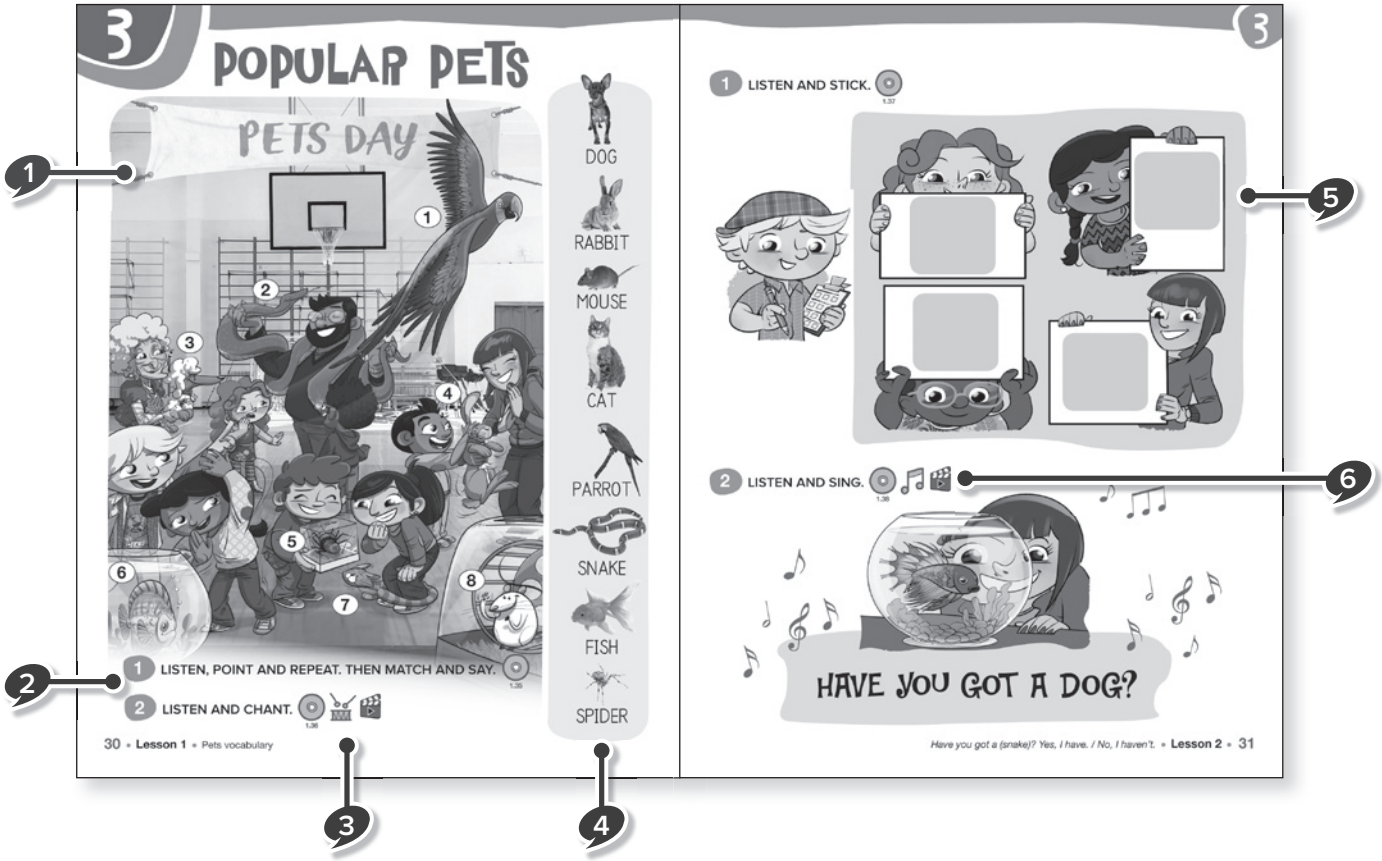
Animated version of the **Unit stories** to really bring the stories alive in the classroom!

Culture videos

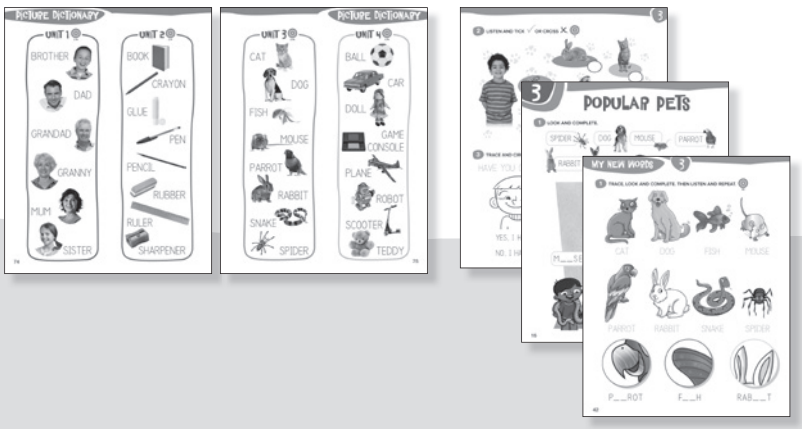
Attractive, real-world videos featuring real kids introduce the cultural theme before the start of the lesson.

A WALK THROUGH

LESSONS 1 AND 2

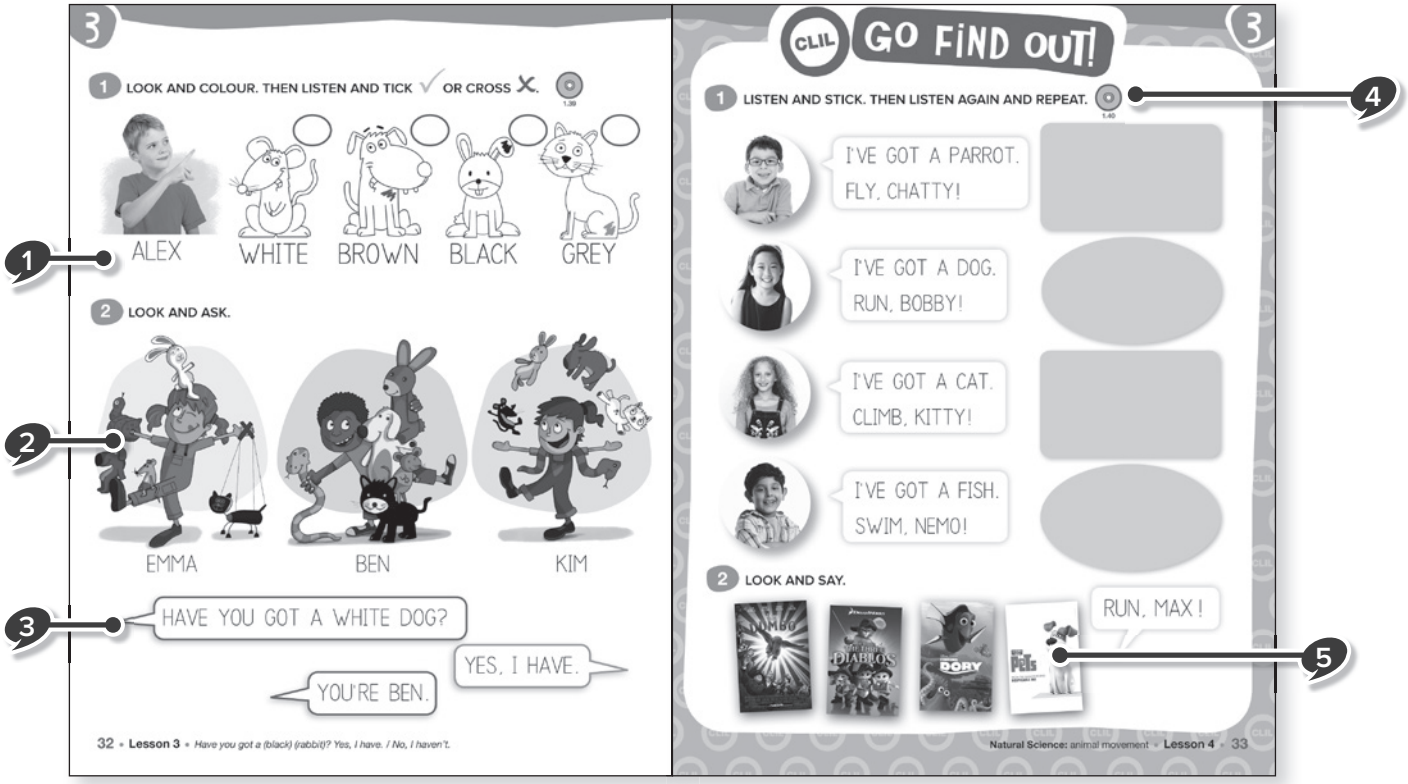


1. The unit theme is introduced and new vocabulary is presented in a lively, colourful scene featuring the course characters.
2. The oral form of each word is presented before the written form, to establish good pronunciation from the start.
3. The children can listen to and say a chant that includes all the new words and is further supported by an engaging video. The combination of rhythm, rhyme and visuals helps the children to memorise this new vocabulary.
4. The written form of new words is accompanied by visual support. The photo dictionary on the right-hand column of the page acts as a reference the children can use throughout the unit and helps to develop their autonomous learning.
5. **T**arget grammar is presented in a meaningful and appealing context. In this example the children use stickers to complete a listening task and enjoy a hands-on learning experience. The grammar structure combines with the unit vocabulary to give further practice here.
6. The target language is always practised in a song or chant, supported by a video presentation. Songs give the children the opportunity to engage with the language in a fun and structured way and singing together provides the class with a shared learning experience. The song title appears on the page and provides a written model of the target language.



Find support for the lesson content in the **Picture dictionary** and **My new words** sections at the back of the **Student's Book** and the **Activity Book**. Use the **Activity Book** exercises to consolidate the children's learning.

A WALK THROUGH LESSONS 3 AND 4



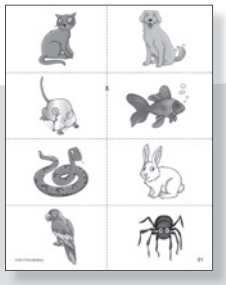
1. This lesson will offer further practice of the target grammar and introduce some new words or some progression with the target structure.
2. Supporting artwork is eye-catching and often amusing to draw students in and make the task more enjoyable.
3. Models for speaking tasks are always provided.
4. CLIL stands for Content and Language Integrated Learning. In this lesson, the children explore a topic from a different curriculum area. Students use English to gain knowledge and skills from other school subjects. In this example, the children apply their knowledge of animal vocabulary to choose the correct stickers. They then learn movement verbs in a listening activity.
5. Striking images add visual appeal and set the new learning in a real world context.

▶ The **Stickers** are **easy to peel** and **apply**! Find support for the lesson content in the **Activity Book** exercises designed to consolidate the children's learning and in the **Teacher's Resource Material** where lesson-specific photocopiable teaching materials abound.

A WALK THROUGH

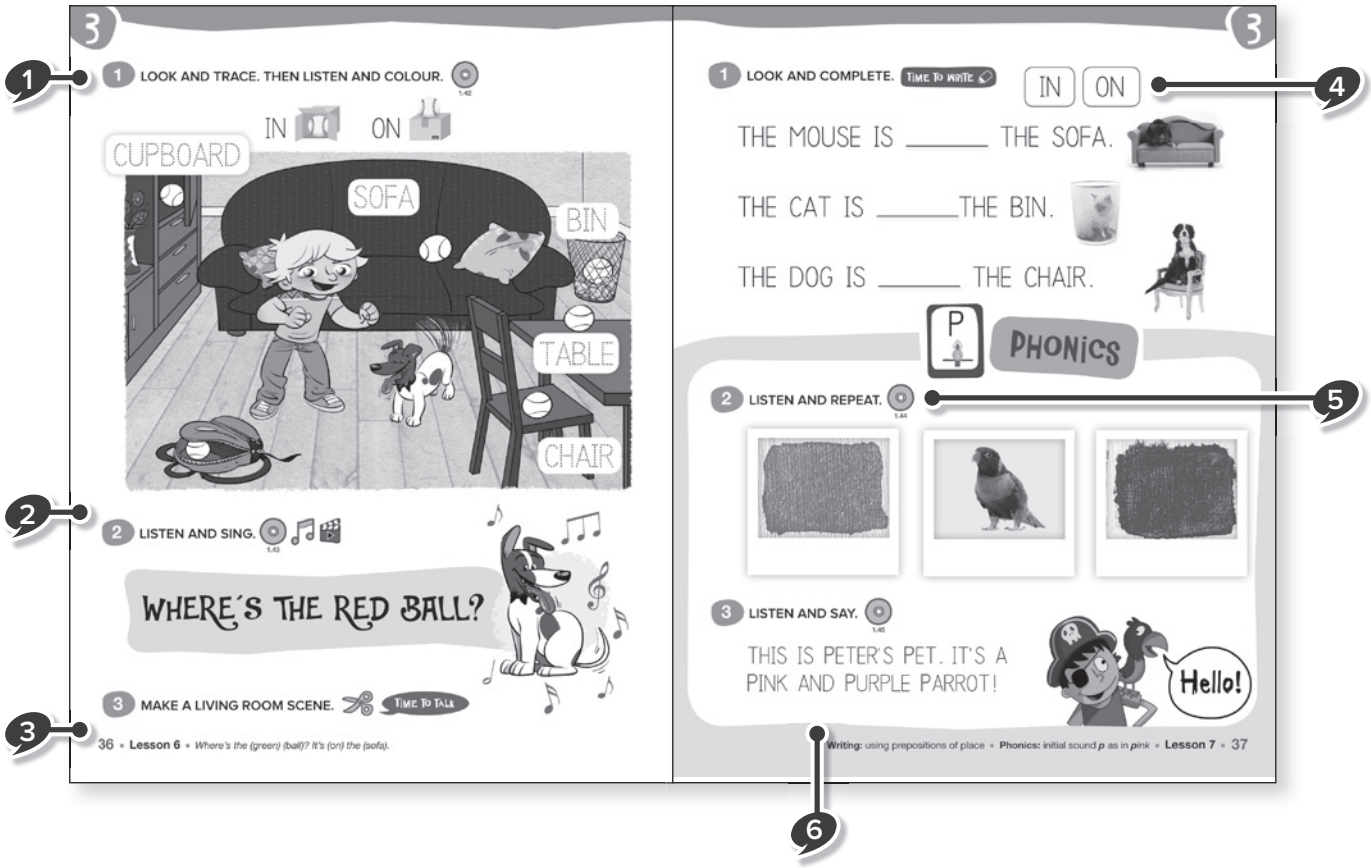
LESSON 5

1. Every unit has a central two-page story featuring the course characters in a context familiar to the children. Focusing on the title will help them to predict the story theme and they will easily follow the narrative as it practises target vocabulary and grammar from the first part of the unit.
2. The children complete a pre-listening activity. This helps them to become familiar with the illustrations before they listen, thus enhancing their overall understanding as they interact with the story.
3. Students listen to the story dialogues while following the illustrations. This develops their listening skills and reviews known language in a meaningful context.
4. The narrative also features new language the children will see in the following lesson. The contextualisation and visual support offered by the animated version of the story will ensure the children's understanding.
5. The artwork is designed to be dynamic, visually rich and easy to exploit for language practice. It provides teachers with lots of opportunities to promote visual literacy.
6. A social emotional competence underpins each story with a view to working on citizenship education with the children. This focus on social emotional competences contribute to the emotional, physical and psycho-social development of the children and allow them to interact with others respectfully and peacefully.



▶ A pleasant story lesson routine could end with the children playing vocabulary games with their card **Cut-outs**.

A WALK THROUGH LESSONS 6 AND 7



1 Each unit includes tracing activities to develop the children's writing skills. Exercises on this page build on the story context to present and practise new language. The course also offers multiple opportunities to recycle previously taught language. For example, here the children revisit colours from the Ready, steady, go! Unit.

2 A song provides controlled oral practice of the lesson's target structure. Songs are an excellent vehicle to practise and learn language in a fun and inclusive way, particularly since every song in the level is supported by an engaging video.

3 Every unit has a cut-out template craft activity where the children make something: dice, a living room scene, a puppet... This is then used as the basis for a speaking activity in pairs that practises target grammar structures and vocabulary from the unit. The finished craft can be taken home to share with the children's families.

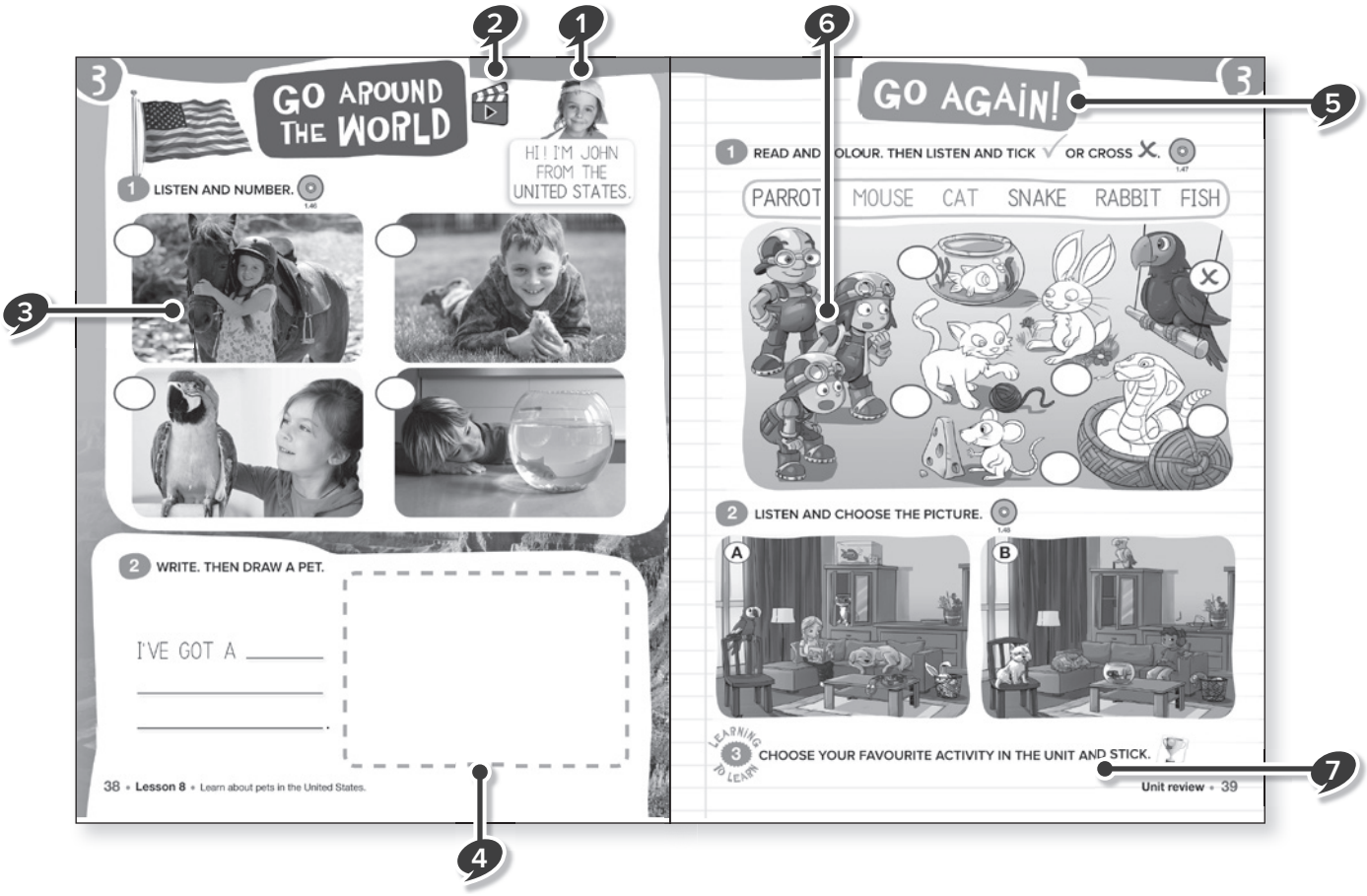
4 Illustrations and models will help the children with initial writing practice. The writing activities for this level often consist in fill-in-the-gaps activities or similar tasks in which the children are expected to complete a simple sentence or phrase using the words given. These words are usually accompanied by their corresponding pictures, to illustrate meaning and make the task much easier.

5 Phonics activities focus on initial sounds. Students hear and say example words with photos to support understanding.

6 The children listen to a fun phonics chant which is supported by a dynamic illustration. They say the chant slowly at first and build up to a faster pace.

▶ Colourful **Cut-outs** are provided for the children with the **Student's Book**. The **Activity Book** exercises support the lesson content and are designed to consolidate the children's learning. Additional lesson-specific teaching material can be found in the **Teacher's Resource Material.**

A WALK THROUGH LESSON 8 AND THE UNIT REVIEW

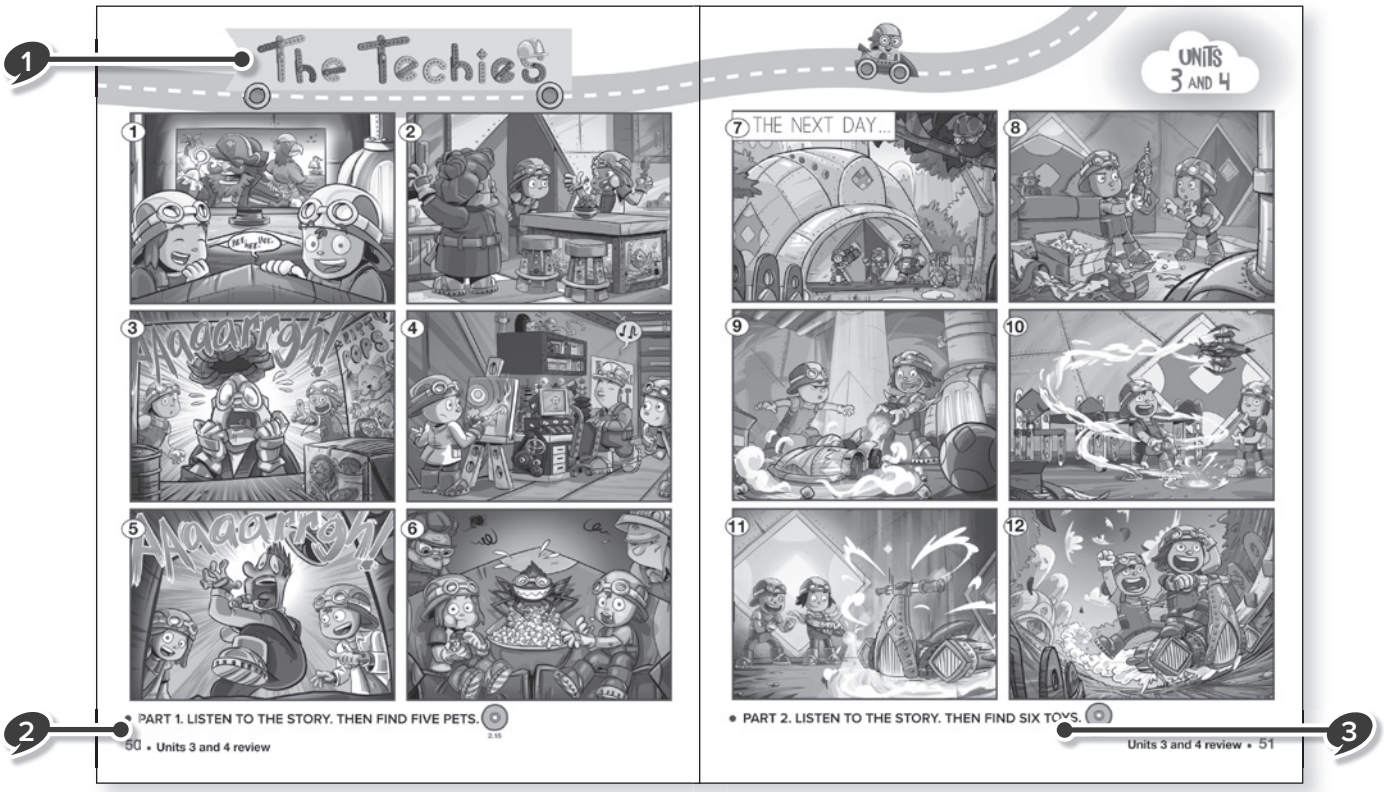


1. In this lesson, the children learn about life and culture in different countries. A child presenter introduces themselves and their country and then shares something about the country with the class.
2. An attractive video on the lesson theme will bring the country to life for the children.
3. Colourful photos transmit the 'real world' aspect of this lesson.
4. The children have an opportunity to personalise the topic through drawing activities. This gives them a chance to compare their own experiences with others.
   All the activities in the lesson are designed to consolidate the target grammar and vocabulary of the unit.
5. The Unit review page revisits the target vocabulary and grammar and touches on all the skills: reading, writing, speaking and listening.
6. Attractive illustrations feature the Techie characters, Tina and Tim, who also appear in the extended reading stories.
7. A look at the unit again to choose a favourite activity helps to remind students of their learning. Evaluating activities helps them to become more autonomous learners.

An **Activity Book** Unit review page mirrors the **Student's Book** lesson, consolidating the lesson content even further. Teachers can choose to set the Unit test provided in the **Teacher's Resource Material** (at two different levels), to make sure the children have reached the unit objectives. The children themselves meanwhile evaluate the unit using the stickers. A ludic *finale* to the unit is always at hand with the **Activity Bank** suggestions on pages 17-25 of the **Teacher's Book**.

A WALK THROUGH

THE TECHIES TERM REVIEW LESSON



1 At the end of Units 2, 4 and 6, there's a colourful comic story called 'The Techies'. The Techies live in an imaginary world and are a mechanically creative race of people. The key characters are Tina and Tim, the Techie twins who live with their parents and grandmother.

Each Techie story consolidates target language from the previous two units. Humour is the essential ingredient in these extended reading activities.

2 Teachers can decide whether to work with the story in two parts or as a whole.

3 A ludic activity is proposed as a post-reading task.

The end of term is a good time to step back and play the game in the **Student's Book**, so the children can see how much they have learnt. To keep it light, you can play any number of the games suggested in the **Activity Bank** on pages 19-20 using the **Flashcards** and **Word cards**. An End of term test is provided in the **Teacher's Resource Material**.

KEY COMPETENCES

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

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

Linguistic competence

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

Learning to learn

This competence means children develop and become aware of effective ways to organise and manage their own learning. The 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 and to apply their knowledge.

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, they can empathise with characters in the stories and learn social rules through games and role plays.

Sense of initiative and entrepreneurship

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

Cultural awareness and expression

This competence is developed through a wide range of fun songs, chants, drama, stories and craft activities. A specific culture focus present in each unit shows aspects of life in other countries. A drama area in the **Teacher's Resource Material** provides a creative way to revisit the course content.

Top Tips

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.

Speak English

Expose the children to English without worrying that they won't understand. Use lots of mime, facial expressions and intonation to get meaning across. Paraphrase in English what children say in their own language. Use English with the children when you see them outside of the classroom.

Keep birthday charts

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 during the holidays or on non-school days.

Display children's work

Children really value their work when it is displayed in the classroom and we encourage other children to notice and praise it. It also motivates children to produce good work and raises their self-esteem.

Let learners choose

Offer children choices wherever possible as it will give them a greater sense of ownership in the class and also helps to 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.

Encourage humour

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

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.

Call children by their names

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

Assign 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.

Show that you care

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.

Be a model

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.

Make the most of answers

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

Make words memorable

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

Foster group work

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

Make learning accessible

Make instructions and tasks accessible to all the children. Some children may 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.

Give enough 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 that everyone has time to think. Alternatively, have a pile of name cards and take names at random to answer questions so that all children have a turn.

Praise the children

Praise all children, not just for the standard of their work, but for making an effort, showing improvement or helping others. Be enthusiastic and try to give helpful feedback too. For example, *That's great! Your drawing is beautiful!*

PLAYGROUND GAMES

Getting the children out of the more formal classroom environment can really help with learning. Giving the children freedom to move when playing games and making the learning more physical helps all children, especially those who learn best through active movement. It also promotes well-being, it helps with motivation and most importantly, it's a lot of fun! Children learn best when they are having fun!

Basketball

Stick Flashcards onto buckets or waste paper baskets. Draw a line on the ground in front of them, and ask the children to line up behind the line. Give the first child in line a ball and call out a word. The child tries to throw the ball into the corresponding bucket. Repeat with the next child in line and continue until all the children have had a turn.

Skittles

Make skittles from empty plastic bottles and stick a flashcard on each. Put the children into groups and give a set of skittles and a ball to each group. Place the skittles in a triangle on the ground. Draw a line, and ask the children to line up behind it. The children take turns to roll the ball to try and knock over as many skittles as possible. When they succeed, they set the skittles up again and say the words corresponding to the skittles they knocked over.

Bring me a ...

Place various items or pictures of the vocabulary being studied around the playground. Say *I want some... shoes.* The children run to be the first to bring you a shoe. The children who bring the item then sit down, so that others have a chance.

Find my partner

Make photocopies of the flashcards and then cut them in half. Give each child a half picture. Tell them to walk around the space looking for the other half of their picture. Encourage the children to say their word when they are showing the picture. When they pair up they sit down together. At the end, each pair shows their complete picture and says the word.

Yes or no
Draw a line down the middle of the playground. Explain to the children that one side is *yes* and the other is *no*. Ask a question or make a statement and tell the children to jump to the correct side to show the answer. For example, show a flashcard and say *Is this a …?*

Twister
Make several twister boards in the playground with pictures of vocabulary items. Let three or four children play on each board. Give them instructions such as: *A hand on an elephant. A foot on a dog.*

Flashcard race
Organise the children into groups of six and assign each of them a number from 1-6. If there are fewer than six in one of the groups, one child may have two numbers. Stick flashcards on the walls. Call out a flashcard and a number. Each child with that number races to get the flashcard and take it back to their group. The group with the most flashcards wins.

Speed ball
Ask the children to stand in a large circle or several smaller circles. Give one child a ball. Choose a topic, for example, *animals*. The child who has got the ball names an animal and then throws the ball to another child. The next child has only got three seconds to say an animal word and throw the ball on. If they repeat a word or fail to think of a word, they sit out until the next category.

Topic hunt
Before the lesson hide the flashcards around the playground. Divide the class into as many groups as topics covered. Assign a topic to each team. The teams go around searching for flashcards from their topic only. When they have collected the flashcards, they all sit down and present their words to the other groups.

Giving instructions
Display the flashcards related to a certain topic around the playground. Make sure the children can see them. Give the children instructions, for example, *Boys hop to the rabbit. Names starting with* S *go to the school bag. People with blue eyes run to the cupboard.*

Word list skipping
Put the children into groups with skipping ropes. One child skips and as they jump they say a word from the topic. The rest of the group also jumps and repeats the word. If the child repeats a word or cannot think of any more, a new child takes over as the skipper.

Four corners
Place the answer to a question in a corner: for example, it might be a colour, a type of food, an activity or whatever the unit topic is. Call out a question and the children run to the answer that is correct or true for them.

Making The most of flashcards and word cards

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

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

Mime games
Hold a flashcard over a volunteer's head so that the class can see it, but the child cannot. The children mime the word for the volunteer to guess. Alternatively, show the card just to the volunteer who then mimes it for the rest of the class.

Pelmanism on the board
Put flashcards 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 flashcard 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 where they were before.

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

Read my lips!
Place the flashcards on the board and silently mouth a word. The children try to read your lips. The first child to guess the word, picks up the right card and mouths the next one. The child who gets more flashcards is the winner.

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

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

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

Just a minute
This is best played towards the end of the year. Display all the flashcards that the children have studied. Put the children into groups and they take turns to name as many of the words as they can in one minute. Set a timer so they can see the time passing.

Who has got ... ?
The children pass around flashcards to music. When the music stops the teacher asks a simple question; for example, *Who has got the lizard?* or a more complex question like *Who has got the green animal with a long tail?* The child with that flashcard holds it up and says *I've got the lizard!*

Thumbs up, thumbs down
The teacher shows word cards one at a time. The children put their thumbs up if they *like* the object or *can* do the activity shown; and thumbs down if they *don't* or *can't*.

Remember, remember!
Show a selection of flashcards or word cards. Point to one card and ask a child to name it and then turn it over. When all the cards are face down, point to each one in turn and see if the children can remember the words.

Group memory!
Divide the class into groups of about five children. Display flashcards or word cards for one minute and tell the children to try and remember them. Remove the cards and the teams work to try to remember and list as many of the words as they can. Remind them to whisper so other teams cannot copy them.

Find my partner
Hand out the flashcards and word cards in random order. Let the children wander around saying their word until they find their partner. The pairs then sit down together.

MAKING THE MOST OF VOCABULARY CARD CUT-OUTS

The vocabulary card cut-outs are ideal tools to practise the new words.
After playing games with them, they can be glued into notebooks as part of the children's own dictionary.

Bingo!
The children can choose four cards. Call out the words and they turn them over if they have them. Once all four cards are turned over the students shout *Bingo*! Check the cards and then start again.

Snap!
The children work in pairs each with their own set of cards. They hold the cards face down in their hands and take turns to turn one over quickly onto the table. If two pictures coincide they shout *Snap!* The children could also name the item as they turn over their card.

Memory
In pairs the children put all their cards face down. They mix them up. They then take turns to turn over two cards and name them. If the cards are the same, the children keep the pair. If not, they turn them back down.

Dictionary
Start to write a word on the board, letter by letter. The children hold up the card for the teacher to see when they know what it is.

Match up
Ask each child to choose one of the cards in secret. The students then walk around the room saying their word. If they find someone with the same card they hold hands and keep searching for others. When everyone has joined up, the group say their word.

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.

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

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

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

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

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

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

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

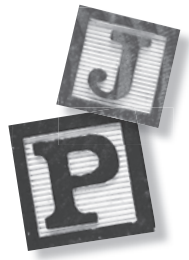
Funny voices
Read or sing lines using funny voices and ask the children to mimic you. You can also sing lines as if you were a story character or a famous person.

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

Make a recording
This gives singing a clear purpose and encourages children to make a real effort. Comparing recordings made at different times will also give them the chance to hear directly how they can improve with practice. Ask the school and parents for permission to film the children singing the unit songs and post it to the school website.

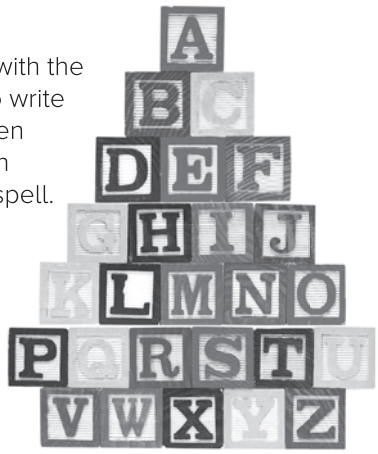
Musical statues
This is a good activity for the children to get to know songs at a passive level. The children walk around or dance on the spot while you play the song. Stop the track at random points and the children freeze like statues. If anyone moves, they are out of the game.

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



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

VOCABULARY GAMES



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

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

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

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

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

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

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

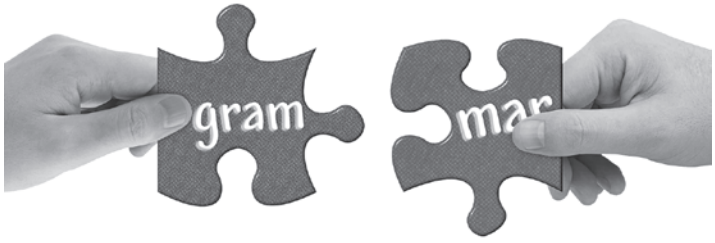
Listen and do
Agree on certain actions for word categories with the children, for example, for an animal students wave their hands, for a food word they put their hands on their heads. Practise the actions with the children. Then say words in random order and the children do the action associated with the category.

Bingo
Write words from the topic on the board. Ask the children to write down five of them. Then say the words in random order and the children cross a simple line through the words they have, The first one to cross them all out shouts *Bingo!*

Find your group!
The teacher whispers a word to every child. The words can be from three or four different categories. The children then stand up and say their words out loud, trying to find other children from the same category to form groups.

Memory game
Put some flashcards on the board. Drill the words in sequence. Then, turn one card over and continue to drill with the children saying the hidden word by heart. Continue turning, drilling and turning over cards so the children are saying the whole sequence by heart.

GRAMMAR GAMES



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

We (hate) spiders,
Yes we do!
We (hate) spiders,
How about you?

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

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

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

Repeat the truth
Say a sentence related to the unit topic, for example, *Apples are red or green.* If the children think it is true they repeat the sentence. If not, they remain quiet.

Pass it on
The children sit in groups. The first child asks a question, for example, *What's your favourite colour?* The next child answers the question and then asks the next child along. They continue until they have all asked and answered the questions.

Make a sentence
Organise the children into groups of about four. Take two flashcards from a certain topic and display them. The team thinks of a sentence containing both words. They rehearse their sentence. The teams take turns to say their sentence. The teacher awards points for correct usage, grammar, pronunciation, comedy… To make it more challenging, select flashcards from different units.

Form people sentences
Before class, prepare various sentences, either positive, negative or questions. Each word of the sentence is on a different note card, the last word has the final punctuation. It's a good idea to use a different coloured set of cards for each sentence. Put the children into groups and give them a set of cards which form a sentence. The groups then race to form the sentence.

HANDS-ON IDEAS

What's in the bag?
Ask the children to sit in a circle. Show the children a small selection of objects and name them. Then, take the objects away and put one into a bag without letting the children see. Ask *What's in the bag?* Let the children guess. When they guess correctly, choose a volunteer to take your place and put another object in the bag for the class to guess. Leading on from this, you can play some music and pass the bag around the circle. When you stop the music, the child holding the bag opens it and looks inside, but doesn't take the object out. The rest of the class try to guess the object. Repeat until the children have guessed all the objects.

Circle game
Ask the children to sit in a circle and choose one child to sit in the middle. Show the other children a small object, e.g. a toy car, and tell them to pass it, unseen, behind their backs while you play some music. When you stop the music, the child in the middle tries to guess who is holding the object, they say *Daniel has got the (toy car).* When they guess correctly, the child who was holding the object sits in the middle.

Trace and guess
Have the children work in pairs. Have one partner close their eyes and show the other person a flashcard. The child then uses their finger to draw a picture or spell out the word on their partner's back. The partner tries to guess what it is.

Student stick puppets
Give the children a circle of card, wool and crayons to make their own faces. Then stick the cards onto wooden sticks. Each child now has a stick puppet of themselves. They can use the puppets to introduce themselves to their group or to talk about other subjects, for example, their favourite hobbies. The teacher can use the puppets as classroom behaviour monitors.

Mirror mirror

Put the children into pairs. In each pair let them decide who is number 1 and who is number 2. Start with number 1 as the child and number 2 as the mirror. Give instructions and child 1 moves and child 2 must copy them exactly. For example, *Move your head. Put on your big hat. Move like a monkey.* They then swap roles.

Show-and-tell

When learning any topic, it is always a good idea to let the children feel personally involved. Ask them to say their favourite clothes or the food they don't like. Whenever possible, if they have done a drawing or brought in example items, put them into groups to do a show-and-tell.

Plasticine spelling and shaping

Put the children into small groups and give them all some Plasticine. Call out a word and the team then works together to either write the word out with Plasticine letters or make the object. The first team to finish puts up their hand. If the word is spelled correctly or the form is recognisable, they win a point.

Picture dictation

Give each child a piece of paper and make sure they have a pencil and crayons. Give instructions one by one to slowly build up a picture using language from the unit or previously learnt language. For example, *Susan has got a big dog. It's black and white.* Alternatively put the children into pairs. One secretly draws a picture and then dictates to their partner.

DRILLS

Drilling is a controlled technique to help children to learn new vocabulary, grammar, pronunciation and intonation. It helps quieter children to speak without being the focus of attention. It also helps children to memorise certain language chunks which they can then use when speaking more freely. Drilling should only be done in short sessions. Drilling can be as simple or as complex as the class can cope with.

Repetition drills

Basic repetition. The teacher says a word or sentence and the children repeat it:

Teacher: *The cat is on the table.*
Children: *The cat is on the table.*

To make this more fun, play around with different voices, for example, whisper or shout the sentence. Emphasise different words to project different meaning: *The cat is ON the table. The cat is on the TABLE. The CAT is on the table.*

Sentence building. The children build a sentence word by word:

Teacher: *The.*
Children: *The.*
Teacher: *The book.*
Children: *The book.*
Teacher: *The book is.*
Children: *The book is.*
Teacher: *The book is blue.*
Children: *The book is blue.*

Or make the children memorise the sentence:

Teacher: *The.*
Children: *The.*
Teacher: *book.*
Children: *The book.*
Teacher: *is.*
Children: *The book is.*
Teacher: *blue.*
Children: *The book is blue.*

Substitution drills

Give a sentence and then the substitution word:

Teacher: *I like spaghetti. Meat.*
Children: *I like meat.*
Teacher: *I don't like apples. Oranges.*
Children: *I don't like oranges.*

An alternative to the above would be to practise one single sentence. For example:

Teacher: *My favourite colour is pink.*
Children: *My favourite colour is pink.*
Teacher: *Red.*
Children: *My favourite colour is red.*
Teacher: *Blue.*
Children: *My favourite colour is blue.*

This could be personalised with the children only replying if the sentence is true for them.

Explain the substitution required beforehand so the children know what to say. For example:

Teacher: *Maria can run.*
Children: *She can run.*
Teacher: *Pablo has got a dog.*
Children: *He has got a dog.*

Transformation drills

Drill a sentence but the reply should be the opposite, negative or question form. Make sure the children know what is expected of them before and keep to the same structure throughout the drill.

Teacher: *It's black.*
Children: *It's white.*
Teacher: *I've got glasses.*
Children: *I haven't got glasses.*
Teacher: *He can dance.*
Children: *Can he dance?*

Q & A drills

To practise specific questions. Put the flashcards on the board which will serve as the answer. Drill the questions and answers, which you point to so the children know what to say. For example, draw body parts on the board:

Q: *What's this?* (Point to a hand)
A: *It's (a hand).*

Half the class could ask the questions and the other half give the answers, then swap.

The children walk around asking and answering the same question. Divide the class into numbers 1 and 2. As they walk around say *Number 1!* The child turns to the nearest person and asks the question, the other child gives the rehearsed answer. Alternate between number 1 and number 2 so they all have a chance to ask and answer.

Practise drilling questions with more open answers, so the children need to think and may not all give the same answer.

Teacher: *Do you like chicken?*
Children: *Yes, I do. / No, I don't.*

Pass it on. In groups the children practise asking and answering a specific question.

Child 1: *I like cheese. What about you?*
Child 2: *I like fruit. What about you?*
Child 3: *I like salad. What about you?*

READY, STEADY, GO! OVERVIEW

Grammar	Vocabulary	Recycled language
• **Structure:** *What's your name?* • **Structure:** *What colour is (six)?*	• **Colours:** *blue, green, orange, pink, purple, red, yellow* • **Numbers:** 1-10 • **Extra:** *rainbow*	

Language Objectives

Grammar	Vocabulary	Functions
• To practise greetings. • To ask others their name and say their own. • To describe objects using colours.	• To understand and use colours. • To understand and identify numbers up to ten.	• To introduce oneself. • To ask another person their name. • To identify numbers and colours.

Skills Objectives

Speaking	Reading	Listening	Writing
• To introduce oneself. • To ask others their name. • To say colours and numbers.	• To recognise colour words and numbers.	• To understand colours and numbers. • To understand and join in with a chant and a song. • To demonstrate understanding through colouring.	

Assessment Criteria

- The children can understand, say and reply to the question *What's your name?*
- The children can understand and use colour words.
- The children can identify numbers from 1-10.

Materials

- **Digital Book**
- **Audio CD 1**
- **Student's Book** Ready, steady, go!
- **Activity Book** Ready, steady, go!
- **Teacher's Resource Material** (available online)
  Lesson 4: Diagnostic test

- A ball or beanbag, music, cardboard paper, paper, coloured pencils / markers / crayons, glitter, glue, scissors

Go Digital!

- **Digital Book** to complete the activities with the children on the **IWB.**
- **Video support** for all songs and chants, animated stories and culture lessons in the Student's Book.
- **Additional interactive activities and games** for content reinforcement in class or at home.

For ideas on how to exploit the course resources, see our Activity Bank: pages 17–25.

Key competences

Linguistic competence
The children learn to introduce themselves and ask others their name. They also practise colours and numbers up to ten.

Competence in Maths, Science and Technology
The children develop their mathematical competence identifying the numerals up to ten and solving a maze.

Digital competence
The children become familiar with the use of technology working together on the unit using the IWB.

Social and civic competence
The children learn the basic social greetings of introducing themselves and asking another person their name.

Cultural awareness and expression
The children develop their artistic expression by singing songs and colouring.

Learning to learn
The children develop learning strategies through a variety of activities aimed at multiple intelligences.

Sense of initiative and entrepreneurship
The children develop a sense of personal autonomy by introducing themselves.

LESSON 1 – SB PAGE 4

Language Objectives
To practise listening skills.
To introduce the structures *What's your name? My name's (Ryan).*

Materials
Digital Book
Audio CD 1

A ball or beanbag, music, cardboard paper, paper, coloured pencils / markers / crayons, glitter, glue, scissors

WARMER

Ask the children to stand in a circle and pass the ball or beanbag around in a clockwise direction. Say your name and pass the ball to the child on your left. The child says their name before passing the ball to the child next to them. Once everyone has introduced themselves, throw the ball to one of the children and say their name *(Juan!)*. The child must catch the ball and then throw it to another child and say their name. Continue until all the children have had a turn.

1 Listen and point. 1.1

Ask the children to look at Activity 1. Ask them to look at the picture and give them some simple instructions, for example, *Point to the boys. Point to the girls. Count the children…* Play the audio and ask the children to point to the characters as they hear them speaking. Play the audio again, pausing it if necessary and point to the children together.

2 Listen and chant. 1.2

Write *Let's play a game!* on the board and explain the meaning and use of the target structure. Make sure all the children understand this phrase and say *Let's listen and chant!* Play the audio and let the children listen to the chant as you point to the corresponding characters. Play the audio again and ask the children to point to the characters as they hear their names. Play the audio a third time and encourage the children to say the chant together.

FAST FINISHERS

The children draw and decorate welcome posters with the names of children in the class. They will need help with the writing at this stage.

EXTRA ACTIVITY

Ask the children to sit in a circle. Repeat the activity from the Warmer but this time the children say *My name's (Juan). What's your name?* when they catch the ball before throwing it to a classmate.

WRAP-UP

Play some music and encourage the children to walk or dance around the classroom. When you stop the music, the children must stop and ask the child closest to them *What's your name?* Give the children time to respond. Then start the music again and continue the game.

TRANSCRIPTS

1.1 Listen and point.

Carla: Hello! What's your name?
Ryan: Hi! My name's Ryan.
Mike: Hello! What's your name?
Jasmin: Hi! My name's Jasmin. What's your name?
Mike: My name's Mike.

1.2 Listen and chant: *Hello, Hello!*

Hello, hello,
What's your name?
My name's Ryan,
Let's play a game!

Hello, hello,
What's your name?
My name's Carla,
Let's play a game!

Hello, hello,
What's your name?
My name's Jasmin,
Let's play a game!

Hello, hello,
What's your name?
My name's Mike,
Let's play a game!

Initial Evaluation
Make sure the children can use the target structure and are able to sing along with the chant.

LESSON 2 – SB PAGE 5

Language Objectives
To practise listening skills.
To introduce the structure *What colour is …?*
To introduce the numbers *1-10*
To introduce colours.

Materials
Digital Book
Audio CD 1

WARMER

Write the numbers 1 to 10 (in figures) on the board, saying each number out loud. Check if the children already know how to say the numbers in English. Write three or four numbers at random on the board (in letters) and check whether the children can recognise them. Explain that in this activity they will learn to say the numbers from 1 to 10. Write the rest of the numbers in letters on the board and ask the children to match them to the numbers in figures. Then say the numbers out loud again and have the students repeat after you.

1 Listen and repeat. 1.3
Then listen and sing. 1.4

Ask the children to look at Activity 1. Play the audio track 1.3 and encourage the children to repeat the words as they hear them. Now tell the children they will listen to a song about colours. Play the audio track 1.4 and ask them to point to the colour words as they hear them in the song. Then play the song again and sing along with the children. When you finish, hold up different coloured crayons and elicit the names of the colours, drilling the correct pronunciation. Next you may play *I spy* with the colours, saying *I spy with my little eye, something (red).* The children point to red objects until they guess the item. Repeat with more colours.

2 Listen and colour. Then, look and say. 1.5

Ask the children to look at the illustration again. Point to each balloon in turn and count from 1-10 with the children. Then, point to the coloured balloons and ask *What colour is (one)?* Play the audio and pause it after the first dialogue. Ask *What colour is (two)?* Elicit the answer (pink) and tell the children to colour the number in their books. Repeat with the rest of the audio. When the children have coloured all of the balloons, call on volunteers to tell you the colours of the balloons in order: *One is blue. Two is pink...*

Answers

2 pink, 3 red, 5 blue, 7 green, 8 orange, 10 purple

FAST FINISHERS

The children gather three items of their favourite colours and place them on their desks. Point to the items and have the students say their favourite colours.

EXTRA ACTIVITY

Organise the children into teams and ask them to line up. Give instructions, for example, *Touch something (green)!* The first child in each line runs and touches something of that colour, then joins the end of the line. Repeat until you have practised all the colours and all the children have had a turn.

WRAP-UP

Ask the children to take out their felt-tip pens. Say a sequence of colours from the lesson, for example, *red, yellow, pink, green, orange, purple, blue,* and ask the children to place their pens in that order on the table.

TRANSCRIPTS

1.3 Listen and repeat.

orange, green, blue, pink, purple, red, yellow

1.4 Listen and sing: *Colours*

Orange, green and blue, orange, green and blue,
Pink and purple, red and yellow,
Orange, green and blue.

1.5 Listen and colour. Then look and say.

Child: 1, 2. What colour is 2?
Narrator: 2 is pink!
Child: Pink. I've got pink! 1, 2, 3! What colour is 3?
Narrator: 3? Um, 3 is red.
Child: Red! Here's red! 1, 2, 3, 4, 5! What colour is 5?
Narrator: 5 is blue!
Child: Blue, OK! 1, 2, 3, 4, 5, 6, 7! What colour is 7?
Narrator: 7 is green.
Child: Green. I've got green! 1, 2, 3, 4, 5, 6, 7, 8! What colour is 8?
Narrator: 8 is orange!
Child: Oh! Here's orange! 1, 2, 3, 4, 5, 6, 7, 8, 9, 10! What colour is 10?
Narrator: 10 is purple.
Child: Purple? Oh yes!

Continuous Assessment
Make sure the children can identify both the numbers 1-10 and the colours learnt in this lesson.

LESSON 3 - SB PAGE 6

Language Objectives
To practise oral skills.
To practise the structure *Hello!, Hi!, What's your name? My name's...*

Materials
Digital Book

Paper, marker, pencil, coloured pencils

WARMER

Revise the main characters' names by directing the children's attention to the illustration on page 4. Point to the characters (*Carla*, *Ryan*, *Mike* and *Jasmin*) and elicit their names.

1 Find the way.

Ask some volunteers to say the characters' names (*Carla*, *Ryan*, *Mike* and *Jasmin*). Then point to the main characters from the Student's Book and have the class say their names chorally. Finally encourage the children to use coloured pencils to find the way to each of them.

▶ **Answers**

2 Ask and answer. TIME TO TALK

Have the children work in pairs. Invite two volunteers to model the activity by asking and answering questions about their names.
S1: Hello! What's your name?
S2: Hi! My name's (Olivia).
S2: What's your name?
S1: My name's (Lorenzo).
Monitor the children as they carry out the task. Make sure all the students participate.

FAST FINISHERS

Ask the children to draw themselves on a separate sheet of paper. Collect all the pictures and redistribute them. Ask students to identify and find the child in the classroom and greet him / her and introduce themselves:
S1: Hi! I'm (Paula).
S2: Hello, I'm (Tomás).
Finally stick all the pictures to make a poster of the class.

EXTRA ACTIVITY

Write a letter on the board and ask the children whose name start with that letter to stand up. The children take turns to introduce themselves to the class. Continue until all the students have participated.

WRAP-UP

Ask the children to choose one of the main characters from the Student's Book. Have them walk around the classroom to greet each other and introduce themselves: *Hi! I'm Ryan!*

Continuous Assessment
Make sure the children are able to identify the main characters from the Student's Book, greet other students and introduce themselves.

ACTIVITY BOOK
Ready, Steady, Go! page 2. See Teacher's Book page 117 for the answer key.

LESSON 4 - SB PAGE 7

Language Objectives
To practise oral and listening skills.
To revise the numbers *1-10*
To revise the colours: *blue, green, orange, pink, purple, red, yellow*

Materials
Audio CD 1
Digital Book

WARMER

Write the numbers from 1 to 10 on the board. Then put up your arms and move your hands. Close your hands and open them gradually by moving your fingers as you count from one to ten. Encourage the class to repeat after you chorally.

1 Listen, point and repeat. 1.6

Ask the children to look at Activity 1. Play the audio and encourage the students to point to the numbers and repeat as they hear them.

2 Look, colour and say.

Ask the children to look at Activity 2. Point to the illustration of the rainbow and say *This is a rainbow*. Direct the students' attention to the colours on the right side of the rainbow and then ask the children to colour the rest of the rainbow using the corresponding colours.

Once the class has finished the task, point to the colours and have the class identify them (from left to right: *pink, purple, blue, green, yellow, orange, red*).

FAST FINISHERS

Ask the children to work in pairs. Encourage them to place three school items of different colours on their desks. S1 picks up one item and asks *What colour is it?* S2 replies *It's (red)*.
Make sure students swap roles.

EXTRA ACTIVITY

Revise the colours presented in the unit and the numbers 1-10. On the board, write the figure of a number very slowly. Children shout out the number when they recognise it. In pairs, children do the same, taking turns in writing and guessing. Repeat the procedure to revise the colours by using coloured pieces of chalk or markers.

WRAP-UP

Tell the class that you are going to think of an object and the children must try to guess the item. Then play *I spy*. Say *I spy with my little eye something (pink)*. The children point to pink objects until they guess the item you were thinking of. Repeat the procedure with the rest of the colours.

TRANSCRIPT

1.6 **Listen, point and repeat.**

One, two, three, four, five, six, seven, eight, nine, ten

Final Assessment
Make sure the children are able to identify both the numbers 1-10 and the colours presented in the unit.

TEACHER'S RESOURCE MATERIAL
Diagnostic test

ACTIVITY BOOK
Ready, Steady, Go! page 3
See Teacher's Book page 117 for the answer key and transcript.

UNIT 1 OVERVIEW

Grammar	Vocabulary	Pronunciation	Recycled language
• **Structure:** *This is (my dad).* • **Structure:** *I'm (hungry).* • **Possessive adjective** *my*	• **Family:** *brother, dad, grandad, granny, mum, sister* • **Adjectives:** *bored, happy, hungry, sad, scared* • **Extra:** *friend, sock*	• **Phonics:** initial sound **s** as in ***s**ister*	• Numbers

Language Objectives

Grammar	Vocabulary	Functions	Pronunciation
• To practise introducing people. • To express feelings.	• To understand and use vocabulary related to family members. • To identify feelings.	• To introduce family members. • To talk about how somebody is feeling. * To identify different types of families. * To reflect on the importance of friendship and family.	• To produce the initial sound **s** correctly.

Skills Objectives

Speaking	Reading	Listening	Writing
• To say the family member words. • To introduce family members. • To say how somebody is feeling. • To introduce a friend.	• To identify and understand family vocabulary. • To demonstrate understanding by matching.	• To understand and repeat target vocabulary. • To understand and join in with songs. • To understand the narrative of a story. • To recognise the initial sound **s**.	• To trace target language. • To complete sentences with target vocabulary.

Assessment Criteria

- The children can identify, understand and use the structure *This is my (mum)* while talking about family members.
- The children can identify and understand the structure *How are you?* and answer.
- The children can identify and understand family member vocabulary.
- The children are becoming more familiar with language related to family and friends.

Go Digital!

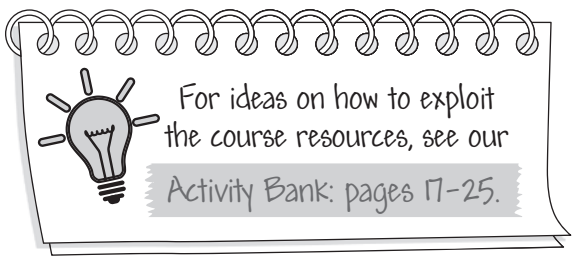
- **Digital Book** to complete the activities with the children on the **IWB.**
- **Video support** for all songs and chants, animated stories and culture lessons in the Student's Book.
- **Additional interactive activities and games** for content reinforcement in class or at home.

Materials

- **Digital Book**
- **Audio CD 1**
- **Flashcards** Unit 1 (available online)
- **Student's Book** Unit 1
- **Activity Book** Unit 1
- **Teacher's Resource Material** (available online)

Lesson 2: Listening worksheet
Lesson 4: CLIL worksheet
Lesson 5: Reading worksheet
Lesson 6: Language worksheets
Speaking worksheet
Lesson 7: Writing worksheet
Phonics worksheet
Unit review:
Unit 1 tests

- Pictures of different types of families, lively music, Post-it notes, the children's own photos, a world map or globe, Blu-tack, six small pieces of card



Key competences

Linguistic competence
The children learn to introduce their family members. They also learn to say how they are feeling.

Competence in Maths, Science and Technology
The children are introduced to social science as they identify different types of families.

Digital competence
The children become familiar with the use of technology working together on the unit using the IWB.

Social and civic competence
The children learn the basic social interaction skills of taking turns to speak and listening to others. The students reflect on the importance of friendship and family.

Cultural awareness and expression
The children develop their artistic expression by singing songs and drawing pictures of family members.

Learning to learn
The children develop learning strategies through a variety of activities aimed at multiple intelligences.

Sense of initiative and entrepreneurship
The children develop a sense of personal autonomy by drawing a family member of their choice and writing a sentence to say who it is.

LESSON 1 – SB PAGE 8

Language Objectives
To practise listening skills to identify the family members.
To introduce family vocabulary: *brother, dad, grandad, granny, mum, sister.*
To sing a chant.

Materials
Digital Book
Audio CD 1
Unit 1 family Flashcard

Picture of a family / different families from a magazine

WARMER

Display a picture of a family from a magazine. Point to the family members in the picture as you say the corresponding words (*brother, dad, grandad, granny, mum, sister*) and have the children repeat after you.

1 Listen, point and repeat. Then match and say. 1.7

Ask the children to look at Activity 1. Elicit that the image is a photo of a boy taking a family photograph. Play the audio, pause after the first word and tell the children to point to the corresponding family member. Elicit the correct answer (*dad*) and tell the children to repeat the word after you. Play the audio again, pausing after each item, and then ask the children to match the numbered person in the picture to the photo on the right. Encourage the children to repeat the words as they hear them.

A **picture dictionary** is provided on page 74 of the Student's Book.

Answers

1 dad, 2 mum, 3 grandad, 4 granny, 5 sister, 6 brother

2 Listen and chant. 1.8

Display the Unit 1 **flashcards** on the board. Point to each flashcard in turn, say the word and ask the children to repeat with a clap. Before doing the listening activity, ask the students what we usually ask the people to do before we take a photograph of them. Allow them to use L1. Introduce the phrase *Smile please, everyone!* and make sure the children understand the meaning. Play the audio and let the children listen to the chant as you point to the corresponding flashcards. Ask the children to stand up and point to the flashcards as they hear them in the chant. Play the audio again and encourage the children to say the chant.

FAST FINISHERS

The children draw one family member of their choice.

EXTRA ACTIVITY

Stick the flashcards around the classroom. Say *Point to dad* and ask the children to point to the correct flashcard. As the children become more confident with the words, say them more quickly, or say two family members at a time: *Point to granny and mum*.

WRAP-UP

Organise the children into groups of four or five and ask them to stand together in order of height. Mime taking a photo of each group, using the words from the chant (instead of the family member names, use the children's names): *Time for a photo! Quick! Quick! Quick!* (Children's names here.) *Click! Click! Click!* (Children's names here.) *Smile please, everyone!*

TRANSCRIPTS

1.7 **Listen, point and repeat. Then match and say.**

1 dad **2** mum **3** grandad
4 granny **5** sister **6** brother

1.8 **Listen and chant:** *Time for a photo!*

Time for a photo!
Quick! Quick! Quick!
Granny, Grandad.
Click! Click! Click!
Brother, sister,
Dad and Mum.
Smile please, everyone!

Time for a photo!
Quick! Quick! Quick!
Granny, Grandad.
Click! Click! Click!
Brother, sister,
Dad and Mum.
Smile please, everyone!

Initial Evaluation
Make sure the children are able to identify the different family members by pointing to them.

ACTIVITY BOOK
Unit 1, page 4. See Teacher's Book page 117 for the answer key.

LESSON 2 – SB PAGE 9

Language Objectives
To introduce the structure *This is my (dad).*
To revise family vocabulary.

Materials
Digital Book
Unit 1 family Flashcards
Audio CD 1

WARMER

Display the **flashcards** and elicit the word for each family member. Then tell the children to close their eyes. Remove a flashcard. When the children open their eyes, encourage them to say which flashcard is missing.

1 Listen and number. 1.9

Ask the children to look at Activity 1 and elicit the names of the characters. Then tell the children to listen to the audio and number the conversations. Do the first conversation together. Play the audio and pause it after the first part. Elicit the answer and make sure that all the children understand the task. Play the rest of the audio, pausing after each part. Play the audio a second time if necessary, and then check the answers.

Answers

Clockwise: 4, 1, 3, 2

2 Look and trace.

Mime the situation from the conversation where Mike is introducing his sister to convey the meaning of *This is my ... .*
When you are sure that the children fully understand the structure, tell them look at the sentences in Activity 2 and the pictures on the right and trace the words. Drill the structure *This is my ...* chorally and individually or in pairs. Vary how you do the drilling to make it fun and meaningful.

FAST FINISHERS

Have the students work in pairs. The children use the vocabulary **card cut-outs** on page 83 to practise saying *This is my (grandad)*, etc. Monitor the students' work and make sure all the children participate.

WRAP-UP

Hold a flashcard above your head so that the children can see it, but you can't. Say *This is my (dad)* and ask the class to say *Yes* or *No* depending on whether your statement is correct. Keep guessing until you name the person correctly, then invite different children to have a turn.

TRANSCRIPT

1.9 **Listen and number.**

1
Ryan: Hello, Mike!
Mike: Oh! Hi Ryan! Come in.

2
Mike: This is my granny and this is my grandad.
Ryan: Hello, my name's Ryan.
Granny and Grandad: Hello, Ryan. Come and play!

3
Sue: 1, 2, 3! Boogie, boogie! 1, 2, 3! Boogie, yeah! Oh! Hello, Mike.
Mike: This is my sister.
Ryan: Hello.
Mike: Sue, this is my friend, Ryan.
Sue: Hi, Ryan. Come and dance!

4
Mike: This is my mum!
Mum: Hello!
Mike: And this is my dad.
Dad: Hi! What's your name?
Ryan: I'm Ryan.

Continuous Assessment
Find out whether the children remember the names for the family members.
They should be using the expression *This is ...* correctly.

ACTIVITY BOOK
Unit 1, page 5. See Teacher's Book page 117 for the answer key.

NOW GO TO ADDITIONAL RESOURCES

TEACHER'S RESOURCE MATERIAL
Listening worksheet Unit 1

LESSON 3 - SB PAGE 10

Language Objectives
To sing a song.
To practise the structure *This is my (sister) .*
To introduce the structure *I love them.*

Materials
Digital Book
Unit 1 family Flashcards
Audio CD 1
Unit 1 Stickers
Unit 1 Cut-outs

Your own family photos, scissors, glue, coloured pencils

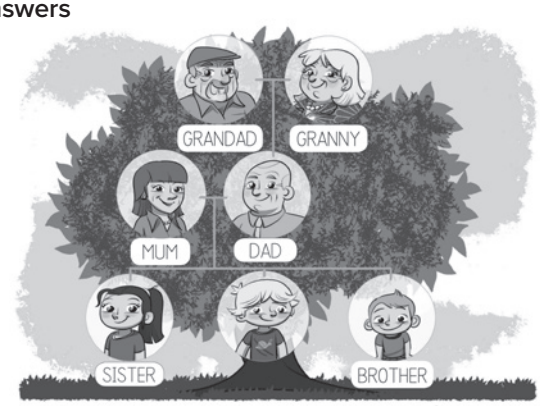
WARMER

Show the children your family photos and describe them to the class. Say, for example, *This is me. This is my dad. This is my sister.* Ask the children to bring in their own family photos for use in the next lesson. Review the family vocabulary using the **flashcards**. Stick the flashcards up around the room. Hold up a **word card**, elicit the word and ask the children to point to the corresponding flashcard.

1 Stick. Then listen and sing. 1.10

Tell the children to look at Activity 1 and ask what they can see in the picture. Explain that this is a family tree. Direct students' attention to the **stickers** on page 106. Ask them to find the grandad **sticker** and hold it up. Then, tell them to point to the correct circle in the family tree and to place the sticker there. Let them continue with the remaining stickers. Now ask the children to listen to a song about family. Play the audio and, as the children listen, encourage them to point to the characters in the family tree. Play the audio again and encourage the children to sing along.

▶ **Answers**



2 Make finger puppets. TIME TO TALK

Tell the children that they are now going to use the Unit 1 **cut-outs** on page 81, coloured pencils, scissors and glue. Tell the children to draw up to five people in their family, one face on each cut-out. Encourage them to draw the family members that they have learnt, but be mindful that families may be made up of different members, for example, a mum and an aunt, and give them any new vocabulary they need. Help the children to cut the templates. Show them how to fold back the tabs of the cut-outs and to glue them together to make their finger puppets. Demonstrate wearing some finger puppets and introducing them using the structure *This is my (brother). This is my (granny).* Use funny voices to make the activity more fun. Put the children into pairs or small groups and tell them to introduce their finger puppets by saying *This is my (brother).*

FAST FINISHERS

The children practise singing the song to themselves quietly. They can check their version when you play the song again.

EXTRA ACTIVITY

Recreate the family tree from Activity 1 on the board using the flashcards. Start by putting the flashcard of grandad at the top of the tree and elicit the position of granny, and then the other family members, as seen in Activity 1. Drill the words as the children call them out and use funny voices for the children to imitate each family member. Tell the children that this is one example of a family tree, but that there are many more versions, so that the children understand that there are many types of families.

WRAP-UP

Play the song from Activity 1 again. Pause just before each family member and hold up the corresponding flashcard for the children to call out the missing word, for example, *This is my...* (pause the audio and point to the grandad flashcard for the children to sing or call out *grandad*). Continue with the rest of the audio.

TRANSCRIPT

1.10 **Stick. Then listen and sing:** *This is my family!*

This is my family,
This is my family,
I love them and
they love me,
This is my family.

This is my grandad,
This is my granny.
This is my brother Tom,
Say hello to everyone.

This is my family,
This is my family,
I love them and
they love me,
This is my family.

This is my mum,
And this is my dad.
This is my sister Sue
Saying hello to you.

This is my family,
This is my family,
I love them and
they love me,
This is my family.

Continuous Assessment
Can the children identify the family members at the end of the lesson? See if they understand their position in the family tree. They should be able to understand and join in with the song.

ACTIVITY BOOK
Unit 1, page 6. See Teacher's Book page 117 for the answer key and transcript.

LESSON 4 - SB PAGE 11

Language Objectives
To practise family words.
To identify different types of families.

Materials
Digital Book
Unit 1 family Flashcards
Audio CD 1

Cardboard for the photo frames (one sheet per child), Post-it notes, the children's family photos , the children's photos of themselves

WARMER

Display the family **flashcards** on the board in a family-tree order with granny / grandad at the top and brother and sister at the bottom. Point to the different family members, asking the children to name them.

1 Look and match.

Tell the children to look at Activity 1 and elicit words to describe the people in the pictures, for example, *dad*, *mum*, *sister* and *brother* in photograph one. Ask the children to look at the different photos and pay particular attention to the different family members. Then have the student match the pictures.
This is a good opportunity to highlight the fact that one family can be quite different from another and that neither is better or worse; they are simply different. What really matters is the love the family members feel for one another.

Answers
Girl 1 on the left - third photo on the right, Girl 2 on the left - first photo on the right, Boy on the left - second photo on the right

2 Draw or stick a photo.

Direct the children's attention to the empty space at the bottom of page 11 and have the class draw or stick a picture of their family.
Invite students to draw and colour their own family. Walk around the classroom while they work, offer support to draw and praise their creations. Then organise children in pairs and ask them to describe their drawing to their partner, using the structure in Activity 1 *This is ... .*
The purpose of this activity is to reinforce the vocabulary in the unit, expand the students' world and help them notice there are many kinds of families.

FAST FINISHERS

In pairs, the children introduce their family members to one another. S1: *My mum (Ana), My sister (Kate),* etc. Make sure all the students participate.

EXTRA ACTIVITY

Distribute some cardboard and glue and help the children stick the photos of themselves onto the card, leaving a border (approx. 5 cm) around the edges. Tell the children to colour in the border as they wish, and then display the framed photos around the classroom.

WRAP-UP

Go around the classroom and point to the photo frames at random, inviting volunteers to describe the photograph using the structure *This is (Juan).* Write a model sentence on the board for the children to refer to. As the children say the sentences, write them on a Post-it note and stick them under each photo frame to create a photo gallery.

Continuous Assessment
Check the children can say the names for the different family members.

TEACHER'S RESOURCE MATERIAL
CLIL worksheet Unit 1

LESSON 5 - SB PAGES 12 & 13

STORY

Language Objectives
To listen to and understand a story.
To recognise key vocabulary in context:
bored, happy, hungry, sad, scared.

Materials
Digital Book
Unit 1 feelings Flashcards
Audio CD 1

WARMER

Teach the vocabulary for feelings using the **flashcards**. Hold up a flashcard, mime the sentiment and say the word for the children to repeat. Once the children are used to the words, call up a volunteer and hold a flashcard over their head. Tell the other children to mime the adjective for the volunteer to guess the word. If they struggle to remember, mouth the word for the child to say. Repeat the procedure with other children and the rest of the feelings flashcards until everyone has had a chance to take part.

1 Find and tick ✓ or cross ✗.

Tell the children to look at Activity 1 and elicit the names of the six objects (*balloon, apple, bike, pizza, flowers, candy floss*). Ask the children to look for the balloon in the story. Stop the children after one minute and elicit from them that there is a balloon in scene 7. Tell them to draw a tick under the balloon. Tell the children to look for the other items and to draw a cross if they can't find them or a tick if they can. Check their answers.

▶ Answers

✓: balloon, bike, pizza, flowers; ✗: apple, candy floss

2 Listen to the story. 1.11

Direct students' attention to the story on page 12. Point to Jasmin and ask the children who she is. Tell the children that they are going to listen to a story about Jasmin. Before doing the listening activity -if you consider it appropriate, introduce some vocabuly items that will appear in the story. Write the words *home, garden, bike, funfair* and *carousel* and try to elicit their meaning by pointing at these images on pages 12 and 13 in random orden and having the students guess which picture they correspond to. Play the audio and point to the corresponding scene. Pause the audio after each scene.

Model and drill *I'm bored / happy / scared*, etc. Play the audio again. When the children hear the adjective to describe how the characters feel, ask them to mime the feeling.

FAST FINISHERS

The children draw a picture of a face showing how they feel today and write the corresponding adjective below.

EXTRA ACTIVITY

Call eight volunteers to the front and assign them each a scene in the story on pages 12 and 13 in the Student's Book (in random order). Ask them to act out what Jasmin is doing and how she is feeling in their scene. The other children must guess the corresponding number of the scene in their Student's Book. Repeat the procedure until everyone has had a chance to mime a scene.

WRAP-UP

Divide the class into two teams and show a different feelings flashcard to the first player in each team. These children have to draw something on the board to express the feeling for their team to guess. Award a point for the team that guesses first and encourage everyone to repeat the expression *I'm (happy)*, and then continue with different players and flashcards.

Continuous Assessment
A strong sign that the children have followed the story is showing enjoyment or empathy with the story and recognising that it is about Jasmin's feelings.

SEL

Reflect on the importance of friendship and family.

Use the story to reflect on the importance of friendship and family. Elicit how Jasmin felt when she fell off her bike (*sad*), ask who helped her (*her dad*) and use these examples to illustrate the concepts of sympathy and solidarity. Try to elicit or explain how Carla is having fun with her family in scene 5 and how her grandad helps her when she's scared in scene 6. Explain that it is nice to help friends and family, and that it makes us feel good when someone helps us. Elicit a few ways in which the children could help the teacher in class, for example, mime cleaning the board, putting books away, distributing paper, and so on. Model and drill *Can I help you?* and *Thanks!*
Divide the class into two, with the children facing each other in two lines. Mime holding a big pile of books. Make it fun by exaggerating your movements as if the books are very heavy and are all about to fall. Encourage the children in the first line to copy you. Now mime reaching out to help, for the children in the second line to copy, and tell them to repeat with you *Can I help you?* The two rows role play the scene, doing the actions and saying the two lines of dialogue. Switch sides and repeat. Point out to the children that this is a nice question to ask friends and family and that we should help people when we can.

TRANSCRIPT

1.11 **Listen to the story.** JASMIN'S DAY!

Scene 1
Narrator: Jasmin is at home with Mum.
Jasmin: Hmm.
Jasmin's mum: What's the matter, Jasmin?
Jasmin: I'm bored!
Jasmin's mum: OK, go and play in the garden.
Jasmin: OK!
Scene 2
Jasmin: Ouch!
Narrator: Jasmin falls off her bike. Now, Jasmin's sad.
Jasmin's dad: Oh, dear!
Scene 3
Narrator: Look! Here are Carla and her grandad.
Carla: Hello, Jasmin!
Jasmin: Hi, Carla! This is my dad and my granny.
Jasmin's dad and granny: Hello, Carla.
Carla: Hello! There's a funfair in the park.
Jasmin: Can we go? Pleeeeaseeee!?
Jasmin's dad: Oh, OK!
Scene 4
Narrator: Carla and Grandad, Jasmin and Dad are at the funfair.
Jasmin: Look, Dad, a carousel! Can we go on it?
Jasmin's dad: Err...
Jasmin: Oh, pleeeeeease, Dad!
Jasmin's dad: Oh, OK.
Scene 5
Carla: This is fun!
Jasmin: Yes, I'm happy now!
Carla: Me too! Grandad! Look at me! Weee!
Scene 6
Carla's grandad: One, two, three... Weee!
Carla: Oh, no! I'm scared!
Carla's grandad: Come on, Carla! It's fun!
Scene 7
Jasmin: I'm hungry!
Carla: Yes, I'm hungry too! Can we have pizza, please?
Carla's grandad: Well...
Carla: Oh, pleeeeeease, Grandad!
Carla's grandad: Oh, OK!
Jasmin's dad: I'm hungry too. Let's all have pizza!
Scene 8
Narrator: Jasmin and Dad are home again. Here's Mum.
Mum: Hello, Jasmin!
Jasmin: Hello, Mum!
Mum: How are you now?
Jasmin: I'm happy!
Jasmin's dad: I'm happy too!

ACTIVITY BOOK
Unit 1, page 7. See Teacher's Book page 117 for the answer key.

NOW GO TO ADDITIONAL RESOURCES

TEACHER'S RESOURCE MATERIAL
Reading worksheet Unit 1

LESSON 6 – SB PAGE 14

Language Objectives
To introduce the structure *How are you? I'm (bored). / I am too.*
To sing a song.

Materials
Digital Book
Audio CD 1
Unit 1 feelings Flashcards

WARMER

Write the word *happy* on the board and mime it. Say *I'm happy!* (as you smile) and ask the children *How are you?* Allow students to express their feelings. Then tell the children to look at Activity 1, mime and say one of the emotions shown, for example, *bored.* Ask the students to say which of the pictures corresponds to this feeling and have them elicit the right picture. Then mime the rest of the emotions

1 Listen and number. Then trace. 1.12

Ask the children to look back at the story on pages 12 and 13 and find characters showing different emotions. Play the audio and pause after the first part to elicit the corresponding picture. Play the audio again and pause after each one for the children to write in the numbers. To check their answers, point to each of the pictures and call on some children to say the number. Ask the children to trace the words.

Answers

Clockwise: 3, 1, 4, 2

2 Listen, sing and make faces. 1.13

Ask the children to look at Jasmin's chalk drawings and identify the emotions. Tell the class to listen to the song and make a face according to the emotion they hear in each verse. Play the song again and encourage the children to sing along.

FAST FINISHERS

The children write down the names of other children and what they think their emotion is. They then ask *How are you?* to check their answer.

WRAP-UP

Divide the class into two groups (Group A and Group B). Tell Group A that they have to ask the other group *How are you?* Hold up a feelings **flashcard** to Group B so that they know the answer: *I'm (happy).* Tell both groups that they must begin by whispering the question and answer, gradually increasing the volume over three repetitions so that in the end they are very loud. Play again, holding up different flashcards. Swap the groups around after several turns.

TRANSCRIPTS

1.12 Listen and number. Then trace.

1 Boy: Neeewwwwwww, brrrrrrrrrm! Oh no! I'm sad!
2 Girl: Mmm! I'm hungry.
3 Girl: I'm bored!
4 Boy: I'm scared!

1.13 Listen, sing and make faces: *How are you?*

Hello! How are you?
Hello! How are you?
I'm bored! I'm bored!
I am too! I am too!

Hello! How are you?
Hello! How are you?
I'm sad! I'm sad!
I am too! I am too!

Hello! How are you?
Hello! How are you?
I'm hungry! I'm hungry!
I am too! I am too!

Hello! How are you?
Hello! How are you?
I'm scared! I'm scared!
I am too! I am too!

Hello! How are you?
Hello! How are you?
I'm happy! I'm happy!
I am too! I am too!

Continuous Assessment
Check that the children are able to associate a picture with its corresponding feeling.

NOW GO TO ADDITIONAL RESOURCES

TEACHER'S RESOURCE MATERIAL
Language worksheets Unit 1 (three different levels to suit different abilities within your class)
Speaking worksheet Unit 1

LESSON 7 – SB PAGE 15

Language Objectives
To practise the structure *This is my (mum).*
Phonics: to practise the initial sound **s** as in ***s**ister.*

Materials
Digital Book
Unit 1 Flashcards
Audio CD 1

WARMER

Take the Unit 1 **flashcards** and **word cards** and lay them face down on the floor. Put the children into teams and play a memory game: each team takes a turn to turn over two cards and says the name of the words or pictures. If they find a matching word and picture, they get to keep the cards. If the cards don't match, they turn them over again. At the end of the game, count the cards. The team with the most cards is the winner.

TIME TO WRITE!

1 Listen and stick. Then draw and write. 1.14

Elicit the two animals (*dog* and *cat*) and tell the children that they are talking about someone in their family. Play the audio and encourage the children to find the **stickers** on page 106 and stick the corresponding speech bubbles. Allow plenty of time for the children to do the activity. Then tell them to complete the drawing in number 3 showing a family member and then to write in the missing word. Invite the children to show the class their drawings and to introduce their family member.

Answers

1 This is my sister. 2 This is my mum. 3 *Child's own drawing and answer.*

PHONICS

2 Listen and repeat. 1.15

Play the audio and ask the children to listen and point to each picture as they hear the corresponding word. Play the audio again and this time tell the children to also repeat the words. Make sure that they are pronouncing the initial sound **s** correctly. Repeat the activity if necessary.

3 Listen and say. 1.16

Before doing the listening activity, introduce the words *socks* and *silly* to the class. Once the students are familiar with the new vocabulary, tell them to look at the picture and elicit how many socks are on the line (*seven*). Play the audio and ask the children to listen and say the sentence. Pause the audio to allow time to repeat and make sure that the children are emphasising the initial sound **s** correctly.

FAST FINISHERS

The children repeat the following tongue twister quietly to themselves: *Six sad sisters sing a sad song.*

EXTRA ACTIVITY

Repeat the tongue twister from Activity 3 and ask the children to repeat the sentence in pairs. The children practise, getting faster every time. Call on some volunteers to say the tongue twister as fast as they can.

WRAP-UP

Draw a sock on the board. Next to it write *_ock* and ask the children to provide the missing sound, not the letter. Repeat with other words that they might know which begin with *s*, for example, *sister, sad, scared, seven*. Then practise repeating all the words chorally and individually, paying especial attention to the initial sound **s**.

TRANSCRIPTS

1.14 **Listen and stick. Then draw and write.**

1 Dog: This is my sister. **2 Cat:** This is my mum.

1.15 **Listen and repeat.**

seven, sock

1.16 **Listen and say.**

My sister Sue's got seven silly socks.

Continuous Assessment
Make sure the children can complete an activity correctly and extend that knowledge to give their own example.

They should be able to pronounce the initial sound **s** correctly.

ACTIVITY BOOK
Unit 1, page 8. See Teacher's Book page 117 for the answer key.

NOW GO TO ADDITIONAL RESOURCES

TEACHER'S RESOURCE MATERIAL
Writing worksheet Unit 1
Phonics worksheet Unit 1

LESSON 8 – SB PAGE 16

CULTURE

Language Objectives
To recycle structures with new vocabulary: *This is my (house).*
To introduce new vocabulary: *fantastic, friend.*
To learn about family and friends in Ireland.
To practise colours.

Materials
Digital Book
Audio CD 1
Unit 1 Flashcards

A world map, Blu-tack, six small pieces of cardboard paper

Preparation: Write a name for a family member on each of the small pieces of cardboard paper and stick Blu-tack on the back of them.

WARMER

Show the children a world map or globe. Locate your country and say *I'm (Ana). I'm from (Argentina).* Ask a few volunteers to repeat the phrase. If you have children in the class from different countries, help them to find their country and have the child say *I'm (Susana). I'm from (Colombia).*

Draw the children's attention to Liam's introduction at the top of the page. Tell the children they are going to find out some facts about Liam's life in Ireland. Show the children the map or globe and ask them if they know where Ireland is. Invite individual children to come up and point it out. Point to Ireland if none of the children are able to do it and ask if anyone has been there. Encourage the children to tell you anything they know about Ireland.

Watch the video **My family** to introduce the lesson theme.

1 Listen and say the number. 1.17

Ask the children to point to the Irish flag and elicit the colours (*green, white* and *orange*). Encourage them to describe what they can see in each picture, teach the words *friend* and *house* and elicit the colour of some houses. The children should also be able to identify the family members in the first picture. Tell the children to listen to Liam speaking about his house and family and to say the number of each picture. Play the first part of the audio and pause it. Ask what picture it corresponds to, elicit the answer and tell the children to hold up that number of fingers and say the number.

▶ **Answers**
2, 1, 4, 3

2 Now draw.

Tell the children to draw a picture of themselves in the red frame, and a picture of their friend in the yellow frame. Divide the class into small groups and encourage the children to present their drawing to their group using the target structure.

FAST FINISHERS

The children choose another friend to draw.

EXTRA ACTIVITY

Play the audio again and pause it at given intervals as follows: *Hello! I'm* (pause for the children to say *Liam*) *from Ireland. This is my house. Look! It's* (pause for the children to say *orange*). *This is my family. Look! This is my* (pause for the children to say *mum*) *and this is my dad. And there's my* (pause for the children to say *sister*) *and my grandad.* Ask the children to provide the missing words and give the first letter if they struggle to remember. Repeat the procedure with the last two lines.

WRAP-UP

Divide the children into two teams. On the board, stick the Unit 1 flashcards using Blu-tack. Ask the children in Team A and Team B to listen to you carefully. Read the word cards one by one and have the students point to the corresponding flashcard. The team that first points to each flashcard gets one point. The team that scores more points is the winner.

TRANSCRIPT

1.17 **Listen and say the number.**

Liam: Hello! I'm Liam from Ireland.
This is my house. Look! It's orange.
This is my family. Look! This is my mum and this is my dad.
And there's my sister and my grandad.
This is my friend. His name's Danny.
This is my cat. She's a fantastic cat!

Continuous Assessment
Evaluate whether the children understand that other children can have a similar background to themselves even though they come from very different countries.
Make sure the children gradually acquire the new vocabulary learned.

UNIT REVIEW – SB PAGE 17

Language Objectives
To review vocabulary and structures from Unit 1.

Materials
Digital Book
Audio CD 1
Trophy stickers
Unit 1 Flashcards

Lively music

WARMER

Direct the students' attention to the illustration in Activity 1 on page 17. Ask the children what they can see in the picture. Say the family members and ask the children to point to them. The children must respond with the corresponding action for the feeling, for example, say *grandad* and encourage the children to act out *bored*. Then teach the structure *Grandad's bored*. Elicit other sentences for the other family members.

1 Trace and number.
Ask the children to work in pairs, with one child naming a family member and the other pointing to that person. Then, ask the children to trace the words below and number the words. Do the first one together (*granny, number 4*).

Answers
granny 4, dad 5, grandad 3, brother 1, sister 6, mum 2

2 Listen and number. 1.18
Ask the children what they can see in the pictures. Elicit any words they remember. Then play the audio, pausing after the first part. Invite volunteers to tell you which picture the first sentence corresponds to and allow time for everyone to write the number in the circle. Play the rest of the audio to complete the activity.

Answers
Clockwise: 2, 5, 3, 4, 1

LEARNING TO LEARN **3 Choose your favourite activity in the unit and stick.**
Give the children enough time to look back over the unit and decide which activity they liked the most and why. Direct students' attention to the **stickers** on page 111 and ask them to place the trophy sticker on that activity.

FAST FINISHERS

The children try to remember the feelings from Activity 2.

WRAP-UP

Play *Telescopes*. Display the Unit 1 **flashcards** around the classroom. Mime holding a telescope and encourage the children to copy you. Play some music, stop and say *mum*. The children mime looking through the telescope to the flashcard depicting mum. Then encourage the children to say how she's feeling, for example, *She's happy*.

Final Assessment
Check the children can name the family members and feelings.

TRANSCRIPT

1.18 **Listen and number.**

Girl: Hello, boys and girls. Look at these photos. This is my family.
1 Look, this is my mum. She's happy.
2 This is my grandad. He's hungry.
3 This is my granny. She's bored.
4 This is my brother. He's sad!
5 And look! This is my dad. He's scared!

ACTIVITY BOOK
Unit 1, page 9. See Teacher's Book page 117 for the answer key and transcript.
My new words, page 40.

NOW GO TO ADDITIONAL RESOURCES

TEACHER'S RESOURCE MATERIAL
Unit 1 Test (available at two different levels)

UNIT 2 OVERVIEW

Grammar	Vocabulary	Pronunciation	Recycled language
• **Structure:** *I've got a (yellow) (pencil case).* • **Structure:** *What's this?* • **Plural nouns**	• **Classroom:** *book, crayon, glue, pen, pencil, rubber, ruler, sharpener* • **Extra:** *class, computer, rocket, school bag, teacher, uniform*	• **Phonics:** initial sound **r** as in *rocket*	• Colours • Numbers • Structure: *This is...*

Language Objectives

Grammar	Vocabulary	Functions	Pronunciation
• To practise using *I've got* with classroom objects. • To describe classroom objects using colours. • To describe belongings using numbers.	• To understand and use vocabulary related to classroom objects. • To identify classroom objects by their colour. • To say how many classroom objects somebody has got.	• To describe classroom objects by colour. • To talk about responsibility and cooperation in class. • To find out about colour mixing. • To ask about classroom objects.	• To produce the initial sound **r** correctly.

Skills Objectives

Speaking	Reading	Listening	Writing
• To say the classroom object words. • To describe belongings by their colour. • To say how many classroom objects somebody has got. • To ask and answer about classroom objects.	• To understand classroom vocabulary. • To demonstrate understanding by colouring. • To read, trace and understand simple sentences.	• To understand and repeat target vocabulary. • To understand and join in with songs. • To understand the narrative of a story. • To recognise the initial sound **r**.	• To trace target language. • To complete sentences with target vocabulary.

Assessment Criteria

- The children can identify, understand and use the structure *I've got a (...)* while talking about school objects.
- The children can identify, understand and use the structure *What's this?* and answer.
- The children can identify, understand and produce classroom vocabulary.
- The children can use colours and numbers to give more specific descriptions of their belongings.

Go Digital!

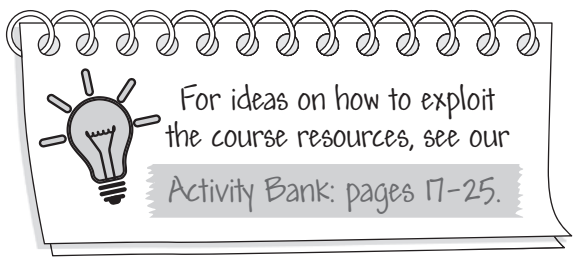
- **Digital Book** to complete the activities with the children on the **IWB**.
- **Video support** for all songs and chants, animated stories and culture lessons in the Student's Book.
- **Additional interactive activities and games** for content reinforcement in class or at home.

Materials

- **Digital Book**
- **Audio CD 1**
- **Flashcards** Unit 2 (available online)
- **Student's Book** Unit 2
- **Activity Book** Unit 2
- **Teacher's Resource Material** (available online)

Lesson 2: Reading worksheet
Lesson 3: Listening worksheet
Lesson 4: CLIL worksheet
Lesson 5: Language worksheets
Lesson 6: Speaking worksheet
Lesson 7: Writing worksheet
Phonics worksheet
Unit review:
Unit 2 tests
End of term 1 test

- Some of the available items on the flashcards, paper, an opaque bag, lively music, blue, yellow and red paints, paint trays, paintbrushes, a blindfold, a piece of cloth, a world map or globe, large sheets of poster paper



Key competences

Linguistic competence
The children learn to describe their belongings and to ask and answer about classroom objects.

Competence in Maths, Science and Technology
The children are encouraged to use their mathematical abilities to count objects.

Digital competence
The children become familiar with the use of technology working together on the unit using the IWB.

Social and civic competence
The children learn the basic social rules of play by playing games to identify objects. The students develop a sense of responsibility, autonomy and cooperation in class.

Cultural awareness and expression
The children develop their artistic awareness by identifying colours and recognising how through colour mixing primary colours make secondary ones.

Learning to learn
The children develop learning strategies through a variety of activities aimed at multiple intelligences.

Sense of initiative and entrepreneurship
The children develop a sense of personal autonomy by describing their possessions in terms of number and colour.

LESSON 1 – SB PAGE 18

Language Objectives
To practise listening skills.
To introduce classroom vocabulary: *book, crayon, glue, pen, pencil, rubber, ruler, sharpener.*

Materials
Digital Book
Audio CD 1
Unit 2 Flashcards: book, crayon, glue, pen, pencil, rubber, ruler, sharpener

One of each of the items on the flashcards, a sheet of paper

WARMER

Hold up the school items one by one and name them. Place them all on a table and ask the children to stand around so that they can see them. Ask individual children to point to specific items. Tell the children to close their eyes and then remove one of the objects. Elicit the name of the missing one. Repeat the procedure several times with different objects.

1 Listen, point and repeat. Then match and say. 1.19

Encourage the children to talk about what they can see in the picture using whatever vocabulary they can remember. Play the audio and tell the children to point to the objects as they hear them mentioned and repeat the words. Play the audio again, pausing after each item, and then tell the children to match the numbered objects in the picture to the pictures on the right. Encourage the children to repeat the words as they hear them.

A **picture dictionary** is provided on page 74 of the Student's Book.

Answers

1 book, 2 pencil, 3 ruler, 4 glue, 5 pen, 6 crayon, 7 rubber 8 sharpener

2 Listen and chant. 1.20

Before listening to the chant, display the **flashcards** on the board and introduce the phrase *Clap your hands* using body language. Play the audio and let the children listen to the chant as you point to the corresponding flashcards. Ask the children to stand up and point to the flashcards as they hear them in the chant. Play the audio again and encourage the children to say the chant.

FAST FINISHERS

The children look for the eight stationery items (*book, rubber, glue, pen, ruler, sharpener, pencil, crayon*) in their bags and place them on their desks.

EXTRA ACTIVITY

Get a piece of paper the size of the flashcards. Hold up each flashcard in turn, covered completely by the paper at first. Slowly reveal the flashcard and tell the children to guess what it is before you show it completely. Tell the children to put up their hands when they think they know what the classroom object is, and call on a child to give you their answer.

WRAP-UP

Divide the class into teams and nominate a first player in each one. Invite the players to the board and show them a flashcard of one of the objects to draw. The first team to say the word gets a point for their team. Continue playing until the vocabulary has been reviewed and all the children have participated.

TRANSCRIPTS

1.19 **Listen, point and repeat. Then match and say.**

1 book **2** pencil **3** ruler **4** glue
5 pen **6** crayon **7** rubber **8** sharpener

1.20 **Listen and chant:** *Classroom objects*

Book, book,
Rubber, rubber,
Glue, glue, glue,
Pen, pen, pen,
And ruler too,
Sharpener, sharpener,
Pencil, crayon,
Clap your hands and sing again!

Book, book,
Rubber, rubber,
Glue, glue, glue,
Pen, pen, pen,
And ruler too,
Sharpener, sharpener,
Pencil, crayon,
Clap your hands and sing again!

Initial Evaluation
Check if the children can name the stationery items correctly before and during the chant. Having the children keep in time with the rhythm will help them to gain confidence and fluency when using the key vocabulary.

Activity Book
Unit 2, page 10. See Teacher's Book page 117 for the answer key.

Lesson 2 – SB page 19

Language Objectives
To practise listening skills.
To introduce the structure *I've got a (pencil case).*
To revise classroom objects.

Materials
Digital Book
Unit 2 Flashcards
Audio CD 1

One of each of the items on the flashcards, an opaque bag

Warmer

Display the Unit 2 **flashcards** (except *pencil case* and *school bag*), point to one of them and name it. Tell the children to repeat the word after you if it is correct, but to stay silent if it is not, for example, point to the pen and say *This is a pen* (the children say *pen*). Then point to the rubber and say *This is a pencil* (the children stay silent).

1 Listen and number. 1.21

Ask the children to look at Activity 1 and elicit the names of the characters and the objects. Tell the children to listen and number the conversations. Do the first conversation together. Play the audio and pause it after the first part. Elicit the answer and make sure that all the children understand the task. Play the rest of the audio, pausing after each part. Play the audio a second time if necessary, then check the answers.

Answers
Clockwise: 4, 1, 3, 2

2 Colour and say.

Hold up the flashcards of the *pencil case* and *school bag* and model and drill the words. Read the sentences together in Activity 2 and elicit the two colours (*yellow* and *red*). Ask individual children to point to any yellow or red items that they can see in the classroom. Tell the children to colour the classroom objects in the pictures using the correct colours. Model and drill the sentences, then do a substitution drill in which you call on individual children to say the sentences but with a colour which is true for them, for example, if they have a blue pencil case they say *I've got a blue pencil case.*

Fast finishers

The children look at the stationery items on the page and say what item (*glue*) is missing from Lesson 1.

Wrap-up

Put the school items into an opaque bag and tell the children to come forward. Invite a child to close their eyes and take an item from the bag. They have to guess what they are holding using the structure *I've got a (book).* (Make sure that for the glue, the children say simply *I've got glue.*) Encourage the rest of the children to say *Yes* or *No* depending on whether or not the guess is correct. When the child guesses correctly, they return the item to the bag.

Transcript

1.21 **Listen and number.**

1
Ryan: I've got a book and a pen. And I've got a ruler.
2
Mike: I've got a book. And I've got a pencil and a rubber.
3
Carla: I've got a sharpener, a crayon and a book.
4
Jasmin: I've got a crayon and a book. Oh, and I've got a pencil too!

Continuous Assessment
See whether the children can associate a simple audio with its visual representation.
By the end of the lesson the students should understand and use the *have got* structure.

Activity Book
Unit 2, page 11. See Teacher's Book page 117 for the answer key.

Now go to Additional Resources

Teacher's Resource Material
Reading worksheet Unit 2

LESSON 3 – SB PAGE 20

Language Objectives
To practise classroom vocabulary.
To practise the structure *I've got a (green) (bag).*
To sing a song.

Materials
Digital Book
Unit 2 Flashcards
Unit 2 Stickers
Unit 2 Cut-outs
Audio CD 1

WARMER

Begin to slowly draw a classroom object and encourage the children to guess what it is and call out the name. Repeat a few times, then choose a volunteer to come forward. Give them a **flashcard** and tell them to draw the item for their classmates to guess.

1 Listen and stick. 1.22

Revise the colours as a class. Draw the student's attention to the **stickers** on page 106. Tell the children to listen to each child describing their school bag and find the corresponding sticker. Play the audio and place the first sticker together. Encourage the children to hold up the sticker to show you before placing it on the correct circle.

Answers

2 Listen and sing. 1.23

Make sure that the children have got one of each of the objects mentioned in the song. Before listening to the song, introduce the words *smile* and *face* by using body language. Tell them to listen to the song and point to or hold up the objects as they hear them mentioned. Play the audio again and encourage the children to sing along. Divide the class into different groups and have each group sing different lines.

3 Make a pencil case. TIME TO TALK

Direct the students' attention to the **cut-outs** on page 85 and ask the children to colour the pencil case and the other classroom objects using whatever colours they wish. Help them cut out the templates. Tell the children to select three of the items and put them in their cut-out pencil case. In pairs, the children take turns to tell each other which items they have got. Model the structure as an example for them to copy: *I've got a (blue) (pen), a (red) (rubber) and a (pink) (sharpener).* Have the children work in pairs and repeat the procedure.

FAST FINISHERS

The children draw and label different classroom items to decorate the classroom.

WRAP-UP

Nominate a child to sit at the front and hand them a **flashcard** with the picture side facing the class, so that everyone else can see it, but they can't. The child then makes statements about the card, for example, *I've got a book.* The class call out *Yes* or *No* depending on whether the statement is right or wrong, until the child guesses correctly.

TRANSCRIPTS

1.22 Listen and stick.

1
Narrator: Hello, Ryan!
Ryan: Hello!
Narrator: What colour is your bag?
Ryan: It's blue. I've got a blue bag and a green pencil case.

2
Narrator: Hello, Carla. Tell us about your pencil case and bag.
Carla: Well, I've got a yellow pencil case and a red bag.
Narrator: Thanks!

3
Narrator: Hi, Jasmin!
Jasmin: Hello!
Narrator: Is your bag green?
Jasmin: No! I've got an orange bag. Oh, and I've got a purple pencil case too!

4
Narrator: Hello, Mike! Is that your bag?
Mike: Yes, it is. I've got a green bag and a pink pencil case!
Narrator: Thanks, Mike!

1.23 Listen and sing: *Ready for school!*

I've got my book and pencil,
I've got my school bag too!
My sharpener and my rubber,
My ruler and my glue.
I've got my pen and crayons,
I've got my pencil case,
I'm ready for school,
I've got a smile on my face!

Continuous Assessment
Are the children able to process the new vocabulary taught to complete a listening activity?
The children should be producing the names of the items they see as they sing along.

Activity Book
Unit 2, page 12. See Teacher's Book page 117 for the answer key and transcript.

NOW GO TO ADDITIONAL RESOURCES

Teacher's Resource Material
Listening worksheet Unit 2

LESSON 4 – SB PAGE 21

Language Objectives
To learn about colour mixing.
To practise listening skills.
To revise colours: *blue, green, orange, purple, red, yellow.*

Materials
Digital Book
Audio CD 1

Lively music, blue, red and yellow paints for mixing, paint trays, paintbrushes, paper

WARMER

Play *Musical Bumps* (a game in which the player who is last to sit on the floor when the music stops is eliminated in each round) to review colours. Clear a space in the classroom, play some music and encourage the children to dance around. Call out *red*, and tell the children that everyone wearing something red must sit down on the floor as quickly as possible. Play the music again and continue the game, calling out different colours from the target language.

1 Listen and match. 1.24

Direct the children's attention to Activity 1. Point to the childrens' *hands* and make sure the children understand the meaning of this word. Elicit the colours on each pair of hands and ask the children to predict which colour they will make when mixed together. Welcome all their suggestions. Then, play the audio and have them find out. Stop the audio after the first part and elicit the correct answer. Repeat with the rest of the audio.

Answers
1 purple hands, 2 orange hands, 3 green hands

2 Look and colour. Then trace.

Ask the children to say the colours of the pens. Invite the children to finish your sentence: *Blue and yellow make...* (*green*). Tell the children to colour the pen green. Then, ask them to trace the new colour. The children complete the rest of the activity in pairs. After they have finished tracing and writing, call on individual children to tell you the colours of the book (*orange*) and the school bag (*purple*).

FAST FINISHERS

The children make a rainbow: blue, blank, yellow, blank, red, blank, blue. They complete the blank spaces with the mixed colours (green, orange, purple).

EXTRA ACTIVITY

Put the children into pairs and ensure that each pair has access to trays containing red, blue and yellow paint. Distribute paintbrushes and paper. If you wish, the children could just dip their hands in the trays directly without using brushes. Tell one child in each pair to paint one hand red and make a handprint on the paper. The other child in the pair then does the same with the blue paint, making a handprint next to their partner's. Now tell the pairs to rub their hands together and both make another handprint underneath. Elicit the new colour. Call out another colour, for example, *green*, and let the children work together to decide which two colours are needed to make a green handprint. Repeat the procedure with orange. Encourage the children to name the colours at each stage, and to work together to make the new handprints.

WRAP-UP

Stand in a circle with the children. Start by saying *My favourite colour is (green)*. The child on your left then says their favourite colour to the classmate to their left. Continue until every child has said their favourite colour. Then call out a colour at a time. Each time you name a colour, the children whose favourite colour it is sit down. Continue until all the children are seated.

TRANSCRIPT

1.24 **Listen and match.**

1
Girl: I've got red and I've got blue.
Teacher: Red and blue? They make purple.
Girl: Purple! Oh, yes! I've got purple hands!
2
Boy: I've got yellow and I've got red.
Teacher: Yellow and red make orange.
Boy: Orange! Oh! Look at my hands. They are orange.
3
Girl: I've got yellow and blue.
Teacher: Yellow and blue make green.
Girl: Wow! Green. That's my favourite colour!

Continuous Assessment
Make sure the children can recognise and say the colours on the page.

TEACHER'S RESOURCE MATERIAL
CLIL worksheet Unit 2

LESSON 5 – SB PAGES 22 & 23 STORY

Language Objectives
To listen to and understand a story.
To recognise key vocabulary in context: *book, crayon, glue, pen, pencil, pencil case, rubber, ruler, school bag, sharpener.*
To practise colours vocabulary: *blue, orange, red, yellow.*

Materials
Digital Book
Audio CD 1
Unit 2 Flashcards

WARMER

Review the classroom objects vocabulary and colours by playing *I spy*. Say *I spy with my little eye something (blue)* and encourage the children to look around the classroom and name something (*blue*).

1 Find and say. Then colour.

Tell the children to look at Activity 1 and find the objects in the story. Elicit the names of the four objects (*book, pen, ruler, eight*). Call on individual children to tell you what colour the objects are *(red, yellow, orange* and *blue*). Tell the children to colour in the objects using the corresponding colours.

▶ **Answers**

red book, yellow pen, orange ruler, blue number

2 Listen to the story. 1.25

Tell the children that they are going to listen to a story. Direct the students' attention to the story and point to the characters and elicit their names (*Jasmin, Ryan* and *their teacher Sally*). As it is the first time that Sally (the teacher) appears in the story, make sure the children can identify her. Before listening to the story, introduce the word *playtime* and illustrate its meaning by pointing to scene 1. Play the audio and point to the corresponding story scene. Pause the audio after each story scene and ask questions to check understanding.

FAST FINISHERS

The children point to and say all the items they recognise in the story using *This is a ... .*

EXTRA ACTIVITY

Organise the students into eight groups and assign one scene from the story to each group. Call up some volunteers from the different groups to act out the scenes for the others to guess. Continue until the class can guess easily which scene is being acted out.

WRAP-UP

Ask the children to sit in a circle and show them how to pass one of the classroom object **flashcards** face down in a clockwise direction around the circle. Chant together *It's playtime! It's playtime! It's playtime!* Shout *Stop!* and encourage everyone to call out *It's playtime!* to the child holding the flashcard. The child then turns the flashcard over and names it, for example, *It's a pen*. Continue playing, using different flashcards, until the vocabulary has been reviewed.

SEL

Foster responsibility and cooperation in class.

Encourage the development of the children's social and emotional learning skills by fostering a sense of responsibility, autonomy and cooperation. Giving them ownership of specific tasks in the classroom will encourage this development. Make a chart with a list of the common tasks in your classroom, for example, distributing material, collecting objects and putting them away, cleaning the board, and so on. The children could make and decorate different parts of the chart, and then you could join the individual pieces up and display it on the wall. Divide the class into small groups and assign responsibility for different tasks to each student. Teach the children the vocabulary for the tasks, for example, *Clean the board, please!* and agree on a system of checking off tasks, such as using stickers or colouring in the chart at the end of the lesson, if the tasks have been completed properly. Explain that it is important to be helpful in the class and to care about one another and work together to solve problems. Praise the children for completing the tasks. Rotate groups and tasks frequently.

TRANSCRIPT

1.25 **Listen to the story.** IT'S A MONSTER!

Scene 1
Sally: OK, boys and girls. It's playtime.
Ryan and Jasmin: Playtime! Hurray!!
Scene 2
Ryan: Look, Jasmin! This is Sally's book.
Jasmin: Oh, yes! And this is Sally's pen!
Ryan: Come on, let's find Sally.
Scene 3
Jasmin: Sally? Sally? Are you there?
Ryan: Sally? It's Ryan and Jasmin.
Scene 4
Ryan: Look! What's this?
Jasmin: Oh! It's a sandwich.
Ryan: A sandwich? Oh, yum! I'm hungry.
Jasmin: Ryan! It's Sally's sandwich.
Ryan: OK! OK!
Scene 5
Jasmin: What's in here? Argh! Ryan! Wh-What's this?
Ryan: Argghhh! It's a... It's a monster!
Jasmin: Oh, I'm scared!
Ryan: Me too!
Scene 6
Sally: Oh! Hello, Jasmin. Hello, Ryan. It's playtime now!
Jasmin: Umm, yes. But... look, Sally, I've got a book.
Ryan: And I've got a pen. Are they yours?
Scene 7
Sally: Thanks, children! This is my book.
Jasmin: Oh! It isn't a monster.
Sally: No, it isn't a monster! Look! It's my bag.
Scene 8
Sally: And this is my pen. Thank you!
Ryan: Oh! It isn't a sandwich!
Sally: No, it's my pencil case. Look! OK, children. It's time for class!
Ryan and Jasmin: Yes, Sally!

ACTIVITY BOOK
Unit 2, page 13. See Teacher's Book page 117 for the answer key.

NOW GO TO ADDITIONAL RESOURCES

TEACHER'S MATERIAL
Language worksheets Unit 2 (three levels to suit different abilities within your class)

LESSON 6 – SB PAGE 24

Language Objectives
To introduce the structure *What's this? It's a (rubber).*
To develop listening skills.
To sing a song.

Materials
Digital Book
Audio CD 1
Unit 2 Flashcards

One of each of the classroom objects on the flashcards, a blindfold

WARMER

Tell the children to close their eyes and listen carefully. Ask *What's this?* and make a sound with one of the classroom objects, for example, open and close the zip on a pencil case. Encourage different guesses and then model *It's a pencil case* for the children to copy. Repeat the procedure with some of the other objects. Call on individual children to select an item and make the sound for you to guess too.

1 Listen and number. 1.26

Ask the children to look at Activity 1. Tell them to listen to the audio and play the first part. Pause the audio and elicit the answer. Tell the children to write the number one in the circle next to the rubber. Continue with the rest of the audio. Check the answers by saying the classroom object and encouraging the children to hold up the number of fingers which corresponds to the answer.

Answers

1 rubber, 2 pencil case, 3 sharpener, 4 book, 5 pencil
6 ruler

2 Listen and say. 1.27

Ask the children to listen to the audio and guess the object according to the sound effect they hear. Pause after each sound effect to give them time to guess, then play the audio to confirm the correct answer.

Answers

book, ruler, pencil case, sharpener, pencil, rubber

3 Listen and sing. 1.28

Tell the children to look at Activity 3 and elicit what Ryan is drawing (*a pencil*). Play the audio and perform different actions for the children to copy you, for example, raise your hands in wonder for *What's this?* and open your eyes wide for *Can you see?* for each verse. Play the audio again and encourage the children to sing along. Finally, ask individual children *What's this?* and hold up different **flashcards** as prompts for them to answer *It's a (crayon).*

FAST FINISHERS

The children sing the song from Activity 3 quietly, changing the item each time they begin again.

WRAP-UP

Invite a volunteer to come to the front and place the blindfold on them. Place an object on their hands and ask *What's this, (Juan)?* Encourage the child to feel the object and guess what it is using the structure *It's a (pencil).* Continue with other volunteers and objects.

TRANSCRIPTS

1.26 Listen and number.

1
Carla: What's this, Jasmin?
Jasmin: Hmm, it's a rubber!
Carla: Very good!

2
Carla: Listen, Jasmin. What's this?
Jasmin: It's a pencil case!
Carla: Yes!

3
Carla: Now, what's this?
Jasmin: It's a sharpener.
Carla: Excellent!

4
Carla: What's this?
Jasmin: I know! It's a book!
Carla: Yes!

5
Carla: What's this?
Jasmin: It's a pencil.
Carla: Yes, that's right!

6
Carla: What's this?
Jasmin: It's a ruler!
Carla: Yes, fantastic!

1.27 Listen and say.

Narrator: Hello, boys and girls.
What's this?
That's right! It's a book.
Listen! What's this?
That's correct! It's a ruler.
What's this?
That's right! It's a pencil case.
OK now, what's this?
Correct! It's a sharpener.
Listen! What's this?
That's right! It's a pencil.
And what's this?
It's a rubber. Well done!

1.28 Listen and sing: *What's this?*

What's this?
What's this?
Can you see?
It's a pencil, 1, 2, 3!
What's this?
What's this?
Can you see?
It's a sharpener, 1, 2, 3!

What's this?
What's this?
Can you see?
It's a crayon, 1, 2, 3!
What's this?
What's this?
Can you see?
It's a rubber, 1, 2, 3!

Continuous Assessment

Can the children correctly identify the stationery items from listening to the audio?

Are the children using the expression *What's this ...* correctly?

NOW GO TO ADDITIONAL RESOURCES

TEACHER'S RESOURCE MATERIAL
Speaking worksheet Unit 2

LESSON 7 - SB PAGE 25

Language Objectives
To distinguish between singular and plural nouns.
To practise vocabulary: *book, crayon, glue, pen, pencil, pencil case, rubber, ruler, sharpener.*
Phonics: to practise the initial sound **r** as in ***r****ubber*.
To introduce new vocabulary: *pocket, rocket.*

Materials
Digital Book
Audio CD 1

Classroom objects: book, crayon, glue (sticks), pen, pencil, pencil case, rubber, ruler, school bag, sharpener; a piece of cloth

WARMER

Play a memory game to practise numbers and vocabulary. Arrange different numbers of the classroom objects on a table with the children watching and counting with you, for example, *One book, two rulers, three rubbers,* and so on. Give the children a moment to look at all the objects and then tell them to close their eyes while you cover the objects with the piece of cloth. Ask the children to open their eyes and tell you how many *pens*, *pencils*, *rulers*, etc. you've got.

TIME TO WRITE!

1 Look, trace and complete.

Draw the students' attention to the illustration and explain that the boy is counting the classroom objects on the table. Elicit the names of the items on the table (*pencils, rubber* and *books*) and write them down on the board. Point to the pens and elicit the difference between *pen* and *pens* (the plural *s*). Tell the children to trace the word shown and complete the missing letters. For further practice, hold up different numbers of pens and ask the children to tell you how many there are.

▶ **Answers**
B O O K S

PHONICS

2 Listen and repeat. 1.29

Point to the rocket and say the word (*rocket*). Ask the class to say how many rockets they can find on page 25 (*three rockets*). Then ask the children to listen and point to each picture. Play the audio again and this time tell the children to also repeat the words. Make sure that they are pronouncing the initial sound **r** correctly.

3 Listen and say. 1.30

Ask the children to look at the illustration in Activity 3. Play the audio and ask the children to listen and say the sentences. Pause the audio to give them time to repeat and make sure that the children are emphasising the initial sound **r** correctly. Play the audio again but this time invite the children to mime along to it: *Rita paints a rainbow* (mime painting a big rainbow arc) *and a red rocket* (shoot your arm up like a rocket flying upwards). *She's got a ruler in her pocket* (point to your pocket).

FAST FINISHERS

The children work in pairs. Child A tells child B what they have got on their desk using *I've got ... .*

EXTRA ACTIVITY

Revise the vocabulary with the children. Ask *What's this?* and mime using one of the school items for the children to guess. Drill *ruler* and *rubber* chorally and then in pairs to practise the initial sound **r**.

WRAP-UP

Say parts of the tongue twister from Activity 3 with the ***r*** words missing. Tell the children they have to say the missing words to complete the tongue twister. Mime the words to prompt them, for example, say *Rita paints a ...* (pause and mime *rainbow* for the children to provide the word) *and a ...* (pause and mime for *red rocket*). *She's got a ...* (pause and mime for *ruler*) *in her pocket*. Repeat the tongue twister and model different deliveries for the children to copy: slowly, quickly, quietly, angrily, happily, etc.

TRANSCRIPTS

1.29 **Listen and repeat.**
rainbow, rocket, ruler

1.30 **Listen and say.**
Rita paints a rainbow and a red rocket.
She's got a ruler in her pocket.

Continuous Assessment
Make sure the children understand that most plural words end in -s.
Check the students' pronunciation of the **r** sound; it should be soft.

ACTIVITY BOOK
Unit 2, page 14. See Teacher's Book page 117 for the answer key.

NOW GO TO ADDITIONAL RESOURCES

TEACHER'S RESOURCE MATERIAL
Writing worksheet Unit 2
Phonics worksheet Unit 2

LESSON 8 – SB PAGE 26

CULTURE

Language Objectives
To introduce new vocabulary: *computer, uniform.*
To learn about school facts in Uruguay.

Materials
Digital Book
Audio CD 1
Unit 2 Stickers

A world map or globe, large sheets of poster paper, felt-tip pens

WARMER

Draw the children's attention to the picture of Carlota and the flag and try to elicit where she is from (*Uruguay*). Display a world map or globe and call the children forward, then ask some volunteers to point to where they think Uruguay is. Mention some facts about Uruguay, for example, say that people speak Spanish, the country is bordered by Brazil and Argentina, and it has got lots of beautiful beaches. Then tell them that every student has got a laptop computer to work on in class and take home.

Watch the video **This is my school** to introduce the lesson theme.

1 Stick. Then listen and say the number. 1.31

Point to Activity 1. Read the sentences and check whether the students know the meaning of *teacher*, *computer*, *class* and *uniform*. Then ask the children to find the corresponding **stickers** on page 106 to match the sentences. Ask volunteers to say what they can see on the stickers and help with the new vocabulary. Tell the children to place the stickers in the correct boxes. Play the first part of the audio and pause it. Ask the children to say the corresponding number. Continue with this procedure for the rest of the audio.

2 Draw your English teacher.

Ask the children to draw a picture of you in the computer frame. Encourage them to be true to your features, for example, to use the correct hair and eye colours and to try to copy what you are wearing today. When they are finished, encourage them to present their drawing to the class and to use the structure *This is my English teacher.*

FAST FINISHERS

The children draw either the Irish or Uruguayan flag.

EXTRA ACTIVITY

Put the children into small groups and distribute the poster paper and felt-tip pens. Divide the board into two halves and draw the flag of Uruguay at the top of one half, and the flag of Argentina at the top of the other. Ask *Do the children in Uruguay wear a uniform?* and elicit the answer. On the Uruguay half, draw a quick sketch of a child in a uniform. Ask *Do you wear a uniform?* Draw a sketch of a child in a uniform on the other half of the board, and depending on the answer, leave it as it is, or draw an X across it. Ask the children to copy the flags onto their poster paper. Ask them to think of other things that are the same or different in Uruguay. Display the posters around the room and encourage the children to comment on them.

WRAP-UP

Call out four words that the children have learnt in this and in the previous unit. Three of the words should be classroom objects and the other one not related, for example, *rubber, mum, pen, ruler.* Choose volunteers to say which is the odd one out. Do this a few times, then ask the children to play in pairs. If they are able, you can ask the children to write the four words down, or else to draw them.

TRANSCRIPT

1.31 **Stick. Then listen and say the number.**

Carlota: Hi, my name's Carlota. I'm from Uruguay!
I want to tell you about my school!
This is my class. Here we're working with our computers.
And this is my English teacher Liz. We have English classes on the Internet!
This is my school uniform.
This is my computer. I love my computer.

Continuous Assessment
Consider whether the children appreciate the differences in daily life that children from another country experience.

UNIT REVIEW – SB PAGE 27

Language Objectives
To review vocabulary and structures from Unit 2.

Materials
Digital Book
Audio CD 1
Trophy stickers

Blank paper (one sheet per child), felt-tip pens

WARMER

Play a memory game to review vocabulary. Stand in a circle with the children and say *I've got a blue pencil.* The child to your left has to repeat what you said and add something else, for example, *I've got a blue pencil and a red pen.* The child to their left repeats that and adds another item and so on.

1 Look and say.

Demonstrate the activity with a volunteer. Ask *What's this?* while pointing to the picture of the pen, and encourage them to use the complete structure in their answer: *It's a pen.* Drill the question and answer as a class, playing with volume and intonation. Then ask the children to complete the activity in pairs.

2 Listen and circle. 1.32

Ask the children to look at the first row of pictures and ask them to name the objects. Explain that they must listen and circle the objects they hear mentioned. Check the answers by asking the children which object they didn't circle.

▶ **Answers**

LEARNING TO LEARN 3 Choose your favourite activity in the unit and stick.

Allow the children time to look back over the unit and decide which activity they liked the most and why. Direct the students' attention to the **stickers** on page 111 and ask the children to place the trophy sticker on their favourite activity.

FAST FINISHERS

The children count how many times a picture of glue appears in the unit (*four*).

WRAP-UP

Direct the students' attention to the vocabulary **cards cut-outs** on page 87. Ask each child to choose one of the cards. They then walk around the room saying their word. If they find someone with the same card they hold hands and keep searching for others. When everyone has joined up, the group say their word.

TRANSCRIPT

1.32 **Listen and circle.**

1 Jan: Hi! My name's Jan. I've got a red pencil sharpener. I've got a blue ruler and I've got a yellow crayon.

2 Karen: Hello! I'm Karen. I've got a blue school bag. I've got a green rubber. And? Oh yes, I've got a purple ruler.

3 Lewis: Hello! My name's Lewis. I've got an orange pencil. I've got a blue pen and I've got a pink pencil case.

Final Assessment
The children should be able to name and describe the target vocabulary, using all the structures covered. Check they are able to recognise the key vocabulary and structures in the listening activities and follow a basic story.

ACTIVITY BOOK
Unit 2, page 15. See Teacher's Book page 117 for the answer key and transcript.
My new words, page 41.

NOW GO TO ADDITIONAL RESOURCES

TEACHER'S RESOURCE MATERIAL
Unit 2 test (available at two different levels)

Language Objectives
To listen to and answer questions about a story. To review family members, adjectives, numbers and school vocabulary: *brother, dad, grandad, granny, mum, sister; bored, happy, hungry, sad, scared; numbers 1-10; book, crayon, glue, pen, pencil, pencil case, rubber, ruler, school bag, sharpener.*

Materials
Digital Book
Unit 1 Flashcards
Audio CD 1

One of each of the classroom objects from the Unit 2 Flashcards, a piece of cloth large enough to cover them when they are spread out on a table

Teacher's notes for this section are designed to allow the story to be approached in one or two sessions. If time is short, teachers may choose to select activities and combine them to form a single lesson working with parts 1 and 2 together. Notice that in both lessons the children listen to the whole story.

Part 1 - SB Page 28

WARMER

Play a game using the family members **flashcards** from Unit 1. Hold up each flashcard in turn and ask the children to name it. Model and drill the words if necessary. Divide the class into two teams and show a member from each team one of the flashcards. Ask the two children to draw that family member on the board. The first team to guess correctly scores a point.

Pre-listening activity

Point to the first scene in the story and ask the children to tell you what they can see. Elicit *boy* and *girl* and tell the children their names: Tina and Tim. Explain that they are brother and sister, and that they are also twins. Check that they understand the meaning of twins, for example, by saying *If Tim is seven, how old is Tina?* and asking if they know any twins. Tell them that the twins and their family are *techies*, because they live in a mechanical world and love technology. Ask them to point to and name different family members in the story (*dad, mum, granny, grandad*).

● **Listen to the story. Then find seven numbers.** 1.33

Draw the children's attention to scene 4 in the story. Point to granny and say *This is granny. She's reading a bedtime story. Do you like bedtime stories? Tim and Tina love bedtime stories!* Play the audio and ask the children to follow the story along with their finger. Now ask them to look at scene 1 and put their hand up when they have found the number in it (*ten*). Tell them that there are six more numbers in the rest of the story and give them time to find them. Check the answers. Play the audio again, pausing after each scene to answer any questions and welcome anything the children want to say about the story. Ask comprehension or discussion questions, for example, *In scene 2, what is dad cooking? (a pizza); in scene 5, what is Tim scared of? (a crocodile)* and so on.

▶ **Answers**
10, 1, 7, 5, 3, 8, 9

Post-listening activity

Draw a smiley face on the board and then hold up both the *happy* and *sad* flashcards from Unit 1. Ask the children to tell you if it's a happy or a sad face and encourage them to point to the correct flashcard. Hold up the other three Unit 1 flashcards in turn *(bored, hungry* and *scared)* and elicit the adjectives. Mime an action for each one and encourage the children to copy you. Organise the children into pairs and have one child mime an adjective for their partner to guess. Play several times, then mix up the pairs and play again.

EXTRA ACTIVITY

Play the *Feelings* song from Unit 1, Lesson 6, and encourage the children to sing along and make faces.

WRAP-UP

Tell the children to look at the story scenes again. Explain that you are thinking of one of the scenes from the story and then write the scene number down on a piece of paper so that they can see you writing, but not the actual number. Next, describe something you can see in the scene, for example, *I can see a pizza*. Encourage the children to look at the scenes and tell you which number scene you have described. Play several times. In a confident class, the child who guesses correctly could take the next turn.

TRANSCRIPT

1.33 **Listen to the story. Then find seven numbers.**

Scene 1
Tim: Hi! My name's Tim. Let's look at my family photo album. This is my twin sister, Tina.
Scene 2
Tim: This is my dad.
In this picture, I'm hungry. I love pizza!

Scene 3
Tim: This is my mum.
In this picture, I'm sad.
Scene 4
Tim: This is my granny.
I love bedtime stories!
Scene 5
Tim: This is my grandad.
In this picture, I'm scared.
Scene 6
Tim: In this picture, I'm playing with my sister, Tina.
I'm happy. I love my family and they love me!

Part 2 - SB Page 29

WARMER

Play a memory game using the classroom objects from Unit 2. Place the ten objects on a table so that all the children can see them. Review the vocabulary by pointing to each in turn and asking different children to name them. Then ask the children to close their eyes while you cover the objects with a piece of cloth and remove one without them seeing. Prompt them to tell you which object is missing. Play again, taking away one or more objects each time.

Pre-listening activity

Point to the school objects and tell the children that The Techies, Tina and Tim, are going to a place where they will see these things. Ask them *Where are Tina and Tim going?* and elicit *school*. Try to elicit any other words that the children may know (names of subjects, *uniform, teacher, student* and so on) and introduce new vocabulary items such as *lunchbox* and *homework*. Then ask some children questions, for example, *What colour is your school bag?*

● **Listen to the story.**
Then find ten pink classroom objects. 1.34

Play the audio and ask the children to follow the story along with their finger. Now ask them to look at scene 7 and put their hand up when they have found two pink classroom objects *(a ruler* and *a pencil).* Tell them that there are eight other pink classroom objects in the rest of the story, put the children into pairs, and then give them time to find them together. Carry out whole-class correction. Play the audio again, pausing after each scene to answer any questions and welcome anything the children want to say about the story. Ask comprehension or discussion questions, for example, in scene 9, *What books do the children have?* (English books), in scene 10, *What are Tina and Tim doing?* (Eating lunch) and so on.

▶ **Answers**

a ruler, a pencil, a pencil case, glue, a book, a sharpener, a school bag, a crayon, a rubber, a pen

Post-listening activity

Retell the story. Call six children to the front and assign each one a story scene in no particular order. Encourage the other children to tell you which story scene is first. Put that child at the front of the line and repeat with the other children until the story scenes are in the correct order. Help the children to say what is happening on their scene. Give prompts and encourage the rest of the class to join in too.

EXTRA ACTIVITY

Begin to slowly draw one of the school objects on the board for the children to guess. The child who guesses correctly can then take a turn at drawing.

WRAP-UP

Listen to the complete story again.

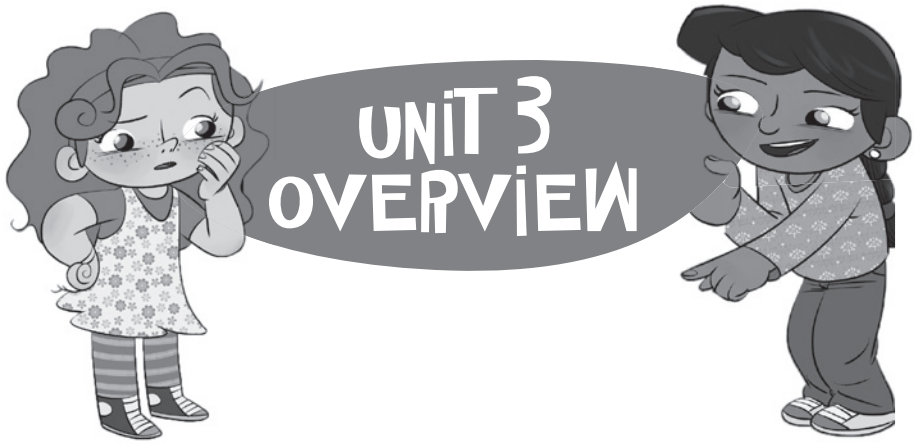
TRANSCRIPT

1.34 **Listen to the story.**
Then find ten pink classroom objects.

Scene 7
Narrator: At school...
Tim: I've got my bag, my books, my computer, my pencils, my crayons, my lunch box and...
Tina: I've got my pencil case!
Tim: Oh...
Scene 8
Teacher: Listen, everyone! Take out your coloured pencils.
Tina: OK, I've got my coloured pencils!
Scene 9
Teacher: Now take out your English books, please!
Tina: OK, I've got my English books!
Scene 10
Tina: I'm hungry. Ah, here's my lunch box.
Tim: Hnnnrrrgggg!
Scene 11
Teacher: Listen, everybody! Please turn on your computers.
Tina: Ah, here's my computer.
Scene 12
Teacher: Can I have your homework now, please?
Tina: Oops!
Tim: I've got my homework!

NOW GO TO ADDITIONAL RESOURCES

TEACHER'S RESOURCE MATERIAL
End of term 1 test



UNIT 3 OVERVIEW

Grammar	Vocabulary	Pronunciation	Recycled language
• ***Have got*:** questions and short answers • **Prepositions:** *It's (on) (the table).*	• **Animals:** *cat, dog, fish, mouse, parrot, rabbit, snake, spider* • **Furniture:** *bin, chair, cupboard, sofa, table* • **Verbs:** *climb, fly, run, swim* • **Extra:** *hamster, pony, remote control*	• **Phonics:** initial sound **p** as in ***p**arrot*	• Present Simple • Structure: *I've got...* • Colours

Language Objectives

Grammar	Vocabulary	Functions	Pronunciation
• To use *Have you got* to ask about pets. • To describe pets by their colour. • To identify verbs of movement. • To ask and answer about where something is.	• To understand and use vocabulary related to animals. • To identify animals by their colour. • To understand and use furniture vocabulary for position.	• To describe pets by their colour. • To develop responsibility and cooperation skills. • To ask and answer where objects are in a room.	• To produce the initial sound **p** correctly.

Skills Objectives

Speaking	Reading	Listening	Writing
• To say animal words. • To ask and answer about pets. • To identify verbs of movement. • To ask and answer about the position of an object.	• To understand animal words. • To demonstrate understanding by reading and colouring. • To read and understand simple sentences.	• To understand and repeat target vocabulary. • To understand and join in with songs. • To demonstrate understanding by colouring. • To understand a story. • To recognise the initial sound **p**.	• To trace target language. • To complete sentences with target vocabulary.

Assessment Criteria

- The children can identify, understand and answer the question *Have you got a (parrot)?* while talking about animals.
- The children can identify some verbs of movement.
- The children can identify, understand and use the question *Where's the ...?* and answer using the prepositions *on* and *in*.
- The children can identify, understand and use animal vocabulary.
- The children can use colours to give more specific descriptions of animals.

Materials

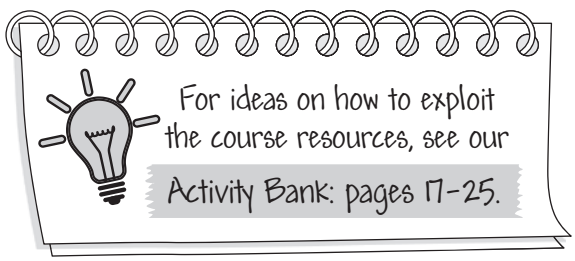
- **Digital Book**
- **Audio CD 1**
- **Flashcards** Unit 3 (available online)
- **Student's Book** Unit 3
- **Activity Book** Unit 3
- **Teacher's Resource Material** (available online)

Lesson 1: Language worksheets
Lesson 2: Speaking worksheet
Lesson 3: Listening worksheet
Reading worksheet
Lesson 4: CLIL worksheet
Lesson 7: Writing worksheet
Phonics worksheet
Unit review:
Unit 3 tests

- Lively music, coloured classroom objects (two of each), a world map or globe

Go Digital!

- **Digital Book** to complete the activities with the children on the **IWB.**
- **Video support** for all songs and chants, animated stories and culture lessons in the Student's Book.
- **Additional interactive activities and games** for content reinforcement in class or at home.



Key competences

Linguistic competence
The children learn to talk about animals. They also learn to ask and answer about animals and the position of objects.

Competence in Maths, Science and Technology
The children develop their scientific understanding of the natural world by identifying how different animals move.

Digital competence
The children become familiar with the use of technology working together on the unit using the IWB.

Social and civic competence
The children learn the basic social rules of listening and taking turns when asking questions. The students develop responsibility and cooperation skills.

Cultural awareness and expression
The children develop their cultural awareness by identifying the variety of animals that people keep as pets.

Learning to learn
The children develop learning strategies through a variety of activities aimed at multiple intelligences.

Sense of initiative and entrepreneurship
The children develop a sense of personal autonomy by choosing a pet to draw.

LESSON 1 – SB PAGE 30

Language Objectives
To practise listening skills.
To introduce animal vocabulary: *cat, dog, fish, mouse, parrot, rabbit, snake, spider.*
To review the structure *I've got (a dog).*

Materials
Digital Book
Audio CD 1
Unit 3 animal Flashcards

WARMER

Ask the children what their favourite animals are. Allow them to use L1 at this stage. Elicit different answers and write them on the board in English. Alternatively, you may bring magazine cut-outs with pictures of the animals they will find on page 30.

1 Listen, point and repeat. Then match and say. 1.35

Ask the children to look at Activity 1. Set them some simple tasks to encourage them to focus on the picture and talk about what they can see, for example, *Count the boys / girls / animals*. Elicit where the people are and ask the children what is happening. Play the audio, pausing after each word, and ask the children to point to the animals. Encourage them to repeat the words as they hear them. Play the audio again, and then ask the children to match the numbered animals in the picture to the pictures on the right.

A **picture dictionary** is provided on page 75 of the Student's Book.

Answers

1 parrot, 2 snake, 3 dog, 4 rabbit, 5 spider, 6 fish, 7 cat, 8 mouse

2 Listen and chant. 1.36

Display the animal **flashcards** and point to each one in turn. Say the words and ask the children to repeat them after you with a clap. Play the audio and hold up the corresponding flashcards as the children listen. Ask eight volunteers to stand up and give each one a flashcard. Play the audio again and ask the volunteers to hold up their flashcards as they hear the names of the animals. The rest of the class point at the flashcards as they hear them. Play the audio again and encourage the children to say the chant. Ask the children if they have any pets at home and encourage them to tell the class about them.

FAST FINISHERS

The children choose which animal they would like as a pet and draw it.

WRAP-UP

Stick six flashcards in a line on the board and drill the words. Take one flashcard away and say the words again, including the missing flashcard. Take another flashcard away and repeat, including the two empty spaces. Keep playing until all the flashcards have been removed and the children are saying the words in order without the flashcards.

TRANSCRIPTS

1.35 **Listen, point and repeat. Then match and say.**

1 parrot **2** snake **3** dog **4** rabbit
5 spider **6** fish **7** cat **8** mouse

1.36 **Listen and chant:** *Pets in my house!*

Pets! Pets! In my house!
A dog, a rabbit, and a mouse.
I've got a cat and a parrot too,
A snake, a fish, a spider... whooooo! (x3)

Initial Evaluation
See whether the children are able to pronounce the names of the animals correctly.

ACTIVITY BOOK
Unit 3, page 16. See Teacher's Book page 117 for the answer key.

NOW GO TO ADDITIONAL RESOURCES

TEACHER'S RESOURCE MATERIAL
Language worksheets Unit 3 (three levels to suit different abilities within your class)

LESSON 2 – SB PAGE 31

Language Objectives
To practise listening skills.
To introduce the structure *Have you got a (dog)? Yes, I have. / No, I haven't.*
To revise colours.

Materials
Digital Book
Unit 3 animal Flashcards
Unit 3 Stickers
Audio CD 1

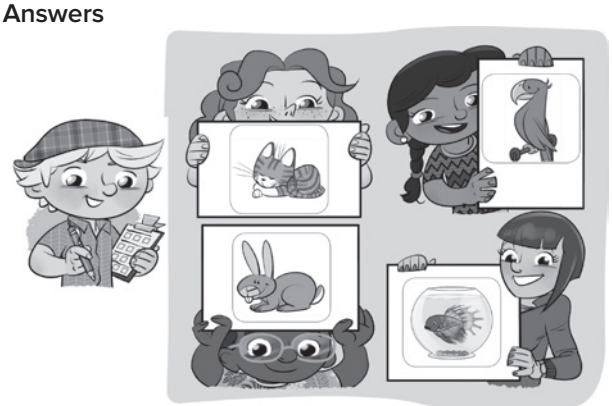
WARMER

Display the Unit 3 **flashcards** and name the animals with the children. Describe the animals one by one for the children to guess: *It's (white)*. Repeat with all the flashcards. If the children are able, the child who guesses the animal you describe can try and describe another animal for their classmates to guess.

1 Listen and stick. 1.37

Ask the children to look at Activity 1. Direct the students' attention to the **stickers** on page 107. Tell them that they are going to listen to the audio and find the corresponding sticker for each character. Before the listening activity, teach the meaning of *beautiful*. Play the audio and pause it after Mike and Carla's conversation. Ask the children to hold up the corresponding sticker before they stick it on the page. Encourage them to say *It's an orange cat.* Play the rest of the audio, pausing after each conversation. Repeat if necessary, and then check answers as a class.

▶ **Answers**



2 Listen and sing. 1.38

Ask the children to look at Activity 2. Tell the children to look at the flashcards and play the song. The children listen and point to the pets they hear. Play the audio again and ask the boys to sing along to the verse with Ryan and the girls to join in for Sally's verse.

FAST FINISHERS

The children try to remember, or imagine, what pets their classmates have got. They prepare their questions *Have you got a …?* to ask later.

EXTRA ACTIVITY

Go around the class and ask the children the questions from the song, for example, *(Juan), have you got a fish?* Make sure they give you the complete short answer *Yes, I have*, or *No, I haven't*. Repeat the procedure but this time hold up the flashcard of the fish. Ask *(Juan), have you got a fish?* The child responds *(Yes), (I have)*. Repeat with different flashcards to prompt the children's answers.

WRAP-UP

Take a flashcard and hold it so the class can't see it. Give them three guesses to find out which pet it is, by asking questions, for example, *Have you got a (rabbit)?* If they guess correctly choose a volunteer to come forward and take your place.

TRANSCRIPTS

1.37 Listen and stick.

Mike: Hello Carla.
Carla: Hi, Mike!
Mike: Carla. Have you got a fish?
Carla: A fish? No, I haven't.
Mike: OK, have you got a cat?
Carla: Yes, I have. It's orange.
Mike: Jasmin, have you got a pet?
Jasmin: Yes, I have.
Mike: Have you got a snake?
Jasmin: A snake? No, I haven't.
Mike: Have you got a rabbit?
Jasmin: No, I haven't.
Mike: Oh! Have you got a parrot?
Jasmin: Yes, I have. It's green and yellow.
Mike: Hello Ryan. Have you got a pet?
Ryan: Yes, I have.
Mike: Have you got a mouse?
Ryan: No, I haven't.
Mike: Have you got a rabbit?
Ryan: Yes, I have. It's beautiful.
Mike: Sally, have you got a pet?
Sally: Yes, I have.
Mike: Have you got a dog?
Sally: No, I haven't.
Mike: Have you got a fish?
Sally: Yes, I have. I've got a fish.

1.38 Listen and sing: *Have you got a dog?*

Sally! Sally!
Have you got a dog? (x3)
Sally! Sally!
Have you got a dog?
No, I haven't!

Ryan! Ryan!
Have you got a mouse? (x3)
Ryan! Ryan!
Have you got a mouse?
No, I haven't!

Sally! Sally!
Have you got a fish? (x3)
Sally! Sally!
Have you got a fish?
Yes, I have!

Ryan! Ryan!
Have you got a rabbit? (x3)
Ryan! Ryan!
Have you got a rabbit?
Yes, I have!

Continuous Assessment
The children should be able to recognise the affirmative and negative forms of the structure *have got* to complete the activity.

ACTIVITY BOOK
Unit 3, page 17. See Teacher's Book page 117 for the answer key and transcript.

NOW GO TO ADDITIONAL RESOURCES

TEACHER'S RESOURCE MATERIAL
Speaking worksheet Unit 3

LESSON 3 – SB PAGE 32

Language Objectives
To practise listening skills.
To practise the structure *Have you got a (dog)? Yes, I have. / No, I haven't.*
To introduce colours: *black, white, grey, brown.*

Materials
Digital Book
Audio CD 1
Unit 3 animal Flashcards

Lively music

WARMER

Ask the children to stand up and walk around the classroom. Say *Touch something (pink).* The children get up and touch a pink object. Repeat with other colours. Alternatively, the children can stay in their seats and point to different coloured objects. Then tell the class that they are going to learn some new colours. Teach *grey, black, white* and *brown* by saying the colours and pointing to different items to illustrate the meaning.

1 Look and colour.
Then listen and tick ✓ or cross ✗. 1.39

Tell the children to look at Activity 1 and ask them to name the animals. Then, ask them to colour in the animals. Tell the children that they are going to listen to a conversation about Alex's pets. Play the audio and pause after the first part. Ask *Is Alex's pet a white mouse?* Draw a cross on the board to indicate that he hasn't got a white mouse. Play the rest of the audio for the children to complete the activity. Check answers.

Answers
Left to right: ✗, ✗, ✗, ✓

2 Look and ask.
Model the question in Activity 2 *Have you got a white dog?* Drill chorally and then call on volunteers to repeat it. Practise the short answers in the same way. Demonstrate the activity with a volunteer. The children look at the pictures and in pairs take turns to ask and answer questions using the structure to guess the person.

FAST FINISHERS

The children count and say all the animals on the page and what colour they are.

EXTRA ACTIVITY

Ask the children to sit in a circle and give eight volunteers a flashcard. Play some music and tell the children to pass the flashcards around the circle in a clockwise direction. Stop the music and have the children left holding flashcards mime the animal for the rest of the class to guess.

WRAP-UP

Ask the children to stand in a circle and play some music. Pass a **flashcard** around in a clockwise direction and stop the music. Ask *(Luis), have you got a (cat)?* Encourage the child holding the flashcard to answer *Yes, I have*, or *No, I haven't.* Add another flashcard and continue the game, allowing the two children holding the flashcards to ask each other the questions. Continue until all the flashcards are being passed around and all the children have had a turn.

TRANSCRIPT

1.39 **Look and colour.**
Then listen and tick ✓ or cross ✗.

Narrator: Hi, Alex.
Alex: Hello.
Narrator: Alex, have you got a pet?
Alex: Yes, I have.
Narrator: Hmm! Have you got a white mouse?
Alex: A white mouse? No, I haven't.

Narrator: Ok. Have you got a brown dog?
Alex: No, I haven't. I haven't got a brown dog.
Narrator: What about a rabbit? Have you got a black rabbit?
Alex: No, I haven't.
Narrator: Ah! I know! Have you got a grey cat?
Alex: Yes, I have. I've got a cat.

Continuous Assessment
The children should have a good understanding of the structure and vocabulary if they respond correctly to the questions and elimination activities.

Activity Book
Unit 3, page 18. See Teacher's Book page 117 for the answer key.

NOW GO TO ADDITIONAL RESOURCES

Teacher's Resource Material
Listening worksheet Unit 3
Reading worksheet Unit 3

LESSON 4 - SB PAGE 33

Language Objectives
To practise the structure: *I've got a (parrot).*
To introduce action verbs for animals: *Climb, Kitty! Fly, Chatty! Run, Bobby! Swim, Nemo!*

Materials
Digital Book
Unit 3 animal Flashcards
Unit 3 Stickers
Audio CD 1

WARMER

Take the Unit 3 animal **flashcards** and **word cards** and lay them face down on the floor. Put the children into teams and play a memory game: each team takes a turn to turn over two cards and say the name of the words or pictures. If they find a matching word and picture, they get to keep the cards. If the cards don't match, they turn them over again. At the end of the game, count the cards. The team with the most cards is the winner.

1 Listen and stick. Then listen again and repeat. 1.40

Ask the children to look at Activity 1. Explain the meaning of *fly, run, climb* and *swim.* Direct the childrens' attention to the **stickers** on page 107. When they are ready, play the audio and ask them to point to the stickers as they listen to the recording. Ask them to find the corresponding sticker for the first phrase. Demonstrate how to place the sticker in the corresponding space, then allow the children to stick on the other stickers. Play the audio again and pause after each line. Encourage the children to repeat the phrases.

▶ **Answers**
Top to bottom: parrot, dog, cat, fish

2 Look and say.

Ask the children to look at Activity 2 and elicit the names of the four famous animals. Read out the example phrase in the speech bubble. Point out to the photos below and have the students work in pairs. Give them time to practise the answers together, then check answers as a class.

▶ **Answers**
Left to right: Fly, Dumbo! Climb, Puss in Boots! Swim, Dory! Run, Max!

FAST FINISHERS

Revise the verbs of movement by asking some volunteers to come to the board and draw animals doing these actions: *climb, fly, swim,* and *run*.

EXTRA ACTIVITY

Make statements about different animals and ask the children to say *yes* or *no*. For example, *Run, snake! (no); Run, cat! (yes).* Exaggerate the intonation for *yes* and *no* for the children to model.

WRAP-UP

Divide the class into four groups named after these animals: *fish, cats, dogs,* and *parrots*. Name different animals at random and tell the children to stand up and do an action when they hear their animal. For example, when you say *fish*, the children in this group stand up and mime splashing in the water.

TRANSCRIPT

1.40 **Listen and stick. Then listen again and repeat.**

Boy 1: I've got a parrot. Fly, Chatty!
Girl 1: I've got a dog. Run, Bobby!
Girl 2: I've got a cat. Climb, Kitty!
Boy 2: I've got a fish. Swim, Nemo!

Continuous Assessment
The children should be able to talk about the pictures using the key vocabulary.

NOW GO TO ADDITIONAL RESOURCES

TEACHER'S RESOURCE MATERIAL
CLIL worksheet Unit 3

LESSON 5 – SB PAGES 34 & 35 — STORY

Language Objectives
To listen to and understand a story.
To recognise key vocabulary in context: *bad, cupboard, good, sofa.*
To introduce prepositions: *It's in the cupboard. It isn't on the table.*

Materials
Digital Book
Audio CD 1

WARMER

Direct the students' attention to the first scene in the story. Elicit from the children where they think the characters are, what they are doing and how they are feeling. Ask the children if there are any dog homes in their area. Accept L1 if necessary if the children volunteer any stories. Ask them to look at the page again and ask what they think will happen in the story.

1 Look and write the scene numbers.

Tell the children to look at Activity 1. Elicit the names of the five objects (*pencil case, ball, fish, pencil, number seven*), then ask the children to look at the pictures and find the pencil case. Set a time limit of one minute and tell the students to raise their hands once they have located the pencil case. Write the number 6 on the board (for scene 6) and tell children to copy the number into their books. Allow the children to complete the activity in pairs, then check answers with the class.

▶ **Answers**
Left to right: 6, 4, 5, 6, 6, 3

2 Listen to the story. 1.41

Tell the children that they are going to listen to a story. Point to the first story scene and direct the students' attention to Mike and the dog. Tell the children that the story is about them. Before doing the listening activity, introduce the new vocabulary: *puppy, later, bad, postwoman, remote control* and *quiet*. Play the audio, pause after each scene and ask questions to check understanding. Model and drill *What a bad dog!*

FAST FINISHERS

The children think of other animals that can do the same things as Jack the dog.

EXTRA ACTIVITY

Divide the class into eight groups. Assign one story scene to each group and ask them to act out the scenes in random order. The rest of the class guesses which scene is being acted out.

WRAP-UP

Invite any children who have got dogs to talk about them. Ask questions to prompt them *Are they good dogs? Are they ever 'bad'? Are they good at finding things?* Ask the other children if they have got any pets and encourage them to talk about them. Elicit examples of good and bad behaviour from their pets.

SEL

Reflect on responsible pet ownership.

Take the opportunity to talk about pets with the children. The activity aims to promote the children's sense of responsibility and autonomy. Find out how many of the children have got pets, what they are and what they are called. As for the children who haven't got any pets, ask them which pet they would like to have.
Elicit how we can look after animals at home. Brainstorm some ideas: taking your (dog) for walks, feeding them well, training

them, playing with them, making sure they are comfortable and warm, taking them to the vet if they are sick, etc. Conclude by saying that animals are very important and that if we have got pets, it's our responsibility to ensure they are well looked after.

TRANSCRIPT

1.41 **Listen to the story.** A NEW PET

Scene 1
Narrator: Mike wants a dog. Mum, Dad and Mike go to the dog's home. They look at a puppy. Mike wants this dog!
Mike: Ooooh! Your name's Jack. Hello, Jack!!
Scene 2
Narrator: Later, at home...
Mike's dad: Oh, no! What a bad dog!
Narrator: Now, Dad isn't happy.
Mike: Oh, Jack!
Scene 3
Narrator: The next day...
Narrator: Look! Here's the postwoman! Uh-ooh...
Mike: No, Jack! Stop that!
Mike's dad: Oh, what a bad dog!
Narrator: Now, Mike isn't happy with Jack.
Scene 4
Narrator: Mike and Jack are playing.
Mike's dad: Where's the remote control?
Mike's mum: It's on the table.
Scene 5
Narrator: But the remote control isn't on the table.
Mike's dad: Hmm! Sue! Where's the remote control?
Sue: Erm... it's in the cupboard.
Scene 6
Narrator: But the remote control isn't in the cupboard.
Mike: Shhh! Quiet, Jack!
Mike's dad: Oh, no! Where's the remote control?
Scene 7
Mike's mum: No, Jack! Oh, what a bad dog!
Mike: Eh? Look, Dad! It's on the sofa!
Scene 8
Narrator: Now, Dad is happy!
Mike's dad: Oh, what a good dog!
Mike: Good boy!

Continuous Assessment
Make sure the children can follow the story and infer its basic message. Encourage the class to develop a sense of responsibility and to take care of their pets.

LESSON 6 - SB PAGE 36

Language Objectives
To introduce furniture vocabulary.
To introduce prepositions of place to describe where the furniture is in a living room.
To sing a song.

Materials
Digital Book
Unit 3 furniture Flashcards
Audio CD 1
Unit 3 Cut-outs

WARMER

Hold up a **flashcard** with the picture facing you so that the children cannot see it. Quickly turn it around to show the children the picture and then turn it back again straight away. Ask the class to say what they think it is. If nobody guesses, show the picture again for a longer time. Then point to the same items of furniture in the classroom and ask the children to name them. Allow students to use L1 at this stage.

1 Look and trace. Then listen and colour. 1.42

Ask the children to look at Activity 1 and point to the items of furniture in the living room: *Point to the (sofa).* As they find the items, ask them to trace the words in the picture. Ask the children what else they can see in the picture and elicit the word *ball*. Tell the children to find and point to the balls. Direct the students' attention to the prepositions *IN* and *ON* and make sure that the children understand how to use them. Play the audio and pause after the first description. Ask the children where and what colour the ball is: *Where's the red ball? (It's on the sofa).* Give the children time to colour in the ball, then play the rest of the audio pausing after each description to give the children time to colour in the rest of the balls.

Answers

Cupboard: grey ball, *sofa:* red ball, *bin:* pink ball, *table:* green ball, *chair:* brown ball

2 Listen and sing. 1.43

Tell the children to look at Activity 2. Write the words *table, sofa, school bag* and *cupboard* on the board and tell them that they are going to listen to a song. Before listening to the song, point to the dog and ask *Do you remember this dog's name? (Jack).* Play the audio and ask *Where's the red ball?* Elicit the answer and put a tick next to the word *sofa*. Repeat with the grey ball. Play the audio again and encourage the children to sing along.

3 Make a living room scene. TIME TO TALK

Direct the students' attention to the **cut-outs** on page 89. Have the children colour in the four pets and then help them cut them out. Tell them that they are going to work in pairs and explain the activity. Child A places the four animals in the scene. Child B (not looking at Child A's picture) asks Child A where each animal is and then places them in the same positions.
Child B: *Where's the snake?*
Child *A: It's on the table.*
Repeat the game with Child A asking the questions.

FAST FINISHERS

The children try to copy the words from Activity 1 and draw an example of each.

WRAP-UP

Play a guessing game. Take three classroom objects and show them to the children. Choose three volunteers to stand with their back to the class or leave the room. Hide the objects 'in' or 'on' the furniture, bags, etc. Then, ask the volunteers to come back and tell them that they have to find the objects. Ask *Where's the (rubber)?* The volunteers guess, for example, *It's in the (bin).* If they're wrong, the class calls out *No! No! No!* If they're right, they say *Yes! Yes! Yes!*

TRANSCRIPTS

1.42 Look and trace. Then listen and colour.

Narrator: Hello, Mike!
Mike: Hello!
Narrator: Where's the red ball?
Mike: It's on the sofa.

Narrator: And where's the grey ball?
Mike: It's in the cupboard.

Narrator: OK. Where's the green ball?
Mike: The green ball?
Narrator: Yes.
Mike: Erm... it's on the table.

Narrator: Very good! And where's the black ball?
Mike: Oh, it's in the school bag.

Narrator: Thank you! Now, where's the pink ball?
Mike: The pink ball... Oh, yes, it's in the bin.

Narrator: OK, and where's the brown ball?
Mike: It's on the chair.
Narrator: Thank you Mike!

1.43 Listen and sing: *Where's the red ball?*

Where's the red ball?
Do you know?
It's on the table!
No, no, no!

Where's the grey ball?
Do you know?
It's in the school bag!
No, no, no!

Where's the red ball?
Can you guess?
It's on the sofa!
Yes, yes, yes!

Where's the grey ball?
Can you guess?
It's in the cupboard!
Yes, yes, yes!

Continuous Assessment
Make sure the children are able to do the first listening activity individually and that they can follow along with the song. Check the children are familiar with the furniture vocabulary and are becoming familiar with the prepositions of place.

ACTIVITY BOOK
Unit 3, page 19. See Teacher's Book page 117 for the answer key.

LESSON 7 - SB PAGE 37

Language Objectives
Phonics: to practise the initial sound **p** as in ***p****arrot*.

Materials
Digital Book
Audio CD 1

Coloured classroom objects (two of each)

WARMER

Encourage the children to go back to page 33 in their Student's Books, study it and remember the colours of the animals. Ask the children to close their eyes, and say an incorrect sentence about the animals: *The (parrot) is (black).* The children respond *No, it's (blue and red)!* Allow them to open their eyes to check, then continue the game. The children can continue working in pairs, taking turns to say an incorrect sentence for their partner to correct.

TIME TO WRITE!

1 Look and complete.

Tell the children to look at Activity 1. Give the children time to look at the pictures and fill in the blanks with the correct prepositions. Call on volunteers to read their sentences aloud and point to the pictures to check answers.

▶ Answers

Top to bottom: on, in, on

PHONICS

2 Listen and repeat. 1.44

Tell the children to look at Activity 2. Ask them to listen and point to each word as they hear it on the audio. Play the audio again and this time tell the children to also repeat the words. Make sure that they are pronouncing the initial sound **p** correctly. Repeat the audio if necessary, then ask the class if they can think of any more words beginning with the **p** sound.

3 Listen and say. 1.45

Tell the children to look at Activity 3. Play the audio and ask them to listen to and say the sentences. Pause the audio to give them time to repeat and make sure that the children are emphasising the initial sound **p** correctly. Then drill / repeat the tongue twister in different ways, e.g. quietly, loudly, slowly, quickly, happily, sadly, etc.

FAST FINISHERS

The children think of all the colours a parrot can be. Repeat for the other animals.

EXTRA ACTIVITY

Show the children the classroom objects and elicit the names of the objects and the colours: *A (blue) (pencil).* There should be at least two of each item in different colours. Place them on the floor slightly spread out, and put the children into two teams. Ask the teams to line up either side of the objects and call out an object, for example, *A red crayon!* The first player to touch the red crayon gets a point for their team. Continue until all the members of each team have had a turn.

WRAP-UP

Call out a list of words the children know. When you say a word beginning with the initial sound **p**, the children stand up; if the next word doesn't begin with the **p** sound, they sit down. Use words from the current and previous units to revise vocabulary, for example, *blue, book, crayon, dog, parrot, pencil, pen, purple, rabbit, rubber, sharpener,* etc.

TRANSCRIPTS

1.44 **Listen and repeat.**

pink, parrot, purple

1.45 **Listen and say.**

This is Peter's pet. It's a pink and purple parrot!

Continuous Assessment

Evaluate the children's knowledge of key vocabulary

Make sure they pronounce the **p** sound correctly. It should not be confused with the **b** sound.

ACTIVITY BOOK

Unit 3, page 20. See Teacher's Book page 117 for the answer key.

NOW GO TO ADDITIONAL RESOURCES

TEACHER'S RESOURCE MATERIAL

Writing worksheet Unit 3

Phonics worksheet Unit 3

LESSON 8 – SB PAGE 38

CULTURE

Language Objectives

To review the structure *I've got a (fish). Have you got a (rabbit)?*

To introduce new vocabulary: *hamster, pony.*

To learn about pets in the USA.

Materials

Digital Book

Unit 3 animal Flashcards

Audio CD 1

A world map or globe

WARMER

Stick the Unit 3 animal **flashcards** onto the board. Divide the class into three teams. Point to an animal flashcard and ask the first team to say the word. If they say the word correctly, give them a point.

Show the children a world map or globe. Read the text in the speech bubble and elicit what the children know about the USA. Invite a volunteer to come forward and find the USA on the map or globe. Ask if anyone has ever been there and encourage the children to tell you anything they know about the USA.

Watch the video **Pets** to introduce the lesson theme.

1 Listen and number. 1.46

Ask the children to name the pets they can see in the photos. Elicit the words for *hamster, pony, fish* and *parrot*. Then describe one of the pets for them to guess. Say *It's brown.* (*Pony*). Repeat with the other pets. Tell the children that they will hear four more children from the USA describing their pets. Play the first part of the audio and pause it. Ask the children which picture it corresponds to and tell them to number it. Continue for the rest of the listening activity.

Answers

Clockwise: 2, 4, 1, 3

2 Write. Then draw a pet.

Tell the children to look at Activity 2. Tell them that they are going to draw a picture of a pet. If they haven't got a pet, tell them that they can draw a pet they would like to have or the pet of a friend or relative. Before they start drawing, tell them to complete the sentence.
As a follow-on, display the flashcards again. Point to the cat and ask *Who's got a cat?* The children who've drawn a cat put their hands up. Count the cat owners and write the number next to the cat flashcard. Repeat with the other pets to find the most popular pet.

Answers

Child's own answer and drawing.

FAST FINISHERS

The children point to the animal from Activity 1 that doesn't appear in Lesson 1 (*horse / pony*). They try to remember its name in English and draw one.

WRAP-UP

Drill the questions *Have you got a pet? What colour is it?* Encourage the children to copy your rhythm and intonation as you model the questions. Ask the children to stand in a circle and in a clockwise direction, ask the questions to the child on their left, who then answers before posing the same questions to the child on their left.

TRANSCRIPT

1.46 **Listen and number.**

John: Hi! I'm John from the United States. These are my friends.

1
John: Hello, Tyler. Have you got a pet?
Tyler: Yes, I've got a fish.
John: A fish?
Tyler: Yes, it's orange.

2
John: Hi, Amy. Have you got a pet?
Amy: Hi, John. Yes, I've got a pony.
John: A pony! What colour is it?
Amy: It's brown.

3
John: Hello, Megan. Have you got a rabbit?
Megan: No, I haven't. I've got a parrot.
John: A parrot?
Megan: Yes, it's blue and yellow.

4
John: Hi, Matt. Have you got a pet?
Matt: Yes, I have. I've got a hamster.
John: Oh! What colour is it?
Matt: It's white.

Continuous Assessment
Assess whether the children associate key vocabulary heard in an audio with their visual representations on the page.

UNIT REVIEW – SB PAGE 39

Language Objectives
To review vocabulary and structures from Unit 3.

Materials
Digital Book
Unit 3 furniture Flashcards
Audio CD 1
Trophy Stickers

WARMER

Play a memory game. Take the Unit 3 furniture **flashcards** and **word cards** and lay them face down on the floor. Put the children into two teams, each team takes a turn to turn over two cards and say the name of the words or pictures. If they find a matching word and picture, they keep the cards. If the cards don't match, they turn them over again.

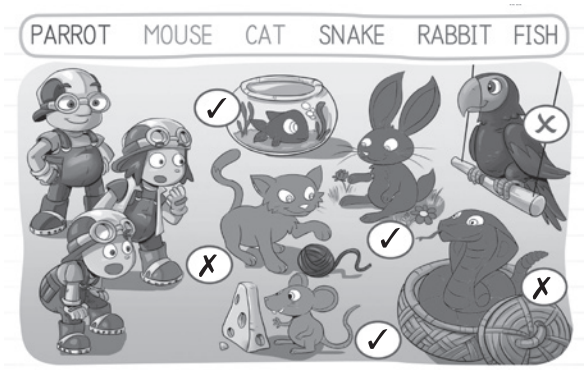
Vocabulary card cut-outs are provided on page 91 of the Student's Book for extra practice on vocabulary.

1 Read and colour.
Then listen and tick ✓ or cross ✗. 1.47

Direct the students' attention to the Techies on the left and ask the children if they remember Tim and Tina. Then point to the third character that appears next to them and say *This is Tony. He's Tim and Tina's friend*. Explain that Tony has got some pets and Tim and Tina are asking him questions to find out which pets he's got. Ask the children to point to the parrot and ask *What colour is it?* Explain that the word is *purple* and so is the parrot. Do the same with the rest of the animals. Then ask them to colour the pictures. Play the audio and pause after the first

description. Ask the children if Tony has a parrot and tell them to put a cross in the box.

▶ **Answers**



2 Listen and choose the picture. 1.48

Explain to the children that they will listen to a description and decide if the statement is true for picture A or B. Play the audio and elicit the correct answers as a class.

▶ **Answers**

1 A, 2 B, 3 A, 4 A, 5 A, 6 B

LEARNING TO LEARN

3 Choose your favourite activity in the unit and stick.

Give the children some time to look back over the unit and decide which activity they liked the most and why. Direct the students' attention to the **stickers** on page 111. Ask them to place the trophy sticker on that activity.

FAST FINISHERS

The children talk quietly to themselves about the pictures in Activity 2 using the structures they remember.

WRAP-UP

Choose an animal from page 30, write the corresponding word on a piece of paper and keep it hidden from the class. Tell them you are thinking of an animal from the introductory page and give them four chances to guess. The children say, for example, *Is it yellow? Is it the (cat)?* If the class guess in four guesses, give them a point. If they don't, show them the paper with your word and award yourself a point.

Final Assessment

Check that the children know the names of the animals and that they understand and use the *have got* structure and the key action verbs as well as the furniture vocabulary and the prepositions of place.

TRANSCRIPTS

1.47 Read and colour. Then listen and tick ✓ or cross ✗.

Tina: Hi, Tony!
Tony: Hello, Tina! Hello, Tim!
Tina: Tony, can I ask you about your pets? Have you got a parrot?
Tony: A parrot? No, I haven't.
Tim: OK. Have you got a mouse?
Tony: Yes, I have. I've got a grey mouse.
Tina: Oh! And, what about a cat? Have you got a cat?
Tony: No, I haven't.
Tim: Have you got a rabbit?
Tony: Yes, I have. I've got a brown rabbit.
Tina: Ahh! I like rabbits. What about snakes? Have you got a snake?
Tony: No, I haven't. No, no, no! No, thank you!
Tim: OK, and how about a fish? Have you got a fish?
Tony: Yes, I have. I've got a red fish.
Tina: A red fish, really? OK, thanks Tony. Bye!
Tony: Goodbye!

1.48 Listen and choose the picture.

1 Girl: Look at the pictures. Where's the dog?
Boy: The dog is on the sofa.
Girl: On the sofa? Oh yes, I see it!
Narrator: It's in picture... !
2 Boy: And now, the fish. Where's the fish?
Girl: It's on the table.
Boy: The fish is on the table. Oh yes, there it is!
Narrator: It's in picture... !
3 Girl: Hey, where's the rabbit?
Boy: The rabbit? It's in the bin.
Girl: Ah, poor rabbit!
Narrator: It's in picture... !
4 Boy: Can you see the cat? Where's the cat?
Girl: It's in the cupboard.
Boy: In the cupboard? Oh yes! There it is. Hello cat!
Narrator: It's in picture... !
5 Boy: What about the snake? Where's the snake?
Girl: The snake's on the table.
Boy: Oh yes!
Narrator: It's in picture... !
6 Girl: And now the parrot. Where's the parrot?
Boy: It's on the cupboard.
Girl: On the cupboard? Oh yes, I can see it.
Narrator: It's in picture... !

ACTIVITY BOOK

Unit 3, page 21. See Teacher's Book page 117 for the answer key and transcript.
My new words, page 42.

NOW GO TO ADDITIONAL RESOURCES

TEACHER'S RESOURCE MATERIAL
Unit 3 test (available at two different levels)

UNIT 4 OVERVIEW

Grammar	Vocabulary	Pronunciation	Recycled language
• **Structure:** *Is it a (ball)? Yes, it is. / No, it isn't.* • **Structure:** *How old are you? I'm (six).*	• **Toys:** *ball, car, doll, game console, plane, robot, scooter, teddy* • **Adjectives:** *big, small* • **Shapes:** *circle, rectangle, square, triangle* • **Extra:** *birthday, hat, favourite, helicopter*	• **Phonics:** initial sound **h** as in ***h****at*	• Present Simple • Colours • Family • Numbers

Language Objectives

Grammar	Vocabulary	Functions	Pronunciation
• To give short answers to questions in the affirmative and negative. • To label and describe toys. • To talk about age and establish the age of others.	• To understand and use vocabulary related to toys. • To identify the size and colour of toys. • To become more familiar with numbers while talking about toys and age.	• To talk about toys. • To differentiate one toy from another. • To find out how old somebody is. • To reflect on the importance of being patient.	• To produce the initial sound **h** correctly.

Skills Objectives

Speaking	Reading	Listening	Writing
• To say the names of toys and shapes. • To ask and answer questions using *to be*. • To ask and answer questions about age.	• To demonstrate comprehension by reading and responding to questions. • To demonstrate understanding by matching.	• To understand and repeat target vocabulary. • To listen for specific information about toys. • To understand the narrative of a story. • To recognise the initial sound **h**.	• To trace target language. • To complete a text following a model.

Assessment Criteria

- The children can identify, understand and use the different forms of the verb *to be*.
- The children can identify, understand and use the structure *How old are you?* and answer.
- The children can identify, understand and use toy related vocabulary.
- The children become more familiar with language related to colours, shapes and numbers.

Go Digital!

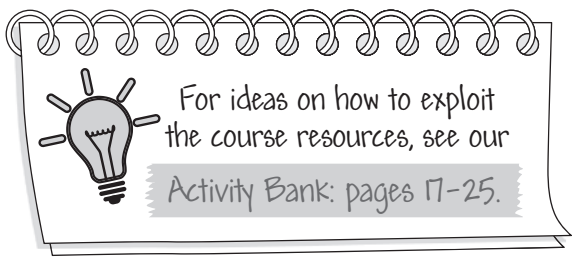
- **Digital Book** to complete the activities with the children on the **IWB.**
- **Video support** for all songs and chants, animated stories and culture lessons in the Student's Book.
- **Additional interactive activities and games** for content reinforcement in class or at home.

Materials

- **Digital Book**
- **Audio CD 2**
- **Flashcards** Unit 4 (available online)
- **Student's Book** Unit 4
- **Activity Book** Unit 4
- **Teacher's Resource Material** (available online)

Lesson 2: Listening worksheet
Lesson 3: Language worksheets
Speaking worksheet
Lesson 4: CLIL worksheet
Lesson 5: Writing worksheet
Lesson 6: Reading worksheet
Lesson 7: Phonics worksheet
Unit review:
Unit 4 tests
End of term 2 test

- Paper fasteners (one per child), a hat, a world map or globe, plain origami paper (at least one sheet per child)



Key competences

Linguistic competence
The children learn to describe toys and to say their age.

Competence in Maths, Science and Technology
The children apply their mathematical knowledge to counting toys. The children are introduced to geometric shapes in a familiar context.

Digital competence
The children become familiar with the use of technology working together on the unit using the IWB.

Social and civic competence
The children learn basic social interaction and integration producing birthday cards for their classmates. The students also learn to be more patient and to appreciate true love over material gifts.

Cultural awareness and expression
The children develop their artistic expression singing songs and drawing personal objects.

Learning to learn
The children develop learning strategies through a variety of activities aimed at multiple intelligences.

Sense of initiative and entrepreneurship
The children develop a sense of personal autonomy drawing a toy that is special to them.

LESSON 1 – SB PAGE 40

Language Objectives
To practise listening skills.
To introduce toy vocabulary: *ball, car, doll, game console, plane, robot, scooter, teddy.*
To introduce the structure *Let's play!*

Materials
Digital Book
Audio CD 2
Unit 4 toys Flashcards

WARMER

Explain the meaning of *toy* and ask the class to name their favourite toys. Allow them to use L1 at this point.

1 Listen, point and repeat. Then match and say. 2.1

Ask the children to look at Activity 1. Encourage them to talk about the picture using whatever vocabulary they can and ask them if they can name the toys. Play the audio and tell the children to point to the toys and repeat the words. Play the audio again, pausing after each item, and then tell the children to match the numbered toys in the picture to the pictures on the right. Encourage the children to repeat the words as they hear them.

A **picture dictionary** is provided on page 75 of the Student's Book.

Answers

1 ball, 2 plane, 3 robot, 4 scooter, 5 teddy, 6 doll, 7 game console, 8 car

2 Listen and chant. 2.2

Draw the outline of a large toy box on the board. Display the **flashcards** within the outline in the following order: *robot, teddy, plane, scooter, doll, ball, game console* and *car*. Point to each flashcard in turn, say the word and ask the children to repeat with a clap. Before listening to the chant, say *Let's play!* out loud and illustrate the meaning of this phrase. Make sure the students understand that it is great to play with toys and that after playing we must put them away in the *toy box*. Play the audio and let the children listen to the chant as you point to the corresponding flashcards. Ask the children to stand up and point to the flashcards as they hear them in the chant. Play the audio again and encourage the children to say the chant.

FAST FINISHERS

The children draw and label their favourite toy.

EXTRA ACTIVITY

Point to each of the flashcards in order and tell the children to name them. Take away one and repeat the procedure, pointing to the empty space. Then take away another flashcard and tell the children to name all the toys again, including the ones from the two empty spaces. Keep playing until all the flashcards are removed.

WRAP-UP

Divide the class into teams. Begin slowly drawing one of the toys on the board. The first team to guess the toy correctly gets a point.

TRANSCRIPTS

2.1 **Listen, point and repeat. Then match and say.**

1 ball **2** plane **3** robot **4** scooter
5 teddy **6** doll **7** game console **8** car

2.2 **Listen and chant:** *In the toy box*

In the toy box, I can see:
A robot, a teddy and a plane for me,
A scooter, a doll, a ball,
Hurray!
A game console and a car,
Let's play!

In the toy box, I can see:
A robot, a teddy and a plane for me,
A scooter, a doll, a ball,
Hurray!
A game console and a car,
Let's play!

In the toy box, I can see:
A robot, a teddy and a plane for me,
A scooter, a doll, a ball,
Hurray!
A game console and a car,
Let's play!

Initial Evaluation
Use the flashcards to make sure the children can name the different toys and say which their favourite toy is.

ACTIVITY BOOK
Unit 4, page 22. See Teacher's Book page 117 for the answer key.

LESSON 2 – SB PAGE 41

Language Objectives
To practise listening skills.
To introduce the structure *Is it a (teddy)? Yes, it is. / No, it isn't.*
To revise toy vocabulary.

Materials
Digital Book
Audio CD 2
Unit 4 Stickers
Unit 4 Cut-outs
Unit 4 toys Flashcards

Paper fasteners (one per child)

WARMER

Direct the students' attention to the illustration on the opening page and tell the class to repeat what you say if it's right and stay silent if it's wrong. Point to the car and say *This is a car* (the children repeat the sentence). Then, point to the teddy and say *This is a scooter* (the children stay silent).

1 Listen and number. 2.3

Ask the children to look at Activity 1. Encourage them to talk about the picture using whatever vocabulary they can and ask them if they can name the toys. Play the audio and tell the children to point to the toys as they hear them mentioned and have the students repeat the words. Play the audio again, pausing after each item, and then tell the children to number the toys in the order they hear them.

Answers

Left to right: 3, 1, 4, 2

2 Look and stick. Then say.

Tell the children that you are going to mime playing with some toys for them to guess. Mime *car, ball* and *plane*. After the children have guessed each one correctly, ask them to mime them too. Direct the students' attention to the **stickers** on page 110. Read the questions in Activity 2 together and model the answers. Then, ask the children to work in pairs and place the correct stickers. Check answers as a class. Encourage the children to answer you by showing them a thumbs up and nodding as they say *Yes, it is* and a thumbs down and shaking your head as they say *No, it isn't.*

Answers

Is it a car? No, it isn't. Is it a ball? No, it isn't. Is it a plane? Yes, it is.

3 Make a word wheel. TIME TO TALK

Direct the students' attention to the **cut-outs** on page 93. Help the children to cut the cut-outs, hand out the paper fasteners and show the children how to make the word wheel. Ask the children to stand up and move their wheel to whichever toy they wish. Call out toys in turn. The children sit down if their wheel shows the toy named. The winners are those left standing at the end. Finally, hold up a word wheel showing a ball so that everyone can see it and ask *Is it a ball?* Encourage the children to answer *Yes, it is*. Repeat with *No, it isn't*. Put the children in pairs. Child A moves their wheel to show a toy and Child B has three guesses to identify the toy, asking *Is it a (plane)?* questions. The children change partners after a few rounds.

FAST FINISHERS

In pairs, children ask more questions using the structure *Is it a ... ?*

WRAP-UP

Divide the class into teams and show one child in each team the same toy **flashcard**. Tell them to mime the toy for their teammates who have to ask *Is it a (teddy)?* when they are guessing what it is. Give points to the first team who ask the question and answer it correctly. Play several times.

TRANSCRIPT

2.3 Listen and number.

1
Mike: What's my toy, Jasmin?
Jasmin: Is it a scooter?
Mike: A scooter? No, it isn't.
Jasmin: Is it a doll?
Mike: No, it isn't.
Jasmin: Oh! Is it a plane?
Mike: Yes, it is.
Jasmin: A plane! Hurray!

2
Carla: Jasmin, what's this?
Jasmin: Is it a game console?
Carla: No, it isn't.
Jasmin: Is it a robot?
Carla: Yes, it is. That's right!

3
Ryan: What's my toy?
Jasmin: Is it a robot?
Ryan: No, it isn't.
Jasmin: Is it a car?
Ryan: Yes, it is! It's a car!

4
Ryan: Look at teddy, what's his toy?
Jasmin: Is it a doll?
Ryan: A doll? No, it isn't.
Jasmin: Is it a ball?
Ryan: Yes, it is. Come on, let's play!

Continuous Assessment
The children should be able to recognise the names of the toys and ask and answer simple questions to identify a toy.

Activity Book
Unit 4, page 23. See Teacher's Book page 117 for the answer key.

NOW GO TO ADDITIONAL RESOURCES

Teacher's Resource Material
Listening worksheet Unit 4

Lesson 3 – SB page 42

Language Objectives
To sing a song.
To introduce the structure *Is it (big / small)? Is it a (car)?*

Materials
Digital Book
Audio CD 2

Warmer

Draw a large picture of a plane on the board, alongside a small picture of a doll. Elicit the names of the objects and use gestures to illustrate the meaning of *big* and *small*. Encourage the children to copy your gestures while they repeat the words. Draw a big circle in the air with your finger, say *It's a big ball* and encourage the children to do the same. Repeat the procedure for *small*.

1 Trace. Then listen and sing. 2.4

Tell the children to look at Activity 1 and ask what they can see in the picture. Ask *Can you see a computer? (No) Can you see a teddy? (Yes).* Elicit *small car* and *big car*, and then ask them to trace the words. Tell them that they are going to listen to a song about Ryan's favourite toy. Elicit guesses, and then tell the children to listen to see if they were correct. Play the audio and elicit the answer *teddy*. Play the audio again and encourage the children to sing along.

2 Listen and match. 2.5

Ask individual children what their favourite toy is. Tell them to look at Activity 2 and ask them to name the three toys shown. Play the audio, pause it after the first dialogue and tell the children to match girl 1 with her favourite toy. Repeat with the rest of the audio. Play the complete audio again and then check the answers.

Answers
1 scooter, 2 car, 3 ball

Fast finishers

The children draw one of the toys and cut the drawing into a six-piece jigsaw. They can show the jigsaw to other fast finishers and ask them to guess what it is.

Extra activity

Tell the children to draw a picture of their favourite toy and colour it. When they are finished, the children mingle, keeping their pictures facing them. Explain that they must ask questions to guess the others' favourite toys, for example, *Is it (big)? Is it (red)? Is it a (scooter)?*

Wrap-up

Clear a space in the classroom and ask the children to stand up. Give them a series of instructions to follow in order to practise *big* and *small*. Mime the actions as you do them and say, for example, *Take a big step forward. Now take a small step back. Draw a small ball* (in the air with your finger.) *Now draw a big ball. Take a big jump to the right. Now take a small jump to the right.*

Transcripts

2.4 Trace. Then listen and sing: *Can you guess?*

Can you guess
my favourite toy?
Do you know?
Do you know?

Is it a doll? Is it a car?
No, it isn't. No, no, no!

Is it a robot? Is it a plane?
No, it isn't. Guess again!

Is it big? Is it small?
Is it a scooter? Is it a ball?

Is it a computer game?
No, it isn't. Guess again!

Can you guess
my favourite toy?
Can you guess?
Can you guess?

Can you guess
my favourite toy?
Is it a teddy?
Yes, yes, yes!

2.5 Listen and match.

1
Alana: Hello, teacher!
Teacher: Hello, Alana. What's your favourite toy? Is it green?
Alana: No, it isn't.
Teacher: Is it big?
Alana: Yes, it is.
Teacher: Is it a scooter?
Alana: Yes, it is.

2
Daniel: Hello, teacher! What's my favourite toy?
Teacher: Mmmm... Is your toy big?
Daniel: No, it isn't. It's small.
Teacher: Is it orange?
Daniel: Yes, it is.
Teacher: Is it car?
Daniel: Yes, it is!

3
Teacher: Helen, what's your favourite toy? Is it big?
Helen: No, it isn't.
Teacher: Is it green?
Helen: Yes, it is.
Teacher: Is it a ball?
Helen: Yes, it is.

Continuous Assessment
Check the children can follow a dialogue which identifies size and colour characteristics in a toy. Make sure they can ask questions about size and colour characteristics too.

ACTIVITY BOOK
Unit 4, page 24. See Teacher's Book page 117 for the answer key and transcript.

NOW GO TO ADDITIONAL RESOURCES

TEACHER'S RESOURCE MATERIAL
Language worksheets Unit 4 (three levels to suit different abilities within your class)
Speaking worksheets Unit 4

LESSON 4 – SB PAGE 43

Language Objectives
To practise shapes: *circle, rectangle, square, triangle.*
To revise colours: *blue, green, orange, purple, red, yellow.*

Materials
Digital Book
Unit 4 shapes Flashcards
Audio CD 2

WARMER

Display the shapes **flashcards** one by one and model and drill the words. Divide the class into teams. Place the flashcards face down on the table and turn over only three. Elicit the missing shape. The team who calls it out first gets a point. Repeat several times.

1 Listen, point and repeat. Then trace. 2.6

Tell the children to look at Activity 1. Play the audio and ask them to repeat the words as they point to the shapes. Then tell them to trace the shapes using the relevant colours. Check their work by asking *What colour is the (rectangle)?* Call a volunteer to the front and ask them to face the class. With your finger, draw a shape on their back for them to guess. Put the children into pairs and tell them to take turns doing this with their partner.

2 Colour and count.

Tell the children to count the number of squares in the teddy and the robot, elicit the correct answer *(five)* and ask them to write the number five in the space next to the purple square. Repeat with the other shapes, elicit the colours shown for each one (*blue triangle, red circle, orange rectangle*), and then ask the children to colour the shapes using the corresponding colours.

Answers
5 squares, 3 triangles, 7 circles, 10 rectangles

FAST FINISHERS

The children invent colour and shape sequences. They can swap with other fast finishers to continue their sequences.

EXTRA ACTIVITY

Clear a space in the classroom and divide the class into teams of four or five children. Ask each team to hold hands. Call out the name of a shape and tell the children to make that shape with their team. After a few rounds, mix up the teams so that the children are in different groups, then play again.

WRAP-UP

Divide the class into new teams and tell them to find as many real objects in the classroom as possible that are in the shape of circles, rectangles, squares and triangles, within a set time limit. Examples could include buttons, knobs, doors, windows, pieces of paper, and so on. When the time is up, count the items from each team in turn to see which team found the most shapes.

TRANSCRIPT

2.6 **Listen, point and repeat. Then trace.**

circle, rectangle, triangle, square

Continuous Assessment
Find out if the children can identify the different shapes by the end of the lesson. They should also be able to distinguish and count the different shapes in an illustration.

NOW GO TO ADDITIONAL RESOURCES

TEACHER'S RESOURCE MATERIAL
CLIL worksheet Unit 4

LESSON 5 – SB PAGES 44 & 45

STORY

Language Objectives
To practise listening skills.
To recognise key toy vocabulary in context: *ball, car, doll, game console, plane, robot, scooter, teddy.*
To introduce the structure *Let's play!*
To reflect on the importance of being patient.

Materials
Digital Book
Unit 4 toys Flashcards
Audio CD 2

WARMER

Review the toys vocabulary using the **flashcards**. Display the flashcards around the classroom. Hold up a **word card**, elicit the word and invite the children to point to the corresponding flashcard.

1 Find and say. Then colour.

Tell the children to look at Activity 1 and find these objects in the story. Elicit the names of the objects *(school bag, cat, teddy* and *scooter)*. Call on individual children to tell you what colour the objects are *(yellow, orange, grey* and *green)*. Tell the children to colour in the objects using the corresponding colours.

Answers

yellow school bag, orange cat, grey teddy, green scooter

2 Listen to the story. 2.7

Tell the children that they are going to listen to a story. Direct the students' attention to the first scene, point to Carla and ask the children if they remembered who she is. Tell them that the story is about Carla. Before listening to the story, illustrate the meaning of *surprise* by means of body language and tell the class that Carla's mum and dad have got a surprise for her. Play the audio and point to the corresponding story scenes as you listen to the recording. You can pause the audio after each story scene and ask questions to check comprehension. Model and drill *Happy birthday!* and *It's a surprise!*

FAST FINISHERS

The children think about the toys they have at home and don't use any more, perhaps because they're big now, and say / draw those they would be happy to pass on to another child.

EXTRA ACTIVITY

Call eight volunteers to the front and assign them each a story scene. Ask them to act out their story scene to the class in a random order. The rest of the class guesses which scene is being acted out.

WRAP-UP

Ask the children to sit in a circle and show them how to pass one of the toy flashcards face down in a clockwise direction around the circle. Chant together *It's a surprise! It's a surprise! It's a surprise!* Shout *Stop!* and encourage everyone to call out *Happy birthday!* to the child holding the flashcard. The child then turns the flashcard over and says *It's a (scooter).* Continue playing, using different flashcards, until all the vocabulary has been reviewed.

Continuous Assessment
Are the children able to infer information about the main character's feelings as the story progresses? Make sure the children reflect on the importance of being patient and appreciating true love instead of material gifts.

Check wether the children are able to follow the story.

SEL

Reflect on the importance of being patient.

To develop self-management skills encourage students to infer the message of the story. Explain that it is Carla's birthday and she is impatient to receive a gift. In the end, Carla manages to regulate her emotions, develops self-control skills and receives the best present: a newly-born baby sister. Ask the class what gift, that doesn't cost money, the children would like from their classmates. Elicit from the children how having their birthday recognised by others makes them feel.

Self-regulation is needed for emotional and cognitive development.

It helps children respond to stress and challenges. Discuss with the class moments when they have to wait: at dentists' offices, on lines at supermarkets, etc. For younger children, the game *Simon Says* is a great way to gain self-regulation skills. Self-regulation improves attention, motor control and control of impulses.

Make sure the children undestand that if they want to succeed in life, they must learn to wait.

Transcript

2.7 **Listen to the story.** IT'S A SURPRISE!

Scene 1
Narrator: It's Carla's birthday today, but she's sad.
Carla: Hello, Teddy! It's my birthday and Mum isn't here.
Scene 2
Carla: Dad, what's my birthday present? Is it a computer game?
Dad: Wait! It's a surprise!
Scene 3
Carla: Hello, Granny! What's the surprise? Is it a scooter?
Granny: Wait! It's a surprise!
Scene 4
Carla: Hello, Grandad! What's the surprise? Is it a doll?
Grandad: Wait! It's a surprise!
Scene 5
Narrator: Carla is calling her friend Jasmin.
Carla: Are you coming to my party?
Jasmin: Yes, Ryan and Mike are coming too!
Scene 6
Neighbour: Happy birthday, Carla! How old are you? Are you eight?
Carla: No, I'm seven!
Scene 7
Narrator: Later that afternoon...
Carla: Hello, Mum! Is this my surprise?
Mum: Happy birthday, Carla! This is your new baby sister!
Scene 8
Ryan, Jasmin and Mike: Happy birthday, Carla!
Carla: Oh, what a fantastic surprise!

Activity Book
Unit 4, page 25. See Teacher's Book page 117 for the answer key.

NOW GO TO ADDITIONAL RESOURCES

Teacher's Resource Material
Writing worksheet Unit 4

Lesson 6 - SB page 46

Language Objectives
To introduce the structure *How old are you? I'm (seven).*
To practise numbers 1-10.
To sing a song.

Materials
Digital Book
Audio CD 2

Warmer

Draw a picture of five birthday cakes on the board with the names Carla, Ron, Jasmin, Ryan and Mike under each of them. Draw seven candles on Carla's cake and ask the children if they can remember how old she is. Count the candles together to check if their guesses are correct. Hold up seven fingers and encourage the children to copy you. Count to seven together. Leave the drawings of the cakes on the board for the next activity.

1 Listen and write. 2.8

Ask the children to look at Activity 1 and elicit the names of the characters. Tell them to listen to the audio and play the first part (up to Carla saying *I'm seven!*). Pause the track and tell the children to write the number 7 in the gap under Carla. Write the number 7 on the board under Carla's cake. Continue with the other characters, pausing each time. Check the answers by asking individual children to come to the board and draw the correct number of candles on the remaining cakes, and write the corresponding number next to them.

Answers
Left to right: 7, 4, 6, 7, 6

2 Listen and sing. 2.9

Tell the children to look at Activity 2 and count the number of candles on the cake together (7). Tell them that they are going to listen to a song and that they

have to copy your actions. Play the audio and perform different actions (clapping, shaking your hands in the air and holding up the corresponding number of fingers for each verse). Play the track again and encourage the children to sing along. Finish by asking individual children how old they are.

FAST FINISHERS

The children read and sing the song quietly to themselves.

EXTRA ACTIVITY

Ask the children to draw a birthday cake and put the correct number of candles on it for their age. Put them in pairs and encourage them to ask their partner their age and answer.

WRAP-UP

Divide the class into two groups. Tell Group A that they have to ask the other group *How old are you?* Hold up your hands to Group B showing (six) fingers so that they know the answer: *I'm (six)*. Tell both groups that they must begin by whispering the question and answer, and then gradually increase the volume over three repetitions so that in the end they are very loud. Repeat the procedure holding up different numbers of fingers. Swap the groups around after several turns.

TRANSCRIPTS

2.8 **Listen and write.**

Carla: It's my birthday today!
All children: Happy birthday, Carla!
Mike: How old are you, Carla?
Carla: I'm seven! How old are you, Mike?
Mike: I'm six. How old are you, Ryan?
Ryan: I'm seven. And how old are you, Jasmin?
Jasmin: I'm six. Ron, how old are you?
Ron: I'm four.

2.9 **Listen and sing:** *Count the candles on your cake!*

Clap your hands and shake, shake, shake!
Count the candles on your cake!
Are you one? Are you two?
How old are you?

Clap your hands and shake, shake, shake!
Count the candles on your cake!
Are you three? Are you four?
How old are you?

Clap your hands and shake, shake, shake!
Count the candles on your cake!
Are you five? Are you six?
How old are you? Clap your hands and shake, shake, shake!
Count the candles on your cake!
Are you seven? Are you eight?
How old are you?

Clap your hands and shake, shake, shake!
Count the candles on your cake!
Are you nine? Are you ten?
How old are you?

Continuous Assessment

By the end of the lesson the children should be able to say how old they are and how old their classmates are. Make sure the children associate age with the number of candles they see on a cake.

NOW GO TO ADDITIONAL RESOURCES

TEACHER'S RESOURCE MATERIAL
Reading worksheet Unit 4

LESSON 7 – SB PAGE 47

Language Objectives

To practise writing the structures *Dear (Carla); Love, (Jasmin).*
Phonics: to practise the initial sound **h**.
To introduce new vocabulary: *hat, helicopter.*

Materials

Digital Book
Audio CD 2

A hat

WARMER

Ask the children if they have ever received a birthday card and if they usually give birthday cards to their friends and family.

Time to write!

1 Listen, trace and write. 2.10

Tell the children to look at Activity 1. Elicit that Carla is reading a birthday card and tell the children that they are going to listen to the audio to find out what the card reads. Play the audio and encourage the children to follow the message with their finger as they listen to it. Play the listening again and tell the children to trace the words shown and write the missing words.

▶ **Answers**

Top to bottom: Carla, Jasmin

Phonics

2 Listen and repeat. 2.11

Tell the children to look at Activity 2. Ask them to listen and point to each picture as they hear it on the audio. Play the audio again and this time tell the children to also repeat the words. Make sure that they are pronouncing the initial sound **h** correctly. Repeat the activity if necessary. Show the children the hat you brought and ask them to name it. Call a volunteer to the front of the room and ask them to close their eyes. Choose another child to hide the hat somewhere in the classroom. Ask the child to open their eyes and tell them to go around the room to find the hat. The rest of the class help by giving clues: instruct them to call out *Hat!* very quietly if the child is far away from it, and louder and louder if the child moves closer to it. Play several times with different volunteers.

3 Listen and say. 2.12

Tell the children to look at Activity 3. Play the audio and ask the children to listen to and say the sentences. Pause the audio to give the students time to repeat and make sure that the children are pronouncing the initial sound **h** correctly.

Fast finishers

The children look for another word in the unit beginning with *h* (hand).

Extra activity

Tell the children to make a birthday card for a friend or family member. Encourage them to write the message inside correctly and provide help as needed.

Wrap-up

Call out different words from the unit or previous units and include the target initial sound **h**, for example, *book, hamster, table, happy, sad.* Tell the children that every time they hear a word beginning with the **h** sound, they have to stand up and repeat the word.

Transcripts

2.10 **Listen, trace and write.**

Carla: Oh! It's a birthday card from Jasmin.
'Dear Carla, Happy birthday! Love, Jasmin.'

2.11 **Listen and repeat.**

hat, helicopter, happy

2.12 **Listen and say.**

Harry's got a hat and a helicopter.
Happy birthday, Harry!

Continuous Assessment

Make sure the children are able to follow along with the recording while they read the text about a birthday greeting. They should be able to trace the words correctly.

Verify the **h** sound is clearly pronounced.

Activity Book
Unit 4, page 26. See Teacher's Book page 117 for the answer key.

Now go to Additional Resources

Teacher's Resource Material
Phonics worksheet Unit 4

Lesson 8 – SB page 48

Culture

Language Objectives

To introduce the structure *This is my (kite).*
To introduce new vocabulary: *bird, kite.*
To learn about toys in Japan.

Materials

Digital Book
Unit 4 Stickers
Audio CD 2

A world map or globe, plain origami paper (at least one sheet per child)

WARMER

Although the children may not know of origami, most children will be familiar with paper aeroplanes and will be able to make them. This is an opportunity for these children to demonstrate their abilities to the rest of the class. Be prepared to help the children make a paper aeroplane. Explain that children in a particular country like to make paper toys like this and encourage them to name some countries to guess which one. Tell them that it is Japan. Show the children a world map or globe. Read the text in the speech bubble and elicit what the children know about Japan. Invite a volunteer to come forward and find Japan on the map or globe.

Watch the video **My favourite toy** to introduce the lesson theme.

1 Listen and stick. Then listen again and number. 2.13

Tell the children to look at Activity 1. Ask them to point to the Japanese flag, and to Yuna. Encourage them to describe what they can see in each picture and elicit *teddy* and *paper dog*. Ask them to look at the **stickers** on page 110 and elicit the names for each one, or present them *(doll, robot, kite, cat)*. Tell the children to listen to Yuna speaking about her toys and to place the stickers on the correct places when they hear the toys mentioned. Play the first part of the audio and pause it. Ask what toy Yuna talks about, elicit the answer and tell the children to hold up the corresponding sticker. Make sure that everyone has got the doll sticker, then show them where to stick it on the page, next to the teddy. Continue with this procedure for the rest of the audio.

Answers

Clockwise: 4, 3, 2, 1

2 Draw your favourite toy.

Ask individual children what their favourite toy is, then draw a simple sketch of a toy on the board and talk to the children about it. Use the structure *This is my (kite)* and encourage them to repeat the phrase. Describe the toy using language from the unit, for example, *It's big. It's orange and white.* Tell the children to draw their favourite toy in the blank space. When they are finished, encourage them to present their drawing to the class and to use the target structure to talk about it.

FAST FINISHERS

The children try to make a paper animal.

EXTRA ACTIVITY

The children can decorate their paper aeroplanes and see which aeroplane flies best.

WRAP-UP

Divide the class into teams. Begin to draw one of the target vocabulary items on the board. Award points for the team that guesses correctly first. If any team makes an incorrect guess, they have to wait until the next round to guess again.

TRANSCRIPT

2.13 **Listen and stick.**
Then listen again and number.

Yuna: Hello! I'm Yuna from Japan.

1 Here are my toys. Look! This is my teddy and this is my doll. I love my doll!

2 I make toy animals with paper. Look at the dog and the cat.

3 This is my kite. It's a bird!

4 Can you see my robot? It's small and orange and yellow. It's in my hands.

Continuous Assessment
Check the children understand the audio identifying toys and see whether the children realise that children everywhere share a similar enjoyment of toys.

UNIT REVIEW – SB PAGE 49

Language Objectives
To review vocabulary and structures from Unit 4.

Materials
Digital Book
Audio CD 2
Trophy stickers

WARMER

Ask the children to name as many toys as they can remember. Every time a child names a toy correctly, ask the rest of the class to repeat the word. Make sure all the students participate.

1 Listen and circle. 2.14

Tell the children to look at Activity 1. Ask them what they can see in each set of pictures. Tell them to listen to the first part of the recording and to circle the correct picture.

Demonstrate the answer drawing a circle around the first birthday cake for the children to copy. Continue with the rest of the audio.

Answers

1 seven, 2 small car, 3 granny, 4 teddy

2 Find and count.

Ask the children what they can see in the picture. Elicit *toys* and *toy box*, and then read the words listed underneath the picture together. Explain that they must count the number of each of these toys in the toy box and write the answers in the circles. Count the robots together as a class, make sure that the children write the number 3 in the circle after the word robot, and then let the children finish the activity. Check the answers. Finally ask the class which toy is missing on the list (*game console*).

Answers

3 robots, 1 plane, 6 balls, 2 doll

LEARNING TO LEARN **3 Choose your favourite activity in the unit and stick.**

Give the children some time to look back over the unit and decide which activity they liked the most and why. Direct the students' attention to the **stickers** on page 111. Tell them to place a trophy sticker on that activity.

FAST FINISHERS

Tell the children to share the name of their favourite soft toy with the classmate sitting next to them.

EXTRA ACTIVITY

Direct the students' attention to the Unit 4 **vocabulary card cut-outs** on page 95 and help the children cut them out along the dotted lines. In pairs the children put all their cards face down and mix them up. They then take turns to turn over two cards and name them. If they are the same, they keep the pair. If not, they turn them back down.

WRAP-UP

Divide the *class* into four groups and name them *circle*, *rectangle, square* and *triangle*. Give each group different instructions, for example, *circles go to the board; squares go to the door; triangles and rectangles, swap places*.

TRANSCRIPT

2.14 **Listen and circle.**

1
Girl: Hello, Kerry!
Kerry: Hello!
Girl: Is it your birthday today?
Kerry: Yes, it is!
Girl: Ooh, and how old are you?
Kerry: I'm seven.

2
Girl: And have you got lots of presents?
Kerry: Yes, I have. I've got a toy car!
Girl: Is it a big toy car?
Kerry: No, it's small!

3
Girl: Is it a present from your grandad?
Kerry: No, it's from my granny.

4
Girl: What's your favourite present?
Kerry: Oh, I've got lots of presents, but my favourite is a teddy.

Final Assessment

The children should now be able to say the names of the toys. Check they can say their age and ask others their age. Can they give a simple birthday greeting, both written and in oral form?
Make sure they use and understand the vocabulary and basic structures of the unit.

ACTIVITY BOOK

Unit 4, page 27. See Teacher's Book page 117 for the answer key and transcript.
My new words, page 43.

NOW GO TO ADDITIONAL RESOURCES

TEACHER'S RESOURCE MATERIAL

Unit 4 test (available at two different levels)

The Techies

Language Objectives
To listen to and answer questions about a story.
To review animals, toys and school vocabulary:
cat, fish, mouse, parrot, spider; ball, car, doll, plane, scooter, teddy; bag, books, computer, crayons, lunch box, pencil, pencil case.

Materials
Digital Book
Unit 3 animals Flashcards
Unit 4 toys Flashcards
Audio CD 2

Teacher's notes for this section are designed to allow the story to be approached in one or two sessions. If time is short, teachers may choose to select activities and combine them to form a single lesson working with parts 1 and 2 together. Note that in both lessons the children listen to the whole story.

Part 1 - SB Page 50

WARMER

Play *Have you got a spider?* Tell the children to sit in a circle and choose a volunteer to sit in the middle with their eyes closed. Pass around the Unit 3 animals **flashcards** one at a time and let them circulate for a short while before calling out *Stop!* The children holding flashcards see which one they have got, and then put it behind their back. The child in the middle has three chances to find out who has the spider flashcard. They ask *Have you got a spider?* to three children in turn, who answer either *Yes, I have* or *No, I haven't.* The child who has the spider then sits in the middle.

Pre-listening activity

Talk to the children about the previous episodes of The Techies. Ask if they remember the people in the story and elicit the names *Tina* and *Tim* and the family members. Give prompts to try to elicit the adjectives from Unit 1 *(bored, happy, hungry, sad, scared)* and allow time for the children to answer. Remind the children that Tina and Tim were going to school and ask them to name some things that Tina and Tim had: *school bag, books, computer, pencils, crayons, lunch box, pencil case*.

● **Listen to the story. Then find five pets.** 2.15

Play the audio and ask the children to follow the story along with their finger. Now ask them to look at scene 1 and put their hand up when they have found the pet in it (*a parrot*). Tell them that there are four more pets in the rest of the story and allow them time to find them. Check the answers (*a fish, a cat, a mouse, a spider*). Play the audio again, pausing after each scene to answer any questions and welcome anything the children want to say about the story. Ask comprehension questions, for example, in scene 2, *Who is this? (Granny)*.

Post-listening activity

Talk to the children about unusual pets. Elicit the names of some unusual pets, for example, a snake or a mouse. Ask if they would like to have a spider as a pet and encourage them to think about what it would eat, if their family would like it, and so on. Write *spider* on the board, along with the name of one other unusual pet, and then do a class survey. Ask everyone to come and stand in front of the unusual pet that is their favourite. Encourage them to use their imagination by asking individual children what they would name their pet.

EXTRA ACTIVITY

Tell the children to draw a picture of the unusual pet they would like to have. When they are finished, encourage them to present it to the class, describing its size and colour, giving it a name, etc.

WRAP-UP

Tell the children to look at the story scenes again. Call out different lines from the story. Encourage the children to tell you who said the line, and then have everyone repeat the line together. Use silly voices, or begin by whispering and then get louder and louder, to engage the children's interest.

TRANSCRIPT

2.15 **Listen to the story. Then find five pets.**

Scene 1
Narrator: Tina and Tim have got a new pet. His name's Boris.
Tim and Tina: Hello, Boris!!!
Scene 2
Granny: Hi Tim, how are you?
Tim: Hello, Granny! I'm hungry! Tina! Where's Boris?
Tina: Boris? Um... I don't know.
Scene 3
Grandma: Aaaaargh!
Tina: Ah! He's in the cupboard.
Tim: Oh, no! Granny's scared of Boris!
Scene 4
Dad: Hi, children!
Tim and Tina: Hi, Dad!
Tina: Where's Boris, Tim?
Tim: Oh, I don't know!

Scene 5
Dad: Aaaaargh!
Tim: Ah! He's on the chair.
Tina: Oh no! Dad's scared of Boris too!
Scene 6
Narrator: Yes, Tina and Tim have got a new pet. His name's Boris... and he's a spider!

Part 2 - SB Page 51

WARMER

Call four volunteers to the front and give them each one of the Unit 4 toys **flashcards**. Ask them to stand in a line and to quickly flash their flashcards to the class. Call out a word represented on one of the flashcards. Encourage the rest of the class to line up in front of the child who is holding the flashcard depicting the word you called out. Play again with different volunteers and flashcards.

Pre-listening activity

Talk about The Techies with the children. Ask them what they know about The Techies so far. Call three or four volunteers to the board and encourage them to draw the ideas that the class are calling out, for example, prompt by asking who is in the family and then ask the volunteers to draw some family members and write the names underneath if they are able.

● **Listen to the story. Then find six toys.** 2.16

Play the audio and ask the children to follow the story along with their finger. Now ask them to look at scene 8 and put their hand up when they have found the toy in it (*a doll*). Tell them that there are five more toys in the rest of the story and give them some time to find them. Check the answers (*a car, a ball, a plane, a teddy, a scooter).* Play the track again, pausing after each scene to answer any questions and welcome anything the children want to say about the story. Ask comprehension or discussion questions, for example, in scene 7, *Who gives them a birthday present? (Grandad).*

Post-listening activity

Act out the story. Divide the class into two groups, one to play the role of Tim and the other, Tina. Encourage the groups to stand facing each other. Call out the lines from the story beginning with scene 7 when Tim asks *Is it a birthday present?* Tell the group playing Tim to repeat the line after you. Repeat the procedure with the rest of the lines. Use exaggerated actions and encourage the children to be very dramatic and to copy you. Swap the groups' roles and act out the story again. This time try to use prompts to get the children to say the lines, rather than getting them to simply repeat after you, to see how much they can remember.

EXTRA ACTIVITY

Play a guessing game. Divide the class into pairs and ask Child A to draw a toy. Child B has three turns to guess, asking *Is it a (car)?* questions.

WRAP-UP

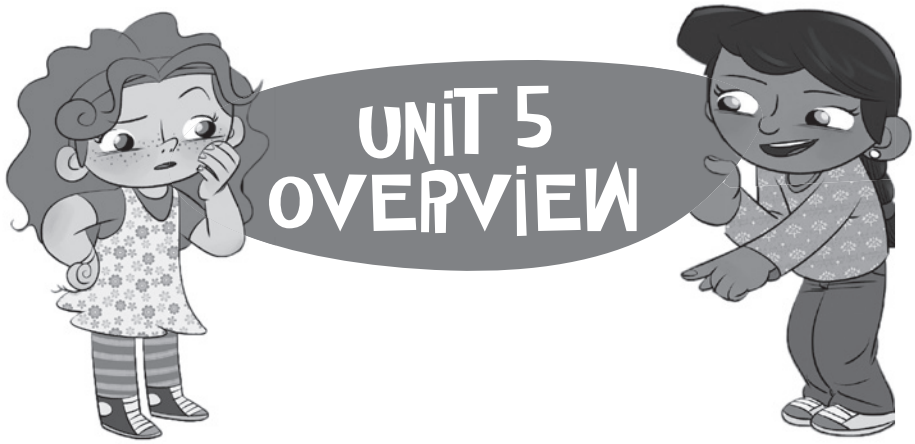
Listen to the complete story.

TRANSCRIPT

2.16 **Listen to the story. Then find six toys.**

Scene 7
Narrator: The next day...
Narrator: It's Tina and Tim's birthday.
Postman: Happy birthday, Tina! Happy birthday, Tim! Here you are!
Tim: Is it a birthday present?
Tina: Yes, it is! It's from Grandad!
Scene 8
Tina: Is it a game console?
Tim: No, it isn't!
Scene 9
Tina: It's a car! Yes!
Scene 10
Tim: It's a plane! Yes!
Tina: Hmm! I've got an idea...
Scene 11
Tina: It's a scooter!
Tim: It's fantastic!
Scene 12
Tina: Let's go!
Tim: Wooo hooo!!

TEACHER'S RESOURCE MATERIAL
End of term 2 test



UNIT 5 OVERVIEW

Grammar	Vocabulary	Pronunciation	Recycled language
• **Imperatives:** *(Touch) your (nose).* • ***Can* for ability:** *I can (run).* • **Possessive adjective:** *your*	• **Body:** *arm, ears, eyes, feet, hand, head, knee, leg, mouth, nose, toes* • **Verbs:** *hop, jump, run, skip, walk* • **Extra:** *amazing, buttons, clap, dance, easy-peasy, hair, stamp, teeth, touch, wave*	• **Phonics:** initial sound **t** as in ***t****oes*	• Classroom • Colours • Numbers • Pets

Language Objectives

Grammar	Vocabulary	Functions	Pronunciation
• To practise imperatives with body vocabulary. • To describe abilities. • To follow and give instructions involving the body.	• To understand and use vocabulary related to the body. • To identify and follow instructions. • To become familiar with abilities.	• To talk about somebody's abilities. • To say the number of body parts a person has got. • To understand the importance of praising others and encouraging participation.	• To produce the initial sound **t** correctly.

Skills Objectives

Speaking	Reading	Listening	Writing
• To say the body part words. • To give simple instructions. • To use *can* to describe abilities.	• To understand body parts vocabulary. • To demonstrate understanding by reading and placing a sticker. • To read, trace and understand simple sentences.	• To understand and repeat target vocabulary. • To understand and join in with songs. • To understand the narrative of a story. • To demonstrate understanding by completing activities. • To recognise the initial sound **t**.	• To trace target language. • To complete sentences with target vocabulary.

Assessment Criteria

- The children can identify, understand and use imperatives while talking about the body.
- The children can identify and understand the structure *I can* with various verbs to express ability.
- The children can identify, understand and use body vocabulary.
- The children can use numbers to give more specific descriptions about a body.

GO Digital!

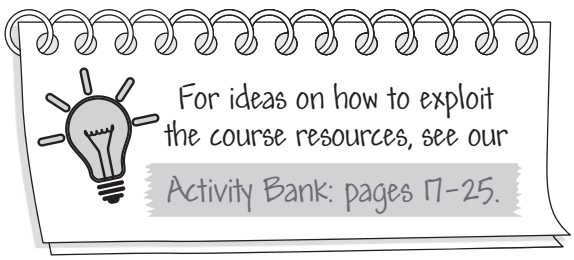
- **Digital Book** to complete the activities with the children on the **IWB**.
- **Video support** for all songs and chants, animated stories and culture lessons in the Student's Book.
- **Additional interactive activities and games** for content reinforcement in class or at home.

Materials

- **Digital Book**
- **Audio CD 2**
- **Flashcards** Unit 5 (available online)
- **Student's Book** Unit 5
- **Activity Book** Unit 5
- **Teacher's Resource Material** (available online)

Lesson 1: Listening worksheet
Lesson 2: Reading worksheet
Language worksheets
Lesson 3: Writing worksheet
Lesson 4: CLIL worksheet
Lesson 6: Speaking worksheet
Lesson 7: Phonics worksheet
Unit review:
Unit 5 tests
Drama. Start preparing the end of year play.

- Lively music, Post-its, card (one sheet per child), a world map or globe, a picture of the Union Jack, colouring pencils or felt-tip pens



Key competences

Linguistic competence
The children learn to describe their body and their abilities. They also learn to give and follow simple instructions.

Competence in Maths, Science and Technology
The children are encouraged to use their mathematical abilities to measure objects using non-standard units.

Digital competence
The children become familiar with the use of technology working together on the unit using the IWB.

Social and civic competence
The children learn the basic social skills of giving and following simple instructions. They also understand the importance of participating in class and praising their classmates.

Cultural awareness and expression
The children develop their artistic awareness and expression by singing songs.

Learning to learn
The children develop learning strategies through a variety of activities aimed at multiple intelligences.

Sense of initiative and entrepreneurship
The children develop a sense of personal autonomy by designing and describing a face painting they would like.

LESSON 1 – SB PAGE 52

Language Objectives
To practise listening skills.
To introduce body vocabulary: *arm, feet, hand, head, knee, leg, nose, toes.*

Materials
Digital Book
Audio CD 2
Unit 5 Flashcards

Lively music, body picture or illustration

WARMER

Stick a picture or illustration of a body on the board. Ask the children to look at it carefully. Call on some volunteers to come to the front. Say a body part for a child to point to. Every time a child points to the correct body part, ask the rest of the class to repeat the word.

1 Listen, point and repeat. Then match and say. 2.17

Ask the children to look at Activity 1. Encourage them to talk about the picture using whatever vocabulary they can and elicit that the children in the picture are dancing. Play the audio and ask the children to point to the body parts as they hear them mentioned and to repeat the words. Play the audio again, pausing after each item, and then tell the children to match the numbered body parts with the pictures in the column on the right.

A **picture dictionary** is provided on page 76 of the Student's Book.

Answers

1 hand, 2 arm, 3 head, 4 feet, 5 nose, 6 knee, 7 leg, 8 toes

2 Listen and chant. 2.18

Play the audio and let the children listen to the chant as you mime gestures to the words in the chant. Ask the children to stand up and, as they listen to the chant again, tell them to copy the actions you mimed. Play the audio again and encourage the children to dance and say the chant.

FAST FINISHERS

The children touch all eight body parts on their body while saying each one out loud. They repeat and go faster as they become more confident with the vocabulary.

EXTRA ACTIVITY

Display the **flashcards** and mouth the words for each body part for the children to point to the corresponding flashcard. Repeat the procedure and this time encourage the children to say the words you are mouthing as well as pointing to the flashcard.

WRAP-UP

Sing *Head, shoulders, knees and toes* with the children. Teach the actions slowly, line by line, before singing the whole song through.

TRANSCRIPTS

2.17 **Listen, point and repeat. Then match and say.**

1 hand **2** arm **3** head **4** feet
5 nose **6** knee **7** leg **8** toes

2.18 **Listen and chant:** *I've got two arms*

I've got two arms, arms, arms,
And a head, head, head,
I've got two hands, hands, hands,
And two legs, legs, legs.

I've got two knees, knees, knees,
And a nose, nose, nose,
I've got two feet, feet, feet,
And lots of little toes!

Initial Evaluation
See if the children can name the different parts of the body and sing along with the chant.

ACTIVITY BOOK
Unit 5, page 28. See Teacher's Book page 117 for the answer key.

NOW GO TO ADDITIONAL RESOURCES

TEACHER'S RESOURCE MATERIAL
Listening worksheet Unit 5

LESSON 2 – SB PAGE 53

Language Objectives
To practise listening skills.
To practise body vocabulary: *arm, feet, hand, head, knee, leg, nose, toes.*
To practise the imperative structure *Touch your (nose).*

Materials
Digital Book
Audio CD 2
Unit 5 Flashcards: arm, feet, hand, head, nose, toes

WARMER

Review the parts of the body with the class. Touch your arm and encourage the children to say *arm*. Repeat the procedure with *head, hand, leg, knee, nose, feet* and *toes*. Once you have modelled the activity, invite the students to take turns to play your role. Make sure all the children participate.

1 Listen and number. 2.19

Ask the children to look at Activity 1. Tell them that they are going to listen to the audio and number the conversations. Do the first conversation together. Play the audio and pause it after the first part. Elicit the answer and make sure that all the children understand the task. Play the rest of the audio. Play a second time if necessary, and then check the answers.

▶ **Answers**

2 Listen and sing. 2.20

Tell the children that they are going to listen to a song and that they have to copy your actions. Teach -by doing- the meaning of *clap your hands, stamp your feet, wave your arms, nod your head, touch your toes, turn around* and *jump*. Play the audio and perform different actions. Play the song again and encourage the children to sing along as well as doing the actions.

FAST FINISHERS

The children draw a series of actions to practise with their classmates later.

EXTRA ACTIVITY

Hold up the **flashcards** one at a time and ask the children to do the corresponding action from the chant. Do the first one together. Hold up the flashcard of the hand and prompt the children to clap their hands. Repeat with other body parts.

WRAP-UP

Mime one of the actions from the lesson. The children watch and say the action. You may have to give them the first word(s) to prompt them, for example, *Nod your head.* Choose volunteers to mime gestures for the other children to guess.

TRANSCRIPTS

2.19 Listen and number.

1
Sally: OK, Chris! Clap your hands! Clap your hands! Clap your hands! Gooood!

2
Sally: Ryan! Ryan! Stamp your feet! Stamp your feet! Yes!

3
Sally: Come on Mike! Wave your arms! Wave your arms! Wave your arms! Very good!

4
Sally: Jasmin! Jasmin! Nod your head! Nod your head! Nod your head!

5
Sally: Carla! Touch your toes! Touch your toes! Excellent!

6
Sally: OK, Bill! Listen to me, Bill! Good, now turn around! Turn around! Yes, that's it!

7
Sally: OK, Julie! Jump! Jump! Jump! Julie! Jump! Jump! Jump! Aaaaaaand STOP!

2.20 Listen and sing: *Move your body!*

Dance! Dance! Move your body! (x3)
1, 2, 3! Dance with me!

Clap your hands to the beat!
All stand up and stamp your feet!
Wave your arms! Touch your nose!
Nod your head and touch your toes!

Dance! Dance! Move your body! (x3)
1, 2, 3! Dance with me!

Everybody touch your knees!
Listen to the music, please!
Jump! Jump! Turn around,
Clap your hands and all sit down!

Dance! Dance! Move your body! (x3)
1, 2, 3! Dance with me!

Continuous Assessment
The children should be able to associate the images with the listening to complete the activity.
Evaluate whether they can sing along in time with the song.

ACTIVITY BOOK
Unit 5, page 29. See Teacher's Book page 117 for the answer key.

NOW GO TO ADDITIONAL RESOURCES

TEACHER'S RESOURCE MATERIAL
Reading worksheet Unit 5
Language worksheets Unit 5 (three levels to suit different abilities within your class)

LESSON 3 – SB PAGE 54

Language Objectives
To read instructions for actions.
To practise listening skills.
To practise imperatives with body parts.

Materials
Digital Book
Audio CD 2
Unit 5 Stickers
Unit 5 Flashcards
Unit 5 Cut-outs

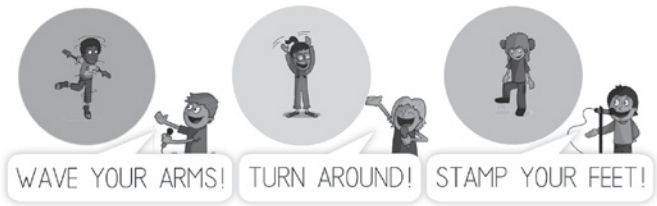
Scissors, glue

WARMER

Display the Unit 5 **flashcards** to review vocabulary. Then play a TPR game to revise the parts of the body. Ask the children to stand up and you call out instructions, for example, *Show me your (arm)! Show me your (leg)!* Ask volunteers to come forward and take your place to give instructions.

1 Read and stick.
Tell the children to look at Activity 1 and, as you read each action, ask the children to do the gesture. Direct the students' attention to the **stickers** on page 110. The children then find the corresponding sticker which matches the action and stick it in the correct circle.

▶ **Answers**



2 Listen, follow and say the name. 2.21
Ask the children to look at Activity 2. Elicit the names of the characters and go over each of the actions to make sure the children can name them. Tell them that they are going to listen to instructions with body movements and they should follow the actions in the pictures, which will lead them to one of the characters. Ask them to put their finger on the top picture. Play the audio and do the first section together, ensuring that the children move their finger along as they listen to the audio, to land on Carla. Continue with the rest of the audio.

▶ **Answers**
1 Carla, 2 Ryan, 3 Jasmin, 4 Mike

3 Make an actions dice. TIME TO TALK
Direct the students' attention to the **cut-out** on page 97. Help the children cut out the template along the dotted lines. Demonstrate how to glue the tabs and then join them so the sides stick together to make the dice. You can then use it to play different games: roll the dice and tell children to do the action they see on top. Tell them to call out the word at the same time; in pairs, the children take turns to roll the dice for their partner to do the corresponding action. The child rolling the dice should say the action for their partner to perform. If you wish, turn the activity into a competition by asking the children to roll their dice at the same time. The first child to say the word and do the action wins.

FAST FINISHERS

Help the children cut out the vocabulary **card cut-outs** on page 99 along the dotted lines. In pairs, students place the vocabulary card cut-outs face down on their desk and take turns to pick them up and name the body parts. The student with the most correct answers is the winner.

WRAP-UP

Practise matching action verbs to body parts by means of a team game. Divide the class into teams and stick the body parts flashcards on the board. Choose a player from each team and call out one of these verbs: *clap, touch, stamp, nod.* The first player to touch the appropriate body parts flashcard scores a point for their team. If they touch it simultaneously, they each score the point. If you call out *jump* or *turn around*, the players stay put. If they run to the board, their team loses a point.

TRANSCRIPT

2.21 **Listen, follow and say the name.**

1
Sally: OK, touch your head!
Now clap your hands!
OK, and move your nose!
Now stamp your feet!

2
Sally: Touch your head!
OK, now nod your head!
Turn around!
And, wave your arms!
Woooo!

3
Sally: Listen up! Touch your head!
Now nod your head!
Move your nose!
Aaaand touch your knees!

4
Sally: OK, now you! Touch your head!
OK, now clap your hands.
Now, touch your toes!
Aaaand jump! Yes!

Continuous Assessment
The children should be able to follow the instructions given in the audio.

ACTIVITY BOOK
Unit 5, page 30. See Teacher's Book page 117 for the answer key and transcript.

TEACHER'S RESOURCE MATERIAL
Writing worksheet Unit 5

LESSON 4 – SB PAGE 55

Language Objectives
To practise counting.
To learn about non-standard units of measurement.

Materials
Digital Book
Audio CD 2

Cardboard paper (one sheet per child), scissors

WARMER

Start drawing the outline of a foot on the board. Keep drawing until the children are able to identify the part of the body you are drawing. When they think they know the answer, encourage them to put their hand up and then call on someone to say the word.

1 Read. Then look and count.

Tell the children to look at Activity 1. Ask them to count the number of sharpeners in the first foot, elicit the correct answer (eight) and then tell them to write the number 8 in the space below. Repeat with the other feet. Ask the children which their favourite foot is.

Answers

8 sharpeners, 5 rubbers, 9 buttons

2 Draw and cut out. Then measure.

Sit in a circle with the children. Demonstrate the activity by drawing around your foot and cutting out the outline. Show the children how to measure your foot by placing rubbers on it. Ask the children how many rubbers there are and count them together. Distribute a piece of card to each child and tell the children to draw around their own foot. As they finish, help them to cut out their outline. The children then measure their feet by placing sharpeners on their cut-out. Ask each child to count how many sharpeners they have and to tell the class. Repeat with crayons and rubbers.

FAST FINISHERS

The children repeat Activity 2 with their hands.

EXTRA ACTIVITY

The children try to guess how many rulers they need to measure their own height. They write down a number and then stand up and check their predictions.

WRAP-UP

Hold up a sharpener and a copy of the Student's Book and ask the children how many sharpeners you need to measure it. Encourage some guesses and then count together as you place the sharpeners on the book. Repeat with rubbers. Repeat the procedure with other large objects, for example, chairs, the door, a cupboard, the board, and so on.

Continuous Assessment
Can the children follow the example and do the same activity with their own feet using non-standard units of measurement?

TEACHER'S RESOURCE MATERIAL
CLIL worksheet Unit 5

LESSON 5 – SB PAGES 56 & 57

STORY

Language Objectives
To listen to and understand a story.
To recognise key vocabulary in context: *amazing, dance class, excellent, hop, skip, stamp, walk, wave.*
To revise the structure *Hello, my name's (Jasmin). / I'm (Lulu).*

Materials
Digital Book
Unit 5 Flashcards
Audio CD 2

Lively music

WARMER

Review the body vocabulary using the **flashcards**. Draw a body silhouette on the board and stick the flashcards on incorrect parts of the body, for example, stick the flashcard of the *hand* on the *feet*. Invite a child at a time to come up to the front and move a flashcard to the correct place on the board.

1 Look and tick ✓ or cross ✗.

Tell the children to look at Activity 1 and elicit the names of the objects (*mouse, doll, number 10, toy plane, robot* and *fish*). Tell the children to work in pairs and look for the items in the story. If the item appears in the story they put a tick in the box, if it doesn't they put a cross.

▶ **Answers**
mouse ✗, doll ✓, number 10 ✓, toy plane ✗, robot ✗, fish ✓

2 Listen to the story. 2.22

Tell the children that they are going to listen to a story. Direct the students' attention to story scene 1. Point to Jasmin and ask the children who she is. Tell them that the story is about Jasmin and her new friend, Lulu. Play the audio and point to the corresponding story scenes. Pause the audio after each scene and ask questions to check comprehension. Model and drill *Hello, my name's (Jasmin). / I'm (Lulu).*

FAST FINISHERS

The children count the number of actions in the story and how many actions they can do.

EXTRA ACTIVITY

Call eight volunteers to the front. Point to story scene 1 and say *Hi! I'm...* Point to story scene 2 and encourage the children to say *Wave your arms*. Continue with the rest of the story scenes. Repeat the procedure so that all the children have a chance to stand at the front and do the actions. (Omit *Walk on your hands.*)

WRAP-UP

Play *Musical statues.* Play some children's songs and encourage the children to dance along. Stop the music after 20 seconds and say an action for the children to do, for example, *Stamp your feet*. As they stamp their feet, say *Freeze!* The children must freeze in the position they find themselves in. Continue with all the actions from the scenes. If you wish, you can give different instructions to different groups: *Girls, nod your heads! Boys, touch your toes! (Ana) and (Luis), clap your hands!* and so on.

Continuous Assessment
Make sure the children can follow the story and recognise the key vocabulary and structures of the unit.

SEL

Encourage children's participation and praise.

Encourage the children to think about the message in the story. Ask them what the characters say in the story to be nice and to give praise. Elicit words like *Fantastic!*, *Excellent!*, *Very good!* and *You're amazing!* Model and drill these words and a suitable response (*Thanks!*) chorally and individually.
Make sure the students understand the importance of developing relationship skills by encouraging participation and giving praise.
Ask the children to stand in a circle and call on individual children to do some of the actions from the story. Then nominate children to give praise by using one of the words drilled. Allow everyone to participate and try to create opportunities for the children to praise each other's work or participation in future lessons.

TRANSCRIPT

2.22 **Listen to the story.** I CAN WALK!

Scene 1
Narrator: Jasmin's at a dance class. She says hello to another girl.
Jasmin: Hello! My name's Jasmin.
Lulu: Hi! I'm Lulu.
Jasmin: Oh! Hi, Lulu.
Scene 2
Narrator: The teacher plays some music. It's time to dance!
Teacher: OK, boys and girls! Wave – your – arms! Wave – your – arms!
Children: Wave – your – arms! Wave – your – arms!
Teacher: Fantastic!
Scene 3
Teacher: Follow me, children! It's time to stamp your feet. One, two, three! Stamp – your – feet! Stamp – your – feet!
Children: One, two, three! Stamp – your – feet! Stamp – your – feet!
Jasmin: Ow! Watch out, Lulu!!
Scene 4
Teacher: Touch – your – toes! Boys – and – girls! Touch – your – toes! Come on, Jasmin!
Jasmin: Ow! It's difficult!
Lulu: Look at me! I can touch my toes. It's easy-peasy!
Teacher: Very good, Lulu! Excellent!
Scene 5
Narrator: Now, it's time to hop!
Teacher: Who can hop?
Boy: I can! I can hop! Look!
Teacher: That's excellent, John! Thank you.
Scene 6
Teacher: Now, children. Who can skip?
Lulu: Me, me, I can skip! Look!
Teacher: Oh yes... um, that's very good, Lulu! Thank you.
Scene 7
Teacher: Stand up everyone. Now, who can walk?
Jasmin: I can! I can walk!
Teacher: OK, Jasmin. Your turn!
Lulu: Walk? Hah, easy-peasy! Everyone can walk!
Scene 8
Jasmin: Look, I can walk! I can walk... on my hands!
Teacher: Wow, Jasmin! That's fantastic! Clap your hands everyone!
Lulu: Wow, Jasmin! You're amazing!
Jasmin: Thanks, Lulu.

ACTIVITY BOOK
Unit 5, page 31. See Teacher's Book page 117 for the answer key.

LESSON 6 – SB PAGE 58

Language Objectives
To introduce the structure *I can (hop).*
To practise action verbs: *hop, jump, run, skip, walk.*
To sing a song.

Materials
Digital Book
Audio CD 2

WARMER

Do the action that corresponds with these verbs: *run, skip, jump, hop* and *walk.* Say the word at the same time and ask the children to repeat. Invite the children to join in with you doing the action. When the children are familiar with the words, are confident about how they sound and can produce them, do the action for the children to say the corresponding verb or say the word for the children to do the action.

1 Listen and number. Then trace and match. 2.23

Ask the children to look at Activity 1 and elicit the names of the characters. Tell them to listen to the audio and play the first part (Jasmin saying *Look at me! I can jump.*). Pause the audio and tell the children to write the number 1 in the circle next to Jasmin. Continue with the other characters, pausing each time. Check the answers and then tell the children to trace the words on the right, and finally to match them with the characters.

Answers

Top to bottom: 5 - walk, 4 - run, 1 - jump, 2 - skip, 3 - hop

2 Listen and sing. 2.24

Tell the children that they are going to listen to a song and that they have to copy the actions. Play the audio and perform a different action for each verse (*skip, jump, walk, run, clap, stamp, hop, stop*). Play the audio again and encourage the children to sing along and do the actions. Finish by asking individual children questions that contain the action words from the song, for example, *Can you (jump)?* The children respond by doing the corresponding action and saying *Yes, I can (jump).*

FAST FINISHERS

The children work in pairs. Child A mimes a verb from Activity 1 and child B guesses the action.

EXTRA ACTIVITY

Play *Simon Says* with the actions from the song. If you say *Simon says (jump)*, then the children do the action. If you simply say *Jump!* then the children stay still. If you wish, after a few rounds, you can nominate different children to call out the actions.

WRAP-UP

Divide the class into groups of characters from the lesson so that you have an equal number of children playing the parts of Jasmin, Ryan, Lulu, Mike and Carla. Tell the children that when they hear the name of their character they must repeat the words and do the action.

TRANSCRIPTS

2.23 **Listen and number. Then trace and match.**

1 Jasmin: Look at me! I can jump.
2 Ryan: I can skip. It's fun!
3 Lulu: I can hop! 1, 2, 3, 4, 5, 6, 7, 8, hurray!
4 Mike: I can run. Come on, Jack, Come on! Let's run!
5 Carla: Look at me. I can walk!

2.24 **Listen and sing:** *I can skip!*

I can skip, skip, skip,
I can jump, jump, jump.
I can skip, skip, skip,
I can jump, jump, jump.

I can walk, walk, walk,
I can run, run, run.
I can walk, walk, walk,
I can run, run, run.

I can clap, clap, clap,
I can stamp, stamp, stamp.
I can clap, clap, clap,
I can stamp, stamp, stamp.

I can hop, hop, hop,
I can stop, stop, STOP!
I can hop, hop, hop,
I can stop, stop, STOP!

Continuous Assessment

Assess whether the children recognise the action verbs they have learnt.

See if the children can say the verbs correctly in context in the song.

TEACHER'S RESOURCE MATERIAL
Speaking worksheet Unit 5

LESSON 7 - SB PAGE 59

Language Objectives
To recognise body parts.
Phonics: to practise the initial sound **t** as in ***t****oes*.
To introduce new vocabulary: *table, teeth.*

Materials
Digital Book
Unit 5 Flashcards
Audio CD 2

WARMER

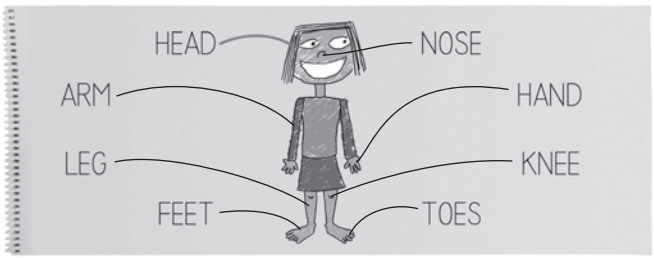
Review the body parts using the **flashcards**. Display the **word cards** on the board in random order. Hold up a flashcard, start to move it around over the word cards and invite the children to call out *Stop!* when you hold it next to the corresponding picture. Leave the matched flashcards on the board for the next activity.

Time to write!

1 Look and match.
Then draw and label in your notebook.

Ask the children to point to the word *head* and to follow the line with their finger to the picture. Tell them to match the other words to the correct parts of the body. Let them know that they can check with the flashcards on the board to help them. Then tell them to draw a picture of themselves in their notebooks. When they have finished, give them time to write the corresponding body parts onto the picture and to match them with a line. Encourage them to show each other their work and to praise each other using the phrases from Unit 5, Lesson 5 (*Very good! Excellent!* and so on).

▶ **Answers**



Phonics

2 Listen and repeat. 2.25

Ask the children to listen and point to each photo in Activity 2 as they hear it on the audio. Play the audio again and this time tell the children to also repeat the words.

3 Listen and say. 2.26

Tell the children to look at Activity 3. Play the audio and ask the children to listen and say the sentences. Pause the audio to give them time to repeat each line and make sure that the children are emphasising the initial sound **t** correctly. Play the audio again and this time do the accompanying actions for the children to copy as they say the tongue twister.

Fast finishers

The children repeat the tongue twister to themselves noticing the way they produce the English sound **t**.

Extra activity

Show the children the *toes* flashcard and elicit the word. Call a volunteer to the front of the room and ask them to close their eyes. Choose another child to hide the flashcard somewhere in the classroom. Ask the child to open their eyes and tell them to go around the room to find the flashcard. The rest of the class help by giving clues: instruct them to call out *Toes!* very quietly if the child is far away from it, and louder and louder as the child moves closer to it. Play several times with different volunteers.

Wrap-up

Call out different words from the unit or previous units and include the target initial sound **t**, for example, *sharpener, toys, table, head, teeth, rubber.* Tell the children that every time they hear a word beginning with the **t** sound, they have to stand up and repeat the word.

Transcripts

2.25 **Listen and repeat.**

teeth, table, toes

2.26 **Listen and say.**

Tommy touch your teeth.
Tommy touch your nose.
Tommy touch a table.
Tommy touch your toes.

Continuous Assessment

Can the children identify different parts of their body and say them in English?

Check that the children can pronounce the **t** sound correctly.

Activity Book

Unit 5, page 32. See Teacher's Book page 117 for the answer key.

Now go to Additional Resources

Teacher's Resource Material

Phonics worksheet Unit 5

LESSON 8 – SB PAGE 60

CULTURE

Language Objectives
To introduce the structures *Point to (my ears). Touch (your hair). It's a (dog).*
To introduce new vocabulary: *ears, eyes, hair, mouth; clown, dragon, funny, scary.*
To learn about face painting in the UK.

Materials
Digital Book
Audio CD 2
Unit 5 Stickers

A world map or globe, a picture of the Union Jack, coloured pencils

WARMER

Show the children the Union Jack flag and see if they can guess the country. If they can't identify the flag, draw some iconic things related to the UK on the board (tea, the Loch Ness Monster, a double decker bus, a rugby ball, Big Ben, etc). Ask them if they know anything else about the UK. Write their answers on the board in words and draw simple pictures to illustrate them. Show the children the world map or globe and ask them if they know where the UK is. Invite individual children to come up and point it out and ask if anyone has ever been there. Encourage the children to tell you anything they know about the UK.

Watch the video **Face painting** to introduce the lesson theme.

1 Listen, point and repeat. 2.27

Tell the children to look at Activity 1. Ask them to point to the Union Jack flag and to the girl. Point to the speech bubble at the top of the page and elicit her name (*Kelly*). Encourage the children to describe what they can see in each picture and elicit the colours. Ask them what animal she is in the main picture (a cat). Tell the children to listen to Kelly describing herself. Play the first line, pause the audio and ask the children to follow her instructions. Repeat with the rest of the audio.

2 Listen and stick. 2.28

Before doing the listening activity, teach the words *dragon* and *clown*. Then tell the children to listen to Kelly speaking about her friends and to select the corresponding **stickers** on page 110. Play the first part of the audio and pause it. Ask what her first friend is, elicit the answer (a dog) and tell the children to hold up the corresponding sticker. Make sure that everyone has the dog sticker, then show them where to stick it on the page. Continue with this procedure for the rest of the listening activity.

Answers

3 Write. Then draw and colour.

Direct the students' attention to Activity 3 and read out the incomplete sentence. Explain that they have to choose their own design for a face painting. Once the children have decided on a face painting, ask them to complete the sentence and to draw and colour their design according to what they have written down.

FAST FINISHERS

The children try to memorise the Union Jack a few moments before closing their book and attempting to draw one.

WRAP-UP

Tell the children to stand in a circle with their Student's Books opened on page 60 (showing their face paintings) and have them take turns using the same words as Kelly from Activity 1: *Hello, I'm (María) from (Argentina)! That's me. I'm a (rabbit).* Invite the other children to respond *Hello, (María)!*

TRANSCRIPTS

2.27 Listen, point and repeat.

Kelly: Hello, I'm Kelly from the UK.
I'm at a festival. Look! That's me. I'm a cat.

1 Point to my eyes! Now touch your eyes.
2 Point to my ears! Now touch your ears.
3 Point to my mouth. Now touch your mouth.
4 Point to my hair. Now touch your hair.

2.28 Listen and stick.

Kelly: My friends are at the festival too.

1 This is my friend Adele. She's a dog.
2 And this is my best friend Fred. He's a dragon.
3 And this is Toby. He's a clown.

Continuous Assessment
Evaluate whether the children can name the different parts of the face and understand them in a listening involving instructions too.

UNIT REVIEW – SB PAGE 61

Language Objectives
To review vocabulary and structures from Unit 5.

Materials
Digital Book
Audio CD 2
Trophy stickers

WARMER

Divide the class into two teams. Mouth one of the body parts without using your voice. The first child to identify and say the body part scores a point for his / her team.

1 Read and colour. Then count.

Tell the children to look at Activity 1. Ask them what they can see without focusing on the words. Elicit *monster.* Call on individual children to read out the body parts and to focus on what colour the words are, for example, ask *What colour are the hands? (Blue.)* Tell them to colour the hands blue. Count the hands together and tell them to write the number 4 in the corresponding circle. When they have finished, name a body part and call on a child to say the corresponding number and colour.

Answers

4 blue hands, 3 green feet, 4 brown ears, 3 pink legs, 2 orange heads, 4 redarms

2 Listen and number. 2.29

Ask the children what they can see in each set of pictures. Tell them to listen to and write the number in the corresponding circle. Pause the audio after the first one and elicit the answer. Write the number 1 on the board and point to the picture of the monster hopping. Continue with the rest of the audio.

Answers

Left to right: 1, 3, 5, 2, 4

LEARNING TO LEARN **3 Choose your favourite activity in the unit and stick.**

Give the children time to look back over the unit and decide which activity they liked the most and why. Direct the students' attention to the **stickers** on page 111. Tell them to put the trophy sticker on that activity.

FAST FINISHERS

The children choose their favourite song or chant in the unit.

WRAP-UP

Stand in a circle. Model *Hi, I'm (Kate) and I can (skip)* whilst doing the action. Go around the circle and tell each child to say their name and an accompanying action for the sentence *I can (hop).* Repeat a few times so that the children become familiar with each other's actions. Then, say a child's name and ask the others to do their action, for example, *Kate* (the children mime skipping).

TRANSCRIPT

2.29 **Listen and number.**

1
Instructor: Who can hop?
Monster 1: Look! I can hop! I can hop! It's amazing! I can hop!

2
Instructor: Wave your arms! Yes, very good!
Monster 2: Wave your arms! Easy-peasy!

3
Instructor: One, two, three! Clap your hands!
Monster 3: One, two, three! Clap your hands! Clap your hands!

4
Instructor: Who can skip?
Monster 4: Look at me! I can skip! I can skip!

5
Instructor: Turn around!
Monster 5: OK.
Instructor: Turn around! Turn around!
Monster 5: Uh-oh! ... Oh, dear!

Final Assessment
Make sure the children understand and can say the names for the different parts of the body and the associated verbs.

ACTIVITY BOOK
Unit 5, page 33. See Teacher's Book page 117 for the answer key and transcript.
My new words, page 44.

NOW GO TO ADDITIONAL RESOURCES

TEACHER'S RESOURCE MATERIALS
Unit 5 Test (available at two different levels)

UNIT 6 OVERVIEW

Grammar	Vocabulary	Pronunciation	Recycled language
• **Present Simple:** affirmative, negative, questions, short answers with the verb *like* • ***Can* for permission:** *Can I have (six oranges)?* • **Conjunction:** *and*	• **Food:** *cake, cheese, chicken, fish, fruit, meat, salad, soup, yogurt* • **Drinks:** *juice, milk, water* • **Fruit:** *apple, banana, mango, orange, pear, strawberry* • **Extra:** *mushrooms, pizza*	• **Phonics:** Initial sound **m** as in ***m****ilk*	• Present Simple • Imperatives • Parts of the body

Language Objectives

Grammar	Vocabulary	Functions	Pronunciation
• To practise imperatives. • To introduce the question *Do you like (fruit)?* • To talk about likes and dislikes.	• To understand and use vocabulary related to food. • To identify different fruit items.	• To talk about likes and dislikes in regard to food. • To ask and answer about food preferences.	• To produce the initial sound **m** correctly.

Skills Objectives

Speaking	Reading	Listening	Writing
• To say the food words. • To ask and answer about food preferences. • To use and list one's favourite food and drink.	• To read and understand food vocabulary. • To demonstrate understanding by reading and placing stickers.	• To understand and repeat target vocabulary. • To understand and join in with songs. • To show understanding by completing an activity. • To understand the narrative of a story. • To recognise the initial sound **m**.	• To trace target language. • To complete sentences with target vocabulary.

Assessment Criteria

- The children can identify, understand and use the structure *I like* while talking about food.
- The children can identify, understand and use the question *Do you like ...?* and answer.
- The children can identify, understand and produce food vocabulary.
- The children can use *and* to talk about the food they like.

Go Digital!

- **Digital Book** to complete the activities with the children on the **IWB.**
- **Video support** for all songs and chants, animated stories and culture lessons in the Student's Book.
- **Additional interactive activities and games** for content reinforcement in class or at home.

Materials

- **Digital Book**
- **Audio CD 2**
- **Flashcards** Unit 6 (available online)
- **Student's Book** Unit 6
- **Activity Book** Unit 6
- **Teacher's Resource Material** (available online)

Lesson 3: Language worksheets
Speaking worksheet
Lesson 4: CLIL worksheet
Lesson 5: Listening worksheet
Lesson 6: Reading worksheet
Lesson 7: Phonics worksheet
Lesson 8: Writing worksheet
Unit review:
Unit 6 tests
End of term 3 test
End of year test

- A bell or a tambourine, blank paper, real fruit (apple, banana, pear, mango, strawberry), an opaque bag, a knife and chopping board, a stopwatch, a world map or globe, large sheets of poster paper

For ideas on how to exploit the course resources, see our Activity Bank: pages 17–25.

Key competences

Linguistic competence
The children learn to talk about the food they like. They also learn to ask and answer about preferences regarding food.

Competence in Maths, Science and Technology
The children develop their scientific understanding of the world learning about milk production and its use in everyday foods.

Digital competence
The children become familiar with the use of technology working together on the unit using the IWB.

Social and civic competence
The children learn the basic social rules of asking and answering questions. They also try to develop a positive attitude and an openness towards new tastes.

Cultural awareness and expression
The children develop their cultural awareness learning about famous food from Italy.

Learning to learn
The children develop learning strategies through a variety of activities aimed at multiple intelligences.

Sense of initiative and entrepreneurship
The children develop a sense of personal autonomy by expressing their likes and dislikes regarding food.

LESSON 1 – SB PAGE 62

Language Objectives
To practise listening skills.
To introduce food vocabulary: *cake, cheese, chicken, fish, fruit, meat, salad, soup, yogurt.*

Materials
Digital Book
Unit 6 food Flashcards
Audio CD 2

WARMER

Hold up the **flashcards** and teach the names of the food items. Say each food item again, and ask the children to mime an action for each one, e.g. mime slurping soup. Hold up the flashcards again and see if the children can name them on their own. For difficult words, drill chorally and then individually.

1 Listen, point and repeat. Then match and say. 2.30

Ask the children to look at Activity 1. Encourage them to talk about the picture and name as many items of food as they can. Play the audio and tell them to point to the food items and repeat the words. Play the audio again, pausing after each item, and ask the children to match the numbered food items in the picture to the pictures on the right-hand column. Encourage them to say the words as they match them.

A **picture dictionary** is provided on page 76 of the Student's Book.

Answers

1 cake, 2 soup, 3 salad, 4 fish, 5 meat, 6 chicken, 7 cheese, 8 fruit, 9 yogurt

2 Listen and chant. 2.31

Display the **flashcards** around the room and play the audio. Ask the children to stand up and point to the corresponding flashcards as they hear them in the chant. Play the audio again and teach the children the following actions for each line in the chant:

Fish and chicken	(mime eating)
Meat and cake	(mime eating)
We love food	(give thumbs up)
Food is great	(give thumbs up)
Salad, yogurt	(rub tummies)
Fruit and cheese	(rub tummies)
Delicious soup	(nod heads)
Yes, please!	(hand in the air)

Play the audio again and encourage the children to say the chant and do the actions.

FAST FINISHERS

The children list the food in order of preference.

EXTRA ACTIVITY

Draw the students' attention to the opening illustration on page 62. Elicit the names of the characters and then point to and say the food words. Ask the children to close their eyes and quickly cover one of the food items with a piece of card. Then, ask the class to open their eyes and say which food item has been covered. Repeat with more vocabulary items, then call on volunteers to come to the front and take your role to cover a food item.

WRAP-UP

Display the flashcards around the classroom. Mime eating some food, for example, soup. The children quickly point to the corresponding flashcard and say the word. Continue, asking volunteers to mime other food items for their classmates to guess.

TRANSCRIPTS

2.30 **Listen, point and repeat. Then match and say.**

1 cake **2** soup **3** salad **4** fish
5 meat **6** chicken **7** cheese **8** fruit **9** yogurt

2.31 **Listen and chant:** *We love food!*

Fish and chicken,
Meat and cake,
We love food,
Food is great!
Salad, yogurt,
Fruit and cheese,
Delicious soup,
Yes, please!

Fish and chicken,
Meat and cake,
We love food,
Food is great!
Salad, yogurt,
Fruit and cheese,
Delicious soup,
Yes, please!

Initial Evaluation
Evaluate whether the children can recognise the unit vocabulary from images and short audio texts as well as express which of the food item is their favourite.

ACTIVITY BOOK
Unit 6, page 34. See Teacher's Book page 117 for the answer key.

LESSON 2 – SB PAGE 63

Language Objectives
To practise listening skills.
To introduce the structure *Do you like (chicken)?*
To revise food vocabulary.
To revise imperatives.

Materials
Digital Book
Unit 6 food Flashcards
Audio CD 2
Unit 6 Cut-outs

Scissors, glue

WARMER

Display the **flashcards** and tell the class they are going to play a game. Explain that they must repeat what you say if it's right and stay silent if it's wrong. Point to the fish and say *This is fish* (the children repeat the sentence). Then point to the meat and say *This is fruit* (the children stay silent). Continue until you have practised all the vocabulary on food. Leave the flashcards on display for the next activity.

1 Listen and tick ✓ or cross ✗. 2.32

Tell the children that they are going to listen to the audio and write a tick or a cross to show if Carla likes or dislikes the different food items. Do the first one together. Play the audio and pause it. Elicit the answer, and draw a tick on the board next to the soup flashcard. The children do the same next to the picture of the soup in their books. Play the rest of the audio, pausing after each part. Check answers by inviting volunteers to come to the board and draw a tick or a cross next to the flashcards.

Answers

✓: chicken, soup, cheese, salad, fruit, cake

✗: meat, yogurt

2 Listen and sing. 2.33

Tell the children that they are going to listen to a song about food. Before you play the audio, teach them the actions. Tell them to stand up and call out *Stamp your feet!* Repeat with *Touch your knees!* Practise the actions a few times: *(Boys), stamp your feet! (Girls), touch your knees!* Play the audio and let the children listen to the audio, then repeat and encourage the children to sing along and do the actions.

3 Make a menu. TIME TO TALK

Direct the students' attention to the **cut-outs** on page 101. Help the children cut out the food items. Then tell the children they are going to use them to create their own menu. Help the children glue the cut-outs and give the children time to create their menu.
When they are ready, call two volunteers to the front of the class and demonstrate the task. The children will take turns to ask each other if they like the food on their menu, for example, *Do you like (chicken)?* Model the language with the volunteers, then ask the class to talk about their menus in pairs. Display the menus around the class for the children to look at.

FAST FINISHERS

The children sing the song quietly to themselves. They substitute the word *chicken* for other food vocabulary they remember from the song.

EXTRA ACTIVITY

Divide the class into small groups. The children imagine they are at a restaurant with their families. Ask one child per group to play the role of the waiter / waitress. Model the activity by writing a sample dialogue on the board:
Waiter / Waitress: (Chicken)?
Family member 1: Yes, please.
Family member 2: No, thank you.
Invite some volunteers to come to the front and act out the situation. Once the students understand the task, they work on their own. Walk around the classroom and monitor the children's work.

WRAP-UP

Play a game using vocabulary from the lesson. The children must only do the action if they like the food you mention. If the children do not like the food you mention, they should stay still. T: Stamp your feet if you like (cheese). Touch your knees if you like (fish). Clap your hands if you like (milk)...

TRANSCRIPT

2.32 Listen and tick ✓ or cross ✗.

Jasmin: Look Carla, soup! Do you like soup?
Carla: Yes, I do. Soup's delicious.
Jasmin: What about chicken? Do you like chicken?
Carla: Yes, I do. It's yummy.
Jasmin: Do you like salad?
Carla: Yes, I do.
Jasmin: What about cheese? Do you like cheese?
Carla: Yes, I do. Cheese is nice.
Jasmin: Do you like meat?
Carla: No, I don't. Yuck!
Jasmin: Do you like yogurt?

Carla: Ugh! No, I don't. Yogurt's yuck!
Jasmin: Do you like cake?
Carla: Yes, I do.
Jasmin: Oh! And what about fruit? Do you like fruit?
Carla: Yes, I do. Fruit's delicious. Mmm!

2.33 **Listen and sing:** *Do you like chicken?*

Do you like chicken? Do you like cheese?
Stamp your feet and touch your knees.
Do you like chicken? Do you like cheese?
Clap your hands and say 'Yes, please!'

Do you like soup? Do you like meat?
Wave your arms and stamp your feet.

Do you like soup? Do you like meat?
Wave your arms and stamp your feet.
Do you like cake and yogurt too?

Point to something blue, blue, blue.
Do you like cake and yogurt too?
Turn around! Say 'Yes, I do!'

Continuous Assessment
Make sure the children understand how to use *I like* and *I don't like* in order to complete an audio activity.
The children should be able to sing along with the song and remember the actions from the previous unit.

ACTIVITY BOOK
Unit 6, page 35. See Teacher's Book page 117 for the answer key.

LESSON 3 – SB PAGE 64

Language Objectives
To sing a song.
To introduce short answers for questions:
Do you like (milk)? Yes, I do. / No, I don't.

Materials
Audio CD 2
Unit 6 food Flashcards
Unit 6 Stickers

A bell or a tambourine

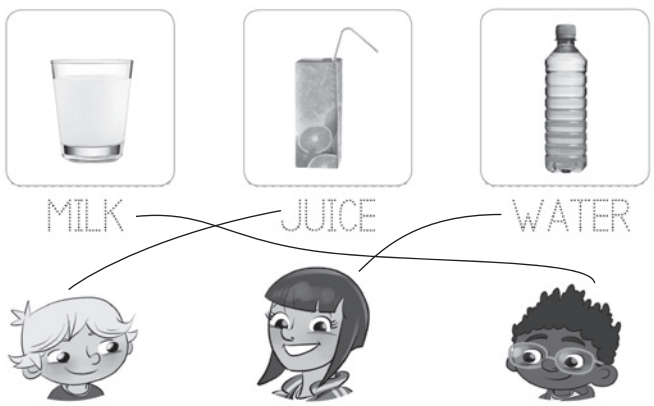
WARMER

Begin by reviewing the structure *Do you like … ?* Ask the children to stand in a circle and you stand in the middle. Ask *Do you like (cheese)?* The children who like cheese must say *Yes, I do!* and change places with each other. Continue with different food items, then choose a volunteer to take your place in the middle of the circle and ask questions. Repeat with different volunteers.

1 Stick and trace. Then listen and match. 2.34

Ask the children what they can see in the picture. Teach the word *drinks* and ask them to find the corresponding **stickers** on page 111. Elicit the names of the drinks as they place the stickers on their books. Then ask them to trace the words. Play the audio and ask the children to match the drinks with the children. Pause after the first one to elicit the answer, then play the rest of the audio. Check answers as a class, then ask individual children questions: *(Lucía), do you like (juice)?*

▶ **Answers**



2 Ask your friends.

Ask the children to look at the food items and drinks in Activity 2. Name each one and ask the children to respond with a thumbs up or thumbs down depending on whether they like it or not. Ask a volunteer to come to the front of the class and model the example question *Do you like (cheese)?* Encourage the child to answer *Yes, I do* or *No, I don't* and put their thumb up or down. Ask the children to work in pairs and take turns to ask and answer questions about the food and drinks.

FAST FINISHERS

Direct the students' attention to the vocabulary **card cut-outs** on page 103 and help the children cut the cards out along the dotted lines. Ask the children to work in pairs and have a conversation about the food they like or dislike. Student 1 picks the (fish) card and asks Student 2 a question:
S1: *Do you like (fish)?*
S2: *No, I don't. And you?*
S1: *Yes, I do!*

Extra activity

Do a class survey with the results from Activity 2. Display the flashcards on the board and ask the children if they like the food items and drinks: *(Javier), do you like (chicken)?* Tally up the number of children who like the food items on the flashcards, then count the results together to find the class' favourite food and drink.

Wrap-up

Bring a bell or tambourine to class and display the **flashcards** on the board. Ask the children to stand up and walk around the classroom. When you ring the bell or shake the tambourine they find another child and ask each other about the foods on the flashcards using the structure *Do you like … ?* Give them time to talk, then ring the bell or shake the tambourine again. The children stop their conversation and find a new partner.

Transcript

2.34 **Stick and trace. Then listen and match.**

Sally: Mike, do you like milk?
Mike: No, I don't.
Sally: Do you like water?
Mike: No, I don't.
Sally: Oh! Do you like juice?
Mike: Yes, I do. Juice is delicious!
Ryan: Sally, do you like juice?
Sally: No, I don't.
Ryan: Do you like milk?
Sally: Milk? No, I don't.
Ryan: Do you like water?
Sally: Yes, I do. Water's nice!
Mike: Ryan, do you like juice?
Ryan: No, I don't.
Mike: OK. Do you like water?
Ryan: Water? No, I don't.
Mike: And what about milk? Do you like milk?
Ryan: Yes, I do. Milk's nice!

Continuous Assessment

Check the children have understood and match the drink to the person who likes that drink in the audio.

Make sure the children are responding correctly to the specific food they are being asked about and that the questions and answers are clear.

Activity Book

Unit 6, page 36. See Teacher's Book page 117 for the answer key and transcript.

NOW GO TO ADDITIONAL RESOURCES

Teacher's Resource Material

Language worksheet Unit 6 (three levels to suit different abilities within your class)
Speaking worksheet Unit 6

Lesson 4 – SB page 65

Language Objectives

To practise listening skills.
To practise the structure *Do you like (milk)?*
To practise short answers: *Yes, I do. / No, I don't.*

Materials

Digital Book
Audio CD 2
Unit 6 Stickers

Blank paper, coloured pencils

Warmer

Begin to draw a picture of a cow on the board and give the children some clues. Say *This animal is big. It's black and white or brown. We get milk from this animal. It goes 'moo!'.* When the children guess, praise them and write the word *cow* on the board. Repeat the procedure to teach the meaning of the following words: *grass, farmer* and *bottle*.

1 Listen and number. 2.35

Ask the children what they can see in each of the pictures (*milk, cows,* etc.), then tell them that they are going to listen and number the pictures. Play the audio and pause after the first part. Elicit which picture it describes and tell the children to write a number 1 in the circle. Repeat for the rest of the audio, then check answers as a class.

Answers

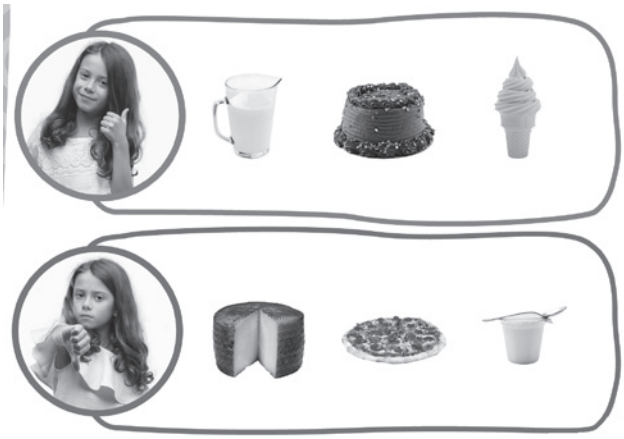
Clockwise: 3, 4, 2, 1

2 Listen and stick. 2.36

Direct the students' attention to the **stickers** on page 111. and name each one. Ask the children to look at Activity 2. Then tell them that they are going to listen to Kate and her dad talk about the food they like and dislike. Point to the picture of Kate with her thumb up and elicit *I like*. Then point to the picture of Kate with her thumb down and elicit *I don't like*.

Play the audio and stop after the first question and answer and model the activity. Play the audio again pausing after each question and answer for the children to put the correct stickers on each place.

▶ **Answers**



FAST FINISHERS

The children draw all the food they've eaten during the day that contains milk.

EXTRA ACTIVITY

Ask the children to look at the food items in Activity 2. Ask individual children *Do you like (salad)?* Encourage the children to respond using the expressions *Yes, I do* and *No, I don't*. If the children are able, they can practise other expressions from the unit, for example: *Yes, it's yummy! (Pizza) is delicious! Yuck!* etc.

WRAP-UP

Play *Bingo*. Give each child a blank piece of paper and ask them to think of and draw and colour three food items. When they hear any food items they have drawn, they must cross them off. The first child to cross off all three of the pictures shouts out *Bingo!*

TRANSCRIPTS

2.35 **Listen and number.**

1
Farmer: Look at the cows. They are black and white. They like grass.

2
Farmer: First, we take the milk from the cows.

3
Farmer: Then, we put the milk in bottles.

4
Farmer: Look! Mum and the kids are at the supermarket. They like milk!

2.36 **Listen and stick.**

Dad: Mmm I love milk! Do you like milk, Kate?
Kate: Yes, I do! I like milk.
Dad: Do you like cheese?
Kate: Yuck! No, I don't!
Dad: What about pizza? Do you like pizza, Kate?
Kate: No, I don't.
Dad: Do you like cake?
Kate: Yes, I do! Cake is yummy!
Dad: What about yogurt? Do you like yogurt?
Kate: No, I don't... But I love ice cream!
Dad: Great! I love ice cream too! Let's have some ice cream!

Continuous Assessment
Evaluate whether the children can identify meals or food items that contain milk (yogurt, ice cream, etc.).

TEACHER'S RESOURCE MATERIAL
CLIL worksheet Unit 6

LESSON 5 – SB PAGES 66 & 67 — STORY

Language Objectives
To listen to and understand a story.
To recognise key vocabulary in context: *fruit items (apple, banana, mango, orange, pear, strawberry); supermarket, wash your hands.*
To review the structure *I like (fruit). / I don't like (salad).*

Materials
Digital Book
Audio CD 2
Unit 6 food Flashcards

Real fruit (apple, banana, orange, pear, mango, strawberry), an opaque bag for the fruit, a knife and a chopping board

WARMER

Begin by introducing the fruit vocabulary. Put a piece of fruit in the bag and invite a volunteer to come forward and put their hand in the bag. See if they can guess the fruit.

Repeat the name of the fruit a few times for the children to hear, then repeat with other volunteers and different fruit. After the game, hold up one piece of fruit at a time and ask the children to call out the name. Then pass the fruit around and let the children touch it and smell it. Ask the children holding the fruit *Do you like (apples)?* Encourage them to respond and then pass it onto another child and ask the same question. Repeat with other pieces of fruit until all the children have answered.

1 Look and write the scene numbers.

Tell the children to look at Activity 1. Elicit the names of the five objects *(pencil case, yogurt, fish, scooter, cheese)*. Tell the children to work in pairs and explain that they must find the objects in the pictures from the story as quickly as possible. If you wish, you can set a chronometer. Encourage them to raise their hands when they think they have found them all. Ask *Where's the (pencil case)?* and elicit the number of the scene (6). When you have checked the answers, tell the children to write the scene numbers in the circles next to the objects.

Answers

Left to right: 6, 3, 7, 8, 8,

2 Listen to the story. 2.37

Tell the children that they are going to listen to a story. Point to the story scenes and ask the children which characters they can see (*Mike, his family and Ryan*) and where they are (*at the supermarket*). Ask the children if they often go to the supermarket and if they enjoy going there. Play the audio and listen to the story. Pause the audio after each scene and ask questions to check comprehension. Post listening, discuss which food items from the story the children like and dislike. Ask the children whether their likes and dislikes have changed or not over time and discuss if they are willing to try out different types of food.

FAST FINISHERS

The children put a tick next to all the food they eat regularly and decide if these food items are healthy or not.

EXTRA ACTIVITY

Elicit the moral of the story: that it is important to be open to new experiences: in this case, to have a positive attitude towards new tastes. Elicit the names of the pieces of fruit from the Warmer again, then cut them up and peel them. Give each child a little piece to try and ask if they like or dislike them: *(Gabriela), do you like (pears)?* Encourage the children to try all the fruit and to respond *Yes, I do* or *No, I don't.*
Note: Check for any allergies before giving any food to the children.

WRAP-UP

Write the names of the characters on the board. Divide the class into two teams and ask them to line up in front of the board. Read out a line from the story transcript and ask *Who says that?* The first child in each line races to the board and touches the name of the correct character. The first player to touch the correct character name scores a point for their team.

SEL

Foster openness to new experiences.

Keeping a positive attitude and an openness towards new experiences is an important topic which you can take the opportunity to introduce in this unit. As most children love sweets but not many of them like vegetables, you can emphasise that openness to new ideas is important, especially because -contrary to some people's expectations- healthy food may be delicious too. Explain that even if students do not like something new that they have tried, the fact that they have opened up to get to know something different broadens their vision of the world. You may add that although some foods, such as chocolate and sweets, taste delicious and make us feel happy at first, in the long term our body is much happier when we eat a banana or broccoli. Explain that this is because fruit and vegetables contain the vital nutrients our body needs to function. Encourage the students to develop self-awareness and responsible decision-making when choosing food, always trying to be open to new tastes.

TRANSCRIPT

2.37 **Listen to the story.** RYAN'S IDEA!

Scene 1
Narrator: Mike and Tom are at the supermarket with Dad. Jack is there too!
Mike: Let's get more juice and milk!
Dad: Good idea!
Mike: Come on, Jack!
Scene 2
Narrator: Mike likes shopping. So does Jack!
Dad: Let's get lots of salad!
Tom: Oh! Yuck! I don't like salad!
Mike: But, salad is good for you, Tom! I like salad!

Scene 3
Tom: Mmm! I like pizza and I like cheese. Let's get lots of pizza!
Mike: Oh, be careful, Tom!
Dad: OK, but let's get some fruit too!
Mike: Mmm! Yes! And we need some yogurt and meat and pasta too!
Scene 4
Mike: Mmm! I like fruit. Let's get lots of fruit!
Dad: Oh, yes, good idea!
Tom: Ah, yuck! I don't like fruit!
Mike: Some bananas, please!
Shop assistant: Here you are!
Scene 5
Narrator: What a lot of shopping!
Tom: I don't like apples and I don't like mangoes. I don't like pears and I don't like s... st... strawberries.
Mike: Good boy, Jack!
Dad: What?
Scene 6
Narrator: Ryan is here.
Ryan: Hi, Mike!
Mike: Hello, Ryan!
Mum: Oh! Hello, Ryan.
Mike: Mum, can we have a picnic in the garden?
Mum: Good idea! You two boys come and help me!
Scene 7
Narrator: Everyone is helping to make the picnic.
Ryan: Do you like salad, Tom?
Tom: Ugh! No, I don't! And I don't like fruit. I don't like bananas and I don't like mangoes. I don't like oranges and I...
Mum: Go and wash your hands please, Tom!
Ryan: Hmm! I've got an idea...
Scene 8
Dad: Mmm! Fruit salad. What a good idea, Ryan!
Tom: Mmm... Yes, I like fruit salad. Mmm... Can I have some more?

Continuous Assessment
The children should be able to follow the story and recognise the key vocabulary.
See whether the children can identify the healthy food and whether Tom likes it.

NOW GO TO ADDITIONAL RESOURCES

TEACHER'S RESOURCE MATERIAL
Listening worksheet Unit 6

LESSON 6 – SB PAGE 68

Language Objectives
To introduce the structure *Can I have (six) (oranges)?*
To revise fruit vocabulary.
To revise the structure *I like (mangoes). / I don't like (bananas).*

Materials
Digital Book
Unit 6 Word Cards
Audio CD 2

Blank paper, coloured pencils

WARMER

Start to draw a banana on the board and complete the drawing gradually. Tell the children to put their hands up as soon as they think they know what you're drawing. Invite the child who guesses to come to the board and finish the drawing for you. Continue with another food item and choose a different volunteer to complete the drawing. Repeat a few times, then choose a volunteer to come forward. Give them a **word card** and tell them to read the word and draw the item for their classmates to guess. Repeat with more volunteers.

1 Listen and draw ☺ or ☹. 2.38

Ask the children to look at Activity 1 and ask them what Ryan is doing (buying some fruit). Play the first part of the conversation, then pause the audio. Point to the pears and ask the children if Ryan likes them (give a thumbs up gesture to clarify meaning). Show the children how to draw a smiley face under the pears. Continue with the other fruit. Check the answers by asking children to signal with a thumbs up or thumbs down gesture as you say the names of the fruit.

▶ Answers

☺: pears, mangoes, apples, oranges

☹: bananas, strawberries

2 Listen and sing. 2.39

Tell the children to look at Activity 2. Play the audio and do appropriate facial expressions for the words *Yum!* and *Yuck!* Play the audio again and encourage the children to sing along and copy your facial expressions.

FAST FINISHERS

The children list the ingredients of their favourite fruit smoothie.

WRAP-UP

Tell the children that they are going to make their own crazy pizza with strange ingredients. Provide blank paper and tell the children to draw their own pizza. Encourage the children to describe their made-up pizza, first in pairs and then to the rest of the class: *My pizza has got (pears), (fish) and (yogurt).* Display the children's work and have a class vote on the strangest pizza.

TRANSCRIPTS

2.38 **Listen and draw ☺ or ☹.**

Stall holder: Hello, Ryan!
Ryan: Hello! Can I have some pears, please? I like pears!
Stall holder: What about bananas? Do you like bananas?
Ryan: No, I don't like bananas.
Stall holder: OK, no bananas, then!
Stall holder: What about mangoes? I've got some very nice mangoes.
Ryan: Oh, yes please! I like mangoes! They're delicious! Three mangoes, please.
Stall holder: There are some delicious strawberries too.
Ryan: No, thank you. I don't like strawberries!
Stall holder: OK! I've got some nice apples today.
Ryan: Mmm! Oh, I like apples! Can I have some apples too?
Stall holder: Yes, OK.
Stall holder: What about oranges?
Ryan: Oh, yes, I like oranges. Can I have six oranges?
Stall holder: OK, six oranges! OK. Here you are, Ryan.
Ryan: Thank you! Bye!
Stall holder: Goodbye, Ryan!

2.39 **Listen and sing:** *I like apples!*

I like apples, yes I do.
And I like pears and mangoes too.
Yum! Yum! Yum! (x2)
I like pears and mangoes too!

But I don't like strawberry pizza,
I don't like strawberry pizza,
Yuck! Yuck! Yuck! (x2)
No, thank you!
I like oranges, yes I do.
I like banana yogurt too.
Yum! Yum! Yum! (x2)
I like banana yogurt too!

But I don't like mango pasta,
I don't like mango pasta,
Yuck! Yuck! Yuck! (x2)
No, thank you!

Continuous Assessment
The children should be able to follow and complete an audio activity based on the *like* structure. Check that the students are able to sing along with the song and that they are pronouncing the fruit items correctly.

ACTIVITY BOOK
Unit 6, page 37. See Teacher's Book page 117 for the answer key.

NOW GO TO ADDITIONAL RESOURCES

TEACHER'S RESOURCE MATERIAL
Reading worksheet Unit 6

LESSON 7 - SB PAGE 69

Language Objectives
To review and practise writing the structure *I like (pears) and (strawberries).*
Phonics: to practise the initial sound **m** as in ***m****um.*

Materials
Digital Book
Unit 6 Flashcards
Audio CD 2
A stopwatch

WARMER

Review the food vocabulary by inviting the children to call out as many food words as they can think of. Allow them to work in small groups to brainstorm, then go around the groups asking for suggestions and write them on the board. If the children offer words which are not target items for this unit, invite them to come up to the board and draw them for the rest of the class.

TIME TO WRITE!

1 Look and complete.

Display the **flashcards** and use them to review the target structure. Put two flashcards on the board and model the

structure, for example, *I like (cheese) and (yogurt).* Then tell the children to look at Activity 1. Elicit the names of the food items and read the first sentence together, then give them time to complete the remaining sentences.

▶ **Answers**
2 salad / fish, 3 soup / cheese

PHONICS

2 Listen and repeat. 2.40
Tell the children to look at Activity 2. Play the audio and ask them to listen and point to each picture as they hear it. Play the audio again and this time tell the children to also repeat the words. Make sure that they are pronouncing the initial sound **m** correctly. Repeat the activity if necessary, then point to the pictures at random and ask first the whole class, then individual children to say the words.

3 Listen and say. 2.41
Tell the children to look at Activity 3. Play the audio and ask the children to listen to and say the sentences. Pause the audio to allow time to repeat and make sure that the children are pronouncing the initial sound **m** correctly. Repeat the tongue twister faster and faster each time. Ask for volunteers and time them to check how quickly they can say the tongue twister using a stopwatch.

FAST FINISHERS
The children continue practising the togue twister in Activity 3 to try to improve their performance.

WRAP-UP
Make a list of words. Include lots of words starting with the initial sound **m**, and mix in words beginning with other sounds that the children have learnt during the course, for example: *mushrooms, blue, green, Mike, mango, book, crayon, mum, cat, fish, milk, teddy, head, apple, meat, mouse, strawberry, mouth, monster...* Ask the children to sit down and listen carefully. When you say a word that begins with the **m** sound, they must stand up. If the following word also begins with the **m** sound, they stay on their feet, but sit down again for words that begin with other letters.

TRANSCRIPTS

2.40 **Listen and repeat.**
mushrooms, mangoes, milk

2.41 **Listen and say.**
Me and my mum like mushrooms, mangoes and milk. Mmmm!

Continuous Assessment
Assess if the children can pronounce the initial sound **m** correctly.

ACTIVITY BOOK
Unit 6, page 38. See Teacher's Book page 117 for the answer key.

TEACHER'S RESOURCE MATERIAL
Phonics worksheet Unit 6

LESSON 8 – SB PAGE 70

CULTURE

Language Objectives
To review the structure *I like (pizza) and (pasta).*
To practise listening skills.
To learn about food in Italy.

Materials
Digital Book
Audio CD 2
Unit 6 Flashcards

A world map or globe, large sheets of poster paper, scissors, glue, coloured pencils

WARMER
Display the Unit 6 **flashcards**. Review the food vocabulary, then model some sentences, for example, *I like (chicken). I don't like (yogurt). I like (fruit) and (cheese). Yum!* Call on volunteers to come to the front, choose two or three flashcards and make their own sentences. Encourage them to use the structures they have learnt in the unit. Continue until all the children who want to participate have had a turn.
Point to the picture of the Italian flag on page 70 and see if the children can name the country (*Italy*). Show the children a map or globe and ask them if they know where Italy is. Invite individual children to come up and point it out. If any of the children have ever been to Italy,

encourage them to talk about it. Encourage the children to tell you anything they know about Italy.

Watch the video **Italian pasta** to introduce the lesson theme.

1 Listen and number. 2.42

Direct the students' attention to the picture at the top of the page. Point to the speech bubble and read the text. Then, tell the children that they are going to listen to Marco talking about food in his country. Ask the children to look at Activity 1 and explain that they are going to listen and number the pictures in the order that they are described. Before doing the listening activity, teach the meaning of *making pasta* and *buying some fruit*. Play the first part of the audio and pause it. Ask which picture Marco is talking about, and tell the children to write a number 1 in the space. Continue with the rest of the audio.

Answers

Clockwise: 1, 4, 3, 2

2 Write and draw.

Review the structure *I like (pizza), (water) and (pasta).* Tell the children that they are going to write two food items and one drink they like and then draw their choices. When they are finished, encourage them to present their drawing to the class and to use the target structure to talk about it.

FAST FINISHERS

The children draw another plate of food they like and when another fast finisher is free, ask *Do you like ...?*

EXTRA ACTIVITY

Ask four volunteers to come to the front of the class with their Student's Books. Collect the books and shuffle them, then read out one child's sentence in Activity 2 on page 70: *I like (cheese), (cake) and (milk).* Invite the class to guess whose sentence it is.

WRAP-UP

Put the children into small groups and distribute the poster paper. Tell the children they are going to make a poster of their favourite food. Ask them to draw and label their food of choice and then to cut out their drawing and glue it onto the poster paper. Display the posters around the room and encourage the children to comment on them.

TRANSCRIPTS

2.42 Listen and number.

Marco: Hello, I'm Marco from Italy.

1
Look! This is my dad. He's making pasta. Do you like pasta?

2
Mmm, look at this pizza! I like pizza with cheese, tomato and mushrooms. Mmm, it's yummy!

3
This is my sister. Look! She's got an ice cream. I like ice cream too. It's delicious!

4
Here's my mum. She's buying some fruit. Do you like fruit? I like strawberries and mangoes.

Continuous Assessment
Evaluate whether the children can identify the different food in the audio. Check that they are aware that most of these food items are associated with Italy. Make sure they draw food included in the key vocabulary and they are able to draw the food items they have written about correctly.

TEACHER'S RESOURCE MATERIAL
Writing worksheet Unit 6

UNIT REVIEW – SB PAGE 71

Language Objectives
To review vocabulary and structures from Unit 6.

Materials
Digital Book
Audio CD 2
Trophy stickers

Piece of paper, pen or pencil

WARMER

Ask each child to write the name of their favourite fruit on a piece of paper. Divide the class into two teams. Call a player from Team 1 to the front. The opposing team has three turns to guess what the player's favourite fruit is. If they guess correctly, they keep the piece of paper. At the end of the game, the team with the most pieces of paper wins.

1 Look and complete.

Tell the children to look at Activity 1. Ask them to look at picture 1 and elicit the name of the food *(milk)*. Write the word on the board for the children to copy into the grid. Elicit the name of rest of the pictures and write them on the board, then tell the children to work in pairs and complete the crossword. Monitor to ensure they can complete the activity.

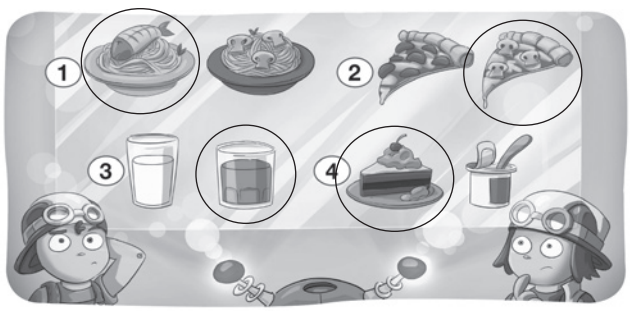
Answers

1 milk, 2 oranges, 3 bananas, 4 yogurt, 5 soup, 6 cake, 7 cheese

2 Listen and circle. 2.43

Tell the children to look at the picture in Activity 2 and ask them what they can see. Explain that they are going to listen to some conversations and they need to circle the corresponding picture for each one. Play the audio and pause after the first conversation. Elicit which picture Tina describes and show them how to circle the corresponding drawing. Play the rest of the audio, pausing it for the children to circle the remaining pictures.

Answers



LEARNING TO LEARN

3 Choose your favourite activity in the unit and stick.

Allow the children time to look back over the unit and decide which activity they liked the most. Direct the students' attention to the **stickers** on page 111. Encourage the children to tell you why they liked the activity and ask them to put a trophy sticker on it.

FAST FINISHERS

The children count the number of times *chicken* appears in the unit, either written or illustrated (seven times).

EXTRA ACTIVITY

Write the word *pasta* on the board and ask the children who like pasta to stand up. Repeat the procedure with other food items until all the students have participated.

WRAP-UP

Put the children in pairs and tell them to role play the conversations from Activity 2. Model the first conversation with a volunteer to demonstrate. Allow the children to practise together. Ask volunteers to come forward and perform their dialogues for the rest of the class.

TRANSCRIPT

2.43 Listen and circle.

1
Narrator: Hi, Tina!
Tina: Hello!
Narrator: Do you like pasta?
Tina: Yes, I do!
Narrator: OK, do you like pasta with mushrooms or fish?
Tina: I don't like mushrooms. I like pasta with fish!

2
Narrator: Hello, Tim!
Tim: Hi!
Narrator: Do you like pizza?
Tim: Mmm! Yes, I do!
Narrator: Do you like meat on your pizza?
Tim: No, I don't. I really like pizza with mushrooms!

3
Narrator: Do you like milk, Tina?
Tina: No, I don't like milk.
Narrator: OK, which drink do you like?
Tina: I love orange juice! Mmmm!

4
Narrator: Do you like yogurt?
Tim: Urm, No, I don't, not really.
Narrator: OK, do you like cake?
Tim: Oh, yes! I love cake!

Final Assessment
Can the children say the names of the food and drinks correctly? Can they express and understand opinions about food either in affirmative or negative form?

Activity Book
Unit 6, page 39. See Teacher's Book page 117 for the answer key and transcript.
My new words, page 45.

NOW GO TO ADDITIONAL RESOURCES

Teacher's Resource Material
Unit 6 Tests (available at two different levels)

The Techies

Language Objectives
To listen to and answer questions about a story.
To review body parts and food vocabulary: *arm, ear, eye, feet, hair, hand, head, knee, leg, mouth, nose, toes; apple, banana, mango, orange, pear, strawberry.*

Materials
Digital Book
Audio CD 2
Unit 5 Flashcards
Unit 6 Flashcards

Teacher's notes for this section are designed to allow the story to be approached in one or two sessions. If time is short, teachers may choose to select activities and combine them to form a single lesson working with parts 1 and 2 together. Note that in both lessons the children listen to the whole story.

Part 1 - SB Page 72

WARMER

Play *Simon says* to review the body parts vocabulary. The children perform the actions only when you say *Simon says...* If you say, for example, *Touch your (toes)* the students stay still.

Pre-listening activity

Talk to the children about the previous episodes of The Techies. Ask if they remember any of the toys from the birthday story (*a doll, a car, a ball, a plane, a teddy* and *a scooter*), and what pet Tina and Tim had (*a spider*). Give prompts if necessary by starting to slowly draw the objects on the board.

● **Listen to the story. Then find six body parts.** 2.44

Before listening to the story introduce the word *trampoline*. Play the audio and ask the children to follow the story along with their finger. Now ask them to look at scene 1 and put their hand up when they have found the body part in it (*a leg*). Tell them that there are five more body parts in the rest of the story and give them time to find them. Check the answers (*a nose, a foot, an ear, an eye* and *a hand*). Play the audio again, pausing after each scene to answer any questions and welcome anything the children want to say about the story. Ask comprehension or discussion questions, for example, in scene 1, *What new toy are Tim and Tina playing with? (A trampoline),* in scene 4, *Who can you see? (Tina, Tim and Granny)*, and so on.

Post-listening activity

Ask the children to draw a picture based on one of the scenes, and to draw themselves in it, as if they were one of the characters or an additional character.

EXTRA ACTIVITY

You will need to reorganise the classroom space for this activity. Place three or four of the **flashcards** from Unit 5 on the floor on one side of the room. Divide the class into two teams. Ask the children to line up in their teams at the other end of the room. Call out one of the body parts and have the first child in each team race to get that flashcard. The first child to get the flashcard scores a point. Continue the game, rotating the flashcards, until all the children have participated. The team with the most points is the winner.

WRAP-UP

Sing the *Move your body!* song from Unit 5, lesson 2, track 2.20. Encourage the children to join in and do the actions.

TRANSCRIPT

2.44 **Listen to the story. Then find six body parts.**

Scene 1
Narrator: Tina and Tim have got a new trampoline!
Tina: Look at the trampoline, Tim! It's fantastic!
Tim: Come on, Tina! Come on, Boris! Let's play!
Scene 2
Tina: Look! I can jump and touch my toes. Wheeeee!
Scene 3
Narrator: Tim and Tina are very happy. They love the new trampoline!
Tim: Look at me! I can turn around and clap my hands. Woo hoooo!
Scene 4
Tim: Come on, Boris, it's your turn! Jump!
Granny: Tina! Tim! Stop playing now. It's time for dinner. Wash your hands!
Scene 5
Tim: Where's Boris?
Tina: I don't know.
Tina: Boriiiis!
Tim: Where are you?
Scene 6
Tim: Look at Boris!
Tina: Woooow!
Narrator: Boris can jump too!

Part 2 - SB Page 73

WARMER

Ask the children to stand in a circle. Distribute all of the **flashcards** from Unit 6. As you hand them out, ask each child to hold up their flashcard for the class to see and name together. Then choose a volunteer who does not have a flashcard and invite them to pick three or four flashcards of their favourite food items and a drink to make a meal. They should stand in the middle of the circle and call out the items. The children holding those items should join them in the middle. Redistribute the flashcards and repeat the procedure with different volunteers until everyone has participated.

Pre-listening activity

Divide the class into groups of four or five. Tell the children that they have two minutes to remember as much as they can about The Techies. They should write down each point they remember, or draw a simple picture to represent the information, for example, they might draw a spider because Tim and Tina have got a pet spider. When the time is up, ask each group in turn to tell you what they remembered and award them a point for each item.

● **Listen to the story. Then find six fruit items.** 2.45

Play the audio and ask the children to follow the story along with their finger. Now ask them to look at scene 7 and tell you what food they can see (*lettuce and tomato /salad, a fish, a banana*). Tell them that in the rest of the story they must find five other fruit items and give them time to find them. Check the answers (*an apple, a mango, strawberries, an orange, a pear*). Play the audio again, pausing after each scene to answer any questions and welcome anything the children want to say about the story. Ask comprehension questions.

Post-listening activity

Make true and false statements about the story, for example, *It's breakfast time* (*No, it's dinner time*). Encourage the children to put their thumbs up if the sentence is true and their thumbs down if it is false. If they are able, ask the children to correct the statement if it is false.

EXTRA ACTIVITY

Ask the children to draw the food that they would like to eat for dinner. When they have finished, encourage them to share their work and talk about it, for example, *I like cheese and tomato pizza. Do you like cheese?* and so on.

WRAP-UP

Listen to the complete story.

TRANSCRIPT

2.45 **Listen to the story. Then find six fruit items.**

Scene 7
Narrator: Now, it's dinner time.
Tim: I'm hungry!
Tina: Me too! Chef! Salad and fish, please!
Tim: Yuck! I don't like fish!
Scene 8
Tim: Chef! Pasta and mushrooms, please!
Tina: Yuck! I don't like mushrooms!
Scene 9
Tina: Chef! Fish and salad and banana yogurt, please!!
Tim: Eeeeugh! I don't like yogurt!
Scene 10
Tim: Chef! Pasta and mushrooms and fruit salad, please!
Tina: Uh, oooh!
Scene 11
Tina: Oh, nooo!
Tim: Oops!
Boris: Aaaarrgh!
Dad: Tina! Tim! Aaaarrrrghh! What's this?
Scene 12
Dad: Hello? Can I have a big pizza, please?
Tim: I like pizza!
Tina: I like pizza too!
Boris: Mmmm!

NOW GO TO ADDITIONAL RESOURCES

TEACHER'S RESOURCE MATERIAL
End of term 3 test
End of year test

SB PAGES 77 - 80

Language Objectives
To consolidate the vocabulary and structures covered throughout each term.
To develop social skills required for games: turn-taking, patience, gamesmanship
To have fun while interacting with classmates.

Materials
Digital Book

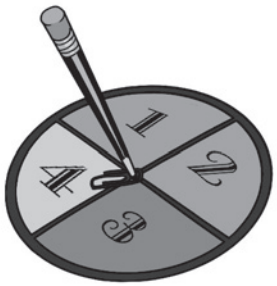
Coloured cardboard sheets (one per team)
Paper clips (one per team)
Pencils (one per team)
Scissors (one per team)
Coloured counters for each child (10 approx.) or a selection of coloured cardboard sheets to make counters

The end of term is a good time to step back and play a game, so the children can see how much they have learnt. The four games included in the Student's Book seek to recycle the vocabulary and the structures taught in the units in a fun way. They can also be played at different times of the school year for reinforcement, consolidation or even assessment. It is advisable to play the games collaboratively and negotiate responses (two against two or in groups).

END OF TERM 1 GAME

Units 1 and 2

1 Play and say.
This is a traditional board game where the children move their counters along the board to reach the end. The child / team who finishes first is the winner. As they land on each square, they need to say the words in the visual prompts, complete a sentence or answer a question. If the children answer correctly, they stay on the square and play the next round; otherwise, they return to the square on which they were before.
Encourage the class to use complete sentences when giving the answers, such as *This is my sister* or *It's a school bag*.
For the game not to end too quickly, the children could work with a dice where a five or six means go back one or two squares, or they could also use an effective and fun alternative to the standard cubed dice (see picture below). The children spin a paper clip and depending on which number it stops, they move that number of squares forward.
Walk around the class and monitor the activity while the children are playing.



Answers
Square 1: Start
Square 2: blue, red, green
Square 3: sad
Square 4: pencil, rubber, ruler
Square 5: *Child's own answer.*
Square 6: sister
Square 7: four, nine, seven
Square 8: *Child's own answer.*
Square 9: It's a school bag.
Square 10: two, eight, five
Square 11: grandpa, granny
Square 12: crayon, pen, book
Square 13: *Child's own answer.*
Square 14: red, yellow, pink
Square 15: happy
Square 16: Finish

END OF TERM 2 GAME

Units 3 and 4

1 Look, find and say.
This is a nice activity for the children to do in small groups. They work together to find all the items in the picture, saying each word as they find it. Direct the students' attention to the number of pets they are asked to find (six pets). In the case of toys, the children are expected to find four; however, there are six toys in the picture. Allow different answers as long as they are correct. As for the *h-* words, they may find more than one option (*helicopter, hat*), so let the children be creative and allow them to provide answers like *happy*.
Walk around the class and monitor the activity while the children are playing.
If you find it appropriate tell the children there is a mystery sentence hidden in the illustration. Point out that

the letters for each word in the mystery sentence are grouped together at the base of the picture. The cards combine to form the word *You*, the sticks combine to form the word *are* and the letter blocks combine to form the word *fantastic*. Encourage the children to form the complete sentence: *You are fantastic!*

Answers

Pets: cat, parrot, spider, dog, rabbit, mouse
Toys: plane, ball, robot, teddy bear, car, scooter
H words: happy, helicopter, hat, hair
Shapes: triangle, circle, square

END OF TERM 3 GAME

Units 5 and 6

1 Play and say.

This game is based on the traditional *Noughts and crosses* game, also called *Three in a row*. The children need coloured counters to identify their squares. If the classroom materials don't include sets of counters, these can be simple coloured balls of paper or small squares of coloured cardboard paper. The children take turns to place their counters on the pictures and to say the corresponding words out loud. The first child to place three counters in a row (vertically, horizontally or diagonally) is the winner. Explain to the children that there are four independent games on the page. Walk around the room and monitor the class while the children are playing.

Answers

Green game: 1 feet, 2 pear, 3 cake, 4 milk, 5 leg, 6 eye, 7 meat, 8 hair, 9 knee

Red game: 1 soup, 2 mouth, 3 strawberry, 4 salad, 5 hand, 6 juice, 7 yogurt, 8 toes, 9 hair

Blue game: 1 banana, 2 foot, 3 cheese, 4 mouth, 5 head, 6 mushroom, 7 water, 8 strawberry, 9 salad

Orange game: 1 ear, 2 orange, 3 pizza, 4 chicken, 5 arm, 6 apple, 7 nose, 8 mango, 9 fish

END OF YEAR GAME

1 Find the message.

This is a nice end-of-year activity for the students to do either in groups or individually. Ask the children to look at page 80, point to the pictures and elicit the names (*cat, plane, granny, snake, soup, mum, teddy, ruler, hand, nose, pencil, fish, dog*). Then encourage the children to look at the pictures again and try to find the hidden message by replacing the symbols with letters. You may use a stopwatch to time the students. The first team or student to decode the message is the winner. Walk around the room and monitor the class while the children are playing.

Answers

HAPPY SUMMER HOLIDAYS!

AB PAGE 46

EARTH DAY

Language Objectives
To practise listening skills
To introduce vocabulary on recycling: *organise, plastic, metal, glass, paper, recycle, save water, save the planet, rubbish*
To learn a recycling-themed chant.

Materials
Digital Book
Activity Book Audio (available online)

Recyclable items: plastic bottles, paper, tins, paper towels rolls, bottle tops, etc.
Cardboard paper, coloured pencils, glue, scissors

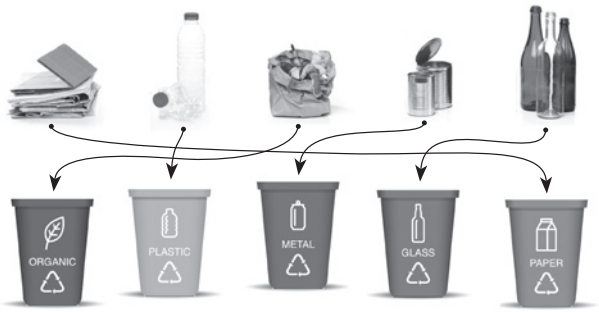
WARMER

Write the word *Earth* on the board and draw a planet Earth next to it. Make sure the children understand the meaning of *Earth* and tell them that you are going to celebrate Earth Day together. Explain that this celebration was created to promote awareness and appreciation for the Earth's environment.

1 Look and match.

Ask the children to look at Activity 1. Explain that recycling is important to preserve the environment and to leave the planet in a better condition than we found it. Point to the items above the recycling bins and elicit the names (*paper, plastic bottles, organic rubbish, tins* and *glass bottles*) and then tell the children that recycling bins are used to hold recyclables before they are taken to the recycling centres. Accept the students' ideas in L1 and provide unknown words as the children express themselves. Write the corresponding words on the board (*paper, plastic, organic, metal, glass*) and have the children do the matching activity on their own. Check students' answers as a class.

▶ **Answers**



2 Listen and chant. 24

Present the words *water* and *planet* and make sure the children understand the meaning of *save water* / *save the planet*. Draw the recycling symbol (three chasing arrows in the shape of a triangle) on the board and explain that this is a universal symbol. Make sure the students understand the importance of recycling across the world. Tell the children that they are going to listen to a chant related to recycling. When they hear the word *recycling* they must clap once. When they hear the phrase *save water* they must clap twice, and when they hear *save the planet* they must clap three times. Play the chant a few times, encouraging the children to clap and chant at the same time.

3 Make an animal sculpture with recyclable items. TIME TO TALK

Tell the children that they are going to use the recyclables to make an animal sculpture. Allow them to be creative: they may even invent animals that do not exist. Encourage the students to reuse plastic bottles, metal containers, paper, etc. and give them enough time to make their sculptures.
Once the children have finished, have them describe their works of art:
S1: This is a plastic dog. It's brown.
S2: This is a paper lion. It's red.

WRAP-UP

Exhibit all the animal sculptures in the classroom, always praising the students' work and highlighting the importance of recycling to take care of the planet. Tell the class that they are going to celebrate Earth Day by inviting students from other courses to come and visit the Animal Sculpture Exhibition. On this special occasion, ask the children to make colourful invitations using paper, cardboard paper, coloured pencils, etc. Help them cut the invitations out of the cardboard paper. While the exhibition takes place, play the Activity Book audio and have the students chant *Let's Recycle!*

TRANSCRIPT

24 **Listen and chant:** *Let's Recycle!*

We recycle,
Yes, we do!
I save water,
You save it too!
We recycle,
Yes, we do!
I save the planet,
You save it too!

We recycle,
Yes, we do!
I save water,
You save it too!
We recycle,
Yes, we do!
I save the planet,
You save it too!

AB PAGE 47

ANIMAL DAY

Language Objectives
To practise listening skills
To practise animal-themed vocabulary: *parrot, lion, elephant, monkey, snake*

Materials
Digital Book
Activity Book Audio (available online)
Festival Cut-outs: Animal Day

Cardboard paper, coloured pencils / crayons / markers, glue, scissors

WARMER

Tell the children that you are going to celebrate Animal Day together. Explain that this is an international day to promote actions for animal rights and welfare.
Ask the class to look at the illustrations in Activity 1 and elicit the animals (*parrot, lion, elephant, monkey, snake*). Mime a monkey jumping and moving around the classroom. Ask the children to guess which animal you are (*a monkey*). Repeat the procedure with *lion*. Once you have modelled the activity, ask volunteers to come to the front and mime *parrot, elephant* and *snake* for the rest of the students to guess the animal.

1 Listen, point and repeat. Then count and write. 25

Direct the students' attention to Activity 1. Play the audio and ask the children to point to the animals as they hear their names. Play the audio again and ask the students to repeat the words. Finally, encourage the children to count the animals on the grid and write the corresponding numbers in the circles.

▶ Answers

10 parrots, 4 lions, 7 elephants, 9 monkeys, 6 snakes

2 Listen, guess and number. 26

Ask the children to look at Activity 2 and elicit the animal names (*elephant, lion, monkey*). Tell the students that they are going to listen to some animals sounds. Play the audio and have the students guess the animal, according to the sound they hear. Ask the children to write the correct number next to each picture.

▶ Answers

From left to right: 3, 1, 2

3 Make an animal puzzle. TIME TO TALK

Ask the children to open their Activity Books at page 49 and take out the Animal Day **cut-out**. Have the students colour the animals using coloured pencils, crayons or markers. Walk along the classroom and monitor the class' work. Stop from time to time and ask questions as you point to the animals (*T: What's this? S1: It's a (lion). T: What colour is the (lion)? S1: It's (brown and yellow) T: What's this? S2: It's a (parrot). T: What colour is the (parrot)? S2: It's (blue and green*). Make sure all the students have had a chance to talk. Once the children have finished colouring, help the children stick the illustration on a cardboard sheet and cut along the dotted lines to make a puzzle.

WRAP-UP

Divide the class into different teams and play an animal puzzle competition. The team that first solves the puzzle is the winner.

TRANSCRIPTS

25 **Listen, point and repeat. Then count and write.**

parrot, lion, elephant, monkey, snake

26 **Listen, guess and number.**

1 (lion roars)
2 (monkey gibbers)
3 (elephant trumpets)

AB PAGE 48

FAMILY DAY

Language Objectives
To practise listening skills
To practise family-themed vocabulary: *brother, dad, grandpa, granny, family, mum, sister*

Materials
Digital Book
Activity Book Audio (available online)
Festival Cut-outs: Family Day

Cardboard paper, coloured pencils /crayons / markers, glue, scissors
Photos of different family members

WARMER

Describe your own family to the class. Then ask volunteers to talk about their families. Encourage the children to listen to their classmates with attention and be respectful at all times. Emphasise the idea that there are different types of families (big families, small families, families with two mums / dads, etc.). Make sure the children understand that each family is unique and that love among its members is all that matters.

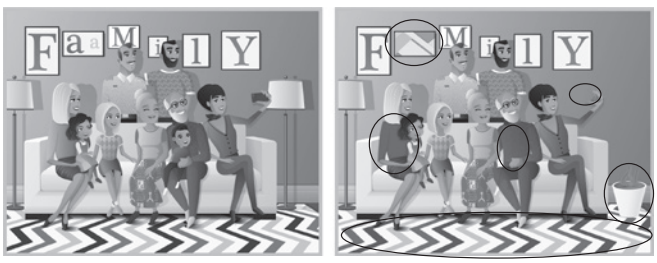
1 Listen and chant. 27

Direct the students' attention to Activity 1. Tell the children that they are going to listen to a chant. When they hear *Hello, hello!* the children must wave their hands and when they hear *Family Day,* they must place their hands on their chest, near their hearts. Play the chant a few times encouraging the children to listen and chant while performing the two actions mentioned above.

2 Find and circle 6 differences.

Direct the students' attention to the two similar illustrations of a family and ask them to find six differences. Walk around the classroom and monitor the children's work. You may ask them to do the task individually or in pairs.

▶ **Answers**



3 Make a family photo album. TIME TO TALK

Tell the children they are going to make a family photo album. Then ask them to open their Activity Books at page 51 and take out the Family Day **cut-out**. Tell the class that this is a particular photo album with the shape of a house. This house has got a door and many windows that the children will open to find family photos. Have the students write their names on the house roof using coloured pencils, crayons or markers. Walk along the classroom and monitor the class' work. Once the children have finished writing, help them cut along the dotted lines to make a photo album. Make sure you cut the door and windows in such a way that they may be opened and closed. The students stick the house on the cardboard sheet. Explain to the children how to draw or stick the photos of their family members on the white paper, so that they are visible when the doors or windows are opened. Remind them to be careful not to glue the house door and windows to the cardboard. Allow the children to include friends and pets in their family photo album. When all the students have finished, ask volunteers to come to the front and describe their family as they open and close the house door and windows to introduce their family members:
S1: *This is my family. This is my (sister), this is my (granny), etc. I love my family.*

WRAP-UP

Ask the students to work in pairs and show their family photo album to their classmates. S1 opens a family album door / window and S2 says *This is my (mum)*. S2 opens a family album door / window and S1 says *This is my (brother)*. Monitor the students' work. Make sure all the children participate.

TRANSCRIPT

27 **Listen and chant:** *I love my family!*

Hello, hello!
It's Family Day!
I hope it's special
In every way!

Hello, hello!
It's Family Day!
I hope it's special
In every way!

READY, STEADY, GO!

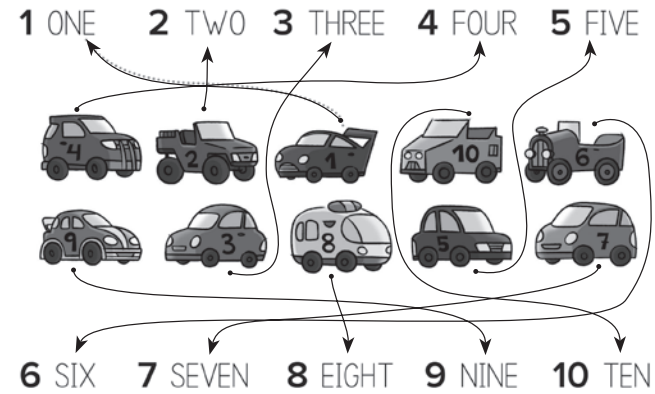
Page 2

1

2 *Child's own drawing and answer.*

Page 3

3



4 4 - orange, 8 - green, 3 - blue, 10 - purple, 7 - red

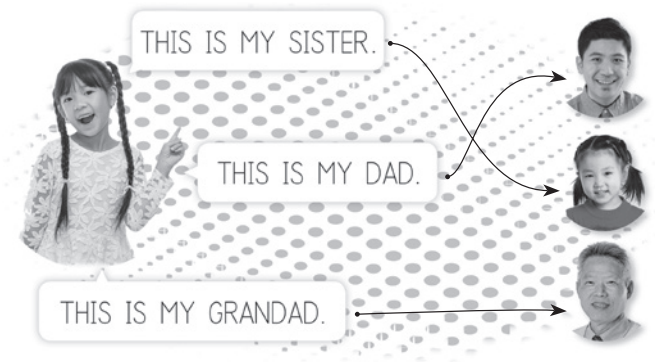
UNIT 1

Page 4

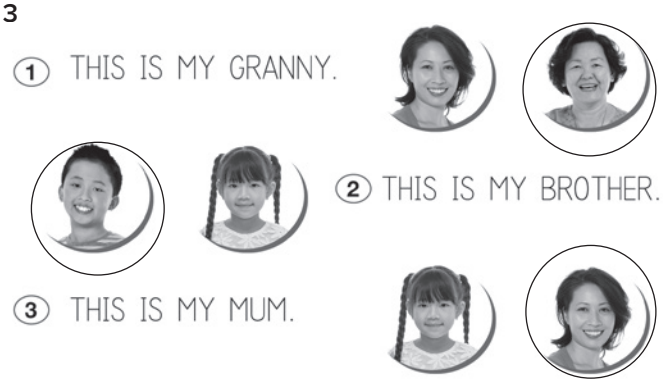
1 *Clockwise:* green, pink, red, blue, purple, yellow

Page 5

2



3



Page 6

4 *Clockwise:* 3, 4, 6, 5, 1, 2

Page 7

5

1 I'M BORED. 2 I'M HUNGRY. 3 I'M SAD.
4 I'M HAPPY. 5 I'M SCARED.

Page 8

6 GRANDAD

7 *Child applies colour to sock, seven, six, Sue.*

Page 9

1 *Child traces words.*

2 *Clockwise:* 2, 1, 4, 3

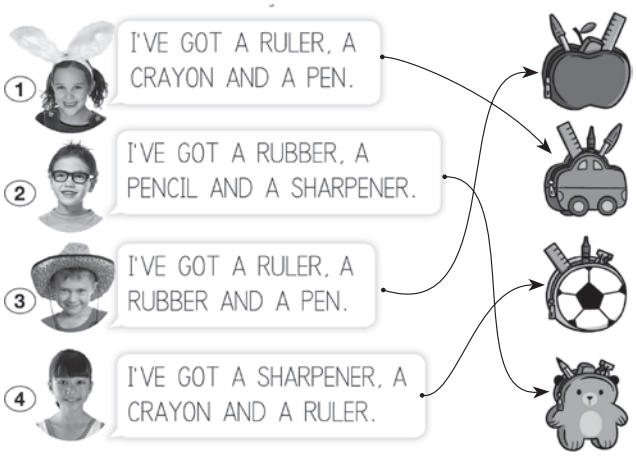
UNIT 2

Page 10

1

Page 11

2



3 *Child applies colours.*

Page 12

4 1 PENCIL CASE, 2 RUBBER, 3 PENCIL, 4 GLUE, 5 CRAYON

5 pencil case – red and yellow, pencil – orange, ruler – purple, book – green, sharpener – pink, rubber – blue

Page 13

6 1 IT'S A PENCIL. 2 IT'S A RULER. 3 IT'S A SHARPENER.

7 *Top to bottom:* PENCIL CASE, RUBBER, PEN, BOOK

Page 14

8 CRAYONS

9 *Child applies colour to rocket, ruler, rainbow, rubber, Ryan.*

Page 15

1 1 BOOK, 2 SHARPENER, 3 PENCIL CASE, 4 RUBBER, 5 GLUE, 6 CRAYON

2 *Left to right:* 5, 4, 1, 2, 6, 3

UNIT 3

Page 16

1 *Clockwise:* PARROT, RABBIT, CAT, DOG, SPIDER, SNAKE, MOUSE, FISH

Page 17

2 ✓: snake, cat, mouse. ✗: rabbit, parrot, dog

3 *Left to right:* NO, I HAVEN'T. YES, I HAVE.

Page 18

4 1 cat – black, 2 spider – grey, 3 mouse – white, 4 dog – brown, 5 parrot – red, 6 snake – green

Top to bottom: NO, I HAVEN'T. YES, I HAVE. YES, I HAVE. NO, I HAVEN'T.

Page 19

5 *Left to right:* 3, 5, 4, 2, 1

6 *Top to bottom:* IT'S ON THE TABLE. IT'S IN THE BIN. IT'S IN THE CUPBOARD. IT'S ON THE SOFA. IT'S ON THE CHAIR.

Page 20

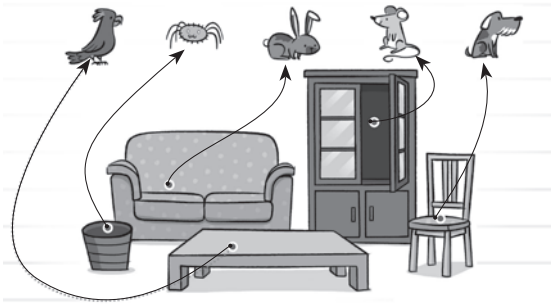
7 *Top to bottom:* RABBIT, SPIDER, DOG

8 *Child applies colour to pencil case, pencil, pen, parrot.*

Page 21

1

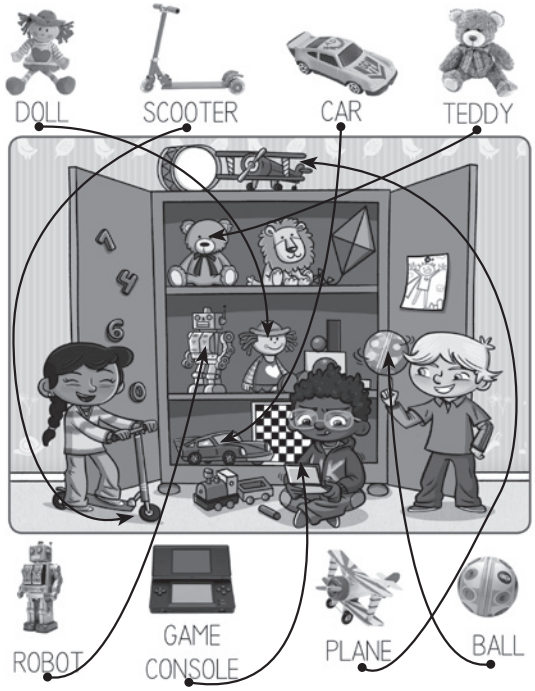
2



UNIT 4

Page 22

1



Page 23

2 1 YES, IT IS. 2 NO, IT ISN'T. 3 YES, IT IS.

Child applies colours.

3 *Left to right:* NO, IT ISN'T. YES, IT IS.

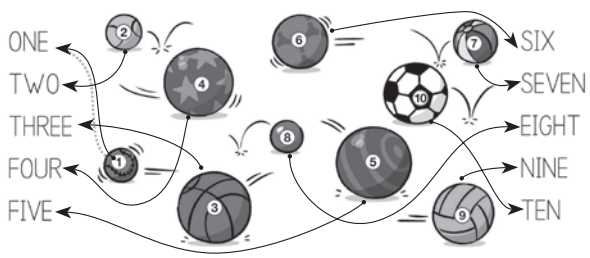
Page 24

4 *Top to bottom:* YES, IT IS. NO, IT ISN'T. YES, IT IS.

5 1 small and grey plane, 2 big robot, 3 small and white ball, 4 brown teddy

Page 25

6



7 *Top to bottom:* seven candles, three candles, nine candles, *child's own answer*

Page 26

8 *Top to bottom:* DEAR MIKE, HAPPY BIRTHDAY! LOVE, CARLA

9 *Child applies colour to happy, hat, hamster, helicopter.*

Page 27

1 1 scooter, 2 game console

2 *Left to right*: TEDDY, ROBOT, DOLL, PLANE

UNIT 5

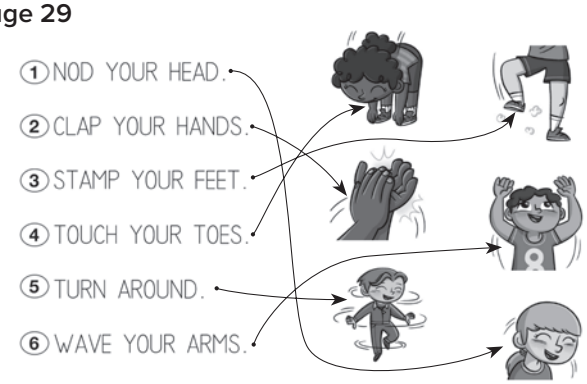
Page 28

1 *Top to bottom, left to right:* 3, 4, 1, 2, 5, 8, 6, 7

2 *Left to right:* HAND, FEET, HEAD

Page 29

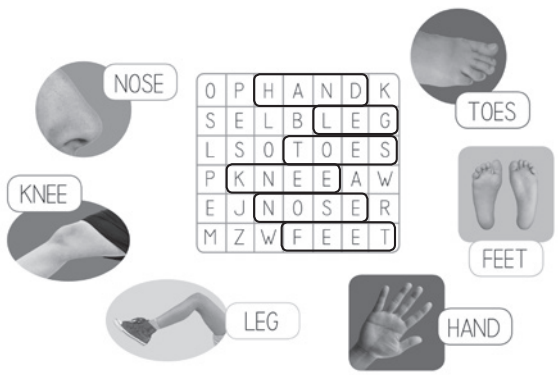
3



4 *Child traces words.*

Page 30

5



6 *Left to right:* 3, 2, 1, 4

Page 31

7 *Left to right:* 3, 2, 4, 5, 1

8 *Top to bottom:* HOP, SKIP, RUN, JUMP

Page 32

9 *Top to bottom:* NOSE, HAND, ARM, KNEE, LEG, TOES, FEET

10 *Child applies colour to toes, teeth, teddy, table, ten.*

Page 33

1 1 FEET, 2 MOUTH, 3 EYES, 4 HANDS, 5 HAIR, 6 NOSE

2 1 yellow, 2 purple, 3 blue, 4 green, 5 red

UNIT 6

Page 34

1 *Clockwise:* 4, 6, 8, 3, 7, 1, 5, 2, 9

Page 35

2 1 NO, I DON'T. 2 YES, I DO. 3 YES, I DO. 4 NO, I DON'T.

3 *Child's own answers.*

Page 36

4 *Child traces words and draws.*

5 ✓: water, orange juice, fruit, cheese
✗: yogurt, chicken, milk

Page 37

6 *Left to right, top to bottom:* BANANAS, ORANGES, APPLES, PEARS

7

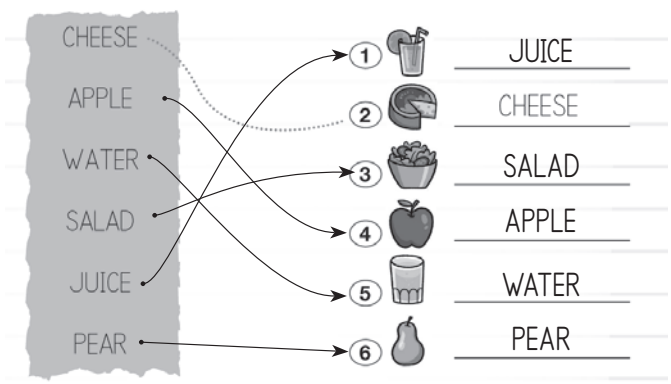
Page 38

8 *Top to bottom*: MILK, FISH, APPLES
Child's own answers.

9 *Child applies colour to mouse, mushroom, meat, milk.*

Page 39

1



2 Zola: ☺, ☺, ☹, ☺
Danny: ☺, ☹, ☺, ☹

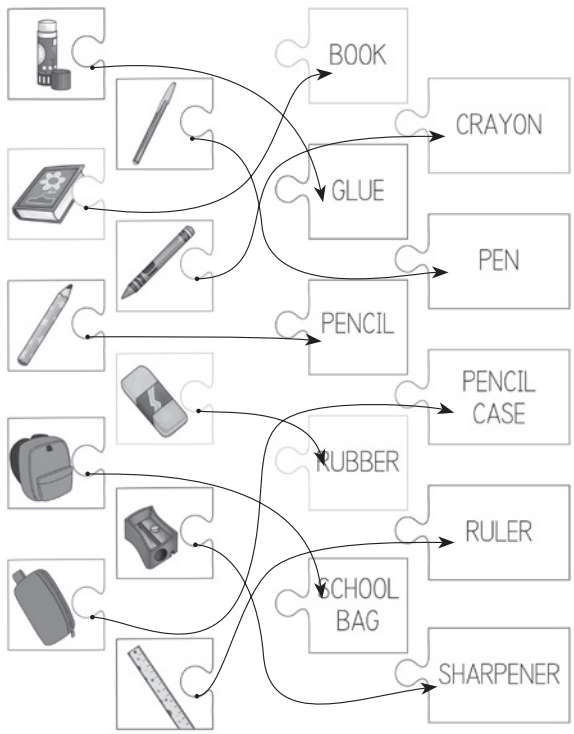
MY NEW WORDS

Page 40

1 *Top to bottom:* BROTHER, DAD, GRANDAD, GRANNY, MUM, SISTER

Page 41

1



Page 42

1 *Child traces words.*
Left to right: PARROT, FISH, RABBIT

Page 43

1 *Child's own answer.*

Page 44

1 *Child traces words.*

Page 45

1 *Child's own answer.*

READY, STEADY, GO!

Listen and colour. 1

Girl: One, two, three, four, five, six, seven, eight... eight! What colour is eight?

Boy: Eight is green.

Girl: Green, OK!

Boy: One, two, three, four, five, six, seven! What colour is seven?

Girl: Hmm, seven? Seven is red.

Boy: Red. Yippee, red!

Girl: One, two, three! What colour is three?

Boy: Three? Er... three is blue.

Girl: Blue! Oh yes, I like blue!

Boy: One, two, three, four, five, six, seven, eight, nine, ten! What colour is ten?

Girl: Umm, ten is purple.

Boy: Ten is purple! OK!

Girl: One, two, three, four! What colour is four?

Boy: Four is orange!

Girl: Orange. Good, orange!

UNIT 1

Look, listen and match. 2

1 This is my sister.

2 This is my dad.

3 this is my grandad.

Look, listen and number. 3

Boy: Hi, Simon!

Simon: Hello! Look, this is my family.

1

Boy: Oh! Who's this?

Simon: This is my grandad.

Boy: Your grandad? OK.

2

Boy: Who's this?

Simon: This is my brother. His name's Carl.

3

Boy: Is this your mum?

Simon: No, this is my granny.

Boy: Ah! Your granny, I see.

4

Boy: Simon, where's your dad?

Simon: Here, this is my dad.

Boy: Oh, yes.

5

Boy: Is there a picture of your sister?

Simon: Yes, this is my sister.

Boy: Oh, yes. I like her hat!

6

Boy: Is this your mum?

Simon: Yes, this is my mum.

Boy: OK! Thanks, Simon. They're nice photos.

Listen and number. 4

1 Jasmin: I'm happy!

2 Carla: I'm bored!

3 Ryan: Mmmm! I'm hungry!

4 Mike: Oh, no! I'm scared!

UNIT 2

Look, listen and match. 5

1 **Girl:** I've got a ruler, a crayon and a pen.

2 **Boy:** I've got a rubber, a pencil and a sharpener.

3 **Boy:** I've got a ruler, a rubber and a pen.

4 **Girl:** I've got a sharpener, a crayon and a ruler.

Listen and colour. 6

Girl: This is my ruler. It's purple. I've got a purple ruler.

This is my book. It's green. I've got a green book!

This is my sharpener. It's pink. I've got a pink sharpener.

This is my rubber. It's blue. I've got a blue rubber.

This is my pencil case. It's red and yellow. I've got a red and yellow pencil case.

This is my pencil. It's orange. I've got an orange pencil.

Listen and number. 7

1

Girl: What's this?

Boy: Um... It's a pen.

Girl: A pen, that's right.

2

Girl: Now, what's this?

Boy: It's a... It's a pencil case.

Girl: Yes, very good!

3

Girl: What's this?

Boy: Oh! Um! I know! It's a rocket!

Girl: Yes, excellent!

4
Girl: Now then, what's this?
Boy: It's a book! A book!
Girl: Yes, that's right.

5
Girl: What's this?
Boy: It's... It's a... It's a school bag.
Girl: Yes, very good.

6
Girl: Ok, what's this?
Boy: UM... It's a rubber!
Girl: A rubber! That's right.

Unit 3

Listen and tick ✓ or cross ✗. 8

Narrator: Hello, Frank.
Frank: Hi!
Narrator: Frank, have you got any pets?
Frank: Yes, I have. I've got three pets.
Narrator: Ah! Have you got a parrot?
Frank: A parrot? No, no, I haven't got a parrot.
Narrator: OK, have you got a cat?
Frank: Yes, I have.
Narrator: What about a mouse? Have you got a mouse?
Frank: Yes, I have.
Narrator: And have you got a dog?
Frank: A dog? No, I haven't.
Narrator: Alright, what about a rabbit? Have you got a rabbit?
Frank: No, I haven't.
Narrator: OK. Have you got a snake?
Frank: Yes, I have. I've got a snake.
Narrator: Alright, Frank.

Listen and match. 9

Max: Hello, Cindy.
Girl: Hi, Max.
Max: Cindy, where's the parrot?
Cindy: The parrot? It's on the table.
Max: The parrot's on the table, OK.
Cindy: Max, where's the mouse?
Max: It's in the cupboard!
Cindy: In the cupboard, good.
Cindy: Max, where's the dog?
Max: It's on the chair. The dog's on the chair.
Cindy: OK, thanks!
Max: What about the spider? Where's the spider, Cindy?
Cindy: It's in the bin.
Max: The spider's in the bin. Yes.
Cindy: And the rabbit? Where's the rabbit?
Max: It's on the sofa.
Cindy: It's on the sofa. Great! Thanks, Max!

Unit 4

Listen and circle. 10

1
Interviewer: Hello, Kim! What's your favourite toy?
Kim: My favourite toy is a plane.
Interviewer: A plane! Is it big?
Kim: No, it isn't. It's small.
Interviewer: Is it grey?
Kim: Yes, it is. It's small and grey.

2
Interviewer: Alan, hello! Is your favourite toy a robot?
Alan: Yes, it is.
Interviewer: Is it white?
Alan: Yes, it is.
Interviewer: And is it small?
Alan: No, it isn't. It's big.

3
Interviewer: Hi, Dex!
Dex: Hi!
Interviewer: What's your favourite toy?
Dex: It's a ball.
Interviewer: A ball? Is it big?
Dex: No, it isn't.
Interviewer: Is it small?
Dex: Yes, it is. It's small and white.

4
Interviewer: Hello, Julia. Is your favourite toy a teddy?
Julia: Yes, it is.
Interviewer: Is it small?
Julia: No, it isn't.
Interviewer: Is it black?
Julia: No, it isn't black.
Interviewer: OK thanks, Julia. Bye!

Listen and match. 11

Narrator: Hi, Celia!
Celia: Hello!

Narrator: What's your favourite toy? Is it a game console?
Celia: No, it isn't.
Narrator: Is it a teddy?
Celia: No.
Narrator: Hmm! Is it a scooter?
Celia: Yes, it is!
Narrator: Hello. What's your name?
Bill: I'm Bill.
Narrator: And what's your favourite toy, Bill? Is it a teddy?
Bill: No, it isn't.
Narrator: OK, is it a plane?
Bill: I like planes, but that's not my favourite.
Narrator: Hmm! Is it a game console?
Bill: Yes, it is!

UNIT 5

Look, listen and match 12

1 Nod your head.
2 Clap your hands.
3 Stamp your feet.
4 Touch your toes.
5 Turn around
6 Wave your arms.

Listen and number. 13

1 **Ringmaster:** OK, Bongo. Turn around! Yes, turn around!
2 **Ringmaster:** Jump, Bobo! Jump!
3 **Ringmaster:** Nod your head, Baba! Nod your head!
4 **Ringmaster:** Now, stamp your feet, Bessy! Stamp your... Aaaaaargh!!

Listen and colour. 14

Robot 1: Hello. I can run.
Girl: Oh! I can run too. What colour are you?
Robot 1: I'm purple.
Robot 2: Look at me. I can jump.
Girl: Oh, yes. What colour are you?
Robot 2: I'm blue.
Girl: Blue, OK.
Robot 3: Hello! I can skip.
Girl: Skip! That's great. What colour are you?
Robot 3: I'm yellow.
Robot 4: Hello. I can walk.
Girl: Yes, I can walk too. What colour are you?
Robot 4: I'm red.
Girl: Red. I like red!
Robot 5: Look at me! I can hop.
Girl: Hop? Oh, yes. What colour are you?
Robot 5: I'm green.
Girl: You're green. OK, thank you robot!

UNIT 6

Listen and tick ✓ or cross ✗. 15

Susana: Hello, Miranda, happy birthday!
Miranda: Hi, Susana, thank you! Welcome to my birthday party. Susana, do you like cake?
Susana: Yes, I do. Cake's delicious.
Miranda: OK. Do you like orange juice?
Susana: Orange juice? Yes, I do.
Miranda: Good. And do you like chicken?
Susana: No, I don't.
Miranda: Alright. Do you like cheese?
Susana: Yes, I do. Cheese is delicious.
Miranda: OK. What about water? Do you like water?
Susana: Yes, I do.
Miranda: Do you like milk?
Susana: No, I don't.
Miranda: Now yogurt! Do you like yogurt?
Susana: No, I don't. Ugh! Yogurt's yuck!
Miranda: Oh! How about fruit? Do you like fruit?
Susana: Yes, I do. Fruit's fantastic.
Miranda: OK, Susana. Enjoy the party!
Susana: Thank you!

Look, listen and match. 16

1 Boy: I don't like apples. I like pears and bananas.
2 Girl: I don't like oranges. I like mangoes and apples.
3 Boy: I don't like pears. I like oranges and bananas.

Listen and draw. 17

Narrator: Hello, Zola!
Zola: Hi!
Narrator: Do you like cake, Zola?
Zola: Yes, I do. Cake's my favourite food.
Narrator: Do you like fruit?
Zola: Yes, I do. I like bananas. They're my favourite fruit.
Narrator: Do you like milk?
Zola: No, I don't. I don't like milk.
Narrator: And meat? Do you like meat?

Zola: Yes, I do. Meat's nice.
Narrator: OK, thanks, Zola.
Narrator: Hi, Danny!
Danny: Hello. Is that a cake?
Narrator: Yes, it is.
Danny: I like cake. I really like cake.
Narrator: What about fruit? Do you like fruit?
Danny: I like apples and oranges, but I don't like bananas. Bananas are horrible!
Narrator: OK, and milk? Do you like milk?
Danny: Yes, I do. Milk's nice.
Narrator: And what about meat? Do you like meat?
Danny: No, I don't like meat.
Narrator: Alright. Thanks, Danny.

MY NEW WORDS

Look and complete.
Then listen and repeat. 18

brother, dad, grandad, granny, mum, sister

Look and match.
Then listen and repeat. 19

book, crayon, glue, pen, pencil, pencil case, rubber, ruler, school bag, sharpener

Trace, look and complete.
Then listen and repeat. 20

cat, dog, fish, mouse, parrot, rabbit, snake, spider

Look and tick ✓your favourite toys.
Then listen and repeat. 21

ball, car, doll, game console, plane, robot, scooter, teddy

Trace. Then listen and repeat. 22

arm, ear, eye, feet, hair, hand, head, knee, leg, mouth, nose, toes

Look and complete the faces.
Then listen and repeat. 23

cake, cheese, chicken, fish, fruit, juice, meat, milk, salad, soup, water, yogurt

GO UP! 1 AUDIO CD1

TRACK	CONTENT
1.1	Ready, Steady, Go! Page 4, Activity 1
1.2	Ready, Steady, Go! Page 4, Chant: *Hello, hello!*
1.3	Ready, Steady, Go! Page 5, Activity 1
1.4	Ready, Steady, Go! Page 5, Song: *Colours*
1.5	Ready, Steady, Go! Page 5, Activity 2
1.6	Ready, Steady, Go! Page 7, Activity 1
1.7	Unit 1 Page 8, Activity 1
1.8	Unit 1 Page 8, Chant: *Time for a photo!*
1.9	Unit 1 Page 9, Activity 1
1.10	Unit 1 Page 10, Song: *This is my family!*
1.11	Unit 1 Page 12, Story: *Jasmin's day!*
1.12	Unit 1 Page 14, Activity 1
1.13	Unit 1 Page 14, Song: *How are you?*
1.14	Unit 1 Page 15, Activity 1
1.15	Unit 1 Page 15, Phonics activity
1.16	Unit 1 Page 15, Phonics rhyme
1.17	Unit 1 Page 16, Activity 1
1.18	Unit 1 Page 17, Activity 2
1.19	Unit 2 Page 18, Activity 1
1.20	Unit 2 Page 18, Chant: *Classroom objects*
1.21	Unit 2 Page 19, Activity 1
1.22	Unit 2 Page 20, Activity 1
1.23	Unit 2 Page 20, Song: *Ready for school!*
1.24	Unit 2 Page 21, Activity 1
1.25	Unit 2 Page 22, Story: *It's a monster!*
1.26	Unit 2 Page 24, Activity 1
1.27	Unit 2 Page 24, Activity 2
1.28	Unit 2 Page 24, Song: *What's this?*
1.29	Unit 2 Page 25, Phonics activity
1.30	Unit 2 Page 25, Phonics rhyme
1.31	Unit 2 Page 26, Activity 1
1.32	Unit 2 Page 27, Activity 2
1.33	Units 1 & 2 review Page 28, The Techies, Part 1
1.34	Units 1 & 2 review Page 29, The Techies, Part 2
1.35	Unit 3 Page 30, Activity 1
1.36	Unit 3 Page 30, Chant: *Pets in my house!*
1.37	Unit 3 Page 31, Activity 1
1.38	Unit 3 Page 31, Song: *Have you got a dog?*
1.39	Unit 3 Page 32, Activity 1
1.40	Unit 3 Page 33, Activity 1
1.41	Unit 3 Page 34, Story: *A new pet*
1.42	Unit 3 Page 36, Activity 1
1.43	Unit 3 Page 36, Song: *Where's the red ball?*
1.44	Unit 3 Page 37, Phonics activity
1.45	Unit 3 Page 37, Phonics rhyme
1.46	Unit 3 Page 38, Activity 1
1.47	Unit 3 Page 39, Activity 1
1.48	Unit 3 Page 39, Activity 2

Tracklist

Go Up! 1 Audio CD2

Track	Content
2.1	Unit 4 Page 40, Activity 1
2.2	Unit 4 Page 40, Chant: *In the toy box*
2.3	Unit 4 Page 41, Activity 1
2.4	Unit 4 Page 42, Song: *Can you guess my favourite toy?*
2.5	Unit 4 Page 42, Activity 2
2.6	Unit 4 Page 43, Activity 1
2.7	Unit 4 Page 44, Story: *It's a surprise!*
2.8	Unit 4 Page 46, Activity 1
2.9	Unit 4 Page 46, Song: *Count the candles on your cake!*
2.10	Unit 4 Page 47, Activity 1
2.11	Unit 4 Page 47, Phonics activity
2.12	Unit 4 Page 47, Phonics rhyme
2.13	Unit 4 Page 48, Activity 1
2.14	Unit 4 Page 49, Activity 1
2.15	Units 3 & 4 review Page 50, The Techies, Part 1
2.16	Units 3 & 4 review Page 51, The Techies, Part 2
2.17	Unit 5 Page 52, Activity 1
2.18	Unit 5 Page 52, Chant: *I've got two arms*
2.19	Unit 5 Page 53, Activity 1
2.20	Unit 5 Page 53, Song: *Move your body!*
2.21	Unit 5 Page 54, Activity 2
2.22	Unit 5 Page 56, Story: *I can walk!*
2.23	Unit 5 Page 58, Activity 1
2.24	Unit 5 Page 58, Song: *I can skip!*
2.25	Unit 5 Page 59, Phonics activity
2.26	Unit 5 Page 59, Phonics rhyme
2.27	Unit 5 Page 60, Activity 1
2.28	Unit 5 Page 60, Activity 2
2.29	Unit 5 Page 61, Activity 2
2.30	Unit 6 Page 62, Activity 1
2.31	Unit 6 Page 62, Chant: *We love food*
2.32	Unit 6 Page 63, Activity 1
2.33	Unit 6 Page 63, Song: *Do you like chicken?*
2.34	Unit 6 Page 64, Activity 1
2.35	Unit 6 Page 65, Activity 1
2.36	Unit 6 Page 65, Activity 2
2.37	Unit 6 Page 66, Story: *Ryan's idea!*
2.38	Unit 6 Page 68, Activity 1
2.39	Unit 6 Page 68, Song*: I like apples!*
2.40	Unit 6 Page 69, Phonics activity
2.41	Unit 6 Page 69, Phonics rhyme
2.42	Unit 6 Page 70, Activity 1
2.43	Unit 6 Page 71, Activity 2
2.44	Units 5 & 6 review Page 72, The Techies, Part 1
2.45	Units 5 & 6 review Page 73, The Techies, Part 2
2.46	Page 74, Unit 1 Picture Dictionary
2.47	Page 74, Unit 2 Picture Dictionary
2.48	Page 75, Unit 3 Picture Dictionary
2.49	Page 75, Unit 4 Picture Dictionary
2.50	Page 76, Unit 5 Picture Dictionary
2.51	Page 76, Unit 6 Picture Dictionary

GO UP! 1 ACTIVITY BOOK AUDIO

TRACK	CONTENT
1	Ready, Steady, Go! Page 3, Activity 4
2	Unit 1 Page 5, Activity 2
3	Unit 1 Page 6, Activity 4
4	Unit 1 Page 9, Activity 2
5	Unit 2 Page 11, Activity 2
6	Unit 2 Page 12, Activity 5
7	Unit 2 Page 15, Activity 2
8	Unit 3 Page 17, Activity 2
9	Unit 3 Page 21, Activity 2
10	Unit 4 Page 24, Activity 5
11	Unit 4 Page 27, Activity 1
12	Unit 5 Page 29, Activity 3
13	Unit 5 Page 30, Activity 6
14	Unit 5 Page 33, Activity 2
15	Unit 6 Page 36, Activity 5
16	Unit 6 Page 37, Activity 7
17	Unit 6 Page 39, Activity 2
18	Page 40, Unit 1 My New Words
19	Page 41, Unit 2 My New Words
20	Page 42, Unit 3 My New Words
21	Page 43, Unit 4 My New Words
22	Page 44, Unit 5 My New Words
23	Page 45, Unit 6 My New Words
24	Festivals, Earth Day Page 46, Activity 2
25	Festivals, Animal Day Page 47, Activity 1
26	Festivals, Animal Day Page 47, Activity 2
27	Festivals, Family Day Page 48, Activity 1

TRACK	CONTENT
28	Story: *Jasmin's day!*
29	Story: *It's a monster!*
30	Story: *A new pet*
31	Story: *It's a surprise!*
32	Story: *I can walk!*
33	Story: *Ryan's idea!*
34	Chant: *Hello, hello!*
35	Song: *Colours*
36	Chant: *Time for a photo!*
37	Song: *This is my family!*
38	Song: *How are you?*
39	Chant: *Classroom objects*
40	Song: *Ready for school!*
41	Song: *What's this?*
42	Chant: *Pets in my house!*
43	Song: *Have you got a dog?*
44	Song: *Where's the red ball?*
45	Chant: *In the toy box*
46	Song: *Can you guess my favourite toy?*
47	Song: *Count the candles on your cake!*
48	Chant: *I've got two arms*
49	Song: *Move your body!*
50	Song: *I can skip!*
51	Chant: *We love food*
52	Song: *Do you like chicken?*
53	Song: *I like apples!*

Richmond

58 St Aldates
Oxford OX1 1ST
United Kingdom

Browne, Kate
Go Up! 1 Teacher's Book + Audio CDs / Kate Browne ; Brendan Dunne ; Robin Newton.- 1a ed . - Ciudad Autónoma de Buenos Aires : Santillana, 2019.
128 p. ; 28 x 22 cm.

ISBN 978-950-46-5863-4

1. Enseñanza de Lenguas Extranjeras. 2. Inglés. I. Dunne, Brendan. II. Newton, Robin. III. Título.
CDD 372.6044

© **2019 Ediciones Santillana, S. A.**
Leandro N. Alem 720
C1001AAP Buenos Aires, Argentina

© **Brendan Dunne, Robin Newton**

First published by
© **Santillana Educación, S.L.**

ISBN: 978-950-46-5863-4

This Teacher's Book includes Audio CDs.

Writers: Kate Browne, Brendan Dunne, Robin Newton

Publisher: Mabel Manzano
Managing Editor: Miranda Friel
Editorial Team: Grace Lloyd, Cristina Navarrete Pedraza, Elsa Rivera Albacete, Silvia Ruiz Calvo, Susana Sánchez González, Andrea Turner, Cristina Valiente Escobar, Paula Fulía, Mónica Tosi
Digital Managing Editor: Virginia Santidrián Ruiz

Recordings: EFS Television Production Ltd. Motivation Sound Studios, Javier Lupiañez
Songs: Tom Dick and Debbie Productions Ltd.
Song lyrics: Brendan Dunne, Robin Newton

Cover Design: María Florencia Visconti
Interiors Design: Colart Design
Layout: Marina Gómez Mut, Ana Lucía Garibotti
Illustrators: Miguel Díaz Rivas, Saeta Hernando, julilustrador, Conrado Giusti

Photos:
123RF; GETTY IMAGES SALES SPAIN/Thinkstock, Velirina; ISTOCKPHOTO/Getty Images Sales Spain; ARCHIVO SANTILLANA

Queda hecho el depósito legal que marca la ley 11.723.
Impreso en Argentina. Printed in Argentina.
First Edition Published 2019

All rights reserved. No part of this book may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without prior permission in writing from the Publisher.

Websites mentioned in this material were quoted for didactic purposes only. Richmond has no control over their content and urges care when using them.

The Publisher has made every effort to trace the owner of copyright material; however, the Publisher will correct any involuntary omission at the earliest opportunity.

Este libro se terminó de imprimir en el mes de julio de 2019 en Pausa Impresores, Anatole France 360, Avellaneda, Buenos Aires, República Argentina.

GO UP!

Go Up! is a dynamic three-level course for primary school children. It fosters English language learning through attractive resources like stories, songs, chants, games and hands-on activities. **Go Up!** topics and themes are chosen to reflect children's lives, interests and aspirations with an emphasis on social emotional learning activities. Vocabulary and grammar points are recycled continuously as children progress, while logical lesson structures ensure that the focus is always clear at a glance. Children are also regularly encouraged to reflect on their own learning experience, providing the teacher with a personal impression of each child's achievements and abilities. All songs, stories and culture lessons are accompanied by fun videos and the focus on CLIL and cultural connections helps to give children a broader learning experience.

COMPONENTS

For the student

- Student's Book with stickers and cut-outs
- Full-colour Activity Book + Audio
- Interactive Activities

For the teacher

- Teacher's Book + Audio CDs
- Teacher's Resource Material
- Flashcards
- Video support for all songs, stories and culture lessons
- Digital Book
- Richmond Learning Platform Junior

A1	A2	B1	B2	C1

COMMON EUROPEAN FRAMEWORK

Richmond
www.richmondelt.com

ISBN 978-950-46-5863-4