

GO UP! 2

TEACHER'S BOOK



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United Kingdom

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GO UP! 2



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 OUR HOUSE	32
2 HOBBIES	44
 UNITS 1 AND 2 REVIEW	56
3 CARNIVAL!	58
4 ANIMALS EVERYWHERE!	70
 UNITS 3 AND 4 REVIEW	82
5 SUPERHEROES	84
6 A DAY OUT	96
 UNITS 5 AND 6 REVIEW	110
TERM REVIEW GAMES	112
FESTIVALS	114
ACTIVITY BOOK ANSWER KEY	117
ACTIVITY BOOK TRANSCRIPTS	121
TRACKLIST	125

CONTENTS

KEY VOCABULARY

0 READY, STEADY, GO!

p. 26

the alphabet

1 OUR HOUSE

p. 32

*bathroom, bedroom, bookcase, chair, cupboard, door, garden, hall, kitchen, living room, plant, rug, table, window
metal, plastic, wood
behind, in, on, under*

2 HOBBIES

p. 44

*dance, do karate, juggle, make models, paint, play the guitar, ride a bike, sing
drums, flute, guitar, piano, violin*

UNITS 1 AND 2 REVIEW: THE TECHIES p. 56

3 CARNIVAL!

p. 58

*coat, dress, hat, jeans, jumper, shirt, shoes, shorts, skirt, T-shirt, trousers
cloudy, cold, hot, raining, snowing, sunny, windy*

4 ANIMALS EVERYWHERE!

p. 72

*bat, bird, butterfly, duck, fox, frog, hedgehog, lizard, owl, squirrel
climb, fly, jump, run, swim
1 – 20*

UNITS 3 AND 4 REVIEW: THE TECHIES p. 84

5 SUPERHEROES

p. 86

*clever, fast, invisible, scary, short, strong, tall, thin
doctor, firefighter, police officer, teacher
belt, boots, cape, mask*

6 A DAY OUT

p. 100

drawing, drinking, eating, listening, reading, taking photos, talking, writing

UNITS 5 AND 6 REVIEW: THE TECHIES p. 112

GAMES

p. 114

FESTIVALS

p. 116

ACTIVITY BOOK ANSWER KEY

p. 119

ACTIVITY BOOK TRANSCRIPTS

p. 122

TRACKLIST

p. 126

KEY STRUCTURES	CLIL	SEL	PHONICS	GO AROUND THE WORLD
<p>Hello, how are you? I'm fine, thanks. How do you spell book?</p>				
<p>Where's my pencil? It's under the chair. Ryan's in the garden.</p>	Natural Science: materials	Responsible pet ownership	Initial sound b	Houses in the Netherlands
<p>I can juggle. I can't do karate. Can you ride a bike? Yes, I can. / No, I can't.</p>	Music: musical instruments	Patience and perseverance	Initial sound d	Hobbies in Australia
<p>What are you wearing? I'm wearing a purple dress and green shoes. What's the weather like? It's cold. It's sunny.</p>	Natural Science: hot / cold weather clothes	Positive thinking	Initial sound j	Notting Hill Carnival in the UK
<p>Can it run? Yes, it can. / No, it can't. It can swim. It can't fly. How many apples can you see?</p>	Natural Science: animals that are active at night	Responsible decision- making	Initial sound f	Animals in New Zealand
<p>He's scary. She's clever. Is he strong? Yes, he is. / No, he isn't. She's got yellow boots. He's got green hair.</p>	Social Science: real heroes	Teamwork and collaboration	Initial sound c	Real heroes in Russia
<p>What are you doing? I'm reading. There's an old bike.</p>	Natural Science: dinosaur facts	Rules and safety at school	Final sound ing	A day out in Paris



ICONS

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

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

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 up with their Level 1 friends again, who lead them through the Student's Book.

Ryan, Mike, Carla 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. Tina and Tim are once more the protagonists in different stories that will allow the children to **review vocabulary and structures** covered throughout the term. The children will enjoy the adventures of the sister and brother twins,

their engaging family and their 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



Lisa
The Netherlands



Jacob
Australia



Chloe
Uk



Toby
New Zealand



Anya
Russia



Hugo
France

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! 2** 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.



TIME TO TALK

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.

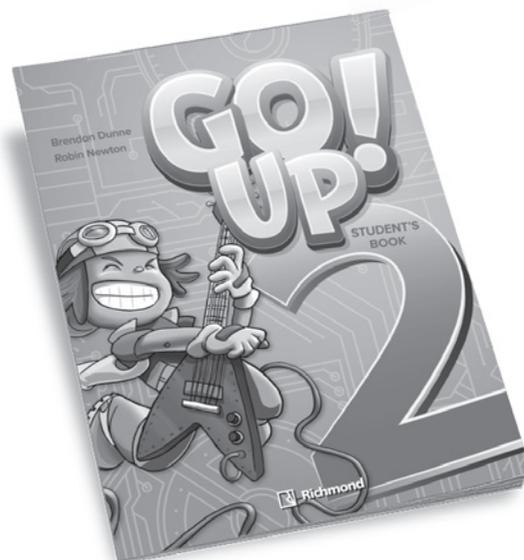
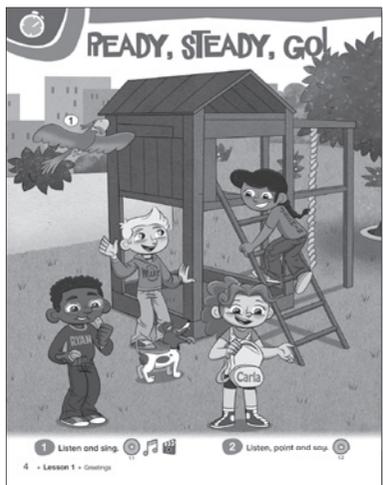
24 • Lesson 6 • Can you (juggle)? Yes, I can. / No, I can't.

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



Student's Book

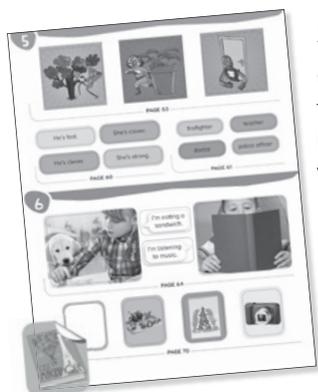
Ready, steady, go!, the title of the welcome unit, sets the tone for this dynamic course book. This welcome unit is followed by **six units**, each consisting of **eight main lessons** and a **Unit review** lesson.



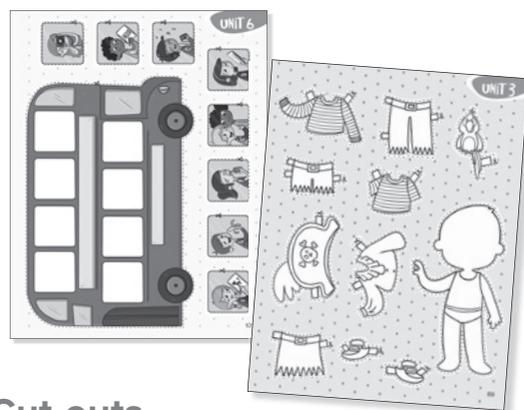
The Unit reviews are complemented by **Term reviews** in the shape of engaging double-page stories. The children will love the **Picture dictionary** section and the **Term review games** at the end of the book.

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.

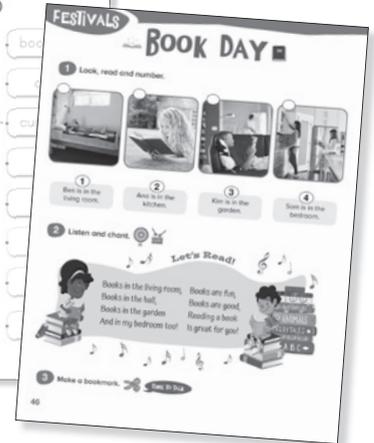
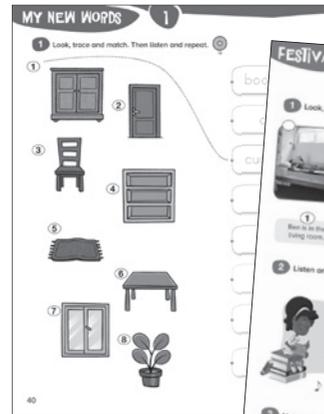
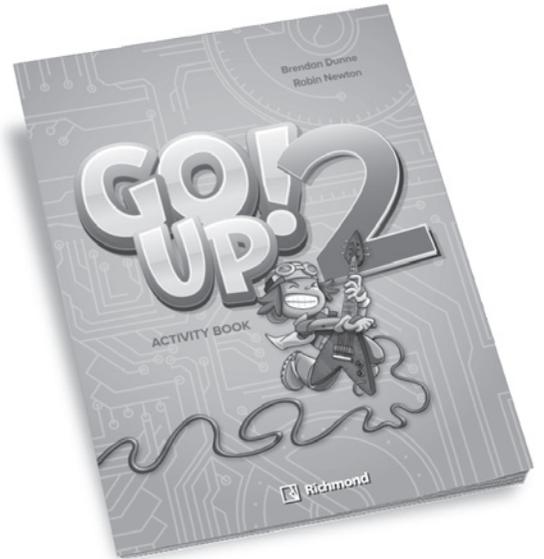


Cut-outs

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

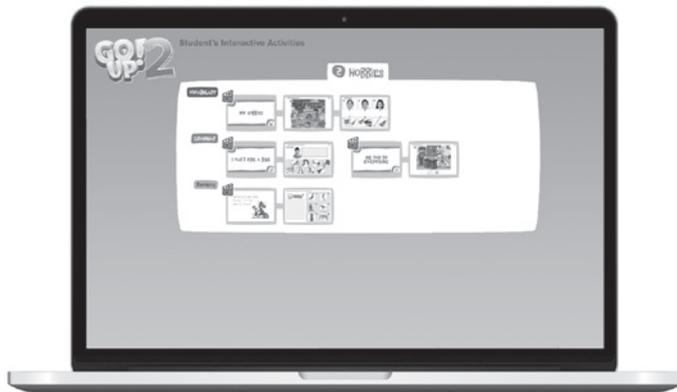
Reflecting the **Student's Book's structure**, the additional full-colour support is divided into a welcome unit, six main units, a **ludic vocabulary area** and a **Festivals** section. The children will love the innovative **Festival cut-outs** pages, with which they can create attractive decorations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

73 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.

2 **HOBBIES**

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

2 Listen and chant.

3 Look and say.

18 • Lesson 1 • Hobbies vocabulary

- play the guitar
- do karate
- paint
- juggle
- ride a bike
- sing
- dance
- make models

2

1 Listen and number. Then listen again and repeat.

5

I can make models.

I can't do karate.

I can dance.

I can't sing.

2 Listen and sing.

I Can't Ride a Bike!

I can make models,
I can play the guitar,
I can paint a picture,
I can run very far.
But I can't ride a bike.
No, I can't ride a bike.

6

I can / can't (dance) • Lesson 2 • 19

4

1 The unit theme is introduced and new vocabulary is presented in a lively, colourful scene featuring the course characters.

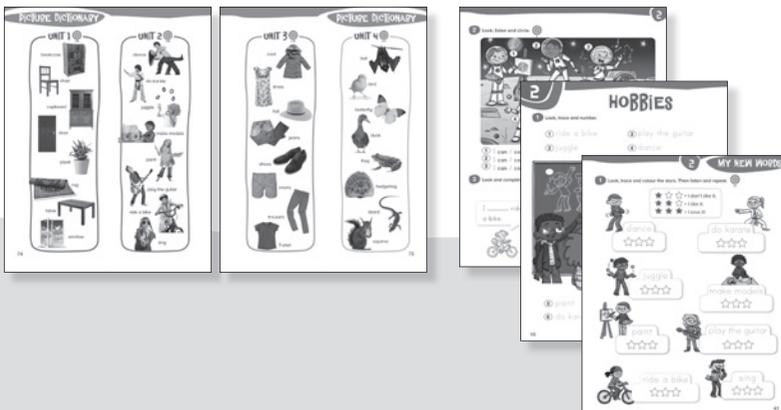
2 The oral form of each word is presented before the written form, to establish good pronunciation from the start.

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 Target grammar is presented in a meaningful and appealing context. 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. Some of the song words appear on the page and provide 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.

2

1 Listen and say the number. Then talk. 



1

2

I can't juggle.

Number 5!

2 Read and stick.

I can't dance. I can make models. I can do karate.

3

20 • Lesson 3 • I can / can't (juggle).

CLIL GO FIND OUT!

2

1 Listen and match. Then listen again and repeat. 




piano violin flute drums

2 Listen and say the instrument.  Then listen and draw. 



happy music
sad music

What's your favourite instrument?

5

Music: musical instruments • Lesson 4 • 21

- 1 This lesson will offer further practice of the target grammar and introduce some new words or some progression with the target structure. Supporting artwork is eye-catching and often amusing to draw students in and make the task more enjoyable.
- 2 Models for speaking tasks are always provided.
- 3 In this example the children use stickers to complete a reading task and enjoy a hands-on learning experience.

- 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 about other school subjects. In this example, the children apply their knowledge of musical instruments to complete a matching activity.
- 5 Striking photos add visual appeal and set the new learning in a real world context.

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CLIL GO FIND OUT!

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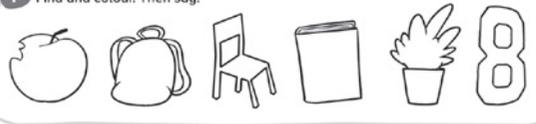
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- The **Stickers** are **easy to peel** and **apply!** Find support for the lesson content in the **Activity Book** exercises designed to consolidate the children's learning and in the **Teacher's Resource Material** where lesson-specific photocopiable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

2

1 **KEEP TRYING!**

2 **1** Find and colour. Then say.



3 **2** Listen to the story.

4 **1** **CIRCUS SCHOOL**

2 Can you juggle?

No, I can't!

3 Can you jump high, Kate?

Yes, I can!

22 • Lesson 5 • Key vocabulary and grammar in context

5 Keep trying, Carla!

6

7

8

Foster patience and perseverance.

23

- 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 **vocabulary card Cut-outs**.

1 Listen and sing. **1.30**

We Can Do Everything!

Can you walk on your hands?
Can you jump up high?
Can you ride a bike?
Just try!

2 Listen and tick ✓ or cross X. **1.31**

3 Make a question wheel. Then ask and answer. **TIME TO TALK**

24 • Lesson 6 • Can you (juggle)? Yes, I can. / No, I can't.

1 Look and complete. **TIME TO WRITE**

can can't

① I _____ play the guitar.

② I _____ make models.

③ I _____ ride a bike.

2 Listen and repeat. **1.32**

duck

dinosaur

dance

3 Listen and say. **1.33**

Debble Duck and Danny Dinosaur don't like dancing. Do you?

PHONICS

Writing: can / can't • Phonics: initial sound of as in dinosaur • Lesson 7 • 25

- 1** Exercises on this page build on the story context to present and practise new language. Here 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 and chant in the level is supported by an engaging video.
- 2** The course also offers multiple opportunities to practise the new language. For example, here the children revisit verbs in a listening activity.
- 3** Every unit has a cut-out template craft activity where the children make something: a question wheel, finger puppets... 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** Pictures 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.
- 5** Phonics activities focus on initial or final 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**.

GO AROUND THE WORLD

1 Listen and number. Then read and stick.



Hi! I'm Jacob from Australia.







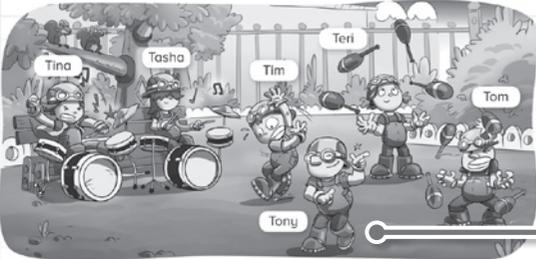
2 Now draw.

My Favourite Hobby

26 • Lesson 8 • Learn about hobbies in Australia.

GO AGAIN!

1 Listen and say who. Then look and write the names.



1 I can't juggle. Tom **4** I can't dance. _____
2 I can dance. _____ **5** I can juggle. _____
3 I can't play the drums. _____ **6** I can play the drums. _____

2 Look and tell a friend.



3 Choose your favourite activity in the unit and stick.

Unit review • 27

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 writing and 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**.

The Techies

1 [] 2 []

3 [] 4 Look! Boris can make models.

5 It's time to practise! 6 I like it!

• Part 1. Listen to the story. Where's Tina's guitar? 1.36

28 - Units 1 and 2 review

7 [] 8 Well done, Boris!

... and Gina can sing!

9 Look at this, Tim! 10 []

11 [] 12 Look! Granny can sing AND dance!

• Part 2. Listen to the story. Then stick. 1.37

Units 1 and 2 review - 29

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 here 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 sticker activity is proposed as a post-reading task.



guitar



piano



► 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

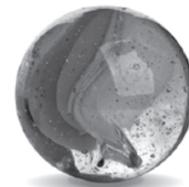
To include everyone when answering questions, tell the children to stay quiet and put up their hands when they have an answer, so that everyone has time to think. Alternatively, have a pile of name cards and take names at random to answer questions so that all children have a turn.

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.



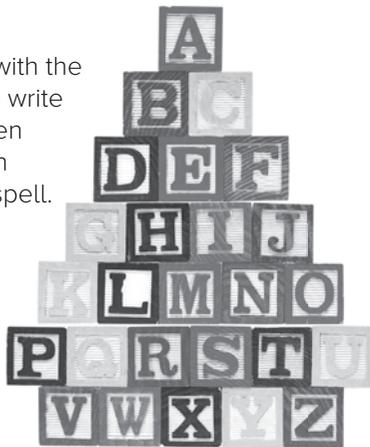
VOCABULARY GAMES

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!*

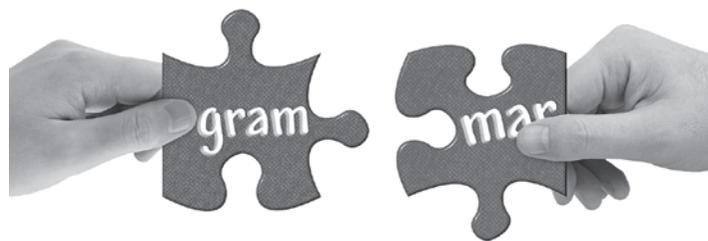
Find your group!

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

- **Structure:** *How are you? I'm fine, thanks!*
- **Structure:** *How do you spell (dog)?*

Vocabulary

- The alphabet

Recycled language

Language Objectives

Grammar

- To practise greetings.
- To ask others how they are.
- To spell words out loud.

Vocabulary

- To understand and use the alphabet.
- To understand and identify common words.

Functions

- To ask others how they are and to answer the same question about themselves.
- To spell words.

Skills Objectives

Speaking

- To greet others and ask how they are.
- To spell words.

Reading

- To read and understand common words.
- To demonstrate understanding by matching.

Listening

- To understand and join in with songs.
- To understand colours and letters.
- To demonstrate understanding by listening and numbering words.

Writing

- To write numbers.
- To trace target language.



Assessment Criteria

- The children can understand, use and reply to the question *How are you?*
- The children can identify, understand and use the letters of the alphabet.
- The children can spell common words.

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 book.
- **Additional interactive activities and games** for content reinforcement in class or at home.

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 name card for each member of the class, a marker or pencil, a piece of paper, a stopwatch



Key competences



Linguistic competence

The children develop listening, speaking, reading and writing skills, as well as grammar rules and vocabulary. The children practise greetings and asking people how they are. The children practise the letters of the alphabet and spelling words.



Competence in Maths, Science and Technology

The children practise using numbers.



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 greetings and how to ask others how they are.



Cultural awareness and expression

The children develop their artistic expression by singing songs.



Learning to learn

The children develop strategies to improve the learning process through a variety of activities aimed at multiple intelligences.



Sense of initiative and entrepreneurship

The children develop a sense of personal achievement by spelling words.



LESSON 1 - SB PAGE 4

Language Objectives

To practise listening skills.

To revise vocabulary: *dog, orange, parrot, school bag.*

To introduce the structures *Hello. How are you? I'm fine, thanks! How about you?*

Materials

Digital Book

Audio CD 1

A name card for each member of the class

WARMER

Choose a child and say *Hello, (Pedro)! How are you?* Do this a few times with different children, then get a volunteer to ask you the question and reply *I'm fine, thanks! How about you?* Ask the children to stand up and give each child a name card. The children find the person on their card and greet them using the phrases they have practised.

1 Listen and sing. 1.1

Encourage the children to talk about the picture using whatever vocabulary they can. Review the names of the characters and make sure students recognise -otherwise, teach them- the words *dog* and *parrot*. Play the audio, pausing when each character is mentioned and ask the children to point to the character and say the name. Finally, ask the children to sing along with the song pointing to the characters as they do so.

2 Listen, point and say. 1.2

Play the audio. Pause the recording after the first question and invite the children to point to the picture and say the name of the character. Continue with the rest of the characters.

FAST FINISHERS

Write the vocabulary items on the board: *dog, orange, parrot, school bag*. Tell the children who have finished to get into pairs or groups and to take turns miming the word for the others to guess.

EXTRA ACTIVITY

Ask the children to draw and colour a picture of themselves with their name written on their shirt like the characters in the book. When they have finished, tell them to draw a speech bubble saying *Hello! How are you?* Display their work in the classroom.

WRAP-UP

Tell the children to look at the picture again and give them a few minutes to memorise it. Then tell them to close their books and make true or false statements, for example, *The (school bag) is (yellow). (Jasmin's) (T-shirt) is (green)*. The children respond *true* or *false*.

TRANSCRIPTS

1.1 Listen and sing: Hello, How Are You?

Mike: Hello, Jasmin!
How are you?

How are you today?

Jasmin: I'm fine, thanks!
How about you?

How are you today?

Jasmin: Hello, Ryan!
How are you?

How are you today?

Ryan: I'm fine, thanks!
How about you?

How are you today?

Ryan: Hello, Carla!
How are you?

How are you today?

Carla: I'm fine, thanks!
How about you?

How are you today?

Carla: Hello, Mike!
How are you?

How are you today?

Mike: I'm fine, thanks!
How about you?

How are you today?

1.2 Listen, point and say.

Carla: Hi! I've got a new school bag. Do you like it? Yes, I'm Carla!

Ryan: Hello! Mmmm... I love fruit. Oranges are my favourite fruit. Yes, I'm Ryan!

Mike: This is my pet dog. His name's Jack. Good boy, Jack! Yes, I'm Mike!

Jasmin: Hello! I'm Jasmin!

Carla: Be careful, Jasmin!

Initial Evaluation

Make sure the children can understand basic greetings and name the four main characters of the book.



LESSON 2 - SB PAGE 5

Language Objectives

To practise listening skills.

To revise the vocabulary: *book, cat, parrot, purple, ruler, scooter.*

To sing a song to help memorise the letters of the alphabet.

Materials

Digital Book
Audio CD 1

WARMER

Teach the letters of the alphabet. Write the letters A-Z on the board and say the letters with the class. Repeat a few times, then ask the children to line up. Give the first child in line a board pen and call out a letter of the alphabet at random. The child runs to the board and circles the letter.

1 Sing the alphabet song. 1.3

Play the song and point to the letters of the alphabet on the board as you hear them. Play the song again and invite a volunteer to come forward and point to the letters. Then rub out the letters and tell the children to look at Activity 1. Sing the song together and tell them to follow along. Look at the picture of the characters from Lesson 1 and ask the children to spell out their names. Write the letters on the board as they say them, paying extra attention to the pronunciation of confusing letters such as A, E and I.

2 Look, listen and write the number. 1.4

Practise the numbers from one to ten. Count together, then hold up your fingers and have the children count them. Tell the class to look at Activity 2 and ask volunteers to read the words aloud. Play the audio and have the children write the correct numbers in the circles. Check answers by asking, for example, *What number is the parrot?*

► Answers

book 5, parrot 1, ruler 3, cat 2, purple 4, scooter 6

FAST FINISHERS

The children get into pairs with other fast finishers and draw a letter on their partner's back with their fingers, while the others have to guess which letter it is.

EXTRA ACTIVITY

Play *Letters Bingo!* Get the children to write down eight letters in their notebooks. Call letters out in random order and ask the children to circle them if they have written those letters. The first child to circle all eight letters calls *Bingo!* Get the winner to be the letter caller for the next round.

WRAP-UP

Divide the class into teams and have a spelling competition. Give each team a point for each correctly spelt word. Use words from the lesson, the children's own names and vocabulary the children know from level 1.

TRANSCRIPTS

1.3 Sing the alphabet song: *We Can Sing the Alphabet*

Choir: A B C D E F G,

Child: Everybody sing with me.

Choir: H I J K L M N,

Child: Sing this song with all your friends.

Choir: O P Q R S T U,

Child: We like singing. Yes, we do!

Choir: V W X Y Z,

Child: We can sing the alphabet!

1.4 Look, listen and write the number.

1 parrot 2 cat 3 ruler 4 purple 5 book 6 scooter

Continuous Assessment

Make sure the children can identify the colours, the letters of the alphabet and the numbers 1-10.

ACTIVITY BOOK

Ready, Steady, Go! page 2. See Teacher's Book page 119 for the answer key.



LESSON 3 - SB PAGE 6

Language Objectives

To practise oral skills.

To practise the structure *Hello!, Hi!, How are you? I'm fine, thanks! How about you?*

Materials

Digital Book

A marker or pencil, a piece of paper

WARMER

Revise the main character's 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 Look and trace. Then match the names.

Ask the children look at the speech bubbles and have them trace the words using a marker or pencil. Then ask the class to read the dialogues chorally. After that, encourage the children to match the pictures to the characters' names.

► 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 how they are. *S1: Hello (Felipe)! How are you?*

S2: Hi! (Manuela)! I'm fine, thanks! How about you?

S1: I'm fine, too. Thanks!

Monitor the children as they carry out the task. Make sure all the students participate.

FAST FINISHERS

Ask the children to write their names on a slip of paper. Collect all the slips of paper, mix them and redistribute

them. Ask students to read the names on the slip they have received, find the corresponding children and ask them how they are.

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

Tell the class that you are going to think of an object that can be found in the classroom and the children must try to guess the item.

T: I'm thinking of a...

S1: Ruler!

T: No.

S2: Backpack!

T: No.

S3: Book.

T: Yes!

Continuous Assessment

Make sure the children are now familiar with the main characters from the Student's Book, can greet other students and ask them how they are.

LESSON 4 - SB PAGE 7

Language Objectives

To practise oral and listening skills.

To revise the colours: *purple, blue*

To revise basic vocabulary: *book, parrot, ruler*

To practise spelling.

Materials

Digital Book

Audio CD 1

A stopwatch

WARMER

Select different small items that your students can name and place them on your desk (*a book, a ruler, a pen, etc.*). Ask a volunteer to spell a word corresponding to one of the objects for the class to identify.

S1: R-U-L-E-R.

S2: Ruler.

S1: Yes!



The student that first identifies and says the word will spell the next one. Continue with this procedure until all the children have participated.

1 Listen and circle. Then spell the words. 1.5

Direct the children's attention to the illustrations and words in Activity 1. Ask them to listen to the audio and have them circle the correct option. Play the audio and pause it after the first dialogue. Elicit the correct picture and ask the class to circle it. Play the rest of the audio and then check answers as a class.

Point to the sample dialogue below and ask two volunteers to read it out loud. Then ask the children to have similar dialogues in pairs. Monitor their work and make sure each pair spells the six words (*parrot, purple, book, blue, ruler and Ryan*).

▶ Answers

1 parrot, 2 blue, 3 ruler

2 Spell your name. **TIME TO TALK**

Ask the children to look at Activity 2. Point to the sample dialogue and ask them to read it. Then have students come to the front in pairs to ask and answer the same question, but this time about themselves:

S1: How do you spell your name?

S2: (M-A-T-E-O). How do you spell your name?

S1: (J-U-A-N).

FAST FINISHERS

The students remain silent and pay attention to the classmates who are performing their dialogue.

EXTRA ACTIVITY

Write the words *purple, parrot, scooter, ruler, cat* and *book* on the board. Get the children to look at the words for a minute. Then tell them to close their eyes and rub out one of the words. Invite volunteers to look at the board and say which word is missing. Then ask individual children to spell the words from Activity 2: (*Javier*), *how do you spell (cat)*? Then ask the children to work in pairs and take turns to ask the question and spell the words.

WRAP-UP

Divide the class into two teams and tell the children that they are going to play a spelling contest, in which both teams must spell the same number of words in the shortest possible time. Use a stopwatch to time each team. Each team selects different 'spellers', who will take turns to spell a number of words. The team that spells the words correctly and faster will be the winner.

TRANSCRIPT

1.5 Listen and circle.

- 1**
A: What's this?
B: It's an animal.
A: How do you spell it?
B: P-A-R-R-O-T.
A: Thanks!
- 2**
A: What's this?
B: It's a colour.
A: How do you spell it?
B: B-L-U-E.
A: Thanks!
- 3**
A: What's this?
B: It's a school object.
A: How do you spell it?
B: R-U-L-E-R.
A: Thanks!

Final Assessment

Evaluate the children's ability to write and say the alphabet, spell basic vocabulary and count from one to ten. The students should be able to identify the main characters of the book.

ACTIVITY BOOK

Ready, Steady, Go! page 3. See Teacher's Book page 119 for the answer key and transcript.



**NOW GO TO
ADDITIONAL
RESOURCES**

TEACHER'S RESOURCE MATERIAL
Diagnostic Test



UNIT 1 OVERVIEW

Grammar

- **Structure:** *Where's the (ball)?*
- **Prepositions of place:** *behind, in, on, under*
- **Structure:** *It's made of (wood).*

Vocabulary

- **Furniture:** *bookcase, chair, cupboard, door, plant, rug, table, window*
- **Rooms in a house:** *bathroom, garden, hall, kitchen, living room*
- **Materials:** *metal, plastic, wood*
- **Extra:** *cube, houseboat, lighthouse, windmill*

Pronunciation

- **Phonics:** initial sound **b** as in *book*

Recycled language

- Present Simple
- Toys
- Classroom materials

Language Objectives

Grammar

- To identify the position of objects.
- To ask about the position of objects.
- To identify what objects are made of.

Vocabulary

- To understand and use furniture vocabulary.
- To use prepositions of place.
- To identify rooms in a house.
- To identify materials.

Functions

- To use prepositions to say where things are.
- To talk about what objects are made of.
- To say where people are in a house.

Pronunciation

- To produce the initial sound **b** correctly.

Skills Objectives

Speaking

- To name different furniture items.
- To use prepositions to describe position.
- To ask where objects are.
- To say what materials things are made of.
- To name the rooms in a house.

Reading

- To read and identify furniture items and rooms in a house.
- To demonstrate understanding by reading and matching.
- To read and follow a song.

Listening

- To understand and repeat target vocabulary.
- To understand and join in with songs.
- To understand by listening and numbering.
- To understand the narrative of a story.
- To show understanding by listening and saying *true* or *false*.
- To recognise the initial sound **b**.

Writing

- To complete a sentence with target vocabulary.

Assessment Criteria

- The children can identify, understand and use prepositions to describe the position of something or someone in relation to furniture or the rooms in a house.
- The children can identify, understand and use the question *Where's the (cat)?* and answer.
- The children can identify, understand and produce furniture vocabulary and say the materials they are made of.

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 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 4:** CLIL worksheet
 - Lesson 5:** Language worksheets
Listening worksheet
 - Lesson 6:** Reading worksheet
Writing worksheet
 - Lesson 7:** Phonics worksheet
 - Lesson 8:** Speaking worksheet
 - Unit review:**
Unit 1 test
-
- A teddy, small objects made of metal, plastic and wood, Blu-Tack, coloured pencils, scissors, glue, pieces of white card (five per child), decorating materials, a world map or globe



Key competences



Linguistic competence

The children learn to identify furniture, materials and rooms in a house. They also learn to ask and answer about where an object or person is.



Competence in Maths, Science and Technology

The children are introduced to science while identifying the materials that everyday objects are made of.



Digital competence

The children become familiar with the use of technology working together on the unit using the IWB and through the interactive activities and games.



Social and civic competence

The children learn the basic social interaction skills of taking turns to speak and listening to others. The students develop responsibility and cooperation skills.



Cultural awareness and expression

The children develop their artistic expression by singing songs and drawing a picture of a house they like.



Learning to learn

The children develop learning strategies through a variety of activities aimed at multiple intelligences. The students name different animals people can keep as pets at home.



Sense of initiative and entrepreneurship

The children develop a sense of personal autonomy by drawing a house they like.

LESSON 1 - SB PAGE 8

Language Objectives

To practise listening skills.

To introduce furniture vocabulary: *bookcase, chair, cupboard, door, plant, rug, table, window.*

Materials

Digital Book

Audio CD 1

Unit 1 furniture Flashcards

WARMER

Display the **flashcards** and teach the vocabulary: *bookcase, chair, cupboard, door, plant, rug, table* and *window*. Show the flashcards and say the words one by one. Encourage the children to repeat them. Show the flashcards at random and have the children say the words. Continue and this time ask them to point to the corresponding objects in the classroom.

1 Listen, point and repeat. Then match and say. 1.6

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

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

► Answers

1 bookcase, 2 door, 3 window, 4 cupboard, 5 plant, 6 rug, 7 table, 8 chair

2 Listen and chant. 1.7

Display the flashcards around the room. Point to each flashcard in turn, say the word and ask the children to repeat with a clap. Play the audio and ask the children to stand up and point to the flashcards as they hear them in the chant. Teach them the actions (*stand up, stamp your feet, wave your hands, turn around, sit down*). Then play the audio again and encourage the children to say the chant, clap along and do the actions.

FAST FINISHERS

The children draw their own house, including the eight furniture items, which they then label.

EXTRA ACTIVITY

Show the flashcards and revise the words. Then take a flashcard but don't show it to the class. Mime opening a window, looking outside and breathing in the air, and see if the children can guess the flashcard (*window*). Continue with more flashcards, then invite volunteers to the front, give them a flashcard and ask them to mime the word for the class to guess.

WRAP-UP

Draw items of furniture on the board little by little. Encourage the children to guess what you are drawing. You can help them get started by saying: *Is it a (chair)? No, it's not a (chair). Is it a (table)?* Continue until the children guess and repeat with more items of furniture from the lesson.

TRANSCRIPTS

1.6 Listen, point and repeat. Then match and say.

1 bookcase 2 door 3 window 4 cupboard 5 plant
6 rug 7 table 8 chair

1.7 Listen and chant: *Furniture*

Cupboard, table,
Cupboard, table.
Rug and chair,
Rug and chair.
All stand up and stamp your feet.
Wave your hands in the air!

Bookcase, window,
Bookcase, window.
Plant and door,
Plant and door.
Clap your hands and turn around,
Sit down quickly on the floor!

Initial Evaluation

Use the flashcards to make sure the children can name the different furniture items.

ACTIVITY BOOK

Unit 1, page 4. See Teacher's Book page 119 for the answer key.

LESSON 2 - SB PAGE 9

Language Objectives

To practise listening skills.

To introduce the prepositions of place *behind, in, on, under.*

To introduce the structures *Where's my (apple)? It's (on) the table.*

To revise furniture vocabulary.

Materials

Digital Book
Audio CD 1

A teddy or another toy

WARMER

Revise the vocabulary learnt in the previous lesson. Tell the children that you are going to walk around and point to different objects you find in the classroom. Ask the class to repeat what you say if it's right and to stay silent if it's wrong. For example, you point to a plant and say *This is a plant* (the children repeat the sentence). Then you point to a bookcase and say *This is a table* (the children remain silent).

1 Listen, point and repeat. 1.8

Pre-teach the prepositions of place using a teddy or another classroom toy. Place the toy in different positions and have the children repeat after you: *The teddy is (on) the (table). The teddy is (in) the (cupboard). The teddy is (under) the (chair). The teddy is (behind) the (door).* Ask the children to look at Activity 1. Play the audio and tell them to point to the pictures and repeat the words.

2 Listen and number. 1.9

Put your pencil on the table and ask the children *Where's my pencil?* Encourage the children to answer using the prepositions of place they have learnt: *It's (on) the (table).* Move the pencil to different positions and practise a few times. Then ask the children to look at Activity 2. Elicit the names of the objects (*apple, ball, pen and pencil case*), then play the audio and pause after the first dialogue. Elicit the answer, repeating the audio if necessary, and tell the children to write a number one in the correct circle. Repeat with the remaining dialogues.

► Answers

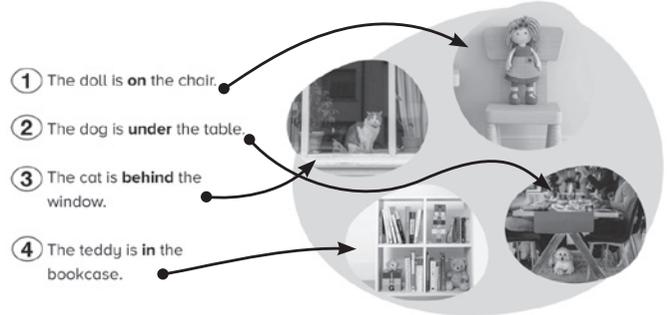
Left to right: 2, 4, 1, 3

3 Look and match.

Tell the children to look at the picture on page 8 again. Ask *Where's the pen? Where's the teddy?* Encourage the children to reply using complete sentences: *It's (under) the (chair) or It's (on) the (rug).*

Now tell the children to look at Activity 3 and ask a volunteer to read the first sentence aloud. Tell the children to draw a line linking the sentence to the correct picture. Give the children time to do the matching exercise, then check answers as a class.

► Answers



FAST FINISHERS

Tell the children to arrange their pencil case items on their desk, and then write a description of it: *The (rubber) is (under) the (ruler).*

EXTRA ACTIVITY

Take the children to the school gym or playground. Put out a collection of tables, chairs and empty boxes. Play some music and get the children to walk around and dance. Then stop the music and give a command, for example, *Sit under a table.* The children move to the nearest table and follow the command. Anyone who does not do the action correctly sits out for the next command.

WRAP-UP

Ask the children to close their eyes and hide the teddy (or another toy) somewhere in the classroom. Ask *Where's the (teddy)?* The children must guess where it is using the prepositions of place they have learnt: *It's (in) the (cupboard).* Repeat several times.

TRANSCRIPTS

1.8 Listen, point and repeat.

on, behind, in, under

 1.9 Listen and number.

- 1**
Mum: Carla, it's time for school.
Carla: Oh, yes! Where's my pen?
Mum: Your pen? Oh, look! It's under the chair.
Carla: Under the chair! Thanks, Mum.
- 2**
Carla: Mum, where's my apple?
Mum: I can see it. It's behind the plant.
Carla: Behind the plant? Oh, yes!
- 3**
Carla: Mum!
Mum: Yes, Carla!
Carla: Where's my pencil case?
Mum: Your pencil case? Ah! Carla, look!
Carla: Oh, yes! It's on the bookcase. Thanks, Mum.
- 4**
Carla: Mum!
Mum: What now, Carla?
Carla: Where's my ball?
Mum: It's in the cupboard.
Carla: In the cupboard? Oh, yes, I've got it. Thanks, Mum, bye!
Mum: Bye bye, Carla!

Continuous Assessment

The children should be able to remember the names of the furniture items. Evaluate if they can use the four prepositions of place correctly.

ACTIVITY BOOK

Unit 1, page 5. See Teacher's Book page 119 for the answer key.

LESSON 3 - SB PAGE 10
Language Objectives

To practise prepositions of place.

To sing a song and mime actions.

To introduce the structures *Where's the (cat)?*
It's (under) the (chair).

Materials

Digital Book
 Audio CD 1

WARMER

Ask five volunteers to come to the front of the class and ask them to stand in a line. Whisper a word in the ear of the first child in the line (it must be a word illustrating a furniture item in the classroom) and tell them to whisper it to the next child and so on. The last child in the line must point to the correct furniture item and say the word.

1 Look, listen and point.  1.10

Explain to the children that the boy in Activity 1 is having a dream about visiting a giant's house. Put the children in pairs and tell them to name as many objects and animals as they can from the scene. Elicit the furniture words, the animals and the toys and write them on the board. Play the audio, pausing after each phrase for the children to find the objects and encourage them to say the name of each object as they find it.

► Answers

1 cat, 2 fish, 3 toy car, 4 scooter, 5 spider, 6 dog

2 Listen and sing.  1.11  

Pre-teach the words *creep*, *peep* and the phrase *fast asleep* by miming the actions. Have the children stand up and mime the actions with you and point to the corresponding illustrations in the book. Then, tell the children to imagine that they are in the giant's house. Play the song. Ask them to mime along with the words *creep*, *peep* and the phrase *fast asleep* when they hear them.

3 Look and ask. **TIME TO TALK**

Elicit the names of the objects / animals and tell the children to find them in the picture of the giant's house in Activity 1. Point to the toy car and ask *Where's the car?* Elicit the answer (*It's in the cupboard*), then ask the children to work in pairs asking and answering questions. When they have finished, call on individual pairs to model their questions and answers.

FAST FINISHERS

Ask the children to write short sentences -in their notebooks- about objects in the classroom, using prepositions of place and describing their colours.

WRAP-UP

Draw a simple room scene -on the board- with a table, chair, cupboard and rug. Give the children a few minutes to copy it, then dictate five or six words illustrating objects for them to draw in the scene *Draw a (spider) (on) the (rug). Draw a (cat) (in) the (cupboard).* When you have finished, ask questions, for example, *Where's the (spider)?* Elicit complete answers using prepositions of place and check that the children have drawn the objects in the correct places.

TRANSCRIPTS
 1.10 **Look, listen and point.**

- 1** It's under the chair. It's orange.
- 2** It's on the table. It's green.
- 3** It's in the cupboard. It's blue.
- 4** It's behind the bookcase. It's red.
- 5** It's under the rug. It's black.
- 6** It's in the cupboard. It's brown.

1.11 Listen and sing: In the Giant's House

Walking through the giant's house, Creep, creep, creep.	Oh, no! Where's the snake? Peep, peep, peep. It's behind the plant, Fast asleep!
Oh, no! Where's the cat? Peep, peep, peep. It's under the chair, Fast asleep!	<i>Chorus</i>
<i>Chorus</i>	Oh, no! Where's the parrot? Peep, peep, peep. Look! It's on the bookcase, Fast asleep!
Oh, no! Where's the dog? Peep, peep, peep. Look! It's in the cupboard, Fast asleep!	<i>Chorus</i>
<i>Chorus</i>	Uh, oh! Where's the giant? Can you see? QUICK! RUN! He's chasing me!

Continuous Assessment

The children should be able to ask simple questions about where things are and identify different objects in a picture.

ACTIVITY BOOK

Unit 1, page 6. See Teacher's Book page 119 for the answer key and transcript.

LESSON 4 - SB PAGE 11

Language Objectives

To learn the names of different materials: *metal, plastic, wood*

To introduce the structure *It's made of (wood).*

Materials

Digital Book
Audio CD 1

Small objects made of metal, plastic and wood

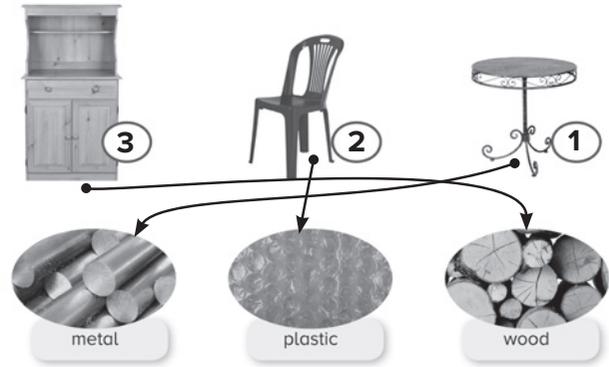
WARMER

Divide the class into teams. Start to write one of the furniture words that the students have learnt in this unit on the board, spelling it slowly letter by letter: D...O...O... Give a point to the first team to guess which word you're writing and give extra points if any children can tell you the missing letters to complete the words. Continue until the children have guessed all the furniture words.

1 Listen and number. Then match. 1.12

Show the children some objects made of metal, wood and plastic. Show the children a metal object and teach the word *metal*. Allow the children to pass the object around and manipulate it, then ask them to find more metal objects in the class. Repeat the procedure for *plastic* and *wood*. Ask the children to sit down and look at Activity 1. Look at the photographs of items made of different materials together and ask volunteers to read the words aloud. Play the audio and ask the children to number the objects. Then play it again and tell them to match the objects to the materials.

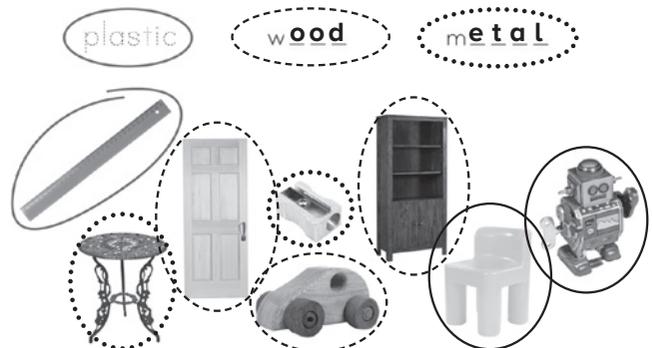
Answers



2 Trace and complete. Then look and circle.

Tell the children to look at Activity 2. Point to the words and tell them to trace over the first word and complete the two remaining words. Point out that they can copy the words from Activity 1. Write the three words on the board in different colours, following the key in the Student's Book, and tell the children to circle the pictures in the corresponding colours: blue for *plastic*, red for *wood* and green for *metal*. Check answers as a class by writing the words in the correct columns on the board using the corresponding colours.

Answers



FAST FINISHERS

The children draw an object from their pencil case and then write the word *metal*, *plastic* or *wood* below the drawing, depending on the material the item is made of.

EXTRA ACTIVITY

Put on some lively music and ask the children to dance. When you stop the music, say *You are made of... wood*. The children stand still like a tree. When you say *You are made of plastic*, the children stand on the spot and sway. When you say *You are made of metal*, the children march up and down like clockwork robots. Repeat the game a few times, then invite volunteers to take your place and give instructions to the rest of the class.

WRAP-UP

Divide the class into teams and give each team a piece of paper. Tell the children to find as many objects as possible in the classroom that are made of wood, metal or plastic. Set a time limit. When the time is up, collect the pieces of paper and count the items from each team in turn to see which team found the most items.

TRANSCRIPT
 **1.12 Listen and number. Then match.**

- 1 Look at the table. It's made of metal.
- 2 Can you see the chair? It's made of plastic.
- 3 Look at the cupboard. It's made of wood.

Continuous Assessment

Assess whether the children can identify the different materials and write their names, as well as recognise the different materials in everyday objects.



**NOW GO TO
ADDITIONAL
RESOURCES**

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 introduce the names of the rooms in the house:
bathroom, garden, hall, kitchen, living room.

To review prepositions of place.

To introduce the structures *Where's Layla?*
There you are!

Materials

Digital Book
Audio CD 1
Unit 1 room and furniture Flashcards

WARMER

Teach the names of the rooms in the house (*bathroom, garden, hall, kitchen, living room*) using the Unit 1 room **flashcards**. Display the flashcards around the classroom. Hold up a **word card**, elicit the word and tell the children to point to the corresponding flashcard. Then put the furniture flashcards around the classroom, leaving the room flashcards in place and ask students in which rooms they can find the furniture items (T: *Where can you find a table?* S1: *In the kitchen!* S2: *In the living room!*). Tell the children to point to the corresponding picture flashcards.

1 Look and tick ✓ or cross X.

Tell the children to look at Activity 1. Elicit the names of the eight objects (*ruler, flower, car, goldfish, plant, game console, banana, bin*). Tell the children to work in pairs and look for the items in the story. If the item appears in the story, they should put a tick in the box; if it doesn't, they put a cross. When the children have finished, ask volunteers to point to the objects in the story and make sentences, for example, *The (flower) is in the (garden)*. *The (car) is in the (bedroom)*.

► Answers

ruler X, flower ✓, car ✓, goldfish X, plant ✓, game console X, banana ✓, bin X

2 Listen to the story.  **1.13** 

Tell the children that they are going to listen to a story about Ryan and his pet rabbit, Layla. Play the audio and tell the children to follow along in their books. Then, ask comprehension questions: T: *Where is Ryan in scene 1?* Ss: *In the garden*. Play the audio again and point to the corresponding scenes.

FAST FINISHERS

The children draw Layla from the story *in, under, on* or *behind* one of the furniture vocabulary items and write a sentence describing the picture: *Layla is (behind) the (chair)*.

EXTRA ACTIVITY

Ask the children to look at the story scenes and remind them of the characters' names. Then make true or false statements about the story. If your statement is true, the children put their thumbs up; if the statement is false, they put their thumbs down. Example statements: *Layla is a rabbit. True or False?* *There is a carrot on the chair. True or False?* *This is (Paul). True or False?*

WRAP-UP

Divide the class into groups of six to act out the story. Assign each child a character: Ryan, Mum, Dad, Granny, Paul and Rosie. (If the class cannot be divided into groups of six, one child could be Layla.) The children act out the story in groups. Encourage them to improvise and add things to their interpretations. When they have had time to practise, they can act out their version for the rest of the class.

Continuous Assessment

Check if the children can follow the story and identify various family members.

**Foster responsible pet ownership.**

Promote children's sense of responsibility and autonomy starting with pet care. Make sure students understand how important animals are in our lives and that it is our responsibility to make sure that they are well looked after. Ask if anyone in the class has got a pet rabbit. If they do, encourage them to tell the class about it and encourage the other children to ask questions. Elicit the names of other pets that people can keep at home and write the names on the board. Ask the children about their own pets and if they know how to look after them. Elicit things that pets need, examples could include fresh water, a variety of foods, a comfortable place to sleep, space to play, exercise, toys, medical treatment, vaccinations, etc. Guiding children and inviting them to take such care also stimulates their autonomy and their responsibility in other social situations.

TRANSCRIPT

1.13 Listen to the story. **WHERE'S LAYLA?**

Scene 1

Narrator: Ryan is in the garden with Layla. Layla is Ryan's pet rabbit. Ryan is cleaning.

Scene 2

Ryan: Oh, no! Where's Layla?

Narrator: Ryan can't see Layla.

Scene 3

Narrator: Now, Ryan is in the kitchen. Mum and Dad are there too. Dad's got a chocolate cake. Mmm!

Ryan: Mum? Dad?... Where's Layla?

Ryan's dad: Ask Rosie!

Ryan's mum: Oh, look, a carrot under the chair!

**Scene 4**

Narrator: Rosie's in the bedroom. She's painting.

Ryan: Hi, Rosie! Where's Layla?

Rosie: Oh... I don't know. Ask Paul!

Ryan: OK... Oh, I like your painting, Rosie!

Rosie: Thank you!

Scene 5

Narrator: Paul's in the hall. His friend is here too.

Ryan: Hi, Paul! Where's Layla?

Paul: Er... I don't know. Ask Granny!

Ryan: OK. Goodbye!

Paul: Bye!

Scene 6

Narrator: Look! Layla's in the bathroom!

Ryan: There you are, Layla!... Oh!

Scene 7

Narrator: But it's not Layla... it's Granny!

Ryan: Hi, Granny! Where's Layla?

Granny: Oh, look, a carrot behind the plant! Mmm... Look in the living room!

Ryan: OK!

Scene 8

Narrator: Look, Layla's in the living room.

Ryan: There you are, Layla!

Narrator: Layla's on the sofa... watching TV!



**NOW GO TO
ADDITIONAL
RESOURCES**

TEACHER'S RESOURCE MATERIAL

Language worksheets Unit 1 (three different level to suit different abilities within your class)

Listening worksheet Unit 1

LESSON 6 - SB PAGE 14**Language Objectives**

To practise listening skills.

To review the names of the rooms in the house.

To sing a song.

Materials

Digital Book

Audio CD 1

Unit 1 room Flashcards

Unit 1 Cut-outs

Coloured pencils, scissors, Blu-Tack

WARMER

Take the **flashcards** and **word cards** and lay them face down on the floor. Put the children into teams and play a memory game. 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, the team with the most cards is the winner.

1 Listen, point and repeat.  1.14
Then listen and say True or False.  1.15

Play the audio and tell the children to point to the rooms and repeat the words. Listen to the next audio and pause the audio after the first line. Encourage the children to answer *True* or *False* and put their thumbs up or down. Play the rest of the dialogue to check answers.

2 Listen and sing.  1.16  

Play the song, and ask the children to point to the rooms as they hear them. Then display the flashcards. Play the song again, and tell the children to sing along as you point to the flashcards to prompt them.

3 Make a house.  **TIME TO TALK**

Direct the children's attention to page 81 and tell them that they are going to use the Unit 1 **cut-outs**. Ask the children to colour the outside of the house. Then help them cut out the pieces and make their house stand up by folding it in the middle. Distribute Blu-tack and show the children how to put a small piece on the back of each character. Tell them to stick their characters on different rooms, and then play a guessing game with their partner, asking and answering questions: *Where's (Mike's mum)? She's in the (hall).*

FAST FINISHERS

The children describe the house from Activity 1, using prepositions, new unit vocabulary and different colours.

EXTRA ACTIVITY

Put the children into small groups with their cut-outs. Ask them to take turns doing a *Show and tell*. They each present their house and say where the different people are.

WRAP-UP

Direct the students' attention to the illustration of Ryan's house in Activity 1. Ask the children to look at the different house rooms and pieces of furniture. Invent simple riddles for the children to guess, for example, *It's in the (hall). It's (purple)*. Encourage the children to respond *It's the (rug)*. Then, divide them into teams and ask them to study the illustration for one minute. Then ask them to cover it and say riddles for them to guess. The first team to guess gets a point.

TRANSCRIPTS

 1.14 **Listen, point and repeat.**

1 bedroom 2 bathroom 3 kitchen 4 hall 5 living room
6 garden

 1.15 **Listen and say True or False.**

Let's play True or False!
Are you ready?

1 Ryan's in the garden.
It's true! Ryan's in the garden.

2 Dad's in the bathroom.
It's false! Dad's in the kitchen.

3 Granny's in the living room.
It's false! Granny's in the bathroom.

4 Mum's in the kitchen.
True, Mum's in the kitchen.

5 Paul's in the bedroom.
It's false! Paul's in the hall.

6 Rosie's in the bedroom.
True, Rosie's in the bedroom!

7 And Layla's in the living room. It's true! Layla's in the living room. Well done!

 1.16 **Listen and sing: Chocolate Cake for Me and You!**

Ryan's in the garden.
Paul's in the hall.
Rosie's in the bedroom,
Painting on the wall.
Granny's in the bathroom,
Can you see?

And Layla's in the living room, watching TV.
Dad's in the kitchen,
Mum's there too,
With chocolate cake
For me and you!

Continuous Assessment

The children should be able to identify the rooms of a house and say which room somebody is in.

ACTIVITY BOOK

Unit 1, page 7. See Teacher's Book page 119 for the answer key and transcript.



**NOW GO TO
ADDITIONAL
RESOURCES**

TEACHER'S RESOURCE MATERIAL

Reading worksheet Unit 1
Writing worksheet Unit 1

LESSON 7 - SB PAGE 15

Language Objectives

To practise writing the words for rooms in a house.

Phonics: to practise the initial sound **b** as in *book*.

To introduce the vocabulary *baby, bath, bed, book, brother*.

Materials

Digital Book
Audio CD 1
Unit 1 Cut-outs

White card (five pieces per child), decorating materials, glue

WARMER

Draw the children's attention to labels and signs around the school. Begin in the classroom, pointing out the different labels and signs, then take them for a walk around the school and ask them to find as many signs as possible. Typical examples could include: nametags on clothes, bags or pegs, labels on boxes of classroom materials, signs on offices or different rooms in the school (e.g. the gym, dining room, toilets), etc.

TIME TO WRITE!

1 Trace and complete the signs.

Ask the children to identify the rooms in the pictures and trace and complete the corresponding signs. When they have finished, elicit the answers and write them on the board. Give each child five pieces of card and tell them that they are going to make signs for their house (the Unit 1 cut-out house). When they have finished writing, hand out glue and decorating materials and let them decorate their signs.

► Answers

Clockwise: hall, living room, kitchen, bedroom, bathroom

PHONICS

2 Listen and repeat. 1.17

Tell the children to look at the three photos. Play the audio and tell the children to listen and point to each word as they hear it. Play the audio again and tell the children to repeat the words, ensuring that they are pronouncing the initial sound **b** correctly.

3 Listen and say. 1.18

Tell the children to look at the picture. Play the audio and let the children listen to the tongue twister. Play it again and pause after each line for the children to repeat. Encourage the children to say the tongue twister, first slowly and then more quickly, ensuring that they are pronouncing the initial sound **b** clearly and correctly.

FAST FINISHERS

The children practise the tongue twister from Activity 3, in order to improve their pronunciation of the **b** sound.

EXTRA ACTIVITY

Put the children in teams and tell them to brainstorm words beginning with the initial sound **b** and make a list. Set a time limit. When the time is up, elicit their answers. When a team says a word beginning with the initial sound **b**, write it on the board and give them a point. The winning team is the team with the most points.

WRAP-UP

Tell the children you are going to say some words in English and they should stand up when they hear a word that begins with the initial sound **b**. If the word doesn't begin with the sound **b**, they should sit down. Use the words *bedroom, kitchen, bed, book, table, bath, living room*.

TRANSCRIPTS

1.17 Listen and repeat.

bed, bath, book

1.18 Listen and say.

Look at Ben's books!
Books in the bedroom.
Books in the bathroom.
Ben's baby brother likes books too!

Continuous Assessment

Check that the children can pronounce the initial sound **b** correctly.

Assess whether they can write the names of the different rooms of a house.

ACTIVITY BOOK

Unit 1, page 8. See Teacher's Book page 119 for the answer key.



**NOW GO TO
ADDITIONAL
RESOURCES**

TEACHER'S RESOURCE MATERIAL
Phonics worksheet Unit 1

LESSON 8 - SB PAGE 16

CULTURE

Language Objectives

To introduce the vocabulary *cube, houseboat, lighthouse, windmill*.

To learn about houses in the Netherlands.

Materials

Digital Book
Audio CD 1
Unit 1 Stickers

.....
A world map or globe

WARMER

Show the children a world map or globe. Locate your country and say *I'm (Maria). 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 (Uruguay)*. Point to the Dutch flag and to Lisa. Tell the children they are going to find out some things about houses in the Netherlands. Show the children the map or globe and ask them if they know where the Netherlands 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 Netherlands.

 Watch the video **Houses in the Netherlands** to introduce the lesson theme.

1 Listen and stick the number. 1.19

Tell the children to look at the pictures of some unusual houses in the Netherlands. Teach the vocabulary *lighthouse, houseboat, cube house* and *windmill* and look at the pictures. Draw the students' attention to the **stickers** on page 106. Play the audio. Pause the recording after each segment and ask the children to point to the correct picture. Tell the children to put the stickers in the correct place.

► Answers

Clockwise: 3, 1, 4, 2

2 Now draw.

Direct the children's attention to the empty space at the bottom of page 16. Ask individual children what their favourite house is, and why. Then tell them that they are going to draw their favourite house. When they have finished, encourage them to present their drawing to the class and to say *My favourite house is the (lighthouse)*.

FAST FINISHERS

Tell the children they are going to invent and draw their own dream house. They can be as creative as they wish.

EXTRA ACTIVITY

Ask the children to draw a picture of their own house and write below *My name's (Javier). This is my house*. Make a class display with the children's work called *My house*.

WRAP-UP

Write the names of the four houses on the board. Ask *What's your favourite house?* and invite the children to vote. Count up the votes and see which house is the most popular. Invite the children to say why they like or don't like the different houses.

TRANSCRIPT

1.19 Listen and stick the number.

Lisa: Hello! I'm Lisa from the Netherlands.

1

Look at this house. It's yellow and grey. It's the cube house.

2

Can you see the black and white house? It's a houseboat.

3

Look! This house is red and white. It's a lighthouse.

4

This is my favourite house. It's brown. It's a windmill. There are lots of windmills in the Netherlands.

Continuous Assessment

The children should understand the concept of children like them in other countries living in different types of houses. Assess whether they can understand short audio texts identifying different types of houses.



**NOW GO TO
ADDITIONAL
RESOURCES**

TEACHER'S RESOURCE MATERIAL
Speaking worksheet Unit 1

UNIT REVIEW - SB PAGE 17

Language Objectives

To review vocabulary and structures from Unit 1.

Materials

Digital Book
Audio CD 1
Unit 1 Stickers
Trophy Stickers

WARMER

Ask a volunteer to come to the front and draw -on the board- the outline of a house. Then choose one or more volunteers to label the rooms in this house. Finally, invite other students to draw different objects and pieces of furniture in each room. Then ask questions (T: *Where is the (rug)?* Ss: *It's in (the living-room).*)

1 Look and stick. Then listen and say. 1.20

Ask the children to identify the rooms and draw their attention to the **stickers** on page 106. Have the students stick the room names on the pictures. Check their answers, then play the first sentence from the audio. Encourage the children to point to the object and say the answer: *A snake*. Repeat with the rest of the audio.

► Answers

Clockwise: kitchen, bedroom, hall, living room.

2 Look. Then ask and answer.

Tell the children to look at Activity 2 and ask volunteers to read the speech bubbles aloud. Then, tell them to work in pairs and ask and answer questions about the pictures in Activity 1. Monitor, giving prompts where necessary. When they have finished, invite some of the pairs to come to the front of the class to demonstrate.



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. Direct students' attention to the **stickers** on page 111 and ask the children to place a trophy sticker on that activity. Encourage the children to tell you why it is their favourite activity.

FAST FINISHERS

The children try to list as many words as they can that begin with *b*. Give them clues if they need (*bookcase, behind, bathroom, ball*).

WRAP-UP

Do a unit quiz. Divide the class into teams and tell them to open their books. Ask questions about the unit and tell the teams to write their answers on a piece of paper. Example questions could include: *Where is Ryan in Lesson 6? What is the rabbit's name in the story? Name three houses from the Netherlands. How do you spell 'window'? Where's the teddy in Lesson 1? Say three words that start with the sound **b**, etc.* When you have finished, check answers and give points for each correct answer.

TRANSCRIPT

1.20 Look and stick. Then listen and say.

- | | |
|--|--|
| <p>1
What's this? It's in the bedroom. It's under the window. OK? It's in the bedroom and it's under the window.</p> <p>2
What's this? It's in the kitchen. It's on the chair.</p> <p>3
Now look in the hall. It's in the cupboard. What is it?</p> | <p>4
What's this? It's in the living room. It's behind the chair. Yes, it's behind the chair.</p> <p>5
Look in the kitchen. It's under the table. OK? It's under the table.</p> <p>6
Can you see the bedroom? It's in the bedroom. It's on the rug. What is it?</p> |
|--|--|

Final Assessment

Check if the children can: name the different rooms of a house and different types of furniture; identify unit vocabulary in listening activities; ask where objects are and describe different scenes using prepositions of place.

ACTIVITY BOOK

Unit 1, page 9. See Teacher's Book page 119 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
<ul style="list-style-type: none"> • Can for ability: affirmative, negative, questions and short answers 	<ul style="list-style-type: none"> • Hobbies: <i>dance, do karate, juggle, make models, paint, play the guitar, ride a bike, sing</i> • Instruments: <i>drums, flute, guitar, piano, violin</i> • Extra: <i>dinosaur, duck, fall</i> 	<ul style="list-style-type: none"> • Phonics: initial sound d as an <i>dinosaur</i> 	<ul style="list-style-type: none"> • <i>Can</i> for ability • Present Simple • Verbs of action • Adjectives: <i>happy, sad</i>

Language Objectives

Grammar	Vocabulary	Functions	Pronunciation
<ul style="list-style-type: none"> • To practise using <i>can</i> with hobbies to express ability. • To ask and answer questions about abilities. 	<ul style="list-style-type: none"> • To understand and use vocabulary related to hobbies. • To understand and use vocabulary related to abilities. • To identify musical instruments. 	<ul style="list-style-type: none"> • To talk about hobbies. • To describe the activities children can and cannot do. • To find out about musical instruments. • To express opinions about music. 	<ul style="list-style-type: none"> • To produce the initial sound d correctly.

Skills Objectives

Speaking	Reading	Listening	Writing
<ul style="list-style-type: none"> • To use the vocabulary related to hobbies. • To talk about the activities children can and cannot do. • To give an opinion about music and instruments. • To ask and answer questions about abilities. 	<ul style="list-style-type: none"> • To read and understand hobbies vocabulary. • To demonstrate understanding by reading and placing a sticker. • To read and follow a song. • To read and understand simple sentences. 	<ul style="list-style-type: none"> • To demonstrate understanding by listening, numbering and matching. • To understand and join in with songs. • To understand the narrative of a story. • To recognise the initial sound d. 	<ul style="list-style-type: none"> • To write target language. • To complete sentences using <i>can</i> or <i>can't</i>. • To read, identify and write names.

Assessment Criteria

- The children can identify, understand and produce the structure *I can (sing)* while talking about hobbies and abilities.
- The children can identify, understand and produce the question *Can you (sing)?* and answer.
- The children can identify, understand and produce hobbies vocabulary.
- The children can identify, understand and produce musical instruments vocabulary.

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

- Lively music, coloured pencils or crayons, split pins (one per child), a toy duck, a world map or globe



Key competences



Linguistic competence

The children learn to describe their abilities regarding hobbies. The children learn to ask and answer about their skills.



Competence in Maths, Science and Technology

The children apply their mathematical knowledge by counting objects.



Digital competence

The children become familiar with the use of technology working together on the unit using the IWB and through the interactive activities and games.



Social and civic competence

The children learn the basic social skills of taking turns to ask and answer questions. The students also learn to be more patient and to persevere in order to meet their goals.



Cultural awareness and expression

The children develop their artistic awareness by identifying musical instruments and the feelings that music can evoke.



Learning to learn

The children develop strategies to improve the learning process 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 feelings regarding pieces of music. They also choose the hobby they most like.

LESSON 1 - SB PAGE 18

Language Objectives

To practise listening skills.

To introduce hobbies vocabulary: *dance, do karate, juggle, make models, paint, play the guitar, ride a bike, sing.*

Materials

Digital Book
Audio CD 1
Unit 2 hobby Flashcards

WARMER

Display the **flashcards** and introduce the hobbies vocabulary. Say the words one by one and encourage the children to repeat them, drilling the correct pronunciation if necessary. Show the flashcards at random and have the children say the words. Tell the children about your hobbies and ask about theirs. Write the names of any other hobbies that come up on the board.

1 Listen, point and repeat.

Then match and say.  1.21

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

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

► Answers

1 paint, 2 do karate, 3 ride a bike, 4 juggle, 5 make models, 6 dance, 7 sing, 8 play the guitar

2 Listen and chant.  1.22  

Put the flashcards face down on your desk. Take one, then mime the action for the class to guess. Continue, inviting individual children to come to your desk, take a flashcard and mime it for the rest of the class. Tell the children to listen and play the audio. As they listen, hold up each flashcard as it is mentioned in the chant (*play guitar, do karate, paint, juggle, ride a bike, sing, dance, make models*). Repeat the audio and tell the children to sing along and mime the actions, holding up the flashcards again as they are mentioned in the chant to help them.

3 Look and say.

Ask the children to look at Activity 3. Ask them to find the four children in the picture and to name the hobbies.

► Answers

ride a bike, play the guitar, do karate, paint

FAST FINISHERS

Tell the children to copy the vocabulary words into their notebooks, drawing themselves performing each hobby.

EXTRA ACTIVITY

Display all the flashcards and tell the children to name them in order. 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 hobbies again, including the ones from the two empty spaces. Keep playing until all the flashcards are removed.

WRAP-UP

Cover a flashcard with a piece of blank paper. Slowly pull it out to reveal the picture and invite the class to name the hobby. When the children guess, invite a volunteer to come to the front of the class and reveal another flashcard for the rest of the class to guess.

TRANSCRIPTS

 1.21 Listen, point and repeat. Then match and say.

1 paint 2 do karate 3 ride a bike 4 juggle
5 make models 6 dance 7 sing 8 play the guitar

 1.22 Listen and chant: *My Hobbies*

So many hobbies
I like to do.
Play the guitar,
Do karate too.
Paint and juggle,
And ride a bike!

These are things I really
like.
Sing and dance,
Make models too.
I love hobbies,
How about you?

Initial Evaluation

The children should be able to name the different hobbies and say which is their favourite hobby.

ACTIVITY BOOK

Unit 2, page 10. See Teacher's Book page 119 for the answer key.

LESSON 2 - SB PAGE 19

Language Objectives

To practise listening skills.

To introduce the structure *I can (make models).*

I can't (play the guitar).

To revise hobbies.

Materials

Digital Book
Audio CD 1

WARMER

In pairs, the children talk about the activities they *can* and *can't* do. Monitor the class but do not interfere. When the students have finished, ask some volunteers to tell the class about their classmates (for example: *Ana can't do karate. Ana can sing. Ana can dance.*)

1 Listen and number. Then listen again and repeat. 1.23

Elicit hobbies and leisure activities from the class and write a list on the board (*listen to music, dance, play the guitar, ride a bike, etc.*). Do not correct the children and allow them to use L1 at this stage.

► Answers

Clockwise: 4, 2, 3, 1

2 Listen and sing. 1.24

Model the structures *I can...* and *I can't...* Say *I can't sing*, and demonstrate by singing badly. Then, say *But I can (dance)*, and demonstrate by dancing. Encourage volunteers to model the sentences in the same way. Tell the children to look at Activity 2 and play the audio. Invent actions for the chorus, then play the audio again and encourage the children to sing along and do the actions. Finally, they sing and mime to the song, with and without the audio.

FAST FINISHERS

The children copy the lyrics from Activity 2 and change the different hobbies according to things they can and can't do.

EXTRA ACTIVITY

Give each child a sheet of blank paper and ask them to draw a picture of themselves doing one of the hobbies from the lesson. Write on the board: *My name's... I can...* and tell the children to copy and complete the sentence under their drawing. Stick the drawings together to make a class book or put them on the wall to make a class display.

WRAP-UP

Call volunteers to the front of the class and whisper a phrase to them using the target vocabulary and structures, for example, *I can (sing)* or *I can't (dance)*. The rest of the class try to guess the action. The first student to say the correct phrase goes to the front. Repeat the procedure until all the hobbies have been mentioned using *can* and *can't*.

TRANSCRIPTS

1.23 Listen and number. Then listen again and repeat.

1 Look! I can dance. **2** One, two, three! Ow! I can't do karate. **3** Oh, no! I can't sing. **4** Look! I can make models.

1.24 Listen and sing: *I Can't Ride a Bike!*

I can make models,
I can play the guitar,
I can paint a picture,
I can run very far.

Chorus

So many things that
I can do,

So many things I like,
But I'm very, very sad,
Because I can't ride a bike.

*But I can't ride a bike,
No, I can't ride a bike.*

I feel so sad

Because I can't ride a bike.

Chorus

I can do karate,
I can juggle seven balls,
I can sing and I can dance,
I can do it all!

Continuous Assessment

Evaluate whether the children can recognise the different hobbies within an illustration and ensure they can differentiate between *can* and *can't*.

ACTIVITY BOOK

Unit 2, page 11. See Teacher's Book page 119 for the answer key and transcript.



NOW GO TO
ADDITIONAL
RESOURCES

TEACHER'S RESOURCE MATERIAL
Listening worksheet Unit 2

LESSON 3 - SB PAGE 20

Language Objectives

To practise listening skills.

To practise the structures *I can (juggle), I can't (paint)*.

To revise hobbies.

Materials

Digital Book

Audio CD 1

Unit 2 Stickers

Lively music

WARMER

Review the activities and hobbies from the previous lessons with the class. Then ask the children to look at your mouth and try to read your lips. Silently or very quietly say one of the activities, for example, *juggle*. Invite the first child to guess correctly to the front to have a turn. Once the children are used to the game, tell them to play in pairs.

1 Listen and say the numbers. Then talk. 1.25

Tell the children to look at Activity 1 and ask what they can see in the picture. Elicit the names of the hobbies: *paint, play the guitar, sing, dance, juggle* and *ride a bike*. Play the audio and pause after the first speaker. Ask the children who is speaking and elicit the correct number (number two). Continue, playing the audio and pausing it after each speaker to allow the children to say the numbers.

Then, ask two volunteers to read out the text in the speech bubbles and demonstrate the speaking activity. Tell the children to work in pairs and ask and answer questions about the picture.

► Answers

2, 6, 1, 3, 5, 4

2 Read and stick.

Tell the children to look at Activity 2 and ask them to read the sentences. Direct the students' attention to the **stickers** on page 106. Then ask the children to place each sticker under the corresponding speech bubble. You may check whether they have the stickers correctly placed before they stick them down.

► Answers



FAST FINISHERS

Tell the children to get into pairs with other fast finishers and to tell their classmate two things that they *can* do and two things that they *can't* do using full sentences.

EXTRA ACTIVITY

Put on some lively music and tell the children to dance. Stop the music and say a sentence with the target language, for example, *I can't ride a bike*. The children mime the action.

WRAP-UP

Say three sentences, for example, *I (can) (make models), I (can't) (do karate), I (can) (dance)*. Ask the children to repeat after you and memorise them. Now do a quick TPR routine. Say *Everybody stand up! Now touch your nose! Touch your knees! Turn around! Jump! Sit down*. When the children are sitting down, ask them to tell you the three sentences they had to remember. Repeat a few times with different sentences.

TRANSCRIPT

1.25 Listen and say the number. Then talk.

Boy 1: Yee-ha! Listen to me. I can play the guitar.

Girl 1: Look at me, boys and girls! I can ride a bike!

Girl 2: Oh, no! It's terrible. I can't paint.

Boy 2: Listen to me, everyone! I can sing! La, la, la...

Boy 3: Oh... oh... oh, no! I can't juggle.

Girl 3: One, two, three, look at me! I can dance!

Continuous Assessment

Assess whether the children can understand the short audio texts identifying different hobbies.

Check if they can describe different hobbies in an illustration using *can* and *can't*.

ACTIVITY BOOK

Unit 2, page 12. See Teacher's Book page 119 for the answer key and transcript.



**NOW GO TO
ADDITIONAL
RESOURCES**

TEACHER'S RESOURCE MATERIAL

Language worksheets Unit 2 (three levels to suit different abilities within your class)

LESSON 4 - SB PAGE 21**Language Objectives**

To introduce musical instruments: *drums, flute, guitar, piano, violin.*

To practise the structure *I can play the (flute).*

To revise the adjectives *happy, sad.*

Materials

Digital Book

Audio CD 1

Unit 2 musical instrument Flashcards

WARMER

Teach the names of the musical instruments using the **flashcards**. Teach the children a mime for each musical instrument. Hold up the flashcards, have the children say the name of the instrument and mime it. Repeat the procedure using the **word cards**.

1 Listen and match.

Then listen again and repeat.  1.26

Ask the children to look at Activity 1. Elicit the names of the musical instruments and tell the children to listen to the audio. Pause the audio after each speaker, elicit the name of the musical instrument and tell the children to match the speakers to the instruments. Tell the

children to repeat the sentences and mime playing the instrument, paying attention to pronunciation and word stress.

► Answers

1 violin, 2 drums, 3 piano, 4 flute

2 Listen and say the instrument.  1.27

Then listen and draw.  1.28

Ask the children to look at Activity 2. Play the first audio, pausing after each sound effect, and ask the children which instruments they can hear. Revise the vocabulary *happy* and *sad* by drawing a happy and a sad face on the board. Then, play the first recording from the second audio and ask the children if they think it is happy music or sad music. Show the children the face in the example and tell them that they are going to listen to short pieces of music and draw happy or sad faces depending on the feeling the music arises. Play the rest of the audio, pausing after each recording for the children to decide and draw a happy or sad face, repeating where necessary. Ask the children what their favourite musical instrument is and which piece of music they liked best.

► Answers

1 drums, 2 piano, 3 guitar, 4 flute, 5 violin

FAST FINISHERS

The children invent and draw their own music band, labelling the different instruments.

EXTRA ACTIVITY

Ask the children if any of them play a musical instrument and encourage them to talk about it. Ask the children if they would like to learn to play any instruments, and if so, which ones.

WRAP-UP

Play *Hangman* with the names of the musical instruments, giving help where necessary with the letters of the alphabet.

TRANSCRIPTS

 1.26 **Listen and match.**
Then listen again and repeat.

1 I can play the violin. **2** I can play the drums.
3 I can play the piano. **4** I can play the flute.

 1.27 **Listen and say the instrument.**

1 drums **2** piano **3** guitar **4** flute **5** violin

 1.28 **Listen and draw.**

Listen to the drums. Is it happy music or sad music?
 Listen to the piano. Is it happy or sad music?
 Listen to the guitar. Is it happy or sad music?
 Listen to the flute. Is it happy or sad music?
 Listen to the violin. Is it happy or sad music?

Continuous Assessment

Consider whether the children can understand short audio texts identifying musical instruments and associate a short piece of music as being happy or sad.



**NOW GO TO
 ADDITIONAL
 RESOURCES**

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: *circus, difficult, practise, juggle, jump, walk on a rope.*

To practise the structures *Can you (juggle)? Yes, I can. / No, I can't.*

Materials

Digital Book
 Audio CD 1
 Unit 2 hobby Flashcards

Lively music, coloured pencils or crayons

WARMER

Display the **flashcards** and review the vocabulary. Practise the language by asking individuals questions, for example, (*Eduardo*), *can you (juggle)?* Point to the corresponding flashcard as you ask the question. Encourage the child to respond: *Yes, I can* or *No, I can't*. Practise a few times, then nominate pairs to model asking and answering questions.

1 Find and colour. Then say.

Tell the children to look at Activity 1. Elicit the names of the six items: *apple, school bag, chair, book, plant and eight*. Give the children time to find and colour the items in the story, using coloured pencils or crayons. Check answers as a class, asking questions, for example, *What colour is the (apple)?*

► Answers

Left to right: apple - red, school bag - orange, chair - blue, book - yellow, plant - green, eight - pink

 1.29  **2 Listen to the story.**

Tell the children that they are going to listen to a story about Carla's new hobby, Circus School. Play the audio and tell them to follow along in their books. Ask some comprehension questions to check whether the children understand the gist of the story. You may play the audio again and pause at each line for the students to repeat.

FAST FINISHERS

The children count how many plates and phones they can see across the story pages and they say what Carla *can* or *can't* do in each scene.

EXTRA ACTIVITY

Direct the students' attention to the story again, act out a scene and ask the children to say which number it is. Then call up some volunteers and point to one of the other story scenes. Tell the children to act out the scene for the rest of the class to guess. Continue with different story scenes. Make sure all the students participate.

WRAP-UP

Play some lively music and ask the children to move around the room and mime different actions following your instructions. Use vocabulary from the unit, for example, *Juggle! Walk on a rope! Jump high! Do karate! Ride a bike! Play the drums!*

SEL**Foster patience and perseverance.**

Encourage the children to infer the message of the story. Elicit that some things are easy to learn and some things are harder but if we try hard and persevere, we will always succeed. Explain that there are things we *can* do and others we *can't* do. However, we must practise and work hard to achieve our goals. Make sure the students understand that if we want to learn to do something, we need to regulate our emotions and develop self-control in

order to be patient and meet our objectives. The important thing is not to give up and keep trying!

TRANSCRIPT

1.29 Listen to the story. **KEEP TRYING!**

Scene 1

Narrator: Carla's got a new hobby.

Teacher: Hello, children! Welcome to Circus School.

Children: Hello!

Scene 2

Teacher: Can you juggle, Carla?

Carla: Uh! No, I can't!

Teacher: OK, keep trying!

Scene 3

Teacher: Can you walk on a rope, Carla?

Carla: No, I can't! Oh, this is difficult!

Teacher: Keep trying, Carla!

Scene 4

Teacher: Can you jump high, Kate?

Kate: Yes, I can!

Carla: Uff!

Teacher: Keep trying, Carla!

Scene 5

Narrator: The next day... Jasmin is helping Carla to practise.

Carla: Oh... this is difficult!

Jasmin: Keep trying, Carla!

Scene 6

Narrator: And the next day... Carla is practising in the garden.

Carla: Look, Dad! I can do it!

Carla's dad: Well done, Carla!

Scene 7

Narrator: Carla is phoning her friends.

Carla: Hi, Mike!

Mike: Hi, Carla!

Carla: Can you come to my show?

Mike: Yes, I can.

Carla: Oh, good! Hi, Ryan!

Ryan: Hi, Carla!

Carla: Can you come to my show?

Ryan: Yes, I can.

Carla: Fantastic!

Scene 8

Narrator: Carla can walk on a rope and she can juggle!

Ryan: She's amazing!



ACTIVITY BOOK

Unit 2, page 13. See Teacher's Book page 119 for the answer key.



NOW GO TO
ADDITIONAL
RESOURCES

TEACHER'S RESOURCE MATERIAL

Writing worksheet Unit 2

LESSON 6 - SB PAGE 24

Language Objectives

To practise the structures *Can you (juggle)?*
Yes, I can. / No, I can't.

To revise the vocabulary *climb, dance, fall, hop, juggle, jump, play the guitar, ride a bike, sing, walk on a rope, walk on your hands.*

To sing a song.

Materials

Digital Book
Audio CD 1
Unit 2 hobby Flashcards
Unit 2 Cut-outs

Split pins (one per child)

WARMER

Do a class survey. Display a selection of the **flashcards** and ask the children *Can you (sing)?* Stick each flashcard on the board and keep a tally under each one to indicate the number of children who can do the action. When you have finished, count the scores and say *Wow! Very good! We can do everything!*

1 Listen and sing. 1.30



Tell the children to look at Activity 1. Write the full song lyrics on the board and read them together as a class. Then, play the song and have the children sing along and do the actions. Encourage them to shout out *We can do everything!*

Continuous Assessment

Consider whether the children can follow the story and use visual clues to interpret the various emotions of the characters as well as identify key vocabulary within the story.

2 Listen and tick ✓ or cross X. 1.31

Ask the children to look at Activity 2. Play the first dialogue and pause the audio. Draw a table on the board and ask *Can Jasmin (juggle)?* Elicit the answer and draw a tick in the corresponding space. Tell the children to do the same in their books, then continue with the remaining questions. Check answers by asking questions and inviting individual children to come to the board and write a tick or a cross in the corresponding space.

► Answers

Jasmin: ✓, X, ✓, ✓; Mike: X, ✓, ✓; Ryan: ✓, X, X

3 Make a question wheel. Then ask and answer.



TIME TO TALK

Direct the students' attention to the **cut-outs** on page 85 and give each child a split pin. Show the children how to make the question wheel. Call out an activity and tell the children to move their word wheel to show the corresponding activity and hold it up when they have found it. Next, ask the children to stand up and move their wheel to an activity they can do. Call out questions in random order: *Can you (play the guitar)?* The children sit down if their wheel shows the activity named. Finally, ask the children to work in pairs and ask and answer questions using the question wheel.

FAST FINISHERS

The children write -in their notebooks- a sentence about something they can do.

WRAP-UP

Ask the children to each draw and colour a picture of themselves doing an activity they can do. Help them write the name of the activity under their picture. Make a class poster with their pictures, entitled *We can do everything!*

TRANSCRIPTS

1.30 Listen and sing: *We Can Do Everything!*

Can you walk on your hands?	Can you climb?
Can you jump up high?	Can you skip?
Can you ride a bike?	Can you dance?
Just try!	Can you sing?
	We can do everything!
Can you hop on one leg?	
Can you juggle balls?	
Can you walk on a rope?	
Don't fall!	

1.31 Listen and tick ✓ or cross X.

Carla: Hi, Jasmin, can you juggle balls?	Jasmin: No, I can't!
Jasmin: Yes, I can.	Carla: One more question. Can you ride a bike?
Carla: OK, and can you play the guitar?	Jasmin: Yes, I can!
	Carla: Thank you!

Carla: Hi, Mike!
Mike: Hi, Carla!
Carla: Can you juggle balls, Mike?
Mike: No, I can't.
Carla: Can you play the guitar?

Mike: Yes, I can. But I'm not very good.
Carla: Ah, OK. And can you ride a bike?
Mike: Yes, I can. That's my favourite hobby.

Carla: Hello, Ryan!
Ryan: Hi, Carla!
Carla: Can you juggle balls, Ryan?
Ryan: Yes, I can.
Carla: And can you play the guitar?
Ryan: No, I can't.
Carla: OK, and can you ride a bike?
Ryan: No, I can't!
Carla: Thanks, Ryan!

Continuous Assessment

Check whether the children manage to ask their classmates if they can do different activities and respond to the same question type themselves. They should also be able to identify various actions within a song and audio text.



NOW GO TO
ADDITIONAL
RESOURCES

TEACHER'S RESOURCE MATERIAL

Reading worksheet Unit 2
Speaking worksheet Unit 2

LESSON 7 - SB PAGE 25

Language Objectives

To practise the structure *I can (sing). I can't (paint).*

Phonics: to practise the initial sound **d** as in *dinosaur*.

To introduce the vocabulary *dinosaur, duck*.

Materials

Digital Book
Audio CD 1

—●—
A toy duck

WARMER

Play *Simon Says* using the actions from Activity 1 (*play the guitar, make models, ride a bike*). If you say *Simon*

says... (*play the guitar!*), then the children mime the action. If you simply say (*Play the guitar!*), the children stay still. If you wish, after a few rounds, you can nominate different children to call out the action.

TIME TO WRITE!

1 Look and complete.

Tell the children to look at the pictures in Activity 1 and elicit the hobbies. Then ask the children to work in pairs and fill in the blanks with *can* or *can't*. Check answers as a class.

► Answers

1 can, 2 can, 3 can't

PHONICS

2 Listen and repeat. 1.32

Tell the children to look at the photos. Play the audio and ask them to listen and point to each word. Play the audio again and tell the children to repeat the words. Make sure that they are pronouncing the words correctly, especially the initial sound **d**. Ask the children if they can think of any more words with the initial sound **d** and write their suggestions on the board. For example, *dog, dance, drums, doll, dad, door*.

3 Listen and say. 1.33

Play the audio and ask the children to listen to and say the tongue twister, making sure that they are pronouncing the initial sound **d** clearly. Repeat a few times, then practise saying the tongue twister together, first slowly, then quickly.

FAST FINISHERS

The children write three sentences with the three words from Activity 2 in their notebooks.

EXTRA ACTIVITY

Show the children the toy duck. Call a volunteer to the front of the room and ask them to close their eyes. Choose another child to hide the duck somewhere in the classroom. Ask the child to open their eyes and tell them to find the duck. The rest of the class help by giving clues: they call out *duck* very quietly if the child is far away and more loudly when they get closer.

WRAP-UP

Call out different words from the unit or previous units and include the target initial sound **d**. Tell the children that every time they hear a word beginning with the sound **d**, they must stand up and repeat the word. For example, *book, dance, pencil, dinosaur, table, door, sad, duck, happy*.

TRANSCRIPTS

1.32 Listen and repeat.

duck, dinosaur, dance

1.33 Listen and say.

Debbie Duck and Danny Dinosaur don't like dancing. Do you?

Continuous Assessment

Evaluate whether the children are able to identify if someone *can* or *can't* do something by looking at a picture.

The children should be able to pronounce the initial sound **d** correctly.

ACTIVITY BOOK

Unit 2, page 14. See Teacher's Book page 119 for the answer key.



NOW GO TO
ADDITIONAL
RESOURCES

TEACHER'S RESOURCE MATERIAL
Phonics worksheet Unit 2

LESSON 8 - SB PAGE 26

CULTURE

Language Objectives

To review the structure *I can* (*play the didgeridoo*).

To learn about hobbies in Australia.

To introduce the vocabulary *koala, didgeridoo, skimboard, kangaroo*.

Materials

Digital Book
Audio CD 1
Unit 2 Stickers

.....
A world map or globe

WARMER

Point to the Australian flag and to Jacob. Ask a volunteer to read the text from the speech bubble. Show the children the map or globe and ask them if they know where Australia 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 Australia. If you have a computer in the classroom, you could look at images of Australia. You could also look at pictures of some Australian animals.

 Watch the video **Hobbies in Australia** to introduce the lesson theme.

1 Listen and number. Then read and stick.  1.34

Play the audio and ask the children to look at the photos. Teach the new vocabulary: *koala*, *didgeridoo*, *skimboard* and *kangaroo*, then play the audio again and tell the children to number the pictures 1-4. Direct the students' attention to the **stickers** on page 106. Ask a volunteer to read a sentence aloud and ask the children where the sticker goes. Continue with the remaining stickers, making sure that the children have them in the correct places before sticking them in their books.

▶ Answers

Clockwise: 3 - I can paint animals, 1 - I can play the didgeridoo, 2 - I can feed kangaroos, 4 - I can skimboard.

2 Now draw.

Tell the children to imagine that they are going to visit Australia. Ask them which activity they would most like to do. Tell them to draw a picture of the activity. When they are finished, encourage them to present their drawing to the class.

FAST FINISHERS

Ask the children to design a new flag for Australia based on what they've learnt in the lesson.

EXTRA ACTIVITY

Ask individual children to stand up and mime their favourite hobby from the lesson for the rest of the class to guess.

WRAP-UP

Divide the class into teams. Begin to draw one of the target vocabulary items on the board, for example, *koala*. 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 1.34 **Listen and number. Then read and stick.**

Jacob: Hi! I'm Jacob from Australia.

1

Jacob: I like music. I play the didgeridoo with my dad.

Jacob's dad: I can play the didgeridoo.

2

Jacob: I can feed the kangaroos. It's fun!

3

Jacob: I can paint. Look at this koala. Koalas are an animal from Australia.

4

Jacob: I skimboard at the beach with my sister.

Jacob's sister: Look at me! I can skimboard.

Continuous Assessment

Consider whether the children understand the concept that children around the world may participate in different types of hobbies.

Evaluate if they understand short audio texts identifying different hobbies in Australia.

UNIT REVIEW - SB PAGE 27**Language Objectives**

To review vocabulary and structures from Unit 2.

Materials

Digital Book
Audio CD 1
Unit 2 Flashcards
Trophy Stickers

WARMER

Play *Bingo*. Stick all the Unit 2 **word cards** on the board and invite volunteers to read them aloud. Draw a grid with six squares and tell the children to copy it into their notebooks and choose only six words or phrases to include in their *Bingo* cards. Then, remove the word cards from the board and shuffle them. Hold them up

one by one and read the words or phrases aloud. The children cross out the word or phrases on their grid if they have it. The first child to cross out their six words or phrases calls out *Bingo!*

1 Listen and say who.
Then look and write the names  1.35

Ask the children questions about the picture: *Can (Tina) (play the drums)?* Elicit complete answers. Play the audio, pausing to let the children name the characters, repeating if necessary. Then read the first sentence and the answer together. Tell the children to read the remaining sentences and to write the names in the spaces provided.

► **Answers**

2 Tony, 3 Tina, 4 Tim, 5 Teri, 6 Tasha

2 Look and tell a friend.

Ask the children to work in pairs and tell each other what activities they can or can't do. When they have finished, choose pairs to say some of their phrases for the rest of the class.



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 page 111. Tell them to put the trophy **sticker** on that activity. Encourage them to tell you why it is their favourite activity.

FAST FINISHERS

Fast finishers match the Unit 2 **flashcards** to their corresponding word card.

WRAP-UP

Put the children's chairs in a circle and tell them to sit down. Stand in the middle and ask a question using the target language and vocabulary, for example, *Can you dance?* The children who can dance say *Yes, I can* and stand up and change places with another child who can. The children who can't dance remain seated. Invite volunteers to take your place to ask the next question.

TRANSCRIPT

 1.35 **Listen and say who. Then look and write the names.**

- | | |
|--|--|
| <p>1
Interviewer: Hello! Can you juggle?
Tom: Uh! No, I can't.</p> <p>2
Interviewer: Hi! Can you dance?
Tony: Dance? Yes, I can. Look!</p> <p>3
Interviewer: Hi! Can you play the drums?
Tina: No, I can't. Argh! I don't like drums!</p> | <p>4
Interviewer: Hello! Can you dance?
Tim: Ow! No, I can't. It's difficult!</p> <p>5
Interviewer: Hello! Can you juggle?
Teri: Yes, I can! Yes, I can! Look!</p> <p>6
Interviewer: Hi! Can you play the drums?
Tasha: Yes, I can. Listen to me!</p> |
|--|--|

ACTIVITY BOOK

Unit 2, page 15. See Teacher's Book page 119 for the answer key and transcript.
My new words, page 41.

Final Assessment

Check if the children can: name various hobbies, ask others if they *can* or *can't* do different hobbies and describe whether they or another person *can* or *can't* do something.



**NOW GO TO
ADDITIONAL
RESOURCES**

TEACHER'S RESOURCE MATERIAL

Unit 2 test (available at two different levels)

The Techies

Language Objectives

To listen to and answer questions about a story.

To review vocabulary relating to rooms in the house, furniture, prepositions, musical instruments and hobbies.

To introduce the vocabulary *terrible*.

To review the structures *Where's (my guitar)?*

It's (under) the (table). I can't (find my guitar).

Granny can (sing).

Materials

Digital Book

Audio CD 1

Units 1 & 2 Flashcards

Techies Stickers Units 1 & 2

Two foam or paper balls, a drawstring bag, music

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 28

WARMER

Place the Unit 1 **flashcards** face down on the floor in two rows of 7. Place the bin about 3 metres away from the flashcards. Put the children into four teams and give the first member of each team a ball. The first child 'shoots' at the bin. If the ball goes in, they turn over a flashcard and the team names it. If they miss, the next team takes a turn. Teams get a point for each flashcard they name correctly.

Pre-listening activity

Send a volunteer outside the classroom. Hide a small object, for example, a pencil case, in the classroom. When the child comes back in, say *I can't find my pencil case!* As the child goes around the room looking for it, the rest of the children say *Where's my pencil case?* They should say the phrase quietly if the child is far away from the hiding place and loudly if the child is near it until they find it.

● Listen to the story. Where's Tina's guitar? 1.36

Tell the children to look at the story. Ask them to work in pairs and find as many items of furniture as they can in The Techies' house. Set a time limit. Elicit the words and write them on the board (*chair, cupboard, door, plant,*

rug, table, window). Ask the children where The Techies are in the different scenes and elicit the names of rooms in the house (*garden, living room*). Play the audio and tell the children to follow the story in their books. Write the prepositions from Unit 1 on the board: *in, on, under* and *behind*. Ask questions about the story using the prepositions, *Where is the (plant)? It's (on) (the table)*. Finally, have the class say where Tina's guitar is (*Tina's guitar is in the garden*).

Post-listening activity

Write the prepositions *in, on, under* and *behind* on pieces of paper and place them on different walls of the classroom. Model the activity by calling out statements describing a scene from the book, but eliminating the preposition: *Dad is ... the bike*. The children say the preposition and point to the correct piece of paper.

EXTRA ACTIVITY

Play *Simon says* to practise vocabulary on prepositions of place and items of furniture. The children must do the action only if the instruction is preceded by the phrase *Simon says*, for example, *Simon says (point to the bookcase)*.

WRAP-UP

Tell the children that you are thinking of one of the scenes from the story and describe something you can see in the scene: *I can see six pictures on the wall*. Encourage the children to tell you which number scene you have described (*scene 3*).

TRANSCRIPT

1.36 Listen to the story. Where's Tina's guitar?

Scene 1

Narrator: Tina can't find her guitar.

Tina: Mum, where's my guitar?

Mum: It's in the living room.

Scene 2

Narrator: Dad is in the living room.

Tina: Dad, where's my guitar?

Dad: Look! It's under the table.

Scene 3

Narrator: But the guitar isn't under the table.

Tina: I can't find my guitar! Where is it?

Dad: Ask Boris. He's in the garden.

Scene 4

Narrator: Look! Boris can make models.

Tina: Oh, Boris! That's my guitar!

Narrator: Oh, no! Boris!!!

Scene 5

Narrator: Here's Tim and Tina's friend, Gina.



Tim: It's time to practise!

Tina: Hi, Gina!

Gina: Hi, Tina!

Scene 6

Narrator: Tina, Tim and Boris have got a new hobby.

Dad: This is terrible!

Granny: I like it!

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, they count the cards. The person with the most cards is the winner.

WRAP-UP

Put the children into two teams. Play *Pictionary* with words from Units 1 and 2 (names of musical instruments, rooms in the house, furniture and hobbies). Slowly begin to draw one of the vocabulary items on the board, pausing to give the children time to guess what it is before drawing more. When someone guesses, give their team a point and write the word on the board under your drawing.

Part 2 - SB Page 29

WARMER

Put the Unit 2 **word cards** in a drawstring bag and ask the children to sit in a circle. Play some music and pass the bag around. When you stop the music, the child who has the bag takes out a word card, reads it in secret and mimes the word for the rest of the class to guess. Continue, starting the music again and passing around the bag until the children have mimed all the words.

Pre-listening activity

Display the musical instruments **flashcards** and ask the children if anyone can play an instrument. If they can, encourage them to tell the class about it. Play some music and tell the children to listen carefully and see if they can identify the different musical instruments being played.

TRANSCRIPT

1.37 Listen to the story. Then stick.

Scene 7

Narrator: Tim can play the piano... and Gina can sing!

Gina: One, two, three, four!!!

Scene 8

Narrator: Tina can play the guitar... and Boris can play the drums.

Tina: Well done, Boris!

Scene 9

Narrator: The next day... Tim and Tina are in the street.

Tina: Look at this, Tim!

Narrator: Tina can see a poster. There's a talent show.

Tim: Let's go!

Scene 10

Narrator: It's time for Tim, Tina and Boris to play...

Tim: Where's Gina?

Tina: Dad, can you phone Gina?

Dad: OK.

Scene 11

Dad: Gina can't come...

Tina and Tim: Oh, noooo!

Tim: What can we do?

Dad: ...I've got an idea!

Scene 12

Narrator: Look! Granny can sing AND dance!

Mum: Great!

● Listen to the story. Then stick. 1.37

Play the audio and tell the children to follow the story in their books. Direct the students' attention to the **stickers** on page 111. Invite volunteers to read out the texts in the speech bubbles. Then, tell the children to work in pairs and decide where the stickers go in the story. Play the story again for them to check their answers, then check answers as a class before they stick on the speech bubble stickers.

Post-listening activity

Play a memory chain game. Ask the children to sit in a circle and say *I can (sing)*. The child next to you continues the chain, adding another phrase about something they can do: *I can (sing) and I can (play the guitar)*. Continue, until all the children have had a turn or the list is too long to remember.

EXTRA ACTIVITY

Divide the class into three groups. Give each group a set of word cards and flashcards, either musical instruments, furniture, rooms in the house or hobbies. Show them how to play a memory game. Each child



NOW GO TO
ADDITIONAL
RESOURCES

TEACHER'S RESOURCE MATERIAL
End of term 1 test



Grammar

- **Present Simple:** singular and plural of the verb *to be*
- **Present Continuous:** questions with *What* and answers
- **Structure:** *What's the weather like? It's (sunny).*

Vocabulary

- **Clothes:** *coat, dress, hat, jeans, shoes, shorts, trousers, T-shirt*
- **Weather:** *cloudy, raining, snowing, sunny, windy*
- **Adjectives:** *cold, hot,*
- **Extra:** *clown, costume, parade*

Pronunciation

- **Phonics:** initial sound *j* as in *jacket*

Recycled language

- Colours
- *Have got*

Language Objectives

Grammar

- To use the Present Continuous with clothes.
- To use *is* or *are* with clothes.
- To describe people by their clothes.
- To use *hot* and *cold* to describe the weather.
- To ask and answer about the weather.

Vocabulary

- To understand and use clothes vocabulary.
- To identify clothes by their colour.
- To describe the clothes someone is wearing.
- To understand and use vocabulary related to weather.

Functions

- To understand and use vocabulary related to clothes and their colours.
- To describe the relationship between the clothes one wears and the weather.
- To share opinions about the weather.

Pronunciation

- To produce the initial sound *j* correctly.

Skills Objectives

Speaking

- To say the clothes words.
- To ask and answer about clothes.
- To describe the clothes people are wearing.
- To describe the weather.
- To ask and answer about the weather.

Reading

- To read and understand clothes vocabulary.
- To read and understand weather vocabulary.
- To read and follow a song.
- To understand simple sentences.
- To demonstrate understanding by reading and colouring.

Listening

- To understand and repeat target vocabulary.
- To understand and join in with songs.
- To demonstrate understanding by colouring and numbering.
- To understand the narrative of a story.
- To recognise the initial sound *j*.

Writing

- To write clothes and weather words independently.
- To complete sentences with target vocabulary.
- To complete a description using target vocabulary.

Assessment Criteria

- The children can identify, understand, produce and answer the question *What are you wearing?*
- The children can identify, understand, produce and answer the question *What's the weather like?*
- The children can identify, understand and produce clothes and weather vocabulary.
- The children can describe clothes using colours.

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 book.
- **Additional interactive activities and games** for content reinforcement in class or at home.

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 4:** CLIL worksheet
- Lesson 5:** Language worksheets
Listening worksheet
- Lesson 6:** Reading worksheet
Writing worksheet
- Lesson 7:** Phonics worksheet
- Lesson 8:** Speaking worksheet
- Unit review:** Unit 3 test

- A selection of (adult-sized) dressing-up clothes: *coat, dress, hat, jeans, shoes, shorts, trousers, T-shirt*; a bag, a ball, coloured pencils or crayons, scissors, a photo, a world map or globe, a beanbag, 5 pieces of white cardboard paper



Key competences



Linguistic competence

The children develop listening, speaking, reading and writing skills, as well as grammar rules, vocabulary and phonics for pronunciation. The children learn to talk about clothes and the weather.



Competence in Maths, Science and Technology

The children develop their scientific understanding of the natural world by identifying how we use different clothes and do different activities depending on the weather.



Digital competence

The children become familiar with the use of technology working together on the unit using the IWB and through the interactive activities and games.



Social and civic competence

The children learn the basic social rules of listening and taking turns when asking questions. They also try to develop a positive attitude and try to be optimistic about the present and future.



Cultural awareness and expression

The children develop their cultural awareness by learning about Carnival and fancy dress costumes.



Learning to learn

The children develop strategies to improve the learning process 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 carnival costume to draw and describe.

LESSON 1 - SB PAGE 30

Language Objectives

To practise listening skills.

To introduce clothes vocabulary: *coat, dress, hat, jeans, shoes, shorts, trousers, T-shirt.*

To revise colours: *black, blue, green, orange, pink, purple, red, yellow.*

Materials

Digital Book

Audio CD 1

Unit 3 clothes Flashcards

A selection of (adult-sized) dressing-up clothes: coat, dress, hat, jeans, shoes, shorts, trousers, T-shirt; a bag

WARMER

Show the children the **flashcards** and teach the clothes vocabulary. Then put the flashcards one by one into the bag. Take out seven of the flashcards and ask the children to identify which one is missing. When the children can easily identify a single missing flashcard, play again, leaving two or more flashcards in the bag.

1 Listen, point and repeat. Then match and say.  1.38

Explain that Ryan and Jasmin are looking at costumes for Carnival. Play the audio and ask the children to point to the items of clothing. Then, play the audio again and tell the children to repeat the words. Look at the pictures on the right and name them together, then ask the children to match the numbered items of clothing with the pictures. Check answers as a class, asking *What's number (one)?*

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

► Answers

1 hat, 2 coat, 3 dress, 4 trousers, 5 T-shirt, 6 jeans, 7 shorts, 8 shoes

2 Listen and chant.  1.39  

Play the audio a few times and encourage the children to join in. Once they are familiar with it, write the lyrics on the board. Rub out a clothes word and a colour word and encourage the children to remember the missing words. Continue, rubbing out two more words and say the chant again. Continue until all the clothes and colour words are rubbed out and see if the class can still say the chant.

3 Look and circle.

Write the words *black, blue, green, orange, pink, purple, red* and *yellow* on the board. Ask the children to point to things in the classroom: *Point to something (red)*. If they are able, you can ask individuals to spell the names of the colours. Point to the clothes on the right side of the page and ask the children what colours they are. Finally, tell them to look at Activity 3. Read the sentences together and tell the children to circle the correct option.

► Answers

1 pink, 2 red

FAST FINISHERS

The children draw themselves with the items of clothing they are wearing today, labelling them with the vocabulary they know.

EXTRA ACTIVITY

Show the children the dressing-up clothes and invite four volunteers to come to the front of the class. Invite each child to choose two items of clothing and put them on. Describe what the children are wearing for the rest of the class and invite them to model the clothes: *(Rodrigo's) wearing a (blue) (coat) and a (red) (hat)*. Continue, changing volunteers to model the clothes, and elicit the names of the clothes from the class.

WRAP-UP

Mime putting on an item of clothing and ask the children to guess what it is. Then ask a volunteer to come and mime for the class to guess. Once the children are familiar with the game, they can play in pairs or small groups.

If you consider it appropriate, you may organise a classroom fashion parade with the dressing-up clothes. You may divide the class into two large groups and ask some children to walk along the cat-walk with different clothing items while their classmates describe what they are wearing. Allow the students to be creative in the way they combine the items of clothing. Finally, the children may vote for the best or most original outfits.

TRANSCRIPTS

 1.38 Listen, point and repeat. Then match and say.

1 hat 2 coat 3 dress 4 trousers 5 T-shirt 6 jeans
7 shorts 8 shoes

1.39 Listen and chant: Clothes

Trousers and dress,
Coat and jeans.
Yellow and red,
Orange and green.

T-shirt and shorts,
Hat and shoes.
Pink and black,
Purple and blue.

Initial Evaluation

Check if the children can name the different clothes and describe their colour.

ACTIVITY BOOK

Unit 3, page 16. See Teacher's Book page 119 for the answer key.

LESSON 2 - SB PAGE 31

Language Objectives

To practise listening skills.

To introduce the structures *What are you wearing?*
I'm wearing (a hat).

To revise clothes vocabulary.

Materials

Digital Book
Audio CD 1
Unit 3 Stickers

A ball

WARMER

Ask the children to sit in a circle. Hold the ball and say *I'm wearing a (dress)*. Pass the ball to one of the children and have them repeat your phrase and add to it, for example, *I'm wearing a (dress) and a (hat)*. The children continue to pass the ball along, repeating the previous phrase and adding to it. Play until all the children have had a turn or the list gets too long to remember.

1 Listen and stick. 1.40

Tell the children to look at the **stickers** on page 107. Ask and answer questions about the different clothes in the illustrations: *What colour is the (dress)?* Tell the children to look at Activity 1 and elicit the characters' names. Play the audio, stopping after each dialogue. Elicit the clothes that each character is wearing, and tell the children to stick the clothes on the illustrations.

Answers



2 Listen and sing. 1.41

Revise the question *What are you wearing?* Ask a volunteer to come to the front and describe their own clothes. Repeat with more volunteers. Tell the children to look at Activity 2. Read the lyrics and play the song. Once the children are familiar with it, write the lyrics of the first verse on the board but do not include the clothes words. Then play the first verse again and invite volunteers to come to the board and fill in the gaps. Repeat with the remaining verses of the song.

FAST FINISHERS

A child chooses someone in the room and writes about their outfit: *I'm wearing a (yellow) (T-shirt), (blue) (jeans) and (white) (shoes)*. If there are other fast finishers, they take turns to guess which person in the class they have written about.

EXTRA ACTIVITY

The children draw pictures of themselves in their favourite outfits and add a description: *I am wearing a (pink) T-shirt and (blue) jeans*. Make a classroom display.

Alternatively, the students may draw their teacher in his / her outfit and write a brief description of the clothes he / she is wearing.

WRAP-UP

Ask the children to look at Activity 1 again and to study and remember the children's Carnival costumes. Then tell them to close their books and say *I'm (Ryan). I'm wearing a green shirt*. Invite the class to say if the statement is true or false.

TRANSCRIPT

1.40 Listen and stick.

1 **Jasmin:** Hello? This is Jasmin.

Mike: Hi, Jasmin. It's Mike. What are you wearing to Carnival?

Jasmin: I'm wearing a dress. It's pink. And I'm wearing purple shoes.

2 Mike: Hi, Carla!

Carla: Hello, Mike!

Mike: Carla, what are you wearing to Carnival?

Carla: I'm wearing a T-shirt. It's green and white.

Mike: A green and white T-shirt?

Carla: Yes. And I'm wearing black shorts. Oh! And I'm wearing a black hat.

3 Mike: Hello, Ryan! What are you wearing to Carnival?

Ryan: I'm wearing a shirt. It's yellow.

Mike: A yellow shirt?

Ryan: Yes. I'm wearing a white hat and I'm wearing jeans. They're blue.

Mike: Fantastic! Bye, Ryan!

Ryan: Bye, Mike! See you at Carnival!

 1.41 **Listen and sing:** *What Are You Wearing?*

What are you wearing?

What are you wearing?

What are you wearing today?

A beautiful dress and shiny shoes.

It's Carnival! Hurray!

Chorus

A shirt and jeans and a cowboy hat.

It's Carnival! Hurray!

Chorus

A T-shirt and shorts and a pirate hat.

It's Carnival! Hurray!

Continuous Assessment

Assess whether the children understand the question *What are you wearing?* They should be able to follow short dialogues identifying different clothes and colours.

ACTIVITY BOOK

Unit 3, page 17. See Teacher's Book page 119 for the answer key.

LESSON 3 - SB PAGE 32

Language Objectives

To revise clothes and colour vocabulary.

To introduce new vocabulary: *jumper, shirt, skirt.*

To introduce the structures *What are you wearing? I'm wearing a (yellow) (T-shirt).*

Materials

Digital Book

Audio CD 1

Unit 3 clothes Flashcards

Unit 3 Cut-outs

Coloured pencils or crayons, scissors

WARMER

Pre-teach the new words: *jumper, shirt* and *skirt* by showing the **flashcards**. Lay the clothes flashcards and **word cards** 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 keep the cards. If the cards don't match, they turn them over again.

1 Listen and repeat.  1.42

Then listen and colour.  1.43

Ask the children to look at the picture. Play the audio and tell them to listen and repeat the new words as they point to the items of clothing. Play the next audio and tell the children to colour the clothes. Pause the audio after each instruction and elicit the correct colour: *What colour is the (jumper)?*

► Answers

Left to right: jumper - orange, skirt - blue, shirt - purple

2 Listen and number. Then ask and answer.  1.44

Play the audio and tell the children to number the pirates 1-6. Tell them to look at the picture and say *I'm wearing a (blue) and (white) jumper*. Ask the children to point to the pirate and elicit the number (2). Tell the children to look at Activity 2 and ask two volunteers to read the text in the speech bubbles. Then ask the children to work in pairs and play the game.

► Answers

Left to right: 1, 3, 6, 5, 4, 2

3 Dress a pirate.

Then ask and answer.  **TIME TO TALK**

Direct the students' attention to the **cut-outs** on page 89. Let the children colour the clothes, then help them cut out the pieces of the template. Encourage them to dress their pirate, by placing the items of clothing on the silhouette. Then tell the students to work in pairs and ask and answer questions about their pirates following the model in Activity 2.

FAST FINISHERS

Children redress their pirates and tell their classmates what they -they speak for their pirate- are wearing: *I'm wearing a (hat) and a (skirt).*

EXTRA ACTIVITY

Put the children into small groups and get them to do a *show and tell* with their pirates. They describe their clothes to the group.

WRAP-UP

Tell the children to study the picture for thirty seconds, then ask them to put their books on their heads. Say *I'm wearing a (red) (T-shirt)*. Go! The children take their books off their heads and find the pirate with the *(red) (T-shirt)*. When they find him or her, they put their hands up. Ask the first child to raise their hand to say the number of the pirate.

TRANSCRIPTS

1.42 Listen and repeat.

jumper, skirt, shirt

1.43 Listen and colour.

Look at the jumper. Colour it orange. It's an orange jumper. Look at the skirt. Colour it blue. It's a blue skirt. Can you see the shirt? Colour it purple. It's a purple shirt.

1.44 Listen and number. Then ask and answer.

1

Interviewer: Hello! What are you wearing?

Boy 1: I'm wearing green trousers and a blue coat.

Interviewer: Green trousers and a blue coat? Oh yes, you've got a parrot!

2

Interviewer: What are you wearing?

Girl 1: I'm wearing a jumper. It's blue and white. And I'm wearing blue jeans.

Interviewer: Blue jeans? Oh yes! I can see you.

3

Interviewer: What are you wearing?

Boy 2: I'm wearing a white shirt and I'm wearing a red hat.

Interviewer: Oh yes, and you've got brown trousers.

4

Interviewer: What are you wearing?

Girl 2: I'm wearing a dress. A red and blue dress.

Interviewer: I can see you. I like your dress.

5

Interviewer: What are you wearing?

Girl 3: I'm wearing a purple skirt and brown shoes.

Interviewer: Brown shoes? Oh yes, and you've got a black hat and a parrot!

6

Interviewer: What are you wearing?

Boy 3: I'm wearing a black and yellow T-shirt.

Interviewer: I can see you. You've got black shorts.

Continuous Assessment

Assess whether the children can ask and respond to the question *What are you wearing?* and to other questions relating to the colours of clothes.

ACTIVITY BOOK

Unit 3, page 18. See Teacher's Book page 119 for the answer key and transcript.

LESSON 4 - SB PAGE 33

Language Objectives

To introduce the adjectives *hot, cold*.

To revise clothes: *coat, hat, jeans, jumper, shorts, T-shirt*.

To introduce the structure *I've got (a hat)*.

Materials

Teacher's i-solutions

Unit 3 clothes Flashcards

Audio CD 1

Unit 3 Stickers

WARMER

Divide the class into teams. Take a **flashcard**, show it very quickly and ask *What's this?* Give the teams time to decide what was on the flashcard. Once the class has finished revising the target vocabulary, encourage the children to sit in a circle of chairs. Say *Change places if you're wearing something (blue)*. Alternatively, you can say *Change places if you are wearing (jeans)*. Repeat the procedure until all the colours and all the target clothing items have been mentioned.

1 Look, listen and number. 1.45

Tell the children to look at the photos. Pre-teach the vocabulary *It's hot!* and *It's cold!* through mime. Ask about the temperature outside the classroom and encourage the children to say *It's hot!* or *It's cold!* Ask the children to look at the pictures and say whether they think it is hot or cold in each scene. Then, play the audio, pausing after the first dialogue. Elicit the answer and tell the children to write a number one in the correct circle. Play the remainder of the audio, pausing after each dialogue. Play a second time if necessary, then check answers as a class.

► Answers

Left to right: 3, 4, 2, 1

2 Look and stick. Then talk.

Tell the children to look at the **stickers** on page 107 and elicit the names of the clothes. Tell them that some of the clothes are worn when it's hot and some are worn when it's cold. Ask the children to find the sticker of the hat.

Say *I've got a hat. Is it hot or is it cold?* Elicit the answer, which can be either *It's hot* or *It's cold*. Explain to the children that we can use a hat all year round, then tell them to stick the hat in the suitcase they want. Continue with the remaining stickers, which will be adequate only for one option. When all the stickers are in place, ask the children to work in pairs and make sentences together, following the model in the speech bubbles.

► Answers



FAST FINISHERS

Tell the children to divide their notebook page into two columns: *hot* and *cold*. Ask them to draw the clothes vocabulary in the correct column.

EXTRA ACTIVITY

Draw a table on the board with three sections. Label the sections *Hot*, *Hot or Cold* and *Cold*. Point to an item of clothing that you or somebody else is wearing and ask the children to decide if the garment is for hot weather, cold weather or both. Write the word in the corresponding section of the table. Then ask the children to work in pairs and categorise other items of clothing.

WRAP-UP

Play *Bingo*. Display the **word cards** on the board. Draw a grid with six squares and tell the children to copy it into their notebooks, then tell them to choose six words and write them in their grid. Remove the word cards from the board and shuffle them. Hold them up one by one and read the words aloud. The children cross out the word on their grid if they have it. The first child to cross out their six words calls out *Bingo!*

TRANSCRIPTS

1.45 **Look, listen and number.**

1

Interviewer: Hello! What are you wearing?

Girl 1: I'm wearing a dress and a hat. Phew! It's hot today!

2

Interviewer: What are you wearing?

Boy 1: I'm wearing a coat and trousers. And I'm wearing a hat, too. Brrr! It's cold.

3

Interviewer: What are you wearing?

Boy 2: I'm wearing shorts and a T-shirt. It's hot!

4

Interviewer: What are you wearing?

Girl 2: I'm wearing jeans and a jumper. It's cold.

Continuous Assessment

Check if the children can recognise the names of different clothes in short audio texts.

They should be able to associate clothes with either hot or cold weather conditions.



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: *clown, costume, parade; cloudy, raining, snowing, sunny, windy.*

To introduce the structures *What's the weather like? It's (raining).*

Materials

Digital Book

Audio CD 1

Unit 3 weather and clothes Flashcards

WARMER

Display the weather **flashcards** and teach the new vocabulary. Say *It's (cloudy)*, and hold up a flashcard. If the answer is correct, the children say *True* and put their thumbs up; if it is incorrect, they say *False* and put their thumbs down. Practise a few times, then if the children are able, invite volunteers to come to the front of the class and take your place. Look out of the window and ask *What's the weather like?* Encourage the children to answer using the target structure.

1 Look and write the scene numbers.

Tell the children that they are going to read a story about Carnival. Ask them if they celebrate Carnival and what they do. Write the word *Carnival* on the board and elicit the vocabulary *costume* and *parade*. Tell the children to look at Activity 1. Elicit the names of the items and tell the children to find the items in the story. Then write the scene number below each item.

► Answers

Left to right: 6, 7, 1, 2, 3, 4

2 Listen to the story.



Tell the children that they are going to listen to a story about Carnival day. Play the audio and tell the students to follow along in their books. Play the audio and pause after each story scene to ask comprehension questions, for example, *What's the weather like? It's (snowing)*. Put the children into eight groups and assign each group a story scene. Play the audio again and tell the groups to stand up when they hear their scene is being narrated and show it to the rest of the class.

FAST FINISHERS

The children write a list of as many characters from the story as they can.

EXTRA ACTIVITY

Ask the children to sit in a circle. Give out the weather flashcards to five children. Play some lively music (if possible, play some Brazilian Carnival music). The children pass the flashcards around the circle, face downwards. Stop the music and tell the children holding the flashcards to turn them over. Ask *What's the weather like?* The children say the weather according to their flashcard. Continue the game until all the children have had a turn.

WRAP-UP

Take all the Unit 3 clothes and weather 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 words or phrases corresponding to the 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.

Continuous Assessment

Make sure the children can follow the story and infer information about the main character's emotional state as the story progresses.

SEL

Encourage positive thinking.

Direct the students' attention to scene 2 and elicit that Mike is worried about the weather for the Carnival parade. Focus on his facial expressions, his intonation and how his attitude affects his dog! Then, focus on his mum's attitude. Point to scenes 3 and 4 and draw the children's attention to the cheerful expressions on Mike's friends' faces. Ask the children if they can think of any time their friends' and families' positive attitude has helped them, for example, cheering them on in a race or a sports event. Ask them to think back to the story where Carla's friends and family were telling her to keep trying. Discuss the importance of optimistic thinking. A child's attitude of confidence, hopefulness and optimism can have a positive impact on their learning process. Keeping a positive attitude and being optimistic is an important topic you can introduce in this unit. Encourage the students to develop self-awareness and responsible decision-making when choosing their thoughts in order to develop a positive attitude in life, which will be reflected in their learning process.

TRANSCRIPT

1.46 Listen to the story. IT'S CARNIVAL!

Scene 1

Narrator: It's Carnival day!

Ryan's mum: Wake up, Mike!

Mike: What's the weather like?

Ryan's mum: Look out of the window!

Scene 2

Mike: Oh, no! It's snowing and it's Carnival today!

Ryan's mum: Don't worry! The weather can change!

Scene 3

Ryan: Hi, Mike!

Mike: Hi, Ryan!

Ryan: What are you wearing?

Mike: I'm wearing a clown costume. But it's raining.

Ryan: Oh, no! But don't worry! The weather can change quickly!

Scene 4

Narrator: It's not raining now, but it's cloudy.

Carla: Hi, Mike! Hi, Jack! It's time to go to the Carnival parade.

Mike: Let's go!

Carla: I like Jack's costume.

Mike: Thanks!



Scene 5

Narrator: Now the parade is starting.

Carla, Jasmin and Ryan: Hi, Mike!

Narrator: Now it's cold and windy.

Carla: Oh, no! My hat!

Scene 6

Mike: Jack! Come back!

Narrator: Oh, no! What's Jack doing now?

Scene 7

Mike: Oh, Jack!

Carla: Look! Jack's got my hat!

Scene 8

Narrator: Now it's hot and sunny and everyone is happy.

Mike: Happy Carnival!



**NOW GO TO
ADDITIONAL
RESOURCES**

TEACHER'S RESOURCE MATERIAL

Language worksheets Unit 3 (three levels to suit different abilities within your class)
Listening worksheet Unit 3

LESSON 6 - SB PAGE 36**Language Objectives**

To practise talking about the weather.

To practise using clothes vocabulary in the context of what the weather is like.

To learn a song and say it as a class.

Materials

Digital Book

Audio CD 1

Unit 3 weather Flashcards

Five pieces of white cardboard paper

WARMER

Ask the children if they can remember the different weather conditions they saw in the story. Write their suggestions on the board and elicit any they forget. Invite individual children to come up and draw a simple picture.

1 Listen and repeat.  1.47

Then look, listen and answer.  1.48

Tell the children to look the pictures. Play the audio and ask them to listen and repeat, paying attention to pronunciation and intonation.

Then play the first dialogue from the second the audio and pause after the first conversation. Elicit the clothes that Mike is wearing and tell the children to point to the correct picture. Then ask *What's the weather like?* Elicit the answer (*It's windy*). Play the rest of the audio, pausing at each question and checking answers as a class.

► Answers

1 It's windy. 2 It's cloudy, 3 It's sunny. 4 It's raining.
5 It's snowing.

2 Listen and sing.  1.49  

Write the full lyrics of the song on the board for the children to follow along with the audio. Then display the weather **flashcards**. Play the whole song and point to the flashcards as they are mentioned to help the children to sing along.

FAST FINISHERS

The children practise singing the song in pairs or small groups, swapping the names of the characters for the names of classmates and then that classmate responding with what they are wearing.

EXTRA ACTIVITY

Divide the class into five groups. Give each group a piece of white cardboard paper and assign a type of weather. Each group works together to write the weather on the cardboard paper and draw a picture or several pictures illustrating the weather. Display the children's work in the classroom.

WRAP-UP

Divide the class into two teams. Show the first child in each team a weather flashcard. Their team asks them *What's the weather like?* The child mimes the weather for their team to guess.

TRANSCRIPTS 1.47 **Listen and repeat.**

1 It's raining. 2 It's cloudy. 3 It's snowing. 4 It's windy.
5 It's sunny.

1.48 **Look, listen and answer.**

Narrator: Hi, Mike! What are you wearing?

Mike: I'm wearing a jumper and trousers.

Narrator: What's the weather like?

Narrator: What are you wearing today, Mike?

Mike: I'm wearing a shirt and jeans.

Narrator: What's the weather like?

Narrator: What are you wearing today, Mike?

Mike: I'm wearing a T-shirt

and shorts.

Narrator: What's the weather like?

Narrator: What are you wearing today, Mike?

Mike: I'm wearing a hat and coat.

Narrator: What's the weather like?

Narrator: And what are you wearing today, Mike?

Mike: I'm wearing a coat and jumper.

Narrator: What's the weather like?

1.49 **Listen and sing: What's the Weather Like?**

Mike!

What's the weather like?

Look out of the window and say.

It's raining! It's raining!

It's raining today!

I can't go out and play.

Chorus

It's cloudy! It's cloudy!

It's cloudy today!

I can go out and play.

Chorus

It's snowing! It's snowing!

It's snowing today!

I can't go out and play.

Chorus

It's windy! It's windy!

It's windy today!

I can go out and play.

Chorus

It's sunny! It's sunny!

It's sunny today!

I can go out and play!

Hurray!

Continuous Assessment

Evaluate whether the children can ask about weather conditions using the model *What's the weather like?* and identify weather conditions based on what somebody is wearing.

ACTIVITY BOOK

Unit 3, page 19. See Teacher's Book page 119 for the answer key and transcript.



**NOW GO TO
ADDITIONAL
RESOURCES**

TEACHER'S RESOURCE MATERIAL

Reading worksheet Unit 3
Writing worksheet Unit 3

LESSON 7 - SB PAGE 37

Language Objectives

To practise writing the clothes and weather vocabulary learnt in the unit.

Phonics: to practise the initial sound **j** as in *jacket*.

To introduce the word *jacket*.

Materials

Digital Book

Audio CD 1

A photo of themselves on holiday or on a day out and a photo of yourself

WARMER

Before the lesson, ask the children to bring in a photo of themselves on holiday or on a day out, and you can bring a photo of yourself. Ask the children to sit in a circle and show them the photo of yourself on holiday or on a day out. Ask the children to describe the weather and the clothes you are wearing in the photo. Let the children show the rest of the class their photos and encourage them to describe their clothes and the weather. Have the children pass the photos around and comment on them before returning them to their owner.

TIME TO WRITE!

1 Read, look and complete.

Look at the photo and elicit that the boy is at the beach. Ask the children what the weather is like and elicit the words *hot* and *sunny*. Then, ask individual children to read the words in the box. Explain that they have to complete the text using that words.

► Answers

Top to bottom: sunny, shorts, weather

PHONICS

2 Listen and repeat.

Write the letter **j** on the board and tell the children that they are going to look at words with the initial sound **j**. Play the audio and ask them to listen and repeat the words. Pay attention to their pronunciation. Ask them if they can think of any more words with the initial sound **j**, prompting them to help. Some examples could include *Jack*, *Jasmin*, *juggle* and *jump*.

1 Listen and number. Then look and write.  1.52

Look at the pictures of the Carnival together, and tell the children that they are all members of Chloe's family. Play the audio and pause after the first conversation for the children to find and number the picture, then continue with the rest of the recording. Tell the children to look at the words in the box, then ask a volunteer to read the first sentence aloud. Elicit the answer and tell the children to write the word to complete the sentence. Allow the children to work alone to complete the remaining sentences, then check answers as a class.

Answers



I'm wearing a white **dress**.



I'm wearing an orange **T-shirt**.

dress
T-shirt
hat
trousers



I'm wearing white **trousers**.



I'm wearing a yellow **hat**.

2 Draw a carnival costume for you. Then complete.

Ask individual children what their favourite costume from Activity 1 is. Tell the children to imagine that they are going to participate in the Notting Hill Carnival. The children draw a picture of themselves in their Carnival costume and then complete the text. When the children have finished, invite them to show their drawings to their classmates and explain what they are and what they are wearing.

FAST FINISHERS

The children ask other fast finishers *What are you wearing?* They then respond with what they are wearing in their Activity 2 drawing.

EXTRA ACTIVITY

Ask the children to sit in a circle. Throw the beanbag to one child and name an item of clothing, for example, *trousers*. The child then throws the beanbag to another child, and says another item of clothing, for example, *hat*. Continue until all the children have had a turn and they have named all the items of clothing they have learnt.

WRAP-UP

Invite the class to play *Mirror, Mirror*. Pre-teach the meaning of the phrases *put on* and *take off* by writing them on the board. Put the children into pairs. In each pair, let the students decide who will be number 1 and who will be number 2. Start with number 1 as the child and number 2 as the mirror. Give instructions: child 1 moves and child 2 must copy the movements exactly. Say *Put on your big hat*, *Put on your small T-shirt*, *Take off your jumper*, etc. Students then swap roles. Make sure all the children participate.

TRANSCRIPT

 1.52 **Listen and number. Then look and write.**

Chloe: Hi! I'm Chloe from London in the UK. It's Carnival in London today. Look at the photos. This is my family.

1
Chloe: This is my dad. What are you wearing, Dad?
Dad: I'm wearing white trousers and a white T-shirt. And look, I've got a fantastic purple and green hat with a face!

2
Chloe: Here's my sister. What are you wearing, Annie?

Girl: I'm wearing a big yellow hat and shiny shorts.

Chloe: Oh yes, and boots. Very nice!

3
Chloe: Hey, Mum. What are you wearing to Carnival?
Mum: I'm wearing a really big white dress and a white hat.

Chloe: I like your dress, Mum.

4
Chloe: This is my brother. What are you wearing, Joe?
Boy: I'm wearing an orange T-shirt. Look at my hat!
Chloe: Oh yes, it's a lion!

Continuous Assessment

Assess if the children can identify different clothes and colours in the context of a Carnival parade, and draw and describe themselves in a Carnival costume.



**NOW GO TO
ADDITIONAL
RESOURCES**

TEACHER'S RESOURCE MATERIAL
Speaking worksheet Unit 3

UNIT REVIEW - SB PAGE 39

Language Objectives
To review vocabulary and structures from Unit 3.

Materials

Digital Book
Audio CD 1
Trophy Stickers

A beanbag, coloured pencils or crayons

WARMER

Arrange the children's chairs in a circle and ask them to sit down. Stand in the middle and make a sentence with the phrase *I'm wearing...: I'm wearing a (jumper)*. All the children who are wearing a jumper stand up and change places. Sit in a vacant chair as they move so that one child is left without a chair. The child left standing then takes your place in the centre of the circle, makes a statement using the structure *I'm wearing...* and sits down in someone's chair. Repeat until several children have had a turn in the middle.

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 say *True or False*.  1.53

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, *I'm in the garden. I'm wearing a red and yellow jumper and green trousers. It's raining*. Alternatively put the children into pairs. One secretly draws a picture and then dictates to their partner. Next, direct the student's attention to Activity 1. Read the names of the clothes and elicit the colours they are written in. Explain to the children that they must find the clothes in the picture and colour them in the corresponding colours. Then play the audio. Pause it after each statement and tell the children to say *True or False* and put their thumbs up or down.

► Answers

Left to right: hat - red, coat - blue, trousers - brown, T-shirt - green, skirt - purple

2 Look and draw or write.

Encourage the class to look out of the window and ask *What's the weather like?* Have the class answer *It's sunny / hot / cloudy / windy*. Then, tell the children to look at the first picture in Activity 2 and ask *What's the weather like?* Elicit *It's raining*, and tell the children to write the answer in the space provided. Ask a volunteer to read the text under the second space and tell the children to draw a picture in the frame to illustrate the weather.

► Answers

Clockwise: raining, *child's own drawing*, windy, *child's own drawing*

**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. Tell them to put the trophy **sticker** on that activity. Encourage them to tell you why it is their favourite activity.

FAST FINISHERS

Tell the children to draw and write about a silly outfit that they could wear to a dress-up party.

EXTRA ACTIVITY

Encourage the children to play *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, for example, *What's the weather like today?* or *What is (Ana) wearing today?* 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.

WRAP-UP

Ask the children to sit in a circle. Say a phrase using the target structure, for example, *I'm wearing (black) (trousers)*. Pass the beanbag to the child on your right and get them to repeat it and add to it, for example, *I'm wearing (black) (trousers) and a (green) (jumper)*. The children continue to pass the beanbag along, repeating the previous phrase and adding to it.

TRANSCRIPT**1.53 Read and colour.**

Then listen and say *True or False*.

Tim: Hello, boys and girls. It's Tim. Happy Carnival! Do you like my coat? I'm wearing a blue coat. And, can you see my hat? I'm wearing a black hat. Look at my trousers. I'm wearing brown trousers.

Tina: Hello, this is Tina. Happy Carnival! Look at me, I'm wearing green shoes. Can you see my T-shirt? I'm wearing a yellow T-shirt. And look at my skirt. I'm wearing a purple skirt.

Final Assessment

Check if the children can:

Name the types of clothes and describe their colours.

Ask people what they are wearing.

Describe to others what they are wearing.

Categorise clothes according to whether it is *hot* or *cold*.

Describe different weather conditions.

ACTIVITY BOOK

Unit 3, page 21. See Teacher's Book
page 119 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
<ul style="list-style-type: none"> • Can for ability: third person singular • Structure: <i>It's got (two eyes).</i> • How many (apples) can you see? 	<ul style="list-style-type: none"> • Animals: <i>bat, bird, butterfly, duck, frog, hedgehog, lizard, squirrel</i> • Numbers: 1-20 • Verbs: <i>see, sing, talk</i> • Extra: <i>giant weta, kiwi, penguin, tui</i> 	<ul style="list-style-type: none"> • Phonics: initial sound f as in <i>fairy</i> 	<ul style="list-style-type: none"> • <i>Can for ability</i> • Present Simple • Numbers: 1-10 • Colours

Language Objectives

Grammar	Vocabulary	Functions	Pronunciation
<ul style="list-style-type: none"> • To use the Present Simple to describe animals. • To use <i>can</i> to describe animals' abilities. • To use <i>can</i> to ask and answer about animals. • To ask and answer using <i>How many...?</i> 	<ul style="list-style-type: none"> • To understand and use vocabulary related to animals. • To use verbs to describe what animals can or cannot do. • To describe animals. • To understand and use numbers up to twenty. 	<ul style="list-style-type: none"> • To ask and answer about what animals can do. • To describe animals by their ability. • To describe animals by their physical features. • To count up to twenty objects. 	<ul style="list-style-type: none"> • To produce the initial sound f correctly.

Skills Objectives

Speaking	Reading	Listening	Writing
<ul style="list-style-type: none"> • To say the animal words. • To ask and answer about animals' abilities. • To describe animals. • To ask and answer about the number of objects. 	<ul style="list-style-type: none"> • To read and understand animal vocabulary. • To read and follow a song. • To read and understand simple sentences. • To demonstrate understanding by identifying animals. 	<ul style="list-style-type: none"> • To understand and repeat target vocabulary. • To understand and join in with songs. • To demonstrate understanding by listening and completing activities. • To understand the narrative of a story. • To recognise the initial sound f. 	<ul style="list-style-type: none"> • To complete sentences with target vocabulary. • To write numbers.

Assessment Criteria

- The children can identify, understand, produce and use verbs to describe animal's abilities using *It can / can't (fly)*.
- The children can describe animals referring to their abilities and their physical characteristics.
- The children can count up to twenty objects and identify the numbers both in words and as numerals.
- The children learn to use full stops and question marks.

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

- Scissors, Blu Tack, glue, two large sheets of cardboard (one blue and one yellow), two large cardboard boxes, yellow and blue paint, paintbrushes, old magazines, clean recyclable materials made of plastic and paper, a big ball, a world map or globe



Key competences



Linguistic competence

The children learn to talk about the physical features and abilities of animals.



Competence in Maths, Science and Technology

The children develop their scientific understanding of the natural world by identifying animal abilities. They also develop their mathematical knowledge counting up to twenty objects.



Digital competence

The children become familiar with the use of technology working together on the unit using the IWB and through the interactive activities and games.



Social and civic competence

The children learn the basic social rules of listening and taking turns when asking questions. The students develop a sense of responsibility and cooperation.



Cultural awareness and expression

The children develop their cultural awareness by learning about animals in New Zealand.



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 an animal to draw and describe.

LESSON 1 - SB PAGE 40

Language Objectives

To practise listening skills.

To introduce animal vocabulary: *bat, bird, butterfly, duck, frog, hedgehog, lizard, squirrel.*

Materials

Digital Book

Audio CD 2

Unit 4 animal Flashcards

Unit 4 Vocabulary card cut-outs

Scissors, Blu Tack

WARMER

Display the **flashcards** and teach the animal vocabulary. Show the flashcards and say the words one by one. Encourage the children to repeat them, drilling correct pronunciation if necessary. Show the **word cards** at random and have the children say the words. Then, invite volunteers to come forward and match the flashcards with the word cards.

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

Ask the children to look at the picture. Play the audio and tell them to listen, point to the animals and repeat the words. Then, tell them to find the animals in the right-hand column and match them with the numbered animals in the picture. Check answers by asking questions, for example, *Number (one). What animal is it?*

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

► Answers

1 bird, 2 bat, 3 lizard, 4 butterfly, 5 duck, 6 squirrel, 7 frog, 8 hedgehog

2 Listen and chant.  2.2  

Play the chant and tell the children to listen and point to the animals in the right-hand column as they hear them. Then, play the chant again and encourage the children to sing along. Point to the **Vocabulary card cut-outs** on page 95. Help the children cut them out and ask them to write their full names at the back of all the cards. Tell the students that you are going to borrow some vocabulary card cut-outs from them and stick -using Blu Tack- groups of animal cards on the board, for example, 10 squirrels, 5 ducks, etc. Then ask *How many animals can you see?* Count them with the children, then remove or add cards to continue practising the numbers. Finally, give the cards back to the children.

3 Look and say.

Review the names of the colours, then ask a volunteer to read the example sentence aloud: *The frog's green.* Ask what colour the other animals are, for example, *What colour is the (bird)?* and encourage the children to respond using complete sentences. Ask the children to look at the **Vocabulary card cut-outs** again and say *I can see an animal that is (orange, white, yellow and blue).* *What is it?* Elicit the answer (*A butterfly*). Then, ask the children to look carefully at the rest of the cards and ask about the animals: *What colour is the (lizard)? What colour is the (frog)?*

FAST FINISHERS

The children play a miming game using the eight vocabulary words and the other fast finishers have to guess which animal it is.

EXTRA ACTIVITY

Stick the animal flashcards to the board, point to the animals and elicit their names. Tell the class *Close your eyes!* and remove a flashcard. Say *Open your eyes! What's missing?* Elicit the missing animal. Repeat, taking away two, three or more flashcards once the children are familiar with the game.

WRAP-UP

Ask the children to have one last look at the picture and then close their books. Then test their memory by asking questions: *What animal is number three? What animals are green?*

TRANSCRIPTS

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

1 bird 2 bat 3 lizard 4 butterfly
5 duck 6 squirrel 7 frog 8 hedgehog

 2.2 Listen and chant: *Animals Everywhere!*

Animals, animals, everywhere,
How many can you see?
Birds and butterflies in the air,
And squirrels on the tree.

Ducks and frogs in the park,
And lizards, one, two, three!
Bats and hedgehogs after dark,
How many animals can you see?

Initial Evaluation

Make sure the children can name the different animals and can describe their colour.

ACTIVITY BOOK

Unit 4, page 22. See Teacher's Book page 119 for the answer key.

LESSON 2 - SB PAGE 41

Language Objectives

To practise listening skills.

To introduce the structure *It can / can't (swim).*

To revise animal vocabulary.

To introduce the verbs *climb, fly, jump, run, swim.*

Materials

Digital Book

Audio CD 2

Unit 4 animal and action Flashcards

Unit 4 Stickers

WARMER

Divide the class into teams. Take an animal **flashcard**, show it very quickly and ask *What's this?* Give the teams time to confer and decide the animal. Ask each team to tell you what they thought they saw and give points to the teams who guess correctly. Repeat with the other flashcards.

- 1 Listen and number.**  2.3
Then listen again and repeat.

Display the action **flashcards** on the board: *climb, fly, jump, run* and *swim*. Mime each one and have the children copy you, then call out the actions at random for them to mime. Tell the children to look at Activity 1 and explain that Ryan is looking at a squirrel. Play the audio and tell the children to number the pictures as they are mentioned. Then listen again and tell them to repeat the sentences. Ask the children to close their books and say some sentences about the squirrel, for example, *The squirrel can fly. It can run. It can't swim...* The children say *True* or *False*.

► Answers

Clockwise: 2, 4, 1, 3

- 2 Look and stick.**

Tell the children to look at Activity 2. Elicit the names of the four animals. Then, tell the children to find their **stickers** on page 107. Ask a volunteer to read out the first sentence on the stickers page: *It can't climb*. Then elicit the answer (*hedgehog*). Make sure each child knows where to place the sticker. Then continue with the remaining stickers.

► Answers

Left to right: It can't fly. It can swim. It can jump. It can't climb.

FAST FINISHERS

Tell the children to write -in their notebooks- the four headings *climb, swim, run* and *fly*. See if the children can come up with any other animals that do these actions, such as *dog, rabbit, mouse, cat, parrot, snake* and *fish* and ask them to write the animal names under the correct headings.

EXTRA ACTIVITY

Tell the children to choose their favourite animal and draw and colour a picture of it. They write the name of the animal at the top of the page, then under their picture they write sentences about what it can or can't do, for example, *It can (run). It can't (swim)*. Display the children's work in the classroom.

WRAP-UP

Display the animal flashcards and write the words *can* and *can't* on the board. Put the children into teams and point to a flashcard and one of the words. The teams take turns to make a sentence using *can* or *can't* depending on your indications.

TRANSCRIPT

-  2.3 **Listen and number. Then listen again and repeat.**

- 1 Look at the squirrel. It can swim.
- 2 Look! It can climb.
- 3 Ahh! It can't fly.
- 4 Wow! It can run.

Continuous Assessment

Consider whether the children can follow the audio, identifying whether an animal *can* or *can't* do something.

Check whether they can differentiate the verbs.

ACTIVITY BOOK

Unit 4, page 23. See Teacher's Book page 119 for the answer key.

LESSON 3 - SB PAGE 42

Language Objectives

To practise the structure *Can it fly?*

Yes, it can. / No, it can't.

To practise the vocabulary *climb, hop, jump, run, see, sing, swim, talk, walk.*

Materials

Digital Book

Audio CD 2

Unit 4 Cut-outs

Unit 4 animal Flashcards

Scissors, glue

WARMER

Review the names of the animals. Describe an animal and ask the children if they can guess what it is: *It can't fly. It can jump. It can swim. (frog)* If the children are able, you can invite volunteers to come forward and describe an animal for the class to guess.

1 Listen and tick ✓ or cross X.  2.4

Tell the children to look at the picture and introduce the word *alien*. Ask them which animals they can see in the scene. Draw their attention to the table and check that they remember the vocabulary. Play the audio and ask the children to complete the table. Check answers by drawing the table on the board and eliciting the answers from the class.

► Answers

Hedgehog: X, X, ✓, ✓; duck: ✓, X, ✓, ✓; lizard: X, ✓, X, ✓

2 Listen and sing.  2.5  

Write the full lyrics of the song on the board. Play the song and tell the children to follow along. Invent actions for the song. Play the audio again. Encourage the children to sing along and do the actions.

3 Make finger puppets.
Then ask and answer.

TIME TO TALK

Direct the students' attention to the **cut-outs** on page 93. Tell the children to colour the animals, using a different colour for each animal. When they are ready, help them cut out the templates and show them how to make finger puppets. Then tell the children to work in pairs. Explain the game: child A chooses a puppet and puts it on without letting child B see. Child B then asks questions to find out which animal it is, for example, *Can it (swim)? Can it (jump)?* When child B guesses, they change roles.

FAST FINISHERS

Ask the children to look at the song lyrics in Activity 2. Tell the children to draw pictures of themselves performing each action.

WRAP-UP

Display the animal **flashcards** and divide the class into three teams. Invite a volunteer from each team to the front. Tell the class you are thinking of an animal and they need to ask questions to find out which animal it is using the target structure, for example, *Can it (swim)?* After hearing your answer, the three volunteers choose a possible animal and go and stand by a flashcard. The child who gets it right wins a point for their team. Continue until all the children have had a turn.

TRANSCRIPTS

 2.4 Listen and tick ✓ or cross X.

Narrator: A hedgehog

Male alien: Look! Look! A hedgehog.

Female alien: Ah, yes! Can it fly?

Male alien: No, it can't.

Female alien: Can it climb?

Male alien: No, it can't.

Female alien: Can it swim?

Male alien: Yes, it can.

Female alien: Can it run?

Male alien: Yes, it can.

Narrator: A duck

Female alien: I can see a duck.

Male alien: Oh! Can it fly?

Female alien: Yes! Yes, it can.

Male alien: Can it climb?

Female alien: No, it can't.

Male alien: Can it swim?

Female alien: Yes, it can.

Male alien: Can it run?

Female alien: Yes, it can. A duck can run.

Narrator: A lizard

Male alien: Look! It's a lizard.

Female alien: Oh! Can it fly?

Male alien: No, it can't.

Female alien: Can it climb?

Male alien: Yes, it can.

Female alien: Can it swim?

Male alien: No, it can't.

Female alien: Can it run?

Male alien: Yes, it can.

 2.5 Listen and sing: *Can it Run?*

Can it run?

Can it jump?

Can it climb a tree?

Can it swim?

Can it walk?

Can it talk to me?

Can it hop?

Can it sing?

Is it black or white?

Can it make a nest?

Can it see at night?

How many animals can you see?

What are their names?

You tell me!

Continuous Assessment

Assess whether the children can recognise the different animals and identify which actions the animal *can* and *can't* do.

Check if they can ask their classmates questions using the structure *Can it (swim)?* and then be able to respond to those same questions.

ACTIVITY BOOK

Unit 4, page 24. See Teacher's Book page 119 for the answer key.



NOW GO TO
ADDITIONAL
RESOURCES

TEACHER'S RESOURCE MATERIAL
Writing worksheet Unit 4

LESSON 4 - SB PAGE 43

Language Objectives

To practise animal vocabulary: *bat, butterfly, hedgehog, squirrel.*

To introduce the vocabulary *fox, owl.*

To introduce the concept of diurnal and nocturnal animals.

Materials

Digital Book
Audio CD 2
Unit 4 Stickers
Unit 4 Flashcards

Two large sheets of cardboard, one blue and one yellow

WARMER

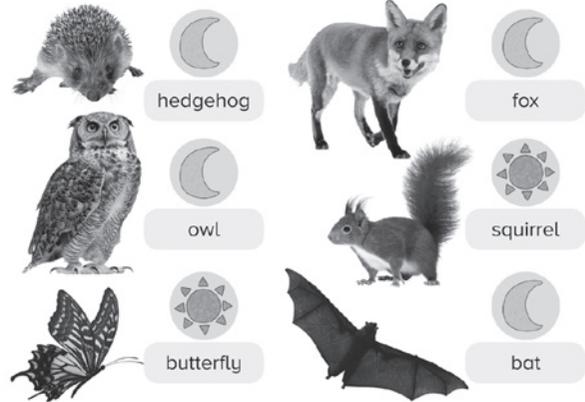
Ask the children what they do during the day (*go to school, eat, play, etc.*) and what they do at night (*go to bed, sleep*). Explain that some animals are active in the day and sleep at night, while others, like the hedgehog and the bat, sleep in the day and are active at night.

1 Listen and stick. 26

Tell the children to look at Activity 1. Ask them to name the animals and teach the new vocabulary *fox* and *owl*. Play the audio and tell the children to point to the animals as they are mentioned. Then tell them to find their **stickers** on page 107. Play the audio again, pausing it to let the children put the stickers in the correct places. To check answers, ask individuals: *Is the (owl) active in the day or at night?*

► Answers

 = active in the day  = active at night



2 Look, trace and complete.

Look at the animals in the picture and ask the children to name them. Then ask volunteers to read the sentences and encourage the rest of the class to predict the missing words. Then tell the children trace and complete the sentences. Ask volunteers to write the complete sentences on the board to check students' answers.

► Answers

1 owl, 2 bat, 3 fox

FAST FINISHERS

Ask the children to create their own riddle like those in Activity 2. They can then test their classmates.

EXTRA ACTIVITY

Take the **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 keep the cards. If the cards don't match, they turn them over again. The team with the most cards is the winner.

WRAP-UP

Show the children the large sheet of yellow cardboard and write the heading *Active in the day* at the top. Write *Active at night* at the top of the sheet of blue cardboard paper. Ask the children to choose an animal, draw a picture of it and write the animal's name. When they have finished, tell them to cut out their animals and invite them to come and stick them on the corresponding piece of cardboard. Encourage the children to say *It's a (fox). A (fox) is active (at night).*

TRANSCRIPT

2.6 Listen and stick.

Animal expert: Some animals are active in the day, and some animals are active at night.

Boy: Oh, that's interesting! Is a hedgehog active at night?

Animal expert: Yes, it is. Hedgehogs like the night.

Boy: What about an owl?

Animal expert: An owl is active at night. It can fly and see at night.

Boy: It can fly and see at night, wow!

Boy: And a butterfly? Is a butterfly active at night?

Animal expert: No, it isn't. It's active in the day.

Boy: Tell me about the fox. Is a fox active in the day?

Animal expert: No, it isn't. A fox is active at night.

Boy: I see. I like foxes.

Boy: And what about a squirrel?

Animal expert: A squirrel is active in the day. At night, it sleeps.

Boy: OK. Can you tell me about the bat? Is it active in the day?

Animal expert: No, it isn't. A bat sleeps in the day. It's active at night.

Continuous Assessment

Evaluate whether the children can differentiate between animals that are active in the day and those which are active at night.

Check if they can recognise different animal characteristics and follow descriptions to guess which animal it could be.



NOW GO TO
ADDITIONAL
RESOURCES

TEACHER'S RESOURCE MATERIAL

Reading worksheet Unit 4
CLIL worksheet Unit 4

LESSON 5 - SB PAGES 44 & 45

STORY

Language Objectives

To listen to and understand a story.

To review animal vocabulary.

To recognise key vocabulary in context: *butterfly, duck, plastic, recycling bin, vet.*

To introduce the concept of recycling.

Materials

Digital Book
Audio CD 2

Two large cardboard boxes, yellow and blue paint, paintbrushes, old magazines, scissors, glue, clean recyclable materials made of plastic and paper (yogurt pots, plastic bottles, plastic bags, scrap paper, old newspapers, paper roll tubes, etc.), a big ball

WARMER

Review animal vocabulary. Say a letter of the alphabet and write it on the board, then ask the children to name an animal beginning with that letter. Say the following examples: *d (duck), b (bat, bird, butterfly), s (snake, squirrel), f (frog, fox), h (hedgehog), l (lizard), o (owl).*

1 Look and tick ✓ or cross X.

Write the word *park* on the board and ask the children if they like going to the park. Ask them when they go to the park and who with. Ask if any of them go to the same park. Have the children look at Activity 1. Ask them to name the animals in the pictures, then tell them to look carefully at the story and put a tick under the animals they can see and a cross under the animals that don't appear. Tell them to check their answers in pairs, then check answers as a class by asking individuals: (*Juan, can you see a (lizard)?*)

► Answers

Left to right: ✓, X, ✓, ✓, X, ✓, X

2 Listen to the story.  2.7 

Tell the children that they are going to listen to a story about the park. Play the audio and tell the children to follow along in their books. Then, tell them to focus on scene 1. Play the audio again, pausing it to ask comprehension questions. Continue with the remaining story scenes.

FAST FINISHERS

The children who have finished make a list of their favourite animals.

EXTRA ACTIVITY

Make two recycling containers for the classroom, one for plastic and one for paper. Begin by talking about recycling and eliciting the different coloured containers we use to recycle (blue for paper and yellow for plastic). Then, put the children into four groups. Give one group a cardboard box and paints and tell them to paint it yellow. Give another group the other cardboard box and tell them to paint it blue. Give the rest of the class old magazines and scissors and ask them to find

and cut out -with your help- pictures of things they can recycle in the two boxes. When the paint is dry, the children can decorate the two boxes with pictures of the recyclable items. Show the children the recyclable items and ask them to categorise them into two containers: plastic and paper. Keep the containers in the classroom to use.

WRAP-UP

Play a memory chain game. Ask the children to sit in a circle and say *In the park there is a (butterfly)*. The child next to you continues the chain, adding another animal: *In the park there is a (butterfly) and a (frog)*. Continue until all the children have had a turn and the list of animals is too long to remember.

Continuous Assessment

Check if the children can understand the sequence of events that occurs in the story.



Encourage responsible decision-making.

Talking about the importance of keeping local areas clean and tidy and discuss the importance of throwing rubbish in the correct recycling bin and not dropping litter on the floor will help to develop the children's ability to make constructive choices about personal behaviour and social interactions based on ethical standards, safety concerns and social norms. To make the most appropriate behavioural choices, students need to learn how to evaluate the situation, analyse their options, and consider the potential consequences of each of those options for themselves and others. Talk to the children about the damage litter can cause in a public space, for example, broken bottles could cut someone, animals can make themselves ill by eating litter, fish can die if the water becomes polluted, etc.

Organise a Recycle Relay. You will need items of clean, empty recyclable packaging, for example, plastic bottles, cereal or biscuit boxes, plastic wrappers, empty toilet roll tubes, plastic and paper bags, etc. You will also need a big ball (for example, a Pilates ball) and the blue and yellow recycling containers that the children made. Put the two bags of recyclable items at the starting line and the two recycling containers at the finish line. The big ball represents the earth and is placed at some point between the start and the finish line. Divide the class into teams and tell them to line up at the starting point. Each team has a pile of recyclable items. The

first child takes an item, runs around the big ball and then runs to the two recycling boxes. The child drops off the item for recycling, runs back to their team and the next child runs off. The winning team is the team that finishes first and recycles all the objects in the correct containers.

TRANSCRIPT

2.7 Listen to the story. AT THE PARK

Scene 1

Narrator: Jasmin and Mum are at the park with Carla.

Jasmin: Look at all the butterflies!

Carla: Oh! They're beautiful!

Scene 2

Jasmin's mum: How many butterflies can you see?

Jasmin: Let's count them!

Carla: One, two, three...

Scene 3

Narrator: Jasmin and Carla are counting the butterflies.

Carla: ...fifteen, sixteen, seventeen...

Jasmin: Oh, no! Look at those plastic bottles. That's terrible!

Carla: Let's pick them up!

Jasmin: Good idea!

Scene 4

Jasmin: Carla, look! I can see a duck!

Carla: Oh, no! It's hurt.

Jasmin: Oh, poor duck! It can't fly!

Carla: Come on! Let's tell your mum.

Scene 5

Narrator: Mum is phoning the vet.

Jasmin's mum: The vet can come now.

Carla: Oh, good!

Jasmin: We can put the bottles in the recycling bin!

Scene 6

Carla: ...eighteen, nineteen plastic bottles!

Jasmin's mum: Well done, girls!

Narrator: Look! Here's the vet.

Vet: Hello, can you show me the duck?

Jasmin: Yes, follow me!

Scene 7

Vet: Let's take the duck to the clinic!

Jasmin: Oh, poor duck!

Vet's assistant: It can get better at the clinic.

Vet: Thank you for phoning!

Jasmin's mum: We're happy to help!

Scene 8

Narrator: The next week... Jasmin and her friends are at the park.

Ryan: Is it better now?

Vet: Yes! Now it can swim and it can fly!

Mike: What a nice park!

Carla: Yes! And we can help to look after it!





**NOW GO TO
ADDITIONAL
RESOURCES**

TEACHER'S RESOURCE MATERIAL

Language worksheet Unit 4 (three levels to suit different abilities within your class)

LESSON 6 - SB PAGE 46

Language Objectives

To introduce the structure *How many (apples) can you see?*

To practise numbers 1-10.

To introduce the numbers 11-20.

To sing a song.

Materials

Digital Book
Audio CD 2

WARMER

Write the numbers 1 to 20 on the board and practise counting together. Assign all the children a number between 1 and 20, repeating if you have more children in the class. Then, count again and ask the children to stand up when they hear their number. Practise a few times, counting in order and then at random, gradually speeding up.

1 Listen and repeat. Then say. 2.8

Ask students to look at the numbers in Activity 1. Then play the audio and ask them to listen and repeat the numbers. After that, encourage the children to say the numbers chorally.

2 Listen and sing. 2.9

Play the song and encourage the children to sing along and follow in their books. Then, divide the class into two groups. Ask each group to sing alternate lines so that one group sings only the numbers and the other the follow-on lines. The two groups can then swap roles.

3 Count and say.

Tell the children to look at Activity 3. Ask the children to name the fruit items and animals in the photographs, then ask them to count the number of strawberries in the illustration above and raise their hand when they have the answer. Ask individual children the answers and write the number in words on the board. Then tell the children

to count the remaining fruit items and animals and write the numbers in words in their books. Check answers as a class, and write the answers on the board so that the children can check their spelling.

► Answers

Strawberries: seventeen, *spiders:* fourteen, *fish:* twelve, *birds:* eleven, *apples:* twenty, *butterflies:* fifteen

FAST FINISHERS

Assign the children a number from 1 to 20 and get them to draw it on a large piece of paper and decorate it.

EXTRA ACTIVITY

Write the numbers from 1 to 20 on both sides of the board. Divide the children into two teams and ask them to line up. Give the first child in each team a board pen and call out a number at random, for example, *Sixteen!* The first child in each line runs to the board, circles the number, then runs back to give the board pen to the next child in their team. Continue until all the children have had a turn.

WRAP-UP

Ask the children to stand in a circle. Tell them that they are going to play a counting game. Say *One!* and point to a child. The child continues counting: *Two!* Continue pointing at children at random to continue the sequence. When you reach the number 20, go back to the beginning and continue counting, gradually speeding up. If the children are able, you can make the game more difficult and count in twos.

TRANSCRIPTS

2.8 Listen and repeat. Then say.

Eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty

2.9 Listen and sing: *I Like Apples!*

One, two, three, four, five, six, seven, How many apples can you see?	I like apples! Yes, I do! Seventeen, eighteen, nineteen, twenty! How about you? Can you climb?
Eight, nine, ten, eleven, twelve, Everybody, count with me!	Can you skip? Can you dance? Can you sing?
Thirteen, fourteen, fifteen, sixteen,	We can do everything!

Continuous Assessment

Evaluate whether the children can recognise, differentiate and count items (up to 20) within an illustration and write the numbers in words from 1 to 20.

ACTIVITY BOOK

Unit 4, page 25. See Teacher's Book page 119 for the answer key and transcript.



NOW GO TO
ADDITIONAL
RESOURCES

TEACHER'S RESOURCE MATERIAL

Listening worksheet Unit 4
Speaking worksheet Unit 4

LESSON 7 - SB PAGE 47

Language Objectives

To practise describing animals

Phonics: to practise the initial sound **f** as in *fairy*.

To introduce the vocabulary *face, fairy, fat, funny*.

Materials

Digital Book
Audio CD 2

WARMER

Ask the children to put up their hands if they have got a pet. Then ask a volunteer to talk about his / her pet (including its colour, size, number of legs, what it can / can't do, etc.)

TIME TO WRITE!

1 Read, look and complete.

Direct the children's attention to the photo and teach the word *kitten*. Ask *What colour is the kitten?* and elicit the answer (*It's orange and white*). Then, ask individual children to read the words in the box. Explain that they have to complete the text using these words. Check answers as a class.

► Answers

Top to bottom: four, small, It, can't

PHONICS

2 Listen and repeat. 2.10

Draw a letter **f** on the board and say the sound. Ask the children to repeat with you, emphasising the sound.

Then, play the audio and tell them to listen and repeat. Ask the children if they can think of any animals which begin with the sound **f**, for example, *frog, fox* and *fish*.

3 Listen and say. 2.11

Play the audio and ask the children to listen and say the tongue twister, ensuring they are emphasising the initial sound **f** correctly. Repeat a few times, gradually speeding up, then invite volunteers to say the tongue twister as quickly as they can.

FAST FINISHERS

The children draw -in their notebooks- pictures of some vocabulary items beginning with the sound **f**. Examples could include: *face, frog, fox, fish, four, five, fourteen, fifteen...*

WRAP-UP

Call out different words from the unit or previous units and include the target initial sound **f** at random. Tell the children that every time they hear a word beginning with the sound **f**, they have to stand up and repeat the word. An example list could include the following words: *owl, funny, happy, butterfly, frog, duck, kitten, face, four, bird, fox...*

TRANSCRIPTS

2.10 Listen and repeat.

fairy, face, fourteen

2.11 Listen and say.

Five fat foxes and fourteen fairies with funny faces.

Continuous Assessment

The children should be able to complete a text describing an animal. Make sure the children are able to pronounce the initial sound **f** correctly.

ACTIVITY BOOK

Unit 4, page 26. See Teacher's Book page 119 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 learn about animals in New Zealand.

To introduce the vocabulary *giant weta, kiwi, penguin, tui*.

Materials

Digital Book

Audio CD 2

Unit 4 action Flashcards

—
A world map or globe

WARMER

Ask the children where New Zealand is, and show it to them on the map or globe. Explain that although English is the main language in New Zealand, some people speak Maori too. Ask them if they know anything about New Zealand. Tell the children to look at the flag and ask a volunteer to read out the text in the speech bubble.

 Watch the video **Animals in New Zealand** to introduce the lesson theme.

1 Listen and tick ✓ or cross X.  2.12

Look at the pictures of the animals and explain that they are all animals from New Zealand. Point to the kiwi and the verbs in the box and ask the children if they can predict the answers. Ask *What do you think? Can it fly? Can it run? Can it swim?* Repeat with the other animals. Then play the audio, pausing after each statement to give the children time to write ticks or crosses in the boxes. Check answers as a class.

► Answers

Kiwi: X, ✓, ✓; blue penguin: ✓, X, ✓; tui: ✓, ✓, X; giant weta: X, X, ✓

2 Draw an animal from your country and write.

Tell the children to work in pairs and think of animals that can be found in their country. Ask them to think about animals that live in forests and mountains and parks, not just pets. Ask for their suggestions and write them on the board. Invite the children to tell you what the animals can and can't do. Remind the children of the verbs they have practised in this unit: *swim, run, jump, climb* and *fly* by showing them the **flashcards**. Ask them to choose an animal from their country and draw it in the box. When they have finished, they write its name and complete the sentences.

Ask the children to stand up with their books and mingle. Each time they find a new partner, they show them their picture and read out their sentences.

FAST FINISHERS

Remind the children of the places they covered in the last two units (Australia and UK) and ask them to write a list of everything they can remember about those places.

EXTRA ACTIVITY

Display the action flashcards. Play *Simon says*. The children mime the action only if the instruction is preceded by the phrase *Simon says*. If you say, for example, *Simon says 'Jump'*, the children must jump. If you only say *'Jump'*, the children remain still. If the children are able, invite volunteers to come to the front and take your place.

WRAP-UP

Divide the class into teams. Have a *Spelling Bee* competition with the animal words from the unit, including the animals from New Zealand. The team with the most correct answers is the winner.

TRANSCRIPT

 2.12 Listen and tick ✓ or cross X.

Toby: Hello! I'm Toby from New Zealand. I like animals. Here are my favourite animals from New Zealand. Look! It's a kiwi! It's a famous bird in New Zealand. It can't fly. It can run and it can swim. It's active at night. And here is a blue penguin. It's blue and white and it's small. It can swim. It can't fly. It can run and it's active in the day. Wow! This animal is a giant weta. It's a big insect. It can't fly and it can't jump. It can climb trees and it's active at night. This animal is a tui. It can sing. Listen. A tui is active in the day. It can fly, but it can't swim.

Continuous Assessment

Consider whether the children can understand the verbs previously covered in the unit, and understand their meanings in the context of animals from New Zealand.

Assess whether they can identify an animal from their own country and describe it.

UNIT REVIEW - SB PAGE 49

Language Objectives

To review vocabulary and structures from Unit 4.

Materials

Digital Book
Audio CD 2
Unit 4 Stickers
Trophy Stickers

WARMER

Spell the names of an animal for the children to guess. If they are able to do this easily, you can also spell the names of other animals backwards. You may use the **Vocabulary card cut-outs** that are provided on page 95 of the Student's Book for extra practice on vocabulary.

1 Look and stick. Then listen and say.  2.13

Ask the children to name the robot animals. Then, tell them to find their **stickers** on page 107 and work in pairs to stick them on the scene. Play the audio, pausing after each dialogue, and tell the children to say which animal Tina and Tim are talking about.

► Answers

Clockwise: duck, butterfly, squirrel, lizard, hedgehog, frog

2 Match and colour.

Ask the children what numbers they can see. Ask them to match the numbers with the words. Then tell them to colour the numbers in the colours indicated. Correct as a class by asking questions: *What colour is number (thirteen)?*

**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. Tell them to put the trophy sticker on that activity. Encourage them to tell you why it is their favourite activity.

FAST FINISHERS

Encourage the children to get creative and imagine a new *super* animal that can do all the verbs from the unit. Tell them to draw it and describe it to their classmates.

EXTRA ACTIVITY

Play *Bingo*. Write the numbers one to twenty (in word form) on the board. Ask the children to draw a 3 x 3 grid in their notebooks and write any nine number words from the board in the grid. Point to a number on the board, elicit the word and tell the children with that number in their grid to circle it. The first child to circle all nine numbers in their grid calls out *Bingo!* and wins the game.

WRAP-UP

Have a unit quiz. Divide the class into teams. Tell the children to have their books ready and ask questions about the unit, for example, *Name two animals from New Zealand. How do you spell 'hedgehog'? Can a squirrel swim?*

TRANSCRIPT 2.13 **Look and stick. Then listen and say.****1****Tina:** I can see an animal.**Tim:** What is it? Can it fly?**Tina:** No, it can't.**Tim:** Can it climb?**Tina:** Yes, it can. It can climb and it can run. And it's got ears and a big nose.**2****Tina:** Oh, look! That's fantastic!**Tim:** What is it? Can it fly?**Tina:** Yes, it can.**Tim:** Oh! Can it swim?**Tina:** Yes, it can. It can fly and it can swim.**3****Tina:** Wow! I like that animal!**Tim:** What animal? Can it fly?**Tina:** No, it can't.**Tim:** Can it swim?**Tina:** Yes, it can. It can swim... and it can jump.**4****Tina:** Look! It's amazing.**Tim:** What is it, Tina? Can it swim?**Tina:** No, it can't.**Tim:** Can it fly?**Tina:** Yes, it can fly, but it can't swim.**Final Assessment**

Check if the children can: name the animals covered in the unit, use the unit verb vocabulary in the context of actions performed by different animals, count up to 20, and write the numbers in both words and figures.

ACTIVITY BOOK

Unit 4, page 27. See Teacher's Book page 119 for the answer key and transcript.
My new words, page 43.



**NOW GO TO
ADDITIONAL
RESOURCES**

TEACHER'S RESOURCE MATERIAL
Unit 4 Test

The Techies

Language Objectives

To listen to and answer questions about a story.

To review vocabulary relating to clothes, animals, weather and actions.

To review the structure *The (mouse) can / can't (climb)*.

To review numbers 1-20.

Materials

Digital Book

Audio CD 2

Units 3 & 4 Flashcards

Techies Stickers Units 3 & 4

A drawstring bag, music

are Tina and Tim small? What can the mouse do? What can the squirrel do?

Post-listening activity

Put the children into teams and display the Unit 3 clothes flashcards. Ask what Tina and Tim are wearing. Describe an item for the first team, giving three clues: *You wear it in summer. You wear it when it's sunny. You wear it on your head. (hat)* If they guess correctly after only one clue, award them three points, awarding fewer points for extra clues.

WRAP-UP

Put the Unit 3 **word cards** in a drawstring bag and ask the children to sit in a circle. Play some music and tell them to pass the bag around. When the music stops, the child who has the bag takes out a card, reads it in secret and mimes the word for the rest of the class to guess.

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

Have a *Spelling Bee* competition. Say the alphabet together as a class, then go around the class and have each child say a letter. Then, divide the class into two teams. Put the Unit 3 clothes **flashcards** face down in a pile. The teams take turns to take a word card from the pile. If they spell the word correctly, award them a point.

Pre-listening activity

Tell the children to look at the story and see if they can remember the names of The Techies twins, Tim and Tina. Ask what clothes The Techies siblings are wearing. Focus on the machine in scene 2 and pre-teach the vocabulary *Don't touch*. Ask if they have seen it before anywhere on signs, for example, in a shop or a museum.

● Listen to the story. What's the weather like? 2.14

Display the Unit 3 weather **flashcards** and ask *What's the weather like in picture (1)?* Elicit the answer: *It's (hot and sunny)*. Play the audio and tell the children to listen and follow along with the story. Then ask them to look at scene 3 and name the animal (*mouse*). Tell them to work in pairs and find three more animals in the story (*hedgehog, squirrel and spider*). Ask the children to say which pictures the animals are in and point to them. Ask some simple questions to check comprehension: *Why*

TRANSCRIPT

2.14 Listen to the story. What's the weather like?

Scene 1

Narrator: Tim and Tina are in the garden. It's hot and sunny.

Tim: Look at Dad's new machine!

Tina: Woow! Let's take a look!

Scene 2

Narrator: Dad isn't here now.

Tina: What's this?

Tim: I don't know... Is it a spaceship? Can it fly?

Tina: Let's push this green button!

Tim: Nooooooooo!

Scene 3

Narrator: Now Tim and Tina are very small.

Tim: Wow! This is amazing!

Tina: Come on, Tim! Let's climb up!

Scene 4

Narrator: Tim and Tina can climb... but the mouse can climb too!

Tim: Look! A mouse!

Tina: Let's run to the window!

Scene 5

Tina: The window's closed now.

Tim: Great! Let's climb down!

Scene 6

Narrator: It isn't sunny in the garden now. It's raining.

Tim: Oh! It's raining! My T-shirt and shorts are wet!

Tina: My dress is wet too!

Tim: Oh, no! Look! A hedgehog!

Tim: Can it climb?

Tina: I don't know!



Part 2 - SB Page 51

WARMER

Call four volunteers to the front and give them each one of the Unit 4 animal **flashcards**. Ask them to stand in a line and to very quickly flash their cards to the class. Call out the name of one of the animals and tell the rest of the class to name the child who is holding the correct flashcard.

Pre-listening activity

Display the Unit 4 action flashcards and review the words together by asking the children to mime each action. Display the Unit 4 animal flashcards and elicit the names of the animals. Ask the children what they know about the animals' abilities. Display the flashcards and **word cards** on the board and elicit sentences about what the animals can and can't do, for example, *A bat can fly. A butterfly can't jump.*

● Listen to the story. Then stick. 2.15

Remind the children of the story. Play the audio and tell them to follow the story in their books. Direct the students' attention to the **stickers** on page 111. Read the speech bubbles aloud together and check that the children understand all the vocabulary.

Then, tell them to work in pairs and decide where the stickers go in the story. Play the story again for them to check their answers, pausing if necessary, then check answers as a class before they stick on the speech bubble stickers.

Post-listening activity

Act out the story. Divide the class into two groups, one to play the role of Tim and the other, Tina. Call out the lines from the story beginning with scene 3 when Tina says *Come on, Tim! Let's climb up.* Tell the group playing Tina 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.

EXTRA ACTIVITY

Revise the numbers from 1 to 20. Count as a class, then ask individuals to each say a number. Practise a few times, then count in twos and then in threes. Finally, practise counting backwards from 20 down to 1. If the children are able, you can do some simple sums together on the board. Tell the children to look at the story and ask questions about the scenes, for example, *How many roses are in picture 1?*

WRAP-UP

Write the numbers from 1 to 20 on the board and ask the children to line up. Give the first child in line a board pen and call out a number at random. The child goes to the board and circles the number. Continue until all the numbers have been circled. Rub the numbers off the board and repeat the game. This time, call out numbers at random for the children to go to the board and write them.

TRANSCRIPT

2.15 Listen to the story. Then stick.

Scene 7

Narrator: Tim and Tina are on the clothes line. It's sunny again now.

Tim: Look! The hedgehog can't climb. Ha ha!

Tina: Tim! Look! A squirrel! It can climb!

Tim: Let's go!

Scene 8

Tim and Tina: Woo hoo!

Narrator: Tim and Tina are happy now.

Scene 9

Tina: Tim, be careful! A giant spider!

Tim: Oh no! It can run fast!

Scene 10

Tim: Oh! It's Boris!

Tina: Great! Let's go!

Scene 11

Narrator: Boris is pushing the green button now!

Scene 12

Narrator: Tim and Tina are big again. And... here's Dad.

Dad: How are you, children?

Tim and Tina: We're fine, Dad!!!



NOW GO TO
ADDITIONAL
RESOURCES

TEACHER'S RESOURCE MATERIAL
End of term 2 test



UNIT 5 OVERVIEW



Grammar

- **Present Simple** questions and short answers with the verb *to be*
- **Have got:** third person singular, affirmative
- **Personal Pronouns:** *he, she*

Vocabulary

- **Adjectives:** *clever, fast, invisible, scary, short, strong, tall, thin*
- **Jobs:** *doctor, firefighter, police officer, teacher*
- **Clothes:** *belt, boots, cape, mask*
- **Extra:** *cinema, floor, superhero*

Pronunciation

- **Phonics:** initial sound **c** as in *car*

Recycled language

- Present Simple
- *Can* for ability
- *This is my (sister).*
- Colours

Language Objectives

Grammar

- To use the Present Simple and adjectives to describe people.
- To ask and answer Present Simple questions.
- To use third person personal pronouns.

Vocabulary

- To understand and use adjectives.
- To identify professions.
- To describe people using previously learnt vocabulary.

Functions

- To describe people in various ways.
- To differentiate between male and female by their pronoun.

Pronunciation

- To produce the initial sound **c** correctly.

Skills Objectives

Speaking

- To say the adjectives.
- To differentiate between male and female by saying *he* or *she*.
- To describe people.

Reading

- To read and understand adjectives.
- To demonstrate understanding by reading and placing a sticker.
- To read and follow a song.
- To read, complete and understand simple sentences.
- To demonstrate understanding by selecting words.

Listening

- 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 **c**.

Writing

- To write target language.
- To complete sentences with target vocabulary.
- To complete a description independently.

Assessment Criteria

- The children can identify, understand and produce adjectives while talking about people and their abilities and clothes.
- The children can differentiate gender by understanding and using correct third person personal pronouns.
- The children can ask and answer questions about people.
- The children can identify and name different professions.

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 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 3:** Speaking worksheet
- Lesson 4:** Writing worksheet
CLIL worksheet
- Lesson 6:** Language worksheets
Listening worksheet
- Lesson 7:** Phonics worksheet
- Lesson 8:** Reading worksheet
- Unit review:** Unit 5 test
- Drama:** Start preparing the end of year play.

- Scissors, glue, colour pencils or crayons, a stapler, balloons, a play parachute, a ball, a jigsaw puzzle, a soft toy, a world map or globe, old magazines or catalogues, a large sheet of white cardboard



Key competences



Linguistic competence

The children learn to describe people and to use different pronouns for male and female.



Competence in Maths, Science and Technology

The children find out examples of futuristic technology and its applications inside a story.



Digital competence

The children become familiar with the use of technology working together on the unit using the IWB and through the interactive activities and games.



Social and civic competence

The children learn the basic social skills of talking together and sharing ideas when working in pairs. The students develop teamwork and collaboration skills.



Cultural awareness and expression

The children develop their cultural understanding of the world by identifying different professions that help us.



Learning to learn

The children develop strategies to improve the learning process through activities aimed at multiple intelligences.



Sense of initiative and entrepreneurship

The children develop a sense of personal autonomy by designing and describing a superhero of their own imagination.

LESSON 1 - SB PAGE 52

Language Objectives

To practise listening skills.

To introduce the vocabulary *clever, fast, invisible, scary, short, strong, tall, thin; cinema, superhero.*

Materials

Digital Book

Audio CD 2

Unit 5 Flashcards

WARMER

Teach the word *cinema*. Ask the children if they have been to the cinema recently and what films they have seen. Point to the illustrations on page 52 and teach the word *superhero*. Ask the children if they have seen any superhero films at the cinema and ask them to name their favourite superheroes. Point at superhero number 5 and say *He is strong*. You could show your muscles to demonstrate *strong* and have the children copy you and repeat the adjective. Continue with the rest of the adjectives and make sure the students understand the meaning of all the new words.

1 Listen, point and repeat. Then match and say.  2.16

Play the audio and tell the children to point to the superheroes and repeat the adjectives. Ask volunteers to read the list of words on the right, then tell the children to work individually and match the superheroes to the adjectives. Correct answers as a class, asking individuals to tell you the answers: *Number (1) is (scary)*.

A **picture dictionary** is provided on page 76 of the Student's Book.

► Answers

1 scary, 2 tall, 3 fast, 4 clever, 5 strong, 6 thin, 7 invisible, 8 short

2 Listen and chant.  2.17  

Tell the children that you are going to say some sentences. Tell them to do a superhero pose if what you say is true and stay still if what you say is false. Say a sentence accompanied by an action, for example, *I am scary*, showing your teeth and making your hands into claws. The children make a superhero pose, for example, one arm in the air like Superman. Continue until you have practised all the vocabulary. Play the audio and tell them to do the actions when they hear the adjectives. Then, play the chant again and encourage the children to join in and do the actions.

3 Look and say.

Point to the first picture and ask the children to find the first superhero in the scene. The children choose the correct adjective, looking at the vocabulary list on the right to find the word if necessary. Ask the children to practise saying the words in pairs.

► Answers

Left to right: thin, short, scary, clever

FAST FINISHERS

Ask the children to draw a character that can be described using one adjective from the key vocabulary. If other children have finished, they must guess which adjective it is.

EXTRA ACTIVITY

Encourage the children to work on some repetition drilling activities.

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

Teacher: *Hulk is strong.*

Children: *Hulk is strong.*

To make this more fun, play around with different voices, for example, whisper or shout the sentence. Then, have the children work on sentence building. The children build a sentence word by word:

Teacher: *Wonder.*

Children: *Wonder.*

Teacher: *Wonder Woman.*

Children: *Wonder Woman.*

Teacher: *Wonder Woman is.*

Children: *Wonder Woman is.*

Teacher: *Wonder Woman is fast.*

Children: *Wonder Woman is fast.*

Once the students feel more confident, ask volunteers to take the role of the teacher and say words for the rest of the children to repeat in order to build sentences using the target language.

WRAP-UP

Display the **flashcards**. Invite a volunteer to the front of the class and ask the rest of the children to stand up. Hold up a flashcard so that the class can see it, but the volunteer cannot. Invite the class to mime the adjective for the volunteer to guess. Repeat until all the children have had a turn. Then discuss the superheroes the children know. Ask the students to describe their attributes, for example, *Superman is fast*.

TRANSCRIPTS

2.16 Listen, point and repeat. Then match and say.

1 scary 2 tall 3 fast 4 clever
5 strong 6 thin 7 invisible 8 short

2.17 Listen and chant: *Superheroes, We Love You!*

You're fast and you're scary,
You're very clever too.
Hey, superheroes, we love you!
Tall or short, strong or thin,
Superheroes always win.
Invisible boy,
I can't see you.
Do you like superheroes too?

Initial Evaluation

Make sure the children can name the different adjectives and understand their meaning.

ACTIVITY BOOK

Unit 5, page 28. See Teacher's Book page 119 for the answer key.

LESSON 2 - SB PAGE 53

Language Objectives

To practise listening skills.

To introduce the structure *(She)'s (clever)*. *(He)'s (thin)*.

To revise adjectives.

Materials

Digital Book
Audio CD 2
Unit 5 Flashcards
Unit 5 Stickers
Unit 5 Cut-outs

WARMER

Draw the students' attention to the opening illustration on page 52. Point to each superhero and say the adjectives, encouraging the children to repeat after you. Say an adjective and tell them that they must only repeat it when you point to the corresponding superhero. Say *tall* and point to several superheroes. The children stay silent until you point to the tall superhero and then they say *tall*.

1 Look and trace.

Point to the illustration of Carla and say *She is Carla*, as you write *she* on the board. Then, point to the illustration of Ryan and say *He is Ryan*, as you write *he* on the board. Explain that when we talk about boys we use *he* and when we talk about girls we use *she*.

Write the words *boy* and *girl* on the board and invite a volunteer to match the pronoun *he* to the noun *boy* and the pronoun *she* to the noun *girl*.

2 Listen and match. 2.18

Then listen and repeat. 2.19

Ask volunteers to read the texts under the pictures. Tell the children to listen and match the characters to their favourite superheroes. Write the names of the superheroes on the board: *The Spook*, *Invisible Boy*, *The Brain* and *Lightning*. Ask the children which one is their favourite. Play the second audio and ask the children to listen and repeat while they point to the corresponding superhero.

► Answers

Clockwise: Mike, Jasmin, Ryan, Carla

3 Read and stick.

Ask a girl and a boy to come to the front of the class. Tell the girl to show her muscles and say *She's strong*. Tell the boy to pull a scary face and say *He's scary*. Show the **flashcards** and elicit sentences with *He's* and *She's* plus the adjective. Tell the children to look at Activity 2. Draw the students' attention to the **stickers** on page 110. Ask them to read the text in the thought bubbles, then tell them to work in pairs and match the stickers to the texts. Correct as a class.

► Answers



FAST FINISHERS

In small groups children can practise pointing to the superheroes and saying the adjectives that describe them.

EXTRA ACTIVITY

In pairs, the children invent a male and a female superhero. They draw their characters and then name them and write a sentence to describe each, for example, *He is tall*. The pairs then show their pictures to the class. Display children's work:

students really value their work when it is displayed in the classroom. It also motivates children to produce good work and raises their self-esteem.

WRAP-UP

Put the flashcards and **word cards** face down on the board. Put the children into teams and play *Pelmanism*. 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. The team with the most cards is the winner.

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

TRANSCRIPTS

2.18 Listen and match.

Sally: Hello, Jasmin.

Have you got a favourite superhero?

Jasmin: Yes, I have. I like Invisible Boy. He's invisible.

Sally: Who's your favourite superhero, Mike?

Mike: I like the Spook. He's scary. Look! His eyes are green.

Sally: Oh yes, he's very scary.

Sally: What about you, Ryan? Have you got a favourite superhero?

Ryan: My favourite superhero is Lightning. She's fast.

Sally: Yes, she's fast and her hair is orange. I like her too.

Sally: Hi, Carla. Do you like superheroes?

Carla: Yes, I do. My favourite is the Brain. She's clever.

Sally: Oh yes, she is clever and she's got a big head.

2.19 Listen and repeat.

He's scary. She's clever. He's invisible. She's fast.

Continuous Assessment

Children should be able to understand the unit vocabulary used in short audio texts describing different superheroes.

Can the children correctly use *She's* and *He's*, using the model *She's (clever)*?

ACTIVITY BOOK

Unit 5, page 29. See Teacher's Book page 119 for the answer key.

LESSON 3 - SB PAGE 54

Language Objectives

To introduce the structures: *Is he / she (tall)?*
Yes, he / she is. / No, he / she isn't.

To sing a song.

Materials

Digital Book
Audio CD 2

coloured pencils or crayons, stapler

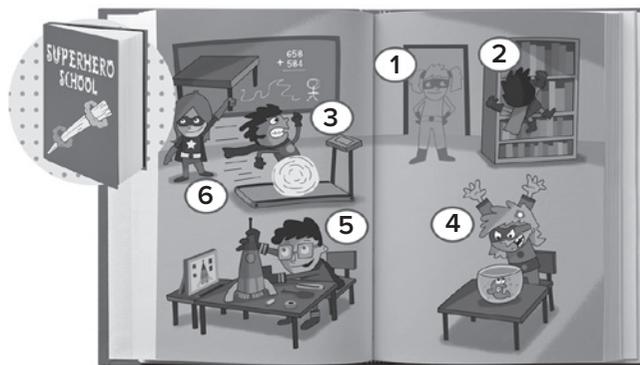
WARMER

Remind the class of the structures *She's (tall)* and *He's (clever)*. Point to the superheroes on page 52 and elicit sentences with the target structures. Then point to a superhero, make a statement and ask the children to repeat the sentence if it's true and stay silent if it's false.

1 Listen and number. 2.20

Point to each superhero and elicit sentences to describe them, for example, *He's (short)*. *She's (strong)*. Tell the children to listen to each conversation and number the superhero being described. Play the first conversation, then pause the audio and ask the children to find the superhero described. Then play the rest of the audio and tell the children to number the characters. Correct as a class.

Answers



2 Listen and sing. 2.21

Play the song and teach the words *fantastic* and *amazing*. Tell the children to follow along in their books and then sing along.

Next, you can play *Musical Statues*. Ask the children to walk around or dance on the spot while you play the song again. Stop the track at random points and the children should 'freeze' like statues. If anyone moves, they are out of the game.

3 Make a mini-book of superheroes. TIME TO TALK

Direct the students' attention to the **cut-outs** on page 97. Tell the children to colour the superheroes using coloured pencils or crayons. Then, demonstrate how to circle the correct pronoun and write an adjective for each superhero. Do the first one together, then give the children time to complete the rest, allowing them to work in pairs if they wish. When they have finished, check answers, then show the children how to fold the template to make a book and then staple the books for them. Tell the children to get into groups of three. One child holds their book and the other two put theirs down on the table. The first child chooses a page in the book and reads out the sentence, for example, *He's clever*. The other two children pick up their books and race to find the page showing the clever superhero.

FAST FINISHERS

The children practise the questions and answers in pairs, pointing to the superheroes on the page. For example, *Is she (fast)? No, she isn't*.

WRAP-UP

Write a selection of words from the unit on the board at random in two identical lists. Divide the children into two teams and ask them to line up. Give the first child in each line a board rubber. Say a word. The children holding the board rubber must make a sentence containing the word. If the sentence is correct, the child gets to rub out the word from the list. The team that rubs out all the words on their list first is the winner.

Continuous Assessment

- Are the children able to associate short audio descriptions with their corresponding illustrations?
- Can the children understand questions that use the unit vocabulary?

TRANSCRIPTS

2.20 Listen and number.

1 Interviewer: Hello! Is your favourite superhero a boy or a girl?

Girl: It's a girl.

Interviewer: A girl? Is she scary?

Girl: No, she isn't.

Interviewer: Is she invisible?

Girl: Yes, she is.

2 Interviewer: Who's your favourite superhero?

Boy: It's a boy.

Interviewer: Is he clever?

Boy: No, he isn't.

Interviewer: Is he short?

Boy: Yes, he is. He's short, but he can climb.

3 Interviewer: Who's your favourite superhero?

Girl: It's a boy. And he's fast.

Interviewer: A fast boy. Oh yes!

4 Interviewer: Tell me about your favourite superhero. Is it a girl or a boy?

Boy: It's a girl.

Interviewer: A girl, OK. Is she strong?

Boy: No, she isn't.

Interviewer: Is she scary?

Boy: Yes, she is. She's scary.

5 Interviewer: Who's your favourite superhero? Is it a girl or a boy?

Girl: It's a boy.

Interviewer: A boy? Is he fast?

Girl: No, he isn't.

Interviewer: Is he clever?

Girl: Yes, he is.

6 Interviewer: Is your favourite superhero a boy?

Boy: No, it's a girl.

Interviewer: Is she strong?

Boy: Yes, she is.

Interviewer: The strong girl. She's my favourite superhero too!

2.21 Listen and sing: *Fantastic Superheroes*

*Fantastic superheroes,
So many amazing things
they do.*

I love superheroes,

How about you?

Who's your favourite superhero?

Is he short or tall? Is he big?

Is he scary?

Can he walk up walls?

Chorus

Is it a girl? What's her name?

Is she fast or clever?

Is she strong? Can she fly?

Superheroes are forever!

Chorus

ACTIVITY BOOK

Unit 5, page 30. See Teacher's Book page 119 for the answer key and transcript.



NOW GO TO
ADDITIONAL
RESOURCES

TEACHER'S RESOURCE MATERIAL
Speaking worksheet Unit 5

LESSON 4 - SB PAGE 55

Language Objectives

To introduce vocabulary for jobs: *doctor, firefighter, police officer, teacher.*

To revise the structures *(She) can (ride a bike). (She) is (fast).*

To revise the third-person personal pronouns *he, she.*

Materials

Digital Book

Audio CD 2

WARMER

Explain the word *job*: something adults do to earn money. Ask the children if they can think of any examples of jobs and ask them what jobs their parents

do. Explain that children don't do paid jobs but they can do little jobs around the house to help their parents. Ask what little jobs they do and mention any responsibilities they have around the classroom, like turning off the light or picking things up off the floor.

1 Listen, point and repeat.  2.22

Then listen and number.  2.23

Explain that the people in the pictures are all doing their jobs. Play the first audio and ask the children to listen, point and repeat the words. Then ask them to number the pictures. Play the audio again and pause to check the answers as a class.

► **Answers**



2 Read, circle and trace.

Remind the children of the words *He* and *She*. Write them on the board and ask a boy to stand under the word *He* and a girl to stand under the word *She*. Give each child an object, for example, a pencil and say *He is (Pepe). This is his (pencil). She is (Maria). Ask for more volunteers to come to the board and ask the class to say the model sentence. Then tell the children to look at the pictures in Activity 2, circle the correct pronouns and trace the words.*

► **Answers**

1 She's, 2 He's, 3 She's, 4 He's

FAST FINISHERS

The children try to think of any other jobs they might know of and try to write a fifth sentence for Activity 2.

EXTRA ACTIVITY

Ask the children to think of a job they would like to do when they are older. It can be one that has been mentioned in the unit or another. Tell them to draw a picture of the job and write the name below. Display their work in the classroom under the title: *I want to be a...*

WRAP-UP

This game requires some classroom organisation. Play *Duck, duck, goose* but instead of the words *duck* and *goose* use words from the unit, for example, *Doctor, doctor, firefighter!* Tell the children to sit in a circle and walk around tapping each child in turn. As you tap each child, say *Doctor*, then tap one child and say *firefighter!* The 'firefighter' gets up and tries to tag you, while you run around the circle and try to sit in their place. If they don't catch you, the child takes your place to walk around the circle.

TRANSCRIPTS

 2.22 **Listen, point and repeat.**

firefighter, doctor, teacher, police officer

 2.23 **Listen and number.**

- 1 Look! He works at a school. He's helping the children.
- 2 She's clever. She's at the hospital now. She's wearing a white coat.
- 3 He's strong. He can climb.
- 4 He's clever and he can help people. He's at the police office now.

Continuous Assessment

Can the children recognise and differentiate between the different jobs? They should be able to use clues such as associated items to guess the correct job.



**NOW GO TO
ADDITIONAL
RESOURCES**

TEACHER'S RESOURCE MATERIAL

Writing worksheet Unit 5
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: *clever, costume, fast, floor, strong, superhero, teddy.*

To introduce the vocabulary *dream, X-ray glasses.*

Materials

Digital Book
Audio CD 2

Balloons, a play parachute, a ball, a jigsaw puzzle, a soft toy

WARMER

Put the children into two teams. Play *Pictionary* with the words from Activity 1 (*duck, hat, ball, guitar, parrot and robot*). Slowly begin to draw one of the objects on the board, pausing to give the children time to guess what it is before drawing more. When someone guesses, give their team a point and write the word on the board under your drawing.

1 Look and write the scene numbers.

Tell the children to look at Activity 1. Elicit the names of the items and ask the children to find them in the story and write the corresponding scene number below each picture.

► Answers

Left to right: 8, 5, 3, 1, 8, 2

2 Listen to the story.

Tell the children that they are going to listen to a story about Ryan. Play the audio and tell the children to follow along in their books. Play the audio, pausing after each scene to ask questions to check comprehension. Model and drill the phrases *Is he strong? Is he fast? He's clever. He's got X-ray glasses.* Ask the children if they have ever been for an X-ray. Elicit that an X-ray can see through things and we can use it to see things like the bones inside our bodies, or the contents of a bag in an airport. Look at story scene 5 again and make sure the children understand that Ryan is using his X-ray glasses to see inside the building. Point to scene 8 and teach the word *dream*. Put the children into groups of six. Assign each child a character and tell them to act out the story in their groups.

FAST FINISHERS

The children work in pairs and read each other the lines from a scene. Their partner needs to describe what scene it is or say the scene number.

EXTRA ACTIVITY

Select one story scene and tell the children to study it for 30 seconds. Then, ask the children to close their books and ask questions, for example, *How many (robots) are there? What colour is the (teddy)? Is there a (guitar)?* Repeat the game with more story cards.

WRAP-UP

Ask the children to read the story again. Then, tell them to read out a line from the story, for example, *Ryan! Wake up!* The children tell you the number of the scene where the line appears (scene 2). Continue saying more lines.

Continuous Assessment

The children should be able to follow the story and distinguish between the different characteristics of the superheroes.

SEL**Promote teamwork and collaboration skills.**

Foster the development of the children's social and emotional learning skills by encouraging teamwork and collaboration. Draw the children's attention to the way the superheroes in the story work together as a team. Explain that in the same way the superheroes in the story all have different powers, we all have different strengths and weaknesses. The superheroes in the story work together as a team using their powers to complement each other and we can do the same in class. Do some team building activities to demonstrate the importance of working together.

Balloon bop. You can play this game as a whole class or in small groups. The children stand in a circle. Drop a balloon into the middle of the circle and tell the children to keep it in the air.

Bounce the ball. Take a parachute or large piece of fabric outside into the playground. The children form a circle around the parachute and hold it up by the edges, keeping the fabric taut. Drop a ball onto the middle of the parachute, and give the children instructions to move it to make the ball bounce up and down. See how long they can work together to keep the ball moving and stop it from falling off the parachute.

Jigsaw puzzle. Put the children into groups of four. Divide the pieces of a jigsaw puzzle between the members of the group. The children work together to complete the puzzle.

No hands! You can play this game as a whole class or in small groups. Ask the children to stand in a circle. Give the first child an object, for example, a soft toy, and tell them that they must hold onto it without using their hands. They may try and hold it under their chin, under their arm, between their knees, etc. The children try to pass the toy around the circle without touching it with their hands.

TRANSCRIPT

2.24 Listen to the story. **SUPER RYAN!**

Scene 1

Narrator: Ryan loves comic books. His favourite superhero is Lightning. She's very fast!

Ryan: This book is fantastic!

Ryan's mum: Ryan! It's time for bed.

Ryan: OK, Mum!

Mum: Don't forget to turn the light off!

Ryan: Goodnight, Mum!

Scene 2

Narrator: Later... Ryan's asleep, but what's that noise?

Ryan: What? Who is it?

Narrator: There's someone at the window.

Lightning: Ryan! Wake up!

Scene 3

Ryan: It's Lightning!

Lightning: Ryan! We need you!

Ryan: But...

Lightning: There's no time to talk. Here's your costume.

Ryan: But...

Lightning: Let's go!

Ryan: ...OK!

Scene 4

Narrator: Look! The house is on fire.

The Bulk and Skyscraper are there.

Lightning: This is Ryan.

The Bulk: Is he strong?

Skyscraper: Is he fast?

Lightning: No, but he's clever and he's got X-ray glasses!

Ryan: I have?

Scene 5

Two voices from burning building: Heeeelp!

The Bulk: Oh, no! I can hear two people in the house!

Skyscraper: Where?

Lightning: Quick, Ryan! Use your X-ray glasses.

Ryan: ...OK!

The Bulk: I can get water!

Skyscraper: And we can rescue them. Come on!

Scene 6

Narrator: Look at the Bulk! He's got water.

Lightning: It's OK. I've got you.

Girl: Oh, no! My teddy!

Ryan: I can get it.

Scene 7

Narrator: Look at Ryan! He's got the teddy, but...

Lightning: He's falling!

Ryan: Heeeelp!

Scene 8

Narrator: It's morning.

Mum: Time to get up, Ryan!

Ryan: Where am I?

Mum: You're on the floor!



LESSON 6 - SB PAGE 58

Language Objectives

To introduce the structure *He's got a (blue cape). She's got (pink boots).*

To practise adjective and noun order.

To sing a song.

Materials

Digital Book

Audio CD 2

coloured pencils or crayons

WARMER

Review the structure *He's / She's got ...* by choosing a boy and a girl from the class and describing them. Talk about the colours of their clothes, for example, *This is (Pablo). (He's) got a (blue) (shirt).* Practise a few times, then call on pairs of volunteers to come forward and describe each other for the rest of the class.

1 Listen, point and repeat. 2.25

Play the audio and tell the children to listen and point to the pictures. Then, play it again and tell them to repeat the words. Drill, then ask individual children to say the words.

2 Listen and colour. 2.26

Ask the children what each superhero is wearing and encourage them to respond using the vocabulary from Activity 1. Play the audio pausing after each item of clothing is mentioned to allow the children time to colour the picture in. Correct the activity by making true and false sentences, for example, *(Ice Man) has got a (pink) (cape).* The children call out *True!* or *False!*

► Answers

Man: red cape, grey boots, green mask, brown belt;

Women: orange cape, black mask, yellow boots, purple belt

3 Listen and sing. 2.27

Look at the picture of Mike and Carla and ask volunteers to describe what they are wearing. Then, play the song and tell the children to follow in their books. Play the song again and sing along.

FAST FINISHERS

The children choose their favourite superhero from the story on pages 56-57 and draw and label what they are wearing.

EXTRA ACTIVITY

Put the children into groups and tell them to practise the song. They can decide how they sing it, either all the group together, or half the group singing one verse and the other half the other or they could sing alternate lines. Give them time to practise. Encourage them to add actions or have a member of the group be the superhero described. The groups then perform for the class.

WRAP-UP

Divide the class into teams. Describe a superhero for the class to guess *He's got a cape, he's got boots, he's got a red flower*. Invite the teams to guess who it is by saying their name.

TRANSCRIPTS

2.25 Listen, point and repeat.

cape, mask, belt, boots

2.26 Listen and colour.

This is Ice Man. He's very cold! He's got a red cape. He's got grey boots. He's got a green mask. And he's got a brown belt.	And this is Tiger Woman. She's scary! She's got an orange cape. She's got a black mask. She's got yellow boots. And she's got a purple belt.
---	---

2.27 Listen and sing: *Superhero, Superhero*

Superhero, superhero, He can do amazing things. Superhero, superhero, Everybody sing!	Superhero, superhero, She can do amazing things. Superhero, superhero, Everybody sing!
--	---

He's got a belt and a cape, And a fast, red bike. He's got blue boots. And his name is Super Mike!	She's got a mask and a cape, And long green hair. She's got pink boots, It's Super Carla. Yeah!
--	---

Continuous Assessment

Can the children name the different types of clothes for superheroes? They should also be able to follow along with short audio texts that use the structure (*He's got a (blue cape)*).

ACTIVITY BOOK

Unit 5, page 31. See Teacher's Book page 119 for the answer key.



NOW GO TO
ADDITIONAL
RESOURCES

TEACHER'S RESOURCE MATERIAL

Language worksheets Unit 5 (three levels to suit different abilities within your class)
Listening worksheet Unit 5

LESSON 7 - SB PAGE 59

Language Objectives

To practise writing a fact file.

Phonics: to practise the initial sound c as in *car*.

To practise the vocabulary *cape, car, cat, costume*.

Materials

Digital Book
Audio CD 2

WARMER

Introduce the theme of fact files. Write the following prompts on the board: *Name... He's... He's got... He can...* Elicit information from the children to complete a fact file for Super Ryan. (Example answers: Name: *Super Ryan*. He's *clever*. He's got *X-ray glasses*. He can see *through things*.) Do the same for a well-known superhero of the children's choice, eliciting the answers and writing them on the board.

TIME TO WRITE!

1 Look and read. Then draw, circle and complete.

Tell the children to look at Supergirl's fact file on the left. Then direct the students' attention to the fact file on the right and to the blank frame in the middle. Tell the children that they are going to invent their own superhero and complete a fact file. Read through the prompts together and check that the children understand the task, then give them time to draw their superhero and complete the fact file. Students may work in pairs. Check answers as a class.

PHONICS

2 Listen and repeat. 2.28

Draw a large letter C on the board and invite the children to tell you how it is pronounced. Invite them to

tell you words they know that begin with the sound c and write them up on the board. If the children suggest words that begin with a soft sound **c** (for example, *cinema*), praise them, but point out that you are focusing on the hard sound c today. Tell the children to look at Activity 2 and play the audio. They listen and repeat the words.

EXTRA ACTIVITY

Ask the children to make a fact file for a friend, family member, pet, famous person or cartoon character of their choice. Write prompts on the board to help them if necessary. Display the fact files around the classroom.

3 Listen and say. 2.29

Play the audio and tell the children to repeat the tongue twister. Repeat the audio as necessary and ensure that the children are pronouncing the initial sound c clearly. Repeat a few times, gradually speeding up, then invite volunteers to say the tongue twister as quickly as they can.

FAST FINISHERS

The children think what other letter in the alphabet has the **c** sound.

WRAP-UP

Divide the class into teams. Give each team a piece of paper and tell them that they have five minutes to find as many English words beginning with the initial sound c as they can. They can use their books and they must know what the words mean. The team with the most words wins. If you wish, you can extend the game by playing again with the other letters the children have learnt on the course.

TRANSCRIPTS

2.28 Listen and repeat.

costume, cape, car

2.29 Listen and say.

Colin's got a cat costume. Carrie's got a cape and a cool car.

Continuous Assessment

Assess whether the children can fill in a fact file with simple details. They should also be able to pronounce the initial sound **c** correctly.

ACTIVITY BOOK

Unit 5, page 32. See Teacher's Book page 119 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 practise the structures *This is my (sister). He can (dance). She's (strong).*

To introduce the vocabulary *balalaika, ballet, chess, skate.*

To revise the vocabulary *brother, friend, sister, teacher.*
To learn about people in Russia.

Materials

Digital Book
Audio CD 2
Unit 5 Stickers

—●—
A world map or globe

WARMER

Point to the Russian flag and to Anya. Ask a volunteer to read the text from the speech bubble and tell the children they are going to learn about life in Russia. Show them the map or globe and ask them if they know where Russia 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 Russia. Tell them that Russia is the largest country in the world and that the capital city is Moscow. Explain that it's cold and snowy in winter and sports like skiing, skating and ice hockey are popular. You could look at images of Russia, for example, Saint Basil's Cathedral in Moscow, Russian dolls, folk dancing and wildlife, such as reindeer, bears, wolves and the Siberian tiger.

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

1 Listen and circle. Then listen again and stick.  2.30

Introduce the vocabulary *chess*, *ballet*, *skate* and *balalaika*. Point out the words *brother* and *friend*. Explain that they are going to listen and circle one of the words. Ask *Is the boy Anya's brother or her friend?* Play the first dialogue and elicit the answer. Draw the students' attention to the **stickers** on page 110. Play the audio again and ask the children to say which sticker goes with each picture.

Answers



2 Draw and write about your hero.

Explain that Anya's heroes are not fictional superheroes, but real people. Explain that heroes can be people we admire, people who help us or people who have special talents. Ask the children to think about their real-life heroes, asking *Is it your mum or dad? Is it your grandad? Is it a friend? Is it a famous person?* Ask them to choose a hero and think about why they are important to them. Then ask volunteers to tell the class about their hero. Ask the children to draw their hero in the frame and write about them. Give them time to complete the activity, then ask them to mingle and show their work to each other.

FAST FINISHERS

The children present their heroes to other fast finishers. Their partner can then ask questions like *Is he / she (short)?*

EXTRA ACTIVITY

Play *I Spy*, using the story on pages 56-57. Say, for example, *I spy, with my little eye, something beginning with c*. The children guess, for example, *cape, car*. Continue with more items from the poster, for example, *I spy, with my little eye, something (purple)*. If you wish, you can continue the game using the story scenes or posters from previous units.

WRAP-UP

Play *Hangman* with vocabulary from the unit. Example words could include *superhero, costume, cape, belt, mask, boots, invisible, firefighter, doctor, teacher* and *police officer*. Give clues if necessary to help.

TRANSCRIPT

 2.30 **Listen and circle. Then listen again and stick.**

Anya: Hi! I'm Anya from Russia. These are my heroes! Can you see photo 1? This is my friend. He can play chess. He's clever.

Look at photo 2. This is my sister. She can dance ballet. She's strong.

Can you see photo 3? This is my dad. Look! He's got a hat. He can skate. He's fast.

Look at photo 4. This is my teacher. She can play the balalaika. She's clever.

Continuous Assessment

Can the children identify the different adjectives mentioned in the short audio texts? The children should be able to write about their own hero.



**NOW GO TO
ADDITIONAL
RESOURCES**

TEACHER'S RESOURCE MATERIAL
Reading worksheet Unit 5

UNIT REVIEW - SB PAGE 61

Language Objectives

To review vocabulary and structures from Unit 5.

Materials

Digital Book
Audio CD 2
Unit 5 Flashcards
Unit 5 Stickers
Trophy Stickers

Old magazines or catalogues, a large sheet of white cardboard, scissors, glue

WARMER

Show the **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. Then, stick the flashcards to the board face down and number them 1 to 8. Divide the class into Team A and Team B. Hold up a **word card** and ask Team A if they can guess which flashcard matches it by choosing a number. Turn the flashcard around and if it matches, the team wins a point.

If not, turn the card over again and Team B have a turn.

Vocabulary card cut-outs are provided on page 99 of the Student's Book for extra practice on vocabulary.

1 Look and stick.

Then listen and write **T** (true) or **F** (false).  2.31

Look at each picture in turn and ask the children to name the jobs. Then tell them to work in pairs and label the pictures using their **stickers** on page 110. Correct as a class, then explain that they are going to hear Tim and Tina talking about the pictures. Their task is to write **T** for true statements and **F** for false statements.

► Answers



police officer



teacher



doctor



firefighter

2 Read and complete. Then match.

Tell the children to look at the picture of the police officer from Activity 1 and ask them to choose the best adjective to describe him (*fast*). Tell the children to complete the sentence, then continue with the remaining phrases. Look at the sentences on the right. Ask the children to look at the police officer again and ask *What has he got?* Eliciting the answer *He's got a red belt.* Then tell them to match the other sentences.

► Answers

- clever tall strong fast
- The police officer is fast → She's got yellow boots.
 - The doctor is clever → She's got a book.
 - The firefighter is strong → He's got a computer.
 - The teacher is tall → He's got a red belt.

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 and tell them to put the trophy sticker on that activity. Encourage them to tell you why it is their favourite activity.

EXTRA ACTIVITY

Display the word cards on the board. Put the children into groups and give each group some magazines. Help them cut out pictures of people or animals from the magazines that display the qualities. Write the eight adjectives on the large piece of white cardboard and let the children stick them onto the cardboard under the correct category.

FAST FINISHERS

You may encourage the fast finishers to play *Snap!* The children work in pairs each with their own set of vocabulary card cut-outs. 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.

WRAP-UP

Tell the children to stand in a large circle. Practise spelling words in the style of cheerleaders. For example, to say *thin*, the teacher says *Give me a T!* The children call out *T* and jump as they say it. *Give me an H!* The children call out *H*. Then at the end ask *What have we got?* The children say the complete word. They can also practise making the shape of the letters as they say them. Next, stand in the same circle with the children and model a sentence, for example, *Hello, I'm (Laura). I'm (strong)*, whilst miming the action. Go around the circle and tell each child to say their name and a quality and mime an accompanying action. Then say a child's name and ask the others to do their action, for example, *Laura* (the children mime being strong).

TRANSCRIPT

2.31 **Look and stick. Then listen and write T (true) or F (false).**

- 1 **Tim:** Look at the firefighter. She's got green boots.
- 2 **Tina:** I like the doctor. He's got a big computer.
- 3 **Tim:** Look at the teacher. She's got a yellow apple.
- 4 **Tina:** Can you see the police officer? He's got a red belt.

Final Assessment

Check if the children can:

Place their stickers correctly and understand the listening activity, deciding whether the statements are true or false.

Understand, complete and match the sentence halves using vocabulary and structures from the unit and the picture as a guide.

ACTIVITY BOOK

Unit 5, page 33. See Teacher's Book page 119 for the answer key and transcript.

My new words, page 44.



NOW GO TO
ADDITIONAL
RESOURCES

TEACHER'S RESOURCE MATERIAL

Unit 5 Test (available at two different levels)



UNIT 6 OVERVIEW

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> • Present Continuous questions with <i>What</i> and answers • Structure: <i>There's a (mummy).</i> 	<ul style="list-style-type: none"> • Verbs: <i>drawing, drinking, eating, listening, reading, taking photos, talking, writing</i> • Extra: <i>cross, Egyptian, horn, Ice Age, mammoth, mummy, museum</i> 	<ul style="list-style-type: none"> • Phonics: final sound ing as in <i>king</i> 	<ul style="list-style-type: none"> • Present Continuous • <i>Have got</i> • Parts of the body • Adjectives: <i>big, small, scary</i>

Language Objectives

Grammar	Vocabulary	Functions	Pronunciation
<ul style="list-style-type: none"> • To use the Present Continuous tense. • To practise descriptions using <i>It's got...</i> • To describe a scene using <i>There's a...</i> 	<ul style="list-style-type: none"> • To understand and use action verbs. • To identify different animal body parts. • To use transport words. 	<ul style="list-style-type: none"> • To talk about what people are doing. • To describe dinosaurs and other animals. • To describe a scene. 	<ul style="list-style-type: none"> • To produce the final sound ing correctly.

Skills Objectives

Speaking	Reading	Listening	Writing
<ul style="list-style-type: none"> • To say the action verbs. • To ask and answer about what people are doing. • To name one's favourite dinosaur. • To describe a scene. 	<ul style="list-style-type: none"> • To read and understand action verbs. • To demonstrate understanding by reading and placing stickers. • To read and follow a song. • To read and understand simple sentences. 	<ul style="list-style-type: none"> • 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 final sound ing. 	<ul style="list-style-type: none"> • To complete sentences with target vocabulary.

Assessment Criteria

- The children can identify, understand and produce verbs in the Present Continuous tense.
- The children can understand and produce the question *What are you doing?* and answer.
- The children can use adjectives and body features to describe a dinosaur.
- The children can use *there's* to describe a scene.

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 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 2:** Language worksheets
- Lesson 3:** Reading worksheet
Writing worksheet
- Lesson 4:** CLIL worksheet
- Lesson 7:** Phonics worksheet
- Lesson 8:** Speaking worksheet
- Unit review:**
Unit 6 tests
End of term 3 test
End of year test
- Coloured sticky notes, real postcards, a stamp, white sheets of paper, cardboard paper, glue, scissors, Blu Tack, lively music, a world map, old magazines or catalogues



Key competences



Linguistic competence

The children develop listening, speaking, reading and writing skills, as well as grammar rules, vocabulary and phonics for pronunciation. The children learn to use the Present Continuous tense to ask about and say what they are doing.



Competence in Maths, Science and Technology

The children develop their scientific understanding as they look at dinosaurs.



Digital competence

The children become familiar with the use of technology working together on the unit using the IWB and through the interactive activities and games.



Social and civic competence

The children learn the basic social rules of taking turns when asking and answering questions. The students learn the importance of following rules.



Cultural awareness and expression

The children develop their cultural awareness learning about activities for tourists in France.



Learning to learn

The children develop strategies to improve the learning process through a variety of activities aimed at multiple intelligences.



Sense of initiative and entrepreneurship

The children develop a sense of personal autonomy by imagining a perfect day of their choice. They also choose and share their favourite dinosaur.

LESSON 1 - SB PAGE 62

Language Objectives

To practise listening skills to identify actions.

To introduce the action verbs *drawing, drinking, eating, listening, reading, taking photos, talking.*

To learn a chant.

Materials

Digital Book

Audio CD 2

Unit 6 Flashcards

WARMER

Revise previously learnt vocabulary by talking about the weather or looking around the classroom and asking questions like *Where is (the book)?* Describe an action using the Present Continuous: *I am talking to you. You are listening to me!* Then mime some actions using the new vocabulary.

1 Listen, point and repeat. Then match and say.  2.32

Elicit the names of the forms of transport on display. Play the audio and tell the children to point to, repeat and mime the words as they hear them. Then tell the children to look at the word column in pairs. They say each word or phrase, find the corresponding image in the main scene and say the number.

A **picture dictionary** is provided on page 76 of the Student's Book.

▶ Answers

1 taking photos, 2 reading, 3 drinking, 4 talking, 5 writing, 6 listening, 7 eating, 8 drawing

2 Listen and chant.  2.33  

Play the chant. Ask the class to think of a mime for each action mentioned. Play the audio again with the children miming each verb as they hear it.

3 Look and say.

Put the **word cards** up on the board. Ask the class to read them out. Tell the children to close their eyes. Take one card away. The first child to tell you which card is missing gets to take away the next word card. Tell the children to point to Ryan, Mike, Jasmin and Carla and have them say the action each is doing. Finally, check answers as a class.

▶ Answers

Jasmin: drawing, Ryan: writing, Carla: reading, Mike: listening

FAST FINISHERS

The children draw themselves doing their favourite action.

EXTRA ACTIVITY

Play a drawing game. Divide the children into two teams and line them up in front of the board. Give instructions for a drawing using the action words *drawing, drinking, eating, listening, reading, taking photos* or *talking*. For example, *The boy is eating*. The first two children run to the board and the first one to complete the drawing correctly gets a point for their team.

WRAP-UP

Display the **flashcards**, point to each action and elicit the verb. Divide the class into two groups and assign each group four verbs. The groups should remember the verbs. The children must then tell you the four verbs of their group in unison. As a fun twist, you can ask individual children to change seats with a member of the opposite group and then tell you the verbs of their new group.

TRANSCRIPTS

 2.32 Listen, point and repeat. Then match and say.

1 taking photos 2 reading 3 drinking 4 talking
5 writing 6 listening 7 eating 8 drawing

 2.33 Listen and chant: *All the Things We Do!*

Drawing, reading, talking, eating,
Taking photos too.
Listening, writing, drinking water.
Look at all the things we do!

Initial Evaluation

Evaluate whether the children can recognise the unit vocabulary from images and short audio texts as well as express which of the actions is their favourite.

ACTIVITY BOOK

Unit 6, page 34. See Teacher's Book page 119 for the answer key.

LESSON 2 - SB PAGE 63

Language Objectives

To practise listening skills.

To introduce the structure *What are you doing?*
I'm (eating) (cake).

To revise action verbs.

Materials

Digital Book
Audio CD 2
Unit 6 Flashcards

WARMER

Show the class each **flashcard** and elicit the verbs. Then take a flashcard with the picture facing towards you so the class cannot see it. Quickly turn it around to flash it at the class for a second. Ask the children to say which verb it is. If they do not know, then flash the card again. Repeat with other cards.

1 Listen and circle. 2.34 2.35

Then listen and repeat.

Ask the children to look at the picture of Carla and ask them to identify the actions *listening* and *reading*. Repeat with the pictures of Ryan and Jasmin. Tell the class to listen and circle the action they hear. Play the audio, then correct as a class. Finally, ask the children to listen to and repeat the following audio.

► Answers



2 Listen and sing. 2.36

Ask the class to look at the pictures in pairs and name each verb. Point to yourself, say your name, and mime an action. Elicit the verb, for example, *taking photos*. Then explain that Sam is asking the other children what they're doing and play the song. Encourage the children to listen and point to each child. Then invite them to sing along with the song.

3 Mime. Then ask and answer.

Explain that the boy and girl are looking at the picture in Activity 2 and playing a game. Read the speech bubbles and ask the class to repeat after you. Explain that the boy is miming Ron (who's talking on the phone) and the

girl is looking and guessing. Then ask the children to work in pairs, taking turns to ask and mime:

Child 1: *What are you doing?*

Child 2: *I'm drawing* (miming drawing).

Child 1: *You're Pat.*

FAST FINISHERS

The children draw a picture dictionary in their notebooks, using images like the photos in Activity 1 to represent the different actions.

WRAP-UP

In pairs, the children play a miming game. Child A says *What are you doing?* to Child B, who then mimes an activity for Child A to guess. They then swap roles. To make it more fun, the children can choose to do the action in the role of, for example, a superhero or an animal.

TRANSCRIPTS

2.34 Listen and circle.

Narrator: Hello, Carla. What are you doing?

Carla: I'm reading.

Narrator: Hi, Ryan. What are you doing?

Ryan: I'm eating.

Narrator: Hello, Jasmin. What are you doing?

Jasmin: I'm drawing.

2.35 Listen and repeat.

Carla: I'm reading.

Ryan: I'm eating.

Jasmin: I'm drawing.

2.36 Listen and sing: *What Are You Doing?*

Hi, Jake! What are you doing?

What are you doing, Jake?

Hi, Sam! Can't you see?

I'm eating cake!

Hi, Pat! What are you doing?

What are you doing, Pat?

Hi, Sam! Can't you see?

I'm drawing a cat!

Hi, Rory! What are you doing?

What are you doing, Rory?

Hi, Sam! Can't you see?

I'm reading a story!

Hi, Lola! What are you doing?

What are you doing, Lola?

Hi, Sam! Can't you see?

I'm drinking cold!

Hi, Ron! What are you doing?

What are you doing, Ron?

Hi, Sam! Can't you see?

I'm talking to John!

Hi, Sue! What are you doing?

What are you doing, Sue?

Hi, Sam! Can't you see?

I'm taking a photo of you!

Continuous Assessment

Can the children associate the different actions with related objects? Consider whether they can follow along with the song containing the unit vocabulary.

ACTIVITY BOOK

Unit 6, page 35. See Teacher's Book page 119 for the answer key and transcript.



NOW GO TO
ADDITIONAL
RESOURCES

TEACHER'S RESOURCE MATERIAL

Language worksheets Unit 6 (three levels to suit different abilities within your class)
Listening worksheet Unit 6

LESSON 3 - SB PAGE 64

Language Objectives

To introduce the structure *What are you doing?*
I'm (drawing).

To ask and answer questions in pairs using the structure learnt.

To write a description of a picture using the structure *I'm (reading) (a book).*

Materials

Digital Book
Audio CD 2
Unit 6 Flashcards
Unit 6 Stickers
Unit 6 Cut-outs

Scissors, glue, Blu Tack, lively music

WARMER

Review the verbs using the **flashcards**, then remove two flashcards without the class seeing them. Ask them to chant *What are you doing?* The class chants the question and you answer with the six remaining flashcards: *I'm drawing and I'm...* Ask the class to say which two flashcards are missing.

1 Listen and number. 2.37

Ask the class to work in pairs and say the actions they can see. Then play the audio and ask them to number the children as they listen. Correct as a class.

► Answers

Left to right: 1, 3, 5, 2, 4, 6

2 Read and stick.

Ask individual children to mimic what their favourite activity is. Then, have students look at the pictures in the book and the **stickers** on page 110 and say what each child is doing. Finally, they stick the pictures and the speech bubbles in the correct place. Check answers as a class.

► Answers



3 Make a bus and play. TIME TO TALK

Draw the students' attention to the **cut-outs** on page 101 and help the children cut out the bus. They stick the children into the bus windows in the order they choose. One student chooses a child on the bus and the other asks questions to find out who it is:

Child 1: *What are you doing?*

Child 2: *I'm reading.*

Child 1: *You're boy B.*

FAST FINISHERS

Tell the children to draw their own bus with children from the class doing different actions.

EXTRA ACTIVITY

The children sit in small groups with their cut-out and play a guessing game. They take turns to give a clue about someone on the bus and the others say what that person is doing.

Child 1: *I'm a (girl). I am wearing (a red T-shirt).*

What am I doing?

Child 2: *You are drinking.*

WRAP-UP

Clear a space and ask the children to stand up. Stick the flashcards around the room using Blu Tack. Play some lively music and ask the children to dance. Stop the music and say *I'm reading*. The first child to touch the corresponding flashcard gets to stop the music the next time.

TRANSCRIPT

2.37 Listen and number.

- 1**
Parrot: Squawk! What are you doing?
Boy 1: Oh! Hello, parrot. I'm talking. I'm talking to you.
- 2**
Parrot: Hello! What are you doing?
Boy 2: I'm eating a banana. Mmm, yummy!
Parrot: Mmm, I like bananas too.
- 3**
Parrot: Hello! What are you doing?
Girl 1: I'm drawing. I'm drawing a picture of the pyramid.
- 4**
Parrot: Squawk! What are you doing?
Boy 3: I'm taking photos.
- 5**
Parrot: What are you doing?
Girl 2: I'm drinking water. It's hot today.
- 6**
Parrot: Squawk! Squawk! What are you doing?
Girl 3: I'm writing. I'm writing about the pyramid.
Parrot: Oh, bye bye!
Girl 3: Goodbye, parrot!

Continuous Assessment

Check if the children can ask their classmates what they are doing, using the Present Continuous and then respond to the same question.

ACTIVITY BOOK

Unit 6, page 36. See Teacher's Book page 119 for the answer key and transcript.



NOW GO TO
 ADDITIONAL
 RESOURCES

TEACHER'S RESOURCE MATERIAL

Reading worksheet Unit 6
 Writing worksheet Unit 6

LESSON 4 - SB PAGE 65

Language Objectives

To introduce the word *horn*.

To revise parts of the body vocabulary: *arm, head, leg, teeth*.

To practise adjectives *big, short, small, strong, tall*.

To practise the structures *It's got (a small head). It's (tall)*.

Materials

Digital Book
 Audio CD 2

Coloured sticky notes

WARMER

Write the word *dinosaur* on the board and, if possible, show the class some pictures of dinosaurs or find dinosaur images on the internet. Ask the class to tell you what they know about dinosaurs. Elicit or explain that dinosaurs lived millions of years ago, some were very big, some ate plants and others ate other dinosaurs, they became extinct before humans existed and scientists learn about dinosaurs by looking at fossils.

1 Look, listen and number. 2.38

Ask the class to look at the pictures and say the dinosaur names with the children. With a drawing or picture of a horned dinosaur, review the body vocabulary *arm, leg, head, teeth* and introduce the word *horn*, pointing it out in the Triceratops picture as well. Explain that they will hear a boy and a girl talking about the dinosaurs and tell them to number the dinosaurs. Correct as a class.

► Answers

Clockwise: 2, 4, 1, 3

2 Read the description and match.

Ask a volunteer to read out the first sentence and ask the class to match it to the correct dinosaur (*Gallimimus*). Tell the children to read the other descriptions in pairs and then look at Activity 1 and match the remaining sentences to the corresponding dinosaurs. Correct as a class.

► Answers

1 Gallimimus, 2 Triceratops, 3 Tyrannosaurus Rex

3 Read and say.

Have a class discussion about the dinosaurs seen in the unit. Write the names of the dinosaurs on the board and ask individual children which one they like best and why. Then have a vote and draw a bar chart on the board showing the most popular to the least popular dinosaur. Make a large version for the classroom using coloured sticky notes. Get all the children to participate.

FAST FINISHERS

Tell the children to think of another animal and to write a description like those in Activity 2.

EXTRA ACTIVITY

Put the children into small groups to brainstorm and write down animals with the features you describe, for example, *animals with two legs*. Give them a time limit. The group with the most animals wins.

WRAP-UP

Ask the class to make up a dinosaur of their own and think about what it looks like: *Has it got four legs or two legs and two arms? Has it got a big head? Has it got big teeth? Is it big or small? Is it scary? What colour is it?* Tell the children to draw their dinosaur, invent a name for it and write a short description: *It's (big). It's (orange). It's got (four legs) and (a big head).*

TRANSCRIPT

2.38 Look, listen and number.

- 1 Look at this dinosaur! It's very tall. It's got four legs. And it's got a small head.
- 2 This dinosaur is tall and it's scary. It's got two legs and two very short arms. It's got a big head. Oh yes, and it's got big teeth!
- 3 Look at this dinosaur! It's got two arms and two legs. It's got a small head. It can run fast.
- 4 I like this dinosaur. It's strong. It's got four legs and it's got three horns.

Continuous Assessment

Can the children understand short texts identifying different types of dinosaurs based on physical descriptions? Assess whether they can write the names of the types of dinosaurs.



NOW GO TO
ADDITIONAL
RESOURCES

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 and structures in context: *dinosaur, following, listening, room, taking photos; What are you doing?*

To introduce vocabulary: *cross, Egyptian, Ice Age, mammoth, mummy, museum, real.*

To revise the expressions: *Thank you! Smile, please!*

Materials

Digital Book
Audio CD 2

WARMER

Before opening the books, write *School Trips* on the board and ask the children to remember all the school trips they have been on. Adapt the questions as necessary taking account of the past tense or allow the children to express themselves in their own language when needed. Write the places on the board and encourage them to say whether they enjoyed the trip or not. Ask them if anything unexpected or scary happened on the trip. Tell them that the story they're going to read is about a school trip and get them to guess where Carla and Mike's class are going. Ask them to say what things they might see in a museum and write them up on the board.

1 Find and colour. Then say.

Tell the children to look at Activity 1. Elicit the names of the items: *dog, R, bird, twelve, cat, chair* and give the children time to find the items in the story and colour them. Finally, ask the students to name the items chorally.

► Answers

Left to right: scene 1 - dog / brown, scenes 6 & 8 - R / blue, scene 4 - bird / yellow, scene 3 - twelve / white, scene 6 - cat / pink, scene 5 - chair / green

2 Listen to the story. 2.39

Point to story scene 1 and tell the children to identify the characters and ask where they are. Play the audio, pausing after each story scene and ask comprehension questions. When the children have listened to and understood the story, play the audio. The children listen and follow the story in their books. Then write up three headings on the board: *The Dinosaur Room, The Egyptian Room* and *The Ice Age Room*. The children describe what happens in the story in each room: *There is (a mummy). The mummy (is following) Mike and Carla.*

FAST FINISHERS

Tell the children to try to find characters doing the different actions that they've learnt. How many can they find?

EXTRA ACTIVITY

Prepare this in advance. Write a series of questions about the story. You can also get the children to each think of a question, write them on paper (without showing anyone) and hand them to you. Allow mistakes at this stage. They can be about who says which lines, what happens in particular scenes, what characters are wearing, who is standing next to which character, where you can see particular people or objects. You could even have multiple choice questions, for example, *how many times do we see a particular character: a) 3, b) 5, or c) 7 times? Who says a particular line: a) Carla, b) Mike, or c) Sally?* This can then be done as a team quiz. If the children are also involved in writing the questions, they will pay much more attention and extract far more information from the story.

WRAP-UP

Call eight volunteers to the front and assign each of them a story scene. Ask them to point to the scenes to the class in turn and help them describe what they can see. Repeat the procedure until all the students have participated.

Continuous Assessment

The children should be able to follow the story and infer information about the main characters' emotional states as the story progresses.

SEL

Understanding the importance of rules.

Foster the development of the children's social awareness skills. Encourage the children's understanding of the importance of observing and following rules in order to consider the wellbeing of themselves and others. Point to story scene 3 and say that Carla and Mike are scared because they can see scary things at the museum (a mummy and a T-rex). Ask why that happened and why they were so scared. Elicit that it was because they left the group and didn't obey their teacher, so they were alone. Have a class discussion about being a large group of children on a trip. Ask *What do you need to be careful about?* Elicit *Staying on the pavement, keeping with the group, listening to the instructions of your teacher.*

Explain that when teachers tell us to do something, it is always for our own good. Ask the children to get into small groups and act out situations in which not following rules has resulted or could result in a bad situation.

Then have a class discussion on the importance of obeying rules to prevent accidents or other bad circumstances and keep a safe and harmonious learning environment.

TRANSCRIPT

2.39 Listen to the story. **A DAY AT THE MUSEUM**

Scene 1

Narrator: Mike's class is at the museum.

Teacher: Everybody listen to me, please!

Joe: I'm listening.

Teacher: Thank you, Joe.

Scene 2

Teacher: What are you doing, Jasmin?

Jasmin: I'm taking a photo.

Mike: Carla, look! It's the Dinosaur Room!

Carla: Let's go and look!

Scene 3

Narrator: Carla and Mike are in the Dinosaur Room.

Mike: There's a triceratops.

Carla: Oh, no! There's a real dinosaur. Run!

Scene 4

Narrator: Now Carla and Mike are in the Egyptian Room.

Carla: It isn't following us.

Mike: There's a mummy. RUN!

Scene 5

Carla: Look! There's Ryan.

Mike: There's a mummy. It's following us!

Ryan: What?

Scene 6

Narrator: Now the class is in the Ice Age Room.

Carla: There's a dinosaur too!

Mike: ...and it's real!

Sally: Look, class! There's a mammoth.

Scene 7

Mike: Oh, no! There's a teacher... and she's cross.

Ryan: Oops!

Sally: Mike! Carla!

Narrator: Mike and Carla are in trouble now.

Scene 8

Narrator: It's time to go back to school.

Ryan: Look, Mike! There's a dinosaur! And a mummy!

Jasmin: Smile, please!



ACTIVITY BOOK

Unit 6, page 37. See Teacher's Book page 119 for the answer key.

LESSON 6 - SB PAGE 68

Language Objectives

To introduce the structure *There's a (mummy).*

To practise vocabulary learnt in the story.

To say a chant.

Materials

Digital Book

Audio CD 2

WARMER

Revise with the children the list of things they might see in a museum and get them to call out items. If they can't remember, point to the story scenes. Write all the suggestions up on the board and add any new ones. Using this list, play a mime game, for example, mime being a dinosaur, or flying a plane and choose a child to say which item you are miming. That child then takes a turn and chooses someone else. Make a copy of the list to use in a game later on.

1 Listen and chant.  2.40  

First ask the children to name the objects they can see in Activity 1. Then, copy the full lyrics of the chant on the board. Have students read out the chant and chant along with the audio.

2 Listen and say.  2.41

Introduce the structure *There's a (pencil case) (on my desk)* using classroom objects. Then tell the children to look at Activity 2 and say what there is in the picture using the same structure. As they listen to the audio, pause it to allow individual children to say which picture is being referred to.

▶ Answers

2, 2, 1, 2, 1

3 Look and say.

This can be done as a class activity, asking individual children to make statements about the pictures using the structure *There is a (bike) (in front of) (a painting)*. It could also be done in pairs.

FAST FINISHERS

The children choose one of the pictures in Activity 1 and use the same structure to write a description in their notebooks.

EXTRA ACTIVITY

Get all the children to hold up one finger on their left hand and two fingers on their right hand. Then, with their books closed, describe something from one of the museum scenes in Activity 2, for example, *There's a green car*. The children hold up their one or two fingered hand to say which picture it is (1 or 2).

WRAP-UP

Play *Hangman!* Use the list of museum items. Divide the class into two groups and write the gaps for the first word. Ask the children to take turns raising their hands to say letters and guess the word. Give a point to the group of the child who guesses the word and ask that child to come to the board. Help them choose a different word, write the gaps and lead the game.

TRANSCRIPTS

 2.40 Listen and chant: *I Love the Museum!*

I love the museum,
It's my favourite place.
I go there with my school.
So many interesting things
to see,
Museums are really cool!

There's a dinosaur,
It's really scary!
A mammoth too!
It's big and hairy!

There's a plane.
There's a car.
There's a very old bike.
So many things that I really like!

There's a mummy from
Egypt.
A painting from Spain.
Museums are great!
Let's go again!

 2.41 Listen and say.

Carla: Which picture is this? There's a dinosaur and a green car.

Mike: Can you see which picture this is? There's a painting and a red bike.

Carla: In this picture there's a mummy and a yellow car.

Mike: In this picture there's a mummy and a mammoth.

Carla: Which picture is this? There's a cupboard and a red plane.

Continuous Assessment

Check if the children understand descriptions using the construction *There's a (bike)*.

Assess whether they can describe what objects there are in an image.

LESSON 7 - SB PAGE 69

Language Objectives

To practise writing the structure *There's (a big train)*.

Phonics: to practise the final sound **ing** as in **king**.

To introduce the vocabulary *king, ring, swing*.

Materials

Digital Book
Audio CD 2

Real postcards, white cardboard paper, a stamp,
sheets of paper

WARMER

If possible bring in some postcards that you've received yourself and hand them around for the children to see. Point out features of the postcards. Ask them to look at the photos showing locations and guess where they are. If you have any postcards written to you in English, even better! If you cannot find any old postcards, write or send a postcard to your class!

TIME TO WRITE!**1 Read and complete. Then write a postcard.**

Remind the children of what they have learnt about trips to a museum and that when we make a trip it is nice to send someone a postcard about it. Draw the students' attention to the photo and ask if they know what a transport museum is and what they might expect to find there. Then the children use the words in the box to fill in the spaces in the postcard. Correct as a class.

Answers

Top to bottom: Museum, fantastic, bus, train, like

PHONICS**2 Listen and repeat.**

Play the audio and encourage the children to listen and repeat the words. Write *ing* on the board and choose someone to say how it's pronounced. Then write an *s* at the beginning to make *sing*. Choose a child to say what it means. Then choose a volunteer to come out and make it into another word by rubbing out the *s* and substituting other letters. Give special praise to those who can suggest other words.

3 Listen and say.

Play the audio and let the children listen to the tongue twister. Pause after each line for the class to repeat. Encourage the children to say the tongue twister, first slowly and then more quickly. As a follow-on you could ask the children to make their own tongue twisters using all the *ing* words they know.

FAST FINISHERS

Ask the children to copy the phonics words into their notebooks and to illustrate each one.

EXTRA ACTIVITY

Ask the children to bring a stamp to class. Make a postcard for every child using cardboard paper, but leave the front part blank. Tell the children to write a postcard for a friend or family member. Provide help as needed. Encourage them to decorate the front part, then you may take the postcard home and post it.

WRAP-UP

Find a short film or video clip about a museum and write 10 sentences about what is happening at different points in the clip on sheets of paper: *The children are looking at a dinosaur, etc.* Divide the class into small groups. Hand the sheets out to the groups. Show the clip. When a group sees the action written down happening on screen, they shout *Stop!* If they are correct, they score a point.

TRANSCRIPTS**2.42 Listen and repeat.**

king, swing, ring

2.43 Listen and say.

Look! A king on a swing with a ring listening to a bird sing.

Continuous Assessment

Evaluate whether the children can fill in words to complete a postcard text.

They should also be able to pronounce the final sound **ing** correctly.

ACTIVITY BOOK

Unit 6, page 38. See Teacher's Book page 119 for the answer key.



**NOW GO TO
ADDITIONAL
RESOURCES**

TEACHER'S RESOURCE BOOK
Phonics worksheet Unit 6

LESSON 8 - SB PAGE 70

CULTURE

Language Objectives

To practise the structure *I am (eat)ing.*

To practise the vocabulary *drawing, eating, reading, taking photos.*

To learn about famous landmarks in Paris.

Materials

Digital Book
Audio CD 2
Unit 6 Stickers

A world map or globe, large sheets of cardboard paper, pictures and images of France (Mont Blanc, cheese, croissants, Eiffel Tower, etc.)

WARMER

Show the children where France is on a map and point to the image of the French flag. Then find some images of France on the internet and introduce the country to the children. Interesting images include: Mont Blanc (Europe's highest mountain), cheese as a popular food with more than 300 types, the Tour de France bike race, croissants and pain au chocolat as popular snacks or breakfast foods, the 14th of July Bastille Day celebrations and fireworks. Tell them that Paris is the capital city and ask if anyone has been there. Show them images or videos of famous places in Paris.

 Watch the video **A day out in Paris** to introduce the lesson theme.

1 Read and stick. Then listen and number.  2.44

Point to Hugo at the top and read out his speech bubble. Explain that Hugo is going for a day out in Paris with his family. Then point to the photos and get the children to say what they can see. Point to the captions and read them out with the class. Tell the class to look at the **stickers** on page 110 and find the correct sticker for each caption in pairs. Correct as a class. Explain that they are going to listen to Hugo talk about his day in Paris. Tell the children to listen and number the pictures. Correct as a class.

► Answers



2 Now draw and write about a day out.

Tell the class about a place you like going for a day out, why you like it, what you do there, what you eat and drink, etc. Then invite the children to say places they like going for a day out with the family, for example, the zoo, a city farm, a theme park, the beach, the countryside. Tell the class to draw a place they like going to in the frame on the left and ask them to complete the sentences on the right (name of the place and what they are doing).

FAST FINISHERS

Remind the children of some of the other cities and countries they have covered in other units such as New Zealand or London and to write a list of everything they can remember from those places.

EXTRA ACTIVITY

Ask the children to get into groups and to think of activities they could do in their local town. They then mime the activities for other groups to guess what they are doing and where.

WRAP-UP

Ask the children to look back over all the countries they have seen in the book: the Netherlands, Australia, UK, New Zealand, Russia and France. Make a group for each country and give them a large sheet of cardboard paper. They draw the flag and the name of the country at the top and then three things they liked about the country that they learnt in the unit. Display the posters around the classroom.

TRANSCRIPT

 2.44 Listen and number.

Hugo: Hi, I'm Hugo from France. Today, I'm in Paris with my family. Paris is the capital city of France.

1

I'm on a boat. I can see the river and trees and houses. I like this boat. I'm taking photos of Notre Dame.

2

I'm at the Eiffel Tower. It's very tall. Look! I'm drawing a picture. The Eiffel Tower is fantastic!

3

I'm at the beach now. It's hot and sunny. I'm reading a book.

4

I'm hungry! I'm eating cake. It's called *clafoutis* and it's my favourite cake. Mmm, yummy!



NOW GO TO
ADDITIONAL
RESOURCES

TEACHER'S RESOURCE MATERIAL
Speaking worksheet Unit 6

UNIT REVIEW - SB PAGE 71

Language Objectives
To review vocabulary and structures from Unit 6.

Materials

Digital Book
Audio CD 2
Unit 6 Vocabulary card cut-outs
Trophy Stickers

Old magazines or catalogues, scissors, glue

WARMER

Display the Unit 6 **Vocabulary card cut-outs** that are provided on page 103 of the Student's Book. Choose an action from the cards and write it on a piece of paper. Tell the class you are thinking of an action and they have to guess it, asking *Are you (listening)?* If the class guesses the word in three guesses, then give them a point. If they don't guess the word, then you get a point.

1 Listen and write T (true) or F (false). 2.45

Tell the class to look at the illustration in Activity 1. Explain that the insect robot is asking the Techies family questions and some of the answers are true and some are false. Tell the children to write a *T* for *True* or an *F* for *False* next to the numbers as they listen.

Play the first excerpt, pause the audio and correct as a class. Then continue with the other excerpts. Play the audio a second time and then correct as a class.

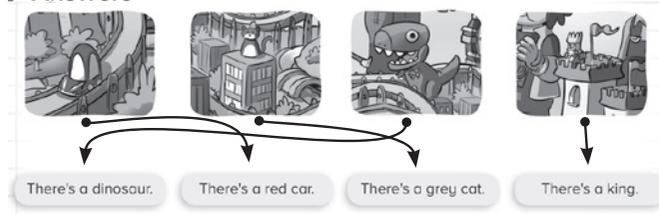
► Answers

1 F, 2 T, 3 F, 4 F

2 Look and match.

Direct the children's attention to Activity 2. Ask the students to match the pictures to the corresponding sentences. Check answers as a class.

► Answers




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. Draw the students' attention to the **stickers** on page 111. Tell them to put the trophy sticker on that activity. Encourage them to tell you why it is their favourite activity.

FAST FINISHERS

The children describe the picture in Activity 1 using the construction *There's a (red) (car)*.

WRAP-UP

Divide the class into groups. Distribute some old magazines and catalogues. They need to find as many examples as they can of people eating, drinking, running, reading, writing, talking, drawing or taking photos. Then help the children cut them out and make a collage. Display the collages around the classroom.

TRANSCRIPT

2.45 Listen and write T (true) or F (false).

- | | |
|---|---|
| <p>1
Techie robot: Hello, Mum!
What are you doing?
Mum: Oh, hello! I'm writing.
I'm writing a postcard</p> | <p>3
Techie robot: Hello Tina,
what are you doing?
Tina: I'm drinking. I'm
drinking juice.</p> |
| <p>2
Techie robot: Hi Tim, what
are you doing?
Tim: I've got my pencils. I'm
drawing.</p> | <p>4
Techie robot: Here's Dad.
Dad, what are you doing?
Dad: Me? I'm reading a book.</p> |

Final Assessment

Check if the children can express different actions in the Present Continuous, and identify and describe different elements in a scene.

ACTIVITY BOOK

Unit 6, page 39. See Teacher's Book
page 119 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)

Language Objectives

To listen to and answer questions about a story.

To review adjectives and actions vocabulary.

To review the structures (She)'s (fast).

I'm (taking) (a photo). What are you doing, (Tim)?

He's got (long legs).

Materials

Digital Book

Audio CD 2

Units 5 & 6 Flashcards

Techies Stickers Units 5 & 6

A piece of white paper with a 3cm hole cut into it

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

Display the Unit 5 **flashcards** and review the adjectives. Tell the class *Close your eyes!* and remove a flashcard. Say *Open your eyes! What's missing?* Elicit the missing adjective. Repeat, taking away two, three or more flashcards once the children are familiar with the game.

Pre-listening activity

Hand out the Unit 5 flashcards and **word cards**. Get the children to walk around the room saying their word until they find their partner. Once they find them, they hold hands and stand at the front of the room. When everyone is paired up, they say their word to the rest of the class. Play again so everyone has a turn.

● Listen to the story. What is Granny's secret? 2.46

Tell the children that they are going to read and listen to a story about Granny and Boris and pre-teach the word *secret*. Tell the children to look at the story. Play the audio and ask them to follow along in their books. Play the story again, then ask the children some simple questions about each scene. Say, for example, *Look at scene (1). Who's this? (Granny). Look at scene (2). What colour is the (dog)? (Blue). Who's this? (Boris).* Elicit adjectives wherever possible: *Is the (train) (slow)? (No, it isn't). It's (fast).*

Finally, have the class say that Granny's secret is that she is a superhero / becomes Super Granny.

Post-listening activity

Ask the children to tell you about a trip with their class. Then, ask them to work in groups and tell them to imagine that something happens on their trip and a superhero comes to save the day. The children work in groups to invent their story and practise a short scene. When they are ready, they act it out for the rest of the class.

EXTRA ACTIVITY

Tell the children that you are going to spell the names of some things from the story and that they have to guess the words. The children look at the story and listen and say the words. Some examples could include: G-R-A-N-N-Y, T-R-A-I-N, D-O-G, B-R-I-D-G-E, S-P-I-D-E-R, P-O-L-I-C-E O-F-F-I-C-E-R. If the children are able, they can continue the game in pairs.

WRAP-UP

Put the children into two teams. Play *Pictionary* with the Unit 5 word cards. Slowly begin to draw a picture to represent one of the adjectives, pausing to give the children time to guess what it is before drawing more. When someone guesses, give their team a point.

TRANSCRIPT

2.46 Listen to the story. What is Granny's secret?

Scene 1

Narrator: This is Granny. She's old. She isn't fast or strong... but she's got a secret!

Scene 2

Narrator: This is Boris. He's got lots of legs and he's scary. He's got a secret too.

Scene 3

Narrator: Tina and Tim are going to the museum with their class today.

Granny: Here's your lunch.

Tina: Come on, Tim! We're late.

Scene 4

Narrator: Tim and Tina are on the train with their class.

Tina: I like this train. It's very fast!

Narrator: Look at Tim! He's got a camera.

Teacher: What are you doing, Tim? Sit down!

Scene 5

Tim: Oh, no!

Scene 6

Narrator: At home...

TV news presenter: It's Doctor Klang again!

Granny: Come on, Boris! This is a job for Super Granny!



Part 2 - SB Page 73

WARMER

Cover a Unit 6 **flashcard** with a piece of whitepaper with a small hole cut into it. Slowly move the paper around to reveal different parts of the picture through the hole and invite the class to name the action. When the children guess, invite a volunteer to come to the front of the class and reveal another flashcard for the rest of the class to guess.

Pre-listening activity

Tell the children to look at the story. Make true and false statements about the pictures, for example, *In picture 1, Granny is drinking a cup of tea* (false). *In picture 2, the dog is blue* (true). The children say *true* or *false* and put their thumbs up or down. Continue asking comprehension questions, for example, *Tim and Tina are on the bus* (false). *Granny is a superhero* (true).

● Listen to the story. Then stick. 2.47

Remind the children of the story. Play the audio and tell them to follow the story in their books. Direct the students' attention to the **stickers** on page 111. Read the speech bubbles together and check that the children understand all the vocabulary. Then, tell them to work in pairs and decide where the stickers go in the story. Play the story again for them to check their answers, pausing if necessary, then check answers as a class before they stick on the speech bubble stickers.

Post-listening activity

Read out the texts from the speech bubbles, for example, *Here's your lunch*. Ask the children *Who said that?* They look at the story and say the names of the characters.

EXTRA ACTIVITY

Act out the story. Assign roles to the children: Tim, Tina, Granny, Boris, the dog owner, the dog, the teacher, the children in Tim and Tina's class, Doctor Klang and the police officers. Allocate different parts of the class for each of the three settings: the house, the train and outside the train. Arrange chairs in rows to make the 'train'. Practise a few times, then repeat the play, changing roles to allow the children who didn't have a speaking part to have a turn at speaking. If it turns out well, you could perform it for a younger class and sing the song *Fantastic superheroes!* (see page 54) at the end!

WRAP-UP

Show the children five of the Unit 6 flashcards, for example, *drawing, drinking, eating, talking* and *writing*. Ask the children to memorise them. Now do a quick TPR routine. Say *Everybody stand up! Now touch your nose! Touch your knees! Turn around! Jump! Sit down*. When the children are sitting down, ask them to tell you the five flashcards they had to remember. Repeat with different flashcards.

TRANSCRIPT

2.47 Listen to the story. Then stick.

Scene 7

Narrator: Doctor Klang is a scary super-villain.

Teacher: Oh, no! It's Doctor Klang!

Scene 8

Tina: Look! Super Granny!

Gina: She's my favourite superhero!

Tim: I'm taking a photo!

Scene 9

Narrator: Super Boris is here too.

Granny: Well done, Boris!

Granny: It's time to stop Doctor Klang!

Scene 10

Narrator: Super Granny is catching Doctor Klang.

Tina: Look at Super Granny!

Tim: She's fast and she's strong!

Scene 11

Narrator: Here are the police.

Policewoman: Thank you, Super Granny!

Policeman: And thank you, Super Boris!

Scene 12

Narrator: Tina and Tim are home again.

Granny: Hello! Tell me about your day!

Tina: Guess what...



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 cut in circle shape (one per team), paper clips (one per team), coloured counters for each child (nine) or a selection of coloured cardboard sheets to make counters, a stopwatch

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 group).

END OF TERM 1 GAME

Units 1 and 2

1 Play *Bingo!*

The children need coloured counters to identify the pictures they choose. If the classroom materials don't include sets of counters, these can be simple, coloured balls of paper or small squares of coloured card. They place their nine counters on each of their pictures and they can practise saying the words out loud as they do. If it's an all-class activity, it's best for the teacher to demonstrate how bingo works. Explain to the children that they need to lift the counters from their chosen pictures as they hear the words mentioned. If the word selected by the teacher doesn't correspond to any of their nine chosen pictures they must wait to hear the next word. The first child to lift all nine counters from the page shouts *Bingo!* The children are sure to be happy if the prize is that the winner gets to call the next nine pictures. Bingo can equally be played in small groups where the children take turns to call the words. Continue the activity for as long as they are engaged.

► Answers

Green game: 1 door, 2 chair, 3 make madels, 4 violin, 5 dance, 6 bookcase, 7 piano, 8 rug, 9 bedroom

Red game: 1 drums, 2 kitchen, 3 juggle, 4 bathroom, 5 plant, 6 make models, 7 window, 8 play the guitar, 9 table

Blue game: 1 sing, 2 cupboard, 3 drums, 4 plant, 5 living room, 6 violin, 7 bathroom, 8 book, 9 do karate

Orange game: 1 paint, 2 ride a bike, 3 rug, 4 door, 5 flute, 6 garden, 7 bananas, 8 bedroom, 9 piano

END OF TERM 2 GAME

Units 3 and 4

1 Play *Battleship*.

This is a nice activity for the children to do in pairs. It's based on the traditional board game *Battleship*. Ask the children to silently think of four clothes words and to write them in the blue *my words* table. They can write the words horizontally, vertically or diagonally, but they can only write one letter in each square. Explain to the children that it is important that they hide what they write from their classmate. The children then take turns to try and be first to discover their classmate's words and their location on the square. They do this by indicating the different squares. *What's C4?* might elicit a letter from their partner (if this square contains one of the letters they have written), or a response of *It's blank!* Pre-teach this word. If the children guess the location of a letter correctly, they write it in *my friend's words* table. With a few letters written they might be able to guess the full words.

This first child to find his / her classmate's four hidden words wins the game.

The dynamics of the second board game is the same as in the first one. It allows the children to play the game with a different lexical set (e.g. animal words).

END OF TERM 3 GAME

Units 5 and 6

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 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. In order that the game does not end too quickly, the children could work with a die 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 die

(see picture below). The children spin a paper clip and depending on which number it stops at, they move this number of squares forward.

► Answers

Square 1: Start

Square 2: shoes, mask, belt

Square 3: I'm listening to music.

Square 4: She's a doctor.

Square 5: Yes, he is.

Square 6: I'm hungry.

Square 7: It's a dinosaur.

Square 8: He's tall.

Square 9: She's a firefighter. He's a police officer.

Square 10: I'm taking photos.

Square 11: She's got a mask and a cape.

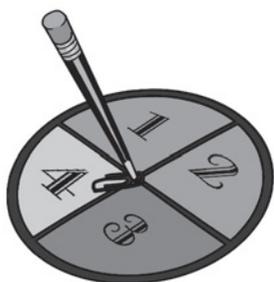
Square 12: He's reading.

Square 13: He's invisible.

Square 14: I'm drinking water.

Square 15: Child's own answer.

Square 16: Finish!



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 (*do karate, chair, lizard, jeans, sing, butterfly, fast, eating, strong, juggle, plant, shoes*). 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

I can speak English!

AB PAGE 46

BOOK DAY

Language Objectives

To practise listening skills.

To revise rooms in the house vocabulary: *bedroom, garden, hall, kitchen, living room*

To develop cultural knowledge of World Book Day.

Materials

Digital Book

Activity Book Audio (available online)

Festivals Cut-outs: Book Day

Coloured pencils or crayons, glue, scissors

WARMER

Tell the children that you are going to celebrate *Book Day* together. Explain that this is an international day aimed at promoting and encouraging reading from an early age. Each year, on 23 April, celebrations take place all over the world to recognize the magical power of books and literature. Tell the class about your favourite book and ask the children if they have a favourite book too. Encourage the students to listen to their classmates and be respectful at all times.

1 Look, read and number.

Direct the students' attention to Activity 1 and encourage them to look at the photos. Ask the class whether the pictures have anything in common (*Yes, they do. The children in the photos are in different parts of the house and all of them are reading a book*). Have the students read the sentences below and number the pictures accordingly.

► Answers

Left to right: 4, 3, 1, 2

2 Listen and chant.



Draw the children's attention to Activity 2. Explain to the children that they are going to listen to a chant. Point to the title and teach the phrase *Let's Read!* Play the audio. When they hear the word *book*, the children should mime reading a book (using their hands as a book and pretending they are reading). Play the audio a few times encouraging the children to listen and chant while performing the action mentioned above.

3 Make a bookmark.



TIME TO TALK

Teach the word *bookmark*. Write the word on the board and explain that it is a piece of paper, leather or plastic that we can place between the pages of a book when we finish reading so that we can find a page again quickly. Tell the children that they are going to make their own bookmarks. Then ask them to open their Activity Books at page 49 and help them cut out the Book Day cut-out. Point to the black and white illustrations on the right and tell the class that they may colour them and glue them on their bookmarks if they want. Allow the children to be creative: they may use coloured pencils or crayons, markers, glitter, etc. When all the students have finished, ask volunteers to come to the front, show their bookmarks and talk about their favourite books and characters: *S1: This is my bookmark. My favourite book is (Cinderella). My favourite character is (the prince)*. Encourage participation and praise the children at all times. It may be a great idea to organise a group visit to the school / nearest local library.

WRAP-UP

Put the children into two teams. Play *Pictionary* with their favourite books (*Harry Potter, Charlie and the Chocolate Factory, Cinderella, etc.*). Slowly begin to draw a picture of a book of your choice on the board, pausing to give the children time to guess which book it is before drawing more. When someone guesses, give their team a point and write the book title on the board under your drawing. You may allow the child who guesses to draw the next book for the class to guess.

TRANSCRIPT

25 Listen and chant: *Let's Read!*

Books in the living room,
Books in the hall,
Books in the garden
And in my bedroom too!

Books are fun,
Books are good,
Reading a book
Is great for you!

AB PAGE 47


FRIENDSHIP DAY

Language Objectives

To practise listening skills.

To review the structure *(She) can / can't sing*.

To learn a Friendship Day-themed chant.

To practise verbs related to abilities: *sing, dance, play (the flute), ride a bike*

Materials

Digital Book

Activity Book Audio (available online)

Coloured pencils, crayons or markers, four or five large pieces of cardboard paper

WARMER

Write the word *Friendship* on the board and circle or underline the word *friend*. Elicit the meaning of this word from the students. Talk about your own best friend to the class. Emphasise the idea that you love your friend and that you enjoy spending time together, going to the park, playing board / video games, etc. You may focus on your friend's abilities (*She can swim and she can dance*). Then ask volunteers to talk about their friends. Encourage the children to listen to their classmates with attention.

1 Listen and chant.

Ask the children to look at Activity 1 and tell them that they are going to listen to a chant. Play the audio and ask the students to listen to it. Then play it again and encourage the children to chant along. Next, divide the class into two groups and ask each group to chant alternate lines. Repeat and ask the two groups to swap roles.

2 Draw your best friend.

Now have each child draw his / her best friend in the space provided. The students may colour their drawings using coloured pencils, markers or crayons. Monitor the students as you walk along the classroom.

3 Tell the class about your best friend.**TIME TO TALK**

Once the children have finished their productions, invite volunteers to take turns to come to the front to show their drawings to the rest of the class and to talk about their best friends. The children try to say something about their best friends to the class. Encourage them to focus either on their friends' abilities (*He can dance*) or on the clothes their best friends are wearing (*He's wearing a red sweater and blue jeans*). Praise the children at all times. Make sure all the students participate.

WRAP-UP

Play *Survivors*. Put four or five large pieces of cardboard paper on the floor to make 'islands'. Play the chant again and tell the children to sing along and dance, stepping on the islands. Stop the music. If anyone is standing on an 'island' when the rhythm stops, they are out. Repeat the procedure until there is only one 'survivor'.

TRANSCRIPT**26 Listen and chant: It's Friendship Day!**

Hello, good friend.
Let's sing and dance.
It's Friendship Day!
Let's have some fun!

I can't sing well,
I can't play the flute,
I can't ride a bike
But I can be with you!

AB PAGE 48



Language Objectives

To practise animal vocabulary: *bird, butterfly, duck, flower, hedgehog, squirrel*

To review vocabulary relating to weather and colours.

To review numbers 1-20.

To discuss things to do on Spring Day.

Materials

Digital Book

Festivals Cut-outs: Spring Day

Cardboard paper, coloured pencils, markers, crayons, scissors, glue, string, straws (3 per child), decorating materials (glitter, sequins, crepe paper, confetti, etc.)

WARMER

Ask the children if they are going to celebrate *Spring Day*. If they are, ask them what they are going to do, where they are going to go, if they are going to wear certain clothes or eat special food. Teach the word *picnic* and ask the class if they are planning to go on a picnic. You may ask students to bring some food and drink for the upcoming class and organise a picnic in the school yard to celebrate Spring Day.

1 Look and count.

Tell the children to look at Activity 1 and ask what they can see in the picture. Then read the words listed on the right and tell the students to point to the words as they hear them. Read the words again and tell the class to repeat after you. Revise the numbers 1-20 with the class. Then encourage the children to look at the illustration, count the target items they can find in the picture and write the numbers in the circles next to the words. Correct as a class.

► Answers

Top to bottom: 5 butterflies, 12 flowers, 5 birds, 2 squirrels

2 Look, guess and match.

Tell the children to look at the three pictures and try to guess the animals. Encourage students to make full sentences with these animals (*The duck can swim. The squirrel is on the tree*). Then, ask the children to match the pictures to the words. Correct answers as a class.

► Answers

Top to bottom: duck, squirrel, hedgehog

3 Make a Spring Day Flower bouquet. TIME TO TALK

Ask the children to open their Activity Books at page 51. Have them take out this page and stick it on a cardboard sheet. Then ask them to colour and decorate their flowers. They may use coloured pencils, crayons or markers and decorate them with glitter, sequins, crepe paper, confetti, etc. Walk along the classroom and monitor the class' work. When they have finished, help the children cut out their flowers along the dotted lines and show them how to stick their flowers and leaves onto the straws (see picture below). Once all the flowers are ready, ask the children to use a piece of string to tie their flower bouquets.

Invite volunteers to come to the front and describe their flower bouquets using the colours.

T: *What colour are the flowers in your flower bouquet?*

S1: *They are green, red, yellow and pink.*

Make sure all the students have had a chance to talk.

Display the students' flower bouquets in the classroom.



WRAP-UP

Encourage the class to look out of the window and ask *What's the weather like?* Have the class answer *It's sunny / hot / cloudy / windy*. Then ask about the weather in spring. After that elicit which animals the children are likely to see in spring and encourage them to write their answers on a large piece of cardboard paper (*butterflies, birds*). Finally, ask the students to draw and colour the previously mentioned animals on a sheet of paper in order to make an animal collage and exhibit it on the classroom walls.

READY, STEADY, GO!

Page 2

- 1 *Top to bottom:* How are you?, I'm fine, thanks.
- 2 *Top to bottom:* Ben, seven, cats
Child's own drawing and answer.

Page 3

- 3 A - blue, M - green, C - black, F - purple, R - red, J - yellow, Z - orange, E - pink
- 4 1 *Picture on the right*, 2 *Picture on the left*, 3 *Picture on the right*

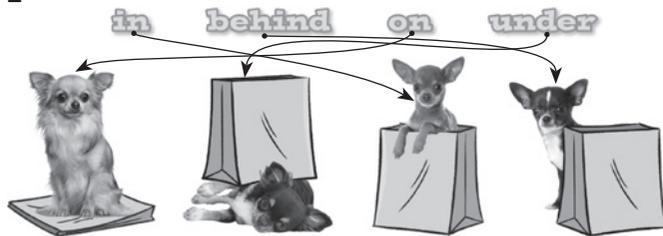
UNIT 1

Page 4

- 1 *Clockwise:* 1, 2, 8, 3, 7, 5, 4, 6

Page 5

2



- 3 1 on, 2 under, 3 behind, 4 in, 5 on, 6 behind

Page 6

- 4 *Clockwise:* green school bag, pink school bag, yellow school bag, blue school bag, red school bag, grey school bag

5

Where's the ?	→	It's under the window.
Where's the ?	→	It's behind the door.
Where's the ?	→	It's in the cupboard.
Where's the ?	→	It's on the rug.

Page 7

- 6 *Left to right, top to bottom:* 4, 6, 2, 1, 5, 3
- 7 1 bedroom, 2 kitchen, 3 hall, 4 living room

Page 8

- 8 3 kitchen, 4 garden
- 9 1 bananas, 2 bed, 3 ball, 4 book

Page 9

- 1 1 cupboard, 2 plant, 3 chair, 4 bookcase, 5 rug, 6 door
- 2 1 under, 2 on, 3 behind, 4 in

UNIT 2

Page 10

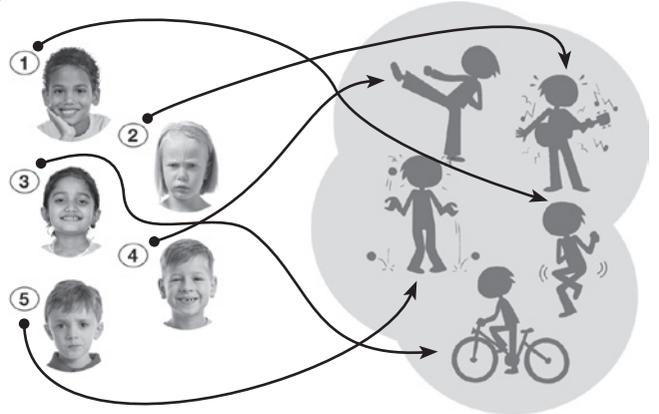
- 1 *Clockwise:* 4, 5, 8, 1, 7, 3, 2, 6

Page 11

- 2 1 can, 2 can, 3 can't, 4 can't, 5 can, 6 can
- 3 *Left to right:* can, can't, can
Child applies colours.

Page 12

4



- 5 *Left to right, top to bottom:* do karate, paint, make models, sing, ride a bike, play the guitar
Child applies colours.

Page 13

- 6 *Left to right, top to bottom:* Yes, I can. No, I can't. No, I can't. Yes, I can.
- 7 *Child's own answers.*

Page 14

- 8 *Top to bottom:* can, can't, can
- 9 1 dinosaur, 2 door, 3 dance, 4 duck

Page 15

1

- 2 *Clockwise:* tick, cross, cross, tick, tick, tick

UNIT 3

Page 16

1



Page 17

- 2 Girl 1: orange shirt, blue jeans, brown shoes. Boy: grey hat, purple coat, black trousers. Girl 2: green dress, red shoes
- 3 Coat, T-shirt, trousers

Page 18

- 4 Left to right, top to bottom: shorts 5, skirt 6, jumper 4, jeans 3, T-shirt 7, shirt 2
- 5 Girl: orange T-shirt, green skirt, black shoes. Boy: red and black jumper, blue trousers, brown shoes

Page 19

- 6 1 It's raining. 2 It's cloudy, 3 It's windy. 4 It's sunny. 5 It's snowing.
- 7 Child's own drawing.

Page 20

- 8 Child's own drawing and answer.
- 9 1 jeans, 2 jump, 3 jumper, 4 jacket

Page 21

- 1 1 shirt, 2 shorts, 3 skirt, 4 shoes, 5 coat, 6 hat, 7 jeans
- 2 Left to right, top to bottom: 6, 4, 1, 2, 5, 3

UNIT 4

Page 22

- 1 Left to right, top to bottom: frog (green), bat (black), lizard (yellow), squirrel (orange), duck (grey), butterfly (pink), hedgehog (brown), bird (red)

Page 23

- 2 1 climb, 2 fly, 3 run, 4 jump, 5 swim, 6 sing
- 3 Left to right, top to bottom: can, can't, can't, can
Child applies colours.

Page 24

- 4 1 No, it can't. 2 Yes, it can. 3 No, it can't. 4 Yes, it can.
Child applies colours.
- 5 1 No, it can't. 2 No, it can't. 3 Yes, it can. 4 No, it can't.

Page 25

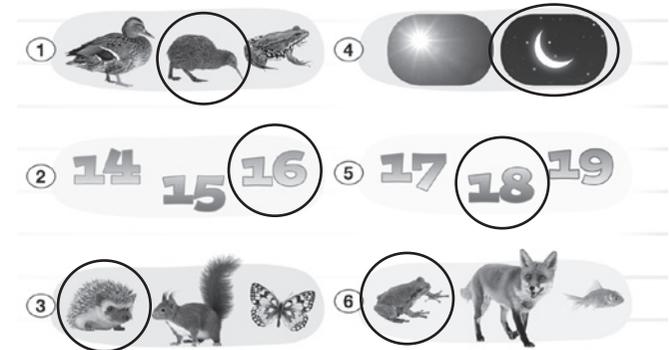
- 6 Left to right: 15 - yellow, 11 - orange, 16 - green, 13 - red, 19 - blue
- 7 Clockwise: twenty, eighteen, seventeen, twelve, fourteen

Page 26

- 8 Child's own drawing and answer.
- 9 1 face, 2 fourteen, 3 fox, 4 fairy

Page 27

1



- 2 Top to bottom: bat, can, can't, squirrel, can, can't, frog

UNIT 5

Page 28

- 1 Left to right, top to bottom: fast, short, strong, invisible, tall, scary, clever, thin

Page 29

- 2 Left to right, top to bottom: He's - 4, He's - 1, He's - 6, She's - 5, She's - 2, He's - 3
- 3 Top to bottom: scary, fast, He's / She's invisible, She's strong.
Child applies colours.

Page 30

- 4 1 Max, 2 Poppy, 3 Eddie, 4 Lily
- 5 Top to bottom: No, she isn't. Yes, she is. No, she isn't. Yes, he is. Yes, he is. No, he isn't.

Page 31

- 6 1 belt, 2 boots, 3 cape, 4 mask
- 7 *Top to bottom:* cape, belt, He's, mask, He's, boots, mask
Child applies colours.

Page 32

- 8 Name: Lizard Woman. She's strong and scary. She's got a belt and a cape. She can climb walls.
- 9 1 computer, 2 coat, 3 cake, 4 cupboard

Page 33

- 1 *Left to right:* 4, 1, 2, 3
- 2 *Left to right, top to bottom:* firefighter, belt, scary, boots, clever, teacher, strong, short

UNIT 6

Page 34

- 1 *Clockwise:* writing, eating, taking photos, reading, writing, talking, listening, drinking

Page 35

- 2 *Clockwise:* 3, 2, 5, 6, 4, 1
- 3 *Left to right, top to bottom:* talking, listening to the guide, reading, taking photos, drawing, drinking

Page 36

- 4 *Child's own drawing.*
- 5 *Top to bottom:* talking, eating, taking, writing

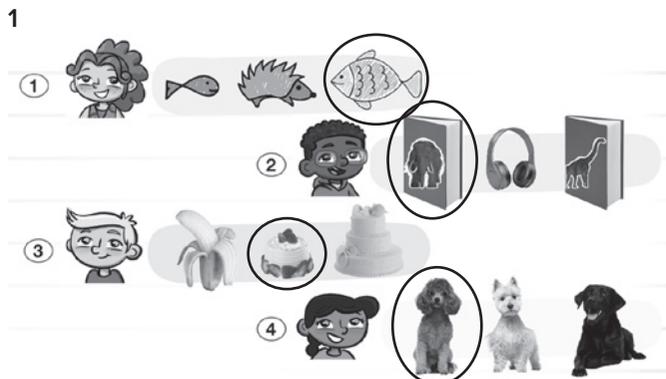
Page 37

- 6 *Child applies colours.*
- 7 *Left to right, top to bottom:* ✓, X, X, ✓, ✓, ✓

Page 38

- 8 *Top to bottom:* There's, parrot, big
- 9 1 king, 2 sing, 3 swing, 4 ring

Page 39



- 2 *Top to bottom:* park, reading, drinking, sunny, squirrel

MY NEW WORDS

UNIT 1

Page 40

- 1 1 cupboard, 2 door, 3 chair, 4 bookcase, 5 rug, 6 table, 7 window, 8 plant

UNIT 2

Page 41

- 1 *Child's own answer.*

UNIT 3

Page 42

- 1 *Left to right, top to bottom:* coat, dress, hat, jeans, jumper, shirt, shoes, shorts, skirt, trousers, T-shirt
Child's own answer.

UNIT 4

Page 43

- 1 *Left to right, top to bottom:* tick, tick, tick, tick, cross, cross, cross, cross

UNIT 5

Page 44

- 1 *Left to right, top to bottom:* invisible, clever, fast, scary, short, strong, tall, thin

UNIT 6

Page 45

- 1 *Left to right:* eating, listening, drinking

READY, STEADY, GO!

Listen and colour. 1

Narrator: Hello, boys and girls! Can you see letter A? Yes, A. Colour it blue. A is blue.
 Can you see M? Colour it green, please. M is green.
 Now, let's colour R! The letter R. Colour it red. R is red.
 What about J? Can you see J? Colour it yellow. J is yellow.
 Can you see letter C? Yes, C. Colour it black. C is black.
 Now, let's colour Z! Letter Z. Colour it orange, please. Z is orange.
 What about E? Can you see E? Colour the E pink. E is pink.
 Now, letter F. Let's colour F! Colour it purple, please. F is purple.

UNIT 1

Listen and colour. 2

Narrator: Hello, children! Help me colour the picture!
 Where's the grey school bag?
Boy: Look under the chair. The grey school bag is under the chair.
Narrator: Where's the red school bag?
Girl: The red school bag? It's on the rug.
Narrator: The red school bag is on the rug. OK, thank you!
Narrator: Where's the yellow school bag?
Boy: Look in the cupboard. The yellow school bag is in the cupboard.
Narrator: In the cupboard, thanks!
Narrator: Where's the green school bag?
Girl: What colour is it?
Narrator: Green!
Girl: Ah, I can see it. The green school bag is behind the door.
Narrator: Behind the door, thank you!
Narrator: Where's the blue school bag?
Boy: It's under the window.
Narrator: The blue school bag is under the window. OK, thanks!
Narrator: Where's the pink school bag?
Girl: The pink school bag? Um, it's on the cupboard.
Narrator: The pink school bag is on the cupboard.
 Fantastic, thank you!

Look, listen and number. 3

- 1 This is the kitchen.
- 2 This is the living room.
- 3 This is the hall.
- 4 This is the bedroom.
- 5 This is the bathroom.
- 6 This is the garden.

Listen and circle. Then complete. 4

- 1 **Boy:** Look! The cat's under the table.
- 2 **Boy:** Mum, where's my book?
Mum: It's on the cupboard.
Boy: Thanks, Mum!
- 3 **Girl:** Dad, I can't find my school bag.
Dad: Look! It's behind the chair.
Girl: Oh, thank you!
- 4 **Boy:** Where's my sharpener?
Girl: It's in the pencil case!
Boy: Ah, OK!

UNIT 2

Look, listen and circle. 5

- 1 **Boy 1:** I can paint.
- 2 **Boy 2:** I can dance.
- 3 **Boy 3:** I can't sing.
- 4 **Girl 1:** I can't juggle.
- 5 **Girl 2:** I can do karate.
- 6 **Girl 3:** I can play the guitar.

Listen and match. 6

- 1 Look at me! I can dance.
- 2 Oh, no! I can't play the guitar.
- 3 Wheee! I can ride a bike. Hurray!
- 4 I can do karate. Look at me!
- 5 Oh, no! I can't juggle.

Listen and tick ✓ or cross X. 7

Melissa: Hi, Toby!
Toby: Hi, Melissa!
Melissa: I can see you've got a guitar. Can you play the guitar?
Toby: Yes, I can!
Melissa: Aah. Can you paint?
Toby: No, I can't.
Melissa: Tell me about your other hobbies!
Toby: Well, I can make models. Do you like my model of a castle?
Melissa: Yes, it's very good!
Melissa: Can you do karate?
Toby: No, I can't do karate.
Melissa: What else can you do, Toby?
Toby: Well, I can ride a bike!
Melissa: Fantastic!
Melissa: And can you dance?
Toby: Oh, yes! I can dance! That's my favourite hobby!
Melissa: Mine, too

UNIT 3

Listen and colour. 8

Narrator: Hello, Julia! Happy Carnival! What are you wearing?

Julia: I'm wearing a green skirt.

Narrator: A green skirt, I see.

Narrator: What colour is your T-shirt?

Julia: It's orange. I'm wearing an orange T-shirt.

Narrator: OK.

Narrator: What colour shoes are you wearing, Julia?

Julia: My shoes? I'm wearing black shoes.

Narrator: Black shoes, OK. Bye, Julia!

Julia: Bye!

Narrator: Hi, Danny! What are you wearing today?

Danny: I'm wearing a red and black jumper.

Narrator: A red and black jumper, great!

Narrator: What about your trousers? What colour are your trousers?

Danny: They're blue. I'm wearing blue trousers.

Narrator: Danny, what colour shoes are you wearing?

Danny: I'm wearing brown shoes.

Narrator: Brown shoes, OK, Danny. And happy Carnival!

Danny: Thanks, bye!

Look, listen and match. 9

1 **A:** What's the weather like?

B: It's raining.

2 **A:** What's the weather like?

B: It's cloudy.

3 **A:** What's the weather like?

B: It's windy.

4 **A:** What's the weather like?

B: It's sunny.

5 **A:** What's the weather like?

B: It's snowing.

Listen and number. 10

1 **Interviewer:** Hello, Katie. What are you wearing?

Katie: I'm wearing a jumper and a skirt.

Interviewer: What's the weather like?

Katie: It's windy.

2 **Interviewer:** Hello, Greg. What are you wearing?

Greg: I'm wearing jeans and a jumper.

Interviewer: What's the weather like?

Greg: It's cold and it's snowing! Wheeeeeeee!

3 **Interviewer:** Hi, Emilia. What are you wearing?

Emilia: I'm wearing shorts and a T-shirt.

Interviewer: What's the weather like?

Emilia: It's hot and sunny today.

4 **Interviewer:** Hi, Zack. What are you wearing?

Zack: I'm wearing a coat and a hat.

Interviewer: What's the weather like?

Zack: It's cloudy and it's cold! Brrr!

5 **Interviewer:** Hello, Anna. What are you wearing?

Anna: I'm wearing a shirt and trousers. And I'm wearing a hat.

Interviewer: What's the weather like?

Anna: It's raining.

6 **Interviewer:** Hi, Becky. What are you wearing?

Becky: I'm wearing a dress and shoes.

Interviewer: What's the weather like?

Becky: It's sunny and it's hot!

UNIT 4

Listen and colour. 11

11 is orange, 13 is red, 15 is yellow, 16 is green, 19 is blue.

Count, listen and write. 12

Ryan: Carla, how many frogs can you see?

Carla: ...sixteen, seventeen, eighteen. I can see eighteen frogs.

Ryan: Eighteen, OK, thanks.

Ryan: How many ducks can you see?

Carla: ...eleven, twelve. There are twelve ducks.

Ryan: Thanks, Carla.

Ryan: How many butterflies can you see?

Carla: One, two, three... eight, nine, ten... eighteen, nineteen, twenty.

Ryan: There are twenty butterflies.

Carla: Yes, that's right.

Ryan: How many lizards can you see, Carla?

Carla: Um... fourteen, fifteen, sixteen, seventeen.

Ryan: Seventeen lizards. I like lizards.

Carla: Yes, me too.

Ryan: How many birds can you see?

Carla: Birds? Oh, um, just a moment... ten, eleven, twelve, thirteen, fourteen.

Ryan: Fourteen, thanks, Carla.

Listen and circle. 13

1 **Sophie:** Hello, boys and girls! What's this animal? It's a bird. It can't fly.

2 **Noah:** Sophie, how many butterflies can you see?

Sophie: Let me count... thirteen, fourteen, fifteen, sixteen. I can see sixteen butterflies.

3 **Sophie:** Noah, what's your favourite animal?

Noah: Hmm... Guess! My favourite animal can run.

Sophie: Can it climb trees?

Noah: No, it can't.

Sophie: Ah! I know your favourite animal.

- 4 **Noah:** What about you, Sophie? What's your favourite animal?

Sophie: My favourite animal is from New Zealand. It's a giant weta.

Noah: Oh, yes? Is a giant weta active in the day or at night?

Sophie: It's active at night.

- 5 **Sophie:** Noah, how many ducks can you see?

Noah: I can see... eighteen.

Sophie: How many?

Noah: Eighteen.

Sophie: OK, thanks.

- 6 **Noah:** What's this animal? Listen! F-R-O-G.

Sophie: F-O...

Noah: No, no, no. F-R-O-G.

Sophie: Oh, I know!

UNIT 5

Listen and match. 14

- 1 **Interviewer:** Let's talk to some children who have superhero dogs! Hello, Charlie! Is your dog a girl or a boy?

Charlie: He's a boy.

Interviewer: Is he tall?

Charlie: No, he isn't.

Interviewer: Is he short?

Charlie: Yes, he is. He's short and he's black.

- 2 **Interviewer:** Hi, Rita. Is your dog a girl or a boy?

Rita: She's a girl.

Interviewer: Is she fast?

Rita: Fast? No, she isn't.

Interviewer: Is she tall?

Rita: Yes, she is. She's tall. She's tall and black and very beautiful!

- 3 **Interviewer:** Hello, Anna. Is your dog a girl or a boy?

Anna: He's a boy.

Interviewer: Is he fast?

Anna: No, he isn't.

Interviewer: OK, is he strong?

Anna: Yes, he's strong. He's strong and he's clever too.

- 4 **Interviewer:** Hi, Tony. Is your dog a girl or a boy?

Tony: She's a girl.

Interviewer: Is she clever?

Tony: Umm, no, she isn't.

Interviewer: Is she fast?

Tony: Yes, she is. She's fast, but she isn't clever. But she's my superhero!

Listen and number. 15

- 1 **Teacher:** Hello, Ben!

Ben: Hello!

Teacher: Can you tell me about your favourite story characters?

Ben: Yes! I like Metal Woman. She's a superhero.

She's really strong and she's fast too. She's got boots and a belt.

Teacher: Has she got a mask?

Ben: Yes, she's got a mask too!

- 2 **Ben:** I like Redbeard too.

Teacher: Who is Redbeard?

Ben: Well, he's very strong but he's scary too. He's only got one eye and he's got a parrot. He's a pirate!

Teacher: Oh! I like pirate stories.

- 3 **Teacher:** Who else do you like?

Ben: I like Shadow.

Teacher: Tell me about Shadow.

Ben: Well, she's very clever. She hasn't got a costume but she's invisible! She can do amazing things!

- 4 **Ben:** My favourite story character is Gondo. He's very clever. He's got a big hat and a cape. He can do magic!

Teacher: Magic? Really?

Ben: Yes, he's a wizard.

Teacher: OK, that's fantastic, Ben!

UNIT 6

Listen and number. 16

- 1 **Angela:** Hello, Mr Astronaut!

Astronaut: Welcome to the planetarium, everyone! And hello, Angela. What are you doing?

Angela: I'm talking. I'm talking to you!

- 2 **Astronaut:** Hello Miriam, what are you doing?

Miriam: I'm drinking water.

- 3 **Astronaut:** Danny, what are you doing?

Danny: Pardon?

Astronaut: What are you doing?

Danny: Just a moment! I'm listening. I'm listening to the guide.

- 4 **Astronaut:** Sam, what are you doing?

Sam: I'm reading. It's a book about aliens!

- 5 **Astronaut:** Hello, Erica. What are you doing?

Erica: I'm drawing. Look! It's a planet.

- 6 **Astronaut:** Hello, Kurt. What are you doing?

Kurt: Look! I've got my camera. I'm taking photos.

Look, listen and complete.  17

- 1 **Boy 1:** I'm talking to my grandad.
- 2 **Girl 1:** I'm eating a pear.
- 3 **Girl 2:** I'm taking a photo.
- 4 **Boy 2:** I'm writing my name.

Listen and circle.  18

- 1 **Interviewer:** Hello, Carla! What are you doing?
Carla: I'm drawing a fish.
Interviewer: Oh, yes? Is it a small fish?
Carla: No, it isn't. I'm drawing a big fish.
- 2 **Interviewer:** Hi, Ryan. What are you doing?
Ryan: I'm reading a book.
Interviewer: Is it a book about dinosaurs?
Ryan: No, it isn't. It's a book about mammoths.
- 3 **Interviewer:** Hello, Mike! What are you doing?
Mike: Mmm, I'm eating a cake.
Interviewer: Oh! Is it a small cake?
Mike: Yes, it is. It's small and it's delicious! Yum, yum!
- 4 **Interviewer:** Hi, Jasmin. What are you doing?
Jasmin: I'm taking photos of a dog.
Interviewer: Oh, yes? Is it a white dog?
Jasmin: No, it isn't. It's grey.

MY NEW WORDS

Listen and repeat.  19

bookcase, chair, cupboard, door, plant, rug, table, window

Listen and repeat.  20

dance, do karate, juggle, make models, paint, play the guitar, ride a bike, sing

Listen and repeat.  21

coat, dress, hat, jeans, jumper, shirt, shoes, shorts, skirt, trousers, T-shirt

Listen and repeat.  22

bat, bird, butterfly, duck, frog, hedgehog, lizard, squirrel

Listen and repeat.  23

clever, fast, invisible, scary, short, strong, tall, thin

Listen and repeat.  24

drawing, drinking, eating, listening, reading, taking a photo, talking, writing

TRACKLIST

GO UP! 2 AUDIO CD1

TRACK	CONTENT
1.1	Ready, Steady, Go! Page 4, Song: <i>Hello, How Are You?</i>
1.2	Ready, Steady, Go! Page 4, Activity 2
1.3	Ready, Steady, Go! Page 5, Song: <i>We Can Sing the Alphabet</i>
1.4	Ready, Steady, Go! Page 5, Activity 2
1.5	Ready, Steady, Go! Page 7, Activity 1
1.6	Unit 1 Page 8, Activity 1
1.7	Unit 1 Page 8, Chant: <i>Furniture</i>
1.8	Unit 1 Page 9, Activity 1
1.9	Unit 1 Page 9, Activity 2
1.10	Unit 1 Page 10, Activity 1
1.11	Unit 1 Page 10, Song: <i>In the Giant's House</i>
1.12	Unit 1 Page 11, Activity 1
1.13	Unit 1 Page 12, Story: <i>Where's Layla?</i>
1.14	Unit 1 Page 14, Activity 1
1.15	Unit 1 Page 14, Activity 1
1.16	Unit 1 Page 14, Song: <i>Chocolate Cake for Me and You!</i>
1.17	Unit 1 Page 15, Phonics activity
1.18	Unit 1 Page 15, Phonics rhyme
1.19	Unit 1 Page 16, Activity 1
1.20	Unit 1 Page 17, Activity 1
1.21	Unit 2 Page 18, Activity 1
1.22	Unit 2 Page 18, Chant: <i>My Hobbies</i>
1.23	Unit 2 Page 19, Activity 1
1.24	Unit 2 Page 19, Song: <i>I Can't Ride a Bike!</i>
1.25	Unit 2 Page 20, Activity 1
1.26	Unit 2 Page 21, Activity 1
1.27	Unit 2 Page 21, Activity 2
1.28	Unit 2 Page 21, Activity 2
1.29	Unit 2 Page 22, Story: <i>Keep Trying!</i>
1.30	Unit 2 Page 24, Song: <i>We Can Do Everything!</i>

TRACK	CONTENT
1.31	Unit 2 Page 24, Activity 2
1.32	Unit 2 Page 25, Phonics activity
1.33	Unit 2 Page 25, Phonics rhyme
1.34	Unit 2 Page 26, Activity 1
1.35	Unit 2 Page 27, Activity 1
1.36	Units 1 & 2 review Page 28, <i>The Techies, Part 1</i>
1.37	Units 1 & 2 review Page 29, <i>The Techies, Part 2</i>
1.38	Unit 3 Page 30, Activity 1
1.39	Unit 3 Page 30, Chant: <i>Clothes</i>
1.40	Unit 3 Page 31, Activity 1
1.41	Unit 3 Page 31, Song: <i>What Are You Wearing?</i>
1.42	Unit 3 Page 32, Activity 1
1.43	Unit 3 Page 32, Activity 1
1.44	Unit 3 Page 32, Activity 2
1.45	Unit 3 Page 33, Activity 1
1.46	Unit 3 Page 34, Story: <i>It's Carnival!</i>
1.47	Unit 3 Page 36, Activity 1
1.48	Unit 3 Page 36, Activity 1
1.49	Unit 3 Page 36, Song: <i>What's the Weather Like?</i>
1.50	Unit 3 Page 37, Phonics activity
1.51	Unit 3 Page 37, Phonics rhyme
1.52	Unit 3 Page 38, Activity 1
1.53	Unit 3 Page 39, Activity 1

GO UP! 2 AUDIO CD2

TRACK	CONTENT
2.1	Unit 4 Page 40, Activity 1
2.2	Unit 4 Page 40, Chant: <i>Animals Everywhere!</i>
2.3	Unit 4 Page 41, Activity 1
2.4	Unit 4 Page 42, Activity 1
2.5	Unit 4 Page 42, Song: <i>Can it Run?</i>
2.6	Unit 4 Page 43, Activity 1
2.7	Unit 4 Page 44, Story: <i>At the Park</i>
2.8	Unit 4 Page 46, Activity 1
2.9	Unit 4 Page 46, Song: <i>I Like Apples!</i>
2.10	Unit 4 Page 47, Phonics activity
2.11	Unit 4 Page 47, Phonics rhyme
2.12	Unit 4 Page 48, Activity 1
2.13	Unit 4 Page 49, Activity 1
2.14	Units 3 & 4 review Page 50, The Techies, Part 1
2.15	Units 3 & 4 review Page 51, The Techies, Part 2
2.16	Unit 5 Page 52, Activity 1
2.17	Unit 5 Page 52, Chant: <i>Superheroes, We Love You!</i>
2.18	Unit 5 Page 53, Activity 2
2.19	Unit 5 Page 53, Activity 2
2.20	Unit 5 Page 54, Activity 1
2.21	Unit 5 Page 54, Song: <i>Fantastic Superheroes</i>
2.22	Unit 5 Page 55, Activity 1
2.23	Unit 5 Page 55, Activity 1
2.24	Unit 5 Page 56, Story: <i>Super Ryan!</i>
2.25	Unit 5 Page 58, Activity 1
2.26	Unit 5 Page 58, Activity 2
2.27	Unit 5 Page 58, Song: <i>Superhero, Superhero</i>
2.28	Unit 5 Page 59, Phonics activity
2.29	Unit 5 Page 59, Phonics rhyme
2.30	Unit 5 Page 60, Activity 1
2.31	Unit 5 Page 61, Activity 2

TRACK	CONTENT
2.32	Unit 6 Page 62, Activity 1
2.33	Unit 6 Page 62, Chant: <i>All the Things We Do!</i>
2.34	Unit 6 Page 63, Activity 1
2.35	Unit 6 Page 63, Activity 1
2.36	Unit 6 Page 63, Song: <i>What Are You Doing?</i>
2.37	Unit 6 Page 64, Activity 1
2.38	Unit 6 Page 65, Activity 1
2.39	Unit 6 Page 66, Story: <i>A Day at the Museum</i>
2.40	Unit 6 Page 68, Song: <i>I Love the Museum!</i>
2.41	Unit 6 Page 68, Activity 2
2.42	Unit 6 Page 69, Phonics activity
2.43	Unit 6 Page 69, Phonics rhyme
2.44	Unit 6 Page 70, Activity 1
2.45	Unit 6 Page 71, Activity 1
2.46	Units 5 & 6 review Page 72, The Techies, Part 1
2.47	Units 5 & 6 review Page 73, The Techies, Part 2
2.48	Page 74, Unit 1 Picture Dictionary
2.49	Page 74, Unit 2 Picture Dictionary
2.50	Page 75, Unit 3 Picture Dictionary
2.51	Page 75, Unit 4 Picture Dictionary
2.52	Page 76, Unit 5 Picture Dictionary
2.53	Page 76, Unit 6 Picture Dictionary

TRACKLIST

GO UP! 2 ACTIVITY BOOK AUDIO

TRACK

CONTENT

- | TRACK | CONTENT |
|-------|--|
| 1 | Ready, Steady, Go! Page 3, Activity 3 |
| 2 | Unit 1 Page 6, Activity 4 |
| 3 | Unit 1 Page 7, Activity 6 |
| 4 | Unit 1 Page 9, Activity 2 |
| 5 | Unit 2 Page 11, Activity 2 |
| 6 | Unit 2 Page 12, Activity 4 |
| 7 | Unit 2 Page 15, Activity 2 |
| 8 | Unit 3 Page 18, Activity 5 |
| 9 | Unit 3 Page 19, Activity 6 |
| 10 | Unit 3 Page 21, Activity 2 |
| 11 | Unit 4 Page 25, Activity 6 |
| 12 | Unit 4 Page 25, Activity 7 |
| 13 | Unit 4 Page 27, Activity 1 |
| 14 | Unit 5 Page 30, Activity 4 |
| 15 | Unit 5 Page 33, Activity 1 |
| 16 | Unit 6 Page 35, Activity 2 |
| 17 | Unit 6 Page 36, Activity 5 |
| 18 | Unit 6 Page 39, Activity 1 |
| 19 | Page 40, Unit 1 My New Words |
| 20 | Page 41, Unit 2 My New Words |
| 21 | Page 42, Unit 3 My New Words |
| 22 | Page 43, Unit 4 My New Words |
| 23 | Page 44, Unit 5 My New Words |
| 24 | Page 45, Unit 6 My New Words |
| 25 | Festivals: Book Day, Page 46, Activity 2 |
| 26 | Festivals: Friendship Day, Page 47, Activity 1 |

TRACK

CONTENT

- | TRACK | CONTENT |
|-------|---|
| 27 | Story: <i>Where's Layla?</i> |
| 28 | Story: <i>Keep Trying!</i> |
| 29 | Story: <i>It's Carnival!</i> |
| 30 | Story: <i>At the Park</i> |
| 31 | Story: <i>Super Ryan</i> |
| 32 | Story: <i>A Day at the Museum</i> |
| 33 | Song: <i>Hello, How Are You?</i> |
| 34 | Song: <i>We Can Sing the Alphabet</i> |
| 35 | Chant: <i>Furniture</i> |
| 36 | Song: <i>In the Giant's House</i> |
| 37 | Song: <i>Chocolate Cake for Me and You!</i> |
| 38 | Chant: <i>My Hobbies</i> |
| 39 | Song: <i>I Can't Ride a Bike!</i> |
| 40 | Song: <i>We Can Do Everything!</i> |
| 41 | Chant: <i>Clothes</i> |
| 42 | Song: <i>What Are You Wearing?</i> |
| 43 | Song: <i>What's the Weather Like?</i> |
| 44 | Chant: <i>Animals Everywhere!</i> |
| 45 | Song: <i>Can it Run?</i> |
| 46 | Song: <i>I Like Apples!</i> |
| 47 | Chant: <i>Superheroes, We Love You!</i> |
| 48 | Song: <i>Fantastic Superheroes</i> |
| 49 | Song: <i>Superhero, Superhero</i> |
| 50 | Chant: <i>All the Things We Do!</i> |
| 51 | Song: <i>What are you doing?</i> |
| 52 | Song: <i>I Love the Museum!</i> |

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