

GO UP! 3

TEACHER'S BOOK

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TEACHER'S BOOK

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KEY VOCABULARY

READY, STEADY, GO! p. 26

days of the week

1 A BUSY DAY p. 32

*get up, go home, go to bed, go to school,
have a shower, have breakfast, have dinner, have lunch
bike, bus, car, train*

2 SCHOOL IS COOL! p. 44

*Art, English, IT, Maths, Music, PE, Science, Spanish
atlas, cookbook, comic book, dictionary, joke book,
storybook*

UNITS 1 AND 2 REVIEW: THE VISITOR p. 56

3 OUR TOWN p. 58

*cinema, fire station, hospital, museum, post office,
shopping centre, swimming pool, train station
city, country, town, village*

4 ANIMAL MAGIC p. 70

*crocodile, elephant, flamingo, kangaroo, lion,
monkey, ostrich, tiger
climb, drink, eat, fly, jump, run, swim
beak, claws, fur, tail, teeth, wings
10 - 100*

UNITS 3 AND 4 REVIEW: THE DIAMOND NECKLACE p. 82

5 FUN TIME! p. 84

*doing exercise, going to the park, listening to music,
playing the recorder, reading comics, rollerblading,
using the internet, watching TV*

6 FABULOUS FOOD p. 96

*bread, cereal, eggs, ham, rice, sausages, spaghetti,
vegetables
beans, broccoli, carrot, cauliflower, celery, peas, spinach
breakfast, dinner, lunch, snack*

UNITS 5 AND 6 REVIEW: WHAT'S FOR DINNER? p. 108

SCHOOL'S OUT! p. 110

FESTIVALS p. 113

GRAMMAR ANSWER KEY p. 116

ACTIVITY BOOK ANSWER KEY p. 117

ACTIVITY BOOK TRANSCRIPTS p. 121

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KEY STRUCTURES

CLIL

SEL

WRITING
PHONICS

GO AROUND THE WORLD

<p>What time is it? It's two o'clock. It's half past four.</p>				
<p>What time do you get up? I get up at seven o'clock. How do you go to school? I go to school by bike. I walk to school.</p>	<p>Natural Science: healthy habits</p>	<p>Gratitude and thankfulness</p>	<p>Connecting sentences with <i>then</i> The sound ea as in <i>meat</i> and ee as in <i>three</i></p>	<p>Going to school in Scotland</p>
<p>Have you got Art on Friday? Yes, I have. / No, I haven't. What have you got today? I've got English and PE.</p>	<p>English: the English language</p>	<p>Respect for others</p>	<p>A school timetable The sound a_e as in <i>Jane</i> and ai as in <i>train</i></p>	<p>An amazing school in New Zealand</p>
<p>There is / isn't a museum. There are / aren't two cinemas. Is there a fire station? Yes, there is. / No, there isn't. Are there any hospitals? Yes, there are. / No, there aren't.</p>	<p>Art: public art</p>	<p>Responsibility and autonomy</p>	<p>Write about your town The sounds o as in <i>photo</i> and o as in <i>dog</i></p>	<p>New York, New York!</p>
<p>Is it jumping? Yes, it is. / No, it isn't. It's running. It isn't swimming. It's got a tail. It hasn't got wings.</p>	<p>Natural Science: carnivores, herbivores and omnivores</p>	<p>Curiosity</p>	<p>Describing a picture The sounds v as in <i>violin</i> and b as in <i>bear</i></p>	<p>Australian animals</p>
<p>Do you like reading comics? Yes, I do. / No, I don't. I like doing exercise. I don't like playing the recorder.</p>	<p>Music: types of musical instruments</p>	<p>Teamwork and cooperation</p>	<p>Write about you The sounds i_e as in <i>five</i> and i as in <i>big</i></p>	<p>Music and dance in Ireland</p>
<p>What do you have for breakfast? I have spaghetti and vegetables for lunch. He likes carrots. She doesn't like beans.</p>	<p>Natural Science: parts of a plant we can eat</p>	<p>Responsible decision- making</p>	<p>Sentences with commas and <i>and</i> The sound ch as in <i>chocolate</i></p>	<p>Food in Canada</p>



ICONS



reading



cut-out



writing



interaction



listening



song



speaking



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

KNOW YOUR BOOK

LEARNING THREADS



Course characters Rosie and Fred

The colourful opening spread of the welcome unit brings us right onto Rosie and Fred's street. Here the children meet this pair of engaging neighbours, who lead them through the Student's Book.

Rosie and Fred (and their families and friends) provide a connecting thread in three areas of each unit. They form part of the **visual presentation of new vocabulary** in Lesson 1. In Lesson 2, we see them in a **contextualised dialogue for 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.

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

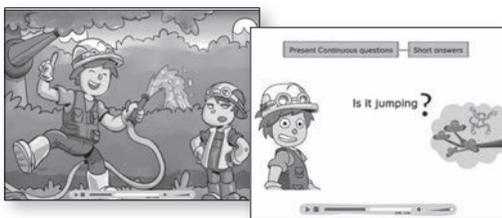
Grammar with Grammar Greg



There is a **second narrative protagonist** in each unit, Grammar Greg. This character is a development on The Techies, Tina and Tim, from **Go Up! 1** and **Go Up! 2**.

Grammar Greg is a builder who **helps the children to build and construct grammar rules** in a series of light-hearted and extremely helpful **visual grammar animations**.

There are two types of animations: **contextualised grammar in the form of a comic** and **step-by-step visual grammar presentations**, led by Greg.



All **key language** and **grammar structures** are **highlighted in a blue font** for the children to distinguish them easily. It is a support for their **Learning to learn competence**, which is integral to the course methodology.

Culture



Logan
Scotland



Keira
New Zealand



Scarlett
USA



Ben
Australia



Shane
Ireland



Stella
Canada

The class will be able to visit the respective English-speaking countries of the children 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. The children travel the world both through their Student's Book and through the **videos** that support the page content.



Term review

Entirely different contexts and characters await the children in the **Term Review** sections. This is to add variety and dynamism to an area that is designed to promote pleasurable, accessible reading with solid visual support.

KEY FEATURES



An amazing collection of videos support and enhance all grammar points presented in the Student's Book as well as the culture and story lessons.



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



The **Picture dictionary** label will help the children identify the new vocabulary for each unit in Lesson 1.



Some new and engaging information is presented here for the CLIL lesson.



The children become active in their own learning process when they are asked to investigate something.



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



Here the children have an opportunity to personalise their learning.



The children's **Learning to learn competence** is further promoted by highlighting points the children should focus on.

Review Practice, page **90**

GO FURTHER!
Grammar, page **25**

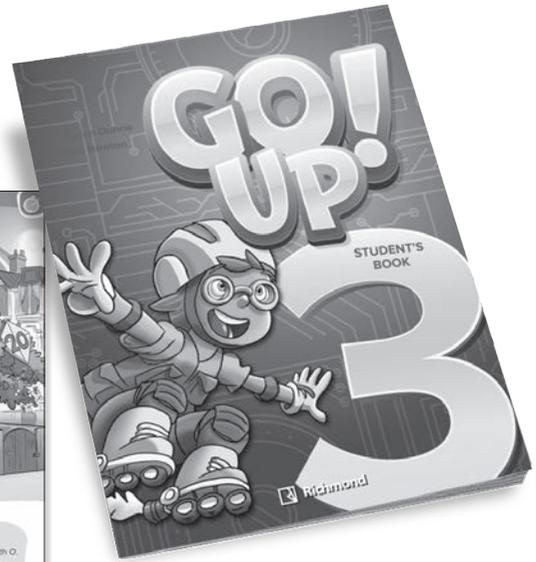
Clear cross-references will lead the children to extra support for the lesson content.

42 • Lesson 3 • It's / It isn't (jumping) • Numbers 10-100

Footnotes will help teachers and parents see at a glance what contents the lesson focusses 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.

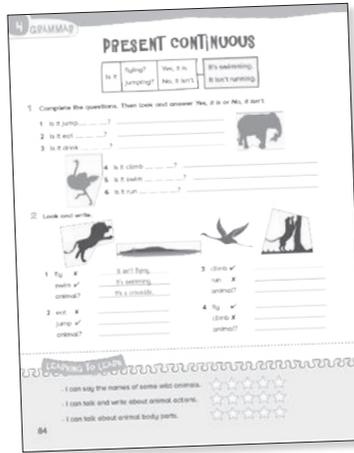


The Unit reviews are complemented by **Term review** sections in the shape of engaging double-page stories. The children will love the **End of year vocabulary review** ludic section at the end of the book.

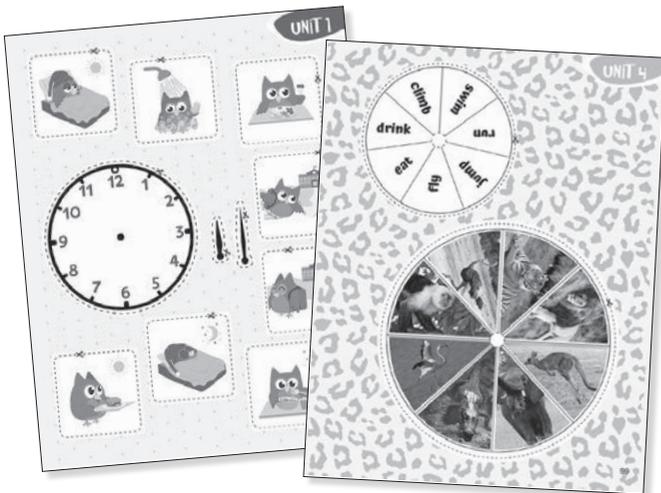
Go Further! Grammar

This section is designed to take the children a little further along their learning path.

It contains a **Grammar reference** where the children can find an initial introduction to **grammar tables** and follow-up **practice grammar activities**.



The **Learning to learn** section includes a **unit self-assessment**, an activity to encourage the children to reflect on their own progress using a five-star performance rating scale.

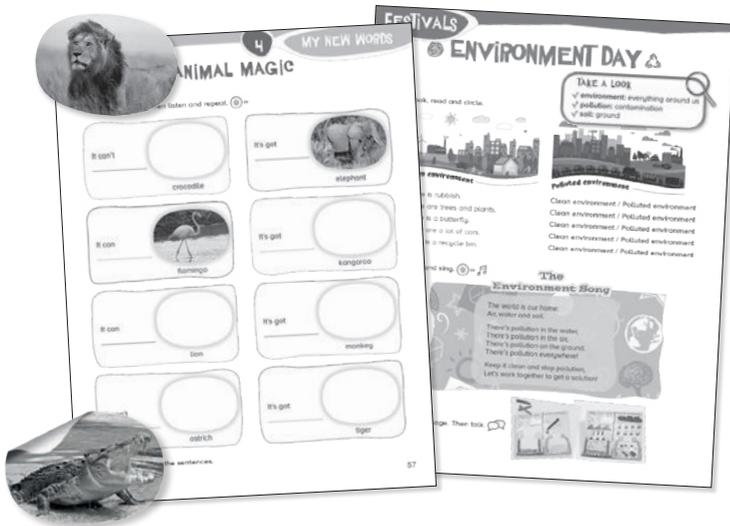
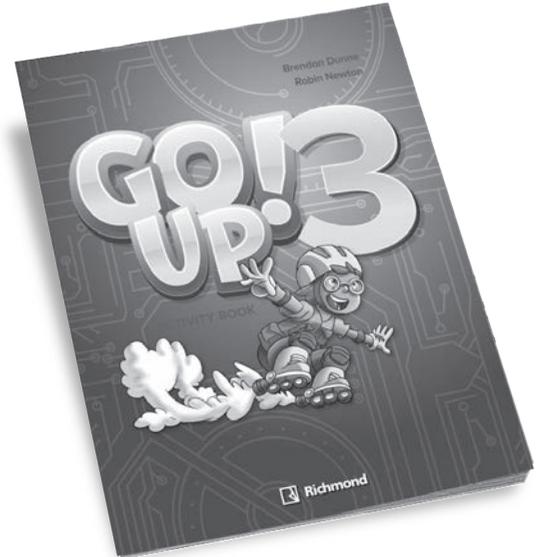
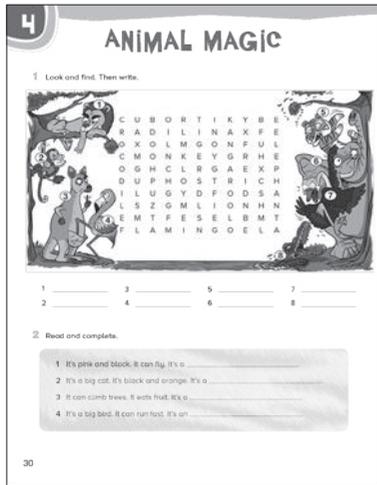


Cut-outs

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 end of year vocabulary review area and a Festivals section. They will also love the innovative **My new words** pages, where they create their own Picture dictionary using the **stickers** at the back of the book.

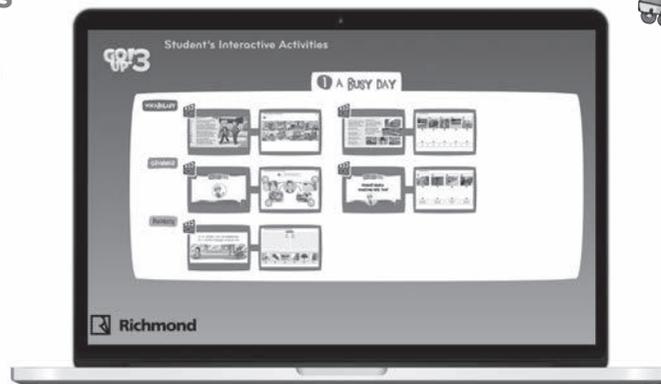


The **Activity Book Audio** includes the listening activities in the **Activity Book** and the **My new words** lists, as well as the **stories** and **songs** in the **Student's Book**. The Activity Book Audio is available to be downloaded from the Richmond website and the Richmond Learning Platform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



Teacher's Audio Material

The Teacher's Pack includes 2 audio CDs with all the recordings used in the **Student's Book**.

The **Activity Book Audio** tracks are available on the Richmond website and the Richmond Learning Platform Junior and so are the **Teacher's Resource Material Audio** tracks.



Flashcards and Word cards

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

elephant



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.



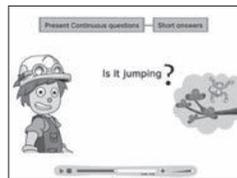
Videos

A great variety of Video material is provided to support teaching with **Go Up!: Animated grammar comics**, **Visual grammar presentations**, **Animated stories** and **Culture videos**.



Animated grammar comics

Grammar Greg comics come to life in these amusing animations that **help the children to contextualise the grammar structures** before they work on the lesson activities.



Visual grammar presentations

Innovative, fun, grammar animations featuring Grammar Greg help the children to focus on explicit grammar and promote the development of their **Learning to learn competence**.



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.

4 **ANIMAL MAGIC**

1 Listen and sing. 2.1

Wildlife Park

The wildlife park's amazing.
There are animals everywhere.
Climbing, swimming, running,
Or flying in the air.

Elephants, lions and ostriches
Walking through the grass,
And kangaroos go hopping by.
They're very, very fast!

Tigers hiding in the trees
And monkeys climbing high.
Look! A pink flamingo
Flying through the sky!

2 Listen and repeat. 2.2 **Then listen and say.** 2.3

crocodile	elephant	flamingo	kangaroo
lion	monkey	ostrich	tiger

3 Play The Chain Game.

I can see a lion and a kangaroo.

I can see a lion, a kangaroo and an ostrich.

I can see a lion, a kangaroo, an ostrich and a monkey.

40 • Lesson 1 • Wild animals vocabulary

4

1 Listen and read. 2.4

What can you see, Rosie?

Wow, I like tigers. Is it climbing a tree?

That's a flamingo. Is it flying?

An elephant! Is it eating?

Swimming! Rosie, let me see!

Amazing! I can see a tiger.

No, it isn't. It's running. And there's a pink bird!

Yes, it is. It's beautiful! Look! There's an elephant.

No, it isn't. It's swimming.

2 Listen and guess the animal. Then play in pairs. 2.5

Is it running?
No, it isn't.

Is it drinking?
Yes, it is.

Is it...?

3 Make two spin wheels and talk.

Is it (flying)? Yes, it is. / No, it isn't. • Lesson 2 • 41

- 1 The unit theme is introduced and new vocabulary is visually presented in a lively, colourful scene featuring the course characters.
- 2 The new vocabulary is contextualised in an engaging, catchy song. The song words provide reading practice while the rhyme and rhythm of the song make it easier for the children to remember the language. Singing together provides the class with a shared learning experience.
- 3 The oral form of each word is presented along with the written form, to establish good pronunciation from the start.
- 4 Listen and say is a novel 'discovery' activity. The children hear short dialogues or descriptions that prompt them to use the target vocabulary.
- 5 The written form of new words is accompanied by visual support. The picture dictionary acts as a reference the children can use throughout the unit and helps to develop both their Learning to learn competence and study skills.

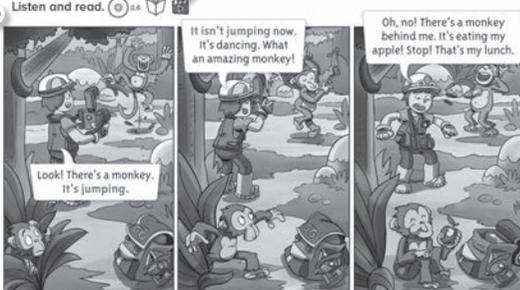
- 6 Vocabulary learning becomes a meaningful and collaborative process with the free-practice oral game at the end of the lesson.
- 7 New grammar is presented in a contextualised dialogue between the course characters to engage the children. The grammar structure combines with unit vocabulary to give further practice of the new words from Lesson 1. The children are invited to act out the dialogue so that controlled practice of the new grammar has a ludic feel.
- 8 The target grammar is practised in a listening activity based on a colourful visual prompt. The listening provides the children with a model for a follow-up speaking activity in pairs.
- 9 Every unit has a cut-out template craft activity where the children make something: spin wheels, dice, a clock... 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.



► Find support for the lesson content in the **Activity Book**, both in the corresponding practice exercises and in the **My new words** section at the back of the book.

GRAMMAR GREG

1 Listen and read. 2.5



3 Present Continuous questions

Is it jumping?	swimming?
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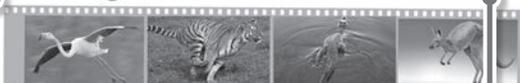
Short answers

Yes, it is.	No, it isn't.
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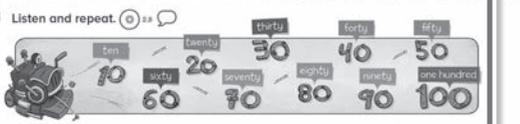
Present Continuous answers

It's running.	climbing.	flying.
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5 Listen and say. 2.7



3 Listen and repeat. 2.8



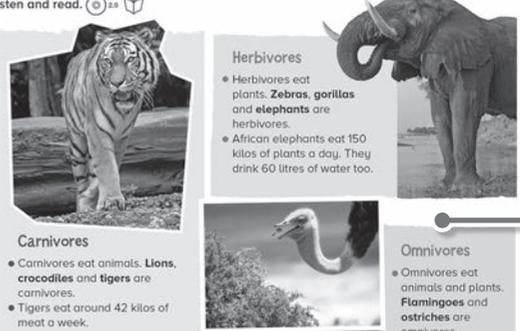
42 • Lesson 3 • It's / It isn't (jumping). • Numbers 10-100

GO FURTHER!

CLIL GO FIND OUT!

WHAT DO ANIMALS EAT?

1 Listen and read. 2.5



Herbivores

- Herbivores eat plants. **Zebbras**, **gorillas** and **elephants** are herbivores.
- African elephants eat 150 kilos of plants a day. They drink 60 litres of water too.

Carnivores

- Carnivores eat animals. **Lions**, **crocodiles** and **tigers** are carnivores.
- Tigers eat around 42 kilos of meat a week.

Omnivores

- Omnivores eat animals and plants. **Flamingoes** and **ostriches** are omnivores.
- Some flamingoes eat around 95 grams of food a day.

2 Read and correct the words in red. 2.7

- Tigers eat around ninety-three kilos of meat a week.
- African elephants drink eighty-two litres of water a day.
- Some flamingoes eat around fifty-one grams of food a day.

FUN FACT

Elephants eat 16 to 18 hours a day.

GO ONLINE

Are kangaroos carnivores, herbivores or omnivores?

Natural Science: carnivores, herbivores and omnivores • Lesson 4 • 43

1 The grammar lesson consolidates and also extends the grammar structure introduced in the previous lesson. Presented in an amusing comic strip, it features Grammar Greg. The target grammar is always highlighted in blue for easy reference.

2 Grammar Greg will come to life for the children in this amusing animation of the comic strip.

3 Each unit has grammar tables which help the children to focus on explicit grammar. They serve as a future reference and help the children to become autonomous learners.

4 An innovative, fun, visual grammar animation will facilitate and strengthen the children's understanding of initial grammar structures.

5 The children practise and consolidate both the new grammar and unit vocabulary with a listening activity that promotes oral interaction. Supporting visuals draw the children in and make the task more enjoyable.

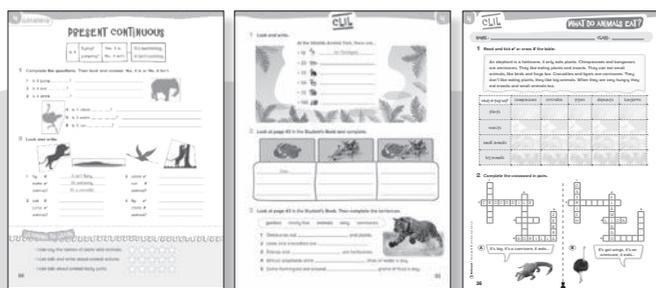
6 In this lesson, the children explore a topic related to the unit theme from a different school curriculum area. The title encourages the children to predict the topic content.

7 Eye-catching photos add visual appeal and set the new learning in a real-world context. Interesting factual texts review target language from the unit and consolidate known language from previous units and levels, while extending vocabulary.

8 A comprehension activity checks understanding of new knowledge.

9 The children are given amusing facts related to the lesson theme. The facts serve as a starting point for discussion or investigation.

10 A Go online question develops cognitive and research skills by asking the students to think or speculate. The children then check the answer online. This helps to develop their Learning to learn competence.



► There is no lack of additional practice for the new grammar. The children can work with the **Go Further! Grammar section** in class or for homework, or with the **Activity Book** exercises designed to consolidate the children's learning. Lesson-specific photocopiable teaching materials abound in the **Teacher's Resource Material**.

1 Listen and read.  

2 **PRE-READING**
Do you like wildlife parks?

3 Fred's mum is an artist. She's planning to produce a wildlife park. Fred and Rosie are helping!

4 Would you like to see the park? That's a good idea! Have fun!

What colour are flamingoes' wings? They're black and pink!

Can ostriches fly? Ostriches have got wings but they can't fly. Oh, it's got a tail and what a big beak!

The tiger is sleepy. Is it dangerous? Yes, it's got sharp teeth and claws. Oh, its fur is beautiful!

44 • Lesson 5 • Key vocabulary and grammar in context

5 Look, the gate's open! Where's the zebra? Oh, no!

6 Mum, the zebra's missing! But... there isn't a zebra in the painting!

7 Look at that zebra! It's eating the grass. Oh! It's a real zebra!

8 What an amazing painting! Now let's go and see the crocodiles! That's the missing zebra!

2 Look, match and say the animal.

1  2  3  4  5 

a  b  c  d  e 

6  Promote children's curiosity.

- Every unit has a central two-page story featuring the course characters in a context familiar to the children. The dynamic, visually rich scene structure chosen to present the story, combined with the audio and reading text, promotes the development of the children's visual, textual and aural literacy. The type of illustration used in Go Up! stories also develops the children's concentration skills by encouraging their attention to detail.
- Each story begins with a discussion question to introduce the story theme and draw the children into the topic. This is the pre-reading stage.
- The children listen to and read the story dialogues while they look at the illustrations. This develops their listening skills and reviews known language in a meaningful context.

- The narrative also features new language the children will see in the following lesson. The contextualization and visual support offered by the animated version of the story will ensure the children's understanding.
- Post-reading activities encourage the children to revisit and further develop understanding of specific elements from the story.
- 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.

Story

1 Read and draw. Draw animals in the boxes.

2 Read and draw. Draw animals in the boxes.

3 Read and draw. Draw animals in the boxes.

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100 Read and draw. Draw animals in the boxes.

► Find support for the lesson content in the **Activity Book**. The **Teacher's Resource Material** provides level-adjusted material to work further with the lesson vocabulary and structures.

1 Listen and repeat. 2:11

fur beak claws wings tail teeth

2 Listen and sing. 2:12

Amazing Animals

It's got small arms and strong legs too.
And a long, long tail. It's a kangaroo.

A lion's scary! Hear it roar!
It's got lots of teeth. It's a carnivore.

An ostrich is an amazing thing,
It can't fly, but it's got wings.

A parrot's got a very sharp beak,
It's very noisy. Hear it SHRIEK!

It's got fur and claws and big teeth too.
It's a tiger and it's chasing YOU!

Has / Hasn't got with personal attributes	
It's got	a tail, claws.

3 Read and say the animal.

4

It's got claws and a tail. It hasn't got fur. It's got wings and a beak.

It hasn't got a beak. It's got a big mouth and a long tail. It's green.

It's got claws and teeth. It hasn't got wings. It's got orange fur and a tail.

46 • Lesson 6 • Animal body parts **GO FURTHER!** Grammar, page 35

TIME TO WRITE

1 Look at the picture and complete.

5

1 There's a lion under a tree. It's got big .

2 There's an ostrich. It's . It's got a big .

3 There's a . It's flying. It's got and wings.

4 There's a . It's climbing a tree. It's got strong .

PHONICS

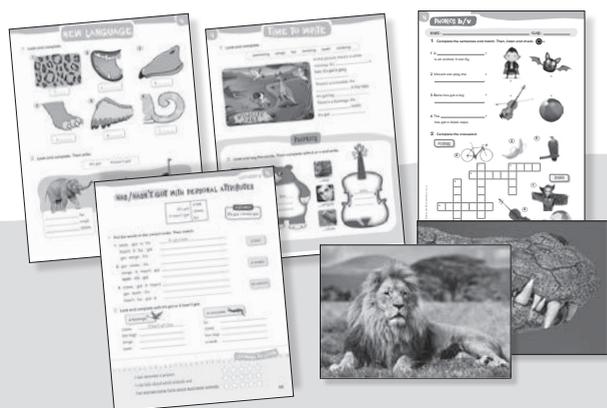
2 Listen and say. 2:13

6

A vampire, a bear, a vulture and a baboon,
With violins and banjos playing a tune.

Writing: describing a picture • Phonics: the sounds v as in violin and b as in bear • Lesson 7 • 47

- 1 Exercises on this page build on the story context to present and practise new language in both oral and written form.
- 2 The song provides controlled oral practice of the new grammar and vocabulary. The target structure is highlighted in blue in the song words. Songs are an excellent vehicle to practise and learn language in a fun and inclusive way and help the children's memorisation skills.
- 3 The visual grammar animation featuring Greg is sure to entrench the children's understanding of initial grammar structures while creating a very positive 'Grammar is fun!' association for them.
- 4 The new language is practised in a reading or speaking activity with appealing artwork.
- 5 Illustrations and models will help the children with writing practice. The writing activities for this level often connect to real-world tasks such as writing emails or completing timetables. They practise and consolidate target vocabulary and grammar from the unit.
- 6 At this level, Phonics activities focus on contrasting phonemes. Phonics rhymes draw on humour and wordplay. The children hear, read and say the rhyme, which contains multiple examples of the contrasting phonemes. The sounds are highlighted in different colours.



► Find support for the lesson content in both the **Activity Book** activities designed to consolidate the children's learning and in the **Go Further! Grammar** section conceived to take them that bit further along their learning path. Additional lesson-specific teaching materials can be found in the **Teacher's Resource Material**. A ludic moment is always at hand with the **Activity Bank** on page 19 of the Teacher's Book with suggestions for exploiting **Flashcards** and **Word cards**.

GO AROUND THE WORLD
AUSTRALIAN ANIMALS

1 Listen and read. 2:14

Hi! I'm Ben from Australia. Here are some amazing Australian animals.

A koala has got brown or grey fur. It's a herbivore and it eats leaves. Look at this koala. It's eating eucalyptus leaves.

A kangaroo has got strong legs and a big tail. It can jump two metres high! Look! Here's a mother kangaroo with her baby.

A platypus has got a beak, brown fur and a tail. It's a carnivore and it eats insects and fish. A platypus can swim. Look at this platypus, it's swimming in a river.

A dingo has got brown fur and a big tail. It's an omnivore. Look! This dingo is running on the beach.

YOUR GO!
What's your favourite Australian animal?

2 Read and complete.

- 1 A platypus has got brown fur and a tail.
- 2 A koala is a _____.
- 3 A kangaroo can _____.
- 4 A dingo is an _____.

48 • Lesson 8 • Learn about Australian animals.

GO AGAIN!

1 Do the crossword.

15 + 6 → t _ _ _ _ t _ - _ _ _ _

41 - 11 → _ _ _ _ _

100 - 5 → n _ _ _ _ _ - _ _ _ _

60 + 13 → 6 _ _ _ _ _ - _ _ _ _ _

2 Listen and say the animal. 2:15

3 Look at Activity 2 and complete.

- 1 It's got teeth and claws. It's swimming.
It's a tiger.
- 2 _____ a beak and small wings. It's running.
It's an _____.
- 3 _____ a long tail. It's jumping. It's a _____.
- 4 It's got _____ It's _____ It's _____.

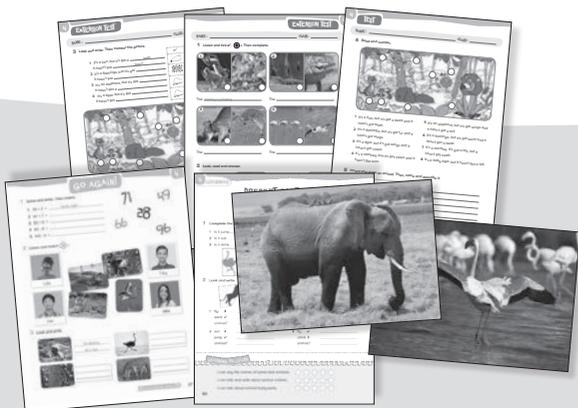
TAKE A LOOK

- ✓ swim → swimming
- ✓ run → running
- ✓ hop → hopping

Go Further! Try to learn pages 84-85.
Unit review - 49

- 1 An attractive real-world video on the lesson theme will bring the country to life for the children.
- 2 In this lesson, the children learn about life and culture in different English-speaking places and countries. A child presenter introduces themselves and their country and then shares something about the country with the class.
- 3 A magazine look with colourful photos transmits the 'real world' aspect of this lesson to appeal to the children, to provide some variety and to keep their motivation high. They listen to and read an interesting, informative text about the country, which simultaneously consolidates target language from the unit and also recycles language from previous units and levels.
- 4 A comprehension activity checks the children's understanding of the lesson content.

- 5 Cognitive skills are developed by asking the children to give opinions and make comparisons between their country and the focus country. Personalisation activities help the children to remember the new content as they connect it with their own experiences.
- 6 The review page revisits the target vocabulary and grammar of the unit and touches on all the skills: reading, writing, speaking and listening.
- 7 There is always a listening activity on every *Go Again!* page. Review activities usually encourage the children to focus on vocabulary in different and more challenging ways.
- 8 Review page activities bring together multiple content areas from the unit, allowing the children to synthesise theme, grammar and vocabulary.
- 9 There is a *Take a look* feature in every unit review. The children's attention is drawn to small but interesting points about lexis or grammar which can often be overlooked.



► An **Activity Book** review page mirrors the **Student's Book** lesson, consolidating the lesson content even further. At the end of the unit, the children are asked to reflect on their learning process by completing the **Learning to learn** section. 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. A ludic finale to the unit is always at hand with the **Activity Bank** suggestions for exploiting **Flashcards** and **Word cards** on page 19 of the **Teacher's Book**.

1 THE DIAMOND NECKLACE

1 It's Saturday. Noah is helping his mum. She's a zookeeper at the city zoo.

2 A week later... That's the museum next to the zoo! A diamond necklace is missing from the City Museum.

3 Later that day... Well done, Frank! Frank is Noah's friend. Frank's a very clever monkey!

4 Look! Frank's running! Frank! No!

5 I've got the necklace. Frank, come back!

6 Frank is running away with the thief's bag. That monkey's got my bag! Stop him! Oh no, Frank!

7 Frank is running away from the zoo. A monkey's got the bag with the necklace. Oh, no! It's the thief!

8 Frank is sitting in a tree. Look, there's a fire station! Stop that monkey! Stop that thief!

9 Frank can't see the firefighter.

10 Frank and the firefighter are playing. That's my bag! He's a thief! Stop him! The police are coming!

11 Noah's got Frank now and the police have got the thief's bag. It's empty! Where's the necklace?

12 Later at the zoo... Mum, that kangaroo's got a diamond necklace! Oh, Frank! What a clever monkey!

UNITS 3 AND 4

1 Listen and read.

2 Look and tick ✓ or cross X.

cinema camera crocodile shopping centre flamingo bag

50 • Units 3 and 4 review

3 Read and say True or False.

1 Noah is helping his dad.

2 Frank is very clever.

3 There are five crocodiles at the zoo.

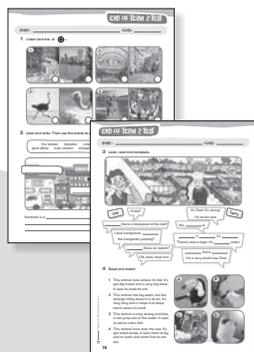
4 There's a fire station near the zoo.

Review practice, page 91

Units 3 and 4 review • 51

- 1 At the end of Units 2, 4 and 6, there is a colourful, comic-style story with children as the main characters. They appeal to a range of tastes and contain stories about meeting aliens, solving a crime and making friends. The stories consolidate target grammar and vocabulary every two units.
- 2 The children simultaneously read and listen to the story and so develop reading and listening skills. Action, humour and sound effects make for an engaging narrative.

- 3 The Term Review stories and activities are an excellent vehicle for revisiting vocabulary from previous units and levels.
- 4 Post-reading activities focus on vocabulary and encourage the children to review the story and check comprehension.



► To keep it light, you can play any number of games suggested in the **Activity Bank** on page 19 of the Teacher's Book 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. The **Learning to learn** section works very specifically to promote the children's awareness of how they learn. 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.

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 in the holidays or on non-school days.

Display children's work

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

Encourage children to be kind

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

Design class rules

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

Keep track of children's development

Observing children in class and making regular notes on their development can complement more formal assessment techniques, and help to build a more complete picture of each child. During or after each lesson, make notes about children's comprehension, use of language, participation or behaviour. Focus on two or three children each lesson or week. Alternatively, choose a specific area of language learning to observe each week.

Keep learning portfolios

A portfolio is a collection of each child's work from over the course of a term or school year. It is useful as an assessment tool as we can observe a child's progress in their written work throughout the year. It can also be a starting point for one-to-one interviews with children to talk about their learning and progress.

Assign self-assessment tasks

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

I learn new words by ...

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

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

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 pair and group work

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

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

Make learning accessible

Make instructions and tasks accessible to all students. 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, by displaying the flashcards.

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 writing is very clear and neat! Your drawing is beautiful!*



MAKING THE MOST OF FLASHCARDS AND WORD CARDS

You can print the Flashcards and Word cards provided on the website or make your own with the help of your students out of magazine cut-outs. It will provide lots of fun and an opportunity to engage in some arts and crafts activities. If you wish, you can also prepare them at home and bring them ready to class.

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

Stick 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 as before.

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 card and mouths the next one. The child who gets the most flashcards is the winner.

Repeating game

Stick flashcards on the board, point to a card and say a sentence. If the sentence is correct, the children repeat it. If not, they keep silent. *Greg has ten eggs for breakfast. Flamingos can't fly.*

What's missing?

Hold up word cards one by one, say each word for the children to repeat. Remove a card, then stick the remaining ones 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.



Letter by letter

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

Who has got ...?

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

Remember, remember!

Show a selection of flashcards or word cards. Point to one 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. 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 pair then sit down together.

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. 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!

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 say the words corresponding to the skittles they knocked over.

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?*

Flashcard race

Put the children into groups of six and they each assign themselves a number from 1 to 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 at the end 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 the ball says an animal and then throws the ball to another child. The next child has only 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.

Two corners

Take two cards and write *like* and *don't like*. Stick each card in a corner. Ask *Do you like (spiders)?* The children go to the corresponding corner. Each corner then chants:

*We (like) spiders
Yes we do!
We (don't like) spiders
How about you?*



HANDS-ON IDEAS

Cook up a class

At the beginning of the term ask the children to have a think about what atmosphere they would like to have in class and what they would need to do to achieve this. Ask them to consider what ingredients are needed for a pleasant class atmosphere. Give them some ideas: *We listen when a classmate is talking. We don't make noise. We respect our teacher and classmates. We always say 'thank you'. We don't throw paper on the floor.* Then give the children some time to come up with more ideas. They write these on strips of paper. As these are not all easy to express, it's OK if they are not written in English (the English class will still benefit!). Then have a cooking pot and a wooden spoon on hand. Ask the children to drop their strip of paper into the pot and allow them to give the contents a stir. Dramatise the cooking aspect, pretending to smell the dish and stirring up a great atmosphere. Finally, sit down with the children and together read out the ingredients in the pot. The class could then make a poster with the full recipe to decorate the class.

Trace and guess

Put the children into 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.

Show-and-tell

When learning any topic, it is always a good idea to let the children feel personally involved. Ask them to name their favourite animals 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 score 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 is in the swimming pool. She's swimming.* Alternatively put the children into pairs. One secretly draws a picture and then

SONGS AND CHANTS



dictates to their partner.

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 audio, 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 they 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.

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

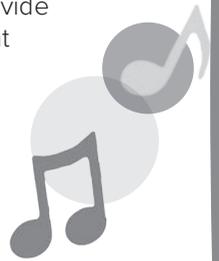
This gives singing a clear purpose and encourages children to make a real effort. Comparing recordings made at different times will also give them the chance to hear directly how they can improve with practice. Ask the school and parents for permission to film the children singing the unit songs and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

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 audio ends.

What comes next?

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



VOCABULARY GAMES

Can you remember?

Say *There's a cinema* and ask a child to repeat the sentence and add another word, *There's a cinema and a hospital*. Then, the next child repeats the sentence and adds another word and so on.

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.

Word tennis

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

Listen and do

Agree certain actions for word categories with the children, for example, for an animal they wave their hands, for a school subject word they put their hands on their head. 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 a topic on the board. Ask the children to write down five of them. Then say the words in random order and the children cross out 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

Display 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 from by heart. Continue drilling and turning over cards so the children are saying the whole sequence by heart.

NARRATIVES

Making mistakes

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

Stories that teach

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

Story quiz

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

Who said that?

Write the names of the characters on the board. Divide the class into two teams. Read out a line from a speech bubble or caption. Students race to the board and the first player to touch the correct character name scores a point.





GRAMMAR GAMES

Have you got it?

Display 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 the object, by asking *Have you got the (rollerblading) flashcard?*

Throw the ball

The class stands in a circle. Throw a ball to a child and ask *What time do you (get up)?* The child answers *I get up at (eight o'clock)* and then takes a turn to throw the ball and ask another question. This game can also be played with *Do you like ... ?* or *Have you got ... ?* questions.

Sentence hangman

Play this game like a regular hangman game, but write a sentence with letter spaces. The children suggest letters that might be in the whole sentence. Write all the letters in their places; if there aren't any then draw part of the man. The child who says the sentence correctly wins.

Repeat the truth

Say a sentence related to the unit topic, for example, *There's a hospital in our town.* If the children think it is true they repeat the sentence. If not, they remain quiet.

Banana

Dictate five sentences to the class, but in each one substitute one or two words for the word *banana*, for example, *I banana playing the recorder.* *How do you banana to school?* The children work in pairs to identify the missing words. Alternatively, you can substitute one specific word, *likes* for example, with the word *banana*. After giving the children some example sentences, the children work together to identify its meaning. Award points for correct sentences.

Pass it on

The children sit in groups. The first child asks a question, for example, *Do you like reading comics?* 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

Put the children into groups of about four. Take two flashcards from the 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.

Student stick puppets

Give the children a circle made of cardboard, wool, crayons and glue to make their own faces. Then have them stick the 'faces' onto wooden sticks. Each child now has a stick puppet of themselves. They can use the puppets to introduce themselves, to talk about their daily routines, to say how they go to school, what they like doing in their free time, etc.

Form the sentence

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 make the sentence.



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: *I have breakfast at half past seven.*
Children: *I have breakfast at half past seven.*

To make this more fun, play around with different voices, for example, whisper or shout the sentence. Emphasise different words to project different meaning: *I have breakfast at half past seven. I have **BREAKFAST** at half past seven. I have breakfast at half past **SEVEN**.*

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

Teacher: *The.*
Children: *The.*
Teacher: *The tiger.*
Children: *The tiger.*
Teacher: *The tiger is.*
Children: *The tiger is.*
Teacher: *The tiger is running.*
Children: *The tiger is running.*

Or make the children memorise the sentence:

Teacher: *The.*
Children: *The.*
Teacher: *Tiger.*
Children: *The tiger.*
Teacher: *Is.*
Children: *The tiger is.*
Teacher: *Running.*
Children: *The tiger is running.*

Substitution drills

Give a sentence and then the substitution word:

Teacher: *I like spaghetti. He.*
Children: *He likes spaghetti.*
Teacher: *She likes apples. I.*
Children: *I like apples.*

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

Teacher: *I'm doing exercise.*
Children: *I'm doing exercise.*
Teacher: *Going to the park.*
Children: *I'm going to the park.*
Teacher: *Reading comics.*
Children: *I'm reading comics.*

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 has got Maths on Monday.*
Children: *She has got Maths on Monday.*
Teacher: *Pablo has got English on Wednesday.*
Children: *He has got English on Wednesday.*

Transformation drills

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

Teacher: *She likes broccoli.*
Children: *She doesn't like broccoli.*
Teacher: *I like carrots.*
Children: *I don't like carrots.*
Teacher: *He is drinking water.*
Children: *He isn't drinking water.*



Q & A drills

- To practise specific questions. Display 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:

Q: *Is there a cinema?*

A: *Yes, there is.* (Point to the cinema)

- 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 beans?*

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 reading. What about you?*

Child 2: *I like watching TV. What about you?*

Child 3: *I like listening to music. What about you?*



READY, STEADY, GO! OVERVIEW



Grammar

- **Present Simple:** questions and answers with *What's your favourite (day)?*
- **Present Simple:** questions and answers with time
- **Spelling:** identifying words from their first letter

Vocabulary

- **Time:** *half past, o'clock*
- Days of the week

Recycled language

- Present Simple
- Modal: *can*
- Animals
- Clothes
- Foods
- Toys
- Numbers
- Colours

Language Objectives

Grammar

- To use *I can see* to name objects.
- To ask the question *What's your favourite (day)?*
- To use the Present Simple with time.
- To revise structures from the previous levels.

Vocabulary

- To practise animals, clothes, colours, foods, numbers and toys.
- To learn the days of the week.
- To revise verbs from the previous levels.

Functions

- To review the characters and greetings.
- To review vocabulary from previous levels.
- To learn the days of the week.
- To say one's personal preferences.
- To learn how to tell and say the time.

Skills Objectives

Speaking

- To identify and say previously learnt items of vocabulary.
- To say the first letter of words.
- To ask and answer questions about favourite things.
- To say times using *o'clock* and *half past*.

Reading

- To understand and practise a model dialogue with the target language.
- To follow a short dialogue with the target language.
- To understand a narrative of a short story.

Listening

- To repeat the words in a song.
- To identify the target language within a contextualised dialogue.
- To follow a text aurally while reading.
- To identify the time.



Assessment Criteria

- The children can identify, understand and produce vocabulary already learnt at previous levels.
- The children can identify, understand and produce Present Simple questions with *What's your favourite (colour)?* and then answer.
- The children can name the days of the week.
- The children can identify, understand and produce Present Simple questions with time and then answer.
- The children can tell the time using both *o'clock* and *half past*.

Materials

- **Digital Book**
- **Audio CD 1**
- **Student's Book**
Ready, steady, go!
- **Activity Book**
Ready, steady, go!
- **Teacher's Resource Material** (available online)
Initial evaluation:
Diagnostic test
- An analogue clock, cardboard paper

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.



Key competences



Linguistic competence

The children develop listening, speaking and reading skills and review some common vocabulary. The children ask and answer about their favourite things.



Competence in Maths, Science and Technology

The children develop their mathematical understanding of how to tell the time.



Digital competence

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



Social and civic competence

The children develop their social interaction skills by learning how to greet someone new and by working in pairs.



Cultural awareness and expression

The children develop their artistic expression by singing songs.



Learning to learn

The children develop strategies to improve their language skills by repeating phrases and asking and answering questions.



Sense of initiative and entrepreneurship

The children develop a sense of personal autonomy talking about their favourite things.

LESSON 1 - SB PAGE 4

Language Objectives

To improve listening skills.

To develop speaking skills.

To practise the structures *What's your name?*
Hi! I'm (Rosie). I'm (eight). How old are you?

Materials

Digital Book
Audio CD 1

WARMER

Introduce yourself to the class and ask various children *What's your name? How old are you?* Show the children their new English book and point out the characters Rosie and Fred. Explain that they appear throughout the book, along with some of their family and friends.

1 Look and listen. Then ask and answer. 1.1

Tell the children to look at the picture and identify Fred and Rosie. Play the audio and tell the children to listen to a conversation between Rosie and Fred. Play it again and have them repeat what they hear but to replace the names of Fred and Rosie with their own name. Tell the children to turn to the person sitting next to them and ask them the two questions. Then they repeat with the people sitting behind or in front of them.

2 Look, find and say.

Put the children into pairs. Ask a volunteer to read what the first thing they have to find is: *three food items*. Let the pairs search in the picture and say the words to each other. After a minute, get the children to say the food items they have found. Write the words on the board in random order. Repeat with the other categories. Circle one of the words on the board and ask the whole class to read it out loud. Then tell the children to find the picture on the page as quickly as possible and put up their hands when they have found it. Repeat with other words.

► Answers

Three food items: apple, banana, cake, *Ten numbers:* 11 to 20, *Seven animals:* bird, butterfly, cat, dog, rabbit, parrot, squirrel, *Nine clothes:* coat, dress, hat, jeans, shirt, shoes, shorts, T-shirt, trousers, *Six toys:* ball, car, kite, plane, scooter, teddy bear

FAST FINISHERS

The children try to name other words in English from the picture, for example, *house, book, tree*.

EXTRA ACTIVITY

Have a quiz about the picture. Put the children into teams. For each team appoint a secretary who will write down the answers. Remind them that they must talk very quietly or the other teams can copy their answers. Give the children two minutes to study the picture, then they close their book. Ask questions and the children whisper the answer to their secretary, who writes down the answers. Suggested questions: *What animal has the man got? What number is Fred's house? What musical instrument has the man got? How many candles are on the cake?* Collect in the papers, check them and then announce the winners.

WRAP-UP

Look at the picture again and review all the colours. Then have the children close their books and ask questions about the colours: *What colour is the kite / girl's dress / ball / rabbit / car / cat / butterfly / school bag?*

TRANSCRIPT

1.1 Look and listen. Then ask and answer.

Fred: Hi! My name's Fred. What's your name?

Rosie: Hi! I'm Rosie. I'm eight. How old are you?

Initial Evaluation

Use the picture to make sure the children can identify vocabulary items, colours and numbers and can introduce themselves and say how old they are.

ACTIVITY BOOK

Ready, Steady, Go! page 2.

See Teacher's Book page 117 for the answer key.



LESSON 2 - SB PAGE 5

Language Objectives

To sing a song.

To improve listening skills.

To develop speaking skills.

To practise the letters of the alphabet.

Materials

Digital Book

Audio CD 1

Cardboard paper

WARMER

Write the letters of the alphabet on the board and go through them with the children. Ask various children to say the first letter of their name or to spell their whole name out if they can. Point to various objects around the classroom and ask the children to say the first letter of the word only.

1 Listen and sing. 1.2

Look around the classroom and say *I can see something beginning with B*. Ask the children to suggest what it might be: *boy, book, ball*. Write the full song lyrics on the board. Play the song through and tell the children to follow the lyrics. Play the first verse again and encourage them just to join in and to suggest what the A word might be. Repeat with the other verses, getting them to suggest words each time.

2 Play in pairs.

Divide the class into pairs to play the guessing game. Tell the whole class to practise saying together *I can see something beginning with...* The children play the game together, taking it in turns to give the clue. Go around the classroom while students are carrying out the activity, clarifying doubts and helping when necessary.

FAST FINISHERS

In pairs, the children play the game with objects in the classroom or outside.

EXTRA ACTIVITY

Make a class alphabet word wall. Get 26 small pieces of cardboard and write a letter of the alphabet on each one. Divide the class up into small groups and give each group two or three letters, depending on how many children are in the class. Have the groups write down words that begin with their letters on scrap paper. Tell them to check the spelling in a dictionary. Then let them write their words on the pieces of cardboard paper. They can add illustrations. Put these word cards on the wall in alphabetical order.

WRAP-UP

Divide the class into two teams. Say a letter and ask Team A to suggest a word beginning with that letter, put a point on the board for a correct answer. Team B then says a word. When it is Team A's turn again, a different child must say a word. Continue getting the teams to say a word until one team cannot suggest any more.

TRANSCRIPT

1.2 Listen and sing: *I Can See Something*

I can see something beginning with A.
Look at the picture! Now let's play!
Is it an apple? Is it an arm?
Can you say?

I can see something beginning with O.
Look at the picture! Do you know?
Is it an orange? Is it an owl?
No! No! No!

I can see something beginning with B.
Look at the picture! Can you see?
Is it a book? Is it a ball?
You tell me!

I can see something beginning with S.
Look at the picture! Can you guess?
I know! I know! Is it a squirrel?
Yes! Yes! Yes!

Continuous Assessment

The children should be able to say what letter words begin with and name words starting with certain letters.

ACTIVITY BOOK

Ready, Steady, Go! page 3.

See Teacher's Book page 117 for the answer key.



LESSON 3 - SB PAGE 6

Language Objectives

To sing a song.

To introduce the days of the week.

To practise listening skills.

To practise talking about one's personal favourites.

Materials

Digital Book

Audio CD 1

A piece of paper

WARMER

Write the days of the week on the board. Go through them and tell the children to practise saying them. Ask: *What day is it today? Is it (Tuesday) today? What days do we go to school? What are the weekend days? (Saturday and Sunday.) Do we go to school on (Sunday)?*

1 Listen and sing. 1.3

Tell the children to read through the song in their books. Then ask them to close their books. Play the song and let them listen. Play it again and ask them to join in. Invite groups to perform for the whole class.

2 Listen and say True or False. 1.4

Tell the children to look at the chart. Ask questions about it: *What's Millie's favourite day? And her favourite colour? What's her favourite animal?* Then ask the same questions for Owen. Name a favourite colour and get the children to call out the child's name, for example, *green. Owen!* Play the audio and pause after each sentence so the children can say *True* or *False*. Give them more sentences to continue the activity, say, for example, *Millie's favourite colour is purple. Owen's favourite animal is a parrot.*

► Answers

Millie: False, True, True, Owen: False, False, True

3 Ask and answer.

Divide the class into pairs. On the board write *What's your favourite day / colour / animal?* The children practise saying the question all together. Then, in pairs they take turns to ask and answer the questions.

FAST FINISHERS

The children ask each other about other favourite days of the week, colours, animals, food items or numbers.

EXTRA ACTIVITY

The children make a *My favourite things* book. Give each child a piece of paper and they fold it in half. On the front, they put the title and their name. They then have three pages to put the titles: *My favourite day, My favourite colour, My favourite animal*. Under the title they write what their favourite is and draw a picture. For their favourite day they can draw what they like to do on that day.

WRAP-UP

Call out a day of the week and tell the children to say which day comes next. First of all, do it quite slowly but then start saying it faster so they have to think quickly!

TRANSCRIPTS

1.3 Listen and sing: *My Favourite Day*

Sunday, Monday, I like you.
Tuesday's good and Wednesday too.
Thursday, Friday, you're OK,
But I love Saturday!

Saturday!
The weekend's here, it's time to play.
Saturday!
You're my favourite day!

1.4 Listen and say True or False.

Interviewer: Hi, Owen! What's your favourite day?

Owen: Thursday. Thursday's great!

Interviewer: Millie, what's your favourite colour?

Millie: My favourite colour is purple. In my bedroom, the bed, the cupboard and the chair are all purple!

Interviewer: Owen, what's your favourite animal?

Owen: I like cats and I like dogs, but my favourite animal is a parrot.

Interviewer: Millie, what's your favourite day?

Millie: My favourite day is Tuesday. I play tennis on Tuesday.

Interviewer: Millie, what's your favourite animal?

Millie: I really like lizards. I can see lizards in my garden.

Interviewer: OK, Owen. What's your favourite colour?

Owen: My favourite colour is red. I've got a red bike!

Continuous Assessment

Make sure the children can correctly say the days of the week and can ask and answer the question *What's your favourite ...?*

ACTIVITY BOOK

Ready, Steady, Go! page 4.

See Teacher's Book page 117 for the answer key and transcript.



LESSON 4 - SB PAGE 7

Language Objectives
To practise the question *What time is it?*
To revise colours.
To practise listening skills.
To tell the time: *It's (four) o'clock. It's half past (two).*

Materials
 Digital Book
 Audio CD 1

An analogue clock

WARMER

Use the clock to review telling the time with the class. Practise the *o'clock* times and then the *half pasts*. Draw a clock face on the board. Say a time and get a volunteer to come and draw the hands on the clock face. The rest of the class say if it is correct or not. Remind them that there is a long hand to show *o'clock* or *half past* and a short hand for the hour.

1 Listen and read. 1.5

Point to the character Greg and explain that he likes making things. Explain that he appears throughout the book and he helps with grammar. Let the children look at the pictures and ask them what Greg is making (It's a cuckoo clock). Play the audio twice and have the children read as they listen. Put the children into pairs and get them to practise the conversation.

2 Listen and point. Then ask and answer. 1.6

Ask the children to look at the clocks and say the times: *It's half past one, it's three o'clock...* Then tell them to say the colours of the clocks in order: *brown, yellow and red*. Put the children into pairs. Play the audio and pause after each time is said, tell the children to find the clock and point to it. Then, on the count of three they all say the colour out loud. They then take turns -in pairs- to ask the time and answer.

► **Answers**
 purple clock, brown clock, dark blue clock, pink clock, yellow clock

FAST FINISHERS
 The children draw a clock.

EXTRA ACTIVITY
 Teach students the following rhyme. Say it rhythmically so that it sounds like a clock ticking. Move your head from side to side like a pendulum.
Tick tock, tick tock,
One o'clock.
Tick tock, tick tock,
Two o'clock.
 Continue until you reach *Twelve o'clock*.

WRAP-UP
 Tell the children to look at the clocks again. Then, ask them to close their books and test their memories. Say a time, for example, *It's half past eight* and the children say the colour of the clock. Then say a colour, for example, *the pink clock* and they say the time.

TRANSCRIPTS

 1.5 **Listen and read.**
Greg: Hello, I'm Grammar Greg! I'm here to help you with grammar!
Narrator: This is Greg.
Woman: Hi, Greg! What time is it?
Greg: It's half past two.
Boy: Hey, Greg! What time is it?
Greg: It's half past three!
Woman: What time is it now, Greg?
Greg: It's four o'clock!

 1.6 **Listen and point. Then ask and answer.**
 What time is it? It's nine o'clock.
 What time is it? It's half past one.
 What time is it? It's half past eight.
 What time is it? It's two o'clock.
 What time is it? It's half past four.

Final Assessment
 Make sure the children can say *o'clock* and *half past* times and can ask *What time is it?*

ACTIVITY BOOK
 Ready, Steady, Go! page 5. See Teacher's Book page 117 for the answer key.

ADDITIONAL RESOURCES
TEACHER'S RESOURCE MATERIAL
 Diagnostic test



UNIT 1 OVERVIEW



Grammar	Vocabulary	Pronunciation
<ul style="list-style-type: none"> • Present Simple: questions and answers with time • Present Simple: questions and answers with <i>How</i> • Routines: connecting sentences with <i>then</i> • Spelling: two variants of the ea and ee sound: <i>ee</i> and <i>ea</i> 	<ul style="list-style-type: none"> • Daily routines: <i>get up, go home, go to bed, go to school, have a shower, have breakfast, have dinner, have lunch</i> • Transport: <i>bike, bus, car, train, walk</i> • Extra: <i>fruit, healthy food, vegetables, water; exercise, play, ride a bike, run; brush your teeth, sleep, wash your hands</i> 	<ul style="list-style-type: none"> • Phonics: the sound ea as in <i>meat</i> and ee as in <i>three</i>
		Recycled language
		<ul style="list-style-type: none"> • Present Simple • The time

Language Objectives

Grammar	Vocabulary	Functions	Pronunciation
<ul style="list-style-type: none"> • To use the Present Simple with the time to ask and talk about a daily routine. • To use the Present Simple with <i>How</i> to ask and talk about means of transport. • To use <i>then</i> to connect two sentences. 	<ul style="list-style-type: none"> • To understand and use verbs related to daily routines. • To understand and use time expressions. • To become familiar with and understand language related to daily life in general. 	<ul style="list-style-type: none"> • To describe a daily routine. • To ask about and say the time of routine actions. • To say how one travels to places. 	<ul style="list-style-type: none"> • To recognise the sound ea / ee.

Skills Objectives

Speaking	Reading	Listening	Writing
<ul style="list-style-type: none"> • To identify and say routine actions. • To ask and answer questions using the Present Simple. • To use time expressions when describing routine actions. • To practise pronouncing the sound ea / ee. 	<ul style="list-style-type: none"> • To understand a narrative of a story. • To understand and practise a model dialogue with the target language. • To follow a short dialogue with the target language. • To check sentences against a text. 	<ul style="list-style-type: none"> • To repeat the words in an audio. • To identify the target language within a contextualised dialogue. • To follow a text aurally while reading. • To identify missing words from a text. 	<ul style="list-style-type: none"> • To complete a text using the target language. • To use <i>then</i> to connect sentences.

Assessment Criteria

- The children can identify, understand and produce Present Simple questions with time and then answer.
- The children can identify, understand and produce Present Simple questions with *How* and then answer.
- The children can tell the time using both *o'clock* and *half past*.
- The children can identify, understand and produce vocabulary related to daily routines and means of transport.
- The children can produce the **ea** / **ee** sound and recognise that it has two spelling variations, *ee* and *ea*.
- The children can join two sentences with the connector *then*.

Materials

- **Digital Book**
- **Audio CD 1**
- **Flashcards Unit 1** (available online)
- **Student's Book Unit 1**
Lesson 3: Grammar, p. 78
Lesson 6: Grammar, p. 79
Unit Review:
 Learning to learn, pp. 78-79
- **Teacher's Resource Material** (available online)
Lesson 4: CLIL worksheet
Lesson 7: Phonics worksheet
Lesson 8: Language worksheets
Unit Review: Unit 1 test
- **Activity Book Unit 1**
- An analogue clock, a map of the world, large pieces of cardboard paper, old magazines, split pins (one per child), scissors, glue, pieces of paper, a blue pencil or pen

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.



Key competences



Linguistic competence

The children become familiar with the Present Simple form to ask questions and respond about their daily routine.



Competence in Maths, Science and Technology

The children develop their understanding of time as well as how to create and read a bar chart. They also learn about a healthy lifestyle.



Digital competence

The children work together on the unit content using the IWB and do further practice individually through the interactive activities and games.



Social and civic competence

The children learn basic social interaction by working in pairs and doing a survey around the class. They also reflect on the importance of being thankful.



Cultural awareness and expression

The children learn about a child's journey to school on a rural Scottish island. They develop their artistic expression singing a song.



Learning to learn

The children develop alternative strategies for learning such as mime.



Sense of initiative and entrepreneurship

The children develop a sense of personal autonomy talking about their daily routine and what time they do specific activities.

LESSON 1 - SB PAGE 8

Language Objectives

To introduce daily routines vocabulary.

To sing a song.

To improve listening skills.

To develop speaking skills.

Materials

Digital Book

Audio CD 1

Unit 1 daily routines Flashcards

WARMER

Display the Unit 1 **flashcards**, point to the daily routines and have the children identify each action (*get up, have breakfast, etc.*) Once the students are familiar with the target vocabulary, mime different actions and ask the children to say what they are.

1 Listen and sing.  1.7 

Display the Unit 1 **flashcards** in three rows: *get up, have a shower, have breakfast; go to school, have lunch; go home, have dinner, go to bed*. Write the full song lyrics on the board. Play the audio and point to each flashcard as it is mentioned. Let the children read the lyrics on the board and play the audio again so they can follow it and join in. Divide the class into groups and tell them to perform actions to accompany the song. Give them time to rehearse and then let them perform for the whole class.

2 Listen and repeat.  1.8

Then listen and say.  1.9  

Play the first audio. Give the children a minute to look at the icons, read the corresponding phrases and practise saying them. Play the second audio and after each dialogue the children identify which action is being referred to. Play a flashcard game: select a flashcard and show it to the children very quickly. Ask them to identify what it is. If they are correct, they score a point, if not, the teacher scores a point.

▶ Answers

1 get up, 2 have breakfast, 3 go home, 4 go to bed

3 Mime and say. 

Divide the class into pairs. Tell them to take turns miming one of the actions for their partner to guess. After several minutes, invite children to the front to mime for the class.

FAST FINISHERS

The children draw their favourite breakfast, lunch or dinner.

EXTRA ACTIVITY

Eight children each hold up a flashcard for the class to see but they can not. The class decides in what order the children should go in. When they finish, the eight children guess what their flashcard is.

WRAP-UP

Choose one of the actions (*get up, have breakfast, etc.*) and write it on a piece of paper without the children seeing. If they guess correctly within three chances, they score a point, if not, the teacher scores a point.

TRANSCRIPTS

 1.7 Listen and sing: *I'm So Busy!*

I'm busy, so busy.

I'm busy, busy, busy.

I'm busy, so busy!

Get up quick, it's Monday morning.

Have a shower, I'm still yawning.

What's the time? Half past eight!

Quick! Have breakfast. Don't be late!

Chorus

Now it's time to go to school

With all my friends, it's really cool!

I love school, I'm there all day,

After lunch there's time to play.

Chorus

I go home. Hello Mum!

Have my dinner. Yum! Yum! Yum!

Go to bed, turn off the light.

Don't forget to say goodnight!

Chorus

 1.8 Listen and repeat.

get up, go home, go to bed, go to school, have a shower, have breakfast, have dinner, have lunch

 1.9 Listen and say.

1 Mother: Hurry up! It's eight o'clock!

Ben: Oh, Mum! I want to stay in bed...

2 Father: Are you still having breakfast? Hurry up, we're late!

Ben: Ok, Dad!

3 Teacher: Goodbye, children! See you tomorrow!

Children: Goodbye Mrs Jones!

4 Mother: It's time to sleep now, Ben.

Ben: Goodnight, Mum!

Initial Evaluation

Use the **flashcards** to make sure the children can identify the eight actions that correspond to daily routines and can show their understanding of the meaning through mime. Ensure they can pronounce the words properly too.

Continuous Assessment

The children should be able to say, understand and identify *o'clock* and *half past* times.

ACTIVITY BOOK

Unit 1, page 7.

See Teacher's Book page 117 for the answer key.

LESSON 3 - SB PAGE 10**Language Objectives**

To practise the question *What time do you (get up)?*

To revise routine actions and the time.

To practise speaking skills using routines and the time.

Materials

Digital Book
Audio CD 1
Unit 1 Cut-outs

An analogue clock, scissors, split pins

WARMER

Use an analogue clock to review telling the time with the class. Then divide the class into three teams. Draw three clock faces without hands on the board. Give chalk or a board pen to a volunteer from each team. Ask the class to chant *What time is it?* Say a time, for example, *It's half past four*, and the three volunteers draw the hands on the clock. The first one to draw the time correctly scores a point. Repeat the procedure several times. The team with the most points is the winner.

1 Listen and read.  1.12  

Point to Greg and explain that he likes making things. Explain that the other person is his neighbour. Play the audio twice and get the children to read as they listen. Ask the children why the neighbour is angry: *It's twelve o'clock, Greg is making a noise and the neighbour goes to bed at ten o'clock, so she cannot sleep.* Ask the children to work in pairs and read the comic, taking turns to be Greg and his neighbour.



Read the grammar boxes **or / and watch the visual grammar presentation with the children.**

2 Make a clock. Then talk.  

Direct the children's attention to the **cut-outs** on page 93. Tell the class that they are going to make a clock.

Help the children cut out the template if necessary and show them how to attach the clock hands with the split pins. The children proceed to cut out the cards as well. Then ask the children to look at the cards and name the actions: *get up, have a shower, have breakfast, go to school, have lunch, go home, have dinner, go to bed.* Then, ask them to play in pairs. Tell the children that they are going to use the clock and the cards. They take turns to ask and answer about what time they do the activities. Child A places the cards face down on the desk, picks up one card, looks at the picture and asks a question *What time do you (get up)?* Child B sets the time on the clock and answers the question *I (get up at half past seven).* The children repeat the procedure until they have used all the cards. Make sure they swap roles. Monitor the children and praise them as they work together.

GO FURTHER!

Direct the children's attention to the **Grammar** section on page 78, where they will find additional practice on the grammar structure learnt in this lesson. You may assign this task as homework.

FAST FINISHERS

The children work in pairs. The students divide a sheet of paper into two columns. S1 writes the time -in numbers- on the left-hand column and S2 writes the corresponding time -in letters- on the right-hand column.

EXTRA ACTIVITY

Name an activity from the daily routine, for example, *go to bed.* Tell the children to walk around the room and ask other children *What time do you go to bed?* When they find someone who does so at the same time as they do, they sit down together. If they do not find anyone, they stay standing. Continue with other activities.

WRAP-UP

Tell the children to ask you questions about your daily routine. Give some correct answers and some silly answers, for example, *I get up at eleven o'clock.* If the children think the answer is correct, they put their thumbs up; if they think it is wrong, they put their thumbs down.

TRANSCRIPT 1.12 **Listen and read.**

Neighbour: Greg, what time is it?

Greg: It's twelve o'clock.

Neighbour: What time do you go to bed?

Greg: I go to bed at one o'clock. How about you?

Neighbour: I go to bed at ten o'clock.

Greg: Oops!

Continuous Assessment

Make sure the children can both ask and answer the question *What time do you (get up)?* correctly.

ACTIVITY BOOK

Unit 1, page 8.

See Teacher's Book page 117 for the answer key and transcript.

LESSON 4 - SB PAGE 11**Language Objectives**

To develop reading comprehension skills.
To introduce language related to healthy habits.
To practise asking and answering questions.

Materials

Digital Book
Audio CD 1

Large pieces of cardboard, old magazines

WARMER

Write the word *healthy* on the board and explain what it means. Give suggestions of activities and ask the children to say *healthy* or shake their heads, for example, *play lots of computer games, ride a bike, eat fruit, eat doughnuts, brush your teeth, go to bed at twelve o'clock, drink water.*

1 Listen and read.  1.12 

Ask the children to look at each photo and say what they can see. Ask if the activities they can see are healthy or not. Play the audio. Then, say a word from the text and ask the children to locate the word and read out the sentence it is in, for example, *hands*, the children say: *Wash your hands before you eat.*

Put the children into pairs and ask them to take turns reading a sentence to each other.

2 Ask and answer. 

Divide the class into pairs and tell them to ask each other the questions. Encourage them to reflect on whether they have a healthy day that includes exercise, a healthy diet, good hygiene and enough sleep.

FUN FACT

The children read the fun fact about children in Japan. Ask them if they think it is a good idea and why.

GO ONLINE 

As a class, go online to answer the question. The 5-a-day rule encourages people to eat healthily and have five portions of fruit and vegetables every day. Explain that one portion is, for example, one apple or two kiwis or one tomato or two pieces of broccoli or a bowl of lentils. Ask the children to think about what they ate yesterday and how many portions of fruit and vegetables they had.

FAST FINISHERS

The children invent an exercise that they could easily do in class every morning.

EXTRA ACTIVITY

Divide the class into small groups. Give each group a large piece of cardboard. Ask them to make a poster to promote healthy habits. They can copy sentences from the book and add drawings or pictures from magazines or the internet.

WRAP-UP

Do a class survey through a show of hands and draw the results as a bar chart on the board.

TRANSCRIPT 1.13 **Listen and read.****Have a Healthy Day**

Do exercise. Exercise is good for you. Run and play every day. Dance, ride a bike or play sports!

Be clean. Brush your teeth before you go to bed. Wash your hands before you eat.

Eat healthy food. Eat fruit and vegetables every day. Drink six glasses of water every day.

Sleep well. Sleep nine to ten hours every night.

Continuous Assessment

Make sure the children can identify what makes a healthy lifestyle, that they can calculate the hours they sleep and can answer the questions about their own habits.

ACTIVITY BOOK

Unit 1, page 9.

See Teacher's Book page 117 for the answer key.



ADDITIONAL RESOURCES

TEACHER'S RESOURCE MATERIAL
CLIL worksheet Unit 1

LESSON 5 - SB PAGES 12 & 13

STORY

Language Objectives

To follow a story and use visual clues to help with understanding.

To introduce means of transport vocabulary: *bike, bus, car, train, walk.*

To recognise rhyming word pairs: *Mike, bike; Gus, bus; Star, car*

Materials

Digital Book
Audio CD 1

WARMER

Write the words *friends* and *neighbours* on the board. Elicit their meaning or explain them as necessary. Remind the children that Fred and Rosie are both friends and neighbours. Introduce the rest of the characters that will appear in the story: *Mike* (the teacher who goes to school by bike), *Wayne* (the student who goes to school by train), *Emily* and *Gus* (the students who go to school by bus), *Star* (the student who goes to school by car) and *Jay* (the student who walks to school). Ask volunteers to say who their own neighbours are and whether they are their friends. Ask if anyone in the class are neighbours. Ask if anyone goes to school together. Draw the children's attention to the pre-reading question at the top-right side of the page (*How do you go to school?*) and have students take turns to answer this question.

1 Listen and read.



Give the children a minute to look through the story. Ask them who they can see in it. Play the audio twice and the children follow in their books. Ask some questions to check comprehension, for example, *What time do Fred and Rosie go to school? Who goes to school by bus? Who picks up Fred's lunch box? Who is the man following the bus? Is Star on the bus?*

2 Say the names and how they go to school.

Point to each character in turn and get the children to say or find their name. Write the names in a list in order on the board. Then divide the class into pairs. The children look through the story to find how each person travels to school. Go through the answers with the class and

write the means of transport next to each person's name. Encourage the children to say the name and the means of transport together to see if the words rhyme or not.

► Answers

1 Mike: bike, 2 Wayne: train, 3 Emily: bus,
4 Star: car, 5 Gus: bus, 6 Jay: walks

FAST FINISHERS

The children write down all the means of transport they can think of.

EXTRA ACTIVITY

Divide the class into groups of eight. Tell them they are going to recreate the story. They assign roles: Fred, Rosie, Gus, Star, Mike, Wayne, Jay, Mum. At the beginning ask them to introduce themselves: *I'm Mum. I'm Wayne, I go to school by train. I'm Mike, I go to school by bike. I'm the teacher.*

Tell them they have to act out of the story, but they do not have to make it exactly the same. For example, they can pretend to be on the bus and say: *Look, there's Star. Hello, Star!* If there is an extra person, they can be the bus driver who says *hello* and *bye* to the children.

Give them time to rehearse and then let the groups perform. Encourage the class to applaud at the end and the actors to say *thank you*.

WRAP-UP

Divide the board in two and write some of the names of the characters in the story on each side: *Gus, Mike, Wayne, Star, Jay*. Leave lots of space between each name. Divide the class into two teams. Players from each team take turns to compete against each other for points. Read out a line from a speech bubble. The first player to touch the correct character name on their side of the board scores point. The team with the most points is the winner.

SEL

Reflect on the importance of being thankful.

Make sure the students understand that one way to develop relationship skills is by being thankful and grateful. Explain that gratitude is the feeling related to the act of recognising a good deed, a favour or something that has been beneficial for somebody. It is not only the act of thanking with words, but of appreciating a nice gesture. Gratitude is not always expressed at the moment something happens. On many occasions, we notice that something was good for our life after a long time, when we look back at the events and what we learnt from them. Encourage the children to look back at the story and identify who says *thank you*, who they say

it to and why they say it (*Fred to the teacher, Mike, because he's got his lunch box*). Remind the children that it is also polite to say thank you to people, including their family, and they should always remember to say it.

Divide the class into small groups. Talk to students about gratitude and ask them to give examples of moments and situations where they were grateful. Have the group create a short role play in English which involves at least one person saying thank you or being grateful in some way. Invite groups to the front to perform - remember to thank them!

TRANSCRIPT

1.14 Listen and read. **THE LOST LUNCH BOX**

Scene 1

Narrator: Fred and Rosie go to school at eight o'clock.

Mum: Here's your lunch, Fred.

Fred: Thank you, Mum!

Rosie: Hi, Fred!

Scene 2

Narrator: It's the first day of school.

Rosie: I like school!

Fred: Me too!

Scene 3

Narrator: Gus and Emily go to school by bus too.

Gus: Hi, Fred!

Emily: Hi Rosie, you can sit here.

Rosie: Thanks, Emily!

Scene 4

Fred: We've got a new teacher this year.

Gus: Look! There's Jay.

Narrator: Jay walks to school every day.

Scene 5

Narrator: A man is following the bus.

Fred: Look! That man is waving.

Gus: Hello!

Scene 6

Emily: Look, there's Star and her mum.

Rosie: She's in our class this year.

Narrator: Star goes to school by car.

Scene 7

Fred: Look, there's Wayne.

Gus: Hi, Wayne!

Narrator: Wayne goes to school by train.

Scene 8

Narrator: The man has got Fred's lunch box.

Fred: Oh, thank you!

Mike: My name's Mike. I'm your new teacher.



Continuous Assessment

Make sure the children are able to follow and understand the story by responding to comprehension questions.

ACTIVITY BOOK

Unit 1, page 10. See

Teacher's Book page 117 for the answer key.

LESSON 6 - SB PAGE 14

Language Objectives

To sing a song.

To practise transport vocabulary.

To introduce the question *How do you go to (school)?*

To reinforce listening skills.

Materials

Digital Book

Audio CD 1

Unit 1 means of transport Flashcards

WARMER

Display the means of transport **flashcards** and elicit the words. Ask the children to remember the names of the characters from the story who travelled by each one and then write their name under the flashcard: *bike – Mike*.

1 Listen and sing. 1.15

Play the audio. Call out a line and get the children to say the next one: *My name's Star. (I go to school by car.)* Divide the class into two groups. Ask each group to sing alternate lines.

Read the grammar box **or / and watch the visual grammar presentation with the children.**

2 Listen and say *True or False*.

Then ask your friends and make a chart. 1.16

Look at the bar chart and help the children to read it. Ask *How many children go to school by (bus)? (Twelve.)* Say *(Two) children go to school by... (bike)*. Play the audio and after each statement, tell the children to check the chart and say *True or False*. Play the audio again and ask the children to correct the false answers. Then, divide the class into four groups. The children write down the number of children in their group at the top of

a notebook page and five means of transport words (*bus, car, bike, train, walk*) on the left-hand side of the page. If they are not familiar with using tallying marks, then show them: II = 2 IIII = 5. Tell them to ask each member of the group *How do you go to school?* and write a I next to the means of transport for each answer. Using this data and the model in the book, they make their own bar chart.

► Answers

bus: False, *car*: True, *bike*: False, *train*: False, *walk*: True

GO FURTHER!

Direct the children's attention to the grammar section on page 79, where they will find additional practice on the grammar structure learnt in this lesson. You may assign this task as homework.

FAST FINISHERS

The children make a chart for the question *How do you go home?*

WRAP-UP

Review the five ways of getting to school: *bus, car, train, bike, walk*. Using your finger, write letters in the air to spell one of the words, *train*, and ask a volunteer to say *I go to school by (train)*.

TRANSCRIPTS

1.15 Listen and sing: *How Do You Go to School?*

<i>How do you go to school? By bus or bike, train or car? Do you walk? Is it far? How do you go to school?</i>	My name's Star. I go to school by car. <i>Chorus</i> My name's Jay. I walk to school every day, I see my friends on the way, When I go to school. By bus or bike or train, By car or walking too! This is how we go to school. How about you?
My name's Gus. I go to school by bus. My name's Mike. I go to school by bike. <i>Chorus</i> My name's Wayne. I go to school by train.	

1.16 Listen and say *True or False*. Then ask your friends and make a chart.

Interviewer: Hi. I'm talking to James and Lily.
James and Lily: Hello!
Interviewer: Tell me, how do students in your class go to school?
Lily: Well, fourteen students go by bus.
Interviewer: OK, and how many students go by car?
James: Three students go by car.
Interviewer: Thanks, and how many students go to school by bike, James?

James: Oh, I go by bike every day with my friends Sophie and Charlie.
Interviewer: So, only three students go by bike?
James: Yes.
Interviewer: How many students go to school by train?
Lily: Eight students go by train.
Interviewer: And how many students walk to school?
Lily: Erm, let's see... ten students walk to school every day.
Interviewer: Thank you!
James and Lily: Goodbye!

Continuous Assessment

Make sure all the children are able to ask and answer the question: *How do you go to (school)?*

ACTIVITY BOOK

Unit 1, page 11.

See Teacher's Book page 117 for the answer key.

LESSON 7 - SB PAGE 15

Language Objectives

To introduce *then* to connect sentences.

To practise daily routines vocabulary.

Phonics: to practise the sound *ea* / *ee*

Materials

Digital Book
Audio CD 1
Unit 1 daily routines Flashcards

WARMER

Write some routine activities on the board in random order, for example, *have lunch, get up, go to bed*. Tell the children to put them in order. Then display all the **word cards**. In groups, the children organise them in the correct order. The groups take turns to read out their list and check if the others agree.

TIME TO WRITE

1 Listen and read. Then complete. © 1.17

Write two sentences on the board and leave a gap between them: *I have a shower. I have breakfast*. Read them out to the class as two sentences. Write the word *then* between the two sentences and read them out again: *I have a shower. Then I have breakfast*. Explain

Play the audio and ask the children to listen and read. Then play each part of the audio, pause it and ask the children to read it out loud. Tell the children to keep their books open and put them on their heads like a hat. Read out the first part of a sentence: *I go to school at...* and say *Go!* The children take their books off their heads, look at the text and find the sentence. Ask the first student to put up their hand to read out the full sentence.

2 Read and correct the words in red.

Direct the children's attention to the example sentence: *I get up at half past eight*. Tell the children that the red word is wrong and that it has been corrected in blue (*six*). Then tell the children to correct the other sentences by changing the words in red for the correct ones from the text, in blue. Ask volunteers to read out the correct sentences and the rest of the class can say if they are right.

► Answers

2 breakfast, 3 bike, bus, 4 half past eight

YOUR GO!

Ask and discuss the questions. Encourage the children to say why they like or don't like Logan's journey. Also, have the students say what time they go to school. Make sure all the children participate.

FAST FINISHERS

The children work in pairs. Each student writes -in his / her notebook- two more sentences with mistakes in them. Then they exchange notebooks and correct the mistakes.

EXTRA ACTIVITY

Before the activity, prepare five pieces of paper with information about Scotland:

- The capital of Scotland is Edinburgh.
- The Scottish flag is blue with a white cross on it. (Show the image in the book.)
- The symbol of Scotland is a thistle. (See the photo in the book.)
- Scotland has over 700 islands.
- Scotland is next to England.

Divide the class into five groups. Give each group a piece of information about Scotland. The children in the group understand and memorise their fact. Give each child a piece of paper and they write down their fact. Mix the groups up and have the children in the new groups share their piece of information with the rest of the group. Each child writes down all the facts they have learnt about Scotland. They should each have the five facts.

WRAP-UP

Ask the children to close their books. Read out sentences about Logan and tell the children to put their thumbs up if the sentences are true or thumbs down if they are false. For example, *I get up at six o'clock*. *First, I go by ferry*. *I like the ferry*.

TRANSCRIPT

1.19 Listen and read.

Going to School in Scotland

Logan: Hello! I'm Logan from Scotland. I live on an island and I have a long journey to school. I get up at half past six. Then I have breakfast with my dad. I go to school at half past seven. First, I ride my bike. Then I go by ferry. I like the ferry. I can see a lighthouse. At half past eight, I go to school by bus with my friends. Then I start my day at school.

Continuous Assessment

Make sure the children can use the text to correct the mistakes and also recognise where Scotland is on a map.



ADDITIONAL RESOURCES

TEACHER'S RESOURCE MATERIAL

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

UNIT REVIEW - SB PAGE 17

Language Objectives

To review vocabulary and structures from Unit 1.

Materials

Digital Book
Audio CD 1

—•—
An analogue clock

WARMER

Divide the class into teams and ask the children to have their books open at Unit 1. Ask different questions about the unit and give points for correct answers. For

example, *How do you spell breakfast?, I'm Logan from Scotland, how do I go to school?, What do children in Japan do every morning?, What time do you have lunch?*

1 Listen and read. 1.20

Then listen and say **True or False**.  1.21 

Ask the children to look at the photos and say what they can see. Play the audio and ask the children to listen and read. Then, play the second audio and ask the children to listen and say **True or False**.

► Answers

Joe: False, True, Amy: False, False

2 Read and say **Joe, Amy or Joe and Amy**.

Ask the children to read the first sentence and then look through the texts to see if it is Joe, Amy or both Joe and Amy. Go through the answers as a whole class.

► Answers

1 Amy, 2 Joe, 3 Joe and Amy, 4 Amy

TAKE A LOOK

Ask the children to focus on the box. Remind them that we say *go to* for most places but for *home* we just say *go home* without *to*. Call out a place and get the children to say what goes before it. Say *School!* (*Go to school.*) *Home!* (*Go home.*)

FAST FINISHERS

The children write sentences about their favourite day.

EXTRA ACTIVITY

Ask the children to write a short *My day* text for a fantasy character (a superhero, a pirate, a princess...).

WRAP-UP

Use an analogue clock to show a time, for example, *nine o'clock*. The children look through the texts to locate the time, say who it is and what the person does, for example, *Joe, I get up at nine o'clock*.

GO FURTHER!

Direct the children's attention to the **Learning to learn** section on pages 78 and 79, where they will find an evaluation chart with statements about their learning progress. Each statement is followed by five stars. Explain that colouring one star means they need more practice, whereas colouring five stars means they can do something easily. Make sure you go over the students'

answers and give them proper feedback. You may assign this task as homework.

TRANSCRIPTS

1.20 Listen and read.

Joe: My favourite day is Saturday. I get up at nine o'clock and I have breakfast at half past nine. Then I go to the karate club with my friends. I go home at one o'clock and I have lunch at half past one.

Amy: My favourite day is Sunday. I get up at ten o'clock and I have breakfast at half past ten. Then I go to the park with my dad. I ride my bike. I go to Granny's house with my family. I have lunch at half past one.

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

Joe: My favourite day is Sunday.

I do karate with my friends on Saturdays.

Amy: I get up at eight o'clock on Sundays.

On Sundays, I go to the park with my friends.

Final Assessment

The children should be able to name various activities that make up a daily routine. They should also be able to use the *o'clock* and *half past* times to say when they do these activities.

Check they can ask and answer the questions *What time do you ...?* and *How do you go to school?*

Check they can identify ways to have a healthy life. Make sure they can use the connector *then* correctly to join sentences both verbally and in writing.

ACTIVITY BOOK

Unit 1, page 13.

See Teacher's Book page 117 for the answer key and transcript.

My New Words, AB page 54.



ADDITIONAL RESOURCES

TEACHER'S RESOURCE MATERIAL

Unit 1 Test (available at two different levels)



UNIT 2 OVERVIEW



Grammar

- **Have got:** affirmative, negative, questions with *What* and short answers
- **Spelling:** two variants of the **a_e** and **ai** sound: *a + consonant* and *ai*

Vocabulary

- **School subjects:** *Art, English, IT, Maths, Music, PE, Science, Spanish*
- **Types of book:** *atlas, comic book, cookbook, dictionary, joke book, storybook*
- **Extra:** *Australia, Ireland, New Zealand, UK, USA; French, Italian, Spanish*

Pronunciation

- **Phonics:** the sound **a_e** as in *Jane* and **ai** as in *train*

Recycled language

- Present Simple
- The verb *to like*
- Days of the week

Language Objectives

Grammar

- To use the Present Simple *Have you got (art) on (Friday)?* and *What have you got today?* to ask and talk about a school timetable.
- To use *Do you like (Maths)?* to ask about school subjects.
- To use the Present Simple to talk about types of books.

Vocabulary

- To identify and use school subject words.
- To understand and use time expressions and days of the week.
- To identify different types of books.

Functions

- To describe and ask about a school timetable.
- To ask about school subjects.
- To say what kind of books one likes.

Pronunciation

- To recognise the sound **a_e** / **ai** in its two spelling variants: *a + consonant* + *e* and *ai*.

Skills Objectives

Speaking

- To ask and answer questions about school subjects.
- To answer questions about a school timetable.
- To use time expressions and days of the week when describing a timetable.
- To practise pronouncing the sound **a_e** / **ai**.

Reading

- To understand a narrative of a story.
- To understand a model dialogue with the target language.
- To follow a short dialogue with the target language.
- To check sentences against information given.

Listening

- To repeat the words in an audio.
- To identify the target language within a contextualised dialogue.
- To follow a text aurally while reading.
- To identify missing words from a text.

Writing

- To write out a text using the target language.
- To draw and fill in a timetable.
- To focus on a text to identify true or false statements.

Assessment Criteria

- The children can identify, understand and produce Present Simple questions with *Have you got (Maths) on (Tuesday)?* and provide short answers.
- The children can identify, understand and produce Present Simple questions with *What have you got?* and then answer.
- The children can identify and recall school subjects.
- The children can interpret and make a timetable.
- The children can produce the **a_e / ai** sound and recognise its two spelling variations, *ai* and *a_e*.
- The children can draw and read a timetable.

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**
Lesson 2: Grammar, p. 80
Lesson 3: Grammar, p. 81
Unit Review: Learning to learn, pp. 80-81
- **Activity Book Unit 2**
- **Teacher's Resource Material** (available online)
Lesson 4: CLIL worksheet
Lesson 7: Phonics worksheet
Lesson 8: Language worksheets
Unit Review: Unit 2 test
 End of term 1 test
- A large map of the world, a selection of books of different types, scissors, a split pin, pieces of paper, Blu-tack



Key competences



Linguistic competence

The children become familiar with the Present Simple form to ask and respond to questions about school timetables.



Competence in Maths, Science and Technology

The children advance their understanding of time as well as how to create and read a timetable.



Digital competence

The children work together on the unit content using the IWB and do further practice individually through the interactive activities and games.



Social and civic competence

The children learn basic social interaction by working in pairs. They recognise the importance of being respectful.



Cultural awareness and expression

The children learn about an unusual school in New Zealand. They talk about the types of books they like.



Learning to learn

The children develop strategies to improve their language skills by repeating phrases and using songs to memorise vocabulary.



Sense of initiative and entrepreneurship

The children develop a sense of personal autonomy by talking about the school subjects and types of books they like and don't like.

LESSON 1 - SB PAGE 18

Language Objectives

To introduce daily routines vocabulary.

To sing a song.

To improve listening skills.

To develop speaking skills.

Materials

Digital Book

Audio CD 1

Unit 2 school subjects Flashcards

Unit 2 Cut-outs

Scissors, split pins (one per child)

WARMER

Write these words on the board: *Art, English, IT, Maths, Music, PE, Science, Spanish*. Explain to the class that these are school subjects. Then say some words as a clue to a subject for the children to name, for example, *numbers, paint a picture, run, piano, animals and plants, hello, computers, hola*. Explain that PE is short for Physical Education and IT for Information Technology.

1 Listen and sing. 1.22

Display the Unit 2 **flashcards** in three rows: *Maths, IT, Science, Art; Spanish, Music, PE; English*. Play the audio and point to each flashcard as it is mentioned. Play the audio again. Tell the children to choose their favourite subject and close their books. When they hear their subject in the song they stand up. Play the song again and encourage the class to sing along.

2 Listen and repeat. 1.23

Then listen and say.  1.24  

Play the audio. Give the children a minute to read the words and practise saying them. Play the second audio and after each dialogue the children identify which subject is being referred to.

Answers

1 Music, 2 IT, 3 PE, 4 Spanish

3 Make a question wheel.

Then ask and answer.  

Direct the children's attention to the **Cut-outs** on page 95. Ask the students to cut out the templates along the dotted lines. Then ask them to place the *Do you like?* circle on top of the other one and fasten both circles with a split pin in order to make a question wheel. Show the class how the question wheel works, by moving the top circle to

show different school subjects. Put the class into pairs. Tell them to take turns asking and answering questions about the school subjects. Monitor the children as you walk along the classroom. Make sure the students swap roles. When they finish asking and answering questions, write the subjects in a line on the board, then ask *Do you like (Art)?* Tell the children to put up their hands if they do and say together *Yes, I do*. Count the hands and write the number next to the subject. Continue with all the subjects. Count the votes and find the most popular subject in the class.

FAST FINISHERS

The children write the subjects in order from their favourite to their least favourite.

WRAP-UP

Divide the class into two teams and show a different subject flashcard to the first player in each team. These children have to draw something on the board related to this school subject for his / her team to guess. Award a point for the team that guesses first. Repeat the procedure with all the flashcards. The team with the most guesses is the winner.

TRANSCRIPTS

1.22 Listen and sing: *School's Cool!*

Monday morning's here again,
Another week at school.
So many things we want to learn,
School is really cool!

Maths, IT, Science and Art,
So much we want to know.
Spanish, Music and PE,
It's time for school, let's go!

Every day is interesting,
So many things to do.
But my favourite subject's English.
How about you?

1.23 Listen and repeat.

Art, English, IT, Maths, Music, PE, Science, Spanish

1.24 Listen and say.

1 Teacher: Now, let's play that again but this time, slowly. Everybody look at me! And one, two, three, four...

2 Teacher: Look at the screen. Click on the icon. And start typing.

3 Teacher: Aaaaaaaaand STOP! Now, everybody touch your toes. And jump up and down. Aaaaaand STOP!

4 Teacher: Now, everybody... Repeat after me 'Hola. ¿Cómo estas?'

Initial Evaluation

Use the **flashcards** to make sure the children can identify the school subjects and can say whether they like each one or not. Make sure they can pronounce them properly.

ACTIVITY BOOK

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

LESSON 2 - SB PAGE 19

Language Objectives

To practise school subjects.

To ask and answer questions about a timetable.

To develop speaking skills using days and subjects.

Materials

Digital Book

Audio CD 1

Unit 2 school subjects Flashcards

WARMER

Display the complete set of subject **flashcards** on the board and review them. Remove the **word cards** and give them to eight children to stick them back in the correct place. Then, leave the word cards on the board and remove the picture flashcards and give them to another eight children to stick the picture with the word. Continue alternating until everyone has had a turn.

1 Listen and read.  1.25 

Write the days of the week on the board and read them out. Have the class repeat after you. Then clean the board and check whether the students remember the days of the week. Write *Monday* on the board and ask the children to call out the remaining days in order. Then, say the days of the week, leaving one out and ask the children to say which day is missing. Repeat and then leave out two days. Play the audio and ask questions, for example: *When's Music? On Wednesday. What's on Tuesday? Art and Maths.*

Ask the children to work in pairs and read out the dialogue together.

2 Listen, look and answer.  1.26 

Go through the photos and tell the children to identify the two subjects in each circle. Then play the audio and have the children match the days of the week on the left to the pictures on the right-hand side of the page. Check answers as a class. Ask *What's on Monday?* Tell the children to look at *Monday* and follow the line to *IT* and *English*. Repeat with the other days.

After checking the answers, ask more questions about the girl's week: *Have you got Art on Thursday?* The children answer as if they were the girl.

Then, write the model question on the board *Have you got Maths on Tuesday?* and tell the children to work in pairs and ask each other questions about their school week.

▶ Answers

Music, Wednesday - Yes; Maths, Thursday - No;
English, Monday - Yes; PE, Tuesday - No; Art, Friday - No;
Science, Wednesday - Yes

GO FURTHER!

Direct the children's attention to the **Grammar** section on page 80, where they will find additional practice on the grammar structure learnt in this lesson. You may assign this task as homework.

FAST FINISHERS

The children write sentences about their own week, using the sentence *I've got ... and ... on Monday.*

EXTRA ACTIVITY

Elicit the school subjects. Ask *What's the subject?* and mime painting a picture. Elicit the answer *It's Art*. And then ask volunteers to mime subjects for the class to guess.

WRAP-UP

Write *Monday, Tuesday, Wednesday, Thursday* in a row on the board. Stick two subject flashcards below each word, with the pictures facing the board so the children can't see them. Explain that this is your timetable and divide the class into three teams. Say a school subject (*Maths*) and invite Team A to guess asking *Have you got (Maths) on (Tuesday)?* Turn round the flashcards for *Tuesday* and if *Maths* is there, give them a point. If not, then stick the flashcards back and let other teams guess.

TRANSCRIPTS

 1.25 Listen and read.

Fred: Hello, I'm Fred. Which class are you in?

Archie: I don't know. I'm new. My name's Archie.

Fred: Hi, Archie. Have you got Art on Monday?

Archie: Yes, I have. I've got Art and Maths.

Fred: Have you got Science on Tuesday?

Archie: No, I haven't. I've got IT and Spanish.

Fred: Have you got PE on Wednesday?

Archie: Yes, I have. PE and English.

Fred: Oh, me too! That's great! You're in my class.

 1.26 Listen, look and answer.

Boy: Have you got Music on Wednesday? **Girl:** Yes, I have.

Boy: Have you got Maths on Thursday? **Girl:** No, I haven't.

Boy: Have you got English on Monday? **Girl:** Yes, I have.

Boy: Have you got PE on Tuesday? **Girl:** No, I haven't.
Boy: Have you got Art on Friday? **Girl:** No, I haven't.
Boy: Have you got Science on Wednesday? **Girl:** Yes, I have.

Continuous Assessment

The children should know the days of the week and be able to identify the eight school subjects. They should be able to ask and answer the question *Have you got (Art) on (Tuesday)?*

ACTIVITY BOOK

Unit 2, page 15.

See Teacher's Book page 117 for the answer key.

LESSON 3 - SB PAGE 20

Language Objectives

To practise the question *Have you got (Art) on (Friday)?*

To revise school subjects and days of the week.

To practise speaking skills using the question *What have you got today?*

Materials

Digital Book

Audio CD 1

Unit 2 school subjects Flashcards

Pieces of paper

WARMER

Divide the class into four teams. Take a **flashcard**, hold it behind a piece of paper so the class can't see it. Start to move the piece of paper away to slowly reveal the picture. Invite the children to guess what it is and give a point to the team of the first child to guess correctly. Allow them to score a second point if a member of their team can come to the front and write the word correctly on the board. Repeat with the other flashcards.

1 Listen and read.



Explain that Greg is talking to a girl. The girl is getting her things for school. Play the audio twice and have the children read as they listen. Ask the children about the girl: *Has she got Science? (Yes), Has she got English? (No).* Ask the children to work in pairs and read the comic, taking turns to be Greg and the girl.

Read the grammar boxes **or / and watch the visual grammar presentation with the children.**

2 Ask and answer.

Ask the children to look at the timetable and elicit the subjects for each day. Then say a subject, for example, *Maths* and ask the class to look and say the day, *Tuesday*. Ask a pair of children to read out the speech bubbles. Then, ask a volunteer to choose a day, chant with the class *What have you got today?* and encourage the volunteer to answer *I've got ... and ...*. Repeat with other volunteers. Divide the class into pairs and tell them to take turns asking and answering.

GO FURTHER!

Direct the children's attention to the **Grammar** section on page 81, where they will find additional practice on the grammar structure learnt in this lesson. You may assign this task as homework.

FAST FINISHERS

The children draw an icon to represent each subject.

EXTRA ACTIVITY

Play *Lie detector!* Divide the class into teams. Ask a volunteer to the front, give them the flashcards and tell them to choose two of them without showing the class. The class chant *What have you got today?* and the volunteer replies *I've got ... and ...*. The child can tell the truth about the cards they have chosen or lie. The class listen to their answer and each team guesses *true* or *false*. The volunteer then reveals the flashcards and the teams who guessed correctly get a point.

WRAP-UP

Give each child a slip of paper. Tell them to write the name of two school subjects on it. Tell everyone to stand up, then say *I've got (Science) and (PE) today*. If any of the children have the same two subjects written down, they show their paper and can sit down. Continue for a few more rounds.

TRANSCRIPT

1.27 Listen and read.

Greg: Hello! What have you got today?

Girl: I've got Music and Science.

Greg: Have you got English?

Girl: No, I haven't. I've got PE and Art.

Girl: Oh yes, Greg. I've got IT too.

Greg: Here's your computer. Have a nice day!

Girl: Thanks, Greg.

Continuous Assessment

Make sure the children can understand and answer the questions *Have you got (Art) on (Friday)?* and *What have you got today?*

ACTIVITY BOOK

Unit 2, page 16.

See Teacher's Book page 117 for the answer key and transcript.

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

To practise reading skills.

To develop comprehension skills.

Materials

Digital Book
Audio CD 1

A large map of the world, a large sheet of cardboard paper

WARMER

Display a map of the world, find your country and name the language(s) spoken. Then, find the UK and ask the children what languages people speak there. Ask the children if they know other countries where English is the first language. Invite them to find a country they know on the map and say if people speak English there or not.

1 Listen and read.  1.28 

Play each section of the audio in turn, pausing after each one to check understanding and explain unfamiliar vocabulary. Play the audio again and then check comprehension by making incorrect statements and asking the class to correct you, for example, *In Canada, Italian is the first language.*

2 Listen again and answer.  1.28 

The children listen to the audio again, read the questions and look for the answers in the text. Put them into pairs to check their answers together. Then check as a whole class.

Answers

1 *Chef* is a French word, 2 cheese, 3 *Piano* is an Italian word, 4 green

FUN FACT

Read the fun fact and discuss how many languages are spoken in your country or community. Elicit or explain that the biggest number of native speakers in the world are Chinese (Mandarin), Spanish and English.

GO ONLINE 

Remind the children that there are 26 letters in English. Count the letters in your language's alphabet. *Are they the same as the English alphabet?* Then go online to ask *How many letters are in the Italian alphabet?* The answer is 21, they do not have *j, k, w, x* or *y*.

FAST FINISHERS

Ask the children to think of their own language and if they use any English words.

EXTRA ACTIVITY

Write the word *Hello* on the board and ask the class if they know how to say *hello* in any other language. The children will most probably say *Hola!* right away. Ask the children do some research on the internet and try to find as many ways of saying *hello* in other languages as possible, for example, *BONJOUR – French; HOLA – Spanish; HALLO / GUTEN TAG – German; CIAO – Italian; OLÁ – Portuguese; NAMASTE – Hindi; SALAAM – Persian*. Have the children make a poster and include this information. Allow them to be creative and decorate it as they wish. Display the children's poster in the classroom.

WRAP-UP

Give the children a quiz from the information they have seen on the page. Divide them into small teams to answer the questions. Possible questions are: *Name four countries where English is the first language. Which language is (pasta) from? How many letters are there in the English language? Name a word with three es. How many languages are there in the world? Name three languages.*

TRANSCRIPT**1.28 Listen and read.****Can You Speak English?**

English is the first language in the UK, Ireland, the USA, Canada, Australia and New Zealand. It's an international language too.

Some words in English come from other languages. *Armadillo* and *burrito* are Spanish words. *Piano* and *pasta* are Italian words. *Chef* and *restaurant* are French words.

There are 26 letters in the English alphabet. *E* is the most common letter. Look! *Cheese* and *eleven* have three *Es*. *Green* and *eye* have two *Es*.

Continuous Assessment

Make sure the children can understand the questions and are able to find the answers from the text.

ACTIVITY BOOK

Unit 2, page 17.

See Teacher's Book page 117 for the answer key.

**ADDITIONAL RESOURCES**

TEACHER'S RESOURCE MATERIAL
CLIL worksheet Unit 2

LESSON 5 - SB PAGES 22 & 23**STORY****Language Objectives**

To follow a story and use visual clues to help with understanding.

To introduce types of books.

Materials

Digital Book
Audio CD 1

WARMER

Write the word *library* on the board, explain the meaning if necessary. Tell the class that library storytelling activities are considered as part of the school weekly schedule in some European countries. Ask the children to say which libraries they go to, maybe the school one or a local one. Invite them to say which books they read from the libraries and write a list of favourite books up on the board. Also write the type of books they mention, for example, *storybook*, *dictionary*, *comic*. Leave these on the board until after the story. Then see if any of the book types they mentioned appeared in the story.

1 Listen and read.

Direct the students' attention to the pre-reading question (*Do you like going to the library?*) and have the students take turns to answer this question. Then give the children a minute to look through the story. Ask them who they can see in it. Play the audio twice and the children follow in their books. Ask some questions to check

comprehension, for example, *Where is Fred's class? What book does Star want? What type of books do Fred and Archie like? What type of story does the librarian read? What does the teacher say all through the story? What does the teacher do at the end?*

2 Look and tick ✓ or cross X.

Direct the students' attention to the words followed by a circle, next to the magnifying glass. Then tell the children to look through the story and tick the items they find in it and cross the ones that do not appear in the story. Then, give them some minutes to look at the words and see if they can find the pictures in the story. Go through each word together as a class. If any child says that the animal or object is in the story, ask them to point it out to the rest of the class.

► Answers

ball X, schoolbag ✓, fish ✓, cupboard X, guitar ✓, cat X, pen X, computer ✓

FAST FINISHERS

The children write down the rule *Don't make a noise in the library* and then other rules for other school areas.

EXTRA ACTIVITY

Divide the class into groups of six, or seven if there is an uneven number in class. Tell them they are going to recreate the story. They assign roles: Fred, Archie, Star, Wayne, Mike and librarian. At the beginning ask them to introduce themselves: *I'm the librarian. I'm Fred.* Tell them they have to act out the story, but they do not have to make it exactly the same. Give them time to rehearse and then get groups to perform. Encourage the class to applaud at the end.

WRAP-UP

Write *teacher*, *librarian* and *child* on the board. Read out a speech bubble from the story and ask the children to call out who says the line.

SEL**Foster respect for others.**

Foster the development of the students' social and emotional learning skills by encouraging them to be respectful. Children learn to respect by being treated respectfully. Acknowledge their feelings, resist interrupting or rushing them and allow them to have opinions that are different from yours. Elicit the gist of the story and draw the children's attention to the fact that they should be quiet when they are in a library, since there are people reading books. Also, explain that reading requires concentration

and for this reason it is important to respect the rules and make silence when another person is reading. Elicit from the students other places where people must be quiet (hospitals, home during siesta / night hours, etc.). Divide the class into groups and have them brainstorm a list of do's and don'ts for treating people with respect. Ask for specific examples of each behavior they identify in the story. Have the groups make different lists and ask them to write down their ideas. Encourage the students to discuss and compare their lists. You may ask the class to make a poster with the common ideas and display it on the classroom wall as a reminder.

TRANSCRIPT

1.29 Listen and read. THE GHOST STORY

Scene 1

Narrator: Fred's class have got library at half past three.

Librarian: Hello! I'm the new librarian.

Mike: Everybody go and choose a book!

Scene 2

Star: I've got English on Tuesday. Can I have a dictionary?

Librarian: Yes, follow me!

Mike: Shhh!

Scene 3

Narrator: The librarian helps the children to choose books.

Wayne: I want to make a cake!

Librarian: You need a cookbook, follow me!

Scene 4

Narrator: Fred and Archie like joke books.

Fred: This is very funny!

Archie: Ha, ha, haaa!

Mike: Don't make a noise in the library!

Scene 5

Narrator: It's time for a story.

Mike: Everyone come and sit down quietly!

Librarian: Turn the lights off please, Wayne.

Scene 6

Narrator: The librarian reads a ghost story. It's scary!

Librarian: ... and she can hear a noise! What is it?

Scene 7

Narrator: Everyone likes the story. It's very scary!

Mike: Aaaargh!

Scene 8

Fred: Don't make a noise in the library!



Continuous Assessment

Make sure the children are able to follow and understand the story by responding to comprehension questions.

ACTIVITY BOOK

Unit 2, page 18.

See Teacher's Book page 117 for the answer key.

LESSON 6 - SB PAGE 24

Language Objectives

To practise book type vocabulary.

To introduce the expression *You need a (dictionary).*

To sing a song.

To reinforce speaking skills.

Materials

Digital Book

Audio CD 1

Unit 2 book type Flashcards

•-----•
A selection of books of different types, pieces of paper

WARMER

Show the children a range of books, for example, storybooks, atlases, dictionaries, cook books, comics, joke books, and so on. Pass them around and encourage the children to have a look through before passing them on. Call out a type of book and ask anyone holding an example of that type of book to wave it in the air and to read the title.

1 Listen and repeat. Then talk. 1.30

Let the children look at the types of book on the page and read the words. Play the audio and ask them to repeat the words, copying the pronunciation. Point to the example speech bubbles and read them together: *I'm sad. You need a jokebook.* Write on the board: *You need a ...*. Read out a speech bubble from the right and ask a volunteer to suggest which book you need. Put the children into pairs to practise the dialogue. Say one of the speech bubbles and the class say together which book you need.

2 Listen and sing. 1.31

Tell the children they are going to listen to a song about reading. Play the audio and tell the children to follow

in their books. Divide the class into pairs and give each pair ten slips of paper. Ask them to write each rhyming word on a piece of paper: *fun, everyone, three, me, too, you, art, start, more, floor*. They then mix up the papers and place them face down. They take turns to turn over two papers to find a rhyming pair. If not a pair, they place them back down.

FAST FINISHERS

The children make a sign about reading using a line from the song, for example, *Reading is great!* or *Reading is fun!* This can be decorated and displayed in the school library or next to the bookshelf in class.

EXTRA ACTIVITY

Design a book cover. With the children's help, write a list of book types on the board. Give the children some paper and ask them to choose one of the types. Tell them to draw a cover for a book. Make sure they include the title of the book. Display their work in the classroom.

WRAP-UP

Put the book type **word cards** up around the classroom. Make sure all the children can locate them. Describe a book and ask the children to point to the correct one. For example, *It's a book with maps*. When they are all pointing, say *One, two, three*, and the children chant *It's an atlas!*

TRANSCRIPTS

1.30 Listen and repeat. Then talk.

comic book, storybook, dictionary, atlas, cookbook, joke book

1.31 Listen and sing: *Reading Is for Everyone*

Reading is great! Reading is fun!
Reading is for everyone!

We've got library at half past three,
We all love books, my friends and me.
Dictionaries, atlases, storybooks too,
Now go and choose a book for you!

Reading is great! Reading is fun!
Reading is for everyone!

Books about science, books about art,
So many books, I don't know where to start.
Cookbooks, joke books, comic books and more,
I like to read them lying on the floor!

Reading is great! Reading is fun!
Reading is for everyone!

Continuous Assessment

Make sure that all the children can identify the types of books and can say what type of book someone needs from a prompt.

ACTIVITY BOOK

Unit 2, page 19.

See Teacher's Book page 117 for the answer key and transcript.

LESSON 7 - SB PAGE 25

Language Objectives

To introduce **column** and **row** to describe a timetable.

To practise school subjects vocabulary and the time.

Phonics: to practise the sound **a_e / ai**.

Materials

Digital Book

Audio CD 1

Unit 2 school subjects Flashcards

Pieces of paper

WARMER

Show the subject **word cards** one by one and get volunteers to read them out. Draw a timetable on the board to represent the childrens' day. Ask them to say which lessons they have in each space. They work together as a class to name the subjects in the correct place.

TIME TO WRITE

1 Look at William's timetable.

Then listen and complete. 1.32



Let the children look at William's timetable. Ask them to say the times in the left-hand column. Point at the words **column** and **row**. Ask questions about the squares that are filled in, for example, *What word is in column 4, row 3?* (*Science*). Let the children ask each other questions. Play the audio and let the children fill in the missing subjects. Play it again so they can check answers or finish.

Answers

PE, Music, English, Art

PHONICS

2 Listen and say. 1.33

Write the words *cake* and *Spain* on the board. Highlight the letters *a* and *e* in *cake* and *ai* in *Spain*. Tell the children to say the words and notice that the vowel sound is the same despite the two different spellings *a_e* in *cake* and *ai* in *Spain*.

Play the audio as the children read and pause after the first reading. Ask volunteers to read out the phonics rhyme. Continue the audio with the faster versions. Divide the class into groups so the children can practise saying the sentences as fast as they can.

FAST FINISHERS

The children draw the timetable for their favourite day of the week.

EXTRA ACTIVITY

Play *Timetable Battleships*. Tell the children to each copy out a timetable grid with days along the top in the first row and times (two blocks e.g. 08:30-9:00 and 9:00-9:30) in the first column down the left. They use pencil to write five subjects in random order on the timetable, making sure not to show anyone. Divide the class into pairs. The idea is to guess which squares the opponent has filled by asking questions: *What have you got on Monday at nine o'clock?* If there is something in that square, they have to answer. If there isn't, they say *Nothing!* The winner is the first to guess the content of all five of the opponent's squares.

WRAP-UP

Put the children into groups and give each group a piece of paper. Ask them to brainstorm words with the **a_e / ai** sound (*rain, train, plane, name*). Tell them that they may discover other spellings for the **ai** sound: *ay (play, day, say), eigh (eight)*. Give them a time limit and then tell them to add up their words. Award a point for every word that contains the sound **a_e** or **ai** on their list.

TRANSCRIPTS

1.32 Listen and complete.

Narrator: Look at the timetable. Timetables are made of columns and rows. Now, complete the timetable.

Mia: Hi, William!

William: Hi, Mia!

Mia: What have you got on Monday at half past ten?

William: Monday at half past ten? Let's see...

Oh, I've got PE.

Mia: Oh, me too! And what have you got on Tuesday at half past three?

William: I've got Music then. That's my favourite subject!

Mia: How about Wednesday at nine o'clock?

What have you got then?

William: Er... Oh yes, I've got English then.

Mia: Have you got IT on Wednesday at half past three?

William: No, I haven't. I've got Art on Wednesday at half past three.

1.33 Listen and say.

Jake and Jane on a train in the rain.

They're painting rainbows and eating cake.

Continuous Assessment

Make sure that all the children can identify rows and columns and they can pronounce the **a_e / ai** sound correctly.

ACTIVITY BOOK

Unit 2, page 20. See

Teacher's Book page 117 for the answer key.



ADDITIONAL RESOURCES

TEACHER'S RESOURCE MATERIAL

Phonics worksheet Unit 2

LESSON 8 - SB PAGE 26

CULTURE

Language Objectives

To practise school subjects and days of the week.

To practise *I've got (Art) on (Tuesday)*.

To develop reading skills.

To learn about school facts in New Zealand.

Materials

Digital Book

Audio CD 1

A large map of the world, images of New Zealand

WARMER

Show the children where New Zealand is on a map. Show them that it is made up of two main islands. Ask the children what language they speak there. Explain that they speak English but some people also speak Maori. Find some typical images of New Zealand to show the children, for example, sheep farming, the mountains of the Southern Alps, the kiwi and other

flightless birds, popular sports like rugby and cricket, whale watching and Maori national costume and art.

 Watch the video **An Amazing School in New Zealand** to introduce the lesson theme.

1 Listen and read.  1.34 

Ask the children to look at the photos and say what they can see. Explain that the photos show a girl called Keira who goes to an unusual school in New Zealand with a forest and a garden. Write the word *bivouac* on the board and explain that it is a temporary shelter or camp for sleeping in outside.

Play the audio and ask the children to listen and read. Then play each part of the audio again, pause it and ask the children to read it out loud. Make a statement about the school and ask the children to say the day: *I've got PE. I'm running in the forest. (Thursday).*

2 Read and complete. 

Write the first sentence on the board: *Keira's got ... on Wednesday.* Ask the children what information they think goes in the gap: a colour? a subject? a food item? Then ask them to look at the text and find the answer: *Art.* Tell the children to complete the sentences by looking at the text.

► Answers

1 Art, 2 Thursday, 3 Science, 4 Tuesday

YOUR GO!

Ask and discuss the questions. Encourage the children to say what they like or don't like about Keira's school. Let them say what subjects they like best in school.

FAST FINISHERS

The children draw Keira's timetable.

EXTRA ACTIVITY

Play *Find the fake*. Write five sentences about New Zealand on the board. Tell the children that four of the sentences are true and one is false, it's the fake. Put the children into groups and let them decide which sentence is the false one.

The money in New Zealand is the New Zealand dollar.
The capital city of New Zealand is Wellington.

There are lots of snakes in New Zealand. (Fake. There are no native snakes in New Zealand.)

New Zealand is near Australia.

Christmas in New Zealand is hot and sunny.

WRAP-UP

Tell the children to close their books. Play the audio again. Pause it in various places and ask the children to say the word or words that come next, for example, *My*

school is in a big... When the children have suggested a word, then continue the audio to see if they were correct.

TRANSCRIPT

 1.34 **Listen and read.**

An Amazing School in New Zealand

Hi, I'm Keira from New Zealand. My school is in a big forest. Today is Monday, I've got Science. I'm looking at insects and spiders in the forest.

On Tuesday, I've got garden club. We're watering vegetables in the school garden. There are strawberries, tomatoes and potatoes. The strawberries are delicious!

I've got Art on Wednesday. Look! We're making a bivouac with sticks and leaves from the forest.

On Thursday, I've got PE. We're running in the forest. I like running. I can run fast.

Continuous Assessment

Make sure the children can find the missing information in the text and also locate New Zealand on a map.



ADDITIONAL RESOURCES

TEACHER'S RESOURCE MATERIAL

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

UNIT REVIEW - SB PAGE 27

Language Objectives

To review vocabulary and structures from Unit 2.

Materials

Digital Book
Audio CD 1

WARMER

Divide the class into teams. Ask different questions about the unit and give points for correct answers: *Say the days of the week backwards. What have you got today? How do you spell Science? True or false? Keira's got Science today. She's looking at flowers. Say four countries where English is the first language.*

1 Listen and say who. 1.35

Ask the children some questions: *Who's got Art today? (Bruno), Has Finn got IT today? (Yes)*. Explain to the children that they have to listen, look at the timetables and say who is speaking.

► Answers

1 David, 2 Finn, 3 Jamil, 4 Bruno

2 Read and say *True or False*.

Then correct the false sentences.  

Tell the children to read each sentence, write *True* or *False* and correct any false sentences.

► Answers

1 True. 2 False. I'm Bruno. I've got PE, Science and Art today. 3 False. I'm Finn. I've got Maths, Spanish and IT today. 4 False. I'm David. I've got Music, English and PE today.

1 Look at Activity 1. Then ask and answer.

Tell the children to work in pairs and to take turns asking and answering following the model.

TAKE A LOOK

Ask the children to focus on the box. Point out that school subjects are typically written with a capital letter. Write some examples on the board. Ask them what else we write with a capital letter, for example, people's names, days of the week, months and countries.

FAST FINISHERS

The children write about what subjects they have today.

WRAP-UP

Put the children into groups of four to play a memory chain game. Show them how to play. Say *I've got PE today*. Then a child adds a subject: *I've got PE and Art today*. Another child then adds another. They must monitor each other that they remember the words in order and do not repeat any subjects already on the list.

GO FURTHER!

Direct the children's attention to the **Learning to learn** section on pages 80 and 81, where they will find an evaluation chart with statements about their learning progress.

Each statement is followed by five stars. Explain that colouring one star means they need more practice, whereas colouring five stars means they can do something easily.

Make sure you go over the students' answers and give them proper feedback. You may assign this task as homework.

TRANSCRIPT

1.35 Listen and say who.

1 Interviewer: Hello, what have you got today?

David: I've got PE.

Interviewer: Have you got Science?

David: No, I haven't. I've got English and Music.

2 Interviewer: Hi! What have you got today?

Finn: I've got IT.

Interviewer: Have you Spanish?

Finn: Yes, I have. I've got Spanish and I've got Maths.

3 Interviewer: I've got a question for you. What have you got today?

Jamil: I've got Science.

Interviewer: Have you got PE?

Jamil: No, I haven't. I've got English and IT.

4 Interviewer: Hello! What have you got today?

Bruno: I've got PE and Science.

Interviewer: Have you got IT?

Bruno: No, I haven't. I've got Art.

Final Assessment

The children should be able to name school subjects and say what day they have them. They should also be able to use the *o'clock* and *half past* times. Check they can ask and answer the questions *Have you got (Art) on (Friday)?* and *What have you got today?*, as well as *Do you like (Maths)?* Make sure they can read and make a timetable.

ACTIVITY BOOK

Unit 2, page 21.

See Teacher's Book page 117 for the answer key and transcript.

My new words, page 55.



ADDITIONAL RESOURCES

TEACHER'S RESOURCE MATERIAL

Unit 2 Test (available at two different levels)

Language Objectives

To improve reading and listening skills.
To review and expand vocabulary.
To review grammar structures and the time.

Materials

Digital Book
Audio CD 1
Units 1 & 2 Flashcards

A clock, Blu-tack

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

Stick the school subjects **flashcards** on the board using Blu-tack. Ask the class to look at the school subjects and try to memorise them. Then ask the children to close their eyes and remove one of the flashcards. Prompt them to say which school subject flashcard is missing. Repeat the procedure with the rest of the flashcards.

Pre-listening activity

Use a clock to practise telling the time with the children. Show various *o'clock* and *half past* times for the children to say. Write the word *alien* on the board and ask the children to imagine an alien. Ask some questions: *Is your alien friendly? What colour is it? Which planet is it from? What is its spaceship like? What languages does it speak? What's its name?* Ask the children to look at scene 5 and explain that this is Holly talking to an alien.

1 Look and listen. 1.36

Play the audio and tell the children to listen and follow along with the story. Then give them a few minutes to read through the story again. Ask some simple questions to check comprehension, for example, *What time does Holly see the light? Where is the spaceship? What does PX5 show Holly? How does Holly go to school? What does Holly paint in Art class? What has she got at half past eleven? What time has she got English class? Is PX5 in the garden after school? Does Holly like PX5?*

2 Look and write the scene numbers.

Look at the words and ask volunteers to read them out. Divide the class into pairs. Tell them to look at the words, find the corresponding items in the story, if they can, and write the scene number next to each word. Check answers as a class.

► Answers

storybook: scene 1, lion: scene 9, bird: scene 7, guitar: scene 1, dictionary: scene 11, bike: scene 8

Post-listening activity

Tell the children to draw a picture of PX5 in their notebooks and write down all the information they know about her from the story.

WRAP-UP

Tell the children to look at the story scenes again. Explain that you are thinking of one of the scenes from the story and then write the scene number down on a piece of paper. Next, describe something you can see in the scene, for example *I can see a ball*. Encourage the children to look at the scenes and tell you which number scene you were thinking of. Play several times.

Part 2 - SB Page 29

WARMER

Use the book type **flashcards** to play a game. Divide the class into two teams. Write Team A and Team B on the board and invite one volunteer from each team to come to the front. Show the volunteers a book type flashcard but make sure the rest of the class can't see it. The students at the front start drawing something to illustrate the book type. The first student to guess scores a point for his / her team. The team with the most points is the winner. When the game is over, ask the class which book type is Holly reading in scene 1 (*a storybook*).

Pre-listening activity

Before looking at the story, ask the children what they can remember. Ask questions to help prompt them: *What is the name of the girl? What does she find in her garden? What is the alien's name? What classes has she got at school? What does the alien give her?*

3 Read and say True or False.

Play the audio and tell the children to listen and follow along with the story. Then, tell the children to work in pairs and decide if the sentences are true or false. Ask them to think of the correct answers for the

false sentences. Then have the children each write a sentence about the story that is either true or false. Ask volunteers to read out their sentences and the rest of the class say *True* or *False*.

► Answers

1 False, 2 True, 3 True, 4 False

Post-listening activity

Act out the story. Divide the class into groups of about six. Within their group they need someone to play Holly, her dad, PX5, Holly's Maths teacher, her English teacher and classmates. They can also have a narrator. Give the children time to practise the story. Explain that they can improvise and do not need to learn the words exactly as in the story.

EXTRA ACTIVITY

Make a copy of the story, eliminating the numbers from the scenes.

Then, make more copies of the scenes, cut them out and place them in separate envelopes, one for each complete story.

Distribute the envelopes among the class. The children try to put the story in order. You can plastify the story pages before the cutting stage to allow the activity to be reused on other occasions or with other groups. Fast finishers can help with the preparation stage of the activity.

WRAP-UP

The students listen to the complete story again.

REVIEW PRACTICE

This is a good time to do the term **Review practice** activities for Units 1 and 2 on page 90 of the Student's Book.



ADDITIONAL RESOURCES

TEACHER'S RESOURCE MATERIAL

End of term 1 test

TRANSCRIPT

1.36 Listen and read.

The visitor

Scene 1

Narrator: It's half past nine. It's story time.

Holly: Good night, Dad.

Holly's dad: Good night, Holly.

Scene 2

Narrator: At half past five there's a light in the garden.

Holly: Oh! What time is it? What's that light?

Scene 3

Narrator: There's a spaceship in the garden!

Holly: Hello? Who's there?

Scene 4

PX5: Hi! My name's PX5. What's your name?

Holly: I'm Holly. You can speak English!

PX5: Yes! Come and have breakfast.

Scene 5

PX5: This is my planet. Its name is Torus.

Holly: Wow! It's orange and purple. It's beautiful.

Scene 6

Holly: What's this, PX5?

PX5: It's a rock from Torus. I look at the rock and I think of my home.

Scene 7

PX5: Holly, what time do you go to school?

Holly: I go to school at eight o'clock. Oh, no! It's eight o'clock now!

Scene 8

Holly's dad: What have you got today? Holly! Are you listening?

Holly: Oh sorry, Dad! I've got Art, Maths and English.

Scene 9

Narrator: At nine o'clock, Holly's got Art.

Girl at school: I like your painting. Who is she?

Holly: Um... She's an alien. Her name's PX5.

Scene 10

Narrator: Holly's got Maths at half past eleven.

Maths Teacher: What's this shape?

Holly: Is it...? Is it a torus?

Maths Teacher: Yes, very good, Holly.

Scene 11

Narrator: Holly's got English at three o'clock.

English Teacher: This is an excellent story, Holly.

Holly: Thanks!

Scene 12

Narrator: Holly is at home now. PX5 isn't there, but Holly finds the rock from Torus.

Holly: Thank you, PX5. Visit me again one day.



UNIT 3 OVERVIEW



Grammar

- **There is / are:** affirmative, negative, questions and short answers
- **Structure:** *Do you live in a (city)?*
- **Spelling:** two different sounds for the same spelling o

Vocabulary

- **Places in town:** *cinema, fire station, hospital, museum, post office, shopping centre, swimming pool, train station*
- **Places:** *city, country, town, village*
- **Adjectives:** *noisy, pretty, quiet*

Pronunciation

- **Phonics:** the sound o as in *photo* and o as in *dog*

Recycled language

- Present Simple
- *Can* for ability
- Adjectives

Language Objectives

Grammar

- To use the structure *There is / are* to describe a place.
- To practise the structure *There is / are* in the affirmative, negative and in question and short answer form.

Vocabulary

- To understand and use vocabulary related to places in a community.
- To understand and use adjectives to describe places.
- To be able to compare urban and rural areas.

Functions

- To describe a community.
- To ask questions about a community.
- To differentiate between urban and rural areas.

Pronunciation

- To differentiate between the sound /ou/ as in *photo* and /ɒ/ as in *dog*.

Skills Objectives

Speaking

- To identify and say places in a community.
- To ask and answer questions using *Is there? Are there?*
- To describe a place using *There is / isn't or There are / aren't*.
- To practise pronouncing the sounds /ou/ and /ɒ/.

Reading

- To understand a narrative of a story.
- To understand a model dialogue containing the target language.
- To follow a short dialogue containing the target language.
- To follow a description and check against a text.

Listening

- To repeat the words in an audio.
- To identify the target language within a contextualised dialogue.
- To follow a text aurally while reading.
- To identify a place from its description.

Writing

- To complete sentences using the target language.
- To practise spelling.

Assessment Criteria

- The children can identify, understand and use the structure *There is / are* in affirmative, negative and question form.
- The children can identify places from a given description.
- The children can identify, understand and produce vocabulary related to places in communities.
- The children can differentiate and produce the sounds /ou/ (photo) and /ɒ/ (dog).

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**
Lesson 2: Grammar, p. 82
Lesson 3: Grammar, p. 83
Unit review: Learning to learn, pp. 82-83
- **Activity Book Unit 3**
- **Teacher's Resource Material** (available online)
Lesson 4: CLIL worksheet
Lesson 6: Language worksheets
Lesson 7: Phonics worksheet
Unit Review: Unit 3 test
- A map of Europe and the world, scissors, Blu-tack, glue, pieces of paper



Key competences



Linguistic competence

The children strengthen their understanding of the language by asking and replying to, structured questions.



Competence in Maths, Science and Technology

The children learn to relate the different sizes of urban populations to their correct terminology.



Digital competence

The children work together on the unit content using the IWB and do further practice individually through the interactive activities and games.



Social and civic competence

The children learn how to behave in unfamiliar surroundings. The students become aware of the importance of developing responsibility and autonomy.



Cultural awareness and expression

The children develop a cultural understanding of public art works and the various forms they can take as well as the materials they are made of.



Learning to learn

The children learn to use notes to create longer sentences.



Sense of initiative and entrepreneurship

The children develop a sense of personal autonomy by selecting what information they will give to a partner.

LESSON 1 - SB PAGE 30

Language Objectives

To introduce places in town vocabulary.

To improve listening skills.

To practise spelling skills.

To sing a song.

Materials

Digital Book

Audio CD 1

Unit 3 places in town Flashcards

WARMER

Write these words on the board: *cinema, fire station, hospital, museum, post office, shopping centre, swimming pool* and *train station*. Explain that these are places we can find in a town or city. Elicit the meaning from the students. Then mouth the different places and ask the children to identify the words.

1 Listen and sing.  1.37 

Display the Unit 3 **flashcards** in the order that the words are mentioned in the song and ask the children to name them: *post office, fire station, etc.* Play the audio and point to each flashcard as it is mentioned. Let the children read the lyrics in their book and play the audio again so they can follow it and try to join in.

2 Listen and repeat.  1.38

Then listen and say.  1.39  

Play the audio and tell the children to focus on their pronunciation as they repeat. Give the children a minute to read the words and practise saying them. Play the second audio and after each dialogue, the children identify where the conversations are being held.

▶ Answers

1 cinema, 2 train station, 3 museum

3 Play a spelling game. 

Chant through the alphabet with the class as a whole. Call out a letter and ask the children to say the next three, for example, *H - I, J, K*. Ask a few children to spell their names out to the class. Then let the children read the speech bubbles. Divide the class into pairs to practise spelling out words. Make sure they correct and help each other if they make a mistake. Still in their pairs, say *How do you spell (hospital)?* The group spell out the word in unison.

FAST FINISHERS

In pairs, the children practise spelling other words.

WRAP-UP

Play a version of *Hangman*. Divide the class into teams. Choose one of the words from the lesson, for example, *museum*, and draw a line for each letter on the board with a number below:

— — — — —
6 2 9 1 2 6

Invite teams to guess the letters. Give them the corresponding points for each letter they guess correctly (M=6, V=2, etc.). Repeat this with other vocabulary items adding the points to each team's total. The team with the most points wins.

TRANSCRIPTS

 1.37 Listen and sing: *Our Town*

*Our town is a very nice town,
So many things to see!
Everybody loves our town,
It's a wonderful place to be!*

There's a post office near my school,
If you want to send a letter.
There's a fire station and a hospital,
When you're sick they make you better.

Chorus

So many things to see and do,
There's a shopping centre and a museum too.
There's a train station and a swimming pool,
And a cinema, it's really cool!

Chorus

 1.38 Listen and repeat.

cinema, fire station, hospital, museum, post office,
shopping centre, swimming pool, train station

 1.39 Listen and say.

1 Boy: Oh look! There's a film about aliens!

Girl: Oh, no! I don't like aliens. But look, there's a superhero film about Mega Girl. It starts in five minutes.

Boy: OK, let's go and see that film!

Girl: Fantastic!

2 Man: Hello, can you help me? I want to go to London.

Woman: Oh, let me see. Yes, there's a train to London in ten minutes.

Man: Can I have a ticket, please?

Woman: Yes, here you are.

3 Girl: I like going on school trips.

Boy: Me too!

Girl: Oh, look at that dinosaur!

Boy: Let's take a photo.

Teacher: Now children, everyone listen! We're going to see the Egyptian room now.

Initial Evaluation

Use the flashcards to make sure the children can identify the eight places in town, match the words to the pictures and spell the words out loud.

ACTIVITY BOOK

Unit 3, page 22.

See Teacher's Book page 117 for the answer key.

LESSON 2 - SB PAGE 31

Language Objectives

To practise places in town vocabulary.

To listen for information.

To develop speaking skills by giving clues.

To introduce the structure *There is / isn't (a hospital), There are / aren't (two museums).*

Materials

Digital Book

Audio CD 1

Unit 3 places in town Flashcards

Unit 3 Cut-outs

Scissors, Blu-tack or glue

WARMER

Drill the words from the Picture Dictionary on page 30. Then divide the class into teams and slowly start to draw a postage stamp on the board. Invite teams to guess which building it belongs to, giving points for correct answers. Repeat with other drawings, for example, a firefighter's hose, a stethoscope, a pair of swimming goggles and so on.

1 Listen and read.



1.40

Tell the children to look at the picture and explain that Rosie and Fred are looking at a model town and talking about it. Play the audio through and get the children to follow in their books. Check the children's comprehension with some true or false statements: *The swimming pool is small. (False), Fred can see the firefighters. (True), There's a train station in the town. (False).*

Divide the class into pairs and ask the children to read the dialogue twice, swapping parts after the first reading.

2 Look, listen and say the town.



1.41

Explain that Rosie and Fred have made model towns with boxes. Ask the children to look at the towns in pairs and name the buildings in each one. Then, play the audio, pausing after each description and get the children to say which town is being described.

► Answers

1 b, 2 b, 3 a, 4 a, 5 b, 6 a

3 Make a town and talk.



Direct the children's attention to the **Cut-outs** on page 97. Ask the students to cut the template along the dotted lines and then locate the different places on their town. They may use Blu-tack or other reusable adhesive to be able to change the location of the places in town. Point to the example speech bubbles and tell the class that they are going to talk about their model town. Ask volunteers to take turns to come to the front, show their model towns to the class, and describe them using the target structure. Make sure all the students participate.

GO FURTHER!

Direct the children's attention to the **Grammar** section on page 82, where they will find additional practice on the grammar structure learnt in this lesson. You may assign this task as homework.

FAST FINISHERS

The children choose one of the towns and describe it either in their notebook or with a partner.

EXTRA ACTIVITY

Ask the children to make a big city, by placing all their model towns together. They may create new buildings and make signs to say what the buildings are. Once the big city is ready, ask different volunteers to describe it, using the target language.

WRAP-UP

Divide the class in two. Make one side Team Rosie and the other Team Fred. Give them one minute to study their town and to memorise the buildings in it. Ask the children to close their books. Hold up a **word card** and tell the children to wave their hands if the building is in their town. Award points for correct waving and remove points for waving incorrectly.

TRANSCRIPTS

1.40 Listen and read.

Fred: Look at the model town, Rosie. It's amazing!

Rosie: Oh yes! There's a big swimming pool here.

Fred: There's a fire station too. I can see the firefighters.

Rosie: Can you see a train station? I like trains.

Fred: No, there isn't a train station.

Rosie: Look! There's a cinema. I like this town.

Fred: Me too! There are two museums here.

Rosie: But there aren't any shopping centres.

1.41 Look, listen and say the town.

1 In this town, there's a train station and there's a swimming pool.

2 In this town, there's a hospital. There isn't a cinema.

3 In this town, there's a museum, a hospital and a fire station.

- 4 In this town, there isn't a post office.
 5 In this town, there isn't a fire station. There's a swimming pool.
 6 In this town, there's a train station and there's a cinema.

Continuous Assessment

The children should be able to identify the eight places in a town. They should also be able to differentiate between two similar pictures from simple clues. They should be able to hear the difference between *there's*, *there isn't*, *there are* and *there aren't*.

ACTIVITY BOOK

Unit 3, page 23.

See Teacher's Book page 117 for the answer key.

LESSON 3 - SB PAGE 32

Language Objectives

To introduce the questions *Is there a (cinema)? Are there any (swimming pools)?*

To practise places in town vocabulary.

To practise speaking skills by asking and answering questions.

Materials

Digital Book

Audio CD 1

Unit 3 places in town Flashcards

Pieces of paper

WARMER

Divide the class into teams. Explain that you are thinking of a place, for example, the *cinema*. Mime watching a film while eating popcorn. Allow the teams to guess the word for points. Invite volunteers to the front to mime other places.

1 Listen and read. 1.42

Point to Greg's car and make sure the children notice the problem. Explain that he is in a town he doesn't know. Play the audio twice and have the children read as they listen. Ask the children comprehension questions: *Is there a fire station in this town? (No, there isn't.) Are there any swimming pools? (Yes, there are.)* Ask the children to work in pairs and read the comic, taking turns to be Greg and the lady on the street.



Read the grammar boxes **or / and** watch the visual grammar presentation with the children.

2 Listen and say the street.

Then ask and answer.  1.43 

Ask the children to look at the streets in pairs and name all the buildings on each one. Ask questions to check, for example, *Is there a train station on Rain Street?* Explain that the children are going to hear a dialogue and they must identify the street. Play the audio pausing after each dialogue and get the children to name the street is being described. Then divide the class into pairs. Ask the children to read the speech bubbles. The children then take turns to choose a street and answer questions in order for their partner to identify it.

► Answers

1 Rain Street, 2 Sun Street

GO FURTHER!

Direct the children's attention to the **Grammar** section on page 83, where they will find additional practice on the grammar structure learnt in this lesson. You may assign this task as homework.

FAST FINISHERS

The children draw and label their favourite place in town.

EXTRA ACTIVITY

Give each child a piece of paper and ask them to draw a street and label the buildings. Then, put them into small groups where they can do a show and talk about their town saying *There is / isn't a... There are / aren't any...* The others can ask questions: *Is there a (cinema)? Are there (two hospitals)?*

WRAP-UP

Choose three **flashcards** and hold them so the children can't see them. Explain that there are three buildings in your town and the class have five chances to guess them. Let five children make a guess and if they guess all three buildings correctly, the class scores a point, if not, the teacher gets the point.

TRANSCRIPTS

1.42 Listen and read.

Greg: Hello! Is there a fire station in this town?

Woman: No, there isn't. There are two fire stations in the next town...

Greg: I've got an idea. Are there any swimming pools?

Woman: Yes, there are. Look! There is a swimming pool behind you.

Greg: Thanks everyone. I like this town!

 1.43 **Listen and say the street. Then ask and answer.**

1 Man: Are there two museums on your street?

Woman: Yes, there are.

Man: Is there a fire station on your street?

Woman: Yes, there is.

Man: Is there a swimming pool on your street?

Woman: A swimming pool? No, there isn't.

2 Man: Is there a shopping centre on your street?

Woman: No, there isn't.

Man: Are there two cinemas on your street?

Woman: No, there aren't.

Man: Is there a hospital?

Woman: A hospital? Yes, there is.

Continuous Assessment

Make sure the children can ask and answer the question *Is there a (cinema)? Are there any (fire stations)?* Make sure they can also describe a scene using the structure *There is / isn't / are / aren't.*

ACTIVITY BOOK

Unit 3, page 24.

See Teacher's Book page 117 for the answer key and transcript.

LESSON 4 - SB PAGE 33

Language Objectives

To practise reading skills.

To develop comprehension skills.

To learn vocabulary related to public art: *mural, sculpture, statue*

Materials

Digital Book
Audio CD 1

•-----•
A map of Europe

WARMER

Show the map of Europe and get the children to locate Bilbao (in Spain), Paris (in France), Falkirk (in Scotland) and Altlandsberg (in Germany). Explain that these four places are marked on the map because they are going to read about them in the book.

Ask the children if they can think of any public works of art in their town. There may be a statue or mural.

1 Listen and read.  1.44 

Ask the children to look at the four photos and say what they can see in each one. Write the following words on the board and explain or elicit their meanings: *sculpture, wall, umbrella, shop, statue, horse.*

Play the audio through with books closed and ask the children to wave when they hear one of the words. Play it again with books open and pause after each description to explain any queries. For each piece ask *Do you like it?*

Make some true and false statements for comprehension, for example, *Puppy is in Bilbao, Spain (True), In the mural, there is a girl in a car (False), The horses are made of plastic (False).*

2 Read and complete. 

The children look for the missing words in the text and complete the sentences. Put them into pairs to check their answers together. Then check as a whole class.

Answers

1 sculpture, 2 metal, 3 mural

FUN FACT

After reading the fun fact, explain that the plants are watered at night through a system of metal pipes inside Puppy. Also, the plants are changed twice a year. The summer plants are colourful flowers and the winter plants are green.

GO ONLINE 

Tell the children that Seth Globepainter is a French artist who paints colourful murals of children all around the world. Research some of his other works online, discuss what they depict and where they are.

FAST FINISHERS

The children imagine a piece of public art, they draw it and write a brief description.

EXTRA ACTIVITY

If possible, find more images of the pieces of art on the internet to show the children. Tell them to decide which one they like best. Have a class vote about their favourite one. Display their answers as a bar chart.

WRAP-UP

Show an image and tell the class about a piece of public art you like. Then ask the children to think of examples of public art in your community: murals, sculptures, statues, mosaics, street art and so on. Invite the children to say where they are, describe them and say if they like them and why or why not.

TRANSCRIPT

 1.44 Listen and read.

Public Art

This is a sculpture of a dog. It's called Puppy. It's in Bilbao, in Spain. It's made of metal and it's 12 metres tall. There are flowers on it and it's very colourful.

A mural is a big painting on a wall. This mural is in Paris, in France. It's by Seth Globepainter. There's a girl in an umbrella.

This is a statue of two horses' heads. It's in Falkirk, in Scotland. The horses are made of metal. They're 30 metres tall.

This is a bike shop in Altlandsberg, in Germany. It's got a wall of old bikes. There are 210 bikes on the wall.

Continuous Assessment

Make sure the children are able to locate the missing words in the text correctly.

ACTIVITY BOOK

Unit 3, page 25.

See Teacher's Book page 117 for the answer key.



ADDITIONAL RESOURCES

TEACHER'S RESOURCE MATERIAL

CLIL worksheet Unit 3

LESSON 5 - SB PAGES 34 & 35

STORY

Language Objectives

To follow a story.

To practise places in town vocabulary.

To introduce place names vocabulary: *city, country, town, village*.

To develop listening and reading comprehension skills.

Materials

Digital Book
Audio CD 1

WARMER

Write the words *city, country, town* and *village* on the board. Ask the children to suggest things you would find in the *city*, for example, *cars, shops*. Then, things you would find in the *country*, for example, *trees, rivers*. Repeat the procedure with *town* and *village*. Write their ideas on the board under each heading. Make sure the students understand that a *city* is larger than a *town* and that a *village* is even smaller than a *town*. Point out that the *country* is a land that is not part of a city, town or village and that it is used for farming or left in its natural condition.

1 Listen and read.  1.45  

Direct the children's attention to the pre-reading question *Where do you live? In a city, town or a village?* and ask them to take turns to answer this question. Make sure all the students participate. Then give the children a minute to look through the story. Ask them who they can see in it. Play the audio twice and the children follow in their books. Ask some questions to check comprehension, for example, *Who is Luke? Where does Luke live? Is there a zebra crossing in Luke's village? Is there a cinema in Fred's city? Where does Luke go swimming?*

2 Read and say *True or False*.  

Have the children read through the story again. Then, they read the sentences and decide if they are true or false. Tell them to share their answers with the person sitting next to them. Read out the sentences one at a time and each time tell the children to put up their hand for *true* answers and leave it down for *false* ones. Ask the children to correct the false sentences.

► Answers

1 False, 2 False, 3 True, 4 True

FAST FINISHERS

The children look through the story and write down all the places they can see.

EXTRA ACTIVITY

Divide the class into groups of four or five. Tell them they are going to recreate the story. They assign roles: Fred, Luke, Fred's mum, Rosie and Rosie's mum. At the beginning ask them to introduce themselves: *I'm Fred. I live in the city*. Tell them they have to act out the story, but they do not have to make it exactly the same. Give them time to rehearse and then get groups to perform. Encourage the class to applaud at the end.

WRAP-UP

Encourage the children to talk about the differences between the city and country in your area. If you live in the country, ask them to talk about the nearest city:

When do they visit this city? What do they see there?
And vice versa if you live in the city.

SEL

Promote responsibility and autonomy.

Encourage the development of the children's social and emotional learning skills by fostering a sense of responsibility and autonomy. Re-read scenes 2, 3 and 4 with the children. Ask them to identify Fred's action (crossing a busy road without being careful) and emphasise what the correct action would be (cross the road at a pedestrian crossing). Reinforce the idea that it is essential for the children's social and emotional growth to develop a strong sense of responsibility and autonomy. Ask the class to provide examples of responsible actions, not only when crossing the street but also in all other aspects of their lives. You may elicit a *Dos* and *Don'ts* list and write it on the board.

TRANSCRIPT

1.45 Listen and read. IN THE CITY

Scene 1

Narrator: Luke is Fred's cousin. He lives in the country and is visiting Fred in the city.

Mum: OK, let's go to the swimming pool!

Fred: I love swimming!

Scene 2

Narrator: Luke wants to send a postcard to his family.

Fred: Look, Luke! There's a post office!

Luke: Stop!

Scene 3

Narrator: There's a lot of traffic in the city.

Luke: I don't like the city!

Mum: Look, there's a zebra crossing!

Scene 4

Mum: Remember! Always cross the road safely!

Fred: Yes, Mum!

Luke: There isn't a zebra crossing in my village.

Scene 5

Fred: Is there a shopping centre in your village?

Luke: No, we go shopping in the town nearby.

Scene 6

Narrator: They arrive at the swimming pool.

Fred: Is there a cinema in your village?

Luke: No, there isn't.

Scene 7

Narrator: Luke doesn't like the swimming pool.

Fred: Is there a swimming pool in your village?

Luke: No, there isn't. We go swimming in the river.

Mum: Come on, Luke!

Scene 8

Narrator: Later...

Luke: This is like the country!

Fred: Look, here's Rosie and her mum!

Narrator: Luke likes the city now.



Continuous Assessment

Make sure the children are able to follow and understand the story by responding to comprehension questions. Make sure they identify the differences in Fred and Luke's lifestyle.

ACTIVITY BOOK

Unit 3, page 26.

See Teacher's Book page 117 for the answer key.

LESSON 6 - SB PAGE 36

Language Objectives

To introduce adjectives: *big, noisy, pretty, small*

To practise *There's / There isn't / There are / There aren't.*

To practise place names.

To sing a song.

Materials

Digital Book

Audio CD 1

Unit 3 place names Flashcards

WARMER

Display the **flashcards** for *city, town, country* and *village*. Point to one at a time and ask the children to suggest examples from their local area, their country or the world.

1 Listen and sing. 1.46

Write *big, noisy, pretty* and *small* on the board and explain the meaning of the words. Then mime each word and invite volunteers to come to the front and point to the corresponding lexical item. Play the audio and have the children follow in their books. Write the words of the first verse on the board and sing with the class. Then

cover or rub out the first line of the song. The children have to remember the words. Sing the verse each time covering more until they can sing relying only on their memory. Repeat for the other verses.

2 Read. Then listen and say True or False.   1.47

Tell the children to look at the pictures and read the texts individually and then ask volunteers to read aloud. Play the audio and after each conversation, ask the children to check the texts and say *True* or *False*. Play the audio again and have the children correct the false answers.

► **Answers**

Harvey: (I live in a village.) False, (In my city there are two shopping centres.) True; Erin: (In my village, there's a train station.) True, (My village is very big.) False

FAST FINISHERS

The children write a short description of where they live.

EXTRA ACTIVITY

Ask the children to write down three sentences about where they live, two sentences must be true and one must be false. For example, *There's a fire station near my house. There are two shopping centres near my house. There isn't a park.* Divide the class into small groups. The children take turns reading out their sentences and guessing which one is false.

WRAP-UP

Read out the lines from the song and ask the children to answer the questions, let them use their imagination and pretend they live somewhere different if they prefer.

TRANSCRIPTS

 1.46 **Listen and sing: Where Do You Live?**

Do you live in a village	Do you live in a town?
Or a great big city?	Is it old or new?
Is it very noisy?	Is it big or small?
Is it very pretty?	Is there lots to do?

Do you live in the country?	Is there a park
What's it like?	With flowers and trees?
Can you go shopping?	Where do you live?
Can you ride a bike?	Tell me, please!

 1.47 **Read. Then listen and say True or False.**

1 Harvey: Hello! I'm Harvey! I live in a village. In my city there are two shopping centres.

2 Erin: Hi! I'm Erin! In my village, there's a train station. My village is very big.

Continuous Assessment

Make sure the children understand the differences between a village in the country and a city, and they recognise what features each one has.

ACTIVITY BOOK

Unit 3, page 27. See Teacher's Book page 117 for the answer key and transcript.



ADDITIONAL RESOURCES

TEACHER'S RESOURCE MATERIAL

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

LESSON 7 - SB PAGE 37

Language Objectives

To practise vocabulary related to places in town.

Phonics: to practise the sounds /ou/ and /ɒ/ with the same spelling.

Materials

Digital Book
Audio CD 1
Unit 3 places in town Flashcards

WARMER

Divide the class into various teams. Hold a **word card** behind a paper and very slowly start to pull it out to reveal part of the word. Invite the teams to guess which word it is for points.

TIME TO WRITE

1 Look at the notes. Then read and complete.  

Explain that the boy in the photo, Carl, is making notes about his town. Ask the children to look at the notes and ask questions: *Does he live in a village? (No, he lives in a town.) Is there a post office in the town? (Yes, there is.)* Next, ask the class to look at the boy's text about his town. Draw their attention to the example sentence

which has been completed using the boy's notes. Tell the class to complete the text referring to the boy's notes. Correct as a class.

► Answers

cinema, post office, hospital, museums, train stations, quiet

PHONICS

2 Listen and say. 1.48

Write *post office* on the board and underline the two letters *o*. Ask the class to say the word with you and point out the different sound *o* makes in the two words: /ou/ (*post*) and a /ɒ/ (*office*).

Play the audio as the children read and pause after the first reading. Ask volunteers to read the phonics sentence aloud. Continue the audio with the faster versions. Divide the class into groups so the children can practise saying the sentence as fast as they can.

FAST FINISHERS

In their notebooks, the children write down notes similar to the ones in Activity 1 and circle the places they can find in their town or city.

EXTRA ACTIVITY

Divide the class into groups. Ask each group to practise the phonics sentence. They can practise saying it as a rap, a poem or a song. Encourage them to make it fun, maybe adding some actions, hand claps or dance moves. Give the groups time to rehearse and then invite them to perform for the class.

WRAP-UP

Keep the children in their groups and ask each group to select a child to represent them. The volunteer from each group comes to the front and says the sentences. Award points for speed and for correct pronunciation.

TRANSCRIPT

1.48 Listen and say.

A photo of a hippo, a robot and a dog
Sitting on a sofa, talking to a frog!

Continuous Assessment

Check whether the children are able to copy and identify the correct information to add into the text. Make sure they can pronounce the two sounds for the letter *o* correctly in various words.

ACTIVITY BOOK

Unit 3, page 28.

See Teacher's Book page 117 for the answer key.



ADDITIONAL RESOURCES

TEACHER'S RESOURCE MATERIAL

Phonics worksheet Unit 3

LESSON 8 - SB PAGE 38

CULTURE

Language Objectives

To develop reading skills.

To practise the structure *You can (walk) here.*

You can't (buy pizza) here.

To learn about New York.

Materials

Digital Book

Audio CD 1

•-----•
A large map of the world, images of New York

WARMER

Show the children the USA and New York on a map. Explain that New York is a very big city with about nine million people. Then, find some images of New York on the internet and introduce the city to the children. Interesting images include: yellow taxi cabs, the Empire State Building, subway trains, popular sports like baseball, jogging and basketball. Explain that people have come from all over the world to make New York their home and you can find music and food from different countries there. English is the main language but lots of people speak Spanish and other languages too.

 Watch the video **My New York!** to introduce the lesson theme.

1 Listen and read. 1.49

Ask the children to look at the photos and say what they can see. Explain that the girl, Scarlett, is from New York and the photos show places in the city. Play the audio and ask the children to listen and read. Then make some false statements for the children to correct: *There's a zoo*

and a shopping centre in Central Park. There aren't any skating rinks in New York. Scarlett's favourite place for a picnic is Central Park.

2 Read and write *T (True)* or *F (False)*.

Read each sentence with the children and tell them to say whether it is true or false. If it is false, ask them to say the correct answer. The children then write *T* or *F* next to the sentences.

► Answers

1 F, 2 T, 3 F, 4 F

YOUR GO!

Ask and discuss the questions. Encourage the children to say whether there is a bit city in their country and, if so, what they can / can't see there.

FAST FINISHERS

The children write one more sentence that is either true or false. They can read it out to the class when everyone has finished writing. The class then decides if it is true or false.

EXTRA ACTIVITY

Put the children into four groups. Ask each group to invent a big city. Tell them to write some information about it, such as things to eat and places to visit, using Scarlett's information as a model. They can write down their ideas and add some drawings. Encourage them to make it a fun place that they would like to live in. Invite groups to the front to present their city.

WRAP-UP

Ask the children to close their books and have a quiz about New York. Divide them into pairs or teams and ask questions from the information in the book or from the lesson introduction. For example, *What is the name of the big park in New York? Name two things you can eat in the street. What is the name of the famous statue? What colour are New York taxis? How many people live in the city? Which country is New York in?*

TRANSCRIPT

 1.49 Listen and read.

New York, New York!

Hi! I'm Scarlett from New York. New York is a big city in the United States. Look! This is the Statue of Liberty. You can go inside the statue and walk up to the head.

This is Central Park. There's a zoo and a swimming pool in the park. There's a skating rink too. On Sundays in winter, I go skating with my family.

In New York, you can buy pizza, sandwiches and pretzels in the street. A pretzel is a round bread with salt on. I like pretzels. They're delicious.

The High Line is an old train line. You can walk here and see the city. It's my favourite place for a picnic.

Continuous Assessment

Make sure the children can identify the true and false sentences based on the information they have read. Make sure they can locate the USA on a map.

UNIT REVIEW - SB PAGE 39

Language Objectives

To review vocabulary and structures from Unit 3.

Materials

Digital Book
Audio CD 1
Unit 3 Flashcards

WARMER

Put all the **flashcards** and **word cards** on the board. Invite a child to come to the front and choose a picture and the corresponding word. Tell them to hold them up and say the word. If they are correct, the class say the word as well, if not, they put them back on the board.

1 Look and say the place.

Ask the children to look at the pictures and see if they can name any: *popcorn, letter, goggles, stethoscope, ticket, helmet*. Divide the class into pairs and tell them to write down the place they would see each item in their notebooks. Then check as a whole class.

► Answers

1 cinema, 2 post office, 3 swimming pool, 4 hospital, 5 train station, 6 fire station

2 Listen and say the town. 1.50

Have the children look at the first town and ask them to say what there is and isn't in the town. Repeat with the other two towns. Play the first conversation and ask the children to say which town is being described. Repeat the procedure with the other two towns.

► Answers

1 River Town, 2 New Town, 3 Tree Town, 4 Tree Town

3 Look at Activity 2 and complete.

Ask the children to look at Activity 2 and complete the sentences. Explain that answers may vary. Check answers as a class.

TAKE A LOOK

Ask the children to focus on the content in the box with the magnifying glass. Point out that *There's* is a contracted form of *There is*, *There isn't* is the contracted form of *There is not* and *There aren't* is the contracted form of *There are not*. Explain that the apostrophe replaces the missing letter. Also, let students know that *There are* hasn't got a contracted form.

FAST FINISHERS

The children draw a town and write a brief description of the places they can or can't find there using *There is / isn't / are / aren't*.

WRAP-UP

Divide the class into teams and ask them to have their books open at Unit 3. Ask quiz questions about the unit and give points for correct answers, for example, *Say places where people wear uniforms. Does Luke like the city? How do you spell museum? Is New York in Canada?*

GO FURTHER!

Direct the children's attention to the **Learning to learn** section on pages 82 and 83, where they will find an evaluation chart with statements about their learning progress. Each statement is followed by five stars. Explain that colouring one star means they need more practice, whereas colouring five stars means they can do something easily. Make sure you go over the students' answers and give them proper feedback. You may assign this task as homework.

TRANSCRIPT

 1.50 Listen and say the town.

Woman: Hello, Jon.

Jon: Hello.

Woman: Is there a cinema in this town?

Jon: Yes, there is.

Woman: And is there a museum?

Jon: Yes, there is. Can you guess the town?

Woman: OK, is there a hospital in this town?

Jon: Yes!

Woman: And is there a cinema?

Jon: No, there isn't.

Woman: Is there a post office in this town, Jon?

Jon: Erm... yes, there is a post office!

Woman: OK. Is there a shopping centre?

Jon: Let me see... No, there isn't.

Woman: Is there a train station here, Jon?

Jon: Yes, there is. It's a new train station.

Woman: Is there a hospital?

Jon: Yes. There's a hospital, too.

Woman: Thank you, Jon.

Jon: Goodbye!

Final Assessment

The children should be able to identify various buildings in a town. They should be able to describe a street or town using the structure *There's a ..., There isn't a ... There are... or There aren't...* Check that they can ask and answer the question *Is there a (hospital)?* Make sure they understand the contracted form of *There is*, *There is not* and *There are not*. Be sure that they recognise that both the longer form and the contracted form mean the same. Check they can recognise some differences between a village and a city.

ACTIVITY BOOK

Unit 3, page 29.

See Teacher's Book page 117 for the answer key and transcript.

My new words, page 56.



ADDITIONAL RESOURCES

TEACHER'S RESOURCE MATERIAL

Unit 3 Test (available at two different levels)



UNIT 4 OVERVIEW



Grammar

- **Present Continuous:** third person singular, affirmative, negative, questions and short answers
- **Has got:** affirmative and negative
- **Spelling:** doubling consonants with *-ing*

Vocabulary

- **Wild animals:** *crocodile, elephant, flamingo, kangaroo, lion, monkey, ostrich, tiger*
- **Verbs:** *climb, drink, eat, fly, jump, run, swim*
- **Animal body parts and groups:** *beak, claws, fur, tail, teeth, wings; carnivore, herbivore, omnivore*
- **Numbers 10-100:** *ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred*
- **Extra:** *hide, hop, hunt; grass, jungle, leaves, plants, river; chimpanzee, dingo, gorilla, insect, kangaroo, koala, platypus, zebra*

Pronunciation

- **Phonics:** the sounds **v** as in *violin* and **b** as in *bear*

Recycled language

- Present Continuous
- *Have got*
- Modal: *can*
- Animals

Language Objectives

Grammar

- To use the Present Continuous to refer to actions taking place in the present.
- To practise the Present Continuous in the affirmative, negative and in question and short answer form.
- To revise the *have got* structure and practise it in the 3rd person singular.

Vocabulary

- To understand and use vocabulary related to wild animals.
- To understand and use verbs typically associated with animals.
- To become familiar with numbers 10 to 100.

Functions

- To explain the actions of an animal.
- To acquire information about what an animal is doing.
- To describe an animal by its personal attributes.
- To refer to one animal among others.

Pronunciation

- To highlight and differentiate between the consonant sounds **v** and **b**.

Skills Objectives

Speaking

- To identify and say the animals.
- To ask and answer questions using the Present Continuous.
- To use *have got* in a song.
- To pronounce the sounds **v** and **b** correctly.

Reading

- To understand a narrative of a story.
- To understand a model dialogue with the target language.
- To follow a short dialogue with the target language.
- To follow a description and check against a text.

Listening

- To repeat the words in an audio.
- To identify the target language within a contextualised dialogue.
- To follow a text aurally while reading.
- To identify and differentiate similar sounding consonants.

Writing

- To focus on and correct mistakes in a text.
- To complete a text using the target language.
- To use the *have got* structure to describe animals.
- To practise spelling.

Assessment Criteria

- The children can identify, understand and produce Present Continuous in affirmative, negative and question form.
- The children can identify, understand and produce *has got* in the affirmative and negative.
- The children can identify, understand and produce vocabulary related to animals and their body parts.
- The children can identify, understand and produce the numbers 10-100.
- The children can differentiate and produce the **b** and **v** sounds.

Materials

- **Digital Book**
- **Audio CD 2**
- **Flashcards Unit 4** (available online)
- **Student's Book Unit 4**
Lesson 3: Grammar, p. 84
Lesson 6: Grammar, p. 85
Unit Review: Learning to learn, pp. 84-85
- **Activity Book Unit 4**
- **Teacher's Resource Material** (available online)
Lesson 4: CLIL worksheet
Lesson 7: Phonics worksheet
Lesson 8: Language worksheets
Unit Review: Unit 4 test
End of term 2 test
- A map of the world, pieces of cardboard, scissors, a pencil, a paper clip

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.



Key competences



Linguistic competence

The children become familiar with the Present Continuous form to ask questions and respond to them, regarding animals they have learnt about.



Competence in Maths, Science and Technology

The children develop a greater understanding of the natural world and the characteristics of wild animals.



Digital competence

The children work together on the unit content using the IWB and do further practice individually through the interactive activities and games.



Social and civic competence

The children learn basic social interaction working in pairs.



Cultural awareness and expression

The children learn about indigenous animals. They develop their artistic expression singing a song.



Learning to learn

The children develop strategies to improve their memory skills by doing rebus exercises.



Sense of initiative and entrepreneurship

The children develop a sense of curiosity and personal autonomy talking about animals from their own region and choosing their favourite Australian animal.

LESSON 1 - SB PAGE 40

Language Objectives

To introduce wild animal vocabulary.

To sing a song.

To improve listening skills.

To practise the expression *I can see a (tiger)*.

Materials

Digital Book

Audio CD 2

Unit 4 wild animals Flashcards

WARMER

Have the children brainstorm all the animal words they know in English. Then display the wild animals **flashcards** and teach the target vocabulary by placing the corresponding **word cards** next to them. Once the children are confident with the new vocabulary, describe an animal for the children to name: *It's a big cat and it's black and orange.*

1 Listen and sing.  2.1 

Write the full song lyrics on the board. Play the audio and let the children listen to the song as they follow the lyrics. Play it again and have the children join in. Ask the class to think of an action for each animal, then play the song again and do the actions as they sing.

2 Listen and repeat.  2.2

Then listen and say.  2.3  

Play the audio and ask the children to repeat. Then give the children a minute to read the words and practise saying them before playing the audio again. Play the second audio and after each dialogue the children identify which animal is being described.

▶ Answers

1 tiger, 2 crocodile, 3 flamingo, 4 elephant

3 Play *The Chain Game*. 

Read through the example dialogue with the children. Point out that each time a new animal is added to the list. Put the children into small groups to practise playing the game.

FAST FINISHERS

The children make a list of all the animals they know in their notebooks.

EXTRA ACTIVITY

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

WRAP-UP

Display the **word cards** for the animals and ask the children to say the words. Then, remove three word cards and display the rest. Ask the children to say which animals are missing.

TRANSCRIPTS

 2.1 Listen and sing: *Wildlife Park*

The wildlife park's amazing.
There are animals everywhere,
Climbing, swimming, running,
Or flying in the air.

Elephants, lions and ostriches
Walking through the grass,
And kangaroos go hopping by.
They're very, very fast!

Tigers hiding in the trees
And monkeys climbing high.
Look! A pink flamingo
Flying through the sky!

But what's that in the river?
Can you see it smile?
Look at all those great big teeth!
Oh, no! A crocodile!

 2.2 Listen and repeat.

crocodile, elephant, flamingo, kangaroo, lion, monkey, ostrich, tiger

 2.3 Listen and say.

- 1 Can you guess this animal? It's a big cat. It's orange and black and it can climb.
- 2 This animal is very big and it can swim. It's green. It's very scary!
- 3 I really like this animal. It's a bird. It's pink and it can fly.
- 4 This animal is grey. It's got very four legs and it's very big.

Initial Evaluation

Use the **flashcards** to make sure the children can identify the eight animals and can match the words to the pictures. Check whether they can pronounce the words properly too.

ACTIVITY BOOK

Unit 4, page 30.

See Teacher's Book page 117 for the answer key.

LESSON 2 - SB PAGE 41

Language Objectives

To practise animal vocabulary.

To introduce the question *Is it (eating)?*

To improve listening skills.

To develop speaking skills by asking questions.

Materials

Digital Book

Audio CD 2

Unit 4 Cut-outs

scissors, a pencil, a paper clip

WARMER

Review the wild animals vocabulary. Divide the class into three teams. Write some model questions on the board: *Can it swim / fly / climb? Is it green / grey / brown?* Tell the teams you are thinking of an animal. Team A asks you a question about the animal and then have a guess. If they are right, they score a point. If they are wrong, then Team B asks a question and so on.

1 Listen and read. 2.4

Write the following verbs on the board: *flying, running, jumping, eating, drinking, swimming, climbing a tree*. Point to each verb in turn, ask the class to say and mime it with you.

Ask the children to look at the picture and explain that Rosie and Fred are at a wildlife park. Play the audio and make true or false statements to check comprehension: *Rosie can see a lion (False), The flamingo is flying (True)*. Ask the children to work in pairs and read out the dialogue together.

2 Listen and guess the animal.

Then play in pairs.  2.5 

Ask the class to name the animals in pairs. Then make a statement and ask the children to say the animal: *It's flying (the parrot, the flamingo). It's swimming (the crocodile)*.

Explain to the children that they will hear children playing a guessing game about the animals in the picture. Play the audio and pause after the first dialogue

so the children can name the animal. Write the question and answers on the board: *Is it (flying)? Yes, it is. / No, it isn't*. Tell the children to play the guessing game in pairs.

► Answers

1 lion, 2 ostrich, 3 flamingo

3 Make two spin wheels and talk.

Direct the children's attention to the **cut-outs** on page 99 and tell them they are going to play *Secret Animal*. Ask the students to cut the templates along the dotted lines. Then show them how to make the spin wheels by placing a paper clip in the middle of each spinner, using the pencil to hold the clip. Model the game with a volunteer. Spin the paper clip once on the 'verbs' spin wheel and point to the resulting verb (for example, *swim*). Ask the volunteer to repeat the procedure with the 'animals' spin wheel without showing the resulting animal (for example, *ostrich*). Model the activity:

T: *Is it swimming?*

S: *No, it isn't.*

T: *Is it running?*

S: *Yes, it is.*

T: *It's the ostrich!*

Spin the verbs wheel several times and keep asking questions (*Is it running?, Is it eating?, etc.*) until you guess the animal.

Ask the students to play in pairs. Monitor the students as you walk along the classroom.

FAST FINISHERS

The children write sentences to describe what each animal is doing in the picture. For example, *The lion is climbing a tree*.

EXTRA ACTIVITY

Make statements about different animals and ask the children to say *Yes* or *No*. For example, *The crocodile is flying. (No); The monkey is climbing. (Yes)*.

WRAP-UP

Get the children to close their books. Then quiz them about the animals in the picture. Ask, for example, *Is the lion running? What colour is the parrot? It's swimming, what is it?*

TRANSCRIPTS

2.4 Listen and read.

Fred: What can you see, Rosie?

Rosie: Amazing! I can see a tiger.

Fred: Wow, I like tigers. Is it climbing a tree?

Rosie: No, it isn't. It's running. And there's a pink bird!

Fred: That's a flamingo. Is it flying?

Rosie: Yes, it is. It's beautiful! Look!

There's an elephant.

Fred: An elephant! Is it eating?
Rosie: No, it isn't. It's swimming.
Fred: Swimming! Rosie, let me see!

2.5 Listen and guess the animal. Then play in pairs.

1 Boy: Let's play a game. I'm thinking of an animal.

Girl: OK, is it swimming?

Boy: No, it isn't.

Girl: Is it climbing a tree?

Boy: Yes, it is.

Girl: Is it a snake?

Boy: No, it isn't. What animal is it?

2 Girl: It's my turn. I'm thinking of an animal.

Boy: Is it running?

Girl: No, it isn't.

Boy: Is it jumping?

Girl: No, it isn't.

Boy: Is it drinking?

Girl: Yes, it is.

3 Boy: It's my turn. What animal is this?

Girl: Um... is it jumping?

Boy: No, it isn't.

Girl: Is it flying?

Boy: Yes, it is.

Girl: Is it a parrot?

Boy: No, it isn't.

Continuous Assessment

The children should be able to identify the eight animals. They should also be able to ask and answer questions about the animals' activities using the Present Continuous. They should be able to use common action verbs.

ACTIVITY BOOK

Unit 4, page 31.

See Teacher's Book page 117 for the answer key.

LESSON 3 - SB PAGE 42

Language Objectives

To practise the Present Continuous.

To practise action verbs.

To develop listening skills.

Materials

Digital Book

Audio CD 2

Unit 4 wild animal Flashcards

WARMER

Display the **flashcards** in a row. Point to each one and say the words together as a class. Then remove two flashcards. Point to the flashcards again including the two spaces and say the animals as if they were still there. Then remove two more flashcards, point and say again. Repeat until there are no flashcards left on the board.

1 Listen and read. 2.6

Explain that Greg is at the wildlife park. He is taking photos of a monkey. Play the audio and have the children read as they listen. Ask the children about the story: *In picture 1, is the monkey dancing?* Ask the children to work in pairs and read the comic, taking turns to read.

Read the grammar boxes **or / and watch the visual grammar presentation with the children.**

2 Listen and say. 2.7

Look at the animals. Point to the flamingo and say *It isn't swimming. It's flying.* Ask volunteers to say something about each of the other animals. Explain that they are going to hear animals being described. Remind them to listen out for the difference between *It's* and *It isn't*. Play the first description, pause and elicit the answer. Then play the rest.

► Answers

1 flamingo, 2 kangaroo, 3 tiger, 4 crocodile

3 Listen and repeat. 2.8

Draw the students' attention to the numbers 10-100. Play the audio and ask the class to listen and repeat. Then point to the numbers in random order and have the class say the number in unison. Revise the numbers 10-20 (*ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen and twenty*). Then explain how to form other numbers, for example 42, by writing *forty-two* on the board. Then write several numbers (35, 68, 73, etc.) and check whether the students understand how to form them.

GO FURTHER!

Direct the children's attention to the **Grammar** section on page 84, where they will find additional practice on the grammar structure learnt in this lesson. You may assign this task as homework.

FAST FINISHERS

The children choose an animal and write a description: *It isn't (climbing). It's (running). It isn't a (tiger).* When everyone has finished, they read out their description for the class to guess.

WRAP-UP

Tell the children you are thinking of an animal from Activity 2. Let them ask two questions: *Is it swimming? is it running?* They can then make a guess. If they guess correctly, the class gets a point; if not, then the teacher does.

TRANSCRIPTS

 2.6 **Listen and read.**

Greg: Look! There's a monkey. It's jumping.

It isn't jumping now. It's dancing.
What an amazing monkey!

Oh, no! There's a monkey behind me.
It's eating my apple! Stop! That's my lunch.

 2.7 **Listen and say.**

- 1 What animal is this? It isn't swimming. It isn't running. It's flying.
- 2 This animal isn't swimming. It isn't running. It's jumping.
- 3 This animal isn't swimming. It isn't jumping. It's running.
- 4 What animal is this? It isn't flying. It isn't jumping. It's swimming.

 2.8 **Listen and repeat.**

ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred

Continuous Assessment

Make sure the children can use the Present Continuous, 3rd person singular, to describe an action, ask a question and give a short answer in the affirmative or negative form. The students should be able to recognise and say the numbers 10-100.

ACTIVITY BOOK

Unit 4, page 32.

See Teacher's Book page 117 for the answer key and transcript.

LESSON 4 - SB PAGE 43**Language Objectives**

- To practise reading skills.
- To develop comprehension skills.
- To expand vocabulary.

Materials

Digital Book
Audio CD 2

WARMER

Write an animal name in a column on the board, for example, *flamingo*. Ask the children to work in pairs and try and think of animals that share a minimum of two letters: *fish, elephant, monkey, lion, snake, kangaroo*. After a few minutes, stop the class and exchange ideas.

1 Listen and read.  2.9 

Ask the children if they know what tigers eat and then ask what elephants eat. Play the audio and tell the children to listen and read. Then check their comprehension with some questions, for example, *Do herbivores eat meat? Is an ostrich a carnivore? What do elephants eat?*

2 Read and correct the words in red. 

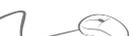
Ask the children to close their books. Read out each sentence and tell them to say which number is wrong. Ask them to try to remember the correct number, but do not say the answer. Then have the children open their books, read the sentences and find the correct numbers. Put them into pairs to check their answers together. Then check as a whole class.

► Answers

1 forty-two, 2 sixty, 3 ninety-five

FUN FACT

Ask the children how many hours there are in a day. Ask them how long they think they spend eating every day. Then tell the children to read the fun fact about elephants. Explain that elephants only get a small amount of energy from each plant they eat, so they need to eat a lot to get the energy they need. Explain that other herbivores also spend many hours eating, for example, gorillas, pandas and zebras.

GO ONLINE 

Read the question together and ask the children to say if they think kangaroos are carnivores, herbivores or omnivores. Go online to find information about kangaroos. They are herbivores and eat grass, flowers and leaves.

FAST FINISHERS

The children write another sentence with an intentional mistake in red. When the rest of the class have finished, they read it out for the others to say the correct word.

EXTRA ACTIVITY

Divide the class into two teams. Write on the board:

Team A	Team B
80+2=	90+5=
20+4=	30+6=
50+6=	70+2=

Have different members from each team take turns to come to the front and write the results -in letters- on the board. The first team to complete the task correctly is the winner.

WRAP-UP

Talk about humans and discuss if we are carnivores, herbivores or omnivores. Ask what kind of meat and plants we eat. Ask *What do we call a person who only eats plants? A vegan.*

TRANSCRIPT

 2.9 Listen and read.

What Do Animals Eat?

Carnivores

- Carnivores eat animals. Lions, crocodiles and tigers are carnivores.
- Tigers eat around 42 kilos of meat a week.

Herbivores

- Herbivores eat plants. Zebras, gorillas and elephants are herbivores.
- African elephants eat 150 kilos of plants a day. They drink 60 litres of water too.

Omnivores

- Omnivores eat animals and plants. Flamingoes and ostriches are omnivores.
- Some flamingoes eat around 95 grams of food a day.

Continuous Assessment

Check the children can understand what different animals eat. Make sure the children are able to locate the correct amounts of food some animals eat and drink in the text and correct the sentences.

ACTIVITY BOOK

Unit 4, page 33. See
Teacher's Book page 117 for the answer key.



ADDITIONAL RESOURCES

TEACHER'S RESOURCE MATERIAL
CLIL worksheet Unit 4

LESSON 5 - SB PAGES 44 & 45

STORY

Language Objectives

To follow a story.

To introduce animal body parts vocabulary.

To use visual clues to help with understanding.

Materials

Digital Book
Audio CD 2

WARMER

Write the word *questions* on the board. Ask the children to think about what questions they can ask to find out information about animals. Write their suggestions on the board, for example, *What colour is it? How many legs has it got? How tall / big / fast is it? What does it eat? When does it sleep? Is it a cat? Can it swim / fly / run? Has it got ...?*

 1 Listen and read.

 2.10  

Write the phrase *wildlife park* on the board and elicit its meaning. Then direct the children's attention to the pre-reading question *Do you like wildlife parks?* and have students put up their hands and take turns to answer *Yes, I do* or *No, I don't*. Then give the children a minute to look through the story. Ask them who they can see in it. Play the audio twice and the children follow in their books. Ask some questions to check comprehension, for example, *Where are Fred and Rosie? What is Fred's mum painting? What animals do they see first? What question does Rosie ask about the tiger? Which animals' gate is open? Is there a zebra in the painting? What is the zebra eating?*

 2 Look, match and say the animal.

Have the children look at the footprints and think what animal they belong to. Then in pairs tell them to match the footprints with the photos of feet. Check the answers as a class. Finally, ask the whole class to suggest what animal each footprint belongs to.

► Answers

1 e (ostrich), 2 d (zebra), 3 a (elephant),
4 b (lion), 5 c (crocodile)

FAST FINISHERS

The children write two questions about the story. For example, *How many ostriches are there? Is there a lion in the painting?* When everyone has finished, they close their books and ask their questions.

EXTRA ACTIVITY

Divide the class into groups of four. Tell them they are going to recreate the story. They assign roles: Fred, Rosie, Mum, Doctor Darwin. At the beginning ask them to introduce themselves: *I'm Fred*.

Tell them they have to act out the story, but they do not have to make it exactly the same.

Give them time to rehearse and then get groups to perform. Encourage the class to applaud at the end.

WRAP-UP

Write the name of an animal on the board, for example, *lion*. Tell the children to suggest questions they could ask about it. For example, *What colour is it? What does it eat? Can it swim? Is it dangerous?* Write the questions on the board and ask the children to try and answer the questions. Then, leave the questions on the board and repeat with a different animal.

SEL

Promote children's curiosity.

Encourage the development of the children's social and emotional learning skills by fostering a sense of curiosity. Re-read scenes 1, 3 and 4 with the children. Ask them to identify the questions that Fred and Rosie ask Fred's mum and Doctor Darwin. (*What colour are flamingoes' wings? Can ostriches fly? Is it dangerous?*) Explain that the children are asking the questions so that they can learn and know more about the animals. Experiences reveal that arousing curiosity sets the brain in a state that favours learning, making it more rewarding. Explain that knowing more about animals is the first step in knowing how to respect them. Elicit from the children all the ways they can show their respect for pets and other animals. Encourage children to search for information about the wild animal they are curious about and to design a poster, which will be exhibited on the classroom walls. At the end of the activity, reflect with your students on the topic of curiosity. Show them how much they have learnt not only from their own doubts, but also from their classmates' doubts.

TRANSCRIPT

© 2.10 Listen and read. **THE PAINTING**

Scene 1

Narrator: Fred's mum is an artist. She's painting a picture at the wildlife park. Fred and Rosie are helping her.

Fred: What colour are flamingoes' wings?

Mum: They're black and pink!

Scene 2

Narrator: Doctor Darwin works at the wildlife park.

Dr Darwin: Would you like to see the park?

Mum: That's a good idea! Have fun!

Scene 3

Fred: Can ostriches fly?

Dr Darwin: Ostriches have got wings but they can't fly.

Rosie: Oh, it's got a tail and what a big beak!

Scene 4

Narrator: The tiger is sleepy.

Rosie: Is it dangerous?

Dr Darwin: Yes, it's got sharp teeth and claws.

Fred: Oh, its fur is beautiful!

Scene 5

Rosie: Look, the gate's open!

Fred: Where's the zebra?

Dr Darwin: Oh, no!

Scene 6

Narrator: The painting is finished.

Fred: Mum, the zebra's missing!

Mum: But... there isn't a zebra in the painting!

Scene 7

Girl: Look at that zebra! It's eating the grass.

Mum: Oh! It's a real zebra!

Fred: That's the missing zebra!

Scene 8

Narrator: Everyone likes Mum's painting.

Visitor: What an amazing painting!

Fred: Now let's go and see the crocodiles!



Continuous Assessment

Make sure the children are able to follow and understand the story by responding to comprehension questions. Make sure they attempt to identify the animals from their footprints.

ACTIVITY BOOK

Unit 4, page 34.

See Teacher's Book page 117 for the answer key.

LESSON 6 - SB PAGE 46

Language Objectives

To practise animal body part vocabulary.

To introduce *has* and *hasn't got* with body parts.

To sing a song.

To reinforce reading comprehension skills.

Materials

Digital Book
Audio CD 2
Unit 4 animal body parts Flashcards

WARMER

Write some animal words on the board (*tiger, parrot, flamingo, crocodile, kangaroo, etc.*). Display the animal body parts **flashcards**. Point to one of the flashcards, for example, *beak*; then point to an animal word on the board and ask *Has a (kangaroo) got a beak?* Repeat with the other body parts, making sure the children understand what each one is.

1 Listen and repeat.  2.11 

Let the children look at the body part words on the page and read them. Play the audio and ask them to repeat the words, copying the pronunciation as carefully as possible. Play it through again. The children then read the words again and focus on saying them correctly.

2 Listen and sing.  2.12 

Play the audio and tell the children to just listen to the song. Play it again and ask them to follow it in their books. The song suggests strong visual images so have the children draw a picture to illustrate it. Let them share and compare their pictures with the people sitting near them.



Read the grammar box **or / and watch the visual grammar presentation with the children**

3 Read and say the animal.  

Ask the children to identify the three animals. Then give the children some minutes to read the three descriptions and try to identify each animal. Ask a volunteer to read aloud the first description. The class call out the name of the animal they think is being described. If they disagree, then read it again and help them to come to the correct answer. Continue with the other two descriptions.

Answers

parrot, crocodile, tiger

GO FURTHER!

Direct the children's attention to the **Grammar** section on page 85, where they will find additional practice on the grammar structure learnt in this lesson. You may assign this task as homework

FAST FINISHERS

The children draw some animals and label the body parts.

EXTRA ACTIVITY

The children choose an animal, either one from the unit or another they know in English, and write a description similar to those in Activity 3. Invite volunteers to read out their description for the rest of the class to guess.

WRAP-UP

Play a game with the new body parts vocabulary. Use your finger to spell one of the words in the air. As a class, they call out each letter until the whole word is finished and they say the word. Then ask them to continue with the other words with the person sitting next to them.

TRANSCRIPTS 2.11 **Listen and repeat.**

fur, beak, claws, wings, tail, teeth

 2.12 **Listen and sing:** *Amazing Animals*

It's got small arms and strong legs too,
And a long, long tail. It's a kangaroo.

A lion's scary! Hear it roar!
It's got lots of teeth. It's a carnivore.

An ostrich is an amazing thing,
It can't fly, but it's got wings.

A parrot's got a very sharp beak,
It's very noisy. Hear it SHRIEK!

It's got fur and claws and big teeth too.
It's a tiger and it's chasing YOU!

Continuous Assessment

Make sure the children understand the new vocabulary and structure and can use them to describe and identify animals.

ACTIVITY BOOK

Unit 4, page 35. See
Teacher's Book page 117 for the answer key.

LESSON 7 - SB PAGE 47**Language Objectives**

To practise animal and body parts vocabulary.

To practise different structures.

Phonics: to differentiate between the sounds **b** and **v**.

Materials

Digital Book
Audio CD 2

.....
Pieces of cardboard

WARMER

Before class, write some sentences about animals on cards, for example, *A lion is running. A monkey is climbing a tree. An elephant is eating.* Divide the class into teams, take a sentence and start to draw it on the board. Invite the teams to guess what the sentence is. Give a point to the first team to guess, then invite a volunteer from that team to come and draw the next sentence to guess.

TIME TO WRITE**1 Look at the picture and complete.** 

Ask the class to look at the picture and say what the animals in the picture are doing: *The ostrich is running, The monkey is eating a banana* and so on. Then ask the children to look at the description. Write the first sentence on the board with the pictogram and elicit the word the children need to write: *tree*. The children complete the sentences by filling in the gaps with words to replace the pictograms. Tell the children to check their work in pairs, then correct as a class.

► Answers

1 teeth, 2 running, beak, 3 flamingo, pink, black, 4 tiger, claws

PHONICS**2 Listen and say.**  2.13 

Write the word *vampire* on the board. Explain that we say the **v** sound by gently biting our lower lip and using our voice to make the sound. Practise the sound together. Then write the word *bear* on the board. Explain that we say the **b** sound by putting up lips together, then opening them and using our voice to make the sound. Practise as a class.

Next, ask the children to look at the picture and elicit or explain the words: *vulture, baboon, violin, banjo, tune*. Play the audio as the children read and pause after the first reading. Ask volunteers to read it out. Continue the audio with the faster versions. Divide the class into groups so the children can practise saying the sentences as fast as they can.

FAST FINISHERS

The children write a sentence about the picture in Activity 1 using a pictogram to replace a word.

EXTRA ACTIVITY

Play *Mime dictation*. The children get their notebooks ready to take down a sentence dictation. Say a sentence slowly and clearly but replace some words with mime. For example, *The (mime being a monkey) hasn't got a (mime a tail). The (mime being a flamingo) is (mime flying). The (mime being a crocodile) has got big (point to teeth)*. Then ask the children to read back the sentences with words instead of mimes.

WRAP-UP

Divide the board into two columns and write the letter *b* at the top of one and *v* at the top of the other. Have the children suggest words for each column, for example, *bed, bike, bus, book, beak, big, boy, ball; van, very, vet, vegetable, village, valentine*. Then read the word lists together as a class, first the *b* words then the *v* words and finally alternating one letter then the other. Make sure the children feel the difference in their lips as they pronounce the sounds **v** and **b**.

TRANSCRIPTS 2.13 **Listen and say.**

A vampire, a bear, a vulture and a baboon,
With violins and banjos playing a tune.

Continuous Assessment

Check the children are able to identify the correct words to add into the text. Make sure they can hear and pronounce the difference between the sounds **b** and **v**.

ACTIVITY BOOK

Unit 4, page 36.

See Teacher's Book page 117 for the answer key.

**ADDITIONAL RESOURCES****TEACHER'S RESOURCE MATERIAL**

Phonics worksheet Unit 4

LESSON 8 - SB PAGE 48

CULTURE

Language Objectives

To practise vocabulary related to animals.

To develop reading skills.

To learn about Australian animals.

Materials

Digital Book

Audio CD 2

A map of the world, images of Australia

WARMER

Show the children where Australia is on a map. Explain that it is a very big country and the capital city is Canberra. English is the main language but lots of people speak Chinese, Italian, Arabic and other languages too. Then find some images of Australia on the internet and introduce the country to the children. Interesting images include: the Great Barrier Reef, Uluru, boomerangs, didgeridoos and ocean activities like surfing and sailing. Popular sports include football, cricket, rugby and swimming.

 Watch the video **Australian Animals** to introduce the lesson theme.

1 Listen and read.  2.14 

Ask the children to name any animal they know from Australia. Then tell them to look at the photos. Play the audio and ask the children to listen and read. Then, play each part of the audio again, pause it and allow questions about vocabulary. Have various children each read a sentence out loud.

Check comprehension by asking questions: *Which animal is a carnivore?* (the platypus), *Which animal has got a big tail?* (the kangaroo), *Which animal has got brown fur and a log tail?* (the dingo).

2 Read and complete. 

Draw the children's attention to the example sentence: *A platypus has got brown... and a tail.* As the class can see, the correct answer is *fur*. Tell the children to complete the rest of the sentences by looking at the text. Check the answers as a class.

▶ Answers

2 herbivore, 3 jump, 4 omnivore

YOUR GO!

Read the question and invite the class to answer and discuss. Invite them to say their favourite Australian

animal and why they like it. Then ask them to name and describe some wild animals in their country.

FAST FINISHERS

The children write two sentences with a word or two missing like in Activity 2. When everyone has finished, they can read them out for the class to complete.

WRAP-UP

Have an Australian animal quiz. Put the children into small teams and appoint one person who will write the answers for their team. Quiz questions could be: *Which Australian animal is an omnivore? What colour is a koala's fur? How high can a kangaroo jump? Can a platypus swim? What does a platypus eat? Name two things a platypus eats. Which animal has got a beak?*

TRANSCRIPT

 2.14 Listen and read.

Australian Animals

Hi! I'm Ben from Australia. Here are some amazing Australian animals.

A koala has got brown or grey fur. It's a herbivore and it eats leaves. Look at this koala. It's eating eucalyptus leaves.

A kangaroo has got strong legs and a big tail. It can jump two metres high! Look! Here's a mother kangaroo with her baby.

A platypus has got a beak, brown fur and a tail. It's a carnivore and it eats insects and fish. A platypus can swim. Look at this platypus, it's swimming in a river.

A dingo has got brown fur and a big tail. It's an omnivore. Look! This dingo is running on the beach.

Continuous Assessment

Make sure the children can find the missing information in the text and also locate Australia on a map.



ADDITIONAL RESOURCES

TEACHER'S RESOURCE MATERIAL

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

UNIT REVIEW - SB PAGE 49

Language Objectives

To review vocabulary and structures from Unit 4.

Materials

Digital Book
Audio CD 2
Unit 4 Flashcards

WARMER

Hand out the **flashcards** and **word cards**. The children walk around saying their word until they find their partner. They hold up their cards and spell out their word to the class.

1 Do the crossword. 

Have the children review the numbers 10-100 by doing the crossword puzzle. The students work out the additions and subtractions and write the results to complete the crossword. Check answers as a class.

► Answers

twenty-one, thirty, ninety-five, seventy-three

2 Listen and say the animal.  2.15 

Play each description on the audio and pause it so the children can say the answer. Tell the children to describe one of the animals for the rest of the class to guess, for example, *It's got pink wings*.

► Answers

1 ostrich, 2 kangaroo, 3 flamingo, 4 crocodile, 5 tiger

3 Look at Activity 2 and complete. 

Draw the children's attention to the completed first sentence. Then give the children some time to complete the rest of the sentences. Check answers as a class.

► Answers

2 It's got, ostrich; 3 It's got, kangaroo; 4 *Child's own answer*

TAKE A LOOK 

Write the word *run* on the board. Point out that the letters are consonant, vowel, consonant. Explain that with most short words like this, when we add *ing*, we also double the last consonant: *running*. Let the children read the box. Write some words on the board and ask the children to decide whether we double the final consonant or not: *jump* (no), *eat* (no), *dig* (yes).

FAST FINISHERS

The children write a description of one of the animals.

WRAP-UP

Divide the class into teams and ask the children to have their books open. Ask different questions about the unit

and give points for correct answers: *Say three animals that have got fur. What's the elephant doing on page 41? What is the monkey eating on page 42? Tigers eat 78 kilos of meat a week. True or false? Can tigers swim?*

GO FURTHER!

Direct the children's attention to the **Learning to learn** section on pages 84 and 85, where they will find an evaluation chart with statements about their learning progress. Each statement is followed by five stars. Explain that colouring one star means they need more practice, whereas colouring five stars means they can do something easily. Make sure you go over the students' answers and give them proper feedback. You may assign this task as homework.

TRANSCRIPT 2.15 **Listen and say the animal.**

- 1 This animal's got long legs. It's got a beak and small wings. It's running.
- 2 This animal's got two legs and a long tail. It's from Australia. It's jumping.
- 3 This animal has got long legs. It's pink and it's got a beak and wings.
- 4 This animal has got lots of teeth and it's scary. It's got a long tail and four legs. It's sleeping. Shhh!
- 5 This animal has got lots of teeth and it's got claws too. It's got orange and black fur and it's swimming!

Final Assessment

The children should be able to name various animals and identify some of their body parts. They should also be able to describe an animal using *it's got* or *it hasn't got*. Check they can use the Present Continuous to ask and answer questions and describe what animals are doing: *Is it flying? It isn't climbing*. The students should be able to identify, say and write the numbers 10-100.

ACTIVITY BOOK

Unit 4, page 37. See Teacher's Book page 117 for the answer key and transcript.

My new words, page 57.

**ADDITIONAL RESOURCES****TEACHER'S RESOURCE MATERIAL**

Unit 4 Test (available at two different levels)

Language Objectives

To improve reading skills.

To review and expand vocabulary.

To review animals and places in town.

Materials

Digital Book

Audio CD 2

Units 3 & 4 Flashcards



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

Part 1 - SB Page 50

WARMER

Play *Have you got a monkey?* Tell the children to sit in a circle and choose a volunteer to sit in the middle with his / her eyes closed. Pass around the Unit 4 wild animals **flashcards** one at a time and let them circulate for a short while before calling out *Stop!* The children holding flashcards see which one they have got, and then put them behind their backs. The child in the middle has got three chances to find out who has got the monkey flashcard. He / She asks *Have you got a monkey?* to three children in turn, who answer either *Yes, I have* or *No, I haven't*. The child who has the monkey then sits in the middle. Play the game again, changing the animal (*Have you got a kangaroo?*).

Pre-listening activity

Write the word *thief* on the board and explain what it means. Ask the children to imagine a thief. Ask some questions: *Is your thief a man or a woman? What does your thief steal? Where from?* Then ask the children to imagine a zoo and to tell their partners what animals are in it.

Tell the children that the story is about a zoo and a thief. Ask them to speculate what might happen and how the two things are connected.

1 Listen and read. 2.16

Play the audio and tell the children to listen and follow along with the story. Then give them a few minutes to read through the story again. Ask some simple questions to check comprehension, for example, *Why does Noah go to the zoo? What does Noah see on TV in scene 2? Who is Frank? What does Frank take from the thief? Is the necklace in the bag? Where is the necklace?*

2 Look and tick ✓ or cross X.

Look at the words and tell volunteers to read them out. Ask the children to look at the words and see if they can find the pictures in the story. If they do, they write a ✓ in the circles next to the words. If they don't, they write a X. Check answers as a class.

Answers

cinema X, camera ✓, crocodile ✓, shopping centre ✓, flamingo X, bag

Post-listening activity

Display the wild animals **flashcards** on the board and have the children vote for the animal they like best. Write the result on the board and invite a volunteer to come to the front to describe the class' favourite wild animal.

EXTRA ACTIVITY

Play *Secret messages*. Divide the class into pairs. Encourage the children to invent a code by assigning a number from 20 to 100 to each of the letters of the alphabet. Then ask the students to write a secret message about the story using their code. They dictate the numbers in the message to another pair of students and give them a copy of the code. The pairs decode the messages and read them to each other.

WRAP-UP

Tell the children to look at the story scenes again. Call out different lines from the story. Encourage the students to tell you who said the line, and then, have everyone repeat the line together. Play several times and then ask volunteers to call out different lines.

Part 2 - SB Page 51

WARMER

Call out four volunteers to the front and give each of them one of the Unit 3 places in town **flashcards**. Ask them to stand in a line and to quickly flash their flashcards to the class. Call out a place in town and have the rest of the class line up in front of the child who is holding the corresponding flashcard. Play again with different volunteers and different flashcards.

Pre-listening activity

Ask the children what they can remember. Ask questions to help prompt them: *What are the names of the boy and the monkey? What does the monkey take? Who is the man? Where does the monkey go to? Where is the necklace?*

3 Read and say *True or False*.

Tell the children to work in pairs and decide if the sentences are true or false. Ask them to think of the correct answers for the false sentences. Read out the first sentence and ask the children to vote whether it is true or false. For anyone who thinks it is false, ask them to say what the true sentence should be. Then tell the children to each write a sentence about the story that is either true or false. Ask volunteers to read out their sentences and the rest of the class say *true* or *false*.

► Answers

1 False, 2 True, 3 False, 4 True

Post-listening activity

Have the children act out the story. Divide the class into groups of about eight. Within their group they need someone to play Noah, his mum, Frank, the thief, the firefighter, the police officer and the people at the zoo. They can also have a narrator. Give the children time to rehearse. Explain that they can improvise and do not need to learn the words exactly as in the story.

EXTRA ACTIVITY

Make a copy of the story, eliminating the dialogue and captions. Then, make more copies of the scenes and distribute the copies among small groups. Give the groups some time to prepare their own version of the story. Have each group take turns to read out the new story to their classmates.

WRAP-UP

Listen to the complete story again.

REVIEW PRACTICE

This is a good time to do the term **Review practice** activities for Units 3 and 4 on page 91 of the Student's Book.

TRANSCRIPT

 2.16 Listen and read.

The Diamond Necklace

Scene 1

Narrator: It's Saturday. Noah is helping his mum. She's a zookeeper at the city zoo.

Scene 2

Narrator: A week later...

Newsreader: A diamond necklace is missing from the City Museum.

Noah's mum: That's the museum next to the zoo!

Scene 3

Narrator: Later that day...

Noah: Well done, Frank!

Narrator: Frank is Noah's friend. He's a very clever monkey!

Scene 4

Narrator: Look! Frank's running!

Noah: Frank! No!

Scene 5

Thief: I've got the necklace.

Noah: Frank, come back!

Scene 6

Narrator: Frank is running away with the thief's bag.

Thief: That monkey's got my bag! Stop him!

Noah: Oh no, Frank!

Scene 7

Narrator: Frank is running away from the zoo.

Thief: A monkey's got the bag with the necklace.

Noah: Oh, no! It's the thief!

Scene 8

Narrator: Frank is sitting in a tree. Look, there's a fire station!

Thief: Stop that monkey!

Noah: Stop that thief!

Scene 9

Narrator: Frank can't see the firefighter.

Noah: STOOOP!

Scene 10

Narrator: Frank and the firefighter are playing.

Thief: That's my bag!

Noah: He's a thief! Stop him!

Firefighter: The police are coming!

Scene 11

Narrator: Noah's got Frank now and the police have got the thief's bag.

Male police officer: It's empty!

Female police officer: Where's the necklace?

Scene 12

Narrator: Later at the zoo...

Boy: Mum, that kangaroo's got a diamond necklace!

Noah: Oh, Frank! What a clever monkey!



ADDITIONAL RESOURCES

TEACHER'S RESOURCE MATERIAL

End of term 2 test



UNIT 5 OVERVIEW



Grammar

- **Like + gerund:** affirmative, negative, questions and short answers

Vocabulary

- **Hobbies:** *doing exercise, going to the park, listening to music, playing the recorder, reading comics, rollerblading, using the internet, watching TV*
- **Internet activities:** *finding information, learning new things, looking at photos, playing games, watching videos*
- **Extra:** *percussion, string, wood instruments; double bass, recorder, xylophone; puppet theatre*

Pronunciation

- **Phonics:** the sounds i_e as in *five* and i as in *big*

Recycled language

- Present Simple
- The verb *to like*
- Musical instruments

Language Objectives

Grammar

- To use the Present Simple + gerund to ask about likes and dislikes.
- To express likes and dislikes.

Vocabulary

- To understand and use vocabulary related to hobbies.
- To understand and use vocabulary related to using the internet.
- To become familiar with and understand language related to traditional music and dance.

Functions

- To express likes and dislikes referring to hobbies.
- To ask questions about hobbies.
- To talk about the various uses of the internet.

Pronunciation

- To differentiate between the sounds i_e and i.

Skills Objectives

Speaking

- To identify and say names of hobbies.
- To ask and answer questions using *Do you like (reading comics)?*
- To express likes and dislikes referring to hobbies.
- To practise pronouncing the sounds i_e and i.

Reading

- To understand a narrative of a story.
- To understand a model dialogue with the target language.
- To follow a short dialogue with the target language.
- To identify errors in sentences.
- To learn more about a person from a description of their hobbies.

Listening

- To repeat the words in an audio.
- To identify the target language within a contextualised dialogue.
- To follow a text aurally while reading.
- To identify a person from a description of their hobbies.

Writing

- To focus on and correct mistakes in a text.
- To complete a text adding missing words.

Assessment Criteria

- The children can identify, understand and use the structure *like* + gerund in the affirmative, negative, questions and short answers.
- The children can identify people from a given description of their likes and dislikes.
- The children can identify, understand and produce vocabulary related to hobbies and the use of the internet.
- The children can differentiate and produce the *i_e* and *i* sounds.

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**
Lesson 2: Grammar, p. 86
Lesson 3: Grammar, p. 87
Unit review:
 Learning to learn, pp. 86-87
- **Activity Book Unit 5**
- **Teacher's Resource Material** (available online)
Lesson 3: Language worksheets
Lesson 4: CLIL worksheet
Lesson 7: Phonics worksheet
Unit Review: Unit 5 test
Drama: Start preparing the End of year play.
- Blu-tack, A4 sheets of paper, a map of the world



Key competences



Linguistic competence

The children broaden their language base with the introduction of a new structure.



Competence in Maths, Science and Technology

The children develop a greater understanding of tables and how to interpret information in them.



Digital competence

The children work together on the unit content using the IWB and do further practice individually through the interactive activities and games.



Social and civic competence

The children develop their social skills keeping their belongings tidy. The students recognise the importance of teamwork and cooperation in their lives.



Cultural awareness and expression

The children develop a cultural understanding of musical instruments and the various types that exist.



Learning to learn

The children learn to deduce information from a dialogue.



Sense of initiative and entrepreneurship

The children use their initiative to talk about the activities they like and dislike.

LESSON 1 – SB PAGE 52

Language Objectives

To introduce hobbies vocabulary

To sing a song.

To improve listening skills.

To practise spelling skills.

Materials

Digital Book

Audio CD 2

Unit 5 Flashcards

Blu-tack

WARMER

Divide the board into three columns. Stick the hobbies **flashcards** in random order on the left column, using Blu-tack. Leave the central column empty. Then stick the hobbies **word cards** on the right column. Ask volunteers to take turns to come to the front, unstick a flashcard and its corresponding word card and stick them again -one next to the other- on the central column. Repeat the procedure with the rest of the flashcards and word cards until all of them have been paired. Do a quick survey for each activity: *Who likes (going to the park)?*

1 Listen and sing.  2.17 

Display the hobbies **flashcards** and ask the children to name them. Play the audio and let the children listen to the song as you point to each flashcard when it is mentioned. Let the children read the lyrics in their book and play the audio again so they can follow it and try to join in.

2 Listen and repeat.  2.18

Then listen and say.  2.19  

Play the audio and tell the children to focus on their pronunciation. Then, give them a minute to practise saying the phrases before playing the audio again. Play the second audio and after each dialogue, the children identify what the children are doing. Play a flashcard game: select a flashcard and show it to the children very quickly. Ask them what it is. If they are correct, they score a point; if not, the teacher does.

► Answers

1 using the internet, 2 doing exercise, 3 reading comics

3 Play Read my lips! 

Mouth one of the activities to the whole class and get them to say what you are saying. Do it several times. Then, divide the class into pairs and get them to take turns mouthing and guessing.

FAST FINISHERS

The children list the activities they do.

WRAP-UP

Divide the class into two teams. Play a line from the song and get Team A to sing the next line. Then play another line and have Team B sing the next one.

TRANSCRIPTS

 2.17 Listen and sing: *Fun Time!*

Fun time is my time,

It's your time too!

Fun time for everyone,

So many things to do!

Listening to music,
Playing the recorder,
These are things I like to
do.

Rollerblading and
watching TV,
Using the internet too.
Chorus

Doing exercise is very good,
And going to the park.
But my favourite thing
is reading comics,
At night when it's dark.
Chorus

 2.18 Listen and repeat.

doing exercise, going to the park, listening to music,
playing the recorder, reading comics, rollerblading, using
the internet, watching TV

 2.19 Listen and say.

1

Girl: Can monkeys swim?

Boy: I don't know! Let's google it!

Girl: Good idea!

2

Teacher: OK everyone, listen to me! Arms in the air!
And streeetch! Touch your toes, 1, 2, 3. OK,
aaaaand jump! Good! Now run and touch the wall!

3

Boy 1: Oh look, it's the Rocket Girl. She's my favourite
superhero.

Boy 2: I really like this one, it's really funny.
It's Bungalow Bill and his talking dog.

Boy 1: Oh, yeah, I like that one too!

Initial Evaluation

Use the flashcards and word cards to make sure the children can identify the eight hobbies and can match the words to the pictures.

ACTIVITY BOOK

Unit 5, page 38.

See Teacher's Book page 117 for the answer key.

LESSON 2 - SB PAGE 53

Language Objectives

To practise hobbies vocabulary.

To introduce the question *Do you like (rollerblading)?*

To develop speaking skills by asking and answering.

Materials

Digital Book

Audio CD 2

Unit 5 Flashcards

WARMER

Show the **word cards** and have the class read them. Then hold up three of them, ask the class to remember them and put them face down on your desk. Then invite the class to do a quick exercise routine: *Stand up, turn around, touch your nose, wave your arms, jump five times*. Afterwards ask the class to sit down and try to remember the three words in pairs. Ask a volunteer to say the three words and hold up the word cards.

1 Listen and read.



Ask the children to look at the picture and explain that Fred is asking Rosie about what she likes doing. Play the audio through and tell the children to follow in their books. Play it again and encourage them just to listen. Then ask the children to tell you one activity Rosie doesn't like (*reading comics*) and one she likes (*playing the recorder*).

Divide the class into pairs and ask the children to read the dialogue twice, swapping parts after the first reading. Finally, tell the whole class to read the dialogue together.

2 Look. Then ask and answer.



Ask the class to look at the photos in pairs and name the activities together. Then write a question on the board: *Do you like playing the recorder?* and elicit the possible answers: *Yes, I do. / No, I don't.*

Invite volunteers to ask you *Do you like ...?* questions about the activities. Then tell the children to work in pairs and take turns to ask each other the questions.

GO FURTHER!

Direct the children's attention to the **Grammar** section on page 86, where they will find additional practice on the grammar structure learnt in this lesson. You may assign this task as homework.

FAST FINISHERS

The children write the names of the activities in the order of the photos.

EXTRA ACTIVITY

Ask the children to stand up with their books, play some music and tell them to walk around the classroom. Stop the music and have them find a partner and ask each other a question. Then, play the music again and ask them to walk again till the music stops.

WRAP-UP

Tell the children to choose their favourite activity from Activity 2. Then put together a bar chart on the board. Put the **flashcards** along the bottom in a row. Ask about the first one: *Do you like (rollerblading)?* The children who like that one best put up their hands. Continue with the other activities. Remind the children to only raise their hand once. Find the most and least popular hobbies.

TRANSCRIPT

2.20 Listen and read.

Fred: Do you like reading comics?

Rosie: No, I don't. Comics are boring.

Fred: Do you like rollerblading?

Rosie: Yes, I do. But it's difficult.

Fred: Do you like playing the recorder?

Rosie: Yes, I do. Do you like playing the guitar?

Fred: Yes, I do. It's my favourite hobby.

Rosie: Fantastic, let's play some music!

Continuous Assessment

The children should be able to identify the eight hobbies. They should also be able to ask and answer the question *Do you like + gerund?* They should be able to say what their favourite hobby is.

ACTIVITY BOOK

Unit 5, page 39. See

Teacher's Book page 117 for the answer key and transcript.

LESSON 3 - SB PAGE 54

Language Objectives

To practise the question *Do you like (reading comics)?*

To express likes and dislikes.

To practise listening skills to identify a person.

Materials

Digital Book

Audio CD 2

WARMER

Review the activities. Then, say *I like* and mime one of the activities, for example, *reading comics*. Invite volunteers to the front to take over your role.

1 Listen and read.  2.21  

Explain that Greg is talking to a friend about things he likes doing. Play the audio twice and tell the children to read as they listen. Ask the children to work in pairs and read the comic, taking turns to be Greg and the boy.

 Read the grammar boxes **or / and watch the visual grammar presentation with the children.**

2 Listen and say who.  2.22 

Ask the children to look at the girls and identify the icons of the activities. Then, tell them to look what they like or don't like doing. Make some statements for them to identify the girl: *I like reading comics. I don't like rollerblading.* (Lilly). Play the audio and pause after the first dialogue for the children to identify which girl it is. Continue with the other two. Then divide the children into pairs and have them describe one of the girls to their partner.

► Answers

Vicky, Fatima, Lilly

GO FURTHER!

Direct the children's attention to the **Grammar** section on page 87, where they will find additional practice on the grammar structure learnt in this lesson. You may assign this task as homework.

FAST FINISHERS

The children draw a picture of themselves doing an activity they like and label it: *I like ...*

EXTRA ACTIVITY

Play *Chinese whispers*. Ask six volunteers to stand in a row at the front of the class. Whisper a question into the ear of the child at one end: *Do you like playing the recorder?* They then whisper what they heard to the next child and so on. Finally, the last child says the question they heard out loud. Ask the children to work in groups of five or six and play the game.

WRAP-UP

Draw an image on the board to represent a sentence, for example, *I don't like listening to music*, draw a sad face and a pair of headphones. Ask the first child to say the sentence correctly to take the next turn.

TRANSCRIPTS

 2.21 Listen and read.

Greg: I like listening to music.

Boy: I don't like listening to music!

Greg: I like doing exercise.

Boy: I don't like doing exercise!

Greg: I like rollerblading!

Boy: I like rollerblading too! Whee!

 2.22 Listen and say who.

Interviewer: Hello, what are your hobbies?

Vicky: Hi! I like listening to music and I like playing the recorder. I don't like reading comics.

Interviewer: Hello, do you like reading comics?

Fatima: No, I don't like reading comics. I like going to the park. And I like listening to music.

Interviewer: Hi! What are your hobbies?

Lilly: I don't like rollerblading. I like reading comics, and I like going to the park.

Continuous Assessment

Check the children can ask and answer the question *Do you like + gerund?* Make sure they can say the activities they like and dislike. Check they can follow the listening activity to identify which person is being described.

ACTIVITY BOOK

Unit 5, page 40.

See Teacher's Book page 117 for the answer key.



ADDITIONAL RESOURCES

TEACHER'S RESOURCE MATERIAL

Language worksheets Unit 5 (three levels to suit different abilities within your class)

LESSON 4 - SB PAGE 55

Language Objectives

To practise reading skills.

To develop comprehension skills.

To expand vocabulary.

Materials

Digital Book

Audio CD 2

A4 sheets of paper (one per child)

WARMER

Explain that the lesson is about music and tell the class about where and when you like listening to music: *I like listening to music (in the kitchen)*. Invite volunteers to tell the class where they like listening to music. Then, ask if anyone can say the names of musical instruments in English and write them on the board: *recorder, guitar, drums, piano* and so on. Ask if anyone is learning to play any musical instrument.

1 Listen and read. 2.23

Ask the class to look at the photos and elicit or explain the names of the instruments: *double bass, xylophone, flute*. Then, play the audio and tell the class to listen. Pause after each section and ask the children if they like the music. Check understanding and answer queries about vocabulary.

2 Read and write T (True) or F (False).

Read through the texts again with the children. Read the first sentence and together decide whether it is correct or not: *A double bass is a string instrument. (True)*. Do the same with the second, getting them to identify that the correct answer is *A guitar has got six strings*. Ask the children to read through all the sentences and write T (True) or F (False) next to them. The children check their answers in pairs. Finally, check together as a whole class.

► Answers

1 T, 2 F, 3 T, 4 T, 5 T, 6 F

FUN FACT

If possible, find a video clip of someone playing a concert harp online. Then read and explain that it has 47 strings. Ask the children if they like the harp.

GO ONLINE

Find a video clip or images of the Vegetable Orchestra and explain that it's an orchestra where the musicians play vegetables to make music. They cut holes into some vegetables so that they can blow air into them.

FAST FINISHERS

The children write down the names of all the instruments they know in English.

EXTRA ACTIVITY

Divide the class into small groups and have a quiz about the information in the lesson, for example, *Name a wind instrument. How many strings has a double bass got? Is a guitar a string instrument? Name a percussion instrument. Spell xylophone. Name an instrument with strings.*

WRAP-UP

Write a model text on the board, give out an A4 sheet of paper to each student and ask each child to copy and complete the text about their musical likes. Stick the pages together to make a book or display the texts in class: *My name is I like listening to music (in my bedroom, with my sister). My favourite instrument is the My favourite song is*

TRANSCRIPT

2.23 Listen and read.

Interesting Instruments

String Instruments

A double bass and a guitar are string instruments. Look! This is a double bass. It's one metre, eighty centimetres tall. A double bass has got four strings and a guitar has got six strings. Listen to the double bass.

Do you like it?

Wind Instruments

Recorders and flutes are wind instruments. Listen to the flute. Do you like it?

Percussion Instruments

This is a xylophone. Xylophones and drums are percussion instruments. Listen to the xylophone. Do you like it?

Continuous Assessment

Make sure the children are able to understand a text and decide whether some statements about this text are true or false.

ACTIVITY BOOK

Unit 5, page 41.

See Teacher's Book page 117 for the answer key.

**ADDITIONAL RESOURCES****TEACHER'S RESOURCE MATERIAL**

CLIL worksheets Unit 5

LESSON 5 - SB PAGES 56 & 57**STORY****Language Objectives**

To follow a story.

To develop reading and comprehension skills.

To introduce internet activities.

Materials

Digital Book

Audio CD 2

WARMER

Write the word *internet* on the board. Ask the children to say which websites they know of or have seen and write these up on one side of the board. Then ask them to say all the things they can think of that we use the internet for. List these on the other side. Then tell them to identify any of the sites on the left that are useful for the things on the right.

1 Listen and read.

Draw the children's attention to the pre-reading question *What do you use the internet for?* and ask them to take turns to answer this questions. Make sure all the students participate. Then give the children a minute to look through the story. Ask them who they can see in it (*Rosie, her family and Fred*). Play the audio twice and the children follow in their books. Ask some questions to check comprehension, for example, *What are Rosie and Mum looking at on the internet? What do Rosie and Fred want to make? What does Dad want to make?*

2 Look, find and say.

Tell the children to read through the story again and pay attention to the pictures too. Read together what they need to find hidden in the pictures. Tell them to look for a capital letter and to put up their hand when they find one. Ask volunteers to say which letter they found and which scene it is in. Let the children work alone for the other searches and then in pairs to check their answers.

Answers

Three capital letters: F (scene 1), I (scene 3), K (scene 4);

Three numbers: 70 (scene 2), 17 (scene 7), 83 (scene 8);

Three school objects: pencil case (scene 2), glue (scene 5), crayons (scene 6)

FAST FINISHERS

The children look through the story and write down all the words they can find that start with the letter c (*computer, cake, chair, chef, crayons, coat, clock, cup, coffee*). You can also give them other letters.

EXTRA ACTIVITY

Divide the class into groups of five or six. Tell them they are going to recreate the story. They assign roles: Fred, Rosie, Mum, Dad, Grandad (and Fred's mum.) At the beginning ask them to introduce themselves: *I'm Fred*.

Tell them they have to act out the story, but they do not have to make it exactly the same.

Give them time to rehearse and then get groups to perform. Encourage the class to applaud at the end.

WRAP-UP

If the school has got a website, spend some time showing it to the class. Show them some other safe websites by typing *how to make a puppet theatre* into a search engine.

SEL**Encourage teamwork and cooperation.**

Encourage the development of the children's social and emotional learning by fostering a sense of teamwork and cooperation. Read through the story again and point out that Fred and Rosie at first do not know what to do and then they make a decision together: to make a puppet theatre. Also ask the children to look at the tidy floor in scene 2 and the messy one in scene 6. Point out that the floor was tidy, Fred and Rosie made a mess but they decided to tidy up together, as a team. Make sure the children understand that a way to cooperate at home is by

tidying up our own mess or simply by helping our family to do different things.

Teamwork and cooperation in the school community is extremely important as children are involved in various activities that must be carried out in teams. It is therefore possible to encourage them to take the initiative to help classmates with the organisation of materials and tasks, for example.

Ask students if they usually invite friends home or if they visit their friends' houses to play with them. Invite them to talk about the last experience they had (where it was, what it was like, etc.). Also ask if, when playing with friends, they usually talk about the games or the toys they will play with and who will put everything away at the end.

As an example, go back to the story on page 57, scene 6 and ask which of the children showed initiative and cooperation to help tidy up. Ask the students which attitude they would take if they were in a situation similar to the one shown in the story.

TRANSCRIPT

© 2.24 Listen and read.

THE INTERNET'S AMAZING!

Scene 1

Narrator: Rosie and Mum are looking at photos of Grandad on the internet.

Dad: Fred's here.

Rosie: Hi, Fred!

Scene 2

Fred: Let's watch TV!

Rosie: No, that's boring. Let's make something!

Scene 3

Narrator: Rosie shows Fred an arts and crafts website.

Rosie: This is interesting!

We can make a puppet theatre!

Fred: Let's do that!

Scene 4

Narrator: Dad is watching a video.

He wants to make a cake.

Dad: Don't make a mess!

Scene 5

Narrator: Grandad is visiting today.

Mum is finding information on the internet.

Mum: Don't make a mess now!

Scene 6

Narrator: The puppet theatre is finished.

Rosie: Let's play a game now!

Fred: No, let's tidy up first.

Scene 7

Narrator: Fred and Rosie are playing a game on the internet.

Rosie: I love playing games!

Mum: Grandad's here!

Scene 8

Narrator: Everyone likes the puppet theatre.

And everyone likes Dad's cake!



Continuous Assessment

Make sure the children are able to follow and understand the story by responding to comprehension questions. Make sure they identify the different uses for the internet.

ACTIVITY BOOK

Unit 5, page 42.

See Teacher's Book page 117 for the answer key.

LESSON 6 - SB PAGE 58

To introduce internet activities.

To sing a song.

To develop listening skills.

To practise *I like (playing games)*.

Materials

Digital Book

Audio CD 2

Unit 5 Cut-outs

Scissors, Blu-tack

WARMER

Remind the children of the story and ask them to remember what each member of the family is looking at on the internet.

1 Listen and sing. © 2.25

Play the audio and tell the children to listen to the song and to follow it in their books. Read out a line from the lyrics. Then read it again but this time clap with each

syllable. Encourage the children to join in. Then clap the rhythm without saying the lines. Repeat this for each line of the song. Ask the children to clap lines without singing and have their partner guess the line.

2 Listen and say who. 2.26

Ask the children to look at the four boys with their computers and to say what things they look at on the internet. Then ask some questions: *Who plays games? Who looks at arts and crafts websites?* Play the audio and after each boy speaks, ask the children to say who it is.

► Answers

1 Daniel, 2 Tyler, 3 Noah, 4 Liam

3 Make a tablet and talk.

Direct the children's attention to the **cut-outs** on page 101. Ask the students to cut out the templates along the dotted lines. Ask the children to stick one 'screen' on the tablet using Blu-tack. When all the tablets are ready, call two volunteers to come to the front with their tablets and demonstrate the task. The children take turns to ask and answer questions about what they like doing on the internet by following the model dialogue:

S1: *What do you like doing on the internet?*

S2: *I like (watching videos).*

The children take turns to ask and answer in pairs. Tell them to turn to another person to ask the question. Take a vote in class to see which internet activities are the most and least popular.

FAST FINISHERS

The children write down the names of their favourite websites. When everyone has finished, they tell the class what they are and what they can do on them.

EXTRA ACTIVITY

Tell the children to work in small groups to design a pretend web page. They could do a poster with mock web features, such as address bar, tabs and so on. They can use photos and print out text to stick on their posters. These could be used as a classroom display.

WRAP-UP

Look at each internet image in Activity 2 and ask the children if they know any sites where they can see these things. Let them share their knowledge and give examples.

TRANSCRIPTS

2.25 Listen and sing: *The Internet's Fantastic!*

*The internet's amazing,
We use it every day
To learn new things or just have fun,
It helps us work and play.*

Finding information,
Looking at photos too,
Watching videos,
Playing games,
There's such a lot to do.

Chorus

The internet's fantastic,
It's always lots of fun,
So many things that we can learn,
There's something there for everyone.

2.26 Listen and say who.

Daniel: This is really good!

I like playing games on the internet!

Tyler: I love learning new things on the internet. This is a really good website. I like origami! Do you like my origami fish?

Noah: I love animals. This is a good website! Like looking at photos on the internet.

Liam: I really like this website. It's really funny. I watch it with my friends. Watching videos is my favourite thing to do on the internet.

Continuous Assessment

Make sure the children can identify various uses of the internet and can identify the children from the websites they describe.

ACTIVITY BOOK

Unit 5, page 43.

See Teacher's Book page 117 for the answer key and transcript.

LESSON 7 - SB PAGE 59

Language Objectives

To practise personal information vocabulary.

Phonics: to practise the two pronunciation alternatives of the letter *i*.

Materials

Digital Book
Audio CD 2

WARMER

Ask the children various questions and write them on the board: *How old are you? What are your favourite subjects? What do you like doing?* Then have the children ask the questions to the children sitting next to them.

TIME TO WRITE

- 1 Look at the notes.
Then complete Maya's text. 

Ask the children to look at the text and photo. Explain that the girl's name is Maya and she's written about herself. Read out Maya's text and say *Beep* for each gap. Then tell the children to read the text with you, saying *Beep* at the gaps too. Then write the first two sentences on the board, ask the children to look at Maya's notes and say the missing words. Tell the class to look at Maya's text and complete the gaps by referring to her notes. To correct, write the text with gaps on the board and ask volunteers to come and fill the blanks.

Answers

eight, dad, Peter, Music, Maths, doing exercise, reading comics

PHONICS

- 2 Listen and say.  2.27 

Write *five*, *six* and *nine* on the board. Ask the class to say the numbers with you and point out the two different sounds *i* makes: **i_e** when the *i* is followed by a consonant plus *e*, and **i** in other cases.

Play the audio as the children read. Pause after the first reading. Ask volunteers to read it out. Continue the audio with the faster versions. Divide the class into groups so the children can practise saying the sentences as fast as they can.

FAST FINISHERS

The children write sentences about themselves.

EXTRA ACTIVITY

Divide the class into groups. Ask each group to practise the phonics sentences. They can practise saying them as a rap, as a poem or a song. Encourage them to make it fun, maybe adding some actions, hand claps or dance moves. Give the groups time to rehearse and then invite them to perform for the class.

WRAP-UP

Divide the board into two halves. On the top of one half write **i_e** in blue and write *five* below. On the other side write a red **i** and write *six* below. Write some words down that contain *i*, then ask the children to pronounce them and decide which side they belong to. For example, *ice cream*, *fish*, *like*, *sing*, *internet*, *sister*, *bike*, *dinner*, *comic*, *fire*, *city* and *village*. Note that there are words they know that don't follow the pattern: *dinosaur*, *cinema*, *lion*, *tiger*, etc.

TRANSCRIPT

-  2.27 Listen and say.

Five big crocodiles swimming in the river.
Quick, run! It's time for dinner!

Continuous Assessment

Check the children are able to copy and identify the correct information to add into the text. Make sure they can pronounce the two sounds for the letter *i* correctly in various words.

ACTIVITY BOOK

Unit 5, page 44.

See Teacher's Book page 117 for the answer key.



ADDITIONAL RESOURCES

TEACHER'S RESOURCE MATERIAL

Phonics worksheets Unit 5

LESSON 8 - SB PAGE 60

CULTURE

Language Objectives

To develop reading skills.

To practise *I like (singing)*.

To learn about music and dance in Ireland.

Materials

Digital Book

Audio CD 2

.....

A map of the world, images of Ireland

WARMER

Show the children Ireland on a map. Explain that there are two languages in Ireland: English and Irish. Then, find some images of Ireland on the internet and introduce the country to the children. Interesting images include: popular sports like rugby and hurling, the leprechaun (a character from Irish mythology), high cliffs on the west coast, green countryside or a Saint Patrick's Day parade with people dressed in green.

 Watch the video **Music and Dance in Ireland** to introduce the lesson theme.

1 Listen and read.  2.28 

Ask the children to look at the photos and say what they can see. Explain that the photos show children in Ireland who like traditional Irish music and dancing. Play the audio and ask the children to listen and read. Then play each part of the audio, pause it and make sure the children understand all the vocabulary. Check comprehension with some true or false statements: *Shane's hobby is Irish dancing. (True); Erin likes singing in English and Irish. (True); The bodhrán is a flute. (False)*

2 Read and correct the words in red. 

Write the first sentence on the board: *Shane's hobby is singing.* Explain that there's a mistake and invite a volunteer to correct the sentence: *Shane's hobby is Irish dancing.* Then tell the children to read the sentences and correct the mistakes by looking at the text. Check the answers as a class.

Answers

1 Irish dancing, 2 Shane, 3 drum, 4 music

YOUR GO!

Ask and discuss the questions. Encourage the children to talk about their own experiences of traditional music or playing an instrument. Ask the children to describe any traditional music, dances or festivals they know.

FAST FINISHERS

The children write one more sentence with a mistake. They can read it out to the class when everyone has finished writing. The class then decides what the mistake is and corrects it.

EXTRA ACTIVITY

Play *Find the fake*. Write five sentences about Ireland on the board. Tell the children that four of the sentences are true and one is false, it's 'the fake'. Put the children into groups and let them decide which sentence is the false (or 'fake') one: *Halloween comes from an Irish festival. The money in Ireland is the euro. The colour red is associated with Ireland. (Fake. It's the colour green.) There are no snakes in Ireland. The harp is one of the symbols of Ireland.*

WRAP-UP

Tell the children to close their books. Play the audio again about music and dance in Ireland. Pause it in various places and ask the children to say the word or words that come next, for example, *I jump and hop with ...*

TRANSCRIPT

 2.28 **Listen and read.**

Music and Dance in Ireland

Shane: Hello! I'm Shane from Ireland. My hobby is Irish dancing. I jump and hop with my legs. It's difficult, but it's fun.

Erin: I'm Erin. Shane is my friend. I like singing and playing the guitar. I sing songs in English and Irish.

Connor: My name's Connor. I like playing the bodhrán. The bodhrán is a drum from Ireland.

Shane: This is an Irish festival. There's music and dancing.

Continuous Assessment

Make sure the children can correct the sentences based on the information they have read. Check they can locate Ireland on a map.

UNIT REVIEW - SB PAGE 61

Language Objectives

To review vocabulary and structures from Unit 5.

Materials

Digital Book
Audio CD 2
Unit 5 Flashcards

WARMER

Put all the **flashcards** and **word cards** on the board. Invite a child to come to the front and choose a picture and the corresponding word. Tell them to hold them up and say the word. If they are correct, the class say the word as well, if not, they put them back on the board.

1 Look and talk. 

Ask the children to look at the photos and use the cues below to name the activities (*listening to music, watching TV, doing exercise, using the internet, going to the park, playing the recorder, reading comics*). Then, divide the class into two groups A and B and display the flashcards. Point to one of the flashcards and have group A chorus the verb part and group B say the noun. Once they have finished, ask the students to work in pairs and talk, using the information in the example speech bubbles as a model.

S1: *I like (reading comics).*

S2: *I don't like (reading comics).*

2 Listen and say *True* or *False*. 2.29

Give the children some time to look at and understand the chart. Ask some questions: *Does Andrea like using the internet? Who likes reading comics? Ellie likes doing exercise, true or false?* Play the audio and tell the children to say *true* or *false*. Play it again to check. Ask volunteers to make similar statements to those on the audio for the class to say *True* or *False*.

► Answers

1 False, 2 True, 3 False

3 Read. Then look at Activity 2 and say who.

Tell the children to look back at the chart in Activity 2. Then, as a class, read the first sentence and say who it refers to. The children repeat the procedure to identify who is speaking in sentences 2 and 3. Check their answers as a whole class.

► Answers

1 Olivia, 2 Ellie, 3 Andrea

TAKE A LOOK

Ask the children to focus on the sentence in the box. Explain that we always say *listening to music / the teacher / the radio* and so on. It is a common mistake for people learning English to forget to use the word *to* with *listen*.

FAST FINISHERS

The children consider and write down how much time they spend on some activities (*using the internet, watching TV, etc.*) every week.

WRAP-UP

Divide the class into teams and ask them to have their books open at Unit 5. Ask quiz questions about the unit and give points for correct answers, for example, *Say fun time activities that you do outside. Does Rosie like comics? Does Greg like listening to music? How do you spell rollerblading? You hit percussion instruments, true or false?*

GO FURTHER!

Direct the children's attention to the **Learning to learn** section on pages 86 and 87, where they will find an evaluation chart with statements about their learning progress.

Each statement is followed by five stars. Explain that colouring one star means they need more practice, whereas colouring five stars means they can do something easily.

Make sure you go over the students' answers and give them proper feedback. You may assign this task as homework.

TRANSCRIPT

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

- 1 Hi! I'm Andrea. I like doing exercise, but I don't like reading comics.
- 2 Hi! I'm Ellie. I like using the internet and I like doing exercise.
- 3 Hi! I'm Olivia. I like listening to music, but I don't like reading comics.

Final Assessment

The children should be able to identify various free time activities and to express their likes and dislikes related to those activities. Make sure they can ask and answer the question *Do you like (reading comics)?*

Check they can recognise some uses for the internet.

ACTIVITY BOOK

Unit 5, page 45.

See Teacher's Book page 117 for the answer key and transcript.

My new words, page 58.



ADDITIONAL RESOURCES

TEACHER'S RESOURCE MATERIAL

Unit 5 Test (available at two different levels)



UNIT 6 OVERVIEW



Grammar

- **Present Simple:** questions and answers with *What* for meals
- **The verb *like*:** 3rd person singular

Vocabulary

- **Food:** *bread, cereal, eggs, ham, rice, sausages, spaghetti, vegetables*
- **Meals:** *breakfast, lunch, snack, dinner*
- **Vegetables:** *beans, broccoli, carrot, cauliflower, celery, peas, spinach*
- **Parts of a plant:** *fruit, leaves, roots, seed, stem*
- **Extra:** *cheese, cherries, chicken, chilli, chips, chocolate; blueberry, fiddleheads, maple syrup, pancakes, poutine*

Pronunciation

- **Phonics:** the sound *ch* as in *chocolate*

Recycled language

- Present Simple
- The verb *like*
- Food

Language Objectives

Grammar

- To use the Present Simple to ask about food preferences.
- To use the Present Simple with *have* to describe meals.
- To revise the Present Simple and practise it in the 3rd person singular.

Vocabulary

- To understand and use vocabulary related to food and meals.
- To understand and use vocabulary related to the parts of a plant.

Functions

- To express likes and dislikes referring to food.
- To describe the food eaten at different meals.
- To talk about the various parts of a plant that vegetables come from.
- To talk about what food others eat.

Pronunciation

- To pronounce the sound *ch*.

Skills Objectives

Speaking

- To identify and name food items.
- To ask and answer questions using the structure *Do you like (carrots)?*
- To talk about food and meals using *I have (broccoli) for (dinner).*
- To describe what others like to eating.

Reading

- To understand a narrative of a story.
- To understand a model dialogue with the target language.
- To follow a short dialogue with the target language.
- To identify errors in sentences.
- To broaden perspectives about eating habits in other places.

Listening

- To repeat the words in an audio.
- To identify the target language within a contextualised dialogue.
- To follow a text aurally while reading.
- To identify a vegetable from a description of it.
- To identify a person from a description of their food preferences.

Writing

- To focus on and correct mistakes in a text.
- To write a list using commas and the conjunction *and* correctly.
- To complete sentences.

Assessment Criteria

- The children can identify, form and answer the question *What do you have for (lunch)?*
- The children can express their likes and dislikes related to food.
- The children can identify, understand and produce vocabulary related to food, meals and plants.
- The children can produce the **ch** sound.
- The children can use the final **s** on the 3rd person singular of the verb *like* correctly.

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**
Lesson 3: Grammar, p. 88
Lesson 6: Grammar, p. 89
Unit review: Learning to learn, pp. 88-89
- **Activity Book Unit 6**
- **Teacher's Resource Material** (available online)
Lesson 4: CLIL worksheet
Lesson 6: Language worksheets
Lesson 7: Phonics worksheet
Unit Review: Unit 6 test
 End of term 3 test
 End of year test
- An apple, a small plant, a map of the world, Blu-tack, scissors, glue



Key competences



Linguistic competence

The children broaden their language base with the introduction of a new structure and vocabulary.



Competence in Maths, Science and Technology

The children gain a fundamental understanding of the basic parts of a plant and its growing cycle. They also identify the edible parts of different plants.



Digital competence

The children work together on the unit content using the IWB and do further practice individually through the interactive activities and games.



Social and civic competence

The children develop their social skills and ability to interact with others as they speak in pairs and take turns



Cultural awareness and expression

The children develop a cultural understanding of Canadian food and a typical British summer tradition.



Learning to learn

The children develop the learning strategy of working with a partner to gather information.



Sense of initiative and entrepreneurship

The children develop social and emotional learning skills by becoming aware of healthier food options and making responsible decisions when planning their meals.

LESSON 1 - SB PAGE 62

Language Objectives

- To introduce food vocabulary.
- To improve listening skills.
- To develop speaking skills.
- To sing a song.

Materials

Digital Book
Audio CD 2
Unit 6 Flashcards
Unit 6 Cut-outs

Scissors, glue

WARMER

Teach the meaning of the target words by writing them on the board: *bread, cereal, eggs, ham, rice, sausages, spaghetti, vegetables*. Then read out the words and ask the children to repeat after you.

Aks if anyone can say the names of other food items in English and write them on the board. Then do a quick survey with a show of hands for each item of food they like. Ask *Who likes (bread)?*

1 Listen and sing.  2.30 

Display the food **flashcards** in the order of the song and ask the children to name them: *sausages, bread, eggs, ham, cereal, vegetables, rice, spaghetti*. Write the first verse of the song on the board and sing it with the audio. Check that the children know the first line, then rub it out. The children sing the verse. Repeat with the other lines and verses until they have memorised the whole song.

2 Listen and repeat.  2.31

Then listen and say.  2.32  

Play the audio and ask the children to focus on their pronunciation as they repeat. Play the second audio and after each dialogue, the children identify which food is being talked about. Play the audio again to check their choices.

▶ Answers

1 sausages, 2 spaghetti, 3 eggs, 4 vegetables

3 Make a food dice. Then ask and answer.  

Direct the children's attention to the **cut-outs** on page 103. Ask the students to cut out the template along the dotted lines. Demonstrate how to glue the tabs and then join them so that the sides stick together to make the dice. Then ask students to use the dice to ask and answer questions about food likes and dislikes. Model

the activity by rolling the dice and asking a volunteer a question about the resulting picture, for example:

T: *Do you like (eggs)?*

S: *Yes, I do. / No, I don't.*

In pairs, the children take turns to roll the dice and ask and answer questions.

FAST FINISHERS

The children draw and label a picture of their favourite foods.

WRAP-UP

Display the food flashcards. Choose one of the words and say some letters that appear in that word, for example, e, r, c (in *cereal*), and ask the class to note them down. Invite volunteers to guess which word you are thinking of (*rice* or *cereal*). Add another letter to help clarify. Elicit the spelling of the whole word.

TRANSCRIPTS

 2.30 Listen and sing: *At the Supermarket*

*At the supermarket
Fred is helping Mum.
So much delicious food to eat.
Yum! Yum! Yum!*

We need to get some sausages,
We need to get some bread,
Some eggs, and ham, and cereal.
Can you help me, Fred?

Chorus
Don't forget the vegetables,
And don't forget the rice,
And don't forget spaghetti,
Spaghetti's really nice!
Chorus

 2.31 Listen and repeat.

bread, cereal, eggs, ham, rice, sausages, spaghetti, vegetables

 2.32 Listen and say.

- 1 Mmmm... this is my favourite food. I love hot dogs!
- 2 Mmm, I love pasta. Pasta with meat, pasta with cheese. Mmm, yummy!
- 3 What's this food? They're yellow and white. They're from chickens!
- 4 I love eating healthy food. I love carrots and tomatoes for dinner.

Initial Evaluation

Use the flashcards and word cards to make sure the children can identify the eight food items and can match the picture to the word. Check whether they can pronounce the words properly too.

ACTIVITY BOOK

Unit 6, page 46.

See Teacher's Book page 117 for the answer key.

LESSON 2 - SB PAGE 63

Language Objectives

To practise food vocabulary.

To identify meals during the day.

To develop speaking skills using food and meals.

Materials

Digital Book

Audio CD 2

Unit 6 Flashcards

Pieces of paper, Blu-tack

WARMER

Display the food **flashcards** on the board and review the words. Hand out the **word cards** to eight children and tell them to stick them next to the corresponding flashcard using Blu-tack. Then, leave the word cards and hand out the picture flashcards to another eight children to come and stick them next to the corresponding word card. Continue alternating until everyone has had a turn. Finally, unstick all the flashcards and word cards and divide the board into four columns, each with its corresponding heading: *breakfast, lunch, snack and dinner*. Explain the meaning of these words and ask some volunteers to take turns to come to the front and make their own menu by sticking some flashcards under the headings. Ask each volunteer to present his / her menu:

S: I have cereals for breakfast, I have spaghetti for lunch, etc.

1 Listen and read. 2.33

Tell the children to look at the picture. Play the audio through and ask the children to follow in their books. Play it again and encourage them just to listen. Read out sentences from the dialogue with a mistake and ask the class to find the sentences and correct you: *Yes, I have a banana at six o'clock. I have ham, salad and sausages for lunch.* Ask the children to work in pairs and read out the dialogue together. Then they swap roles and read it again.

2 Listen and say who. Then talk. 2.34

Ask the children to look at the table in pairs and name the food items they can see: *chicken, soup, fish, banana, salad, orange juice, yogurt*. Play each description then

pause the audio for the children to decide who is talking. The children then read the speech bubbles. Divide the class into pairs to take turns pretending to be one of the girls.

► Answers

Emma, Kate, Sienna, Kate, Emma, Sienna

FAST FINISHERS

In pairs, the children say what they have for breakfast, lunch or dinner.

EXTRA ACTIVITY

Discuss the importance of fruit and vegetables in our diet. They have nutrients that help us to grow, be strong and stay healthy. Ask the children to say when they eat fruit or vegetables.

Then, give out pieces of paper and ask the class to write the days of the week as headings. Below each heading, they draw a picture of the fruit and vegetables they eat that day and label the picture. Ask them to keep the diary for a week and then count the portions of fruit and vegetables they eat per day.

WRAP-UP

Point to the food items in the picture dictionary on page 62 and practise the words. Say four words and ask the class to chant them in order. Alternatively have two groups, just the girls or one side of the class chant. Repeat with a different set of words. If they find it easy, increase to five or six words.

TRANSCRIPTS

2.33 Listen and read.

Rosie: Fred, do you have five portions of fruit and vegetables a day?

Fred: Let me think... Here's a typical day for me. I have cereal, eggs and orange juice for breakfast.

Rosie: OK, orange juice is one portion. What about lunch?

Fred: I have ham, salad and bread for lunch. I have an apple too.

Rosie: OK, do you have a snack in the afternoon?

Fred: Yes, I have a banana at five o'clock. Then I have rice and vegetables for dinner.

Rosie: Yes! You have five portions of fruit and vegetables a day. That's excellent! You're healthy, Fred.

Fred: Great! What about you, Rosie?

2.34 Listen and say who. Then talk.

Emma: I have spaghetti and a yogurt for lunch.

Kate: I have soup and bread for dinner.

Sienna: I have sausages and eggs for breakfast.

Kate: I have fish and vegetables for lunch.

Emma: I have cereal and orange juice for breakfast.

Sienna: I have rice and vegetables for dinner.

Continuous Assessment

The children should be able to identify and name different foods and meals.

ACTIVITY BOOK

Unit 6, page 47.

See Teacher's Book page 117 for the answer key.

LESSON 3 - SB PAGE 64**Language Objectives**

To practise the question *What do you have for (lunch)?*

To develop listening skills.

To practise speaking skills using food and meals.

Materials

Digital Book

Audio CD 2

Unit 6 Flashcards

WARMER

Divide the class into four teams. Take a **flashcard**, hold it behind a piece of paper so the class cannot see it. Start to move the piece of paper away to slowly reveal the picture. Invite the children to guess what it is and give a point to the team of the first child to guess correctly. Allow them to get a second point if a member of their team can come to the front and write the word correctly.

1 Listen and read.  2.35 

Point to Greg and explain that he is in the gym talking to his friend, Rex. Play the audio twice and tell the children to read as they listen. Ask the children questions: *How many bananas does he have? What does he have for dinner?* Ask the children to work in pairs and read the comic, taking turns to be Greg and Rex.



Read the grammar boxes **or / and watch the visual grammar presentation with the children.**

2 Listen and say the missing words.

Then ask and answer.  2.36 

Ask the children to look at and name the food items in the pictures. Play the audio and pause it to let them supply the missing words. The children read the speech bubbles and take turns to ask and answer the questions with the person sitting next to them. Then tell them to repeat the activity with someone sitting behind or in front of them.

► Answers

eggs, bread, apples, rice, yogurt

GO FURTHER!

Direct the children's attention to the **Grammar** section on page 88, where they will find additional practice on the grammar structure learnt in this lesson. You may assign this task as homework.

FAST FINISHERS

The children draw a picture and write sentences to describe what they have for breakfast, lunch or dinner.

WRAP-UP

Play *Bingo*. Ask the children to work in pairs and think of all the food words they can for one minute. Then ask the class to share and write them all on the board. Tell everyone to draw a three-by-three grid in their notebooks and write nine food items from the board into the grid. Then, say and circle words from the list on the board at random. If the children have those words in their grids, they circle them too. The first child to circle all their words calls out *Bingo!* and wins the game.

TRANSCRIPTS 2.35 **Listen and read.**

Greg: Rex, what do you have for breakfast?

Rex: I have ten eggs, eight sausages, six bananas, ham and cereal.

Greg: What do you have for lunch?

Rex: I have meat, vegetables, spaghetti, bread, three apples and five yogurts.

Greg: What do you have for dinner? Ten pizzas? Five cakes?

Rex: No, I have salad for dinner.

 2.36 **Listen and say the missing words.**
Then ask and answer.

Interviewer: What do you have for breakfast?

Girl: I have two sausages and two (*Beep*)
Then I have some orange juice.

Interviewer: What do you have for lunch?

Girl: I have spaghetti and (*Beep*) for lunch.
And I have fruit too. I like (*Beep*).

Interviewer: What do you have for dinner?

Girl: For dinner, I have vegetables and (*Beep*).
Then I have a (*Beep*).

Continuous Assessment

Make sure the children can correctly both ask and answer the question *What do you have for (lunch)?* Check whether they can identify the missing words from the audio by referring to the photos.

ACTIVITY BOOK

Unit 6, page 48.

See Teacher's Book page 117 for the answer key and transcript.

LESSON 4 - SB PAGE 65**Language Objectives****To develop comprehension skills.****To introduce language related to plants.****To practise giving clues.****Materials**Digital Book
Audio CD 2

An apple, a small plant

WARMER

Show an apple cut in half and show the seeds. Show a small plant and point out the stem and the leaves. Write the words *seeds*, *stem* and *leaves* on the board. Then draw a simple plant on the board with a horizontal line representing the soil. Draw roots below the line, write the word *roots* and ask the children to say the words.

1 Listen and read.  2.37 

Ask the children to look at the pictures and identify what fruit it is (*a strawberry*). Play the audio and let the children follow it in their books. Tell the children to look at picture 4 and ask *Do we eat the leaves, the stem or the fruit of the strawberry plant?*

2 Listen and say the number.  2.38 

Have the children look at the photos and identify each one. Ask about them in turn: *Look at number 1. Do you like spinach?* Then explain that each fruit or vegetable is part of a plant: *seed, root, stem, leaves, fruit*. Tell the children to work in pairs and ask them to decide which part of each plant is shown. Play the audio, pause it after each description and ask the children to say the number and what it is. Play the rest of the audio to hear the answer.

► Answers

4 carrot, 1 spinach, 6 apple, 3 celery, 5 peas, 2 orange

3 Look at Activity 2 and talk. 

Look at the pictures in Activity 2 again and ask the children to say what part of the plant we eat. Call out a part of a plant and tell the children to name something we eat, for example, *leaves – spinach*. Ask the children to read the speech bubbles. Divide the class into pairs to take turns giving a clue and answering.

FUN FACT

The children read the fun fact. Explain that the International Space Station is permanently in orbit around our planet with six astronauts on board. Vegetables were grown for the first time in 2015 and the first plant grown was lettuce.

GO ONLINE 

Read the question and then ask the children to suggest vegetables in English or their own language. Find images of them and decide which part of the plant we eat.

FAST FINISHERS

The children draw a strawberry plant and label the parts.

WRAP-UP

Divide the class into teams. Start to draw a fruit or vegetable on the board very slowly. Invite the teams to guess which food you are drawing. Give a point to the first team to guess correctly and give them a second point if they can spell the word. Repeat with other food items.

TRANSCRIPTS 2.37 **Listen and read.****Parts of a Plant We Can Eat**

- 1** First, there is a seed in the soil.
- 2** Then, there is a small plant with roots and a stem.
- 3** Now the plant has got leaves and small green fruit.
- 4** The fruit are big and red. They're strawberries. We can eat them.

 2.38 **Listen and say the number.**

Find a root. It's orange. It's number 4. It's a carrot!
Find some leaves. They're green. It's number 1. It's spinach!
Find a fruit. It's red. It's number 6. It's an apple!
Find a stem. It's green. It's number 3. It's celery!
Find some seeds. They're small and they're green. It's number 5. They're peas!
Find a fruit. It's orange. It's number 2. It's an orange!

Continuous Assessment

Make sure the children can name the basic parts of a plant and can identify some common fruits and vegetables as either roots, leaves, stems, fruit or seeds.

ACTIVITY BOOK

Unit 6, page 49.

See Teacher's Book page 117 for the answer key.

**ADDITIONAL RESOURCES**

TEACHER'S RESOURCE MATERIAL
CLIL worksheets Unit 6

LESSON 5 - SB PAGES 66 & 67**STORY****Language Objectives**

To follow a story.

To develop reading and comprehension skills.

To introduce vegetable vocabulary.

Materials

Digital Book

Audio CD 2

Images of village fetes and prize vegetable competitions

WARMER

Write the word *vegetables* on the board. Ask the children to name all the vegetables they know in English. Tell them that the story is about a vegetable cake competition and ask them to guess which vegetables will appear in the story. Ask them to write down their guesses in their notebooks. After the story, award points for correct guesses.

1 Listen and read.

2.39



Draw the students' attention to the pre-reading question *What's your favourite vegetable?* and have them take turns to answer this question. Then ask the children if they remember Fred's cousin, Luke, who lives in a village in the country. Explain that many villages in Britain hold summer fetes and they often have cake competitions.

They also have vegetable competitions with people trying to grow the biggest vegetables or the most beautiful ones.

Give the children a minute to look through the story. Ask them who they can see in it. Play the audio twice and the children follow it in their books. Ask some questions to check comprehension, for example, *What does Rosie have for breakfast? Does Fred like carrots? Does he like carrot cake? What cakes do Fred, Rosie and Luke make?*

2 Read and say True or False.

Tell the children to read through the story again. Then, they read each statement and with a partner say whether it is true or false. If it is false, they say the correct sentence. Go through them as a class, saying whether the sentences are true or false and then correcting the false ones.

► Answers

1 False (It's on Saturday.) 2 True, 3 True, 4 False (She has cereal and juice.)

FAST FINISHERS

The children draw and describe their favourite cake.

EXTRA ACTIVITY

Divide the class into groups of six. Tell them they are going to recreate the story. They assign roles: Fred, Rosie, Luke, Mum, Dad, the judge. At the beginning ask them to introduce themselves: *I'm Fred.*

Tell them they have to act out the story, but they do not have to make it exactly the same.

Give them time to rehearse and then ask groups to perform. Encourage the class to applaud at the end.

WRAP-UP

Ask the children if any of their family members grow their own fruit or vegetables. Discuss what they grow. If possible, show some images on the internet of village fetes and prize vegetable competitions. Also, tell the children that many people in Britain have an allotment, a place where they can grow their own fruit and vegetables. Again, show images of allotments on the internet.

SEL**Promote responsible decision-making.**

Encourage the children to develop social and emotional skills by becoming aware of the fact that they will have better lives if they make responsible decisions. One of the important choices illustrated in this story is eating healthy food, for example, vegetables. Tell the children to put up their hands if they like vegetables and have a quick survey to find the favourite one. Ask them how often they eat

them. Some children do not like vegetables but tell them that adults usually like them more than children and that they will probably change their minds in the future. Remind the children of the five-a-day rule for a healthy diet that they learnt about in Unit 1, which includes vegetables. Remind them how important it is that they eat vegetables every day. Teaching kids how to make decisions is a valuable skill in life. Making responsible decisions will have a positive effect in the children's present and future.

TRANSCRIPT

2.39 Listen and read. **THE SUMMER FETE**

Scene 1

Narrator: Fred and Rosie are visiting Luke in the country.

Luke's dad: What do you have for breakfast, Rosie?

Rosie: Cereal and juice, please!

Scene 2

Narrator: After breakfast...

Fred: Yuck! I don't like carrots!

Luke: Mmm! This is my favourite vegetable!

Narrator: Luke likes broccoli!

Scene 3

Narrator: It's lunchtime.

Fred: This is delicious!

Luke: It's carrot cake, Fred!

Narrator: Fred likes carrots now.

Scene 4

Narrator: That afternoon...

Luke: The Summer Fete is fantastic!

Rosie: Look! There's a cake making competition.

Fred: I've got an idea!

Scene 5

Narrator: Fred is making a carrot cake.

Rosie: I've got an idea!

Luke: Me too!

Scene 6

Fred: Oh, I like beans and peas. And I love celery!

Luke's dad: What's that strange smell?

Luke's mum: Luke and Rosie are making cakes.

Scene 7

Narrator: It's Saturday, and everyone is at the Summer Fete.

Luke: I hope Mum wins.

Rosie: I hope my cauliflower cake wins!

Scene 8

Narrator: The judge likes the cauliflower and broccoli cakes, but Fred is the winner!

Luke's dad: Well done, everyone!



Continuous Assessment

Make sure the children are able to follow and understand the story by responding to true or false statements.

ACTIVITY BOOK

Unit 6, page 50.

See Teacher's Book page 117 for the answer key.

LESSON 6 - SB PAGE 68

Language Objectives

To practise vegetable vocabulary.

To sing a song.

To introduce the 3rd person singular of the verb *like*.

To reinforce listening skills.

Materials

Digital Book

Audio CD 2

WARMER

Divide the class into teams and play *Hangman* with the vegetable words. Assign a number to each space and when a team guesses a letter, they get that many points.

1 Listen and say. 2.40

Play the audio and have the children repeat the words as they hear them. Do a quick survey to find out which of these is the most and least popular vegetable in the class.

2 Listen and sing. 2.41

Before listening to the song, point to the grammar box and introduce the structure of the 3rd person singular of the verb *like* in the affirmative (*likes*) and negative (*doesn't like*) forms. Make sure the children understand how the Simple Present is used: *I like - I don't like / He likes - He doesn't like*. Then write the lyrics on the board but include some mistakes:

I like carrots,

Mum (doesn't like) peas.

Dad likes (broccoli) with cheese.

Play the audio and the children call out *Stop!* if they see a mistake, then they say what the correct word is. Play the audio again, but let the children follow in their books. Reinforce the importance of vegetables, that they are good for you and help you to grow.

Finally, divide the class into pairs to answer the question in the song *How many vegetables do you know?*

 Read the grammar box or / and watch the visual grammar presentation with the children.

3 Listen and tick ✓ or cross X.  2.42 

Ask the children to look at the characters and remember who they are: Gus and Archie are Fred's friends, Star is Rosie's friend and Mike is the teacher. Then tell them to look and identify the vegetables in each photo (*carrots, broccoli and peas*). Play the audio and pause after each sentence for the children to write a tick or a cross. Ask the children to say what each character *likes / doesn't like* in pairs: *Gus likes broccoli and peas. He doesn't like carrots.*

▶ Answers

Star: ✓, ✓, X; Gus: X, ✓, ✓; Mike: ✓, ✓, X; Archie: ✓, X, ✓

GO FURTHER!

Direct the children's attention to the **Grammar** section on page 89, where they will find additional practice on the grammar structure learnt in this lesson. You may assign this task as homework.

FAST FINISHERS

The children write about the vegetables their family likes / doesn't like starting the sentence with (*Dad*) *likes ... (He)* *doesn't like...*

WRAP-UP

Divide the class into pairs. Each person tells their partner two vegetables that they like and one they don't like. Invite volunteers to share the information about the vegetables their partner likes: *Maria likes carrots and peas. She doesn't like broccoli.* The rest of the class have to decide if it is true or false; if it is false, they guess which one is the vegetable the person likes / doesn't like.

TRANSCRIPTS

 2.40 **Listen and say.**

beans, broccoli, carrots, cauliflower, celery, peas

 2.41 **Listen and sing:** *We Love Vegetables!*

We love vegetables!

Yes, we do!

They're tasty and so good for you!

I like carrots,

Mum likes peas,

Dad likes cauliflower with cheese.

Vegetables are good to eat

With rice or pasta, fish or meat!

Chorus

Mum likes beans and celery,
And everyone likes broccoli.
Vegetables can help you grow.
How many vegetables do you know?
Chorus

 2.42 **Listen and tick or cross.**

Star likes carrots and broccoli. She doesn't like peas.
Gus doesn't like carrots. He likes broccoli and peas.
Mike doesn't like peas. He likes carrots and broccoli.
Archie likes peas and carrots. He doesn't like broccoli.

Continuous Assessment

Make sure the children can identify the difference between the 1st and 3rd person singular and know when to use *like, likes, don't like* and *doesn't like*.

ACTIVITY BOOK

Unit 6, page 51.

See Teacher's Book page 117 for the answer key.



ADDITIONAL RESOURCES

TEACHER'S RESOURCE MATERIAL

Language worksheets Unit 6 (three levels to suit different abilities within your class)

LESSON 7 - SB PAGE 69

Language Objectives

To introduce commas and the conjunction *and* to make a list in a sentence.

To practise food vocabulary.

Phonics: to practise the sound **ch**.

Materials

Digital Book

Audio CD 2

WARMER

On the board write *I like peas, cauliflower and beans*; below write *I like peas cauliflower beans*. Read the two sentences through with the children and ask which one is correct. Point out the comma and the word *and* in the first sentence. Tell them that when there are two items in a list, there is no need to separate the list items with a comma. Instead, we use *and*, for example, *ham and*

cheese. When there are more than two items, we use commas to separate the items and the last item in a list is usually preceded by *and*, for example, *bread, ham and cheese*.

TIME TO WRITE

1 Look and complete with commas and *and*.

Read the description and example sentences at the top of the page with the class. Check that everyone understands, then write some sentences on the board and invite volunteers to come and add commas and the word *and* to the sentences, for example, *I have cereal vegetables an apple*.

Then ask the class to look at the photos. Say a food and ask the children to tell you the meal: *bread (lunch), cake (snack)* and so on. Ask a volunteer to read out the example sentence and point out the comma and *and*. Then ask the children to complete the three other sentences. Correct as a class.

► Answers

spaghetti, bread and strawberries
fruit and cake
chicken, vegetables and yogurt

PHONICS

2 Listen and say.

Write *ch* on the board and ask the children to think of a train and say *ch - ch - ch - ch* with you like a train. Ask the children to look at the picture and elicit or explain the words: *chicken, chillies, cheese, chocolate, cherries, chips*. Play the audio as the children read and pause after the first reading. Ask volunteers to read it out. Continue the audio with the faster versions. Divide the class into groups so the children can practise saying the sentences as fast as they can.

FAST FINISHERS

The children draw pictures and label the foods they have for each meal.

EXTRA ACTIVITY

Divide the class into teams to play *Stop the bus*. Write the headings *Food, Animals, School* on the board. Say a letter and tell the teams to think of a food, an animal and a school word that each start with that letter. For example, if the letter is *p*, the children can say *pear, parrot, pencil*.

Call out a letter and when a team has a word for each category, they call out *Stop the bus!*, say their words and score a point if they are correct. Then call another letter.

Alternatively, give all teams one minute to think of their words and give points to all teams with three words.

WRAP-UP

Keep the children in their groups and ask each group to select a child to represent them. The volunteer from each group comes to the front and says the sentences in the *Phonics* section. Award points for speed and for correct pronunciation.

TRANSCRIPTS

© 2.43 Listen and say.

Charlie likes chicken, chillies and cheese.
Chelsea likes chocolate, cherries and chips.

Continuous Assessment

Make sure the children can use commas and the conjunction *and* to write a list in a sentence correctly. Check whether they can pronounce the sound **ch** correctly in various words.

ACTIVITY BOOK

Unit 6, page 52.

See Teacher's Book page 117 for the answer key.



ADDITIONAL RESOURCES

TEACHER'S RESOURCE MATERIAL

Phonics worksheet Unit 6

LESSON 8 - SB PAGE 70

CULTURE

Language Objectives

To practise food vocabulary.
To reinforce the Present Simple.
To develop reading skills.
To learn about food in Canada.

Materials

Digital Book
Audio CD 2

•-----•
A map of the world, images of Canada

WARMER

Show the children where Canada is on a map. Explain that it is a very big country and the capital city is Ottawa. Then find some images of Canada on the internet, such as wildlife including bears, moose and beavers, the Rocky Mountains, canoeing on a lake, the 'Mounties' (mounted police) in red uniforms, native Canadian totem poles, Niagara Falls, popular sports including ice hockey, basketball and ice-skating.

 Watch the video **Food in Canada** to introduce the lesson theme.

1 Listen and read.  2.44 

Have the children look at the photos. Play the audio and ask the children to listen and read. Then play each part of the audio, pause it and make sure the children understand all the vocabulary. Encourage the children to respond to the photos and texts: *Do you like pancakes? What do you put on pancakes? What's your favourite juice?* and so on.

Check comprehension by asking questions: *What does Stella eat for breakfast? (pancakes), What's Stella's favourite juice? (blueberry juice), Which vegetables are popular in Canada? (fiddleheads).*

2 Read and write T (True) or F (False). 

Tell the children to look at the first sentence and decide whether it is true or false. Ask them to look at the text to check. Then tell the children to read the sentences and write *T* (True) or *F* (False) next to each one. Check the answers as a class. Ask the children to give the correct information for the false ones.

Answers

1 False (She likes pancakes for breakfast.), 2 True, 3 True, 4 False (She likes poutine for dinner.)

YOUR GO!

Read the question and invite the class to answer and discuss in pairs. Then ask volunteers to share their answers with the class. Take a vote on the popular foods to see how many children like them.

FAST FINISHERS

The children write two more sentences that are either true or false. They can read them out to the class when everyone has finished writing.

WRAP-UP

Tell the children to close their books and have a quiz about the Canadian food in the text. Put them into pairs or teams and ask questions from the information in the book. For example, *What is the name of the syrup for*

pancakes? What is poutine made of? What juice does Stella like? What is a fiddlehead?

TRANSCRIPT 2.44 **Listen and read.****Food in Canada**

Hello! I'm Stella from Canada. My family like pancakes for breakfast. My mum likes pancakes with strawberries. My dad likes pancakes with eggs, but I like pancakes with maple syrup.

Look at these vegetables. They're fiddleheads. They're a popular vegetable in Canada. My mum doesn't like fiddleheads but I like them.

I like poutine for dinner. Poutine is made of chips, cheese and sauce. My dad doesn't like poutine but I love it!

My dad likes carrot juice and my mum likes spinach juice. My favourite juice is blueberry juice. It's delicious and it's healthy!

Continuous Assessment

Make sure the children can use the text to identify if the sentences are true or false and also recognise where Canada is on a map.

UNIT REVIEW - SB PAGE 71**Language Objectives**

To review vocabulary and structures from Unit 6.

Materials

Digital Book
Audio CD 2

WARMER

Divide the class into teams and ask the children questions about the unit, for example, *Name food items that you can eat for lunch. Name food items that are green. What's Luke's favourite vegetable?*

1 Look and find ten food items. 

Ask the children to find and name ten food words in the picture. Check answers as a class.

Answers

Cereal, cheese, apples, bananas, orange juice, bread, broccoli, carrots, sausages, meat, cauliflower, beans, rice, ham, peas, eggs.

2 Look and complete.

Write one of the sentences on the board and remind the children of the comma and the conjunction *and*. They then complete the activity in their coursebooks.

► Answers

1 cauliflower, 2 rice and vegetables, 3 ham, eggs and peas, 4 sausages, broccoli and carrots

3 Listen and say who. 2.45

Play the audio and pause after each sentence for the children to say who it is. In pairs, tell the children to practise asking *Who likes (eggs)?*

► Answers

1 Evan, 2 Zoe, 3 John, 4 Kayla

TAKE A LOOK

Tell the children to look at the sentences in the box and explain we say *I like* but *he or she likes*, emphasising the final *s*. As regards the negative form, we say *I don't like* but *he or she doesn't like...*

FAST FINISHERS

The children write a sentence about what they have for lunch.

WRAP-UP

To reinforce the 3rd person *s* rule, play a game. Ask all the children to stand up. Tell them you are going to say a sentence. If you say a grammatically correct sentence, they remain standing; if it is wrong, they all sit down and say the sentence correctly. For example, *I like cheese*. *Daniel like ham*. *I likes cauliflower*. *Silvia likes carrots*.

GO FURTHER!

Direct the children's attention to the **Learning to learn** section on pages 88 and 89, where they will find an evaluation chart with statements about their learning progress.

Each statement is followed by five stars. Explain that colouring one star means they need more practice, whereas colouring five stars means they can do something easily.

Make sure you go over the students' answers and give them proper feedback. You may assign this task as homework.

TRANSCRIPT

2.45 Listen and say who.

This person doesn't like sausages. He likes rice and vegetables for lunch. Who is he?

This person doesn't like eggs. She likes meat, cauliflower and beans. Who is she?

This person doesn't like carrots. He likes ham, eggs and peas for lunch. Who is he?

This person doesn't like meat. She likes sausages, broccoli and carrots. Who is she?

Final Assessment

The children should be able to identify various items of food including some from previous levels. They should be able to express their likes and dislikes related to food. They should be able to identify food that is eaten at different meals throughout the day and answer the question *What do you have for (dinner)?* They should be able to identify various vegetables and recognise that they come from plants as well as their importance in our daily diets. Check they can use the final *s* on the 3rd person singular of the verb *like* correctly.

ACTIVITY BOOK

Unit 6, page 53. See Teacher's Book page 117 for the answer key and transcript.

My new words, page 59.



ADDITIONAL RESOURCES

TEACHER'S RESOURCE MATERIAL

Unit 6 Test (available at two different levels)

Language Objectives

To improve reading skills.

To review and expand vocabulary.

To review food and hobbies.

Materials

Digital Book

Audio CD 2

Units 5 & 6 Flashcards

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

Part 1 - SB Page 72

WARMER

Play a game using the unit 5 **flashcards**. Invite a volunteer to come to the front, show him / her a flashcard and have him / her mime the activity. The rest of the class tries to guess. The student who guesses comes to the front and mimes the next activity.

Pre-listening activity

Tell the children to imagine they are on holiday and they meet some children from another country. Ask some questions: *Which country are the children from? What language do you use to speak to them? What food do they eat in that country? What food do you think they would like from your country?* Ask the children to look at scene 1 and explain that this is Marina from Spain talking to two Italian children.

1 Listen and read. 2.46

Play the audio and tell the children to listen and follow along with the story. Ask some simple questions to check comprehension, for example, *What does Paolo have for breakfast? Does Marina like reading? Does Bianca like rollerblading?*

2 Play I spy with foods.

Look at the example and tell volunteers to read it out. Divide the class into pairs. Ask them to look at the pictures and play the game. After a given time limit, go through the food words in the story with the class. Say a word and ask a child to say which scene it is in. The children can play *I spy* again with other things from the story.

Post-listening activity

Ask the children to write a simple holiday diary as if they were either Marina, Paolo or Bianca. They start on Monday and finish on Saturday. Give an example for Paolo: *Monday: meet Marina from Spain. Tuesday: visit my new friends, have cereal and fruit for breakfast. Go rollerblading in the park with Marina.* They can invent activities for the days when there is no information in the story.

WRAP-UP

Tell the children to look at the story scenes again. Explain that you are thinking of one of the scenes. Next, mention something you can see in the scene (for example, *I can see rollerblades*). Encourage the students to say which number scene you are thinking of (*scene 4*).

Part 1 - SB Page 73

WARMER

Use the food **flashcards** from unit 6. Hold up each flashcard in turn and ask the children to name it. The children put up their hands to name the food item and say whether they like it or not.

Pre-listening activity

Before looking at the story, ask the children what they can remember about it. Ask questions to help prompt them: *What are the names of the three children and where are they from? What do they do in the park? What do they have for lunch?*

3 Read and write the scene number.

Play the audio and tell the children to listen and follow along with the story. The children work in pairs. They read each sentence and decide which scene it belongs to. Give them a few minutes and then check as a class. Give them some more descriptions, for example, *The children have breakfast. Paolo and Bianca are on their bikes. Paolo and Bianca show Marina the spaghetti machine.*

► Answers

Bianca doesn't like rollerblading: scene 4, Paolo likes strawberries: scene 5. Marina's dad is making paella: scene 11. The children have spaghetti and paella for dinner: scene 13

Post-listening activity

Invite the children to act out the story. Divide the class into groups of about eight. Within their group they need someone to play Marina, her mum, her dad, Paolo, Bianca, their mum and their dad. They can also have a narrator. Give the children time to practise the story. Explain that they can improvise and do not need to learn the words exactly as in the story.

EXTRA ACTIVITY

Divide the class in thirteen small groups and give each a scene number. Explain that you are going to play the audio and as each group's scene is being played they must act out the scene with some form of mime or body language. Note: They are not required to speak. Sentences like *Wheee! This is fun!* will be easy to interpret and others will be more challenging, but the children are sure to have some great ideas.

WRAP-UP

The children listen to the complete story again.

REVIEW PRACTICE

This is a good time to do the term **Review practice** for Units 3 and 4 on page 92 of the Student's Book.

TRANSCRIPT

© 2.46 Listen and read.

What's for Dinner?

Scene 1

Narrator: It's Monday. Marina and her family are on holiday.

Marina: Hello! I'm Marina from Spain.

Paolo: Hi! I'm Paolo and this is Bianca. We're from Italy.

Scene 2

Narrator: On Tuesday, Marina visits her new friends.

Marina: Hi! What do you have for breakfast?

Paolo: Hello! I have cereal and fruit.

Scene 3

Bianca: Do you like reading, Marina?

Marina: Yes, I like reading and I like rollerblading.

Paolo: Excellent! I like rollerblading too. Let's go to the park!

Scene 4

Narrator: At the park...

Paolo: Wheee! This is fun!

Marina: Do you like rollerblading, Bianca?

Bianca: No, I don't!

Scene 5

Narrator: Paolo and Bianca visit Marina for lunch.

Marina's mum: We're having chicken, carrots and broccoli today.

Marina's dad: And there are bananas and strawberries too.

Marina, Paolo and Bianca: Hurray!

Scene 6

Narrator: On Wednesday, Marina and her mum visit Paolo and Bianca.

Marina's mum: Hello?

Narrator: Paolo and Bianca are out.

Scene 7

Marina: Look! What's that, Mum?

Marina's mum: I don't know...

Scene 8

Narrator: On Thursday, Paolo and Bianca visit Marina.

Bianca: Hello? Are you home?

Narrator: Marina is out.

Scene 9

Narrator:

Bianca: What's that, Paolo?

Paolo: I don't know...

Scene 10

Narrator: The families have an idea.

Paolo's dad: Let's have dinner together.

Marina's dad: Great!

Scene 11

Narrator: On Saturday...

Marina's dad: Look! I'm making paella.

Marina: It's a dish with rice, fish, chicken and vegetables.

Scene 12

Paolo: Look! I'm making spaghetti!

Marina: Fantastic!

Bianca: I like spaghetti!

Scene 13

Narrator: Paolo likes the paella and Marina likes the spaghetti.

Paolo: Mmm! This is delicious.

Marina: Yum! Excellent spaghetti.



ADDITIONAL RESOURCES

TEACHER'S RESOURCE MATERIAL

End of term 3 test

End of year test

SB PAGE 74

Language Objectives

To improve reading skills.

To expand vocabulary.

To sing a song.

To consolidate the vocabulary and structures covered throughout the year.

Materials

Digital Book

Audio CD 2

Teacher's notes for this section are designed to allow the lesson 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.

WARMER

Write the word *summer* on the board. Have the children say all the things they can in English about the summer. Ask the children where they like going on holiday in the summer. Ask them if they usually go to the beach.

1 Listen and sing. Then look.

Give the children a minute to look at the seaside scene on pages 74 and 75. Teach the target vocabulary: *crab, frisbee, sandcastle, seagull, seaweed, shell, starfish, sunglasses* and *wave*. Then ask them to read the lyrics of the song. After a couple of minutes, tell the students to close their books and play the song. Play it again and ask them to join in with the lyrics. Divide the class into four groups and assign a verse to each group. Play the song and the groups join in with their verse.

2 Listen and read.

Play the audio and ask the children to follow the story in their books. Give them some time to read it again for themselves. Then ask some comprehension questions, for example, *What is Greg making? Who has got Rex's sunglasses? Is the wave big or small? Can Rex swim? What is on Rex's head?*

FAST FINISHERS

The children try to name other words in English from the picture, for example, *hat, ball, tree*.

EXTRA ACTIVITY

Ask the children to look at the seaside scene on pages 74 and 75 again. Ask them to draw one of the target vocabulary items: *crab, frisbee, sandcastle, seagull, seaweed, shell, starfish, sunglasses* or *wave*. When they are finished, the children mingle, keeping their pictures facing them. Explain that they must ask questions to guess the other's picture, for example, *Is it (big), Is it (green)? Is it a (frisbee)?*

WRAP-UP

Tell the children to close their books and play *Pictionary* with the seaside words. Start to draw one of the pictures and the children try to guess what it is. When someone guesses correctly, invite them to the front, point to a picture and they have a turn to draw.

TRANSCRIPTS

2.47 Listen and sing: *School's Out!*

*Summer's here,
there's no more school.
We love summer!
Summer's cool!*

Here I am beside the sea,
Mum and Dad are here
with me.
Playing frisbee, finding
shells,
Making sandcastles as well!
Chorus

Starfish, crabs and
seaweed too,
Seagulls in the sky so blue.
Eating ice cream in the sun.
Summer fun for everyone!
Chorus
School's out so let's all play!
It's hot and sunny every day.
Put away your books and pens,
It's time for family and friends.
Chorus

2.48 Listen and read.

Narrator: Greg and Rex are at the beach.
Greg is making a sandcastle.

Rex: Where are my sunglasses?

Greg: I don't know.

Narrator: Greg's sandcastle is finished!

Greg: Look at that seagull!

Rex: Oh, no! There's a big wave coming!

Rex: I can't swim!

Greg: That seagull's got your sunglasses!

Rex: I don't like the beach!

ACTIVITY BOOK

School's Out! page 60.

See Teacher's Book page 117 for the answer key.

SB PAGE 75

Language Objectives

To review and expand vocabulary.
To practise asking and answering questions.

Materials

Digital Book
Audio CD 2

WARMER

Play the song again and have the children join in. Ask them what their favourite summer activities are. Write *playing frisbee, finding shells and making sandcastles* on the board. Have a vote to find which is the most popular activity in the class.

3 Look. Then ask and answer.

Ask the children to look at the large picture again and to read all the words. Then call out a word and have the children point to it as quickly as possible. Ask them to look at the photos of seaside objects, animals or elements. Give them a few minutes to decide what each one is. Check with the whole class. The children then work in pairs. Tell them to read the speech bubbles. The children then take turns to ask and answer questions about the pictures.

► Answers

a crab, b frisbee, c sandcastle, d wave, e seaweed, f seagull, g shell, h starfish

FAST FINISHERS

The children draw themselves in a seaside scene and label it.

EXTRA ACTIVITY

An effective and popular listening exercise for the children is an audio gap fill with the lesson song. It requires some preparation ahead of class. Write up the lyrics and choose a selection of words to replace with short gap lines.

How many words you eliminate will depend on the level of the group. If in doubt, eliminate less. The children will feel great satisfaction if they manage to identify all the missing words when they listen to the song. You might choose to project the lyrics and have the children write only the missing words or have them identify the missing words as an all-class oral activity. Alternatively make copies for each child and have them do the activity individually.

WRAP-UP

The children keep their Student's Books open so they can see the new words. Start to spell one of the words backwards, for example, *h, s, i, f, r, a, t, s*. When the children recognise what the word is (*starfish*), they join in saying the letters and at the end call out the word.

ACTIVITY BOOK

School's Out! page 61.

See Teacher's Book page 117 for the answer key.

SB PAGES 76 & 77

Language Objectives

To review vocabulary.
To review the alphabet.
To consolidate the structures covered throughout the year.
To practise asking and answering questions.

Materials

Digital Book
All Level 3 Flashcards

WARMER

Ask the children to reflect on everything they have learnt in the past year. As a class, review all the topics they have covered. Ask them to remember some of the vocabulary for each topic. Show them a selection of **flashcards** covering all units in random order and have them call out the words.

1 Look, find and say.

Ask the children to look at the picture. Point out the five categories of things to find. Give the children a couple of minutes to look carefully for the items. Then, divide the class into pairs and tell the children to work together to find and name all the items. Finally, come together as a class and ask the children to name the items. Encourage everyone to say something. If possible, when they name something, they could point it out too to help those who did not find the word.

► Answers

Four means of transport words: bike, bus, train, car,
seven animals: ostrich, seagull, dog, flamingo, monkey, crab, crocodile, elephant, *five food items:* spaghetti, bread, ice cream, eggs, sausages, *six hobbies:* playing

the recorder, doing exercise, playing the guitar, listening to music, reading comics, rollerblading, watching TV, *five places*: hospital, post office, fire station, museum, cinema

2 Play I spy.

Ask the children to read the speech bubbles. Then say *I spy with my little eye, something beginning with D*. Elicit *dog*, for example. The children guess the word. When they understand, put them into pairs to play the game. Make sure they take turns to ask and answer. As they work, walk around and listen in. After some time, invite volunteers to say *I spy* to the whole class.

FAST FINISHERS

The children make a list of items they can see in the picture, for example, *I can see a boy listening to music*. *I can see a yellow bag*.

EXTRA ACTIVITY

If there is time available, you may have the children look at the picture on pages 76 and 77 and work on any -or all- of these activities:

A to Z

The children work in pairs and have five minutes to write a word from the picture beginning with each letter of the alphabet. It is always hard to come up with a word beginning with *q, x, z*, etc., so nobody will get 26 words.

Explain this to the children before they begin the game and tell them that the winners are the pair with the most words after five minutes.

Who am I?

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

Guess the word

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

WRAP-UP

Have the students play a memory quiz in pairs. The children study the picture for two minutes and try to remember as many details as possible. Then they close their books. Student A asks questions about it, for example,

How many dogs are swimming?

What colour is the post office?

What time is it?

Who has got the flamingo picture, a man or a woman?

What colour is the toy car?

How many seagulls are there?

What are the crabs playing?

What picture is on the kite?

How many people are on the beach?

Is there a sandcastle?

Student B answers the questions. Make sure the children swap roles. Students score one point for each correct answer. The child with the most points is the winner.

ACTIVITY BOOK

School's Out! pages 62-63.

See Teacher's Book page 117 for the answer key.

AB PAGE 64


ENVIRONMENT DAY

Language Objectives

To practise listening skills.

To introduce vocabulary: *contamination, environment, ground, pollution, recycle bin, rubbish, soil*

To develop awareness on environmental issues.

To learn an environment-themed song.

Materials

Digital Book

Activity Book Audio (available online)

Coloured pencils or crayons, old magazines, glue, scissors, blank paper, cardboard

WARMER

Tell the children that you are going to celebrate *Environment Day* together. Each year, on 5 June, celebrations take place all over the world to promote an appreciation of the Earth's environment. Explain that this is an international day aimed at developing environmental awareness by making choices that protect the Earth, for example, conserving energy and water, recycling paper, plastic and other materials, using safe and non-toxic substances, etc. Make sure the students understand that the environment is the air, water and land where people, animals and plants live. Encourage students to consider how pollution directly affects all living things, including plants, animals and people. Elicit actions the children can do to help the planet.

1 Look, read and circle.

Direct the students' attention to Activity 1 and encourage them to look at the illustrations. Ask the class to say something about the pictures (*In the first picture there is a clean environment, a green village, people walking and riding a bike, the sun shining, etc. In the second picture there is a polluted environment with a grey city with a lot of cars, smog, factories, etc.*). Have the students read the sentences below and circle the correct options. Check answers as a class.

► Answers

1 Polluted environment, 2 Clean environment, 3 Clean environment, 4 Polluted environment, 5 Clean environment

2 Listen and sing.  ²³ 

Draw the children's attention to Activity 2. Explain to the student that they are going to listen to a song. Point to the title and say *Let's sing the Environment Song!* Divide the class into three different groups (*air, water and soil / ground*). Play the audio. When they hear the word *air*, the children in this group stand up, when they hear the word *water*, the students in this group clap once and when they hear the word *soil* or *ground*, the children in this group clap twice. Play the audio a few times and encourage the children to listen and sing while performing the actions mentioned above.

3 Make a collage. Then talk. 

Teach the word *collage*. Write the phrases *Clean environment* and *Polluted environment* on the board and tell the children that they are going to make their own collages illustrating the two different environments. Distribute old magazines and white paper. Then ask them to look through the magazines for pictures of things that are good and bad for the environment. They cut out the pictures and glue them onto their sheets of paper to make a collage. Allow the children to be creative: they may also use coloured pencils or crayons, markers, glitter, etc. When all the students have finished, ask volunteers to come to the front, show their collages and talk about their drawings.

S1: *This is my collage. In a clean environment there are plants, trees and butterflies. There are recycling bins. In a polluted environment there are a lot of cars and there is a lot of rubbish.*

Encourage participation and praise the children at all times.

WRAP-UP

Stick the students' collages on large cardboard sheets and exhibit them on the classroom walls. Encourage students to talk about what they do at home and at school to help the environment (*turn off the light / water, put the rubbish in the bin, plant trees, recycle rubbish, walk*). Always praise the children's work and highlight the importance of recycling to take care of the planet. Play *The Environment Song* again and have students dance and sing.

TRANSCRIPT ²³ **Listen and sing: The Environment Song**

The world is our home:
Air, water and soil.

There's pollution in the water,
There's pollution in the air,
There's pollution on the ground,
There's pollution everywhere!

Keep it clean and stop pollution,
Let's work together to get a solution!

AB PAGE 65



FAMILY DAY

Language Objectives

To practise listening skills.

To recycle vocabulary: *brother, family, father, friends, mother, sister, teacher*

To practise the structure *I like (cooking, having lunch, rollerblading, watching TV).*

To learn a family-themed song.

Materials

Digital Book

Activity Book Audio (available online)

Festival Cut-outs: Family Day

Coloured pencils / crayons / markers, glue, scissors, family photos, stapler

WARMER

Describe your own family to the class. Say that you love your family and that you enjoy spending time together, going to the park, playing board / video games, etc. Then ask volunteers to talk about their families and the activities they enjoy doing together. Encourage the children to listen to their classmates with attention and be respectful at all times. Take the opportunity to call the students' attention to the fact that one family can be quite different from another and that neither is better or worse; they are simply different. Make sure the children understand that each family is unique and that love among its members is all that matters.

1 Listen and sing. ²⁴

Ask the children to look at Activity 1 and tell them that they are going to listen to a song. Play the audio and ask the students to listen to it. Then play it again and encourage the children to sing along. Divide the class into two groups and ask each group to sing alternate lines. Repeat and ask the two groups to swap roles.

2 Read, look and number.

Direct the children's attention to Activity 2. Point to the pictures that show families spending time together (*cooking, rollerblading, having lunch, watching TV*). Ask the children to read the sentences, look at the pictures and number them accordingly. Check answers as a class.

► Answers

Clockwise: 2, 3, 4, 1

3 Make a family mini-book.

Tell the children they are going to make a book about their families. Direct the students' attention to the Festivals **Cut-outs** on page 67. Encourage the children to write, draw and colour the template using coloured pencils or crayons. They may also stick family photos and decorate their productions as they wish. Give the children time to work on their mini-books. When they have finished, demonstrate how to cut along the dotted lines and fold the template to make a book and then staple the books for them. Tell the children to work in pairs and show their classmates their family mini-books while they take turns to talk about their families (*This is my mum / dad / sister. This is my home. This is me. I love my brother / grandma*).

It is important to praise the children's drawings because some of them may feel that they are not very good at drawing. Emphasise that perfection is not important. They would rather represent their family members in a fun and personalised way. In addition, it is important to foster tolerance and respect for their classmates' different types of family.

WRAP-UP

Once the children have finished their productions, invite volunteers to take turns to come to the front to show their mini-books to the rest of the class and to talk about their families. The children try to say something about their family members to the class. Encourage them to focus either on their relatives' abilities (*My dad can cook*), on the clothes they are wearing (*My mum's wearing a pink shirt*) or on the activities they like doing together (*We like going to the park*). Praise the children at all times. Make sure all the students participate.

TRANSCRIPT

²⁴ Listen and sing: *My Family*

A family can be small,
A family can be big,
My family are the people
That care about me.

My mother, my father,
My sister, my brother,
My teacher, my friends,
I love all of them!

AB PAGE 66

CHILDREN'S RIGHTS DAY

Language Objectives

To introduce vocabulary: *basic needs, healthy, need, rights, safe, things, want*

To develop awareness on children's rights.

To discuss children's rights.

Materials

Digital Book

Coloured pencils or crayons, glue, scissors, paper, four or five large pieces of cardboard paper, old magazines, Blu-tack

WARMER

Tell the children that you are going to celebrate Children's Rights Day together. Explain that this is an international day celebrated on 20 November each year to promote international togetherness, awareness among children worldwide, and improving children's welfare. Draw the students' attention to the picture of the children holding a banner. Read the definition on the banner (*Children's rights: basic needs and things that every child must have to live a safe, healthy and happy life.*) and make sure the class understand the meaning of every word and phrase, but -most importantly- the sense of the definition.

1 Read and classify.

Tell the children to look at Activity 1. Point at the top box and discuss the words and phrases in it. Then encourage the students to classify them into *Things I need* and *Things I want*. Make sure the children understand the difference between *need* and *want*. Monitor the children's work as you walk along the classroom. When they finish, check students' answers as a class. Accept different answers.

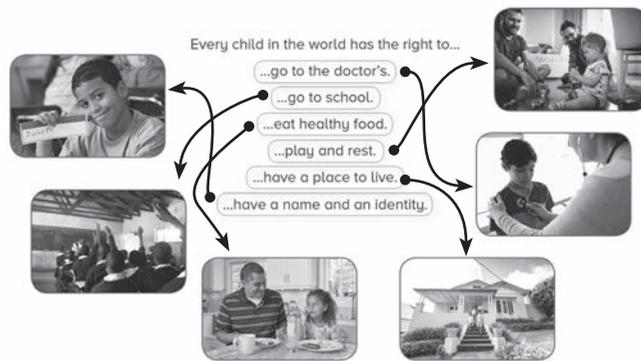
Answers

Things I need: a family, education, healthy food, a name
Things I want: ice cream, a scooter, a game console

2 Look, read and match.

Draw the students' attention to Activity 2. Point to the pictures and ask them to describe what they can see in each photo. Then, tell the children to read the sentences and match them to the pictures. Check students' answers as a class.

Answers



3 Do research and make a class poster.

Ask the children to do some research on children's rights (they may find information on the internet or visit the school / local library). Once they have drawn their own conclusions, discuss their ideas as a class. Ask the children to work in pairs. Encourage them to draw or stick pictures from old magazines on a white sheet of paper. The images should be accompanied by short sentences that illustrate the corresponding children's rights. The students 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 the students have finished, stick their productions on large pieces of cardboard paper and display their work.

WRAP-UP

Play a memory game. Divide the class into two teams. Select a sentence from the class poster on children's rights and read it out loud (for example, *Every child in the world has the right to play and rest*). Read it again and ask the class to repeat after you. Have the children memorise the sentence and then cover it with a piece of paper, using Blu-tack. The first student to produce the exact sentence scores a point for his / her team. Repeat the procedure with the rest of the sentences. The team with the most points is the winner.

Unit 1 - Page 78

- 2 I have breakfast at half past seven. 3 I go to school at eight o'clock. 4 I go to bed at nine o'clock.
- 1 home, half past five, 2 have a shower, have a shower

Page 79

- 1 I go to school by bike. 2 I walk to school. 3 I go to school by car. *Child's own answers*
- 2 I go to school by train. 3 I go to school by bus. 4 I go to school by bike.

Unit 2 - Page 80

- 1 Yes, I have. 2 No, I haven't. 3 Yes, I have. 4 Yes, I have. 5 No, I haven't.
- 1 X, 2 Have you got English on Wednesday? ✓, 3 Have you got Science on Thursday? X, 4 Have you got Spanish on Tuesday? X, 5 Have you got Art on Monday? ✓

Page 81

- 1 Wednesday, 2 PE, Music, 3 Friday, 4 Spanish, Maths,
- 1 I've got English and IT. 2 what have you got today, 3 what have you got today, I've got Spanish and Art.

Unit 3 - Page 82

- 3 There aren't, *Dog*, 4 There's, *Cat*, 5 There isn't, *Dog*
- 2 train station, There's a train station. 3 post office, There isn't a post office. 4 cinema, There's a cinema. 5 museums, There are two museums.

Page 83

- 1 cinemas, 2 post office, 3 fire station, 4 museums, 5 shopping centre; *Child's own answers*
- 1 there, 2 Is there a, there is, 3 Is, a, office, No, there isn't. 4 Are there two, Yes, there are. 5 Is there a, station, No, there isn't. 6 Is there a post office, 7 park, there is

Unit 4 - Page 84

- 1 Is it jumping? No, it isn't. 2 Is it eating? Yes, it is. 3 Is it drinking? No, it isn't. 4 Is it climbing? No, it isn't. 5 Is it swimming? No, it isn't. 6 Is it running? Yes, it is.
- 2 It isn't eating. It's jumping. It's a lion. 3 It's climbing. It isn't running. It's a tiger/lion. 4 It's flying. It isn't climbing. It's a flamingo.

Page 85

- 1 It's got a beak. It hasn't got fur. It's got wings. *An ostrich*, 2 It's got claws. It hasn't got wings. It's got teeth. *A lion*, 3 It hasn't got claws. It's got teeth. It hasn't got fur. *A snake*
- 2 *A flamingo*: It's got two legs. It's got wings. It hasn't got teeth. *A crocodile*: It hasn't got fur. It's got claws. It's got four legs. It hasn't got a beak.

Unit 5 - Page 86

- 2 you, doing, Yes, I do. 3 Do, like, TV, Yes, I do. 4 Do you, using, Yes, I do. 5 Do, like, No, I don't. 6 you like listening, No, I don't.
- 2 Do you like reading comics? 3 Do you like watching TV? 4 Do you like rollerblading? 5 Do you like listening to music?; *Child's own answers*

Page 87

- 2 I don't like rollerblading. *True*, 3 I don't like doing exercise. *False*, 4 I like reading comics. *False*
- 1 I like rollerblading. 2 I like going to the park. 3 I don't like watching TV. 4 I don't like reading comics.

Unit 6 - Page 88

- 1 F, 2 I have spaghetti for lunch. T, 3 I have a pear for lunch. T, 4 I have yogurt for breakfast. F
- 1 dinner, rice, vegetables, 2 What, have, lunch, I, chicken, cauliflower, 3 do, have, I, sandwich

Page 89

- 1 I like, likes, doesn't like; *Model answers*: I like broccoli and rice. My mum likes all vegetables. My sister doesn't like sausages.
- 2 He likes carrots. 3 She doesn't like peas. 4 He doesn't like cauliflower.

REVIEW PRACTICE**Page 90, Units 1 and 2: The Visitor**

- 1 *From left to right and top to bottom*: rock, storybook, spaceship, alien, garden
- 1 nine o'clock *bottom right*, 2 half past five *bottom left*, 3 half past nine *top right*, 4 three o'clock *top left*
- 3 *Child's own drawing and answer*

Page 91, Units 3 and 4: The Diamond Necklace

- 1 *From left to right and top to bottom*: elephant, diamond, thief, monkey, zoo, kangaroo, bag, firefighter
- 2 *From top to bottom and left to right*: 10, 2, 11, 6, 1
- 3 It's empty! (police officer, *top right*), Oh, no! It's the thief! (Noah, *bottom left*), Mum, that kangaroo's got a diamond necklace! (boy, *top left*), That's the museum next to the zoo! (Noah's mum, *centre right*), The police are coming! (firefighter, *bottom right*), Stop that monkey! (thief, *centre left*)

Page 92, Units 5 and 6: What's for Dinner?

- 1 *From top to bottom*: 3, 4, 1, 2
- 1 Spain → Italy, 2 eggs → fruit, 3 Bianca → Paolo 4 breakfast → dinner, 5 ham → vegetables
- 3 *Child's own answers*

READY, STEADY, GO!

Page 2

- 1 name, My, you, eight
- 2 **Animals:** parrot, rabbit, **Clothes:** coat, hat, T-shirt, **Toys:** ball, car, teddy, **Food:** apple, banana, cake

Page 3

- 1 2 o, 3 u, 4 r, 5 n, 6 a, 7 m, 8 e
- 2



Page 4

- 1 Monday 2, Tuesday 5, Wednesday 6, Thursday 7, Friday 1, Saturday 4, Sunday 3
- 2 *Model answers:* 1 Friday, 2 My, green, 3 My favourite, pizza, 4 My favourite, is the cat

Page 5

- 1 *From left to right and top to bottom:* 9:00, 3:30, 7:30, 11:00, 4:00, 2:30
- 2 2 nine, 3 past four, 4 eight o'clock, 5 twelve o'clock, 6 half past one

UNIT 1

Page 6

- 1 *Left column:* go home, have lunch, go to bed, have breakfast, *right column:* have dinner, get up, have a shower
- 2 *go:* home, to bed, *get:* up, *have:* a shower, breakfast, lunch, dinner

Page 7

- 1 *Left column:* I get up at half past seven. I go to school at half past eight. I have dinner at half past nine. *Right column:* I have breakfast at eight o'clock. I go home at four o'clock. I have a shower at seven o'clock.
- 2 1 school, 2 half past twelve, 3 have, shower, 4 half past nine

Page 8

- 1 *From left to right:* 10:00, 10:30, 11:00, 3:00, 5:30, 12:00
- 2 1 time, up, 2 What, do, school, 3 time, do, have, 4 What, time, you, home, 5 What, time, you, go, bed; *Child draws clock hands*

Page 9

- 1 3, 6, 2, 5, 1, 4; *From left to right:* fruit, water, bike, hands, teeth, Sleep
- 2 *Child's own answers*

Page 10

- 1 *From top to bottom:* Mike, Star, Emily, Felix, Jay
- 2 1 eight o'clock, 2 bike, 3 to school, 4 train
- 3 *Child's own answers*

Page 11

- 1 1 train, 2 walk, 3 bike, 4 bus, 5 car; 2, 5, 1, 4, 3
- 2 *From left to right:* by bus, by car, walk to school, *Model answer:* I go to school by train. *Child's own drawing*

Page 12

- 1 half past seven, Then, shower, bus, home, half past four, Then, dinner, book, Then, bed
- 2 eat, teeth, knee, meat, read, **ee:** teeth, knee, **ea:** eat, read

Page 13

- 1 1 shower *top right*, 2 school *bottom left*, 3 lunch *top left*, 4 train *bottom right*, 5 teeth *centre right*, 6 bed *centre left*
- 2 1 up (08:00), 2 school (walk), 3 have (1:30), 4 fruit (✓), 5 time (4:00)

UNIT 2

Page 14

- 1 *Across:* 2 Music, 5 PE, 6 English, *down:* 1 Spanish, 2 Maths, 3 IT, 4 Science
- 2 1 I'm playing the piano. (Music), 2 I'm doing an experiment. (Science), 3 I'm running. (PE), 4 I'm painting a picture. (Art)

Page 15

- 1 2 Music, 3 Art, 4 Maths, 5 English; *Child's own answers*
- 2 1 X, 2 Have you got PE on Tuesday? ✓, 3 Have you got Science on Friday? X, 4 Have you got English on Tuesday? ✓, 5 Have you got Art on Friday? ✓

Page 16

- 1 Betsy: English and IT, Ricky: Science and PE, Anna: English and Art, Oliver: Art and Science, Chris: IT and Music
- 2 1 English, Art, Anna, 2 Science, PE, Ricky, 3 IT, Music, Chris
- 3 *Model answer:* I've got English, Art, IT, PE, Maths and Science today.

Page 17

- 1 *Anticlockwise:* Canada, USA, Ireland, UK, New Zealand, Australia
- 2 1 Italian, 2 Spanish, 3 26, 4 Australia, 5 E

- 3 *Model answer:* Hello! I'm Carlos from Argentina. I've got Art and Science on Monday and Wednesday. My favourite word in English is *magic*.

Page 18

- the new librarian, make a cake, very funny, sit down quietly, noise in the library
- 1 ...is in the library. 2 ...has got English on Tuesday. 3 ...like jokes. 4 ...is very scary.
- Child's own answers*

Page 19

- 1 atlas, 2 cookbook, 3 joke book, 4 dictionary, 5 comic book; *Child's own answers*
- library, friends, storybooks, art, joke books

Page 20

- Child's own answers*
- snake, face, rain, paint, plane, rainbow; **a_e:** snake, face, plane; **ai:** rain, paint, rainbow

Page 21

- atlas: 3, storybook: 1, dictionary: 6, cookbook: 5, joke book: 2, comic book: 4
- Yes, have, Have, on, haven't, Art, Spanish, PE, Maths

UNIT 3

Page 22

- 1 swimming pool, 2 museum, 3 post office, 4 hospital, 5 cinema, 6 fire station, 7 shopping centre, 8 train station
- Clockwise:* 2, 4, 3, 1

Page 23

- 1 There's, 2 There isn't, 3 There aren't, 4 There's, 5 There's, 6 There are, 7 There isn't, 8 There's
- 2 There's a hospital. *White Town*, 3 There's a fire station. *Grey Town*, 4 There isn't a train station. *White Town*, 5 There isn't a swimming pool. *Grey Town*, 6 There's a shopping centre. *Grey Town*

Page 24

- 1 museum **X**, fire station **✓**, cinema **✓**, train station **X**, post office **✓**, swimming pool **✓**
- 1 Is there a shopping centre? No, there isn't. 2 Is there a fire station? Yes, there is. 3 Is there a hospital? Yes, there is. 4 Are there any swimming pools? No, there aren't.

Page 25

- This big statue is in Scotland. *Top right*, You can see this wall in Germany. *Bottom right*, This colourful mural is in France. *Top left*, You can see this sculpture in Spain. *Bottom left*; *Child's own answers*
- 1 *False*, 2 *True*, 3 *True*, 4 *False*, 5 *True*
- cat, big, metal; statue, blue, metres

Page 26

- 1 zebra crossing, 2 river, 3 park, 4 postcard; 4, 3, 2, 1
- 1 city, 2 cousin, 3 zebra, 4 Rosie
- Child's own answers*

Page 27

- Top to bottom:* village, noisy, country, do, park
- 1 country, 2 village, 3 I live in a town. 4 I live in a city.

Page 28

- post office, fire station; swimming pools; cinemas; library
- nose, orange, sofa, hospital, clock, photo, frog; *hippo:* nose, sofa, photo, *hospital:* orange, clock, frog

Page 29

- city, village, swimming pool, library, comic books
- 1 post office, 2 frog, 3 park, 4 city, 5 shopping centre, 6 museum, 7 fire station, 8 cinema, 9 hospital, 10 bike, 11 sofa, 12 swimming pool; train station

UNIT 4

Page 30

1

C	U	B	O	R	T	I	K	Y	B	E
R	A	D	I	L	I	N	A	X	F	E
O	X	O	L	M	G	O	N	F	U	L
C	M	O	N	K	E	Y	G	R	H	E
O	G	H	C	L	R	G	A	E	X	P
D	U	P	H	O	S	T	R	I	C	H
I	L	U	G	Y	D	F	O	D	S	A
L	S	Z	G	M	L	I	O	N	H	N
E	M	T	F	E	S	E	L	B	M	T
F	L	A	M	I	N	G	O	E	L	A

- 1 flamingo, 2 tiger, 3 monkey, 4 ostrich

Page 31

- 1 climbing, 2 running, 3 flying, 4 jumping, 5 drinking, 6 eating, 7 swimming
- No, it isn't. Yes, it is. No, it isn't.; No, it isn't. No, it isn't. Yes, it is.; Yes, it is. No, it isn't. No, it isn't.

Page 32

- 6, 4, 2, 3, 1, 5
- Child's own drawing and answers*

Page 33

- twenty-five tigers, thirty-three gorillas, fifty-six zebras, seventy-two elephants, one hundred crocodiles
- carnivores:** crocodiles, tigers, **herbivores:** zebras, gorillas, elephants, **omnivores:** flamingoes, ostriches
- 1 animals, 2 carnivores, 3 gorillas, 4 sixty, 5 ninety-five

Page 34

- 1 Can ostriches fly? *Bottom right*, 2 Is it dangerous? *Top right*, 3 Mum, the zebra's missing! *Bottom left*, 4 What an amazing painting! *Top left*
- 2 1 an artist, 2 Mum, 3 sleepy, 4 wings, 5 zebra, 6 grass
- 3 *Child's own answers*

Page 35

- 1 1 fur, 2 teeth, 3 beak, 4 claws, 5 wing, 6 tail
- 2 *elephant*: It hasn't got, It's got, It hasn't got; *crocodile*: It hasn't got, It's got, It's got, teeth; *ostrich*: *Model answer*: It hasn't got teeth. It's got wings. It's got a beak.

Page 36

- 1 climbing, tail, swimming, teeth, drinking, wings;
- 2 *From top to bottom*: b, v, b, b, v, v; **b**: beak, banjo, **v**: vampire, vulture

Page 37

- 1 2 forty-nine, 3 sixty-six, 4 seventy-one, 5 ninety-six
- 2 Lidia: tiger *bottom left*, Toby: crocodile *top left*, Millie: monkey *top right*, Leo: flamingo *bottom right*
- 3 *From left to right*: It's an ostrich. It's running. It's a monkey. It's climbing (a tree). It's a zebra. It's drinking (water).

UNIT 5

Page 38

- 1 reading comics, rollerblading, doing exercise, going to the park, listening to music, watching TV, using the internet, playing the recorder
- 2 1 playing the recorder, 2 doing exercise, 3 rollerblading, 4 listening to music, 5 using the internet, 6 reading comics

Page 39

- 1 Anita: ✓, X, ✓, X, James: X, ✓, ✓, X, ✓
- 2 1 Yes, I do. 2 No, I don't. 3 Yes, I do. 4 No, I don't. 5 Yes, I do. 6 Yes, I do.

Page 40

- 1 2, 1, 5, 4, 3, 6; *Child's own answers*
- 2 1 I like reading comics. *Bottom right*, 2 I don't like using the internet. *Top left*, 3 I like going to the park. *Top right*, 4 I don't like watching TV. *Bottom left*, 5 I like playing the recorder. *Centre Right*

Page 41

- 1 6, 1, 4, 3, 5, 2
- 2 **string instruments**: guitar, double bass
percussion instruments: drum, xylophone
wind instruments: flute, recorder
- 3 1 string, 2 six, 3 double bass, 4 xylophone, 5 wind, 6 percussion

Page 42

- 1 1 Let's watch TV! *Bottom left*, 2 Don't make a mess now! *Bottom right*, 3 No, let's tidy up first. *Top left*, 4 I love playing games! *Top right*
- 2 1 Rosie, 2 Fred, 3 Dad, 4 Mum
- 3 *Child's own answers*

Page 43

- 1 *From top to bottom*: amazing, play, photos, games, do, learn
- 2 1 learning new things, 2 watching videos, 3 finding information, 4 looking at photos

Page 44

- 1 how old? nine years old, family? dad, sister, English teacher? Anna, favourite subjects? IT, Music, Science, like? playing computer games, doing exercise, don't like? reading comics; Tyler, nine, dad, sister, Anna, IT, Music, Science, playing computer games, doing exercise, reading comics
- 2 crocodile, dinner, six, bike, river, five; *fish*: dinner, six, river, *kite*: crocodile, bike, five

Page 45

- 1 1 playing the recorder 😊, 2 doing exercise 😊, 3 watching TV 😞, 4 going to the park 😞, 5 using the internet 😊, 6 listening to music 😊
- 2 1 I don't like rollerblading. 2 I don't like playing the recorder. 3 I like reading comics. 4 I like using the internet; 2, 3, 1, 4

UNIT 6

Page 46

- 1 spaghetti, eggs, sausages, bread, ham, cereal, vegetables, rice
- 2 3, 1, 2

Page 47

- 1 *Child's own drawings*
- 2 1 sausages, vegetables, spaghetti, apple, 2 eggs, banana, I have sausages and vegetables for lunch. I have bread and ham for dinner.

Page 48

- 1 **breakfast**: bread ✓, ham ✓, **lunch**: rice ✓, vegetables ✓, **dinner**: spaghetti ✓, apple ✓
- 2 2 I have rice for lunch. 3 I have soup for dinner. 4 I have spaghetti for lunch. 5 I have ham for dinner. 6 I have eggs for breakfast.; *Child's own answers*

Page 49

- 1 *Anticlockwise*: leaves, stem, fruit, roots, seed
- 2 1 The seed is in the soil. 2 The small plant has got roots and a stem. 3 The tree has got leaves and green fruit. 4 The fruit is big and orange.
- 3 1 stem, 2 leaves, 3 roots

Page 50

- do you have, like carrots, favourite vegetable, Luke, Rosie, my cauliflower cake
- 1 doesn't like, 2 Saturday, 3 country, 4 carrot, 5 broccoli
- Child's own answers*

Page 51

- 1 likes, 2 doesn't like, 3 likes, 4 likes, doesn't like
- 1 celery, 2 doesn't like celery. She likes beans and broccoli. 3 Audrey doesn't like cauliflower. She likes beans and carrots. 4 Carter doesn't like carrots. He likes broccoli and peas.

Page 52

- fruit, like, carrots, beans, lunch, I like a banana and cake for a snack, I like fish, rice and yogurt for dinner
- cheese, chocolate, chips, chicken, chillies, cherries; cheese: 1, chicken: 6, cherries: 9, chips: 4, chillies: 8, chocolate: 3

Page 53

- dinner, mum, fish, likes; lunch, brother, spaghetti, ham, doesn't like
- 1 carrots, 2 cereal, 3 sausages, 4 vegetables, 5 rice, 6 fruit, 7 celery, 8 broccoli, 9 strawberry, 10 spaghetti, 11 bread; cauliflower

MY NEW WORDS

UNIT 1

Page 54

- Child's own answers*

UNIT 2

Page 55

- Child's own answers*
- 1 Art, 2 English, 3 Maths, 4 Science, 5 PE, 6 IT, 7 Music, 8 Spanish

UNIT 3

Page 56

- Child's own answers*; post office, fire station, swimming pool, shopping centre

UNIT 4

Page 57

- From left to right and top to bottom, *Model answers*: crocodile, It can't climb. *Elephant*, It's got big ears. *Flamingo*, It can fly. *Kangaroo*, It's got short arms. *Lion*, It can run. *Monkey*, It's got a long tail. *Ostrich*, It can't climb. *Tiger*, It's got big teeth.

UNIT 5

Page 58

- Child's own answers*

UNIT 6

Page 59

- Child's own answers*

SCHOOL'S OUT!

Pages 60-61

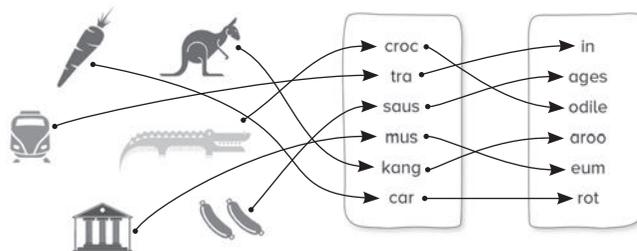
- 1 crab, 2 sandcastle, 3 seaweed, 4 shell, 5 frisbee, 6 wave, 7 seagull, 8 starfish

2



- 1 A, 2 A, 3 B, 4 A, 5 B, 6 A, 7 B, 8 B

4



- 1 blue, purple, 2 comic book, 3 four o'clock, 4 No, there isn't. 5 spaghetti, 6 guitar

Pages 62-63

- Child's own answer*, 2 Thursday, 3 Art, Spanish, Maths, 4 Yes, I have. / No, I haven't. 5 Yes, I do. / No, I don't. 6 fire station, F-I-R-E-S-T-A-T-I-O-N, 7 Yes, I do. / No, I don't. 8 kangaroo, tiger, ostrich, 9 No, it isn't. 10 *Model answer*: flamingo, parrot, 11 *Child's own answer*, 12 It's nine o'clock. 13 *Child's own answer*, 14 bread, sausages, eggs, 15 *Child's own answer*, 16 *Child's own answer*, 17 crocodile, C-R-O-C-O-D-I-L-E, 18 Yes, I have. / No, I haven't. 19 Saturday, 20 Yes, I have. / No, I haven't. 21 *Model answers*: claws, fur, big teeth and a tail, 22 Yes, I do. / No, I don't. 23 *Child's own drawing*, 24 Fred, Rosie, Mike, 25 *Model answer*: lion, tiger, crocodile, 26 cinema, C-I-N-E-M-A

READY, STEADY, GO!

Write the days in the correct order.

Then listen and match.  1

Hello! It's Monday. Look at me! I'm reading a book.
It's Tuesday today. I'm playing the guitar. I'm playing the guitar and singing.

Wednesday is my favourite day. Look! I've got some balls and I'm juggling.

Today is Thursday. I'm hungry. I'm eating a banana.

Today is Friday. Look at me! I'm riding a bike. I'm very fast!

Hurray! It's Saturday. I'm drawing a picture today. I'm drawing a dinosaur.

Today is Sunday. I'm taking a photo of my dog.

UNIT 1

Listen and draw the hour hand.  2

Narrator: Hello, wizard! What time do you get up?

Boy wizard: I get up at ten o'clock.

Narrator: Ten o'clock, that's nice!

Narrator: Do you have a shower in the morning?

Boy wizard: Yes, I do!

Narrator: What time do you have a shower?

Boy wizard: I have a shower at half past ten.

Narrator: Half past ten. OK. And what about school?
What time do you go to school?

Boy wizard: I go to school at eleven o'clock.

Narrator: Eleven o'clock! I like your school!

What time do you have lunch?

Boy wizard: I have lunch at three o'clock. I like lunch!

Narrator: What time do you go home?

Boy wizard: I go home at half past five.

Narrator: What time do you go to bed?

Boy wizard: I go to bed at twelve o'clock.

Narrator: Twelve o'clock?

Boy wizard: Yes, I go to bed and I read a book
about ghosts! I like ghosts!

Narrator: Oh! I don't like ghosts!

Complete. Then listen and circle.  3

Jason: Hello, Olivia.

Olivia: Hi, Jason.

Jason: Olivia, what time do you get up?

Olivia: I get up at eight o'clock.

Jason: How do you go to school?

Olivia: I walk to school. I like walking.

Jason: Oh, I like walking too! What time do you
have lunch?

Olivia: I have lunch at half past one.

Jason: Do you eat fruit?

Olivia: Yes, I do. I eat apples, melon and bananas.
I like fruit.

Jason: What time do you go home?

Olivia: I go home at four o'clock.

UNIT 2

Listen and match.  4

Chris, Oliver, Anna, Ricky: Hello, Betsy!

Betsy: Hi! Today's my favourite day. I've got English and IT.

Betsy: Hello, Ricky! What have you got today?

Ricky: I've got Science.

Betsy: Have you got PE?

Ricky: Yes, I have. I like PE.

Betsy: Anna, what have you got today?

Anna: I've got Art. I like Art.

Betsy: Yes, me too. Have you got Music?

Anna: No, I haven't. I've got English.

Betsy: Oliver! What have you got today?

Oliver: I've got Art and Science.

Betsy: What have you got today, Chris?

Chris: I've got IT and Music.

Betsy: Do you like Music?

Chris: Yes, I do.

Listen and circle.  5

Reading Is for Everyone!

Reading is great! Reading is fun!
Reading is for everyone!

We've got library at half past three,
We all love books, my friends and me.
Dictionaries, atlases, storybooks too,
Now go and choose a book for you!

Reading is great! Reading is fun!
Reading is for everyone!

Books about science, books about art,
So many books, I don't know where to start.
Cookbooks, joke books, comic books and more,
I like to read them lying on the floor!

Reading is great! Reading is fun!
Reading is for everyone!

Look and complete.

Then listen and number.  6

1

Boy: What are you doing?

Jenny: I'm reading a book about a pirate. It's scary!

2

Jenny: Ha, ha, ha!

Boy: Jenny, what are you reading?

Jenny: I'm reading a funny book... ha, ha, ha, ha!

Boy: Oh! Can I read it too?

Jenny: Yes!

3

Jenny: Oh, look, here's Canada. And here's Mexico.
And this is Argentina.

4

Jenny: Oh, wow! I like this book. It's about a superhero.

5

Boy: What are you doing?

Jenny: I'm making a cake.

Boy: Is it a chocolate cake?

Jenny: No, it isn't! It's a chocolate and strawberry cake.

Boy: Mmm, delicious. I love strawberries.

6

Boy: Jenny, how you do spell 'elephant'?

Jenny: Elephant? Er, one moment, it's E-L-E-P-H-A-N-T.

Boy: OK, thanks.

UNIT 3

Complete.

Then listen and tick ✓ or cross X.  7

Boy: Hello, do you live in this town?

Girl: Yes, I do.

Boy: Oh, good! Is there a post office here?

Girl: Yes, there is.

Boy: Fantastic!

Hmm... Is there a museum?

Girl: No, there isn't. We haven't got a museum here.

Boy: Oh, OK. Is there a train station in this town?

Girl: No, there isn't.

Boy: Alright, is there a fire station?

Girl: Yes, there is. It's very close.

Boy: Oh, good. Is there a swimming pool?

Girl: Yes, there is. Do you like swimming?

Boy: Yes, I do. I swim every day. And what about
a cinema? Is there a cinema?

Girl: Yes, there is. It's a big cinema.

Boy: Excellent. I like your town!

Girl: Me too. Have a good day.

Boy: Thanks, bye!

Listen and circle.  8

Where Do You Live?

Do you live in a village

Or a great big city?

Is it very noisy?

Is it very pretty?

Do you live in the country?

What's it like?

Can you go shopping?

Can you ride a bike?

Do you live in a town?

Is it old or new?

Is it big or small?

Is there lots to do?

Is there a park

With flowers and trees?

Where do you live?

Tell me, please!

Listen and circle.  9

Boy: Where do you live?

Girl: I live in a city. How about you?

Boy: Oh, I live in a village.

Girl: Is there a swimming pool?

Boy: No, there isn't. But there's a library.

Girl: I love reading!

Boy: Me too! My favourite books are comic books.

Girl: Oh, that sounds good!

Boy: Come and visit me!

UNIT 4

Listen and number.  10

1

Girl: Let's play a game. What's my animal?

Boy: Is it climbing a tree?

Girl: No, it isn't. It's swimming.

Boy: Is it an ostrich?

Girl: No, it isn't.

2

Boy: My turn! What's this animal? It isn't eating.
It isn't climbing a tree. It's flying.

Girl: It's flying! I know!

3

Girl: This animal isn't eating. It's climbing a tree.

Boy: Oh! Is it a lion?

Girl: No, it isn't.

4

Boy: I've got an animal. It isn't swimming and it isn't climbing a tree.

Girl: Is it eating?

Boy: Yes, it is!

5

Girl: My turn now.

Boy: Is the animal swimming?

Girl: No it isn't. It's climbing a tree. It isn't a monkey.

6

Girl: Is your animal a crocodile?

Boy: No, it isn't. This animal isn't swimming. It's running.

Girl: Oh, I know!

Listen and match.  11

1

Lidia: Hello! My name's Lidia. My favourite animal is really beautiful. It's got claws and teeth. It's a big cat and it's got orange and black fur.

2

Toby: Hi, I'm Toby! This animal is really interesting. It's got a long tail and claws. It's got lots of teeth. It's my favourite animal.

3

Millie: I'm Millie! My favourite animal can climb trees. It's got hands like me but it's got a tail. It's very clever!

4

Leo: Hi! My name's Leo. I really like this animal. It's a bird. It's got wings and it can fly. It's pink.

UNIT 5

Listen and tick ✓ or cross X.  12

Interviewer: Hello Anita, can I ask you about your hobbies?

Anita: Yes, of course.

Interviewer: Do you like playing the recorder?

Anita: Yes, I do.

Interviewer: OK! Do you like using the internet?

Anita: Yes, I do. The internet's fantastic!

Interviewer: Do you like reading comics?

Anita: No, I don't.

Interviewer: Do you like going to the park?

Anita: Yes, I do. I ride my bike in the park.

Interviewer: Good! Do you like watching TV?

Anita: No, I don't. I don't like TV.

Interviewer: Thanks, Anita.

Interviewer: Hi, James. I've got some questions for you. Do you like playing the recorder?

James: No, I don't. I don't like music.

Interviewer: Alright, do you like using the internet?

James: Yes, I do.

Interviewer: Do you like reading comics?

James: Yes, I do. I've got lots of comics.

Interviewer: Do you like going to the park?

James: No, I don't.

Interviewer: Do you like watching TV?

James: Yes, I do. I like TV.

Interviewer: Thanks, James. Bye!

James: Bye!

Listen and circle.  13

The Internet's Fantastic!

The internet's amazing,
We use it every day
To learn new things, or just have fun,
It helps us work and play.

Finding information,
Looking at photos too,
Watching videos,
Playing games,
There's such a lot to do.

The internet's fantastic,
It's always lots of fun,
So many things that we can learn,
There's something there for everyone.

Look and complete.

Then listen and draw faces.  14

1

Interviewer: Hello, Riley!

Riley: Hi!

Interviewer: What do you do in your free time, Riley?

Riley: Well, I like playing the recorder. I practise every day.

2

Interviewer: And do you like doing exercise?

Riley: Yes, I do. I like running and swimming.

3

Interviewer: Do you like watching TV?

Riley: No, I don't. It's boring!

4

Interviewer: What do you do on Saturdays?

Riley: Well, sometimes I visit my granny. Sometimes we go to the park, but I don't like going to the park.

5

Interviewer: Have you got a computer?

Riley: Yes, we have!

Interviewer: What do you like doing on the computer?

Riley: Well, I really like using the internet.

6

Interviewer: You play the recorder, but do you like listening to music?

Riley: Yes, I do! I like listening to music before I go to bed.

Interviewer: Thanks, Riley!

UNIT 6

Write. Then listen and tick ✓.  15

Chef: Hello, George. Welcome to the food show! Tell us, what do you have for breakfast?

George: I have bread and ham for breakfast.

Chef: Bread and ham, great! Do you have cereal too?

George: No, I don't like cereal.

Chef: OK. What do you have for lunch?

George: I have rice for lunch.

Chef: What do you have with the rice?

George: I have vegetables. I like vegetables.

Chef: Good. What do you have for dinner?

George: I have spaghetti. Spaghetti's my favourite food.

Chef: Yes, spaghetti's delicious. Do you have fruit for dinner too?

George: Yes, I do. I have an apple.

Chef: Great, thanks George.

Listen and circle.  16

Gracie: Hi! I'm Gracie. My favourite meal of the day is dinner. I eat it with my mum. I have fish and vegetables. Mum really likes vegetables!

Henry: My name is Henry and my favourite meal of the day is lunch. I have it with my brother. I love spaghetti. I have it with ham. My brother doesn't like ham.

MY NEW WORDS

UNIT 1

Listen and repeat.  17

get up, go home, go to bed, go to school, have a shower, have breakfast, have dinner, have lunch

UNIT 2

Listen and repeat.  18

Art, English, IT, Maths, Music, PE, Science, Spanish

UNIT 3

Listen and repeat.  19

cinema, fire station, hospital, museum, post office, shopping centre, swimming pool, train station

UNIT 4

Listen and repeat.  20

crocodile, elephant, flamingo, kangaroo, lion, monkey, ostrich, tiger

UNIT 5

Listen and repeat.  21

doing exercise, going to the park, listening to music, playing the recorder, reading comics, rollerblading, using the internet, watching TV

UNIT 6

Listen and repeat.  22

bread, cereal, eggs, ham, rice, sausages, spaghetti, vegetables

GO UP! 3 AUDIO CD1

TRACK

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| 1.3 | Ready, Steady, Go! Page 6, Song: <i>My Favourite Day</i> |
| 1.4 | Ready, Steady, Go! Page 6, Activity 2 |
| 1.5 | Ready, Steady, Go! Page 7, Activity 1 |
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| 1.8 | Unit 1 Page 8, Activity 2 |
| 1.9 | Unit 1 Page 8, Activity 2 |
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TRACK

CONTENT

- | TRACK | CONTENT |
|-------|--|
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GO UP! 3 AUDIO CD2

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40	Song: <i>Amazing Animals</i>
41	Song: <i>Fun Time</i>
42	Song: <i>The Internet's Fantastic</i>
43	Song: <i>At the Supermarket</i>
44	Song: <i>We Love Vegetables!</i>
45	Song: <i>School's Out!</i>



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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.

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- Interactive Activities

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A1 A2 B1 B2 C1

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