

Lighthouse



Teacher's Book

Brendan Dunne • Robin Newton

 Richmond





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Introduction

Lighthouse approach

Lighthouse is a six-level series for primary learners. It combines a structural grammar-based course with a functional syllabus to promote communicative language use in reading, speaking, listening and writing.

Lighthouse introduces and practises the main grammar and vocabulary items, taking into consideration learners' individual needs.

Lighthouse also gives students lots of opportunities to understand and use the language for themselves and at their own pace. It promotes interaction through pair and group work. Students build up their independence by helping and learning from each other. It establishes the right kind of environment for all types of students to enjoy learning English.

Student's Book

- ✱ consists of 9 units with 10 pages each
- ✱ is clearly organised and consistent
- ✱ includes a **pictionary** for all new vocabulary

Unit opener

presents new words in such a way that students discover their meaning independently.



provides useful everyday English expressions related to the theme of the unit.

Time to practise!

gives students the opportunity to review the new structure and vocabulary.

Pair work

is introduced in the series as a special feature so that students can communicate with each other more effectively.

Stickers

provide dynamic interaction with textbook activities.

Chant

practises the new structure and the grammar rule.

Language presentation

opens with a model sentence and then is clearly explained on two pages.



shows examples of the new grammar structures along with a task for students.

Time to write

helps students develop their writing skills through manageable, step-by-step tasks.

Introduction

The lighthouse keepers' story

contains texts appropriate to students' age, interests and language level. They are presented by the **Lighthouse** keepers, Joe and Sally. The texts are fully developed through *Before* and *After you read* sections.



Light up the world

introduces students to information about other cultures through a series of motivating texts and activities.



Pictionary

provides audio and visual support to help students to actively review the new words in each unit.



Activity Book

- ✱ provides grammar and vocabulary reinforcement
- ✱ the first eight pages of each unit shadow the material covered in the Student's Book
- ✱ the last two pages offer self-evaluation tasks and a project to be done with the family

Check what you know!

is a part of the Time to check page. It helps students to evaluate their progress at the end of each unit. There is no writing involved, so it is quick and easy and allows teachers to identify students who need help. Students evaluate themselves by completing the faces:



My project

gives family members an opportunity to get involved in students' learning in an enjoyable way.



My spelling practice

gives students the opportunity to reinforce the written form of vocabulary taught in each unit.



Teacher's Book

- ✱ is very clear and easy to use
- ✱ includes all the Student's Book answers in every lesson page
- ✱ shows reduced pages from the Activity Book with answers



Light on new words

lists new vocabulary with phonetic transcriptions and a space to write the words in your own language.



Objectives

highlight the target language for each unit.



Teaching tip

suggests different strategies to create an effective learning environment.



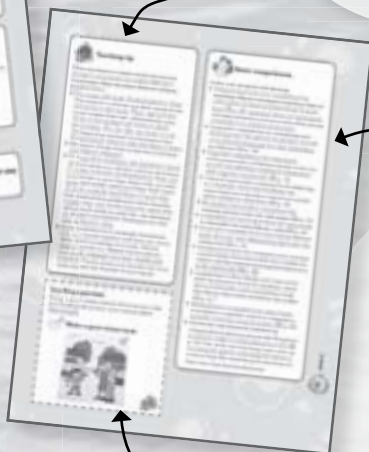
Light on grammar

summarises the grammar items taught in the unit; gives easy explanations for each structure.



Light on real language

highlights the expressions presented in the unit.




Basic competences

list competences that students will accomplish in every lesson. They focus on educating the children as a whole, helping them also develop interpersonal and learning to learn competences, among others.

The lighthouse keepers' story

tells you the title of the unit story; the picture of the lighthouse keepers relates to the theme of the unit.

Unit value

can be found in the ; it is a craft activity to make the value more meaningful to children.



Introduction

Activities within the sections

Warm-up

establishes a nonthreatening atmosphere in the classroom.

Transcripts

are provided for all the listening activities except when the text is present in the Student's Book.








Wrap-up

personalises and consolidates the language and concepts practised in the lesson.

Icons

allow for quick identification of time and components needed for each activity.

Teacher's Book icons

-  Activity Book
-  Activity time
-  Craft activity
-  Teacher's Resource CD-ROM
-  Teaching tip
-  Time for a game
-  Time for a test

Key to phonetic transcripts

Consonants:

p	pink	ʒ	treasure
b	ball	h	hello
t	talk	tʃ	chalk
d	doll	dʒ	bridge
k	cave	m	man
g	give	n	now
v	vase	ŋ	song
θ	think	w	with
ð	this	r	rock
s	salt	l	live
z	zebra	j	you
ʃ	short		

Vowels:

ɪ	fish	ʌ	up
i:	tree	eɪ	train
æ	cat	əʊ	phone
ɑ:	car	aɪ	bike
ɒ	clock	aʊ	owl
ɔ:	horse	ɔɪ	boy
ə	father	ɪə	ear
ʊ	look	eə	hair
u:	flute	ʊə	tour
ɜ:	bird		
e	egg		

· divides syllables
' stressed syllable

Class CDs

- ✦ The teachers are provided with a complete audio set containing all the songs, listening activities, and stories in each level.




Teacher's Resource CD-ROM




- ✦ The Teacher's Resource CD-ROM contains a wealth of printable and photocopiable worksheets divided into sections:
- ✦ Celebrations
- ✦ Richmond Primary Reader
- ✦ Tests
- ✦ Values
- ✦ Vocabulary lists
- ✦ Young Learner and Trinity Exams tips

Celebrations

can be found in the ; these three-step activities foster cooperation and teamwork. Students work together in three teams to complete different parts of each activity. Then, they assemble the finished parts to create a classroom decoration.

Tests

can be found in the ; each test consists of three pages that evaluate the grammar and vocabulary, as well as reading strategies from the unit.

Student's CD-ROM

- ✦ includes lots of fun activities to do at home to consolidate the language learned at school



Scope and sequence

Unit



1

My day

new words

Daily routines: brush your teeth, get up, go to bed, go to school, have a snack, have breakfast, have lunch, have dinner, have a shower



Light on real language

What time is it? It's ten o'clock. It's half past five.

Present simple

(routines): I get up at half past seven. I have lunch at two o'clock. What time do you have breakfast? I have breakfast at seven o'clock.



The Lighthouse Keepers' story

You're late, Monica!



Light up the world

Canada



2

In the city

new words

City places: bookshop, bus station, fire station, hospital, library, shopping centre, cinema, museum, park, pet shop, restaurant, shoe shop, supermarket, toy shop



Light on real language

Don't touch! Don't run! Don't walk on the grass! Don't talk!

Prepositions of place (behind, between, next to, opposite):

Where's the cinema? It's next to the museum. It's between the museum and the library.

There is / There isn't: There's a library. There isn't a fire station. Is there a bookshop? Yes, there is. / No, there isn't.



The Lighthouse Keepers' story

That's my jacket!



Light up the world

Italy



3

Animal adventure

new words

Animals: bat, butterfly, crocodile, elephant, frog, gorilla, hippo, leopard, lion, monkey, ostrich, snake, turtle, zebra



Light on real language

I think it's scary. I don't think it's scary. I think it's cute.

Can / Can't: It can swim. It can't fly. Can it fly? Yes, it can. / No, it can't.

Present simple: The zebra lives in the savannah. It eats plants. Does it eat plants? Yes, it does. / No, it doesn't.



The Lighthouse Keepers' story

The turtle and the rabbit



Light up the world

China



4

At the clothes shop

new words

Clothes: belt, coat, glove, jeans, scarf, socks, sunglasses, jumper, tie

Numbers: thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred



Light on real language

How much is the scarf? It's 14 pounds. How much are the socks? They're 3 pounds.

Possessives: Whose scarf is this? It's Dave's. Whose gloves are these? They're Lucy's.

These / Those: These are my sunglasses. Those are my gloves.



The Lighthouse Keepers' story

Let's go shopping!



Light up the world

Singapore





<p>5</p> <p>Rain or sun?</p>	<p>new words</p> <p>Weather: cloudy, cold, hot, raining, snowing, sunny, windy Seasons: spring, summer, autumn, winter</p> <p> Light on real language</p> <p>What's the weather like? It's snowing.</p>	<p>Present simple: We wear sandals. We don't wear boots. Where do you go on Sundays? We go to the park. What do you play? We play football.</p>	<p> The lighthouse keeper's story</p> <p>A mountain adventure</p> <p> Light up the world</p> <p>Egypt </p>
<p>6</p> <p>Food, food, food!</p>	<p>new words</p> <p>Food: avocado, bread, cheese, pepper, chocolate, egg, ham, lemon, lemonade, meat, pear, potato, crisps, rice, sausage, soup, tomato</p> <p> Light on real language</p> <p>It's spicy. They're salty. It's sweet. They're sour.</p>	<p>Countable and uncountable nouns: There are some apples. There's some cheese. There isn't any ham. There aren't any pears.</p>	<p> The lighthouse keeper's story</p> <p>Granny makes a cake!</p> <p> Light up the world</p> <p>France </p>
<p>7</p> <p>I want to be an astronaut</p>	<p>new words</p> <p>Jobs: astronaut, chef, clown, doctor, firefighter, musician, nurse, pilot, police officer, secretary, football player, taxi driver, teacher, vet</p> <p> Light on real language</p> <p>What do you want to be? I want to be a firefighter.</p>	<p>Present simple: She works in a school. She doesn't wear a uniform. Does he work at night? Yes, he does. / No, he doesn't.</p>	<p> The lighthouse keeper's story</p> <p>The wrong clothes</p> <p> Light up the world</p> <p>The USA </p>
<p>8</p> <p>Free time fun!</p>	<p>new words</p> <p>Hobbies: collecting toy cars, doing ballet, doing gymnastics, doing karate, making models, painting, playing computer games, roller skating Accessories: ballet shoe, comic book, computer game, guitar, skipping rope, karate uniform, model, roller skate</p> <p> Light on real language</p> <p>What are your hobbies? My hobbies are roller skating and painting.</p>	<p>Present simple: I like skipping. She doesn't like roller skating. Do you like painting? Verb have got: He has got a computer game. She hasn't got a karate uniform.</p>	<p> The lighthouse keeper's story</p> <p>Karate Kate</p> <p> Light up the world</p> <p>United Kingdom </p>
<p>9</p> <p>Let's celebrate!</p>	<p>new words</p> <p>Months: January, February, March, April, May, June, July, August, September, October, November, December Parties: balloon, candle, sweets, costume, present, streamer</p> <p> Light on real language</p> <p>When's your birthday? It's in March. When's yours? Mine is in August.</p>	<p>Plural pronouns (we / they): We live in Mexico. They live in Italy. Wh- questions with present simple: What do they eat? They eat biscuits. Where do you go? We go to the park.</p>	<p> The lighthouse keeper's story</p> <p>April Fool's!</p> <p> Light up the world</p> <p>India </p>



★ Catch me if you can

Materials: Five sheets of paper rolled up into a ball. Divide the class into five groups and give each group a ball. Tell the class what they are going to say every time they get the ball. Then, one student in each group says the sentence you indicate and throws the ball to another member of his / her group. This student says his / her sentence and throws the ball to another student. Students continue until all the members of each group have participated.

★ Chinese whispers

Invite five volunteers to the front and ask them to stand in a line. Whisper a word or a clue to the first student in the line and ask him / her to whisper it to the next student, and so on, along the line. The student at the end should say what he / she heard and write it on the board. Then, divide the class into groups of five to play the game.

★ Draw and guess

Divide the class into four teams. Volunteers take turns drawing vocabulary items on the board for their teams to guess. If they guess correctly, they win a point. If they do not guess correctly, other teams can guess to win the point. The team with the most points at the end is the winner.

★ Hangman

Elicit words from the vocabulary you wish to practise. Choose a word and write as many blanks as it has letters and fill in the first letter. Then, draw a hangman scaffold. Ask students to discover the word by guessing one letter at a time. If a student guesses a letter that is in the word, fill in the blank. If not, draw a part of the body and write the letter beside the hangman. The game is over when students guess the word or when the whole hangman has been drawn.

★ I spy...

Have students guess words you can see in the classroom, on a poster, etc. using the following model:

T: I spy with my little eye something beginning with c. What is it?

S: Is it the (cake)?

T: No, it isn't. What is it?

S: Is it the (cookie)?

T: Yes, it is!

The student who guesses the word takes your place.

★ Musical chairs

Materials: A music CD, a CD player.

Arrange nine chairs in a line or a circle. If this is not possible, draw nine small chairs or circles on the board. Invite ten volunteers to start the game. As the music plays, students walk from chair to chair. When it stops, they must sit on one of the chairs (or touch one of the circles). Only one student can occupy a chair (or circle). The extra student must complete a task. If he / she completes the task correctly, he / she can take the place of a seated player, and that player is out of the game. If he / she does not complete the task correctly, he / she is out of the game. A volunteer from the rest of the class may complete the task and replace a seated player. Remove a chair (or circle) and play again. Continue until only one student is left.

★ Simon says...

Explain that students should follow your instructions only if they begin with *Simon says*. If not, they should stay still:

T: Simon says *Write in your notebooks*. (Students write.)

T: Stand up. (Students do not move.)

★ Stop!

Mime an action and ask students to stand up and imitate you. Then, shout *Stop!* and stop moving instantly. Signal students to stop and stand still, frozen in mid-action. Look around and praise students who are really still and not moving at all. Repeat the procedure several times with other action words.

★ Noughts and Crosses

Draw a *Tic Tac Toe* grid on the board. Then, divide the class into two teams: X and O. Ask a student from team X to go to the board and give him / her a task. If the answer is correct, he / she draws an X in a space. Follow the same procedure with team O. Continue alternating teams until one gets three Xs or three Os in a row (horizontally, vertically or diagonally).



Associated reading

★ Richmond Primary Readers

The reader recommended for this level is *Smellybear*. This is available in book format and also as an APP. There are photocopiable worksheets available in the Lighthouse 2 Teacher's Resource CD-ROM, along with teacher's notes and answers. These worksheets together with the reader's audio are also available at www.richmond.com.ar



★ Richmond Interactive Digital Practice Tests

Interactive activities and tests in the Interactive Digital Practice Tests Book that can help prepare students for the Starters Young Learners Exams.



1

My day



Objectives:

- learn the names of daily routines
- ask and answer questions about the time
- talk about daily routines using the present simple



Light on new words

Daily routines

brush your teeth	/brʌʃ jɔ: 'ti:θ/	_____
get up	/'get ʌp/	_____
go to bed	/'gəʊ tə 'bed/	_____
go to school	/'gəʊ tə 'sku:l/	_____
have a snack	/'hæv ə 'snæk/	_____

have breakfast	/'hæv 'brek·fəst/	_____
have lunch	/'hæv 'lʌntʃ/	_____
have dinner	/'hæv 'dɪnə/	_____
have a shower	/'hæv ə 'ʃaʊ·ə/	_____



Light on grammar

Present simple

In this unit, we use the present simple with times to talk about daily routines. The structure is subject + verb + *at* + time: *I have lunch at two o'clock.*



Light on real language

In this section, students will learn phrases and short exchanges used in everyday life. In this unit, students will learn and practise ways to talk about daily routines.

- What time is it?
It's ten o'clock.
It's half past five.



The lighthouse keepers' story
You're late, Monica!



Teaching tip

Pair and group activities are a key part of the Lighthouse series. They encourage cooperation and expand students' opportunities to participate. Teacher's Book instructions often specify how to divide the class for an activity. You can take this one step further by assigning teams of five or six at the beginning of each month. Mix strong and weak students. For most group and team activities, these students can work together. Invite them to create a name for their team (colours or names of animals are usually popular). Then, make a simple chart with the names of the team and display it on the wall. At the end of each week, award the points for good work, effort and cooperation. Focus on praise and encouragement: *The blue team gets a point for cleaning up its craft materials quickly and quietly. Well done! The yellow team gets two points for trying hard every day to speak English. Good job!* Also explain why teams are not getting points: *The green team was very noisy. Only one point this week. Remember to work quietly next week, OK?* At the end of the month, the team with the most points wins a prize. (This can be a traditional prize, or a special activity such as choosing their favourite game or song.) Be consistent and establish ahead of time that students should not ask for points and that your decision is final. The benefit of working in teams is that students are motivated to work hard and collaborate well in order to get points. They may also take on some of the classroom management, encouraging their teammates to work quietly or clean up after craft activities. Lastly, it contributes to making classes fun and memorable.

Value: Staying healthy

You can help to stay healthy by taking care of your body.



Make a question dragon.



Basic competences

In this unit, students will develop:

- *Interpersonal and civic competence* by learning how to do pair work more effectively and recognising the criteria for better group work (TB p. 13). Creating personalised teams and recognising merit for cooperation, effort and work well done are essential to developing this competence in the classroom.
- *Processing information and digital competence* by using new technologies as a way to obtain, process and acquire information (SB p. 4).
- *Linguistic competence* by demonstrating knowledge of the graphological and semantic relationships of words and sentences (SB p. 5).
- competence in *Knowledge and interaction with the physical world* by associating the times of the day with specific actions and days of the week (SB p. 6).
- *Mathematical competence* by transferring skills to English from their first language regarding how to tell the time (SB p. 7).
- *Interpersonal and civic competence* by playing a time telling information gap game in pairs (SB p. 8). It is important to stress that effective pair work in class gives everybody a chance to speak and have fun.
- *Autonomy and personal initiative* by using their own experience to create a personalised text describing daily habits (SB p. 9).
- *Linguistic competence* by creating a question dragon in order to practise formulating and answering questions (SB p. 10). This activity helps to provide guided production practice in acquiring language fluency through a fun game.
- *Linguistic competence* by listening to and reading a story while looking at drawings that support contextual information (SB p. 11).
- *Cultural and artistic competence* by recognising cultural information about Canada and interpreting it in order to do a matching activity (SB p. 12).
- competence in *Learning to learn* by reviewing key unit concepts and participating in memorable review activities (SB p. 13).

1

My day

Warm-up: What's your name? 15'

Material: A soft ball.

Throw the ball to a volunteer and ask his / her name. Then, get him / her to throw the ball to another student and ask the same question. Continue until all students have participated.

1 Look and stick. 15'

Invite students to look at the pictures and identify the object that the boy has in every scene: *a book*. Explain that the boy's name is Bill and he likes reading. Then, get students to say where Bill is in each scene. Next, assign pairs and tell students to put the stickers for Activity 1 on page 4 in the spaces that are the same colour.

Answer Key:



Listen and point. 1.1 10'

Play track 1.1 and tell students to point to the scenes as they hear them. Then, say the expressions from the scenes in random order and get the class to mime the actions.

TRACK 1.1

NARRATOR: LISTEN AND POINT.

MUM: BILL! GET UP!

DAD: HURRY UP AND HAVE A SHOWER, BILL!

MUM: YOU'RE LATE, BILL! GO TO SCHOOL!

MUM: BRUSH YOUR TEETH, BILL!

DAD: GO TO BED, BILL!

DAD: OK, STORY TIME!

Listen and repeat. 1.2 10'

Play track 1.2 and have the class repeat the expressions. Encourage them to imitate the

voices on the CD. Play the track again and get students to repeat the expressions using happy, sad, and angry voices.

TRACK 1.2

NARRATOR: LISTEN AND REPEAT.

NARRATOR: GET UP.

HAVE A SHOWER.

GO TO SCHOOL.

BRUSH YOUR TEETH.

GO TO BED.

Assign homework 10'

Additional homework

In their notebook, students write three of the expressions from this page and illustrate them with magazine cut-outs.

AB page
4 ex. 1

Light on real language 25'

Encourage the class to say where they see the time: *on clocks at school, on watches, on TV, etc.* Have a volunteer read the example question in the book. Repeat the question and mime that you want to know the time. Tell students they can use this question to ask the time. Invite them to repeat the question and act it out. Then, refer the class to the first clock and get a student to read the first sentence aloud. Do the same with the second clock. Next, write some times on the board and ask *What time is it?* Elicit the answers: *It's (three) o'clock. It's half past (four).* Finally, invite volunteers to write times and ask the class: *What time is it?* Continue until all students have participated.

Assign homework 10'

Additional homework

In their notebook, students draw a scene from their daily routine and label it with the time: *It's (half past).*

AB page 4
ex. 2

2 Read and draw. 10'

Invite the class to look at the pictures of the girl and identify what she's doing in each: *eating*. Get a volunteer to read the sentence in the first scene and elicit the foods: *eggs, toast*. Have students point to the word *breakfast* and elicit when we have breakfast: *in the morning*. Do the same for the scenes for *snack, lunch* and *dinner*. Help students with meaning as necessary. Then, tell them to draw the missing foods and drinks in the blank spaces. Finally, students compare their pictures with a friend.

Answer Key:



Listen and repeat. 1.3 5'

Play track 1.3 and tell the class to repeat the names of the meals. When they say each name, they should find the word in the text and point to it. Then, say a food and invite the class to say the meal: *an apple - snack*.

TRACK 1.3
 NARRATOR: LISTEN AND REPEAT.
 GIRL: BREAKFAST.
 SNACK.
 LUNCH.
 DINNER.

3 Imagine you are the monster. 15'

Have students look at the picture and point to the monster. Use a funny monster voice and tell students what you have for breakfast: *I'm a monster and I have one banana, two eggs, and some cereal with milk for breakfast*. Encourage students to find the foods in the picture. Then, divide the class into pairs and have them pretend to be the monster. They take turns saying what they have for each meal.



Match. 5'

Write up two times on the board: 4.30, 12.00. Point to each one and ask *What time is it?* Elicit the answers: *It's half past four. It's twelve o'clock*. Write the answers on the board and explain that sometimes we write times with words. Refer students to the examples in the book and have them match the clocks with the times. Check as a class by reading the sentences and inviting volunteers to write the times on the board.

Wrap-up: Clap and snap. 10'

Write *What time is it?* on the board and get a volunteer to read it aloud. Clap your hands three times and say *It's three o'clock*. Then, have another volunteer read the question. Clap your hands twice, snap your fingers once and say *It's half past two*. Next, clap your hands five times, snap your fingers once and ask *What time is it?* Invite a volunteer to answer: *It's half past five*. If the student answers correctly, he / she claps and snaps a time and chooses another student to answer. Continue until all students have participated.

Assign homework 5'



AB page 5

Additional homework

Pictionary pages 94 and 95. Students read the names of the vocabulary items and draw a picture for each.

What time do you get up?

Warm-up: Guess the time 10'

Material: One sheet of white paper.
Divide students into two teams. Write a time on the board without showing it to students and cover it with the sheet of paper. Invite students from each team to take turns guessing the time. Help by pointing up if it is later than their guess or down if it is earlier. When they guess correctly, uncover it for students to see. The student who guessed correctly wins a point for his / her team. Continue with other times.

1 Listen and underline. 1.4 15'

Invite the class to look at the picture and ask what the boy is doing in each scene: 1 - He's getting up. 2 - He's going to school. 3 - He's having lunch. 4 - He's doing his homework. 5 - He's having dinner. 6 - He's going to bed. Then, have students look at the times for each scene. Next, play track 1.4 and tell them to point to the time they hear mentioned for each scene. Play the track again and have students underline the times they hear. Check by saying the number of each scene and getting a volunteer to read the corresponding time.

Answer Key:

1. At half past six.
2. At eight o'clock.
3. At half past two.
4. At half past five.
5. At eight o'clock.
6. At half past nine.

TRACK 1.4

NARRATOR: LISTEN AND UNDERLINE.

NARRATOR: NUMBER ONE.

BOY: I GET UP AT HALF PAST SIX.

NARRATOR: NUMBER TWO.

BOY: I GO TO SCHOOL AT EIGHT O'CLOCK.

NARRATOR: NUMBER THREE.

BOY: I HAVE LUNCH AT HALF PAST TWO.

NARRATOR: NUMBER FOUR.

BOY: I DO MY HOMEWORK AT HALF PAST FIVE.

NARRATOR: NUMBER FIVE.

BOY: I HAVE DINNER AT EIGHT O'CLOCK.

NARRATOR: NUMBER SIX.

BOY: I GO TO BED AT HALF PAST NINE.

2 Listen and chant. 1.5 15'

Invite volunteers to say the days of the week in order. Say them again and encourage the class to join in. Then, play track 1.5 and have them follow along in their books. Play the track again and get the class

to say the chant with the CD. Next, divide the class into two groups. One group chants the days of the week and the other group chants the lines with the actions. Then, switch roles and do the chant again. Finally, play the CD and get the whole class to chant all the lines.

Assign homework 5'



AB page 6
ex. 1

Additional homework

Students choose their favourite day of the week and write it with plasticine.



Light on grammar 10'

Write *I get up* ___ *six o'clock*. on the board. Invite students to guess the word that goes in the space. Accept all answers. Then, refer them to the book and elicit the word: *at*. Write it in the space. Finally, explain that we always use *at* to say what time we do things.

Draw and write about you. 15'

Have students look at the watches and invite volunteers to read the example sentences aloud. Draw a clock on the board showing 6.00 and write *I get up at six o'clock*. Tell students to write times on the watches in the book and label them with sentences about their day. Finally, invite some volunteers to read their sentences aloud.

Assign homework 5'



AB page 6
ex. 2

Additional homework

In their notebooks, students write two sentences about their day and illustrate them with magazine cut-outs.

3 Listen and complete the answers. 1.6 15'

Invite the class to look at the picture and identify the characters: *a king, a reporter*. Get students to read the questions and guess what time the king does each activity. They should write their answers in pencil. Next, play track 1.6 and have students complete the answers. Point out that they should write the times in words. When they finish, encourage them to check their answers with a friend. Check as a class by asking the questions and inviting volunteers to read the answers aloud.

Answer Key:

1. At half past ten.
2. At twelve o'clock.
3. At four o'clock.
4. At one o'clock.

TRACK 1.6

NARRATOR: LISTEN AND COMPLETE THE ANSWERS.
 REPORTER: GOOD MORNING, KING PHILIP.
 KING: YES, GOOD MORNING.
 REPORTER: ERR, WHAT TIME DO YOU HAVE BREAKFAST?
 KING: OH, I HAVE BREAKFAST IN BED, AT HALF PAST TEN.
 REPORTER: AND, WHAT TIME DO YOU GET UP?
 KING: WELL, I GET UP AT TWELVE O'CLOCK.
 REPORTER: AND ... WHAT TIME DO YOU HAVE LUNCH?
 KING: I HAVE LUNCH AT ... ERR, FOUR O'CLOCK.
 REPORTER: YES. AND WHAT TIME DO YOU GO TO BED?
 KING: I GO TO BED AT ONE O'CLOCK.
 REPORTER: THANK YOU, YOUR MAJESTY!
 KING: YES ...

4 Complete about you. 10'

Invite a pair of volunteers to read the dialogue in the speech bubbles. Encourage students to say whether they have a shower at that time. Refer the class to the table and get other volunteers to read the questions aloud. Point out that the first column is for information about them. The other column is for information about a friend. Tell students to complete the column about themselves. When they finish, ask some volunteers the questions.

Assign homework 5'

Additional homework

Students imagine another scene from the king's day and draw it in their notebook. They label it: *I (go to bed) at (one o'clock).*



AB page 7
ex. 3

Ask a friend and complete. 15'

Ask some students questions about their daily routine: *What time do you have lunch? What time do you do your homework?* Then, have students look at the table and remind them of the column for a friend's information. Next, assign pairs and tell them to ask and answer the questions to complete the second column in the table. Finally, ask students questions to find out who gets up the earliest and who goes to bed the latest.



Light on grammar 10'

Invite a volunteer to read the examples aloud. Have students look at the highlighted words. Invite them to point to the affirmative sentence. Say that the subject comes before the verb in an affirmative sentence. Elicit the subject and the verb: *I, have*. Next, have them look at the question. Tell them that when we ask about the time of an action, we add *What time* and *do* before the subject.

Complete. 5'

Tell students to complete the question using the examples as a guide. Then, invite a volunteer to read the question aloud. Next, have students write the answer to the question individually. They compare their answer with a friend. Point out that there are several right answers. Finally, get some students to read their answers aloud.

Wrap-up: Interview your teacher 10'

Invite the class to interview you. Elicit example questions from the book: *What time do you get up? What time do you have lunch?*, etc. Encourage all students to ask you at least one question each.

Assign homework 5'

Additional homework

Students interview a family member about his / her day and write two sentences: *My Mum: I get up at half past five. I go to bed at eleven.*



AB page 7
ex. 4

Time to practise!

1 Read and decode. 25'

Invite students to look at the picture of the man and elicit his profession: *He's a football player*. Tell them to read about a typical day for the *football player*. Explain that some of the words are encoded. They should decode the picture clues to complete the text. Get a volunteer to read and complete the first sentence: *I get up at half past five*. Then, divide the class into pairs and tell them to complete the rest of the text. When they finish, check by having volunteers read the text sentence by sentence.

Answer Key:

Read and decode.

I get up at half past five I have cereals and orange juice

for breakfast I play football at eleven o'clock I watch TV at seven o'clock I have fish and salad

for dinner I go to bed at eight past

Assign homework 10'

Additional homework

In their notebooks, students write four sentences about their day with a code.



AB page 8
ex. 1

Pair work 15'

Draw four clocks showing different times on the board: 6.30, 2.00, etc. Point to a clock and ask *What time is it?* Elicit the answer. If the student is right, he / she chooses another clock and asks the time. Continue with the other clocks. Then, divide the class into pairs. Assign student A and student B. Student A looks at page 112 and student B looks at page 116. Students take turns asking the times for the blank clocks. They should write the times on the clock faces. Finally, have students compare books and check their answers.

Wrap-up: Guess the mystery sentence 10'

Write the following pattern of lines on the board:
_ _ _ _ _ (Do your homework.)
Tell the class that it is a mystery sentence. Each line represents a letter. Divide the class into two teams and have them take turns guessing letters. When a team guesses a letter, write it on the corresponding line and award the team one point. Continue until a team correctly guesses the sentence. The team that guesses the sentence wins five points. The team with the most points at the end wins.

Assign homework 10'

Additional homework

In their notebooks, students use magazine cut-outs to illustrate one of the verses of the song.



AB page 8
ex. 2

2 Sing a song. 1.7 25'

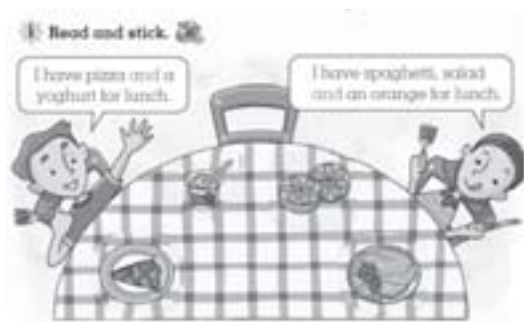
Refer the class to the song and explain that *tick, tock* is the sound of a clock, and that *splish, splash* is the sound of water. *Ding, ding, beep, beep* are the sounds of traffic. Then, play track 1.7 and have students listen to the song and follow along in their book. Invite them to say what the song is about: *getting up and going to school*. Then, encourage them to guess the meaning of *dash*: *to move fast*. After that, play the CD again and invite students to sing along. Invent an action for each verse: stretch your arms to mime *get up*, move your fingers over your head to mime *have a shower*, etc. Finally, play the song a third time and invite the students to sing along and do the actions.

Time to write

1 Read and stick. 10'

Have the class look at the picture and say what the children are doing: *They're eating*. Invite two volunteers to read what the children in the picture are saying. Then, tell them to use the stickers for Activity 1 on page 9 and use the text to find where each sticker goes. Have them compare ideas with a friend and put the stickers in the corresponding spaces. Next, write *and* on the board and remind them that we use *and* to join information in a sentence. Then, draw a comma on the board and explain that we use commas when we list more than two things. Get them to point to the comma in the second sentence. Tell them that the comma goes after each item except the last one. We always use *and* to join the last two items.

Answer Key:



with a friend. They should check that *and* and commas are used correctly. Encourage them to check that each sentence begins with a capital letter. Finally, ask them to circle any foods or drinks that they both have. Invite some volunteers to say what they and their friend both eat and drink.

Bulletin board idea 15'

Material: Four sheets of paper per group, magazine cut-outs, pins.

Divide the class into groups of four and hand out the paper. Students write the name of a meal on the top of each sheet of paper. Then, each student writes a sentence to describe what he / she eats for that meal. They illustrate the sentences with magazine cutouts. When they finish, remind them to write the names of the group members on the back of each paper. Display their work on the bulletin board.

Assign homework 5'



AB page 9

2 Read and circle. 10'

Invite the class to read the first sentence silently. Ask a volunteer how many items the person has: *two*. Elicit that they should complete the sentence with *and*. Then, have students complete the other two sentences. Check by inviting volunteers to write the sentences on the board.

Answer Key:

2 Read and circle.

1. I have cereal and orange juice for breakfast.
2. I have a sandwich and an apple and water for a snack.
3. I have hot dogs and a banana and milk for dinner.

Write about you using , and and. 10'

Tell students to close their eyes and think about what they have for breakfast. Give them some time to think. Do the same for the other meals. Next, have them open their eyes and complete the sentences in the book. Remind them to use *and* and commas to separate their ideas. When they finish, get them to exchange books

The lighthouse keepers' story



Before you read 10'

Colour eight clocks and play.

Say some times and invite volunteers to write them on the board: 6.30, 4.00, etc. Then, tell the class to look at the clocks in their books. Have them choose eight different clocks and colour them lightly. The numbers should still be visible after the clocks are coloured. Explain to the students that they are going to play a game. Say a time and the students who coloured the clock with the same time draw a circle around it. The first student to have circles around all eight clocks raises his / her hand and says *Bingo!* If the times are correct, he / she is the winner. Continue until all students have circled their clocks.



1 Listen to the first part of the story. 1.8 10'

Have students look at the pictures and invite them to say what the story is about. Get a volunteer to read the title of the story aloud and ask the class what *late* means. Accept all answers. Then, play track 1.8 and tell students to follow along in their books. Elicit the meaning of *late* and get students to give examples of how Monica is late: *She's late for school / class. She's late for lunch.*

Now read the story in groups. 10'

Divide the class into groups and tell students to choose a character from the story: *the narrator, Miss Cooper, Monica, the dinner lady.* They take turns reading the story aloud. When they finish, encourage them to switch roles and read the story again.



Value: Staying healthy

Make a question dragon. 15'

Materials: One photocopy of craft template 1 per student, scissors, crayons, glue.

Write *HEALTHY* on the board and ask the class what it means: *taking care of your body, eating good foods, doing exercise*, etc. Then, have students look at the *daily routines* vocabulary on pages 4 and 5. Invite them to say how these actions help them to stay healthy: *go to bed - have energy, brush your teeth - avoid cavities, have a snack - gives energy and nutrients*, etc. Next, hand out the materials and tell students to cut out the square and the phrases. Help them to fold and unfold the square along the lines. Then, get them to fold the corners to the centre of the square. After that, they flip the square over and fold the new corners to the centre again. When they finish, they put their hand in the question dragon to open it. Next, have them colour the inside and the outside of the question dragon. Then, they glue two phrases under each flap. Finally, assign pairs and tell them to take turns choosing flaps on their question dragons. They ask a question with one of the phrases: *What time do you have dinner?* They should ask and answer the questions.

Assign homework 5'



AB page 10

Additional homework

Students think of a time when they were late for something and draw the scene in their notebook.

2 Listen to the second part of the story. 1.9 10'

Give students two minutes to try and remember as much as possible about part 1 of the story without looking at their books. Next, ask them questions: *Who's the story about? What problem has she got? What colour is her hair?*, etc. Then, invite students to open their books and look at the second part of the story. Play track 1.9 and have them follow along with their finger. After that, ask what Monica's present is: *a watch*. Encourage students to say whether or not they like her present. Finally, ask them why Monica's family gave her a watch: *to help her not be late*.

Now read the story in groups. 15'

Assign groups and have them divide up the parts to read the story together. When they finish, get them to switch roles and read the story again. Finally, invite a group to read and act out the story.

Assign homework 5'



AB page 11

Additional homework

In their notebooks, students draw a picture of Monica using her new watch.



After you read 10'

Draw a present for a special person.

Ask the class if they like the ending of the story and encourage them to say why or why not. Tell them about something that would be a nice present for someone they know: *My sister loves fish and has got an aquarium. A new fish is a good present for her*. Invite volunteers to tell the class about a nice present they can think of for a special person. Point out the box in the book and encourage students to draw a present for a friend or family member.

Complete the label. 5'

Ask students to complete the label. They should write the name of the special person after *To* and their own name after *From*. When they finish, encourage them to show their present to a friend and say why it is a good present.



Light up the world

Warm-up: Let's talk about Canada. 10'

Materials: A map of the world, photos of Ottawa and Toronto, some Canadian animals (moose, wolves, bears, reindeer), a dog sled. Explain to the students that throughout the course, they are going to learn about other countries and how people live there. Invite them to say the names of countries that they know. Then, display the map and write *Canada* on the board. Ask a volunteer to come to the front

and point to Canada on the map. Next, pass around the photos and explain that Canada is a country in North America. The capital city is Ottawa. The city with the biggest population is Toronto. There are more than 5 million people. Many people from other countries live there. It is very cold in the winter in Canada. In some places, there are polar bears, wolves, moose and reindeer. Sometimes, people use dog sleds to travel in the snow.

Look and trace the name of the country. 5'

Have the students look at the picture of the flag and ask them if they have ever seen the flag before and where: *on TV, in books*, etc. Next, ask them to find the map and point to it. Tell them to trace the map with their finger. Point out that there are many islands in northern Canada. Then, have them trace the name of the country below the picture.

Read and stick.



10'

Refer students to the text and explain that these are facts about Canada. Read the first fact aloud and invite a volunteer to come to the front and point to the three oceans on the map. Then, have students read the rest of the facts and put the stickers for page 12 in the corresponding spaces. Check by reading the facts aloud and getting volunteers to describe the stickers.

Answer Key:



Decode the message. 10'

Invite students to look at the picture and identify the animal: *a beaver, the national animal of Canada*. Next, have the class look at the table and the code. Elicit the code for the first letter: *B2*. Tell

them to find *B* and *2* in the table. Ask them what letter they see in the box for *B* and *2*: *W*. Do the same for the second letter in the mystery phrase. Then, give them three minutes to decode the rest of the phrase. Finally, invite a volunteer to read the phrase aloud: *Welcome to Canada!*

Answer Key:



AB page 12 15'

Check what you know!



Material: One sheet of white paper per group. Divide the class into six groups and give each group a sheet of paper. Write *get up* on the board and elicit two other daily routines. Have one student in each group write the routines on the paper. Then, give groups three minutes to write six more routines. Check by getting volunteers to read their answers aloud. Next, write four times on the board: *1.30, 7.00*, etc. Ask students: *What time is it?* Elicit the times. Have some volunteers write the times in words on the board. Encourage the class to make corrections if necessary. When they finish, assign pairs and tell them to ask each other three questions about their daily routines: *What time do you (have breakfast)?* Finally, ask the class to complete the faces according to how they feel about what they know.

Listen and circle.

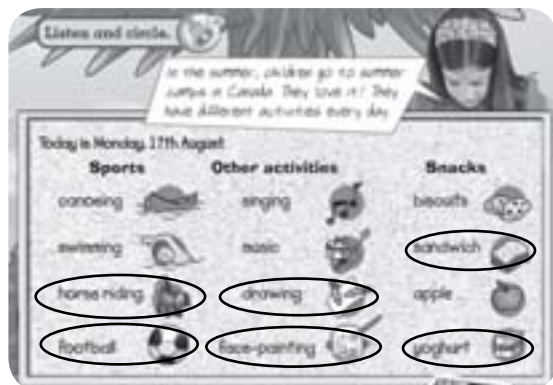


1.10

10'

Invite some volunteers to read the text and ask students if they have ever been to a summer camp. Tell the class to look at the pictures and say the activities and foods that they like. Next, play track 1.10 and have them circle the sports, activities and snacks that the children like. Check by getting volunteers to read the items that they circled.

Answer Key:



TRACK 1.10

NARRATOR: LISTEN AND CIRCLE.
 NARRATOR: IN THE SUMMER, CHILDREN GO TO SUMMER CAMPS IN CANADA. THEY LOVE IT! THEY HAVE DIFFERENT ACTIVITIES EVERY DAY.
 NARRATOR: HELLO!
 THREE CHILDREN: HI!
 NARRATOR: DO YOU LIKE CAMP?
 THREE CHILDREN: OH YES, IT'S FANTASTIC.
 NARRATOR: AND WHAT SPORTS DO YOU DO?
 CHILD 1: MY FAVOURITE SPORT IS HORSE RIDING. HORSES ARE GREAT!
 CHILD 2: AND I LIKE FOOTBALL.
 NARRATOR: OK, HORSE RIDING AND FOOTBALL. GREAT! AND WHAT ABOUT ART?
 CHILD 3: I LIKE DRAWING AND FACE-PAINTING.
 NARRATOR: FINE, AND WHAT DO YOU HAVE FOR A SNACK?
 CHILD 3: I HAVE A SANDWICH AND A YOGHURT.
 NARRATOR: OK, THANK YOU!
 THREE CHILDREN: BYE!

Read about a camping trip.

15'

Have students look at the photo of the boy. Get them to guess why he has a life jacket and a torch. Accept all answers. Then, invite a volunteer to read

the first text. Elicit why the boy has the items: to go to the island in the lake at night. Next, invite volunteers to read the captions aloud. Students point to the corresponding pictures.

Colour the pictures.

5'

Invite students to colour the pictures. Then, they compare their pictures with a friend.



Chinese whispers (see page 10)

10'

Now play *Chinese whispers* with daily routine vocabulary. Have fun!

Assign homework

5'

My project



AB

page 13

Make a memory game.

Materials: Two pieces of cardboard.
 Refer students to *My project* and tell them the main materials for the craft. Point out the icons and explain the additional materials that they need. Then, go through each step with them. Finally, remind them that they can do their project with the help of their family.



A friendly reminder



It is advisable to create a stress-free and supportive environment for taking a test. Before students are assessed, they should review the unit vocabulary with *My spelling practice* on page 94 and the *Time to check* section on page 12 in the AB. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the exercise
- read the instructions for the next activity, etc.

2

In the city



Objectives:

- learn the names of city places
- make rules with *Don't*
- ask and answer questions about the position of places
- talk about what there is or isn't in a city



Light on new words

City places

bookshop	/bʊkʃɒp/	_____	museum	/mjuːzi-əm/	_____
bus station	/bʌs steɪʃən/	_____	park	/pɑ:k/	_____
fire station	/faɪə steɪʃən/	_____	pet shop	/pet ʃɒp/	_____
hospital	/hɒs-pɪ-təl/	_____	restaurant	/res-tə-rɒnt/	_____
library	/laɪ-brə-rɪ/	_____	shoe shop	/ʃu: ʃɒp/	_____
shopping centre	/ʃɒp-pɪŋ sentə/	_____	supermarket	/suː-pə-mɑː-kɪt/	_____
cinema	/si-nɪ-mə/	_____	toy shop	/tɔɪ ʃɒp/	_____



Light on grammar

Prepositions of place

In this unit, we use prepositions to talk about the position of places in relation to each other. In this unit, we use *behind*, *between*, *next to*, and *opposite* to talk about the positions of buildings in a city. With the preposition *between*, we use two other places to describe the position of a building: *The toy shop is between the supermarket and the restaurant.* With the other prepositions, we only use one other place: *The park is next to the shopping centre.*

There is / There isn't

We use *There is* or *There isn't* to express that something exists or doesn't exist in a specific place. We form questions by switching *there* and the verb *to be*.



Light on real language

In this section, students will learn phrases and short exchanges used in everyday life. In this unit, students will learn and practise how to talk about rules.

- Don't touch!
- Don't run!
- Don't walk on the grass!
- Don't talk!



The lighthouse keepers' story

That's my jacket!



Teaching tip

There are times in a lesson when the amount of noise or movement can make it difficult to concentrate. Here are some ideas for calming students down:

- 1) Play some soft music. Invite students to close their eyes for a minute, put their heads down and focus on the music. Then, ask how the music makes them feel. Alternatively, play music in the background while students do activities. You can also use music to cue the beginning and end of activities so that students know when to talk and when to listen.
- 2) Set period of time when everyone (including you) talks in whispers.
- 3) Do some slow stretching. Get students to stand up and imitate you. Slowly roll your shoulders in circles, forwards and backwards. Then, put your hands on your hips, stand with your feet apart and slowly rotate your hips. Next, have students carefully bend down to touch their toes and hold the position for a few seconds. Finally, they very slowly bring the upper half of their body back up until they are standing up straight and relaxed. Massages can also help students to relax.
- 4) Show students how to massage themselves. Rub your hands together until they are warm. Then, slowly massage your neck. Ask the class to imitate you. Repeat the procedure and gently massage your ears, cheeks and forehead. Finally, place your hands over your eyes and feel the warmth of your hands.

Value: Being a good citizen

Being a good citizen means following the rules and thinking about how your actions affect other people.



Make a good citizen book.



Basic competences

In this unit, students will develop:

- *Interpersonal and civic competence* by learning different strategies enabling them to calm down in class and participate in quiet time (TB p. 25). Learning 'time out' techniques will help students to focus on how their actions contribute to a positive community.
- *Linguistic competence* by identifying and learning new city places vocabulary as well as functional language for rules expressing prohibition (SB p. 14).
- *Linguistic competence* by listening to instructions and numbering places in the city as well as matching contextual information with negative commands (SB p. 15).
- *Cultural and artistic competence* by listening to a rhythmic chant that facilitates the memorization of question-answer structures when asking for directions (SB p. 16).
- *Processing information competence* by revising places in the city and maps (SB p. 17).
- competence in *Learning to learn* by using music to remember the school library rules (SB p. 18).
- *Linguistic competence* by associating different types of nouns and classifying them into two categories (SB p. 19).
- *Interpersonal and civic competence* by creating a good citizen book where ticks and crosses are used to identify positive and negative behaviour in the community (SB p. 20).
- competence in *Knowledge and interaction with the physical world* by reading a story about a lost jacket and completing a map describing where they looked for the jacket (SB p. 21).
- *Mathematical competence* by associating a number to a specific colour to complete a butterfly drawing using symmetry (SB p. 22).
- *Autonomy and personal initiative* by independently playing games like Hangman in pairs in order to revise places in a city (SB p. 23). Pair work and following cues, such as counting the spaces indicating the letters in a word, help shy students gain autonomy in their own learning development.

2 In the city

Warm-up: Word chains 10'

Write the following word chain on the board: *cat, table, egg, green*. Ask students to look at the words and tell them that there is a connection between all the words. Invite the class to guess what it is: *Each word begins with the last letter of the previous word*. Get students to say words to continue the chain: *nine, eat, twenty*, etc.

1 Look and stick. 15'

Read the title of the unit and clear up any doubts. Have the class look at the picture and describe what they see: *trees, streets, a fire engine*, etc. Ask if they can find these things where they live. Encourage them to identify symbols they know: *dinosaur, book, swing*. Then, tell them to use the stickers for Activity 1 on page 14 and get students to match the stickers with the symbols. Tell them to compare answers with a friend. Finally, get them to put the stickers in the corresponding spaces.

Answer Key:



Listen and repeat. 1.11 15'

Tell the class they are going to hear the names of the places on the stickers. Play track 1.11 and invite students to repeat each word and point to the corresponding picture. Next, whisper one of the place names. Students point to the place that they think you whispered. Encourage the class to guess the place. Then, tell them the name of the place in a normal voice. Do the same with other words. After that, mime activities for a city place. For example: *eating popcorn - cinema*. Get students to guess where you are. Finally, invite volunteers to mime places for the class to guess.

TRACK 1.11

NARRATOR: LISTEN AND REPEAT.

NARRATOR: LIBRARY.

FIRE STATION.

BUS STATION.

MUSEUM.

HOSPITAL.

PARK.

RESTAURANT.

CINEMA.

Assign homework 5'

Additional homework

Students form the name of a city place by glueing pasta to a sheet of card. Then, they decorate it with magazine cut-outs or drawings.

AB page
14 ex. 1

Light on real language 25'

Draw a prohibition traffic sign on the board (a red circle with a diagonal line through it). Elicit where students see these signs and what they mean. Then, have students look at the signs in the book and identify city places where they see them: *a museum, the park*. Invite two volunteers to read the rules aloud and get the class to shake their finger to emphasize that these are actions people should not do. Then, have volunteers draw pictures of objects they should not touch on the board: electric sockets, sharp objects, paintings, etc. The other students guess what the objects are. Finally, ask students to look again at the second sign and invite them to explain the rule. Accept all answers.



Stop (see page 10)

Now play Stop to practise affirmative and negative instructions. Have fun!

15'

Assign homework 5'

Additional homework

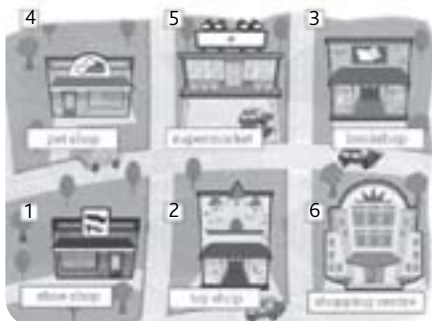
Students make a prohibition sign and label it *Don't touch!* Encourage them to draw a picture of a hand in the sign.

AB page
14 ex. 2

2 Listen and number. 1.12 10'

Invite the class to look at the picture of the city and guess what is similar about all of the places: *people go there to buy things*. Encourage students to guess the things people can buy in each place. Then, play track 1.12 and pause it after the first dialogue. Tell students to guess which building the people are in and point to it in the picture. Have them write 1 in the box next to the building. Play the rest of the track and get students to number the remaining buildings. Play the CD again for them to check. Check as a class by saying key words about each place. Students say the corresponding number: *kite, robot, ball* - 2.

Answer Key:



TRACK 1.12

NARRATOR: LISTEN AND NUMBER.
 NARRATOR: NUMBER ONE.
 GIRL: LOOK AT THESE BOOTS!
 BOY: YEAH, AND THESE TRAINERS ARE COOL!
 NARRATOR: NUMBER TWO.
 BOY: MUM, CAN I HAVE A BALL, A KITE AND A ROBOT?
 MUM: NO, YOU CAN'T! YOU CAN HAVE ONLY A BALL.
 BOY: OK. THANKS, MUM.
 NARRATOR: NUMBER THREE.
 GIRL: LOOK, IT'S A BOOK ABOUT DRAGONS!
 BOY: WOW! I LOVE BOOKS!
 NARRATOR: NUMBER FOUR.
 GIRL: OH, LOOK AT THE RABBITS. THEY'RE FANTASTIC!
 BOY: YEAH, BUT MY FAVOURITE IS THE DOG.
 NARRATOR: NUMBER FIVE.
 GIRL: DAD, WHAT'S ON THE SHOPPING LIST?
 DAD: APPLES, CARROTS, EGGS AND ORANGE JUICE.
 GIRL: AND BISCUITS? PLEASE, DAD!
 DAD: OH OK, BISCUITS, TOO!
 NARRATOR: NUMBER SIX.
 GIRL: YOU CAN BUY FURNITURE, TOYS, CLOTHES AND SHOES HERE.
 BOY: AND THERE'S A RESTAURANT, TOO.

Listen and stick. 1.13 10'

Tell students to use the stickers for Activity 2 on page 15. Play track 1.13 and tell them to decide where each sticker should go. Then, have them put the stickers in the corresponding spaces in the picture. Finally, play the CD again for students to check their work.

TRACK 1.13

NARRATOR: LISTEN AND STICK.
 NARRATOR: NUMBER ONE. SHOE SHOP.
 NUMBER TWO. TOY SHOP.
 NUMBER THREE. BOOKSHOP.
 NUMBER FOUR. PET SHOP.
 NUMBER FIVE. SUPERMARKET.
 NUMBER SIX. SHOPPING CENTRE.

Listen again and repeat. 1.13 5'

Play track 1.13 again and ask students to repeat the places and point to them in the picture.

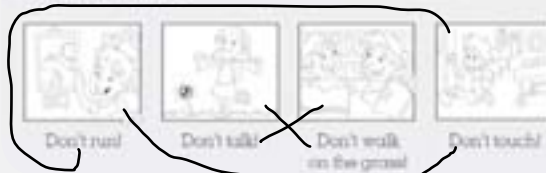


Colour and match. 10'

Tell students to colour the pictures. When they finish, have them match the pictures to the rules. Check by saying the name of the places and getting volunteers to read the corresponding rules.

Answer Key:

Colour and match.



Wrap-up: Shopping list 10'

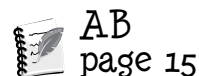
Material: One sheet of paper per team.

Write *toy shop* on the board and invite the class to name things you can buy in a *toy shop*: *kites, dolls, cars*, etc. Then, divide students into teams and hand out the paper. Write *pet shop* on the board and give teams four minutes to write the names of things people can buy in a *pet shop*. When time is up, get teams to read out the items on their lists. Teams get one point for each correct item. Do the same with *supermarket*. The team with the most points at the end wins.

Assign homework 5'

Additional homework

Pictionary pages 96 and 97. Students read the names of the vocabulary items and draw a picture for each.



It's next to the toy shop

1 Look and read. 10'

Ask students to look at the pictures and invite volunteers to read the prepositions aloud. Encourage students to guess what the phrases describe: *the position of the buildings*. Tell two volunteers to stand up. Say *next to* and have them stand next to each other. Then, have the rest of the class stand up and stand next to a friend. Say *opposite* and tell them to stand opposite each other. Do the same with the other prepositions.

2 Listen and stick. 1.14 15'

Have the class look at the map and say the names of the city places they see. Then, tell students to use the stickers for Activity 2 on page 16. Elicit the names of the places on the stickers. Next, play track 1.14 and get students to find a place for each sticker. Tell them to compare ideas with a friend. Then, play the CD again and ask them to put the stickers in the spaces. Check by saying the positions of different places: *The cinema is opposite the toy shop*. Students say whether the sentences are true or false.

Answer Key:

Listen and stick. 1.14



TRACK 1.14

NARRATOR: LISTEN AND STICK.

- BOY: WHERE'S THE CINEMA?
 GIRL: IT'S BETWEEN THE MUSEUM AND THE LIBRARY.
 BOY: WHERE'S THE FIRE STATION?
 GIRL: IT'S OPPOSITE THE LIBRARY.
 BOY: WHERE'S THE SCHOOL?
 GIRL: IT'S NEXT TO THE TOY SHOP.
 BOY: WHERE'S THE PARK?
 GIRL: IT'S BEHIND THE HOSPITAL.

3 Listen and chant. 1.15 10'

Read the title of the chant and invite the class to look at the picture. Play track 1.15 and have students follow along in their books. Play the chant a second time and ask students to join in. Then, divide the class into two groups. One group chants the questions and the other chants the answers. After that, switch roles and repeat.



Light on grammar

10'

Invite a volunteer to read the example question aloud and tell students to point to the *cinema* on the map in Activity 2. Have two volunteers read the example answers aloud. Ask the class to find the difference in the examples: *With next to, we explain the position of the cinema using one other place (the museum)*. *With between, we use two other places (the museum, the library)*. Add that *opposite* and *behind* also only use one place. Elicit examples about the class:

T: *Where's (Celia)?*

Ss: *She's (behind Charlie).*

Look at the map and ask a friend. 10'

Have students look again at the map. Assign pairs and tell them to take turns asking each other about the positions of the places. When they finish, ask some volunteers the positions of some places.

Assign homework 5'

Additional homework



AB page 16
ex. 2

Students write *The library is between the toy shop and the restaurant* in their notebook and draw a picture to illustrate it.

Assign homework 5'

Additional homework



AB page 16
ex. 1

Students write two prepositions in their notebook and illustrate them.

Warm-up: Guess where I am 15'

Materials: Photos or advertisements from five local city places.

Pass around the photos and tell students to look at them carefully. Then, display them on the board. Next, divide the class into four teams and invite one volunteer from each team to the board. Describe one of the city places. The volunteers raise their hand to guess the place. If a student guesses correctly, he / she should write the name of the place under the photo with the help of his / her team. Teams win one point for a correct guess and one point for labelling the picture correctly.

4 Listen and mark (✓ or ✗). 1.16 15'

Ask students to look and describe the scene: *A boy is talking about a city he made with boxes.* Invite them to identify the buildings. Then, read what the boy says aloud. Nod for the affirmative example and shake your head for the negative example. Get the class to point to the pet shop in the picture. Next, play track 1.16 and have students mark the places that are in the boy's city with a ✓. They mark the places that are not in the city with a ✗. Check by reading the name of each place and getting students to raise their hands if the place has a ✓.

Answer Key:

pet shop ✓ hospital ✓ toy shop ✗ museum ✓
supermarket ✗ shopping centre ✓

TRACK 1.16

NARRATOR: LISTEN AND MARK.

BOY: LOOK! THIS IS MY CITY. THERE'S A PET SHOP BUT THERE ISN'T A TOY SHOP. THERE ISN'T A SUPERMARKET BUT THERE'S A SHOPPING CENTRE. THERE'S A MUSEUM AND THERE'S A HOSPITAL.

5 Read and point to the map. 5'

Invite the class to look at the pictures and describe what they see: *a girl, an alien, a map of an alien city.* Ask students to name the buildings: *hospital, supermarket, cinema, toy shop.* Then, have two volunteers read the dialogue aloud. Tell students to point to the place that is in the alien city: *the cinema.*

Act out a similar dialogue with a friend. 20'

Divide the class into pairs. Have one student in each pair pretend to be the alien. The other student asks him / her about the places in the map of the alien city. Encourage them to act out the dialogue. When they finish, get them to switch roles and repeat. Finally, invite a pair to act out a dialogue for the class.

Assign homework 5'

Additional homework



AB page 17
ex. 3

Students write three city places in their notebook and find the name of a real place for each:
supermarket - (Superfood), restaurant - (Great Salads), museum - (Museum of Modern Art).



Light on grammar 15'

Invite a volunteer to read the first example sentence. Tell students to find a similar sentence on the page and circle it: *There's a pet shop.* Have them point to the *pet shop* and elicit that *there's* means something exists. Next, have a volunteer read the second example sentence. Tell students to find a similar sentence on the page and underline it: *...there isn't a toy shop.* Explain that *there isn't* means that something does not exist. After that, get volunteers to read the question and answers. Point out that *there* and the verb *to be* switch places in the question. Remind students that they can use short answers.

Write about your town or city. 15'

Invite the class to say some places in their city or neighbourhood and write them on the board. Then, have students write two sentences to describe their city: *There's a (supermarket).* *There isn't a (shopping centre).* Finally, invite some volunteers to read their sentences aloud.

Assign homework 15'

Additional homework



AB page 17
ex. 4

In their notebook, students choose two city places and illustrate them with magazine cut-outs. They mark one city place with a ✓ and the other with an ✗. Then, they label the pictures: *There's a (toy shop).* *There isn't a (cinema).*

Time to practise!



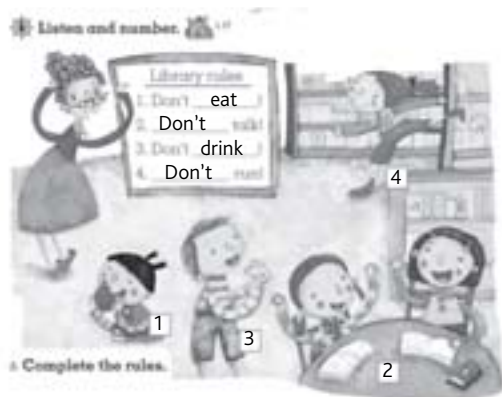
Chinese whispers (see page 10) 15'

Now play *Chinese whispers* with rules: *Don't touch!*, *Don't walk on the grass!*, etc. Have fun!

1 Listen and number. 1.17 15'

Have the class look at the picture and ask where the children are: *in the library*. Invite them to say what the children are doing. Accept all answers. Then, play track 1.17 and have students point to the children as the librarian talks to them. Next, play the CD again and have students number the boxes in order. Check by describing the children in the picture and getting volunteers to say the corresponding number.

Answer Key:



TRACK 1.17

NARRATOR: LISTEN AND NUMBER.
 NARRATOR: NUMBER ONE.
 MISS JONES: WHO'S EATING? OH, TANIA. DON'T EAT IN THE LIBRARY.
 GIRL 1: OK, MISS JONES.
 NARRATOR: NUMBER TWO.
 MISS JONES: WHO'S TALKING IN THE LIBRARY? LAURA AND CHARLOTTE, DON'T TALK IN THE LIBRARY.
 GIRLS 2 AND 3: YES, MISS JONES.
 NARRATOR: NUMBER THREE.
 MISS JONES: ARE YOU DRINKING WATER, CARL? DON'T DRINK IN THE LIBRARY.
 BOY: SORRY, MISS JONES.
 NARRATOR: NUMBER FOUR.
 MISS JONES: OH ANDREA, PLEASE! DON'T RUN IN THE LIBRARY.
 GIRL 4: OOPS, SORRY.
 MISS JONES: WHAT DO WE DO IN THE LIBRARY?
 CHILDREN: WE READ! HURRAY!

Complete the rules. 20'

Refer students to the *Library rules* sign. Tell them to complete the rules according to the actions for each number. Then, elicit the rules. Finally, invite the class to say other places with those rules. Encourage students to say whether or not they follow the rules in those places.

Assign homework 5'



AB page 18
ex. 1

Additional homework

In their notebook, students draw a sign for a museum. They write *Welcome to the museum!* and add three rules: *Don't (run)!* *Don't (touch)!* *Don't (eat)!*

2 Sing a song. 1.18 15'

Tell the group that they are going to hear a song about library rules. Have students look at the song and count the rules: *There are eleven rules*. Play track 1.18 and have them follow along in the book with their fingers. Next, play the track again and invite students to sing along. Mime each action and encourage the class to imitate you.

Pair work 15'

Divide the class into pairs. Assign student A and student B. Student A looks at page 112 and student B looks at page 117. Tell them to take turns asking and answering questions to complete their map with the city places in the table: *Where is the (shopping centre)?*

Assign homework 5'



AB page 18
ex. 2

Additional homework

Students draw a picture of a city place and label it with a sentence: *The (park) is next to the (hospital)*. Encourage them to draw themselves in the picture.

Time to write

1 Read and colour. 10'

Write **NOUN** on the board and encourage students to guess the meaning: *A noun is a person, place, thing, animal or idea.* Have them look at the examples in the bubbles. Explain that there are two kinds of nouns: *common nouns and proper nouns.* Refer students to the common nouns in the table and elicit the examples: *crayon, cat.* Have them look at the proper nouns and invite them to suggest the girl's name. Accept all answers. Point out that proper nouns are always names that begin with a capital letter. Elicit the other example: *Tuesday.* Then, tell students to use a green crayon to mark the bubbles with common nouns and a red crayon to mark the bubbles with proper nouns. When they finish, have them check them with a friend. Check as a class by inviting volunteers to read the common nouns and the proper nouns aloud. Finally, have students finish colouring the bubbles.

Answer Key:

Common nouns: *shoe, sofa, cat, dog, cake*

Proper nouns: *Diana, María, Tony, Monday, Thursday*

2 Complete the nouns. 5'

Tell students to look at the pictures and guess the words. Then, have them complete the words with the letters from the table. Point out that some are capital letters. Elicit the kind of nouns that have capital letters: *proper nouns.* Explain that students should choose lowercase letters for common nouns. They can use each letter more than once. All letters are used. Check by eliciting the words and getting volunteers to say the missing letter for the first word: *orange small letter o*, and whether the item is a common noun or a proper noun: *It's a common noun.*

Answer Key:

Complete the nouns.

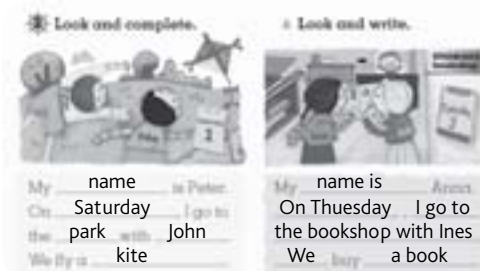


2 Look and complete. 10'

Divide the class into pairs and invite them to look at the picture. Ask what the children's names are, where they are, what day it is and what toy they have got: *Peter, Jan, at the park, Saturday, a kite.* Then, refer the class to the paragraph with the missing information. Elicit the first sentence: *My name is Peter.* Tell them to work together to complete the paragraph according to

the information in the picture. When they finish, invite volunteers to read the paragraph aloud.

Answer Key:



2 Look and write. 10'

Invite the class to look at the second picture and elicit where they are: *at a book shop.* Then, tell them to write a paragraph to describe the picture. They should use the first paragraph as a guide. Check by having a volunteer read his / her paragraph aloud.

Bulletin board idea 10'

Materials: One sheet of paper per group, pins. Divide the class into groups and hand out the paper. Tell them to fold the paper in half. On the top half of the paper, they draw a scene with two children. It should be in one of the city places. Remind them to include the same information as in the pictures in the book: the children's names, the day of the week, and an action. When they finish, get them to exchange papers with another group. Then, have them write a paragraph on the bottom half of the paper to describe the picture. Finally, display the pictures and give students time to read and look at each other's work.

Assign homework 5' AB page 19

The lighthouse keepers' story

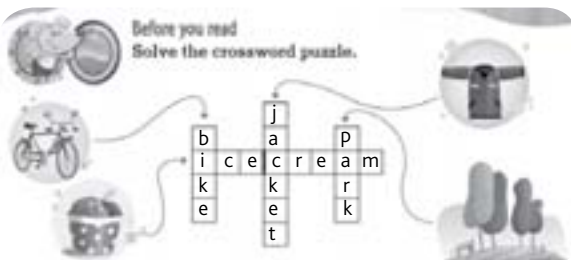


Before you read 5'

Solve the crossword puzzle.

Have students look at the pictures and identify the items. Point out the arrows and tell students to follow the arrows to the first space of each word. Then, tell them to solve the crossword puzzle individually. When they finish, they should compare answers with a friend.

Answer Key:



1 Listen to the first part of the story. 1.19 10'

Invite a volunteer to read the title of the story. Then, have students look at the first picture and point to the jacket. Get them to describe it: *It's red and black.* Explain that the boy with the jacket is called *Tom*. Next, play track 1.19 and have students follow along in their books. Ask who Tom thinks has got his jacket. Tell them to look at the pictures carefully and elicit where the jacket really is: *on the ground / behind the park bench.* Play the CD again and encourage students to read along with the characters.

Now read the story in groups. 10'

Divide the class into groups and have them choose roles in the story: *Tom*, *Mum*, and *the narrator*. Tell them to read the story aloud. Encourage them to use emotion in their voices. When they finish, they switch roles and read the story again.



Value: Being a good citizen

Make a good citizen book. 20'

Materials: One photocopy of craft template 2 (see TB CD-ROM), crayons, scissors, a stapler. Write *CITIZEN* on the board and encourage the class to guess what it means: *a person from a city or a country*. Explain that good citizens obey the rules and think about how their actions affect other people. Then, hand out the materials and have students colour the pictures. When they finish, tell them to cut out the pictures. After that, help them to staple the pages together to make a book and refer students to the boxes on each page. Have them look at each picture and decide whether or not they show actions for good citizens. If the action is good, they should make a green ✓ in the box. If the action is bad, they should make a red ✗ in the box. When they finish, tell them to draw their own good action and bad action on the blank pages. Remind them to mark the pages with a ✓ or an ✗. Finally, invite them to show their good citizen book to a friend.

Assign homework 5'



AB page 20

Additional homework

Students stick plasticine onto a sheet of cardboard to make a picture of Tom's jacket.


2 Listen to the second part of the story. 1.20 15'

Invite the class to say what they remember from the first part of the story. Then, encourage them to guess what will happen in the second part of the story. Have students open their books and look at the pictures. Tell them to point to Tom's jacket in each scene. Next, play track 1.20 and have them follow along in their books. Encourage them to mime how Tom and the other boy feel in the third scene. Then, get them to mime how they feel in the last scene.

Now read the story in groups. 20'

Divide the class into groups. Have them choose roles and read the whole story aloud. Encourage them to act out the story as they read. After that, invite groups to act out the story for the rest of the class. Finally, tell students to close their books. Read out lines from the story and encourage volunteers to identify who says them.

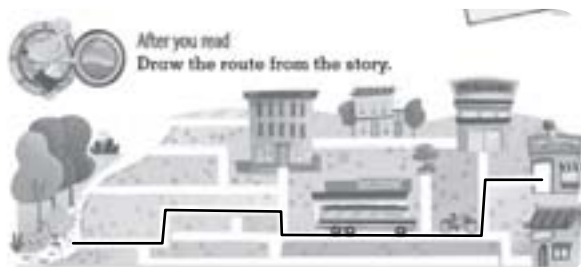


After you read  5'

Draw the route from the story.

Have students look at the map and identify the places they see: *the park, the bus station, a shop, a restaurant, an ice cream shop*. Elicit the places Tom went in the story. Then, have students draw Tom's route on the map. When they finish, tell them to compare maps with a friend.

Answer Key:



Assign homework  5'



AB page 21



Light up the world

Warm-up: Let's talk about Italy.

15'

Materials: A map of the world, a photo of an Italian village, photos of Italian foods including pizza, lasagna and spaghetti. Display the map on the board and invite a volunteer to find Italy and point to it. Invite volunteers to come to the front and point to their country on the map and see how far it is from Italy. Explain that Italy is in Europe. It touches the Mediterranean Sea. Trace Italy on the map with your finger and encourage students to say what the country looks like: *a boot*. The island at the tip of the boot is called Sicily. Pass around the photos and tell the class that

Italy is a very old country and the capital city is Rome. Two thousand years ago, Rome was the most important city in Europe.

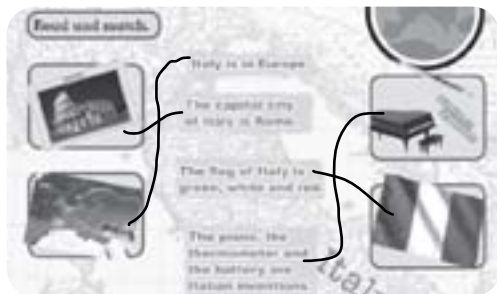
It was the capital of the Roman Empire that stretched from northern Africa and the Middle East to Spain and England. Point to these areas on the map. Many Roman buildings still exist in many different countries. The Romans also invented many things, such as *concrete* and *toilets*. Nowadays, Italy is famous for its food. Pizza, lasagna and spaghetti are popular Italian foods all over the world. Italians have a word that can mean *hello* or *good-bye*: *ciao!* People in other countries also use *ciao* to say goodbye.

Read and match.

5'

Invite a volunteer to read the first sentence aloud. Elicit the picture that matches the sentence: *the map of Europe*. Then, tell students to read the sentences in their book and match them with the other pictures. Check by describing each picture and getting a volunteer to read the corresponding sentence. Point out that the building in the first picture is the Roman Coliseum. It is more than two thousand years old.

Answer Key:



Read and look at the mosaic.

5'

Have the class look at the picture and explain that *mosaics* are pictures made from small pieces of rocks, tile or glass. The Romans made many mosaics of people and animals. Invite a volunteer to read out the information about the mosaic.

Colour by number.

10'

Ask students to identify the animal in the picture: *a butterfly*. Refer them to the table of colours and

tell them to colour the butterfly mosaic according to the numbers. When they finish, have them compare their picture with a friend.



AB page 22

15'

Check what you know!



Materials: One sheet of white paper per team, Unit 2 vocabulary word cards, a coin, classroom objects.

Prepare word cards for the vocabulary they learned in the unit. Divide the class into teams. Hold up the word cards and get students to say the words. Then, hold each card so that the students cannot see it. Describe items people see in each place. The first team to guess each place wins a point. Next, draw a prohibition sign on the board and ask students what it means: *Don't*. Point to the sign and mime running. Elicit *Don't run!* Do the same with other actions. After that, write the prepositions on the board. Stand next to a student and say *I'm next to (Lucy)*. Then, invite the student to describe his / her position with a different preposition: *I'm behind (Maria)*. Continue with the other prepositions. For sentences with *between*, flip a coin to decide which student continues. After that, put classroom objects on your desk and ask students: *Is there a (book)?* Then, invite volunteers to say sentences about the items: *There's a (pencil)*. *There isn't a (school bag)*. Finally, ask the class to complete the faces according to how they feel about what they know.

Read about Venice.

5'

Have the class look at the picture and get them to describe what they see. Then, invite a volunteer to read the first part of the text aloud and tell students to point to the gondola in the picture. Then, get other volunteers to read the rest of the information aloud. Ask students whether or not they would like to live in Venice.

Listen and stick.

1.21

10'

Get volunteers to read the words aloud. Help with meaning as necessary: *An ambulance takes sick people to the hospital.* Then, tell students to use the stickers for page 23 and to guess which boat goes in each space. Next, play track 1.21 and pause it after the first description. Get students to hold up the sticker of the ambulance boat. Have them put it in the corresponding space. Do the same with the rest of the stickers.

Answer Key:



TRACK 1.21

NARRATOR: LISTEN AND STICK.

MAN: MY BOAT IS A GONDOLA. ALL GONDOLAS ARE BLACK. LOOK, THERE'S AN AMBULANCE. IT'S RED AND YELLOW.
THE POLICE BOAT IS BLUE AND WHITE. THAT ONE IS A TAXI. IT'S BROWN. THERE'S A BUS. CAN YOU SEE IT? IT'S BLACK AND WHITE.

Unscramble the names of places.

10'

Refer the class to the scrambled words and explain that they are names of city places. Assign pairs and tell students to unscramble them and write the letters on the spaces. Check by getting volunteers to read the names of the places.

Answer Key:

fire station shoe shop restaurant

Follow the lines and draw.

10'



Hangman (see page 10)

10'

Now play *Hangman* with city places vocabulary. Have fun!

Assign homework

5'

My project



AB

page 23

Make a shop.

Materials: One shoe box, coloured paper. Refer students to *My project* and tell them the main materials for the craft. Point out the icons and explain the additional materials that they need. Then, go through each step with them. Finally, remind them that they can do their project with the help of their family.



A friendly reminder



It is advisable to create a stress-free and supportive environment for taking a test. Before students are assessed, they should review the unit vocabulary with *My spelling practice* on page 94 and the *Time to check* section on page 22 in the AB. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the exercise
- read the instructions for the next activity, etc.

3

Animal adventure



Objectives:

- learn the names of animals
- learn ways to express feelings about animals
- talk about animals' abilities using *can* / *can't*
- talk about animal habits using the present simple



Light on new words

Animals

bat	/bæt/	_____	leopard	/le·pəd/	_____
butterfly	/bʌ·tə·flaɪ/	_____	lion	/laɪ·ən/	_____
crocodile	/kɹɒ·kə·daɪl/	_____	monkey	/mʌŋ·ki/	_____
elephant	/e·lə·fənt/	_____	ostrich	/ɒ·strɪtʃ/	_____
frog	/frɒɡ/	_____	snake	/sneɪk/	_____
gorilla	/gə·rɪ·lə/	_____	turtle	/tɜː·təl/	_____
hippo	/hɪ·pəʊ/	_____	zebra	/ze·brə/	_____



Light on grammar

Can / can't

We use *can* / *can't* to express ability. The structure is subject + *can* / *can't* + infinitive. In this unit, we use *can* / *can't* to talk about animals' abilities. To form questions, we use *can* + subject + infinitive.

Present simple

In this unit, we use the present simple to talk about animals' habits.



Light on real language

In this section, students will learn phrases and short exchanges used in everyday life. In this unit, students will learn and practise ways to express how they feel about animals.

- I think it's scary.
- I don't think it's scary.
- I think it's cute.



The lighthouse keepers' story The turtle and the rabbit



Teaching tip

Songs and chants are an extremely effective way of teaching vocabulary, grammar and language functions. They stay in students' memory for a long time, providing useful models for them to use in the future. They also help students to practise pronunciation, stress and intonation. Most importantly, students usually enjoy learning them. This can raise the level of involvement and motivation for the group. Here are some important things to keep in mind when working with songs and chants:

- 1) Keep it happy! This is a time for the class to have fun together, so try to show students that you enjoy the activity, too.
- 2) Provide lots of praise and encouragement, especially when students seem shy.
- 3) Do not be afraid to look silly. Students will follow your lead if you are confident.
- 4) Avoid drawing attention to students who do not participate well. They will probably join in if they see other students having fun.

You can provide even more enjoyment by encouraging students to use different voices or mime certain actions. Some songs and chants can also be extended. Students make their own verses by substituting some vocabulary. Use the songs and chants to make your classes dynamic and memorable. Students will achieve more and have a good time doing it.

Value: Caring about endangered species

Caring about endangered species is important because if they are not protected, they will disappear forever.



Make an animal mobile.



Basic competences

In this unit, students will develop:

- competence in *Learning to learn* by participating in singing along with class chants / songs in order to memorize grammar, vocabulary, pronunciation and functional language (TB p. 37). Music helps enable students to store information in their long term memory.
- *Linguistic competence* by identifying and learning wild animal vocabulary as well as functional language for describing the animals (SB p. 24).
- *Linguistic competence* by consolidating knowledge through practising spelling, as well as practising talking about feelings using a song as a model (SB p. 25).
- *Linguistic competence* by recognising information and using it in a guided speaking activity (SB p. 26).
- *Processing information and digital competence* by using new technologies as a way to practise and consolidate new knowledge (SB p. 27). In this activity, students use the class CD to participate in a model guessing game about animals' identities.
- *Autonomy and personal initiative* by using their own personal criteria to describe and draw an animal riddle (SB p. 28).
- *Linguistic competence* by knowing themselves and valuing their own worth by participating in personalised activities and receiving praise (SB p. 29).
- *Interpersonal and civic competence* by listening to Aesop's fable The Turtle and the Rabbit that focuses on values such as stamina and overconfidence (SB p. 30).
- *Mathematical competence* by associating symbols with numbers in order to calculate the greatest sum by adding (SB p. 31).
- competence in *Knowledge and interaction with the physical world* by testing student's knowledge about Pandas by reading, and then by listening to information (SB p. 32). In this lesson, children also learn interesting facts about China.
- *Cultural and artistic competence* by reading about Chinese tangrams and then creating their own tangram cat (SB p. 33).

3

Animal adventure

Warm-up: Guess the animal 15'

Invite students to say the names of animals they know: *cat, dog, parrot, fish*, etc. Write them on the board. Then, divide the class into teams. Draw a part of one of the animals on the board: *the trunk of an elephant*. Students say what they think the animal is. If they do not guess correctly, draw another part of the animal. They guess again. Finally, finish the drawing to complete the animal and elicit the name if students did not already guess it. Then, invite a volunteer from one team to do the same. If his / her team can guess before the picture is completed, the team gets two points. If they guess afterwards, they get one point. Continue until all teams have played at least once.

1 Listen and stick. 1.22 15'

Have a volunteer read the title of the unit and tell the class that they are going to learn about animals that live in the savannah and in the jungle. Ask them to point to the heading and explain that *savannah* is a type of land in Africa. Divide the class into pairs and tell students to use the stickers for Activity 1 on page 24 and guess which stickers go in the spaces. Then, play track 1.22 and get students to hold up the stickers for each number. Finally, have them put the stickers in the corresponding spaces.

Answer Key:**TRACK 1.22**

NARRATOR: LISTEN AND STICK.

NARRATOR: NUMBER ONE.

GIRL: IT'S SLEEPING. IT'S A LION.

NARRATOR: NUMBER TWO.

BOY: IT'S RUNNING. IT'S AN OSTRICH.

NARRATOR: NUMBER THREE.

GIRL: IT'S PLAYING WITH WATER. IT'S AN ELEPHANT.

NARRATOR: NUMBER FOUR.

BOY: IT'S SWIMMING. IT'S A HIPPO.

NARRATOR: NUMBER FIVE.

GIRL: IT'S CLIMBING A TREE. IT'S A LEOPARD.

NARRATOR: NUMBER SIX.

BOY: IT'S JUMPING. IT'S A ZEBRA.

NARRATOR: NUMBER SEVEN.

GIRL: IT'S EATING. IT'S A TURTLE.

Listen and repeat. 1.23 10'


Play track 1.23 and tell students to listen to the names of the animals. Play the CD again and have them repeat the names and point to each animal in the picture. Then, play the track a third time and have students repeat the words and mime the animals.

TRACK 1.23

NARRATOR: LISTEN AND REPEAT.

LION. OSTRICH. ELEPHANT. HIPPO.


LEOPARD. ZEBRA. TURTLE.

Assign homework 5'
 **AB page 24**
ex. 1
Light on
real language 25'

Material: One sheet of white paper per student.

Refer students to the words *scary*, *cute*, *fast* and *slow* in the book and invite a pair of volunteers to read the dialogue. Then, encourage students to guess the meanings of *scary* and *cute*.

Demonstrate the meanings with gestures and facial expressions. Next, say *fast* and mime running fast. Have them say an animal that is slow: *turtle*. After that, say each word and get the class to repeat and mime it. Finally, hand out the paper and tell students to choose one of the words and draw an animal to illustrate it. Remind them to write their name on the paper. Display the pictures in the classroom.

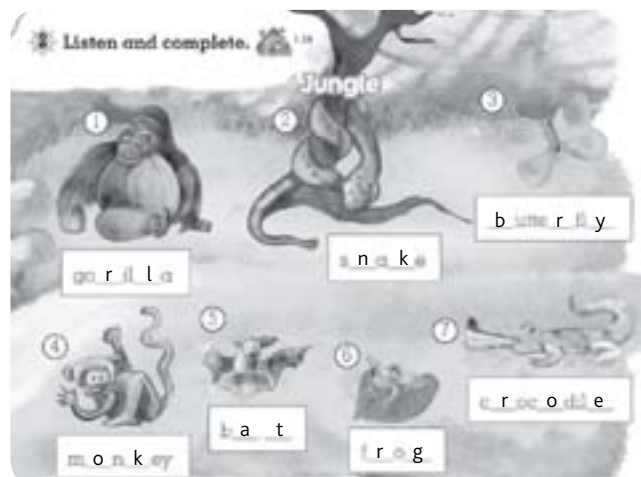
Assign homework 5'
Additional homework
 **AB page 24**
ex. 2

Students use plasticine to make one of the animals of the savannah.

2 Listen and complete. 1.24 10'

Point out the heading *Jungle* and read it aloud. Explain that a jungle is a tropical forest. There are lots of plants and animals. Have students look at the first animal in the picture and play track 1.24. Pause it and elicit the missing letters to complete its name: *gorilla* - r, l. Then, play the rest of the track and tell the class to listen and complete the other animal names. When they finish, have them compare answers with a friend. Check by saying a number and getting volunteers to read out the name of the animal and spell it.

Answer Key:



TRACK 1.22

NARRATOR: LISTEN AND COMPLETE.
 NARRATOR: NUMBER ONE.
 BOY: GORILLA. G-O-R-I-L-L-A.
 NARRATOR: NUMBER TWO.
 GIRL: SNAKE. S-N-A-K-E.
 NARRATOR: NUMBER THREE.
 BOY: BUTTERFLY. B-U-T-T-E-R-F-L-Y.
 NARRATOR: NUMBER FOUR.
 GIRL: MONKEY. M-O-N-K-E-Y.
 NARRATOR: NUMBER FIVE.
 BOY: BAT. B-A-T.
 NARRATOR: NUMBER SIX.
 GIRL: FROG. F-R-O-G.
 NARRATOR: NUMBER SEVEN.
 BOY: CROCODILE. C-R-O-C-O-D-I-L-E.

3 Listen and repeat. 1.25 5'

Play track 1.25 and have students repeat the names of the animals. Then, play the CD again and have students point to each animal as they say its name. Finally, invite volunteers to say the names of animals for you to mime.

TRACK 1.25

NARRATOR: LISTEN AND REPEAT.
 NARRATOR: GORILLA. SNAKE.
 BUTTERFLY. MONKEY.
 BAT. FROG.
 CROCODILE.

3 Sing a song. 1.26 10'

Tell the class to look at the song about the jungle. Play track 1.26 and have them follow along with their finger. Then, play the track again and invite students to sing along. Act out the words and encourage the class to imitate you. Next, divide students into two groups and have them each sing and act out one verse. Get the whole class to sing the last verse together. Switch verses and repeat.



Talk about the animals with a friend. 10'

Refer students to the picture and invite volunteers to say the names of the animals. Then, divide the class into pairs and tell them to point to animals and talk about them: (*lion*) - *I think it's scary.*

Assign homework 5'



AB page 25

Additional homework

Pictionary pages 98 and 99. Students read the names of the vocabulary items and draw a picture for each.

Can an elephant swim?

1 Listen and stick. 1.27 15'

Have the class look at the pictures and identify what the monkey is doing. Play track 1.27 and tell students to check if they were right. Then, tell them to use the stickers for Activity 1 on page 26. Play the CD again and get them to put the stickers in the corresponding spaces. Check by eliciting the sentences in order.

Answer Key: Listen and stick. 1.27 15'



TRACK 1.27

NARRATOR: LISTEN AND STICK.

NARRATOR: LOOK! THE MONKEY CAN CLIMB.

IT CAN JUMP. IT CAN'T FLY.

OH, GOOD! IT CAN SWIM.

2 Ask a friend and mark (✓ or X). 15'

Refer students to the table and invite volunteers to read the names of the animals. Next, have a student read the girl's question aloud. Elicit the answer: *No*. Tell students to mark an **X** in the table for *penguin* and *fly*. Next, divide the class into pairs. Tell them to ask about the animals and complete the table.

Answer Key:

Can it	fly	run	jump	climb	swim
an elephant	X	✓	X	X	✓
a penguin	X	✓	✓	✓	✓

3 Listen and check. 1.28 10'

Play track 1.28 and tell students to check their answers. Then, ask about each animal and get volunteers to say Yes or No.

TRACK 1.28

NARRATOR: LISTEN AND CHECK.

GIRL: EXCUSE ME, I'VE GOT SOME QUESTIONS.

CAN AN ELEPHANT FLY?

ZOOLOGIST: NO, IT CAN'T.

GIRL: OK. CAN IT RUN?

ZOOLOGIST: YES, IT CAN.

GIRL: CAN IT JUMP?

ZOOLOGIST: NO, IT CAN'T.

GIRL: CAN IT CLIMB?

ZOOLOGIST: NO, IT CAN'T.

GIRL: CAN IT SWIM?

ZOOLOGIST: YES, IT CAN.

GIRL: OH, THANK YOU VERY MUCH.

BOY: I'VE GOT SOME QUESTIONS, TOO.

CAN A PENGUIN FLY?

ZOOLOGIST: NO, IT CAN'T.

BOY: OK. CAN IT RUN AND JUMP?

ZOOLOGIST: YES, IT CAN.

BOY: CAN IT CLIMB? CAN IT SWIM?

ZOOLOGIST: YES, IT CAN CLIMB AND SWIM.

BOY: WOW! THANK YOU VERY MUCH!

ZOOLOGIST: YOU'RE WELCOME.

Assign homework 5'

AB page 26
ex. 1

3 Listen and chant. 1.29 15'

Invite students to look at the picture and name the animal: *zebra*. Have them find another animal in the chant: *dolphin*. Then, play track 1.29 and get students to follow along in their books. Play the CD again and nod your head for *Yes, it can*. Shake your head for *No, it can't*. Invite the class to chant along and imitate your actions. After that, divide the class into two groups. One group chants the questions and the other group the answers and does the actions. Finally, they switch roles and repeat.

Light on grammar 5'

Refer students to the first sentence. Explain that we use *can* / *can't* to talk about abilities. Then, say that we use *it* to replace the name of the animal. Ask students what animal *it* replaces in these sentences: *monkey*. Next, invite volunteers to read the question and answers. Explain that *Can* comes before *it* in questions.

Draw an animal and write. 10'

Invite students to draw a picture of an animal and write a sentence with *can* or *can't*. When they finish, have them compare their work with a friend.

Assign homework 5'

AB page 26
ex. 2

4 Read and match. 10'

Have the class look at the pictures of the animals and guess what they eat. Accept all answers. Then, invite a volunteer to read the sentences on the green paper. Elicit the name of the animal: *shark*. Tell students to read the other pairs of sentences and match them to the animals. Check.

Answer Key:

It lives in the sea. It eats fish. -- shark

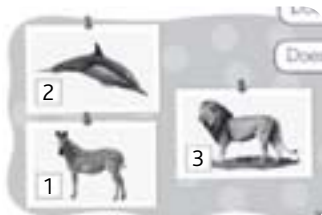
It lives in the savannah. It eats meat. -- leopard

It lives in the jungle. It eats plants and insects. -- monkey

5 Listen and number. 1.30 15'

Refer students to the photos and elicit the names of the animals. Divide the class into pairs and have them discuss what each animal eats. Then, play track 1.30 and tell students to follow along in their books. Pause it after the first set of clues. Ask the class which animal it is: *the zebra*. Tell them to write *I* next to the zebra. Play the CD and have students number the photos. Check.

Answer Key:



TRACK 1.30

NARRATOR: LISTEN AND NUMBER.

NARRATOR: NUMBER ONE.

BOY: DOES IT EAT MEAT?

GIRL: NO, IT DOESN'T.

BOY: DOES IT EAT PLANTS?

GIRL: YES, IT DOES.

BOY: DOES IT LIVE IN THE SAVANNAH?

GIRL: YES, IT DOES.

NARRATOR: CAN YOU GUESS? WHAT ANIMAL IS IT?

NARRATOR: YES, IT'S A ZEBRA! BRAVO!

NARRATOR: NUMBER TWO.

BOY: DOES IT EAT PLANTS?

GIRL: NO, IT DOESN'T.

BOY: DOES IT EAT FISH?

GIRL: YES, IT DOES.

BOY: DOES IT LIVE IN THE SEA?

GIRL: YES, IT DOES.

NARRATOR: CAN YOU GUESS? WHAT ANIMAL IS IT?

NARRATOR: YES, IT'S A DOLPHIN! BRAVO!

NARRATOR: NUMBER THREE.

GIRL: DOES IT EAT MEAT?

BOY: YES, IT DOES.

GIRL: DOES IT LIVE IN THE SAVANNAH?

BOY: YES, IT DOES.

NARRATOR: CAN YOU GUESS? WHAT ANIMAL IS IT?

NARRATOR: YES, IT'S A LION! BRAVO!

Assign homework 5'



AB page 27
ex. 3

Play a guessing game with a friend. 15'

Invite three volunteers to write the names of animals from Activity 5 on the board. Then, assign pairs and tell one student in each pair to choose one of the animals on the board. The other student asks questions to guess the animal. When they finish, ask some volunteers questions to guess their animal.



Light on grammar 10'

Have students read the example sentences and elicit the verbs from each: *lives, eats*. Ask what it means in the second example: *the zebra*. Ask how many zebras there are in the sentence: one. Explain that we use *-s* at the end of the verb because it is singular. Invite a volunteer to read the question aloud and explain that we add *Does* to make the question form. Point out that in questions we use the infinitive of the verb. Finally, have two students read the answers. Explain that we use *does / doesn't* in these answers.

Unscramble and answer. 5'

Have the class look at the picture and identify the animal. Tell them to unscramble the question and write the answer on the line. Invite volunteers to read the question and answer aloud.

Answer Key: *Does it eat meat? No, it doesn't.*

Assign homework 5'



AB page 27
ex. 4

Additional homework

In their notebook, students write a question and an answer about an ocean animal. Then, they draw the animal.





Time to practise!

1 Complete with *It can* or *It can't*. 15'

Invite the class to say the names of the animals. Then, refer students to the first description and get a volunteer to complete the first sentence: *It can't swim*. Do the same with the other two sentences. Next, divide the class into pairs and tell them to complete the other descriptions. Check by saying the number and getting volunteers to mime the descriptions.

Answer Key:

1 Complete with *It can* or *It can't*.

1 	It can't swim.	2 	It can jump.
	It can fly.		It can't fly.
	It can't run.		It can swim.
3 	It can run.	4 	It can fly.
	It can swim.		It can't run.
	It can't climb.		It can't jump.

2 Read the riddle and look. 15'

Ask students to look at the girl's riddle and invite a volunteer to read the first sentence aloud. Then, elicit the animals it describes. Write them on the board: *lion, elephant, ostrich, zebra, turtle, hippo, leopard*. After that, get a volunteer to read the next sentence. Invite students to circle the animals that it describes: *elephant, ostrich, zebra, turtle, hippo*. Have a volunteer read the last sentence and encourage the class to guess the animal. Accept all answers. Finally, have a volunteer read the boy's answer: *It's an ostrich*.

Write an animal riddle. 15'

Tell students to choose an animal and write their own riddle. Encourage them to use the example in Activity 2 as a guide.

Model answer:

It lives in the sea. It can swim. It is grey and white.

Assign homework 5'

Additional homework

In their notebook, students draw a picture of the animal in their riddle.



AB page 28
ex. 1

Solve your friend's riddle. 10'

Say a riddle: *It lives in the ocean. It eats fish. It has got a long nose*. Invite the class to guess the animal: *It's a dolphin*. Then, divide the class into pairs and tell them to exchange books. They read their friend's riddle and solve it: *It's a (monkey)*. They should draw a picture of the animal. When they finish, they return the book to their friend. Finally, encourage them to show the animal picture they drew for homework.

Pair work 15'

Divide the class into pairs. Assign student A and student B. Student A looks at page 113 and student B looks at page 117. Tell them to give clues about each animal for their friend to guess. They can also make animal sounds and mime. Students guess the animals and draw them in the squares. After that, they write the names on the lines. Finally, students compare books to check their answers.

Assign homework 5'

Additional homework

Students find a magazine cut-out of an animal and make a riddle about it to bring to the next class.



AB page 28
ex. 2

Time to write

Look and complete. 15'

If students did the additional homework, divide the class into pairs and tell them to read their riddles to each other. Then, they show each other the magazine cutouts of their animals. When they finish, invite some volunteers to read their riddles to the class and get students to guess the animals. Next, refer the class to the picture in the book and get them to say the name of the animal: *zebra*. Invite volunteers to read the information about zebras aloud. Have students point to the stripes on the zebra and elicit the names of other animals with stripes: *tigers, snakes, cats*, etc. Then, tell them to complete, in pairs, the sentences with the information. Check by getting volunteers to read the sentences aloud.

Answer Key:

It's a zebra.

It has got black and white stripes and four legs.

It can run and jump.

It eats leaves.

It lives in the savannah.

Draw and write about an animal. 15'

Refer students to the box and tell them to draw one of the animals from this unit. Then, get them to write a description of the animal. They should use the sentences in Activity 1 as a guide. When they finish, have them exchange descriptions with a friend. Encourage them to check if the description includes all of the information. Remind them to also check punctuation, spelling and capital letters. Finally, invite some volunteers to read their descriptions to the class.

Model answer:

It's a duck. It has got wings and feathers. It can fly and swim. It eats snails and fish. It lives in the lakes and oceans.

Bulletin board idea 15'

Materials: One sheet of white paper per group, pins.
Draw a simple line drawing of a snake on the board. Give it a lion's head and a butterfly's wings. Tell the class that it is a new animal. Elicit the names of the animals that are part of the new animal. Then, invent facts about the new animal: *It can't swim. It can fly. It lives in the jungle. It has got a yellow head and a red and green body.* After that, invite the class to give it a name. Next, divide the class into groups and hand out the paper. They draw a new animal using three animals from this unit. Tell them to write sentences to describe the animal. Then, have them give it a name. Finally, display the pictures on the bulletin board and encourage the students to look at each other's work.

Assign homework 5'



AB page 29

The lighthouse keepers' story

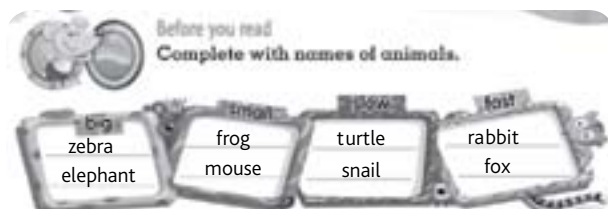


Before you read 15'

Complete with names of animals.

Ask students to look at the boxes and have a volunteer read the adjectives aloud. Invite the class to name two animals that are big. Tell them to write their names on the lines. Then, assign pairs and have them complete the other boxes with the names of other animals. When they finish, check by saying the adjective and inviting volunteers to read out the names of animals they have written.

Model answer:



Now read the story in groups. 15'

Divide the class into groups and have them choose characters in the story: *the narrator, the turtle, the rabbit and the other animals*. Tell them to read the story aloud, imitating the voices of the characters. When they finish, they switch roles and read the story again. They should continue until all students have read all the parts. Finally, invite one group to read the story to the class.

Assign homework 5'



AB page 30

Additional homework

On a sheet of white paper, students use paint or markers to make a sign for the rabbit or the turtle: *Go, (rabbit), go!*

1 Listen to the first part of the story. 1.31 10'

Invite a volunteer to read the title of the story aloud. Explain that it is a special type of story called a *fable*. *Fables* are very old stories that teach us things. Ask the class if they know about this story. Then, have students look at the pictures and say the names of the animals they see. Next, play track 1.31 and tell the class to follow along in their books. Finally, invite volunteers to say what they think will happen next.

2 Listen to the second part of the story. 1.32 10'

Make a simple line drawing of a turtle and a rabbit on the board and get the class to say what they are. Then, ask them to say what they know about the turtle and the rabbit in the story. Then, play track 1.32 and ask students which character wins the race: *the turtle*. Next, play the CD again and tell students to follow along in their books. Remind them that fables teach us things. Invite the class to explain the lesson in the story: *You can lose even if you are very good at something. You can win if you work hard and don't give up*. Ask why the rabbit lost the race: *He expected to win and didn't try hard*. Ask why the turtle won: *He worked very hard. He didn't give up*.

Now read the story in groups. 10'

Divide the students into groups and tell them to read the whole story aloud and act it out. When they finish, they should switch roles and act out the story again.



After you read 10' Count and find the winner.

Tell students to find the rabbit and the turtle and point to them. Then, tell them to point to the stopwatches. Explain that they need to find out how many minutes each animal took to finish the race. Refer the class to the table and have students point to the symbols. Next, have them look at the rabbit's path. Ask students how many minutes the first symbol is: *two minutes*. Write 2 on the board. Ask about the rest of the symbols in the path and write the numbers on the board: $2 + 1 + 3 + 1 + 3$. Invite a volunteer to add the numbers: *ten*. *The rabbit took ten minutes to finish the race*. Students write 10 on the first stopwatch. After that, have students calculate the time for the turtle in the same way. Finally, ask the class how many minutes the turtle needed to finish the race: *nine minutes*. They write 9 on the second stopwatch.

Answer Key:

Rabbit -- 10m

Turtle -- 9m



Value: Caring about endangered species

Make an animal mobile. 15'

Materials: One photocopy of craft template 3, crayons, different coloured card, glue, scissors, string.

Invite students to say what their favourite animal is. Say that there are a lot of some kinds of animals. Give some examples: *dogs, cats, birds*, etc. Explain that there are only a few of other kinds of animals. If we do not learn about them and protect them, they will not exist anymore. We call these animals *endangered species*. Invite the class to say the names of any endangered species they know: *elephant, cheetah, koala*, etc. Then, hand out the materials. Get volunteers to read the names of the endangered species on the template. Tell students to draw a picture of each animal and colour the snake, the names and the drawings. Next, have them glue the template to a piece of card. When they finish, get them to cut out the snake. Remind them to write their name somewhere on the snake. After that, help them to make a hole in the head of the snake and thread a piece of string through it. They should make a knot in the string under the snake's head. Display the animal mobiles in the classroom and encourage students to learn more about endangered species and how to protect them.

Assign homework 5'



AB page 31

Additional homework

Students make a medal for the turtle with card. They should write *The winner!* on the medal and decorate it.



Light up the world

Warm-up: Let's talk about China! 15'

Materials: A map of the world, photos of the Gobi Desert, Great Wall of China, the Forbidden City in Beijing, the Shanghai skyline, a Chinese rice field.

Invite a volunteer to find China on the map. Point out that China is a big country. It shares borders with many other countries: *Russia, India, Vietnam*, etc. More people live in China than in any other country. Since China is so big, the weather can be very different. In some

places, it is very hot. In other places, it is very cold – even -30°C! There are many mountains and rivers in China. Pass around the photos. There is also a desert called the Gobi Desert. China has a long history. It is famous for The Great Wall of China. Nowadays, many people live in cities. Other people live in the country and are farmers. They grow rice and vegetables. Encourage students to say the facts about China that surprised them. Invite them to say other facts they know about China.

Read and colour the pictures. 10'

Tell students they are going to learn some more interesting facts about China. Invite a volunteer to read the first caption aloud. Then, get the class to colour the flag of China. Explain that red and yellow are lucky colours in China. Next, get them to read the rest of the information and colour the other pictures. When they finish, have them show their pictures to a friend.

Read and circle *True* or *False*. 5'

Ask students to look at the photo and identify the animal: *a panda*. Invite them to tell you what they know about pandas. Then, explain that pandas only live in China and that they are an endangered species. There are only one thousand wild pandas in the world. Next, tell students to read the sentences and circle *True* or *False*. They should write a ? next to answers they are not sure about.

Listen and check. 5'

1.33

Play track 1.33 and tell students to check their answers. Then, read the sentences and get volunteers to say whether they are true or false.

Answer key: 1. *False*. 2. *True*. 3. *True*.
4. *True*. 5. *False*. 6. *True*.

TRACK 1.33

NARRATOR: LISTEN AND CHECK.

GIRL: NUMBER ONE. PANDAS EAT MEAT.

NARRATOR: FALSE. PANDAS EAT PLANTS. THEY EAT BAMBOO.

BOY: NUMBER TWO. PANDAS CAN SWIM.

NARRATOR: TRUE. PANDAS LIKE SWIMMING.

GIRL: NUMBER THREE. PANDAS HAVE GOT A TAIL.

NARRATOR: PANDAS HAVE GOT A SMALL TAIL. IT'S TRUE.

BOY: NUMBER FOUR. PANDAS CAN CLIMB TREES.

NARRATOR: PANDAS CAN CLIMB TREES. THEY SOMETIMES SLEEP IN TREES. IT'S TRUE.

GIRL: NUMBER FIVE. PANDAS HAVE GOT WHITE EARS.

NARRATOR: FALSE. PANDAS HAVE GOT BLACK EARS.

BOY: NUMBER SIX. PANDAS EAT FOR TWELVE HOURS A DAY.

NARRATOR: IT'S TRUE! PANDAS EAT A LOT OF BAMBOO.

AB page 32 15'

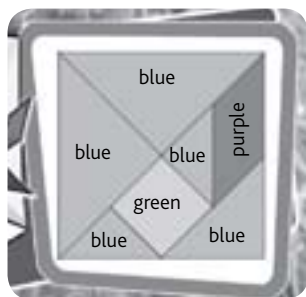
Check what you know!

Invite the class to say the names of animals from this unit. They can use their book to help them. Write the names on the board. Then, tell students to take turns saying the names of animals and miming them. Next, point to one of the animals on the board and say *I think it's (scary)*. Encourage students to say what they think about the animal: *I don't think it's (scary)*. *I think it's (cute)*. Do the same with three other animals. After that, tell the class to listen to a riddle about one of the animals on the board. Invite them to guess the animal. Invite three volunteers to say other riddles and get the class to answer. Finally, tell students to choose an animal and describe it to their friend: *A hippo lives in the savannah. It eats plants. It can swim*. When they finish, invite some volunteers to describe their animal to the class. Finally, ask the class to complete the faces according to how they feel about what they know.

Read and colour the shapes. 15'

Refer students to the information in the book and invite volunteers to read the text aloud. Explain that the tangram puzzle was a game for children in China a long time ago. It is still popular. To play, you form pictures with all of the shapes. Then, tell them to colour the shapes according to the colours in the table. When they finish, have them show their work to a friend.

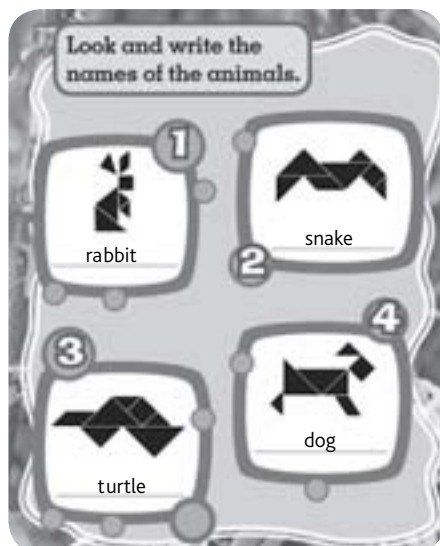
Answer Key:



Look and write the name of the animals. 10'

Explain that the five animal pictures are all tangrams. Elicit the shapes in a tangram: *a square, a parallelogram and five triangles*. Have them point to each of the shapes in the first picture. Then, elicit the name of the animal: *rabbit*. Next, tell them to identify the other animals and label them, compare answers with a friend. Check by saying the number and eliciting the name of the animal.

Answer Key:



Make a tangram cat. 15'

Divide the class into pairs. Then, hand out stickers for page 33. Tell them to make a picture of a cat with the stickers. When they finish, invite them to show their tangram cat to other pairs.

Assign homework 5'



AB page 33

My project

Make a butterfly card.

Materials: Three sheets of different coloured card.

Refer students to *My project* and tell them the main materials for the craft. Point out the icons and explain the additional materials that they need. Then, go through each step with them. Finally, remind them that they can do their project with the help of their family.



A friendly reminder

It is advisable to create a stress-free and supportive environment for taking a test.

Before students are assessed, they should review the unit vocabulary with *My spelling practice* on page 94 and the *Time to check* section on page 32 in the AB. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the exercise
- read the instructions for the next activity, etc.