

X+:-

The children are going to count objects that are used on a daily basis. They write the number of the objects in the boxes at the top.



This activity gives children a chance to express themeslves artistically by colouring with their own colours and working with the combinations of colours that they like.

Activity Book

Page 27, Activity 10

Say: Open your Activity Books at page 27. Look at Activity 10.

Point to the words and tell the children to trace over them. Ask a few volunteers to read out the words. Tell them to find and count each item of clothing in the picture and to write the totals in the boxes. Tell the children to colour the picture.

Let's play!

Jump

Tell the children to stand up. Take a group of flashcards and call out the name of one of them. Then, show the flashcards one by one. When the children see the flashcard that you have called out, they have to jump. Repeat several times calling out the names of different flashcards.

Resources

Teacher's Resource Book Unit 3, *Ready to write worksheet,* page 97

Multi-ROM Unit 3, Activity 2



Objective

Summary: Assessent Curricular link: Science

Language Objectives

All the language for Unit 3

Resources: flashcards (sunny, raining, snowing, windy, coat, hat, wellies, scarf, gloves); stickers (coat, hat, wellies, scarf, gloves)

BUSY MINDS



Say: Today we are going to remember all the work we have done in Unit 3.

Say: *Do you remember The weather song?* Play **Track 1.23**, sing the song and ask the children to join in. Prompt them by holding up the flashcards of the weather.

Hold up the *flashcards* of the clothes. Hold up a flashcard and say: *What's this? / What are these?* SS: *(Wellies)!* Say: *That's right! Put your (wellies) on! Take your (wellies) off!* Practise with all the clothes.

Work with the book

Student's Book, page 28, Activity 9

Children open their books at page 28. Show the children the stickers in the middle of the Student's Book. Children find and place the stickers for Unit 3. Then they trace over the words. Check the activity by asking the children to name the stickers they have placed.

Student's Book, page 28, Activity 10

Point to the pictures and say: We are going to match the pictures and the sentences.

Point to the first picture and ask: *What's the weather like*? SS: *It's windy*. Ask a volunteer to find and read the sentence. Hold up your book and trace a line with your

finger from the picture to the sentence. Repeat with the other pictures and sentences.

The children draw the lines.

Walk around checking and correcting as they work.



Track 1.23 *The weather song*

See page 105.

Optional Activity Book exercises

See page 125.

Round up

Draw the following on the board: the sun, a rain cloud, a tree in the wind and a snowman. Ask volunteers to come to the board in order to describe the weather in each picture.

Point to the first child in the front row and say: *It's hot! Take your hat off!* He/She mimes the action and then gives instructions to the next child. Continue in a chain around the classroom.

Then say: *It's cold! Put your hat on!* The first child mimes the action and then gives instructions to the next child.

Collect the children's books and correct their work.







This activity gives children another opportunity to find and stick the correct stickers.



Children have to recognise the symbols that represent the different climatic conditions.



The children do the activity individually. They should work in silence and remain quiet even when they have finished, so they don't disturb others.



Children should look over completed exercises in order to check for mistakes and to evaluate their work. This is an important skill to develop.

OPTIONS

Activity Book

Page 28, Activity 11

Say: Open your Activity Books at page 28. Look at Activity 11.

Point to the first sentence and read it out aloud. Ask a few volunteers to read the other sentences. The children draw a picture of the weather that corresponds to each sentence.

Page 28, Activity 12

Say: Now look at Activity 12.

Read out the first speech bubble. Ask a volunteer to read the second speech bubble. The children match the speech bubbles to the corresponding pictures.

Page 28, Activity 13

Say: *Now look at Activity 13.* Tell the children to colour the letters using two different colours. The children match the letters to the correct pictures and colour them correspondingly.

Let's play!

Songs

Use the stick puppets to sing along to songs that the children have learnt from previous units.

Resources

Multi-ROM Unit 3, Activity 4

Teacher's Resource Book Unit 3, *Test*, pages 73 and 74



See transcript Track 1.27

Transcript



Listen and match the people to the pictures.

What's the weather like, Flo? It's snowing! What's the weather like, Smiley? It's raining! What's the weather like, Stretch? It's sunny! What's the weather like, Dotty? It's windy!

ASSESSMENT CRITERIA

Content objectives

Children can recognise and distinguish between different climatic conditions. They can describe the clothing they need for each type of weather.

Language objectives

Children can name four types of weather and five types of clothing that they have to wear.

AT HOME WITH MY FAMILY

Community

CLIL Objective

Identifying rooms in a house.

Curricular link: Social Science; Maths

Language Objectives

Vocabulary: bathroom, bedroom, kitchen, living room **Structures:** : Is she in the...? Yes, she is. / No, she isn't. Where's Flo? ... in the (kitchen)

Resources: CD; poster (side A); poster pop-outs (four shutters, Flo)

AT HOME WITH MY FAMILY



Show the children the poster. Say: *This is Flo's house.* Point to the windows one by one, name the rooms. As you say: *This is the (bedroom),* cover the window with a popout of a shutter.

Take the pop-outs off and repeat the process. This time place Flo behind one of the pop-outs. Don't let the children see where you are placing her.

Ask: *Where's Flo*? Point to one of the rooms and ask: *Is she in the (bedroom)*? Remove the pop-out of the shutter. Repeat the procedure leaving the room where you have placed Flo to the last.

Place Flo behind the pop-out in the bedroom.

Play **Track 1.28** and remove the pop-outs each time Flo's dad cannot find her.

Ask three children to come to the front. Play **Track 1.28** again. Children remove the pop-outs as they listen. Repeat with three different children. This time encourage the children to join in. (The key language is highlighted in the transcript.)

Work with the book <u> </u>

Student's Book, page 29, Activity 1

Say: Open your books at page 29.

Play **Track 1.29**. Children listen and follow Flo around the house using the sound effects to decide which room she is in.

Stop the recording after each room and ask questions to prompt the children. Say: *Is she in the bathroom?* SS: *No!* T: *Is she in the kitchen?* SS: *Yes!*

Play **Track 1.29** again. Children listen and number the pictures.

Check the activity. Ask a volunteer to come to the poster in order to point to the rooms in the correct order.



Optional Activity Book exercises

See page 129.

Practice

Divide the class into four groups and assign a room to each group: bedroom, bathroom, living room and kitchen. Hand a child the pop-out of Flo. Turn your back on the class and tell the children to pass Flo around very quickly. Say: *Stop!* Turn around and guess which room Flo is in. Ask: *Is she in the (bathroom)?* SS: *No/Yes!* Repeat several times.

Ask volunteers to come and take on the role of the teacher.

Collect the children's books and correct their work.



Remind children of the importance of listening to the recording very carefully.



This activity provides children with an opportunity to talk about their home.



Explain that a home is a basic necessity and that there are many different types of houses.



Children have to read the sentences. Explain that it's normal that some people find it harder than others because everyone learns at different speeds.

Activity Book

Page 29, Activity 1

Say: Open your Activity Books at page 29. Look at Activity 1.

Tell the children to trace over the words in the righthand column.

Ask for a few volunteers to read out the words. Tell the children to match the words to the pictures. Read the question out loud: *Where's Flo?*

Then, read the answers and ask whether they are correct or not. Say: *She's in the kitchen. Is that right?* SS: *No!*

Repeat with the other answers.

The children circle the correct answer.

Let's play!

Puppet game

New words

Use the puppets to present new words or structures. Take advantage of the opportunity to practise the pronunciation, too.

Recursos

Multi-ROM Unit 4, Song

Multi-ROM Unit 4, Activity 3



Transcripts



Dad: Flo! Flo! Where is she? Mum: Is she in the <u>kitchen</u>? Dad: No, she isn't. Flo! Flo! Where is she? Mum: Is she in the <u>bathroom</u>? Dad: No, she isn't. Flo! Flo! Where is she? Mum: Is she in the <u>living room</u>? Dad: No, she isn't. Flo! Flo! Where is she? Mum: Is she in her <u>bedroom</u>? Dad: Yes, she is! Flo: Hello, Dad!



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Mum: Where's Flo? Dad: She's in the kitchen! 2 Mum: Where's Flo? Dad: She's in the bathroom! 3 Mum: Where's Flo? Dad: She's in the bedroom! 4 Mum: Where's Flo? Dad: She's in the living room!

Anticipating difficulties

In this unit, children will be talking about their families, so they will need to learn the words *mum, dad, brother* and *sister.* It's important to be very flexible and to transmit confidence when discussing this topic and what constitutes a family. For some children, their grandparents or aunts and uncles will be included and their mother and/ or father will not; some children will have brothers or sisters and others will not, but they may have cousins who act as surrogate brothers or sisters; some children may have a step-brother or sister, or a step-father or step-mother, etc. When talking about the family, all of this vocabulary should be taught.

CLIL Objective

Identifying furniture in different rooms.

Curricular link: Maths

Language Objectives

Vocabulary: bedroom, bathroom, kitchen, living room; bed, sofa, bath, cupboard **Structures:** Where's my doll? ...on the (bed); under the (table)

Resources: CD; poster (side A); flashcards (bed, sofa, bath, cupboard, bedroom, bathroom, kitchen, living room); stick puppet of Flo

ROOMS AND FURNITURE IN A HOUSE



Continuous assessment

Children can recognise and name the rooms in the house.

Say: *Today we are going to learn about furniture.* Hold up the flashcards and name the furniture and rooms. Hand out the flashcards to the children. Ask the children to come to the poster. Ask: *Where's the (sofa)?* S1: *In the living room.* The children place the cards next to the windows in the poster.

Play **Track 1.30**. Point to the rooms in the house as Flo looks for her doll.

Play **Track 1.30** again. Children join in with the chant. Stop after each verse and ask the children to identify the room. Ask: *Where's the sofa?*

Play **Track 1.30** again. Children join in with the words and actions.

Work with the book 🕥

Student's Book, page 30, Activity 2

Say: Open your books at page 30. Ask: What can you see in the picture? Children call out words.

Play **Track 1.30** again. Children listen to the chant and tick the places where Flo looks for her doll. Check the activity. Ask: *Does Flo look on the (sofa)*? Then ask: *Where's Flo's doll*? SS: *On the bed!*

The children draw Flo's doll on the bed.



Optional Activity Book exercises

See page 133.

Practice

Play Where's Flo?

Tell the children to close their eyes.

Hide the pop-out of Flo on or under one of the following: a table, a chair, a shelf or a cupboard. Tell the children to open their eyes. Ask: *Where's Flo?* Children ask: *Is she on (the table)?* Children continue asking until someone guesses where she is. Repeat the procedure with one of the children hiding Flo.

Collect the children's books and correct their work.

*Note: For the next lesson, the children need to bring in a photo of their family. Tell them to ask their parents for permission to bring the photos to school because they are going to have to cut them up and stick them in their books.





The children have to use the words they have learnt in order to describe the position of an object.





The children are going to describe the position of a doll.



Explain that with this type of exercise it is important to read both options before deciding which is the correct one.

Activity Book

Page 30, Activity 2

Demonstrate the difference between *on* and *under* by using classroom objects. Write *on* and *under* on the board. Then, draw a picture of a book on a table, and a book under the table.

Say: Open your Activity Books at page 30. Look at Activity 2.

Tell the children to look at the first picutre and ask: Where's Flo's doll? Is it under the bed? Is it on the bed? Tell the children to circle the corresponding word. Repeat with the other pictures and sentences.

Page 30, Activity 3

Now look at Activity 3.

Tell the children to draw Flo's doll under or on the cupboard and to circle the corresponding word. Ask a few volunteeers to show the rest of the class their pictures and to read out their sentences.

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Transcript



I'm looking here, I'm looking there. I can't find it anywhere! Where's my doll? Is it on the sofa? No, it isn't!

I'm looking here, I'm looking there. I can't find it anywhere! Where's my doll? Is it on the cupboard? No, it isn't!

I'm looking here, I'm looking there. I can't find it anywhere! Where's my doll? Is it on my bed? Yes, it is!

Let's play!

What's different?

Place several flashcards in a row on the board. Tell the children to close their eyes and change the position of two of the flashcards. Tell the children to open their eyes and to say which flashcards are in a different place. Repeat several times using different flashcards.

Recursos

Teacher's Resource Book Unit 4, *Extension worksheet 1*, page 29

Multi-ROM Unit 4 Activity 1

CLIL Objective

Recognising that we are part of a family.

Curricular link: Social Science; Art

Language Objectives

Vocabulary: *mum, dad, brother, sister* **Structures:** *Who's that? She's my (mum). He's my (dad)*

Resources: CD; poster (side A)

MEMBERS OF A FAMILY



Say: *Today we are going to learn about the family.* Point to the picture of Flo's family on the poster. Point to Flo and ask: *Who's that?* SS: *Flo!*

Then point to the other members of the family, one by one, and say: *This is Flo's (mum).*

Play **Track 1.31**. Point to the members of Flo's family in time with the song.

Play **Track 1.31** again. Tell the children to join in with the song.

Ask volunteers to come to the poster. Play **Track 1.31** again. The children point to the members of Flo's family. Ask volunteers to come to the board. Ask: *Who's Flo's (mum)*? The children identify the people in the picture by pointing at them.

Point to the members of Flo's family and ask: *Who's that?* SS: *Flo's (mum).*

Work with the book 🚺

Student's Book, page 31, Activity 3

Say: Open your books at page 31. Look at Activity 3. Play **Track 1.31**. The children listen and choose the correct picture.

Check the activity by asking a child to hold up his/her book and point to the correct picture. Ask: *How many people are there in Flo's family*?

Tell the children to tick the correct picture and colour it in.

Student's Book, page 31, Activity 4

The children draw a picture of their family.

Transcript

Track 1.31 The family song

See page 137.

Optional Activity Book exercises

See page 137.

Practice

Check that the children have brought in a photo of their family. If anyone has forgotten, they can use the drawing they have done in Activity 4.

Ask volunteers to come to the front of the class. They show their family photos or drawings to the rest of the class.

You may need to supply vocabulary if the children have included members other than mum, dad, brother and sister. (See **Anticipating difficulties**, page 129).

Collect the children's books and correct their work.



This activity provides children with an opportunity to talk about their families and to think about their loved ones.



Explain that there are several different types of family and we must respect people who have a family situation that is different to our own.



Children study the faces and find similarlooking facial features. Then, they apply this knowledge to their own family by thinking about the features they have in common with their mums, dads, etc.



Children have to think about any distinguishing features that they may have or that any member of their family may have in order to draw the portraits.

OPTIONS

Activity Book

Page 31, Activity 4

Say: Open your Activity Books at page 31. Look at Activity 4.

Hold up the book and point to the four characters at the top. Tell the children to identify them. Tell the children to match the characters with the corresponding mums and dads, as in the example. Tell the children to use a different colour for each family.

Activity Book

Page 31, Activity 5

Say: Now look at Activity 5.

Tell the children to draw pictures of themselves. They also draw their mums and dads and trace over the words. Ask a few volunteeers to show their pictures to the rest of the class and to read out the words.

Let's play!

Number race

Divide the board into two parts. Write the numbers from 1 to 10 at random in each part. Divide the class into two teams and assign one half of the board to each team. Give a piece of chalk to one child from each team. Then, say a number out loud and tell the two children to circle the corresponding numbers on the board. The child who does this first gets a point for his/her team. Continue until all the numbers have been circled.

Resources

Multi-ROM Activity 2

Teacher's Resource Book Unit 4, *Extension worksheet 2*, page 30

Sparks DVD Unit 4, *The family song*

Transcript

Track 1.31 *The family* song

Look at me with my family, Everybody's happy! She's my mum. He's my dad. And in the middle that's me! Me!

Look at me with my family, Everybody's happy! She's my sister. He's my brother. And in the middle that's me! Me!



Remind children of the way that the characters in the story help someone who is having a bad time. Explain that it is good to show solidarity with the most vulnerable members of society.



This activity acts as an introduction to the life cycle of a butterfly. Children see that the grub does not look like its mother, who is a butterfly.





Remind children that it is important to pay careful attention to the pronunciation of the words by the teacher and the speakers on the audio CD. This will help them differentiate between the two sounds and lose their fear of making mistakes.

CLIL Objective

Literacy: Describing characters in a story.

Curricular link: Literacy

Language Objectives

Story vocabulary: hairy, long, fat, beautiful, butterfly, grub, bye-bye, thank you, Where are you? Join-in vocabulary: Shh, little grub! Please don't cry. Come on! Let's find your mum. Is that your mum? Where? Over there! Oh, where's my mum?

Resources: CD; poster (side B); poster pop-outs (grub crying, grub happy, butterfly, snake, caterpillar, slug)

Story: I CAN'T FIND MY MUM!



Say: It's story time!

Show the children the poster. Point to Flo and Dotty and ask: *Who are they?*

Hold up the pop-out of the grub crying and say: *This is the little grub. He's a baby. He's very sad. He's crying* (mime crying).

Hold up the other pop-outs and ask questions to help the children predict the story. Hold up the (snake) and ask: *Is this the little grub's mum*? SS: *No!* Repeat with the other pop-outs leaving the butterfly till last. Hold up the butterfly and ask: *Is this the little grub's mum*? SS: Yes! Say: *Wow! Isn't she beautiful!*

Say: Let's listen to the story.

Play **Track 1.32**. Enact the story using the pop-outs and the poster. As the pop-out items are named, hold them up. Point to the characters as they speak. Add mime and facial gestures to support meaning.

Ask six children to come to the poster and give them each a pop-out. Play **Track 1.32** again. Children enact the story using the pop-outs. Encourage all the children to join in.

Work with the book 🞧

Student's Book, pages 32 and 33, Activity 5

Say: Open your books at page 32 and 33. Look at Activity 5. Play **Track 1.32** again. Children look at the pictures. Afer listening to the recording a few times, stop it at random and ask the children to supply the next line.

Show the children the pop-outs. Ask: *Who's this? Is this the little grub's mum?*

Ask the children about the size/shape of the animals. Hold up a pop-out and say: *Is this the little grub's mum. No! She's too (long).*



Transcript Track 1.32 Story: I can't find my mum!

See page 143.

Optional Activity Book exercises

See page 143.



Divide the class into groups of four. Assign a child to be Flo in each group, another to be Dotty, another to be the little grub and another to be the butterfly.

Play **Track 1.32**. Children raise their hands when they hear their part of the story.

Play **Track 1.32** again. Children join in with their lines. Encourage them to add facial gestures by modelling suitable expressions.

CLIL Objective

Literacy: phonics *f* and *b* (<u>b</u>ath, <u>b</u>utterfly, <u>b</u>ed, <u>f</u>ace, <u>f</u>our, <u>f</u>ive)

Curricular link: Literacy (Phonics)

Resources: CD; poster (side B); poster pop-outs (grub crying, grub happy, butterfly, snake, caterpillar, slug)

PHONICS

Retell the story



Show the children the poster and the pop-outs. You can also use the story cards and tell the children to order them according to the story. Ask: *Do you remember the story*? Ask questions about the pictures to help children recall the story. Ask: *Is this the little grub's mum*? SS: *No.* T: *Is she too (long)*? SS: Yes.

Play **Track 1.32**. Children listen to the story.

Play **Track 1.32** again. Children join in saying the parts that they remeber.

Work with the book not student's Book, page 33, Activity 6

Clap your hands to ensure that children are watching you. Write the letter b several times on the board. Point to each letter as you say: *b b b bath*. Repeat several

times. Articulate the /b/ sound very clearly by closing both lips and voicing the sound as you push the air out. The children repeat. b b b b bath.

Repeat with the items from the activity that begin with *b* (*bath, butterfly, bed*).

Write the letter *f* several times on the board.

Point to each letter as you say: *f f f f face*. Repeat several times. Articulate the /f/ sound very clearly by placing your top teeth on your bottom lip and blowing air out.

Children repeat: f f f f face.

Repeat with the items from the activity that begin with *f* (*face, four, five*).

The children look at Activity 6 on page 33.

Play **Track 1.33**. The children listen and point to the pictures in the right-hand column.

Play **Track 1.33** again. The children listen and repeat the key sounds and words.

The children use a red pen/crayon to circle the pictures with /b/ as an initial sound, and they use a blue pen/crayon to circle the pictures with /f/ as an initial sound.

Ask for volunteers to list the items starting with /b/.

Ask for volunteers to list the items starting with /f/.

Ask the children if they can think of any more words in English that start with /b/ or /f/.



Optional Activity Book exercises

See page 145.



Divide the class into groups of four. Assign a character to each child

Play **Track 1.32** again. Children join in with their lines. Ask groups to come to the front of the classroom in order to act out the story. Use the recording when necessary.

Collect the children's books and correct their work.





Children observe the characteristics of various insects and understand the need to respect animals and protect them, above all the smallest and most defenceless.



Explain that they should read all the options and think about the exercise carefully before starting it. This will ensure that they answer it correctly.

Activity Book

Page 32, Activity 6

Say: Open your Activity Books at page 32. Look at Activity 6.

Tell the children to look at the pictures. Say: *Do you* remember what the little grub says?

Put the poster pop-outs on the board. Read the sentences aloud and tell the children to point to the pop-out that corresponds to each sentence. Tell the children to read the sentences and to match them to the corresponding pictures. Say: *Which animal is the little grub's mum?* SS: *The butterfly.*

Tell the children to match the grub to the butterfly. Tell the children to trace over the words.

A jugar!

Window game

Cut a small square in a piece of paper, so it looks like a little window. Place the piece of paper over a flashcard so that the children can only see a part of the flashcard through the little window. Tell the children to try to identify the flashcard. If the children are finding it difficult, move the little window around a bit so the children can see other parts of the flashcard. This should help them. Repeat several times with other flashcards.

Resources

Multi-ROM Unit 4, Story



Transcript



Picture 1

Grub: Waah! **Flo:** What's that? Look! Over there, on the flower!

Picture 2

Flo: Oh! Hello, little grub. What's the matter?

Grub: Oh! Boo, hoo, hoo! I can't find my mum! I'm looking here and I'm looking there. But I can't find her anywhere! Oh, where's my mum?

Dotty: Ssh, little grub! Please don't cry. Come on. Let's find your mum.

Picture 3

Flo: Look! Look! Over there! Is that your mum? Grub: Where? Dotty: Over there!

Picture 4

Grub: That's not my mum! She's too long! My mum isn't long. My mum's beautiful! Oh, where's my mum?

Dotty: Ssh, little grub! Please don't cry. Come on. Let's find your mum.

Picture 5

Flo: Look! Look! Over there! Is that your mum? Grub: Where?

Dotty: Over there!

Grub: No, no. That's not my mum! She's too hairy! My mum isn't hairy. My mum's beautiful! Oh, where's my mum?

Dotty: Ssh, little grub! Please don't cry. Come on. Let's find your mum.

Picture 6

Flo: Look! Look! Over there! Is that your mum? Grub: Where?

Dotty: Over there!

Grub: That's not my mum! She's too fat! My mum isn't fat. My mum's beautiful! Oh, where's my mum?

Dotty: Hush, little grub! Please don't cry. Come on. Let's find your mum.

Picture 7

Flo: Little grub! Little grub! Where are you? Grub: Oh! That's my mum! Mum! Mum! I'm here! Butterfly: Oh! There you are!

Picture 8

Grub: You see! This is my mum. She's beautiful! **Flo:** Yes, she is. Bye-bye, little grub! Bye-bye, butterfly! **Grub and butterfly:** Bye-bye! Thank you!





Explain how to answer the activity by completing and using the key.



Revising and reminding children of the sounds from previous units or exercises is a good way of making children feel more confident about the things they have learnt.

Activity Book

Page 33, Activity 7

Say: Open your Activity Books at page 33. Look at Activity 7.

Write the following letters on the board: *f, b, r, w, p* and *d*. Point to the letters one by one and tell the children to make the sounds. Tell the children to look at the colour key. Ask volunteers to read out the colours. Tell the children to colour the blobs of paint. Explain that each letter is a different colour. Tell the children to find objects in the picture whose names begin with the letters on the board. Tell them to colour the picture, using the key.



Track 1.33 Phonics

f f f f four f f f f five f f f f face b b b b butterfly b b b b bathroom b b b b bed

Let's play!

Sound walk

Walk around the school with the children. Call out the names of different places in the school, for example: *library*. The children have to say the sound that the words begins with.

Resources

Multi-ROM Unit 4, *Phonics*

Teacher's Resource Book Unit 4, *Ready to read worksheet,* page 56



CLIL Objective

Developing spatial awareness.

Curricular link: Maths

Language Objectives

Vocabulary: on, under Structures: Where's the...? It's on/under...

Resources: Student's pop-outs 1 (doll, pencil case, wellies, book), flashcards (pencil case, rubber, glue, sharpener, crayons, school bag, pencil, book, scissors) **Materials:** glue

WEATHER AND CLOTHES Presentation

Tell the children to hold up their Student's Books and wave them around. Then say: *Put your books on your tables.* Point to a child and say: *Put your book on your chair* (point to the chair to prompt).

Point to another child and say: *Put your book on the shelf* (point to a shelf to prompt).

Tell the children to wave their books around again and say: *Now put your books under your tables.*

Repeat the procedure asking different children to place their books under objects in the classroom.

Tell the children to take out the student's pop-outs 1 for Unit 4. Hold up the pop-outs one by one and ask the children to identify them, say: *What's this*? SS: *(A pencil case).*

Take a set of pop-outs and place them around the classroom *on* and *under* different objects, asking the children each time: *Where's the pencil case?*

Work with the book

Student's Book, page 34, Activity 7

Say: Open your books to page 34. Look at the living room. Hold up your book and point at the objects, asking: *What's this*? SS: *A chair.*

Tell the children to place their pop-outs *on* or *under* the furniture in the living room.

Ask children to tell you where they have placed their popouts. Ask: *Where's the (book) in your picture?*

Tell the children that you are going to say where the objects are. If their objects are in the place that you mention, the children should raise their hands and say *Snap!* Then, they should remove the object.

Say: *The (book) is under the table.* Continue calling out all the possibilities until a child has removed all his/her popouts from the picture. He/she then shouts *Stop!* Tell the children to glue their pop-outs in their pictures.

Optional Activity Book exercises

See page 149.

Practice

Continuous assessment

Children can identify objects and their positions on and under furniture.

Use the flashcards of classroom objects (pencil case, rubber, glue, sharpener, crayons, school bag, pencil, book, scissors). Place the cards *on* or *under* furniture in the classroom. Let the children watch you do this. Name the objects and positions of the objects as you place the flashcards: *That's a book on the table, and a...* Say: *I spy with my little eye something (on) the (shelf).* Encourage the children to raise their hands and wait for you to give them permission to suggest an answer. Point to a child and ask him/her to retrieve the flashcard and to bring it to you.

Continue until all the flashcards have been retrieved. Hand the cards out to the children to place around the room. Play the game again, but this time, ask the children to take turns saying: *I spy with my little eye something (on) the (chair).*

Collect the children's books and correct their work.

*Note: For the next lesson the children need to bring in six photos of different members of their family. They can choose any members they like and in any combination. Show the children the approximate size of the photos (see Unit 4, student's pop-outs 2). Tell the children they must ask permission to bring the photos because they may need to cut and stick them.





Playing a game with a classmate is a good way to develop self-confidence and personal initiative.



Children have to think about the space available in order to place the objects in the picture.





Children have to look carefully at the picture in order to look for and find the information required.



Remind children that they should pay careful attention to the colour key at the bottom of the page before colouring the objects.

OPTIONS

Activity Book

Page 34, Activity 8

Say: Open your Activity Books at page 34. Look at Activity 8.

Tell the children to look at the pictures and to name the objects that they can see. Tell the children to look at the key at the bottom of the page. Ask: *Where's the book?* SS: *(On) the table.* Read out the colours. Explain that they should use the key to colour the picture. Ask the children individually: *What colour is the (doll)?* S1: *Blue.* Repeat with the other objects.



Let's play!

Change

Tell the children to get into a circle and to start counting from 1 to 10. Before they get to number 10, say: CHANGE!, and the following child has to start counting backwards, starting with the last number that was mentioned. Then, say: CHANGE! and the following child has to start counting forwards again from the last number that was mentioned.

Resources

Teacher's Resource Book Unit 4, *Ready to write worksheet,* page 98.



CLIL Objective

Making a photo gallery and talking about the family.

Curricular link: Art

Project: My photo gallery

Language Objectives

Vocabulary: *mum, dad, brother, sister* **Structures:** *This is my (mum).*

Resources: student's pop-outs 2 Materials: card, glue, family photos Preparation: Make a photo gallery of your own family to show the children.

BUSY HANDS: MY PHOTO GALLERY

Present the project

Say: Today we are going to make a photo gallery of our families.

Tell the children to find pop-outs 2 for Unit 4.

Tell the children to take out their family photos. If some children have forgotten their photos, they can draw six "photos" of members of their family on white paper while you are going over the family words.

Review the family words. Ask volunteers to hold up their photos and to tell the rest of the class who the people are: *This is my (mum).* Supply any extra words the children need (see Anticipating difficulties, page 129).

Show the children a photo gallery you have already made. Say: *Look. This is a photo gallery of my family.*

Work with the book

Student's Book, page 35, Activity 8

Say: Open your books at page 35. Read the title of the project out loud: *My photo gallery.* Point to the pictures of the materials and say: *This is what we need.* Ask the children to identify the pictures. Point to the stages one by one and explain, using the materials you have brought to class to clarify meaning. Hand out the materials (card and glue). The children make their photo galleries.

Student's Book, page 35, Activity 9

Say: *Now look at Activity 9.* Say: *Show your photo gallery to your friends.* The children present members of their families to the rest of the class.

Optional Activity Book exercises

See page 153.

Display the project

Continuous assessment

Children can identify and name the members of their family.

Collect the finished photo galleries and display them on a table.

Encourage children to come to the front in order to look at each other's work.

Point to different pictures and ask: Who's this?



In this activity, children are provided with an opportunity to make something using a variety of artistic techniques.



Children are members of a family and are proud to present their family to the rest of the class.



Explain to the children that when trying to solve a maze it is best to do a test run first with your finger in order to try out all the routes. They should do this before drawing the lines.

OPTIONS

Activity Book

Page 35, Activity 9

Say: Open your Activity Books at page 35. Look at Activity 9.

Hold up the book, point to the picture and say: *This is a maze. Let's help Flo get from the door* (point to the door) *to her bedroom* (point to Flo's bedroom).

Tell the children to follow the paths with their fingers in order to find the route to Flo's bedroom. Then, tell them to draw a line to show the correct route.



Let's play!

Picture memory

Show the class a mural or some flashcards for two or three minutes. Then, take away the mural or the flashcards and ask the children to name the things that they can remember having seen. Repeat with other flashcards.

Resources

Sparks DVD Unit 4, *Real kids*

Teacher's Resource Book Unit 4, *DVD Worksheet*, page 12

Multi-ROM Activity 2



Objective

Assessment

Curricular link: Art; Literacy; Social Science

Langauge Objectives

All the language for Unit 4.

Resources: CD; poster (side A), poster pop-outs (*four shutters*, Flo), flashcards (*bedroom*, *bathroom*, *kitchen*, *living room*, *bed*, *sofa*, *bath*, *cupboard*); stickers (*bedroom*, *bathroom*, *kitchen*, *living room*, *bed*, *sofa*, *bath*, *cupboard*)

BUSY MINDS



Say: Today we are going to remember all the work we have done in Unit 4. Say: Do you remember the chant we sang about Flo? What was it about? Show them the flashcards and ask: What's this? Say: Shall we sing the chant again? Play Track 1.30 again. The chldren join in by doing the actions and saying the words.

Work with the book

Student's Book, page 36, Activity 10

Children open their books at page 36. Show the children the stickers in the middle of the Student's Book. Children find and place the stickers for Unit 4. Then, they trace over the words. Check the activity by asking the children to name the stickers they have placed.

Student's Book, page 36, Activity 11

Point to the picture frames and say: We are going to draw something that begins with f in the blue frame. We are going to draw something that begins with b in the red frame.

Walk around checking and correcting as they work.

Optional Activity Book exercises

See page 157.

Round up

Put side A of the poster up on the board. Ask a volunteer to come to the poster. Tell the rest of the class to close their eyes. Help the child hide Flo behind one of the shutters and ask: *Where's Flo?* Children raise their hands and call out suggestions: *In the (bedroom)*. The child who guesses correctly has a turn at hiding Flo. Point to the members of Flo's family and ask questions: *Is this Flo's (mum)?* The children call out: *Yes!/No!*

Collect the children's books and correct their work.





This exercise provides children with another opportunity to find the correct stickers and to stick them in the correct place.



Children should know by now what they have to do; however, it is a good idea to remind them that if they do not understand an activity, they should always ask the teacher for help.




Children have to extract information from the images in order to find the answer to the activity.

Activity Book

Page 36, Activity 10

Say: Open your Activity Books at page 36. Look at Activity 10.

Hold up the book and point to the pictures of the families in the middle of the page. Tell the children to identify the families. The children match the characters to the family groups, using a different colour for each family.

Tell the children to trace over the words and to colour the picture.

Let's play!

Surprise bag

Put some objects in a bag without letting the children see them. Ask a child to come to the front in order to feel one of the objects inside the bag without looking at it. This child has to try to guess what the object is. Repeat several times with other volunteers.

Transcript

Track 1.34 Unit 4 Test. Activity 1.

Listen and match the children to the rooms.

Smiley's Mum: Oh, where is everyone? Smiley! Smiley! Smiley: I'm in the bathroom. Smiley's Mum: Stretch! Stretch! Stretch: I'm in the kitchen! Smiley's Mum: Flo! Flo! Stretch: I'm in the bedroom! Smiley's Mum: Dotty! Dotty! Stretch: I'm in the living room!

ASSESSMENT CRITERIA

CLIL objective

Children can identify rooms by the function and the furniture. They can identify members of the core family.

Language objectives

Children can identify the position of people and objects using *on, in* and *under*. They can name core members of the family.

Recursos

Multi-ROM Unit 1, *Activity 4*.

Teacher's Resource Book Unit 4 Test, pages 75 and 76.



See Transcript Track 1.34



THIS IS MY TOWN!

Landscapes and habitats

Objetivo CLIL

Recognising street addresses.

Curricular link: Geography

Language Objectives

Vocabulary: *house, street* **Structures:** *This is...; ...at number (2). (Dotty) is at home.*

Resources: CD; poster (side A); poster pop-outs (Flo, Dotty, Smiley, Stretch)

THIS IS MY TOWN!



Show the children the street on the poster. Point to the street and say: *Look. This is Leafy End. There are four houses. Count the houses: One, two, three and four.* Hold up the pop-outs of the characters one by one and ask: *Who's this?*

Place Flo next to number 1 and ask: Where's Flo? She's at number 1.

Say: Let's listen and see where everyone lives.

Play **Track 2.1**. Move Flo from door to door and place the other characters as they open their doors. Make sure the children can see them.

Ask four children to come to the board and hand each one a pop-out.

Play **Track 2.1** again. The children put the characters in their houses and join in with: *This is number (1). Knock, knock, knock! Number (1), Leafy End. (Dotty) is at home!* Point to the houses one by one and ask: *Is this (Smiley's) house?* SS: *No!* Say: *No, it's (Flo's) house.* Ask: *What number is it?* SS: (4)!



Student's Book, page 37, Activity 1

Say: Open your books at page 37.

Play **Track 2.1**. Children listen and match the characters to the houses.

Check the activity. Hold up your book, point to the house number 1 and ask: *Who lives here?* Repeat with the other pictures.

T	ra	n	S	С	ri	р	t	
		N /						



See page 161.

Optional Activity Book exercises

See page 161.

Practice

Ask the children to draw their front door and write the number on it. Collect the finished pictures and hold them up one by one. Ask: *Who lives at number (7)*? S1: *Me!* Some of the children will live at numbers higher then 10. As you hold up the pictures point to the numbers on the doors and supply the number in English. Do not expect the children to know how to say these numbers yet, but they should recognise the written form, and the number of their own house.

Collect the children's books and correct their work.



Remind the children that it is important to have friends and to play together, and that it is not nice to exclude anyone from a game.



Explain to the children that although the charactes are in the street, they always stay together and their parents know where they are.





This exercise provides another opportunity for children to go over the numbers from 1 to 10 orally and in writing. The concept of even and odd numbers is also introduced.



Children number the houses and relate this to the real world (houses, apartments, flats, etc. are also numbered).

Activity Book

Page 37, Activity 1

Say: Open your Activity Books at page 37. Look at Activity 1.

Hold up the book and point to the row of houses starting from number 1. Explain how the houses on one side of the row are odd numbers: 1, 3, 5, 7, 9, and the houses on the other side are even numbers: 2, 4, 6, 8, 10.

Tell the children to complete the numbers in the rows. Ask for volunteers to point to a row and to read the numbers out loud.

Let's play!

What's next?

Read out a complete sentence, for example, T: *(Flo) has a (brother) and a (sister).* Explain that you are going to read the sentence again, stopping in different places, and that the children have to supply the following word.

Transcript



Flo: This is my street. This is Leafy End. This is where I live, with all my friends! This is number 1. Knock, knock, knock!

Dotty: Hello, Flo!

Flo: Number 1, Leafy End. Dotty is at home! This is number 2. Knock, knock, knock!

Smile: Hello, Flo!

Flo: Number 2, Leafy End. Smiley is at home! This is number 3. Knock, knock, knock!

Stretch: Hello, Flo!

Flo: Number 3, Leafy End. Stretch is at home! This is number 4. Knock, knock, knock!

Mum: Hello, Flo!

Flo: Number 4, Leafy End. Now, I am at home!

Resources

Multi-ROM Unit 5, Song

Multi-ROM Activity 1



CLIL Objective

Completing a series of numbers.

Curricular link: Geography; Maths

Language Objectives

Vocabulary: numbers 11-29

NUMBERS IN MY TOWN

Presentation

Present the numbers from 11 to 29.

Write the numbers from 1 to 10 across the top of the board. Say the numbers as you write them and ask the children to join in.

Write the numbers from 11 to 29 and say them as you write. Repeat the numbers and ask the children to say them after you.

Point to the numbers one by one and count up from 1 to 29, and then down from 29 to 1. Tell the children to join in. Repeat until the children are familiar with the numbers. Assign a number to each child in the class. Call out the numbers in random order and tell the children to stand up and repeat their numbers as they hear them.

Work with the book

Student's Book, pages 38 and 39, Activity 2

Say: Open your books at page 38 and 39.

Hold up your book and point to pages 38 and 39, which show Twiggle Town.

Tell the children to look carefully at the picture and see if they can find any numbers. As they call out the numbers write them on the board.

Ask a volunteer to come to the board and write the numbers in the correct order (10, 11, 12, 13, 15, 16, 18, 20). Read the numbers out loud and stop each time a number is missing in the sequence. Ask the children to call out the missing numbers. Write the numbers above or below the line in a different colour.

Tell the children to find the numbers again. They write the numbers in the boxes in the correct sequence.

Check the activity. Hold up your book and point to the numbers and say them in the correct order.

Optional Activity Book exercises

See page 165.

Practice

Write six numbers between 11 and 29 on the board. Ask a volunteer to come to the board to write the numbers in ascending order. Check that the numbers are in the correct order and ask the class to read them out loud. Write a sequence of four numbers between 11 and 29 on the board (14 15 16 17 ____ or 18 20 22 24 ____). Ask a volunteer to come to the board to complete the sequence. As the volunteer is writing, the class check that the sequence is correct. At the end, they read the numbers out loud.

Repeat, in descending order.

Collect the children's books and correct their work.





The children have to find the information that is hidden in the picture.



For this exercise, the children recognise numbers up to 29, and compare numbers by putting them in order from the smallest to the biggest.





Children practise calculating by counting objects up to 10. They also observe numbers up to 20 and recognise and follow increasing and decreasing number sequences.



Explain that it is always good to check over any answers in order to make sure the result is correct.

OPTIONS

Activity Book

Page 38, Activity 2

Say: Open your Activity Books at page 38. Look at Activity 2. Hold up the book, point to the first shelf on the left and say: How many books are there? The children count out loud. Tell the children to write the number in the box and to repeat the activity with the right-hand shelf.

Page 38, Activity 3

Say: *Now look at Activity 3.* Point to the first series of numbers and start to say them out loud. Stop at 14 and ask: *What's the next number? And the next? And the next?* Repeat with the other number series.

The children complete the series in their books.



Let's play!

Families

Give each child a flashcard. Tell the children to walk around the classroom looking for other children who have flashcards from the same semantic field and to form groups with them. To speed things up, put a time limit for the children to get into groups.

Recursos

Teacher's Resource Book Unit 5, *Extension worksheet 1*, page 31

CLIL Objective

Recognising places in a town.

Curricular link: Geography; Music

Language Objectives

Vocabulary: hospital, library, sweet shop, supermarket **Structures:** Where's (Flo)? At the (library).

Resources: CD; poster (side A); poster pop-outs (Flo, Dotty, Smiley, Stretch); flashcards (*hospital, library, supermarket, sweet shop*); student's pop-outs (*binocular views of* Flo, Dotty, Smiley and Stretch)

PLACES IN MY TOWN

Presentation 🔞 📶

Say: *Today we are going to learn about Twiggle Town.* Hold up the flashcards one by one and name the places: hospital, library, sweet shop, and supermarket.

Point to the pictures at the bottom of the poster showing the library, sweet shop, hospital and supermarket. Name the places as you point to them.

Hand out the flashcards and ask the children to come to the poster. They place the flashcards next to the buildings at the bottom of the poster.

Hold up the poster pop-outs and say: Let's listen and find out where they go.

Play **Track 2.2**. Point to the pictures of the buildings in time with the song and place the poster pop-outs of the characters next to the places they visit.

Point to the pictures again and say: *Look! (Flo) is at the (library).*

Ask the children to repeat the words as you point. Play **Track 2.2** again. Ask four children to come to the front and hand them the pop-outs. The children place the characters as they listen to the song. The rest of the class join in with some of the words.

Ask: *Where's Flo?* SS: At the library. Continue with the other characters. Ask: *Is Flo at the sweet shop?* SS: *No!* Continue with the other characters.

Work with the book 🞧

Student's Book, pages 38 and 39, Activity 3

Say: Open your books at pages 38 and 39. Look at Activity 3.

Tell the children to take out the student's pop-outs for Unit 5. Ask them to identify the characters in the pop-outs. Play **Track 2.2** again. Stop after *Flo is at the library* and ask: *Where is Flo?* SS: *(She's) at the library.* Tell the children to find the pop-out of Flo and to stick her at the library. Repeat with the other places and pop-outs.

Transcript



Track 2.2 Song: Twiggle Town

See page 169.

Optional Activity Book exercises

See page 169.

Practice 🔞 📶

Use the poster and move the pop-outs around to the different places at the bottom of the poster. Ask: *Where's (Flo)?* SS: *At the (library).* Ask for volunteers to come to the poster. Tell them to move a character to a different place and ask: *Where's (Flo).* The other children answer: *At the (sweet shop).*

Put the flashcards of the different buildings around the playground or the classroom. Put the children in pairs and in two rows. Pretend to be a bus driver. The children are passengers on the bus. Take the children on a drive around the 'town', asking: *Where are we?* at each stop.

Collect the children's books and correct their work.



The children are going to identify and recognise the basic structure of a town, the places in the town and the places where people live.



Encourage the children to participate by singing along to the song and by trying to learn it by heart.



Children have to identify certain places in a town and the activities that are associated with those places.



Remind the children to copy the words carefully. They should look carefully at each letter. Afterwards, they should check to see whether they have written the words well.

Activity Book

Page 39, Activity 4

Say: Open your Activity Books at page 31. Look at Activity 4.

Tell the children to identify the buildings. Ask: *Is this the (supermarket)?* SS: Yes!/No! T: Who's at the library? The children identify the characters and write their initials.

Page 39, Activity 5

Say: *Now look at Activity 5.* The children complete the sentences using the words from Activity 4. Ask volunteers to read out the sentences.



Let's play!

Whispers

Place the children in rows of four or five. Give a flashcard to each of the children at the end of each row. These children look at the word illustrated on the flashcard and whisper the word to the person in front of them. They continue until the word reaches the children who are at the front of the rows. If the word they say is the same as the word on the original flashcard, they get a point for their team.

Recursos

Sparks DVD Unit 5, Song: Twiggle Town

Transcript



Where are the children? They're in Twiggle Town. Where are the children? They're in the middle of town.

Flo is at the library. She's in the middle of town. Flo is at the library, in Twiggle Town.

Smiley is at the supermarket. He's in the middle of town. Smiley is at the supermarket, in Twiggle Town.

Dotty's at the sweet shop. She's in the middle of town. Dotty's at the sweet shop, in Twiggle Town.

Stretch is at the hospital. He's in the middle of town. Stretch is at the hospital, in Twiggle Town.





The characters in the story demonstrate a degree of autonomy, which is positive for children; however, remind the children that it is very important to always let an adult know where they are.



Remind children that it is polite to greet people, say goodbye to them and thank them, just as the characters do when they get on the bus.





Encourage children to have fun while they are re-enacting the story. Remind them that they are working in a team and that they have to wait patiently for their turn to act.

CLIL Objective

Literacy: Inferring where people are going.

Curricular link: Literacy; Music

Language Objectives

Story language: bus, bus station, bus stop, hospital, library, supermarket, sweet shop; Have a ticket and take a seat. Get off the bus, (Flo)!

Join-in language: (Grandad's) on the bus...

Resources: CD; poster (side B); poster pop-outs (Flo, Dotty, Smiley, Stretch, Grandad awake, Grandad asleep, bus station, hospital, library, supermarket, sweet shop)

Story: GRANDAD'S BUS RIDE



Say: It's story time!

Show the children the poster. Point to the bus on the poster and say: Look! This is a bus.

Hold up the pop-outs of the four characters and ask: Who's this?

Hold up the pop-out of Grandad awake and say: This is Flo's grandad.

Hold up the pop-out of Grandad asleep and whisper: Who's this? SS: (whispering) Grandad. Say: Shh! He's sleeping.

Play Track 2.3. Enact the story using the pop-outs and the poster. Name each pop-out that you hold up and place them in the windows of the bus on the poster. First, use the pop-out of Grandad awake, then change it for Grandad asleep and finally back to Grandad awake for the last picture.

As the characters get off the bus at the different places, place the pop-outs of the corresponding places and the characters.

Point to the characters as they speak. Add mime and facial gestures to support meaning.

Ask five children to come to the poster and give them each a pop-out. Play Track 2.3 again. Children enact the story using the pop-outs. Encourage all the children to join in. Help the child holding the two pop-outs of Grandad to place them correctly.

Work with the book 🔝

Student's Book, pages 40 and 41, Activity 4

Say: Open your books at pages 40 and 41. Play Track 2.3 again. Children look at the pictures. Show the children the pop-outs. Ask: Who's this? SS: It's Flo. Match Flo and the library pop-out. Ask: Where's Flo? SS: She's at the library. Do the same with the other characters.

Play Track 2.3 again. Each time the children hear (Grandad's) on the bus... they join in.

Transcript

Track 2.3 Story: Grandad's bus ride

See page 175.

Optional Activity Book exercises

See page 175.

Practice

Continuous assessment

Children can name different buildings in a town.

Read the script from picture 5 onwards. Each time, stop reading before you say the name of the place and hold up the poster pop-out. The children call out the name of the place while you put the pop-out on the board. Hold up Flo and ask: Where's Flo? Ask a volunteer to come to the board in order to put Flo next to the correct building. Repeat with Dotty, Stretch and Smiley. Divide the class into groups of six. Assign a child to be the bus driver, another to be Smiley, another to be Flo, and so on.

Tell the children to set out their chairs to make a bus. Play Track 2.3 again. Children raise a hand when they hear their part of the story.

Play Track 2.3 again. Children join in with their lines. Encourage the children to add facial gestures by modelling suitable expressions.

CLIL Objective

Literacy: Phonics *h* (*hello*, *hair*, *hospital*) and *l* (*library*, *look*, *legs*)

Curricular link: Literacy (Phonics)

Resources: CD; poster (side B); poster pop-outs (Flo, Dotty, Smiley, Stretch, *Grandad awake, Grandad asleep, bus station, hospital, library, supermarket, sweet shop*)

PHONICS

Retell the story 🔞 🕠

Show the children the poster and ask: *Do you remember the story*?

Point to the bus and ask: *What's this*? SS: *The bus*. Put the characters on the bus in the correct order, asking each time: *Where's (Grandad)*? SS: *On the bus!* Then remove the characters in the correct order and place them next to the poster pop-outs of the buildings. Ask: *Where's (Flo) now*? SS: *At the library.*

You can also use the story cards and tell the children to order them according to the order in the story.

Play **Track 2.3**. Children listen to the story.

Play **Track 2.3** again. Children join in with: (*Grandad's*) on the bus...

Work with the book 🕥

Student's Book, page 41, Activity 5

Clap your hands to ensure that children are watching you. Write the letter h several times on the board.

Point to each letter as you say: *h h h h hello*. Repeat several times. Articulate the /h/ sound very clearly by half opening your mouth and blowing air from the back of your throat. Ensure the children realise that this sound in English is not made by voicing the sound. Children can put their hands in front of their mouths to feel the air coming out.

Children repeat: h h h h hello.

Repeat with the items from the activity that begin with *h* (*hello, hair, hospital*).

Write the letter / several times on the board.

Point to each letter as you say: *IIII library*. Repeat several times. Articulate the /l/ sound very clearly by opening your mouth and placing your tongue just behind your top teeth and letting it fall to just behind your bottom teeth. Make sure the children can see the articulation clearly. Children repeat: *IIII library*.

Repeat with the items from the activity that begin with / (library, look, legs)

Tell the children to look at Activity 5 on page 41.

Play **Track 2.4**. Children listen and point to the pictures in the right-hand column.

Play **Track 2.4** again. Children listen and repeat the key sounds and words.

Children circle the pictures with /h/ as an initial sound in one colour and with /l/ as an initial sound in another colour. Ask for volunteers to list the items starting with /h/. Ask for volunteers to list the items starting with /l/. Ask the children if they can think of any more words in English that start with /h/ or /l/.



Optional Activity Book exercises

See page 177.



Continuous assessment

Children can ask and answer where people are in the town.

Use the poster pop-outs. Place the pop-outs of the buildings on the board. Place Flo at the library, Dotty at the sweet shop, Stretch at the hospital and Smiley at the supermarket. Ask: *Where's (Flo)?* SS: *At the (library)!* Ask volunteers to come to the board and change the position of the characters around. They then ask the rest of the class: *Where's (Flo)?*

Divide the class into groups of six. Assign a character to each child.

Play **Track 2.3** again. Children join in with their lines. Ask groups to come to the front of the classroom and to act out the story. Use the recording when necessary.

Collect the children's books and correct their work.



Children have to recall information from the story in order to associate an object and a place with each character.



Explain that with this type of exercise it is best to start by doing the answers they are sure about first. Then, by a process of elimination, the remaining answers will be easier.

)PTIONS

Activity Book

Page 40, Activity 6

Say: Open your Activity Books at page 40. Look at Activity 6.

Tell the children to identify the characters in the lefthand column. Then, point to the central column and ask: Who wants a book? (Flo). Then, ask: Where does Flo go to get the book? (To the library). The children draw a line from Flo to the book and then to the library. Tell them to do the same with the other characters.

Let's play!

Odd one out

Show children several flashcards and then place them in a box or a bag. Take one of them out without showing it. Give the children clues. The children have to guess which flashcard it is. The child who quesses correctly can take the following flashcard out.

Resources

Multi-ROM Unit 5, Story

Teacher's Resource Book Unit 5, Extension 2 worksheet, page 32

Transcript

Track 2.3 Story: Grandad's bus ride

Picture 1

Bus driver (Flo's Dad): Hello, Grandad! Have a ticket and take a seat.

Grandad: Thanks!

Grandad and driver: Grandad's on the bus. Grandad's on the bus. Brrm, brrm, brrm, all down the street. Grandad's on the bus.

Picture 2

Bus driver: Hello, Flo! Have a ticket and take a seat. Flo: Thanks!

Grandad and Flo: Flo and Grandad are on the bus. Flo and Grandad are on the bus. Brrm, brrm, brrm, all down the street. Flo and Grandad are on the bus.

Picture 3

Bus driver: Hello, Stretch! Hello, Dotty! Have a ticket and take a seat.

Stretch & Dotty: Thanks!

Flo, Stretch & Dotty: Stretch, Dotty, Flo and Grandad are on the bus. Stretch, Dotty, Flo and Grandad are on the bus. Brrm, brrm, brrm, all down the street. Stretch, Dotty, Flo and Grandad are on the bus.

Picture 4

Bus driver: Hello, Smiley! Have a ticket and take a seat. Smilev: Thanks!

Flo, Stretch, Smiley & Dotty: Smiley, Stretch, Dotty, Flo and Grandad are on the bus. Smiley, Stretch, Dotty, Flo and Grandad are on the bus. Brrm, brrm, brrm, all down the street. Smiley, Stretch, Dotty, Flo and Grandad are on the bus.

Picture 5

Flo: Look! There's the library. This is my stop! Bus driver: Get off the bus, Flo!

Flo: Goodbye!

Stretch, Smiley & Dotty: Smiley, Stretch, Dotty and Grandad are on the bus. Smiley, Stretch, Dotty and Grandad are on the bus.

Brrm, brrm, brrm, all down the street. Smiley, Stretch, Dotty and Grandad are on the bus.

Picture 6

Dotty: Look! There's the sweet shop. This is my stop! **Stretch:** Look! There's the hospital. This is my stop, too! **Bus driver:** Get off the bus, Dotty! Get off the bus, Stretch! Dotty & Stretch: Goodbye!

Smiley: Smiley and Grandad are on the bus.

Smiley and Grandad are on the bus. Brrm. brrm. brrm. all down the street. Smiley and Grandad are on the bus.

Picture 7

Smiley: Look! There's the supermarket. This is my stop! Bus driver: Get off the bus, Smiley! Smilev: Goodbve!

Picture 8

Bus driver: Look! There's the bus station. This is my stop! Oh! Look at Grandad! He's asleep! Wake up, Grandad! We're at the bus station now. Grandad: Oh! What a lovely sleep!



Remind the children that they should look carefully at the way the letters are written. Tell them to try to write them as neatly and clearly as possible.



Children should say the sentences confidently and without worrying about making a mistake. The more they practise, the better they will be.

Activity Book

Page 41, Activity 7

Say: Open your Activity Books at page 44. Look at Activity 7.

Use the following flashcards: *hospital, hands, hair, hat, library* and *legs.*

Write the following letters on the board: *I* and *h*. Hand out the flashcards and tell the children to classify them according to their initial sound.

Then, say: *What about the word* look? *Where do I write it*? *What about the word* left? *Where do I write it*? *Here,* (point to the letter *I*) *or here*? (point to the letter *h*). The children match the pictures to the letters and then colour them.

Page 41, Activity 8

Say: Now look at Activity 8.

The children look at the sentences from the pictures and write the first letters of the words. Then, they trace over the words. Tell the children to read out their sentences.

Transcript



h h h h hello h h h h hair h h h h hospital | | | | library | | | | look | | | | legs

Let's play!

Chorus

On the board, write the letters of the sounds that children have studied up to now. Point at the letters randomly one by one and ask the children to pronounce the corresponding sounds. Increase the rhythm of the game pointing to the letters more and more quickly.

Resources

Multi-ROM Unit 5, *Phonics*

Teacher's Resource Book Unit 5, *Ready to read worksheet,* page 57

CLIL Objective

Identifying an aerial image of a town.

Curricular link: Geography

Language Objectives

Vocabulary: park, bus station **Structures:** There's a (bus station) next to the (library).

Resources: CD; flashcards (bus station, hospital, library, park, school, supermarket, sweetshop)

AERIAL MAPS



Put all the flashcards (including the *bus station* and the *park*) in a row on the board. Point to the first flashcard and say: *Look! There's a (library).* Then point to the next flashcard and say: *Next to the (library) there a (hospital).* Continue naming the places and clarifying the meaning of *next to.*

Leave the following flashcards on the board: the park (in the centre), the school (above the park) and the bus station (to the right of the park). Make sure there is enough room either side to place other flashcards.

Play **Track 2.5**. Put the flashcards of the hospital, the library and the supermarket in the correct position as you hear them. Check the first picture on page 42 of the Student's Book to see the correct positioning. Ask three children to come to the board. Give each one a flashcard (hospital, library or supermarket) and play **Track 2.5** again.

Tell the children to put the flashcards in the correct position as they hear them mentioned on the audio CD.

Work with the book 🞧

Student's Book, page 42, Activity 6

Say: Open your books at page 42. Look at the first picture. Is the hospital next to the park? SS: Yes! T: Look at the second picture. Is the hospital next to the park? SS: Yes! Repeat with all the places leaving the position of the supermarket till the end, so they realise that this is the only building which is in a different place.

Play **Track 2.5**. Tell the children to point to the buildings in picture 1 as they hear them. Do the same with picture 2. Ask them which one the correct picture is (picture one).

Hold up your book and say: There's a supermarket next to the hospital. Which picture is it?

The children listen to **Track 2.5** again and tick the correct aerial image.



Optional Activity Book exercises

See page 181.

Practice

Tell the children you are going to describe the town. Ask the children questions about buildings. T: *Is there a library in our town?* SS: *Yes.* Write *library* on the board. Continue with other buildings.

Ask about the position of these buildings with respect to each other: *Is there a shop next to the library*? Divide the class into five groups. Give each group a flashcard. Ask the children to arrange the buildings on the board as they want. Ask questions: *Is there a (library) next to the (supermarket)*?

Collect the children's books and correct their work.





The children have to extract information from the audio CD in order to answer the question. Encourage them to study both pictures carefully.



Explain to the children that they must listen to the audio CD carefully and examine both pictures in order to find the correct answer.



Children have to use their powers of logic and reason in order to identify the aerial images of the objects.



The children can see images of the same buildings seen from two different perspectives.

Activity Book

Page 42, Activity 9

Say: Open your Activity Books at page 42. Look at Activity 9.

Point to the pictures on the right-hand side of the page and tell the children to identify them.

Use your arms to pretend that you are flying in an aeroplane. Then, say: *Let's imagine the pictures like this* (look down to show that you are getting an aerial view). Tell the children to match the pictures. Ask: *What's the first picture?* SS: *The bus station.* Repeat with the other pictures.

8

Transcript

Track 2.5 Activity

In my town, there's a hospital next to the park and there's a library next to the school. There's a supermarket next to the bus station.

Let's play!

Read it

Hand out key vocabulary pop-outs. Tell the children to place the pop-outs face-up on their desks. Choose one of the pop-outs and write the corresponding word on the board. Tell the children to read out the word. The children who have that card, hold it up. Continue playing until all the children have had a chance to show their card.

Resources

Sparks DVD 1 Unit 5, *Real kids*

Teacher's Resource Book Unit 5, *DVD worksheet,* page 13

Multi-ROM Activity 2



CLIL Objective

Making a mosaic townscape with paper.

Curricular link: Art

Project: A mosaic town

Language Objectives

Vocabulary: bus station, hospital, library, park, school, supermarket, sweet shop

Structures: *In my town, there's a (library). The (library) is next to the...*

Materials: white card, pencil, glue, coloured paper from magazines

Preparation: Make a paper mosaic to show the class.

BUSY HANDS: A MOSAIC TOWN

Present the project

Say: Today we are going to make something. We are going to make a mosaic picture of a town.

Hold up the mosaic you have already made and show it to the class.

Say: Look at my town. In my town, there's a (supermarket). The (supermarket) is next to the (library). Continue naming the buildings and their relationship to other buildings.

Work with the book

Student's Book, page 43, Activity 7

Tell the children to look at page 43 of their Student's Books. Read the title of the project out loud: *A mosaic town.* Point to the pictures of the materials and say: This is what we need. Ask children to identify the pictures. Point to the stages one by one and explain using the materials you have brought to class to clarify meaning. Hand out the materials to the children.

Explain the process as they work. First they draw the background of their towns and buildings. Then they fill in the drawings by gluing paper ripped from the magazines. Tell the children to write labels for their buildings and to glue them onto their pictures.

Alternatively, the children can work in groups. Each child can make an individual building. They fill it in with the bits of paper and cut it out. Then they can glue the buildings onto a large piece of card to make a group town scene.

Student's Book, page 43, Activity 8

Say: Now look at Activity 8.

Ask the children to give their town a name and to write it at the top of their pictures. They can also add some bus stops and a bus.

Hold up the picture in the Student's Book and complete the description of the town.

Ask volunteers to describe their pictures to the rest of the class.

Optional Activity Book exercises

See page 185.

Display the project

Continuous assessment

Children can describe a city or town that they know.

Collect the finished mosaics and display them on a table. Encourage the children to come to the front in order to look at each other's work.

Ask the children to identify their own mosaics by describing their pictures. The rest of the class try to guess which picture it is.





This activity provides children with an opportunity to learn about an artistic technique: the mosaic.



Remind children that they should respect and appreciate other people's work.



Children can recognise the numbers and put them in order from 1 to 29.



Explain to children that when they are joining numbered dots, they should look carefully to see where the following number is before drawing the line connecting them.

Activity Book

Page 43, Activity 10

Say: Open your Activity Books at page 43. Look at Activity 10. Tell the children to count with you from 1 to 29 Tell the children to join the dots from 1 to 29. Ask: What's this? SS: A town.

Tell the children to colour the picture.

Let's play!

Follow the order

Hand out six key vocabulary pop-outs to each child. Call out the names of the pop-outs randomly and tell the children to put them on their desks in the same order as they have been named. The child who manages to put them in the correct order first can name the following six pop-outs. Repeat several times.

Resources

Teacher's Resource Book Unit 5, *Ready to write worksheet*, page 99

Multi-ROM Activity 3



Objective

Assessment. Curricular link: Geography; Maths

Language Objectives

All the language for Unit 5.

Resources: poster (side A); poster pop-outs (Flo, Dotty, Smiley, Stretch), flashcards (*bus station, hospital, library, park, school, supermarket, sweet shop*); stickers (*bus station, hospital, library, park, supermarket, sweet shop*)

BUSY MINDS



Say: Today we are going to remember all the work we have done in Unit 5.

Say: *Do you remember the Twiggle town song?* Play **Track 2.2** again. Sing the song and ask the children to join in. Prompt them by holding up the flashcards of the buildings.

Hold up the flashcards of the buildings one by one and ask: *What's this*? SS: (*The supermarket*)! Place the flashcards in a row on the board as you name them. Then ask questions about the position of the buildings: *Is the (library) next to the (supermarket)*?

Collect the flashcards and hand them out. Give the children instructions for placing the flashcards in a row: *Put the (library) on the board. Now put the hospital next to the library.* Continue with the other flashcards.

Work with the book

Student's Book, page 44, Activity 9

Children open their books at page 44. Show the children the stickers in the middle of the Student's Book. Children find and place the stickers for Unit 5. Then they trace over the words. Check the activity by asking the children to name the stickers they have placed.

Student's Book, page 44, Activity 10

Point to the pictures and say: We are going to match the children to the buildings.

Tell the children to look at the key with the shapes and the first letters of the children's names. Tell them to use the key to find out where the children are.

Point to the first picture and ask: *What's this*? SS: *It's the hospital.* Ask a volunteer to tell you who is at the hospital. Ask: *Who is at the hospital*? S1: *Ann.* Hold up your book and trace a line with your finger from the picture of the child to the picture of the building.

Repeat with the other pictures of children and buildings. The children draw the lines. Walk around checking and correcting as they work.



Optional Activity Book exercises

See page 189.



Put the poster (side A) up on the board and point to the pictures of the buildings at the bottom.

Divide the class into groups of four. Hand the first group the cut-outs of the four main characters. Ask them to come to the board in order to place the characters in different buildings. Encourage the rest of the class to ask: *Where's (Flo)?*

Repeat for the other characters.

Tell the other groups to come and change the positions and repeat the questions.

Collect the children's books and correct their work.





The children have to find the necessary stickers and then stick them in the correct place.



The children recognise buildings by focussing on their shape.





This activity provides children with an opportunity to revise and compare the numbers up to 20.



Tell the children to look carefully at the space available before doing the pictures.

OPTIONS

Activity Book

Page 44, Activity 11

Say: Open your Activity Books at page 44. Look at Activity 11.

Ask a volunteer to read out the numbers of the buildings. Tell the children to draw a picture of themselves next to one building and a picture of a friend next to the other building. The children complete the sentences next to their pictures. Ask for volunteers to read out their sentences and to show their pictures.

Page 44, Activity 12

Say: *Now look at Activity 12.* Tell the children to think about words that start with the letter *I*. Tell them to choose one of the words and to draw a picture of it in the frame. Repeat with the letter *h*.

Page 44, Activity 13

Say: *Now look at Activity 13.* Tell the children to read out the number series, starting with 3 and ending with 20. Tell the children to write the numbers in the correct order. Remind them that it is easier if they cross out each number that they have written.



Songs

Use the puppet to sing all the songs that the children have learnt from previous lessons. All the class joins in.

Resources

Multi-ROM Unit 5, Activity 4

Teacher's Resource Book

Unit 5 Test. Pages 77 and 78

See Transcript Track 2.6

Transcript



Listen and number the places.

Smiley is very busy today. First, he is at the bus station.

Then, he is at the library.

Then, he is at the sweet shop.

Then, he is at supermarket.

Then, he is at the hospital. And finally, he is at the park.

Flo, Stretch and Dotty: Hello, Smiley! Let's play! Smiley: Phew!

ASSESSMENT CRITERIA

CLIL objective

Children can recognise the different types of buildings in a town.

Language objectives

Children can say where someone is and where they live.



OFF TO WORK! People and human activities

CLIL Objective

Recognising that adults work.

Curricular link: Science

Language Objectives

Vocabulary: home, work, school **Structures:** (He's) at work. I'm off to work/school. See you later, alligator!

Resources: CD; poster (side A); poster pop-outs (Flo, Flo's *mum, dad, brother, home, school*)

OFF TO WORK!



Point to the poster and ask: *Where's this*? Explain that it is *Leafy End.*

Then, point to the house and ask: *Whose house is this*? SS: *Flo's house.*

Say: *It's morning! Time for school and work.* Use the poster pop-outs to identify the different characters.

Hold up the pop-out of Flo. Say: *Who's this?* SS: *Flo!* Remind the children of a few things about mum, dad and Flo's brother.

Play **Track 2.7**. Hold up each character as they are talking and move them from the house to their place of work or the school. Each time, say goodbye with your hand. Point to Flo and repeat: *Flo's off to school*. Put the pop-out of Flo at school. Repeat with Flo's mum and dad: *Flo's (mum)'s off to work*. Put the pop-out of Flo's mum in the hospital, Flo's dad in the bus station and Flo's brother at school.

Ask two children to come to the board and give each child two pop-outs: Flo, Flo's mum, Flo's dad and Flo's brother. Play **Track 2.7** again (stopping after *See you later, alligator!*). Tell the children to say: (*Flo's*) off to (school) with you, and ask the children holding the pop-outs to place them on the corresponding pictures. Repeat with two other children. The rest of the class join in by saying: *See you later, alligator!*

Student's Book, page 45, Activity 1

Say: Open your books at page 45.

Hold up the book, point to the arrows, say the words and point to the pictures on the poster. Place the pop-outs of *home* and *school* next to the pictures on the poster. Play **Track 2.7**. The children look at the pictures and match the characters with the arrows. Check the activity. Say: *Flo's off to school*. Hold up the book and ask the children to point to the corresponding arrow. Repeat with mum, dad and Flo's brother.



Optional Activity Book exercises

See page 193.

Practice

Tell the children to think about their families. Write on the board the words *home, school* and *work.*

Ask the children individually: *Where's your (dad)*? S1: *He's at (work)*. Point to the word *work*. Repeat with *mum, sister* and *brother*.

Then, ask: Where are we? At school or at work? SS: At school.

Point to yourself and ask: What about me? I am at work and at school!

Collect the children's books and correct their work.







Remind children that adults need to work in order to earn money, and that there are many different types of job.



This should get children interested in the people they know and what they do for a living. Hopefully, this will lead them to ask them about their jobs.




Explain that with this type of exercise it's best to first trace the line with your finger before using a pen or pencil.

Activity Book

Page 45, Activity 1

Say: Open your Activity Books at page 45. Look at Activity 1.

Hold up the book and ask the children to identify the characters.

Say: *Let's find out where they are.* Trace a line with your finger from Smiley to the school. Ask: *Where's Smiley?* SS: *At school.*

Tell the children to do the same (tracing a line with their fingers). Tell them to raise their hands when they know where the following character is.

Page 45, Activity 2

Ask the children to complete the sentences, following the lines they have traced in Activity 1.

Transcript

Track 2.7 Activity

Narrator: It's morning. First, Flo leaves the house. Flo: I'm off to school. Bye-bye, everyone! Mum, Dad, Brother and Granny: See you later, alligator! Narrator: Then, Flo's mum leaves the house. Mum: I'm off to work. Bye-bye, everyone! Dad, Brother and Granny: See you later, alligator! Narrator: Next, Flo's dad leaves the house. Dad: I'm off to work. Bye-bye, everyone! Brother and Granny: See you later, alligator!

Narrator: Finally, Flo's brother leaves the house. **Brother:** I'm off to school. Bye-bye! **Granny:** See you later, alligator!

Let's play!

Puppet game

Divide the class into four groups. Give each group a puppet of one of the characters. Tell the children to use the puppet to tell a story. The children should try to speak in English only. Go around the class and make sure that the children are participating and speaking in English. If necessary, help them with any words or language that they may need.

Resources

Multi-ROM Unit 6, Song



Recognising that people have different jobs.

Curricular link: Social Science; Maths

Langauge Objectives

Vocabulary: builder, bus driver, gardener, nurse, police officer, teacher **Structures:** He's/She's a...

Resources: CD; poster (side A)

DENTIFYING DIFFERENT JOBS



Say: Today we are going to learn about the jobs people do. Hold up the book and point to the pictures of the parents. Say: These are the characters' mums and dads. Can you identify them?

Point to the first character and ask *Who's this*? Say: *Look at his nose! It's Flo's dad.* Repeat with the other characters, if necessary, focussing on a distinguishing feature: the shiny nose, the extendable arms, the haircuts and the clothing with dots.

Play **Track 2.8**. Sing the song and point to the pictures on the poster as the characters are named on the audio CD. The children join in with the sound effects Use the poster to identify the people in relation to the characters. Ask two volunteers to come to the board. Play **Track 2.8** again and tell them to point to the pictures as they hear the jobs mentioned. Then, play **Track 2.8** again. This time include the actions for each job (see the Transcript).

Ask questions. Point to the people on the poster and ask: *Is (he) a (bus driver)?* SS: Yes/No. Each time, emphasise *he* or *she.*

Then, point to the people again and ask: *What is he/she?* Encourage the children to answer: *He's/She's a...*

Work with the book 🕥

Student's Book, page 46, Activity 2

Say: *We are going to sing* The work song *again*. Play **Track 2.8**. Do the actions. Then say: *Open your books at page 46 and look at the pictures*. Identify the parents. Say: *Find (Flo's) (dad)*.

Play **Track 2.8** again. The chidlren listen to the song and number the parents in the order that they hear them mentioned in the song. Ask: *Is (Flo's) (dad) a (bus driver)*? SS: *Yes./No.*

Point to the first object (a spade) and ask questions:

Is it the (nurse's) (spade)? SS: Yes./No. The children match the jobs to the objects: *spade, hammer, thermometer, books, whistle* and *steering wheel.* Correct the children's work, asking questions: *Is (Flo's dad) a (gardener)*? SS: Yes./No.

Transcript

Track 2.8 The work song

See page 197.

Optional Activity Book exercises

See page 197.

Practice

Ask the children questions about their parents' jobs: *Is your (mum) a (builder)*? S1: Yes/No. Supply them with the vocabulary that they need to describe their parents' jobs. If one of the children says that his/her mum doesn't work, say that this isn't true: they work in the house!

Collect the children's books and correct their work.





Remind children that special instruments or objects are required for many jobs.



This activity provides children with an opportunity to talk about members of their family and their jobs.







Children have to remember information from the Student's Book in order to complete the activity.

Activity Book

Page 46, Activity 3

Say: Open your Activity Books at page 46. Look at Activity 3.

Hold up the book and tell the children to identify the characters in the left-hand column. Each time, ask: *Do you remember (his) job?*

SS: He's a (bus driver).

Tell the children to match the pictures.

The children trace over the words.

Ask a few volunteers to read out their sentences. Start by saying: *Look at (Flo's) mum. She's a (nurse).*

Let's play!

Classify

Divide the class into groups of four. Hand out flashcards from various semantic fields. Tell the children to shuffle the flashcards and to classify them according to their semantic fields. Once the flashcards have been classified, tell each group to show them and to name them out loud, identifying the semantic field in question.

Transcript



Flo's dad is bus driver. A bus driver, a bus driver. Flo's dad is a bus driver. Brm, brm, brm. (Driving action)

Flo's mum is a nurse. A nurse, a nurse. Flo's mum is a nurse. Say "Aah, aah, aah". (Rocking a baby)

Stretch's mum is a teacher. A teacher, a teacher. Stretch's mum is a teacher. Shh, shh, shh. (Finger on lips)

Smiley's mum is gardener. A gardener, a gardener. Smiley's mum is a gardener. Dig, dig, dig. (Digging action)

Smiley's dad is a police officer. A police officer, a police officer.

Smiley's dad is a police officer. Stop, stop, stop! (Raised hand)

Dotty's dad is a builder. A builder, a builder. Dotty's dad is a builder. Bang, bang, bang! (Hammering action)

Resources

Multi-ROM Activity 1

Sparks DVD Unit 6, *The work song*



Associating jobs with places of work.

Curricular link: Geography

Language Objectives

Vocabulary: building site, bus station, hospital, park, police station, school **Structures:** He/she's at the...

Resources: CD; flashcards (builder, bus driver, gardener, nurse, police officer, teacher; building site, bus station, hospital, park, police station, school)

ASSOCIATING JOBS WITH PLACES

Presentation

Continuous assessment

Children can identify different jobs.

Say: Today we are going to learn about people's jobs and where they work.

Hold up the jobs flashcards one by one and tell the children to help you name the jobs that are illustrated on them: *builder, bus driver, gardener, nurse, police officer, teacher.*

Place the flashcards on the left-hand side of the board as they are named.

Now hold up the work places flashcards one by one and tell the children to help you name them: *building site, bus station, hospital, park, police station.*

Place these flashcards on the right-hand side of the board as they are named.

Ask five volunteers to come to the board. Say: *The builder is at work. Take him to work.* S1 takes the flashcard to the place of work. Ask the rest of the class: *Where is the (builder)*?

SS: He's at work. He's at the building site.

Repeat with the other jobs and places of work. Tell the children to close their eyes. Mix up the pictures so that the people are at the wrong place of work. Ask five children to come to the board to move the people to the correct places again.

Work with the book 🞧

Student's Book, page 47, Activity 3

Say: *Open your books at page 47. Look at Activity 3.* Tell the children to look at the book. Tell them to identify the characters.

Play Track 2.8 again. (See page 197.)

Stop after *Flo's dad is a bus driver. Brm, brm, brm* and ask: *Where is Flo's dad?* SS: *He's at the bus station.* Repeat with the other characters and places of work. The children match the people to their places of work.

Optional Activity Book exercises

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See page 201.

Practice

Remind the children of the previous lesson when they were talking about their parents' jobs. Point to a few children at random and ask: *What's your (dad's) job? Is (he) at work now? Where is (he)?*

Supply them with any language that they may need. On the board, place the five flashcards of the places of work. Hand out the other flashcards. Listen to some music while the children pass the flashcards around the class. Stop the music and ask: *Who's got a card?* S1: *Me! I'm a (bus driver).* The rest of the children must say out loud: Go to the bus station. The child who has the flashcard goes to the board and holds the flashcard next to the corresponding place.

Collect the flashcard and give it to the group again. Continue with the other flashcards until all the children have had a turn.

Collect the children's books and correct their work.





Children associate different jobs with the corresponding places of work.



Explain that all jobs are worthy of respect and important and that the purpose of many jobs is to help others.

(

Children have to use the pictures to help them find the words in order to complete the sentences.

OPTIONS

Activity Book

Page 47, Activity 4

Say: Open your Activity Books at page 47. Look at Activity 4.

Point to the main picture and ask questions about the location of the people: *Where's the (nurse)*?

Point to the first sentence and the first picture and tell the children to identify the job *(nurse)*.

Read the first sentence out loud. Then, tell the children to read the sentence out loud including the

corresponding job.

Repeat with other sentences.

The chidren complete the sentences using the words in the box. Then, they trace over the words. Ask a few volunteers to read out their sentences.

8

Let's play!

Noughts and crosses

Prepare 9 pictures. Either draw them or cut out pictures from magazines, etc. Draw a 3X3 table on the board with large squares. Stick one of the pictures in each square. Divide the class into two teams: the Noughts and the Crosses. Ask a child from one of the teams to name one of the pictures. If he/she names it correctly, that team gets a nought/cross in that square. The first team to get three in a row is the winner.

Resources

Teacher's Resource Book Unit 6, *Extension worksheet 1,* page 33

Multi-ROM Activity 2





Children think about their future and what they would like to do when they are older.



Children work on their mathematical reasoning skills by looking at the order of events from the story.





Pronouncing the sounds and the words out loud helps children build up their confidence with respect to pronunciation.



Children have to listen very carefully in order to be able to identify the sounds and the pictures.

Literacy: Deducing how characters are feeling. **Curricular link:** Literacy

Language Objectives

Story language: happy, wishing well Join-in language: I want to be a...

Resources: CD; poster (side B); poster pop-outs (Dotty, Flo, two thought bubbles, Flo dressed asgardener, Dotty dressed as teacher); flashcards (builder, bus driver, gardener, nurse, police officer, teacher; building site, bus station hospital, park, police station, school)

Story: The wishing well



Say: It's story time!

Show the poster to the children. Point to the wishing well on the poster and say: *Look! This is a wishing well. It's magic.*

Hold up the poster pop-outs of Flo and Dotty and ask: *Who's this?*

Show the poster pop-outs of Flo dressed as a gardener and Dotty dressed as a teacher and say: *This is Flo. She's a gardener. This is Dotty. She's a teacher.*

Play **Track 2.9**. Enact the story by using the poster popouts and the poster. Show the pop-outs of Flo and Dotty with the thought bubbles and place them around the wishing well.

Then, place Flo and Dotty, dressed as a gardener and a teacher next to the park and the school.

Point to the characters as they speak. Use mime and facial gestures to clarify meaning. Point to Flo in the park and to Dotty at school and ask: *Is (Flo) happy here?*

Ask four children to come to the poster and give each one a pop-out. Play **Track 2.9** again. The children act out the story using the pop-outs. Encourage all the children to participate.

Work with the book 🞧

Student's Book, pages 48 and 49, Activity 4

Say: Open your books at pages 48 and 49. Play **Track 2.9** again. The children look at the pictures. Show the children the pop-outs. Ask: *Who's this?* SS: *It's Flo.* Show the children Flo's thought bubble. Ask: *What does she want to be?* SS: *A gardener.* Do the same with the pop-outs of Dotty. Play **Track 2.9** again. Each time the children hear the sentence *Wishing well, wishing well, I want to be...* they join in by saying the words.



See page 207.

Optional Activity Book exercises

See page 207.

Practice

Continuous assessment

Children can associate jobs with specific places.

Put the flashcards of jobs on the board. Ask the children to help you remember the words. Put the flashcards of the work places around the jobs flashcards. Do a drawing of a wishing well on the board. Touch the picture and say: *Wishing well, wishing well, I want to be a (gardener).* Tell the children to say out loud: *Go to the park!* Move the flashcard of the gardener to the park.

Ask for volunteers to come to the board in order to repeat the exercise.

Literacy: phonics g (gardener, girl, game) and t (teacher, two, ten) Curricular link: Literacy (Phonics)

Resources: CD; poster (side B); poster pop-outs (Dotty, Flo, two thought bubbles, Flo dressed as gardener, Dotty dressed as teacher)

PHONICS



Show children the poster and ask: *Do you remember the story*?

Point to the wishing well and ask: *What's this?* SS: *The wishing well.*

Use the poster pop-outs of the characters with their thought bubbles to ask: *What does (Flo) want to be?* SS: *A (gardener)!*

Then, place the pop-outs of Flo as a gardener and Dotty as a teacher in the park and the school. Ask: *Is (Flo) happy now?* S: *No!* You can also use the story cards and tell the children to order them accordingn to the story.

Play Track 2.9. The children listen to the story.

Play **Track 2.9** again. The children join in saying everything they can about the story.

Work with the book **[**

Student's Book, page 49, Activity 5

Clap your hands to ensure that the children are watching you. Write the letter g on the board several times. Point to each letter as you say: g g g g gardener. Repeat several times. Articulate the /g/ very clearly by opening your mouth and producing the sound at the back of your throat. Ensure that the children realise that this sound is made with your mouth open.

The children repeat: g g g g gardener.

Repeat with the items from the activity that begin with *g* (gardener, girl, game).

Write the letter *t* several times on the board.

Point to each letter as you say: t t t t teacher.

Repeat several times. Articulate the /t/ sound very clearly by opening your mouth, placing your tongue just behind your teeth and pushing the air out. Ensure that the children can see clearly the articulation of the sound. The children repeat: *t t t t teacher*.

Repeat with the items from the activity that begin with *t* (teacher, two, ten).

Tell the children to look at Activity 5 on page 49.

Play **Track 2.10**. The children listen and point to the pictures in the right-hand column. Play **Track 2.10** again. The children listen and repeat the sounds and the key words.

The children circle the pictures with /g/ as an initial sound in one colour, and with /t/ as an initial sound in another colour. Ask for volunteers to list the items starting with /g/. Ask for volunteers to list the items starting with /t/. Ask the children if they can think of any more words in English that start with /g/ or /t/.



Optional Activity Book exercises

See page 209.



Use the poster (side B) and the poster pop-outs. Place the pop-outs of the characters with the thought bubbles next to the wishing well. Ask: *Where's (Flo)?* SS: *At the wishing well!* Ask: *What does she say?* SS: *Wishing well, wishing well, I want to be a gardener!*

Do the same with Dotty.

Put the class into pairs. Assign a character to each child. Play **Track 2.9** again.

The children join in with their corresponding parts. Ask for volunteers to come forward to act out the story. Use the recording when necessary.

Collect the children's books and correct their work.



Explain that it is important to put yourself in other people's shoes sometimes in order to understand why they are sad. Remind the children that they should always help a friend who feels sad.



This activity gives children an opportunity to think about their own feelings and the things that make them happy or unhappy.

Activity Book

Page 48, Activity 5

Say: Open your Activity Books at page 48. Look at Activity 5.

Point at each picture and ask: *Is (Flo) happy or sad?* Tell the children to draw happy or sad faces next to the pictures.



Let's play!

Faster

Place the flashcards on the board. Point to a flashcard at random and ask the children to name it. Repeat the game pointing faster and faster at the flashcards.

Resources

Multi-ROM Unit 6, Story

Teacher's Resource Book Unit 6, *Extension 2 worksheet*, page 34

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Transcript

Track 2.9 Story: The wishing well

Picture 1

Narrator: Flo and Dotty are at the wishing well.
Flo: Let's make a wish.
Dotty: Good idea! You first!
Flo: Wishing well, wishing well, I want to be... a gardener! Please, fix it for me.

Picture 2

Flo: Wow! Look at my wellies and my spade! Dotty: Oh, Flo! You're a real gardener now!

Picture 3

Flo: Now it's your turn, Dotty! Dotty: Wishing well, wishing well, I want to be... a teacher! Please, fix it for me.

Picture 4

Dotty: Wow! Look at my books and my blue pencil! **Flo:** Oh, Dotty! You're a real teacher, now! **Dotty:** Come on! Let's go to work.

Picture 5

Narrator: Flo works all day long. **Flo:** Dig, dig, dig. Oh! This isn't a game. It's hard work!

Viñeta 6

Narrator: Dotty works all day long. Dotty: Shh, children! Shh! Oh! This isn't a game. It's hard work!

Picture 7

Narrator: So, Dotty and Flo go to the wishing well again.
Flo: I don't want to be a gardener!
Dotty: And I don't want to be a teacher!
Flo: Let's make another wish.
Flo & Dotty: Wishing well, wishing well, we want to be... little girls!
Flo: Please, fix it for me!
Dotty: Please, fix it for me!

Picture 8

Dotty: Hurray! We're girls again! **Flo:** Come on! Let's go to school!



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It's a positive sign that children have a go at doing the tongue twister. Encourage them to participate confidently and not to worry about making mistakes.

Activity Book

Page 49, Activity 6

Say: Open your Activity Books at page 49. Look at Activity 6.
Hold the book up, point to the pictures and tell the children to identify them.
Write the letters g and t on the board. Point to the letter g and tell the children to identify the pictures that start with this letter.
Repeat with the letter t.
The children match the pictures to the words.

Page 49, Activity 7

Say: *Now look at Activity 7.* Tell the children to add the letterrs *g* or *t* to the words and to trace over the words. Ask for volunteers to read out their sentences.



Let's play!

Shout out

Shout out a sound, for example, /t/. Tell the children to call out words that start with this sound. The children could also say words that contain this sound. Repeat several times with different sounds.

Resources

Multi-ROM Unit 6, *Phonics*

Teacher's Resource Book Unit 6, *Ready to read worksheet*, page 58



Transcript



g g g g g gardener g g g g g girl g g g g g game t t t t teacher t t t t two t t t t ten

Identifying clothing for different jobs.

Curricular link: Social Science; Geography

Language Objectives

Vocabulary: boots, gloves, hat, jacket, wellies; builder, bus driver, gardener, nurse, police officer **Structures:** I'm a...

Resources: flashcards (builder, bus driver, gardener, nurse, police officer, teacher); student's pop-outs (clothes for builder, bus driver gardener, nurse, police officer)

ASSOCIATING JOBS WITH SPECIAL CLOTHES

Presentation

Place all the flashcards in a row and where the children can see them. Point to the first flashcard and say: *Look! This is a (police officer).*

Continue naming the other jobs. Then, explain that some people have to wear special clothes at work.

Say: Look at the (police officer). Look at his (blue hat) and (black boots).

Say: Look at the (bus conductor). Look at his (blue hat) and his (blue jacket). Tell the children to repeat the jobs and the special clothes for each profession.

Say: Now we are going to play 'I spy'. Say: I spy with my little eye... a yellow hat and green wellies... SS: It's the gardener.

Ask a volunteer to come to the board in order to say: *I spy with my little eye...*

The other children have to guess the answer.

Work with the book

Student's Book, page 50, Activity 6

Say: Open your books at page 50. Look at the first picture. Is he a police officer? SS: Yes! T: Look at the second picture. Is she a nurse? SS: No! A gardener.

Repeat with the other pictures.

Tell the children to take out their pop-outs for Unit 6. The children match the characters' clothing with the speech bubbles and heads and stick them.

Say: Look at my yellow hat and green wellies. Who am I? SS: The gardener.

Continue like this with the other clothing and professions.

Optional Activity Book exercises

See page 213.

Practice

Tell the children that they are going to mime a profession and that the rest of the class have to say which profession it is. Mime the action of digging. Ask: *What's my job?* SS: *A gardener.*

Repeat with another job. Then, ask volunteers to come to the board in order to mime their jobs while the rest of the class try to guess the profession.

*Note: the children may mime a job that they have not learnt in English class yet. Supply them with the language they need if necessary.

Collect the children's books and correct their work.



Explain to the children that they should use both the text and the pictures in order to complete the exercise.



Remind the children of the fact that some clothing is designed for protection in the workplace, such as helmets, gloves, etc.





Children decide what they are going to draw and how they are going to draw it. They use their sense of creativity to dress the figure.



Explain that before starting to draw the picture, the children should think carefully about what they are going to do and which objects they are going to choose.

OPTIONS

Activity Book

Page 50, Activity 8

Say: Open your Activity Books at page 50. Look at Activity 8.

Hold up the book, point to the words and ask a volunteer to read them out.

Point to the uniforms and tell the children to identify each one: *Are these clothes for the (nurse)?* SS: Yes./No.

Point to the hats and repeat the process.

Point to the shoes and the boots and repeat the process.

Point to the tools and repeat the process.

Tell the children to choose a profession and to draw themselves with the appropriate clothing, hat, tools and shoes.

The children complete the sentence in the speech bubble.

Ask volunteers to show their pictures to the rest of the class and to read out their text.

Let's play!

It's mine

Tell the children to choose a key vocabulary pop-out. Call out the name of one of the pop-outs. Tell the children who have that pop-out to stand up, to show it and to say its name. Continue the game until all the children's pop-outs have been named.

Resources

DVD Unit 6, *Real kids*

Teacher's Resource Book Unit 6, *DVD worksheet*, page 14

Making hats for different professions.

Curricular link: Art

Project: Hats

Language Objectives

Vocabulary: bus driver, nurse, police officer **Structures:** Look at my hat! I'm a (bus driver).

Resources: flashcards (nurse, police officer, bus driver, gardener, builder) Materials: card, crayons, sticky tape, scissors Preparation: Make a hat to show the class.

BUSY HANDS: HATS

Present the project

Continuous assessment

Children can associate different professions with the specific clothing.

Put the flashcards of jobs on the board. Point to them one by one and tell the children to describe the special clothes. Say: *This is the... Look at her...* (the children name the clothes as you point at them).

Play *Mime the jobs* to remind the children of the words: *nurse, police officer, bus driver, gardener, builder.* Say: *Today we are going to make something. We are going to make a hat.*

Hold up the hat that you have prepared previously and show it to the class. Say: *Look at my hat.* Put the hat on and say: *I'm a (bus driver).*

Work with the book

Student's Book, page 51, Activity 7

Tell the children to look at page 51 of their Student's Book. Read out the title of the project: *Hats.*

Point to the pictures of the materials and say: *This is what we need.* Tell the children to identify the pictures. Point out the steps, one by one, and explain it to them by using the materials that you have brought to class to clarify the meaning. Explain that first they have to decide what kind of hat they are going to make. Then, they have to fold the card, draw the corresponding parts of the hat, colour it, cut it out and make the hat.

Hand out the materials and tell the children to make their hats.

Student's Book, page 51, Activity 8

Say: Now look at Activity 8.

Hold up the picture in the Student's Book. Tell the children to put on their hats. They say: *Look at my hat! I'm a (bus driver).*



See page 217.

Display the project

Collect all the finished hats and display them on a table. Encourage the children to come forward to look at the other children's hats.

Tell the children to identify their own hats saying: *I'm a (bus driver).* The rest of the class try to guess which hat it is.





Show the children how they can measure their heads. They need to do this in order to know how big to make the hat.



Children use their imagination to do gestures and actions that are characteristic of people who wear these hats.



Children look at the pictures and find the corresponding silhouettes by observing the shapes carefully.



Remind children that with exercises of this type it is best to use different colours so they can see clearly where the lines go.

Activity Book

Page 51, Activity 9

Say: Open your Activity Books to page 51. Look at Activity 9.

Hold the book up, point to the pictures on the left-hand side of the page and tell the children to identify the jobs. Tell the children to find the silhouette that corresponds to each picture. They match the pictures to the silhouettes. The children colour the pictures.

Let's play!

Surprise bag

Put several objects in a bag without letting the children see. Ask a child to come forward and to feel one of the objects inside the bag without looking. The child tries to guess what the object is. Repeat several times with other volunteers.

Resources

Teacher's Resource Book Unit 6, *Ready to write worksheet,* page 100

Multi-ROM Unit 6, Activity 3

Objective

Assessment.

Curricular link: Social Science; Geography; Music

Language Objectives

All the language in Unit 6.

Resources: poster (side B), flashcards (builder, bus driver, nurse, gardener, police officer, teacher; building site, bus station, hospital, park, police station, school), stickers (builder, bus driver, gardener, nurse, police officer, teacher)

BUSY MINDS Let's remember!

Say: Today we are going to remember all the work we have done in Unit 6.

Say: *Do you remember* The work song? Play **Track 2.8** sing the song and tell the children to join in.

Prompt the children by showing the flashcards of the professions.

Hold the flashcards of the jobs up one by one and ask: *What's this?* SS: *The (builder).* Place the flashcards in a row on the board as they are mentioned.

Then, elicit responses by using the clothes: *A (yellow) (hat).* SS: *The (builder)!*

Collect all the flashcards and hand them out.

On the board, place the flashcards of the work places: *police station, building site, school, hospital, bus station, park.*

Hand out the flashcards of the jobs and tell the children to tell the rest of the class their job: *I'm a (nurse).* The rest of the class direct S1 to the corresponding place of work: *Go to the hospital!* S1 puts the flashcard next to the corresponding place of work.

Work with the book

Student's Book, page 52, Activity 9

The children open their books at page 52. Show the children the stickers in the middle of the Student's Book.

The children find the stickers for Unit 6 and stick them. Then, they trace over the words.

Check the activity by asking the children to name the stickers that they have placed.

Student's Book, page 52, Activity 10

Point to the pictures and say: We are going to complete these sentences.

Point to the first picture and ask: *Is she a gardener?* SS: *No, she's a nurse.*

The children complete the speech bubble. Go around the class checking and correcting while the children are working.

Optional Activity Book exercises

See page 221.



Use side B of the poster. Point to the wishing well and remind the children of the rhyme. Say: *Wishing well, wishing well, I want to be a...*

Tell the children to decide what they want to be so they can draw themselves. The children should add special clothes if necessary.

The children describe their pictures to the rest of the class: Wishing well, wishing well, I want to be a... Look at my (red) (hat) and (black) (boots).

Collect the children's books and correct their work.





The children revise vocabulary from the unit. Remind the children that it is important to go over things they have learnt previously. This will help them learn and memorise these things.



The children look for the stickers and stick them in the correct place.



This activity provides the children with an opportunity to think about their friends. They write their friends' names. They should ask if they are not sure of the spelling.



Show the children how they can look for the words that they need to write in their books.

OPTIONS

Activity Book

Page 52, Activity 10

Say: Open your Activity Books at page 52. Look at Activity 10.

Hold the book up, point to the pictures and name the jobs: *Look! A (police officer).*

Point to the police officer and read the sentence out to the children.

Tell the children that they have to draw their own face in the space and they have to write their names.

Point to the builder and read the sentence out to the children, putting emphasis on *He's*.

Ask the children if they have to draw a boy or a girl. Then, the children draw a friend and write his/her name. Repeat with the last sentence, putting emphasis on *She's.*

Ask volunteers to show their pictures to the rest of the class and to read out their sentences.

Page 52, Activity 11

Say: Now look at Activity 11.

Tell the children to identify the objects in the pictures around the table. Tell the children to write the words in each column; words that begin with a *g* and words that begin with a *t*. They can look in their books to find the words.

Resources

Multi-ROM Unit 6, Activity 4

Teacher's Resource Book Unit 6, *Test*, pages 79 and 80

See Transcript Track 2.11

Transcript

Track 2.11 Unit 6 Test. Activity 1.

Listen and match the pictures.

Narrator: What do you want to be, Flo?
Flo: I want to be a gardener, or a police officer.
Narrator: What do you want to be, Smiley?
Smiley: I want to be a bus driver or a builder.
Narrator: What do you want to be, Dotty?
Dotty: I want to be a teacher or a bus driver.
Narrator: What do you want to be, Stretch?
Stretch: I want to be a builder, or a nurse.

Let's play!

Hot hands

Play this game to revise words from the same semantic field. Draw four big hands on the board. Assign a subject to each hand, for example: jobs, the family, clothes, etc. Divide the class into two teams and give each child a number (1-12) so that each child has a partner with the same number from the opposing team. Call out a word and a number. The first child to put his/her hand on the corresponding hand on the board, gets a point for his/her team. The team with the most points at the end of the game wins.

ASSESSMENT CRITERIA CLIL Objective

Children recognise that adults have different types of jobs.

Language Objectives

Children can name jobs, places of work and uniforms for each of the jobs.



Recognising wildlife around us.

Curricular link: Social Science

Language Objectives

Vocabulary: *bird, fish, frog, rabbit; elephant, monkey, parrot, snake, tiger*

Structures: *Listen! What's that? Look! I can see a (bird). Where? It's there.*

Resources: CD; poster (side A); poster pop-outs (bird, fish, frog, rabbit)

ANIMAL WORLD!



Show the children the Twiggles sitting by the river. Ask: Are there any children? SS: Yes! Say: Look, the Twiggles are in the forest. Ask: Are there any animals? SS: No! Say: They think they are alone. But there are some animals there too. Say: Listen! Can you hear any animals?

Play **Track 2.12**. Hold up the pop-outs of the animals (*bird, fish, frog, rabbit*) as they are mentioned.

Play **Track 2.12** again. Put the pop-outs of the animals in appropriate places on the poster.

Ask four children to come to the board and hand each one a pop-out.

Play **Track 2.12** again. The children put the animals in the forest and join in with: *Look! It's a (bird). It's there.*

Say: *Let's find some more animals.* Remove the pop-outs. Tell the children to come closer to the poster.

Say: *I can see a fish.* SS: *Where*? T: *Look! It's there!* (Point to the fish).

Ask volunteers to find animals and repeat the process.

Work with the book **f**

Student's Book, page 53, Activity 1

Say: Open your books at page 53.

Play **Track 2.12**. Children listen and point to the animals in their books.

Say: *Find the (rabbits). How many can you find?* SS: *(Nine).* Repeat for the frogs, the birds and the fish.

Tell the children to count the animals and to write the numbers.

Check the activity. Hold up your book, point to the box for the rabbits. T: *How many rabbits can you see*? Repeat with the other animals.



Optional Activity Book exercises

See page 225.

Practice

Tell the children you are going to play a game. Tell the children to close their eyes. Hide the pop-outs (bird, fish, frog, rabbit).

Say: *I can see a (bird).* SS: *A bird? Where?* T: *It's there!* (Point more or less in the direction of the animal you named). Wait for a child to find the pop-out and bring it to you.

Repeat the process with the other pop-outs. Ask volunteers to hide the pop-outs and play the game again.

Collect the children's books and correct their work.