



Remind children that we should respect all the animals around us.



The children count the number of animals and write the answers in the boxes.





Explain that all animals have a place to live and that we should protect both the animals and their habitat.



With this activity, children are given an opportunity to express themselves artistically by drawing animals.

Activity Book

Page 53, Activity 1

Say: Open your Activity Books at page 53. Look at Activity 1.

Hold up the book and point to the first picture. Read out the sentence. Ask for volunteers to read out the other sentences. The children trace over the words. Ask for volunteers to read out their sentences.

Page 53, Activity 2

Say: Now look at Activity 2.

Hold up, one by one, the pop-outs of *bird*, *fish*, *frog* and *rabbit*. Say: *Draw a (bird) in your picture*. *Look carefully!* Repeat with the other three animals. Check that the children have drawn the bird in the nest, the fish in the water and the frog near the puddle or on the lilypads.

Transcript



Flo: Listen! What's that? Smiley: Look! It's a bird! Flo: A bird! Where? Smiley: Look! It's there! Stretch: Listen! What's that? **Dotty:** Look! It's a fish! Stretch: A fish! Where? **Dotty:** Look! It's there! Flo: Listen! What's that? Smiley: Look! It's a frog! Flo: A frog! Where? Smiley: Look! It's there! **Stretch:** *Listen! What's that?* Dotty: Look! It's a rabbit! Stretch: A rabbit! Where? Dotty: Look!

Let's play!

Puppet game

Mistake

Tell the children to play in pairs or in small groups. One of the children holds the puppet, points to a flashcard or an object and names it incorrectly. Another child corrects the puppets and names the flashcard or object correctly. Make sure all the children have a turn holding the puppet.

Resources

Multi-ROM Unit 7, Song



CLIL Objective

Recognising features to identify animals.

Curricular link: Social Science; Music

Language Objectives

Vocabulary: elephant, monkey, parrot, snake, tiger **Structures:** What is it? An (elephant).

Resources: CD; poster (side A); flashcards *(elephant, monkey, parrot, snake, tiger)* **Preparation:** Make a card the same size as a flashcard and cut a small window in it.

DENTIFYING ANIMALS BY THEIR COATS



Point to the animals along the bottom of the poster and say: Look, this is a (monkey). Remember to say: This is an elephant. (You do not need to point this out to the children at this stage.)

Say: *Look at me! What am I*? Mime an animal. Ask a child to come to the front and point to the animal. T: *That's right! (A monkey).* Repeat the process with the other animals. Ask the children to take turns miming animals for their classmates.

Then, tell the children they are going to listen to a song about animals. Play **Track 2.13** and ask the children to mime the animals as they hear them.

Work with the book **f**

Student's Book, page 54, Activity 2

Say: Open your books at page 54.

Play **Track 2.13** again and tell the children to sing and point to the animals in their books.

Hold up your book and point to page 54, which shows a goods train going to the zoo.

Tell the children to look carefully at the boxes on the train. Say: *Look at box number (1). What animal is in the box?* SS: (*An*) (*elephant*). Play **Track 2.13** again and ask the children to match the animals to their corresponding boxes.

Point to individual children and ask: *Where's the (elephant)?* S1: *The (elephant) is in box number (1).*

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



Track 2.13 Song: The animals in the zoo

See page 229.

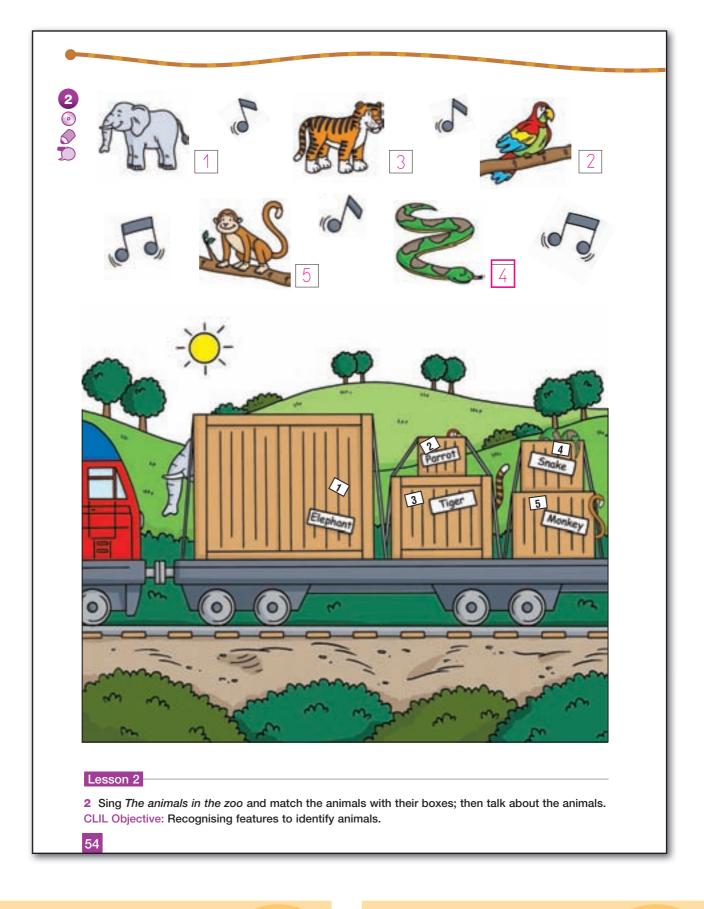
Optional Activity Book exercises

See page 229.

Practice

Play a game with the flashcards covered by the card with a window in it. Ask the children to identify the hidden animals. Ask: *What is it?* SS: *(An elephant).*

Collect the children's books and correct their work.

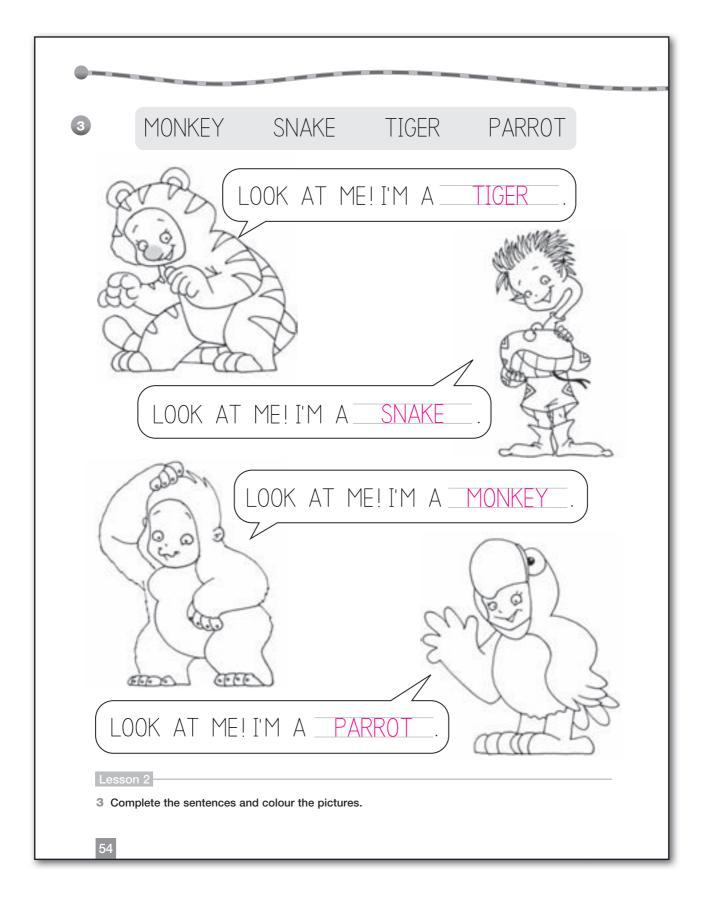




The children can join in with the song and have fun singing it.



This activity provides children with an opportunity to talk about different animals and their habitats.





Explain to the children that they should look at all the options before choosing the answers. Remind them to copy the words carefully.

Activity Book

Page 54, Activity 3

Say: Open your Activity Books at page 54. Look at Activity 3.

Hold up your book and point to the first picture. Ask: Who's this? SS: Flo. Say: Yes, it's Flo, but she's dressed up as an animal. What animal is she? SS: A tiger! Repeat with the other characters. Tell the children to use the words at the top to complete the sentences.



Let's play!

Liar

Tell the children to play in pairs. Hand out the key vocabulary pop-outs. Tell each pair to gather all the pop-outs. One of the children shuffles the pop-outs and deals them out. Then, one of the children chooses a pop-out (without showing it to his/her partner) and says: *It's a (horse)*. This may or may not be true. The other child in the pair says Yes! if he/she thinks it's true or *No!* if he/she doesn't believe it. If the child guesses correctly, he/she keeps the pop-out. Then, it's the other child's turn to take a card. The child who gets all the pop-outs wins.



Resources

Teacher's Resource Book Unit 7, Extension Worksheet 1, page 35

Sparks DVD Unit 7, Song: The animals in the zoo

Transcript



Oh, we love the animals in the zoo. Zoo! There's a tiger and a monkey in the zoo, Zoo! And a parrot and a snake in the zoo. Zoo! And there's a great big elephant too! Oh, we love the animals in the zoo. Zoo!

CLIL Objective

Recognising animal sounds.

Curricular link: Science

Language Objectives

Vocabulary: *elephant, monkey, parrot, snake, tiger* **Structures:** *It's a (tiger). What can you hear?*

Resources: : CD; poster (side A); flashcards (elephant, monkey, parrot, snake, tiger)

DENTIFYING ANIMALS BY THEIR NOISES

Presentation

Continuous assessment

Children can name some wild animals.

Say: Today we are going to learn about the noises animals make.

Hold up the flashcards one by one and ask the children to name the animals: *elephant, monkey, parrot, snake, tiger.* Hand out the flashcards and ask children to come to the poster in order to place the flashcards next to the animals at the bottom of the poster. The children name the animals.

Then point to the animals at the bottom of the poster and ask: *What's that?* SS: *It's a snake.* T: *What noise does it make?* (Hiss, like a snake). Then, ask again and ask the children to make the noise.

Say: Dotty, Stretch, Flo and Smiley are at the zoo. Let's listen to the animal noises they hear.

Play Track 2.14.

Play **Track 2.14** again and stop after each noise. Ask: *What can you hear?* SS: *(Elephants!)*

Work with the book 🞧

Student's Book, page 55, Activity 3

Say: Open your books at page 55. Look at Activity 3. Say: The Twiggles are visiting the Zoo. Listen to the animal noises and follow the path.

The children listen to **Track 2.14** and follow the path with their fingers.

Play **Track 2.14** again. This time, tell the children to colour the path.

Check the activity. Ask: *What animal do they see first? And then?* Continue asking until the children have named all the animals in the correct order.



Optional Activity Book exercises

See page 233.

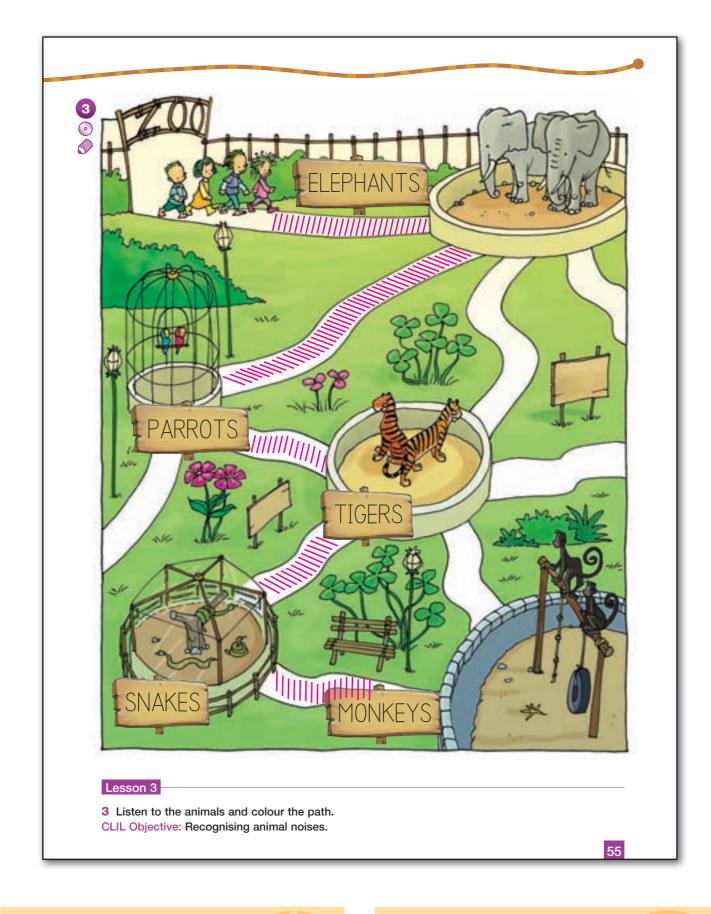
Practice

Divide the class into groups of five. Explain that you are going to play a game called *Guess the animal*. Group 1 makes the noise of an animal and asks: *What can*

you hear? The other groups have to guess the name of the animal. SS: A (tiger)!

The group that guesses correctly imitates another animal noise and asks the question.

Collect the children's books and correct their work.

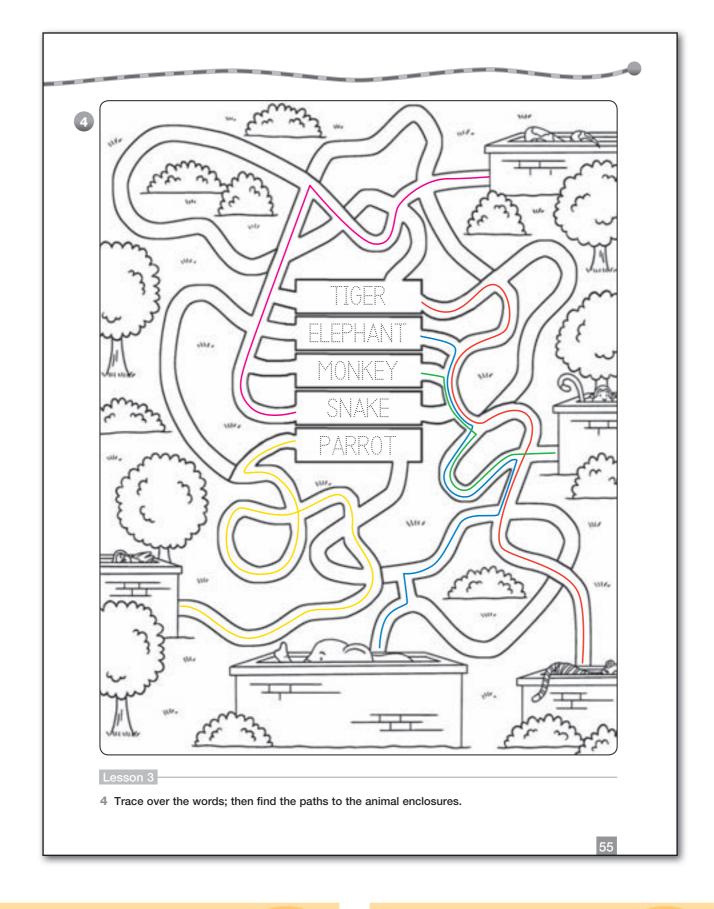




Remind the children that when they visit a zoo they shouldn't do anything to disturb the animals and that they should obey the zoo rules.



The children have to recognise the animal sounds and associate an animal with the sound that it makes.



Remind the children that before doing the exercise with a pencil, they should check each path carefully with their fingers to make sure they choose the correct one.



Explain that zoos are places where we can observe animals, but that they are also centres of research where scientists investigate ways to protect endangered species.

Activity Book

Page 55, Activity 4

Say: Open your Activity Books at page 55. Look at Activity 4.

Point to the words and tell the children to trace over them. Ask for volunteers to read out the words. Then, tell the children to follow the paths with their fingers, starting from the words and going to the corresponding animals. When they have checked their answers, they can draw the paths.

8

Let's play!

Guess the drawing

Start drawing a picture on the board. Tell the children to try to guess what you are drawing. Keep doing the drawing bit by bit and asking: *What's this*? Try not to make it too obvious at first. The child who guesses has a turn doing a drawing on the board for the rest of the class.

Resources

Multi-ROM Unit 7, *Activity 1*.



Transcript



Flo: Here we are at the zoo. Let's go this way! (noise of elephants)

Smiley: Now, let's go this way! (noise of parrots) Stretch: Now, let's go this way! (noise of tigers) Dotty: Now, let's go this way! (noise of snakes) Stretch: A fish! Where?

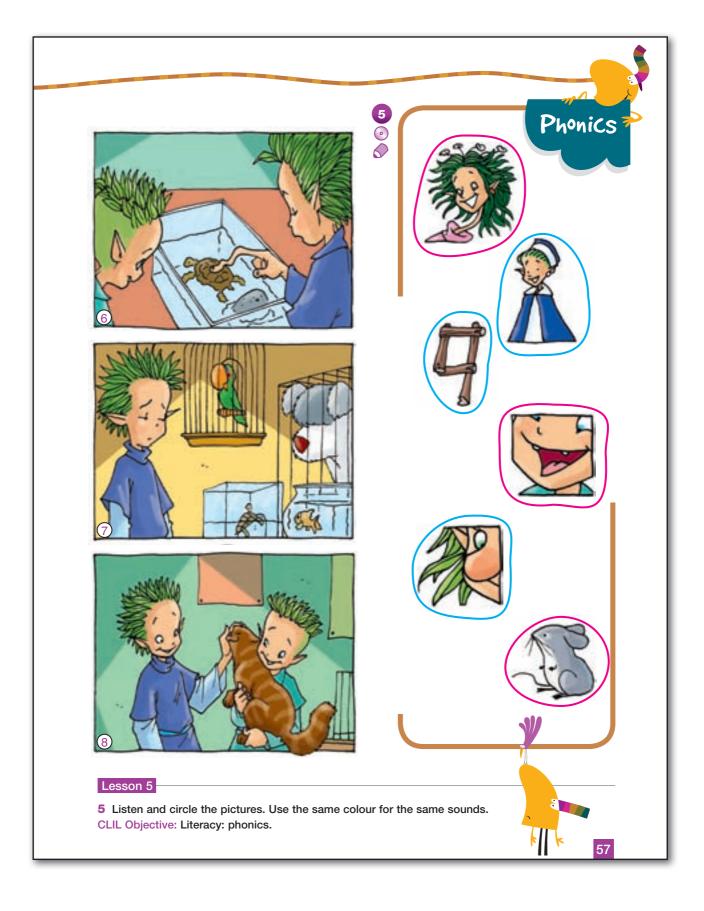
Flo: Now, let's go this way! (noise of monkeys) Flo: Phew! That was fun. Let's go home now!



Explain that having a pet is an important and full-time responsibility. They have to look after the pet and care for it so it is healthy and happy.



Help the children to understand that we are all different and that the things one person likes won't necessarily be the things that another person likes. However, we all have the right to express our preferences.





Remind children of the importance of listening carefully, especially in this case as the two sounds are very similar.

CLIL Objective

Literacy: using descriptions in a story.

Curricular link: Literacy; Science

Language Objectives

Story vocabulary: pet, cat, dog, goldfish, mouse, parrot, turtle; It's too big/small/ quiet/noisy/hard). It's just right. I don't know. I don't think so. **Join-in language** No, no! I want a pet, a perfect pet. A perfect pet for me, you see!

Resources: CD; poster (side B); poster pop-outs (cat, dog, goldfish, mouse, parrot, turtle); flashcards (dog, cat, goldfish, mouse, parrot, turtle, big, small, quiet, noisy, hard, soft)

Story: STRETCH FINDS THE PERFECT PET

Presentation 🔞

Say: It's story time!

Show the children the poster. Point to the pet shop on the poster and say: *Look! This is a pet shop. We buy animals from a pet shop.*

Put the flashcards of the six animals (*cat, dog, goldfish, mouse, parrot, turtle*) on the board and say: *Look at these animals.*

Point to the flashcard of the (dog) and say: *This is a dog. It's very big.* Continue to introduce the other animals and adjectives.

Play **Track 2.15**. Enact the story using the pop-outs and the poster. Hold up the poster pop-outs as they are named and put them in their places in the pet shop.

As the animals are named, mime the adjective corresponding to each pet.

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 2.15** again. Children enact the story using the pop-outs. Encourage all the children to join in.

Work with the book 🞧

Student's Book, pages 56 and 57, Activity 4

Say: Open your books at pages 56 and 57. Play **Track 2.15** again. Children look at the pictures. Show the children the flashcards. Ask: *What's this*? SS: *It's a dog.* Ask questions about the animals: *Is the dog big*? SS: Yes! It's too big!

Do the same with the other animals.

Play **Track 2.15** again. The children join in each time they hear *I* want a perfect pet, a perfect pet. A perfect pet for *me, you see!*



See page 239.

Optional Activity Book exercises

See page 239.



Divide the class into groups of three. In each group, assign a child to be Smiley, Stretch and the shop keeper. Play **Track 2.15**. Ask the children to raise a hand when they hear their part of the story.

Play **Track 2.15** again. The children join in with their lines. Encourage them to add facial gestures by modelling suitable expressions.

CLIL Objective

Literacy: phonics *m* (*mum*, *mouth*, *mouse*) and *n* (*nose*, *nurse*, *nine*) **Curricular link:** Literacy (phonics)

Resources: CD; poster (side B); poster pop-outs (cat, dog, mouse, goldfish, parrot, turtle); flashcards (elephant, monkey, snake, tiger)

PHONICS

Retell the story 🔞 🚺

Continuous assessment

Children can classify animals into pets and wild animals.

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

Point to the pet shop and ask: What's this? SS: The pet shop.

Put the story pop-outs on the board in the correct order, asking each time: *What's this*? SS: *It's a (dog)!*

Put the zoo animal flashcards up on the board and point to them one by one. Ask: *What's this?* SS: *A tiger.* Ask: *Is a tiger a good pet?* SS: *No!*

Then remove the poster pop-outs in order and hold them up. Ask: *Is a (dog) the perfect pet for Stretch?* SS: *No, it's too (big).* Use gestures to prompt the children to say *big, small, noisy, quiet, hard* and *soft.*

Play **Track 2.15**. The children listen to the story. Play **Track 2.15** again. The children join in with: *I want a pet, a perfect pet. A perfect pet for me, you see!* You can also use the story cards. The children can order them according to the story.

Work with the book **f**

Student's Book, page 57, Activity 5

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

Point to each letter as you say: *m m m m mum*. Repeat several times. Articulate the /m/ sound very clearly by pressing your lips tightly together and humming. Children repeat. *m m m m mum*.

Repeat with the items from the activity that begin with *m* (*mum, mouth, mouse*).

Write the letter *n* several times on the board. Point to each letter as you say: *n n n n nose*. Repeat several times. Articulate the /n/ sound very clearly. Make sure the children can see the articulation clearly. Children repeat. n n n n nose.

Repeat with the items from the activity that begin with *n* (*nose, nurse, nine*)

Tell the children to look at Activity 5 on page 57. Play **Track 2.16**. Children listen and point to the pictures in the right-hand column.

Play Track 2.16 again. Children listen and repeat the key sounds and words.

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



Optional Activity Book exercises

See page 241.

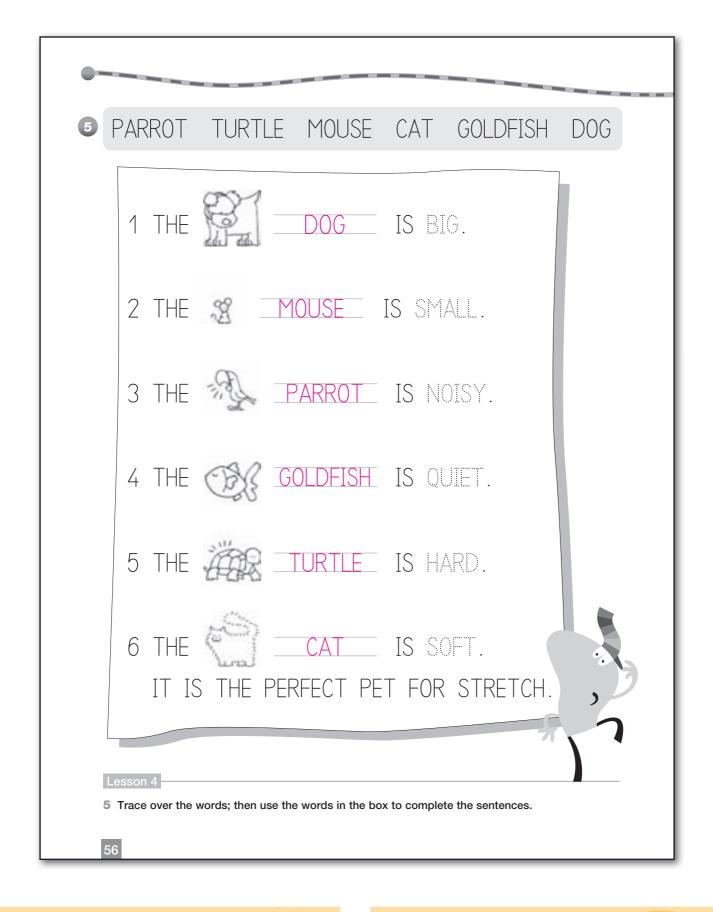
Act out the story n

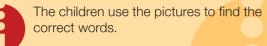
Use the story poster pop-outs of the animals. Give the children a model of what you want them to say. Point to the dog and say: *A dog isn't too noisy, but it is too big.* Ask volunteers to come to the board and follow the model with different animals.

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

Play **Track 2.15** again. Children join in with their lines. Ask groups to come to the front the classroom to act out the story. Use the recording when necessary.

Collect the children's books and correct their work.







Tell the children that after writing the words, they should read over them again to check that they are written well.

OPTIONS

Activity Book

Page 56, Activity 5

Say: Open your Activity Books at page 56. Look at Activity 5.

Hold up the book and point to the first picture. Read the sentence and ask the children to tell you which animal is missing. Repeat with all the sentences. The children trace over the adjectives.

Tell the children to complete the sentences with the words at the top of the page. Ask for volunteers to read out their sentences.



Let's play!

Cops and robbers

Play this game in the playground. Divide the class into two groups: the Robbers and the Cops. Tell each group to go to opposite ends of the playground. Put the flashcards on the ground in the middle of the playground. Call out the name of a cop and a robber, and also the name of a flashcard. The robber has to run to the flashcards, grab the correct flashcard and run back to his/her group before the cop catches him/her. If the cop catches the robber, the robber becomes a cop. Continue playing until all the robbers have been caught.



Multi-ROM

Unit 7, *Story* Unit 7, *Activity 2*

Transcript

Track 2.15 Story: Stretch finds the perfect pet

Picture 1

Narrator: Stretch and Smiley go to the pet shop to find a pet for Stretch.
Shopkeeper: Good morning!
S & S: Good morning!

Shopkeeper: Can I help you?

- **Stretch:** Yes, please! I want a pet, a perfect pet. A perfect pet for me, you see!
- Shopkeeper: Well, there are lots of pets here. Look!

Picture 2

Smiley: Look, Stretch! Look at this dog. A dog is a good pet for you. A dog is a perfect pet!

Stretch: Mmm. I don't know. I don't think so! This dog is too big. No, no! I want a pet, a perfect pet. A perfect pet for me, you see!

Picture 3

Smiley: Look, Stretch! Look at this mouse. A mouse is a good pet for you. It isn't big. A mouse is a perfect pet!

Picture 4

Smiley: Look, Stretch! Look at this parrot. A parrot is a good pet for you. It isn't too big and it isn't too small. A parrot is a perfect pet!

Stretch: Mmm. I don't know. I don't think so! This parrot is too noisy. No, no! I want a pet, a perfect pet. A perfect pet for me, you see!

Picture 5

Smiley: Look, Stretch! Look at this goldfish. A goldfish is a good pet for you. It isn't too big and it isn't too small and it isn't too noisy. A goldfish is a perfect pet!

Stretch: Mmm. I don't know. I don't think so! This goldfish is too quiet. No, no! I want a pet, a perfect pet. A perfect pet for me, you see!

Picture 6

Smiley: Look, Stretch! Look at this turtle. A turtle is a good pet for you. It isn't too big and it isn't too small. It isn't too noisy and it isn't too quiet. A turtle is a perfect pet!

Stretch: Mmm. I don't know. I don't think so! This turtle is too hard. No, no! I want a pet, a perfect pet. A perfect pet for me, you see!

Picture 7

Stretch: Oh, dear! None of these pets are perfect for me. The dog is too big, but the mouse is too small. The parrot is too noisy, but the goldfish is too quiet. The turtle is too hard, but...

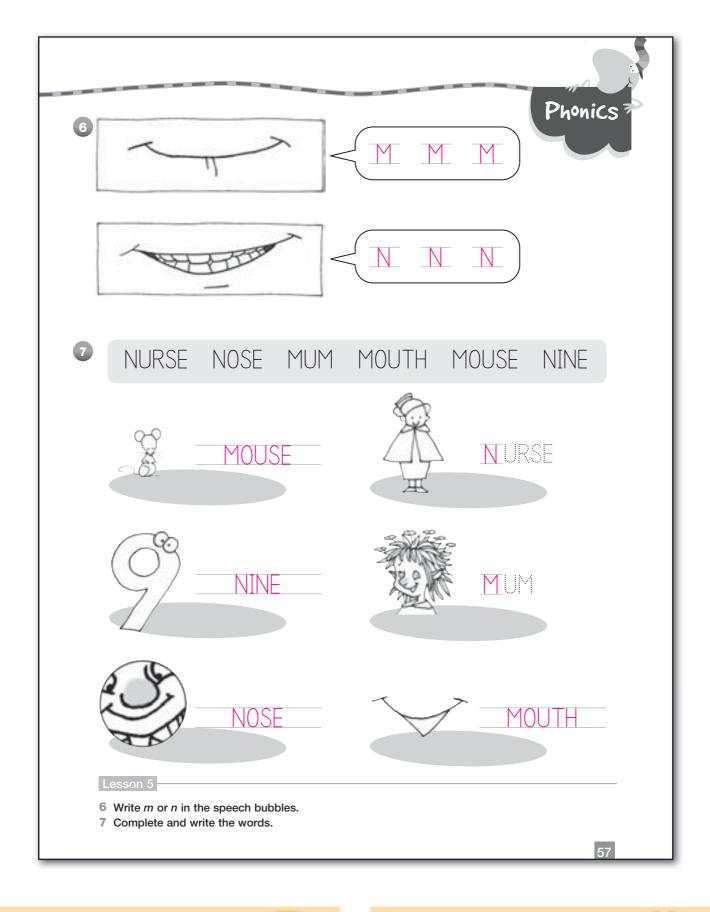
Picture 8

Smiley: Stretch! Stretch! This is the perfect pet for you! It isn't too big and it isn't too small. It isn't too noisy and it isn't too quiet. It isn't too hard, it's lovely and soft. Yes! This cat is the perfect pet for you!

Cat: Purrfect!

Stretch: Yes, yes! It is perfect! This cat is the perfect pet for me, you see! Thank you, Smiley!

Stretch: Mmm. I don't know. I don't think so! This mouse is too small. No, no! I want a pet, a perfect pet. A perfect pet for me, you see!





This activity gives children an opportunity to think about the shape that their mouths must form in order to say the different sounds. Th sto the

The children can have fun acting out the story and performing it in front of the rest of the group.

Activity Book

Page 57, Activity 6

Say: Open your Activity Books at page 57. Look at Activity 6.

Practise the articulation of the sounds again. Each time, make sure that the children can hear the difference. Point to the first picture and ask: *What sound do we make like this?* SS: *mmm.*

Repeat with the second picture.

The children write the letters m or n three times in the speech bubbles.

Page 57, Activity 7

Say: *Now look at Activity 7.* Ask for volunteers to read out the words at the top of the activity. The children write and complete the words next to the pictures.

¡A jugar!

I spy sound

Place the previously-made sound mural on the board. Choose a picture (without letting the children know which one you have chosen) and say: *I spy something that starts with...* The children look at the pictures and try to gues the corresponding word. Repeat several times choosing different pictures.

Resources

Multi-ROM Unit 7, *Phonics*

Teacher's Resource Book Unit 7, Ready to read worksheet, page 59

Transcript

Track 2.16 Phonics

m m m m mum m m m m mouth m m m m mouse n n n n nose n n n n nurse n n n n nine

CLIL Objective

Classifying animals into pets and zoo animals.

Curricular link: Science

Language Objectives

Vocabulary: *elephant, monkey, parrot, snake, tiger; cat, dog, goldfish, mouse, turtle; bird, fish, frog, rabbit* **Structures:** *I've got a (dog).*

Resources: flashcards (*elephant, monkey, parrot, snake, tiger; cat, dog, goldfish, mouse, turtle);* student's pop-outs (*bird, fish, frog, rabbit*), student's pop-outs (*cat, dog, elephant, fish, monkey, mouse, parrot, snake, tiger, turtle*)

CLASSIFYING ANIMALS

Presentation

Use the animal flashcards and the student's pop-outs (*bird, frog, fish, rabbit*).

Hold the cards up one by one and say: *Look! I've got a (tiger).* (Make sure you say: *I've got an elephant.*). Hand out all of the animal cards and pop-outs except one of them.

Say: *Oh, look! I've got a (tiger).* Point to a child with an animal and ask: *What have you got?* Continue around the class, repeating until all the children have had a go. Collect all the animals and place them face down on a desk. Ask a volunteer to come and choose one. Ask: *What have you got?* S1: *I've got a snake.* T: *Is that a good pet?* S1: *Yes./No.*

Draw two columns on the board and label them *Pets and Zoo animals.* Hand out the animals to the children and ask them to come to the board in order to classify them and put them into the correct group.

Work with the book

Student's Book, page 58, Activity 6

Say: Open your books at page 58. Look at the first picture. What is it? SS: It's a zoo! T: Look at the second picture. What is it? SS: It's a pet shop!

Remind the children that some animals correspond to the zoo and some animals correspond to the pet shop. Tell the children to find their student's pop-outs for Unit 7 and to place them in the correct places.

Ask the children questions about the animals: *Where is the elephant. In the pet shop or the zoo?*

*Note: some children may want to discuss other possibilities. For example, snakes and parrots can be pets. Encourage them to do this using L1 if necessary.

Optional Activity Book exercises

See page 245.

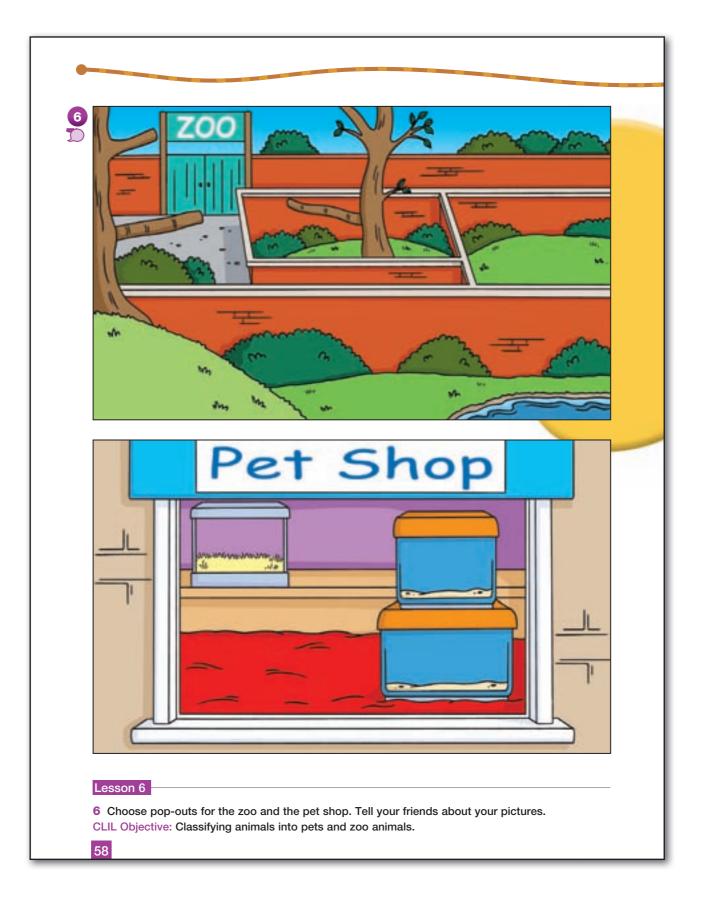
Practice

Ask: *How many people have got pets at home?* The children with pets raise their hands. Ask these children individually: *What pet have you got?*

Encourage the children to describe their pets as well as naming them: *I've got a (dog). It's (big) and (soft) and (noisy).*

Move the desks to the sides of the classroom or take the children to an open space and play *Pretend to be.* Call out an animal: *(Elephant!)* The children imitate the animal using appropriate actions and sounds.

Collect the children's books and correct their work.

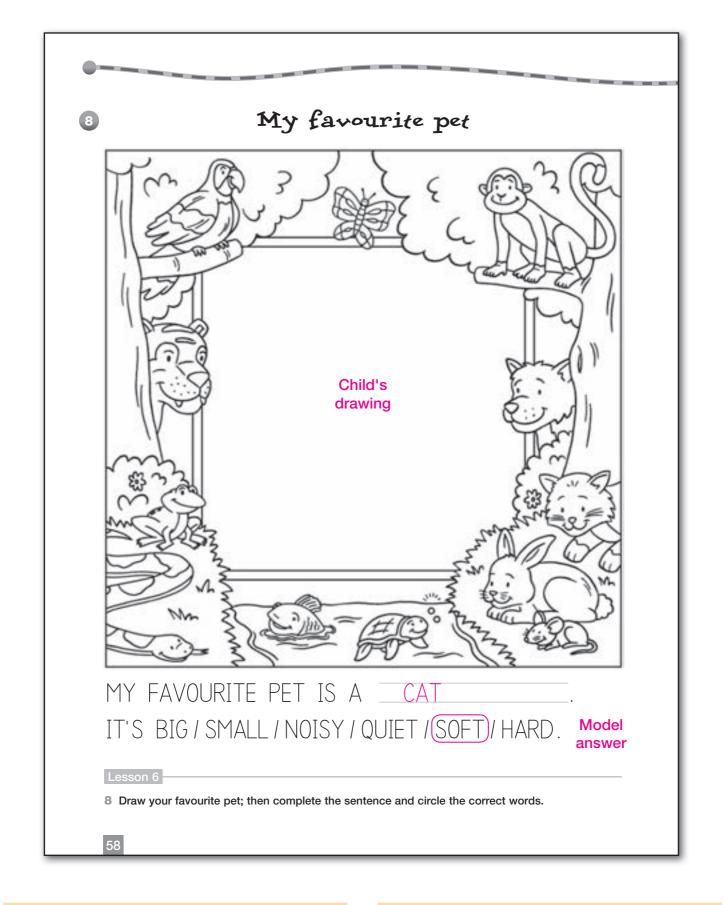




Tell the children that sometimes there is no right or wrong answer and that any number of answers could be correct.



Children have to think carefully about how they are going to classify the animals. Their ideas are represented by placing the pop-outs in their books.





Children demonstrate their artistic abilities by drawing a pet.



Remind the children that having a pet means assuming certain responsibilities with regard to its care.

OPTIONS

Activity Book

Page 58, Activity 8

Say: Open your Activity Books at page 58. Look at Activity 8. Tell the children to name the animlas in the picture. Then ask them: What's your favourite pet? Tell the children to draw their favourite pet and to complete the sentence. Ask a few volunteers to hold up their pictures and to read out their sentences. Then, ask: Is your pet (quiet)? Tell the children to circle the appropriate word or words

Let's play!

to describe their pet.

Word whispers

Put the children into rows, with four or five children in each row. Give a flashcard to the children at the end of each row. These children must whisper the words represented by the flashcards to the children directly in front of them in the row. They continue like this until the word reaches the front of the row. The child at the front says the word. If the word is the same as the word on the flashcard, the children in that row get a point.

Resources

Sparks DVD Unit 7, *Real kids*

Teacher's Resource Book Unit 7, DVD worksheet, page 15

Multi-ROM Unit 7, Activity 3



CLIL Objective

Making a puzzle and describing it.

Curricular link: Science; Art

Project: An animal puzzle

Language Objectives

Vocabulary: elephant, monkey, parrot, snake, tiger; cat, dog, goldfish, mouse, turtle **Structures:** I've got a (dog).

Resources: flashcards (*elephant, monkey, parrot, snake, tiger; cat, dog, goldfish, mouse, turtle*) **Material:** white paper, card, scissors, crayons, pencil, alue

Preparation: Make an animal puzzle to show the class, but do not cut the puzzle pieces out.

BUSY HANDS: AN ANIMAL PUZZLE

Present the project

Say: Today we are going to make something. We are going to make an animal puzzle.

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

Say: Look at my puzzle. In my puzzle I've got a (big) (tiger). Continue naming the animals with suitable adjectives.

Work with the book

Student's Book, page 59, Activity 7

Tell the children to look at page 59 of their Student's Books. Read the title of the project out loud: *An animal puzzle*. Place all the flashcards of the animals on the board. Hand out the materials. Tell the children to choose five animals.

Point to the stages one by one and explain how to make the puzzle, using the materials you have brought to class to clarify meaning. Tell the children to draw their five animals and to colour in their pictures. Then, they glue them to the sheets of card.

Hold up your animal puzzle and show it to the class with the pictures facing you. Draw four vertical and four horizontal wavy lines across the back of the card. Point to the back of the card and say: *Now draw 8 lines on the back.* Say: *Now cut the puzzle pieces out.* The children cut out the pieces and do their puzzle.

Tell the children to exchange puzzles with a classmate and to do each other's puzzles.

Student's Book, page 59, Activity 8

Say: Now look at Activity 8.

Ask the children to show their puzzles to the rest of the class. They say what animals they have got in their puzzles.

Optional Activity Book exercises

See page 249.

Display the project

Continuous assessment

Children can describe what they have drawn.

Collect the finished animal puzzles and display them on a table.

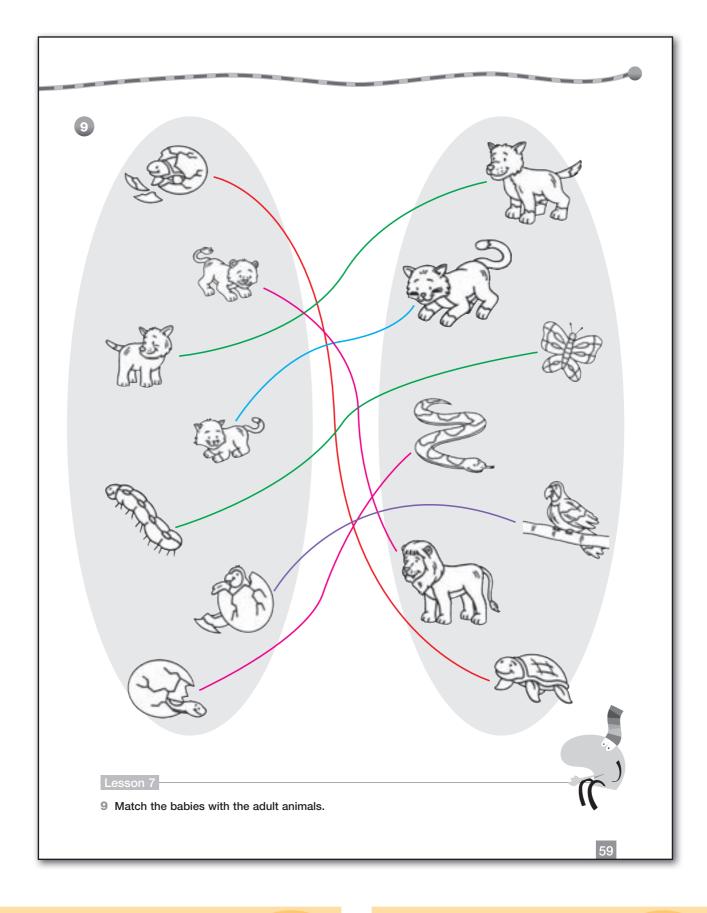
Encourage the children to come to the front to look at each other's work.

Ask the children to identify their own puzzles by describing their pictures: *I've got a (dog), a (parrot)...* The rest of the class try to guess which puzzle it is.





The children are going to use their sense of creativity and imagination. They draw a picture of an animal of their choice in order to make the puzzle.



Explain that animals are born in a variety of different ways: some come out of an egg, and others come from their mother's stomach. Sometimes, there is a difference between the baby animal and the adult.



Remind the children that they should look carefully at all the options before drawing the lines, especially as some of the animals are similar.

OPTIONS

Activity Book

Page 59, Activity 9

Say: Open your Activity Books to page 59. Look at Activity 9.

Ask the children if they can remember the story about the little grub. Ask them: *Who is the little Grub's mum?* SS: *The butterfly.*

Say: Look at these animals.

Tell the children to match the baby animals on the left with the adult animals on the right.



Let's play!

Colours

Assign a colour to each child. Then, give instructions to each 'colour', for example: Yellow, touch your nose; Blue, walk to the door.

Resources

Teacher's Resource Book Unit 7, *Ready to write worksheet,* page 101

Multi-ROM Extension worksheet 2, page 36

Objective

Assessment.

Curricular link: Science; Music

Language Objectives

All the langauge for Unit 7.

Resources: CD; flashcards (*elephant, monkey, snake, tiger; cat, dog, goldfish, mouse, parrot, turtle); stickers (tiger, elephant, monkey, goldfish, parrot, snake)*

BUSY MINDS

Let's remember! 🞧

Say: Today we are going to remember all the work we have done in Unit 7.

Say: *Do you remember the song* The animals in the zoo? Play **Track 2.13** again and ask the children to join in with the song. Prompt them by holding up the flashcards of the zoo animals.

Hold up the flashcards of the other animals and ask: *What's this?* SS: (*A mouse*).

Place the flashcards in a row on the board as you name them.

Then ask questions about the animals: *Is it a (big) (dog)*? SS: *Yes./No.*

Collect the flashcards and hand them out. Ask the children one at a time: *What have you got?* S1: *I've got a (dog).*

Work with the book

Student's Book, page 60, Activity 9

Children open their books at page 60.

Show the children the stickers in the middle of the Student's Book. Children find and place the stickers for Unit 7. Then, they trace over the words. Check the activity by asking the children to name the

stickers they have placed.

Student's Book, page 60, Activity 10

Point to the sentences and say: *We are going to think of the animals we see and hear every day.* Ask: *What animals do you see every day?* Write their suggestions on the board. Then ask: *What animals do you hear every day?* Write their suggestions on the board. Point out that not everybody sees and hears the same animals. It depends where you live and whether you have any pets at home.

The children complete the sentences. Walk around checking and correcting as they work.

Optional Activity Book exercises

See page 253.

Round up

Place all the animal flashcards up on the board. Ask: Which animals are big? The children call out the names of the animals. Take these flashcards and place them in a separate column. Say: That's right! The elephant, the tiger, the... are all big. Then ask: Which animals are small? And repeat the process. Do the same for the following adjectives: soft, hard, noisy and quiet.

*Note: there may be some disagreement amongst the children. Encourage them to discuss things and to offer their opinions.

Optional activity

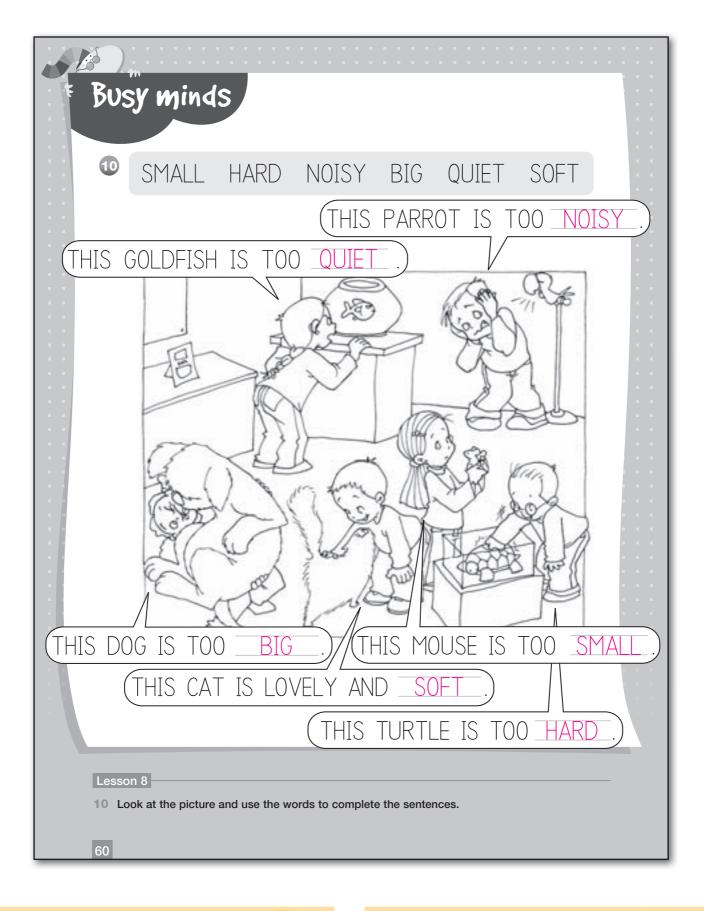
Collect pictures of the animals from Unit 7. You can get these from magazines, you can draw them or you can use the flashcards/pop-outs. Hide the pictures around the playground or classroom. The children pretend that they have got binoculars by making the shape of the binoculars with their hands. (Alternatively, they can make binoculars with the cardboard tubes from the inside of toilet rolls.) Then, take the children "on safari" to try to find all the animals you have hidden. Encourage the children to say: *Look, a (tiger!) It's (big)!*

Collect the children's books and correct their work.





The children have to classify and differentiate between animals according to the senses that they use to perceive them.



Remind the children that before writing the answer, they should read all the options first and choose the correct one carefully.



Explain that when we are in a pet shop, or any other place with animals, we should never touch them unless someone in charge has given us permission to do so.

Activity Book

Page 60, Activity 10

Say: Open your Activity Books at page 60. Look at Activity 10.

Ask: What animals can you see in the picture? SS: A dog, a cat...

Ask a volunteer to read the first adjective.

Then, ask: Is the (dog) small? SS: No!

Repeat with the other adjectives, each time asking about the animals in the picture.

Tell the children to complete the sentences using the adjectives.

Ask for volunteers to read out their sentences.

Let's play!

Songs

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

Transcript



Listen and circle the correct animals. Voice: One. (SFX mouse noises) Voice: Two. (SFX monkey noises) Voice: Three. (SFX elephant noises) Voice: Four (SFX dog noises) Voice: Five (SFX cat noises)

ASSESSMENT CRITERIA

CLIL Objectives

Children can distinguish between pets and zoo animals. Children can recognise the differences between both types of animal.

Language Objectives

Children can name ten animals and describe their distinguishing features. Children can describe a picture or a painting.

Resources

Multi-ROM Unit 7, Activity 4

Teacher's Resource Book Unit 7, *Test*, pages 81 and 82



See Transcript Track 2.17



TEA TIME! Culture and civilization

CLIL Objective

Recognising the signals your body sends when you need food and drink.

Curricular link: Science

Language Objectives

Vocabulary: apple, banana, juice, water **Structures:** I'm hungry. I'm thirsty. Can I have (an) (apple), please?

Resources: CD; poster (side A); poster pop-outs (apple, banana, juice, water); flashcards (apple, banana, juice, water)

TEA TIME!



Show the children the poster. Point to the picture of Flo's house. Point to the picture of Flo's mum and ask: *Who's that*? SS: *Flo's mum*. Ask: *Where is Flo's mum*? *Inside or outside*? SS: *Inside*.

Ask: Where are the children? SS: Outside.

Point to the children and say: Flo and her friends are playing in the garden. It's very hot!

Hold up the pop-outs of the food and say: Let's listen and see what everyone wants.

Play **Track 2.18**. Place the pop-outs of the food on the poster as the children ask for them.

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

Play **Track 2.18** again. The children put the food on the poster and join in with: *Can I have a (banana), please?* Point to the characters one by one and ask: *Is (Smiley) (thirsty)?* SS: *No!* Say: *No, he's (hungry).* Continue with the other characters.



Student's Book, page 61, Activity 1

Say: Open your books at page 61.

Play **Track 2.18**. Children listen and match the food and drink to the characters.

Check the activity. Hold up your book, point to the banana, and ask: *Who has a banana?* Repeat with the other food items.

Transcript	
	Track 2.18 Ac

See page 257.

Optional Activity Book exercises

tivity

See page 257.



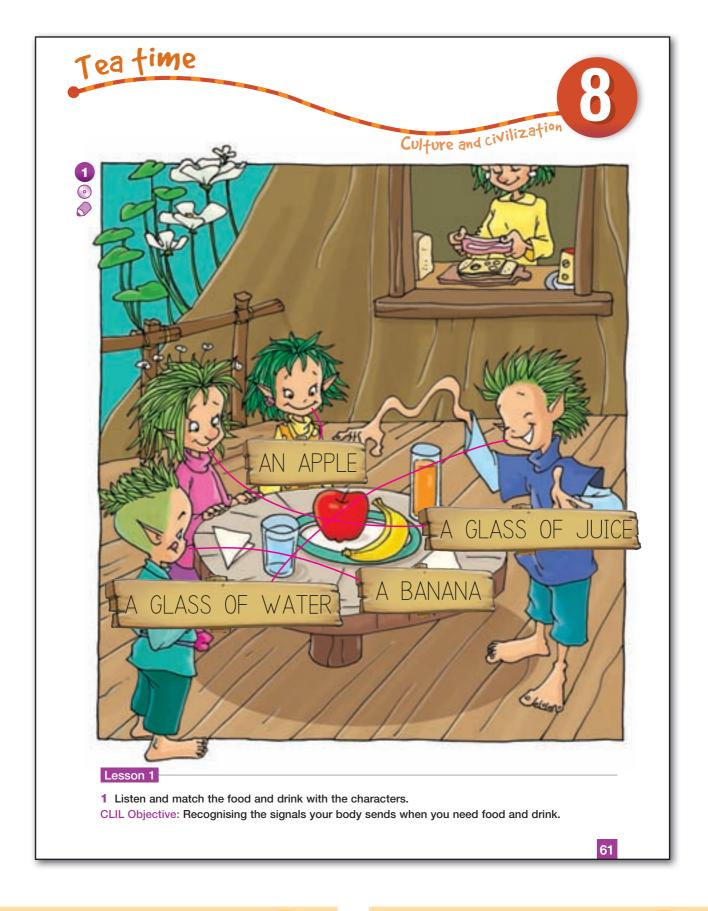
Put the flashcards up on the board. Ask four children to come to the front of the class. Explain that they are going to act out **Track 2.18**.

Say: *Hello, (David).* S1: *I'm (hungry).* S1 points to one of the flashcards and says: *Can I have (an) (apple), please?* T: *Yes, of course.* S1 takes the flashcard.

*Note: The children may say *Can I have a glass of water/ juice, please?* or *Can I have some water/juice, please?* Repeat for the other flashcards.

Call another four children to come to the board and repeat the activity.

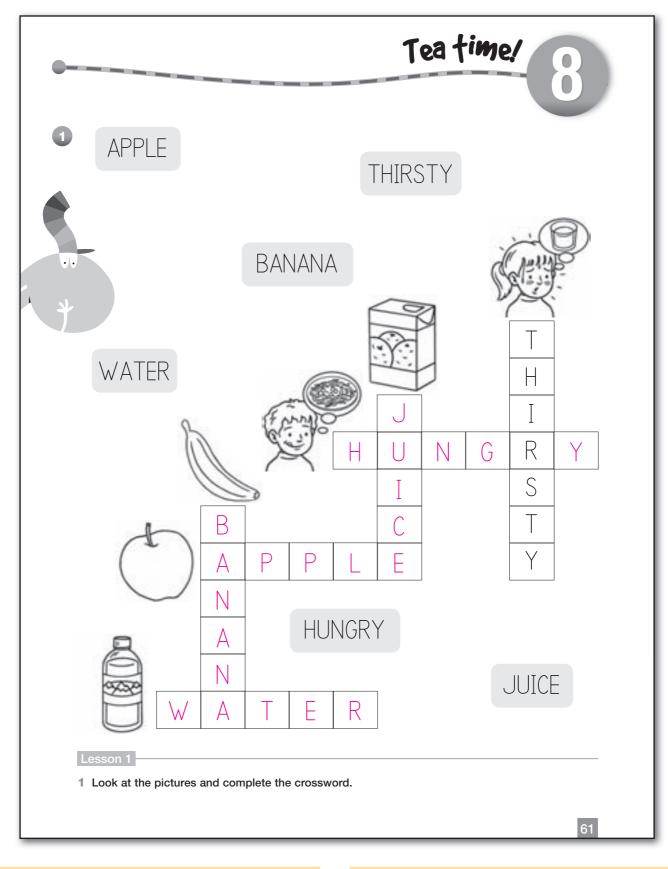
Collect the children's books and correct their work.



The children think about themselves and recognise any signs of hunger and thirst in their own bodies.



Explain that all living beings need food and water to live.





Explain that in order to do the crossword, they have to write just one letter in each box.



Remind the children that they have to look for the word that corresponds to each picture and that they have to copy the word carefully.

Activity Book

Page 61, Activity 1

Say: Open your Activity Books at page 61. Look at Activity 1.

Ask for volunteers to read out the words around the crossword.

Each time they read out a word, tell them to point to the corresponding picture.

The children write the words in the crossword.



Let's play!

Puppet game

Who says?

This game can be played in small groups. It is similar to *Simon says...* but in this case the children use the name of the puppet: *Peter says, "Sit down".* They can take turns and use different puppets.

Transcript



Narrator: Flo and her friends are in the garden. It's a very hot day. Flo's mum is in the kitchen. Mum: Hello, Smiley! Smiley: I'm hungry. Can I have a banana, please? Mum: Yes, OK. Here you are. Smiley: Thanks! Mum: Hello, Dotty! Dotty: I'm hungry. Can I have an apple, please? Mum: Yes, OK. Here you are. Dotty: Thanks! Mum: Hello, Stretch. Stretch: I'm thirsty. Can I have some water, please? Mum: Yes, OK. Here you are. Stretch: Thanks! Mum: Hello, Flo. Flo: I'm thirsty. Can I have some juice, please? Mum: Yes, OK! Here you are. Flo: Thanks! Mum: Come on, everybody! It's tea time! Come and have some sandwiches. **Children:** But, we aren't hungry now! Mum: Well, come and have a drink. **Children:** But, we aren't thirsty now! Mum: Oh, dear!

Resources

Multi-ROM Unit 8, Song



CLIL Objective

Relating specific food to meals during the day.

Curricular link: Science; Maths

Language Objectives

Vocabulary: breakfast, lunch, tea, dinner. **Structures:** This is my favourite (breakfast).

Resources: poster (side A); poster pop-outs (breakfast, lunch, tea, dinner) **Materials:** glue

RELATING FOOD TO MEALS



Point to the meals on the trays on the poster. Name each meal as you point. Say: *Look at this food. It's for (breakfast).*

Point to the meals on the poster and say: We have four meals every day. In the morning, when we get up (mime stretching and waking up), we have breakfast. Then we have lunch. After school we have tea. And then we have dinner. And then we go to bed (mime sleeping). Ensure that the children understand that these words are names for the meals not the food.

Ask volunteers to come to the poster. They point to the meals as you name them.

Mime eating the different meals. Ask the children to join in with the mime. Then ask: *What meal is it?* SS: *It's (breakfast).*

Work with the book

Student's Book, page 62, Activity 2

Say: *Open your books at page 62.* Hold your book up and point to the pictures in order (clockwise).

Tell the children to find their student's pop-outs for Unit 8. Say: *Show me the pop-out for (breakfast).* The children glue their pop-outs in the correct picture.

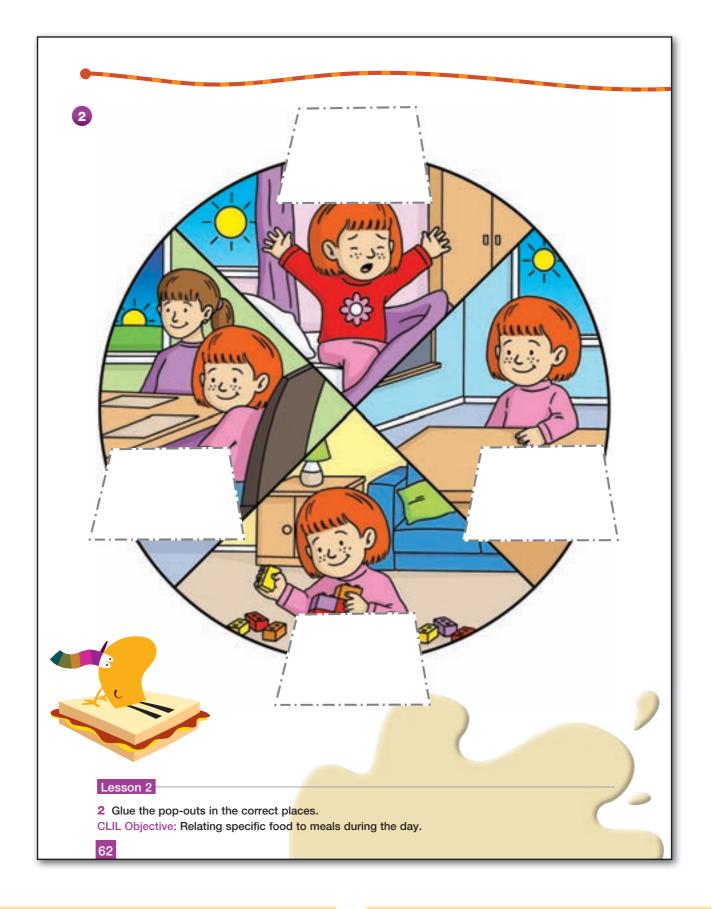


See page 261.

Practice

Tell the children they are going to choose a meal. Then, they have to draw the food that they would need to prepare for this meal. Supply extra food words where necessary. When the children have finished, they say: SS: *This is my favourite (breakfast): (juice), (biscuits) and (an apple).*

Collect the children's books and correct their work.

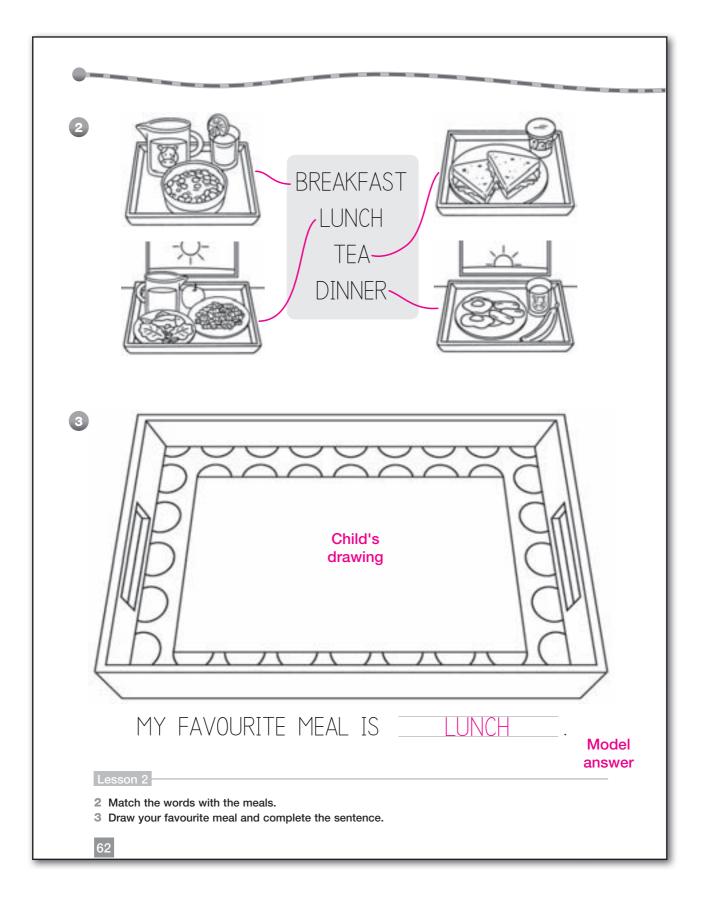


X+:-

The children become aware of the cyclical and regular nature of time during the day.



Explain that certain types of food are eaten at certain times of the day and that this is a custom in our society.





The children think about the different types of food that they have for different meals during the day. They should realise that certain types of food are not appropriate for certain meals.

OPTIONS

Activity Book

Page 62, Activity 2

Say: Open your Activity Books at page 62. Look at Activity 2.

Ask for volunteers to read out the words from the four meals. Each time they do this they should point to the corresponding picture. Point to the pictures on the poster to help guide them. The chidren match the words to the meal words.

Activity Book

Page 62, Activity 3

Say: Now look at Activity 3.

Rub your tummy, point to one of the meals on the poster and say: *Yum, yum! My favourite meal is (tea).* Ask for volunteers to come to the poster. They repeat the words and point to the picture. Tell the chidlren to draw their favourite meal on the tray and to complete the sentence.

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

Let's play!

Gone

Do some drawings on the board (or use some flashcards) of objects from previous lessons. Tell the children to look carefully at the pictures. Then, tell them to turn around so that you can rub out one of the pictures. Tell the children to turn around again and to look at the board. They have to name the picture that has been rubbed out. Repeat with other pictures.

Resources

Multi-ROM Unit 8, *Activity 1*.

CLIL Objective

Learning about losing teeth and growing new ones.

Curricular link: Science

Language Objectives

Vocabulary: tooth, teeth Structures: I've got (twenty) teeth!

Resources: CD; poster; poster pop-outs (twenty teeth) Materials: coins

CHANGING TEETH



Say: *Today we are going to learn about our teeth.* Point to the mouth on the poster. Hold up the poster popouts of the teeth and say: *We have got twenty teeth. There are three different types of teeth.*

Hold up the pop-outs of the eight front teeth and place them in position, four at the top and four at the bottom of the mouth.

Then hold up the four canines and place them in position at the top and bottom. Finally place the eight molars in position. Each time count the teeth at the top and bottom. Remove the teeth, hand them out and ask the children to place them. Correct the position, saying: *No, this tooth goes here!*

Listen to **Track 2.19** and do the actions. Remove a tooth from the poster and put it in your hand. Put one hand against the side of your head and tilt your head slightly to that side. At the correct moment in the song, remove the tooth with the other hand and mime flying away.

Play **Track 2.19** again. The children do the actions. Ask the children if they can tell you what the song was about. Explain that the song is about a fairy who takes the teeth and leaves a coin.

Work with the book 🜈

Student's Book, page 63, Activity 3

Say: Open your books at page 63. Look at Activity 3. Tell the children to look at the pictures. Hold up your book, point to the fairy and say: *This is the tooth fairy*. Play **Track 2.19** and ask the children to point to each picture as they listen to the song.

Play **Track 2.19** again and ask the children to sing the song.

Student's Book, page 63, Activity 4

Say: *Look at Activity 4.* Choose a child who has already lost a tooth/teeth, ask (him) to come to the front to open (his) mouth. Say: *Look (David) has got (18) teeth.* Hold up (two) fingers and say: (He) has lost (two) teeth.

Tell the children to work in pairs. They count each other's teeth without touching the teeth. If there are safety mirrors available, encourage the children to look at their own teeth. Tell the children to use the diagram to colour in the teeth they have got.

Point to children and ask: *How many teeth have you got?* The children complete the sentence.

Ask volunteers to show the rest of the class their diagrams. They read their sentences out loud.



See page 265.

Optional Activity Book exercises

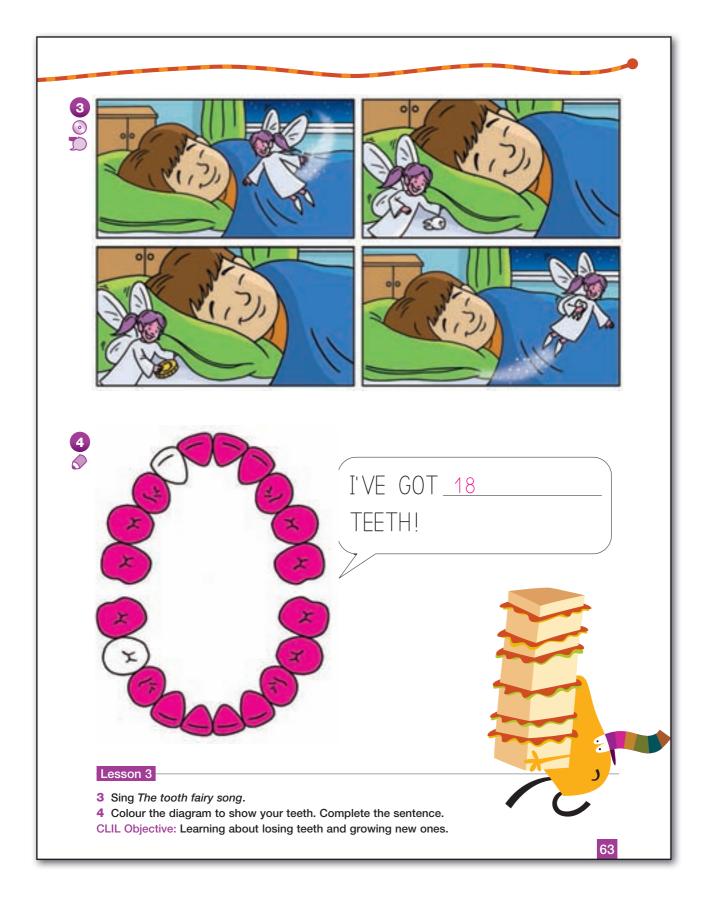
See page 265.



Play the tooth fairy game.

Hand out the tooth pop-outs to twenty children and tell them to pretend to be asleep. The rest of the children are tooth fairies. Give the tooth fairies some coins. Play **Track 2.19**. The tooth fairies go to the sleeping children, take a tooth and replace it with a coin. At the end, ask the tooth fairies how many teeth they have collected. The tooth fairy with the most teeth is the winner. Repeat the game with the children changing roles.

Collect the children's books and correct their work.

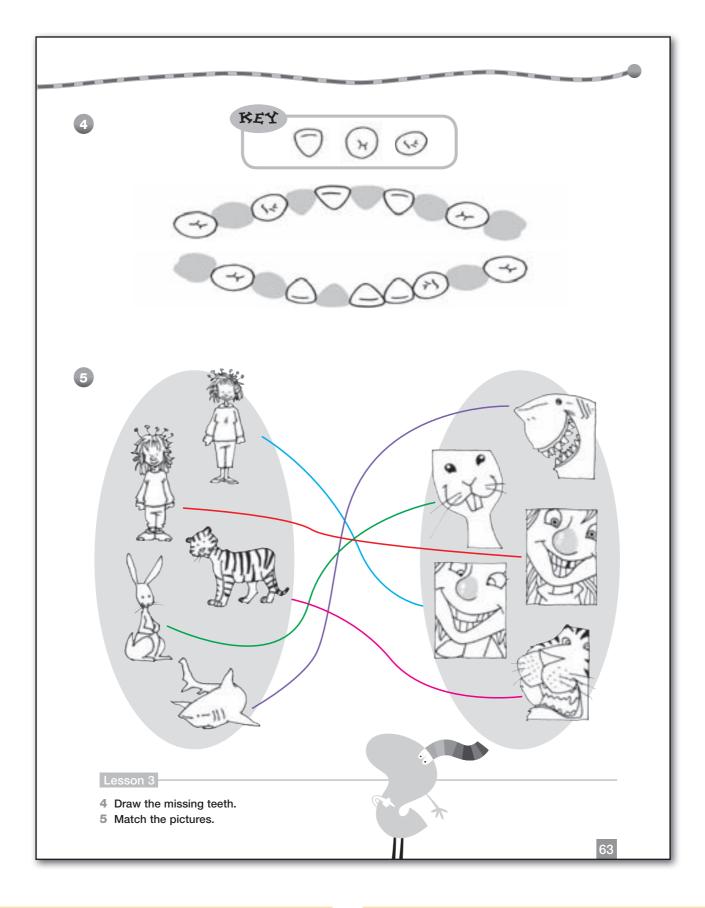




Remind the children of the importance of brushing their teeth at least twice a day and of visiting the dentist regularly.



Explain that in the UK the *Tooth Fairy* comes to take children's teeth that have fallen out. However, in Spain it's *el ratoncito Pérez*.





Children can see that they have several different types of teeth and that each type has a different function. The same is true for animals, who have different types of teeth depending on what they eat.



The children are given an opportunity to talk about themselves. They talk about their teeth, their experiences with regard to losing teeth and any visits to the dentist.

Activity Book

Page 63, Activity 4

Say: Open your Activity Books at page 63. Look at Activity 4.

Hold up the three pop-outs of the different types of teeth.

Tell the children to look at the pictures in the key at the top of the page.

The children draw the missing teeth. They refer to the key on the different types of teeth.

Page 63, Activity 5

Say: Look at Activity 5.

Point to Flo and ask: *Who's this?* Point to the shark's teeth and ask: *Are these Flo's teeth?* SS: *No!* Tell the children to match the characters and the animals with their corresponding teeth.

8

Transcript



Late at night, when I'm in bed, The tooth fairy comes and lifts my head. She takes my tooth and leaves a coin, And then she flies away. Fly, fly! Fly away! Fly, fly! Fly away! Fly, fly! Fly away! Tooth fairy, come back another day!

Let's play!

Right side

Divide the board in two. Write on one side: Yes, it is; and on the other side write: No, it isn't.

Then, hold up a flashcard and ask: *Is it a...*? The children decide if it is true or not and then stand next to the corresponding side of the board.

Ask a volunteer to come to the board. This child must show the rest of the class a flashcard and ask a question. Continue playing until all the chldren have had a turn at showing the flashcard and asking the question.

Resources

DVD Unit 1, *The tooth fairy song*





Remind the children that they should always thank people when they are given a present.



The children are given an opportunity to talk about their birthdays, how they celebrate them and the presents that they would like to receive.





Encourage the children to have fun as they act out the story. Explain that this is a team effort and that they must work in a team, waiting for their turn to speak and act in the story.



Remind children of the importance of paying careful attention to the way the teacher pronounces the words, and to the pronunciation on the CD. This will help them learn the sounds.

CLIL Objective

Literacy: Anticipating events in a story.

Curricular link: Literacy

Language Objectives

Story language: *mum, dad, brother, sister, doll, train, car, bike; What is it? Wait and see!*

Join-in language: What is it? Open it and see. Wait and see! Oh, wow! I love it! It's my favourite toy. A (doll)! Now, I've got a (doll)! Thanks! I love my new (doll)! Happy birthday song.

Resources: CD; poster (side B); poster pop-outs (doll, train, car, handlebars, wheels, frame, bike); stick puppets (Smiley, Dotty, Stretch)

Story: FLO'S BIRTHDAY

Present the story

Say: It's story time!

Show the children the poster. Point to the table of food and say: *Look! Today is Flo's birthday.*

Point to the characters on the poster. Ask: *Who's this*? SS: *It's (Flo).*

Play **Track 2.20**. Enact the story using the poster pop-outs, the stick puppets and the poster. Point to the characters and place the stick puppets as they are named. As the characters give Flo her presents, place the corresponding pop-out of the present next to the character. Point to the characters as they speak. Add mime and facial gestures to support meaning. Ask seven children to come to the poster and give them each a pop-out of a present. Play **Track 2.20** again. Children enact the story using the pop-outs. Encourage all the children to join in.

Work with the book 🞧

Student's Book, pages 64 and 65, Activity 5

Say: Open your books at pages 64 and 65. Play **Track 2.20** again. Children look at the pictures. Show the children the pop-outs of the presents (not the parts of the bike). Ask: *What's this?* SS: *It's a (doll).* Play **Track 2.20** again. Children join in with the *Happy Birthday song.*

Transcript

Track 2.20 Story : Flo's birthday

See page 271.

Optional Activity Book exercises

See page 271.

Develop the story 🔞 <u>∩</u>

Continuous assessment

Children can name the four meals of the day

Point to the table with the food in the poster and say: *Look! This is the food for Flo's birthday. Is it breakfast time?* SS: *No!* Repeat for the other meals, leaving tea till the end. Divide the class into groups of seven. Assign a child to be Flo, another to be Flo's mum, and so on.

Play **Track 2.20** again. Tell the children raise a hand when they hear their part of the story.

Play **Track 2.20** again. The children join in with their lines. Encourage them to add facial gestures by modelling suitable expressions.

CLIL Objective

Literacy: phonics s (sister, six, seven) and c (cat, cake, car)

Curricular link: Literacy (phonics)

Resources: CD; poster (side B); poster pop-outs (doll, train, car, handlebars, wheels, frame, bike); stick puppets (Smiley, Dotty, Stretch)

PHONICS

Retell the story

Show the children the poster and ask: Do you remember the storv?

Point to the table of food and say: It's a special day today. What day is it today? SS: Flo's birthday. Ask: Is it

(breakfast) time? SS: No! Tea time!

Place the stick puppets of Smiley, Dotty and Stretch on the poster.

Put the presents poster pop-outs on the poster in the correct order, asking each time: What's (Flo's Mum's) present? SS: (A doll)!

Play Track 2.20. Children listen to the story.

Play Track 2.20 again. Children join in with: Oh, wow! I love it! It's my favourite toy. A (doll)! Now I've got a (doll)! Thanks! I love my new (doll)! They also sing the Happy Birthday song.

Work with the book 📶

Student's Book, page 65, Activity 6

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

times. Articulate the /s/ sound very clearly by half opening your mouth, closing your teeth and hissing through your teeth. Ensure they realise it is not a /sh/ sound or an /es/ sound (they can make a noise like a snake).

Children repeat: s s s s sister.

Repeat with the items from the activity that begin with s (sister, six, seven).

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

Point to each letter as you say: c c c c cat. Repeat several times. Articulate the /k/ sound very clearly by opening your mouth and producing the sound from the back of the throat. Make sure the children can see the articulation clearly.

Children repeat. c c c c cat.

Repeat with the items from the activity that begin with c (cat, cake, car)

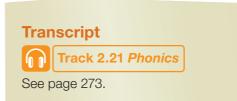
Tell the children to look at Activity 6 on page 65.

Play Track 2.21. Children listen and point to the pictures in the right-hand column.

Play Track 2.21 again. Children listen and repeat the key sounds and words.

Children circle the pictures with /s/ as an initial sound in one colour and with /k/ as an initial sound in another colour.

Ask for volunteers to list the items starting with /s/. Ask for volunteers to list the items starting with /k/. Ask the children if they can think of any more words in English that start with /s/ or /k/.



Optional Activity Book exercises

See page 273.

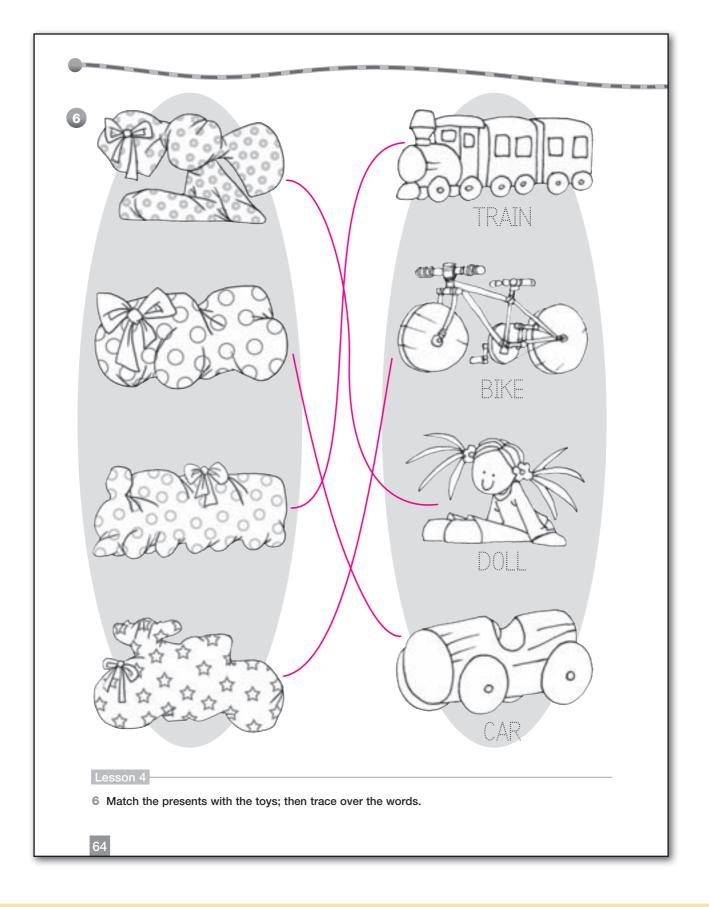
Act out the story



Use the poster pop-outs. Place the poster pop-outs of the presents on the board. Ask: What's this? SS: It's a (doll). Repeat with other presents. Ask: What's your favourite toy? SS: My favourite toy is a (free answer). Supply any vocabulary the children need to express themselves. Divide the class into groups of seven. Assign a character to each child.

Play Track 2.20 again. The children join in with their lines. Ask groups to come to the front the classroom and act out the story. Use the recording when necessary.

Collect the children's books and correct their work.





The children have to associate the shape of the present with the toy.

Activity Book

Page 64, Activity 6

Say: Open your Activity Books at page 64. Look at Activity 6.

Hold up the book and point to the toys in the right-hand column. Tell the children to identify the toys. Point to the wrapped presents on the left and say:

Look! These are presents for Flo!

The children match the presents with the toys. Then, the children trace over the words.



Let's play!

Statues

Tell the children to follow your instructions, for example, T: *Walk to the window; wash your face; jump.* After a while, say: *STATUES!* and all the children have to stand still. The children who move are eliminated. Continue playing until there are only a few children left.

Resources

Multi-ROM Unit 8, Story

DVD Unit 8, *Real kids*

Teacher's resource book

Unit 8, *DVD worksheet*, page 16 *Extension worksheet 1*, page 37

Transcript



Picture 1

Narrator: Today is Flo's birthday. She's seven. Her mum, dad, brother, and baby sister are giving her presents.

Mum: Happy birthday, Flo! Here's a present for you.

Flo: Thanks! What is it? Mum: Open it and see!

Picture 2

Flo: Oh, wow! I love it! It's my favourite toy. A doll! Now, I've got a doll! Thanks! I love my new doll!

Picture 3

Narrator: Then, Dad gives her a present. Flo: Oh, wow! I love it! It's my favourite toy. A train! Now, I've got a train! Thanks! I love my new train!

Picture 4

Narrator: And then, her brother gives her a present!Flo: Oh, wow! I love it! It's my favourite toy. A car! Now, I've got a car! Thanks! I love my new car!

Picture 5

Narrator: Then, Smiley arrives. Flo: Hello, Smiley! Smiley: Hello, Flo! Happy birthday! Flo: Thanks! Smiley: Here's a present for you. Flo: Oh, wow! What is it, Smiley? Smiley: Wait and see!

Picture 6

Narrator: Then, Dotty arrives. Flo: Hello, Dotty! Dotty: Hello, Flo! Happy birthday! Flo: Thanks! Dotty: Here's a present for you. Flo: Oh, wow! What is it, Dotty? Dotty: Wait and see!

Picture 7

Narrator: And finally Stretch arrives. Flo: Hello, Stretch! Stretch: Hello, Flo! Happy birthday! Flo: Thanks! Stretch: Here's a present for you. Flo: Oh, wow! What is it, Stretch? Stretch: Wait and see! Now, close your eyes.

Picture 8

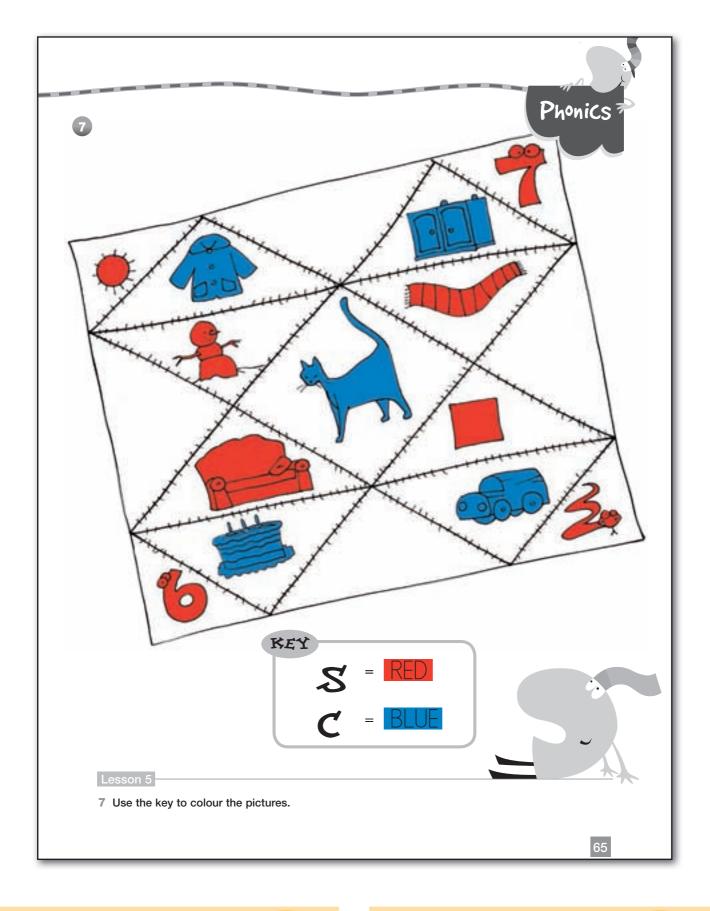
Smiley, Stretch

and Dotty: Open your eyes, Flo! Here's your present!

Flo: Oh, wow!! It's my favourite toy. A bike! Now, I've got a bike! Thanks, Smiley! Thanks, Dotty! Thanks, Stretch! I love my new bike!

Mum: Come on, everybody. It's time for the cake! Let's sing happy birthday to Flo.

All: Happy birthday to you! Happy birthday to you! Happy birthday dear Flo! Happy birthday to you!



Remind the children that before colouring, they should look carefully at all the pictures and be sure that they know the answers. Once they have coloured the pictures it is difficult to make any changes.



The final picture forms a regular sequence of colours.



Activity Book

Page 65, Activity 7

Say: Open your Activity Books at page 65. Look at Activity 7.

On the board, write the letters *c* and *s* at the top of two columns.

Tell the children to identify the pictures on page 65 and to write the words under the corresponding letters on the board. Ask a volunteer to read the names of the colours written under the picture.

Tell the children to colour the pictures using the key. Check the activity asking: *What colour is the (sun)?* SS: *Red!*

Let's play!

Air writing

Tell the children to play this game in pairs. One of the children in the pair draws a letter in the air. The other child in the pair has to say what the letter is, and also a word that starts with that letter's corresponding sound. Make sure the children take turns drawing in the air and naming the letters and the corresponding words.

Resources

Multi-ROM Unit 8, *Phonics*

Teacher's Resource Book Unit 8, *Ready to read worksheet*, page 60

Transcript



SSSS	sister
SSSS	SİX
SSSS	seven
сссс	cat
СССС	cake
СССС	car



CLIL Objective

Recognising party food.

Curricular link: Science; Maths

Language Objectives

Vocabulary: *biscuits, cake, crisps, juice, sandwich, sausages, water.*

Structures: Yum, yum! I like... Do you like...? I've got...

Resources: CD; flashcards (biscuits, bananas, cake, crisps, juice, sandwiches, sausages, water)

RECOGNISING PARTY FOOD

Presentation

Put all the flashcards in a row on the board. Present the food words. Point to the first flashcard and say: *Yum, yum! Biscuits. I like biscuits.*

Continue with the other flashcards.

Play **Track 2.22**. Point to the flashcards as the food is mentioned. Repeat: *I've got a (sandwich). Yum, yum! I like my party food.*

Ask six children to come to the board. Give each one a flashcard (*biscuits, crisps, juice, sandwiches, sausages, water*) and play **Track 2.22** again. Tell the children to hold up their flashcard when they hear their food mentioned to join in with: *Yum, yum! I like my party food!*

Work with the book 🕥

Student's Book, page 66, Activity 7

Say: Open your books at page 66. Hold up your book and point to the first plate at the top of the page. Say: Look at the first plate. What can you see on the plate? SS: 2 sandwiches, crisps and 3 sausages! T: (moving clockwise) Look at the second plate. What can you see on the plate? SS: 3 sausages, 1 sandwich and 2 biscuits. Repeat with all the plates.

Play **Track 2.22**. Tell the children to point to the plates as they hear the corresponding sentence.

The children listen to **Track 2.22** again and number the plates of food.

Check the activity by asking: *What number is (Andy's) plate?*

Transcript
Track 2.22 Activity

See page 277.

Optional Activity Book exercises

See page 277.

Practice

Continuous assessment

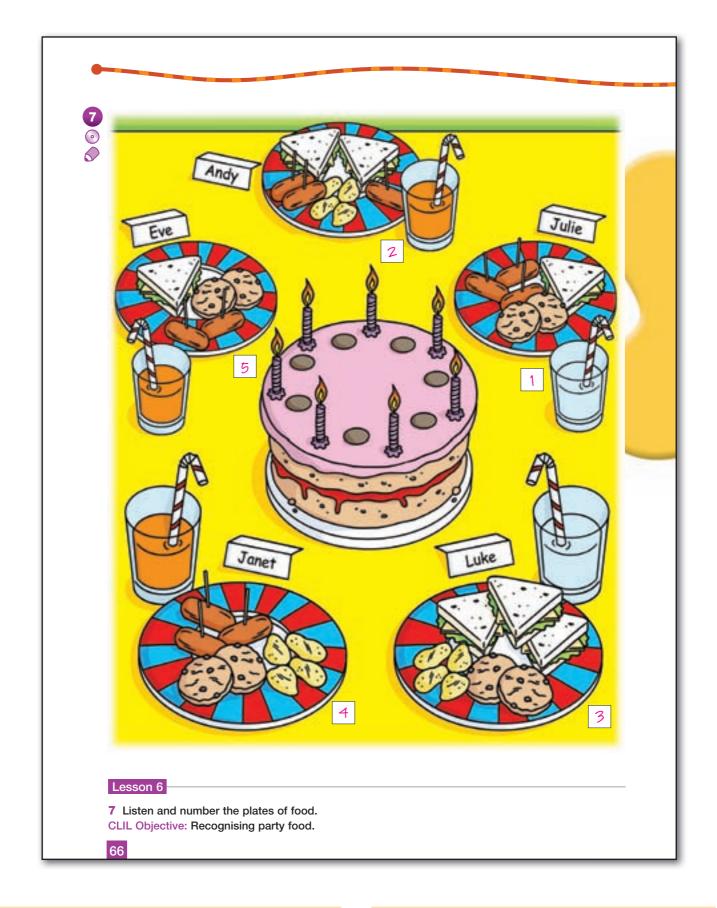
Children can name food and drink using: I've got...

Tell the children you are going to play a game called *Guess my plate!* Tell them to choose one of the plates on page 66 and to describe it: *I've got (3 sausages, 2 biscuits and crisps).* The children raise their hands to guess the plate. The first child to guess correctly has the next go.

Optional activity

The children each make a plate of plasticine party food on a small paper plate. They can paint the food with liquid glue to glaze it.

Collect the children's books and correct their work.

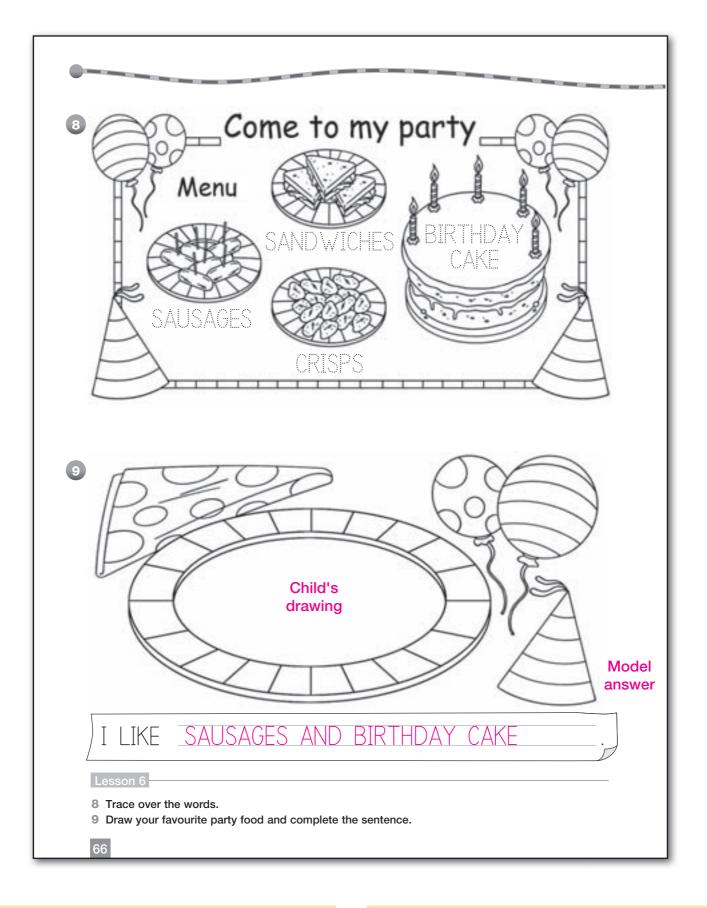




The children have to listen to the audio track and look carefully at the pictures in order to decide who they are talking about each time.



Explain that traditional food for a party or other special occasion may be different in other countries.





Children reflect on their experiences and preferences in order to draw and decorate the page.



Remind the children that they should not eat party food every day because our bodies need a healthy and balanced diet.

OPTIONS

Activity Book

Page 66, Activity 8

Say: Open your Activity Books at page 66. Look at Activity 8.

Hold up the book, point to the menu and say: *This is the menu for Flo's party. What can you see*?

As the children identify the food on the menu, ask them if they like it.

Tell the children to trace over the words.

Page 66, Activity 9

Say: Now look at Activity 9.

Tell the children to draw their favourite party food on the plate.

Ask for volunteers to show their pictures to the rest of the class and to describe their favourite food.

Help them with any new vocabulary and write the new words on the board.

Tell the children to complete the sentences.

Ask for volunteers to read out their sentences.

Let's play!

Hot or cold

Hold up a key vocabulary pop-out. Ask a volunteer to come to the board. He/She closes his/her eyes. Hide the pop-out somewhere in the classroom. Tell the volunteer to open his/her eyes and to look for the pop-out in the classroom. The other children help him/her by saying *hot* if he/ she is close to the pop-out or is moving close to it, or *cold* if they are far from it or they are moving away from it. Continue playing several times and with other volunteers.

Resources

Teacher's Resource Book Extension worksheet 2, page 38

Multi-ROM Unit 8, Activity 2

Transcript



1

Girl: I've got 1 sandwich, 2 biscuits, 3 sausages and water. Yum, yum! I like my party food!

2

Boy: I've got 2 sandwiches, crisps, 3 sausages and juice. Yum, yum! I like my party food!

З

Boy: I've got 3 sandwiches, 2 biscuits, crisps and water. Yum, yum! I like my party food!

4

Girl: I've got 2 biscuits, crisps, 3 sausages and juice. Yum, yum! I like my party food!

5

Girl: I've got 2 sausages, 2 biscuits, 1 sandwich and juice. Yum, yum! I like my party food!

CLIL Objective

Making party food and having a party.

Curricular link: Science; Art

Project: Party food

Language Objectives

Vocabulary: cheese, tomato, orange, juice, lemonade, toothpick, jug **Structures:** Can I have... please? Thank you.

Resources: flashcards (apples, bananas, biscuits, cake, crisps, juice, sandwiches, sausages, water) **Materials:** oranges, cherry tomatoes, cheese, fruit, orange juice, lemonade; toothpicks, plastic cups, a jug; soap and water; cloths for cleaning the tables.

Preparation: Cut the cheese into cubes and cut the oranges into halves.

BUSY HANDS: PARTY FOOD

Present the project

Say: Today we are going to make something. We are going to make some party food.

Show the children the food on your table: *I've got oranges. I've got cheese. I've got tomatoes. I've got fruit. I've got lemonade and I've got juice. I've got toothpicks, plastic cups and some jugs.*

Before you start, explain to the children that hygiene is very important when we are preparing food. Tell them all to wash their hands very well and to clean the surfaces of their tables. They must not cough or sneeze on the food. Check if any of the children have food allergies or special dietary restrictions.

Work with the book

Student's Book, page 67, Activity 8

Tell the children to look at page 67 of their Student's Books. Read the title of the project out loud: *Party food*. Point to the pictures of the materials and ask: *Have we got everything we need*?

Point to the stages one by one and explain using the materials you have brought to class to clarify meaning. Divide the class into groups of four.

Hand out the food and equipment.

Explain that first the children must take a toothpick and go to the plates of cheese and tomatoes. Then, they must pierce the food with a toothpick. They then stick their toothpick into half an orange to make a 'hedgehog'. **Optional party food:** Sandwiches cut into star shapes with biscuit cutters. Plain biscuits coated with icing sugar dissolved in a little water and decorated with sweets.

Next, they have to mix the drink by pouring lemonade and juice into a jug.

Student's Book, page 67, Activity 9

Say: Now look at Activity 9. We're going to have a party! Assign one person in each group to serve the others. Encourage the children to ask: Can I have some (lemonade), please? Thank you. Once everyone is served, another child in the group serves the remaining child.

Optional Activity Book exercises

See page 281.

Display the project

Continuous assessment

Children can express their food preferences using: *I like…*

Put the flashcards of the food up on the board. Name the items as you place them saying: *(Cake)! Yum, yum! I like (cake)!*

Ask the children to stand up. They run to the board, touch a flashcard and say: (*Apples*)! *Yum, yum*! *I like (apples)*! Make sure that all the children have a go.

Write a vertical line next to each flashcard as children choose it, in order to keep score.

When they have finished, point to the flashcards and count the lines. Say: (Apples). 1, 2, 3... (6)! Six children like apples! Who likes (apples)? The children raise their hands and repeat: Yum, yum! I like apples!

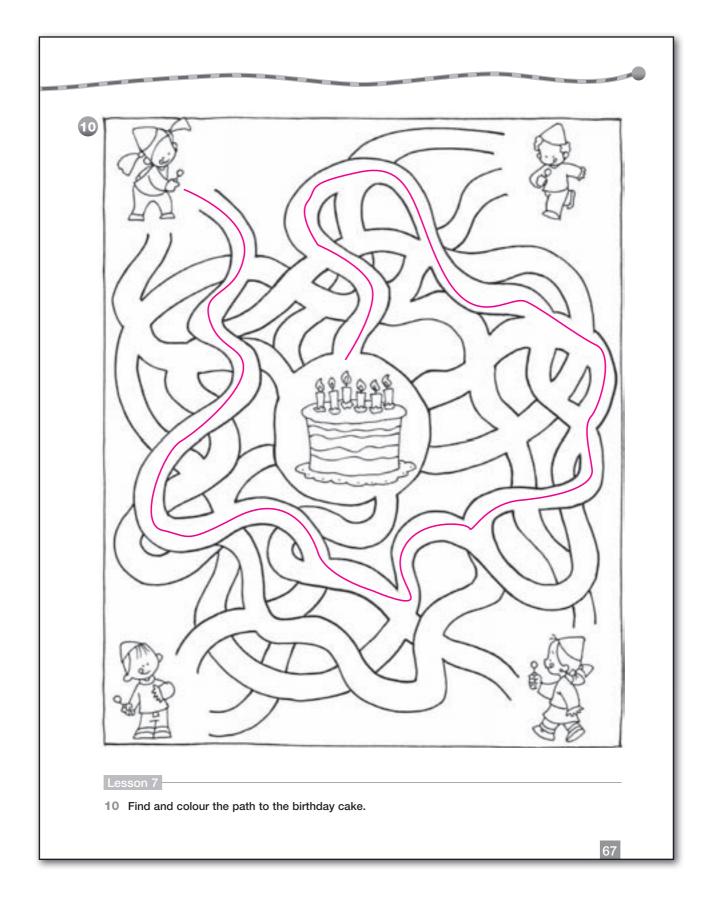




Explain the importance of always washing your hands before touching food.



This activity provides children with an opportunity to work in groups and to prepare something that they can all enjoy together.



Remind the children that when they do the exercise they should check all the possible routes first with their fingers. Later, when they are sure of the answer, they can trace over the route with a pencil.

OPTIONS

Activity Book

Page 67, Activity 10

Say: Open your Activity Books to page 67. Look at Activity 10.

Tell the children that first they have to trace over the routes with their fingers in order to find the correct path to the party cake.

Once they are sure of the correct route, they can draw the line using a crayon and then colour it in.



Let's play!

Memory chain

Tell the children to form a circle. Ask a volunteer (S1) to say a sentence. The child next to S1 says the same sentence, but adds one more thing to it, for example: S1: *I like soup;* S2: *I like soup and apples.* Continue like this until all the children have had a turn.

Resources

Teacher's Resource Book Unit 8, *Ready to write worksheet,* page 102

Multi-ROM Unit 8, Activity 3



Objective

Assessment.

Curricular link: Social Science

Language Objectives

All the language for Unit 8.

Resources: CD; flashcards (apples, bananas, biscuits, cake, crisps, juice, sandwiches, sausages, water); stickers (apples, bananas, biscuits, cake, crisps, juice, sandwiches, water)

BUSY MINDS



Say: Today we are going to remember all the work we have done in Unit 8.

Say: *Do you remember* The tooth fairy song? Play **Track 2.19** again and ask the children to join in with the song. Remind the children of the different food words they have learnt by holding up the flashcards.

Hold up the flashcards of the food one by one and ask: What's this? / What are these? SS: (Sausages). Place the flashcards in a row on the board as you name them. Collect the flashcards and hand them out. Give the children instructions for placing the flashcards in a row: Put the (sausages) on the board.

Ask volunteers to choose three items from the flashcards and to draw them on a plate.

Ask volunteers to show their drawings to the rest of the class and say: *I've got (sausages, crisps and juice).*

Work with the book

Student's Book, page 68, Activity 10

Children open their books at page 68. Show the children the stickers in the middle of the Student's Book. Children find and place the stickers for Unit 8. Then, they trace over the words. Check the activity by asking the children to name the stickers they have placed.

Student's Book, page 68, Activity 11

Point to the pictures and say: We are going to number the meals in the correct order.

Point to the first picture and ask: *What meal is this?* SS: *Breakfast*. Say: *Yes, that's right. Breakfast is the (first) meal of the day.* Hold up one finger. Repeat with the other pictures.

The children number the meals in the correct order. Walk around checking and correcting as they work.

Optional Activity Book exercises

See page 285.

Round up

Ask the children to name the four meals of the day. Hold up a flashcard of an item of food or drink and ask: *What's this?* SS: *(Cake)!* Then ask: *Is cake for breakfast, lunch, tea or dinner?* The children call the answer out loud. Note that they may disagree with each other. Point to a child. Ask him/her to come and place the flashcard next to the meal that he/she thinks is correct.

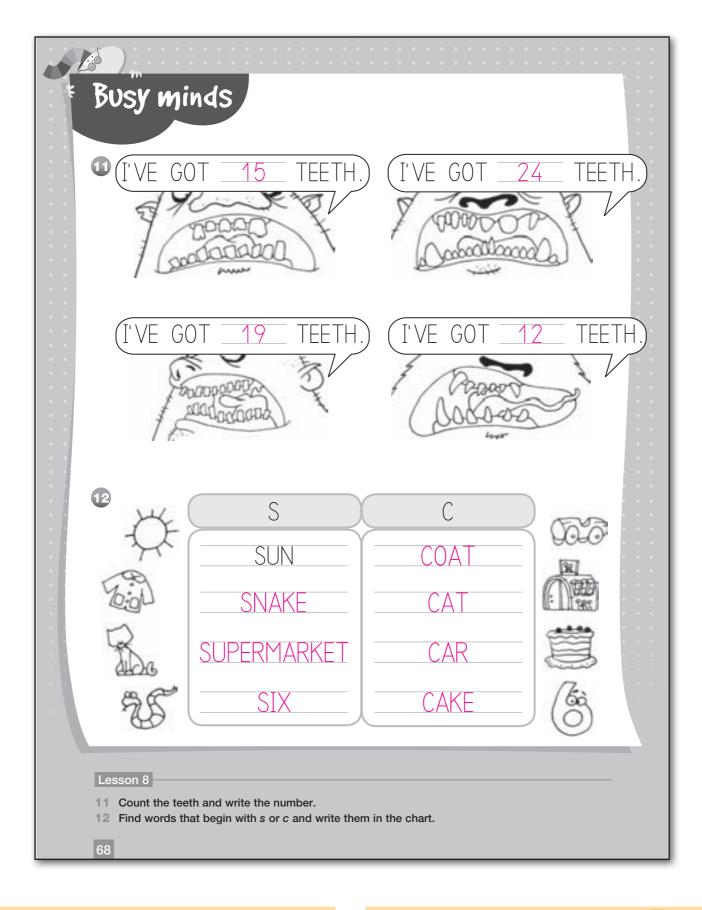




Children are given an opportunity to revise the vocabulary from the unit. Remind children that it is important to go over the things that they have learnt previously. This will help them learn.



Children look for the stickers and stick them in the correct places.



X+:-

This activity provides children with another opportunity to count and write numbers.



Explain to the children that when they count the teeth they could put a little mark on each tooth that has been counted. This will arrow them to keep track of the teeth they have counted and help them do the exercise.

Activity Book

Page 68, Activity 11

Say: Open your Activity Books at page 68. Look at Activity 11.

Hold up the book and point to the monsters' mouths. Say: *Look at the monsters! They've got lots of teeth.* The children count the teeth and write the numbers. Ask a few volunteers to read out the speech bubbles in the correct order.

Page 68, Activity 12

Say: *Now look at Activity 12.* Tell the children to identify the pictures. Each time, emphasise the first letter of the word. As the children say the word, write it on the board. Tell the children to copy the words from the board into the corresponding columns in their books.



Let's play!

Songs

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

Resources

Multi-ROM

Unit 8, Activity 4

Teacher's Resource Book

Unit 8, *Test* pages 83 and 84 See Transcript **Track 2.23** *End of year Test* pages 85, 86 and 87 See Transcript **Track 2.28**

Transcripts



Listen and match the children to the food.

Narrator: Tell us about your favourite food, Flo. Flo: I like apples. I don't like sausages. Narrator: Stretch? Stretch: I like crisps. I don't like bananas. Narrator: Dotty? Dotty: I like biscuits. I don't like crisps. Narrator: Smiley? Smiley: I like bananas. I don't like apples.

Track 2.28 End of year Test. Activity 1

Listen and write the names on the tables.

- **Smiley:** Hello! I'm Smiley. I've got my book, my pencil, my sharpener and my scissors. Which is my table?
- **Dotty:** Hello! I'm Dotty. I've got my pencil case, my sharpener, my glue and my scissors. Which is my table?
- Flo: Hello! I'm Flo. I've got my pencil case, my book, my pencil and my scissors. Which is my table?
- Stretch: Hello! I'm Stretch. I've got my book, my glue, my pencil case and my sharpener. Which is my table?

ASSESSMENT CRITERIA

CLIL Objective

Children can recognise the most appropriate food for each moment of the day.

Children can understand that their milk teeth are going to fall out and that they will be replaced by adult teeth. Children can recognise that party food is special.

Language Objectives

Children can name types of food and drink, the four principal meals of the day and their preferences with regard to this topic.

LESSON 1

CLIL Objective

Recognising special festivals and how we celebrate them.

Festival: Halloween Curricular link: Music; Art

Language Objectives

Vocabulary: cakes, cat, ice cream, pumpkin, spook, sweets, witch

Structures: Trick or treat!

Resources: CD **Materials:** paper plates, crayons, staplers, elastic, a bag of sweets

Presentation

Write the word *Halloween* on the board and draw a Halloween pumpkin next to it. Explain that at this time of the year children celebrate Halloween. Ask the children if they are doing anything special for Halloween in their other classes. Explain that children dress up in fancy dress. Ask the children what kinds of fancy dress they think people choose. Supply the words in English as they say them. Hold up your book and point to the picture of the children. Say: *Let's learn a Halloween song.*

Play **Track 2.24**. Shout *Halloween!* at the end of the recording. Play **Track 2.24** again. Tell the children to listen very carefully and shout *Halloween!*

Work with the book 🞧

Student's Book, page 69, Activity 1

Say: Open your books at page 69.

Ask the children to identify the fancy dress costumes in the picture.

Play Track 2.24 again. The children join in by singing.

Student's Book, page 69, Activity 2

Say: Let's make Halloween masks.

Hold up the materials and demonstrate how to make the mask.

Cut the eyes out of the paper plate. Draw the mouth in black and colour it in. Colour the rest of the plate orange. Attach elastic to the mask using staples. You will need to check the length of the elastic on one child.

Play Trick or treat!

Tell the children to come to your table in groups of four to sing *The Halloween chant*. Give each child a few sweets and tell them to sit down again.

Transcript

Track 2.24 The Halloween chant

See page 289.

Optional Activity Book exercises

See page 289.



Sing The Halloween chant again (Track 2.24).

Halloween is celebrated on 31st October. It is not a public holiday and children celebrate after school if it falls on a school day. The children dress up in fancy dress and visit their neighbours' houses in a group. They knock on the door and shout *Trick or treat!* This means that the adults in the house have to give them sweets or the children will play a trick on them. Many houses have a pumpkin lantern in the window. This is made by cutting the top off a pumpkin and removing the seeds and flesh from the inside. A face (mouth, nose and eyes) is then cut into the skin. A candle is lit and placed in the centre so the face shines. Halloween vocabulary: *bat, cat, pumpkin, skeleton, spider, spider's web, spook, monster, witch.*

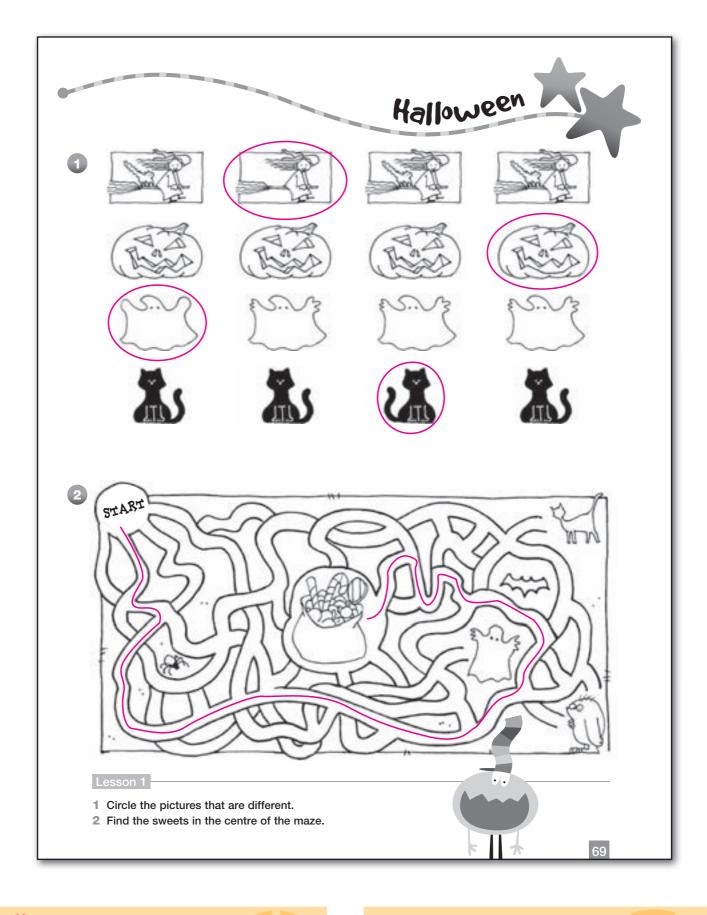




Children find out how a particular festival (Halloween, in this case) is celebrated in other countries.



Children make a mask using and improving on their manual dexterity.



Children recognise typical Halloween objects and traditions.



Children have to look carefully at each picture in the rows in order to find the odd one out.

Halloween

Activity Book

Page 69, Activity 1

Say: Open your Activity Books at page 69. Look at Activity 1.

The children look carefully at each row of pictures and circle the one that is different.

Check the activity by asking the children to tell you which picture is different.

Page 69, Activity 2

Say: *Now look at Activity 2.* The children use their fingers to trace the path through the maze until they find the correct path to the sweets. Then, they colour the route.

Transcript

Track 2.24 The Halloween chant

The Halloween spooks are at your door. The Halloween spooks are asking for more. Cakes or sweets, or yummy ice cream. Give us something, before we scream... Halloween!

LESSON 1

CLIL Objective

Festival: Christmas Curricular link: PE; Music

Language Objectives

Vocabulary: Christmas tree, candle, Santa, reindeer **Structures:** The candles on my tree are blue, red...

Resources: CD Preparation: Learn the Christmas dance

Presentation

Write the word *Christmas* on the board and draw a Christmas tree next to it. Ask the children if they know which day Christmas Day is. Write *25th December* on the board. Explain that we will all be on holiday for Christmas Day, but we are going to learn a Christmas song and do some activities for the holiday.

Say: Let's learn a Christmas song.

Play **Track 2.25**. Clap your hands in time to the music and encourage the children to do the same.

Play **Track 2.25** again. Join in with the lyrics and clap in time. Encourage the children to join in with you.

Work with the book 🞧

Student's Book, page 70, Activity 1

Say: Open your books at page 70.

Ask: *What can you see here?* Point to the Christmas tree. Play **Track 2.25** again. The children join in by singing. Point to the candles on the tree and say: *These are candles to decorate the tree.*

Ask the children to call out colours for the candles. Tell the children to colour in the candles. Ask the children to describe their trees: *The candles on my tree are blue, red...*

Student's Book, page 70, Activity 2

Say: *Let's do the Christmas dance.* Draw a Christmas tree on the board and draw some candles on the tree.

Call four children to come to the front to do the dance with you as you give these instructions:

Stand in pairs facing each other.

Step to the left and then to the right.

Hold hands and step to the left and then to the right. Dance around in a circle with your partner.

Stand up straight with your arms up like a Christmas tree. Hold your hands up high and make an arch. The last pair run under the arch and mime lighting the candles on the tree.

Stand the children in pairs, facing each other. Play **Track 2.25** again and do the Christmas dance.



Transcript

Track 2.25 The Christmas song

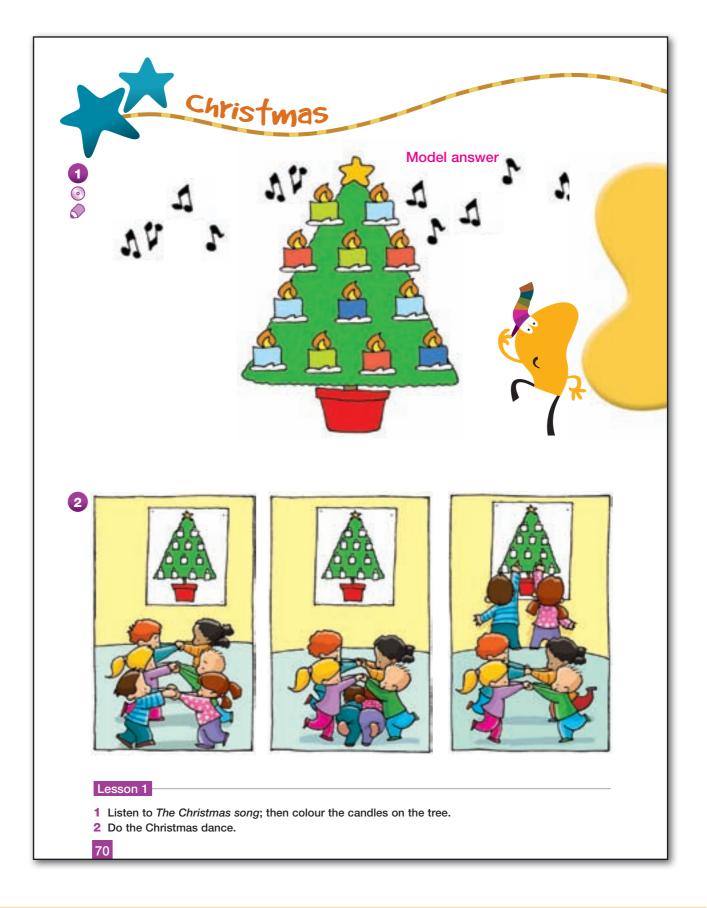
See page 293.

Optional Activity Book exercises

See page 293.

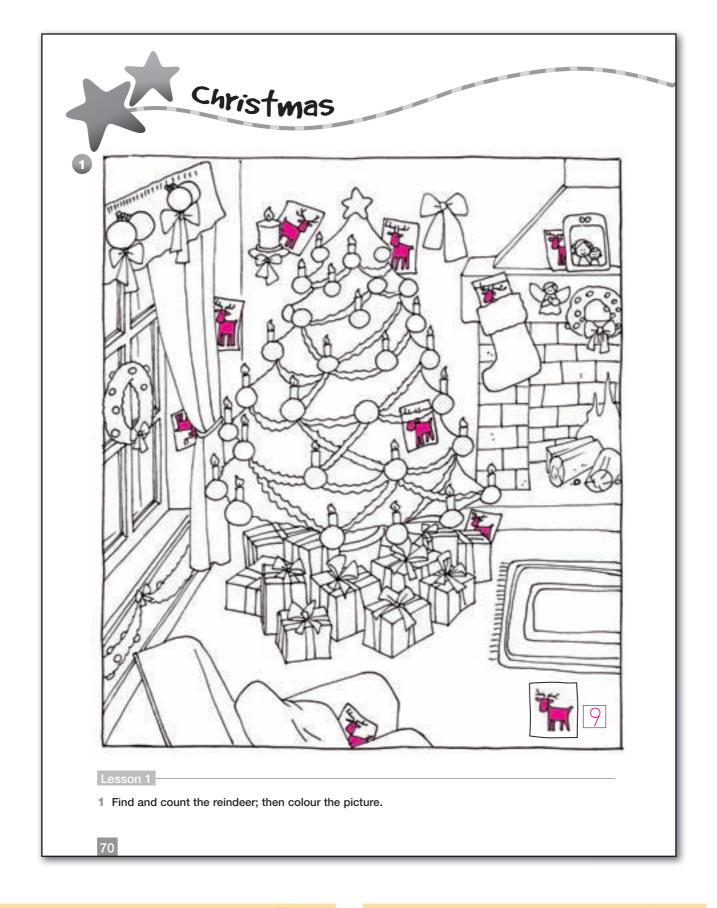
Christmas day (25th December) is when children receive their presents. Christmas Eve is not a public holiday and, generally speaking, children go to bed early to wait for Santa. The day after Christmas Day is Boxing Day (26th), which is a public holiday. Christmas celebrations have many similarities and some special regional or national differences.

Christmas vocabulary: angel, bell, carol, chimney, Christmas card, Christmas tree, present, Rudolph the red-nosed reindeer, Santa Claus, sleigh, stocking, star, tinsel.





The children learn a song and get some exercise by doing a dance.



The children count the objects in the picture and write the number in the box.



The children recognise the objects in a typical Christmas scene.

Christmas Lesson 1

Activity Book

Page 70, Activity 1

Say: Open your Activity Books at page 70. Look at Activity 1.

Do a picture of a reindeer on the board. Say: *This is a reindeer. They are very important! They bring Santa Claus with the presents.*

Tell the children to find all the reindeer in the picture in the Activity Book, and to write the number in the box at the bottom of the page.

The children colour the picture.

Transcript

Track 2.25 The Christmas song

Step in time for the Christmas dance, the Christmas dance, the Christmas Dance. Hold hands with your partner for the Christmas dance, In front of the Christmas tree.

Turn around with your partner for the Christmas dance, the Christmas dance, the Christmas dance. Hold your arms up high for the Christmas dance, And stand like a Christmas tree.

Dance under the branches for the Christmas dance, the Christmas dance, the Christmas dance. Now stop and light the candles for the Christmas dance, The candles on the Christmas tree.

CLIL Objective

Festival: Christmas Curricular link: Art

Language Objectives

Vocabulary: Christmas card, present, stocking **Structures:** Happy Christmas!

Materials: white paper, blue card, scissors, glue **Preparation:** Make a Christmas card to show the class

Optional Activity Book exercises

See page 297.

Round up

Sing *The Christmas song* **Track 2.25** again and do the dance again.

Work with the book

Student's Book, page 71, Activity 3

Say: Now look at page 71.

Say: Let's make a Christmas card.

Hand out the materials and show the children the card you have already made.

Fold the blue card in half.

Show the children how to fold the white paper over several times and cut shapes into the paper.

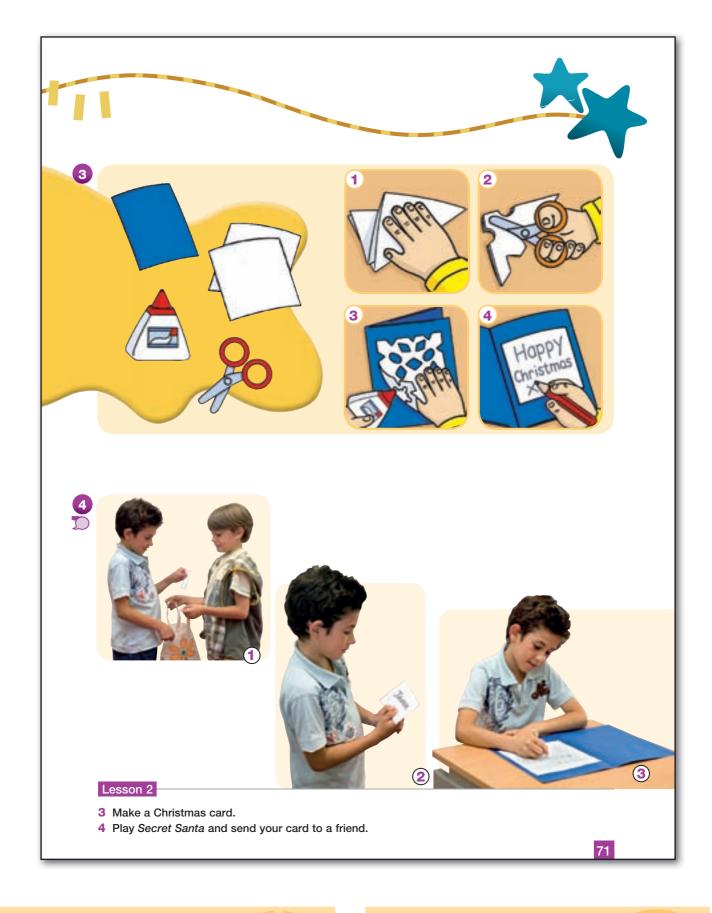
Open out the paper and glue it onto the front of the card. Glue another sheet of white paper inside the card and write: *Happy Christmas from* _____. Write the model on the board.

The children make their cards.

Student's Book, page 71, Activity 4

Play Secret Santa and send a card to a friend. Collect all the cards and put them in a bag. Ask the children to come to the front of the class one by one. Take a card from the bag and read the greeting out loud and thank the sender: *Happy Christmas from (David)*. *Thank you, (David)*!

Repeat until all the children have a card then say: *Happy Christmas everybody!*

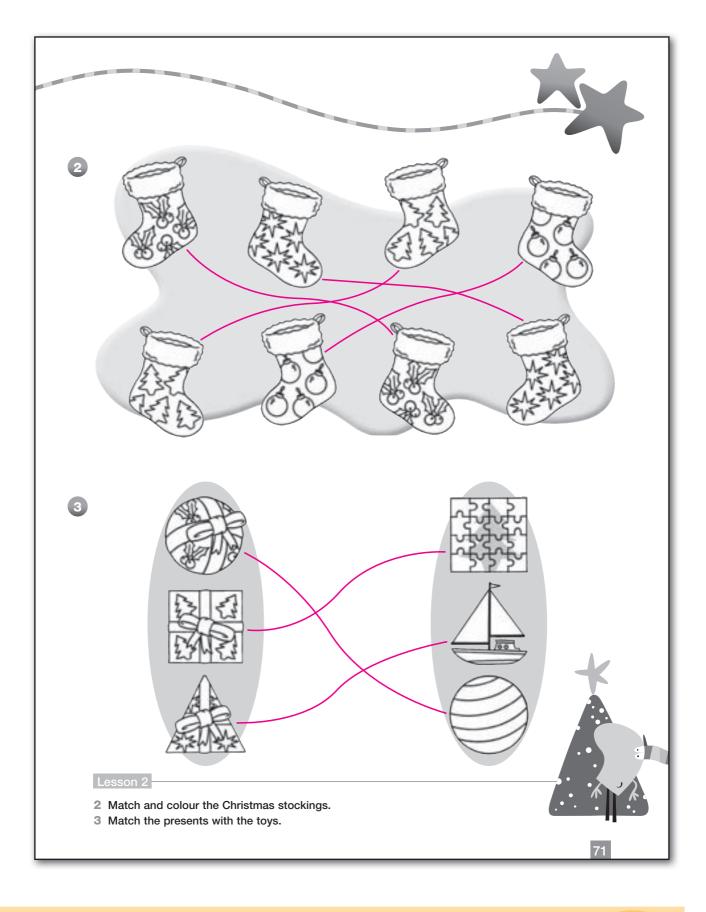


Ch pre oth

Children learn about the importance of giving presents to others and of doing things for other people.



Children use their creativity and imagination to make a Christmas card.





In this activity, children recognise and distinguish between the shapes formed by these everyday objects.

Christmas Lesson 2

Activity Book

Page 71, Activity 2

Say: Open your Activity Books at page 71. Look at Activity 2. The children match the socks that are the same. Then, they colour the socks and make pairs.

Page 71, Activity 3

Say: *Now look at Activity 3.* Tell the children to identify the toys on the right-hand side of the page.

The children match the wrapped presents on the left to the toys on the right.

Tell the the children to name the shapes that they can see.

CLIL Objective

Festival: Easter

Curricular link: Maths; Art

Language Objectives

Vocabulary: basket, Easter egg, Easter bunny **Structures:** Happy Easter!

Materials: plasticine, boxes for using as baskets (ask the children to bring in empty shoe boxes), crayons, strips of card, small chocolate eggs (at least one per child)

Presentation **n**

Write the word *Easter* on the board and draw an Easter egg next to it. Ask the children if they know which festival we are going to celebrate soon. Explain that Easter Sunday is not on the same day every year. Ask if anyone knows which day it is this year. Write the date on the board.

Hold up one of the small chocolate eggs you have brought in and say: *This is an Easter egg. Yum, yum! A chocolate Easter egg!*

Say: Let's learn an Easter song.

Place nine chocolate eggs around the class.

Play **Track 2.26**. Walk around the class, singing the song and collecting the eggs.

Place the eggs again. Play **Track 2.26** again. Ask three children to walk around collecting the eggs. The rest of the class join in with the song.

Work with the book 🜈

Student's Book, page 72, Activity 1

Say: Open your books at page 72. Say: Look at the picture. Can you see any Easter eggs? Play **Track 2.26** again. The children look at the picture and circle the eggs.

Play Track 2.26 again. The children join in with the song.

Student's Book, page 72, Activity 2

Say: *Let's make Easter eggs and have a treasure hunt.* Give each child a selection of coloured plasticine and a box to use as a basket.

Ask the children to decorate their Easter basket with drawings of eggs or Easter bunnies. Tell the children to make eggs with their plasticine. While they are working, walk around and staple strips of card to their boxes to make the handles. Without letting the children see what you are doing hide the chocolate eggs around the classroom.

Divide the class into groups of four and tell each group to take turns hiding the eggs in the classroom while the rest of the children close their eyes.

Play **Track 2.26** again. Tell the children to take their baskets and collect as many eggs as they can until the music stops. Repeat until all the eggs have been collected. Ask if anyone has found a chocolate egg. Redistribute the chocolate eggs so each child has one.



Optional Activity Book exercises

See page 301.

Round up

Sing The Easter song again.

Easter is celebrated on a different day each year. To calculate when Easter will be, find the first full moon after 20th March. Easter Sunday is the following Sunday.

Easter vocabulary: basket, Easter bunny, Easter egg.

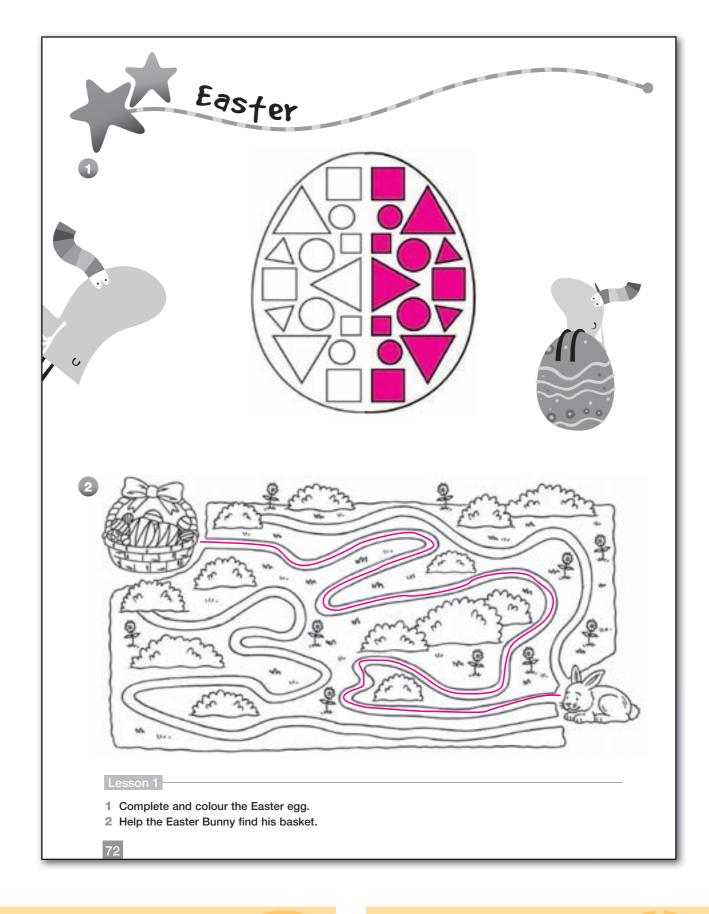




The children use plasticine to make Easter eggs.



The children learn about the traditions of other countries.



The children do an exercise based on the symmetry of shapes.



Explain some of the most important traditions associated with Easter in other places.

Easter

Activity Book

Page 72, Activity 1

Say: Open your Activity Books at page 72. Look at Activity 1.

Tell the children to identify the shapes that are in the Easter egg.

Tell the children to draw shapes in the other half of the egg that are the same as the shapes in the first half. Tell the children to colour the shapes.

Page 72, Activity 2

Say: Now look at Activity 2.

The children use their fingers to trace a path through the maze until they find the route to the basket. Then, they colour the correct route.

Transcript

Track 2.26 *The Easter song*

Where are the Easter eggs? Can you see? Look in the garden and count with me. One... two... three, four... five... six, seven... eight... nine. There are nine eggs in my basket. Easter eggs for me!

TRACK LIST

CD 1

Unit 0

1.1 Activity1.2 The name song1.3 The colour song1.4 The action song1.5 Activity

Unit 1

1.6 Activity1.7 The school bag song1.8 Story: Smiley's special pencil case1.9 Phonics1.10 The shape song1.11 Unit 1 Test Activity 1

Unit 2

1.12 Chant
1.13 The face song
1.14 The body song
1.15 Activity
1.16 Story: Dotty's doll
1.17 Phonics
1.18 Activity
1.19 Unit 2 Test Activity 1

Unit 3

1.20 Activity
1.21 Activity
1.22 Activity
1.23 The weather song
1.24 Story: Wellies in the snow
1.25 Phonics
1.26 Activity
1.27 Unit 3 Test Activity 1

Unit 4

1.28 Activity
 1.29 Activity
 1.30 Chant
 1.31 The family song
 1.32 Story: I can't find my mum
 1.33 Phonics
 1.34 Unit 4 Test Activity 1

CD 2

Unit 5

2.1 Activity2.2 Song: Twiggle town2.3 Story: Grandad's bus ride2.4 Phonics2.5 Activity2.6 Unit 5 Test Activity 1

Unit 6

2.7 Activity2.8 The work song2.9 Story: The wishing well2.10 Phonics2.11 Unit 6 Test Activity 1

Unit 7

2.12 Activity2.13 Song: The animals in the zoo2.14 Activity2.15 Story: Stretch finds the perfect pet2.16 Phonics2.17 Unit 7 Test Activity 1

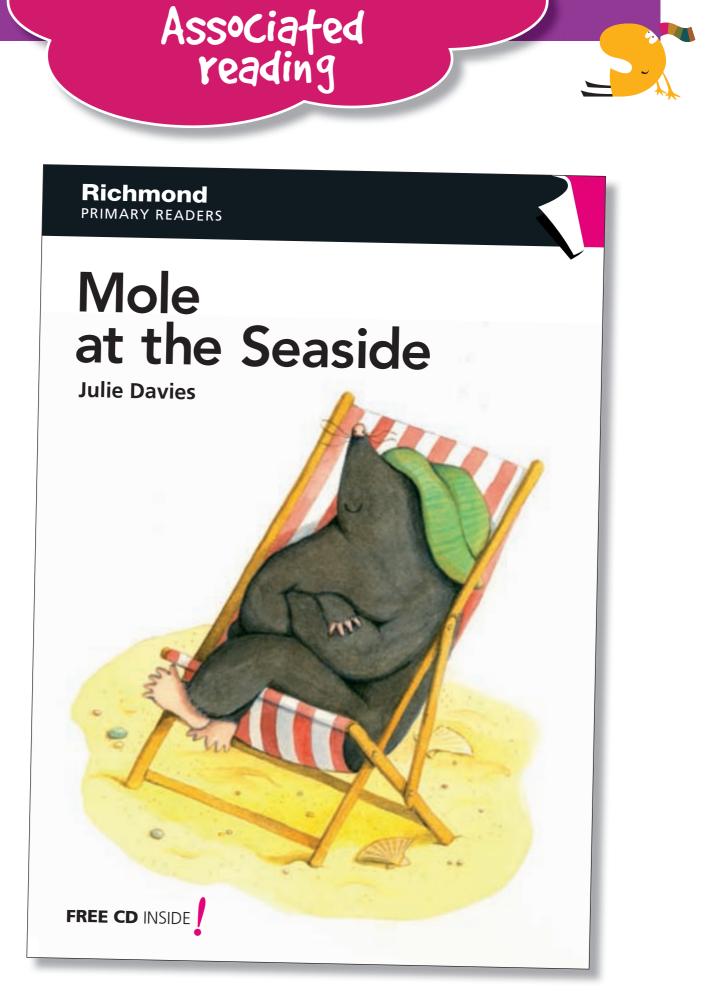
Unit 8

2.18 Activity2.19 The tooth fairy song2.20 Story: Flo's birthday2.21 Phonics2.22 Activity2.23 Unit 8 Test Activity 1

Festivals

2.24 The Halloween chant2.25 The Christmas song2.26 The Easter song2.27 Diagnostic Test Activity 12.28 End of year Test Activity 1





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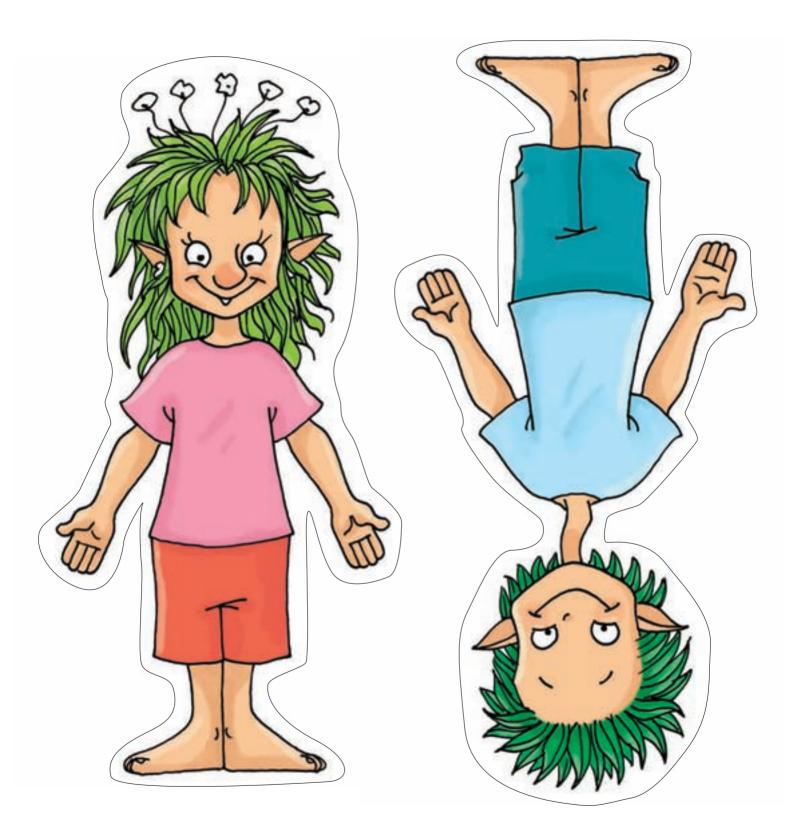
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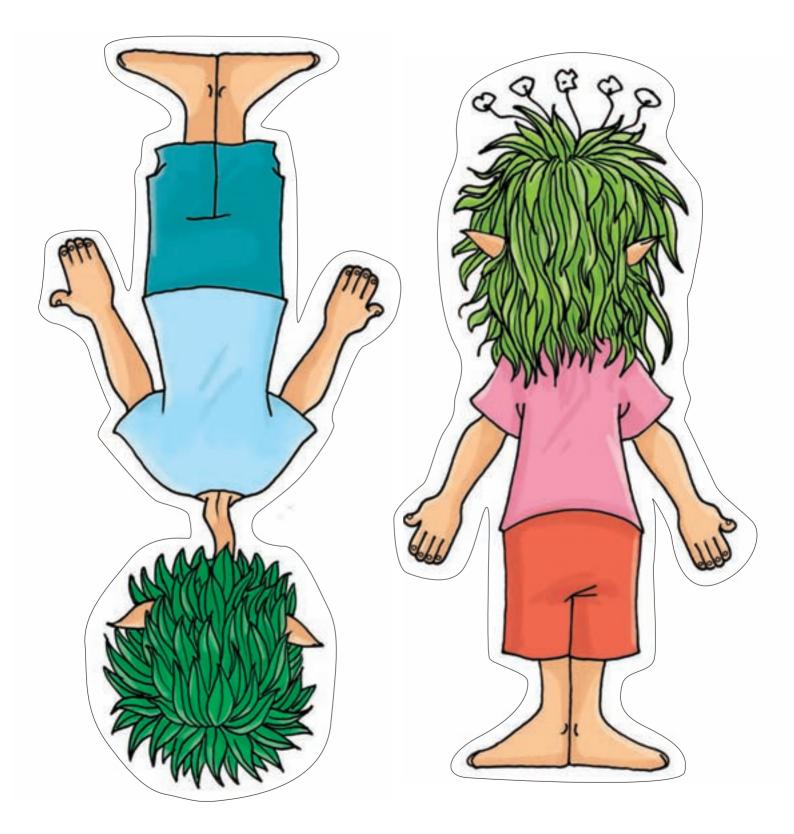
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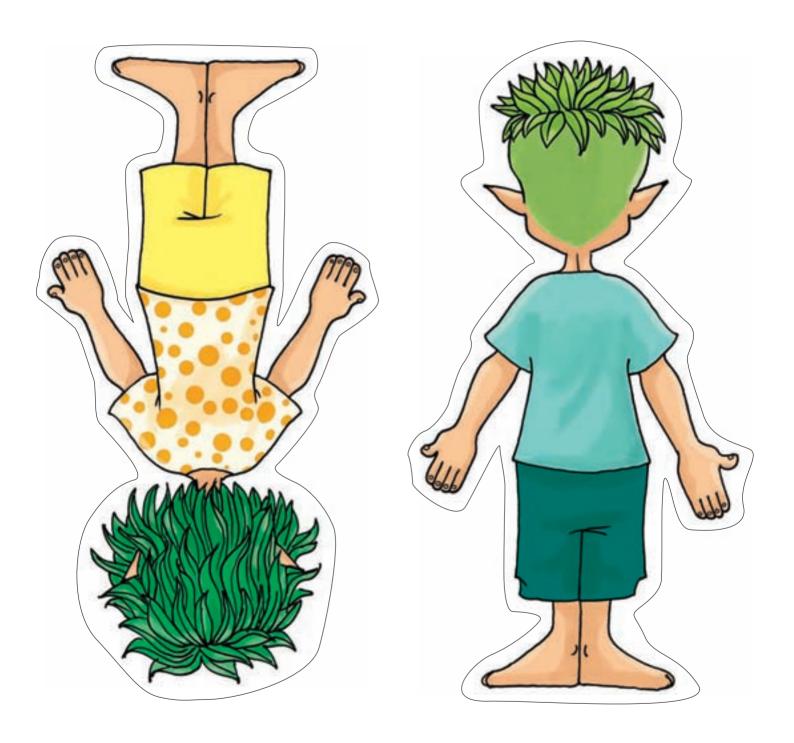
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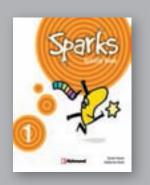




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