

Lesson 1

1 Sing *The hello song*; then trace over the words. CLIL Objective: Recognising characters.

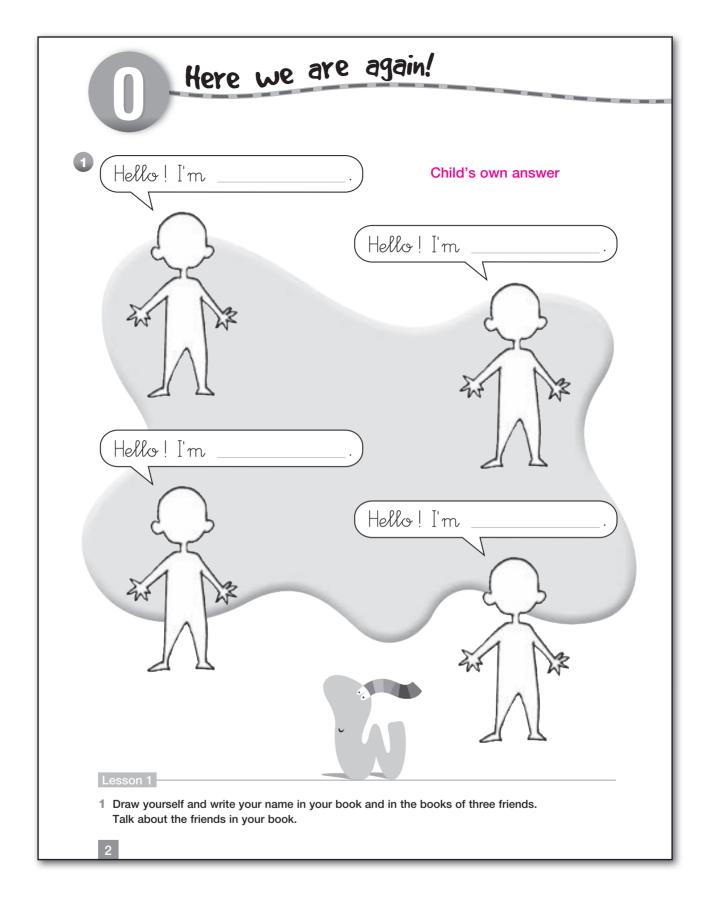
2



The children have fun singing along to the song.



Remind the children of the importance of looking carefully at the way each letter is written. Draw their attention to the fact that names are written with a capital letter at the start.





Explain to the children that they should be careful with their classmates' books when they write and draw in them.

Activity Book

Page 2, Activity 1

Say: Open your Activity Books at page 2. Look at Activity 1.

Tell the children to draw themselves in the first silhouette and to complete the speech bubble with their names. Collect all the books and hand them out at random. Tell the children to draw themselves again in the second silhouette and to complete the speech bubble. Repeat the process until the children have drawn four pictures in four different books. Make sure the children get a different book each time, and that they don't get their own book.

Ask for volunteers to show their books to the rest of the class and to read out the speech bubbles.



Let's play!

What's this?

Start drawing a picture on the board. Tell the children to try to guess what it is. Continue drawing it bit by bit, asking: What's this?

Try not to make the picture too obvious at first. When a child guesses what it is, this child has a turn at drawing a picture on the board.

Transcripts



Track 1.1 The hello song

Hello! I'm Flo. And how are you? I'm fine, just fine, Flo. Thank you!

Hello! I'm Smiley. And how are you? I'm fine, just fine, Smiley. Thank you!

Hello! I'm Stretch. And how are you? I'm fine, just fine, Stretch. Thank you!

Hello! I'm Dotty. And how are you? I'm fine, just fine, Dotty. Thank you!



Track 2.30 Diagnostic Test. Activity 1

Listen and match the school objects to the characters.

Teacher: Flo, what have you got in your school bag?

Flo: I've got glue, crayons and a pencil case.

Teacher: Smiley, what have you got in your school bag? **Smiley:** I've got three pencils, a book and a pencil case. **Teacher:** Dotty, what have you got in your school bag? **Dotty:** I've got a book, a pencil case and crayons.

Teacher: Stretch, what have you got in your school bag? **Stretch:** I've got two books, a sharpener and a rubber.

Resources

Teacher's Resource Book

Diagnostic Test, pages 67 and 68. See Transcript Track 2.30



Sequencing numbers from 1 to 100.

Curricular link: Maths

Language Objectives

Vocabulary: numbers from 1 to 100

Resources: CD

NUMBERS

Presentation



Say: Today we are going to remember the numbers and learn to count to a hundred!

Divide the board into two parts so you can revise the numbers from 1 to 20. Write the numbers from 1 to 20 on each side and count as you write. The children count with vou as vou write.

Divide the class into two groups. Call out a number and tell a member from each group to run to the board to rub off the number. The first child to rub off the correct number and run back to their group is the winner.

Write the numbers from 1 to 20 in a row across the top of the board. Then, write the number 30 under the number 13. the number 40 under number 14 and so on.

Point to the pairs of numbers and say them out loud, highlighting the difference between thirteen and thirty, fourteen and forty, and so on.

Say: Let's do the number chant.

Write the numbers 10, 20... 100 on the board at random. Play Track 1.2. Join in with the chant and point to the numbers as you chant.

Play Track 1.2 again. The children join in with the chant.

Work with the book n



Student's Book, page 3, Activity 2

Say: Open your books at page 3. Look at the numbers. Play Track 1.2 again. Tell the children to point to the numbers in the correct sequence. Stop the recording when they have reached 100. Then, say: Now point to the numbers counting down from 100. Continue playing the track. The children write the numbers in the correct sequence.

Transcript



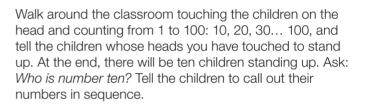
Track 1.2 The number chant

See page 25.

Optional Activity Book exercises

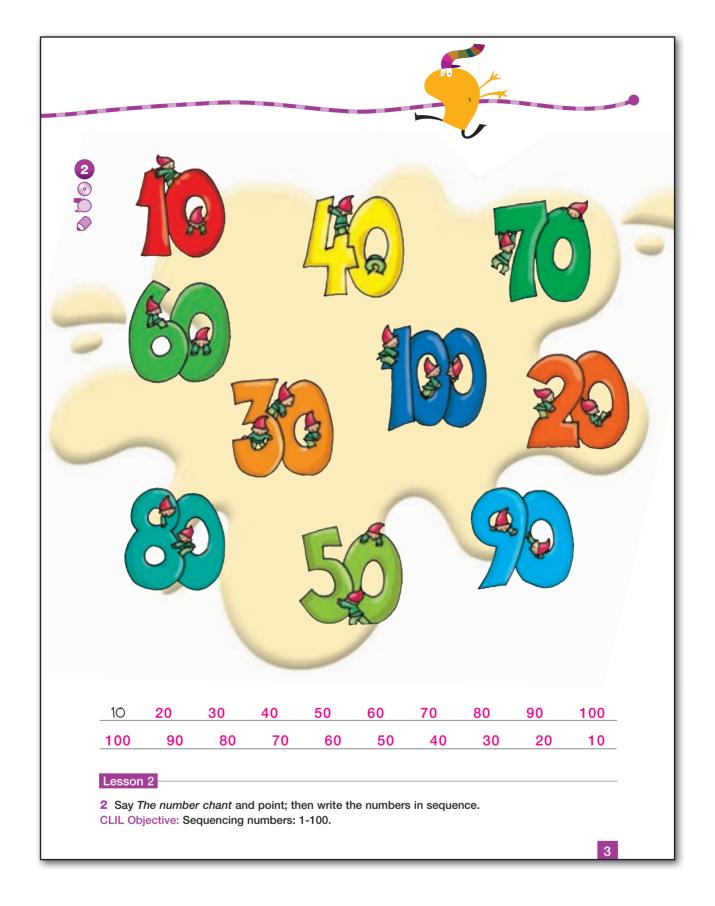
See page 25.





Collect the children's books and correct their work.

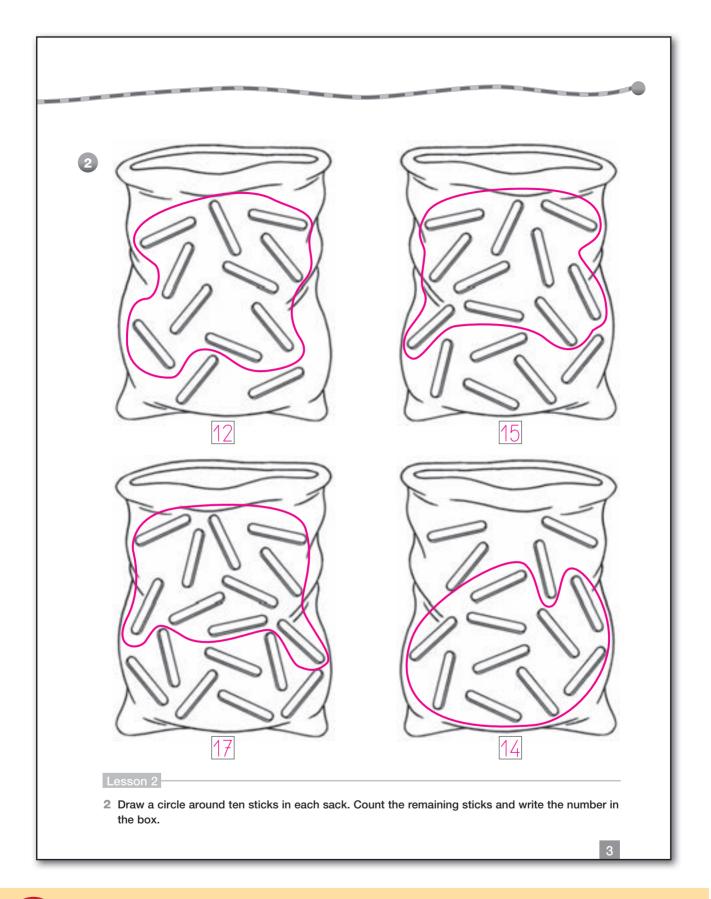




The children recognise the sequence of tens by sight and by listening to it. They are also given an opportunity to participate by saying the numbers out loud.



The children have to find the numbers on the page and put them in order from the lowest to the highest.





This activity provides children with an opportunity to go over two basic skills: counting and adding units to tens.

Activity Book

Page 3, Activity 2

Say: Open your Activity Books at page 3. Look at Activity 2.

Point to the first sack of sticks and tell the children to count the sticks out loud with you and to write the total in the box. Then, say: *Now circle ten sticks*.

Repeat the process with the other sacks.

Point to the first sack again and ask: *How many sticks* are *left?*

Correct the activity, asking the children to call out the answers: *Ten and (two) equals (twelve).*

Transcript



Track 1.2 The number chant

Ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, a hundred!

A hundred, ninety, eighty, seventy, sixty, fifty, forty, thirty, twenty, ten...

And round we go again!



Let's play!

Number race

Divide the board into two parts. Write tens from 10 to 100 on both sides of the board. Divide the class into two teams and assign a half of the board to each team. Give one child from each team a piece of chalk. Then, say a number and tell the two children to circle the corresponding number on their team's side of the board. The first child to circle the number gets a point for their team. Continue until all the numbers have been circled.

Identifying the equipment needed for school.

Curricular link: Art

Language Objectives

Vocabulary: crayons, felt-tips, glue, pencil, pencil

case, rubber, ruler, scissors, sharpener

Structures: I've got a (red) (pencil) in my pencil case.

Materials: a sheet of white paper (one per child) to cover the pencil case on page 4 of the Student's Book; a pencil case with the following items inside: rubber, sharpener, ruler, glue, scissors, pencil, crayons, felt-tips

SCHOOL THINGS

Presentation

Say: Today we are going to remember the names of the things we need for school, and learn some new things. Hold up the pencil case and ask: What's this? SS: A pencil case. Tell the children to hold up their pencil cases.

Then, say: Guess what I've got in my pencil case. Tell the children to call out suggestions. Take out the objects they guess correctly, name them and place them on your table. Each time ask: Has anyone got a (ruler)? Tell the children to take out the items that are the same as the ones you hold up. They name them with you. The children should put these items on their desks.

Finally, take out any items that they haven't named and repeat the procedure. Ask the children questions: What colour is your (ruler)? How many (felt-tips) have you got?

Work with the book

Student's Book, page 4, Activity 3

Say: Open your books at page 4. Look at Activity 3. Say: Look at the pictures of the school equipment. Tick the objects you've got in your pencil case. The children then draw these items inside the picture of the pencil case together with anything else they have. They colour the items according to the real colours. Hand out the sheets of white paper and tell the children to glue them as flaps over the top of the picture.

Student's Book, page 4, Activity 4

Say: Now look at Activity 4.

Tell the children to walk around the class describing the objects in their pencil case to their friends.

Optional Activity Book exercises



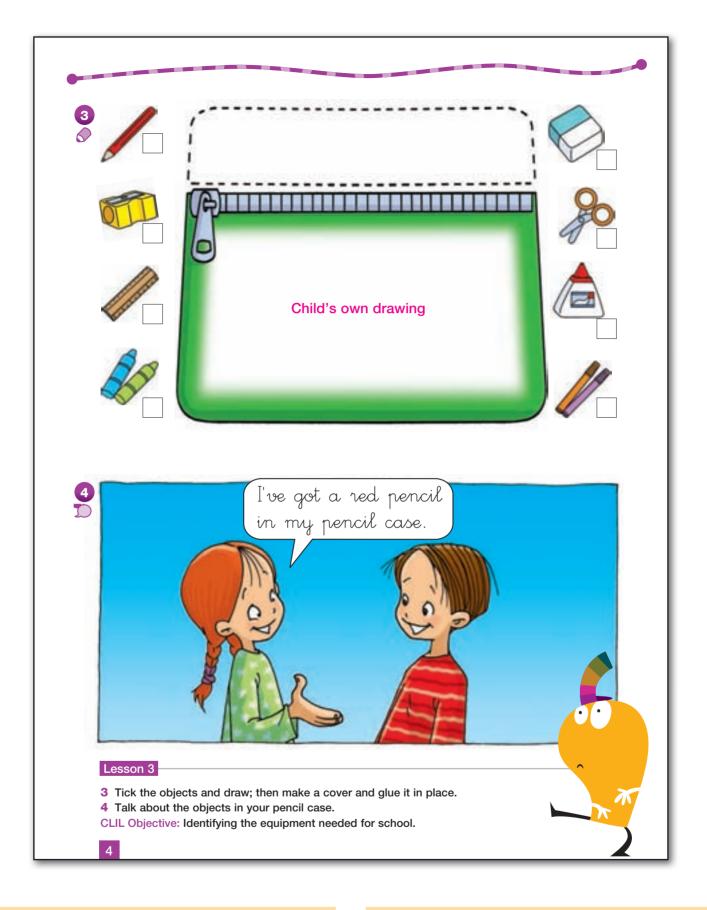
See page 29.

Practice

Play What's missing? Place all the objects from your pencil case on the table in front of you. Tell the chidren to close their eyes while you remove an object. Ask: What's missing? SS: The (pencil)! Repeat several times with different objects.

Ask a child to come to the front and add another object (a different one), while the rest of the class close their eyes. Ask: What's new? Repeat until you have five new objects on the table and then play What's missing? again. Remove all the objects from the table and ask the children to write or draw the nine original items (including the pencil case) from memory. The first child to finish shouts Stop! Check their list by naming the objects out loud.

Collect the children's books and correct their work.

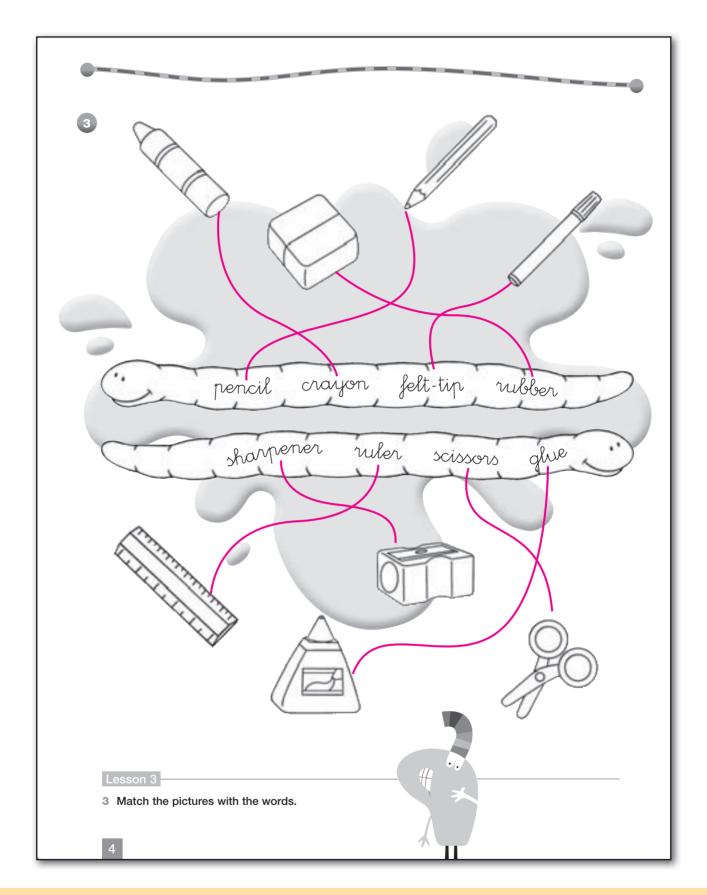




Explain to the children the importance of calculating the size of the pencil case cover before cutting and sticking it.



Remind the children that they need to speak in English when there is a speaking activity. Explain to them that the more they practise, the better they will be.





Remind the children of the importance of always having the necessary equipment for school. They should be responsible and should regularly check to see that their pencil case has everything they need.

Activity Book

Page 4, Activity 3

Say: Open your Activity Books at page 4. Look at Activity 3.

Point to the words in the snake and ask: Can anybody

read these words out loud?

Tell the children to match the words with the pictures.



Let's play!

IT

Ask a volunteer to be IT and to turn around with their back to the class. Pass an object around the class, a red pencil case, for example. Tell IT that they have to say *STOP* at any given moment. Then, IT has three guesses to say who has the object. Then, let other children have a turn. Play several times, letting other children have a turn at being IT.

Community

CLIL Objective

Recognising the start of a school day.

Curricular link: Social Science: Maths.

Language Objectives

Vocabulary: colours

Structures: Good morning. Stand in line. I'm in Year 2 / We're in Year...

Resources: CD; poster (side A); poster pop-outs

(children from years 1, 2 and 3) Materials: crayons, card, sellotape

Preparation: cut out circles (10 cm diametre), 1 per

child in the class

It's TIME FOR SCHOOL

Presentation





Say: Today the Twiggles are going to school. Show the children the poster. Point to the poster and say: Look! This is the school. Ask: Can you see the teacher? Point to the teacher and say: Yes! This is the teacher. Point to the playground and say: This is the playground. Point to the classrooms and say: These are the classrooms. Explain that we have a different classroom for each year. Ask the children: What year are you in? SS: Year 2! Point to classroom 2 and say: This is classroom 2. This is vear 2's classroom. Ask: What colour is classroom 2? SS: Yellow! Do the same for classrooms 1 and 3.

Note: Remember that there is a difference between class and classroom. The English class is the English lesson and the English classroom is the room you use for the English class. We also use *class* to refer to the group of people. You do not need to explain this to the children, just ensure they use the correct word.

Play Track 1.3 and place the pop-outs in front of the correct windows.

Remove the pop-outs. Ask three children to come to the front. Play Track 1.3 again. The children place the pop-

Repeat with three different children. Play Track 1.3 again. This time encourage the children to join in.

Ask the children to form three groups and assign a different year (1, 2 or 3) to each group. Say: Good morning! Good morning! Time for school! Year 1 stand in line! The group representing Year 1 line up before the teacher. SS: We're in Year 1. Repeat with 'Year 2' and 'Year 3'.

Work with the book



Student's Book, page 5, Activity 1

Say: Open your books at page 5. Can you see the teacher? Can you see Flo? Is Flo in year 2? SS: Yes, she is. Point to the pictures of the three crayons. Ask: What colour is crayon number 1? SS: It's red. Continue with the other two cravons.

Children listen to Track 1.4 and join the children for Year 1 with a red line, the children for Year 2 with a yellow line and the children for Year 3 with a blue line.

Play Track 1.4 again.

Correct the activity with the whole class.

T: What colour is Year 1? SS: Red. T: Good! And what colour is year 2? SS: (Yellow). T: Good! And what colour is year 3? SS: Blue. T: Yes, that's right. What Year is Flo in? SS: Year 2. Continue the question with Stretch, Smiley and Dotty.

Ask: What Year are you in? SS: We're in Year 2.

Transcript



Track 1.3 Activity

See page 33.



Track 1.4 Activity

See page 33.

Optional Activity Book exercises

See page 33.

Practice



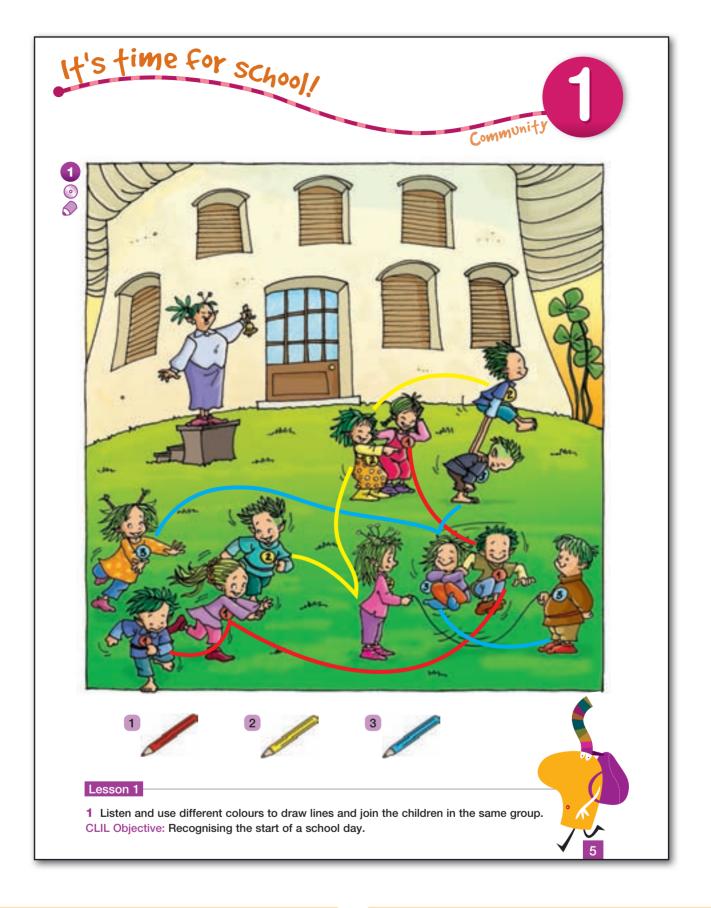
Remind the children briefly of the context. Show them the three different classrooms on the poster. Sav: This is classroom 3. It is for Year 3. This is classroom 2. It is for Year 2. This is classroom 3. It is for Year 3. Flo is in Year 2. Point to classroom 2 and say: This is Flo's classroom. Ask: What year are you in? SS: Year 2.

Explain to the children that they are going to make a badge like Flo's to show that they are in Year 2.

Hand out the circles of card.

The children make their badges. They stick them onto their shirts with sellotape loops.

Collect the children's books and correct their work.

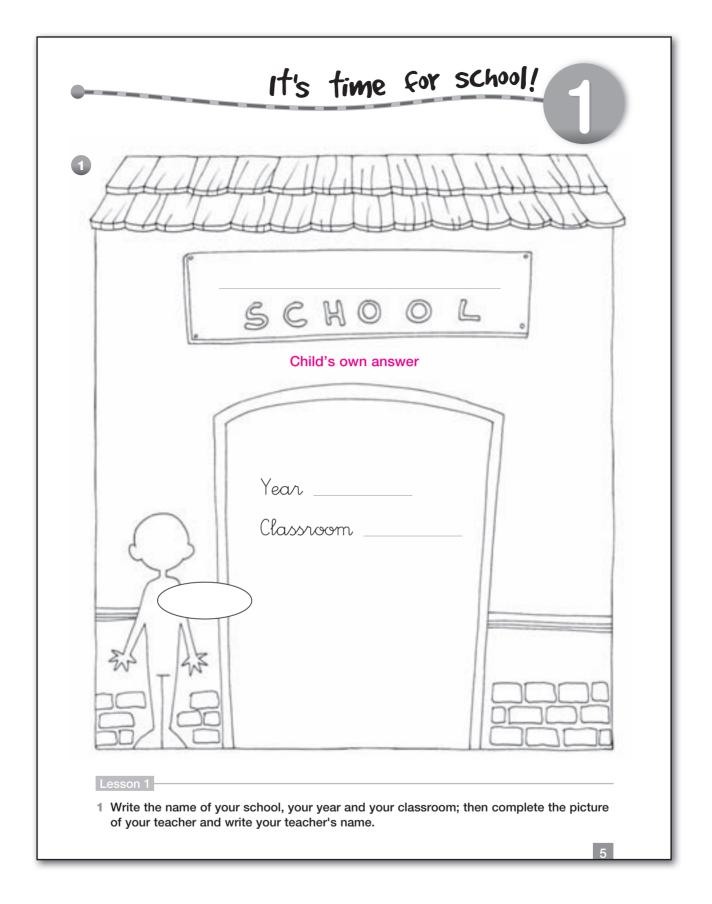


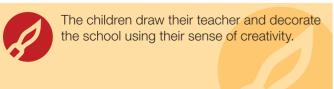


The children listen carefully and look for the information in the picture.



Remind the children that they should always play nicely together in the playground and that they should never leave anyone out.







Encourage the children to write and draw carefully, and to do all their work as best they can.

UNIT 1 LESSON 1 OPTIONS

Activity Book

Page 5, Activity1

Say: Open your Activity Books at page 5. Look at Activity 1.

Tell the children to write the name of the school, the year that they're in and the number of their class. If they aren't sure, remind them of the correct information. Tell the children to look at the silhouette and say: *That's the teacher. That's me!* Then, the children complete the figure and write your name. Write your name on the board if necessary, so the children can copy it.



Let's play!

What's different?

Put some flashcards in a row on the board. Then, tell the children to close their eyes while you change the position of two flashcards. The children open their eyes and tell you which flashcards are in a different place.



Multi-ROM

Unit 1, Song

Teacher's Resource Book

Extension worksheet 1, page 23

Transcripts



Track 1.3 Activity

Narrator: This is the Twiggles' School. The children are

in the playground. Now it's time for school! **Teacher:** Good morning! Good morning!

Year 1 stand in line.

Children: We're in Year 1. Children: We're in Year 1.

Children: Good morning, Mrs Vine!

Teacher: Good morning! Good morning!

Year 2 stand in line.

Children: We're in Year 2. Children: We're in Year 2.

Children: Good morning, Mrs Vine!

Teacher: Good morning! Good morning!

Year 3 stand in line.

Children: We're in Year 3. Children: We're in Year 3.

Children: Good morning, Mrs Vine!



Track 1.4 Activity

Narrator: This is the Twiggles' School. The children are in

the playground. Now it's time for school!

Teacher: Good morning! Good morning!

Year 1 stand in line.

Teacher: Good morning! Good morning!

Year 2 stand in line.

Teacher: Good morning! Good morning!

Year 3 stand in line.

Identifying the places in a school.

Curricular link: Geography

Language Objectives

Vocabulary: classroom, playground, canteen, library,

gym

Structures: Where's the... prepositions: next to

Resources: CD; poster (side A); student pop-outs

ROOMS AT SCHOOL

Presentation





Say: Today we are going to learn about the different rooms in the school.

Use the poster to introduce the places.

Start with classroom. Point to the poster and say: This is classroom 1.

Do the same for the other places.

Say: Let's listen. Play Track 1.5. Point to the places as you listen to the text.

Play Track 1.5 again. Children join in with the names of the places.

Work with the book



Student's Book, page 6, Activity 2

Tell the children to open their books at page 6 and to look at the picture. Ask the children to find their pop-outs. Ask: Can you see classroom 1? Identify the other rooms. The children listen to **Track 1.5** again and place the popouts in the order they hear them.

Play Track 1.5 again.

Check the activity. Say: What room is next to classroom 1? SS: The canteen! T: Is the library next to classroom 3? SS: Yes, it is.

The children glue their pop-outs in place.

Student's Book, page 6, Activity 3

Children look at the pictures in Activity 3.

Point to the picture of Dotty's sister and say: Mmm. Here's a problem! It's Dotty's sister's first day at school. She can't find her classroom. Prompt the children by asking questions like: Is classroom 1 next to the gym? SS: No! Continue and then ask: Where is classroom 1? SS: Next to the canteen.

Repeat the process with the other rooms.

Then, talk about your school. Ask similar questions:

Where's the library in our school?

Transcript



Track 1.5 Activity

See page 37.

Optional Activity Book exercises

See page 37.



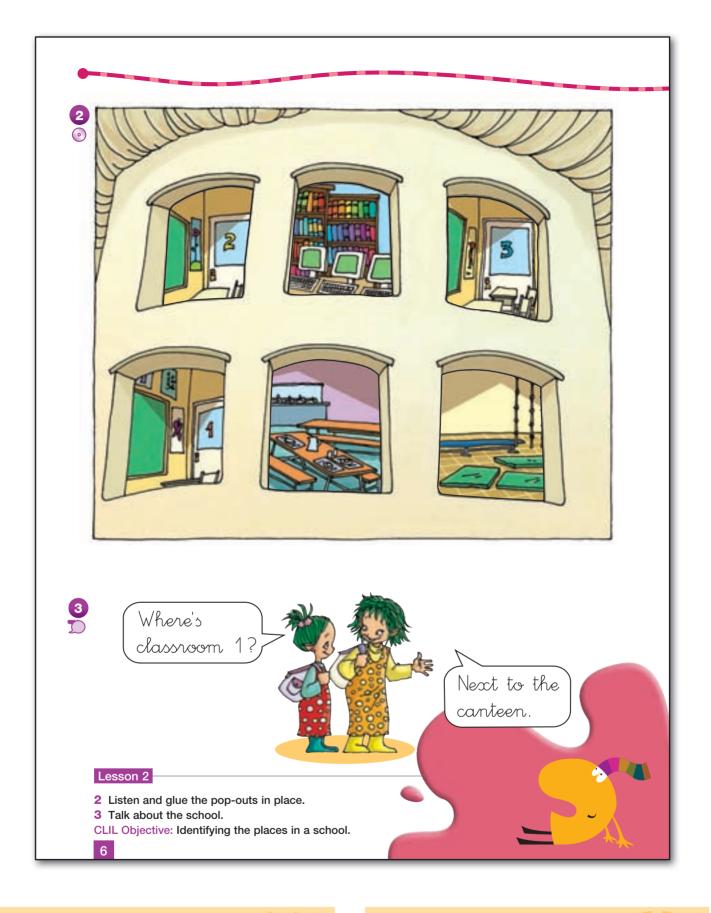
Continuous assessment

Children can identify the places in a school.

Ask the children if they can remember the names of the different rooms in the school. Ask a volunteer to name one room. S1: Library. On the board, draw a room with shelves and a central table, and write the name at the top of the picture. Then ask another child to name a room and draw it on the board next to the first room. Continue until there is a row of rooms.

Ask questions about the position of the rooms: Where's the (library)? SS: Next to the (canteen) and the (gym). Ask volunteers to come to the board to ask the rest of the class questions about the position of the rooms: S1: Is the classroom next to the library? SS: Yes, it is. / No it isn't. S2: Where is the canteen? SS: Next to the (classroom).

Collect the children' books and correct their work.

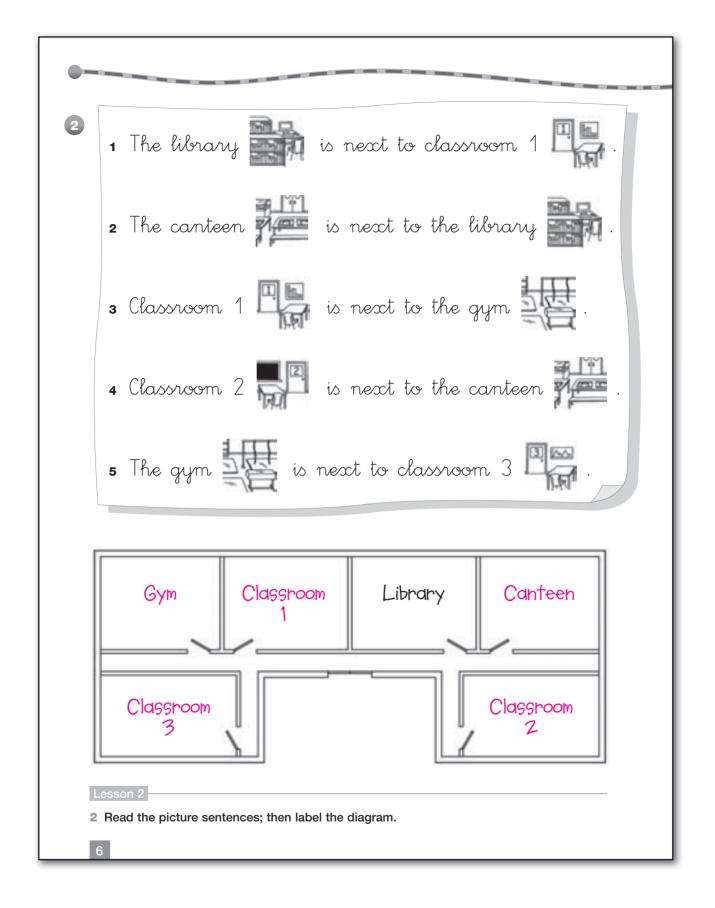




The children have to listen to the information carefully in order to identify the classroom and to stick the pop-outs in the correct place.



Now that the children are in Year 2, they should help the children in Year 1 and any other child who is new to the school.





This activity requires a degree of mathematical reasoning in order to find the correct position of the classrooms.

UNIT 1 LESSON 2 OPTIONS

Activity Book

Page 6, Activity 2

Say: Open your books at page 6. Look at Activity 2. Read out the the sentences, pointing to each picture as you say the corresponding vocabulary. Ask volunteers to read out the sentences.

Explain that the sentences are the key to completing the diagram of the school. Tell the children to look at the diagram and to complete it by looking at the illustrated sentences.



Let's play!

What comes next?

Read out a sentence, for example: *The library is next to classroom 2.*

Tell the children that you are going to read the sentence again and that you are going to stop at different places in the sentence. When you do this, the children have to provide the word that follows on from the place where you stopped. For example, *The... is next to... 2.*

Resources



Unit 1, Activity 1

DVD

Unit 1, Real Kids Unit 1, DVD, worksheet, page 9

Transcript



Track 1.5 Activity

This is the Twiggle's school.

There are three classrooms. Can you see them? Classroom 1 is on the left. The canteen is next to classroom 1, and the gym is next to the canteen. Classroom 2 is on the left. The library is next to classroom 2. Classroom 3 is next to the library on the other side.

Recognising the function of a room by the objects in it.

Curricular link: Maths

Language Objectives

Vocabulary: places in a school + material: shelf, computer, tray, rope, mat, board, table, chair, bench **Structures:** there is a / there are + number.

Resources: CD; flashcards (shelves, computer, tray, rope, mat, table, chair, bench)

Materials: crayons (red, blue, green and vellow), post-

Preparation: Use the post-its to make labels for the objects in the classroom (make sure there is one label per child).

OBJECTS IN SCHOOL ROOMS **Presentation**

Say: Today we are going to learn about the things we use at school.

Use the flashcards to present the equipment for the different rooms. Place all the flashcards in the centre of the board, and draw and label four rooms around them (classroom, library, gym and canteen). Point at the flashcards one by one and ask: Are there (tables) in the (classroom)?

Repeat for all the equipment.

Ask four volunteers to come to the board. Assign each volunteer a different room. S1 describes the equipment in the room. The rest of the class guess the room. Explain that some rooms have special equipment, for example the ropes in the gym, but other rooms have the same equipment: tables, books, shelves, etc.

Work with the book



Student's Book, page 7, Activity 4

Say: Open your books at page 7. Look at Activity 4. Play Track 1.6. Stop after each description and tell the children to point to the rooms.

Play Track 1.6 again. This time tell the children to answer the question: Which room is it?

Check the activity by asking: How many chairs are there in the classroom?

Student's Book, page 7, Activity 5

Tell the children to look at the pictures in Activity 5. Tell them to take out four crayons: red, blue, green and yellow. Say: Colour the four picture frames a different colour. Read the Knock, knock game with the children. Ask a volunteer to come to the board and say: Knock, knock on the door. What's in the (red) room? S1: There's a (bench and two mats). T: It's the (gym). Repeat with other volunteers. This time a student asks the question and another student answers.

Children play the *Knock, knock!* game with a partner.

Transcript



Track 1.6 Activity

See page 41.

Optional Activity Book exercises

See page 41.



Ask the children to look round the classroom and to tell you what they can see. T: Can you see a table? SS: Yes. T: How many tables can you see? SS: (Ten). T: How many chairs can you see? SS: (Twenty). T: Can you see a book shelf? SS: Yes. T: How many book shelves can you see? SS: (Three). Ask a volunteer to tell you what he/she can see. S1: I can see (ten) tables and (twenty) chairs. Take out the labels you have made for the different objects in the classroom. Give a child one of the labels and ask them to read the word out loud. Offer help where necessary. Then tell the child to stick the label on the correct item.

Repeat with the other labels.

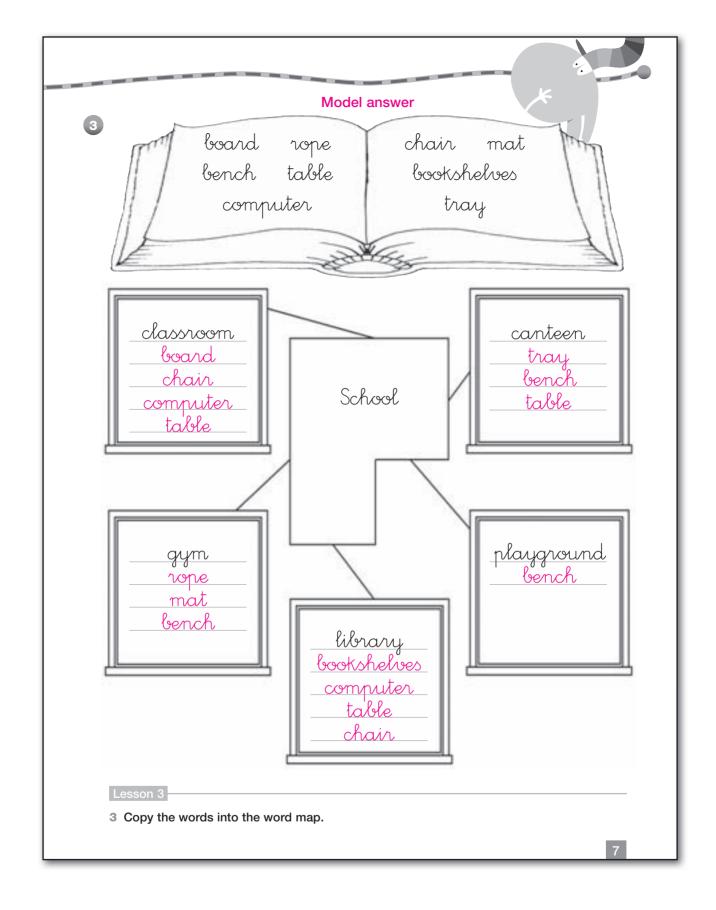
Collect the children's books and correct their work.







When the children play the game, remind them of the importance of mutural respect and that no one has the right to order others around.





Remind the children of the importance of reading all the information before starting to write.

UNIT 1 LESSON 3 OPTIONS

Activity Book

Page 7, Activity 3

Say: Open your books at page 7. Look at Activity 3. Tell the children to read the vocabulary related to classroom objects and to look at the different classroom boxes. Ask: Are there (bookshelves) in the (playground)? Ask questions about the other classrooms and objects. Tell the children to copy the vocabulary into the correct boxes.



Let's play!

Word groups

Tell the children that they are going to play a word game with two groups of words that they already know, such as *animals* and *clothes*, etc. Explain that on saying a word that belongs to one of the word groups, the children have to do a specific action. For example, if you say the name of an animal, the children have to stand up; and if you say the name of an item of clothing, the children have to touch their heads. Repeat the game with as many word groups as the children know.



Resources

Multi-ROM

Unit 1, Activity 2

Teacher's Resource Book

Extension worksheet 2, page 24

Transcript



Track 1.6 Activity

In this room there are three tables and eight chairs and there is a board.

Which room is it?

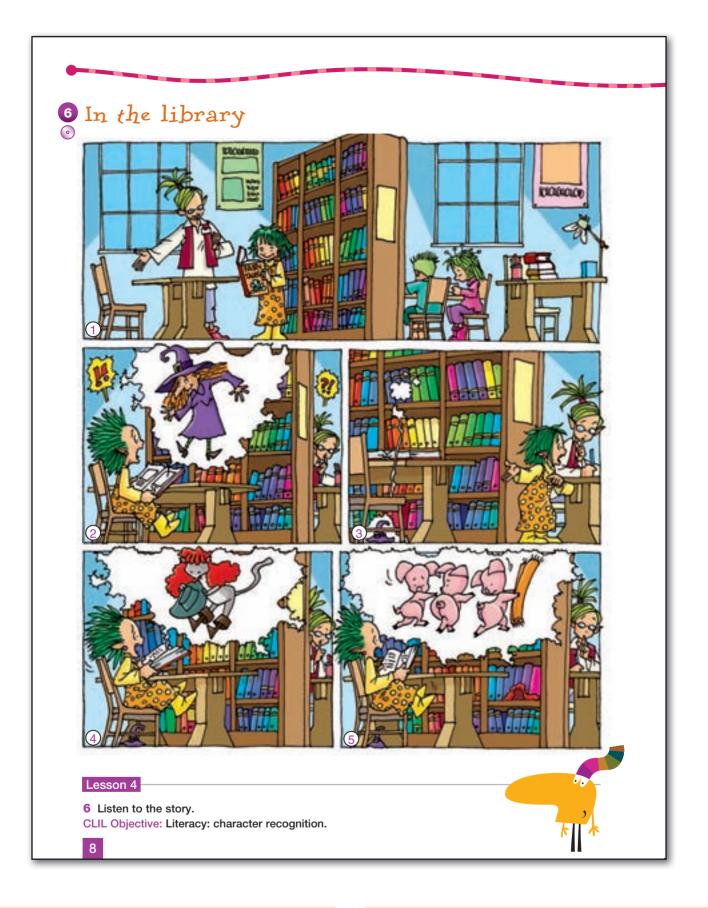
In this room there's a bench and there are four ropes and two mats.

Which room is it?

In this room there is a table and a computer and there are three bookshelves. Which room is it?

In this room there are two benches and five trays and there is a table.

Which room is it?

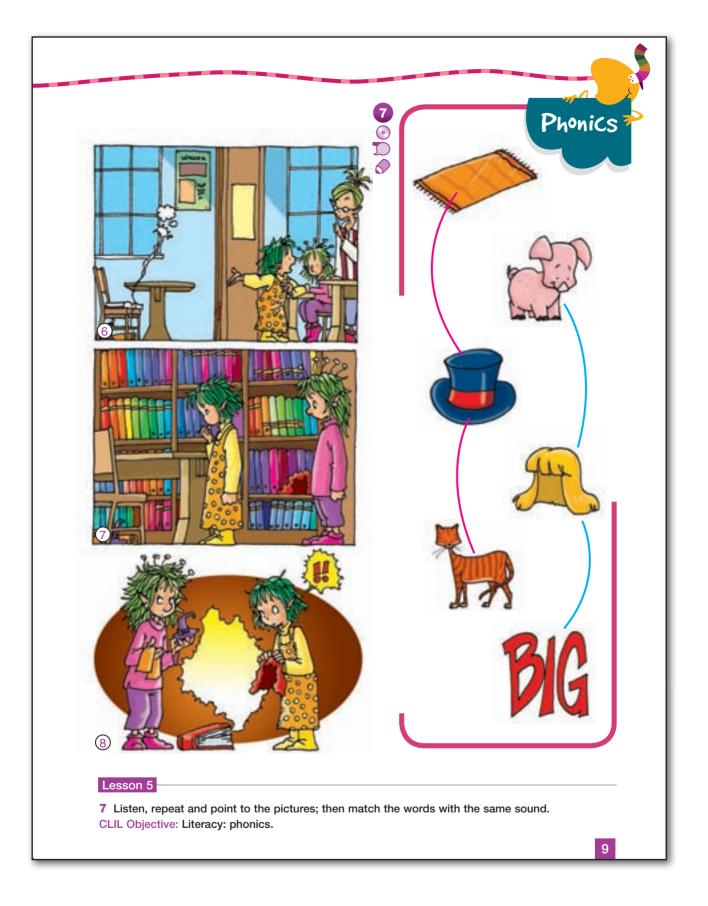


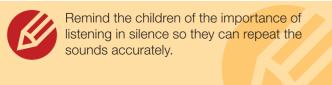


Explain that in a library, you should speak very quietly because it is a place for reading or studying and you have to respect the rules and regulations.



Explain to the children that the characters that Dotty sees are from traditional stories that are known by millions of people all over the world.







As the children are acting out the story, encourage them to use gesture and facial expression to help make their parts more convincing.

Character recognition.

Curricular link: Literacy; Social Science.

Langauge Objectives

Story language: witch, cat, hat, mat, chair, pig, wig, magic, book

Join-in language: Look! (A cat) look! There is nothing there. Shh, shh Dotty! Be quiet in the library. Be quiet and read your book!

Resources: CD; poster (side B); story pop-outs

STORY: IN THE LIBRARY

Presentation





Say: It's story time! Show the children the poster. Ask them questions to help them predict the story. T: Is this Dotty's classroom? Is this the canteen? SS: No! It's the library. T: Where's Dotty? SS: In the library. Point to Dotty's book and say: It's a book of Fairy Tales. It's a very special book! Point to the librarian and say: This is the librarian.

Explain that we must be guiet when we're in the library. T: Shhh! Be quiet in the library.

Say: Let's listen to the story.

Play Track 1.7. Enact the story using the pop-outs and the poster. As the pop-out items are named show them to the class. Point to the characters as they speak. Add mime and facial gestures to support meaning.

Ask four children to come to the poster and give them each a pop-out. Play Track 1.7 again. Children enact the story using the pop-outs. Encourage all the children to join in.

Work with the book n



Student's Book, page 8, Activity 6

Say: Open your books to page 8.

Play Track 1.7 again. Children look at the pictures.

Stop the recording at random and ask the children to supply the next line.

Show the children the pop-outs. Ask: What's this? Is it the witch?

Ask the children about the order in which the characters appeared to Dotty. Hold up a pop-out and say: First the (pigs), Is that right? SS: No! The witch.

Point at picture three. Ask: Can you see the witch? SS: No!

T: What can you see? SS: The hat.

T: Is it a magic book? SS: Yes!

T: Look at picture seven. Can you see the wig? Where is it? SS: On the shelf.

T: Can you see the witch's hat? Where is it? SS: Under the chair.

P: Can you see the mat? Where is it? SS: Under the chair.

Transcript



Story: In the library

See page 47.

Optional Activity Book exercises

See page 47.

Practice



Divide the class into groups of eight. Assign a child to be Dotty in each group. The other children in each group are Flo, the librarian and the characters from the book.

Play Track 1.7. Children raise a hand when they hear their part of the story.

Play Track 1.7 again. Children join in with their lines except the children who are the characters, who mime placing the wig, the hat and the mat in the correct place. Encourage the children to add facial destures in order to model suitable expressions.

Literacy: phonics /a/ /i/ (mat, cat, hat, pig, wig, big)

Curricular link: Literacy (Phonics)

Resourcs: CD; poster (side B) story pop-outs

Materials: crayons (2 colours)

PHONICS

Retell the story





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

You can also use the story cards so the children can order them according to the story.

Ask questions about the pictures to help the children recall the story. Ask: Where's Dotty? What is she doing? Is it a magic book?

Play Track 1.7. Children listen to the story.

Play Track 1.7 again. Children join in when the characters appear from Dotty's book.

Work with the book n



Student's Book, page 9, Activity 7

Clap your hands to ensure that the children are watching you.

Write the letter a several times on the board. Explain that you are going to look at words with an a in the middle. Then write cat and ask a child to come out and find the a. Say the phonemes clearly for *c-a-t* exaggerating the *a* in the middle.

Point to the letter a as you say: a... a... cat. Repeat several times. Articulate the /a/ sound very clearly.

Note: All the vowel sounds are made by leaving the mouth open in different positions.

Children repeat: a... a... cat.

Repeat with the items from the story (mat, hat). Write the letter i several times on the board. Explain that you are going to look at words with an *i* in the middle. Then, write pig and ask a child to come out and find the i. Say the phonemes clearly for *p-i-q* exaggerating the *i* in the middle.

Point to the letter i as you say: i... i... pig. Repeat several times. Articulate the /i/ sound very clearly by opening your mouth wide as if you were smiling. Children repeat: i... i... pig.

Repeat with the items from the story (big, wig).

Play Track 1.8. Children listen and point to the pictures in the right-hand column.

Play Track 1.8 again. Children listen and repeat the key sounds and words.

Children match the pictures that have the same sound using different colours.

Ask volunteers to say the words with the /a/ sound. Ask the children if they can think of any more words in English that include /a/.

Ask volunteers to say the words with the /i/ sound. Ask the children if they can think of any more words in English that include /i/.

Transcripts



Track 1.7 Story: In the library

See page 47.



Track 1.8 Phonics

See page 49.

Optional Activity Book exercises

See page 49.

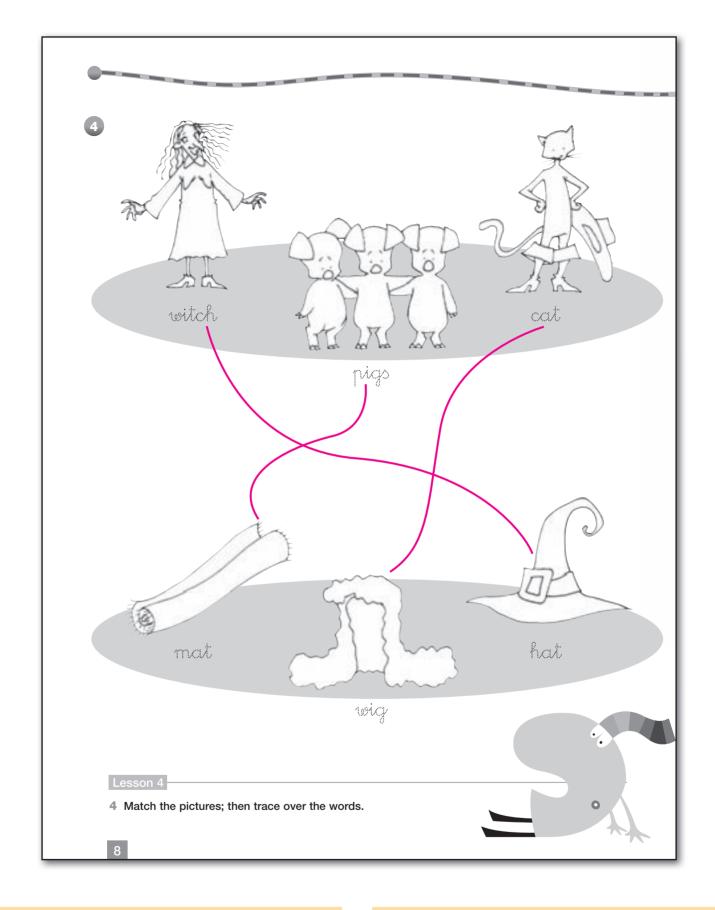
Act out the story



Divide the class into groups of eight. Assign a child to be Dotty in each group. The other children in each group are Flo, the librarian and the characters from the book.

Play Track 1.7 again. Children join in with their lines. Ask groups to come to the front of the classroom to act out the story. Use the recording when necessary. Ask the children about their favourite fairy stories. Help them with the words they do not know.

Collect the children's books and correct their work.





The children should try to remember the story. If they are in any doubt, remind them how they can find the information by looking in their Student's Books.



This activity provides an opportunity to discuss reading habits and children's preferences with regard to stories.

UNIT 1 LESSON 4 OPTIONS

Activity Book

Page 8, Activity 4

Ask the children to think about the story *In the library* again. Ask them if they can remember what came out of Dotty's book. Add a few details if necessary. Then, tell the children to draw a line between each character and their corresponding object. Then, they trace over the words.



Let's play!

Pictionary

Divide the class into groups of six children. Put some flashcards in a bag. Ask a child from one of the groups to take out a flashcard and to draw a picture of it on the board. The other children from that group have to try to guess the word within a minute. If they guess the word correctly, they get two points. If not, the other groups can try to guess the word. Continue playing until all the flashcards have been taken out.

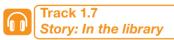


Resources

Multi-ROM

Unit 1, Story

Transcript



Picture 1

Narrator: *Dotty is in the library.*

Dotty: Wow! What a big book and what pretty pictures.

Librarian: Sit down, Dotty, and read the book.

Dotty: I like fairy tales.

Picture 2

Narrator: Dotty opens the book. Dotty reads the book.

Then, suddenly...

Dotty: Look! A witch! Look!

Librarian: Be quiet and read your book.

Picture 3

Librarian: What is it?

Dotty: There's a witch in a hat under my chair! **Librarian:** Oh no, there isn't! There's nothing there.

Dotty: But, but...

Librarian: Shh, Dotty! Be quiet in the library.

Picture 4

Narrator: Dotty sits down and opens the book again.

She reads and she reads and then... **Dotty:** Look! A cat in a wig! Look! **Librarian:** Be quiet and read your book.

Picture 5

Narrator: Dotty opens the book again. She's very careful

this time. She reads... and then, suddenly... **Dotty:** Look! Three pigs with a mat! Look! **Librarian:** Be quiet and read your book.

Picture 6

Librarian: What is it?

Dotty: There's a cat in a wig. And there are three fat pigs.

And there's a witch under my chair.

Librarian: Oh no, there isn't! There's nothing there.

Dotty: But, but...

Librarian: Be quiet in the library!

Picture 7

Narrator: Dotty is very confused and so is Flo. They can't

understand it.

Flo: Where are the three pigs, Dotty?

Dotty: I don't know.

Flo: And where is the witch and where is the cat?

Dotty: I don't know. Is it a magic book, Flo?

Flo: Let's have a look.

Picture 8

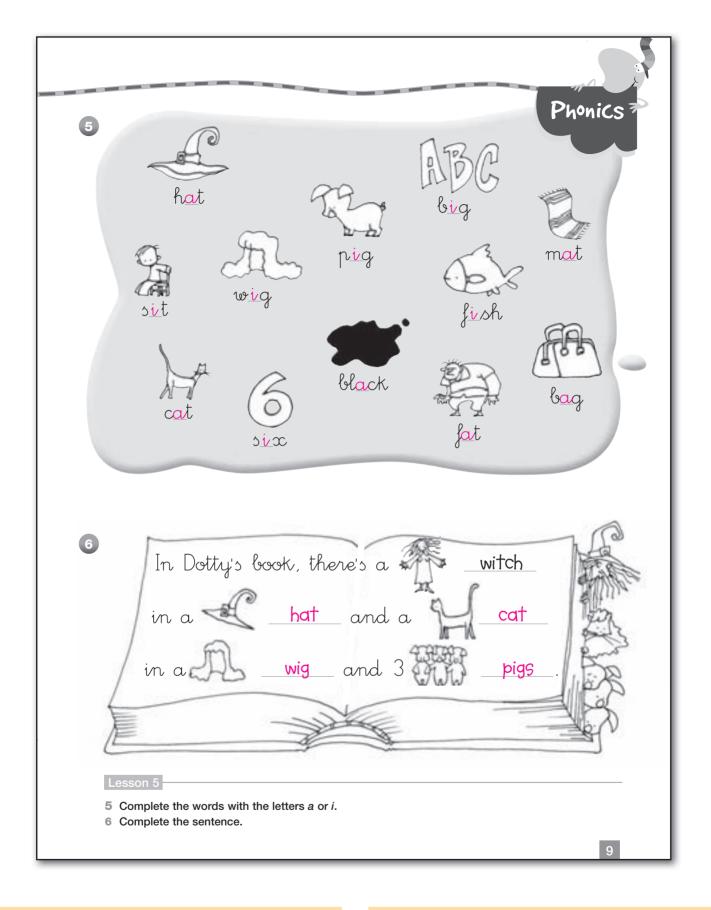
Narrator: Flo and Dotty look around the library.

Flo: Look, Dotty. There's a hat under the chair and there's

a mat. as well.

Dotty: And look! There's a wig on the bookshelf.

Flo & Dotty: So, it is a magic book.





Remind the children of the letters that they have been practising. Tell them that they need to use these two letters to complete the words.



The children use the pictures as clues in order to complete the sentence.

Activity Book

Page 9, Activity 5

Say: Open your Activity Books at page 9. Look at Activity 5.

Write the words *hat* and *sit* on the board. Say them as you write them, putting emphasis on the *a* sound in *hat* and the *i* sound in *sit*.

Tell the children to look at the other incomplete words in the activity. Ask volunteers to choose one of them and to write it on the board under *sit* or *hat*.

Continue until all the words have been classified. Then, ask other volunteers to read out the lists of words. Make sure they pronounce the sounds correctly. Tell the children to complete the words in their book.

Page 9, Activity 6

Tell the children to look at Activity 6. Point to the picture of the witch in the sentence. Ask: What's this? pointing to the word witch at the same time. Tell the children to complete the sentence, using the pictures to help them. Ask a volunteer to read the complete sentence for the class.

Resources

Multi-ROM
Unit 1. Phonics



Transcript



a a a cat a a a mat a a a hat i i i pig i i i big i i i wig



Let's play!

Find your family

Choose flashcards or pop-outs that illustrate the words with the same central sound, for example: pig, big, pink; cat, black, dad. Hand out the flashcards so that each child has one. Tell the children to find classmates who have another card with the same sound. The children walk around the classroom saying the word out loud and form groups with children who have cards with the same sounds. To finish off, each group repeats the sound and says the words for the rest of the class.

Identifying school activities.

Curricular link: Social Science

Language Objectives

Vocabulary: draw, read, write, play, sing, talk **Structures:** We + verb. What do you do at school?

Resources: CD; poster (side A)

SCHOOL ACTIVITIES

Presentation





Say: Today we are going to learn about the things we do at school.

Present the verbs we use to describe actions at school. Point to the children reading on the poster. Say: Look, we read at school.

Continue with the other verbs (write, draw, play, sing and talk). Ask volunteers to come to the poster. They point to a picture and say (with your help): We (read) at school.

Sav: Let's learn a song about what we do at school.

Play Track 1.9, point to the pictures on the poster and mime the actions.

Play Track 1.9 again. The children join in and mime the actions.

Work with the book



Student's Book, page 10, Activity 8

Say: Open your books at page 10. Look at Activity 8. Hold up your book and point to the first speech bubble. Read it out loud. Repeat with the other speech bubbles. Play Track 1.9 again. Children listen and trace the lines on the page with their fingers to join the speech bubbles to the correct picture.

Play Track 1.9 again. Children listen and match the pictures to the speech bubbles.

Ask a volunteer to come to the board to mime one of the activities. Ask: What do we do at school? SS: We (read) at school. Continue with the other activities.

Transcript



Track 1.9 The school song

See page 53.

Optional Activity Book exercises

See page 53.

Practice



Continuous assessment

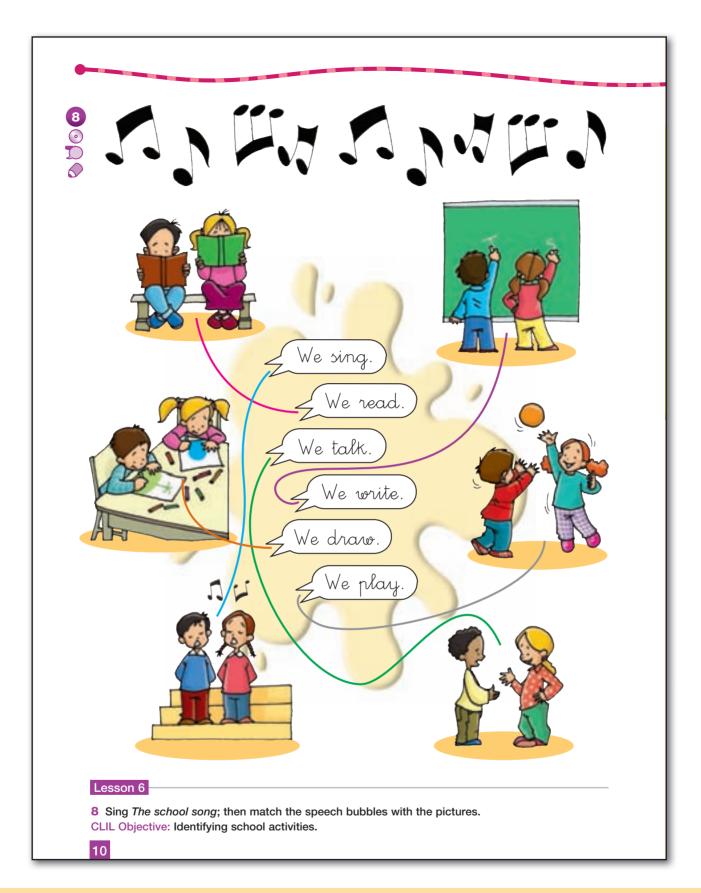
Children can identify school activities.

Explain to the children that you are going to call out the name of a room in the school and that they are going to mime the activity.

T: Library. The children mime reading. T: Playground. The children mime playing. T: Classroom. The children mime writing or drawing.

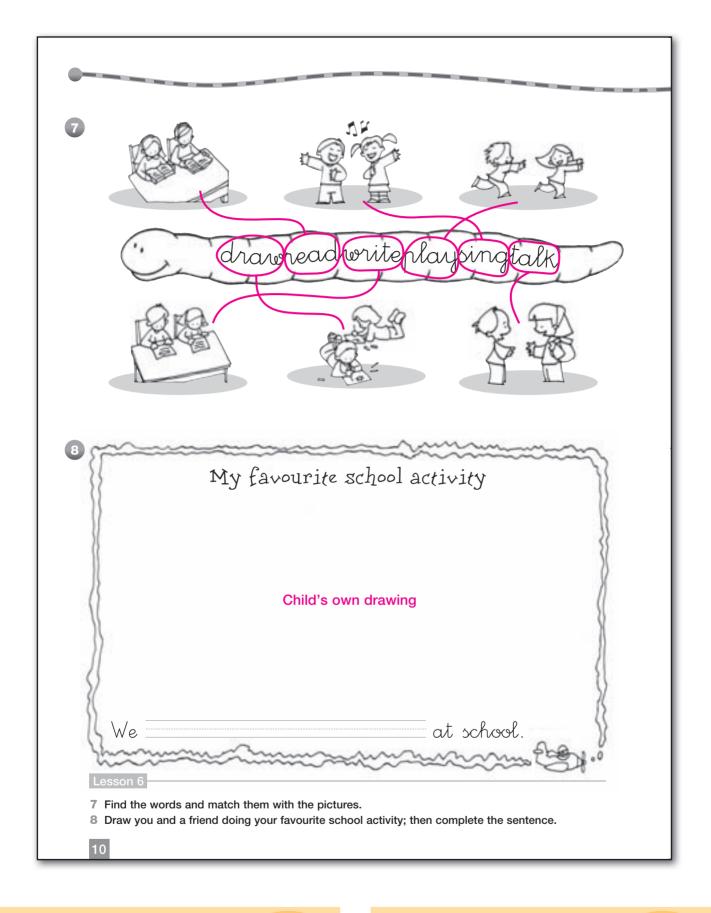
Then explain to the children that they are going to take turns miming an activity and the other children are going to say where this activity is usually done. S1 mimes playing with a ball. SS: We play in the playground. S2 mimes reading. SS: We read in the library. S3 mimes singing. SS: We sing in the classroom.

Play Track 1.9 again. The children join in and mime the actions





This activity provides children with an opportunity to think about their school and all the activities that they do there. They also think about the things that they like the most.





The children think about the things they like the most and about the fun things they do at school.



This activity provides children with an opportunity to express their preferences through art.

UNIT 1 LESSON 6 OPTIONS

Activity Book

Page 10, Activity 7

Say: Open your Activity Books at page 10. Look at Activity 7.

Ask the children if they can remember *The school song* and ask: *What do you do at school?* Encourage the class to name different activities, asking: *Do you read/draw/play/write/sing?*

Point to the word snake and tell the children to identify the words. Then, they relate each vocabulary item to its corresponding picture.

Page 10, Activity 8

Ask: What is your favourite school activity?
Tell the children to draw themselves with a classmate.
The picture shold show them doing their favourite activity. Then, they complete the sentence. Do a survey and put the answers on the board to show which activities are the most popular.



Let's play!

It's mine

Tell the children to choose a key vocabulary pop-out. Name one of the pop-outs. Tell the children who have that pop-out to stand up. They show the pop-out to the rest of the class and name it. Continue playing until all the pop-outs have been named.

Resources



Unit 1, The school song

Teacher's Resource Book

Ready to write worksheet, page 95

Transcripción



Track 1.9 The school song

It's time for school. It's time for school.

There's lots to do at school.

At school we... read.

There's lots to do at school.

At school we... read and we write.

There's lots to do at school.

At school we... read and we write and we draw.

There's lots to do at school.

At school we... read and we write and we draw and we sing.

There's lots to do at school.

At school we... read and we write and we draw and we sing and we talk.

There's lots to do at school.

At school we... read and we write and we draw and we sing and we talk and we play.

There's lots and lots to do at school.

Making an inventory list.

Curricular link: Art; Maths.

Language Objectives

Vocabulary: classroom equipment: table, chairs, computers, bookshelves, benches, ropes, mats, trays **Structures:** How many (chairs) are there in the (classroom)? There are...

Materials: notebook, pencil, crayons, ruler, white card, a felt tip pen

BUSY HANDS: INVENTORY POSTERS

Present the project

Say: Today we are going to make an inventory poster. Explain that an inventory is a list of equipment. Say: I am going to make an inventory of the classroom. Write the word Classroom at the top of the board. Ask: How many chairs are there in the classroom? SS: (Twenty). Write the number 20 and the word chair next to it. Draw a picture of a chair. Say: There are twenty chairs in the classroom. Continue with the other equipment (tables, bookshelves, board, computers). When you have finished say: This is an inventory of our classroom.

Work with the book

Student's Book, page 11, Activity 9

Tell the children to look at page 11 of their Student's Books. Read the title of the project out loud: *Inventory posters*. Point to the pictures of the materials and say: *This is what we need*. Ask children to identify the pictures.

Tell the children to work in groups, and assign each group a different room (canteen, gym, music room, ICT room, English room, library, classroom). Supply any extra vocabulary they need.

Point to the stages and describe what to do.

Take the children on a walk around the school and ask the children to take their notebooks to make an inventory of the equipment in the rooms.

The children count the objects, write the words (if they can), and draw a picture of the object.

Return to the classroom and give each group a large sheet of card

The children write the name of their room at the top of the card and then draw up their inventories with numbers, words and pictures.

Student's Book, page 11, Activity 10

Say: Now look at Activity 10.

Say: Look at your inventory poster. Tell me how many things are in your room. The children read their inventories. S1: In the canteen there are (five) tables and ten (benches). Continue with the other groups.

Optional Activity Book exercises

See page 57.



Display the project

Continuous assessment

Children can identify equipment and furniture in different places in the school.

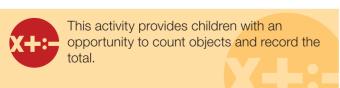
Collect the finished inventory posters and display them on the board.

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

Point to different lists and ask: How many chairs are there in the canteen? How many chairs are there in the classroom?

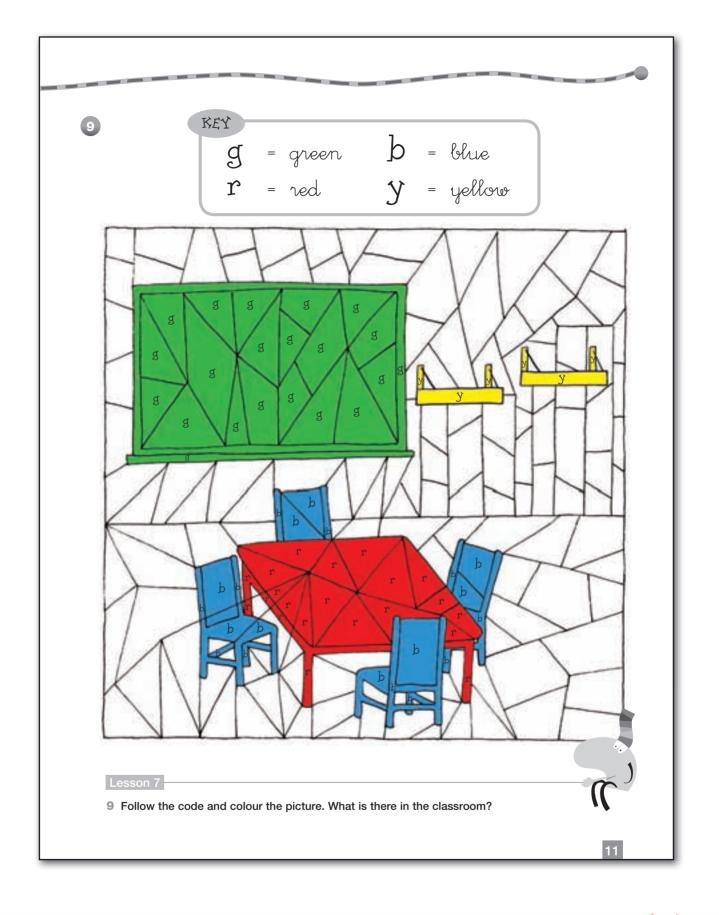
Hang the inventory posters on the doors of the correct rooms.







This exercise has various stages: finding information, compiling an inventory, checking the information and recording the information.





The children use the key to help them colour the correct places in the picture and to discover the hidden object.

Página 11, actividad 9

Say: Open your books at page 11. Look at activity 9. Point to the colour key. Tell the children to colour the picture of the class according to the key. Then, ask: What is there in the classroom?

The children name the things in the classroom.



Let's play!

Mime a word or an action. The children try to guess the word or action. The child who guesses correctly can mime the following word/action. Repeat several times.



Resources

Multi-ROM

Unit 1, Activity 3

Teacher's Resource Book

Ready to read worksheet, page 53

Objective

Assessment.

Curricular link: Social Science

Language objectives: All the language for unit 1

Resources: CD; flashcards (shelf, computer, tray, rope, mat, table, chair, bench); stickers (canteen, gym,

library, playground, classroom)

Busy MINDS

Let's remember!

Say: Today we are going to remember all the work we have done in Unit 1.

Ask: Do you remember the places in the school? Ask the children to name the places.

Say: Do you remember the classroom equipment? Prompt them by holding up the flashcards of the school equipment. Ask: What's this? Where can I find a (table) in the school? The children offer suggestions.

Work with the book

Student's Book, page 12, Activity 11

The children open their books at page 12. Show the children the stickers in the middle of the Student's Book. The children find and place the stickers for Unit 1.

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

Student's Book, page 12, Activity 12

Point to the pictures for Activity 12. The children colour the boxes next to each word to show which room these objects are found in. (Some words may appear in more than one room and in this case, they can divide the box into two) Then, they trace over the words.

Walk around checking and correcting as they work.

l

Optional Activity Book exercises

See page 61.

Round up

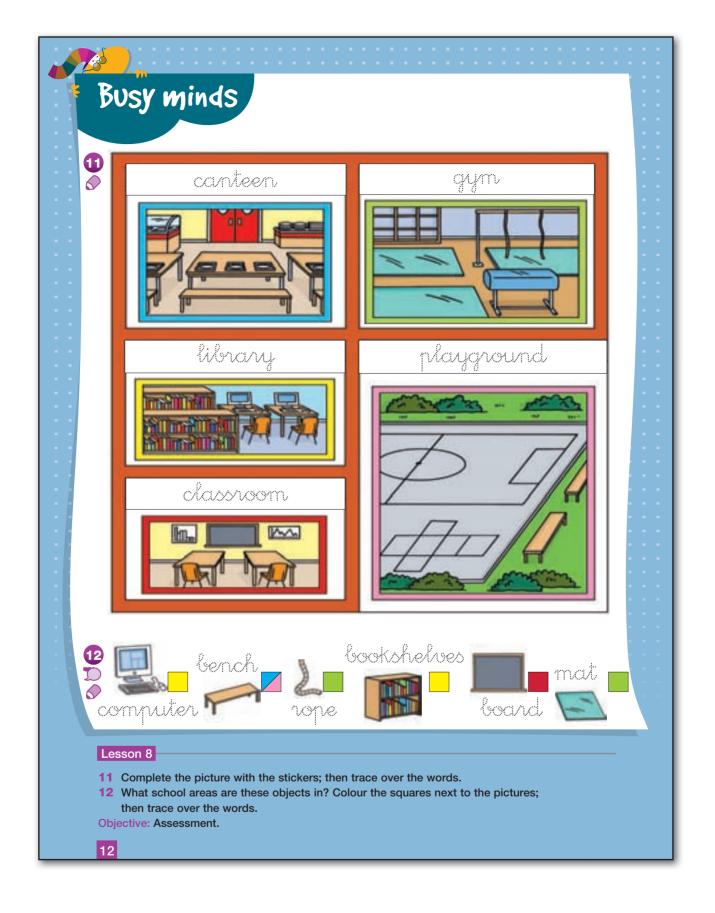


Ask: What do you do in your English class? Mime the following activities and ask the children to say the words: read, draw, sing, write, talk and play. SS: In our English class we....

Point to a child and say: Show me what you do in your English class. The child mimes and the rest of the class guesses. Repeat until all the activities have been reviewed. Play **Track 1.9** again

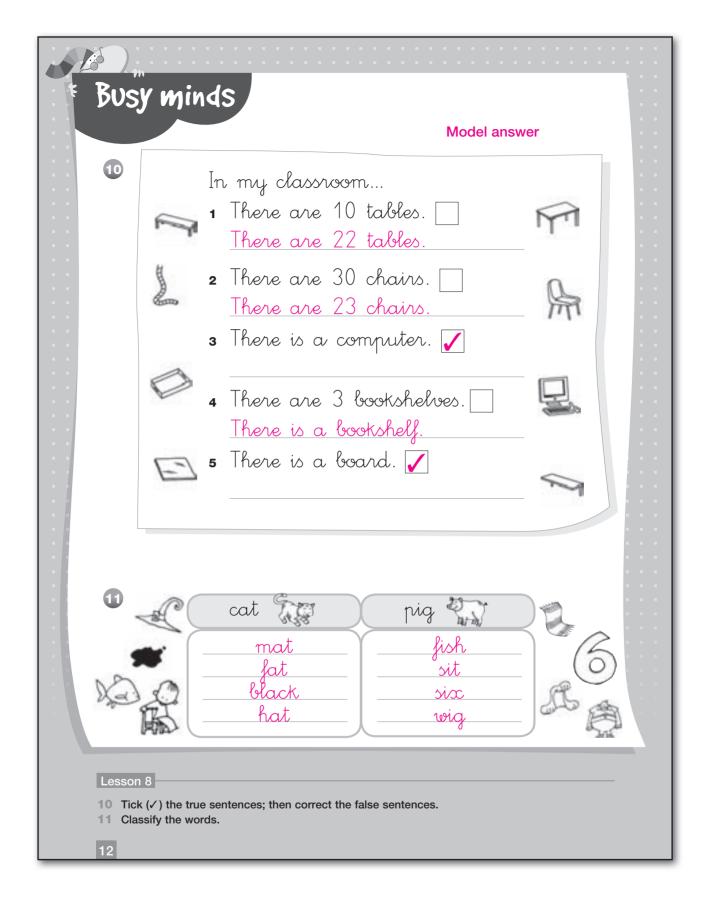
Tell the children to join in with the words and actions.

Collect the children's books and correct their work.





The children have to find the correct stickers and use them as a key to complete the second part of the activity.





Explain how to do this type of activity, which has two stages. First, the children tick the correct sentences; then, they correct the incorrect sentences.

UNIT 1 LESSON 8 OPTIONS

Activity Book

Page 12, Activity 10

Tell the children to look at Activity 10 and to read the sentences. They tick the correct sentences. Finally, they correct the inaccurate sentences and write the correct answers.

Page 12, Activity 11

Say: Look at the drawings. Point to the (fish) asking: What is this? The children answer. Explain that some words have the same sound: /a/ or /i/. Tell the children to classify the words according to their sounds. You can also ask the children if they know any other words that have the same sounds.



Let's play!

Jump

Say a word from one of the flashcards. Then, show all the flashcards one by one. When the children see the flashcard that you have just mentioned, they have to jump.

Teacher's Resource Book

Unit 1 Test, page 69 y 70

Resources



See Transcript Track 1.10

Transcript



Track 1.10. Unit 1 Test. Activity 1

Listen and match the characters to the places in the school.

Narrator: Flo? Flo? Where are you?

Flo: I'm in the gym.

Narrator: Stretch? Stretch? Where are you?

Stretch: I'm in the canteen.

Narrator: Smiley? Smiley? where are you?

Smily: I'm in the classroom.

Narrator: *Dotty? Dotty? Where are you?*

Dotty: Shhh! I'm in the library.

ASSESSMENT CRITERIA

CLIL Objective

Children can recognise places in the school and the equipment we use.

Children identify activities that take place at school.

Language Objectives

Children can name places in the school. Children can describe what is in a room and count objects.

The Universe

CLIL Objective

Recognising the changes in nature associated with the seasons.

Curricular link: Science; Social Science

Language Objectives

Vocabulary: summer, autumn, winter, spring

Structures: It's (summer).

Resources: CD; poster (side A); poster pop-outs

Materials: a large sheet of white paper

AUTUMN IN THE FOREST

Presentation





Show the children the poster. Show them the pop-outs. Tell them this is the same tree at different times of the year. Point at the picture of the summer, say: Phew! And wipe your hand over your forehead. Ask: Is it hot? SS: Yes! Say: Yes, it's hot, It's summer.

Do the same with winter. Say: Brrr! Blow on your hands and rub them together. Ask: Is it cold? SS: Yes! Say: Yes, it's cold! It's winter.

Point at the picture of spring and ask: Can you see the flowers? SS: Yes! T: Can you see the butterflies? SS: Yes! T: There are flowers and butterflies. It's spring.

Point at the picture of autumn and say: Look! It's windy. Can you see the leaves falling? SS: Yes! T: It's windy and the leaves are falling. It's autumn.

Play Track 1.11 and place the pop-outs of the tree tops on the poster.

Point to the picture of spring and repeat the lines from the rhyme: Spring is here. Repeat with the other seasons: Summer is here. Autumn is here. Winter is here.

Ask four children to come to the board and hand each one

Play Track 1.11 again. The children place the tree tops on the poster.

Repeat with four more children.

Ask a volunteer to come to the board. Ask: Which season is it now? S1 Points to the correct picture. Say: Yes, that's right. It's (autumn) now.

Work with the book



Student's Book, page 13, Activity 1

Say: Open your books at page 13.

Play Track 1.12. The children listen and point to the pictures.

Write the words: spring, summer, autumn and winter on the board, naming them as you write. Ask the children to chant them several times.

Point to the words at random and ask the children to read them out loud.

Tell the children to look at the pictures and to complete the sentences for each picture: It's (spring).

Check the activity. Play Track 1.12 again. Stop after each character and ask: Who's that? SS: (Dotty). T: So, which season is it? SS: (Spring).

Transcripts



Track 1.11 Activity

See page 65.



Track 1.12 Activity

See page 65.

Optional Activity Book exercises

See page 65.

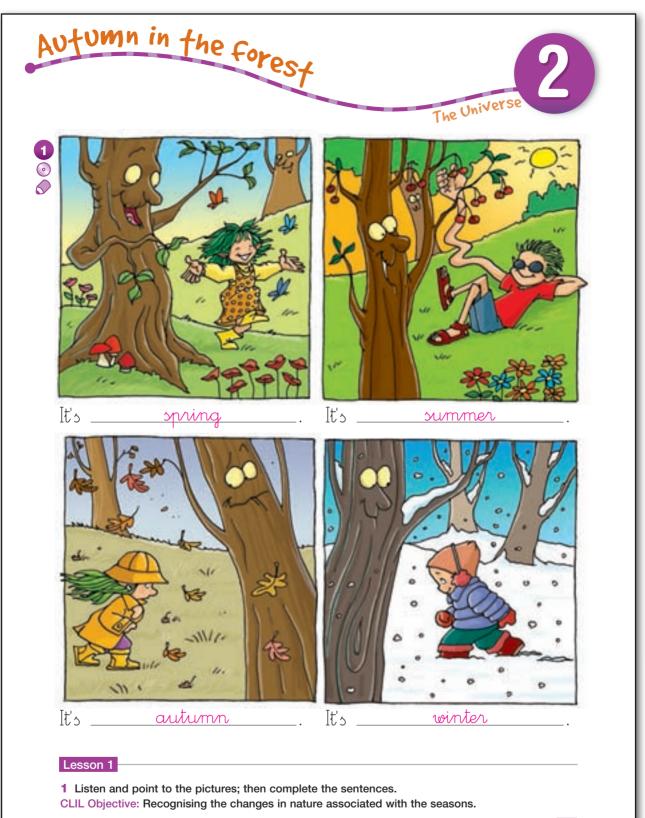
Practice

Draw a chart on a large sheet of paper with the four seasons. Ask the children to complete the chart. Say: My birthday is in the (winter). When is your birthday? S1: My birthday is in the (summer). Ask: Whose birthday's in the summer? The children whose birthday is in the summer put their hands up. Count how many children have birthdays in the summer and write the number on the chart.

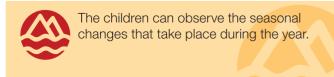
Then ask the children to come and write their names in the season when they have their birthdays. Hang the birthday chart on the wall.

Note: Some children may need help with this activity because they may know the month of their birthday but not necessarily the season. Others may not know when their birthday is.

Collect the children's books and correct their work.

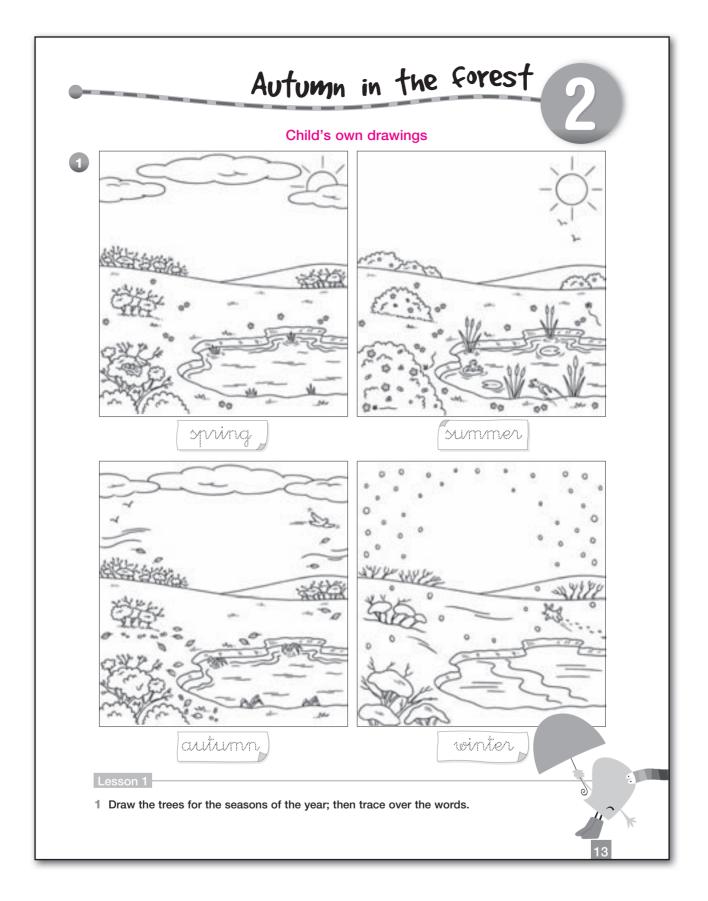








The children extract information from the audio CD in order to write the names of the four seasons.







Page 13, Activity 1

Say: Open your books at page 13. Look at Activity 1. Look at the pictures.

Ask the children to tell you about the typical features of each season. The children complete the pictures of the seasons and trace over the words.



Let's play!

New words

You can use the puppet to present the new vocabulary or structures. The puppet can also be used for practising the pronunciation of words.



Resources

Multi-ROM

Unit 2, Activity 1 Unit 2, Song



Transcripts



Track 1.11 Activity

Tree: The trees in the forest change through the year. Look at me now!

Dotty: Spring is here!

Tree: The trees in the forest change through the year.

Look at me now! Stretch: Summer is here!

Tree: The trees in the forest change through the year.

Look at me now! Flo: Autumn is here!

Tree: The trees in the forest change through the year.

Look at me now! Smilev: Winter is here!



Track 1.12 Activity

Tree: The trees in the forest change through the year.

Look at me now! Stretch: Summer is here!

Tree: The trees in the forest change through the year.

Look at me now! Smiley: Winter is here!

Tree: The trees in the forest change through the year.

Look at me now!

Flo: Autumn is here!

Tree: The trees in the forest change through the year.

Look at me now!

CLIL Objective

Understanding the permanent structure of a tree.

Curricular link: Science

Language Objectives

Vocabulary: branches, twigs, trunk, roots, rings

Structures: I've got. I'm ... years old.

Materials: slips of paper in sets of 4, with the following words: roots, branches, trunk and twigs (1 slip per child) **Preparation:** Write these words in different colours on slips of paper: roots, trunk, branches and twigs.

PERMANENT PARTS OF A TREE

Presentar





Say: Today we are going to learn about the parts of a tree. Point to the tree in the poster. Say: Here are the roots. They go under the ground. Use gestures to show the children the roots going underground.

Say: Here are the branches. They go up in the air. Use gestures to show the children the branches going up in the

Say: Here's the trunk. The trunk is very big. Use gestures to show how big the trunk is. Say: Here are the twigs. Ask a group of children to come to the board to show you different parts of the tree. Say: Where's the (trunk)? Play Track 1.13. Sing the song and point to the parts of the tree on the poster as you hear the parts of the tree mentioned. Use gestures to illustrate the meaning. Play Track 1.13 again. Tell the children to listen and point to the parts of the tree.

Play Track 1.13 again. Tell the children to sing the song and point to the parts of the tree.

Ask a volunteer to come to the front of the class to point to the correct part as the rest of the class sing the song.

Work with the book





Student's Book, page 14, Activity 2

Say: Open your books to page 14. Say: We are going to sing the tree song.

Play Track 1.13 and sing the song with the children. Tell the children to match the pictures to the parts of the tree.

Student's Book, page 14, Activity 3

Point to the cross-section of the tree trunk on the poster. Explain that if we cut through a tree trunk we can see lots of rings inside the trunk. We count the rings to find out how old the tree is. Each ring is one year. You can also explain that when the rings are close together the weather was very dry that year; and when the rings are far apart the weather was very wet.

Ask volunteers to come and count the rings on the tree. Ask: How many rings are there? So, how old is the tree? Tell the children to count the rings and to complete the sentences.

Transcript



Track 1.13 The tree song

See page 69.

Optional Activity Book exercises

See page 69.

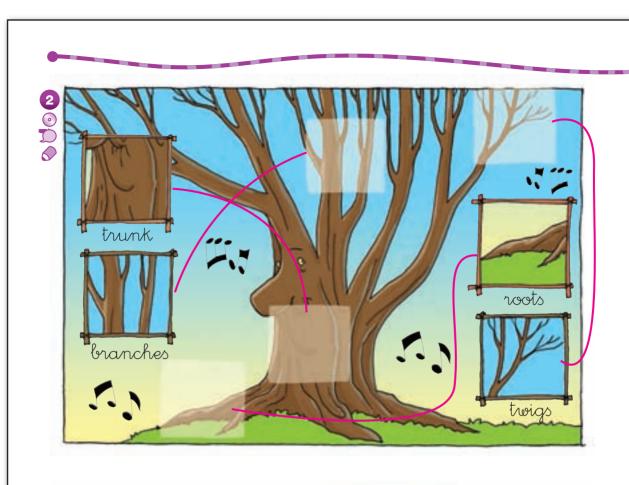
Practice

Continuous assessment

Children can recognise the parts of the tree.

Write the four parts of the tree that the children have learnt on slips of paper. Write the four words on four slips in blue ink, on four slips in red ink and so on. Each tree has a colour. Make sure there is a slip for each child. At random, hand out a slip of paper to each child. The children walk around the class looking for the parts of the tree in the same colour as theirs. When they have completed their tree, the group shouts: STOP!

Collect the children's books and correct their work.





I've got _______19 rings.
I'm ______19 years old.

Lesson 2

- 2 Sing *The tree song*; then match the pictures with the tree.
- 3 Count the rings and complete the sentences.
- CLIL Objective: Understanding the permanent structure of a tree.

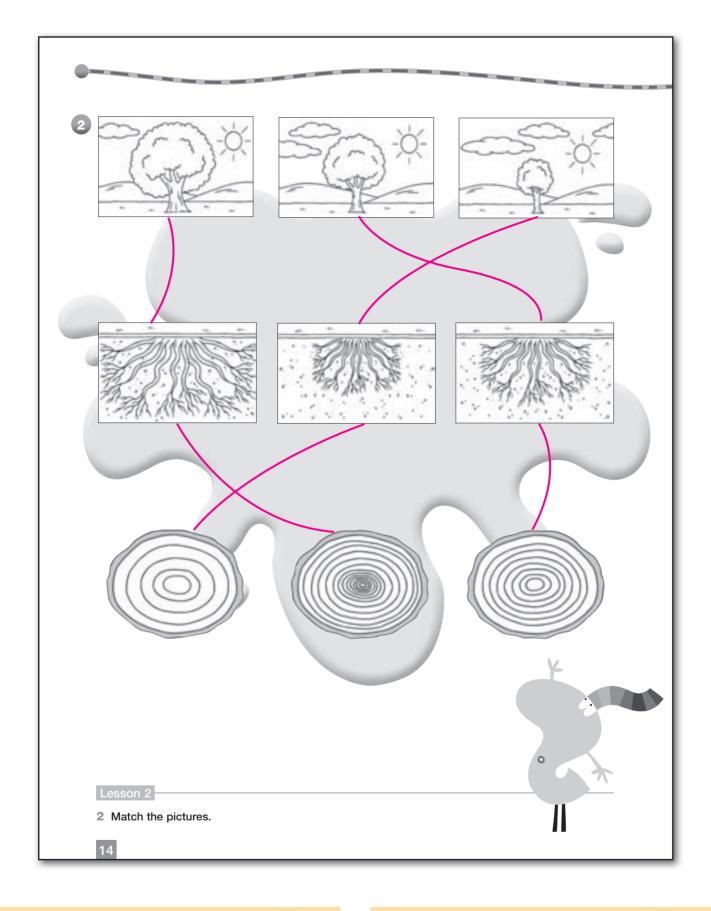
14



The children study the characteristics of a tree. They understand that it is a living thing that grows and that we should respect it and look after it.



Explain that it is possible to determine the age of a tree by counting the rings it has inside the trunk.





Explain that trees are very important for us: they give us food, shade, oxygen and clean air. This is why we have to protect the environment.



The children compare the trees by counting their rings and their height.

Page 14, Activity 2

The children open their books at page 14. Remind them of the relationship between the age of a tree and the size of its trunk and the length of its roots. The children draw a line between each tree and the corresponding pictures of the roots and trunk.



Let's play!

Charades

Mime a word or action. The children try to guess the word or action. The child who guesses correctly mimes the following word or action. Repeat several times.

Transcript



Track 1.13 The tree song

Look at me! I'm a very old tree!
I've got long roots. They go under the ground
I've got a strong trunk. It goes round and round.
I've got long branches. They go up in the air.
I've got little green twigs. Here and there!
Look at me! I'm a very old tree!

Resources

DVD

Unit 2, The tree song

Teacher's Resource Book

Extension worksheet 1, page 25



CLIL Objective

Recognising the changing elements of a tree.

Curricular link: Science

Language Objectives

Vocabulary: flower, fruit, leaves (light green, dark green, red), nuts

Structures: I've got/I haven't got.

Resources: CD; poster (side A); flashcards (flower, fruit, leaves, nuts); poster pop-outs; student's pop-outs Materials: an autumn leaf, music to play "Pass the leaf" and slips of paper.

Preparation: Write the words summer, spring. autumn and winter on the slips of paper (1 per child)

CHANGING PARTS OF A TREE

Presentation





Use side A of the poster and point to the diagram of the tree. Point to the different elements in the permanent structure and ask: What's this?

Show the children the flashcards of the leaves, flowers, fruit, and nuts. Name the elements as you show them and place them around the tree.

Point to the tree in winter (use the pop-out) and say: It's winter (mime shivering). Ask: Are there any leaves on the tree? Point to the flashcard of the leaves. SS: No! Repeat for: fruit, flowers and nuts

Repeat the procedure for the other seasons, each time pointing to a different tree.

Note: Some trees have flowers before leaves but the fruit is always formed after the flowers. You can also explain that some trees have leaves in the winter. They are evergreen. Explain that some trees produce fruit and others produce nuts.

Then, ask: Which picture is (spring)? Point to the leaves. Explain that the new leaves are light green.

Ask: Which is summer? What colour are the leaves now? S1: Green. Explain that the leaves are now dark green. Ask: Which is autumn? What colour are the leaves now? S2: Brown.

Ask: Can you see the fruit? Which season is it? S1: Summer!

Play Track 1.14. Point at the flashcards to illustrate the new vocabulary.

Ask four volunteers to come to the board.

Play Track 1.14 again. The children point to the leaves, the fruit, the flowers and nuts as they hear them.

Work with the book



Student's Book, page 15, Activity 4

Say: Open your books at page 15. Look at Activity 4. Tell the children to look at the pictures of the characters. Ask the children to identify the characters in the picture. Tell the children to find their pop-outs.

Hold up the student pop-outs and ask: What can you see in this pop-out? SS: Fruit and leaves! T: So, what season is it? SS: Summer!

Say: We're going to listen to Dotty, Stretch, Flo and Smiley

Play Track 1.14 again. Stop after each character has spoken and ask the children to hold up the correct pop-

Play Track 1.14 again. The children glue the pop-outs on the characters.

Hand out the slips of paper with different seasons on

Students describe themselves following the model in Track 1.14. The other students have to guess the season.

Transcript



Track 1.14 Activity

See page 73.

Optional Activity Book exercises

See page 73.

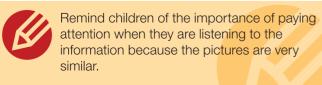
Practice

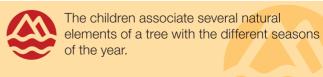
Play some music and give the first child in row 1 a leaf. The children pass the leaf around the class, while you look

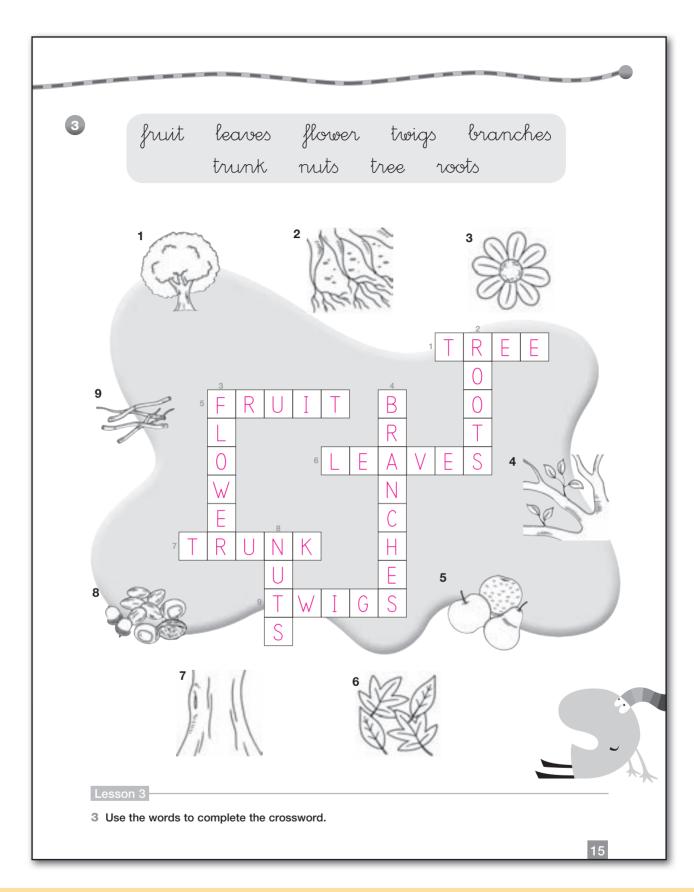
When you stop the music, try to guess who has the leaf. T: (Ana)! Show me your hands! S1: I haven't got it! Continue trying until the child with the leaf says: I've got it.

Collect the children's books and correct their work.











Explain to the children how they need to use the numbers, pictures and words in order to complete the crossword.

Page 15, Activity 3

Say: Open your books at page 15. Look at Activity 3. Read out the vocabulary from the box at the top. Tell the children to point to the corresponding pictures in their books as you say them. The children do the crossword.



Let's play!

Hidden drawing

Hide a flashcard behind a book and start showing it little by little. Encourage the children to try to identify the flashcard. The child who names it correctly takes on the role of the teacher. Repeat several times with different flashcards.

Transcript



Track 1.14 Activity

Narrator: *Listen to Dotty.*

Dotty: I've got flowers and new green leaves but I haven't got fruit.

Narrator: Now, listen to Stretch.

Stretch: I've got fruit and lots of green leaves. I haven't got flowers.

Narrator: Now, listen to Flo.

Flo: I've got red, yellow and brown leaves and I've got nuts. I haven't got flowers or green leaves.

Narrator: Listen to Smiley

Smiley: I've got branches and twigs but I haven't got leaves, flowers or fruit.

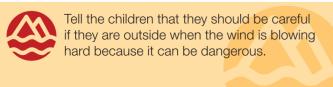
Resources

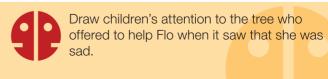
Multi-ROM

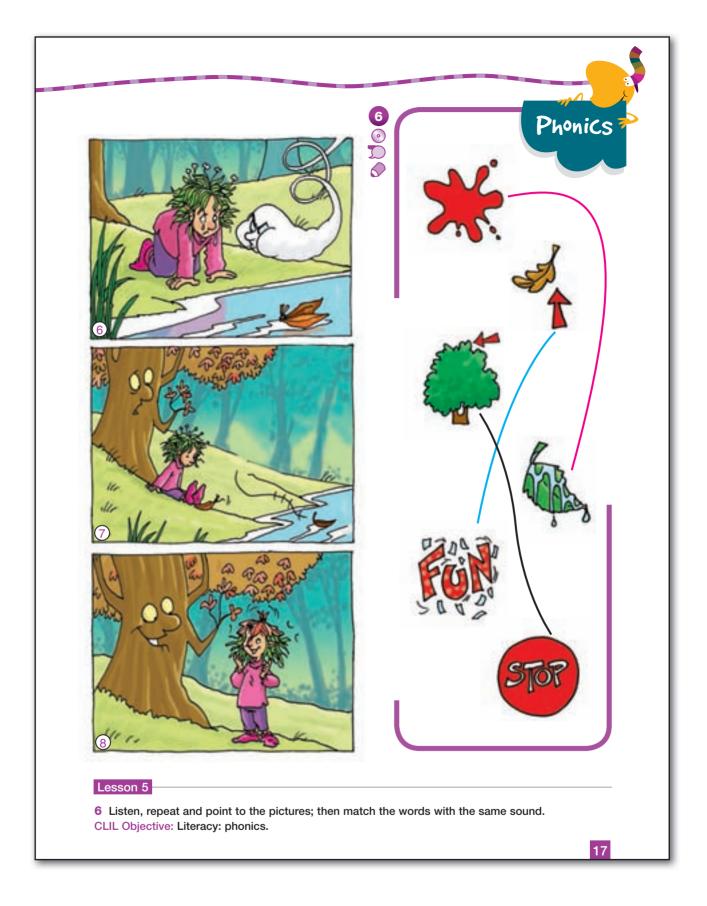
Unit 2, Activity 2













The children should imitate the pronunciation of the sounds confidently and without worrying about making mistakes.



As the children are acting out the story, encourage them to have fun and to pay attention as they wait for their turn to act.

CLIL Objective

Sequencing actions through the movement of the hat.

Curricular link: Literacy; Science

Language Objectives

Story language: I've got... Please, don't do that! Join-in language: Blow and blow. Now I've got your hat. Come on! Up, up you go! Please Wind! Please don't do that! Don't take my new autumn hat!

Resources: CD; poster (side B); story pop-outs

Transcript



Track 1.15 Story: Flo's new autumn hat

See page 79.

Optional Activity Book exercises

See page 79.

Story: FLo's NEW AUTUMN HAT

Presentation





Sav: It's story time!

Show the children the poster. Say: Flo's got a new hat. Hold up the pop-outs of Flo and the hat. Ask questions: How many leaves are there? SS: Four! T: And how many leaves are there now? SS: Three! T: And now? SS: Two! T: And now? SS: One!

Say: Let's listen to the story.

Play Track 1.15. Enact the story using the pop-outs and the poster. Hold up the pop-outs as they are named and place them on the poster. Add mime to support meaning. Ask five children to come to the poster and give them each a pop-out. Play Track 1.15 again. The children enact the story using the pop-outs. Encourage all the children to join in.

Practice



Divide the class into groups of three. Assign a child to be Flo. another to be the Wind, and another to be the Tree. Play Track 1.15. Children raise a hand when they hear their part of the story.

Play Track 1.15 again. Children join in with their lines. Encourage them to add facial gestures by modelling suitable expressions.

Work with the book



Student's Book, pages 16 and 17, Activity 5

Say: Open your books at pages 16 and 17.

Play Track 1.15 again. Children look at the pictures. Stop the recording at random and ask the children to supply the next line.

Show the children the pop-outs. Ask: What's this? SS: It's Flo's new hat.

Each time the hat loses a leaf ask: How many leaves are there now? Show the children the pop-out.

The children join in with the rhymes.

CLIL Objective

Literacy: phonics e (wet, red) or (stop, top), u (fun, up)

Curricular link: Literacy (Phonics)

Language Objectives

Story language: I've got... Please, don't do that! Join-in language: Blow and blow. Now I've got your hat. Come on! Up, up you go! Please Wind! Please don't do that! Don't take my new autumn hat!

Resources: CD; poster (side B); story pop-outs;

story cards

Materials: crayons (three colours)

PHONICS

Re-tell the story





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

Ask questions about the pop-outs to help the children recall the story. Ask: Is Flo happy? SS. Yes. T: Has Flo got a new hat? SS: Yes. T: Is Flo happy now? SS: No! T: How many leaves are there in Flo's hat? SS: Three.

Play Track 1.15. Children listen to the story.

Play Track 1.15 again. Children join in with: Ha ha ha! I blow and I blow! Now I've got your hat! Oh come on Flo! This is fun! Up, up you go! Please Wind! Please don't do that! Please don't take my new autumn hat!

Work with the book



Student's Book, page 17, Activity 6

Clap your hands to ensure that the children are watching

Write the letter e several times on the board.

Point to each letter as you say: e... e... e... red. Repeat several times. Articulate the /e/ sound very clearly by opening your mouth and producing the sound from the back of your throat.

Children repeat: e... e... e... red.

Repeat with wet.

Write the letter o several times on the board.

Point to each letter as you say: o... o... top. Repeat several times. Articulate the /o/ sound very clearly by pushing your mouth forward.

Children repeat: o... o... top.

Repeat with stop.

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

Point to each letter as you say: u... u... up. Repeat

several times. Articulate the /u/ sound very clearly by dropping down your jaw and opening your mouth to produce the sound.

Children repeat: u... u... up.

Repeat with fun.

Tell the children to look at Activity 6 on page 17. Play Track 1.16. The children listen and point to the pictures in the right-hand column.

Play Track 1.16 again. The children listen and repeat the key sounds and words.

The children match the pictures which contain the same sound, using a different colour for each sound.

Ask for volunteers to say the words that contain the sound /e/.

Ask for volunteers to say the words that contain the sound /o/.

Ask for volunteers to say the words that contain the sound /u/.

Ask the children if they can think of any more words in English that contain the sound /e/, /o/ or /u/.

Transcript



Track 1.16 Phonics

See page 81.

Optional Activity Book exercises

See page 81.

Act out the story

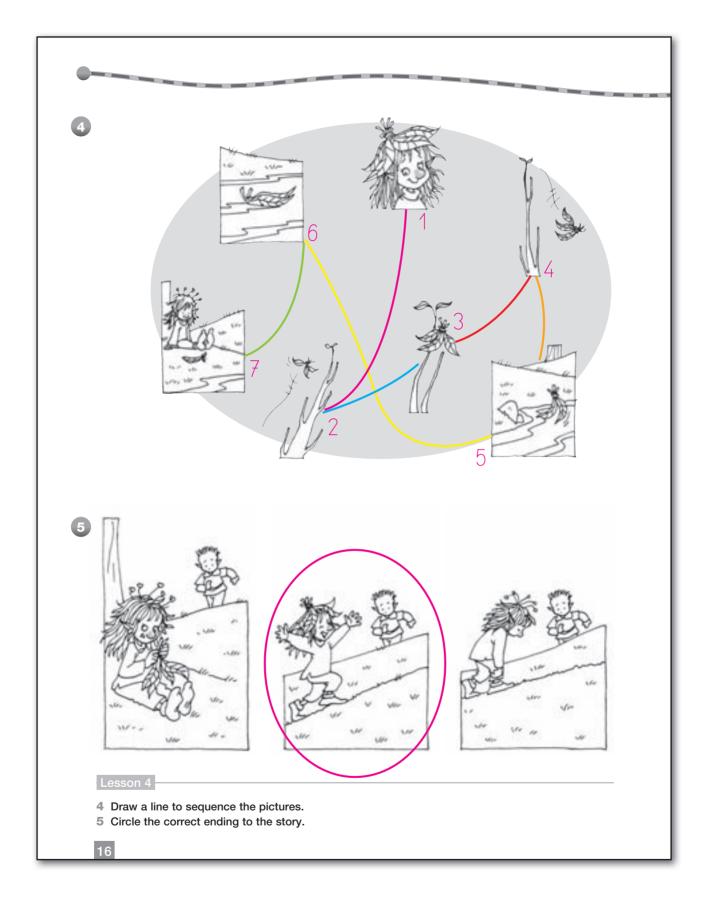


Divide the class into groups of three. Assign a character to each child

Play Track 1.15 again. The children join in with their lines. Tell the children to close their eyes. Play a random piece of the story and ask the children to tell you which picture it describes. Do this several times.

Tell the groups to come to the centre of the class to act out the story. Use the recording if necessary.

Collect the children's books and correct their work.





The children draw on their knowledge and memory of the story in order to sequence the pictures chronologically.

Page 16, Activity 4

Say: Open your books at page 16. Look at activity 4. Ask: Do you remember what happened to Flo's new autumn hat?

Explain that the pictures are all mixed up. Tell the children to draw a line from the first picture to the last one, following the chronological order of the story.

Page 16, Activity 5

Say: Look at Activity 5. Ask: Do you remember how Flo felt at the end of the story? Point to the first picture and ask the children what they think Flo is doing and how they think she feels. Repeat with the other pictures. Then, tell the children to draw a circle around the picture that represents the end of the story.



Let's play!

Read it

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



Multi-ROM Unit 2, Story



Transcript



Track 1.15 Story: Flo's new autumn hat

Narrator: Look at Flo's new autumn hat! Isn't it beautiful? Flo wants to show her new hat to Smiley.

Flo: I've got a new autumn hat!
Red and yellow and brown.
I've got a new autumn hat!
It's the best hat in town!

Flo: Oh no! My new hat! Please, Wind! Please don't do that! Please don't take my new autumn hat!

Wind: I blow and I blow! Now, I've got your hat! Oh, come on Flo! This is fun! Up, up you go!

Narrator: The wind blows Flo's new autumn hat to the top of a big tree.

Wind: I blow and blow! Now, I've got your hat! Oh, come on Flo! This is fun! Up, up you go!

Flo: Please, Wind! Please don't do that! Please don't take my new autumn hat!

Narrator: Then the wind blows Flo's new autumn hat down again.

Wind: I blow and blow! Now, I've got your hat! Oh, come on Flo! This is fun! Down, down you go!

Flo: Please, Wind! Please don't do that! Please don't take my new autumn hat!

Narrator: Then, the wind blows Flo's new autumn hat into the river.

Wind: I blow and blow! Now, I've got your hat! Oh, come on Flo! This is fun! In, in you go!

Flo: Please, Wind! Please don't do that! Please don't take my new autumn hat!

Wind: I blow and blow! Oh, come on Flo! This is fun!
Flo: Oh, no it isn't! It isn't fun at all! Stop! Stop! Stop! Look
at my new hat! You horrible wind!

Wind: Oh! I'm sorry Flo!

Tree: What's the matter Flo?

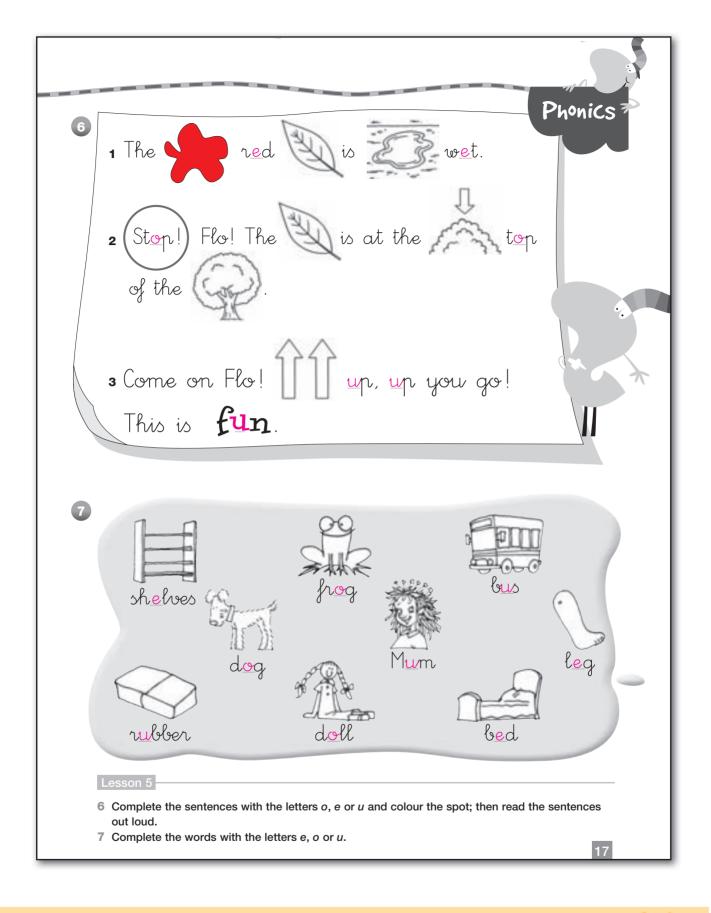
Flo: Look at my hat. It's broken and it's wet. Boo Hoo! Now I haven't got a new autumn hat to show Smiley!

Tree: Shhh! Hush now! Don't cry. I've got a good idea. Stand up and close your eyes.

Tree: There! Now you've got another new autumn hat!

Flo: Oh, thank you, Tree!
I've got a new autumn hat!
Red and yellow and brown.

I've got a new autumn hat!
It's the best hat in town!





The children have to use the picture clues to complete the words. Then, they read the sentence out loud.

Page 17, Activity 6

Say: Open your books at page 17. Look at Activity 6. Tell the children to look at the first sentence and help them complete the words.

Do the same with the other two sentences.

Read out the sentences, emphasising the sounds /e/, /o/ and /u/. Tell the children to repeat the words that have those sounds.

Page 17, Activity 7

Tell the children to look at the pictures in Activity 7. Write the letters *e*, *o* and *u* on the board. The children complete the words using the letters from the board. Ask volunteers to pronounce the words for the rest of the class. Correct their pronunciation if necessary.

Transcript



e e e red

e e e wet

o o o top

o o o stop

иииир

u u u fun



Let's play!

Sound hunt

Divide the class into two teams. Assign a sound to each team. The teams have to collect objects or flashcards which have that sound.

Resources

Multi-ROM

Unit 2, Phonics

CLIL Objective

Associating the clothes we wear with different seasons.

Curricular link: Science; Social Science

Language Objectives

Vocabulary: clothes: *skirt, trousers, wellies, T-shirt, shorts, hat, dress, jumper*

Structures: I've got...

Resources: flashcards (skirt, trousers, wellies, T-shirt, shorts, hat, dress, jumper)

Materials: a selection of real clothes and a large, black

rubbish bag

CLOTHES AND SEASONS

Presentation

Use the flashcards to remind the children of the clothes vocabulary they learnt in Level 1. T: What are these? SS: Wellies. T: What's this? SS: A hat.

Place the other flashcards up on the board. Point to each item of clothing and say: Look! These are (trousers). This is a (dress).

Note: Trousers and shorts are always plural.

Point to one of the flashcards and ask: Who's got a (dress) on today? The children who have got this item of clothing raise their hands. Then ask: Who's got (trousers) on today? The children who have got this item of clothing raise their hands.

Ask for 2 volunteers to come to the board. Remove two of the flashcards and hand them to the volunteers. Ask: What have you got? S1: I've got a (skirt). S2: I've got (trousers). Do the same with other volunteers.

Work with the book

Student's Book, page 18, Activity 7

Say: *Open your books at page 18.*Tell the children to look at the picture.

Say: Look at Flo. What has she got? SS: A skirt and trousers.

Repeat for the other characters.

Play the Guessing game. Say: I've got a dress and a

jumper. Who am I? SS: Dotty.

Repeat for the other characters. The children take turns describing the clothes and guessing the characters.

Student's Book, page 18, Activity 8

Place the flashcards in a column on the board in the same order as they appear in the book. Write the words: *spring, summer, autumn* and *winter* across the top. Point to the skirt and ask: *What's this?* SS: *A skirt.* Then ask: *Is the skirt for spring?* Continue asking about the other seasons and complete the chart.

Note: the children will probably disagree. Encourage them to discuss this.

The children fill in the chart in their books.

Optional Activity Book exercises



See page 85.

Practice

Continuous assessment

Children can name the clothes.

Play Guess the clothes.

Put some different clothes in a large bag. Ask the children to put their hands into the bag and to feel a piece of clothing. They have to guess what it is.

S1: It's a T-shirt! Tell the child to take the garment out of the bag to check.

SS: Yes, it's a T-shirt. / No, it's a dress.

Repeat with different children.

Collect the children's books and correct their work.

Note: Tell the children that for the next lesson they need to bring in things they can collect from outside which are associated with autumn, such as leaves (different colours), acorns, twigs, seed pods, nuts, mushrooms, etc. Tell the children to be very careful with mushrooms; they must wash their hands after handling them and must NOT eat them.



Model answer

	spring	summer	autumn	winter
skirt 🤙		X		
trousers			Х	X
wellies			X	
T-shirt 🍞	X	X		
		X		
hat 🍊				X
dress 🌋	X	X		•
jumper 🧥		•	Х	X
	T-shirt shorts hat dress	skirt trousers wellies T-shirt shorts hat dress	skirt trousers wellies T-shirt shorts hat dress X	skint trousers wellies T-shirt shorts hat dress X X X X X X X X X X X X X

Lesson 6

- 7 Play a guessing game.
- 8 Classify and talk about the clothes: The skirt is for summer...
- CLIL Objective: Associating the clothes we wear with different seasons.

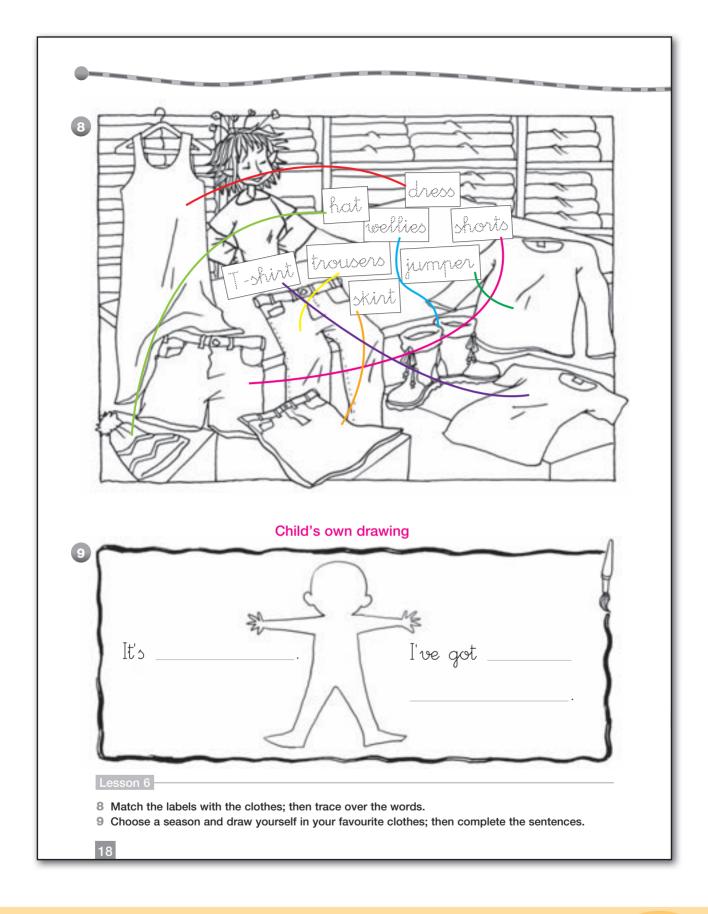
18



Tell the children that the climatic changes that the seasons bring affect our choice of clothing. Remind them that it is important to dress adequately.



Explain to the children that there is not always one clear answer for any given question. Also, explain that not everyone will complete the table the same way.





Remind the children to think carefully about how they are going to do the drawing of themselves before they start it.

Page 18, Activity 8

Say: Open your books at page 18. Look at Activity 8. Ask: What is (Antonio) wearing? The children name all the items of clothing that their partner is wearing. Tell the children to describe other classmates' clothing. The children look at the picture of the clothes shop and match the items of clothing with the corresponding words. Then, they trace over the words.

Page 18, Activity 9

Tell the children to look at the silhouette and ask: What is your favourite season? Do you wear (a scarf) in (spring)?

Tell the children that they have to draw themselves in the same clothes that they usually wear in their favourite season. Complete the sentences with the correct information.



Let's play!

Teacher

Divide the class into five groups. Assign the role of teacher to one of the children in each group and give them a stick puppet. Hand out several key vocabulary pop-outs to each group. Each group revises the vocabulary using the pop-outs and the puppets. Continue playing until all the children in each group have had a chance to be the teacher.





Multi-ROM

Unit 2, Activity 3

Sparks DVD

Unit 2, Real Kids

Teacher's Resource Book

Unit 2, DVD worksheet, page 10

CLIL Objective

Making an autumn tray.

Curricular link: Science

Language Objectives

Vocabulary: leaves, nuts, twigs, mushrooms

Resources: poster (side A), poster pop-outs

Materials: a selection of objects associated with autumn, collected from the park or countryside, plasticine, labels, glue, toothpicks, white card

Preparation: Make an autumn tray to show the class.

BUSY HANDS: AN AUTUMN TRAY

Present the project



Continuous assessment

Children can name the changing elements in a tree.

Show the children the poster with the poster pop-outs of the different trees for each season. Point to each picture and ask the children to name the elements of the tree. Then point to the autumn tree and ask: Are there any flowers? Are there any leaves? Etc.

Say: Today we're going to make something. We're going to make an autumn trav.

Show the children the tray you have already made. Remind them of the names of the different things: leaves, nuts, twigs.. Name any new items you have included: acorns, mushrooms, pine cones...

Ask the children to place the things they have brought in on their desks and ask them to say what they have got: I've got a red leaf...

Give children who have forgotten or who only have very few items some of the items you have brought in.

Work with the book

Student's Book, page 19, Activity 9

Say: Open your Student's Book to page 19. Read the title of the project out loud: An autumn tray. Point to the pictures of the materials and say: This is what we need. Ask the children to identify the pictures. Point to the stages one by one and explain using the materials you have brought to class to clarify meaning.

Hand out the materials.

Follow the stages to make the autumn tray and get the children to copy each stage.

Prepare the labels.

Stick the labels to the tray using the toothpicks and the plasticine

Student's Book, page 19, Activity 10

Sav: Now look at Activity 10.

The children take turns describing their tray: I've got red leaves, nuts, twigs and mushrooms on my autumn tray.

Optional Activity Book exercises



See page 89.

Dispay the project

Encourage children to come to the front to look at each other's work. Ask volunteers to describe their trays and see if the rest of the class can guess which tray it is: I've got 3 red leaves and 1 brown leaf. I've got 2 nuts, 4 acorns and 2 twigs. SS: That one!

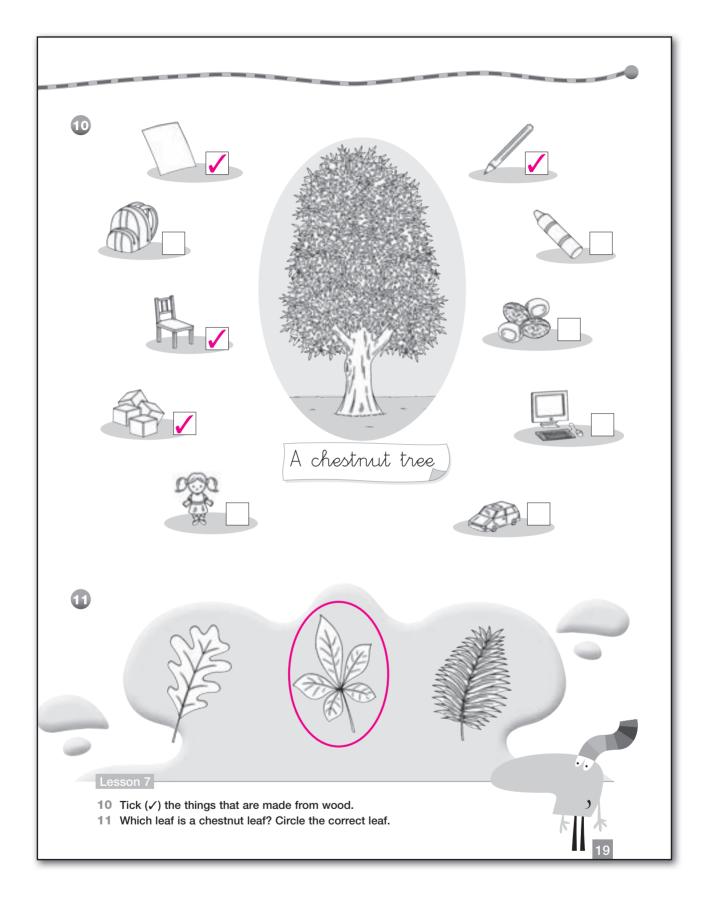




The children can have fun and express themselves creatively while they are making the collage with the natural elements.



Remind the children of the importance of washing their hands after touching things that they have picked up off the floor. Also, remind them that they should never put things from the floor into their mouths.





This activity will help children appreciate trees and understand that they give us wood, which is a very useful material that can be used to make many everyday objects.

Page 19, Activity 10

Say: Open your books at page 19. Look at activity 10. Explain that we can make a lot of useful things with the wood from trees. Ask the children to give you examples of objects that are made of wood.

Ask: *Are (computers) made of wood?* They look at the picture and tick the things that come from trees.

Page 19, Activity 11

Tell the children to look carefully at the three types of leaves. Ask: *Have you ever seen a chestnut leaf?* Tell the children to look at the leaves from the trees in Activity 10 and to circle the correct leaf.



Let's play!

Pelmanism

Tell the children to play in pairs. Hand out 12 key vocabulary pop-outs to each pair and tell them to place them face down on their table. Explain that they have to turn over two of the pop-outs in turns. If the two pop-outs they turn over are the same, they keep them. If not, they put the popouts back in the same place. Continue playing until the children have formed all the pop-out pairs.



Teacher's Resource Book

Ready to write worksheet, page 96 Extension worksheet 2, page 26 Ready to read worksheet, page 54



Objective

Assessment.

Curricular link: Science; Social Science

Language Objectives

All the language for Unit 2.

Resources: poster (side A); flashcards; stickers

BUSY MINDS

Let's remember!





Say: Today we are going to remember all the work we have done in Unit 2.

Say: Do you remember the tree song? Play Track 1.13. Sing the song and ask the children to join in. Point to the different parts of the tree on the poster.

Remind the children of the different seasons. Say: I've got brown leaves. Which tree am I? SS: Autumn! T: I've got green leaves and flowers. Which tree am I? SS: Spring! Hold up the flashcards and ask the children to identify the

Ask: What's this?/What are these? SS: (Trousers)! Practise with all the clothes flashcards.

Work with the book

Student's Book, page 20, Activity 11

Children open their books at page 20.

Show the children the stickers in the middle of the Student's Book. The children find and place the stickers for Unit 2. Then, they trace over the words.

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

Write the following words on the board: autumn and spring. Tell the children to look at the left-hand side of the tree. Ask: Is it spring or autumn? SS: It's spring. Repeat with the other side. The children complete the sentences.

Student's Book, page 20, Activity 12

Point to the pictures and say: Let's think about clothes. Look at Stretch.

Point to the first picture and say: Look at Stretch's shorts and T-shirt.

Write the words: summer and winter on the board.

Then ask: Is it summer or winter? SS: It's summer.

T: Good! Now look at Smilev's coat and hat, Is it summer or winter? SS: It's winter.

The children complete the sentences.

Walk around checking and correcting as they work.



Optional Activity Book exercises

See page 93.

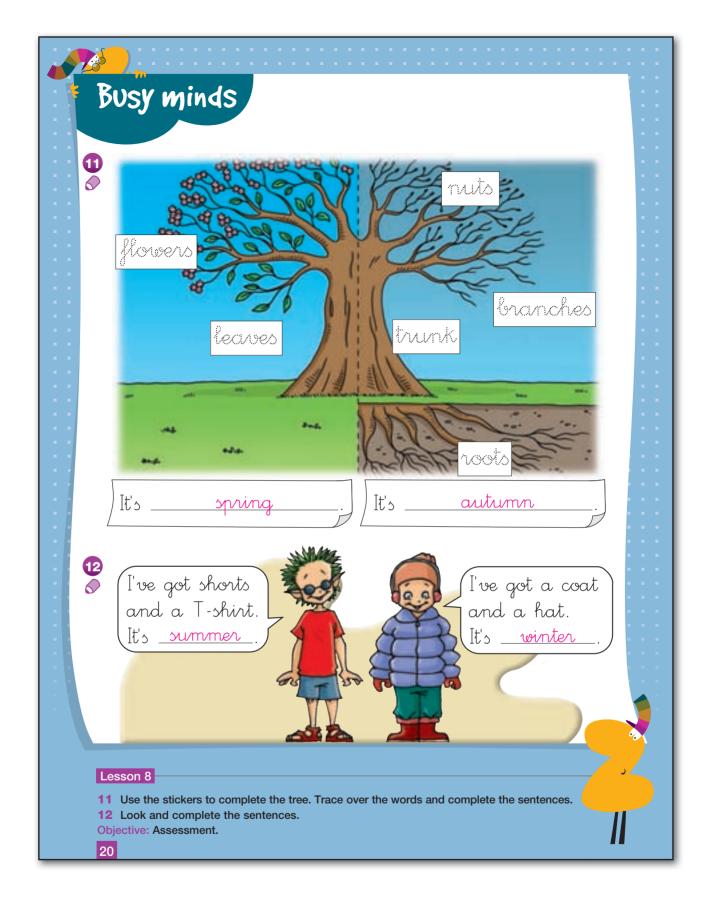
Round up

Draw the structure of a tree on the board. Point to the roots and ask: What are these? SS: Roots. Repeat for the other main elements: trunk, branches, twigs.

Say: Let's imagine it's spring. Ask a child to come to the board to draw the elements associated with spring (some leaves and flowers).

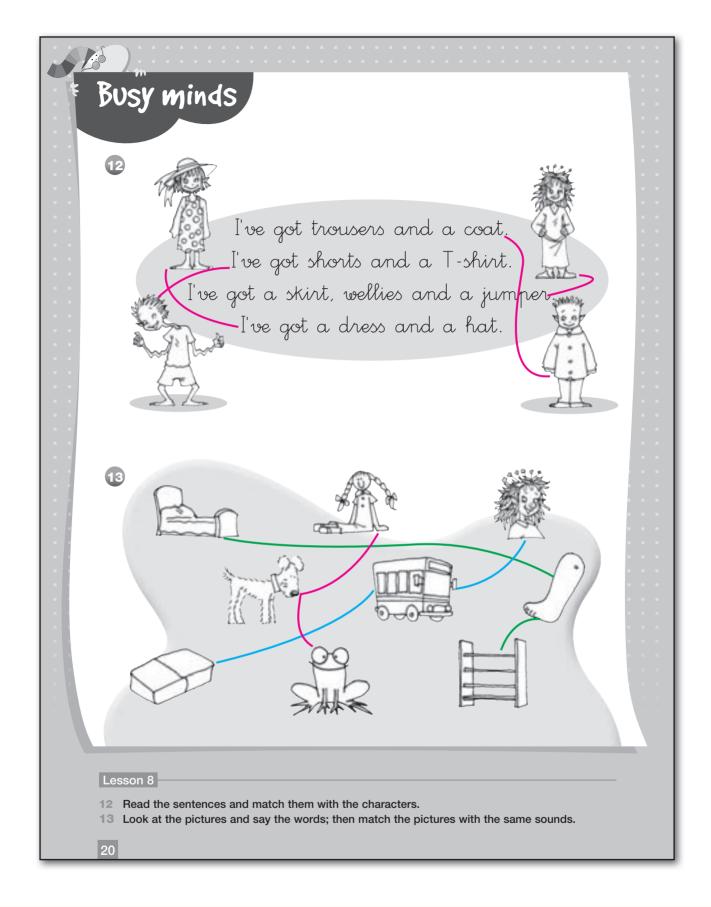
Do the same for summer and autumn.

Collect the children's books and correct their work.





Remind the children of the importance of taking the necessary precuations when it is really cold or really hot.





The children read and match the sentences to the pictures of the characters.

Page 20, Activity 12

Say: Open your books at page 20. Look at Activity 12. Point to one of the characters and ask: Who is this? What is (Dotty) wearing? Read out the four sentences and tell the children to draw a line between each sentence and the corresponding character.

Page 20, Activity 13

Tell the children to look at the pictures. Emphasize the sounds /e/, /o/ and /u/ as you are naming the objects, exaggerating the pronunciation of (beeeed) if necessary. The children repeat it with you. The children match the objects that have the same sound.



Let's play!

Mistake

The children play in pairs or in small groups. One child holds the puppet and points to a flashcard or object and deliberately says the wrong word. The other child has to correct the puppet.

Resources

Multi-ROM

Unit 2, Activity 4

Teacher's Resource Book

Unit 2, Test, pages 71 and 72



See Transcript Track 1.17

Transcript



Track 1.17. Unit 2 Test. Activity 1

Listen and number the trees.

Narrator: One.

Tree: I've got new, green leaves and flowers.

Narrator: Two.

Tree: I haven't got any leaves or flowers or fruit.

Narrator: Three.

Tree: I haven't got any flowers or fruit. My leaves are falling.

Narrator: Four.

Tree: I've got leaves and lots of fruit.

ASSESSMENT CRITERIA

CLIL Objectives

Children can recognise the changes in nature associated with the four seasons of the year. They relate this information to the changes that occur to trees and the different types of clothing to different seasons of the year.

Language Objectives

The children can name the parts of a tree and the changes that occur to trees during each season. They can also name the seasons of the year, and the types of clothing that are necessary for each season.

LOOK WHAT I CAN DO!

People and human activities

CLIL Objective

Recognising changes as we grow.

Curricular link: Maths: Social Science

Language Objectives

Vocabulary: revision: numbers

Estructuras: How old are you? I'm (7) years old.

I'm ... tall. I'm / he's / she's...

Resources: CD; poster (side A); pop-outs Materials: a sheet of continuous paper

Preparation: Draw a vertical line on the sheet of continuous paper. Mark the line off into 10cm sections

with small lines for each centimetre.

Work with the book n



Student's Book, page 21, Activity 1

Say: Open your books at page 21. Can you see Sally? SS: Yes! T: Who else can you see? SS: Ben, Lola, Stretch, Belinda and Charlie.

Play Track 1.18 again. Stop after each character and ask: How old is (Sally)? How tall is (she)?

Play Track 1.18 again. The children listen and complete the sentences. Stop the recording after each character to give them time to complete the information.

Correct the activity with the whole class.

T: How old is Sally? SS: She's one year old. T: Good! And how tall is she? SS: She's 20 cm tall. Continue with the other characters.

LOOK WHAT I CAN DO!

Presentation





Present the main topic. Say: Today we are going to talk about growing up.

Show the children the poster. Point to the giraffe's neck and the numbers.

Point to numbers at random and ask the children to count in 10s from 10 to 100.

Explain that these numbers represent centimetres. There are 100 centimetres in 1 metre. We use centimetres and metres to measure how tall we are.

Show the children the pop-outs. Say: Sally is Stretch's baby sister. Can you find Sally?

Repeat for the other pop-outs: Lola (Dotty's sister), Belinda (Smiley's sister), Ben (Smiley's brother), Charlie (Flo's brother) and Stretch.

Point to the marks on the giraffe's neck and say: This is how tall all the children are.

Play Track 1.18 and place the pop-outs as they are mentioned.

Point to the characters as they speak and add gestures to clarify meaning.

Remove the pop-outs. Ask five children to come to the poster. Play Track 1.18 again. The children place the popouts.

Repeat with five different children. Play Track 1.18 again. This time, encourage the children to join in and give them the pop-outs so that they can place them in the correct place on the poster.

Transcript



Track 1.18 Activity

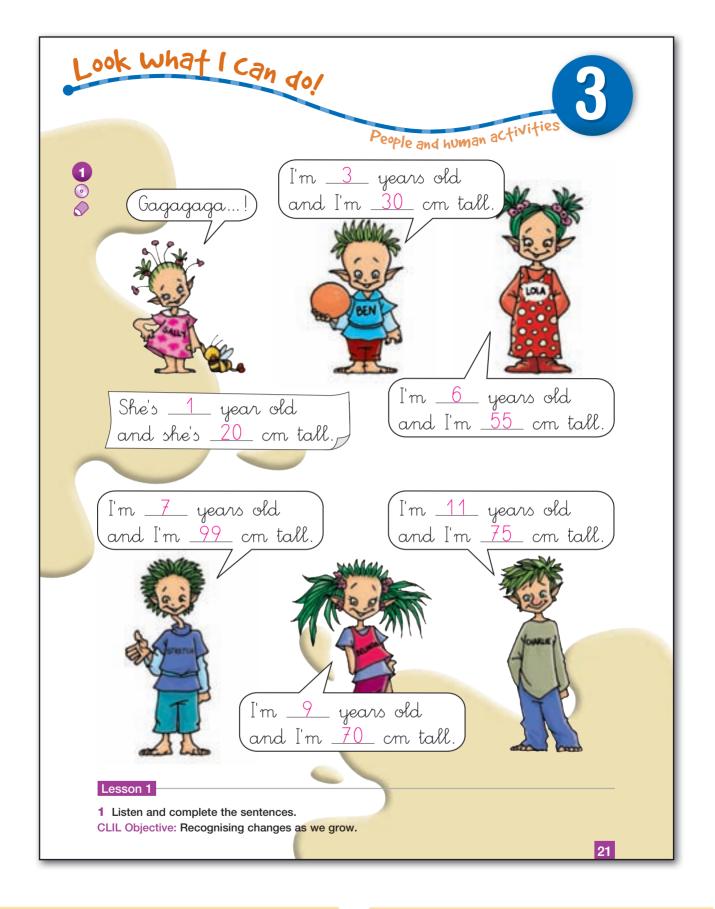
See page 97.

Optional Activity Book exercises

See page 97.

Practice

Put the sheet of paper with the measuring line on the wall. Ask the children to come and be measured. Write their names next to the line indicating their height and say: Stand against the wall! (130) cm. You are tall!





The topic of this lesson introduces height measurement. The children practise writing numbers from 1 to 99.



Explain to the children that they should never refer to someone's physical features or height with the intention of offending them.

Look what I can do!

3

Child's own answer

U

In my family there are ___ people.

I am ___ years old.

I am 1m __ cm tall.

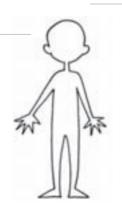
My _____ is ___ years old.

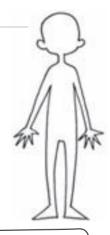
My _____ is ___ years old.

My _____ is ___ years old.

Child's own drawing







I'm 1m ___ cm tall. ____ is ___ cm tall

and _____ is __ cm tall.

Lesson 1

- 1 Complete the information about your family.
- 2 Draw yourself and two of your friends; then write the names and complete the sentences.

21



The children can think and speak about their family.



The children practise using measuring tape and measuring the heights of several people, making a note of the results.

Page 21, Activity 1

Say: Open your books at page 21. Look at Activity 1. Ask questions about the children's families. Tell them to complete the box with the information about their age and height, as well as the ages of members of their family. The children complete the sentences. Ask volunteers to read out their answers.

Page 21, Activity 2

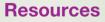
Tell the children to look at the silhouettes. Tell each child to choose two classmates. They write their classmates' names and their own name. The children ask their classmates: *How tall are you?* Then, they write the answers and complete sentences in the box.



Let's play!

Bingo

Hand out three key vocabulary pop-outs to each child. Tell the children to place their pop-outs face up on their desks. Explain that when you name one of the pop-outs that the children have, they must turn it over. The first child to put all their pop-outs face down says *BINGO* and is the winner.



Multi-ROM
Unit 3, Activity 1



Transcript



Track 1.18 Activity

Nurse: Next, please Charlie: Hello

Nurse: What's your name? Charlie: I'm Charlie. Nurse: How old are you? Charlie: I'm eleven.

Nurse: Go and stand against the wall. 75 cm. You are tall!

Nurse: Next, please.
Belinda: Hello

Nurse: What's your name? Belinda: I'm Belinda. Nurse: How old are you?

Belinda: I'm nine.

Nurse: Go and stand against the wall. 70 cm. You are tall!

Nurse: Next, please.

Lola: Hello

Nurse: What's your name?

Lola: I'm Lola.

Nurse: How old are you?

Lola: I'm six.

Nurse: Go and stand against the wall. 55 cm. You are tall!

Nurse: Next, please.

Ben: Hello.

Nurse: What's your name?

Ben: I'm Ben.

Nurse: How old are you?

Ben: I'm three.

Nurse: Go and stand against the wall. 30 cm. You are tall!

Nurse: Next, please. Baby: Gagagaga...

Nurse: What's your name? Stretch: She's Sally. Nurse: How old is she? Stretch: She's one.

Nurse: Go and stand against the wall. 20 cm. You are tall!

Nurse: Next, please. Stretch: Hello.

Nurse: What's your name? Stretch: I'm Stretch. Nurse: How old are you?

Stretch: I'm seven.

Nurse: Go and stand against the wall. 99cm. Now, you

really are tall!

Recognising that skills develop as we grow.

Curricular link: Science

Language Objectives

Vocabulary: read, write, talk, sit, stand, walk, jump, skip, hop, swim

Structures: I can (run). Can vou (run). No. I can't. Yes. I can. (She) can't (run). Can you do it, too?

Resources: CD; poster (side A); flashcards (action verbs: read, write, talk, sit, stand, walk, jump, skip, hop, swim, run)

Put the flashcards up on the board. Put a tick next to the corresponding flashcard as you listen to the track again. Check the activity. Say: Can Sally (read)? SS: Yes, she can. / No. she can't!

Transcript



Track 1.19 The I can do it song

See page 101.

Optional Activity Book exercises

See page 101.

ABILITIES DEVELOP AS WE GROW

Presentation





Use the flashcards to review and present the action verbs (read, write, talk, sit, stand, walk, jump, skip, hop, swim, run).

Put the flashcards on the board. Point to a flashcard and say: I can read! Can you read? SS: Yes!

Repeat for all the verbs. Use actions to clarify meaning where necessary.

Ask two volunteers to come to the front of the class. Ask: Can you run? SS: Yes, Look! The children perform or mime the actions to show that they can. Repeat with other volunteers.

Explain that these are all things that we are able to do as we get older. Some things such as sitting and standing come naturally and other things such as swimming and reading are things we have to learn.

Say: Let's learn a song. Play Track 1.19. Hold up the correct flashcards as they are mentioned in the song. Play Track 1.19 again. Children join in with the key language.

Work with the book n



Student's Book, page 22, Activity 2

Children open their books at page 22 and look at the pictures.

Ask: Who can you see in the picture? SS: Stretch and Sally. Say: Is Sally big or small? Is she a baby? Can she (run)? What do you think?

Ask the children to speculate about what Sally can do. Play Track 1.19 again. The children listen and tick the pictures that represent the things that Sally can do.

Practice

Continuous assessment

The children can name the things we learn as we grow.

Draw two columns on the board. Write the words Can and Can't at the top of the columns.

Ask: Can Sally read? SS: No, she can't. Write the verb read in the Can't column. Then ask: Can she sit? SS: Yes. she can. Write the verb sit in the Can column. Then, place the flashcards on the board around the columns and ask the children to come to the board to write the words in the correct columns according to their own abilitities. They make sentences and read them out to the rest of the class: I can run. I can't swim.

Explain that these are all things that we learn how to do. We cannot do them when we are born.

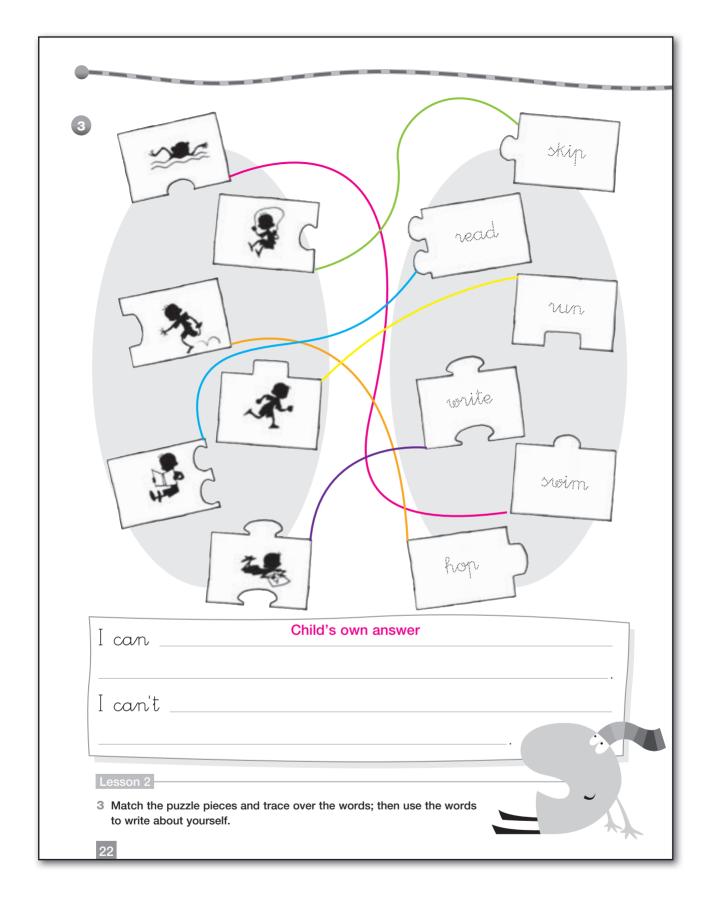




Explain that we are helpless when we are born (the same as many animals), and as a result, we have to learn how to do many things.



The children join in and have fun singing the song.





Explain to the children that if they don't know how to do an exercise, they should never give up because it's just a question of practice.

Page 22, Activity 3

Say: Open your books at page 22. Look at Activity 3. Point to the words and the pictures in the puzzle pieces, explaining that they are actions. The children match the illustrations with their corresponding words. Ask: (Antonio), can you (read)?

The child answers. Ask other children more questions. The children complete the box, writing the actions that they can and cannot do.



Let's play!

What is it?

Ask a volunteer to come to the middle of the class. Give the child a flashcard and tell the child to mime the word on it. The rest of the class has to identify the flashcard. The child who guesses correctly can mime the next flashcard. Continue playing until everyone has had a turn miming a flashcard.

Transcript



Track 1.19 The I can do it song

I can swim and I can skip.
Can you do it too?
No, you can't! No, you can't!
So, what can you do?

I can run and I can hop.
Can you do it too?
No, you can't! No, you can't!
So, what can you do?

I can read and I can write.
Can you do it too?
No, you can't! No, you can't!
So, what can you do?

I can sit and I stand.
Can you do it too?
Yes, you can! Yes, you can!
You can do it too!

Resources

Multi-ROM

Unit 3, Song Unit 3, Activity 2



Recognising that some skills have to be learnt.

Curricular link: Social Science

Language Objectives

Vocabulary: play the piano, play chess, ski,

ice-skate, climb, dive

Structures: Can (Flo) ski? No. (she) can't. Yes, (she)

Resources: CD; poster (side A); stick puppets;

student pop-outs

Check the activity by asking: What can (Flo) do? Repeat for the other characters. Children alue the pop-outs in place.

Then ask: What can you do? The children draw themselves and tick the chart.

Ask volunteers to say what they can do: I can (play chess) and (dive).

Student's Book, page 23, Activity 4

The children look at the chart in Activity 4.

Ask: Can Flo ski? SS: No she can't. T: Can Flo play chess? SS: Yes she can.

Tell the children to take turns asking and answering questions with a friend.

TALKING ABOUT ABILITIES

Presentation





Say: Today we are going to learn about other activities. Show the children the poster. Point to the activities one at a time and say: I can/can't (play the piano). Can you (play the piano)? The children who know how to do this raise their hands.

Write the names of the activities across the top of the board.

Write your name on the left-hand side and say: I can/can't (play the piano). Each time put a tick next to the activities at the top of the board that you can do.

Point to a child and ask: Can you (play the piano)? Put a tick next to the activities at the top of the board that they can do. Continue asking children and marking their replies on the board.

Ask volunteers to come to the front of the class to ask auestions.

Then, hold up the Flo stick puppet and ask: Can Flo play the piano? Say: I don't know!

Repeat for other characters and activities. Encourage the children to reply: I don't know!

Say: Let's listen and find out.

Play Track 1.20. Hold up the stick puppets and point to the activities on the poster as they are mentioned.

Work with the book



Student's Book, page 23, Activity 3

Say: Open your books at page 23. Look at Activity 3. Say: Every day the Twiggles go to an after-school club. They go to different classes and they do different things. Tell the children to find their pop-outs.

Play Track 1.20. The children place the pop-outs of the characters on the chart.

Transcript



Track 1.20 Activity

See page 105.

Optional Activity Book exercises

See page 105.

Practice

Continuous assessment

Children can name special skills.

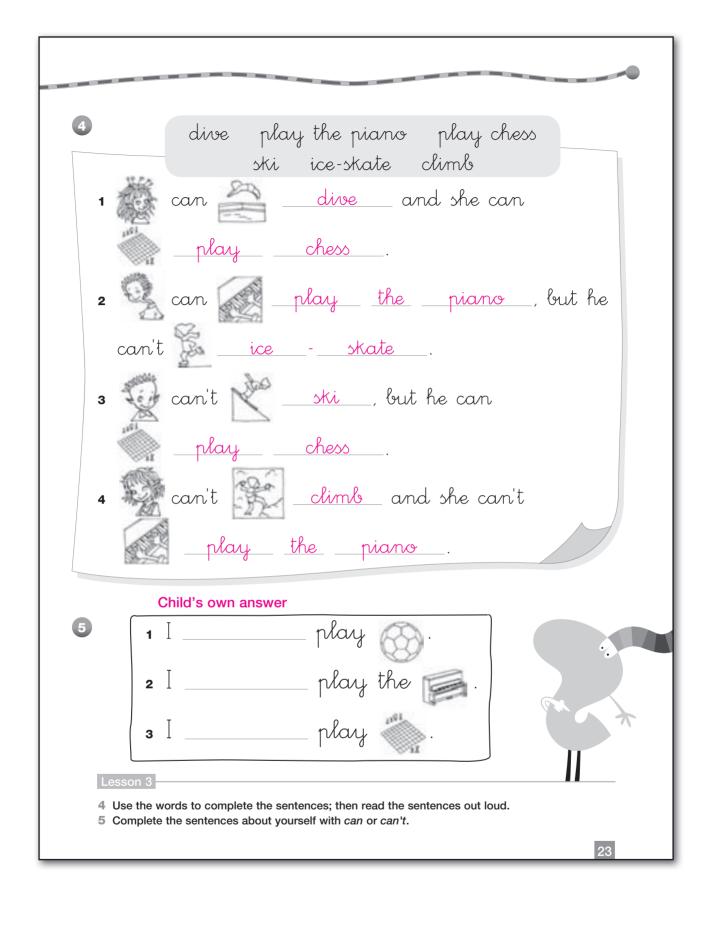
Say: We can all do special things. What can you do? Prompt the children by asking questions, for example: Can you ride a bike? Can you play the guitar? Etc. You can also focus on other languages, especially if you know that there are children in the class whose home language is not the same as the other members of the class.

The children may want to tell you about other things they can do. Encourage them to do this supplying the language they need.





The children use the information from the audio CD in order to complete the graph. Then, they use the information in the graph to ask questions about the characters's abilities.





Help the children understand that we all know how to do something. They should think about their own skills and all the things that they can do and the things that they would like to learn how to do.

Page 23, Activity 4

Say: Open your books at page 23. Look at Activity 4. Ask a volunteer to read the actions in the box. The rest of the class look carefully at the sentences illustrated in the activity. Ask: Do you think (Smiley) can (play the piano)? The children reply. Ask more questions until the children have discovered the actions that the four characters can do. The children complete the illustrated sentences.

Page 23, Activity 5

Tell the children to look at Activity 5. They complete the sentences with *can* or *can't* according to their own abilities with respect to the illustrated activities.



Let's play!

Jump!

Multi-ROM
Unit 3, Activity 1

Name a flashcard. Then, show all the flashcards one by one. When the children see the flashcard that you named, they have to jump. Repeat several times with different flashcards.





Transcript



Track 1.20 Activity

The Twiggles all go to after school clubs. They go to different classes and they can do different things. Flo can dive and she can play chess. Stretch can play the piano and he can climb. Dotty can ice-skate and she can ski. Smiley can play chess and he can ice-skate.



5 Listen to the story.

CLIL Objective: Literacy: identifying abilities in different characters.

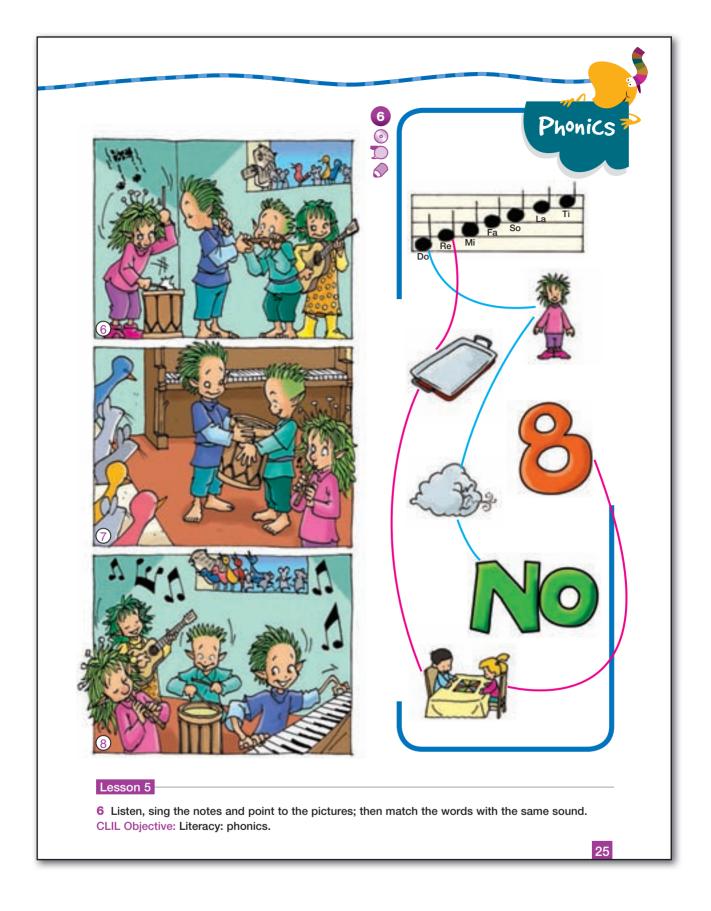
24



Explain that we all have something that we can do well: Stretch knows how to play the piano. He helps his friends think of something that they can do well too.



The story helps the children learn about the notes in a musical scale.





The children are shown the musical scale and can practise it. At the same time, they practise the pronunciation of various sounds.

Literacy: Identify features in different characters.

Curricular link: Literacy; Music

Language Objectives

Story language: recorder, drum, piano, guitar. Can you play the (drum)? Are you all ready? Remember! That's terrible!

Join-in language: Ok Stretch. Thanks! Remember! Try and try and try again. You can do it if you try!

Resources: CD; poster (side B); story pop-outs (quitar, drum, recorder).

Transcript Track 1.21 Story: The Christmas song See page 111. **Optional Activity Book** exercises See page 111.

Story: The Christmas song

Presentation





Say: It's story time!

Show the children the poster. Ask questions to help them predict the story. T: Is this Flo's classroom? Is it the music room?

Point to the characters and ask the children to name them. T: What's her name? SS: Flo.

Point to the Christmas decorations and say: It's Christmas. Point to Stretch and say: Stretch is organising the Christmas concert.

Say: Let's listen to the story.

Play Track 1.21. Enact the story using the pop-outs and the poster. As the instrument pop-out items are named place them next to the correct character. Add mime and facial gestures to support meaning.

Ask three children to come to the poster and give them each a pop-out (quitar, drum, recorder). Play Track 1.21 again. Children enact the story using the pop-outs. Encourage all the children to join in.

Work with the book



Student's Book, page 24, Activity 5

Say: Open your books at page 24.

Play Track 1.21 again. Children look at the pictures. Ask the children to join in with: Try and try and try again. You can do it if you try! Stop the recording at random and ask the children to supply the next line.

Show the children the pop-outs. Ask: What's this? It's a (guitar). Ask: Can Dotty play the guitar? SS: No, she can't! Continue with the other instruments and the other characters. Ask the children to look at the last picture and ask: Can Dotty play the recorder? SS: Yes, she can! Continue with the other instruments and the other characters.

Practice



Divide the class into groups of four. Assign a child to be Stretch in each group. The other children in each group are the other characters.

Play Track 1.21. The children raise a hand when they hear their part of the story.

Play Track 1.21 again. The children join in with their lines. Encourage them to add facial gestures by modelling suitable expressions.

Literacy: phonics oa (Do, Flo, no, blow), ay (Re, tray, eight, play)

Curricular link: Literacy (phonics); Music

Language Objectives

Story language: recorder, drum, piano, quitar. Can you play the (drum)? Are you all ready? Remember! That's terrible!

Join-in language: Ok, Stretch. Thanks! Remember! Try and try and try again. You can do it if you try!

Resources: CD; poster (side B) Materials: crayons (two colours)

PHONICS

Re-tell the story





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

Ask questions about the pictures to help the children remember the story. Ask: Can Dotty play the guitar? Can she play the recorder? Can Smiley play the recorder? Can he play the drums? What instrument can Flo play? What instrument can Stretch play?

Play Track 1.21. Children listen to the story.

Play Track 1.21 again. Children join in with: Try and try again. You can do it if you try.

Work with the book



Student's Book, page 25, Activity 6

Clap your hands to ensure that the children are watching you.

Write the names of the notes on the board: do, re, mi, fa, so. la. ti.

Point to each note and sing it. Point out to the children that some of the notes have the same sound: do and so; mi and ti; fa and la. Write the notes do and so and repeat the sound several times. Articulate the sound very clearly by pushing your lips forwards.

Children repeat. Do, so. Do, so.

Repeat with the other notes. Say: Do, Re, Mi, Fa, So, La, Ti. Then, repeat them individually: Do. Do. Do. The children repeat the sound.

Say: Look at Activity 6 on page 25.

Play Track 1.22. Children listen and sing the notes.

Tell the children that there are three words which have the same sound as the notes Do and Re.

Ask: Which words sound like Do? SS: Flo, blow, no.

Repeat for Re (tray, play, eight).

Play Track 1.22.

Tell the children to join the words with the same sounds using a different colour for each group of words.

Ask volunteers to name the words that have the sound

Ask volunteers to name the words that have the sound /av/.

Tell the children to think of other words in English that have the sounds /oa/ or /ay/.

Ask volunteers to sing the note and to name the words that have the same sound: Do, do do, Flo, blow, no.

Transcript



Track 1.22 Phonics

See page 113.

Optional Activity Book exercises

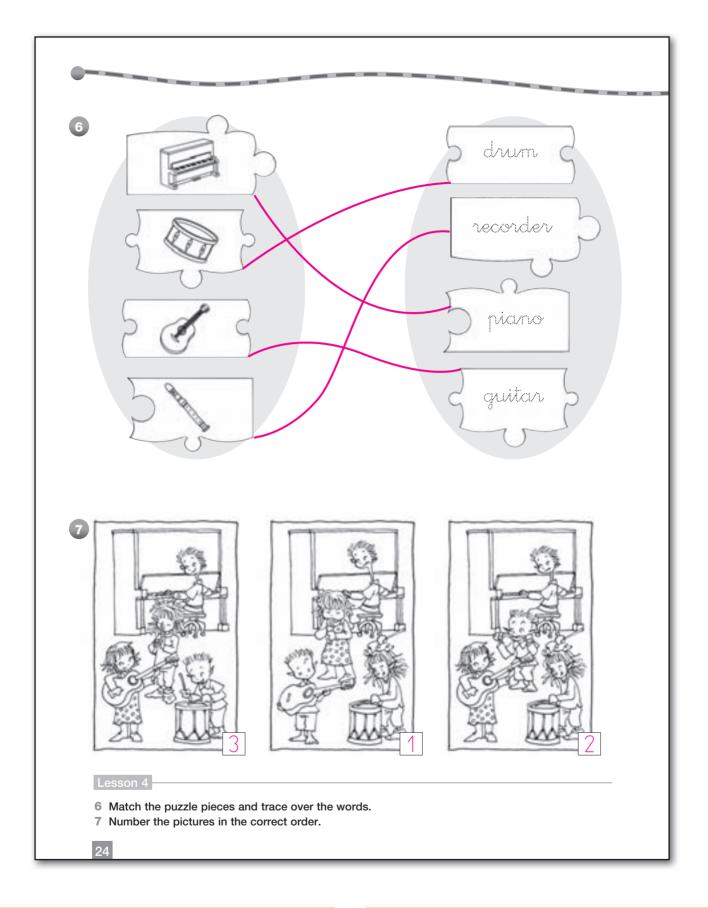
See page 113.

Act out the story



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

Play Track 1.21 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.





The children match the puzzle pieces of musical instruments. You could bring some real instruments to class so the children can appreicate the differences in shape and sound.



The children look at the pictures of scenes from the story and order them chronologically according to the story.

UNIT 3 LESSON 4 OPTIONS

Activity Book

Page 24, Activity 6

Say: Open your books at page 24. Look at Activity 6. Point to the words and the pictures in the puzzle pieces. The children match the illustrated pieces with their corresponding words and trace over the words.

Page 24, Activity 7

Ask the children: Do you remember The Christmas song story? Encourage the children to tell the story using their own words. If they can't remember the story, help them by asking questions with the story cards: How does (Stretch) feel at the end? Which instrument does (Dotty) play (first)? The children look carefully at the pictures and then number them according to the order in the story. They can colour them once they have ordered them correctly.



Let's play!

Families

Give each child a flashcard. Tell the children to walk around the class looking for other children who have flashcards from the same semantic group as them. They form a group with those children. In order to hurry things along, you could set a time limit for the children to get into groups.

Resources

Multi-ROM

Unit 3, Story

Teacher's Resource Book

Extension worksheet 1, page 27



Transcript



Track 1.21
Story: The Christmas song

Picture 1

Stretch: Listen, everybody! Listen to me! Let's practice for our Christmas show. I can play the piano. Dotty, you play the recorder.

Dotty: Ok, Stretch. Thanks!

Picture 2

Stretch: *Smiley, you play the guitar.* **Smiley:** *Ok, Stretch. Thanks.* **Stretch:** *And Flo you play the drum.*

Ele Ole Ole eleke The elek

Flo: Ok, Stretch. Thanks!

Stretch: Good! Are you all ready? One, two, three!

Picture 3

Stretch: No, no, no! That's terrible! Remember! Do, Re, Mi, Fa, So, La, Ti. Ti, La, So, Fa, Mi, Re, Do. Try and try and try again. You can do it if you try! Ready? One, two, three!

Picture 4

Stretch: No, no, no! Stop! Oh dear! Dotty, can you play the guitar?

Dotty: Mmm. I think so.

Stretch: Remember! Do, Re, Mi, Fa, So, La, Ti. Ti, La, So, Fa, Mi, Re, Do. Try and try and try again. You can do it if you try!

Picture 5

Stretch: Oh dear, Smiley, can you play the recorder?

Smiley: Mmm. I don't know.

Stretch: Remember! Do, Re, Mi, Fa, So, La, Ti. Ti, La, So, Fa, Mi, Re, Do. Try and try and try again. You can

do it if you try!

Are you all Ready? One, two, three!

Picture 6

Stretch: No, no, no! Stop! Dotty, that's very good. Oh dear! Flo, can you play the recorder?

Flo: Mmm. I think so.

Stretch: Remember! Do, Re, Mi, Fa, So, La, Ti. Ti, La, So, Fa, Mi, Re, Do. Try and try and try again. You can do it if you try!

Picture 7

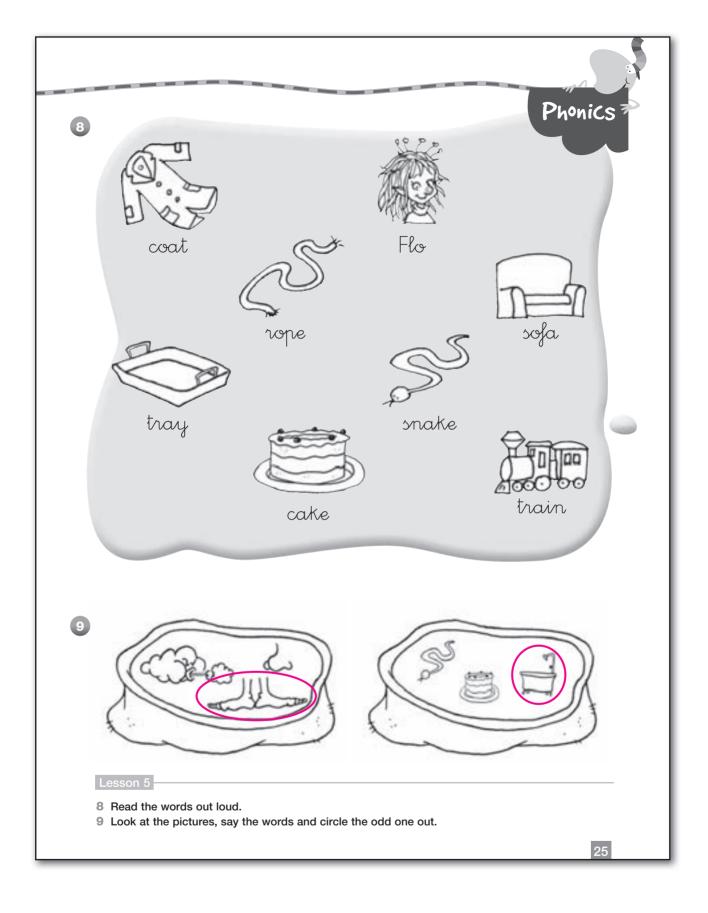
Stretch: *Smiley, can you play the drum?*

Smiley: Mmm. I think so.

Stretch: Remember! Do, Re, Mi, Fa, So, La, Ti. Ti, La, So, Fa, Mi, Re, Do. Try and try and try again. You can do it if you try!

Picture 8

Stretch: Are you all ready? One, two, three!





Explain how to do the two exercises. The children focus on the pronunciation, keeping their mouths in the same position in order to produce the same sound for all the words.

Page 25, Activity 8

Say: Open your books at page 25. Look at Activity 8. Tell the children to look at the pictures and to read the words. Say: (Antonio), look at the (first) picture and read the word. Repeat with another child and with the next picture or word.

Page 25, Activity 9

Say: Look at Activity 9. Say the words as the children look carefully at the corresponding pictures. Exaggerate the pronunciation of the sounds /oa/ and /ay/. Ask: Which is the odd one out? The children draw a circle around the pictures whose phonemes include a different sound.

Transcript



Track 1.22 Phonics

Do Re Mi Fa So La Ti Do Re Mi Fa So La Ti

Do Do Do Flo Do Do Do blow

Do Do Do no Re Re Re tray

Re Re Re play

Re Re Re eight



Let's play!

Instructions

Explain to the children that they have to follow the instructions that you are going to give them. For example: If your name starts with F, touch your left ear.

Make sure you mention all the letters that correspond to the first names of all the children in the class.

$\widehat{\mathbb{N}}$

Resources

Multi-ROM

Unit 3, Phonics

Teacher's Resource Book

Ready to read worksheet, page 55

Recognising that physically-impaired people can do many things.

Curricular link: Science

Language Objectives

Vocabulary: blind, wheelchair, steps, ramp, messy, tidy, light, sound, use, Braille, read, move, cross, shelf, high, low, double, single, door

Structures: Can (he) (read the letters)? Yes, (he) can/No, (he) can't.

Resources: CD; poster (side A); pop-outs **Materials:** red sticky notes or stickers; empty medicine boxes with Braille on them; a blindfold

SKILLS OF THE DISABLED

Presentation

Say: Some people cannot do some of the things we do every day. But they can do lots of special things. Explain that some people cannot see. They are blind. Some people cannot walk. They move around in wheelchairs.

Explain that this does not mean that they cannot do anything!

Say: Blind people learn a special way to read. They learn Braille. They read by touching dots on the paper.
Call a child to the front and blindfold him/her. Ask the rest of the class: Can (he) see? SS: No! T: Can (he) read?
SS: Yes!

Show the children the empty medicine boxes and let them feel the Braille.

Ask several questions to point out that blind people can do most of the things that sighted people can do.

Work with the book

Student's Book, page 26, Activity 7

Say: Open your books at page 26. Look at the pictures. When the children have had enough time looking at all the pictures, say: Look at Katie! (point at the character in the book). Can Katie see? SS: No, she can't!

Say: Look at the library door. Read the notice out loud to me. Can Katie read it? SS: No! T: Mmm... that's a problem.

T: Look at the messy classroom. Can Katie see the schoolbags on the floor? SS: No! T: Mmm... that's a problem, too.

T: Look at the lights on the zebra crossing. Can Katie see the lights? SS: No!

T: Mmm... that's a problem, too.

Say: Now look at the other pictures, can you find the solutions?

Encourage the children to find the pictures that offer solutions: *Picture c – Katie can read Braille.*

Then, say: Look at Tom. Can Tom walk? SS: No, he can't. Say: Look at the steps. Can Tom go up and down the steps? SS: No! T: Mmm... that's a problem.

T: Look at the single door. Can Tom's wheelchair go through the single door? SS: No! T: Mmm... that's a problem, too.

T: Look at the books on the high shelf. Can Tom reach the books (use gestures to help clarify meaning). SS: No! T: Mmm... that's a problem, too.

Say: Now look at the other pictures, can you find the solutions?

Encourage the children to find the pictures that present solutions: *Picture b –Tom can use a ramp.*

Optional Activity Book exercises

See page 117.



Practice

Continuous assessment

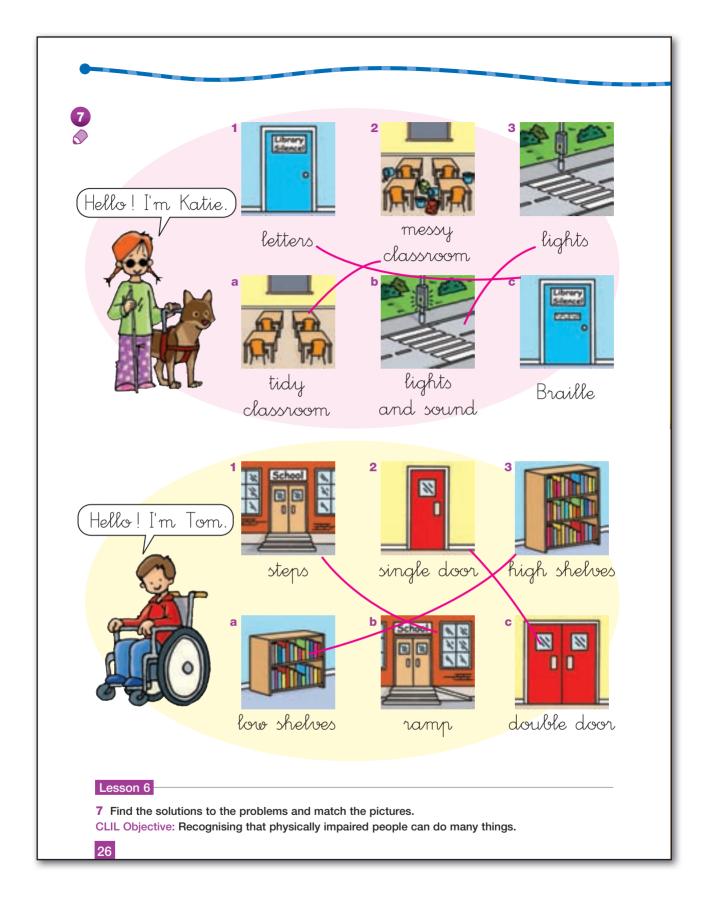
Children recognise that physically impaired people can do many things.

Explain to the children that they are going to look at their classroom and see if they can find any problems for a blind student or a student in a wheelchair.

Hand out the red stickers or sticky notes. Tell the children to walk around the classroom, looking carefully at the objects in the classroom. They put a red sticky note or sticker to indicate a problem.

Some possible examples are: bookshelves, board and poster too high up, narrow aisles, narrow doorways, obstacles, steps.

Discuss what you can do to improve the situation.





Explain to the children that they should respect and appreciate people with hearing or physical disabilities. They should learn to empathise with other people's problems.