



Explain how to use the Braille alphabet.



Remind the children that people with disabilities are ordinary people who lead normal lives. The only thing is that they may need help at given moments.

OPTIONS

Activity Book

Page 26, Activity 10

Say: Open your books to page 26. Look at Activity 10. Point to the girl with her dog and explain that she can't see because she is blind, and that's why she reads using Braille. The children look at the key. Explain that they have to discover what Katie is saying in Braille. The children decipher the message and they write it in the speech bubble.

Page 26, Activity 11

Point to the child in the wheelchair in Activity 11. Explain that Tom can't walk and that's why he could bump into obstacles in the street. Tell the children to give examples of his potential difficulties and to talk about it. Then, the children colour the obstacles that are in Tom's path in the picture.

8

Let's play!

Flash!

Show a flashcard and turn it around really quickly so the children only see it briefly. Tell the children to tell you what the flashcard is. If they don't get it, turn the flashcard around again, but this time do it a bit more slowly. Keep doing this until the children can identify it. Repeat several times with different flashcards.

Resources

Multi-ROM Unit 3, Activity 3

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



CLIL Objective

Making a poster to show the relationship between age and ability.

Curricular link: Art; Social Science

Language Objectives

Vocabulary: verbs: read, write, talk, sit, stand, walk, jump, skip, hop, swim, play the (piano), dive, ski, ice-skate, climb.

People: Babies, children, teenagers, adults, elderly people.

Structures: (Babies) can see but they can't talk.

Materials: glue, scissors, magazine photos of people of different ages, large sheets of cardboard

BUSY HANDS: LOOK WHAT WE CAN DO!

Present the project

Say: Today we are going to make a poster. Write on the board: Group 1; Group 2; Group 3; Group 4; Group 5.

Under each group write one of the categories of people: babies, children, teenagers, adults, elderly people. Ask the children to identify the age groups: *How old are* (babies)? Write the approximate ages underneath - 0-1, 2-12, 13-19, 20-65, 66 + - in each column.

Ask: *Have you got a baby brother or sister*? SS: Yes. / No. Ask the children to put their hands up if they have a baby brother or sister. Ask one of them: *Can he/she talk*? S1: Yes *he/she can. / No he/she can't.*

Ask: Who has got an elderly grandad or granny? Ask questions, for example: Can he/she run very fast? Can he/ she read?

Work with the book

Student's Book, page 27, Activity 8

Children look at page 27 of their Student's Books. Read the title of the project out loud: *Look what we can do.* Point to the pictures of the materials and say: *This is what we need.* Ask children to identify the pictures. Point to the stages one by one and explain using the

materials you have brought to class to clarify meaning. Divide the class into five groups and assign an age group to each group.

The children find a picture for their age group. Then, they make a list of all the things this age group can and can't do. Hand out the materials.

Tell the children to make their posters.

Student's Book, page 27, Activity 9

Say: *Babies can see but they can't talk.* Ask a spokesperson from each group to show the poster and talk about what the people in this group can and can't do.

Optional Activity Book exercises

See page 121.

Dispay the project

Continuous assessment

Children can distinguish between what people can and cannot do.

Collect the finished posters and display them. Encourage children to come to the front to look at each other's work.

Point to the different groups and ask: *Can children drive? Can babies swim? Can elderly people skip?* Encourage the children to ask each other questions.

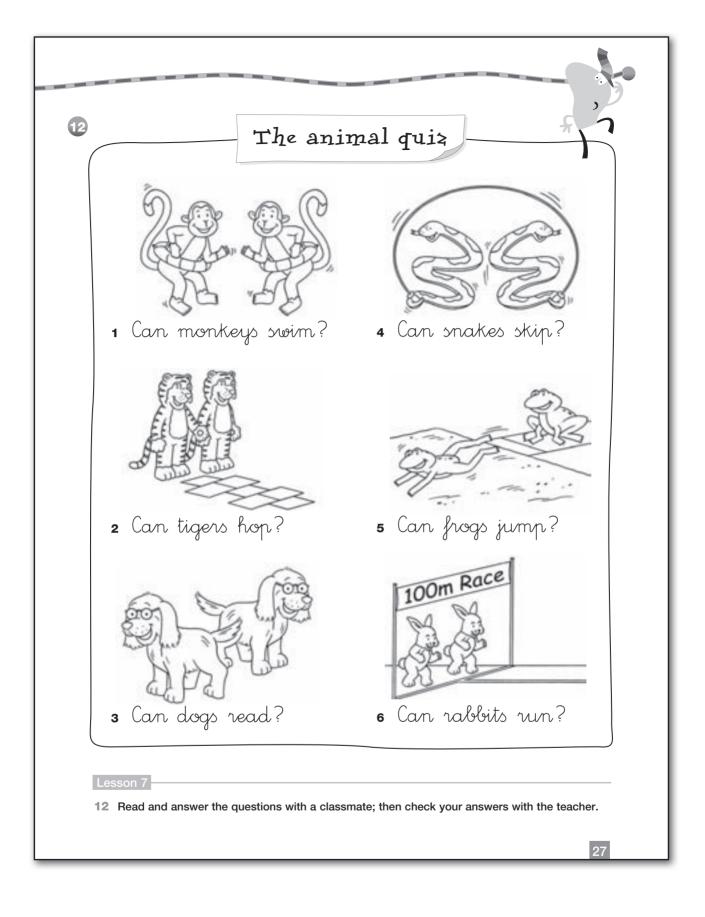




The children use their creativity to make a poster using pictures from magazines.



This activity provides children with an opportunity to think about different ages and what we are capable of doing at those ages.



Explain that human beings are capable of doing and experiencing many things; other animals can't do all the things that we can do. However, animals also have abilities that are beyond our capabilities.

Activity Book

Page 27, Activity 12

Say: Open your books at page 27. Look at Activity 12. Tell the children to work in pairs. They read the sentences and discuss their answers. Each group shares their answers with the rest of the class.



Let's play!

Action!

Place four flashcards of the same semantic field (food, animals, classroom objects, etc.) in the playground or in the classroom. Tell the children to go towards one of the groups of flashcards doing actions: walking, jumping, hopping on one leg, etc.

The first children to get to the group of flashcards that you called out have to name each of the flashcards. Repeat several times.

Resources

Teacher's Resource Book Unit 3, *DVD Real Kids Extension worksheet 2*, page 28



CLIL Objective

Assessment.

Curricular link: Maths

Language Objectives

All the vocabulary for unit 3.

Resources: CD; flashcards (read, write, talk, sit, stand, walk, jump, skip, hop, swim, run); stickers (jump, skip, swim, walk, stand, hop)

BUSY MINDS

Let's remember!

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

Say: Do you remember the song we sang about what we can do? What was it about?

Prompt them by holding up the flashcards. Ask: Can you (skip)?

Say: Shall we sing the song again?

Listen to Track 1.19 again (The I can do it song, page 101). The children join in with actions and words.

Work with the book

Student's Book, page 28, Activity 10

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

Student's Book, page 28, Activity 11

Ask the children to identify the characters. Say: Who's this? The characters are: Flo, Dotty's mum, Stretch's dad, Smiley's brother, (Ben), Flo's grandma, Dotty's sister (Lola). Write the heights up on the board. Ask: Who is the smallest? Gesture with your hands to clarify meaning. Ask a child to come to the board to write the smallest height on a new line. Then ask: Who is the next one? Continue until the children have sequenced the heights from the smallest to the tallest. Then ask: Who is 30 cm tall? SS: Ben! Repeat for the other heights and characters.

Check the activity by asking: How tall is (Flo)?

Optional Activity Book exercises

See page 125.

Round up

Ask: What can I do? Mime the following actions: reading a book, skipping, jumping, hopping, swimming. SS: You can read. You can skip. You can jump... etc.

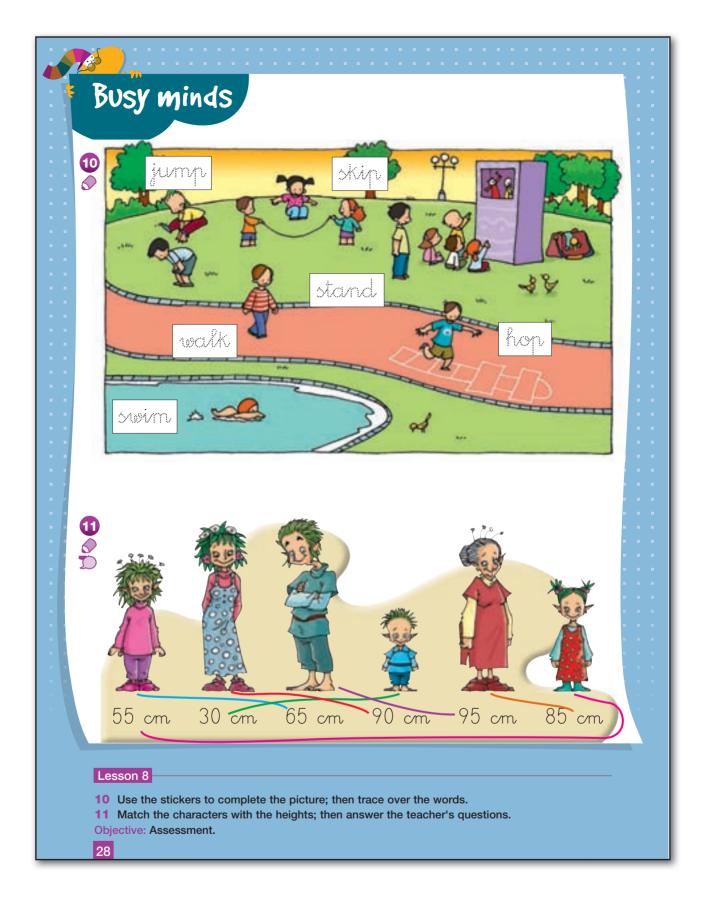
Play a chain game. Say: I can swim. Point to the first child in row 1 and tell them to add to the sentence: S1: I can swim and I can run.

The next child adds another action and so on. Continue until a child repeats an action, makes a mistake or cannot think of another action.

Start the chain again.

Play the same game but this time say: I can't (speak Chinese).

Collect the children's books and correct their work.

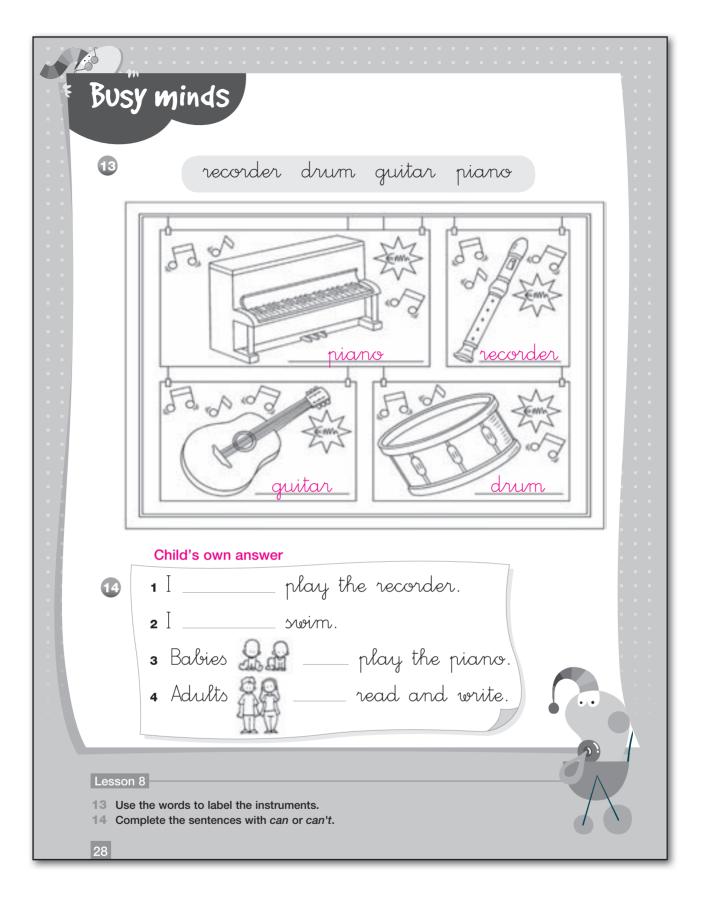




The children have to compare the numbers and pictures and then order them.



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



The children go over what they have written and check whether they have done it well or not. The children should get used to ensuring that their work is neat and tidy.

Activity Book

Page 28, Activity 13

Say: Open your books to page 28. Look at Activity 13. Ask: Do you play an instrument? Tell the children to look at the pictures of the instruments and to write the words in their correct places.

Page 28, Activity 14

Tell the children to look at the sentences from Activity 14. They complete the sentences with *can* or *can't*. Ask questions about the activities that the children can or can't do.

Let's play!

The puppet says..!

Play this game in small groups. The game is similar to *Simon says...*, but the children use the stick puppet instead. For example: *(Flo) says, "Sit down").* The children in each group take turns using different stick puppets.

Transcript



Listen and number the trees.

Narrator: Flo! What can your mum do?
Flo: Well... my mum can play the piano and she can play the drum. She can skip, but she can't swim.
Narrator: Dotty! What can your mum do?
Dotty: Well... my mum can play the piano, but she can't play the recorder. She can hop and she can swim.

ASSESSMENT CRITERIA

CLIL Objective

Children recognise that they are growing up and all that this implies: improved abilities and personal development.

Language Objectives

Children can associate their age with their height and can describe the things they can and cannot do.

Resources

Multi-ROM Unit 3, Activity 4

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



See Transcript Track 1.23



THE WORLD AROUND ME

Landscapes and habitats

CLIL Objective

Recognising the impact of human activities on the landscape.

Curricular link: Geography

Language Objectives

Vocabulary: shops, playground, street, houses

Structures: *Hip, hip hoorray! The Twiggles are building..., There is a /are some...*

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

THE WORLD AROUND ME



Say: *Today we are going to talk about Twiggle Town.* Show the children the poster.

Point to the poster and say: *Look at this landscape. Can you see any (trees) on the poster*? SS: Yes! Repeat the question with the other natural elements in the poster. Hold up the pop-outs, but do not place them on the poster yet. Ask: *Can you see any (streets) on the poster*? SS: *No!* Repeat the question with the other artificial elements in the pop-outs.

Then say: *The Twiggles are building their town today.* Use the pop-outs to remind the children of the vocabulary. Hold up each pop-out and ask: *What's this? / What are these?*

Play **Track 1.24** and place the pop-outs as they are mentioned.

Remove the pop-outs. Ask four children to come to the front and play **Track 1.24** again. The children place the pop-outs.

Repeat with four different children. Play **Track 1.24** again. This time encourage the children to join in.

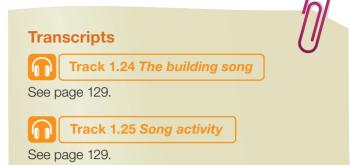


Student's Book, page 29, Activity 1

Say: Open your books to page 29. Look at the first picture. Are there any houses? SS: No! T: Is there a street? SS: Yes. Continue asking about the other pictures. Tell the children that this time they are going to listen, look at the pictures and add the missing words.

Play **Track 1.25**. Pause after each verse and help the children reproduce the verse.

The children trace over the words in their book and match the words to the pictures.



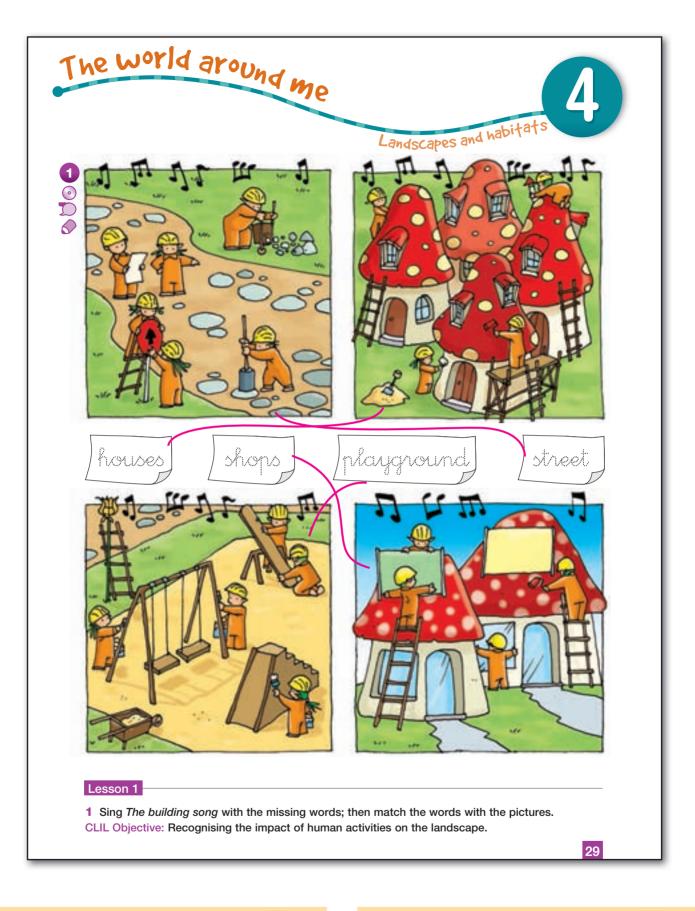
Optional Activity Book exercises See page 129.



Point to the poster with the pop-outs in place. Ask the children to name other objects that they would expect to see in a town.

Prompt them by asking: *Is there usually a (school) in a town?* Repeat with other elements such as: library, bus station, toy shop, sweet shop, hospital, supermarket. Write the words on the board around the poster and ask the children to come and point to the place where they would like to put these new elements.

Collect the children's books and correct their work.

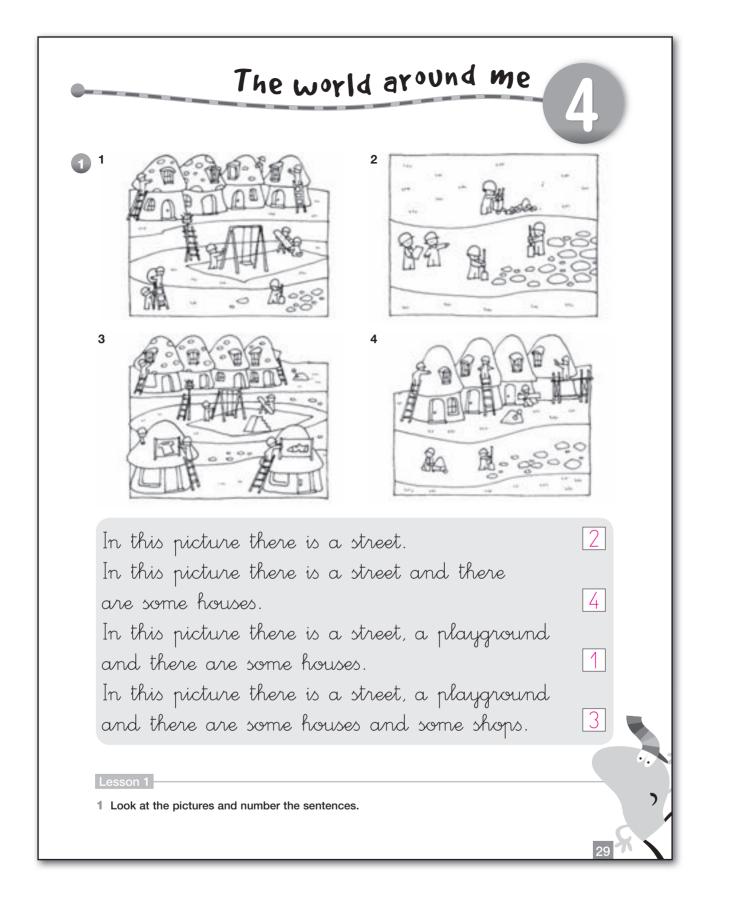




Mention to the children that the basic elements of a city have been created by people and that they aren't natural.



Explain that when roads or houses are built, this can damage the environment and animals.



Use this as an opportunity to awaken children's interest in their surroundings and area where they live.

Activity Book Page 29, Activity 1

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

Read out the first sentence. Tell the children to identify the picture that you are describing.

Repeat with the other sentences.

Tell the children to read the sentences again and to write the number of the picture in the boxes at the end of each sentence.

Ask volunteers to read out their sentences and to say what picture they correspond to.

Let's play!

Picture memory!

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

Resources

Multi-ROM Unit 4, Song

DVD Unit 4, *The building song*



Transcripts



The Twiggles are building their town today. Let's help the Twiggles! Hip, hip, hooray! The Twiggles are building their town.

The Twiggles are building a <u>street</u> today. Let's help the Twiggles! Hip, hip, hooray! Now there is a <u>street</u>.

The Twiggles are building some <u>houses</u> today. Let's help the Twiggles! Hip, hip, hooray! Now there are some <u>houses</u>.

The Twiggles are building a <u>playground</u> today. Let's help the Twiggles! Hip, hip, hooray! Now there is a <u>playground</u>.

The Twiggles are building some <u>shops</u> today. Let's help the Twiggles! Hip, hip, hooray! Now there are some <u>shops</u>.

Track 1.25 Song activity

Let's help the Twiggles! Hip, hip, hooray! The Twiggles are building their town.

The Twiggles are building a _____ today. Let's help the Twiggles! Hip, hip, hooray! Now there is a _____.

The Twiggles are building some _____ today. Let's help the Twiggles! Hip, hip, hooray! Now there are some _____.

The Twiggles are building a _____ today. Let's help the Twiggles! Hip, hip, hooray! Now there is a _____.

The Twiggles are building some _____ today. Let's help the Twiggles! Hip, hip, hooray!

CLIL Objective

Identifying the natural elements of a landscape.

Curricular link: Geography

Language Objectives

Vocabulary: mountain, valley, river, tree, lake, rock, forest

Structures: Is there a / are there any? Yes, there is/ are. No there isn't/aren't.

Resources: CD; student's pop-outs; flashcards *(mountain, river, rock, forest)* **Materials:** glue

NATURAL ELEMENTS OF THE LANDSCAPE

Presentation

Draw a background scene of a natural landscape on the board. Include a mountain and a valley. Describe as you draw saying: *Look! There is a mountain and there is a valley.*

Show the flashcards of the natural elements so that the children can name them.

Draw small pictures of other natural elements to one side of the main picture and name them as you draw them: *river, trees, rock, lake...*

Ask a child to come to the board, to choose one of these elements and to draw it in the main picture. Say: *Very good. Now there is a mountain, a valley and a (river).* Continue until all the elements have been drawn into the main picture.

Ask questions about the final picture: Are there any trees? SS: Yes! T: Is there a river? SS: Yes! T: Are there any shops? SS: No! T: Are there any houses? SS: No! Ask two children to come to the board to ask questions about the picture. Prompt them so that they use any in the questions. The rest of the class answers using the full form: No, there (aren't). Yes, there (is).

Work with the book 🕥

Student's Book, page 30, Activity 2

Children open their books to page 30 and look at the picture.

Say: Look at Flo's picture. Is there a mountain? SS: Yes! Ask other questions to elicit Yes, there is and No, there isn't.

Then ask: *What can you see in the picture?* SS: *There is a (river).* Say: *Listen.* Play **Track 1.26**. The children listen to the first four questions about Flo's picture and join in with the answers.

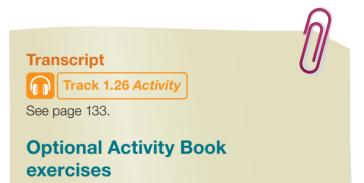
Pause the recording and explain that they now have to answer on their own. Pause after each question to give them time to answer.

Student's Book, page 30, Activity 3

Ask the children to look at Flo's picture again and ask questions using the vocabulary from the pop-outs: *Is there a (supermarket)*? SS: *No, there isn't.* T: *Is there a mountain*? SS: Yes, *there is.*

Tell the children to find their pop-outs and make two piles: one pile for the things they can see in Flo's picture; and another pile for the things they cannot see. Tell the children to glue their pop-outs into the corresponding column. Ask volunteers to use the completed chart in order to describe Flo's picture: *There is a mountain. There isn't a supermarket...*

***Note:** The children will also be using this picture in the next lesson to establish the contrast between natural and artificial elements in a landscape.



See page 133.

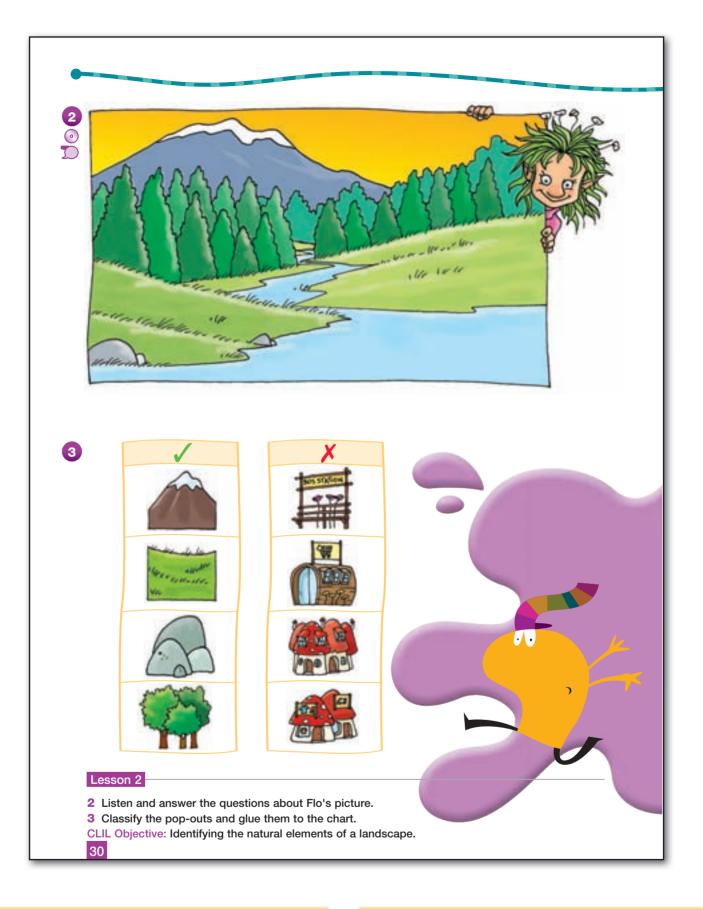
Practice

Continuous assessment

Children can identify the natural elements of a landscape.

Write a list of natural elements on the board: *mountain, valley, river, lake, trees, rocks, flowers, forest.* Ask the children to choose three of the elements and to draw a picture of the countryside.

When they have finished, ask them questions. T: *Is there a lake in your picture?* S1: Yes, there is. / No, there isn't. Continue asking other children. Then ask volunteers to describe their picture. S1: *In my picture there is a mountain, there is a river and there are some trees.*

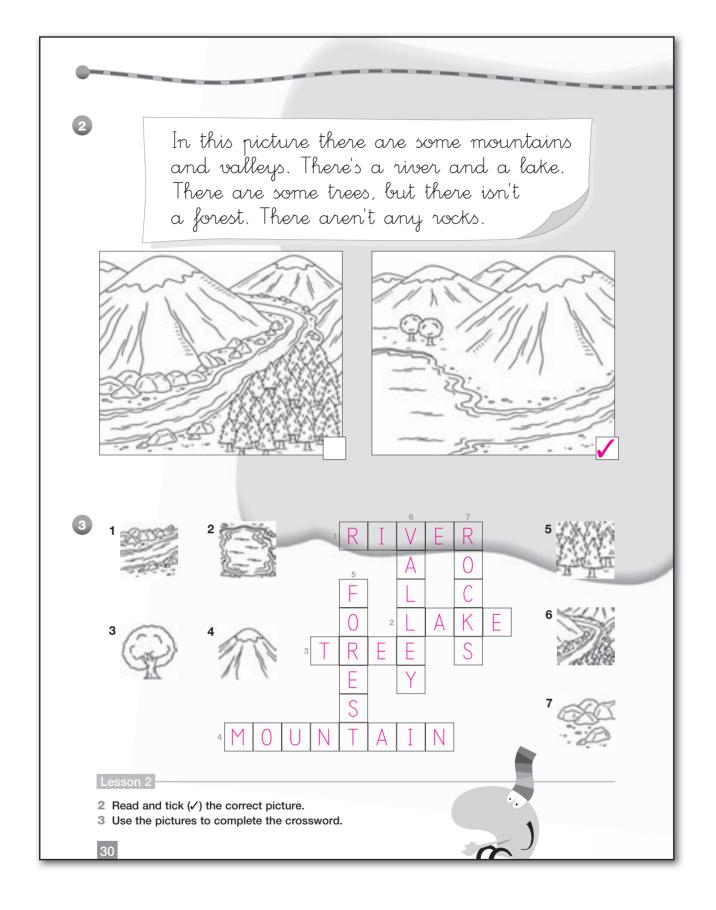




The children think about the natural elements of the landscape.



Remind the children about the basic rules related to acceptable behaviour and safety in the countryside or the mountains.





Explain to the children that with exercises like this, they should read the complete description before choosing the answer.

OPTIONS

Activity Book

Page 30, Activity 2

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

Say: *Listen very carefully and tell me which picture I am describing.* Read out the text. The children choose the picture that corresponds to the text and tick the box. Ask four volunteers to read out the four sentences.

Page 30, Activity 3

Say: Now look at Activity 3.

Explain that the pictures are clues to help them do the crossword. Ask: *What can you see in picture 1?* SS: *A river*. Tell them to find number 1 in the crossword and to write the word *river*.

Tell the children to complete the crossword.

Explain to the children that if they can't remember how to write the words, they can find them in the text at the top of the page.

Let's play!

Board game

Divide the class into groups of four. Hand out four key vocabulary pop-outs to each child. Tell each group to place their pop-outs face up on the floor so that they make a big 4 x 4 square, with four rows and four columns. This acts as a board for a game.

The children in each group take turns to throw the dice and move the corresponding number of squares on the board. The children have to name the popout that they have landed on. If they name it correctly, they can throw the dice again. If not, it is someone else's turn. The first child to get to the end of the board is the winner.

Resources

Multi-ROM Unit 4, Activity 3

Sparks DVD Unit 4, *Real Kids*

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

Transcript

Track 1.26 Activity

Narrator: Look at Flo's picture. Is there a mountain? Children: Oh yes, there is! Narrador: Is there a supermarket? Children: Oh no, there isn't. Narrator: Are there any rocks? Children: Oh yes, there are. Narrator: Are there any houses? Children: Oh no, there aren't.

Narrator: Is there a valley? Narrator: Is there a bus station? Narrator: Are there any trees? Narrator: Are there any shops?



CLIL Objectives

Identifying the artificial elements of a landscape.

Curricular link: Geography

Language Objectives

Vocabulary: road, bridge, building, railway line, wall, gate

Structures: there's a / there isn't a / there are / there aren't any

Resources: poster (side A); pop-outs; flashcards (road, bridge, building, railway line, wall, gate, playground) **Materials:** crayons (two colours)

ARTIFICIAL ELEMENTS OF THE LANDSCAPE



Present the new vocabulary using the flashcards. Place the pop-outs on the poster. Then, hold up the flashcards one by one and ask: *Is there a (railway line) here?* SS: *No!* Encourage the children to use: *No, there isn't.*

When you have introduced the new words, ask the students about the immediate surroundings near the school. Ask: *Is there a railway line near the school?* SS: Yes, there is. / No, there isn't.

Work with the book

Student's Book, page 31, Activity 4

Say: Open your books to page 31. Look at Activity 4. Say: Look at Stretch's picture. Is there a mountain? SS: Yes, there is! T: Is there a railway line? SS: Yes, there is! Ask other questions so the children answer: Yes there is and No there isn't.

Then, tell the children to describe the picture: *What can you see in the picture?* S1: *There's a (bridge).* Say: *Let's compare Flo's picture and Stretch's picture. Are they the same?* SS: *No!* The children compare the two pictures and write *same (S)* or *different (D)* next to the elements on Stretch's picture.

Student's Book, page 31, Activity 5

Prompt the children to make statements about Flos' and Stretch's pictures. Say: *Look at Flo's picture. Is there a railway line in Flo's picture*? S1: *No, there isn't.* Go through the activities again by asking questions: T: *Is there a (mountain) in both pictures*? SS: Yes, there is. T: Are there *(houses) in both pictures*? SS: *No, there aren't.*

Optional Activity Book exercises

See page 137.

Practice

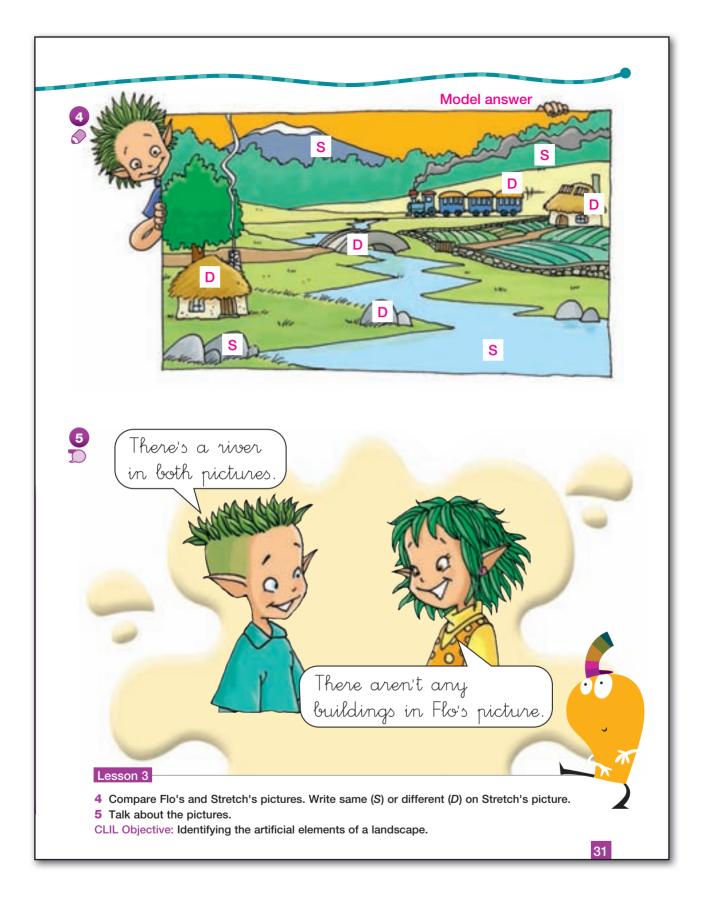
Continuous assessment

Children can identify the artificial elements of a landscape.

Write the word *Artificial* as a heading on the board. Ask the children to think about the things in their school. Ask volunteers to come to the board to write words. Help them with unknown words or spellings. Challenge the children to think about the difference between artificial and natural.

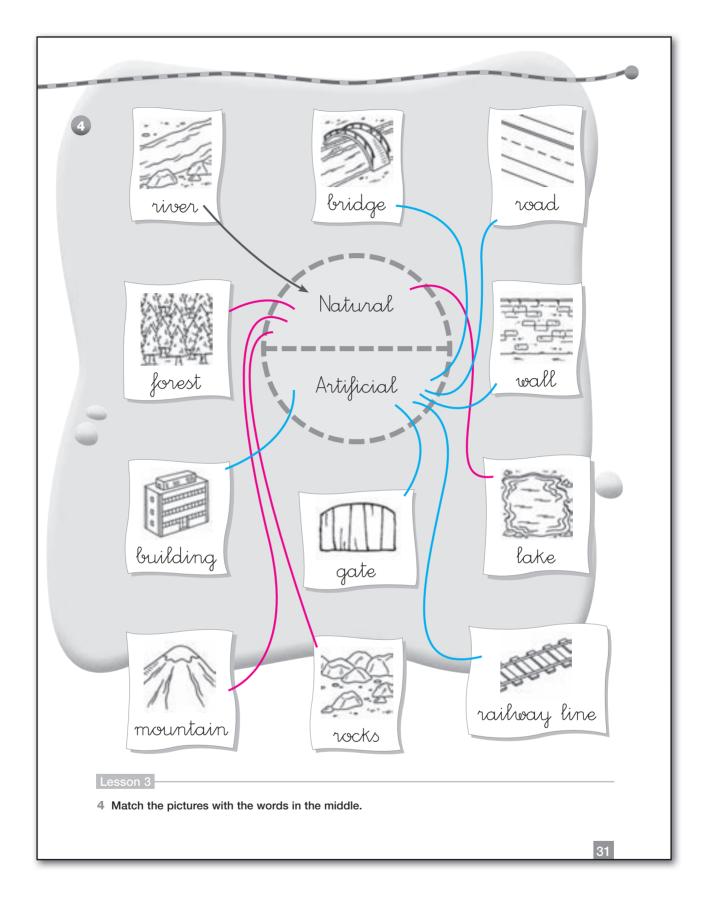
Collect the children's books and correct their work.







This activity provides children with an opportunity to compare the natural and man-made elements of a landscape and to reflect on the impact of these things on the environment.



Explain to the children that when an area of the countryside is taken over by humans, the animals lose their natural habitat.

OPTIONS

Activity Book

Page 31, Activity 4

Say: Open your Activity Book to page 31. Look at Activity 4.

Read the words in the circle in the middle of the page. Say: *Natural. Look at the pictures. Which things are natural*? SS: forest, mountain, etc.

Then, say: Artificial. Which things are artificial? SS: railway line, building, etc.

The children classify the elements and match them to the corresponding words in the circle.

Tell the children to use one colour for the natural elements and another colour for the artificial elements. Correct the activity by asking the children to name the elements that they have matched with each word.

Resources

Multi-ROM Unit 4, Activity 1

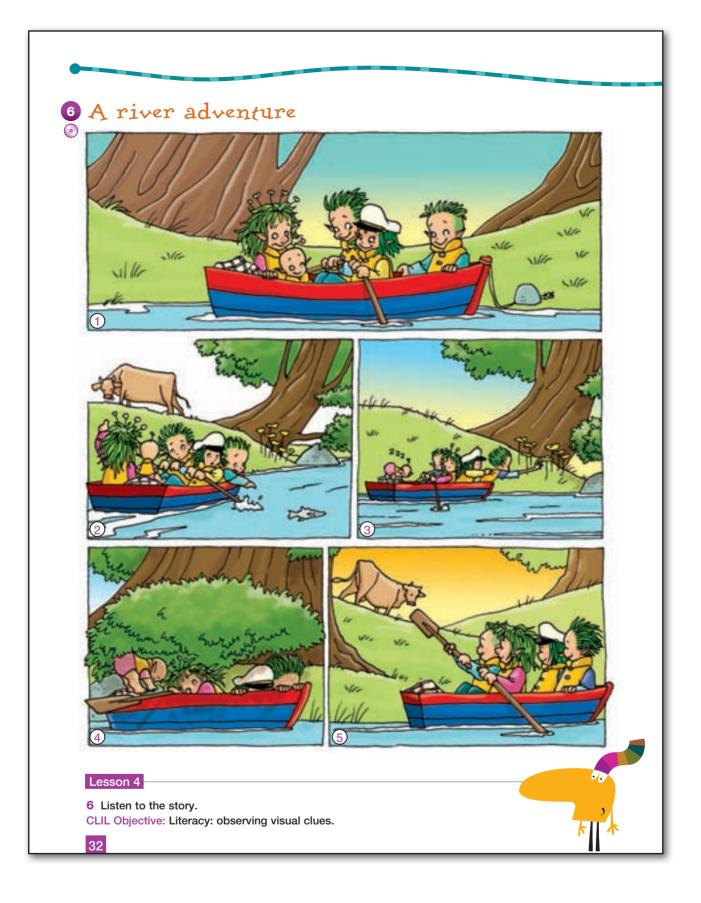
Teacher's Resource Book Extension worksheet 1, page 29



Let's play!

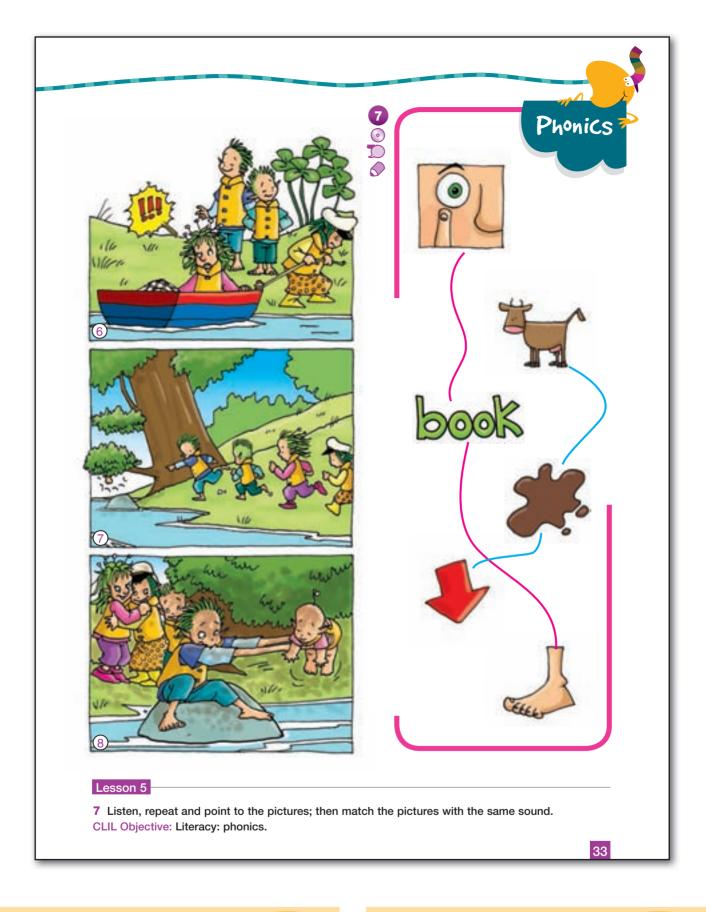
Top secret!

Tell the children to choose one of the key vocabulary pop-outs, but to keep it a secret. Make sure that all the children can name the picture on the pop-out. Tell the children to walk around the class as they say the word from their pop-out out loud. Each child must find other children who are saying the same word and form a group with them. At the end, tell each group to show their pop-outs to the class as they name the corresponding word.



P

In the story, the characters wear life-jackets in the boat. Remind children of the importance of personal safety and being careful when they are near water.



The children should repeat 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 are waiting for their turn to act.

CLIL Objective

Observing visual clues.

Curricular link: Literacy

Language Objectives

Story language: Look! There's a (fish)! Be careful! Don't fall in.

Join-in language: *Row, row, row the boat./Steady and slow./Down the river we float and float./Down the river we go.*

Resources: CD; poster (side B); story pop-outs (*Dotty* and Stretch rowing; Flo and Smiley rowing; Smiley and Stretch; Flo and Dotty; the baby)

STORY: A RIVER ADVENTURE

Presentation 🔞

Say: It's story time!

Show the children the poster. Ask questions to help them predict the story. T: *What can you see in the poster?* SS: *A river!* T: *Can you see a rock?* SS: Yes! T: *And can you see a tree?* SS: Yes.

Ask: Is there a cow in the picture? SS: Yes, there is. T: Are there any flowers in the picture? SS: Yes, there are. T: Is there a fish in the river? SS: Yes, there is.

Ask a volunteer to come to the board, to describe the picture and to point to the elements. S1: *There's a river. There's a tree. There's a fish. There's a cow.*

Say: The Twiggles are going to have a picnic by the river. Where are the Twiggles today? SS: In a boat./On the river. Say: Let's listen to the story.

Play **Track1.27**. Enact the story using the pop-outs and the poster. Add mime and facial gestures to support meaning. Ask five children to come to the poster and give each one a pop-out. Play **Track1.27** again. The children enact the story using the pop-outs. Encourage all the children to join in.

Work with the book 🕥

Student's Book, pages 32 and 33, Activity 6

Say: Open your books at pages 32 and 33. Play **Track1.27** again. The children look at the pictures. Tell the children to join in with: *Row, row, row the boat. Steady and slow. Down the river we float and float. Down the river we go.* Stop the recording at random and tell the children to supply the next line. Tell the children to look at the pictures in the book. Describe a picture and ask them to tell you which picture it is. Say: *There's a river. There's a tree. There's a cow. There's a fish. There's a boat and* there are some flowers. SS: Picture 2. Continue with the other pictures. Then, ask a volunteer to describe a picture. S1: There are 2 trees. There's a river. There's a boat and there's a cow. SS: Picture 5. Continue with other volunteers.

Transcript

Track 1.27 Story: A river adventure

See page 143.

Optional Activity Book exercises

See page 143.



Divide the class into groups of six. Tell four children in each group to be one of the characters. The other two children play the parts of the baby and the narrator.

Play **Track1.27** again. The children raise their hands when they hear their part of the story. Play **Track1.27** again. The children participate with their lines. Encourage them to add facial gestures and to model suitable expressions.

CLIL Objective

Literacy: phonics *oo* (look / foot / book); *ow* (brown / cow / down)

Curricular link: Literacy (Phonics)

Story language: Look! There's a (fish)! Be careful! Don't fall in.

Join-in language: Row, row, row the boat./Steady and slow./Down the river we float and float./Down the river we go.

Resources: CD; poster (side B)

PHONICS



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

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

Ask questions about the pictures to help the children remember the story.

Play **Track1.27**. The children listen to the story.

Play **Track1.27** again. The children join in saying: *Row, row, row the boat. Steady and slow. Down the river we float and float. Down the river we go.*

Work with the book 🚺

Student's Book, page 33, Activity 7

Clap your hands to ensure that the children are watching you. Write the following words on the board: *look, foot, book, brown, cow* and *down*.

Point to each word and repeat it. Point out to the children that some of the words have the same sound. Point to the words *look, foot* and *book,* and repeat the sound several times. Articulate the sound very clearly. The children repeat: 00... 00... 00... 00... 00... 00... 00... 00... book.

Point to the words *brown, cow* and down, and repeat the sound several times. Articulate the sound very clearly. The children repeat: ow... ow... *brown. ow... ow... ow... cow. ow... ow... down.*

Say: Look at Activity 7 on page 33.

Play **Track1.28**. The children listen and point to the pictures.

Play **Track1.28** again. The children repeat the sounds and join in with the words.

Tell the children to match the pictures that have the same sounds. They use a different colour for each sound. Ask volunteers to name the words that have the /oo/ sound.

Ask volunteers to say the words that have the /ow/ sound. Ask the children to think of other words in English that have the sounds /oo/ or /ow/.

Transcript

Track 1.28 Phonics

See page 145.

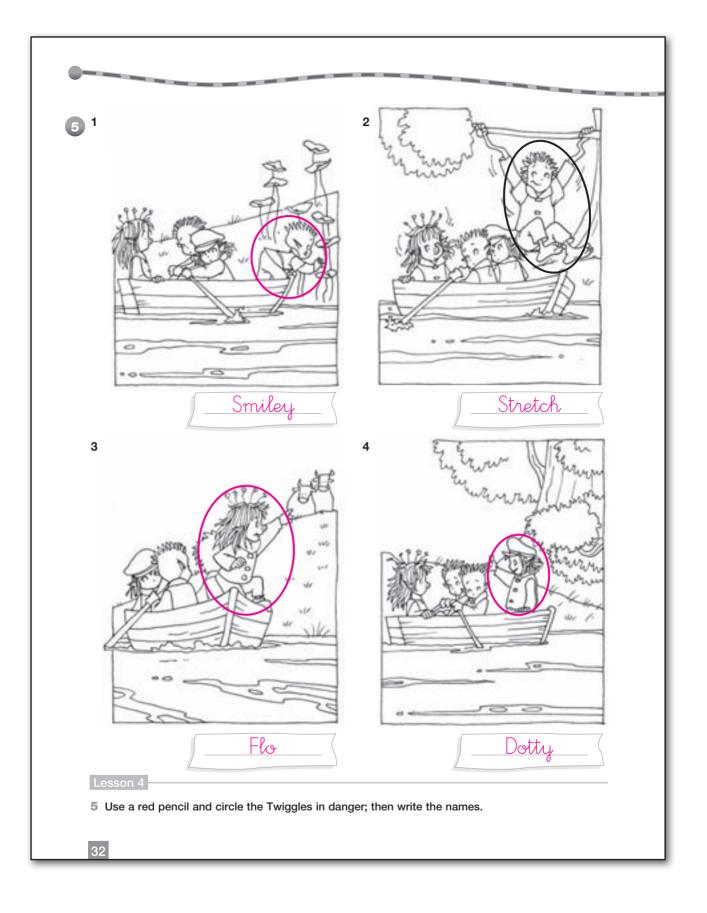
Optional Activity Book exercises

See page 145.

Act out the story 🞧

Divide the class into groups of six. Assign a character to each child, including the narrator and the baby. Play **Track 1.27**. The 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.

Collect the children's books and correct their work.



Draw the children's attention to the dangerous behaviour of the characters. This will help the children think about what you should or should not do in a boat or when you are near water.

OPTIONS

Activity Book

Page 32, Activity 5

Say: Open your Activity Books to page 32. Look at Activity 5.

Say: Look at picture 1. Look at Smiley! Be careful, Smiley! Don't fall in!

Say: Now look at picture 2. Ask a volunteer to continue: S1: Look at Stretch! Be careful, Stretch! Don't fall in!

Repeat with the other pictures and the other characters. Ask the children to circle the Twiggles who are in danger and to write their names.

Let's play!

Charades

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

Resources

Multi-ROM Unit 4, Story

Transcript

Track 1.27 Story: A river adventure

Picture 1

Narrator: Today the Twiggles are going on a boat trip. Dotty: Ready, Stretch? Stretch: Yes! Let's go! Row, row, row the boat. Steady and slow. Down the river we float and float. Down the river we go.

Picture 2

Narrator: First, Dotty and Stretch row the boat. Row, row, row the boat. Steady and slow. Down the river we float and float. Down the river we go. Flo: Look! There's a brown cow! Baby: Cow! Smiley: And look! There's a fish! Dotty: Be careful! Don't fall in.

Picture 3

Narrator: Then, Smiley and Flo row the boat Row, row, row the boat. Steady and slow. Down the river we float and float. Down the river we go. Stretch: Look! There are some flowers! Dotty: Be careful! Don't fall in.

Picture 4

Narrator: The boat floats under a big branch. Dotty: Be careful with the branch. Stretch: Heads down, everyone. Narrator: Flo and Smiley row on. Row, row, row the boat. Steady and slow. Down the river we float and float. Down the river we go.

Picture 5

Narrator: *Finally, they reach a perfect place for a picnic.* **Dotty:** *Look! Let's have the picnic by the tree.* **All:** Yes, *let's!*

Picture 6

Narrator: Dotty ties up the boat on the river bank and then...

Flo: Where's the baby? She isn't in the boat.

Picture 7

Narrator: Stretch and Smiley run back along the river bank. Flo: Quick! Run! Stretch: Look at that tree! Dotty: Can you see her? Smiley: Yes! I can see her foot.

Picture 8

Narrator: Stretch sits on the rock in the river.
Flo: Can you reach her, Stretch?
Stretch: Yes, I can! I've got her now. Safe and sound!
Baby: Safe and sound!
Others: Hurray!

6	put 😥	COW	Phonics 7
	look	flower	
	book.	mouse	
	foot	house	
	53		
	look	Para la	
SPO	1001	book	mouse
SAS.		4 HIL	
flower	foot	house	
		\frown	
I Look at Flo put the book on her foot.			
The brown cow walks down			
The brown cow walks down to the town.			
HI Berth			
		SHUT)	
Lesson 5			
6 Classify the words; then add more words to the table.7 Complete the words; then match the sentences with the correct picture.			
			33



Remind the children that in English there are several ways of writing the same sound. They should say the words out loud so they can hear what they sound like and check if they are similar to other words.

OPTIONS

Activity Book

Page 33, Activity 6

Say: Open your Activity Books to page 33. Look at Activity 6.

Read the word at the top of the first column. Ask: *Can you find any other words that have the same sound as* <u>*put*</u>? Help the children find the words: *book, look, foot*. Repeat the process with *cow: house, mouse, flower*. Encourage the children to think about some other words with the same sounds. You can prompt them by writing the following words on the board and telling the children to classify them according to their principal sound: *bush, mountain*.

Page 33, Activity 7

Say: Now look at Activity 7.

Tell the children to look carefully at the first picture and to write what they can see. Then, ask if anyone can complete the words in the sentence. Repeat with the second picture. The children complete the words with the letters that are missing and match the pictures to the sentences.

Let's play!

Jump to it

Take the children to the playground. Draw big circles on the ground with a piece of chalk.

Write the letters of the sounds you have been studying in each circle. Say a sound out loud. The children have to jump inside the circle that has the letters that correspond to that sound. Continue playing until you have named all the sounds.

Resources

Multi-ROM Unit 4, *Phonics*

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

Transcript



00 00 00 look 00 00 00 foot 00 00 00 book 0w 0w 0w cow 0w 0w 0w down 0w 0w ow brown



CLIL Objective

Identifying appropriate behaviour in a park.

Curricular link: Social Science

Language Objectives

Vocabulary: park, path, bush, lake, tree, fountain, bin, bench, flower

Structures: Let's (pick some flowers). Yes, let's! Don't do that!

Resources: CD; poster (side A)

BEHAVIOUR IN A PARK



Say: Today we are going to talk about the things we can see in our towns and parks. Ask: Are there any trees in x (x being the name of the town/city)? SS: Yes. Ask: Are there any fountains in (x)? SS: Yes/No. T: Is there a lake in (x)? SS: Yes./No.

Explain that a lot of the natural things we can finding a city are in parks. Ask: *Is there a park in (x)?* SS: *Yes, there is.* Present the new vocabulary using the poster.

Point to the first picture and ask: *Is there a fountain in the park*? SS: *Yes, there is. / No, there isn't.* Repeat the question with the other pictures. Ask the children: *Do you go to the park*?

Work with the book 👩

Student's Book, page 34, Activity 8

Say: Open your books at page 34. Look at the pictures. When the children have had time to look at all the pictures, ask: Are there any flowers?

SS: Yes! T: Is there a football? SS: Yes! T: Are there any benches? Repeat the question with: trees, bushes, lake. Then, say: Now look carefully at the children.

Oh dear! Some children are not behaving very well (shake your head disapprovingly).

Play the first part of **Track 1.29**. Tell the children to point to the objects as they hear them. Play the first part of **Track 1.29** again.

The children join in with the responses. This time, the children number the objects in their books as they listen. Play the second part of **Track 1.29** and tell the children to supply the responses this time.

Student's Book, page 34, Activity 9

Say: *Look at Activity 9.* The children use the key to put a cross or tick in the boxes next to the pictures.

Transcript

Track 1.29 Activity

See page 149.

Optional Activity Book exercises

See page 149.

Practice

Continuous assessment

Children can express their disagreement with certain actions.

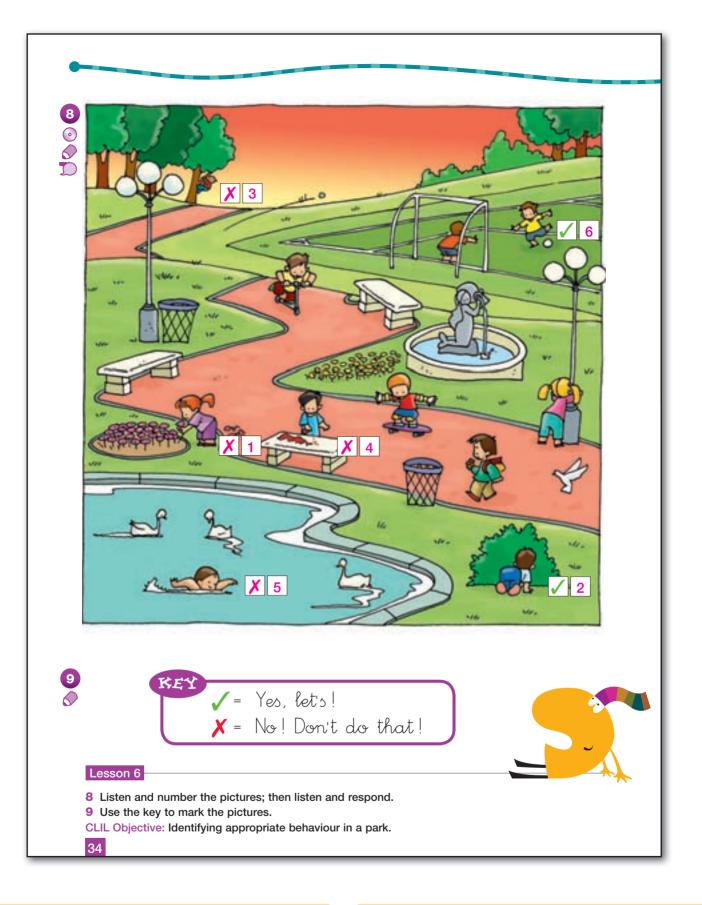
Explain to the children that we must behave in a certain way in public places. Focus on the school.

Mime an action that is not acceptable, such as dropping litter on the floor. Ask the children to respond accordingly: *Don't do that!*

Supply the language that they need: *That's right. Don't drop litter.*

Other possibilities include: Don't write on the furniture! Don't write on the walls! Don't push the small children! Don't play with a ball inside! Don't run down the corridors! Don't shout!

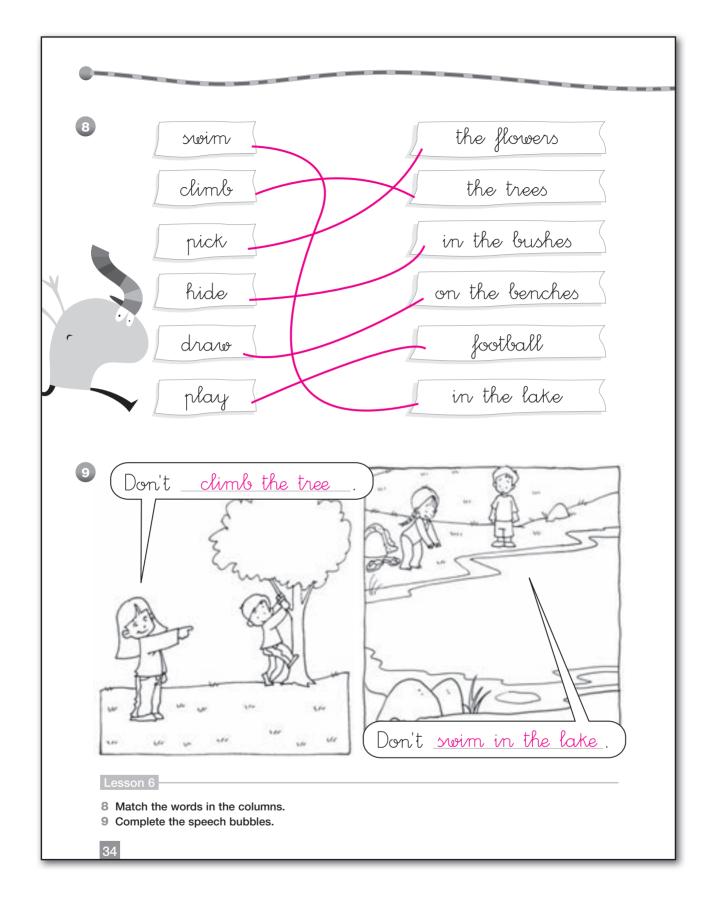
Collect the children's books and correct their work.



Explain that parks and other public places have rules and regulations that we should all comply with so that everyone can enjoy the park.



Mention to the children that by recognising the bad behaviour of the children in the picture, the children will be able to understand how to behave correctly in the park.





Explain that with an activity like this the children should start by looking at one of the verbs and reading all the options before they match the verb to the expression.

Activity Book

Page 34, Activity 8

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

Read out the first verb: *Swim.* Tell the children to read the text in the right-hand column and to find the rest of the expression.

Help them by offering incorrect suggestions: Swim (on the benches)! Is that right? SS: No!

Repeat this process until the children have found all the correct sentences.

Tell the children to read the text again and to match the verbs to the words on the right.

Page 34, Activity 9

Say: Now look at Activity 9.

Point to the boy in the first picture and shake your head disapprovingly. Say: *Oh dear! That's not good. What's she saying to him?* SS: *Don't climb the trees!*

Repeat with the second picture.

Tell the children to complete the speech bubbles. They can use the previous sentences to help them spell the words.

Let's play!

Odd one out!

Place six flashcards on the board. Five of them from the same semantic field and one other flashcard from a different semantic field. Tell the children to identify the odd one out. Repeat the game with other flashcards.

Resources



Teacher's Resource Book Extension worksheet 2, page 30

Transcript



What can we do in the park? Let's pick the flowers! No! Don't do that! Don't pick the flowers! Let's hide in the bushes! Yes, let's! Let's hide in the bushes! Let's climb the trees! No! Don't do that! Don't climb the trees! Let's draw on the bench! No! Don't do that! Don't draw on the bench! Let's swim in the lake! No! Don't do that! Don't swim in the lake! Let's play football! Yes, let's! Let's play football!

Now you respond. Let's pick some flowers! Let's hide in the bushes! Let's climb the trees! Let's draw on the bench! Let's swim in the lake! Let's play football!

CLIL Objective

Making a poster of a park and classifying objects.

Curricular link: Geography; Art

Language Objectives

Vocabulary: bench, bin, fountain, path, bridge, tree, flower, lake, bush, river Structures: there is, there are

Resources: poster (side A) Materials: crayons, a pen, paper, coloured paper, clipboard

BUSY HANDS: MY FAVOURITE CORNER OF THE PARK

Present the project 🔯

Say: Today we are going to make a checklist about our favourite corner of the park.

Draw two columns on the board. At the top of one, write Natural, and at the top of the other, write Artificial. Using the poster, ask questions about the things you can find in a park. Point to the fountain and ask: Is a fountain artificial? SS: Yes, it is. T: Is a bench natural? SS: No, it isn't. Write fountain and bench in the column marked: Artificial. Ask: Are flowers natural? SS: Yes, they are, T: Is a bush artificial? SS: No, it isn't. Write flowers and bush in the column marked: Natural.

Work with the book

Student's Book, page 35, Activity 10

Tell the children to look at page 35 of their Student's Books. Read the title of the project out loud: My favourite corner of the park.

Point to the pictures of the materials and say: This is what we need. Tell the children to identify the pictures.

Go through the steps, one by one, and explain using the materials that you have brought to class to help them understand.

Hand out the materials.

Tell the children to make a checklist of natural and artificial elements that you can find in a park.

Then, take the children to the local park, let them choose a corner in the park. They mark off their checklist the elements that they find; or, tell them to work from memory.

Student's Book, page 35, Activity 11

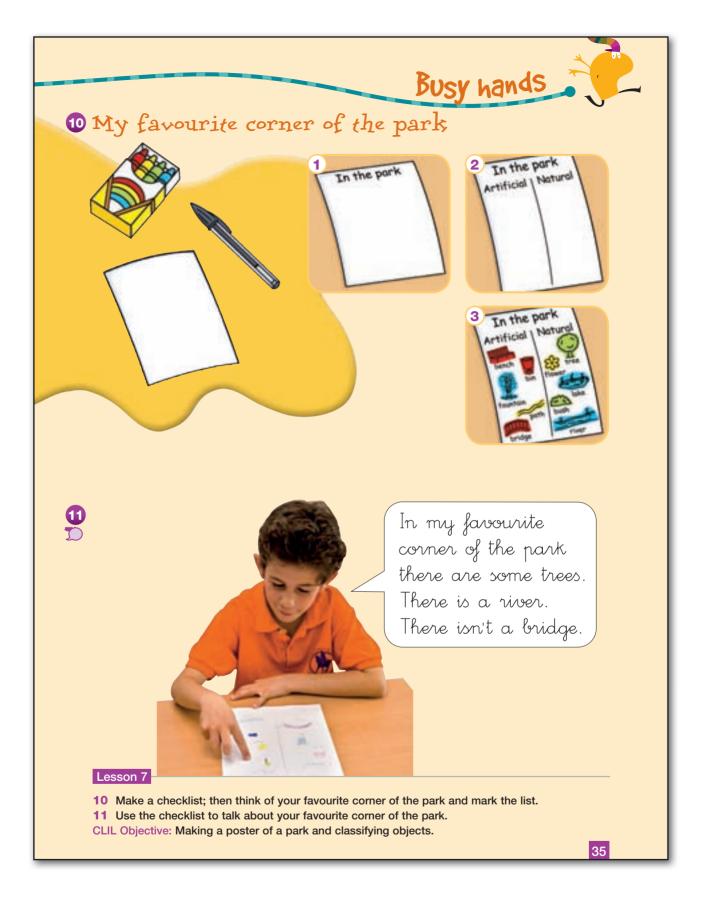
Say: Now look at Activity 11. Say: Use your checklist to talk about your favourite corner of the park. The children use the example in the book to help them. S1: In my favourite corner of the park there are some trees. There is a river. There isn't a bridge. Ask volunteers to tell the rest of the class about their favourite corner of the park.

Optional Activity Book exercises



Display the project

Collect the finished checklists and display them. Encourage the children to come to the front to look at each other's work. Point to the different checklists and ask: Are there trees in (David's) favourite corner of the park? SS: Yes./No. T: Is there a bridge in (David's) favourite corner? SS: Yes./No.

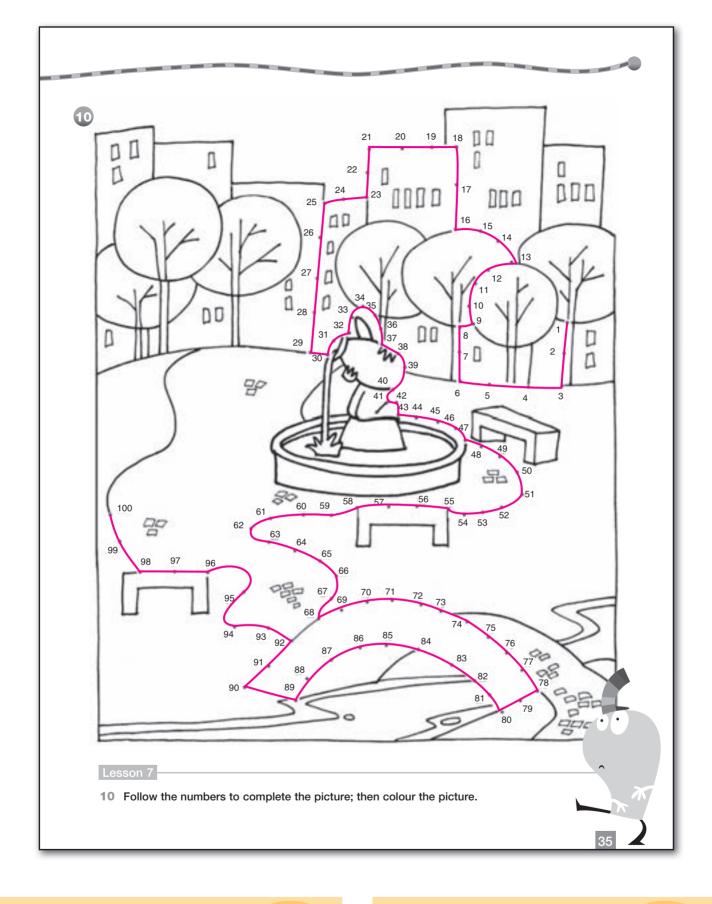


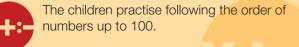


The children have to organise and present the information as a list.



The children think about their own preferences and the elements of a park that they like the most.







Explain that with a *dot-to-dot* exercise like this they should follow the order of the numbers. Remind the children that they have to look carefully to find the following dot before drawing the line.

Activity Book

Page 35, Activity 10

Say: *Look at the picture. Can you see the numbers?* Tell the children to count out loud with you the numbers from 1 to 100.

Tell the children to join the dots by following the order of the numbers.

The children colour their pictures.

Tell the children to describe what they can see in their pictures.

Resources

Multi-ROM Unit 4, *Activity* 7

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



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Let's play!

Noughts and crosses

Draw a 3 x 3 table on the board. In each square, draw or stick a picture. Divide the class into two teams: the "noughts" and the "crosses". Tell a child from one of the teams to name one of the pictures. If the child says it correctly, they get a nought or a cross in this square.

The first team to get three noughts or crosses in a row is the winner.

Assessment.

Curricular link: Geography; Social Science

Language Objectives

All the vocabulary for Unit 4.

Resources: poster (side A); flashcards; stickers (buildings, bridge, trees, wall and gate, road, rocks)

BUSY MINDS

Let's remember!

Say: Today we are going to remember all the work we have done in Unit 4.

Hold up the flashcards and identify the things. Ask: *What's this?* SS: *It's a road.*

Work with the book

Student's Book, page 36, Activity 12

The children open their books at page 36.

Show the children the stickers in the middle of the book. The children find and stick the stickers for Unit 4. Then, they match the words with the stickers and trace over the words.

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

Student's Book, page 36, Activity 13

Ask the children to look at the pictures. Ask them if they remember the rules for the park. Write on the board: *Let's* and *Don't*.

Point to the first picture and ask: *What do we say? Let's play football or Don't play football in the park?* SS: *Let's play football*. Repeat with the other pictures. Tell the children to write *Let's* or *Don't* in the correct places. Ask volunteers to read their sentences out loud and correct the activity.

Optional Activity Book exercises

See page 157.



Divide the board into two halves. Ask the children to call out elements which are natural and write the words on both sides of the board in random order. The same words should be on both sides of the board. Do the same for artificial elements. Prompt the children where necessary using the poster and the flashcards.

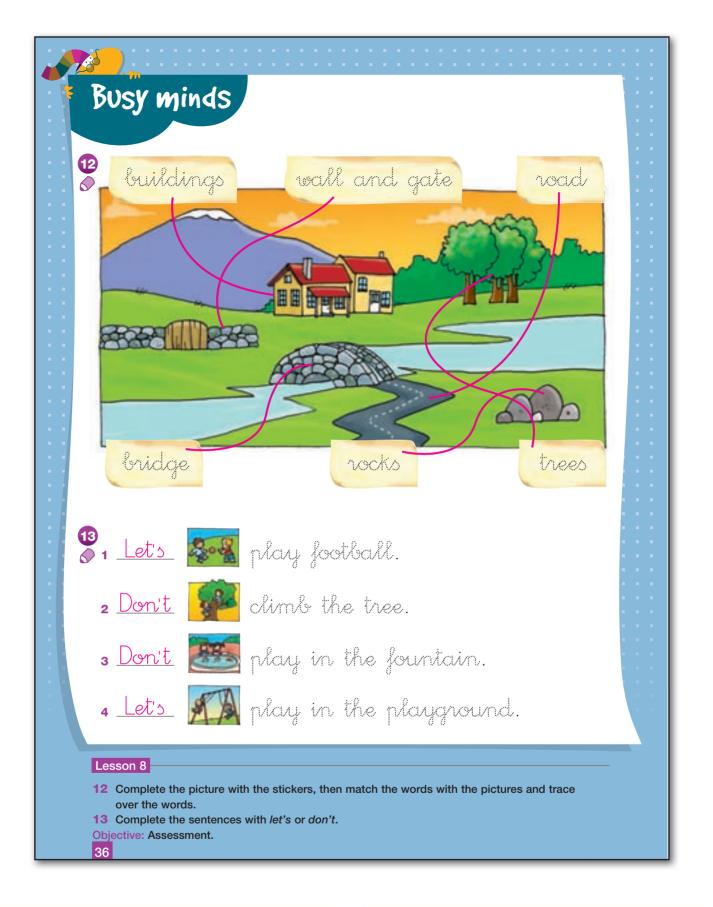
Divide the class into two teams.

Shout: *Natural!* A member from each team comes to the board to circle a natural element.

The first child to circle a correct word wins a point for their team.

Repeat the procedure until all the words are circled. The team with the most points is the winner.

Collect the children's books and correct their work.





The children use the words and the shapes to find the correct stickers.



The children remember the rules of behaviour for the park.

Busy minds Ð isn't are aren't is In this picture there are big mountains and there <u>is</u> a forest, but there <u>aren't</u> any rocks. There <u>is</u> a river, but there <u>isn't</u> a bridge and there isn't a lake. There are some walls and there <u>are</u> some gates. There <u>is</u> a road and there <u>is</u> a building, but there <u>isn't</u> a railway line. There <u>are</u> some paths but there <u>aren't</u> any flowers. This isn't a town and there aren't any shops and there aren't any houses. 12 house look b<u>oo</u>k C<u>O W</u> fl<u>ow</u>er <u>foot</u> bush m<u>ou</u>ntain Lesson 8 11 Look at the picture and complete the sentences. 12 Complete the words. 36



Explain to the children that before completing the description, they should read each sentence carefully.

OPTIONS

Activity Book

Page 36, Activity 11

Say: Open your Activity Books at page 36. Look at Activity 11.

Tell the children to look at the picture. Ask questions: *Are there any mountains? Is there a railway line?* Explain that they are going to complete a text with the words: *is, isn't, are* or *aren't*. Write the words on the board.

Start reading the text and stop where there is a blank space. Tell the children to say the missing word. Correct them if necessary. Continue reading until you have finished the text.

Tell the children to read the text again and to write in the missing words.

Page 36, Activity 12

Say: Now look at Activity 12.

Tell the children to say the complete words out loud. Correct any pronunciation errors. Tell the children to write the missing letters in order to complete the words.

Let's play!

Stories

The children can use the stick-puppets to tell stories to one another. They should try to speak in English only. Divide the class into groups. Hand out a puppet to each group. Tell the children to use the puppets to tell the stories to one another. Walk around the class to make sure that all the children are joining in and that they are speaking in English.

If necessary help them by supplying the necessary vocabulary.

Resources

Multi-ROM Unit 4, Activity 4

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

See Transcript Track 1.30

Transcript



Listen and match the characters to their favourite corner of the park.

Narrator: Tell me about your favourite corner of the park, Flo.

Flo: Well... in my favourite corner of the park, there are three trees and there are lots of flowers. There's a river and a bridge over the river, and a bench.

Narrator: What about you, Smiley?

Smiley: In my favourite corner of the park there are three trees and lots of flowers, too. There's a fountain and a bench.

Narrator: What about you, Stretch?

Stretch: In my favourite corner of the park there is a river and a lake. There are two trees and a fountain.

Listen again and draw the missing picture.

ASSESSMENT CRITERIA

CLIL Objective

Children can recognise the impact of human activities on the landscape. They can identify the artificial elements of the landscape and appropriate behaviour in a park and the countryside.

Language Objectives

Children can describe the elements in a landscape and classify them. The children can also distinguish between singular and plural forms of nouns and verbs.

I'M HUNGRY! The human body

CLIL Objective

Recognising that our bodies need food and liquid

Curricular link: Science; Social Science

Language Objectives

Vocabulary: *tired, cross, happy, hungry, thirsty, tea* **Structures:** Go away! I'm (tired). What's the matter?

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

I'M HUNGRY!



Tell the children that you are going to talk about the importance of food and drink. Show the children the popouts of the characters and ask: *Is (Flo) happy?* SS: *No!* Say: *That's right. (Flo) is very cross!* Use gestures to clarify the meaning of *cross*.

Repeat for the other characters. Then, ask: *What's the matter?*

Ask the children if they feel happy when they're hungry. Show the children the pop-out of the Twiggles having tea. Ask: *Is (Flo) cross now?* SS: *No!* Repeat with the other characters and say: *That's right. The children aren't cross now because they are having tea.*

Point to the food on the table. Ask: *What can you see on the table?* SS: *Juice, sandwiches and biscuits.* Help the children to remember the vocabulary if necessary.

Play **Track 2.1** and place the pop-outs of the Twiggles on the poster. Play **Track 2.1** again and encourage the children to join in with: *Go away! I'm tired and I'm cross and I don't want to play.*

Ask six children to come to the board and hand each one a pop-out. Play **Track 2.1** again. The children put the different Twiggles in the right place on the poster. Repeat with six more children. The rest of the class joins in with: *Go away! I'm tired and I'm cross and I don't want to play.*

Work with the book 👩

Student's Book, page 37, Activity 1

Say: Open your books to page 37. Ask the children to look at the pictures. Point to the pictures one by one and ask about the characters: Are the children happy here? SS: Yes! T: That's right. They are having their tea. I think they're very hungry! Play Track 2.2. The children number the pictures. Play Track 2.2 again but this time pause after the questions in pictures 1 and 2.

Encourage the children to provide the answers.

Transcripts Track 2.1 Activity See page 161. Track 2.2 Activity See page 161.

Optional Activity Book exercises

See page 161.

Practice

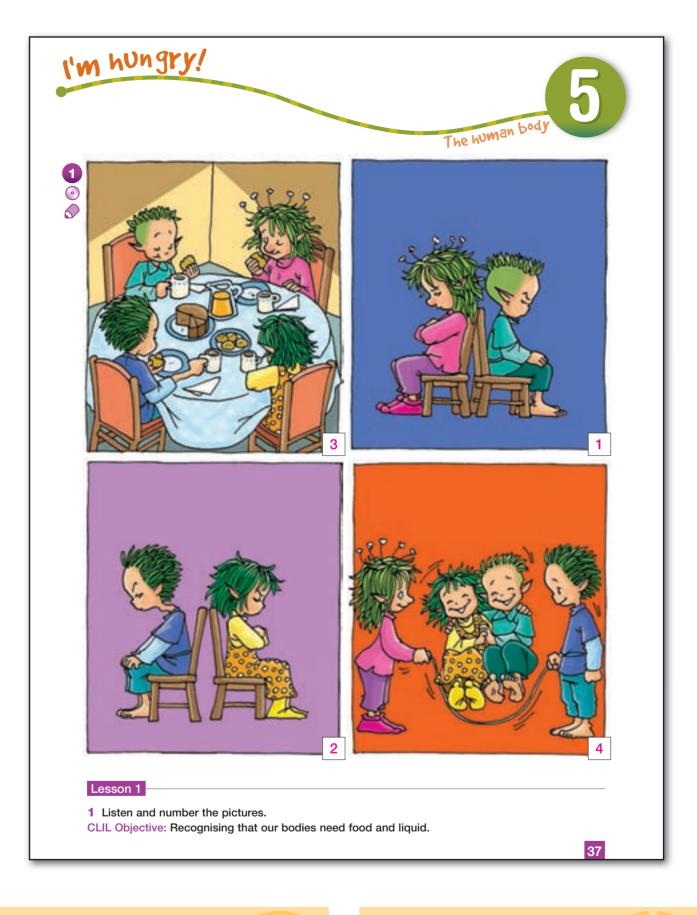
Explain to the children that Flo, Dotty, Stretch and Smiley are cross and tired because they are hungry and thirsty. They need their tea. Explain that if we go for long periods of time without food and drink we get cross and tired. Make sure the children understand that tea is the snack that we have in the afternoon. It is also a drink (a cup of tea) which people have at any time of the day, but in this context it is the snack.

Ask: *What do you have for tea*? Help the children name the food and drink that they usually have for tea. Write the words on the board.

Tell the children to draw and label their favourite tea. Ask volunteers to show the rest of the class their pictures and to describe their favourite tea:

My favourite tea is a (cheese) sandwich, a glass of (milk) and a banana.

Collect the children's books and correct their work.

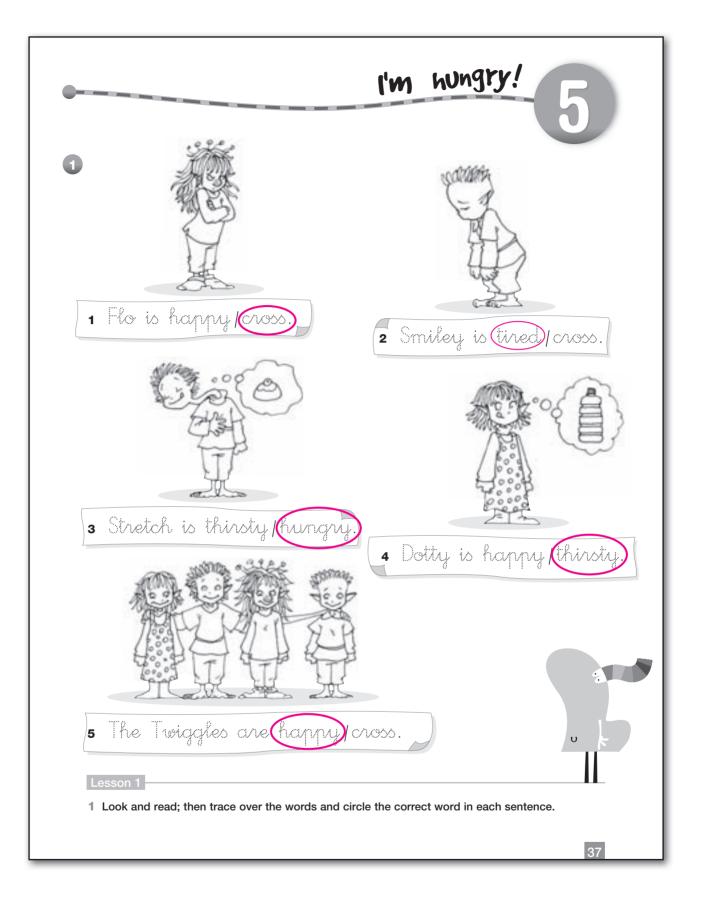




The children recognise that we are living beings and that we need food and water during the day.



The characters in the story, like us, get angry sometimes. However, it is important to say sorry and to continue being friends.



Explain to the children how to do this type of exercise: they should read the sentence and choose the correct word from the two options.

Activity Book

Page 37, Activity 1

Say: Open your Activity Books at page 37. Look at Activity 1. Point to the picture of Flo and ask: Is Flo happy? SS: No! T: Is she cross? SS: Yes! Tell the children to trace over the words and to circle the correct word. Repeat with the other pictures. Ask for volunteers to read out the complete sentences.

Let's play!

Snap!

Hand out key vocabulary pop-outs, but make sure all the children have exactly the same pop-outs. Put the children into pairs. Each pair shuffles their pop-outs. At the same time, they both place their cards down on the table on by one. If they both put down the same card, they say *SNAP*! The first child to say *SNAP*!, keeps all the cards that there are on the table. The winner is the person who gets all the cards.

Resources

Multi-ROM Unit 5, Song



Transcripts



Narrator: It's playtime, but the Twiggles aren't very happy. Narrator: What's the matter Flo? Flo: I don't know. Go away! I'm tired and I'm cross and I don't want to play. Narrator: Oh! Narrator: What's the matter Smiley? Smiley: I don't know. Go away! I'm tired and I'm cross and I don't want to play. Narrator: Oh! **Narrator:** What's the matter Stretch? Stretch: I don't know. Go away! I'm tired and I'm cross and I don't want to play. Narrator: Oh! **Narrator:** What's the matter Dotty? Dotty: I don't know. Go away! I'm tired and I'm cross and I don't want to play.

Narrator: I know! The Twiggles are hungry and they're thirsty. Mum: Teatime!

Narrator: Now, the Twiggles are happy.

Narrator: They aren't hungry and they aren't thirsty now. **Flo:** Come on everybody! Let's Play! **All:** Hooray!

Track 2.2 Activity

Narrator: What's the matter Flo? What's the matter Smiley?
Flo and Smiley: We don't know. Go away! We're tired and we're cross and we don't want to play.
Narrator: Oh!
Narrator: What's the matter Dotty? What's the matter Stretch?
Dotty and Stretch: We don't know. Go away! We're tired and we're cross and we don't want to play.
Narrator: Oh!
Narrator: Oh!
Mum: Teatime!
Narrator: Now, the Twiggles are happy.

Narrator: They aren't hungry and they aren't thirsty now. Flo: Come on, everybody! Let's Play! All: Hooray!

Classifying food into types.

Curricular link: Science

Language Objectives

Vocabulary: meat, fish, vegetables, fruit, cereals, sweet food, dairy: chicken, sausages, tuna fish, sardines, beans, potatoes, apples, bananas, rice, bread, cake, biscuits, milk, cheese. **Structures:** eat/don't eat

Resources: poster (side A); flashcards (*chicken*, sausages, tuna fish, sardines, beans, potatoes, apples, bananas, rice, bread, cake, biscuits, milk, cheese); student's pop-outs (*chicken*, sausages, tuna fish, sardines, beans, potatoes, apples, bananas, rice, bread, cake, biscuits, milk, cheese)

FOOD TYPES



Say: Today we are going to talk about different types of food.

Point to the food on the poster and say: *These are all different types of (meat)*. Show the flashcards and ask the children to name them. Help with with any words that they have difficulty with. Once they have named each flashcard, place them next to the corresponding group of food on the poster.

Play a game. Say: sausages, chicken and green beans. Which is the odd one out? SS: Green beans! Say: That's right! Why? SS: Sausages and chicken are meat. Green beans are vegetables.

Repeat with other food items.

Work with the book

Student's Book, page 38, Activity 2

Say: Open your books to page 38. Say: Find your pop-outs for Unit 5. Now, look at the picture of the shop. Tell the children to read the names of the types of food in the pictures. Then, ask them to name possible examples of these food types.

Tell the children to look at their pop-outs. Name the food items out loud and tell them to hold up the corresponding pop-out. Then, ask: *Where do you put the (sausages)?* SS: *On the (meat) shelf.*

Tell the children to glue their pop-outs in the correct places. Tell the children to choose food to complete their lunch menu. Ask the children to tell you what they have chosen for their lunch menu before they write anything. Explain that a good meal involves a balance of different food types. The children write their lunch menus. Ask volunteers to read the menus to the rest of the class.



See page 165.

Practice

Continuous assessment

Children can name the different food types.

Make a copy of the school menu for the week and write it on the board. Ask the children to classify the food on the menu into types. Say: *Come and circle the (meat) in (red) chalk.*

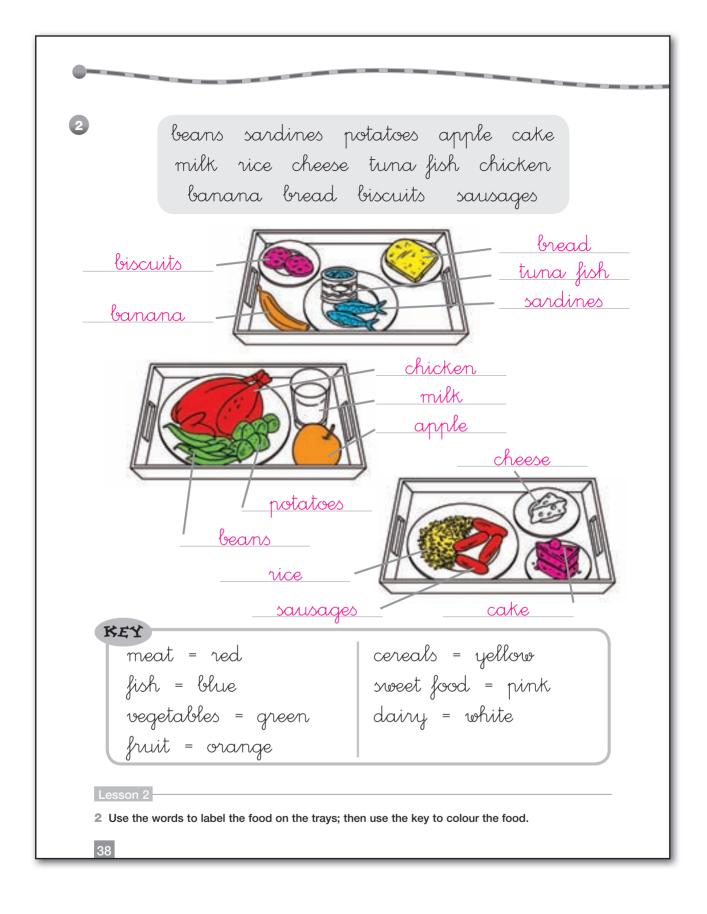
Tell them to count the number of times per week that they have the different food types. Make a small chart on the board with the headings: *Meat, fish, vegetables, fruit, cereals, dairy, sweet food.* Ask the children to copy the chart and to write the appropriate numbers in the correct columns. Then, ask the children to choose their favourite meal from the week's menu.

Collect the children's books and correct their work.





Explain to the children that there are several types of food and that for a healthy and balanced diet we need a combination of all of them.



e

The children classify the food into the different food groups. They can see what a healthy and balanced diet consists of.

OPTIONS

Activity Book

Page 38, Activity 2

Say: Open your Activity Books at page 38. Look at Activity 2.

Tell the children to name the items of food that they can see on the trays

Tell the children to use the words to label the items of food.

Explain the meaning of the key to the children. The children should colour the food according to the key. Correct the activity by asking questions such as: *What colour is the (chicken)?* SS: *Red.*

Let's play!

Surprise bag!

Put some items of food (such as pieces of different fruit, a potato, a packet of biscuits, etc.) in a bag without letting the children see.

Ask a child to come to the front to feel one of the objects in the bag without looking inside it. The child tries to guess what type of food it is. Repeat several times with other volunteers.

Resources

Multi-ROM Unit 5, Activity 1

Multi-ROM Unit 5, Activity 2

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



Expressing food preferences

Curricular link: Social Science

Language Objectives

Vocabulary: *rice, beans, sausages, bananas, sardines, apples, cheese, milk, cake, healthy diet* **Structures:** *Do you like...? I like... I don't like...*

Resources: CD; poster (side A)

FOOD PREFERENCES

Presentation

Continuous assessment

Children can name different items of food.

Use the poster to explain to the children your food preferences. Use facial expressions and gestures so that they understand. Point at the (banana) and say: *Mmmm. I like bananas.* Point at the (sardines) and say: *I don't like* (sardines). Say: *I like (bananas).* The children who like bananas stand up and say: *I like bananas, too!* Ask for volunteers to come to the board to pick something they like. The rest of the class has to discover what they have chosen by asking questions: *Do you like (bananas)?* S1: *No, I don't.* S2: *Do you like sausages?* S1: Yes, *I do!*

Work with the book 🕥

Student's Book, page 39, Activity 3

Say: Open your books at page 39. Look at Activity 3. Tell the children that they are going to hear what Smiley likes and doesn't like.

Play **Track 2.3**. Tell the children to put a tick $(\sqrt{})$ or a cross (x) in Smiley's column on the chart.

Listen to **Track 2.3** again and encourage the children to join in with: *Eat your (rice)!*

Ask questions: Does Smiley like (sardines)?

Tell the children to draw themselves and two friends in the silhouettes. The children have to put a tick or a cross in their column according to their preferences. Then, they ask their friends what they have drawn and about their preferences. They mark the results in the chart.

Student's Book, page 39, Activity 4

Say: *Now look at Activity 4.* Ask the children questions: *Do you like (sardines)?* SS: Yes./No.

Ask: How many people like (sardines)?

Explain that it is important to eat food that is good for you. Explain that sometimes we have to eat food that we don't like because it is good for us. Say: (Apples) are not my favourite (fruit), but I eat (apples) because they are good for me.



Transcript

See page 169.

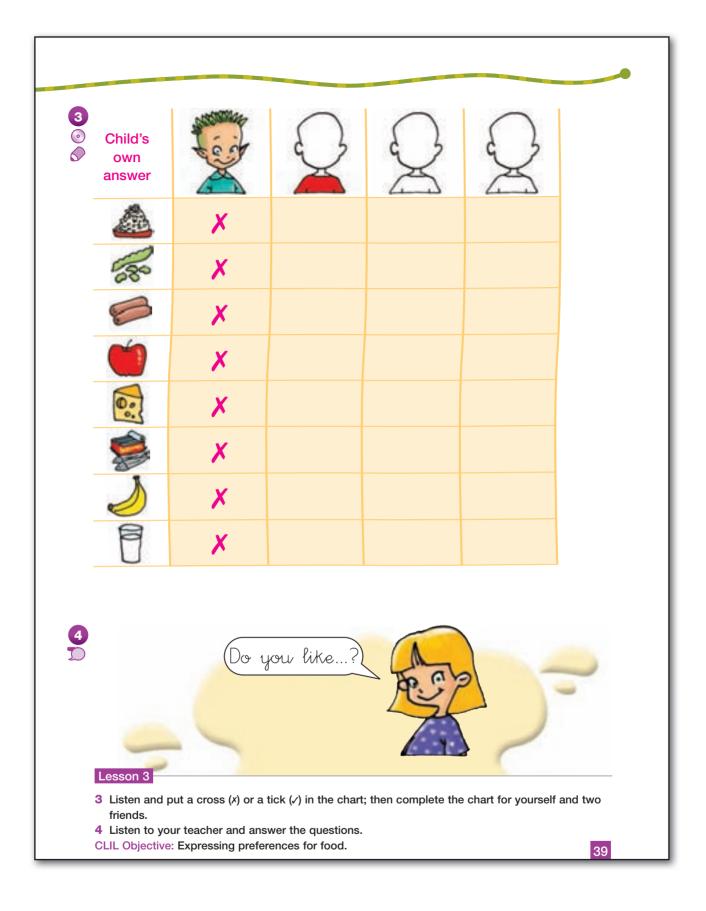
Optional Activity Book exercises

See paga 169.

Practice

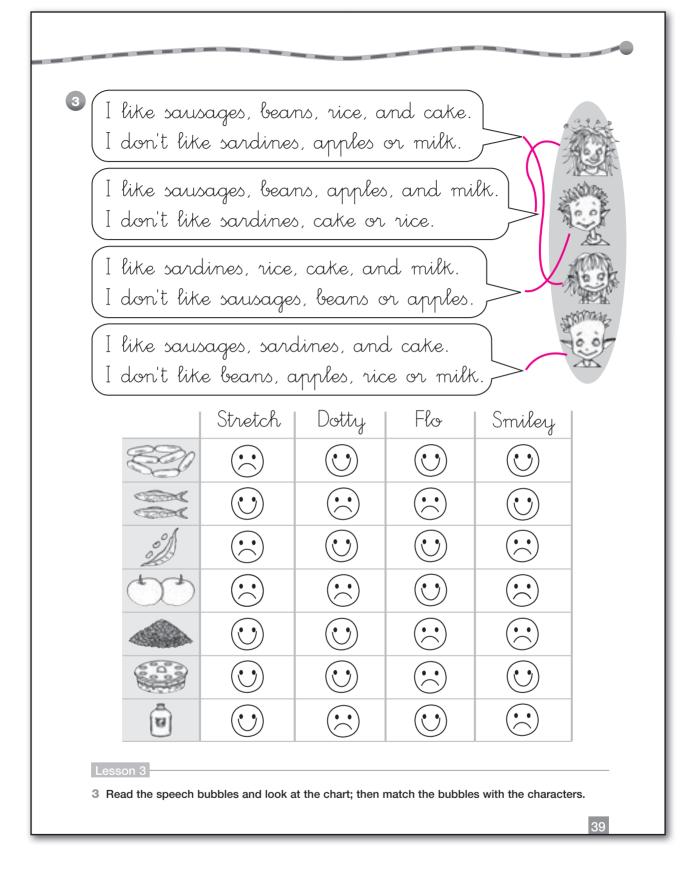
Start by saying to the first child in the front row: *I like* (*sardines*). *Do you like* (*sardines*)? S1: Yes, *I do./No, I don't*. This child then repeats the statement and asks a question, choosing a different food item, to the child sitting next to them. The children continue asking and answering in a chain around the class.

Collect the children's books and correct their work.





The children can express what they like with regard to food, and fill in the table with their personal preferences.



Explain to the children how to read and understand the table with the faces that represent preferences.

Activity Book

Page 39, Activity 3

Say: Open your Activity Books at page 39. Look at Activity 3.

Tell the children to look at the table and to find Flo's favourite food. Ask questions: *Does Flo like (sausages)*? SS: Yes! Repeat with the other items of food and then summarise the information: *So, Flo likes sausages, beans, apples and milk. She doesn't like sardines, rice or cake. Can you find Flo's speech bubble*? Tell the children to read the speech bubbles and to match Flo with the corresponding speech bubble. Repeat with the other characters.

Let's play!

Memory

Show the class the food flashcards or bring in real pieces of food. Show the flashcards or items for two or three minutes. Then, take the flashcards or food away and tell the children to name the things that they can remember.

Resources

Multi-ROM Unit 5, Activity 3

Teacher's Resource Book Extension worksheet 2, page 32

Transcript



Narrator: It's lunch time and Smilev's mum is cross! Smilev is such a fussy eater. Mum: Come on. Smilev eat vour lunch! Smilev: Oh. but Mum! I don't like rice. Mum: You need a healthy diet. Eat your rice! Smilev: Ohh! **Mum:** Come on. Smilev eat your lunch! Smiley: Oh, but Mum! I don't like beans. Mum: You need a healthy diet. Eat your beans! Smilev: Ohh! Mum: Come on, Smiley, eat your lunch! Smiley: Oh, but Mum! I don't like sausages. **Mum:** You need a healthy diet. Eat your sausages! Smiley: Ohh! Mum: Come on, Smiley eat your lunch! Smiley: Oh, but Mum! I don't like apples. **Mum:** You need a healthy diet. Eat your apple! Smilev: Ohh! Finished! Mum: Let's see. Yes! Good boy! Now, you can play with vour friends. **Narrator:** Now, it's dinner time and Smiley's mum is very

cross! Smiley is such a fussy eater. Mum: Come on, Smiley eat your dinner! Smiley: Oh, but Mum! I don't like cheese. Mum: You need a healthy diet. Eat your cheese! Smiley: Ohh! Mum: Come on, Smiley eat your dinner! Smiley: Oh, but Mum! I don't like sardines. Mum: You need a healthy diet. Eat your sardines!

Smiley: Ohh!

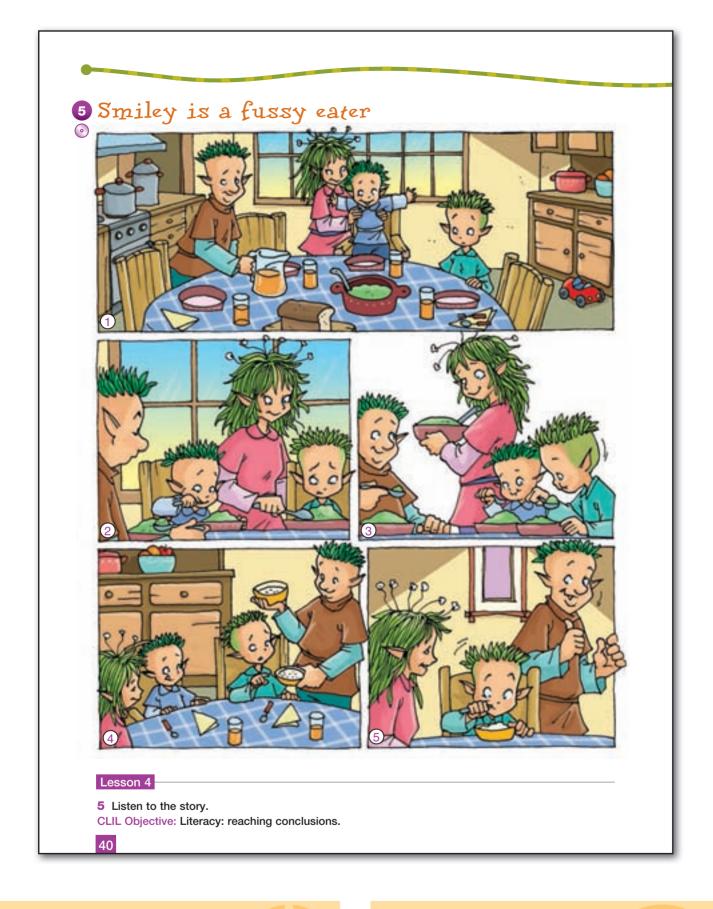
Mum: Come on, Smiley eat your dinner!Smiley: Oh, but Mum! I don't like bananas.Mum: You need a healthy diet. Eat your banana!Smiley: Ohh!

Mum: Come on, Smiley drink your milk! **Smiley:** Oh, but Mum! I don't like milk.

Mum: You need a healthy diet. Drink your milk!

Smiley: Ohh! Finished!

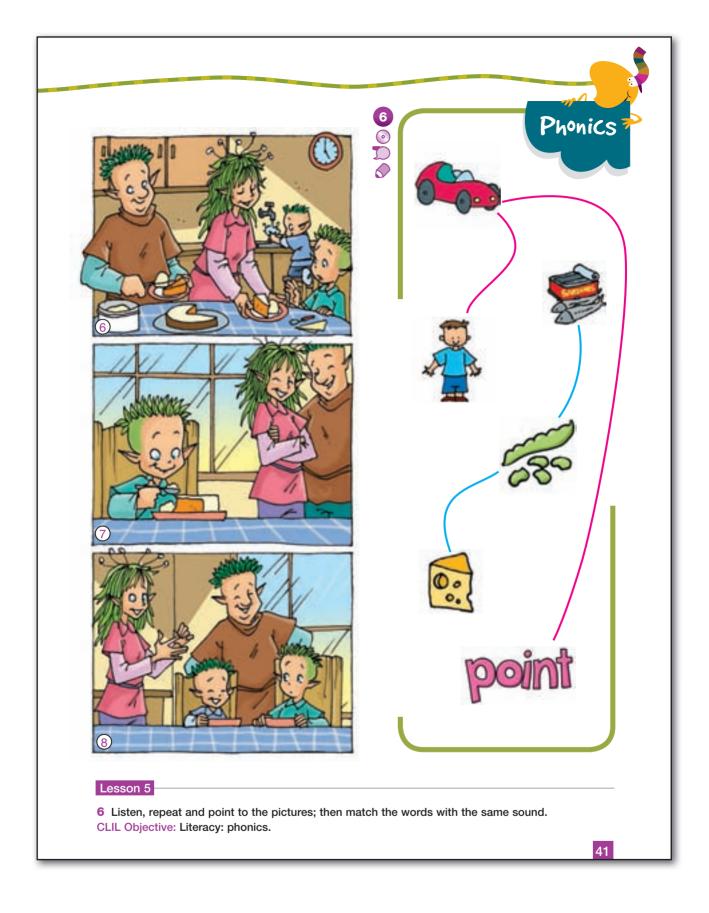
Mum: Let's see. Yes! Good boy! Now, you can play with your brother.



Comment on some of the basic rules of hygiene and behaviour that are associated with eating at the table.



Explain that we all have differnet tastes when it comes to food, but it is important to try new things and not to say, "I don't like it" as Smiley did.





The children should repeat the sounds and words confidently and without worrying about making a mistake.

Reaching conclusions.

Curricular link: Literacy

Language Objectives

Story language: Remember, Mum! I don't like (beans). Yes, yes Smiley, I remember. Here you are, here's some (soup). This (soup) is delicious! So you see you like beans, after all. I suppose I do.

Join-in language: I like (rice) after all.

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



See page 175.

Optional Activity Book exercises

See page 175.

STORY: SMILEY IS A FUSSY EATER



Say: It's story time!

Show the children the poster. Hold up the pop-outs of Smiley and Ben. Ask: *Who's this?* SS: (*Smiley*).

T: That's right. And who's this? SS: (Ben).

T: That's right. Ben is Smiley's brother. Where are they? SS: In the kitchen!

Hold up the pop-outs of the food and identify the different dishes. Say: *What's this?* SS: *Soup.*

Red the title of the story: *Smiley is a fussy eater.* Say: *Smiley doesn't like many things. He says, Mum! I don't like (sardines)! Oh dear, Smiley is a fussy eater.* Say: Let's listen to the story.

Play **Track 2.4**. 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 and facial gestures to support meaning.

Ask 6 children to come to the poster and give four of them a pop-out of the different food and the other two the popouts of Ben and Smiley.

Play **Track 2.4** again. The children enact the story using the pop-outs. Encourage all the children to join in with: *I like (rice), after all.*

Work with the boook 🞧

Student's Book, pages 40 and 41, Activity 5

Say: Open your books at pages 40 and 41. Play **Track 2.4** again. The children look at the pictures in their books.

Tell the children to join in with as much of the recording as they can. Stop the recording at random and ask the children to supply the next line. Tell the children to look at the pictures in their books. Describe a picture and ask them to tell you which picture it is. Say: *Smiley doesn't like beans.* SS: *Picture 2.* Continue with the other pictures.



Divide the class into groups of 4. Assign one child to be Dad, one to be Mum, one to be Smiley and the other to be Ben.

Play **Track 2.4**. The children raise a hand when they hear their part of the story.

Play Track 2.4 again. Children join in with their lines.

Encourage the children to add facial gestures by modelling suitable expressions. All the children should join in with the song.

Literacy: Phonics: *oi (boy, toy, point) / ee (cheese, beans, sardines)*

Curricular link: Literacy (phonics)

Story vocabulary: Remember, Mum! I don't like (beans). Yes, yes Smiley, I remember. Here you are here's some (soup). This (soup) is delicious! So you see you like beans, after all. I suppose I do.

Join-in vocabulary: I like (rice) after all.

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

Transcript

Track 2.5 Phonics

See page 177.

Optional Activity Book exercises

See page 177.

PHONICS



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

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

Ask questions about the poster to help them remember the story.

Ask: Does Smiley like beans? SS: No. T: Does he like bean soup? SS: Yes. Ask: Does Smiley like carrots?

SS: No. T: Does he like carrot cake? SS: Yes.

Play **Track 2.4**. The children listen to the story. Play **Track 2.4** again. The children join in with: *I like (rice), after all.*

Work with the book 🕥

Student's Book, page 41, Activity 6

Clap your hands to ensure that the children are watching you. Say: oi... oi... boy. Repeat several times. Articulate the /oi/ sound very clearly by pushing your mouth forward as you produce the sound. The children repeat: oi... oi... boy. Repeat with tov and point. Say: ee... ee... beans. Repeat several times. Articulate the /ee/ sound very clearly. The children repeat: ee... ee... beans. Repeat with cheese and sardines. The children look at Activity 6 on page 41. Play Track 2.5. The children listen and point to the pictures in the right-hand column. Play Track 2.5 again. The children listen and repeat the key sounds and words. Then, they match the pictures of the words that have the same sounds. Ask for volunteers to list the items that contain /oi/. Ask for volunteers to list the items that contain /ee/. Ask the children if they can think of any more words in English that contain these sounds.

Act out the story 间

Divide the class into groups of four. Assign a character to each child. Play **Track 2.4**. The children join in with their corresponding parts.

Tell the children to close their eyes. Play a part of the story at random and tell them to try to guess which picture it is describing.

Tell the groups to come to the board to act out the story. Use the recording to help them if necessary.

Collect the children's books and correct their work.

banana carrot ice cream pudding soup rice beans bean bananas cake carrots 1 At first I don't like 🎾 beans . I like the <u>soup</u>. The <u>soup</u> is <u>O</u>bean b <u>soup</u>. So in the end I like *2* beans. 2 At first I don't like 🙆 <u>rice</u>. I like the pudding The pudding is 🦾 rice. 3 At first I don't like 震 <u>carrots</u>. I like the Cake. The Cake is arrot Escake. So in the end I like arrots. 4 At first I don't like 🦪 bananas I like the gream. The gream is banana 🖓 <u>cream</u>. So in the end I like bananas 4 Read the sentences out loud; then write the missing words. 40



Explain to the children that they should be careful when writing because some of the words are very similar, for example: *banana, bananas*.

Activity Book

Page 40, Activity 4

Say: Open your Activity Books at page 40. Look at Activity 4.

Explain to the children that they are going to summarise the story about Smiley and the food.

Start reading the text and stop when you get to the picture. Tell the children to say the missing word. Emphasise the expression, *So, in the end...* so they realise that it is a conclusion.

Tell the children to complete the text with the missing words.

Ask volunteers to read out the complete sentences.

Let's play!

Right side

Divide the board into two halves. Write Yes, it is. on one side, and No, it isn't. on the other side. Then, hold up a flashcard and ask: *Is it a ...*?

The children put themselves on the side of the board that corresponds to the correct answer to the question. Ask a volunteer to come forward to take on the role of the teacher. They show the flashcard to the rest of the class and ask a question. Continue playing until all the children have had a chance to hold up a flashcard and ask a question.

Resources

Multi-ROM Unit 5, Story

Transcript



- **Narrator:** Ilt's lunch time at Smiley's house. Smiley is such a fussy eater.
- **Mum:** Put away your toys, boys! It's lunch time. Come and wash your hands.

Bem: Yum, yum! I'm hungry!

Mum: Good! Sit on your chair.

- Smiley: I'm not hungry, mum.
- **Dad:** Don't be a silly boy, Smiley! Wash your hands and sit down.
- Smiley: Remember, Mum! I don't like beans and I don't like...
- **Mum:** Yes, yes, Smiley, I remember. Here you are! Here's some soup.
- Smiley: Yum! This soup is delicious, Mum. I like soup!
- **Mum:** Good! That's bean soup, Smiley. So you see, you like beans, after all.
- Smiley: Oh! Yes, I suppose I do. I like beans, after all.
- Smiley: But remember, Dad! I don't like rice, and I don't like...
- **Mum:** Yes, yes, Smiley, I remember. Here you are! Here's some pudding.

Smiley: Yum! This pudding is delicious, Dad. I like pudding!

- **Dad:** Good! That's rice pudding, Smiley. So you see, you like rice, after all.
- Smiley: Oh! Yes, I suppose I do. I like rice, after all.
- Narrator: INow, it's teatime at Smiley's house.

Smiley: But remember! I don't like carrots and I don't like bananas, and I don't like...

Mum: Yes, yes, Smiley, we remember. Here you are! Here's some cake.

Dad: And some ice cream.

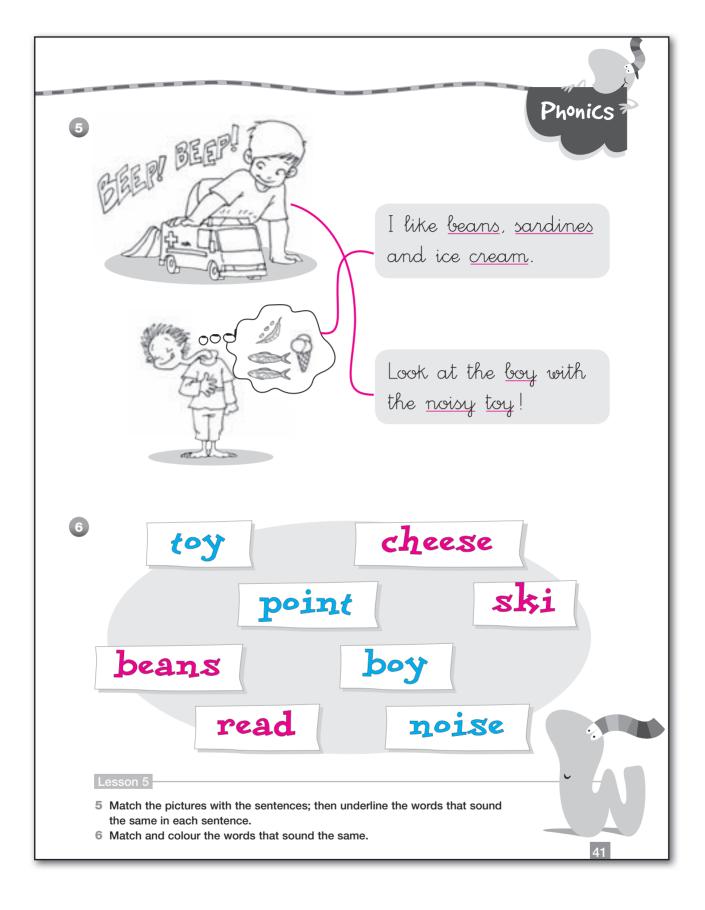
Smiley: Yum! This cake is delicious. I like cake!

Mum: Good! That's carrot cake, Smiley. So you see, you like carrots, after all.

Smiley: Oh! Yes, I suppose I do. I like carrots, after all. **Smiley:** And this ice cream is delicious! I like ice cream.

Mum: Good! That's banana ice-cream, Smiley. So you see, you like bananas, after all.

- Smiley: Oh! Yes, I suppose I do. I like bananas, after all.
- **Mum:** So, Smiley, you like beans, you like carrots, you like rice and you like bananas.
- Smiley: Yes, I suppose I do.
- Mum: What a silly boy you are Smiley!
- Smiley: Yes, Mum. I suppose I am! I am a silly boy! Can I have some more please?



The children think carefully about the shape and position of their mouth as they pronounce the words that have the same sound, even though they are written differently.

OPTIONS

Activity Book

Page 41, Activity 5

Say: Open your Activity Books at page 41. Look at Activity 5.

Read out the first sentence, emphasising the sounds of the vowels. Tell the children to find the picture that goes with the sentence and to match them. Then, the children underline the words that have the same sound. Repeat with the other sentence. Ask for volunteers to read out the sentences. Correct their pronunciation.

Page 41, Activity 6

Say: Now look at Activity 6.

Ask for volunteers to read the words. Correct their pronunciation. Tell the children to identify the four words with the same sound /oi/. Then, do the same with the sound /ee/.

The children colour the words that have the /oi/ sound with one colour and the words that have the /ee/ sound in another colour.

Let's play!

Same as me

Divide the children into small groups and hand out several flashcards to each group. Say a word and hold up the corresponding flashcard. The children have to show you a flashcard whose name contains or starts with the same sound as the word that you have just said.

Repeat several times with different sounds.

Resources

Multi-ROM Unit 5, *Phonics*

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

Transcript

Track 2.5 Phonics

oi oi oi boy oi oi oi toy oi oi oi point ee ee ee beans ee ee ee cheese ee ee ee sardines



Undersanding that fruit and vegetables are important for a balanced diet.

Curricular link: Science

Language Objectives

Vocabulary: beans, potatoes, apples, bananas, tomatoes, strawberries, carrots, peas, spinach, oranges **Structures:** eat / don't eat

Resources: CD; poster (side A); flashcards (bananas, apple, potatoes, beans)

THE IMPORTANCE OF FRUIT AND VEGETABLES



Ask: Is it healthy to eat lots and lots of sweets? SS: No, it isn't.

T: Is it healthy to eat vegetables? SS: Yes, it is. T: Is it healthy to eat fruit? SS: Yes, it is.

Say: *Today we're going to sing a song about a healthy diet:* The five a day song.

Explain that it is important to eat five pieces of fruit and vegetables a day.

Point to the food on the poster and hold up the fruit and vegetable flashcards (bananas, apple, potatoes, beans). Ask two children to come and place the flashcards on the correct part of the poster. Then, point to the vegetables, one by one, and ask: *What's this? / What are these?* Play **Track 2.6**. The children listen to the song. Play **Track 2.6** again. The children join in with the food words.

Work with the book 间

Student's Book, page 42, Activity 7

Say: Open your books at page 42.

Tell the children to look at the pictures on the page. Go through the vocabulary with the children. Ask questions like: *What vegetables are (green)? What fruit is (yellow)?* Play **Track 2.6**. The children sing the song and tick the correct picture.

Tell the children to look at the key. Say: Now circle all the fruit in red. And all the vegetables in green

***Note:** Tomatoes are a fruit, but we normally refer to them as a vegetable.

Ask: What have the other children got? SS: Sweets and chocolate. Ask: Which children are happy? Point to the picture with the happy children.



Optional Activity Book exercises

See page 181.

Practice

Talk about the different colours of the fruit and vegetables and explain that the colours can help us balance our diet: the brighter the colour, the healthier the food.

Play a game. Say a colour and then a fruit or vegetable word. The children call out the corresponding answer. T: *Yellow fruit.* SS: *(Banana)!*

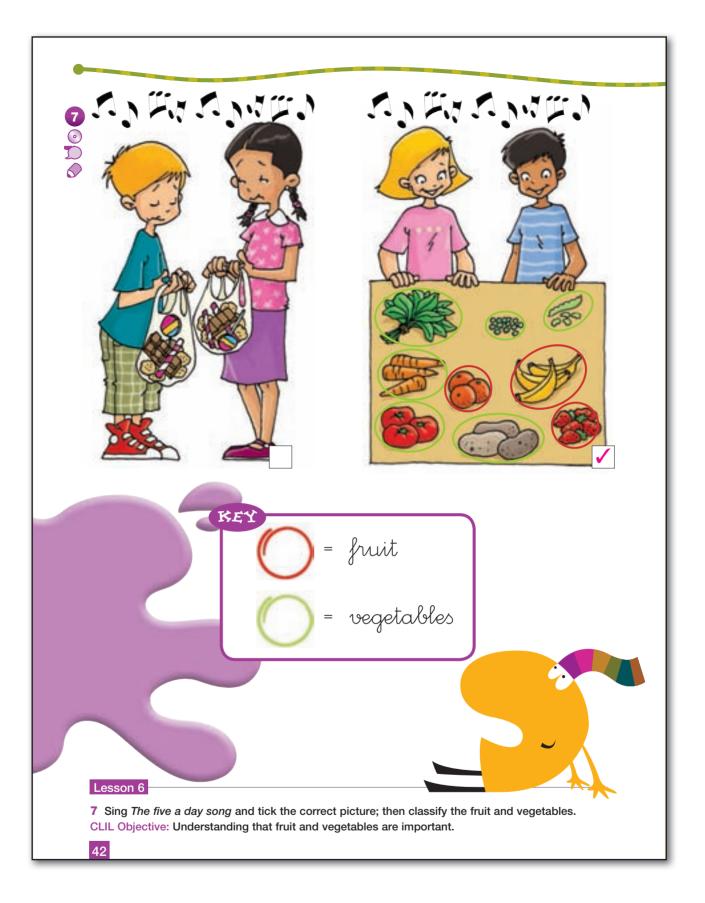
T: *Green vegetable.* SS: *(Beans)!* Ask for volunteers to read out other descriptions.

Make a list of the fruit and vegetables that you ate yesterday (make sure that the list includes at least five different pieces of fruit or vegetable).

Draw two columns on the board and write *Vegetables* and *Fruit* at the top of the columns. Ask for volunteers to come to the board and to write the fruit and vegetables that they ate yesterday. Supply any words that they might need.

Collect the children's books and correct their work.

*Note: Ask the children to bring items of fruit and vegetables to the next class. To ensure that there is a good variety of food, give the children a list of the food that you'd like them to bring, for example: an apple, a kiwi, two spoonfuls of peas, a carrot, etc. Give a different list to each child. They should bring the items of fruit or vegetables washed and cut up in a plastic bag. Make sure they bring fresh produce and not frozen food.

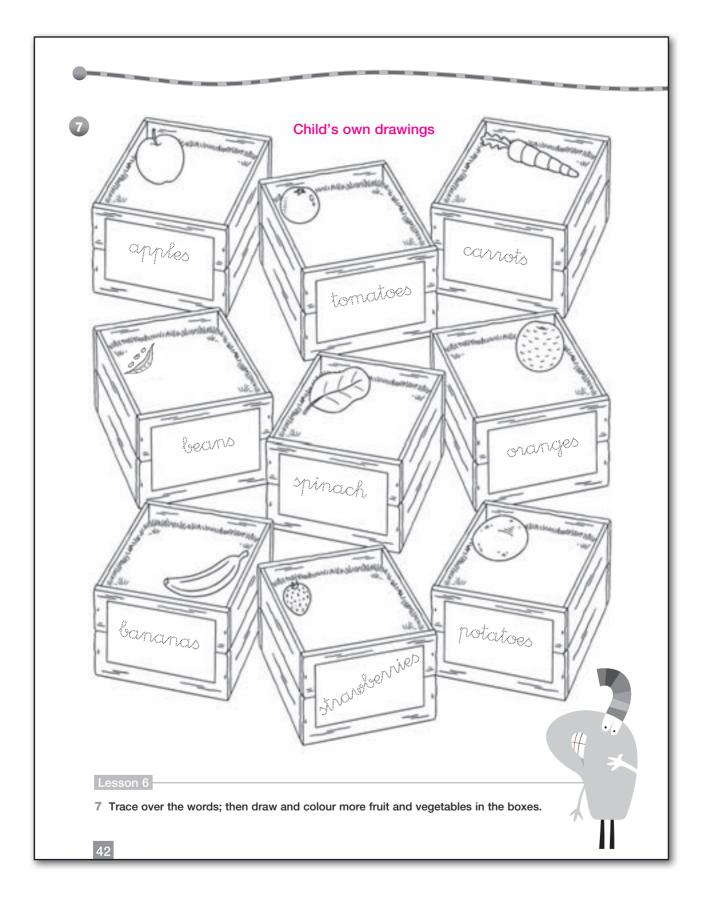




Explain to the children the importance of eating fruit and vegetables in their diet. They are natural and they should be eaten every day. This isn't the case with sweets.



The children should start to learn the difference between healthy and unhealthy food. Encourage them to be responsible when it comes to choosing their food.





In order to draw the fruit and vegetables, the children should look carefully at the examples and try to copy them in terms of their size and shape.

Activity Book

Page 42, Activity 7

Say: Open your Activity Books at page 42. Look at Activity 7. Ask: What fruit can you see? SS: Apples, oranges, etc. Then, ask: What vegetables can you see? SS: Spinach, carrots, etc.

Ask questions about the fruit and the vegetables: *What colour are oranges*? SS: *Orange*!

Tell the children to draw more pictures of fruit and vegetables and to colour them.

Transcript



Eat five a day, seven days a week. Don't stuff your face with nasty sweets! Yellow, orange, red and green. Tomatoes and carrots and long, green beans. Spinach and potatoes and tiny, green peas. Oranges, bananas and strawberries. Five a day! Seven days a week!

Let's play!

Memory chain

Tell the children to form a circle. Ask a volunteer (S1) to say a sentence. The child who is next to this child, S2, says the same sentence, but adds another item, for example: S1: *I like soup*; S2: *I like soup and apples.*

Continue like this until all the children have had a turn.

Resources

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

DVD Unit 5, *The five a day song*



Making a tasting table.

Curricular link: Science

Language Objectives

Vocabulary: fruit and vegetables **Structures:** *Do you like peas? Yes, I do. They're delicious.*

Materials: portions of a variety of fruit and vegetables, paper plates, coloured pencils, white paper **Preparation:** Make a tasting table to show the class.

Student's Book, page 43, Activity 9

Say: Now look at Activity 9.

The children in each group ask one another questions: S1: *Do you like (peas)*? S2: Yes, *I do. They're delicious!*

Optional Activity Book exercises

See page 185.

BUSY HANDS: TASTING TABLES

Present the project 🕥

Say: *Today we are going to make a tasting table.* Show the children the portions of fruit and vegetables. Remind the children of *The five a day song.* Play **Track 2.6** again (page 181) and sing the song with the children.

Explain to the children that five pieces of fruit or vegetables does not mean one pea or one bean, etc.. A portion of fruit is a piece of fruit such as an apple or an orange or two spoonfuls of strawberries. For peas and beans they should calculate about 2 spoonfuls as being a portion.

Work with the book

Student's Book, page 43, Activity 8

Say: Open your books to page 43. Look at Activity 8. Read out the title of the project: Tasting tables. 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 how to do it. Use the materials you have brought to class to clarify meaning.

Divide the class into groups of 4. Put plates on each group's table and tell the children to put their fruit and vegetables on the plates.

Tell each child to make a chart with all the fruit and vegetables on their table and to include a column in the chart where they can draw a face to express their opinion of the fruit or vegetable. The children make their tasting tables and taste the fruit and vegetables.

Encourage the children to pass each other the plates, asking: *Can I have the (beans), please?*

Display the project

Continuous assessment

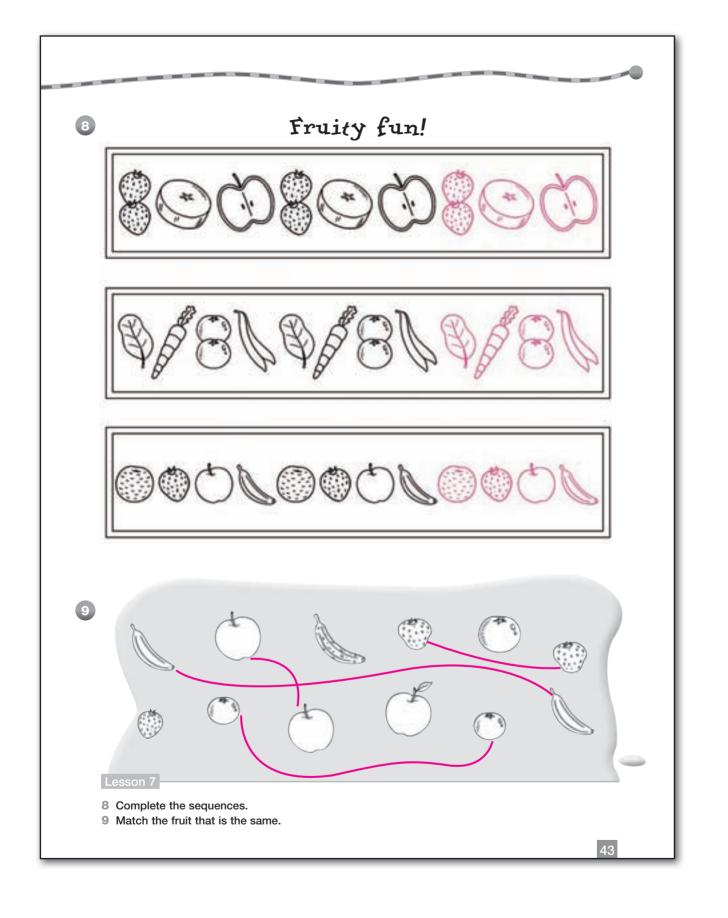
Children can express their food preferences.

Tell the children to come forward with their lists. Ask questions: *Do you like (kiwis)? Who doesn't like (beans)?*





The children work in groups, which is good for developing a sense of companionship. It also reinforces the concept of cooperation. Remind the children of the rules of hygiene with regard to handling food.





The children have to understand a sequence formed by pictures and complete it.

OPTIONS

Activity Book

Page 43, Activity 8

Say: Open your books at page 43. Look at Activity 8. Tell the children to look at the three sequences of fruit in the boxes and ask: What is the (first) fruit? Then, ask about the other pieces of fruit. Explain that the sequence of pictures is repeated in the same order. Ask: Which fruit comes after the apple? The children answer and complete the sequences.

Page 43, Activity 9

Say: Now look at Activity 9.

Tell the children to say the names of the pictures of the fruit. Ask: *How many apples are there*?

The children answer. Explain that among each variety of fruit there is one piece of fruit that is different. They have to match the two pieces that are the same.

Let's play!

Hot hands

Draw four big hands on the board. Assign a food group to each big hand, for example: *vegetable, meat, dairy, cereal.* Divide the class into two teams and give a number (1-12) to each child so that each child has a partner in the other team. Call out a word and a number (*sausages, four!*). The first child to put their hand on the big hand on the board that corresponds to the correct food group gets a point for their team. The team that has the most points at the end of the game is the winner.

Resources

DVD Unit 5, *Real Kids*

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

Assessment.

Curricular link: Science

Language Objectives

All the vocbaulary for Unit 5.

Resources: poster (side A); flashcards; stickers

BUSY MINDS



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

Say: *Do you remember* The five a day song? *Let's sing it again* (page 181).

Play **Track 2.6**. The children sing *The five a day song*. Use the flashcards and the poster to remind the children how to classify the different types of food.

Place the flashcards on the board and ask the children to come and write examples of food items under each category.

Then, point to the words and ask questions: *Do you like* (*vegetables*)? S1: Yes, *I do.* T: *What* (*vegetables*) *do you like*? S1: *I like* (*peas and beans*).

Work with the book

Student's Book, page 44, Activity 10

The children open their books to page 44. Show the children the stickers in the middle of the Student's Book. The children find and stick the stickers for Unit 5 in order to complete the picture. Then, they write the words. Check the activity by asking the children to read out the words for each group. Write the words *eat* and *don't eat* on the board. Say: *Look at the sentences in your books. Now use these words to complete the sentences.* Ask for volunteers to read out the complete sentences. Walk around the class checking and correcting while the children are working.

Optional Activity Book exercises

See page 189.

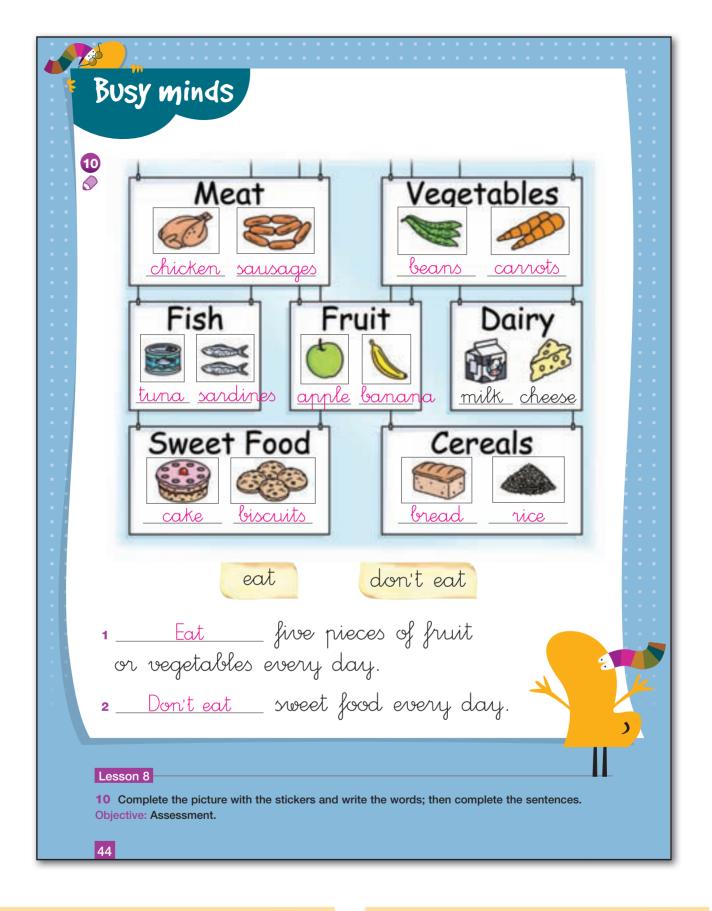
Round up

Write the title *A healthy diet* on the board. Tell the children to name the food groups. Write them on the board.

Say: *To have a healthy diet we need to eat vegetables.* Tell the children to give you examples and write them on the board. Repeat with all the food groups, leaving the group that has sweets in it until last.

Point to the words *sweet food* and ask: *Do we need to eat a lot of sweet food?* SS: *No!* Tell the children to give you examples. Write these on the board, reminding the children that we should only eat a little bit from this food group.

Collect the children's books and correct their work.

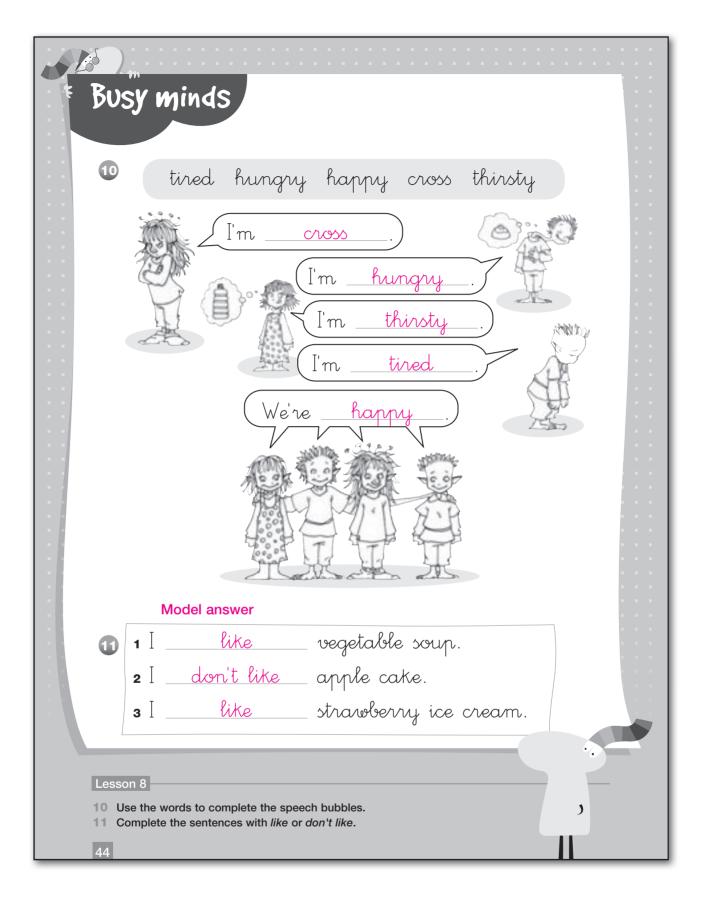




Remind the children where they can find the words that they need to write.



The children are reminded of the different food groups and think about what constitutes healthy food.



The children think about the things that make them happy and what they like to eat and drink.

OPTIONS

Activity Book

Page 44, Activity 10

Say: Open your Activity Books at page 44. Look at Activity 10. Ask a volunteer to read out the words at the top of the page: tired, cross, etc.

Say: Now look at the pictures and use these words to complete the speech bubbles.

Ask volunteers to read out the sentences. Correct them if necessary.

Page 44, Activity 11

Say: Now look at Activity 11.

Read out the complete sentences, adding your own personal information. Say: *I like vegetable soup*. Then, point to a child and ask: *Do you like vegetable soup*? S1: *Yes, I do./No, I don't*.

Repeat with the other sentences.

Tell the children to complete the sentences according to their own personal preferences.



Let's play!

Stick it on

Tell the children to stick the key vocabulary pop-outs on a piece of paper or card. Tell them to write the following beside each pop-out: *It's a...*

They complete the sentence with the correct word. Then, once they have finished, ask some of the children to show their work to the rest of the class and to read out the sentences.

Recursos

Multi-ROM Unit 5, Activity 4

Teacher's Resource Book Unit 5, *Test, pages 77 and 78*



See Transcript Track 2.7

Transcript

Track 2.7. Unit 5 Test. Activity 1

Listen and match the characters to the food.

Narrator: What do you like Flo? Flo: I like sausages, beans, rice and cake. Narrator: What about you, Smiley? Smiley: I like sausages, sardines and cake. Narrator: What do you like Dotty? Dotty: I like sardines, rice, cake and milk. Narrator: And what do you like Stretch? Stretch: I like sausages, beans, apples and milk

ASSESSMENT CRITERIA

CLIL Objective

Children learn and recognise that the human body needs food and drink; they can classify the different types of food, and understand why it is important to eat fruit and vegetables every day.

Language Objectives

Children can describe the food and classify it; they can distinguish between what they like and what they don't like.

Observing the differnce between day and night.

Curricular link: Maths; Science; Social Science

Language Objectives

Vocabulary: *dark, light, bedtime, breakfast time* **Structures:** *It's bedtime! It's breakfast time!*

Resources: CD; poster (side A); pop-outs; flashcards (*day, night, breakfast*)

MY DAY



Tell the children that you are going to talk about the day and the night, in summer and winter. Show the day and night flashcards. Ask: *Is it light or dark during the day*? If necessary, switch the light on and off to clarify the meaning of light and dark. Then, ask: *Is it light or dark at night*? *Is it the same in summer and winter*? Help the children understand and remember that there is a difference in the length of the day in the summer and the winter.

Place the flashcard showing breakfast time on the board. Ask: *Is it light or dark when you have breakfast in the summer? What about in the winter?*

Show the children the poster and the pop-outs of Flo, Stretch, Dotty and Smiley. Ask the children to identify the characters. Point to the parents and ask:

Is this (Flo's) (dad)? SS: Yes, it is./No, it isn't. Place the characters on the poster to show that they are playing outside. Say: The Twiggles are playing outside. But it's getting late.

Play **Track 2.8** and move the characters inside their houses as their parents call them.

Play **Track 2.8** again and encourage the children to join in with: *Oh! Is it day or is it night? It isn't dark, it's still light.* Ask four children to come to the board and hand each one a pop-out. Play **Track 2.8** again. The children put the Twiggles to bed on the poster.

Repeat with four more children. The rest of the class joins in with either: *Oh! Is it day or is it night? It isn't dark, it's still light* or *But it's bedtime!*

Work with the book

Student's Book, page 45, activity 1

Say: Open your books to page 45. Tell the children to look at the pictures. Say: Look at the first picture. Is it dark or light? SS: It's dark. T: Look at the second picture. Is it dark or light? SS: It's light. Play **Track 2.9**. The children point to the right picture. Play **Track 2.9** again. The children number the pictures and then match the sentences to the pictures. Check the answers. Ask: *Is it light or dark in picture 1?* SS: *It's light.* T: *Is it bedtime or breakfast time?* Repeat for picture 2. Then, say: *Look at picture 1. It's bedtime but it's light. So, is it summer or winter?* SS: *Summer.* Say: *Now look at picture 2. It's breakfast time but it's dark. So, is it summer or winter?* SS: *Winter.*



Optional Activity Book exercises

See page 193.

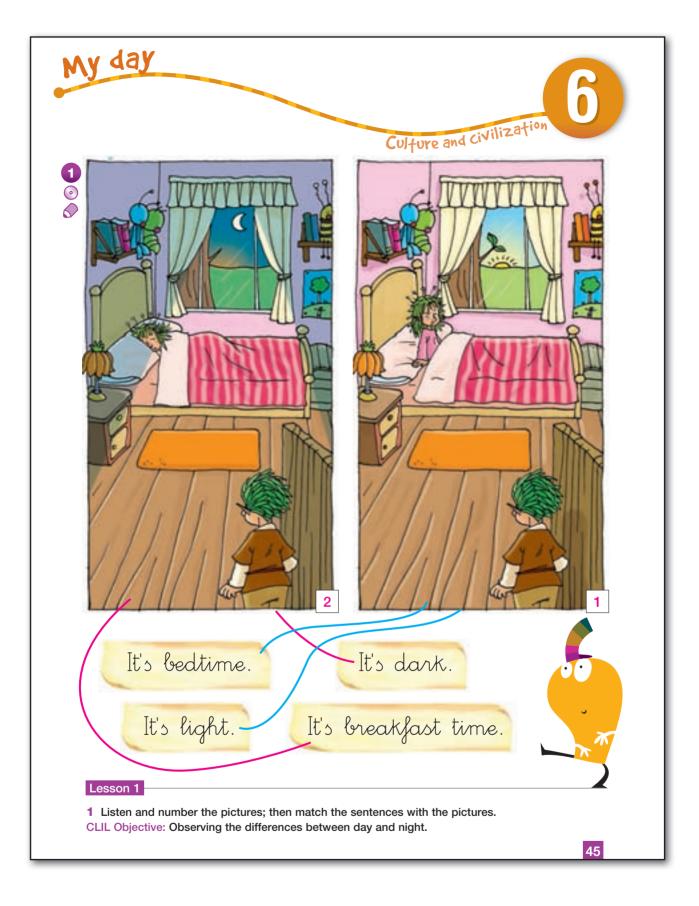
Practice

Say: It's light and it's bedtime. Ask: Is it summer or winter? SS: It's summer. Say: It's dark and it's bedtime. Ask: Is it summer or winter? SS: It's winter.

Say: It's light and it's breakfast time. Ask: Is it summer or winter? SS: It's summer. Say: It's dark and it's breakfast time. Ask: Is it summer or winter? SS: It's winter. Explain to the children that it is very important to get enough hours sleep at night. Ask: How many hours do you sleep?

Explain that children need 10 hours sleep every night. This is why they have to go to bed in the summer even if it is still light!

Collect the children's books and correct their work.

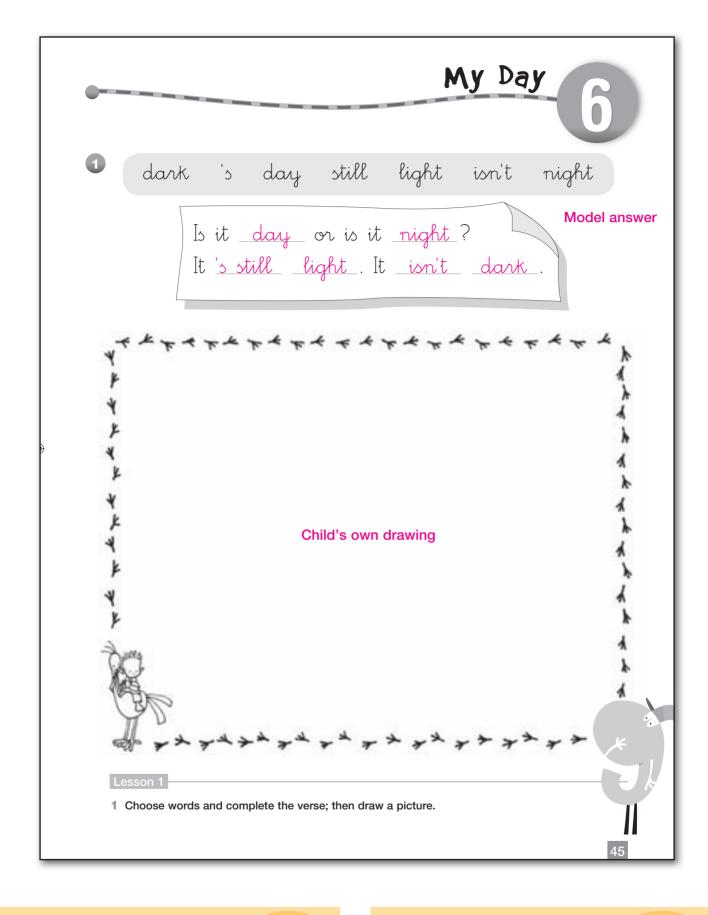




Comment on the differences between day and night.



Explain to the children about the importance of getting enough sleep at night in order to rest well and be prepared for the following day.



Encourage the children to memorise the rhyme and to recite it in front of their relatives and friends. This will help develop their selfesteem and encourage them to learn other rhymes and poems.



The children use their sense of creativity to draw a picture to represent the rhyme.

OPTIONS

Activity Book

Page 45, Activity 1

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

Remind the children about the rhyme in the activity from the poster in which they had to join in saying: *Is it day or is it night? It isn't dark, it's still light.*

Then, tell them to remember what Flo said in winter: *Is it day or is it night? It's still dark, it isn't light.*

Tell them to choose one of the rhymes and to complete it on the page. Ask for volunteers to read out the rhyme. Then, tell the children to do a drawing to illustrate the rhyme.

Let's play!

Guess the drawing!

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

Try not to make the picture too obvious at first. When a child guesses it correctly, this child starts drawing another picture.

Resources

Multi-ROM Unit 6, Song

Transcripts

Track 2.8 Activity

Narrator: It's summer. The Twiggles are outside, but it's getting late. It's bed time.
Dad: Flo! Bedtime!
Flo: What! I'm not tired. I don't want to go to bed.
Dad: It's late.
Flo: Oh! Is it day or is it night? It isn't dark, it's still light.
Dad: But it's bedtime!
Flo: (grumpily) Ohh, all right! Mum: Smiley! Bedtime!
Smiley: What! I'm not tired. I don't want to go to bed.
Mum: It's late.
Smiley: Oh! Is it day or is it night? It isn't dark, it's still light.
Mum: But it's bedtime!
Smiley: (grumpily) Ohh, all right!

Dad: Stretch! Bedtime!
Stretch: What! I'm not tired. I don't want to go to bed.
Dad: It's late.
Stretch: Oh! Is it day or is it night? It isn't dark, it's still light.
Dad: But it's bedtime!
Stretch: (grumpily) Ohh, all right!

Mum: Dotty! Bedtime!
Dotty: What! I'm not tired. I don't want to go to bed.
Mum: It's late.
Dotty: Oh! Is it day or is it night? It isn't dark, it's still light.
Mum: But it's bedtime!
Dotty: (grumpily) Ohh, all right!

Track 2.9 Activity

Dad: Flo! Bedtime!
Flo: What! I'm not tired. I don't want to go to bed.
Dad: It's late.
Flo: Oh! Is it day or is it night? It isn't dark, it's still light.
Dad: But it's bedtime!
Flo: Oh, all right!
Narrator: Now, it's winter.
Dad: Flo! Time to get up!
Flo: What! I'm still tired. I don't want to get up .
Dad: It's late.
Flo: Oh! Is it day or is it night? It's still dark, it isn't light.
Dad: But it's breakfast time!
Flo: Oh all right!

Recognising the divisions of the day.

Curricular link: Maths

Language Objectives

Vocabulary: morning, afternoon, evening, night, sleep, work, school, have breakfast, have lunch, watch TV, play, do homework

Structures: *I* (have breakfast) in the (morning). *I* sleep (at night).

Resources: poster (side A); student's pop-outs; flashcards (*day, night, sleep, breakfast, lunch, watch TV, play, do homework*)

DIVISIONS OF THE DAY

Presentation

Say: Today we are going to talk about the divisions of the day.

Point to the times of the day on the poster and say: *Look! It's morning. What do we do in the morning?* Hold up a flashcard showing breakfast and say: *We have breakfast in the morning.* Place the flashcard next to the picture on the poster. Point to the next division of the day and ask: *What do we do in the afternoon?* Hold up the flashcard showing lunch and say: *We have lunch in the afternoon.* Place the flashcard next to the picture on the poster.

Repeat for the other times of the day using the flashcards. Ensure that the children notice that we say: *in the morning, afternoon* and *evening*, but *at night*.

Point to the divisions of the day and explain that we have special greetings for these times: *Good morning, good afternoon* and *good evening*. Explain that we only say good night when we are going to bed or saying goodbye at night.

Point to each division and ask the children to call out the appropriate greeting.

*Note: The only fixed boundary betwen the divisions of the day are between morning and afternoon. This changes at 12 o'clock midday. The other divisions are not fixed, but tend to depend on a combination of the time and the amount of light.

Work with the book

Student's Book, page 46, Activity 2

Say: Open your books to page 46. Say: Find your pop-outs for Unit 6. Now, look at the chart. Ask: What do you do in the morning? Ask for volunteers to hold up two pop-outs and say: In the morning I... Repeat for the other times of the day and pop-outs. Stick the pop-outs in their correct place and ask questions about the completed charts: Do you (play) in the (morning)? SS: Yes, I do./No, I don't. Encourage the children to ask each other questions.

Optional Activity Book exercises

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See page 197.

Practice

Continuous assessment

Children can name routine actions and the parts of the day.

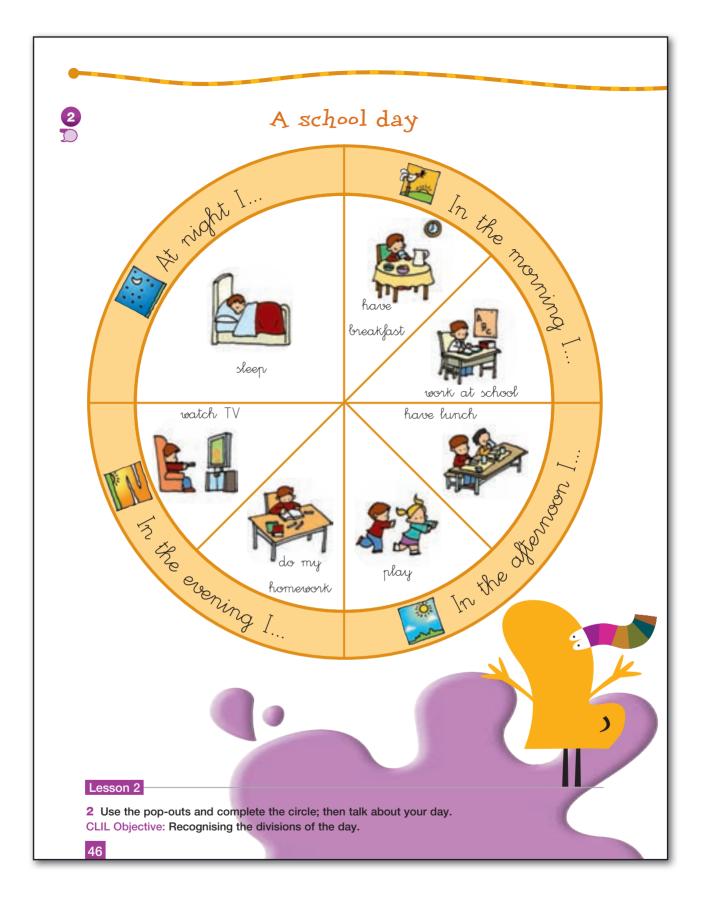
Say: Let's think about the other things we do on school days.

Draw a chart on the board similar to the one in the Practice Book, page 46. Along the top of the columns write examples of other daily actions, for example:

play with friends, go home, go on the bus, play in the park, have tea, etc.

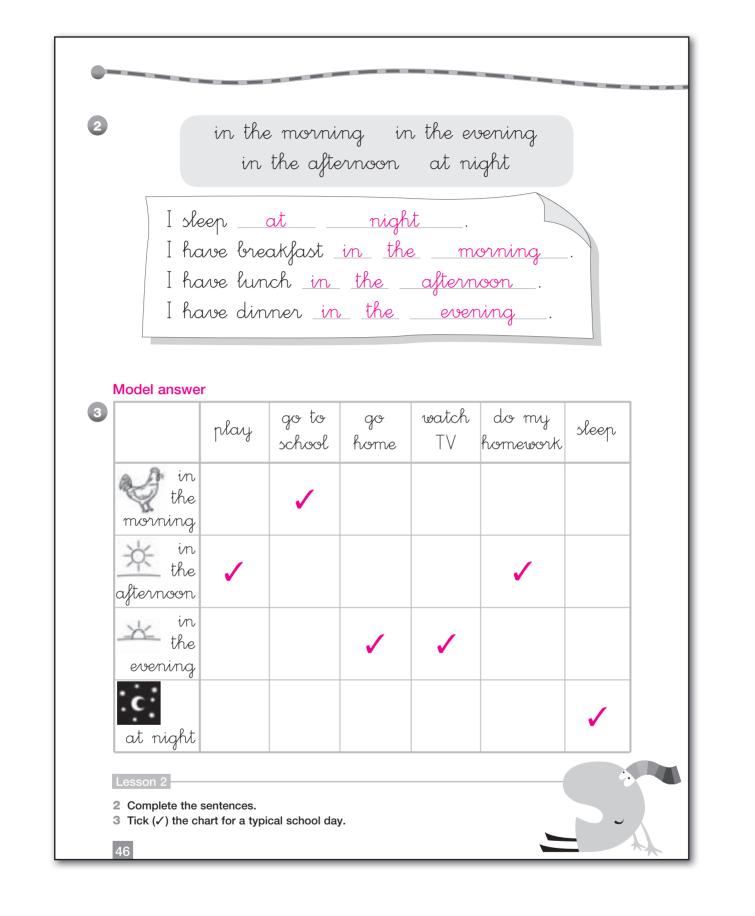
Ask volunteers to come to the board to tick the chart to show when they do these things. Then, ask them to tell the rest of the class: *I have tea in the afternoon.*

Collect the children's books and correct their work.





Explain to the children that a day is cyclical and is made up of several stages that take place from the time when the sun rises until it sets. Each stage corresponds to a moment of the day when we do different things.





The children reflect on their routines and all the activities that they do during the day.

OPTIONS

Activity Book

Page 46, Activity 2

Say: Open your Activity Books at page 46. Look at Activity 2.

Read and complete the first sentence out aloud. Ask for volunteers to do the same with the other sentences. Tell the children to use the words to complete the sentences in their books.

Page 46, Actvity 3

Say: *Now look at Activity 3.* Tell the children to think about the days that they have school and not about the weekends. Ask questions: *Do you (play) in the afternoon? Do you sleep in the morning?* Tell the children to tick the table to show when they normally do those things. Ask for volunteers to talk about the table.

Let's play!

Noughts and crosses!

Draw a table with squares (3 x 3) on the board. Draw or stick a picture in each square. Divide the class into two teams: the Noughts and the Crosses. Ask a child to name one of the pictures. If they name it correctly, they get a nought or cross in this square. The first team to get three noughts or crosses in a row wins.

Resources

Multi-ROM Unit 6, Activity 3



Sequencing the days of the week.

Curricular link: Maths

Language Objectives

Vocabulary: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, weekend, school days, play, have lunch, go out, family, friends **Structures:** At the weekend I have lunch with my family. On school days I have lunch with my friends.

Resources: CD; poster (side A)

SEQUENCING THE DAYS OF THE WEEK

Presentation



Point to the days of the week on the poster and read them out loud. Say: *These are the days of the week. What day is it today?*

Write a day of the week on the board and say: *This is* (Wednesday). Which day is next?

Write all the days of the week on the board. Tell the children to close their eyes while you rub one out. Ask: *Which day is missing?*

Write the days of the week on the board in random order and ask the children to come and number them in the correct order.

Walk around the classroom touching the children on the head and saying a day of the week.

Play **Track 2.10**. Tell the children to stand up when they hear their day.

Play **Track 2.10** again and encourage the children to join in.

Work with the book 🕥

Student's Book, page 47, Activity 3

Say: Open your books to page 47. Look at Activity 3. Play **Track 2.10**. Tell the children to listen to the song and to join in.

Point to the key and read the words out loud. Ask: *Is Monday a school day or the weekend?* SS: *A school day*. Repeat for the other days of the week.

Tell the children to use the key to colour in the letters.

Student's Book, page 47, Activity 4

Say: Now look at Activity 4.

Read the beginning of the first sentence out loud: At the weekend I play... Ask: Do you play with your family or friends at the weekend? The children may give different answers.

Repeat for the other sentences.

Tell the children to match the sentences in their books. Ask for volunteers to read their sentences out loud.





See page 201.

Optional Activity Book exercises

See page 201.

Practice

Continuous assessment

Children can name the days of the week in sequence.

Tell the children to draw seven columns and to write a day of the week at the top of each column.

Ask questions about the things they do on these days. Ask: *Do you play basketball on Monday*?

Tell the children to draw small pictures to show what they do on three days of the week.

Ask for volunteers to show their charts to the rest of the class and to say what they do.

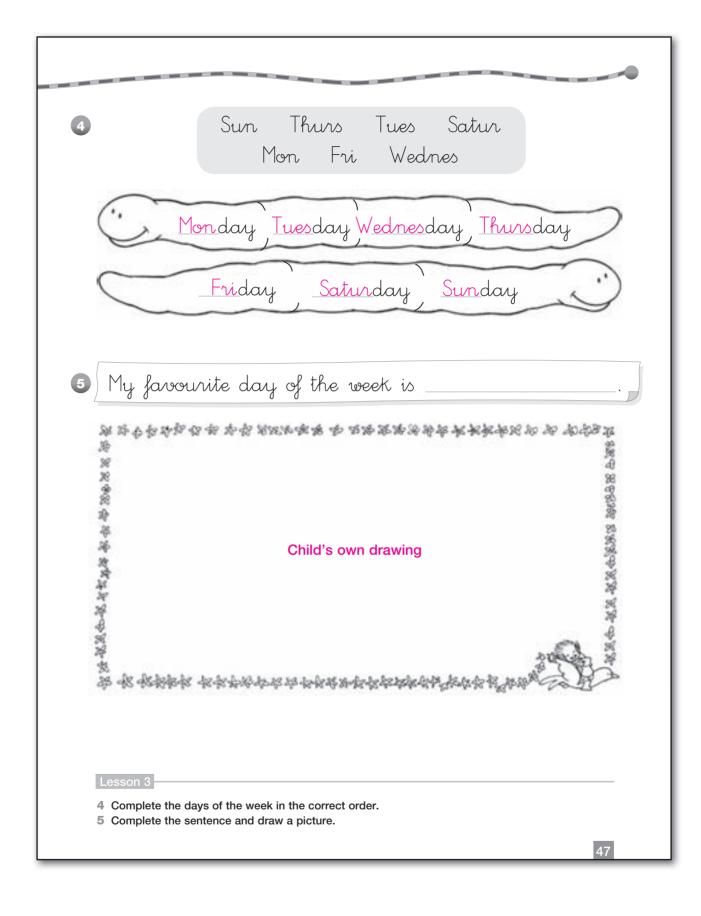
Supply any extra language the children ask for.

Collect the children's books and correct their work.





The children learn the order of the days of the week and understand that the weeks are also cyclical.



The children think about the day of week that they like the most and what it is about it that they like.

Activity Book

Page 47, Activity 4

Say: Open your Activity Books at page 47. Look at Activity 4. Tell the children to name the days of the week out loud with you in the correct order, starting from Monday. Tell the children to write the words in the snake.

Page 47, Activity 5

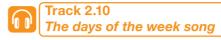
Say: Now look at Activity 5.

Ask the children what their favourite day of the week is. Say: *My favourite day of the week is Saturday because I have lunch with my family.*

Tell the children to do a drawing of their favourite day, showing what they do on this day and completing the sentence.

Ask for volunteers to show their drawing to the rest of the class and to read their sentence out loud.

Transcript



I go to school on Monday, on Tuesday, on Wednesday. I go to school on Thursday and Friday, too. I stay at home on Saturday. I stay at home on Sunday. I stay at home at the weekend. I don't go to school.

Let's play!

What's different?

Place several flashcards in a row on the board. Tell the children to close their eyes. When they have done so, change the position of one of the flashcards. Tell the children to open their eyes again and to name the flashcard that is in a different position. Repeat several times.

Resources

DVD Unit 6, *The days of week song*

Multi-ROM Unit 6, Activity 1

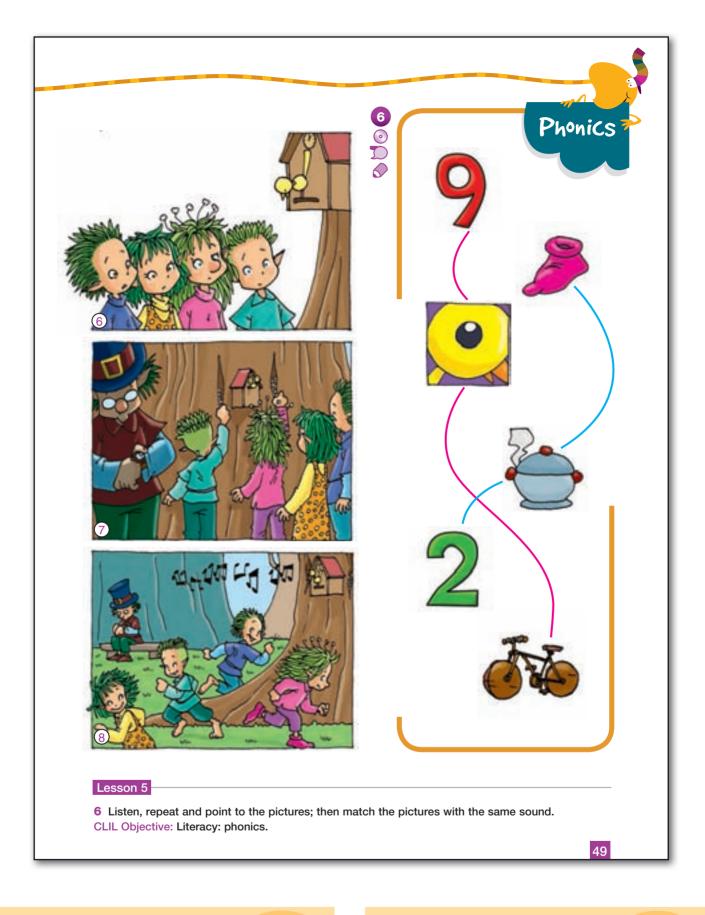
Teacher's Resource Book *Ready to write worksheet, page 100*





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Remind children of the way that the characters in the story help the cuckoo. Use this example of friends helping one another to encourage the children to help others.



The children pronounce the sounds confidently and without worrying about making mistakes.



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

Sequencing.

Curricular link: Literacy; Maths

Language Objectives

Story language: Don't be late. We're late! We aren't late! Dinner is at eight.

Join-in language: Dinner is at eight, don't be late.

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



See page 207.

Optional Activity Book exercises

See page 207.

STORY: THE CUCKOO CLOCK



Say: It's story time!

Show the children the poster. Hold up the pop-outs of Smiley, Dotty, Stretch, Flo and Flo's dad. Ask: *Who's this?* SS: (*Smiley*).

Hold up the pop-out of the cuckoo clock and say: *This is a cuckoo. Cuckoo, cuckoo! The cuckoo lives in the clock* (point to the clock on the poster). *It tells the time.* Say: *Let's listen to the story.*

Play **Track 2.11**. 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 and facial gestures to support meaning.

Ask five children to come to the poster and give them each a pop-out of the different characters.

Play **Track 2.11** again. The children enact the story using the pop-outs. Encourage all the children to join in with the counting.

Work with the book 🕥

Student's Book, pages 48 and 49, Activity 5

Say: Open your books at pages 48 and 49.

Play **Track 2.11** again. The children look at the pictures in their books. Stop the recording at random and ask the children to supply the next line. Each time the children hear the numbers, they join in.



Divide the class into groups of seven. Assign a character from the story to each child.

Play **Track 2.11**. The children raise a hand when they hear their part of the story.

Play **Track 2.11** again. Children join in with their lines. Encourage them to add facial gestures by modelling suitable expressions.

Literacy: phonics /oo/ (s<u>oup</u>, sh<u>oe</u>, tw<u>o</u>), /ie/ (b<u>ike</u>, <u>eye</u>, n<u>ine</u>)

Curricular link: Literacy (Phonics); Maths

Language Objectives

Story language: Don't be late. We're late! We aren't late! Dinner is at eight.

Join-in language: Dinner is at eight, don't be late.

Resources: CD; poster (side B); story pop-outs; story cards **Materials:** plasticine

PHONICS



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 order in the story.

Ask questions about the poster to help the children recall the story. Use the plasticine to make the cuckoo's nuts, and put them on the shelf beside the clock so that the children can count off the hours.

Play **Track 2.11**. The children join in counting the hours. Encourage them to join in with other story language.

Work with the book **f**

Student's Book, page 49, Activity 6

Clap your hands to ensure that the children are watching you. Write the word *shoe* on the board. Say: *oo... oo... oo... shoe*.

Repeat several times. Articulate the vowel sound very clearly by pushing your mouth forwards as you produce the sound.

The children repeat: *oo... oo... shoe.* Repeat with the other words with the same sound: *soup, two.*

Write the word *bike* on the board. Say: *ie... ie... bike*. Repeat several times. Articulate the vowel sound very clearly by changing the position of your mouth as you produce the sound.

The children repeat: ie... ie... ie... bike.

Repeat with the other words with the same sound: eye, nine.

Tell the children to look at Activity 6 on page 49. Play **Track 2.12**. The children listen and point to the pictures in the right-hand column.

Play **Track 2.12** again. The children listen and repeat the key sounds and words.

Then, they match the pictures which contain the same sounds.

Ask for volunteers to name the pictures that have the /oo/ sound.

Ask for volunteers to name the pictures that have the /ie/ sound.

Tell the children to think of other words in English that have those sounds.

Transcript

Track 2.12 Phonics

See page 209.

Optional Activity Book exercises

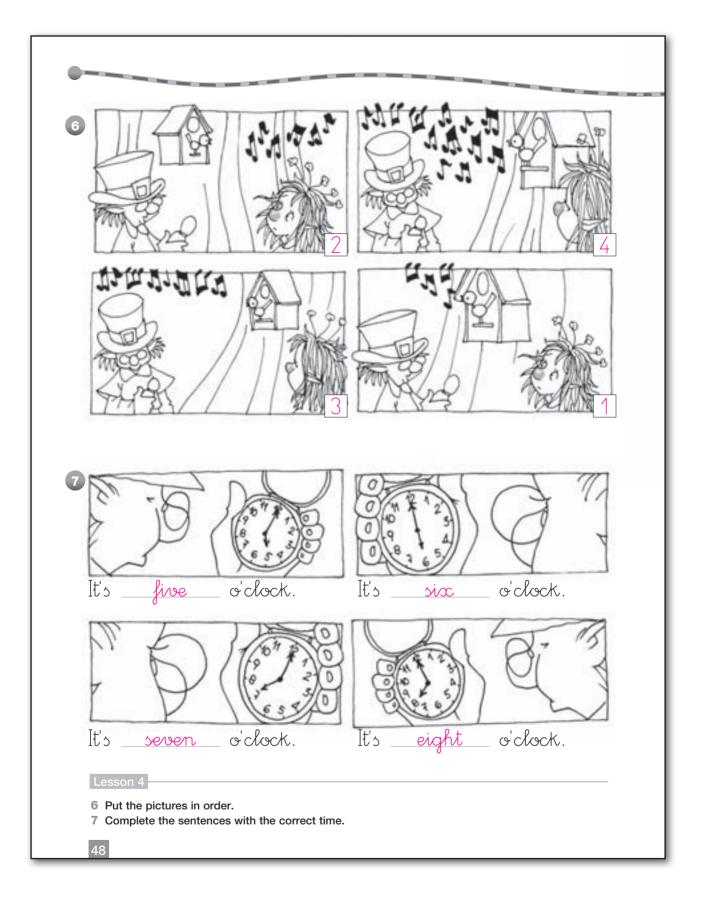
See page 209.



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

Play **Track 2.11** again. The children join in with their lines. Play or read out a random piece of the story and ask the children to look at their books. They tell you which picture is being described. Do this several times.

Ask for volunteers to come to the front of the class to act out the story. Help them if necessary.





This activity provides children with an opportunity to practise how to tell the time.

OPTIONS

Activity Book

Page 48, Activity 6

Say: Open your Activity Books at page 48. Look at Activity 6. Tell the children to place the pictures in order and to write the number in the box.

Página 48, actividad 7

Say: *Now look at Activity 7.* Tell the children to look at the first watch. Ask: *What time is it?* SS: 5 o'clock.

Repeat with the other pictures and the other times. Tell the children to complete the sentences.

Let's play!

The teacher says!

Play *Simon says* but use your own name: T: (*Susan*) *says*, "*Stand up*" (the children carry out the instruction and stand up); T: *Brush your hair* (they don't carry out the instruction).

Make sure all the children have a chance to give an instruction to the rest of the class.



Multi-ROM Unit 6, Story

Transcript

Track 2.11 Story: The cuckoo clock

Picture 1

Narrator: Flo and her friends are always late for dinner. So one day, Flo's dad buys a cuckoo clock.
Dad: Listen to the cuckoo clock.
Children: One, two, three, four.
Flo: It's four o'clock! **Dad:** That's right! Now remember. Dinner is at eight. Don't be late.

Picture 2

Narrator: The friends play outside and then...
Children: One, two, three, four, five, six.
Flo: It's six o'clock. It isn't late.
Dotty: That's right! Dinner is at eight!
Smiley: But...
Stretch: Let's play! Hurray.
Picture 3
Narrator: The friends play and play. Then, suddenly...
Children: One, two, three, four, five, six, seven, eight, nine.

Flo: Oh no. It's nine o'clock! Dotty: We're late. Dinner is at eight!

Smiley: But... Picture 4

Narrator: The friends run home. Flo: Sorry I'm late, Dad. What's for dinner? Dad: It's soup. But it's only 6 o'clock! You aren't late. Flo: Oh, but... Dad: Remember. Dinner is at eight!

au: Remember.

Picture 5 Narrator: The children go outside again. Smiley: It's very strange. Flo: It isn't eight. We aren't late. Stretch: Hurray! We can play. Narrator: Then they hear the cuckoo clock again. Children: One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen. Smiley: Thirteen!!! Thirteen o'clock! Flo: That's not right. Picture 6 Narrator: The friends go and talk to the cuckoo. Flo: Excuse me, but... can you count? **Cuckoo:** Oh dear! Oh dear! This is my first job and it's very difficult. Smiley: What's the problem? Cuckoo: Well... I can't remember the numbers. Picture 7 Narrator: The children help the cuckoo. They give it twelve nuts. Flo: What's the time, Grandad? Grandad: It's 7 o'clock. Flo: Put seven nuts on the right... Smiley: ...and five nuts on the left. Flo: Every hour, move a nut to the right. Then count the nuts on the right. Cuckoo: OK. Thanks. Picture 8 Narrator: The Twiggles wait and wait. Then...

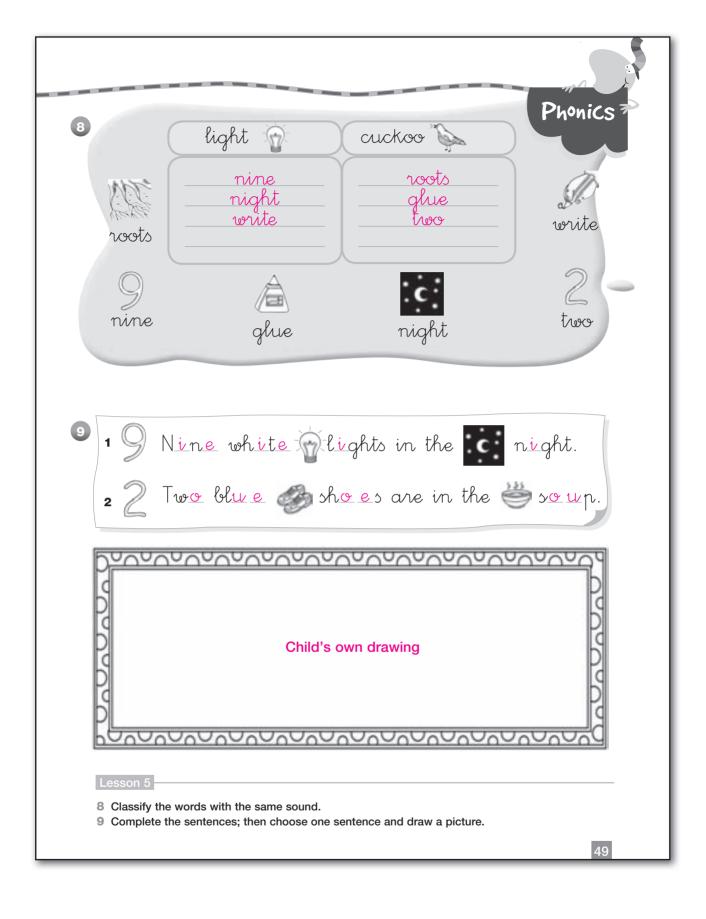
Cuckoo: Move a nut to the right and count.

Children: One, two, three, four, five, six, seven, eight.

Flo: It's 8 o'clock. Is that right, Grandad

Grandad: Yes, it is. Now don't be late!

All: Yes! Dinner is at eight! Goodbye!





It is a very positive sign that the children make an effort to say the tongue twister confidently and without worrying about making mistakes.

OPTIONS

Activity Book

Page 49, Activity 8

Say: Open your Activity Books at page 49. Look at Activity 8.

Write the words *light* and *cuckoo* on the board. Say the words as you write them, emphasising the *oo* part of *cuckoo*.

Tell the children to look at the other words.

Ask for volunteers to choose a word. They write it on the board under another word with the same vowel sound.

Continue until all the words have been classified. Then, ask other volunteers to read out the lists of words. Make sure they reproduce the vowel sound exactly. Tell the children to classify the words in their books.

Page 49, Activity 9

Say: Now look at Activity 9.

Read out the sentences. Tell the children to help you complete the words. Write the words on the board as you say them.

Tell the children to complete the words in their books. Tell the children to choose one of the sentences and to do a picture to illustrate it.

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

Resources

Multi-ROM Unit 6, *Phonics*

Teacher's Resource Book Extension worksheet 1, page 33

Transcript

Track 2.12 Phonics

oo oo oo shoe oo oo oo soup oo oo oo two ie ie ie bike ie ie ie eye ie ie ie nine



Shout out

Say a sound, for example, *oo*. Tell the children to say words that have that same sound. Repeat several times with different sounds.

Telling the time.

Curricular link: Maths

Language Objectives

Vocabulary: numbers, o'clock, half past, a quarter to, a quarter past **Structures:** What's the time? It's...

Resources: student's pop-outs 2 (clock hands) **Materials:** card (5cm x 15cm); *Blu-Tack* **Preparation:** Make two clock hands from the card. Cut one shorter than the other and cut each end into an arrow shape.

TELLING THE TIME

Presentation

Say: *Today we're going to learn to tell the time.* Draw a circle on the board. Draw a line through the centre (from top to bottom) and explain that we now have two halves.

Draw another line from the centre of the circle (from left to right) and explain that we now have four quarters. Ask children to come to the board to shade in the segments following your instructions: *Shade in one half. Shade in two quarters. Is it the same?* SS: *Yes, it is.* Rub out the shading, but leave the four lines that divide the clock into quarters.

Write the number 12 at the top. Ask a child to come to the clock to write the number 6 in the correct position. Repeat for 3 and 9. Then, ask other children to complete the numbers in the clock.

Place the small hand at number 4 and the big hand at number 12. Say: *Look, it's 4 o'clock*. Keep the big hand at 12 and put the small hand on another number. Ask the children: *What's the time?* Repeat several times with other numbers. Do the same with: *half past, a quarter past,* and *a quarter to.*

Ask for volunteers to come and place the hands (always in these four positions, but using different numbers) and ask: *What's the time?*



Student's Book, page 50, Activity 7

Say: Open your books at page 50.

Tell the children to look at the picture of the cuckoo clock on page 50.

Play **Track 2.13**. The children listen and place the pop-out clock hands on the clock.

Stop the recording. Say: *Look at the person next to you. Is it the same?* Check and correct.

Play **Track 2.13** again and ask the children to choose a time for their clock.

Tell the children to glue the clock hand pop-outs in their correct places. Ask individual children: *What's the time?*

Transcript

Track 2.13 Activity

See page 213.

Optional Activity Book exercises

See page 213.

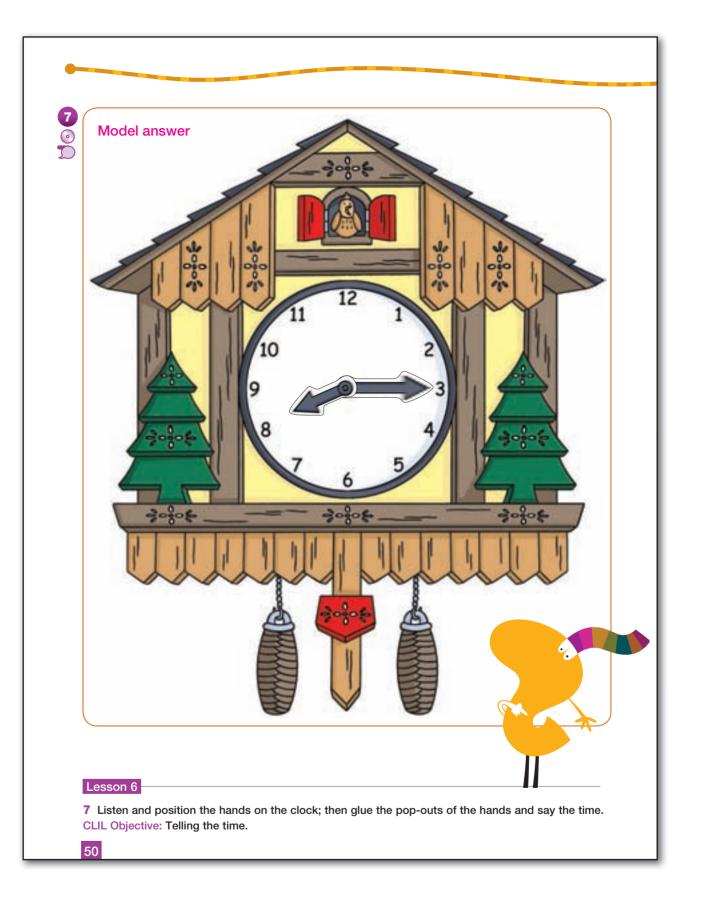
Practice

For this stage, either take the children outside or make a space in the classroom. Stand 12 children in a circle. Say: *You are the numbers on the clock*. Then, stand another two children in the middle of the circle. Say: *You are the small hand and you are the big hand*. Stand the small hand facing number 1. Tell the big hand to run around the edge of the circle and when they reach the small hand, this child moves to the next number.

Point out that this is what happens in a real clock. When the big hand has completed the full circle the small hand moves to the next hour.

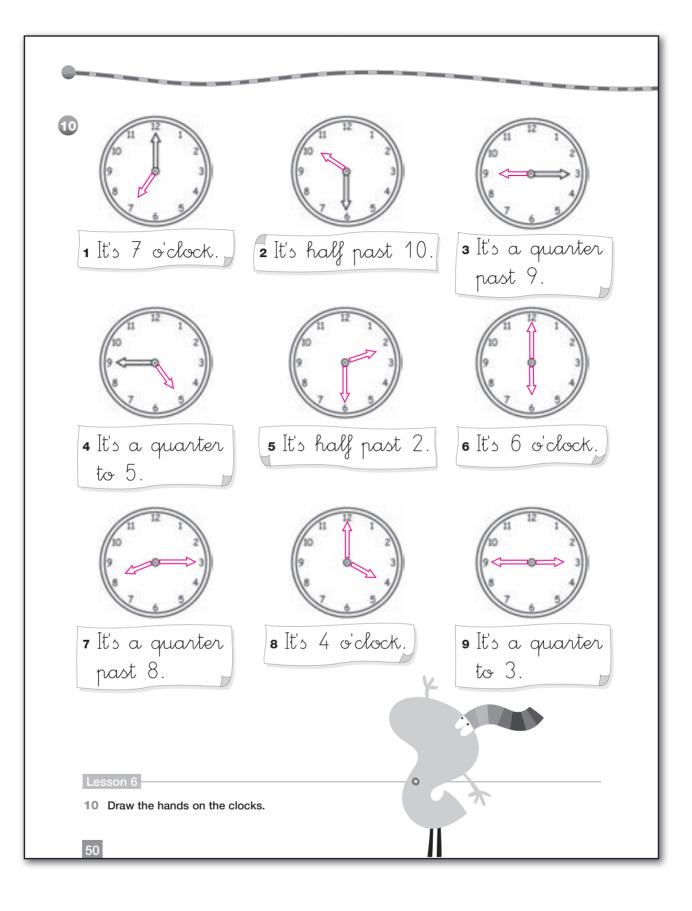
Call out different hours and tell the child playing the big hand to run around until the small hand reaches that time. The children who are the numbers can count out loud as the child playing the big hand runs.

Collect the children's books and correct their work.





The children are given a chance to practise telling the time.





The children practise reading the hands of the clock.

Activity Book

Page 50, Activity 10

Say: Open your Activity Books at page 50. Look at Activity 10.

Point to the clock that has been drawn on the board at the start of the lesson and make sure the children remember that the little hand shows the hours and the big hand shows the minutes.

Tell the time under the three first clocks. Ask a few children to come to the board to place the hands in the corresponding positions. Do the same with the other clocks. Tell the children to complete the clocks in their books.

Let's play!

Follow the order

Hand out six different key vocabulary popouts to each child. Name six pop-outs at random and tell the children to put those pop-outs on the table in the same order. The first child who manages to put all the pop-outs in the correct order can call out the following six pop-outs. Repeat several times.

Transcript



Listen and say the times.

What's the time? It's 2 o'clock.

What's the time? It's 9 o'clock.

What's the time? It's half past five.

What's the time? It's half past one.

What's the time? It's a quarter past four.

What's the time? It's a quarter past ten.

What's the time? It's a quarter to three.

What's the time? It's a quarter to seven.

Resources

Multi-ROM Unit 6, Activity 2

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



Making a clock.

Curricular link: Art

Language Objectives

Vocabulary: numbers; o'clock, half past, a quarter past, a quarter to **Structures:** What's the time? It's (3) o'clock.

Materials: card, plasticine, pencils, scissors, crayons, ruler, split pins

Preparation: Make a cuckoo clock to show the class.

BUSY HANDS: A CUCKOO CLOCK

Present the project

Continuous assessment

Children can tell the time.

Say: *Today we're going to make a cuckoo clock.* Show the children the cuckoo clock that you have already made.

Move the hands round to show different times on your clock (o'clock). Call out: *cuckoo, cuckoo,...* for each hour and ask: *What's the time*?

Work with the book

Student's Book, page 51, Activity 8

Say: Open your books at page 51. Look at Activity 8. Read the title of the project out loud: A cuckoo clock. Point to the pictures of the materials and say: This is what we need. Tell 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. Draw a triangle (the cuckoo's hut). Draw a square inside the triangle and cut it out. Draw a large circle under the square. Cut out two hands. Write the numbers in the circle to make a clock. Make a cuckoo out of plasticine and stick it on a pencil.

Student's Book, page 51, Activity 9

Say: *Now look at Activity 9.* Tell the children to work in pairs. S1 moves the hands on their clock, calls : *cuckoo, cuckoo,...* and asks: *What's the time?* The children take turns asking and answering questions.

Optional Activity Book exercises

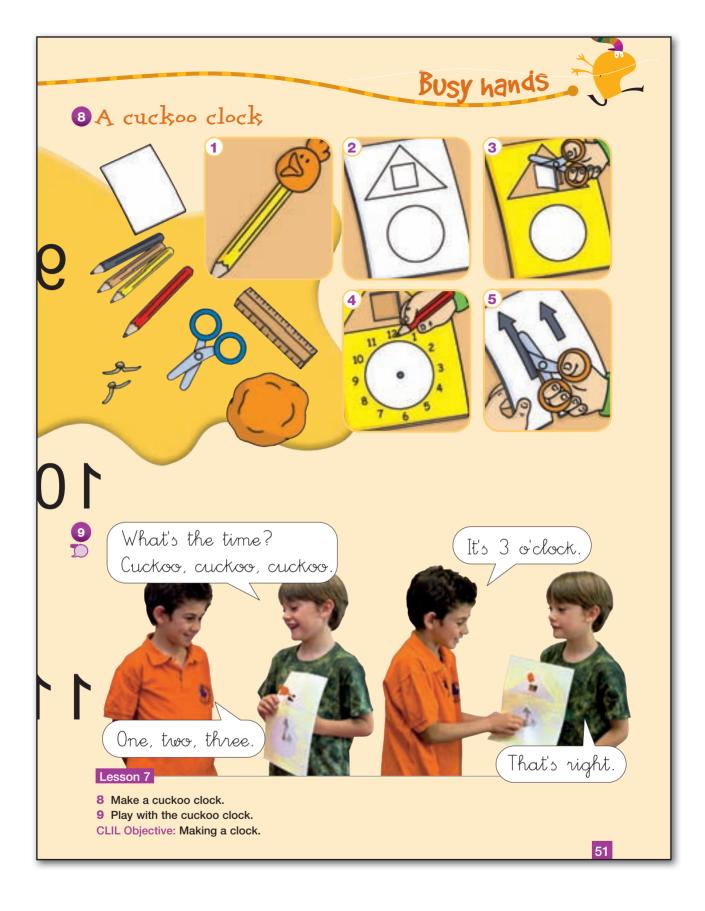
See page 217.

Display the project

Play What's the time Mr. Wolf?

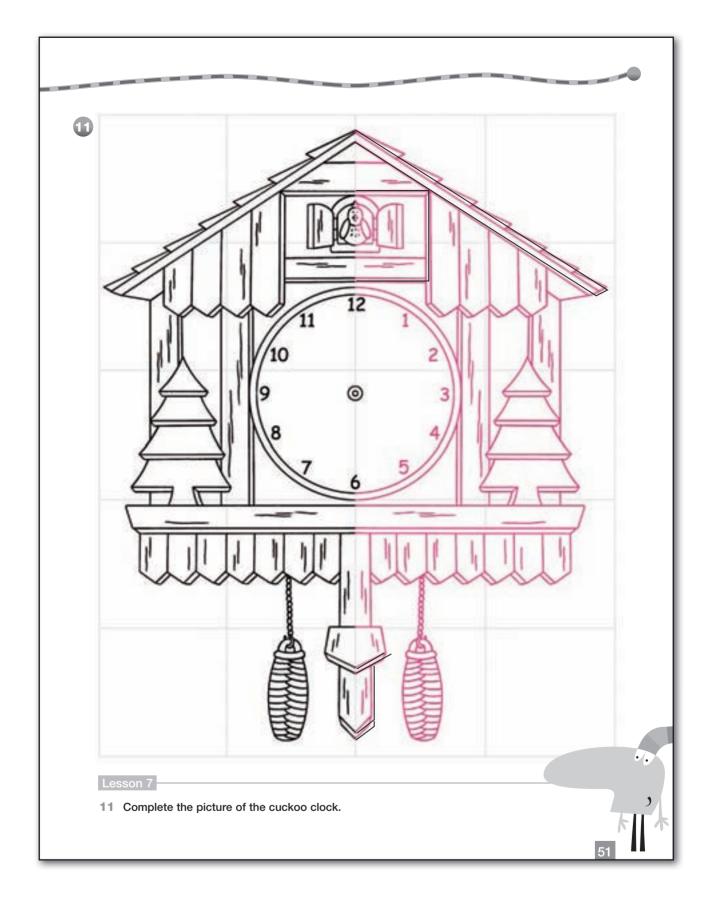
One child is the wolf and stands with their back to the other children. The other children stand about 5 metres from the wolf.

These children say: *What's the time Mr. Wolf*? The wolf turns to face them and shouts out a time: *It's (10) o'clock*. The children take ten steps towards the wolf. Repeat the procedure until the group of children is very close to the wolf. This time when the children ask: *What's the time Mr Wolf*? The wolf shouts: *It's dinner time!* and runs after the other children. The first child to be caught then has a turn at being *Mr. Wolf*.





The children use various materials to make a cuckoo clock.





Explain to the children what symmetry is and how the elements of the clock should be exactly the same on both sides.

OPTIONS

Activity Book

Page 51, Activity 11

Say: Open your Activity Books at page 51. Look at Activity 11. Ask: What can you see in the picture? SS: A cuckoo clock. T: Yes, that's right, but it's only part of a cuckoo clock.

Tell the children to complete the other part of the cuckoo clock as carefully as they can and with as much detail as possible. When they have finished the cuckoo clocks, tell the children to choose a time and to draw it on the clock. Ask for volunteers to show their clocks to the rest of the class and to say: *Look! It's (4) o'clock!*

Let's play!

What's missing?

The children get into pairs and each child puts six key vocabulary pop-outs face up on the table. Each child looks at their partner's pop-outs for a while. Then, one of the children closes their eyes while the other one takes one of the pop-outs away. The child with their eyes closed then opens their eyes and has to say which pop-out is missing. The winner is the person who gets it right most times by the time you tell them to stop.

Resources

DVD

Unit 6, Real kids

Teacher's Resource Book

Unit 6, *DVD worksheet*, page 14 *Ready to read worksheet*, page 58



Assessment Curricular link: Science

Language Objectives

All the language for unit 6.

Resources: poster (side B), flashcards, stickers

BUSY MINDS

Let's remember! 📊

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

Say: *Do you remember* The days of the week song? (Track 2.8, page 201). *Let's sing it again.*

The children sing the song. Use the flashcards to remind the children of the activities we do at different times of the day. Hold up the flashcards and ask: *When do we (do our homework)*? SS: *In the evening.*

Ask the children questions like: *Is it dark when you do your homework in the winter? What about in the summer?* Draw a mountain shape on the board (similar to the one on page 52 of the Student's Book). Draw the sun low in the sky to the left-hand side of the mountain. Say: *Look. This is the position of the sun in the morning.* Draw the sun high in the sky just to the right of the mountain. Ask: *Is it morning, afternoon or evening now?* SS: *Afternoon.* Then, draw the sun low in the sky to the left of the mountain and repeat the question. Ask: *What about at night? Can you see the sun at night?* SS: *No.* T: *What can you see?* SS: *The moon and the stars.*

Work with the book

Student's Book, page 52, Activity 10

The children open their books at page 52. Show the children the stickers in the middle of the book. The children find and stick the stickers for Unit 6. Correct the activity by asking the children to name the stickers that they have placed.

Student's Book, page 52, Activity 11

Ask: *Who can say the days of the week?* The children chant the days in the correct order. Tell the children to write the days of the week in the diary that is in their books. They can use the words from the poster as a guide.

Ask: What do you do on school days?

Encourage the children to raise their hands and to give different answers.

Repeat the question for the weekends.

Tell the children to complete the sentences in their books. Walk around the class checking and correcting as they work.



Optional Activity Book exercises

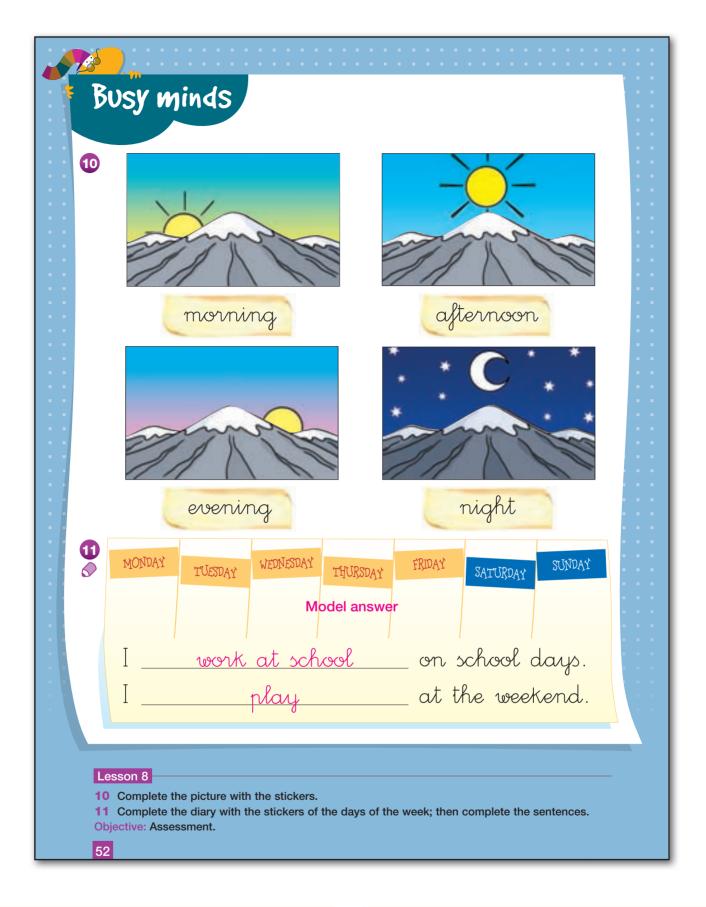
See page 221.

Round up

Draw a timetable on the board. Along the top, write the days of the week from Monday to Sunday. Down the side, write the hours of the day from 8 o'clock until 10 o'clock at night.

The children ask and answer questions about the timetable using the days of the week and the times of day. Ask: *When do you have breakfast on Monday?* SS: *At (8) o'clock.* Continue asking about the meal times, when they play, when they watch television and when they go to bed. Point out the different times these activities take place at the weekends.

Collect the children's books and correct their work.

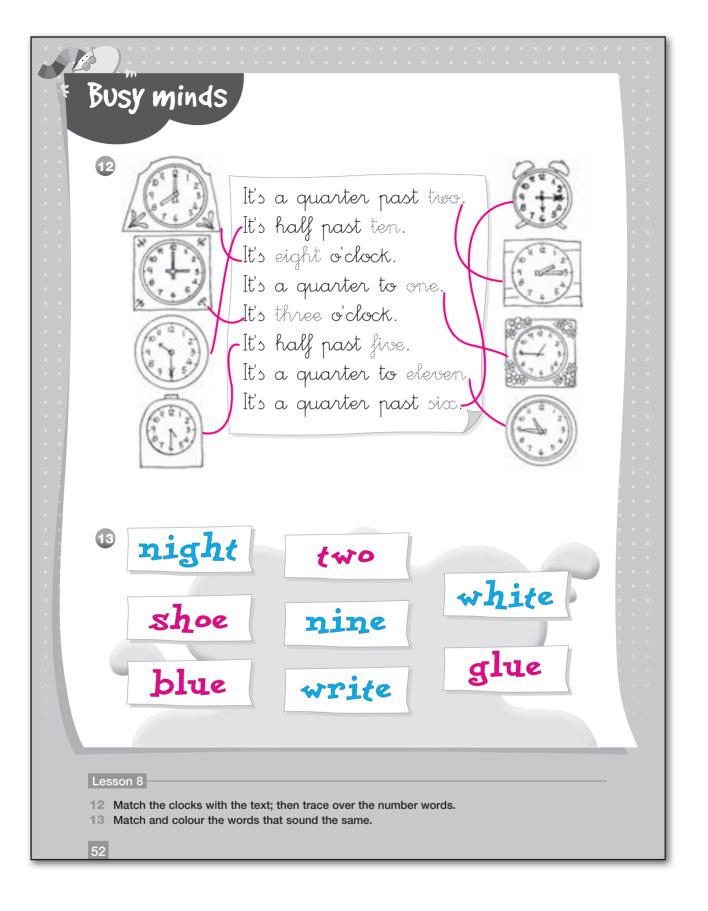




Explain to the children that in English some spelling rules are different to the spelling rules in Spanish. For example, in English, the days of the week are written with capital letters and in Spanish they are written with lower case letters.



Explain to the children that the sun changes position in the sky during the day.





The children go over telling the time and using the quarter hours.



OPTIONS

Activity Book

Page 52, Activity 12

Draw a clock on the board as you did in lesson 6. Ask a child to come to the board and give them the clock hands. Ask for volunteers to read out the sentences. The child at the board has to place the clock hands in the corresponding position. Repeat with different times and different children.

Tell the children to read the sentences from their books and to match them with the corresponding clocks.

Page 52, Activity 13

Say: Now look at Activity 13. Read out the first word. Ask: Which words have the same sound? SS: Write...

Tell the children to match and colour the words that have the same vowels. Then, ask volunteers to read out the two groups of words.



Let's play!

What's missing?

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

Resources

Multi-ROM Unit 6, Activity 4

Teacher's Resource Book Unit 2, *Test, pages 79 and 80*



See Transcript Track 2.14

Transcript



Listen and number the pictures.

One.

It's 10 o'clock. It's bed time.

Two.

It's half past eight. It's breakfast time!

Three.

It's a quarter to seven. It's dinner time!

Four.

It's a quarter past four. It's tea time.

ASSESSMENT CRITERIA

CLIL Objective

Children distinguish between day and night, darkness and light, and associate them with daily routines. Children can recognise the parts of the day, sequence the days of the week and have learnt how to tell the time.

ANIMALS ON THE FARM Living things

CLIL Objective

Classifying wild and farm animals.

Curricular link: Science

Language Objectives

Vocabulary: *bird, fish, rabbit, frog, cow, pig, donkey* **Structures:** *What are these? It's only the...*

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

ANIMALS ON THE FARM



Show the children the poster. Point to the forest and say: *This is the forest.*

Point to the farm and say: *This is the farm.* Explain that some animals live in the forest and some animals live on the farm.

Ask the children to say what kind of animals they expect to find in each habitat. Prompt them by using questions if necessary. Ask: *Do pigs live in the forest?*

Explain that pets do not live in either the forest or on the farm but live with us in our houses.

Show the children the pop-outs and ask them to identify the animals. Ask: *What are these*? SS: *Birds*!

Explain to the children that the animals make different noises in English. Birds go: *tweet-tweet;* frogs go: *croakcroak;* donkeys go: *ee-aw ee-aw;* cows go: *moo-moo;* pigs go: *oink-oink*.

Then, make the animal noises and ask the chidren to call out the name of the animal. T: *(Ee-aw!)* SS: *(donkey!)* Play **Track 2.15** and put the pop-outs of the animals on the poster.

Call out the name of the animal as you place it on the poster. T: *It's only the (birds)!*

Point to the picture of the birds and repeat the key lines from the recording: *Don't be scared! It's only the birds!* Repeat with the other animals.

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

Play **Track 2.15** again. The children put the different animals in the right place on the poster.

Repeat with five more children. The rest of the class joins in with the key phrases.

Ask a volunteer to come to the board. Point to the birds and ask: Are the birds forest animals or farm animals? SS: Forest animals. Say: Yes, that's right. Birds are forest animals. Repeat with the other animals and other volunteers.

Work with the book 🞧

Student's Book, page 53, Activity 1

Say: Open your books at page 53.

Tell the children to look at the picture to see what animals they can find. Ask: *What animals can you see?* Then, ask them to count the animals: *How many (pigs) can you see?*

Play **Track 2.15**. The children point to the animals as they hear them and name them.

Play **Track 2.15** again. The children circle the forest animals in green and the farm animals in red.



Optional Activity Book exercises

See page 225.

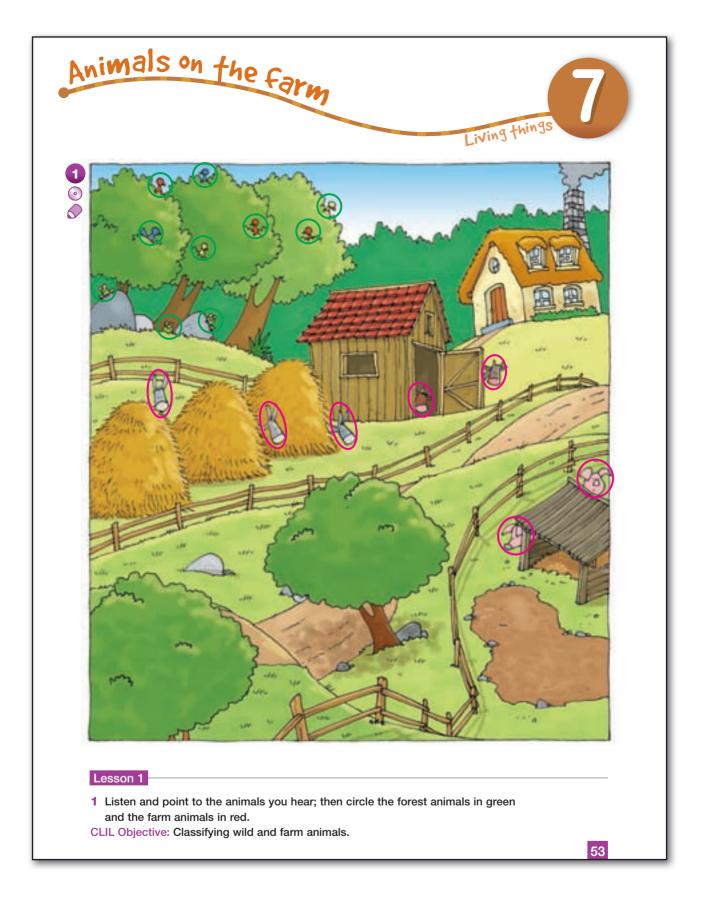
Practice

Play We're walking through the forest; we're walking through the farm.

Call 2 children to come to the front of the class. They walk around in circles saying: We're walking through the (farm). What's that sound? (Oink! Oink! Oink!) The rest of the class calls out: It's only the (pigs).

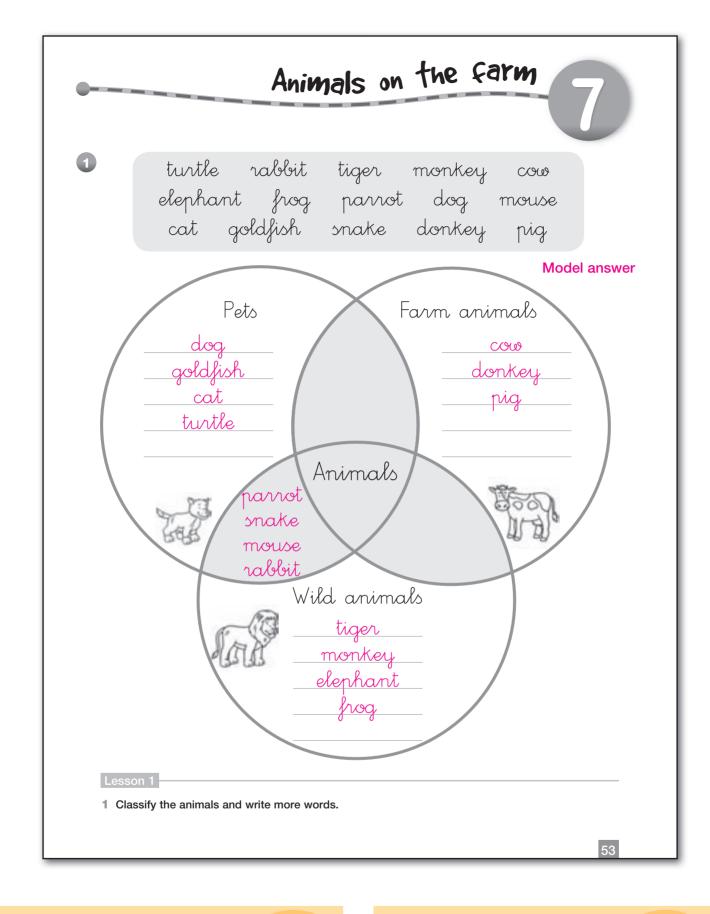
Ask other chidren to come to the front to take turns.

Collect the children's books and correct their work.





Explain to the children that there are animals that live in freedom in the forest, and others that are kept by humans.



The children classify the animals according to their relationship with us.



Explain to the children how to fill in a Venn diagram. Show them that some animals can belong to two or even three categories.

Activity Book

Page 53, Activity 1

Say: Open your Activity Books at page 53. Draw a Venn diagram on the board. Explain that this is how we classify things that can belong to more than one category.

Say: *What about a parrot? Is it a farm animal?* SS: *No!* T: *Is it a pet?* SS: *Yes.* T: *Is it a wild animal?* SS: *Yes.* Write the word *parrot* in the overlapping space between the wild animals and the pets.

Repeat with the other animals in the list.

Rub the diagram off the board and tell the children to classify the animals in their books.

Tell the children to name the other animals. If necessary, supply words in English and write them on the board. Tell the children to classify those animals, too.

8

Let's play! Word groups

Explain to the children that they are going to play a word game with semantic groups related to animals (pets, farm animals and wild animals).

Explain that when you name an animal from one specific group, they will have to do an action. For example: when you name a farm animal, they have to stand up; and when you name a wild animal, the children have to touch their heads.

Transcript



Narrator: The Twiggles are walking through the forest to Dotty's Granny's farm. Dotty & Flo: We're walking through the forest. Tramp, tramp, tramp. The forest is full of sounds. Tramp, tramp, tramp. The sounds are very scary. Tramp, tramp, tramp. Narrator: Don't be scared, it's only the _____.

Dotty & Flo: We're walking through the forest. Tramp, tramp, tramp. The forest is full of sounds. Tramp, tramp, tramp. The sounds are very scary. Tramp, tramp, tramp. Narrator: Don't be scared, it's only the _____

Dotty & Flo: We're walking to the farm. Tramp, tramp, tramp. The farm is full of sounds. Tramp, tramp, tramp. The sounds are very scary. Tramp, tramp, tramp. Narrator: Don't be scared, it's only the _____

Dotty & Flo: We're walking to the farm. Tramp, tramp, tramp. The farm is full of sounds. Tramp, tramp, tramp. The sounds are very scary. Tramp, tramp, tramp. Narrator: Don't be scared, it's only the _____

Dotty & Flo: We're walking to the farm. Tramp, tramp, tramp. The farm is full of sounds. Tramp, tramp, tramp. The sounds are very scary. Tramp, tramp, tramp. Narrator: Don't be scared, it's only the _____

Granny: Hello, Dotty! Hello, Flo! Welcome to the farm! You aren't scared, are you? Dotty & Flo: No!

Resources

Multi-ROM Unit 1, Song



Understanding that we look after farm animals.

Curricular link: Science; Maths

Language Objectives

Vocabulary: cow, sheep, pig, chicken, horse, donkey, dog, cat, hay, grain, leftovers **Structures:** How many (cows) are there? What do they eat?

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

LOOKING AFTER FARM ANIMALS



Say: Today we are going to learn about farm animals. We are going to learn what they eat.

Use the poster. Hold up the pop-out of the cows.

Ask: What are these animals? SS: Cows. T: Do cows eat meat? SS: No! T: Do they eat grass? SS: Yes! Say: That's right. They eat grass and they eat hay. Explain that hay is dried grass.

Then, hold up the pop-out of the donkeys and repeat the questions.

Finally, hold up the pop-out of the pigs and say: *Pigs eat hay, they eat meat, they eat everything!*

Work with the book 🕥

Student's Book, page 54, Activity 2

Say: Open your books to page 54. Say: Look at the picture of the farm. How many (donkeys) are there? SS: (Three). Do the same with the other animals.

Ask for volunteers to ask the questions.

S1: How many (pigs) are there? SS: (Two). S2: How many (sheep) are there? SS: (Four).

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

Check the activity by asking the children: *How many* (donkeys) are there?

Student's Book, page 54, Activity 3

Tell the children to look at the pictures of the food in their books. Write the following words on the board: *hay, grain* and *leftovers*.

Ask: Do you remember which animals eat hay? Point to the word grain and explain that this is small seeds. Ask: Can you think of an animal that eats grain? Encourage the children to guess. Point to the word *leftovers* and explain that this is the food that we throw away.

Play **Track 2.16**. The children listen and match the food to the animals. Check the activity by asking: *What do cows eat?* SS: *Hay*. Repeat with the other animals.



Optional Activity Book exercises

See page 229.

Practice

Continuous assessment

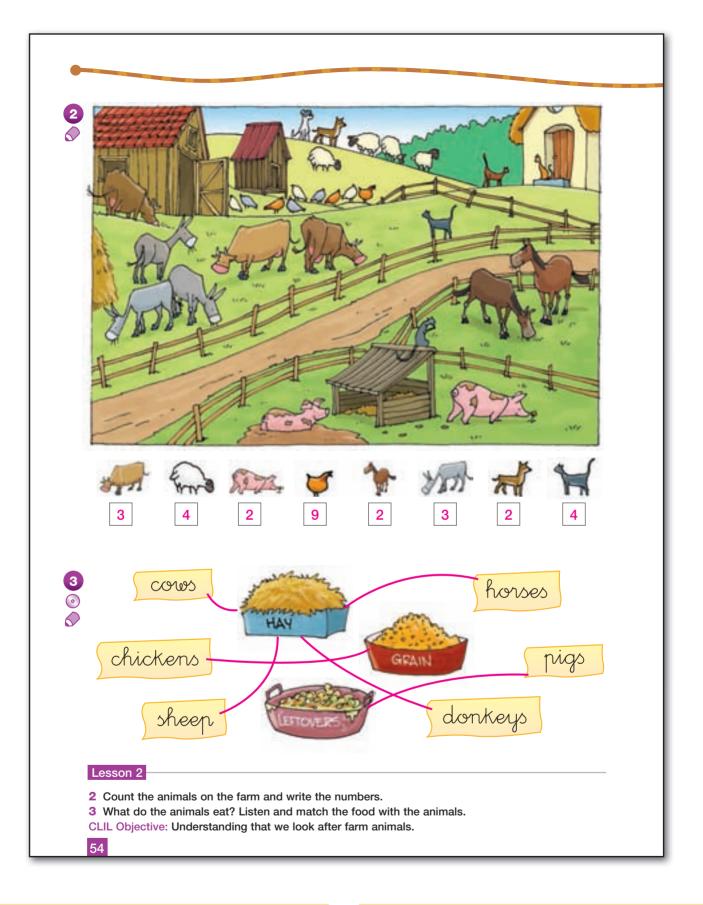
Children can name farm animals.

Tell the children to look at the farm animals on page 54. Draw two columns on the board. Say: *We eat meat, don't we? So we eat animals.*

Ask volunteers to come to the board. They write the names of the animals we eat in the first column and the names of the animals that we don't eat in the second column. Ask: *What else do we eat? Do we eat hay?* SS: *No!* T: *Do we eat grain?* SS: *Yes.*

*Note: Some children may not associate grain with flour or rice, so you need to explain that people eat grain, but not raw grain - we eat it in bread, biscuits and cereal. All of these types of food are made with grain.

Collect the children's books and correct their work.





The children are going to count animals and write down the totals.



Explain to the children that all the animals have specific food that they eat and they don't all eat the same things.