

2

1 DONKEY

2 CHICKENS

3 SHEEP

4 HORSES

5 PIGS

6 COWS

3

- 1 Chickens eat grain.
- 2 Pigs eat leftovers.
- 3 Donkeys, horses, cows
and sheep eat hay.



Lesson 2

- 2 Use the pictures to complete the crossword.
- 3 Complete the sentences with the words from the crossword.

54



The children use the pictures to help them solve the crossword.

Activity Book

Page 54, Activity 2

Say: *Open your Activity Books at page 54.*
Look at Activity 2.

Tell the children to complete the crossword with the names of the animals. They can check the spelling in their Student's Book.

Page 54, Activity 3

Say: *Now look at Activity 3.*
 Ask: *Which animals eat grain?* SS: *Chickens.* Repeat with the other two types of food and tell the children to complete the sentences using the words from the crossword.

Let's play!

What's next?

Read out a complete sentence. For example, T: *(Horses) and (cows) eat (grass) and (hay).* Explain to the children that you are going to read the sentence again, stopping in different places and that, this time, they have to say the following word.

Resources

Teacher's Resource Book
Extension worksheet 1, page 35

Transcript



Granny: *Come on, Dotty! It's time to feed the animals.*

Dotty: *OK, Granny.*

Dotty: *Granny! What do cows eat?*

Granny: *Hay, Dotty! Cows eat hay.*

Dotty: *OK!*

Dotty: *Granny! What do sheep eat?*

Granny: *Hay, Dotty! Sheep eat hay.*

Dotty: *OK!*

Dotty: *Granny! What do pigs eat?*

Granny: *Leftovers, Dotty! Pigs eat leftovers.*

Dotty: *OK!*

Dotty: *Granny! What do chickens eat?*

Granny: *Grain, Dotty! Chickens eat grain.*

Dotty: *OK!*

Dotty: *Granny! What do horses eat?*

Granny: *Hay, Dotty! Horses eat hay.*

Dotty: *OK!*

Dotty: *Granny! What do donkeys eat?*

Granny: *Hay, Dotty! Donkeys eat hay.*

Dotty: *OK!*

CLIL Objective

Recognising the products we obtain from farm animals.

Curricular link: Science

Language Objectives

Vocabulary: *milk, butter, meat, cheese, eggs, yogurt, wool, leather*

Structures: *We get (eggs) from (chickens).*

Resources: flashcards (*milk, butter, meat, cheese, eggs, yogurt, wool, leather*); student's pop-outs

PRODUCE FROM FARM ANIMALS

Presentation

Write the names of the farm animals on the board. Ask: *Are these pets?* SS: *No!* T: *Are they forest animals?* SS: *No!* T: *Are they farm animals?* SS: *Yes!* Say: *We get a lot of food from farm animals. Can you remember some of the food we get?* Tell the children to name the food we get from farm animals and place the flashcards up on the board as they name the items. Prompt any items they do not mention by showing the flashcards and ask: *What about (cheese)? Do we get (cheese) from animals?* Explain that we don't only get food from animals but we get other things too. Hold up the flashcards for wool and leather. Say: *We get wool from animals and we get leather from animals. We make clothes with wool. What do we make with leather?* SS: *Shoes, bags, belts, etc.* Then, point to the flashcards on the board one by one and ask: *Which animals do we get (milk) from?* Write the animal words under the flashcards. Repeat for all the products. Point out to the children that we get some of these products, such as milk, from different animals (cows and sheep).

Work with the book

Student's Book, page 55, Activity 4

Say: *Open your books to page 55. Look at Activity 4.*

Tell the children to take out their pop-outs for unit 7.

Tell the children to place their pop-outs next to the animals that give us these products.

Before they stick the pop-outs in their correct places, check the activity by asking: *What do we get from chickens?* SS: *Eggs and meat.* Tell the children to glue their pop-outs in place.

Optional Activity Book exercises

See page 233.

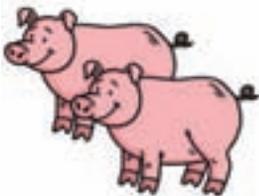
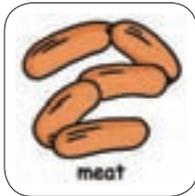
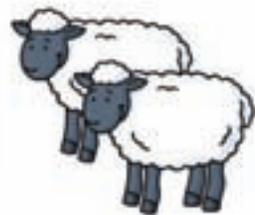
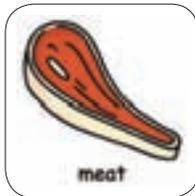
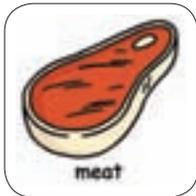
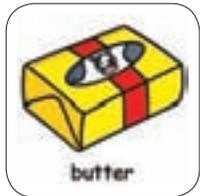
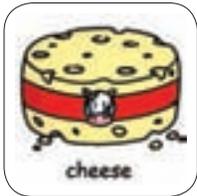
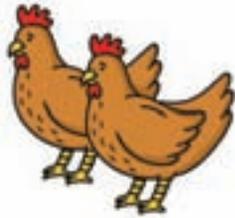
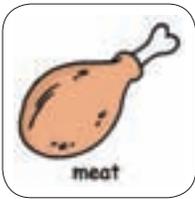
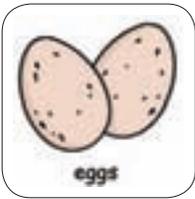
Practice

Point to your clothes and ask: *What am I wearing?* Write the names of the clothes on the board as you name them. Then, ask: *Are any of my clothes made of wool or leather?* Guide the children to the correct answer. You can also describe other materials such as cotton. Then, ask volunteers to stand up. They point to their own clothes and say what they are made of. Tell the children to think about their clothes at home and ask: *Do you have anything made of wool/leather?*

Collect the children's books and correct their work.



4



Lesson 3

4 Classify the pop-outs with the animals and glue them in place.

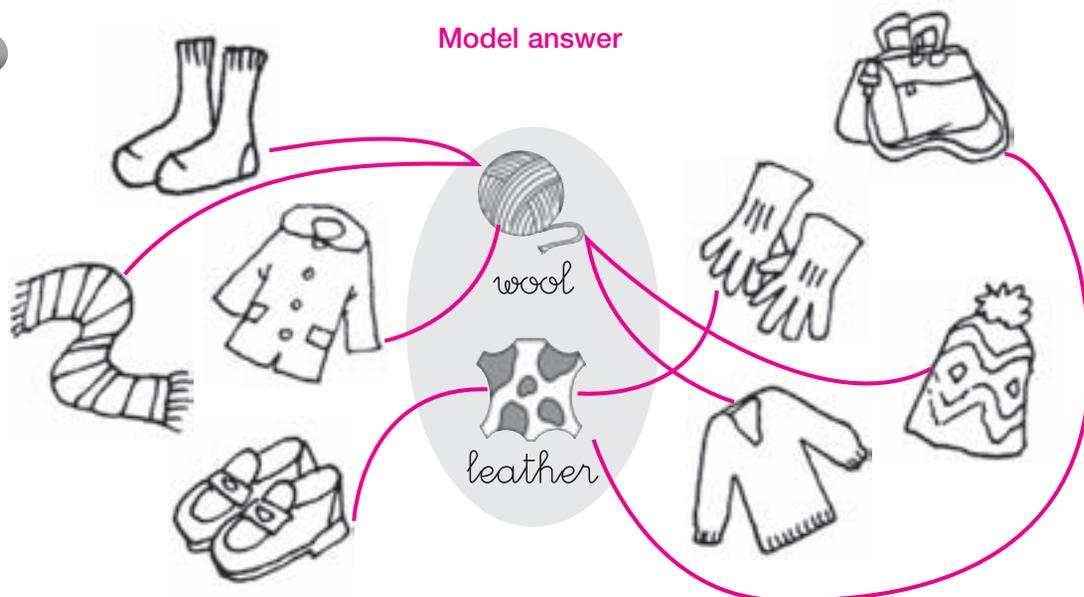
CLIL Objective: Recognising the products we obtain from farm animals.



Tell the children that farm animals give us several highly useful products that we use on a daily basis.

4

Model answer



5

- 1 We get  from  .
- 2 We get  from  .
- 3 We get  from  .
- 4 We get  from  .
- 5 We get  from  .
- 6 We get  from  .

T F

T F

T F

T F

T F

T F

Lesson 3

- 4 Match the objects with the materials.
- 5 Read the sentences and circle (T) true or (F) false.



Explain to the children how to do this type of true/false exercise.

Activity Book

Page 55, Activity 4

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

Ask for volunteers to name the objects that they can see. Then, hold up the wool and leather flashcards.

Ask: *Do we make socks from wool or leather?*

SS: *Wool!*

Repeat with the other objects. Point out that there are two objects that can be made with either of the two materials: the coat and the gloves.

Tell the children to match the objects with the materials.

Page 55, Activity 5

Say: *Now look at Activity 5.*

Read out the first sentences: *We get milk from cows.* Ask: *Is that true or false?*

Ask for volunteers to read out the other sentences. As they do so, ask if the sentences are true or false.

Tell the children to read the sentences again and to circle them *true* or *false*.

Resources

DVD

Unit 7, *Real Kids*

Teacher's Resource Book

Real Kids worksheet, page 15

Let's play!

Guess

Show the children several flashcards and place them in a box or bag. Then, take out one of the flashcards (without letting the children see it) and tell the children to try to guess which one it is.

The child who guesses correctly takes out the following flashcard. Continue playing until all the flashcards have been taken out of the box or bag.

5 Dotty feeds the animals



Lesson 4

5 Listen to the story.

CLIL Objective: Literacy: analysing information critically.

56



Explain to the children that we should respect and treat all animals well. The quality of the animals that we eat can have a direct effect on our health.



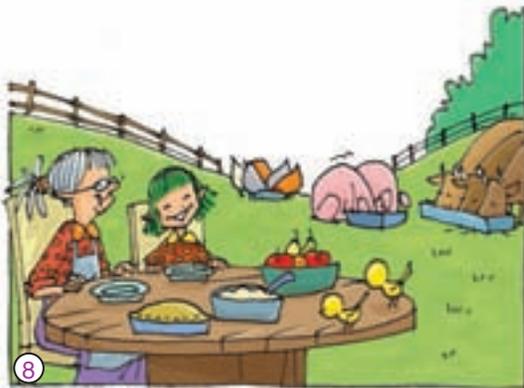
Discuss the things that Dotty did: she helped her granny but she didn't do it well. The children can suggest how Dotty could have done things better, by, for example, asking her granny again or by making a note of the information.



6



7



8

6



bird



Lesson 5

6 Listen, repeat and point to the pictures; then match the pictures with the same sound.

CLIL Objective: Literacy: phonics.



Remind the children that it is important to respect one another and other people and to wait patiently for their turn to act.

CLIL Objective

Literacy: Analysing information critically.

Curricular link: Literacy; Science

Language Objectives

Story language: *Here's your food; Oh dear! You are hungry! Come on (cows), eat your food! Eat it up! It's good for you!*

Join-in language: *Here's your food; Oh dear! You are hungry! Come on (cows), eat your food! Eat it up! It's good for you!*

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

STORY: DOTTY FEEDS THE ANIMALS

Presentation

Say: *It's story time!*

Show the children the poster. Hold up the pop-outs of Dotty and her Granny. Ask: *Who's this?*

SS: *Dotty.* T: *That's right. And who's this?* SS: *Dotty's Granny.* T: *Good. And where are they?* SS: *On the farm.*

Hold up the pop-outs of the animals and ask questions: *How many (cows) are there?* SS: *(Two).* Place the cows on the poster and ask: *Do cows eat leftovers?* SS: *No.*

T: *What do cows eat?* SS: *Hay.* Continue with the other animals

Say: *Let's listen to the story.*

Play **Track 2.17**. Enact the story using the pop-outs and the poster. Hold up the pop-outs as they are mentioned in the story and put them in their correct places on the poster. Add mime and facial gestures to support meaning.

Ask three children to come to the poster. Give them each a pop-out of an animal and a pop-out of animal food.

Give a fourth child the pop-out of the bowl of fruit and the cake.

Play **Track 2.17** again. The children enact the story using the pop-outs. Encourage all the children to join in with *Come on (chickens)! Eat your food! Eat it up! It's good for you.*

Work with the book

Student's Book, pages 56 and 57, Activity 5

Say: *Open your books to pages 56 and 57.*

Play **Track 2.17** again. The children look at the pictures. Stop the recording at random and tell the children to supply the next line

Show the children the pop-outs. Ask: *What's this?*

SS: *It's (grain).*

Play **Track 2.17** again. Each time the children hear *Come on (chickens)! Eat your food! Eat up! It's good for you!* they join in.

Transcript



Track 2.17

Story: *Dotty feeds the animals*

See page 239.

Optional Activity Book exercises

See page 239.

Practice

Divide the class into groups of five. Assign two children to be Dotty and the Granny, and the others to be the animals. Play **Track 2.17**. Tell the children to raise a hand when they hear their part of the story.

Play **Track 2.17** again. The children join in with their lines. Encourage them to add facial gestures by modelling suitable expressions.

CLIL Objective

Literacy: vowel sounds *er* (*girl, skirt, bird*) and *air* (*hair, chair, pear*)

Curricular link: Literacy (Phonics)

Language Objectives

Story language: *Here's your food; Oh dear! You are hungry! Come on (cows), eat your food! Eat it up! It's good for you!*

Join-in language: *Here's your food; Oh dear! You are hungry! Come on (cows), eat your food! Eat it up! It's good for you!*

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

PHONICS

Retell the story



Continuous assessment

Children can name the food animals eat.

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 pop-outs to help the children remember the story. Ask: *Do (cows) eat (leftovers)?*

SS: *No.* T: *What do (cows) eat?* SS: *(Cows) eat (hay).*

Repeat with the other animals and food.

Play **Track 2.17**. The children listen to the story.

Play **Track 2.17** again. The children join in with: *Come on (chickens)! Eat your food! Eat it up! It's good for you!*

Work with the book



Student's Book, page 57, Activity 6

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

Write the letters *er* several times on the board.

Point to the letters as you say: *er... er... er... girl*. Repeat several times. Articulate the /er/ sound very clearly.

Remember not to voice the *r* sound with your tongue.

The children repeat: *er... er... er... girl*.

Repeat with *skirt* and *bird*.

Write the letters *air* several times on the board.

Point to the letters as you say: *air... air... air... hair*. Repeat several times. Articulate the /air/ sound very clearly by smiling as you say it.

The children repeat: *air... air... air... hair*.

Repeat with *chair* and *pear*.

Tell the children to look at Activity 6 on page 57.

Play **Track 2.18**. The children listen and point to the pictures in the right-hand column.

Play **Track 2.18** again. The children listen and repeat the sounds and the key words.

The children match the pictures with the same vowel sounds.

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

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

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

Transcript



Track 2.18 Phonics

See page 241.

Optional Activity Book exercises

See page 241.

Act out the story



Divide the class into groups of five. Assign a character or animal to each child.

Play **Track 2.17** again. The children join in with their corresponding parts.

Tell the groups to close their eyes. Play a part of the story at random. The children have to tell you which picture is being described.

Ask for volunteers to come forward to enact the story. Use the recording if necessary.

Collect the children's books and correct their work.

6



1 What do you know about cows?

How many legs have they got? They've got 4 legs.

What do they eat? They eat hay.

What do we get from cows? We get leather.

2 What do you know about chickens?

How many legs have they got? They've got 2 legs.

What do they eat? They eat grain.

What do we get from chickens? We get eggs.

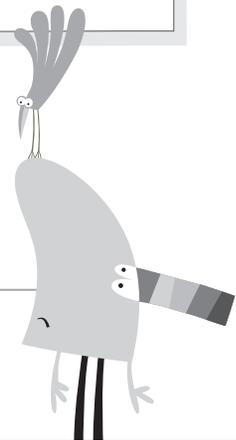
3 What do you know about pigs?

How many legs have they got? They've got 4 legs.

What do they eat? They eat leftovers.

What do we get from pigs? We get meat.

Thank you!



Lesson 4

6 Help Dotty answer the questions and trace over words.

56



For this exercise, the children have to help Dotty. This will help develop the children's self-esteem and encourage them to try hard.



The children are reminded of a few facts related to farm animals.



Activity Book

Page 56, Activity 6

Say: *Open your Activity Books at page 56.*

Look at Activity 6.

Say: *Dotty doesn't remember what the animals eat, does she? She doesn't remember very much at all! Let's see if we can help her.*

Read out the questions about the cows. Stop after each question and tell the children to call out the answers.

Repeat with the other animals.

Tell the children to read the questions again and to write the answers in their books. They also trace over the words.

Correct the activity, asking the questions again and asking volunteers to read out their answers.

Let's play!

Guess the card!

Tell the children to play in pairs. Hand out several key vocabulary pop-outs to each child. Tell each pair to gather all their cards together. One child in each pair shuffles the cards and places them in a pile face down on the desk.

One of the children in the pair has to guess what the first card is. If they are correct, they keep it. If not, they place it at the bottom of the pile. They continue playing in turns until there are no more cards on the table. The player who gets the most cards is the winner.

Resources

Multi-ROM
Unit 7, Story

Transcript



Track 2.17

Story: *Dotty feeds the animals*

Granny: *I am very busy today, Dotty. Can you feed the animals, please?*

Dotty: *Alright Granny!*

Granny: *Do you remember what the animals eat?*

Dotty: *I think so, Granny.*

Granny: *Good! Off you go then!*

Dotty: *Now, let's feed the cows. Mmm. What do cows eat? I know. They eat leftovers. Here's your food, cows!*

Dotty: *Oh dear, you are hungry! Come on, cows! Eat your food! Eat it up! It's good for you!*

Dotty: *Now, let's feed the chickens. Mmm! What do chickens eat? I know. They eat hay. Here's your food, chickens!*

Dotty: *Oh dear, you are hungry! Come on, chickens! Eat your food! Eat it up! It's good for you!*

Dotty: *Now, let's feed the pigs. Mmm! What do pigs eat? I know. They eat grain. Here's your food, pigs!*

Dotty: *Oh dear, you are hungry! Come on pigs! Eat your food! Eat it up! It's good for you!*

Cows: *We don't eat leftovers.*

Chickens: *We don't eat hay.*

Pigs: *we eat everything, but we like leftovers best!*

Granny: *Dotty! What a terrible noise! What's the matter with the animals?*

Dotty: *I don't know, Granny. The cows have got leftovers, the chickens have got hay and the pigs have got grain.*

Granny: *Oh, Dotty! You silly girl! That's not right! Cows don't eat leftovers; chickens don't eat hay and pigs...! Well, pigs eat everything, but they like leftovers best!*

Granny: *Come on, let's sort it out. - That's better*

Granny: *Come on, Dotty, it's time for our food.*

Dotty: *Oh good. I'm hungry!*

Granny: *Here we are! Soup, fruit and cake! Come on Dotty! Eat your food! Eat your meal! It's good for you!*

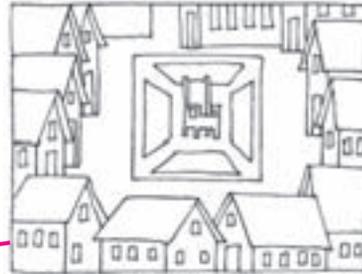
Dotty: *Yum, yum! I eat everything, but I like cake best!*

7

There's a chair
in the square.



Look, a nurse, some
birds and a thirsty girl.



8

shirt square circle bird chair girl
nurse pear skirt hair thirsty



girl shirt skirt thirsty circle nurse bird



square hair chair pear

Lesson 5

- 7 Match the sentences with the pictures.
- 8 Write the missing words; then say the words.



When the children pronounce the list of words, remind them about the correct position of their mouths.

Activity Book

Page 57, Activity 7

Say: *Open your Activity Books at page 57.*

Look at Activity 7.

Ask a child to read out the first sentence. Make sure they pronounce the same vowel sound for the following words: *there's, chair, square.*

***Note:** The children may be reluctant to produce the same vowel sound when the spelling is different. Remind them that these vowel sounds are exactly the same.

Repeat the process with the second sentence. Tell the children to match the sentences with the pictures.

Page 57, Activity 8

Say: *Now, look at Activity 8.*

Tell the children to look carefully at the position of the mouth and to copy it by forming the same shape with their mouths. Ask for volunteers to read the rows of words. They do this without changing the position of their mouths so they can produce the same sound for each word.

Tell the children to write the words under the pictures. Ask for volunteers to read the rows of words. Make sure they maintain their mouths in the same position each time.

Resources

Multi-ROM

Unit 7, Phonics



Transcript



Track 2.18 Phonics

er er er girl
er er er skirt
er er er bird
air air air hair
air air air chair
air air air pear

Let's play!

Find your family

Say a sound. Tell the children to point to an object in the classroom that starts with the same sound or which has that sound within the word. Repeat several times with different sounds.



CLIL Objective

Finding out about bees.

Curricular link: Science

Language Objectives

Vocabulary: *bees, fly, collect, drink, put, nectar, honey, hive*

Structures: present simple: *They...*

Resources: CD

Materials: a jar of honey, plastic spoons (1 per child)

Explain that this is how we obtain honey. Read the sentences out loud and ask the children to act out the process.

Play **Track 2.19**. The children sing along and act out the song.

BEES

Presentation

Continuous assessment

Children can name the products we obtain from animals.

Write the names of the following animals on the board in a row: *cows, sheep, pigs, chickens*.

Ask: *What do we get from (cows)?* Tell the children to come to the board to write the products under each animal.

Then, hold up the jar of honey and ask: *Where do we get honey from?* Make the buzzing sound of a bee and say: *We get honey from bees. Let's sing a song about bees.*

Play **Track 2.19**. The children listen to the song.

Play **Track 2.19** again. The children join in with the song and the actions (they wave their arms about in the air as if they are flying and they pretend to drink from a flower).

Work with the book

Student's Book, page 58, Activity 7

Say: *Open your books at page 58.*

Tell the children to look at the pictures on the page.

Play **Track 2.19** again. Tell the children to sing and point to the pictures.

Play **Track 2.19** again. This time, stop at the end of each verse and tell the children to find the picture and name it.

Write the following sentences on the board:

Fly from the tree.

Drink nectar from the flowers.

Fly back to the hive.

Put the nectar in the hive.

Collect the honey from the hive.

Transcript



Track 2.19 The busy bee song

See page 245.

Optional Activity Book exercises

See page 245.

Practice

***Note:** As part of this activity the children are going to taste honey. Any children in the class who have an allergy to honey or who are diabetic should not do this tasting experiment.

Hold up the jar of honey and ask: *What's this?* SS: *honey*. Invite the children to come to the front of the class to taste the honey. Ask questions: *Is it sweet? Is it solid or liquid? What colour is it? Do you like it?*

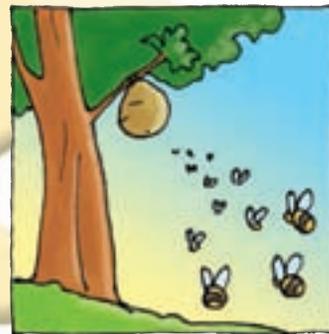
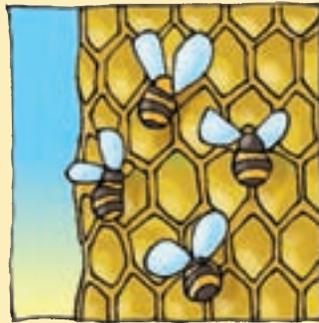
Ask the children if they eat honey at home. Ask how they eat it (on bread or toast, in yogurt).

Ask the children if they think honey is good for them.

Explain that we get lots of energy from honey.

Collect the children's books and correct their work.

7



Lesson 6

7 Sing *The buzzy bee song*; then listen and number the pictures.

CLIL Objective: Finding out about bees.

58



Remind children that bees are insects that produce a product that is highly useful to humans. Mention a few things about insects, such as the fact that they are the most abundant animals on the planet.



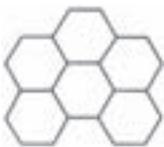
The children use the information from the pictures and the song in order to put the pictures in the correct order.

9



Honey bees have got 6 legs, 5 eyes and 4 wings. How many legs, eyes and wings have 10 bees got?

60 legs, 50 eyes and 40 wings.

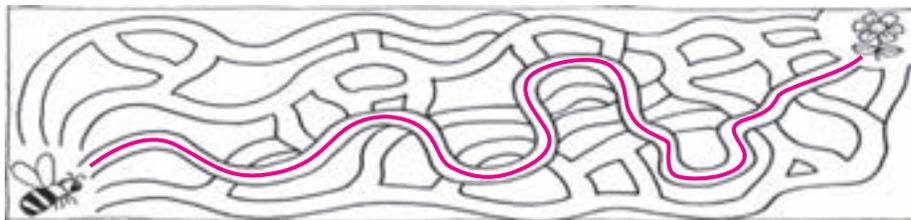


There are 6 sides on each honeycomb cell. How many sides are there on six cells?

36 sides.



Help the honey bee find the flower.



10

hive honey flowers trees bees



Bees fly to the  trees and the  flowers. They drink nectar from the  flowers. Then they fly back to the  hive. They put the nectar in the  hive. We get  honey from the  hive.

Lesson 6

9 Solve the problems.

10 Complete the text and read it out loud.

58



The children use multiplication to help them solve the problems.



Explain to the children that bees are important in nature because when they collect nectar they contribute to the pollination of flowers and plants.



Activity Book

Page 58, Activity 9

Say: *Open your Activity Books at page 58.*

Look at Activity 9. Let's solve the maths problems.

Tell the children to look at the picture of the bee.

Ask a child to read out the description. Write the names of the parts of the body on the board, including how many of each thing there are: *6 legs*, etc.

Then, ask: *So, if 1 bee has got 6 legs, how many legs have 10 bees got?* SS: 60.

Tell the children to calculate the parts of the body of 10 bees and to write the numbers in their books.

Correct the activity by asking: *How many (wings) have 10 bees got?*

Ask the children if they can notice a pattern as they are multiplying by ten. Show them that in order to multiply by ten, they need to add a zero.

Explain that a honeycomb is formed of hexagonal wax cells (with six sides). Ask: *So how many sides are there on 6 cells?*

Ask a child to come to the board to write the sum they need to do in order to solve the problem: $6 \times 6 = 36$.

Explain that they can find the answer to this sum or they can count the sides of the picture. Ask: *Which way is quicker?*

Tell the children to trace the route from the bee to the flower.

Page 58, Activity 10

Say: *Now look at Activity 10.*

Ask for volunteers to read out the words at the top of the activity.

Ask five children to each read out one sentence from the text. Supply the missing words as they read.

Tell the children to write the words that are missing.

Ask a volunteer to read out the complete text.

Let's play!

Stick it on

Tell the children to stick their key vocabulary pop-outs on a piece of paper or on a piece of card. Next to each pop-out, the children write the corresponding word and say which animal it comes from. Once they have finished the activity, ask a few children to show their work to the rest of the class and to read out the information.

Resources

DVD

Unit 7, *The buzzy bee song*

Teacher's Resource Book

Ready to write worksheet, page 101

Transcript



Track 2.19 *The buzzy bee song*

*Buzzy buzzy buzzy bees
Bees fly round from tree to tree
Buzzy buzzy buzzy bees
Bees make lots of honey.
Fly from the tree!*

Drink the nectar from the flowers!

Fly back to the hive!

Put the nectar in the hive!

Collect the honey from the hive!

CLIL Objective

Making a farm animal scrap book.

Curricular link: Art; Science

Language Objectives

Vocabulary: cows, sheep, chickens, pigs, bees, hay, grain, left over, nectar, honey, eggs, milk, cheese, yogurt, butter, meat, leather, wool

Structures: *What do (cows) eat? (Cows) eat (hay). What do we get from (cows)? We get (milk) from (cows).*

Materials: stapler, card, glue, scissors, pencil, photos of farm animals and products that we obtain from them

Preparation: make a page for the farm animal scrap book to show the class. Collect pictures of farm animals, their food and the products we get from them.

Student's Book, page 59, Activity 9

Say: *Now look at Activity 9.*

The children take turns describing their scrap book page: *We get (milk) from (cows). We get (cheese) from (cows). We get (yogurt) from (cows). We get (leather) from (cows). (Cows) eat (hay).*

Optional Activity Book exercises

See page 249.



BUSY HANDS: A SCRAP BOOK

Present the project

Say: *Today we are going to make a scrap book. We're going to make a scrap book of farm animals.* Show the children the scrap book that you have already made. Remind them of the different food the animals eat and the products we obtain from the different animals.

Work with the book

Student's Book, page 59, Activity 8

Say: *Open your Student's Book at page 59.*
 Read out the title of the project: *A scrap book.*
 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.
 Hand out the materials.
 Prepare the photos and sort them into the correct groups.
 Follow the stages to make the animal scrap book and get the children to copy each stage.
 Tell the children to choose an animal, to collect their pictures and to make their page for the scrap book.

Display the project

Place all the scrap book pages on your table and tell the children to come to the front of the class. Select a page. Ask: *Whose page is this?* Then, ask the children whose page it is questions about the information on the page. Repeat with other pages. Ask the child about the products we obtain from each animal. Ask: *What do we get from (cows)?* Praise the children on their work. Collect all the pages and staple them together to form a class scrap book.



8 A scrap book



9

What do cows eat?

Cows eat hay.



What do we get from cows?

We get milk, meat, leather...

Lesson 7

8 Make a scrapbook.

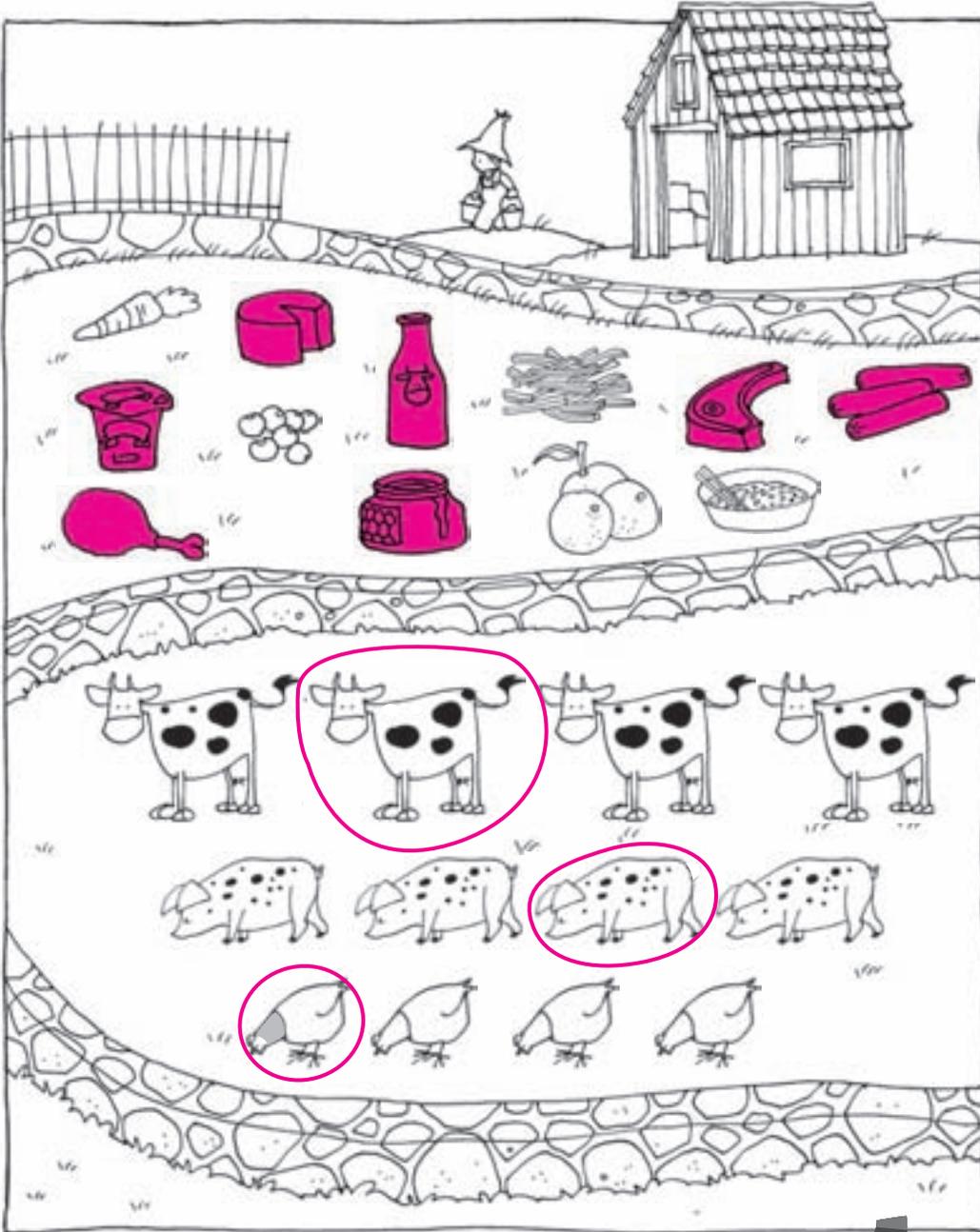
9 Talk about your scrapbook.

CLIL Objective: Making a farm animal scrap book.



The children use their sense of creativity to design their page in the book, displaying the photos and information however they want.

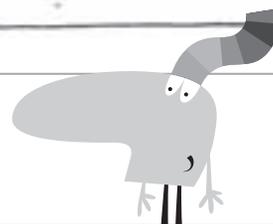
11



12

Lesson 7

- 11 Colour the food we get from animals.
- 12 Find and circle the odd one out.



Explain to the children that all our food comes from either animals or plants.



The children have to look very carefully at the pictures in order to find the differences between them.

Activity Book

Page 59, Activity 11

Say: *Open your Activity Books at page 59. Look at the picture in Activity 11.* Tell the children to colour the items of food that we get from animals.

Tell them to be careful as not all the types of food come from animals.

Correct the activity by asking the children to name the food that comes from animals: *meat, chicken, milk, yogurt, sausages, cheese and honey.*

Tell the children to name the food that does not come from animals: *carrots, beans, chips, rice and oranges.*

Page 59, Activity 11

Say: *Now look at Activity 12.*

Tell the children to look at the pictures of the cows and to identify the cow that is different. The children circle it. Do the same with the the pigs and the chickens.

Resources

Teacher's Resource Book

Extension worksheet 2, page 36

Ready to read worksheet, page 59



Let's play!

Which one?

Put some flashcards on the board. Describe one of the flashcards. The children have to guess which one it is. The child who guesses correctly can describe the following flashcard. Continue until all the children have had a go at describing a card.

CLIL Objectives

Assessment.

Curricular link: Science

Language Objectives

All the vocabulary for Unit 7.

Resources: flashcards; stickers

Optional Activity Book exercises

See page 253.



BUSY MINDS

Let's remember!

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

Ask: *Do you remember the farm animals and the forest animals? Tell me the animals that live on the farm (cows, donkeys, horses, pigs, chickens, sheep).* Ask: *Do you remember the different sounds the animals make?* Ask volunteers to make the animal noises and the rest of the class tries to guess the animal.

Then, ask: *Do you remember what the animals eat?*

Ask: *Do donkeys eat grain?* SS: No. T: *What do donkeys eat?* SS: *Donkeys eat hay.* Continue with other animals.

Ask: *What do we get from (cows)?* SS: *We get (milk, cheese, yogurt, butter, meat and leather) from (cows).*

Practise with all the flashcards.

Work with the book

Student's Book, page 60, Activity 10

The children open their books to page 60.

Show the children the stickers in the middle of the book.

The children find and stick the stickers for unit 7.

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

Student's Book, page 60, Activity 11

Point to the first sentence and ask: *What animals can you see at the end of the sentence?* SS: Cows. Then, ask: *Who can complete the sentence?* S1: *We get (milk) from cows.*

Repeat with the other sentences.

The children complete the sentences in their books.

Walk around checking and correcting as they work.

Round up

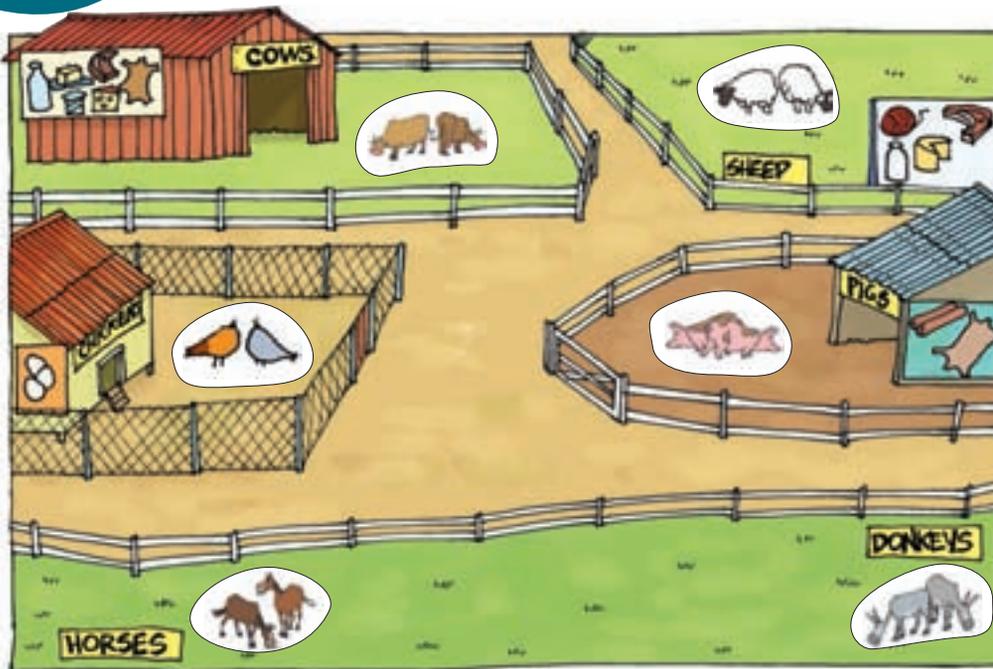
Call out the names of animals, including the following: *bird, cow, fish, rabbit, sheep, frog, donkey, tiger, pig, monkey, chicken, snake, elephant, parrot, dog, mouse, turtle, cat, horse.* The children clap their hands when they hear a farm animal.

Call out the name of products that we obtain from animals. Say: *Milk! Where do we get milk from?* SS: *Cows/Sheep!*

Collect the children's books and correct their work.

Busy minds

10



Model answer

- 11 1 We get milk from  cows.
- 2 We get sausages from  pigs.
- 3 We get wool from  sheep.
- 4 We get eggs from  chickens.
- 5 We get honey from  bees.

Lesson 8

10 Complete the picture with the stickers.

11 Complete the sentences.

Objective: Assessment.

60



The children can see what they have learnt in the unit, and how they have progressed.



Remind the children that when they aren't sure how to write a word they should look for it in their books or ask the teacher.



Busy minds

13



Cows eat ice cream.

No, they don't! Cows eat hay.



Chickens eat sausages.

No, they don't! Chickens eat grain.



Horses eat sardines.

No, they don't! Horses eat hay.



Donkeys eat meat.

No, they don't! Donkeys eat hay.



Sheep eat cake.

No, they don't! Sheep eat hay.



Pigs eat rice pudding.

Yes, they do! Pigs eat everything!



Lesson 8

13 Correct the sentences.

60



The children should go over what they have written and check that it has been done well. It is important that the children get used to producing work that is neat and tidy.

Activity Book

Page 60, Activity 13

Say: *Open your books at page 60. Look at Activity 13. Read out the first sentence. Act surprised and say: No, they don't! Cows eat hay!*

Ask volunteers to read out the other sentences and to correct them.

Tell the children to correct the sentences in their books. Correct the activity by asking the children to read out the pairs of sentences.

Let's play!

Pass it on

Tell the children to sit down on the floor in three rows. The children in the first row turn around to the children behind them in the second row saying: S1: *We get (milk) from (cows). What do we get from (sheep)?* The children in the second row answer the question and then ask the children in the row behind them the same question. On getting to the end row, the children stand up. They answer the question and ask the children in the first row the same question.

Repeat several times with different questions.

Resources

Multi-ROM

Unit 7, Activity 4

Teacher's Resource Book

Unit 7 Test, pages 81 and 82

Transcript



Track 2.20. Unit 7 Test. Activity 1

Listen and number the pictures.

- One
- Two
- Three
- Four
- Five
- Six

CLIL Objective

Identifying different types of transport.

Curricular link: Geography

Language Objectives

Vocabulary: bus, car, bike, boat, ferry

Structures: *Where's the bus? I can hear it but I can't see it. Come on, (Dotty). The bus is coming.*

Resources: CD; poster (side A); pop-outs; flashcards (car, ferry, bus, plane, train, bike, airport)

TRANSPORT**Presentation**  

Tell the children that you are going to talk about transport. Ask them to think of all the different means of transport that they know. Tell them to come to the board to draw pictures. Say: *That's right! That's a (car).* Place the corresponding flashcard next to the child's drawing to clarify meaning.

Show the children the flashcard of the ferry. Ask: *What's this?* They may answer *boat*. Explain that it is a special kind of boat. It is for transporting lots of people and cars and it's called a *ferry*.

Repeat with other words. If they do not mention some of the means of transport on the flashcards, hold them up and name them.

Show the children the poster. Ask: *Can you see a means of transport in this poster?* SS: *No!* Point to the bus stop and ask: *What do you think stops here?* SS: *A bus!*

Play **Track 2.21** and place the pop-outs of the Twiggles and the bus on the poster. Call out the names of the Twiggles as you place them on the poster. Join in with the line: *Come on, (Dotty)! The bus is coming!*

Ask five children to come to the board. Hand each one a pop-out. Play **Track 2.21** again. The children put the different Twiggles and the bus in the correct place on the poster.

Repeat with five more children. The rest of the class joins in with: *Come on, (Dotty)! The bus is coming!*

Work with the book **Student's Book, page 61, Activity 1**

Say: *Open your books at page 61.*

Tell the children to look at the picture. Ask: *Can you see any means of transport?* Tell them to name the items: *a bus, a car, a bike, and a boat.*

Play **Track 2.22**. The children point to the Twiggles as they hear them. Play **Track 2.22** again. The children number the characters in the correct order. Tell the children to circle the means of transport in the picture.

Say: *The Twiggles are going to school. Are they going by boat?* SS: *No!* T: *Are they going by bike?* SS: *No!*

T: *Are they going by car?* SS: *No!* T: *Are they going by bus?* SS: *Yes!*

Transcripts**Track 2.21 Activity**

See page 257.

**Track 2.22 Activity**

See page 257.

Optional Activity Book exercises

See page 257.

Practice

Place the flashcards on the board. Say: *Now I want you to think of how we travel to different places. Remember sometimes we don't use transport, we go on foot. Mime walking and write on foot on the board.*

Call out places, stopping each time and asking the children to offer suggestions. Say: *How do we get to the (sweet shop)?* SS: *By bike! By car! On foot!*

Call out the following places: *school, the town centre, London, New York, The Canary Islands, etc.* Name a selection of places in the children's neighbourhood and far away.

Collect the children's books and correct their work.



Lesson 1

1 Listen and number the characters; then circle all the means of transport.

CLIL Objective: Identifying different types of transport.

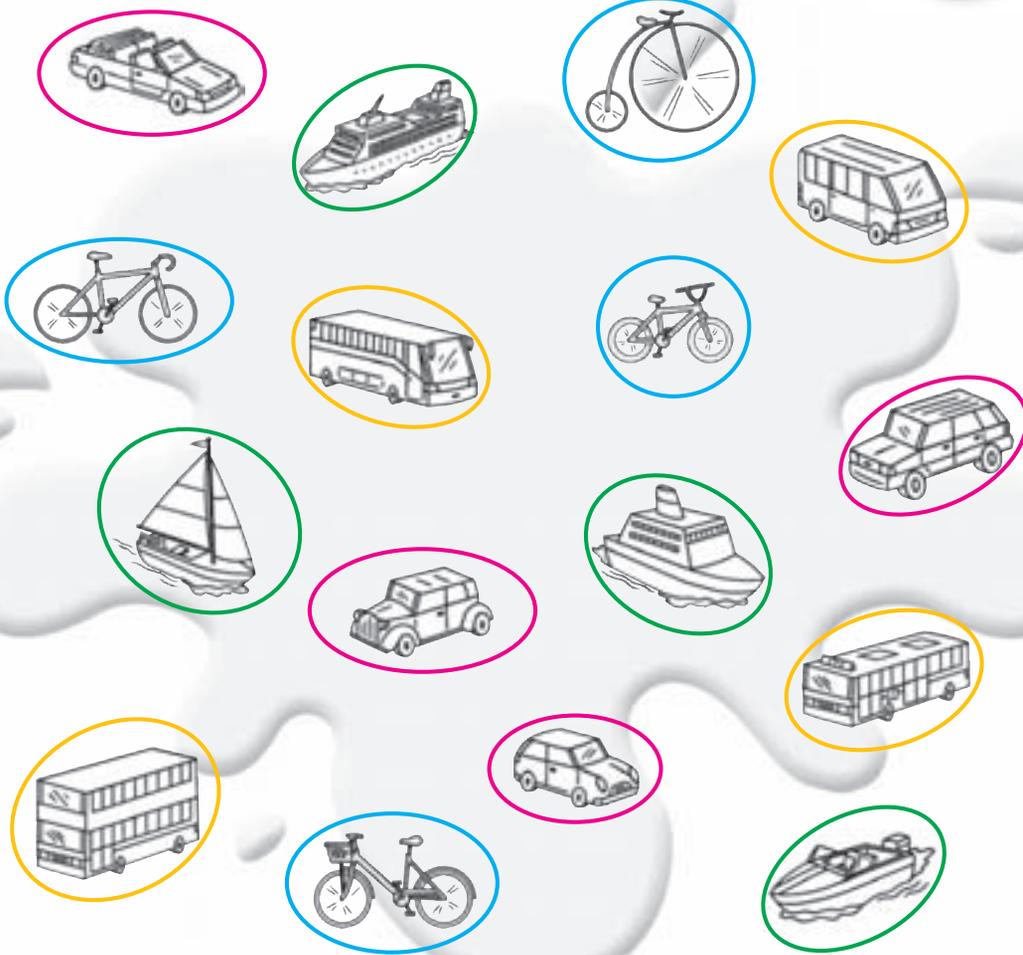


The children have to look carefully at the picture in order to find the hidden elements.

Transport

8

1



bus

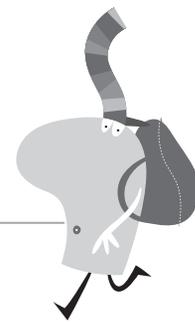
car

bike

boat

Lesson 1

1 Circle the same types of vehicle with the same colour.



61



Explain that there are several different types of transport and various models of each type. Show them a few examples of old designs.

Activity Book

Page 61, Activity 1

Say: *Open your Activity Books to page 61.*

Look at Activity 1.

Write the following words on the board: *car, bus, boat, bike*. Explain that there are many different types of vehicles in these categories.

Tell the children to look at the picture and to use a blue crayon to circle all the buses. Ask: *How many buses are there?* SS: *Four*. Repeat with other types of vehicles, circling them with a different colour.



Let's play!

Guess

Place a few children in two rows facing one another. Hand out flashcards from the same semantic field to the children in one row, and flashcards from another semantic field to the children in the other row. Tell the children to hold up their flashcards for ten seconds so the children from the row in front of them can see them. Then, tell the children to put the flashcards face down. In turns, each child has to name the flashcard that the child in front of them held up. For example: *(Paula) has got an apple*. Repeat several times, handing out different flashcards to each child.

Resources

Multi-ROM

Unit 8, Song



Transcripts



Track 2.21 Activity

Narrator: *He can see Dotty.*

Stretch: *Come on, Dotty. The bus is coming. Run!*

Dotty: *Where's the bus?*

Stretch: *I don't know. I can't see it, but I can hear it. Listen.*

Narrator: *Then they see Flo.*

Stretch & Dotty: *Come on, Flo. The bus is coming. Run!*

Flo: *Where's the bus?*

Stretch: *I don't know. I can't see it, but I can hear it. Listen.*

Narrator: *Then they see Smiley.*

Others: *Come on, Smiley. The bus is coming. Run!*

Smiley: *Where's the bus?*

Stretch: *I don't know. I can't see it, but I can hear it. Listen.*

Flo: *Here's the bus.*

Narrator: *They get on the bus and go to school.*



Track 2.22 Activity

Narrator: *It's Monday morning and it's time for school. Stretch is at the bus stop.*

Stretch: *Come on, Dotty. The bus is coming. Run!*

Stretch & Dotty: *Come on, Flo. The bus is coming. Run!*

Stretch, Dotty and Flo: *Come on, Smiley. The bus is coming. Run!*

Flo: *Here's the bus!*

Narrator: *They get on the bus and go to school.*

CLIL Objective

Discovering how people travel to school.

Curricular link: Geography; Maths

Language Objectives

Vocabulary: *by bus/train/car/bike, on foot*

Structures: *How do you come to school? How do you go home? I come to school by (car). I go home on foot.*

Resources: flashcards of the means of transport

Optional Activity Book exercises

See page 261.



GETTING TO SCHOOL

Presentation

Say: *Today we are going to talk about how we come to school and go home.*

Take out the flashcards of the different means of transport, place them on the board and ask the children to name the vehicles.

Place the flashcards on the board in a row. Point to children individually and ask: *Do you come to school by train?* S1: *No!* T: *Do you come to school by car?* S1: *Yes!* Then, point to other children and ask: *How do you come to school?* S1: *I come to school on foot.*

Tell the children to come and stand in a line in front of the means of transport they use.

Ask: *How many children come to school by (bus)?* Count the children in the line and say: *(Ten) children come to school by (bus).* Repeat with the other means of transport. Point out that there are some means of transport that nobody uses to come to school: nobody comes to school by plane because we live near.

Work with the book

Student's Book, page 62, Activity 2

Say: *Open your books at page 62. Look at Activity 2.*

Tell the children to colour in a box at the bottom to show how they come to school. They use the colour key below.

Then, ask a child: *Do you come to school by (bus)?* SS: *Yes/No.*

Once you have an affirmative answer, ask: *Do you go home by (bus), too?*

Point out that some children use two different means of transport to come to school and go home. Tell the children to ask nine classmates how they come to school and to colour their charts.

Practice

Continuous assessment

Children can name means of transport.

Make a chart on the board similar to the one on page 62 of the Student's Book, but with enough boxes for all the children.

Ask the children to come to the board in pairs to colour in the boxes for themselves. They should say: *I come to school by (bus). I go home (on foot)* as they are colouring in the boxes.

Sum up the results. Ask: *How many children come to school by (bus)?* Tell the children to include you as they write the number at the bottom of the column.

Repeat with the other means of transport and the other question.

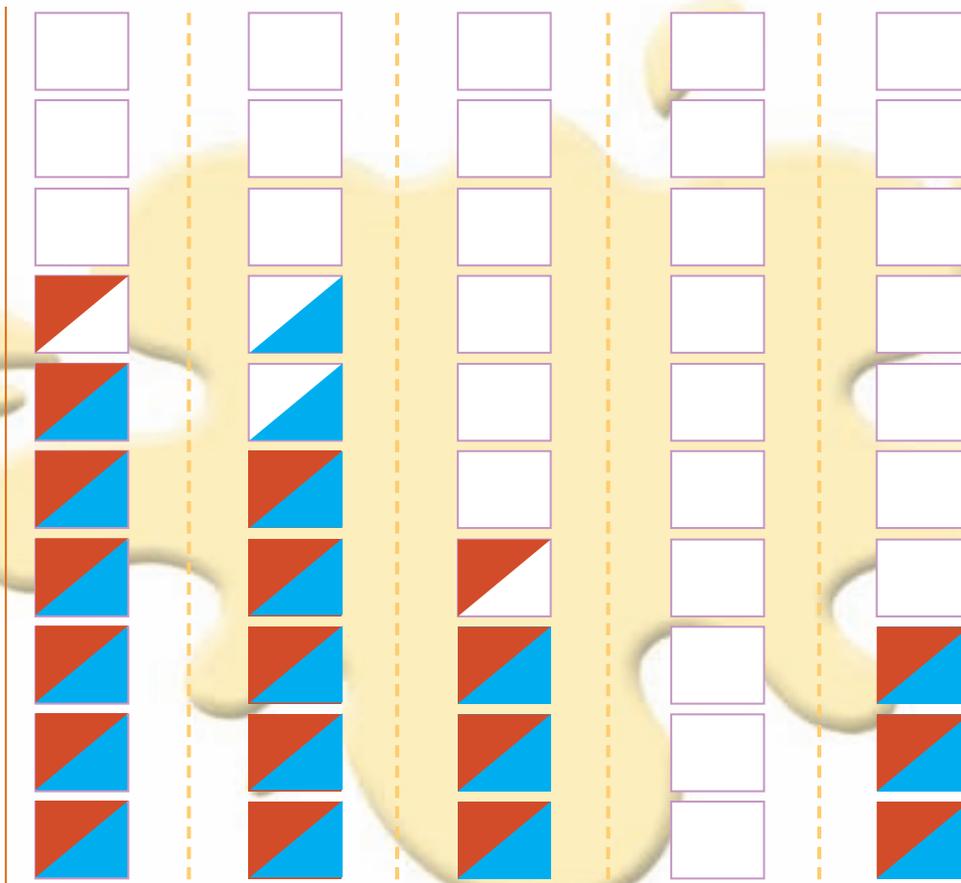
Ask the children to help you sum up: *So,... (15) children come to school by (bus).*

Collect the children's books and correct their work.

2

Model answer

Transport survey



by bus



by train



by car



by bike



on foot

KEY

How do you come to school? =

How do you go home? =



Lesson 2

2 Colour the chart for yourself; then ask nine friends and colour the chart.

CLIL Objective: Discovering how people travel to school.

62

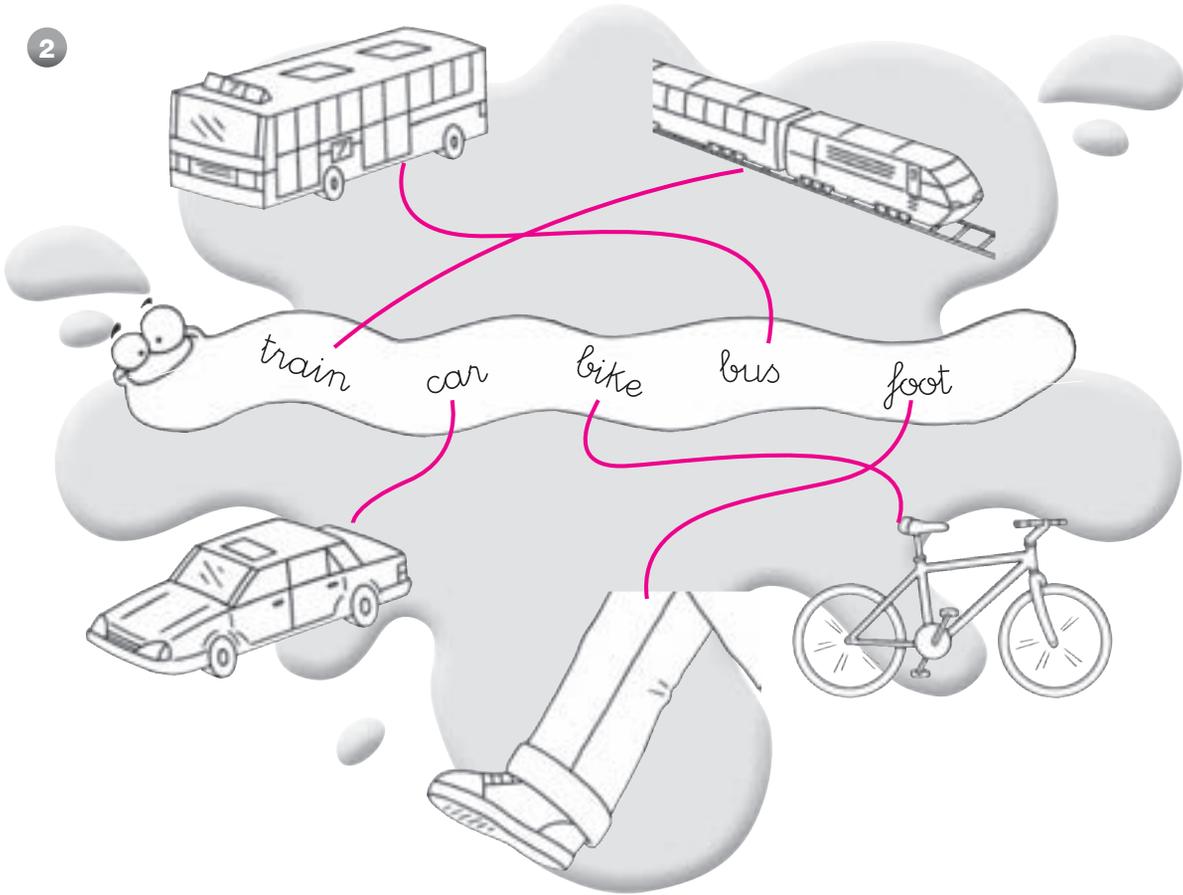


Explain to the children that with graphs, you fill in the squares at the bottom first and go up from there.



The children carry out a survey with their classmates, noting down the results in the graph.

2



Model answer

3

I come to school by/on on foot.

I go home by/on bus.

Lesson 2

- 2 Match the words and the pictures.
- 3 Circle the correct word and complete the sentences.

62



This activity provides children with an opportunity to think about the things they do on a daily basis.

Activity Book

Page 62, Activity 2

Say: *Open your Activity Books at page 62.*

Look at Activity 2.

Tell the children to name the types of transport that they can see in the pictures.

Tell the children to match the pictures with the words.

Page 62, Activity 3

Say: *Now look at Activity 3.*

Read out the sentences, completing them with your own personal information. Write the complete sentences on the board.

Tell the children to circle and complete the sentences with their own information.

Ask for volunteers to read out their sentences.

Resources

Multi-ROM

Unit 8, Activity 2



Let's play!

Hot hands

Play this game as a way of revising words from the same semantic field. Draw four hands on the board. Assign a subject to each hand, for example: jobs, the family, clothes, etc. Divide the class into two teams and give each child a number (1-12) so that each child has a partner in the other team. Say a word and a number.

The child who puts their hand on the corresponding big hand on the board first gets a point. The team with the most points at the end of the game is the winner.

CLIL Objective

Identifying public transport

Curricular link: Geography

Language Objectives

Vocabulary: *plane, train, bus, ferry, airport, bus stop, train station, port, water, road, railway line, sky*

Structures: *We get the (bus) at the (bus stop). We travel on the (road).*

Resources: poster (side A); flashcards; student's pop-outs

Materials: glue

pop-outs face down and turn over three cards each time trying to make sets. If they have made a set, they describe what they have and keep the set. If not, they return the pop-outs face down to their original places. The child who has the most sets at the end of the game is the winner. Tell the children to work in pairs and to play the transport game.

Student's Book, page 63, Activity 4

Say: *Now look at Activity 4.*

Tell the children to choose two sets of pop-outs and to glue them in their books to make sentences.

Before they glue their pop-outs in place, ask volunteers to read their sentences out loud. Correct the sentences.

PUBLIC AND PRIVATE TRANSPORT

Presentation 

Place the flashcards on the board. Point to the pictures one by one and ask questions: *Where do planes travel? In the sky? (point up to the ceiling) or on the road? SS: In the sky.*

Repeat the procedure for the other flashcards, introducing the children to the concept that planes travel in the sky, buses on the roads, ferries on the water and trains on the railway lines.

Then, ask: *Where do I get the bus? At the train station or at the bus stop? SS: At the bus stop.* Repeat the procedure with the other flashcards, introducing the children to the idea that each means of transport has its own terminal: *airport, port, bus stop and train station.*

Point to the poster and ask: *Is a (bus) public or private transport? Explain that public transport is used by lots of different people and that normally you need a ticket.*

Repeat with the other means of transport. Ask questions to help them think about the differences. Ask: *Have you got a bike? SS: Yes! T: Have your parents got a car? SS: Yes. T: Have they got a plane? SS: No!*

Work with the book

Student's Book, page 63, Activity 3

Say: *Open your books to page 63. Look at Activity 3.* Explain to the children that they are going to play a game about public transport. Tell them to take out the pop-outs for Unit 8. Explain that the pop-outs make up sets: *bus, bus stop, on the road; train, station, on the railway line; ferry, port, on the water; plane, airport, in the sky.* Tell them to look in their books at the pictures of the Twiggles playing the game. In pairs, the children place their

Optional Activity Book exercises

See page 265.



Practice

Continuous assessment

Children can name the terminals for the means of transport and can describe the means of travel.

Ask the children questions about travelling using different means of public transport. Ask: *Do you like travelling by (train)? Where do you get the train? Do you travel on the road when you travel by train?*

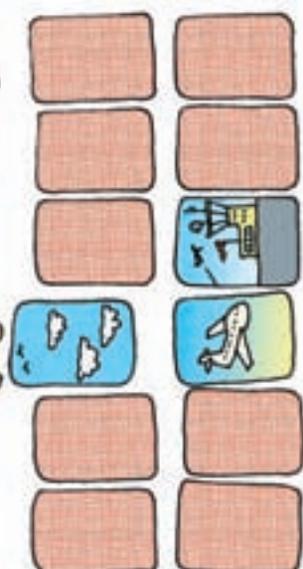
Put the flashcards on the board (*train, bus, plane, ferry*) and ask the children to come and point to their favourite means of public transport. Ask them to describe how they travel using this means: *I like trains. I get the train at the train station and I travel on the railway line.*

Collect the children's books and correct their work.

3



I've got the plane, the airport and the sky.



You've got a set.

Model answer

4

1 We get the



at the



We travel



2 We get the



at the



We travel



Lesson 3

3 Use the pop-outs and play the transport game.

4 Complete the sentences with the pop-outs.

CLIL Objective: Identifying public transport.



The children play a board game with a classmate. Remind them that they have to take turns and that they mustn't cheat.

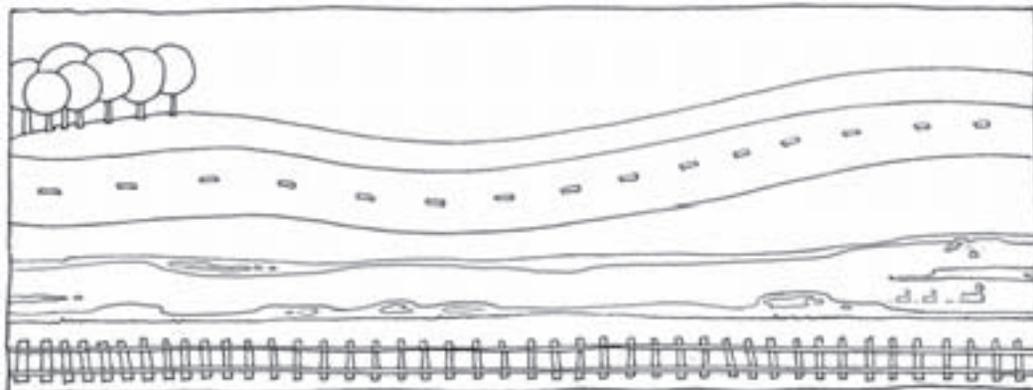


Remind the children of some of the typical rules associated with board games.

4

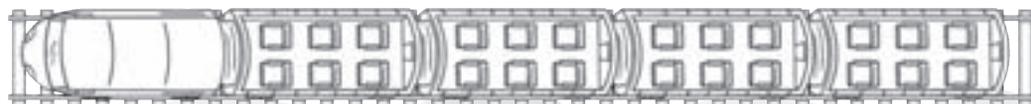


train plane car ferry **Child's drawing**



- 1 The car is on the road.
- 2 The train is on the railway.
- 3 The ferry is on the river.
- 4 The plane is in the sky.

5



- 1 On this train there are 4 coaches.
- 2 There are 6 seats in each coach.
- 3 There are 24 seats in the train.

Lesson 3

- 4 Draw the vehicles in the picture and complete the sentences.
- 5 Look at the picture of the train and complete the sentences.

63



The children have to use multiplication to solve the problem.



Explain that the different types of transport move in different ways on different surfaces.



Activity Book

Page 63, Activity 4

Say: *Open your Activity Books at page 63.*

Look at Activity 4.

Tell the children to look carefully at the picture and to

ask questions: *Can you see a (road)?* SS: *Yes!*

T: *What vehicle travels on the road?* SS: *A car.*

Repeat with the other elements and vehicles.

Tell the children to draw the vehicles in the corresponding places.

Then, tell the children to complete the sentences.

Ask for volunteers to read out their sentences and correct the activity.

Page 63, Activity 5

Say: *Now look at Activity 5.*

Draw a picture of a train on the board with an engine and four wagons. Point to the wagons and say: *This is a train. On this train there are 4 coaches. Inside each coach there are seats for the people travelling on the train.*

Tell the children to look at the picture of the train in their books.

Ask questions: *How many coaches are there on this train?* SS: *Four.*

T: *How many seats are there on each coach?* SS: *Six.*

T: *So how many seats are there on the train?*

Ask a volunteer to come to the board to write the sum in order to calculate the total. We can calculate it by adding $6 + 6 + 6 + 6$ or by multiplying 4×6 .

Tell the children to complete the sentences in their books.

Ask for volunteers to read out their sentences.

Let's play!

Show and tell

Tell the children to choose a key vocabulary pop-out. Each child describes their card to the rest of the class. For example: *It is a car. It's red. It goes on the road.* Encourage the children to include as many details as possible in their description.

Resources

Multi-ROM

Unit 8, Activity 1

DVD

Unit 8, Real Kids

Teacher's Resource Book

Unit 8, DVD worksheet, page 16

5 The Twiggles and the train

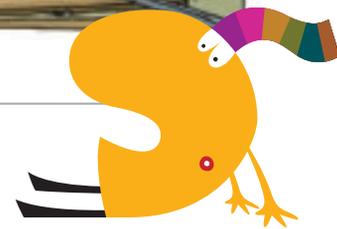


Lesson 4

5 Listen to the story.

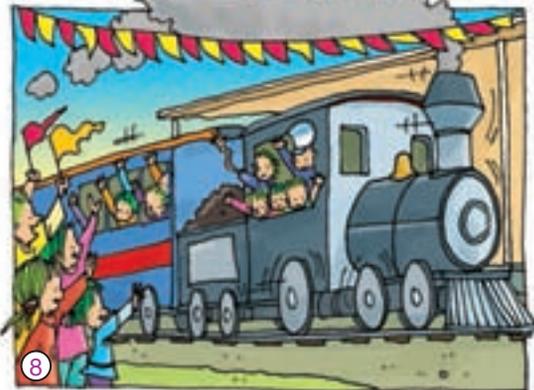
CLIL Objective: Literacy: anticipation.

64

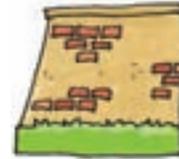


The children see how the characters help save the train. However, remind the children that they should never play next to a train line because it is extremely dangerous.

6



4



walk



Lesson 5

6 Listen, repeat and point to the pictures; then match the pictures with the same sound.

CLIL Objective: Literacy: phonics.

65



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



As the children are acting out the story, encourage them to have fun and to use gestures to make their parts more convincing.

CLIL Objective

Anticipating events in a story.

Curricular link: Literacy

Language Objectives

Story language: *The train is closer. Warn the driver. Danger! Stop the train. Stop the train! I've got an idea!*

Join-in language: *The train is closer. Warn the driver. Danger!; Stop the train.*

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

Transcript



Track 2.23

Story: *The Twiggles and the train*

See page 271.

Optional Activity Book exercises

See page 271.

STORY: THE TWIGGLES AND THE TRAIN

Present the story

Say: *It's story time!*

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

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

Point to the poster and ask the children to help you describe the scene. Ask: *Can you see a train station?* SS: *Yes!*

Continue asking about the other elements in the picture. Point to the break in the railway line and say: *Oh dear! The railway line is broken!*

Say: *Let's listen to the story.*

Play **Track 2.23**. 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 three children to come to the poster. Give each one a pop-out. Play **Track 2.23** again. The children enact the story using the pop-outs. Encourage all the children to join in by singing along to the song: *The train is closer. The train is closer...*

Work with the book

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

Say: *Open your books to pages 64 and 65.*

Play **Track 2.23** again. The children look at the pictures. Stop the recording at random and ask the children to supply the next line.

Each time the children hear the song they sing along.

Practice

Divide the class into groups of five. Assign one child to be Flo, one to be Dotty, one to be Stretch, one to be Smiley and one to be the train driver.

Play **Track 2.23** again. Tell the children to raise a hand when they hear their part of the story.

Play **Track 2.23** again. The children join in with their lines. Encourage them to add facial gestures by modelling suitable expressions. All the children should join in with the song.

CLIL Objective

Literacy: aw (*four, wall, walk*) / ar (*arm, car, path*)

Curricular link: Literacy (Phonics)

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

PHONICS

Retell the story



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

You can also use the story cards. The children put the cards in the order in which they appear in the story.

Ask questions about the poster to help the children remember the story. Ask: *Can you see the bridge? Can you see the Twiggles? Can you see the red flag?*

Play **Track 2.23**. The children listen to the story.

Play **Track 2.23** again. The children join in by singing along to the song: *The train is closer, the train is closer...*

Work with the book



Student's Book, page 65, Activity 6

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

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

The children repeat: *aw... aw... aw... four*.

Repeat with the other words that have the /aw/ sound (*wall, walk*).

Write the word *arm* on the board. Say: *ar... ar... ar... arm*.

Repeat several times. Articulate the sound very clearly by opening our mouth wide as you produce the sound.

The children repeat: *ar... ar... ar... arm*.

Repeat with the other words that have the /ar/ sound (*car, path*).

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

Play **Track 2.24**. The children listen and point to the pictures in the right-hand column.

Play **Track 2.24** again. The children listen and repeat the key sounds and words.

The children match the pictures of the words that have the same sounds.

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

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

Tell the children to think about other words in English that sound like *four* (*door, more, board, tall, talk, autumn*); and *arm* (*star, half, scarf, park, dark, farm*).

Transcript



Track 2.24 Phonics

See page 273.

Optional Activity Book exercises

See page 273.

Act out the story



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

Play **Track 2.23** again. The children join in with their lines.

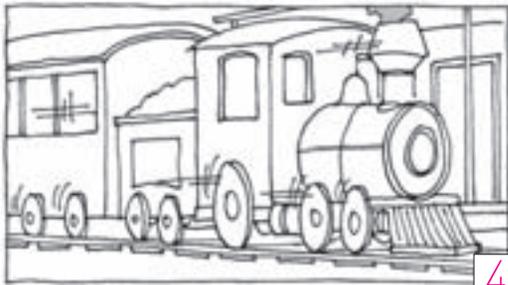
Tell the children to close their eyes. Play a part of the story at random and tell the children to say which picture is being described. Do this several times.

Ask the groups to come forward to act out the story.

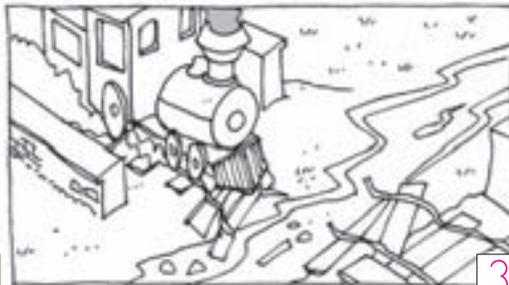
Use the recording if necessary.

Collect the children's books and correct their work.

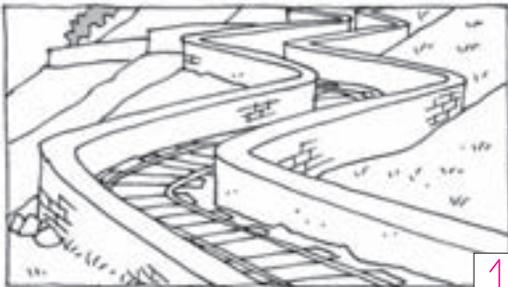
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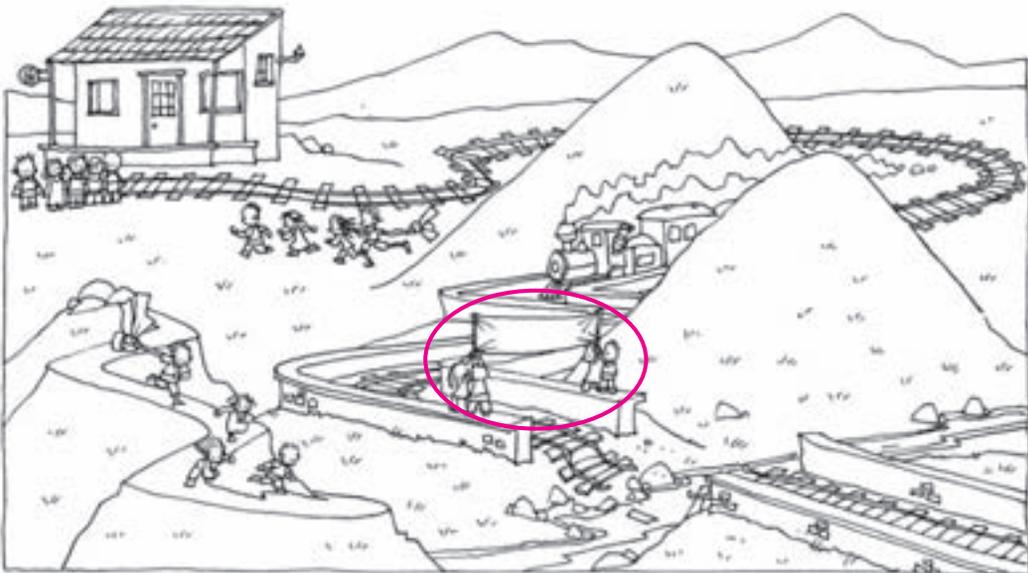


1



2

7



Lesson 4

6 Number the pictures.

7 Circle the correct solution to the problem.

64



This activity provides children with an opportunity to sequence some pictures from the story.



Activity Book

Page 64, Activity 6

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

Tell the children to look at the four pictures. Tell the children to put the pictures in order according to the order in the story. Tell the children to number the pictures.

Page 64, Activity 7

Say: *Open your Activity Books to page 64. Look at Activity 7.*

Tell the children to look carefully at the picture and to find the groups of children. Tell the children to decide which group of children is helping the train and to circle this group.

Let's play!

Bingo

Hand out six key vocabulary pop-outs to each child.

Tell the children to place their pop-outs face up on the table. Explain that when you say the name of one of the pop-outs that they have, they must turn it over so it is face down. The first child to put all their six pop-outs face down says *BINGO* and is the winner.

Resources

Multi-ROM

Unit 8, *Story*

Teacher's Resource Book

Extension worksheet 1, page 37

Transcript



Track 2.23

Story: *The Twiggles and the train*

Narrator: *One day, the four friends go for a picnic. They walk up the path to a picnic spot. Then, Flo sees something...*

Flo: *Look! The bridge is down and the railway line is broken.*

Smiley: *The train! It's on its way.*

Stretch: *Quick! Let's warn the driver.*

Narrator: *The Twiggles run down the path.*

Flo: *Where's the train, now?*

Dotty: *Listen!*

Smiley: *It's coming closer.*

Song: *The train is closer. The train is closer.
Warn the driver. Warn the driver.
Danger, danger! Danger, danger!
Stop the train. Stop the train.*

Narrator: *The train, the train driver and all the passengers are in danger.*

Dotty: *How can we warn the driver?*

Stretch: *I've got an idea. Red is for danger.*

Flo: *Quick, Stretch.*

Smiley: *It's coming closer.*

Song: *The train is closer. The train is closer.
Warn the driver. Warn the driver.
Danger, danger! Danger, danger!
Stop the train. Stop the train.*

Narrator: *Stretch makes a red flag with the blanket.*

Stretch: *Look! It's a danger flag.*

Flo: *Brilliant!*

Dotty: *Listen!*

Smiley: *It's very close. Run!*

Song: *The train is closer. The train is closer.
Warn the driver. Warn the driver.
Danger, danger! Danger, danger!
Stop the train. Stop the train.*

Narrator: *The Twiggles run to the railway line.*

Flo: *Dotty and Smiley, quick! Climb the wall on the right.*

Stretch: *Hold the flag up.*

Flo: *And wave your arms.*

Dotty: *Listen!*

Song: *The train is closer. The train is closer.
Warn the driver. Warn the driver.
Danger, danger! Danger, danger!
Stop the train. Stop the train.*

Narrator: *The Twiggles shout and shout.*

All: *STOP!!!*

Narrator: *And at last, the driver sees the red flag.*

Driver: *What's that?*

All: *Stop the train! The bridge is down.*

Driver: *What???!?!!*

Narrator: *The driver brakes... and at the last moment, the train stops.*

Twiggles: *Hurray!! The train is safe.*

Driver: *Let's go back to the station.*

Narrator: *There are a lot of people at the train station. Everybody is very happy.*

Station master: *Here comes the train.*

People: *Hurray for the four friends! Hurray! The Twiggles save the day.*

8

park door path
walk four car
scarf wall arm ball

9

1 Draw 4 four small balls on a wall.

2 Draw a car on a path in the park.

Child's own drawing

Lesson 5

- 8 Use coloured pencils and match the pictures with the same sound.
- 9 Complete the sentences; then choose one and draw a picture.



Draw the children's attention to the fact that a sound in English can be written in several different ways, but the pronunciation is the same.



The children use their imagination to illustrate one of the sentences.

Activity Book

Page 65, Activity 8

Say: *Open your Activity Books to page 65. Look at Activity 8.*

Say: *Look at the pictures. Find the word car. Can you find other words with the same sound? SS: Park, scarf, arm, path.*

Do the same for *four* (wall, walk, door, ball)

Tell the children to choose two colours and to use them to match the words with the same sounds.

Page 65, 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.

The children complete the sentences in their books.

Tell them to choose one of the sentences and to do a picture to illustrate it.

Ask for volunteers to read out the sentence they have chosen and to show the corresponding picture to their classmates.

Transcript



Track 2.24 Phonics

aw aw aw wall

aw aw aw four

aw aw aw walk

ar ar ar path

ar ar ar arm

ar ar ar car

Let's play!

Sound posters

Write the letters of the sounds that you have studied on a piece of continuous paper. Tell the children to do pictures of the objects that contain these sounds and to stick the pictures next to the corresponding letters. They can also stick photos of classmates whose names contain those letters or sounds.

Variation: Individually, children can prepare a sound mural on a piece of card.

Resources

Multi-ROM

Unit 8, *Phonics*

CLIL Objective

Understanding the rules for road safety.

Curricular link: Social Science

Language Objectives

Vocabulary: zebra crossing, traffic light, green/red man, left, right, cross

Structures: *Cross the road! Don't cross the road!*

Resources: CD

ROAD SAFETY

Presentation

Say: *Today we're going to sing a song about road safety.* Draw a road on the board. Then, draw a zebra crossing and several cars on the road. Ask the children: *Where is it safe to cross the road? Here?* (point to a place where there is no zebra crossing), *Here?, etc.* Ask a child to come to the board to show you a place where it is safe to cross the road.

Write the words *zebra crossing* next to the zebra crossing and say: *This is a zebra crossing. It's safe to cross the road here.*

Then, draw a car close to the zebra crossing and ask: *Is it safe to cross now?* SS: *No!*

Say: *That's right. Look left! Then, look right! If there is nothing coming, cross the road.*

Say: *Show me your left hands! Now look left! Show me your right hands! Now look right!* Check that the children know the difference between left and right and correct them when necessary.

Then, draw a traffic light at each end of the zebra crossing. Draw a picture of a man like the ones on the pedestrian crossing lights. Say: *I can cross the road when this man is...* SS: *Green!* T: *That's right! Green man, cross the road!*

Then, say: *I can't cross the road when this man is...*

SS: *Red!* T: *That's right! Red man, STOP!*

Play **Track 2.25**. The children listen to the song.

Play **Track 2.25** again. The children join in by singing along to the song.

Work with the book

Student's Book, page 66, Activity 7

Say: *Open your books to page 66.*

Tell the children to look at the pictures on the page.

Say: *Cross the road at the traffic light! Can you find the picture?* Tell the children to look for the picture and to point at it with their finger.

Say: *Now listen to the song again and number the pictures.* Play **Track 2.25** again. The children number the pictures in their books.

Tell the children to look at the pictures again and ask: *Can you see anything dangerous?*

On the board, draw a picture of the children crossing between two cars. Draw a line through the picture and say: *That's dangerous!*

Tell the children to find the dangerous situations and to draw a red line through them.

Transcript



Track 2.25

The cross the road song

See page 277.

Optional Activity Book exercises

See page 277.

Practice

Draw a map of your immediate neighbourhood showing the school and the roads around the school. Ask: *Are there any zebra crossings near our school? Are there any pedestrian crossings?*

Explain that zebra crossings have no lights, and pedestrian crossings have traffic lights.

Tell the children to come to the board to mark on the map the different zebra crossings and pedestrian crossings in their corresponding positions.

Ask the children if they would like to have more zebra crossings. Ask them where they would like to have them. Make sure that the children understand that even when we use a zebra crossing or a pedestrian crossing, we still have to look and cross carefully.

Collect the children's books and correct their work.

7



1



6



5



3



2



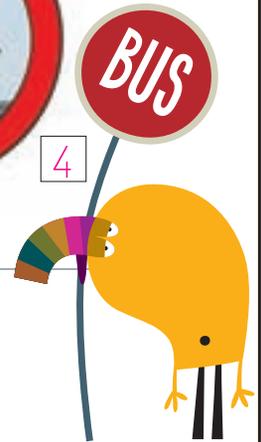
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Lesson 6

7 Sing *The cross the road song*; then number the pictures and draw a red line across the dangerous pictures.

CLIL Objective: Understanding the rules for road safety.

66



This activity provides you with an opportunity to remind children of an important aspect of road safety: crossing the road correctly.



Encourage the children to learn the song as this will help them remember the road safety rules and how to cross the road safely.

10

green man left traffic light
red man zebra crossing right

 Cross the road at the  traffic light
or at the  zebra crossing, black
and white.



Red man stop. Stop. Don't go.



Green man ready to cross

the road.



Look  left and  right.

Don't look down!

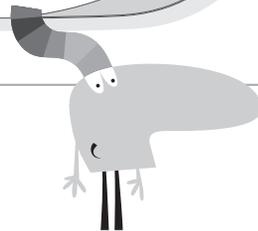


Now cross the road. Safe and sound!

Lesson 6

10 Complete the song.

66



The children use the pictures to help them write the lyrics to the song.



Remind the children once again about road safety.

Activity Book

Page 66, Activity 10

Say: *Open your Activity Books to page 66.*

Look at Activity 10.

Say: *Let's see if we can remember the song.*

Start reading out the text and stop when there is a blank space. Tell the children to call out the missing words.

Tell the children to use the words at the top of the page in order to complete the song.

Ask for volunteers to read out the lines from the song.



Let's play!

Flash

Hold up a flashcard for a short period of time and then hide it quickly so the children only get to see it very briefly. Tell the children to try to identify it. If they can't name it, turn the card around again. However, this time do it more slowly and bit by bit. Continue turning it over until they can identify it. Repeat several times with different flashcards.

Resources

DVD

Unit 8, *The cross the road song*

Teacher's Resource Book

Ready to read worksheet, page 60



Transcript



Track 2.25

The cross the road song

*Cross the road at the traffic light,
Or at the zebra crossing, black and white.
Red man, stop. Stop. Don't go.
Green man, ready to cross the road.
Look left and right. Don't look down!
Now cross the road. Safe and sound!*

CLIL Objective

Making road signs.

Curricular link: Geography

Language Objectives

Vocabulary: *red, green, stop, go, right, left, zebra crossing*

Structures: *Look left! Don't run!*

Materials: scissors, white card, coloured paper, lollipop sticks, sticky tape, white chalk

Preparation: Make road safety signs to show the class.

Optional Activity Book exercises

See page 281.



Display the project

Continuous assessment

Children can describe how to cross a road safely.

BUSY HANDS: ROAD SAFETY SIGNS

Present the project

Say: *Today we are going to make some road signs. We're going to make road signs for a zebra crossing. Show the children the road safety signs that you have prepared. Sing the song *Cross the road* again to explain the different actions and the different signs that they are going to make.*

Work with the book

Student's Book, page 67, Activity 8

Say: *Open your books at page 67. Read out the title of the project: *Road safety signs*. 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 how to do it. Use the materials that you have brought to class to help clarify meaning. Hand out the materials. Follow the stages to make the road safety signs and get the children to copy each stage. Stick the road signs onto the lollipop sticks. Call out instructions at random and ask the children to hold up their signs.*

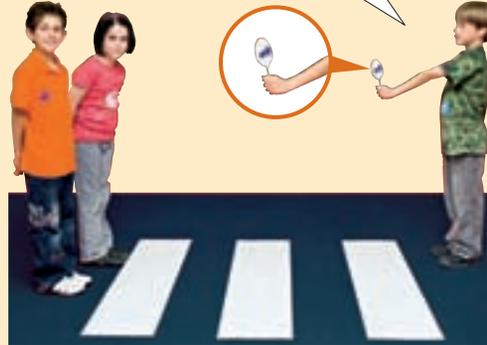
Student's Book, page 67, Activity 9

Say: *Now look at Activity 9. Take the children to the playground or clear a space on the floor in the classroom. Tell the children to help you draw four zebra crossings on the floor. Divide the class into groups of four and assign a zebra crossing to each group. Two children hold up road signs and give instructions to the other children who are crossing the zebra crossing.*

Ask the children to take turns to come to the front of the classroom with their road safety signs. They call out instructions to the rest of the class and hold up their signs. The other children act out the correct movements.



8 Road Safety signs



Lesson 7

- 8 Make road safety signs.
 - 9 Draw a zebra crossing and play a road safety game.
- CLIL Objective: Making road signs.



The children create road safety signs for a zebra crossing by copying examples of real ones. They play a game by recreating a street scene complete with cars and a zebra crossing.

11

12

Lesson 7

11 Match the tracks with the vehicles.
12 Find and colour the letters; then read the message.

67



The children associate tyre tracks with the corresponding transport. They also look for hidden letters to interpret the phrase.

Activity Book

Page 67, Activity 11

Say: *Open your Activity Books at page 67.*

Look at Activity 11.

Ask: *How many wheels are there on a bus?* SS: *Lots of wheels!* T: *And on a car?* SS: *Four wheels!* T: *And on a bike?* SS: *Two wheels!*

Then, ask: *Are the wheels on a bus big or small?* Repeat with the other two means of transport.

Tell the children to match the tyre tracks with the means of transport.

Page 67, Activity 12

Say: *Now, look at Activity 12.*

Say: *Look at the plane! Where is it?* SS: *In the sky.*

Tell the children to look for the letters in the clouds and to colour them.

Then, say: *Can you read the words?* SS: *Safe and Sound!*

Let's play!

Colours

Think of an object that has one distinct colour. Say: *I spy with my little eye something green.* Tell the children to try to guess what the object is. For example: S1: *A green pencil?*; S2: *A green book?* The first child to guess the object thinks of the next object.

Resources

Multi-ROM

Unit 8, Activity 3

Teacher's Resource Book

Extension worksheet 2, page 38

Ready to write worksheet, page 102

CLIL Objectives

Assessment.

Curricular link: Geography

Language Objective

All the language for Unit 8.

Resources: flashcards, stickers

Materials: a slip of paper per child

Preparation: Make sets of words: *bus, road, bus station; plane, sky, airport; train, railway line, train station; ferry, water, port.*

BUSY MINDS

Let's remember!

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

Ask: *Do you remember the different means of transport? Tell me some means of public transport (plane, train, ferry, bus). Ask: Do you remember any means of private transport? (bike, car). If necessary, use the flashcards so the children remember the words. Then, ask: Do you remember the different ways we can come to school? Who comes to school by (bus)?*

Ask: *Where do we get a bus?* SS: *At the bus stop.*

Repeat with the other means of transport.

Ask: *Do you remember the Cross the road song? Let's sing it again. (Track 2.25. See page 277.)*

The children sing the *Cross the road* song.

Work with the book

Student's Book, page 68, Activity 10

The children open their books at page 68. Show the children the stickers in the middle of the Student's Book. The children find and stick the stickers for the means of transport from Unit 8. Then, they trace over the words.

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

Student's Book, page 68, Activity 11

Tell the children to stick the *by car* sticker next to the first sentence, and the *on foot* sticker next to the second sentence.

Say: *I go to the library by car. I go to the park on foot.*

Ask for volunteers to say examples using the sentences and stickers.

Ask for volunteers to read their sentences out loud.

Optional Activity Book exercises

See page 285.



Round up

Play *Find your partner*.

Give each child a slip of paper with a word from the ones you have prepared. Tell the children to make groups of threes by associating the means of transport with the element of the landscape on which it travels and its terminal, for example: *bus, road, bus station*. Once all the children are in groups, ask them to summarise their collective information: *We travel by bus. We get the bus at the bus stop and we travel on the road.*

Collect the children's books and correct their work.



Busy minds

10



airport



train station



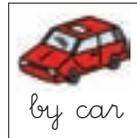
bus stop



port

Model answers

11 I go to my granny's house



by car

I go to the park



on foot

the library my friend's house the bus stop
my granny's house the park the shops

Lesson 8

10 Complete the pictures with stickers and trace over the words.

11 Complete the sentences with words from the box and stickers.

Objective: Assessment.

68

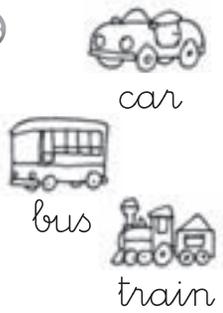


The children match the means of transport with the corresponding terminal and think about how they travel to these places.



Busy minds

13

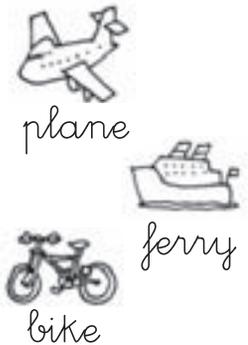


Public transport

bus
train
plane
ferry

Private transport

car
bike

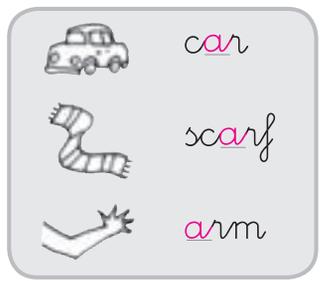


14

I go
to school
to my grandad's house
to the shops
to my friend's house
to the park

by plane.
by train.
by car.
by bus.
by boat.
by bike.
on foot.

15



Lesson 8

- 13 Classify the transport.
- 14 Match the columns to make sentences; then trace over the words.
- 15 Complete the words.

68



Encourage the children to look back through the book to see everything that they have learnt this year and how they have improved since the start of the course.

Activity Book

Page 68, Activity 13

Say: *Open your Activity Books at page 68. Look at Activity 13.*
 Ask: *Is a car private or public transport?* SS: *Private.*
 Repeat with the bus.
 The children classify the means of transport into two categories: public and private.
 Ask volunteers to read out their lists. Correct the activity.

Page 68, Activity 14

Say: *Now look at Activity 14.*
 Read out a complete sentence: *I go to my friend's house by bike.*
 Tell the children to match the words in order to form sentences that are true for them.
 Ask volunteers to read out their sentences.

Page 68, Activity 15

Say: *Now look at Activity 15.*
 Tell the children to name the objects in the first list: *car, scarf, arm.*
 Repeat with the other list.
 Tell the children to complete the words.
 Copy the lists on the board and tell the children to come forward to complete the words.
 Tell the children to correct any spelling mistakes.



Let's play!

What is it?

Ask a volunteer to come forward and give them a flashcard. Tell them to mime the word on the flashcard. The rest of the class tries to identify the flashcard. The child who identifies it correctly mimes the following flashcard. Continue playing until all the children have had a turn.

Resources

Multi-ROM

Unit 8, Activity 4

Teacher's Resource Book

Unit 8, Test pages 83 and 84

See Transcript **Track 2.26**

End of year Test pages 85, 86 and 87

See Transcript **Track 2.31**



Transcripts



Track 2.26. Unit 8 Test. Activity 1

Listen and match the characters to the means of transport.

Flo: *Oh, this is fun! Up, up in the sky!*

Narrator: *Where's Flo?*

Smiley: *Look! We are on a bridge.*

Narrator: *Where's Smiley?*

Dotty: *Oh, dear! I don't like it on the water.*

Narrator: *Where's Dotty?*

Stretch: *Can I have a ticket, please?*

Narrator: *Where's Stretch?*



Track 2.31. Unit 8 End of Year Test. Activity 1

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

Narrator: *Where's Flo?*

Teacher: *Well done, Flo! You can jump very well.*

Narrator: *Where's Dotty?*

Dotty: *(quite loudly) Excuse me, Miss...*

Librarian: *Shhh! Speak quietly, Dotty.*

Dotty: *(whispering) Sorry, Miss. Can I have a book about animals, please?*

Narrator: *Where's Stretch?*

Stretch: *Can I have ten sausages, please?*

Lunch supervisor: *(laughing) Alright, Stretch.*

Narrator: *Where's Smiley?*

Teacher: *Smiley! Come to the board and write the days of the week, please.*

Smiley: *Yes, Miss!*

ASSESSMENT CRITERIA

CLIL Objective

Children can identify all means of transport and distinguish between public and private transport and understand the road safety rules.

Language Objectives

Children can name all the means of transport, and can reply to questions on how they go to and return from school. They can give instructions on road safety.

CLIL Objective

Learning all about Halloween.

Curricular link: Art

Language Objectives

Vocabulary: *pumpkin lantern, witch, bat, ghost, monster, spider, cat, leaves*

Structures: *It's Halloween!*

Resources: CD

Materials: sheets of paper, brown card, orange card, glue

***Note:** You will need a lot of autumn leaves in a variety of colours. You can collect them or ask the children to bring them.

Presentation

Explain that at this time of the year children celebrate Halloween. Ask the children if they are doing anything special for Halloween in their other classes. Write the word *Halloween* on the board. Write the following words under the heading: *Halloween pumpkin, ghost, spider, cat, bat, witch* and *monster*. Ask for volunteers to come to the board. They choose a word and do a drawing of it underneath.

Hold up your book and point to the children. Say: *Let's learn a Halloween song.*

Play **Track 2.27**.

Play **Track 2.27** again. Tell the children to listen carefully and to shout out *Halloween*.

Work with the book

Student's Book, page 69, Activity 1

Say: *Open your books at page 69.* Point to the picture of the children. Ask: *How many Halloween pumpkins can you see?* SS: *Six!*

Tell the children to find the children dressed as the characters/animals/objects that they drew on the board.

Ask: *Can you find a (monster)?*

Play **Track 2.27**. The children sing along to the song.

Student's Book, page 69, Activity 2

Say: *Let's make Halloween decorations.*

Hold up the materials and show the children how to make the decoration.

Put the leaves on your desk and ask the children to come and look at the leaves. Discuss the different colours and

sizes. On the piece of card, draw a big circle with a little circle inside it. Cut out the small circle so there is a hole in the centre. Use the picture of the Halloween pumpkin as a template. Trace around it and draw it onto the orange card at least six times. Cut out the Halloween pumpkins. Stick the leaves on the card and put the Halloween pumpkins at intervals on the card to make the decoration. Collect all the decorations and place them around the class.

The children can take their decorations home at the end of the week.

Transcript



Track 2.27 The Halloween song

See page 289.

Optional Activity Book exercises

See page 289.

Round up

Sing *The Halloween song* again.

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



1



2 A Halloween decoration



Lesson 1

- 1 Sing *The Halloween song*.
- 2 Make a Halloween decoration.



69

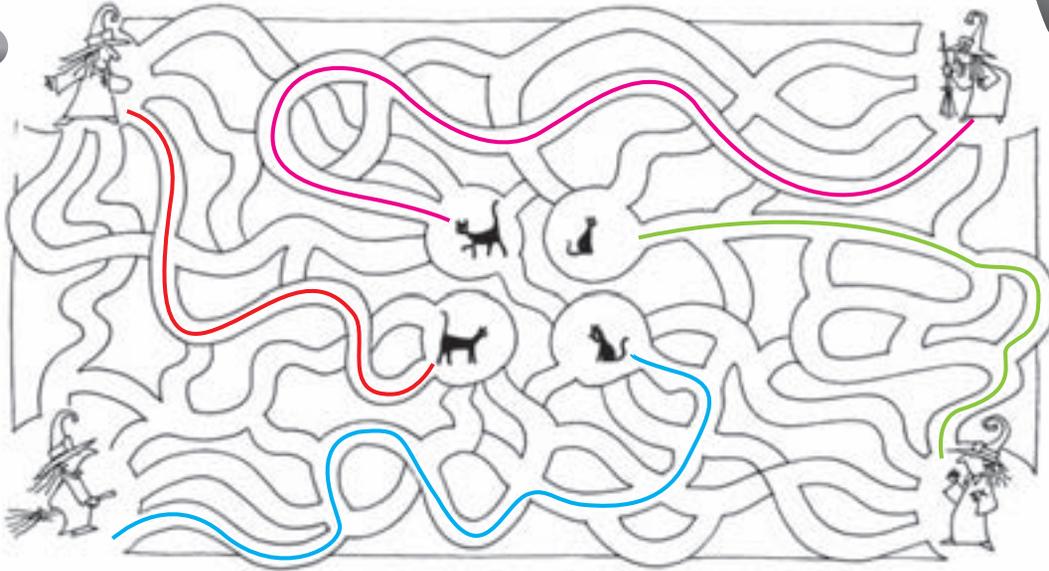


The children have fun singing the song and making a decoration. They also have fun dressing up as characters for a Halloween party.

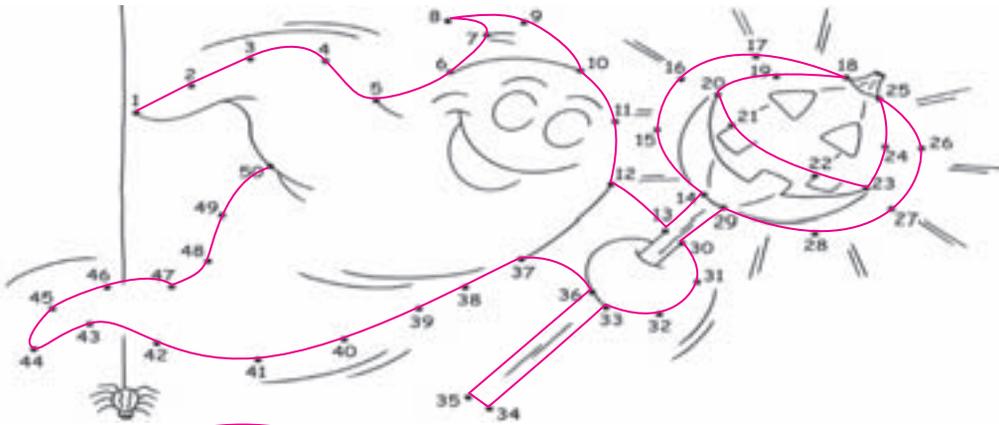
Halloween



1



2



pumpkin witch bat spider
monster cat ghost

Lesson 1

- 1 Help the witches find their cats.
- 2 Join the dots to complete the picture. What's in the picture? Circle the words.



69



The children revise the numbers up to 50, recognising them and following the correct order.



Halloween

Activity Book

Page 69, Activity 1

Say: *Open your Activity Books at page 69.*

Look at Activity 1.

Ask: *How many witches are there? SS: Four! T: How many cats are there? SS: Four!*

Tell the children to use their fingers to trace over the route from the witch to the cat. Once they are sure of the correct route, they can trace over it with a crayon.

Page 69, Activity 2

Say: *Now look at Activity 2.*

Tell the children to join the dots to complete the picture. When they have finished, read out the words in the box at the bottom and ask: *Is there a (pumpkin) in the drawing?* Tell the children to circle the words that correspond to the objects in the picture.

Transcript



Track 2.27 The Halloween song

It's Halloween! It's Halloween! The best night of the year!

Pumpkin lanterns, witches and bats.

Ghosts, monsters, spiders and cats.

It's Halloween! It's Halloween! The best night of the year!

CLIL Objective

Learning all about Christmas.

Language Objectives

Vocabulary: *Christmas tree, bells, stars, angels, tinsel, balls, candles, snowmen, holly, lights, decorate, Santa, Happy Christmas!*

Resources: CD

Presentation 

Write *25th December* on the board. Ask the children if they know what day this is. Tell them that it is Christmas day. Explain that we will all be on holiday for Christmas day, but we are going to learn a Christmas song and do some activities.

Draw a Christmas tree on the board. Say: *Let's decorate the Christmas tree.* Draw a bell next to it and say: *This is a bell.* Ask three children to come to the board to draw two bells each on the tree.

Repeat the process with the following things: *angel, ball, candle, star, snowman, holly* and *light*.

Draw a line of tinsel zigzagging across the tree. Say: *This is tinsel.*

Say: *Let's learn a Christmas song.*

Play **Track 2.28**. Point to the objects on the tree as they are mentioned.

Work with the book **Student's Book, page 70, Activity 1**

Say: *Open your books at page 70.*

Play **Track 2.28** again. The children listen and point to the objects on the tree. Then, they listen again. The children join in by singing along to the song.

Tell the children to identify the little pictures at the bottom of the tree.

Ask: *How many bells are there? Count them.*

Tell the children to write the number in the box next to the picture. Repeat the procedure for the other pictures.

Transcript

Track 2.28 *The Christmas song*

See page 293.

Optional Activity Book exercises

See page 293.

Round up

Sing *The Christmas song* again.

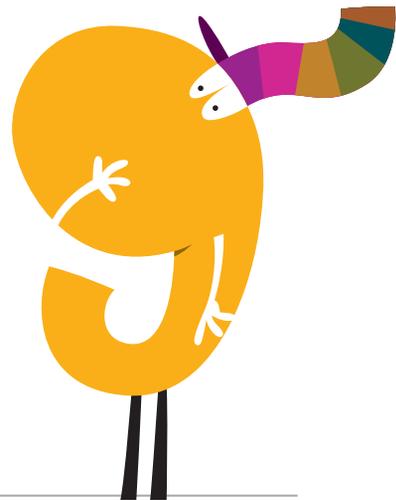
Collect the children's books and correct their work.

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

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

Christmas

1



Lesson 1

1 Sing *The Christmas song*; then count the decorations and write the numbers.

70



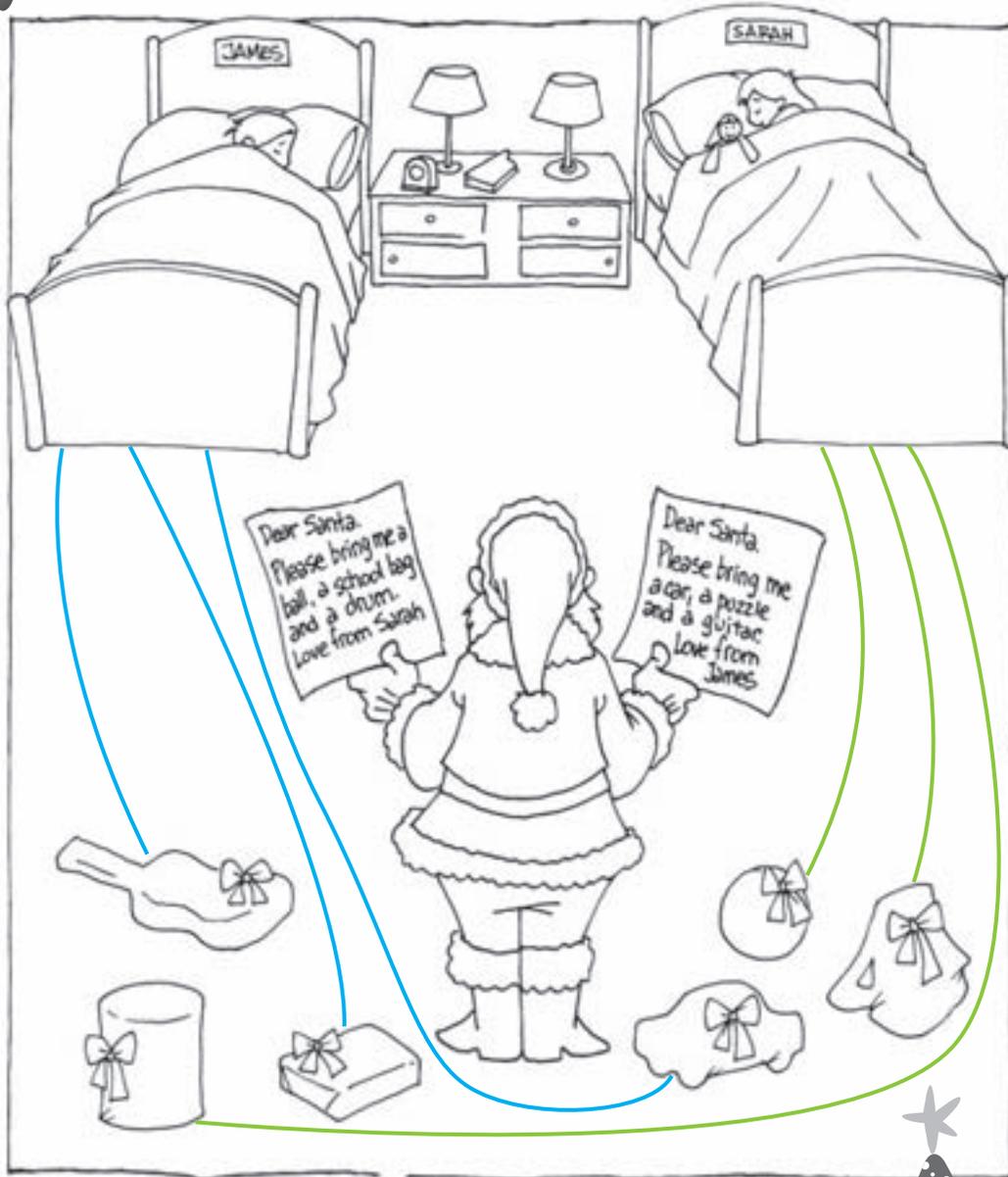
Tell the children about the benefits of using artificial fir trees in order to avoid cutting down real fir trees in forests.



The children count the number of decorations and write down the totals.

Christmas

1



Lesson 1

1 Match the presents with the children; then colour the picture.

70



The children have to read the information and recognise the shapes of the presents in order to see what each child is going to receive.

Christmas Lesson 1

Activity Book

Page 70, Activity 1

Say: *Open your Activity Books at page 70.*

Look at Activity 1.

Point to Santa and ask: *Who's this?* SS: *Santa!*

Ask for volunteers to read the letters.

Tell the children to find the presents and to match them to the children.

Tell the children to colour the picture. Ask questions about the completed pictures: *What colour is the (car)?*

Transcript



Track 2.28 *The Christmas song*

*Let's decorate the Christmas tree,
With bells and stars and angels!*

*Let's decorate the Christmas tree,
With tinsel, balls and candles.*

*Let's decorate the Christmas tree,
With snowmen, holly and lights.*

*Let's decorate the Christmas tree,
Because Santa comes tonight!*

CLIL Objective

Learn about a popular, family festival: Christmas.

Language Objectives

Vocabulary: *Christmas tree, bells, stars, angels, tinsel, balls, candles, snowmen, holly, lights, decorate, Santa, Happy Christmas!*

Materials: card, lollipop stick, felt-tip pens, cotton, scissors, glue

Preparation: Make a book mark to show the class.

Optional Activity Book exercises

See page 297.

**Work with the book****Student's Book, page 71, Activity 2**

Say: *Let's make a Christmas book mark.*

Hand out the materials and show the book mark that you have prepared earlier.

Draw a simple snowman shape on the board. Tell the children to copy it onto their pieces of card.

Walk around the class helping them so that when they come to cut out the shape it is not too difficult.

Show the children how to glue the cotton wool onto the shape

The children can then draw the face, arms and scarf using felt-tip pens.

Student's Book, page 71, Activity 3

Play *Secret Santa*.

Tell the children to write their names on slips of paper.

Collect all the slips of paper and put them in a bag.

Ask the children to come to the front of the class one by one in order to take a slip of paper from the bag. They should not show anyone the name on the paper. Ensure that the children do not have their own names. Write the following text on the board: *To _____, Happy Christmas, from (your name).*

Tell the children to copy and complete the text on the back of their bookmarks with the name on the slip of paper and their own names.

Tell the children to find the person they have dedicated their book mark to. They give that person the book mark and say *Happy Christmas!*



2 A snowman book mark



Lesson 2

- 2 Make a snowman book mark.
- 3 Play Secret Santa.



The children prepare a present to give another member of the class. Remind the children that they should say *thank you* when they receive a present.

2

3

Lesson 2

- 2 Draw a line through the maze. Draw the star on the top of the Christmas tree. Colour and decorate the tree.
- 3 Find and circle the odd one out.

71



The children use their imagination and creativity to colour and decorate the Christmas tree.

Christmas Lesson 2

Activity Book

Page 71, Activity 2

Say: *Look at Activity 2 on page 71.*

Point to the picture of the Christmas tree. Say: *We need to draw a star on the top.* Tell the children to use their fingers to trace the route through the maze to the top of the tree. Once they are sure of the route, they can draw over it with a crayon. They also draw a star at the top.

Page 71, Activity 3

Say: *Now look at Activity 3.*

Tell the children to look at the pictures and to identify them: *Santa, reindeer and angels.* Explain that in each group of pictures, there is one picture that has a part of it that is different.

Tell the children to circle the picture that is different.

CLIL Objective

Learn all about Easter.

Language Objectives

Vocabulary: *Easter Bunny, ear, tail, nose, feet, teeth, chocolate eggs, Happy Easter!*

Materials: card, felt-tip pens

Presentation 

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

Put your hands on top of your head and say: *Easter Bunny has got two big ears*. Write the word *ears* on the board. Point behind you and say: *Easter Bunny has got a fluffy tail*. Write the word *tail* on the board. Point to your nose and say: *Easter Bunny has got a small pink nose*. Write the word *nose* on the board. Point to your feet and say: *Easter Bunny has got four big feet*. Write the word *feet* on the board. Point to your teeth and say: *Easter Bunny has got big white teeth*. Write the word *teeth* on the board. Play **Track 2.29**. Point to the words as they are mentioned. Tell the children to point to the corresponding part of their body.

Work with the book **Student's Book, page 72, Activity 1**

Say: *Open your books to page 72. Look at the pictures*. Play **Track 2.29** again. The children look and point at the pictures. Then, play the recording again. The children sing along to the song. Tell the children to colour the eggs in the Easter Bunny's basket.

Student's Book, page 72, Activity 2

Say: *Let's make an Easter card*.

Hand out the materials and show the children how to make the cards.

Tell the children to fold the card in half.

They can choose any picture they like to draw on the front. Brainstorm a series of suggestions and write them on the board. Explain that the picture should have an Easter look to it, including flowers, bunnies, eggs or baskets.

The children complete their cards by writing the greeting inside.

Transcript

Pista 2.29 *The Easter song*

See page 301.

Optional Activity Book exercises

See page 301.

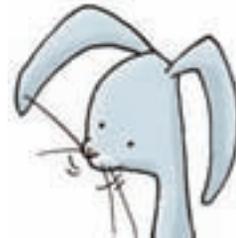
Round up

Sing *The Easter song* again.

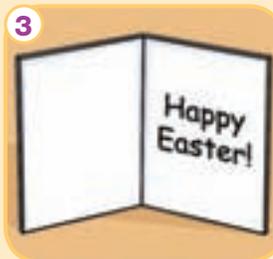
Easter is celebrated on a different day each year. To calculate when Easter will be, find the first full moon after 20th March. Easter Sunday is the following Sunday.

Easter vocabulary: *Easter egg, Easter Bunny, basket*

Easter



2



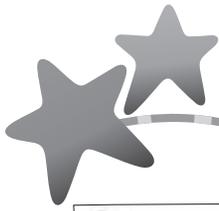
Lesson 1

- 1 Sing *The Easter song*; then colour the Easter eggs.
- 2 Make an Easter card.

72



The children have fun singing the song and making and decorating a card.

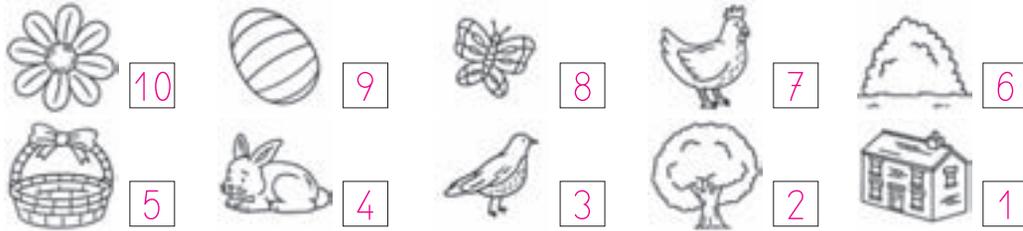


Easter

1



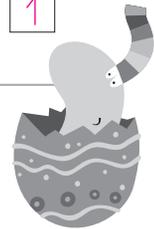
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Lesson 1

- 1 Colour the picture.
- 2 Find and count the things in the picture. Write the numbers.

72



The children count the objects and write down the numbers.



Easter

Activity Book

Page 72, Activity 1

Say: *Open your Activity Books at page 72.*

Look at Activity 1.

Tell the children to colour the picture.

Page 72, Activity 2

Say: *Now look at Activity 2.*

Tell the children to identify the pictures.

Tell them to find and count the objects in the picture and to write the numbers in the boxes. Ask: *How many (flowers) are there?* SS: *Ten.* Repeat with the other elements.

Transcript



Track 2.29 The Easter song

Easter Bunny's got two big ears. Flop, flop, flop.

Easter Bunny's got a fluffy tail. Wiggle, wiggle, wiggle.

Easter Bunny's got a small pink nose. Twitch, twitch, twitch.

Easter Bunny's got four big feet. Hop, hop, hop.

Easter Bunny's got big white teeth. Crunch, crunch, crunch

Easter Bunny's got chocolate eggs. For my lunch!

CD 1**Unit 0**

- 1.1. The hello song
- 1.2. The number chant

Unit 1

- 1.3. Activity
- 1.4. Activity
- 1.5. Activity
- 1.6. Activity
- 1.7 Story: In the library
- 1.8. Phonics
- 1.9. The school song
- 1.10. Unit 1 Test. Activity 1

Unit 2

- 1.11. Activity.
- 1.12. Activity.
- 1.13. The tree song
- 1.14. Activity
- 1.15. Story: Flo's new autumn hat
- 1.16. Phonics
- 1.17. Unit 2 Test. Activity 1

Unit 3

- 1.18. Activity
- 1.19. The I can do it song
- 1.20. Activity
- 1.21. Story: The Christmas song
- 1.22. Phonics
- 1.23. Unit 3 Test. Activity 1

Unit 4

- 1.24. The building song
- 1.25. Song activity
- 1.26. Activity
- 1.27 Story: A river adventure
- 1.28. Phonics
- 1.29. Activity
- 1.30. Unit 4 Test. Activity 1

CD 2**Unit 5**

- 2.1. Activity
- 2.2. Activity
- 2.3. Activity
- 2.4. Story: Smiley is a fussy eater
- 2.5 Phonics
- 2.6 The five a day song
- 2.7. Unit 5 Test. Activity 1

Unit 6

- 2.8. Activity
- 2.9. Activity
- 2.10. The days of the week song
- 2.11. Story: The cuckoo clock
- 2.12. Phonics
- 2.13. Activity
- 2.14. Unit 6 Test. Activity 1

Unit 7

- 2.15. Activity
- 2.16. Activity
- 2.17. Story: Dotty feeds the animals
- 2.18. Phonics.
- 2.19. The buzzy bee song
- 2.20. Unit 7 Test. Activity 1

Unit 8

- 2.21. Activity
- 2.22. Activity
- 2.23. Story: The Twiggles and the train
- 2.24. Phonics
- 2.25. The cross the road song
- 2.26. Unit 8 Test. Activity 1

Festivals

- 2.27. The Halloween song
- 2.28. The Christmas song
- 2.29. The Easter song
- 2.30. Diagnostic Test. Activity 1
- 2.31. End of year Test

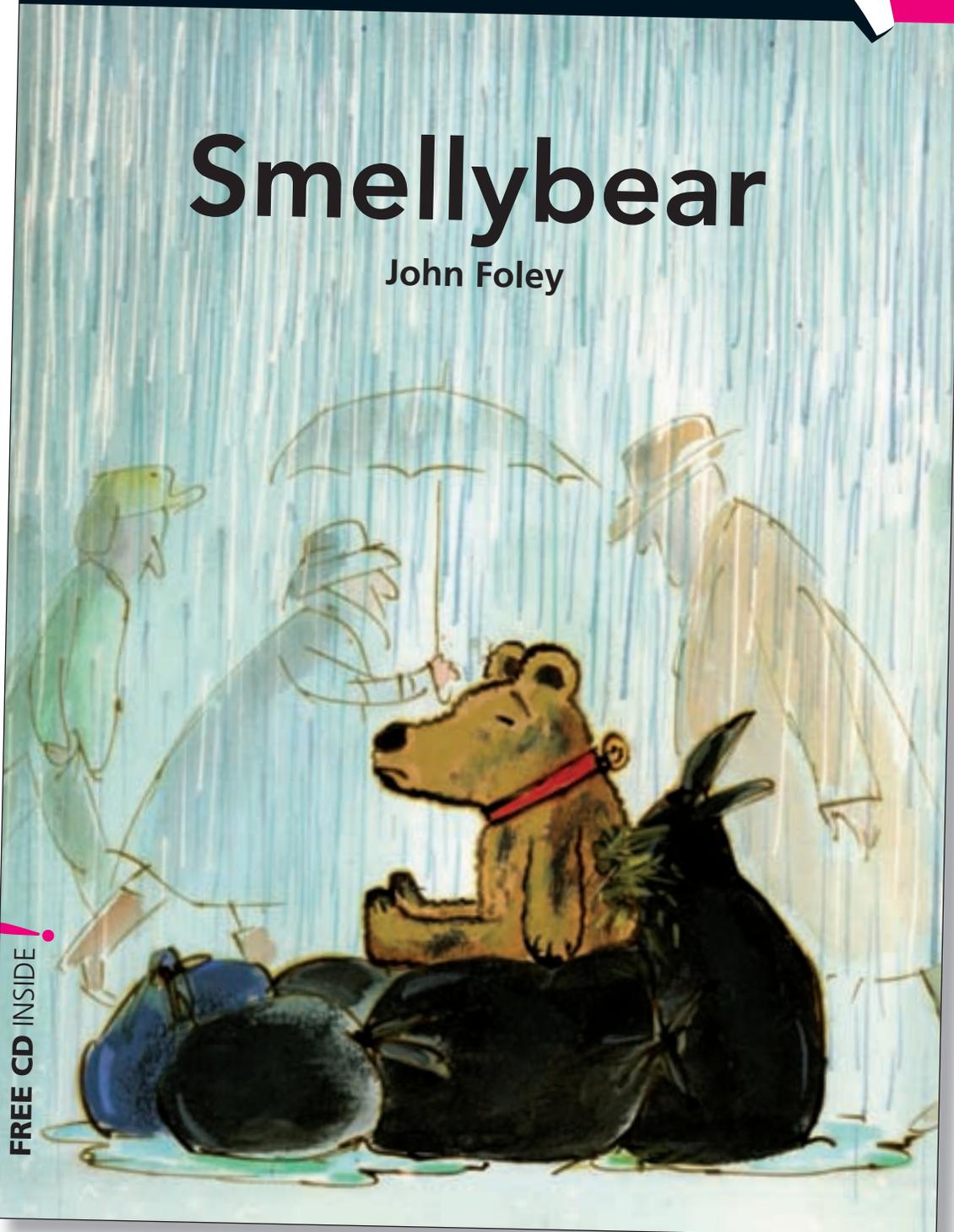




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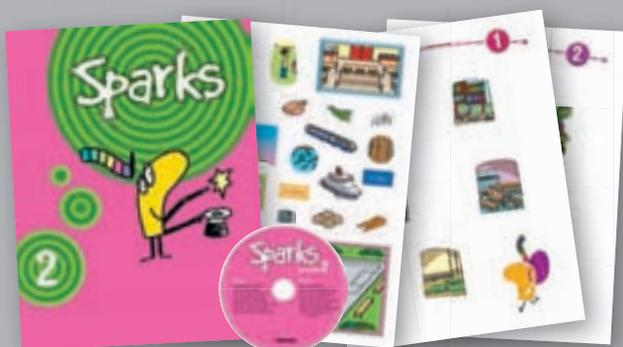




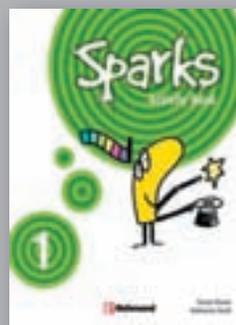


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