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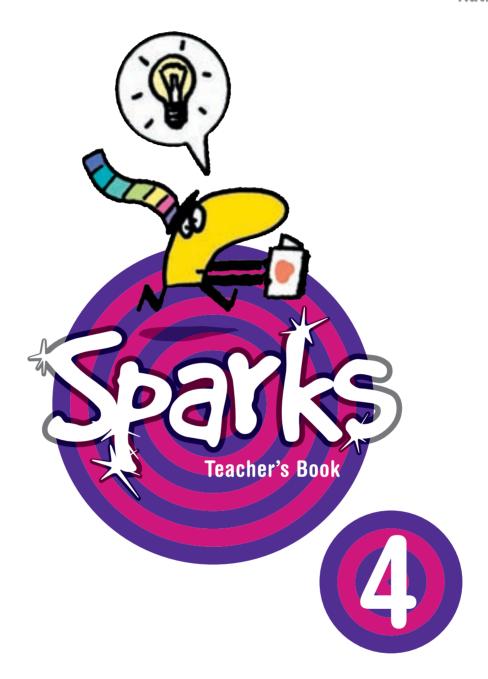
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Methodology

The increasing focus on language learning in the early stages of education has brought about many changes in the way we teach young learners. Most recently the focus has moved towards integrating, in some way, both the target language and the main curricular contents. This approach has led to many variants of content and language-integrated learning. **Sparks** provides a content and language-related learning programme for the full six years of primary education.



Dual focus

Content-related learning involves a dual focus in each lesson. Teachers work with both the language objectives and the content objectives at the same time.

At the beginning of each lesson the teacher works with the conceptual framework, which supports the target language. This ensures that the language learning process is properly supported by the child's cognitive development. In this way learning English is not limited to simply learning another set of words, but involves developing the concepts that stand behind the words. At the end of each lesson the teacher checks that the children have grasped the language, the concepts and the content.

Classroom work

Content-related learning has several very positive effects on classroom activity:

- Teachers can take advantage of the children's existing knowledge of the contents and related concepts to scaffold their learning of the language.
- Children are immediately active participants in the classroom. Each lesson in Sparks begins and ends with a whole group activity where the children are encouraged to display their knowledge orally.
- Teachers have a far wider pool of contents and resources to work from. This broadens the field for both the teacher and the learner.

Content-related learning has several very positive effects on children's learning:

Children are much more likely to participate in classes when they are regarded as individuals with something to offer.

- Children learn the language within the framework of the concepts that sustain it. This means that the children's cognitive development runs parallel to their language development.
- Children can identify content objectives much more easily than language objectives: learning about animals is a recognisable activity for children; learning about verb tenses is not.
- When the teacher uses caretaker language to support the children's language, they move into an area of development which is slightly above their natural stage. This approach helps the children to move forward in their learning and undertake work that they would not be able to do without the support of the teacher, so progress is more visible to the learner. (See section on caretaker language).



All lessons (except the last one, which is a revision lesson) involve three stages:

1. Presentation

This is the first stage of the lesson and is done before the children look at their books; they use a variety of resources such as the posters, poster pop-outs, flashcards and story cards. These activities are teacher-led and involve the whole group. They are carried out orally.

2. Work with the book

In this next stage the children focus on the work in their books. The previous stage ensures that the work undertaken in the book is properly supported and the children are able to complete the activities successfully.

3. Practice

The final stage of each lesson is done after the children have completed the activities in their books. These activities are teacher-led and involve the whole group.







Literacy

Teaching young learners involves not just developing their language and knowledge base, but also developing their basic skills. This is sometimes known as the knowing-that / knowing-how issue.

Literacy skills are the foundation which support all further learning, irrespective of the subject area, and they include both reading and writing skills. In the English class we need to develop these skills to ensure that the children's progress is balanced correctly. The literacy programme in **Sparks** is developed using stories, and has two basic elements:

- Literacy development: In order to ensure progress in literacy, children must learn to recognise the basic elements of a piece of text, and how they are put together. This involves skills such as sequencing, character development, prediction and anticipation, descriptions of places, people and objects, time lines, purpose and inference. By encouraging the children to notice and work with these features they will very gradually be able to incorporate them into their own pieces of written work.
- Phonics: Understanding the relationship between sounds and letters is essential for reading and writing correctly. In the case of the English language this is extremely complex and requires consistent and careful work. The children will start working with basic initial sounds, and gradually move through the different sound sections of words and on to more complex questions of pronunciation and intonation. This cannot be done quickly and must be paced through the six levels.

Caretaker language

Caretaker language describes a way of using language to maximise comprehension. It originated as a term to describe how parents and other carers talk to young children as they are learning to speak. The characteristics of caretaker language include: guessing meaning, supplying chunks of language, rephrasing unclear or incorrect words or sounds, repeating key information and prompting to keep the conversation going.

The explicit purpose of caretaker language is to help the child understand and use language by maximising his/her exposure to it. As teachers we should be careful not to limit ourselves to a closed view of the amount of unfamiliar language children can understand. An analysis of caretaker language provides some clues for teachers as to how they can use English and provide a language model in the classroom. Some of the most relevant characteristics of caretaker language include:

 The use of visuals and other props to clarify meaning.

- The use of tone of voice and body language to clarify meaning.
- Repetition and clarification of key messages.
- Meaning checks to ensure the message has been understood.
- A restricted range of topics so the content is predictable.
- (Slightly) slower and carefully articulated speech.
- Short, well-formed sentences.
- Closed questioning to keep the conversation going.

Caretaker language specifically aims to help the child to speak and express him/herself. It achieves this by supporting the child actively in the conversation, providing any language that the child needs to convey his/her thoughts.

Communication

Throughout **Sparks**, children are encouraged to push their communicative capacity to a maximum. In order to do this, teachers need to be aware of the fact that real communication involves children using the language to say what they want to say, and not what the teacher wants them to say.

The main focus of all lessons in **Sparks** is oral communication. All lessons begin and end with a whole class activity designed to encourage the children to speak. Initially their contributions will be in L1. The teacher should not discourage this, but enrich it by using caretaker language and providing the words the children need. As the children become more confident in their use of English, they will begin to use a mixture of the two languages. Again, the teacher should not discourage this hybrid version, which is an essential stage before the children can move more completely into English.

In the final stage of each lesson the teacher turns the focus of the class onto the children's own experiences. This is achieved in the form of a game or other type of communicative activity. This stage ensures that the language the children are learning in the classroom becomes consolidated within the child's field of experience, in other words, it comes to life.





Student's material

Student's Book



The Student's Book contains all the core work for the year divided into 8 units. In turn, each unit is comprised of 10 lessons.



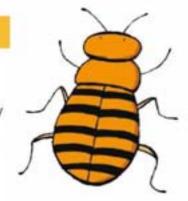
Activity Book

The Activity Book provides additional support for the Student's Book. This work can be done in class or set as homework. The activities are simple enough for the children to do alone.



Multi-RoM

Each level comes with an interactive Multi-ROM designed for the exploitation of the course contents through the use of new technologies. The **Sparks** Multi-ROMs come with complementary activities and include all the songs and stories from the level in the form of audio CD tracks. This methodological resource gives children the opportunity to work alone and helps develop learner autonomy.



cut-outs

The cut-outs are used in Lesson 8 for vocabulary games. They are also used for some optional Activity Book activities. There are also key vocabulary cut-outs that children can use for vocabulary revision games. These games and the suggestions for using the cut-outs appear on the Options pages at the end of each lesson in the Teacher's Book. Photocopiable pages of the cut-outs are available in the Teacher's Resource Book for those children who do not have the Activity Book, or in cases where the cut-outs go missing.

Project Booklet

Each unit contains a project that provides an opportunity to practise and develop oral and written skills related to the topic of the unit. In Level 3, there are three projects that include games, experiments and craftwork. The guide for these projects is on the Options pages of Lessons 2, 3, 6 and 7.



Teacher's material



Teacher's Book

The Teacher's Book contains step-by-step instructions for each lesson. It also contains information to help the teacher develop the necessary skills for working with a content-related approach and useful sections such as how to anticipate difficulties and prepare for each lesson. There are also optional games, practice opportunities for basic competences and sections that give advice for carrying out continual assessment.

CDS

Teachers are provided with a complete set of CDs that include all the songs, audio activities and stories for each level.

Posters

The poster (sides A and B) and the poster pop-outs provide additional support for presenting the basic contents of the unit.





Flashcards

The teacher uses the flashcards to help present the vocabulary. The optional pages also provide suggestions for games that involve the flashcards.

DVD

A DVD with characters (played by British actors) who are involved in everyday situations. There is also a catchy song for each unit.

Story cards

The story cards are big versions of the story frames and include a transcript of the story on the back of the cards. Some suggestions for playing games with the story cards can be found in the Teacher's Book on the Options page at the end of Lesson 5.



Teacher's Resource Book

The Teacher's Resource Book includes photocopiable sheets which are divided into a number of sections. There are exercise sheets for use with the DVD, extension activities, sheets for children who have recently joined the class, reading activities, conversation ideas, tests and a story from Richmond Primary Readers. The pack also comes with exam tips and advice for those children taking Trinity or Cambridge Young Learner Exams.

E-solutions

The interactive resources for the teacher include three CD-ROMs per level:

- The student's Multi-ROM.
- Interactive YLE practice (Movers level)

The CD-ROM YLE can be used in the language laboratory or on an interactive whiteboard.

Teacher's Interactive Resources:

This contains e-flashcards, e-storycards and e-posters. The digital components of SPARKS are compatible with all available interactive whiteboard software.



Step by step Curricular link: Science Where do people live? do people live? Usten and say which city. find and underline six capital cities. continents Europe Africa North America South America PARIS: 9 m LONDON:8 m TOKYO: 22 m NEW YORK:18 m MUMBAI:15 m SAO PAOLO:18 m LAGOS:14 m MEXICO CITY:17 m CAIRO: 12 m MOSCOW:11 m . Play Guess the city. This city is in Asia. 11 major people bie he's he's which city is it? Understanding that cities are large hur Lesson 1 The first part of this lesson sets the context for the children and presents the topic of the unit. The children are asked to draw on their existing knowledge of the topic. This is followed by a join-in activity which is used to introduce the functional language. The teacher uses side A of the poster and the pop-outs to support these activities.



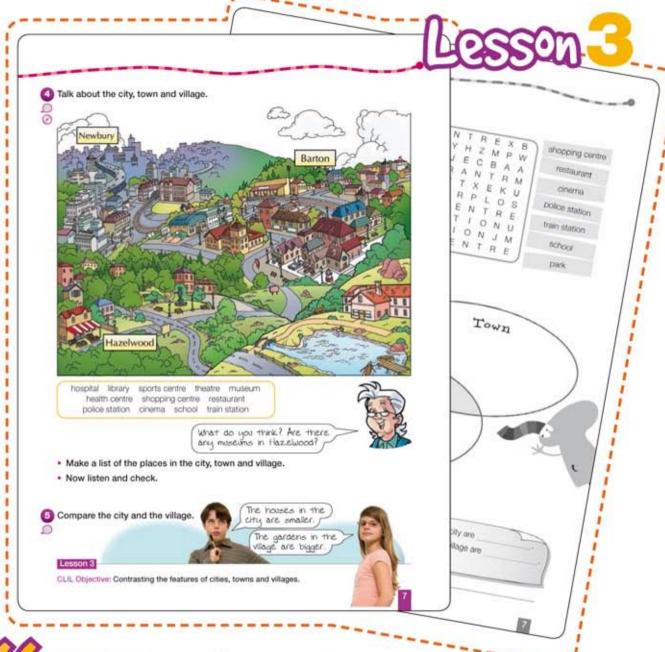
Lesson2

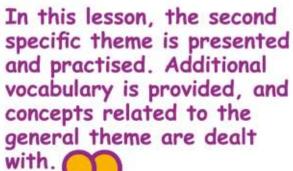
The general topic of each unit is divided into four specific themes. Each one of these themes provides an opportunity for new language input. In this lesson, the children work with the first specific theme. The teacher can make use of the poster and the pop-outs in the presentation part of each lesson.





Step by step













Lessons4.5

An entertaining story that is designed to motivate children and encourage them to read.

In Sparks, children work with a specially-designed reading programme in the 8 units of the book and throughout the six levels of the course. In these two lessons, the children listen to and work with a story that puts the general topic of the unit into context.



In lesson 4, the children focus on story comprehension. They also work on literacy skills such as story sequencing, character development and anticipation.





Step by step









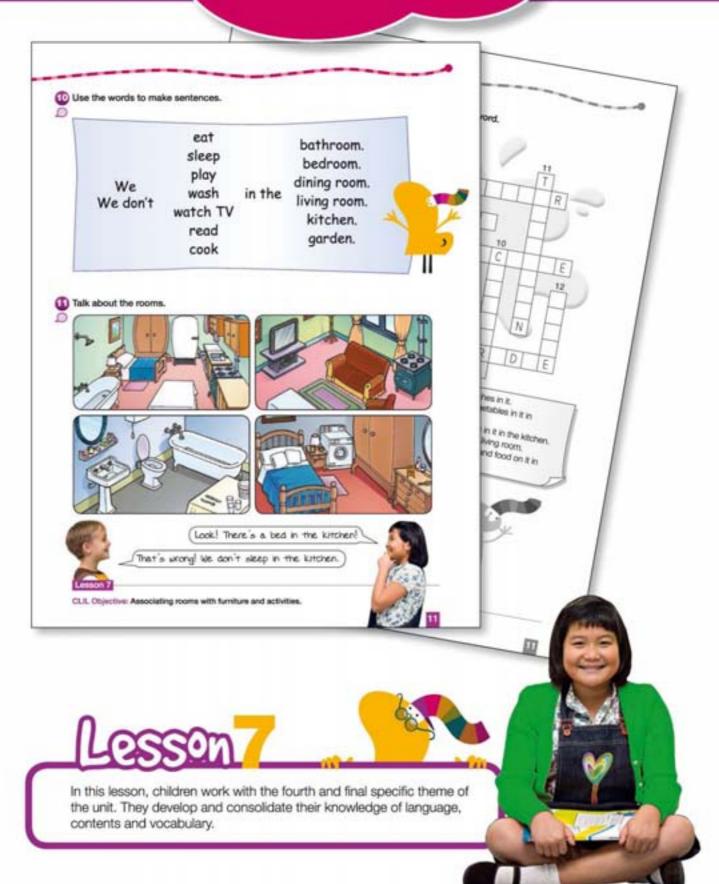


In this lesson, children work with the third specific theme. The focus of this lesson is the same as the focus for lessons 2, 3 and 7.





Step by step



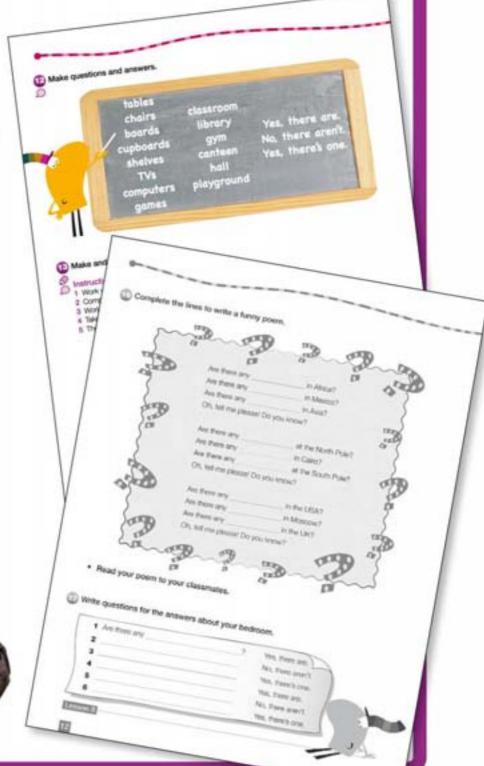




Lesson 8

Focus on Language

This lesson offers a necessary grammatical aspect to the children's linguistic development and is supported by oral and written activities. The children are given an opportunity to put their knowledge into practice through the use of games in which the cut-outs are used.





Step by step



Lesson

As part of this lesson, the children will be able to relate the general topic of the unit to the real world and identify elements that are common to both.

the plans.

The wonderful world

Interesting houses

Listen and say which photo.









(I) Read the text and identify the house.

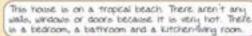
DE

We live in a special kind of house. We move our house to different places and build it again. First, we put down a wooden floor.

Then we make the walls with poles. After that, we put two big

poles in the centre. Then we cover the frame with white material.

Draw and describe a special house.







Lesson 9

CLIL Objective: Recognising that houses reflect their surroundings and climate.

11





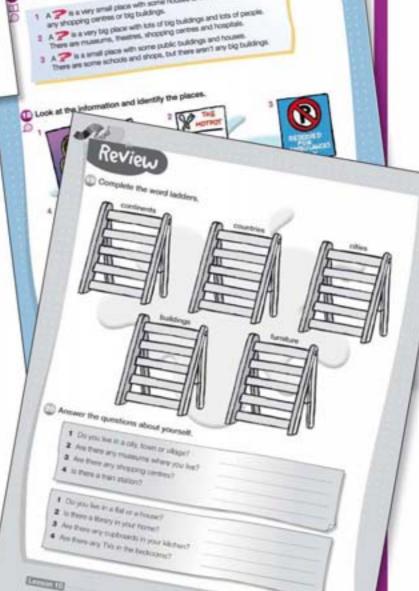


Lesson 1



A fun way to revise and consolidate newly-acquired concepts, content and language.

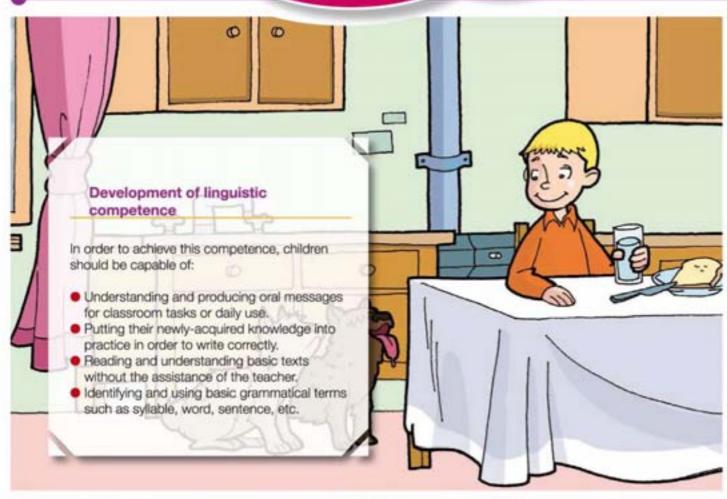
Each unit ends with an assesseent of the work that the children have completed. Key language within the context of the general topic is assessed, which ensures that the content objectives are obtained. The language objectives are assessed orally in the continuous assessment points, which are staged progressively throughout the unit. A written assessment of language objectives is provided in the Activity Book.



A 2 as a very small place with scarce houses and a market. There aren't, any shopping centres or big buildings.



Basic competences



Units

Basic competences in Sparks 4



















| ** | MC | | | | X | X | | | Х | |
|-----------|------|---|---|---|---|---|---|---|---|---|
| 1 | KIPW | | × | х | Х | х | х | х | × | |
| 0 | PI | х | × | × | × | х | х | × | х | х |
| 4 | ICC | × | × | × | × | × | × | | х | × |
| 9 | CAC | х | х | × | × | х | х | | х | х |
| 0 | LTL | | | × | × | × | × | × | × | х |
| • | API | × | × | × | × | × | × | × | × | х |







Mathematical competence

As well as all the purely mathematical exercises that children are asked to complete, there are other activities that contribute to the development of skills that are characteristic of this competence. These include temporal story sequencing and the ordering of picture frames. Literacy also plays a part in the development of Mathematical Competence through work on the pronunciation of numbers.



Knowledge and interaction with the physical world

A series of informative texts related to the physical world are included in Literacy skills work. These provide children with an opportunity to improve their knowledge of the natural world and the influence and relationships that human beings have with the space within which they live.



Processing information and digital competence

Work in this area leads to the development of skills that help with the search for, selection of and understanding of information. Activities related to imagery and the analysis of simple questions all contribute to the development of this competence from the early stages of the course. Along with these topics of a general nature, there are also activities in this cycle that involve working directly with the computer.



Interpersonal and civic competence

Given that language is the basis of communication, Literacy skills have an important part to play in the development of this competence, which is comprised of the skills necessary for co-existence. Learning to communicate with others and understanding what they are trying to convey is essential for children's development as social beings. Also, language can provide children with opportunities to come into contact with forms of reality that are different from their own. This in turn can help eliminate any notions of stereotyping or prejudice.



Cultural and artistic competence

Literacy also plays an important part in the development of this competence through reading texts and drama based activities. Also, exercises that involve interpreting the images that accompany the texts allow for the development of skills that are associated with this competence. In the Teacher's Book, there are ideas for activities based on the linguistic aspect of the course that lead to the creation of works of art.



Competence in 'learning to learn'

The correct use of language is a basic learning tool. Reading facilitates access to knowledge, and writing activities provide children with an opportunity to re-formulate the language and assimilate it. Questions involving the need to improve reading and understanding, as well as the correct expression of knowledge, contribute to the development of this competence. On the other hand, activities that focus on concentration, memory or the construction of meaning also help to contribute to the development of learning.



Autonomy and personal initiative

Activities and exercises in the area of Literacy are designed in such a way that they can be carried out individually. In all units, children are given opportunities to demonstrate their communicative skills with the linguistic knowledge that they have acquired up until this point. Activities that encourage children to empathise with others or to choose between a number of options also help with the development of this competence.

CLIL Objective

Recognising sources of information.

Curricular link: Social Science

Language Objective

Vocabulary: atlas, dictionary, encyclopaedia,

reference book

Structures: Look in the (dictionary).

Resources: CD

Materials: an atlas, a dictionary, an encyclopaedia,

various reference books (brought from home)

HELLO AGAIN!

Presentation

Hold up a copy of the Student's Book and the Activity Book. Say: *These are our new English books.* Using the front cover of the book, ask questions such as: *What is the title of the book?*

Then, say: Let's open the books and have a look at them. Let the children browse through the book for a while and ask any questions (they may do this in L1). Answer their questions in English. Then, tell them to open their books at page 2 and to look at the photos of the four characters. Ask: Who are these characters? Can you remember their names? Then, ask: Can you remember any stories? Supply any information if the children do not remember or if they do not know the answers.

Hold up an atlas and say: *This is an atlas. It is a reference book. Can you think of any other reference books?* Prompt them so that they mention *dictionary* and *encyclopaedia*.

Work with the book n



Student's Book, page 2, Activity 1

Open the Student's Book at page 2. Point to the page number and say: Open your books at page 2. Look at the children in the picture.

Play **Track 1.1**. Encourage the children to join in with the song.

Play **Track 1.1** again. The children point to the pictures of the characters and the books that each one needs.

Ask: Which book does (Jack) need?

SS: The (dictionary).

Tell the children to ask and answer questions in pairs.

S1: (What's the plural of foot?) S2: Look in the (dictionary).

Play Track 1.1 again. Tell them to sing along to the song.

Transcript



Track 1.1 Song: Ready to learn

See page 23.

Optional Activity Book exercises

See page 23.

Practice

Write the names of the books on the board (atlas, dictionary, encyclopaedia, reference book). Identify the books that you have brought to class. Then, ask a question. T: How do you spell (acrobat)? A volunteer goes to the corresponding book and says: I need a dictionary! The child can look for the information and answer the question (optional).

ANSWER KEY

Student's Book, Activity 1

See Transcript.





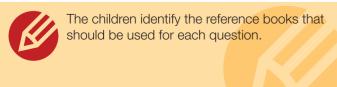


The children sing the song in order to help them learn the vocabulary.



The children learn about different reference books that can help them find the information they are looking for.







The children look for answers to the questions using the appropriate reference books.

Activity Book

Page 2, Activity 1

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

Read the first question out loud and ask: *Does anybody know the answer to that question?* Write the children's suggestions on the board.

Ask them what kind of book they need to find the answer. Make sure that they understand that they are special books that give us different types of information, for example, an atlas gives us geographical information. Repeat the procedure with the other questions and tell the children to match the questions to the corresponding reference books.

Then, tell them to use the reference books to find the correct answers to the questions. They write the answers in their Activity Books.

Correct the activity by asking for volunteeers to read out the questions and answers, telling you which reference books they have used.

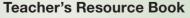


Let's play!

Repeat the truth

Invent sentences, some true and some false, about the lesson, for example: I need an atlas to find out (the plural of mouse). I need an encyclopaedia to find out (the number of planets in the solar system). The children repeat the sentences that they think are true. If they are false, they do not say anything. Ask for volunteers to invent sentences for the rest of the group.

Resources



Diagnostic Test, pages 83-84



See Transcript Track 2.39

Transcripts



Track 1.1 Song: Ready to learn

Chorus:

Are you ready to listen? Are you ready to look? Are you ready to use all kinds of books? Then come with us, and learn with us. And find out about the world.

Jack: Hey, Grace? Grace: Yes, Jack?

Jack: What's the plural of foot?

Grace: Look in the dictionary! Hey, Jack?

Jack: Yes, Grace?

Grace: How many planets are there? **Jack:** Look in the encyclopaedia!

(Chorus)

Ben: Hey, Lily? Lily: Yes, Ben?

Ben: Where do tigers live?

Lily: Look in a reference book! Hey, Ben?

Ben: Yes, Lily?

Lily: What's the capital of Canada?

Ben: Look in the atlas!

(Chorus)



Track 2.39 Diagnostic Test. Activity 1

Listen and tick the animals.

Ben: I'm bored. Let's play What am I? Grace, you go first. **Grace:** OK. I've got four legs and a long tail. I live on a farm, I eat hay and I can run very fast. What am I?

Ben: I know! You're a... Now you, Jack.

Jack: I'm a wild animal. I can fly with my wings and I've got feathers. What am I?

Granny: Oh, I know, Jack. You're a...

Ben: Now you, Lily.

Lily: Mmm. Let's see. I haven't got legs. I can swim. I've got fins and lots of teeth!

Ben: Aarrgh! You're a... Granny, what are you?

Granny: I've got black stripes, I am small, I can fly and I make honey. What am I?

Grace: I know! You're a... And you, Ben?

Ben: OK. I'm a wild animal. I've got four legs and a long

tail. I've got black and orange fur.

Jack and Lily: You're a...

CLIL Objective

Recognising the alphabet and alphabetical order.

Curricular link: Literacy: Maths

Language Objective

Vocabulary: the alphabet

Resources: CD

THE ALPHABET

Presentation





Say: Today we are going to learn about the alphabet. Ask: How many letters are there in the Spanish alphabet? SS: 28. Ask: Do you know how many there are in the English alphabet? Write on the board: 26 in English, 28 in Spanish. Ask: What letters are missing in the English alphabet? SS: ñ, II.

Place the alphabet poster on the board and tell the children to look at it.

Sav: Listen to these words. (Pronounce some of the words with initial consonants). What letter do they start with? Ask for a volunteer to come to the board to point to the letter on the poster.

Say: Let's listen to The alphabet chant.

Play Track 1.2.

Say: Now let's say The alphabet chant.

Play Track 1.2 again. The children join in by saying the letters of the alphabet.

Work with the book n



Student's Book, page 3, Activity 2

Say: Open your books at page 3. Let's say The alphabet chant.

There is a chorus for the chant on the page. (26 letters in the alphabet, can you say them very quickly from A to Z?) There are 25 letters of the alphabet missing from the chant. Play Track 1.2 again so they can learn the chant.

Tell the children to say the alphabet. Then, ask them to say the missing letters in the words. The children copy the text adding the missing letters and answering the question: Which letter is not there?

Tell them to say *The alphabet chant* in pairs.

Practise alphabetical order by asking: Which letter comes before (f)? Which letter comes after (f)? Which letter comes between (f) and (h)?

Transcript



Track 1.2 The alphabet chant

See page 27.

Optional Activity Book exercises

See page 27.



Practice

Tell the children to stand up in alphabetical order according to their surnames.

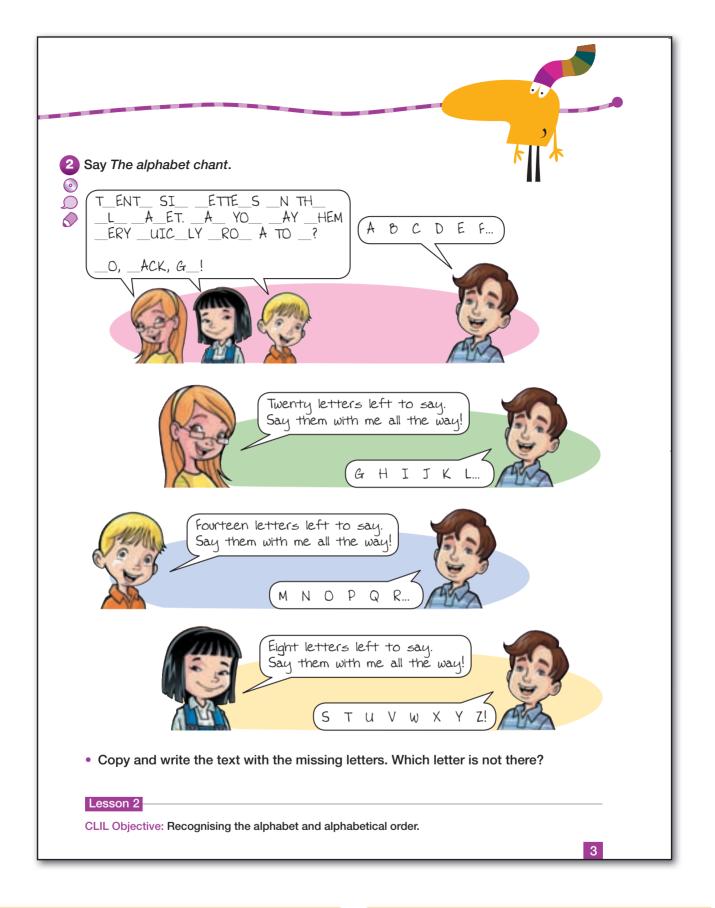
When they are all standing, tell them to say the initial letter of their surname out loud.

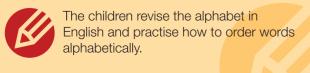
Do the same with their names.

ANSWER KEY

Student's Book, Activity 2

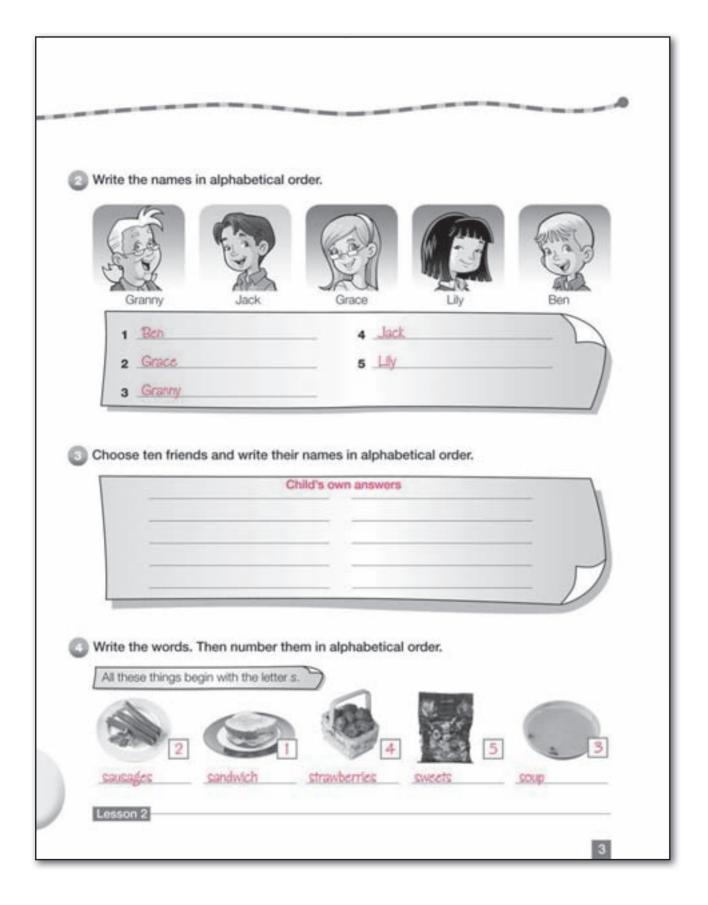
The missing letter is X.

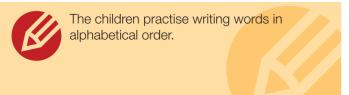


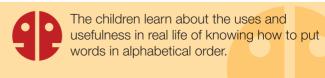




The children look for words in the dictionary to revise the vocabulary and to learn about alphabetical order.







Activity Book

Page 3, Activity 2

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

Ask for volunteers to say the names of the characters. Then, say: Let's say these names in alphabetical order. Which is the first name? SS: Ben.

Repeat for the other names.

Tell the children to write the names in their Activity Books.

Page 3, Activity 3

Say: Now look at Activity 3.

Tell the children to choose ten friends. (If ten is too many, then at least five). Tell them to write the names of their friends on a piece of paper and then to number them in alphabetical order.

Tell the children to write the names in alphabetical order in their Activity Books.

Ask for volunteers to read out the list of their names.

Page 3, Activity 4

Say: Now look at Activity 4.

Tell the children to name the objects. Then, they write the name of these objects in the lines below the pictures.

Then, say: Which is the first word in alphabetical order? SS: Sandwich.

Ask for volunteers to read out the words in alphabetical order.

Transcript



Track 1.2 The alphabet chant

Twenty-six letters in the alphabet.

Can you say them very quickly from A to Z?

Go, Jack, go!

A B C D E F...

Twenty letters left to say.

Say them with me, all the way!

G H I J K L...

Fourteen letters left to say. Say them with me, all the way! MNOPOR

Eight letters left to say.

Say them with me all the way!

S T U V W X Y Z!

Twenty-six letters in the alphabet.

Can you say them very quickly from A to Z?

Go, Jack, go!



Let's play!

Hangman

Play hangman with categories of words that the children know, for example, animals, food, things at school, etc. Make a simple drawing of a gallows and draw dashes next to it for each letter of the word you have chosen.

The children call out letters. If one of the letters is in the word, write the letter in all the places where it appears in the word. If they do not say a letter from the word, draw a body part. The children win if they can guess the word before the man is "hung".

CLIL Objective

Learning to ask for information.

Curricular link: Literacy

Language Objective

Vocabulary: spell, mean, carefully

Structures: How do you...? What's...? Can you...?

Resources: CD

QUESTIONS

Presentation



Start by asking a volunteer the following question: How do you spell your name in English?

S1: (J-u-a-n). Tell the volunteer to ask another child a similar question using "spell": How do you spell (your surname) in English? S2: (L-o-p-e-z). Continue with the other children and then say: Today we are going to learn how to ask some important questions in English. When we are learning we need to ask lots of questions. Let's learn how to do this. Write the following words on the board: Who? When? What? Where? Why? How? Tell the children to ask questions using the words. S1: Who (are you)? S2: When (do you do English)? S3: What (is the capital of Spain)? S4: Where (do you live)? S5: Why are you studying English)? S6: How (do you spell 'acrobat')? Help the children ask the questions if necessary.

Say: Now we're going to listen to The questions and answers chant.

Play Track 1.3.

Explain that they are going to listen to the recording again and that they should write all the question words that they can hear.

Play Track 1.3 again.

Work with the book [n]



Student's Book, page 4, Activity 3

Say: Open your books at page 4. Look at Activity 3. Tell the children to read the questions that are on the lefthand side of the page. Play Track 1.3 again. The children join in with the chant, looking at the questions in the book. Play Track 1.3 again. This time, stop the recording after each question so that a volunteer can respond. They can read the answers on the right-hand side of the page if necessary. Let the children read the questions and answers again for a few minutes and then tell the children to match them. Go around the class and ask a child to read one of the questions and another child to give the correct answer. When they have all the correct answers, they listen to Track 1.3 and follow the chant in their books.

Mention that these questions are very useful when we are learning English. Explain that they are going to make posters with the different questions on them to stick up on the classroom walls to help them remember the questions. Make the posters and put them on the classroom walls.

Transcript





The questions and answers chant

See page 31.

Optional Activity Book exercises

See page 31.

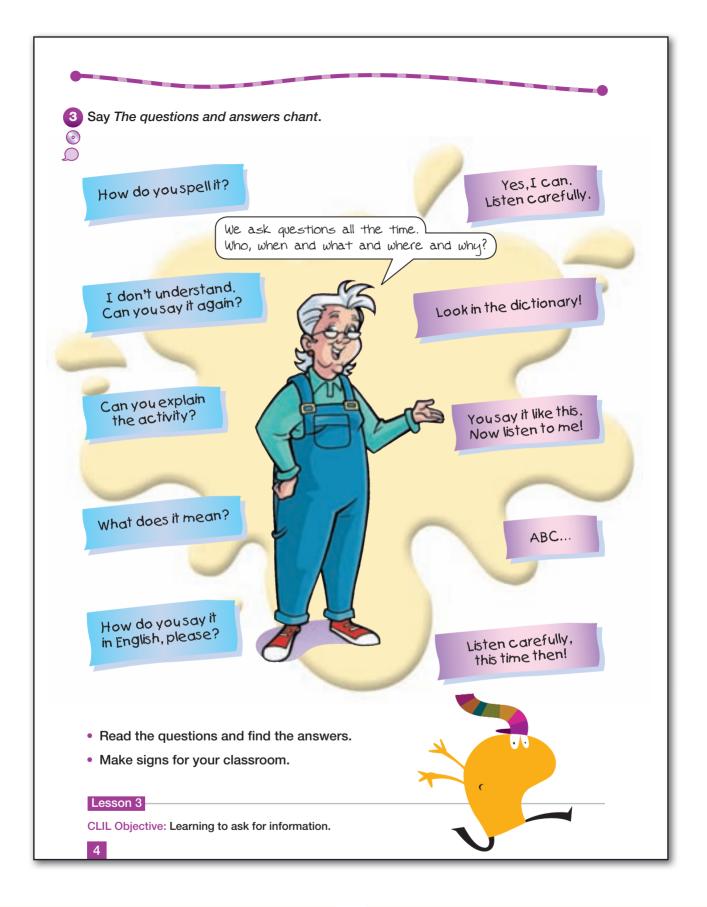
Practice

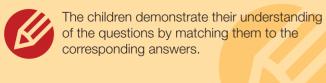
Divide the class up into groups and give each one a category (animals, food, countries, parts of the body, etc.). Tell the children to think of three words for their category that they know how to say in English, and three words that they do not know. Ask the teacher. Put the words in groups on the board and tell them to use the words to ask questions: What does (elbow) mean?

Answer Key

Student's Book, Activity 3

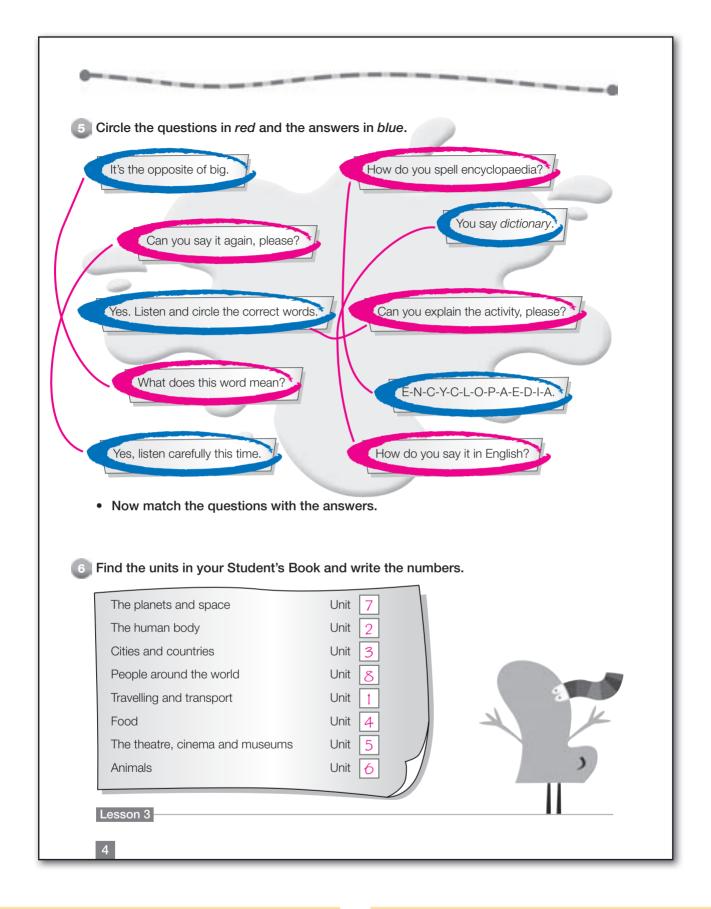
See Transcript.

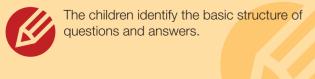


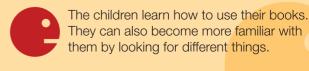




The children learn that making posters of the most common questions will help them to remember the questions and to write them correctly.







Activity Book

Page 4, Activity 5

Say: Open your Activity Books at page 4. Look at Activity 5.

Tell the children to identify and to read the questions out loud

Then, read one of the questions and ask: What's the answer to that? The children look for the answer and say it out loud. Repeat for the other questions.

Tell them to circle the questions with a red pen and the answers with a bue pen.

Then, tell them to match the questions with the answers.

Page 4, Activity 6

Say: Now look at Activity 6.

Tell the children to look for the topics in the units of their Student's Books and to write the number of the unit that each topic belongs to. When they have finished, say: *The planets and space. Which unit is that?*Repeat for the other topics and tell them to correct the activity.



Let's play!

Pictionary

Divide the class into groups of six. Tell the children to write three words that they know on three slips of paper. Then, collect all the words in the class and put them in a bag or a hat. One child from each team comes to the front, takes a slip of paper and draws the word on the board so that their team can guess it. Set a time limit, for example, one minute. If the team guesses correctly, they get two points. If not, the other team can try to guess the word. If they are correct, they get one point. Repeat with different children from all the teams.

Transcript



Track 1.3 The questions and answers chant

We ask questions all the time.

Who, when and what and where and why?

How do you spell it?

ABC...

What does it mean?

Look in the dictionary!

I don't understand. Can you say it again?

Listen carefully, this time then!

Can you explain the activity?

Yes. I can. Listen carefully.

How do you say it in English, please?

You say it like this. Now listen to me!

Assessment criteria

CLIL Objectives

Children can recognise sources of information. Children can ask for information.

Language Objectives

Children can organise words in alphabetical order.

WHERE DO PEOPLE LIVE?

Landscapes and habitats

CLIL Objective

Understanding that cities are large human settlements.

Curricular link: Geography

Language Objectives

Vocabulary: Europe, Africa, North America, South America, Asia; Japan, India, Nigeria, Egypt, Russia, France, England, United States of America, Brazil, Mexico; Tokyo, Mumbai, Lagos, Cairo, Moscow, Paris, London, New York, Sao Paolo, Mexico City

Structures: Twenty-two million people live in this city. Which city is it?

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

WHERE DO PEOPLE LIVE?

Presentation M





Present the context. Say: Today we are going to learn about where people live.

Show the children the poster (side A). Point to the scale and the compass and the other elements on the map. Say: This is a map of the world. Point to a country and ask: What country is this? SS: (Spain). Ask the children to come to the map. They point to a country and name it. Supply the names of the countries in English if necessary. Make sure you include the ten countries from the lesson. Ask the children if they know which continents these countries are in. Point to the parts of the map which are sparsely populated and ask: Do lots of people live here? Are there any big cities here? SS: No.

Ask: Where do we live? Ask for a volunteer to come to the board. They point to our country and name it.

Play Track 1.4 and place the pop-outs as the cities are named.

Remove the pop-outs from the poster and ask for five volunteers to come to the board. Give each one a pop-out and play Track 1.4 again. The children place the pop-outs in the corresponding places.

Work with the book In



Student's Book, page 5, Activity 1

Say: Open your books at page 5. Look at the map of the world. Name the continents and tell the children to point to the continents in their books. Play Track 1.5. The children point to the places on the map.

Play Track 1.5 again. This time, stop the recording after each sentence so the children can name the city.

Play Track 1.5 again and ask the children to call out the answers quickly. Say: Now we're going to play Guess the

Put the children into pairs. Explain that they should take turns naming the continent and giving details while the other child guesses the city.

Transcripts



Track 1.4 Poster Activity

See page 35.



Track 1.5 Activity 1

See page 35.

Optional Activity Book exercises

See page 35.

Practice

Ask: Do you know the population of our country? Give three figures for them to choose from: 20 million, 35 million or 41 million.

Ask: What are the big cities in our country? Help them to name the major cities.

Ask: Do we live in a big city? SS: Yes/No.

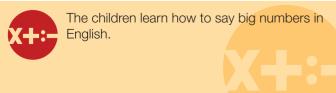
Ask other questions about the location: Do we live by the sea/a river? Is it a long river? Do we live in the mountains?

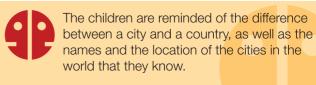
Answer Key

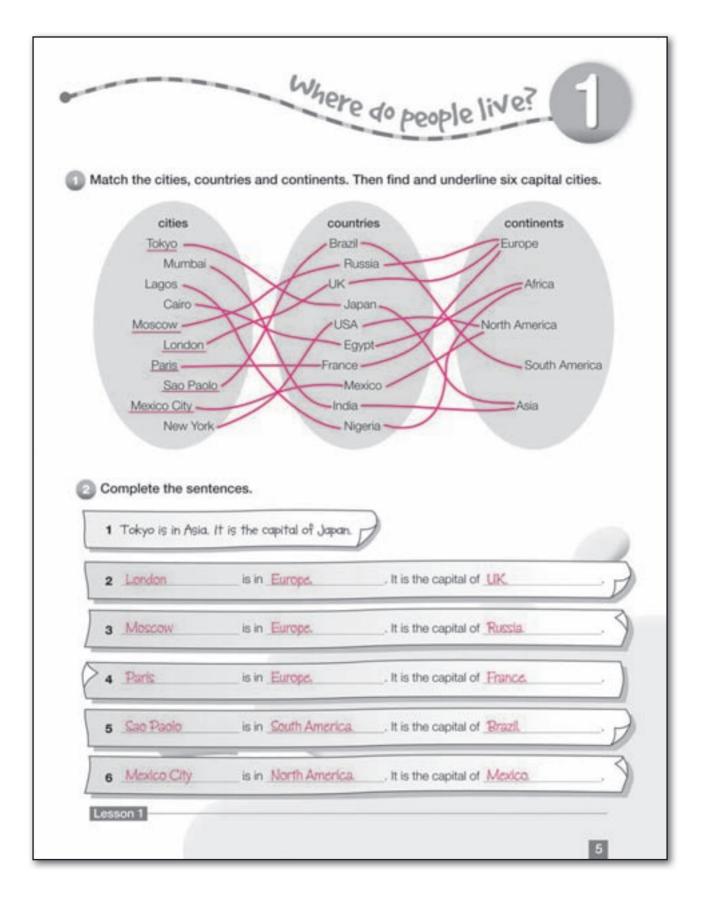
Student's Book, Activity 1

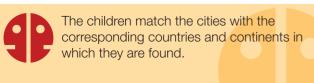
See Transcript.













The children complete the sentences with the information that they have learned. At the same time, they revise the grammatical structure.

UNIT 1 LESSON 1 OPTIONS

Activity Book

Page 5, Activity 1

Say: Open your Activity Books at page 5. Look at Activity 1. Does anybody know which country Tokyo is in? The children read the list of countries to find the answer (Japan). Then, say: Which continent is Japan in? SS: Asia. Tell them to match all the words in the Activity Book.

Then, say: Tokyo is a capital city. It is the capital of Japan. Can you find any more capital cities? The children look at the list of cities and underline another five capitals. Ask for volunteers to read out the information: Tokyo is the capital of Japan. Japan is in Asia.

Page 5, Activity 2

Say: Now look at Activity 2.

Read out the example.

Tell the children to complete the sentences with the corresponding capitals, countries and continents from Activity 1 according to the model.

Ask for volunteers to read out their sentences.



Let's play!

Repeat the truth

Invent sentences related to the lesson. Include some false ones, for example: *Tokyo is in Japan. Moscow is in Mexico...* The children have to repeat the ones they think are true. If they think the sentences are false, they keep quiet. Play until you have used all the cities, countries and continents from the lesson.



Resources

Multi-ROM

Unit 1. Activity 1

Teacher's Resource Book

Extension worksheet 1, page 39

Transcripts



Track 1.4 Poster Activity

Tokyo is the capital of Japan. Japan is in Asia. Twenty-two million people live in Tokyo.

Lagos is in Nigeria. Nigeria is in Africa. Fourteen million people live in Lagos.

Mumbai is in India. India is in Asia. Fifteen million people live in Mumbai.

Mexico City is the capital of Mexico. Mexico is in North America. Seventeen million people live in Mexico City. London is the capital of the United Kingdom. The United Kingdom is in Europe. Eight million people live in London. New York is in the USA. The USA is in North America. Eighteen million people live in New York.

Paris is the capital of France. France is in Europe. Nine million people live in Paris.

Sao Paolo is in Brazil. Brazil is in South America. Eighteen million people live in Sao Paolo.

Moscow is the capital of Russia. Russia is in Europe and Asia. Eleven million people live in Moscow.

Cairo is the capital of Egypt. Egypt is in Africa. Twelve million people live in Cairo.



Track 1.5 Activity 1

This city is in Asia. Twenty-two million people live in this city. Which city is it?

This city is in Africa. Fourteen million people live in this city. Which city is it?

This city is in Asia. Fifteen million people live in this city. Which city is it?

This city is in North America. Seventeen million people live in this city. Which city is it?

This city is in Europe. Eight million people live in this city. Which city is it?

This city is in North America. Eighteen million people live in this city. Which city is it?

This city is in Europe. Nine million people live in this city. Which city is it?

This city is in South America. Eighteen million people live in this city. Which city is it?

This city is in Europe. Eleven million people live in this city. Which city is it?

This city is in Africa. Twelve million people live in this city. Which city is it?

Recognising the features of a city.

Curricular link: Geography

Language Objectives

Vocabulary: city; cinema, health centre, hospital, library, museum, police station, restaurant, school, shopping centre, sports centre, theatre, town hall Structures: She's at the (shopping centre). Are there any museums? Is there a building in...? Is it a museum?

Resources: CD; flashcards (cinema, health centre, hospital, library, museum, police station, restaurant, school, shopping centre, sports centre, theatre, town hall) Materials: white paper and rulers

HUMAN SETTLEMENTS: PUBLIC BUILDINGS

Presentation

Say: Today we are going to learn about the places in a city. Let's think about our (city). What buildings can you name? Ask the children to name the public buildings in their home town/city.

Present the new places using the flashcards. For example, hold up the flashcard for the health centre and say: We go to the health centre to see the doctor.

Ask the children if these places exist in their town/city.

Work with the book



Student's Book, page 6, Activity 2

Say: Open your books at page 6.

Tell the children to look at the map and to identify the different buildings. Ask: Where's the hospital? SS: Next to the school. Repeat for the other buildings (health centre, library, museum, police station, restaurant, school, shopping centre, sports centre, theatre, town hall). Play Track 1.6. The children point to the different buildings on the map in their books.

Play Track 1.6 again and tell them to say where the people are. Stop after each question. T: Where's (Lily)? SS: (She's) at the (shopping centre).

Play Track 1.6 again. This time, tell the children to answer the questions quickly. Check the children's answers. T: Who's at the (library)? SS: (Jack).

Student's Book, page 6, Activity 3

Say: Now we are going to play 3-3-3! Look at the list of places in the kev.

Tell the children to choose three places in the city. Explain the instructions. They should draw a 6 x 6 grid, with the numbers from 1 to 6 along the top, and the letters A-F down the side.

The children use the key to write the letter that corresponds to three different buildings on their grid. They write each letter three times.

Put the children into pairs and say: Now you are going to ask questions to find out which places your partner has got. S1: Are there any (museums)? S2: Yes, there are. / No. there aren't.

When the children have discovered which places their partner has chosen, they must locate them on the grid. S1: Is there a building in (A3)? S2: Yes, there is. / No, there isn't. S1: Is it a (museum)?

Transcript



Track 1.6 Activity 2

See page 39.

Optional Activity Book exercises

See page 39.

Practice

Play a Spelling Bee game. Divide the class into four teams. Tell the children to close their books.

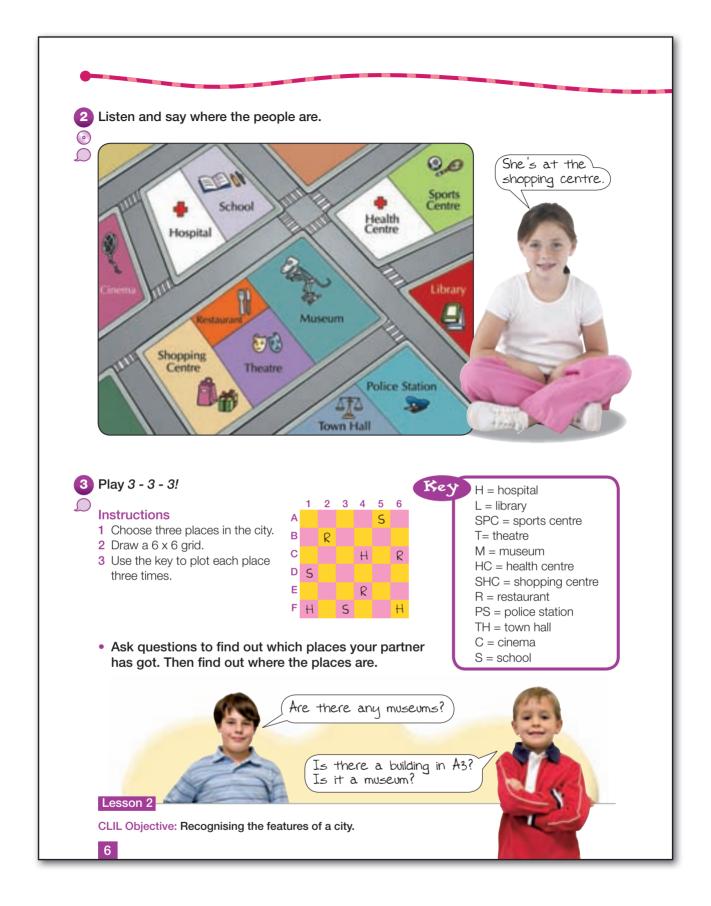
Assign words from the key on page 6, and the names of cities, countries and continents from page 5 to each team. The children discuss in their teams how to spell their words.

Then, each group spells their words out loud. If they spell them correctly, they get a point. If they don't, another group has a chance to win an extra point.

ANSWER KEY

Student's Book, Activity 2

See Transcript.

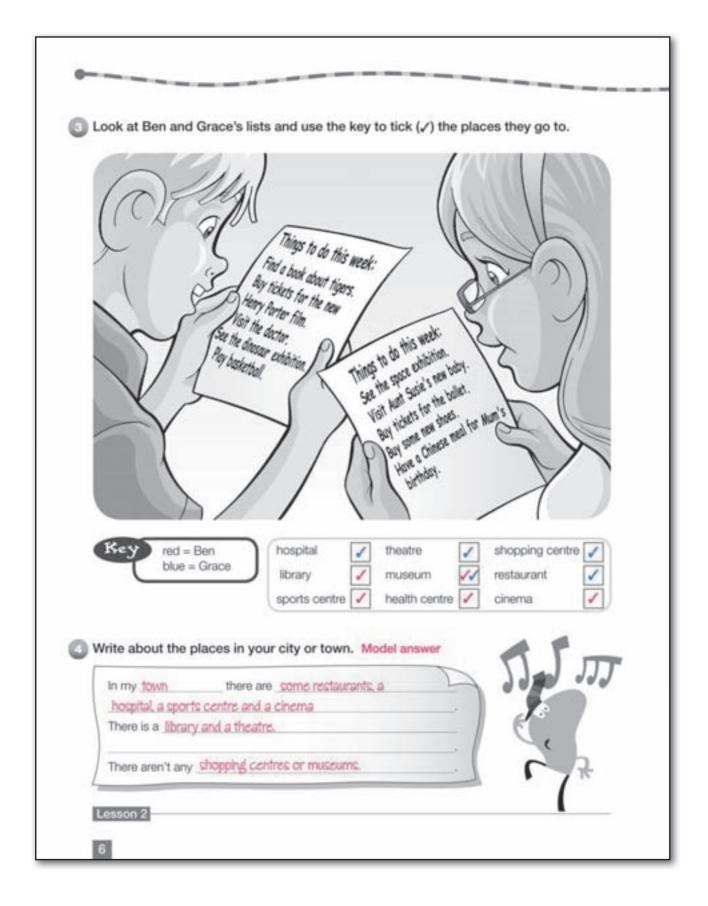


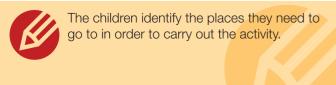


The children learn the importance of paying careful attention during a listening activity in order to complete the task correctly.



The children learn to read a map of a city and to use the key to identify places.







The children think about the places that there are in their village/town/city and describe them using the structures that they have learned.

UNIT 1 LESSON 2 OPTIONS

Activity Book

Page 6, Activity 3

Say: Open your Activity books at page 6. Look at Activity 3. Look at Ben's list. Ask for a volunteer to read out the list. Ask: Where does Ben have to go to do these things? Look at the places. Does he go to the hospital?

Repeat the process for the other places/buildings, and then, do the same with Grace's list.

Tell the children to use the key to tick () the places/buildings in their Activity Books.

Page 6, Activity 4

Say: Now look at Activity 4.

Ask the children questions about the places/buildings in their cities: *Is there a library? Are there any shops?*Tell them to complete the sentences in their Activity Books.

Project Booklet

City planners: Make a city plan Page 5, *The shape of the city*

Talk about city planning and the differences between new and old cities. Bring in city maps or find some on the internet. Stick them on the board, point to the dfferent shapes and name them. Say: *Open your Project Booklets at page 5.* Tell the children to look at the pictures, to read the text under them and to write the names of the cities. Put the children into pairs and tell them that they are going to design a city plan. Read the instructions and tell them to draw the cities on a piece of paper.

Then, they have to complete the text. Each pair shows their plan to the class and talks about it. Keep a few plans for the following class. Tell the children to start collecting boxes of a variety of different sizes and to bring them to class in order to use them in the final project lesson.



Let's play!

Right side

Draw a vertical line down the centre of the board. On one side write, Yes, it is, and on the other side write, No, it isn't. Hold up a flashcard and say: Is it a (police station)? The children go to the right or the left of the line according to what they think. Repeat for the other unit flashcards.

Resources

Multi-ROM

Unit 1, Activity 2

Teacher's Resource Book

Ready to write worksheet, page 111

Transcript



Track 1.6 Activity 2

Lily: Let's see. I need to go to the computer shop first and then the bookshop.

Narrator: Where's Lily?

Grace: Congratulations, auntie! **Woman:** Thank you, Grace. **Narrator:** Where's Grace?

(the public clapping and saying: Encore!)

Narrator: Where are Jack's mum and dad?

Jack: Can I...? Librarian: Shhhh!

Jack: Oh, sorry! Can I have these two books, please?

Narrator: Where's Jack?

Lily: Yes!

Narrator: Where's Lily?

Ben: Wow! Look at this dinosaur! It's very old.

Narrator: Where's Ben?

Doctor: What's the problem?

Granny: It's my eye, Doctor. I've got something in it.

Doctor: Let's see...

Narrator: Where's Granny?

Lily's mum: I'd like tomato soup and then chicken and

salad.

Lily's dad: I'd like cheese salad and then fish and chips.

Waiter: OK.

Narrator: Where are Lily's mum and dad?



Contrasting the features of cities, towns and villages.

Curricular link: Geography

Language Objectives

Vocabulary: city, town, village; cinema, health centre, hospital, library, museum, police station, restaurant, school, shopping centre, sports centre, theatre, town hall, train station

Structures: The houses are smaller in the city. The gardens are bigger in the village.

Resources: CD

HUMAN SETTLEMENTS: SIZES

Presentation

Say: Today we are going to learn about cities, towns and villages. Draw three columns on the board with the following headings: city, town and village.

Tell the children to name places in their region and write these on the board in the corresponding columns according to their size.

Point to the big cities and say: These are all cities. They are big. Lots of people live in cities and they've got lots of different services.

Point to the towns and villages and say: These are all towns, or villages. Towns are smaller than cities, and villages are smaller than towns. More people live in towns than in villages. There aren't as many different services in towns and villages.

Ask questions about the cities, towns and villages in your region to clarify the meaning of bigger and smaller. Say: (...) is very big, isn't it? What about (...)? Is it big? Is it bigger than (...) or smaller?

Leave this initial classification on the board until the end of the lesson.

Work with the book



Student's Book, page 7, Activity 4

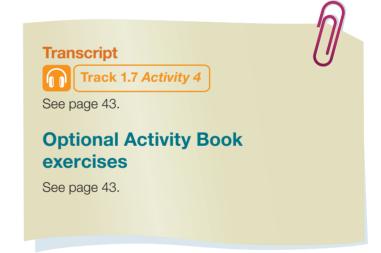
Say: Open your books at page 7. Look at Activity 4. There's a city, a town and a village. What's the name of the city? SS: Newbury. Repeat the process for the town and the village. Tell the children to look at the list of places/buildings. Then, ask them questions following Granny's examples. S1: What do you think? Are there any (museums) in (Hazelwood)? S2: Yes, there are. / No, there aren't. Tell the children to take turns asking the rest of the class about the other places on the list.

Tell them to use the words in the box to make a list of the places/buildings and to write the letters c, t or v next to each one according to their opinion. They can add other places/buildings, for example: house, post office, shop, garden...

Then, say: Jack, Grace, Lily and Ben live in Newbury. Granny lives in Hazelwood. Let's listen to them talking about the places they live in and check our list. Play Track 1.7. The children check their predictions on the lists. Play Track 1.7 again and this time stop after each section. Ask: Are there any (schools) in Newbury)? SS: Yes. there are (lots of schools) in (Newbury). Repeat for the other places/buildings.

Student's Book, page 7, Activity 5

Explain to the children that they are going to compare a big city and a village. First, identify the places/buildings that are common to both: houses, schools, shops, libraries. Tell them to make sentences using bigger and smaller, following the example in the Student's Book. S1: The (houses) in the (city) are (smaller).



Practice

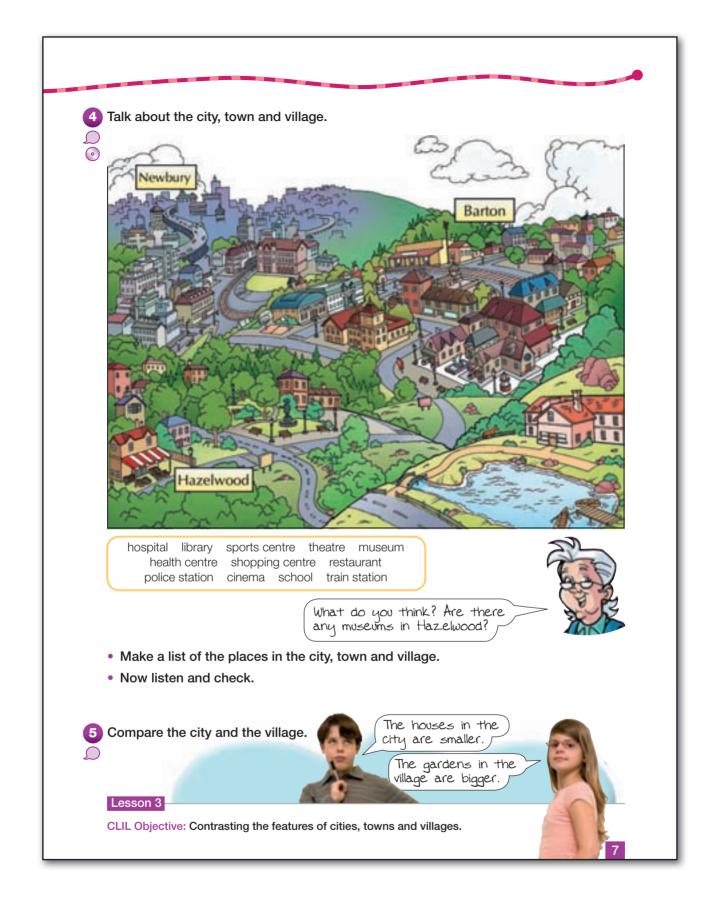
Continuous assessment

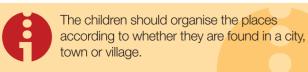
The children can name the main buildings in a city and compare the sizes.

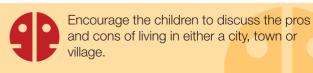
Say: Now, let's compare the villages, towns and cities in our region.

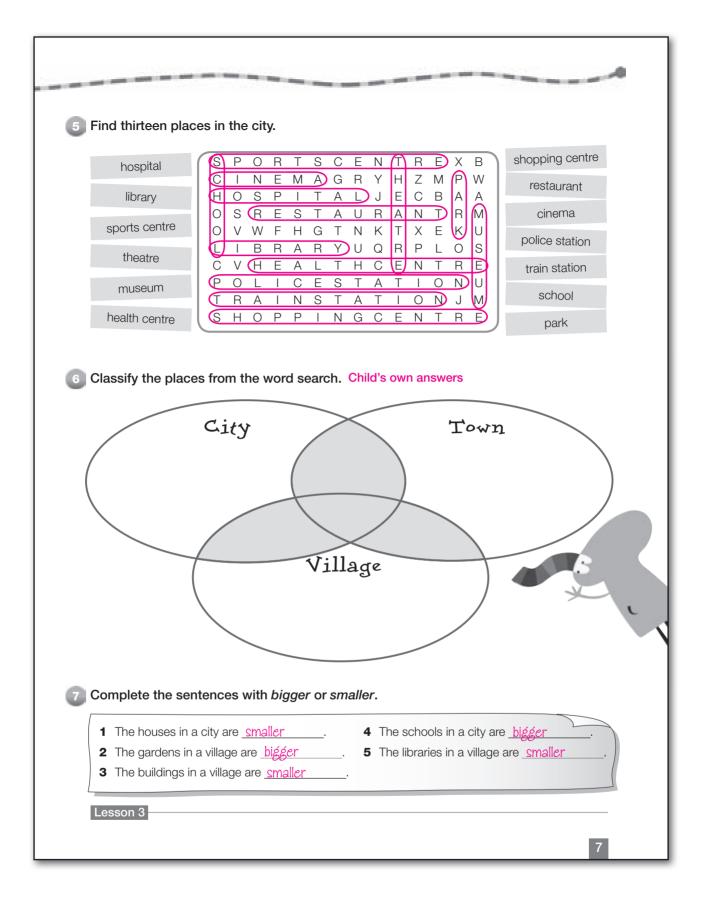
Use the initial classification on the board from the Presentation stage.

Tell the children to make sentences comparing the buildings in the different locations. For example: There are lots of shops in (...). The shops are bigger in (...).











The children revise the vocabulary by looking for the words in the word search.



The children use the diagram to classify the vocabulary related to the places.

UNIT 1 LESSON 3 OPTIONS

Activity Book

Page 7, Activity 5

Say: Open your Activity Books at page 7. Look at Activity 5.

Tell the children to find thirteen words in the word search.

Page 7, Activity 6

Say: Now look at Activity 6. Point to the words at the side of the word search in Activity 5 and ask: Are there any hospitals in villages? What about in towns or cities? Tell the children to classify the words. Remind them that a lot of the words belong to more than one category. Ask for volunteers to read out their categories and to talk about them.

Page 7, Activity 7

Say: Now look at Activity 7.

Ask for volunteers to complete the sentences out loud. Then, tell the class to complete the sentences in their Activity Books.

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

Project Booklet

City planners: Make a city plan Page 6, *Buildings*

Tell the children to name different types of buildings and write them on the board. Make sure different classes of buildings are included. Ask them what these buildings are used for, for example: Do people work here? What else are buildings used for?

Say: Open your Project Booklets at page 6.

The children match the sentences to the buildings. Tell the children that they are going to add some buildings to the city plan. Read the instructions to choose the buildings and complete the map.

Once the children have finished their plans, they show them to the rest of the class and comment on them. Remind the children that they should continue bringing in boxes for their buildings.

Resources

Teacher's Resource Book *Extension worksheet 2*, page 40



Let's play!

Which one?

Place the key vocabulary cut-outs (or a copy of the Teacher's Resource Book, page 10) on the board. Start describing one of the places. The children have to guess which one it is. For example: It's a place where you go to eat...

SS: It's a restaurant! Repeat for all the key vocabulary cut-outs.

Transcript



Track 1.7 Activity 4

Jack:

We live in Newbury. It's a city. There are lots of schools, health centres, libraries and restaurants. There are two hospitals, two sports centres and three theatres. There are six museums, two shopping centres and three cinemas. There is a big train station. Every Friday we take the train to go to Granny's house.

Grace:

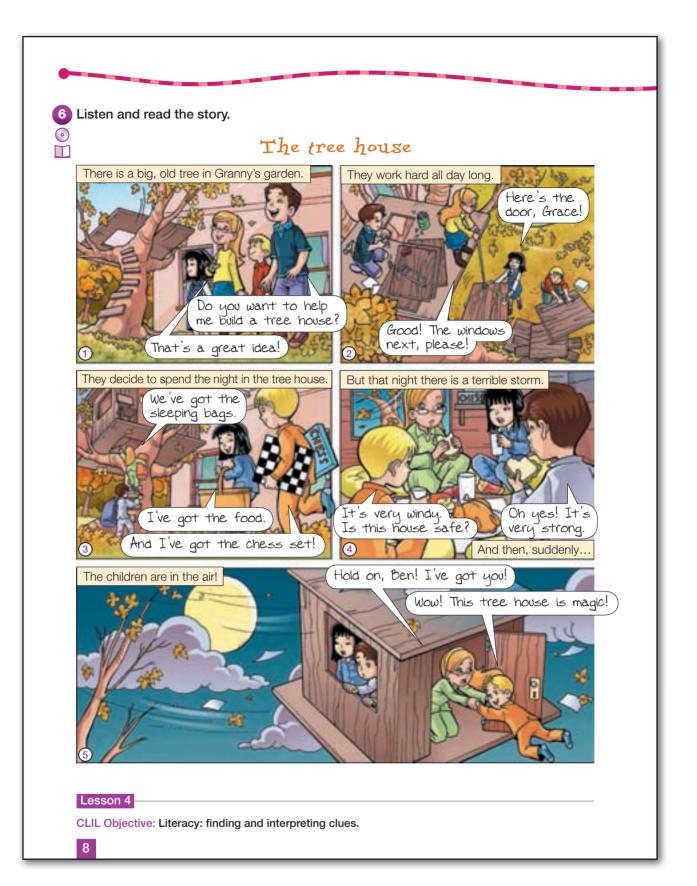
We take the train from Newbury to Barton. Barton is a town. There are two health centres, but there aren't any hospitals. There are some shops, but there aren't any shopping centres. There are four libraries, a museum and a small theatre, but there aren't any cinemas. There are three schools, two restaurants, a police station and a small sports centre. Granny collects us from the station.

Lily:

We drive from Barton to Hazelwood. Hazelwood is a village. There are two shops and a market on Fridays. There aren't any restaurants, theatres, museums, sports centres or cinemas, but there is a library and a small school.

Ben:

We do the shopping in the market and then we drive to Granny's house!



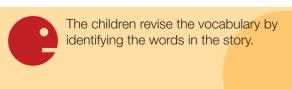


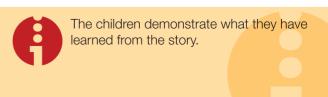
The children improve their pronunciation and intonation in English by listening to the recording and repeating key words and phrases.



The children find the clues in the text to help them understand the story.







Literacy: finding and interpreting clues.

Curricular link: Literacy

Language Objectives

Story language: garden, build, tree house, work hard, sleeping bags, chess set, storm, windy, safe, strong, air, British Museum, London Eye, city, Houses of Parliament, Tower Bridge, fly, under, bridge, early; Ready for an exciting trip?

Resources: CD; story cards

STORY: THE TREE HOUSE

Presentation



Say: It's story time!

Place the story cards on the board. Tell the children to come to the board to look at the pictures and to make predictions about the story. Help them with questions: Who can you see in picture one? What are the children doing in picture two? What's happening to the house in picture five?

Say: Sit down now and let's listen to the story.

Play **Track 1.8**. Point to the story cards as they listen to the story.

Work with the book n



Student's Book, pages 8 and 9, Activity 6

Say: Open your books at pages 8 and 9.

Play **Track 1.8** again while the children follow the story in their books.

Ask comprehension questions: Where are the children? What do they build? How long do they work? What has (Jack) got? What do they eat for supper? Where do they sleep? What happens during the night? Is the tree house magic? Where do they go? What do they see? What has Granny got? Do the children want to go on a trip with Granny?

Tell the children to read the story in silence. When they have finished, tell them to come to the board to write any words that they have not understood. Point to the words and explain them by using the story cards where possible or by giving examples.

Transcript



Track 1.8 Story: The tree house

See page 49.

Optional Activity Book exercises

See page 49.

Practice



Place the story cards on the board in random order. Play **Track 1.8** again. This time, stop after each picture frame. Tell the children to point to the corresponding story card. Remove the story card and place it in a line below. Tell the children to explain what happens in the story. You could tell them to read the captions at the top of each picture in their books. Continue until you have placed all the story cards in the correct order in the line below.

Literacy: phonics sh (sharpener, shelf, sheep, shirt, shorts) and ch (children, chess, cheese, chicken, chair)

Curricular link: Literacy

Resources: CD; story cards

PHONICS

Retell the story

Place the story cards in random order on the board. Tell the children to come to the board to look at the story cards. Ask: Which is the first picture? Ask questions about the picture to check their understanding. Repeat for the other story cards until all the pictures are in the correct order.

Work with the book n



Student's Book, pages 8 and 9

Tell the children to read the story out loud. Assign a character to five children and tell others to read the parts of the narrator.

Don't interrupt them as they are reading, but make a note of any words that are pronounced incorrectly.

When they have finished, write the words that need to be corrected on the board. Point to the words one by one and ask if anyone can read them out loud. Correct their pronunciation where necessary.

Student's Book, page 9, Activity 7

Clap your hands to ensure the children are watching you. Write the letters sh several times on the board.

Point to each letter as you say: sh sh sh sharpener. Repeat several times. Articulate the sh sound clearly by pushing your mouth forwards and partially closing your teeth. Push the air out past your tongue.

The children repeat: sh sh sh sharpener.

Repeat for the other words (shelf, sheep, shirt, shorts).

Write the letters ch on the board several times.

Point to each letter as you say: ch ch ch children. Repeat several times.

Articulate the ch sound clearly by half opening your mouth and closing your teeth and opening them as you produce the sound.

The children repeat: ch ch ch children.

Repeat for the other words (chess, cheese, chicken, chair). Tell the children to look at Activity 7 on page 9.

Play Track 1.9. The children repeat the sounds and the words.

Tell the children to find pictures in the story that correspond to the words.

Ask: Can you find a (shelf)? SS: Yes! It's in picture (4). They can use the story cards if necessary.

Transcript



Track 1.9 Phonics

See page 51.

Optional Activity Book exercises

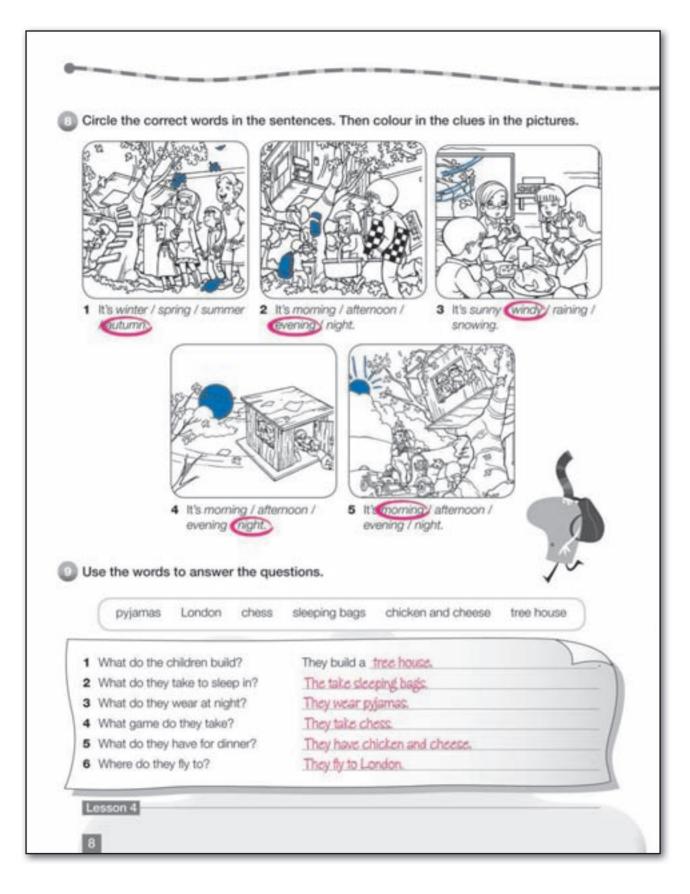
See page 51.

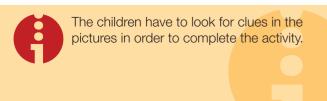
Act out the story

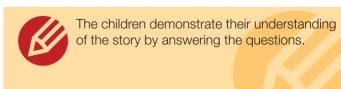


Divide the class into groups of five. Assign a character to each child. Play Track 1.8 again. The children join in with their lines.

Ask for groups to come to the front to act out the story. Use the recording if necessary.







UNIT 1 LESSON 4

Activity Book

Page 8, Activity 8

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

Say: Look at picture number 1. Read the words underneath. Which is the correct word? How do you know? What can you see in the picture?

Tell the children to circle the correct words and to colour the clues

Page 8, Activity 9

Say: Now look at Activity 9. Read the questions and tell the children to call out the answers.

Tell the children to write the answers in their Activity Books.

Ask for volunteers to read out the questions and their corresponding answers.



Let's play!

Tell the story

Ask volunteers to get into a line in front of the class and give each one a story card. Make sure the story cards are in random order. The rest of the class have to give instructions to help the children at the front get into the correct order according to the story. Then, each child says what happens in their story card. In this way, they will retell the story.



Resources

Multi-ROM Unit 1, Story



Transcript



Track 1.8 Story: The tree house

Picture 1

Narrator: There is a big, old tree in Granny's garden. **Jack:** Do you want to help me build a tree house?

Grace: That's a great idea!

Picture 2

Narrator: They work hard all day long.

Lily: Here's the door, Grace!

Grace: Good! The windows next, please!

Picture 3

Narrator: They decide to spend the night in the tree

house.

Grace: We've got the sleeping bags.

Lily: I've got the food.

Ben: And I've got the chess set!

Picture 4

Narrator: But that night there is a terrible storm.

Ben: It's very windy. Is this house safe?

Jack: Oh yes! It's very strong. Narrator: And then, suddenly...

Picture 5

Narrator: The children are in the air. Grace: Hold on, Ben! I've got you! **Ben:** Wow! This tree house is magic!

Picture 6

Narrator: Soon the children are over the city.

Jack: That's the British Museum! **Grace:** And that's the London Eve!

Picture 7

Narrator: Then they fly down the river. Lily: Wow! The Houses of Parliament!

Ben: And Tower Bridge!

Picture 8

Narrator: Then they fly under the bridge.

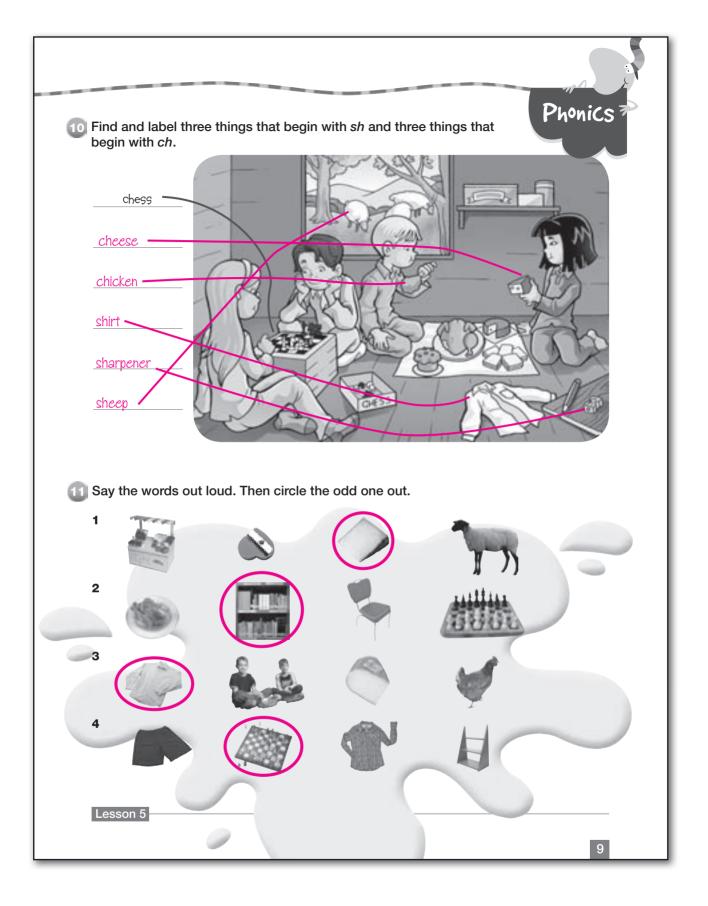
All: Aagh!

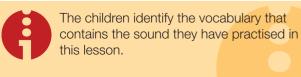
Picture 9

Narrator: The next morning Granny is up very early.

Granny: Ready for an exciting trip?

Children: Yes, Granny!







The children repeat the words out loud to help them remember the words and to improve their pronunciation.

UNIT 1 LESSON 5 OPTIONS

Activity Book

Page 9, Activity 10

Say: Open your Activity Books at page 9. Look at Activity 10. Look at the picture. Can you find three things that begin with the sh sound?

Repeat for the ch sound.

Tell the children to write the names of the things in the picture that begin with *ch* and *sh*.

Page 9, Activity 11

Say: Now look at Activity 11.

Ask for volunteers to read out the names of the words that correspond to the photos in each row. Ask: Which word starts with a different sound? Which is the odd one out? Tell the children to read the words in silence and to circle the odd one out in each row.



Let's play!

Shout out

Pronounce a sound, for example *sh*. Then, tell the children to call out the names of things that start with that sound, for example, *sheep, shirt, shelf* ... Write the sound *sh* on the board and tell them to write the words below. Then, play the game with the *ch* sound.

Resources

Multi-ROM
Unit 1. Phonics



Transcript



sh sh sh sharpener sh sh sh shelf sh sh sh sheep sh sh sh shirt sh sh sh shorts

ch ch ch children ch ch ch chess ch ch ch cheese ch ch ch chicken ch ch ch chair

Anticipating difficulties

Children may find the distinction between a town and a village difficult to grasp. The main difference is in size and the number of services available. Towns have many public services such as health centres, sports centres and possibly even theatres and cinemas. Villages are much smaller and most people who live in villages go to their nearest town for public and administrative services.

Comparing different types of houses.

Curricular link: Social Science

Language Objectives

Vocabulary: house, flat, home, kitchen, dining room, living room, library, hall, stairs, bedroom, bathroom, toilet, playroom, attic, basement, garage, garden; inside, outside, upstairs, downstairs

Structures: There aren't five bedrooms in my house, but there is a library in my house. My kitchen is smaller. My living room is bigger.

Resources: CD; poster (side B)

Types of dwellings: Private Buildings

Presentation



Tell the children to look at Granny's house on the poster (side B).

Say: Let's compare our houses to Granny's house. Where does Granny live; in a city or a village? Where do you live? Do you live in a house or a flat? Draw a block of flats on the board next to the poster to clarify the difference. Explain that both flats and houses are called homes.

Ask: Is your house bigger or smaller than Granny's house? Ask: Can you remember the names of the rooms in a house? Point to the rooms on the poster and ask: What's this? Then, ask: Where do we (cook food)? SS: The (kitchen). Sav: Some homes have different rooms. Some homes have a special room where people eat. Point to the dining room and say: It's called the dining room. Some houses have a room at the top (point to the attic). It's called the attic. Some houses have a room at the bottom (point to the basement). It's called the basement.

Work with the book n



Student's Book, page 10, Activity 8

Say: Open your books at page 10. Look at the picture of Granny's house.

Ask: Is there a bathroom in Granny's house? SS: Yes. there is. T: Is the bathroom upstairs or downstairs? SS: It's upstairs. Go through the other rooms (library, bedroom, bathroom, playroom, kitchen, garage, garden, toilet, hall, dining room, living room, attic and basement). Say: Now we're going to sing a song about Granny's house. Play Track 1.10 while the children look at the picture.

Play Track 1.10. Stop after each verse and ask: Where are they? Inside or outside? Upstairs or downstairs?

Play Track 1.10 again. The children join in with the song.

Student's Book, page 10, Activity 9

Say: Now look at Activity 9.

Tell the children to work in pairs. They compare their house to Grannv's house. S1: There aren't (five bedrooms) in my house, but there is a (playroom). S2: My (kitchen) is (smaller) than Granny's (kitchen).

Transcript





Track 1.10 Song: Granny's house

See page 55.

Optional Activity Book exercises

See page 55.

Practice



Continuous assessment

Children can name rooms in a house.

Play Guess which room I'm in.

Mime actions that are related to a particular room in the house.

T: Which room am I in? SS: The (kitchen).

Repeat for the other rooms. Ask for volunteers to mime actions that correspond to a room while the rest of the class tries to guess which room it is.

Answer Key

Student's Book, Activity 8

See Transcript.

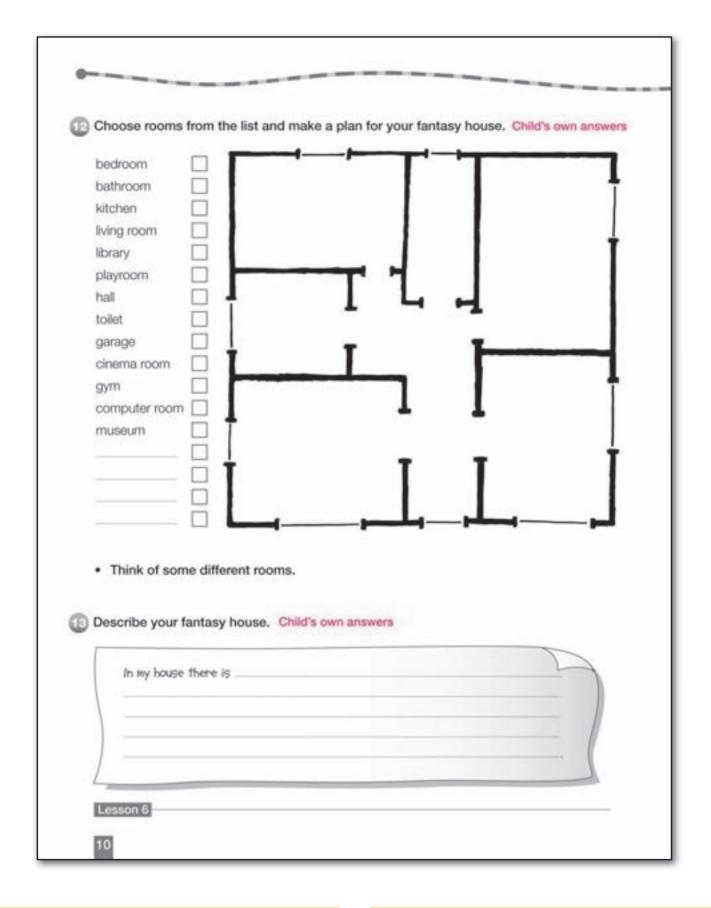




The children identify the parts of the house and the elements that are found in each room.



The children compare their houses with the one in the picture and with other children's houses.





Encourage the children to design a house and to choose the rooms that they are going to include.



The children write a description of the house they have designed using the vocabulary and structures that they have learned.

UNIT 1 LESSON 6 OPTIONS

Activity Book

Page 10, Activity 12

Say: Open your Activity Books at page 10. Look at Activity 12.

Ask volunteers to read out the list of rooms. Then, ask questions about their houses: *Is there a cinema in your house? Is there a kitchen?*

Ask: How many rooms are there in this plan? SS: Six. Tell the children that they can say what these rooms are and that they can make a list for the house of their dreams.

Ask for volunteers to describe their houses: *In my house there is...*

Page 10, Activity 13

Say: Now look at Activity 13.

Tell the children to complete the description of the house of their dreams.

Ask for volunteers to read out their descriptions.



Let's play!

Three in a row

Draw 9 simple pictures of rooms that the children have learned in the lesson (see page 10 of the Student's Book and Activity Book).

Draw a 3x3 grid on the board and use Blu-Tack to stick a picture in each square. Divide the class into two teams: noughts and crosses, and tell a child from each team to choose a picture and to say what it is. If they are correct, remove the picture and put a nought or cross (depending on which team the child is from) in the square. If they are not correct, the other team has a turn to guess what it is. The first team to get four noughts or crosses in a row wins.

Project Booklet

City planners: Make a city plan Page 7, *Green areas*

Point to the green areas on the maps that you brought in for lesson 2. Ask: What green space(s) have we got near us? Are there any green spaces near the school? What do people do there? Are they important? Are there any other places where people are outside? (Squares, open areas with benches...)

Say: Open your Project Booklets at page 7.

The children put a tick $(\ensuremath{\checkmark})$ next to the things that people do in parks.

Tell the children to add green areas to their maps.

Then, they answer the questions about the parks in their city.

The children show their city plans and talk to the rest of the class about the green areas in their towns. Remind them to keep bringing in boxes for their buildings.

Transcript



Track 1.10 Song: Granny's house

There are lots of rooms in Granny's house! Come and see!

The library and the bedroom,

The attic and the bathroom.

Inside, outside,

Upstairs, downstairs,

Oh, where are we?

There are lots of rooms in Granny's house! Come and see!

The playroom and the kitchen,

The garage and the garden.

Inside, outside,

Upstairs, downstairs,

Oh, where are we?

There are lots of rooms in Granny's house! Come and see!

The toilet, hall and dining room,

The basement and the living room.

Inside, outside,

Upstairs, downstairs,

Oh, where are we?



Resources

DVD

Unit 1, Song: Granny's house

Multi-ROM

Unit 1, Activity 3

Associating rooms with furniture and activities.

Curricular link: Social Science

Language Objectives

Vocabulary: eat, sleep, play, wash, read, cook, watch TV; bed, wardrobe, chair, table, lamp, shelves, shower, bath, toilet, sink, cooker, cupboard, washing machine, dishwasher, fridge, sofa, TV, bedroom, kitchen, bathroom, living room

Structures: We (eat) in the (dining room). We don't (sleep) in the kitchen.

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

INSIDE THE HOUSE

Presentation



Show the children the poster (side B). Say: This is a picture of Granny's house. Who can name the rooms? Tell a child to come to the poster and to point to a room. S1: This is the (kitchen). Continue with the other rooms and with other children.

Then, talk about the different activities for each room. Say: We eat in the dining room. We cook in the kitchen. We wash in the bathroom and we watch television in the sitting room. Then, ask questions to reinforce these words. T: Where do we (sleep)? SS: In the (bedroom). Then, present the furniture using the pop-outs. Hold them

up and name the furniture and electrical goods. Give the pop-outs to the children and tell them to place them in the corresponding rooms on the poster. When they have placed them all, ask: Where's the (washing machine)? SS: It's in the (kitchen).

Work with the book



Student's Book, page 11, Activity 10

Say: Open your books at page 11. Look at Activity 10. Tell the children to read the words in the box. Check their understanding by asking questions such as: Do we (wash) in the (living room)? SS: No, we don't. T: Do we (sleep) in the (bedroom)? SS: Yes, we do.

Then, tell them to work in pairs to make sentences with the words. Tell them to make affirmative and negative sentences.

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

Student's Book, page 11, Activity 11

Tell the children to look at the poster (side B). Then, tell them to close their eyes while you place the pop-outs in the wrong rooms. Point to the (kitchen) and ask: What's wrong with the (kitchen)? SS: There's a (bed) in the kitchen. Sav: That's right. We don't sleep in the kitchen, do we? Repeat for the other furniture and electrical goods. Say: Now look at Activity 11. Give them a few minutes to look at the pictures then ask: What's wrong with picture (1)? SS: There's a (bed) in the (kitchen). Prompt them to continue with: We don't (sleep) in the (kitchen). Tell the children to work in pairs and to take turns describing the rooms and saying what's wrong with each one.

Optional Activity Book exercises



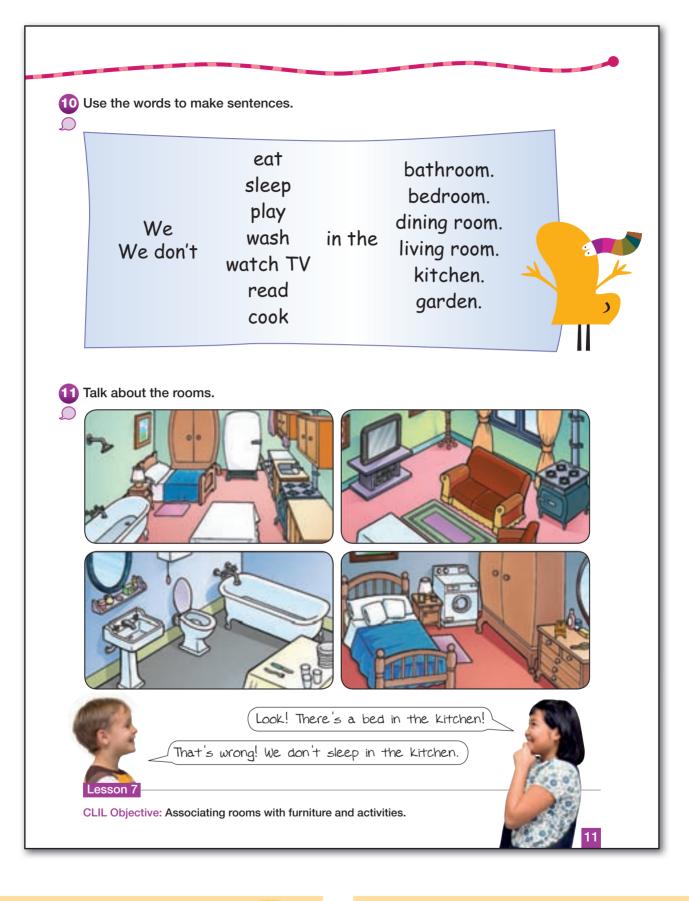
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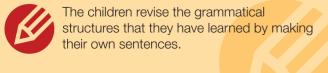
Practice

Continuous assessment

Children can name the main activities in different parts of the house and some of the furniture and electrical goods.

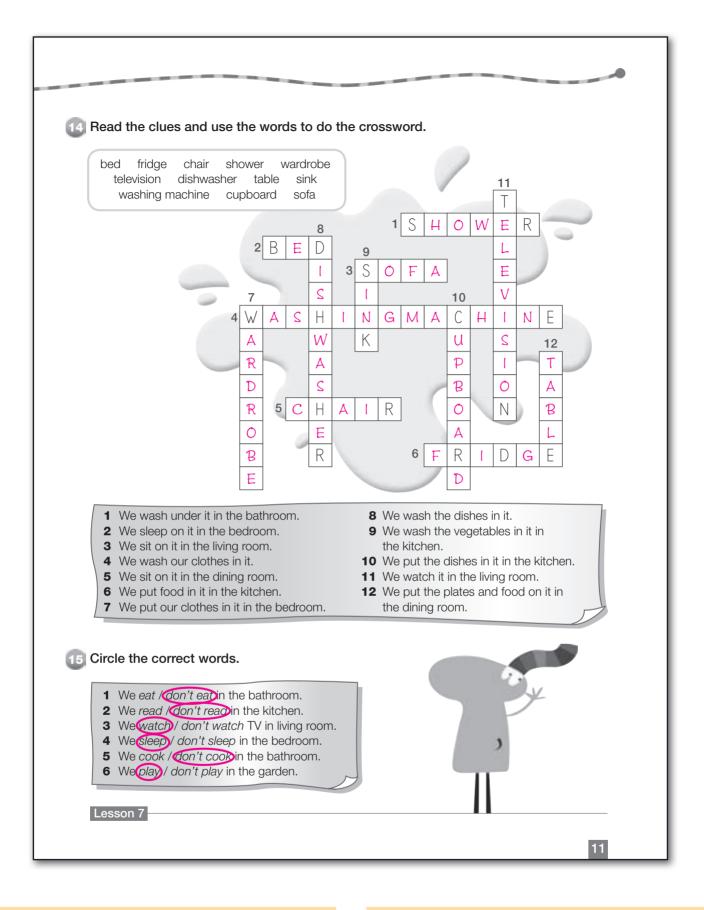
Discuss what people do in the different rooms of the house. Ask questions to show that some actions take place in more than one place in the house. Ask: Do we only eat in the dining room? Where else do we eat? SS: The (garden, living room, kitchen). T: Do we only cook in the kitchen? Where else do we cook? SS: The garden. T: Do we only sleep in the bedroom? Where else do we sleep? SS: The living room, the garden... T: Is there only a table in the kitchen? SS: No. T: Where else are there tables in the house? SS: In the living room, in the bedrooms...







The children identify the rooms by looking at the furniture. They think about the furniture and its uses in a variety of different rooms.





The children use the clues to complete the crossword.



The children correct the sentences by drawing on their own experiences.

UNIT 1 LESSON 7 OPTIONS

Activity Book

Page 11, Activity 14

Say: Open your Activity Books at page 11. Look at Activity 14.

Read the clues out loud and tell the children to give you the answers.

Tell them to complete the crossword in their Activity Books.

Page 11, Activity 15

Say: Now look at Activity 15. Look at the first sentence. Ask: Do we eat in the bathroom? SS: No. T: That's right. We don't eat in the bathroom. Tell them to circle don't eat in order to complete the sentence.

Tell the children to read the sentences and to circle the correct words in their Activity Books.

Then, ask for volunteers to read out the correct sentences.

Project Booklet

City planners: Make a city plan Page 8, *Model city*

Materials: sheets of paper, paint, paint brushes, glue, cravons.

Tell the children that they are going to make a model of their city using their plans or guides to help them.

Put the boxes that the children have brought to class on the table and ask them which boxes they could use for buildings in their model city.

Say: Open your Project Booklets at page 8.

Read the instructions about how to make a model of a town.

Hand out the materials.

Brainstorm some names for streets and write these on the hoard

When they have finished their model city, tell them to complete the information about their cities. The children display their models and talk about them.



Let's play!

Outburst

Divide the class into six or seven groups and assign a room in the house to each group. In their teams, the children write a list of all the furniture and electrical goods that you can find in these rooms. Then, tell each team to guess which words the other team has written in their lists. The team that guesses the most words wins.



Resources

Teacher's Resource Book *Ready to read worksheet*, page 69

Objective

Language awareness: asking general questions using any.

Curricular link: Literacy

Language Objectives

Vocabulary: tables, chairs, boards, cupboards, shelves, TVs, computers, games, classroom, library, gym, canteen, hall, playground

Structures: Are there any (tables) in our classroom? Yes, there are, No, there aren't, Yes, there's one, There aren't any (computers) in our classroom.

Resources: poster (sides A and B); poster pop-outs (furniture from Granny's house); flashcards (cinema. health centre, hospital, library, museum, police station, restaurant, school, shopping centre, sports centre, theatre, town hall); Unit 1 cut-outs

Materials: scissors

LANGUAGE

Presentation

Use the pop-outs or flashcards to ask the children general questions about their school: Are there any (televisions) in the school? SS: Yes/No.

Ask for volunteers to form the same type of question for the rest of the class.

Repeat several times until you are sure that they have understood that they should include the word any in general questions.

Work with the book



Student's Book, page 12, Activity 12

Say: Open your books at page 12. Look at the words on the board. Read out the words very quickly and tell the children to point at the objects in the classroom. If the objects are not in the classroom, they should shake their heads and say: There aren't any (computers) in our classroom.

Ask questions using the words on the board: Are there any (tables) in our classroom? SS: Yes, there are. Make sure you ask questions to elicit all three possible answers. Tell the children to work in pairs and to take turns asking and answering questions.

Student's Book, page 12, Activity 13

Sav: Now we're going to make a language game! Find your cut-outs for Unit 1.

Tell the children to cut out the example question and answer strips.

Then, tell the children to play in pairs and to complete the cut-out questions in order to make a quiz. The questions are all based on the contents of Granny's house from the poster (side B).

Tell the children to form groups of two pairs and to place the model answers on the table in front of them. The children take turns asking the other pair questions. If they answer correctly, they get a point. At the end of the game, the pair with the most points is the winner.

Optional Activity Book exercises



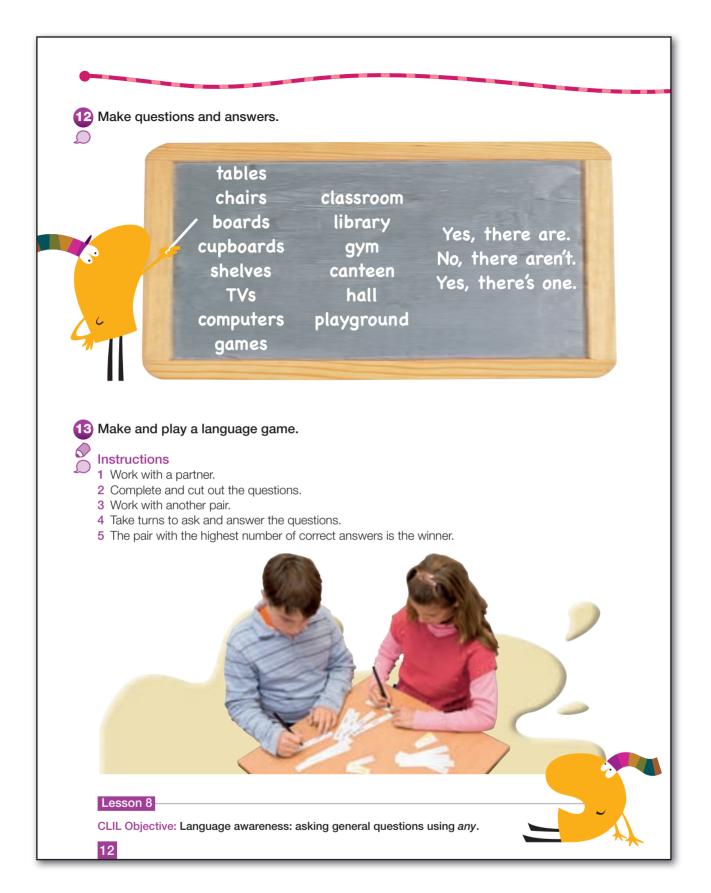
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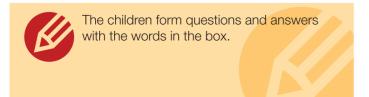
Practice

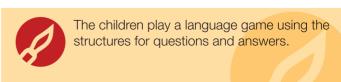


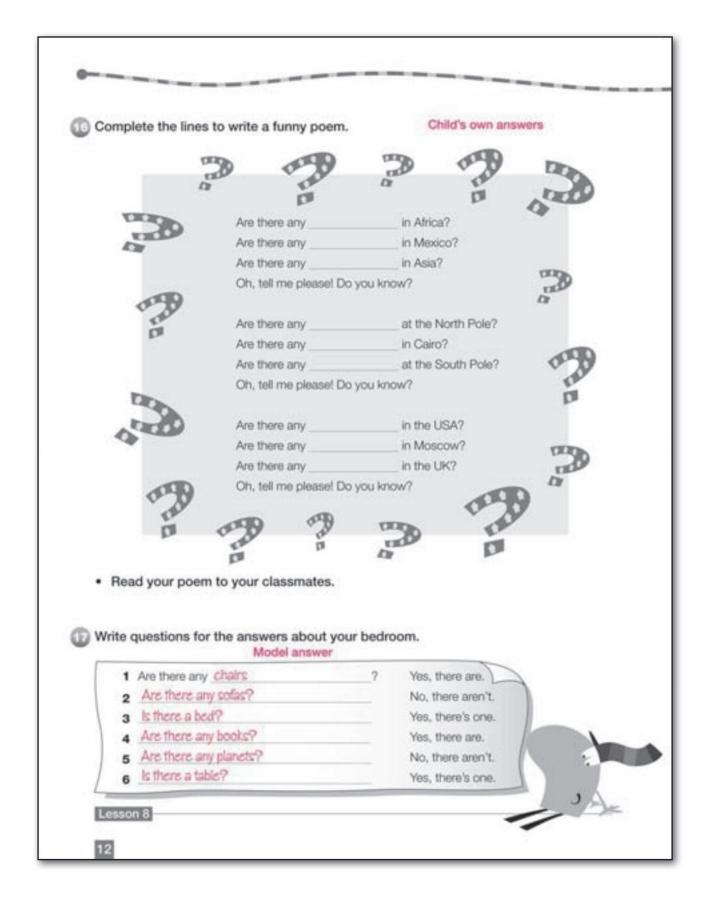
Use the poster (side A). Tell the children to come to the poster to point to a place. Ask questions about the places that they choose: Are there any people in the (North Pole)? Are there a lot of people? Are there any people in (the desert)? Are there a lot of people? Are there any people in (Tokyo)? Are there a lot of people?

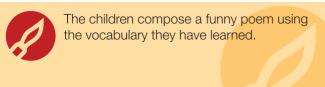
Repeat the process asking questions about houses, schools, etc.













The children revise the structures by asking questions about their rooms. They should give true answers about their rooms.

UNIT 1 LESSON 8 OPTIONS

Activity Book

Page 12, Activity 16

Say: Open your Activity Books at page 12. Look at Activity 16.

Explain that this is a poem that they have to complete. Say: Write a funny poem, a poem to make me laugh. Ask the children to make suggestions and encourage them to make their poem as funny as possible, for example: Are there any polar bears in Africa?
Tell them to complete the poem in the Activity Book. Ask for volunteers to read out their poems.

Page 12, Activity 17

Say: Now look at Activity 17.

Ask: Are there any books in your bedroom? Continue asking questions to elicit answers for the activity.

Tell the children to look at the answers carefully and to complete the questions about their own bedrooms. Ask for volunteers to read out their questions and answers.



Let's play!

What's different?

Place the flashcards in a row on the board. Then, tell the children to close their eyes and change the position of two of the flashcards. The children open their eyes and say which ones have been moved. Continue playing by changing the position of the flashcards or by removing them from the board. In this case, the children have to say which ones are missing: *There isn't a (theatre).*

Resources

Multi-ROM

Unit 1, Activity 4



Recognising that houses reflect their surroundings and climate.

Curricular link: Geography

Language Objectives

Vocabulary: ger, long house, house on stilts, Indonesia, Amazon rainforest, Central Asia, nomads. sea, water, leaves, wood

Resources: CD; poster (side A) Materials: white paper, crayons

THE WONDERFUL WORLD: INTERESTING HOUSES

Presentation



Explain to the children that people all over the world live in different types of homes. Ask the children what homes are like in cities. Ask: Are flats the same in (London) and (Madrid)? SS: Yes. Explain that homes in cities tend to be very similar. In the country and out of the cities, homes are often different because they reflect the climatic conditions much more closely.

Point to places on the map where it snows heavily and then the desert. Ask: Are the homes the same here and here? SS: No.

Then, explain that houses that are built in places where there is a lot of rain or snow have very steep roofs, but houses in the north of Africa or the south of Spain have flat roofs because it rains very little.

Work with the book





Student's Book, page 13, Activity 14

Say: Open your books at page 13. Look at the pictures. Ask questions about the photos: Do you think these homes are in different countries? Are the houses very different? Play Track 1.11.

Play Track 1.11 again. This time, stop the recording after each description and ask: Which house is that? The children point to the houses.

Ask questions to correct the activity: Which house is in (Indonesia)?

Tell them to come to the map and guide them to the corresponding places (Indonesia, The Amazon rainforest and Central Asia).

Student's Book, page 13, Activity 15

Say: Now we're going to read the text. Then we're going to find the house. Read the text out loud and ask questions: Is the house special? What do they do first? What do they use for the walls? What do they cover the frame with? Tell the children to identify the house that has been described.

Student's Book, page 13, Activity 16

Tell the children to look at the picture of the house and ask a volunteer to read the text out loud. Tell the children to draw a picture of a special house. When they have finished, they describe the house using the model in the Student's Book.

Transcript





See page 67.

Optional Activity Book exercises

See page 67.

Practice

Ask for volunteers to describe the houses that they have drawn.

Elicit the answers by asking questions if necessary. For example: T: Where is your house? Are there any walls? How many windows are there? Is there a bathroom?

ANSWER KEY

Student's Book, Activity 14

See Transcript.

Student's Book, Activity 15

The house is the ger.





Interesting houses

14 Listen and say which photo.









15 Read the text and identify the house.



We live in a special kind of house. We move our house to different places and build it again. First, we put down a wooden floor.

Then we make the walls with poles. After that, we put two big

poles in the centre. Then we cover the frame with white material.

16 Draw and describe a special house.



This house is on a tropical beach. There aren't any walls, windows or doors because it is very hot. There is a bedroom, a bathroom and a kitchen-living room.



Lesson 9

CLIL Objective: Recognising that houses reflect their surroundings and climate.

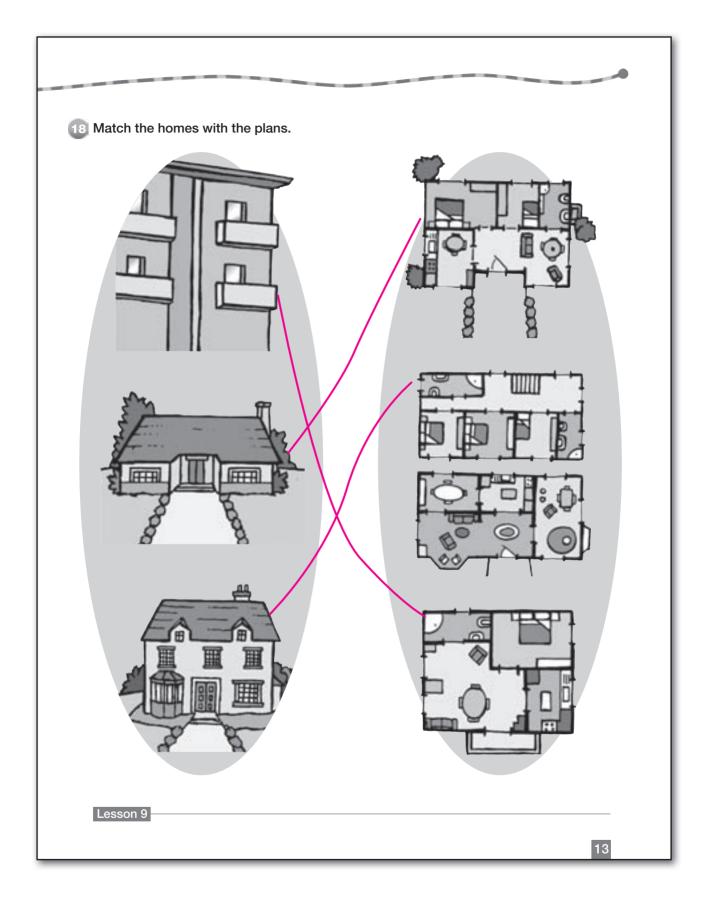
13

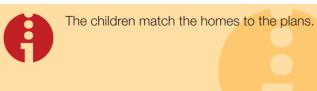


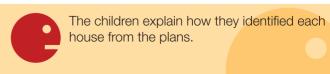
The children learn about different types of houses.



The children describe the house that they have designed.







UNIT 1 LESSON 9 OPTIONS

Activity Book

Page 13, Activity 18

Say: Open your Activity Books at page 13. Look at Activity 18.

Tell the children to look carefully at the pictures of the outside of the houses and the plans on the right-hand side.

Ask questions about the pictures: Which one is a flat? Which one is a bungalow?

Tell the children to match the houses to the plans.



Let's play!

Jump!

Call out the word on one of the flashcards from the unit. Then, show the children all the flashcards one by one. The children have to jump when they see the card that you named.

Resources

DVD

Unit 1, Real Kids

Multi-ROM

Unit 1, The Wonderful World

Teacher's Resource Book

DVD worksheet, page 25

Transcript



Track 1.11 Activity 14

In many parts of Indonesia, people live in houses on stilts. The stilts are in the sea and the houses are over the water.

In the Amazon rainforest, people share a house made from leaves and wood. These houses are called long houses.

In Central Asia, there are many nomads. Nomads travel from one place to another. They carry their houses with them. These houses are called gers.

Assessment.

Curricular link: Literacy; Social Science

Language Objectives

All the vocabulary from unit 1.

Resources: CD; poster (sides A and B)

REVIEW

Let's remember!





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

Show the children the poster (side A).

Say: Look at the poster. Tell them to identify the continents, some countries and some major cities. Ask: Do you remember the difference between a village, a town and a city? Are there any (shopping centres) in a (village)? Are there any (schools)? Is a (town) bigger or smaller than a (village)?

Show the children the poster (side B).

Ask: Do you remember the song Granny's house? Play **Track 1.10** so the children can join in by singing along.

Work with the book

Student's Book, page 14, Activity 17

Say: Open your books at page 14. Read the sentences and identify the places.

Ask for volunteers to read the definitions out loud and then ask: *Is that a city, a town or a village?*

Student's Book, page 14, Activity 18

Tell the children to look at the signs.

Read them with the class and then tell the children to identify the places.

Then, tell them to work in pairs asking about the signs and identifying them. S1: Look at number (1). What is it? S2: That's a (museum).

Transcript



Track 1.10 Song: Granny's house

See page 55.

Optional Activity Book exercises

See page 71.

Round up



Show the children the poster (side B) with the pop-outs in their correct places. Point to the different items of furniture and electrical goods and ask: Which room is the (washing machine) in? What is the room we (sleep) in called? Is there a (bed) in the (living room)?

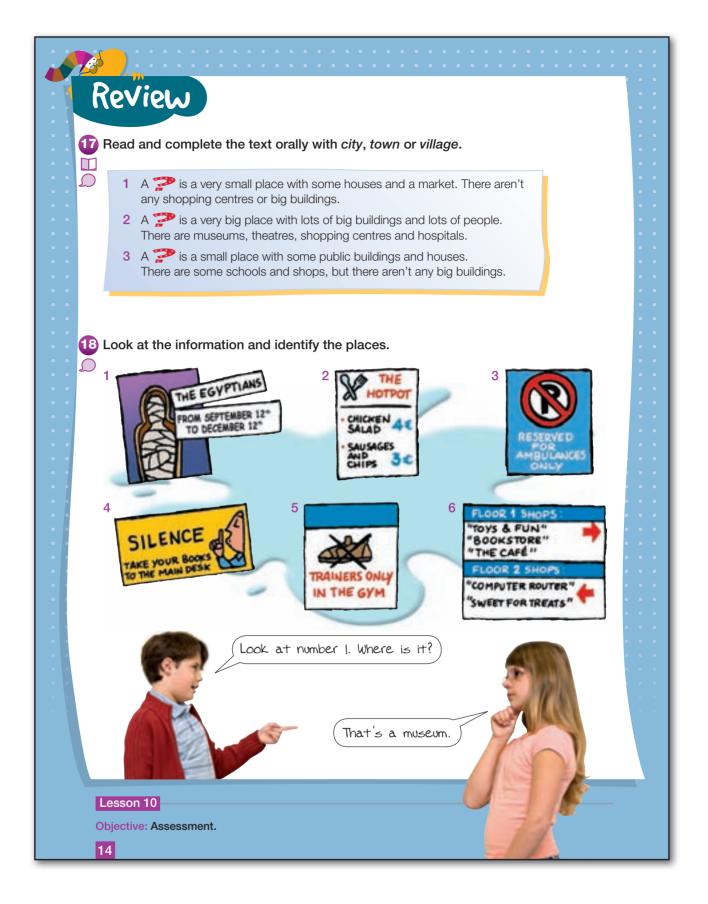
ANSWER KEY

Student's Book, Activity 17

- 1 village
- 2 city
- 3 town

Student's Book, Activity 18

- 1mu seum
- 2 restaurant
- 3 hospital 4 library
- 5 sports centre
- 6 shopping centre

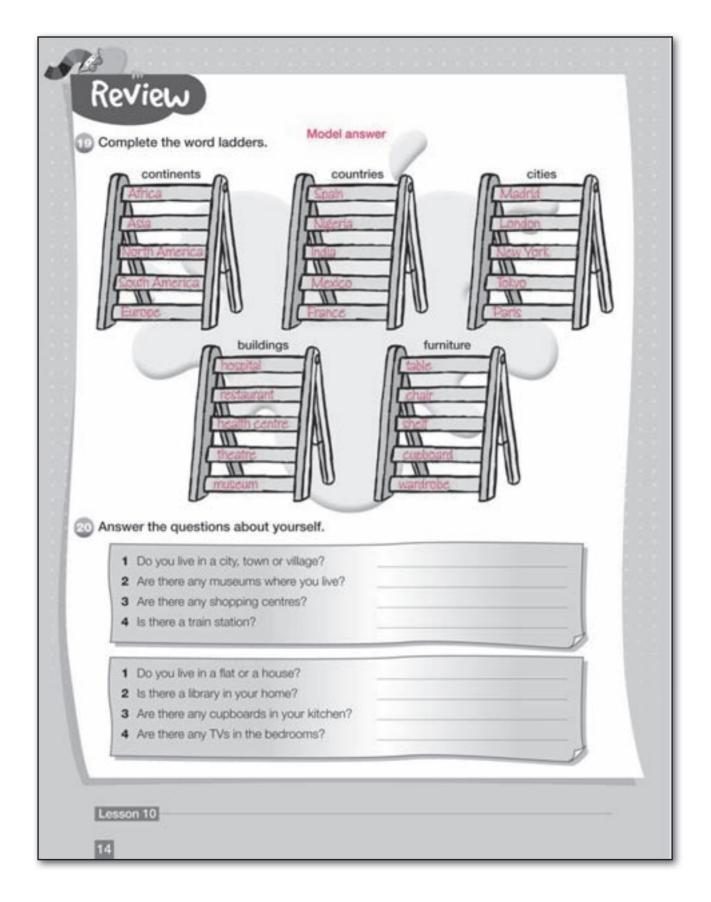


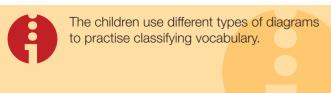


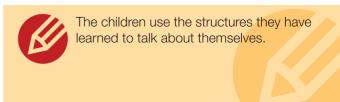
The children read the description and draw on their own knowledge in order to identify the places.



The children use the information on the signs to identify them.







UNIT 1 LESSON 10 OPTIONS

Activity Book

Page 14, Activity 19

Say: Open your Activity Books at page 14. Look at Activity 19. Ask: Who can say the name of a continent? The children offer suggestions. Repeat the process for the other categories. Tell the children to complete the word ladders.

Ask for volunteers to read the words from their word ladders.

Page 14, Activity 20

Say: Now look at Activity 20.

Read the questions and ask a few children to call out the answers.

Tell the children to write the answers with information about themselves in their Activity Books.

Ask for volunteers to read out their questions and answers.



Let's play!

Tennis

Divide the class into two teams. They take turns saying the names of places and buildings in a city until they can't remember any more words. Then, they play a game in pairs with other words, for example: countries, continents, cities, furniture, etc.



Resources

Teacher's Resource Book

Unit 1 Test, pages 85-86



See Transcript Track 1.12

Transcript



Track 1.12 Unit 1 Test. Activity 1

Listen and tick the chart.

Jack: There are some houses with big gardens. There's a small shop and one school. There aren't any hospitals, cinemas or museums.

Narrator: Where's Jack?

Grace: There are lots of big buildings, people, cars, restaurants, schools and theatres.

Narrator: Where's Grace?

Ben: There's a health centre, but there isn't a hospital.

There's a museum, a train station and a library. There isn't a cinema.

Narrator: Where's Ben?

Lily: There are three big shopping centres and some sports

centres. One million people live here.

Narrator: Where's Lily?

Granny: There's a police station, five schools, some restaurants and a sports centre, but there isn't a shopping centre.

Narrator: Where's Granny?

Assessment criteria

CLIL Objectives

Children can recognise the features of all three settlements.

Children understand that dwellings reflect their surroundings and predominant climate.

Language Objectives

Children can name some major world cities and identify the continents.

Children can name the main buildings in a city/town and compare sizes.

Children can name the rooms in the house.

Children can name some of the main activities

that take place in different rooms in the house.

Children can ask questions using any.

TWISTING AND TURNING!

The human body

CLIL Objective

Recognising that bodies are similar and different.

Curricular link: Science

Language Objectives

Vocabulary: hair, eyes, blonde, red, brown, blue,

Structures: I've got (black) (hair). He's/She's got... You're/He's/She's taller/shorter than...

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

Play Track 1.14. Say: Listen and find the children. The cihldren point to the characters as they listen to the recording.

Play Track 1.14 again and stop the recording after each description. Ask: Who is (he)?

Student's Book, page 15, Activity 2

Say: Now we're going to play a guessing game. Tell the children to look at the picture and to read the speech bubble: She's shorter than Jack. She's got blonde hair. Who is she?

Tell the children to choose two classmates and to describe them following the model. The other children have to guess the children being described.

TWISTING AND TURNING

Presentation





Say: Today we are going to learn about the human body. Show the children the poster. Say: Look at the children. Point to the parts of the body. Ask: How do you say this in English? SS: (Arm). T: How many (arms) has (Lily) got? SS: 2. T: That's right! All the children have got two arms. Continue with the other parts of the body. Say: So, the human body is very similar. But there are differences. Ask for several pairs of children to come to the front and point out the differences in their eye and hair colouring. T: (María) has got (brown) eyes and (Daniel) has got (green)

Then, call out pairs of children to the front and point out differences in height. T: (María) is taller than (Daniel). Look at the poster (side A).

Describe some of the children on the poster. Say: She's got (black) hair and she's (taller than Jack). Who is she? The children come to the front and find the correct child in the poster.

Hand out the pop-outs and describe the characters: She's got (black hair) and (brown) eyes. Who is she? A: (Lily). Play Track 1.13. Stop the recording after each description and ask a volunteer to come and point to the child that has been described. Then, ask the child holding the correct pop-out to come and place it in the correct place.

Work with the book n



Student's Book, page 15, Activity 1

Say: Open your books at page 15. Look at the picture of the children. Point to Jack and ask: What colour hair has he got? SS: Brown.

Say: I'm going to describe one of the children. Listen. He's got (red) hair. Who is he? SS: (Bob).

Ask: Is (he) taller or shorter than Jack? SS: (He's shorter). Continue with the other children.

Transcripts



Track 1.13 Poster Activity

See page 75.



Track 1.14 Activity 1

See page 75.

Optional Activity Book exercises

See page 75.

Practice

Draw a chart on the board with three columns and write the words: brown, blue and green. Tell the children to come to the board to write their names in the correct column according to the colour of their eyes. As they come to the board, ask: What colour are your eyes? Let me see. Draw conclusions. Ask: How many children have got (brown) eyes?

Answer Key

Student's Book, Activity 1

See Transcript.

