

Twisting and turning!

2

The human body

1 Listen and name the children.



2 Play a guessing game with your classmates.



She's shorter than Jack.
She's got blonde hair.
Who is she?



Lesson 1

CLIL Objective: Recognising that bodies are similar and different.

15



The children identify the characters by extracting information from the recording.

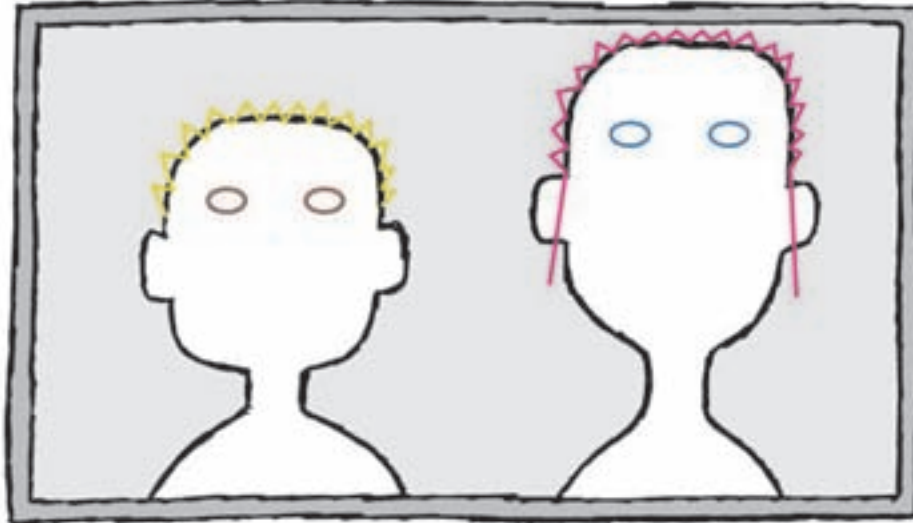


The children analyse the differences between one another and play a description game.

Twisting and turning!

2

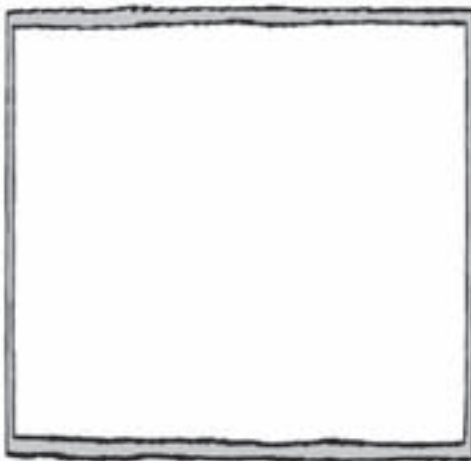
- 1 Read the descriptions and complete the pictures.



Kate is taller than Tom. She's got red hair and blue eyes.
Tom has got blond hair and brown eyes.

- 2 Draw a picture of you with your mum and dad.

Child's own answers



- Complete the sentences.

taller shorter

- 1 My dad is _____ than me.
- 2 My mum is _____ than me.
- 3 My dad is _____ than my mum.
- 4 My mum is _____ than my dad.
- 5 I'm _____ than my mum and my dad.

Lesson 1

15



The children demonstrate their sense of creativity by drawing a picture of themselves with their parents.



The children compare themselves with their parents and complete the sentences with the information.

Activity Book

Page 15, Activity 1

Say: *Open your Activity Books at page 15.*

Look at Activity 1.

Read out the description. Tell the children to read it again in silence and then to draw the faces according to the description.

Page 15, Activity 2

Say: *Now look at Activity 2.*

Tell the children to draw themselves next to their parents.

Say: *Now complete the sentences about you and your family with taller and shorter.*

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

Let's play!

Guess who?

Put the children into pairs. Tell them to look at the children on page 15 of the Student's Book and to choose one of them without telling their partner who it is. Then, they play a guessing game and try to guess which character has been chosen. They ask questions, for example: *Does he/she have red hair? Is he/she taller than Jack?* Tell the children to change partners when they have guessed two correctly.

Transcripts



Track 1.13 Poster Activity

The boy next to Jack has got red hair. He's shorter than Jack.

The girl next to Ben has got brown hair. She's taller than Ben.

The boy next to Grace has got blonde hair. He's shorter than Grace.

The girl next to Lily has got black hair. She's taller than Lily.



Track 1.14 Activity 1

He's got red hair. He's shorter than Jack. Who is he?

She's got black hair. She's taller than Jack. Who is she?

He's got brown hair. He's taller than Jack. Who is he?

She's got brown hair. She's taller than Jack. Who is she?

He's got blonde hair. He's shorter than Jack. Who is he?

She's got red hair. She's shorter than Jack. Who is she?

Anticipating difficulties

In this unit, the children will be learning about the human body and movement. Many of the activities are more effective if you can get the children moving round and actually doing them, but you must ensure that there are mats on the floor. If possible, take the children to the gym or the school hall and use mats there. If not, ask the gym teachers if you can borrow some mats for the classroom.

Resources

Multi-ROM

Unit 2, Activity 1

CLIL Objective

Identifying body parts and joints.

Curricular link: Science

Language Objectives

Vocabulary: *body, bones, joints; head, neck, shoulder, arm, elbow, wrist, hand, spine, hip, leg, knee, ankle, foot; moving, bending, swinging, lifting; left, right, up, down*

Structures: *I'm (moving) my (left) (leg).*

Resources: CD; poster (side A)

Move your right arm and describe the movement. Say: *I'm moving my right arm*. Repeat with your left arm. Then, do the same with a leg and ask: *Am I moving my right or my left leg?*

Demonstrate mirror movements with a child. Ask a child to come to the front to face you. Bend your right arm and say: *I'm bending my right arm*. Tell the child to mirror your movements and say: *I'm bending my left arm*. Repeat with other left/right movements.

Tell the children to work in pairs to play *The mirror game!* Ask for volunteers to come to the front of the class to demonstrate their mirror movements to the rest of the class. Encourage them to use the words *bending* and *moving*.

THE MAIN JOINTS IN THE HUMAN BODY

Presentation

Continuous assessment

Children can name the parts of the body and the main joints.

Show the children the poster (side A). Use the diagrams of the skeleton to present the parts of the body. Point to the joints (labelled) and say: *Look at these parts of the body*. Point to the elbow on the poster, and then point to your own elbow and say: *This is my elbow. Why is it important?* Demonstrate that without an elbow we cannot bend our arm. Say: *Bones can't bend, so we need joints*. Ask for volunteers to come to the front to point to the other parts of the body: (*head, neck, shoulder, arm, wrist, hand, spine, hip, leg, knee, ankle, foot*).

Work with the book

Student's Book, page 16, Activity 3

Say: *Open your books at page 16. Now we're going to sing The body song.*

Play **Track 1.15**. Point to the parts of the body as they are mentioned in the song.

Play **Track 1.15** again and encourage the children to sing the song.

Read each line of the song with the children and tell them to do the actions with you.

Play **Track 1.15** again. The children sing and do the actions.

Student's Book, page 16, Activity 4

Say: *Now we're going to play The mirror game!*

Revise *right* and *left* by saying: *Lift your right arm! Lift your left arm! Shake your right leg! Shake your left leg!*

Transcript



Track 1.15 The body song

See page 79.

Optional Activity Book exercises

See page 79.

Practice

Place the poster (side A) on the board. Play the game *Guess how many bones there are in the body*. Tell the children to work in pairs. Ask them to guess how many bones they have got. Then, they write their names on a slip of paper and write the number of bones they think there are in the human body. Collect the slips of paper and write the numbers on the board. Ask for volunteers to count the bones in a particular part of the body. Make lists as the children count. They will soon see that there are far more bones than they had originally thought. There are, in fact, 206 bones in an adult body.

3 The body song. Listen and point to the body parts.



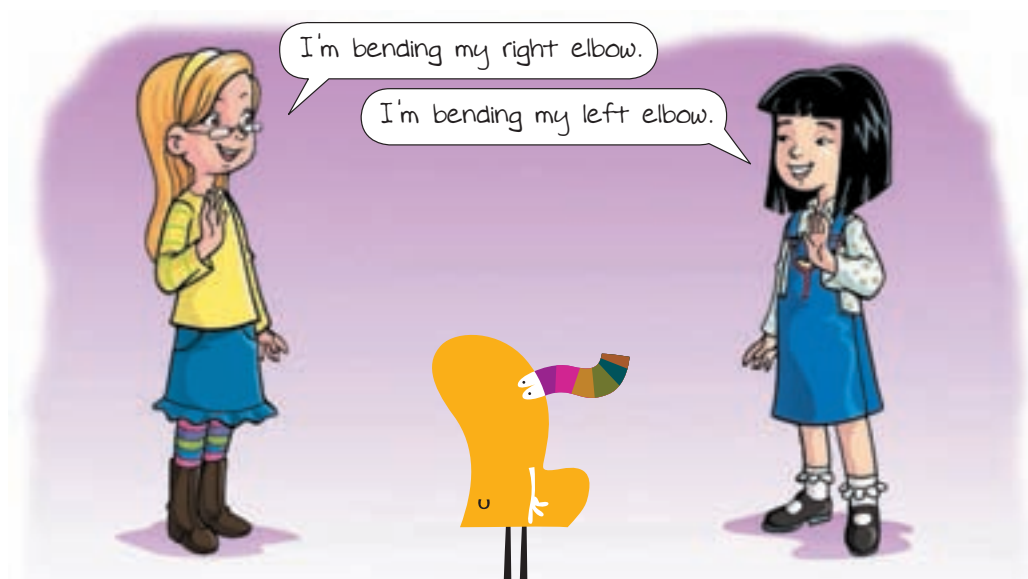
I'm bending my ankle, I'm moving my foot.
Now I'm bending my knee and I'm moving my leg.
I'm swinging my hips from the right to the left.
Now I'm bending my spine from my hips to my head!

I'm bending my wrist and I'm moving my hand.
Now I'm bending my elbow. I'm moving my arm.
I'm lifting my shoulders up and down.
Now I'm moving my neck around and around!



- Now sing the song and dance.

4 Play The mirror game.



Lesson 2

CLIL Objective: Identifying body parts and joints.

16

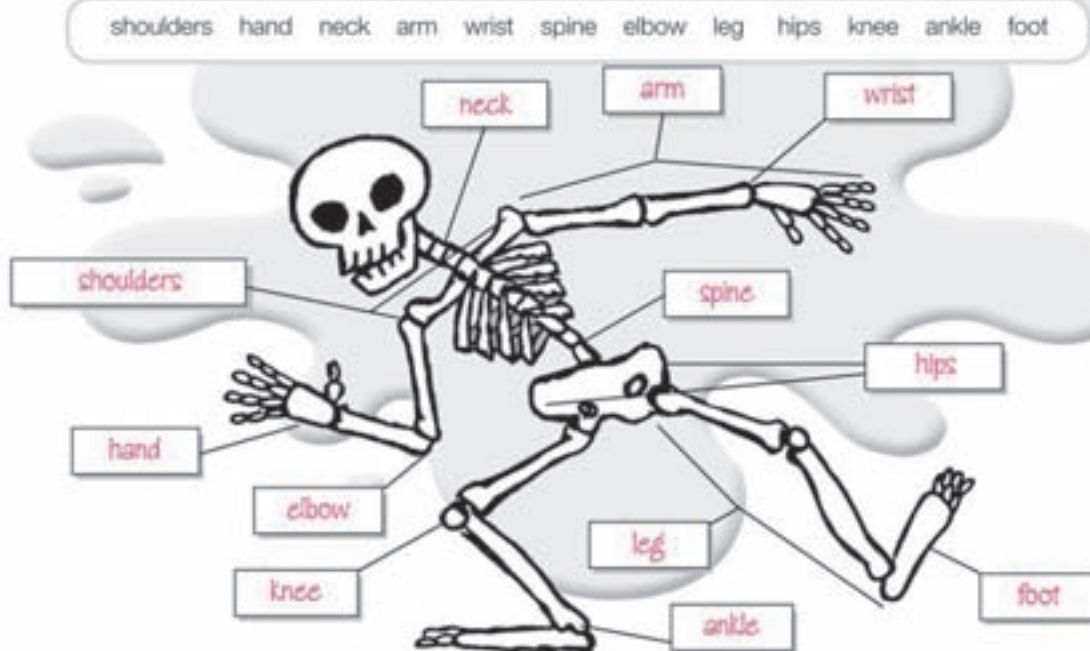


The children sing and play a game as a way of memorising vocabulary.

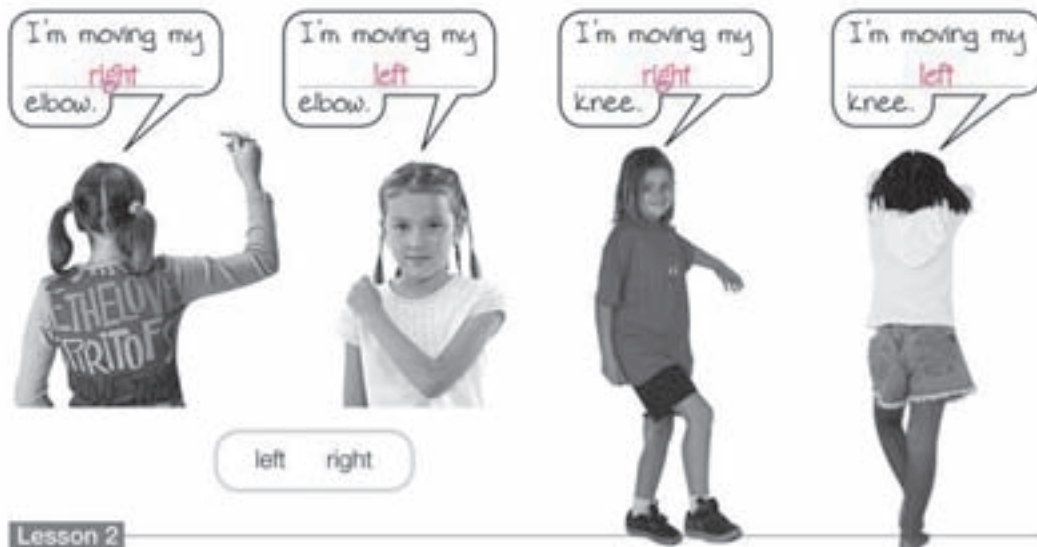


The children revise the parts of the body as they play a game.

3 Use the words to label the skeleton.



4 Use the words to complete the speech bubbles.



Lesson 2

16



The children identify the parts of the body in the skeleton.



The children identify the movements reflected in the images.

Activity Book

Page 16, Activity 3

Say: *Open your Activity Books at page 16. Look at Activity 3. Tell the children to point to the parts of their body as they read the words. Say: Look at this skeleton. Complete the labels. The children write the parts of the skeleton in their Activity Books.*

Page 16, Activity 4

Say: *Now look at Activity 4. Ask a volunteer to complete the first speech bubble and to read it out. Correct if necessary. Make sure the children understand that when we are standing in front of someone, their left and right are the opposite for us.*

Project Booklet



Twisting and turning: Make a skeleton Page 9, *The skull*

Materials: sheets of paper, glue, card, pencils, scissors

Display the skeleton on the poster (side A) and point to the three parts: head, trunk and limbs.

Say: *Open your Project Booklets at page 9. Look at the skull. Does the skull have joints? Explain that the skull has a moving joint, the jaw. It also has lots of bones that are joined, but they do not move.*

Ask: *Has a skull got eyes, nose, ears and a mouth? No, it's got holes. Has it got teeth? SS: Yes. Explain that the teeth are bones.*

Tell the children to use the words to label the skull in their *Project Booklets*.

Read the instructions for making the skull puzzle and hand out the materials. The children make the puzzles. Then, they play in pairs. Tell them to exchange puzzle pieces when you say, *Go!*

The children try to do their partner's skull puzzle. The first one to do it says *Stop!* and is the winner.

Hand out the envelopes so they can keep the puzzle pieces and tell them to write their names on the front of the envelope. Collect the envelopes and keep them somewhere safe.

Let's play!

Bingo!

Use the key vocabulary cut-outs or the Teacher's Resource Book, page 12, one copy per child. The children choose three of their key vocabulary cut-outs and place them face down on their tables. Name a key vocabulary cut-out at random and the children who have this one place it face up on the table. The first child to turn all of their three cut-outs over shouts *Bingo!* and wins the game.

Resources

DVD

Unit 2, *The body song*

Multi-ROM

Unit 2, *Activity 2*

Transcript



Track 1.15 *The body song*

I'm bending my ankle. I'm moving my foot.

Now I'm bending my knee and I'm moving my leg.

I'm swinging my hips from the right to the left.

Now I'm bending my spine from my hips to my head!

I'm bending my wrist and I'm moving my hand.

Now I'm bending my elbow. I'm moving my arm.

I'm lifting my shoulders up and down.

Now I'm moving my neck around and around!

CLIL Objective

Describing movement.

Curricular link: PE; Science

Language Objectives

Vocabulary: *arm, leg, wrist, elbow, knee, head, spine; moving, twisting, turning, swinging, bending, straightening, lifting, lowering, kicking; left, right*

Structures: *I'm (bending) my...*

Resources: CD; flashcards (*twisting, turning, swinging, bending, straightening, lifting, lowering, kicking*)

MOVEMENT IN THE HUMAN BODY

Presentation

Revise the language from the previous class and introduce vocabulary for new movements. Bend your elbows and ask: *What am I doing?* Answer for the class: *I'm bending my elbows. I'm moving my arms.* Repeat the procedure to review joints from the previous lesson.

Present the new movement vocabulary using actions and flashcards. Ask: *Can I move my body in other ways? Of course!*

Demonstrate a movement, for example, *kicking*. Ask: *What am I doing?* as you kick. Answer for the class: *I'm kicking my leg.*

Repeat with: *twisting, turning, swinging, straightening, lifting, lowering.*

Hand out the flashcards to volunteers. Tell them to copy the action on the card. Ask: *What are you doing?* If necessary, prompt the reply by doing the movement and saying: *I'm (swinging my arms).* Collect the flashcards and repeat the exercise with other children.

Work with the book

Student's Book, page 17, Activity 5

Say: *Open your books at page 17. Look at Activity 5. Point to the characters and say: Look at Grace. Can you do the same movement?*

Encourage the children to copy the movements. Then, ask for volunteers to choose a character and to copy the movement that they are doing. The rest of the class tries to guess who it is.

Play **Track 1.16**. The children point to the characters.

Play **Track 1.16** again but this time stop the recording after each question and ask: *Who's that?* The children call out the name of the character.

Student's Book, page 17, Activity 6

Say: *Now we're going to play a game called Silly walks.* Tell the children that they are going to invent a funny way of walking (a *silly walk*). Then, they are going to do the walk and describe it. Tell them to look at the examples in the book. Read them with the class: *I'm (bending) my (right knee) and my (spine).* In pairs, they practise their silly walks from their desks to the board, describing what they are doing at the same time.

Transcript



Track 1.16 Activity 5

See page 83.

Optional Activity Book exercises

See page 83.

Practice

Continuous assessment

Children can describe different types of movement.

Hold a *Silly walks* competition. Choose a jury (of five children) to come to the front of the class. Tell them to write the numbers 1 to 5 on separate pieces of paper. The rest of the children do their silly walks again and describe them. The jury hold up their numbers to show the scores (1 for the least silly walk and 5 for the silliest). Add up the scores to find the winners of the competition.

ANSWER KEY

Student's Book, Activity 5

See Transcript.

5 Listen and name the character.



kicking twisting straightening turning
lowering bending lifting swinging

6 Invent a walk and describe your movements.



Silly walks

Instructions

- 1 Work in pairs.
- 2 Invent a silly walk.
- 3 Demonstrate and describe the walk.

I'm bending my right knee and my spine.



I'm straightening my right leg and my spine.



I'm bending and twisting my left knee.



Lesson 3

CLIL Objective: Describing movement.

17

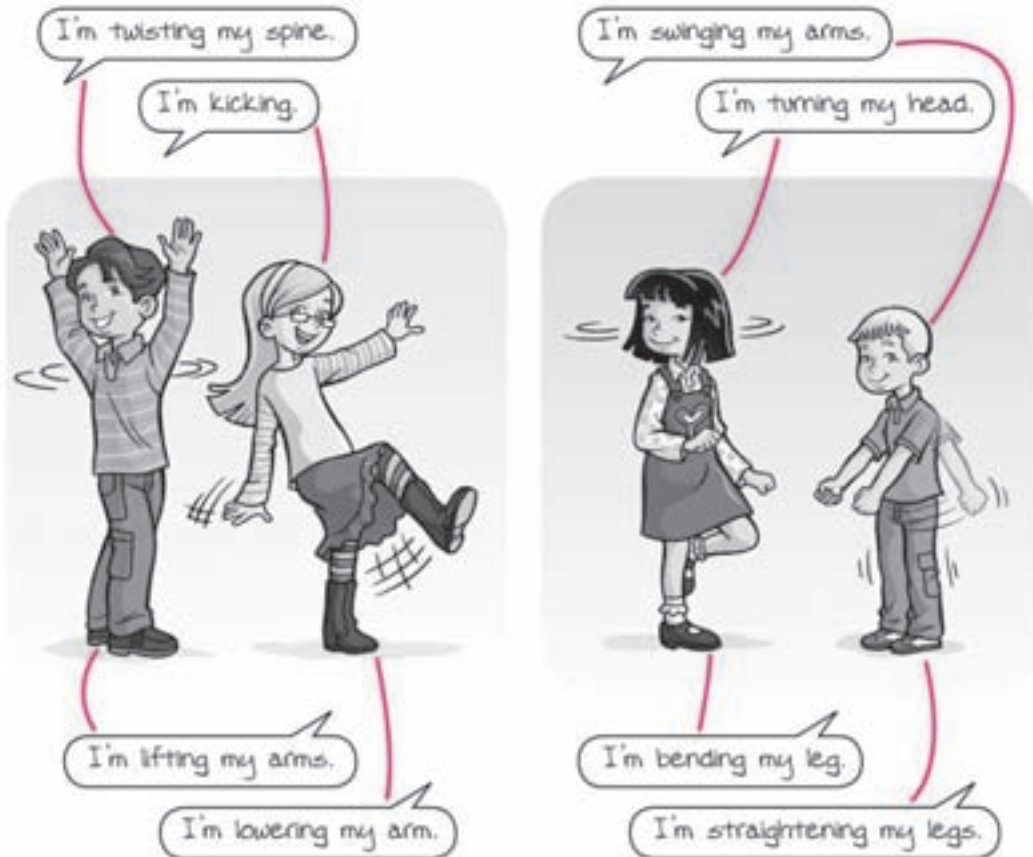


The children listen carefully in order to identify the characters and the actions.



The children are given an opportunity to demonstrate their creativity. They are also given a chance to show their initiative by doing the actions in front of their classmates.

5 Match the speech bubbles with the characters.



6 Answer the question. Then read and write *T* (true) or *F* (false). **Child's own answers**

What are you doing? *Reading and writing/Dancing and singing.* Describe your movements.

I'm bending my elbows. _____

I'm turning my head. _____

I'm bending my spine. _____

I'm moving my wrist. _____

I'm swinging my arms. _____

I'm bending my fingers. _____

I'm lifting my feet. _____

I'm bending my knees. _____

I'm moving my toes. _____

Lesson 3

17



The children identify the movements and match them to the texts.



The children use observation and their understanding of the text to decide whether the information is true or false.

Activity Book

Page 17, Activity 5

Say: *Open your Activity Books at page 17. Look at Activity 5. Look at Jack. Now read the speech bubbles. Which ones does Jack say?*

Repeat the process for the other characters and speech bubbles. Tell the children to match the speech bubbles to the characters in their Activity Books.

Page 17, Activity 6

Say: *Now look at Activity 6. Look at the question.* Tell the children to think what their body does while they are doing the actions from the book. Ask them what they are doing now. SS: *Reading and writing.* Then, ask: *When you are reading and writing, are you bending your elbows?* Continue asking all the questions. Tell the children to read the sentences and to write *T* or *F* according to the actions that they are doing as they read and write.

Project Booklet



Twisting and turning: Make a skeleton Page 10, *The Spine*

Display the skeleton from the poster (side A) again and point to the parts of the body: *shoulder blades, collar bones, spine, ribs, pelvis.*

Say: *We are going to make the spine. Open your Project Booklets at page 10.*

Tell the children to use the words to label the front and the back of the skeleton.

Ask for a volunteer to read out the text about the number of vertebrae in the human spine.

Read the instructions for making the spine.

Tell the children to cut the string according to the length of their partner's spine and to follow the instructions.

Recursos

Teacher's Resource Book

Ready to write worksheet, page 112



Let's play!

Charades

Do a few actions. The children have to guess what you are doing. Use mime, for example, bending your right arm, swinging your left leg. Try to do a variety of different actions using different parts of the body. Then, ask a volunteer to come to the front to do another action so the rest of the class can guess what it is. The first child to guess correctly can do the following action, and so on.

Transcript



Track 1.16 Activity 5

Jack: *I'm kicking my left leg.*

Narrator: *Who's that?*

Grace: *I'm bending my knees.*

Narrator: *Who's that?*

Ben: *I'm straightening my elbows.*

Narrator: *Who's that?*

Lily: *I'm twisting my wrists.*

Narrator: *Who's that?*

Jack: *I'm lifting my arms.*

Narrator: *Who's that?*

Grace: *I'm lowering my right arm.*

Narrator: *Who's that?*

Ben: *I'm turning my head.*

Narrator: *Who's that?*

Lily: *I'm swinging my leg.*

Narrator: *Who's that?*

7 Listen and read the story.



The naughty dolls

One Saturday afternoon, the children are in the playroom. Granny is going out.

Bye, Granny!

What's that noise?

What's happening in the doll's house?

Look at the dolls!

They're moving!

Now the dolls are driving a car.

Oh no! Look at the lamp.

What a mess!

Quick! Catch them!

I can't!

The dolls are escaping!

Now the dolls are in the living room!

They're climbing the curtains!

Catch them, Lily!

Lesson 4

CLIL Objective: Literacy: recognising parts of a story.

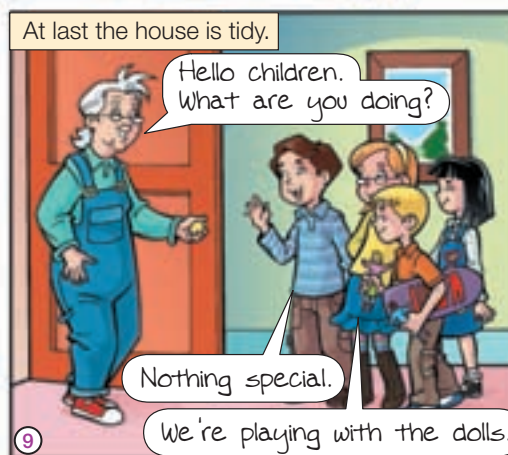
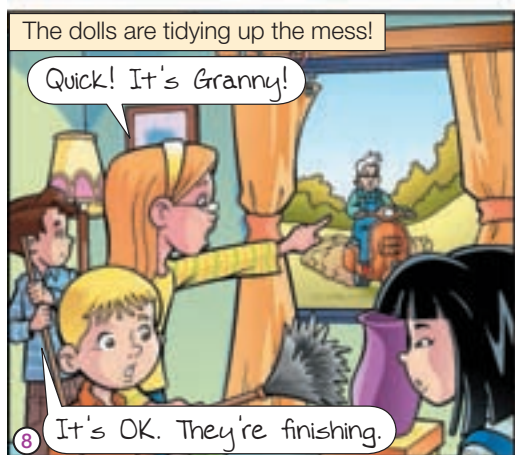
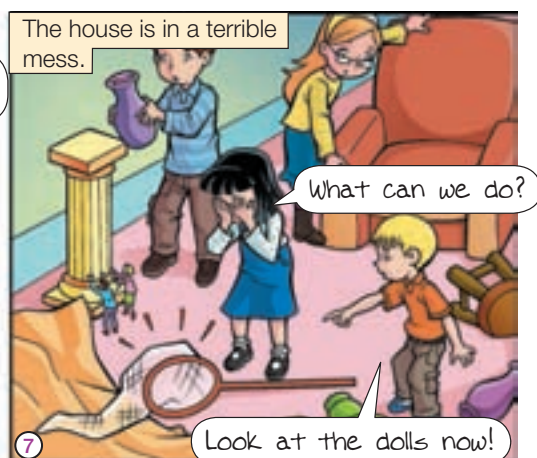
18



The children try to understand the story by reading and listening to it.



The children learn to identify the different parts of the story.



- 8 Listen and repeat the sounds and words.
Then find the pictures in the story.

climbing driving reading playing tidying

Lesson 5

CLIL Objective: Literacy: phonics.



The children learn about the importance of keeping things neat and tidy.



The children learn to form and pronounce the gerund in English.

CLIL Objective

Literacy skills: recognising parts of a story.

Curricular link: Literacy

Language Objectives

Story language: *afternoon, Saturday, playroom, dolls, doll's house, noise, lamp, living room, curtains, tidy, tidying up, driving a car, moving, escaping, climbing, mess, playing, finishing; What's happening? What a mess! Quick! Catch them! What are you doing? Nothing special.*

Resources: CD; story cards

STORY: THE NAUGHTY DOLLS

Presentation

Say: *It's story time!*

Place the story cards on the board. Tell the children to come to the front to look at the pictures and to make predictions about the story. Help them by asking: *Who can you see in picture 1? Where are they? Look at picture 2. What are the dolls doing? What are they doing in picture 3? And what about in picture 5? Who catches the dolls? What are the dolls doing in picture 7? Is the house a mess when Granny comes home?*

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

Play **Track 1.17**. Point to the story cards as they listen to the story.

Work with the book

Student's Book, pages 18 and 19, Activity 7

Say: *Open your books at pages 18 and 19.*

Play **Track 1.17** again. Tell the children to follow the story in their books.

Ask comprehension questions: *Where are the children? Is (Ben) going out in picture 1? Who's playing cards? What's happening in the doll's house? What are the dolls doing in picture (3)? Are (Lily and Ben) driving the car? Who's driving the car? Are (Ben and Lily) making a mess? Who's tidying the living room?*

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

Transcript



Track 1.17 Story: The naughty dolls

See page 89.

Optional Activity Book exercises

See page 89.

Practice

Place the story cards on the board in random order. Play **Track 1.17** again. This time, stop the recording 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 describe what is happening in the story. Continue until all the story cards are in the correct order in the line below. Then, go through the different sections of the story. Ask: *What's happening at the (beginning/middle/end) of the story?*

CLIL Objective

Literacy: phonics *-ing* (*climbing, driving, reading, playing, tidying*)

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 front to look at them. Ask: *Which is the first picture?* Ask questions about the picture to check their understanding. Repeat with the other story cards until all the pictures are in the correct order.

Work with the book

Student's Book, pages 18 and 19

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

Do not interrupt them as they are reading, but make a note of any words that they do not pronounce correctly. Write the words that need to be corrected on the board when they have finished. Point to the words one by one and ask if anyone can read them out loud. Correct their pronunciation if necessary.

Student's Book, page 19, Activity 8

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

Point to each group of letters as you say: *ing ing ing climbing*. Repeat several times. Articulate the *ing* sound clearly, making sure that the children understand that the final *g* sound is at the back of the throat but it is not a harsh sound.

The children repeat: *ing ing ing climbing*.

Repeat with the other words (*driving, reading, playing, tidying*).

Tell the children to look at Activity 8 on page 19.

Play **Track 1.18**. The children listen to the recording and repeat the sounds and the words.

Tell them to find the pictures in the story that correspond to the words. Ask: *Can you find (climbing)?* SS: *Yes! It's in picture 5*. They can use the story cards if necessary.

Transcript



Track 1.18 Phonics

See page 91.

Optional Activity Book exercises

See page 91.

Act out the story

Divide the class into groups of five. Assign a character to each child. Play **Track 1.17** again so the children can join in with their lines.

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

7 Match the words and make sentences.

At the start of the story...



- | | |
|----------------------|--------------------|
| 1 Ben is | going out. |
| 2 Granny is | playing cards. |
| 3 Lily is | looking at Granny. |
| 4 Jack and Grace are | reading. |

8 Number the pictures in order.



The dolls are tidying the living room.



The dolls are climbing the curtains.



Lily is catching the dolls under the net.



The dolls are driving a toy car.

- Now use the key to label the pictures.

Key

P = problem S = solution

9 Circle the correct option.

At the end of the story the house is tidy / a mess.

Lesson 4

18



The children study the features of the story and demonstrate their understanding of it.



The children learn to recognise the parts of the story and to organise these parts sequentially.

Activity Book

Page 18, Activity 7

Say: *Open your Activity Books at page 18. Look at Activity 7. Look at the drawing. What part of the story is this?* SS: *The beginning.*

Ask: *What's Ben doing?* SS: *He's looking at Granny.*

Repeat the process for the other characters.

Tell the children to match the sentences.

Page 18, Activity 8

Say: *Now look at Activity 8.*

Tell the children to look at the pictures of the dolls. Ask *What happens first?*

Continue asking until they have put the pictures in the correct order.

Tell them to number the pictures in the correct order.

Then, say: *There are two problems and two solutions here. Which pictures show problems?*

Tell them to use the key to identify the problems and the solutions.

Page 18, Activity 9

Say: *Now look at Activity 9.*

Tell the children to read the two options and to circle the one they think is correct.

Ask a volunteer to read out the correct sentence.

Let's play!

Describe it!

Place the story cards on the board and write a number above each one. Divide the class into two teams, A and B. Give a member of team A a number and tell them to describe the corresponding story card so their team can guess which one it is. If they guess correctly, they win a point. If not, the other team has a turn. Repeat with the other team and the other story cards.

Resources

Multi-ROM

Unit 2, Story

Transcript



Track 1.17 Story: The naughty dolls

Picture 1

Narrator: *One Saturday afternoon, the children are in the playroom. Granny is going out.*

Ben: *Bye, Granny.*

Grace: *What's that noise?*

Picture 2

Narrator: *What's happening in the doll's house?*

Grace: *Look at the dolls!*

Lily: *They're moving!*

Picture 3

Narrator: *Now the dolls are driving a car.*

Ben: *Oh, no! Look at the lamp.*

Lily: *What a mess!*

Picture 4

Jack: *Quick! Catch them.*

Grace: *I can't.*

Narrator: *The dolls are escaping!*

Picture 5

Narrator: *Now the dolls are in the living room!*

Jack: *They're climbing the curtains.*

Grace: *Catch them, Lily!*

Picture 6

Jack and Grace: *Hurray! Well done, Lily.*

Ben: *Oh, no! Look at the living room!*

Picture 7

Narrator: *The house is in a terrible mess.*

Lily: *What can we do?*

Ben: *Look at the dolls now!*

Picture 8

Narrator: *The dolls are tidying up the mess!*

Grace: *Quick! It's Granny!*

Jack: *It's OK. They're finishing.*

Picture 9

Narrator: *At last the house is tidy.*

Granny: *Hello children. What are you doing?*

Jack: *Nothing special.*

Grace: *We're playing with the dolls.*

10 Find and write ten actions.



climb climbing

dance dancing

drive driving

go going

move moving

play playing

run running

swim swimming

tidy tidying

write writing

11 Classify the actions from Activity 10.

+ ing	no final e + ing	final letter x 2 + ing
climb	dance	run
go	drive	swim
play	move	
tidy	write	

- Draw more actions and add them to the lists. **Child's own answers**

Lesson 5

19



The children demonstrate their capacity to recognise things by identifying the words in the word search.



The children classify the actions according to their rules of formation. They demonstrate their understanding of the structure by adding their own examples.

Activity Book

Page 19, Activity 10

Say: *Open your Activity Books at page 19. Look at Activity 10.*

Tell the children to find the actions in the word search. Ask for volunteers to come to the board to write the words that they have found. Leave these words on the board for the following activity.

Page 19, Activity 11

Underline the following words: *dancing, driving, moving, writing*. Tell the children to look at them carefully and to tell you what is special about these words (all the infinitives end in e).

Say: *Now look at Activity 11.*

Tell the children to classify the words from Activity 10 in the table. Then, tell them to draw more actions and to add the words to the table. Ask for volunteers to read out the words from the different columns and correct the activity.

Resources

Multi-ROM

Unit 2, Phonics

Transcript



Track 1.18 Phonics

ing ing ing climbing
ing ing ing driving
ing ing ing reading
ing ing ing playing
ing ing ing tidying

Let's play!

Memory chain

Tell the children to form a circle. Start the game by saying a sentence that has a word that ends in *-ing*, for example: *I'm reading*. Then, say the same sentence but add something else, for example: *I'm reading and singing*.

The child who is next to you continues by repeating what you have said and by adding something else: *I'm reading and singing and writing*. Continue until the children are unable to think of any more words, or until someone forgets a part of the sentence.

CLIL Objective

Identifying activities which involve exercising.

Curricular link: PE; Social Science

Language Objectives

Vocabulary: *exercising, playing football, jumping, running, walking; drawing, eating, reading, sitting, talking*

Structures: *Is (Bob) exercising? Yes, he is. He's playing football. No, he isn't. He's reading. What are you doing?*

Resources: flashcards (*twisting, turning, swinging, bending, straightening, lifting, lowering, kicking*)

Materials: white paper and crayons

Student's Book, page 20, Activity 10

Read the instructions with the class. Say: *Now look at Activity 10.*

Tell the children to follow the instructions and to do a drawing. When they have finished, divide them into groups of five and tell them to ask one another: *What are you doing?* and to draw their classmates in the pictures. Then, tell them to describe them. S1: *In my picture, (I'm) (jumping) and (David) is (reading)...*

Optional Activity Book exercises

See page 95.

ACTIVITIES INVOLVING EXERCISING

Presentation

Ask a volunteer to come to the front and give them a flashcard. Tell them to do the movement for the rest of the class. Ask: *What's he/she doing?*

Repeat the process with other children. This time, include other actions that are not illustrated on the flashcards (jump, read...). Whisper the instructions to the children. Use a mixture of actions, some of which are physically exerting, and others which are not. Ask: *What's he/she doing?*

Encourage the rest of the class to answer.

Then, draw two columns on the board with the following headings: *active / inactive*. Repeat the activity, but this time add a new question. P: *Is he/she exercising?* Write the verb in the gerund (the form of the verb with *-ing*) in the corresponding column.

Work with the book

Student's Book, page 20, Activity 9

Say: *Open your books at page 20. Look at the two pictures of the children in the park.* Tell the children to look at the T-shirts and the names of the children under the picture. Then, tell the children to find each child in the two pictures. Say: *Look at (Tom). What's he doing in picture 1?* SS: *He's (sitting on the bench).* T: *And what's (Tom) doing in picture 2?* SS: *He's (walking).* Continue with the other children in the pictures.

Then, say: *Now we're going to play Guess the picture.* Ask two children to read the example. S1: *Is Bob exercising?* S2: *Yes, he is. He's playing football.* S1: *That's picture 1.* Then, put the children into pairs so that they can play the game. They should take turns asking and answering questions.

Practice

Tell the children to take out their pictures from Activity 10. Tell them to write a description under the picture. Collect the pictures and stick them on the class walls. Encourage them to look at the pictures and to talk about them. S1: *I'm (reading) in (David's) picture, but I'm (running) in (Maria's) picture. What are you doing?* S2: *I'm (playing football) in (Daniel's) picture, but I'm (eating an ice cream) in (Ana's) picture.*

9 Play *Guess the picture*.



1



2



Bob



Ann



Bill



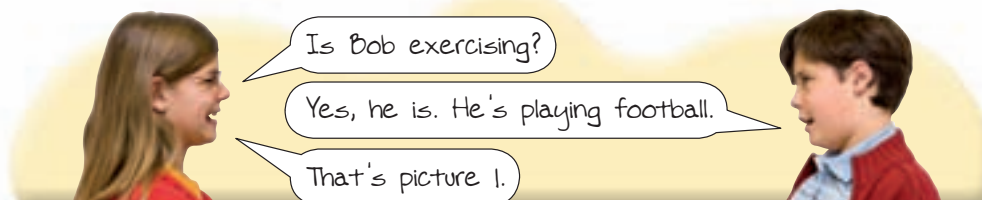
Lucy



Tom



Kate



10 Draw and describe a picture.



Instructions

- 1 Copy the picture of the park.
- 2 Draw yourself in the park.
- 3 Ask five friends and draw them in the park.
- 4 Describe your picture.



Lesson 6

CLIL Objective: Identifying activities which involve exercising.

20



The children identify the characters in the pictures by looking for clues and checking the description of what they are doing.



The children use the structures that they have learned to describe actions that include physical exercise,

12 Look at the pictures and write the numbers in the sentences.



- | | |
|---|---|
| 1 In picture 4 Jack is drinking. | 5 In picture 3 Grace is eating. |
| 2 In picture 2 Jack is climbing. | 6 In picture 1 Grace is swinging. |
| 3 In picture 4 Grace is painting. | 7 In picture 2 Grace is running. |
| 4 In picture 1 Jack is reading. | 8 In picture 3 Jack is digging. |

13 Answer the questions about the pictures.

- | | |
|---|----------------|
| 1 Is Jack doing exercise in picture 1? | No, he isn't. |
| 2 Is Grace doing exercise in picture 1? | Yes, she is. |
| 3 Is Jack doing exercise in picture 2? | Yes, he is. |
| 4 Is Grace doing exercise in picture 2? | Yes, she is. |
| 5 Is Jack doing exercise in picture 3? | Yes, he is. |
| 6 Is Grace doing exercise in picture 3? | No, she isn't. |
| 7 Is Jack doing exercise in picture 4? | No, he isn't. |
| 8 Is Grace doing exercise in picture 4? | No, she isn't. |

• Classify the activities in the pictures.

active	non-active
climbing	drinking
swinging	painting
running	reading
digging	eating



Lesson 6

20



The children match the pictures to the sentences.



The children use the information from the pictures to answer the questions.

Activity Book

Page 20, Activity 12

Say: *Open your Activity Books at page 20. Look at Activity 12.*

Ask questions about the pictures: *What's Grace doing in picture 1?*

Repeat the process for the other pictures and characters. Tell the children to read the sentences and to number the pictures.

Ask for volunteers to read out their sentences.

Page 20, Activity 13

Say: *Now look at Activity 13.*

Read the first sentence from Activity 12 and ask: *Is Jack doing exercise?* SS: *No, he isn't.*

Repeat the process for a couple more sentences.

Tell the children to read the questions and to write the answers in their Activity Books.

Ask for volunteers to read out the questions and answers.

Draw the chart on the board and say: *In picture 1 Grace is swinging. Is that active or not?* SS: *Yes, it is.*

Repeat the process for a few more sentences and then tell the children to classify the activities in their Activity Books.

Ask for volunteers to come to the board to write the activities in the chart.

Let's play!

Bulls-eye

Place the flashcards on the floor a few metres away from the children. Divide the class into teams and then give a child from each team a bean bag or any other object that they can throw. Name a flashcard and the child from team A has to throw the bean bag so that it touches the flashcard that you have named. Continue until all the children have had a turn.

Resources

Multi-ROM

Unit 2, Activity 3

Teacher's Resource Book

Ready to read worksheet, page 70

Project Booklet

Twisting and turning: Make a skeleton

Page 11, *The limbs*

Say: *Now you are going to make the limbs for the skeleton. Open your Project Booklets at page 11.*

Ask a volunteer to read the text for Activity 5. Choose volunteers to point to the different parts of the body as they are named.

Put the children into pairs and tell them to measure one another. They write the measurements on the page in their Project Booklets. Then, they complete the sentences about their measurements.

Read the instructions on how to do the arms and the legs for the skeleton.

The children compare the sizes of these parts of the body with the rest of the class.

CLIL Objective

Identifying the component movements in an exercise routine.

Curricular link: PE

Language Objectives

Vocabulary: *the bicycle, high kicks, sit-ups, the windmill, press-ups, star jumps; do, touch, stretch, swing, lift, toes, arms, round and round*

Structures: *Do (high kicks). I'm doing (high kicks). She's doing (the windmill).*

Resources: CD; poster (side B)

Materials: mats

EXERCISE ROUTINES

Presentation



If possible, you should do this lesson in the gym or in a room where mats can be placed on the floor.

Hold up the poster (side B) showing the exercise routine (*Stretch your arms up. Touch your toes. Do the windmill. Do star jumps. Do high kicks. Do press-ups. Do the bicycle. Do sit-ups.*).

Say: *In our last class we talked about general exercise. Now we are going to talk about getting fit using specific exercises.*

Tell the children to stand up. Point to the pictures and read the instructions under each one. The children respond by doing the movements. They should not do the exercises on the floor unless there are mats.

Work with the book



Student's Book, page 21, Activity 11

Say: *Open your books at page 21.*

Tell the children to look at the pictures of the exercises.

Play **Track 1.19**. The children point to the corresponding exercise.

Play **Track 1.19** again. This time, stop after each exercise and tell them to name the letter next to the corresponding picture.

Play **Track 1.19** again and tell them to write the letter that is next to each exercise in their books. They write the letters in the order in which they are mentioned on the recording. Ask them what the letters spell when they are written in the correct order.

Then, ask them to work in pairs. One child reads out the instructions and the other does the exercises. Then, they change roles and repeat the process.

Student's Book, page 21, Activity 12

Describe the movements for one of the exercises from the poster (side B): *He's swinging his leg*. Tell the children to find the picture on the poster and to name the exercise.

SS: *He's doing a high kick!* Repeat for the other exercises. Say: *Now look at Activity 12.*

Tell the class to look at the picture in the book. Tell two children to read out the dialogue. S1: *I'm swinging my arms round and round.* S2: *She's doing the windmill.* Make sure that S2 addresses the rest of the class whilst describing the exercise.

Tell the children that they are going to work in groups. One of them is going to choose one of the exercise movements and describe how their body is moving. Another member of the group tells the rest of the children which exercise they are doing.

Transcript



Track 1.19 Activity 11

See page 99.

Optional Activity Book exercises

See page 99.

Practice

Continuous assessment

Children can give and follow instructions for exercises.

Tell the children to work in pairs. They invent an exercise routine.

Ask a child to do the movements while the other child describes the movements to the rest of the class: *She's (bending her knees)...*

ANSWER KEY

Student's Book, Activity 11

See Transcript.

The letters spell the word *exercise*.

11 Listen and find the pictures. Then write the letters in order.



Do the bicycle.



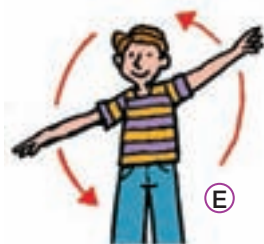
Touch your toes.



Do high kicks.



Do sit-ups.



Do the windmill.



Do press-ups.



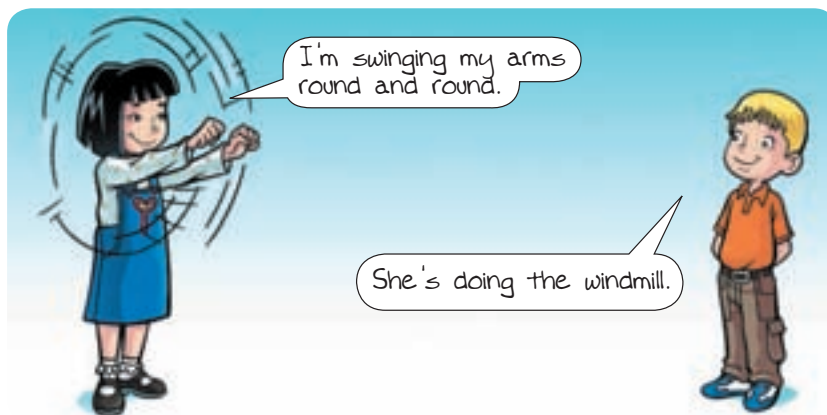
Stretch your arms up.



Do star jumps.

- Read the instructions in order. Listen to your friend and do the exercise routine.

12 Choose an exercise and describe the movements.



Lesson 7

CLIL Objective: Identifying the component movements in an exercise routine.

21

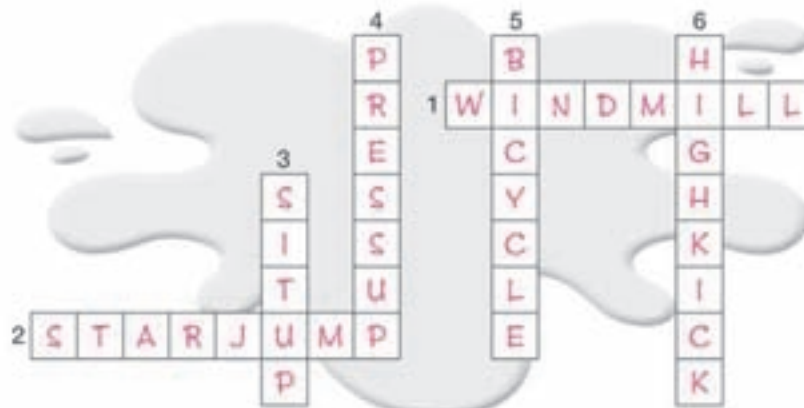


The children identify the pictures and put the exercises that are described in order.



The children choose an exercise and describe it.

14 Read the clues and use the words to do the crossword.



windmill high kick bicycle sit up press-up star jump

15 Cross out the false sentences. Then draw and describe a position. **Child's own answers**



She's on her hands and knees.
~~She's on her back.~~
 She's bending her spine.
~~She's straightening her legs.~~



~~He's on his front.~~
 He's standing on one leg.
~~He's swinging his arms.~~
 He's bending one knee.



I'm _____

Lesson 7

21



The children decide if the sentences refer to the actions or not.



The children demonstrate what they have learned by describing an action in written form.

Activity Book

Page 21, Activity 14

Say: *Open your Activity Books at page 21. Look at Activity 14.*

Read the first speech bubble out loud and ask: *What exercise is this?*

Repeat the process for the other speech bubbles. Tell the children to complete the crossword with the words.

Page 21, Activity 15

Say: *Now look at Activity 15.*

Tell the children to look at the pictures and to read the sentences. They cross out the sentences which are false. Tell the children to draw themselves doing an exercise and to complete the sentence.

Ask for volunteers to show their pictures and to read out their sentences.

Project Booklet

Twisting and turning: Make a skeleton Page 12, *The body*

Say: *Now you are going to make the body of your skeleton.*

Tell the children to point to different parts of their own bodies as you name the parts: *shoulders, ribs and hips*.

Say: *Open your Project Booklets at page 12.*

Tell them to put a tick (✓) next to the materials that are needed to make the body of the skeleton.

Tell them to look at the model of Activity 8 and to complete the instructions with the parts of the body (A: *shoulders*; B: *hips*; C: *ribs*).

They should cut out the shape of the shoulders and the hips.

They can paint the body before they stick the ribs on.

To finish off, the children make a skull with card and stick it onto the skeleton.

When they have finished the skeletons, they can display them in the classroom. Ask for volunteers to describe their skeleton, and to point out the parts of the body and the joints.

Let's play!

Simon says...

Take the children to the gym or any big open space where they can place mats on the floor. Play *Simon says...* using the actions from the lesson. When you say *Simon says (do the bicycle)* they have to do the action. If you do not say *Simon says*, they do not do the action. The children who do the action when you have not said *Simon says* are eliminated.

Resources

Multi-ROM

Unit 2, Activity 4

Teacher's Resource Book

Extension worksheet 1, page 41

Transcript



Track 1.19 Activity 11

Stretch your arms up.

Now touch your toes. One, two, three, four.

Do the windmill. One, two, three, four.

Do star jumps. One, two, three, four.

Do high kicks. Right, left, right, left.

Do sit-ups. One, two, three, four.

Do the bicycle. One, two, three, four.

Do press-ups. One, two, three, four.

And rest!

CLIL Objective

Language awareness: possessive adjectives: *my, your, his, her*

Curricular link: Literacy

Language Objectives

Vocabulary: *shake, touch, lift, my, your, his, her, arm, hand, toes*

Structures: *Lift his hand. Shake her arm. Touch your toes.*

Resources: Unit 2 cut-outs (parts of the face), scissors, crayons

FOCUS ON LANGUAGE

Presentation

Ask a boy and a girl to come to the front and say: *Touch your toes.* Point to the boy and say: *(Daniell!) Touch her toes. Touch my toes.* Do the same with the girl: *(Ana!) Touch his toes. Touch your toes.*

Ask: *What words are different in my instructions?* Write the following words on the board: *your, my, his* and *her*. Then, say: *Touch the toes! Whose toes? My toes, your toes, his toes, her toes? Whose toes? We need one of these words (my, your, his, her).*

Repeat the initial activity but this time ask volunteers to call out the instructions.

Work with the book

Student's Book, page 22, Activity 13

Say: *Open your books at page 22. Look at the words on the board.*

Ask a volunteer to read out the words. Divide the class into groups of three and make sure there is a mixture of boys and girls in each group. One child gives instructions to the other two. S1: *(Shake) (his) (hand).*

The children exchange roles until they have all given at least three instructions.

Student's Book, page 22, Activity 14

Say: *Now we're going to make and play a language game! Find your cut-outs for Unit 2.*

Tell the children to colour and cut out the cut-outs: (two sets of *eyes, hair, ears, mouth, nose*).

They play in pairs. They place the cut-outs face down on the table and take turns turning over a card and saying who the body part belongs to: *I've got (her eyes).* Then, they stick it on the corresponding face.

Ask for volunteers to describe the faces.

Optional Activity Book exercises

See page 103.

Practice

Raise a hand and ask the children: *How many fingers have I got?* SS: *Five.* T: *Yes, I've got five fingers or...* (show the class four fingers) *...four fingers...* (show them your thumb) *...and one thumb.*

Then, say: *Show me your fingers. Show me your thumbs.*

Show me your left thumb. Show me your right thumb.

Ask a boy and a girl to come to the front of the class. They interlock their own hands and take turns moving one finger or thumb. Ask the question: *What's (Ana) moving?*

SS: *(She's) moving (her left thumb).* The first child opens their hands and shows the class to check the answer.

Change couples until all the children have had a turn.

***Note:** This exercise is not easy and the children will not necessarily guess the correct number of fingers or thumbs.

13 Give orders to your friends.

Instructions

- 1 Work in groups of three with a boy and a girl.
- 2 Take turns and give each other instructions.



14 Make and play a language game.

Instructions

- 1 Colour and cut out the parts of the face.
- 2 Play in pairs. Place the pieces face down.
- 3 Take turns to turn the pieces over and complete the faces.



- Describe the faces.

Her eyes are blue. His eyes are green.

Lesson 8

CLIL Objective: Language awareness: possessive adjectives: *my, your, his, her*.

22



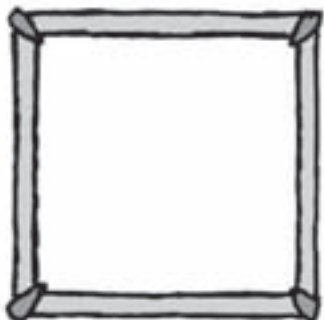
The children work in groups and practise the structures that they have learned.



The children make faces and describe them by using the vocabulary from the unit.

16 Draw and describe a friend.

Child's own answers



This is _____.
_____ eyes are _____.
_____ hair is _____.

17 Describe yourself and your family.

Child's own answers

My name is _____.
_____ eyes are _____.
_____ hair is _____.

My _____'s name is _____.
_____ eyes are _____, _____ hair
is _____.

My _____'s name
is _____.
_____ eyes are _____.
_____ hair is _____.

My _____'s name
is _____.
_____ eyes are _____.
_____ hair is _____.



Lesson 8

22



The children draw a classmate and describe them using the vocabulary.



The children complete the physical descriptions of themselves and their parents.

Activity Book

Page 22, Activity 16

Say: *Open your Activity Books at page 22. Look at Activity 16.*

Tell the children to draw a picture of a friend and to complete the sentences to describe them.

Ask for volunteers to show their pictures and to read out their sentences.

Page 22, Activity 17

Say: *Now look at Activity 17.*

Tell the children to complete the sentences about themselves and the members of their family. They can choose different members.

Ask for volunteers to read out their sentences.



Let's play!

Follow the leader

Put the children into pairs, making sure that each pair has a boy and a girl. Then, give instructions using *shake*, *touch* and *lift*, for example: *shake your head*, *touch your toes*, *lift his elbow*, *touch her nose*...

The children follow your instructions. After a minute, invite a child to be the leader and to give instructions to the rest of the class.



Resources

DVD

Unit 2, *Real kids*

Teacher's Resource Book

DVD worksheet, page 26

CLIL Objective

Describing how the body moves.

Curricular link: PE; Science

Language Objectives

Vocabulary: leg, arm, hand, spine, neck, knee, wrist, elbows, hips, right, left, straight, bending, touching, moving, turning around

Resources: CD

Materials: CD with dance music

THE WONDERFUL WORLD: RUBBER BODIES!

Presentation

Ask the children to stand up. Tell them to touch their toes without bending their knees: *Touch your toes. Don't bend your knees!*

Then, ask five children to come to the front and say: *Do a high kick with your right leg. Stand straight. Don't bend your knee and don't bend your spine.* Measure the height of the high kick with your hand. Ask: *Who can kick the highest?*

Then, explain that some people are more flexible than others. Ask how many of the children in the class do gymnastics. Ask: *Are you flexible?*

Ask the children if they can think of people who are very flexible (gymnasts, acrobats and sportspeople in general). Explain that some people are extremely flexible. Say: *Their bodies are like rubber!*

Work with the book

Student's Book, page 23, Activity 15

Say: *Open your books at page 23. Look at the pictures.* Ask questions about the photos: *Do you think these people are very flexible? Can you do these exercises?*

Play **Track 1.20**. The children point to the corresponding photo.

Play **Track 1.20** again. This time, stop after each description and ask: *Which picture is that?*

Ask questions to correct the activity: *Which person is twisting her spine?* Then, tell the children to read the three descriptions of the photos. In pairs, they should work out what the missing words are. They are all parts of the body. Ask for volunteers to read out the texts once they have finished them.

Student's Book, page 23, Activity 16

Say: *Now we are going to invent a dance. Listen to this music.*

Play the CD that you have brought to class for this activity. Read the instructions with the children.

Divide the class into groups of four and tell them to design and rehearse their dance.

The groups perform their dances for the rest of the class.

Transcript



Track 1.20 Activity 15

See page 107.

Optional Activity Book exercises

See page 107.

Practice

The groups rehearse their dances and perform them for the rest of the class. Hold class votes for the dances with different categories: the favourite dance / the most complex / the fastest / the slowest...

ANSWER KEY

Student's Book, Activity 15

See Transcript.



Rubber bodies!

15 Listen and find the photos.



• Read and say the missing words.

Picture 1

His right is straight
and his left is touching
his head.

His arms are bending
at the .

Picture 2

Her legs are bending
at the .

She is twisting her .

Picture 3

His legs are bending
at the .

His arms are bending
at the .

16 Invent a dance.



Instructions

- 1 Work in groups of four. Listen to the music.
- 2 Invent a sequence of four movements.
- 3 Repeat the sequence four times.
- 4 Describe the movements.
- 5 Perform the dance for your class.

I'm moving my hips and
I'm turning round!



Lesson 9

CLIL Objective: Describing a sequence of movements.



The children identify the photographs by listening for the clues in the recording. Then, they complete the texts with the information.



The children demonstrate their creativity by inventing a dance and describing it step by step.






18 Do the flexible face quiz for you and two friends.

Child's own answers

The face has got more than 50 muscles. We use 14 muscles when we smile.

Can you... Can he... Can she...



	You		
... raise one eyebrow? 			
... move your ears? 			
... flare your nostrils? 			
... roll your tongue? 			
... touch your nose with your tongue? 			

Lesson 9

23



The children learn about facial muscles and do an experiment.



The children complete the chart with the results of the experiment.

Activity Book

Page 23, Activity 18

Say: *Open your Activity Books at page 23. Look at Activity 18.*

Read out the sentence in the speech bubble. Ask the children if they are surprised about this. Tell them to smile, to keep the smile and to touch their face to check the muscles that are being used.

Divide the class into groups of three and make sure there is a mixture of boys and girls.

The children try to do the facial exercises and complete the table.

Ask a spokesperson from each group to read out the results to the rest of the class.

Let's play!

Repeat the truth

Do an action and describe what you are doing. This description can be true or false: *I'm (twisting) my (wrist)*. The children should repeat the sentences that they think are true. If they do not think they are true, they do not say anything. Repeat the process. Ask for volunteers to come to the front to do the actions for the rest of the class to guess.

Resources

Multi-ROM

Unit 2, *The wonderful world*

Teacher's Resource Book

Extension worksheet 2, page 42

Transcript



Track 1.20 Activity 15

He's balancing on his hands. He's bending his knees.

He's sitting on the floor. His foot is touching his head.

She's sitting on the floor. She's twisting her spine.

CLIL Objective

Assessment.

Curricular link: Literacy; PE; Science

Language Objectives

All the vocabulary from unit 2.

Materials: CD; poster (sides A and B); flashcards (*twisting, turning, swinging, bending, straightening, lifting, lowering, kicking*)

Transcript



Track 1.15 The body song

See page 79.

Optional Activity Book exercises

See page 111.

REVIEW

Let's remember!



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

Show the children the poster (side A). Say: *Look at the skeletons on the poster.* Tell the children to come to the front to identify the parts of the body and the joints. Ask: *Do you remember The body song?*

Play **Track 1.15**. Tell the children to sing along and to do the actions.

Hand out the flashcards and name the movements out loud. The child with the corresponding flashcard gets up and does the movement. Collect the flashcards, hand them out to different children and play the game again.

Work with the book

Student's Book, page 24, Activity 17

Say: *Open your books at page 24. We're going to play a miming game.*

Read the instructions with the children and tell them to look at the pictures.

Divide the class into groups of three. One child chooses a movement, does the action and the other two children have to guess what movement it is: (*He's*) (*dancing*).

Student's Book, page 24, Activity 18

Say: *Now look at Activity 18.*

Tell the children to read the speech bubbles on the left-hand side of the page: *Stand up!* *Walk!* and *Open the door!*

Then, tell them to read the action verbs: *straightening, bending, moving, twisting, swinging.*

Working in pairs, one child chooses an instruction and reads it out loud. S1: (*Walk!*) The other child does the action and describes what they are doing. S2: *I'm (moving) (my leg) and I'm (bending) (my knee).* Repeat the activity in groups of three. One child tells a second what to do and the third child describes the actions. S1: (*Walk!*) S3: (*He/she's*) (*moving*) (*his/her leg*) and (*he/she's*) (*bending*) (*his/her knee*).

Round up



Display the poster (side B). Read the instructions: *Do the windmill. Do star jumps. Do high kicks. Do press-ups. Do the bicycle. Do sit-ups.*

Choose an exercise and tell the children to do it. Then, ask: *Which parts of your body did you move and what did you do?*

Point to the corresponding picture and say: *The (bicycle)! SS: (He's) (moving) (his legs) and (he's) (bending) (his knees).*

Ask a volunteer to choose an exercise and to do it. Ask a volunteer to describe the movements to the rest of the class.

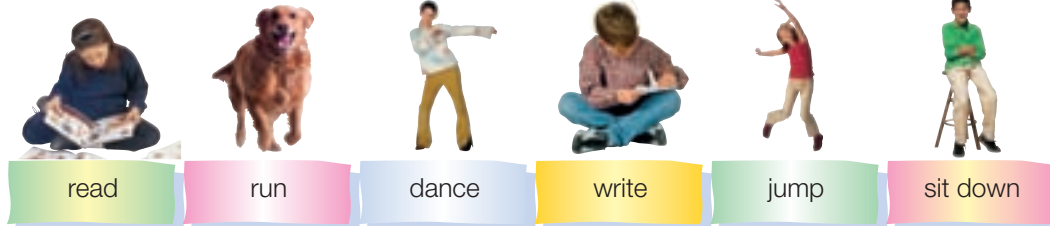
Repeat several times.

Review

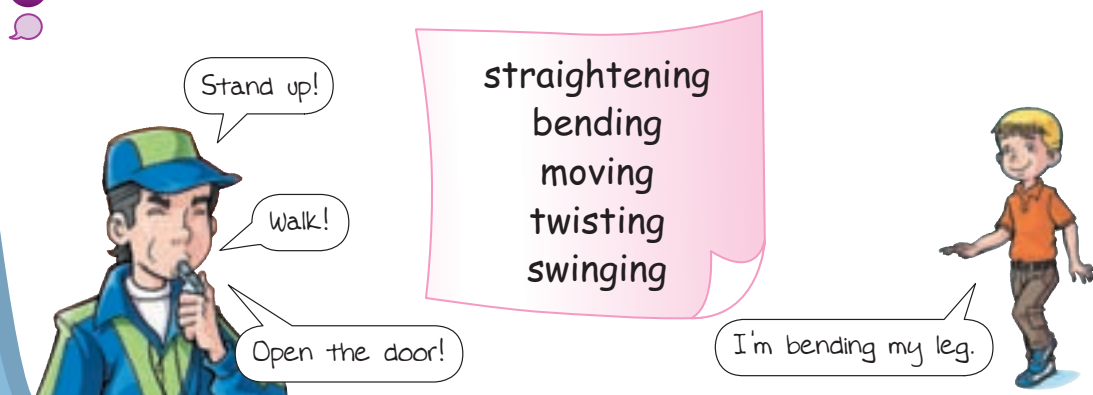
17 Play a mime game.

Instructions

- 1 Play with three friends.
- 2 Choose and mime an action.
- 3 Your friends guess the actions.



18 Choose an instruction and describe the movements.



Lesson 10

Objective: Assessment.

24



The children use mime to do the actions.



The children revise the structures they have learned by describing the movements.

Review

19 Use the picture clues to do the crossword.



• What's the secret word? **SKELETON**

20 Complete the puzzle pieces. Then use the words to complete the text.



A doll is **driving** the toy car. Ben is **running** after the car.
Lily is **dancing**. The other doll is **swimming**. Grace is
climbing the curtains and Jack is **jumping**.

Lesson 10

24



The children complete the crossword using vocabulary related to the human body.



The children revise the grammatical structures from the unit by completing the activity.

Activity Book

Page 24, Activity 19

Say: *Open your Activity Books at page 24. Look at Activity 19.*

Tell the children to name the parts of the body in the pictures.

Tell the children to write the words in the crossword.

Page 24, Activity 20

Say: *Now look at Activity 20.*

Remind the children that when we add *ing* to a verb, we usually take off the final *e* and also add an extra consonant.

Tell them to complete the pairs of words in the puzzle pieces.

Ask for volunteers to write the gerunds in the puzzle and correct the activity.

Say: *Look at the picture. What are they all doing?*

Ask for volunteers to describe the actions. Tell the children to complete the sentences in their Activity Books.

Ask for volunteers to read out their sentences.

Let's play!

Miming game

Tell the children to play in teams. One child mimes an action and their team has one minute to guess what they are doing, for example: *He's swinging his right leg.* If they do not guess correctly, the other team has a turn to try to guess the answer. The team that guesses correctly gets a point. The team with the most points at the end of the game is the winner.

Resources

Teacher's Resource Book

Unit 2 Test, pages 87-88



See Transcript **Track 1.21**

Transcript



Track 1.21 Unit 2 Test. Activity 1

Listen and number the pictures.

1 I am swinging my arms.

2 I am straightening my fingers.

3 I am lowering my left leg.

4 I am bending my fingers.

5 I am moving my right ankle.

6 I am lifting my arms.

Assessment criteria

CLIL Objectives

Children can recognise the similarities and differences in human bodies.

Children can identify body parts and joints.

Children can analyse the component parts of different movements.

Children can identify movement that constitutes exercise.

Language Objectives

Children can name the parts of the body and the main joints.

Children can describe different types of movement.

Children can give and follow instructions for performing exercise routines.

CLIL Objective

Interpreting a distances chart.

Curricular link: Geography; Maths

Language Objectives

Vocabulary: France, Germany, Italy, Poland, Portugal, Spain, UK; Berlin, London, Lisbon, Paris, Madrid, Warsaw

Structures: *How far is it from (Madrid) to (Paris)?*

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

Preparation: Make a list of distances from your town/city to other places in your region.

GETTING AROUND**Presentation**

Show the children the map from the poster (side A) and point to the compass, the scale and the other key elements.

Say: *This is Europe*. Ask the children to come to the poster, to point to a country and to name it. If they say it in L1, repeat the word in English.

Point to the seven key countries and name them. Place the pop-outs of the names of the countries on the poster.

Then, hand out the pop-outs of the cities and tell them to stick each one on the corresponding country.

Point to the scale at the bottom of the map and explain how it is used. Explain that a map is a representation of real distances.

Ask a volunteer to come to the poster with a ruler. Ask: *How far is it from (Madrid) to (Paris)?* The child finds the two cities and measures the distance. Write the number of centimetres on the board and then multiply it by 100 to calculate the number of kilometres. Summarise the result: *It's 1,000 kilometres from (Madrid) to (Paris)*.

Repeat with other children.

Work with the book**Student's Book, page 25, Activity 1**

Say: *Open your books at page 25. Look at the chart.*

Explain to the children how to calculate the distance between the chosen cities from the row at the top and a city from the column on the left-hand side. Slide a finger along the row at the top and another finger along the column on the left until you get to the point where they meet. Ask for volunteers to read out some of the numbers to check that they say them correctly. Play **Track 1.22**. The children listen to the recording.

Play **Track 1.22** again. This time, stop the recording after each distance and tell them to tell you if the answers are true or false. Then, they practise in pairs. S1: *How far is it from (London) to (Paris)?* S2: *It's (three hundred and forty-three kilometres).*

Student's Book, page 25, Activity 2

Say: *Now we're going to play a guessing game.*

Tell the children to look at the pictures and to read the speech bubble: *It's 1,261 kilometres to Madrid. Where am I? You're in London.*

Tell them to work in pairs and to take turns choosing the distance to a city. S1: *It's (1,873) kilometres to (Rome).* Where am I? S2: *You're in (Lisbon).*

Transcript**Track 1.22 Activity 1**

See page 115.

Optional Activity Book exercises

See page 115.

Practice**Continuous assessment**

Children can say big numbers.

Tell the children to guess the distances between familiar places. For example: *How far is it from your house to your granny's house? How far is it from (your town/city) to (the sea)?*

Make a small table like the one given in Activity 1 to show the distances from places in your region. Tell the children to look at the chart and to take turns asking and answering questions.

ANSWER KEY**Student's Book, Activity 1**

See Transcript.

1 Listen and say true or false.



	London	Paris	Rome	Madrid	Lisbon	Berlin
Warsaw	1,452	1,372	1,316	2,293	2,762	523
Berlin	929	877	1,185	1,434	2,310	
Lisbon	1,585	1,452	1,873	501		
Madrid	1,261	1,052	1,377			
Rome	1,554	1,117				
Paris	343					



2 Play a guessing game.



Lesson 1

CLIL Objective: Interpreting a distances chart.

25

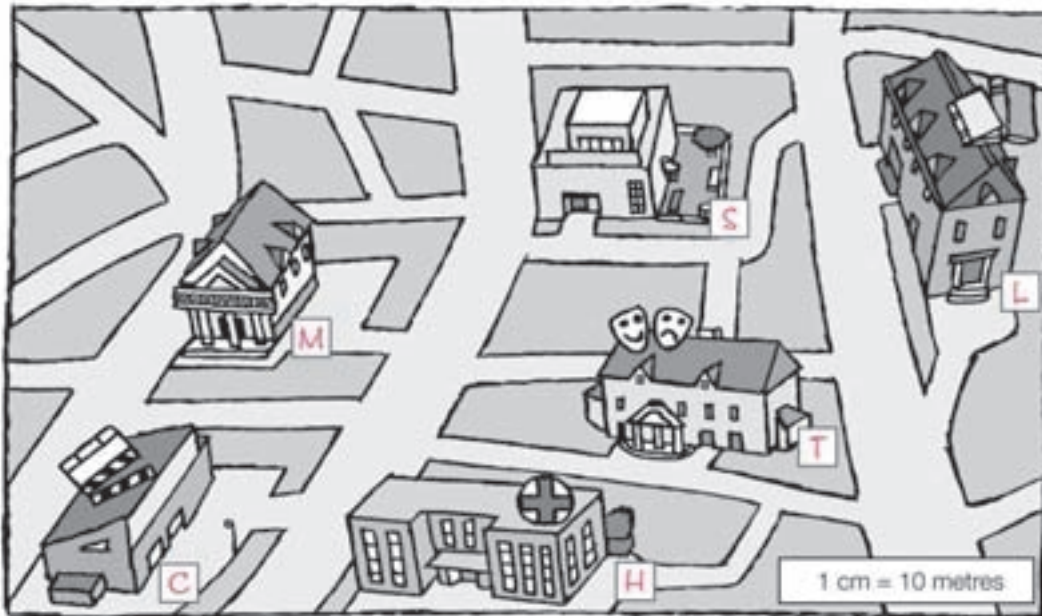


The children use scale to calculate distances. They also practise saying big numbers.



The children interpret charts and scales.

1 Use the key and write the letters on the map.



Key

M = museum H = hospital T = theatre
S = school L = library C = cinema

• Complete and answer the questions. **Child's own answers**

- 1 How far is it from the museum to the school? _____ metres
- 2 How far is it from the library to the school? _____ metres
- 3 How far is it from the theatre to the cinema? _____ metres
- 4 How far is it from the hospital to the _____? _____ metres
- 5 How far is it from the museum to the _____? _____ metres
- 6 How far is it from the cinema to the _____? _____ metres
- 7 How far is it from the _____ to the _____? _____ metres
- 8 How far is it from the _____ to the _____? _____ metres

Lesson 1

25



The children learn about the importance of knowing how to read maps to find important or interesting places.



The children identify distances between different places.

Activity Book

Page 25, Activity 1

Say: *Open your Activity Books at page 25. Look at Activity 1.*

Tell the children to look at the map of the city. Say: *There are six different buildings on the map. Look at the words in the key.*

Tell them to use the code to label the buildings. Hold the book up, point to a building and ask: *What's this?* Correct the activity.

Then, write the scale on the board and explain that on the map, each centimetre is 10 metres. Tell the children to measure the distance from one building to another and to then multiply it by ten to calculate the real distances. Remind them that the distances are calculated along the streets and not in straight lines. Tell them to complete the sentences.

Then, ask for volunteers to read out the questions and the answers and correct the activity.

Let's play!

Bingo!

Play *Bingo* using numbers. Hand out sheets of paper. Write several numbers on the board, making sure that they have more than two digits. Tell the children to draw a 3x3 grid with 9 squares and to choose numbers from the board to put in each square. Start saying the numbers out loud. If the children hear a number that they have on their grid, they cross it out. The first child to cross out all their numbers shouts *Bingo!* and is the winner.

Resources

Multi-ROM

Unit 3, Activity 3

Anticipating difficulties

In this unit, the children will have to say big numbers and “translate” digital times into analogue forms (13:45 = a quarter to two).

Large numbers are difficult to say out loud because of the position of the word *and*. We place the word *and* after the word *hundred*. So, we say: (2,345) *Two thousand, three hundred and forty five*. Also, point out that in the UK the thousands and hundreds are separated by a comma and not a full stop.

If the children are still having difficulty translating the digital times into the analogue form, draw a clock on the board. Divide it in half from 12 to 6 o'clock. Colour the left-hand side blue and write the word *to* inside the clock. Then, colour the right-hand side red and write the word *past* inside the clock. Write the numbers around the clock and explain that each space between them represents 5 minutes. Write some digital times on the board and ask volunteers to come and show you where the hands should be on the clock. Then, ask them to say the times.

Transcript



Track 1.22 Activity 1

Jack: *How far is it from London to Paris?*

Grace: *It's 343 kilometres.*

Jack: *How far is it from London to Rome?*

Grace: *It's 1,454 kilometres.*

Jack: *How far is it from London to Madrid?*

Grace: *It's 1,261 kilometres.*

Jack: *How far is it from London to Lisbon?*

Grace: *It's 872 kilometres.*

Jack: *How far is it from London to Berlin?*

Grace: *It's 2,452 kilometres.*

Jack: *How far is it from London to Warsaw?*

Grace: *It's 1,452 kilometres.*

CLIL Objective

Recognising the cardinal points.

Curricular link: Geography

Language Objectives

Vocabulary: *north, south, east, west; flying, pointing, going; train, plane*

Structures: *It's flying north.*

Resources: CD; poster (side A); flashcards (*north, south, east, west*)

Materials: compass, paper to make aeroplanes.

CARDINAL POINTS

Presentation



Show the children the compass on the poster and ask: *Do you know what this is? It's a compass rose. What information does it give us? It tells us the position of north, south, east, and west.* Point to the cardinal points. Write *N, S, E* and *W* on the board. Point to the initials and present the words: *north south, east and west.* Take out the flashcards of the cardinal points: *N (north), S (south), E (east) and W (west).* Show them the compass that you have brought to class and show them how to find the north. Put a flashcard of the north on the north wall of the classroom. Do the same for the south, east and west. Identify the walls with the flashcards. Explain to the class that it is easy to remember which east and west is because when we look at the compass, the two letters spell we.

Work with the book



Student's Book, page 26, Activity 3

Say: *Open your books at page 26. Now we're going to listen and identify the train.* Tell the children to look at the compass and to notice which direction north, south, east and west is. Then, play **Track 1.23**. The children look at the picture and follow the train line with their finger. Play **Track 1.23** again. Tell them to tell you the colour of the train. Then, in pairs, one child explains the direction of one of the trains and the other identifies it. S1: *The train is going (east)...* S2: *It's the (blue) train.* Encourage the children to make the noise of a train as they discover which direction it is going in.

Student's Book, page 26, Activity 4

Say: *Now we are going to make a paper plane.*

Tell the children to take out a piece of paper and to look at the pictures showing how to fold the paper to make a plane.

When they have finished, point to the *north, south, east* and *west* flashcards on the walls to remind the children of the cardinal points and where they are. Then, ask for a volunteer to fly their plane. Explain which direction the plane is going in. Say: *Your plane is flying (north).* Tell the children to play with their planes and to say which direction they are going in. When the planes have landed, tell the children to say which direction they are pointing in. S1: *My plane is pointing (south).*

Transcript



Track 1.23 Activity 3

See page 119.

Optional Activity Book exercises

See page 119.

Practice

Continuous assessment

Children can name the cardinal points.

Play a game. Give the children instructions to walk around the classroom (like a train) collecting carriages (other children) and changing direction. T: *Go (north). Now go (west). Stop. Pick up (two) carriages. Go (south). Now go (west) and stop.*

Ask for volunteers to give the instructions to the other children.

ANSWER KEY

Student's Book, Activity 3

See Transcript.

3 Listen and follow the railway track.

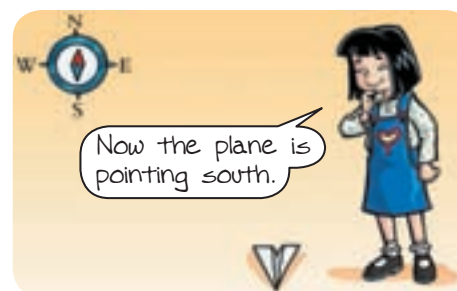


- Which train is it?

4 Make a paper plane.



- Play with your plane.



Lesson 2

CLIL Objective: Recognising the cardinal points.

26



The children listen carefully so they can identify the correct train that is being described on the recording.



The children learn about the cardinal points and practise identifying them in a game.

2 Colour the footprints in the key different colours.

Key



Jack



Lily



Grace



Ben

- Read the sentences and use the key to colour the footprints on the map.

1 Jack is walking north.

3 Ben is walking west.

2 Lily is walking east.

4 Grace is walking south.



3 Draw a floor plan.

Instructions

- Where are you now?
- Draw a floor plan of the room.
- Mark your position with an X.
- Find and draw north.

I am in the _____.

I am facing _____.

Child's own answers



Lesson 2

26



The children revise the cardinal points.



The children use their knowledge of maps and plans to draw a floor plan of a house that they have invented.

Activity Book

Page 26, Activity 2

Say: *Open your Activity Books at page 26. Look at Activity 2.*

Draw a compass on the board and remind the children about the cardinal points.

Say: *Now look at the footprints in the picture. There are four sets of footprints. Jack is walking north. Lily is walking east...*

Tell them to choose four different colours and to use the code to colour the footprints.

Page 26, Activity 3

Say: *Now look at Activity 3.*

Tell the children to draw a floor plan of the classroom. They should include structural elements such as windows, doors and furniture.

Then, they should put a cross to show where they are. Use the compass to identify the cardinal points in the classroom and tell the children to mark north on the floor plan.

Tell them to complete the sentences. Ask for volunteers to read out their sentences.

Project Booklet



Getting around: Plan a trip

Page 13, *Passport*

Materials: paper, scissors, a passport photo

Stick up the poster of the map of the world from unit 1 (side A). Say: *I want to go to Costa Rica.* Tell the children to come to the board to say where they want to go. Say: *Let's plan an imaginary trip to our favourite destinations. I want to go to (Costa Rica and Panama).* Then, say: *Open your Project Booklets at page 13.*

The children complete the sentence with their destinations and put a tick (✓) next to the things that they need for the trip. Ask for volunteers to say what they need.

Ask them if the place where they are going has the same money.

Explain that they are going to make a passport.

Read the instructions with them and make sure they understand the information that they have to write on the page with their personal details.

Put the children into pairs so they can tell one another about the information on their passports. Collect the passports for the following project class.

Let's play!

Simon says...

Take the children to the playground or any other big space. Play *Simon says...* using actions and cardinal points, for example: *Simon says (run north), Simon says (hop west), (walk south)...*

The children who do the action even though you haven't said *Simon says* are eliminated.

Resources

DVD

Unit 3, *Real kids*

Teacher's Resource Book

DVD worksheet, page 27

Transcript



Track 1.23 Activity 3

The train is going south.

Now the train is going west.

Now it's going north.

Now it's going east...

And now it's going south!

And now... it's going west.

Which train is it?

CLIL Objective

Contrasting different means of transport.

Curricular link: Social Science

Language Objectives

Vocabulary: train, plane; airport, car park, gate, platform, train station

Structures: How are they travelling? They are travelling by (car).

Resources: CD; poster (side A); flashcards (airport, bus station, car park, train station)

Materials: slips of paper, bag

MEANS OF TRANSPORT

Presentation



Show the children the poster (side A) and remind them of the names of the cities from lesson 1. Then, point to Madrid and then Paris and say: *You can travel from Madrid to Paris by plane, by train, by car or by bus.* Point out which infrastructure is necessary for this.

Ask about the local infrastructure: *Have we got an airport in our city?* SS: Yes/No. T: *Have we got a train station?* SS: Yes/No. T: *Can we travel from here to (Paris)?* SS: Yes. T: *Can we travel by plane, by train, by car or by bus?* The children answer according to where they are. Explain that a journey on a plane is different from one on a train. We do different things.

Work with the book



Student's Book, page 27, Activity 5

Say: *Open your books at page 27. Look at Activity 5.* Tell the children to look at the six pictures and to read out the words at the bottom. Play **Track 1.24**. The children listen to the recording. Play **Track 1.24** again but this time stop the recording after each question: *Which picture is it?* The children say the number of the corresponding picture out loud.

Ask: *What are Jack and Lily doing in (picture 1)?* SS: *They are arriving at the airport.* T: *Are they travelling by plane or train?* SS: *They are travelling by plane.* Ask questions about the other pictures. Tell them to read the speech bubble: *In picture three, they are waiting at the platform...*

Then, tell them to make two travel sequences using the three verbs, one to go by plane and another to go by train: *In picture (one), they are arriving at the (airport). In picture (four), they are waiting at (the gate). In picture (six), they are sitting on (the plane).*

Student's Book, page 27, Activity 6

Say: *Now look at Activity 6.*

Explain the instructions to the class. Read the first example and ask: *Are they travelling by plane or train?* SS: *They are travelling by train.*

Tell the children to work in pairs. They read the actions about their trips out loud. S1: *They are opening a window. They are talking on the phone. They are reading. How are they travelling?* S2: *They are travelling by (train).*

Transcript



Track 1.24 Activity 5

See page 123.

Optional Activity Book exercises

See page 123.

Practice

Continuous assessment

Children can name means of transport and the associated infrastructure.

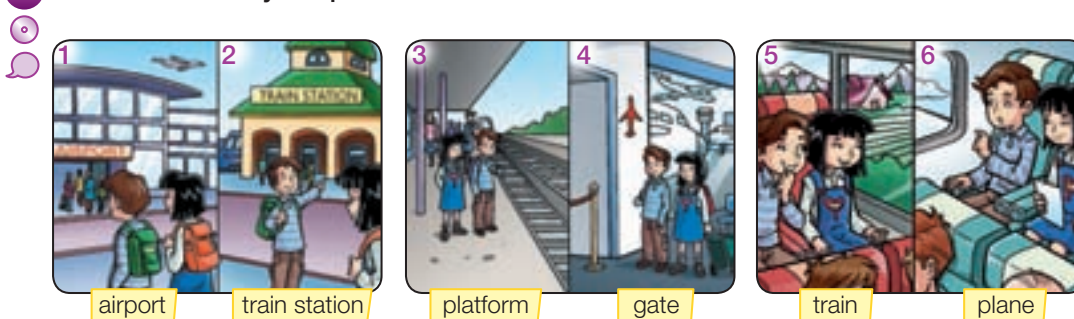
Use the flashcards to make signs for different parts of the classroom: *airport, train station, bus station, car park.* Make slips of paper with transport words on them: *bus, train, plane, car.* The children put a hand into the bag, take out a slip of paper and read it out. S1: *(Train!) I'm going to the (train station).* Then, they walk to the corresponding flashcard. When they are all ready, they "leave" making suitable gestures and sound effects.

ANSWER KEY

Student's Book, Activity 5

See Transcript.

5 Listen and identify the pictures.



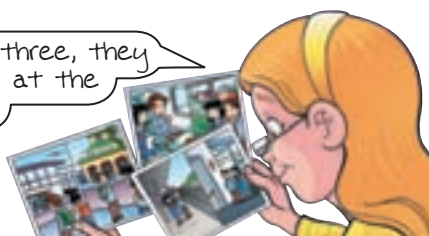
Find two travel sequences.

sitting on ...

waiting at ...

arriving at ...

In picture three, they are waiting at the platform...



6 Guess the means of transport.

Instructions

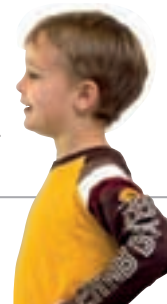
- 1 Work in pairs and choose a means of transport.
- 2 Choose four pictures and describe Jack and Lily's actions on the journey.



How are they travelling?

Lesson 3

CLIL Objective: Contrasting different means of transport.



27



The children identify the images by paying careful attention to the information on the recording. At the same time, they learn some transport vocabulary.



The children use the structures and vocabulary orally. Remind them that the more they participate in class, the more they will learn and remember later.

4 Number the words. Then match the columns and make sentences.



They are...

the platform. 1
the train station. 6
the phone. 7
a train. 2
the airport. 3
a window. 9
a plane. 4
the gate. 11
the clouds. 5
seat belts. 12
a drink. 10
books. 8

• Choose two sentences and draw pictures. Then write the sentences.

Child's own answers

Lesson 3

27



The children apply the grammatical structures they have learned to the topic of transport.



The children draw pictures of the sentences they have found in order to demonstrate their knowledge of the vocabulary.

Activity Book

Page 27, Activity 4

Say: *Open your Activity Books at page 27. Look at Activity 4. Look at Jack and Lily.*

Tell the children to look at the pictures and to write the corresponding numbers in the boxes next to the words. Ask for volunteers to say the words and the numbers of the corresponding pictures.

Read a few sentences out loud, using familiar words, for example: *They are sitting on a train.*

Tell them to draw lines to connect the words in the columns to form sentences.

Tell them to write two of the sentences that they have formed and to do pictures to represent these sentences.

Ask for volunteers to show their pictures and to read out their sentences.

Project Booklet



Getting around: Plan a trip

Page 14, Travel itinerary

Say: *Do you remember that we made passports?*

Hand out the passports and use the poster with the map of the world.

Say: *I live in Spain. My destination is (Costa Rica).*

How can I get there? Can I go by car? No! How can I go? I can go by plane, I can go by boat. I can't go by car or by train. And I can't go on foot!

Then, add other destinations to the same trip: *I can get from Spain to Costa Rica by plane or by boat. I can get from Costa Rica to Panama by plane, train, car or coach. I can get from Costa Rica to Cuba by plane or by boat.*

The children come to the board and do the same with their destinations.

Say: *Open your Project Booklets at page 14.*

The children choose the means of transport according to the destination that they have chosen and complete the sentences about how they are going to travel.

Ask for volunteers to tell the class what means of transport they are going to use for their trip.

Then, they make tickets for all the stages of the trip, depending on the means of transport that they are going to use.

Display the tickets and ask for volunteers to talk to the class about their tickets.

Let's play!

Relay race

Divide the class into teams. Make a copy of the set of flashcards for each team and place them on the board. The children form lines in their group in front of their set of flashcards. Name a flashcard. The first child in each line has to run to the board, take the correct flashcard and return to their line. As soon as the child has returned, name another flashcard for the following child and so on. The first team to collect all the flashcards from the board is the winner.

Resources

Teacher's Resource Book

Unit 3, Activity 1

Multi-ROM

Ready to write worksheet, page 113

Transcript



Track 1.24 Activity 5

Jack and Lily are sitting on the train. Which picture is it?

Jack and Lily are waiting at the platform. Which picture is it?

They are arriving at the airport. Which picture is it?

They are waiting at the gate. Which picture is it?

They are sitting on the plane. Which picture is it?

They are arriving at the train station. Which picture is it?

7 Listen and read the story.



The maze

It's Saturday afternoon at Granny's house.

We're playing explorers!

Can we play with this compass?

Yes, of course.

There's a big, old maze in Granny's garden.

Let's explore in there.

Don't get lost.

The children go into the maze.

Wow! Look at the chess queen.

The maze is dark and scary.

What's that?

A spider! Help!

The children run and run.

Look! It's the chess queen again.

Oh no! We're in the same place.

Lesson 4

CLIL Objective: Literacy: inference.

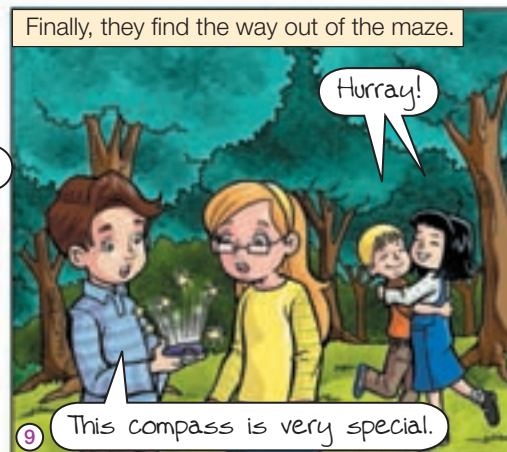
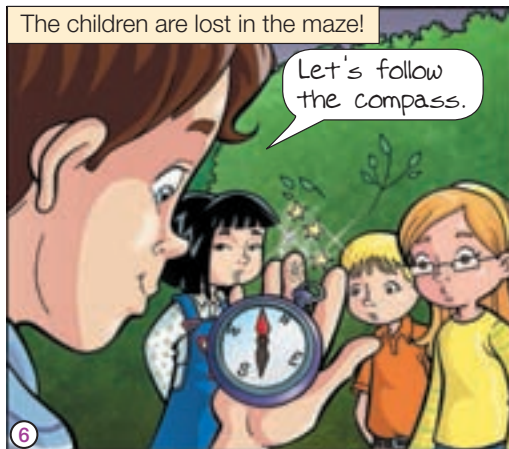
28



The children learn to infer information using the clues that appear in the story.



The children read the speech bubbles to learn how to speak natural English.



- 8 Listen and repeat the sounds and words. Then find the words in the story.

where what we're there that they

Lesson 5

CLIL Objective: Literacy: phonics.



The children show their understanding of the story by retelling it.



The children repeat the words that are marked in order to practise the sounds and identify the spellings.

CLIL Objective

Literacy skills: inference.

Curricular link: Literacy

Language Objectives

Story language: *Saturday, afternoon, playing, explorers, compass, maze, garden, chess, queen, dark, scary, spider, follow, pointing, way, run, find, way out; Don't get lost. We're nearly there!*

Resources: CD; story cards

Transcript



Track 1.25 Story: The maze

See page 129.

Optional Activity Book exercises

See page 129.

STORY: THE MAZE

Presentation

Say: *It's story time!*

Put 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 by asking: *What is a maze? What can you see in picture 2? Are the horses real horses? What are they made of? Are they chess pieces? Why are the children running in picture 4? What is the same in pictures 3 and 5? What is Jack looking at in picture 6? Is the compass pointing north?*

Play **Track 1.25**. Point to the story cards as you listen to the story.

Work with the book

Student's Book, pages 28 and 29, Activity 7

Say: *Open your books at pages 28 and 29.*

Play **Track 1.25** again. Tell the children to follow the story in their books.

Ask comprehension questions: *Where are the children? What are they playing? Where is the maze? What do the children see in the maze? Why are the children frightened? How do the children know they are in the same place? Are the children lost? How do they escape from the maze?*

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

Practice

Place the story cards on the board in random order. Play **Track 1.25** again. This time, stop the recording 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. Continue until you have placed all the story cards in the correct order in the line below.

Then, find the different sections of the story. Tell the children to tell you what happens in these sections. In order to do this, they can use the descriptions that appear at the start of each picture frame.

CLIL Objective

Literacy: phonics *w* (*where, what, we're*) and *th* (*there, that, they*)

Curricular link: Literacy

Resources: CD; story cards

PHONICS

Retell the story

Place the story cards on the board in random order. 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 in order to check their understanding. Repeat for the other story cards until all of the pictures are in the correct order.

Work with the book

Student's Book, pages 28 and 29

Tell the children to read the story out loud. Assign characters to five children and tell other children to read the parts of the narrator.

Do not interrupt them while they are speaking, but make a note of any words that they do not pronounce correctly. Write the words that need to be corrected on the board when they have finished. Point to them one by one and ask if anyone can read them out. Correct their pronunciation when necessary.

Student's Book, page 29, Activity 8

Clap your hands to make sure the children are watching you. Write the letter *w* several times on the board.

Point to the letters as you say: *w w w where*. Repeat several times. Articulate the *w* sound clearly by moving your lips as if you were a fish. Ensure that the children realise that the sound is not made from the back of the throat like the *g* sound.

The children repeat: *w w w where*.

Repeat with the other words (*what, we're*).

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

Point to the letters as you say: *th th th there*. Repeat several times. Articulate the *th* sound clearly by sticking your tongue out between your teeth.

The children repeat: *th th th there*.

Repeat with the other words (*that, they*).

Tell them to look at Activity 8 on page 29.

Play **Track 1.26**. The children repeat the sounds and the words.

Tell them to look for the words in the story. Ask for volunteers to read out their completed sentences. They can use the story cards if necessary.

Transcript



Track 1.26 Phonics

See page 131.

Optional Activity Book exercises

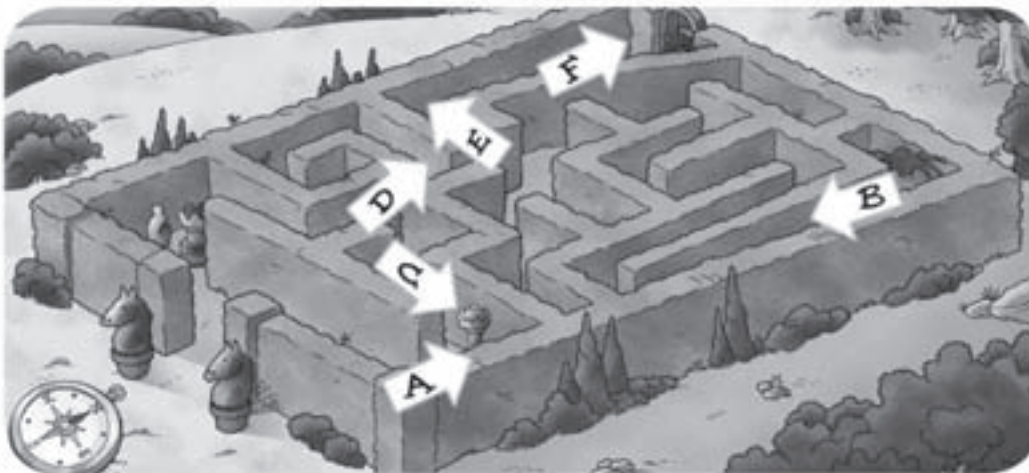
See page 131.

Act out the story

Divide the class into groups of five. Assign a character to each child. Play **Track 1.26** again so they can join in with their lines.

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

- 5 Look at the map and use the key to complete the sentences.



Key

A = picture 3 of the story C = picture 5 of the story E = picture 7 of the story
B = picture 4 of the story D = picture 6 of the story F = picture 8 of the story

- 1 In picture 3, the children are going north.
- 2 In picture 4, the children are going south.
- 3 In picture 5, the children are going east.
- 4 In picture 6, the children are going north.
- 5 In picture 7, the children are going west.
- 6 In picture 8, the children are going north.

- Now answer the question.



Is it an ordinary compass?

No, it isn't.

- 6 Circle the options and complete the story summary.

The maze

- 1 The children are playing explorers / hide and seek.
- 2 Jack has got a key / a compass.
- 3 The children are playing in the attic in the garden in the village.

4 What's the problem?

- a) They can't find the way out of the maze.

- b) They can't find Granny.
- c) There is a big spider in the maze.

5 What's the solution?

- a) the key
- b) the compass
- c) the phone

Lesson 4

28



The children practise using the cardinal points by indicating where each character from the story is going.



The children analyse the different parts of the story and their features.

Activity Book

Page 28, Activity 5

Say: *Open your Activity Books at page 28. Look at Activity 5.*

Tell the children to look at the map, the compass and the key. Say: *Look at the key. Which picture of the story is arrow A? A: Picture 3.*

Repeat the process with the other arrows.

Then, tell the children to look at the sentences. Read the first one and ask a volunteer to complete it by using the code.

Tell them to use the key to complete the other sentences.

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

Finally, tell them to answer the question about the compass and discuss the answer with the rest of the class.

Page 28, Activity 6

Say: *Now look at Activity 6.*

Read out the first sentence with the two options and ask: *Which is correct?*

Repeat the process for the other sentences. Tell the children to circle the correct options in their Activity Books.

Ask for volunteers to read out their sentences.

Let's play!

Living story card

Divide the class into two groups. Each group takes a story card and acts it out while the other group has to guess which one it is. If they are correct, they get a point and then they act out another story card. When a group guesses correctly, tell that group that they have to identify the characters and describe the picture frame, giving as many details as possible about what is happening. The more information they give, the more points they can win.

Resources

Multi-ROM

Unit 3, Story

Transcript



Track 1.25 Story: The maze

Picture 1

Narrator: *It's Saturday afternoon at Granny's house.*

Lily: *We're playing explorers.*

Jack: *Can we play with this compass?*

Granny: *Yes, of course.*

Picture 2

Narrator: *There's a big, old maze in Granny's garden.*

Jack: *Let's explore in there.*

Granny: *Don't get lost.*

Picture 3

Narrator: *The children go into the maze.*

Lily: *Wow! Look at the chess queen.*

Picture 4

Narrator: *The maze is dark and scary.*

Jack: *What's that?*

Grace: *A spider. Help!*

Picture 5

Narrator: *The children run and run.*

Ben: *Look. It's the chess queen again.*

Lily: *Oh, no! We're in the same place.*

Picture 6

Narrator: *The children are lost in the maze!*

Jack: *Let's follow the compass.*

Picture 7

Narrator: *The children are following the compass.*

Lily: *Where are we?*

Jack: *Look! The compass is pointing that way.*

Picture 8

Narrator: *The children run and run.*

Jack: *Come on!*

Grace: *We're nearly there!*

Picture 9

Narrator: *Finally, they find the way out of the maze.*

Lily and Ben: *Hurray!*

Jack: *This compass is very special.*

7 Read the key and circle the words.

Key

green = the first sound in water

blue = the first sound in that



8 Use the letters to complete the tongue twister.



Lesson 5

29



The children revise the sounds and the spellings that appear in the story.



The children complete the tongue twister and try to say it.

Activity Book

Page 29, Activity 7

Say: *Open your Activity Books at page 29. Look at Activity 7.*

Ask for volunteers to read the words out loud.

Tell them to read the key and to circle the words in green or blue according to the key.

Ask for volunteers to read the two groups of words out loud and correct the activity.

Page 29, Activity 8

Say: *Now look at Activity 8.*

Tell the children to read the tongue twister in silence and to use the letters to complete the words.

Ask for volunteers to read out their tongue twisters once they have finished.

Resources

Multi-ROM

Unit 3, *Phonics*

Transcript



Track 1.26 *Phonics*

w w w where

w w w what

w w w we're

th th th there

th th th that

th th th they

Let's play!

Sound hunt

Divide the class into two teams and give each one the *w* or *th* sound.

They have to make a list of words that start with these sounds. Set a time limit, for example two minutes. The team with the longest list wins.

CLIL Objective

Reading schematic maps.

Curricular link: Geography; Music

Language Objectives

Vocabulary: *metro, tube, subway, underground, line, station, red, green, blue, yellow, purple, pink, north, south, east, west, take, get on, get off, go*

Structures: *How can I get to...? Take the (green) line north... Go (three) stops...*

Resources: CD; poster (side B)

SCHEMATIC MAPS

Presentation



***Note:** The underground train system in London is known as the *underground* or *tube* and in New York City it is called the *subway*, but the most common word is *metro*.

Show the children the map of the London underground on the poster (side B). Ask: *Do you know what this is? It is a metro map.*

Say: *All the capital cities in Europe have got metros.* Ask: *How many cities do you know that have metros?* Revise the names of a few capitals by asking: *Is there a metro in (Paris)?* Then, say: *There are five cities in Spain with metros. Do you know which ones?* (Madrid, Barcelona, Bilbao, Valencia and Seville).

Point to the map of the London underground again and say: *This is a map of the metro in London.* Point to the stations. Say: *These are the stations.* Point to the lines. Say: *These are the different lines.* Count the number of lines (twelve; or thirteen if you include the *Docklands Light Railway*).

Say: *This is a schematic map. This map doesn't tell us distances, it tells us directions and relative positions.*

Work with the book



Student's Book, page 30, Activity 9

Say: *Open your books at page 30. Look at the metro map.*

Ask: *How many lines are there?* SS: *Ten.*

Play **Track 1.27**. The children follow the route with their fingers.

Play **Track 1.27** again and this time tell the children to join in with the song.

Divide the class into pairs. Tell the children to choose two stations and to sing the question to their partner (as in the song). The other child sings the answer with the directions. The children take it in turns to ask and answer questions.

Student's Book, page 30, Activity 10

Say: *Now we're going to play a directions game.*

Read the example with the class. Follow the directions on the map and ask the question: *Where are you now?*

SS: *City Square!*

Transcript



Track 1.27 The metro song

See page 135.

Optional Activity Book exercises

See page 135.

Practice

Tell the children to choose two stations and to work out a route. They sing the song again asking for directions. Use the map of London to give directions. As there are so many stations, it is easy if you use the first and the last station on different lines.

ANSWER KEY

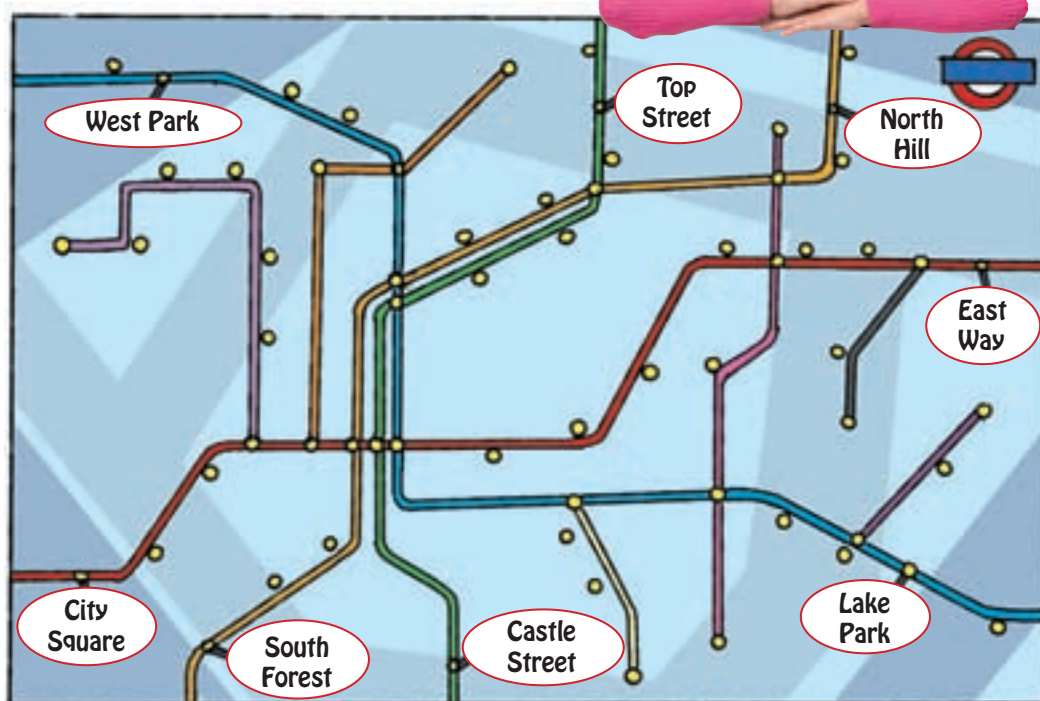
Student's Book, Activity 10

City Square

9 The metro song. Listen and follow the route. Then sing the song.



I'm at Castle Street!
How can I get to...?

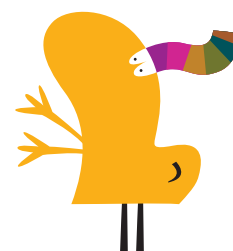


10 Follow the directions and answer the question.



Get on the train at South Forest. Take the orange line north.
Go three stops. Then take the red line west.
Go five stops. Get off the train. Where are you now?

- Give directions and play with a friend.



Lesson 6

CLIL Objective: Reading schematic maps.

30

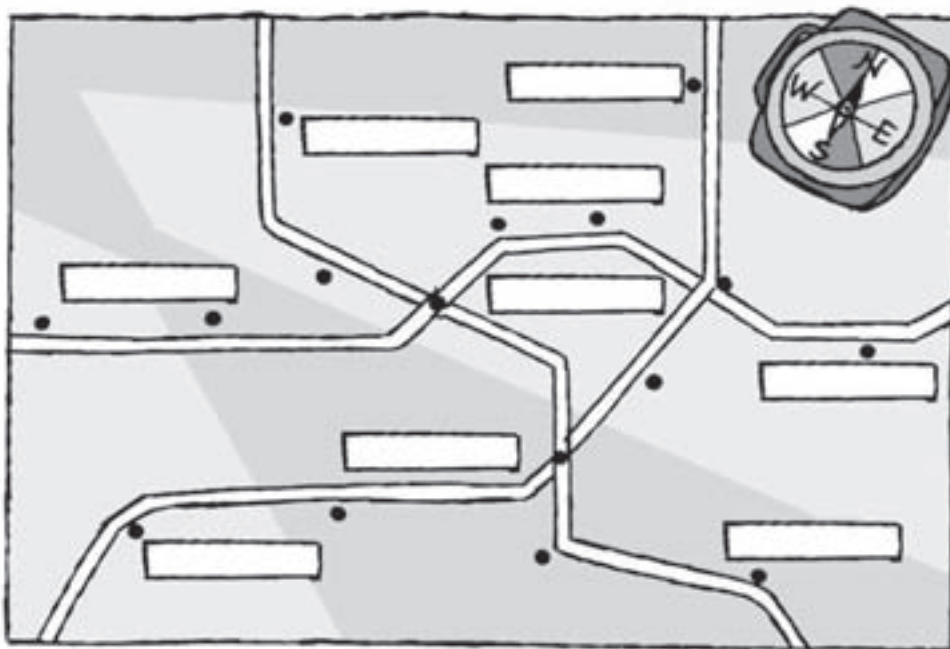


The children listen carefully in order to identify the route given on the recording. Then, they show their understanding of the instructions.



The children learn to read simple maps such as a metro map.

- 9 Colour the metro lines and invent names for the stations. *Child's own answers*



- Use the words to complete the text. *Child's own answers*

Take the ... line. Go ... stops. Then take the ... line. Go ... stops.



How can I get from _____ to _____?

1



How can I get from _____ to _____?

2

Lesson 6

30



The children invent their own metro map.



The children complete the information with the transport vocabulary that they have learned.

Activity Book

Page 30, Activity 9

Say: *Open your Activity Books at page 30. Look at Activity 9.*

Tell the children to colour the three metro lines in different colours.

Then, tell them to invent names for the metro stations. Suggest different semantic fields for them to choose the names from such as animals or plants. Alternatively, they can choose their own semantic field.

Tell them to choose two metro stations for each speech bubble and to complete the questions.

Then, tell them to use the words from the box to write the instructions.

Ask for volunteers to read out their questions and instructions.

Project Booklet



Getting around: Plan a trip

Page 15, My suitcase

Point to a destination on the map of the world. Say: *This is my destination. What do you think the weather is like?* Ask the children: *What's your destination? What's the weather like there?* Point to the equator, the poles and the tropics.

Say: *My destination is (Panama). I want to visit the rain forest. I need boots, a hat and a compass.*

Say: *Open your Project Booklets at page 15.*

Tell the children to copy the holiday plan from Activity 5 and to put a tick (✓) in the corresponding boxes and to add more elements to the list.

Then, they say what the weather is like in their destination and make a list of the things they need to take with them. They can add whatever they think is necessary.

Then, the children tell the class what they are going to take: *In my suitcase I've got...*

Resources

DVD

Unit 3, *The metro song*

Multi-ROM

Unit 3, *Activity 2*

Teacher's Resource Book

Ready to read worksheet, page 71

Let's play!

Top secret

Tell the children to take out their key vocabulary cut-outs or make photocopies of the Teacher's Resource Book, page 19 (one copy per child). Each child secretly chooses a key vocabulary cut-out. The children walk around the classroom repeating the word in order to find others who have the same word.

Transcript



Track 1.27 The metro song

I'm at Castle Street!

*How can I get to West Park, to West Park, to West Park?
How can I get to West Park? Please, can you tell me?*

*Take the green line north and go two stops,
Go two stops, go two stops.
Then take the blue line north and go five stops.
That's the way to West Park.*

*How can I get to North Hill, to North Hill, to North Hill?
How can I get to North Hill? Please, can you tell me?*

*Take the green line north and go five stops,
Go five stops, go five stops.
Then take the orange line east and go three stops.
That's the way to North Hill.*

*How can I get to City Square, to City Square, to City Square?
How can I get to City Square? Please, can you tell me?*

*Take the green line north and go one stop,
Go one stop, go one stop.
Then take the red line west and go six stops.
That's the way to City Square.*

Thank you!

CLIL Objective

Interpreting travel information.

Curricular link: Social Science

Language Objectives

Vocabulary: arrival, departure, destination, ticket; o'clock, half past, a quarter past, a quarter to, five past, ten to, twenty past, twenty-five to...

Structures: When is the train to ...? At (twenty past ten).

Resources: CD; poster (side B)

TRAVEL INFORMATION

Presentation

Use the poster (side B).

Point to the timetables one by one. Ask: *What type of transport is this timetable for?*

Then, point to one of the timetables and identify the different types of information: *number/departure time/destination/platform/gate/bay number.*

Point to the tickets one by one. Ask: *What type of transport is this ticket for?*

Ask the children to come to the poster to look at the tickets. Point to one of the tickets and identify the information: *seat numbers, single or return, child or adult.*

Then, point to the times on the tickets and ask: *What time is this?*

Help them to "translate" the digital times into the way we say the time, for example: 13:55 = *five to two*.

Work with the book

Student's Book, page 31, Activity 11

Say: *Open your books at page 31. Look at the information about the train times.* Tell the children to take turns reading the times out loud and correct them if necessary.

Play **Track 1.28**. The children point to the corresponding platform numbers.

Play **Track 1.28** again. The children say the corresponding platform numbers.

Ask questions: *What time is the train to (Exeter)?* SS: *(Ten past ten).* T: *What platform is the train to (Exeter)?*

SS: *Platform (two).*

Read the speech bubbles. Say: *Choose a destination and ask your friend the question.* S1: *When's the next train to (Leeds, please?)* S2: *At (twenty-five to eleven).* Go to platform (four).

Student's Book, page 31, Activity 12

Say: *Look at these three train tickets. Only one of them is Ben's ticket. The others have mistakes. Find Ben's ticket.* The children identify Ben's ticket, then they choose their destination from the list in Activity 11 and make a ticket.

Transcript



Track 1.28 Activity 11

See page 139.

Optional Activity Book exercises

See page 139.

Practice

Continuous assessment

Children can tell the time.

Collect the tickets the children made in Activity 12 and shuffle them. Hand them out again to the children. Call out times just before the departure times: *It's (19 minutes past 10), tick, tock! All passengers come to the front of the class please!* All the children holding the ticket for the 10:20 train come to the board as quickly as possible.

ANSWER KEY

Student's Book, Activity 11

See Transcript.

Student's Book, Activity 12

Ticket 2

11 Listen and say the platform.



NEWBURY TRAIN STATION		
TIME	DESTINATION	PLATFORM
09:55	NEWCASTLE	1
10:10	EXETER	2
10:20	MANCHESTER	3
10:35	LEEDS	4
10:50	LONDON	5
11:05	PRESTON	6



When's the next train to Manchester please?

At twenty past ten. Go to platform three.

- Ask a friend for information.



Thanks!

12 Read and find Ben's ticket.



TRAIN TICKET	
From: Newbury	To: Manchester
Time: 10:10	Seat number: 4A

TRAIN TICKET	
From: Newbury	To: Manchester
Time: 10:20	Seat number: 4A

TRAIN TICKET	
From: Newbury	To: London
Time: 10:40	Seat number: 4A

- Choose a destination and make a ticket.

Lesson 7

CLIL Objective: Interpreting travel information.

31



The children interpret a train timetable.



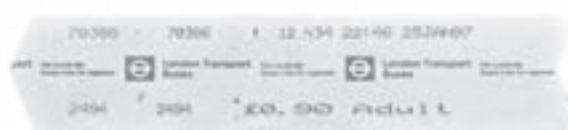
The children try to understand the information that is given in the stations. As they are doing the exercise, they realise that it is not necessary to understand everything.

10 Look at the clocks and use the words to write the times.

a quarter to a quarter past half past o'clock past to

 1 It's <u>ten</u> o'clock.	 2 It's <u>quarter</u> to four.	 3 It's <u>ten</u> past seven.	 4 It's <u>half</u> past nine.
 5 It's <u>twenty</u> to five.	 6 It's <u>quarter</u> past six.	 7 It's <u>twenty</u> past eleven.	 8 It's <u>five to</u> two.

11 Use the words to complete the sentences.



- 1 This is a train ticket. 2 This is a bus ticket.



train
plane
metro
bus

- 3 This is a plane ticket. 4 This is a metro ticket.

Lesson 7

31



The children revise various forms of telling the time.



The children show their understanding of the vocabulary by completing the sentences with the words from the unit.

Activity Book

Page 31, Activity 10

Say: *Open your Activity Books at page 31. Look at Activity 10.*

Read the words from the box with the children. Say: *Look at the first clock. What time is it?*

Repeat for the other clocks.

Tell the children to complete the times in their Activity Books.

Ask for volunteers to read out the times and correct the activity.

Page 31, Activity 11

Say: *Now look at Activity 11.*

Tell the children to look at the tickets carefully and to say whether they are train, plane, underground or bus tickets. Finally, they complete the sentences in their Activity Books.

Project Booklet

Getting around: Plan a trip

Page 16, A board game

Ask the children what travel plan they have: where they are going, what they are going to take in their suitcase...

Say: *Open your Project Booklets at page 16.*

Tell the class that they are going to play a travel game. Read the instructions with the children and then divide the class into groups of four. Tell them that they are going to play a board game. Make sure that they use all the children's destinations in the twelve squares. In the rest of the squares write: *ticket* (four times); *passport* (four times); and *bad weather*, *miss a go*; *your suitcase is lost*, *miss a go*. You can also include *You are sick*, *miss a go* and *Your passport is in Timbuktu*, *miss a go*. The children play in groups.

Each child says their destination from the three that they have chosen. They take turns throwing the dice and moving around the board until they have picked up their passport and their ticket. (They can make a pile with the tickets and collect these until they get the correct ticket, or they can choose one). They move around the board until they get to their destination.

Resources

Teacher's Resource Book

Extension worksheet 1, page 43

Let's play!

Pairs

Divide the class into pairs. On twelve slips of paper, draw twelve clock faces that show different times. On another twelve slips of paper, write the times with words, for example, *a quarter past three*, *ten to five*... Make a photocopy of all the slips of paper for each pair and hand them out. The children place the slips of paper face down on their desks and turn two of them over. If the clock and the time match, they keep them and have another turn. If not, they turn them over again and put them back in exactly the same place. The player with the most pairs of slips of paper is the winner.

Transcript



Track 1.28 Activity 11

*The train to Newcastle is at five to ten.
Go to platform 1.*

*The train to Exeter is at ten past ten.
Go to platform...*

*The train to London is at ten to eleven.
Go to...*

*The train to Manchester is at twenty past ten.
Go to...*

*The train to Preston is at five past eleven.
Go to...*

*The train to Leeds is at twenty-five to eleven.
Go to...*

CLIL Objective

Language awareness: comparing question words.

Curricular link: Literacy

Language Objectives

Structures: questions with *what, where, when, who*

Resources: Unit 3 cut-outs

Materials: dice, slips of paper (1 per child)

Preparation: Prepare a *Lingo Ladder* to show the children. Using the slips of paper, write questions on half the slips and answers to these questions on the other half of the slips. Ensure you have a selection of *who, what, where* and *when* questions.

FOCUS ON LANGUAGE**Presentation**

On the board, make a chart with four columns with the following headings: *object, place, time, person*. Say: *table, London, 3 o'clock, Jack*. Ask for volunteers to come to the board to write the words in the corresponding columns. Guide them by asking questions such as: *Is a table an object, a person, a place, or a time?*

Then, tell them to think about other words. Tell them to come to the board to write them in the corresponding category. Write the following questions on the board: *What is it? Where is it? Who is it? When's lunch?* Say: *Choose your answers from the chart on the board.*

Then, tell two children to ask and answer questions.

Explain that the questions with *what, where, when* and *who* are very important to find out what happens in stories, the news and events.

Work with the book**Student's Book, page 32, Activity 13**

Say: *Open your books at page 32. Look at the questions on the board. Let's see if we can complete them. Look at question 1. What is the answer? SS: Jack. T: So what is the missing question word? SS: Who. T: Now read the complete question out loud. Answer the question.* Repeat for the rest of the questions and answers.

Student's Book, page 32, Activity 14

Say: *Now we're going to make and play a language game.* Show the children the *Lingo Ladder* that you have prepared and demonstrate how to play the game.

Divide the class into pairs. Explain that they have to make questions by moving word ladders 1 and 2. Then, they throw the two dice and add up the numbers to find the answer (the numbered pictures in the last cut-out). The children move ladder 3 to get this picture and to see whether this is the answer to the question that they asked. If so, they get a point. If not, it is the other player's turn. The child with the most correctly matched answers is the winner.

Optional Activity Book exercises

See page 143.

Practice

Play *Find your partner*.

Hand out the slips of paper. Tell the children to read their questions/answers in silence. Tell all the children who have questions on their slips of paper to walk around the class asking the other children their questions. When they find somebody with a correct answer for their question, they sit down together.

13 Look at the pictures and complete the questions orally.

What? Who? Where? When?

1 _____ is it?

2 _____ is it?

3 _____ is lunch?

4 _____ is it?

14 Make and play a language game.

Instructions

- 1 Cut out the game pieces and play with a friend.
- 2 Line up the words in ladders 1 and 2, and make a question.
- 3 Throw two dice and add up the numbers.
- 4 Move ladder 3 to the same number.
- 5 Is it the right answer for the question? Yes = 1 point. No = 0 points.



Lesson 8

CLIL Objective: Language awareness: comparing question words.

32



The children revise the structures needed for asking questions.



The children practise the grammar they have learned by playing a question-answer game.

12 Label the sentences.

place

person

time

object

Grace is eight years old.

The train is at platform five.

Paris is the capital of France.

Jack and Ben are cousins.

Lunch is at two o'clock.

Granny is in the garden.

This is a return ticket.

We have English on Mondays.

• Match the words.

who

where

when

what

place

object

time

person

13 Complete the questions.

Question	Answer
1 Who is Granny talking to?	Granny is talking to Grace.
2 Where is Granny?	Granny is at the train station.
3 What is Granny looking at?	Granny is looking at the timetable.
4 When is the train to London?	The train to London is at 10:45.
5 Who is Granny with?	Granny is with Jack and Lily.
6 What has Jack got?	Jack has got a new book.
7 Where is Grace?	Grace is at home.
8 When is Grace's birthday?	Her birthday is in May.



Lesson 8

32



The children check whether the words are times, places, people or objects.



The children complete the questions with the correct question word.

Activity Book

Page 32, Activity 12

Say: *Open your Activity Books at page 32. Look at Activity 12.*

Write the following words: *place, person, time* and *object* on the board.

Read the first sentence out loud and ask: *Is this about a place, person, time or object?*

Repeat for the other sentences.

Tell the children to match the sentences with the words in their Activity Books.

Then, say: *Look at these question words. Match them to the category words below.*

Finally, ask for volunteers to explain how they matched the words.

Page 32, Activity 13

Say: *Now look at Activity 13.*

Tell the children to study the questions and answers carefully. Explain that the words in bold are clues.

Then, they complete the questions in their Activity Books.

Ask for volunteers to read out their questions and answers.

Recursos

Multi-ROM

Unit 3, Activity 4

Teacher's Resource Book

Extension worksheet 2, page 44

Let's play!

Touch

Place all the word and picture flashcards on the board. Divide the class into two teams and give each child a number so that each child has a partner in the other team with the same number.

Tell them to form a line in numerical order and to name a flashcard. The children have to run to the board to touch the corresponding word or picture. If they touch the picture, they get two points; if they touch the word, they get one point. The team with the most points at the end of the game is the winner.

CLIL Objective

Learning about working animals.

Curricular link: Geography

Language Objectives

Vocabulary: *husky, llama, camel, horse, donkey, dog, elephant, ice, mountain, snow, desert, travel, go up, go down, need, water, pulling, sledge, hot, sand*

Structures: *The llama is standing on top of the mountain. Huskies can travel over snow and ice. Camels don't need a lot of water.*

Materials: sheets of white paper, felt tip pens

THE WONDERFUL WORLD: BEASTS OF BURDEN

Presentation

Read out the title: *Beasts of burden*. Explain that this expression is used to refer to animals that people use for transport.

Ask the children to name some animals that are used for transport and make a list on the board, for example: *horse, donkey, camel, dog, elephant*.

Ask them where they think the people use these animals: *Where do people use camels?* SS: *In the desert*. T: *What about elephants?* SS: *In the rainforest*.

Then, tell them to think why people use these animals. For example: *Why do people use camels in the desert and not cars?* Help them think of the reasons by asking: *Are there any roads in the desert? Are there any petrol stations?*

Explain that animals have been used as transport for centuries, a long time before we had vehicles.

Work with the book

Student's Book, page 33, Activity 15

Say: *Open your books at page 33.*

Read the introductory text out loud. Tell the children to look at the photos for a few minutes and ask them questions about them: *Where are the huskies/llamas/camels? What are they doing?*

Play **Track 1.29**. Tell them to name the animals.

Ask for volunteers to read out the sentences beneath the photos.

Ask questions to correct the activity, for example: *Why are huskies special dogs? Where do they work?*

Tell the children to read the sentences with missing words. Then, tell them to raise a hand when they think they can complete a sentence with the name of an animal from the photos.

Finally, ask for volunteers to read out their completed sentences and correct the activity.

Student's Book, page 33, Activity 16

Say: *Now we are going make a travel poster. Let's read the instructions.*

Read the instructions and explain the activity to the class. Hand out the materials.

The children choose one of the animals and make a poster describing how this animal is used for transport.

Transcript



Track 1.29 Activity 15

See page 147.

Optional Activity Book exercises

See page 147.

Practice

Tell the children to take turns showing their poster to the rest of the class. Ask questions about the children's posters. Encourage the others to ask questions too.

ANSWER KEY

Student's Book, Activity 15

See Transcript.

1 huskies 2 camel 3 camel 4 huskies 5 llama



Beasts of burden

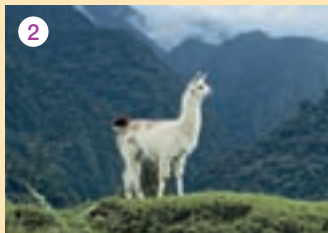
15 Listen and name the animal.



All around the world, people use animals for transport.



Huskies can travel over snow and ice.



Llamas can go up and down mountain paths.



Camels don't need a lot of water.

• Read and complete the sentences orally.

The ? are pulling a sledge.
The ? is walking on hot sand.
A woman is walking with the ? .
The ? are running in the snow.
The ? is standing on top of the mountain.



16 Make a travel poster.



Instructions

- 1 Choose an animal.
- 2 Draw a picture of the animal in its environment: desert, mountains, snow...
- 3 Draw pictures of the animal working.

Travel by camel!



The camels are crossing the desert.



He's riding a camel.



The camels are drinking at an oasis.

Lesson 9

CLIL Objective: Learning about working animals.



The children use the information from the recording to identify the photos and complete the sentences.



The children make a poster about working animals.

14 Find and count the animals in the pictures.



5



6



4

• Now use the words to complete the sentences.

snow and ice mountains desert

There are 5 camels in the picture of the desert.

There are 6 huskies in the picture of snow and ice.

There are 4 llamas in the picture of the mountains.

Lesson 9

33



The children count the animals that appear in the images to show their knowledge of numbers and animals, as well as their observation skills.



The children identify and describe some animals in their natural habitat.

Activity Book

Page 33, Activity 14

Say: *Open your Activity Books at page 33. Look at Activity 14.*

Ask: *What animals can you see in the pictures?*

SS: *Camels, huskies and llamas.*

Tell the children to count the animals and to write the numbers. Then, they complete the sentences.

Ask for volunteers to read out their sentences.

Let's play!

What's different?

Place the flashcards in a row on the board. Tell the children to look at their position for a few minutes. Then, they close their eyes. Remove or change the position of one of the flashcards and tell the children to open their eyes again. They have to tell you which one is missing or has changed position.

Resources

Multi-ROM

Unit 3, *The wonderful world*

Transcript



Track 1.29 Activity 15

These animals live in the desert.

These animals live in the cold north.

These animals live in the Andes mountains.

CLIL Objective

Assessment.

Curricular link: Geography; Music; Social Science

Language Objectives

All the vocabulary from unit 3.

Resources: CD; poster (sides A and B); poster pop-outs; flashcards (*north, south, east, west*)

Materials: some sweets

REVIEW

Let's remember!



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

Show the children the poster (side A). Say: *These are all the countries in the European Union.* Name the countries out loud. Ask for volunteers to come to the front to point to them on the map. Hand out the pop-outs of the countries and tell the volunteers to place each one in its corresponding place. Start with the countries that they will find easily, so that they have already eliminated many of the countries before they have to do the less well-known ones. Once all the countries are identified, ask questions using the cardinal points, for example: *Which country is to the west of Spain?* SS: *Portugal.*

Ask the children if they can remember the main cities from lesson 1. Point to the places on the poster that correspond to these cities and ask: *Where is (Paris)?* SS: *In France.* Hand out the pop-outs of the capitals so they can place them next to the countries.

Ask for volunteers to ask questions about distances: *How far is it from (Paris) to (London)?*

Show the children the other side of the poster (side B) and ask: *Do you remember The metro song?*

Play **Track 1.27**. Divide the class into two groups. Group 1 sings the questions and Group 2 sings the answers.

Work with the book



Student's Book, page 34, Activity 17

Say: *Open your books at page 34. Look at the pictures. Can you find five differences?* Encourage the children to raise a hand and describe the differences: *In picture 1, Ben is talking on the phone. In picture 2, he is buying a book.* Tell them to write sentences about each picture on a sheet of paper. Then, read the example out loud. Tell them to take turns in pairs reading the sentences to a classmate. This child then tries to guess what picture it is. The children should work from memory as far as possible.

Student's Book, page 34, Activity 18

Tell the children to work in pairs. Each child writes three big numbers on a sheet of paper. Then, they dictate the numbers to their partners, who write them down. Tell the children to check the numbers they have written against their partner's original list.

Transcript



Track 1.27 The metro song

See page 135.

Optional Activity Book exercises

See page 151.

Round up

Place the flashcards on the classroom walls to show the positions of north, south, east and west.

Divide the class into two teams.

Choose a child from team 1 and tell them to come to the front of the class. They close their eyes. Hide a sweet somewhere in the classroom. Do this in full view of the other children so they know where it is.

The other children in this child's team have to give instructions to help the child find the sweet: *Walk north! Stop! Turn to the east. Walk two steps and stop...*

They only have one minute to guide the child to the sweet.

If they have not done it in the time allocated, say: *Stop!*

Change teams and play again.

The team with the most sweets at the end is the winner.

ANSWER KEY

Student's Book, Activity 17

In picture one a man is reading a book, Jack is buying a ticket, Lily is buying a book, Ben is talking on the phone and a woman is opening the door.



Review

17 Find five differences in the pictures.



1



2



- Write the sentences on a piece of paper.

In picture one, the man is reading a book.

- Play a memory game.



Grace and Jack are buying tickets.



That's picture one.

18 Play a number game.



Instructions

- 1 Play in pairs.
- 2 Write three numbers on a piece of paper.
- 3 Dictate the numbers to your friend.

Three thousand, five hundred and ten.



Lesson 10

Objective: Assessment.

34



The children use the words they know to find the five differences between the two pictures.



The children practise dictating and writing big numbers.



Review

15 Use the words to complete the sentences.

is are reading drinking talking



Grace and Jack are reading
Lily is talking
Ben is drinking



Ben and Lily are reading
Jack is drinking
Grace is talking

16 Use five colours to circle the rhyming words.



17 Complete the number sequences.

960	970	980	990	<u>1000</u>
300	315	330	345	<u>360</u>

2,350	2,400	2,450	2,500	<u>2550</u>
7,420	7,440	7,460	7,480	<u>7500</u>

Lesson 10

34



The children demonstrate their understanding of the grammatical structures by completing the sentences about to the pictures.



The children demonstrate their mathematical competence by completing the sequences and practising reading big numbers in English.

Activity Book

Page 34, Activity 15

Say: *Open your Activity Books at page 34. Look at Activity 15.*

Tell the children to describe the pictures.

Then, tell them to use the words in the box to complete the descriptions from the Activity Book.

Finally, ask for volunteers to read their descriptions out loud.

Page 34, Activity 16

Say: *Now look at Activity 16.*

Tell the children to read the words out loud and to circle the ones that rhyme with the same colour.

They will need five different colours.

Ask for volunteers to read out the pairs of words that rhyme.

Page 34, Activity 17

Say: *Now look at Activity 17.*

Write sequences of numbers on the board.

Ask for volunteers to come to the front to write the following number to complete each sequence.

Clean the board and tell them to complete the sequences in their Activity Books.

Let's play!

Memory chain

The children sit in a circle. Start with a sentence to revise some vocabulary from the unit, for example, *I'm arriving at the airport*. The child who is next to you has to repeat the sentence and add something else, for example, *I'm arriving at the airport and I'm buying a ticket*. Continue adding things to the sentence until someone forgets something or they can't think of anything else.

Resources

Teacher's Resource Book

Unit 3 Test, pages 89-90



See Transcript **Track 1.30**

Transcript



Track 1.30 Unit 3 Test Activity

Listen and write the numbers.

427

863

1559

3208

6934

2010

Assessment criteria

CLIL Objectives

Children can understand how to use a compass and find the cardinal points.

Children can associate different means of transport with different places and actions. Children can interpret a schematic map.

Children can give and interpret travel information.

Language Objectives

Children can name some countries in the European Union and name their capital cities.

Children can say the distances between two places.

Children can give and follow directions using the cardinal points.

Children can ask and answer questions using *what*, *where*, *who* and *when*.

Children can tell the time.

CLIL Objective

Combining food to make dishes.

Curricular link: Science

Language Objectives

Vocabulary: soup, salad, sandwich, stew, kebab, pie, cake, ice cream

Structures: Jack's making tomato soup.

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

FABULOUS FOOD**Presentation**

Say: *Today we are going to learn about food.*

Show the children the poster (side A). Say: *Who can you see on the poster?* SS: *Jack, Grace, Lily and Ben.*

T: *What are they doing?* SS: *They're cooking.*

Hand out the pop-outs and tell the children who have them to stand up and to read out the list of ingredients.

Play **Track 1.31**. Place the pop-outs on the poster as they are mentioned.

Remove the pop-outs and ask volunteers to come to the poster. Give each one a pop-out. Play **Track 1.31** again so the volunteers can place the pop-outs on the poster.

Work with the book**Student's Book, page 35, Activity 1**

Say: *Open your books at page 35. Look at the menu.*

Go through the different dishes with the class. Say: *Now look at the pictures of the children. What ingredients has (Grace) got?* SS: *(Bacon, lettuce...)* Repeat for the other three characters.

Say: *Now listen and say true or false.*

Play **Track 1.32** and stop the recording each time an item of food is mentioned.

Go through the pictures and say: *(Jack) is making (fish and tomato kebabs). What else is (he) making?*

If the children do not recognise the dish, help them by asking: *Is (Jack) making (chicken stew) or (strawberry cake)?* SS: *(He's) making (chicken stew).*

Tell them to work in pairs asking and answering questions about the dishes.

Student's Book, page 35, Activity 2

Say: *Look at Activity 2. Now we're going to invent a menu.*

The children work in pairs and create a menu. Then, say:

Look at the poster. Look at Jack's ingredients.

Ask: *What has he got?* SS: *Milk, potatoes, tuna, cheese, eggs, oil, tomatoes and an onion.* T: *Where does milk come from?* SS: *A cow.* T: *So does milk come from a plant or an animal? What about potatoes? And eggs?*

Repeat for the other ingredients, for example: *sugar, cream, flour*, etc.

Then, say: *Let's classify the food we've learnt into food from plants and food from animals.*

The children classify the food into two categories: food from plants and food from animals.

Transcripts**Track 1.31 Poster Activity**

See page 155.

**Track 1.32 Activity 1**

See page 155.

Optional Activity Book exercises

See page 155.

Practice

Divide the class into two groups. Tell each child to choose a food word or a dish and to write it on a slip of paper.

The children collect their words in their groups and make a pile. Then, the children take turns turning over a word and spelling it out to the other group. If the other group guesses the word correctly, they win a point. The group with the most points is the winner.

ANSWER KEY**Student's Book, Activity 1**

See Transcript.

1 Listen and say true or false.



2 Invent a menu.



Instructions

- 1 Work with a partner.
- 2 Choose a first course, a main course and a pudding.
- 3 Make your list of ingredients.

First course

Chicken and cheese salad

Main course

Chicken stew

Pudding

Apple pie

- Now classify the food into food from plants and food from animals.

Lesson 1

CLIL Objective: Combining food to make dishes.

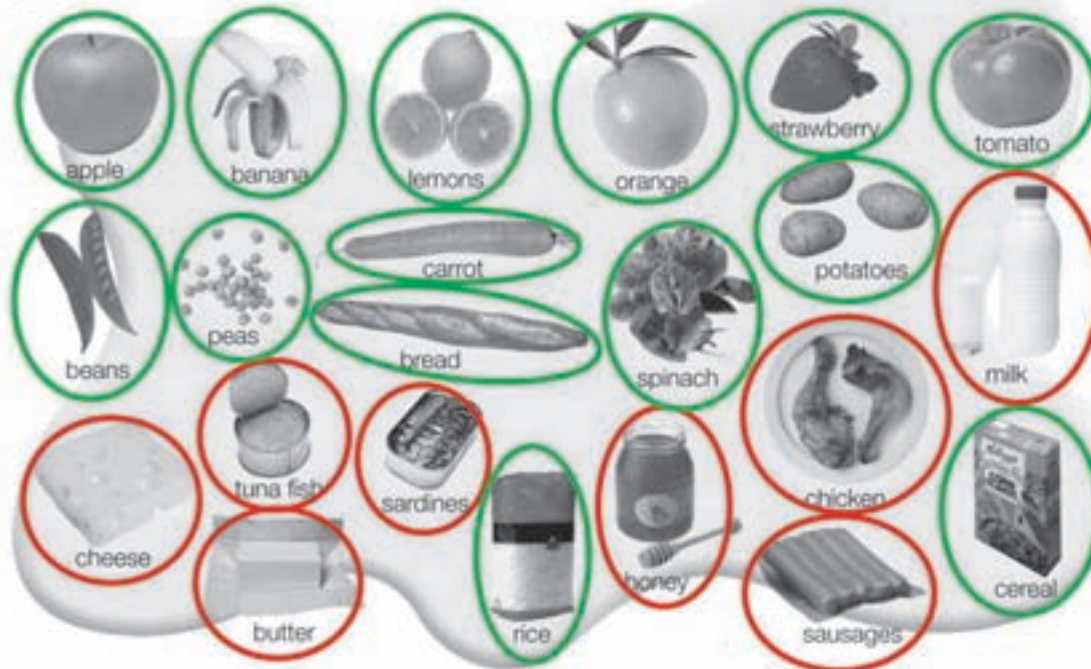


The children listen carefully to the recording in order to decide which information is true and which is false.



The children create a menu with their favourite dishes.

1 Circle the food from animals in red, and the food from plants in green.



2 Use the words from Activity 1 to make different dishes. **Child's own answers**

We can make lots of different dishes with these foods.

soup	spinach soup,
stew	chicken stew,
kebab	sausage kebab,
sandwich	cheese sandwich,
salad	sardine salad,
pie	apple pie,
cake	carrot cake,
ice cream	strawberry ice cream,

Lesson 1



The children classify the food according to its origin.



The children think of as many variations of different dishes as they can.

Activity Book

Page 35, Activity 1

Say: *Open your Activity Books at page 35. Look at Activity 1.*

Tell the children to put a red circle around the food that comes from animals and a green circle around the food that comes from plants.

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

Page 35, Activity 2

Say: *Now look at Activity 2.*

Read the sentence out loud and then say: *We can make lots of different kinds of soup, can't we? We can make spinach soup. We can make carrot soup. Can you think of other types of soup?* The children call out suggestions using the words from Activity 1 (*chicken soup, bean soup, pea soup, tomato soup*).

Repeat for the other dishes.

Tell the children to write examples of different types of dishes.

Finally, ask for volunteers to read out their dishes and to compare them with their classmates' dishes.

Let's play!

Hidden picture

Place a flashcard behind a sheet of paper and start showing it bit by bit. Encourage the children to guess what picture is on the flashcard.

Resources

Multi-ROM

Unit 4, Activity 1

Transcripts



Track 1.31 Poster Activity

Narrator: *What are you making, Jack?*

Jack: *I'm making a tuna fish and tomato pie.*

Narrator: *What are you making, Grace?*

Grace: *I'm making a chicken and bean stew.*

Narrator: *And you, Ben? What are you making?*

Ben: *I'm making a strawberry and banana ice cream.*

Narrator: *And what about you, Lily? What are you making?*

Lily: *I'm making a chocolate and orange cake.*



Track 1.32 Activity 1

The cousins are cooking.

Jack's making tomato soup. He's also making a fish and tomato kebab.

Grace is making a salad sandwich. She's also making a strawberry cake.

Lily's making a wonderful salad! She's also making a chocolate pie.

Ben's making a delicious stew. He's also making a chocolate ice cream.

CLIL Objective

Combining food elements proportionally to make a dish.

Curricular link: Maths; Science

Language Objectives

Vocabulary: milk, rice, tomato, water, butter, orange, apple, lemon, egg, juice, flour, sugar; litres, grams

Structures: What do you need? How much flour do you need? How many lemons do you need?

Resources: CD; poster (side A); poster pop-outs; flashcards (bread, butter, cheese, eggs, flour, milk, oil, sugar, water)

Materials: water, flour, sugar, apples, oranges, lemons, sweets and a basin

FOOD QUANTITIES

Presentation

Place the poster (side A) on the board. Say: *Look at Jack. He's making a tuna fish and tomato pie.* Hold up the flashcards for the ingredients and ask: *How much (cheese) does he need? How many (eggs) does he need?* Repeat the questions for the other ingredients and dishes.

Place the ingredients and the bowl you have brought to class on your table. Point to the ingredients one by one and ask: *What's this? What are these?*

Tell the children to come to the board and ask a child to hold their open hands over the basin. Let the sweets drop onto their hands one by one and count them as they drop. Ask: *Can you count the sweets?* Yes. *They are countable.* Do the same with the fruit. Then, pour the water in their hands and ask: *Can you count the water?* No. *It's uncountable.* Do the same with the flour and the sugar. Say: *When we can count food, we say: How many? When we can't count food, we say: How much?*

Work with the book

Student's Book, page 36, Activity 3

Say: *Open your books at page 36. Look at the photos. Look at the ingredients. Which of the ingredients can't we count?* SS: *Flour, butter and sugar.* T: *So we ask: How much flour? How much butter? and How much sugar? Can we count (eggs)?* SS: *Yes.* T: *That's right! So we ask: How many (eggs)?*

Play **Track 1.33**. The children listen and point to the recipes.

Play **Track 1.33** again. This time, stop the recording after each ingredient is mentioned so the children can answer the questions.

Then, tell the children to choose a recipe and to ask questions according to the model in the Student's Book.
S1: *How much (flour) do you need?* S2: *(100) grams.*
S1: *How many (lemons) do you need?* S2: *(Three).*

Student's Book, page 36, Activity 4

Say: *Now we are going to play a guessing game! Look at the recipes in Activity 3. The ingredients are for four people. Look at the apple cake recipe. How much (flour) do we need for four people?* SS: *(100 grams).* T: *So how much do we need for eight people?* A: *(200 grams).*

Repeat for the other ingredients and the other recipes.

Then, say: *Choose one of the recipes and make a shopping list of the ingredients. Remember you can have as many people as you like (4, 8, 12 or 16).*

Tell them to read the speech bubbles in the Student's Book.

Then, tell them to work in pairs asking and answering questions about recipes until they can identify the recipe and the number of people who are going to eat.

Transcript



Track 1.33 Activity 3

See page 159.

Optional Activity Book exercises

See page 159.

Practice

Continuous assessment

Children can identify countable and uncountable nouns.

Draw a chart on the board with two columns: *Food I can count / Food I can't count.*

Ask for volunteers to come to the board to write food in the corresponding columns. Use the flashcards as prompts if necessary.

ANSWER KEY

Student's Book, Activity 3

See Transcript.

3 Listen and answer the questions.



Apple cake



Ingredients for 4 people
 100 g of flour
 100 g of butter
 100 g of sugar
 2 eggs
 2 apples

Lemon pie



Ingredients for 4 people
 200 g of flour
 100 g of butter
 100 g of sugar
 3 eggs
 2 lemons

Lemon cake

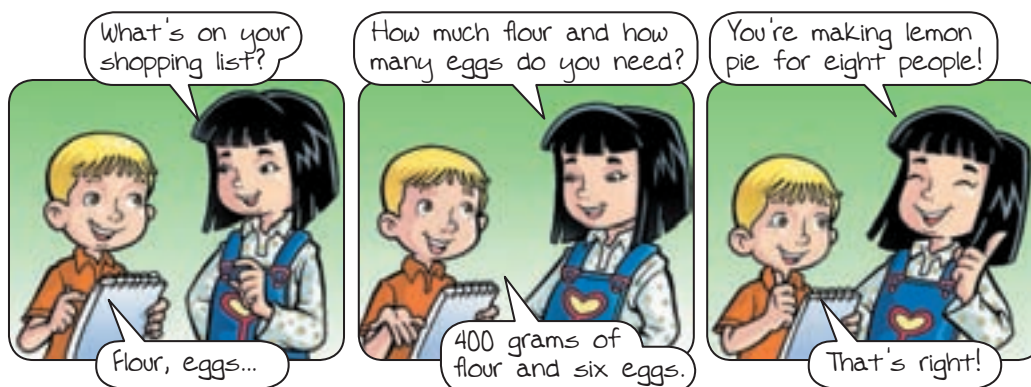


Ingredients for 4 people
 100 g of flour
 100 g of butter
 100 g of sugar
 2 eggs
 3 lemons

- Ask and answer questions about the lemon cake.



4 Play a guessing game.



Lesson 2

CLIL Objective: Combining food elements proportionally to make a dish.

36



The children talk about recipes that they know.



The children learn how to measure quantities for recipes and revise different types of numbers.

3 Classify the food according to how we measure it.

kilos or grams

rice

tomatoes

butter

oranges

flour

sugar

lemons

litres

milk

water

apple juice

orange juice

milk

rice

tomatoes

water

butter

oranges

apple juice

flour

sugar


orange juice

lemons


- Now circle the food you can count in red, and the food you can't count in blue.

4 Calculate the ingredients.


Chocolate biscuit cake for four people




300g chocolate




300g butter



1/4 litre cream



200g biscuits



50g nuts

Ingredients for two people

150 g chocolate

150 g butter

175 ml cream

100 g biscuits

25 g nuts

Ingredients for eight people

600 g chocolate

600 g butter

1/2 litre cream

400 g biscuits

100 g nuts

Lesson 2

36



The children classify the food according to how we measure it and whether it is countable or not.



The children learn that different quantities of each ingredient are used depending on the recipe and the number of people who are going to eat.

Activity Book

Page 36, Activity 3

Say: *Open your Activity Books at page 36. Look at Activity 3.*

Ask: *How do we measure milk? Do we use litres, or kilos and grams?* SS: *Litres.* Then, ask: *And how do we measure rice? Do we use litres, or kilos and grams?* SS: *Kilos and grams.*

Tell the children to classify the food according to how we measure it. Then, say: *Can we count milk?* SS: *No!* T: *And can we count tomatoes?* SS: *Yes!*

Tell the children to put a red circle around the food that we can count and a blue circle around the food that we cannot count. Ask for volunteers to read out their lists of food and ask: *What do you notice?* Point out that the food in the column with *litres* as a heading is always uncountable.

Page 36, Activity 4

Say: *Now look at Activity 4.*

Explain that these are the ingredients to make a chocolate biscuit cake for four people. Tell the children to calculate the quantities and to complete the list of ingredients for two and eight people. Ask for volunteers to read out their lists and correct the activity.

Project Booklet

School for chefs: Make some food

Page 17, *Pear, cheese and walnut salad*

Materials: an apron and a plastic container with a top.

Ingredients: lettuce, blue cheese, nuts, pears, lemons, oil, salt.

***Important:** Find out whether any children have any form of allergy and what type of allergy it is. If possible, this cooking project should be done in the dining room.

Say: *Open your Project Booklets at page 17.*

The children put a tick next to the ingredients that they need and cross out any that are not necessary. Then, they put the instructions in order.

Take the children to the dining room. Ask: *What's this room called in English? What do you do here? Today we are going to be chefs.* The children take out their ingredients and put on their aprons. Make sure they wash their hands in order to prepare the salad. Then, they complete the tasting sheet and give their opinion. Take a class vote based on their opinions on the tasting sheets. Ask: *How can you change it to make it better?* Make suggestions if necessary.

Let's play!

Find your partner

Shuffle the flashcards (the picture cards and the word cards) and hand them out to the children. Tell the children to walk around the classroom looking for the picture or word that corresponds to the flashcard that they have. When they find their partner, they sit down.

Resources

Multi-ROM

Unit 4, Activity 2

Teacher's Resource Book

Extension worksheet 1, page 45

Transcript



Track 1.33 Activity 3

Look at the ingredients for the apple cake.

How much flour do you need?

How much butter do you need?

How much sugar do you need?

How many eggs do you need?

How many apples do you need?

Now look at the ingredients for the lemon pie.

How much flour do you need?

How much butter do you need?

How much sugar do you need?

How many eggs do you need?

How many lemons do you need?

CLIL Objective

Following stages in food preparation.

Curricular link: Music; Science

Language Objectives

Vocabulary: *first, after that, then, next, finally; cut, heat, stir, fry, boil, bake, mash, peel, wash, mix, add; potatoes, butter, milk, salt, water*

Structures: *(Cut) the (potatoes).*

Resources: CD

FOOD PREPARATION

Presentation

Say: *Today we're going to talk about recipes. We can find instructions for recipes in a recipe book. The instructions have an order.*

Write *How to make a sandwich* on the board and then the numbers from 1 to 5. Next to each number, write: *first, after that, then, next, finally.*

Point to the numbers and the words and say: *We're going to make a ham sandwich. How do we do it? First, cut two slices of bread. After that, put some butter on the bread. Then, put the ham on the bread. Next, put one slice of bread on top of the other. Finally, cut the sandwich in half.* (Use gestures to represent words such as *cut, slice, put*).

Ask: *Is the order important?* SS: Yes.

They can repeat the process for the preparation of other simple recipes.

Work with the book

Student's Book, page 37, Activity 5

Say: *Open your books at page 37. Look at Activity 5. Look at the pictures. Go through the pictures one by one to make sure they understand the meaning of the verbs. Let them look at the pictures for a while and then ask: Do you know what they are making?* SS: *Mashed potatoes.*

Ask: *Can you guess the order for the pictures?* Ask two or three children to give their suggestions. Then, in their notebooks, the children write the letters that correspond to the pictures in the order that they think is correct.

Play **Track 1.34**. The children point to the pictures.

Play **Track 1.34** again and this time stop the recording after each section. Tell the children to write the letter of the picture as they hear the instruction on the recording.

Finally, ask: *What do the letters spell?* SS: *Potatoes.*

Play **Track 1.34** again so they can join in with the movements.

Student's Book, page 37, Activity 6

Tell the children to look at the three photos in their Student's Books. Say: *Look at the fruit salad. What ingredients do we need to make a fruit salad?* SS: *(bananas, apples, oranges...).* Ask: *What do we do (first)?*

SS: *(First) we (wash) the (fruit).* Do the same with the other recipes. Then, tell them to choose a photo and to copy and complete the card for the recipe. Ask for volunteers to read out their recipes.

Transcript



Track 1.34 Song: Mashed potatoes

See page 163.

Optional Activity Book exercises

See page 163.

Practice

Continuous assessment

Children can name the actions associated with food preparation.

Play *Paella*. Brainstorm the ingredients for a paella and write the words on the board. Provide new words if necessary. Assign an ingredient to each child. Then, write the instructions for preparing a paella on the board using the vocabulary from the unit, for example, *Peel the onions, Heat the oil, Cut the tomatoes, Add the water...* The children stand up and turn around when they hear their ingredient mentioned.

Also, each time you mention the word *Paella* (for example, *Stir the paella*), all the children have to stand up and turn around.

ANSWER KEY

Student's Book, Activity 5

See Transcript.

- 5 Song: *Mashed potatoes*. Guess the order of the pictures. Then listen to the song and check.

The illustrations show the following steps in order:
 1. Cutting potatoes into cubes (labeled 't').
 2. Adding butter to a pan of potatoes (labeled 'o').
 3. Peeling potatoes (labeled 'p').
 4. Pouring water away from a bowl of potatoes (labeled 't').
 5. Adding milk to a bowl of potatoes (labeled 'e').
 6. Washing potatoes under a running faucet (labeled 'o').
 7. Boiling potatoes in a pot (labeled 'a').
 8. Mashing potatoes in a bowl (labeled 's').

- What do the letters spell?
- Sing the song.

- 6 Choose a dish and complete the recipe orally.

Fruit salad	Strawberry milkshake	Cheese and tomato sandwich
Name: _____ Ingredients: _____ Method: _____		

Lesson 3

CLIL Objective: Following stages in food preparation.

37



The children revise the sequential order of a process by putting the steps of a recipe in order.



The children create their own sequence of steps to create a recipe.








5 Use the words to label the pictures.

wash add mash cut boil peel stir pour



6 Use the words from Activity 5 to complete the recipe.

Guacamole

 <u>cut</u> the avocados and the onion.	 <u>wash</u> the tomatoes.	 <u>mash</u> the avocados.	 <u>peel</u> the tomatoes and onions.
 <u>add</u> the tomatoes and onions to the avocado.	 <u>stir</u> the mixture.	 <u>pour</u> in the lemon juice.	

• What is the extra word? boil

Lesson 3

37



The children identify the cooking actions.



The children complete the recipe with the vocabulary they have learned.

Activity Book

Page 37, Activity 5

Say: *Open your Activity Books at page 37. Look at Activity 5.*

Read the words out loud and say: *Can you find pictures for these words?* Tell the children to label each picture using the corresponding word. Say: *Tell me the instruction for picture number (1).* SS: *Peel the potatoes.*

Repeat for the other words and pictures.

Page 37, Activity 6

Say: *Now look at Activity 6.*

Ask: *Do you like guacamole? Do you know where it's from? It's a special dish from Mexico.*

Tell the children to look at the first picture, and ask: *What do we do with the avocados and onion?* SS: *Peel them.* Repeat for the other pictures. Tell them to find the clues for each picture and to complete the instructions with the corresponding words.

Ask for volunteers to read out the instructions. Then, ask: *What word haven't we said?* SS: *Boil.*

Project Booklet

School for chefs: Make some food

Page 18, Yogurt, cucumber and mint drink

Materials: an apron, a plastic container with a top.

Ingredients: cucumber, yogurt, oil, lemons, mint.

***Important:** Find out whether any children have any food allergies and what types of allergies they are.

If possible, this project should be done in the school dining room.

Say: *Open your Project Booklets at page 18.*

The children classify the ingredients for a yogurt, cucumber and mint drink according to its proteins, vitamins and fat.

Then, the children match the sentence halves to create instructions.

Take the children to the dining room. They take out their ingredients and put on their aprons. Make sure they wash their hands before preparing the drink.

Then, they complete the tasting sheet and give their opinions on the recipe. Ask: *How can you change it to make it better?* Suggest things if necessary: *Add apples...*

Let's play!

Pictionary

Divide the children into groups. Then, tell a child from each group to come to the board to draw a word, for example, an item of food or a cooking verb (they can draw their own word or you can whisper the word you want them to draw). This child's team has one or two minutes to guess the word. If they say the word, they get a point; if not, it is the other team's turn. The winning team is the one with the most points.

Resources

DVD

Unit 4, Song: *Mashed potatoes*

Teacher's Resource Book

Extension worksheet 2, page 46

Transcript



Track 1.34 Song: Mashed potatoes

Mashed potatoes, mashed potatoes,

We all love mashed potatoes!

Peel the potatoes,

Scrape, scrape.

Wash the potatoes,

Splash, splash.

Cut the potatoes,

Chop, chop.

Boil the potatoes,

Bubble, bubble.

Pour away the water,

Splash, splash.

Add the butter,

Stir, stir.

Add the milk,

Beat, beat.

Mash the potatoes,

Mash, mash.

Mashed potatoes, mashed potatoes,

We all love mashed potatoes!

7 Listen and read the story.



The perfect picnic

The children are going on a picnic.

Here's your picnic basket.

How much food's in here, Granny?

Just wait and see.

1

Lily's looking in the picnic basket.

I'm really hungry. Let's have our picnic now.

Oh no! The basket's empty!

2

Jack's taking something out of the basket.

There's a roast chicken in the basket!

Wow! It's enormous!

3

Now Ben's taking something out of the basket.

And there are some jam sandwiches.

But the basket's empty!

4

And now Grace's taking something out of the basket.

And there are some sausage rolls.

Yum! I love sausage rolls!

5

Lesson 4

CLIL Objective: Literacy: anticipating events.

38



The children read and listen to the story.



The children learn to predict events in a story based on their own experience.

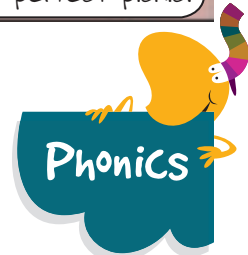


- 8 Listen and repeat the sounds and words.
Then find the pictures or words in the story.

jumper jam jug juice Jack yellow yogurt you yum

Lesson 5

CLIL Objective: Literacy: phonics.



The children demonstrate their understanding of the story.



The children listen, repeat and identify the initial sounds.

CLIL Objective

Literacy: anticipating events.

Curricular link: Literacy

Language Objectives

Story language: picnic, basket, food, hungry, empty, roast chicken, enormous, sandwiches, sausage rolls, chocolate cake, jug, orange juice; Just wait and see. I love chocolate cake! Me too! Are you hungry?

Resources: CD; story cards

Transcript



Track 1.35

Story: The perfect picnic

See page 169.

Optional Activity Book exercises

See page 169.

STORY: THE PERFECT PICNIC

Presentation

Say: *It's story time!*

Put the story cards on the board. Tell the children to come forward to look at the pictures and to make predictions about the story. Help them by asking: *Who can you see in picture 1? What are the children doing in picture 2? What are they doing in picture 3? Is the basket empty? What about in picture 4? Is the basket empty?*

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

Play **Track 1.35**. Point to the story cards as they listen to the story.

Practice

Place the story cards on the board in random order.

Play **Track 1.35** again. This time, stop the recording after each picture frame. Tell the children to point to the corresponding story card. Remove the card and place it in a line below. Tell them to describe the picture. In order to do this, they could read the text at the top of each picture frame. Continue until they have placed all the story cards in the correct order in the line below.

Work with the book

Student's Book, pages 38 and 39, Activity 7

Say: *Open your books at pages 38 and 39.*

Play **Track 1.35** again. Tell the children to follow the story in their books.

Ask comprehension questions: *Where are the children going? What does Granny give them? Is the basket very big? Is it very heavy? Is the basket empty? What does Jack find in the basket? What about Ben? What about Grace? What about Lily? Does Ben like sausage rolls? Is it a normal picnic basket? Do the children like the picnic?*

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

CLIL Objective

Literacy: phonics *j* (*jumper, jam, jug, juice, Jack*) and (*yellow, yogurt, you, yum*)

Curricular link: Literacy

Recursos: CD; story cards

PHONICS

Retell the story

Place the story cards on the board in random order. 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

Student's Book, pages 38 and 39

Tell the children to read the story out loud. Assign characters to five children and ask others to be the narrator.

Do not interrupt them as they are reading, but make a note of any words that they do not pronounce correctly.

When they have finished, write the words on the board that need to be corrected. Point to them one by one and ask if anyone knows how to say them. Correct their pronunciation if necessary.

Student's Book, page 39, Activity 8

Clap your hands to make sure that the children are watching you.

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

Point to the letters as you say: *j j j jumper*. Repeat several times. Articulate the *j* sound very clearly by closing your teeth and pushing the air out of your mouth. Make sure you make the vibrating sound.

The children repeat: *j j j jumper*.

Repeat for the other words (*jam, jug, juice, Jack*).

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

Point to the letters as you say: *y y y yellow*. Repeat several times. Articulate the *y* sound, making sure you pronounce it in the middle of your mouth.

The children repeat: *y y y yellow*.

Repeat for the other words (*yogurt, you, yum*).

Tell them to look at Activity 8 on page 39.

Play **Track 1.36**. The children repeat the sounds and the words.

Tell them to find the pictures in the story that correspond to the words (or the actual words in the case of *yum* and *you*).

Ask: *Can you find a (jumper)?* SS: *Yes! In picture (3).* They can use the story cards if necessary.

Transcript



Track 1.36 Phonics

See page 171.

Optional Activity Book exercises

See page 171.

Act out the story

Divide the class into groups of five. Assign a character to each child. Play **Track 1.35** again so they can join in with their lines.

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

7 Circle the food in the picnic basket.



- Number the food in the order the children take it out of the basket.

8 Use the words to complete the story summary.

magic look hand picnic food small hungry lake

The perfect picnic

- 1 The children go on a picnic.
- 2 Granny gives Jack a very small picnic basket.
- 3 They sit by the lake for their picnic.
- 4 Lily looks in the basket, but there isn't any food inside.
- 5 Jack, Ben and Grace don't look in the basket. They put their hands in and take out food.
- 6 Then Lily puts her hand in the basket and pulls out some food.
- 7 It's a magic picnic basket!
- 8 The children go home. They aren't hungry now, they are full.

Lesson 4

38



The children identify the food that appears in the story.



The children demonstrate their understanding of the story by completing a summary.

Activity Book

Page 38, Activity 7

Say: *Open your Activity Books at page 38. Look at Activity 7.*

Say: *Do you remember the food from the picnic basket? Are there any sandwiches? Are there any kebabs?*

Tell the children to circle the food that appears in the picnic basket. Then, ask volunteers to read out the items of food that they have circled. Then, ask: *What do they find first?*

SS: *The chicken.*

Repeat until all the food has been mentioned in the same order that it appears in the basket. Tell them to number the food in the corresponding order.

Page 38, Activity 8

Say: *Now look at Activity 8.*

Read the sentences out loud leaving the blank space.

Tell the children to find the corresponding word in the box in order to complete each sentence.

Tell them to complete the sentences in their books. Ask for volunteers to read out their complete sentences and correct the activity.

Let's play!

Tell the story

Ask some of the children to form a line at the front of the classroom and give each one a story card. Make sure the story cards are not in the correct order. The rest of the class gives instructions to these children until they get the story in the correct order. Then, each child says what happens in their story card. This way, they retell the story.

Resources

Multi-ROM

Unit 4, Story

Transcript



Track 1.35 Story: The perfect picnic

Picture 1

Narrator: *The children are going on a picnic.*

Granny: *Here's your picnic basket*

Jack: *How much food's in here, Granny?*

Granny: *Just wait and see.*

Picture 2

Narrator: *Lily's looking in the picnic basket.*

Ben: *I'm really hungry. Let's have our picnic now.*

Lily: *Oh no! The basket's empty!*

Picture 3

Narrator: *Jack's taking something out of the basket.*

Jack: *There's a roast chicken in the basket!*

Ben: *Wow! It's enormous!*

Picture 4

Narrator: *Now Ben's taking something out of the basket.*

Ben: *And there are some jam sandwiches.*

Lily: *But the basket's empty!*

Picture 5

Narrator: *And now Grace's taking something out of the basket.*

Grace: *And there are some sausage rolls.*

Ben: *Yum! I love sausage rolls!*

Picture 6

Narrator: *Lily's looking in the basket again.*

Jack: *And there's a chocolate cake!*

Grace: *Yum! I love chocolate cake!*

Ben: *Me too!*

Picture 7

Narrator: *Grace is giving Lily the basket.*

Grace: *Now you try, Lily.*

Lily: *Wow! There is something in here!*

Picture 8

Narrator: *Now Lily's taking something out of the basket.*

Lily: *Wow! There's a jug of orange juice!*

Grace: *You see! This is a very special picnic basket.*

Picture 9

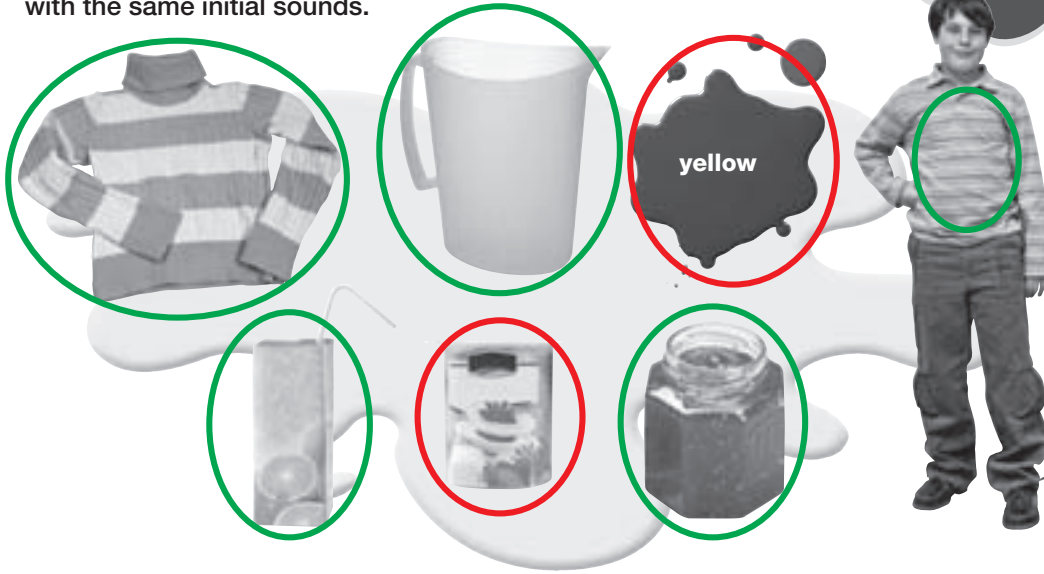
Narrator: *Back at the house...*

Granny: *Hello children. Are you hungry?*

Jack: *No, Granny!*

Grace: *Thank you for our perfect picnic!*

- 9 Say the words out loud. Then use two colours to circle the photos with the same initial sounds.



- 10 Read the tongue twister out loud. Then match the verses with the photos.

A jar of yogurt,
A jug of juice,
Yellow jam.

Yellow jam,
A jar of yogurt,
A jug of juice.

A jug of juice,
Yellow jam,
A jar of yogurt.

And here I am!

Lesson 5

39



The children classify the words according to their initial sounds.



The children complete the poem and identify the silent sounds.

Activity Book

Page 39, Activity 9

Say: *Open your Activity Books at page 39. Look at Activity 9.*

Tell the children to say the words out loud. Make sure they distinguish the sounds correctly.

Tell them to circle the photos with two different colours, one for each sound.

Point to a child and ask: *What colours did you use?*

S: *(Red and blue)*. T: *Tell me the words you circled in (red).*

Then, ask: *Which words have the same initial sound?*

Ask for volunteers to read out their lists.

Page 39, Activity 10

Say: *Now look at Activity 10.*

Read the tongue twister out loud. Ask for volunteers to read the verses out loud and correct where necessary.

Tell the children to match each verse to the corresponding set of photos. They have to pay attention to the order of the words in the verse and the order of the objects in the photos.

Transcript



Track 1.36 Phonics

j j j jumper

j j j jam

j j j jug

j j j juice

j j j Jack

y y y yellow

y y y yogurt

y y y you

y y y yum

Let's play!

I spy...

Play *I spy...* using the *j* and *y* sounds.

Say: *I spy with my little eye, something beginning with (y).* The children have to guess the word. If possible, choose things that are in the classroom.

Resources

Multi-ROM

Unit 4, *Phonics*

CLIL Objective

Understanding what constitutes a balanced diet.

Curricular link: Science

Language Objectives

Vocabulary: juice, yogurt, milk, bread, butter, mixed salad, apple, chicken, rice, green salad, sandwich, cake, banana, spaghetti; carbohydrates, proteins, fats, minerals, vitamins

Structures: *There is some... There is a... There aren't any...*

Resources: poster (side A); poster pop-outs; flash-cards (*butter, cheese, eggs, milk, yogurt, chicken, fish, chops, bread, rice, pasta, cereal, beans, salad, orange, apple, pear*)

EATING HEALTHILY

Presentation



Show the children the poster (side A).

Say: *Every day we eat different types of food; carbohydrates, proteins and fats, vitamins and minerals. We need a combination of these for every meal.* Ask: *What food do we get proteins and fats from?* Repeat for the carbohydrates and vitamins. Classify the food using the flashcards. Then, check that the children have understood by asking them questions. T: *Does (pasta) provide us with carbohydrates, proteins or vitamins?*

Tell the children to come to the poster to place the flashcards in the sections of the plate in order to create a balanced diet.

Highlight the way that we refer to countable and uncountable food by using the words *a/an* and *some*. Explain that we use *a/an* for singular countable food, for example, *an apple, a sandwich, a yogurt*. And we use *some* for plural countable food (*some apples, some sandwiches, some yogurts*) and uncountable food, for example, *some rice, some milk, some bread, some orange juice...*

Work with the book

Student's Book, page 40, Activity 9

Say: *Open your books at page 40. Look at the trays. Which trays are (breakfast) meals?*

Say: *Describe the meal on tray number (1).* SS: *There is (some) (orange juice) There is (a) (yogurt).* Continue asking about the other trays. Make sure the children use *There is a/an... or There is some...*

Then, ask: *Is the (breakfast) on tray (1) a healthy meal?* SS: *No, it isn't.* T: *What's missing?* SS: *There aren't any (carbohydrates).* T: *That's right. Have some bread!*

Divide the class into pairs and tell them to take turns asking and answering questions to create balanced dishes.

Optional Activity Book exercises

See page 175.



Practice

Continuous assessment

Children can name a variety of food and dishes.

Say: *Describe your favourite meal.*

Ask for volunteers to choose their favourite food. They draw it and do a brief description of it. Tell them to place the pictures on the board and to look at the pictures. Point to them and ask: *Is this a healthy meal? Has it got all the right elements? What's missing?*

ANSWER KEY

Student's Book, Activity 9

- 1 There is some juice and there is a yogurt.
- 2 There is a mixed salad, there is some chicken and there is an apple.
- 3 There is a sandwich, there is some milk and there is some cake.
- 4 There is some milk, there is some bread (and butter).
- 5 There is some rice, there is some bread and there is a green salad.
- 6 There is some spaghetti, there is a banana and there is some juice.

9 Describe the meals on the trays.



There is a/an...
There is some...



- What's missing? Make suggestions to complete the healthy meals.

carbohydrates
proteins
vitamins



Look at tray number one.
There aren't any carbohydrates.

Have some bread!



Lesson 6

CLIL Objective: Understanding what constitutes a balanced diet.

40



The children practise speaking and revise the vocabulary by identifying and describing the food on each tray.



The children think about what makes a healthy diet and suggest ways of improving the food presented in the activity.

11 Write words to complete the food groups. *Child's own answers*

carbohydrates
 potatoes
 rice
 pasta
 bread

proteins and fats
 milk
 yogurt
 eggs
 cake

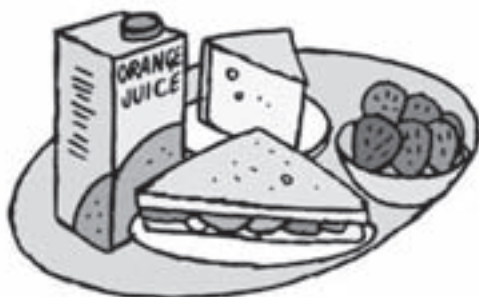
vitamins and minerals
 tomatoes
 onions
 bananas
 carrots

12 Complete the sentences with *is*, *are*, *a*, *an* or *some*.



There is an egg. There is some bread.
 There is an apple and there is some milk.

There is a chicken. There are some beans. There are some chips. There is some yogurt and there is a banana.



There is some orange juice. There is a sandwich. There is some cheese and there are some strawberries.

Lesson 6

40



The children complete the diagram with the words that belong to each food group.



The children demonstrate their ability to use the grammatical structures by completing the text.

Activity Book

Page 40, Activity 11

Say: *Open your Activity Books at page 40. Look at Activity 11.*

Ask: *Can you tell me the name of food that we get carbohydrates from?*

SS: *Bread, pasta, biscuits...* Repeat for the other food groups.

Tell the children to complete the tables.

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

Page 40, Activity 12

Say: *Now look at Activity 12.*

Remind the children how we use *a/an* and *some*. Ask a volunteer to look at the first picture and to complete the description orally.

Correct when necessary and explain the child's errors.

Repeat for the other descriptions.

The children complete the descriptions in their books.

Ask for volunteers to read out their sentences.

Project Booklet

School for chefs: Make some food

Page 19, Stuffed eggs

Materials: an apron and a plastic container with a top.

Ingredients: boiled eggs, tuna fish, tomatoes, mayonnaise, olives.

***Important:** Find out whether any of the children have any allergies and what types of allergies these are.

If possible, this project should be done in the school dining room.

Say: *Open your Project Booklets at page 19.*

The children complete the diagram with the ingredients from the box.

Then, they complete the recipe with the food. Take the children to the dining room. The children take out their ingredients and put on their aprons. Make sure they wash their hands before preparing the recipe.

Then, they complete the tasting sheet and give their opinions about the stuffed eggs.

Take a class vote based on the children's opinions from the tasting sheet.

Ask: *How can you change it to make it better?* Make suggestions if necessary.

Let's play!

In my magic box...

Bring a box to class and put all the flashcards from the unit in it. Take out one and say: *In my magic box, I've got (some milk).* Pass the box to another child so they can take one out and say what they have got: *In my magic box, I've got (a pear).* Continue until there are no more flashcards in the box.

Resources

Multi-ROM

Unit 4, Activity 3

Teacher's Resource Book

Ready to write worksheet, page 114

CLIL Objective

Distinguishing between perishable and non-perishable food.

Curricular link: Science

Language Objectives

Vocabulary: *rice, pasta, sugar, potatoes, sardines, lentils, sausages, tomatoes, eggs, chicken, milk, butter*

Structures: *We keep some food in the (fridge). It goes off. It doesn't go off.*

Resources: poster (side B); flashcards (*bread, butter, cheese, eggs, flour, milk, oil, water, sugar, chicken, fish, chops, yogurt, rice, pasta, cereal, beans, salad, orange, apple, pear*)

Materials: dice (1 per 2 children)

Optional Activity Book exercises

See page 179.

**Practice**

Draw two columns on the board and write the following headings: *perishable* and *non-perishable*. Explain that perishable food goes off very quickly and has to be in the fridge. However, non-perishable food can be kept in the cupboard because it does not go off so easily. Tell the children to come to the board to write the names of food in the corresponding columns. Discuss any doubt with the whole class.

PERISHABLE AND NON-PERISHABLE FOOD**Presentation**

Show the children the poster (side B). Say: *What can you see on the poster?* SS: *A fridge and a cupboard.* Place the flashcards on the board and ask: *What food do you keep in the fridge at home?* The children call out the names of the food, then, they come to the board and place the flashcards in the fridge. Repeat the procedure with the cupboard. Be aware that the children might disagree. For example, some things are kept in the fridge just because we like them cold, such as water and soft drinks. Point to the food in the fridge and ask: *Why do we keep yogurt in the fridge?* *Because it goes off* (clarify meaning by holding your nose). Point to the food in the cupboard and ask: *Does rice go off?* SS: *No.*

Work with the book**Student's Book, page 41, Activity 10**

Point to the flashcards and ask: *Can we count (rice)?* SS: *No! Is there any rice in your cupboard at home? What about eggs? Can we count eggs?* SS: *Yes!* T: *Are there any eggs in your fridge at home?* Repeat the procedure several times alternating between countable and uncountable nouns. Say: *Open your books at page 41. Now we're going to play The food game.*

Put the class into pairs. One child chooses the fridge and the other chooses the cupboard. They go around the board and collect food to fill the fridge or the cupboard. The first child to put away all the food is the winner. When they have finished the game, ask: *What's in your fridge/cupboard at home?* Let the children give you free answers. S1: *There is some (rice) in my (cupboard).* S2: *There are some (eggs) in my (fridge).*

10 Play *The food game*.

Instructions

- 1 Play in pairs.
- 2 Choose the fridge or the cupboard.
- 3 Throw the dice and collect six things.
- 4 The first person to finish is the winner.



- What's in your fridge at home? What's in your cupboard at home?

Lesson 7

CLIL Objective: Distinguishing between perishable and non-perishable food.

41



The children get information about perishable and non-perishable food.



The children talk about the food that they have at home.

- 13 Look at the labels and tick (✓) the food that Grace can eat.



- 14 Look at the food in the cupboard and find six mistakes.



- Now complete the sentence.

You can't keep sausages, milk, butter, yogurt,
chicken or eggs in the cupboard because they go off.

Lesson 7

41



The children identify the food that can and cannot be eaten.



The children demonstrate their understanding of the vocabulary and the grammar by completing the text.

Activity Book

Page 41, Activity 13

Say: *Open your Activity Books at page 41. Look at Activity 13.*

Explain that all packaged food that we buy has a sell-by date. After this date, we cannot eat it because it is not safe or healthy.

Point to the picture and say: *Look at the calendar on the wall. What day is it in the picture?* SS: *The 27th of May 2010.*

Then, say: *Look at the (orange juice). What's the date on the (orange juice)?* SS: *(November 2010).* (You may need to help them interpret these dates.) Then, ask: *Can Grace (drink) the (orange juice)?* SS: *(Yes).*

Repeat for the other food.

Tell the children to tick the food that Grace can drink or eat.

Page 41, Activity 14

Say: *Now look at Activity 14.*

Ask for volunteers to name the food in the cupboard.

Then, ask: *Can we keep all this food in the cupboard?*

SS: *No.* T: *That's right, there are six things we can't keep in the cupboard.* Tell the children to find six mistakes in the picture. Encourage them to call out the names of the food that should not be kept in the cupboard and ask: *Why can't you keep butter in the cupboard?* SS: *Because it goes off.*

Tell them to complete the sentences.

Once they have finished, ask for volunteers to read out the sentences and correct the activity.

Project Booklet

School for chefs: Make some food

Page 20, Chocolate and banana cake

Materials: an apron and a plastic container with a top.

Ingredients: pre-prepared cakes (one for every four children), bananas, chocolate cream, little chocolates (to decorate the cake).

***Important:** Find out whether any children have an allergy and what type of allergy it is.

If possible, you should do this project in the school dining room.

Say: *Open your Project Booklets at page 20.*

The children classify the ingredients from the menu according to carbohydrates, vitamins and minerals or proteins and fat.

Then, they answer the questions about the menu. Take the class to the dining room. The children take out the ingredients and put on their aprons. Make sure they wash their hands. Divide the children into groups of four and give them the ingredients. They should cover the cake with chocolate cream and decorate it with pieces of banana and little chocolates.

The children complete their tasting sheet and give their opinions about the cake.

Take a class vote based on the children's opinions from the tasting sheet. Ask: *How can you change it to make it better?* Make suggestions if necessary.

Let's play!

Odd one out

Place five flashcards on the board. Four of them should be food flashcards that you can keep in the cupboard and one of them should be a perishable item. The children have to say which flashcard is the odd one out. Play several times, using different flashcards.

Resources

DVD

Unit 4, *Real kids*

Multi-ROM

Unit 4, *Activity 4*

Teacher's Resource Book

DVD worksheet, page 28

CLIL Objective

Language awareness: using *a*, *an* and *some*

Curricular link: Literacy

Language Objectives

Structures: *a/an*

Resources: Unit 4 cut-outs; flashcards
(*egg, orange, apple, pear, salad, yogurt*)

Materials: scissors

FOCUS ON LANGUAGE

Presentation

Place six flashcards on the board. Point to the *egg* flashcard and ask: *What's this?* T: *An egg*. Write *an egg* below. Do the same with the other flashcards. Tell the children to look carefully at the differences and say: *an orange, a pear*. Say: *What's the difference? Why do we make this difference?*
Let the children offer suggestions. Help them to identify the initial sound.

***Note:** It is important the the children should focus on the initial sound and not the letter. There are words such as *European* and *uniform* that start with a vowel, but we use the article *a*, and not *an*, because it is not a vowel sound. The word *hour* starts with a consonant but we use the article *an* because the consonant is a silent sound and the initial sound is a vowel sound. It is not necessary to explain this to the children, but you should ensure that they focus on the sound.

Work with the book

Student's Book, page 42, Activity 11

Say: *Open your books at page 42. Look at the pictures in number 1. Let's read this picture sentence out loud.*
Repeat the procedure for all the sentences.
Ask for volunteers to read out their sentences and correct if necessary.

Student's Book, page 42, Activity 12

Say: *Now we're going to make and play a language game.*
Find your cut-outs for Unit 4. Tell the children to cut out their cut-outs and to place them face down on the table. Then, they choose one of the dishes and look for the ingredients to cook it by turning over the cut-outs. Remind them to use *a / an / some*. S1: *An (egg). Good! I need (an egg).* / *Oh, no! I don't need (an egg).*

Optional Activity Book exercises

See page 183.

Practice

Draw a chart on the board with 3 columns and 3 rows. Write the words *Animals, Food, The body* as headings for the columns and the words *a, an* and *some* in the rows. Divide the class into groups. Tell each group to come to the board to fill in the chart with names of animals, food or parts of the body. For example, in the square that corresponds to *some* and *The body* they could put the word *hair*; and in the square that corresponds to *a* and *Animals*, they could write the word *tiger*.

ANSWER KEY

Student's Book, Activity 11

- 1 An arm, an ear, an eye, an ankle, an elbow are all parts of the body.
- 2 An elephant, an eagle, an owl are all wild animals.
- 3 An apple, an egg, an orange are all food.
- 4 Granny's got an apple, a banana and an egg in her basket.
- 5 There is an eagle, a snake and an owl in the forest.

11 Read the picture sentences out loud.



12 Make and play a language game.



Instructions

- 1 Cut out the cards.
- 2 Choose one of the dishes.
- 3 Place the food cards face down.
- 4 Collect the ingredients you need for the dish.



Lesson 8

CLIL Objective: Language awareness: using *a*, *an* and *some*.

42



The children identify the sequence of objects in each line. Then, they read it out loud.



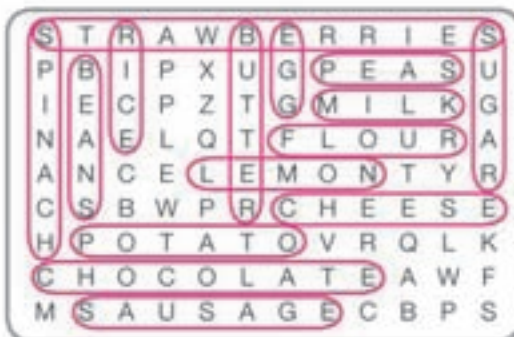
The children play a game by making sequences with food cards.

- 15 Choose and glue a recipe card. Glue the ingredients. *Child's own answers*

- Complete the sentences.

I'm making _____
I need _____

- 16 Find and classify sixteen food words.



Some... *strawberries*

milk

flour

cheese

chocolate

spinach

beans

rice

butter

sugar

peas

An... *apple*
egg

A... *lemon*
potato
sausage

Lesson 8

42



The children create a recipe, repeating all the steps they have learned and using the necessary elements (ingredients, quantities, method).



The children find, identify and classify a list of food in the word search.

Activity Book

Page 42, Activity 15

Say: *Open your Activity Books at page 42. Look at Activity 15.*

Tell the children to look at their cut-outs, to choose one of the recipe cards and to stick it on the first blank space. Then, they choose the ingredients that they need to prepare the recipe and stick the ingredients in the rest of the blank spaces.

Finally, they complete the sentences in their books. Ask for volunteers to read out their sentences.


Page 42, Activity 16

Say: *Look at Activity 16.*

Tell the children to find 16 items of food in the word search

Then, say: *Now look at the words and classify them.*

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



Let's play!

Find your group

Divide the classroom into zones:

Carbohydrates, Proteins and Vitamins.

Then, give each child a slip of paper with the name of an item of food on it. On the word *Go!*, they turn over the slip of paper.

They have 20 seconds to go to the zone that corresponds to their item of food.

Those who do not get to the correct zone within the time are eliminated.



Resources

Teacher's Resource Book

Ready to read worksheet, page 72

CLIL Objective

Understanding cultural differences regarding foods.

Curricular link: Art; science; Social Science

Language Objectives

Vocabulary: *scorpion, noodles, grasshopper, taco, worm, protein, first/main course, pudding, cheap, tasty, colourful, clean*

Materials: continuous white paper, felt tip pens, scissors

Transcript



Track 1.37 Activity 13

See page 187.

Optional Activity Book exercises

See page 187.

THE WONDERFUL WORLD: INSECTS FOR LUNCH!

Presentation

Discuss the children's favourite dishes. Explain that we all like different things.

Say: *Today, we're going to look at some strange food. What kind of strange food can you think of?* Give them examples: *Butterfly pie! Elephant soup!* Encourage them to offer suggestions. You should also include real dishes that may sound unusual to the children: *Carrot cake, cheesecake...*

Work with the book

Student's Book, page 43, Activity 13

Say: *Open your books at page 43. Look at the photos.*

Ask questions about the photos: *What can you see in the photos? Do you think this food looks nice?*

Play **Track 1.37**. The children point to the corresponding photos.

Play **Track 1.37** again. This time, stop the recording after each description and ask: *Which photo is that?*

Ask questions and correct the activity: *Where do they eat (grasshopper tacos)?*

Student's Book, page 43, Activity 14

Say: *Now read the sentences in Activity 14 and say if you think they are true or false.* The children read the sentences and try to identify the ones that are true.

Student's Book, page 43, Activity 15

Say: *Now we're going to make a funny menu.* First, look at the model menu in the Student's Book and go through it with the children. Divide the class into pairs and tell them to choose a name for their restaurant. When they have done this, tell them to design a funny/original menu like the one in the Student's Book.

Practice

Ask for volunteers to describe their menus. Then, the children act out scenes in different restaurants. Divide the class into groups of five. In each group, four children are the clients and one of them is the waiter / waitress. The children choose their food from the funny menus. Supply any vocabulary and structures that they may need.

ANSWER KEY

Student's Book, Activity 13

See Transcript.



Insects for lunch!

13 Listen and identify the photos.



scorpions with noodles



grasshopper tacos



worm stew

14 Read the sentences and say *true* or *false*.



Why do people eat insects?

Because...

they are full of protein.
they are very small.
they are very cheap.
they are tasty.

they are easy to eat.
they are easy to find.
they are very colourful.
they are clean.

15 Design and make a funny restaurant menu.



Instructions

- 1 Choose a funny name for your restaurant.
- 2 Design a funny menu.



Lesson 9

CLIL Objective: Understanding cultural differences regarding foods.

43



The children identify the photographs according to the information from the recording.



The children use their creativity to create a funny menu.

17 Read the sentences and tick (✓) the ones you think are true.

How much do you know about insects?



1 95% of all the animal species on Earth are insects.

☐

7 25% of all the animals on Earth are beetles.

☐

2 Insects eat more plants than all the other animals on Earth.

☐

8 Insects live in all environments, including the desert and Antarctica.

☒

3 Insects don't live in the oceans.

☒

9 All insects have got three body parts.

☒

4 All insects have got six legs.

☒

10 All insects have got two antennae.

☐

5 All insects have got wings.

☐

11 Insects in hot countries are very big.

☒

6 Grasshoppers have got more muscles than people.

☒

12 Ants don't sleep.

☐


Lesson 9

43



The children demonstrate their knowledge of insects.



The children use percentages to talk about insects.

Activity Book

Page 43, Activity 17

Say: *Open your Activity Books at page 43. Look at Activity 17.*

Read the first sentence out loud and ask: *Is that true or false? What do you think?* Tell the children to continue reading out the sentences and ask if they are true or false. If they think they are true, they put a tick in the box

***Note:** Not all the sentences are true.

Let's play!

Miming game

Divide the class into pairs. Use the key vocabulary cut-outs or the Teacher's Resource Book, page 20, one photocopy per pair (do not use Carbohydrates or Proteins). Tell the children to place the cut-outs face up on their tables. In turns, one child from each pair mimes a verb from the cut-outs. The other child has to try to guess which one it is. The children continue playing until they have each mimed and named a cut-out.

Transcript



Track 1.37 Activity 13

Do you know that many people around the world eat insects? Insects are very good for you. They are full of protein and they haven't got a lot of fat.

In Mexico some people eat grasshoppers. Grasshopper tacos are very popular.

In the south of China some people eat scorpions. They are very tasty!

In Africa some people eat worms. Worm stew is popular in central Africa.

Resources

Multi-ROM

Unit 4, *The wonderful world*

CLIL Objective

Assessment.

Curricular link: Science

Language Objectives

All the vocabulary from unit 4.

Resources: poster (sides A and B); poster pop-outs; flashcards (*bread, butter, cheese, eggs, flour, milk, oil, sugar, water, chicken, fish, chops, yogurt, rice, pasta, cereal, beans, salad, orange, apple, pear*)

Materials: compass, ruler

S1: *What food is there on your (breakfast) plate?*

S2: *(There is) (an egg), (there is) (some bread) and (there is) (an apple).*

Student's Book, page 44, Activity 17

Say: *Now we're going to play a memory game.* Divide the class into pairs and tell the children that they have got one minute to look at the picture on page 44. Then, they should close their books, draw a cupboard and fridge and try to remember the food that was in each thing. When they have finished, they can look at the picture in the Student's Book again to check their answers.

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

REVIEW

Let's remember!



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

Show the children the poster (side A). Tell them to identify the food and then ask: *Do you remember what (Jack) is making?* Help them by asking questions: *Is he making a cake? Is he making a pie? What kind of pie is he making?* Point to the plate in the middle of the poster and hand out the flashcards. Tell the children to come to the front and to place them on the corresponding sections of the plate. Show the children the other side of the poster (side B). Ask: *Do you remember the difference between perishable and non-perishable food?* Hand out the flashcards and tell them to come to the front to place them in the fridge or in the cupboard according to whether the food is perishable or not.

Write the words *countable* and *uncountable* on the board. Remind the children of the concept by asking questions such as: *Can you count lemons? Can you count water?* Hand out the flashcards and tell the children to classify them according to the categories on the board. Ask: *Do you remember the song Mashed potatoes?*

Play **Track 1.34** so they children can sing along and do the actions.

Transcript



Track 1.34 Song: Mashed potatoes

See page 163.

Optional Activity Book exercises

See page 191.

Round up

Divide the class into two teams.

Place all the flashcards on the board.

Call out the following words and tell a member of each group to go to the board as quickly as possible to touch the flashcard associated with the word. The first child to touch a correct flashcard wins a point for their team.

Words: *How much....? How many...? Some... a ... an.... Protein! Carbohydrates! Vitamins!*

Work with the book

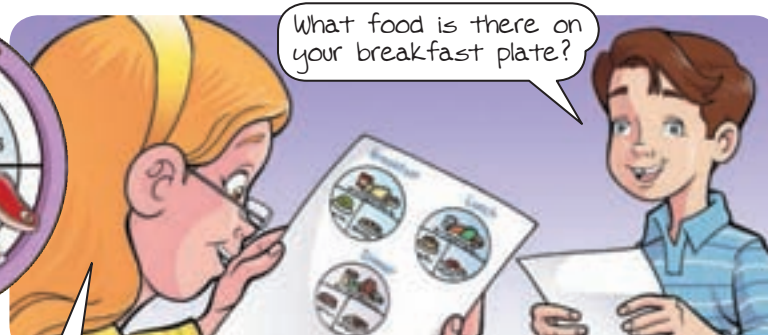
Student's Book, page 44, Activity 16

Say: *Open your books at page 44.* Say: *We're going to make some healthy meals.* Tell the children to draw three circles and to divide them up like the model plate in the Student's Book. Then, tell them to prepare three healthy meals: *breakfast, lunch and dinner.* Divide the class into pairs and tell them to ask and answer questions about the meals.



Review

16 Make healthy meals and tell a friend.



There's an egg, there's some bread and there's an apple.

17 Play a memory game.



Instructions

- 1 Work in pairs.
- 2 Look at the picture for one minute.
- 3 Close your book.
- 4 Draw a fridge and a cupboard.
- 5 Write the food words in the correct place.
- 6 Check your work.
- 7 How many correct words have you got?



Lesson 10

Objective: Assessment.

44



The children find the differences between the pictures and practise their speaking skills.

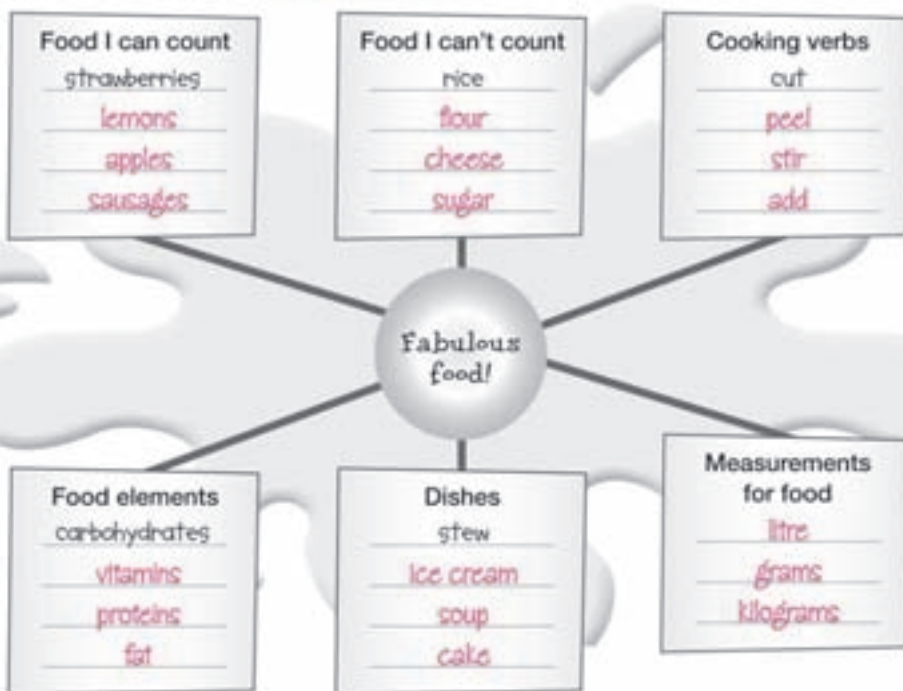


The children play a game to test their memory and their knowledge of the vocabulary from the unit.

Review

18 Complete the word map.

Model answer



19 Complete the questions with *much* or *many*. Then write the answers.

How much flour do you need for a cake for four people?
You need 400 g.

How many eggs do you need for a lemon pie for four people?
You need 4 eggs.

How many lemons do you need for a lemon cake for four people?
You need 1 l.

How much sugar do you need for a cake for eight people?
You need 500 g.

Lesson 10

44



The children work with a new form of presenting information: a mind map.



The children calculate the correct amount of food needed to create a recipe, paying attention to the number of diners.

Activity Book

Page 44, Activity 18

Say: *Open your Activity Books at page 44. Look at Activity 18.*

Ask: *Can you tell me the names of some food that you can count? What about food you can't count?* Then, tell the children to complete the conceptual map. Ask for volunteers to read out their lists.

Page 44, Activity 19

Say: *Now look at Activity 19.*

Read the first question out loud, leaving the empty space, and ask: *How do we ask this question about flour? Do we say How much or How many?*

Repeat the procedure for the other questions. Tell the children to complete the questions and to write the answers after. They can check the quantities in their Student's Books.

Let's play!

Word class

Use the groups of words from the Activity Book, page 44. Explain to the children that when you say a word from a group, they have to do a specific action. For example, if you say an uncountable item of food (such as *cheese*), they have to touch their nose. If it is a cooking verb (such as *pour*), they have to stand up... The children who do not follow the instructions correctly are eliminated.

Resources

Teacher's Resource Book

Unit 4 Test, pages 91-92



See Transcript **Track 1.38**

Transcript



Track 1.38 Unit 4 Test. Activity 1

Listen and tick the chart.

Granny: *Now, children. What do you want to eat? Jack?*

Jack: *For my first course, I want a salad. Then chicken stew, and lemon pie for pudding, please.*

Granny: *All right. What about you, Lily?*

Lily: *I want tomato soup. Then for my main course, I want a kebab and then cake, please.*

Granny: *And you, Ben?*

Ben: *Can I have spaghetti for my first course? Then sausages and then ice cream for my pudding, please.*

Granny: *Yes, Ben. And what do you want Grace?*

Grace: *For my first course, I want a salad. For my main course, some chicken stew, and for pudding, cake.*

Assessment criteria

CLIL Objectives

Children can associate ingredients with finished dishes.
Children can follow stages in food preparation.

Children can classify food according to its origin (plant or animal).

Children can understand what constitutes a healthy diet.
Children can distinguish between perishable and non-perishable food.

Language Objectives

Children can name some basic food items and finished dishes.

Children can name the actions used in food preparation.
Children can distinguish between singular, plural and countable and uncountable nouns using *a*, *an* or *some*.
Children can ask and answer questions about quantities of food.

CLIL Objective

Identifying places where cultural events take place.

Curricular link: Social Science

Language Objectives

Vocabulary: museum, theatre, cinema, art gallery, concert hall

Structures: *Where's (Jack)? (He)'s at the...*

Resources: CD; poster (side A); poster pop-outs (Grace, Jack, Lily, Ben)

OUT AND ABOUT**Presentation**

Say: *Today we are going to learn about some different places in the city. What places can you remember?* Write the places on the board. If the children do not mention them, write the following words on the board: *museum, theatre, cinema, art gallery, concert hall*. Circle the places where cultural events take place, and say: *These are special places, they are cultural buildings.* Show the children the poster (side A). Say: *Who can you see in the blank spaces on the poster? Where is he/she?* Help them to identify the places.

Play **Track 2.1** as you place the pop-outs on the corresponding places. Remove the pop-outs from the poster and ask four volunteers to come forward. Give each one a pop-out and play **Track 2.1** again.

The children put the pop-outs in place. Once the pop-outs are on the poster, ask: *Where's (Lily)?* SS: *(She's) at the (concert hall).*

Work with the book**Student's Book, page 45, Activity 1**

Say: *Open your books at page 45. Look at the pictures. Look at picture 1. Is it a theatre or a cinema?* Repeat for the other pictures.

Play **Track 2.2** and stop the recording after each character is mentioned. Encourage the children to correct the sentences. If necessary, repeat the sentence and ask: *Is that right?*

Summarise the activity by asking: *So where is (Grace)?* SS: *At the theatre.*

Student's Book, page 45, Activity 2

Say: *Now we're going to play a miming game.*

Tell the children to choose one of the places where cultural events take place. They prepare a mimed scene to show where they are. Then, in pairs, one child mimes the actions and the other has to guess where the cultural event is taking place.

Transcripts**Track 2.1 Poster Activity**

See page 195.

**Track 2.2 Activity 1**

See page 195.

Optional Activity Book exercises

See page 195.

Practice

Ask questions about the places where cultural events take place: *Do we have these places in our town? Do we have a (theatre)? What's it called? Do you like the (cinema)? Do you like the (cinema) or the (theatre) best?*

Encourage the children to ask similar questions to one another.

ANSWER KEY**Student's Book, Activity 1**

See Transcript.

1 Listen and correct the sentences.



1



theatre

2



cinema

3



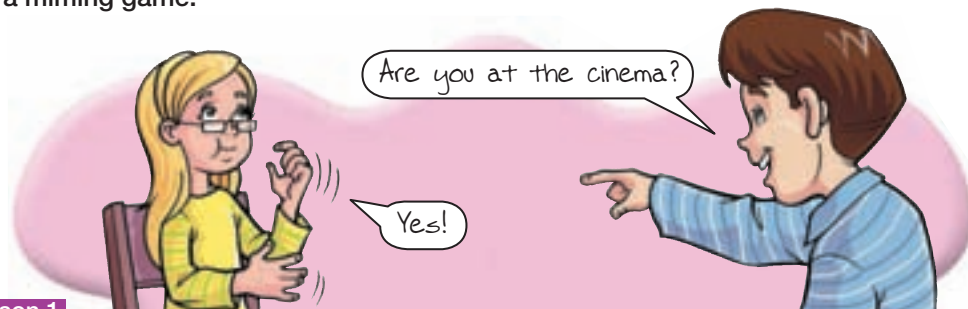
art gallery

4



concert hall

2 Play a miming game.



Lesson 1

CLIL Objective: Identifying places where cultural events take place.

45

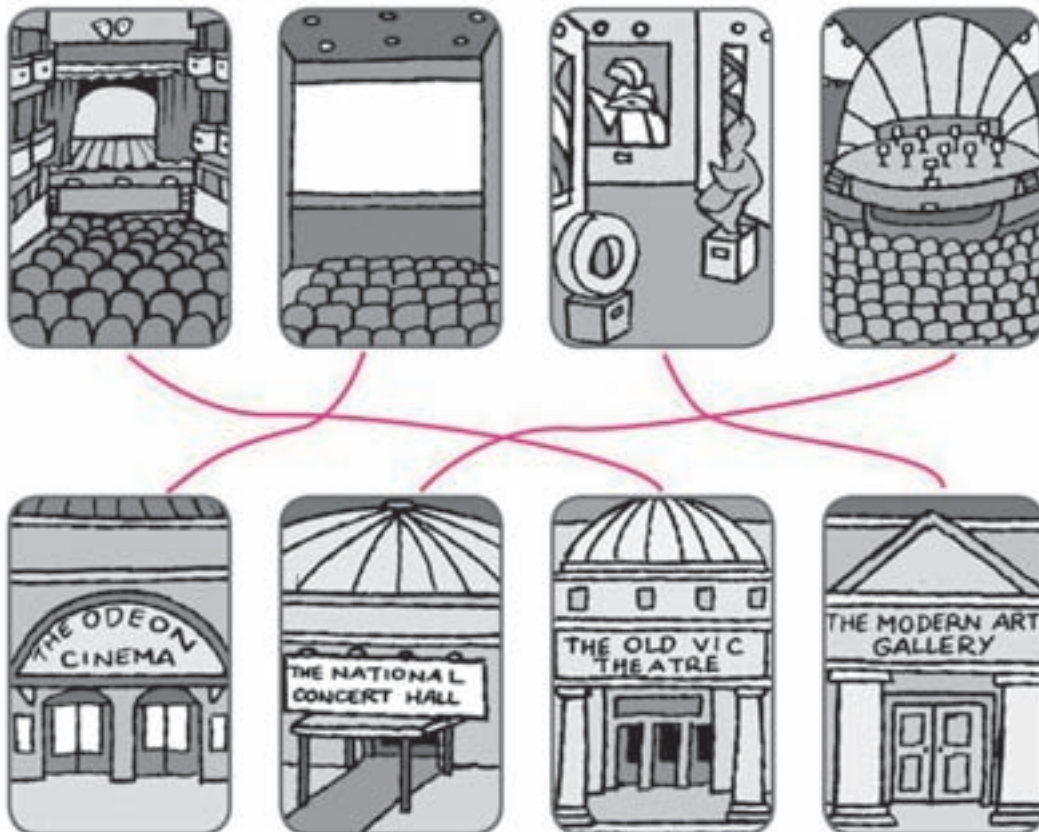


The children listen to the recording carefully in order to identify the errors and the places.



The children think about cultural places that they know and describe them through a game.

1 Match the inside with the outside of the buildings.



2 Complete the sentences.

Grace is watching a film. She's at the cinema.
 Jack is looking at some paintings. He's at the art gallery.
 Ben is listening to music. He's at the concert hall.
 Lily is watching a play. She's at the theatre.

Lesson 1



The children apply their knowledge of cultural places in order to match the inside to the outside of the buildings.



The children complete the sentences with information about cultural places.

Activity Book

Page 45, Activity 1

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

Tell the children to look at the pictures in the second row and ask: *What buildings can you see?*

Then, tell them to look at the inside of the buildings in the row at the top and ask: *What do you think this is? Is it a cinema, a theatre...?*

Tell them to match the inside of the building with the corresponding outside.

Page 45, Activity 2

Say: *Now look at Activity 2.*

Read the first sentence out loud and stop at the space at the end. If necessary, ask: *Where can Grace watch a film? Can she watch a film at an art gallery?* Ask for volunteers to complete the sentence.

Repeat for the other sentences.

Then, tell the children to complete the sentences in their Activity Books.

Ask for volunteers to read out their sentences.

Let's play!

Find your group

Go around the class whispering the name of a place to each child, for example: *theatre, art gallery...* The children have to draw a picture of the place you have whispered to them and then find other children with the same place. They compare their pictures.

Resources

Multi-ROM

Unit 5, Activity 1

Transcripts



Track 2.1 Poster Activity

Lily: *Bravo! I love that music.*
Where's Lily?

Jack: *Aargh! That's scary!*
Where's Jack?

Ben: *That play is excellent. What do you think, Granny?*
Where's Ben?

Grace: *This painting is really interesting. Wow! It's very big!*
Where's Grace?



Track 2.2 Activity 1

Grace's at the art gallery.

Lily's at the theatre.

Jack's at the concert hall.

Ben's at the cinema.

CLIL Objective

Associating cultural events with their venues.

Curricular link: Social Science

Language Objectives

Vocabulary: show, exhibition, film, concert

Structures: he likes/doesn't like/does he like?

Resources: CD; poster (side A); poster pop-outs (Grace, Lily, Jack, Ben)

Materials: scissors

CULTURAL EVENTS AND VENUES

Presentation

Show the children the poster (side A). Point to the places and tell them to identify them. Write the words *concert hall*, *art gallery*, *theatre* and *cinema* in one column, and the words *play*, *exhibition*, *film* and *concert* in another column. Ask: *What do we do at the (concert hall)?* SS: *We go to a (concert)*. Repeat for the other places. Ask for volunteers to come to the board to match the venue with the cultural event.

Then, ask: *Do you like the (cinema)? Which is your favourite place?* Take a class vote on the favourite places in the class and write the number of votes on the board.

Work with the book

Student's Book, page 46, Activity 3

Say: *Open your books at page 46.*

Read the introduction out loud and say: *Look at the chart.* Explain the chart.

Say: *(Grace) likes (shows). (She) doesn't like (films).*

Ask for three volunteers to do the same for the other characters. Then, ask: *Does (Grace) like (films)?* SS: *(No, she doesn't)*. Continue for the other characters. Then, put the class into pairs and tell them to take turns asking and answering questions. S1: *Does (Jack) like (concerts)?* S2: *(No, he doesn't)*.

Tell the children to cut up eight slips of paper, four with a tick (✓) and four with a cross (X). Say: *Now you're going to guess the other likes and dislikes. I think Grace likes concerts. What do you think?* The children place the slips of paper on their desks according to what they think.

S1: *I think (Lily) likes (films).*

Play **Track 2.3**. The children use the slips of paper to complete the chart.

Play **Track 2.3** again. This time, stop the recording after each character and ask: *Does (Grace) like (exhibitions)?* SS: *Yes, (she) does.*

Student's Book, page 46, Activity 4

Say: *Now we are going to read the sentences and say who it is. Look at Activity 4.*

Repeat the first sentence and ask: *Who is it?* SS: *Grace.*

Do the same for the other three sentences.

Then, tell the children to make similar sentences and to read them to a classmate.

S1: *She goes to (concerts). She doesn't go to (shows).*

Who is she? S2: *(Lily).*

Transcript



Track 2.3 Activity 3

See page 199.

Optional Activity Book exercises

See page 199.

Practice

Continuous assessment

Children can name cultural events and associate them with their venues.

Turn the classroom into a cinema. Organise the tables and chairs into rows. Label the rows and seat numbers. Say: *Now we're going to play The Cinema Game. Sit down and say where you are sitting.* S1: *I'm sitting in (4B).* Choose a child to come to the front. This child memorises the positions. Then, ask the child to turn their back to the class. Point to two children and get them to change places. The child turns back to face the class. Ask: *What's different?* S1: *(Javi)'s sitting in (4B) and (Maria)'s sitting in (7N).*

Repeat with other children.

ANSWER KEY

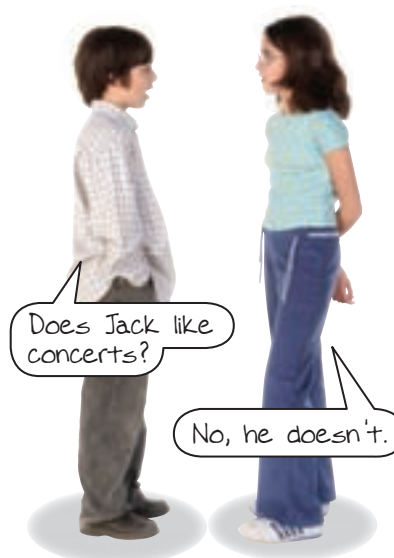
Student's Book, Activity 4

1 Grace 2 Ben 3 Jack 4 Lily

3 Talk about the chart.

In Newbury on Wednesday afternoon, all the tickets for cultural events are half price. The cousins always go out.

	shows	exhibitions	concerts	films
Emma	✓			✗
Jack		✓	✗	
Lucy	✗			✓
Tom	✓	✗		



- Work with a friend and complete the chart.

Instructions

- 1 Draw four ticks (✓) and four crosses (✗) on squares of paper.
- 2 Use the squares of paper to complete the chart.

- Now listen and check.



4 Read the sentences and say who it is.

- 1 She goes to the theatre. She doesn't go to the concert hall. ?
- 2 He goes to the concert hall. He doesn't go to the art gallery. ?
- 3 He goes to the cinema. He doesn't go to the concert hall. ?
- 4 She goes to the cinema. She doesn't go to the theatre. ?



Lesson 2

CLIL Objective: Associating cultural events with their venues.

46



The children practise interpreting a chart.



The children use the information that appears in the activity to identify the characters.

3 Interview your friend and circle the answers. **Child's own answers**

- | | |
|---|---------------------------|
| 1 Do you like films about animals? | Yes, I do. / No, I don't. |
| 2 Do you like films about space? | Yes, I do. / No, I don't. |
| 3 Do you like the theatre? | Yes, I do. / No, I don't. |
| 4 Do you like musicals? | Yes, I do. / No, I don't. |
| 5 Do you like art galleries? | Yes, I do. / No, I don't. |
| 6 Do you like modern art? | Yes, I do. / No, I don't. |
| 7 Do you like concerts? | Yes, I do. / No, I don't. |
| 8 Do you like classical music? | Yes, I do. / No, I don't. |



• Circle the correct options and complete the text. **Child's own answers**

My friend _____ *likes / doesn't like* films about animals.
 He / She _____ films about space.
 _____ the theatre.
 _____ musicals.
 _____ art galleries.
 _____ modern art.
 _____ concerts.
 _____ classical music.

Lesson 2 _____

46



The children practise speaking English by interviewing a friend.



The children complete the sentences with the information from the interview.

Activity Book

Page 46, Activity 3

Say: *Open your Activity Books at page 46. Look at Activity 3.*

Tell a child to come forward. Ask the children questions from the Activity Book and circle the answers. Then, summarise the information about the child: *(Jorge) (likes) (films about animals)...*

Tell the children to work in pairs and to interview one another.

Once they have finished, tell them to complete the sentences in the book using the information about their friends.

Ask for volunteers to read out their sentences.

Project Booklet

Hold an art exhibition: Focus on art exhibitions

Page 21, Portraits

***Note:** The children need a photo of themselves photocopied on a sheet of A4 paper.

Explain what an exhibition is. Ask: *Do you go to art exhibitions? Where do you go to see them? What kind of art exhibitions do you like? Are all the exhibits paintings? What other kinds of art can you see?*

Explain that there are different media in art: paintings and pictures, sculptures, murals, pottery, video and performance art.

Tell the children that for this project they are going to create works of art and display them in a school exhibition. Say: *Open your Project Booklets at page 21. Look at the portraits.*

Explain that there are examples of self-portraits and say: *What do you think a self-portrait is? It's a portrait of the artist who is doing the painting. Why do you think artists do self-portraits?*

Tell the children to look at the portraits for a few minutes. Then, ask a volunteer to read the first text out loud. Say: *Which picture is that?* Tell them to hold up their books and to point to the corresponding photo.

Say: *Write number 1.* Do the same with the other texts and photos.

Say: *Now we are going to do self-portraits.*

Hand out the materials. Tell the children to get their photocopied photos and to fold them in half down the centre. Then, read and explain the rest of the instructions. The children do a self-portrait.

Display the self-portraits so the rest of the class can see them.

Tell the children to look at them and discuss the work with their classmates.

Let's play!

Picture memory

Place the poster on the board with the pop-outs in their correct place. Tell the children to try to memorise it for a minute. Then, take it off the board and hide it so the children cannot see it. Divide the class into groups and tell them to write what they can remember from the poster. Then, ask for volunteers from each group to read what they have written. The group that can remember the most things wins.

Resources

Teacher's Resource Book

Ready to write worksheet, page 115

Transcript



Track 2.3 Activity 3

Jack, Lily and Ben: *Hi, Grace!*

Grace: *Hi, everybody! Here's the What's on magazine. Let's decide what to do this afternoon. Now... I love shows and I really like exhibitions. But I don't like concerts or films. What about you Jack?*

Jack: *Well, I like exhibitions and I like films. I don't like shows or concerts.*

Grace: *Oh, that's interesting. What about you, Lily?*

Lily: *Oh, I like concerts and I like films. But I don't like shows or exhibitions.*

Grace: *And what about you, Ben?*

Ben: *Well... I like shows and I love concerts. But I don't like exhibitions or films.*

Grace: *Oh dear! This is very complicated!*

CLIL Objective

Identifying the different jobs in a theatre.

Curricular link: Music; Social Science

Language Objectives

Vocabulary: *make up, tickets, costumes, props, scenery, programmes*

Structures: *He/She sells the tickets; What does he/she do?*

Recursos: CD; poster (side A)

JOBS IN THE THEATRE

Presentation

Say: *Today we're going to talk about the theatre.* Point to the theatre on the poster and ask: *Do you like going to the theatre? What can you watch at the theatre?* Talk to the children about what they can see in the theatre, for example: *singing, dancing...*

Explain the different types of show by using famous examples or by mime.

Then, say: *A lot of people work in a theatre, not only actors.* Point to the lights in the classroom and say: *Some people do the lights.* Then, point to your own clothes and say: *Some people do the costumes. What else do people do?*

Encourage the children to name other jobs and supply the English words they need where necessary.

Work with the book

Student's Book, page 47, Activity 5

Say: *Open your books at page 47. Look at Activity 5. Look at the pictures.* Go through the pictures one by one to identify the names of the people who work in a theatre. Give the children time to look at the pictures. Play **Track 2.4** and stop the recording after the description of each job so that the children can identify the person. Play **Track 2.4** again. This time, stop after each character and ask: *What does (Ann) do?* SS: *(She sells the tickets).* Play **Track 2.4** again. The children join in with the song.

Student's Book, page 47, Activity 6

Continuous assessment

Children can name the different jobs in a theatre.

Say: *Now look at Activity 6.* Remember that this is a difficult structure for the children. Ensure that they use *does* and *do*: *What does (Luke) do?*

Tell them to work in pairs and to take turns asking and answering questions about the people who work in the theatre.

Transcript



Track 2.4 Song: At the theatre

See page 203.

Optional Activity Book exercises

See page 203.

Practice

Tell the children to look at the poster again. Ask: *Which of these activities are free? Which do you have to buy a ticket for? Do you buy a ticket for the cinema?* SS: Yes. T: *Do you buy a ticket for the library?* SS: No.

Tell them to ask one another questions to practise the question: *Do you buy a ticket for the (library)?*

***Note:** You can explain that in the UK art museums and galleries are free for all visitors (regardless of their nationality or age).

ANSWER KEY

Student's Book, Activity 5

See Transcript.

5 Song: *At the theatre*. Listen and identify the people.



The theatre is a busy place.
Everybody's got a job.



does the make up



sells the tickets



does the lights



makes the costumes



does the music



does the props



makes the scenery



sells the programmes

- Sing the song.

6 Ask and answer questions with a friend.



What does Luke do?

He does the make up.



Lesson 3

CLIL Objective: Identifying the different jobs in a theatre.

47



The children use the information on the recording to identify the jobs.



The children learn and remember the vocabulary by singing the song.

4 Read the text and put a tick (✓) or a cross (X) to solve the logic puzzle.

Everybody likes three things.

Both the boys like plays. Both the girls and granny like the ballet. Jack and one of the girls like exhibitions, but not Lily. Jack and one of the girls like films, but not Grace. Grace and Ben like shows. Lily and one of the boys like concerts, but not Jack. Granny likes one of the things Jack likes, but not films or plays. She likes one of the things Ben likes, but not concerts.

What do I like?



	plays	concerts	films	the ballet	exhibitions	shows
Grace	X	X	X	✓	✓	✓
Jack	✓	X	✓	X	✓	X
Lily	X	✓	✓	✓	X	X
Ben	✓	✓	X	X	X	✓
Granny	X	X	X	✓	✓	✓

5 Use the words to complete the sentences.

makes draws cuts measures



First he measures the actress.



Then he draws the pattern.



Then he cuts the cloth.



Then he makes the dress.

Lesson 3

47



The children demonstrate their understanding of written English by solving a logic puzzle. They read a text and complete the corresponding chart.



The children complete the information about a work routine. At the same time, they revise expressions for sequencing events.

Activity Book

Page 47, Activity 4

Say: *Open your Activity Books at page 47. Look at Activity 4.*

Draw a chart on the board. Read the first sentence out loud and tick (✓) the place on the chart for Ben just below the word *plays*.

Ask for volunteers to read out the rest of the text and explain any vocabulary that they do not understand. Then, tell the children to read the text again and to tick their charts.

Ask questions to correct their work: *Who likes plays?*

Page 47, Activity 5

Say: *Now look at Activity 5. Talk to the children about what the man is doing: He does the costumes. Then, read the first sentence, leaving the space blank.*

Tell the children to read the words that appear on top of the pictures and to complete the sentences orally. Then, tell them to complete the sentences in their Activity Books.

Finally, ask for volunteers to read out their sentences.

Project Booklet

Hold an art exhibition: Focus on art exhibitions

Page 22, Stained glass windows

***Note:** Find a copy of the stained glass window by Marcelle Ferron.

Bring images of famous stained glass windows to class. Say: *We call these windows stained glass windows. They are made of different pieces of coloured glass.* Explain that some stained glass windows are portraits, stories or abstract designs.

Say: *Open your Project Booklets at page 22. Look at this design. This is a design for a famous stained glass window in Canada.*

Explain that each number corresponds to a different colour. Then, tell the children to colour the stained glass window according to the key.

Show them a copy of a stained glass window by Marcelle Ferron and tell them to compare the colours.

Say: *Look at Activity 4.*

Explain the instructions and hand out the materials. The children make their own stained glass windows and stick them on the classroom walls. Tell them to look at all the stained glass windows and to discuss one another's work.

Let's play!

What am I doing?

Divide the class into two groups. Tell a child from one of the teams to come to the front to do one of the actions they have learned from the lesson. The other children in this child's team have one minute to guess what the child is doing. If they get it right, they get two points. If not, the other team has a chance to guess it and win a point.

Resources

DVD

Unit 5, Song: *At the theatre*

Teacher's Resource Book

Extension worksheet 1, page 47

Transcript



Track 2.4 Song: *At the theatre*

*Oh the theatre is a busy place,
Everybody's got a job.
She sells the tickets.
He sells the programmes.
She does the lights.
He does the props.
Oh the theatre is a busy place,
Everybody's got a job.*

*Oh the theatre is a busy place,
Everybody's got a job.
He makes the scenery.
She makes the costumes.
He does the make up.
She does the music.
Oh the theatre is a busy place,
Everybody's got a job.*

7 Listen and read the story.



The mystery in the attic

The cousins are organising a play.

Everybody does something different for the play.

1 I can make the scenery. And I can do the props.

2 I can make the costumes. And I can do the lights.

The children work very hard all day.

3 Do you like the scenery, Lily? Oh, yes! It's wonderful! Pass me the screwdriver, Ben. Here you are!

The next day, there is a terrible mess in the attic.

4 Look at the scenery! My props are all broken!

5 That night, the cousins hide behind the sofa. Maybe it's a ghost. Ghosts don't exist, Ben.

Lesson 4

CLIL Objective: Literacy: associating actions with characters.

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The children read and listen to the story in order to learn how to pronounce words and to get used to reading texts in English.



The children learn about different jobs in the theatre.