



The children read the story and demonstrate their understanding of it.



The children repeat the words in the story for the phonics activity in order to learn how to identify the sounds and their spellings.

Associating actions with characters.

Curricular link: Literacy

Language Objectives

Story language: mystery, play, scenery, props, costumes, lights, screwdriver, mess, attic, ghost, star; Stop! Stop that! You bad ghost! I can make the scenery. Here you are!

Resources: CD; story cards



Optional Activity Book exercises

See page 209.

STORY: THE MYSTERY IN THE ATTIC



Say: It's story time!

Put 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 questions: *Who can you see in picture 1? What has Lily got in picture 2? What is Grace doing in picture 3? What is Jack doing? What are the cousins doing in picture 5?*

Say: Sit down now and let's listen to the story. Play **Track 2.5** and point to the story cards as you listen to the story.

Work with the book 🕥

Student's Book, pages 48 and 49, Activity 7

Say: Open your books at pages 48 and 49. Play **Track 2.5** again and tell the children to follow the story in their books.

Ask comprehension questions: Where are the cousins? What are they doing? What can Grace make? What can Ben do? What does Jack do? What happens to the props? What do the cousins do? Where do they hide? What do they see? Is Grace scared of the ghost? Is the ghost scared of Grace? What does the ghost want to do? What is Grace's idea? Does Dad know who the ghost is? Tell them to read the story 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 them by using the story cards when possible or by giving examples.



Place the story cards on the board in random order. Play **Track 2.5** 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 row below. Tell them to describe what is happening in the story. They can use the text at the top of each picture frame. Continue until all the story cards are in the correct order in the row below.

Literacy: phonics: s/sc (scissors, scarf)

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 to check their understanding. Repeat for the other story cards until all the cards are in the correct order.

Work with the book **f**

Student's Book, pages 48 and 49

Tell the children to read the story out loud. Assign the characters to seven children and ask others to play the part of the narrator.

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

Student's Book, page 49, Activity 8

Clap your hands to ensure that the children are watching you. Write the letters *sc* several times on the board. Point to the letters as you say: *s s s cissors*. Repeat several times. Articulate the *s* sound very clearly by pushing the sound through the front of your mouth to make a hissing noise.

The children repeat: s s s scissors.

Repeat with the other words (*scenery, science book*). Point to the letters *sc* again as you say: *sc sc sc script*. Repeat several times. Articulate the *sc* sound by blending the two sounds together.

The children repeat: *sc sc sc script*.

Repeat for the other words (*scarf, school, scared, screwdriver*).

Then, point to the two examples on the board and ask: Which letter c is silent? SS: The letter c in the word scissors.

Tell the children to look at Activity 8 on page 49.

Play **Track 2.6**. The children repeat the sounds and the words.

Tell them to find the pictures in the story that correspond to the words. Ask: *Can you find (a screwdriver)?* SS: *Yes! In picture (3).* They can use the story cards if necessary.



Track 2.6 Phonics

See page 211.

Optional Activity Book exercises

See page 211.



Divide the class into groups of seven. Assign a character to each child. Play **Track 2.5** again so the children can join in with their lines.

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

6 Use the words to complete the sentences.
costumes props lights star scenery does makes
Grace <u>makes</u> the <u>scenery</u> .
Jack does the lights Ben does the props
Lily <u>makes</u> the <u>costumes</u> .
 The ghost is the <u>star</u> Use the key to classify the sentences.
$\begin{array}{c} \textbf{Key} \\ \textbf{J} = \underbrace{\textbf{W}}_{\textbf{J}} \textbf{G} = \underbrace{\textbf{W}}_{\textbf{J}} \textbf{L} = \underbrace{\textbf{W}}_{\textbf{J}} \textbf{B} = \underbrace{\textbf{W}}_{\textbf{J}} \\ \textbf{J} = \underbrace{\textbf{W}}_{\textbf{J}} \textbf{G} = \underbrace{\textbf{W}}_{\textbf{J}} \textbf{L} = \underbrace{\textbf{W}}_{\textbf{J}} \textbf{B} = \underbrace{\textbf{W}}_{\textbf{J}} \\ \textbf{W} = \underbrace{\textbf{W}}_{\textbf{J}} \textbf{W} \\ \textbf{W} = \underbrace{\textbf{W}}_{\textbf{W}} \textbf{W} \\ \textbf{W} = \underbrace{\textbf{W}}_{\textbf{W}} \textbf{W} \end{matrix} $
She cuts the paper.GHe switches on the electricity.JHe makes a list.BShe paints the pictures.GHe reads the script.BShe draws the pictures.G
She measures the people. She draws the patterns.
She makes the clothes.
She puts the paper up on the wall. G He changes the positions. B
He collects the things. B He puts the things on the table. B Lesson 4
48



The children demonstrate their understanding of the story by completing the information about the characters.



The children classify the information according to the character that it refers to.

Activity Book

Page 48, Activity 6

Say: Open your Activity Books at page 48. Look at Activity 6. What does Grace do for the play? SS: She does the scenery. Repeat the question for the other characters.

Tell the children to complete the sentences. Then, ask for volunteers to read out their sentences.

Page 48, Activity 7

Say: Now look at Activity 7.

Read out the first sentence and ask: *Who's that? Jack, Lily, Grace or Ben?*

Tell the children to read the sentences and to write the initial according to the key.

Then, ask volunteers to read out their sentences, substituting the characters' names for the appropriate pronoun. Make sure they do not use the pronoun when they say the name.

Let's play!

Which story card?

Place all the story cards except one on the board in the correct order. Hand this story card to a child (without letting the other children see it) and tell the class to say which one is missing. They have to describe what happens in the missing story card. The child with the card listens and says whether the description is correct or not. Repeat with different story cards and other children.

Resources

Multi-ROM Unit 5, Story

Transcript

Track 2.5 Story: The mystery in the attic

Picture 1

Narrator: The cousins are organising a play. **Grace:** I can make the scenery. **Ben:** And I can do the props.

Picture 2

Narrator: Everybody does something different for the play. **Lily:** I can make the costumes. **Jack:** And I can do the lights.

Picture 3

Narrator: The children work very hard all day. Grace: Do you like the scenery, Lily? Lily: Oh, yes! It's wonderful! Jack: Pass me the screwdriver, Ben. Ben: Here you are!

Picture 4

Narrator: The next day there is a terrible mess in the attic. **Grace:** Look at the scenery! **Ben** My props are all broken!

Picture 5

Narrator: That night the cousins hide behind the sofa. **Ben:** Maybe it's a ghost. **Grace:** Ghosts don't exist, Ben.

Picture 6

Narrator: The cousins see a strange figure. Grace: Who's that? Ben: It is a ghost! Jack: I'm scared!

Picture 7

Narrator: Grace is very angry. Grace: STOP! Stop that! You bad ghost! Ghost: I'm sorry, please don't be angry with me.

Picture 8

Narrator: The ghost explains his problem. **Ghost:** I'm not really bad. I just want to play. **Grace:** Hmm, I've got an idea.

Picture 9

Narrator: There is a new star in the play! Dad: Very good! But who is playing the ghost? Granny: I don't know. But he's very good!







The children learn how the sounds from this lesson are spelt.

Activity Book

Page 49, Activity 8

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

Read the first word out loud and ask: *Is the letter* c *silent?* Repeat for the other words. Tell the children to circle the silent letters.

***Note:** You can also draw their attention to the *h* in the word *school* that is not pronounced.

Page 49, Activity 9

Say: Now look at Activity 9.

Tell the children to identify the pictures of the objects. Then, tell them to classify the words by writing them on the chart.

Ask for volunteers to read out their words and correct any pronunciation difficulties.

Page 49, Activity 10

Tell the children to look at the words in Activity 8 again. Ask them if they notice the relationship between the sound of the letters *sc* and the letter that follows. Read the first sentence out loud: *The letters* sc *before the letter* a *sounds like* s. *Is that true or false?* SS: *False*. Tell the children to find the word that starts with *sca*and to tell you the sound.

The children complete the exercise by ticking (\checkmark) the sentences that they think are true. Ask for volunteers to read out the true sentences and correct the activity.



Multi-ROM Unit 5, Phonics



Let's play!

Sound sorting

Tell the children to close their books and to look at the board. Write several words that start with *sc*, for example: *science, scarf, school, scissors...* Tell them to classify the words according to the initial sound. Set a time limit. If you prefer, they can play this game in groups.

*Note: You can also include words that the children have not seen before, such as *scooter*. They should classify them according to the rule that they have learnt in this lesson.

Transcript



s s s scissors s s s scenery s s s science book

sc sc sc script sc sc sc scarf sc sc sc school sc sc sc scared sc sc sc screwdriver

Recognising that museums are organised thematically.

Curricular link: Social Science

Language Objectives

Vocabulary: science museum, natural history museum, costume museum, toy museum, transport museum, archaeological museum, clean, classify, check, show, paint, start, repair, work

Structures: She paints doll's houses. She doesn't paint cars.

Resources: CD

TYPES OF MUSEUMS

Presentation

Say: Today we're going to talk about museums. What museums do you know? Help them by asking questions if necessary. Ask: What's in the museum? Encourage the children to give examples of the objects displayed in a museum and then say: Ah! It's a (science) museum.

Work with the book 🞧

Student's Book, page 50, Activity 9

Say: Open your books at page 50. Look at the pictures. Tell the children to name the objects in each picture. Read the conversation of the model on the page: Look at that old plane! Yes! That's the Transport Museum. Tell them to work in pairs as they talk about the pictures of the exhibitions in the museums.

Then, ask: *What else can you see at a (transport) museum?* Help them by asking questions if necessary. Repeat with the other types of museum.

Student's Book, page 50, Activity 10

Play **Track 2.7** until the end. Then, play **Track 2.7** again, but this time stop the recording after each question and tell the children to answer them.

Say: Now describe a job for your friend. Say when he or she works, what he or she does and something he or she doesn't do. S1: (Juan) starts work at (eight o'clock). (He) (cleans old hats). (He) doesn't (clean trains). Where does (he) work? S2: At the Costume Museum.



Optional Activity Book exercises

See page 215.

Practice

Ask general questions about the children's favourite museums: What's your favourite type of museum? What's the name of your favourite museum? What can you see in the museum? What time does it open? How much do the tickets cost?

*Note: In English, the term *art galleries* is used instead of *museums* to refer to a collection of art, even if it is a big, national collection of art, such as, for example: *The National Gallery.*

ANSWER KEY

Student's Book, Activity 9 Plane – The Transport Museum Telescope – The Science Museum Dress – The Costume Museum Rocking horse – The Toy Museum Mummy – The Archaeological Museum Dinosaur – The Natural History Museum

Student's Book, Activity 10 See Transcript.





The children learn about the different types of museums.



The children develop their speaking skills by describing a job and talking about a daily routine.

cars telescopes dolls trains games buses puzzles	dresses compasses hats planes shoes rocking horses coats machines clocks
The Toy Museum Come and see the	The Transport Museum Come and see the
dols dols dames dames dol	trains 530
rocking horses	buses
	00.80° A 3155
The Costume Museum Come and see the	The Science Museum Come and see the
dresses fut	telescopes 23
shoes coats	machines clocks
西山的	
Complete the text about your favou	rite museum. Child's own answers
My favourite museum is the	
It is in	
The museum is open	

The children place the appropriate objects in the corresponding museums.



The children talk about their favourite museum and give information about it.

Activity Book

Page 50, Activity 11

Say: Open your Activity Books at page 50. Look at Activity 11.

Tell the children to look carefully at the words at the top of the page. Then, ask a volunteer to read the text for the museum. Ask: What things can you see at the toy museum? Choose words from the box. Repeat for the other adverts and the other words

The children complete the adverts using the words. Ask for volunteers to read out the completed adverts.

Page 50, Activity 12

Say: Now look at Activity 12.

Tell the children to complete the information about their favourite museum. If they do not know about the opening times and the entrance fees, they can invent them.

Project Booklet

Hold an art exhibition: Focus on art exhibitions Page 23, Sculptures

Bring photos of different types of sculptures to class. Ask: What kind of art is this? What materials do you think the artists used? Are they all inside art galleries or are some sculptures outside? Are all sculptures realistic figures of people? Are some of them abstract? Say: Open your Project Booklets at page 23. Look at the pictures of the three sculptors. They are all making a sculpture, but they are using a different technique. Read the text at the start out loud.

Then, ask volunteers to read the other texts out loud and point to the pictures. Tell them to number the pictures.

Summarise the information.

Say: Look at Activity 6.

Read and explain the instructions.

Hand out the materials and say: What technique are we going to use?

The children make their sculptures.

When they have finished, display the sculptures on a table in the classroom. Tell the children to look at the sculptures and to discuss one another's work.

Let's play!

Join

Place the word and corresponding picture flashcards on the board. In small groups, give the children a few minutes to look at the flashcards. Then, ask for a volunteer to come to the front of the class to draw a line that connects a picture with its corresponding word. Repeat with other children and other words and pictures.



Resources

Multi-ROM Unit 5, Activity 2

Transcript

Track 2.7 Activity 10

Ted starts work at 8 o'clock every morning. He classifies animals and cleans bones. He doesn't clean toys. Where does he work?

Nita works at the weekend. She makes clothes for the dolls and paints the doll's houses. She doesn't paint old cars. Where does she work?

Jim works in the afternoon. He checks the machines and shows people the telescopes. He doesn't show people old clothes.

Where does he work?

Maggie starts work at 10 o'clock in the morning. She repairs the old cars and checks the bicycles. She doesn't check the dinosaurs. Where does she work?

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Recognising that museums are places of learning.

Curricular link: Science: Social Science

Language Objectives

Vocabulary: cut, pour, drop, sink, float, fill, turn (upside down), get (wet), stay (dry), paper, cork, coin, water, glass, oil, honey, liquids, objects, clip, surface, basin, balls of paper

Structures: What happens?

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

Materials: a plastic bottle, honey, oil, water, a coin, a cork, a grape, a paper clip, a piece of paper, a glass, a basin, a newspaper, salt, sand, ice, a candle, hot water, cold water, a mirror and a torch (for the water experiments)

THE PURPOSE OF MUSEUMS

Presentation

Show the children the poster (side B). Say: Look at these pictures. They are all from a museum. What kind of museum do you think it is? SS: It's a science museum. Explain that normally you cannot touch the objects in a museum because they are fragile but in some museums you can touch the exhibits.

Point to the poster again (side B) and say: These experiments are from a science museum. In a science museum it is important to touch the exhibits.

Hand out the pop-outs and say: Look at Experiment 1. Describe the experiment and then ask: What happens? Who's got the correct pop-out? The child with the corresponding pop-out comes forward, places it on the poster and reads out the text.

Do the same for the other experiments.



Student's Book, page 51, Activity 11

Say: Open your books at page 51. Now we're going to look at some more experiments.

Point to a child and say: Look at the first experiment. What do we do first?

Then, ask other children about the following steps for the experiment. Once they have finished reading them, ask: What happens? Point to a child and tell the child to choose an answer that they think is correct.

Repeat for the other experiments.

Student's Book, page 51, Activity 12

Say: Now we're going to do one of the experiments. Tell the children to work in pairs, to choose an experiment and to do it.

You can include the water experiments from the poster, but you will need other materials for that (see Materials). Then, they copy and complete the text in their Student's Books. Ask for volunteers to read out their completed texts.



See page 219.

Practice

Continuous assessment

Children can describe the stages in an experiment.

Explain to the children that they are going to do another experiment. Give them the following instructions: Hold one finger up and close one eye. Then open that eye and close the other. What happens to your finger? Close one eye, hold up a finger and try to touch your nose. Do it with the other eye. What happens?

Discuss the results of the experiment with the children.

ANSWER KEY

Student's Book, Activity 11

- 1 The objects float in the different liquids.
- 2 The clip floats and the paper sinks.
- 3 The paper stays dry.

2	~~~ ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~		happens. ence Museum	The three objects sink.	
	ut the top off a astic bottle.	Pour in honey, oil and water.	Drop in a coin, a grape and a cork.	The objects float in the different liquids.	Long to
	rop a clip in a ass of water.	The clip sinks.	Put a piece of paper and clip on the surface of the water.	The paper floats and th clip sinks. The clip floats and the paper sinks.	
	Il a basin with	Fill a glass with	Turn the glass	The paper gets wet.	
A.	ater.	balls of paper.	upside down in the water.	The paper stays dry.	
Copy f	We need: First we	rite up your expe	Finally we		×



The children demonstrate their understanding of the different stages of an experiment and the instructions to carry it out.



The children go through the sequence by writing the stages that they followed in their experiments.







The children match the sentences and pictures to show what happens in an experiment.

OPTIONS

Activity Book

Page 51, Activity 13

Say: Open your Activity Books at page 51. Look at Activity 13.

Read the words in the middle of the page and tell the children to use them to label the pictures.

Ask for volunteers to hold up their Activity Books. They point to the pictures and name the corresponding words.

Page 51, Activity 14

Say: Now look at Activity 14. Look at the pictures. What happens when I heat the water? SS: The water boils and turns into water vapour.

Repeat for the other pictures.

Tell the children to match the pictures to the sentences in the book.

Ask for volunteers to read out the pairs of sentences.

Project Booklet

Hold an art exhibition: Focus on art exhibitions

Page 24, Collages

Bring images of collages to class, especially the optical illusion (positive-negative) one in which the black one shows two faces and the white one shows a jar. Say: Collages are made using lots of different materials, like paper, plastic, wood, metal, pottery, glass, recycled objects...

Show the children the collages that you have brought and ask: *What materials can you see in this collage?* Show them the optical illustion and ask: *What can you see in this collage?*

Say: Open your Project Booklets at page 24. Now we are going to make a positive-negative collage. Read and explain the instructions.

Hand out the materials so the children can make a

collage. Display the collages in the classroom.

Say: Look at activity 8.

Explain that in an art exhibition there is always a small index card next to the work of art with the following information on it: the title, the date, the name of the artist, the materials and a description of the work. Tell them to make an index card to put next to their collage. Tell them to look at one another's work and to discuss it.

Invite other classes and parents to come in to see the exhibition.

Let's play!

Memory

Divide the class into pairs and make sure that each pair has two sets of key vocabulary cut-outs or make copies from the Teacher's Resource Book, page 21, one copy per child. The children place all their key vocabulary cut-outs face down on the floor or on their desks and take turns turning over two cut-outs at a time. If the two are the same, they keep them. If not, they turn them over and put them back in exactly the same place. Then, it is the other player's turn. The player with the most pairs at the end is the winner.



Resources

Multi-ROM Unit 5, Activity 3

Teacher's Resource Book Extension worksheet 2, page48

Linguistic awareness: replacing nouns with pronouns.

Curricular link: Literacy

Language Objectives

Structures: Jack likes football. He plays football every afternoon. Lily and Ben like music. They go to concerts on Wednesday afternoon. They don't go to concerts at the weekends. She doesn't do art classes at the weekends.

Resources: Unit 5 cut-outs or Teacher's Resource Book, page 13, (one photocopy per child) **Materials:** scissors

FOCUS ON LANGUAGE

Presentation

Place the cut-outs of the characters on the board. Make sentences about the characters using *he, she* and *they* and the verb *like*. T: *He likes football*. After each sentence, ask: *Who am I talking about?* The children suggest names. Do this several times and then say: *We need names*. *So we say Jack likes football*.

Write three invented sentences under Jack using the verb *like*: *Jack likes (ice cream).* Read out all the sentences and ask: *Do we need to say Jack every time? Is there another word we can use? Which one?* SS: *He.* T: *When do we need to say Jack?* SS: *In the first sentence.* Repeat for Grace, and then for Ben and Lily (together to produce the pronoun *they*).

Work with the book

Student's Book, page 52, Activity 13

Say: Open your books at page 52. Look at Activity 13. Tell the children to read the sentences in silence. Then, ask for volunteers to complete the sets of sentences orally. Make sure they use the names at the beginning of the first sentence in each set and then the pronouns.

Student's Book, page 52, Activity 14

Say: *Now we're going to make and play a language game. Find your cut-outs for Unit 5.* Tell the children to cut out the sentences and to choose one or several characters. There are six sentences for each character. Divide the class into groups of three. Tell them to place the sentences face down in front of them and to mix them up. They have to invent a story using the sentences and substituting the names for pronouns. S1: Jack likes football. He goes to football after school.

Optional Activity Book exercises



See page 223.

Practice

Ask: *What's my name*? SS: *(Ana).* Ask: *Do I say,* (Ana) lives in Spain *or* I live in Spain? SS: *I live in Spain.* T: Yes. *I use* I *because we all know who I am talking about.* Explain that when we use the pronouns *I or we,* we are referring to the person who is speaking and therefore it is obvious who we are talking about. However, in the case of *he, she* or *it* it must be clarified as we are not sure who it could be referring to.

ANSWER KEY

Student's Book, Activity 13 Jack; He; he; he Grace; She; she; she Lily and Ben; They; they; they



The children read about the characters' preferences.



The children participate in fun language games as a means of revising structures and improving their spoken language.

 Make a comic. Child's own Instructions 1 Choose a story from your cut 2 Glue the story in the correct of 3 Draw pictures to make a corr 	i-outs. order.	00	, **	



The children create a comic in order to show a sequence of actions.



The children demonstrate that they know how to order a story coherently.

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Activity Book

Page 52, Activity 15

Say: Open your Activity Books at page 52. Look at Activity 15.

Tell the children to choose a story from the cut-outs. Then, they stick the text in each frame in the corresponding order. Then, they do a picture to illustrate the text.

Ask for volunteers to read out their stories.



Let's play!

Words

Draw a grid on the board with 16 squares. Tell the children to call out letters. Make sure they include at least two or three vowels. Divide the class into small groups and tell them to make as many words as they can using the letters in the grid. Set a time limit. Then, ask for volunteers to come to the board to write their list of words. Each groups gets 10 points for a word that no other group has thought of, and 5 points for the other words.

Resources

Multi-ROM Unit 5, Activity 4

Teacher's Resource Book *Ready to read worksheet, page 73*



Recognising that special museums exist for children.

Curricular link: Social Science

Language Objectives

Vocabulary: toy, horse, wood, hair, tail, body, organs, food, heart, recipe, cook

Resources: CD Materials: card, felt tip pens, crayons

THE WONDERFUL WORLD: MARVELLOUS MUSEUMS

Presentation

Say: Today we're going to talk about special museums. Can you think of any special museums? SS: Wax museum, toy museum... Ask: What can you see in a (wax museum)? SS: Figures of famous people. Explain that in many cities there are small museums that have very special themes. For example, in the USA, there is a museum with hundreds of different toilets.

Work with the book 🞧

Student's Book, page 53, Activity 15

Say: Open your books at page 53. Look at the photos. Ask questions about the photos: What can you see in the photos?

Play **Track 2.8**. Tell the children to point to the corresponding photo.

Play **Track 2.8** again and this time stop the recording after each description and ask: *Which photo is that? What's the name of the museum?*

Ask questions to correct the activity: *Where can you see (lots of toy horses)?* SS: *In the (Museum of Childhood).* Ask them if they have ever heard of the writer Roald Dahl or if they have ever read any of his books. Explain that in the UK there is a Roald Dahl museum which is a lot of fun.

Student's Book, page 53, Activity 16

Say: Now look at Activity 16. Read the sentence and find out where Grace is. The children read the speech bubble and say where Grace is. They choose from the three museums in Activity 15.

Student's Book, page 53, Activity 17

Say: *Now we're going to make a museum poster*. Tell the children to look at the model poster in the Student's Book and explain the instructions.

Ask: What time does the museum open? What time does it close? Is it open on Sunday? How much are the tickets? Tell the children to design their own poster for a museum like the one in their Student's Books.



Practice

Ask for volunteers to describe their museum using the poster: My museum is a (space museum). It opens at (10 o'clock in the morning). It closes at (5 o'clock in the afternoon). The museum is closed on (Sunday). The tickets are (\in 4) for adults and (\in 2) for children. Encourage the children to ask questions. S1: What time does the (Space Museum) open?

ANSWER KEY

Student's Book, Activity 15 See Transcript.

Student's Book, Activity 16 Grace is at the Eureka Museum.

The wonderful world Marvellous museums 15 Listen and identify the photos. \odot 2 Bethnal Green Museum of Eureka Museum Roald Dahl Museum and Childhood Story Centre 16 Read the text. Where's Grace? \int I can see a big heart. I can see lots of blood and the inside of a stomach! It's fantastic! 17 Make a museum poster. 6 Instructions Come and visit the Space Museum. \mathcal{D} There are lots of rockets and robots. 1 Choose a theme for a museum. 2 Make a poster. 3 Include opening times and ticket prices. Lesson 9 CLIL Objective: Recognising that special museums exist for children. 53



The children listen to the recording and identify the museums.



The children practise the vocabulary they have learned by designing a poster.







The children create their own pictures based on the ones they have seen.

OPTIONS

Activity Book

Page 53, Activity 16

Say: Open your Activity Books at page 53. Look at Activity 16.

Tell the children to look at the picture. Explain that Maurits Escher is a famous Dutch artist. His pictures are based on geometric shapes and optical illusions. Tell them to look at the picture very carefully and to answer the questions.

Ask for volunteers to read out their answers. Then, discuss them with the class. It may be easier to get a copy of the picture from the internet and to project it onto the board.

Page 53, Activity 17

Say: Now look at Activity 17.

Tell the children to look at the picture carefully and to answer the questions.

Ask for volunteers to read out their answers.

Tell the children to draw the animals in order to make a template. Then, they can use it to make their own compositions.



Let's play!

What's different?

Place all the flashcards in a row on the board and tell the children to tell you what they are. Then, tell them to close their eyes while you remove one of the flashcards or move two of them around. Then, tell the children to open their eyes and to tell you what is different. Repeat for the other flashcards.



DVD Unit 5, *Real kids*

Multi-ROM Unit 5, *The wonderful world*

Teacher's Resource Book DVD worksheet, page 29

Transcript

Track 2.8 Activity 15

In this museum you can see how the body works. You can visit every part of the body and all the organs. You can find out what happens to your food and how your heart works.

In this museum there are lots of toy horses. Some of them are hundreds of years old. They are made of wood and painted in bright colours and they've got hair for the tail and mane.

In this museum you can make your own Revolting Recipe, like in the stories. You can make Hot Frogs and Blue Bubblers with the cook from Café Twit!



Assessment.

Curricular link: Social Science

Language Objectives

All the vocabulary from unit 5.

Resources: CD; poster (sides A and B); poster popouts; flashcards (*cinema, concert hall, theatre, art gallery, science museum, toy museum, archaeological museum, costume museum, natural history museum, transport museum*)

REVIEW



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

Show the children the poster (side A).

Ask questions: Is Lily at (the theatre)? SS: No, she isn't.

T: Where's (Lily)? SS: (She's) (at the concert hall). Remind them of the pronouns he and she. Write Granny, Grace and Lily on one side of the board, and Ben and Jack on the other. Ask a volunteer to write he or she next to the corresponding characters.

Show the other side of the poster (side B). Ask: *Do you remember the experiments*? Ask for volunteers to explain the experiments to the rest of the class. Write *first, then* and *finally* on the board to help them.

Ask: *Do you remember the song,* At the theatre? Play **Track 2.4**. The children sing along to the song.

Work with the book

Student's Book, page 54, Activity 18

Say: Open your books at page 54. Say: We're going to describe Janet's daily routine. Read the first sentence: *My friend Janet works in the cinema in the town.* Tell the children to look at the pictures and to suggest verbs for each one. Then, ask questions to help them reconstruct the routine. T: *What time does she start work?* SS: *She starts work at 12 o'clock.* T: *What does she do then?* Divide the class into pairs and tell them to ask and answer questions about Janet's daily routine. S1: *What time does she (start work)?* S2: *She (starts work) (at 12 o'clock).*

Student's Book, page 54, Activity 19

Say: *Now we're going to make and play* Bingo! Explain the instructions. Tell the children to draw six happy faces and six sad faces on slips of paper. Then, they place these on a chart to represent what kinds of films they think the children like and do not like.

Read out invented sentences. The children remove the smiley or sad face if it coincides with what you have said. The first one to remove all the faces shouts *Bingo!* Sample sentences:

Jack likes films about animals. Grace doesn't like films about space. Lily likes films about monsters. Ben doesn't like films about monsters.



Transcript



See page 203.

Optional Activity Book exercises

See page 231.

Round up

Place all the flashcards on the board. Tell the children to come to the front to write their name next to their favourite cultural place.

Summarise the results of the survey: *Six children like* (science museums) best,...

Ask: Are places like the cinema, the theatre and museums important? Why?

Encourage the children to explain their answers in English and supply vocabulary if they need it.

ANSWER KEY

Student's Book, Activity 18

Janet starts work at 12 o'clock. Then she cleans the window in the ticket office. After that, she makes the sandwiches. Next, she sells the tickets. Finally, she goes home at 10 o'clock.



The children go through a sequence of actions, which, in this case, involves a daily routine. They use the pictures to explain the character's day.



The children play a game as a way of revising the use of charts to display information.



The children demonstrate what they have learned in this unit by matching the cultural events with the museums.



The children read and correct the text in order to evaluate their knowledge of spoken and written English.

Activity Book

Page 54, Activity 18

Say: Open your Activity Books at page 54. Look at Activity 18.

Tell the children to match the places with the cultural events.

Ask for volunteers to read out the pairs of words and correct the activity. Encourage them to make complete sentences: *We go to the museum to see exhibitions of objects.*

Page 54, Activity 19

Say: Now look at Activity 19.

Ask for volunteers to read out the text. Each child reads two sentences.

Then, say: In this text we can replace some of the names with the words he/she or they.

Tell them to underline the words that can be replaced by pronouns and to write the corresponding pronoun below.

Ask for volunteers to read out the sentences and correct them if necessary.



Let's play!

Full board

Tell the children to come to the board to fill it with words from the unit. Then, divide the class into two teams and tell them to get into two rows at the other end of the room. Call out the name of a word and one child from each team has to run to the board to touch it. The first child to do so gets a point for their team.

Transcript



Listen and write the places on the calendar.

Narrator: The children are on holiday and they want to do lots of things.

Lily: What can we do this week?

Jack: Well, on Friday, there's a new exhibition by a French artist we can go to.

Grace: Oh yes. And, we can see a play on Saturday. **Ben:** I want to see a film. Can we go on Wednesday? **Lily:** Yes, Ben. And on Tuesday, there's a concert of classical music.

Granny: Oh, and on Monday, you can go and do experiments and see how things work. **Grace:** There are lots of things to do this week!

Assessment criteria

CLIL Objectives

Children can associate places of culture with cultural events.

Children can identify different jobs that take place within a theatre.

Children can identify different types of museums. Children understand that cultural venues are places of entertainment and learning.

Children can sequence the stages of a simple experiment.

Language Objectives

Children can name the buildings in a town where cultural events take place and can associate the event with the venue.

Children can name the different jobs in a theatre. Children can name some of the exhibits in a museum. Children can identify where the pronouns can substitute the nouns in continuous pieces of text.

Resources

Teacher's Resource Book Unit 5 *Test,* pages 93-94



See Transcript Track 2.9

ANIMAL GROUPS

CLIL Objective

Identifying animals by their body parts.

Curricular link: Science

Language Objectives

Vocabulary: legs, eyes, wings, tail, scales, feathers, fur, skin, beak, fin; tiger, elephant, peacock, shark, frog, butterfly, penguin, snake **Structures:** It's got (wings).

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

ANIMAL GROUPS



Present the context. Say: Today we are going to learn about animals.

Show the children the poster (side A). Say: Look at the picture. Can anyone see any animals in the picture? Let them guess some of the animals. Then, ask: Can anyone see an (elephant)? SS: Yes/No. Name the other animals on the poster.

Play **Track 2.10**. Stop the recording after each description and ask a child to come to the front to point to the corresponding animal on the poster.

Hand out the pop-outs. Play **Track 2.10** again. Tell the children with the pop-outs to place them on the poster as the animals are mentioned.

Play **Track 2.10** again and tell them to repeat the sentence: *There! It's a (peacock).*

Make a list of the body parts on the board and then a list of adjectives. Tell the children to combine the adjectives and body parts. S1: *A (peacock)'s got (beautiful feathers).* S2: *An (elephant)'s got (big ears).*

Work with the book <u>[</u>

Student's Book, page 55, Activity 1

Say: Open your books at page 55. Look at the pictures of the animals.

Play **Track 2.11**. The children point to the animals. Play **Track 2.11** again, but this time stop the recording after each description and tell the children to name the animal.

Name the animals again and make sentences:

An (elephant)'s got (big ears). Then, say: Now we're going to play Guess the Animal. Choose an animal to describe to your friend.

S1: It's got (beautiful feathers). S2: It's a (peacock).

Student's Book, page 55, Activity 2

Say: Now we're going to play another game. How many animals can you name with (feathers)? Let the children give you free answers to this question. Then, say: Choose three body parts and play the game with a friend.



Practice

Ask: *Who's got a pet*? The children raise a hand and come to the front of the classroom. Then, each child describes their pet without saying what it is. The rest of the class has to guess what it is. S1: *My pet has got (four legs and fur). It's got (big ears) and it's (black and white).* SS: *Is it a (cat)*?

ANSWER KEY Student's Book, Activity 1 See Transcript.





The children listen carefully to the recording in order to identify the animals correctly.



The children learn the vocabulary related to the identification and description of animals.





The children read a description of the characteristics of the animals in order to identify the pictures.



The children write a paragraph about their favourite animal using the structures and the vocabulary that they have learned.

Activity Book

Page 55, Activity 1

Say: Open your Activity Books at page 55. Look at Activity 1. Read the first sentence out loud and ask: What animal is that? SS: A tiger. Repeat for the other animals. Tell the children to read the sentences and to number the animals in their books.

Page 55, Activity 2

Say: *Now look at Activity 2.* Tell the children to draw their favourite animal and to complete the description of it. Ask for volunteers to read out their descriptions and to show their pictures to the rest of the class.



Let's play!

Guess

Say a sentence out loud or repeat one from the unit and stop at different points in the sentence. The children have to say what the next word could be. If they are correct, and it makes sense, they get a point. For example: A shark has got (a fin).

Resources

Multi-ROM Unit 6, Activity 1



Transcripts



Granny: Look at this picture. It's a treasure from India. **All:** Wow! **Granny:** Look carefully. What can you see?

Jack: I can see beautiful feathers. All: Where? Jack: There! It's a peacock.

Ben: And I can see big ears. **All:** Where? **Ben:** There! It's an elephant.

Lily: I can see black and orange fur. All: Where? Lily: There! It's a tiger.

Grace: And I can a big fin. All: Where? Grace: There! It's a shark.

Jack: Now I can see a purple and blue wing. All: Where? Jack: There! It's a butterfly.

Lily: And I can see orange and green scales. All: Where? Lily: There! It's a snake.

Grace: I can see big eyes. All: Where? Grace: There! It's a frog.

Ben: And I can see an orange beak.All: Where?Ben: There! It's a penguin.All: What??!!

Track 2.11 Activity 1

Jack: I can see beautiful feathers. Ben: And I can see big ears. Lily: I can see black and orange fur. Grace: And I can see a big fin. Jack: I can see a purple and blue wing. Lily: And I can see orange and green scales. Grace: I can see big eyes. Ben: And I can see an orange beak. All: What??!!

Classifying animals: mammals, fish, birds, reptiles, amphibians and insects.

Curricular link: Science

Language Objectives

Vocabulary: mammal, bird, amphibian, reptile, fish, insect, elephant, peacock, penguin, snake, shark, frog, butterfly, salmon, lizard, ladybird, salamander, squirrel **Structures:** Does it lay eggs? Has it got a spine? Yes, it does. / No, it doesn't. Yes, it has. / No, it hasn't.

Resources: poster (side A); poster pop-outs (animals); flashcards (salmon, lizard, ladybird, salamander, squirrel)

CLASSIFYING ANIMALS



Show the children the poster (side A) and point to the classification: *vertebrates* and *invertebrates*.

Say: Vertebrates have got a spine. Explain the meaning of the word spine by running your finger down a child's spine. Say: Invertebrates haven't got a spine. Are we vertebrates or invertebrates? SS: Vertebrates.

Hand out the pop-outs and the flashcards. Tell the children to come to the poser one by one to name their animal and to place it in the corresponding column.

Ask: Has (a peacock) got a spine? SS: Yes.

Once all the animals have been classified, help the children to draw conclusions.

Point to the insects. Ask: Are they birds? Are they fish? What are they? They're insects. Insects are invertebrates. Do the same with the other animals. The children may say the classification words in L1. If they do, supply the words in English.

Work with the book

Student's Book, page 56, Activity 3

Say: Open your books at page 56. Now we're going to play The classifying game. Let's read the instructions. Read the instructions and explain them to the children. Read the questions out loud about the taxonomy and clarify the meaning of any words that they do not understand. Explain that the first part of the game consists of deciding whether the animal is a reptile, insect, bird, amphibian, fish or mammal. Once they know this, they have to try to guess what animal it is.

Optional Activity Book exercises

See page 239.

Practice

Continuous assessment

Children can name animals in all six classifications of the taxonomy.

Read out the sentences which require the children to apply logical reasoning. Ask the children to say whether they are true or false.

All birds can fly. Only birds can fly.

All fish can swim. Only fish can swim.

All mammals breathe with lungs. Only mammals breathe with lungs.

All mammals have got fur. Only mammals have got fur.

All insects lay eggs. Only insects lay eggs.



(

The children play a question and answer game and learn how to classify animals.



The children use their knowledge of animals to answer the questions and to play a game.





The children revise the names of animals in English by finding them in the word search.



The children classify the animals according to their characteristics.

OPTIONS

Activity Book

Page 56, Activity 3

Say: Open your Activity Books at page 56. Look at Activity 3.

Tell the children to look for the names of 12 animals in the word search.

Once they have found them, they have to classify them in the boxes under the corresponding headings.

Ask for volunteers to read out their lists.

Then, tell them to think of two more animals for each list.

When they have finished, ask for volunteers to read out their new lists.

Project Booklet

Animal groups: Migrating animals Page 25, *Mammals*

Materials: tracing paper, coloured paper.

Present the concept of migration. Ask: *Do we see the* same birds in the winter and the summer? Explain: Some birds migrate. They travel in the winter and summer to different places.

Extend the concept to other animals: *Do other animals migrate? Do mammals? Do fish?*

Explain that the project is about migrating animals: *Today* we are going to look at migrating mammals. Open your Project Booklets at page 25.

Ask a child to read Ben's speech bubble.

Explain that deer, whales and elephants are migrating animals.

Ask for volunteers to read it out loud. Say: *Read a* sentence about (whales). Underline the words that are not pronounced correctly. When the child has finished reading, correct their pronunciation.

Say: We are going to make a map about migrating animals.

Tell the children to read the instructions in silence. Divide the class into groups of three and hand out the tracing paper and the coloured paper. In groups, the children copy the map of the world from page 26. Each child chooses a migrating mammal and a colour. Then, they trace a migrating path for their animal on the map of the world using the information from the Project Booklet.

The children make an information card for their animal using the model in the book and stick it on the map. They should use the same colour for the information card that they used for the migrating path.

Ask them if they can name other migratory animals.

Let's play!

Tennis

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 the children to form two rows in numerical order facing one another. The first child in one team has 10 seconds to name an animal. Then, a child in the other team has a turn. They get a point for each animal that they name. When they get to the end of each row, the game is finished. The team with the most points is the winner.



Resources

Multi-ROM Unit 6, Activity 2

Teacher's Resource Book Extension worksheet 1, page 49

Classifying animals according to their diet.

Curricular link: Music; Science

Language Objectives

Vocabulary: herbivore, carnivore, omnivore; leaves, flies, fish, insects, worms, plants, bugs, flowers, seeds **Structures:** What do (elephants) eat? Do (frogs) eat flies? Yes, they do. / No, they don't. They're (carnivores).

Resources: CD; poster (side A); poster pop-outs (animals); flashcards (*salmon, lizard, ladybird, salamander, squirrel*)

WHAT DO ANIMALS EAT?



Review the animals from the previous lesson and classify them again into vertebrates and invertebrates using the pop-outs and the flashcards.

Then, say: Animals eat different things, don't they? What do they eat? Write the answers on the board and try to include the words: leaves, flies, fish, insects, worms, plants, bugs, flowers and seeds. Tell two children to come to the board and give each one a piece of different coloured chalk. Say: (Daniel) please circle the plants in (green). (Ana) please circle the animals in (red). Then, say: Some animals eat plants. We call them herbivores. Some animals eat other animals. We call them carnivores. Some animals eat both! We call them omnivores. Point to the classification: plants / animals / plants and animals on the poster (side A). Hand out the pop-outs and the flashcards and tell them to come to the front to classify the animals. Discuss any differences of opinion. Remember, they can use the taxonomy chart on the previous page.

*Note: For the purpose of the class we are classifying insectivores as carnivores, but you can add another column of classification if you wish.

Work with the book 🕠

Student's Book, page 57, Activity 4

Say: Open your books at page 57. Look at Activity 4. Tell the children to name the animals and to identify their diets. T: What do (elephants) eat? SS: (Leaves and plants).

When they have finished identifying all the animals' diets, play **Track 2.12**.

Tell the children to check their answers as they listen to the recording.

Play **Track 2.12** so they can sing along to the song. Ask them if they are surprised by any of the diets.

Student's Book, page 57, Activity 5

Say: Now look at Activity 5.

Ask: *Can you name some more animals*? Write the following words on the board: *herbivore, carnivore* and *omnivore*. When the children name an animal, tell them to say which category it belongs in.

Ask: *Is a (dog) a (carnivore)*? SS: Yes. When they have three lists of animals, divide the class into pairs and tell them to take turns asking and answering questions. S1: *Do (frogs) eat (flies)*? S2: Yes. *They're (carnivores).*





See page 243.

Optional Activity Book exercises

See page 243.

Practice

Continuous assessment

Children can name the main elements in animals' diets.

Talk about the human diet. Ask: *What do we eat*? Let the children give you free answers. Write the words on the board and make sure they mention meat, fish, diary products, cereals, vegetables and fruit. Ask: *Are we carnivores, herbivores or omnivores? We are omnivores because we eat both plants and other animals.* Some people do not eat meat. However, we do not call them herbivores because the classification is based on the natural diet of animals, not their choice. Explain that some people <u>choose</u> not to eat meat. They are vegetarians.




The children learn to classify animals according to their diet.



The children use the structures to ask questions.

and the second	herbivores. They live on land. They're mammais. clephants
They are o	carnivores. They live in the sea. They are fish. sharks
They are o	carnivores. They are birds, but they don't fly. penguins
They are o	omnivores. They live on land. They are mammals. pigs
Peak Lady Buth Sal Tig Liz Fri	Arree animals and match the words. Then write about the animals. cocks ybirds mammals. terflies reptiles. Imon are birds. gers amphibians. tards fish. rogs insects. herbivores. terflies. termivores.
\$-C	S B S C C



The children classify animals according to their diet.



The children write about three animals, defining which group they belong to and describing their diet.

OPTIONS

Activity Book

Page 57, Activity 4

Say: Open your Activity Books at page 57. Look at Activity 4.

Read the first definition out loud and ask: *What animal is that?* SS: *An elephant!*

Repeat for the other animals. Tell the children to read the definitions and to write the names of the animals. Ask for volunteers to read their sentences out loud and to name an animal that fits the definition.

Point out that in some cases, there may be more than one possibility.

Page 57, Activity 5

Tell the children to choose three animals from the lefthand column.

Then, tell them to make sentences using the words from the other columns. They write the sentences in their Activity Books. Ask for volunteers to read out their sentences, for example: (*Peacocks*) are (*birds*). They are (*omnivores*). They live (*on land*). Correct the activity.

Project Booklet

Animal groups: Migrating animals Page 26, *Birds*

Bring photos of a stork, a pengin and a goose to class. Ask: What kind of animal are these? SS: Birds. Say the names of the birds in English. T: This is a (stork). Can you see (storks) in our country? Can you see them all year?

Explain: All these birds migrate.

Say: Open your Project Booklets at page 26. Can you see the (penguin)'s migration path? Ask questions about the continents and the countries on the migration path. T: Can you name the continent? Can you name any countries on the migration path?

Do the same for the other birds.

The children label the migration paths with the names of the birds.

Say: Look at Activity 2. Get into groups of three and take out your world maps.

The children choose a bird and a colour and trace a migrating path on the map. Then, they write an information card about their bird according to the model on page 25. Tell them to change the rectangular shape of the card for something related to birds: the shape of an egg or a nest, for example. They should also use the same colour for the information card that they used before.

Let's play!

Classify

Divide the class into small groups and write the names of several animals on the board. Give the children 3 minutes to classify the animals according to whether they are mammals, reptiles, birds, fish or insects. Then, tell the children to classify the animals according to their diet.



DVD Unit 6, *Song: What do they eat?*

Teacher's Resource Book *Ready to read worksheet, page 74*

Transcript

Track 2.12 Song: What do they eat?

What do elephants eat? Oh, what do elephants eat? They eat leaves and plants. They eat leaves and plants. Oh! They are herbivores.

What do peacocks eat? Oh, what do peacocks eat? They eat seeds and worms. They eat seeds and worms. Oh! They are omnivores.

What do butterflies eat? Oh, what do butterflies eat? They eat nectar from flowers. They eat nectar from flowers. Oh! They are herbivores.

What do squirrels eat? Oh, what do squirrels eat? They eat seeds and insects. They eat seeds and insects. Oh! They are omnivores.

What do ladybirds eat? Oh, what do ladybirds eat? They eat bugs and flies. They eat bugs and flies. Oh! They are carnivores.

What do penguins eat? Oh, what do penguins eat? They eat fish and fish. They eat fish and fish. Oh! They are carnivores.



The children read and listen to the story.



The children learn to infer information from the story.





The children discuss what they have understood from the story.



The children learn the pronunciation and spellings of some suffixes.

Literacy: inference.

Curricular link: Literacy

Language Objectives

Story language: horrible, bathroom, scream, mirror, giant, spider, scared, vegetable garden, flies, strawberries, useful, breakfast, help, spider's web, What's the matter? That's impossible! Take it away, please! Bring it here.

Resources: CD, story cards



See page 249.

Optional Activity Book exercises

See page 249.

STORY: THE USEFUL SPIDER

Presentation



Put the story cards on the board. Tell the children to come to the front to look at the pictures. They make predictions about the story. Help them by asking questions: *Who can you see in picture 1? Where is he? What's he doing? What can Jack see? Is he scared? Is Lily scared? Is the spider very big? Where's Granny? What fruit can you see? What words can you see in the last picture?*

Say: Sit down now and let's listen to the story. Play **Track 2.13** and point to the story cards.

Work with the book 🕥

Student's Book, pages 58 and 59, Activity 6

Say: Open your books at pages 58 and 59. Play **Track 2.13** again while the children follow the story in their books.

Ask comprehension questions: What does Jack see in the bathroom? Why does the spider look so big? Are Grace and Jack scared? Is Lily scared? What's Granny doing? What does she tell Lily to do with the spider? Why? What do the children have for breakfast? Are there any flies on the strawberries? Why not? Where do the children find the spider? What can they see in the spider's web? Tell them to read the story 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 them by using the story cards if possible, or by giving examples.



Place the story cards on the board in random order. Play **Track 2.13** 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 row below. Tell the children to describe what is happening in the story. They can use the text that appears at the top of each picture frame. Continue until all the story cards are in the correct order.

Then, analyse the different parts of the story. Ask: *What's happening at the (beginning/middle/end) of the story?*

Literacy: phonics *uh* as final sound (for all spellings: *spider*, *feather*, *brother*, *mirror*, *motorbike*, *doctor*)

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 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 58 and 59

Tell the children to read the story out loud. Assign each of the five characters to five children and tell other children to play the part of 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 that need to be corrected on the board. Point to the words one by one and ask if anyone knows how to say them. Correct the pronunciation if necessary.

Student's Book, page 59, Activity 7

Clap your hands to ensure that the children are watching you. Write the word *spider* on the board several times. Point to the letters *er* as you say: *uh uh uh spider*. Repeat several times. Articulate the *uh* sound clearly by making sure that you do not pronounce the final *r*. The easiest way to pronounce this final sound correctly is to leave your mouth open at the end of the word.

The children repeat: uh uh uh spider.

Repeat for the other words (*mirror, motorbike, feather, doctor, brother*).

Explain that this sound can be at the end or in the middle of a word. Write the word *motorbike* on the board. Circle the letters *or* and say *motorbike* (make sure you do not pronounce the *r*).

Tell the children to look at Activity 7 on page 59.

Play Track 2.14. The children repeat the sounds and the words.

Tell them to find the pictures from the story that correspond to the words.

Ask: *Can you find the (mirror)?* SS: Yes! It's in picture (1). They can use the story cards if necessary.

Transcript Track 2.14 Phonics See page 251.

Optional Activity Book exercises

See page 251.



Divide the class into groups of five and assign a character to each child. Play **Track 2.13** again. The children join in with their lines.

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



The children match the questions to the answers.



The children demonstrate their understanding of the story by completing the summary.

Activity Book

Page 58, Activity 6

Say: Open your Activity Books at page 58. Look at Activity 6.

Read the first question out loud. Ask: *What's the correct answer?* SS: *Jack's scared because he can see a giant spider*.

Repeat for the other questions.

Tell the children to match the questions to their corresponding answers.

Ask for some volunteers to read out the questions and for others to read out the answers.

Page 58, Activity 7

Say: Now look at Activity 7.

Ask: *What's the title of this story?* Start reading the first sentence and tell the children to

say which words correspond to that sentence. Then, tell the children to choose the correct option (*a* or *b*) to answer the questions.

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



Let's play!

Tell the story

Tell some of the children to make a line in front of the class and give each one a story card, but make sure the story cards are not in the correct order. The rest of the class has to give instructions to these children to help them put the story cards in the correct order. Then, each child says what is happening in their story card. By doing this, they will retell the story.

Resources

CD-ROM Unit 6, *Story*



Transcript



Picture 1

Narrator: One day Jack sees something horrible in the bathroom. Jack: Aarrgh!

Picture 2

Narrator: Grace hears Jack scream. Grace: What's the matter? Jack: Look! Behind the mirror! Grace: Aarrgh!! Run!

Picture 3

Narrator: The children are very scared. **Grace:** There's a giant spider in the bathroom! **Lily:** That's impossible!

Picture 4

Narrator: *Lily goes into the bathroom.* **Lily:** *Look! It isn't a giant spider!*

Picture 5

Narrator: Jack doesn't like spiders. Jack: Take it away, Lily! Please! Lily: But the spider's scared of you!

Picture 6

Narrator: Granny is in the vegetable garden. **Jack:** There's a horrible spider in the bathroom! **Lily:** Where can I put it? **Granny:** Bring it here!

Picture 7

Narrator: There are flies on the strawberries. **Ben:** Yuck! Look at the flies! **Lily:** Spiders eat flies. This spider can be useful.

Picture 8

Narrator: The next morning.... Granny: Strawberries for breakfast! Lily, Grace y Jack: Hurray! Ben: Look! There aren't any flies!

Picture 9

Narrator: The children find the spider in the vegetable garden.
Lily: Look at the spider's web!
Ben: We help the spider and the spider helps us!
Jack: Thank you, spider!

Complete and o	er	or	ar	Phonics
feath ge	feather tiger spider teacher	mirror doctor motorbile	sugar	mot gr bike
• Underline the	doct or		AND AND SOM	for teach or
Use the words	to complete the mother fathe	rhyme and draw a		m answers
Use the words	is ais a			m answers
My	mother fathe			m answers





The children complete a variety of different pronunciation activities.

OPTIONS

Activity Book

Page 59, Activity 8

Say: Open your Activity Books at page 59. Look at Activity 8.

Explain that we can write this sound in a variety of different ways: *or*, *er* or *ar*.

Tell the children to look at the pictures and to repeat the complete words with you.

Then, say: Now write the missing letters. Are they or, er, or ar?

Tell the children to classify the words.

When they have finished, ask for volunteers to read out their lists of words and correct if necessary.

Page 59, Activity 9

Say: Now look at Activity 9.

Tell the children to read the rhyme carefully and to complete the blank spaces with the words that are missing (they choose from the words in the box). They should do it with a pencil.

Ask for volunteers to read out their versions.



Let's play!

In my magic hat...

First, remind the children of more words that have the *uh* sound, for example: father, mother, number, computer, jumper... Tell them to form a circle and give one of them a hat (a magician's hat or something similar). This child pretends to take something out of the hat and says: In my magic hat, I've got a... and then says something with the *uh* sound, for example: feather, spider, doctor... Then, this child passes the hat to another child who repeats the sentence and adds something else that has this sound. If someone forgets a part of the sentence, they have to start again. The game ends when the children are unable to remember any more words.

Resources

Multi-ROM Unit 6, *Phonics*

Transcript



uh uh uh spider uh uh uh mirror uh uh uh motorbike uh uh uh feather uh uh uh doctor uh uh uh brother

Studying the characteristics of common invertebrates.

Curricular link: Science

Language Objectives

Vocabulary: *live, walk, slide, wriggle, eat, swim, water, land, leaves, soil, under the ground, worm, clam, crab, snail, centipede, ant, dragonfly, beetle* **Structures:** *It lives on land, It doesn't walk.*

Resources: poster (side B)

INVERTEBRATES



Show the children the poster (side B). Say: *Today we're* going to talk about invertebrates. Remember! Invertebrates haven't got a spine.

Choose one of the invertebrates and describe it: *It's got* (eight) legs. *It's got a (shell). It's got (two claws).* Ask a child to come to the poster to point to the corresponding animal. Repeat the process several times. Then, tell the children to take turns describing an animal while the rest of the class tries to identify it.

Say: All these animals are invertebrates. They all have different habitats. The (crab) lives in the (sea) and the (worm) lives (under the ground). Ask closed questions about the invertebrates so that the children have to answer Yes or No. T: Does the (crab) live (near water)?

SS: Yes. T: Does the (worm) live in the (sea)? SS: No. Then, ask open questions: T: Where does the (crab) live? SS: It lives in the (sea). Make sure you use the verbs live, walk, slide, wriggle, eat and swim. Use gestures to clarify the meaning of the verbs if necessary.

Work with the book

Student's Book, page 60, Activity 8

Say: Open your books at page 60. Look at the three photos of the invertebrates. Ask for volunteers to read the sentences out loud. Then, use the sentences to ask questions: Does a worm live on land? Continue asking questions until the children can match the descriptions to the invertebrates.

Student's Book, page 60, Activity 9

Say: Can you think of any other invertebrates? Look at the poster.

Ask if the children know of any other invertebrates. They may answer in L1. Supply any new vocabulary in English that they may need. Tell them to work in pairs. They choose one of the invertebrates from the photos and take turns describing and identifying it. S1: *It lives in a shell. It doesn't walk.* S2: *It's a clam.*

Optional Activity Book exercises

See page 255.



Continuous assessment

Children can describe the main characteristics of invertebrates.

Show the poster to the children (side B). Ask: *Do you eat any invertebrates*? (Possible answers: *lobsters, crabs, prawns, crayfish, clams, cockles, mussels, oysters, scallops, snails,....*).

Write the names of the following invertebrates on the board: grasshoppers, worms, ants, beetles, dragonfly, centipede, beetles and butterflies.

Ask: Do you think that people eat these invertebrates? Do you remember the insect dishes in Unit 4? Ask: Can you remember why people eat these invertebrates? SS: Because they are nutritious and easy to

find.

ANSWER KEY

Student's Book, Activity 8

- Worm This invertebrate lives under the ground. It doesn't walk. It wriggles. It eats leaves and soil.
- Crab This invertebrate lives in or near water. It swims and it walks. It has got a shell.
- Snail This invertebrate lives on land and in water. It doesn't walk, it slides. It has got a shell.



The children learn to define the animals from their body parts, their diet and their habitat.



The children learn information about invertebrates as they acquire new vocabulary and grammatical structures.

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 3 It lives near v 4 It lives in wat 5 It has got lot 6 It lives on lar 7 It lives under 8 It lives on lar 	sea. It has got a shell i vater. It has got beautil ter, but it doesn't swim is of legs. It lives on lan id in wet places. It has the ground. It hasn't g id in dry and wet place	ful wings. , It has got a shell, d. got a shell, but it i jot legs. s. It's an insect.		wers	
	>	It has got			hasn't got
5			. It lives		
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}	}	It eats			2

The children use the clues about animals to complete a crossword.



The children describe an invertebrate using the vocabulary and structures they have learned.

0

Activity Book

Page 60, Activity 10

Say: Open your Activity Books at page 60. Look at Activity 10.

Read the clues out loud and tell the children to identify the invertebrate being described. They can also use the pictures as clues. Tell the children to complete the crossword in their books.

Page 60, Activity 11

Say: Now look at Activity 11.

Tell the children to choose an invertebrate (they can use the ones that are on the poster or the ones from their books). They draw a picture of it and complete the description. Ask for volunteers to read their descriptions and to show their pictures to the rest of the class.

Project Booklet

Animal groups: Migrating animals Page 27, *Fish*

Bring pictures of a salmon, a shark and a tuna fish to class.

Ask: What kind of animals are these? SS: Fish. Say the names of the fish in English: This is a (shark). Ask: Do (sharks) live in the sea or in rivers? Do the same for the other fish.

Explain: All these fish migrate.

Say: Open your Project Booklets at page 27. Can you see the (shark's) migration path? Ask questions about the oceans and the seas that appear in the migration path: Can you name the oceans? Can you name any countries near the migration path?

Do the same for the other fish.

The children label the migration paths with the names of the fish.

Say: *Look at Activity 2.* Tell them to read the instructions in silence.

Say: Get into groups of three and take out your world map.

The children choose a fish and a colour and trace the migrating path on the map.

The children write an information card about their fish according to the model on page 25. Tell them to change the rectangular shape of the card for one related to a fish. Also, tell them to use the same colour on the card that they used before.

Draw the shape of a fish on the board and tell the children to write words related to fish inside the shape.

Let's play!

Odd one out

Place four flashcards on the board, three from one category and one from another, for example: *ants, beetles, worms, squirrel.* The children have to say which one does not belong to the group. Repeat with other groups of flashcards and other children.

Resources

Teacher's Resource Book *Extension worksheet 2*, page 50



Understanding the role of invertebrates in decomposition.

Curricular link: Science

Language Objectives

Vocabulary: beetles, worms, ants, centipedes, leaves, vegetables, grass, rose, bush, compost, flowers, kitchen, organic waste, decompose, help, grow, make tunnels, mixture, compost box

Structures: Worms and ants make tunnels; Granny collects grass.

Resources: CD; poster (side B)

INVERTEBRATES AND DECOMPOSITION

Presentation

Show the children the poster (side B). Point to the worm. Ask: What's this? SS: A worm. Ask: What do worms eat? Worms eat leaves and soil. They also eat rubbish or organic waste. Repeat for the other invertebrates who decompose rubbish: centipedes, ants, beetles.

Explain that these invertebrates are really important because they decompose natural rubbish.

Work with the book 🕥

Student's Book, page 61, Activity 10

Say: *Open your books at page 61*. Read the introductory line. Ask questions about the pictures. Play **Track 2.15**. Tell the children to listen and say which picture is being described.

Student's Book, page 61, Activity 11

Say: Every day Granny puts leaves, old vegetables and grass in her compost box. Can you find a sentence like this one? The children find the corresponding sentence: Granny collects grass from the garden and vegetable peel from the kitchen.

Ask the children to think about the process of decomposition. Ask: *What does Granny do next*? Tell them to find the following sentence. When they have worked out the correct order of the sentences, tell them to say what word the letters spell from the capitals that appear in each box. Transcript
Track 2.15 Activity 10

See page 259.

Optional Activity Book exercises

See page 259.

Practice

Explain that Granny can only use organic waste for her compost box because organic waste decomposes. Draw two columns on the board with the following headings: *Organic* and *Non-organic*. Tell the children to think about rubbish that is produced in the kitchen in their house. Ask them if the rubbish is organic or non-organic. Write the words in the corresponding columns. Explain that some organic waste cannot be put in the box to make compost, for example: *meat, fish* and *eggs*. Ask the children if they can think of reasons why it is not a good idea to put these things in the compost box. The reason is that they attract rats and cockroaches and it is not hygienic.

Answer key

Student's Book, Activity 10 See Transcript.

Student's Book, Activity 11 C-O-M-P-O-S-T









The children learn how to make compost and how it is used.





The children complete the sentences with the appropriate vocabulary demonstrating their knowledge of how to make compost.



The children use their knowledge of the physical world to complete the activity.

OPTIONS

Activity Book

Page 61, Activity 12

Say: Open your Activity Books at page 61. Look at Activity 12.

Ask: Are old vegetables organic waste? Is a plastic bottle organic waste?

Continue asking questions until the children understand the difference between organic and non-organic waste. Ask for volunteers to say which objects they have circled and correct the activity.

Page 61, Activity 13

Say: Now look at Activity 13.

Read the first sentence out loud, stopping at the blank spaces. Tell the chldren to complete them with words from the box above the pictures.

Repeat for the other sentences.

Tell them to complete all the sentences.

Ask for volunteers to read out their sentences.

Project Booklet

Animal groups: Migrating animals Page 27, *Insects and reptiles*

Bring photos of a Monarch butterfly and a leatherback turtle to class.

Ask: What kind of animal is this? SS: An (insect). Say the complete name of the butterfly: This is a butterfly. It's a Monarch butterfly.

Do the same with the turtle.

Explain: These animals migrate.

Say: Open your Project Booklets at page 28.

Ask a child to read out the first sentence. Ask: *Is that the turtle or the butterfly?* SS: *The butterfly.*

Continue with the other sentences.

The children tick the sentences according to the key. Say: *Look at Activity 2.* Tell them to read the instructions in silence.

Say: Get into groups of three and take out your world map.

The children divide the activity into parts: plotting the migration paths (two different colours); writing about the turtle, and then writing about the butterfly.

For the information card, the children should use the same colour that they used for the migration path. Stick the maps on the classroom wall. Let the children go around the class looking at one another's work. Tell them to talk about the maps.

S1: The (blue) line is the (shark's) migration path.

Let's play!

Show and tell

Make sure the children have their key vocabulary cut-outs or make photocopies of the Teacher's Resource Book, page 22, one copy per child. Ask a volunteer to choose one of the cards, to show it to the class and to describe it, for example: *a herbivore is an animal that eats plants...* Repeat with the other children.



Resources

Multi-ROM Unit 6. Activity 3

Teacher's Resource Book *Ready to write worksheet, page 116*

Transcript

Track 2.15 Activity 10

Lots of small invertebrates live inside the compost box. Centipedes, ants, worms and beetles eat the organic waste. The organic waste decomposes. It changes into compost.

Language awareness: third person singular and plural.

Curricular link: Literacy

Language Objectives

Structures: A (frog) lives... (Elephants) eat... (Worms) like...

Resources: flashcards (beetles, worms, ants, centipedes, salmon, lizard, ladybird, salamander, squirrel); Unit 6 cut-outs or Teacher's Resource Book, page 14, (one photocopy per child). **Materials:** scissors

FOCUS ON LANGUAGE

Presentation

Hand out the flashcards. Write the following words on the board: *live, lives, eat, eats, fly, flies, swim, swims*. Ask a child to come to the front to show their flashcard. Ask: *What have you got?* S1: *(Fish).* T: *Have you got lots of (fish)?* S1: Yes. T: *Can you put your flashcard at the beginning of one of these verbs and then complete the sentence?* The child places the flashcard. Correct if necessary and read the complete sentence: *(Fish) (swim) (in water).*

Repeat for the other flashcards until all the sentences have been completed. Make sure they understand the difference between the nouns and the singular verbs and the nouns and the plural verbs.

Work with the book

Student's Book, page 62, Activity 12

Say: Open your books at page 62. Look at the board. What animals can you see? Ask a volunteer to name the animals. Then, say: Look at the words on the board. Ask a volunteer to read the words out loud. Then, tell the children to make sentences: S1: (Fish) (swim) in the sea. S2: A (frog) (lives) near a river.

*Note: Fish is singular and plural. The same is true for salmon.

Student's Book, page 62, Activity 13

Say: Now we're going to make and play a language game. Find your cut-outs for Unit 6. Read and explain the instructions. The children play in pairs.

Ask for volunteers to read out their sentences.



See page 263.

Practice

Say: An elephant lives in Africa. Tell me another animal that lives in Africa. S1: A (giraffe) lives in Africa. T: An elephant eats grass. Tell me another animal that eats grass. S2: A (horse) eats grass. T: A worm eats leaves. Tell me another animal that eats leaves. S3: A (snail) eats leaves. T: A worm lives under the ground. Tell me another animal that lives under the ground...

Continue with other verbs and other animals.

ANSWER KEY

Student's Book, Activity 12

Elephants live / eat ... Salmon live / eat / swim ... Ants live / eat / fly ...

A peacock lives / eats / flies ... A butterfly lives / eats / flies ... A frog lives / eats / swims ...





The children complete the sentences orally in order to demonstrate their ability to use the newly-acquired structures.



The children play a game to revise the present simple and the third person singular.



The children learn how to form common verbs in the present simple.



The children complete the sentences with the correct forms of the verbs.

Activity Book

Page 62, Activity 14

Say: Open your Activity Books at page 62. Look at Activity 14.

Tell the children to choose 16 of their cut-outs and to stick them in their Activity Books to make four sentences.

Ask for volunteers to read out their sentences.

Page 62, Activity 15

Say: Now look at Activity 15.

Explain to the children that they have to complete the sentences with one of the words that appears in brackets.

Ask for volunteers to complete the sentences orally. Then, tell the children to complete the sentences in their Activity Books.

When they have finished, ask for volunteers to read out their completed sentences and correct the activity.



Let's play!

Pass it on

Divide the class into three groups and tell them to sit in rows on the floor. Say a sentence to the first child of each group, for example: *Elephants live in Africa...* This child then whispers it to the child behind them. Each child whispers the sentence to the child behind them until they reach the end of the row. If the sentence at the end is the same as the one at the beginning, the team gets a point.

Resources

DVD Unit 6, *Real kids*

Multi-ROM Unit 6, Activity 4

Teacher's Resource Book *DVD worksheet*, page 30



Learning about a vulnerable animal species.

Curricular link: Science

Language Objectives

Vocabulary: live, eat, weigh, travel, polar bear, adult, mother bear, cub, temperature, North Pole, mammals, predators, vulnerable species **Structures:** Tigers live in the jungle. They are

carnivores. They hunt other animals.

Resources: CD **Materials:** continuous paper, scissors, crayons

THE WONDERFUL WORLD: POLAR BEARS

Presentation

Say: Today we're going to talk about vulnerable species. Do you know any vulnerable species? Explain that these animals may disappear in the future if we do not look after them. Some examples are: *Iberian lynx, gorilla, tiger, giant panda, blue whale.* If they have not mentioned the polar bear, say: *The polar bear is a vulnerable species.* Ask: *Where do polar bears live? Are they mammals? Are they carnivores? What do polar bears eat? Are there lots of polar bears in the world?*

Work with the book 🞧

Student's Book, page 63, Activity 14

Say: Open your books at page 63. Read the text about polar bears. Give the children time to read the text and then read it out loud. Ask questions: Where do polar bears live? Where is the Arctic Circle? What do they eat? Are polar bears predators?

Play **Track 2.16**. The children point to the corresponding picture. Play **Track 2.16** again. This time, stop the recording after each description and ask: *Which picture is that?*

Correct the activity. Say: *Tell me about picture one.* SS: *Some people hunt polar bears for sport.*

Do the same for the other pictures. Make sure the children know that polar bears normally do not eat plastic and rubbish, but seals and fish. They only do this by mistake because of all the pollution.

Student's Book, page 63, Activity 15

Read the numbers out loud. Then, read the sentences out loud and tell the children to identify the missing number. Accept all their suggestions. Then, tell them to correct the sentences on the board.

Student's Book, page 63, Activity 16

Say: *Now we're going to make an* Animals in danger *poster*. Tell the children to choose an animal, to do a picture of it and to describe the animal according to the model in the Student's Book.

Transcript
Track 2.16 Activity 14

See page 267.

Optional Activity Book exercises

See page 267.

Practice

Ask volunteers to come to the front of the classroom to show their posters to their classmates. Encourage the other children to ask questions about the animals and their habitats.

Ask them if they have heard of the WWF. It is an NGO dedicated to preserving wildlife. Suggest that they have a look at the WWF website to find out more about vulnerable and endangered species. Point out that this includes plants as well as animals.

ANSWER KEY

Student's Book, Activity 14 See Transcript.

Student's Book, Activity 15 22,000; 500 kg; 15 km; -40°C; 25 years; 2; 30 months

The wonderful world

Polar bears

Polar bears live in the Arctic Circle, close to the North Pole. They eat sea mammals like seals. Polar bears are predators, but they are a vulnerable species in the modern world.





The children use the information on the recording to identify the pictures.



The children complete the sentences with the information that they have learned and demonstrate their understanding of written and spoken language.





The children identify the animals in the activity.



The children write a paragraph describing the animals they can see in the picture.

OPTIONS

Activity Book

Page 63, Activity 16

Say: Open your Activity Books at page 63. Look at Activity 16.

Ask: *Can you see the numbers in the drawing*? Tell the children to use the key to colour the picture, for example, all the things that have a number 1 on them are green.

Then, ask: What can you see in the picture? How many different animals can you see?

Tell them to complete the sentence in their Activity Books. When they have finished, ask for volunteers to read out their sentences.



Let's play!

Repeat the truth

Invent sentences (true or false ones) about things from the unit, for example: *Elephants are herbivores*. If the sentence is true, the children repeat it. If not, they do not say anything. Repeat several times with different sentences. Then, ask for volunteers to come to the front to invent sentences for the rest of the class.

Resources

Multi-ROM Unit 6, *The wonderful world*

Transcript



The ice in the North Pole is melting. Now polar bears haven't got a lot of space.

The seas and rivers are dirty. Polar bears sometimes eat plastic and other rubbish.

Some people hunt polar bears for sport.



Assessment.

Curricular link: Science

Language Objectives

All the vocabulary from unit 6.

Resources: CD; poster (sides A and B); poster popouts; flashcards (beetles, worms, ants, centipedes, salmon, lizard, ladybird, salamander, squirrel, mammals, fish, reptiles, insects, birds, amphibians)

REVIEW



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

Show the children the poster (side A). Hand out the popouts and tell them to come to the front to place the animals in the spaces. As they are doing this, tell them to summarise the information that they have learnt: *This is an (elephant). (Elephants) live in (Africa). They have got (big*

ears). They eat (plants and leaves). They are (mammals), (herbivores) and (vertebrates).

Ask: *Do you remember the song* What do they eat? Play **Track 2.12**. The children sing along to the song and do the actions.

Show the children the other side of the poster (side B). Hand out the pop-outs and the flashcards. Tell the children to come to the front to place the animals in the correct places according to whether they are vertebrates or invertebrates. As they do this, they say: *An (elephant) is a (vertebrate).*

Do the same for the classification of diet: *An (elephant) eats (plants). It's a (herbivore).*

Work with the book

Student's Book, page 64, Activity 17

Say: Open your books at page 64.

First, tell the children to identify the animals in the pictures. Then, ask for volunteers to read the sentences. Finally, ask other volunteers to match the sentences with the corresponding animals.

Then, tell the children to think about an animal and to write a riddle to describe it. The children take turns reading their riddles out loud while the rest of the class tries to identify the animal.

Student's Book, page 64, Activity 18

Say: *Now we're going to make an animal quiz.* Read and explain the instructions. When each pair has finished their questions, they play the game with another pair.

Transcript

Track 2.12 Song: What do they eat?

See page 243.

Optional Activity Book exercises

See page 271.

Round up

Play word assocations.

Write a selection of words on the board that the children have learned. Divide the class into two teams. Tell the teams to get into two lines facing the board. Say one of the words out loud. Tell a member of each team to go to the board to touch the word. Then, they take turns talking about this word, using examples. The child who gives the best explanation gets a point for their team.

Answer key

Student's Book, Activity 17

This vertebrate doesn't lay eggs. – elephant This invertebrate makes tunnels in the soil, but it doesn't walk. – worm

This vertebrate breathes with gills. - salmon

This bird has got feathers, but it doesn't fly. – penguin This reptile lives on land or in water. It doesn't walk or fly. – snake

The baby animal breathes with gills. The adult animal breathes with lungs. – frog





The children use the definitions to identify the animals.



The children demonstrate their language skills by creating their own riddles and quizzes.

	5 Docs a reptile breathe with lungs?
2 Docs a fish lay eggs?	6 Do snakes swim?
3 Do penguins fly?	7 Docs an insect breathe with gills?
4 Do tigers eat meat?	8 Do elephants eat meat?
e the words to complete the sente	
other animals plants plants an A carnivore eats <u>other animals</u> A herbivore eats <u>plants</u>	ences.
other animals plants plants an A carnivore eats <u>other animals</u> A herbivore eats <u>plants</u> An omnivore eats <u>plants</u> and animals	
other animals plants plants an A carnivore eats <u>other animals</u> A herbivore eats <u>plants</u> An omnivore eats <u>plants</u> and animals	id animals
other animals plants plants an A carnivore eats other animals A herbivore eats plants An omnivore eats plants and animals Choose a herbivore and a carnivor A/An is a	id animals





As a way of assessing their knowledge of the language and content, the children choose two animals and describe their diets.

Activity Book

Page 64, Activity 17

Say: Open your Activity Books at page 64. Look at Activity 17.

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

Ask for volunteers to read out their questions. After each question, ask: *Who can answer that question?* The children answer the questions orally.

Page 64, Activity 18

Say: Now look at Activity 18.

Ask for volunteers to complete the definitions orally. Tell them to complete them in their Activity Books. Then, tell the children to choose a herbivore and a carnivore. They complete the sentences to describe the animals that they have chosen.

When they have finished, ask for volunteers to read out their sentences.



Let's play!

Hangman

Think of a word from the unit and put lines on the board to represent each letter of the word you have chosen. Divide the children into two teams and tell them to take turns calling out letters. If they say one of the letters from the word, write this letter in all the places where it appears in the word. If not, start drawing a stick man on the gallows. If they do not guess the word before the man is "hung", they lose.

Resources

Teacher's Resource Book

Unit 6 Test, pages 95-96



See Transcript Track 2.17

Transcript



Listen and number the animals.

- 1 This animal has got wings, feathers and a beak.
- 2 This is a mammal with black stripes. It's a carnivore.
- 3 This animal hasn't got legs. It's a sea mammal and eats fish.
- 4 This insect has got black spots on its wings.
- 5 This amphibian has got legs when it's an adult, but hasn't got legs when it's a baby.
- 6 This animal has got scales and it hasn't got legs. It's a reptile.
- 7 This animal hasn't got scales or legs. It breathes through gills.
- 8 This invertebrate has got a shell.

Assessment criteria

CLIL Objectives

Children can classify animals into mammals, fish, birds, reptiles, amphibians and insects. Children can classify animals into vertebrates and invertebrates. Children can classify animals into carnivores, herbivores and omnivores. Children can understand the natural process of decomposition.

Language Objectives

Children can identify animals by their body parts. Children can name vertebrates, invertebrates, herbivores, carnivores and omnivores. Children can describe the process of decomposition.



Associating the phases of the moon with the passing of time.

Curricular link: Science Language Objectives

Vocabulary: moon, Sun, the Earth, new moon, half moon, full moon, surface, orbit, shine, behind **Structures:** We can see...; There is...; There are...; The moon orbits around the Earth. It takes 28 days to complete a full orbit. The moon is getting smaller.

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

T: Is it getting bigger or smaller on the 25th? SS: Bigger. T: When is the full moon? SS: On the 1st. T: When is the new moon? SS: On the 18th.

Student's Book, page 65, Activity 2

Say: Look at the calendar in Activity 1. The moon on the 8th is on the left and the moon on the 25th is on the right. Do you know why that is? Explain that it is light from the sun shining on the moon.

Say: Now we're going to read the text in Activity 2. Read each sentence out loud and tell the children to find the picture that corresponds to the description. When they have all the answers, ask questions: How long does the moon take to orbit the Earth? Why does the moon look different? When can't we see the moon? What happens after we see a full moon?

THE PLANETS



Present the context. Say: *Today we are going to learn about the moon. Look at the poster.*

Hold up the pop-out of the full moon and ask: *What's this?* SS: *It's the moon.* T: *That's right. It's a full moon.* Hold up the two half moons and say: *These are half moons. Are they the same or are they different?* SS: *They're different.* Say: Yes. One is getting bigger and the other is getting smaller.

Tell the children to hold up both hands to form the letter C (back to front) with the fingers of their right hand. Explain that when the moon is getting bigger, it is in the shape that they have with their right hand. Now tell them to form the letter C with the fingers of their left hand. Explain that when the moon is getting smaller, this is the shape that it has. Show the children the poster (side A).

Play **Track 2.18**. The children listen to the recording while they place the pop-outs of the moons. Play **Track 2.18** again. This time, stop the recording after each description of the moon and ask for volunteers to place the pop-outs. Then, ask: *Which moon is getting smaller? Which moon is getting bigger? Which is the full moon? Which is the half moon?* The children point to the pop-outs.

Work with the book 🕥

Student's Book, page 65, Activity 1

Say: Open your books at page 65. Look at the pictures of the calendar.

Play **Track 2.19**. The children look at the calendar and point to the moons.

Play **Track 2.19** again and stop the recording after each question so that they can answer. Ask questions: *Is the moon getting bigger or smaller on the 8th*? SS: *Smaller.*



Practice

Ask: How many days are there in a month? Say: In some cultures a month is always 28 days. This is called a lunar calendar.

Ask if there are any children who are familiar with this. (Muslim children will probably know what a lunar calendar is.)

ANSWER KEY Student's Book, Activity 1 See Transcript.

Student's Book, Activity 2 1 e 2 b 3 c 4 f 5 a 6 d





The children learn about the phases of the moon.



The children read the text in order to identify the corresponding images.







The children decide if the information is true or false.

OPTIONS

Activity Book

Page 65, Activity 1

Say: Open your Activity Books at page 65. Look at Activity 1. Here are six outlines of the moon. But we can't always see all of the moon, can we? Read the first label out loud. Ask for a volunteer to come to the board to draw a new moon. Repeat for the other labels.

Tell the children to read the labels again and to colour the part of the moon that they can see in each case.

Page 65, Activity 2

Say: *Now look at Activity 2.* Read the first sentence and ask: *Is that true or false?* SS: *False.*

Repeat for the other sentences.

Tell the children to read the sentences and to circle the T or F in their Activity Books.



Let's play!

Repeat the truth

Invent sentences (true or false ones) about topics from this unit, for example: *The Earth orbits the moon...* If the sentence is true, the children repeat it. If not, they do not say anything. Repeat several times with different sentences. Then, ask for volunteers to come to the front to invent sentences for the rest of the class.

Transcripts

Track 2.18 Poster Activity

Jack: Look, Grace! Grace: What? Jack: There's a full moon tonight. Grace: Oh wow! Isn't it beautiful. Narrator: One week later. Grace: Look, Jack! Look at the moon tonight! Jack: What? **Grace:** There's a half moon tonight. The moon's getting smaller. Jack: Oh ves! Narrator: One week later. Jack: Look. Grace! Grace: What? Jack: There's a very small moon tonight. The moon's getting smaller and smaller. Grace: Oh ves! Narrator: A few days later Grace: Look. Jack! Jack: What? Grace: There's a very small moon tonight but the moon's getting bigger. Jack: Oh ves! Narrator: One week later. Jack: Look. Grace! Grace: What? Jack: There's a half moon tonight. The moon's getting bigger and bigger. Grace: Oh yes! **Narrator:** One week later there is a full moon again.

Track 2.19 Activity 1

Jack: Look! There's a full moon tonight.
Narrator: What date is it?
Grace: Look! There's a half moon tonight. The moon's getting smaller.
Narrator: What date is it?
Jack: Look! There's a very small moon tonight. The moon's getting smaller and smaller.
Narrator: What date is it?
Grace: Look! There's a very small moon tonight but the moon's getting bigger.
Narrator: What date is it?
Jack: Look! There's a half moon tonight. The moon's getting bigger.
Narrator: What date is it?
Jack: Look! There's a half moon tonight. The moon's getting bigger.

Recognising the positions of the planets.

Curricular link: Music; Science

Language Objectives

Vocabulary: *first, second, third, fourth, fifth, sixth, seventh, eighth, bigger, smaller; Mercury, Venus, the Earth, Mars, Jupiter, Saturn, Uranus, Neptune* **Structures:** *Neptune is bigger than Mars. Which planet is it?*

Resources: poster (side B)

THE POSITION OF THE PLANETS

Presentation

Show the children the poster (side B). Point to the solar system and say: *These are the planets in our solar system*. Ask: *Are there any other things in the solar system*? Help the children to name the following celestial bodies: *the Sun, moons, meteorites* and *comets*.

Ask them if they know the names of the planets: *Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune.* Explain that up until recently, Pluto was also a planet, but this has now been changed. Point to the planets and name them in order. Write the names on the board in the corresponding order. Ask questions about the size of the planets: *Is Mars bigger than Neptune? Is Venus smaller than Saturn?* The children answer *yes* or *no* where it is obvious on the poster, and *I don't know* if it is not obvious.

Work with the book 🧃

Student's Book, page 66, Activity 3

Say: Open your books at page 66. Look at the picture of the planets. Let's say their names.

Name the planets from Mercury to Neptune. Then, say: *Now we're going to sing* The Planets song.

Play **Track 2.20**. The children read the text as they listen to the recording.

Play **Track 2.20** again and encourage them to sing the song and to do the movements with you. Play **Track 2.20** again, but this time stop the recording after the first verse. Tell the children to sing the planets in order without looking at the text.

Student's Book, page 66, Activity 4

Say: Now we are going to play a guessing game! Write the following words on the board: bigger and smaller. Say: It's bigger than (Mars) but smaller than (the Earth). Which planet is it? SS: (Venus). The children take turns asking and answering questions.

Transcript

Track 2.20 The Planets song

See page 279.

Optional Activity Book exercises

See page 279.

Practice

Ask: What can you see in the night sky with the naked eye? Let the children give you answers and then prompt them by asking questions: Can you see planets? Can you see stars? Can you see planes? Can you see UFOs? What does UFO mean? (Unidentified Flying Object). Ask: Have you ever seen a UFO?

Ask them if they know when the best display of comets is. It is in the middle of August. Explain that this is because the Earth's orbit passes through a meteorite shower at that time of the year.




The children learn about the position of the planets through a song.



The children use the game to help them assimilate the grammatical structures that they should be able to use fluently by the end of the unit.



The children find the words in the word search.



The children label each part of the solar system with the appropriate words.

Activity Book

Page 66, Activity 3

Say: Open your Activity Books at page 66. Look at Activity 3.

Tell the children to look for ten words related to the solar system in the word search.

Ask for volunteers to read out the words that they have found.

Page 66, Activity 4

Say: Now look at Activity 4.

Tell the children to use the words from Activity 3 to label the solar system. They can refer to the poster to check the correct order of the planets.

Then, tell them to exchange books with a classmate and to correct one another's work.

Project Booklet

The solar system: Make a model of the solar system Page 29, *The planets*

Say: For this project we are going to make a model of the solar system. How many planets are there? Is the sun a planet? No! It's a star.

Explain that they are going to make a model of the solar system and that they are going to do the different parts in each lesson. In this lesson, they are going to make the planets.

Say: Open your Project Booklets at page 29. Look at all the planets. Look at page 67 in your Student's Book. Can you label these planets? Which is the biggest planet? Which is the smallest? Which planet is bigger than... but smaller than...

Repeat the procedure until the children have named all the planets.

Say: *Now we are going to start making our model.* Divide the class into groups of three and hand out the materials.

Read and explain the instructions.

The children make the model according to the instructions on page 29.

Tell them to write their name on the last strip of paper before sticking it onto each balloon.

Put the balloons in a place in the class that does not get much sunlight and leave them to dry.

Write the letters *M*, *V*, *E*, *M*, *J*, *S*, *U*, *N* in a column on the board.

Then, write the following words with these letters: *My very excited monkey jumps straight under Nicholas!* Tell the children to work in pairs to invent a funny sentence.

Let's play!

l spy...

Play *I spy*... using the names of the planets: *I spy with my little eye, a planet beginning with (S)*... The children play in small groups and write the name of the planet they think it is on a slip of paper. When you have mentioned all the planets, ask for volunteers to read out their lists. The group that gets the most planets correct wins the game.



Resources

DVD Unit 7, *The planets song*

Multi-ROM Unit 7, Activity 1

Teacher's Resource Book Extension worksheet 1, page 51

Transcript

Track 2.20 The Planets song

Planets spinning, spinning round the Sun. Nearer, further, hotter, colder, bigger, smaller! Do you know the order of the planets round the Sun?

Mercury and Venus! The Earth and Mars! Jupiter and Saturn! Uranus and Neptune!

Planets spinning, spinning round the sun. Nearer, further, hotter, colder, bigger, smaller! That is the order of the planets round the sun!

Understanding relative measurements in space.

Curricular link: Maths; Music; Science

Language Objectives

Vocabulary: hundred, thousand, million, kilometres, diameter, average temperature **Structures:** Jupiter is the biggest planet. Mercury is the nearest to the Sun.

Resources: CD; poster (side B); poster pop-outs (phases of the moon) **Materials:** scissors, orange paper, a roll of toilet

paper, sheets of paper, ruler

MEASUREMENTS IN SPACE



Show the children the poster (side B). Play **Track 2.20** again and sing the planets song so the children can remember the names of the planets and their order. Ask: *Which is the first planet, the planet nearest the Sun?* SS: *Mercury.* Continue asking questions and using ordinal numbers. Then, say: *Find a planet that's bigger than (the Earth).* Do the same with *smaller.* Point to the biggest planet (*Jupiter*) and say: *Jupiter is the biggest planet.* Repeat with *the smallest planet.*

Say: Let's find out more information about the planets.

Work with the book

Student's Book, page 67, Activity 5

Say: Open your books at page 67. Look at Activity 5. Look at the chart.

Ask questions about the chart: *Which is the (coldest) planet? Which is the (biggest) planet? Which is the (nearest) planet to the sun?*

Then, tell the children to use the information in the chart to complete the sentences orally.

Ask questions about the information in the chart: *Is Jupiter the biggest planet? Is it the coldest? Is it the nearest to the Sun?* Continue asking questions about the other planets.

Student's Book, page 67, Activity 6

Say: Now we're going to make a model to show the relative distances of the planets. In order to do this activity, you will need to go out into the corridor or the playground. First, make the Sun with a circle of orange paper. Divide the class into eight groups and assign a planet to each group. Each group colours and cuts out a circle for their planet, and then writes the name on it.

For this activity, the relative size of the planets is not important. Study the distances of the planets from the Sun. In the chart in the book, we can see the relative distances measured out in pieces of toilet paper.

Count and cut pieces of toilet paper to mark the distances between each planet and ask each group of three children to place their planet at the correct distance from the Sun. Ask questions using *nearer to/nearest to* and *further from/ furthest from: Which planet is (nearest to) the Sun? Which planet is (nearer to) the Sun, (the Earth) or (Uranus)?*

Transcript

Track 2.20 The Planets song

See page 279.

Optional Activity Book exercises

See page 283.

Practice

Continuous assessment

Children can name and sequence the eight planets in the solar system.

Write the big numbers from the Activity Book on the board. Point to the commas in the numbers and say: *Look! In English we use a comma here, not a full stop.* Explain that the full stop is used for decimal points as in: 3.5 (*three point five*), but not for whole numbers.

Answer key

Student's Book, Activity 5 Jupiter is the biggest planet. Mercury is the smallest planet. Venus is the hottest planet. Neptune is the coldest planet. Neptune is the furthest from the Sun. Mercury is the nearest to the Sun.



	Distance from the Sun (km)	Diameter (kr		erage erature				
Mercury	57,900,000	2,44	0	179°C				
Venus	108,200,000	6,05	52	482°C	Merc			
Earth	150,000,000	12,75	6	13ºC		org)		
Mars	228,000,000	3,39	97	-63°C			The second	
Jupiter	778,400,000	71,49)2	-121°C		4		
Saturn	1,425,600,000	60,26	8	-125°C		A	2	,
Uranus	2,867,000,000	25,55	59	-214°C		-		
Neptune	4,486,000,000	24,74	6	-225°C				•
-	e hottest planet. el to show the rel	ative distance	is the neares		n.			
lake a mod You need:				anets. Pieces	n. s of toilet aper			
lake a mod You need: • A circle of • A roll of to	el to show the rel orange paper for the			anets. Pieces	s of toilet			
Iake a mod You need: • A circle of • A roll of to • Eight circle	el to show the rel orange paper for the ilet paper.		es of the pla	anets. Pieces	s of toilet aper 1 2			
Iake a mod You need: • A circle of • A roll of to • Eight circle • A ruler and	el to show the rel orange paper for the ilet paper. es for the planets.		es of the pla Mercury Venus Earth	anets. Pieces	s of toilet aper 1 2 2.5			
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Make a mod You need: • A circle of • A roll of to • Eight circle • A ruler and • Structions Put the Sun Count and c	el to show the rel orange paper for the ilet paper. es for the planets. d a pair of scissors. at one end of the co cut the pieces of toile	e Sun. prridor.	Mercury Venus Earth Mars Jupiter Saturn	Pieces	s of toilet aper 1 2.5 4 13 24			•?



The children use the information in the chart to complete the sentences.



The children learn to calculate distances in





The children read the different-sized numbers related to measurements in space.



The children decide if the sentences are true or false

Activity Book

Page 67, Activity 5

Say: Open your Activity Books at page 67. Look at Activity 5.

Write the numbers on the board, big enough so you can write a word under each of the digits. Read the numbers out loud and write the words *hundred*, *thousand* and *million* under each of the corresponding digits. Write the word *and* and specify where we place it in relation to the digit that it corresponds to when we say the number.

Page 67, Activity 6

Say: Now look at Activity 6.

Read the first sentences out loud and ask: *Is that true or false?* SS: *False.*

Ask for volunteers to read out their sentences and for others to say whether they are true or false.

Then, tell the children to read the sentences and to circle the T or the F.

Project Booklet

The solar system: Make a model of the solar system

Page 30, The Sun, moon and Earth

Tell the children to get into the same groups of three that they were in before in order to work on the planets they were making.

Tell them to place the planets in the correct order on their desks. Remind them of the sentence: *My very excited monkey jumped straight under Nicholas.* Say: *But there's something missing in our solar systems. What else is there in the solar system? The Sun and the moon.* Ask: *Is this the only moon? No!* Some children will probably know the answer. (Number of known moons in our solar system: Mars: 2, Jupiter: 63, Saturn: 61, Uranus: 27, Neptune: 13)

Say: Open your Project Booklets at page 30. What can you see in the pictures?

Tell the children to put the corresponding name on each picture.

Say: Look at Activity 4.

Ask for volunteers to read the text out loud. Ask questions about the text: *What colour is...? What is ... made of?*

Read and explain the instructions.

The children make a model according to the instructions on page 30.

Tell them to write their names on the last strip of paper before sticking it on each balloon.

Place the balloons somewhere in the classroom that does not get much sunlight and leave them to dry. Tell the children to paint the planets that they made from Lesson 1. They should use the information that appears in

the Project Book to colour them.



Let's play!

Number race

Draw a line on the board and write big numbers on the board on both sides of the line (the same numbers should appear on both sides of the line). Divide the class into two teams. Give a piece of chalk to one child in each team. Say a number out loud. The children have to run to the board to circle the number that you have said. The first child to do this gets a point for their team. The game ends when all the numbers have been circled.

Resources

DVD Unit 7, *Activity 2*



The children listen and read the story carefully in order to assimilate the information, as well as the vocabulary and pronunciation.



The children learn that stories have three parts to them.





The children analyse the different parts of the story.



The children learn new sounds and how they are spelt. Then, they identify them in the story.

Literacy skills: recognising the three parts of a story.

Curricular link: Literacy

Language Objectives

Story language: cousin, summer, total eclipse, moon, tonight, the Earth, shadow, alarm clock, ring, wake up, start, come back, scary, sound, room, catch, funny, What's that? What's going to happen? What's happening in here? Good night!

Resources: CD; story cards

STORY: THE ECLIPSE

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 questions: *Who can you see in picture 1?* Let the children name the characters. Then, point to Joey and say: *This is Joey. He's their cousin. Where are they? What are they doing? Look at picture 2. What is Grace explaining? Look at picture 3. What time is it? What has Lily got? What are the children doing in picture 4? Can you see the moon in picture 5? Look at picture 7. Are the cousins scared? Is here scared in picture 8? What is he doing? Can you see*

Is Joey scared in picture 8? What is he doing? Can you see the moon in picture 9? Say: Sit down now and let's listen to the story.

Play **Track 2.21**. Point to the story cards as they listen to the story.

Work with the book 🕥

Student's Book, pages 68 and 69, Activity 7

Say: Open your books at pages 68 and 69. Play **Track 2.21** again. Tell the children to follow the story in their books.

Ask comprehension questions: What is an eclipse? When is the eclipse going to happen? How are the cousins going to wake up? What time does Lily set the alarm clock for? Is the moon still there? Why can't they see it? Is the moon really in their room? Is Lily laughing with Joey? Is she angry? Tell the children to read the story in silence. When they have finished, tell them to come to the board to write any words that they have not understood. Point to the words and explain them by using the story cards where possible, or by giving examples.

Transcript

Track 2.21 Story: The eclipse

See page 289.

Optional Activity Book exercises

See page 289.



Place the story cards on the board in random order. Play **Track 2.21** 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 what is happening in the story. They can read the text that appears at the top of each picture frame. Continue until all the story cards are in the correct order in the line below. Then, analyse the different parts of the story. Ask: *What's happening at the (beginning/middle/end) of the story?*

Literacy: phonics n (moon, Sun, Ben, pen) and /m/ (room, arm, drum, mum, alarm)

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 them. Ask: Which is the first picture? Ask questions about the picture 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 68 and 69

Tell the children to read the story out loud. Assign each of the characters to six 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 that need to be corrected on the board. Point to them one by one and ask if anyone knows how to say them. Correct their pronunciation if necessary.

Student's Book, page 69, Activity 8

Clap your hands to ensure that the children are watching you. Write the letter *n* several times on the board. Point to each letter as you say: n n n moon. Repeat several times. Articulate the *n* sound very clearly, making sure that the children understand that the final *n* sound is produced with the teeth closed but the lips open. The children repeat: n n n moon.

Repeat with the other words (sun, Ben, pen). Write the letter *m* several times on the board. Point to each letter as you say: m m m room. Repeat several times. Articulate the *m* sound clearly, making sure the children understand that the final *m* sound is produced with the lips closed.

The children repeat: m m m room.

Repeat for the other words (arm, drum, mum, alarm). Tell the children to look at Activity 8 of page 69.

Play Track 2.22. The children repeat the sounds and the words.

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

Ask: Can you find (moon)? SS: Yes! It's in picture (1). They can use the story cards if necessary.



Optional Activity Book exercises

See page 291.

Transcript

See page 291.



Divide the class into groups of six. Assign a character to each child. Play Track 2.21 again. The children join in with their lines.

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







The children select the things that happen in each of the parts of the story.

Activity Book

Page 68, Activity 7

Say: Open your Activity Books at page 68. Look at Activity 7.

Read out the three words: *beginning, middle* and *end*. Explain that all stories have a beginning, a middle and an end.

Say: Look at the first picture. Is it from the beginning, the middle or the end of the story? SS: The end. Repeat for the other pictures. If possible, they should do this without looking at the Student's Book.

Tell them to match two pictures to each part of the story.

Page 68, Activity 8

Say: Now look at Activity 8.

Read out the first sentence and ask: *Is that true or false?* SS: *True.*

Tell the children to read the sentences and to circle them T or F according to what they think.

Ask for volunteers to read out their sentences and for others to say whether they are true or not and correct the activity.



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 one member of team A a number and tell him to describe the story card that corresponds to this number. This child's team has to guess which card it is. Set a time limit. The team can only offer one suggestion. If they are correct, they get a point. If not, the other team can try to guess which one it is. Repeat for the other team and with the other story cards.

Resources

Multi-ROM Unit 7, Story

Transcript



Picture 1

Narrator: Cousin Joey is staying at Granny's house for the summer.

Lily: Listen! There is going to be a total eclipse of the moon tonight.

Ben: Wow! What's that?

Picture 2

Narrator: Grace explains. Grace: The moon is going to be in the Earth's shadow. Jack: What time is it going to happen? Lily: At two o'clock in the morning. Let's watch!

Picture 3

Narrator: Lily sets the alarm clock. Lily: The alarm is going to ring at two o'clock. Jack: Good night! Others: Good night!

Picture 4

Narrator: The children wake up at two, in time for the eclipse.Ben: When is it going to start?Lily: In a minute.

Picture 5

Narrator: The children can't see the moon now.Ben: Is the moon going to come back again?Lily: Yes, of course. We can't see the moon but it's still there.

Picture 6

Narrator: Suddenly they hear a scary sound.Ghostly voice: I'm the moon and I'm in your room! And I'm going to catch you now!All: Aargh!

Picture 7

Narrator: The cousins hide under the bed. **Grace:** Just a minute! Where's Joey? **Lily:** He isn't here.

Picture 8

Lily: That isn't funny, Joey.

Picture 9

Narrator: Granny hears the noise. Granny: What's happening in here? Ben: It's the lunar eclipse. Look! The moon's in our room!





The children complete the words with the sounds that they have learned in this lesson.



The children look for words that rhyme to help them remember how to pronounce the final sounds.

Activity Book

Page 69, Activity 9

Say: Open your Activity Books at page 69. Look at Activity 9.

Tell the children to complete the words with the letters n or m. Then, they match them to the photos. Ask for volunteers to read out the words. Check the pronunciation of the final sound to make sure they distinguish between the n and the m.

Page 69, Activity 10

Say: Now look at Activity 10. Ask: Can you tell me a word that rhymes with mum? SS: Drum. Repeat for the other words.

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



Let's play!

Find your family

Write several words that end in *m* or *n* on slips of paper. Make sure there is one for every child. Hand out the words. The children have to walk around the classroom saying their word until they find other children who have words with the same sound. When they are in their groups, they say their word out loud for the rest of the class.

Resources

Multi-ROM Unit 7, *Phonics*



Transcript



n n n moon n n n sun n n n Ben n n n pen

m m m room m m m arm m m m drum m m m mum m m m alarm

Learning about different physical conditions.

Curricular link: Science

Language Objectives

Vocabulary: run, eat, practise, land on, fly, plan, breathe, mend, use, controls, pizza, high energy food, emergency landings, route, robot, oxygen tank, control room, air, gravity, fresh food, muscles, spaceship, space **Structures:** I'm going to run 10 kilometres every day. I'm going to practise moving around in the anti-gravity machine because there isn't any gravity in space.

Resources: CD; poster (side B)

PHYSICAL CONDITIONS IN SPACE

Presentation

Show the children the poster (side B). Ask them questions about their knowledge of space and astronauts. Ask: Where do people live in the solar system? SS: On the Earth. T: Do people live anywhere else? SS: No. T: Why not?

Then, ask: What do you know about space travel? Have people ever been to the moon? Have people been to Mars? Has anything been to Mars? Are there people anywhere else in space? What about the space station? The space station orbits the Earth. There are always people on the space station. Who goes to the space station? SS: Astronauts.

Work with the book 🕥

Student's Book, page 70, Activity 9

Say: Open your books at page 70. Elisa Tremlett is an astronaut. She's going to go to Mars. Look at the pictures of Elisa. Let's listen to the recording to hear what she is going to do in space.

Play **Track 2.23** as the children look at the pictures. Play **Track 2.23** again and this time stop after each of Elisa's answers so that the children can make a note of the number of the corresponding picture.

When they have finished, play **Track 2.23** again so they can check their answers.

Then, ask questions to correct the activity. T: *Is Elisa going to (run 10 kilometres before breakfast)?* SS: Yes, she is. T: *Is Elisa going to (eat lots of pizzas)?* SS: *No, she isn't.*

Student's Book, page 70, Activity 10

Say: Now look at Activity 10.

Tell the children to match the correct pictures from Activity 9 to the reasons in Activity 10. When they have finished, tell them to work in pairs to check their answers. Finally, ask questions to correct the activity: *Why is Elisa going to (practise breathing with an oxygen tank)?* SS: Because (there isn't any air in space).



exercises

See page 295.

Practice

Say: Imagine you're going to travel to the space station. What are you going to take with you? Tell the children to work in pairs and to make a list of the things that they would take. You can help them by asking questions such as: Are you going to take anything to read? Are you going to take anything to eat? And so on. Ask for volunteers to explain their lists to the rest of the class.

ANSWER KEY

Student's Book, Activity 9 See Transcript.

Student's Book, Activity 10 1e 3b 4c 6a 7d 9f



(

The children complete the sentences logically according to the listening.



The children draw on their existing knowledge of what happens when you travel into space to complete the sentences.



The children go through a sequence of actions and revise the words used to create a sequence in a story.



The children draw on their existing knowledge of space missions to complete the activities in this lesson.

OPTIONS

Activity Book

Page 70, Activity 11

Say: Open your Activity Books at page 70. Look at Activity 11. Look at the pictures. What is Elisa going to put on first? SS: Her underwear.

Continue asking questions until the children have put all the pictures in order.

Tell them to complete the decription in their Activity Books. Ask for volunteers to read out their sentences and correct the activity.

Page 70, Activity 12

Say: Now look at Activity 12.

Tell the children to identify the objects in the pictures. Then, ask: *Do you think that Elisa is going to take all these things with her?*

Tell them to circle the objects that they think Elisa is going to take.

Then, ask for volunteers to name the objects that they have chosen.

Tell the children to complete the sentences in their Activity Books and ask for volunteers to read out their sentences to correct the activity.

Project Booklet

The solar system: Make a model of the solar system Page 31, *Orbit lines*

Bring two children to the front of the class, one to represent the Sun and another to represent the Earth. Using the children, explain that the Earth revolves around the Sun and rotates at the same time Write *revolving* and *rotating* on the board. Then, ask: *Do all these bodies revolve and rotate? No! The Sun stays still.* Say: *Open your Project Booklets at page 31.* Tell the children to label the picture.

Then, say: *Look at Activity 6. Get into groups of three.* Hand out the materials.

Read and explain the instructions.

The children make the base for their solar system. Tell them to paint the Sun, the moon and the Earth that they made in lesson 2.

Draw the real orbiting line of the Earth (an ellipse) on the board and ask: *Is this a circle?* SS: *No!*

Explain that the real orbiting lines are not circular but ellipses and that the circular model is used to represent them. The egg-shaped orbiting lines are important because they produce seasons

Resources

Multi-ROM Unit 7, Activity 3

Teacher's Resource Book *Extension worksheet 2, page 52*

Transcript

Track 2.23 Activity 9

Journalist: Good morning, Elisa.

Elisa: Good morning.

- **Journalist:** Now, you are going to go on a very special space mission next year, aren't you?
- **Elisa:** Yes, that's right. I'm going to travel to Mars. I'm going to land on Mars to investigate the soil.

Journalist: Wow! How are you going to prepare for this mission?

Elisa: Well, I'm going to train very hard every day. I'm going to run 10 km before breakfast. Then I'm going to practise breathing with an oxygen tank. I'm going to practise moving around in the gravity machine.

Journalist: Are you going to learn how to fly the space ship?

Elisa: Oh yes. I'm going to use the control room, and I'm going to practise emergency landings.

- Journalist: Oh dear! That sounds dangerous!
- Elisa: Well, I'm going to land the space ship on Mars, you see.
- **Journalist:** Aren't you going to have any food during the day?
- **Elisa:** Yes, of course. But I'm going to eat special high energy dried food.
- **Journalist:** *Mmm. Well, I think you are going to be a very busy astronaut, Elisa. Thanks for coming on our show.*

Elisa: Thank you! See you when I get back from Mars!

Learning about space travel.

Curricular link: Science

Language Objectives

Vocabulary: orbit, land, collect, do, take photos, measure, look for, the planet, rocks, temperature, Mercury, Venus, the Earth, Mars, Jupiter, Saturn, Uranus, Neptune

Structures: Are you going to orbit the planet? Yes, I am. / No, I'm not.

Resources: flashcards (orbit the planet, collect rocks, do an experiment, take photos, measure the temperature, land on the planet) **Materials:** dice

SPACE TRAVEL

Presentation

Place the flashcards on the board. Say: *Do you remember the astronaut, Elisa Tremlett? Where's she going?* SS: *Mars.* T: *What do you think she's going to do on her space mission?* Hold up the flashcards one by one and ask: *Do you think she's going to (orbit the planet)?* SS: *Yes/No.* Continue asking about the other flashcards and encourage the children to give their reasons.

Work with the book

Student's Book, page 71, Activity 11

Say: Open your books at page 71. Now we're going to play The space game. Explain the instructions for the game to the children and make sure they understand the sentences. Tell them to play the game in groups of four. When they have finished, ask questions about what they are going to do: Are you going to (orbit the planet)? S1: (Yes). T: Are you going to visit (Mars)? S2: (No, I'm going to visit Saturn).

Student's Book, page 71, Activity 12

Say: Now find your travel companions. Ask each other questions.

The children walk around the class asking and answering questions until they form a group of children who are going to the same planet. S1: *Are you going to visit (Mars)?* S2: *No, I'm not.* S3: *Yes, I am.*

Optional Activity Book exercises

See page 299.

Practice

Continuous assessment

Children can predict future actions using going to.

Ask: What else is Elisa going to do? What do you think? Is she going to listen to music? SS: Yes. T: How is she going to listen to music? S1: She's going to take an MP3 player. Encouarge the chidlren to ask one another questions. Ask: Would you like to go with Elisa on the mission? Why? / Why not?







The children use the language they have learned to play a guessing game.







The children complete the descriptions of each character's mission.

OPTIONS

Activity Book

Page 71, Activity 13

Say: Open your Activity Books at page 71. Look at Activity 13. Look at the spaceships. There are five different spaceships and they are all going to different planets.

Tell the children to follow the routes with a pencil to check where each spaceship is going.

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

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

Page 71, Activity 14

Say: Now look at Activity 14.

Tell the children to look for clues to discover what each person is going to do. Ask: *What is Tom going to do?* SS: *He's going to collect rocks.*

Tell the children to complete the sentences that appear below each astronaut.

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

Project Booklet

The solar system: Make a model of the solar system

Page 32, Assembling the model

Hand out the components that the children have made for their model.

Tell them to put the components on their desk in the correct order with the Sun in the middle and the moon to one side of the Earth.

Say: Open your Project Booklets at page 32. Let's do the planet quiz.

Read the first question out loud so the children can respond orally.

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

Tell the children to answer the questions in their Project Books.

Say: *Look at activity 8. Let's assemble our models.* Read and explain the instructions.

The children assemble the model in their groups. Hang the models on the ceiling with hooks.

Play Guess which planet I am. Say: (Venus) is to my left and (Mars) is to my right. Which planet am I?

Let's play!

Use the word

Divide the children into groups of four. Make sure they have their key vocabulary cut-outs or make photocopies of the Teacher's Resource Book, page 23, one copy per group. The children shuffle the cards and place them face down on their desks. Then, they take turns taking a card and making a sentence using the word, for example: *Venus is the hottest planet...* If they make a correct sentence, they keep the card. If not, they return it to the pile. The winner is the child with the most cards at the end of the game.



Resources

Teacher's Resource Book *Ready to read worksheet, page 75*

Language awareness: using suffixes to build words.

Curricular link: Literacy

Language Objectives

Vocabulary: *big, small, near, far, tall, short, old, young* **Structures:** *Mercury is hotter than Jupiter. Mercury is the hottest planet.*

Resources: poster (side B); Unit 7 cut-outs or Teacher's Resource Book, page 15, (one photocopy per child).

Materials: scissors, glue

Student's Book, page 72, Activity 14

Say: Now we're going to make and play a language game! Find your cut-outs for Unit 7. Explain the instructions to the children. Tell them to play the game. Ask for volunteers to read out their sentences.

Optional Activity Book exercises

See page 303.

FOCUS ON LANGUAGE



Show the children the poster (side B) and say: *The Earth is big. Jupiter is bigger than the Earth. But Neptune is the biggest.* Repeat with *small, near* and *far.*

Choose two volunteers (make sure they are both tall but clearly different heights). Tell them to stand side by side and say: *This is how we compare. (Daniel) is tall. (María) is taller than (Daniel) and I'm the tallest.* Choose two other volunteers (make sure they are both short, but clearly different heights) and do the same with *short.* Then, ask: *(Daniel), when's your birthday?* S1: (*30th March).* T: *(María), when's your birthday?* S2: (*16th June).* Say: *(Daniel) is older than (María) but I'm the oldest.* Do the same with *young.*

Work with the book

Student's Book, page 72, Activity 13

Say: Open your books at page 72. Look at the words on the board. Ask a volunteer to read the words out loud. Say: Grace is taller than Ben, but Jack is the tallest. Tell the children to make sentences orally with the words on the board using the comparatives and superlatives. Then, tell them to ask one another questions. S1: Is (Jack) (older) than (Ben)? S2: (Yes, he is). S2: Is (Jack) the (oldest)? S1: (Yes, he is).

Practice

Continuous assessment

Children can compare the planets using comparative and superlative adjectives.

Ask: What other words do we change by adding things to the end? (Go - going, planet - planets, go - goes). Say: These are suffixes. We use suffixes to make small changes to the meanings of words. You can ask the children to come to the board to write more examples. Discuss the change in meaning for each case.





The children use the words to make sentences about the characters.



The children learn how to form comparatives by playing a game in which they have to form true sentences.



The children cut out the cut-outs for the section and stick them very carefully in their Activity Books.



The children make sentences about the characters using comparatives and superlatives.

OPTIONS

Activity Book

Page 72, Activity 15

Say: Open your Activity Books at page 72. Look at Activity 15.

Tell the children to make four true sentences with their cut-outs and to stick them in the correct place. Ask for volunteers to read out their sentences.

Page 72, Activity 16

Say: *Now look at Activity 16*. Ask for volunteers to read out the text. Each child can read two sentences.

Then, say: In this piece of text there are some comparatives like older, and some superlatives like the oldest. Underline these words.

Ask: How many comparatives and superlatives have you underlined? There are four comparatives and four superlatives. Now check again.

Tell the children to complete the chart with the words that they have underlined. They should only complete the second and third columns in the table.

Then, say: *What words do we write in the first column?* Encourage them to name the adjectives. When they have finished, tell them to complete the first column in the table.

Let's play!

Miming game

Divide the class into groups of three or four and make photocopies of the flashcards (one copy per group). Hand out the flashcards to the groups. The children shuffle the cards and place them face down in a pile. Then, they take turns taking a card from the pile. The person who takes a card has to mime the word for the rest of the group, who have to guess the word. Repeat the procedure until all the cards have been mimed.

Resources

DVD Unit 8, *Real kids*

Multi-ROM Unit 7, Activity 4

Teacher's Resource Book DVD worksheet, page 31



Talking about objects in space.

Curricular link: Science

Language Objectives

Vocabulary: comet, constellation, star, equator, Northern/Southern Hemisphere, Southern Cross, Cassiopeia, Queen, Taurus, Hydra Structures: When are we going to see (Halley's Comet) next? In (67) year's time. This constellation is called (Hydra). It looks like a (snake).

Resources: CD

Materials: construction paper, felt tip pens Preparation: Draw pictures of the following constellations: Leo, Virgo, Libra, Scorpio, Sagittarius, Capricorn, Aquarius, Pisces, Aries, Taurus, Gemini and Cancer.

THE WONDERFUL WORLD: THE SKY AT NIGHT

Presentation

Ask: What can you see in the sky during the daytime? What about at night?

Say: Many years ago people looked at the stars and imagined they saw pictures. We call these pictures constellations. Do you know any names of constellations? The children may know the names of the constellations in L1. If possible, supply any words in English and make a list of the words they should find out about.

Work with the book 🕥

Student's Book, page 73, Activity 15

Say: Open your books at page 73. Look at the pictures. Make questions about the pictures: Can you see a W shape? Can you see a cross?

Play **Track 2.24**. Tell the children to point at the corresponding picture.

Play **Track 2.24** again. This time, stop the recording after each description and ask: *Which picture is that?* Ask questions to correct the activity: *What is the first constellation called?* SS: *Cassiopeia.* T: *When can we see it?* SS: *All year long.*

Student's Book, page 73, Activity 16

Say: We can see stars and planets in the night sky. Can we see anything else? We can see comets. Tell the children to look at the table and to work out when we can next see the different comets. Do the dialogue with a volunteer and then tell the children to work in pairs to calculate the next time we can see these comets.

Tell them to give you their answers, write these on the board and decide which ones are correct.

Student's Book, page 73, Activity 17

Say: *Now we're going to invent a constellation.* Explain the instructions to the children. When they have drawn their constellation and they have given it a name, tell them to describe it.

S1: My constellation is called (Flipper). It looks like a (dolphin). There are (ten) stars in the constellation. You can see (Flipper) in the (spring) in the (Northern) Hemisphere.



Optional Activity Book exercises

See page 307.

Practice

Show the children the pictures that you have prepared of the following constellations: *Leo, Virgo, Libra, Scorpio, Sagittarius, Capricorn, Aquarius, Pisces, Aries, Taurus, Gemini* and *Cancer*. Under each picture, write information about where and when we can see them. Explain that each one corresponds to a part of the year. Tell them to tell you the date of their birthday and to name their zodiac sign.

ANSWER KEY

Student's Book, Activity 15 See Transcript.

Student's Book, Activity 16

Halley: 2054 Borrelly: 2015 Hale-Bopp: 4497 Hyakatuke: 41,996 Temple Tuttle: 2034







The children demonstrate their artistic ability and their understanding of the scientific content of the unit by creating their own constellation.



The children use the vocabulary they have learned to describe and compare the pictures.



The children develop their imagination by talking about which shapes they can see in the constellations.

Activity Book

Page 73, Activity 17

Say: Open your Activity Books at page 73. Look at the stars.

Read out the text about the constellations. Point out that the stars are not really connected, but this is a way of helping us to identify and recognise their position in the sky.

Tell the children to connect the stars in the pictures according to the numbers that they have, the 1 to the 2, the 2 to the 3, and so on.

When they have finished, they tell you what shapes or images they can see. Explain the names of the constellations if necessary and tell them to give you their opinion of them: *Do you think (Leo) looks like a (lion)? Why? / Why not?*



Let's play!

Guess the numbers

The children play in pairs. They make four cards with paper and write a big number on each one. They place the cards face down and mix them up. Then, they choose a card and try to guess which number it is without looking. The child who guesses the most wins the game.

Transcript

Track 2.24 Activity 15

Crux is also called the Southern Cross. It looks like a simple cross in the sky. We can only see it south of the equator in the Southern Hemisphere.

Cassiopeia is also called the Queen. It looks like a big W in the sky. We can see it in the Northern Hemisphere all year long.

Hydra is the longest constellation in the sky. It looks like a huge snake. We can see it between January and May in the Northern Hemisphere.

Taurus is also called the Bull. Look carefully and you can see the two back legs, the body and the horns of the bull. We can see it during winter and spring in the Northern Hemisphere.

Resources

Multi-Rom Unit 7, The wonderful world

Teacher's Resource Book *Ready to write worksheet, page 117*



Assessment.

Curricular link: Science

Language Objectives

All the vocabulary from unit 7.

Resources: CD; poster (sides A and B); poster popouts (phases of the moon); flashcards (*orbit the planet*, *collect rocks, do an experiment, take photos, measure the temperature, land on the planet*)

REVIEW





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

Say: Look at the phases of the moon on the poster. Tell the children to come to the poster to point to a picture and to name the corresponding phase of the moon.

Tell them to look at the planets. Point to the planets one by one and name them.

Then, ask questions about the relative size of the planets and their corresponding distance from the Sun: *Is Neptune bigger than Venus? Which is the biggest planet? Is Venus nearer to the Sun than the Earth? Which is the nearest?* Ask: *Do you remember how to say big numbers?* Write a few big numbers on the board and ask for volunteers to read them back to you. Ask: *Do you remember* The Planets song?

Play Track 2.20 so they can sing along to it.

Work with the book

Student's Book, page 74, Activity 18

Say: Open your books at page 74. Say: We're going to do The planet quiz.

Divide the class into pairs and tell them to read the sentences and to note down which planet each one corresponds to.

When they have finished, read the sentences out loud and ask for volunteers to give you their ideas.

Then, tell the children to look at the box of words on the right. Tell them to copy the sentences in their notebooks and to complete it with the words.

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

Student's Book, page 74, Activity 19

Hand out the flashcards.

Say: Look at the pictures of Elisa's space mission. What is Elisa going to do first? SS: Elisa is going to orbit the planet. T: Then what is she going to do? The children with the flashcards stand up as the actions are mentioned. Continue until all the activities that Elisa is going to do have been mentioned.



Track 2.20 The Planets song

See page 279.

Optional Activity Book exercises

See page 311.



Show the children the poster (side B). Describe one of the planets and tell the children to identify it, for example: *This planet is blue. It's further from the Sun than Venus but nearer to the Sun than Mars. It's bigger than Venus but smaller than Neptune. Which planet is it?* SS: *The Earth.* Tell them to choose a planet and to write a brief description of it. Ask for volunteers to read out their description and for the rest of the class to try to identify the planet.

Answer key

Student's Book, Activity 1 See Transcript.

Review
18 Do The planet quiz with a classmate.
Find a planet that is colder than Earth, but hotter than Jupiter. hotter than Earth, but colder than Venus. bigger than Uranus, but smaller than Jupiter. smaller than Venus, but bigger than Mercury. nearer to the Sun than Neptune, but further than Saturn. further from the Sun than Jupiter, but nearer than Uranus.
Now copy and complete six sentences.
Mercury is planet. Jupiter is planet.
Neptune is planet. the biggest the smallest the nearest
Neptune is planet from the Sun. the furthest Mercury is planet to the Sun.
 Describe the space mission. First, Elisa is going to 1 2 3 2
Lesson 10 Objective: Assessment. 74

The children play a planet identification game to demonstrate their knowledge of the vocabulary and grammar from this unit.



The children complete the sentences with the appropriate vocabulary and describe a space mission.







The children complete the sentences about the phases of the moon.

OPTIONS

Activity Book

Page 74, Activity 18

Say: Open your Activity Books at page 74. Look at Activity 18.

Ask six volunteers to come to the board. Read the numbers out loud and tell the children to write the numbers as you read them. Correct any number that is wrong.

Tell the children to read the numbers in their Activity Books and to write the numbers with digits and symbols, for example: *minus one hundred and twentyfive degrees centigrade* = -125 °C.

Page 74, Activity 19

Say: Now look at Activity 19.

Explain that all the numbers that they have written in the previous activity correspond to the sentences in this activity.

Read the first sentence out loud and say: *Can you find a number to complete this sentence?*

Repeat for the other sentences and the other numbers. Tell them to complete the sentences in their Activity Books.

Page 74, Activity 20

Say: Now look at Activity 20.

Tell the children to use the words in the box to complete the labels.

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

Let's play!

Tutti frutti

Choose various categories of words that the children have learned, for example: jobs, animals, food... Start saying the alphabet quietly and tell the children to stop you before you get to the end. The letter that they stop you at will be the one that they have to use to write a word for each category that you have chosen. Set a time limit. The words that only one person has written are worth ten points. The other words that are repeated are worth 5.



Teacher's Resource Book Unit 7 *Test*, pages 97-98

See Transcript Track 2.25

Transcript

Track 2.25 Unit 7 Test. Activity 1

Listen and write the names of the planets.

Lily: Jack! Grace! Can you help me with my homework, please?
Jack: Yes, of course.
Grace: What is it?
Lily: I need to write the names of the planets.
Jack: Ok, well, Mercury is the nearest to the sun.
Grace: And Neptune is the furthest from the sun.
Jack: Uranus is next to Neptune.
Grace: Earth is the third planet from the sun.
Jack: Jupiter is the biggest planet.
Grace: Venus is next to Mercury.
Jack: Mars is smaller than the Earth.
Grace: Saturn is the second biggest planet.
Lily: That's all the planets! Thank you!

Assessment criteria

CLIL Objectives

Children can associate the phases of the moon with the passing of time. Children can identify the planets and their position in the solar system. Children can describe the size, distance from the sun and average temperature of the planets in the solar system. Children understand different physical conditions that apply in space. Children can identify some constellations.

Language Objectives

Children can say and read big numbers. Children can name the eight planets of the solar system and other celestial bodies. Children can compare the planets using comparative and superlative adjectives. Children can describe activities related to space travel. Children understand the concept of suffixes used for word building.

SEEING THE WORLD Culture and civilization

CLIL Objective

Associating well-known sights with countries.

Curricular link: Geography

Language Objectives

Vocabulary: France, Greece, USA, Spain, China, Peru, Italy, Portugal, England; statue, tower, palace, city, wall, temple, lake, bridge Structures: The Eiffel Tower is in France.

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

SEEING THE WORLD

Presentation

Present the context. Say: Today we are going to learn about some well-known sights in different countries. Show the children the poster (side A) and hand out the pop-outs. Tell them to come to the board one by one and ask: What have you got? If the child does not know the name of the tourist sight, they show you the pop-out. Say: Oh look, that's the (Statue of Liberty). Where is it? Point to the places on the poster and ask the children to tell you where they think it should be placed.

Play Track 2.26 and the children with the pop-outs hold them up as they hear them mentioned. Play Track 2.26 again and the children place the pop-outs on the poster. Ask guestions about the poster: Is the (Great Wall) in (China) or (France)? SS: It's in (China). T: Where is the (Alhambra Palace)? SS: It's in (Spain).

Work with the book 📊

Student's Book, page 75, Activity 1

Say: Open your books at page 75. Look at the pictures of the postcards.

Play Track 2.27. The children listen to the recording and point to the corresponding postcards.

Play Track 2.27 again and this time stop the recording after each question: Where's the postcard from? The children answer the questions. Say: Look at the words in the box. Choose one of the postcards and complete the text. Ask for volunteers to choose a postcard and to complete the text orally. S1: Dear Eliza, I'm in (France) now. This is the famous (tower). It's amazing. Then, they write the completed texts in their notebooks.

Student's Book, page 75, Activity 2

Sav: Now we're going to write a postcard. Explain the instructions to the children. Tell them to choose one of the words from the green box. They do a picture to illustrate it and write a postcard.

When they have finished, ask for volunteers to read out their postcards and to show them to the rest of the class.



Practice

Talk about the tourist attractions in your area. Supply any words that the children may need and present the words lake and bridge.

Ask the children about any bridges, lakes, palaces, walls, statues, temples or famous towers in your area or country.

ANSWER KEY Student's Book, Activity 1 See Transcript.





The children listen carefully to the recording in order to answer the questions correctly.



The children improve their knowledge of world geography and famous places in the world.







The children find the monuments in the world.

Activity Book

Page 75, Activity 1

Say: Open your Activity Books at page 75. Look at Activity 1.

Tell the children to look at the first postcard and ask: *What's this?* Read the words and find the one that they need to complete the name: *The Golden Gate Bridge*. Repeat for the other places.

Tell them to complete the labels in their Activity Books. Then, say: *Look at the first postcard again.* Ask: *Does anybody know where the Golden Gate Bridge is?* Tell the children to read the countries at the bottom of the page and to choose the correct one. If they cannot identify it, tell them to do it by a process of elimination, for example: *Where is Buckingham Palace?*

Let's play!

Noughts and Crosses

Draw a 3 x 3 grid on the board. In each square, stick a simple picture of a monument or a country, for example: a statue, a bridge, China, Greece... Divide the class into two groups: Noughts (O) and Crosses (X). Tell the first group to name one of the pictures. If they are correct, take off the picture and draw a nought or cross (depending on which team they are from) in the square. If not, it is the other team's turn. The idea is to get three noughts or crosses in a row.

Resources

Multi-ROM Unit 8, Activity 1

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Transcripts



Narrator: Granny gets lots of postcards from all around the world.

Grace: Look, Granny! You've got another postcard! It's from China.

Jack: Wow! It's the Great Wall.

Jack: Look! You've got another postcard! It's from Peru. Lily: Wow! It's the city of Machu Picchu.

Lily: Look! You've got another postcard! It's from the USA. **Ben:** Wow! It's the Statue of Liberty.

Ben: Look! You've got another postcard! It's from France. **Grace:** Wow! It's the Eiffel Tower.

Grace: Look! You've got another postcard! It's from Greece. **Jack:** Wow! It's the Parthenon temple.

Lily: Look! You've got another postcard! It's from Spain. **Ben:** Wow! It's the Alhambra Palace.

Track 2.27 Activity 1

Narrator: Granny gets lots of postcards from all around the world.

Grace: Look, Granny! You've got another postcard! **Jack:** Wow! It's the Great Wall. **Narrator:** Where's the postcard from?

Jack: Look! You've got another postcard! Lily: Wow! It's the city of Machu Picchu. Narrator: Where's the postcard from?

Lily: Look! You've got another postcard! Ben: Wow! It's the Statue of Liberty. Narrator: Where's the postcard from?

Ben: Look! You've got another postcard! **Grace:** Wow! It's the Eiffel Tower. **Narrator:** Where's the postcard from?

Grace: Look! You've got another postcard! **Jack:** Wow! It's the Parthenon temple. **Narrator:** Where's the postcard from?

Lily: Look! You've got another postcard! Ben: Wow! It's the Alhambra Palace. Narrator: Where's the postcard from?

Learning about different languages and alphabets.

Curricular link: Geography; Social Science

Language Objectives

Vocabulary: English, Spanish, French, Greek, Arabic, Russian, Cyrillic, Latin, alphabet **Structures:** What language does (Javi) speak? He speaks (Spanish).

Resources: poster (side B) **Materials:** glue, paper, scissors

LANGUAGES AND COUNTRIES

Presentation

Ask: What language(s) do people speak in our country? Encourage the children to name the official languages in their country. Then, ask: Do you think people speak other languages as well? If there are children in your class whose home language is different from the majority, encourage them to say what language(s) they speak. Write the Latin alphabet on the board, naming the letters and encouraging the children to join in.

Show the children the poster (side B).

Ask: Do we use the Latin alphabet in our language and English? Do we use the same number of letters? How many letters are there in English? SS: Twenty-six. T: How many letters are there in our language? Explain that not all languages use the Latin alphabet.

Point to the different alphabets on the poster and identify them.

T: This is the (Arabic) alphabet.

Explain that a letter is a way of writing a sound. Continue explaining that the sounds in our alphabet are not always present in other languages. Point to the Arabic alphabet and say: *Where is the sound e for elephant? It doesn't exist in this alphabet.*

Explain that an alphabet is not the only form of writing. In Japanese and Chinese they use characters to represent whole words or ideas instead of using letters to represent sounds.

Work with the book 间

Student's Book, page 76, Activity 3

Say: *Open your books at page 76. Look at Activity 3.* Play **Track 2.28**. The children point to the corresponding children. Play **Track 2.28** again. Stop the recording after each child and ask: *What language does (Mary) speak?* Point out the difference between the country and the language: *Where is (Javi) from?* SS: *He's from (Spain).* T: *What language does (he) speak?* SS: *(He) speaks (Spanish).* Repeat for the other children.

Student's Book, page 76, Activity 4

Say: *Now look at Activity 4.* Tell the children to look at the banners and to identify which alphabet is being used in each one. Then, they should tell you the language on each banner.

*Note: Point out the difference between *Russian*, which is the name of the language in Russia, and *Cyrillic*, which is the name of the alphabet that they use to write this language.

Hand out the pieces of white paper (four per child). Say: Now find the initial letter for your name in the other alphabets.

The children look for the first letters of their names in the other alphabets and write them. Then, they stick them on a big piece of paper in order to make a poster.



Optional Activity Book exercises

See page 319.

Practice

Tell the children to write their initials on slips of paper. Collect the slips of paper, shuffle them and hand them out, making sure that no child has their own initials. Tell the children to go to the class poster to find their classmates' initials written in the different alphabets.

ANSWER KEY Student's Book, Activity 3 See Transcript.

Student's Book, Activity 4 1 Spanish 2 Russian 3 Greek 4 Arabic



The children use appropriate structures to talk about the characters and where they are from.



The children find information about the different alphabets in the world.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z	2 2 2 2 2 2	3	4 Α β χδεφγηικλμνοπθρστυψωξψζ Η Ι Κ Λ Μ Ν Ο Π Θ Ρ Σ Τ Υ τΩ Ξ Ψ Ζ	Bienvenido a Ecuadori 1 Καλώς ήρθατε στην Ελλάδα 4 Ποδρο ποικαποβατь π Ροςαιθο
Latin Write the na	Cyrillic ames of the alpha	Arabic	Greek	
	Ara	ibic Latin Cy	rillic Greek)
Complete the	text. Child's ov	wn answers		-
My name is				
Lenaak			-	-
I speak			-	-11 ×

The children learn how to write their names in other alphabets. This will help them appreciate the differences that exist in the world.



The children write a paragraph about themselves to demonstrate their knowledge of the vocabulary and structures.

Activity Book

Page 76, Activity 2

Say: Open your Activity Books at page 76. Look at Activity 2.

Tell the children to look at the four alphabets and to match each one with the corresponding banner and to write the correct number in each square. Ask for volunteers to read out their answers.

When they have finished, tell them to write the name under each alphabet using the words in the box.

Page 76, Activity 3

Say: *Now look at Activity 3.* Tell them to complete the text about themselves. Ask for volunteers to read out their sentences.

Project Booklet

Seeing the world: The wonderful world exhibition

Page 33, Countries and continents

*Note: An atlas would be useful for this project.

Use the poster of the map of the world from unit 1. Ask: *Which countries can you find on the map*? Tell the children to come to the map to point at and name the countries in the world.

Read the following list of countries and tell the children to go and find them on the map: *France, China, Morocco, Greece, Mozambique, Australia, Russia, Mexico, Angola, Japan, Spain, Egypt, Canada, Peru, UK, India, Colombia, Belgium, Algeria, Brazil, Switzerland, South Africa, USA, Portugal.* Help them by asking: *What continent is it in?* Tell them to choose a country from the previous ones mentioned or any other that they want. Ask several children: *What's your country?*

Say: Open your Project Booklets at page 33. The children make an index card about their country using the model from Activity 2. They can use the information that appears in the Student's Book or they can use any other source of information that there is in the class. If they cannot answer the questions, give it as homework. Say: *Find out the answers at home*. Once they have finished the index card, they draw the corresponding flag for their country. If there is no picture of the flag in the class, they can find out about it for homework. Prepare an exhibition by dedicating a section of the classroom walls for each continent. Tell the children to make banners with the names of the continents. The children can put the index cards and the flags with the corresponding banner.

*Note: Bring colour photocopies of photos or brochures of well-known places of interest for the next project lesson. Tell the children to find photos of places of interest from their country.

Let's play!

Bingo

Tell the children to choose three words that they have learnt from the lesson (languages or alphabets) and to write these on a piece of paper. Start by callling out the names of the languages and alphabets from the lesson. The children listen and cross out any that they have written on their pieces of paper. The first child to cross out all three words shouts *Bingo!* and is the winner.



DVD Unit 8, *Real kids*

Teacher's Resource Book DVD worksheet, page 32

Transcripts



Hi! I'm Mary. I speak English. Do you?
Hi, I'm Sofia. I speak Greek. Do you?
Hello, I'm Javi. I speak Spanish. Do you?
Hello, I'm Fatima. I speak Arabic. Do you?
Hi! I'm Pierre. I speak French. Do you?
Hello. I'm Igor. I speak Russian. Do you?

Identifying countries that share a language.

Curricular link: Geography; Social Science

Language Objectives

Vocabulary: French, English, Spanish, Arabic, Portuguese; Morocco, Egypt, Algeria, Spain, Ecuador, Mexico, France, Switzerland, Belgium, Portugal, Brazil, Angola, USA, Canada, Australia

Structures: What language do they speak in (Brazil)?; They speak (Portuguese). I can go to the (USA). They speak (English) there.

Resources: poster (unit 1, side A) **Materials:** dice

LANGUAGES



Show the children the poster of the map of the world from unit 1.

Ask: Where do they speak (Spanish)? Ask for volunteers to come to the map to point to a country and to answer: They speak (Spanish) in (Venezuela).

Repeat with *English, Arabic, French* and *Portuguese*. Give the children clues if necessary. The children may not know, for example, that in Brazil and Angola, they speak Portuguese.

Work with the book

Student's Book, page 77, Activity 5

Say: Open your books at page 77. Look at Activity 5. Ask for volunteers to read out the text in the columns with the countries and to point to them on the map of the world as they are mentioned. Then, ask: *What language do they speak in (Brazil)?* SS: (*Portuguese*).

Repeat until they realise that each column on the chart represents a different language.

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

Student's Book, page 77, Activity 6

Say: *Now we're going to play a board game.* Divide the class into groups of five and explain that they have to choose a language first (English, French, Portuguese, Spanish or Arabic). They start in the green circle and take turns throwing the dice to see which countries they can visit. This must be one where they speak the language they have chosen. On each child's turn, they visit a country and identify the language. S1: *A* (*six*). *I can go to the (USA). They speak (English) there.* If a child throws a number and cannot visit any country where they speak the chosen language, or there are no more orange circles available, the child has to stay on the same square. The game finishes once each child has visited three of their countries.

Optional Activity Book exercises



Practice

Continuous assessment

Children can name some countries and languages.

Say: Let's do a quiz to see how much you know. Write general knowledge questions on the board. Divide the class into pairs to answer the questions: What languages do they speak in Switzerland? Do they speak French in Belgium?

How many languages do they speak in Canada? Name three countries where they speak Portuguese. Name a language that uses characters instead of an alphabet.

Which language do you write from right to left? How many letters are there in the English alphabet? What language do they speak in Australia? Do they speak Spanish in Egypt? What alphabet do they use in Russia? Check the answers with all the class. The pair with the most correct answers is the winner.



The children interpret the chart and ask questions with the information.



The children play a game to improve their speaking and range of vocabulary.

Find and classify twe	ve countries.	What language do they speak in Australia?
	R J Q D G J N R A Q P T P Z L M D R Z A X Y A S H L N C I B Y A A U N C O L O M B P A D J K A A A N A D A D R	GENTLAND
English	Spanish	Arabic
Australia	Colombia	Morocco
Canada	Argentina	Egypt
Ireland Jamaica	Cuba Panama	kraq Libya
	ich countries e next to your	2
(MAN		ay speak
	ose countries?) [



The children identify and find the names of twelve countries in the word search.



Have a discussion with the children about the countries that are next to their country, about the languages that they speak and what nationality the people are.

Activity Book

Page 77, Activity 4

Say: Open your Activity Books at page 77. Look at Activity 4.

Tell the children to look for the names of the twelve countries in the word search.

If they are having difficulties, you can put stickers on the map of the world to help guide them.

Once they have found the twelve countries, tell them to classify the country in the chart according to the language that they speak.

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

Page 77, Activity 5

Say: Now look at Activity 5.

Read the questions out loud and tell the children to answer them. Then, tell them to look at the map of the world and to see which countries are next to their country (there may be a country that they have forgotten about). Tell them to complete the sentences in their Activity Books. Ask for volunteers to read out their sentences.

Project Booklet

Seeing the world: The wonderful world exhibition

Page 34, Famous sights

Ask the children questions about the countries that they chose in the previous project class. Ask: Are there any famous buildings in your country?

Show the children the brochures that have been brought to class.

Say: Open your Project Booklets at page 34. Ask a volunteer to read out what Lily says. Ask several children: Do you like going sightseeing?

Read out the name of the first monument. Ask: *Where's the (Eiffel tower)?*

The children match the monument to the country. Go to the next monument if nobody knows the answer.

Finally, help them name the remaining monuments by a process of elimination. Help the ones who are not sure by using the brochures.

Say: Let's make an advertisement. Say: Read the instructions in your Project Booklets.

The children cut out or draw a famous monument from their country using the brochures, the photos or any other reference material.

Go around the class asking: *What monument is that? Where is it?*

The children stick their picture on a piece of card and write the name of the monument and the country on it.

Say: Let's add the advertisements to the exhibition. The children stick the tourist advertisements next to the information about the country.

Tell the children to go around the class reading the information about the tourist sights.

*Note: For the next class, bring some coloured photocopies of photos or photos from brochures of geographical features from the key countries. The children can help by bringing photos of well-known geographical features from their country.



Let's play!

Classify

Divide the class into small teams or groups. Write the names of several countries on the board and tell the children to classify them according to the languages that they speak. Make sure that you only include countries where French, English, Spanish, Portuguese or Arabic is spoken. Set a time limit. Then, name a language and ask for volunteers to read out their lists. The group with the most countries on their list is the winner.



Multi-ROM Unit 8, Activity 2

Teacher's Resource Book *Extension worksheet 1*, page 53