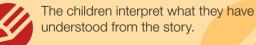


**(** 

The children read and listen to the story. They should pay careful attention to the things that happen and also the vocabulary and the structures used.

The children learn to relate places to events.







The children identify the sounds and the spellings of several words and find the vocabulary in the story.

Literacy: relating events to locations.

Curricular link: Literacy

#### Language Objectives

**Story language:** summer holidays, bored, swimming, diving, beach bag, shoes, straight ahead, plants, conservatory, parrot, sand, sand dune, beach, water, living room, news; Where are we? Let's go! Let's go back! Surprise! Hurray!

Resources: CD; story cards

# STORY: THE TROPICAL PARADISE

# 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: *Who can you see in picture 1? Where are they? Look at picture 2. Who can you see? What is Ben looking at? What can you see in picture 3? Where are they? Can you see a bird in picture 4? What kind of bird is it? Can you see the sea in picture 6? What are they doing in picture 7? Who can you see in picture 8?* 

Say: *Sit down now and let's listen to the story.* Play **Track 2.29**. Point to the story cards as they listen to the story.

# Work with the book 🕥

#### Student's Book, pages 78 and 79, Activity 7

Say: Open your books at pages 78 and 79. Play **Track 2.29** again. Tell the children to follow the story in their books.

Ask comprehension questions: Where are the children? Why is Jack bored? What does Grace want to do? What does Lily want to do? What does Ben want to do? Where do the children go? Is it hot or cold? What do they follow? Where do they play? Why do they go back? Who is waiting for them? What does Jack and Lily's Dad say? 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 have not understood. Point to the words and explain them by using the story cards where possible, or by giving examples. **Transcript** 

Track 2.29 Story: The tropical paradise

See page 329.

# Optional Activity Book exercises

See page 329.



Place the story cards on the board in random order. Play **Track 2.29** 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 use the text that appears at the top of each picture frame. Continue until all the cards have been placed in the line below. Then, analyse the different places in the story. Ask: *What's happening (in the living room/in the conservatory/on the beach)?* 

Literacy: phonics: *eu* (*newspaper*, *dune*, *computer*) and /uu/ (shoe, glue, fruit)

Curricular link: Literacy (Phonics)

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 间

#### Student's Book, pages 78 and 79

Tell the children to read the story out loud. Assign the characters to six children and ask the 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 correcting on the board. Point to the words one by one and ask if anyone can read them out. Correct their pronunciation if necessary.

#### Student's Book, page 79, Activity 8

Clap your hands to ensure that the children are watching you. Write the word *newspaper* on the board. Point to the word as you say: *eu eu eu newspaper*. Repeat several times. Articulate the *eu* sound clearly (which is similar to the pronunciation of the word *you*) making sure that you slide from one sound into another to produce what is called the "liquid u".

The children repeat: *eu eu eu newspaper.* Repeat for the other words (*dune, computer*).

Write the word *shoe* on the board.

Point to the word as you say: *uu uu uu shoe*. Repeat several times. Articulate the *uu* sound by making sure that you only produce one sound and not the sliding sound as above.

Children repeat: *uu uu uu shoe.* 

Repeat for the other words (*glue, fruit*). Tell the children to look at Activity 8 on page 79. Play **Track 2.30**. 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 (dune)?* SS: *Yes! It's in picture (5).* They can use the story cards if necessary.



# Act out the story

Divide the class into groups of seven. Assign a character to each child. Play **Track 2.29** again so the children can join in with their lines. Ask for groups to come forward to act out the story. Use the recording if necessary.

beach	\ A reason with glass wells and late of plants
	A room with glass walls and lots of plants.
conservatory	A room with armchairs and sofas.
sitting room	A place by the sea with sand or rocks.
Think of the story and use	the key to classify the sentences.
- Sha	
GER	S = sitting room C = conservatory
	B = beach
the c	children?)
The children are bored.	
2 The children are swimming.	5 The children are hot. C
	B     5 The children are hot.
<ul><li>2 The children are swimming.</li><li>3 The children can feel plants</li></ul>	B       5 The children are hot. C         s. C       6 The children see Jack and Lily's dad. S
2 The children are swimming.	B       5 The children are hot. C         s. C       6 The children see Jack and Lily's dad. S
<ul> <li>2 The children are swimming.</li> <li>3 The children can feel plants</li> <li>7 Tick (√) the options for the</li> </ul>	B 5   S. C   6 The children see Jack and Lily's dad.   S. S   6 S
<ul> <li>2 The children are swimming.</li> <li>3 The children can feel plants</li> <li>7 Tick (✓) the options for the</li> <li>7 Title of the story: <u>The Trans</u></li> </ul>	B 5   S. C   6 The children see Jack and Lily's dad.   S. S   6 S
<ul> <li>2 The children are swimming.</li> <li>3 The children can feel plants</li> <li>7 Tick (√) the options for the</li> </ul>	B 5   S. C   6 The children see Jack and Lily's dad.   S. S   6 The children see Jack and Lily's dad.
<ul> <li>The children are swimming.</li> <li>The children can feel plants</li> <li>Tick (✓) the options for the</li> <li>Title of the story: <u>The Tro</u></li> <li>At the start of the story</li> <li> the children are tired.</li> </ul>	<ul> <li>B</li> <li>The children are hot. C</li> <li>The children see Jack and Lily's dad. S</li> <li>e story summary.</li> </ul>
<ul> <li>The children are swimming.</li> <li>The children can feel plants</li> <li>Tick (✓) the options for the</li> <li>Title of the story: <u>The Trac</u></li> <li>At the start of the story</li> <li> the children are tired.</li> <li> the children are happy.</li> </ul>	<ul> <li>B</li> <li>The children are hot. C</li> <li>The children see Jack and Lily's dad. S</li> <li>story summary.</li> </ul>
<ul> <li>The children are swimming.</li> <li>The children can feel plants</li> <li>Tick (/) the options for the</li> <li>Title of the story: <u>The Trac</u></li> <li>At the start of the story</li> <li> the children are tired.</li> <li> the children are happy.</li> <li> the children are bored.</li> </ul>	<ul> <li>B</li> <li>The children are hot. C</li> <li>The children see Jack and Lily's dad. S</li> <li>e story summary.</li> </ul>
The children are swimming. The children can feel plants Tick (✓) the options for the Title of the story: <u>The Tro</u> At the start of the story the children are tired. the children are happy. the children are bored.	<ul> <li>B</li> <li>The children are hot. C</li> <li>The children see Jack and Lily's dad. S</li> <li>e story summary.</li> </ul>
<ul> <li>The children are swimming.</li> <li>The children can feel plants</li> <li>Tick (✓) the options for the</li> <li>Title of the story: <u>The Tree</u></li> <li>At the start of the story</li> <li> the children are tired.</li> <li> the children are happy.</li> <li> the children are bored.</li> <li>What happens?</li> <li>The children play in the construction</li> </ul>	<ul> <li>B</li> <li>The children are hot. C</li> <li>The children see Jack and Lily's dad. S</li> <li>e story summary.</li> </ul>
The children are swimming. The children can feel plants Tick (✓) the options for the Title of the story: <u>The Tro</u> At the start of the story the children are tired. the children are happy. the children are bored.	<ul> <li>B</li> <li>The children are hot. C</li> <li>The children see Jack and Lily's dad. C</li> <li>story summary.</li> </ul>

The children use the definitions to help them identify the places.



The children show that they have understood the story and its different sections by explaining what happens in each part.

# OPTIONS

# **Activity Book**

#### Page 78, Activity 6

Say: Open your Activity Books at page 78. Look at Activity 6.

Read out the three words in the left-hand column. Tell the children to read the definitions from the right-hand column in silence and to raise a hand when they know which word corresponds to each definition. Tell them to read out the words with their definitions: *A beach is a place by the sea with sand or rocks.* 

**\*Note:** Explain that *sitting room* is another way of saying *living room*.

### Page 78, Activity 7

Say: Now look at Activity 7.

Remind the children that the story takes place in three different places: *the sitting room, the conservatory* and *the beach*.

Read the first sentence out loud and ask: *Where are the children when that happens?* SS: *In the sitting room*. Repeat for the other sentences.

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

# Page 78, Activity 8

Say: Now look at Activity 8.

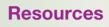
Tell the children to read the summary of the story in silence and to tick ( $\checkmark$ ) the corresponding sentences for each section. They should do this with a pencil. Ask for volunteers to read out their summary and correct the activity.



# Let's play!

#### Which story card?

Place all the story cards except one on the board. Hand the missing story card to a child without letting the rest of the class see it. Tell the class to describe the missing card. The child who has the card listens and checks whether the definition is correct or not.



Multi-ROM Unit 8, Story

#### Transcript

**Track 2.29 Story: The tropical paradise** 

#### Picture 1

Narrator: It's the summer holidays and it's raining again. Jack: I'm bored. Grace: I want to go swimming. Lily: Or diving.

#### Picture 2

**Ben:** I want to go there. **Granny:** All right. Let's play a game.

#### Picture 3

Narrator: The children get their beach bags and take off their shoes. Granny: Now, walk straight ahead.

#### Picture 4

Narrator: There are a lot of big plants in the conservatory. Grace: It's hot. Lily: Where are we? Ben: Follow the parrot!

#### Picture 5

**Narrator:** The children walk and walk. Then suddenly... **Jack:** I can feel sand! **Grace:** Look! A sand dune!

#### Picture 6

Grace: Wow! It's a beach! Others: Hurray! Let's go!

#### Picture 7

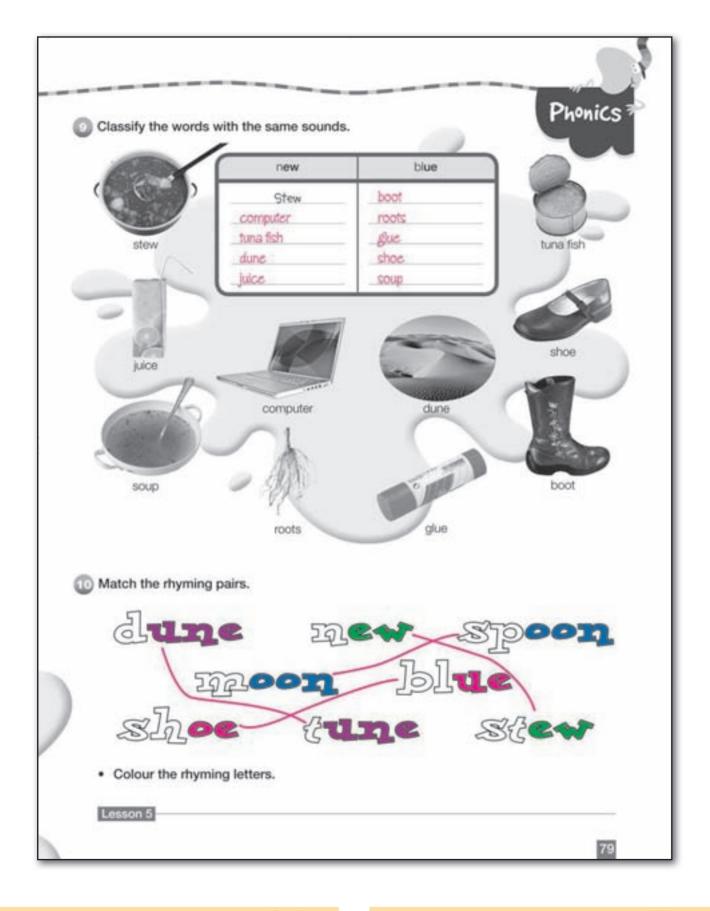
**Narrator:** The children play and play in the water. Then... **Ben:** Look at the parrot! **Lily:** Come on! Let's go back!

#### Picture 8

Narrator: The children run back into the living room. Jack & Lily's Dad: Surprise! Jack & Lily: Mum! Dad!

#### Picture 9

Narrator: Jack and Lily's Dad has got some news. Jack & Lily's Dad: We're all going to the beach! Jack & Lily: Hurray! Ben: Again!



The children classify the words according to their sounds.



The children match the rhyming pairs.

#### **Activity Book**

#### Page 79, Activity 9

Say: Open your Activity Books at page 79. Look at Activity 9.

Tell the children to read the words out loud. Correct them if necessary, making sure they distinguish between the sounds.

Then, tell them to classify the words in the chart in their Activity Books.

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

#### Page 79, Activity 10

Say: Now look at Activity 10.

Tell the children to read the words out loud and to match the ones that rhyme.

Ask for volunteers to read out the words that rhyme. Tell them to to colour the letters of each pair of words that form the rhyme, for example: *blue* and *shoe*, *moon* and *spoon*...



#### Let's play!

#### **Sound pairs**

Write several words on the board that have the *eu* and *uu* sounds. The children have two minutes to classify the words into the two categories. Alternatively, this can be done as a team game.

#### **Resources**

Multi-ROM Unit 8, *Phonics* 





eu eu eu newspaper eu eu eu dune eu eu eu computer

uu uu uu shoe uu uu uu glue uu uu uu fruit

Identifying equipment for holiday activities.

Curricular link: Geography; Music

### Langauge Objectives

**Vocabulary:** *diving, surfing, hiking, climbing, cycling, sightseeing, riding, surfboard, mask, boots, compass, camera, backpack, tent, helmet* 

**Structures:** I'm going to take a (mask). Are you going (diving)?

**Resources:** CD; flashcards (*camping, hiking, diving, surfing, sightseeing, riding, cycling, climbing*)

#### HOLIDAY ACTIVITIES

#### **Presentation**

Say: *In the summer lots of children go to summer camp. Who's going to summer camp?* The children who are going to a summer camp raise their hands.

Place the flashcards on the board. Point to them one by one and ask: *In the summer some children go (camping). Who's going (camping)?* 

Repeat for the other actvities and the other flashcards.

# Work with the book **f**

#### Student's Book, page 80, Activity 9

Say: Open your books at page 80. Let's listen to The holiday song.

Play **Track 2.31**. The children do the actions.

Play **Track 2.31** again. The children sing along to the song and do the actions.

Read the speech bubbles out loud.

Tell the children to choose two activities. Ask for volunteers to sing the song to their classmates.

#### Student's Book, page 80, Activity 10

Tell the children to look at the pictures. Read the list of objects. You can stop after each object and ask: *Who's got a (surfboard) at home?* 

Then, ask: Do we use a (surfboard) for (hiking)? SS: No! For (surfing).

Read the example, and in pairs the children play the guessing game. S1: *I'm going to take a (mask).* S2: *Are you going (diving)?* 

**Transcript** 

**Track 2.31** The holiday song

See page 335.

# Optional Activity Book exercises

See page 335.

#### **Practice**

#### **Continuous assessment**

Children can name holiday activities and the equipment used.

Play a chain game.

Start the game by saying: I'm going (diving) and I'm going to take a (mask). The children have to repeat the sentence and add one more thing. S1: I'm going (diving) and I'm going to take a (mask). Then I'm going (camping) and I'm going to take a (tent). S2: I'm going (diving) and I'm going to take a (mask). Then I'm going (camping) and I'm going to take a (tent). Then I'm going ... and I'm going to take...

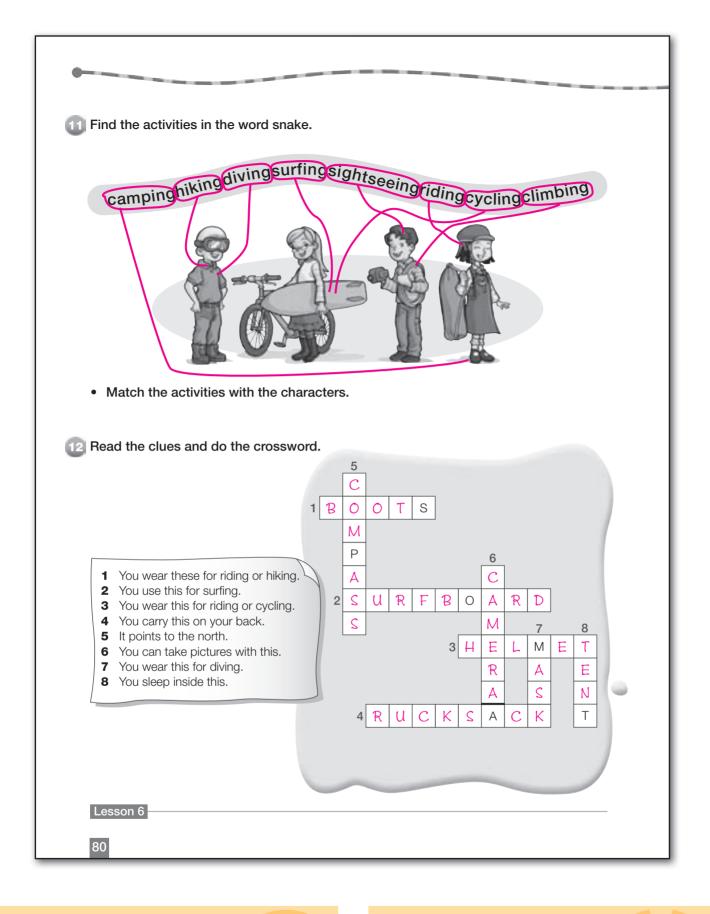




The children discuss holiday activities and the equipment needed for them.



The children use the vocabulary about the activities to play a game.





The children identify summer activities and associate them with the characters to show their understanding of the vocabulary.



The children complete the crossword with the vocabulary related to equipment used in a variety of activities.

# OPTIONS

#### **Activity Book**

#### Page 80, Activity 11

Say: Open your Activity Books at page 80. Look at Activity 11.

Tell the children to find the activities in the word snake and to circle them. Then, say: *Now match these activities to the children. Each child has got two things for two different activities.* 

Ask: What's (Ben) got? SS: (He)'s got (boots) and (a mask). T: What's (he) going to do? SS: He's going (diving) and (climbing).

#### Page 80, Activity 12

Say: Now look at Activity 12.

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

Then, tell the children to complete the crossword in their Activity Books.

# Project Booklet

# Seeing the world: The wonderful world exhibition

#### Page 35, Famous landmarks

Use the poster of the map of the world from Unit 1. Tell the children to find their country on the map. Ask questions about the geographical features. T: Are there any mountains in your country? Are there any famous beaches? Is there a big river/lake? Say: Open your Project Booklets at page 35. Ask: Can anyone think of a country with (big mountains)? Help them if necessary.

Continue with other types of landscapes.

The children write the names of the countries in their books.

Then, ask several children what they want to do for their holidays (*camping*, *surfing*...) Talk to them about the countries where you can do these things.

Then, tell them to complete the chart with the names of the countries. Say: Let's make an advertisement for a tourist activity in our country.

The children think about an activity and find or draw the place in their country where you can do it.

They stick the picture on a piece of card and complete the advertisement with the name of the place and a slogan about this activity. Then, they stick the advertisements together with the information about their country.

**\*Note:** For the next class, bring colour photocopies of wild animals from all the different continents.

#### **Resources**

**DVD** Unit 8, *The holiday song* 

Multi-ROM Unit 8, Activity 3

**Teacher's Resource Book** Extension worksheet 2, page 54

#### **Transcript**

Track 2.21 The holiday song

**All:** Oh! It's time for the summer holidays. The summer holidays start today. Oh! It's time for the summer holidays. The summer holidays. Hip, hip hurray!

**Grace:** I'm going diving on my summer holidays. My summer holidays start today! And I'm going surfing on my summer holidays. My summer holidays. Hip, hip hurray!

**Ben:** I'm going climbing on my summer holidays. My summer holidays start today! And I'm going hiking on my summer holidays. My summer holidays. Hip, hip hurray!

**Jack:** I'm going riding on my summer holidays. My summer holidays start today! And I'm going camping on my summer holidays. My summer holidays. Hip, hip hurray!

**Lily:** I'm going cycling on my summer holidays. My summer holidays start today! And I'm going sightseeing on my summer holidays. My summer holidays. Hip, hip hurray!

All: Oh! It's time for the summer holidays. The summer holidays start today. Oh! It's time for the summer holidays. The summer holidays. Hip, hip hurray!

Associating types of tourism with specific countries.

Curricular link: Geography

#### Language Objectives

**Vocabulary:** Scotland, China, Morocco, Australia, South Africa, India, hiking, climbing, sightseeing, camping, diving, surfing, at the beach, in the mountains, in a city

**Structures:** First, I'm going (sightseeing) in (Russia). They're going to (Scotland). They're going to take a (surfboard).

**Resources:** CD; poster (unit 1, side A); flashcards (camping, hiking, diving, surfing, sightseeing, riding, cycling, climbing)

#### TYPES OF TOURISM

#### **Presentation**

Place the flashcards on the board and point to them one by one. Ask: *Where in our country can you go (diving)*? The children identify the geographical areas where they can do these activities.

Ask questions about different activities in different countries around the world. T: *Can you go (diving) in (Switzerland)?* The children identify the countries where they can do these activities. It is important that they understand that some countries are limited because of their geographical conditions. For example, you cannot go surfing in Austria because there is no sea. However, you can go sightseeing just about anywhere.

# Work with the book

#### Student's Book, page 81, Activity 11

Say: *Open your books at page 81*. Tell the children to look at the map.

Explain that some families go on trips for a long period of time and their children do not go to school. Read the text out loud and ask questions. Ask: *Why is next year going to be exciting for Lucy and Simon?* SS: *Because they are going to travel round the world.* Ask: *Where are they going first?* SS: *Scotland.* T: *What are they going to do in Scotland?* SS: *They're going hiking.* The children use the map and the pairs of words to describe their route. SS: *(First), they're going to (Scotland). They're going (hiking).* 

#### Student's Book, page 81, Activity 12

Say: Look at the photos. Play **Track 2.32**. The children listen to the recording and point to the corresponding photo. Play **Track 2.32** again and this time the children make a note of the letter of the corresponding photo. When they have listened to all the track, ask: *What word do the letters spell*? SS: *Travel.* 

#### Student's Book, page 81, Activity 13

Say: Now we're going to plan a journey round the world. Explain the instructions to the children. When they have finished, ask for volunteers to describe their journey to the rest of the class: *First, I'm going (sightseeing) in (Russia). I'm going to take a (camera).* 



See page 339.

# Optional Activity Book exercises

See page 339.

Practice

#### **Continuous assessment**

Children can describe future plans.

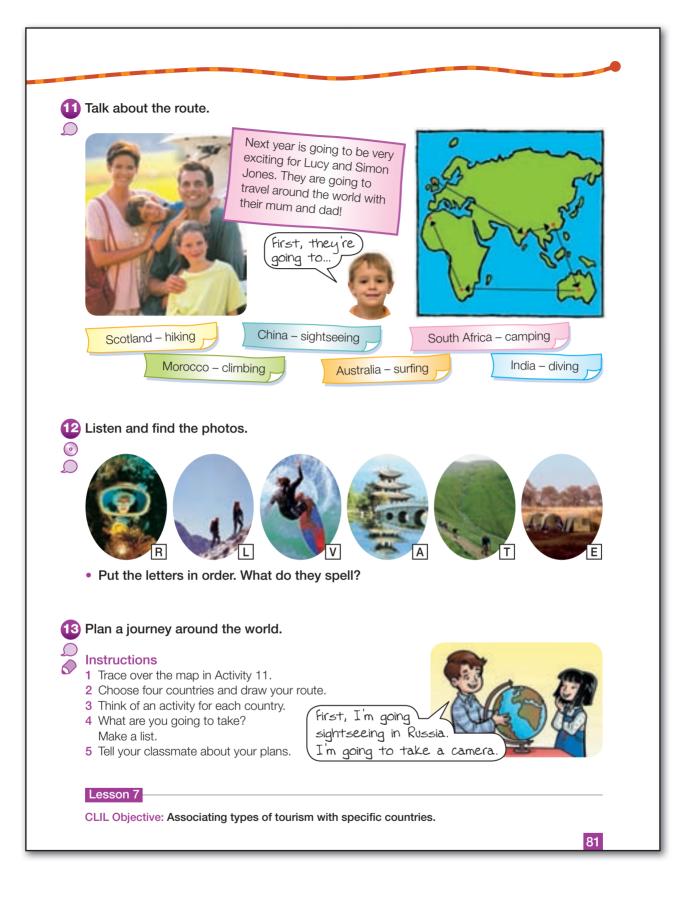
Place the poster of the map of the world and the flashcards on the board.

Say: Let's play imaginary holiday plans!

Point to a place on the map of the world and a flashcard and repeat the sentence: *I'm going to (the USA). I'm going* (sightseeing). *I'm going to take a (camera).* 

Ask for volunteers to come to the board to do the same. Encourage them to add more information by asking them questions.

ANSWER KEY Student's Book, Activity 12 See Transcript.





The children use the language orally to talk about a route and the characters' proposed activities.



The children listen to the recording to help them identify the images.

surfing 0	the mountains ting cling mping ting mbing	a city sightseeing
surfing 0	cling mping ling	sightseeing
ci	mping ling	
ń	ling	
	mbing	
Draw a picture of the place.		
		X
		2
		A
		R
		R

The children complete the mind maps with the activities to demonstrate their understanding of different ways of displaying information.



The children complete the holiday plans using the structures they have learned.

# **Activity Book**

#### Page 81, Activity 13

Say: Open your Activity Books at page 81. Look at Activity 13.

Ask a child to read the words in the box out loud. Tell the children to look at the three boxes with the headings, *the beach, the mountains* and *a city*.

Then, ask: Do we go surfing in the mountains? SS: No! T: That's right! We can't go surfing in the mountains because there isn't any sea. Do we go cycling in the mountains? SS: Yes/No. The children may not be in agreement. Clarify that we can ride a bicyle on some mountains. Then, ask: Do we go cycling in a city? Make sure they understand that some words can be included in more than one category.

Tell them to classify all the words in their Activity Books.

#### Page 81, Activity 14

Say: Now look at Activity 14.

Tell the children to choose a place and two activities from Activity 13 and to complete the sentences. Tell them to draw a picture to illustrate their holiday plans. Ask for volunteers to read out their sentences and to show their pictures to the rest of the class.

# **Project Booklet**

# Seeing the world: The wonderful world exhibition

#### Page 36, Wildlife

Ask general questions about animals from different continents. T: *Are there any eagles in Europe? Are there any tigers?* Make it clear that you are referring to wild animals.

In groups of four or five, the children make a list of the animals that live in their countries and continents. Point out that there are some animals that only live in one continent but that there are other animals that can be found in several continents.

Say: Open your Project Booklets at page 36. The children classify the animals in each continent. Some animals will appear in several continents.

Ask: Are there any (elephants) in (Africa)? Continue correcting the activity with all the animals.

Tell the children to put more animals in each list. Ask questions about the habitats of several animals. T: *Do* (elephants) live in (high mountains)?

The children use the words in the columns to make true sentences.

Then, say: *Let's make a wildlife poster for the exhibition.* Hand out the photos of the wild animals and tell the children to choose one of the animals.

The children follow the instructions to make a poster. Tell

them to write about the animals using the model in Activity 13.

The children stick their posters next to the information about their country.

# Let's play!

#### Use the word

Divide the class into groups of four. Make sure they have their key vocabulary cutouts or make photocopies of the Teacher's Resource Book, page 24, one copy per group. The children shuffle the cards and place them face down on the table. Then, they take turns taking a card and making a sentence using the word, for example: *You can go diving in Australia...* If they make a correct sentence, they keep the card. If not, they put it back on the pile. The winner is the player with the most cards at the end of the game.



**Teacher's Resource Book** *Ready to read worksheet, page 76* 

#### Transcript



First, we're going hiking in Scotland. Then we're going diving in India. Then we're going sightseeing in China. Then we're going surfing in Australia. Then we're going camping in south Africa. And finally, we're going climbing in Morocco.

Language awareness: analysing the contracted forms of the verb *to be*.

Curricular link: Literacy

#### Language Objectives

**Vocabulary:** China, on holiday, at home, in France, at school, in Portugal **Structures:** he is, he's, she is, she's, it is, it's, I am, I'm, we are, we're, they are, they're

**Resources:** CD; Unit 8 cut-outs or Teacher's Resource Book, page 16, (one photocopy per child). **Materials:** scissors, crayons

#### FOCUS ON LANGUAGE

#### **Presentation**

Write sentences on the board using the full forms of the verb to be: It is a board. He is a boy. She is a girl. I am a teacher. We are in the classroom. They are at school. Make sure you point to people and objects as you write and say these sentences to give them a context.

When you have written all the sentences, say: *Look!* Rub out the pronoun and the verb and write the contracted form *(It's a board, He's a boy, I'm a teacher...)*.

Then, rub out the contracted forms and write the full forms again. Ask for volunteers to come to the board to rub out the pronoun and the verb and to write the contracted form again.

Explain that these sentences mean the same. Normally, we say *he's* or *she's*, but when we <u>write</u>, we sometimes use the full forms: *he is* or *she is*.



#### Student's Book, page 82, Activity 14

Say: Open your books at page 82. Look at the sentences and listen to the recording.

Play **Track 2.33**. The children listen to the recording. Play **Track 2.33** again. This time stop the recording after each sentence. The children listen to each sentence, count the words and say the sentence.

#### Student's Book, page 82, Activity 15

Say: Now we're going to make and play Snap! Find your cut-outs for Unit 8.

Read the instructions and explain to the children how to play.

Tell them to prepare and play the game.

Transcript Track 2.33 Activity 14

See page 343.

# Optional Activity Book exercises

See page 343.

#### **Practice**

Ask: What other words can we do this to? Write the following expressions on the board: I am not He is not She has got We have got Ask for volunteers to come to the board, to rub off the full forms and to write them again using the contractions.



14 Listen, count the words and say the sentence.

# A It's in China. He's on holiday. She's at home. They're in France. I'm at school. We're in Portugal.

B It is in China. He is on holiday. She is at home. They are in France. I am at school. We are in Portugal.

He is and He's. Snap!

# Make and play Snap. Instructions

 $\mathcal{O}$ 

- 1 Draw yourself in the empty faces.
- 2 Write a country to complete the sentences.
- 3 Cut out the sentences and the word cards.
- 4 Play with a friend. Put the word cards face down in the middle.
- 5 Throw a dice and take a sentence.
- 6 Turn over a word card. Can you use it for the first two words of your sentence?

#### Lesson 8

82

CLIL Objective: Language awareness: analysing the contracted forms of the verb to be.



The children listen carefully to the recording in order to count the words.



The children practise making sentences as well as practising speaking by playing *Snap*.

	uctions	
	aw yourself in the empty 2 Glue the cut-outs on the 3 Complete the se vords with the same meaning.	antenoes.
1	He is in	_
2	She is in	
3	It is from	
4	QQQ We are in	
5	They are in	
6	() Iam in	
Circle	e and write the words.	
Me i mon Mun and	r Granny. Din wonderful Paris with Jack. archaving a great time. At the mention is but the museum with multipher birthday today the Divery happy with her Hes	
goin Love	ng to the theatre!	

The children complete the sentences with the appropriate cut-outs.



The children demonstrate their understanding of the text on the postcard by finding the corresponding words.

# OPTIONS

#### **Activity Book**

#### Page 82, Activity 15

Say: Open your Activity Books at page 82. Look at Activity 15.

Tell the children to draw themselves in the empty faces of the pictures numbered 4 and 6.

Then, tell them to stick the cut-outs of the contracted forms onto the full forms of the verbs.

Then, tell them to complete the sentences with the names of countries, for example: *He's in <u>France</u>*. Ask for volunteers to read out their sentences. Make sure they read the contracted forms correctly.

#### Page 82, Activity 16

Say: Now look at Activity 16.

Ask for volunteers to read out the text on the postcard. Make sure they read the full forms of the pronouns and verbs. Read the first sentence out loud and ask: *Can we change anything in that sentence*? SS: *I am.* Tell them to read the text again and to circle all the combinations of words that can be contracted. When they have finished, tell them to write the contracted forms on the right-hand side of the sheet of paper.

# Resources

Multi-ROM Unit 8, Activity 4

#### Transcript



1 It's in China.

2 He is on holiday.

3 She's at home.

4 They are in France.

5 I'm at school.

6 We're in Portugal.

#### Let's play!

#### Hot hands

Draw four big hands on the board and label each one with a word group, for example: members of the family, items of clothing, etc. Divide the class into two teams and give each one a number so that each child has a partner in the other team with the same number. Then, call out a word and a number. The children who have this number must run to the board and touch the hand that corresponds to the word. The first child to do this gets a point for their team.

Learning about the seven wonders of the world.

Curricular link: Geography

#### Language Objectives

**Vocabulary:** *buildings, monuments, seven wonders of the world, Machu Picchu, The Great Wall, Chichen Itza, The Coliseum, The Kiyomizu Temple, The Great Pyramid, Petra* 

**Structures:** Where is Petra? The buildings are made of... The pyramid is made of...

**Resources:** CD; poster (side A); poster pop-outs (famous places) **Materials:** card, felt tip pens, glue, white paper

# The wonderful world: The wonders of the world

# Presentation

Explain that in ancient times there were seven wonders of the world. Recently, people have voted on the wonders of the modern world. People disagree as to what they should be.

Show the children the poster (side A) and ask for volunteers to come to the poster and place the pop-outs. Name the monuments or the buildings as they place them on the poster.

Point to the monuments one by one and ask: *Do you think that the (Eiffel Tower) is a wonder of the world?* Let them discuss these monuments and buildings and others that they probably know about.



#### Student's Book, page 83, Activity 16

Say: Open your books at page 83. Read the text. Ask for a volunteer to read the text out loud and then say: Look at the photos. Listen and say where the monuments are.

Play **Track 2.34**. Tell the children to point to the corresponding picture.

Play **Track 2.34** again. This time, stop the recording after each description and ask: *Where is (Machu Picchu)*? SS: (*Machu Picchu) is in (Peru*).

#### Student's Book, page 83, Activity 17

Say: Now we are going to read the sentences. What monuments are they describing? Ask for volunteers to read out their sentences. Explain the vocabulary that they do not know. Ask questions: Which monument is (a model for modern sports stadiums)? SS: (The Coliseum).

#### Student's Book, page 83, Activity 18

Say: *Now we're going to choose a monument and make a poster.* Read the instructions and explain them to the children. Hand out the materials. Tell the children to make their posters.



# Optional Activity Book exercises

See page 347.

#### **Practice**

Ask for volunteers to show their posters to the rest of the class and to talk about the building or monument. Encourage the rest of the class to ask them questions. Take a class vote on the seven best posters and place them on a big poster on the wall.

#### **A**NSWER KEY

Student's Book, Activity 16 See Transcript.

Student's Book, Activity 17

The Coliseum is a model for modern sports stadiums. The Great Wall is 6,400 km long.

Machu Picchu is high in the Andes mountains. The Great Pyramid is made of 2½ million blocks of limestone.

The buildings in Petra are made of red rock. The pyramid at Chichen Itza has got 365 steps. There is a famous waterfall in the Kiyomizu Temple.







The children complete the sentences with the names of the seven wonders of the world to demonstrate their understanding of the written language.



The children create a poster about a monument and write about it.

$\sim$	r = red b = blue	bl = black y = yellow	g = green o = orange
b			
Russia		Italy	Spain
-		·	
Canada		France	Greece
- 🛞 -	TE		
Portugal		India	
Write the name of t	he country und	er the correct fl	ag.

The children talk about the flags that they know and colour the ones from different countries.



The children identify each coloured flag.

#### **Activity Book**

#### Page 83, Activity 17

Say: Open your Activity Books at page 83. Look at Activity 17.

Tell the children to use the key to colour the flags. Read the names of the countries and then point to the flags.

Ask: Which country is that?

Tell them to write the names of the countries under the flags.

Go around the class correcting their work.



#### Let's play!

#### Words

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

#### **Transcript**

Track 2.34 Activity 16

Machu Picchu, in Peru, is an old Inca city.

The Great Wall is in the north of China.

The pyramid at Chichen Itza is in the south of Mexico.

The Great Pyramid is at Giza in Egypt.

The Coliseum is in Rome, in Italy.

The Kiyomizu temple is in Japan.

Petra is an ancient city in Jordan on the edge of the Arabian desert.

#### Resources

Multi-ROM Unit 8, *The wonderful world* 

**Teacher's Resource Book** *Ready to write worksheet, page 118* 



Assessment.

Curricular link: Geography

#### Language Objectives

All the vocabulary from unit 8.

**Resources:** CD; poster (sides A and B); poster popouts (famous places); flashcards (*camping, hiking, diving, surfing, sightseeing, riding, cycling, climbing*)

#### **Review**



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

Show the children the poster (side A). Hand out the popouts and ask for volunteers to come to place them on the poster.

Tell the children to identify the places and the monuments. Then, ask: *What language do they speak in (France)?* Continue asking questions about other countries and languages.

Show them the other side of the poster (side B). Point to the alphabets and ask volunteers to name them. Then, ask questions about the languages that use these alphabets. Hand out the flashcards to some children. Name a flashcard and tell the child who has this flashcard to come forward to place it on the board.

Ask: Do you remember The holiday song?

Play **Track 2.31**. The children sing along to the song and do the actions.

#### Work with the book

#### Student's Book, page 84, Activity 19

Say: Open your books at page 84. We're going to play a guessing game.

Read the instructions and explain them to the children. The children choose a language (French, English, Portuguese or Arabic) and a country where this langauge is spoken. They work in pairs and take turns asking and answering questions until they can identify the country.

#### Student's Book, page 84, Activity 20

Say: Look at the pictures and the chart. Divide the class into pairs. The children read the information in the chart and then identify the pace by using the pictures. S1: (Jack) is going (diving) and (cycling). S2: He's going to (Australia). Ask: Where is Jack going? What's he going to do? Repeat for the other characters.

#### **Transcript**

Track 2.31 The holiday song

See page 335.

# Optional Activity Book exercises

See page 351.



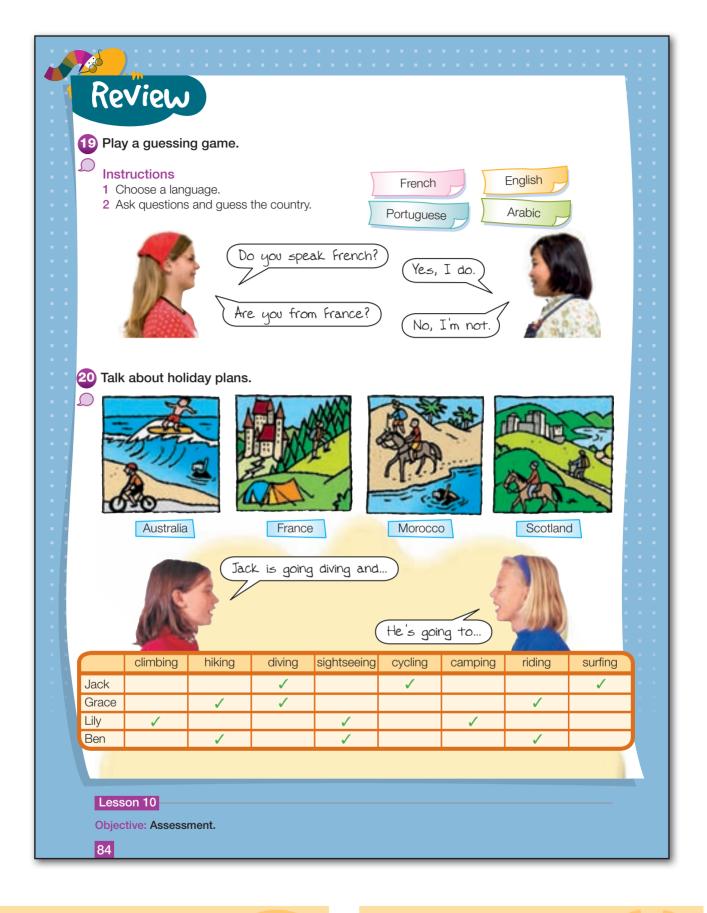
Show the children the poster (side B).

Tell them to work in pairs. They choose an alphabet and use that alphabet to write the name of a country on a slip of paper that they have learned about in this unit. Collect all the slips of paper, shuffle them and hand them out again to the pairs. Each pair tries to work out the name of the country on the slip of paper as quickly as possible. The first pair to do this is the winner.

#### **ANSWER KEY**

#### **Student's Book, Activity 20** Jack is going to Australia. Grace is going to Morocco.

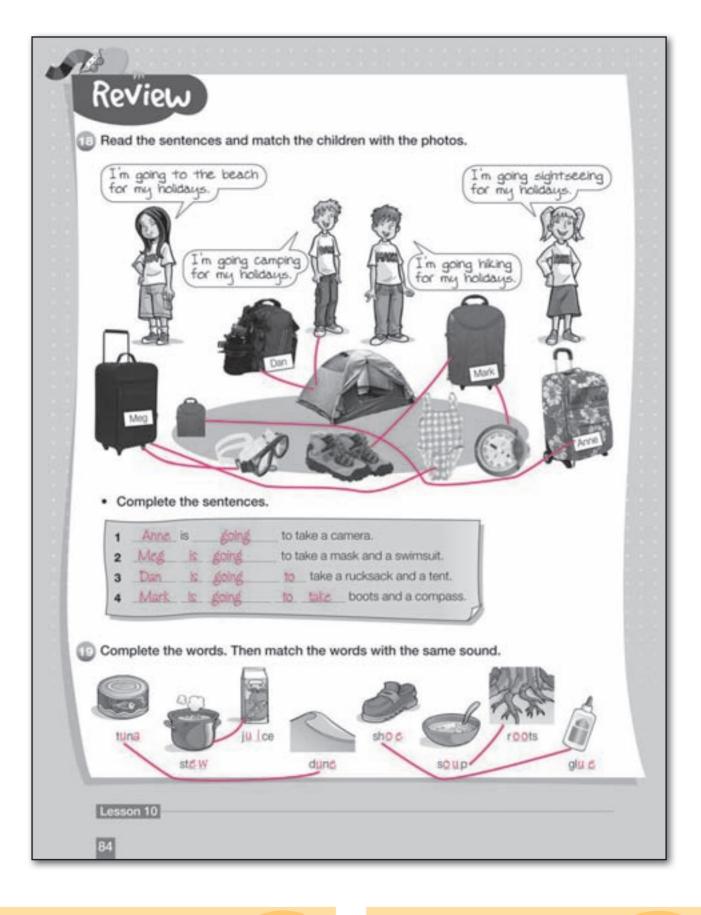
Lily is going to France. Ben is going to Scotland.



The children talk about their holiday plans using the vocabulary and structures that they have learned.



The children use the information in the pictures to complete the table.



The children demonstrate their ability to use the grammatical structures by completing sentences.



The children identify the objects and complete the words with the sounds that they have learnt from this unit.

# **Activity Book**

#### Page 84, Activity 18

Say: Open your Activity Books at page 84. Look at Activity 18.

The children read the speech bubbles and find the objects that the children are going to take.

Ask: What's Meg going to take? Repeat for the other characters. Tell the children to complete the sentences in their Activity Books.

### Page 84, Activity 19

Say: Now look at Activity 19.

Tell the children to look at each picture and to name the corresponding word. Make sure you correct the pronunciation of the key sounds.

Tell them to complete the words and to match them to other words with the same sound.



#### Let's play!

#### Categories

Write a category on the board, for example: languages, animals, places in the city... The children have two minutes to make a list of words from this category. Then, they tell you how many words they have got. The team with the most words wins. You can continue playing with other categories to practise vocabulary that they have learnt over the course of the year.



#### **Resources**

**Teacher's Resource Book** Unit 8 Test, pages 99-100

See Transcript Track 2.35 End of Year Test, pages 101-104



See Transcript Track 2.40

#### **Transcripts**



**Narrator:** What are you going to do this summer, Lily? Lily: I'm going cycling in France and then camping with my family.

Narrator: What about you, Jack?

Jack: I'm going camping with Lily and I'm going sightseeing and horse riding.

Narrator: And you, Grace?

Grace: We are going to Spain. I'm going diving and hiking.

**Narrator:** Ben, what are you going to do?

Ben: I am going diving, surfing and climbing.



#### Track 2.40 End of Year Test. Activity 1

#### Listen and label the places in the city.

The hospital is to the east, next to the Town Hall. The airport is in the north and it is the furthest place from the Town Hall.

You can see a film in the east of the city.

You can see old cars, planes and trains in the west. It is the nearest place to the Town Hall.

There are lots of shops in the west of the city.

The theatre and the train station are in the south of the city. The theatre is nearer to the Town Hall than the train station. Jack goes to exhibitions in the north of the city.

#### Assessment criteria

#### **CLIL Objectives**

Children can recognise different languages and alphabets.

Children can identify countries that share a language. Children can identify equipment for holiday activities. Children can associate types of tourism with specific countries.

#### Language Objectives

Children can name some countries. Children can name some languages. Children can name holiday activities. Children can name equipment associated with specific activities.

Children can talk about future plans.

Learning about Halloween.

Curricular link: Art; Music; Social Science

#### **Language Objectives**

**Vocabulary:** Halloween, street, cat, bat, witch, ghost, scream, pumpkin, spider, monster, skeleton, sweets, sheet

#### **Resources:** CD

**Materials:** black, orange and white card, white crayons, scissors

**Halloween** is celebrated on 31st October. It is not a public holiday and festivities take place after the school day. Children dress up in fancy dress. The costumes are often related to the festival, with children dressed as ghosts, witches, pumpkins, cats, bats or spiders. In the USA, there is a tradition called *Trick or Treat?* The children walk around their neighbourhoods in their fancy dress costumes, knocking on the doors of their neighbours and shouting *Trick or treat?* People open their doors and hand the children sweets. The tradition of hanging pumpkin lanterns in windows is also popular during Halloween.

#### **Presentation**

Ask: Do you know what festival we celebrate at the end of this month? SS: Halloween. T: What day do we celebrate Halloween? SS: 31<sup>st</sup> October.

Explain that Halloween is a tradition in many Englishspeaking countries and that these days it is celebrated all over the world.

Make sure the children know the correct pronunciation: *Halloween*.

# Work with the book 🞧

#### Student's Book, page 85, Activity 1

Say: Open your books at page 85. Let's listen to The Halloween song.

Play **Track 2.36**. The children point to the pictures. Play **Track 2.36** again. Encourage them to join in. Ask: *So who is the ghost?* 

Divide the class into groups. Tell the children that they have a few minutes to discuss what actions they are going to perform for the song. They are going to perform the actions for the rest of the class. Give them a few minutes to rehearse this. Play **Track 2.36** again and and tell the children to perform their actions in groups. Choose the best group and tell the rest of the children to copy the actions.

#### Student's Book, page 85, Activity 2

Say: *Now look at Activity 2. Let's make a Halloween game.* Hand out the materials and tell the children to work in pairs. The children make a haunted house like the one in the picture.

Then, they choose pumpkins or ghosts and make five shapes each.

The children take turns placing their shapes and trying to make a row of three as in the game noughts and crosses.



Track 2.36 The Halloween song

See page 355.

**Transcript** 

# Optional Activity Book exercises

See page 355.

# **Practice**

Collect and count all the card shapes (pumpkins and ghosts) that the children made for Activity 2.

Tell the children to close their eyes. Hide the shapes in the classroom as quickly as you can.

Then, clap your hands and say out loud: *Go!* The children have to find as many shapes as they can before you clap your hands again.

Tell them to count their shapes. Write the numbers on the board and tell them to help you add them up. Then, write the total number of shapes on the board and ask: *How many shapes are missing?* 

Tell them to find the missing shapes.

#### **A**NSWER KEY

**Student's Book, Activity 1** The ghost is Ben.



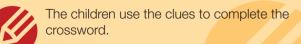


The children learn about the tradition of Halloween in English-speaking countries.



The children play a game in which they try to place their shapes in rows.

-	Halloween
Use the picture clues to do the cros	ssword.
4005 5000	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
	8 S P I D E R 9 P U M P K I N
What's the secret word?	Halloween
2 Draw a monster and complete the	information. Child's own answers
My monster	My monster's name is My monster has got  My monster's favourite food is
Lesson 1	85





The children use their imagination to design and describe a monster.

# **Activity Book**

### Page 85, Activity 1

Say: Open your Activity Books at page 85. Look at Activity 1. The children use the eight clues to complete the crossword. Ask: What's the secret word? SS: Halloween!

# Page 85, Activity 2

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

#### **Transcript**



The little ghost goes out on Halloween. He walks down the street and all the children scream. They run to the left and they run to the right. The little ghost gives everyone a fright.

The little ghost goes out on Halloween. He walks down the street and all the children scream. "Oh dear", says the ghost. "Please don't run away! I'm not really scary and I only want to play".

The little ghost goes out on Halloween. He walks down the street and all the children scream. So the little ghost shouts out, "Can't you see?" He takes off his sheet. "Look! It's only me!"

Learning about Christmas.

Curricular link: Art; Music; Social Science

#### Language Objectives

**Vocabulary:** Santa, reindeer, hooves, roof, house, bed, fly, presents, Christmas tree, Christmas card **Resources:** CD

**Materials:** coloured paper, white paper, scissors, glue **Preparation:** make a pop-up card to show the children.

During the **Christmas** holiday period there are several important dates: 24th December is Christmas Eve, 25th December is Christmas Day and 26th December is Boxing Day. The 6th January is not a holiday in English-speaking countries.

On Christmas Eve, children often go to bed quite early in preparation for the arrival of their presents, which they open on Christmas Day.

The presents are generally left under the Christmas tree, although this may vary from family to family. Many children also put out a stocking for Father Christmas to fill with little presents.

#### **Presentation**

Ask: *Is everybody ready for Christmas? Do you like Christmas? Why?* Explain that on Christmas Eve, all the children in the UK are really looking forward to Santa, who brings them presents. They go to bed early so they are ready for their presents the following day.

Ask: Do you know how Santa travels? He travels by sleigh with his reindeer. Do you know how many reindeer he's got? Nine! And they all have special names.

Then, ask: *Do you know what an advent calendar is*? Draw an advent calendar on the board (use the one on page 86 of the Activity Book as a model). Explain that the children open one of the little windows each day from the 1st to the 25th December. There is usually a little picture (and sometimes a chocolate) behind each little window.

# Work with the book

#### Student's Book, page 86, Activity 1

Say: Open your books at page 86. Let's sing The Christmas song.

Play **Track 2.37**. The children point to the pictures that correspond to the different verses.

Play **Track 2.37** again and tell the children to join in with the song. They can read the lyrics in their books. Divide the class into four groups and assign a verse to each group. Tell the children to think of a few actions for their verse and to practise these actions for a few minutes. Play **Track 2.37** again so they can sing their verses in their groups.

Finally, tell the children to match the pictures to the verses.

#### Student's Book, page 86, Activity 2

Say: *Now look at Activity 2. Let's make a Christmas card.* Explain that at Christmas, many people send Christmas cards to their family and friends.

Explain the instructions and hand out the materials.

The children make their Christmas cards.

Tell them to decide who they are going to send it to. They write a little message inside it.



# Optional Activity Book exercises

See page 359.

#### **Practice**

Divide the class into groups. Tell the children to sing their verses of *The Christmas song* in their groups.

#### Answer key

**Student's Book, Activity 1** Verse 1 = Picture 3 Verse 2 = Picture 4 Verse 3 = Picture 1

Verse 4 = Picture 2

#### The Christmas song. Listen and sing.

Christmas



Listen very carefully. Can you hear that sound? It's Santa and his reindeer, Flying round and round.

Can you hear the reindeer? And clip-clop of their hooves. Santa's going from house to house, Landing on the roofs.

Can you hear Santa, now? He's almost in the house. Hurry up and go to bed, Quiet as a mouse.

Listen very carefully. Can you hear him fly away? The presents are under the Christmas tree, For you on Christmas Day!





· Find the pictures for each verse of the song.



2 





Lesson 1

86



paper again.



Draw and cut out two stars.



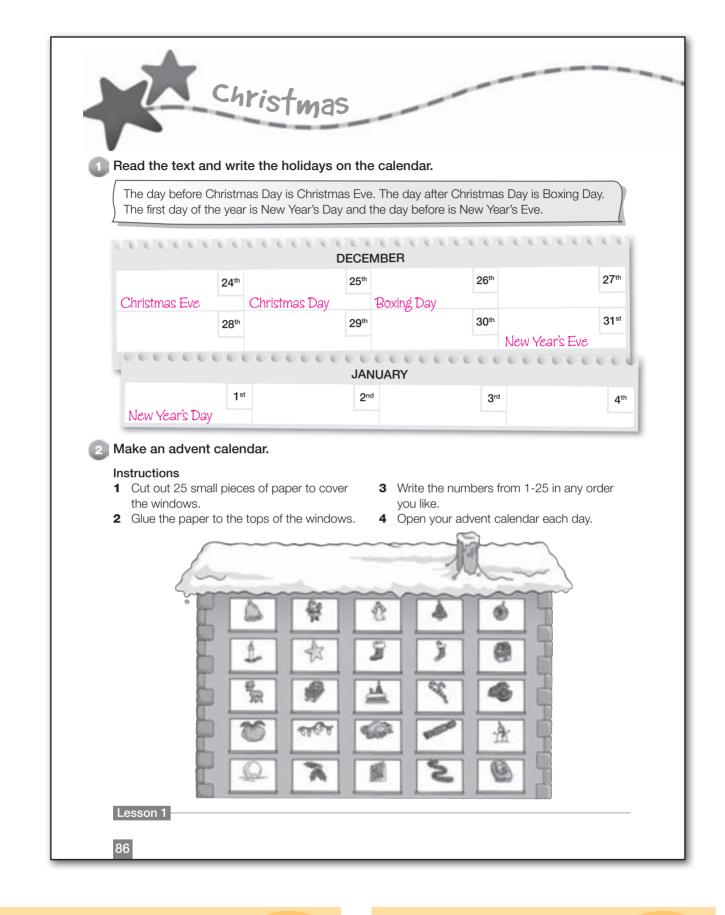
Glue the stars to the front of the strips of paper.



The children learn about Christmas traditions in English-speaking countries.



The children read the text and match each verse to the corresponding picture.



The children use logic to match the dates to the festivals in the text.



The children learn about advent calendars and how to make their own calendar.

#### **Activity Book**

#### Page 86, Activity 1

Say: Open your Activity Books at page 86. Look at Activity 1.

Read the text out loud. Explain that during this time of the year all the days are important for the Christmas holidays.

Tell the children to write the days in the calendar. Ask questions: What do we call 24<sup>th</sup> December? SS: Christmas Eve.

#### Page 86, Activity 2

Say: Now look at Activity 2. Let's make an advent calendar.

Tell the children to cut out 25 pieces of paper to cover the little windows.

Show them how to stick the little bits of paper on top of the windows so they can be opened easily.

Tell them to write the numbers from 1 to 25 in any order. In pairs, they can choose dates and compare the pictures that they have for this date.

#### **Transcript**



Listen very carefully. Can you hear that sound? It's Santa and his reindeer, Flying round and round.

Can you hear the reindeer? And clip-clop of their hooves. Santa's going from house to house, Landing on the roofs.

Can you hear Santa now? He's almost in the house. Hurry up and go to bed, Quiet as a mouse.

Listen very carefully, Can you hear him fly away? The presents are under the Christmas Tree, For you on Christmas Day!

Learning about reindeer.

Curricular link: Art; Social Science

#### **Language Objectives**

**Vocabulary:** summer, spring, autumn, winter, north, fur, long antlers, grass, tundra, lichen, snow, south, mushrooms, dark, thick, light coloured, grow, live, eat, move, lose

**Structures:** In the summer/spring/autumn/winter..., They have..., They eat..., Their antlers begin to grow.

Resources: CD

#### **Presentation**

Say: Do you remember Santa's reindeer?

Tell the children that for this lesson they are going to learn about reindeer. Tell the children that reindeer live in the far north of Europe and North America. During the year, their fur and antlers change.

#### Work with the book

#### Student's Book, page 87, Activity 3

Say: Open your books at page 87. Look at Activity 3. Look at the pictures of the reindeer. These are real reindeer, not like Santa's reindeer. Can they fly? SS: No! Read the text out loud and ask: Which picture is that? Ask for volunteers to read out the other texts and for the rest of the class to identify the corresponding pictures.

#### Student's Book, page 87, Activity 4

Say: *Now look at Activity 4.* Tell the children to work in pairs. They write the words *Happy Christmas* and then they try to name an animal for each letter of the words as in the model.

The pair that finishes first says: *Stop!* Tell them to read out their words.

#### **Optional Activity Book** exercises

See page 363.

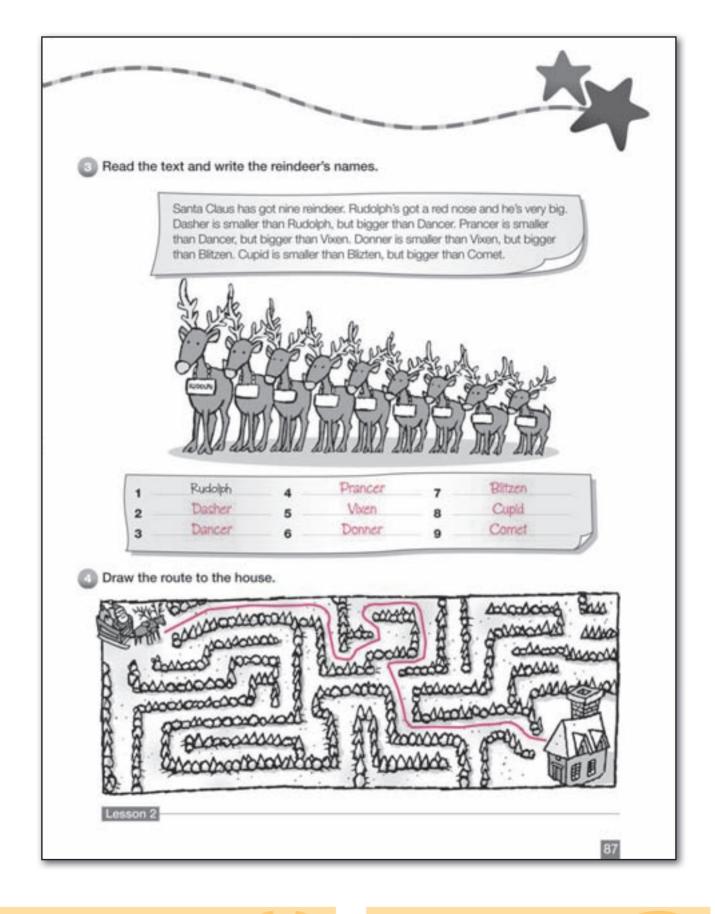
ANSWER KEY Student's Book, Activity 3 1 c 2 a 3 d 4 b



The children demonstrate their understanding of the texts by matching them to the corresponding pictures.



The children think about the animals that they have learned about and find an animal for each letter of the expression.



The children interpret the information in the text in order to name the reindeer.



The children try to get to Father Christmas' house by tracing a route through the maze.

#### **Activity Book**

#### Page 87, Activity 3

Say: Open your Activity Books at page 87. Look at Activity 3. Say: Look! These are all Santa's reindeer. How many has he got? SS: Nine. Then, say: I wonder what their names are? Read the text out loud. Tell the children to read the text and to write the names of the reindeers. Ask for volunteers to read out the names in the correct

Ask for volunteers to read out the names in the correct order and correct the activity.

#### Page 87, Activity 4

Say: Now look at Activity 4. Oh dear! The reindeer have to get through the maze to the house. Can you help them?

Tell the children to use their fingers first to find the route, and then to draw it with a pencil.

Learning about Earth Day.

Curricular link: Art; Music; Social Science

#### Language Objectives

Vocabulary: world, forests, mountains, rivers, lakes, oceans, flower, animals, trees, plants, air, valley, seas, belongs, take care Resources: CD Materials: coloured card, felt tip pens

**Earth Day** is celebrated all over the world on 22nd April. Children and adults participate in activities to celebrate our wonderful world. People celebrate at school by planting gardens, organising recycling centres, cleaning up an area in the city or the countryside and so on.

### **Presentation**

Write the date 22<sup>nd</sup> April on the board and ask: Does anybody know what we celebrate on this day? Explain that this is known as *Earth Day* and that we celebrate the wonders of our world on this date.

Ask: Do you think our world is wonderful? What are the most wonderful things? Encourage the children to think about the natural elements in our world such as the rainforests, the oceans, the rivers and any other natural features. Ask: Do we always take good care of our world? What kind of problems do we cause?

Take a few minutes to discuss the impact of human activity on the environment.

# Work with the book 🞧

#### Student's Book, page 88, Activity 1

Say: Open your books at page 88. Look at Activity 1. Play **Track 2.38**. The children listen to the song and hum along in time to the music.

Play **Track 2.38** again. Encourage the children to sing along to the song. They can read the lyrics in their books. Divide the class into groups of five or six children. Tell them to work together to prepare a performance of the *Earth Day* song with actions or a dance.

Play **Track 2.38** again. The children perform the song in their groups. Choose the best group and tell them to perform it for the rest of the class.

#### Student's Book, page 88, Activity 2

Say: Now look at Activity 2. Let's make an Earth Day poster.

Hand out the materials.

Tell the children to work in pairs to make a poster to celebrate *Earth Day*. They can use the text in the song as a guide or they can think of their own ideas.



Track 2.38 The Wonderful world song

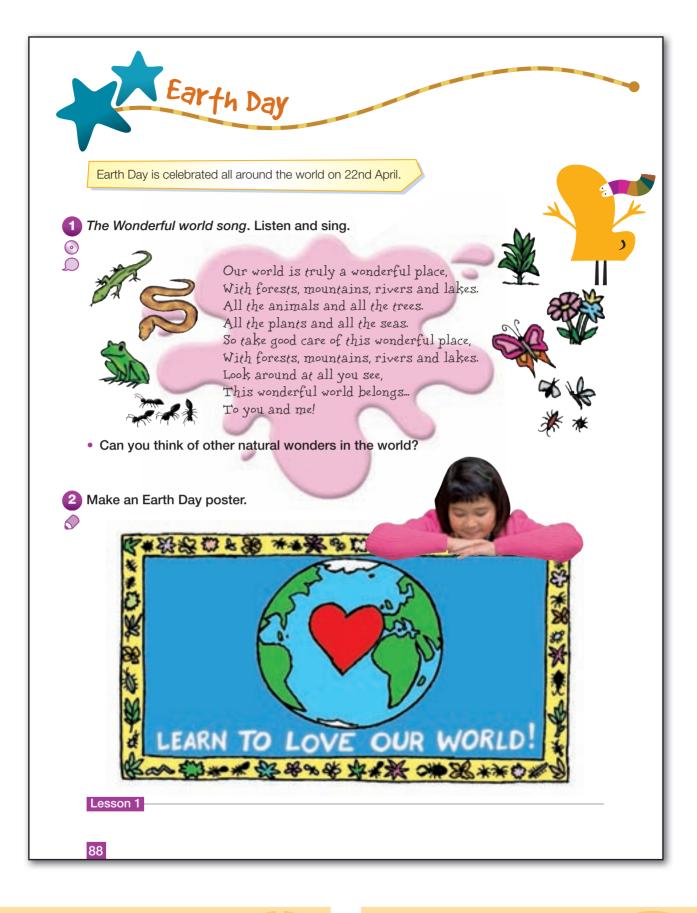
See page 367.

# Optional Activity Book exercises

See page 367.

#### **Practice**

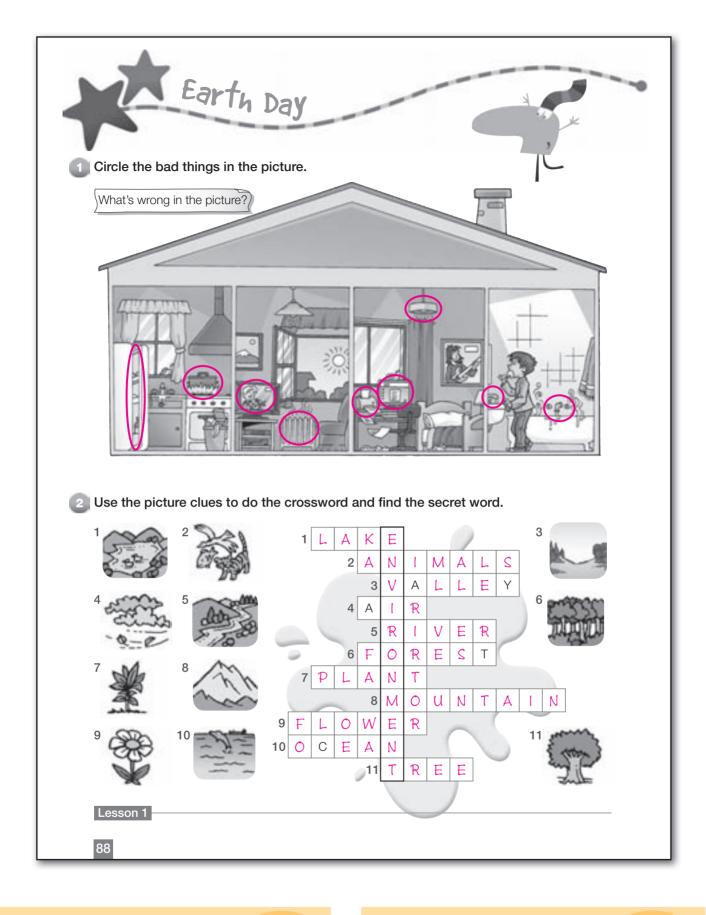
Tell the children to show and describe their *Earth Day* posters to the rest of the class.



The children learn about Earth Day and how it is celebrated all over the world.



The children design a poster about Earth Day.



The children identify and recognise the activities from the picture that may harm the environment.



The children interpret the clues in order to complete the crossword.

# **Activity Book**

#### Page 88, Activity 1

Say: Open your Activity Books at page 88. Look at Activity 1.

The children circle the things in the picture that show that energy or water is being wasted.

Ask: What's wrong in the kitchen? Help them to explain the following: The gas is on too high, the water is still on, the fridge door is open and they are not recycling their rubbish. Then, ask: So what do we need to do? SS: Close the fridge door. Switch off the water and turn down the gas. Separate the rubbish into different recycling bins.

Repeat for the other rooms in the house.

### Page 88, Activity 2

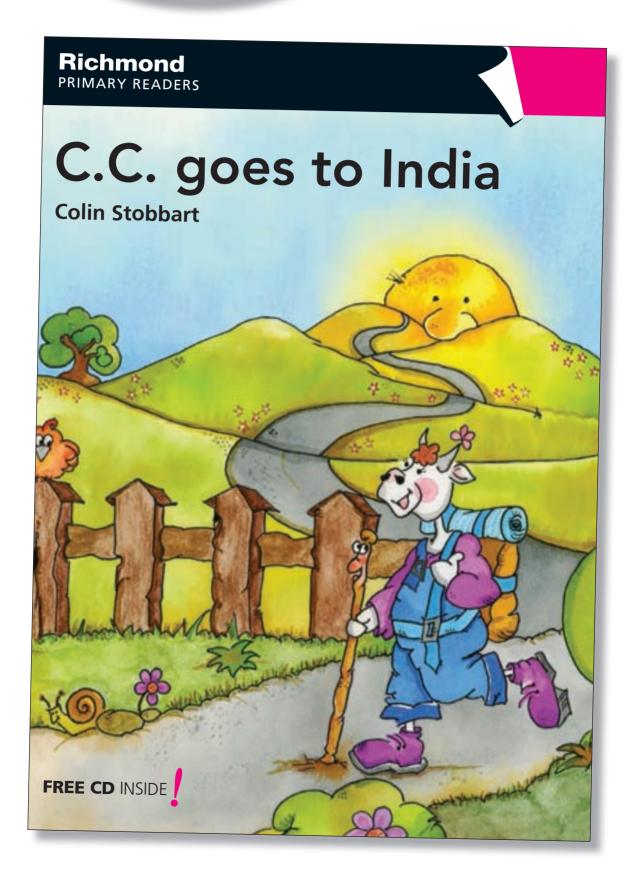
Say: Now look at Activity 2. Tell the children to use the pictures as clues to complete the crossword. Ask: What's number (1)? Repeat for the other pictures. When they have finished, ask: Can you see the secret word? (Environment) Correct the activity.

#### Transcript

Track 2.38 The Wonderful world song

Our world is truly a wonderful place, With forests, mountains, river and lakes. All the animals and all the trees. All the plants and all the seas. So take good care of this wonderful place, With forests, mountains, rivers and lakes. Look around at all you see, This wonderful world belongs... To you and me!

# Associated reading





# **Student's Material**



Student's Book

# **Teacher's Material**



Activity Book + Multi-ROM + Project Booklet + Cut-Outs



Teacher's Book + Class CDs



