# **ARE YOU READY?**

# **CLIL Objective**

Identifying relevant information.

Curricular link: ICT; Social Science

# Language objectives

**Vocabulary:** school subjects; computer, Europe, homework, email, communication, world, information, conversation, emails, languages, colours

**Structures:** What's your name? How old are you? Where are you from? What languages do you speak? What school do you go to? What's your favourite...?

Resources: CD

Material: index cards (3 per chid)

#### ARE YOU READY?

#### **Presentation**

Introduce yourself to the class. Choose volunteers and ask: What's your name? SS: My name's (Ana). My name's (Pablo). Ask other members of the class. Say: Do we all know each other? Are there any new children in the class? If there are, introduce yourself to the new children and ask them to introduce themselves to the class.

Hold up a copy of the Student's Book and the Activity Book and say: *These are our new English books*. Using the cover of the book, ask questions: *What is the title of the book? What year are we in now?* 

Let the children browse through the books and ask questions (they may do this in L1). Answer their questions in English.

#### Work with the book

#### Student's Book, page 2, Activity 1

Say: Open your Student's Books at page 2. Let's read the International Homework Club membership form.

Read the text out loud and ask questions: What is the club for? What language do they use? Do you think it's a good idea to have a homework club?

Say: This is the membership form. Explain that when we join a club we have a membership card with information on it. Read the membership form and tell the children to look at the questions on the second screen. Ask: Which questions do we need to answer for the membership form?

Read the text out loud again: Name. Ask: What question do we ask if we want to know this information?

The children choose from the list.

Repeat the procedure for the other pieces of information. Once the children have identified the important questions, ask: What about the other questions? Are they important for this club?

Tell the children to ask their neighbours the questions they have identified for the club.

Hand out the index cards.

The children ask three friends the questions and fill in the membership cards.

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



Say: Now we're going to listen to an interview with two members of the International Homework Club, Sam and Eve. Play **Track 1.1**. The children listen and point to the questions on the membership card in Activity 1.

Play **Track 1.1** again. The children listen and point to the relevant information in Activity 2 of their book.

Ask: How old is (Sam)? Where is (he) from? What languages does (he) speak? What school does (he) go to? What's (his) favourite subject?

Tell the children to work in pairs, choose a character each and take turns describing their characters.

Explain that Sam and Eve are the characters for our book. They don't live in the same city but they keep in contact over the internet because they are both members of the International Homework Club. Ask the children if they have any friends that they keep in contact with over the internet.

# **Transcript**



Track 1.1 Activity 2

See page 23.

Optional Activity Book exercises See page 23.

#### **Practice**

Write the following questions on the board: Are you all the same age? Are you all from the same country? Are you all in the same class? Do you all speak the same languages? Have you all got the same favourite subjects and colours? Ask: Which questions do we need to ask our classmates? Encourage the children to give free answers.

#### Answer Key

Student's Book, Activities 1 and 2 See page 23.

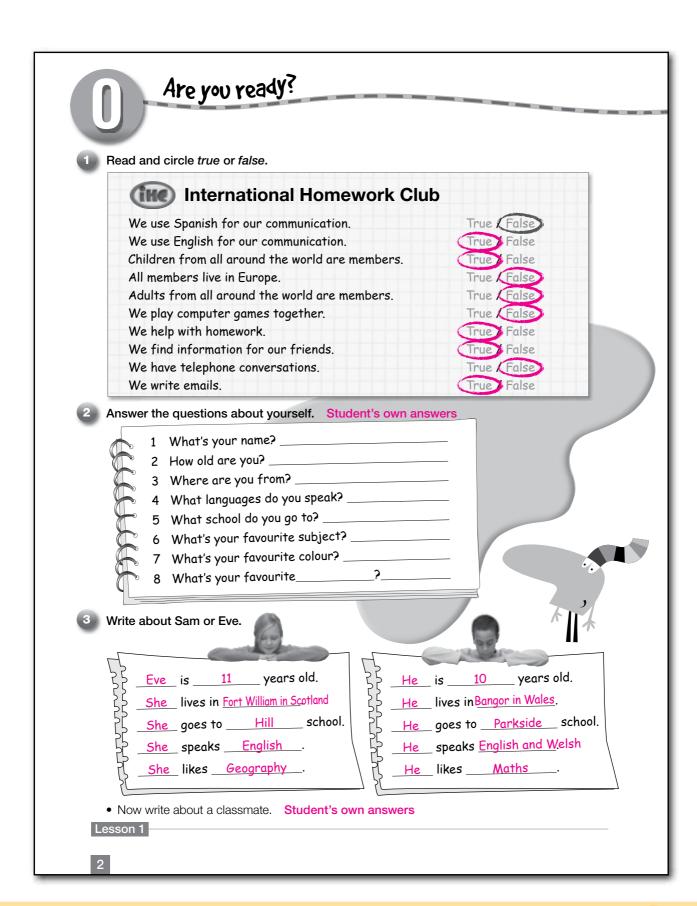




Children compare two forms of showing information.



Children discuss the use of cards and forms to register or join clubs, teams, sports centres, etc. and comment on the information required.





Children review question making and describing skills.

#### Page 2, Activity 1

Say: Open your Activity Books at page 2. Look at Activity 1. Read the first sentence aloud, and ask: Is it true or false? SS: False. Tell the children to read the rest of the sentences in silence, and to circle true or false, using the Student's Book for reference.

When they have finished, ask volunteers to read the sentences out loud and say whether they are *true* or *false*.

#### Page 2, Activity 2

Say: Now look at Activity 2. Tell the children to work individually to answer the questions. When they are ready, read the questions aloud and call on various volunteers to answer each question.

#### Page 2, Activity 3

Say: Now look at Activity 3. Do you remember Sam and Eve? Divide the class into two groups. The children work individually. Group one complete the information about Eve, and group two complete the information about Sam. When the children have finished, say: Now find a partner from the other group. The children exchange information to complete the information about the other character. When they have finished, tell the children to choose a classmate and to write a similar paragraph about them. Ask volunteers to read their paragraphs out loud to the class.



# Let's play!

#### True or false?

Children work individually, and write three true and three false sentences about themselves, using the structures from the lesson. When they have finished, tell them to get into groups of four. The children take turns to read their sentences aloud, and the other members of the group guess whether they are true or false.

#### **Transcript**



**Interviewer:** Can you answer some questions for me?

Sam: OK.

Interviewer: What's your name?

Sam: Sam.

**Interviewer:** And your surname?

Sam: Jenner.

Interviewer: How old are you, Sam?

Sam: I'm 10 years old.

Interviewer: And where are you from?
Sam: I'm from Bangor. That's in Wales.
Interviewer: Where do you go to school?

Sam: I go to Parkside School.

Interviewer: And what's your favourite subject?

Sam: Erm... Maths. I really like Maths.

Interviewer: How many languages do you speak, Sam?

**Sam:** Two. I speak English and Welsh. **Interviewer:** Thank you, Sam!

**Interviewer:** Can you answer some questions for me?

**Eve:** Of course.

**Interviewer:** What's your name?

Eve: My name's Eve.

**Interviewer:** And your surname?

Eve: Bond.

Interviewer: How old are you, Eve?

Eve: I'm 11 years old.

Interviewer: And where are you from?
Eve: I'm from Fort William. That's in Scotland.
Interviewer: Where do you go to school?

Eve: I go to Hill School.

Interviewer: And what's your favourite subject?

Eve: I really like Geography.

Interviewer: How many languages do you speak, Eve?

Eve: I only speak English.
Interviewer: Thank you, Eve!

#### **A**NSWER KEY

#### Student's Book, Activity 1

What's your name? How old are you?

What languages do you speak? What's your favourite subject?

# Student's Book, Activity 2

Sam (blue); Eve (yellow)

Using computers.

Curricular link: ICT; Music; Social Science

# **Language Objectives**

**Vocabulary:** surf, net, download, click, file, music, photo, video, search, find, listen to, watch, website, internet, email, address, dot, dash, underscore, at; the alphabet

**Structures:** I search (for information). I make a note of the website address.

Resources: CD

#### **U**SING COMPUTERS

#### **Presentation**

Remind the children about the IHC and the main characters. Ask: Do you remember the International Homework Club? Who did we meet in Lesson 1? That's right, Sam and Eve. Do all the members of the club speak English? SS: Yes. T: Do they all live in the same city? SS: No. T: How do you think they communicate with each other? SS: They use the internet/emails. T: What are they going to talk to each other about? SS: School work. T: Yes, they are going share information. How do you think they are going to find this information? SS: The internet, encyclopaedias, books, etc.

# Work with the book



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

Say: Open your books at page 3. Look at Activity 3. Look at the pictures. Now we're going to listen to a song about using the internet for finding information.

Play Track 1.2. The children listen and point to the pictures.

Play **Track 1.2** again. The children join in with the missing words.

Read through the song with the children adding the missing words.

Play **Track 1.2** again. This time the children join in with the song.

Explain to the children that the internet is very useful but we need to observe some simple rules. Not everything we read on the internet is correct and often we find contradictory information. This is why it is important to make a note of the URL so the information can be checked.

#### Student's Book, page 3, Activity 4

Write the alphabet on the board. Point to the letters in the correct order and ask the children to call them out. Then point to letters randomly and ask the children to call them out.

Tell the children to work in pairs and to spell their names to each other.

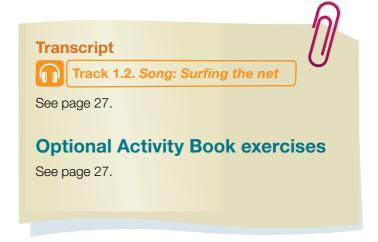
Then ask: Has anyone got an email address? What signs do we use in emails? Write the symbols @, -, \_ and . on the board and say the names: At, dash, underscore and dot. Ask volunteers to spell out their email addresses using the letters of the alphabet and the signs.

Ask the children if they know any addresses for emails in Spain that finish with .es. Explain that this represents Spain, just as .uk is for the United Kingdom.

Then say: Look at Activity 4.

Ask the children to take turns choosing an email address and spelling it to their partners.

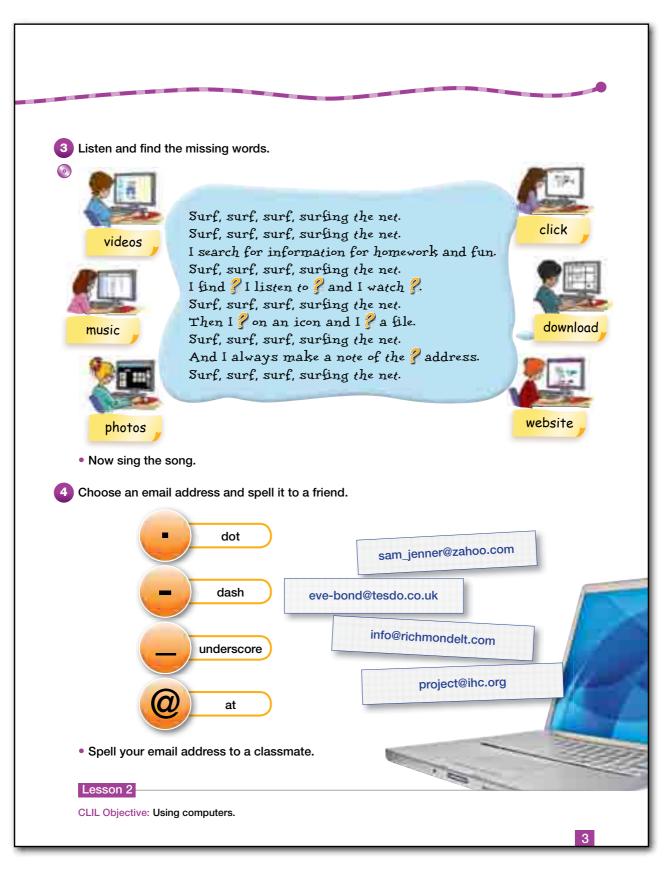
Then ask the children to exchange email addresses (they may either use their own if they have one, or, if not, they should invent one).

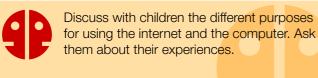


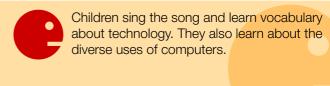
#### **Practice**

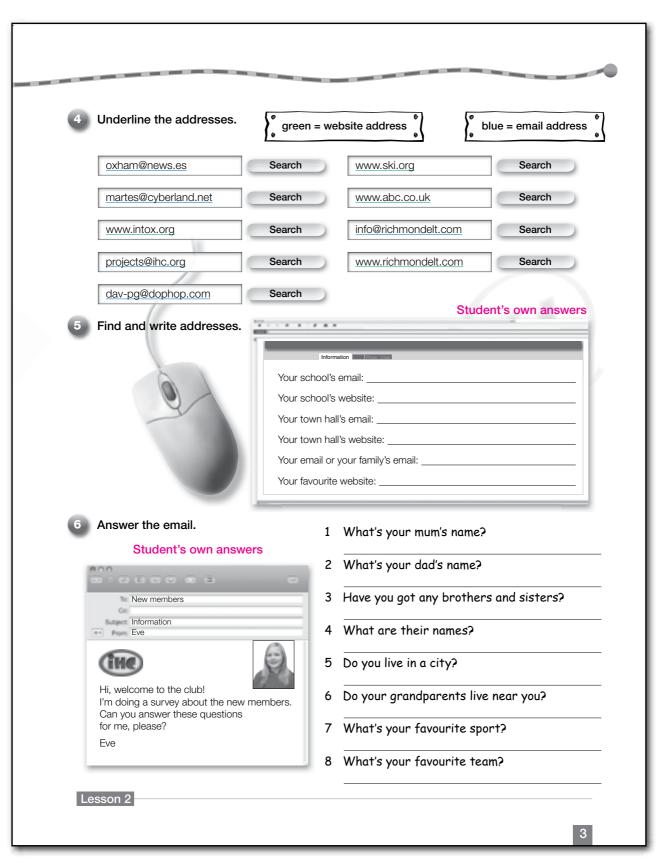
Ask the children to help you brainstorm a list of uses of the internet.

Point out that it is not necessarily the only way to find information. We also have other sources, such as books.











Chlidren learn to read email and website addresses and identify the characters and symbols used.



## Page 3, Activity 4

Say: Open your Activity Books at page 3. Look at Activity 4. Read out the first email address: oxham@news. es (oxham at news dot es). Ask: Is this an email address or a website address? SS: An email address.

Ask for a vounteer to read the next address out, insisting on correct pronunciation of the parts. The ask the rest of the class if it is an email address or a website address. Repeat the procedure for the other addresses.

The children underline the website addresses in green and the email addresses in blue.

#### Page 3, Activity 5

Say: Now look at Activity 5. Ask the children to write the emails and websites. If you have access to computers they can look them up and copy them, if not they can do the activity for homework or invent the websites and emails.

#### Page 3, Activity 6

Say: Now look at Activity 6. Read Eve's email, and read the questions. The children write answers to the questions individually. When they have finished ask the questions to various volunteers.



# Let's play!

#### **Whispers**

The children form different teams and sit in rows. Give the first person in each row a website address for example: www.ihc. co.uk. The children have to whisper the address to the next child and so on along their row. When the address gets to the end of the row, the final child has to write it down. If it is correct, they win. Repeat with different website addresses.

#### **Resources**



#### **Teacher's Resource Book**

Diagnostic Test, pages 93 and 94



See Transcript Track 2.32

#### **Transcripts**



Track 1.2 Song: Surfing the net

Surf, surf, surf, surfing the net. Surf, surf, surf, surfing the net.

I search for information for homework and fun.

Surf, surf, surf, surfing the net.

I find photos. I listen to music and I watch videos.

Surf, surf, surfing the net.

Then I click on an icon and I download a file.

Surf, surf, surf, surfing the net.

And I always make a note of the website address.

Surf, surf, surfing the net.



Track 2.32 Diagnostic Test. Activity 1

Next weekend Sam is going camping with his friends. They're going to travel by train. He's going to meet his friends at the station at a quarter to seven. He's going to buy a sandwich, some water and a sticker book for the journey. Then they're going to wait at platform 4 for the train. Sam's going to take a big backpack with all his equipment. He's going to take a compass, a map and his tent. He's also going to take his walking boots.

Finding information for project work.

Curricular link: ICT

# **Language Objectives**

**Vocabulary:** life drawing, bird spotting, map reading cooking, recycling, family, history, inventions, Egyptian gods

Structures: Can you name ...? What is the name

of...? Where is...?

## FINDING INFORMATION FOR PROJECT WORK

#### **Presentation**

Say: In this book we are going to do eight different projects. We can find information about our projects on the internet and in different kinds of books.

Ask: If you want information about something on the internet what do you do?

Discuss how to carry out a search on the internet. Explain that it is important to use key words to find the information you are looking for.

#### Work with the book

#### Student's Book, page 4, Activity 5

Say: Open your books at page 4. Look at Activity 5. Ask the children to read the titles of the projects out loud. After each title ask them to say which website they will find the information on.

Then ask the children to find the different projects in their Student's Books and say which units they are in.

#### Student's Book, page 4, Activity 6

Say: There is a lot of information in your Student's Book. Look at the questions and find the answers in your book. The children work in pairs. They read the questions and find the answers in their books.

Ask the questions out loud and ask volunteers to answer.



# **Optional Activity Book exercises**

See page 31.

#### **Practice**

Write the titles of the projects up on the board. Talk a little bit about each project and then ask the class to vote on which project sounds the most interesting. Make a note of the children's choices and ask them to say why they have chosen each project.

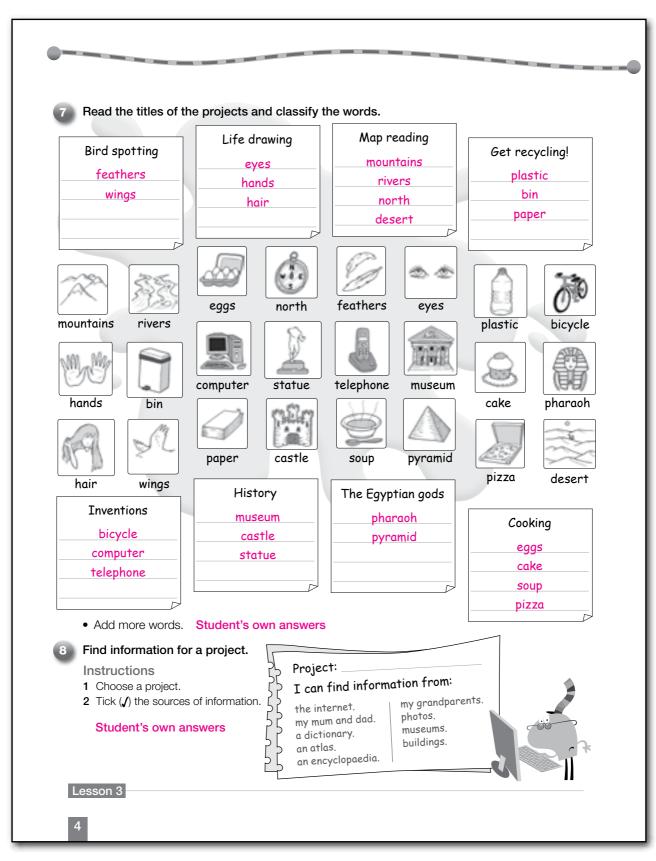




Children use their previous knowledge to identify the websites with the topics.



Encourage children to surf the net to find information. Remind them of the importance of new technologies nowadays.





Children review vocabulary learned in previous years and associate it with the project topics.



## Page 4, Activity 7

Say: Open your Activity Books at page 4. Look at Activity 7. Read out the names of the projects and write them on the board in columns. Say: Now look at the pictures. We are going to classify them with the projects. Can you see a picture for the 'bird spotting' project? SS: (Feathers). Write the word on the board in the appropriate column and tell the children to work in pairs, and to classify the words according to the projects.

When they have finished, ask volunteers to come to the board and write the words in the correct columns. As the children if they can think of any more words, and add them to the lists.

#### Page 4, Activity 8

Say: Now look at Activity 8. Read the list and explain that the children should choose a project from the Student's Book. Children tick the sources of information from the list according to their project.



# Let's play!

# **Scattergories**

Write the following categories on the board: recycling, cooking, Egypt, birds and inventions. Put the children into teams. Tell them that they have three minutes to think of the longest possible word they can for each category. Say: Ready, steady, go! When the time is up, ask each team to tell you their word for the first category and ask a volunteer from each team to come and write the word on the board. Give the team with the longest word three points, the second longest two points, and so on, making a note of the scores. Repeat the procedure with the other categories. The team with the most points at the end of the game is the winner.

#### Assessment criteria

## **CLIL Objectives**

Children can identify relevant information.

Children can use computers.

Children can find information for project work.

#### **Language Objectives**

Children can ask and answer questions giving personal details.

Children can name basic terms for using computers. Children can identify project themes on a variety of subjects.

# **Anticipating difficulties**

In the course of this book the children will be encouraged to look for information and they will be encouraged to use the internet for this, although not exclusively. Explain to the children that any information they get from the internet should be properly referenced in any written work they give you. To do this they should quote the URL. It is important that children understand that they should not simply copy from the internet.

Spend some time talking about the importance of behaviour on the internet. Being unkind or rude to people in emails or chat rooms is just as bad as being unkind to them face to face. Bullying is just as unacceptable on the internet as it is at school or anywhere else. Ensure that the children know that you will treat any cases of bullying (whether on the internet or not) extremely seriously. You should also warn them about not giving information about themselves (or anybody else) to people they do not know. They should certainly not agree to meet anybody who has contacted them over the internet, and if they are contacted by somebody they do not know, they should tell their parents and/or you.

Identifying facial features.

Curricular link: Science

# Language Objectives

**Vocabulary:** hair, eyes, mouth, glasses, brace, freckles, curly, straight, long, short, brown, blue, green

Structures: She's got glasses. He hasn't got

freckles. Has she got a brace?

Resources: CD

#### ME AND MY BODY

#### **Presentation**

Address the whole class and ask questions about the colour of children's eyes in the class: Who's got brown eves in our class? The children raise their hands. Repeat the procedure for blue and green eyes.

Draw a face shape on the board and draw in the eyes. Then ask: Who can name other parts of the face? As the children call out the parts of the face, draw the parts into the face.

Then draw some freckles onto the face and say: Look! These are freckles. Who's got freckles in this class? Then draw glasses on the face and ask the same question. Finally draw an open mouth and draw a brace on the teeth. Repeat the question.

Rub out the hair and draw curly hair and ask: Who's got curly hair? Then rub out the hair and draw straight hair and repeat the question.

Ask questions about children in the class: Has (Maria) got (freckles)?

# Work with the book



## Student's Book, page 5, Activity 1

Say: Open your books at page 5. Look at the four faces. Play Track 1.3. The children listen and identify the faces. Play Track 1.3 again and tell the children to listen very carefully this time and point to the faces.

Play Track 1.3 again. This time stop the recording after each description and ask: Which face is that?

Ask questions about the faces: Look at number 1. Has she got a brace? SS: Yes, she has.

Then say: Now we're going to play The identikit game.

The children find the pieces of the section in the Student's Book and they copy them in order to create a face. When they have finished, they colour the eyes and the hair. They play in pairs. S1 describes his/her picture, and S2 tries to draw the face, asking questions. S1: It's a (boy). S2: Has he got (glasses)? S1: Yes, he has./No, he hasn't. Repeat the game, but this time S2 describes his/her face to S1.

#### Student's Book, page 5, Activity 2

Explain to the children that throughout this book, they are going to help Sam and Eve with their projects. Explain that they are going to research the questions (sometimes at home and sometimes in the class) and write down the information they find.

Read the email out loud. Say: Now we're going to help Sam by doing a class survey.

Ask: How may people in the class have got glasses? Continue with the rest of the questions. When they have finished, draw a bar chart on the board with the features along the bottom and numbers down the left-hand axis. Ask the children the questions and fill in the results on the board.





Track 1.3 Activity

See page 35.

# **Optional Activity Book exercises**

See page 35.

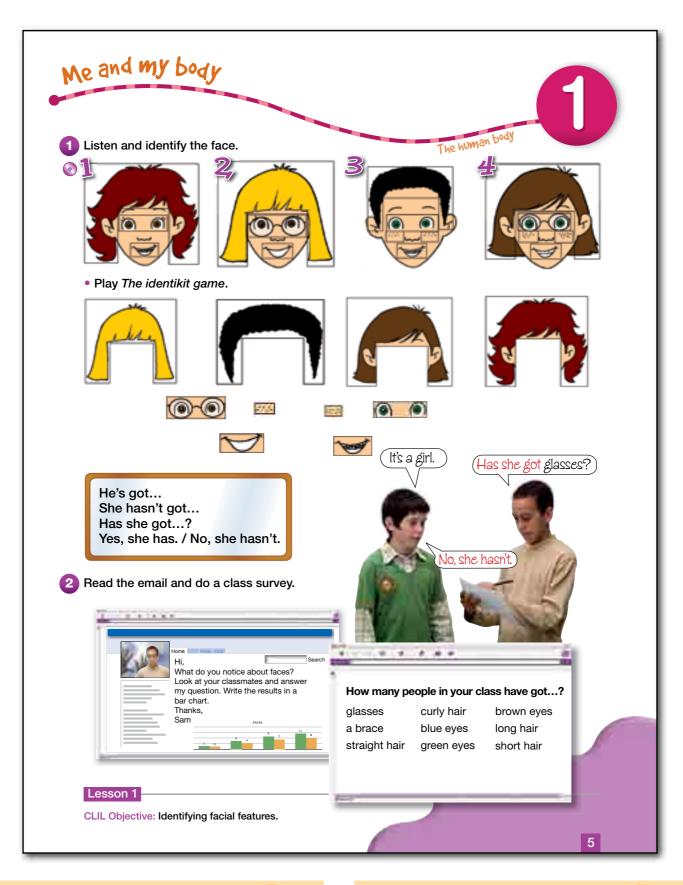
#### **Practice**

Use the bar chart you made on the board to remind the children about different facial features and then ask them about the members of their family: How many people in your family have got (glasses)?

#### **A**NSWER KEY

#### Student's Book, Activity 1

See Transcript, page 35.





Children are encouraged to look carefully at their classmates' faces and to describe their facial features.

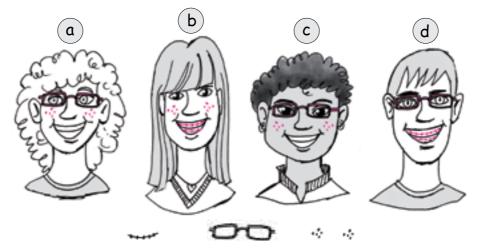


Children revise the vocabulary of the human body, adjectives and grammatical structures.

# Me and my body



Read and match with the pictures.



- $\_{\mathbb{C}}_{}$  She's got short, curly, black hair. She's got freckles and she's got glasses.
- D He's got short, straight, brown hair. He's got glasses and he's got a brace.
- A He's got long, curly, blond hair. He's got freckles and he's got glasses.
- B She's got long, straight, red hair. She's got a brace and she's got freckles.
- Now finish the pictures.
- 2 Draw a self-portrait and describe yourself. Student's own answers



I've got \_\_\_\_\_\_

I've got \_\_\_\_\_\_.

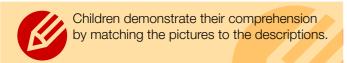
I haven't got \_\_\_\_\_\_.

I \_\_\_\_\_

Ι\_\_\_\_

Lesson 1

5





Children draw a self-portrait, and use the structures they have learnt.

# Page 5, Activity 1

Say: Open your Activity Books at page 5. Look at Activity 1. Look at the pictures.

Read out the first pair of sentences and ask: Who's got short, curly, black hair? SS: Picture C.

Repeat the process with the other sentences.

Tell the children to write a letter (a-d) next to the sentences (using the pictures to help them). Then, read the first pair of sentences again, stressing the second one. Say: Look at the picture. Has she got freckles and glasses? SS: No! Repeat with the other sentences and faces. Tell the children to work in silence as they read the sentences and complete the pictures.

#### Page 5, Activity 2

Say: Now look at Activity 2. The children do a self-portrait and complete the sentences about their own features. Ask a few volunteers to show their self-portraits to the class and to read out their sentences.



# Let's play!

#### **Guess who!**

The children work alone. They choose a classmate and write a description of him/her using the vocabulary from the lesson. When they have finished, ask volunteers to come to the board to read their descriptions. The rest of the class have to guess who is being described.

# Resources

**Multi-ROM** 

Unit 1, Grammar 1

Multi-ROM

Unit 1, Vocabulary 1

#### **Transcript**



She's got green eyes and she's got glasses. She's got freckles.

He's got short, curly hair and he's got a brace.

She's got brown eyes. She hasn't got glasses.

She's got long, straight hair and she's got glasses.

# **Anticipating difficulties**

**Project Quest:** In this level, at the end of lessons 2, 3, 6 and 7 of the Teacher's Book, there are suggested questions that you can ask children for them to investigate at home. They should make a note of their answers in their notebooks and refer to them in lessons 8 and 9 where they will work on the Speaking project. Talk to the children about doing research and about the different resources that they can use (encyclopaedias, reference books, maps, atlases and the internet). Many children will choose to use the internet. Explain that not all the information on the internet is true and can be trusted. They should always use authorised and officially-approved web pages and they should cross-check the information. Once they have found the information, they should make a note of the URL (uniform resource locator) in their notebook. Tell them that they shouldn't just copy from the internet.

Examining the main bones of the human skeleton.

Curricular link: Science: Music

# Language Objectives

Vocabulary: toes, feet, ankles, legs, knees, hips, spine, ribs, head, fingers, hands, wrists, arms, elbows, shoulders, neck; shorter, longer

**Structures:** My (toes) are connected to my (feet). My legs are longer than my arms. My spine is longer than Eve's spine.

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

**Materials:** tape measure

#### THE HUMAN SKELETON

## **Presentation**



Show the children the poster (side A). Point to parts of the body on the front and back of the boy and ask the children to name as many parts of the body as they can.

Hand out the pop-outs of the bones. Point to the photo on the left, of the boy facing the front. Point to and name one of the body parts: (Arms).

The children with the corresponding pop-outs place them on the arms. Repeat with the other parts of the body: torso, hips, legs, knee, feet, hands, head.

The children may want to know the scientific names for these bones: tibia, sternum, patella (knee-cap), ulna, femur, radius, fibula, humerus, scapula, pelvis, spine, skull.

## Work with the book



#### Student's Book, page 6, Activity 3

Say: Open your books at page 6. Listen to the song and point to the body part.

Play the first two verses of the song (Track 1.4). The children listen and point to the body parts on their own bodies.

Play the rest of Track 1.4 and tell the children to listen and write the missing words in the correct order. Repeat as necessary.

Finally, play the whole song again and tell the children to join in with the words and point to the body parts.

#### Student's Book, page 6, Activity 4

Say: Now we are going to make a measurements chart. Read and explain the instructions to the children. Say: Work in pairs. You are going to measure your spines, legs and hands. Then complete your chart.

The children take the measurements and complete their charts. Then say: Now we're going to compare the results. My (spine) is longer than (John's spine). My (legs) are shorter than (Ana's legs).

Tell the children to compare the measurements in their groups.

#### **Transcript**





Track 1.4 Song: My body

See page 39.

# **Optional Activity Book exercises**

See page 39.

#### **Practice**

#### Continuous assessment

Children can name the main body parts including the joints.

Tell the children to look at the words of the song again. Divide the class into groups of four. Assign a verse to each group. Tell the children that they can either sing and point to the body parts on the board or use their own bodies. Play Track 1.4. The children perform their verses (in the correct order) for the rest of the class.

**Project Quest:** Are your knees in the middle of your legs? Write the question on the board. Ask if anybody knows the answer. Tell the children to find out the answer and make a note of it in their notebooks ready for the Speaking project in Lessons 8 and 9.

#### **A**NSWER KEY

#### Student's Book, Activity 3

See Transcript, page 39.

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

My toes are connected to my feet,
And my feet are connected to my ankles.
My ankles are connected to my legs,
And in the middle of my legs are my knees.

My legs are connected to my hips, And my hips are connected to my spine. My spine is connected to my ribs, And at the top of my spine is my head.

My ? are connected to my ?.
And my ? are connected to my ?.
My ? are connected to my ?.
And in the middle of my ? are my ?.

My Pare connected to my P.
And my Pare connected to my P.
My Pis connected to my P.
And at the top of my Pis my P.

Add the missing words and sing the song.

spine head fingers hands wrists arms elbows shoulders neck

Make a measurements chart.

#### Instructions

- 1 Work in pairs.
- 2 Choose a part of the body each.
- 3 Measure the body parts and make a chart.

	spine	legs	hands	
John	cm	cm	cm	
Anna	cm	cm	cm	

shorter longer My spine is <mark>longer than</mark> John's spine. \My legs are <mark>shorter than</mark> Anna's legs.

Compare your measurements.

Lesson 2

CLIL Objective: Examining the main bones of the human skeleton.

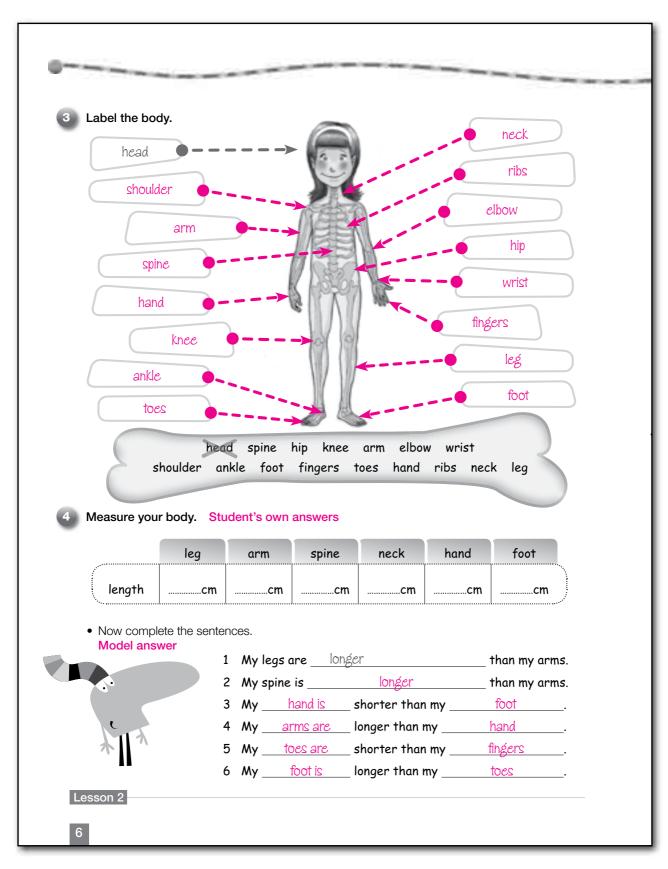
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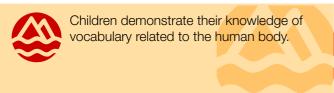


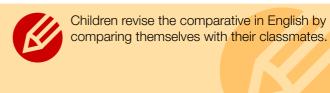
Children should listen to the song carefully in order to complete it with the correct words. Singing is an enjoyable way to learn and memorise vocabulary.



Children revise the parts of the human body and create a table marked with each student's height. At the same time, they revise the pronunciation of the numbers in English.







## Page 6, Activity 3

Say: Open your Activity Books at page 16. Look at Activity 3. Label the body.

Tell the children that when they are sure that they can name the parts of the body correctly, they should cross them off in the box at the bottom.

#### Page 6, Activity 4

Say: Now look at Activity 4.

Get a tape measure and show it to the children. Say: *Use the tape measure to measure your bodies.* 

Tell the children to work in pairs and to measure the parts of the body one by one. Then, they can write each measurement in the table. Ask questions, for example: (Daniel), how long is your leg?

Then, ask: (Daniel), are your legs longer than your arms? Repeat the procedure with other children and their parts of the body, telling them to write the measurements in their books. Ask volunteers to read out their completed sentences for the class.

# **Grammar and Writing Booklet**

#### Page 5, Activity 1

Say: Open your Grammar and Writing Booklets at page 5. Look at Activity 1. Look at the advertisement and do the tasks.

Tell the children to work in pairs and to look at the advertisement. They should circle the product, underline the slogan in red and use the key to number the sections of the advert. Then, they complete the sentences.

# Page 5, Activity 2

Say: Now look at Activity 2. Underline can and circle the next word.

Ask the children if they can remember the advert from the previous activity. Tell them to look over it again. They should underline the word *can* and circle the word that comes after it. Then, they write the words in the list and classify them according to the parts of speech that they represent (pronouns, nouns, verbs...).



# Let's play!



#### I spy

Place the poster on the board. Choose a part of the body and say: I spy with my little eye a body part beginning with...

The children try to identify which part of the body it is. The child who identifies it correctly, takes on the role of the teacher and names the following body part.

Continue the game until all the parts of the body have been named.



#### Resources

#### Multi-ROM

Unit 1, Song

#### **Teacher's Resource Book**

Extension 1, page 39

#### **Transcript**



#### Track 1.4. Song: My body

My toes are connected to my feet, And my feet are connected to my ankles. My ankles are connected to my legs, And in the middle of my legs are my knees.

My legs are connected to my hips, And my hips are connected to my spine. My spine is connected to my ribs, And at the top of my spine is my head.

My fingers are connected to my hands, And my hands are connected to my wrists. My wrists are connected to my arms, And in the middle of my arms are my elbows.

My arms are connected to my shoulders, And my shoulders are connected to my neck. My neck is connected to my spine, And at the top of my spine is my head.

Analysing the body parts involved in simple movements.

Curricular link: Science

# **Language Objectives**

**Vocabulary:** jump, run, throw, catch, write, walk, feet, wrists, arms, elbows, knees, shoulders, ankles, toes, without

**Structures:** Can you (run) without moving your (arms)? Yes I can./No, I can't.

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

Materials: a ball

#### **BODY PARTS AND MOVEMENT**

#### **Presentation**





Play **Track 1.4**. The children sing the song and move their bodies in order to act it out. Place the poster (side A) up on the board with the pop-outs in place.

Ask two children to come to the front of the class. Give instructions to each child to do an action, for example, jump/run around the classroom. As each child performs the action, ask: What parts of his/her body did he/she move? Point to the body parts on the poster and ask: Did he/she move his/her (legs)? Repeat with other verbs. Call another two children to come to the front of the class and give them the ball. Tell them to (gently) throw the ball back and forth and repeat the questions. (You can use a screwed up piece of paper if you haven't got a ball.) Ask another child to come to the board and tell him/her to write his/her name on the board. Repeat the questions. Then say: Write your name again, but don't move your wrist. Can you write? Repeat the procedure with the other actions and other parts of the body.

Point out that actions almost always involve moving several different parts of the body.

#### Work with the book

#### Student's Book, page 7, Activity 5

Say: Open your Student's Books at page 7. Look at Activity 5. Look at the action pictures.

Ask: Can you do these actions? Read the first sentence out loud: I can catch without moving my feet. Tell the children to try miming the action and then ask: Is that possible?

Tell the children to work in pairs, read the sentences and do the actions. Then discuss whether or not these actions are possible.

When they have finished ask the whole class: Can you (run) without moving your (knees)?

\*Note: If the children disagree, encourage them to justify their answers. For example, you can run without moving your shoulders but it is very unnatural because when you run you move your arms back and forth.

#### Student's Book, page 7, Activity 6

Say: Look at the words in the box. Write questions with the words and then test a classmate.

Tell the children to each write five questions and then check the possibility of the actions with a *partner*. S1: *Can you* (walk) without (moving your toes)? S2: No, I can't.







See page 39.

# **Optional Activity Book exercises**

See page 43.

## **Practice**

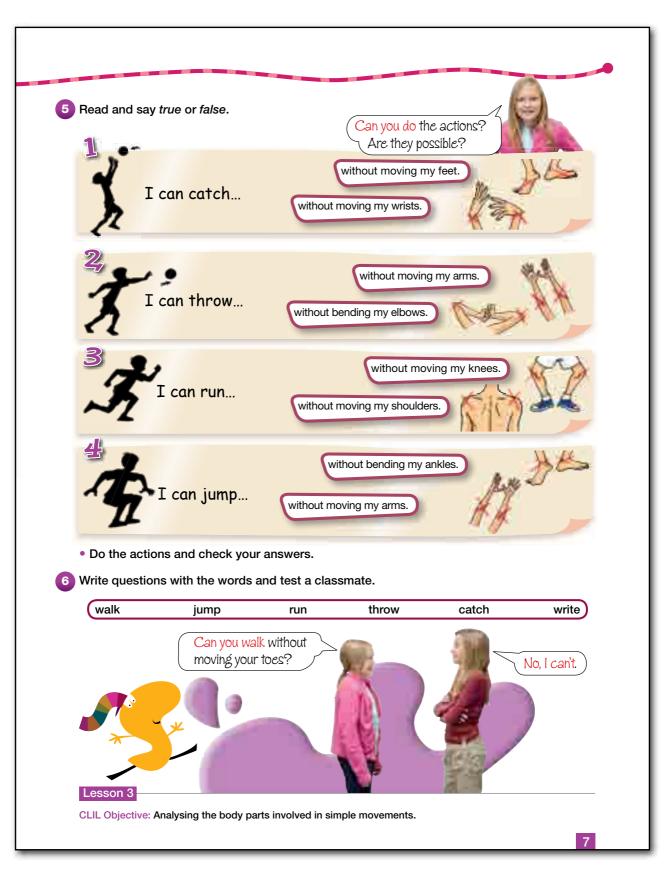
Ask the children to report what they have discovered in this lesson: You can't (catch) without (moving your hands). Focus on the statements involving joints (wrists, elbows, knees, shoulders, ankles).

Explain the importance of the joints. They allow our limbs to be flexible.

Explain that not all joints move in the same way: some move up and down (elbow) and some move round and round (shoulder).

**Project Quest:** How many bones are there in the human body?

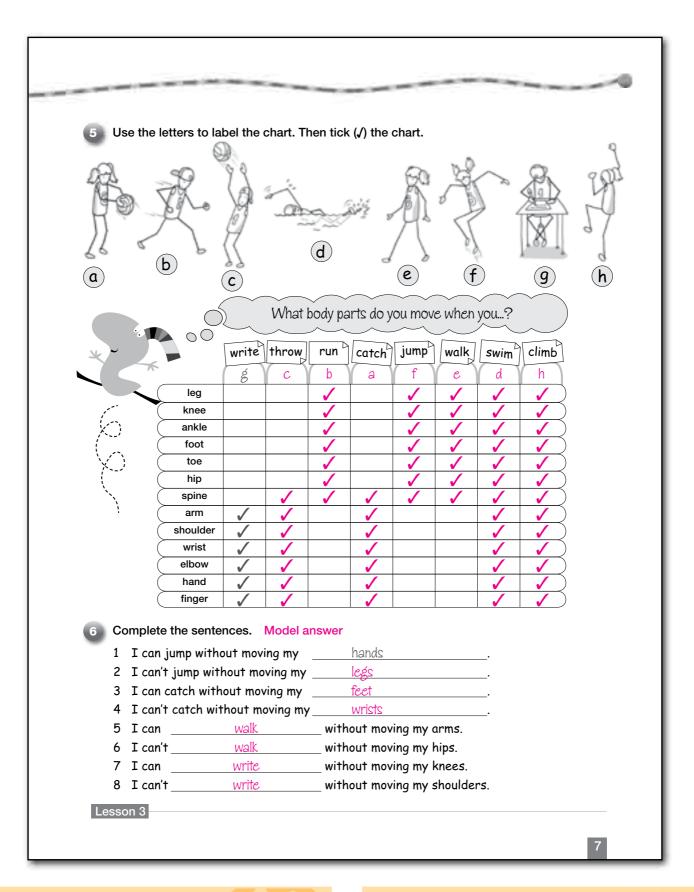
Write the question on the board. Ask if anybody knows the answer. Tell the children to find out the answer and make a note of it in their notebooks, ready for the Speaking project in Lessons 8 and 9.





Children should think about the movements that are required to perform the different actions. Encourage them to check which parts of the body move for each action in the activity.







Children check which body parts are used for each action.



Children are reminded of the different ways that we can present data: in a table, in sentences, in pictures.

# Page 7, Activity 5

Say: Open your Activity Books at page 7. Look at Activity 5. Tell the children to read the words in the top part of the box and to think about which picture each one corresponds to. Ask: Which figure is the action write? SS: G. Tell the children to fill in the exercise boxes. Say: What body parts do you move when you write? Look at the chart. The children can read the words marked with a tick. Repeat the question for the rest of the actions and go over any discrepancies. Tell them to complete the table in their Activity Books.

### Page 7, Activity 6

Read the first sentence out loud and ask: *Is that true?*Read the other sentences out loud and ask the children to substitute the words.

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

# **Grammar and Writing Booklet**

## Page 6, Activity 3

Ask the children if they remember the work they did on the advertisement. Tell them that this time they are going to create their own adverts. Say: *Open your Grammar and Writing Booklets at page 6. Look at Activity 3. Plan an advertisement.* Tell them to choose what type of robot they are going to advertise. The children give the robot a name and invent a slogan.

#### Page 6, Activity 4

Say: Now look at Activity 4. Underline the verbs. Tell the children to read the three sentences in each of them and to underline the verbs and to circle the subjects. Then, they complete the sentences with *it* or *they*.

#### Page 6, Activity 5

Say: Now *look at Activity 5*. Tell the children to look at the shapes (square, triangle, circle) and the words that there are in the shapes (*has, it, got*). They have to say what type of word each shape has, and later they have to put the words on the right-hand side in order, using the same order.

#### Page 6, Activity 6

Say: Now look at Activity 6. Write the rough draft for the advertisement. Tell the children to read the sentences and to answer the questions. This activity can be given as homework.



# Let's play!

# Word game

Explain to the children that they are going to play a word game using various groups of words that they already know. For example, the parts of the face, the parts of the body or actions. Explain that when they hear one of the words (from a specific group), they should carry out the action. For example, on hearing a part of the body, the children should stand up; on hearing an action the children should touch their heads, etc. Repeat the game with all the groups of words that the children have learnt from the unit.



#### Resources

**Multi-ROM** 

Unit 1, Grammar 2



•

# James and the robot

Professor Sparks is a very brilliant inventor. All day long she works hard in her laboratory. Her work is top secret. Nobody can go into the laboratory except for Professor Sparks and her assistant, James.

James works very hard as well, but... poor James. He's very clumsy.



'I need a new assistant,' she decides. So she makes a robot with an electronic brain.

The robot is very careful. It assembles many of the parts of the new inventions. Sometimes it even solves mathematical problems. Professor Sparks is very happy with the robot.



Soon the robot is her chief assistant. Poor James. Now he only tidies the laboratory and makes the tea. And even then, he sometimes spills the milk!





Lesson 4

CLIL Objective: Literacy: characterisation.

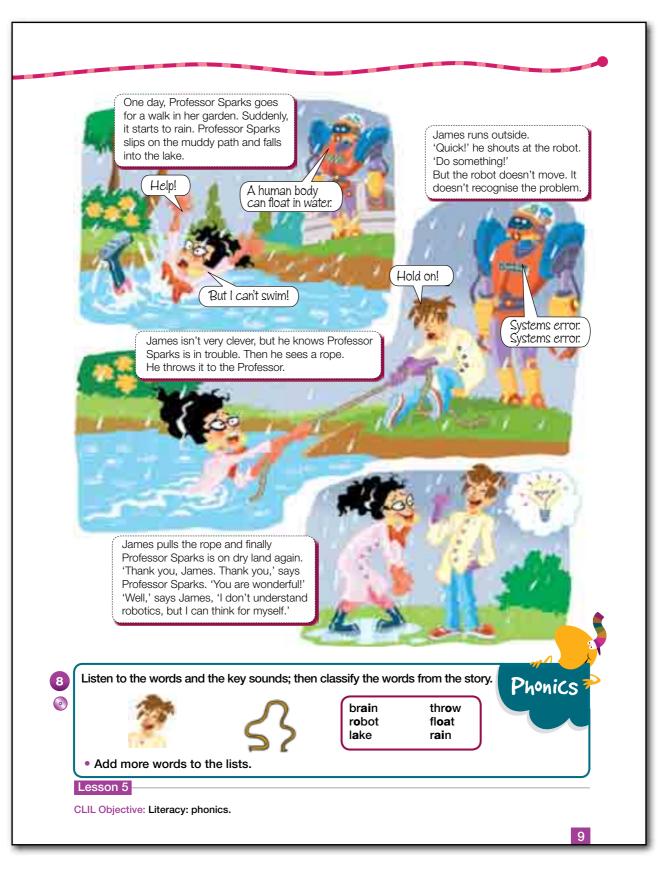
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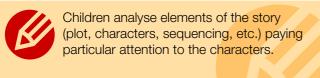


Children read and listen to the story of Professor Sparks and James.



Children extract information about the characters from the text and the pictures.







Children are reminded of the sounds that appear in the story and classify them.

Literacy: characterisation.

Curricular link: Literacy

# **Language Objectives**

Story language: brilliant, inventor, top secret, laboratory, assistant, works hard, all day long, clumsy, sorry, breaks, bottles, boxes, angry, robot, electronic, brain, careful, assembles, parts, solves, mathematical problems, happy, chief assistant, tidies, makes the tea, spills the milk, garden, rain, slips, muddy path, falls, lake, float, human body, swim, move, recognise, problem, clever, in trouble, rope, throws, pulls, dry land, wonderful, robotics, think

Resources: CD

Story: James and the robot

#### **Presentation**

Say: It's story time! Open your books at pages 8 and 9. Read the title out loud. Ask the children to look at the pictures while you ask questions: (Picture 1) Why is Professor Sparks angry? Is James happy? (Picture 2) What is the robot's name? Is Professor Sparks happy now? (Picture 3) What is the robot doing? Is Professor Sparks pleased with the robot? (Picture 4) What is James making? (Picture 5) Can Professor Sparks swim? Why doesn't the robot help her? (Picture 6) Does the robot help Professor Sparks to get out of the lake? Who helps Professor Sparks to get out of the lake? (Picture 7) Is Professor Sparks happy now? Is James happy?

#### Work with the book



#### Student's Book, page 8, Activity 7

Play **Track 1.5**. Tell the children to listen to the story and to follow it in their books.

Ask: Is Professor Sparks really happier with her robot? Ask more comprehension questions: What is Professor Sparks' job? Is she a good inventor? Where does she work? What's the name of Professor Sparks' assistant? Does James work hard? Why does Professor Sparks get angry with James? Why does she decide to make a robot? What is the robot's name? Why is Professor Sparks happy with the robot? What sometimes happens when James makes the tea? Why does Professor Sparks fall into the lake? Why doesn't the robot rescue Professor Sparks? How does James rescue her?

Write the names of three characters on the board: Professor Sparks, James, Proto 5. Say: These are the main characters. Do they all look the same? SS: No. Ask the children to call out words to describe the characters physically, for example: curly black hair (Professor Sparks). Then ask: What about the word clumsy? Who is clumsy? Repeat the question with the other adjectives from the text: brilliant, clumsy, careful, clever. Ask the children to use all the words on the board to describe the three characters.

## **Transcript**



Track 1.5 Story: James and the robot

See page 49.

# **Optional Activity Book exercises**

See page 49.

# **Develop the story**

Tell the children to read the story again in silence and to make a note of any words they do not understand.
Tell the children to come to the board and write the words form their lists.

Point to the words one by one and ask if anyone can explain the meaning. Help by offering examples.

Literacy: phonics ai (brain, lake, rain) and oa (robot, throw, float).

Curricular link: Literacy

Resources: CD

#### **Phonics**

# Retell the story

Ask: What do you remember about the story? Help the children to remember by asking questions. Use the comprehension questions from Lesson 4.

#### Work with the book

# Student's Book, pages 8 and 9, **Reading Activity**

Tell the children to read the story out loud. Assign the parts of Professor Sparks, James and the robot to three children. Ask different children to read the narration lines. Do not interrupt the children as they are reading but make a note of any words that are not pronounced correctly. Write the words on the board when they have finished. Point to the words one by one and ask if anybody can read the word out loud. Correct the pronunciation where necessary.

#### Student's Book, page 9, Activity 8



Play Track 1.6 to identify the sounds in the words James (ai) and rope (oa). Pause the CD. The children repeat the words. Then listen to the other words from the story. Draw two columns on the board and write the words James and Rope at the top of the columns. Tell the children to copy the columns into their notebooks and classify the words from the list.

James (ai): brain, lake, rain Rope (oa): robot, throw, float

Tell the children to look for more words in the story that

have the same sounds.

James (ai): again, name, makes Rope (oa): knows, go, so, only

Ask the children if they can think of any other words which

have these two sounds.

Tell the children to come to the board and write the words from their lists.

# **Transcript**



Track 1.6 Phonics

See page 51.

# **Optional Activity Book exercises**

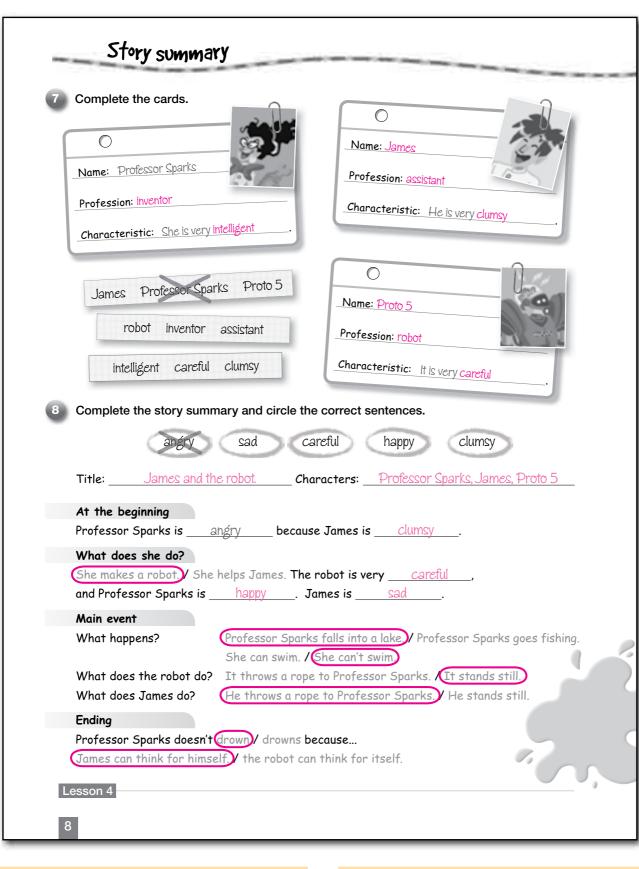
See page 51.

# Develop the story

Divide the class into groups of five. Assign a character to each child: Professor Sparks, James, the robot and two narrators.

Tell the children to read out the story in groups. Encourage them to act out their parts.







Children complete the cards with information from the story that they have learnt in this lesson.



Children analyse the elements of the story that they have just read (events, sequencing, characters, plot, etc.).

UNIT 1 LESSON 4 OPTIONS

# **Activity Book**

#### Page 8, Activity 7

Say: Open your Activity Books at page 8. Look at Activity 7. Tell the children to look at the character cards and what they say. Say: Look at Professor Sparks. What's her job? SS: An Inventor. T: Can you find a word to describe her? SS: Intelligent.

Repeat this with the rest of the characters. Tell the children to complete the cards in their Activity Books.

#### Page 8, Activity 8

Say: Let's do the story summary. Encourage the children to look carefully at the story summary. They can use the words given to complete the information and choose between the various options. Ask: What's the title of the story? Who are the main characters? At the beginning of the story is Professor Sparks angry? Why? What does she do? What happens to Professor Sparks? What does the robot do? What does James do? Does Professor Sparks drown? Why not?

The children use the options to answer the questions in the activity. Then, they complete the story summary in their Activity Books. Ask volunteers to read out their answers.

#### Resources

Multi-ROM Unit 1, Story

#### **Transcript**



#### Track 1.5 Story: James and the robot

Narrator: Professor Sparks is a very brilliant inventor. All day long she works hard in her laboratory. Her work is top secret. Nobody can go into the laboratory except for Professor Sparks and her assistant, James.

**Narrator:** James works hard as well but... poor James. He's very clumsy.

Professor: Oh, no! Not again!

James: Sorry!

**Narrator:** One day, James breaks five bottles and four boxes. Professor Sparks gets very angry. 'I need a new assistant,' she decides. So she makes a robot with an electronic brain.

**Robot:** My name is Proto 5.

**Narrator:** The robot is very careful. It assembles many of the parts of the new inventions. Sometimes it even solves mathematical problems. Professor Sparks is very happy with the robot.

**Narrator:** Soon the robot is her chief assistant. Poor James. Now he only tidies the laboratory and makes the tea. And even then he sometimes spills the milk!

Professor: Not again, James!

James: Sorry!

**Narrator:** One day, Professor Sparks goes for a walk in her garden. Suddenly it starts to rain. Professor Sparks slips on the muddy path and falls into the lake.

Professor Sparks: Help!

Robot: A human body can float in water.

Professor Sparks: But I can't swim!

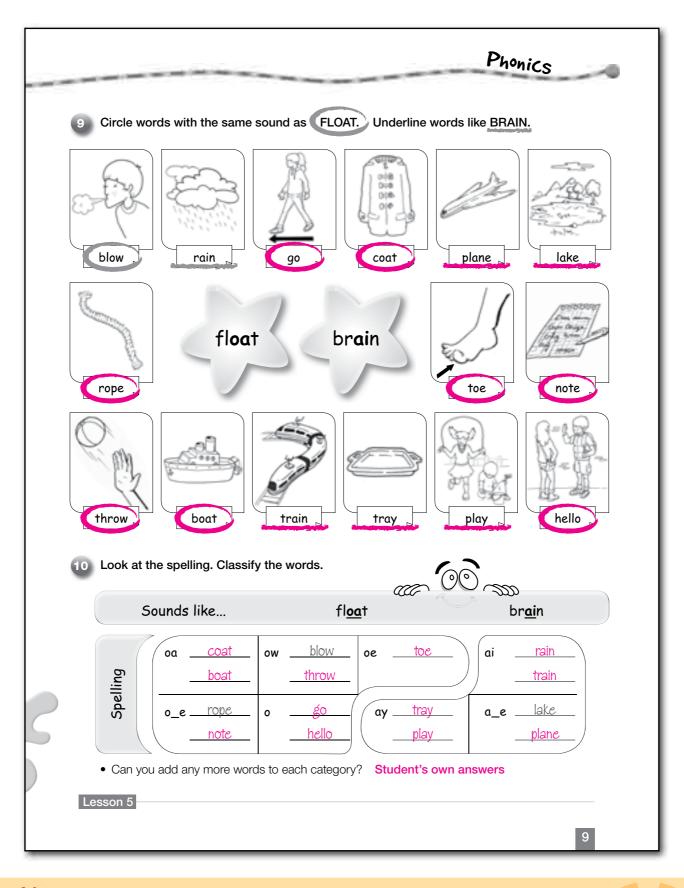
**Narrator:** James runs outside. 'Quick!' he shouts at the robot. 'Do something.' But the robot doesn't move. It doesn't recognise the problem.

James: Hold on!

Robot: Systems error. Systems error.

**Narrator:** James isn't very clever but he knows Professor Sparks is in trouble. Then he sees a rope. He throws it to the Professor.

Narrator: James pulls the rope and finally Professor Sparks is on dry land again. 'Thank you, James. Thank you,' says Professor Sparks. 'You are wonderful!' 'Well,' says James, 'I don't understand robotics but I can think for myself.'





Children classify the words, paying particular attention to the way the words are written and their sounds.

#### Page 9, Activity 9

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

Say: There are two different sounds here: float and brain. When reading out the words, put emphasis on each sound and vocalise well. Ask: Which words sound like float? Encourage the children to say words and to put emphasis on them when they pronounce them. Repeat the process with brain.

Tell the children to read out the words. Then they draw a circle around the words that sound like *float* and underline the words that sound like *brain*.

#### Page 9, Activity 10

Say: Now look at Activity 10.

Say: Look at the different ways we spell these words. Tell the children to look carefully at the words that have been circled in Activity 9.

Ask: Which words have the letters oa in the key sound? SS: float, boat.

Repeat with the rest of the sounds and find words that have the same pronunciation as *brain*. Tell the children to complete Activity 10 in their Activity Book.



# Let's play!

#### Shout out!

Pronounce a sound out loud, for example, *ai*. Tell the children to call out words that start with this sound or contain this sound within the word. Repeat with the *oa* sound.



#### Resources

#### Multi-ROM

Unit 1, Phonics

## **Transcript**



Track 1.6 Phonics

ai James oa rope brain robot lake throw float rain

Identifying a healthy exercise routine.

Curricular link: PE

# **Language Objectives**

**Vocabulary:** every day, once a week, twice a week, (three) times a week, never; go swimming, do karate, do gymnastics, play football, do a dance class, play basketball, go for a walk, do athletics, play tennis, go climbing, go for a bike ride, walk to school, go cycling; moderate exercise, vigorous exercise; fit, fitter, fittest Structures: I play football once a week.

Resources: Unit 1 cut-outs (or Teacher's Resource Book, page 9, one photocopy per chid)

#### EXERCISE AND HEALTH

#### **Presentation**

Say: Come on everybody, stand up, shoulders back, stomach in, legs apart, put your hands on your ribs, and breathe in through your nose, and out through your mouth. In, out, in out.

Tell the children to do star jumps. Ask: Are you breathing faster now?

Explain that when we do exercise we breathe faster. Ask: Is it important to do regular exercise? How much exercise do you do? What exercise do you do? Say: Exercise is very important for staving fit.

Write the numbers 1 to 7 on the board and point to them as you say: I do a dance class once a week. I do gymnastics twice a week. I go swimming three times a week. I walk to school five times a week and I go jogging every day. Then, ask: How often do I (go swimming)? SS: (Three times a week). Then, ask a chld: How often do you (play football)? S1: (Twice a week).

#### Work with the book

#### Student's Book, page 10, Activity 9

Say: Open your books at page 10. Look at the chart. Read the speech bubble out loud and ask the children to look at the chart and to guess who it is.

Give the children a few minutes to look at the chart and then tell them to work in pairs and to take turns describing either Eve or Sam's exercise regime. S1: I play football twice a week. I go swimming once a week and I walk to school five times a week. Who am I? S2: Eve.

Tell the children to use the table to ask questions about

Sam or Eve. S1: How often does (Sam) (play football)? S2: (He) (plays football) (twice a week).

Finally, tell the children to find their unit cut-outs (alternatively, hand out the photocopies) and to use the words in the box in the Student's Book to ask questions to three friends about their exercise routines.

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

Say: Read the passage and assess your fitness. See if you are fitter than your friends.

The children read the text. Ask some comprehension questions. T: How many minutes of moderate exercise do we need every day? How many minutes of vigorous exercise do we need every day? How many hours of exercise do we need every week? What happens when we do moderate/vigorous exercise?

Divide the class into groups of four. The children compare their exercise routines to see who the fittest in the group is.

# **Optional Activity Book**

See page 55.

exercises



#### **Practice**

#### Continuous assessment

Children can ask and answer questions about their daily exercise routines.

Ask the children to summarise the information that they have collected about the members of their group in Activity 10. Ask them to say how many hours of moderate exercise and vigorous exercise each member of their group does every week. Summarise the results on the board.

**Project Quest:** Are your shoulders wider than your hips? Write the question on the board. Ask if anybody knows the answer. Tell the children to find out the answer and make a note of it in their notebooks ready for the Speaking project in Lessons and 9.

#### Answer Key

Student's Book, Activity 9

Eve

9 Look at the chart and answer the question.



I play football twice a week. I go swimming once a week and I walk to school five times a week. Who am I?



Vigorous exercise:	every day	five times a week	twice a week	once a week	never
play football			Eve Sam		
play basketball			Sam		Eve
do karate				Sam	Eve
Moderate exercise:					
go swimming				Eve	Sam
go cycling	Sam			Eve	
walk to school		Eve			Sam

• Do a survey. Ask three friends.

How often do you ...?

play tennis do gymnastics do a dance class do athletics go climbing go cycling go for a walk

10 Read and assess your fitness.

You need about 60 minutes of moderate exercise or 45 minutes of vigorous exercise every day. In a week you need to do between five and seven hours of exercise. When you do moderate exercise, you breathe faster but you can talk. When you do vigorous exercise, you breathe a lot faster and you can't talk.

· Compare yourself and your friends.

I do five hours of vigorous exercise every week. I'm fit, but John is fitter than me.

Lesson 6

CLIL Objective: Identifying a healthy exercise routine.

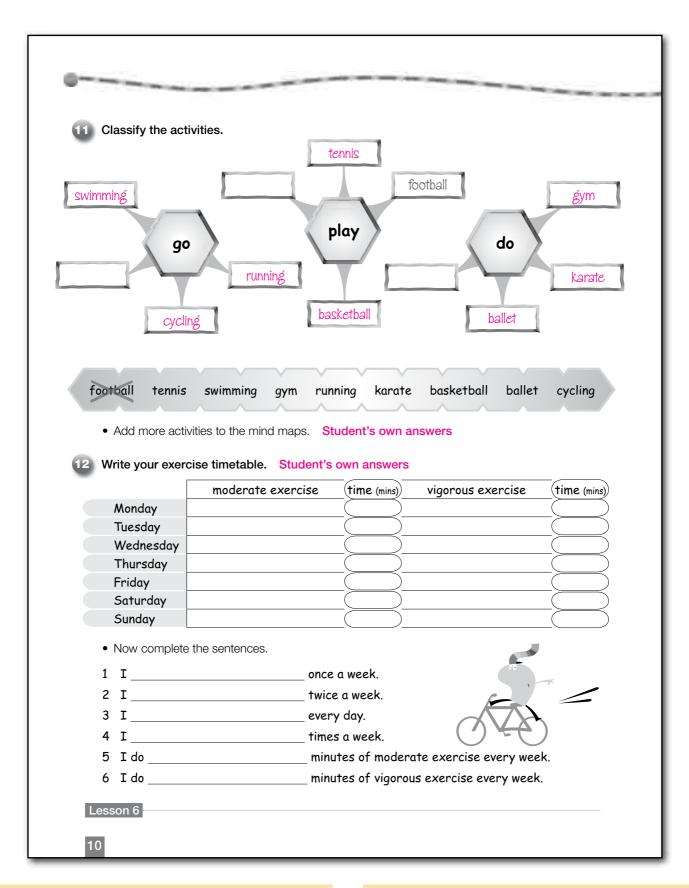
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Children reflect on the definition of a healthy lifestyle. They analyse what type of exercise they do, how often they do it and whether they are leading a healthy lifestyle or not.



Children use the information in the table to identify the two characters.





Children classify the sports, paying particular attention to the verb that is used. At the same time, they think about other forms of presenting information: in a spidergram and in a table.



Children think about their own exercise routine and complete the timetable.

#### Page 10, Activity 11

Say: Open your Activity Books at page 10. Look at Activity 11.

Ask: Do you remember that we use three different verbs for describing sports? Go, play and do. We say: play football. What about tennis? What do we say?

Repeat with the other words. Tell the children to classify the words in their Activity Books.

Then, say: Now think of other sports and classify them. Ask volunteers to read out their answers.

#### Page 10, Activity 12

Say: Now look at Activity 12.

Ask: What kind of moderate exercise do you do on Monday? And how much moderate exercise do you do? The children give their answers. Then, ask them: What kind of vigorous exercise do you do on Monday? And how much moderate exercise do you do? Tell the children to complete the box in their Activity Books. Once they have completed it, tell them to use the information to complete the sentences. Ask a few volunteers to read out their sentences.

# **Grammar and Writing Booklet**

#### Page 7, Activity 7

Ask the children whether they have done the advertisement. Tell them to look at the adverts in pairs and try to find mistakes. They get into pairs and circle the mistakes that they find. Say: Open your Grammar and Writing Booklets at page 7. Look at Activity 7. Classify your mistakes.

Tell them to check what type of mistakes have been made and to mark them with a tick.

## Page 7, Activity 8

Say: Now look at Activity 8. Look at your rough draft and do the tasks. Tell the children to choose four of the mistakes from the advertisement and to write them out correctly. The children who have not made any mistakes can help those who have made some.

# Page 7, Activity 9

Say: Now look at Activity 9. Make your work better. Tell the children that they have to look at the three comparatives: fitter, faster, happier, and to put them in the speech bubbles. Then, they choose one of them to include in their advertisement.



# Let's play!

#### What's different?

Place the flashcards for the unit in a row on the board. Ask the children to say the words aloud. Then ask the children to close their eyes. Change two flashcards to a different place. Tell the children to open their eyes and ask: What's different? The children then say which flashcards have been changed round. Repeat the procedure, changing different flashcards, or taking them away.

#### Resources



Teacher's Resource Book

Extension 2, page 40

Multi-ROM

Unit 1, Vocabulary 2

Measuring pulse rates before and after exercise.

Curricular link: PE: Science

# **Language Objectives**

Vocabulary: pulse, minute, knee, wrist, neck, elbow, ankle, leg; top, side, inside, behind, on the front of, pulse, point, beats, minutes, star jumps, rest, normal, per minute

Structures: I can feel the pulse behind your knee.

**Resources:** poster (side A) Materials: stopwatch, stickers

### **M**EASURING PULSE RATES

### **Presentation**



Ask: What happens when we exercise? Remind the children about vigorous exercise and how it makes us breathe faster.

Ask: Why do we breathe faster when we exercise? Explain that our heart works harder: Our heart beats faster. Tell the children to find their hearts in their own body. Show the children the poster (side A) and point to the position of the heart (slightly left of centre in the rib cage). Ask: Do you know how to feel your heartbeat? Use the poster to show the different places on the body where we can feel the pulse. Explain that by taking our pulse we can tell how fast our heart is beating. Show them and explain how they can take their pulse. Ask for volunteers to come forward and show them how to take their pulse. Then, ask the children to find each other's pulses on their wrists.

### Work with the book

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

Say: Open your books at page 11. Look at Activity 11. We can feel our pulse on different parts of the body. Let's read the text and find out.

Ask a few volunteers to read out the text. Ask comprehension questions: Where is the most common pulse point? Is there a pulse point (on the side of the neck)? Is there a pulse point (on top of the head)? How many pulse points are there? Then, say: We're going to find the different pulse points and mark them with our stickers.

The children work in pairs and put the stickers of the pulse points on their classmates. (The children do not have to mark the pulse at the top front part of the leg if the children are embarrassed or if you think this too intimate).

When they have finished, ask volunteers to explain where

they have placed the stickers. S1: I can feel the pulse (behind Ana's knee). S2: I can feel the pulse (on Juan's wrist).

### Student's Book, page 11, Activity 12

Say: Now look at Activity 12. Now we're going to measure our pulse rate. Let's read the instructions. Read and explain the instructions to the children.

The children do the activity and make a note of the different pulse rates before and after exercise. When they have finished ask them to tell the rest of the class about their experiment. Ask: (David), what is your pulse rate before exercise? S1: At rest my pulse rate is (70) beats per minute. T: Good. And what is your pulse rate after exercise? S1: After 20 star jumps my pulse rate is (80) beats per minute. T: Good. So is your pulse rate faster or slower after exercise? S1: It's faster. Ask another volunteer: (Ana), what are the results of your experiment? S2: At rest my pulse rate is (65) beats per minute. After 20 star jumps my pulse rate is faster. It's (85) beats per minute.

# **Optional Activity Book** exercises



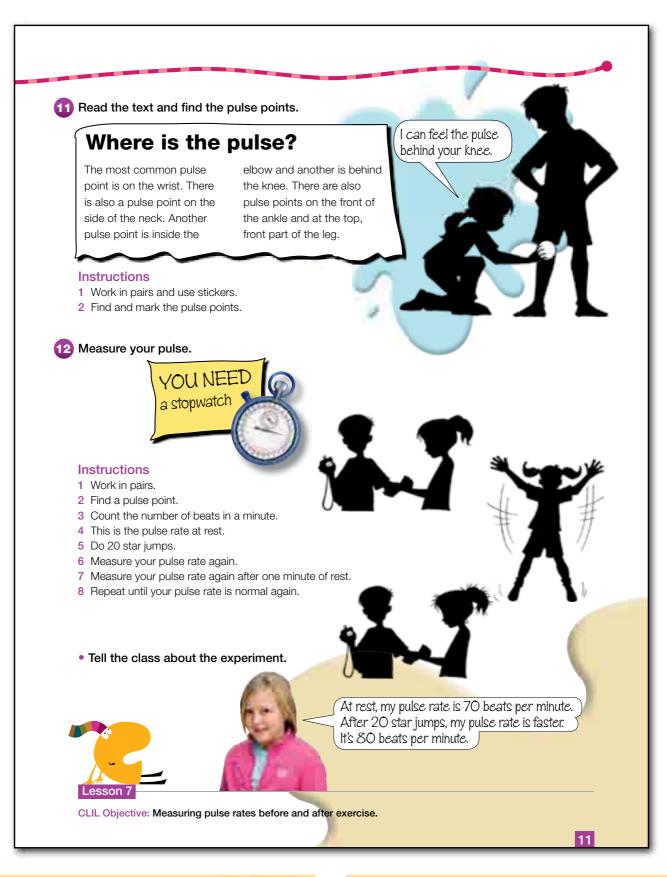


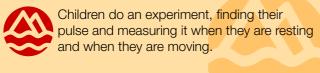
#### **Practice**

Tell the children to continue doing exercises and testing their pulse rates. They can vary the exercises from gentle to vigorous to see how this affects their pulse rate. Remind them to wait until their pulse rate has returned to normal before they start another exercise.

**Project Quest:** Are your eyes at the top, at the bottom or in the middle of your head?

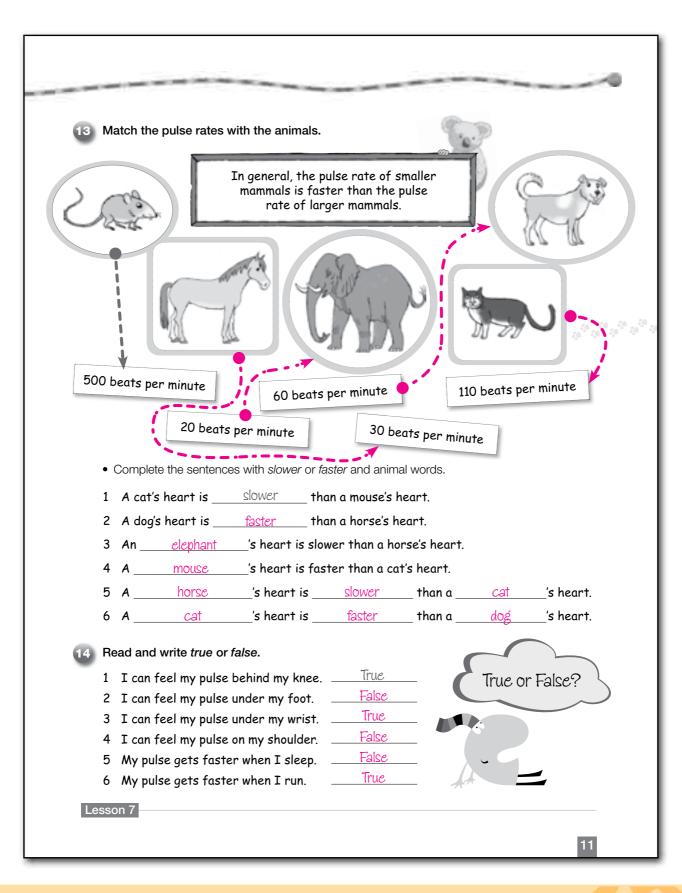
Write the question on the board. Ask if anybody knows the answer. Tell the children to find out the answer and make a note of it in their notebooks, ready for the Speaking project in Lessons 8 and 9.







Children use numbers in English to talk about their pulse and its rate.





Children revise the animal vocabulary as they learn about the animals' pulse rates and use the structures they have learnt to compare the animals.

# **Activity Book**

### Page 11, Activity 13

Say: Open your Activity Books at page 11. Look at Activity 13.

Read out the text and ask: So, is a mouse's pulse slower or faster than a human pulse? SS: Faster.

Tell the children to look at the pictures of the animals and the information box labels and to try to match them. Then, ask: Which animal has a pulse rate of 500 beats per minute? SS: The mouse.

Repeat with the other animals and correct the activity. Read out the first sentence and tell the children to correct it if it is incorrect, substituting the incorrect word. Repeat with other sentences. Tell the children to complete the sentences in their Activity Books. Then, ask a few volunteers to read out their sentences to the rest of the class as you correct the activity.

### Page 11, Activity 14

Say: Now look at Activity 14. Do you remember where you can feel your pulse?

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

Repeat with the other sentences, asking children to read all of them and to mark them as true or false.

# **Grammar and Writing Booklet**

### Page 8, Activity 10

Say: Open your Grammar and Writing Booklets at page 8. Look at Activity 10. Complete the grammar boxes. Tell the children to look at the table and to complete the affirmative, negative and interrogative forms.

#### Page 8, Activity 11

Say: Now look at Activity 11. Write a clean copy of the text. Tell the children that now they are going to write the final version of their advertisement in their books. First, they write the text on the lines and they correct it with your help. Then, they read (also with your help) the steps (spatial planning, positioning of the picture, information on the robot, the price...). They include a speech bubble, draw the robot and copy the corrected text onto the advertisement.



# Let's play!

#### Decorate the classroom

Children make more adverts to decorate a part of the classroom.

#### Resources



**Teacher's Resource Book** 

Ready to speak, page 83

Learning about the proportions of the human body.

Curricular link: Art; Science

# Language Objectives

Vocabulary: long, short, wide, big, small, round, square, thin, legs, arms, head, skeleton, spine, skin, bones, joints, hair, nose, mouth, eyes, ears, horizontal line, vertical line, top, middle, bottom

Structures: The legs are too long. The arms are too short. Are the arms longer than the legs?

Resources: poster (side B)

**Materials:** large sheets of white paper

#### SPEAKING PROJECT: LIFE DRAWING

# **Presentation**



Read the project title out loud: Life drawing. Write the Project Quest questions on the board. Ask: How many people have found the answers to these questions? The children who have found answers raise their hands. Ask a few children to give their answers. They make a note of their answers under the questions.

#### **Continuous assessment**

Children can compare the relative sizes of parts of the body.

Explain: Life drawing means drawing the human body. Today we're going to learn how to draw the human body. Show the children the poster (side B). Point to the picture of the adult. Ask: Is his spine longer than his legs? Repeat with arms and head. Say: Let's compare the head and the height. Point to the strips of colour by the head. Say: The head is this long. Indicate the length with your fingers. Point to and count the strips below the head. Say: The rest of the body is six times longer than the head.

Repeat the procedure comparing the proportional length of the different parts of the body.

Repeat the procedure with the child and the baby. Make sure the children notice that body proportions change as we grow.

#### Work with the book

### Student's Book, page 12, Activity 13

Say: Open your Student's Books at page 12. Look at the text. Ask volunteers to read out the text. Ask: Can you see the answer to one of our quests? Check the answer against the children's suggestion on the board. Say: Look at Activity 13. Look at the two pictures. What's wrong with picture 1? The legs are very long, aren't they? SS: Yes. T: Yes, they are. The legs are too long. Say: Look at the second picture. Are the legs too long in this picture? SS: No, they aren't. T: No, they aren't. But what is wrong with the picture? SS: The body is too long. T: That's right. What else is wrong with the pictures? S1: In the (first) picture, the (arms) are too (short) and the (head) is too (big).

### Student's Book, page 12, Activity 14

Say: Now we're going to draw a head. Heads are different shapes. They can be round, long or square. Read and explain the instructions to the children. Show them on the board how to divide the head into quarters, where to draw the eyes and other features. Repeat the instructions as you draw your head. When you have finished, the children draw their heads.

# **Optional Activity Book** exercises

See page 63.



#### **Practice**

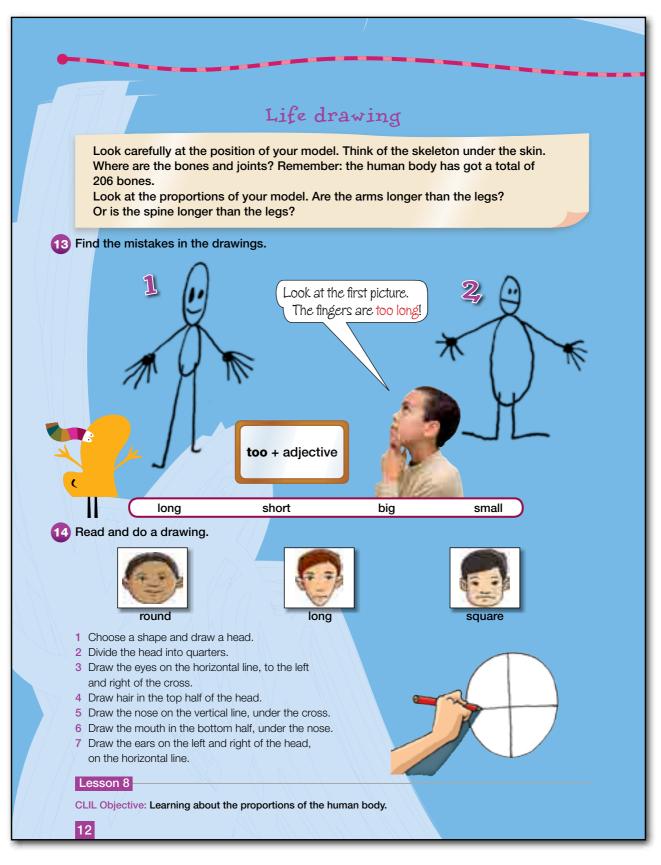
Ask the children to check their answers for the Project

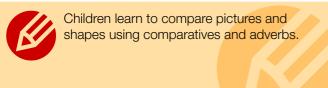
Children who haven't worked out the answers can do so now.

#### **A**NSWER KEY

#### Student's Book, Activity 13

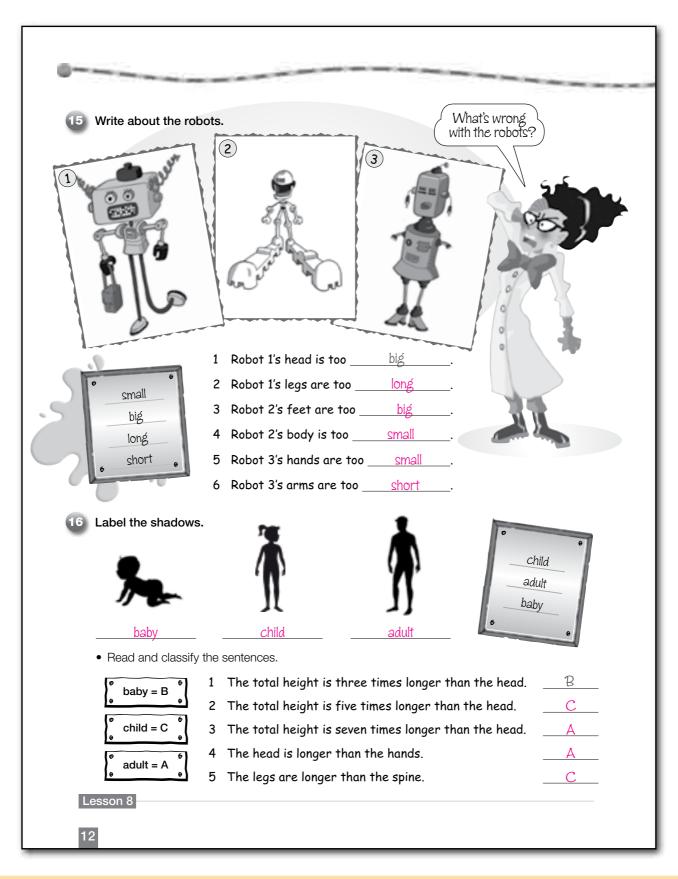
Picture 1: The head is too big. The body is too small. The fingers are too long. The legs are too long. Picture 2: The body is too big. The legs are too short. The feet are too long. The arms are too long.







Children follow the instructions and do a drawing of a face. They demonstrate their understanding of the instructions as well as their ability to follow the sequence of events.





Children use the information to identify the characters, using the descriptions and the information on the page.

# **Activity Book**

### Page 12, Activity 15

Say: Open your Activity Books at page 12. Look at Activity 15.

Tell the children to look carefully at the robots and say: There's something wrong with these robots. Look at robot 1. What's wrong with its head?

Repeat the process, asking about other robots and different parts of their bodies. Tell the children to complete the sentences in their Activity Books. Ask volunteers to read out the completed sentences.

### Page 12, Activity 16

Say: Now look at Activity 16.

Tell the children to look at the shadows and the words in the box. Then, ask them: Do you remember the relative sizes of the parts of the body?

Read out the first sentence and ask: Is that the baby, the child or the adult?

Repeat with the other sentences. The children write them in their Activity Books.



# Let's play!

# Miming game

Tell the children to play in pairs. Hand out some key vocabulary cut-outs (or photocopies of Teacher's Resource Book, page 17) to each pair. Tell them to place them face up on the table. In turns, one of the children from each pair mimes one of the words from the cut-outs. The other child has to try to guess what the word is. Children continue playing until both of them have mimed and named all the cut-outs.



#### Resources

**Teacher's Resource Book** *Ready to Read*, page 69

Drawing a full-length portrait of a classmate.

Curricular link: Art: Science

# **Language Objectives**

Vocabulary: longer, shorter, wider, bigger, smaller, rounder, squarer, thinner; legs, arms, head, body, eyes, nose, mouth, hair, ears, top, middle, bottom **Structures:** Her (legs) are (longer) in the portrait.

Resources: poster (side B)

Materials: large sheets of white paper, sticky tape,

drawing materials

### Speaking project: A portrait

### **Presentation**



Say: Today we're going to draw portraits of our friends. Say: Look at the poster. Show the poster (side B) to the children. Say: Remember the proportions of the human body. Then, explain: When we're drawing, we can check the proportions by using our pencil and our thumb. We look at the person we are drawing. We hold out our arm and measure the proportions with our pencil and our thumb. Then we mark the distances we want on the paper. Practise on the board using an object in the classroom such as the teacher's table. Ask for volunteers to draw the proportions of the table on the board.

### Work with the book

### Student's Book, page 13, Activity 15

Say: Open your Student's Books at page 13. Read and explain the instructions for drawing a portrait. Hand out the materials.

Explain the instructions again for drawing a portrait. Remind children that they can use their thumb and their pencil to measure the proportions.

The children work in pairs and take turns modelling and drawing their portraits.

Put the portraits on the wall round the classroom. Ask the children to look at the portraits done by their classmates. They walk round the room and make comments. S1: I think (Ana's (legs) are (longer) in the portrait.

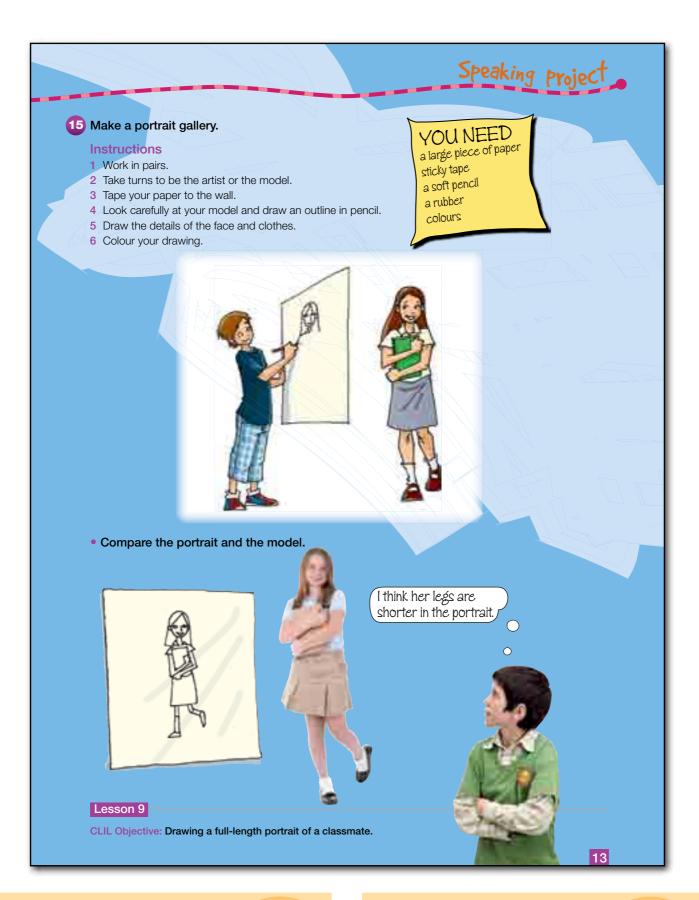


# **Optional Activity Book** exercises

See page 67.

#### **Practice**

Choose some of the portraits to comment on. Ask questions about the proportions of the body parts on the portrait: Are the (arms) (longer) than the (legs)? Ask questions comparing the portrait to the model: Are (Ana's legs) (longer) in the portrait? Ask the children to choose the portrait they think is the best and to say why.

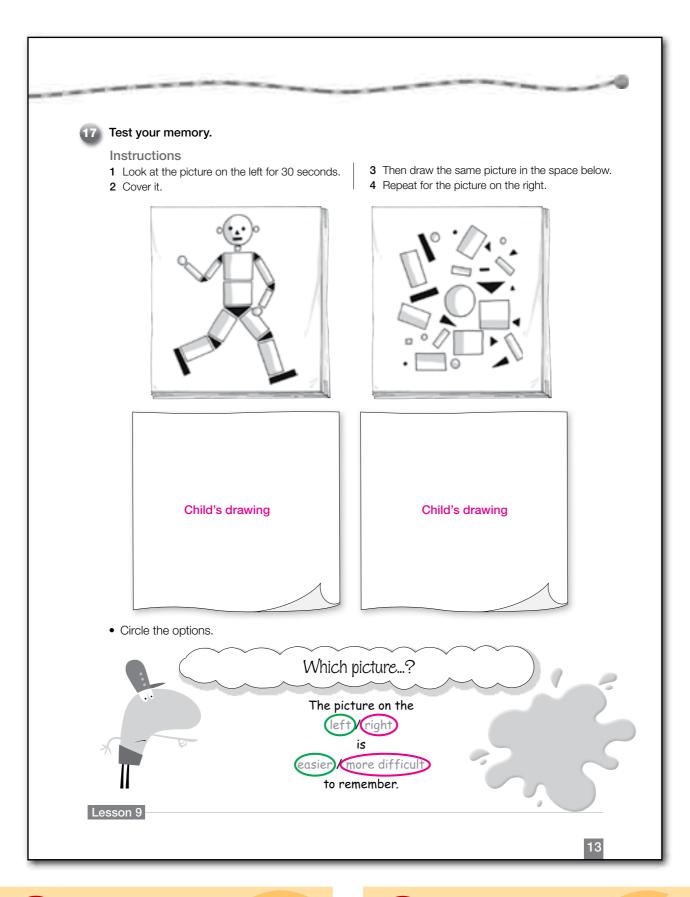




Children do a portrait of a classmate, demonstrating their sense of creativity as well as their understanding of the steps to follow in order to complete the task.



Children compare their portraits with the models, using the structures previously





Children test their powers of memory by trying to draw the images after looking at them for a short time.



Chidren are given a further opportunity to go over the comparative both orally and in writing.

UNIT 1 LESSON 9 OPTIONS

# **Activity Book**

### Page 13, Activity 17

Say: Open your Activity Books at page 13. Look at Activity 17.

Read and explain the instructions to the class, telling them that they should not cheat. When they have finished the two pictures, ask: *Which picture is better?* Encourage the children to discuss their results.

Tell them to put a circle around the option they think is the correct one and to discuss it among themselves. Ask: *Why is the picture on the left easier to remember?* 

They will probably offer a number of different responses. The pictures with the similar objects are the easiest to remember because they are organised in a way that makes it easier for our minds to register them.



# Let's play!

### **Pictionary**

Divide the class into groups of six. Write words from the story on slips of paper and put these in a bag or a hat. One child from one of the groups take a slip of paper and draws an image to represent the words on the slip of paper so the other children in his/her group can guess what it is. Set a time limit of one mintue for each child to draw on the board. Award two points if the group guesses correctly. If they don't guess correctly, another team has a turn.



#### Resources

#### DVD

Unit 1, Episode 1

#### **Teacher's Resource Book**

DVD worksheet, page 25

Assessment.

Curricular link: Literacy; Science

# **Language Objectives**

All language from Unit 1.

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

#### **REVIEW**

### Let's remember!





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

Show the children the poster (side A) and hand out the pop-outs.

Ask volunteers to come to the board, to place their pop-outs and to say the name of the body parts.

Say: Do you remember the song?

Play **Track 1.4** and sing the song with the children. Point to the body parts on the poster as you sing and tell the children to point to their own body parts.

Show the children the poster (side B) and ask questions about the proportions of the different parts of the body at different ages: Are the (baby's legs) (longer) than (his body)? Is the (man's body) (shorter) than (his arms)?

### Work with the book



### Student's Book, page 14, Activity 16

Say: Open your Student's Books at page 14. Say: Listen to Anna, David and John talking about their exercise routines.

Play **Track 1.7**. The children listen to the recording and point to the characters. Play **Track 1.7** again. Stop the recording after each character speaks and ask: *Who's that?* 

Tell the children to write about their own weekly exercise routine. Ask volunteers to read their work aloud.

### Student's Book, page 14, Activity 17

Say: Let's play picture dictations.

Read and explain the instructions. The children play in pairs. S1 chooses a face from the unit, and describes it to S2. S2 listens and draws the face.

Once they have drawn their portraits, tell the children to compare their drawings to the ones in the book using the model on the page.

The children repeat the activity, changing roles.

# **Transcripts**



Track 1.4 Song: My body

See page 39.



Track 1.7 Activity 16

See page 71.

# **Optional Activity Book exercises**

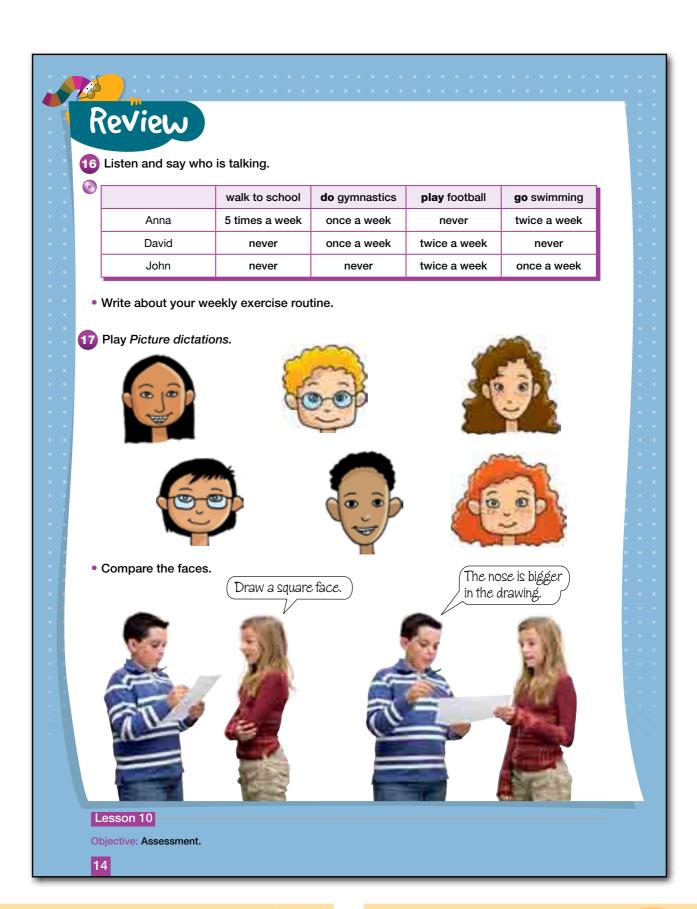
See page 71.

# **Round up**



Show the children the poster (side A). Ask volunteers to come to the board and to point to and to say where the pulse points on the human body are. Ask the children to explain what the pulse rate tells us. Then ask: *Is my pulse faster or slower after exercise? Why is exercise important? What's the difference between vigorous and moderate exercise?* 

Write some names of exercises on the board and ask the children to say whether they are vigorous or moderate, for example: Is going to a walk vigorous or moderate? Is doing athletics vigorous or moderate?

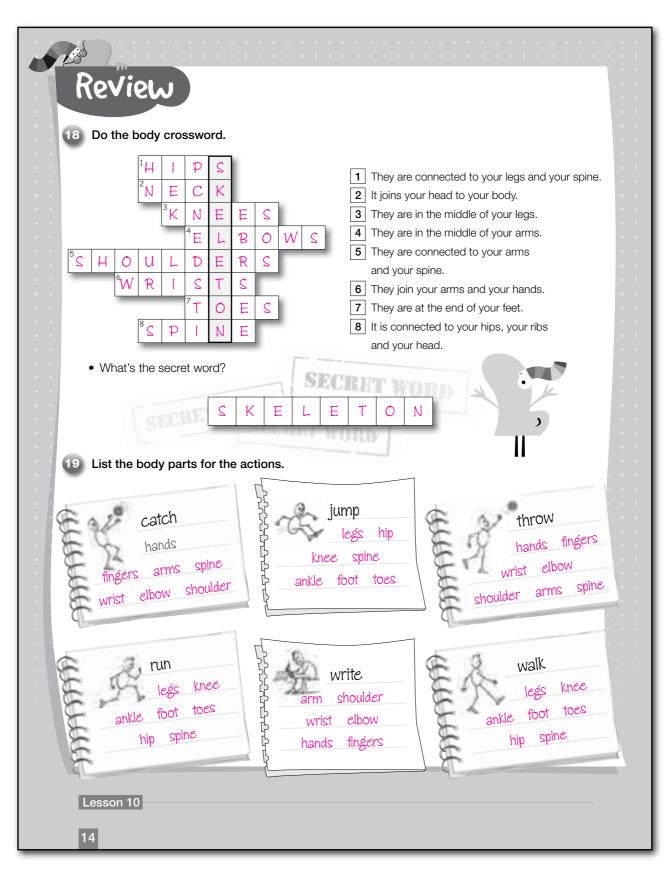




Children use the data in the table to identify the characters who are speaking on the recording. The children demonstrate their their listening skills and their ability to interpret information presented in three different ways.



Children draw a face by following a classmate's instructions.





Children go over action word vocabulary and the parts of the body.



UNIT 1 LESSON 10 OPTIONS

# **Activity Book**

### Page 14, Activity 18

Say: Open your Activity Books at page 14. Look at Activity 18.

Read out the clues and ask a few volunteers to read them afterwards. Tell the children to read out the names of the corresponding parts of the body and to point to them. Tell them to complete the crossword. Ask: What's the missing (mystery) word? SS: Skeleton. Tell them to write the word in the space.

### Page 14, Activity 19

Tell the children to think about the actions and to make a list of the parts of the body that must move in order to do the actions. They will probably have to do the actions in order to work this out. Then, they can make a list. Tell them to read them and to compare their answers amongst themselves.



# Let's play!

## Lip reading

Write the following words from the song on the board: toes, feet, ankles, legs, knees, hips, spine, ribs, head, fingers, wrists, arms, elbows, shoulders, neck. Mouth the first word without saying it aloud. The children have to lip read and shout out the word. Put the children into pairs. They

the word. Put the children into pairs. They take turns to mouth and lip read the words from the song.

# Resources



#### **Teacher's Resource Book**

Unit 1 Test, pages 95 and 96



See Transcript Track 1.8

### **Transcripts**



### Track 1.7 Activity 16

I do gymnastics once a week and I go swimming twice a week.

I play football twice a week but I never do gymnastics. I do gymnastics once a week and I play football twice a week.

I never play football. I walk to school 5 times a week. I never go swimming and I never walk to school. I go swimming once a week and I never walk to school.



#### Track 1.8 Unit 1 Test

**Teacher:** Let's talk about exercise. Sam, tell us about your weekly exercise routine.

**Sam:** Well I go cycling every day and I play football twice a week. I do karate once a week, but I never go swimming. **Teacher:** Good! That means you're very fit. What about you Anna?

**Anna:** Well I walk to school five times a week and I do gymnastics once a week. I go swimming twice a week but I never play football.

**Teacher:** That's good. Julie, tell us about your weekly exercise routine.

**Julie:** I play football twice a week and I go swimming once a week. I never play basketball but I do athletics five times a week.

**Teacher:** That sounds great. What about you John? **John:** I never walk to school but I play football twice a week and I go swimming once a week. I go cycling every day.

Teacher: Good. Thanks everyone!

#### Assessment criteria

#### **CLIL Objectives**

Children position the main joints in the correct places on the body.

Children can associate parts of the body with specific movements.

Children can locate the pulse points on the human body. Children are aware of the relative proportions of the human body.

#### Language Objectives

Children can name the main parts of the body and face including the joints; Children can name actions involving specific parts of the body;

Children can ask and answer questions using adverbs of frequency.

Children can compare the size of parts of the body.