THE CHANGING LANDSCAPE

Landscapes and habitats

CLIL Objective

Recognising features of landscape.

Curricular link: Geography

Language Objectives

Vocabulary: mountain, valley, marsh, beach, cliff, island, river, lake, cave, north, south, east, west Structures: There's an island. There are some cliffs.

Is there an island? Are there any cliffs? Where is it?

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

THE CHANGING LANDSCAPE

Presentation



Show the children the poster (side A). Hand out the pop-outs for the natural elements (cliff, lake, beach, river, island, marsh, mountain and vallev).

Point to these features on the map, name them and ask the children holding the labels to come and place the pop-outs.

Then point to each feature and ask: Do you know a (mountain) in our region? What's it called?

Work with the book n



Student's Book, page 25, Activity 1

Say: Open your books at page 25. Look at Activity 1. Tell the children to copy the list of features into their notebooks.

Play Track 1.17. The children listen and write the letters S and E next to the features on their list, according to what they hear.

Play Track 1.17 again. The children check their lists. Ask questions to check the activity: Is there a (lake) where

Play track Track 1.17 again and ask: Which picture shows the place where Sam lives? SS: Picture 2.

Student's Book, page 25, Activity 2

Say: Now look at Activity 2.

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

Read the email out loud. Say: Now we're going to help Sam.

Tell the children to work with their lists and take turns asking and answering questions about the place where Sam lives. S1: Is there an island? S2: Yes. S1: Where is it? S2: To the north.

Then ask: Which map shows the place where Sam lives? SS: Map 1.





Track 1.17 Activity 1

See page 115.

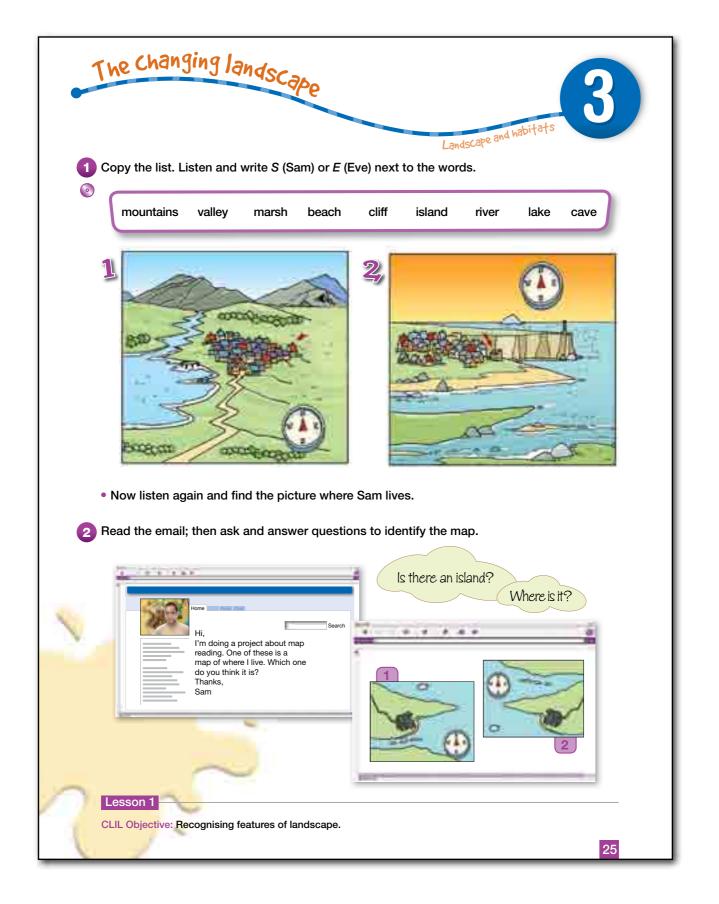
Optional Activity Book exercises

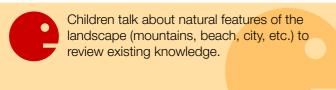
See page 115.

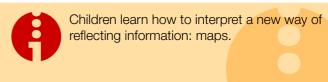
Practice

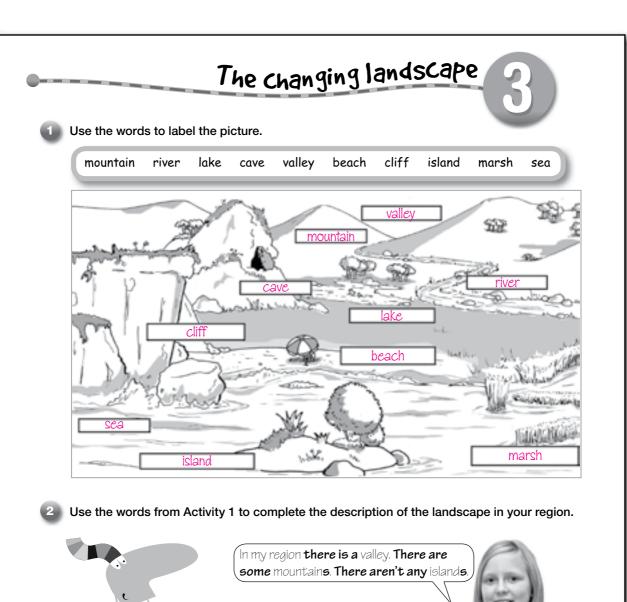
Ask: What's your favourite place in our region? Can you describe it to me? Where is it, in the north, south...? Why do you like it?

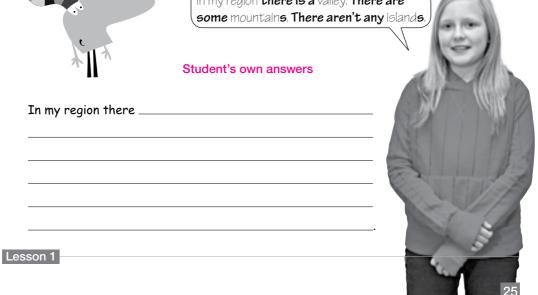
Make a note of the children's opinions and encourage them to use the words they have learnt to describe geographical features with respect to their own region or country.













Children review vocabulary relating to the natural environment.



Page 25, Activity 1

Say: Open your Activity Books at page 25, look at Activity 1.

Tell the children to use the words to label the picture.

Activity Book

Page 25, Activity 2

Say: Now look at Activity 2.

Discuss the geographical features in your region. Ask: Are there any (mountains) in our region? What is it/are they called?

Tell the children to use the words from Activity 1 to write a description of the geographical features in their region. Ask volunteers to read their descriptions out loud.



Let's play!

Repeat the truth

Invent sentences relating to the pictures of where Sam and Eve live: There is an island to the north of Sam's village. There are mountains to the south where Eve lives. Where Sam lives, there is a beach... If the sentence is true, the children repeat it, if it is false they stay silent.



Resources

Multi-ROM
Unit 3, Writing

Transcript



Sam:

I live near the sea.

There are cliffs to the east of my house.

There is an island to the north.

There is a marsh to the south.

There's a beach.

Eve:

I live next to a lake.

There are two mountains to the north.

There is a cave in one of the mountains.

There is a river from the other mountain to the lake.

There's a valley to the north between the mountains.

Anticipating difficulties

In this unit, there are some lessons where the children are encouraged to agree and disagree with each other and give their opinions. Children tend to rely on there always being a yes/no answer to every question. They are much less confident when the questions do not have a simple answer, but are open to different opinions. When they do offer opinions, they often do this without justification. In Lesson 6, they will compare a landscape before and after buildings are in place. The language they use is based on personal judgement: there isn't a right or wrong answer. Encourage the children to think about the questions and look for reasons for their answers. You will need to help them with the language they need for expressing these ideas.

Understanding slow, natural changes to the landscape.

Curricular link: Geography

Language Objectives

Vocabulary: cliff, edge, landscape, slowly, sea, closer, smaller, shorter, narrower, bigger, longer, wider, every day, rushing in, rushing out, waves, tide, length, width, depth.

Structures: The river is getting wider. Is the beach getting smaller? Yes, it is. No, it isn't. What's its name?

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

SLOW CHANGES TO THE LANDSCAPE

Presentation



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

Ask: Which of these natural features are water features? Ask children to come to the board and point and name them: lake, river, marsh, sea.

Then say: Water changes our landscape. Look at the cliffs and the beach. What water feature changes them? SS: The sea. T: What about the mountains? SS: The river. Explain that water changes the landscape by a process called erosion. These changes are very slow and happen over hundreds, or sometimes millions of years.

Work with the book



Student's Book, page 26, Activity 3

Continuous assessment

Children can describe natural changes to the landscape.

Say: Open your books at page 26. Look at Activity 3. Point to the picture of Eve's grandad's house. Read the speech bubble out loud.

Play Track 1.18. The children listen to the song and point to the pictures.

Plat Track 1.18 again. Stop after each verse and ask: Can you find the picture?

Play Track 1.18 again. The children join in with the song and point to the pictures.

Divide the class into six groups. Assign a picture to each group. Play Track 1.18 again. In their groups, the children join in with their lines.

Student's Book, page 26, Activity 4

Say: Now look at Activity 4. Look at the chart about the

Choose one of the rivers and encourage the children to ask you questions using the model in order to guess which river it is.

Tell the children to work in pairs. They take turns choosing a river and asking and answering questions.

Read Eve's speech bubble out loud and ask: Who can say the name of the river?

Transcript





Song: The sea is getting closer

See page 119.

Optional Activity Book exercises

See page 119.

Practice

Draw a house and a stretch of land ending in a cliff. Write the letters EROSION spaced out along the land from the house to the cliff edge.

Play hangman using the key words: cliff, path, cave, beach, river, steps, lake, mountain, valley, marsh, island.

Each time a child guess a letter incorrectly, rub out a letter from the word erosion.

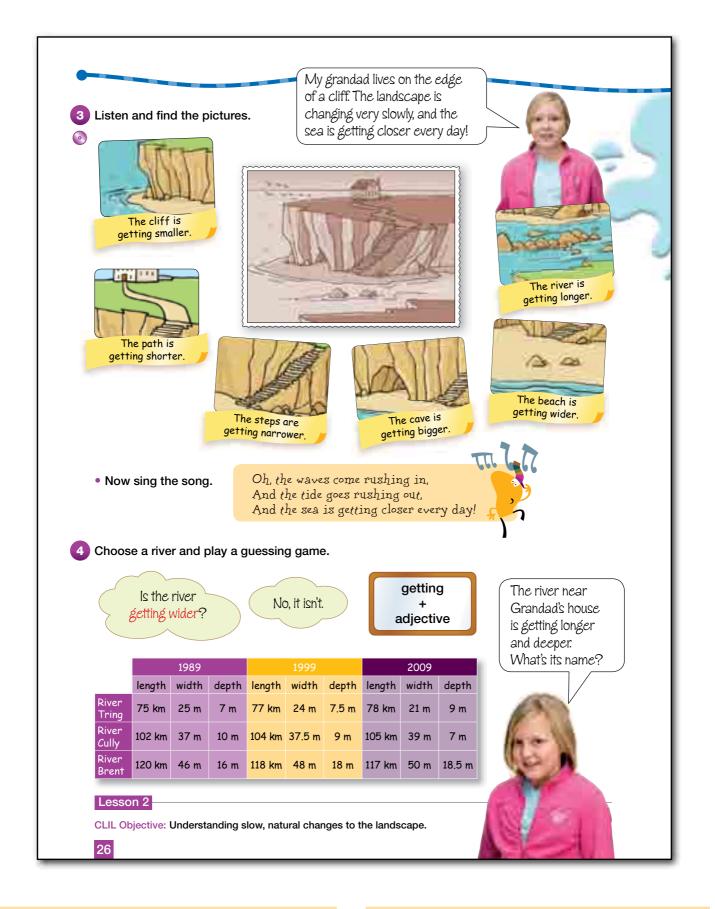
Project Quest: Look at these two scales: 1:2 km and 1:10km. Which map covers a bigger area?

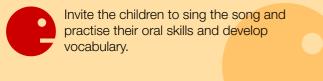
Write the question on the board. Ask if anybody knows the answer. Tell the children to find out the answer and make a note of it in their notebooks, ready for the Speaking project in Lessons 8 and 9.

ANSWER KEY

Student's Book, Activity 3

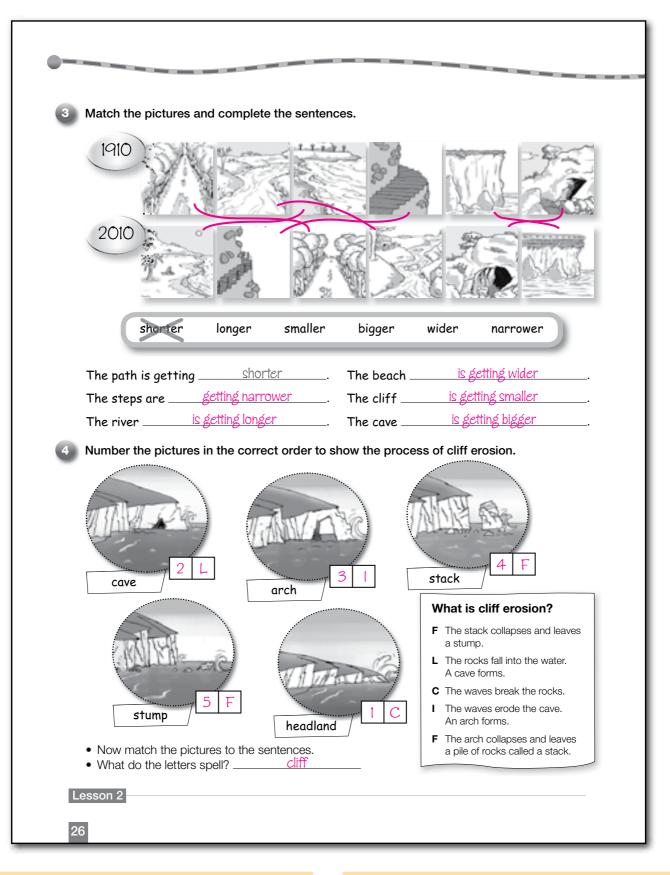
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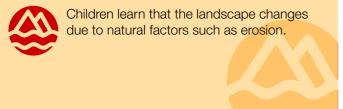






Children review reading a chart and learn to compare data. Children review the use of numbers for measuring. They also review how to read years.







Children review the use of the gerund of the verb *get* to describe a process.

UNIT 3 LESSON 2 OPTIONS

Activity Book

Page 26, Activity 3

Say: Open your Activity Books at page 26. Look at Activity 3.

Tell the children to match the pictures of the geographical features to show the changes.

Say: Look! The path is getting smaller.

Ask volunteers to complete the other sentences orally. Tell the children to complete the sentences in their Activity Books using the words.

Activity Book

Page 26, Activity 4

Say: Now look at Activity 4.

Explain that caves are also the result of erosion. Caves in cliffs are formed by the sea.

Tell the children to number the pictures in the correct order. Then say: Now look at the sentences. Which is the first sentence? SS: The waves break the rocks.

Continue asking the children to sequence the sentences. Then say: Now, write the letters next to the numbers. What do the letters spell? SS: Cliff.



Let's play!

Lip reading

Write the following words from the song on the board: waves, tide, sea, cliff, path, steps, cave, beach, river. 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 take turns to mouth and lip read words from the song.



Resources

Teacher's Resource Book

Ready to speak, page 85

Multi-ROM

Unit 3, Grammar 1

Multi-ROM

Unit 3, Song

Transcript



Track 1.18 Song: The sea is getting closer

Oh, the waves come rushing in, And the tide goes rushing out, And the sea is getting closer, every day!

Oh, the waves come rushing in, And the tide goes rushing out, And the cliff is getting smaller, And the sea is getting closer, every day!

Oh, the waves come rushing in, And the tide goes rushing out, And the cave is getting bigger, And the cliff is getting smaller, And the sea is getting closer, every day!

Oh, the waves come rushing in,
And the tide goes rushing out,
And the path is getting shorter,
And the cave is getting bigger,
And the cliff is getting smaller,
And the sea is getting closer, every day!

Oh, the waves come rushing in,
And the tide goes rushing out,
And the river is getting longer,
And the path is getting shorter,
And the cave is getting bigger,
And the cliff is getting smaller,
And the sea is getting closer, every day!

Oh, the waves come rushing in,
And the tide goes rushing out,
And the beach is getting wider,
And the river is getting longer,
And the path is getting shorter,
And the cave is getting bigger,
And the cliff is getting smaller,
And the sea is getting closer, every day!

Oh, the waves come rushing in,
And the tide goes rushing out,
And the steps are getting narrower,
And the beach is getting wider,
And the river is getting longer,
And the path is getting shorter,
And the cave is getting bigger,
And the cliff is getting smaller,
And the sea is getting closer, every day!

Understanding fast natural changes to the landscape.

Curricular link: Geography; Science

Language Objectives

Vocabulary: volcano, lava, smoke, crater, rocks, trees, watching, coming out of, flowing down, falling down, leaving, burning, school, houses, rocks, smoke, eruption, water bottle, clay, teaspoon, vinegar, bicarbonate of soda, red paint, result, experiment **Structures:** Smoke is coming out of the volcano. People are running away.

Resources: CD

Materials: empty plastic water bottles, modelling clay, vinegar, liquid soap, bicarbonate of soda, red powder paint

FAST CHANGES TO THE LANDSCAPE

Presentation

Draw a volcano on the board. Point to the picture and say: This is a special kind of mountain. Do you know what it is called? Why is it special?

Draw smoke coming out of the crater and say: The volcano is erupting. Smoke is coming out of the crater.

Then draw a lava flow down the side of the volcano and say: Smoke is coming out of the top and lava is flowing down the side. This is a very dangerous kind of mountain! Explain that volcanoes and other natural events cause fast changes in the landscape.

Work with the book



Student's Book, page 27, Activity 5

Say: Open your books at page 27. Look at Activity 5. Ask a volunteer to read Sam's speech bubble out loud. Draw another simple drawing of a volcano on the board. Include the crater (but no smoke or lava), some houses, a school and some trees at the bottom. Tell the children to copy it into their notebooks.

Say: Now listen carefully. What's happening?

Play Track 1.19. The children listen.

Play Track 1.19 again. Pause after each sentence and tell the children to draw the action in their pictures.

Say: Now add people to your picture.

Continuous assessment

Children can describe people's actions.

Ask volunteers to come to the front of the class, show their pictures and describe the action.

Student's Book, page 27, Activity 6

Say: Now look at Activity 6.

Hand out the materials for the experiment.

Tell the children to work in pairs and build their volcanoes using the water bottle and the clay. Then tell them to add the vinegar, soap, soda and red paint to the bottle.

Ask: What's happening? SS: The lava is flowing down the side of the volcano! Ask: Which picture shows the correct result?



Practice

Ask: Do you know any volcanoes in our country? (For example, Mount Teide in the Canary Islands.) Write the following words on the board: erupting, active, dormant, extinct. Explain that an erupting volcano is an active volcano that is erupting at the moment. A dormant volcano is an active volcano that has erupted in the last 10,000 years and will erupt again some time. An extinct volcano is exhausted and will not erupt again.

The most active volcano in Europe is Etna, on the island of Sicily.

Project Quest: What do the relief lines on a map tell me? 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.

ANSWER KEY

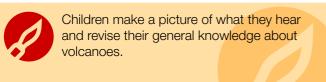
Student's Book, Activity 5

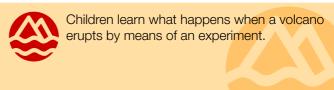
See Transcript, page 123.

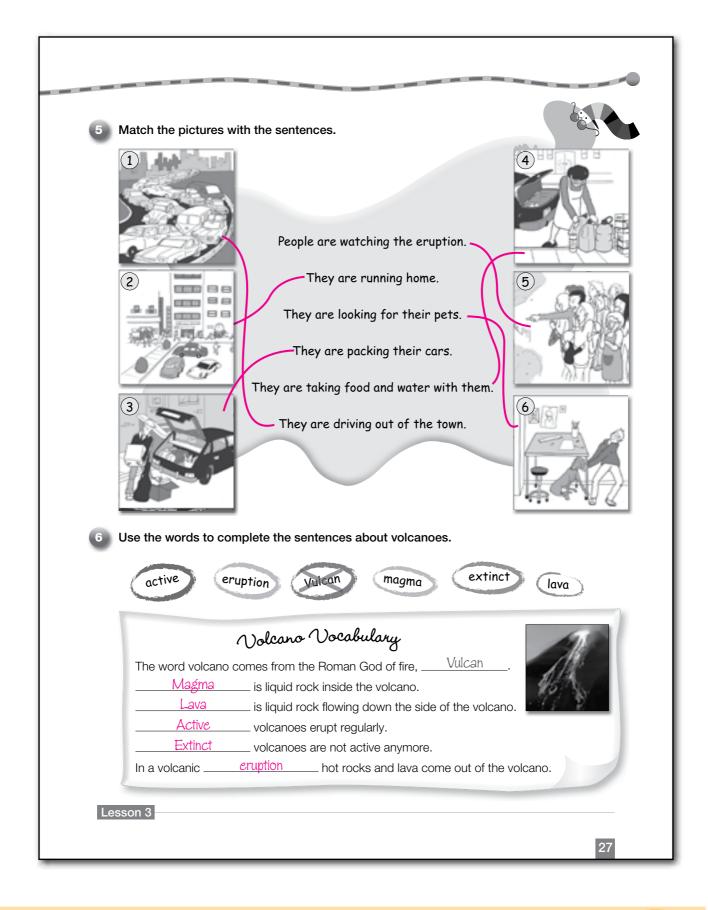
Student's Book, Activity 6

Picture 1 is the correct result.











Children review the use of descriptive language when talking about pictures.

Page 27, Activity 5

Say: Open your Activity Books at page 27. Look at Activity 5.

Say: Look at the first picture. Can you find the correct sentence?

Repeat the procedure for the other pictures and sentences. Tell the children to draw a line to match the pictures to the sentences in their Activity Books.

Activity Book

Page 27, Activity 6

Say: Now look at Activity 6.

Read the words out loud and say: Let's use these words to complete the volcano vocabulary.

Read the first sentence out loud.

Ask volunteers to complete the other sentences orally. Tell the children to complete the sentences in their Activity Books.

Grammar and Writing Booklet

Page 13, Activity 1

Say: We're going to learn how to describe a picture. Let's read the essay.

Ask a volunteer to read the essay aloud. Tell the children to work in pairs and find and underline the words which describe where things are in the picture, following the model. They should number them in the text, then write the numbers in the picture.

Page 13, Activity 2

Say: Now look at Activity 2. Tell the children to circle the opening and closing sentences. Then tell them to complete the definitions.

Page 13, Activity 3

Say: Now look at Activity 3. Look at the adjectives in bold. The children count and write the number of syllables in each word.



Let's play!

What's missing?

Tell the children to work in pairs. Each pair needs one set of key vocabulary cut-outs (or photocopies of Teacher's Resource Book, page 19). The children lay six key vocabulary cut-outs face up on the table. One child has one minute to memorise the words, then he/she closes his/her eyes and the other child takes one card away. The first child then opens his/her eyes and says which card is missing.



Resources

Teacher's Resource Book *Extension 1*, page 43

Teacher's Resource Book *Ready to read*, page 71

Transcript



Track 1.19 Activity 5

Good afternoon everyone. This is Julie Drummond on the Caribbean island of Montserrat. We are watching the eruption at the moment.

The smoke is coming out of the crater at the top. Wow! And now rocks are falling down the left side of the volcano. The lava is flowing down the right side of the volcano. Now the trees are burning!

Oh no! The school is burning and there are lots of flames and smoke!

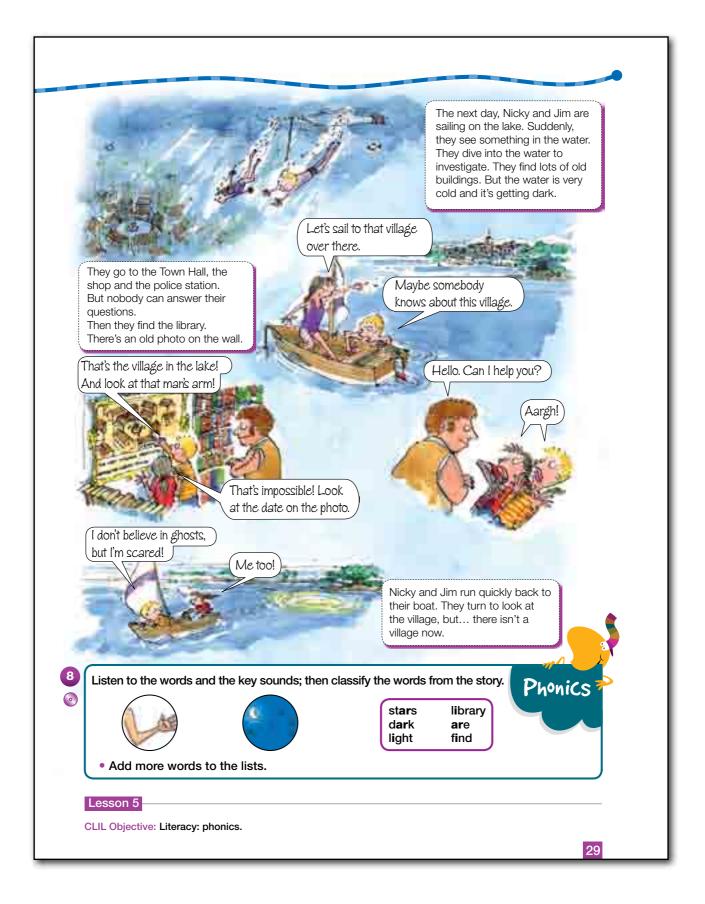
Now the houses are burning and everyone is leaving the town! Time to go!

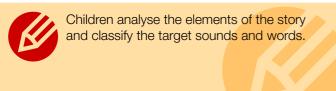


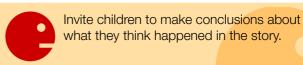


Children learn to make inferences based on the information from the story.









Literacy: looking for clues. Curricular link: Literacy

Language Objectives

Story language: camping, lake, night, stars, music, people, instruments, clothes, phone, ring, run, dive, investigate, find, dance, walk, wear, disappear, sail, light, middle, water, buildings, photo, village, date, ghost, arm, strange, dim, cold, dark, scared, impossible, Town Hall, shop, police station, library, somebody, nobody; Where's it coming from? Let's find out. What are they doing? That's impossible! I don't believe in ghosts. I'm scared.

Resources: CD

STORY: THE MYSTERY IN THE LAKE

Present the story

Say: It's story time! Open your books at pages 28 and 29. Read the title out loud. Ask the children to look at the pictures and ask questions: (Picture 1) How many people can you see? What are they doing? What can you see behind them? What can you see in front of them? What can they hear? (Picture 2) How many people can you see now? Describe the man playing the accordion. What are the other people doing? What do you notice about their clothes? What else can you see? (Picture 3) What has Nicky got in her hand? What's the problem? (Picture 4) What are the people doing? What are Nicky and Jim doing? (Picture 5) What are Nicky and Jim doing now? What can they see at the bottom of the lake? (Picture 6) What are they doing now? Where are they going? (Picture 7) Where are they now? What can they see in the old photo? Who is standing behind them? Why are they shocked? (Picture 8) Where are they now? Can you see the village?

Work with the book



Student's Book, page 28, Activity 8

Play Track 1.20. Tell the children to listen to the story and follow it in their books. Ask comprehension questions: Where are they camping? What are they doing? What do they hear? What do they find when they investigate? What are the people doing? What happens? Where are the people going? What can Nicky and Jim see in the middle of the lake? What are they doing the next day? Why do they dive into the water? What do they find under the water?

Why do they go back to the boat? Where do they go next? Where do they go in the town? Can anybody help them? What do they find in the library? Why do they think the man is a ghost? What do Nicky and Jim do? Where is the town? Then ask: Why is the village special? Why do you think it is at the bottom of the lake?

Explain that when people make reservoirs for water they build a dam across a river to make an artificial lake. Villages in the valley are flooded and disappear, except when there is a drought and then we can see the tops of the ruined

Ask the children if they know of any villages that are under the reservoirs in their region or country.





Track 1.20 Story: The mystery

See page 129.

Optional Activity Book exercises

See page 129.

Develop the story

Tell the children to read the story again in silence and make a note of any words they do not understand.

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

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

Literacy: phonics ar (arm, stars, dark, are) and ie (night, light, library, find)

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 n



Student's Book, pages 28 and 29, **Reading Activity**

Ask the children to read the story out loud. Assign the characters of Nicky. Jim and the man to three children. Ask different children to read the narrator's lines. Do not interrupt the children as they are reading but make a note of any words that are not correctly pronounced. Write the words on the board when they have finished. Point to the words one by one and ask if anybody can read each one out loud. Correct the pronunciation where necessary.

Student's Book, page 29, Activity 8

Play Track 1.21 to identify the sounds in the words arm (ar) and night (ie). 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: arm and night at the top of the columns. Tell the children to copy the columns in their notebooks and classify the words from the list.

Arm (ar): stars, dark, are Night (ie): light, library, find

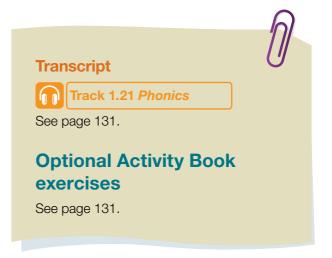
Tell the children to look for more words in the story that have the same sounds. Explain that these sounds can be made by words that have different spellings.

Arm (ar): are, dancing, answer, (scar)

Night (ie): time, dive

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.



Develop the story

Divide the class into groups of five. Assign a character to each child: Nicky, Jim, the man and two narrators. Tell the children to read their story out loud in their groups. Encourage them to act out their roles.

ck (/) the correct sentences.	
1 The children think the people	
a) their clothes are very old t	fashioned.
b) the date on the photograpl	h is 1900. 🗀
c) they are very old.	5.5
2 The children recognise the m a) he's got an accordion.	an decause
b) he's got a scar on his arm.	
c) he is dancing.	
3 The children recognise the vi	illage in the photo because
a) the square is the same sha	
b) the shops are the same.	
c) they know the story of Decomplete the story summary. Label itle:	each part of the story.
omplete the story summary. Label itle: The myste he main characters: Jim	each part of the story. cry in the lake. and Nicky
omplete the story summary. Label itle: The myste he main characters: Jim At the beginning	each part of the story. ery in the lake. and Nicky Main event
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omplete the story summary. Label itle:	each part of the story. and Nicky Main event The children find a village in the lake. They go to another village They see an old photo in the library They recognise the village because the same shate's got a score on his arm. Then they recognise the man because on his arm. village isn't there.



Draw the children's attention to how the characters in the story behave when faced with a puzzling and mysterious situation. Help them to understand the importance of independent research.

Page 28, Activity 7

Say: Open your Activity Books at page 28. Look at Activity 7. Read the first sentence out loud and the two options. Ask: Which one is correct? SS: Their clothes are very old fashioned.

Repeat the procedure for the other sentences and possible answers and ask the children to answer orally.

Tell the children to tick the correct options in their Activity Books.

Activity Book

Page 28, Activity 8

Say: Now look at Activity 8. Let's do the story summary. Tell the children to look carefully at the story summary. Ask: What's the title of the story? Who are the main characters?

Say: At the beginning of the story, the children are camping. Where are they camping? SS: By a lake. T: They hear... What do they hear? SS: Music.

Continue completing the story summary orally and asking the children to provide the missing text.

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

Ask volunteers to read the story summary out loud.

Resources

Multi-ROM Unit 3, Story

Transcript



Track 1.20 Story: The mystery in the lake

Narrator: Jim and Nicky are camping by a lake. It's night time and they are looking at the stars. Suddenly, they hear music.

Nicky: Where's it coming from? Jim: I don't know. Let's find out.

Narrator: They walk towards the music. There are lots of people. They are playing instruments and dancing. They're all wearing strange clothes. Suddenly, Nicky's phone rings.

Jim: Shhh!
Nicky: Sorry!

Narrator: Nicky and Jim run to the lake. The people are disappearing into the water. After a few minutes there is only a dim light in the middle of the lake.

Jim: What are they doing?

Nicky: They're walking into the lake!

Narrator: The next day, Nicky and Jim are sailing on the lake. Suddenly, they see something in the water. They dive into the water to investigate. They find lots of old buildings. But the water is very cold and it's getting dark.

Nicky: Let's sail to that village over there.

Jim: Maybe somebody knows about this village.

Narrator: They go to the Town Hall, the shop and the police station. But nobody can answer their questions. Then they find the library. There's an old photo on the wall.

Jim: That's the village in the lake! And look at that man's arm!

Nicky: That's impossible! Look at the date on the photo.

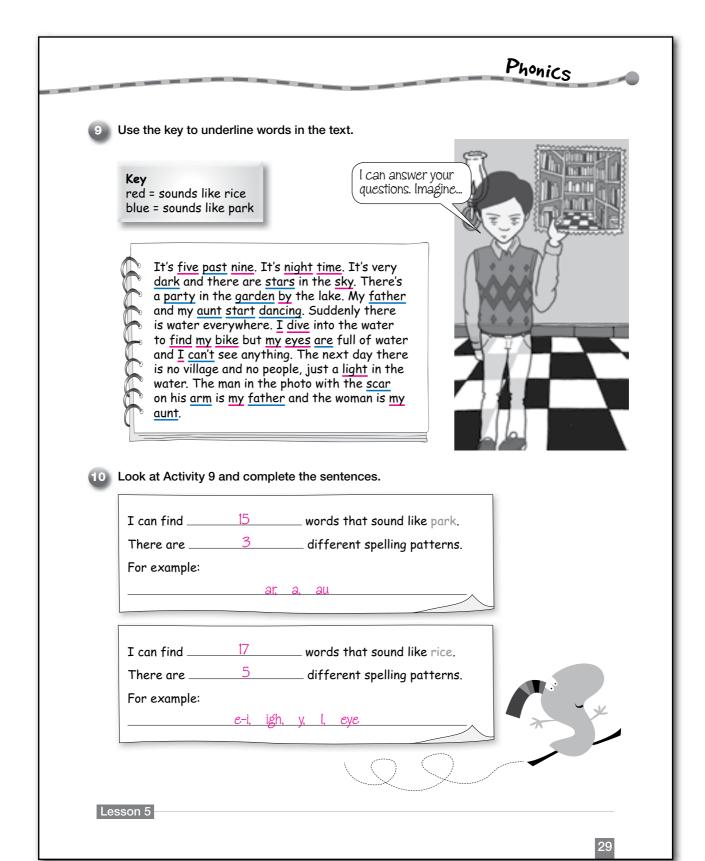
Scarred man: Hello. Can I help you?

Nicky and Jim: Aargh!

Narrator: Nicky and Jim run quickly back to their boat. They turn to look at the village but... there isn't a village now.

Jim: I don't believe in ghosts, but I'm scared!

Nicky: Me too!





Remind the children that there are various ways to spell the same sound in English.



Page 29, Activity 9

Say: Open your Activity Books to page 29. Look at Activity 9.

Say: There are two different sounds here, rice and park. Emphasis the vowel sounds as you read the words. Ask volunteers to take turns reading sentences from the text. After each sentence, stop and ask: Are there any words that sound like rice? Are there any words that sound like park?

Say: Now read the text again and use the key to underline the words.

Activity Book

Page 29, Activity 10

Say: Now look at Activity 10.

Tell the children to count the words they have underlined in blue, and complete the sentence.

Then say: Look carefully at the words underlined in blue and write some examples of the spelling patterns.

Repeat the procedure for the words underlined in red.

Ask volunteers to come and write the examples of the spelling patterns on the board.

Grammar and Writing Booklet

Page 14, Activity 4

Say: Now look at Activity 4. Prepare your writing task. Tell the children to look at Unit 3 in their Student's Books, and to choose a picture. The children work individually to write a title for their picture and write the opening line for their essay.

Page 14, Activity 5

Say: Now look at Activity 5. Read the sentences. Read the first sentence aloud. Ask: What word comes after the verb to be? SS: Coming. Tell the children to read the sentences, look for the verb forms is and are, and to underline the next word. Tell the children to look at the underlined words and ask: Which letters do these words end in? SS: -ing. Tell the children to complete the sentence in their Grammar and Writing Booklets.

Page 14, Activity 6

Say: Now look at Activity 6. Tell the children to write a rough draft for their essay.



Let's play!

Sound pairs

Write the following words on the board, writing the underlined letters in red: stars, light, brain, robot, three, eagle, ball, dark, find, lake, throw, walk. Put the children into teams, and tell them to put the words into pairs according to their sounds. The first team to finish wins. Write the correct pairs and the sound on the board for the children to copy: ar (stars and dark); ie (light and find); ai (brain and lake); oa (robot and throw); ee (three and eagle); or (walk and ball).



Resources

Multi-ROMUnit 3, *Phonics*

Transcript



Track 1.21 Phonics

ar arm ie night stars

dark light library are

find

Understanding that people change the environment.

Curricular link: Geography

Language Objectives

Vocabulary: windmill, dam, factory, bridge, well, power station; uglier, cleaner, noisier, busier, quieter, more polluted, more modern, more useful, more beautiful, more natural

Structures: Are they building a dam? Yes, they are. No, they aren't. I think the scene is (uglier) with the buildings. I don't agree. I think it's more (beautiful).

Resources: Unit 3 cut-outs (or Teacher's Resource Book, page 11, one photocopy per child)

How people change the environment

Presentation

Ask the children questions about their city or town, for example: How do you think our (city) is changing? Is it getting bigger or smaller? Is it more modern now? Is it more polluted? Is it cleaner? It is noisier?

Encourage them to give reasons for their answers. Ensure that they understand that not all changes are either positive or negative, there is a mixture.

Work with the book

Student's Book, page 30, Activity 9

Say: Open your books at page 30. Point to the picture and ask: Can you see any natural features here? What are they? SS: A river and a mountain.

Then say: People change natural landscapes. Let's see how they do it.

Tell the children to find their cut-outs for Unit 3. (Alternatively, hand out the photocopies.)

Tell the children to choose and cut out four pictures and place them on the scene.

Ask individual children questions: Are they building a dam in your picture?

Next, tell the children to work in pairs and to take turns asking and answering questions until they have reproduced their partner's picture.

Student's Book, page 30, Activity 10

Ask: Is the scene more beautiful with the buildings or is it uglier? What do you think?

Explain that in this activity we are giving our opinion and we can disagree with each other.

Say: Look at the adjectives in the box. Let's use these words to compare the scenes. I think the scene is uglier with the buildings. What do you think? Do you agree? Encourage a volunteer to answer, and then offer another opinion using the next word in the list. Another child answers, and so on.

Finally ask for a show of hands: Who thinks the scene is (uglier) with the buildings? Why?

Encourage the children to give reasons for their opinions.

Optional Activity Book exercises

See page 135.



Practice

Continuous assessment

Children can name natural and artificial elements of a landscape.

Write the following on the board: *Protected natural area*. Ask: *Can you name any protected natural areas in our region/country?*

Why are they protected?

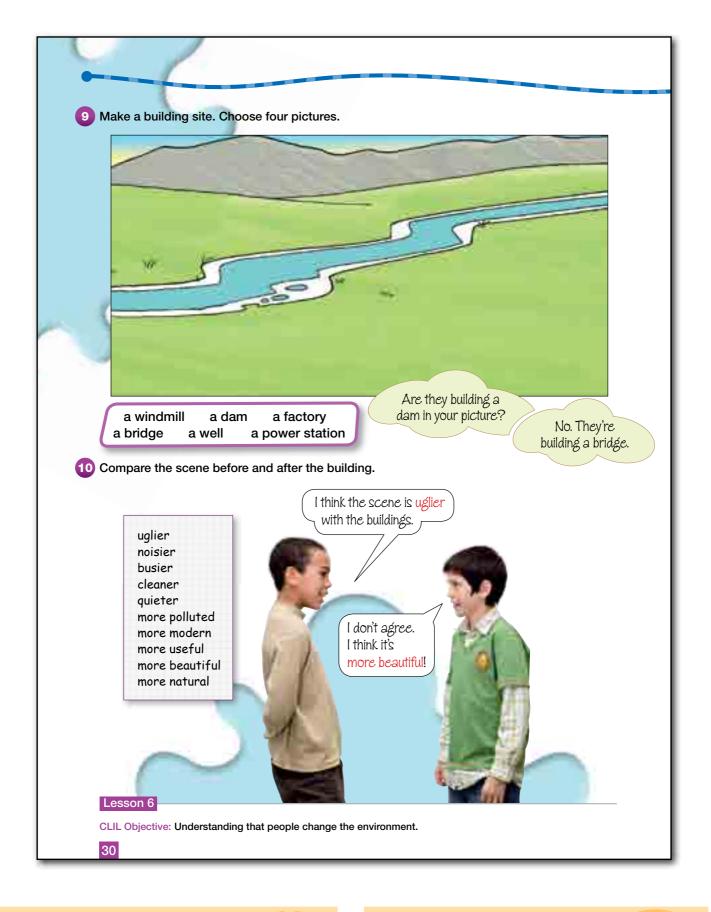
Explain that natural areas are protected because of their fauna, flora or sometimes natural features like rocks and mountains, and often for all three reasons.

Ask: Can we build roads there? (Sometimes.) Can we build airports there? Can we build factories there? (No.) Why not?

Project Quest: Can you find the map symbols for three of these things?

Write the following on the board: a windmill, a dam, a power station, a factory, a bridge, a well.

Tell the children to find out the answers and make a note of them in their notebooks, ready for the Speaking project in Lessons 8 and 9.

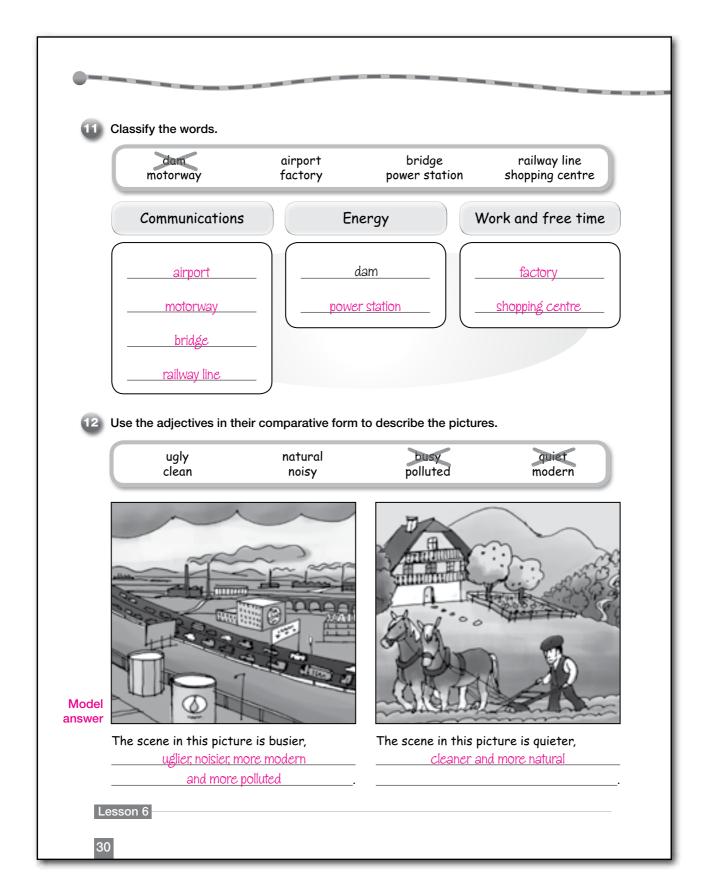




Discuss with children the way people change the environment. Ask them for examples and their opinions.



Encourage the children to give their personal opinions to develop their oral skills for different purposes.





Children review the use of the comparative in order to compare a landscape before and after the building of new structures.

Page 30, Activity 11

Say: Open your Activity Books at page 30. Look at Activity 11.

Write the following words on the board: dam, factory, airport, motorway, shopping centre, power station, railway line, bridge.

Say: These are all examples of things we build on the landscape. But we build things for different reasons. Ask a volunteer to come and circle the things we build for communications. Repeat the procedure for energy, work and free time.

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

Activity Book

Page 30, Activity 12

Say: Now look at Activity 12.

Ask a volunteer to use the words to compare scene 1 with scene 2.

Repeat the procedure comparing scene 2 with scene 1. Tell the children to write the descriptions in their Activity Books.

Ask volunteers to read their texts out loud.

Grammar and Writing Booklet

Page 15, Activity 8

Say: Look at Activity 8. Tell the children to look at their rough draft and circle their mistakes. Then tell them to work in pairs, and classify their mistakes according to the model.

Page 15, Activity 9

Say: Now look at Activity 9. Look at your rough draft and do the tasks. Tell the children to choose four mistakes and write the correct sentences.

Page 15, Activity 10

Say: Now look at Activity 9. Make your work better. Tell the children to complete the chart with all the nouns in their work, and then to think of a good adjective to describe each noun and make it more interesting. The children write the adjectives in the chart, next to the nouns.



Let's play!

Flash!

Hold up a flashcard from Unit 3 and turn it around very quickly so that the children only get a quick glimpse of it. Repeat it a bit more slowly until the children guess which one it is. The child who guesses first can come to the front of the class and repeat the procedure with another flashcard. Repeat the procedure until all the flashcards have been guessed.



Resources

Teacher's Resource Book *Extension 2*, page 44

Multi-ROM

Unit 3, Grammar 2

Understanding sustainability.

Curricular link: Geography

Language Objectives

Vocabulary: windmill, dam, factory, bridge, well, power station, wall, car park, school, road, railway **Structures:** They're building a well. They aren't building a car park. It's near a (river). It's surrounded by (trees). It's high up.

Resources: CD

SUSTAINABILITY

Presentation

Explain that some people prefer to live in small communities in the countryside. They live in ecological communities.

Ask the children if they know of any villages or communities like this (eco-communities or eco-villages).

Ask: How do you think these people make their electricity? Where do they get their food from? Do the children go to school? Where do the adults work? What do you think of this way of life? Would you like to live like this?

Work with the book

Student's Book, page 31, Activity 11

Say: Open your books at page 31. Look at Activity 11. Say: Look at the map.

Ask a volunteer to read the email out loud.

Tell the children to read the email again very carefully and find the place on the map.

Divide the class into two groups. Assign a colour to each group, blue or purple. Tell the children to write a description of the location of the village according to their colours. Ask volunteers to read their descriptions out loud. The rest of the class guess which village it is.

Student's Book, page 31, Activity 12



Say: Look at Activity 12.

Explain that they are going to listen to an interview with Daniel, describing the work they are doing in the eco-village where he lives.

Play Track 1.22. The children listen and point to the pictures.

Play Track 1.22 again. Ask: So, what are they building in the eco-village? SS: They're building a well and a dam... Tell the children to work in pairs and talk about the pictures.





Track 1.22 Activity 12

See page 139.

Optional Activity Book exercises

See page 139.

Practice

Explain that some eco-villages are built in abandoned villages. People left these villages many years ago. Ask: Do anybody's grandparents live in a small village? Were your parents born there? Why do people leave small villages? Is there any work? What kind of work? Do people live well in small villages? Why? Why not? Encourage the children to think of positive and negative

aspects of life in a small village. You can make a note of their suggestions on the board.

Project Quest: Find an aerial map of an island. Write the task on the board. Tell the children to find a map and keep it in their notebooks, ready for the Speaking project in Lessons 8 and 9.

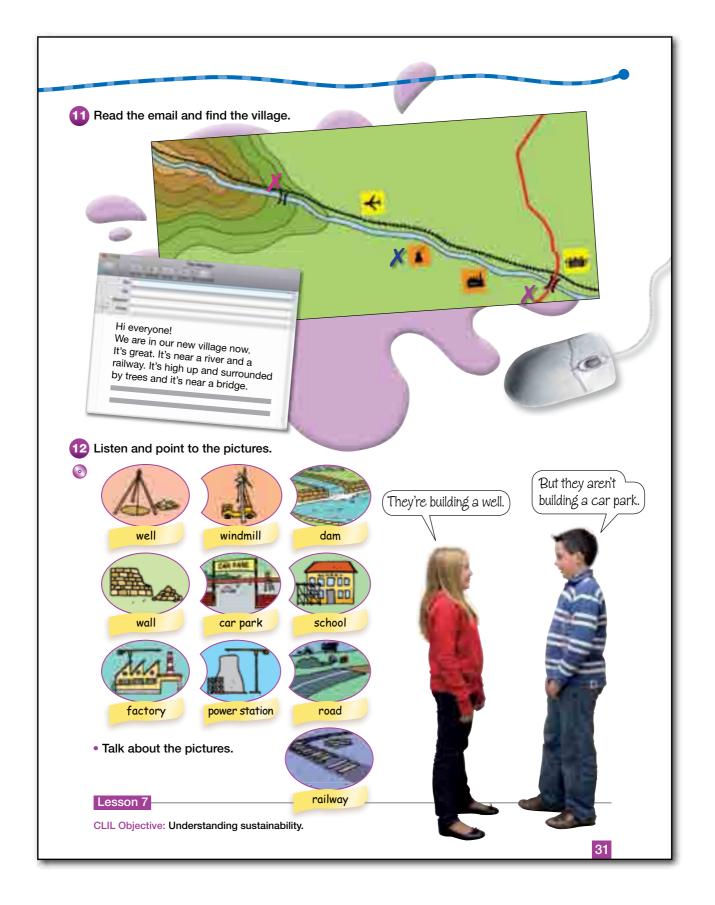
ANSWER KEY

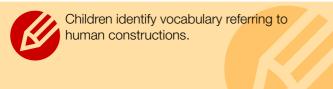
Student's Book, Activity 11

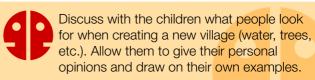
The red cross marks the village.

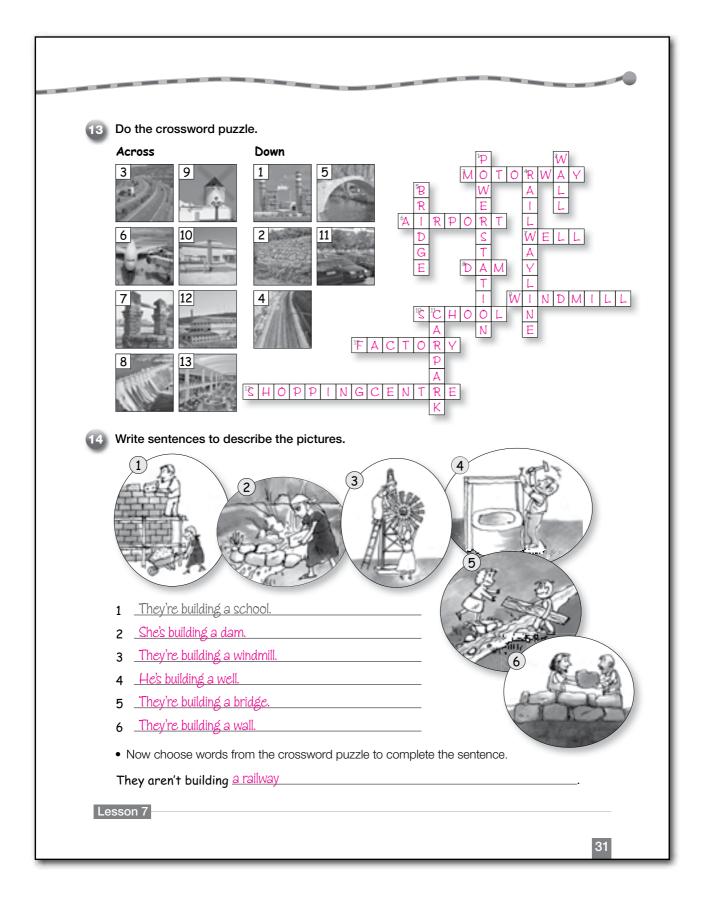
Student's Book, Activity 12

See Transcript, page 139.











Children review vocabulary relating to the building of new structures.



Page 31, Activity 13

Say: Open your Activity Books at page 31. Look at Activity 13.

Ask the children to identify the objects in the pictures. Tell the children to complete the crossword puzzle.

Activity Book

Page 31, Activity 14

Say: Now look at Activity 14.

Point to the first picture and read the completed sentence. Ask volunteers to complete the other sentences orally to describe the pictures.

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

Read the final sentence out loud and ask the children to complete it with words from the crossword puzzle. Tell the children to complete the sentence in their Activity Books.

Grammar and Writing Booklet

Page 16, Activity 11

Say: Look at Activity 11. The children complete the grammar summary with the comparative form of the adjectives and the present continuous verb form. Copy the tables onto the board. Ask the children to call out their answers and write them in the correct columns.

Page 16, Activity 12

Say: Now look at Activity 12. The children photocopy their picture and glue it in the frame. Tell them to choose some new adjectives and write a final, clean copy of their essay including their corrections.



Let's play!

Matching

Stick the picture flashcards and word flashcards for Unit 3 on the board at random. The children take turns to come to the board and match the words with the pictures.



Resources

Multi-ROM

Unit 3, Vocabulary 2

Transcript



Track 1.22 Activity 12

Interviewer: Today we are talking to Daniel. He lives with his family in a new eco-village. Can you tell us about your experience, Daniel?

Daniel: Yes, of course. We are building our eco-village at the moment.

Interviewer: What exactly are you building?

Daniel: We are building a well and a dam.

Interviewer: Why are you doing that?

Daniel: We need water for our vegetable garden and for our houses.

Interviewer: I see. Anything else?

Daniel: Yes. We're building some walls around the vegetable garden to keep the animals out. They like eating the vegetables!

Interviewer: Ha ha! What else are you building?

Daniel: We're building a windmill because we need electricity.

Interviewer: What about a school? Have you got a school in the village?

Daniel: We're building the school at the moment. All the children are helping.

Interviewer: That's very interesting. Thank you, Daniel.

Understanding scale, relief lines, co-ordinates and map symbols.

Curricular link: Geography

Language Objectives

Vocabulary: map, represent, information, power station, bridge, dam, airport, marsh, cave, station, hospital, shopping centre, railway, road, hill

Structures: What is the (highest) point? Where is (Poppy Hill)? What can you see at (D3)? How high is the airport?

Resources: CD; poster (side B)

Materials: large sheets of white paper

SPEAKING PROJECT: MAP READING

Presentation



Read the project title out loud: Map reading.

Write the Project Quest questions on the board. Ask: *How many people have found the answers to the questions?* The children raise their hands. Ask volunteers to say their answers. Make a note of their answers under the questions.

Explain: Map reading is a very important skill. We can get lots of information from a map, and we can find our way. Show the children the poster (side B).

Point to the grid and the reference letters and numbers. Explain that this is how we find things on a map.

Call out references and ask volunteers to come to the map, and say what features they can see.

Call out features and ask volunteers to come and find them on the map, and give the references.

Point to the relief lines and explain that these tell us the height of the land.

Ask two children to come to the poster and say: Find the highest/lowest point on the map.

Work with the book n



Student's Book, page 32, Activity 13

Say: Open your Student's Books at page 33. Look at Activity 13.

Read the introductory text out loud.

Say: Now let's listen and answer the questions.

Play **Track 1.23**. The children listen and point to the features on the map.

Play **Track 1.23** again. Stop the recording after each question and tell the children to raise their hands to answer.

Student's Book, page 32, Activity 14

Say: Now look at Activity 14.

Say: Let's look at the map and answer these questions. Read the first question out loud. Ask a volunteer to answer.

Repeat the procedure for the other questions.

Tell the children to work in pairs and write two other questions about the map.

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

Transcript





Track 1.23 Activity 13

See page 143.

Optional Activity Book exercises

See page 143.

Practice

Tell the children to prepare all the information they have gathered on their tables.

Ask questions about the information they have gathered.

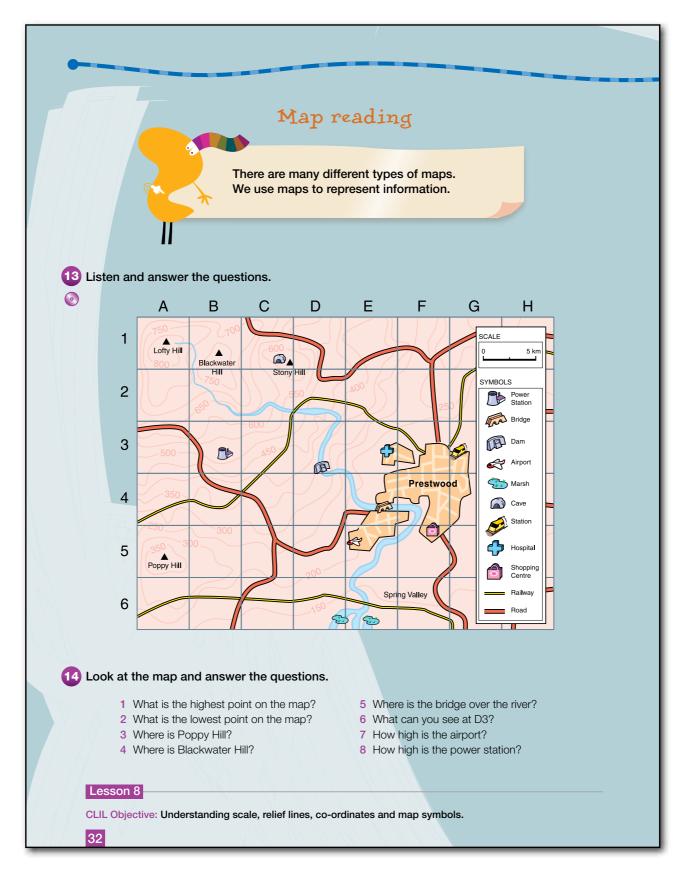
ANSWER KEY

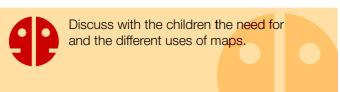
Student's Book, Activity 13

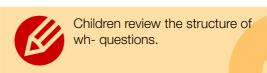
See Transcript, page 143.

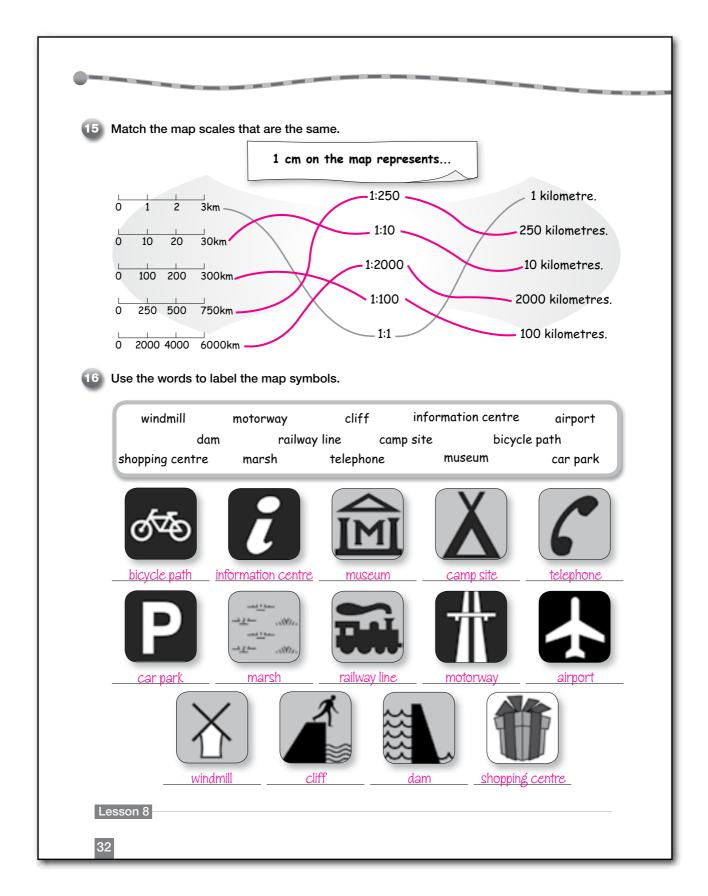
Student's Book, Activity 14

1 Lofty Hill; 2 Spring Valley; 3 A5; 4 B1; 5 E4; 6 the dam; 7 200m; 8 500m











Children learn about the elements of a map and how to read a map key.

Page 32, Activity 15

Say: Open your Activity Books at page 32. Look at Activity 15.

Write the different scales on the board. Point to the first one and say: Look, this means that 1 cm on the map represents 250 kilometres.

Ask volunteers to interpret the other scales in the same way.

Tell the children to match the scales that are the same.

Activity Book

Page 32, Activity 16

Say: Now look at Activity 16.

Ask: What is the first symbol? Repeat the procedure for the other symbols.

Tell the children to label the map symbols in their Activity Books.



Let's play!

Finger tips

The children work in pairs. Display the picture flashcards from Unit 3 on the board. The children take turns to 'draw' one of the objects in the air, while their partner tries to guess which flashcard it is.





Multi-ROM

Unit 3, Vocabulary 1

Transcript



Track 1.23 Activity 13

You are at the airport. Go six kilometres north and then two and half kilometres west. Where are you now?

You are at the shopping centre. Go 10 kilometres south and 5 kilometres west. Where are you now?

You are at the power station. Go seventeen and a half kilometres east. Where are you now?

You are at the bridge. Go ten kilometres east and 5 kilometres north. Where are you now?

You are at Poppy Hill. Go seventeen kilometres north and twelve kilometres east. Where are you now?

Using maps to locate places and objects.

Curricular link: Art; Geography

Language Objectives

Vocabulary: map, treasure, power station, bridge, dam, airport, marsh, cave, station, hospital, shopping centre, railway, road, hill, windmill, well, factory, school, river, mountain, lake, beach

Structures: There is a power station. Start at the power station and walk two kilometres north.

Resources: poster (side B)

Materials: large sheets of white paper, felt tip pens

Student's Book, page 33, Activity 16

Say: Look at Activity 16.

Tell the children to choose a place on their maps and draw a red cross to mark the place where the treasure is hidden. Tell the children to write clear instructions in their notebooks for finding the treasure on their maps using the model in the Student's Book.

The children can then work in pairs, and read out the instructions for their partner to find the treasure.

Optional Activity Book exercises

See page 147.



SPEAKING PROJECT: USING MAPS

Presentation



Draw the children's attention to the poster. Focus on the symbols. Explain that there are many different types of symbols but the important thing is that they should be clear and obvious.

Say: Today we're going to make a treasure map.

Brainstorm the elements on the map that the children can use.

Start by asking them to name natural geographical features and write their suggestions on the board: *river, mountain, lake, beach, marsh, valley, cliff, island, cave.*

Then brainstorm artificial elements: power station, railway line, station, hospital, school, car park, windmill, dam, airport, bridge, road, motorway, shopping centre.

Then say: All maps need a reference grid. Remind them to draw lines and write the numbers down the left-hand side and letters across the top. Point to the references on the map on the poster.

Say: And finally, all maps need a scale. Point to the scale on the map on the poster.

Practice

Collect all the maps and display them on the walls of the classroom.

Collect all the instructions, shuffle them and hand them out again.

The children walk around the classroom looking at the maps. They match their instructions to the correct map. Once they find their map they can attach the instructions to the bottom.

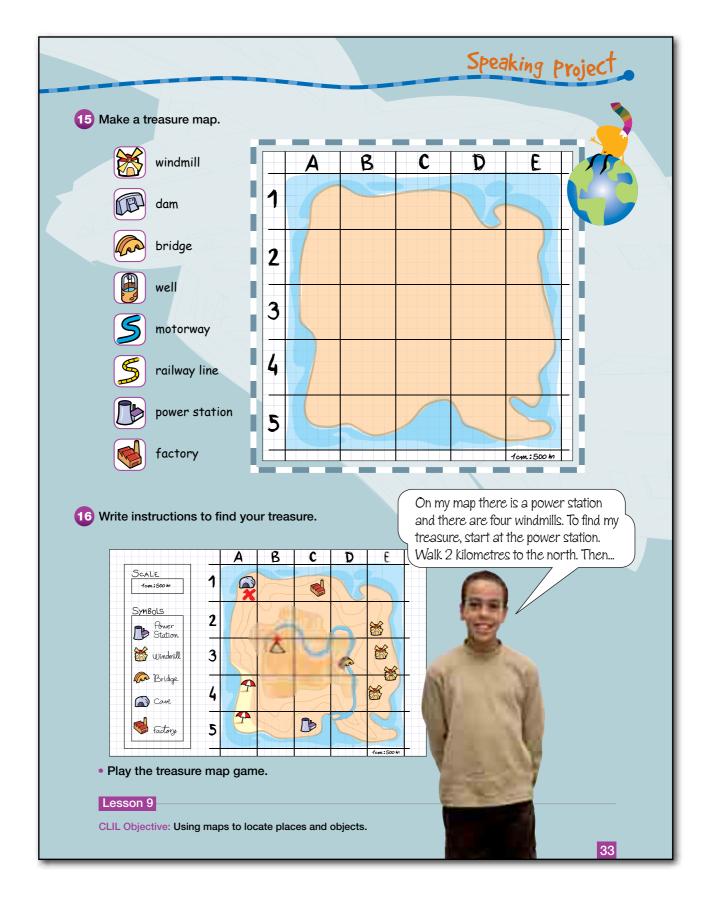
Work with the book

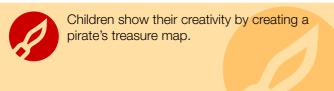
Student's Book, page 33, Activity 15

Say: Open your Student's Books at page 33. Look at Activity 15.

Hand out the materials. Tell the children to draw a map following the model in the Student's Book. They should choose a different shape for their islands.

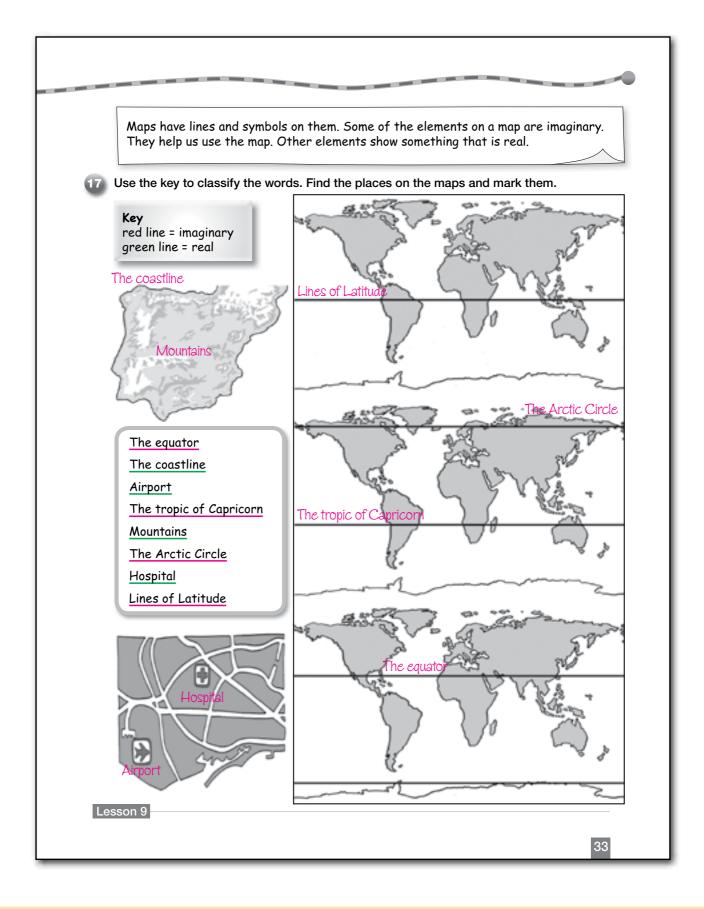
Tell the children to decide on the natural and artificial features, draw them on their maps and make a key.







Children review the vocabulary learned by describing how to get to their treasure, and also use numbers to talk about distances and co-ordinates.





Children review map elements.

Page 33, Activity 17

Say: Open your Activity Books at page 33. Look at Activity 17.

Read the introductory text out loud. Point to the map on the poster (side B) and ask the children to name the real elements. These are things marked on the map which are really there. Point out that these are given by the key. Then ask: Now what are the imaginary elements? Explain that these are things which are not actually in the real world but they help us interpret the map, for example: the relief lines, the reference grid, the scale.

Explain that in world maps there are other imaginary elements.

Say: Now look at the map on page 33. Which elements are real? Which elements are imaginary?

Tell the children to use the key to classify the elements in the list.

Ask volunteers to read their categories out loud and discuss their answers.



Let's play!

Picture memory

The children work in groups. Display the poster, and tell the children to study it for two to three minutes. Then remove the poster. The children make a list of all the items they can remember from the poster. The group with the longest list wins.



Resources

DVD

Unit 3, Episode 3

Teacher's Resource Book *DVD worksheet*, page 27

Assessment.

Curricular link: Geography

Language Objectives

All language from Unit 3.

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

REVIEW

Let's remember!





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

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

Ask volunteers to come to the board and label the map. Then ask: *Do you remember the song about Eve's grandad's house?*

Play **Track 1.18** and sing the song with the children. Finally, show the children the poster (side B) and ask them questions about the map: What are these lines for? What does this symbol mean? Where is the (lake)? Which is the (highest) point? Where is the (forest)? What can you see at (C4)?

Work with the book

Student's Book, page 34, Activity 17

Say: Open your Student's Books at page 34. Look at Activity 17.

Say: Look at the two pictures. They show the same landscape but one is from 1950 and the other from 2010. Let's see how the landscape has changed.

Ask questions, using the model in the Student's Book. Tell the children to work in pairs and take turns asking and answering questions about the changes.

Student's Book, page 34, Activity 18

Say: Now look at Activity 18.

Read and explain the instructions for playing the game. Tell the children to work in pairs and take turns asking and answering questions using the model in the Student's Book, until they have reproduced their partner's map.

Transcript



Track 1.18 Song: The sea is getting closer

See page 119.

Optional Activity Book exercises

See page 151.

Round up

Tell the children to find their own treasure maps on the walls of the classroom.

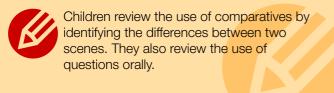
They then choose another place to hide the treasure, but this time without marking it on the map. Instead they make a note of the reference points in their notebooks.

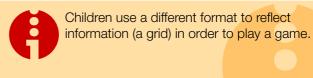
They then write instructions to find the treasure and hand them to a partner.

The children read the instructions, look at the map and draw a cross where they think the treasure is hidden. Finally, the children check their answers with their partner's reference.









		Natu	ral elements	
-	mountains	island	<u></u>	
1 -	valley	river	forest	
) -	marsh	lake		
/ -	beach	cave		
	cliff	volcano		
Γ	dam	Artific	ements in landscape cial elements	
	dam	Artific power station	landscape cial elements	
	dam well	Artific	landscape cial elements	
		Artific power station	landscape cial elements	
	well	Artification factory	cial elements motorway railway line	
-	well windmill	Artific power station factory school	cial elements motorway railway line car park	
Write	well windmill wall	Artification power station factory school shopping centre	cial elements motorway railway line car park hospital	
Write	well windmill wall bridge the opposites.	Artification power station factory school shopping centre	cial elements motorway railway line car park hospital	narrower
	well windmill wall bridge the opposites.	Artification power station factory school shopping centre airport	cial elements motorway railway line car park hospital road	narrower uglier



Children review the difference between artificial and natural elements of the landscape.



Page 34, Activity 18

Say: Open your Activity Books at page 34. Look at Activity 18.

Ask: Can you name an example of a natural element in the landscape? Now can you name an artificial element?
Tell the children to look through their books and complete the lists

Ask volunteers to read their lists out loud and compare.

Activity Book

Page 34, Activity 19

Say: Now look at Activity 19.

Ask: What's the opposite of bigger? SS: Smaller.

Repeat the procedure for the other comparative adjectives. Tell the children to complete the comparative adjectives in their Activity Books.



Let's play!

Memory chain

The children sit in a large circle. Start the game by saying a sentence: On the pirate's treasure map, there is a cave. The first child repeats the sentence, and adds an item: On the pirate's treasure map, there is a cave... and a volcano. The second child adds another item, and so on. If a child forgets the sequence, he or she is 'out'.

Resources





See Transcript Track 1.24



Assessment criteria

CLIL Objectives

Children can identify the natural and artificial elements in a landscape.

Children can distinguish between fast and slow, natural changes to the landscape.

Children can read a map using a reference grid, scale and relief lines.

Children understand the concept of sustainability and human changes to the landscape.

Language Objectives

Children can name natural and artificial elements in a landscape.

Children can describe the effect of a volcanic eruption and water erosion.

Children can compare different landscapes.

Children can give and understand instructions for finding objects on a map.

Transcript



Track 1.24 Unit 3 Test. Activity 1

Eve: My grandad lives on the edge of a cliff. The landscape is changing very slowly. The cliff is getting smaller and the beach is getting wider. The path from my grandad's house to the cliff is getting shorter and the steps down to the beach are getting narrower. The cave at the bottom of the cliff is getting bigger and the river that goes into the sea is getting longer.

GROWING FOOD

Properties of material

CLIL Objective

Identifying the key elements of a healthy daily diet.

Curricular link: Science

Language Objectives

Vocabulary: fruit, vegetables, cereals, meat, fish, apple, orange, strawberry, grapes, beans, carrots, lettuce, potato, rice, cake, egg, pasta, bread, biscuits, fruit salad, apple pie, hamburger, tuna pie, carrot cake, omelette, tomato soup

Structures: How often do you eat (fruit)? I eat (apples) every day.

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

Growing Food

Presentation



Display the poster (side A) on the board.

Hold up the pop-outs one by one and ask: What's this? What are these? Ask the children to name the items. Write the following words on the board (in random order): oranges, carrots, grapes, biscuits, beans, rice, apples, pasta, bread, strawberries, lettuce, potatoes, tomatoes. Choose three different colours and ask three children to come to the board. Give each volunteer a different coloured board pen and assign a category to each one: fruit, vegetables and cereals. Ask the children to find and circle the food for their category. Leave the words on the board for the next activity.

Work with the book



Student's Book, page 35, Activity 1

Say: Open your books at page 35. Look at Activity 1. Play Track 1.25. The children listen to the song. Ask three children to come to the board, and assign each volunteer a food group: fruit, vegetables or cereals. Play Track 1.25 again. The children point to the food groups as they hear them.

Play Track 1.25 again. Pause the CD after each verse. The children call out the missing words.

Ask: What other kinds of fruit do you know? Write the children's suggestions on the board.

Repeat the procedure for vegetables and cereals.

Student's Book, page 35, Activity 2

Say: Now look at Activity 2.

Remind the children that all through this book, they are

going to help Sam and Eve with their projects and they are going to research the questions (at home and in class) and write down the information they find.

Read the email out loud and write the categories on the board. Say: Look at the dishes in Eve's email. Can you classify them?

Ask volunteers to come to the board and classify the dishes. Some of the dishes can be classified into more than one category.

Then say: Now work together in pairs and think of another dish for each category. Ask the children to come to the board and write their suggestions. Leave the suggestions on the board.

Transcript





Song: How often do you eat fruit?

See page 155.

Optional Activity Book exercices

See page 155.

Practice

Continuous assessment

Children can name food items and dishes.

Tell the children to look at the suggestions they wrote on the board.

Point to one of the dishes and say: Mmm! (Fish soup) is my favourite (fish dish).

Hold a class vote for the favourite dish from each category.

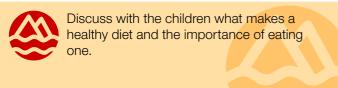
Answer Key

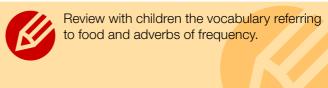
Student's Book, Activity 2

meat: hamburger fish: tuna pie

fruit: fruit salad vegetables: tomato soup eaas: omelette cakes: carrot cake







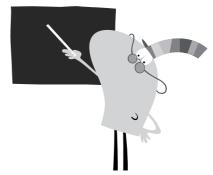
Growing food



Find and classify 12 food words.

a	\bigcup	е	†	†	u	С	P
þ	0	†	а	†	0	е	S
р	У	S	t	9	b	h	0
I	n	p	q	r	i	m	r
e	f	e	(p	а	S	†	<u>a</u>
S	b	а	Ь	р	С	r	n
w	r	S	р	e	u	i	9
q	e	r	Ь	S	i	С	e
C	а	r	r	0	t	S	S
k	d	i	e	Ь	S	d	r
j	(F)	i	С	(V)	t	а	J
6	а	n	а	n	α	S	e

Cereals	Fruit	Vegetables
pasta	oranges	lettuce
rice	<u>grapes</u>	potato <i>e</i> s
bread	bananas	carrots
biscuits	apples	peas



2 Write about your diet. Student's own answers

I eat	every day.
I eat	once a week.
I eat	twice a week.
I eat	3 times a week.
I eat	times a week.
I never eat	

My favourite pudding is ______.

My favourite fish dish is _____.

My favourite meat dish is _____.

My favourite vegetable dish is _____.

Lesson 1

35



The children play a game to reinforce their knowledge of the different food groups and the importance of having a balanced diet.



Page 35, Activity 1

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

Tell the children to find twelve food words.

Ask volunteers to say the words they have found.

Then tell the children to classify the words.

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

Page 35, Activity 2

Say: Now look at Activity 2.

Say: I eat (bread) every day. What about you? The children raise their hands.

Then say: I eat (rice) once a week. I eat (pasta) twice a week... Continue describing your eating habits. Tell the children to complete the sentences about themselves.

Ask volunteers to read their sentences out loud and compare.

Say: My favourite pudding is (ice cream).

Repeat the procedure for the other meals.

Tell the children to complete the sentences with their favourite dishes for each meal.

Ask volunteers to read their sentences out loud and compare.



Let's play!

Bull's-eye!

Divide the class into teams and put the flashcards for the unit on the floor a few metres away from the children. Give one member of each team a small bean bag or any other object that is safe to throw. Say the name of an item of food. The children have to throw the bean bag so that it lands on the correct flashcard. The team which gets closest wins a point. Repeat the procedure until all the children have had a turn.



Resources

Teacher's Resource Book *Extension worksheet 1*, page 45

Transcript



Track 1.25
Song: How often do you eat fruit?

How often do you eat fruit? How often do you eat fruit? I eat apples or oranges, strawberries or grapes, I eat fruit every day.

How often do you eat vegetables? How often do you eat vegetables? I eat beans or carrots, lettuce or potatoes, I eat vegetables every day.

How often do you eat cereals? How often do you eat cereals? I eat rice or pasta, bread or biscuits, I eat cereals every day.

Anticipating difficulties

In this unit, the children are going to learn about food, its origins, growing conditions and the usual seasons for common fruit and vegetables. The children may not know that fruit and vegetables are associated with certain seasons of the year because nowadays it is possible to buy most fruit and vegetables all year round. You will need to explain that the fact we can buy (strawberries) in (December) does not mean that they grow *naturally* at this time of the year. Explain to the children that industrial processes in the cultivation of food, and imported food means that we can, if we want, buy just about anything at any time of the year. Encourage them to think of the growing conditions and their association with the seasons of the year and the places where this food grows *naturally*.

Learning about the cultivation of certain types of food.

Curricular link: Science

Language Objectives

Vocabulary: months; potatoes, green beans, tomatoes, oranges, strawberries, grapes, lettuce, carrots; plant, grow, eat

Structures: They need (a lot of) sunlight. They need (medium) temperatures. We plant (green beans) in (April) and (May). They grow for (three) months. When can we eat them? We can eat (green beans) in (July) and (August).

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

FOOD CULTIVATION

Presentation



Show the children the poster (side A).

Hold up the pop-outs and ask the children questions about the seasons and when we eat these food items: Are (strawberries) a winter, spring, summer or autumn (fruit)? Then point to the columns on the poster and ask the children about the growing conditions: Do tomatoes need a lot of water? What do you think?

Ask the children to write the food words on slips of paper and take turns placing the words in the correct columns on the poster. (See Track 1.26 page 159 for information regarding growing conditions.)

Work with the book



Student's Book, page 36, Activity 3

Say: Open your books at page 36. Look at Activity 3. Read the first sentence out loud: They need a lot of sunlight. Then say: Look at the picture. What fruit or vegetables need a lot of sunlight?

Write their suggestions on the board.

Repeat the procedure for the other sentences.

Say: Now let's listen and check.

Play Track 1.26. Tick the suggestions on the board. Play Track 1.26 again. Stop after each sentence and ask: Can you name other fruit and vegetables that need (a lot of sunlight)?

Student's Book, page 36, Activity 4

Say: Now look at Activity 4.

Read number 1 out loud and ask the children to calculate and answer: We can eat green beans in July and August.

Repeat the procedure for the other sentences and questions. Then ask: Do we eat lettuce in the winter? SS: Yes. Repeat for some of the other vegetables and explain that these vegetables are either grown in greenhouses, under plastic, or that they come from other parts of the world.

Transcript





Track 1.26 Activity 3

See page 159.

Optional Activity Book exercises

See page 159.

Practice

Continuous assessment

Children can associate food with seasons and months of the year.

Write the seasons on the board.

Ask the children to come to the board and write their favourite fruit and vegetables (one item of each per child). Ask a volunteer to come to the board and circle all the fruit and vegetables which are seasonal in the spring time. Repeat the procedure for the other seasons of the year. Ask the children to think of the difference between (strawberries) that we buy in (May) and the ones we can buy in (December). Ask: Which have got the best taste? Which are the cheapest? Which travel the least?

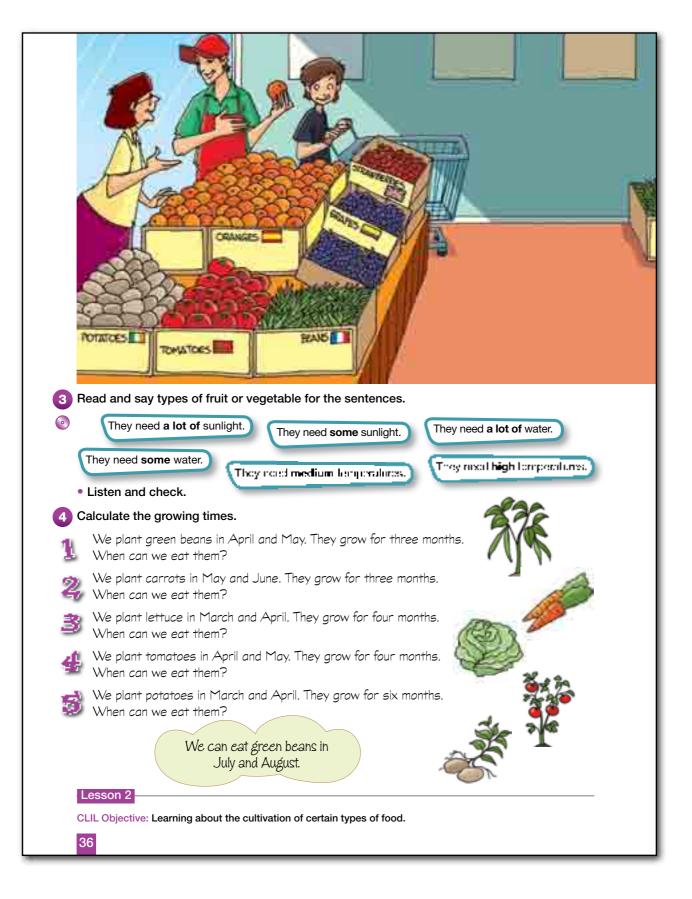
Project Quest: How many apples are there in a kilo? And how many strawberries?

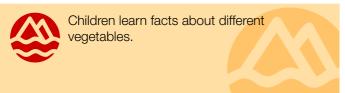
Write the questions on the board. Ask if anybody knows the answers. Tell the children to find out the answers and make a note of them in their notebooks, ready for the Speaking project in Lessons 8 and 9.

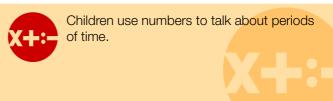
ANSWER KEY

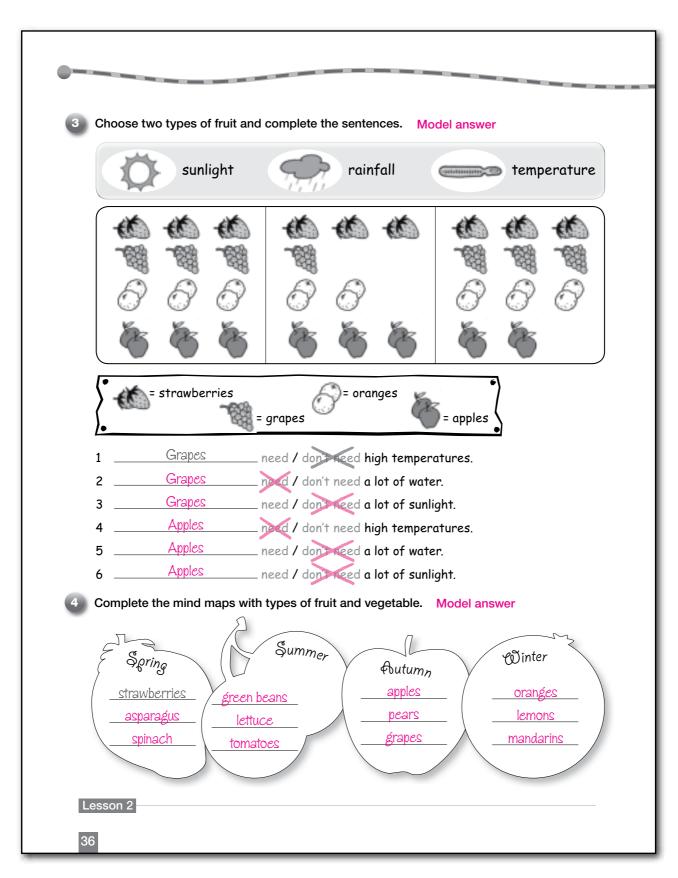
Student's Book, Activity 4

1 green beans: July and August; 2 carrots: August and September; 3 lettuce: July and August; 4 tomatoes: August and September; 5 potatoes: September and October











Children learn more about the growing conditions which fruit and vegetables need, and how to care for them.



Page 36, Activity 3

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

Ask questions about the fruit: Do (strawberries) need a lot of water? Do (oranges) need a lot of sunlight? How much water do (grapes) need?

Read the first sentence out loud: *Grapes need high temperatures.*

Ask volunteers to choose fruit and complete the sentences orally.

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

Ask volunteers to read their sentences out loud and compare.

Page 36, Activity 4

Say: Now look at Activity 4.

Tell the children to think of the normal seasons for the fruit and vegetables.

Ask: What fruit and vegetables are seasonal in spring? Write their suggestions on the board.

Repeat the procedure for the other seasons of the year. Clean the board and tell the children to complete the mind maps in their Activity Books.

Ask volunteers to read their lists out loud and compare.

*Note: You will need to keep reminding the children that we are talking about the seasonal fruit, that is, fruit which grows *naturally* in spring, summer, autumn, or winter.

Grammar and Writing Booklet

Page 17, Activity 1

Say: We're going to learn about horoscopes. Let's read the horoscope.

Tell the children to look at Activity 1. Tell them to find and underline good news in *blue*, bad news in *red* and advice in *green*.

Page 17, Activity 2

Say: Now look at Activity 2. Draw the children's attention to the two columns and to the food words they have read about in the text. In pairs, they classify the words in the columns. When they have finished, tell the children to see if they can think of any more food words to add to the categories.



Let's play!

Hangman

Choose a word from the unit and mark a dash on the board for each letter of the word chosen. The children take it in turns to say letters from the alphabet. If they say a letter from the word, write it in, and when they don't, begin to fill in parts of a 'hanged man' stick figure. The children win if they guess the word correctly before the stick figure is 'hanged'. Repeat the procedure, inviting volunteers to come to the board with new words for the class to guess.



Resources

Teacher's Resource Book *Extension worksheet 2*, page 46

Transcript



Track 1.26 Activity 3

Strawberries need a lot of water.

They need a lot of sunlight and they need high temperatures.

Grapes need a lot of sunlight and high temperatures. They need some water, but only a little.

Oranges need a lot of sunlight and high temperatures. They need some water.

Beans need medium temperatures and a lot of sunlight. They need a lot of water.

Tomatoes need a lot of sunlight and high temperatures. They need some water.

Potatoes need medium temperatures and a lot of sunlight. They need some water.

Learning about the origin of certain types of food.

Curricular link: Science

Language Objectives

Vocabulary: potatoes, beans, tomatoes, oranges, strawberries, grapes, olives, bananas, rice, coffee, sugar, olive oil, flour, pasta; China, Spain, USA, Colombia, Kenya, Italy, France, United Kingdom, Morocco, Ireland

Structures: Where do (oranges) come from? (Oranges) come from Spain. Where does (rice) come from? (Rice) comes from China.

Resources: poster (side A); poster pop-outs; Unit 4 cut-outs (or Teacher's Resource Book, page 12, one photocopy per child)

Student's Book, page 37, Activity 6

Say: Now look at Activity 6.

Tell the children to find their cut-outs for Unit 4. (Alternatively, hand out the photocopies.)

Tell the children to work in pairs. They fold their cut-outs in half so that they can each see a different part of the information.

They then take turns asking and answering questions about the food until they have completed the information on their maps.

Ask questions to check the information.



Optional Activity Book exercises

See page 163.

ORIGINS OF FOOD

Presentation



Write two columns on the board and write the words do and does as headings for the columns.

Show the children the poster (side A). Hold up the pop-outs.

Ask: Does (rice) grow in our country? Do (oranges) grow in our country?

Write the food word in the correct column if the children say yes.

Point out that lots of things grow in our country. Ask: Why do you think that lots of things grow in our country? Remind them of the growing conditions we talked about in Lesson 2.

Then ask: Do any fruit or vegetables grow in England? What do you think? Tell them to think about the climate (colder, wetter and less sunlight).

Work with the book

Student's Book, page 37, Activity 5

Say: Open your books at page 37. Look at Activity 5. Ask: Where do oranges come from? SS: Oranges come from Italy, Spain and Greece.

Ask volunteers to ask other questions about the food on pages 36 and 37. The rest of the class answers.

Then ask: Are these the only countries where this food comes from?

Explain that (oranges) come from many places in the world. Originally they were from China!

Practice

Continuous assessment

Children can associate food with its country of origin.

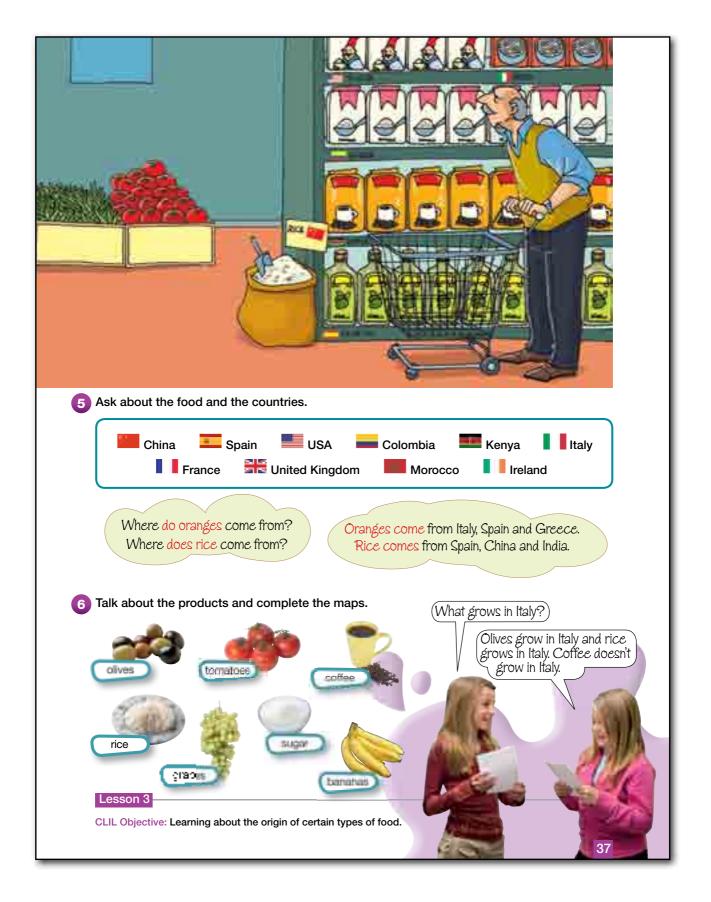
Ask: What do you normally have for breakfast? Write the children's answers on the board.

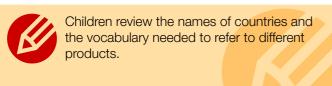
Point to each food item and ask: What is (bread) made of? What are (biscuits) made of? Where does it come from? Where do they come from?

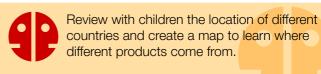
Encourage the children to break down compound foods like biscuits, breakfast cereals, chocolate milk, etc. into their composite ingredients and think about where each one comes from. For example: The milk probably comes from farms in our country, but the chocolate comes from Africa, Asia or Central or South America.

Project Quest: How much sugar is in one cup? And how much flour is there?

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







Look in the fridge	and food cupboards at home. St	udent's own answers
	Fruit	Vegetables
	Cereals	Tinned food
6 Write about the	e food in your kitchen.	
Look at the food	e food in your kitchen. labels and find the country of origin. orrect options and complete the sent	ences. Student's own answers
Look at the food Then circle the co	labels and find the country of origin.	
Look at the food Then circle the co	labels and find the country of origin. orrect options and complete the sent come / comes from	
Look at the food Then circle the co 1 The 2 The	labels and find the country of origin. orrect options and complete the sent come / comes from com	om
Look at the food Then circle the co 1 The 2 The 3 The	labels and find the country of origin. orrect options and complete the sent come / comes from comes fr	om om
Look at the food Then circle the co 1 The 2 The 3 The 4 The	labels and find the country of origin. orrect options and complete the sent come / comes from comes	om om om
Look at the food Then circle the co 1 The 2 The 3 The 4 The 5 The	labels and find the country of origin. orrect options and complete the sent come / comes from come / comes	om om om
Look at the food Then circle the co 1 The 2 The 3 The 4 The 5 The 6 The	labels and find the country of origin. orrect options and complete the sent come / comes from come / comes / c	om om om om



Children make a list of different food items from their kitchens at home and discuss which countries the different foods come from.

Page 37, Activity 5

Say: Open your Activity Books to page 37. Look at Activity 5.

Ask: What food do you normally keep in your fridge at home? Write the children's suggestions on the board. Then ask: And what food do you normally keep in the food cupboards at home?

Write the children's suggestions on the board. Ask a volunteer to come and circle all the fruit. Using different colours, repeat the procedure for the other categories of food.

Say: Tonight I want you to check in your fridge and cupboards at home and complete the lists.

Page 37, Activity 6

Say: Now look at Activity 6.

Point to some of the food items that you wrote on the board in Activity 5 and ask: Where does the (rice) come from? The children offer suggestions.

Say: Tonight I want you to look at different food items and complete the sentences in your Activity Books.

*Note: If you want to do these activities in class, tell the children to guess the answers. They can then check when they get home.

Grammar and Writing Booklet

Page 18, Activity 3

Say: Look at Activity 3. Tell the children they are going to plan their horoscopes. Tell them to choose two friends, and find out their signs of the zodiac. The children write three predictions for their friends.

Page 18, Activity 4

Say: Now look at Activity 4. Read the first sentence out loud: I'm going to feed the dog. Ask: Which part of the sentence is fixed? SS: The dog.

Tell the children to read the rest of the sentences and underline the fixed part in blue and the changing part in green. When they have finished, they classify the changing parts of the verb.

Page 18, Activity 5

Say: Now look at Activity 5. The children write a rough draft of their horoscopes for their friends.



Let's play!

Memory

Stick the word flashcards face down on one side of the board, and the picture flashcards on the other using Blu-Tack. Divide the children into four teams, and ask one member of each team to come to the board. The children take turns to turn over one picture flashcard and one word flashcard. If they get a pair they get a point, if not, they turn the cards back over, and another team member takes their place at the board. The winning team is the team that finds the most pairs.

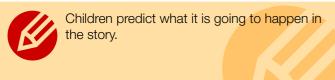


Resources

Multi-ROM

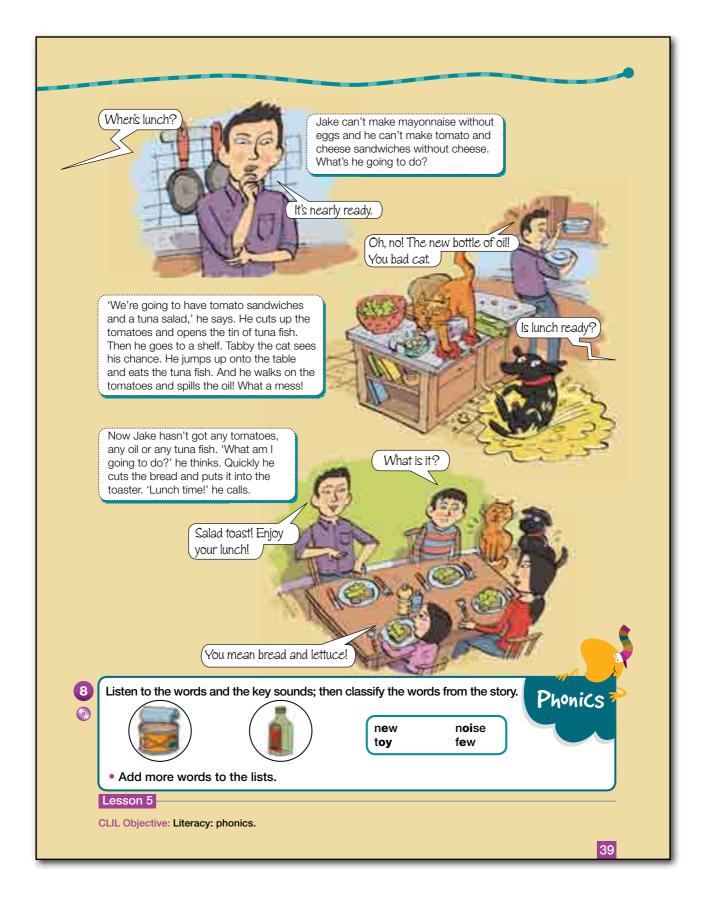
Unit 4, Vocabulary 1

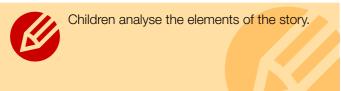


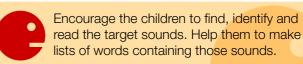




Remind children that illustrations help us make predictions and find out what will happen next.







Literacy: prediction.

Curricular link: Literacy

Language Objectives

Story language: food, lunch, egg, tomato, lettuce, cheese, bread, oil, tuna fish, tin, salad, mayonnaise, sandwich, dog, toy, chance, shelf, toaster; jumps, washes, sees, eats, breaks, cuts, opens, goes, walks, puts, spills; Oh dear! What's for lunch? When's lunch? Is lunch ready? It's nearly ready. What a noise! What a mess! What's he going to do? What am I going to do? Enjoy your lunch!

Resources: CD

Story: What's for lunch?

Present the story

Say: It's story time! Open your books at pages 38 and 39. Read the title out loud. Ask the children to look at the pictures while you ask questions:

Picture 1: Where is Jake? What animals can you see? What is Jake doing? What's in the fridge? What other food can you see? Is there a lot of food? Are the animals hungry?

Picture 2: What food can you see on the table? What do you think Jake is going to make with that food? What are the animals doing?

Picture 3: Where is the dog? What's she doing? Where is the cat? What's he doing? What's Jake doing? Is he angry? What do you think he's going to make for lunch now?

Picture 4: What's Jake doing now? Why?

Picture 5: Where's the cat? What's he doing? Where's the dog? What's she doing? What do you think Jake's going to make for lunch now?

Picture 6: Where is everybody now? What have they got for lunch? Is that a good lunch? Are the children happy with their lunch?

Work with the book



Student's Book, pages 38 and 39, Activity 7

Play **Track 1.27**. Tell the children to listen to the story and follow it in their books. Ask comprehension questions. How many eggs has he got? How many tomatoes? How much lettuce? How much cheese? How much bread? How much oil? How much tuna fish? What's he going to make? Who eats the cheese? Who breaks the eggs? So what has Jake got for lunch now? What's he going to make now? Who eats the tuna fish? Who walks on the tomatoes? Who spills the oil? So what has Jake got for lunch now? What's he going to make now?

Then ask: What do the family have for lunch? Is that a good lunch? Is it balanced? What's wrong with it?

Transcript



Track 1.27 Story: What's for lunch?

See page 169.

Optional Activity Book exercices

See page 169.

Develop the story

Tell the children to read the story again in silence and make a note of any words they do not understand.

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

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

Literacy: phonics ew (few, new) and oi (noise, toy)

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 38 and 39, Reading Activity

Tell the children to read the story out loud. Assign Jake, the boy and the girl 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 correctly pronounced. Write the words on the board when they have finished. Point to the words one by one and ask if anybody can read each one out loud. Correct the pronunciation where necessary.

Student's Book, page 39, Activity 8

Play Track 1.28 to identify the sounds in the words tuna (ew) and oil (oi). 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: tuna and oil at the top of the columns. Tell the children to copy the columns in their notebooks and classify the words from the list.

Tuna (ew): new, few Oil (oi): toy, noise

Ask the children if they can think of any other words which have these two sounds.

Tuna (ew): stew, computer, museum, Tuesday, music Oil (oi): enjoy, toilet, boy

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

Transcript



Track 1.28 Phonics

See page 171.

Optional Activity Book exercises

See page 171.



Divide the class into groups of seven. Assign a character to each child: Jake, the boy, the girl, Tabby the cat, Blackie the dog, and two narrators.

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



Story summary

7 L

Look at the pictures and answer the questions.

tomato cheese sandwich tuna salad mayonnaise toast







What's he going to make for lunch?

He's going to make tuna salad with mayonnaise, and tomato and cheese sandwiches

What's he going to make for lunch?

He's going to make tuna salad and tomato sandwiches

What's he going to make for lunch?

He's going to make <u>salad</u> toast

8 Complete the story summary.

Title: What's for lunch?

Characters: <u>Jake</u>, <u>Blackie</u> the dog, <u>Tabby</u> the cat, two children

Place: The kitchen



Jake is in the <u>kitchen</u>. He is going to <u>make lunch</u>
for his family. He's got some <u>eggs. tomatoes, lettuce, cheese, bread, oil, and tuna</u>
He's going to make <u>tuna salad with mayonnaise and cheese and tomato sandwiches</u>
But at the end of story his family has <u>salad toast</u> for lunch.

Match the sentence halves.

He can't make mayonnaise...
He can't make a tuna salad...
He can't make cheese sandwiches...
He can't make a salad...
He can't make tomato sandwiches...

because the cat steps on the tomatoes.
because the cat spills the oil.
because the dog breaks the eggs.
because the dog eats the cheese.

because the cat eats the tuna.

Lesson 4

38



Draw the children's attention to how the main character attempts to solve the problems he is faced with in the story. Discuss the importance of finding solutions to everyday problems.

UNIT 4 LESSON 4 OPTIONS

Activity Book

Page 38, Activity 7

Say: Open your Activity Books at page 28. Look at Activity 7.

Say: Look at picture 1. What's he going to make? Repeat the procedure for the other pictures.

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

Page 38, Activity 8

Say: Now look at Activity 8. Let's do the story summary. Ask: What's the title of the story? Who are the main characters?

Read the sentences out loud, stopping at the missing information and asking the children to supply the words orally.

Tell the children to complete the story summary in their Activity Books.

Ask volunteers to read the story summary out loud. Tell the children to look at the sentence halves. Read the first sentence half out loud: *He can't make mayonnaise...* Ask the children to supply the reason. SS: *Because the dog breaks the eggs.*

Repeat the procedure for the other sentence halves. Tell the children to match the sentence halves in their Activity Books.

Ask volunteers to read the complete sentences out loud.

Resources

Multi-ROM Unit 4, Story

Transcript



Track 1.27 Story: What's for lunch?

Children: What's for lunch?

Jake: Oh dear! We haven't got a lot of food.

Narrator: Jake's got three eggs, two tomatoes, a few lettuce leaves and some cheese. And he's got some bread, some oil and a tin of tuna fish.

Children: What's for lunch?

Jake: I'm going to make a tuna fish salad with mayonnaise. And I'm going to make tomato and cheese sandwiches.

Narrator: First, Jake washes the lettuce and the tomatoes. Blackie the dog sees her chance. She jumps onto the table and eats the cheese. And she breaks the eggs! What a noise!

Jake: You bad dog. The eggs aren't toys!

Narrator: Jake can't make mayonnaise without eggs and he can't make tomato and cheese sandwiches without cheese. What's he going to do?

Children: When's lunch?

Jake: It's nearly ready.

Narrator: 'We're going to have tomato sandwiches and a tuna salad,' he says. He cuts up the tomatoes and opens the tin of tuna fish. Then he goes to a shelf. Tabby the cat sees his chance. He jumps up onto the table and eats the tuna fish. And he walks on the tomatoes and spills the oil! What a mess!

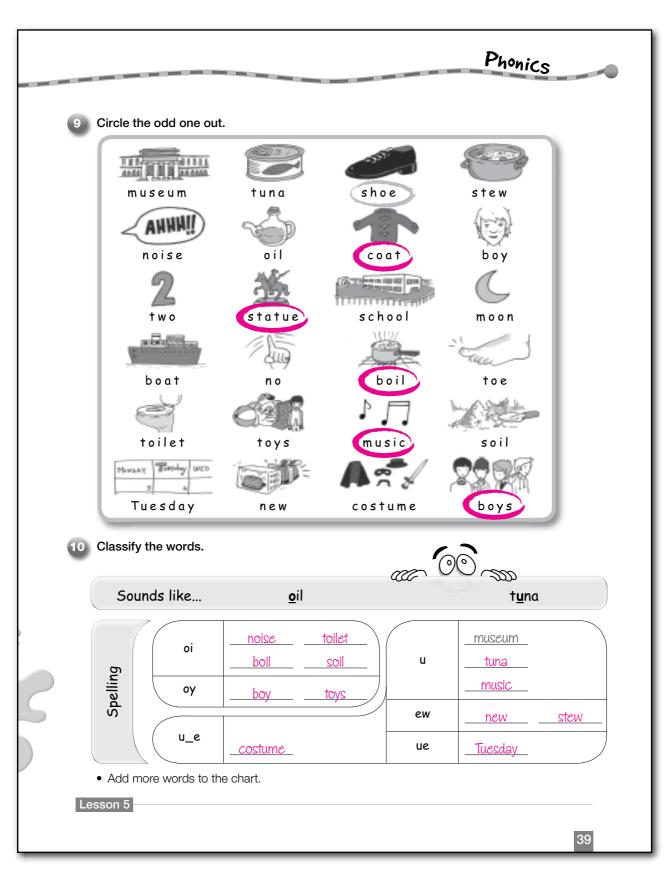
Jake: Oh, no! The new bottle of oil! You bad cat.

Children: Is lunch ready?

Narrator: Now Jake hasn't got any tomatoes, any oil or any tuna fish. 'What am I going to do?' he thinks. Quickly he cuts the bread and puts it into the toaster. 'Lunch time!' he calls.

Boy: What is it?

Jake: Salad toast! Enjoy your lunch! Girl: You mean bread and lettuce!





Remind the children that English is not a phonetic language and that there are often various ways to spell the same sound.



Page 39, Activity 9

Say: Open your Activity Books to page 39. Look at Activity 9.

Ask volunteers to take turns reading the lines of words out loud. After each line, stop and ask: Which word has got a different sound to the others?

Say: Now read the words again and circle the odd one out.

Page 39, Activity 10

Say: Now look at Activity 10. Look carefully at the spelling patterns for the sounds.

Tell the children to complete the charts with words from Activity 9. Write the charts on the board and ask volunteers to come and write in the words.

The children correct their work.

Ask the children to suggest more words to add to the chart.



Let's play!

Sound sorting

Write the following words on the board at random: oil, stew, toilet, new, boy, museum, toy, few, enjoy, noise, Tuesday. Put the children into teams. Give each team a piece of paper. Write oi and ew on the board. The children classify the words into two categories: oi sounds and ew sounds. Say: Ready, steady, go! The first team to complete the task wins.



Resources

Multi-ROMUnit 4, *Phonics*

Transcript



ew tuna oi oil

new toy noise

few

Growing fruit and vegetables in the city; a roof garden.

Curricular link: Science

Language Objectives

Vocabulary: months; tomatoes, potatoes, rice, carrots, strawberries, oranges, grapes, bananas, apples, beans; plant, pick; flat, city, parks, green spaces, fruit, vegetables, flowers, terrace, roof garden Structures: I think he's growing (tomatoes). He isn't growing oranges. He's going to plant (beans) in (April).

Resources: flashcards

GROWING FRUIT AND VEGETABLES

Presentation

Ask: What food grows in our country? Where does it grow? Does it grow in the city? SS: No. T: Why not? Explain that food isn't usually grown commercially in cities because there isn't much land. But sometimes people grow small amounts of food for their own consumption. Ask: Can you grow fruit or vegetables without a garden? How?

Explain that we can grow small quantities of fruit and vegetables in pots.

Hold up the flashcards of the fruit and vegetables one by one and ask: Can we grow (tomatoes) in a pot? Encourage the children to discuss these ideas and agree or disagree with each other.

Work with the book

Student's Book, page 40, Activity 9

Say: Open your books at page 40. Read the introductory text out loud.

Say: Look at the picture of Bob's roof garden. What do you think he's growing?

Ask volunteers to give their opinions using the model on

Ask the children to give reasons for their choices: He isn't growing (bananas) because it's too cold in England.

Student's Book, page 40, Activity 10

Say: Let's look at Bob's gardening plans for this year. Explain to the children the meaning of the verbs plant and pick. Tell the children to look at the planting and picking times and discuss the plans.

Ask questions: When is he going to plant (potatoes)? SS: In (April). T: And when is he going to pick the (potatoes)? SS: In (October).

Optional Activity Book exercises

See page 175.



Practice

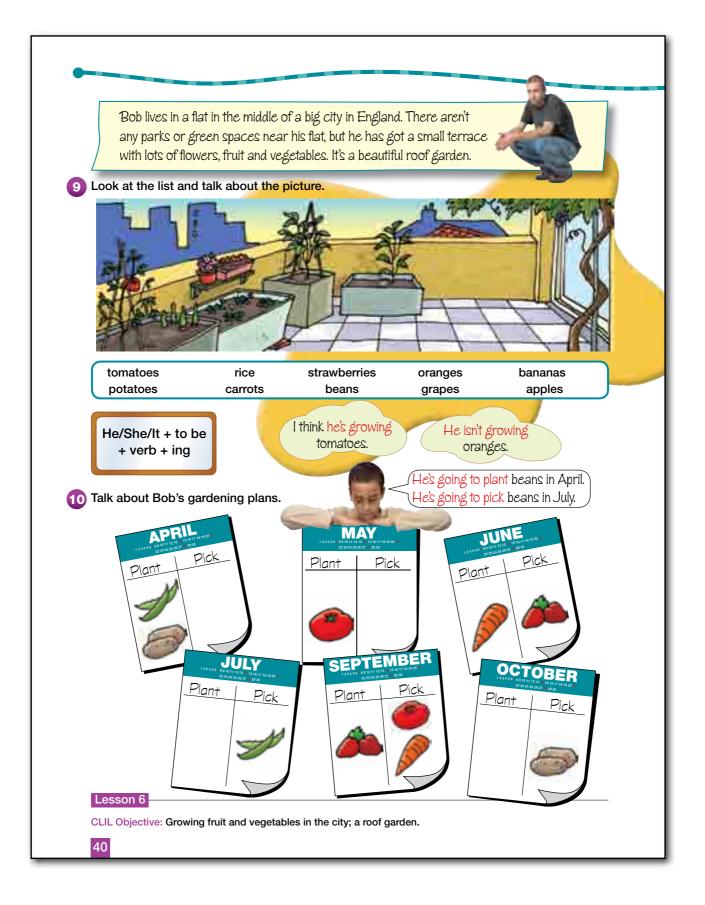
Continuous assessment

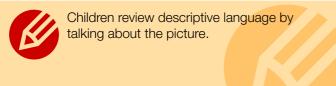
Children can associate food with growing conditions.

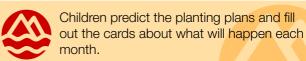
Ask the children questions about what they grow at home: What plants have you got at home? Can you eat any of them? Are they inside or outside? Are they in the ground or in pots? Do you water them? Do they need a lot of sunlight? Do they stay outside in the winter?

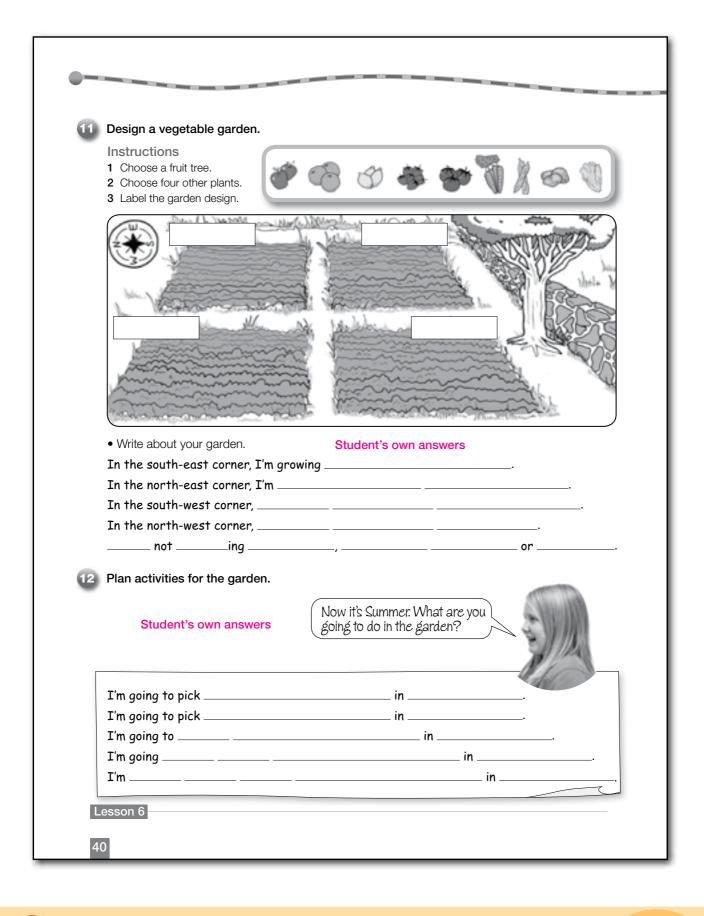
Project Quest: What are the proportions of fruit and sugar in a jam recipe?

Write the question on the board. 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 work independently to consolidate thier knowledge of the future tense in English.

Page 40, Activity 11

Say: Open your Activity Books to page 40. Look at Activity 11.

Read and explain the instructions to the children.

Tell the children to design their vegetable garden.

Ask questions about their designs: What are you growing in the (south-east) corner?

Tell the children to complete the sentences about their vegetable gardens.

Ask volunteers to read their sentences out loud.

Page 40, Activity 12

Say: Now look at Activity 12.

Read the speech bubble out loud and ask children to answer using their garden designs.

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

Ask volunteers to read their sentences out loud.

Grammar and Writing Booklet

Page 19, Activity 6

Say: Look at Activity 6. Tell the children to look at their rough draft and circle their mistakes. Then tell them to work in pairs, and classify their mistakes according to the model.

Page 19, Activity 7

Say: Now look at Activity 7. Look at your rough draft and do the tasks. Tell the children to choose four mistakes from their draft and write the correct sentences.

Page 19, Activity 8

Say: Now look at Activity 8. Make your work better. Tell the children to choose two themes and to write predictions for their friends. They add their new predictions to their horoscopes.



Let's play!

Snap!

The children work in pairs. Each child uses a set of key vocabulary cut-outs (or Teacher's Resource Book page 20, one photocopy per child). The children shuffle the cards and share them out. The first player says the cut-out he/she is going to lay on the table, and lays it down. The second player lays one of his/her cut-outs down at the same time. If they coincide with the same cut-out the children say *snap*. The first child to say *snap* gets the cards that are laid on the table. The winner is the child who wins all the cards.



Resources

Multi-ROM

Unit 4, Vocabulary 2

Teacher's Resource Book

Ready to read, page 72

Studying different ways of preserving food.

Curricular link: Science

Language Objectives

Vocabulary: summer, strawberries, tomatoes, strawberry jam, tomato sauce; freeze, dry, buy, make, pick; plastic bags, labels, jars, sugar, paper

Structures: What are you going to do on Monday? What's he going to do? I'm going to (pick tomatoes). What are you going to buy? I'm going to buy some (plastic bags).

Resources: CD

Preserving food

Presentation

Draw two columns on the board and write the words cupboard and freezer at the top of the columns. Point to the column marked cupboard and ask: What food have you got in the cupboard at home?

Repeat the procedure for the column marked freezer. Prompt the children to name things that are tinned, frozen or dried, for example: tins of tomatoes, tins of fish, dried herbs, coffee, frozen peas, frozen fish, jam, olives, etc. Point to the items and ask: Is this fresh food? Could we keep it in the cupboard if it were fresh? Why not? (Because

Explain that if we want to eat food all year round we need to find a way to keep it fresh. We can do this by preserving food in different ways.

Work with the book



Student's Book, page 41, Activity 11

Say: Open your books at page 41. Look at Activity 11. Tell the children to write the days of the week *Monday*, Tuesday, Wednesday, Thursday and Friday on five slips of paper (small enough to place by the yellow boxes in their book).

Say: Now listen to Bob's plan and put the days of the week next to the activities.

Play Track 1.29. The children listen and place the days of the week next to the corresponary activity.

Play Track 1.29 again. The children listen and check. Ask questions: What's Bob going to do on (Tuesday)? Say: Now imagine, like Bob, that you have got a lot of extra fruit. What can you do with it? Tell the children to write the days of the week on a piece of paper and an activity for each day of the week. The children take turns asking and answering questions about their plans.

Student's Book, page 41, Activity 12

Say: Look at Activity 12.

Read and explain the instructions to the children.

The children write their shopping lists.

The children work in pairs and take turns asking and answering questions about their shopping lists and their plans. Use the model on page 41 as a guide.





Track 1.29 Activity 11

See page 179.

Optional Activity Book exercises

See page 179.

Practice

Say: Hands up! Who likes jam?

Ask: What fruit can we make jam out of?

Explain to the children that we use the word marmalade for citrus fruit preserve, and jam for any other fruit. Say: We have orange marmalade and strawberry jam. What's your favourite jam or marmalade?

Write the children's favourites on the board.

Ask: When do you eat jam? What do you eat jam with? Does anyone in your family make jam or marmalade? You might like to explain that in the UK people sometimes eat a sweet spicy fruit preserve called *chutney* with different kinds of meat.

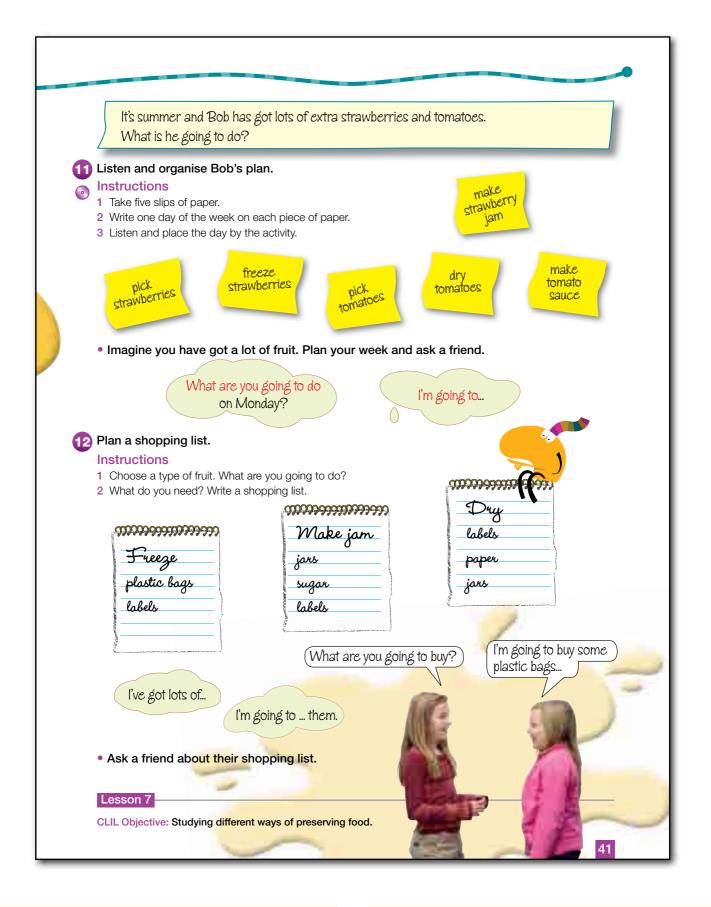
Project Quest: Have you got a favourite recipe for jam, ice cream, cake or pie? Find a recipe.

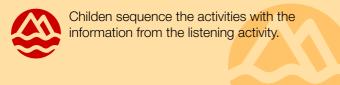
Write the quest on the board. Tell the children to find a recipe and a picture and keep it in their notebooks, ready for the Speaking project in Lessons 8 and 9.

Answer Key

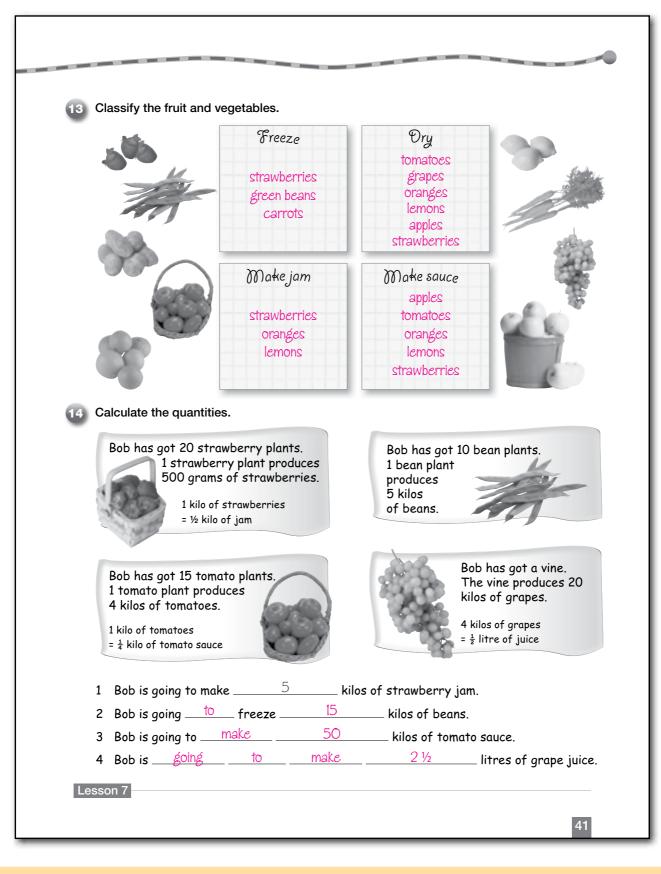
Student's Book, Activity 1

See Transcript, page 179.











Children demonstrate thier mathematical competence by solving some simple problems.



Page 41, Activity 13

Say: Open your Activity Books at page 41. Look at Activity 13.

Ask the children to identify the fruit and vegetables in the picture.

Ask: How can we preserve (strawberries)? Can we freeze them? SS: Yes. T. Can we dry them? SS: Yes. T: Can we make jam? SS: Yes. T: Can we make sauce? SS: Yes. Repeat the procedure for the other fruit and vegetables. The children may disagree with each other. Encourage them to give their reasons.

Say: Now classify the fruit and vegetables in your Activity Books.

Page 41, Activity 14

Say: Now look at Activity 14.

Read the first text out loud. Then say: Look at number 1. Who can complete the calculation?

Repeat the procedure for the other texts and sentences. Tell the children to calculate the answers and complete the sentences in their Activity Books.

Grammar and Writing Booklet

Page 20, Activity 9

Say: Look at Activity 9. The children complete the grammar box using the future with going to.

Page 20, Activity 10

Say: *Now look at Activity 10.* The children write a final, clean copy of their horoscope and add illustrations.



Let's play!

Memory chain

The children sit in a large circle. Start the game by saying a sentence: In Bob's garden, there are some tomatoes. The first child repeats the sentence, and adds an item: In Bob's garden, there are some tomatoes... and some strawberries. The second child adds another item, and so on. If a child forgets the sequence, he or she is 'out'.



Resources

Multi-ROM

Unit 4, *Grammar 1* Unit 4, *Writing*

Transcript



Narrator: What are you going to do with all this fruit and veg, Bob?

Bob: Well, I'm going to be very busy. First, on Monday, I'm going to pick lots of tomatoes. Then, on Tuesday, I'm going to pick strawberries. On Wednesday, I'm going to freeze the strawberries. On Thursday, I'm going to dry the tomatoes. On Friday, I'm going to make strawberry jam. And on Saturday, I'm going to make tomato sauce. And then I'm going to have a rest!

Comparing weights and volumes of food types.

Curricular link: Science

Language Objectives

Vocabulary: lemon cake, banana ice cream, apple pie, strawberry jam; milk, sugar, bananas, strawberries, flour, butter, eggs, lemon, water, apples; cup, grams, kilos; mix, freeze, stir, add, roll out, put, mash, boil; fruit, mixture

Structures: How much sugar do you need? How many strawberries do you need? (Mix) the fruit.

Resources: poster (side B)

SPEAKING PROJECT: COOKING

Presentation



Read the project title out loud: Cooking.

Write the Project Quest questions on the board. Ask: How many people have found the answers to these questions? The children raise their hands. Ask volunteers to provide their answers. Make a note of their answers underneath the questions.

Explain: Everybody needs to know how to cook. We need to cook so that we can eat good food.

Show the children the poster (side B). Point to the food items and ask: Can we count sugar? SS: No. T: Can we count apples? SS: Yes.

Explain that in recipes we need to calculate amounts of food. We can do this by weighing it or by measuring it in

Point to the poster and ask: How many cups of sugar are there in a kilo? So how much does a cup of sugar weigh? Repeat the procedure for sugar, butter, flour, milk and water. Then point to the food on the right of the poster and ask: How many (apples) are there in a kilo?

Explain that these calculations depend on the size of the fruit, so they are approximations.

Then point to the pictures of the actions and say: These are all actions we use when we are cooking. Do you remember them? Name the actions and ask the children to mime them with you.

Work with the book

Student's Book, page 42, Activity 13

Say: Open your books at page 42. Look at Activity 13. Tell the children to look at the ingredients. Ask: What are the ingredients for the (lemon cake)?

Repeat the question for the other dishes.

Then ask: How much sugar do you need for the lemon cake? How many lemons do you need?

Tell the children to work in pairs and take turns asking and answering questions about the quantities of ingredients for the different dishes.

Student's Book, page 42, Activity 14

Say: Now look at Activity 14.

Read the first set of instructions out loud and ask: What dish are these instructions for? SS: The banana ice cream. Ask volunteers to read the other instructions and ask their classmates to say the name of the dish.

Optional Activity Book exercises



See page 183.

Practice

Write the four dishes on the board: lemon cake, banana ice cream, apple pie, and strawberry jam.

Ask: How can you vary the ingredients for these dishes? Can you make orange cake? And orange ice cream? And orange pie?

Establish a time limit, (for example 3 minutes), tell the children to work in pairs and write down as many combinations as they can think of.

Tell the children to come and write their combinations on the board under the dishes. Discuss the results and vote on the class favourite for each type of dish.

ANSWER KEY

Student's Book, Activity 13

- 1 banana ice cream
- 2 strawberry jam
- 3 lemon cake
- 4 apple pie

Student's Book, Activity 14

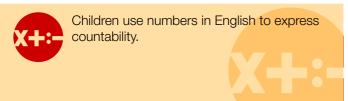
recipe 1: banana ice cream

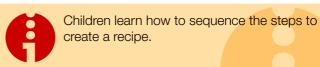
recipe 2: lemon cake

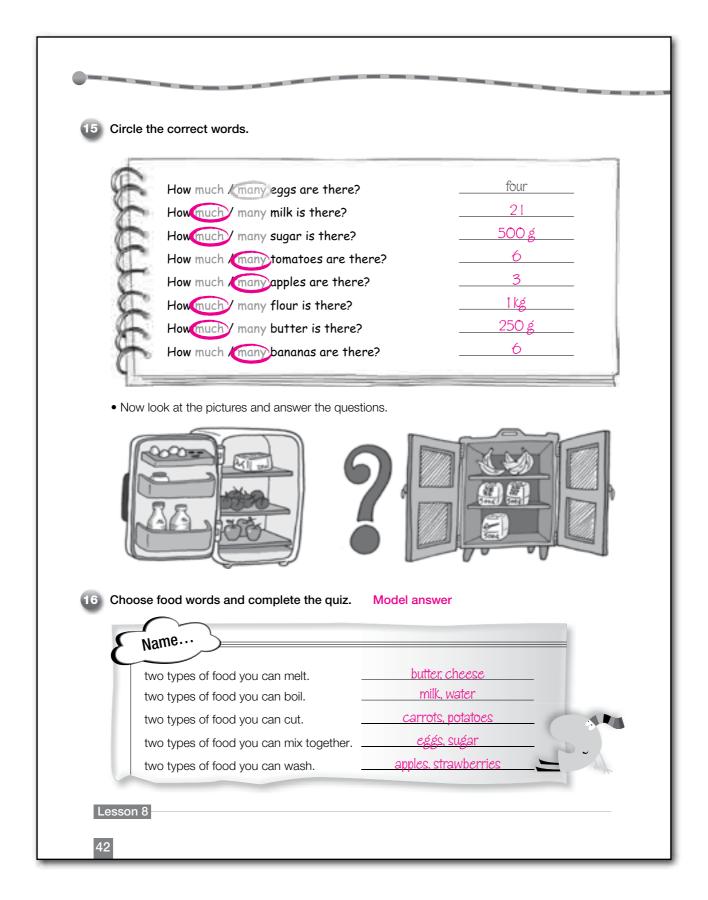
recipe 3: apple pie

recipe 4: strawberry jam











Children work independently to revise their knowledge of countable and uncountable food items.

Page 42, Activity 15

Say: Open your Activity Books at page 42. Look at Activity 15.

Tell the children to look at the picture. Ask. What can you see? Can you see any eggs? SS: Yes. T: How many eggs are there? SS: (Four.)

Repeat the procedure emphasising the difference between *How much...?* and *How many...?*

Tell the children to circle the correct words in the questions. Then say: *Now look at the picture and answer the questions.*

Ask volunteers to take turns reading the questions and answers out loud.

Page 42, Activity 16

Say: Now look at Activity 16.

Read the first line of the quiz and ask the children to call out their suggestions. There are many different possibilities: butter, chocolate, cheese, ice cream, etc.

Repeat the procedure for the other quiz questions.

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



Let's play!

Finger writing

The children work in pairs. Display the flashcards from Unit 4 on the board. The children take turns to 'write' the name of one of the items of food on their partner's back using their finger, while their partner tries to guess which flashcard it is.



Resources

Multi-ROM

Unit 4, Grammar 2

Teacher's Resource Book

Compiling a class cookery book.

Curricular link: Art; Science

Language Objectives

Vocabulary: All food words.

Structures: Are you going to use (sugar)? Are you going to mix the (sugar) and the (butter)? Yes, I am./ No. I'm not.

Materials: large sheets of white paper, felt tip pens, photos of dishes, glue, hole punch, string

SPEAKING PROJECT: A CLASS COOKERY BOOK

Presentation

Ask the children to come and write the dishes they are going to include in the class recipe book on the board. Point to dishes at random and ask: Who's going to do (lemon pie)? What ingredients are you going to use? How much (flour) do you need? How many (lemons) do you need? How are you going to make it? Divide the class into groups of five.

Encourage the children to discuss and explain their recipes to the other members of the group.

Work with the book

Student's Book, page 43, Activity 15

Say: Open your books at page 43. Look at Activity 15. Hand out the materials. Tell the children to write their recipes and glue the pictures all on one sheet of paper. Walk around the class asking the children about their recipes.

Student's Book, page 43, Activity 16

Tell the children to get back into their groups and place their recipes on the table.

The children take it in turns to ask and answer questions until they guess who has written each recipe.

Ask a spokesperson from each group to explain their recipes.

Point to the dishes on the board and ask: Can we classify these dishes? Agree on sets of recipes that have something in common, for example: cakes, pies, ice cream, salads, etc.

Call all the children to your table and collect and classify the recipes.



Optional Activity Book exercises

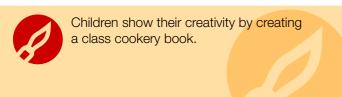
See page 187.

Practice

Ask each group to prepare a cover page for the different classifications and one group to prepare a cover page for the whole book.

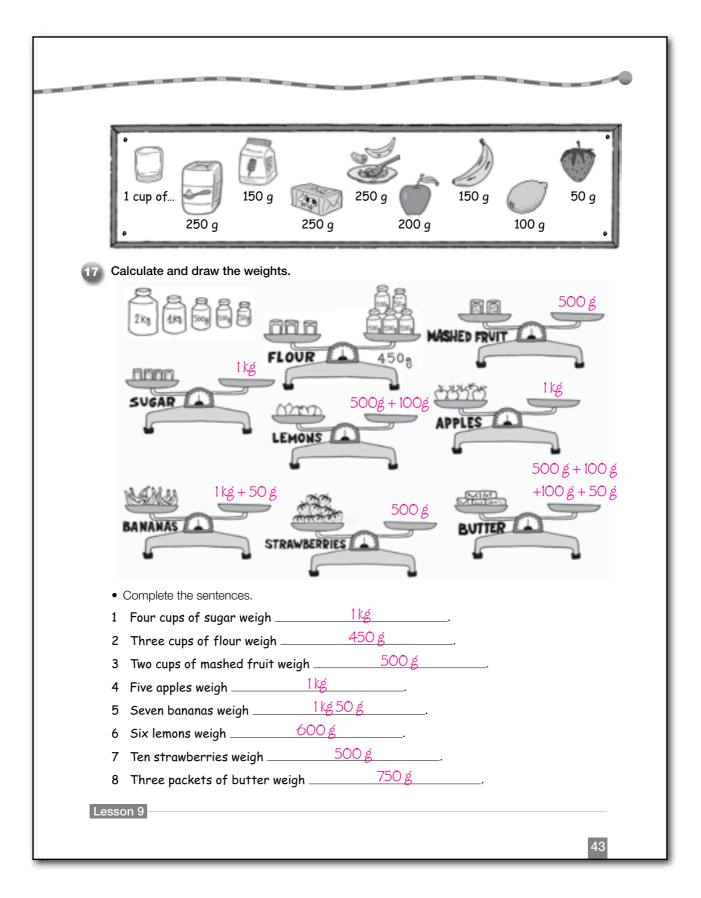
Put all the pages together, punch holes on the left-hand side and tie the book together with string.







Children show mastery of the vocabulary and structures they have learned, both orally and written, by creating recipes and playing guessing games.





Children review their previous knowledge of weights and measures and demonstrate thier mathematical competence by doing some simple calculations.



Page 43, Activity 17

Say: Open your Activity Books at page 43. Look at Activity 17.

Read the weight of the different food or cup out loud. Explain that some foods are heavier than others so there is less weight in each cup.

Then ask: How much do four cups of sugar weigh? SS: 1 kilo.

Repeat the procedure for the other items.

Tell the children to draw the weights on the scales to show the weight of each food.

Say: Now let's complete the sentences.

Ask volunteers to complete the sentences orally. Tell the children to complete the sentences in their Activity Books.



Let's play!

Picture memory

The children work in groups. Display the poster, and tell the children to study it for two to three minutes. Then remove the poster. The children make a list of all the items they can remember from the poster. The group with the longest list wins.



Resources

DVD

Unit 4, Episode 4

Teacher's Resource Book

DVD worksheet, page 28

Assessment.

Curricular link: Science

Language Objectives

All language from Unit 4.

Resources: CD; poster (sides A and B); poster

pop-outs

REVIEW

Let's remember!





Say: Today we are going to remember all the work we have done in Unit 4.

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

Ask volunteers to come to the board and classify the food according to the growing conditions.

Ask: Do you remember the song about the food? Play Track 1.25 and sing the song with the children. Show the children the poster (side B) and ask them questions about measurements and weights: How much do (3) cups of (sugar) weigh? How many cups of (sugar) are there in (1 kilo)? How many (apples) are there in (half a kilo)?

Explain to the children that it is important to be able to calculate approximate weights and quantities.

Work with the book

Student's Book, page 44, Activity 17

Say: Open your books at page 44. Look at Activity 17. Read the first sentence out loud and ask: Is that true or false?

Ask volunteers to read the other sentences and other children to say whether they are true or false.

Tell the children to work in pairs and write four more sentences, two true and two false.

Ask volunteers to read their sentences out loud and the rest of the class to say true or false.

Student's Book, page 44, Activity 18

Say: Now look at Activity 18.

Tell the children to look at the charts showing the months of the year when the shop keeper is going to sell the different fruit and vegetables.

The children take turns to test their partner's memory, using the model on page 44.

Transcript



Track 1.25

Song: How often do you eat fruit?

Optional Activity Book exercices

See page 191.

Round up

Draw two columns on the board and write: food I can count and food I can't count at the top of the columns. Ask volunteers to come to the board and write food words in the columns.

Ask the children questions about the food: Where do (oranges) come from? Where does (rice) come from? When the children answer, encourage them to explain why: Oranges come from Italy and Spain because they need lots of sunlight and high temperatures.

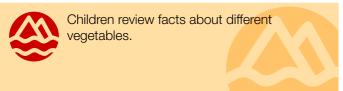
Answer Key

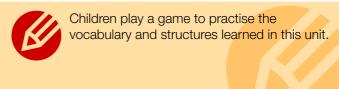
Student's Book, Activity 17

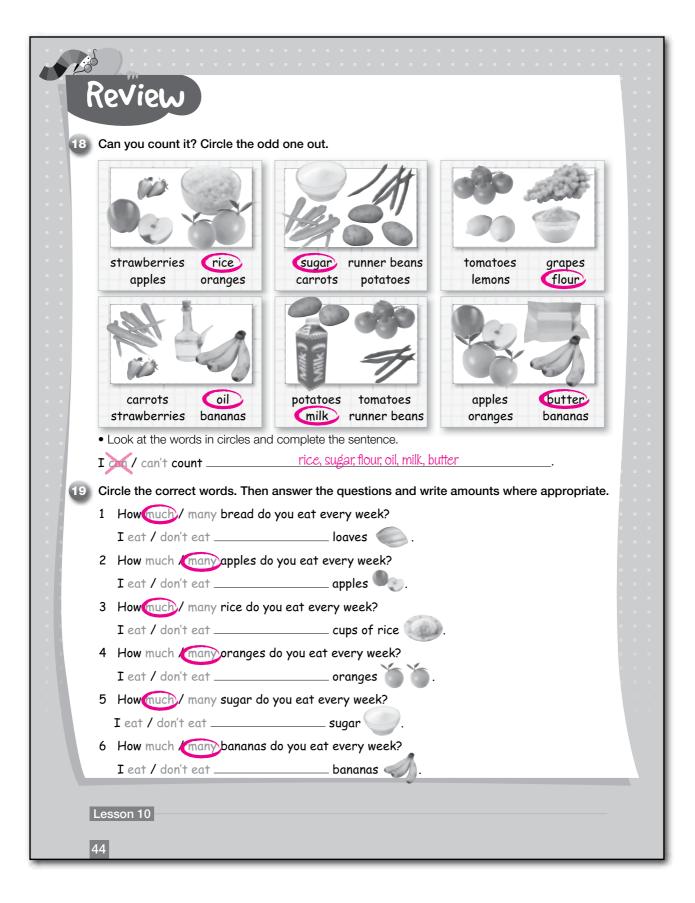
- 1 false
- 2 true
- 3 true
- 4 false
- 5 true 6 false
- 7 true
- 8 false













Children review the vocabulary and structures learned in the unit.



Page 44, Activity 18

Say: Open your Activity Books at page 44. Look at Activity 18. Look at the first set of food.

Ask: Can you count all this food? What can't you count?

SS: *Rice*. Say: Yes, so rice is the odd one out. Repeat the procedure for the other sets of food.

Tell the children to circle the odd one out in each set.

Then ask: Who can finish the sentence at the bottom of the

activity?
Tell the children to circle either can or can't and finish the

Page 44, Activity 19

sentence in their Activity Books.

Say: Now look at Activity 19.

Ask a volunteer to complete the question orally with the right word. Point to another child and ask him/her to answer.

Continue asking and answering the questions orally. Tell the children to circle the correct words in the questions and answer the questions for themselves.



Let's play!

Relay race

Make two sets of photocopies of the key vocabulary cut-outs (or three copies of Teacher's Resource Book, page 20). Stick one set on the board, one set on a wall to the left and another set on a wall to the right using Blu-Tack. Clear plenty of space in front of the cut-outs. Put the children into three teams and tell them to line up a few metres away from their set of cut-outs. Call out a key vocabulary cut-out word. The first member of each team races to the board or the wall, collects the correct cutout and runs back and touches the next member of their team on the arm. As soon as the first team member of one team has returned, call out another cut-out, and so on. The first team to collect all the cut-outs wins.

Resources



Teacher's Resource Book

Unit 4 Test, pages 101-102



See Transcript Track 1.30

Transcript



Track 1.30 Unit 4 Test. Activity 1

Where does all this food come from? Let's see. The rice comes from China. The sugar comes from Colombia. The oranges come from France. The strawberries come from the UK. The flour comes from the USA. The potatoes come from Ireland. The coffee comes from Kenya. The olive oil comes from Spain. The tomatoes come from Morocco and the beans come from Italy.

Assessment criteria

CLIL Objectives

Children can name food necessary for a healthy diet and ingredients for different types of dishes.

Children can associate food with growing conditions. Children can associate food with its place(s) of origin. Children can describe different methods for preserving food.

Children can calculate weights, measurements and amounts of food.

Language Objectives

Children can name food items, and distinguish between countable and uncountable food items.

Children can describe the growing conditions for different types of food.

Children can name countries and say what food grows there

Children can follow and describe a recipe for making simple dishes.