

Learning **by** Doing

English **2**nd
grade

Chippy and
The Beanstalk...

Teacher's Methodological Manual



Edición especial para el
Ministerio de Educación
Prohibida su comercialización

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English **2**nd
grade

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The Beanstalk...

Teacher's Methodological Manual



Learning by Doing Teacher's Methodological Manual, is an adapted work from Beep series, which has been designed by Richmond Publishing Department of Education, under the direction of

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| | | | |
|------------------------------|---|--------------------------------|---|
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| | | Photos: | © Manufacturas Artesanía Española S. L. |

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Avda. Andrés Bello 2299, piso 10, Providencia, Santiago (Chile).
PRINTED IN CHILE. Impreso en Chile por A Impresores S.A.

ISBN: 978-956-15-3219-9 – Inscripción nº 286.300

Se terminó de imprimir esta 1ª edición de 8.268 ejemplares, en el mes de enero del año 2018.
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Language syllabus

| Level 2 | Target Vocabulary | Target Structures |
|---------------------------|---|---|
| Welcome back! | Favourite colours, food and pets. | How are you? I'm fine, thanks. What's your favourite ... ? |
| Unit 1 Time for school | <i>bin, board, bookcase, computer, cupboard, door, plant, teacher, window</i> <i>behind, in, on, under</i> The alphabet | <i>Where's the hamster?</i> <i>It's under the plant.</i> <i>How do you spell ... ?</i> Phonics Tongue Twister: d |
| Unit 2 My clothes | <i>coat, dress, hat, jacket, jeans, jumper, shoes, shorts, T-shirt, trousers</i> | <i>What are you wearing?</i> <i>I'm wearing ...</i> Colour adjective + noun: green shoes Phonics Tongue Twister: j |
| Unit 3 The weather | <i>cloudy, cold, It's hot, raining, snowing, sunny, windy</i> | What's the weather like? It's cold. Is it cold? Put your hat on. I'm on holiday. Phonics Tongue Twister: h |
| Unit 4 Animals | <i>bird, crocodile, elephant, lion, monkey, penguin, snake, tiger, zebra</i> <i>climb, fly, jump, run, swim</i> | <i>It can fly.</i> <i>It can't jump.</i> <i>Can it swim?</i> Phonics Tongue Twister: l |

| Level 2 | Target Vocabulary | Target Structures |
|-----------------------------|---|--|
| Unit 5 Jobs | <i>bus driver, chef, doctor, fire fighter, footballer, musician, nurse, pilot</i> | <i>He's a ... She's a ...</i> <i>He has got a ... She has got a ...</i> Phonics Tongue Twister: f |
| Unit 6 My free time | <i>dancing, drawing, listening to music, painting, playing computer games, playing football, reading, watching TV</i> | <i>What are you doing? I'm reading.</i> <i>Are you drawing? Yes, I am. / No, I'm not.</i> Phonics Tongue Twister: w |
| Unit 7 The school garden | <i>Carrot, cauliflower, grapes, peas, potato, pumpkin, strawberry, tomato, watermelon</i> Numbers: 1 to 20 | <i>How many can you see? They're small and purple.</i> Phonics Tongue Twister: g |
| Unit 8 The school show | <i>do gymnastics, do karate, juggle, play, basketball, play the recorder, ride a bike, rollerblade, sing</i> | <i>Can you ride a bike? Yes, I can. / No, I can't. I can play the guitar. I can't walk on my hands.</i> Phonics Tongue Twister: z |
| Festivals | Christmas, Halloween, Carnival | |

Creating the right conditions for language learning

Language learning begins and ends with meaning. It is a guiding principle of **Learning by Doing 2nd grade** that all contexts and situations where our learners encounter the language should be meaningful and relevant to them and draw on their own worlds, both real and imaginary. The child characters that present new language and appear in the stories are appealing and it's easy for the learners to identify with them and the situations they find themselves in.

There are also frequent opportunities for the learners to bring their own lives into the classroom. In addition to activities such as surveys, pair work and personalised writing, students are often asked to talk about their interests and experiences, making the learning process much more meaningful for them.

Learning is most successful when it is enjoyable. Songs, chants, stories and games provide fun ways in which to address a range of activity preferences and learning styles.

While it is primarily the teacher who supports and guides the learners by monitoring progress and providing extra help where needed, peer-support has been shown to be a vital factor in classroom learning and learners are actively encouraged to support each other through pair and group work.

Language awareness

The extent to which rules about form are taught or made explicit to students depends on the cycle.

In the first cycle, new language is taught implicitly as formulaic 'chunks' that the students use to talk about themselves or ask questions. There is minimal focus on the structure of forms, though students begin to look at basic elements such as the difference between He and She.

In the second cycle, new language is still mostly taught as chunks, though students are asked to focus more on sentence building and distinctions between affirmative and negative forms such as can and can't.

In the third cycle, the focus on form is a lot more explicit and there is some use of basic meta-language such as the names of tenses.

Speaking / Communication

In **Learning by Doing 2nd grade**, students are always given opportunities to see, hear and absorb language in context before speaking activities. In addition, all activities have clear models and make use of familiar situations, such as a shopping role-play or playing a guessing game. Speaking practice comes in many forms, including:

- Choral repetition activities such as chants, songs and tongue twisters.
- Dialogues where students take roles and read a script aloud.
- Surveys and questionnaires.
- Role plays and question and answer exchanges with a partner.

Literacy

Literacy skills are key not just to language learning, but to all learning in general and literacy development plays a central role in **Learning by Doing 2nd grade**. In addition to the two stories per unit, students engage in a broad range of text based activities to develop literacy skills, including, songs, chants, phonics tongue twisters, dialogues, surveys, puzzles and games. Students are called on increasingly to use what they have learned in their own writing; building from word to sentence to paragraph level, so that by the third cycle they can work with and produce more sophisticated texts.

Stories

Stories are a main focus in each unit. Appealing characters and plots, which often make use of humour and dramatic tension, reinforce the positive experience of reading in English. The stories act as a vehicle for introducing or revisiting core unit language and provide opportunities to encounter the language in meaningful contexts. For each level of **Learning by Doing 2nd grade**, there is also a graded reader, featuring the child characters, which reviews language from the level and provides extended reading practice and comprehension activities.

Pronunciation and Phonics

The complexity of letter-sound relationships in English presents a big challenge for our learners and is given special focus throughout the course. The audio CD provides strong models of pronunciation for all new language. The phonics tongue twisters in each unit provide a specific focus on letter-sound relationships. These are carefully graded in difficulty through the cycles. In the lower levels the emphasis is on simple initial sounds. In later levels, there is a progression to the more sophisticated phonemes of consonant clusters and blends; vowels and diphthongs; and stressed and non-stressed pronunciations. Rhyme and rhythm are essential in order to facilitate and emphasise pronunciation and to enhance the humorous nature of these verses.

Learning through English (CLIL)

Exploring other areas of the curriculum in English can provide variety, and interest and is very motivating for students. Each unit of the course has a CLIL (Content and Language Integrated Learning) page, which links to a subject from the school curriculum. On these pages, children explore cross-curricular content, such as making maps, healthy eating or animal habitats through the medium of English.

Review

Review and recycling of the language are vital for long-term retention. All units have a review page in the Activity Book, where students revise and practise the new language. In second and third cycles, there are also three review units. Here the students revisit the language covered in the three previous units through games, quizzes and pair work.

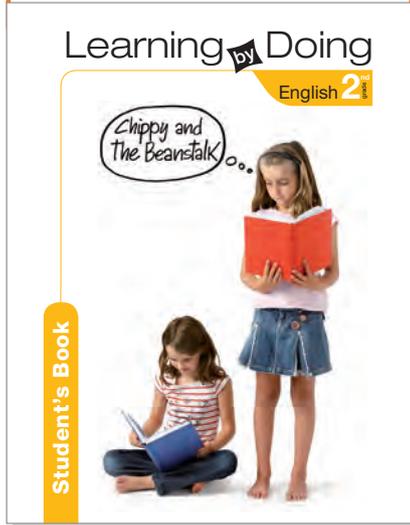
Diversity

Learners may come from a variety of backgrounds and bring a diversity of abilities and experiences to the classroom. They learn at different rates, and have different learning styles and preferences. **Learning by Doing 2nd grade** fosters and caters for diversity in a number of ways. Pair and group work encourage cooperation and peer-scaffolding. There is a wide range of activity types that will appeal to all learning styles and intelligences and allow for participation at all levels. Teacher's notes highlight activities that lend themselves best to this.

-  Mixed abilities
-  Flashcards
-  Teaching tip
-  Track reference
-  Pair works
-  Cut-outs

Student's materials

The student's Book contains all the core work for the year divided into 8 units.



The cut-outs found from the page 97 of the book are used to review the topic.



The Activity Book provides additional support for you. The activities are simple enough for you to do alone.



Knowing Your Book

Read the titles. They will help you follow and enjoy your book.

Welcome back!

These pages will introduce the characters in the book and sometimes you will play a game, sing songs or chants.



Icons

You will see this sign when you need to listen to an audio.

You will see this sign when you have to talk with a classmate and do a task.

You will see this sign when you will have available extra practice, your teacher will help you in your Activity Book.

Unit 1. Time for school

Presentation

Getting Ready

- Look at the picture and answer.
 - Where are the children?
 - Name all the school objects.
- Listen, point and repeat. 🎧
- Listen and chant. 🎧

My Goals

- Colour the of goals you like most.
- Which would you like to learn first? Why?

Unit Goals

- Finding the school objects.
- Singing songs and chants.
- Writing cards with your name.
- Playing your version of the story.

Activity Book Page 107

Eleven 11

Presentation

These pages will show you a beautiful picture with new vocabulary, there are also two listening tasks. At the end, you will show your opinion about the goals of the units.

Stop and think! and Think back!

You will reflect on the activities and lessons of the unit.

3 Read and draw.

Two cakes. Seven balls. Five kites. Three dogs.

4 Look and match.

parrot ruler bike

Stop and think!

Read and colour one of the about the activities.

- I have doubts, I can't do it alone.
- I have doubts, but I can do it.
- I can do it, I could help others.

Thirteen

Think back!

11 Colour and count the with the goals you can do.

Unit 1

Lesson 1: I can find objects in a classroom.

Lesson 2: I can name school objects.

Lesson 3: I can understand a story.

Lesson 4: I can remember the alphabet and numbers.

Lesson 5: I can spell my name.

Lesson 6: I know the d sound.

Review

Almost there!

You did it!

Twenty-one 21

Review Hide and seek!

5 Listen to the story. 🎧

1 **2** **3** **4**

6 **7**

Stop and think!

Read and colour one of the about the story.

- I don't understand.
- I need help to understand.
- I understand, I could help others.

Sixteen 16

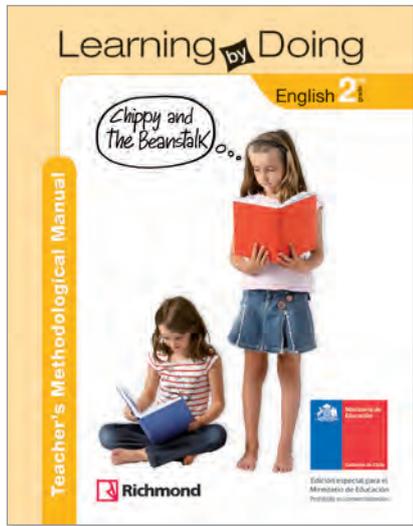
Seventeen 17

Review

You will enjoy a different colourful story every unit, where you will practice vocabulary.

Teacher's materials

The Teacher's Methodological Manual, contains step by step instruction for each lesson. It also contains information to help the teacher develop the necessary skills for working with a content-related approach and other useful sections such as how to anticipate difficulties and prepare for each lesson.



The teacher uses the Flashcards during lessons to help present the vocabulary.

The flashcards are double sided. The first side has the key vocabulary in the unit, and the other side is the Beep story in the Student's book. It includes the text, which is not present in the book.



The teachers are provided with two complete audio CDs containing all the songs, chants, listening activities and stories in each level.



Unit 6 - My hobbies
LESSON 6

3 Listen and number. 



3 Draw your hobby. *Child's own drawing and answer*

CLIL: Students develop Autonomy and personal initiative by drawing themselves doing their favorite hobby, describing it in writing and then describing their work to the class. Autonomy and a task based approach to language learning help to build self-confidence.

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CLIL

This CLIL lesson explores a curriculum area related to the theme of the unit, for example the ability to use numbers, perform basic operations, understand symbols and solve problems in order to interpret the physical Word.

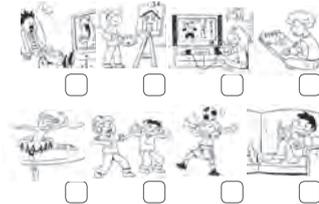
Unit Assessment

Every unit provides guidelines for testing children as well as the Test audioscript and answer key. These materials are photocopyable.

Unit 6 Assessment

Name: _____ Class: _____

1 Listen and number the hobbies. 



2 Match each hobby with a picture.

watching TV drawing reading painting dancing



playing computer games playing football listening to music

3 Look and answer the questions.

Yes, I am. No, I'm not.



1 Are you painting? _____
2 Are you listening to music? _____
3 Are you playing computer games? _____
4 Are you dancing? _____
5 Are you reading? _____

4 Look and match the sentence halves.

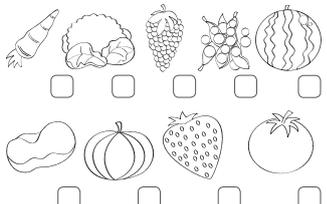
| | | |
|---|---------------|-----------------|
|  | I'm listening | computer games. |
|  | I'm watching | football. |
|  | I'm playing | a book |
|  | I'm reading | to music. |
|  | I'm playing | TV. |

English 2nd Grade 197

Unit 7 Assessment

Name: _____ Class: _____

1 Listen and number the items of food. 

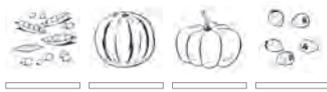


2 Write the missing numbers.

| | |
|-------------|-------------|
| 11 eleven | 16 sixteen |
| 12 _____ | 17 _____ |
| 13 thirteen | 18 _____ |
| 14 fourteen | 19 nineteen |
| 15 _____ | 20 _____ |

3 Write the words.

big small



4 Read, then draw.

| | |
|---|---|
|  |  |
| Eleven strawberries. | Thirteen carrots. |
|  |  |
| A big orange pumpkin. | Four small green peas. |
|  |  |
| Fifteen grapes. | A big tomato and a small tomato. |

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English 2nd Grade 227

Key competences

Competence is the capacity to use one's acquired knowledge and abilities in different contexts and situations.

Key competences feature the following characteristics:

- They encourage the development of skills rather than the assimilation of theoretical content: individuals become 'competent' when they learn how to solve problems effectively.
- They are dynamic because they develop progressively and can be acquired in different learning situations and institutions.
- They are interdisciplinary and transversal because they integrate knowledge that originates in different academic disciplines.
- Once acquired, they will become part of the lifelong learning experience.

| | Units | | | | | | | | | |
|---|-------|------|------|------|-------|-----|------|------|-------|--|
| Key competences | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Linguistic competence | • | •••• | •••• | •••• | ••••• | ••• | •••• | •••• | ••••• | |
| Mathematical competence | • | • | • | • | • | • | • | • | • | |
| Knowledge and interaction with the physical world | • | •• | • | • | • | • | •• | • | • | |
| Interpersonal and civic competence | • | •• | • | •• | • | ••• | •• | • | •• | |
| Cultural and artistic competence | • | •• | •• | •• | • | • | • | • | • | |
| Competence in 'Learning to Learn' | • | • | ••• | •• | ••• | • | ••• | ••• | •• | |
| Autonomy and personal initiative | | •• | • | •• | • | ••• | • | • | • | |

CD track list

| Tracks CD 1 | Component | Page |
|-------------|------------|----------------|
| 1 | TB | |
| 2 | SB Welcome | 8 |
| 3 | SB Welcome | 8 |
| 4 | SB Welcome | 9 |
| 5 | SB U1 | 11 |
| 6 | SB U1 | 11 |
| 7 | SB U1 | 12 |
| 8 | SB U1 | 14 |
| 9 | SB U1 | 14 |
| 10 | SB U1 | 16 |
| 11 | SB U1 | 18 |
| 12 | SB U1 | 18 |
| 13 | SB U1 | 19 |
| 14 | SB U1 | 20 |
| 15 | TB U1 | Extra Activity |
| 16 | TB U1 | U1 Assessment |
| 17 | SB U2 | 23 |
| 18 | SB U2 | 23 |
| 19 | SB U2 | 24 |
| 20 | SB U2 | 24 |
| 21 | SB U2 | 26 |
| 22 | SB U2 | 28 |
| 23 | SB U2 | 29 |
| 24 | SB U2 | 30 |
| 25 | TB U2 | Extra Activity |
| 26 | TB U2 | U2 Assessment |
| 27 | SB U3 | 33 |
| 28 | SB U3 | 33 |
| 29 | SB U3 | 34 |
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| Tracks CD 1 | Component | Page |
|-------------|----------------|----------------|
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| 32 | 38 | 38 |
| 33 | 38 | 38 |
| 34 | 40 | 40 |
| 35 | Extra Activity | Extra Activity |
| 36 | U3 Assessment | U3 Assessment |
| 37 | 43 | 43 |
| 38 | 43 | 43 |
| 39 | 44 | 44 |
| 40 | 44 | 44 |
| 41 | 45 | 45 |
| 42 | 46 | 46 |
| 43 | 48 | 48 |
| 44 | 48 | 48 |
| 45 | 50 | 50 |
| 46 | Extra Activity | Extra Activity |
| 47 | U4 Assessment | U4 Assessment |
| Tracks CD 2 | Component | Page |
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| 50 | SB U5 | 54 |
| 51 | SB U5 | 55 |
| 52 | SB U5 | 56 |
| 53 | SB U5 | 58 |
| 54 | SB U5 | 59 |
| 55 | SB U5 | 60 |
| 56 | SB U5 | Extra Activity |
| 57 | TB U5 | U5 Assessment |
| 58 | SB U6 | 63 |
| 59 | SB U6 | 63 |
| 60 | SB U6 | 64 |

| Tracks CD 2 | Component | Page |
|-------------|--------------|----------------|
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| 62 | SB U6 | 66 |
| 63 | SB U6 | 68 |
| 64 | SB U6 | 68 |
| 65 | SB U6 | 69 |
| 66 | SB U6 | 70 |
| 67 | TB U6 | Extra Activity |
| 68 | TB U6 | U6 Assessment |
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| 73 | SB U7 | 78 |
| 74 | SB U7 | 78 |
| 75 | SB U7 | 79 |
| 76 | SB U7 | 80 |
| 77 | TB U7 | Extra Activity |
| 78 | TB U7 | U7 Assessment |
| 79 | SB U8 | 83 |
| 80 | SB U8 | 83 |
| 81 | SB U8 | 84 |
| 82 | SB U8 | 84 |
| 83 | SB U8 | 85 |
| 84 | SB U8 | 86 |
| 85 | SB U8 | 88 |
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| 87 | SB U8 | 90 |
| 88 | TB U8 | Extra Activity |
| 89 | TB U8 | U8 Assessment |
| 90 | SB Festivals | 92 |
| 91 | SB Festivals | 93 |
| 92 | SB Festivals | 94 |
| 93 | SB Festivals | 94 |

Classroom Language

Welcoming students

Good morning children!
Good afternoon kids.
How are you today?

• Taking attendance

OK everyone, your attention please.
I'm going to call the roll.
Checking for understanding
Do you need help?
Can I help you with this?
Is that clear?
Are you sure?

• Encouragement

Super!
Well done!
Excellent!
Brilliant!
Wonderful!
Congratulations!
Good job!

Chants

• Eyes on me!

Quickly put your eyes on me
Eyes on me
Eyes on me
Quickly put your eyes on me
So we can start, you see.

• Row, row, row yourself

Row, row, row yourself
Gently into place.
Quietly, quickly, we sit down,
Crisscross applesauce!

• We have rules!

We have rules.
We have rules.
Rules to keep us safe in school
Inside voices, walking feet.
Don't touch or bother
The friends we meet.
Follow directions, listen too.
Rules will make you cool in school!

Unit objectives

To remember the course characters.

To revise structures.

To revise vocabulary.

To ask and answer questions.

Target language

Vocabulary:

numbers 1 - 10; colours

Structures:

How are you? I'm fine, thanks.

What's your name?

How old are you?

What's your favourite animal?

What's your favourite colour?

What's your favourite food?

Anticipating difficulties

As this is the beginning of the term there may be several children that have forgotten a lot of English over the school holidays. This unit may take longer than expected as more practise and revision may be needed.

Teaching tip

Ask the questions first as a class and get volunteers to answer. The children here can work in pairs or in small groups so that the shy ones don't have to speak in front of the whole class.

Students develop Interpersonal and civic competence by revising and practising polite formulaic language for introducing oneself. This activity helps to enable students to use real language in meaningful situations.

Student's Book

PAGE 8

Unit objectives

To recognize the characters.
To ask and answer questions.
To follow a chant.

Target language

Vocabulary:

Hello! Hi; apples, balls, birds, dogs, kites; numbers 1 - 10

Structures:

What's your name? How are you?
I'm fine, thanks/thank you. Point to... How about you?

Materials

CD
Activity Book, pages 104-105

Finishing off

Tell the children to look at the picture in Activity 1 again. Ask them what else they can see in the picture. Chant through the numbers from one to ten and then ask questions about the picture. *How many (apples) can you see?* The children can also ask each other the question.

Getting started

Introduce yourself and greet the children. Say: *Hi! My name's (Peter). What's your name?* Go round the class asking the children their names. First ask the question to the children and then when they feel confident enough they can ask the question themselves. Some children might give a full sentence but others may just say their name.

1 Listen and point.

Tell the children to look at the picture in Activity 1. Ask them if they remember the names of the characters. Then ask a child: *Hello (Cristina), how are you?*
Help the child to answer: *I'm fine, thanks.* Repeat with other children. Explain that they are going to listen to the characters and that they must point to them when told to do so. Play the CD and let the children listen. Play it again and encourage the children to point to the characters.

2 Listen and chant.

Write on the board: *Hi, Ruby. How are you? I'm fine, thanks. How about you?*
Tell the children that they are going to hear a chant and they can listen and read the words. Play the CD and point to the words, and they are said. Play the chant again and encourage the children to join in. When the children can say the chant confidently, say it without the CD and point to different children in the class instead of using the characters: *Hi, (Claudia). How are you? SS: I'm fine, thanks. How about you?*

Transcripts

Listen and point.

Narrator: Point to Monica.

Lee: Hello, Monica. How are you?

Monica: I'm fine, thanks.

Narrator: Point to Lee.

Monica: Hello, Lee. How are you?

Lee: Me? I'm fine, thanks. **Narrator:** Point to Charlie.

Ruby: Hi, Charlie. How are you?

Charlie: I'm fine, thanks.

Narrator: Point to Ruby.

Charlie: Hi, Ruby. How are you?

Ruby: Oh, I'm fine, thank you.

Narrator: Oh sorry, Chippy.

Everyone point to Chippy.

Monica, Ruby, Lee: Hello, Chippy. How are you?

Charlie: He's fine. Aren't you, Chippy?

Chant: How are you?

Hi, Ruby. How are you?

I'm fine, thanks. How about you?

Hi, Charlie. How are you?

I'm fine, thanks. How about you?

Hi, Monica. How are you?

I'm fine, thanks. How about you?

Hi, Lee. How are you?

I'm fine, thanks. How about you?

Welcome back!

LESSON 1

1 Listen and point.



2 Listen and chant.

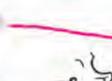
Activity Book  Page 104-105

8 Eight

Students develop Mathematical competence by revising the numbers 1 — 10 in English and using them to count the number of objects in Activity 1. Using math in English helps to consolidate content and language knowledge.

Welcome back!

1 Match and write.

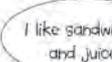
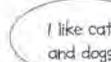
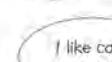
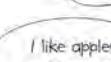
Ruby    *Lee*
 Charlie    *Ruby*
 Monica    *Monica*
 Lee    *Chippy*
 Chippy    *Charlie*

2 Count and colour.

 10
 10
 10
 10

104 One hundred and four

3 Read and number.

1   2
 I like sandwiches and juice.
2   3
 I like cats and dogs.
3   1
 I like cars and dolls.
4   4
 I like apples and bananas.

One hundred and five 105

Students develop the Competence in 'Learning to Learn' by learning and practising a chant for greetings and to introduce themselves. Rhyme, music and chants are a useful way of memorizing functional language and gaining confidence while practising in a group setting.

Activity Book

LESSON 1, PAGES 104-105

Objectives

To revise the book's characters.
To revise numbers up to ten.
To revise some vocabulary.

Target language

Vocabulary:
numbers 1 - 10; *apple, ball, kite, parrot*

Structures:
Hello! What's your name?

Materials

Crayons
Pages 104-105

Finishing off

Go round the class and ask the children how they are using the words and rhythm from the chant. First ask the question to the children and then, when they feel confident enough, they can ask the question themselves. T: *Hi, (Jessica), how are you?* SS: *I'm fine, thanks. How about you?*

Getting started

Go round the class asking the children their names. T: *Hello! What's your name?* Then ask volunteers to ask the question to their classmates. Some children might give a full sentence but others may just say their name.

1 Match and write.

Ask the children to tell you the name of one of the girl characters from the book. Write the answer on the board. Ask them for the name of the other girl and write it on the board too. Repeat with the names of the boys and the dog. Then point to each name and ask the class to read it. Tell the children to look at Activity 1. Ask a volunteer to read the first name and the rest of the class find the corresponding pictures. Tell them to draw a line from the name, to the part of that person's face and then to their whole face. Finally, they write the character's name next to their picture. The children complete the rest of the exercise themselves.

2 Count and colour.

Ask the children to look at Activity 2 and count the objects by pointing to the pictures one by one and ask: *What are these?* Tell the children to colour the pictures according to the instructions using the colours they like. Check the activity by asking children questions about what they have coloured. T: *(Robert), how many coloured (balls)?* SS: *(Four.)*

3 Read and number.

Ask the children to look at Activity 3. Tell them to look at the pictures as you ask questions: *What can you see in number (three)? What number is the (cat and the dog)?* Ask a volunteer to read the first speech bubble. The rest of the class locate the picture and write the corresponding number in the box. They complete the rest of the exercise themselves.

Student's Book

PAGE 9

Objectives

To understand the vocabulary.
To revise the colours.

Target language

Vocabulary:

book, cake, cat, chair, plane, teddy

Structures:

It's (blue).

Materials

CD
Activity Book, page 106
Crayons

Review

*blue, orange, pink, purple, red,
yellow*

Getting started

Give the children some general instructions to revise the colours. T: *Show me your (red crayon). Point to something (orange). Touch something (blue).* Ask questions: *What colour is (this book)? What colour is (the door)?* Make sure all the children know the colours.

3 Listen and colour.

Tell the children to look at the picture in Activity 3. Ask them to tell you what they can see in the picture. Ask questions about the colours: *What colour is the (fish)? What can you see that is (yellow)?* Then ask them what things are not in colour. Explain that they are going to hear what colour the pictures should be. Play the CD and let the children listen and prepare the crayons they will need. Play the CD again, stopping after each sentence to give the children time to find the object and colour it. Finally, play the audio again for the children to check their answers and to finish colouring the pictures.

4 Play a game.

Put the children into pairs and explain that they are going to play a game. Call out a volunteer to demonstrate how to play.

T: *(It's) blue.* SS: *(Is it a) pen?* T: *Yes, it is. / No, it isn't.*

Or

T: *What's this? (Mime using a pen.)* SS: *(It's a) pen.*

The children practise the mini dialogue game. Move around the class listening and helping where necessary.

Finishing off

Play *Bingo!* Ask the children to get out their notebooks and to draw six squares. They then colour each square a different colour. Call out the colours one at a time and the children cross out the colours if they have them. When they have crossed out all their colours, they call out *Bingo!*

Transcript

Listen and colour.

Point to the cake. The cake is pink.
Point to the teddy. The teddy is yellow.
Point to the book. The book is red.

Point to the plane. The plane is blue.
Point to the cat. The cat is orange.
Point to the chair. The chair is purple.

LESSON 2

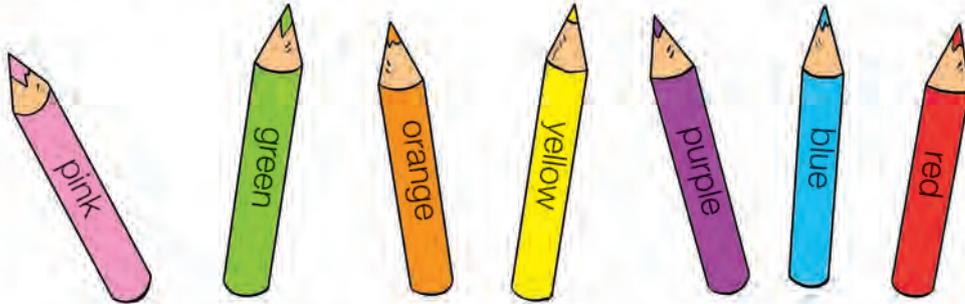
3 Listen and colour. 🎧 4



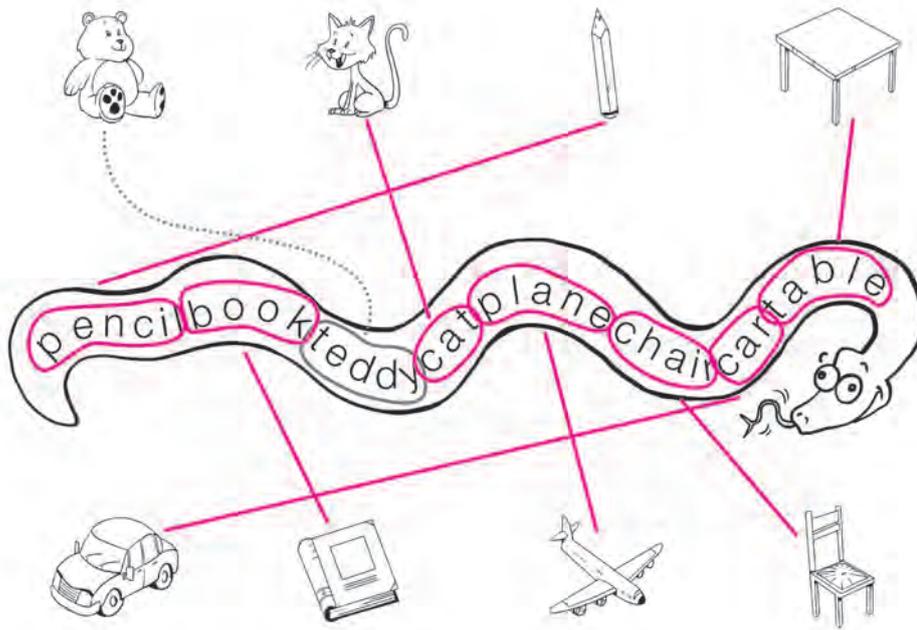
4 Play a game. 👥

Students develop and consolidate Competence in Knowledge and interaction with the physical world by recognizing, identifying and talking about everyday classroom objects in a listening and then in a game.

4 Read and colour.



5 Circle and match.



Students develop Linguistic competence by revising target vocabulary using colours and everyday objects. This lesson provides easy assessment of student's reading ability of vocabulary previously presented in the unit.

Activity Book

LESSON 2, PAGE 106

Objectives

To recognize simple words.

Target language

Vocabulary:

book, car, cat, chair, pencil, plane, table, teddy

Materials

Activity Book, page 106
Crayons

Review

blue, green, orange, pink, purple, red, yellow

Getting started

Revise the colours with the children. Hold up or point to an object and ask the children to name the colour. Then, write a colour word on the board, letter by letter, and ask the children to name it before you have written all the letters. Continue until you have written the colours: *red, blue, yellow, green, orange, pink* and *purple*.

4 Read and colour.

Point to the colour words on the board one by one and tell the children to read them out loud. Ask the children to look at Activity 5. Tell them to read the words in the crayons and to colour them accordingly. Go round the class to offer help if necessary.

5 Circle and match.

Ask the children to look at Activity 6. Point to each picture and ask the children to tell you the name. Point to the wordsnake and explain that the names of all the pictures are written in it. Show the children the example, and tell them that they must circle the other words, match them to the pictures.

Finishing off

Write a word on the board from the Activity Book. Ask a volunteer to come to the board and draw the corresponding picture. Then draw an object and ask a volunteer to come and write the word. Continue with other words that the children can remember.

Unit objectives

- To learn new vocabulary and structures.
- To revise vocabulary and structures from last year.
- To learn the alphabet.
- To practise pronunciation: *d*.

Target language

Vocabulary:

bin, board, bookcase, computer, cupboard, door, plant, teacher, window; the alphabet

Structures:

Where's the...? It's (under)

Students develop Autonomy and personal initiative in speaking by getting lots of controlled practice and encouragement at the same time. Keep a record of children's daily participation in class in order to encourage weaker students to become more fluent and build their confidence.

Anticipating difficulties

In this unit the children will be learning the alphabet in English. The children will learn most of the letters quite easily but some can cause confusion, particularly the ones with similar pronunciation: *j* and *g*, or *i* and *e*. Give the children plenty of practise especially with the letters which differ from their own language.

Teaching tip

Encourage all the children to be expressive in your classroom. When children experiment, it gives them confidence and this will make them feel comfortable in your classroom. Always appreciate the children's work when they make an effort because this will motivate them and they will want to try even harder. Give credit to all the children's ideas.



Getting started

Show the unit's flashcard to the class. Invite some volunteers to come to the front, point to and name anything they can say in English. Every time a child names an object, ask the rest of the class to repeat the word. Point to different items and ask the children to name them. For new words, say the word and ask the children to repeat it.

Presentation

STUDENT'S BOOK, PAGES 10-11

Objectives

To introduce target vocabulary.
To revise the numbers.

Target language

Vocabulary:

*bin, board, bookcase, computer,
cupboard, door, plant, teacher,
window*

Structures:

Point to the...

Materials

CD
Activity Book, page 107
Unit 1 flashcard

Review

numbers 1 – 8

1 Getting Ready.

Tell the children to look at the picture on pages 10 and 11. Ask them where the children are located (classroom). Hold your book up and ask them to name the school objects one by one.

2 Listen, point and repeat.

Ask the children to look at the picture again. Play the CD and the children point to the items as they hear them. Play the CD again and this time the children point to the pictures and repeat the words.

3 Listen and chant.

Play the CD once and let the children listen to the chant. Play the CD again and encourage the children to participate saying the chant as well as pointing to the words mentioned.

4 Colour the of goals you like most.

Read the unit goals out loud and ask the children to choose the goals they would like to do the most. Point to the uncoloured circles and help the children to decide which one to colour by explaining each goal.

5 Which would you like the learn first? Why?

Ask the children to look at Activity 5 and to choose one of the unit goals they would like to do first and to think about why they chose it. Ask a volunteer to give you their decision and to explain it. Continue with other volunteers.

Finishing off

Revise the vocabulary seen in this lesson. Write the classroom objects on the board and ask the children to repeat after you to reinforce pronunciation. Leave the words on the board to use later, if needed.

Transcript

Listen, point and repeat.

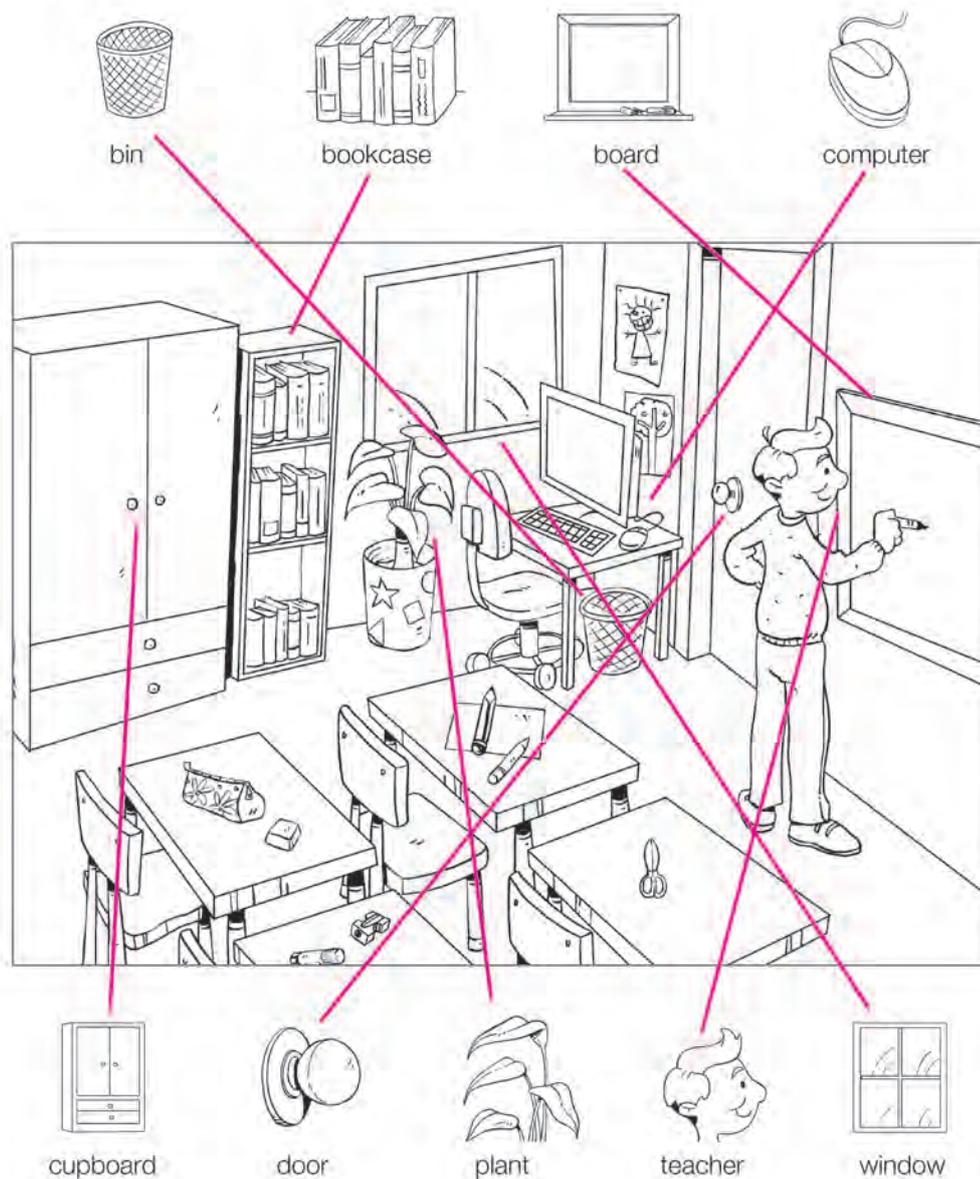
| | | | | |
|----------|--------|-----------|-----------|------|
| Teacher. | Plant. | Door. | Cupboard. | Bin. |
| Window. | Board. | Bookcase. | Computer. | |

Chant: One, two, three, four, point!

| | | |
|--|---|---|
| One, two, three, four, Point to the window, point to the board. Five, six, seven, eight, Point to the bin, point to the bookcase. | One, two, three, four, Point to the cupboard, point to the door. Five, six, seven, eight, Point to the computer, point to the plant. | One, two, three, four, five, six, seven, eight, Here's the teacher! Sit down and wait! |
|--|---|---|

1. Time for school

1 Look, match and say.



One hundred and seven 107

Students develop Interpersonal and civic competence by learning the rules for a game and then playing in pairs. Games help students learn English and social skills at the same time, such as, following accepted rules and taking turns.

Activity Book

PRESENTATION, PAGE 107

Objectives

To recognize target vocabulary.

Target language

Vocabulary:

bin, board, bookcase, computer, cupboard, door, plant, teacher, window

Materials

Activity Book, page 107
Classroom objects
Colour pencils

Getting started

Choose some classroom objects and hold them up one by one and ask the children to say the word as a class. Then, place the objects in different places around the room. Ask two children to stand up. Say one of the words and the children go to or point to the object, depending on the space available. Repeat with other children.

1 Look, match and say.

Tell the children to look at Activity 1. Point to the pictures at the top and bottom of the main picture and ask volunteers to name them. Ask the children to locate the objects in the main picture. Finally, the children say the objects in order to label the picture.

Finishing off

Give the children a dictation about how to colour the main picture from their Activity Books. T: *Colour the (bin) (yellow). The (cupboard) is (green).* The children can also take it in turns to give colouring instructions.

What do I know?

STUDENT'S BOOK, PAGES 12-13

Objectives

To evaluate the children's understanding of language from the previous course.

Target language

Vocabulary:

book, crayon, glue, pencil, pencil case, rubber, school bag, sharpener

Structures:

I've got a...

Materials

CD

This assessment is meant to evaluate the children's previous knowledge. After they finish the diagnostic test, check the answers with the class and tell the children to colour the circles next to the exercises they had correct. Use this evaluation to assess the overall level of the class.

1 Listen and match.

Ask the children to look at the pictures in Activity 1. Explain that they are going to hear each child describe what they have in their bag. Tell them to listen carefully and to match the children to their bag. Play the audio and the children match the pictures.

2 Colour and say.

Tell the children to colour the pictures and say the name of the objects accordingly.

3 Read and draw.

The children read the statements and draw the pictures on the corresponding box.

4 Look and match.

Tell the children to match the words in the box with the corresponding picture.

What do I know?

1 Listen and match.

Charlie
Monica
Ruby
Lee

2 Colour and say.

3 Read and draw. Child's own drawings.

Two cakes. Seven balls. Five kites. Three dogs.

4 Look and match.

pencil ruler glue

Step and think!

Read and colour one of the about the activities.

I have doubts. I can't do it alone.

I have doubts, but I can do it.

I can do it, I could help others.

Transcript

What do I know? Listen and match.

Hello, I'm Lee. I've got a book, a pencil case and some crayons in my school bag.

Hi, I'm Ruby. I've got two books, a sharpener and a rubber in my school bag.

Hi, I'm Charlie. I've got a pencil case, some crayons and some glue in my school bag.

Hello, I'm Monica. I've got a book, a pencil case and three pencils in my school bag.

Lesson 1

Practice

STUDENT'S BOOK, PAGE 14

Objectives

To learn some prepositions.
To answer questions.

Target language

Vocabulary:

book, pen, pencil, pencil case,
rubber, ruler, school bag, sharpener

Structures:

Where's the...?
It's (in)...
What a surprise!

Materials

CD
Activity Book, page 108
A pen

Getting started

Hold up a pen and ask: *What's this?* SS: *It's a pen.* Put the pen in various places around the classroom and ask the children each time: *Where's the pen?* Answer the question and tell the children to repeat until they can answer the question without support. *It's (under) (the table). It's (in) (the bin). It's (behind) (the chair). It's (on) (the computer).*

1 Listen, point and say.

Tell the children to look at Activity 1. Explain that the characters are looking for the hamster. Play the CD and ask the children to listen and to point to the corresponding picture each time. Play the CD again and this time stop it after the teacher asks where the hamster is. Ask the children to supply the answer.

2 Listen and chant.

Tell the children to look at the first verse of the chant in Activity 2. Ask them to try and read the verse themselves. Then read it aloud for them to follow. Say it again and encourage the children to join in with you. Play the CD and let the children listen to the chant. Play it again and encourage them to join in. Ask the children to work in pairs. Repeat the CD one more time and encourage them to add actions as they say the chant in pairs.

Finishing off

Draw a simple room on the board with, for example, a table, a chair, a cupboard, a plant, a computer, a bin and a door. Divide the class into teams. Invite a player from one team to come to the front. Tell them to draw a mouse where you say. T: *The mouse is under the table.* If the child draws a mouse in the correct place, their team wins a point. Repeat with other players. You can offer bonus points for good drawings.

Transcripts

Listen, point and say.

Teacher: Girls! Boys! Where's the hamster?
Ruby: Oh look! It's on the computer!
Teacher: Now where's the hamster?
Lee: Here it is! It's under the plant!
Teacher: Where is it? Charlie? Monica?
Charlie: Ah look! It's behind the bin!
Teacher: Oh no! Hamster! Hamster! Where is it?
Monica: I've got it! It's in the cupboard!

Chant: *Where's the hamster?*

| | |
|-----------------------|-----------------------|
| Where's the hamster? | Where's the hamster? |
| Open your eyes. | Open your eyes. |
| It's under the plant, | It's behind the door, |
| What a surprise! | What a surprise! |
| Where's the hamster? | Where's the hamster? |
| Open your eyes. | Open your eyes. |
| It's in the cupboard, | It's on the computer, |
| What a surprise! | What a surprise! |

Practice

LESSON 1

1 Listen, point and say. 

Where's the hamster?



2 Listen and chant.  

Where's the hamster?
 Open your eyes.
 It's under the plant.
 What a surprise!



Activity Book  Page  108

14 Fourteen

Students develop Processing information and digital competence in the classroom by extracting specific information from a short CD recording. In this activity students listen to a text about children looking for a hamster and point to the corresponding picture.

2 Copy and colour.



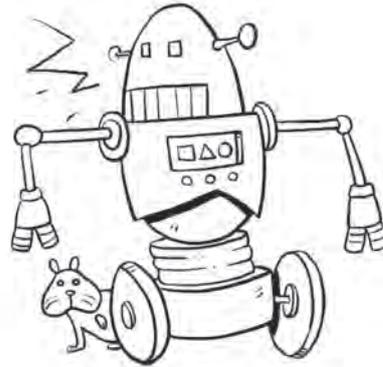
on on



under under



in in



behind behind

Students develop Linguistic competence by gaining fluency in graphological representation and recognition. This finishing activity provides a structured guided activity where students guess a word before it is completely written.

Activity Book

LESSON 1, PAGE 108

Objectives

To reinforce target language.

Target language

Vocabulary:

bin, book, cupboard, teacher

Structures:

The spider's (in) the...

Materials

Activity Book, page 108

A rubber

Getting started

Place a rubber somewhere in the classroom then make a statement about where it is: *The rubber is (on) (the computer)*. If it is correct, the children say *True*; if it is not correct, they say *False*. Continue placing the rubber and making statements. Children can then take over your role.

2 Copy and colour.

Ask the children to look at Activity 2. Point to each picture and ask them: *Where is the hamster?* Then point to the words and ask a volunteer to read each one. Tell the children to copy the words in the spaces. They then colour the pictures however they want.

Finishing off

Begin to write one of the classroom words on the board. The children have to try and guess what the word is before it is completely written.

Production

STUDENT'S BOOK, PAGE 15

Objectives

To recognize the school items.
To ask and answer questions.

Target language

Vocabulary:

ball, book, car, glue, hamster,
plane, plant, ruler, school bag,
teddy

Structures:

Where's the...?
It's (in)...

Materials

Unit 1 flashcard
Activity Book, page 109
Unit 1 cut-outs
Scissors
Glue

Getting started

Show the unit's flashcard to the class and ask questions. T: *What's this?* SS: *It's a (bookcase).* T: *Where's the (blue pencil)?* SS: *It's (in) the (cupboard).* T: *What colour is the (bookcase)?* SS: *It's (green).* T: *What is (in) the (bookcase)?* Ask volunteers to take over your role and ask the questions.

3 Look, cut and paste.

Ask the children to look at Activity 3. Point to each picture and ask the children to tell you what they can see. Encourage longer sentences describing the colours and positions of items. Ask the children to listen and repeat as you read. Then ask them to tell you the picture that is missing. Repeat with the other sentences.

Ask the children to get the cut-outs from page 97 on their student's book and to cut them carefully (monitor this activity). Next, they paste them in the corresponding places. Check the activity by asking questions. T: *Where is (the plant)?* SS: *It's on the bookcase.* T: *What is (in the cupboard)?* SS: *The ball.*

4 Look and ask.

Tell the children to look at the pictures in Activity 4 and name them. Put the children into pairs to practise asking and answering questions. Invite a volunteer to the front to demonstrate the activity. T: *Where's the ruler?* S: *It's in the bin.* The child points to the appropriate picture to show that the answer is correct.

Walk around the class as the children ask and answer the questions, offer help where necessary.

Finishing off

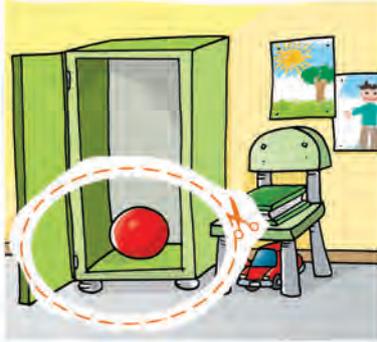
Tell the children to work with a partner. Ask the children to choose a classroom object they have and to hide it behind their backs. The other child has to guess the object behind the other child's back. If they have guessed correctly, they switch roles. Supervise this activity.

Production

Unit 1 • Time for school

LESSON 2

3 Look, cut and paste.



The ball is in the cupboard.



The plant is on the bookcase.



The school bag is under the window.



The teddy is behind the door.

4 Look and ask.



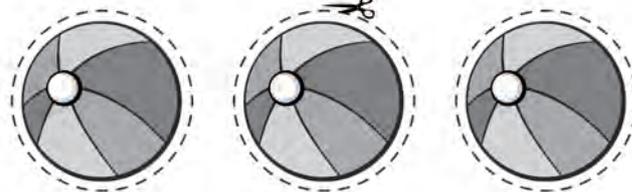
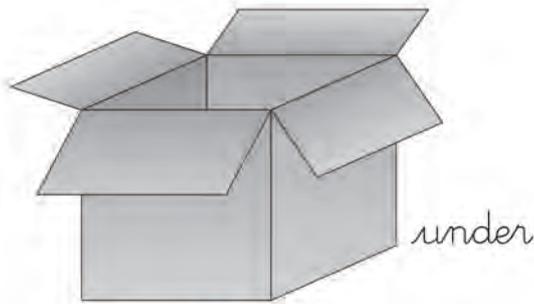
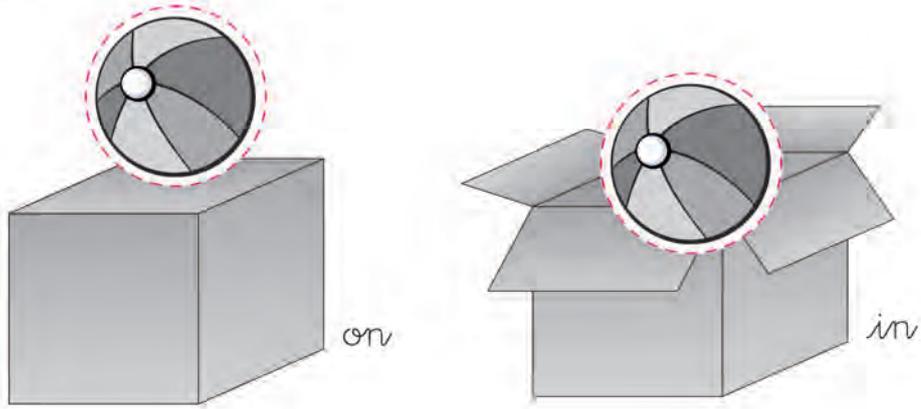
Activity Book
Page 109

Fifteen

15

Students develop and consolidate Competence in Knowledge and interaction with the physical world by recognizing, identifying and answering questions talking about everyday classroom objects in a recognition activity.

3 Cut and paste.



One hundred and nine

109

Students develop Competence in 'Learning to Learn' by playing a game. Daily use of short-term memory helps to make students focus attention in the classroom and aids in developing long-term memory through awareness.

Activity Book

LESSON 2, PAGE 109

Objectives

To reinforce target language.

To demonstrate understanding.

Target language

Vocabulary:

*ball, bookcase, car, chair,
cupboard, pencil, plant, ruler,
school bag, sharpener, teddy*

Structures:

The ... is (in) the...

Materials

Activity Book, page 109
Pieces of paper

Getting started

Write the following words on the board: ball, bookcase, car, chair, cupboard, pencil, plant, ruler, school bag, sharpener, teddy. Ask the children to repeat each word after you to practice pronunciation.

3 Cut and paste.

Ask the children to get the cut-outs from page below and to cut them carefully (monitor this activity). Next, read each preposition next to the boxes and ask the children paste each ball in the corresponding places.

Finally, say each preposition and ask the children to point to the corresponding picture.

Finishing off

Ask a volunteer to come to the front of the class and to face the wall so they cannot see their classmates. The rest of the class then begin to pass round a classroom object. The child at the front calls out *Stop!* when they want and the class stop passing the object. The child then turns around and has three attempts to guess who has the object. If the child guesses correctly, the object is left on top of your desk and the class say the name of the object. If not, then the object is left on top of your desk as well, but the child says the name of the object.

Lesson 3

Review Hide and seek!

STUDENT'S BOOK, PAGES 16-17

Objectives

- To listen to a story.
- To reinforce comprehension skills.
- To reinforce target language.

Target language

Vocabulary:

classroom, cupboard, plant, table;
behind, in, under; the alphabet

Structures:

Where's...?

Materials

CD

Review Hide and seek!

Unit 1 - Time for school
LESSON 3

5 Listen to the story. (10)

16 Sixteen

5 6 7 8

Stop and think!

Read and colour one of the about the story.

- I don't understand.
- I need help to understand.
- I understand, I could help others.

Seventeen 17

Students develop Linguistic competence by gaining oral fluency by reenacting a story through role play. This speaking activity provides a structured guided activity where students play hide and seek in the classroom. Praise students and evaluate if they have made an effort to participate in English or not.

Getting started

Tell the children to look at the story. Point to one of the characters and ask them to identify who it is. Then ask them to look at the little pictures at the top of page 16. Point to the picture of the board and ask: *Can you find this in the story?* Tell them to look in the story and see if they can find it. Tell them to circle the picture of the board because it appears in the story. Tell them to look through the story and find which of the remaining pictures appear and to circle them. Feedback with the class to see if they have the same ones. Finally, ask the children to cross out all the pictures that do not appear in the story.

5 Listen to the story.

Play the story once. Play the story again and ask the children to follow the story in their books. Pause the recording at various points. Ask volunteers to point to the relevant scene in their books. Divide the class into five groups and assign parts to each group: Charlie, Lee, Monica, Ruby and the teacher. Play the recording again and pause the recording after each scene and tell each group to repeat their character's lines.

Stop and think!

Read each statement out loud and explain them to the children. Point to the circles and tell them to choose only one statement and to colour the circle next to the one they chose. Finally, ask the children which statement they coloured to assess comprehension of the story.

Finishing off

Divide the class into groups of five or six. Tell them that they are going to re-enact the story. Give the children some time to practise, encourage them to use as much English as possible. Finally, invite the groups, one at a time, to the front of the class to perform their version of the story.

Transcript

Story: Hide and seek!

STORY CARD 1

Narrator: The children are in the classroom at school. They're playing hide and seek.

Ruby: 3... 4... 5... 6... 7...

Lee: Quick! Let's hide!

STORY CARD 2

Narrator: Where's Monica?

Ruby: I can see you Monica!

Monica: Ha, ha!

Narrator: Monica's under the table.

STORY CARD 3

Ruby: Now where's Charlie?

Charlie: Hee hee!

Ruby: There you are! I can see you, Charlie!

Narrator: Ah, Charlie's behind the plant.

STORY CARD 4

Narrator: Here's the teacher.

Teacher: Hello everyone! It's time for class. Sit down please.

Ruby: Where's Lee?

STORY CARD 5

Narrator: It's time to sing the alphabet song.

Teacher and children: a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p.

Charlie: Oh, no! Where's Lee?

STORY CARD 6

Teacher: And five plus four is... Oh! Where's Lee?

Ruby: I don't know!

Teacher: Quick! Let's look for Lee!

STORY CARD 7

Narrator: Everyone is looking for Lee.

Charlie: What's that noise in the cupboard? Let's open it!

Story card 8

Teacher: Oh, Lee's in the cupboard!

Monica: Wake up, Lee!

Narrator: What a surprise!

Word Stress

STUDENT'S BOOK, PAGE 18

Objectives

To learn the letters of the alphabet.

To revise the colours.

Target language

Vocabulary:

blue, green, orange, pink, purple, red, yellow; the alphabet

Structures:

Imperatives: *Touch your nose!
Clap your hands! Count to ten!
Nod your head!*

Materials

CD
Crayons

Getting started

Write the letter *a* on the board. Point to it while saying *a* and ask the children to repeat after you. Then write the letter *b* next to the letter *a*. Now, say *a, b* and ask the children to repeat. Continue until the children are saying the letters from *a* to *g*. Then start again from the letter *h* and continue to *n*. Repeat with the letters *o* to *u* and then with the letters *v* to *z*. Finally, go through the whole alphabet from *a* to *z*.

6 Listen and sing.

Ask the children to look at Activity 6. Say the name of a letter and ask the children to tell you what colour it is. T: C. SS: *Yellow*. Then, say a colour and ask them to tell you which letters are in that colour. T: *Purple*. SS: *M, o, q*. Tell the children they are going to listen to an alphabet song with some actions. Play the CD and do the actions encouraging the children to copy you. Ask the children to work in pairs. Play the song several more times and ask the children to join in singing and doing the actions in pairs.

7 Listen and colour.

Tell the children to look at the alphabet in their books again. Point to the uncoloured letters and help the children to say them. Explain that they are going to hear how to colour the white letters. Play the CD and ask the children to listen and point to the letters as they hear them. Then ask them to have their crayons ready; red, blue, yellow, green, orange, purple and pink. Play the CD again and pause it after each sentence to give them time to colour. Finally play the CD again for them to check their answers.

Finishing off

Play *Chinese whispers*. Put the children into groups of eight and whisper a sentence to one child in each group, for example: *The teddy is on the table*. Ask a child to whisper the same sentence to the next child who then whispers it to the next one and so on. The last child says the sentence out loud and hopefully it should be the same one as the teacher's.

Transcripts

Song: *The alphabet song*.

| | |
|-----------------------------------|------------------------------------|
| a b c d e f g | o p q r s t u |
| Touch your nose! Touch your knee! | Touch your ears! Touch your shoe! |
| h i j k l m n | v w x y z |
| Clap your hands and count to ten! | Clap your hands and nod your head! |

Listen and colour.

| | |
|--------------|------------------|
| B is red. | R is orange. |
| G is green. | V is pink. |
| J is blue. | And Y is yellow. |
| O is purple. | |

Word Stress

LESSON 4

6 Listen and sing.  

a b c d e f g

Touch your nose! Touch your knee!

h i j k l m n

Clap your hands and count to ten!

O p q r s t u

Touch your ears! Touch your shoe!

v w x y z

Clap your hands and nod your head!

7 Listen and colour. 

18 Eighteen

Students develop Cultural and artistic competence via musical awareness by listening to and participating in singing The alphabet song. This activity helps learning by developing an association between rhythm, language and word stress.

Student's Book

PAGE 19

Objectives

- To revise the alphabet.
- To improve listening skills.
- To practise creative abilities.

Target language

Vocabulary:

the alphabet

Structures:

My name's got (four) letters.

Materials

- CD
- Activity Book, page 110
- A strip of card for each child
- Children's photos of themselves
- Glitter, stickers or other decorative materials

Getting started

Practise a clapping rhythm with the children: clap, clap, space, clap, clap, space and so on. When they can all copy the rhythm, start to say the letters of the alphabet in the spaces between claps: (Clap, clap), A, (clap, clap), B... Encourage all the children to say the letters of the alphabet with you whilst maintaining the beat.

8 Listen and match.

Write your name on the board and say: *Look, my name's got six letters. A, N, D, R, E and A. Andrea.* Ask children to tell you how many letters there are in their name and, if they can, to tell you the letters. As they say the letters write them on the board so that they can see if they are correct. Tell the children to look at Activity 8. Ask volunteers to read the name cards. Explain that they have to match each photo with a name card. Play the CD and let the children listen. Play it again and the children match the pictures. Play it another time so they can check their answers. Finally, point to each photo and ask the children what the person's name is.

9 Make a name card.

Ask the children to look at Activity 9. Explain that they are going to make their own name card. Give each child a piece of card and tell them to fold it as in the pictures in the book. If the children have brought a photo, they can stick it on. They then decorate their card as they wish. Go round the class and ask them the letters in their name. Ask them to work in pairs and to make a card. Then, ask for volunteers to come to the front and show it to the class.

Finishing off

Do a picture dictation. Ask the children to open their notebooks. Tell them that they must draw and colour what you say. T: *It's a (blue book).* Ask volunteers to take turns giving the instructions. Move around the classroom checking the drawings.

Transcripts

Listen and match.

- Hello! My name's got five letters: H, E, L, E and N. H, E, L, E and N. I'm Helen.
- Hi! My name's got four letters: M, A, R and K. M, A, R, K. I'm Mark.
- Hello everyone! My name's got four letters: R, I, T and A. R, I, T, A. My name's Rita.
- Hi boys and girls! My name's got five letters: P, A, B, L and O. P, A, B, L, O. I'm Pablo.



LESSON 5

8 Listen and match. 

1



2



3



4









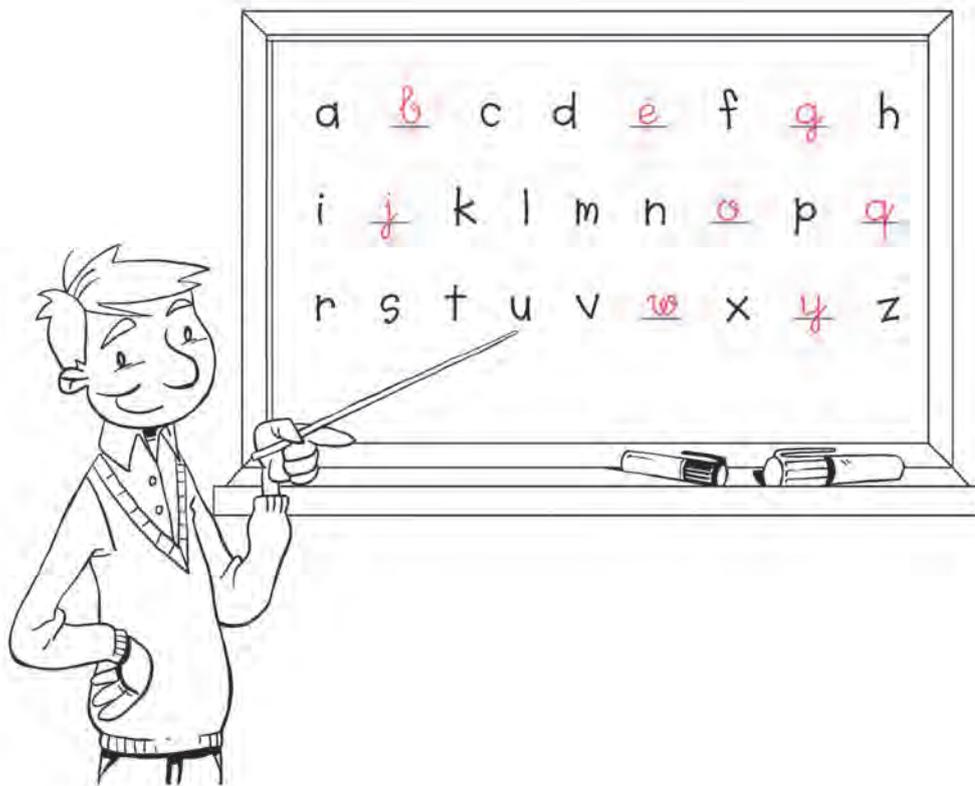


9 Make a name card. 



CLIL: Students develop Mathematical competence by revising the numbers 1 — 10 in English and using them to count the number of letters in their name. Using math in English helps to consolidate both content and language knowledge.

4 Fill in the missing letters.



110 One hundred and ten

Students develop Linguistic competence by gaining fluency in graphological representation of vocabulary and visual recognition. This lesson provides a session planned around games in order to give students ample practice in a structured guided activity where students guess a word before it is completely written.

Activity Book

LESSON 5, PAGE 110

Objectives

To revise the alphabet.

To understand a code.

Target language

Vocabulary:

bin, board, bookcase, computer, cupboard, door, plant, teacher, window; the alphabet

Materials

Activity Book, page 110

Getting started

Divide the class into two teams. Say a word from the classroom vocabulary and ask the first team to spell it out loud to you. As they say each letter, write it on the board. When they have finished, if they have said the letters correctly, they win a point. Repeat with a different word and the other team.

6 Fill in the missing letters.

Revise the alphabet with the children, saying it through all together several times. Ask the children to look at Activity 6. Explain that they have to write the missing letters in the spaces.

7 Solve and match.

Ask the children to look at Activity 7. Explain that the little pictures represent letters. Look at the example with the children, ask a volunteer to tell you the first word, *book*, and the first letter of that word, *b*. Show them that *b* is written in the first space. Continue with the other letters that make the word *ball*. Point to the remaining pictures at random and ask the children to say the word. The children then use the code to write the words. Finally, they match the words they have written with the bigger pictures on the left.

Finishing off

Play *Hangman*. Draw a large candle on the board, divided into ten segments. Write a number one in the top segment and the other numbers, in order, in the remaining spaces. Think of a word and draw a dash for each letter on the board, for example, *computer*, and draw eight dashes. Ask a volunteer to say a letter. If the letter appears in the word, write it on the corresponding dash. If it does not appear, then rub off the number ten section of the candle. Continue playing until the children either guess the word correctly or the candle is extinguished.

Student's Book

PAGE 20

Objectives

To listen to a story.
To practise pronunciation: *d*.

Target language

Vocabulary:

bed, bin, foot, plant

Structures:

Is it (in)...?

Materials

CD
Activity Book, page 111

Getting started

Explain to the children that you are going to say a letter from the alphabet. The children who have that letter in their names have to stand up. The children have to sit down after you have checked they stood up correctly.

10 Listen. 14

Ask the children to look at Activity 10. Tell them to look at the pictures and tell you which letters they can see. Play the recording and ask the children to follow the story in their books.

Extra Activity: Phonics

Listen and say a tongue twister. 15

Tell the children they are going to learn a tongue twister. Write the tongue twister on the board or show the Beep's world flashcard to the class. Play the recording, pausing at the end of each line for the children to repeat. Play the recording again. Encourage the children to find any other words that they know that begin with *d* for example, *door, dolphin* or any names of children in the class.

Finishing off

Slowly draw an item which has been seen in this unit on the board and the children guess what is being drawn before it is finished. The children can also take it in turns and come to the board to draw. You can also play in two teams.

Transcripts

Listen. 14

Narrator: Robby's got a surprise for Beep.

Robby: EEP?

Narrator: Oh, no! Where's the letter B?

Narrator: Is it in the bin? Look, Robby!

Robby: EEP! EEP!

Narrator: No! It's not there.

Narrator: Is it behind the plant?

Robby: EEP! EEP!

Narrator: No, it's not there! Keep looking Robby!

Narrator: Is it under the bed?

Robby: EEP! EEP!

Narrator: Oh no! Where is it?

Narrator: Look! The 'B' is on Beep's foot.

Robby: B!

Narrator: Ah, this is Robby's surprise!

Robby: BEEP! BEEP!

Beep: Thank you, Robby!

Listen and say the tongue twister. 15

Dad's got a dog.
Dad's got a dog. Diana's got a doll.

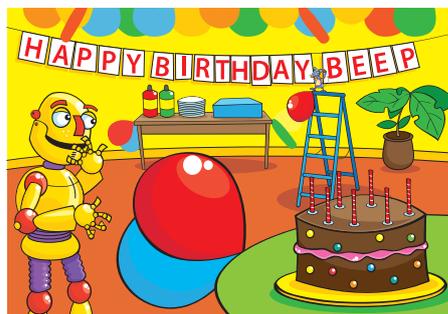
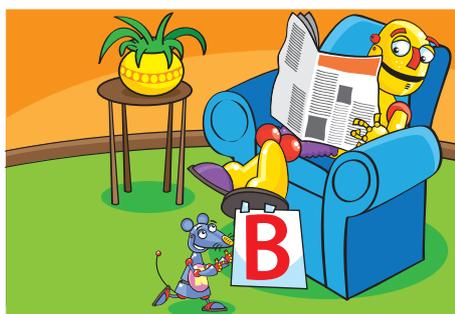
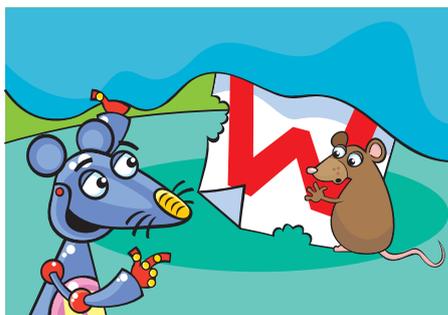
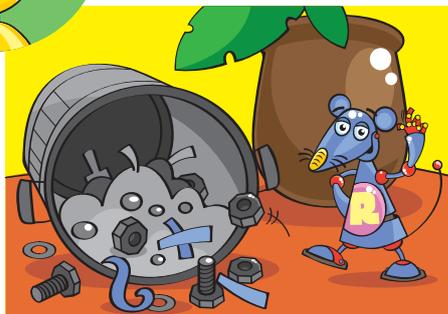
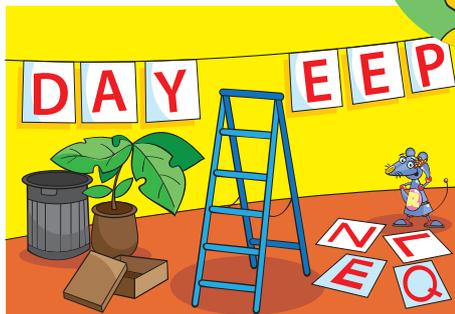
Dad's got a dog. Diana's got a doll. But Danny's got a dolphin.

Beep's world!



LESSON 6

10 Listen. 14



Activity Book Page 111-112

20 Twenty

Students develop Competence in 'Learning to Learn' by participating in a lesson that caters to different learning styles: physical activity for kinaesthetic learners, tongue twisters for an auditory focus and drawing for visual learners. Assess student's tendencies to diagnose needs in learning.

Review

5 Match and write.

1 cupboard

2 bin

3 window

4 computer

5 bookcase

bin

computer

cupboard

bookcase

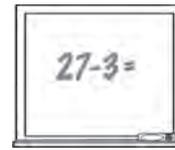
window

One hundred and eleven 111

Picture dictionary



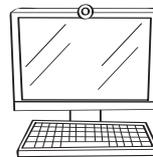
bin



board



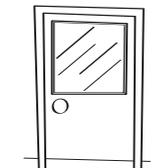
bookcase



computer



cupboard



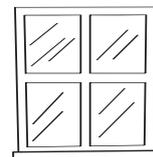
door



plant



teacher



window

112 One hundred and twelve

Students develop Competence in 'Learning to Learn' by participating in an end of unit revision of content knowledge. The teacher revises and gives constructive feedback on improvement. This is important for students to progress and learn how to correct their own mistakes.

Activity Book

LESSON 6, PAGES 111-112

Objectives

To review the target language.
To write simple words.

Target language

Vocabulary:

bin, bookcase, computer, cupboard, window; bag, cake, cat, chair, elephant, plant, snake, table; behind, in, on, under

Structures:

The... is (in) the...

Materials

CD
Activity Book, pages 111-112
Unit 1 flashcard

Getting started

Show the unit's flashcard to the class and practise the unit language with the children. Point to different classroom objects and ask the children to name them. T: *What's this?* Invite children to the front to point to different things.

T: *(Jessica), come and point to a green pencil.* Ask questions about the position of different items. T: *Where's the red pencil?* Ask the children to name what you describe. T: *It's pink and it's in the cupboard.*

8 Match and write.

Write the word plant on the board but leave spaces for the letters *l* and *n*: *p_a_t*. Ask the children to tell you what the word is and which letters are missing. Write the missing letters in the spaces. Tell the children to look at Activity 8. Ask a volunteer to read the first word and tell the rest of the class to match the word with the picture. The children then look at the word and write in the missing letters. They do the same with the other words.

Answers: 1 cupboard, 2 bin, 3 window, 4 computer, 5 bookcase

9 Look and write.

Ask the children to look at Activity 9 and to read the words in the box. Tell them to look at the first picture and ask the children: *Where's the snake?* Read the sentence out loud and ask the children to provide the missing word. They then write the word. Repeat with the other pictures.

Answers: under, on, behind, in

Picture dictionary.

Ask the children to look at the *Picture dictionary* on page 112 of their Activity Books. Hold up your two index fingers and signal to the class to do the same. Say: *Point to the computer and the bookcase.* Encourage the class to quickly point to the two pictures and check with the child next to them. Repeat with other words from the page. Tell the children to trace each word on the dictionary page.

Finishing off

Say a classroom item out loud. Ask the children to show it to you if they have it. Do this several items with different items you know the children will have with them.

Think Back!

STUDENT'S BOOK, PAGE 21

Think back!

Unit 1 • Time for school

11 Colour and count the ○ with the goals you can do.

Unit 1

Lesson 1
I can find objects in a classroom. ○

Lesson 2
I can name school objects. ○

Lesson 3
I can understand a story. ○

Lesson 4
I can remember the alphabet and numbers. ○

Lesson 5
I can spell my name. ○

Lesson 6
I know the **d** sound. ○

Review ○ ○
Almost there! ○ ○ ○ ○
You did it! ○ ○ ○ ○ ○ ○

Twenty-one **21**

Think Back! is a section that makes students become self-aware about their learning process. They will have to colour each circle if they think they have achieved the lesson goal. Read each statement out loud and evaluate understanding. Tell the student to read each lesson and to colour the circle if they can do the action present in the statement. After colouring the circles, students should count them and tell you how many they have. Depending on this, assess the class level and whether a revision is necessary before doing the Unit assessment.

Assessment

METHODOLOGICAL MANUAL, PAGES 52 - 53

Objectives

To evaluate children's understanding of target language from the unit.

Target language

Vocabulary:

bin, board, bookcase, computer, cupboard, door, plant, teacher, window; the alphabet

Structures:

Where's the...? It's (under)...

Materials

CD
Photocopies of Unit 1
Assessment, Methodological
Manual, pages 52-53

Students develop Competence in 'Learning to Learn' by participating in an end of unit summative assessment procedure. Clear assessment criteria and constructive feedback on mistakes and knowledge of teacher expectations before the test play an important role in learning to improve.

Revise the vocabulary with the children. Show the children the Assessment and explain each activity. Play the audio and the children do Activity 1. Play it again. The children complete the rest of the assessment by themselves.



This is an extra material, if you have time you can use it or not.

1 Listen and number the school objects. 16

Ask the children to look at the pictures in Activity 1. Explain that they are going to hear the words and that they must number the pictures as they listen.

Answers: See transcript

2 Writing the missing letters.

The children write the missing letters from the alphabet in the spaces provided.

3 Read and match.

The children read the sentences in the middle and match them with the corresponding pictures.

4 Look and write the words.

The children observe the picture and use the words in the box to complete the sentences which describe it.

Answers: 1 pencil, 2 on, 3 behind/plant, 4 football/on, 5 in/school bag, 6 car/in

Transcripts

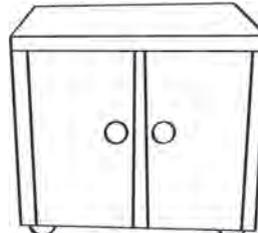
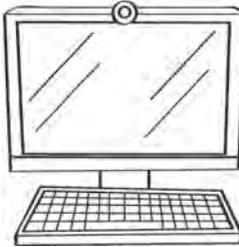
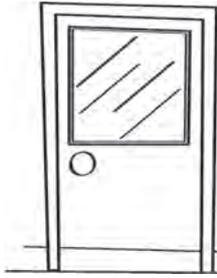
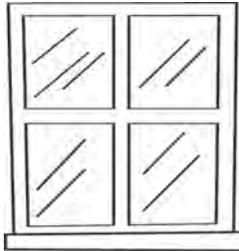
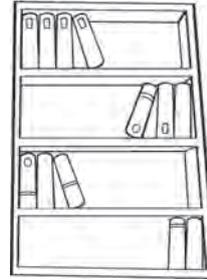
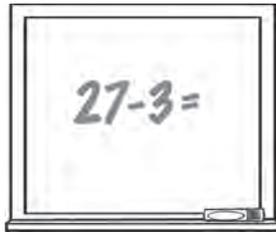
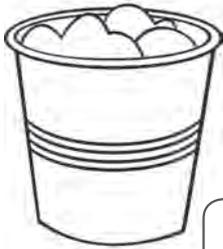
Unit 1 Assessment. Listen and number the school objects 16

- | | | | | |
|-------------|--------------|------------|--------------|--------------|
| 1. Board. | 3. Computer. | 5. Window. | 7. Door. | 9. Cupboard. |
| 2. Teacher. | 4. Plant. | 6. Bin. | 8. Bookcase. | |

Unit 1 Assessment

Name: _____ Class: _____

1 Listen and number the school objects. 16



2 Write the missing letters.



| | | | | | | |
|---|---|---|---|---|---|---|
| a | b | c | d | — | f | |
| g | — | i | j | — | l | m |
| — | o | p | q | — | s | t |
| — | — | w | x | — | z | |

3 Read and match.



The car is on the toy box.



The car is under the toy box.



The car is behind the toy box.



The car is in the toy box.

4 Look and write the words.



in (x 2)
plant

on (x 2)
football

behind
school bag

pencil
car

The _____ is under the chair.

The sharpener is _____ the chair.

The ruler is _____ the _____.

The _____ is _____ the bookshelf.

The teddy is _____ the _____.

The _____ is _____ the cupboard.

Unit objectives

To learn new vocabulary and structures.
To improve pronunciation.
To practise pronunciation: *j*.

Target language

Vocabulary:

coat, dress, jacket, jeans, jumper, shoe, shorts, trousers, T-shirt; colours

Structure:

What are you wearing?
I'm wearing...
Are you wearing...?

Students develop Linguistic competence by gaining aural fluency through being in an environment where English is used systematically. Provide the possibility for structured responses by asking yes/no questions or asking for non-linguistic responses to show comprehension.

Anticipating difficulties

The children will have different abilities when it comes to speaking in English. Some will have a natural ability and others will have lots of confidence which will help them express themselves in English. Others will find the pronunciation more difficult or be naturally more reserved. It is important to let all children have a chance to speak and support the ones who need it most.

Teaching tip

Speak in English at all times in and out of your classroom and this will stimulate the children to use English to communicate with you. Encourage them to use complete sentences as much as possible and to speak to each other in English too. If you insist at the beginning of the year, then the children will become more used to the idea and the results will be very rewarding, for you and them.



Getting started

Show the unit's flashcard to the class and ask the children to look carefully at it. Invite some volunteers to come to the front, point to and name any item of clothing they can say in English. Every time a child names an object ask the rest of the class to repeat the word. Point to different clothes and ask the children to name them. For new words, say the word and ask the children to repeat it.

Presentation

STUDENT'S BOOK, PAGES 22-23

Objectives

To introduce target vocabulary.

Target language

Vocabulary:

coat, dress, jacket, jeans, jumper, shoe, shorts, trousers, T-shirt, colours

Materials

CD
Activity Book, page 113
Unit 2 flashcard

Finishing off



Show the unit's flashcard and divide the class into two teams. Invite one member of each team to come to the front of the class. Say a word and the two children have five seconds to locate the picture. The rest of the class works as the stopwatch as they count to five. The first child to find the object wins a point for their team.

1 Getting Ready.

Tell the children to look at the picture on pages 22 and 23. Ask them where the children are located (department store). Hold your book up and ask them what the children are doing one by one (looking at clothes, trying them on, etc.).

2 Listen, point and repeat.

Ask the children to look at the picture again. Point to different clothes and ask the children to name them. Play the CD and the children point to the clothes as they hear them. Play the CD again and this time the children point to the pictures and repeat the words. Play it a final time for the children to point and repeat again. Encourage the children to copy the pronunciation of the words as closely as possible.

3 Listen and find.

Ask the children to look at the picture in their books again. Say an item of clothing and ask the children to tell you what colour it is. T: *Jumper*. SS: *Orange and blue*. Play the CD and stop after the colour word. Give the children some time to find an item of that colour and name it. Then play the answer to see if they were correct. Play the CD again without stopping and ask the children to point to the clothes as they hear them.

4 Colour the of goals you like most.

Read the unit goals out loud and ask the children to choose the goals they would like to do the most. Point to the uncoloured circles and help the children to decide which one to colour by explaining each goal.

5 Which would you like the learn first? Why?

Ask the children to look at Activity 5 and to choose one of the unit goals they would like to do first and to think about why they chose it. Ask a volunteer to give you their decision and to explain it. Continue with other volunteers.

Transcript

Listen, point and repeat.

| | | |
|-----------|---------|---------|
| T-shirt. | Jacket. | Shorts. |
| Coat. | Jeans. | Dress. |
| Trousers. | Shoes. | Jumper. |

Listen and find

| | |
|---|---|
| Find something pink. The dress! | Find something white. The shorts! |
| Find something orange and blue. The jumper! | Find something yellow and green. The T-shirt! |
| Find something brown. The shoes! | Find something blue. The jeans! |
| Find something red. The trousers! | Find something green. The coat! |
| Find something purple. The jacket! | |

Unit 2. My clothes

Presentation

Getting Ready

- Look at the picture and answer.
 - Where are the children?
 - What are the children doing?
- Listen, point and repeat.  17
- Listen and find.  18

My Goals

- Colour the of goals you like most.
- Which would you like to learn first? Why?

Unit Goals

- Saying *What are you wearing?*
- Saying *I'm wearing.*
- Singing songs and chants.
- Listening to a story.

Activity Book Page 113

Twenty-three

23



22 Twenty - two

Students develop and consolidate Competence in Knowledge and interaction with the physical world by recognizing, identifying and answering questions about clothes in a recognition activity and by describing the colour of the item.

2. My clothes

1 Look and match.



dress



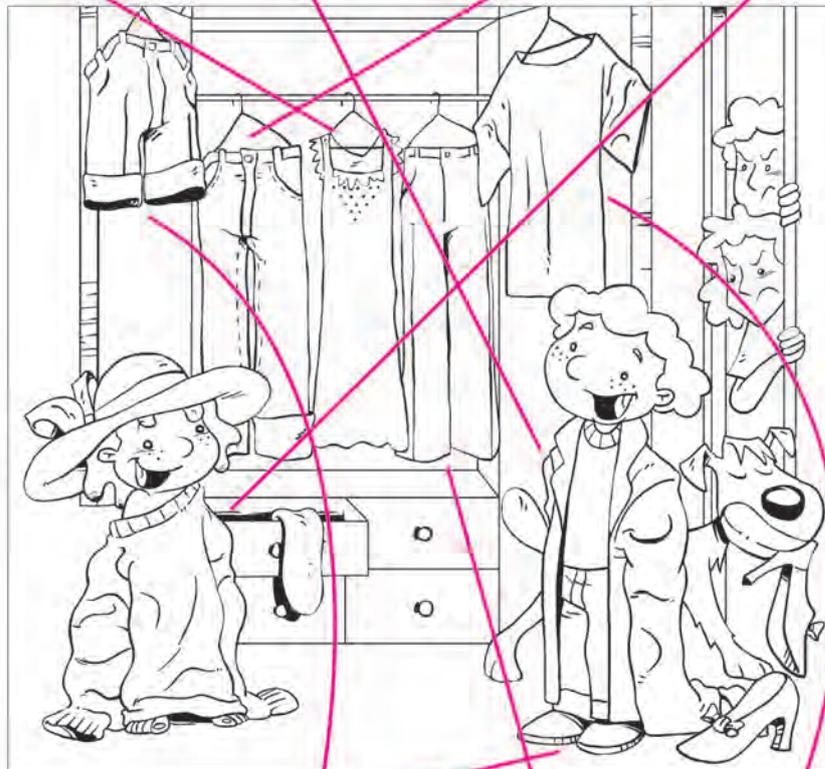
jacket



jeans



jumper



shoes



shorts



trousers



T-shirt

One hundred and thirteen

113

Students develop Interpersonal and civic competence by playing games. Games help students learn English and social skills at the same time, such as, following accepted rules and taking turns.

Activity Book

PRESENTATION, PAGE 113

Objectives

To recognize target vocabulary.

Target language

Vocabulary:

coat, dress, jacket, jeans, jumper, shoe, shorts, trousers, T-shirt; colours

Materials

Activity Book, page 113

Getting started

Ask the children questions about their clothes. T: *What's this?* SS: *(It's) a (red) (T-shirt)*. The children answer with as much information as they can. Ask a different question to each student every time.

1 Look and match.

Tell the children to look at Activity 1. Point to the pictures at the top and bottom of the main picture and ask volunteers to name them. Tell the children to match the name in the main picture.

Finishing off

Give the children a dictation on how to colour the main picture from their Activity Books. T: *Colour the (dress) (purple). The (shoes) are (black)*. The children can also take it in turns to give an instruction.

Practice

STUDENT'S BOOK, PAGE 24

Objectives

To recognize the clothes vocabulary.

To answer a question.

Target language

Vocabulary:

coat, dress, jacket, jeans, jumper, shoe, shorts, trousers, T-shirt

Structure:

What are you wearing today?

Materials

CD
Activity Book, page 114
Crayons

Getting started

Name an item of clothing and ask the children who are wearing it to stand up. T: (*Black shoes*). T: A (*green jumper*) and (*brown trousers*). Repeat several times, the children sit down after each item. Children can take over your role of naming clothes.

1 Listen and colour. 19

Explain to the children that they are going to hear Lee and Monica say what they are wearing. Play the CD and ask the children to listen and point to the clothes as they hear them. Then ask them to have their crayons ready: blue, green, orange, black, yellow, purple and pink. Play the CD again and pause it after the narrator gives the instruction to give them time to colour. Finally play the CD again for them to check their answers.

2 Listen and chant. 20

Play the CD and let the children listen to the chant. Play it again and encourage them to join in. Repeat it and encourage them to add actions as they say the chant.

Transcript

Listen and colour. 19

1. Charlie: Lee, Lee! What are you wearing?
Lee: I'm wearing a green jumper.
Charlie: Pardon?
Lee: A green jumper!
Narrator: Colour Lee's jumper green.
Monica: Lee, what are you wearing?
Lee: I'm wearing blue jeans.
Narrator: Colour Lee's jeans blue.
Ruby: Lee?
Lee: Yes?
Ruby: What are you wearing?

Lee: I'm wearing orange shoes
Narrator: Colour Lee's shoes orange.
2. Ruby: Monica, what are you wearing?
Monica: I'm wearing a pink hat
Narrator: Colour Monica's hat pink.
Charlie: Monica, what are you wearing?
Monica: I'm wearing a yellow T-shirt.
Narrator: Colour Monica's T-shirt yellow.

Lee: Monica, what are you wearing?
Monica: I'm wearing black trousers.
Narrator: Colour Monica's trousers black.
Ruby, Charlie and Lee: Monica.
Monica: Yes?
Ruby, Charlie and Lee: What are you wearing?
Monica: I'm wearing purple shoes.
Narrator: Colour the shoes purple.

Chant: What are you wearing today? 20

What are you wearing today?
What are you wearing today?
Jumper and jeans, jumper and jeans,
That's what I'm wearing today.

What are you wearing today?
What are you wearing today?
T-shirt and shorts, T-shirt and shorts,
That's what I'm wearing today.

What are you wearing today?
What are you wearing today?
Jacket and shoes, jacket and shoes,
That's what I'm wearing today.

Practice

LESSON 1

1 Listen and colour. 19



2 Listen and chant. 20

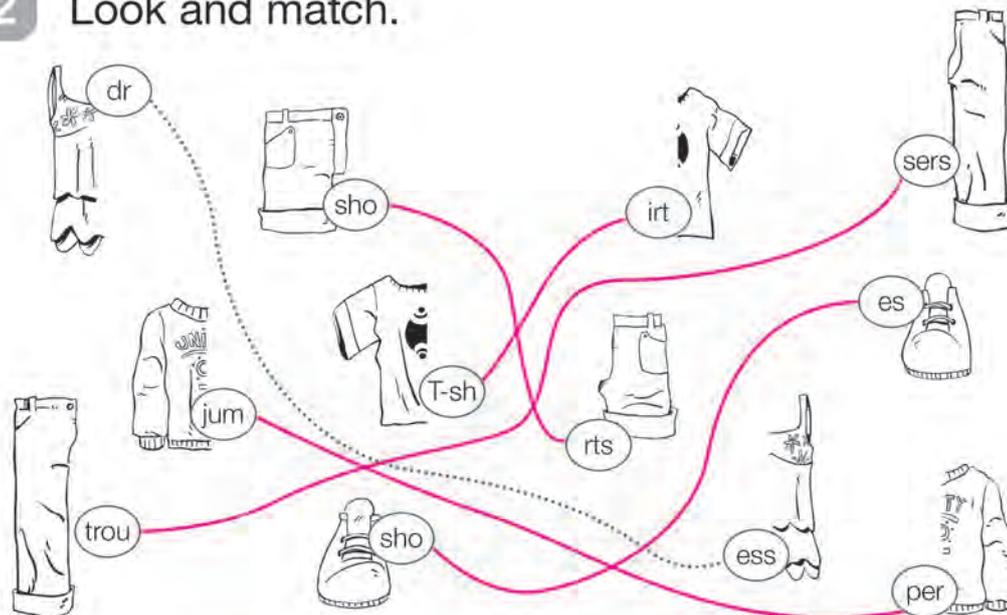


Activity Book  Page 114

24 Twenty-four

Students develop Processing information and digital competence in the classroom by extracting specific information from a short CD recording. In this activity students listen to a text about what children are wearing and then colour the corresponding picture.

2 Look and match.



3 Read and colour.



114 One hundred and fourteen

Students develop Linguistic competence by participating in a lesson providing practice in aural skills. Students demonstrate linguistic knowledge through recognition and guided production tasks.

Activity Book

LESSON 1, PAGE 114

Objectives

To reinforce reading skills.
To improve comprehension skills.

Target language

Vocabulary:

coat, dress, jacket, jeans, jumper,
shoe, shorts, trousers, T-shirt

Structure:

I'm wearing...

Materials

Activity Book, page 114

Getting started

Begin to draw an item of clothing in the air and ask: *What's this?* The children have to answer with a complete sentence. The children can take it in turns to do an air drawing of an item of clothing.

2 Look and match.

Write on the left hand side of the board the letters *je*, and on the right hand side *ans*. Ask a volunteer to join the letters and tell you what the word is, *jeans*. Tell the children to look at Activity 2 and ask them to join the words. They can use the pictures as clues to help them. As they work, write on the board in a column, *sho, jum, T-sh, sho, trou*. Ask volunteers to come out and complete the words.

3 Read and colour.

Describe to the children what you are wearing. T: *I'm wearing (blue jeans) and a (red jumper)*. Ask volunteers to describe what they are wearing. Tell them to look at Activity 3. Ask volunteers to read the speech bubbles. The children then read and colour the clothes accordingly. Finally ask them questions about the clothes. Point to the first girl and ask: *What colour is her dress?* Continue with the other pictures.

Finishing off

Put the children into pairs. Tell them to all draw a boy in their notebooks. Explain that they must give each other instructions about what clothes to draw. S1: *Draw a (blue hat)*. S2: *Draw a (yellow hat)*.

Production

STUDENT'S BOOK, PAGE 25

Objectives

- To practise reading skills.
- To understand simple sentences.
- To ask and answer questions.

Target language

Vocabulary:

*blue, green, orange, white, yellow;
coat, dress, hat, jeans, T-shirt*

Structure:

*What are you wearing?
I'm wearing...*

Materials

- Unit 2 flashcard
- Unit 2 cut-outs
- Scissors
- Glue

Getting started

Show the unit's flashcard to the class and ask questions. T: *What's this?* SS: *It's a (jumper).* T: *Where's (Robbie)?* SS: *(On) the (shoes).* T: *What colour are the (trousers)?* SS: *(Brown.)* T: *What is (pink)?* SS: *The (dress).* Ask volunteers to take over your role and ask the questions.

3 Cut, paste and say.

Tell the children to look at Activity 3. Read each speech bubble and encourage all the children to read along with you. Ask the children to get the cut-outs from page 97 on their student's book and to cut them carefully (monitor this activity). Tell them to read the speech bubbles again. They then paste the cut-outs in the corresponding places.

4 Ask a friend.

Put the children into pairs and explain that they are going to imagine that they are in different places, such as beach, snow and mountain. They have to tell each other what they are wearing and guess the place. Invite a volunteer to come to the front to demonstrate the activity with you.

SS: *What are you wearing?* T: *(I'm wearing) blue jeans, a brown jumper, and brown boots.* SS: *You are in the mountain!*

The children take it in turns to ask and answer the question.

Finishing off

Draw yourself on the board. Then write under the picture. *I'm wearing a green jumper, blue jeans and black shoes.* Now, ask the children to get out their notebooks and draw themselves as they are dressed today. They then write about their clothes.

3 Cut, paste and say.

a white T-shirt.



a green coat
and blue jeans.



a yellow dress.



4 Ask a friend.

What are you wearing?



Twenty-five

25

Students develop Competence in autonomy and personal initiative by creating a self-portrait and writing about it. Autonomy and a task based approach to learning language help to build self-confidence.

Review Monica's party!

STUDENT'S BOOK, PAGES 26-27

Objectives

To reinforce the target language.
To listen to a story.

Target language

Vocabulary:

coat, dress, jacket, jeans, jumper, shoe, shorts, trousers, T-shirt; colours

Structures:

What are you wearing?

Materials

CD

Review Monica's party!

5 Listen to the story.

26 Twenty-six

Unit 2 • My clothes
LESSON 3

Stop and think!

Read and colour one of the about the story.

I don't understand.

I need help to understand.

I understand, I could help others.

Twenty-seven 27

Students develop Linguistic competence by gaining oral fluency by reenacting the story, *Monica's party!*, through role play. This speaking activity provides a structured guided activity where students make an effort to participate in English.

Getting started

Tell the children to look at the story and ask them to identify the characters. Ask them questions about the clothes the characters are wearing. Then ask them to look at the little pictures at the top of page 26. Point to the picture of the hat and ask: *Can you find a hat in the story?* Tell them to look in the story and see if they can find it. Tell them to circle the picture of the hat, because it appears in the story. Tell them to look through the story and find which of the remaining pictures appear and to circle them. Ask them to check their answers with a partner. Finally, ask the children to cross out all the pictures that do not appear in the story.

Finishing off

Divide the class into groups of five or six. Tell them that they are going to re-enact the story. Give the children some time to practise, encourage them to use as much English as possible. Finally, invite the groups, one at a time, to the front of the class to perform their version of the story.

5 Listen to the story.

Play the story once. Play the story again and ask the children to follow the story in their books. Say the names of the characters from the story: Monica, Monica's sister, Ruby, Lee, Charlie and parrot. Ask six volunteers to come to the front of the class and act out the story. The teacher should be the narrator so as to help the children know where they are in the story.

Stop and think!

Read each statement out loud and explain them to the children. Point to the circles and tell them to choose only one statement and to colour the circle next to the one they chose. Finally, ask the children which statement they coloured to assess comprehension of the story.

Transcript

Story: *Monica's party!*

STORY CARD 1

Narrator: It's Monica's birthday and she's having a party.

Monica: It's my party today.

Monica's sister: What are you wearing?

Monica: I don't know!

STORY CARD 2

Narrator: Monica calls Ruby to talk about the party.

Ruby: Hello? This is Ruby.

Monica: Hello, Ruby. What are you wearing to the party?

STORY CARD 3

Ruby: What am I wearing? I'm wearing a black dress and a black and purple hat.

Monica: OK, great, see you later Ruby!

Ruby: Bye!

STORY CARD 4

Narrator: Next, Monica calls Lee.

Monica: Hello, Lee?

Lee: Hi, Monica.

Monica: Hello Lee, what are you wearing to the party?

Lee: I'm wearing black trousers and a white shirt.

STORY CARD 5

Narrator: Finally, Monica calls Charlie.

Monica: Charlie, what are you wearing to the party?

Charlie: I'm wearing a red jacket and blue shorts.

Parrot: What are you wearing? What are you wearing?

STORY CARD 6

Narrator: What's Monica wearing to the party?

Monica: Charlie's wearing a red jacket and blue shorts. Oh no! I don't know what to wear!

STORY CARD 7

Narrator: Monica talks to her sister.

Monica's sister: Monica? Are you wearing a costume?

Monica: No, I'm wearing blue jeans and a t-shirt.

STORY CARD 8

Narrator: Look at the costumes! Lee's a vampire, Ruby's a witch and Charlie's a pirate.

Ruby, Charlie and Lee: Surprise!

Parrot: Surprise! Surprise!

Monica's sister: Look, Monica, here's a dress for you.

Monica: Oh thank you!

Student's Book

PAGE 28

Objectives

To practise target vocabulary.
To sing a song.

Target language

Vocabulary:

coat, dress, jacket, jeans, jumper, shoe, shorts, trousers, T-shirt; colours

Structure:

Are you wearing...? Yes/No.

Materials

CD
Activity Book, page 115

Getting started

Ask the children to talk about their clothes in different seasons such as summer, winter, spring or autumn. T: *What are you wearing?* The children can give as much detail or information as they can. SS: *Trousers; or, A blue jumper, a white T-shirt, grey trousers, white socks and black shoes.*

6 Listen and sing.

Invite a child to the front of the class and say: *Are you wearing (green shoes)?* Encourage the child to answer *Yes* or *No*. Go round the class and ask other children similar questions. Tell all the class to ask the person sitting next to them the question: *Are you wearing...?* Tell the children to look at Activity 6. Ask them to read the first verse of the song. Play the CD and let the children listen. Play it several more times and the children join in.

7 Play a game.

Divide the class into pairs. Student 1 keeps their book hidden from their partner and puts counters on three of the squares. Student 2 then has five guesses to find out which of Student 1's squares have counters asking: *Are you wearing a purple T-shirt?* If they guess all three items with five guesses, they win. Alternatively, each student can put counters on three squares (again keeping the page hidden from their partner) and they take turns to ask each other: *Are you wearing...?* The winner is the first to guess all their partner's squares.

Finishing off

Put the children into pairs. They each draw a picture of themselves in their notebook without their partner seeing. The children then take it in turns to guess how the other one is dressed in the picture by asking questions. Call a volunteer out to demonstrate: T: *Are you wearing jeans?* SS: *No.* T: *Are you wearing trousers?* SS: *Yes.* T: *Are you wearing brown trousers?* SS: *Yes!*

Transcript

Song: Are you wearing green shoes?

Are you wearing green shoes?
Green shoes? Green shoes?
Are you wearing green shoes?
Yes or no?

Are you wearing a red dress?
A red dress? A red dress?
Are you wearing a red dress?
Yes or no?

Are you wearing orange shorts?
Orange shorts? Orange shorts?
Are you wearing orange shorts?
Yes or no?

Are you wearing a blue jacket?
A blue jacket? A blue jacket?
Are you wearing a blue jacket?
Yes or no?

6 Listen and sing. 

Are you wearing shoes?
 Green shoes? Green shoes?
 Are you wearing green shoes?
 Yes, or no?

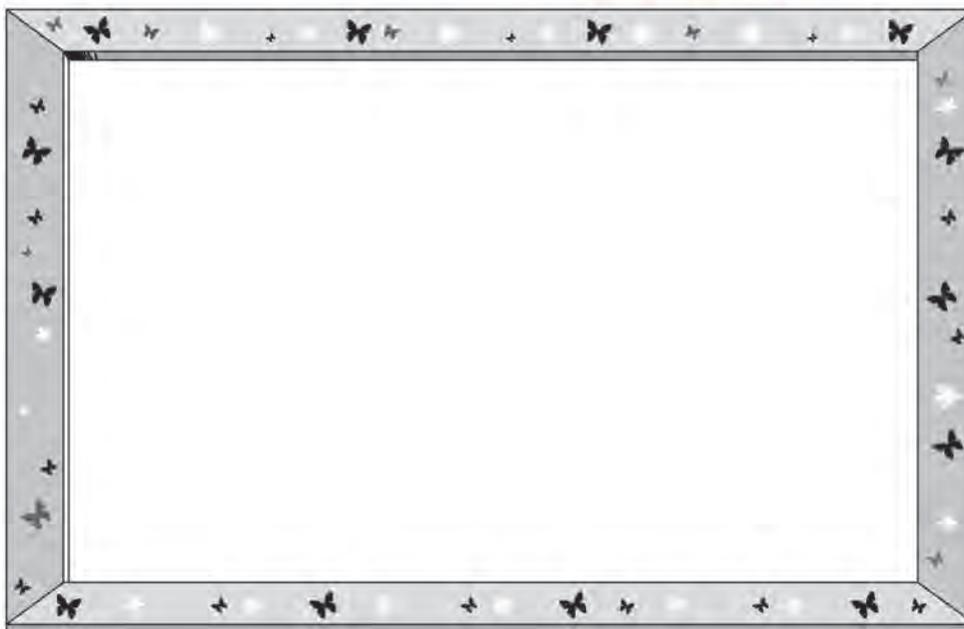
7 Play a game. 



4 Read and circle. **Child's own drawing**

- | | | |
|---|----------------------------|----------|
| 1 | Are you wearing trousers? | Yes / No |
| 2 | Are you wearing a dress? | Yes / No |
| 3 | Are you wearing a T-shirt? | Yes / No |
| 4 | Are you wearing shoes? | Yes / No |
| 5 | Are you wearing a jumper? | Yes / No |
| 6 | Are you wearing shorts? | Yes / No |

5 Draw and say. **Child's own answer and drawing**



One hundred and fifteen **115**

Students develop Competence in 'Learning to Learn' by learning and practising the song: Are you wearing green shoes? Rhyme, music and chants are a useful way of memorizing functional language and gaining confidence while practising in a group setting.

Activity Book

LESSON 4, PAGE 115

Objectives

To improve reading skills.
To write simple sentences.

Target language

Vocabulary:

coat, dress, jacket, jeans, jumper,
shoe, shorts, trousers, T-shirt

Structures:

Are you wearing...?
Yes/No, I'm wearing...

Materials

CD
Photos of people wearing
different clothes
Activity Book, page 115

Getting started

If possible, ask all the children to sit in a circle. Stand in the middle of the room and say: *I'm wearing (grey trousers)*. The children who are wearing the mentioned item of clothing, stand up and swap places. If only one person is wearing an item, then they take a turn to stand in the middle and call out the clothes.

4 Read and circle.

Tell the children to look at Activity 4 and to read the sentences. Then ask a volunteer to read out the first question and to say the answer. Ask other children to read and answer the question. Explain to the children that they must circle the answer which is true for them. As the children work, offer help to those who need it.

5 Draw and say.

Draw yourself on the board and write two or three sentences about your clothes: *I'm wearing...* Then point to the picture and read the sentences. Ask the children to look at Activity 5. Tell them to draw themselves in the frame and to write sentences about the clothes they are wearing. They can draw themselves in the clothes they are wearing today or an outfit that they like.

Finishing off

Hold up one of the photos and show it to the children. Describe what one of the people is wearing wrong and ask the children to correct you. Continue with all the other items of clothing in the photos.

Student's Book

PAGE 29

Objectives

To develop reading skills.
To develop listening skills.

Target language**Vocabulary:**

black, blue, brown, green, pink, purple, red, yellow, white; hat, shoe, trousers, T-shirts

Structures:

I'm wearing a (black) hat.

Materials

CD
Activity Book, page 116
Unit 2 flashcard
Unit 2 cut-outs
Scissors
Glue
Crayons

Getting started 

Show the unit's flashcard to the class and ask a child to come to the front, point to an item and to say a sentence. SS: *It's a yellow and red T-shirt.* Then say to the child, *Are you wearing a yellow and red T-shirt?* SS: *No.* Continue with other children.

8 Match, cut and paste. 

Ask the children to look at Activity 8. Point to the first photo and say, *Look at this girl, what colour is her hat?* SS: *Brown.* Then point to the first sentence and ask a volunteer to read it. Continue with the other sentence and photo. The children get the cut-outs from page 97 on their student's book and cut them carefully (monitor this activity). Then, they find the photos and sentences which are missing and paste them on the page.

9 Listen and colour.  23

Ask the children to look at the clown in Activity 9. Tell the children they are going to listen to the CD and they have to colour the clown's clothes in the colours they hear. Play the CD and let the children listen, then tell them to get their crayons ready. Play the CD again, stopping after each sentence to give the children time to colour. Play it again for them to check their answers. Finally, ask questions about the clown's clothes: *What colour are his shoes?* SS: *Yellow.*

Finishing off

Play *Chinese whispers*. Get the children in groups of six or seven and whisper a sentence to a child, for example, *He's wearing green trousers.* The child then whispers the sentence to the next child and so on. The last child says the sentence out loud and hopefully it should be the same one as the teacher's.

Transcripts

Listen and colour.  23

He's wearing a red hat.
He's wearing a pink and blue T-shirt.
He's wearing green trousers.
He's wearing yellow shoes!



8 Match, cut and paste.



I'm wearing a brown hat.



I'm wearing a black hat.



I'm wearing a purple hat.



I'm wearing a white and red hat.

9 Listen and colour.  23



Activity Book  Page 116

CLIL: Students develop Linguistic competence by participating in a lesson providing practice in aural skills. Students demonstrate linguistic knowledge colouring different items according to instructions.

6 Read and colour.



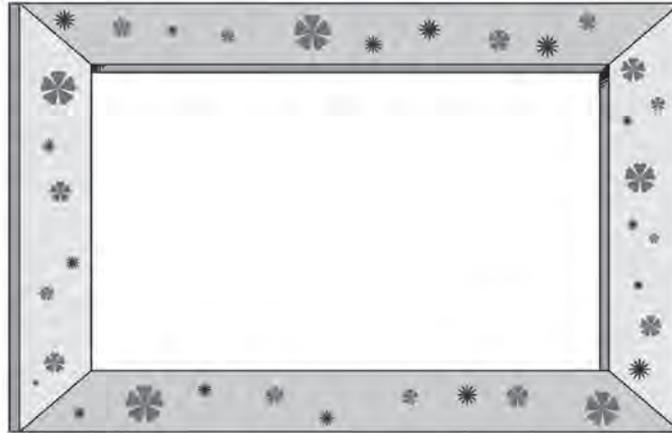
I'm wearing a yellow and purple hat.

I'm wearing a red and white hat.



I'm wearing a blue and yellow hat.

I'm wearing a green hat.

7 Draw a hat and write. **Child's own drawing**

I'm wearing a hat.

Activity Book

LESSON 5, PAGE 116

Objectives

To practise reading skills.
To use their creative abilities.

Target language

Vocabulary:

blue, black, brown, green, pink, purple, red, yellow, white; hat

Structures:

I'm wearing a (red) hat.

Materials

Activity Book, page 116
Photos of different clothes
Crayons

Getting started

Tell the children they will have to draw some clothes following your description. For example, tell them to draw a green hat and both teams have to draw a hat and colour it green. The idea is that they draw the clothes carefully and not fast, so encourage them to put extra effort to this activity.

6 Read and colour.

Ask the children to look at Activity 6. Ask volunteers to read out the speech bubbles. Tell the children to read the sentences again and to colour the hats accordingly. Finally point to each picture and ask the children to tell you the colour of the hats.

7 Draw a hat and write.

Draw and colour a funny hat on the board, for example, a hat in the shape of a tree. Write under the picture: *I'm wearing a green and brown hat.* Now, ask the children to look at Activity 7. Tell them to draw a funny hat and then to describe it in the sentence below. Invite the children to show their friends their pictures and to describe their hats to each other.

Finishing off

Play a game with the children. Divide the class into two teams. Number five photos and place them on your desk. Tell them you will describe a person in one of the photos and that they will have to identify that person. Choose one volunteer per team and describe one of the photos. They only have to write down the number of the photo without saying anything. After finishing with the five photos, tell the teams to tell you the numbers one by one. The team who wins is the one with the most amount of correct answers.

Student's Book

PAGE 30

Objectives

- To listen to a story.
- To follow the sequence of a story.
- To practise pronunciation: *j*.

Target language

Vocabulary:

coat, jacket, jeans, jumper, shoe, trousers, T-shirt

Materials

CD
Activity Book, pages 117-118
Unit 2 flashcard

Getting started

Use the clothes you are wearing to do this exercise. For example, point to your jacket and ask the children to repeat the word jacket. Continue with other items of clothing. Remember to practice the *j* pronunciation.

10 Listen.

Ask the children to look at Activity 10. Tell them to look at the first scene from the cartoon and explain that Beep is at a fashion show. Play the recording and ask the children to follow the story in their books. Play the recording again to reinforce comprehension.

Extra Activity: Phonics

Listen and say a tongue twister.

Tell the children they are going to learn a tongue twister. Write the tongue twister on the board or show the Beep's world flashcard to the class. Play the recording, pausing at the end of each line for the children to repeat. Play the recording. Encourage the children to find any other words that they know that begin with *j* for example, *jeans, jacket* or any names of children in the class.

Finishing off

Slowly draw a piece of clothing on the board and the children guess what is being drawn before it is finished. The children can also take it turns and come to the board to draw.

Transcripts

Listen and read.

Narrator: There's a fashion show today. Oh! Who's this?
Man: Come quickly! You're late!
Beep: But...
Robby: BEEP?
Narrator: Look at those trousers!
Man: Here are your trousers!
Beep: But...
Narrator: Then the man gives

Beep some shoes.
Man: Quick! Here are your shoes.
Beep: B-B-But...!
Robby: BEEEEEP!
Man: Here. Put this T-shirt on quickly!
Beep: But, you don't understand...
Narrator: Finally, the man gives Beep a coat.

Man: And your coat... OK! Let's go!
Beep: Where's Robby?
Narrator: Oh, look! Beep and Robby are in the fashion show.
Narrator: Beep and Robby are famous now!
Robby: BEEP! BEEP!

Listen and repeat.

Here's John in a jacket.
Here's John in a jacket, Julie in a jumper.

Here's John in a jacket, Julie in a jumper and Janet in jeans.

Beep's world!



LESSON 6

10 Listen.



Activity Book Page 117-118

30 Thirty

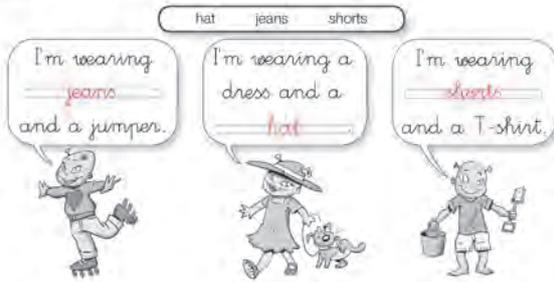
Students develop Linguistic competence and comprehension by focusing on the phonetic pronunciation of the letter j by learning a tongue twister. Accuracy and awareness is developed by children through the repetition of the sound when chanting the text.

Review

8 Look and write.



9 Read and complete.



One hundred and seventeen 117

Picture dictionary



118 One hundred and eighteen

Students develop Linguistic competence by revising spelling of specific vocabulary items in a classroom game. Recognition of jumbled letters to identify vocabulary helps cognition and memorization of the graphological representation of the word.

Activity Book

LESSON 6, PAGES 117-118

Objectives

To write.
To read simple sentences.

Target language

Vocabulary:

dress, jeans, jumper, shorts, T-shirt

Structures:

I'm wearing...

Materials

Activity Book, pages 117-118

Getting started

Begin to write one of the clothes words on the board. The children have to try and guess what the word is before it is completely written.

8 Look and write.

Write a mixed up word on the board, for example, *e s h o s*. Ask the children to unscramble the letters to make a clothes word. When they say it, write the word on the board correctly. Ask the children to look at Activity 8 and tell them to rewrite the letters to spell the item of clothing. They write the word in the space provided.

Answers: 1 dress, 2 jumper, 3 jeans, 4 shorts

9 Read and complete.

Ask the children to look at the pictures of the aliens in Activity 9. Point to each one and ask the children to say what they are wearing. Ask a volunteer to read the first sentence and say the missing word. Repeat with the other two sentences. The children write the missing words. Finally ask the class to read out the sentences all together.

Answers: jeans, hat, shorts

Picture dictionary.

Ask the children to look at the *Picture dictionary* on page 118 of their Activity Books. Hold up your two index fingers and signal to the class to do the same. Say: *Point to the coat and the jeans*. Encourage the class to quickly point to the two pictures and check with the child next to them. Repeat with other words from the page. Tell the children to trace each word on the dictionary page.

Finishing off

Tell the children you are going to draw items from both Unit 1 and 2. Start drawing and let the children guess if it is a classroom object or a clothing item.

Think Back!

STUDENT'S BOOK, PAGE 31

Think back!
Unit 2 • My clothes

11 Colour and count the with the goals you can do.

| | |
|---------------|---|
| Review | <input type="checkbox"/> <input type="checkbox"/> |
| Almost there! | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| You did it! | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Thirty-one 31

Think Back! is a section that makes students become self-aware about their learning process. They will have to colour each circle if they think they have achieved the lesson goal. Read each statement out loud and evaluate understanding. Tell the student to read each lesson and to colour the circle if they can do the action present in the statement. After colouring the circles, students should count them and tell you how many they have. Depending on this, assess the class level and whether a revision is necessary before doing the Unit assessment.

Assessment

METHODOLOGICAL MANUAL, PAGES 81-82

Objectives

To evaluate children's understanding of target language from the unit.

Target language

Vocabulary:

coat, dress, jacket, jeans, jumper, shoe, shorts, trousers, T-shirt; colours

Structures:

What are you wearing?

I'm wearing...

Are you wearing...?

Materials

CD
Photocopies of Unit 2 Assessment, Methodological Manual, pages 81-82

Students develop Linguistic competence by participating in a final assessment of the unit content. Demonstrating linguistic knowledge through recognition tasks is a positive way to get students used to summative testing. Make sure formative feedback accompanies the returned exam. It is a must for improvement.

Revise the vocabulary with the children. Show the children the Assessment and explain each activity. Play the audio and the children do Activity 1. Play it again. The children complete the rest of the assessment by themselves.

1 Listen and colour the clothes.

Ask the children to look at the pictures in Activity 1. Explain that they are going to hear the words and that they must colour, point and circle the pictures as they listen.

Answers: See transcript

2 Look and write the words.

The children look at the picture of the clothes on the bed. They write the words from the text box in order to label the clothes.

3 Look and match.

Ask the children to listen and repeat after you read the sentences in the middle. Then ask them to match the sentences with the corresponding pictures.

4 Colour and write.

The children colour the clothes in the pictures. They then write sentences to describe each person's clothes.

Transcripts

Unit 2 Assessment. Listen and colour the clothes

Green shoes.

Blue shorts.

Brown trousers.

A pink T-shirt.

A purple dress.

A yellow jacket.

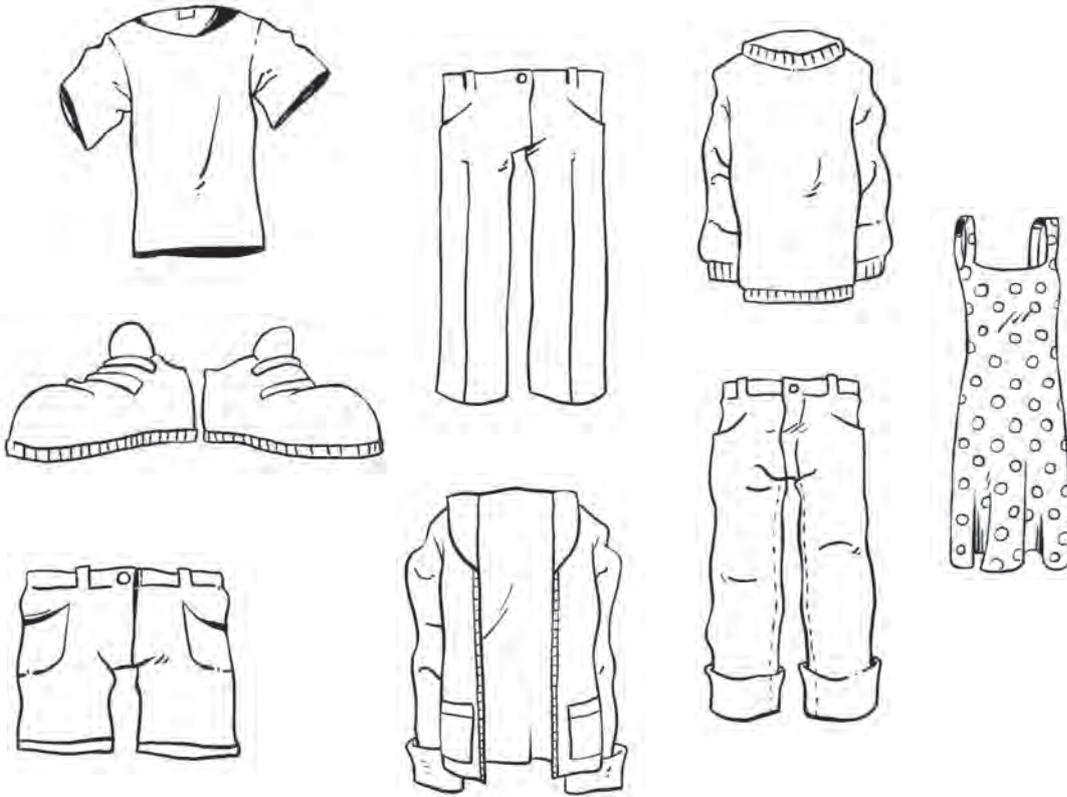
Black jeans.

An orange jumper.

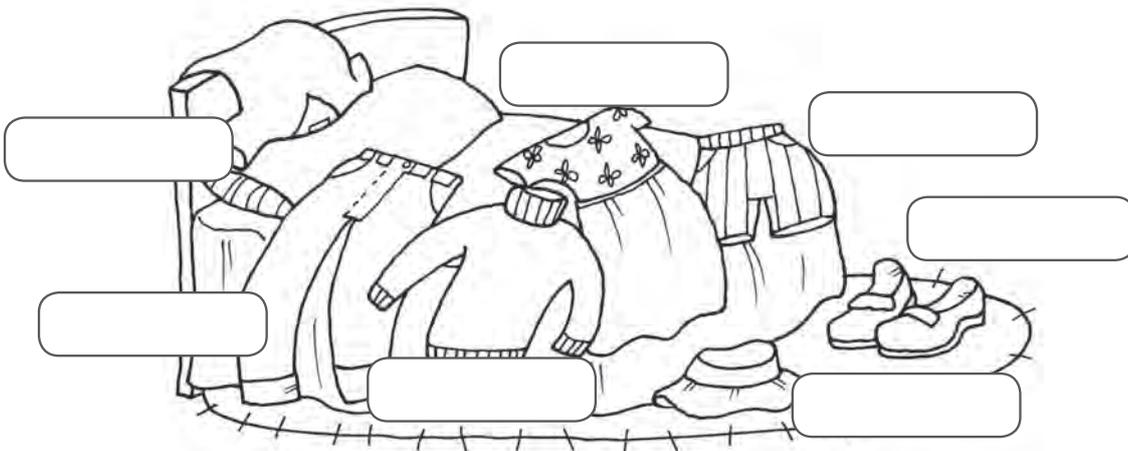
Unit 2 Assessment

Name: _____ Class: _____

1 Listen and colour the clothes. 26



2 Look and write the words.



trousers hat shoes T-shirt shorts jumper dress

Photocopiable Material

3 Look and match.



I'm wearing a dress, shoes and a hat.

I'm wearing shorts and a T-shirt.

I'm wearing trousers and a jacket.

I'm wearing a jumper and jeans.



4 Colour and write.

I'm wearing



I'm wearing

Unit 3. The weather

Introduction

Unit objectives

- To learn the new unit vocabulary and structures.
- To talk about the weather.
- To develop reading skills.
- To practise pronunciation: h.

Target language

Vocabulary:

cloudy, cold, hot, raining, snowing, sunny, windy

Structures:

What's the weather like? It's...
Is it (raining)?

Students develop Interpersonal and civic competence by following instructions in class, getting materials prepared for the lesson and participating in the spelling countdown. Routines help students feel comfortable when learning because they can focus on the task at hand.

Teaching tip

A well organized, recognizable routine makes the class function much better for both children and teacher. Make sure that all the children have their pencil case and books for the class ready on the table. When children are preparing for an activity, for example, finding the page in their books, give them a time limit. A good way to do this is to spell a word or name out loud, when you reach the last letter all the children should be ready and in silence. The length of the word can vary depending on the time the children need to prepare. Encourage the children to join in with the spelling countdown with you.



Flashcard

It's sunny.

It's raining.

It's hot.

It's cloudy.

It's snowing.

It's cold.

It's windy.

Beep's world!

Beep and Robby want to go to the park, but it's cloudy. Come on, Robby! Let's go to the park!

Oh, look at the weather! Oh, no! It's raining now. Let's go home!

Now it's windy. Oh, no! My umbrella!

Now, where's Robby? Look up, Beep!

Jump, Robby! Jump! Use your tail, Robby!

Good jump, Robby. Now we can go to the park. Well done, Robby! Look! Now it's sunny!

Tongue twister

H H Hello!
H H Hello! I'm H Harry.
H H Hello! I'm H Harry and I'm happy.
H H Hello! I'm H Harry and I'm happy when it's hot.

Getting started

Show the unit's flashcard to the class. Explain that Beep is a TV weatherman. Invite children to come to the front, point to and name any kind of weather they can say in English. Every time a child names something correctly ask the rest of the class to repeat the word. Point to different types of weather and ask the children to name them. For new words, say the word and ask the children to repeat it.

Presentation

STUDENT'S BOOK, PAGES 32-33

Objectives

To introduce target vocabulary.
To say a chant.

Target language

Vocabulary:

*cloudy, cold, hot, raining,
snowing, sunny, windy*

Structures:

It's sunny...

Materials

CD
Activity Book, page 119
Unit 3 flashcard

Finishing off

Show the unit's flashcard to the class. Ask a volunteer to come to the front of the class. Say the name of a type of weather and the child points to it and repeats the word. The rest of the class says yes if they have pointed to the correct weather, or *no* if they have not. Repeat with other volunteers.

1 Getting Ready

Tell the children to look at the picture on pages 32 and 33 and ask them what the weather is like in it. They should describe different parts of the picture. Ask them what they can see, for example, there is someone skating in the ice.

2 Listen, point and repeat.

Ask the children to look at the picture again. Point to different parts of the picture and ask: *What's the weather like?* Play the CD and the children point to the weather pictures as they hear them. Play the CD again and this time the children point to the pictures and repeat the words. Play it a final time for the children to point and repeat again. Encourage the children to copy the pronunciation of the words as closely as possible.

3 Listen and chant.

Play the CD and let the children listen to the chant. Play it again and encourage them to join in. Repeat it and ask them to do the actions as they say the chant.

4 Colour the of goals you like most.

Read the unit goals out loud and ask the children to choose the goals they would like to do the most. Point to the uncoloured circles and help the children to decide which one to colour by explaining each goal.

5 Which would you like the learn first? Why?

Ask the children to look at Activity 5 and to choose one of the unit goals they would like to do first and to think about why they chose it. Ask a volunteer to give you their decision and to explain it. Continue with other volunteers.

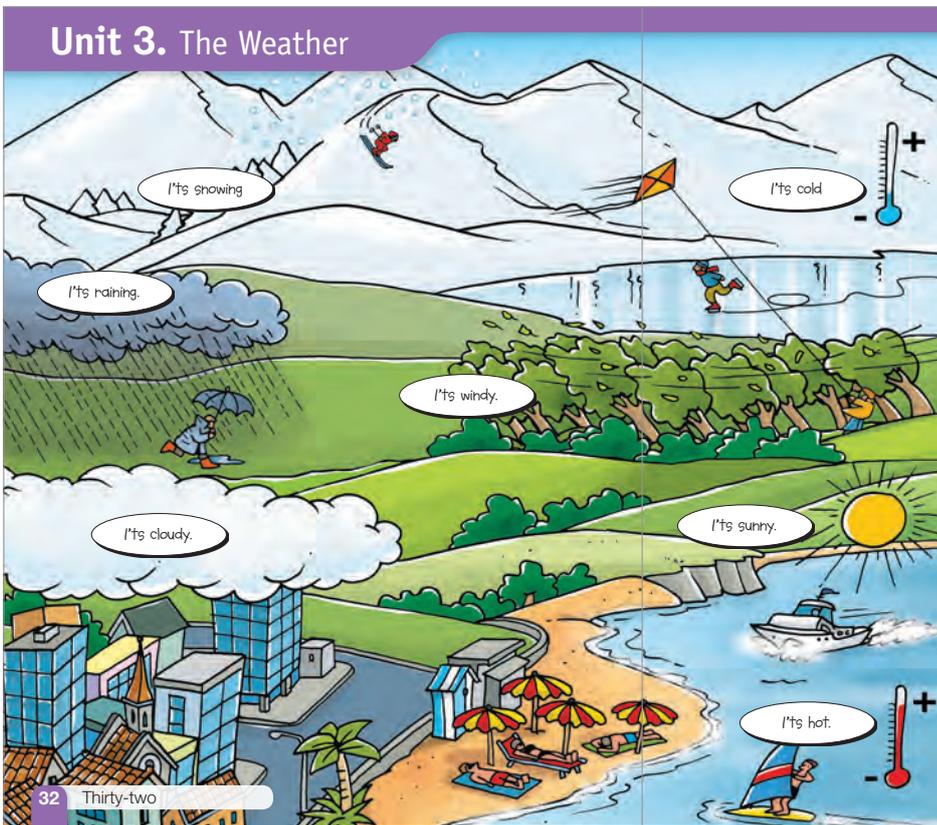
Transcripts

Listen, point and repeat.

| | |
|---------------|--------------|
| It's snowing. | It's cloudy. |
| It's cold. | It's sunny. |
| It's raining. | It's hot. |
| It's windy. | |

Chant: *The weather chant.*

It's sunny, it's sunny! All stand up!
It's windy, it's windy! All jump, jump!
It's raining, it's raining! All run, run!
It's cloudy, it's cloudy! All turn around!
It's snowing, it's snowing! All sit down!



32 Thirty-two

Presentation

Getting Ready

1. Look at the picture and answer.
 - a. What's the weather like?
 - b. What can you see?
2. Listen, point and repeat.
3. Listen and chant.

My Goals

4. Colour the of goals you like most.
5. Which would you like to learn first? Why?

Unit Goals

1. Saying *What's the weather like?*
2. Saying *It's raining.*
3. Singing songs and chants.
4. Listening to a story.
5. Saying *Is it hot?*

Activity Book Page 119

Thirty-three 33

Students develop Competence in knowledge and interaction with the physical world by identifying vocabulary about the weather via a listening text. Students transfer knowledge about the real world in their first language to English to guess correctly.

3. The weather

1 Match and write.



It's cloudy.



It's raining.



It's hot.



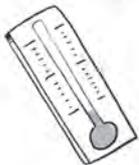
It's snowing.



It's windy.



It's sunny.



It's cold.



It's raining.



It's sunny.



It's hot.



It's cloudy.



It's snowing.



It's cold.



It's windy.

One hundred and nineteen

119

Students develop Competence in 'Learning to Learn' by practising *The weather chant*. Rhyme, music and chants are a significant way of memorizing language and gaining confidence while practising in a group setting.

Activity Book

PRESENTATION, PAGE 119

Objectives

To write target language.
To interpret pictures.

Target language

Vocabulary:

cloudy, cold, hot, raining, snowing, sunny, windy

Structures:

*What's the weather like?
It's (snowing).*

Materials

Activity Book, page 119

Getting started

Ask the children to look at Activity 1. Say *It's hot* and mime feeling hot. Ask the children to choose one of the pictures from the activity and to mime it as well.

1 Match and write.

Ask the children to look at Activity 1. Point to the weather symbols and words on the left hand side of the page and ask the children to read them out as a group. Then point to each picture on the right hand side and say: *What's the weather like?* Tell the children to look at the example and ask them to complete the rest of the activity themselves, matching the pictures and then writing about the weather.

Finishing off

Divide the class in two teams. Tell the children you will tell them one of the weather words and that they have to draw it down on the board. Ask a volunteer from each team and tell them a word each. If they draw it correctly they win a point.*

Lesson 1

Practice

STUDENT'S BOOK, PAGE 34

Objectives

To reinforce comprehension skills.

To use visual learning skills.

Target language

Vocabulary:

cloudy, cold, hot, raining, snowing, sunny, windy

Structures:

What's the weather like? It's...

Materials

CD

Pieces of paper

Unit 3 flashcard

Getting started

Show the unit's flashcard to the class, point to each type of weather and elicit the words from the class. Ask a volunteer to come to the front, say a type of weather and ask them to find and point to it in the flashcard. Repeat with other volunteers.

1 Listen and number.

Explain to the children they are going to listen to people talking about the weather in the pictures in Activity 1 and that they must number the pictures. Play the CD and let the children listen. Play it again and ask them to number the pictures. Play it one more time for them to check their answers.

2 Look and say.

Ask the children to look at the pictures in Activity 2. Point to the first picture and say: *Look at this, what's the weather like? SS: It's sunny.* Repeat with the other pictures. Then ask the children to sit in pairs and to take it in turns to ask and answer questions about the weather.

Finishing off

Play *Mime the weather*. Divide the class into two teams. Write the words covered in this lesson on different pieces of paper. Players from each team take turns to come to the front, take a piece of paper and mime the word for their team. Ask a member of their team to say the weather: *It's (windy).* Continue until you have covered all words.

Transcript

Listen and number.

- Ruby's brother:** Hi Ruby!
Ruby: Hi David! What's the weather like?
Ruby's brother: It's snowing. And it's cold.
Ruby: It's snowing and cold? Brrr! Bye David!
- Ruby's granny:** Hello Ruby. How are you?
Ruby: I'm fine, Granny. What's the weather like?
Ruby's granny: It's windy. I've got my kite.
Ruby: Windy? Oh no, bye Granny.
- Ruby:** Hi Uncle Mark!
Ruby's uncle: Hello Ruby!
Ruby: What's the weather like?
Ruby's uncle: It's raining.
Ruby: It's raining? Oh dear, bye bye.
Ruby's uncle: Bye Ruby.
- Ruby's cousin:** Hi Ruby!
Ruby: Hi! What's the weather like?
Ruby's cousin: It's hot and it's sunny. I'm on the beach.
Ruby: Hot and sunny? That's fantastic!
Ruby's cousin: Bye Ruby!

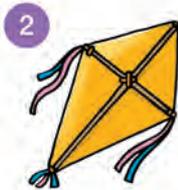
Practice

LESSON 1

1 Listen and number. 



2 Look and say. 



34 Thirty-four

Students develop Mathematical competence by using numbers to match new vocabulary about the weather to an image while listening to a text. Using numbers to order knowledge helps to develop important cognition skills.

Lesson 2

Production

STUDENT'S BOOK, PAGE 35

Objectives

To reinforce target language.
To improve reading skills.

Target language

Vocabulary:

raining, sunny, windy

Structures:

What's the weather like today?

Materials

CD
Activity Book, page 120
Seven pieces of card

Getting started

Play *Hangman*. Draw a large candle on the board, divided into ten segments. Write a number 1 in the top segment and the other numbers, in order, in the remaining spaces. Think of a weather word and draw a dash for each letter on the board, for example, *It's windy*, draw three then five dashes. Ask a volunteer to say a letter. If the letter appears in the word, write it on the corresponding dash. If it does not appear, then rub off the number 10 section of the candle. Continue playing until the children either guess the word correctly or the candle is extinguished.

3 Listen and sing.

Ask the children to look at Activity 3. Ask them to try and read the verse themselves. Then read it aloud for them to follow. Say it again and encourage the children to join in with you. Play the CD and let the children listen to the song. Play it again and encourage them to join in. Then, ask the children to work in pairs. Repeat the CD and encourage them to add actions as they sing in pairs.

4 Read and draw.

Ask the children to look at Activity 4. Ask them to read about the weather under the windows. Tell the children they must draw the weather in the corresponding window. As they work, go around the class to check and admire their pictures.

Finishing off

Divide the class into seven groups and give each one a piece of card. Tell each group a kind of weather: *hot, cold, snowing, raining, sunny, cloudy or windy* and ask them to draw it on their card. They write at the bottom: *It's (windy)*. When they have finished ask each group to show their picture and say what the weather is. Keep the pictures and use them to ask the children about the weather at the beginning of every class.

Transcript

Song: *What's the weather like?*

Chorus:

What's the weather like?
What's the weather like?
What's the weather like today?
Go and look out of the window!
What's the weather like today?

Look, it's sunny!
Look, it's sunny!
Look, it's sunny today.
Oh, I like it when it's sunny.
We can all go out to play!

(Chorus)

Look, it's raining!
Look, it's raining!
Look, it's raining today.
I don't like it when it's raining.
And we can't go out to play!

(Chorus)

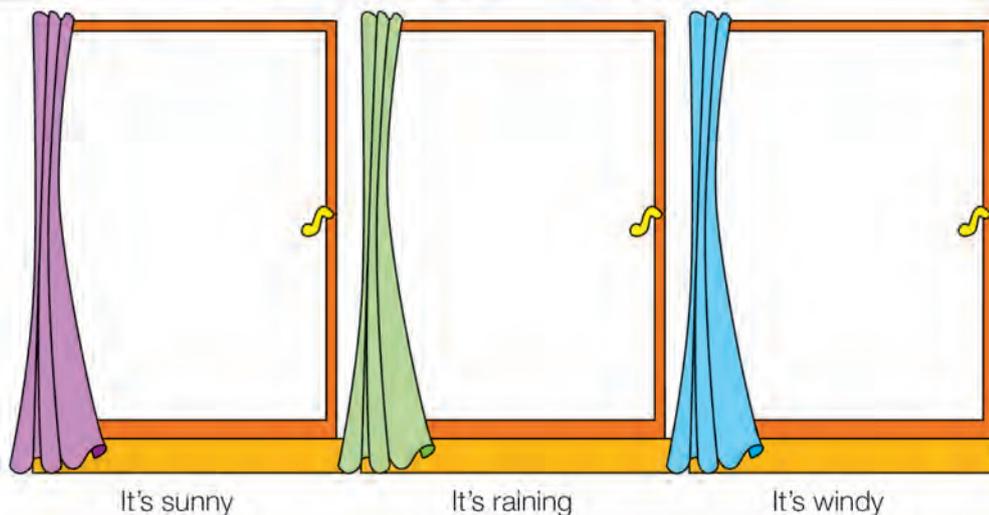
Production

Unit 3 • The Weather

LESSON 2

3 Listen and sing.  

What's the weather like?
 What's the weather like?
 What's the weather like today?
 Go and look out of the window!
 What's the weather like today?

4 Read and draw. **Child's own drawings.**

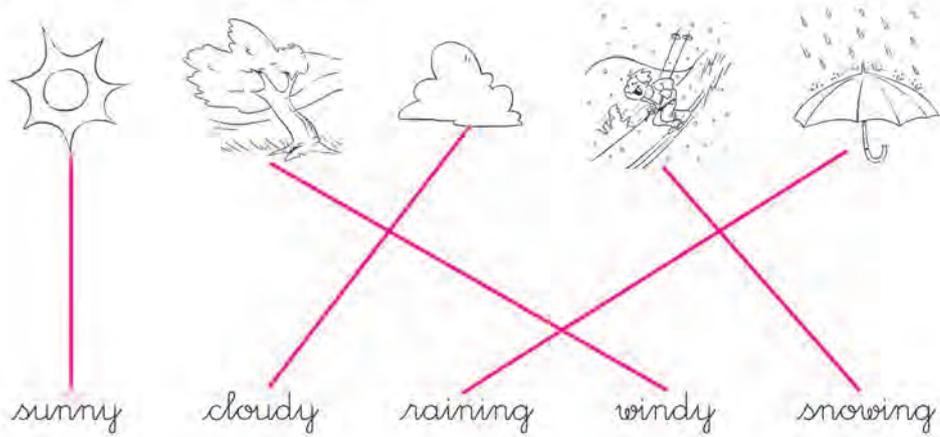
Activity Book 
 Page 120

Thirty-five

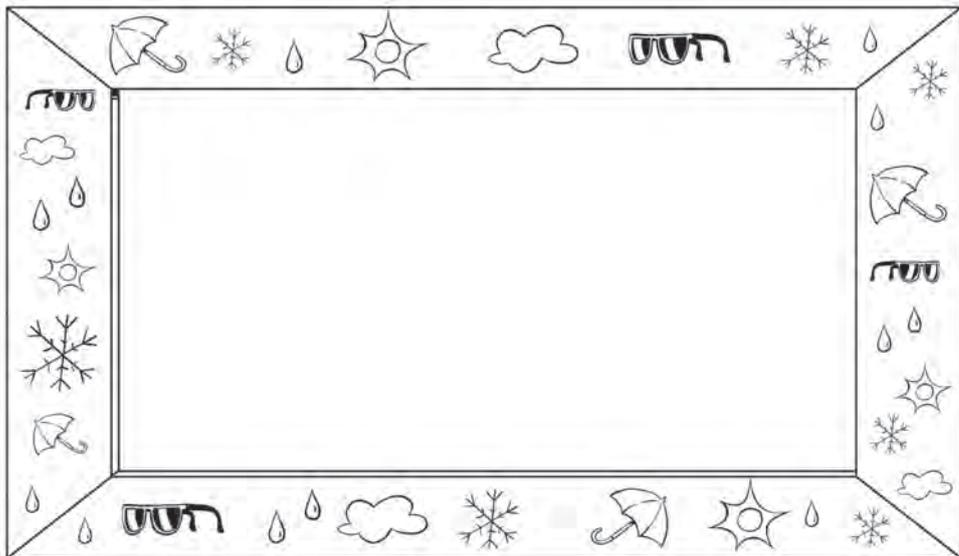
35

Students develop Linguistic competence by listening to and singing along with a recorded song: *What's the weather like?* This song revises vocabulary and grammar structures from previous lessons.

2 Match and colour.



3 Draw and say. **Child's own drawing**



120 One hundred and twenty

Students develop Interpersonal and civic competence by playing games. Playing games in pairs helps students to develop their capacity to take turns as well as helping one another.

Activity Book

LESSON 2, PAGE 120

Objectives

To identify words.
To write simple words.

Target language

Vocabulary:

cloudy, cold, hot, raining, snowing, sunny, windy

Structures:

What's the weather like today?

Materials

Activity Book, page 120

Getting started

Mime a type of weather to the children and ask them to guess what the weather is like. When a child guesses correctly they can come to the front and take over your miming role. Continue until all the weather words have been practised.

2 Match and colour.

Ask the children to look at Activity 2. Tell them to look at the words and match them with correspond pictures. When a child match all words, tell them to colour them. If necessary, let the children work together in pairs.

3 Draw and write.

Draw an umbrella on the board and write: *What's the weather like?* Ask the children to answer your question and then write: *It's raining*, next to the question. Tell the children to look at Activity 3. Explain that they must draw today's weather and then answer the question in the space provided.

Finishing off

Begin to draw one of the types of weather on the board. The children have to try and guess what the weather is before it is completely drawn.

Lesson 3

Review The snowman!

STUDENT'S BOOK, PAGES 36-37

Objectives

- To listen to a story.
- To reinforce comprehension skills.
- To reinforce target language.

Target language

Vocabulary:

cold, snowing; coat, hat

Structures:

What's the weather like today?

It's snowing.

Put your hat on.

Is it snowing?

Materials

CD

Review The snowman!

5 Listen to the story. (31)



36 Thirty-six

Unit 3 • The Weather
LESSON 3



Stop and think!

Read and colour one of the about the story.

- I don't understand.
- I need help to understand.
- I understand, I could help others.

Thirty-seven 37

Students develop Linguistic competence by listening to a recorded story, *The Snowman!*, that revises vocabulary and grammar structures from previous lessons. Afterwards a guided role play is done by students for speaking consolidation.

Getting started

Tell the children to look at the story and ask them some questions. T: *What's the weather like? How many hats can you see? Can you see a cat?* Then ask them to look at the little pictures at the top of page 36. Point to the picture of the coat and ask: *Can you find this in the story?* Tell them to look in the story and see if they can find it. Tell them to circle the picture of the coat, because it appears in the story. Tell them to look through the story and find which of the remaining pictures appear and to circle them. Ask them to check their answers with a partner. Finally, ask the children to cross out all the pictures that do not appear in the story.

5 Listen to the story.

Play the story once. Play the story again and ask the children to follow the story in their books. Pause the recording at various points. Ask volunteers to point to the relevant scene in their books. Divide the class into six groups and assign parts to each group: Charlie, Monica, Anne Marie, Mum, Dad and Charlie's mum. Play the recording again and pause the recording after each scene and tell each group to repeat their character's lines.

Stop and think!

Read each statement out loud and explain them to the children. Point to the circles and tell them to choose only one statement and to colour the circle next to the one they chose. Finally, ask the children which statement they coloured to assess comprehension of the story.

Finishing off

Divide the class into groups of five or six. Tell them that they are going to re-enact the story. Give the children some time to practise, encourage them to use as much English as possible. Finally, invite the groups, one at a time, to the front of the class to perform their version of the story.

Transcript

Story: *The snowman*

STORY CARD 1

Narrator: It's breakfast time at Charlie's house.

Charlie: What's the weather like today?

Charlie's mum: It's snowing.

Charlie: Hurray!

STORY CARD 2

Narrator: Charlie's friends are here to play.

Monica: Hi Charlie

Charlie: Hi, let's play

Lee: Hey Charlie. Catch!

STORY CARD 3

Narrator: It's very cold today!

Monica: Come on, Ruby! Let's make a snowman.

Charlie's mum: Charlie! Put your hat and coat on!

STORY CARD 4

Narrator: Anne Marie wants Chippy to play in the snow.

Anne Marie: Come on Chippy! Put your hat on, it's cold!

STORY CARD 5

Anne Marie: Faster Chippy! Faster!

Narrator: Charlie's got an idea.

Charlie: Hey, let's put Chippy's hat on the snowman.

STORY CARD 6

Mum: It's time to go home, now!

Dad: Where is my car key?

Anne Marie: Aaaargh!

Narrator: Oh no, poor Chippy!

STORY CARD 7

Narrator: Now it's the next day. What's the weather like?

Charlie: Is it snowing?

Mum: No, it's sunny today.

Charlie: Oh no!

STORY CARD 8

Narrator: Today it's hot and sunny!

Charlie: Oh no! Look at the snowman!

Dad: Ah! There's my key!

Student's Book

PAGE 38

Objectives

To encourage autonomous learning.

To say a chant.

Target language

Vocabulary:

cold, hot, snowing, sunny; coat, hat, shorts, T-shirt

Structures:

Is it (hot) today?

Materials

CD

Activity Book, page 121

Finishing off

Play *Simon says*, using the imperative from the chant. Add extra instructions, demonstrating where necessary. For example: *put your coat on, put your trousers on.*

Getting started

Write on the board the following words: *cold, hot, snowing, raining, sunny*. Do a survey with the class. Ask the children: *What's your favourite weather?* Point to one of the words on the board and ask the children who likes this kind of weather best to put their hands up. Make a note of the number of children who like this weather. Continue with the other words. At the end ask the children to say which is the favourite weather of most people.

6 Listen and colour.

Ask the children to look at Activity 6. Tell them to look at the first picture and ask: *What's the weather like? What clothes are on the bed?* Repeat with the second picture. Play the recording and let the children listen. Explain that they are going to colour the clothes that they hear as they want. Play it again and pause after each scene to give them time to colour the clothes. Play it again so they can check their answers.

7 Listen and chant.

Ask the children to stand up and explain that they are going to hear a chant. Tell them to listen and mime the actions as they hear the chant. Play the chant and join in as the children mime the actions. Then, ask them to work in pairs. Play the chant one more time and ask them to join in, miming the actions in pairs.

Transcript

Listen and colour

Ruby's mum: Good morning Ruby. It's time to get up!

Ruby: Is it hot today, Mum?

Ruby's mum: Yes, it's hot and sunny!

Ruby: Hurray!

Ruby's mum: Put your T-shirt and hat on!

Ruby: OK, my T-shirt and hat.

Lee's dad: Hi Lee! It's time to get up!

Lee: Hi Dad! Is it cold today?

Lee's dad: Oh yes! It's snowing and it's very cold.

Lee: Oh great! I want to go outside and play!

Lee's dad: OK, but put your jumper and coat on.

Lee: OK, my jumper and my coat.

Chant: *Is it cold today?*

Is it cold today?

Is it hot today?

Is it cold today?

Is it hot today?

Look out of the window and see.

Look out of the window and see.

Yes, it's cold today.

Yes, it's hot today.

Yes, it's cold today.

Yes, it's hot today.

So put your hat on,

So, put your shorts on,

And put your coat on,

And put your T-shirt on,

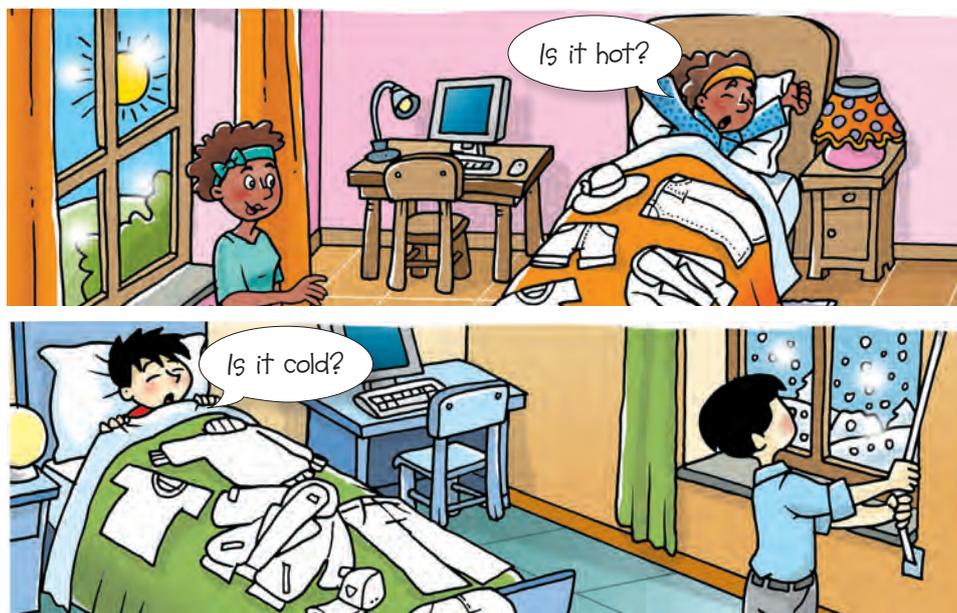
And come outside,

And come outside,

And play with me.

And play with me.

LESSON 4

6 Listen and colour. 7 Listen and chant.  

Is it cold today?

Is it cold today?

Look out of the window
and see.

Yes, it's cold today.

Yes, it's cold today.

So put your hat on,
and put your coat on,
and come outside,
and play with me.

Activity Book 
Page 121

38 Thirty-eight

Students develop Processing information and digital competence in the classroom by extracting specific information from a short CD recording. In this activity students listen to a text about the weather and colour the clothes they hear them.

4 Look and circle.

1



Is it raining?

Yes, it is. / No, it isn't.

2



Is it sunny?

Yes, it is. / No, it isn't.

3



Is it cold?

Yes, it is. / No, it isn't.

4



Is it snowing?

Yes, it is. / No, it isn't.

5 Look and complete.

coat sunny shorts raining snowing T-shirt hat hot

1



It's sunny. Put your T-shirt on.

2



It's snowing. Put your hat on.

3



It's raining. Put your coat on.

4



It's hot. Put your shorts on.

One hundred and twenty-one 121

Students develop Linguistic competence by consolidating strategic language learning skills through a classroom game based on questions and drawing. Answering questions and drawing helps to practise important real life strategic communication skills.

Activity Book

LESSON 4, PAGE 121

Objectives

To improve reading skills.
To write simple words.

Target language

Vocabulary:

*cold, hot, raining, snowing, sunny;
coat, hat, shorts, T-shirt*

Structures:

Is it (cold)? Yes, it is. No, it isn't.

Materials

Activity Book, page 121
A piece of paper for each child

Getting started

Tell the children that they are going to play *Guess the weather*. Give out a piece of paper to each child and ask them to draw some kind of weather without anyone seeing. Then call volunteers out to the front. Choose other children from the class to ask questions: *Is it hot? Is it raining?* If they can't guess after three questions, the volunteer has to show their picture to the class. Repeat with other volunteers.

4 Look and circle.

Ask the children to look at the pictures in Activity 4. Point to the first question and ask a volunteer to read the question and circle the right answer. Continue with the other pictures. Tell the children to read the questions and to circle the answers. Then ask questions to check the answers. T: *Is it (sunny) in picture (1)? What's the weather like in picture (3)?*

5 Look and complete.

Ask the children to look at Activity 5. Ask the class to read the words in the box. Tell the children they have to look at the pictures and write the words in the correct space. Finally ask volunteers to read out the sentences.

Finishing off

Write the words seen in this Lesson on the board. Tell the children to repeat each word after you to practice pronunciation.

Student's Book

PAGE 39

Objectives

To use visual learning skills.
To demonstrate their drawing abilities.

Target language

Vocabulary:

cold, hot, raining, snowing, sunny, windy

Structures

I'm on holiday. It's...

Materials

Activity Book, page 122
Unit 3 cut-outs
Scissors
Glue
Photos of people under different weather conditions

Getting started

Ask the children what the weather is like that day: *What's the weather like? SS: It's (hot).* Then say: *It's hot. Put on your T-shirt and shorts.* The children mime putting on the clothes. Tell the children that it is 10 degrees outside now. Repeat the questions and the answers until all the words have been covered.

8 Look, cut and paste. ✂

Ask the children to look at Activity 8. Point to the photos and say that the children are on holiday. For each photo ask: *What's the weather like?* Ask volunteers to read the sentences which do not have a photo. Ask the children to get their cut-outs at the end of their student's book, to cut them carefully (monitor this activity) and to read the sentences again. They then paste the cut-outs in the corresponding places. Ask questions to check the activity: *Point to (Daniel), what's the weather like on his holiday?*

9 Draw and write.

Draw yourself on the board as if you were on holiday, skiing for example. Write underneath the picture, *I'm on holiday. It's snowing.* Ask the children to draw a picture of themselves on holiday in the box. Invite volunteers to the front of the class to show their pictures and to read their sentences.

Finishing off

Show the photos to the children and tell them to repeat each weather word with you. Then, put the photos around the classroom. Divide the class into two teams and ask a child from each team to the front. Say the weather and then tell the two children to go and touch the corresponding photo. The first child to touch the correct photo wins a point for their team. Repeat with other pairs of children.



8 Look, cut and paste.



I'm on holiday. It's cold and snowing. Daniel



I'm on holiday. It's raining. Fiona



I'm on holiday. It's hot and sunny. Jack

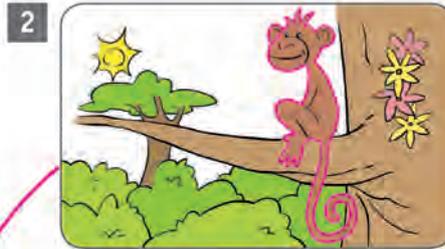


I'm on holiday. It's windy. Paula

9 Draw and write. **Child's own drawing.**

CLIL: Students develop Competence in autonomy and personal initiative by creating a personalized drawing of themselves on holiday and writing about it. Autonomy and a task based approach to language learning help to build self-confidence.

6 Trace and colour, then read and match.



Hi!
It's hot and
sunny.
Bye!
Lee

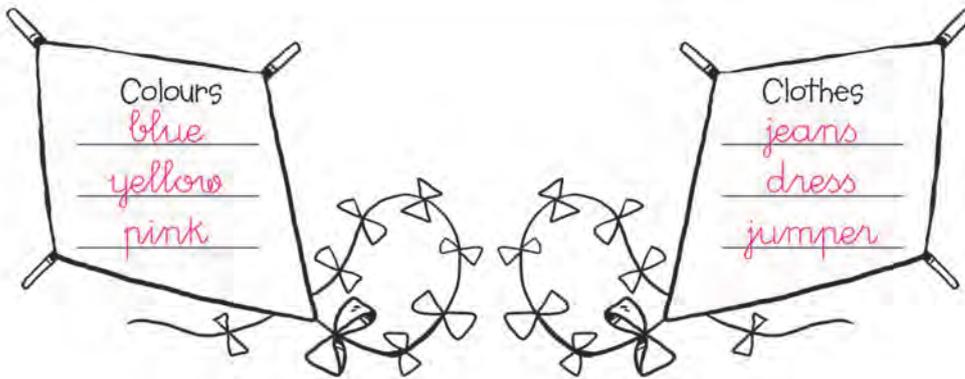
Charlie
7, Green Street
Toytown

Hi!
It's snowing
and cold.
Bye!
Ruby

Monica
3, Train Street
Toytown

7 Look and write.

blue jeans dress yellow pink jumper



Activity Book

LESSON 5, PAGE 122

Objectives

To read simple sentences.
To categorise vocabulary.

Target language

Vocabulary:

cold, hot, snowing, sunny; blue, pink, yellow; dress, jeans, jumper

Materials

Activity Book, page 122

Getting started

Draw a weather icon or a piece of clothing on the board and the children have to try and guess what it is. Encourage the children to say: *It's (windy)*. Children can take over your role of drawing.

6 Trace and colour, then read and match.

Tell the children to look at Activity 6. Ask them what they can see in the pictures and what the weather is like in each one. The children trace the pictures and then colour them. Then ask them to look at the postcards and ask a volunteer to read each one. The children then match the postcards with the pictures. Ask questions to check their answers. T: *Where is (Lee)? What's the weather like for (Ruby)? Who is somewhere (hot and sunny)?*

7 Look and write.

Draw two large circles on the board. In one write the title *colours* and in the other write clothes. Ask the children to suggest words to put in each circle or say words and ask them where to write them. T: *Pink*. SS: *Colours*. Tell the children to look at Activity 7. Explain that they must categorise the words in the box in the same way as they have done on the board. Ask the class to read the words in the box. When they have finished ask volunteers to read out the words in each kite.

Finishing off

Ask the children to draw a two by two grid in their notebooks. In each square they draw a kind of weather. Call out a sentence and if the children have that weather they put a tick on the picture. T: *It's (raining)*. The first child to tick all four squares calls out *Bingo!*

Student's Book

PAGE 40

Objectives

To enjoy a story.
To practise pronunciation: *h*.

Target language

Vocabulary:

cloudy, raining, sunny, umbrella, windy

Structures: *Let's go...*

Materials

CD
Activity Book, pages 123-124
Paper

Finishing off

Practise the vocabulary from the unit. Write the first letter of a word on the board and ask the children if they know what the word is. Continue with other words.

Getting started

Draw dashes on the board to represent each letter of a word, for example, *It's raining*, put three then seven dashes. Under each dash put a number from one to ten. Divide the class into two teams. The teams take it in turns to call out a letter. If the letter is from the word, the team is awarded the number of points indicated by the number under the corresponding dash. When the words are revealed, add up the points to see which team has won.

10 Listen. 34

Tell the class to look at the first scene from the cartoon and explain that Beep is in the park. Play the recording and ask the children to follow the story in their books. Play the recording again to reinforce comprehension.

Extra Activity: Phonics

Listen and say a tongue twister. 35

Tell the children they are going to learn a tongue twister. Write the tongue twister on the board or show the Beep's world flashcard to the class. Play the recording, pausing at the end of each line for the children to repeat. Play the recording again. Encourage the children to find any other words that they know that begin with *h*, for example, *hat, holiday*, or any names of children in the class.

Transcripts

Listen. Beep's world! 34

Narrator: Beep and Robby want to go to the park, but it's cloudy.

Beep: Come on, Robby. Let's go to the park!

Robby: BEEP!

Narrator: Oh, look at the weather!

Beep: Oh no! It's raining now. Let's go home!

Robby: BEEP!

Narrator: Now it's windy.

Beep: Oh no! My umbrella!

Robby: BEEEEEEEEEEEP!

Beep: Now, where's Robby?

Robby: BEEP! BEEP!

Narrator: Look up, Beep!

Beep: Jump, Robby! Jump!

Robby: BEEP! BEEP!

Narrator: Use your tail, Robby!

Robby: BEEEEEEEEEEEP!

Narrator: Well done, Robby! Look! Now it's sunny!

Beep: Good jump, Robby! Now we can go to the park.

Listen and say a tongue twister. 35

Hi! Hello!

Hi! Hello! I'm Harry.

Hi! Hello! I'm Harry and I'm happy.

Hi! Hello! I'm Harry and I'm happy when it's hot.

Beep's world!



LESSON 6

10 Listen. 34



Activity Book 123-124
Page

40 Forty

Students develop Linguistic competence and comprehension by focusing on the phonetic pronunciation of the letter *h* by learning a tongue twister. Accuracy is developed by children through the repetition of the sound when chanting the text.

Review

8 Look and write.

snowing hot windy sunny cold raining



It's ~~snowing~~
and it's cold.



It's ~~windy~~
and it's snowing.



It's ~~sunny~~
and it's hot.

9 Read and colour.



One hundred and twenty-three 123

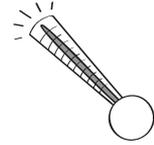
Picture dictionary



It's cloudy.



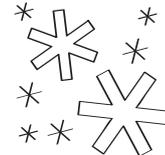
It's cold.



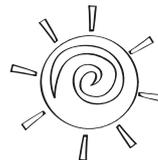
It's hot.



It's raining.



It's snowing.



It's sunny.



It's windy.

124 One hundred and twenty-four

Students develop Linguistic competence and comprehension by reviewing the main language content items from the unit. Lessons that focus on language consolidation help students to become more fluent and comfortable with the language.

Activity Book

LESSON 6, PAGES 123-124

Objectives

To write simple words.

Target language

Vocabulary:

cold, hot, raining, snowing, sunny, windy

Structures:

It's (cold) and (raining).

Materials

Activity Book, pages 123-124
Post-its

Getting started

Play *Memory* with the children. Show the children the unit's flashcard again and tell them you will cover some of the icons and that they have to remember which were covered. Place post-its on top of some of the weather icons in the flashcard and show it to the children again. Tell the children to say *windy* if the icon missing is the windy one. Do this a couple more times.

8 Look and write.

Tell the children to look at Activity 8 and ask them to read the words in the box. Point to each picture and ask the children: *What's the weather like?* Tell them to write the words in the spaces provided. When they have finished ask volunteers to read out their sentences.

Answers: snowing/cold, windy/raining, sunny/hot

9 Read and colour.

Ask the children to look at Activity 9. Ask volunteers to read out the speech bubbles. Tell the children to read the sentences again and to colour the clothes accordingly. When they have finished ask questions: *What colour is the (coat)? What is yellow?* The children can colour the rest of the picture how they like.

Picture dictionary

Ask the children to look at the *Picture dictionary* on page 124 of their Activity Books. Hold up your two index fingers and signal to the class to do the same. Say: *Point to the cloud and the umbrella.* Encourage the class to quickly point to the two pictures and check with the child next to them. Repeat with other words from the page. Tell the children to trace each word on the dictionary page.

Finishing off

Tell the children you are going to draw vocabulary seen in Units 1, 2 and 3. Start drawing and let the children guess if it is a classroom object, a clothing item or something related to the weather.

Think Back!

STUDENT'S BOOK, PAGE 41

Think back!

Unit 3 • The Weather

11 Colour and count the ○ with the goals you can do.

Unit 3

Lesson 1
I can sing *What's the weather like today?*

Lesson 2
I can sing a song.

Lesson 3
I can understand a story.

Lesson 4
I can remember the clothes.

Lesson 5
I can say *It is cold? Yes, it's cold today.*

Lesson 6
I know the **h** sound.

Review ○ ○
Almost there! ○ ○ ○ ○ ○
You did it! ○ ○ ○ ○ ○ ○ ○

Forty-one **41**

Think Back! is a section that makes students become self-aware about their learning process. They will have to colour each circle if they think they have achieved the lesson goal. Read each statement out loud and evaluate understanding. Tell the student to read each lesson and to colour the circle if they can do the action present in the statement. After colouring the circles, students should count them and tell you how many they have. Depending on this, assess the class level and whether a revision is necessary before doing the Unit assessment.

Assessment

METHODOLOGICAL MANUAL, PAGES 110-111

Objectives

To evaluate children's understanding of target language from the unit.

Target language

Vocabulary:

cloudy, cold, hot, raining, snowing, sunny, windy

Structures:

What's the weather like?

Is it (raining)? Yes, it is. No, it isn't.

Materials

CD

Photocopies of Unit 3 Assessment, Methodological Manual, pages 110-111

Students develop Competence in 'Learning to Learn' by participating in an end of unit summative assessment procedure. Clear assessment criteria and constructive feedback on mistakes and knowledge of teacher expectations before the test play an important role in learning to improve.

Revise the vocabulary with the children. Show the children the Test and explain each activity. Play the audio and the children do Activity 1. Play it again. The children complete the rest of the test by themselves.

1 Listen and number the pictures.

Ask the children to look at the pictures in Activity 1. Explain that they are going to hear the words and that they must number the pictures as they listen.

Answers: See transcript

2 Read and draw.

The children read the sentences and draw the weather that is described in the boxes.

3 Read and circle the correct answer.

The children look at each picture and read the question next to it. They then circle the answer in the space provided.

4 Read and circle the correct word.

The children read the sentences and circle the correct weather word in each case.

Answers: hot, sunny, snowing, cold

Transcripts

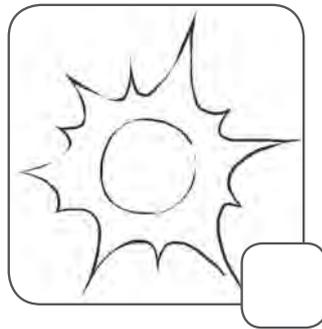
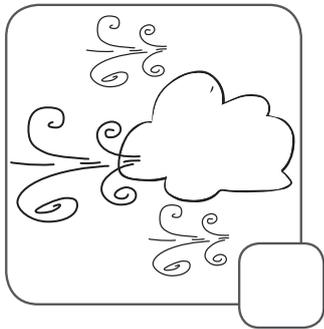
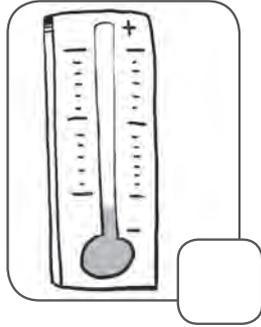
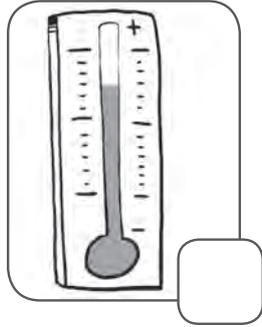
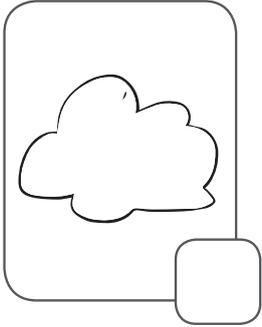
Unit 3 Assessment. Activity 1. Listen and number the pictures.

- | | | | |
|----------------|-----------------|------------------|---------------|
| 1. It's windy. | 3. It's cloudy. | 5. It's snowing. | 7. It's cold. |
| 2. It's sunny. | 4. It's hot. | 6. It's raining. | |

Unit 3 Assessment

Name: _____ Class: _____

1 Listen and number the pictures. 36



2 Read and draw.



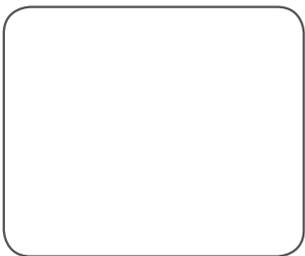
It's sunny.



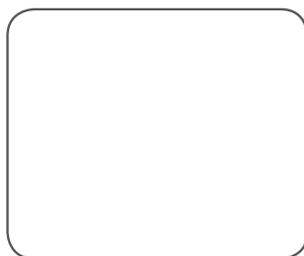
It's windy.



It's snowing.



It's raining.



It's cloudy.



It's cold.

3 Read and circle the correct answer.



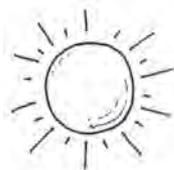
Is it raining?

Yes, it is. / No, it isn't.



Is it snowing?

Yes, it is. / No, it isn't.



Is it cloudy?

Yes, it is. / No, it isn't.



Is it sunny?

Yes, it is. / No, it isn't.

4 Read and circle the correct word.



Put your shorts on, it's **hot** / **cold**.



Put your T-shirt on, it's **raining** / **sunny**.



Put your hat on, it's **hot** / **snowing**.



Put your coat on, it's **hot** / **cold**.

Unit objectives

- To learn target vocabulary and structures.
- To revise language from previous units.
- To talk about animals.
- To improve reading skills.
- To practise pronunciation: /l/.

Target language

Vocabulary:

bird, crocodile, elephant, lion, monkey, penguin, snake, tiger, zebra; climb, fly, jump, run, swim

Structures:

Can a (penguin) (jump)? Yes, it can.
No, it can't.
It can/can't (fly).

Students develop Competence in 'Learning to Learn' by participating in class and being corrected by the teacher. Learning to identify, accept and improve one's mistakes is an imperative for becoming a more effective learner.

Teaching tip

Correcting the children when they speak is necessary in order to develop their fluency in English. It is, however, a skill that takes time and patience, and needs to be used tactfully. Do not correct a child in the middle of a sentence as this will impede their fluency and their confidence. Correct when they have finished, if possible, by asking a question using the correct language or repeating what they say correctly. SS: *I no like fish.* T: *You don't like fish?* Or (point to yourself as if to agree) *I don't like fish.* Always correct in a positive way so the children don't feel embarrassed or that they are being told off. It is important that the children are encouraged to speak and not be afraid that what they say is wrong.



Getting started

Show the unit's flashcard to the class. Invite some volunteers to come to the front, point to and name any animal they can say in English. Every time a child names a picture correctly ask the rest of the class to repeat the word. Point to different animals and ask the children to name them. For new words, say the word and ask the children to repeat it several times.

Presentation

STUDENT'S BOOK, PAGES 42-43

Objectives

To learn the new vocabulary.
To improve pronunciation.

Target language

Vocabulary:

bird, crocodile, elephant, lion,
monkey, penguin, snake, tiger,
zebra

Materials

CD
Activity Book, page 125
Unit 4 flashcard

Finishing off

Show the unit's flashcard to the class. Ask a volunteer to come to the front of the class. Say the name of an animal and the child points to it and repeats the word. The rest of the class says *Yes* if they have pointed to the correct picture, or *No*, if they have not. Repeat with other volunteers.

1 Getting Ready.

Tell the children to look at the picture on pages 42 and 43. Ask them what animals they can see and where (in the grass, behind the rock, etc.). Then, ask the children which is their favourite animal. Write the animals on the board and count how many times they mentioned them. Finally, depending on the results, write on the board *The tiger is our favourite animal*.

2 Listen, point and repeat.

Ask the children to look at Activity 2. Point to different animals and ask the children to name them. Play the CD and the children point to the animals as they hear them. Play the CD again and this time the children point to the pictures and repeat the words. Play it a final time for the children to point and repeat again. Encourage the children to copy the pronunciation of the words as closely as possible.

3 Listen and chant.

Play the CD once and let the children listen to the chant. Play it again and encourage them to join in. Repeat it and encourage them to add actions as they say the chant.

4 Colour the of goals you like most.

Read the unit goals out loud and ask the children to choose the goals they would like to do the most. Point to the uncoloured circles and help the children to decide which one to colour by explaining each goal.

5 Which would you like to learn first? Why?

Ask the children to look at Activity 5 and to choose one of the unit goals they would like to do first and to think about why they chose it. Ask a volunteer to give you their decision and to explain it. Continue with other volunteers.

Transcripts

Listen, point and repeat.

| | |
|------------|-----------|
| Bird. | Tiger |
| Monkey. | Penguin. |
| Zebra. | Lion. |
| Snake. | Elephant. |
| Crocodile. | |

Chant: *Animals in my house!*

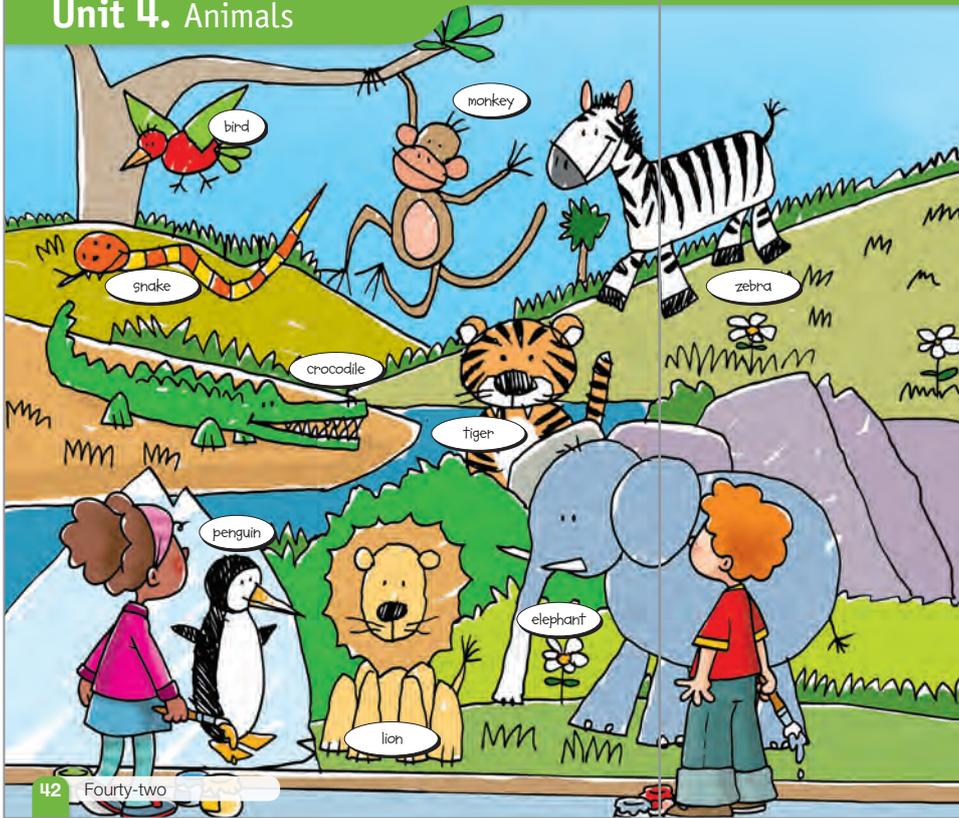
Animals in my house.
Animals in my house.
Oh no! Oh no! Animals in my house!

A lion in the kitchen,
A penguin on a chair,
A tiger in the garden,
And a crocodile on the stairs!

Animals in my house.
Animals in my house.
Oh no! Oh no! Animals in my house!

A snake in the bathroom,
A monkey on my head,
A zebra in the bedroom,
And an elephant in my bed!

Unit 4. Animals



Presentation

Getting Ready

- Look at the picture and answer.
 - What animals can you see?
 - What are your favourite animals?
- Listen, point and repeat. 37
- Listen and chant. 38

My Goals

- Colour the of goals you like most.
- Which would you like to learn first? Why?

Unit Goals

- Identifying animals.
- Talking about animals.
- Singing songs and chants.
- Listening to a story.
- Saying *Can a penguin swim? Yes, it can.*

Activity Book Page 125

Fourty-three

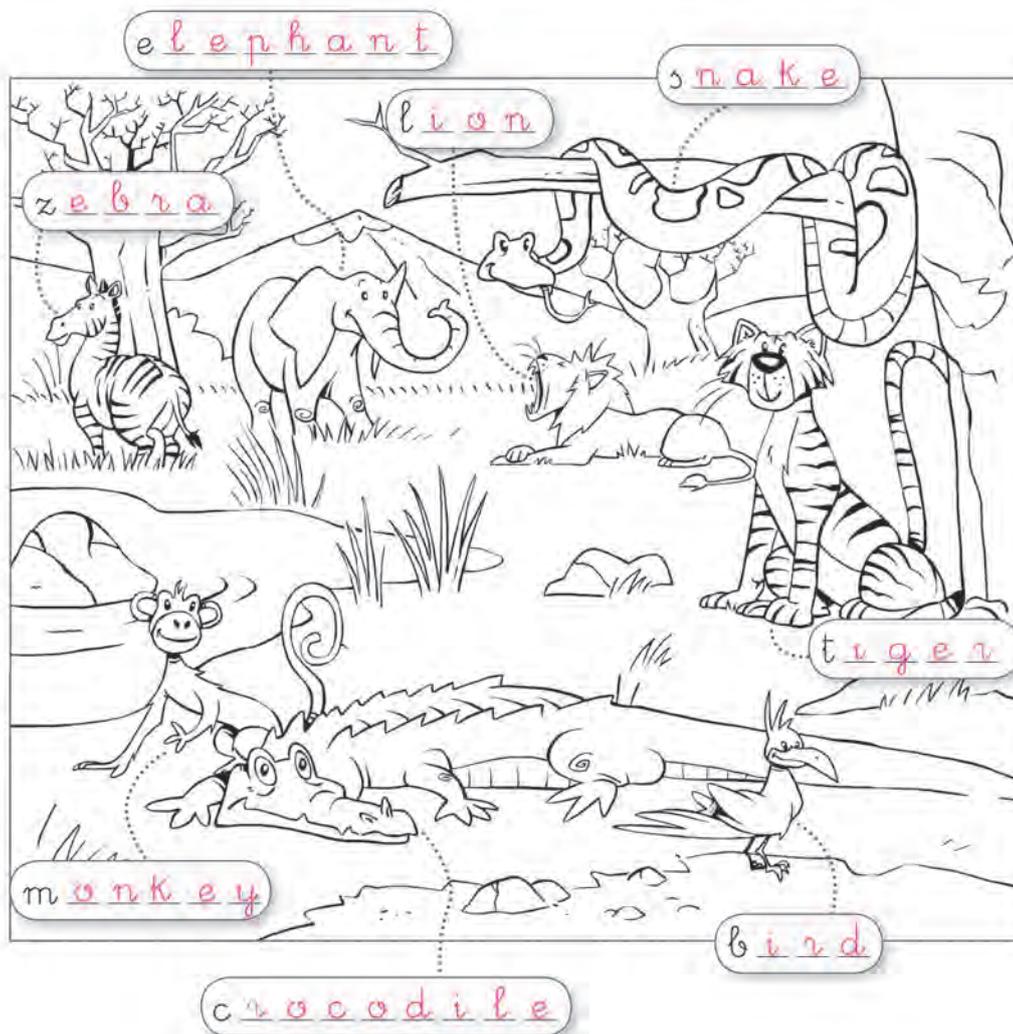
43

Students develop Competence in knowledge and interaction with the physical world by identifying vocabulary about the animals via a listening text. Students transfer knowledge about the real world in their first language to English to guess correctly.

4. Animals

1 Look and write.

| | | | |
|------|-----------|-------|----------|
| lion | crocodile | snake | elephant |
| bird | monkey | tiger | zebra |



One hundred and twenty-five **125**

Students develop Linguistic competence by identifying animals, reading and then writing the correct word next to the animal. This activity establishes connections amongst graphology, semantics and the phonology early on.

Presentation

ACTIVITY BOOK, PAGE 125

Objectives

To write target language.
To interpret pictures.

Target language

Vocabulary:

*bird, crocodile, elephant, lion,
monkey, penguin, snake, tiger,
zebra*

Materials

Activity Book, page 125

Getting started

Draw an animal on the board. Ask the children *What's this? SS: (It's) a (snake)*. The children answer with a sentence if they can. Encourage them to pronounce the animal words correctly.

1 Look and write.

Tell the children to look at Activity 1. Point to the words at the top of the main picture and ask volunteers to read them. Tell the children to then locate referred animals in the main picture. Finally the children write the words in the spaces in order to label the picture.

Finishing off

Start writing an animal on the board. Ask the children to guess what you are going to write before finishing the word. Repeat the word out loud and tell the children to repeat after you to reinforce pronunciation.

Practice

STUDENT'S BOOK, PAGE 44

Objectives

To recognize animals.
To ask and answer questions.

Target language

Vocabulary:

climb, fly, jump, run, swim

Structures:

A (tiger) can/can't (fly).

Materials

CD
Activity Book, page 126
Colour pencils
Unit 4 flashcard

Finishing off

Mime an action and ask the children to call out what you are doing. Then ask the children to stand up. Say an action and the children mime it. T: (*Swim.*) T: (*Girls (fly), boys (climb).*) T: (*Children with (jeans) (jump).*)

Getting started

Show the unit's flashcard to the class point to each animal and elicit the words from the class. Ask a volunteer to come to the front, say an animal and ask them to find and point to the animal on the flashcard. If they are not sure, invite the class to mime or make sounds to help them. Repeat with other volunteers.

1 Colour, listen and say.

Ask the children to stand up and explain that they are going to copy what you say and do. Run on the spot and say *Run* over and over again. Then mime climbing while saying *Climb*. Continue to mime the other actions: *swim, jump* and *fly*. Tell the children to look at Activity 1. Say the name of an action. Then the children colour the pictures. Play the CD and tell them they must repeat the word they hear. Play it again and ask them to point to each actions and say them aloud.

2 Listen and write ✓ or X.

Write the five verbs on the board: *run, climb, swim, fly* and *jump*. Ask a child: *Can you run?* If they say *Yes*, put a tick next to the verb. If they say *No*, put a cross. Continue with the other words. Tell the children to look at Activity 2. Say an action verb and ask the children to point to the picture of the tiger. Then ask the class what they know about tigers, say: *Can a tiger (climb trees)?* Let the children give their opinions, but do not tell them the answers. Explain that they are going to hear the correct information on the CD. Play the audio and let them listen. Play it again and this time they put a tick or a cross next to each picture. Play it again so they can check their answers. Finally, ask questions to check their answers: *Can tigers (swim)?* SS: (*Yes.*)

Transcripts

Colour, listen and say.

Run.
Climb.
Swim.
Jump.
Fly.

Listen and write ✓ or X.

A tiger can climb trees.
A tiger can swim.
A tiger can run.
A tiger can jump.
But a tiger can't fly.

Practice

LESSON 1

1 Colour, listen and say.  39



2 Listen and write ✓ or X.  40

can = ✓
can't = X



Activity Book  Page 126

44 Forty-four

Students develop Competence in 'Learning to Learn' by associating vocabulary words with movement in a mime game. The use of mime to learn vocabulary stimulates student's memories and helps to consolidate knowledge.

2 Follow the line and write.

jump ~~swim~~ run climb fly

climb swim fly run jump

3 Read and match.

A lion can't fly.

A crocodile can swim.

A crocodile can't climb.

A lion can run.

Activity Book

LESSON 1, PAGE 126

Objectives

To identify actions.
To read simple sentences.

Target language

Vocabulary:

climb, fly, jump, run, swim

Structures:

A (crocodile) can (swim).

Materials

Activity Book, page 126

Getting started

Play a game in teams. Tell the children you are going to say an animal to each team and that they will have to draw it. After both teams have drawn the animal, they have to guess the other team's drawing. If they guess correctly, both teams get points. If they can't guess it, none of the team gets points. Encourage the children to work as a team to make a good drawing.

2 Follow the line and write.

Tell the children to look at Activity 2. Ask a volunteer to read the words in the box and make sure they understand the meaning of each one by asking the rest of the class to mime the actions. Tell the children to look at the first picture of the lion and ask what it can do. T: *What can this bird do?* SS: *Fly*. They trace the line to the word box and write the word *fly*. They then complete the rest of the activity themselves. Check the activity by asking questions: *What can the (dog) do? Which animal can (climb)?*

3 Read and match.

Ask the children to look at Activity 3 and to read the sentences. Ask a volunteer to read the first sentence and another one to point to the corresponding picture. Tell the children to read the sentences again and to match them to the pictures.

Finishing off

Play *Chinese whispers*. Put the children into groups of six or seven and whisper a sentence to the first child in each group. For example, *An elephant can run*. The children whisper the same sentence to the next child and so on until the last child who says the sentence out loud. Hopefully it will be the same as the teacher's sentence.

Production

STUDENT'S BOOK, PAGE 45

Objectives

- To improve listening skills.
- To reinforce reading abilities.
- To practise target vocabulary.

Target language

Vocabulary:

bird, crocodile, elephant, monkey, snake, zebra; climb, fly, jump, run, swim

Target structures:

It can/can't (fly).

Materials

- CD
- Activity Book, page 127
- Unit 4 flashcard
- Unit 4 cut-outs
- Scissors
- Glue

Getting started

Show the unit's flashcard to the class and ask questions about the animals. T: *Can a (crocodile swim)?* SS: (Yes.) T: *Can (an elephant climb trees)?* SS: (No.) Then point to an animal and say something that it can or can't do. T: *Look a penguin. It can't fly.* Ask volunteers to come to the front and say something about an animal from the flashcard.

3 Listen and circle.

Tell the children to look at Activity 3. Point to each animal in turn and ask the children to offer suggestions about what the animal can or can't do. Explain that they are going to hear information about one of the animals in each pair. They must listen carefully and then circle the animal being described. Play the CD and let the children listen. Play it again and this time pause after each description to give them time to circle the animal. Play it again so they can check their answers. Finally, read out the descriptions and ask the children to tell you which animal it is.

4 Cut, paste and say.

Tell the children to look at Activity 4. Ask the children to get the cut-outs from page 99 on their student's book and to cut them carefully (monitor this activity). Then, tell them a descriptions of the actions. They then paste the cut-outs in the corresponding places.

Finishing off

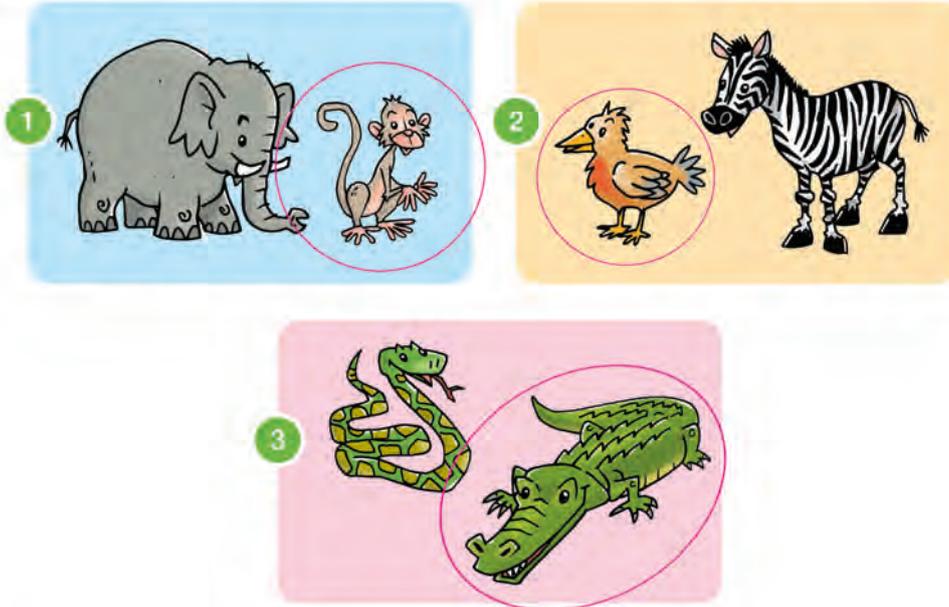
Show the unit's flashcard and divide the class into two teams. Tell the children you are thinking of an animal and you are going to describe it. Say one sentence to describe the animal and ask Team 1 to say which animal they think it is. If they are correct, they win a point. If not, say another sentence and Team 2 has a turn to guess. T: (*Thinking of a zebra.*) *It can run.* Team 1: *Tiger.* T: *No. It can't climb.* Team 2: *An elephant.* T: *No. It can't fly.* Team 1: *Lion.* Continue describing until a team guesses correctly.

Transcript

Listen and circle.

- | | | |
|--|--|--|
| 1. What's the animal? It can jump and it can climb trees. | 2. What's the animal? It can't climb trees. It can jump and it can fly. | 3. What's the animal? It can't climb trees. It can run and it can swim. |
|--|--|--|

3 Listen and circle.



4 Cut, paste and say.



Activity Book  Page 127

Students develop Linguistic competence by listening to a text describing animals and their characteristics in order to identify them. This activity helps to develop listening capacities for specific information.

4 Read and circle.



It can fly.



It can't jump.

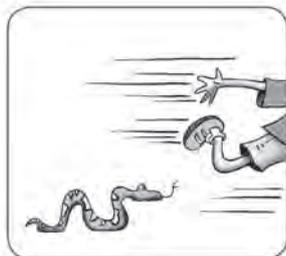
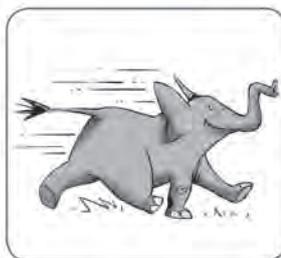
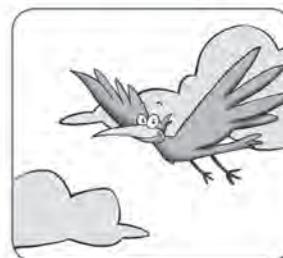


It can't climb.

5 Look and write.

can ✓

can't ✗

It can't run.It can't climb.It can jump.It can't fly.It can run.It can fly.

One hundred and twenty-seven

127

Students develop Interpersonal and civic competence by taking on the role of "teacher" in class by writing and conducting the final activity at the whiteboard. Having a teacher's support to be a temporary source of authority helps build student's confidence.

Activity Book

LESSON 2, PAGE 127

Objectives

To read simple sentences.
To develop writing skills.

Target language

Vocabulary:

climb, fly, jump, run

Structures:

It can/can't run.

Materials

Activity Book, page 127
Pieces of paper

Getting started

In separate pieces of paper, write the animals seen in Lesson 1. Ask a volunteer to come to the front of the class and to face the wall. Give one child one of the pieces of paper and ask them to pass it round. The volunteer says stop when they want and then has three guesses to say who has the piece of paper. If the volunteer guesses correctly, the child who has the paper has to say which animal it is and say something that it can or can't do. Repeat with other volunteers.

4 Read and circle.

Tell the children to look at the pictures in Activity 4. Point to the first pair of animals and ask the children to name them. Ask the class to read the sentence underneath as a group. Then ask a volunteer to tell you which one of the two the description corresponds to. The children then circle the bird. Tell them to read the other two sentences and to circle the correct animal in each pair. When they have finished, read out the sentences one by one and ask the children which animal they have circled.

5 Look and write.

Draw a dog on the board. Ask the children some questions about a dog. T: *Can a dog swim?* SS: *Yes.* T: *Can a dog fly?* SS: *No.* Tell the children to look at the pictures in Activity 5. Point to the first picture of the snake and ask a volunteer to read out the example with the word *can't*. Repeat with the other pictures. Then tell the children to complete the sentences.

Finishing off

Write an animal on the board and underneath write two sentences about what the animal can or can't do. One of the sentences must be false. Ask the children to read the sentences and decide which sentence is true and which one is false. Continue with other animals. The children can also take over your role.

Review At the zoo!

STUDENT'S BOOK, PAGES 46-47

Objectives

To reinforce target vocabulary.
To listen to a story.

Target language

Vocabulary:
parrot, penguin; fly, swim, talk

Structures:
It/he can/can't (fly).

Materials

CD

Review At the zoo!

5 Listen to the story.

1

2

3

4

46 Fourty-six

Unit 4 • Animals

LESSON 3

5

6

7

8

Stop and think!

Read and colour one of the about the story.

I don't understand.

I need help to understand.

I understand, I could help others.

Fourty-seven **47**

Students develop Mathematical competence by revising and using numbers to count the quantity of animals in the story. Numbers are an important part of daily life and need to be used in everyday situations.

Getting started

Tell the children to look at the story and ask them about the animals: *What animals can you see? How many animals can you see? What colour is the penguin?* Then ask them to look at the little pictures at the top of page 46. Point to the picture of the lion and ask: *Can you find a lion in the story?* Tell them to look in the story and see if they can find it. Tell them to cross out the picture of the lion because it does not appear in the story. Tell them to look through the story and find which of the remaining pictures appear and to circle them. Ask them to check their answers with a partner. Finally, ask the children to cross out all the other pictures that do not appear in the story.

5 Listen to the story. 42

Play the story once. Play the story again and ask the children to follow the story in their books. Say the names of the characters from the story; Lee's mum, Lee, zookeeper and parrot. Ask four volunteers to come to the front of the class and act out the story. The teacher should be the narrator to help the children know where they are in the story. Choose other volunteers to act out the story again.

Stop and think!

Read each statement out loud and explain them to the children. Point to the circles and tell them to choose only one statement and to colour the circle next to the one they chose. Finally, ask the children which statement they coloured to assess comprehension of the story.

Finishing off

Divide the class into groups of five or six. Tell them that they are going to re-enact the story. Give the children some time to practise, encourage them to use as much English as possible. Finally, invite the groups, one at a time, to the front of the class to perform their version of the story.

Transcript

Story: At the zoo! 42

STORY CARD 1

Narrator: Lee's mum is a vet. Today, they're at the zoo.

Lee: Come on, Mum!

Lee's mum: OK, Lee.

STORY CARD 2

Narrator: Lee and his mum talk to the zookeeper.

Lee: What's the problem?

Zookeeper: The parrot can't talk.

Lee's mum: OK parrot. Open your mouth!

Parrot: A-a-a-r-k!

STORY CARD 3

Narrator: Lee's mum gives the parrot some medicine.

Lee's mum: Here's some medicine. Open wide!

Lee: What a good parrot!

STORY CARD 4

Parrot: Bye, bye!

Lee: Stop! Come back!

Narrator: The parrot can talk now and it can fly.

STORY CARD 5

Narrator: Now, Lee's mum is helping a penguin.

Lee's mum: What's the problem?

Zookeeper: The penguin can't swim!

Lee's mum: Oh dear! Poor penguin!

STORY CARD 6

Narrator: Lee's in the zoo.

Narrator: Oh no! Lee can't catch the parrot.

Lee: Come back!

Parrot: Goodbye! Goodbye!

STORY CARD 7

Narrator: Look! Lee's with the penguins. Now, where's the parrot?

Lee: Oh no! I'm falling! Help! Help!

Parrot: Oops!

Narrator: Oh no! Can Lee swim?

STORY CARD 8

Narrator: Oh dear! Lee's in the penguin pool.

Zookeeper: Look! It's Lee. Can he swim?

Lee's mum: Yes, he can! It's OK! Come on, Lee. It's time to go home.

Student's Book

PAGE 48

Objectives

To practise comprehension skills.
To sing a song.

Target language

Vocabulary:

elephant, lion, penguin; climb, fly, swim

Structures:

Can a (penguin) (swim)? Yes, it can. / No, it can't.

Materials

CD
Activity Book, page 128

Getting started

Write on the board, *climb, fly, swim, run, and jump*. Write an animal on the board and ask the children to tell you what things that animal can and can't do.

6 Listen and complete.

Play the CD once. Explain that on the second listening they must put a tick if the animal can do the action and a cross if they cannot. Play the audio and pause after each animal. Play it again so they can check their answers.

7 Listen and sing.

Tell the children to look at the song in Activity 7. Play the CD and let the children listen to the song. Play it again and encourage them to join in. Repeat it and encourage them to add actions as they sing the song.

Finishing off

Tell the children to draw any animal they like in their notebook. When they have finished ask them to write as much as they can about what that animal can or can't do. Invite volunteers to the front to talk about their animal.

Transcript

Listen and complete.

Naturalist: Hello, Charlie!

Charlie: Hello. Erm, can an elephant swim?

Naturalist: Yes, it can! Elephants are good swimmers.

Charlie: Oh, and can it fly?

Naturalist: No, it can't!

Charlie: And, can it climb trees?

Naturalist: No, it can't. It's too big!

Charlie: OK, and can a penguin swim?

Naturalist: Yes, it can! Penguins are excellent swimmers.

Charlie: Oh, and can it fly?

Naturalist: No, it can't. A penguin is a bird, but it can't fly.

Charlie: Can it climb trees?

Naturalist: No, it can't!

Charlie: OK... And a lion... can a lion swim?

Naturalist: Oh yes! Lions really like water!

Charlie: Oh. And can it fly?

Naturalist: No, it can't. But it can jump!

Charlie: And can it climb trees?

Naturalist: Yes! All cats can climb trees!

Song: *Can a penguin fly?*

Can a penguin fly in the sky, sky, sky?
No, it can't! No, it can't! No, it can't!

Can a penguin swim in the sea, sea, sea?
Yes, it can! Yes, it can! Yes, it can!

Can a lion fly in the sky, sky, sky?
No, it can't! No, it can't! No, it can't!

Can a lion climb a tree, tree, tree?
Yes, it can! Yes, it can! Yes, it can!

Can an elephant climb a tree, tree, tree?
No, it can't! No, it can't! No, it can't!

Can an elephant swim in the sea, sea, sea?
Yes, it can! Yes, it can! Yes, it can!

6 Listen and complete.  43



| | | | |
|--|---|---|--|
|  |  |  |  |
|  | ✓ | ✗ | ✗ |
|  | ✓ | ✗ | ✗ |
|  | ✓ | ✗ | ✓ |

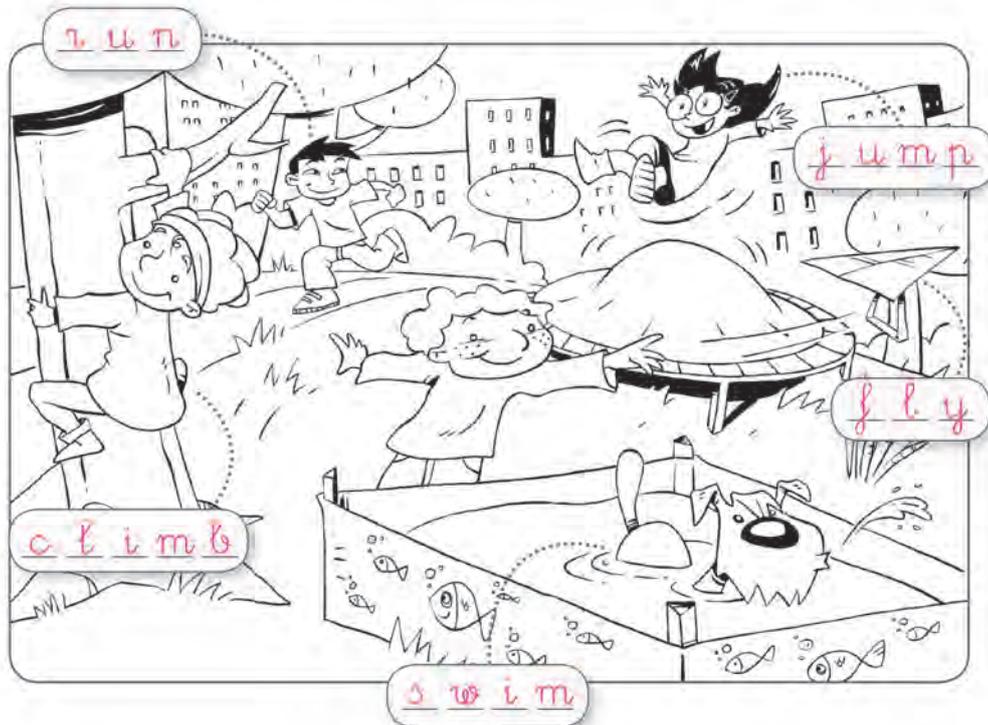
7 Listen and sing.  44

Can a penguin fly in the sky, sky sky?
 No, it can't! No, it can't! No, it can't!
 Can a penguin swim in the sea, sea, sea?
 Yes, it can! Yes, it can! Yes, it can!

Students develop Competence in autonomy and personal initiative by creating a personalized drawing of an animal of their choice and describing it in writing. Autonomy and a task based approach to language learning help to build self-confidence.

6 Look and write.

jump fly climb run swim



128 One hundred and twenty-eight

Students develop Competence in autonomy and personal initiative by creating a personalized drawing of an animal of their choice and describing it in writing. Autonomy and a task based approach to language learning help to build self-confidence.

Activity Book

LESSON 4, PAGE 128

Objectives

To write target vocabulary.
To develop reading ability.
To use simple grammar structures.

Target language

Vocabulary:

*climb, fly, jump, run, swim;
crocodile, elephant, penguin, tiger,
zebra*

Structures:

*Can a (zebra) fly?
Yes, it can. / No, it can't.*

Materials

Activity Book, page 128

Getting started

Draw an animal in the air and ask: *What's this?* The children try to guess what you are drawing. When a child guesses correctly they can have a turn to draw an animal in the air.

6 Look and write.

Ask the children to look at the picture in Activity 6. Say an action verb or name a character. The children tell you who is doing the action or what they are doing. T: *Run*. SS: *Lee*. T: *Chippy*. SS: *Swim*. Tell the children to read the words in the box aloud as a group. Ask them to write the words in the spaces next to the characters.

Finishing off

Ask the children to work in pairs. Tell them to write an animal on a piece of paper. The other child has to guess the animal the other child has written on the paper. If a child guesses it right, they keep the piece of paper from the other child. The child with the most guesses after 5 rounds wins.

Student's Book

PAGE 49

Objectives

To learn about strange animals.
To use their creative abilities.

Target language**Vocabulary:**

*bird, cat, crocodile, dolphin,
elephant, monkey, tiger, zebra*

Materials

Unit 4 flashcard
Unit 4 cut-outs
Scissors
Glue
A piece of paper for each child

Getting started 

Show the unit's flashcard to the class and ask the children, while pointing at it: *What's this?* Encourage the children to answer using a complete sentence and to give as much information as possible: *It's a (monkey). It can (climb trees and run). It can't (fly).*

8 Read, cut and paste. 

Tell the children to look at Activity 8. Explain that there are some funny new animals. Read out the first description and ask the children to tell you which two animals this one is made from. Repeat with the other two descriptions. Ask the children to get the cut-outs from page 99 on their student's book and to cut them carefully (monitor this activity). Then, tell them to read the descriptions again. They then paste the cut-outs in the corresponding places.

9 Read and draw.

Tell the children to look at Activity 9. Ask them to read the text and to say which are the two animals which make the *mon-cat* (a monkey and a cat). The children then draw and colour the animal from the description.

Finishing off

Give each child a piece of paper and ask them to invent an animal which is made up of two or more other animals, as in Activities 8 and 9. The children draw and colour their animal and write something about it. They can show their friends their funny animals.



8 Read, cut and paste.

This is a tiger-dile!
It's black and orange.
It can run.



This is an ele-bird.
It's green and red.
It can fly.

This is a zeb-phin.
It's black and white.
It can swim.



9 Read and draw. **Child's own drawing**

This is a mon-cat.
It's brown and orange.
It can climb trees.

Forty-nine

49

CLIL: Students develop Competence in autonomy and personal initiative by creating a new imaginary animal and describing it in writing. Autonomy and a task based approach to language learning help to build self-confidence.

Student's Book

PAGE 50

Objectives

- To listen to a story.
- To follow a story.
- To practise pronunciation: /l/.

Target language

Vocabulary:
butterfly, snake, tiger

Materials

CD
Activity Book, pages 129-130
Unit 4 flashcard

Getting started

Slowly draw an animal on the board and the children try to guess what is being drawn before it is finished. The children then take it turns to come to the board and draw. The game could also be played in teams.

10 Listen.

Ask the children to look at Activity 10. Tell them to look at the first scene from the cartoon and explain that Beep is in the jungle. Play the recording and ask the children to follow the story in their books. Play the recording again to reinforce comprehension.

Extra Activity: Phonics

Listen and say a tongue twister.

Tell the children they are going to learn a tongue twister. Write the tongue twister on the board or show the Beep's world flashcard to the class. Play the recording, pausing at the end of each line for the children to repeat. Encourage the children to find any other words that they know that begin with the /l/ sound, for example, *lion, listen, look* or any names of children in the class.

Finishing off

Play *Animal Bingo!* Write the animal on the board: *bird, monkey, zebra, snake, crocodile, tiger, penguin, elephant, lion*. Ask the children to get their notebooks and draw a six square grid. Draw one on the board so the children can see how to draw one. The children write the name of an animal in each square. Call out different animals and the children cross out the animal if they have it. The first child to cross out all their animals calls out *Bingo!* and is the winner.

Transcripts

Listen. Beep's world!

Narrator: Beep is in the jungle. Be careful, Beep!

Narrator: Look, what's that?

Beep: Oh no! Is it a tiger?

Narrator: What can Beep see?

Beep: Phew! It's a butterfly!

Narrator: What's that? Beep can hear something!

Beep: Is it a snake?

Narrator: Oh dear! Now Beep can see something.

Beep: Is it a tiger?

Beep: Phew! It's Robby and the sandwiches!

Robby: BEEP! BEEP!

Narrator: Time for a picnic!

Listen and say a tongue twister.

Lee likes the lion.

Lee likes the lion. And the lion likes Lee.

Lee likes the lion. And the lion likes Lee. Look out, Lee!

Beep's world!



LESSON 6

10 Listen.



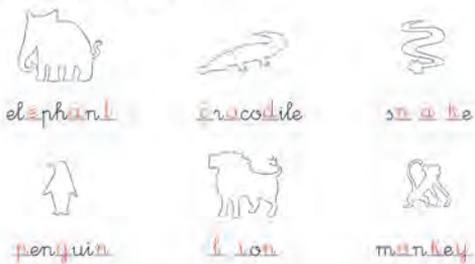
Activity Book Page

50 Fifty

Students develop Cultural and artistic competence by playing a drawing-guessing game on the board where students draw animals for others to guess. Being comfortable with drawing comprises an important communication skill.

Review

7 Look and complete.



8 Look and write.

fly climb run swim



A zebra can run. A zebra can't fly.



A penguin can swim. A penguin can't climb.

One hundred and twenty-nine 129

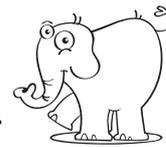
Picture dictionary



bird



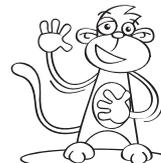
crocodile



elephant



lion



monkey



penguin



snake



tiger



zebra

130 One hundred and thirty

Students develop Linguistic competence and comprehension by reviewing the main language content items from the unit. Lessons that focus on language consolidation help students to become more fluent and comfortable with the language.

Activity Book

LESSON 6, PAGES 129-130

Objectives

To revise the vocabulary from the whole unit.

Target language

Vocabulary:

bird, crocodile, elephant, lion, monkey, penguin, snake, tiger, zebra; climb, fly, run, swim

Structures:

A (zebra) can run.

Materials

CD
Activity Book, pages 129-130
Unit 4 flashcard

Getting started

Show the unit's flashcard to the class. Ask questions to practise the vocabulary and structures. T: *What's this? What colour is the (crocodile)? Can a (tiger) (swim)? What can an (elephant) do? Which animals can (climb a tree)?*

7 Look and complete.

Write the word *zebra* on the board but leave out the letters *z*, *b* and *a*. Ask the children to tell you which letters are missing and what the word is. Ask a child to come to the board and complete the word. Tell the children to look at Activity 8. Explain that they must write the missing letters to complete the animal words. Finally, ask volunteers to write the words on the board and the rest of the class to check their answers.

Answers: elephant, crocodile, snake, penguin, lion, monkey

8 Look and write.

Ask the children to look at Activity 9 and read the words in the box. Point to the first picture, read out the sentence and the children say the missing word to complete it. Continue with the other pictures. The children then write in the missing words.

Answers: A zebra can run, but it can't fly; A penguin can swim, but it can't climb

Picture dictionary.

Ask the children to look at the *Picture dictionary* on page 130 of their Activity Books. Hold up your two index fingers and signal to the class to do the same. Say: *Point to the bird and the elephant*. Encourage the class to quickly point to the two pictures and check with the child next to them. Repeat with other words from the page. Tell the children to trace each word on the *Picture dictionary* page.

Finishing off

Tell the children you are going to draw vocabulary seen in Units 1, 2, 3 and 4. Start drawing and let the children guess if it is a classroom object, a clothing item, something related to the weather or an animal.

Think Back!

STUDENT'S BOOK, PAGE 51

Think back!
Unit 4 • Animals

11 Colour and count the ○ with the goals you can do.

| | |
|---------------|---|
| Review | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> |
| Almost there! | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> |
| You did it! | <input checked="" type="checkbox"/> |

Fifty-one 51

Think Back! is a section that makes students become self-aware about their learning process. They will have to colour each circle if they think they have achieved the lesson goal. Read each statement out loud and evaluate understanding. Tell the student to read each lesson and to colour the circle if they can do the action present in the statement. After colouring the circles, students should count them and tell you how many they have. Depending on this, assess the class level and whether a revision is necessary before doing the Unit assessment.

Assessment

METHODOLOGICAL MANUAL, PAGES 139-140

Objectives

To evaluate children's understanding of target language from the unit.

Target language

Vocabulary:

bird, crocodile, elephant, lion, monkey, penguin, snake, tiger, zebra; climb, fly, jump, run, swim

Structures:

*Can a (penguin) (jump)?
Yes, it can. / No, it can't.
It can/can't (fly).*

Materials

CD
Photocopies of Unit 4
Assessment, Methodological
Manual, pages 139-140

Students develop Linguistic competence by participating in a final assessment of the unit content. Demonstrating linguistic knowledge through recognition tasks is a positive way to get students used to summative testing.

Revise the vocabulary with the children. Show the children the Test and explain each activity. Play the audio and the children do Activity 1. Play it again. The children complete the rest of the test by themselves.

1 Listen and number the animals.

Ask the children to look at the pictures in Activity 1. Explain that they are going to hear the words and that they must number the pictures as they listen.

Answers: See transcript

2 Choose a word to complete each sentence.

Tell the children to look at the action words in the box. Ask them to look at the pictures of animals, read the start of each sentence and complete them using one of the words to make a true sentence.

Answers: They may vary according to each child.

3 Read the questions and write the answers.

The children look at the animals and read the questions. They answer each question using the answers in the box.

4 Look at the pictures and write the name of the animal.

The children use the words in the box to label each animal.

Transcripts

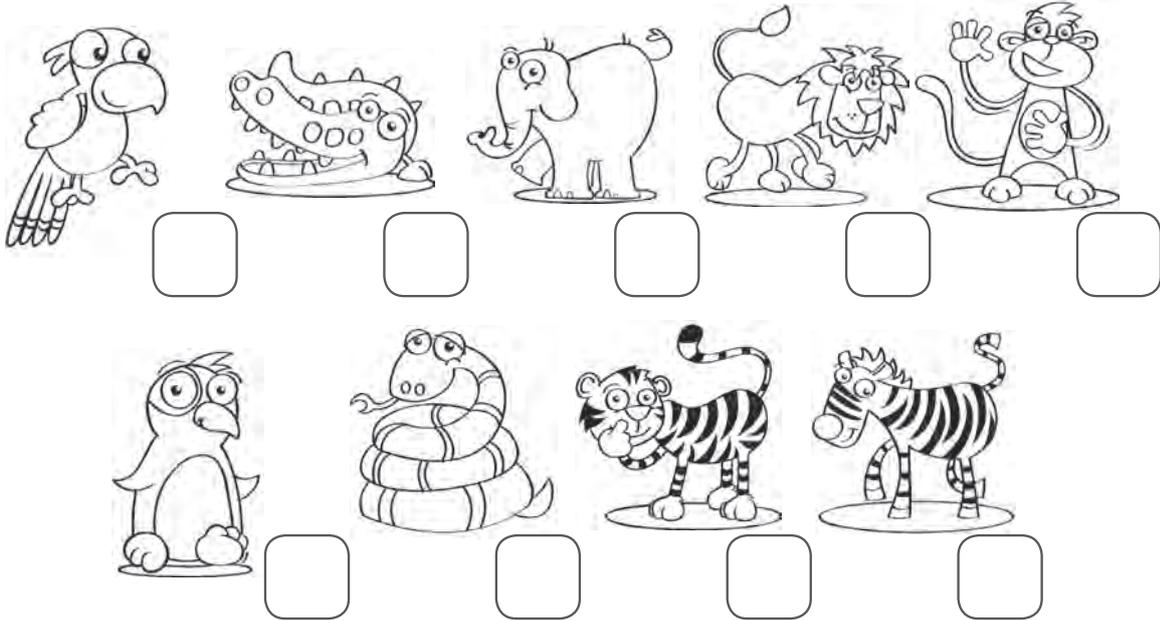
Unit 4 Assessment. Listen and number the animals.

- | | | |
|---------------|--------------|-------------|
| 1. Crocodile. | 4. Elephant. | 7. Penguin. |
| 2. Bird. | 5. Snake. | 8. Lion. |
| 3. Tiger. | 6. Zebra. | 9. Monkey. |

Unit 4 Assessment

Name: _____ Class: _____

1 Listen and number the animals. 47



2 Choose a word to complete each sentence.

jump fly climb run swim



It can't _____.



It can _____.



It can _____.



It can't _____.



It can't _____.



It can _____.

3 Read the questions and write the answers.

Yes, it can.

No, it can't.



Can it swim?



Can it jump?

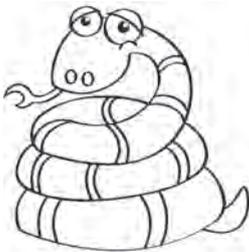
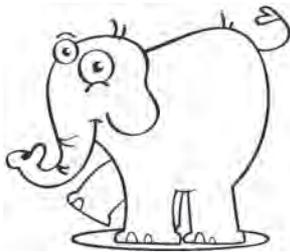


Can it run?



Can it climb?

4 Look at the pictures and write the name of the animal.



Unit objectives

- To learn the new vocabulary and structures.
- To talk about jobs.
- To improve comprehension skills.
- To practise pronunciation: *f*.

Target language

Vocabulary:

bus driver, chef, clown, doctor, fire fighter, footballer, musician, nurse, pilot, teacher, vet

Structures:

*He's a ... / She's a ...
He has got... / She has got...*

Students develop Competence in 'Learning to Learn' by participating readily in different ways in class: quiet time, story time, etc. Learning to participate in all of the different activities during the lesson is important in becoming a better learner.

Teaching tip

Children tend to have very short attention spans so in order to maintain their interest and attention follow some simple tips: Try and change the activities often and keep them short. Involve movement in some activities so the children don't have to sit and keep quiet for a long period of time. When speaking, try and change the tone of your voice and even sing sometimes. Get the children to participate actively. When you explain a word or structure get the children to point, mime or touch it. Use puppets and flashcards to make the class more interesting. If you enjoy teaching the class, the children will also.



Getting started

Show the unit's flashcard to the class. Invite some volunteers to come to the front, point to and name any job they can say in English. Every time a child names a job correctly ask the rest of the class to repeat the word. Point to different jobs and ask the children to name them. For new words, say the word and ask the children to repeat it.

Presentation

STUDENT'S BOOK, PAGES 52-53

Objectives

To introduce target vocabulary.
To listen and say a chant.

Target language

Vocabulary:

bus driver, chef, doctor, fire fighter, footballer, musician, nurse, pilot

Materials

CD
Activity Book, page 131
Unit 5 flashcard

Finishing off

Show the unit's flashcard to the class. Ask a volunteer to come to the front of the class. Say the name of a profession, the child points to it and repeats the word. The rest of the class says Yes if they have pointed to the correct person, or No, if they have not. Repeat with other volunteers.

1 Getting Ready.

Tell the children to look at the picture on pages 52 and 53 and ask the children what jobs they can see. Then, ask the children which is their favourite job. Write the jobs on the board and count how many times they mentioned them. Finally, depending on the results, write on the board "Doctor" is our favourite job.

2 Listen, point and repeat.

Ask the children to look at the picture again. Point to different jobs and ask the children to name them. Play the CD and the children point to the jobs as they hear them. Play the CD again and this time the children point to the pictures and repeat the words. Play it a final time for the children to point and repeat again.

3 Listen and chant.

Play the CD and let the children listen to the chant. Play it again and encourage them to join in. Repeat it and encourage them to add actions as they say the chant.

4 Colour the of goals you like most.

Read the unit goals out loud and ask the children to choose the goals they would like to do the most. Point to the uncoloured circles and help the children to decide which one to colour by explaining each goal.

5 Which would you like to learn first? Why?

Ask the children to look at Activity 5 and to choose one of the unit goals they would like to do first and to think about why they chose it. Ask a volunteer to give you their decision and to explain it. Continue with other volunteers.

Transcripts

Listen, point and repeat.

| | |
|---------------|-------------|
| Musician. | Footballer. |
| Doctor. | Pilot. |
| Chef. | Bus driver. |
| Fire fighter. | Nurse. |

Chant: *The people that you meet!*

| | |
|--|-----------------------------------|
| Walking down the street, | There's a nurse, |
| Walking down the street. | There's a doctor, |
| Say hello to the people that you meet. | And a fire fighter. |
| There's a chef, | There's a musician with a guitar, |
| There's a pilot, | And who's that in the car? |
| There's a bus driver, | It's my favourite footballer! |
| | Hurray! |



Unit 5. Jobs

52 Fifty-two

Presentation

Getting Ready

1. Look at the picture and answer.
 - a. What jobs can you see?
 - b. What are your favourite jobs?
2. Listen, point and repeat. 48
3. Listen and chant. 49

My Goals

4. Colour the of goals you like most.
5. Which would you like to learn first? Why?

Unit Goals

1. Identifying jobs.
2. Saying *She/he is a chef, doctor, etc.*
3. Playing a game.
4. Singing songs and chants.
5. Listening to a story
6. Saying *She/he has got a violin, white hat, etc.*

Activity Book Page 131

Fifty-three 53

Students develop Competence in knowledge and interaction with the physical world by identifying vocabulary about the jobs via a listening text. Students transfer knowledge about the real world in their first language to English to guess correctly.

5. Jobs

1 Look and write.



musician



chef



fire fighter

doctor

pilot



nurse



footballer

bus driver

One hundred and thirty-one

131

Students develop Interpersonal and civic competence by playing games. Playing games in pairs helps students to develop their capacity to take turns as well as helping one another.

Activity Book

PRESENTATION, PAGE 131

Objectives

To identify symbols.

To write the target language.

Target language

Vocabulary:

bus driver, chef, doctor, fire fighter, footballer, musician, nurse, pilot

Materials

Activity Book, page 131

Getting started

Ask the children to look at Activity 1. Say *I'm a chef* and mime cooking. Ask the children to choose one of the pictures from the activity and to mime it as well.

1 Look and write.

Tell the children to look at Activity 1. Point to the pictures at the top of the page and ask volunteers to name and read them. Tell the children to locate the pictures in the rest of the page. Finally, the children write the words in the spaces in order to label the pictures.

Finishing off

Revise the words seen in this Lesson. Write them on the board and ask the children to repeat after you to practice pronunciation.

Lesson 1

Practice

STUDENT'S BOOK, PAGE 54

Objectives

To reinforce listening skills.

Target language

Vocabulary:

chef, doctor, fire fighter, footballer, musician, pilot

Structures:

*This is my (dad).
He's a... / She's a...*

Materials

CD
Activity Book, page 132
Unit 5 flashcard

Getting started

Show the unit's flashcard to the class, point to each person and elicit the name of the jobs. Then ask the children to put up their hand if either their mum or their dad does the job that you point to. Ideally, start with a profession that you know a child's parent does. T: (Pointing to a doctor) *Andrea, is your mum a doctor?* SS: *Yes.* T: *Put your hand up. Does anyone else have a mum or dad that is a doctor?* Continue with the other jobs.

1 Listen and number.

Tell the children to look at the pictures in Activity 1. Point to the first picture and ask questions. T: *Who can you see here?* SS: *Charlie, (Charlie's) mum and Chippy.* T: *What is Charlie's mum?* SS: *A musician.* Continue with the other pictures. Play the CD and let the children listen. Explain that they have to number the jobs as they hear them. Play the CD again and this time the children number the pictures. Play it again so they can check their answers. Ask questions about the pictures. T: *What number is the pilot? Which picture is number five?*

2 Play a game.

Play a miming game. Divide the class into two groups and ask for a volunteer in each group. Hand the volunteers a piece of paper with a profession written down. They can't show it to the rest of the children. They mime their jobs to their groups. The first one to guess it wins a point. Repeat with different children.

Finishing off

Show the unit's flashcard to the class. Divide the class into two teams. Invite two members of the same team to come to the front, one child points to a profession and the other chooses a member of the opposite team to name the job. The team gets one point for saying the job correctly, *footballer*, or two points for saying a sentence: *He's a footballer.* Continue with members of the other team coming to the front.

Transcripts

Listen and number.

1. Hello everyone! This is my dad. He's a doctor.
2. Hello girls and boys! This is my mum. She's a footballer.
3. Hi! This is my dad. He's a fire fighter.
4. Hello! This is my mum. She's a musician.
5. Look everyone! This is my dad. He's a chef.
Mmm, thanks, Dad, this is delicious!
6. Hi! This is my mum. She's a pilot.

Practice

LESSON 1

1 Listen and number.  50



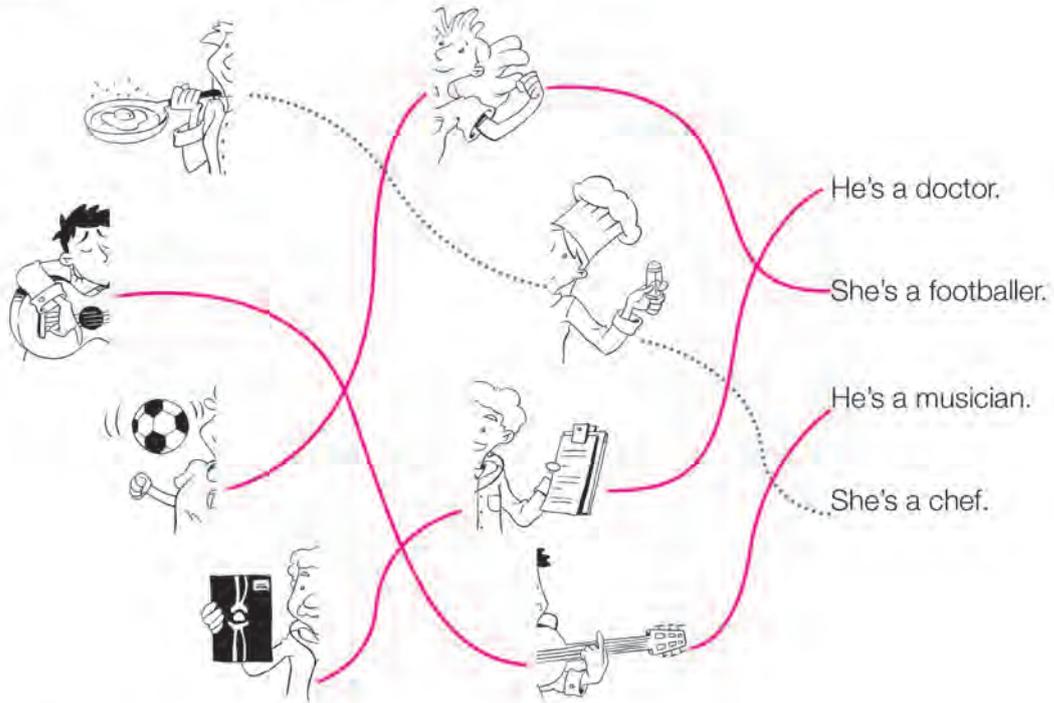
2 Play a game. 

Activity Book  Page 132

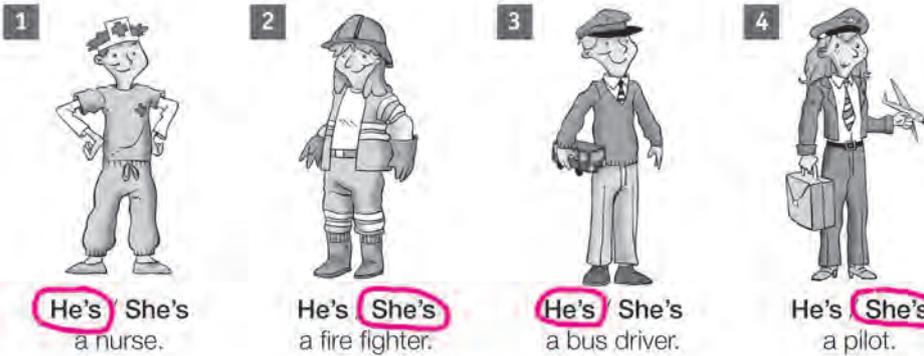
54 Fifty-four

Students develop Competence in 'Learning to Learn' by associating vocabulary words with movement in a miming game. The use of mime to learn vocabulary stimulates student's memories and helps them to consolidate knowledge.

2 Look, read and match.



3 Look and circle.



132 One hundred and thirty-two

Students develop Linguistic competence by reading simple structures that reflect information in visual images. Early literacy skills are developed by being able to associate images with new language.

Activity Book

LESSON 1, PAGE 132

Objectives

To identify male/female pronouns.
To read simple structures.

Target language

Vocabulary:

chef, doctor, fire fighter, footballer, musician, nurse, pilot

Structures:

He's... / She's...

Materials

Unit 5 flashcard
Activity Book, page 132

Getting started

Choose a profession and mime it to the children. When a child guesses correctly, they can take a turn to come to the front and mime. Continue until all the jobs have been practised.

2 Look, read and match.

Tell the children to look at Activity 2. Point to the example of the chef. Explain that they must do the same with the other pictures; match the two halves and then match the picture to the sentence. They can use a different colour for each person.

3 Look and circle.

Invite a girl and a boy to stand up, point to the boy and say: *He's (Daniel)*. Point to the girl and say: *She's (Valentina)*. Ask other children to stand up and the class says the sentence as you point to each child. SS: *He's Marcos. She's Ana...* Write on the board: *He's / She's a (pilot)*. Invite a volunteer to the board to circle the correct word. Ask the children to look at Activity 3. Point to the first picture and say: *He's or she's a nurse?* The children then circle the correct word. Ask them to do the rest of the activity by themselves. Check the answers by asking children to read out each sentence.

Finishing off

Show the unit's flashcard to the class, point to different people and ask the children the jobs. Point to them again and ask the children to use *He's* or *She's* with each picture.

Lesson 2

Production

STUDENT'S BOOK, PAGE 55

Objectives

To sing a song.
To play a game.

Target language

Vocabulary:

bus driver, chef, doctor, fire fighter, footballer, musician, nurse, pilot, vet

Structures:

He's a... / She's a...

Materials

CD
Activity Book, page 133
Counters for every child
One coin for every two children

Getting started

Draw a profession on the board and ask the children to try to guess what job it is. Encourage them to use a sentence with *He's* or *She's*: *He's (a chef)*. Repeat a couple of times.

3 Listen and sing.

Tell the children to look at Activity 3. Ask them to try and read the chorus of the song themselves. Then read it aloud for them to follow. Say it again and encourage the children to join in with you. Play the CD and let the children listen to the song. Play it again and encourage them to join in. Repeat it and encourage them to add actions as they sing.

4 Play a game.

Divide the class into pairs. Each pair needs a coin to play the game. The children place their counters on the Start square. In turns, they toss the coin and move forward one square if they have heads, and two, if they have tails. When they land on a square they have to describe the job of the person in the picture using the prompts: *He's a.../She's a...* If they do it right, they get a point.

Finishing off

Invite a volunteer to the front and tell them to cover their eyes. Write a job on the board for the rest of the class to see and then erase it. Ask the volunteer to open their eyes, and to guess which profession the class is thinking about. S1: *He's a musician*. SS: *No*. S1: *She's a doctor*. SS: *Yes*. The child has three chances to guess the job, if they do not guess correctly then the class call out the word. Repeat with other children.

Transcript

Song: *Jobs for you and jobs for me.* 

| | | | | |
|---|---|---|---|---|
| Chorus: A, B, C, 1, 2, 3, Jobs for you and jobs for me, | This is my dad, His name's Shane. He's a pilot, Flying a plane. (Chorus) | This is my mum, Her name's Mar. She's a musician, Playing the guitar. (Chorus) | This is my brother, His name's Jake. He's a chef, Making chocolate cake. (Chorus) | This is my sister, Her name's Nicole. She's a footballer, Scoring a goal. (Chorus) |
|---|---|---|---|---|

Production

Unit 5 • Jobs

LESSON 2

3 Listen and sing.



4 Play a game.

| | | | |
|---|---|--|--|
|  |  She's a... |  He's a... |  She's a... |
|  She's a... |  He's a... |  She's a... |  He's a... |
|  He's a... |  She's a... |  He's a... |  |

Students develop Cultural and artistic competence via musical awareness by listening to and singing along with the song: *Jobs for you and jobs for me*. This activity helps to develop musical rhythmic association of rhyme, phonology and word stress.

4 Look and write.



chef



musician



nurse



pilot

5 Look and complete.

He's

She's



She's a teacher.



He's a footballer.



She's a doctor.



He's a bus driver.

One hundred and thirty-three

133

Students develop Interpersonal and civic competence by taking on the role of “teacher” in class by conducting the *Getting started* activity at the board. Having a teacher’s support to be a temporary source of authority helps build student’s confidence.

Activity Book

LESSON 2, PAGE 133

Objectives

To write simple words.
To identify pictures.

Target language

Vocabulary:

bus driver, chef, doctor, fire fighter, footballer, musician, nurse, pilot

Structures:

He's.../She's...

Materials

Activity Book, page 133
Unit 5 flashcard

Getting started

Show the unit's flashcard to the class. Invite a child to come to the front and point to a job. The rest of the class put their hands up to answer. The child can choose who to answer the question. S1: *Maria*. S2: *Doctor*. S1: *Yes*. Continue with other children taking the role of teacher.

4 Look and write.

Write the letters of the word *doctor* on the board all mixed up. Ask a volunteer to come to the board and write the word correctly. Tell the children to look at Activity 4. Ask them to look at the picture clues and then to write the words correctly using the letters provided. Check the activity by asking volunteers to come to the board and write the words.

5 Look and complete.

Tell the children to look at Activity 5. Ask questions about the pictures. T: *What is (Lee)?* SS: *He's a bus driver*. Tell the children to complete the sentences using *He's* or *She's*. Check the activity by calling out a character's name and asking the children to say what they are. T: *Ruby*. SS: *She's a doctor*.

Finishing off

Ask a child to come to the front of the class and mime a job. The rest of the class guess what the job is. T: *What's (Lucía)?* SS: *She's a musician*. Continue with other children and encourage the class to answer using a sentence.

Lesson 3

Review The fire fighters!

STUDENT'S BOOK, PAGES 56-57

Objectives

- To listen to a story.
- To follow the sequence in a story.

Target language

Vocabulary:

bus driver, fire fighter

Structures:

He's a...

Materials

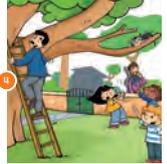
CD

Review The fire fighters!

5 Listen to the story. 



Unit 5 • Jobs
LESSON 3

Stop and think!
Read and colour one of the about the story.

- I don't understand.
- I need help to understand.
- I understand, I could help others.

56 Fifty-six Fifty-seven 57

Students develop Linguistic competence by listening to a recorded story, *The fire fighters!*, that revises vocabulary and grammar structures from previous lessons. Afterwards a guided role play is done by students for speaking consolidation.

Getting started

Tell the children to look at the story and ask them some questions: *Where are they? What animal can you see? What is Monica's dad's job?* Then ask them to look at the little pictures at the top of page 56. Point to the picture of the fire fighter's helmet and ask: *Can you find this in the story?* Tell them to look in the story and see if they can find the helmet. Tell them to circle the picture of the helmet because it appears in the story. Tell them to look through the story and find which of the remaining pictures appear and to circle them. Ask them to check their answers with a partner. Finally, ask the children to cross out all the pictures that do not appear in the story.

5 Listen to the story. 52

Play the story once. Play the story again and ask the children to follow the story in their books. Pause the recording at various points. Ask volunteers to point to the relevant scene in their books. Divide the class into four groups and assign parts to each group: Charlie, Lee, Monica's dad, Monica and fire fighters. Play the recording again and pause the recording after each scene and tell each group to repeat their character's lines.

Stop and think!

Read each statement out loud and explain them to the children. Point to the circles and tell them to choose only one statement and to colour the circle next to the one they chose. Finally, ask the children which statement they coloured to assess comprehension of the story.

Finishing off

Divide the class into groups of five or six. Tell them that they are going to re-enact the story. Give the children some time to practise, encourage them to use as much English as possible. Finally, invite the groups, one at a time, to the front of the class to perform their version of the story.

Transcript

Story: The fire fighters! 52

STORY CARD 1

Narrator: The children are at Monica's house. Look at Lee! He's a bus driver.

Charlie: Can I have a ticket please?

Lee: Here you are!

STORY CARD 2

Charlie: No Chippy! Bad boy!

Monica: Oh no! My cat is in the tree.

Narrator: The cat is frightened of Chippy.

STORY CARD 3

Narrator: Oh no! Monica's cat is stuck in the tree.

Charlie: Bad dog Chippy!

Monica: It's OK! My dad is a fire fighter. He's got a ladder.

STORY CARD 4

Narrator: Monica's dad is good at climbing. He's a fire fighter.

Charlie: Look: the cat's scared.

Monica: Quick Dad, rescue the cat!

STORY CARD 5

Narrator: Oops! Dad is stuck in the tree.

Dad: Help! I can't get down!

Narrator: Look at Monica. She's got an idea.

STORY CARD 6

Monica: Hello fire fighters. Please come quick! Dad is stuck in a tree.

Voice: OK, we're coming now!

STORY CARD 7

Narrator: The fire fighters can help Monica's dad get down from the tree!

Monica's dad: Please help!

STORY CARD 8

Narrator: Here's Monica's mum. She's got cake and lemonade for everyone.

Monica: Jump Dad!

Lee: Ha ha! Look at Chippy!

Student's Book

PAGE 58

Objectives

To improve listening skills.
To reinforce reading abilities.

Target language

Vocabulary:

chef, clown, footballer, musician, pilot, teacher

Structures:

He has got... / She has got...

Materials

CD
Up-beat music
Pieces of paper
Activity Book, page 134

Finishing off

Invite five children to the front of the class and give each one a piece of paper with a job. Ask them to hold up their papers up so everyone can see them. Point to each child in turn and chant, with the rest of the class, what they have: *He's got the chef. She's got the footballer.* Repeat this several times.

Getting started

If there is room, ask the children to stand in a circle. Give four children a classroom object. Play some music and the children pass the objects round. Stop the music and ask the children who have the objects to hold them up. Point to each child and say what they have. T: *(She) has got a (sharpener). (He) has got a (book).* Repeat the activity again, but this time ask volunteers to identify what the children have. Note: Explain to the class that we can say: *She has got*, or *She's got*. Both forms are correct and usually when we speak we use the contracted form.

6 Listen and match.

Tell the children to look at the first verse of the chant in Activity 6. Ask them to try and read the verse themselves. Then read it aloud for them to follow. Say it again and encourage the children to join in with you. Play the CD and let the children listen to the chant. Play it again and encourage them to join in. Repeat it and encourage them to add actions as they say the chant.

7 Read and match.

Tell the children to look at Activity 7. Point to each picture and ask the children to name the profession: *He's a teacher.* Then ask a child to read the first sentence out loud and the rest of the children to point to the corresponding picture. Tell them to draw a line from the sentence to the picture. The children then complete the rest of the activity themselves. Finally, hold up the book, read out a sentence and ask a child to come and point to the correct picture.

Transcript

Chant: *Charlene's a chef.*

Charlene's a chef,
Charlene's a chef.
She has got a big white hat.

Tim's a teacher,
Tim's a teacher.
He has got lots of books.

Mark's a musician,
Mark's a musician.
He has got a violin.

Paul's a pilot,
Paul's a pilot.
He has got a big, big plane.

Clara's a clown,
Clara's a clown.
She has got a big red nose.

Finn's a footballer,
Finn's a footballer.
He has got a big white ball.

LESSON 4

6 Listen and chant.  53

Charlene's a chef.
 Charlene's a chef.
 She has got a big white hat.



7 Read and match.



- 1 He has got a violin.
- 2 He has got a blue and white ball.
- 3 She has got a big white hat.
- 4 He has got lots of books.
- 5 She has got a red nose.



Activity Book  Page 134

58 Fifty-eight

Students develop Linguistic competence through the production of language dealing with classroom objects in a musical game. In this activity revise vocabulary and language from previous units.

6 Read and colour.



He has got a red and blue T-shirt.



She has got a blue and yellow bus.



She has got a purple guitar.



She has got a yellow hat.

7 Look and complete.

He has got

She has got

1



She has got a computer.

2



He has got a bike.

3



He has got a big book.

4



She has got a cat.

Activity Book

LESSON 4, PAGE 134

Objectives

To read and demonstrate understanding.

To write simple structures.

Target language

Structures:

He has got... / She has got...

Materials

Activity Book, page 134

Photos of different objects

Photos of different professions

Getting started

Ask six children to come to the front and give them a photo each. Tell them to show the photos to the class and then ask the rest of the class to comment on the photos using *He's got* or *She's got*. T: *Look at (Elisa)*. SS: *She's got a (bike)*.

6 Read and colour.

Ask the children to look at Activity 6. Point to the first picture and ask a volunteer to read the sentence. Repeat with the other pictures. Tell the children to read the sentences again and then colour the pictures accordingly. Ask questions to check the activity. T: *What colour is the (bus)? Is the (guitar) (pink)?*

7 Look and complete.

Tell the children to look at Activity 7. Ask the children to read as a group the words in the box. Then point to each picture and ask: *He or she?* Tell the children to complete the activity by themselves. Check by asking questions: *Number (2), he or she? Who has got a (cat)?* Then ask the class to read out the answers all together. T: *Number (one)*. SS: *She has got a computer*.

Finishing off

Play *Memory* with the children. Place the photos face down on your desk. Invite a volunteer to come to the front of the class and ask them to find a photo. T: *Find the (chef)*. If they do not lift up the correct card, they put it back in the same place. Call different children out until one child finds it. When someone finds it, the photo is removed from the desk. Continue until there is only one photo left.

Student's Book

PAGE 59

Objectives

To improve comprehension skills.
To practise creative abilities.

Target language

Vocabulary:

chef, doctor, fire fighter, musician, pilot, teacher

Structures:

I'm wearing (a yellow hat). What's my job?

Materials

CD
Unit 5 cut-outs
Scissors
Glue

Getting started

Name different jobs and ask the children to raise their hand if they know someone in their family who does this job. Invite volunteers to say who they know. T: *Nurse*. (Various children raise their hand.) T: *Claudia, who do you know?* S1: *My mother is a nurse*. Continue with different jobs.

8 Listen, cut and paste.

Ask the children to look at Activity 8. Point to the first photo and say: *Look at this man, what is he?* SS: *He's a musician*. Then point to the first circle and ask a volunteer to read the word. Continue with the other words and photos. The children get the cut-outs from page 99 on their student's book and cut them carefully (monitor this activity). Play the CD and ask the children to paste the cut-outs as they listen. Play the CD again and ask the children to call out the profession after each question. Check the activity by asking which profession they have in each circle. T: *Tell me about the pink circle?* SS: *She's a chef*.

9 Draw and write.

Ask the children to look at Activity 9. Explain that they are going to draw themselves doing a job. They draw the clothes they might wear and can draw any equipment they might use as well. Then they write what they are in the space provided. Invite them to show their classmates their pictures and to say what they are.

Finishing off

Write the following words on the board: *chef, doctor, fire fighter, musician, pilot, teacher*. Divide the class into two teams and ask a child from each team to the front. Tell them (only them) a job, for example: *I'm a pilot*. The children then have to mime the job to their team. The first team to guess wins a point for their team (keep score below the words written on the board). Repeat with other pairs of children.

Transcript

Listen, cut and paste.

I'm a fire fighter. I'm wearing a yellow hat.

I play the violin. What's my job?

I'm a doctor. I'm at the hospital every day. I'm wearing a white jacket.

I'm wearing a black hat. I fly an aeroplane. What's my job?

I am a teacher. I'm at school every day. I've got a book.

I work in a kitchen. I make biscuits. What's my job?



LESSON 5

8 Listen, cut and paste. 54



fire fighter



musician



doctor



pilot



teacher

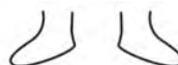


chef

9 Draw and write. **Child's own drawing and answer**



I'm a _____.



CLIL: Students develop Competence in autonomy and personal initiative by drawing themselves doing a job, describing it in writing and then describing their work to the class. Autonomy and a task based approach to language learning help to build self-confidence.

Student's Book

PAGE 60

Objectives

To enjoy a story.
To practise pronunciation: *f*.

Target language

Vocabulary:
musician

Materials

CD
Activity Book, pages 135-136

Getting started

Ask the children to look at you as you mime a profession. The children guess what you are. When a child guesses correctly, then ask them to come to the front of the class and mime a job.

10 Listen.

Ask the children to look at Activity 10. Tell them to look at the first scene from the cartoon and explain that Beep is in an orchestra. Play the recording and ask the children to follow the story in their books. Play the recording again to reinforce comprehension.

Extra Activity: Phonics

Listen and say a tongue twister.

Tell the children they are going to learn a tongue twister. Write the tongue twister on the board or show the Beep's world flashcard to the class. Play the recording, pausing at the end of each line for the children to repeat. Point to the tongue twister on the board and say each line. Play the recording again. Encourage the children to find any other words that they know that begin with *f*, for example *friend*, *Friday* or any names of children in the class.

Finishing off

Practise the vocabulary from the unit. Write the first letter of a job on the board and ask the children if they know what the word is. If a child guesses correctly, then ask them to come and write the remaining letters to complete the word.

Transcripts

Listen.

Narrator: Today Beep is a musician. He's got a big tuba.

Beep: Where's Robby? He's late.

Conductor: Quick! You're late!

Beep: Oh dear! I'm sorry!

Conductor: Violins please! Oh yes! Fantastic!

Conductor: Now, tuba please!

Narrator: Oh no! Wake up Beep!

Conductor: Stop! That's terrible!

Conductor: Who is this?

Beep: This is Robby. He's a musician too!

Listen and say a tongue twister.

Fay the fire fighter.
Fay the fire fighter's favourite food.

Fay the fire fighter's favourite food is fish.

Beep's world!

10
Listen.



LESSON 6



Activity Book 135-136
Page

60
Sixty

Students develop Linguistic competence and comprehension by focusing on the phonetic pronunciation of the letter *f* by learning a tongue twister. Accuracy is developed by children through the repetition of the sound when chanting the text.

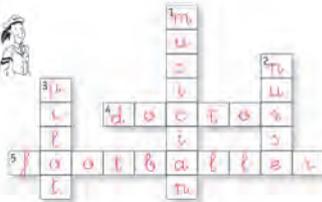
Review

8 Complete the puzzle.

Down:



Across:



9 Look and write.

chef doctor bus driver nurse



1 She's a nurse.



2 He's a bus driver.



3 He's a doctor.



4 She's a chef.

One hundred and thirty-five

135

Picture dictionary



bus driver



chef



doctor



fire fighter



footballer



musician



nurse



pilot

136 One hundred and thirty-six

Students develop Mathematical competence by using numbers to help do a crossword by counting the amount of letters for each space. The association between numbers and spelling can help children to improve memorization strategies for vocabulary.

Activity Book

LESSON 6, PAGES 135-136

Objectives

To develop writing skills.

Target language

Vocabulary:

bus driver, chef, doctor, fire fighter, footballer, musician, nurse, pilot

Structure:

He's a... / She's a...

Materials

Activity Book, pages 135-136

Getting started

Divide the class into five groups and give each group a topic: school, clothes, the weather, animals, jobs. Give each team ten points to start with. Say a word from one of the topics and the corresponding group waves their hands and repeats their word. T: *Bin*. School group: (Waves hands) *Bin!* Give a point if the correct group answers quickly and remove points if the wrong group calls out or the group is too slow to respond.

8 Complete the puzzle.

Ask the children to look at Activity 8. Point to each picture and ask them to tell you the names of the jobs. Write the word *musician* on the whiteboard and count the letters with the class, eight. Point to number one again and ask them to find the number one in the crossword. Explain that picture one is a musician and number one in the crossword has eight spaces; one for each letter. The children complete the rest of the puzzle themselves. Remind them to put just one letter in each space and that some letters coincide.

Answers: 1 musician, 2 nurse, 3 pilot, 4 doctor, 5 footballer

9 Look and write.

Tell the children to look at Activity 9. Point to each picture and ask: *He or She?* Then point to each picture again and ask what the job is. T: *What is (she)?* SS: *She's a nurse*. Ask the children to write the sentences under each picture using the words from the box. Check the activity by asking about each picture. T: *Number (two)*. SS: *She's a chef*.

Answers: 1 She's a nurse; 2 She's a chef; 3 He's a bus driver; 4 He's a doctor; 5 She's a firefighter; 6 She's a musician

Picture dictionary

Ask the children to look at the *Picture dictionary* on page 136 of their Activity Books. Hold up your two index fingers and signal to the class to do the same. Say: *Point to the chef and the nurse*. Encourage the class to quickly point to the two pictures and check with the child next to them. Repeat with other words from the page. Tell the children to trace each word on the dictionary page.

Finishing off

Put the children into the groups they had at the beginning of the lesson. Write the first two letters of a word on the board and the group which thinks the word is from their topic, comes to the board and completes the word. The group wins a point if they write the word correctly.

Think Back!

STUDENT'S BOOK, PAGE 61

Think back!

Unit 5 • Jobs

11 Colour and count the ○ with the goals you can do.

Unit 5

Lesson 1
I can play a miming game.

Lesson 2
I can sing a song about jobs for you and I.

Lesson 3
I can understand a story.

Lesson 4
I can say *She/he has got a red nose.*

Lesson 5
I can say *I'm a doctor.*

Lesson 6
I know the **f** sound.

Review ○ ○
Almost there! ○ ○ ○ ○ ○
You did it! ○ ○ ○ ○ ○ ○ ○

Sixty-one

61

Think Back! is a section that makes students become self-aware about their learning process. They will have to colour each circle if they think they have achieved the lesson goal. Read each statement out loud and evaluate understanding. Tell the student to read each lesson and to colour the circle if they can do the action present in the statement. After colouring the circles, students should count them and tell you how many they have. Depending on this, assess the class level and whether a revision is necessary before doing the Unit assessment.

Assessment

METHODOLOGICAL MANUAL, PAGES 168-169

Objectives

To evaluate children's understanding of target language from the unit.

Target language

Vocabulary:

bus driver, chef, clown, doctor, fire fighter, footballer, musician, nurse, pilot, teacher, vet

Structures:

*He's a ... / She's a ...
He has got... / She has got...*

Materials

CD
Photocopies of Unit 5
Assessment, Methodological
Manual, pages 168-169

Students develop Linguistic competence by participating in a final assessment of the unit content. Demonstrating linguistic knowledge through recognition tasks is a positive way to get students used to summative testing.

Revise the vocabulary with the children. Show the children the Test and explain each activity. Play the audio and the children do Activity 1. Play it again. The children complete the rest of the Test by themselves.

1 Listen and number the people.

Explain to the children that they are going to hear a number followed by a job. They must write the number in the box next to the correct picture.

Answers: See transcript

2 Match each job with a picture.

Tell the children to look at the pictures and the words. They must draw a line between each object and the corresponding profession. They use a different colour for each one.

3 Complete the sentences.

Tell the children to look at the two words in the box. Ask them to look at the pictures of jobs, read the end of each sentence and complete them by using one of the words to make a correct sentence.

Answers: He's musician, She's nurse, She's fire fighter, He's footballer, He's doctor, She's a bus driver.



This is an extra material, if you have time you can use it or not.

4 Find, circle and write the jobs.

Tell the children to look at the pictures and explain that the words are hidden in the word search. The children circle the words as they find them.



Transcripts

Unit 5 Assessment. Activity 1. Listen and number the people.

- | | | | |
|----------------|----------------|------------|------------------|
| 1. Bus driver. | 3. Musician. | 5. Chef. | 7. Fire fighter. |
| 2. Nurse. | 4. Footballer. | 6. Doctor. | 8. Pilot. |

Unit 5 Assessment

Name: _____ Class: _____

1 Listen and number the people.

















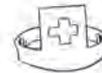
2 Match each job with a picture.

doctor

bus driver

footballer

chef



fire fighter

nurse

pilot

musician

Photocopiable Material

3 Complete the sentences.

He's

She's



_____ a musician.



_____ a footballer.



_____ a nurse.



_____ a doctor.



_____ a fire fighter.



_____ a bus driver.

4 Find, circle and write the jobs.

1 n _ _ _ _

2 c _ _ _

3 f _ _ _

4 p _ _ _ _

5 b _ _

6 f _ _ _ _ _ _ _ _

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| f | c | n | v | b | e | a | w | x | q | o |
| d | i | u | l | h | c | h | e | f | c | f |
| a | d | r | s | f | i | g | j | v | d | o |
| r | t | s | e | q | s | c | x | e | d | o |
| i | h | e | l | f | t | v | e | w | h | t |
| p | u | b | d | f | i | y | i | l | i | b |
| s | m | u | n | r | h | g | u | a | e | a |
| p | i | l | o | t | f | c | h | r | m | l |
| d | e | f | r | b | q | x | o | t | b | l |
| s | r | g | b | u | e | m | u | i | e | e |
| d | c | b | u | s | d | r | i | v | e | r |

Unit 6. My free time

Introduction

Unit objectives

To learn the new unit vocabulary and structures.

To revise previous vocabulary.

To talk about free time activities.

To improve speaking skills.

To practise pronunciation: w.

Target language

Vocabulary:

dance, draw, listen to music, paint, play computer games, play football, read, watch TV

Structures:

*What are you doing? I'm...
Are you (drawing)?*

Students develop Competence in 'Learning to Learn' by becoming aware of different types of vocabulary: active and passive. Share with students what words they must learn, this gives them the opportunity to easily establish set priorities when studying.

Anticipating difficulties

In this unit the children will be learning about free time activities and talking about their own hobbies. It is important to teach the unit vocabulary, but also other words that individual children might need so they can explain their own free time activities.

Teaching tip

There are two kinds of vocabulary; active and passive. Active vocabulary is the one that the children understand and use. Passive vocabulary is the one that they understand but are not expected to use. Be sure to use the vocabulary that is relevant for the children because they may lose interest. Before teaching new vocabulary take into account which words will be harder to learn. You could get the children to clap their hands or click their fingers when there is stress on a word. Teach words and phrases in chants as children will find this fun. Ask the children to repeat the words in different ways, for example, slowly, quickly, deep voice, whisper, singing.



Getting started

Show the unit's flashcard to the class. Invite some volunteers to come to the front, point to and name any activity they can say in English. Every time a child names an activity ask the rest of the class to repeat the word. Point to different pictures and ask the children to name them. For new words, say the word and ask the children to repeat it.

Presentation

STUDENT'S BOOK, PAGES 62-63

Objectives

To learn target vocabulary.

Target language

Vocabulary:

dancing, drawing, listening to music, painting, playing computer games, playing football, reading, watching TV

Materials

CD
Activity Book, page 137
Unit 6 flashcard

Finishing off

Show the unit's flashcard to the class. Ask a volunteer to come to the front of the class. Say the name of an activity and the child points to it and repeats the word. The rest of the class says *Yes*, if they have pointed to the correct picture, *No*, if they have not. Repeat with other volunteers.

1 Getting Ready.

Tell the children to look at the picture on pages 62 and 63. Ask them what is happening in the house. After they have told you a few activities, ask them which one is their favourite.

2 Listen, point and repeat. 58

Ask the children to look at the picture again. Point to different activities and ask the children to name them. Play the CD and the children point to the activities as they hear them. Play the CD again and this time the children point to the pictures and repeat the words. Play it a final time for the children to point and repeat again.

3 Listen and chant. 59

Write the following words on the board in this order: *paint, watch TV, play computer games, draw, read, listen to music, dance, play football*. Say the names of each activity with a click of your fingers and ask the children to repeat them. Play the CD and let the children listen to the chant. Play it again and encourage them to join in. Repeat it and encourage them to add actions as they say the chant.

4 Colour the of goals you like most.

Read the unit goals out loud and ask the children to choose the goals they would like to do the most. Point to the uncoloured circles and help the children to decide which one to colour by explaining each goal.

5 Which would you like to learn first? Why?

Ask the children to look at Activity 5 and to choose one of the unit goals they would like to do first and to think about why they chose it. Ask a volunteer to give you their decision and to explain it. Continue with other volunteers.

Transcripts

Listen, point and repeat. 58

Listening to music.
Playing computer games.
Drawing.
Dancing.
Watching TV.
Reading.
Painting.
Playing football.

Chant: *So many things to do.* 59

| | | |
|---|--|---|
| So many things to do, So many things to do. Painting, watching TV, Playing computer games, You and me! | So many things to do, So many things to do. Drawing a picture, And reading too, Listening to music. Me and you! | So many things to do, So many things to do. Dancing together. One, two, three, And playing football, You and me! |
|---|--|---|

Unit 6. My free time



62 Sixty-two

Presentation

Getting Ready

- Look at the picture and answer.
 - What is happening in the house?
 - What are your favourite activities?
- Listen, point and repeat.  58
- Listen and chant.  59

My Goals

- Colour the of goals you like most.
- Which would you like to learn first? Why?

Unit Goals

- Saying *What are you doing? I'm listening to music.*
- Singing songs and chants.
- Listening to a story.
- Saying *Are you reading? Yes, I am.*
- Saying *My hobby is dancing.*

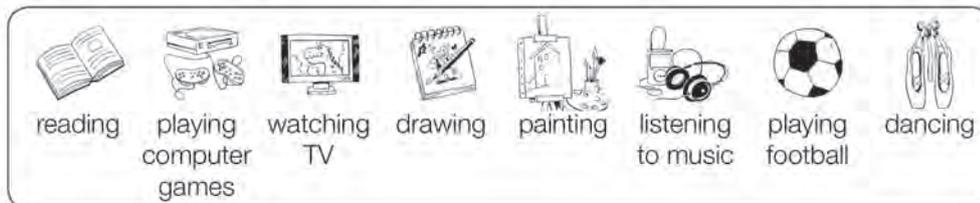
Activity Book Page 137

Sixty-three 63

Students develop Competence in knowledge and interaction with the physical world by identifying free time activities vocabulary via a listening text. Students transfer knowledge about the real world in their first language to English to guess correctly.

6. My free time

1 Look and write.



One hundred and thirty-seven

137

Students develop Competence in 'Learning to Learn' by developing their memory. Storage and retrieval of information develops learning to learn skills.

Activity Book

PRESENTATION, PAGE 137

Objectives

To recognize target vocabulary.
To write simple words.

Target language

Vocabulary:

dancing, drawing, listening to music, painting, playing computer games, playing football, reading, watching TV

Materials

Activity Book, page 137
Post-its
Unit 6 flashcard

Getting started

Use the post-its to cover some of the activities in the unit's flashcard and then show it to the class. Ask the children questions about the activities in the flashcard: T: *What's this?* SS: *(Listening to music.)* Encourage them to pronounce the words correctly.

1 Look and write.

Tell the children to look at Activity 1. Point to the pictures at the top of the page and ask volunteers to read the names. Tell the children to then locate the activities in the pictures below. Finally the children write the words in the spaces in order to label the pictures.

Finishing off

Show the unit's flashcard to the class again. Ask the children to tell which is their favourite activity. Write the activities on the board and count each time a student names an activity. When all students have answered, count which activity got the most votes and then say "*(Dancing) is our favourite activity*".

Practice

STUDENT'S BOOK, PAGE 64

Objectives

- To reinforce reading skills.
- To improve listening skills.

Target language

Vocabulary:

dancing, drawing, listening to music, painting, playing computer games, playing football, reading, watching TV

Structures:

What are you doing? I'm (listening to music).

Materials

- CD
- Unit 6 flashcard
- Unit 6 cut-outs
- Scissors
- Glue

Getting started

Show the unit's flashcard to the class and point to each activity and elicit the words from the children. Ask a volunteer to come to the front. Say a free time activity and ask them to find and point to the activity in the flashcard. If they are not sure, invite the class to mime or make sounds to help them. Repeat with other volunteers.

1 Read, cut and paste.

Tell the children to look at Activity 1. Ask a volunteer to read out the first speech bubble. The other children can mime the activity. Continue with the other three activities. Ask the children to get the cut-outs from pages 99 and 101 on their student's book and to cut them carefully (monitor this activity). Then, tell them to read the sentences again. They then paste the cut-outs in the corresponding places.

2 Listen and circle.

Tell the children to look at Activity 2. Point to each picture and ask them to say the name of the activity. Explain that they are going to hear Charlie and Monica speaking on the phone and saying what they are doing. Play the CD and let the children listen. Play it again and this time the children circle the activities they hear mentioned. Play it a final time so they can check their answers. Ask the children to tell you what the characters are doing. T: *What is Charlie doing?* SS: *Drawing a picture.*

Finishing off

Write the free time activities on the board. Mime one of the activities and ask: *What am I doing?* Invite the children to guess by saying: *I'm (painting).* When a child guesses the free time activity, they come to the front to choose an activity and play the game again.

Transcripts

Listen and circle.

- Charlie:** Hello.
Monica: Hi Charlie. It's Monica. What are you doing?
Charlie: I'm reading a book.
- Monica:** Hello.
Charlie: Hi Monica. It's Charlie here.
Monica: Hello Charlie.
Charlie: What are you doing?
Monica: I'm drawing a picture.

Practice

LESSON 1

1 Read, cut and paste.

I'm listening to music.

I'm reading.

I'm painting.

I'm playing computer games.

The illustration shows four children in a row. Below each child is a circular icon representing their activity: a portable music player, a stack of books, a paint palette with a brush, and a handheld video game console.

2 Listen and circle. 60

1 

2 

The illustration shows two children on the phone. Child 1 is a boy with orange hair. Below him are three circular icons: a portable music player, an open book, and a soccer ball. Child 2 is a girl with black hair and red glasses. Below her are three circular icons: a video game controller, a computer monitor, and hands writing on a piece of paper.

64 Sixty-four

Students develop Linguistic competence by reading simple words and matching them to the information in visual images. Early literacy skills are developed by being able to associate images with new language.

Production

STUDENT'S BOOK, PAGE 65

Objectives

To observe pictures.
To sing a song.

Target language

Vocabulary:

dancing, drawing, listening to music, painting, playing computer games, playing football, reading, watching TV

Structures:

*What are you doing today?
I'm (listening to music).*

Materials

CD
Activity Book, page 138
Unit 6 flashcard
Unit 6 cut-outs
Scissors
Glue

Getting started

Show the unit's flashcard to the class. Ask the children to chant the question: *What are you doing?* Reply to them: *I'm (listening to music).* Invite a volunteer to come to the flashcard and point to the corresponding person. Repeat with other actions.

3 Listen and sing.

Tell the children to look at the first verse of the song in Activity 3. Ask them to try and read the verse themselves. Then read it aloud for them to follow. Say it again and encourage the children to join in with you. Play the CD and let the children listen to the song. Play it again and encourage them to join in. Repeat it and encourage them to add actions as they sing the song. Divide the class into three groups: one group to sing the chorus and the other two to sing the character's verses. Then swap the groups over.

4 Look, cut and paste.

Ask the children to look at the picture in activity 4. Ask them what each character is doing. T: *What is (Ruby) doing?* SS: *(She is) playing football.* Ask the children to get the cut-outs from page 101 on their student's book and to cut them carefully (monitor this activity). Then, tell them to read the sentences on them. Afterwards, they paste the cut-outs in the corresponding places. Check the activity by saying a sentence and asking the children to tell you who is speaking. T: *I'm (playing computer games).* SS: *Monica.*

Finishing off

Ask a volunteer to come to the front of the class. Whisper a free time activity to that child and ask them to mime it. The children guess what the volunteer is doing. The child that answers correctly can then come to the front of the class and mime another activity.

Transcripts

Song: *What are you doing today?*

Chorus:

What are you doing today?
What are you doing today?
There's lots of fun for everyone.
So clap your hands and shout hurray!

Ruby:

Today I'm listening to music,
And dancing with my friends.
And drawing lots of pictures,
With my coloured pencils and pens.

(Chorus)

Charlie:

Today I'm playing computer games,
And painting with Lee.
And playing football in the park,
All my friends and me.

(Chorus)

3 Listen and sing.

What are you doing today?
 What are you doing today?
 There's a lot of fun for everyone.
 So clap your hands and shout hooray!



4 Look, cut and paste.



Activity Book Page **138**

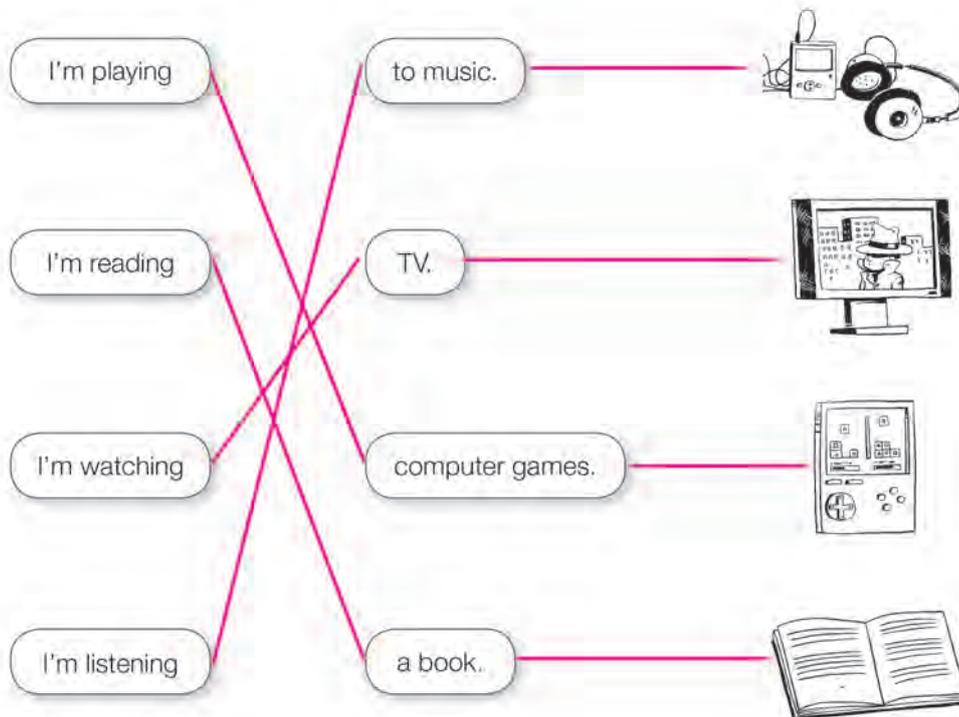
Sixty-five

65

Students develop Cultural and artistic competence via musical awareness by listening to and singing along with the song: *What are you doing today?* This activity helps to develop musical rhythmic association of rhyme, phonology and word stress.

2 Look and match.

What are you doing?



Activity Book

LESSON 2, PAGE 138

Objectives

To improve reading skills.
To develop writing practise.

Target language

Vocabulary:

dancing, drawing, listening to music, painting, playing computer games, playing football, reading, watching TV

Structures:

What are you doing? I'm...

Materials

Activity Book, page 138

Getting started

Invite a volunteer to go out of the room. As a class decide on a free time activity to mime and then invite the volunteer back into the room. Encourage the class to mime the activity so the volunteer can guess the action. Continue with other children.

2 Look and match.

Write on the left hand side of the board the words *playing* and *listening* and on the right hand side *to music* and *computer games*. Ask a volunteer to match the words and tell you what the whole structure is, *listening to music* and *playing computer games*. Tell the children to look at Activity 2. Point to the first part of a sentence and ask the children to tell you if how you finish the sentence is correct or not. T: *I'm playing to music*. SS: No. T: *I'm playing TV*. SS: No. T: *I'm playing computer games*. SS: Yes. Tell the children to draw a line from the first half of the sentences to the second. They then read and match the other sentences by themselves.

Finishing off

Draw yourself on the board doing a free time activity. Then write under the drawing, *I'm (dancing)*. Ask the children to get out their notebooks and to draw themselves doing a free time activity. Invite volunteers to the front to show their pictures and say what they are doing.

Review The cake competition!

STUDENT'S BOOK, PAGES 66-67

Objectives

To reinforce target vocabulary.
To listen to a story.

Target language

Vocabulary:
dancing, drawing, making a cake, playing computer games

Structures:
What are you doing? I'm...

Materials

CD

Review The cake competition!

5 Listen to the story.

Stop and think!

Read and colour one of the about the story.

- I don't understand.
- I need help to understand.
- I understand, I could help others.

66 Sixty-six Sixty-seven 67

Students develop Linguistic competence by listening to a recorded story, *The cake competition!*, that revises vocabulary and grammar structures from previous lessons. Afterwards, a guided role play is done by students for speaking consolidation.

Getting started

Ask the children to look at the story and ask them to identify characters that are in the story. Then ask them to look at the little pictures at the top of page 66. Point to the picture of the eggs and ask: *Can you find these in the story?* Tell them to look in the story and see if they can find the eggs. Tell them to circle the picture of the eggs because they appear in the story. Tell them to look through the story and find which of the remaining pictures appear and to circle them. Ask them to check their answers with a partner. Finally, ask the children to cross out all the pictures that do not appear in the story.

5 Listen to the story.

Play the story once. Play the story again and ask the children to follow the story in their books. Say the names of the characters from the story: teacher, Ruby, Charlie, Monica, Lee, Ruby's dad and chef. Ask seven volunteers to come to the front of the class and act out the story. The teacher should be the narrator so as to help the children know where they are in the story. Other volunteers may be chosen to do the story again.

Stop and think!

Read each statement out loud and explain them to the children. Point to the circles and tell them to choose only one statement and to colour the circle next to the one they chose. Finally, ask the children which statement they coloured to assess comprehension of the story.

Finishing off

Divide the class into groups of five or six. Tell them that they are going to re-enact the story. Give the children some time to practise, encourage them to use as much English as possible. Finally, invite the groups, one at a time, to the front of the class to perform their version of the story.

Transcript

Story: *The cake competition!*

STORY CARD 1

Narrator: Ruby's talking to her teacher.

Teacher: Hello Ruby! Do you like cake?

Ruby: Oh yes! Cake's my favourite food!

Narrator: Ruby wants to make a cake for the competition.

STORY CARD 2

Narrator: Ruby is phoning her friends.

Ruby: Hi Charlie. What are you doing? Do you want to make a cake?

Charlie: No, I can't. I'm painting.

Ruby: OK, bye, Charlie.

Charlie: Bye!

STORY CARD 3

Narrator: Next, Ruby phones Monica.

Monica: Sorry Ruby! I'm dancing.

Narrator: Finally, Ruby phones Lee.

Lee: No thanks, Ruby. I'm playing computer games.

Narrator: Her friends are busy. Poor Ruby!

STORY CARD 4

Narrator: Ruby's in the kitchen. She's making a cake.

Ruby's dad: Hi Ruby, are you making a cake?

Ruby: Yes, I am. There's a cake competition at school.

STORY CARD 5

Narrator: Now Ruby's cake is finished.

Ruby's dad: Wow! Look at your cake Ruby!

Ruby: Thanks Dad!

Narrator: Ruby is happy. Her cake looks great!

STORY CARD 6

Narrator: Next day at school, it's the competition.

Chef: Mmmm, what a delicious cake!

Ruby: Thank you.

STORY CARD 7

Narrator: So many fantastic cakes! But who's the winner?

Chef: And the winner is ... Ruby!

Ruby's teacher: Your cake is delicious Ruby, well done!

Narrator: The prize is a recipe book.

Story card 8

Narrator: Ruby is very happy and look! Here are her friends.

Ruby: Charlie, Lee, Monica, do you want some cake?

Charlie, Lee and Monica: Yes, please! Congratulations Ruby!

Student's Book

PAGE 68

Objectives

To practise comprehension skills.
To reinforce reading skills.

Target language

Vocabulary:

dancing, drawing, reading

Materials

CD
Activity Book, page 139

Getting started

Write the free time activities on the board. Ask the children to work in pairs. Each child has to draw one of the activities on a piece of paper and the other child has to guess which activity it is. Then, they switch roles.

6 Listen and circle.

Tell the children to look at Activity 6. Explain that Monica and Lee are playing a miming game. Play the CD and let the children just listen. Play it again and this time the children circle the tick or the cross in each picture. Play it one more time so they can check their answers.

7 Listen and sing.

Tell the children to look at Activity 7. Ask them to try and read the verse of the song themselves. Then read it aloud for them to follow. Say it again and encourage the children to join in with you. Play the CD and let the children listen to the song. Play it again and encourage them to join in. Repeat it and encourage them to add actions as they sing.

Finishing off

Play *Simon says*. Use the free time activities to ask the children to do actions. The children only mime the action if you say *Simon says* first. T: *Simon says dance*. The children mime dancing. T: *Play computer games*. The children do not move, if any of them do then they are eliminated and act as judges for the other children.

Transcripts

Listen and circle.

- | | |
|---|--|
| <p>1. Lee: Are you reading? Monica: Yes, I am.</p> <p>2. Monica: Are you dancing? Lee: No, I'm not. I'm playing football.</p> | <p>3. Monica: Are you drawing? Lee: Yes, I am.</p> <p>4. Lee: Are you jumping? Monica: No, I'm not. I'm dancing.</p> |
|---|--|

Song: Are you reading?

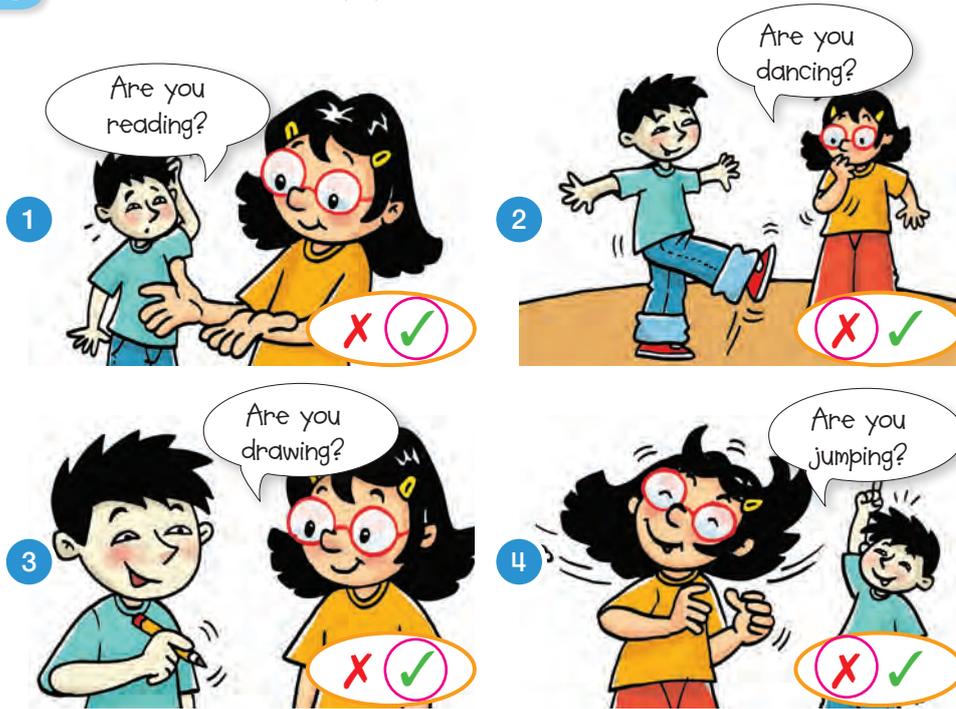
Are you reading? Are you reading?
Yes, I am. Yes, I am.
Stories, books and comics,
Stories, books and comics.
Clap your hands, clap your hands.

Are you drawing? Are you drawing?
Yes, I am. Yes, I am.
Paper, pens and pencils,
Paper, pens and pencils.
Clap your hands, clap your hands.

Are you dancing? Are you dancing?
Yes, I am. Yes, I am.
Dancing to the left,
Dancing to the right.
Clap your hands, clap your hands.

LESSON 4

6 Listen and circle.



7 Listen and sing.

Are you reading? Are you reading?
Yes, I am. Yes, I am.
Stories, books and comics.
Stories, books and comics.
Clap your hands, clap your hands.

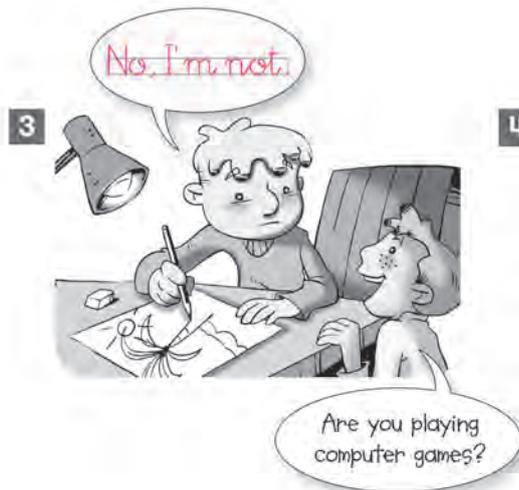
Activity Book 
Page 139

68 Sixty-eight

Students develop Cultural and artistic competence via miming to express and guess actions in a game. This activity helps to develop a correlation between verbal and non-verbal expression in communication.

3 Look and answer.

Yes, I am. ✓ No, I'm not. ✗



One hundred and thirty-nine 139

Students develop Interpersonal and civic competence by working in teams to play *Bingo!* Playing games helps students to develop their capacity to take turns as well as helping one another.

Activity Book

LESSON 4, PAGE 139

Objectives

To identify actions.
To read simple structures.
To write sentences.

Target language

Vocabulary:

dancing, drawing, listening to music, painting, playing computer games, playing football, reading, watching TV

Structures:

Are you (dancing)? Yes, I am. / No, I'm not.

Materials

Activity Book, page 139
Photos of people doing different activities

Getting started

Show eight photos to the children of people doing different things (for example, dancing, playing, etc.). Then, place the photos in different locations inside the classroom. Divide the class into two teams and ask a child from each team to the front. Say the name of an activity and then tell the two children to go and touch the corresponding photo. The first child to touch the correct photo wins a point for their team. Repeat with other pairs of children.

3 Look and answer.

Write on the board: *Yes, I am, No, I'm not.* Invite a volunteer to the front and ask them to mime an activity. Ask the child: *Are you reading?* SS: *No, I'm not!* T: *Are you playing football?* SS: *Yes, I am!* Continue with other volunteers. Tell the children to look at Activity 4. Point to the first picture and ask a child to read out the question and another to say the answer. Repeat with the other pictures. The children then look at the pictures, read the questions and write the appropriate answers.

Finishing off

Hide one of the photos behind your back and the children have to make guesses to say what it is. Keep doing it until the children have guessed all the photos. You could also get a child to do this activity and they can take it in turns to come to the front of the class.

Student's Book

PAGE 69

Objectives

To learn about hobbies.
To use creative abilities.

Target language**Vocabulary:**

dancing, hobby, painting, playing
football, reading

Structure:

My hobby is...

Materials

CD
Activity Book, page 140

Getting started

Draw a book on the board and say: *My hobby is (reading)*. Ask the children about their hobbies. T: *What's your hobby?* SS: *My hobby is (painting)*. Ask a volunteer to ask another child the question. Continue until all the children have asked or answered the question. Offer any necessary vocabulary.

8 Listen and number.  65

Tell the children to look at the photos in Activity 8. Point to each one and ask the children to name the hobby. Play the CD and let the children just listen. Play it again and this time the children number the pictures. Play it one more time for them to check their answers. Ask questions about the exercise. T: *What hobby is number (three)? Which number is (painting) the hobby?*

9 Draw your hobby.

Draw yourself on the board doing something you like, painting, for example. Write underneath the picture: *Hi! My name's Susan. My hobby is painting*. Tell the children to look at Activity 9. Ask them to draw themselves doing a hobby they like. The children can show their friends their pictures.

Finishing off

Ask the children to work in pairs. Tell them they will have to draw their partner doing their favourite activity. Supervise this activity and encourage children to paint their drawings as well.

Transcript

Listen and number  65

1. My name's Karen and my hobby is reading.
2. Hi! My name's Oscar. My hobby is painting.
3. I'm Jackie. My hobby is playing football.
4. Hey! I'm Jay. And my hobby is dancing! What's your hobby?


8 Listen and number. 65

9 Draw your hobby. **Child's own drawing and answer**

CLIL: Students develop Autonomy and personal initiative by drawing themselves doing their favorite hobby, describing it in writing and then describing their work to the class. Autonomy and a task based approach to language learning help to build self-confidence.

4 Look and write.

1



My hobby is playing

2



My hobby is

3



My hobby is

4



My hobby is

5 Read and complete.



Hello!

My is Mark.My hobby is to music. My music is rap.

What's your hobby?

140

One hundred and fourty

Students develop Linguistic competence and comprehension by focusing on using language for communication, showing their association of semantics, graphology and phonology by identifying a picture, writing the word next to it and then saying the word out loud.

Activity Book

LESSON 5, PAGE 140

Objectives

To identify actions.
To express preferences.
To write about oneself.

Target language

Vocabulary:

*dancing, drawing, painting,
playing football*

Structures:

My hobby is... What's your hobby?

Materials

Activity Book, page 140
Photos of people doing
different activities

Getting started

Play *Memory chain* with the children. Say a sentence and then a child has to repeat that sentence and invent another. T: *I'm listening to music.* S1: *I'm listening to music and I'm reading.* S2: *I'm listening to music, I'm reading and I'm painting.*

4 Look and write.

Tell the children to look at Activity 6 and ask them to look at the pictures. Point to the first one and ask the children to tell you the name of the hobby. Invite a volunteer to the front to write the word on the board. The rest of the class can say if the word is written correctly or not. Repeat with the other pictures. Tell the children to look again at the activity and this time to write the words in the spaces using the letters provided.

5 Read and complete.

Tell the children to look at Activity 7. Ask a volunteer to read the words in the box. Then read through the text and ask the children to provide the missing words. Read it through again as a class each time saying the word in the gaps. Tell the children to write the missing words. Ask volunteers to say what their hobby is.

Finishing off

Divide the board into two parts. On one side write: *Yes*. On the other side write: *No*. Tell the children you are going to show them a photo and ask them a question. If they think the answer is yes, then they must move to that side of the classroom and if they think it is no, then they move to the other side. T: *Is she dancing? Is he painting?* If it is not possible to move in the classroom, the children can raise the corresponding hand.

Student's Book

PAGE 70

Objectives

To enjoy a story.
To practise pronunciation: w.

Target language

Structures:
What are you doing? I'm...

Materials

CD
Activity Book, page 141
Unit 6 flashcard

Finishing off

Write the first letter of a word from the unit on the board. The children have to guess the word before you finish it. Continue with other words.

Getting started

Display the unit flashcard. Ask questions to practise the vocabulary and structures. Point to the flashcard and ask T: *What's the girl doing? What colour is the book beep has?* Evaluate comprehension through this activity.

10 Listen.

Ask the children to look at Activity 10. Tell them to look at the first scene from the cartoon and explain that Beep is painting. Play the recording and ask the children to follow the story in their books. Play the recording again, stopping at various points and asking volunteers to say the next line. Play the recording again to reinforce comprehension.

Extra Activity: Phonics

Listen and say a tongue twister.

Tell the children they are going to learn a tongue twister. Write the tongue twister on the board or show the Beep's world flashcard to the class. Play the recording, pausing at the end of each line for the children to repeat. Encourage the children to find any other words that they know that begin with *w*, for example, *weather*, *week* or any names of children in the class. Write the words up on the board and practise saying them with English pronunciation.

Transcripts

Listen. Beep's world!

Narrator: Beep and Robby are in the garden. Beep's painting and Robby's listening to music.

Beep: What a nice, sunny day! Do you like my picture Robby?

Robby: BEEP! BEEP!

Narrator: Oh no! It's raining. Where's Beep?

Robby: BEEP? BEEP?

Narrator: Look at Beep's picture!

Narrator: Here's Beep. He's in the living room.

Robby: BEEP! BEEP!

Beep: Not now, Robby. I'm reading.

Narrator: Robby is calling Beep.

Robby: BEEP! BEEP!

Beep: Not now, Robby. I'm playing computer games.

Narrator: Oh dear! Beep's busy.

Narrator: Look at Robby! He's got the mouse!

Beep: Robby! What are you doing?

Robby: BEEP! BEEP!

Narrator: Robby and Beep go to the garden.

Narrator: It's sunny in the garden now, but... Oh no! Look at Beep's picture.

Beep: Do you like my picture now Robby?

Robby: BEEP! BEEP!

Narrator: Yes, Robby likes the picture.

Listen and say a tongue twister.

Wally the wizard.
Wally the wizard and Wendy the witch.

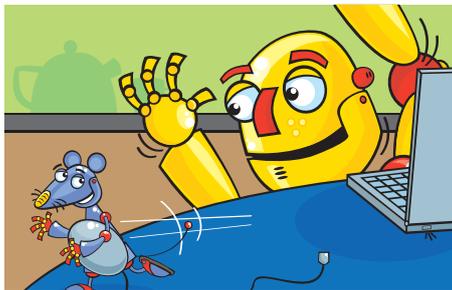
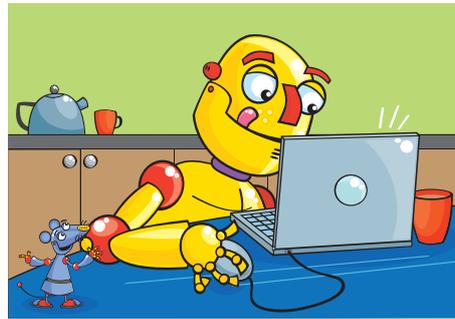
Wally the wizard and Wendy the witch are watching water polo.

Beep's world!



LESSON 6

10 Listen.  66



Activity Book Page  141-142

70 Seventy

Students develop Linguistic competence and comprehension by focusing on the phonetic pronunciation of the letter w by learning a tongue twister. Accuracy is developed by children through the repetition of the sound when chanting the text.

Review

6 Complete the words.



7 Write.



computer I'm games playing

I'm playing computer games



book reading I'm a

I'm reading a book



TV watching I'm

I'm watching TV



football I'm playing

I'm playing football

One hundred and forty-one 141

Picture dictionary



dancing



drawing



listening to music



painting



playing computer games



playing football



reading



watching TV

142 One hundred and forty-two

Students develop Linguistic competence in grammar accuracy by doing a mixed up sentence activity. Awareness about correct word order is important for communicating efficiently while revising vocabulary and language.

Activity Book

LESSON 6, PAGES 141-142

Objectives

To recognize target vocabulary.
To organize sentences.

Target language

Vocabulary:

dancing, drawing, listening to music, painting, playing computer games, playing football, reading, watching TV

Materials

CD
Post-its
Activity Book, pages 141-142

Getting started

Play *Memory* with the children. Write the free time activities on post-its and stick them on the board. Tell the children to try to remember the activities on the board. Then ask them to close their eyes. Re-arrange the post-its and take one out. Then, tell the children to guess which activity is missing. The child that guesses has to mime the activity written on the post-it. Repeat until you have covered all the activities.

6 Complete the words.

Tell the children to look at Activity 8. Point to the first picture and ask what the free time activity is. Continue with the other pictures. The children then complete the words with the letters in the pictures.

Answers: listening, drawing, reading, dancing to music.

7 Write.

Write a mixed up sentence on the board, for example: *music I'm to listening*. Ask a volunteer to come to the board and write the sentence with the words in the correct order. Tell the children to look at Activity 9. Ask them to write the sentences with the words in the correct order. Check the activity by asking children to read the sentences out loud.

Answers: I'm playing computer games; I'm reading a book; I'm watching TV; I'm playing football.

Picture dictionary.

Ask the children to look at the *Picture dictionary* on page 142 of their Activity Books. Hold up your two index fingers and signal to the class to do the same. Say: *Point to reading and playing football*. Encourage the class to quickly point to the two pictures and check with the child next to them. Repeat with other words from the page. Tell the children to trace each word on the dictionary page.

Finishing off

Tell the children you are going to draw vocabulary seen in Units 1, 2, 3, 4, 5 and 6. Start drawing and let the children guess if it is a classroom object, a clothing item, something related to the weather or an animal.

Think Back!

STUDENT'S BOOK, PAGE 71

Think back!
Unit 6 • My free time

11 Colour and count the with the goals you can do.

| | |
|---------------|---|
| Review | |
| Almost there! | |
| You did it! | |

Seventy-one 71

Think Back! is a section that makes students become self-aware about their learning process. They will have to colour each circle if they think they have achieved the lesson goal. Read each statement out loud and evaluate understanding. Tell the student to read each lesson and to colour the circle if they can do the action present in the statement. After colouring the circles, students should count them and tell you how many they have. Depending on this, assess the class level and whether a revision is necessary before doing the Unit assessment.

Assessment

METHODOLOGICAL MANUAL, PAGES 197-198

Objectives

To evaluate children's understanding of target language from the unit.

Target language

Vocabulary:

dancing, drawing, listening to music, painting, playing computer games, playing football, reading, watching TV

Structures:

*Are you (dancing)? Yes, I am.
No, I'm not.
I'm (reading a book).*

Materials

CD
Photocopies of Unit 6
Assessment, Methodological
Manual, pages 197-198

Students demonstrate Linguistic competence by participating in a final assessment of the unit content. Demonstrating linguistic knowledge through recognition tasks is a positive way to get students used to summative testing.

Revise the vocabulary with the children. Show the children the Test and explain each activity. Play the audio and the children do Activity 1. Play it again. The children complete the rest of the Test by themselves.

1 Listen and number the hobbies.

Ask the children to look at the pictures in Activity 1. Explain that they are going to hear some of the hobbies mentioned and that they must number the pictures.

Answers: See transcript

2 Match each hobby with a picture.

The children look at the pictures and at the words below. They then match each picture with the corresponding description.

3 Look and answer the questions.

The children look at the pictures and read the questions. They answer each question using the answers in the box.

Answers: 1 Yes, I am; 2 No, I'm not; 3 Yes, I am; 4 Yes, I am; 5 No, I'm not

4 Look and match the sentence halves.

The children read the beginning of each sentence and draw lines to match them with the end of the sentences. They could use a different colour for each one.

Answers: I'm listening to music; I'm watching TV; I'm playing computer games; I'm reading a book; I'm playing football.

Transcript

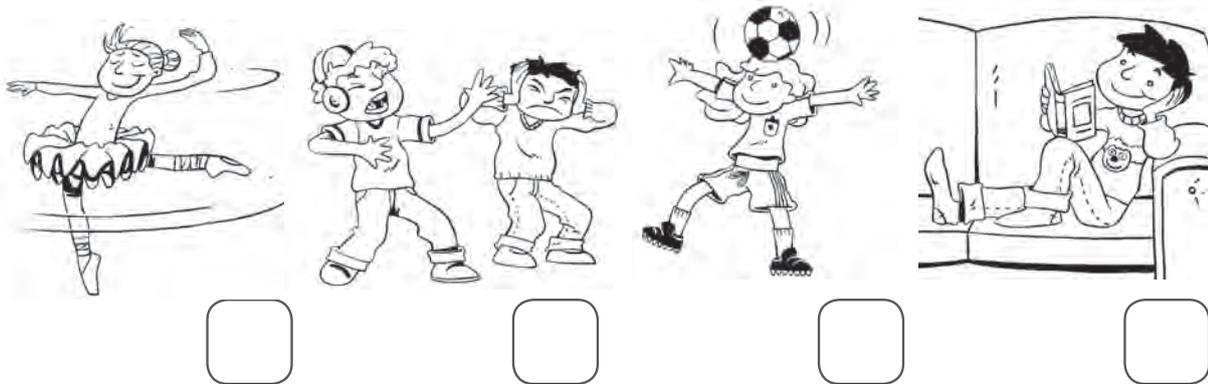
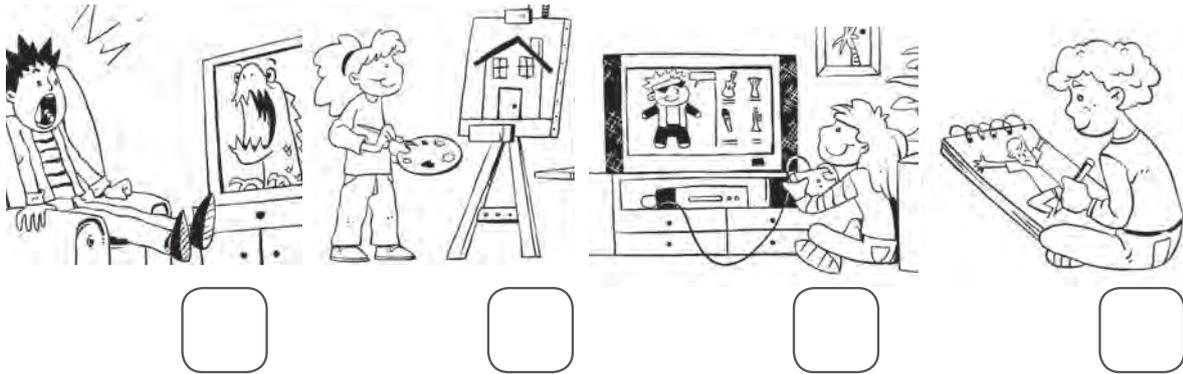
Unit 6 Assessment. Listen and number the hobbies.

- | | | | |
|----------------------------|-----------------|------------------------|----------------------|
| 1. Playing computer games. | 3. Reading. | 5. Drawing. | 7. Painting. |
| 2. Dancing. | 4. Watching TV. | 6. Listening to music. | 8. Playing football. |

Unit 6 Assessment

Name: _____ Class: _____

1 Listen and number the hobbies. 68



2 Match each hobby with a picture.

watching TV

drawing

reading

painting

dancing



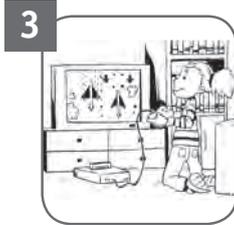
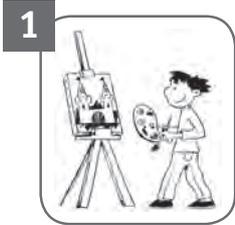
playing computer games

playing football

listening to music

3 Look and answer the questions.

Yes, I am. No, I'm not.



- 1 Are you painting?
- 2 Are you listening to music?
- 3 Are you playing computer games?
- 4 Are you dancing?
- 5 Are you reading?

4 Look and match the sentence halves.



I'm listening

computer games.



I'm watching

football.



I'm playing

a book



I'm reading

to music.



I'm playing

TV.

Unit objectives

To learn the new vocabulary and structures.

To improve general pronunciation.

To practise structures.

To practise pronunciation: *g*.

Target language

Vocabulary:

carrots, cauliflower, grapes, peas, potatoes, pumpkin, strawberries, tomatoes, watermelon; numbers 1 — 20

Target structures:

How many can you see?

Students develop Interpersonal and civic competence by revising and practising polite formulaic language for praising classmates. It is important to enable students to use real language in meaningful situations.

Teaching tip

All children respond well to positive encouragement. Always praise the children's work and their effort being sure to include every child. Use comments in English, such as: *Very good! That's lovely! Good try!* Try to make the children reflect the positive attitude with each other too. Encourage them to praise each other and say nice things about their work: *I like your picture.* They could also give a round of applause when someone answers correctly. Insist that we all like to hear nice things and we feel bad when we are criticized.



Getting started

Show the unit's flashcard to the class. Invite some volunteers to come to the front, point to and name any fruit or vegetable they can say in English. Every time a child names a picture ask the rest of the class to repeat the word. Point to different pictures and ask the children to name them. For new words, say the word and ask the children to repeat it.

Presentation

STUDENT'S BOOK, PAGES 72-73

Objectives

To introduce target vocabulary.
To practise pronunciation.

Target language

Vocabulary:

*carrots, cauliflower, grapes, peas,
potatoes, pumpkin, strawberries,
tomatoes, watermelon;*
numbers 1 — 10

Materials

CD
Activity Book, page 143
Unit 7 flashcard

1 Getting Ready.

Tell the children to look at the picture on pages 72 and 73 and ask them where the children are located (garden, farm). Then, ask them what vegetables they can see.

2 Listen, point and repeat.

Ask the children to look at the picture again. Point to different food and ask the children to name them. Play the CD and the children point to the fruit and vegetables as they hear them. Play the CD again and this time the children point to the pictures and repeat the words. Play it a final time for the children to point and repeat again. Encourage the children to copy the pronunciation of the words as closely as possible.

3 Colour the of goals you like most.

Read the unit goals out loud and ask the children to choose the goals they would like to do the most. Point to the uncoloured circles and help the children to decide which one to colour by explaining each goal.

4 Which would you like the learn first? Why?

Ask the children to look at Activity 4 and to choose one of the unit goals they would like to do first and to think about why they chose it. Ask a volunteer to give you their decision and to explain it. Continue with other volunteers.

Finishing off

Show the unit's flashcard to the class. Ask a volunteer to come to the front of the class. Say the name of a fruit or vegetable and the child points to it and repeats the word. The rest of the class says *Yes*, if they have pointed to the correct picture or *No*, if they have not. Repeat with other volunteers.

Transcripts

Listen, point and repeat

Grapes.
Pumpkin.

Watermelon.
Potatoes.

Carrots.
Cauliflower.

Strawberries.
Tomatoes.

Peas.

Unit 7. The school garden



72 Seventy-two

Presentation

Getting Ready

1. Look at the picture and answer.
 - a. Where are the children?
 - b. What vegetables can you see?
2. Listen, point and repeat. 69

My Goals

3. Colour the of goals you like most.
4. Which would you like to learn first? Why?

Unit Goals

1. Saying *How many vegetables and fruits can you see?*
2. Counting to 20.
3. Listening a story.
4. Singing songs and chants.
5. Saying *Has a worm got legs?*

Activity Book Page 143

Seventy-three

73

Students develop Competence in knowledge and interaction with the physical world by identifying vocabulary about fruit and vegetables via a listening text. Students transfer knowledge about the real world in their first language to English to guess correctly.

7. The school garden

1 Look and write.

watermelon pumpkin cauliflower peas strawberries
grapes carrots potatoes tomatoes

cauliflower

watermelon

grapes

peas

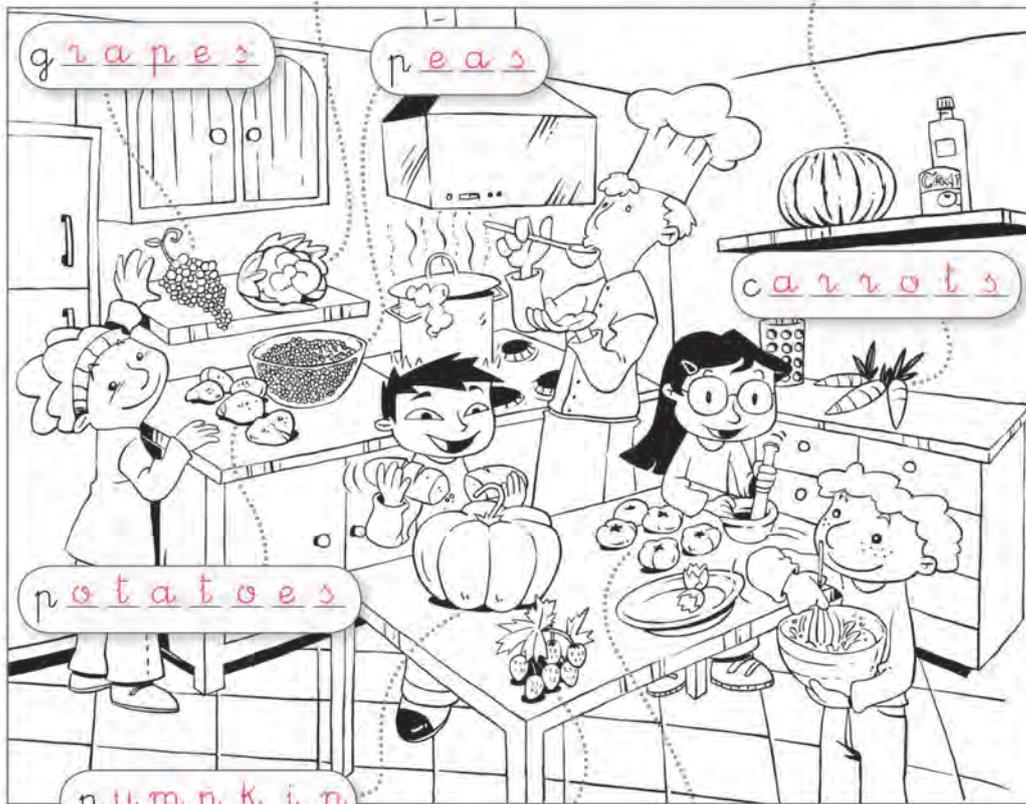
carrots

potatoes

pumpkin

tomatoes

strawberries



One hundred and forty-three

143

Students develop Autonomy and personal initiative by expressing their opinion about food they like and dislike. Being able to express one's opinion develops autonomy and comprises an important function in communication.

Activity Book

PRESENTATION, PAGE 143

Objectives

To recognize target vocabulary.

To write simple words.

Target language

Vocabulary:

carrots, cauliflower, grapes, peas, potatoes, pumpkin, strawberries, tomatoes, watermelon

Materials

CD

Activity Book, page 143

Getting started

Tell the children to look at Activity 1 and ask them to tell you what is happening in the picture. Encourage them to pronounce the words correctly.

1 Look and write.

Tell the children to look at Activity 1. Point to the words at the top of the page and ask volunteers to read them. Tell the children to then locate the fruit and vegetables in the pictures below. Finally, the children write the words in the spaces in order to label the picture.

Finishing off

Revise the words seen in this Lesson. Write them on the board and ask the children to repeat after you to practice pronunciation.

Lesson 1

Practice

STUDENT'S BOOK, PAGE 74

Objectives

To say a chant.
To count from 1 – 20 in English.

Target language

Vocabulary:

carrots, potatoes, strawberries,
tomatoes; numbers 1 – 20

Structures:

How many can you see?

Materials

CD
Activity Book, page 144
Unit 7 flashcard
Unit 7 cut-outs
Scissors
Glue

Getting started

Show the unit's flashcard to the class, point to each fruit and vegetable and elicit the words from the class. Ask a volunteer to come to the front. Say a word and ask them to find and point to it in the flashcard. If they are not sure, invite the class to mime or make sounds to help them or give them clues, for example, *It is small and red*. Repeat with other volunteers.

1 Listen and chant.

Write the numbers from one to ten on the board in a row. Count with the class as a group from one to ten. Ask them if anybody knows the next numbers. Write the numbers from 11 – 20 in a row under the numbers one to ten, saying each one as you write it. Ask the children to look at Activity 1. Encourage them to read the words. Play the CD and let the children listen to the chant. Play it again and encourage them to join in. Repeat it and encourage them to add actions as they say the chant.

2 Count, cut and paste.

Tell the children to look at Activity 2. Ask them to count the tomatoes and the potatoes. Ask a volunteer to read the numbers. The children get the cut-outs from page 101 on their student's book and cut them carefully (monitor this activity). Then, tell them to count the pictures and read the numbers again. They then paste the cut-outs in the corresponding places. Finally ask: *How many (potatoes) are there?*

Finishing off

Play *Pictionary*. Divide the class into two teams. Invite a member of each team to the front and tell them a fruit or vegetable. The players both draw the fruit or vegetable on the board and their team tries to guess what it is. The first team to guess wins a point. Continue with other players.

Transcript

Chant: *The numbers chant.*

One, two, three, four, five, six, seven.
I like strawberries! Yes, I do.
Eight, nine, ten, eleven, twelve.
Lots for me and lots for you.

Thirteen, fourteen, fifteen, sixteen.
Pick them all and eat them quick.
Seventeen, eighteen, nineteen, twenty.
Oh no! I feel sick!

Practice

LESSON 1

1 Listen and chant. 

One, two, three, four, five, six, seven.

I like strawberries! Yes, I do,

Eight, nine, ten, eleven, twelve.

Lots for me and lots for you.

Thirteen, fourteen, fifteen, sixteen.

Pick them all and eat them quick.

Seventeen, eighteen, nineteen, twenty.

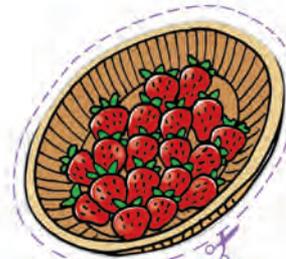
Oh no! I feel sick!



2 Count, cut and paste.



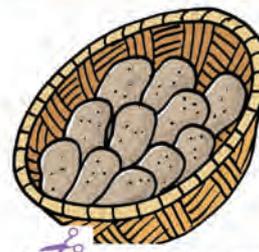
12 twelve



19 nineteen



15 fifteen



11 eleven

Activity Book 
Page 144

74 Seventy-four

Students develop Mathematical competence by learning and using numbers up to 20 to count the amount of fruit and vegetables in a flashcard. The association between numbers in English and objects helps children to use the language more fluently.

2 Find and match.

11 eleven
 12 twelve
 13 thirteen
 14 fourteen
 15 fifteen
 16 sixteen
 17 seventeen
 18 eighteen
 19 nineteen
 20 twenty

3 Count and write.

fifteen *twelve* *seventeen* *twenty*

144 One hundred and forty-four

Activity Book

LESSON 1, PAGE 144

Objectives

To review the numbers 1 – 20.

Target language

Vocabulary:

numbers 11 — 20; *carrots, strawberries; fish, stars*

Structures:

How many ... are there?

Materials

Activity Book, page 144

Getting started

Think of a vegetable and tell the children to try to guess it. You can help them by describing it. Keep doing it until you have covered the majority of the words for fruits and vegetables

2 Find and match.

Count with the children from 1 to 20. Say a number and ask a child to come to the front and write it on the board. Repeat with other numbers and children. Ask the children to look at the picture in Activity 2. Say a number from 11 to 20 and the children try to locate it in the picture as quickly as possible. The children then match the numbers on the left with the numbers in the picture. They can use a different colour for each number.

3 Count and write.

Tell the children to look at Activity 3. Point to the first group of pictures and ask the children: *What can you see here?* SS: *Fish*. Then ask them to count the fish. They write the number, either the word or the numeral, in the space provided. The children do the rest of the activity by themselves. Check the activity by asking: *How many (carrots) are there?*

Finishing off

Start drawing a fruit and tell the children to try to guess what you are drawing. The child that guesses correctly can take the role of the teacher.

Lesson 2

Production

STUDENT'S BOOK, PAGE 75

Objectives

- To practise listening skills.
- To understand simple sentences.
- To communicate in English.

Target language

Vocabulary:

carrots, cauliflower, grapes, potatoes, pumpkin, strawberries, tomatoes; numbers 1 — 20

Structures:

How many can you see?

Materials

CD
Activity Book, page 145
Unit 7 flashcard

Getting started

Show the unit's flashcard to the class and invite a volunteer to the front. Ask them to turn away or cover their eyes. Point to one of the fruit or vegetables in the flashcard and tell the class to remember it. Ask the volunteer to turn round and explain that the rest of the class is thinking of that fruit or vegetable and they have to guess it by asking: *Is it a grape?* Encourage the class to reply: *Yes, it is* or *No, it isn't*. Give the volunteer three chances to guess the name. Then repeat with other children.

3 Listen and circle. 71

Ask the children to look at the pictures and numbers in Activity 3. Explain that they have to listen for the name of a fruit or vegetable and the number that the character can see. Play the CD and let the children listen. Play it again and this time the children circle the numbers and pictures. Play it one more time for them to check their answers. Ask questions about the activity: *What can (Lee) see? How many tomatoes can he see?*

4 Count and ask.

Ask the children to look at Activity 4. Ask them the names of the fruit and vegetables they see at the bottom of the page. Then tell the children to look at the main picture and ask: *How many tomatoes can you see?* SS: *Sixteen tomatoes*. Put the children into pairs and ask them to ask each other about the rest of the fruit and vegetables. When they have finished, asking and answering, they can write the answers in the boxes next to the pictures.

Finishing off

Play *Bingo!* Ask the children to draw a six square grid in their notebooks. Ask the children to write a number from one to twenty in each square. Call out different numbers and the children cross out the number if they have it. The child that crosses out all the numbers first, calls *Bingo!* and wins.

Transcript

Listen and circle. 71

1. Interviewer: Hi Lee. How many tomatoes can you see?

Lee: Let's see! 10, 11, 12, 13, 14. I can see 14 tomatoes.

2. Interviewer: Hi Monica. How many cauliflowers can you see?

Monica: Let's count! 10, 11, 12, 13, 14, 15, 16, 17.

Interviewer: How many?

Monica: 17! I can see 17 coliflowers.

Production

Unit 7 • The school garden

LESSON 2

3 Listen and circle. 



11
13 14



10
15 17



4 Count and ask. 



16



11



17



15



12



20

Activity Book Page  145

Seventy-five

75

Students develop Linguistic competence by playing *Bingo!* This game helps to develop students listening skills through developing concentration as well as students knowledge of numbers.

4 Count and answer.

eleven twelve fourteen fifteen eighteen nineteen



- 1 How many potatoes can you see?
- 2 How many strawberries can you see?
- 3 How many tomatoes can you see?
- 4 How many watermelons can you see?
- 5 How many carrots can you see?
- 6 How many cauliflowers can you see?

One hundred and forty-five

145

Students develop Linguistic competence and comprehension by focusing on the association of graphology and phonology when playing in teams the game *Number hangman* with known vocabulary words.

Activity Book

LESSON 2, PAGE 145

Objectives

To practise counting.

To practise reading.

Target language

Vocabulary:

carrots, cauliflowers, potatoes, strawberries, tomatoes, watermelons; 11, 12, 14, 15, 18, 19

Structures:

How many ... can you see?

Materials

Activity Book, page 145

Getting started

Ask the children to look at the picture. Then, ask them to tell you what vegetables and fruits they can see.

4 Count and answer.

Tell the children to look at Activity 4. Ask the class to read out loud, as a group, the numbers in the box. Ask a volunteer to read the first question and the rest of the class to count and say the answer. Repeat with the other questions. The children then read the questions by themselves and write the answers in the space provided. Encourage them to write the number as a word rather than use the numerals. Put the children into pairs and tell them to ask and answer the questions about the picture.

Finishing off

Play *Number hangman*. Think of a number from 1 to 20 and draw a dash on the board to represent each letter, for example, for the number *eighteen*, draw eight dashes. Under each dash put a number. Divide the class into teams. The teams take it in turns to say a letter. If the letter forms part of the word, the team wins the number of points indicated under the corresponding dash. When the word is completed, count the points that each team has won to find the winner.

Lesson 3

Review The enormous pumpkin!

STUDENT'S BOOK, PAGES 76-77

Objectives

To reinforce the target vocabulary.
To listen to a story.

Target language

Vocabulary:

pumpkin

Structures:

Look at...

Come on...

Materials

CD

Review The enormous pumpkin!

5 Listen to the story. (72)



76 Seventy-six

Unit 7 - The school garden

LESSON 3



Stop and think!

Read and colour one of the about the story.

- I don't understand.
- I need help to understand.
- I understand, I could help others.

Seventy-seven 77

Students develop Linguistic competence by listening to the recorded story, *The enormous pumpkin!*, that revises vocabulary and grammar structures from previous lessons. Afterwards, a guided role play is done by students for speaking consolidation.

Getting started

Tell the children to look at the story and ask them some questions: *Where are the children? What colour is the pumpkin?* Then ask them to look at the little pictures at the top of page 76. Point to the picture of the pumpkin and ask: *Can you find this in the story?* Tell them to look in the story and see if they can find one. Tell them to circle the picture of the pumpkin because it appears in the story. Tell them to look through the story and find which of the remaining pictures appear and to circle them. Ask them to check their answers with a partner. Finally, ask the children to cross out all the pictures that do not appear in the story.

5 Listen to the story.

Play the story once. Play the story again and ask the children to follow the story in their books. Pause the recording at various points. Ask volunteers to point to the relevant scene in their books. Divide the class into five groups and assign parts to each group: Ruby, Charlie, Lee, teacher and Monica. Play the recording again and pause the recording after each scene and tell each group to repeat their character's lines.

Stop and think!

Read each statement out loud and explain them to the children. Point to the circles and tell them to choose only one statement and to colour the circle next to the one they chose. Finally, ask the children which statement they coloured to assess comprehension of the story.

Finishing off

Divide the class into groups of five or six. Tell them that they are going to re-enact the story. Give the children some time to practise, encourage them to use as much English as possible. Finally, invite the groups, one at a time, to the front of the class to perform their version of the story.

Transcript

Story: *The enormous pumpkin!*

STORY CARD 1

Narrator: The children are in the school garden.

Ruby: Oh no! Our pumpkin is small.

Lee: Look at them! They're big.

Teacher: Remember to give the pumpkin plant food and water!

STORY CARD 2

Narrator: Charlie and Monica remember to give plant food to the pumpkin.

Monica: Oh no! Our pumpkin is still small!

Charlie: Come on pumpkin! Please grow!

STORY CARD 3

Narrator: Next day...

Ruby: Come on pumpkin! Grow big!

Narrator: Ruby and Lee remember to give plant food to the pumpkin.

Story card 4

Narrator: Now the pumpkin is very, very BIG!

Lee: Look at the pumpkin Charlie.

Charlie: Hmm!

Narrator: Charlie's got an idea.

Charlie: Let's play a trick!

STORY CARD 5

Monica: Come on Ruby. Let's look at the pumpkin.

Ruby: Aaargh!

Monica: Oh no! It's a pumpkin monster!

Narrator: The girls are scared.

STORY CARD 6

Monica: Hey, look at this Ruby!

Ruby: Hmm!

Narrator: Now Ruby's got an idea.

Ruby: Come on Monica! Let's play a trick on the boys!

STORY CARD 7

Monica and Ruby: Wooo – woo!

Lee: Oh no! It's alive. Aaargh!

Charlie: Aaargh!

Narrator: Now Lee and Charlie are scared.

STORY CARD 8

Narrator: Now it's time for pumpkin soup!

Teacher: Come on everyone! Have some soup.

Lee: It's delicious!

Student's Book

PAGE 78

Objectives

To improve listening skills.
To sing a song.

Target language

Vocabulary:

carrots, cauliflower, grapes, peas,
potatoes, pumpkin, strawberries,
tomatoes, watermelon

Structures:

They're (big).

Materials

CD
Activity Book, page 146
Photos of fruits and vegetables
Tape

Getting started

Introduce the words *big* and *small*. Explain to the children that you are going to say words, if the object is big then they call out *Big* and throw their arms out wide. If it is small then they whisper *Small* and put their hands close together. Name different items that the children know. T: *Elephant*. SS: *Big!* T: *A pea*. SS: *Small*.

6 Listen and number. 73

Ask the children to look at Activity 6. Point to the first picture and ask: *What vegetable can you see?* Repeat with the other pictures. Explain to the children they are going to number the pictures as they hear them. Play the recording and let the children just listen. Play it again and this time they write the numbers in the boxes.

7 Listen and sing. 74

Play the CD and let the children listen to the song. Play it again and encourage them to join in. Repeat it and encourage them to add actions as they sing.

Finishing off

Tape the photos on the board. Divide the class into two teams and invite a volunteer from each to come to the front. Describe one of the photos and the first child to touch the correct photo wins a point for their team. Continue with other team members. T: *They are small and green. It is long and orange.*

Transcripts

Listen and number. 73

1. Look at these pumpkins. They're big!
2. These are grapes. Mmm, delicious! They're small!
3. I like peas, but oops! They're small.
4. Here are the watermelons. They're very big.

Song: *Our school garden*. 74

Chorus:

In our school garden,
There are butterflies and bees.
Small green frogs in the pond,
And big, big, big tall trees.

I can see in the garden,
Fruit and vegetables big and small.
Cauliflowers, peas and carrots,
Mmm! I like them all.

(Chorus)

Strawberries, grapes and apples,
And big orange pumpkins in a row.
I love the school garden,
Just plant the seeds and watch them grow.

(Chorus) (x2)

LESSON 4

6 Listen and number.  737 Listen and sing.  74

In our school garden,
 there are butterflies and bees.
 Small green frogs in the pond,
 and big, big, big all trees.

Activity Book 
 Page 146

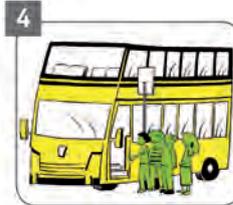
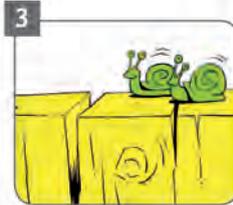
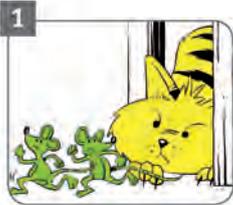
78 Seventy-eight

Students develop Cultural and artistic competence via musical awareness by listening to and singing along with the song: *Our school garden*. This activity helps to develop musical rhythmic association of rhyme, phonology and word stress.

5 Look and colour.

big = yellow

small = green



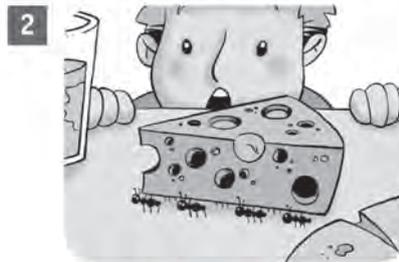
6 Look and write.

They're big.

They're small.



They're big.



They're small.



They're small.



They're big.

146 One hundred and forty-six

Students develop Interpersonal and civic competence by working in pairs to play a game. Playing games in class enables students to develop their capacity to take turns as well as helping one another.

Activity Book

LESSON 4, PAGE 146

Objectives

To use simple structures.

Target language

Structures:

They're big/small.

Materials

Activity Book, page 146
Colour pencils

Getting started

Do a class survey. Ask: *Is your favourite vegetable (a carrot)?* Ask the children to raise their hands. Make a note of the scores for each vegetable and then say: *So our favourite vegetable is (potatoes).* Repeat the question with fruits.

5 Look and colour.

Draw a watermelon and a pea on the board. Ask: *Is a watermelon big or small?* Repeat with the pea. Then ask the children to say things which are big, for example: *An elephant, a plane.* Repeat with small, for example: *A spider, a rubber.* Tell the children to look at Activity 5. Explain that they must use the key to colour the pictures; the big things in yellow and the small things in green. Check the activity by asking questions: *What colour is the (bus)?*

6 Look and write.

Tell the children to look at Activity 6. Ask the class to read the sentences in the box as a group. Point to the first picture and ask the class what the squirrel is thinking: *they're big* or *they're small*. Repeat with the other pictures. The children then write the corresponding sentence under each picture.

Finishing off

On one side of the board write *fruit* and on the other side write *vegetable*. If there is room in the classroom, the children can stand up and make a line in the middle of the room. If not, the children can raise the corresponding hand. Name a fruit or a vegetable, for example, *carrot*, the children either jump to the side of the classroom where *vegetable* is written or raise their hand.

Student's Book

PAGE 79

Objectives

- To practise listening skills.
- To communicate in English.
- To read simple structures.

Target language

Vocabulary:

bee, butterfly, snail, worm; ears, eyes, legs

Structures:

It's...
It can...
Has it got...?

Materials

CD

Getting started

Tell the children that you are going to say names of animals. Tell them that you will begin to say the word and that they have to complete the word. For example, T: *Do...* SS: *Dog*. First use words they know, for example *elephant, tiger, penguin* and then introduce the new animals: *bee, butterfly, snail, worm*. Draw a picture of each one, if necessary, on the board.

8 Read and number.

Tell the children to look at the photos of the animals in Activity 8. Point to each picture and ask the children to say what it is. Read one of the descriptions and ask the children to tell you which animal it is. T: *It's black and yellow. It can fly.* SS: *Bee*. Repeat with the other descriptions. Explain to the children that they are going to read the descriptions themselves and then write the number of the sentence with the corresponding photo. Check the activity by asking questions: *What number is the (snail)? What is number (one)?*

9 Listen and say.

Ask the children to look at Activity 9. Ask a volunteer to read the questions and the rest of the class puts up their hands if they think the answer is yes. Play the CD to hear the correct answers. Put the children into pairs to ask and answer the questions.

Finishing off

Draw an animal without showing the children and then describe it, for example, T: *It's big and grey. It has got four legs. It can't fly.* SS: *An elephant*. If they are correct, show them your picture. Ask the children to draw an animal in their notebooks and to write a description of it. Put the children into small groups and they take it in turn to describe their animal to their group.

Transcript

Listen and say

Child: OK, question one. Has a bee got eyes?

Adult: Yes, it has. A bee's got two eyes.

Child: Oh! Now question two. Has a worm got legs?

Adult: No, it hasn't. A worm can't walk, it wriggles.

Child: Really? OK, question three. Has a snail got ears?

Adult: No, it hasn't. A snail can't hear.



LESSON 5

8 Read and number.



butterfly



snail



bee



worm

- 1 It's pink. It can't run.
- 2 It's black and yellow. It can fly.
- 3 It's small and brown.
- 4 It's orange and purple. It can fly.

9 Listen and say.  75

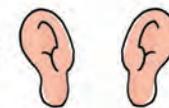
1 Has a bee got eyes?



2 Has a worm got legs?



3 Has a snail got ears?

Seventy-nine **79**

CLIL: Students develop Mathematical competence by revising the numbers 1 — 10 in English. Using math in English helps to consolidate both content and language knowledge. They also develop Linguistic competence and comprehension by listening to and speaking about the characteristics of animals in order to identify them in a guessing game.

Student's Book

PAGE 80

Objectives

To listen to a story.
To follow a story.
To practise pronunciation: *g*.

Target language

Vocabulary:

carrots, rabbit; numbers 1 – 20

Materials

CD
Activity Book, pages 147-148
One piece of paper per child
Unit 7 flashcard

Finishing off

Practise the vocabulary from the unit. Write the first letter of a number, fruit or vegetable on the board and ask the children if they know what the word is. Continue with other words.

Getting started

Tell the children that they are going to play *Guess the vegetable*. Give out a piece of paper to each child and ask them to draw a vegetable. Then call volunteers out to the front. Choose other children from the class to ask questions: *Is it red? Is it big?* If they can't guess after three questions, the volunteer has to show their picture to the class. Repeat with other volunteers.

10 Listen.

Tell the class to look at the first scene from the cartoon, and explain that Beep is in the garden. Play the recording and ask the children to follow the story in their books. Play the recording again, stopping at various points and asking volunteers to say the next line. Play the recording again to reinforce comprehension.

Extra Activity: Phonics

Listen and say a tongue twister.

Tell the children they are going to learn a tongue twister. Write the tongue twister on the board or show the Beep's world flashcard to the class. Play the recording, pausing at the end of each line for the children to repeat. Play the recording again. Encourage the children to find any other words that they know that begin with *g*, for example, *grapes, green* or any names of children in the class.

Transcripts

Listen.

Narrator: Robby is watering the plants in the garden.

Beep: I've got twenty carrots!

Neighbour: Mmmm! I like carrots.

Narrator: Later that day, Beep is counting his carrots.

Beep: Fifteen, sixteen, seventeen. Oh no! Is it a rabbit?

Narrator: And now there are only fourteen carrots

Beep: Look, Robby! A rabbit is eating my carrots!

Robby: Squeak! Squeak! Squeak!

Narrator: The next day, Beep and Robby are in the garden again.

Beep: Hmm! It's not a rabbit.

Narrator: Now there are only eleven carrots.

Narrator: It's night. Beep is going to the garden.

Beep: I've got an idea!

Narrator: What is he doing?

Beep: Oh, it's not a rabbit! It's Robby!

Narrator: Robby is eating the carrots.

Robby: Squeak! Squeak!

Listen and say a tongue twister.

Gary's got a goldfish.

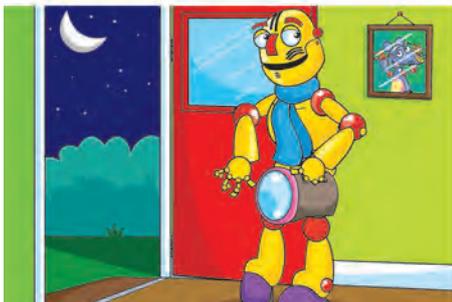
Gary's got a goldfish. Gale's got a car.

But Gavin the gorilla's got a big guitar!

Beep's world!



LESSON 6

10 Listen.  76Activity Book  147-148

80 Eighty

Students develop Competence in 'Learning to Learn' by becoming aware of one possible pronunciation of the letter *g* and associating words with a similar pronunciation in a tongue twister. Children use the chant as a cue for correct pronunciation.

Review

7 Find and write.



One hundred and forty-seven 147

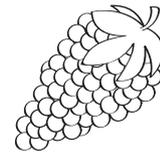
Picture dictionary



carrot



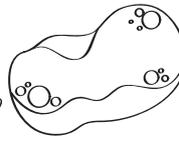
cauliflower



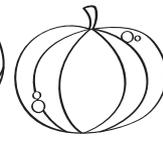
grapes



peas



potato



pumpkin



strawberry



tomato



watermelon

148 One hundred and forty-eight

Students develop Autonomy and personal initiative by drawing a personalized garden, describing it in writing and then describing their work to the class. Autonomy and a task based approach to language learning help to build self-confidence.

Activity Book

LESSON 6, PAGES 147-148

Objectives

To review numbers.

Target language

Vocabulary:

carrots, cauliflower, grapes, peas, potatoes, pumpkin, strawberries, tomatoes, watermelon;
numbers 1 — 20

Materials

Activity Book, pages 147-148

Getting started

Divide the class into five groups and give each group a topic: school, the weather, jobs, fruit, vegetables. Give each team ten points to start with. Say a word from one of the topics and the corresponding group waves their hands and repeats their word. T: *Bin*. School group: (Waves hands.) *Bin!* Give a point if the correct group answers quickly and remove points if the wrong group calls out or the group is too slow to respond.

7 Find and write.

Tell the children to look at Activity 7. Point to the pictures and ask the children to name them. Explain that the words are hidden in the word search. Tell the children to look for a word, when a child finds one invite them to show the class where it is. Show them how to circle the word and then write it next to the picture. The children complete the rest of the activity by themselves or in pairs.

Answers: Down: *strawberries, carrots, peas, potatoes, cauliflower;*

Across: *tomatoes, watermelon, grapes, pumpkin*

Picture dictionary.

Ask the children to look at the *Picture dictionary* on page 148 of their Activity Books. Hold up your two index fingers and signal to the class to do the same. Say: *Point to carrot and potato*. Encourage the class to quickly point to the two pictures and check with the child next to them. Repeat with other words from the page. Tell the children to trace each word on the dictionary page.

Finishing off

Draw a small garden on the board. Include flowers, vegetables and fruit. Ask the children to get out their notebooks and draw a school garden. Tell them they can draw whatever they wish. Invite children to the front to show their pictures and say what is in their garden.

Think Back!

STUDENT'S BOOK, PAGE 81

Think back!

Unit 7 • The school garden

11 Colour and count the ○ with the goals you can do.

Unit 7

Lesson 1: I can count to 20.

Lesson 2: I can say *How many can you see?*

Lesson 3: I can understand a story.

Lesson 4: I can sing a school garden song.

Lesson 5: I can say *Has bee got eyes?*

Lesson 6: I know the **g** sound.

Review: ○ ○

Almost there! ○ ○ ○ ○

You did it! ○ ○ ○ ○ ○ ○ ○ ○

Eighty-one **81**

Think Back! is a section that makes students become self-aware about their learning process. They will have to colour each circle if they think they have achieved the lesson goal. Read each statement out loud and evaluate understanding. Tell the student to read each lesson and to colour the circle if they can do the action present in the statement. After colouring the circles, students should count them and tell you how many they have. Depending on this, assess the class level and whether a revision is necessary before doing the Unit assessment.

Assessment

METHODOLOGICAL MANUAL, PAGES 226-227

Objectives

To evaluate children's understanding of target language from the unit.

Target language

Vocabulary:

carrots, cauliflower, grapes, peas, potatoes, pumpkin, strawberries, tomatoes, watermelon;
numbers 1 — 20

Structures:

How many can you see?

Materials

CD
Photocopies of Unit 7
Assessment, Methodological
Manual, pages 226-227

Students demonstrate Linguistic competence by participating in a final assessment of the unit content. Demonstrating linguistic knowledge through recognition tasks is a positive way to get students used to summative testing.

Revise the vocabulary with the children. Show the children the Test and explain each activity. Play the audio and the children do Activity 1. Play it again. The children complete the rest of the Test by themselves.

1 Listen and number the items of food.

Explain to the children that they are going to hear a number followed by an item of food. They must write the number in the box next to the correct picture.

Answers: See transcript

2 Write the missing numbers.

Tell the children to look at the numbers and ask them to write the missing words.

Answers: 12 twelve, 15 fifteen, 17 seventeen, 18 eighteen, 20 twenty.

3 Write the words.

The children use the text box to copy the correct word under each picture.

Answers: small, big, big, small.

4 Read, then draw.

The children read each description and draw what the sentence says.

Transcript

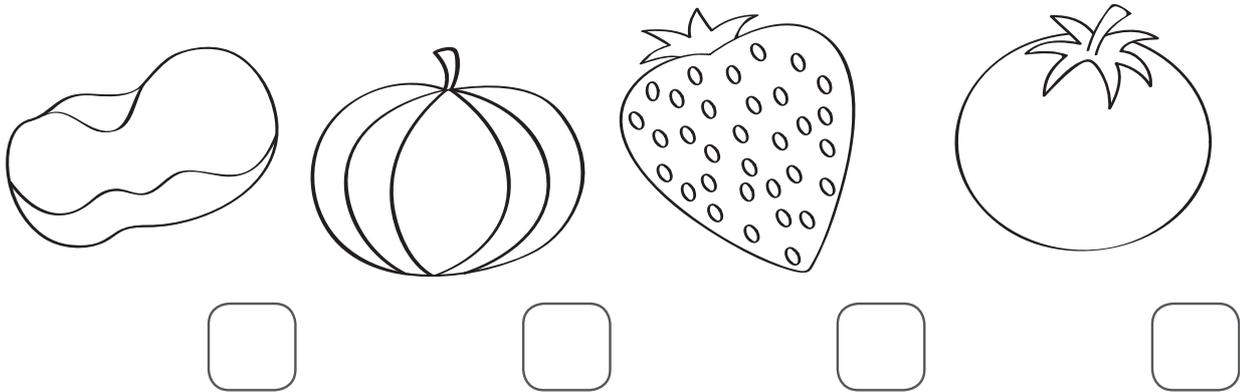
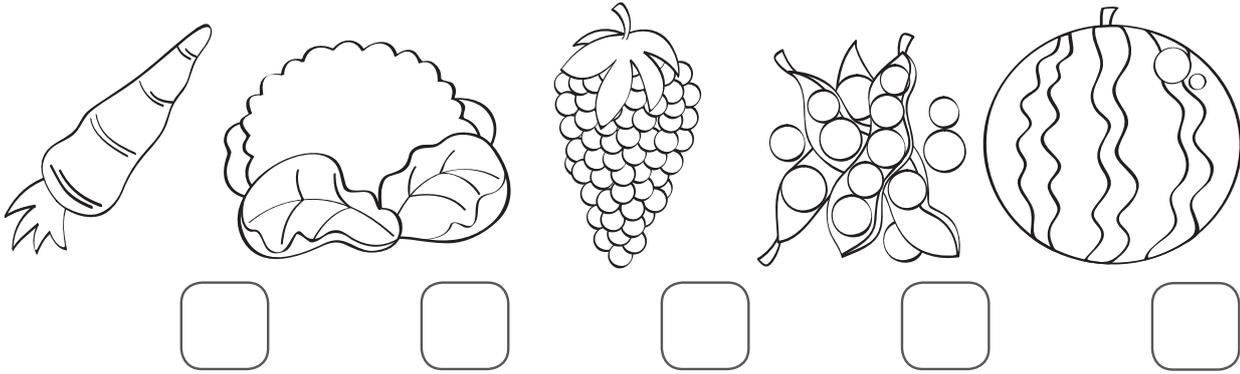
Unit 7 Assessment. Listen and number the items of food. 

- | | | |
|-----------------|------------|----------------|
| 1. Cauliflower. | 4. Carrot. | 7. Strawberry. |
| 2. Peas. | 5. Potato. | 8. Tomato. |
| 3. Watermelon. | 6. Grapes. | 9. Pumpkin. |

Unit 7 Assessment

Name: _____ Class: _____

1 Listen and number the items of food.



2 Write the missing numbers.

11 eleven

16 sixteen

12 _____

17 _____

13 thirteen

18 _____

14 fourteen

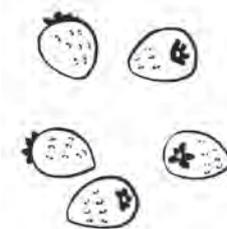
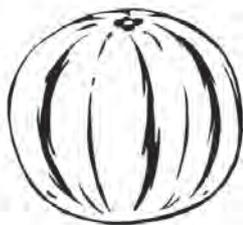
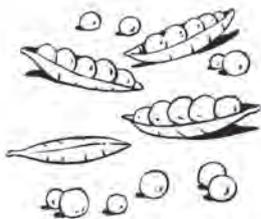
19 nineteen

15 _____

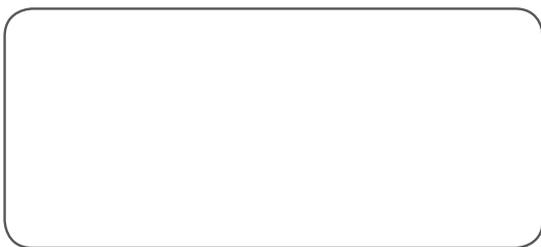
20 _____

3 Write the words.

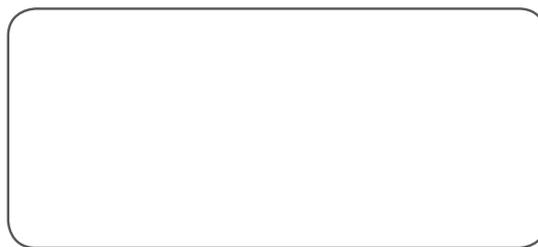
big small



4 Read, then draw.



Eleven strawberries.



Thirteen carrots.



A big orange pumpkin.



Four small green peas.



Fifteen grapes.



A big tomato and a small tomato.

Unit objectives

To learn the new unit vocabulary and structures.

To revise previous vocabulary.

To talk about abilities.

To improve reading skills.

To practise pronunciation: z.

Target language

Vocabulary:

do gymnastics, do karate, juggle, play basketball, play the recorder, ride a bike, rollerblade, sing

Structures:

Can you...?

Yes, I can. / No, I can't.

I can... / I can't...

Students develop Competence in 'Learning to Learn' by paying attention to the teacher in class and using his/her speech as a language model. Ensure student's active participation in class in order to cultivate good learning habits.

Teaching tip

The way you speak is the way the children will speak. It is very important for the children to listen carefully to the teacher in order to learn correct pronunciation. It is a lot easier for the children to repeat if they see your lips and facial gestures. Say each new vocabulary item or structure several times. Most children will need to hear and say the new sounds quite a few times before they get it right. Try not to correct the children too much or too often as this will make them hesitate to speak. All different kinds of listening activities are very important for the children: chants, songs, CDs.



Getting started

Show the unit's flashcard to the class. Invite children to come to the front, point to and name any activity they can say in English. Every time a child names an activity ask the rest of the class to repeat the word. Point to different pictures and ask the children to name them. For new words, say the word and ask the children to repeat it.

Presentation

STUDENT'S BOOK, PAGES 82-83

Objectives

To learn the new vocabulary.
To improve pronunciation skills.

Target language

Vocabulary:

*do gymnastics, do karate, juggle,
play basketball, play the recorder,
ride a bike, rollerblade, sing*

Materials

CD
Activity Book, 149
Unit 8 flashcard

Finishing off

Choose one of the activities and mime it. Tell the children to try and guess what you are doing. Mime other activities.

1 Getting Ready.

Tell the children to look at the pictures on pages 82 and 83. Ask them to tell you where the children are located (school gym). Then, tell them to say what activities they can see.

2 Listen, point and repeat.

Ask the children to look at the picture again. Point to different activities and ask the children to name them. Play the CD and the children point to the activities as they hear them. Play the CD again and this time the children point to the pictures and repeat the words. Play it a final time for the children to point and repeat again. Encourage the children to copy the pronunciation of the words as closely as possible.

3 Listen and chant.

Play the CD and let the children listen to the chant. Play it again and encourage them to join in. Repeat it and encourage them to add actions as they say the chant.

4 Colour the of goals you like most.

Read the unit goals out loud and ask the children to choose the goals they would like to do the most. Point to the uncoloured circles and help the children to decide which one to colour by explaining each goal.

5 Which would you like the learn first? Why?

Ask the children to look at Activity 5 and to choose one of the unit goals they would like to do first and to think about why they chose it. Ask a volunteer to give you their decision and to explain it. Continue with other volunteers.

Transcripts

Listen, point and repeat.

Juggle.
Play basketball.

Sing.
Play the recorder.

Do gymnastics.
Ride a bike.

Do karate.
Rollerblade.

Chant: *Ride a bike.*

Ride a bike. Ding! Ding! Ding!
Open your mouth and Sing! Sing! Sing!
Juggle three balls, one, two, three,
Play basketball, throw it to me.

Do gymnastics, turn around,
Play the recorder, what's that sound?
Do karate. Chop! Chop! Chop!
Rollerblade, please Stop! Stop! Stop!

Unit 8. The school show



82 Eighty two

Presentation

Getting Ready

- Look at the picture and answer.
 - Where are the children?
 - What activities can you see?
- Listen, point and repeat. 79
- Listen and chant. 80

My Goals

- Colour the of goals you like most.
- Which would you like to learn first? Why?

Unit Goals

- Saying *Can you ride a bike? Yes, I can! No, I can't.*
- Singing *I can play the guitar.*
- Listening to a story.
- Singing songs and chants.
- Saying *I do karate and I play basketball.*

Activity Book Page 199

Eighty-three 83

Students develop Competence in knowledge and interaction with the physical world by identifying vocabulary about sports and activities via a listening text. Students transfer knowledge about the real world in their first language to English to guess correctly.

8. The school show

1 Match and write.

| | | | |
|-------------------|---|---|----------------------|
| juggle |  |  | do gymnastics |
| play the recorder |  |  | play basketball |
| sing |  |  | juggle |
| do gymnastics |  |  | ride a bike |
| rollerblade |  |  | sing |
| play basketball |  |  | play the recorder |
| ride a bike |  |  | rollerblade |
| do karate |  |  | do karate |

One hundred and forty-nine

149

Students develop Linguistic competence and comprehension by participating in a game. Student's improve comprehension skills by association of phonology and semantics when playing this game in teams.

Activity Book

PRESENTATION, PAGE 149

Objectives

To recognize target vocabulary.
To write target vocabulary.

Target language

Vocabulary:

*do gymnastics, do karate, juggle,
play basketball, play the recorder,
ride a bike, rollerblade, sing*

Materials

Activity Book, page 149

Getting started

Show the unit's flashcard to the class and ask children questions about it. Point to an activity and ask: *What's this? SS: (Juggle).* Encourage them to pronounce the words correctly.

1 Match and write.

Tell the children to look at Activity 1. Point to the pictures on the left hand side of the page and ask volunteers to read the names. Tell the children to then locate the activities on the right hand side of the page. They could use different colours to match the pictures. Finally, the children write the words in the spaces in order to label the pictures.

Finishing off

Write the activities on the board. Ask a volunteer to come to the front and mime one of the activities. The child who guesses can come to the front and take the other student's place.

Practice

STUDENT'S BOOK, PAGE 84

Objectives

To practise target vocabulary.
To sing.

Target language

Vocabulary:

do gymnastics, do karate, juggle, play basketball, play the recorder, ride a bike, rollerblade, sing

Structures:

*Can you...?
Yes I can./ No, I can't.*

Materials

CD
Activity Book, page 150
Pieces of paper of different colours
Unit 8 flashcard

Getting started

Show the unit's flashcard to the class point to each activity and elicit the words from the children. Ask a volunteer to come to the front. Say the name of an activity and ask them to find and point to the activity in the flashcard. Repeat with other volunteers.

1 Colour, listen and point

Tell the children to look at Activity 1 and to colour the white parts of the pictures as they wish. Play the CD and tell the children to listen and to point to each picture as they hear it mentioned. Play it again so they can repeat the activity. Finally, ask questions about the clown. T: *Can he juggle?* SS: *Yes, he can.*

2 Listen and sing.

Play the CD and let the children listen to the song. Play it again and encourage them to join in. Repeat it and encourage them to add actions as they sing the song.

Finishing off

Ask one child to stand outside the classroom door. Another child hides a piece of paper with an activity written on it somewhere in the classroom. The child comes back into the class and tries to find it. The rest of the children say *hot* or *cold* depending how near or far the child is to finding the paper. When the child finds it they say the activity. Continue with other children.

Transcripts

Colour, listen and point.

Monica: Hello, clown! Can you juggle?

Clown: Yes, I can. Look!

Monica: Oh, very good!

Monica: Can you play the recorder?

Clown: No, I can't.

Monica: No, you can't!

Monica: Can you ride a bike?

Clown: Yes, I can.

Monica: Fantastic!

Monica: Can you rollerblade?

Clown: Oh no! No, I can't.

Song: *What can you do?*

Can you ride a bike? Yes, I can.
Can you rollerblade?
Yes, I can, can, can.
Can you play basketball?
And sing a song?
Yes, I can. Yes, I can. Yes, I can.

Can you do gymnastics? Yes, I can.
Can you juggle balls?
Yes, I can, can, can.
Can you play the recorder?
And do karate?
Yes, I can. Yes, I can. Yes, I can.

Can you ride a zebra? No, I can't
Can you fly in the sky?
No, I can't, can't, can't.
Can you read in the dark?
And swim with a shark?
No, I can't. No, I can't. No, I can't.

Practice

LESSON 1

1 Colour, listen and point. 81 **Child's own drawing**



2 Listen and sing. 82

Can you ride a bike? Yes, I can.

Can you rollerblade? Yes, I can, can, can.

Can you play basketball?

And sing a song?

Yes, I can. Yes, I can. Yes, I can.

Activity Book  Page 150

84 Eighty-four

Students develop Cultural and artistic competence via musical awareness by listening to and singing along with the song: *What can you do?* This activity helps to develop musical rhythmic association of rhyme, phonology and word stress.

2 Look and write.

juggle play basketball rollerblade ride a bike



3 Read and write. **Child's own drawing**

Yes, I can. No, I can't.

1  Can you do gymnastics? _____

2  Can you play the recorder? _____

3  Can you sing? _____

150 One hundred and fifty

Students develop Interpersonal and civic competence by playing a class game. Playing games in class enables students to develop their capacity to take turns as well as helping one another.

Activity Book

LESSON 1, PAGE 150

Objectives

To practise target language.

Target language

Vocabulary:

do gymnastics, do karate, juggle, play basketball, play the recorder, ride a bike, rollerblade, sing

Structures:

*Can you...?
Yes I can. / No, I can't.*

Materials

Unit 8 flashcard
Activity Book, page 150

Getting started

Show the unit's flashcard to the class, point to each activity and ask the children the words. Then point to an activity and ask several children if they can do it.

T: (Pointing to rollerblade), (*Romina*), *can you rollerblade?* SS: *Yes, I can.*

T: (*David*), *can you rollerblade?* SS: *No, I can't.* Continue with other activities until all the children have answered a question.

2 Look and write.

Tell the children to look at Activity 2. Ask the class as a group to read the words in the box. Ask two volunteers to come to the front of the class. Point to the first picture and one volunteer reads the question, adding the missing word, and the other reads the answer. Repeat with other children and the remaining pictures. The children then read the questions and complete the activity themselves.

3 Read and write.

Tell the children to look at Activity 3. Read each question and ask various children to answer the question about themselves. The children then read the questions and write their answers. Finally, read the questions again and tell the children to raise their hand if they have answered, *Yes, I can.*

Finishing off

Mime an activity and ask the children to call out what you are doing. Then ask the children to stand up. Say an activity and the children mime it. T: (*Do gymnastics.*) T: *Girls (play the recorder), boys (juggle).* T: *Children with (blue T-shirts) (ride a bike).*

Production

STUDENT'S BOOK, PAGE 85

Objectives

To practise new structures.
To improve comprehension and communication skills.

Target language

Vocabulary:

juggle, play the recorder, ride a bike, rollerblade

Structures:

*Can you...?
Yes, I can. / No, I can't.*

Finishing off

Draw some school show activities on the board and ask the children to name them and then ask volunteers to label them. Ask the children to get out their notebooks and to draw and label three school show activities. When they have finished, they can show their friends their pictures and say what they have drawn.

Getting started

Do a class survey. Ask: *Is your favourite activity to (juggle)?* Ask the children to raise their hands. Make a note of the scores for each activity and then say: *So our favourite activity is to (juggle).* Repeat the question with other activities.

3 Listen and write ✓ or X.

Ask the children to look at Activity 3. Explain that Ruby and Lee are going to answer questions about the activities. Draw a cross and a tick on the board. Play the CD, let the children listen and point to the tick or cross depending on each answer. Play the CD again and this time the children draw a tick or a cross in the spaces provided. Check the activity by asking questions. T: *Can Ruby ride a bike?* SS: *Yes, she can.*

4 Ask a friend.

Tell the children to look at Activity 4. Ask them to get into pairs and explain that they are going to ask each other the questions that Ruby and Lee answered in the previous activity. Invite a volunteer to the front to demonstrate. Ask the child: *Can you juggle?* Put a tick or a cross on the board, according to the answer, and point to the corresponding square in their books. The children then ask each other the questions and note their answers.

Transcript

Listen and write ✓ or X.

Narrator: Hello, Ruby.

Ruby: Hi!

Narrator: Ruby, can you juggle?

Ruby: No, I can't.

Narrator: Can you ride a bike?

Ruby: Yes, I can.

Narrator: Can you rollerblade?

Ruby: Yes, I can.

Narrator: Fantastic and can you play the recorder?

Ruby: No, I can't.

Narrator: OK, thanks, Ruby, bye!

Ruby: Bye! **Narrator:** Hello, Lee.

Lee: Hi!

Narrator: Lee, can you juggle?

Lee: Yes, I can.

Narrator: Good! Can you ride a bike?

Lee: Yes, I can.

Narrator: Can you rollerblade?

Lee: No, I can't.

Narrator: And can you play the recorder?

Lee: Yes, I can.

Narrator: Thanks, Lee, bye!

Lee: Bye!

3 Listen and write ✓ or X.

| |  |  | My friend |
|---|---|--|-----------|
| Can you juggle?  | X | ✓ | |
| Can you ride a bike?  | ✓ | ✓ | |
| Can you rollerblade?  | ✓ | X | |
| Can you play the recorder?  | X | ✓ | |

4 Ask a friend.

Students develop Autonomy and personal initiative by participating in the speaking activity in pairs asking questions and giving answers. Student's improve autonomy in communication skills through this semi-guided activity that allows them to express their abilities.

Review The magic trick!

STUDENT'S BOOK, PAGES 86-87

Objectives

- To listen to a story.
- To follow the sequence in a story.

Target language

Vocabulary:
dance, do magic tricks, play the piano, sing

Structures:
I can...

Materials

CD

Review The magic trick!

5 Listen to the story.

86 Eighty-six

Unit 8 • The school show
LESSON 3

Stop and think!

Read and colour one of the about the story.

- I don't understand.
- I need help to understand.
- I understand, I could help others.

Eighty-seven 87

Students develop Linguistic competence by listening to the recorded story, *The magic trick!*, that revises vocabulary and grammar structures from previous lessons. Afterwards, a guided role play is done by students for speaking consolidation.

Getting started

Tell the children to look at the story and ask them to identify the characters. Also ask them some questions: *What can Charlie do? What can Lee do?* Then ask them to look at the little pictures at the top of page 86. Point to the picture of *do karate* and ask: *Can you find this in the story?* Tell them to look in the story and see if they can find someone doing karate. Tell them to cross out the picture of karate because it does not appear in the story. Tell them to look through the story and find which of the remaining pictures appear and to circle them. Ask them to check their answers with a partner. Finally, ask the children to cross out all the other pictures that do not appear in the story.

5 Listen to the story. 84

Play the story once. Play the story again and ask the children to follow the story in their books. Pause the recording at various points. Ask volunteers to point to the relevant scene in their books. Divide the class into five groups and assign parts to each group: Ruby, Charlie, Lee, Monica, Anne Marie, Charlie's mum, Charlie's dad. Play the recording again and pause the recording after each scene and tell each group to repeat their character's lines.

Stop and think!

Read each statement out loud and explain them to the children. Point to the circles and tell them to choose only one statement and to colour the circle next to the one they chose. Finally, ask the children which statement they coloured to assess comprehension of the story.

Finishing off

Divide the class into groups of five or six. Tell them that they are going to re-enact the story. Give the children some time to practise, encourage them to use as much English as possible. Finally, invite the groups, one at a time, to the front of the class to perform their version of the story.

Transcript

Story: *The magic trick!* 84

STORY CARD 1

Monica: Look! It's the school talent show!

Ruby: I can sing and dance!

Lee: I can play the piano!

Charlie: I can't do anything!

STORY CARD 2

Narrator: Later that day Charlie sees a magic shop.

Charlie: Great! I can do a magic trick in the show.

STORY CARD 3

Narrator: Charlie is practising his magic trick.

Charlie: OK, put the pizza in the magic box...

Charlie: Shh! And don't tell anyone, Chippy!

STORY CARD 4

Anne Marie: Sit down Chippy! Good boy, Chippy!

Lee: Charlie can do magic tricks!

Charlie's dad: Look! Here's Charlie, now.

STORY CARD 5

Narrator: It's time for Charlie's magic trick.

Charlie: Hello everyone! I can make a magic pizza.

STORY CARD 6

Charlie: First, I put flour and tomatoes in the magic box.

Anne Marie: Oh! I can't see!

Mum: Shh!

STORY CARD 7

Charlie: And next, I put sausage and cheese in the magic box. And...

Anne Marie: Dad, Where's Chippy?

Dad: Shh! Look at Charlie!

STORY CARD 8

Charlie: Abracadabra! Here's... Chippy!

Dad: Oh, there's Chippy!

Anne Marie: Yes, Charlie is very clever.

Charlie: Oh, Chippy!

Student's Book

PAGE 88

Objectives

To improve reading skills
To sing a song

Target language

Structures:

do karate, fly, juggle, play basketball, play the guitar, ride a bike, rollerblade

Structures:

I can... / I can't...

Materials

CD
Activity Book, page 151
Unit 8 cut-outs
Scissors
Glue

Getting started

Mime, for example, riding a bike and say: *I can ride a bike*. Ask the children to copy you. Then mime, for example, juggle, say: *I can't juggle* and tell the children not to copy you. Mime other activities, if you say you can do it, the children copy you, if you say you can't, then they keep still.

6 Look, cut and paste. ✂

Tell the children to look at Activity 6. Ask a volunteer to read out the first speech bubble. The other children can mime the activity. Continue with the other speech bubble. Then ask the children what they think the other two speech bubbles say. Ask the children to get the cut-outs from page 101 on their student's book and to cut them carefully (monitor this activity). Then, tell them to look at the pictures and to read the sentences again. Afterwards, they paste the cut-outs in the corresponding places.

7 Listen and sing. 🎧

Tell the children to look at the first verse of the song in Activity 7. Ask them to try and read the verse themselves. Then read it aloud for them to follow. Say it again and encourage the children to join in with you. Play the CD and let the children listen to the song. Play it again and encourage them to join in. Repeat it and encourage them to add actions as they sing the song.

Finishing off ★

Play *Chinese whispers*. Put the children into groups of eight and whisper a sentence to one child in each group, for example: *I can't rollerblade*. Ask the child to whisper the same sentence to the next child who then whispers it to the next one and so on. The last child says the sentence out loud and hopefully it should be the same one as the teacher's.

Transcript

Song: *I just can't fly!* 🎧

I can play the guitar,
And I can ride a bike.
These are two things I really like.
I can rollerblade and I can climb up high,
But I just can't fly in the sky.
I just can't fly in the sky,
No, I just can't fly in the sky.
I can rollerblade and I can climb up high,
But I just can't fly in the sky.

Karate and gymnastics,
I can do them all.
I can sing a sad song,
And I can juggle seven balls.
I'm very clever and I don't know why,
But I just can't fly in the sky.
I just can't fly in the sky,
No, I just can't fly in the sky.
I'm very clever and I don't know why,
But I just can't fly in the sky.

6 Look, cut and paste.



7 Listen and sing.  85

I can play the guitar,
and I can ride a bike,
these are two things I really like.
I can rollerblade and I can climb up high,
but I just can't fly in the sky.

Activity Book  151

88 Eighty-eight

Students develop Cultural and artistic competence via miming to express and guess actions in a warm-up game. This activity helps to develop a correlation between verbal and non-verbal expression in communication.

4 Read and match.

| | | |
|--|---|--|
| <p>1 </p> <p>2 </p> <p>3 </p> | <p>I can dance!</p> <p>I can't ride a bike!</p> <p>I can rollerblade!</p> <p>I can play the piano!</p> <p>I can't sing!</p> <p>I can play basketball!</p> | <p>4 </p> <p>5 </p> <p>6 </p> |
|--|---|--|

5 Look and complete.

I can I can't



I can make a cake!



I can ride a bike!



I can't climb a tree!



I can't fly in the sky.

One hundred and fifty-one

Activity Book

LESSON 4, PAGE 151

Objectives

To read simple sentences.

Target language

Structures:

dance, climb a tree, fly, make a cake, play basketball, play the piano, ride a bike, rollerblade, sing

Structures:

I can... / I can't...

Materials

Unit 8 flashcard
Activity Book, page 151

Getting started

Say a sentence, for example: *I can ride a bike* and ask everyone to repeat it. Then say, for example: *I can ride a bike and I can play basketball*.

The children repeat the sentence. Continue adding an extra piece of information onto the sentence and asking the children to repeat it all. *I can ride a bike, I can play basketball, I can dance, I can rollerblade...*

4 Read and match.

Tell the children to look at Activity 4. Point to each picture and ask the children what they think the people are saying in each one. Read the sentences in the centre together as a group. Tell the children to match each sentence with a picture using a different colour for each one. Check the answers by asking questions: *What is number (one)? What number is I (can't sing)?*

5 Look and complete.

Tell the children to look at Activity 5. Point to each picture and ask the children what they think the people are saying in each one. Tell the children to complete the sentences using the words from the box. Check the activity by asking children to read out the completed sentences.

Finishing off

Show the unit's flashcard to the class and invite a volunteer to the front. Ask them to turn away or cover their eyes. Point to one of the school show activities in the flashcard and tell the class to remember it. Ask the volunteer to turn round and explain that the rest of the class is thinking of that activity and they have to guess it by asking: *Can you juggle?* Encourage the class to reply: *Yes, I can,* or *No, I can't.* Give the volunteer three chances to guess the activity. Then repeat with other children.

Student's Book

PAGE 89

Objectives

To improve reading skills.

Target language**Vocabulary:***juggle five things, jump on a trampoline, ride a small bike, stand on my hands***Materials**CD
Card strips
Activity Book, page 152**Getting started**

Play *Word reveal*. Write different actions on strips of card in large letters. Put one of the cards behind a book and slowly pull it out so the children see one letter at a time. The children read the letters and try to name the activity before it is completely revealed.

8 Look, read and number.

Ask the children to look at the photos in Activity 8. Ask them if they can do any of the activities shown. Tell the children to read the sentences and then match the pictures with the corresponding number. Point to each picture and ask children to read the sentence that belongs to it.

9 Listen and colour. 

Ask the children to look at the circus tent in Activity 9. Explain that they are going to hear how to colour it. Play the CD and let the children just listen. Tell them to prepare the crayons they will need. Play the CD and this time pause after each colour to give them time to colour. Play it one more time so they can check it.

Finishing off

Write four activities from the unit on the board, for example: *do karate, juggle, do gymnastics* and *sing*. Tell the children you are going to see how many people can do each one. Say: *Can you (do karate)?* The children put up their hand if they can do it. Count how many hands are raised and write the number next to the phrase. Continue with the other three phrases. Then point to each one and say: *(Seventeen) people can (do karate).*

Transcript**Listen and colour.** Number one is yellow.
Number two is red.
Number three is blue.Number four is green.
Number five is brown.
Number six is pink.

LESSON 5



8 Look, read and number.



3



2



4



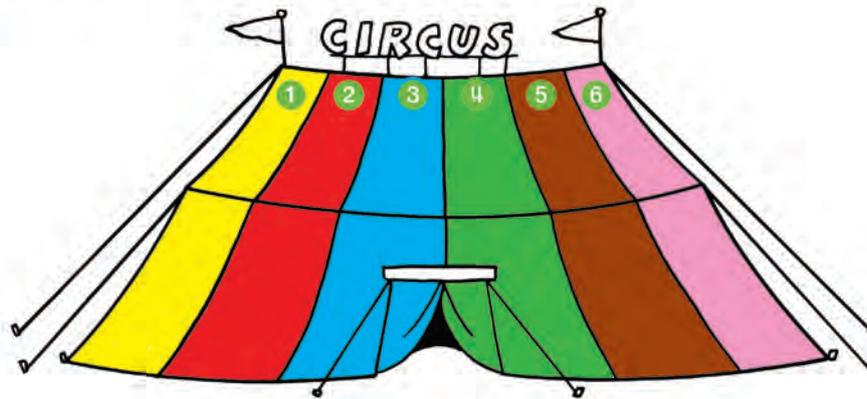
1

1 I can jump on a trampoline.

2 I can juggle five things.

3 I can ride a small bike.

4 I can stand on my hands.

9 Listen and colour.  86Activity Book
Page 152

Eighty-nine

89

CLIL: Students develop Mathematical competence by using numbers to do a listening activity where they label photographs and activities. Let the children read the number and the sentence that correspond to each one. Using math to order and organize thoughts helps to develop this competence.

6 Read and colour.

balls → red
 hat → purple
 hair → orange
 jacket → green
 trousers → yellow
 shoes → blue



7 Read and complete.

jump ride juggle climb



I can
 a bike.



I can
.



I can
.



I can
.

152

One hundred and fifty-two

Students develop Linguistic competence and comprehension by developing awareness regarding discourse features by filling in the speech bubbles for different conversations. This activity helps children to internalize how utterances are used in speech interactions.

Activity Book

LESSON 5, PAGE 152

Objectives

To use a key.

Target language

Vocabulary:

balls, hair, hat, jacket, shoes, trousers; blue, green, orange, purple, red, yellow; climb, juggle, jump, ride

Structures:

I can...

Materials

Activity Book, page 152

Getting started

Play *Simon says*. Use the activities to ask the children to do actions. The children only mime the action if you say: *Simon says* first. T: *Simon says do karate*. The children mime doing karate. T: *Play the piano*. The children do not move, if any of them do, then they are eliminated and act as judges for the other children.

6 Read and colour.

Ask the children to look at Activity 6. Point to the key and ask the children what they can see and what colours they need to use. The children then colour the picture using the key. Check the activity by asking questions: *What colour is the (jacket)? What is (purple)?*

7 Read and complete.

Ask the children to look at Activity 7. Point to each picture and ask the children what the people are saying. The children complete the sentences using the words in the box.

Finishing off

Ask a volunteer to come to the front of the class. Ask them to turn their back to the class. Give one child a piece of papers with an activity written on it. The the rest of the children pass the paper around. The volunteer can say *Stop* whenever they want. They then have three guesses to say who they think has the paper. If they are right, then the class says the name of the school show activity on the paper. Play this game several times with different children and activities.

Student's Book

PAGE 90

Objectives

- To listen to a story.
- To follow the sequence in a story.
- To practise pronunciation: z.

Target language

Vocabulary:
battery, doctor

Structures:
I can't talk. I can't look.

Materials

CD
Activity Book, pages 153-154

Getting started

Revise the unit's vocabulary with the children. Check understanding of the activities through miming. Ask them what they think is happening in Activity 10.

10 Listen. 87

Ask the children to look at Activity 10. Tell them to look at the first scene from the cartoon and ask where Beep is. Play the recording and ask the children to follow the story in their books. Play the recording again, stopping at various points and asking volunteers to say the next line.

Extra Activity: Phonics

Listen and say a tongue twister. 88

Tell the children they are going to learn a tongue twister. Write the tongue twister on the board or show the Beep's world flashcard to the class. Play the recording, pausing at the end of each line for the children to repeat. Play the recording again. Encourage the children to find any other words that they know that begin with z, for example, *zero, zebra* or any names of children in the class.

Finishing off

Play *Zip, zap, zoom!* Ask the children to stand in a circle and hold hands. Give an imaginary bolt of energy to a child and explain that they must pass it round the circle. If they pass it to the person on their left, they say *Zip!* If they pass it to the person on their right, they say *Zap!* If they pass it to a person somewhere else in the circle, they say *Zoom!* Start passing it around slowly and gradually pick up speed.

Transcript

Listen. 87

Narrator: Robby can't talk.

Beep: Hello Robby. What's wrong?

Beep: Come on Robby! Let's go to the doctor.

Narrator: Beep and Robby are at the doctor's.

Doctor: Can you say 'aaah'?

Narrator: What is she doing?

Narrator: What's the doctor doing now?

Beep: I can't look!

Narrator: Robby has a problem!

Doctor: I can see what the problem is. Robby has only got one battery!

Narrator: Now Robby is better!

Robby: Hello Beep!

Beep: Robby! You can talk! That's amazing!

Listen and say a tongue twister. 88

Zach the zebra.

Zach the zebra zooms.

Zach the zebra zooms through the zoo.

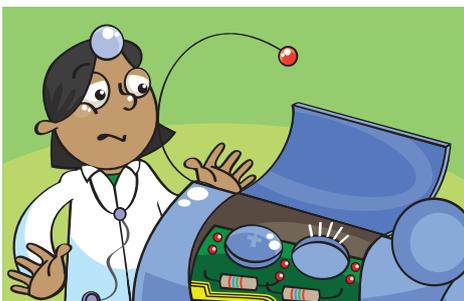
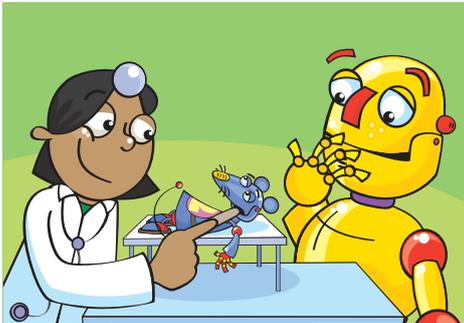
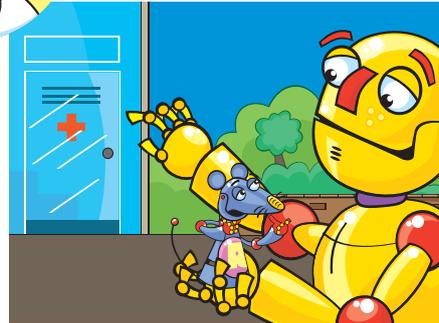
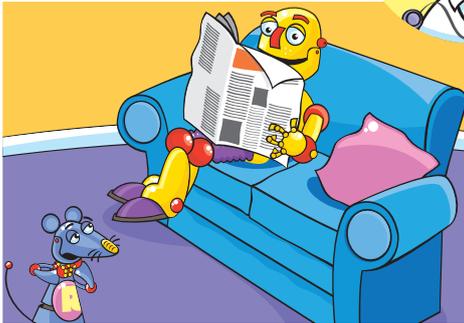
Zach the zebra zooms through the zoo. Zip! Zap! Zoom!

Beep's world!



LESSON 6

10 Listen. 87



Activity Book Page 153-154

90 Ninety

Students develop Linguistic competence and comprehension by focusing on the phonetic pronunciation of the letter z by learning a tongue twister. Accuracy is developed through the repetition of the sound when chanting the text.

Review

8 Circle and write.

rollerblade ride a bike play the recorder

juggle sing do gymnastics

9 Complete.

I can I can't juggle sing play basketball rollerblade

I can rollerblade. I can't juggle. I can play basketball. I can't sing.

One hundred and fifty-three 153

Picture dictionary

do gymnastics do karate juggle

play basketball play the recorder ride a bike

rollerblade sing

154 One hundred and fifty-four

Students develop Competence in 'Learning to Learn' by developing their memory recall skills in a game during the Getting started session. Learning vocabulary with pictures helps to improve both memory and retrieval of information.

Activity Book

LESSON 6, PAGES 153-154

Objectives

To revise the vocabulary from the whole unit.

Target language

Vocabulary:

do gymnastics, do karate, juggle, play basketball, play the recorder, ride a bike, rollerblade, sing

Structures:

*Can you...? I can... / I can't...
Yes, I can. / No, I can't.*

Materials

Activity Book, page 153-154

Getting started

Divide the class into six groups and give each group a topic: school, the weather, jobs, fruit/vegetables, activities and animals. Give each team ten points to start with. Say a word from one of the topics and the corresponding group waves their hands and repeats their word. T: *Bin*. School group: (Waves hands.) *Bin!* Give a point if the correct group answers quickly and remove points if the wrong group calls out or the group is too slow to respond.

8 Circle and write.

Tell the children to look at Activity 8. Point to each picture and ask the children to call out the activities. Tell the children to look at the letters at the top of the page and ask if anyone can see the name of one of the activities. Show the children how to circle the words and then copy them with the corresponding pictures.

Answers: rollerblade, ride a bike, play the recorder, juggle, sing, do gymnastics

9 Complete.

Tell the children to look at Activity 9. Point to each picture and ask the children what the people are saying. The children then complete the sentences to describe each picture. Ask volunteers to read out the sentences they have written.

Answers: I can rollerblade; I can't juggle; I can play basketball; I can't sing

Picture dictionary.

Ask the children to look at the *Picture dictionary* on page 154 of their Activity Books. Hold up your two index fingers and signal to the class to do the same. Say: *Point to play the recorder and rollerblade*. Encourage the class to quickly point to the two pictures and check with the child next to them. Repeat with other words from the page. Tell the children to trace each word on the dictionary page.

Finishing off

Play *Memory chain* with the children. Say a sentence and then a child has to repeat that sentence and invent another. For example: *I can juggle*. S1: *I can juggle and I can rollerblade*. S2: *I can juggle, I can rollerblade and I can play the recorder...*

Think Back!

STUDENT'S BOOK, PAGE 91

Think back!
Unit 8 • The school show

11
Colour and count the ○ with the goals you can do.

| | |
|---------------|---|
| Review | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> |
| Almost there! | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> |
| You did it! | <input checked="" type="checkbox"/> |

Ninety-one 91

Think Back! is a section that makes students become self-aware about their learning process. They will have to colour each circle if they think they have achieved the lesson goal. Read each statement out loud and evaluate understanding. Tell the student to read each lesson and to colour the circle if they can do the action present in the statement. After colouring the circles, students should count them and tell you how many they have. Depending on this, assess the class level and whether a revision is necessary before doing the Unit assessment.

Assessment

METHODOLOGICAL MANUAL, PAGES 255-256

Objectives

To evaluate children's understanding of target language from the unit.

Target language

Vocabulary:

do gymnastics, do karate, juggle, play basketball, play the recorder, ride a bike, rollerblade, sing

Structures:

*Can you...?
Yes, I can. / No, I can't.
I can... / I can't...*

Materials

CD
Photocopies of Unit 8 Assessment, Methodological Manual, pages 255-256

Students demonstrate Linguistic competence by participating in a final assessment of the unit content. Demonstrating linguistic knowledge through recognition tasks is a positive way to get students used to summative testing.

Revise the vocabulary with the children. Show the children the test and explain each activity. Play the audio and the children do Activity 1. Play it again. The children complete the rest of the test by themselves.

1 Listen and number the activities.

Explain to the children that they are going to hear a number followed by an activity. They must write the number in the box next to the correct picture.

Answers: See transcript

2 Look and answer the questions.

The children look at the pictures and answer the questions.

3 Find, circle and write the words.

The children use the pictures as clues for the words to find in the word search. They circle words as they find them and then write them with the picture. Then ask them to do the crossword.



Answers: gymnastics, juggle, sing, rollerblades, ride a bike, karate

4 Write one thing you can do and one thing you can't do.

The children complete the sentences about themselves.

Transcript

Unit 8 Assessment. Listen and number the activities.

- | | | | |
|-----------------------|-----------------|-----------------|---------------------|
| 1. Play the recorder. | 3. Juggle. | 5. Do karate. | 7. Play basketball. |
| 2. Do gymnastics. | 4. Rollerblade. | 6. Ride a bike. | 8. Sing. |

Unit 8 Assessment

Name: _____ Class: _____

1 Listen and number the activities.



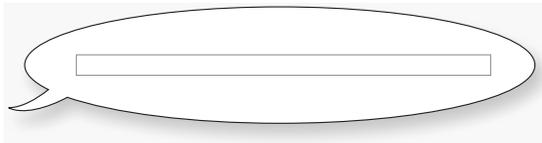
2 Look and answer the questions.

Yes, I can.

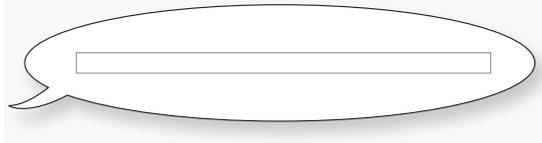
No, I can't.



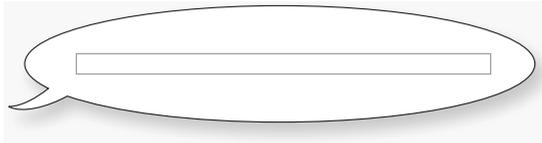
Can you play the recorder?



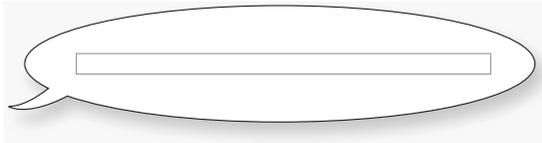
Can you climb a tree?



Can you fly?



Can you ride a bike?



3 Find, circle and write the words.













| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| j | r | i | d | e | a | b | i | k | e | p | d |
| s | u | t | q | w | u | i | p | a | h | g | o |
| a | j | g | y | u | c | z | x | s | i | n | g |
| f | g | r | g | e | f | m | o | k | l | k | y |
| c | r | d | a | l | b | a | t | e | f | o | m |
| d | e | r | c | f | e | b | a | t | r | c | n |
| e | c | o | c | r | o | o | g | b | c | v | a |
| r | o | l | l | e | r | b | l | a | d | e | s |
| u | r | a | i | b | b | d | e | l | j | s | t |
| l | d | f | m | g | h | i | j | l | i | a | i |
| i | e | k | b | l | m | n | k | p | l | j | c |
| n | d | o | k | a | r | a | t | e | a | b | s |

4 Write one thing you can do and one thing you can't do.

I can _____.

I can't _____.

Halloween

STUDENT'S BOOK, PAGE 92

Objectives

- To learn about Halloween traditions.
- To learn Halloween vocabulary.
- To sing a song.

Target language

Vocabulary:

bat, cat, devil, ghost, monster, pumpkin, skeleton, spider, witch, vampire

Materials

CD
Activity Book, page 155

Getting started

Write the word *Halloween* on the board. Ask the children to tell you all the words they know related to Halloween. If they do not say the words from this lesson, then introduce them with a drawing: *skeleton, vampire, monster, devil, witch* or *ghost*. Ask the children to repeat the words so they practise the pronunciation.

1 Look, cut and paste.

Ask the children to look at Activity 1. Let them look at the picture and ask them questions: *What can you see? What is (Lee)? Who is a (skeleton)? What animals can you see?* Tell the children to get the cut-outs from page 101 on their student's book and to cut them carefully (monitor this activity). Then, ask them to paste them next to the right picture. Go round the class to see if they are pasting the cut-outs in the right place.

2 Listen and sing.

Say each line of the song and ask the children to repeat after you. Play the CD and let the children listen and point to the pictures in their book. Play it several more times and encourage them to join in and to add actions.

Finishing off

Slowly begin to write one of the Halloween words. The children shout out the word when they know what it is.

Transcript

Song: *The Halloween song.* 

Chorus:

It's Halloween again,
It's Halloween again.
Come to the party,
With all your friends.

A witch, a monster,
A big black bat.
A ghost, a spider,
And the witch's cat.

(Chorus)

A vampire, a pumpkin,
And a skeleton too.
And there's a big scary ghost,
Coming for you!!

(Chorus)

Festivals

HALLOWEEN

1 Look, cut and paste.



2 Listen and sing.  90

Activity Book  155
Page

92 Ninety-two

Students develop Cultural and artistic competence via the use of music to become more familiar with traditional Halloween celebrations. Students listen to a song about Halloween and sing along.

Festivals

Halloween

1 Match and write.

skeleton

witch

pumpkin

spider

ghost

skeleton

witch

pumpkin

spider

ghost

2 Read and colour.

1 = black
2 = purple
3 = green
4 = red
5 = orange
6 = yellow

One hundred and fifty-five

Students demonstrate Linguistic competence by creating a personalized Halloween greeting card for their family. Students decorate their card and then write a simple message to complete the activity.

Activity Book

HALLOWEEN, PAGE 155

Objectives

To revise Halloween vocabulary.
To improve reading skills.
To use a key.

Target language

Vocabulary:

bat, cat, ghost, pumpkin, skeleton, spider, witch; black, green, orange, purple, red, yellow

Materials

CD
Activity Book, page 155
Crayons

Getting started

Draw a Halloween picture slowly on the board. The children try and guess what you are drawing before the picture is finished. When a child guesses correctly, they can come to the front of the class and take over your role.

1 Match and write.

Tell the children to look at Activity 1. Point to the first word and ask a volunteer to read it: *Skeleton*. Tell the children to find the two halves of the *skeleton* picture and to match them with a crayon. They then copy the word *skeleton* next to the second half of the picture. The children then complete the rest of the activity themselves using a different colour to match each picture.

2 Read and colour.

Tell the children to look at the colour key in Activity 2 and to get the necessary crayons. Ask a volunteer to read out the colours and the other children to hold up the corresponding crayon. Tell the children to find the numbers in the picture and then to colour it using the key. Check the activity by asking questions: *What colour is the (cat)? What is (orange)?*

Finishing off

Write the letters *s, w, p, s* and *g* vertically on the board. The children have to guess what the Halloween word is beginning with that letter. If a child guesses correctly, then they come to the board and write the complete word.

Christmas

STUDENT'S BOOK, PAGE 93

Objectives

- To learn some Christmas customs.
- To learn Christmas vocabulary.
- To sing a song.

Target language

Vocabulary:

angels, bells, presents, Santa, snowman, stars, stockings, trees

Materials

CD
Activity Book, page 156

Getting started

Write the word *Christmas* on the board. Ask the children to tell you all the words they know about Christmas. Write the words on the board every time they say something. If they do not say the words from this lesson, then introduce them with a drawing: *star, angel, present* and *bell*. Ask the children to repeat the words so they practise the pronunciation. Ask some questions about Christmas. T: *What day is Christmas day? What colour is Santa's jacket?* Leave the words on the board for the Finishing off activity.

3 Look and count.

Ask the children to look at Activity 3. Let them look at the picture and ask them: *What can you see?* Point to different parts of the picture to practise the vocabulary. Ask the children to look for stars in the picture and to count how many they find. Explain that they must write the number in the box next to the star and then count the other objects.

4 Listen and sing.

Say each line of the song and ask the children to repeat after you. Play the audio and let the children listen and point to the pictures in their book. Play it several more times and encourage them to join in and to add actions.

Finishing off

Play *Christmas Bingo!* Ask the children to get their notebooks and to draw four Christmas pictures. Call out the words, one by one, and tell the children to cross out their pictures they hear them. The first child to cross out all the words calls out *Bingo!*

Transcript

Song: *The Christmas song.*

Christmas time is here,
Children, give a cheer!
Trees and angels,
Stars and stockings.
Christmas time is here!

Santa's on his way,
Riding in a sleigh.
Bells are ringing,
Make a snowman.
Santa's on his way!

CHRISTMAS

3 Look and count.



 stars **7**
 presents **5**
 angels **9**
 bells **8**

4 Listen and sing.  91

Activity Book
Page **156**

Ninety-three

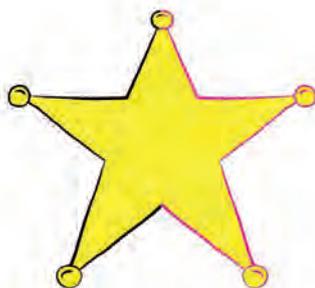
93

Students develop Cultural and artistic competence via the use of music to become more familiar with traditional Christmas celebrations. Students listen to a song about Christmas and sing along.

Christmas

1 Draw, colour and write.

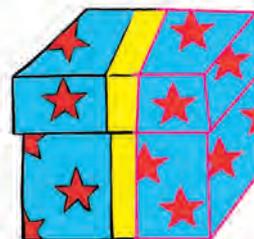
present snowman star bell angel tree



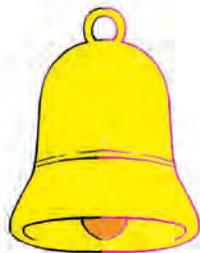
star



angel



present



bell



tree



snowman

2 Look and circle.



doll teddy



car train



bike/ plane



kite/ ball

156

One hundred and fifty-six

Activity Book

CHRISTMAS, PAGE 156

Objectives

To improve writing skills.
To recognize Christmas items.

Target language

Vocabulary:

angel, bell, present, snowman, star, tree; doll, teddy

Materials

Activity Book, page 156
Crayons

Getting started

Divide the class into two teams. Describe one of the Christmas items, for example: *It is green and you can decorate it.* The children listen and try to guess what you are describing. If a team guesses correctly, they win a point. Continue describing other Christmas things.

1 Draw, colour and write.

Draw half a star on the board. Ask the children what they think it is. When they guess correctly, complete the drawing showing the children how you look at the drawn side carefully to copy it on the other side. Tell the children to look at Activity 1 and to complete the drawings by copying the part that is drawn. Ask the class to read the words in the box. The children use the words to label the pictures. They can then colour the pictures as they wish.

2 Look and circle.

Ask the children to look at the presents in Activity 2. Point to the first picture and ask the children to read the words below. Write the words *doll / teddy* on the board. Tell the children to raise their hands if they think the present is a doll or a teddy. Circle the word *teddy* on the board and ask the children to do the same in their books. The children then complete the rest of the activity themselves. Finally point to each present and the children call out what they think it is.

Finishing off

Draw a book on the board. Tell the children that this is what you want for Christmas. Ask the children to get out their notebooks and draw what they would like for Christmas. Invite volunteers to show and explain their pictures.

Carnival

STUDENT'S BOOK, PAGE 94

Objectives

To practise target language.

Target language

Vocabulary:

*do gymnastics, do karate, juggle,
play basketball, play the recorder,
ride a bike, rollerblade, sing*

Structures:

*Can you...?
Yes I can. / No, I can't.*

Materials

Activity Book, page 157

Getting started

Ask the children to look at you and to say what you are wearing. When they have said all the clothing, ask them to tell you the colours. Then ask a child to stand up and to describe their clothes. Repeat with other children.

5 Listen and colour. 92

Tell the children to look at Activity 5. Point to the pictures and ask what they are dressed as for Carnival. Tell the children they are going to hear how to colour the white clothes. Play the audio and let them listen. Play it again and this time they colour the clothes. Play it again so they can check their answers. Ask questions about the clothes: *What colour is (Beep's jacket)?*

6 Listen and sing. 93

Say each line of the song and ask the children to repeat after you. Play the audio and let the children listen and point to the pictures in their book. Play it several more times and encourage them to join in and to add actions.

Finishing off

Draw yourself dressed up on the board and then write: *I'm a (clown)*. Ask the children to get out their notebooks and to draw themselves dressed up for Carnival. Invite volunteers to the front to show their pictures and to say what they have drawn.

Transcript

Listen and colour. 92

Beep: Hello, look at me. My jeans are blue.

Girl: What colour?

Beep: Blue. My jeans are blue.

Girl: And what colour is your hat?

Beep: My hat? It's brown.

Girl: A brown hat, OK!

Beep: And my jacket is orange.

Girl: Orange?

Beep: Yes, my jacket is orange.

Boy: What colour are your trousers?

Girl: Hi! My trousers are purple.

Boy: Purple trousers, all right.

Girl: Now look at my T-shirt. It's red.

Boy: A red T-shirt, fine.

Girl: Do you like my parrot?

Boy: Yes, I do. What colour is it?

Girl: It's green. My parrot is green.

Song: *It's Carnival!* 93

Chorus:

It's Carnival, it's Carnival!
Clap your hands, one, two, three.
It's Carnival, it's Carnival!
So come and dance with me.

I can see a cowboy,
I can see a cat.
And I can see a clown,
In a red and yellow hat.

(Chorus)

I can see a pirate,
I can see a fairy.
And I can see a monster,
Aargh! It's really scary!

(Chorus)

5 Listen and colour.  92



6 Listen and sing.  93

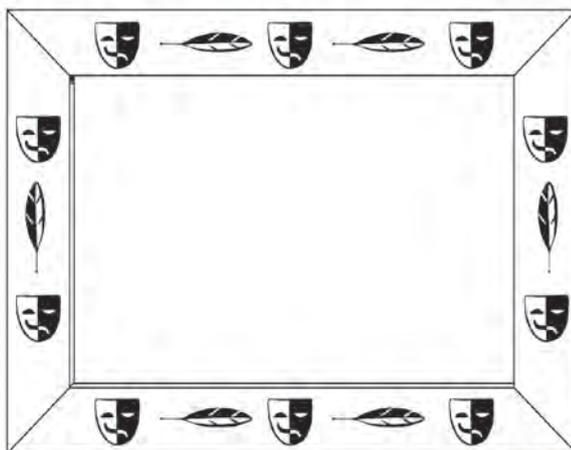
Carnival

1 Read and colour.

| | |
|---|------------------|
|  | dress → pink |
|  | shoes → red |
|  | coat → purple |
|  | jumper → green |
|  | trousers → black |
|  | hat → yellow |



2 Draw and write. **Child's own drawing**



Child's own writing

I'm wearing _____

One hundred and fifty-seven

Students develop Cultural and artistic competence via the use of music to become more familiar with traditional Carnival celebrations. Students listen to a song about Carnival and sing along.

Activity Book

CARNIVAL, PAGE 157

Objectives

To use a key.
To revise clothes vocabulary.
To revise colours.

Target language

Vocabulary:

coat, dress, hat, jumper, shoes,
trousers; black, green, pink, purple,
red, yellow

Materials

Activity Book, page 157

Getting started

Begin to draw an item that belongs to a fancy dress costume on the board and the children guess what the dressed up person is. For example, an eye patch: *A pirate*. A head with one eye: *A monster*. Some wings: *A fairy*. A head with a big red nose: *A clown*.

1 Read and colour.

Ask the children to look at Activity 1. Point to the key and ask the children what clothes they can see and what colours they need to use. The children then colour the clothes using the key. Check the activity by asking questions: *What colour is the (girl's dress)? What is (purple)?*

2 Draw and write.

Draw yourself on the board dressed up, for example, as a clown. Underneath write: *I'm wearing blue trousers, a red T-shirt and green shoes*. Tell the children to look at Activity 2 and ask them to draw themselves dressed up. Tell the children they have to write the clothes they are wearing in the space provided. Invite volunteers to show and describe their pictures.

Finishing off

Ask the children to name all the clothes and colour words they know and write them on the board as they say them. Play *Clothes and Colour Bingo!* Tell the children they can use the clothes and colour words from the board. The children draw a six square grid in their notebooks and write a word in each square. Call out the words in any order and the children tick them if they have them. The first child to tick all of their pictures says *Bingo!*

Game

STUDENT'S BOOK, PAGE 95

Objectives

To revise target vocabulary.

Target language

Vocabulary:

coat, crocodile, cupboard, dancing, fire fighter, grapes, It's windy, jeans, plant, pumpkin, rollerblade, snake

Materials

Classical music CD
Cards (6 similar-sized pieces per child)
Scissors

Getting started

Choose any unit of the book and draw halves, or even smaller parts, of some of the target language on the board. For example from Unit 2 you could draw half a jumper and half a shoe, or just some shoelaces. Point to the different half clothes shapes and ask questions. T: *What's this?* SS: *It's a jumper.* Ask volunteers to come to the board to complete the clothes shapes.

7 Match and say.

Ask the children to look at Activity 7. Point to the cupboard half in the first column and ask a volunteer to say what it is. Then, point out the colour background of the cupboard half. T: *The cupboard is in a green triangle.* Ask them to identify other elements in the green triangles. T: *Can you see a cupboard?* The children match the object halves. You can play pleasant classical music in the background to contribute to the informal game atmosphere of the activity. You can record the question, ask *What can you see?* and go around the class asking the children to show you their matched pairs and tell you the names of the different items.

Finishing off

Divide the children into groups of four. Assign two units to each child and ask them to draw three target vocabulary items from each unit on previously cut pieces of card. It is important that all the card sizes are similar. When they have finished ask them to cut their cards in half. Each group collects all the cards together, shuffles them and divides them face down. Now the children play Snap with the cards. When two halves coincide, the first child to say snap and say the name of the object takes the card. The child with most cards at the end is the winner.

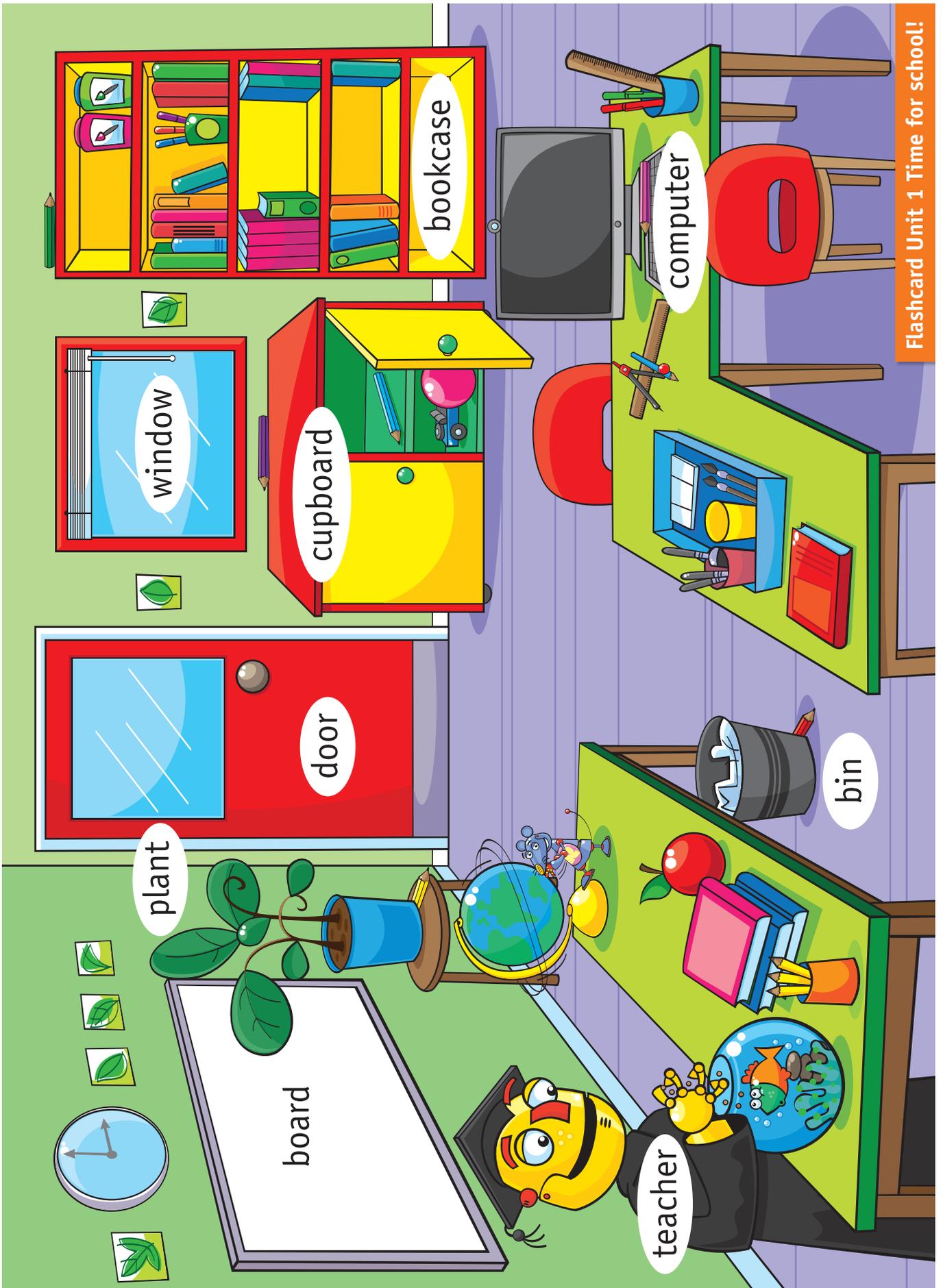
7 Match and say.



Ninety-five

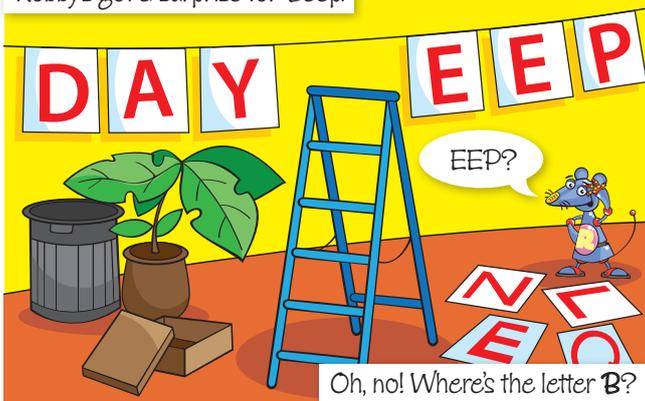
95

Students develop Linguistic competence by consolidating vocabulary knowledge from throughout the book. They identify the vocabulary elements visually, match them and then show knowledge by saying the words out loud.

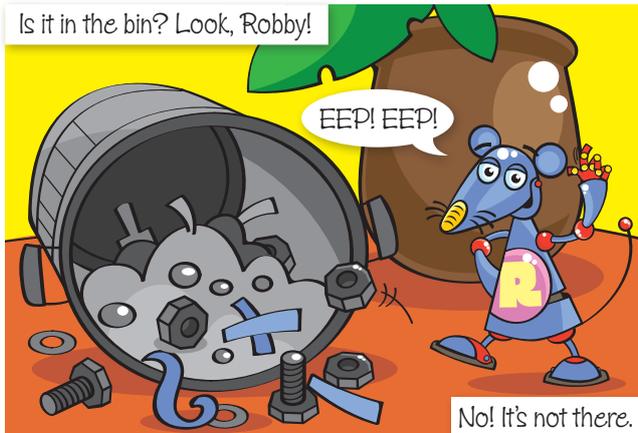


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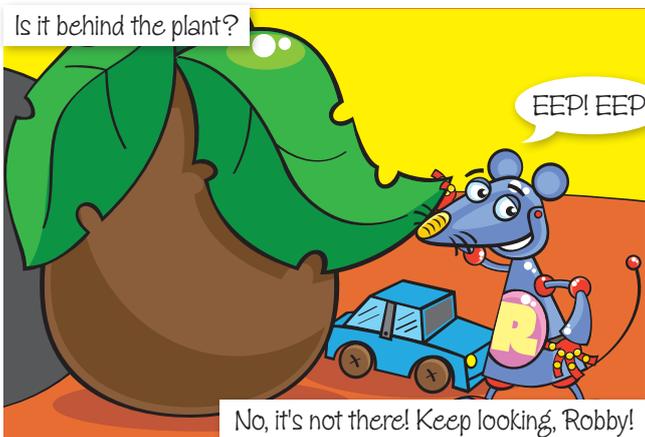
Robby's got a surprise for Beep.



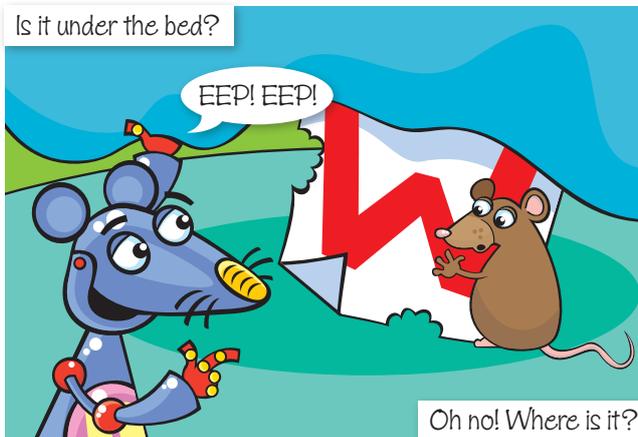
Is it in the bin? Look, Robby!



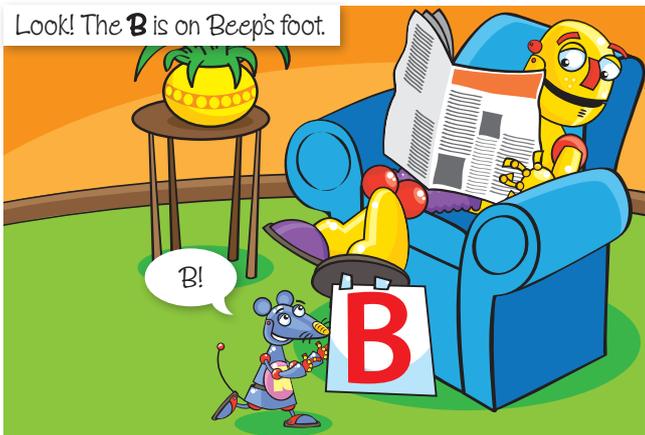
Is it behind the plant?



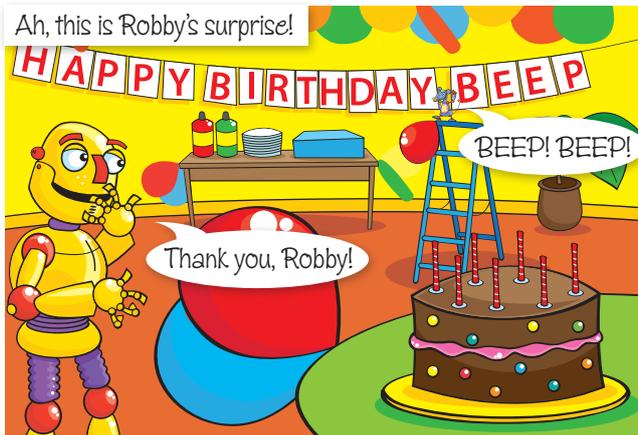
Is it under the bed?



Look! The **B** is on Beep's foot.



Ah, this is Robby's surprise!



Tongue twister 15

Dad's got a dog,
 Dad's got a dog, Diana's got a doll.
 Dad's got a dog, Diana's got a doll but Danny's got a dolphin.





jacket

hat

trousers

coat

T-shirt

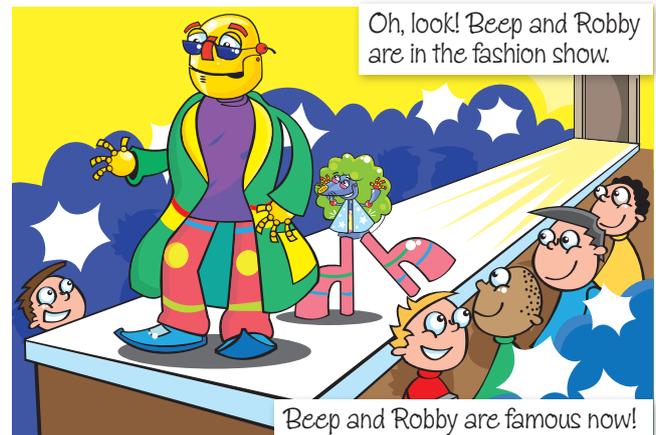
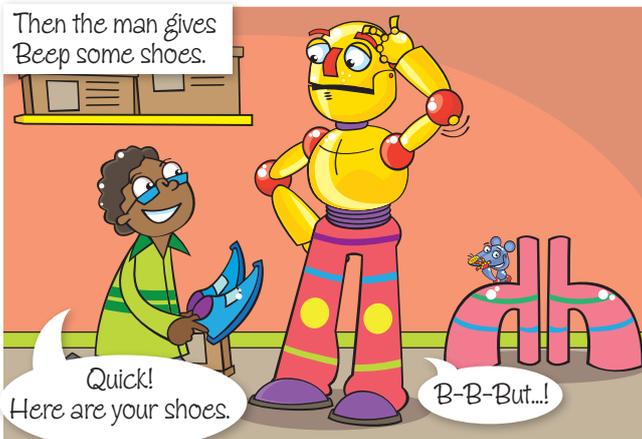
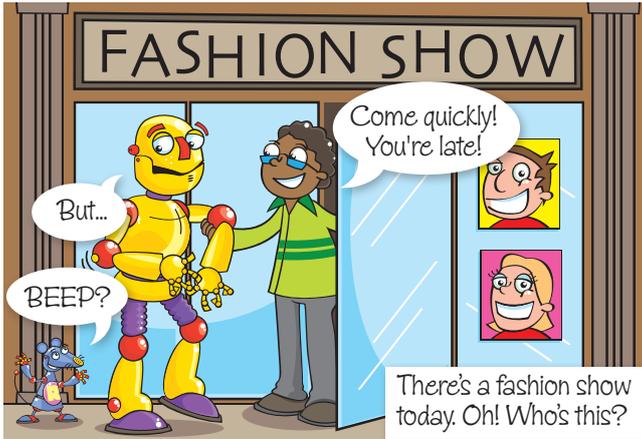
jumper

dress

shorts

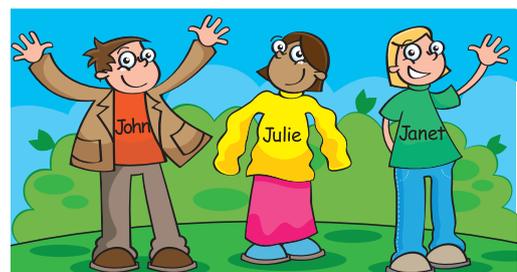
shoes

jeans



Tongue twister 25

Here's John in a jacket.
 Here's John in a jacket, Julie in a jumper.
 Here's John in a jacket, Julie in a jumper and Janet in jeans.



It's sunny

It's raining

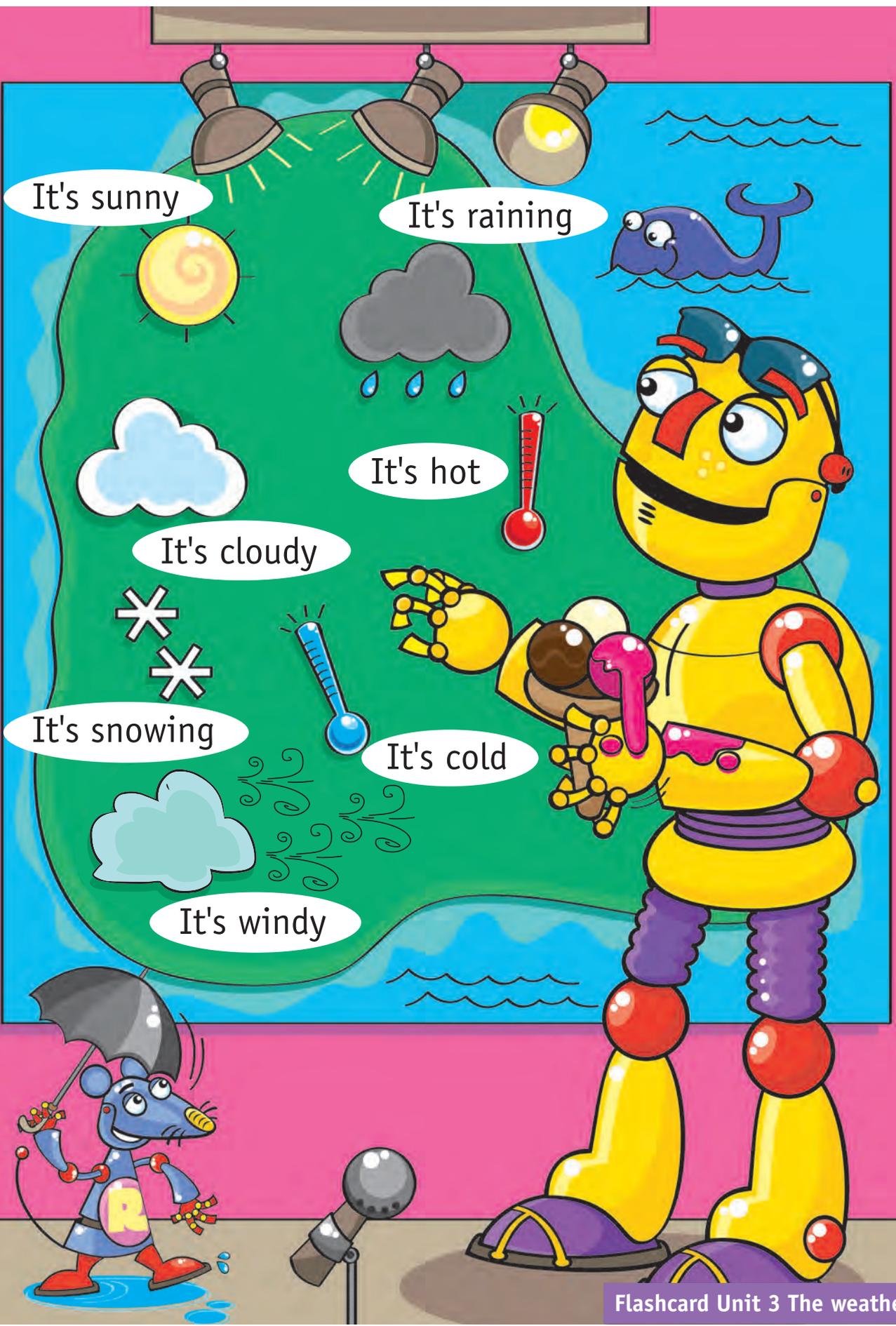
It's hot

It's cloudy

It's snowing

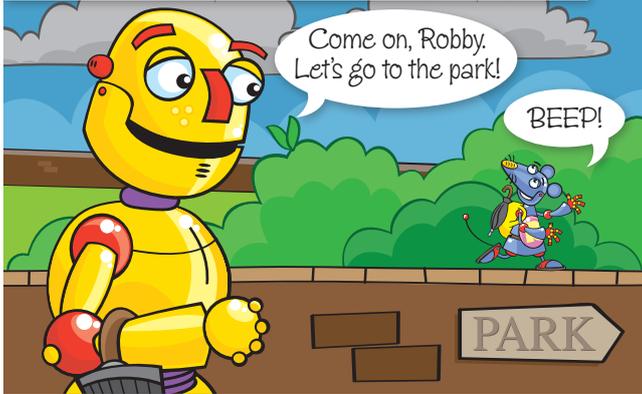
It's cold

It's windy



34

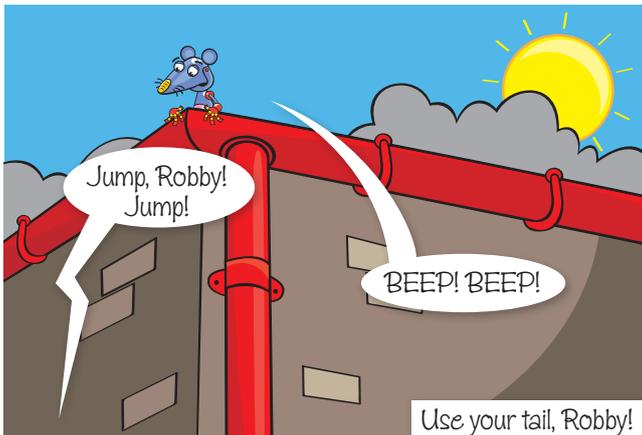
Beep and Robby want to go to the park, but it's cloudy.



Oh, look at the weather!



Now it's windy.



Tongue twister 35

Hi! Hello!
 Hi! Hello! I'm Harry.
 Hi! Hello! I'm Harry and I'm happy.
 Hi! Hello! I'm Harry and I'm happy when it's hot.





crocodile

monkey

bird

zebra

tiger

lion

snake

elephant

penguin

Beep is in the jungle.



Look, what's that?



What can Beep see?



What's that? Beep can hear something!



Oh dear! Now Beep can see something.



Tongue twister 46

Lee likes the lion.
 Lee likes the lion and the lion likes Lee.
 Lee likes the lion and the lion likes Lee. Look out, Lee!





bus driver

footballer

musician

nurse

chef

firefighter

pilot

doctor

55

Today Beep is a musician. He's got a big tuba.

Concert Hall



Where's Robby?
He's late.



Quick! You're late!

Oh dear!
I'm sorry!



Violins please!

Oh yes! Fantastic!



Now, tuba please!

Oh no! Wake up, Beep!



CRASH! BANG!
PRR-PRR!

Stop! That's terrible!



Who is this?

This is Robby.
He's a musician too!

Tongue twister 56

Fay the firefighter...
 Fay the firefighter's favourite food...
 Fay the firefighter's favourite food is fish!





listening to music

playing football

reading

watching TV

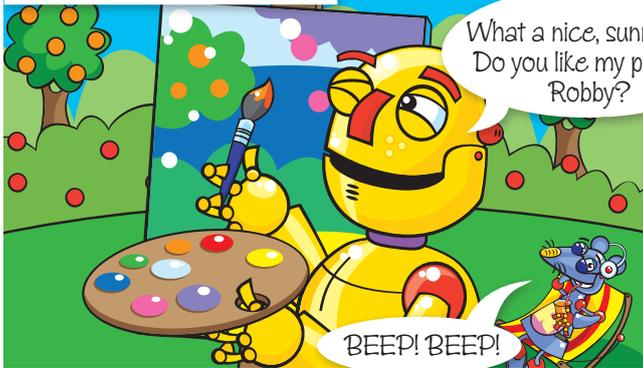
playing computer games

drawing

dancing

painting

Beep and Robby are in the garden. Beep's painting and Robby's listening to music.



Oh no! It's raining. Where's Beep?



Here's Beep. He's in the living room.



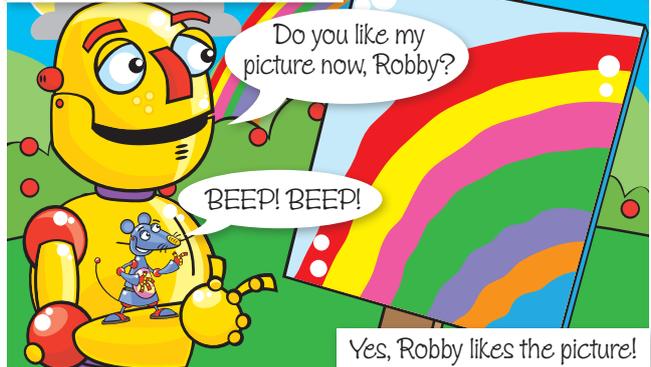
Robby is calling Beep.



Look at Robby! He's got the mouse!



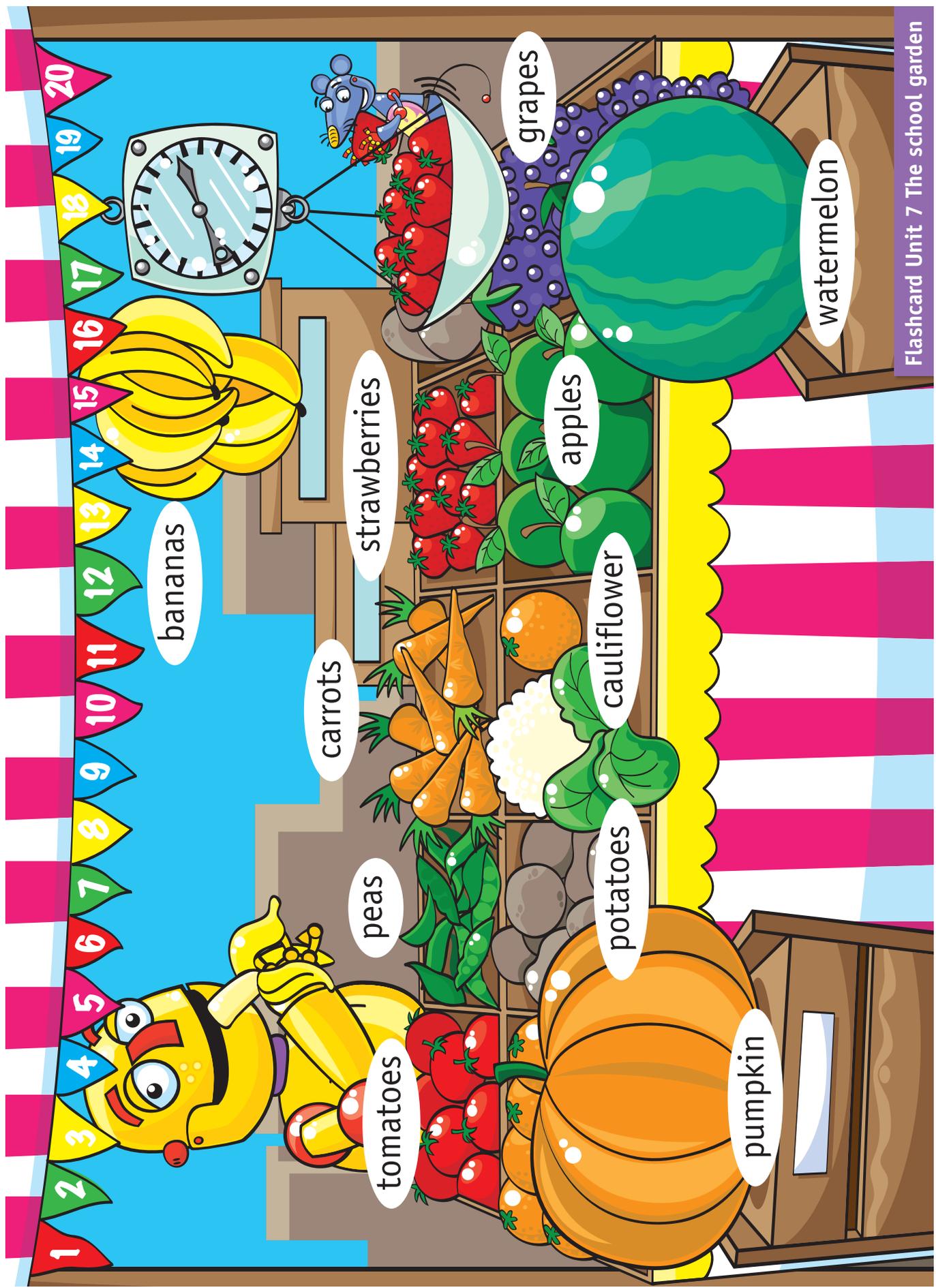
It's sunny in the garden now, but... Oh no! Look at Beep's picture.



Tongue twister 67

Wally the wizard...
 Wally the wizard and Wendy the witch...
 Wally the wizard and Wendy the witch are watching waterpolo.





1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

bananas

tomatoes

peas

carrots

strawberries

apples

grapes

watermelon

pumpkin

cauliflower

potatoes

76

Robby is watering the plants in the garden.



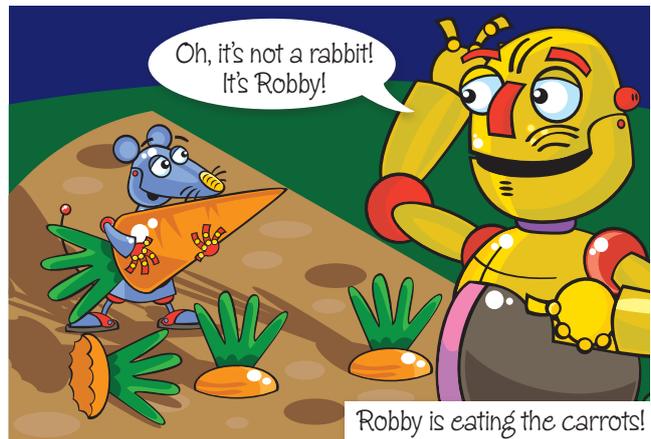
Later that day, Beep is counting his carrots.



And now there are only fourteen carrots.



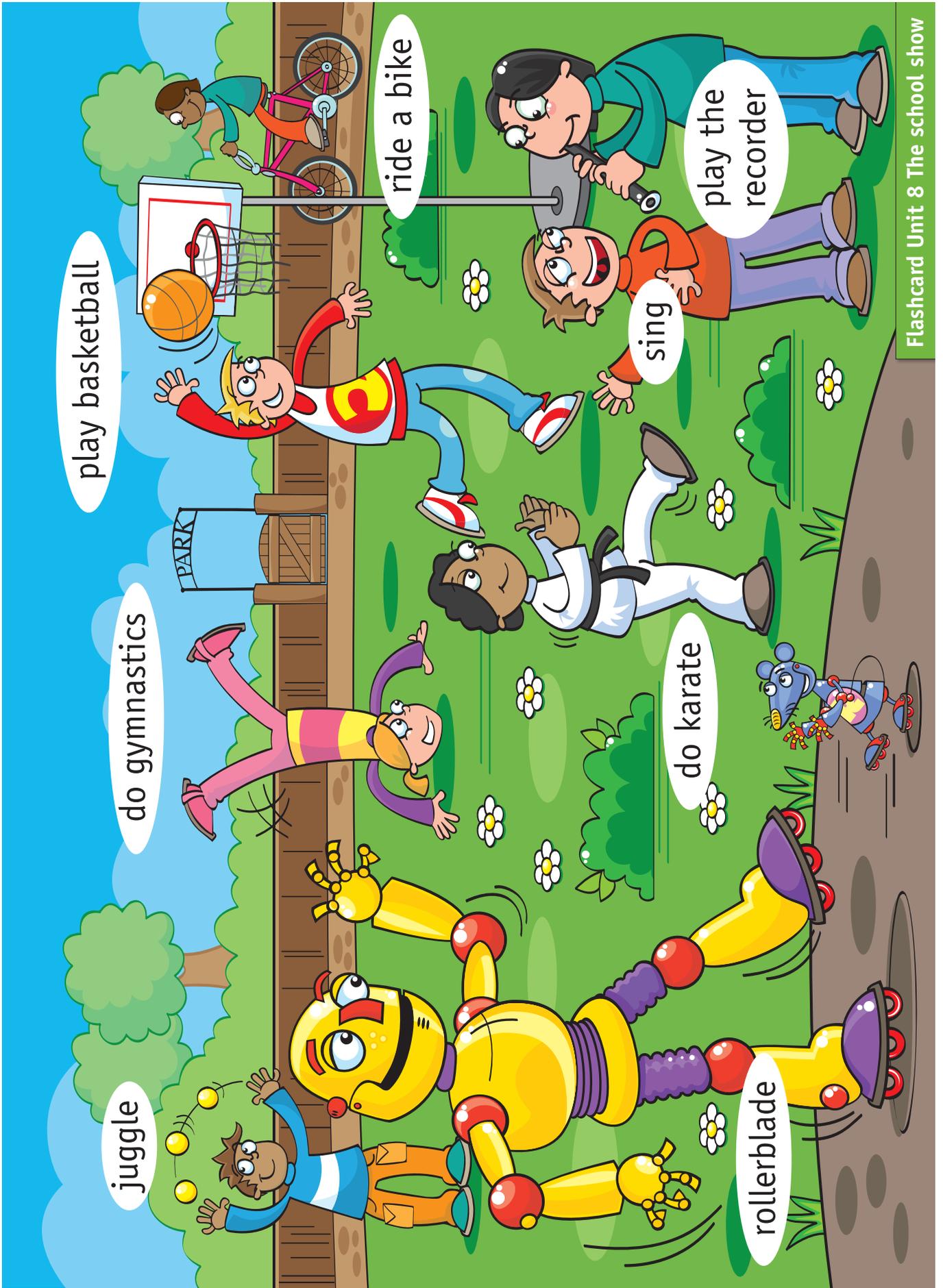
It's night. Beep is going to the garden.



Tongue twister 77

Gary's got a goldfish.
 Gary's got a goldfish. Gail's got a car.
 But Gavin the gorilla's got a big guitar!





play basketball

do gymnastics

juggle

ride a bike

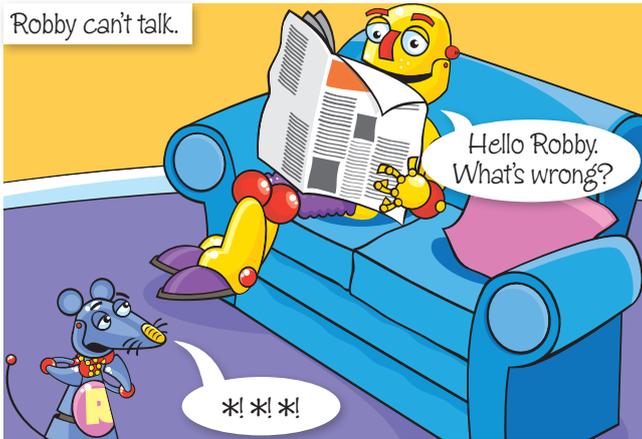
sing

do karate

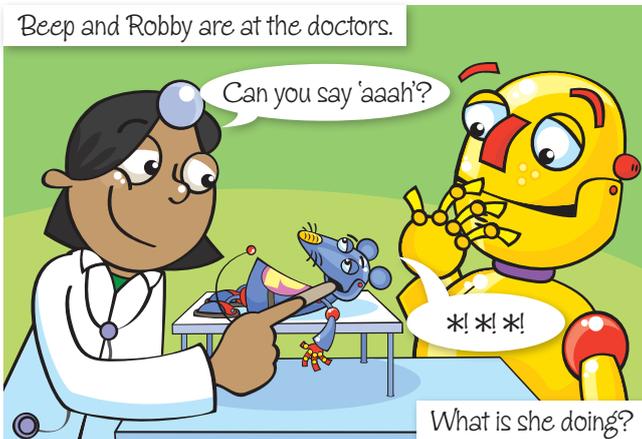
play the recorder

rollerblade

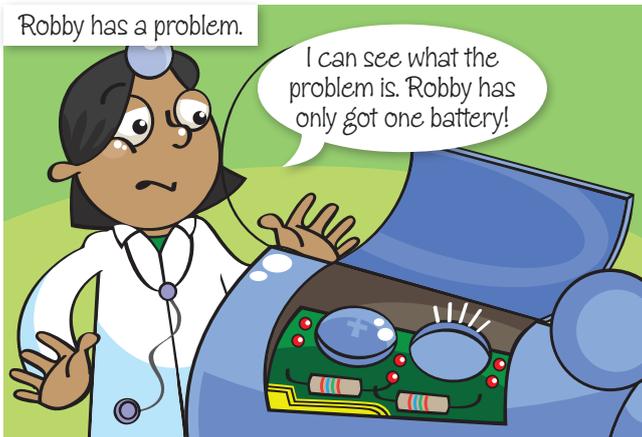
Robby can't talk.



Beep and Robby are at the doctors.



Robby has a problem.



Tongue twister 88

Zach the zebra...
 Zach the zebra zooms...
 Zach the zebra zooms through the zoo.
 Zach the zebra zooms through the zoo. Zip! Zap! Zoom!



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- Richmond First Dictionary contain striking section openers, full-sentence definitions with child-friendly language, numbers that identify different meanings, an alphabet guide, large clear multiple-form headwords and example sentences that show the words in context.

Videos

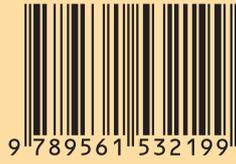
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- The Natural World. <http://discoverykids.com/?s=My+world>

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- The Weather <https://learnenglishkids.britishcouncil.org/es/category/topics/weather>
- Grammar and Vocabulary
- Pathway to Grammar. Richmond. It is a supplementary resource that can be used alongside any textbook to consolidate and enrich vocabulary and grammar instruction, including for groups not preparing for certification

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