

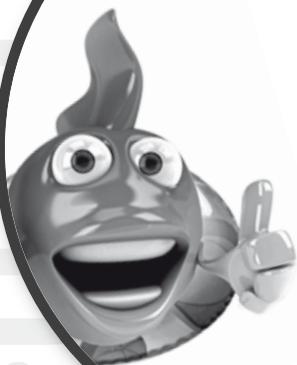


# Young Achievers 2

Teacher's Book

# Young 2 Achievers

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## Achieving goals with Young Achievers!

At this key stage of a child's development and language learning, focus on the four skills is imperative. With the inclusion of models to follow, children are supported 100% with emphasis on **success** and **building confidence**.

With **Trinity GESE** and **Cambridge Language Assessment** in mind, children's ability to **communicate purposefully** is at the forefront of this course. Communicative activities appear throughout each unit and give children **ample opportunities** to use the vocabulary and grammar along with various **communicative strategies**: social interaction, problem solving, game playing and interpreting information.

**Grammar** is treated as a key part of the course and is highlighted from the start. The focus is on **production** and **fluency** in order to **promote communication**. Children are given the opportunity to **recycle** and **consolidate** their knowledge of grammar at various points during the course.

**Vocabulary** is introduced using a variety of age-appropriate and **high-interest themes** and **topics** that are developed throughout each unit. The key vocabulary is present not only in the exercises, tasks, and activities where it is the main focus, but also **integrated** into grammar and skills practice.

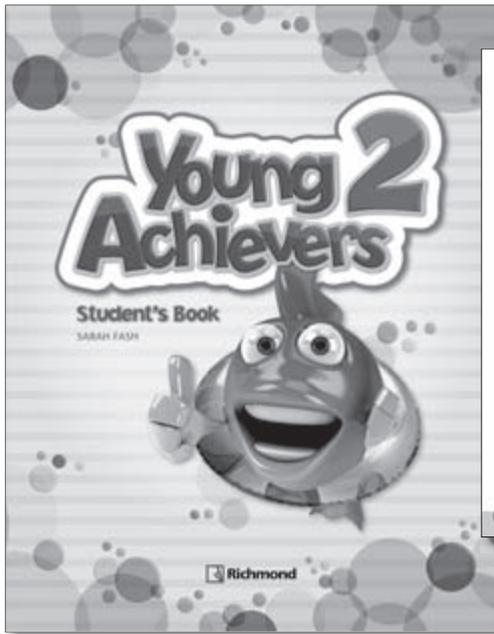
It is **fundamental** that English language learning is treated as an **integral part** of the curriculum. In order to give children a **broader learning experience** there is focus on **CLIL** and **cultural connections**.

**Young Achievers** combines a variety of English language teaching approaches in order to give students a rounded **learning experience**.

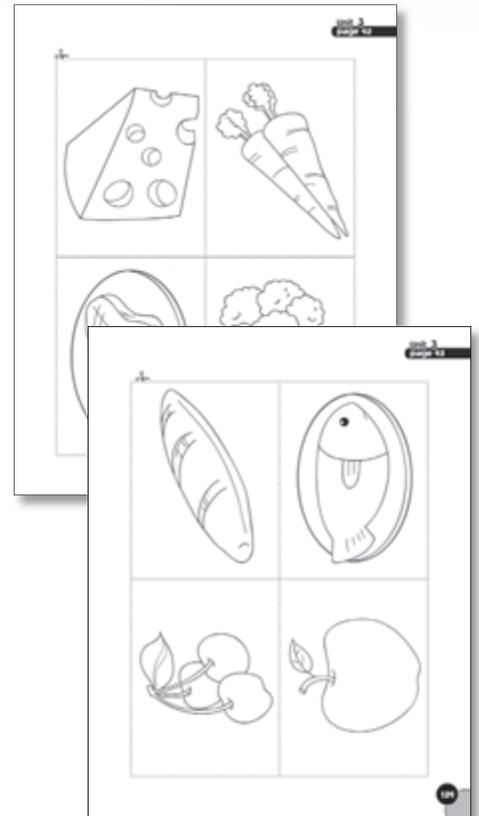
# For the Student

## Student's Book

The **Student's Book** is made up of a Welcome, eight main and three review units. Each of the main units is divided into ten lessons plus a two-page unit review. Throughout each unit, **skills** and **language** practice is **fully integrated**. **Sticker** and **Cut-out** activities are included in every unit and provide fun reinforcement of the unit language.



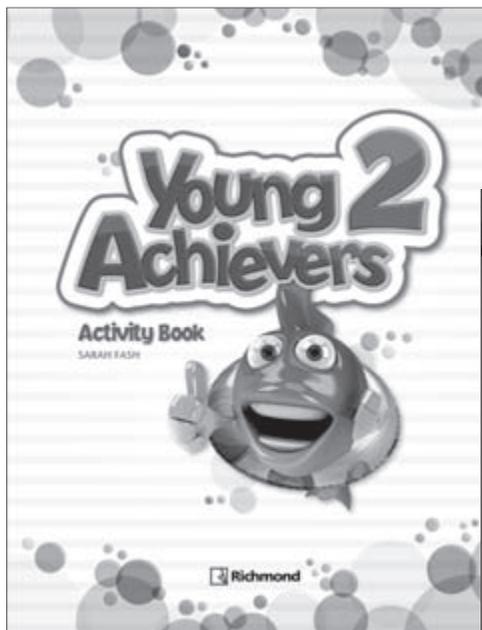
Stickers



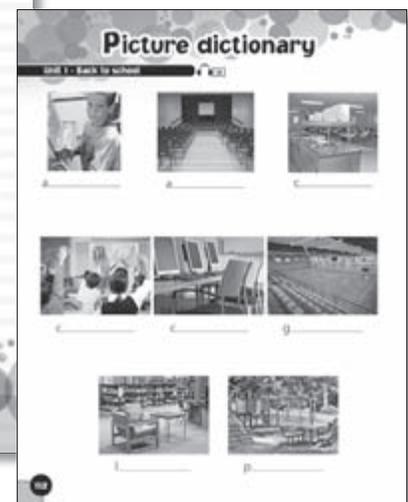
Cut-outs

## Activity Book

The **Activity Book** provides children with lesson-by-lesson further practice of the Student's Book content. The **Picture dictionary** at the back of the book gives children an illustrated reference of the main vocabulary from each unit. Extra listening practice is available to download from the website along with all the **songs**, **chants** and **stories** in the Student's Book.



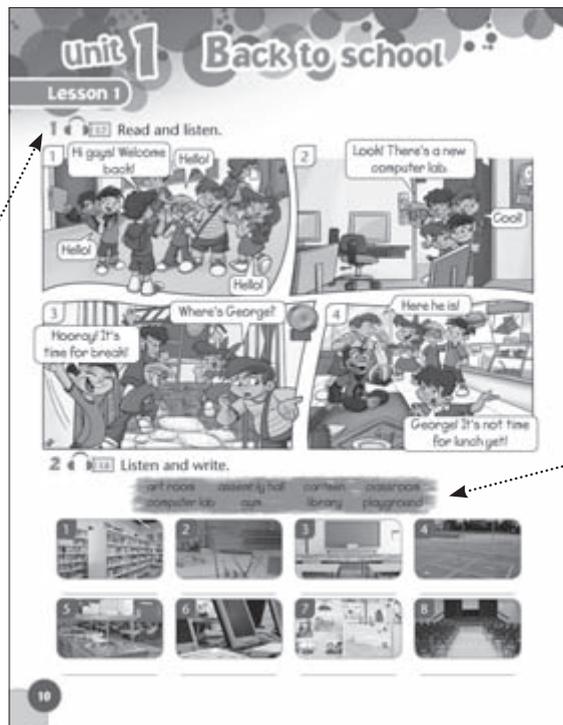
Picture dictionary



# Take a tour of the Student's Book

## Lesson 1

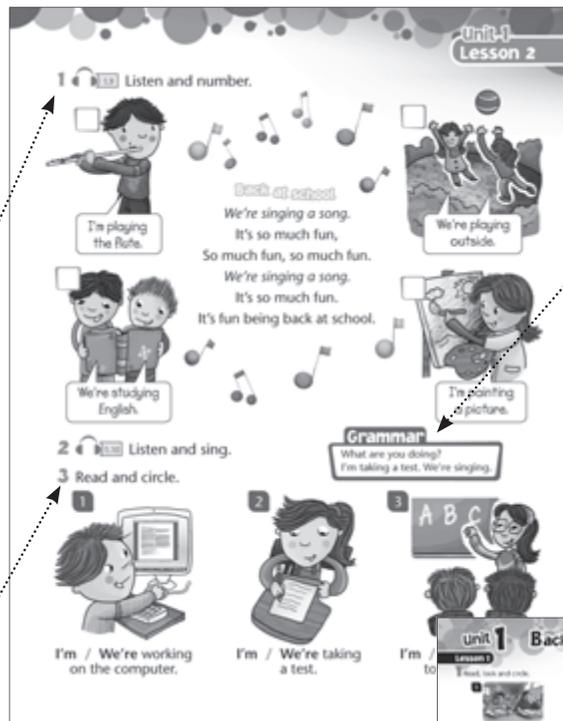
Each unit opens with a **cartoon** featuring a group of school children which introduces the topics and themes of the unit.



**Vocabulary** is presented through visuals. At this level, children are encouraged to trace letters and words in order to gain confidence writing.

## Lesson 2

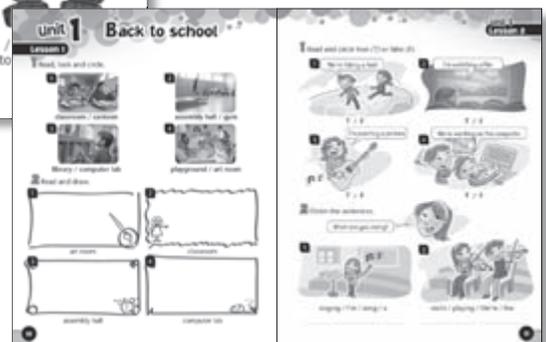
**Songs and chants** feature in every unit. Fun lyrics and catchy tunes motivate children to participate and become more confident.



**Grammar** is integrated into every lesson through model texts. Children then move towards independent use of the language.

Once children have worked with a **model**, they are given the opportunity to personalise the material.

## Activity Book



# Lesson 3

Children are presented with a **variety of exercise types** which are carefully guided and practise a range of skills.

Carefully **controlled practice of the language** is consolidated through dialogues, role-plays, songs and games.

Unit 1  
Lesson 3

1 Read and stick.

2 Look and complete.

1. Where's Karen?  
She's in the \_\_\_\_\_  
What's she doing?  
She's \_\_\_\_\_

2. Where's Paula?  
She's \_\_\_\_\_  
What's she doing?  
She's \_\_\_\_\_

3. Where's Mark?  
He's in the \_\_\_\_\_  
What's he doing?  
He's \_\_\_\_\_

4. Where's Jack?  
\_\_\_\_\_   
What's he doing?  
\_\_\_\_\_

3 Play a memory game.

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**Grammar**  
Where's Ted? He's in the library.  
What's he doing? He's reading.

# Lesson 4

Throughout the Student's Book, **vocabulary** is presented using **illustrations** and **photos** in order to provide children with a visual record.

**Skills activities** contextualise the grammar and vocabulary presented in each unit.

Once children have worked with a **model**, they are given the opportunity to **personalise the material**.

Unit 1  
Lesson 4

1 Listen and tick (✓).

	paint	do exercise	watch films	read books	work on computers
Monday	✓				
Tuesday					
Wednesday	✓				
Thursday					
Friday					

2 Listen and complete.

art room assembly hall computer lab gym library

	Monday	Tuesday	Wednesday	Thursday	Friday
art room					

3 Point and say.

On Monday we paint in the art room and...

On Tuesday we...

On Wednesday we...

On Thursday we...

On Friday we...

**Grammar**  
On Monday we paint in the art room.

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## Activity Book

# Lessons 5 and 6

The children listen to and read a **story**. As the children move through the levels the amount of text increases until they have the whole story written. The story is an ideal method to **practise the unit language** and extend it in a natural, familiar context.

### Unit 1 Lesson 5

#### The new girl

**1** Sue and Kate are best friends. On the first day of school, they walk to school together.

**2** Before school starts, Sue and Kate say hello to their friends. Then the bell rings. It's time to start the day.

**3** Mrs Smith introduces a new student to the class. She's from London. Her name's Lily.

**4** At break time, Sue and Kate play together. Lily is alone.

**1** Read and listen.

**2** Look and match.

  
Mrs Smith

  
Lily

  
Sue

  
Kate

### Unit 1 Lesson 6

**5** Sue and Kate are playing on the slide. Lily is sitting alone on a swing. She looks sad.

**6** Kate is climbing up the slide. She falls down! Ouch! She cuts her knee and starts crying. Lily runs to help Kate.

**7** Kate's knee is bleeding. Lily and Sue help Kate to the nurse's office.

**8** Later, Lily walks to class with Sue and Kate. They talk and laugh. Sue and Kate are happy. They have got a new friend.

**1** Read and listen.

**2** Read and circle true (T) or false (F).

1. Sue and Kate are best friends.	T / F
2. Lily is from Manchester.	T / F
3. At break time, Sue and Kate play with Lily.	T / F
4. Sue falls and cuts her knee.	T / F
5. Lily helps Kate.	T / F
6. Sue and Kate have got a new friend.	T / F

Each story aims to develop understanding of the **language** and **literacy skills** such as comprehension, sequencing and character development. The exercises become more challenging through the levels in accordance with children's abilities and age.

## Activity Book



# Lesson 7

The use of **Stickers** provides children with fun, game-like activities. Sticker activities are included in every unit.

The children have opportunities to practise the language, to **gain confidence in speaking** and using English.

**Unit 1 Lesson 7**

1 Read the poem and stick.

We're all different. Can't you see?  
I like writing, reading and P.E.  
I don't like Music, Art or Maths.  
How about you? What do you think of that?

Like (smiley face)      Don't like (frowny face)

2 Look and complete.

Grammar: I like P.E. I don't like Maths. Do you like Art? Yes, I do.

☺ = like      ☹ = don't like

	P.E.	Maths	Reading	Writing	Art	English
Me						
My friend						

3 Ask a friend and complete the chart.

Do you like Maths? Yes, I do.  
Do you like Art? No, I don't.

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# Lesson 8 - Phonics

Children develop their **pronunciation** through **Phonics** by focusing on specific sounds and letters. In the early levels the focus is on initial sounds, but as their skills develop children move on to work with silent letters, minimal pairs and consonant clusters.

**Unit 1 Lesson 8 Phonics**

1 Listen and number.

Look at that!

- Look at that!  
It's a fat cat. It's wearing a hat!
- Look at that!  
It's a red hen. It's drawing with a pen!
- Look at that!  
It's a pink pig. It's wearing a wig!
- Look at that!  
It's an old dog. It's walking on a log!
- Look at that!  
It's a funny duck. It's dancing on a rug!

2 Listen and chant.

3 Listen and complete the chart.

bed    clock    drum    fish    frog  
jet    lamp    rat    ship    sun

short a	short e	short i	short o	short u

17

## Activity Book

**Lesson 7**

1 Look and write.

2 Look and write the names.

English	PE	Reading	Writing	Art
Me				
My friend				

**Lesson 8**

1 Look and colour the objects that sound alike.

2 Listen and write the words.

3 Listen and write the words.

## Lesson 9 - CLIL

Each unit includes a focus on **CLIL** and encourages children to see how their knowledge of different subject areas can cross-over in to English and vice versa.

Hands-on **project-type activities** appear throughout the book which encourage children to work together in pairs or small groups.

**Unit 1 Lesson 9 Achieve!**

1 Listen and number the instruments.

2 Listen and tick (✓).

3 Ask and answer.

Are there any flutes in the orchestra? Yes, there are.

Are there any guitars in the orchestra? No, there aren't.

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## Lesson 10 - Culture

A range of activities throughout the book give children a glimpse of various **cultural aspects of life in English-speaking countries**.

The **Cut-outs** provide a hands-on learning experience and practise the language presented in the lesson.

**Unit 1 Lesson 10 Harmonic music**

1 Listen and read.

**Landfill Harmonic Orchestra**

This orchestra plays recycled musical instruments. They make the instruments with different objects.

2 Cut out and make instruments.

1. Cut out. 2. Colour. 3. Fill and staple. 4. Shake.

1. Cut out. 2. Colour. 3. Glue and attach. 4. Beat.

3 Play Guess what I'm playing!

You're playing the violin!

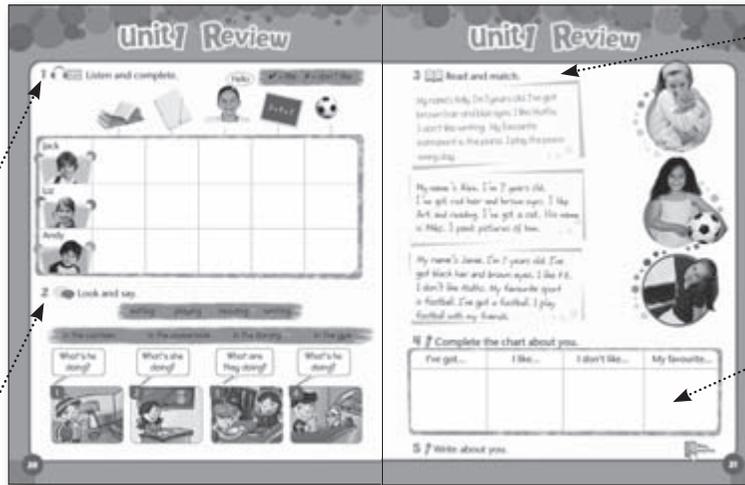
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Activity Book

# Unit Review

The **unit review** consolidates and revises grammar and vocabulary from the unit. Each exercise focuses on a different skill.

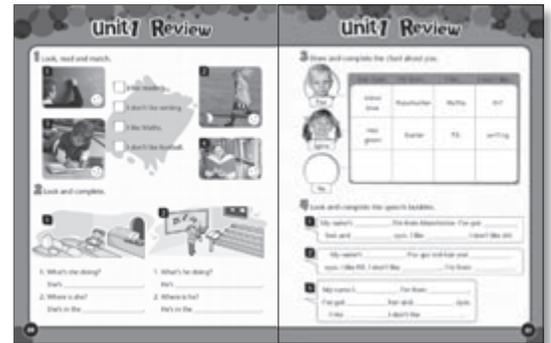
**Speaking tasks** encourage children to use the unit language in a communicative way.



**Reading activities** provide further revision but also a model for children to use as a guide to their own writing.

The review **writing task** provides children with the opportunity to bring together all the elements of the unit and personalise them.

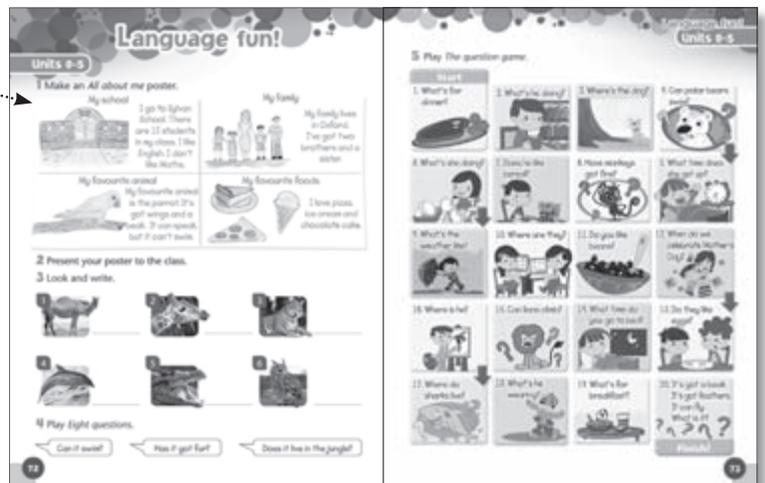
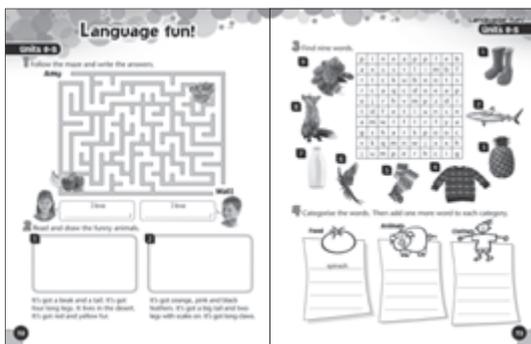
# Activity Book



# Language Fun!

The **Language fun!** pages are a way for children to review what they have learnt over the course of three units through puzzles and games. These activities encourage children to work alone, in pairs and small groups.

# Activity Book



# For the Teacher

## Teacher's Book

A guide with **unit overviews** for quick lesson plans, **step-by-step guidance** to *Go Digital* at your own pace, **complete teaching notes** plus **extra suggestions** for exploiting the course, **transcripts** and **answer keys**, **assessment guidance**, cross references to **support material**, **Key competences** and **Activity bank** to make the most of all the course materials.

Language and Skills objectives are clearly listed.

The Key Competences are marked for each activity and continuous assessment guidance is provided.

### Unit 1 Back to school

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> <li>Present continuous: affirmative and interrogative</li> <li>Questions: Where, What</li> <li>Prepositions of place: in</li> <li>Prepositions of time: on</li> <li>Likes and dislikes: like, not like and interrogative</li> </ul>	<ul style="list-style-type: none"> <li>Places in school: art rooms, assembly hall, canteen, classroom, computer lab, gym, library, playground</li> <li>Verbs: do, eat, listen, paint, play, read, sing, study, talk, watch, watch, work, write</li> <li>School subjects: Art, English, Maths, Music, P.E.</li> <li>Other: cinema, best friend, blind, cut, fall, happy, help, know, laugh, lonely, now, sad, skate, swing, talk</li> </ul>	<ul style="list-style-type: none"> <li>Phonics: short vowel sounds</li> </ul>	<ul style="list-style-type: none"> <li>Days of the week</li> </ul>

Language objectives	
Grammar	Functions
<ul style="list-style-type: none"> <li>To differentiate between the 1<sup>st</sup> person singular and plural</li> <li>To practice questions using What... doing?</li> <li>To ask where people are and what they are doing there</li> <li>To talk about school routines</li> <li>To express likes and dislikes</li> </ul>	<ul style="list-style-type: none"> <li>To ask and answer about likes and dislikes</li> <li>To give personal information</li> <li>To name the days of the week</li> <li>To describe a school routine</li> <li>To identify school subjects and locations</li> <li>To describe school activities and locations</li> <li>To follow instructions</li> <li>To identify and ask about musical instruments</li> </ul>
Vocabulary	Pronunciation
<ul style="list-style-type: none"> <li>To identify and name places in school</li> <li>To understand and use common verbs related to school</li> <li>To express opinions about school subjects</li> </ul>	<ul style="list-style-type: none"> <li>To highlight and practise short vowel sounds</li> </ul>

Skills objectives	
Speaking	Reading
<ul style="list-style-type: none"> <li>To sing along to a song to reinforce target language</li> <li>To ask and answer questions using the present continuous</li> <li>To ask and answer questions about locations and activities</li> <li>To use the present simple to describe a timetable</li> <li>To ask and answer about likes and dislikes related to school subjects</li> <li>To identify and produce short vowel sounds</li> <li>To ask and answer questions about an orchestra</li> <li>To use target language to play a game</li> </ul>	<ul style="list-style-type: none"> <li>To recognise the target language in the context of a story</li> <li>To read and follow a simple story</li> <li>To underline words to place the stickers correctly</li> <li>To interpret and respond to questions using the target language</li> <li>To use reading strategies to demonstrate comprehension</li> </ul>
Listening	Writing
<ul style="list-style-type: none"> <li>To identify places in school</li> <li>To understand activities in the context of a song</li> <li>To understand days, activities and rooms</li> <li>To identify characters in a story</li> <li>To follow the narrative of a story</li> <li>To recognise short vowel sounds</li> <li>To identify musical instruments from their sound</li> </ul>	<ul style="list-style-type: none"> <li>To write key vocabulary: places in school, activities, school subjects</li> <li>To complete a timetable and a chart</li> <li>To write a description of oneself using a model text as a guide</li> </ul>

### Unit 1 Overview

#### Assessment criteria

- Check children are able to identify, understand and produce present continuous, questions, prepositions of place and time and likes and dislikes.
- Check children are able to identify, understand and produce everyday verbs, places in school, days of the week and school subjects.
- Check children are able to follow instructions, ask what someone is doing, where someone is, describe school activities during the week and ask about likes and dislikes.

#### Materials

- Digital Book
- Audio CD 1
- Teacher's Resource Material
  - Language worksheet Unit 1, page 46; Lesson 7
  - Reading worksheet Unit 1, page 30; Lesson 6
  - Writing worksheet Unit 1, page 48; Lesson 2
  - Spelling worksheet Unit 1, page 60; Lesson 3
  - Listening worksheet Unit 1, page 70; Lesson 3
  - Test Unit 1, pages 98-103; Unit 1 Review
- Flashcards Unit 1
- Extra
  - Realia: musical instruments
  - A4 paper
  - 5 pieces of card
  - Simple map of the school

#### Go digital!

Digital book

Complete the activities with the children on the IWB.

More practice

Provides extra interactive practice which can be used at the end of the unit in class or as homework. There are seven activities in each unit.

For suggestions on how to exploit the course resources see our Activity Bank, pages 14-17

#### Key competences

- Linguistic competence**  
Children learn to ask what someone is doing and where somebody is. Children describe school activities during the week. They learn to ask about likes and dislikes.
- Cultural awareness and expression**  
Children develop drawing and colouring skills. They join in with a chant, sing a song and perform craft tasks. They learn about musical instruments (LL).
- Mathematical competence and basic competences in Science and Technology**  
Children develop and apply mathematical thinking to explain the natural world. They express quantities and revise counting.
- Digital competence**  
Children become familiar with the use of technology as a tool to reinforce language acquisition.
- Social and civic competence**  
Children learn basic social interaction patterns and social conventions to help them become competent citizens, such as working in pairs, playing games and acting out stories.
- Competence in learning to learn**  
Children develop strategies to improve the learning process like observing, linking, matching, etc.
- Sense of initiative and entrepreneurship**  
Children show initiative revising the content of the unit in the review section and making decisions regarding the craft activity (making a class counting book).

Assessment guidance in every lesson.

The support material is referenced in every unit and lesson.

Each lesson includes what to look out for and suggestions of how to deal with evaluation.

Clear, concise lesson instructions make lesson planning easy. Extra suggestions to enhance the Student's Book activities are included.

### Unit 1 Lesson 1 - SB Page 10

#### Language objectives

**Vocabulary**

- art room, assembly hall, canteen, classroom, computer lab, gym, library, playground

#### Skills objectives

**Listening**

- Identify places in school

**Reading**

- Read and follow a simple story

**Writing**

- Copy the key vocabulary

#### Materials

- Digital Book
- Audio CD 1
- Flashcards Unit 1
- Simple map of the school

**Warmer**

Show the map of school or draw a simple one on the board. Point to different rooms and ask the children to identify them. Do actions if necessary to prompt.

**Lead-in**

Hold up the unit 1 flashcards one at a time and name them. Show them again for the children to name. Show them faster and faster in random order.

**1 Children read and listen.**

Values: Remind the children about the value of friendship. Ask them how they can tell that the characters in the story are good friends: Do they notice that George is missing? Do they look for George together?

**Optional extra:** Ask questions about the story: Where are the children? Is there a computer lab at their school? Is there a canteen? Is George at school with them? Are they happy to see each other again? Is George in the computer lab? Where is he?

**2 Children listen and write.**

Answer key: 1. library, 2. gym, 3. classroom, 4. playground, 5. canteen, 6. computer lab, 7. art room, 8. assembly hall

**Optional extra:** The children play a miming game. Divide the class into small groups. One person from each group mimes an activity from one of the school rooms. The rest of their group guesses which room it is. The winner then has a turn.

**Wrap up**

Put the unit 1 word flashcards of the items seen in the lesson on the board. Tell the children to look at them for a minute and then close their eyes and count to ten. Swap the position of two cards. When the children open their eyes, they must tell you which cards have changed places.

#### Initial evaluation

Put the unit 1 word flashcards on the board. Mime an activity from one of the rooms and ask the children to write the word down. Repeat with three other rooms.

#### At home

**Activity Book** - page 10

Answer key:

1. canteen, 2. gym, 3. library, 4. art room
- Child's own drawing

**Optional extra:** Children draw a map of the school.

#### Audio CD 1

1 library	4 playground	7 art room
2 gym	5 canteen	8 assembly hall
3 classroom	6 computer lab	

### Lesson 2 - SB Page 11

#### Language objectives

**Grammar**

- Present continuous: I'm, we're

**Vocabulary**

- listening, painting, playing, singing, studying, taking, working

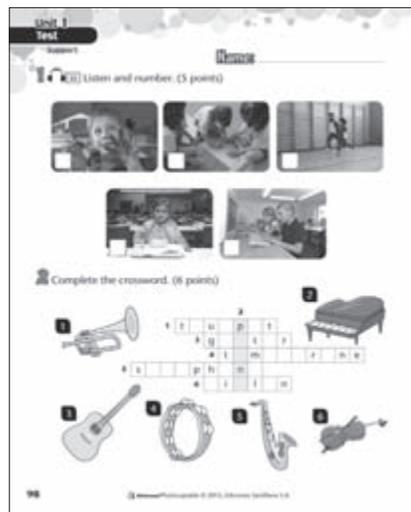
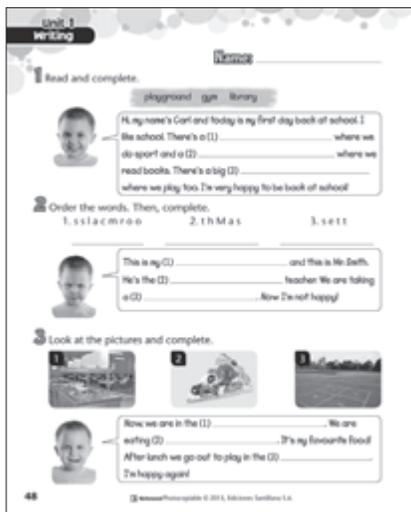
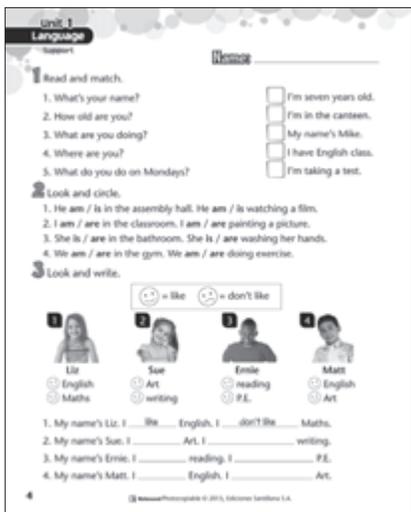
**Functions**

- Describing school activities

The Activity Book answers are available at the end of each unit and the transcripts are available at the end of the book.

# Teacher's Resource Material

The **Teacher's Resource Material** provides a wealth of photocopiable resources which supplements the **language** and **skills** covered in the Student's Book and is available on the website. It includes **Language, Reading, Writing, Speaking** and **Listening worksheets** for every unit, three **Festival worksheets** and **Tests** (Diagnostic, Unit, End of term and End of year). Both the Language worksheets and Tests are presented at **three levels** to suit different abilities within the class. There are also suggestions on when each worksheet could ideally be used. Reproductions of each worksheet with the answer key in place are included.



# Teacher's Audio Material

The pack includes 2 audio CDs:

- **Audio CDs 1 and 2**
- The **Activity Book Audio** is available on the website and so is the **Teacher's Resource Material Audio**.



# Flashcards and Word Cards

82 photo **flashcards** each with an accompanying **word card** are available on the website for you to print. You can also make them yourself with your students' help out of magazine cut-outs. They are ideal for presenting, reinforcing and reviewing vocabulary. There are also games suggestions in the **Activity Bank** on page 14 of the Teacher's Book. The flashcards are reproduced in the **Picture Dictionary** in the Activity Book.



art room

# Go Digital!

**Tailor your digital teaching!** Richmond teachers decide what digital materials they or the children will use in the classroom or at home. Digital resources are the perfect aid to enhance your teaching, motivate the children and make the most of all course materials.

## Digital Book

The **Digital Book** is an interactive version of the Student's Book, which includes the audio material for use with IWB or projector.



## The Young Achievers Game

The solution for your students to learn and have fun. The game is ideal for fast finishers, as wrap-up activities or homework.

Includes learning progress



Encourages children to get the best results to unlock the next unit



# Key Competences for Lifelong Learning

**Key competences** combine the knowledge, skills and attitudes necessary to develop and achieve success as well being active in all areas of social and civic life. Each of the competences is equally important and for that reason there are many shared goals which support and

underpin one another. The basic skills of language, literacy, numeracy and information and communication technologies provide the foundation blocks for critical thinking, creativity, taking initiative, problem-solving, decision-making and management of feelings.

**Young Achievers** works on the following **Key Competences** as set out by the **European Commission**:

LC



## **Linguistic competence**

This competence develops the use of language as a tool for communication. It involves understanding oral messages, communicating verbally, reading and writing. The games and personalised activities in the series motivate children to speak right from the outset. The emphasis on understanding oral messages is developed by the stories, dialogues and songs where children learn to listen to extract relevant information. The ability to read and understand texts is systematically introduced and developed through the series.

MST



## **Mathematical competence and basic competences in Science and Technology**

This competence develops the ability to use numbers and mathematical reasoning to solve a range of problems and to use science to explain the natural world. The course provides plenty of opportunities for children to apply their mathematical thinking in everyday contexts, for example, telling the time, using charts, completing surveys or sequencing events. Children are made aware of the world around them and the effect human activity has on it.

DC



## **Digital competence**

This competence involves the confident use of computers and other technology for learning, communication and recreation. Through the integration of digital and multi-media resources, the children develop familiarity and competence in this area. The children are encouraged to use the interactive material and, in higher levels, to research information on the internet.

SCC



## **Social and Civic competences**

This competence equips children with the necessary skills to participate fully in social and civic life. Collaboration and tolerance is developed throughout the course by the inclusion of pair and group work. Children learn about healthy lifestyles, empathise with characters in the stories and learn social rules through games and role-plays.

CAE



## **Cultural awareness and expression**

This competence is developed through a wide range of fun songs, chants, drama, stories and craft activities. The cut-outs provide the opportunity to create and assemble games which are then used for language practice. There is also a strong emphasis on appreciation and enjoyment of culture by the inclusion of popular stories and works of art. The culture focus present in each unit shows aspects of life in English speaking countries.

LL



## **Learning to learn**

This competence means children develop and become aware of effective ways to organise and manage their own learning. The incorporation of the unit reviews encourages the children to be responsible, aware learners who can reflect on their own progress. Throughout the course children are offered opportunities to build on prior learning, to apply their knowledge and to make use of guidance.

IE



## **Sense of initiative and entrepreneurship**

This competence refers to the ability to turn ideas into actions. The skills to be able to work both proactively as a member of a team and individually are developed by activities where the children create a product. Throughout the course they are continually encouraged to use their imagination and to be creative.

# Activity Bank

## Classroom Dynamics

### Birthdays

This is often the most important event in a child's calendar and offers a great opportunity to show that we value them. It's a good idea to keep a birthday chart on the classroom wall. Make sure not to forget those students with birthdays in the holidays or on non-school days.

### Classroom display

Children really value their work when it is displayed in class and we encourage other students to notice and praise it. It also motivates children to produce good work and think about presentation.

### Choice

Offer children choices wherever possible as it will give them a greater sense of ownership in the class and also helps establish a culture of negotiation. For young learners, this can be as simple as choosing the song or story, but can be built on throughout the course to promote more autonomous learning.

### Humour

Noticing the funny side of things and encouraging shared laughter (not at any one's expense) will help create a much happier classroom environment.

### It costs nothing to be polite

Hello, goodbye, please and thank you are so easy to learn and are important markers of respect. If you insist on using these conventions you will promote mutual respect among your students.

### Names

We may find ourselves calling out some names more than others, or using certain tones of voice with certain names. This will send powerful messages to the class so we should try to use all our students' names in as positive a way as we can.

### Roles and responsibilities

Most children value being given responsibility, this can be as simple as handing out pencils. These roles show that you trust the child to act responsibly. Although assigning tasks can be seen as a reward, it's important to make sure that all students get the chance to step up.

### Start as you mean to go on

The beginning of the class is a key time for promoting a caring dynamic in your class. Have a mini conversation with a couple of students while the rest of the class are listening; ask about their family, likes and dislikes and so



on. This allows everyone to learn more about each other and as you show a genuine interest in each child you will raise their status in the eyes of the whole class.

### Your voice

This is your most powerful teaching tool. How you use your voice is key to getting the students attention and holding their interest but it also gives strong messages about how you feel about them as a class and as individuals. Every time you talk to your class or the individuals in it, you are providing a model of how you want them to talk to each other.

## Assessment

### Observation

Observing children in class and making regular notes on their development can complement more formal assessment techniques, and help build a more complete picture of each child. Keep on-going notes in a notebook with a page (or pages) for each child. During or after each lesson, make notes about children's comprehension, use of language, participation or behaviour. It is hard to observe all the children on a regular basis, so try focussing on two or three children each lesson or week. Alternatively, choose a specific area of language learning to observe each week.

### Portfolios

A portfolio is a collection of each child's work from over the course of a term or school year. With young children, it can include art and craft work, labelled diagrams and short pieces of writing. It is useful as an assessment tool as we can observe a child's progress in their written work

through the year. It can also be a starting point for one-to-one interviews with children to talk about their learning and progress.

### Making the most of the register

Rather than just reading out the names to elicit a *yes* from the children, ask them all to answer a question when their name is called. For example, *Sally, tell me your favourite colour*. Some children may just say *green* while others may say *My favourite colour is green*.

### Password

At the end of the lesson, ask each child to think of a new word they have learnt in today's class. This new word is their password. Ask each child to tell you their password for the day. After saying their password, they can line up or leave the room. This helps make children aware of their own learning and lets you know which new words children have noticed and found memorable.

## Attention to Diversity

### Thinking time

To include everyone when answering questions, tell the children to stay quiet and put up their hands when they have an answer so everyone has time to think. Alternatively, have a pot of name cards and take names at random to answer questions so that all children have a turn.

### Praise

Praise all children, not just for the standard of their work, but for making an effort, showing improvements or helping others. Be enthusiastic and try to give helpful feedback too. For example, *That's great! Your writing is very clear and neat, it helps me to read it*.

### Working in pairs and groups

Organise groups in a variety of ways depending on the activity. Mixed ability groups work well, for example, while playing a game. Remember, weaker children can often learn more from a fellow student. For other activities, it can be more productive to put the stronger students together while you give more attention to a weaker group. Try to avoid having an identifiable group where weaker students are always together.

### Accessible learning

Make instructions and tasks accessible to all students. Some children benefit if you accompany instructions with gestures or pictures or if you show them a finished example. Demonstrate tasks as much as possible and provide visual references, for example, put up flashcards.

### Fast finishers

To avoid boredom or frustration, have activities ready for faster workers to go on to, for example, simple word searches, a picture to label, a picture book to read. Alternatively, ask fast finishers to help other students with their work.

## Flashcards Games

You can print the **Flashcards** provided on the website or make your own with the help of your students out of magazine cut-outs. It will provide lots of fun and an opportunity to engage in some arts and crafts activities. If you wish, you can also prepare them at home and bring them ready to class.

### Funny voices

Show picture cards and say the words in a funny voice for the children to repeat. For example, a monster's voice, a squeaky voice, a whisper, a deep opera singer's voice, etc.

### Look and point

Put word cards around the classroom. Hold up a picture card, ask the children to look for the matching word card and point to it as quickly as they can. Try holding up two cards.

### Mime games

Hold a flashcard over a volunteer's head so that the class can see it, but the child cannot. The children mime the word for the volunteer to guess. Alternatively, show the card just to the volunteer who then mimes it for the rest of the class.

### Pelmanism on the board

Put picture cards face down on one side of the board and word cards on the other. Divide the class into two teams. A member from Team A turns over a picture card and a word card and says the words. If the cards match, they keep them and the team gets a point. If the cards do not match, the child puts them back as before.

### Quick flash

Show the children a picture card very quickly and then turn it back straight away. The class say what they think it is.

### Read my lips!

Put the flashcards on the board and silently mouth a word. The children try to read your lips. The first child to guess the word mouths the next word.

### Repeating game

Put picture cards on the board, point to a card and say a word. If the word is correct, the children repeat it. If not,

they keep silent. This can be extended to sentences: *These are pencils. It's a green snake.*

#### Slow show

Hold a picture card or word card behind a book and show it little by little. The class guess what the picture is before they see the whole.

#### What's missing?

Hold up word cards one by one, and say each word for the children to repeat. Remove a card, then stick the remaining ones to the board. Ask *What's missing?*

## Vocabulary Games

#### Air writing

When children are familiar with the alphabet, use your finger to write a word in the air. The children call out each letter and then say which word the letters spell.

#### Can you remember?

Say *I like apples* and ask a child to repeat the sentence and add another word, *I like apples and cherries*. Then the next child repeats the sentence and adds another word and so on.

#### Change places

Sit the children in a circle of chairs. Say *Change places if you're wearing (blue)*. Alternatively you can say: *Change places if you've got a (cat)*; *Change places if you like (ice cream)*.

#### Find the cards

Before class, draw simple pictures on cards and hide them around the classroom or playground. Divide the class into teams. Give them two minutes to find the cards. Award a point for each card found and a second point if they can say the word.

#### Noughts and crosses

Draw a three by three grid on the board. Divide the class into two teams and assign noughts to Team A and crosses to Team B. Ask Team A a question, if they answer correctly they draw a nought in a square. Then Team B has a turn. The winner is the first team to draw three noughts or crosses in a row.

#### Stand on it

Write colour words on pieces of paper and place them on the floor in an open space. Divide the class into teams and invite a volunteer from each team out. Ask a question: *What colour is a frog?* The volunteers run and stand on the answer, the first one wins a point. You can also play with numbers: *How many legs has a chicken got?*

#### Word tennis

Divide the class into two teams. Choose a category (transport) and ask Team A to say a transport word. Team B then have five seconds to say a different word, then Team A have five seconds to say another word and so on. If they cannot think of a word in five seconds or if they repeat a word, then the other team win the point.

## Grammar Games

#### Four corners

Take four cards and write *like, love, don't like, hate*. Stick each card in one of the corners of the room. Ask: *Do you like (spiders)?* The children go to the corresponding corner. Each corner then chants:

*We (hate) spiders  
Yes we do!  
We (hate) spiders  
How about you?*

#### Have you got it?

Put some picture cards on the board and ask the class to remember the words. Then ask a volunteer to stand outside the classroom while a second volunteer takes a card and puts it in their bag. The child comes back in and says which picture is missing. They then have three chances to guess who has the object, by asking *Have you got the (pencil)?*

#### Throw the ball

The class stands in a circle. Throw a ball to a child and ask: *Can you ride a bike?* The child answers *Yes, I can/No, I can't* and then takes a turn to throw the ball and ask another question. This game can be played with *Do you like ...?* or *Have you got ...?* questions.

#### Where's the ...?

Ask a volunteer to stand outside the classroom for a moment. Hide an object or picture card in the classroom. Invite the volunteer back to look for it. Encourage the class to chant *Where's the (sharpener)?* quietly when the volunteer is far away from the sharpener and loudly when close.

## Songs and Chants

#### Actions

Combining language production with movement is a powerful way to fix the language. It also makes the experience more enjoyable and gives students who are not confident with singing a chance to join in the activity. For songs that don't have obvious accompanying actions, get the children to invent them.

### Answer back

Divide the class in half. Get each half of the class to sing alternate lines. This can also work with more than two groups, if your students are confident singers.

### Clap the rhythm

Read out a line from the song. Then read it again but this time clap with each syllable. Encourage students to join in. Then clap the rhythm without saying the words. Children can clap lines without singing and have others guess the line. Alternatively, divide the class into two groups where one group sings as the others clap the rhythm.

### Correct the mistakes

Write the song words on the board but include some mistakes, substituting, adding or removing certain words. Play the track, students call out *Stop!* if they see a mistake and say what the correct word is.

### Dance routines

Songs that don't immediately lend themselves to actions may still be good to dance to. Divide the class into groups and get them to invent a dance routine to accompany a song.

### Draw the song

Once the children have been through the song, get them to draw it.

### Echoes

Read out or sing lines of the song and get students to repeat back to you. This activity can be made quite sophisticated by insisting that students mimic accent and intonation.

### Extra verses

A great number of songs can be extended by adding new verses. This can be done in many cases by substituting key vocabulary items in the song.

### Funny voices

Read or sing lines using funny voices and get the children to mimic you. You can also sing lines as if you were a story character or a famous person.

### Humbug

Once students are familiar with a song, try humming lines from the song to the class and choose volunteers to say or sing the words that go with that line. This activity could still work with chants as even spoken words have melodic intonation; you just have to exaggerate it!

### Make a recording

This gives singing a clear purpose and encourages children to make a real effort. Comparing recordings made at different times will also give them the chance to hear directly how they can improve with practice.

### Musical statues

This is a good activity for students to get to know songs at a passive level. The children walk around or dance on the spot while you play the song. Stop the track at random points and the children freeze like statues. If anyone moves, they are out of the game.

### Transitions

Use song tracks to time events in the class, for example, when students are tidying up at the end of class. They should have finished the activity or be in place by the time the track ends.

### What comes next?

Once children are familiar with a song, play the track, stop at key points and ask them to tell you the word or line that comes next.

## narratives

### Act Out!

Once the children are familiar with the story, divide the class into groups making sure everyone has a part. You can also increase the fun-factor by giving some students the role of providing sound effects. Get the groups to practise the 'miniplay' and then perform for the rest of the class.

### Help me remember

Retell the story but pretend that you can't remember particular events or lines from the story and get them to help you.

### Making mistakes

Check your students' memory of the story by reading it out with deliberate mistakes. You can get them to call out when they hear a mistake or try and count the number of mistakes they hear in the story.

### Story quiz

Write a series of questions based on the story, then divide the class into teams. Players take turns to answer questions about the story, winning points for their team with correct answers.

### Who said that?

Write the names of the characters on the board. Divide the class into two teams. Read out a line from a speech bubble or caption. Students race to the board and the first player to touch the correct character name wins the point.

Unit	Vocabulary	Grammar
<b>0</b> Welcome! page 4	Colours Family members Classroom objects Furniture Rooms in the house	Fruits and vegetables Farm animals Sports and activities Ordinal numbers
<b>1</b> Back to school page 10	Places in school: <i>art room, assembly hall, canteen, classroom, computer lab, gym, library, playground</i> Verbs: <i>do, eat, listen, paint, play, read, sing, study, take, wash, watch, work, write</i> Days of the week School subjects: <i>Art, English, Maths, Music, P.E.</i>	Present continuous: affirmative and interrogative Questions: <i>Where, What</i> Prepositions of place: <i>in</i> Prepositions of time: <i>on</i> Likes and dislikes: <i>like, not like</i> and interrogative
<b>2</b> Life at home page 22	Chores: <i>clean, feed the dog, lay the table, make the bed, take out the rubbish, tidy the room, wash up, water the plants</i> Daily routine: <i>get up, have breakfast, go to school, have lunch, have dinner, go to bed</i> Places in the house: <i>bathroom, bedroom, dining room, garage, garden, kitchen</i>	<i>There is, There are</i> : affirmative, negative and interrogative Questions: <i>Where</i> Prepositions of place: <i>in, on, under, in front of, behind, next to</i> Imperatives: <i>Tidy your room.</i> Present simple: <i>be</i> third person 's'
page 34	Language fun! Units 0-2	
<b>3</b> Meal time page 36	Food: <i>apple, banana, beans, biscuits, bread, broccoli, cake, carrot, cereal, cheese, cherries, chips, chocolate, egg, fish, grapefruit, grapes, ham, hamburger, ice cream, juice, kiwi, lettuce, mashed potatoes, meat, milk, pasta, peach, peas, pineapple, pizza, rice, salad, spinach, steak, strawberries, sweet corn, toast, tomato, yoghurt</i> Verbs: <i>cut, eat, look, mix, serve, smell, taste, wash</i> Adjectives: <i>bad, delicious, good</i>	Likes and dislikes: <i>like, not like</i> and interrogative Present simple: <i>like</i> third person 's' Demonstratives: <i>this, these</i> Imperatives: <i>Cut the fruit.</i>
<b>4</b> Animals on the move page 48	Animals: <i>bear, bird, camel, crocodile, dolphin, eagle, elephant, fish, fox, frog, giraffe, gorilla, hare, lion, lizard, monkey, octopus, owl, panda, parrot, polar bear, shark, snake, tiger, tortoise, whale, zebra</i> Habitats: <i>desert, forest, grasslands, ice, jungle, ocean</i> Verbs: <i>climb, crawl, eat, fly, jump, live, run, swim, walk</i> Animal body parts: <i>beak, claws, feathers, fin, fur, paw, scales, tail, wings, whiskers</i> Animal food: <i>fish, insects, meat, plants</i>	Ability: <i>can</i> affirmative, negative and interrogative <i>have got</i> : affirmative, negative and interrogative Present simple: <i>live</i> third person 's'
<b>5</b> Changing seasons page 60	Seasonal clothes/objects: <i>boots, coat, gloves, hat, jacket, jeans, jumper, raincoat, sandals, scarf, shorts, sunglasses, swimsuit, umbrella</i> Weather: <i>cloudy, cold, hot, raining, snowing, sunny, windy</i> Colours: <i>blue, brown, grey, green, red, orange, purple, yellow</i> Seasons and months of the year	Questions: <i>What + like, Whose</i> Present continuous: affirmative, negative and interrogative Present simple <i>want</i> : affirmative and negative Possessive 's'
page 72	Language fun! Units 0-5	
<b>6</b> A day in town page 74	Adjectives: <i>big, clean, dirty, empty, fast, full, new, old, slow, small</i> Vehicles: <i>bus, car, lorry, motorbike, plane, train</i> Places in town: <i>bank, bus stop, cinema, fire station, hospital, ice cream shop, library, museum, park, pet shop, police station, post office, restaurant, shoe shop, supermarket, zoo</i> Jobs: <i>bus driver, chef, doctor, firefighter, mechanic, police officer, postman, shop assistant, waitress</i>	Demonstratives: <i>this, that</i> <i>be + adjectives</i> Prepositions of place: <i>between, next to, opposite</i> Questions: <i>Where</i> Present continuous: affirmative, negative and interrogative Present simple: third person 's'
<b>7</b> Summer camp page 86	Camping activities: <i>canoeing, fishing, hiking, horse riding, mountain biking, playing football, playing volleyball, swimming</i> Camping: <i>cabin, field, forest, lake, mountain, pool</i> Parts of the day: <i>morning, afternoon</i>	Questions: <i>Where</i> Past simple: <i>be</i> affirmative Prepositions of time: <i>at, in, on</i> Present simple and past simple: <i>before, now</i> Dates: ordinal numbers
<b>8</b> Around the world page 98	Countries: <i>Argentina, Brazil, Canada, China, Egypt, France, Germany, India, Ireland, Italy, Japan, New Zealand, Peru, Turkey</i> Hair adjectives: <i>curly, dark, light, long, short, straight</i> Eye and hair colour: <i>black, blond, blue, brown, green, red</i> Directions: <i>go down, go straight on, go past, go to the end, it's opposite, next on the right, turn right, turn left</i>	<i>There is, There are</i> Questions: <i>How many, When, Where, What any</i> <i>have got</i> : affirmative and negative, third person
page 110	Language fun! Units 0-8	

Functions	Phonics for pronunciation	Achieve!
		Culture
Greetings and introductions Describing people's physical appearance Describing where people are and what they are doing		
Ask what someone is doing: <i>What are you doing? I'm reading.</i> Ask where somebody is: <i>Where's Ted? He's in the library.</i> Describing school activities during the week: <i>On Monday we paint in the art room.</i> Asking about likes and dislikes: <i>Do you like...? Yes, I do. No, I don't.</i>	Short vowel sounds	CLIL: Musical instruments - cello, double bass, drum, flute, guitar, piano, saxophone, tambourine, trumpet, violin
Describing houses: <i>There is a garage. There isn't a garden.</i> Locating people, animals and objects: <i>The dog is under the table.</i> Describing routines and time: <i>I get up at half past six.</i> Telling the time: <i>She gets up at half past six.</i>	Long a sound	CLIL: Numbers 1-50 My collection: Describing your collection
Asking about likes and dislikes: <i>Do you like...? Yes, I do. No, I don't.</i> Describing food: <i>This tastes delicious. Those smell good.</i> Reading and writing a recipe: <i>Mix the fruit.</i>	Long e sound	CLIL: Food pyramid Fruit salad: Write a recipe
Asking about animals' abilities and body parts: <i>Can foxes fly? Snakes have got scales.</i> Talking about animals' habitat and diet: <i>It lives in the ocean. It eats meat.</i>	Long i sound	CLIL: Amazing animals Endangered animals: Describe an endangered animal
Talking about the weather: <i>What's the weather like? It's windy.</i> Describing what someone is wearing: <i>He's wearing a coat.</i> Talking about seasonal activities: <i>We go swimming in the summer.</i> Talking about wants: <i>I don't want my umbrella.</i> Identifying possessions: <i>Whose gloves are these? They're Mel's gloves.</i>	Long o sound	CLIL: Warm and cool colours Fun all year long: Celebrations throughout the year
Describing vehicles: <i>That train is fast.</i> Asking where places are: <i>Where's the park? It's next to the library.</i> Talking about what people are doing: <i>John isn't shopping at the supermarket. He's playing at the park.</i> Describing professions: <i>A waitress serves food.</i> Giving directions: <i>Turn right. It's opposite the park.</i>	Long u sound	CLIL: Giving directions – go straight on, turn right, turn left Our town: Design a brochure
Asking about past activities: <i>Where were you on Wednesday in the afternoon? I was in the forest.</i> Comparing the past and the present: <i>Before there was a library. Now there is a cinema.</i> Describing positions in the past: <i>Who was third? Andy was third.</i> Asking about birthdays: <i>When's your birthday? It's the 14th of November.</i>	b or v	CLIL: Let's take care of the Earth Save the Earth: Earth Day poster
Saying where people are from: <i>She's from France.</i> Asking about quantity: <i>How many students are there from Peru? Are there any students from Canada?</i> Describing appearance: <i>He's got short blond hair and light brown eyes.</i> Asking about celebrations: <i>What do they do? They visit their relatives.</i> Giving directions: <i>Turn right and it's the next door on your left.</i>	h or j	CLIL: The Chinese Moon Festival Celebrations: Describing celebrations

# Unit 0

# Welcome!

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> <li>• <i>have got</i></li> <li>• Present continuous</li> <li>• Present simple: <i>be</i></li> <li>• Demonstratives: <i>this, these, that, those</i></li> <li>• Prepositions of place: <i>behind, in, in front of, next to, on, under</i></li> <li>• Ability: <i>can/can't</i></li> <li>• Questions: <i>What, How many</i></li> </ul>	<ul style="list-style-type: none"> <li>• Colours</li> <li>• Family members</li> <li>• Classroom objects</li> <li>• Furniture</li> <li>• Rooms in the house</li> <li>• Fruits and vegetables</li> <li>• Farm animals</li> <li>• Sports and activities</li> <li>• Ordinal numbers</li> </ul>		<ul style="list-style-type: none"> <li>• Greetings</li> <li>• Introductions</li> </ul>

## Language objectives

Grammar	Functions
<ul style="list-style-type: none"> <li>• To review <i>have got</i> and <i>wearing</i></li> <li>• To review the use of <i>this, these, that, those</i></li> <li>• To review prepositions of place and the question <i>Where's...?</i></li> <li>• To review the Present continuous for all persons</li> </ul>	<ul style="list-style-type: none"> <li>• To give personal information</li> <li>• To ask and answer about objects</li> <li>• To describe position</li> <li>• To describe activities</li> </ul>
Vocabulary	Pronunciation
<ul style="list-style-type: none"> <li>• To review physical descriptions</li> <li>• To review common nouns</li> <li>• To review rooms in a house and furniture</li> <li>• To review classroom objects</li> <li>• To review action verbs</li> </ul>	

## Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> <li>• To introduce oneself</li> <li>• To sing along to a chant to reinforce target language</li> <li>• To ask and answer questions about position</li> <li>• To ask and answer questions using the Present continuous</li> <li>• To ask and answer questions using a variety of structures and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise the target language in the context of a story</li> <li>• To read and follow a simple story</li> <li>• To read and demonstrate understanding by completing activities</li> <li>• To interpret and respond to questions using the target language</li> </ul>
Listening	Writing
<ul style="list-style-type: none"> <li>• To follow a simple story</li> <li>• To listen to a chant to reinforce target language</li> <li>• To understand in order to complete activities</li> <li>• To understand text to place the stickers correctly</li> </ul>	<ul style="list-style-type: none"> <li>• To copy and write vocabulary</li> <li>• To write a description of oneself using a model text as a guide</li> </ul>

### Assessment criteria

- Check children are able to identify, understand and produce *have got*, present continuous, present simple, demonstratives, prepositions of place, ability and questions.
- Check children are able to identify, understand and produce colours, family members, classroom objects, furniture, rooms in the house, fruits and vegetables, farm animals, sports and activities and ordinal numbers.
- Check children are able to use greetings and introductions, describe physical appearance and describe where people are and what they are doing.

### Materials

- **Digital Book**
- **Audio CD 1**
- **Teacher's Resource Material**  
Diagnostic test, pages 96-97: Lesson 6
- **Extra Card**

### Go digital!

#### Digital book

Complete the activities with the children on the IWB.

#### More practice

Provides extra interactive practice which can be used at the end of the unit in class or as homework. There are seven activities in each unit.

For suggestions on how to exploit the course resources see our **Activity Bank**, pages 14-17

## Key competences

LC



### Linguistic competence

Children develop listening, speaking, reading and writing skills. Children use basic language to describe people's physical appearance, where people are and what they are doing.

MST



### Mathematical competence and basic competences in Science and Technology

Children develop and apply mathematical thinking and explain the natural world.

DC



### Digital competence

Children become familiar with the use of technology as a tool to reinforce language acquisition.

SCC



### Social and civic competence

Children use basic social interaction patterns and social conventions to help them become competent citizens, such as working in pairs, playing games and acting out stories. Children also practise greetings and introductions.

CAE



### Cultural awareness and expression

Children develop their creativity by drawing and colouring. Children participate in songs and chants.

LL



### Competence in learning to learn

Children develop strategies to improve the learning process such as observing, linking, matching, etc.

IE



### Sense of initiative and entrepreneurship

Children show initiative by revising the content of the unit in the review section, and making decisions regarding the craft activity.

## Lesson 1 - SB Page 4

## Language objectives

## Vocabulary

- chair, pencil case, school, school bag

## Skills objectives

## Speaking

- Introduce oneself

## Listening

- Follow a simple story

## Reading

- Recognise the target language in the context of a story
- Read and follow a simple story

## Materials

- Digital Book
- Audio CD 1

## Warmer

Greet children as they come into the classroom:  
*Hello. Welcome back to school! My name's (Ms Byrd).  
What's your name?*

## Lead-in

Ask individual children: *Have you got your (pencil case)?  
Where's your (school bag)?* Take the opportunity to review  
classroom materials.

1  Children read and listen.

**Values:** Remind the children about the value of being prepared. Ask them how they prepare for school. Do they prepare their bag and clothes the night before? Remind them that they should start being responsible for their belongings and making sure they have what they need for the day ahead.

**Optional extra:** Ask comprehension questions about the story.

## 2 Children read and say.

**Optional extra:** Ask two children to read the speech bubbles out loud. Divide the class into two groups and assign each group a character. Get each group to read the corresponding part out loud in unison.

They then switch characters and repeat.

Invite several pairs to the front and encourage them to repeat the dialogue without looking at the book.

## 3 Children introduce themselves to their classmates.

**Optional extra:** Ask a group of children to introduce themselves to each other while the rest of the class watch. Repeat with other children.

## Wrap up

Invite eight volunteers to the front of the class to say their names. Tell the rest of the class to close their eyes and ask one of the volunteers to keep quiet. The seven volunteers then repeat their names. Ask the class: *Who's missing?* Repeat with other volunteers.

## Initial evaluation

Get children to stand up and walk around the classroom introducing themselves to the other children.



## At home

## Activity Book - page 4

Answer key:

- 1** 1. ✓ - school bag, 3. ✓ - pencil case, 4. ✓ - pencil,  
5. ✓ - sharpener, 7. ✓ - rubber
- 2** 1. my - name, 2. Hello - meet

- **Optional extra:** Children prepare their own school bag for the next day.

## Lesson 2 - SB Page 5

## Language objectives

## Grammar

- have got
- Present continuous

## Vocabulary

- blond, blue, brother, purple, sister

## Functions

- Giving personal information

## Skills objectives

## Listening

- Understand in order to complete activities

## Reading

- Read and demonstrate understanding by completing activities

**Writing**

- Copy and write vocabulary
- Write a description of oneself using a model text as a guide

**Materials**

- Digital Book
- Audio CD 1
- Card

**Attention to diversity**

Over the summer holiday many children will have had no contact with English and will have forgotten lots of things they learnt in Student's Book 1. This initial unit aims to review the language to help them remember and prepare for the coming units.

**Warmer**

Invite a volunteer to the front and describe their hair, eyes and clothes. Ask children to describe the person sitting next to them.

**Lead-in**

Ask the children lots of questions about themselves: *What colour are your eyes? Have you got a (brother)? What's your favourite (colour)? Do you like (apples)?*

**1  Children listen and number.**

**Answer key:** 3, 1, 2, 4, 5

**Optional extra:** Call out *long hair* and all the children with long hair stand up. Continue with eye colour, hair colour and clothes.

**2 Children read and complete.**

**Answer key:** blond - blue - like - don't like - sister - brother - purple

**Optional extra:** Describe a child in the class without saying their name. Continue describing until someone guesses who it is.

**3 Children write about themselves.**

**Answer key:** Child's own writing.

**Optional extra:** Children draw a picture to go with their personal description showing their likes and dislikes.

**Wrap up**

Divide a sheet of card into three sections and label the columns: *What's your name? How old are you? What's your favourite animal?*

Ask each child to come up one at a time to complete the chart with their information.

**Continuous assessment**

Each child writes a short description of someone in the class.

**At home****Activity Book** - page 5

**Answer key:**

1. new York, 2. eight, 3. hair, 4. saxophone, 5. cat
- 2 Child's own drawing and writing.

- **Optional extra:** Children write about a member of their family.

**Audio CD 1**

- 1 He's got short brown hair. He's wearing a red T-shirt.
- 2 She's got short blond hair. She's wearing a pink dress.
- 3 She's got long brown hair. She's wearing a green T-shirt.
- 4 He's got short black hair. He's wearing a black T-shirt.
- 5 She's got short black hair. She's wearing a blue dress.

**Lesson 3 - SB Page 6****Language objectives****Grammar**

- Review: *this, these, that, those*

**Vocabulary**

- *ant, apple, banana, books, boys, pen, pig, sharpener, toys*

**Functions**

- Asking and answering about objects

**Skills objectives****Speaking**

- Sing along to a chant to reinforce target language

**Listening**

- Listen to a chant to reinforce target language

**Reading**

- Interpret and respond to questions using the target language

**Writing**

- Copy and write vocabulary

## Materials

- Digital Book
- Audio CD 1

### Warmer

Put a pencil on a shelf where the children can all see it. Tell them to hold their own pencils and then say in unison: *This is a pencil and that is a pencil*, as they point to their own and the one on the shelf. Repeat with other objects until they see the difference between *this* and *that*.

### Lead-in

Invite three girls to the front of the class and ask three girls to stand at the back of the class. Demonstrate *these* and *those* by pointing to the groups of girls. Repeat with boys and different objects.

### 1 1.3 Children listen and chant.

**Optional extra:** Tell the children that when they hear *this* or *these* they tap their table. When they hear *that* or *those* they point away from themselves. Say sentences for them to listen to and react to: *This is a cat. Those are cars. That is a clock. These are books.*

### 2 1.4 Children listen and stick the correct pictures.

Answer key:



This is an ant,  
That is a pig.  
This is small,  
And that is big.

These are girls,  
Those are boys.  
These are books,  
And those are toys.

This and that,  
These and those.  
Can you remember,  
How this chant goes?

**Optional extra:** The children draw a picture to represent the different items mentioned in the chant.

### 3 Children complete and answer.

**Answer key:** 1. that - No, it isn't. It's an apple,  
2. this - No, it isn't. It's a pencil, 3. these - Yes, they are,  
4. those - No, they aren't. They are clocks.

**Optional extra:** Draw some circles on the board and ask the children to guess what they are by asking: *Are those...?* After a few guesses, add stalks and leaves to show they are apples. Repeat with other drawings in singular and plural for the children to guess.

### Wrap up

Together write new words for the chant with items in the classroom. It doesn't matter if it doesn't rhyme. Make sure the children can differentiate between the use of all four demonstratives. Repeat with other children and numbers.

## Continuous assessment

Dictate the following sentences for the children to write and draw:

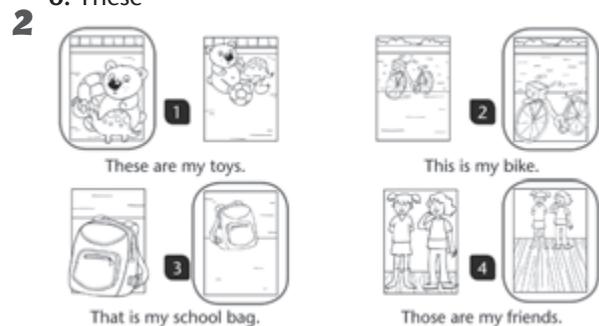
- 1 This is a cat.
- 2 That is a pen.
- 3 These are books.
- 4 Those are ants.

## At home

Activity Book - page 6

Answer key:

- 1 1. Those, 2. This, 3. That, 4. These, 5. This, 6. These



1 These are my toys.

2 This is my bike.

3 That is my school bag.

4 Those are my friends.

## Lesson 4 - SB Page 7

### Language objectives

#### Grammar

- Review: questions with *Where's...?* + prepositions of place

#### Vocabulary

- Prepositions of place: *in, on, under, behind, in front of, next to*
- Rooms in the house: *bathroom, bedroom, kitchen, living room*
- Furniture: *bed, chair, sofa, table*

#### Functions

- Describing position

**Skills objectives****Speaking**

- Ask and answer questions about position

**Listening**

- Understand in order to complete an activity

**Reading**

- Read and demonstrate understanding by completing an activity

**Materials**

- Digital Book
- Audio CD 1

**Warmer**

Place various objects on the table and encourage the children to ask and answer questions about where the things are, for example: *Where's the sharpener? It's under the pencil case.*

**Lead-in**

Ask the children to say who they are sitting next to, behind and in front of.

**1 Children read and write the names.**

**Answer key:** From left to right, top to bottom: Victoria, Emma, James, Lucy, Daniel, Harry

**Optional extra:** Stand a group of children in a line and invite the rest of the class to describe the position of each child in as many ways as possible: *Vicky is behind Sara. She is in front of Mark. She is third.*

**2  Children listen and point.**

**Optional extra:** Draw a simple bedroom on the board with a bed, a table and a chair. Give the children instructions to come and add things to the picture. Say: *There's a big dog on the bed, and so on.*

**3 Children ask and answer.**

**Optional extra:** The children make statements about the picture for the others to say *true* or *false*. For example: *There is a ball under the table. There are two cats on the sofa.*

**Wrap up**

Ask all the children to stand up. Give them instructions about where to stand in the classroom. For example: *Girls, sit on your table. Peter, stand next to the door. Alex, sit under your table.*

**Continuous assessment**

The children write four sentences about the position of people or objects in the classroom.

**At home****Activity Book - page 7**

Answer key:

1. Alice is first, 2. Harry is behind Alice, 3. Harry is in front of Dad, 4. Mum is fourth, 5. Mum is behind Dad, 6. Dad is third.
- 2 Child's own drawing.

**Audio CD 1**

The apple is on the table in the kitchen.  
The shoes are in the bathroom.  
The school bag is in the living room, on the armchair.  
The pencil is in the bedroom, under the bed.  
The cat is in the living room, on the sofa.

**Lesson 5 - SB Page 8****Language objectives****Grammar**

- Present continuous: all persons

**Vocabulary**

- *climb, cycle, drink, eat, play, read, run, sleep, swim*

**Functions**

- Describing activities

**Skills objectives****Speaking**

- Ask and answer questions using the present continuous

**Listening**

- Understand in order to complete an activity

**Writing**

- Copy and write vocabulary

**Materials**

- Digital Book
- Audio CD 1

# Unit 0

## Warmer

Mime an action and ask the children to guess what you are doing. Encourage them to say: *You're (eating).*

## Lead-in

Invite some children to the front and together or individually do some actions to demonstrate: *I'm, you're, he's, she's, we're, you're, they're (dancing).* Ask the children each time what they can see to practise the pronouns and the verb *be*.

## 1 1.6 Children listen and complete.

**Answer key:** 1. flying, 2. swimming, 3. eating, 4. reading, 5. cycling, 6. running

**Optional extra:** The children mime an action from the book or another they know and the rest of the class guess. Whoever guesses correctly has a turn to mime.

## 2 Children complete and match.

**Answer key:** 1. It's climbing, 2. They're eating, 3. I'm running, 4. She's drinking, 5. He's sleeping, 6. We're playing football.

**Optional extra:** Ask questions about the pictures and get the children to answer with both the full and the contracted version. Say: *Look at number 3. What is she doing? She's running. Who is sleeping?*

## Fast finishers

Ask the children to draw a picture of themselves or someone else doing an action. They write underneath what they are doing. Encourage them to use the correct pronoun.

## Wrap up

Divide the class into two teams: A and B. Ask a student from team A to mime an action from the lesson. Encourage their team to guess and say: *She's eating!* If the team can guess in less than 15 seconds, award them one point. The team with the most points at the end of the game wins.

## Continuous assessment

Ask individual children to describe the pictures from activity 1 or 2 without reading from the book.



## At home

### Activity Book - page 8

**Answer key:**

**1** Clockwise: 5, 2, 4, 3, 1, 6

**2** 1. They're sleeping, 2. It's swimming, 3. She's reading.

• **Optional extra:** Children write sentences about what members of their family are doing as they do their homework. Their first sentences should be: *I'm doing my homework.*

## Audio CD 1



1 It's flying.

2 They're swimming.

3 She's eating.

4 He's reading.

5 They're cycling.

6 We're running.

## Lesson 6 - SB Page 9

### Language objectives

#### Grammar

• Review: *can/can't*

#### Vocabulary

• *play tennis, ride a bike, ski, swim*

#### Functions

• Describing ability

### Skills objectives

#### Speaking

• Ask and answer questions using a variety of structures and vocabulary

#### Reading

• Interpret and respond to questions using the target language

#### Writing

• Write about oneself using a model text as a guide

### Materials

• Digital Book

• Teacher's Resource Material

• Cutouts Unit 0

### Attention to diversity

Some children may need help with forming questions for the cutout activity. Give them lots of practice beforehand and write some questions on the board. Pair weaker children with stronger ones at first and then mix up the pairs.

### Warmer

Ask questions about ability and tell the children to simply raise their hands if they can do the activity you say. For example: *Can you swim / ride a bike / ski / speak French / play the piano / climb a tree / fly?*

### Lead-in

Ask a question about ability and all those who can do the action stand up, whilst those who can't, stay seated. The standing children then say in chorus: *We can (play golf)* and the ones sitting down say *We can't (play golf)*. Repeat with other activities.

### 1 Children look and tick (✓ = can) or cross (✗ = can't).

**Answer key:** Jessica: ski - swim - ride a bike, David: swim, ride a bike, play tennis - Child's own answers

**Optional extra:** Ask individual children to say what Jessica, David, they or their friend can and can't do.

### 2 Children read and complete.

**Answer key:** Child's own writing.

**Optional extra:** The children think of two more activities and ask their friends if they can do them or not.

### 3 Children cut out and colour. Then ask and answer.

**Optional extra:** Divide the class into four teams. Ask a question about the cutout and the first team to answer correctly wins a point.

### Wrap up

Encourage children to play *Pictionary* with words from this unit. In small groups, one child begins to draw and the others guess what they are drawing. The child who guesses correctly takes the next turn to draw.

### Final evaluation

**Teacher's Resource Material:** Diagnostic test



### At home

#### Activity Book - pages 9

**Answer key:**

- 1** Child's own writing.
- 2** Child's own writing.
- 3** Child's own drawing and writing.

- **Optional extra:** The children copy the chart from their book and complete it for three family members.

# Unit 1

# Back to school

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> <li>• <b>Present continuous:</b> affirmative and interrogative</li> <li>• <b>Questions:</b> <i>Where, What</i></li> <li>• <b>Prepositions of place:</b> <i>in</i></li> <li>• <b>Prepositions of time:</b> <i>on</i></li> <li>• <b>Likes and dislikes:</b> <i>like, not like</i> and interrogative</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Places in school:</b> <i>art room, assembly hall, canteen, classroom, computer lab, gym, library, playground</i></li> <li>• <b>Verbs:</b> <i>do, eat, listen, paint, play, read, sing, study, take, wash, watch, work, write</i></li> <li>• <b>School subjects:</b> <i>Art, English, Maths, Music, P.E.</i></li> <li>• <b>Other:</b> <i>alone, best friends, bleed, cut, fall, happy, help, knee, laugh, lonely, new, sad, slide, swing, talk</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Phonics:</b> short vowel sounds</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Days of the week</b></li> </ul>

## Language objectives

Grammar	Functions
<ul style="list-style-type: none"> <li>• To differentiate between the 1<sup>st</sup> person singular and plural</li> <li>• To practise questions using <i>What ... doing?</i></li> <li>• To ask where people are and what they are doing there</li> <li>• To talk about school routines</li> <li>• To express likes and dislikes</li> </ul>	<ul style="list-style-type: none"> <li>• To ask and answer about likes and dislikes</li> <li>• To give personal information</li> <li>• To name the days of the week</li> <li>• To describe a school routine</li> <li>• To identify school subjects and locations</li> <li>• To describe school activities and locations</li> <li>• To follow instructions</li> <li>• To identify and ask about musical instruments</li> </ul>
Vocabulary	Pronunciation
<ul style="list-style-type: none"> <li>• To identify and name places in school</li> <li>• To understand and use common verbs related to school</li> <li>• To express opinions about school subjects</li> </ul>	<ul style="list-style-type: none"> <li>• To highlight and practise short vowel sounds</li> </ul>

## Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> <li>• To sing along to a song to reinforce target language</li> <li>• To ask and answer questions using the present continuous</li> <li>• To ask and answer questions about locations and activities</li> <li>• To use the present simple to describe a timetable</li> <li>• To ask and answer about likes and dislikes related to school subjects</li> <li>• To identify and produce short vowel sounds</li> <li>• To ask and answer questions about an orchestra</li> <li>• To use key language to play a game</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise the target language in the context of a story</li> <li>• To read and follow a simple story</li> <li>• To understand text to place the stickers correctly</li> <li>• To interpret and respond to questions using the target language</li> <li>• To use reading strategies to demonstrate comprehension</li> </ul>
Listening	Writing
<ul style="list-style-type: none"> <li>• To identify places in school</li> <li>• To understand activities in the context of a song</li> <li>• To understand days, activities and rooms</li> <li>• To identify characters in a story</li> <li>• To follow the narrative of a story</li> <li>• To recognise short vowel sounds</li> <li>• To identify musical instruments from their sound</li> </ul>	<ul style="list-style-type: none"> <li>• To write key vocabulary: places in school, activities, school subjects</li> <li>• To complete a timetable and a chart</li> <li>• To write a description of oneself using a model text as a guide</li> </ul>

### Assessment criteria

- Check children are able to identify, understand and produce present continuous, questions, prepositions of place and time and likes and dislikes.
- Check children are able to identify, understand and produce everyday verbs, places in school, days of the week and school subjects.
- Check children are able to follow instructions, ask what someone is doing, where someone is, describe school activities during the week and ask about likes and dislikes.

### Materials

- **Digital Book**
- **Audio CD 1**
- **Teacher's Resource Material**  
Language worksheet Unit 1, pages 4-6: Lesson 7  
Reading worksheet Unit 1, page 36: Lesson 6  
Writing worksheet Unit 1, page 48: Lesson 4  
Speaking worksheet Unit 1, page 60: Lesson 8  
Listening worksheet Unit 1, page 70: Lesson 3  
Test Unit 1, pages 98-103: Unit 1 Review
- **Flashcards Unit 1**
- **Extra**  
Realia: musical instruments                      A4 paper  
simple map of the school                      5 pieces of card

### Go digital!

Digital book 

Complete the activities with the children on the IWB.

More practice 

Provides extra interactive practice which can be used at the end of the unit in class or as homework. There are seven activities in each unit.

For suggestions on how to exploit the course resources see our **Activity Bank**, pages 14-17

## Key competences



### Linguistic competence

Children learn to ask what someone is doing and where somebody is. Children describe school activities during the week. They learn to ask about likes and dislikes.



### Mathematical competence and basic competences in Science and Technology

Children develop and apply mathematical thinking to explain the natural world. They express quantities and revise counting.



### Digital competence

Children become familiar with the use of technology as a tool to reinforce language acquisition.



### Social and civic competence

Children learn basic social interaction patterns and social conventions to help them become competent citizens, such as working in pairs, playing games and acting out stories.



### Cultural awareness and expression

Children develop drawing and colouring skills. They join in with a chant, sing a song and perform craft tasks. They learn about musical instruments (CLIL).



### Competence in learning to learn

Children develop strategies to improve the learning process like observing, linking, matching, etc.



### Sense of initiative and entrepreneurship

Children show initiative revising the content of the unit in the review section and making decisions regarding the craft activity (making a class counting book).

## Lesson 1 - SB Page 10

## Language objectives

## Vocabulary

- art room, assembly hall, canteen, classroom, computer lab, gym, library, playground

## Skills objectives

## Listening

- Identify places in school

## Reading

- Read and follow a simple story

## Writing

- Copy the key vocabulary

## Materials

- Digital Book
- Audio CD 1
- Flashcards Unit 1
- Simple map of the school

## Warmer

Show the map of school or draw a simple one on the board. Point to different rooms and ask the children to identify them. Do actions if necessary to prompt.

## Lead-in

Hold up the unit 1 **Flashcards** one at a time and name them. Show them again for the children to name. Show them faster and faster in random order.

1  1.7 Children read and listen.

**Values:** Remind the children about the value of friendship. Ask them how they can tell that the characters in the story are good friends: *Do they notice that George is missing? Do they look for George together?*

**Optional extra:** Ask questions about the story: *Where are the children? Is there a computer lab at their school? Is there a canteen? Is George at school with them? Are they happy to see each other again? Is George in the computer lab? Where is he?*

2  1.8 Children listen and write.

**Answer key:** 1. library, 2. gym, 3. classroom, 4. playground, 5. canteen, 6. computer lab, 7. art room, 8. assembly hall

**Optional extra:** The children play a miming game. Divide the class into small groups. One person from each group mimes an activity from one of the school rooms. The rest

of their group guesses which room it is. The winner then has a turn.

## Wrap up

Put the unit 1 word **Flashcards** of the items seen in the lesson on the board. Tell the children to look at them for a minute and then close their eyes and count to ten. Swap the position of two cards. When the children open their eyes, they must tell you which cards have changed places.

## Initial evaluation

Put the unit 1 word **Flashcards** on the board. Mime an activity from one of the rooms and ask the children to write the word down. Repeat with three other rooms.



## At home

**Activity Book** - page 10

Answer key:

1. canteen, 2. gym, 3. library, 4. art room
- 2 Child's own drawing.

- **Optional extra:** Children draw a map of the school.

## Audio CD 1



1 library	4 playground	7 art room
2 gym	5 canteen	8 assembly hall
3 classroom	6 computer lab	

## Lesson 2 - SB Page 11

## Language objectives

## Grammar

- Present continuous: *I'm, we're*

## Vocabulary

- *listening, painting, playing, singing, studying, taking, working*

## Functions

- Describing school activities

**Skills objectives****Speaking**

- Sing along to a song to reinforce target language

**Listening**

- Understand activities in the context of a song

**Reading**

- Differentiate between *I* and *we*

**Writing**

- Use key language to say what people are doing

**Materials**

- Digital Book
- Audio CD 1
- Paper

**Attention to diversity**

Some learners might find it difficult to keep up with the song. Let them join in with the parts they can.

**Warmer**

Write the phrase *At School* on the board. Elicit from children different things they do at school and make a mind map with their ideas.

**Lead-in**

Invite a volunteer to the front and demonstrate the difference between *I* and *we*.

**1**  1.9 **Children listen and number.**

**Answer key:** From top to bottom, left to right: 4, 2, 3, 1

**Optional extra:** Do actions as you listen to each verse of the song.

**2**  1.10 **Children listen and sing.**

**Optional extra:** Mime an action and let the children sing that verse. Invent new verses for the song.

**3 Children read and circle.**

**Answer key:** 1. I'm, 2. I'm, 3. We're

**Optional extra:** Say: *We're singing a song.* Play some music as students mime the action. When you stop the music, students freeze. Say another action and play the music again. Students mime the new action. Repeat with other actions from the lesson.

**Wrap up**

Give each child a piece of paper. Ask them to draw a picture of themselves or themselves and a friend doing an

activity from the lesson. They write a sentence to describe what they are doing. Display the pictures or make them into a book.

**Continuous assessment**

Call out an action, for example: *I'm working on the computer. We're painting a picture.* The children mime the action. If it is *We*, they link arms with a classmate.

**At home**

**Activity Book** - page 11

**Answer key:**

**1** 1. F, 2. T, 3. F, 4. T

**2** 1. I'm singing a song, 2. We're playing the violin.

- **Optional extra:** Children write a new verse for the song.

**Audio CD 1**

1 I'm painting a picture.

3 We're playing outside.

2 We're studying English.

4 I'm playing the flute.

**Lesson 3 - SB Page 12****Language objectives****Grammar**

- Present continuous: 3<sup>rd</sup> person singular
- Questions: *Where's...? What's... doing?*

**Vocabulary**

- *eating, playing, reading, taking, washing, watching*
- *assembly hall, bathroom, canteen, classroom, gym, library*

**Functions**

- Identifying school activities and locations

**Skills objectives****Speaking**

- Ask and answer questions about activities and locations

**Reading**

- Show understanding of key vocabulary by placing stickers

**Writing**

- Write key vocabulary: places in school

## Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1
- Flashcards Unit 1

### Warmer

Hold one of the unit 1 **Flashcards** facing the children but covered by a piece of paper. Slowly remove the paper. Children must guess what the place is. Repeat with other flashcards.

### Lead-in

Hand out the unit 1 **Flashcards**. Point to a child holding one and ask where they are: (*Maria*), *where are you?* Then ask the class: *Where's (Maria)?* Repeat with the other children.

### 1 Children read and stick.

Answer key:



**Optional extra:** Call out a place from the picture and ask the children to tell you who is doing what in there. Then call out a name and ask them to tell you where that person is. Finally, call out an activity and ask them to tell you who is doing it.

### 2 Children look and complete.

**Answer key:** 1. bathroom - washing her hands, 2. gym - playing basketball, 3. in the classroom - taking a test, 4. He's in the assembly hall. - He's watching a film.

**Optional extra:** Divide the class into six groups. Assign each group one of the locations from activity 1. Describe an action related to one of the places and the students assigned that place put their hands up: *I'm (running)*. Repeat with different actions.

### 3 Children play a memory game.

Tell children to close their books. Ask children the questions from activity 2 and see if they can remember who is doing what and where.

**Optional extra:** Play Track 1.10 and sing the song. Then sing the song substituting the new actions from this lesson. Ask the children to mime the actions as they sing.

### Wrap up

Divide the class into two teams. Display the unit 1 **Flashcards**. Invite a member of each team out. Describe an action: *Tony is painting a picture*. The first child to point to the place where this might happen wins a point.

## Continuous assessment

**Teacher's Resource Material:** Listening worksheet Unit 1

### At home

**Activity Book** - page 12

Answer key:

**1** 1. canteen, 2. bathroom, 3. art room, 4. classroom, 5. gym, 6. assembly hall

**2** 2. washing her hands, 3. She's painting a picture, 4. He's listening to the teacher, 5. She's playing basketball, 6. He's watching a film.

- **Optional extra:** Children draw a picture of themselves or with a friend doing something in school. They write a sentence underneath to say where they are and what they are doing.

## Lesson 4 - SB Page 13

### Language objectives

#### Grammar

- Present simple for routines
- Prepositions: *on, in*

#### Vocabulary

- *do exercise, paint, read, watch films, work on computers*
- Days of the week

#### Functions

- Describing a school routine

## Skills objectives

### Speaking

- Describe a routine

### Listening

- Understand key vocabulary: days of the week, activities and places in school

### Writing

- Complete a chart and copy key vocabulary

## Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1
- 5 pieces of card

## Attention to diversity

Encourage the children to follow the squares of the chart in activity 1 with their fingers in order to put the ticks in the correct places.

## Warmer

Write the days of the week on the board from Monday to Sunday. Review them with the chant:

*Every week has seven days,  
See how many you can say.  
Monday, Tuesday, Wednesday,  
Thursday, Friday, Saturday,  
And Sunday, hooray!*

## Lead-in

Write your class's weekly timetable on the board, using the chart in activity 1 as a guide. Draw a small picture next to each activity to illustrate its meaning. Then point to and elicit the names of the activities and the days they do them.

### 1 1.11 Children listen and tick (✓).

**Answer key:** Monday: paint - do exercise, Tuesday: watch films, work on computers, Wednesday: paint - do exercise, Thursday: read books - work on computers, Friday: do exercise - watch films

**Optional extra:** Divide the class into pairs and let the children compare their answers before going through the activity with the whole class.

### 2 1.12 Children listen and complete.

**Answer key:** Monday: art room - gym, Tuesday: assembly hall - computer lab, Wednesday: art room - gym, Thursday: library - computer lab, Friday: assembly - gym

**Optional extra:** Divide the class into five groups. Give each group a card and assign a day of the week. Let them write the day, an activity and a place. They can decorate their cards.

### 3 Children point and say.

**Optional extra:** Say either a true or false sentence about the children's timetable and let them agree or disagree with you, for example: *On Monday we paint in the gym.*

## Wrap up

Write a name of a school location on the board: *library*. Elicit everything children do there and make a list on the board with their ideas: *read books, listen to stories, listen to music, do homework*. Repeat with other school locations.

## Continuous assessment

**Teacher's Resource Material:** Writing worksheet Unit 1



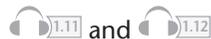
## At home

**Activity Book** - page 13

**Answer key:**

- 1 From left to right, top to bottom: 5, 2, 1, 3, 4
- 2 From left to right, top to bottom: 5 - Tuesday, 2 - Friday, 1 - Thursday, 3 - Wednesday, 4 - Monday
- 3 1. art room, 2. assembly hall, 3. library, 4. computer lab, 5. gym

## Audio CD 1



We paint on Monday and Wednesday.

We paint in the art room.

We do exercise on Monday, Wednesday and Friday. We do exercise in the gym.

We watch films on Tuesday and Friday.

We watch films in the assembly hall.

We read books on Thursday. We read books in the library.

We work on computers on Tuesday and Thursday.

We work on computers in the computer lab.

## Lesson 5 - SB Page 14

## Language objectives

## Vocabulary

- *alone, best friends, new*

## Skills objectives

## Listening

- Identify characters in a story
- Follow the narrative of a story

## Reading

- Understand and follow a narrative
- Demonstrate comprehension

## Materials

- Digital Book
- Audio CD 1

## Attention to diversity

Children read at different speeds. Put the children into pairs or small groups to read together. Let stronger readers help weaker ones.

## Warmer

Ask children if they have ever been a new person in a class with no friends. Elicit how they felt and encourage them to describe how a new student feels on the first day of class.

## Lead-in

Children open their books and look at the pictures in the story on page 14. Encourage them to predict what the story is about. Ask questions about the pictures. Explain that this story is about a new girl in school.

### 1 Children read and listen to the story (1-8).

**Optional extra:** Ask students to point to Mrs Smith, Lily, Sue and Kate in the story.

### 2 Children look and match.

**Answer key:** From left to right: Sue, Kate, Mrs Smith, Lily

**Optional extra:** Let the children use a different colour to join each character to their name. Write the words *teacher*, *friend* and *new girl* on the board. The children write the words at the bottom of the page in the corresponding colour they have used for matching.

## Fast finishers

Children read the story to themselves quietly.

## Wrap up

Dictate the following words from the story: *friends, school, alone*. The children write them in their notebooks and illustrate them. Put the words on the board so they can check their spelling.

## Continuous assessment

Read the first sentence of the story out loud. Ask a small group of children to read it out loud after you. Continue with the rest of the story and other children.



## At home

**Activity Book** - page 14

Answer key:

1. F, 2. T, 3. F, 4. T
- 2 From left to right: 3, 4, 2, 1

## Lesson 6 - SB Page 15

## Language objectives

## Vocabulary

- *cut, bleed, fall down, happy, help, knee, laugh, sad, slide, swing, talk*

## Skills objectives

## Speaking

- Use the text to act out the story

## Listening

- Follow the narrative of a story

## Reading

- Understand and follow a narrative
- Demonstrate comprehension

## Attention to diversity

Some children may have more difficulty in reproducing the script orally. Be attentive in your monitoring to assist with pronunciation.

## Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1

### Warmer

Ask the children to stand up. Tell them you are going to say some sentences about the first part of the story *The new girl*. If the sentences are true, they clap. If they are false, they sit down: *The story is about three boys. There is a girl named Kate in the story. Lily is from Italy...*

### Lead-in

Write some key vocabulary from the story on the board. Point to each word and ask children how each word is connected to the story.

## 1 Children read and listen to the story (1-8).

**Optional extra:** Read and listen to the story again, but pause at different points for children to say the next word in the story.

## 2 Children read and circle true (T) or false (F).

**Answer key:** 1. T, 2. F, 3. F, 4. F, 5. T, 6. T

**Optional extra:** Children read the story on their own and underline the words they don't understand. Read the sentences of the story one by one and lead children in miming each one. If necessary, draw simple pictures on the board to help convey meaning.

### Wrap up

Divide the class into two teams. Write the following words from the story on the board: *slide, swing, sad, lonely, knee, bleeding, cry, nurse, happy, talk*.

Start drawing a picture for one of the words. The first child to identify the word wins a point for their team. Continue with the remaining words.

## Continuous assessment

**Teacher's Resource Material:** Reading worksheet Unit 1

## At home

**Activity Book** - page 15

Answer key:

**1** From left to right, top to bottom: 3, 4, 1, 2

**2**



- **Optional extra:** Children write what they can to describe the story.

## Lesson 7 - SB Page 16

### Language objectives

#### Grammar

- *Like:* affirmative, negative and interrogative

#### Vocabulary

- *Art, English, Maths, Music, P.E., reading, writing*

#### Functions

- Asking about likes and dislikes
- Identifying school subjects

### Skills objectives

#### Speaking

- Ask and answer questions about likes and dislikes

#### Reading

- Show understanding of key vocabulary by placing stickers

### Materials

- Digital Book
- Teacher's Resource Material

### Attention to diversity

Each child will have their personal preferences. Make sure they all feel comfortable about expressing them.

### Warmer

Write the following subjects and school activities on the board: *Art, English, Maths, Music, P.E., reading, writing*. Use mime to clarify any subject that students do not understand.



## Attention to diversity

Though this is a review of short vowel sounds, some children may have difficulty differentiating between *a* and *u*, and between *e* and *i*. Give them plenty of practice with these sounds.

### Warmer

Write *a*, *e*, *i*, *o* and *u* across the top of the board. Model the short vowel sounds as you point to each letter and ask children to repeat. Ask the children to suggest one short word for each sound, for example, *mat*, *ten*, *big*, *dog*, *fun*.

### Lead-in

Children open their books and look at the pictures on page 17. Encourage them to name the animals. Add them to the board if they are not already there.

### 1 1.15 Children listen and number.

Answer key:

**Look at that!**

- Look at that!  
It's a fat cat. It's wearing a hat!
- Look at that!  
It's a red hen. It's drawing with a pen!
- Look at that!  
It's a pink pig. It's wearing a wig!
- Look at that!  
It's an old dog. It's walking on a log!
- Look at that!  
It's a funny duck. It's dancing on a rug!

**Optional extra:** Divide the class into five groups and assign each group a sound. Call out a number and the group whose verse it is say their verse.

### 2 1.16 Children listen and chant.

**Optional extra:** Children repeat the rhyme chorally and individually, trying to imitate the correct pronunciation of the vowel sounds.

### 3 1.17 Children listen and complete the chart.

**Answer key:** short *a*: rat - lamp, short *e*: jet - bed, short *i*: ship - fish, short *o*: clock - frog, short *u*: drum - sun

**Optional extra:** Children write as many words as they can which contain the short vowel sounds.

### Wrap up

Write *h*, *t*, *s* on the board. Divide the class into pairs and let them make as many words as they can by combining the three letters with one vowel each time. Go over the answers and write the new words on the board: *hat*, *hit*, *hot*, *hut*, *has*, *his*, *sat*, *sit*, *set*.

Repeat the activity with a different set of letters: *t*, *n*, *p*.

This time hold a competition and award a prize to the pair that can write the most words in three minutes: *ten*, *top*, *net*, *nut*, *not*, *nap*, *pan*, *pen*, *pin*, *pet*, *pot*, *put*. (Additional words that students may not be familiar with include: *tin*, *tan*, *tap*, *tip*, *nip*, *pat*, *pit*.)

## Continuous assessment

**Teacher's Resource Material:** Speaking Worksheet Unit 1

**Optional extra:** Dictate the short vowel sounds *e*, *i*, *u*, *a*, *o* and children write the letters down in their notebooks.

## At home

**Activity Book** - page 17

Answer key:

**1**



**2** From left to right: pen, hat, clock, rug, pig

• **Optional extra:** Children write a word containing each sound.

## Audio CD 1



cat, rat, lamp  
hen, jet, bed  
pig, ship, fish

dog, clock, frog  
duck, drum, sun

## Lesson 4 - SB Page 18

### Language objectives

#### Functions

- Identifying and asking about musical instruments

#### Vocabulary

- cello*, *double bass*, *drum*, *flute*, *guitar*, *piano*, *saxophone*, *tambourine*, *trumpet*, *violin*

# Unit 1

## Skills objectives

### Listening

- Identify musical instruments by their sound and by their name

### Speaking

- Ask and answer questions about the orchestra using *Are there any...?*

## Materials

- Digital Book
- Audio CD 1
- Realia: real musical instruments
- Classical music CD, paintbrushes, plastic cups with water, watercolours, white paper

## Attention to diversity

Some children may not recognise the sounds of the musical instruments.

## Warmer

Display some real musical instruments. Play a few notes on each one. If you have any children who can play an instrument, invite them to play a short tune. Pass the instruments around and let the children manipulate them. Name the instruments and write the words on the board.

## Lead-in

Children open their books and look at the pictures in activity 1. Name the instruments one by one and tell the children to point to them.

## 1 1.18 Children listen and number the instruments.

**Answer key:** From left to right: 3 - flute, 6 - trumpet, 10 - cello, 5 - drum, 1 - double bass, 8 - saxophone, 9 - tambourine, 2 - guitar, 1 - piano

**Optional extra:** Start to draw one of the instruments on the board. As soon as someone identifies what it is, ask them to call out the name. Repeat with other instruments.

## 2 1.19 Children listen and tick (✓).

**Answer key:**



**Optional extra:** Call out the name of an instrument and ask the children to pretend to play the instrument and make the sound too.

## 3 Children ask and answer.

**Optional extra:** Divide the class into four teams and ask a member of each team to come to the front. Name a musical instrument. The first child to draw it correctly wins a point for their team. Repeat until one team obtains five points.

## Wrap up

Distribute watercolours, paintbrushes, plastic cups with water and paper. Play some classical music. Let children paint freely on the paper, trying to represent how the music makes them feel. Display the paintings around the classroom.

## Continuous assessment

Point to some of the instruments. Ask the children to write down their names and say which ones are in an orchestra and which aren't.

## At home

### Activity Book - page 18

**Answer key:**

1. trumpet, 2. double bass, 3. drum, 4. guitar, 5. tambourine, 6. piano, 7. flute, 8. violin, 9. saxophone
2. 1. Yes, there are, 2. No, there aren't, 3. Yes, there are, 4. Yes, there are.

## Audio CD 1



- |            |                 |                |
|------------|-----------------|----------------|
| 1 (piano)  | 5 (drum)        | 9 (tambourine) |
| 2 (guitar) | 6 (trumpet)     | 10 (cello)     |
| 3 (flute)  | 7 (double bass) |                |
| 4 (violin) | 8 (saxophone)   |                |



My name is Jane. I play the flute! There are many different instruments in my school orchestra. There are violins. There are cellos. There are double basses. There are trumpets. There is a piano. And of course, there are flutes!

## Lesson 10 - SB Page 19

### Language objectives

#### Functions

- Following instructions.

#### Vocabulary

- *beat, recycled, shake*

### Skills objectives

#### Reading

- Follow instructions

#### Speaking

- Use key language to play a game

### Materials

- Digital Book
- Audio CD 1
- Cutouts Unit 1
- Music CD

### Warmer

Divide the class into different instruments as if they were an orchestra or band. Play some music and let the children pretend to play their instrument as they hear it. Help by pointing to them like a conductor.

### Lead-in

Ask children which instruments are made of wood and which are made of metal. Divide the class into two groups: *wood* and *metal*. Call out the name of an instrument and the corresponding group waves their hands.

### 1 1.20 Children listen and read.

**Optional extra:** Ask about the things the children recycle at home or school.

### 2 Children cut out and make instruments.

**Optional extra:** Sit the children in a circle and explain that this is an experiment in sound. Ask them to close their eyes, be absolutely quiet and count the sounds they hear. After a while, let them open their eyes and discuss the sounds they heard and where they came from.

### 3 Children mime and play *Guess what I'm playing!*

**Optional extra:** Give children instructions for miming different actions: *You're playing the guitar / singing a song / painting a picture / watching a film / playing the piano / washing your hands, etc.*

### Wrap up

Play some music and let children play their drum or tambourine. Encourage them to try to find the beat and play their instrument to the beat of the music.

### Continuous assessment

Write all the instructions for making their instrument jumbled up on the board. Children rearrange the instructions and write them in the correct order in their notebooks.



### At home

#### Activity Book - page 19

Answer key:

- 1 From top to bottom, left to right: 3, 4, 2, 5, 1, 6
- 2 Child's own writing and drawing.

## Review - SB Pages 20 & 21

### Language objectives

#### Grammar

- Present simple
- Present continuous

#### Vocabulary

- School subjects and activities
- Places in school
- Personal descriptions

#### Functions

- Answering questions
- Giving personal information

### Skills objectives

#### Speaking

- Ask and answer questions using the target vocabulary and grammar

#### Listening

- Review the target vocabulary and grammar
- Demonstrate comprehension

#### Reading

- Demonstrate comprehension

#### Writing

- Write a description using model texts as a guide

# Unit 1

## Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1
- Flashcards Unit 1
- A4 paper

## Attention to diversity

Some children might need to hear the listening activity several times.

## Warmer

Display the unit 1 **Flashcards**. Write the following headings on the board: *Actions, School locations, Musical instruments, School subjects*. Divide the class into small groups. Let them work together to think of and write as many words as they can for each category. Go over the answers with the whole class. Make sure to check spelling.

## Lead-in

Play Track 1.9 and review the song that children learnt in Lesson 2. Remind them to mime the actions that go along with the words.

## 1 Children listen and complete.

Answer key:



	✓ = like	✗ = don't like			
Jack	✓	✓	✗		
Liz		✗	✓	✓	
Andy	✗	✓			✓

**Optional extra:** Divide the class into pairs. The children tell each other about what they like or don't like from the chart.

## 2 Children look and say.

**Optional extra:** Write the following incomplete sentences on the board:

- I \_\_\_\_\_ *singing*.  
 He \_\_\_\_\_ *working*.  
 She \_\_\_\_\_ *painting*.  
 We \_\_\_\_\_ *studying*.  
 They \_\_\_\_\_ *playing*.

Ask different volunteers to complete the sentences with the correct form of the verb *to be*. Then write the

sentences using the contracted form (*I'm, He's, She's, We're, They're*). Explain to children that both forms are correct.

## Audio CD 1



Hi! My name's Jack. I like reading and writing. I don't like English.  
 My name's Liz. I like Maths and English. I don't like writing.  
 My name's Andy. I like P.E. and writing. I don't like reading.

## 3 Children read and match.

**Answer key:** From top to bottom: text 1 - picture 3, text 2 - picture 1, text 3 - picture 2

**Optional extra:** Ask the children to read the descriptions in silence. Write the following key on the board and ask the children to underline the corresponding information in each text:

*name = orange*                      *eye colour = yellow*  
*likes = green*                        *dislikes = red*  
*age = purple*                         *hair colour = blue*

Children then compare answers in pairs.

## 4 Children complete the chart about themselves.

**Answer key:** Child's own writing.

**Optional extra:** Tell children that they must listen carefully to what you say because afterwards they will have to answer some questions. Formally present yourself. Tell the class your name and your age. Describe your eye and hair colour. Then say what you like and what you don't like, what your favourite instrument is, what your favourite sport or animal is and something you do every day. Once you have finished, start asking questions about what you have said to see how well the class listened and understood: *What's my name? How old am I? What colour is my hair? What colour are my eyes? What do I like? What don't I like? What is my favourite (animal)? What do I do every day?*

## 5 Children write about themselves.

**Optional extra:** Children draw a picture of themselves including details to show their likes and dislikes.

## Fast finishers

The children write a description about someone special in their lives, a relative or friend, as in the personal description, but changing the pronoun.

### Wrap up

Volunteers read out their descriptions to the class. Encourage the class to listen quietly, look at the speaker and then clap politely at the end.

### Final evaluation

Teacher's Resource Material: Test Unit 1



### At home

**Activity Book** - pages 20-21

Answer key:

- 1** From top to bottom: 4, 3, 1, 2
- 2** 1. eating lunch - canteen, 2. playing the violin - assembly hall
- 3** Child's own writing and drawing.
- 4** 1. Paul - blond - blue - Maths, 2. Sylvia - green - writing - Exeter, 3. Child's own writing.

**Activity Book** - page 112

The picture dictionary on page 112 gives children an illustrated reference of the main vocabulary in Unit 1 with extra listening practice.



### More practice

Students do the interactive activities in **The Young Achiever's Games** in class or at home.

# Unit 2

# Life at home

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> <li>• <i>there is, there are</i></li> <li>• <b>Questions:</b> <i>Where</i></li> <li>• <b>Prepositions:</b> <i>in, on, under, behind, in front of, next to</i></li> <li>• <b>Imperatives</b></li> <li>• <b>Present simple:</b> <i>be</i> third person 's'</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Chores:</b> <i>clean, feed the dog, lay the table, make the bed, take out the rubbish, tidy the room, water the plants, wash up</i></li> <li>• <b>Daily routines:</b> <i>get up, go to bed/school, have breakfast/dinner/lunch</i></li> <li>• <b>Places in a house:</b> <i>bathroom, bedroom, dining room, garage, garden, kitchen</i></li> <li>• <b>Numbers:</b> 1–50</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Phonics:</b> long <i>a</i> sound</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Rooms in the house:</b> <i>bathroom, bedroom, kitchen, living room</i></li> <li>• <b>Family members:</b> <i>dad, grandad, grandma, mum</i></li> <li>• <b>Furniture:</b> <i>armchair, chair, sofa, table</i></li> <li>• <b>Numbers:</b> 1–12</li> <li>• <b>Prepositions:</b> <i>behind, in, in front of, on, under</i></li> </ul>

## Language objectives

Grammar	Functions
<ul style="list-style-type: none"> <li>• To describe a house</li> <li>• To use correctly the Present simple in the 1<sup>st</sup> person singular</li> <li>• To give orders using the Imperative</li> <li>• To practise questions using <i>Where's?</i></li> <li>• To talk about daily routines</li> </ul>	<ul style="list-style-type: none"> <li>• To describe chores</li> <li>• To identify places in a house</li> <li>• To describe locations</li> <li>• To tell the time</li> <li>• To describe a daily routine</li> <li>• To count to 50</li> </ul>
Vocabulary	Pronunciation
<ul style="list-style-type: none"> <li>• To identify and name household chores</li> <li>• To identify and name places in a house</li> <li>• To describe a daily routine with the time</li> </ul>	<ul style="list-style-type: none"> <li>• To highlight and practise the long <i>a</i> sound</li> </ul>

## Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> <li>• To use key language to describe a house</li> <li>• To sing along to a chant to reinforce target language</li> <li>• To ask and answer questions about locations</li> <li>• To use the present simple to describe a routine</li> <li>• To identify and produce the long <i>a</i> sound</li> <li>• To count in tens and say numbers up to 50</li> <li>• To describe a collection using model language</li> <li>• To give instructions about chores</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise the target language in the context of a story</li> <li>• To read and follow a simple story</li> <li>• To show understanding of prepositions and imperatives</li> <li>• To understand text to place the stickers correctly</li> <li>• To interpret and respond to questions using the target language</li> <li>• To understand and follow a narrative</li> <li>• To use reading strategies to demonstrate comprehension</li> <li>• To show understanding of the time expressions</li> </ul>
Listening	Writing
<ul style="list-style-type: none"> <li>• To identify household chores</li> <li>• To show understanding of key language by drawing</li> <li>• To understand key vocabulary in the context of a chant</li> <li>• To identify characters and activities in a story</li> <li>• To differentiate between short and long <i>a</i> sounds</li> <li>• To demonstrate comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• To copy and write key vocabulary: chores, places in a house, prepositions</li> <li>• To find and copy words to complete a chart</li> <li>• To write words to complete a description</li> </ul>

### Assessment criteria

- Check children are able to identify, understand and produce *there is* and *there are*, questions with *where*, prepositions of place, imperatives and present simple.
- Check children are able to identify, understand and produce chores, daily routines and places in the home.
- Check children are able to describe houses, locate people, animals and objects, describe routines with the time and tell the time.

### Materials

- **Digital Book**
- **Audio CD 1**
- **Teacher's Resource Material**
  - Language worksheet Unit 2, pages 7-9: Lesson 7
  - Reading worksheet Unit 2, page 37: Lesson 6
  - Writing worksheet Unit 2, page 49: Lesson 4
  - Speaking worksheet Unit 2, page 61: Lesson 8
  - Listening worksheet Unit 2, page 71: Lesson 3
  - Test Unit 2, pages 104-109: Unit 2 Review
- **Flashcards Unit 2**
- **Extra**

Realia: a clock, objects to count (e.g. buttons, shells), a collection of something (shells, coins, stamps, etc.)	2 sheets of paper per child
A small card per child with a word with the long <i>a</i> sound	A piece of coloured paper per child
Picture of a whale and of a cat	A piece of card per child
	Stapler
	A glass with water in
	Coins
	Eyedropper/pipette

### Go digital!

#### Digital book

Complete the activities with the children on the IWB.

#### More practice

Provides extra interactive practice which can be used at the end of the unit in class or as homework. There are seven activities in each unit.

For suggestions on how to exploit the course resources see our **Activity Bank**, pages 14-17

## Key competences

LC



### Linguistic competence

Children develop listening, speaking, reading and writing skills. Children learn some basic language for describing houses and locating people and objects. Children also learn to describe routines and tell the time. Children learn grammar rules, vocabulary and phonics for pronunciation.

MST



### Mathematical competence and basic competences in Science and Technology

Children develop and apply mathematical thinking to explain the natural world. Children learn to tell the time and numbers 1-50 (CLIL).

DC



### Digital competence

Children become familiar with the use of technology as a tool to reinforce language acquisition. Children use the video and interactive whiteboard material.

SCC



### Social and civic competence

Children learn basic social interaction patterns and social conventions to help them become competent citizens, such as working in pairs, playing games and acting out stories.

CAE



### Cultural awareness and expression

Children develop drawing and colouring skills and creativity. Children enjoy saying a chant and singing a song, as well as performing craft tasks (making a poster). Children learn about collections.

LL



### Competence in learning to learn

Children develop using strategies to improve the learning process like observing, linking, matching, etc.

IE



### Sense of initiative and entrepreneurship

Children show initiative revising the content of the unit in the review section and making decisions regarding the craft activity (making a poster about their collections).

## Lesson 1 - SB Page 22

### Language objectives

#### Vocabulary

- *feed the dog, lay the table, make the bed, take out the rubbish, tidy the room, water the plants, wash up*

### Skills objectives

#### Listening

- Identify household chores

#### Reading

- Read and follow a simple story

#### Writing

- Copy the key vocabulary

### Materials

- Digital Book
- Audio CD 1
- Flashcards Unit 2

### Warmer

Ask children to look at page 22. Say different words and ask volunteers to point them out, for example: *mum, boy, dog, kitchen*.

### Lead-in

Show the unit 2 **Flashcards** for *feed the dog, lay the table, make the bed, take out the rubbish, tidy the room, water the plants, wash up*. Say what each one is and ask the children to repeat after you.

### 1 1.22 Children read and listen.

**Values:** Ask the children who tidies their bedroom. Get them to reflect on the importance of keeping one's space clean and in order. Elicit reasons why leaving out toys, clothing and food is a bad idea. (Help them to consider health risks and potential dangers as well as aesthetic reasons.)

**Optional extra:** Write the expression *What a mess!* on the board and explain its meaning. Elicit the chores that need to be done in Peter's room.

### 2 1.23 Children listen, point and write.

**Answer key:** 1. water the plants, 2. wash up, 3. tidy up, 4. take out the rubbish, 5. lay the table, 6. feed the dog, 7. make the bed

**Optional extra:** The children play a miming game. Divide the class into small groups. One person from each group mimes a household chore. The rest of their group guesses what it is. The winner then has a turn.

### Wrap up

Display the unit 2 **Flashcards** and name different chores. Ask a volunteer to come out and point to a person doing that job.

### Initial evaluation

Put the unit 2 word **Flashcards** on the board. Put three picture flashcards on the board and ask the children to write down the words for those pictures.



### At home

#### Activity Book - page 22

#### Answer key:

1. Make the bed, 2. Wash up, 3. Water the plants, 4. Lay the table.
  1. Tidy up your room, 2. Take out the rubbish.
- **Optional extra:** Children write a list of chores they do in their house.

### Audio CD 1



- |                        |                 |
|------------------------|-----------------|
| 1 Water the plants     | 5 Lay the table |
| 2 Wash up              | 6 Feed the dog  |
| 3 Tidy the room        | 7 Make the bed  |
| 4 Take out the rubbish |                 |

## Lesson 2 - SB Page 23

### Language objectives

#### Grammar

- *there is, there are*

#### Vocabulary

- *bathroom, bedroom, dining room, garage, garden, kitchen, living room*

#### Functions

- Describing a house

### Skills objectives

#### Speaking

- Use key language to describe a house

#### Reading

- Demonstrate comprehension

**Materials**

- Digital Book
- Flashcards Unit 2
- Pieces of card

**Attention to diversity**

When children describe their own houses, some will show off because they have a bigger house and others may feel uncomfortable because they have a smaller house. Insist that it is not important what size their house is.

**Warmer**

Display the unit 2 **Flashcards**. Ask the children to name as many rooms as they can. Write the vocabulary on the board. Children should be able to recall the following words from level 1: *kitchen, bathroom, bedroom, living room*. Use the poster to present the new vocabulary: *dining room, garage, garden*.

**Lead-in**

Let the children look at the picture on page 23. Ask questions about the house: *Can you see a sofa? How many beds are there? Is there a bathroom? Where is the car? What colour is the car?*

**1 Children look and say.****2 Children read and tick (✓) the correct description.**

**Answer key:** ✓ - In my house, there are two bedrooms and two bathrooms. There is a garden.

**Optional extra:** Play *There isn't a dog in the classroom!* On the board, write a list of things that may or may not be found in the classroom, for example: *a fish, a door, a dog, a poster, a window*, etc. On the board, write *There is... / There isn't...* Divide the class into two teams. Children from each team take turns making a true statement using the words on the board: *There is a poster in the classroom. There isn't a dog in the classroom*. Award one point for each correct sentence. The team with the most points at the end of the game is the winner.

**Wrap up**

Divide the class into small groups and give each group a piece of card. Show children how to cut the top two corners off diagonally to make a house shape. Then let them draw the rooms in the house and furniture.

**Note:** Save the houses for the next lesson.

**Continuous assessment**

The children draw a fantasy house and describe it to the rest of the class.

**At home**

**Activity Book** - page 23

Answer key:

1. is, 2. isn't, 3. are, 4. is
- 2 Child's own drawing.
- 3 Child's own answers.

- **Optional extra:** Children write a description of their own house.

**Lesson 3 - SB Page 24****Language objectives****Grammar**

- Questions with *Where's...?*
- Prepositions: *in, on, under, in front of, behind, next to*

**Vocabulary**

- *armchair, box, boy, cat, chair, dog, football, girl, plant, sofa, table*

**Functions**

- Describing where things are

**Skills objectives****Listening**

- Show understanding of key language by drawing

**Reading**

- Show understanding of prepositions

**Writing**

- Write prepositions

**Materials**

- Digital Book
- Teacher's Resource Material
- Audio CD 1
- Houses from the last lesson

**Warmer**

Ask everyone to stand up and take out a rubber. Give instructions and demonstrate what you want them to do: *Put your rubber on your head. Put it behind you. Put it next to your pencil case* and so on to practise *in, on, under, in front of, behind, next to*.

Then give them instructions without demonstrating.

# Unit 2

## Lead-in

Let the children look at the picture on page 24. Ask questions about the furniture to review the words: *What colour is the sofa? Where is the box? Is this a chair or an armchair?*

## 1 1.24 Children listen and draw.

**Answer key:** Child's own drawing.



**Optional extra:** Put the children in pairs and let them describe the picture to each other.

## 2 Children look and complete.

**Answer key:** 1. on, 2. in, 3. under, 4. behind, 5. next to, 6. in front of

**Optional extra:** Divide the class into pairs. The children ask each other questions about the locations of different objects in the classroom: *Where's the (computer)? It's (next to the door).* Then tell them to write three questions and answers in dialogue form in their notebooks. Call on volunteers to present their dialogues in front of the class.

## Wrap up

Distribute the children's houses (see Materials). Let them make labels for the furniture and rooms. Then ask them to write a description of their house on a separate sheet of paper. Display the houses and texts on a classroom wall.

## Fast finishers

Children draw more objects in the living room scene and write what things are where.

## Continuous assessment

**Teacher's Resource Material:** Listening worksheet Unit 2

**Optional extra:** Write some simple sentences on the board and ask the children to draw the pictures: *The ball is under the table. The pencil is on the sofa.*



## At home

**Activity Book** - page 24

**Answer key:**

1 1. next to, 2. on, 3. under, 4. behind, 5. in, 6. in front of

## 2 Child's own drawing.

- **Optional extra:** Children draw a picture of their bedroom and describe where different things are.

## Audio CD 1



Where's the boy? He's on the sofa.  
Where's the football? It's in the box.  
Where's the dog? It's under the table.  
Where's the girl? She's behind the armchair.  
Where's the plant? It's next to the chair.  
Where's the cat? It's in front of the sofa.

## Lesson 4 - SB Page 25

### Language objectives

#### Grammar

- Imperatives

#### Vocabulary

- *clean the floor, feed the dog, make the bed, lay the table, take out the rubbish, tidy your room, walk the dog, wash up, water the plants*

#### Functions

- Giving instructions

### Skills objectives

#### Speaking

- Sing along to a chant to reinforce target language

#### Listening

- Understand key vocabulary in the context of a chant

#### Reading

- Understand the imperatives

#### Writing

- Copy key vocabulary

### Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1
- Flashcards Unit 2

**Warmer**

Display the unit 2 **Flashcards**. Help the children to name all the activities. Then ask them to close their eyes whilst you remove one of the flashcards. The children try to identify which one is missing.

**Lead-in**

Mime one of the household chores and get the children to guess what you are doing. Let children take over your role.

**1 Children read and number.**

**Answer key:** From top to bottom: 6, 2, 5, 3, 4, 1

**Optional extra:** Let the children mime the actions as they listen to the song.

**2  1.25 Children listen and chant.**

**Optional extra:** Divide the class into four groups. Give each group a way of saying the chant, for example, in an angry voice, in a whisper, like an opera singer, like a pop singer. Give them some minutes to practise and then ask them to perform the chant in their given style to the class.

**3 Children look and complete.**

**Answer key:** 1. Water the plants, 2. Lay the table, 3. Wash up, 4. Walk the dog.

**Optional extra:** Put the children into pairs. They take turns to give each other an instruction and act it out.

**Wrap up**

Display the unit 2 **Flashcards**. Divide the class into two teams. Invite one member of each team out. Say a chore and the children try to find a person doing that activity. The first one to find a person wins a point for their team.

**Continuous assessment**

**Teacher's Resource Material:** Writing worksheet  
Unit 2

**At home****Activity Book** - page 25

**Answer key:**

**1** From left to right: 1. Lay the table - Clean the floor, 2. Walk the dog - Wash up, 3. Make the bed - Feed the dog.

**2** 1. Tidy up, 2. Wash up, 3. Feed the dog, 4. Take out the rubbish

• **Optional extra:** The children list six household chores and then write next to them who does each activity.

**Lesson 5 - SB Page 26****Language objectives****Vocabulary**

- friend, grandma, grandad, raining, wish

**Skills objectives****Listening**

- Identify characters and activities in a story
- Follow the narrative of a story

**Reading**

- Understand and follow a narrative
- Demonstrate comprehension

**Materials**

- Digital Book
- Audio CD 1

**Attention to diversity**

Children read at different speeds. Put the children into pairs or small groups to read together. Let stronger readers help weaker ones.

**Warmer**

Draw a circle in the centre of the board and write the word *birthday* in it. Ask children to name all the things they can think of when they hear the word *birthday*. Write their ideas on the board, around the circle. Provide the words in English as necessary.

**Lead-in**

Let the children look at the pictures on page 26. Ask them to point to different elements: *Point to the cake/grandma/present*. Read the title of the story out loud and ask children questions to help them predict what the story is about: *Whose birthday is it? Is Nick at home? Is the party at his house? Who comes to the party? Is Nick happy? Explain the meaning of the word wish and ask: What do you think is Nick's birthday wish?*

**1  1.26 Children read and listen to the story (1-8).**

**Optional extra:** Play the track again, pausing after each sentence, and lead students in acting out the sentences that contain action verbs. Ask comprehension questions: *Why is Nick excited? Who tidies the living room? Who makes the cake? What flavour is the cake? Who washes the dishes? Who is Stephen? Is it raining outside? Who comes to the house?*

## 2 Children read and match.

**Answer key:** 1. tidies up the living room, 2. washes up, 3. is Nick's friend, 4. is raining, 5. sings Happy Birthday.

**Optional extra:** Children write two more sentences about what Nick and his mum do.

### Fast finishers

Children read the story to themselves quietly.

### Wrap up

Say sentences out loud and ask the children to say which character in the story would say it: *It's my birthday today. Who is it?* Repeat with: *I tidy the living room. I'm Nick's best friend. We have got coats and umbrellas. I make the cake.*

### Continuous assessment

Read the story but keep stopping and asking children to provide you with the next word(s).



### At home

**Activity Book** - page 26

**Answer key:**

- 1** 1. F, 2. T, 3. F, 4. T
  - 2** From top to bottom, left to right: 5, 2, 4, 1, 3, 6
  - 3** Child's own drawing.
- **Optional extra:** Children draw a picture of their favourite birthday cake.

## Lesson 6 - SB Page 27

### Language objectives

#### Vocabulary

- dark, hug, lights, presents, surprise, wish

### Skills objectives

#### Reading

- Understand and follow a narrative
- Demonstrate comprehension

#### Listening

- Follow the narrative of a story

#### Writing

- Find and write correct words

### Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1

### Warmer

Write the title of the story on the board: *Nick's birthday wish*. Ask children what they remember about the story. Elicit the names of the characters and the setting of the story.

### Lead-in

Ask children if they remember what Nick's birthday wish was.

### 1 Children read and listen to the story (1-8).

**Optional extra:** Read and listen to the story again, but pause at different points for children to say the next word in the story.

### 2 Children circle the incorrect words and then write the correct words.

**Answer key:** 1. carrot - chocolate, 2. basketball - football, 3. mouth - eyes, 4. grandad - dad, 5. can't - can

### Wrap up

Work together with the children to make a map of the story. Put the headings on the board: *Title, Characters, Setting, Beginning, Middle, End*. Encourage children to use words, sentences and pictures to complete their maps. In the beginning, middle and end sections, get children to include one important event from each part of the story.

### Continuous assessment

**Teacher's Resource Material:** Reading worksheet Unit 2



### At home

**Activity Book** - page 27

**Answer key:**

- 1** 1. Mum, 2. Stephen, 3. Mum, 4. Nick
- 2** Picture 2
- 3** Child's own drawing.

- **Optional extra:** Children draw a scene from the story and write something about it underneath.

## Lesson 7 - SB Page 28

### Language objectives

#### Grammar

- Present simple routines with the time

#### Vocabulary

- *half past, o'clock*
- *get up, go to bed/school, have breakfast/dinner/lunch*

#### Functions

- Telling the time
- Describing a routine

### Skills objectives

#### Speaking

- Use the present simple to describe a routine

#### Reading

- Show understanding of key vocabulary by placing stickers
- Show understanding of the time expressions

### Materials

- Digital Book
- Teacher's Resource Material
- Analogue clocks

### Attention to diversity

Some children find the concept of telling the time very difficult. Help them to understand half past, and show them that the small hand is between two numbers but it is always half way past the first of the two numbers.

Some children might not know at what time they do certain activities. Give them probable times that they do them.

### Warmer

Draw a large circle on the board. Write in the numbers 12, 3, 6 and 9. Ask the children to help you to fill in the missing numbers.

### Lead-in

Using the large clock on the board to review o'clock times. If there is a real clock available, move the hands to demonstrate the concept of half past. Give the children lots of practice to say the two times.

### 1 Children read and stick.

Answer key:



**Optional extra:** Read the sentences out loud and get the children to read with you and mime the actions.

### 2 Children read and write the times.

**Optional extra:** Draw some clocks on the board or pass around the real clocks. Say a time and get the children to move or draw the hands to that time.

### 3 Children play a guessing game.

**Optional extra:** The children imagine that they are one of the girls. They write six true/false sentences in their notebooks about their day. Write an example on the board: *I eat lunch at two o'clock.* Then ask: *True or false?* Divide the class into pairs. They take turns reading their sentences out loud to their partner for them to respond.

### Wrap up

Draw various clocks on the board showing o'clock and half past times. Divide the class into teams and invite a member of each team to come out. Call out a time and the first person to touch it wins a point for their team.

### Continuous assessment

**Teacher's Resource Material:** Language worksheet Unit 2



### At home

#### Activity Book - page 28

Answer key:

1. does chores, 2. has a shower, 3. has dinner, 4. goes to bed
- 2 From left to right: 2, 3, 1, 4
- 3 From left to right: 1, 4, 3, 2

- **Optional extra:** The children create a simple daily routine list for themselves with activities and times.

## Lesson 8 - SB Page 29

### Language objectives

#### Vocabulary

- *break, cake, day, eight, great, lady, lake, late, make, mistake, skate, snake, straight, take, tastes*

#### Pronunciation

- Phonics: Long *a* sound

### Skills objectives

#### Speaking

- Identify and produce long *a* sounds

#### Listening

- Differentiate between short and long *a* sounds

### Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1
- Long *a* sound word cards (one per child)
- Pictures of a whale and of a cat

### Warmer

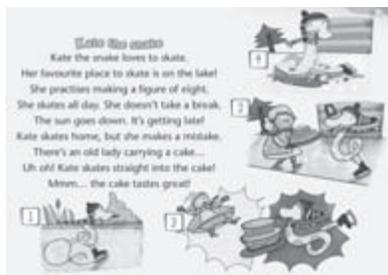
Write the letter *a* on the board. Remind children of the short sound. Elicit some examples of the short *a* sound: *cat, apple*.

### Lead-in

Tell children that the letter *a* can also say its name and make a long *a* sound. Give some examples for the children to say together: *train, snake, day*. Elicit more examples from the children.

### 1 1.28 Children listen and number.

Answer key:



**Optional extra:** Read out each line of the poem but stop for the children to say the last word of each line.

### 2 1.29 Children listen and chant.

**Optional extra:** Children repeat the rhyme chorally and individually, trying to imitate the correct pronunciation.

### 3 1.30 Children listen and circle the words with the long *a* sound.

Answer key: 1. skate, 4. snake, 6. cake, 8. eight

**Optional extra:** Distribute the word cards. Tell the children to memorise their word and turn the card over so no one can see it. Let them walk around the room saying their word over and over until they find someone with the same word. When they do, they link arms and look for others. When groups have been formed, each person must say their word to reinforce pronunciation.

### Wrap up

Display a picture of a whale and a picture of a cat on opposite walls of the room. Say *whale* and ask the children to repeat. Do the same with *cat*. The children stand up. Say the following words and the children walk to the corresponding wall: *cat, apple, whale, man, snake, plane, hat, eight, plant, snail, bat, tail, train, hat, rain, table*.

### Continuous assessment

**Teacher's Resource Material:** Speaking worksheet Unit 2 **Optional extra:** Ask the children to copy six words with the long *a* sound from the lesson in their notebooks.

### At home

#### Activity Book - page 29

Answer key:

1 Pictures 2, 3, 7, 8

2

f	y	t	u	l	c	a	t	m	i
c	a	r	s	w	a	z	b	n	s
h	e	i	g	h	t	r	a	t	k
o	p	z	a	c	m	k	r	l	a
e	f	a	r	w	a	p	s	s	t
c	e	m	a	s	e	t	n	p	e
a	m	p	k	a	q	u	a	o	p
k	k	u	e	s	r	e	k	s	u
e	j	v	b	l	a	k	e	x	e
h	p	l	a	d	y	v	u	c	g

## Lesson 9 - SB Page 30

### Language objectives

#### Functions

- Recognising numbers 1 to 50

#### Vocabulary

- *ten, twenty, thirty, forty, fifty*

**Skills objectives****Writing**

- Count in tens and write numbers up to 50

**Materials**

- Digital Book
- Cutouts Unit 2
- Small objects to count (buttons, shells)

**Warmer**

Count with the children alternating numbers. Say *one* and the children say *two* and so on up to twenty. Turn your back to the class and write a number from 1 to 20 in the air. Encourage individual children to guess the number. The first child to guess correctly comes to the front and writes the next number in the air. Continue for several rounds.

**Lead-in**

Write the following sums on the board:

$$10 + 10 = \quad 10 + 20 = \quad 10 + 30 = \quad 10 + 40 =$$

Ask a volunteer to solve the first sum and write the word *twenty* on the board. Repeat with the remaining sums.

Then point to the numerals and words 20–50 at random and ask the children to name them.

**1 Children look and order.**

**Answer key:** ten, twenty, thirty, forty, fifty

**Optional extra:** Write lots of numbers on the board between 1 and 50 in random order. Divide the class into teams and ask a member of each team to come out. Call out a number and the first child to circle it wins a point for their team.

**2 Children count the objects and write the numbers.**

**Answer key:** 1. thirty-two, 2. forty-three, 3. twenty-seven

**Optional extra:** Do a number dictation by saying a number and the children then write it down.

**3 Children cut out and play *Bingo*.**

**Optional extra:** Write eight numbers on the board between 1 and 50 in random order. Then say *Go!* and the children race to write the numbers in order.

**Wrap up**

Divide the class into pairs. Give each pair a bag of small objects (see Materials). Let the children group the objects in tens and then set the leftovers to the side in order to count all the objects. Let them exchange bunches with other pairs and repeat the activity.

**Note:** This could also be done as a race.

**Continuous assessment**

Ask children to write all numbers ending in 5 between 1 and 50. (5,15,25,35,45)

**At home**

**Activity Book** - page 30

**Answer key:**

**1** 2. 51 - fifty-one, 3. 23 - twenty-three, 4. 46 - forty-six

**2**

**3** ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety

**Lesson 10 - SB Page 31****Language objectives****Vocabulary**

- collection, collector*

**Skills objectives****Reading**

- Select information from a text

**Writing**

- Find and copy words to complete a chart

**Speaking**

- Describe a collection using model language

**Materials**

- Digital Book
- A collection of something (shells, coins, stamps, rocks, etc.)
- 2 sheets of paper per child
- A piece of coloured paper per child
- A piece of card per child
- Stapler
- A glass with water in it
- Coins
- Eyedropper/pipette

**Warmer**

Show the collection you have got. Pass the objects around and let the children look at them. Talk about different items, where they came from or why they are special. Explain what a collection is.

## Unit 2

### Lead-in

Write the word *shell* on the board and draw a picture of a shell next to it. Ask children if any of them collect shells or any other item.

### 1 Children read and complete the chart.

**Answer key:** 1. shells, 2. forty-five, 3. big and small shells, many different collars, 4. the beach

**Optional extra:** Elicit items that people might collect.

### 2 Children complete the chart about their collection.

**Answer key:** Child's own writing.

### 3 Children make a poster and present their collection to the class.

**Optional extra:** Children draw and describe a fantasy collection, for example, football players or animals.

### Wrap up

Do two experiments. Show the children a glass about half-full of water. Ask the children to guess how many coins can be put into the glass before the water spills out. Do the experiment, getting everyone to count along, and see who was right.

Ask the children to guess how many drops of water will fit onto the surface of a coin before it runs off.

Do the experiment to see who was right.

### Continuous assessment

Children write some sentences to describe their collection.



### At home

**Activity Book** - page 31

**Answer key:**

**1** 1. thirteen, 2. eighteen, 3. twenty-one

## Review - SB Pages 32 & 33

### Language objectives

#### Grammar

- Imperatives
- Present simple routines
- Prepositions: *behind, in front of, next to, on, under*

### Vocabulary

- Household chores
- Routine activities

### Functions

- Giving instructions
- Describing locations
- Describing a routine with the time

### Skills objectives

#### Speaking

- Give instructions about chores

#### Listening

- Review the target vocabulary and grammar
- Demonstrate comprehension

#### Reading

- Demonstrate comprehension

#### Writing

- Write words to complete a description

### Materials

- **Digital Book**
- **Teacher's Resource Material**
- **Audio CD 1**
- **Flashcards Unit 2**

### Warmer

Display the unit 2 **Flashcards**. Call out words and ask children to come and point to the items in the pictures: *kitchen, tidy up, take out the rubbish, dad, sofa* and so on. Draw four columns on the board and write the headings: *Rooms, Furniture, Family, Chores*. Ask the children to give you words for each category.

### Lead-in

Play Track 1.25 and review the chant that children learnt in Lesson 4. Remind them to mime the actions that go along with the words. Show the unit 2 **Flashcards** as they say each line.

### 1 Children listen and number.

**Answer key:** From left to right, top to bottom: 3, 5, 4, 2, 1

**Optional extra:** Get the children to write the names of the chores under the pictures.

### 2 Children listen and complete.

**Answer key:** 1. Feed, 2. Tidy up, 3. Wash up, 4. Clean, 5. Watch

**Optional extra:** Ask children to choose four chores and write a note to a classmate. Once they have completed their notes, invite a volunteer to the front to read their note. The class can mime the actions as they hear them.

### 3 Children look and say the chores to do.

**Optional extra:** The children write a list of the chores that need doing in the bedroom.

#### Audio CD 1



Dear Paul,

Here's your list of chores for the day:

- 1 Feed the cat.
- 2 Tidy up your bedroom.
- 3 Wash up the dishes
- 4 Clean the kitchen.

When you finish your chores, you can watch TV.

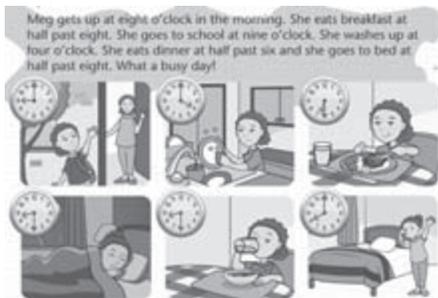
Love, Mum



- 1 Feed the cat.
- 2 Tidy up your bedroom.
- 3 Wash up the dishes.
- 4 Clean the kitchen.
- 5 Watch TV.

### 4 Children read and write the times.

**Answer key:**



**Optional extra:** Children write two sentences about themselves and draw the times.

### 5 Children look and complete.

**Answer key:** 1. behind, 2. in front of, 3. next to, 4. under, 5. on

**Optional extra:** Place real objects in diverse locations around the classroom. Write the names of the objects on the board and ask the children to tell you where the objects are. Be sure that all of the prepositions of location are being reviewed.

Give each child a piece of paper and ask them to choose an object in the classroom and write several clues describing where the object is located: *It's on a desk. It's next to Sam.*

Collect the papers in, read them out loud one by one and see who can be the first to guess the object that is being described.

### Wrap up

Write the letters *t*, *b* and *w* on the board. Put the children into small groups and ask them to write as many words they have learnt in unit 2 as they can that start with those letters.

*t: take, tidy, table, two, three, ten, twenty, thirty*

*b: bathroom, bedroom, boy, box, behind, bed, birthday*

*w: water, wash, watch, walk, wish*

### Final evaluation

**Teacher's Resource Material:** Test Unit 2



#### At home

**Activity Book** - pages 32-33

**Answer key:**

- 1** 1. Make, 2. Wash up, 3. Feed, 4. Lay
- 2** 1. Make the bed, 2. Wash up the dishes, 3. Feed the fish, 4. Lay the table
- 3** Child's own writing.
- 4** 1. has, 2. Child's own writing, 3. goes - eight o'clock, 4. Child's own writing, 5. does - three o'clock, 6. Child's own writing.

**5**

Child's own drawing

1. There is a dog on the bed.
2. There is a boy next to the bed.
3. There is a book under the bed.



• **Optional extra:** Children draw a map of the school.

**Activity Book** - page 113

The **Picture Dictionary** on page 113 gives children an illustrated reference of the main vocabulary in Unit 2 with extra listening practice.



#### More practice

Students do the interactive activities in **The Young Achiever's Games** in class or at home.

## SB Pages 34 &amp; 35

## Language objectives

## Grammar

- Review: present simple and present continuous

## Vocabulary

- Furniture
- Animals
- Colours
- Sports

## Functions

- Giving personal information
- Communicating in order to play a game

## Skills objectives

## Speaking

- Ask and answer questions in the context of a game

## Writing

- Write a description using a model text as a guide
- Complete a survey

## Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1
- Flashcards Units 1 and 2
- Strips of paper with actions from Units 0, 1 and 2 written on, such as *feeding the dog, painting, playing tennis, skiing, singing, watering the plants*

## Warmer

Review the songs and chants from Units 0, 1 and 2. Encourage the children to make appropriate movements as they sing or chant along.

## Lead-in

Ask the children questions about their houses. Ask them how many people live in their house, how many bedrooms and bathrooms they have, if they have a garden or a garage, etc.

## 1 Children make a poster of their bedroom and write a description.

**Optional extra:** Read the text on the poster out loud with the children and ask them simple comprehension questions:

*How many beds are there? What colour is the bedroom?  
How many posters are there? Are there any stuffed animals?*

## 2 Children present their poster to the class.

**Optional extra:** Display the children's posters and then describe one of them. Ask the children to guess which one you are describing.

3 Children play *Guess what I'm doing!*

**Optional extra:** Divide the class into two teams. Invite a member from each team to the front. Show them a strip of paper with an action written on (see Materials) and they both mime the action to their team. Whichever team guesses first wins a point.

4  1.33 Children listen and complete.

**Answer key:** 1. John - eight - blue - horse - football,  
2. Olivia - seven - green - cat - swimming

**Optional extra:** Play *Bingo!* The children draw a 3 by 3 grid and in each square they put a word from the chosen category, for example, colours. Call out words from the category and the first child to cross out three words in a row wins.

## 5 Children interview two classmates and complete.

**Answer key:** Child's own writing.

**Optional extra:** The children present one of their classmates from their survey to the class. They need to switch the language to the third person: *(His) name is... (He) is... (His) favourite colour is...*

## 6 Children do a class survey and write the results.

**Answer key:** Child's own answers.

**Optional extra:** Write the words *Colours, Animals and Sports* on the board. Go around the class asking children to suggest a word for one of the categories. Continue until no one can think of any more words.

## Wrap up

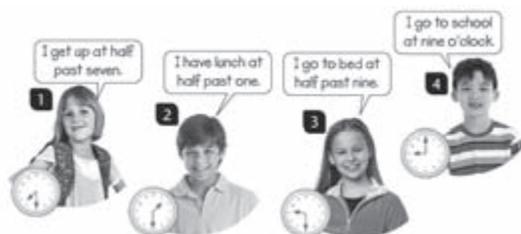
Divide the class into two teams. Give Team A the unit 1 **Flashcards** and Team B the unit 2 **Flashcards**. Tell the children they have two minutes to observe their flashcards and try to memorise as much of them as they can. Remove the flashcards and get children to write down as many things as they can from them. The team that remembers the most wins.

## Continuous assessment

**Teacher's Resource Material:** End of Term 1 Test  
Ask children individually how old they are and some questions about their favourite items.

 **At home**
**Activity Book** - pages 34-35

Answer key:

**1****2** 1. thirty - fifty, 2. Tuesday - Thursday - Friday,

3.

**3** She's playing the guitar.

- **Optional extra:** Children interview two family members and make charts for them.

**Audio CD 1**

1 My name's John. I'm 8 years old. My favourite colour is blue. My favourite animal is a horse. My favourite sport is football.

2 My name's Olivia. I'm 7 years old. My favourite colour is green. My favourite animal is a cat. My favourite sport is swimming.

# Unit 3

# Meal time

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> <li>• <b>Likes and dislikes:</b> <i>like, not like</i>, and interrogative</li> <li>• <b>Present simple:</b> <i>like</i>, third person 's'</li> <li>• <b>Demonstratives:</b> <i>this, these</i></li> <li>• <b>Imperatives</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Food:</b> <i>apple, banana, beans, biscuits, bread, broccoli, cake, carrots, cherries, cheese, chips, eggs, fish, grapefruit, ham, hamburgers, honey, ice cream, lettuce, mashed potatoes, milk, pasta, peaches, peas, pineapple, rice, salad, spinach, steak, strawberries, sweet corn, tomatoes, yoghurt</i></li> <li>• <b>Food groups:</b> <i>dairy, fats and oils, fruit and vegetables, grains, meat, fish, eggs and beans</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Phonics:</b> long <i>e</i> sound</li> </ul>	<ul style="list-style-type: none"> <li>• <i>this, these</i></li> </ul>

## Language objectives

Grammar	Functions
<ul style="list-style-type: none"> <li>• To practise the Present simple using <i>like</i> in all persons</li> <li>• To use singular and plural demonstratives correctly: <i>this, these</i></li> </ul>	<ul style="list-style-type: none"> <li>• To express likes and dislikes</li> <li>• To describe what people like to eat</li> <li>• To describe food using sensory verbs</li> <li>• To categorise food into groups</li> <li>• To describe personal taste</li> <li>• To describe healthy food</li> </ul>
Vocabulary	Pronunciation
<ul style="list-style-type: none"> <li>• To identify and name food</li> </ul>	<ul style="list-style-type: none"> <li>• To highlight and practise the long <i>e</i> sound</li> <li>• To differentiate between alternative spellings of the long <i>e</i> sound</li> </ul>

## Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> <li>• To sing along to a song to reinforce target language</li> <li>• To ask and answer questions about likes</li> <li>• To answer questions</li> <li>• To use the present simple with sensory verbs to describe food</li> <li>• To identify and produce long <i>e</i> sounds</li> <li>• To name food groups</li> </ul>	<ul style="list-style-type: none"> <li>• To read and follow a simple story</li> <li>• To demonstrate comprehension of vocabulary</li> <li>• To understand text to place the stickers correctly</li> <li>• To read a poem and recognise there is a rhythm</li> <li>• To interpret a chart</li> <li>• To understand key language in order to complete an activity</li> <li>• To understand and follow a narrative</li> <li>• To demonstrate comprehension</li> </ul>
Listening	Writing
<ul style="list-style-type: none"> <li>• To identify food</li> <li>• To understand key language in order to complete an activity</li> <li>• To identify food in a story</li> <li>• To follow the narrative of a story</li> </ul>	<ul style="list-style-type: none"> <li>• To copy and write key vocabulary: food</li> <li>• To create a food pyramid with target vocabulary</li> <li>• To write about someone's food preferences</li> </ul>

### Assessment criteria

- Check children are able to identify, understand and produce likes and dislikes, present simple, demonstratives and imperatives.
- Check children are able to identify, understand and produce food, verbs and adjectives.
- Check children are able to ask about likes and dislikes, describe food and read and write a recipe.

### Materials

- **Digital Book**
- **Audio CD 1**
- **Teacher's Resource Material**
  - Language worksheet Unit 3, pages 10-12: Lesson 7
  - Reading worksheet Unit 3, page 38: Lesson 6
  - Writing worksheet Unit 3, page 50: Lesson 4
  - Speaking worksheet Unit 3, page 62: Lesson 8
  - Listening worksheet Unit 3, page 72: Lesson 3
  - Test Unit 3, pages 110-115: Unit 3 Review
- **Flashcards Unit 3**
- **Extra**

Realia: different food cut into pieces for the children to smell and taste	Paint
Paper	CD of music
Old magazines or food fliers from supermarkets	Bean bags
Glue	Chalk
Envelopes	A soft ball
Card	Continuous paper
Different fruit-flavoured jelly crystals or drink powder	Plastic bowls, spoons, knives
	Cutting boards
	Recipe books or recipes from magazines

### Go digital!

#### Digital book

Complete the activities with the children on the IWB.

#### More practice

Provides extra interactive practice which can be used at the end of the unit in class or as homework. There are seven activities in each unit.

For suggestions on how to exploit the course resources see our **Activity Bank**, pages 14-17

## Key competences

LC



### Linguistic competence

Children develop listening, speaking, reading and writing skills. They learn some basic language for asking about likes and dislikes. Children learn to describe food and to read and write a recipe. Children learn grammar, vocabulary and phonics for pronunciation.

MST



### Mathematical competence and basic competences in Science and Technology

Children develop and apply mathematical thinking to explain the natural world. Children learn about the food pyramid (CLIL).

DC



### Digital competence

Children become familiar with the use of technology as a tool to reinforce language acquisition. Children use the video and interactive whiteboard material.

SCC



### Social and civic competence

Children learn basic social interaction patterns and social conventions to help them become competent citizens, such as working in pairs, playing games and acting out stories.

CAE



### Cultural awareness and expression

Children develop drawing and colouring skills and creativity. Children enjoy saying a chant, singing a song and performing craft tasks (a family album). Children learn about recipes: fruit salad.

LL



### Competence in learning to learn

Children develop strategies to improve the learning process like observing, linking, matching, etc.

IE



### Sense of initiative and entrepreneurship

Children show initiative revising the content of the unit in the review section and making decisions regarding the craft activities.

## Lesson 1 - SB Page 36

## Language objectives

## Vocabulary

- biscuits, broccoli, cake, cherries, grapefruit, pineapple, rice, spinach, steak, strawberries, sweet corn

## Skills objectives

## Speaking

- Sing along to a song to reinforce target language

## Listening

- Identify food

## Reading

- Read and follow a simple story

## Writing

- Copy the key vocabulary

## Materials

- Digital Book
- Audio CD 1
- Paper

## Warmer

Ask children to look at page 36. Invite them to name any item of food they know. Write the words as they say them. Then brainstorm a list of other foods the children know and add them to the list. If necessary, you can draw simple pictures next to the words.

## Lead-in

Let the children look at the story on page 36. Ask questions about the pictures: *Where are the children? Is it time for lunch?* Elicit the name of the foods pictured and write a list on the board, providing vocabulary as needed: *chicken, sweet corn, biscuits, rice.*

1  1.34 Children read and listen.

**Values:** Talk with the children about why Trish feels sick. Ask why Toby doesn't feel sick. Discuss why it is not a good idea to eat only biscuits for lunch. Elicit what a healthy lunch should include and write on the board several possible menus for a proper lunch.

2  1.35 Children listen and chant.

**Values:** Give each child a piece of paper and get them to write their own version of the chant. Write the following outline on the board:

*I like \_\_\_\_\_.*

*I like \_\_\_\_\_.*

*I don't like \_\_\_\_\_.*

*But I love \_\_\_\_\_.*

The children can decorate it and then read it out in a small group or for the whole class.

## 3 Children look and write.

**Answer key:** 1. cake, 2. steak, 3. strawberries, 4. cherries, 5. pineapple, 6. spinach, 7. grapefruit, 8. broccoli

**Optional extra:** The children choose four of the food items from the chant and in small groups say if they like them or don't like them.

## Wrap up

Call out the name of a food from either the song or the story. Tell the children to stand up if they like it, stay seated if they don't like it or stand up and wave their hands if they love it.

## Initial evaluation

Ask children to name something they like to eat and something they don't like.

 At home

**Activity Book** - page 36

**Answer key:**

- 1 Child's own colouring.
- 2 Child's own writing.
- 3 Child's own drawing.

- **Optional extra:** Children write what they have for dinner.

## Lesson 2 - SB Page 37

## Language objectives

## Grammar

- Present simple with *like*: questions and short answers, 1<sup>st</sup> and 2<sup>nd</sup> persons

## Vocabulary

- carrots, chips, eggs, fish, hamburgers, mashed potatoes, peas, pineapple, salad, sweet corn

## Functions

- Expressing likes and dislikes

## Skills objectives

### Speaking

- Ask and answer questions about likes

### Listening

- Understand key language in order to complete an activity

### Reading

- Demonstrate comprehension of vocabulary

## Materials

- Digital Book
- Audio CD 1
- Flashcards Unit 3
- Old magazines
- Paper
- Glue
- Envelopes

## Warmer

Hold up the unit 3 **Flashcards** one by one and elicit the words. Teach any new vocabulary. Put the flashcards on one side of the board and the word cards on the other. Invite volunteers to match the pictures with the words.

## Lead-in

Hold up a unit 3 **Flashcard** and say: *Look, a (pineapple). I (love) (pineapple)! (Claudia), do you like (pineapple)?* Encourage them to say *Yes, I do* or *No, I don't*.

## 1 Children read and match.

**Answer key:** From left to right: 3, 1, 2

**Optional extra:** Give each child a piece of paper and show them how to fold it into thirds. They write *I like...* at the top of the left-hand column, *I love...* in the middle column and *I don't like...* in the right-hand column. Ask them to look through magazines for pictures of food. They cut out the pictures and glue each one in the corresponding column.

## 2 1.36 Children listen and complete.

**Answer key:**

	hamburgers	salad	chips	sweet corn	eggs	pineapple
Owen	X	✓	✓	X	X	✓
	<i>Child's own answers</i>					

**Optional extra:** As a class read the first question chorally: *Do you like hamburgers?* The children that do call out: *Yes, I do* and then the ones who do not call out: *No, I don't*. Repeat with the other food items from the chart.

## 3 Children complete the chart for themselves.

**Optional extra:** The children read out their personal tastes in small groups.

## 4 Children ask a classmate and complete the chart for him or her.

**Optional extra:** Give each child some old magazines and an envelope. They find a photo of a food item they know and like, cut it out and put it in the envelope. Divide the class into pairs. The children then try to guess what the other child has chosen.

## Wrap up

Say an item of food you like and ask a child if they like it: *I like (salad). (Dan), do you like (salad)?* The child answers and then repeats the procedure with a different food item. Continue around the class.

## Continuous assessment

Ask each child to tell you something they love, like and do not like.

## At home

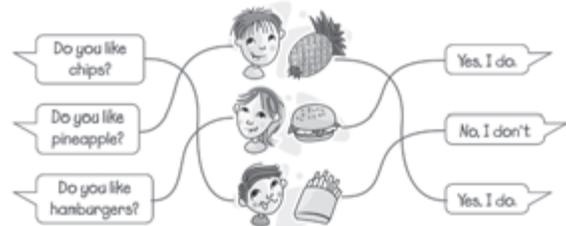
### Activity Book - page 37

**Answer key:**

**1** 1. Do you like grapefruit?, 2. Do you like salad?, 3. Do you like eggs?, 4. Do you like sweet corn?

**2** Child's own writing.

**3**



## Audio CD 1



Owen, do you like hamburgers? No, I don't.

Do you like salad? Yes, I do.

Do you like chips? Yes, I do.

Do you like sweet corn? No, I don't.

Do you like eggs? No, I don't.

Do you like pineapple? Yes, I do.

## Lesson 3 - SB Page 38

### Language objectives

#### Grammar

- Present simple with *like*: affirmative and negative, 3<sup>rd</sup> person singular and plural

#### Vocabulary

- *biscuits, cheese, fish, ham, hamburgers, ice cream, lettuce, milk, peas, tomatoes, yoghurt*

#### Functions

- Describing what people like to eat

### Skills objectives

#### Reading

- Demonstrate understanding by placing stickers
- Read a poem and recognise there is a rhythm
- Interpret a chart

### Materials

- Digital Book
- Teacher's Resource Material

### Warmer

Ask a student a question about food: (*Susana*), *do you like eggs?* When the child answers, repeat the answer in the third person: *She likes eggs.* Repeat with other children and food items.

### Lead-in

Write the word *picky* on the board. Explain that *picky* means that a person has very narrow tastes. For example, people who are *picky* might not like vegetables, or they might only like things that are coloured pink. (Clarify that *picky* is not limited only to specific tastes in eating.)

### 1 Children read the poem and stick.

Answer key:



**Optional extra:** Write a big letter *s* on the board. Elicit all the names of food the children can remember that begin with that letter, for example: *steak, spinach, strawberries, salad, sweet corn.* Repeat the activity with *p* and *c* (*pineapple, peas, potato, pizza; cheese, cherries, chicken, chips, carrots, cake*).

### 2 Children look and circle true (T) or false (F).

Answer key: 1. T, 2. T, 3. F, 4. T, 5. T, 6. T

**Optional extra:** Write the following on the board:

*She likes ice cream.*

*They like ice cream.*

Encourage the children to notice and explain the difference between the two sentences. Next to the first sentence, draw a girl with a happy face next to an ice cream cone. Next to the second sentence, draw two girls with a happy face next to an ice cream cone. Underline the verbs in each sentence. Explain that when we are using *he* or *she*, we add an *s* to the verb. Elicit other pairs of similar sentences and write them on the board with simple pictures.

Repeat the procedure with *He doesn't like yoghurt.* / *They don't like yoghurt.*

### Wrap up

Draw a 3 by 3 grid on the board and in each space write one of the following: *like, likes, doesn't like, don't like.*

Divide the class into two teams: *X* and *O*. The teams take turns to choose a square. In order to win the square, they must make a correct sentence using the verb in the square. When a team wins a square, one member draws an *X* or an *O* in it. The first team to win three squares in a row wins the game.

### Continuous assessment

**Teacher's Resource Material:** Listening worksheet Unit 3

**Optional extra:** Say several sentences and ask the children to quickly draw pictures to represent their meaning: *They like pizza. He likes fish. They don't like cherries. She doesn't like bananas.*

The children then make up and illustrate four sentences of their own.

### At home

**Activity Book - page 38**

Answer key:

1 1. doesn't like, 2. likes, 3. likes, 4. doesn't like



• **Optional extra:** Children write about the likes and dislikes of a member of their family.

## Lesson 4 - SB Page 39

### Language objectives

#### Grammar

- Present simple with *like*: questions and short answers, 3<sup>rd</sup> person singular and plural

#### Vocabulary

- bread, cheese, pasta, salad

#### Functions

- Describing what people like to eat

### Skills objectives

#### Speaking

- Answer questions

#### Reading

- Understand key language in order to complete an activity

#### Writing

- Copy key language

### Materials

- Digital Book
- Teacher's Resource Material
- Flashcards Unit 3
- Paper

### Warmer

Display the Unit 3 **Flashcards**. Divide the class into two teams. Invite one member of each team out. Say a food item and the children try to find it. The first one to find it wins a point for their team.

### Lead-in

Draw a Venn diagram on the board. Ask two children to come out and write each name on one of the circles. Ascertain food which they both like and write it in the overlapping segment, and food only one likes and write it in their part of the circle.

### 1 Children read and write the names.

**Answer key:** 1. Mary, 2. Cary

**Optional extra:** The children make a list for both Mary and Cary with the food that they like.

### 2 Children read again and complete.

**Answer key:** From left to right, top to bottom: bread, pasta, salad, salad, cheese, bread

**Optional extra:** The children compare their answers with a partner. A pair of children then draws the diagram on the board for the others to check.

### 3 Children read and answer.

**Answer key:** 1. Yes, she does, 2. Yes, they do, 3. No, she doesn't, 4. No, they don't.

**Optional extra:** Divide the class into pairs and distribute paper. The children make a Venn diagram about their tastes. Walk around the class as children are working, providing help as needed. When children finish, they can present the information to the rest of the class.

### Wrap up

Display the unit 3 **Flashcards**. On the board write a chart with the following headings: *Sweet foods, Drinks, Fruit, Vegetables*. Invite children out to point to an item of food, name it and say where it belongs on the chart. If they are correct, write the word in the corresponding column.

### Continuous assessment

**Teacher's Resource Material:** Writing worksheet Unit 3

**Optional extra:** Draw a Venn diagram on the board for two imaginary children. Ask the children questions about the children using *Does he/she like...?* and *Do they like...?*



### At home

**Activity Book** - page 39

**Answer key:**

**1** 1. T, 2. T, 3. F, 4. F, 5. F, 6. T

**2** 1. No, she doesn't, 2. No, he doesn't, 3. Yes, they do, 4. No, they don't

## Lesson 5 - SB Page 40

### Language objectives

#### Vocabulary

- broccoli, cake, carrots, cheese, fish, honey, lettuce, pasta, peas, pineapple, spinach, strawberries, yoghurt

### Skills objectives

#### Listening

- Identify food in a story
- Follow the narrative of a story

#### Reading

- Understand and follow a narrative
- Demonstrate comprehension

## Materials

- Digital Book
- Audio CD 1

## Warmer

Write the phrase *Mother's Day* on the board. Ask the children if they know when it is and if they ever do anything special for their mum. Ask them if they have ever helped to prepare any food at home.

## Lead-in

Ask the children to think of all the food their mum or dad likes or doesn't like and to tell the person sitting next to them.

### 1 1.37 Children read and listen to the story (1-8).

**Optional extra:** Play the track again and ask comprehension questions: *What do the children want to do? What does Dad make a list of? Where do they buy the fruit from?*

### 2 Children tick (✓) the food Mum likes.

**Answer key:** strawberries, peas, spinach, honey, lettuce, cheese, pineapple, carrots

**Optional extra:** Children put a tick or a cross for each food item for themselves. In pairs they tell their partner which food they like and which they do not like.

## Fast finishers

Children read the story to themselves quietly.

## Wrap up

Tell the children that they are Mum and you are going to ask questions about the food. Say: *Mum, do you like (cake)?* The first child to put up their hands and answer correctly wins a point.

## Continuous assessment

Name a food item from the story and ask the children: *Does Tina and Mark's mum like it?*

 At home

**Activity Book** - page 40

**Answer key:**

**1** 1. Today is Mother's Day, 2. Da makes a list of food, 3. Tina and Mark say what food Mum likes, 4. They buy the food.

**2** 1. Mum, 2. help, 3. broccoli, 4. cake, 5. market

- **Optional extra:** Children draw a picture of their favourite dish.

## Lesson 6 - SB Page 41

## Language objectives

## Vocabulary

- broccoli, cake, carrots, cheese, fish, honey, lettuce, pasta, peas, pineapple, spinach, strawberries, yoghurt

## Skills objectives

## Listening

- Follow the narrative of a story

## Reading

- Understand and follow a narrative
- Demonstrate comprehension

## Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1

## Warmer

Write the title of the story on the board: *Mother's Day surprise*. Ask children what they remember about the story. Elicit the names of the characters and the setting of the story.

## Lead-in

In pairs, ask children to remember and list the food mentioned in the story.

### 1 1.38 Children read and listen to the story (1-8).

**Optional extra:** Read and listen to the story again, but pause at different points for children to say the next word in the story.

### 2 Children read and match.

**Answer key:** 1. Yes, she does, 2. No, she doesn't, 3. Yes, he does, 4. No, he doesn't, 5. Yes, she does.

**Optional extra:** Write the names of all the ingredients on small pieces of paper. Distribute them among the children. Call out one of the dishes, for example, fruit salad, and ask all the people holding one of the ingredients to come out to the front. Review them together to see if you have the right ingredients for the dish.

## Wrap up

Write the dishes that appear in the story as headings on the board: *Pasta, Salad, Fruit salad*. Ask the children to tell you which ingredients belong in which dish. As they say them, write them under the correct column.

## Continuous assessment

Teacher's Resource Material: Reading worksheet Unit 3

## At home

Activity Book - page 41

Answer key:

**1** 1. Dad, 2. Mark, 3. Dad, 4. Tina, 5. Tina, 6. Mum**2** From left to right: 1, 4, 3, 2**3** Child's own drawing.

- **Optional extra:** Children draw their favourite food.

## Lesson 7 - SB Page 42

## Language objectives

## Grammar

- Present simple with senses: *looks, smells, tastes*
- Adjectives: *bad, good, delicious*
- Demonstrative adjectives: *this, these*

## Vocabulary

- *biscuits, bread, cherries, ham, hamburgers, juice, milk, salad, sweet corn*

## Functions

- Describing food using sensory verbs

## Skills objectives

## Reading

- Show understanding of key vocabulary by placing stickers

## Speaking

- Use the Present simple with sensory verbs to describe food

## Materials

- Digital Book
- Teacher's Resource Material
- Flashcards Unit 3
- Different food cut into pieces for the children to smell and taste, such as fresh bread, fruit, biscuits, etc.
- Card
- Glue
- Different fruit-flavoured jelly crystals or drink powder (for example, strawberry, orange, lemon)

- Paint
- CD of music

## Attention to diversity

If you bring in real food for children to smell and taste, be careful to check for any food allergies beforehand.

## Warmer

Draw a face on the board and write the words *taste, smell* and *look*. Discuss that we taste with our mouths, smell with our noses and look at with our eyes. Point to each of the features as you talk about these senses.

## Lead-in

On the board write: *This cherry smells good* and *These cherries smell good*. Ask children if they can see the difference between the two sentences. Draw one cherry next to the first sentence and several next to the second.

## 1 Children read and stick.

Answer key:



**Optional extra:** Show the children the real food and give each child something. Ask them to tell the class how it smells, looks and tastes.

## 2 Children read, complete and number.

Answer key: 1. These, 2. This, 3. These, 4. This

**Optional extra:** Divide the class into groups and give each group a large piece of card. Tell them to draw a large piece of fruit on their card (depending on the flavours of jelly/drink powder available).

The children paint their fruit and then, while the paint is wet, sprinkle the appropriate flavoured powder to give the picture a unique smell. Display the smelling fruit pictures in the classroom. The children can then say: *This (strawberry) smells (good)*.

## 3 Children cut out, colour and make dinner.

**Optional extra:** Divide the class into groups of four. Tell them to push their desks together to form a table. The children put their cutouts in the middle, pass the food around and discuss how their food tastes, smells and looks. Invite a few groups to act out the role-play for the rest of the class.

# Unit 3

## Wrap up

The children stand in a circle. Distribute unit 3 **Flashcards** or real food. Play some music and the children pass the items around the circle. Pause the music. The children holding something say a sentence with *this* or *these*.

## Continuous assessment

**Teacher's Resource Material:** Language worksheet Unit 3



## At home

**Activity Book** - page 42

**Answer key:**

1. These beans taste bad, 2. These pancakes look delicious, 3. This juice smells bad, 4. This bread tastes good.
- 2 From left to right: 2, 1, 4, 3
- 3 1. This - bad, 2. These - good

## Lesson 8 - SB Page 43

### Language objectives

#### Vocabulary

- *beans, cheese, eat, green, ice cream, meat, peaches, peas, sweets*

#### Pronunciation

- Phonics: long *e* sound

### Skills objectives

#### Speaking

- Identify and produce long *e* sounds

#### Listening

- Differentiate between alternative spellings for the long *e* sound

### Materials

- **Digital Book**
- **Teacher's Resource Material**
- **Audio CD 1**
- Bean bags
- Chalk

## Warmer

Write the letter *e* on the board. Remind children of the short sound. Elicit some examples of the short *e* sound: *red, leg*.

## Lead-in

Tell children that the *e* letter can also say its name and make a long *e* sound using the letters *ee* or *ea*. Give some examples for the children to say together: *green, feet, eat, pea*. Elicit more examples from the children. Write the word *pizza* on the board and say that this word also has the long *e* sound.

## 1 1.39 Children listen and number.

**Answer key:**



**Optional extra:** Read out each line of the poem but stop for the children to say the words with the long *e* sound in each line.

## 2 1.40 Children listen and sing.

**Optional extra:** Children repeat the song chorally and individually, trying to imitate the correct pronunciation.

## 3 1.41 Children listen and match.

**Answer key:** 1. peas, 2. feet, 3. meat, 4. green, 5. peach, 6. beans

**Optional extra:** Write the words *Feet* and *Meat* as column headings on the board. Ask volunteers to come out and write a word in one of the columns.

## Wrap up

Draw a large bull's eye on the floor with chalk. In each circle include different letters: *ea, ee, e*. Divide the class into teams. Give a child a bean bag and ask them to throw it. If it lands on the bull's eye, they say a word with those letters. If they say a correct word, they win a point for their team.

## Continuous assessment

**Teacher's Resource Material:** Speaking worksheet 3  
**Optional extra:** Ask the children to copy four words with the long *e* sound and *ee* spelling and four with the *ea* spelling in their notebooks.

## At home

**Activity Book** - page 43

Answer key:

- 1** 1. beans, 2. meat, 3. ice cream, 4. peaches, 5. feet, 6. cheese, 7. peas
- 2** 1. Pete - pizza, 2. Pete - cheese, 3. Pete - meat, 4. Pete - sweet
- 3** From left to right, top to bottom: 4, 1, 2, 3

## Lesson 1 - SB Page 44

### Language objectives

#### Vocabulary

- *beans, dairy, eggs, fats, fish, fruits, grains, meat, milk, oils, vegetables*

#### Functions

- Categorising food into groups

### Skills objectives

#### Speaking

- Name food groups

#### Writing

- Create a food pyramid with target vocabulary

### Materials

- **Digital Book**
- A soft ball
- Continuous paper
- Paper

### Warmer

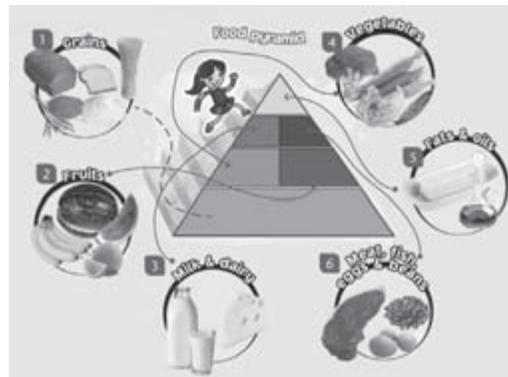
Ask the children to stand up. Toss a soft ball to a child and ask them to name a food item. They then toss the ball to another child to name another food item, and so on. Write a running list on the board of all the food words that children remember.

### Lead-in

Let the children look at the food pyramid and draw their attention to the size of the coloured blocks. Explain that the size corresponds to the importance in our diet. Ask which sections are biggest (*grains, vegetables, fruits, milk & dairy*) and which are the smallest (*meats, fats & oils*). Clarify that to ensure a balanced diet, it is important to eat more daily servings of the foods in the categories at the bottom of the pyramid and less servings of foods in the other two categories.

### 1 Children look and match.

Answer key:



**Optional extra:** Name an item of food and ask the children to tell you which category it belongs to.

### 2 Children look and colour.

**Answer key:** 2. purple, 3. blue, 4. purple, 5. red, 6. yellow, 7. green, 8. orange

**Optional extra:** Divide the class into pairs. The children look back through the unit for other examples of foods that belong to these categories and write lists in their notebooks. Elicit lists and write them on the board.

### 3 Children make a food pyramid poster.

#### Wrap up

Give each child a piece of paper and show them how to divide it into six sections and label them with the names of the food groups. At home, ask them to keep a food journal for a couple of days and write down everything they eat each day in the corresponding category. They can share and discuss their journals at school.

### Continuous assessment

Ask children to write a list with 5 foods you should have often and 3 you shouldn't.

## At home

**Activity Book** - page 44

Answer key:

- 1** 1. cereal - rice, 2. broccoli - carrots, 3. cherries - grapes, 4. butter - oil, 5. cheese - yoghurt, 6. chicken - steak. Child's own drawing.
- 2** From left to right: 6, 5, 1, 3

• **Optional extra:** Children complete a food journal.

## Lesson 10 - SB Page 45

## Language objectives

## Vocabulary

- apples, bananas, bowl, grapes, kiwis, peaches, pineapple, strawberries; cut, eat, mix, serve, wash

## Skills objectives

## Reading

- Recognise and select key vocabulary

## Writing

- Write ingredients for a recipe

## Materials

- Digital Book
- Fruit
- Plastic bowls, spoons, knives
- Cutting boards
- Recipe books or recipes from magazines
- Paint
- Paper

## Attention to diversity

If you bring in fruit for children to make a fruit salad, be careful to check for any food allergies beforehand.

## Warmer

Write the heading *Fruit* on the board. Call on volunteers to come up and draw different fruits on the board at the same time. Then go over the pictures with the class, encouraging children to name each piece of fruit as you write the corresponding word under the picture.

## Lead-in

Divide the class into groups and assign each group a fruit. Give commands, for example: *Apples, jump! Kiwis, dance!*

## 1 Children look and write.

**Optional extra:** Hand out the recipes and let children see how they always have a list of ingredients followed by the instructions. Encourage them to share their cooking experiences.

## 2 Children read and number.

**Answer key:** 1. strawberries, 2. apples, 3. peaches, 4. bananas, 5. grapes, 6. bowl, 7. pineapple, 8. kiwis

## 3 Children write a recipe.

**Answer key:** Child's own writing

**Optional extra:** Children describe their ideal fruit salad.

## Wrap up

Give the children paper and paint, and use any leftover fruit to make fruit print paintings.

## Continuous assessment

Dictate the following sentences:

- 1 *This peach looks delicious.*
- 2 *These strawberries taste bad.*
- 3 *This pineapple smells good.*

The children write the sentences in their notebooks. Write them on the board for children to check their spelling. Then ask them to draw pictures to illustrate the meaning of each sentence.



## At home

**Activity Book** - page 45

**Answer key:**

- 1 2. Wash the fruit, 3. Cut the fruit, 4. Mix the fruit in a bowl.
- 2 1. banana, 2. orange, 3. grapes, 4. kiwi, 5. apple, 6. peach, 7. watermelon

- **Optional extra:** Children write a recipe for a favourite dish.

## Review - SB Pages 46 &amp; 47

## Language objectives

## Grammar

- Present simple with *like*: affirmative, negative, interrogative; all persons

## Vocabulary

- Food

## Functions

- Expressing likes and dislikes
- Describing personal taste
- Describing healthy food

## Skills objectives

## Listening

- Review the target vocabulary and grammar
- Demonstrate comprehension

## Speaking

- Ask about food likes

**Reading**

- Demonstrate comprehension

**Writing**

- Write about someone's food preferences

**Warmer**

Toss a ball to a child as you say *fruit*. Encourage them to name a piece of fruit and toss the ball to a classmate, who in turn names another piece of fruit, and so on. When a child repeats the name of a fruit or cannot think of anything, change the category to *vegetables*, *grains* or *dairy*.

**Lead-in**

Display the unit 3 **Flashcards**. Call out food words and ask children to come and point to the items in the pictures. Review the chart that children learnt in Lesson 1, Track 1.35.

**1 Children complete the questions.**

**Optional extra:** Play food *Pictionary*. Tell the children to look through the unit and choose a food they would like to draw. Divide the class into two teams. Invite a child to the board and ask them to draw the food item for the rest of the class to guess. The first child to correctly guess wins a point for their team.

**2**  1.42 **Children listen and answer.**

**Optional extra:** The children answer the questions for themselves as well.

**3 Children ask two classmates and complete the chart.**

**Optional extra:** The children make their own questionnaire with their own favourite food items named along the top. They then ask two or three classmates if they like the same food as they do.

**Audio CD 1**

- 1 Do you like broccoli? Yes, I do.
- 2 Do you like eggs? No, I don't.
- 3 Do you like spinach? No, I don't.
- 4 Do like you beans? Yes, I do.

**4 Children write about their classmates' likes and dislikes.**

**Optional extra:** Children write two sentences about themselves and draw the food.

**5 Children read and circle true (T) or false (F).**

**Optional extra:** The children label all the food they know in the photo.

**Wrap up**

Divide the board into two and on one side write *Good for you* and on the other write *Bad for you*. Brainstorm with the children all the food items they know and together decide which side of the board to write them on.

**Final evaluation**

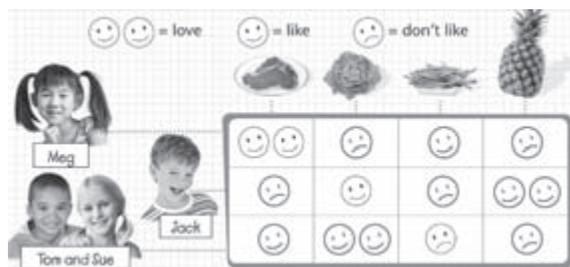
**Teacher's Resource Material:** Test Unit 3

**At home**

**Activity Book** - pages 46-47

Answer key:

**1**



- 2** 1. Yes, she does, 2. No, they don't, 3. No, he doesn't, 4. Yes, they do.
- 3** 1. doesn't like, 2. don't like, 3. like, 4. likes.  
Pictures from left to right: 1, 4, 3, 2
- 4** Child's own writing.
- 6** 1. good, 2. bad, 3. good, 4. good, 5. bad, 6. good

**Activity Book** - page 114

The **Picture Dictionary** on page 114 gives children an illustrated reference of the main vocabulary in Unit 3 with extra listening practice.

**More practice**

Students do the interactive activities in **The Young Achiever's Games** in class or at home.

# Unit 4

# Animals on the move

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> <li>• <b>can for ability:</b> affirmative, negative, interrogative</li> <li>• <b>have got:</b> affirmative, negative, interrogative</li> <li>• <b>Present simple:</b> 3<sup>rd</sup> person singular</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Animals:</b> bear, bird, crocodile, eagle, elephant, fish, fox, frog, giraffe, gorilla, hare, lion, lizard, monkey, octopus, owl, parrot, polar bear, shark, snake, tiger, tortoise, whale</li> <li>• <b>Habitats:</b> desert, grasslands, jungle, ocean</li> <li>• <b>Verbs:</b> climb, crawl, eat, fly, jump, live, run, sleep, speak, swim, walk</li> <li>• <b>Animal body parts:</b> beak, claws, feathers, fin, fur, paw, scales, tail, whiskers, wing</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Phonics:</b> long <i>i</i> sound</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Farm animals</b></li> </ul>

## Language objectives

Grammar	Functions
<ul style="list-style-type: none"> <li>• To use the Present simple: 3<sup>rd</sup> person singular</li> <li>• To describe ability using <i>can/can't</i></li> <li>• To recognise and use the contracted form of <i>has got</i></li> </ul>	<ul style="list-style-type: none"> <li>• To associate animals with different habitats</li> <li>• To describe animals and their abilities</li> <li>• To identify animal body parts</li> <li>• To associate animals with body parts</li> <li>• To describe an animal by habitat, body and abilities</li> </ul>
Vocabulary	Pronunciation
<ul style="list-style-type: none"> <li>• To identify and name animals</li> <li>• To associate animals with their habitat</li> <li>• To describe animals based on their bodily features, abilities and habitat</li> </ul>	<ul style="list-style-type: none"> <li>• To highlight and practise the long <i>i</i> sound</li> <li>• To recognise alternative spellings for the long <i>i</i> sound</li> </ul>

## Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> <li>• To sing along to a song to reinforce target language</li> <li>• To ask and answer questions about animals</li> <li>• To use the Present simple to describe animals' features</li> <li>• To enjoy saying a chant</li> <li>• To identify and produce long <i>i</i> sounds</li> </ul>	<ul style="list-style-type: none"> <li>• To read and follow a simple story</li> <li>• To demonstrate comprehension of vocabulary</li> <li>• To understand text to place the stickers correctly</li> <li>• To read a poem and recognise rhyme and rhythm</li> <li>• To understand and recognise key vocabulary</li> <li>• To understand and follow a narrative</li> <li>• To show comprehension by answering questions</li> <li>• To sequence events in a story</li> </ul>
Listening	Writing
<ul style="list-style-type: none"> <li>• To identify animals and their habitats</li> <li>• To understand key language in order to complete an activity</li> <li>• To follow the narrative of a story</li> </ul>	<ul style="list-style-type: none"> <li>• To copy and write key vocabulary: animals, body parts</li> <li>• To answer questions</li> <li>• To write a verse for a song using a model as a guide</li> <li>• To write an animal fact file using a model as a guide</li> </ul>

### Assessment criteria

- Check children are able to identify, understand and produce *can, have got* and Present simple.
- Check children are able to identify, understand and produce animals, habitats, verbs, animal body parts and animal food.
- Check children are able to ask about animals' abilities and body parts, and talk about animals' habitat and diet.

### Materials

- **Digital Book**
- **Audio CD 1**
- **Teacher's Resource Material**
  - Language worksheet Unit 4, pages 13-15: Lesson 7
  - Reading worksheet Unit 4, page 39: Lesson 6
  - Writing worksheet Unit 4, page 51: Lesson 4
  - Speaking worksheet Unit 4, page 63: Lesson 8
  - Listening worksheet Unit 4, page 73: Lesson 3
  - Test Unit 4, pages 116-121: Unit 4 Review
- **Flashcards** Unit 4
- **Extra**

CD of music	Decoration materials:
Paper	paint, wool, cotton wool,
Paper squares	pipe cleaners
Magazines with animal pictures or animals printed from internet	Old magazines
Glue	Card
Scissors	A large piece of paper per child
Paper plates	Coloured paper
Elastic bands	Strips of paper
	Hole-punch
	Wool

### Go digital!

#### Digital book

Complete the activities with the children on the IWB.

#### More practice

 Provides extra interactive practice which can be used at the end of the unit in class or as homework. There are seven activities in each unit.

For suggestions on how to exploit the course resources see our **Activity Bank**, pages 14-17

## Key competences

LC



### Linguistic competence

Children develop listening, speaking, reading and writing skills. Children learn to ask and talk about animals' abilities, body parts, habitat and diet. Children learn grammar rules, vocabulary and phonics for pronunciation.

MST



### Mathematical competence and basic competences in Science and Technology

Children learn about animals' abilities, body parts, habitat, diet, etc. Children learn about amazing animals (CLIL). They learn about endangered animals.

DC



### Digital competence

Children become familiar with the use of technology as a tool to reinforce language acquisition by using the audiovisual and interactive whiteboard material.

SCC



### Social and civic competence

Children learn basic social interaction patterns and social conventions to help them become competent citizens, such as working in pairs, playing games, acting out stories, reflecting and being critical about endangered animals.

CAE



### Cultural awareness and expression

Children develop drawing and colouring skills and creativity. Children enjoy saying a chant, singing a song and performing craft tasks.

LL



### Competence in learning to learn

Children develop using strategies to improve the learning process like observing, linking, matching, etc.

IE



### Sense of initiative and entrepreneurship

Children show initiative revising the content of the unit in the review section and making decisions regarding the craft activities.

## Lesson 1 - SB Page 48

## Language objectives

## Vocabulary

- bear, elephant, giraffe, gorilla, lizard, octopus, parrot; habitat; desert, grasslands, jungle, sea

## Skills objectives

## Listening

- Associate animals with a habitat

## Reading

- Read and follow a simple story

## Materials

- Digital Book
- Audio CD 1
- Flashcards Unit 4

## Warmer

Display the unit 4 **Flashcards**. Invite children to come out, point to and name any animal they know. Write the words as they say them. Then, ask if they know where those animals live. Teach the word *habitat* and explain that some animals may live in more than one habitat.

## Lead-in

Let the children look at the story on page 48.

Ask questions about the pictures: *Where are the children? What animals do they see?*

1  1.43 Children read and listen.

**Values:** Talk with children about gorillas. First, ask where they think gorillas live and what they eat. (They live in forests and jungles. They eat plants and insects.) Explain that gorillas are not aggressive animals; they are shy and peaceful.

2  1.44 Children listen and match.

**Answer key:** 1. Desert, 2. Sea, 3. Jungle, 4. Grasslands

**Optional extra:** Ask questions to reinforce the vocabulary: *Where do (giraffes) live? Can you see (lions) in the desert?* Finally, ask children if any of them have visited one or more of the habitats or if they have seen any of the animals; if so, ask them where.

## Wrap up

Display the unit 4 **Flashcards** and explain that you are going to play a memory game about the animals and their habitats. Let the children study the flashcards for two minutes and then cover them. Divide the class into two teams and ask questions: *Where do (giraffes) live?* Award a point for each correct answer.

## Initial evaluation

Display the unit 4 **Flashcards**. Ask children to point to an animal, name it and say where it lives.

 At home

**Activity Book** - page 48

Answer key:

1. lizard, 2. octopus, 3. giraffe, 4. bear, 5. gorilla, 6. parrot
- 2 From top to bottom: 2, 6, 3, 1, 5, 4

## Audio CD 1



- |  |   |
|--|---|
| 1 Where do lizards live?<br>They live in the desert. | 3 Where do parrots live?<br>They live in the jungle.      |
| 2 Where do octopuses live?<br>They live in the sea.  | 4 Where do giraffes live?<br>They live in the grasslands. |

## Lesson 2 - SB Page 49

## Language objectives

## Grammar

- *Can foxes fly? Yes, they can. No, they can't.*

## Vocabulary

- bears, birds, fish, foxes, frogs, snakes; climb, crawl, fly, jump, run, swim

## Functions

- Describing animals' abilities

## Skills objectives

## Speaking

- Sing along to a song to reinforce target language

## Listening

- Understand key language through a song

## Writing

- Answer questions
- Write a verse for a song using a model as a guide

## Materials

- Digital Book
- Audio CD 1
- Flashcards Unit 4
- CD of music
- Paper

## Warmer

Ask the children to stand up. Play some music. Say *Jump!* and the children jump on the spot whilst saying the word repeatedly. Pause the CD and the children freeze. They must not move until they hear the music again. Say *Run!* Play the music again and the children mime the new action and say the word until the music stops. Repeat with *swim, fly, crawl* and *walk*.

## Lead-in

Ask children to look at page 49. Point to the forest habitat and the bear, bird, fox and frog. Teach any of these animal names if necessary. Then ask children to find the fish and the snake. Point to the six animals at random and ask individual children to name them.

## 1 1.45 Children listen and sing.

**Optional extra:** Write the six verbs across the top of the board. Starting with the first one, brainstorm with the children three animals that can do that action. Repeat with the other verbs.

## 2 Children look and write *Yes, they can* or *No, they can't*.

**Answer key:** 1. Yes, they can, 2. No, they can't, 3. No, they can't, 4. No, they can't, 5. No, they can't, 6. Yes, they can.

## 3 1.46 Children choose an animal and write and sing a new verse.

**Answer key:** Child's own answers.

**Optional extra:** Children work in small groups to prepare their new verse. They rehearse it together and then perform it for the rest of the class.

## Fast finishers

Children decorate their new verse.

## Wrap up

Give each child a piece of paper. Let them choose an animal and draw a picture of it. Write the following outline on the board:

\_\_\_\_\_ *can* \_\_\_\_\_, *but they can't* \_\_\_\_\_.

Then children use the structure as a guide to write a sentence below their picture, describing what the animal can and can't do.

## Continuous assessment

Show a unit 4 **Flashcard** and ask the children to tell you something the animal can do and something it can't.



## At home

**Activity Book** - page 49

**Answer key:**

1. can - can't, 2. can't - can, 3. can - can't, 4. can't - can
1. No, they can't, 2. Yes, they can, 3. No, they can't, 4. Yes, they can.

## Lesson 3 - SB Page 50

### Language objectives

#### Grammar

- Present simple of *have got*: 3<sup>rd</sup> person plural

#### Vocabulary

- *beak, claws, feathers, fin, fur, paw, scales, tail, whiskers, wing; parrots, sharks, snakes, tigers*

#### Functions

- Identifying animal body parts

### Skills objectives

#### Speaking

- Enjoy saying a chant

#### Reading

- Demonstrate understanding by placing stickers
- Read a chant and recognise there is rhyme and rhythm
- Understand and recognise key vocabulary

## Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1
- Flashcards Unit 4

## Warmer

Display the unit 4 Flashcards one by one and ask the children to name the animals. Then ask them to suggest different ideas for sorting the animals, for example: *big / small, four legs / two legs, can fly / can't fly*. Choose one

# Unit 4

of the ideas and write the headings on the board. Invite individual children to attach the flashcards under the corresponding heading.

## Lead-in

Display the *dolphin, bear, eagle* and *snake* Flashcards. Point to the animals body parts and name them. Write the words on the board: *claws, beak, wings, feathers* (around the eagle); *paws, fur, tail* (around the bear); *fin* (next to the dolphin); *scales* (next to the snake).

## 1 Children read and stick.

Answer key:



**Optional extra:** Play a guessing game. Put six flashcards on the board and describe the body parts of one of them: *This animal has got a beak, claws and feathers.* Let the children take turns giving clues.

## 2 Children listen, chant and point.

**Optional extra:** Read through the chant with the children. Invite volunteers to suggest the name of an animal each time the chant says *some*

## 3 Children read, look and circle.

**Answer key:** 1. whiskers - beaks, 2. scales - claws, 3. fins - wings, 4. feathers - fur

**Optional extra:** The children choose an animal that they like, draw a picture of it and then label the body parts. They can tell the other children about their animal.

## Wrap up

Write a body part on the board. Put children into teams and they write as many animals as they can think of that have that body part. Give them two minutes and then see which team has written the most animals. Repeat with the other body parts.

## Continuous assessment

**Teacher's Resource Material:** Listening worksheet Unit 4

## At home

**Activity Book** - page 50

Answer key:

1 Parrot, snake, fox

2 Parrot: feathers, snake: scales, fox: fur

3 1. have got, 2. haven't got, 3. have got, 4. have got, 5. haven't got, 6. have got

• **Optional extra:** The children find photos of animals from a magazine or Internet and label the body parts.

## Lesson 4 - SB Page 51

### Language objectives

#### Grammar

• *have got:* 3<sup>rd</sup> person, questions and short answers

#### Vocabulary

• *beak, claws, feathers, fin, fur, paw, scales, tail, whiskers, wing; eagle, giraffe, lion, lizard, polar bear*

#### Functions

• Associate animals with body parts

### Skills objectives

#### Speaking

• Ask and answer questions about animals

#### Reading

• Understand key language in order to complete an activity

#### Writing

• Copy and write key vocabulary: animals, body parts

### Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1
- Flashcards Unit 4

## Warmer

Play Track 1.47 and see if the children can remember their version with the animal words instead of the word *some*.

## Lead-in

Write the list of animal body parts on the left-hand side of the board in a column: *beak, claws, feathers, fin, fur, paw, scales, tail, whiskers, wing*. On the right-hand side write

a list of animals: *bear, lizard, snake, shark, fish, bird, tiger, parrot, giraffe, fox.*

Invite a child to draw a line connecting one of the body parts to one of the animals. Continue around the class, until children have made as many connections as possible.

### 1 Children look and write.

**Answer key:** 1. lion - tail - fur - claws, 2. eagle - wings - claws - tail, 3. polar bear - claws - fur - tail, 4. lizard - claws - tail - scales, 5. giraffe - tail - fur

**Optional extra:** The children compare their answers with a partner. A pair of children then reads out their list for the others to check.

### 2 Children read and answer.

**Answer key:** 1. Yes, they have, 2. No, they haven't, 3. No, they haven't, 4. Yes, they have.

**Optional extra:** Hand out some of the unit 4 **Flashcards** and invite the children holding one to ask a question about their animal: *Have (frogs) got (wings)?*

### 3 Children draw a funny animal. Then they ask and answer.

**Optional extra:** Divide the class into small groups and the children take turns to show and talk about their funny animal.

### Wrap up

Draw a large Venn diagram on the board. Label each circle with the name of a different animal. Compare the body parts of the animals. If they have a body part in common, write it in the centre, where the circles intersect. If their body parts are different, write the differing body parts in the section of the circle that corresponds to each animal. Divide the class into pairs. Let the children choose two animals and create their own Venn diagrams in their notebooks.

## Continuous assessment

**Teacher's Resource Material:** Writing worksheet Unit 4



### At home

**Activity Book** - page 51

**Answer key:**

- 1 1. No, they haven't, 2. Yes, they have, 3. No, they haven't, 4. Yes, they have.
- 2 From top to bottom, left to right: beak - claws - paw - fin - tail

## Lesson 5 - SB Page 52

### Language objectives

#### Grammar

- *hare, owl, tortoise; beat, race, fast, slow*

### Skills objectives

#### Listening

- Follow the narrative of a story

#### Reading

- Understand and follow a narrative
- Show comprehension by answering questions

### Materials

- **Digital Book**
- **Audio CD 1**

### Warmer

Draw a tortoise on the board. Elicit everything that children know about them and write their ideas in note form on the board: *have got four legs, a shell and a tail, can crawl.*

Draw a hare. Explain that a hare is a very large type of rabbit. Elicit everything children know about hares: *have got long legs, fur, paws and a tail, can jump, can run.*

### Lead-in

Draw the children's attention to the illustrations in the story and ask them if they can name all the animals pictured. Ask questions: *Look at picture 1. Where are they? What is Hare doing in picture 2? Is Tortoise happy in picture 3? What is Tortoise wearing in picture 4?*

### 1 Children read and listen (1-8).

**Optional extra:** Play the track again and ask comprehension questions: *Where do they live? Can Hare run fast? What is Tortoise's idea? Does Hare think the race is a good idea? Does Hare think he is going to win? Who is fast and who is slow?*

### 2 Children answer the questions.

**Answer key:** 1. Owl, 2. Hare, 3. Tortoise, 4. Hare

**Optional extra:** Write some verbs from the story on the board with the letters in the wrong order (*laugh, run, beat, crawl, watch*). The children order the letters and write the words in their notebooks.

Finally, invite pairs of children to the front of the class. Whisper one of the verbs to them and have them act out the action.

The other children guess which verb they are acting out.

# Unit 4

## Fast finishers

Children read the story to themselves quietly.

## Wrap up

Divide the class into groups of three and get the children to role-play the first part of the story. One child can be Tortoise, one can be Hare and the other can be Owl. Invite groups to the front to act out the story.

## Continuous assessment

Say an animal body part and ask the children to make a true sentence about Hare, for example: *Tail. Hare has got a tail.* Repeat with *Tortoise*.

## At home

### Activity Book - page 52

Answer key:

1



It can run.			✓
It can crawl.		✓	
It has got feathers.	✓		
It can jump.			✓
It can fly.	✓		
It has got fur.			✓

2. Tortoise and Hare live in the forest, 3. 'I run so fast!' says Hare, 4. Owl blows the whistle, 5. Tortoise and Hare are waiting at the starting line.

- **Optional extra:** Children look for story books at home with the story *The tortoise and the hare*.

## Lesson 6 - SB Page 53

### Language objectives

#### Grammar

- *hare, tortoise; fast, slow; nap*

### Skills objectives

#### Listening

- Follow the narrative of a story

#### Reading

- Understand and follow a narrative
- Sequence events in a story

## Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1
- Paper squares

## Warmer

Ask children what they remember about the story. Elicit the names of the characters and the setting of the story.

## Lead-in

Ask children to look at the pictures from the story. Children take turns to describe the pictures.

## 1 1.49 Children read and listen (1-8).

**Optional extra:** Put the children into four groups and assign them a part of the story. Ask each group to read out loud in unison their part of the story.

## 2 Children read and order.

**Answer key:** From top to bottom: 4, 1, 3, 5, 2

**Optional extra:** Give each child two paper squares. Tell them to write a big *T* for Tortoise on one and a big *H* for Hare on the other. Say phrases about the characters and ask the children to hold up the corresponding square: *He crawls slowly. He runs very fast. He is sure he can win. He stops to rest under a tree. He crawls for a long time. He takes a nap. He's tired but he doesn't stop. He wins the race.*

## Wrap up

Explain that this story is a fable, a traditional story with animals that act as humans. A fable always has a moral: *What is the story trying to teach us?* Ask children which animal has a better attitude. Discuss why Tortoise won the race: *Did Tortoise give up even though he was slower? Did he make an effort? Did he believe in himself?*

## Continuous assessment

**Teacher's Resource Material:** Reading worksheet Unit 4

## At home

### Activity Book - page 53

Answer key:

1. Owls have got a beak, 2. Owls can fly, 3. Owls live in the forest.
- 2 From left to right: 3, 2, 1
- 3 1. No, he doesn't, 2. No, he doesn't, 3. No, he doesn't, 4. Yes, he does, 5. Yes, he does, 6. No, he doesn't.

## Lesson 7 - SB Page 54

### Language objectives

#### Grammar

- Present simple: 3<sup>rd</sup> person affirmative
- Contractions
- *can/can't*

#### Vocabulary

- *crocodile, monkey, owl, whale; climb, crawl, fly, jump, run, swim; beaks, claws, feathers, fins, fur, scales, tail, whiskers, wings; forest, jungle, ocean*

#### Functions

- Describing an animal by habitat, body and abilities

### Skills objectives

#### Reading

- Show understanding of key vocabulary by completing an activity

#### Writing

- Write an animal fact file using a model as a guide

### Materials

- Digital Book
- Teacher's Resource Material
- Flashcards Unit 4
- Magazines with animal pictures or animals printed from Internet
- Paper
- Glue
- Scissors

### Warmer

Hold a unit 4 **Flashcard** so the children cannot see it and cover it with a piece of paper. Slowly remove the paper and let the children try to guess what it is before the paper is completely off.

### Lead-in

Put the unit 4 **Flashcards** on the board, spreading them out as much as possible. Tell the children that they have to guess which card you are thinking about. Give them clues one at a time, each time asking someone to suggest which animal it might be: *It has got fur. It lives in the grasslands. It has got a tail. It can run. It can't crawl.*

### 1 Children read and number.

**Answer key:** From left to right: 2, 3, 4, 1

### 2 Children complete and draw.

**Answer key:** Child's own writing and drawing.

**Optional extra:** Give each child a piece of paper and show them how to fold it in half to make a booklet. Ask the children to write a riddle for their animal inside the booklet and the answer on the back. Finally, encourage the children to swap booklets and try to solve each other's riddles.

### 3 Children read their description to a classmate.

**Optional extra:** Give out paper and magazines. Tell the children to choose a picture of any animal they like. (Explain that they should choose as large a picture as possible.) The children glue their picture onto the centre of the paper and then draw and colour the background. Show them how to turn their papers over and draw lines to make puzzle pieces. They cut along the lines and then exchange them with a partner. Children do the animal puzzles.

### Wrap up

Invite a volunteer to the front. Let them secretly choose a unit 4 **Flashcard**. They can give the class one clue about the animal. The class then ask questions to try to guess what animal it is. Repeat with other children.

### Continuous assessment

**Teacher's Resource Material:** Language worksheets Unit 4

**Optional extra:** Name an animal that the children know and tell them to write down any three facts about it.



### At home

**Activity Book** - page 54

**Answer key:**

1. a - giraffe, 2. a - parrot, 3. an - octopus, 4. an - elephant
- 2 Child's own drawing.

## Lesson 8 - SB Page 55

### Language objectives

#### Vocabulary

- *bike, dice, ice, kite, mice, nine, pie, rice, tiger*

#### Pronunciation

- Phonics: long *i* sound

# Unit 4

## Skills objectives

### Speaking

- Identify and produce the long *i* sound

### Listening

- Recognise alternative spellings for the long *i* sound

## Materials

- Digital Book**
- Teacher's Resource Material**
- Audio CD 1**
- Word cards: Prepare a card for each child in the class. There should be two cards for each word with a long *i* sound (two cards with the word *tiger*, two with the word *rice* and so on).

## Warmer

Write the letter *i* on the board. Remind children of the short sound. Elicit some examples of the short *i* sound: *big, six*.

## Lead-in

Tell children that the letter *i* can also say its name and make a long sound using different spellings. Give some examples for the children to say together: *my, five, night, tie*. Elicit more examples from the children.

## 1 1.50 Children read, listen and order.

Answer key:

**Optional extra:** Read out each line of the poem but stop for the children to say the words with the long *i* sound in each line.

## 2 1.51 Children listen and connect the words.

**Answer key:** Tiger - nine - kite - bike - ice - rice - die - mice - pie

**Optional extra:** Tell the children to sit in a circle. Start with one child and ask them to say a word with the long *i* sound. The next child says a different word with the long *i* sound. Continue around the circle until the children are unable to think of any new words. Repeat the activity eliciting words with the long *a* sound and then the long *e* sound.

## 3 1.52 Children listen and repeat.

**Optional extra:** Give each child a word card (see Materials). Tell children not to show anyone but to stand up and walk around the room saying their word. When they find another person with the same word, they sit down together.

## Wrap up

Divide the class into two teams. A member from each team goes to the board. Say a word with the long *i* sound for them to write it on the board without any help from their team. Award a point for correct spelling. Continue with different children and words.

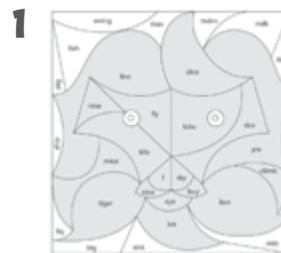
## Continuous assessment

**Teacher's Resource Material:** Speaking worksheet Unit 4. Ask the children to find and copy ten words with the long *i* sound.

## At home

**Activity Book** - page 55

Answer key:



3 lion

## Audio CD 1



tiger	kite	ice	die	pie
nine	bike	rice	mice	

## Lesson 4 - SB Page 56

### Language objectives

#### Vocabulary

- camel, dolphin, eagle, lion, octopus, parrot, polar bear, zebra; desert, forest, grasslands, jungle, ocean; change, count, drink, fly, sleep, swim*

#### Functions

- Learn some amazing facts about animals

**Skills objectives****Speaking**

- Talk about animals

**Listening**

- Check one's own work

**Reading**

- Relate text to pictures

**Materials**

- Digital Book
- Teacher's Resource Material
- Audio CD 1

**Warmer**

Play Track 1.45 again and encourage the children to sing along the song in lesson 2. Invite volunteers to sing the new verse they invented.

**Lead-in**

Write the word *forest* vertically on the board. Divide the class into pairs and tell the children to think of the name of an animal for each letter of the word. (Clarify that the animals do not necessarily have to live in the forest.) Elicit answers and write them vertically on the board, for example: *f: fish, fox, frog; o: owl, octopus; r: rabbit, rat, rhino; e: elephant, eagle; s: snake, spider, shark; t: tortoise, tiger*. Finally, invite individual children up to the board and have them circle the animals that live in a forest

**1 Children read and number.**

**Answer key:** From top to bottom, left to right: 8, 6, 5, 2, 7, 1, 3, 4

**Optional extra:** Name an animal and ask the children to tell you something about it.

**2  1.53 Children listen and check.**

**Optional extra:** Divide the class into two teams. Give clues about one of the animals on the page: *It's big. It eats meat. It can swim. It lives on the ice*. The first child to raise their hand and correctly guess the animal wins a point for their team. The first team to reach six points is the winner.

**3 Children cut out and play a memory game.**

**Optional extra:** Call out a feature, ability or habitat and tell the children to choose, show and name their cutouts, for example: *It can fly. / It lives in the ocean. / It's got a tail*.

**Wrap up**

Write a table on the board with the following headings: *Animal, Colour, Big/Small, Can/Can't, Habitat*. Tell the children to copy the chart. Call out an animal:

*lion*. The children complete the table with information about lions as fast as they can. When they finish, they raise their hand. When most have raised their hand, call out another animal. Check answers on the board.

**Continuous assessment**

**Teacher's Resource Material:** Listening worksheet Unit 4

**At home**

**Activity Book** - page 56

**Answer key:**

- 1** Snake: jungle - crawl, Octopus: sea - swim, Eagle: beak - fly, Fox: fur - meat

**Audio CD 1**

- 1 A dolphin lives in the sea. It can count.
- 2 A parrot lives in the jungle. It can speak.
- 3 A camel lives in the desert. It can drink 100 litres of water.
- 4 A polar bear lives on the ice. It can swim very fast.
- 5 An octopus lives in the sea. It can change colour.
- 6 An eagle lives in the forest. It can fly with 4 kg of food.
- 7 A lion lives in the grasslands. It can sleep in trees.
- 8 A zebra lives in the grasslands. It sleeps standing up.

**Lesson 10 - SB Page 57****Language objectives****Grammar**

- Present simple: affirmative, 3<sup>rd</sup> person singular

**Vocabulary**

- *endangered; desert, forest, ice, jungle, ocean; gorilla, panda, whale*

**Skills objectives****Reading**

- Recognise and select key vocabulary

**Writing**

- Write animal words

# Unit 4

## Materials

- Digital Book
- Audio CD 1
- Paper plates
- Elastic
- Decoration materials: paint, wool, cotton wool, pipe cleaners
- Old magazines
- Card

## Warmer

Write the word *endangered* on the board. Explain to children what it means and name some endangered species.

## Lead-in

Brainstorm with children why they think some animals are endangered. Explain that humans are destroying their habitats: cutting down forests, polluting the seas and so on.

## 1 Children read and do the quiz.

**Answer key:** 1. gorilla - forest - plants and insects, 2. blue whale - sea - small sea animals, 3. giant panda - in the forest - plants

**Optional extra:** Discuss any endangered animals in the children's country.

## 2 Children listen and check their answers.

**Optional extra:** Ask individual children to read the correct information out for one of the animals.

## 3 Children make an animal mask and talk about their animal.

## Wrap up

Divide the class into small groups and give them card and magazines. Ask them to make a poster to share ideas about endangered animals. It could be about how to help protect animals or about one animal in particular.

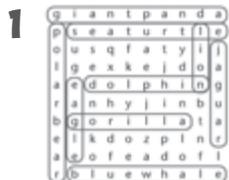
## Continuous assessment

Ask children to write the names of some endangered animals.

## At home

Activity Book - page 57

Answer key:



- 2 1. It lives in the grasslands, 2. No, it doesn't, 3. No, it can't, 4. Yes, it can.

- **Optional extra:** The children find out about an endangered animal and write some sentences about it.

## Audio CD 1



- 1 The gorilla is an endangered animal. It lives in the forest. It eats plants and insects.
- 2 The blue whale is an endangered animal. It lives in the sea. It eats small sea animals.
- 3 The giant panda is an endangered animal. It lives in the forest. It eats plants.

## Review - SB Pages 58 & 59

### Language objectives

#### Grammar

- Present simple: 3<sup>rd</sup> person singular
- *have got*: 3<sup>rd</sup> person, questions and short answers

#### Vocabulary

- animals: body parts, habitats, abilities

#### Functions

- Describing an animal by habitat, body and abilities

### Skills objectives

#### Speaking

- Describe a giraffe

#### Listening

- Review the target vocabulary and grammar

#### Reading

- Demonstrate comprehension

#### Writing

- Write a fact file about an animal

### Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 1
- Flashcards Units 4
- A large piece of paper per child

## Warmer

On the board, draw a chart with the following headings: Animals, Habitats and Body parts. Ask children to name

items and say where they belong in the chart. If they are correct, write the word in the corresponding column.

### Lead-in

Review the chant that children learnt in Lesson 3, Track 1.47. Display the unit 4 **Flashcards** and ask the children to suggest animals instead of the word *some*.

### 1 Children listen and number.

**Answer key:** From left to right: 5, 1, 3, 4, 2

**Optional extra:** Divide the class into pairs. Call out a habitat and give them two minutes to write as many animals as they can that live in that habitat. Repeat with other habitats, body parts or abilities.

### 2 Children look and describe.

**Optional extra:** The children describe any of the animals from activity 1.

### 3 Children look and circle the words.

**Answer key:** monkey, crocodile, snake, parrot, whale

**Optional extra:** Write a mixed-up animal word on the board, for example, *rottrap*. The first child to recognise the word comes out and writes it correctly: *parrot*. Continue with other animals, body parts or habitats.

### 4 Children read and circle.

**Answer key:** 1. No, they haven't, 2. Yes, they have, 3. Yes, they have, 4. No, they haven't.

### Audio CD 1



- 1 It lives in the jungle. It's got scales and legs, but it hasn't got fur. It can crawl, swim and run, but it can't fly. (*crocodile*)
- 2 It lives in the jungle. It's got fur and a tail, but it hasn't got feathers. It can climb and jump, but it can't fly. (*monkey*)
- 3 It lives in the sea. It's got fins and a tail, but it hasn't got feathers. It can swim, but it can't run. (*shark*)
- 4 It lives in the jungle. It's got feathers and a beak, but it hasn't got scales. It can fly and speak, but it can't crawl. (*parrot*)
- 5 It lives in the jungle. It's got scales and a tail, but it hasn't got legs. It can crawl, but it can't fly. (*snake*)

### 5 Children read and answer.

**Answer key:** The camel: 1. In the desert, 2. Plants, 3. No, it can't. The owl: 4. In the forest, 5. No, it hasn't, 6. Yes, it can.

**Optional extra:** Give the children a large piece of paper and get them to make a mind map for an animal of their choice.

### 6 Children choose an animal, make a fact file and draw.

**Answer key:** Child's own writing and drawing.

### 7 Children present their animal.

**Optional extra:** Encourage children to ask each other questions about their animal.

### Wrap up

Display the unit 4 **Flashcards** and play a game of *I spy*. Say, for example: *I spy with my little eye, something ... in the forest / with a tail / that can fly*. Let the child who guesses correctly have a turn to give the clue.

### Final evaluation

**Teacher's Resource Material:** Test Unit 4



### At home

**Activity Book** - page 58-59

**Answer key:**

- 1 1. Yes, they can, 2. No, they can't, 3. Yes, they can, 4. Yes, they can.
- 2 1. lizard, 2. parrot, 3. fish, 4. shark, 5. tiger, 6. polar bear
- 3 1. It hasn't got - can, 2. It's got - can, 3. It's got - can't, 4. It's got - can, 5. It hasn't got - can, 6. It's got - can't
- 4 Child's own drawing. From left to right, top to bottom: penguins, tiger, elephant, shark
- 5 1. They live in the sea, 2. They eat plants, 3. They live on the ice, 4. They eat meat, 5. They eat fish, 6. They live in the grasslands.

- **Optional extra:** The children find out about an endangered animal and write some sentences about it.

**Activity Book** - pages 115 & 116

The **Picture Dictionary** on pages 115 & 116 gives children an illustrated reference of the main vocabulary in Unit 4 with extra listening practice.



### More practice

Students do the interactive activities in **The Young Achiever's Games** in class or at home.

# unit 5

# Changing seasons

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> <li>• <b>Questions:</b> <i>What + like, Whose</i></li> <li>• <b>Present simple</b></li> <li>• <b>Present continuous</b></li> <li>• <b>Possessive 's</b></li> <li>• <b>want</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Seasonal clothes:</b> <i>boots, coat, gloves, hat, jacket, jeans, jumper, raincoat, sandals, scarf, shorts, sunglasses, swimsuit, umbrella</i></li> <li>• <b>Seasons:</b> <i>spring, summer, autumn, winter</i></li> <li>• <b>Weather:</b> <i>cloudy, cold, hot, raining, snowing, sunny, windy</i></li> <li>• <b>Months of the year</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Phonics:</b> long o sound</li> </ul>	<ul style="list-style-type: none"> <li>• <i>this/these</i></li> </ul>

## Language objectives

Grammar	Functions
<ul style="list-style-type: none"> <li>• To recognise and use the Present simple and the Present continuous</li> <li>• To identify possession using 's and <i>Whose</i></li> <li>• To use and identify <i>this, these</i></li> </ul>	<ul style="list-style-type: none"> <li>• To associate clothes with seasons</li> <li>• To describe weather and clothing</li> <li>• To describe seasonal activities</li> <li>• To express what one wants</li> <li>• To express possession</li> <li>• To identify warm and cool colours</li> </ul>
Vocabulary	Pronunciation
<ul style="list-style-type: none"> <li>• To identify and name seasons, clothes and weather</li> <li>• To associate clothes with seasons and weather</li> <li>• To describe seasonal activities</li> </ul>	<ul style="list-style-type: none"> <li>• To highlight and practise the long o sound</li> <li>• To recognise alternative spellings for the long o sound</li> <li>• To discriminate between the long o sound and the short o sound</li> </ul>

## Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> <li>• To sing along to a song to reinforce target language</li> <li>• To express possession correctly</li> <li>• To identify and produce long o sounds</li> <li>• To talk about colours</li> <li>• To ask and answer questions</li> </ul>	<ul style="list-style-type: none"> <li>• To read and follow a simple story</li> <li>• To understand and identify key vocabulary</li> <li>• To understand key language in order to complete an activity</li> <li>• To understand and follow a narrative</li> <li>• To show comprehension by matching text and pictures</li> <li>• To read and recognise mistakes</li> <li>• To read a chart</li> <li>• To recognise alternative spellings for the long o sound</li> <li>• To recognise and select key vocabulary</li> </ul>
Listening	Writing
<ul style="list-style-type: none"> <li>• To associate clothes with seasons</li> <li>• To understand key language through a song</li> <li>• To follow the narrative of a story</li> <li>• To differentiate between the short o sound and the long o sound</li> </ul>	<ul style="list-style-type: none"> <li>• To copy and write key vocabulary: clothes, seasons, weather</li> <li>• To write a description using a model text as a guide</li> <li>• To correct mistakes</li> <li>• To write describing possession correctly</li> <li>• To complete a chart</li> <li>• To write a postcard using a model as a guide</li> </ul>

### Assessment criteria

- Check children are able to identify, understand and produce questions with *What + like* and *Whose*.
- Present continuous, Present simple *want* and Possessive 's.
- Check children are able to identify, understand and produce seasonal clothes/objects, weather, colours, seasons and months of the year.
- Check children are able to talk about the weather, describe what someone is wearing, talk about seasonal activities, about wants and identify possessions.

### Materials

- **Digital Book**
- **Audio CD 2**
- **Teacher's Resource Material**
  - Language worksheet Unit 5, pages 16-18: Lesson 7
  - Reading worksheet Unit 5, page 40: Lesson 6
  - Writing worksheet Unit 5, page 52: Lesson 4
  - Speaking worksheet Unit 5, page 64: Lesson 8
  - Listening worksheet Unit 5, page 74: Lesson 3
  - Test Unit 5, pages 122-127: Unit 5 Review
- **Flashcards Unit 5**
- **Extra**

Realia: clothes,	Paper
sunglasses, umbrella	Paints
Plain paper plates	Different coloured tissue
Card	paper
Paper fasteners	Water in sprayers
Clothesline	A soft ball
Pegs	Large pieces of paper
A non-transparent bag	

### Go digital!

Digital book 

Complete the activities with the children on the IWB.

More practice 

Provides extra interactive practice which can be used at the end of the unit in class or as homework. There are seven activities in each unit.

For suggestions on how to exploit the course resources see our **Activity Bank**, pages 14-17

### Key competences



#### Linguistic competence

Children develop listening, speaking, reading and writing skills. Children learn some basic language to talk about the weather, seasonal activities, wants and to describe what someone is wearing. Children identify possessions. Children learn grammar rules, vocabulary and phonics for pronunciation.



#### Mathematical competence and basic competences in Science and Technology

Children develop and apply mathematical thinking to explain the natural world: the weather and the four seasons.



#### Digital competence

Children become familiar with the use of technology as a tool to reinforce language acquisition. Children use the video and interactive whiteboard material.



#### Social and civic competence

Children learn basic social interaction patterns and social conventions to help them become competent citizens, such as working in pairs, playing games and acting out stories.



#### Cultural awareness and expression

Children develop drawing and colouring skills and creativity. Children enjoy saying a chant, singing a song and performing craft tasks. Children learn about painting: warm and cool colours (CLIL). Children learn about celebrations throughout the year.



#### Competence in learning to learn

Children develop using strategies to improve the learning process like observing, linking, matching, etc



#### Sense of initiative and entrepreneurship

Children show initiative revising the content of the unit in the review section and making decisions regarding the craft activities.

## Lesson 1 - SB Page 60

## Language objectives

## Vocabulary

- autumn, spring, summer, winter; boots, jeans, jumper, raincoat, scarf, shorts, sunglasses, umbrella

## Skills objectives

## Listening

- Associate animals with a habitat

## Reading

- Read and follow a simple story

## Materials

- Digital Book
- Audio CD 2
- Flashcards Unit 5
- Plain paper plates (1 per child)
- Card
- Paper fasteners

## Warmer

Ask children to look at page 60 and invite them to name any clothes or weather they know. Write the words as they say them. Then ask if they know what the four seasons are. Teach the names of the seasons and the clothes items mentioned in the lesson.

## Lead-in

Let the children look at the story on page 60. Ask questions about the pictures: *Where are the children? What are they doing? What is George doing? What season is it?*

1  2.1 Children read and listen.

**Values:** Discuss the value of helping others and contributing to the work around the house. Ask children how they help at home and at school. Ask them how they feel when they have to do a chore by themselves and how they feel if someone else helps them. Ask children to think of three ways in which they can help at home and ask them to write their ideas in their notebooks. Elicit ideas and write them on the board.

2  2.2 Children listen and match.

**Answer key:** 1. spring: raincoat, umbrella, 2. summer: shorts, sunglasses, 3. autumn: jeans, jumper, 4. winter: boots, scarf

**Optional extra:** Give each child a paper plate and show them how to draw two lines to divide it into four equal

sections. They write the name of a season in each section and decorate with seasonal pictures. They make an arrow from the piece of card and attach it to the centre of the plate with a paper fastener. Call out the name of a season and tell the children to move the arrow to point to that season. Then call out items of clothing and let them move the arrow and say which season they are pointing to.

## Wrap up

Display the unit 5 **Flashcards** and divide the class into two teams. A member of each team comes out. Call out the name of an item of clothing and the first one to point to it wins a point for their team.

## Initial evaluation

Display the unit 5 **Flashcards**. Ask children to point to and name clothes and seasons.



## At home

**Activity Book** - page 60

**Answer key:**

- 1 Child's own drawing.
- 2 1. coat, 2. boots, 3. sunglasses, 4. scarf, 5. umbrella

## Audio CD 2



- 1 In spring I wear a raincoat and carry an umbrella because it rains.
- 2 In summer it's hot and I wear shorts and sunglasses.
- 3 In autumn it starts to get cold. I wear jeans and a jumper.
- 4 In winter it's very cold. I wear a scarf and boots.

## Lesson 2 - SB Page 61

## Language objectives

## Grammar

- *What's the weather like today? It's (windy).*
- *What's he wearing? He's wearing...*

## Vocabulary

- cloudy, raining, snowing, sunny, windy; gloves, hat, jacket, jeans, jumper, raincoat, sandals, scarf, shorts, sunglasses

## Functions

- Describing weather and clothing

### Skills objectives

#### Speaking

- Sing along to a song to reinforce target language

#### Listening

- Understand key language through a song

#### Writing

- Write key vocabulary

### Materials

- Digital Book
- Audio CD 2
- Flashcards Unit 5
- Clothes, sunglasses and umbrella
- Clothesline
- Pegs
- A non-transparent bag

### Warmer

Ask children to look at page 61 and review the weather. Point to one of the pictures and ask:

*What's the weather like?*

### Lead-in

Hang a clothesline from one corner of the classroom to another. Then hang clothing items on it using the pegs. Ask children to name the clothing items they are already familiar with and present any new vocabulary, asking children to repeat after you.

### 1 2.3 Children listen and complete.

**Answer key:** 1. raining, 2. cloudy, 3. snowing, 4. windy, 5. sunny

**Optional extra:** Name an item of clothing and get the children to point to it in their books. Put them into pairs to repeat the activity taking turns to say the word or point to the item.

### 2 2.4 Children listen and sing.

**Optional extra:** Divide the class into five groups and give each group a weather word. Play the song and the children sing only the verse that corresponds to their group.

### 3 Children read, look and circle.

**Answer key:** 1. a raincoat, 2. jeans, 3. gloves, 4. a jacket, 5. sunglasses

**Optional extra:** Take down clothes from the clothesline and put them in a non-transparent bag. The children stand in a circle. Play some music and the children pass the bag around the circle. Pause the music. The child holding the bag takes out an item of clothing, describes it and hangs it on the clothesline.

### Wrap up

Divide the class into five groups and assign each one a weather type. Ask a member of each group to come and take an item of clothing for their weather. Repeat until there are no more clothes left. The groups then say what clothes they have chosen for their weather.

### Continuous assessment

The children draw a picture of a child and write a sentence to describe what they are wearing.



### At home

#### Activity Book - page 61

Answer key:

- 1 From left to right, top to bottom: 2, 4, 1, 3  
Child's own colouring.
  - 2 From left to right, top to bottom: sunny, raining, snowing, windy
- **Optional extra:** The children cut out pictures of clothes from magazines, stick them on paper and label them.

### Audio CD 2



- 1 What's the weather like today, like today, like today?  
What's the weather like today?  
Today it's raining.
- 2 ... Today it's cloudy.
- 3 ... Today it's snowing.
- 4 ... Today it's windy.
- 5 ... Today it's sunny.

## Lesson 3 - SB Page 62

### Language objectives

#### Grammar

- *I (don't) build a snowman in the summer.*

#### Vocabulary

- *autumn, spring, summer, winter; build a snowman, celebrate Christmas, fly a kite, go swimming, pick flowers, play with leaves, ride our bikes, wear shoes*

#### Functions

- Describing seasonal activities

# Unit 5

## Skills objectives

### Reading

- Understand and use key vocabulary

## Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2
- Flashcards Unit 5
- Card

### Warmer

Display the unit 5 season **Flashcards** and review the seasons. Get the children to chant the names of the seasons several times.

### Lead-in

Name a season and ask the children what the weather is like in that season. Ask them to suggest clothes they wear in each season.

## 1 Children look and complete.

**Answer key:** 1. summer, 2. autumn, 3. winter, 4. spring

**Optional extra:** Divide the class into two teams. Describe a seasonal activity: *I go swimming...* The first child to raise their hand and say the complete sentence correctly, wins a point: *I go swimming in the summer.* The first team to obtain six points is the winner. (*Note:* In order to give as many children as possible a chance to answer, once a child on a team has been called on once, he or she cannot be called on again.)

## 2 Children look and match.

**Answer key:** 1. in the winter, 2. in the autumn, 3. in the spring, 4. in the summer.

**Optional extra:** If possible, take the children to an open space. Put the unit 5 season **Flashcards** around the walls. Call out an activity and let the children run to the appropriate season, for example: *I wear sunglasses.*

### Wrap up

Write the name of a season on the board. Brainstorm weather, clothes and activities for that season. Divide the class into four groups and assign a season to each one. Give them a piece of card and let each group make a poster for their season with words and pictures.

## Continuous assessment

**Teacher's Resource Material:** Listening worksheet Unit 5.

**Optional extra:** Say something about a season and ask the children to write the name of the season. For example: *It's snowing. She's wearing a swimsuit and sandals. I play with leaves. I see lots of flowers.*



## At home

**Activity Book** - page 62

**Answer key:**

- 1 Child's own writing.
- 2 1. autumn, 2. winter, 3. spring, 4. summer
- 3 From left to right: 3, 2, 4, 1

## Lesson 4 - SB Page 63

## Language objectives

### Grammar

- *I (don't) want my gloves.*

### Vocabulary

- *gloves, lemonade, raincoat, sandals, scarf, sunglasses, umbrella; cold, hot, raining, snowing*

### Functions

- Expressing what one wants

## Skills objectives

### Reading

- Understand key language in order to complete an activity

### Writing

- Write sentences using a model text as a guide

## Materials

- Digital Book
- Teacher's Resource Material
- Flashcards Units 5

### Warmer

Display the unit 5 **Poster** and discuss the weather in the different parts of it. Encourage the children to describe the weather today.

**Lead-in**

Draw a glass of water and a woolly hat on the board. Say to the children. *It's summer, it's very sunny and hot. I want...* and ask them to say which of the two things you want.

**1 Children look and match.**

**Answer key:** 1. I want my gloves, 2. I want my raincoat, 3. I want my sunglasses, 4. I want some lemonade.

**Optional extra:** Point to each picture and ask questions about the weather, clothes and season. Ask a volunteer to look at picture 1 and read the correct speech bubble. Continue with the other pictures.

**2 Children read and complete.**

**Answer key:** 1. sandals - scarf, 2. umbrella - sandals, 3. scarf - sandals

**Optional extra:** The children make sentences with items other than the ones in the book.

**3 Children write sentences in their notebook.**

**Optional extra:** Put the children into pairs. Say: *It's cold* and ask them to write down as many things as they can that they want. Repeat with *It's hot*.

**Wrap up**

Elicit and write the names of clothes and objects for different types of weather on the board: *T-shirt, hat, swimsuit, jumper, raincoat, boots, jeans, sunglasses, coat*, etc. Divide the class into two teams. Describe a type of weather and have teams take turns saying what they want and don't want: *It's (sunny). I want my (sunglasses). I don't want (my coat)*.

Repeat with different types of weather and award one point for every correct pair of sentences. The team with the most points after several rounds is the winner.

**Continuous assessment**

**Teacher's Resource Material:** Writing worksheet Unit 5 page 52

**Optional extra:** Put a unit 5 season **Flashcard** on the board and ask the children to write something they want and something they don't want for that weather.

**At home**

**Activity Book** - page 63

**Answer key:**

**1** 1. sunny - want, 2. raining - don't want, 3. snowing - want, 4. windy - don't want

**2** 1. raincoat, 2. scarf

**Lesson 5 - SB Page 64****Language objectives****Vocabulary**

- collar, hat, jumper, scarf

**Skills objectives****Listening**

- Follow the narrative of a story

**Reading**

- Understand and follow a narrative
- Show comprehension by matching text and pictures

**Materials**

- Digital Book
- Audio CD 2
- Paper

**Warmer**

Ask the children to imagine that school is cancelled for one day. Encourage them to imagine what they would like to do all day. Clarify that watching TV and playing video games are not possible. Write children's ideas on the board. Then take a class vote to determine their favourite free day activity.

**Lead-in**

The children look at the pictures in their book. Ask questions about what the characters are wearing, the season of the year and the weather.

**1  2.5 Children read and listen (1-8).**

**Optional extra:** Play the track again and ask comprehension questions: *Look at picture 1. Where's Phil? Is it sunny outside? Does Phil want to go to school? Look at picture 2. What's his dog's name? Where's Phil? What news does he hear? Look at picture 3. What's Phil doing? Look at picture 4. What does Phil put on? What does he put on Bo?*

**2 Children look and match.**

**Answer key:** 1. It's Phil's scarf, 2. It's Bo's collar, 3. It's Mum's jumper, 4. It's Phil's hat.

**Optional extra:** Tell the children to think about a time when they had a day off from school. Ask them to draw a picture of what they did that day. Display the pictures around the classroom and call on volunteers to describe their pictures to the class.

**Fast finishers**

Children read the story to themselves quietly.

**Wrap up**

Ask the children what season it is in the story. Give them each a piece of paper and tell them to write the word

# Unit 5

winter in the middle of the page and draw a circle around it. They then draw six straight lines extending outwards from the circle. At the end of each line, they write one word and draw a simple picture that is associated with winter, for example: *snow, cold, Three Kings' Day, school holiday, Christmas, snowman.*

## Continuous assessment

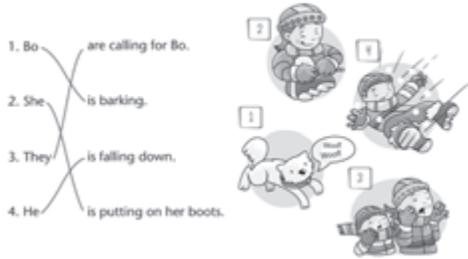
The children draw a picture of Phil with his winter clothes on and label the clothes.

## At home

### Activity Book - page 64

Answer key:

1. Bo is barking, 2. She is putting on her boots, 3. They are calling for Bo, 4. He is putting on her boots.



2. 1. Jack is walking to Phil's house, 2. Phil's mum and Jack's mum are worried, 3. It's cold and snowing outside, 4. Bo barks and finds Jack, 5. Jack is crying, 6. The TV reporter interviews Phil and his mum.

## Lesson 6 - SB Page 65

### Language objectives

#### Grammar

- crying, phone, snowing

### Skills objectives

#### Listening

- Follow the narrative of a story

#### Reading

- Understand and follow a narrative
- Read and recognise mistakes

#### Writing

- Correct mistakes

## Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2

## Warmer

Ask children what they remember about the story. Elicit the names of the characters and the setting of the story. Ask about the weather and the clothes Phil puts on.

## Lead-in

Draw a scene from the story on the board. Ask the children to describe the scene.

## 1 2.6 Children read and listen (1-8).

**Optional extra:** Read the story out loud together as a class. Encourage the children to ask about words they do not know

## 2 Children circle the incorrect words and write the correct words.

**Answer key:** 1. summer raining - winter snowing, 2. Jack's - Phil's, 3. open - closed, 4. green - blue, 5. arm - leg, 6. Bo - Phil and his mum

**Optional extra:** Dictate the following sentences and tell the children to write them in their notebooks:

- This is Phil's hat.
- This is Mum's jacket.
- This is Jack's scarf.

Check spelling on the board. Then tell the children to look at the pictures in their Student's Book and draw and colour the corresponding clothes item next to each sentence.

## Wrap up

Divide the class into two teams. Each team works together to write five true or false statements about the story.

The teams take turns saying a true/false statement, for example: *Jack is at home.* The members of the other team decide if the statement is true or false. Award one point for every grammatically correct sentence and one point for every correct answer. The team with the most points at the end of the game is the winner.

**Note:** For next lesson ask the children to bring in an item of clothing.

## Continuous assessment

**Teacher's Resource Material:** Reading worksheet Unit 5

## At home

### Activity Book - page 65

Answer key:

**1** 1. isn't - is, 2. isn't - is, 3. is - isn't

From left to right: 3, 2, 1

**2**



## Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2
- Items of clothing that the children have brought in
- Clothesline
- Pegs

## Warmer

Write the following on the board:

1 \_\_\_\_\_? *She's wearing a coat.*

\_\_\_\_\_? *It's green.*

2 \_\_\_\_\_? *He's wearing gloves.*

\_\_\_\_\_? *They're blue.*

Divide the class into pairs and ask them to write the missing questions. Then call on volunteers to write the questions on the board.

## Lead-in

Call four volunteers to the front with different pencils. Let them show their pencils. Then put the pencils in a bag. Choose one from the bag, hold it up and ask: *Whose pencil is this?* Then model the answer for the class: *It's (Rosa's) pencil.*

Invite a volunteer to take the next pencil out of the bag and ask the question. Repeat the activity with different school objects.

## Lesson 7 - SB Page 66

### Language objectives

#### Vocabulary

- boots, coat, gloves, scarf

#### Grammar

- Possessive 's
- Whose
- This, these

#### Functions

- Expressing possession

### Skills objectives

#### Speaking

- Express possession correctly

#### Reading

- Read a chart

#### Writing

- Write possession correctly

## 1 2.7 Children listen and tick.

Answer key:

	Phillip	Rachel	Tony
		✓	
	✓		
		✓	
			✓

**Optional extra:** Display the unit 5 Flashcards. Point to an item of clothing and help the children to form the question: *Whose (hat) is this? Whose (jeans) are these?* Point to clothes items and the children call out the question.

## 2 Children look and complete.

Answer key: 1. Philip's, 2. Tony's, 3. Rachel's

**Optional extra:** Walk around the class lifting up the children's own items of clothing. Choose one child to ask the question: *Whose (swimsuit) is this? / Whose (sunglasses) are these?* Then choose another child to answer the question.

# Unit 5

## 3 Children play a matching game.

**Optional extra:** The children choose four classmates and draw the item of clothing each person has brought. They then draw the four items and label whose they are, for example: *It's (Jon's jumper).*

### Wrap up

Hang up some of the clothes on the clothesline. Play a guessing game with the children. Give clues for them to guess, for example: *It's something for winter. It's red.* When a child knows what it is, they answer: *It's (Maria's scarf).*

### Continuous assessment

**Teacher's Resource Material:** Language worksheet Unit 5



### At home

**Activity Book** - page 66

**Answer key:**

- 1 Child's own drawing.  
1. Meg's, 2. Lucy's, 3. Steve's
  - 2 1. Meg's - swimming costume, 2. Steve's - shorts, 3. Lucy's - coat
- **Optional extra:** The children cut out pictures of clothes from magazines, stick them on paper and label them.

### Audio CD 2



Whose scarf is this? It's Rachel's scarf.  
Whose boots are these? They're Phillip's boots.  
Whose gloves are these? They're Rachel's Gloves.  
Whose coat is this? It's Tony's coat.

## Lesson 8 - SB Page 67

### Language objectives

#### Vocabulary

- *blow, boat, coat, crow, float, goat, grow, hoe, home, old, phone, rope, row, soap, snow, toe*

#### Pronunciation

- Phonics: long and short o sounds

### Skills objectives

#### Speaking

- Identify and produce long o sounds

#### Listening

- Differentiate between the short and the long o sounds

#### Reading

- Recognise alternative spellings for the long o sound

### Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2
- Paper squares

### Warmer

Write the words *cold* and *hot* on the board. Trace the letter *o* in each word to make it stand out and tell the children that this letter has two sounds: a short o sound as in *hot* and a long o sound as in *cold*.

### Lead-in

Ask children if they can think of other words that have the same short o sound as *hot*. Write the words on the board: *dog, sock, frog, doll*, etc. Ask them to write the word *hot* in their notebooks and circle the word. They write other words with a short o sound around the word *hot*. Then ask them to trace all the letters *o* with a red crayon. Repeat with the word *cold* using a blue crayon for the letters *o*.

### 1 Children listen and stick.

**Answer key:**

**Joe the goat**

It's winter. It's snowing and it's cold! Joe the goat puts on his old coat. He goes outside and plays in the snow.		It's spring. Joe the goat goes to his garden. He takes a hoe. He plants some seeds and watches them grow.	
It's summer. Joe the goat goes to the lake. He rows a boat. Owen the duck floats by and waves hello!		It's autumn. The wind blows and blows. Joe the goat is at home. He calls his friend, Noah the crow. They talk and talk on the phone.	

**Optional extra:** Read out each sentence but stop for the children to say the words with the long o sound.

### 2 Children listen and repeat.

**Optional extra:** As they listen, the children underline the words with two different coloured crayons: red for the short o sound and blue for the long o sound.

### 3 2.10 Children listen and classify.

**Answer key:** Short o: fox - frog - sock - mop - pot  
Long o: phone - toe - soap - crow - rope

**Optional extra:** Give each child two paper squares. Tell them to write *hot* in red crayon on one square and *cold* in blue crayon on the other. Write a word on the board with either the long or short sound and tell the children to hold up the corresponding square. Then say the word so they can check if they have the correct answer or not.

### Wrap up

Write the following incomplete long o sound words on the board:

1 t \_ \_                  6 ph \_ n \_  
2 cr \_ w                7 r \_ p \_  
3 sn \_ w                8 g \_ \_ t  
4 c \_ \_ t                9 b \_ \_ t  
5 s \_ \_ p                10 h \_ m \_

The children copy and complete as many words as they can in their notebooks. Ask volunteers to go to the board and complete the words. The children check their spelling.

### Continuous assessment

**Teacher's Resource Material:** Speaking worksheet Unit 5.

Ask the children to find and copy ten words with the long o sound.

### At home

**Activity Book** - page 67

**Answer key:**

**1**



1. It's winter. It's snowing. **4** Joe the goat rows a boat and says 'Hello!' to Owen the duck.

2. It's spring. It's sunny. **1** Joe the goat puts on his old coat and plays in the snow.

3. It's autumn. It's windy. **3** Mia won the phone. Outside the wind blows.

4. It's summer. It's hot. **2** Joe the goat plants some seeds with a hoe and watches them grow.

**3** 1. soap, 2. phone, 3. coat, 4. crow

- **Optional extra:** The children draw a picture of Joe the goat and write a sentence to describe the picture.

### Audio CD 2

 2.9	 2.10		
1 phone	4 frog	7 crow	10 rope
2 toe	5 soap	8 mop	
3 fox	6 sock	9 pot	

## Lesson 9 - SB Page 68

### Language objectives

#### Vocabulary

- cool, warm, colours

#### Functions

- Learning warm and cool colours

### Skills objectives

#### Speaking

- Talk about colours

### Materials

- Digital Book
- Audio CD 2
- Paper
- Paints
- White card
- Different-coloured tissue paper (the kind that will leak its colour)
- Water in sprayers

### Warmer

Write the following scrambled words on the board:

1 r d e                      5 n g e r e  
2 l o y l e w                6 p p l e u r  
3 l u e b                    7 r n b o w  
4 r e n g a o                8 c b k l a

Explain that all of these words are colour words.

Divide the class into pairs and tell them to unscramble the words. The first pair to complete the activity stands up. Invite the children to write the words on the board.

### Lead-in

Write the words *cool* and *warm* on the board. Explain what they mean. Tell children that colours are described as cool or warm. Say a colour and ask them if they think it is a warm or a cool colour.

## 1 Children read, look and circle.

**Answer key:** 1. cool, 2. warm

**Optional extra:** Ask the children to underline each colour word mentioned with the corresponding coloured crayon.

## 2 Children look and answer.

**Answer key:** Child's own answers.

**Optional extra:** Ask the children to look around the classroom at any posters or pictures. Ask them to identify the colours and to say if they are warm or cool.

## 3 Children paint a picture using warm or cool colours.

**Answer key:** Child's own drawing.

**Optional extra:** Give each child a piece of card and ask them to spray it with water. They then tear pieces of tissue paper and place it onto the wet card, so that the pieces overlap. If the card starts to dry while they work, they can spray on some more water. When the work has completely dried, they remove the tissue paper and they will have a beautifully coloured sheet of card.

### Wrap up

Give each child a piece of paper. Show them how to fold their paper into thirds horizontally and then vertically. They unfold their paper so that they have nine squares. Write the colours on the board and tell the children to copy them at the bottom of each square: *red, blue, yellow, green, orange, purple, pink, brown, black*.

The children draw a picture in each square showing something that is typically that colour, for example, a strawberry, the sky, a banana, a plant, an orange, grapes, a flower, a bear and a spider. The children share their pictures in pairs.

### Continuous assessment

Write the words *warm* and *cool* on the board. Ask the children to copy the words into their notebooks but colour the letters using appropriate colours.



## At home

**Activity Book** - page 68

**Answer key:**

**1** Spring: green - blue - flowers,  
Autumn: leaves - red - brown

**3** 1. cool, 2. warm, 3. cool, 4. cool, 5. warm, 6. warm

• **Optional extra:** Children look through old magazines and cut out pictures to make either a warm or a cool collage.

## Lesson 10 - SB Page 69

### Language objectives

#### Grammar

- Present simple

#### Vocabulary

- months of the year
- *celebrate, football, sledging, swimming, Thanksgiving*

### Skills objectives

#### Speaking

- Ask and answer questions

#### Reading

- Recognise and select key vocabulary

#### Writing

- Complete a chart
- Write a postcard using a model as a guide

### Materials

- **Digital Book**
- 12 pieces of card

### Attention to diversity

It is quite possible that some children do not know when their birthday is. Find out before the lesson from school records to help them.

### Warmer

Display a month-by-month calendar. Ask children questions about it: *What's this? How many days are there in a week? How many months are there in a year?*

Display the months one by one and lead children in

saying them out loud chorally. Write the names of the months on the board in random order and ask volunteers to come out to number them in the correct order.

### Lead-in

Open a calendar to January. Encourage the children to name any celebrations or special days in this month, for example, *New Year's Day* and *Three Kings' Day*. Invite a volunteer to the front and draw a symbol for those celebrations in the calendar. Repeat with the remaining months.

## 1 Children read and complete the calendar.

**Answer key:** January: go sledging,  
March: play football,  
April: play football,  
June: start summer holidays,  
July: go swimming,  
August: go swimming,  
September: start school,  
October: fly kites,  
November: celebrate thanksgiving

**Optional extra:** Ask comprehension questions about the letter: *Who does Stacy write the letter to? Where is Stacy from? Does it snow where Stacy lives? What is her favourite holiday?* Talk with them about what Stacy does each month. Explain that *Thanksgiving* is a big American celebration in November.

## 2 Children cut out and complete their calendar.

**Optional extra:** Describe an activity and let the children suggest the special occasion or month when this happens, for example: *decorate a tree, give a present, eat chocolate eggs, make a present for their mum.*

## 3 Children ask and answer.

**Optional extra:** Divide the class into 12 groups and assign a month to each. Give them a piece of card and ask them to write the name of their assigned month at the top of their paper and draw a picture of their favorite activity or celebration in that month. Next, help them write sentences below their pictures describing what they do on that special day. Staple the children's pages together to make a class activity calendar.

### Wrap up

Let the children read the postcard once again and write a model on the board as a guide:

Dear \_\_\_\_\_,  
I live in \_\_\_\_\_. We have fun all year long! We  
\_\_\_\_\_ in January.  
We \_\_\_\_\_ in \_\_\_\_\_.  
We \_\_\_\_\_ in \_\_\_\_\_.  
Your friend,  
\_\_\_\_\_

When they have finished they can draw pictures to decorate.

### Continuous assessment

Dictate the months and ask the children to write them.



### At home

**Activity Book** - page 69

Answer key:

- 1** 1. June, 2. January, 3. October, 4. February  
From left to right, top to bottom: 3, 1, 2, 4
  - 2** 1. New Year's Day, 2. Halloween, 3. Christmas, 4. Child's own writing.
- **Optional extra:** The children find a photo of themselves in a celebration, stick it into their notebook and write a sentence about it.

## Review - SB Pages 70 & 71

### Language objectives

#### Grammar

- Present simple
- Present continuous

#### Vocabulary

- clothes, weather

#### Functions

- Describing activities

### Skills objectives

#### Speaking

- Ask and answer questions

#### Listening

- Review the target vocabulary and grammar

#### Reading

- Demonstrate comprehension

#### Writing

- Write the answers to questions

## Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2
- Flashcards Unit 5
- A soft ball
- Large pieces of paper

### Warmer

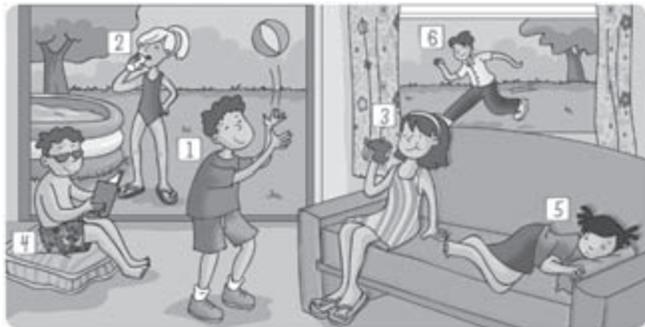
Display the unit 5 **Flashcards**. Call out weather, season or clothes words and ask children to come and point to the items in the pictures.

### Lead-in

Review the song that children learnt in Lesson 2, Track 2.3. Display the unit 5 **Flashcards** and ask the children to suggest which season each verse might be sung in.

### 1 2.11 Children listen and number.

**Answer key:**



**Optional extra:** The children stand in a circle. Toss a ball to a child and say *clothes*. The child names a clothing item and tosses the ball to another child, who in turn, names another clothing item, and so on. When a child drops the ball or cannot name a clothing item, the game starts over again. Play the game several times with different categories: *colours, seasonal activities, months*.

### 2 Children ask and answer.

**Optional extra:** Children look around the classroom and describe what their classmates are wearing.

## Audio CD 2



- 1 He's wearing shorts and a T-shirt.
- 2 She's wearing a swimming costume and sandals.
- 3 She's wearing a dress and sandals.
- 4 He's wearing sunglasses and swimming trunks.
- 5 She's wearing a T-shirt and a skirt.
- 6 He's wearing a shirt and trousers.

### 3 Children read and classify.

**Answer key:** Questions: 1. Where do you live?, 2. What's the weather like today?, 3. Do you like snow?, 4. What do you do in winter?, 5. Do you celebrate Christmas? Statements: 1. My name's Julia, 2. I live in Scotland, 3. It's snowing here, 4. I love snow, 5. We go skiing every day.

**Optional extra:** Put the children into pairs and ask them to read the e-mail out loud to each other to practise intonation.

### 4 Children answer the questions.

**Answer key:** Child's own writing

**Optional extra:** Write a large letter *s* on the board and elicit words from the unit that begin with that letter. Write them around the letter like a mind map. The children copy the mind map into their notebooks.

### 5 Children ask and answer with a classmate.

**Optional extra:** Ask the children to stand up. Say *You're a snowstorm*. Encourage them to move like a snowstorm, shaking and raging about. Repeat with other situations: *You're leaves in autumn. You're flowers on a rainy day. You're a kite flying in the wind. You're a snowman on a hot day.*

### Wrap up

Give each child a large piece of paper. Show them how to fold it so they have four equal rectangles. They label each section with the name of a season. In each box, they draw a picture of themselves doing something they usually do in that season and wearing appropriate clothes. They write two sentences for each picture, for example: *I eat ice cream in the summer. I wear shorts.*

## Final evaluation

**Teacher's Resource Material:** Test Unit 5



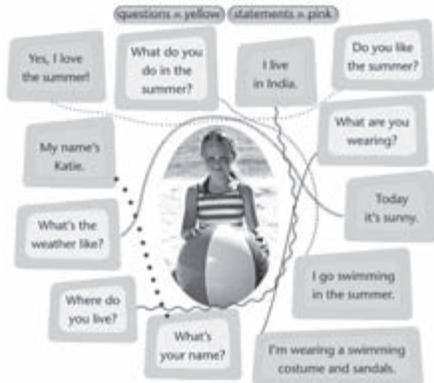
## At home

**Activity Book** - pages 70-71

Answer key:

- 1 Child's own drawing.
- 2 1. summer - sitting, 2. autumn - is collecting,  
3. spring - is picking, 4. winter - she 's sledging

3



- 5 Child's own writing.

**Activity Book** - page 116

The **Picture Dictionary** on page 116 gives children an illustrated reference of the main vocabulary in Unit 5 with extra listening practice.



## More practice

Students do the interactive activities in **The Young Achiever's Games** in class or at home.

## SB Pages 72 &amp; 73

## Language objectives

## Grammar

- Review: Present simple, Present continuous, *can*, *has got*

## Vocabulary

- school subjects, colours, animals, food, actions, weather, clothes, months

## Functions

- Giving personal information
- Communicating in order to play a game

## Skills objectives

## Speaking

- Ask and answer questions in the context of a game

## Writing

- Write key vocabulary

## Materials

- Digital Book
- Teacher's Resource Material
- Audio CDs 1 and 2
- Flashcards Units 1-5
- Game markers
- Coins
- Large pieces of paper

## Warmer

Review the songs and chants from units 0-5. Divide the class into groups and assign a song or chant to each one. Each group performs their song to the class. Encourage the children to make appropriate movements as they sing or chant along. The class can vote for the best performance.

## Lead-in

Mix up the units 1-5 **Flashcards** and give one to each child. Tell them to go around the class saying their word until they find someone with a flashcard from the same group. They then hold hands and go in search of others.

**1 Children make an *All about me* poster.**

**Optional extra:** Ask simple comprehension questions about the poster: *How many children are there in her class? Where does she live? Has she got a sister? What is her favourite animal? Does she like ice cream?*

**2 Children present their poster to the class.**

**Optional extra:** Display the posters around the classroom and play a guessing game: *This (girl) likes (art). She has got (one brother). Her favourite animal is the (cat). She loves (hamburgers).* The children guess which child's poster you are describing.

**3 Children look and write.**

**Answer key:** 1. camel, 2. giraffe, 3. leopard, 4. dolphin, 5. crocodile, 6. owl

**Optional extra:** Write words from the units on the board with the letters all mixed up. Put the children into pairs and let them try to discover what the words are.

**4 Children play *Eight questions*.**

**Optional extra:** Display the posters and tell the children you are thinking of one of them. Encourage them to ask questions to discover which one you have chosen.

**5 Children play *The question game*.**

**Optional extra:** Divide the class into pairs. Distribute game markers and coins and explain the rules of the game:

- The children place their markers on *Start*. They take turns flipping a coin and moving their marker on the board accordingly (heads = advance one space; tails = advance two spaces).
- If children are able to answer the question on the square, they can stay there. If they are unable to answer the question, they must move their marker back to the square that they started on before flipping the coin.
- The first child to reach *Finish* is the winner.

## Wrap up

Divide the class into five groups and assign each group a different unit. The groups design and create a scene for their unit. For example, the unit 4 group might include a large scene of one of the habitats in the unit, along with several animals doing different activities. Make sure that each group includes simple sentences on its mural that feature the key grammar structures from the unit. The groups share their murals with the class. Display the murals on the classroom walls.

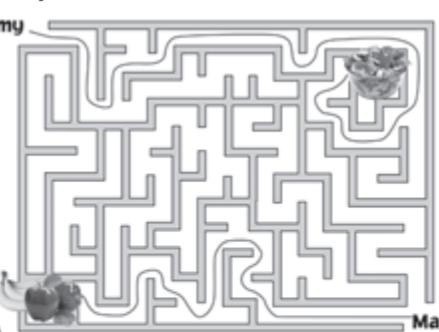
## Continuous assessment

**Teacher's Resource Material:** End of Term 2 Test  
As the children play the game, walk around and listen to them ask and answer questions to assess their progress.

 **At home**

**Activity Book** - pages 72-73

Answer key:

**1** Amy  Matt

 I love salad

 I love fruit

**2** Child's own drawing.

**3**

p	i	n	e	a	p	p	l	e	b
a	x	s	r	i	m	b	l		
r	t	c	k	u	b	o	o	t	s
r	c	a	q	c	d	o	e	a	p
o	j	r	h	v	m	p	z	d	i
t	d	e	t	i	u	n	s	n	
a	m	w	i	f	f	r	f	y	a
g	h	a	r	b	p	o	e	c	
v	k	q	m	n	w	j	s	x	b
j	u	m	p	e	r	h	c	i	g

**4** Food: pineapple - milk - child's own writing,  
 Animals: fox - shark - parrot - child's own writing,  
 Clothes: boots - jumper - scarf - child's own writing.

# Unit 6

# A day in town

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> <li>• <b>Demonstratives:</b> <i>this, that</i></li> <li>• <b>be + adjective</b></li> <li>• <b>Prepositions of place:</b> <i>between, next to, opposite</i></li> <li>• <b>Questions:</b> <i>Where</i></li> <li>• <b>Present continuous:</b> affirmative, negative, interrogative</li> <li>• <b>Present simple:</b> 3<sup>rd</sup> person 's'</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Opposite adjectives:</b> <i>big, clean, dirty, empty, fast, full, new, old, slow, small</i></li> <li>• <b>Transport:</b> <i>bus, car, lorry, motorbike, plane, train</i></li> <li>• <b>Places in town:</b> <i>bank, cinema, fire station, hospital, library, park, police station, post office, restaurant, shoe shop, supermarket</i></li> <li>• <b>Jobs:</b> <i>bus driver, chef, doctor, firefighter, mechanic, police officer, postman, shop assistant, waitress</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Phonics:</b> long <i>u</i> sound</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Present simple</b></li> <li>• <b>Adjectives</b></li> <li>• <b>this/that</b></li> </ul>

## Language objectives

Grammar	Functions
<ul style="list-style-type: none"> <li>• To describe vehicles</li> <li>• To use prepositions to describe position</li> <li>• To use the Present continuous to say what someone is or is not doing right now</li> <li>• To use the Present simple to describe the role of a profession</li> </ul>	<ul style="list-style-type: none"> <li>• To describe vehicles</li> <li>• To describe where things are</li> <li>• To say what people are doing and where they are</li> <li>• To identify occupations</li> <li>• To say what people do in their job</li> <li>• To give directions</li> </ul>
Vocabulary	Pronunciation
<ul style="list-style-type: none"> <li>• To describe things</li> <li>• To describe a town</li> <li>• To say where people are and what they are doing</li> <li>• To say what people do in their job</li> </ul>	<ul style="list-style-type: none"> <li>• To highlight and practise the long <i>u</i> sound</li> </ul>

## Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> <li>• To say which adjectives are opposites</li> <li>• To use key language to describe vehicles</li> <li>• To join in with a song</li> <li>• To identify and produce long <i>u</i> sounds</li> <li>• To ask for and give directions</li> <li>• To describe a town using model language</li> </ul>	<ul style="list-style-type: none"> <li>• To read and follow a simple story</li> <li>• To demonstrate comprehension</li> <li>• To show understanding of prepositions</li> <li>• To understand the Present continuous</li> <li>• To understand and follow a narrative</li> <li>• To demonstrate comprehension</li> <li>• To show understanding of key vocabulary</li> <li>• To understand directions</li> <li>• To understand a text and use the information from it</li> </ul>
Listening	Writing
<ul style="list-style-type: none"> <li>• To identify adjectives</li> <li>• To show understanding of key language by placing the stickers</li> <li>• To understand key language and associate it with a picture</li> <li>• To identify places in a story</li> <li>• To follow the narrative of a story</li> <li>• To understand key language in the context of a song</li> <li>• To differentiate between long and short <i>u</i> sounds</li> </ul>	<ul style="list-style-type: none"> <li>• To write simple sentences</li> <li>• To copy part of the verb <i>be</i></li> <li>• To write the answers to questions</li> <li>• To write key vocabulary</li> </ul>

### Assessment criteria

- Check children are able to identify, understand and produce the key grammar structures.
- Check children are able to identify, understand and produce the key vocabulary.
- Check children participate in pair and group work activities and are able to share information.
- Check children are progressing in their ability to write words and sentences.

### Materials

- **Digital Book**
- **Audio CD 2**
- **Teacher's Resource Material**
  - Language worksheet Unit 6, pages 19-21: Lesson 7
  - Reading worksheet Unit 6, page 41: Lesson 6
  - Writing worksheet Unit 6, page 53: Lesson 4
  - Speaking worksheet Unit 6, page 65: Lesson 8
  - Listening worksheet Unit 6, page 75: Lesson 3
  - Test Unit 6, pages 128-133: Unit 6 Review
- **Flashcards** Unit 6
- **Extra**
  - Realia: tourist brochure
  - Paper
  - Card
  - Strips of paper

### Go digital!

Digital book 

Complete the activities with the children on the IWB.

More practice 

Provides extra interactive practice which can be used at the end of the unit in class or as homework. There are seven activities in each unit.

For suggestions on how to exploit the course resources see our **Activity Bank**, pages 14-17

## Key competences

LC



### Linguistic competence

Children develop listening, speaking, reading and writing skills. Children learn some basic language for describing vehicles, asking where places are and giving directions. Children talk about what people are doing and they describe professions. Children learn grammar rules, vocabulary and phonics for pronunciation.

MST



### Mathematical competence and basic competences in Science and Technology

Children develop and apply mathematical thinking to explain the natural world. Children learn about professions and expressing directions (CLIL).

DC



### Digital competence

Children become familiar with the use of technology as a tool to reinforce language acquisition. Children use the video and interactive whiteboard material.

SCC



### Social and civic competence

Children learn basic social interaction patterns and social conventions to help them become competent citizens, such as working in pairs, playing games and acting out stories. Children learn to give directions and they learn about towns and communities.

CAE



### Cultural awareness and expression

Children develop drawing and colouring skills and creativity. Children enjoy saying a chant, singing a song and performing craft tasks (designing a brochure).

LL



### Competence in learning to learn

Children develop using strategies to improve the learning process like observing, linking, matching, etc.

IE



### Sense of initiative and entrepreneurship

Children show initiative revising the content of the unit in the review section and making decisions regarding the craft activities (making a clock).

## Lesson 1 - SB Page 74

### Language objectives

#### Vocabulary

- big, clean, dirty, empty, fast, full, new, old, slow, small

### Skills objectives

#### Speaking

- Say which adjectives are opposites

#### Listening

- Identify adjectives

#### Reading

- Read and follow a simple story

### Materials

- Digital Book
- Audio CD 2
- Adjective word cards: write an adjective on a small card, so there is one per child; repeat the words if necessary.

### Warmer

Display the unit 6 **Flashcards** and point to something big and something small. Name different objects and ask the children to say if they are big or small, for example: an elephant and a mouse, a house and a pencil.

### Lead-in

Write the word *ice cream shop* on the board. Talk about what people buy there and ask them their favourite flavour of ice cream. Ask the children to name other kinds of shop.

### 1 2.12 Children read and listen.

**Values:** Write the word *steal* on the board and do a simple role play to demonstrate its meaning. Ask the children if it is good or bad to steal. Discuss the problem with stealing and what might happen if a person is caught stealing.

**Optional extra:** Ask comprehension questions: *Who's hungry? What flavour ice cream do they get? What does George steal? Do the children take the banana back to the shop?*

### 2 2.13 Children listen and match.

**Answer key:** 1. empty, 2. slow, 3. big, 4. small, 5. old, 6. clean, 7. new, 8. dirty, 9. fast, 10. full

**Optional extra:** Say the start of a sentence and ask for volunteers to provide the adjective, for example: *This glass is...*

### 3 Children say the opposites.

**Optional extra:** Put the children into pairs and let them play a guessing game. One of them describes one of the pictures and then other guesses it, for example: *It is slow.*

### Wrap up

Give each child an adjective word card (see Materials). Tell them to keep it secret. Let the children walk around the class saying their word. When they find someone with the opposite word, they sit down together. When everyone is sitting down, they say their opposite pair of adjectives out loud.

### Initial evaluation

Write *big, clean, empty, fast* and *new* on the board. The children copy them down and write their opposites down next to them.

### At home

#### Activity Book - page 74

Answer key:

1

f	u	l	l	a	q	u	u	b	d
a	r	s	c	l	e	a	n	u	i
s	f	e	z	e	d	x	q	c	r
t	o	s	m	a	l	l	v	o	t
s	g	x	q	h	b	i	g	j	y
r	n	e	w	a	a	z	r	k	i
w	z	e	c	y	c	b	x	m	i
m	o	m	o	v	s	m	a	l	h
q	l	p	r	s	l	o	w	r	r
v	d	s	s	e	m	p	t	y	t

2 Child's own drawing.

### Audio CD 2



- |         |         |         |
|---------|---------|---------|
| 1 empty | 5 old   | 9 fast  |
| 2 slow  | 6 clean | 10 full |
| 3 big   | 7 new   |         |
| 4 small | 8 dirty |         |

## Lesson 2 - SB Page 75

### Language objectives

#### Grammar

- *This/that*

#### Vocabulary

- *bus, car, lorry, motorbike, plane, train; big, clean, dirty, empty, fast, full, new, old, slow, small*

#### Functions

- Describing vehicles

### Skills objectives

#### Speaking

- Use key language to describe vehicles

#### Reading

- Demonstrate comprehension

### Materials

- Digital Book
- Flashcards Unit 6
- Paper

### Warmer

Display the unit 6 vehicle **Flashcards**. Ask the children to name the different vehicles and help them with any they do not know. Show them one by one for the children to call out the name and increase the speed so they are saying them faster and faster.

### Lead-in

Put the unit 6 vehicle **Flashcards** on the board and write the adjectives around them: *big, clean, dirty, empty, fast, full, new, old, slow, small*. Ask if any of the words can be used to describe the vehicles, for example: *The train is fast.* / *The train is big and fast.*

### 1 Children read, look and number.

Answer key:



**Optional extra:** Assign an adjective to each child. Give everyone a piece of paper and ask them to draw a car that illustrates their assigned adjective. Call two children to the front with their pictures. Ask one to stand near you, and the other to stand far away. Lead the class in describing the pictures: *This car is (clean).* *That car is (old).*

### 2 Children read, look and circle.

**Answer key:** 1. clean, 2. slow, 3. old, 4. small, 5. full, 6. small

**Optional extra:** Divide the class into two teams and ask a member of each to come up and face the class. Stand behind them displaying one of the unit 6 vehicle **Flashcards**. Get the class to count to three and tell the children to turn around. The first child to correctly name the picture wins a point for their team. After a few rounds, make the game more challenging by getting the children to say a phrase that includes an adjective that accompanies the noun, for example: *a long bus, an empty train.*

### Wrap up

Show the children how to make a simple paper aeroplane. Let them make and decorate their own. Then hold a competition to see whose plane flies the furthest. Let them experiment with big planes and small ones to see if they are fast or slow.

### Fast finishers

The children copy the correct sentences into their notebooks.

### Continuous assessment

The children draw a fantasy car and describe it to the rest of the class.

### At home

**Activity Book** - page 75

Answer key:

1. That bus is full, 2. This car is dirty.
- 2 Child's own drawing.

- **Optional extra:** Children write a list of the vehicles they see as they go home from school.

## Lesson 3 - SB Page 76

### Language objectives

#### Grammar

- Questions: *Where's...?*
- Prepositions: *between, opposite, next to*

#### Vocabulary

- *cinema, fire station, park, library, supermarket, police station, post office, hospital*

#### Functions

- Describing where things are

### Skills objectives

#### Listening

- Show understanding of key language by placing the stickers

#### Reading

- Show understanding of prepositions

#### Writing

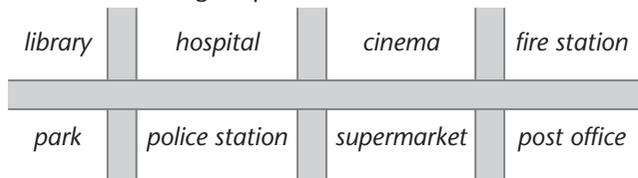
- Write simple sentences

### Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2
- Flashcards Unit 6
- Paper

### Warmer

Draw the following map on the board:



Teach any new vocabulary. Then ask questions such as: *Where can you have a picnic? Where can you watch a film? Where can you buy some fruit?*

### Lead-in

Keep the map on the board and present the prepositions *opposite, next to* and *between* by giving examples: *The park is opposite the library* (point to both locations on the map).

### 1 2.14 Children listen and stick.

Answer key:



**Optional extra:** Put the children in pairs and let them describe the picture to each other.

### 2 Children read, look and circle.

Answer key: 1. next to, 2. opposite, 3. between

**Optional extra:** Divide the class into pairs. The children ask each other questions about the locations of different classmates: *Where's (Maria)? She's (between Laura and Dani).*

### 3 Children read and answer.

Answer key: 1. It's the hospital, 2. It's the library, 3. It's the fire station, 4. It's the post office.

**Optional extra:** Call four volunteers to the front. Give each one a unit 6 place **Flashcard**. Describe an arrangement of places and let the children position themselves accordingly: *The (park) is (between) (the post office and the fire station).* Time children to see how fast they can get into the correct positions.

### Wrap up

Give each child a piece of paper and show them how to fold it into six equal sections. Get them to quickly draw a different vehicle in each section and cut them out. Give instructions on how to place the vehicles, for example: *The (bus) is next to the (car).* The children compare the position of their vehicles in pairs. Repeat the activity with different instructions.

### Continuous assessment

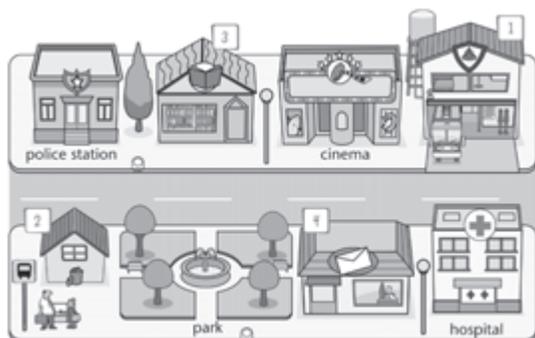
**Teacher's Resource Material:** Listening worksheet Unit 6

## At home

### Activity Book - page 76

Answer key:

1



2 1. is opposite the hospital, 2. is next to the park, 3. is opposite the park, 4. is between the park and the hospital.

3 1. next to, 2. opposite, 3. between

## Audio CD 2



Where's the supermarket? It's opposite the cinema.  
Where's the fire station? It's next to the park.  
Where's the post office? It's opposite the park.  
Where's the police station? It's between the supermarket and the post office.

## Lesson 4 - SB Page 77

### Language objectives

#### Grammar

- Present continuous: 3<sup>rd</sup> person

#### Vocabulary

- *asking, eating, reading, shopping, waiting, bank, library, park, restaurant, shoe shop, supermarket*

#### Functions

- Saying what people are doing and where they are

### Skills objectives

#### Listening

- Understand key language and associate it with a picture

#### Reading

- Understand the Present continuous

#### Writing

- Copy part of the verb *be*

### Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2
- Flashcards Unit 6
- Paper

### Warmer

Display the unit 6 **Flashcards**. Ask volunteers to come out to find and name any vehicles they know. Repeat with the places.

### Lead-in

Point to a building on the unit 6 **Poster** and name it, for example, *supermarket*. Then ask the children what the people inside it are doing: *shopping*. Tell the children to mime shopping in a supermarket. Repeat with other buildings and actions.

1 Children listen and tick (✓) or cross (✗).

Answer key: 1. ✓ - ✗, 2. ✓ - ✗, 3. ✗ - ✓

**Optional extra:** Ask the children questions about the pictures: *Where's Michelle? Is Michelle shopping in the supermarket?*

2 Children read and complete.

Answer key: 1. isn't - is, 2. is - isn't, 3. are - aren't

**Optional extra:** Give each child a piece of paper and ask them to draw a person carrying out an action. Encourage them to make the person as large as possible. Ask them to copy and complete the following sentences under their pictures:

*He/She is* \_\_\_\_\_.

*He/She isn't* \_\_\_\_\_.

### Fast finishers

The children choose a picture from activity 1 and write a sentence about it.

# Unit 6

## Wrap up

Divide the class into two teams. Invite a member of each team to the front. Whisper the name of a place to them and they then mime being in that place. The teams have to guess where they are and what they are doing. Award an extra point for giving a correct sentence: *Antonio is playing football in the park.*

## Continuous assessment

**Teacher's Resource Material:** Writing worksheet Unit 6



## At home

**Activity Book** - page 77

**Answer key:**

**1** 1. is - isn't, 2. aren't - are, 3. isn't - is

**2** From left to right: 3, 1, 2

- **Optional extra:** The children write a sentence about a member of their family saying where they are and what they are doing there.

## Audio CD 2



- 1 Where's Michelle? Is she shopping at the supermarket?  
No, she isn't shopping at the supermarket. She's shopping at the shoe shop.
- 2 Where's Daniel? Is he watching a film at the cinema?  
No, he isn't watching a film at the cinema. He's getting money at the bank.
- 3 Where are John and David? Are they checking out books from the library?  
No, they aren't checking out books at the library. They're playing football in the park.

## Lesson 5 - SB Page 78

### Language objectives

#### Vocabulary

- *flower shop, hospital, hungry, library, supermarket, town*

## Skills objectives

### Listening

- Identify places in a story
- Follow the narrative of a story

### Reading

- Understand and follow a narrative
- Demonstrate comprehension

## Materials

- **Digital Book**
- **Audio CD 2**

## Warmer

Write the word *Saturday* on the board. Ask children to name all the things they do on Saturdays. Ask them if they ever help their parents go shopping or do other errands on a Saturday.

## Lead-in

Write the title of the story on the board. Explain that it means that it has been a day full of events. Ask the children to look quickly at the pictures on pages 78-79 and then close their books again. Let them tell you the different places that feature in the story.

## 1 2:16 Children read and listen (1-8).

**Optional extra:** Play the track again, pausing after each scene and ask comprehension questions: *Where are Vicky and her mum going? Is mum's car new or old? What time is it?*

## 2 Children read and order.

**Answer key:** 1. flower shop, 2. hospital, 3. library, 4. supermarket, 5. restaurant, 6. park

**Optional extra:** Draw a simple map on the board and ask the children to copy it. Draw Vicky's house, the flower shop, the hospital, the library and the supermarket. The children then draw a line to show the route Vicky and her mum take.

## Fast finishers

Children read the story to themselves quietly.

## Wrap up

Say sentences out loud and ask the children to say which character in the story would say it: *Look at my baby. Let's go into town. I like dragons. We need to buy bread. Mum, I'm hungry.*

## Continuous assessment

Read the story but keep stopping and asking children to provide you with the next word(s).

## At home

### Activity Book - page 78

Answer key:

- 1** 1. It's Saturday, 2. Nicole's baby is called Jack, 3. They get four books, 4. They go to the supermarket at 12 o'clock.
- 2** 1. Mum, 2. Vicky, 3. Nicole, 4. Mum, 5. Vicky
- 3** 1. car, 2. hospital, 3. library, 4. supermarket

## Lesson 6 - SB Page 79

### Language objectives

#### Vocabulary

- breaks down, fix, hungry, mechanic, park, picnic, restaurant

### Skills objectives

#### Listening

- Follow the narrative of a story

#### Reading

- Understand and follow a narrative
- Demonstrate comprehension

#### Writing

- Write the answers to questions

### Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2

### Warmer

Write the title of the story on the board: *What a day!*  
Ask children what they remember about the story.  
Elicit the names of the characters.

### Lead-in

Ask children to name all the places Vicky and her Mum went to and to order them chronologically.

### 1 2.17 Children read and listen (1-8).

**Optional extra:** Read and listen to the story again, but pause at different points for children to say the rest of the sentence.

### 2 Children answer the questions.

**Answer key:** 1. Nicole, 2. Three, 3. It's full, 4. Two police officers, 5. Yes, she does.

**Optional extra:** Divide the class into eight groups and assign a scene to each group. Let them expand the scene if they like, for example, in the library, there can be a librarian. Let them rehearse and then act out their scene to the rest of the class.

### Wrap up

Work together with the children to make a map of the story. Put the headings on the board: *Title, Characters, Setting, Beginning, Middle, End*. Encourage them to use words, sentences and pictures to complete their maps. In the beginning, middle and end sections, get children to include one important event from each part of the story.

### Continuous assessment

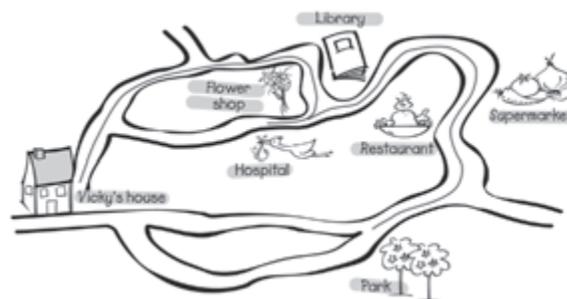
**Teacher's Resource Material:** Reading worksheet Unit 6

## At home

### Activity Book - page 79

Answer key:

**1**



**2** hungry, restaurant, traffic, road, mechanic, park

**3** Child's own drawing and writing.

- **Optional extra:** Children draw a picture of themselves having a picnic.

## Lesson 7 - SB Page 80

## Language objectives

## Grammar

- Present simple: 3<sup>rd</sup> person singular

## Vocabulary

- *bus driver, chef, doctor, firefighter, mechanic, police officer, postman, shop assistant, waitress*

## Functions

- Identifying occupations
- Saying what people do in their job

## Skills objectives

## Speaking

- Join in with a song

## Listening

- Understand key language in the context of a song

## Reading

- Show understanding of key vocabulary

## Writing

- Write key vocabulary

## Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2
- Strips of paper

## Warmer

Teach children the following song. It is sung to the tune of *I'm a Little Teapot*. Teach motions to accompany the song:

*I'm a firefighter dressed in red.*

*Here is my helmet on my head.*

*I work at a fire station. Yes, it's true.*

*I put out fires and help you and you.*

## Lead-in

Write the word *firefighter* on the board. Elicit the names of other professions and write them on the board.

1  2.18 Children listen and complete.

**Answer key:** From top to bottom: doctor, shop assistant, firefighter, postman

2  2.19 Children listen and sing.

**Optional extra:** As the children sing, get them to mime each profession.

## 3 Children look and number.

**Answer key:** From left to right, top to bottom: 6, 3, 1, 5, 2, 7, 4, 8

**Optional extra:** Write the names of six professions on the board with scrambled letters. Have a race to see who can unscramble and then write them correctly first.

## 4 Children read and complete.

**Answer key:** 1. bus driver, 2. firefighter, 3. mechanic, 4. police officer, 5. waitress, 6. doctor, 7. shop assistant, 8. chef

**Optional extra:** Write true/false statements on the board about what different workers do: *A doctor fixes cars. A doctor helps sick people.* Read the sentences out loud with the class. The children copy the sentences in their notebooks and write *true* or *false* next to each one. If false, they rewrite the sentence correctly: *A doctor doesn't fix cars.*

## Wrap up

Give each child three strips of paper. Ask them to write one sentence on each strip, describing a job, for example: *A chef makes food.* They then cut their sentences in half between the name of the worker and the action: *A chef / makes food.*

Divide the class into small groups. They place their strips face down on the desk and mix them up. The groups then race to put all their sentences back together.

## Continuous assessment

**Teacher's Resource Material:** Language worksheet Unit 6



## At home

**Activity Book** - page 80

**Answer key:**

1. shop assistant - supermarket, 2. firefighter - fire station, 3. doctor - hospital
2. 1. Where does a chef work? chef - restaurant, 2. Where does a nurse work? nurse - hospital, 3. Where does a teacher work? teacher - school

## Lesson 8 - SB Page 81

### Language objectives

#### Vocabulary

- blue, flute, June, moo, noon, shoes, suit, toot, true

#### Pronunciation

- Phonics: long *u* sound

### Skills objectives

#### Listening

- Identify and produce long *u* sounds

#### Reading

- Differentiate between short and long *u* sounds

### Materials

- Digital Book
- Audio CD 2
- Paper

### Warmer

Ask the children if they can remember the long vowel sounds they have learnt so far. Write *a*, *e*, *i* and *o* on the board. Say the long vowel sounds and encourage the children to repeat after you. Then elicit words with each of those sounds. As children say the words, write them on the board.

### Lead-in

Tell children that the *u* letter also has a long sound. Give some examples for the children to say together: *you*, *two*, *blue*. Elicit more examples from the children.

### 1 2.20 Children listen and answer. Then listen and chant.

**Answer key:** 1. 21st June, 2. It's half past eleven, 3. a new suit, 4. blue, 5. the flute, 6. a cow

**Optional extra:** Divide the class into pairs and let children take turns to ask and answer the questions.

### 2 2.21 Children listen and repeat.

**Optional extra:** Read out each line of the poem but stop for the children to say each word with the long *u* sound.

### 3 2.22 Children listen and tick (✓).

**Answer key:** Short U: bus, sun. Long U: fruit, two, glue, noon

**Optional extra:** Write some incomplete words with the long *u* sound on the board:

bl \_\_, sh \_\_, n \_\_ n, fr \_\_ t, t \_\_

Ask the children to copy and complete them.  
Ask volunteers to write them correctly on the board.

### Wrap up

Make personal vowel sound books. Give each child six pieces of paper. Show them how to divide a piece of paper in half. On one half they write: *short a sound* and on the other *long a sound*. Repeat with the other vowels. The sixth piece of paper is for the cover for their book. Elicit words for each section and encourage them to write the words and draw a picture.

### Continuous assessment

**Teacher's Resource Material:** Speaking worksheet Unit 6

**Optional extra:** Ask the children to copy six words with the long *u* sound from the lesson on their notebooks.

### At home

#### Activity Book - page 81

**Answer key:**

**1** 1. glue, 2. two, 3. suit, 4. noon, 5. flute, 6. boot, 7. shoe, 8. juice



**3** Orange: bug, thumb, tub, drum, Yellow: noon, new, tune, zoo, fruit, June, blue, suit

**Optional extra:** The children take their vowel book home to share with their family.

## Lesson 9 - SB Page 82

### Language objectives

#### Grammar

- left, right, straight on; between, next to, opposite

#### Functions

- Giving directions

## Skills objectives

### Speaking

- Ask for and give directions

### Reading

- Understand directions

## Materials

- Digital Book

### Warmer

Stand up with your back to the children and ask them to stand up too. Lead them in carrying out the directions: *Turn left. Turn right. Go straight on* (they take one step forwards). Repeat several times, changing the order in which you give the directions and giving them faster and faster.

### Lead-in

Let the children look at the map and ask them questions about it: *What shops can you see? What street is the Art Museum on? What is next to / opposite the fire station?*

## 1 Children read, look and number.

**Answer key:** 1. sweet shop, 2. Hilltop hospital, 3. Hilltop school, 4. art museum

**Optional extra:** In pairs, the children take it in turns to ask each other directions to places.

## 2 Children read, look and complete the directions.

**Answer key:** 1. right - Pine - art museum, 2. straight - between - sweet shop

**Optional extra:** Say the following riddle: *I'm on Pine Street. I'm opposite the sweet shop. Where am I?* Divide the class into pairs and ask them to make new riddles. They then share their riddles with the class and their classmates try to solve them.

### Fast finishers

The children write directions to somewhere simple in school, for example, to another class or the bathroom.

### Wrap up

Ask the children to choose a location on the map in activity 1. They then write a set of directions that lead to that place. Then collect the papers and read a set of directions out loud to the class. The children follow and say where the directions lead to.

## Continuous assessment

Ask the children to write three sentences about the map, one sentence using *next to*, one sentence using *opposite*, and the third with *between*.



## At home

**Activity Book** - page 82

**Answer key:**

- 1 From left to right, top to bottom: park, museum, library, bus stop, school
- 2 1. right - opposite, 2. opposite, 3. left - between, 4. left - next to

- **Optional extra:** The children take their vowel book home to share with their family.

## Lesson 10 - SB Page 83

## Language objectives

### Vocabulary

- *cinema, ice cream shop, museum, tourists, zoo*

## Skills objectives

### Speaking

- Describe a town using model language

### Reading

- Understand a text and use the information from it

## Materials

- Digital Book
- Flashcards Unit 6
- Tourist brochures

### Warmer

Display the unit 6 **Flashcards**. On the board write the headings: *Professions, Places* and *Transport*. Divide the class into small groups and ask them to find as many words related to each category as they can. Let the children read out their lists.

### Lead-in

Review the prepositions with TPR. Divide the class into groups of three and assign each child a number 1, 2 or 3. Give the children instructions for getting into position, for example: *2 is between 1 and 3*.

**1 Children read the brochure.**

**Optional extra:** Ask comprehension questions about the text: *How many places are mentioned? Where is the lake? Where is the museum? What flavour is Bob's famous ice cream?*

**2 Children cut out, read and place the icons on the map.**

**Optional extra:** Mime an action from one of the places on the icons and ask the children to hold up the corresponding cut-out. Let volunteers take over your role.

**3 Children rearrange the icons and describe.**

**Optional extra:** Let children look at real brochures from towns. Put them into groups to look at them and discuss what the towns have to offer tourists.

**4 Children invent a town and design a brochure.**

**Optional extra:** The children make a simple map of their imaginary town to accompany their brochure. They can invent street names and clearly label the buildings and tourist attractions. Display maps around the classroom next to the brochures. Ask children to describe the location of different places on their maps: *The (zoo) is (next to) the (restaurant).*

**Wrap up**

Ask the children to prepare a brief and simple oral presentation about their imaginary town. Write the following clues on the board to guide them:  
*The name of my town is... In my town, there is a...*

**Continuous assessment**

Children write some sentences to describe their town.

**At home**

**Activity Book** - page 83

**Answer key:**

**1** From top to bottom: next, next, between, opposite

**2** 1. T, 2. F, 3. T, 4. F, 5. T

- **Optional extra:** The children write a simple sentence about what their home town has to offer tourists.

**Review - SB Pages 84 & 85****Language objectives****Grammar**

- Imperatives for directions
- Prepositions: *between, next to, opposite*
- Present simple 3<sup>rd</sup> person

**Vocabulary**

- Places in town
- Professions
- Transport

**Functions**

- Giving directions
- Describing locations

**Skills objectives****Speaking**

- Give directions

**Listening**

- Review the target vocabulary and grammar
- Demonstrate comprehension

**Reading**

- Demonstrate comprehension

**Writing**

- Write words to describe what people do

**Materials**

- Digital Book
- Teacher's Resource Material
- Audio CD 2
- Flashcards Unit 1-6

**Warmer**

Display the unit 6 **Flashcards**. Call out words and ask children to come and point to the items in the pictures: *police officer, library, lorry* and so on. Invite volunteers to take over your role.

**Lead-in**

Review the song that children learnt in Lesson 7, Track 2.18. Remind the children to mime the actions that go along with the professions. Show the unit 6 **Flashcards** one by one in random order and ask the children to name them.

**1  Children listen and number.**

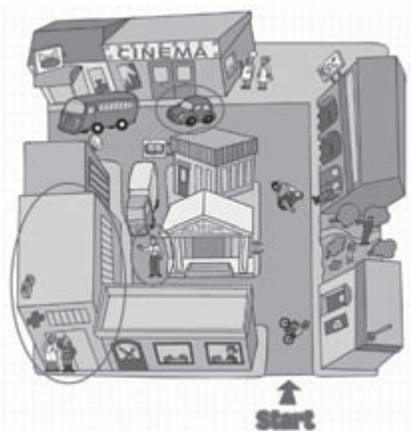
**Answer key:** From left to right, top to bottom: 5, 7, 1, 4, 6, 8, 2, 3

# Unit 6

**Optional extra:** Point to all the places and ask the children to tell you who works in each one.

## 2 Children read, find and circle.

**Answer key:**



**Optional extra:** Hand out the unit 6 **Flashcards** and then give orders to make a town where each child is a different building. Say: *The supermarket is next to the fire station. The lorry is opposite the park.*

## 3 Children say and find.

**Optional extra:** The children write a simple statement about the map that is either true or false, for example: *The cinema is opposite the park.* The children take turns to read out their statement and the rest of the class calls out *true* or *false*.

### Audio CD 2



- 1 Jill has a lot to do today. First she goes to see her friend the police officer.
- 2 Then she goes across the road to the shop between the supermarket and the park.
- 3 She then turns right and goes for a walk.
- 4 She walks across the road to the place opposite the park.
- 5 She goes to see her friend the nurse in the hospital.
- 6 She goes to the place opposite the hospital to eat.
- 7 She goes to see her sister the librarian.
- 8 Finally she goes to the shop next to the restaurant.

## 4 Children look and complete.

**Answer key:** 1. That - fast, 2. This - full

**Optional extra:** Dictate the following sentences:

- 1 *This car is dirty.*
- 2 *That car is old.*
- 3 *This bus is full.*
- 4 *That bus is empty.*

The children write the sentences in their notebooks and draw pictures to illustrate their meaning. Ask children to show their pictures to the class. Call on volunteers to explain the difference between *this* and *that*.

## 5 Children look and match.

**Answer key:** 1. hospital, 2. fire station, 3. restaurant, 4. supermarket

**Optional extra:** Write the name of a profession on the board and then write:

*She works in a \_\_\_\_\_. She \_\_\_\_\_.*

Lead the children in making sentences about each worker using the clues on the board. Then let the children choose their favourite profession and write three sentences about him/her in their notebook.

## 6 Children answer the questions.

**Answer key:** 1. hospital, 2. works at a fire station, 3. A waitress works at a restaurant, 4. A shop assistant works at a supermarket.

## Wrap up

Think of a profession and ask the children to guess what you are. Give them clues on the board to help them: *Do you work in a...? Do you help people / serve food?* Let them ask questions to which you can only answer *yes* or *no*. Once they get the idea they can play in groups.

## Final evaluation

**Teacher's Resource Material:** Test Unit 6



### At home

**Activity Book** - pages 84-85

**Answer key:**

- 1 From left to right, top to bottom: bank, pet shop, toy shop, school, library, museum  
Child's own drawing.
- 2 1. bank, 2. toy shop
- 3 1. This - cat, 2. That - cat

4 From top to bottom: 3, 4, 1, 3, 5, 2, 4, 5, 2, 1

1. A firefighter	3	works at a restaurant.	2		4	
	4	helps animals.				
2. A police officer	1	works at a fire station.	3		5	
	3	makes food.				
3. A chef	5	works at a hospital.	2		1	
	2	works at a police station.				
4. A vet	4	works at an animal hospital.				
	5	helps people.				
5. A nurse	2	protects people.				
	1	puts out fires.				

**Activity Book** - pages 117 & 118

The **Picture Dictionary** on pages 117 & 118 gives children an illustrated reference of the main vocabulary in Unit 6 with extra listening practice.



**More practice**

Students do the interactive activities in **The Young Achiever's Games** in class or at home.

# Unit 7

# Summer camp

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> <li>• <b>Past simple <i>be</i>:</b> affirmative</li> <li>• <b>Present and past simple:</b> <i>before, now</i></li> <li>• <b>Prepositions of time:</b> <i>on Friday, in the morning, at the weekend</i></li> <li>• <b>Dates:</b> ordinal numbers</li> <li>• <b>Questions:</b> <i>where</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Activities:</b> <i>canoeing, fishing, hiking, horse riding, mountain biking, playing football/ volleyball, swimming</i></li> <li>• <b>Places:</b> <i>cabin, field, forest, lake, mountain</i></li> <li>• <b>Parts of the day:</b> <i>afternoon, morning</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Phonics:</b> <i>b or v</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Days of the week</b></li> <li>• <b>Places in town</b></li> <li>• <b>Months of the year</b></li> </ul>

## Language objectives

Grammar	Functions
<ul style="list-style-type: none"> <li>• To use the Past simple form of <i>be</i> in questions and statements</li> <li>• To use prepositions of time</li> </ul>	<ul style="list-style-type: none"> <li>• To identify camp activities</li> <li>• To talk about where people were in the past</li> <li>• To compare a place in the past with the same place now</li> <li>• To say dates</li> </ul>
Vocabulary	Pronunciation
<ul style="list-style-type: none"> <li>• To identify and name summer activities</li> <li>• To identify locations in a summer camp</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise the letter <i>v</i></li> <li>• To highlight and practise the difference in pronunciation between <i>v</i> and <i>b</i></li> </ul>

## Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> <li>• To sing along to a song to reinforce target language</li> <li>• To ask and answer questions about past activities</li> <li>• To use the Present simple and compare it to the Past simple</li> <li>• To enjoy saying a chant</li> <li>• To identify and produce <i>v</i> sounds</li> <li>• To express dates</li> </ul>	<ul style="list-style-type: none"> <li>• To read and follow a simple story</li> <li>• To demonstrate comprehension of vocabulary</li> <li>• To understand text to place the stickers correctly</li> <li>• To read a poem and recognise there is rhyme and rhythm</li> <li>• To understand and identify key vocabulary</li> <li>• To understand and follow a narrative</li> <li>• To show comprehension by answering questions</li> <li>• To sequence events in a story</li> <li>• To show understanding of key vocabulary by completing an activity</li> </ul>
Listening	Writing
<ul style="list-style-type: none"> <li>• To identify camping activities and parts of the day</li> <li>• To understand key language in order to complete an activity</li> <li>• To follow the narrative of a story</li> </ul>	<ul style="list-style-type: none"> <li>• To copy and write key vocabulary</li> <li>• To answer questions</li> <li>• To write dates</li> </ul>

### Assessment criteria

- Check children are able to identify, understand and produce the key grammar structures.
- Check children are able to identify, understand and produce the key vocabulary.
- Check children participate in pair and group work activities and are able to share information.
- Check children are progressing in their ability to write words and sentences.

### Materials

- **Digital Book**
- **Audio CD 2**
- **Teacher's Resource Material**
  - Language worksheet Unit 7, pages 22-24: Lesson 7
  - Reading worksheet Unit 7, page 42: Lesson 6
  - Writing worksheet Unit 7, page 54: Lesson 4
  - Speaking worksheet Unit 7, page 66: Lesson 8
  - Listening worksheet Unit 7, page 76: Lesson 3
  - Test Unit 7, pages 134-139: Unit 7 Review
- **Flashcards** Units 1-7
- **Extra**

Realia: calendars	Wax crayons
A paper stick-figure person	Balloons
Paper	Card
Blu-tack	Decoration materials
Squares of coloured card	Word cards with <i>v</i> and <i>b</i> words on (one per child)
Photos from Internet comparing a place in the past and the present	4 large boxes
Paint	4 large rubbish bags
	Strips of coloured paper
	Glue

### Go digital!

#### Digital book

Complete the activities with the children on the IWB.

#### More practice

Provides extra interactive practice which can be used at the end of the unit in class or as homework. There are seven activities in each unit.

For suggestions on how to exploit the course resources see our **Activity Bank**, pages 14-17

## Key competences



### Linguistic competence

Children develop listening, speaking, reading and writing skills. Children learn some basic language for asking about past activities and they learn to compare the past and the present. Children learn to ask about birthdays. Children learn grammar rules, vocabulary and phonics for pronunciation.



### Mathematical competence and basic competences in Science and Technology

Children develop and apply mathematical thinking to explain the natural world. Children learn to take care of the Earth.



### Digital competence

Children become familiar with the use of technology as a tool to reinforce language acquisition. Children use the video and interactive whiteboard material.



### Social and civic competence

Children learn basic social interaction patterns and social conventions to help them become competent citizens, such as working in pairs, playing games and acting out stories.



### Cultural awareness and expression

Children develop drawing and colouring skills and creativity. Children enjoy saying a chant, singing a song and performing craft tasks (making a poster). Children learn about Earth Day.



### Competence in learning to learn

Children develop using strategies to improve the learning process like observing, linking, matching, etc.



### Sense of initiative and entrepreneurship

Children show initiative revising the content of the unit in the review section and making decisions regarding the craft activity.

## Lesson 1 - SB Page 86

## Language objectives

## Vocabulary

- canoeing, fishing, hiking, horse riding, mountain biking, playing football/volleyball, swimming

## Skills objectives

## Listening

- Match activities with photos

## Reading

- Read and follow a simple story

## Materials

- Digital Book
- Audio CD 2
- Flashcards Unit 7

## Warmer

Display the unit 7 **Flashcards**. Invite children to come out, point to and name any place or activity they know. Write the words as they say them. Then, ask if they have ever been to a summer camp. Ask them about their experiences, what they did there, where they slept and so on.

## Lead-in

Let the children look at the story on page 86. Ask questions about the pictures: *Where are the children? What are they doing?* Ask if anyone has ever been fishing.

1  2.24 Children read and listen.

**Values:** Lead the children in determining the values expressed in the story: *Is the fish big or small? Is it strong? Can Trish pull the fish out by herself? Do her friends help her? Can they pull the fish out all together?*

Encourage the children to share with the class experiences when they have worked together with others (family members, friends, classmates, etc.) to achieve something.

**Optional extra:** Ask questions about the story: *Who suggests fishing? What are they wearing? What's the weather like? What season is it?*

2  2.25 Children listen, point and match.

**Answer key:** 1. playing football, 2. horse riding, 3. playing volleyball, 4. canoeing, 5. fishing, 6. hiking, 7. swimming, 8. mountain biking

**Optional extra:** Play verb *Bingo*. Write the following verbs on the board: *singing, sitting, standing, dancing, eating, drinking, reading, climbing, jumping, running, crawling, flying, sleeping, writing, listening*. Ask the children to read the verbs out loud

and mime the actions. They then draw a nine-square box (3 x 3) in their notebooks. Let them choose nine verbs, either from the book or the board, and write one verb in each box. Say a verb and the children circle it if they have it. The first child to circle all the squares on their box shouts *Bingo!*

## 3 Children say the activities they like.

**Optional extra:** Ask the children to each choose one activity and keep it secret. Let them then walk around the classroom saying: *I like (canoeing)* until they find someone else who likes the same activity. They link arms and then keep looking for others.

## Wrap up

Play a memory game with the children. Say: *I like swimming*. Ask a child to repeat what you said but to add another activity: *I like swimming and fishing*. Continue around the class until the children understand the game. Divide them into groups to play.

## Initial evaluation

Display the unit 7 **Flashcards**. Ask children to point to and name an activity and to say if they like it or not.



## At home

## Activity Book - page 86

Answer key:

1. swimming, 2. mountaing biking, 3. horse riding, 4. canoeing, 5. hiking, 6. playing volleyball
- 2 Child's own writing.

## Lesson 2 - SB Page 87

## Language objectives

## Grammar

- Past simple of *be*: questions and statements

## Vocabulary

- *cabin, field, forest, lake, mountain*

## Functions

- Talking about where people were in the past

## Skills objectives

## Listening

- Understand key language

## Writing

- Write the past tense of *be*

## Materials

- Digital Book
- Audio CD 2
- Flashcards Unit 7
- A paper stick-figure person
  - Paper
  - Blu-tack

### Warmer

Display the unit 7 **Flashcards** and teach the different parts of a camp. Write the words on the board: *cabin, field, forest, lake, mountain*. Ask the children to suggest what activities they can do in each area of the camp.

### Lead-in

Draw a picture of a stick figure on paper and cut it out. Get the class to give it a name. Put the figure in the forest on page 87, show it to students and say: *(Johnny) is in the forest*. Then move the figure to the mountains. Say: *Johnny was in the forest but now he is in the mountains*. Write the sentence on the board and highlight the two tenses. Elicit the difference between *was* and *is*.

### 1 2.26 Children listen and write.

**Answer key:** 1. Andy, 2. Dave, 3. Emma, 4. Amber, 5. John, 6. Jen

**Optional extra:** Tell the children to look at the picture for one minute and then close their books. Brainstorm everything they can remember from the picture.

### 2 Children read and write.

**Answer key:** 1. was, 2. was, 3. were, 4. were, 5. was

**Optional extra:** Say some statements either true or not and let the children call out *true* or *false*, for example: *John was at the lake. Maria was with Amber.*

### 3 Children ask and answer.

**Optional extra:** Ask several children in class to change places. Then ask someone to say where each person was before: *David was next to Sara, but now he is next to Daniel. Vanessa and Rachel were next to the window, but now they are next to the door.*

### Wrap up

Give each child a small square of paper and ask them to draw a picture of themselves and write their name on. Invite them out to stick their picture on page 87. Ask children to come out and say where one or two children were yesterday.

## Continuous assessment

Ask the children to write about four of the children from activity 1 to say where they were yesterday.



## At home

**Activity Book** - page 87

**Answer key:**

1. They were canoeing in the lake, 2. They were hiking in the forest, 3. He was reading in the cabin.
- 2 Child's own drawing.

## Audio CD 2



Yesterday everyone was really busy at Camp Kiwanis. They were everywhere in the camp.

Maria and Amber were in the forest. They love horse riding!

Jen was in the field because she loves playing football and John was in his cabin.

Dave and Emma were at the lake.

Dillan really likes hiking so he was in the mountains with Andy.

## Lesson 3 - SB Page 88

### Language objectives

#### Grammar

- Past simple of *be*: questions and answers
- Prepositions of time: *in the afternoon, on Friday, at the weekend*

#### Vocabulary

- Days of the week; *afternoon, morning; cabin, field, forest, lake, mountain, pool*

#### Functions

- Talking about where people were in the past

### Skills objectives

#### Speaking

- Ask and answer questions using the Past simple of *be*

#### Listening

- Demonstrate understanding by placing stickers

#### Reading

- Understand key language

# Unit 7

## Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2
- Squares of coloured card

## Warmer

Review the days of the week by getting the class to say them out loud.

## Lead-in

Ask the children when they do certain activities and whether they do this in the morning or in the afternoon.

## 1 2.27 Children listen and stick.

Answer key:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							

**Optional extra:** The children write a simple timetable for their week last week.

## 2 Children look and circle true or false.

Answer key: 1. T, 2. T, 3. F, 4. T

**Optional extra:** Agree with the children a different movement for each of the prepositions *in*, *on* and *at*. Call out a word (a day, the weekend or part of the day) and ask the children to provide the correct preposition along with the movement, for example, say *Sunday*; the children call out *on Sunday* and stand up.

## 3 Children design a schedule. Then ask and answer.

**Optional extra:** Divide the class into small groups. Give each group a piece of card and get them to draw a summer camp with all the different areas labelled. Display the summer camps around the class.

## Continuous assessment

Teacher's Resource Material: Listening worksheet Unit 7

## At home

Activity Book - page 88

Answer key:

1. at the lake, 2. in the forest, 3. in the mountains, 4. at the lake, 5. at the pool
  2. 1. on - in - lake, 2. on Wednesday in the afternoon - on Sunday in the morning
- **Optional extra:** Write these sentences on the board for the children to copy and complete:  
*I \_\_\_\_\_ in the forest \_\_\_\_\_ Friday.*  
*They \_\_\_\_\_ at the lake \_\_\_\_\_ the afternoon.*  
*I \_\_\_\_\_ in the mountains \_\_\_\_\_ the weekend.*

## Audio CD 2



Last year was so much fun! I was at summer camp in July. Look, this was our timetable.

On Monday morning we were at the lake and then in the afternoon we were in the forest.

On Tuesday morning we were at the pool and in the afternoon we were in the field.

On Wednesday we stayed in the cabins in the morning and then in the afternoon we went to the pool.

Then Thursday was water day! In the morning we were at the lake and in the afternoon we were at the pool.

On Friday we were in the forest in the morning and in the field in the afternoon.

At the weekend we went to the mountains.

## Lesson 4 - SB Page 89

### Language objectives

#### Grammar

- Present simple and Past simple of *be*: singular and plural

#### Vocabulary

- *bank, car park, cinema, library, park, pond, shop, supermarket*

#### Functions

- Comparing a place in the past with the same place now

### Skills objectives

#### Speaking

- Talk about a place using the Past and Present simple tenses

**Reading**

- Understand key language in order to complete an activity

**Materials**

- **Digital Book**
- **Teacher's Resource Material**
- Photos from the Internet comparing a place in the past with the same place now (if possible, of places the children know)

**Warmer**

Show students two pictures comparing a place in the past with the same place now. Get the children to point out the differences between the two pictures. Help them with the tenses.

**Lead-in**

On the board write: *There is a tree. There are lots of trees.* Ask the children to explain the difference between the sentences and draw pictures. Repeat with *There is a tree. There was a tree.* Then with: *There are lots of trees. There were lots of trees.*

**1 Children look, read and circle.**

Answer key:

This was my village when I was / were a little girl. It was / were beautiful. There was / were a pond with ducks on. There was / were a small library and there was / were only two shops. There was / were a park and there was / were lots of trees. It was / were all very green and clean!



**Optional extra:** Children label the different places of the village.

**2 Children cut out, read and complete.**

Answer key:



**Optional extra:** Put the children into groups. Give them photos of different places in the past and now. Let the children look at them and talk about them freely. Volunteers can explain the differences to the rest of the class.

**3 Children compare the village before and now.**

**Optional extra:** Divide the class in half. One half is the *now* side and the others are the *before* side. The sides take it in turns to say one thing to describe the village using their tense only. Award points for correct sentences and facts.

**Wrap up**

Draw a large Venn diagram on the board. Label one circle *now* and the other *before*. Compare the village of Banton now and in the past. Let the children make suggestions and if there is anything unchanged, write it in the centre, where the circles intersect. For things which are different, write them in the corresponding parts.

**Continuous assessment**

**Teacher's Resource Material:** Writing worksheet Unit 7

**Optional extra:** On the board write *is, are, was, were.* Say a sentence with the verb missing and ask the children to provide it. For example: *In the past there \_\_\_\_\_ a lovely park. Now there \_\_\_\_\_ lots of shops.*

**At home**

**Activity Book** - page 89

Answer key:

1



2 From top to bottom: were, are, was, is, is, was, are, were

- **Optional extra:** The children ask at home if people can tell them how the place where they live was different in the past.

**Lesson 5 - SB Page 90****Language objectives****Vocabulary**

- *bush, camping, fox, scared*

# Unit 7

## Skills objectives

### Listening

- Follow the narrative of a story

### Reading

- Understand and follow a narrative
- Show comprehension by recognising if statements are true or false

## Materials

- Digital Book
- Audio CD 2
- Flashcards Unit 7
- Paper
- Black paint
- Wax crayons

## Warmer

Display the unit 7 **Flashcards** and review the summer camp activities. Put the flashcards around the room and then call out: *Let's go (hiking)*. Everyone turns and points to the correct card.

## Lead-in

Ask the children to imagine they are going camping in the forest. What might they see and hear? What animals live in the forest?

## 1 2.28 Children read and listen (1-8).

**Optional extra:** Play the track again and ask comprehension questions: *What's the name of the dog? Where are the girls going? What do they see as they are walking? Who puts up the tent? What does Jill tell them to be careful of? What do they eat?*

## 2 Children read and write *True or False*.

**Answer key:** 1. False, 2. True, 3. False, 4. False, 5. False

**Optional extra:** Ask the children to quietly read the story again and then close their books. Go around the class asking the children to say a word or name from the story. Write the words on the board as the children say them. Continue until they cannot think of more words.

## Fast finishers

Children read the story to themselves quietly.

## Wrap up

Ask children if they have ever been camping. Allow them to share their experiences. Encourage them to give details about where they went, who they were with and what activities they did.

Distribute paper and crayons. Let the children draw a picture of a camping scene at night. They can draw a

scene from the story, one of their own experiences or an imaginary scene. Then they cover the entire picture with watered-down black paint, to make it look like night. Display pictures around the classroom.

## Continuous assessment

Ask the children questions about the story.



## At home

**Activity Book** - page 90

**Answer key:**

1. a dog, 2. the forest, 3. hiking, 4. a fox, 5. 'Don't go out alone!', 6. tell stories
- 2 From left to right, top to bottom: 2, 4, 3, 1, 6, 5

# Lesson 6 - SB Page 91

## Language objectives

### Vocabulary

- bear, fox, fur, torch, scared, tent

## Skills objectives

### Listening

- Follow the narrative of a story

### Reading

- Understand and follow a narrative
- Sequence events in a story

## Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2
- Paper squares

## Warmer

Ask children what they remember about the story. Elicit the names of the characters and the setting of the story.

## 1 2.29 Children read and listen (1-8).

**Optional extra:** Write the following words from the story on the board: *torch, scared, bear, fox, tent, fur*.

Tell the children to look for and underline the words in the story. Clarify the meaning of the words with the whole

class. Finally, they copy the words in their notebooks and draw a picture next to each one.

## 2 Children read and match.

**Answer key:** 1. hear a strange sound in the forest, 2. turns on her torch, 3. run towards the tent and scream, 4. rushes out of the trees.

**Optional extra:** In pairs the children write down one simple question about the story on a piece of paper. Collect the questions and then read them out loud to the entire class. Call on volunteers to answer the questions.

### Wrap up

Write on the board the following sentences that describe what happens in the story:

*The girls hear a noise. Jill and the girls eat dinner. Jill tells a story. Matty and Jill put up the tent. Jill and the girls go hiking in the forest. They see Rusty the camp dog. Jill shines her torch.*

Ask the children to write the sentences in chronological order in their notebooks. They can compare their answers with a partner, and then verify the correct order of the events as a class.

## Continuous assessment

**Teacher's Resource Material:** Reading worksheet  
Unit 7



## At home

**Activity Book** - page 91

**Answer key:**

- 1 2. boys - girls, 3. jokes - stories, 4. Rusty - Jill,  
5. off - on, 6. lake - tent, 7. white - black,  
8. sad - scared
- 2 Child's own writing and drawing.

## Lesson 7 - SB Page 42

### Language objectives

#### Grammar

- Dates
- Ordinal numbers

#### Vocabulary

- Months of the year

#### Functions

- Saying dates

### Skills objectives

#### Reading

- Show understanding of key vocabulary by completing an activity

#### Writing

- Write key vocabulary to complete a birthday calendar using a model as a guide

#### Listening

- Understand key language and complete a calendar

### Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2
- Calendars
- Balloons
- Card
- Decoration materials

### Warmer

Review the months with the children, getting them to chant them with you. Ask: *What month is it now? What month was it last month?*

### Lead-in

Line five children up and tell them to freeze as if they were running in a race. Point to each child and say their position: (*Vicky*) is first, (*Mickey*) is second and so on. Let the children sit down and ask again if they can remember the positions: *Who was (third)? What about (David)? He was fourth.* Teach the children the abbreviations for the ordinal numbers: first: 1<sup>st</sup>, second: 2<sup>nd</sup>, third: 3<sup>rd</sup>, fourth: 4<sup>th</sup>, etc.

### 1 Children write and say.

**Answer key:** 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup>

**Optional extra:** Line all the class up and ask them to say their position in order: *I am (twelfth).* Ask them to sit down and then again say what position they were in the line: *I was (nineteenth).*

### 2 2.30 Children listen and write.

**Answer key:** From top to bottom: 1st October, 23th May, 18th April, 28th December, 10th July, 7th August

**Optional extra:** Write other dates on the board in a column on the left, for example: 25<sup>th</sup> December, 31<sup>st</sup> October, 1<sup>st</sup> January, 14<sup>th</sup> February and any other dates the children will know. On the right of the board write the corresponding celebrations but not in order. Ask children to match the dates to the celebrations.

### 3 Children make a birthday calendar.

**Optional extra:** Let each child decorate their birthday on the calendar.

# Unit 7

## Continuous assessment

Teacher's Resource Material: Language worksheet Unit 7

### At home

Activity Book - page 92

Answer key:

- Mandy: 2<sup>nd</sup>, Dave: 1<sup>st</sup>, Michael: 9<sup>th</sup>, Jon: 3<sup>rd</sup>
1. 14<sup>th</sup> February, 2. It's 25<sup>th</sup> December, 3. It's 31<sup>st</sup> October, 4. It's 17<sup>th</sup> March, 5. It's 1<sup>st</sup> January.

### Audio CD 2



- Girl A** Josh's birthday is on the 1<sup>st</sup> of October.  
**Girl B** Hannah's birthday is in May.  
**Girl A** Mike, when's your birthday?  
**Boy A** It's on the 18<sup>th</sup> of April.  
**Girl A** And Natalie, what date is your birthday?  
**Girl B** It's on Christmas Day! The 25<sup>th</sup> of December.  
**Girl A** Oliver, when's your birthday?  
**Boy B** It's on the 10<sup>th</sup> of July.  
**Girl A** Maya, I know your birthday, it's the same as my mum's, the 7<sup>th</sup> of August!

## Lesson 8 - SB Page 93

### Language objectives

#### Vocabulary

- ball, bed, bike, boy, vacuum, valentine, van, vase, vegetable, vet, victory, village, vine, violet, violin, volcano, volleyball, vulture

#### Pronunciation

- Phonics: v sound

### Skills objectives

#### Speaking

- Identify and produce v sounds

#### Listening

- Differentiate between v and b

### Materials

- Digital Book
- Audio CD 2
- Word cards with v and b words on (one per child)

### Warmer

Write the letter v on the board and say the sound out loud. Get children to imitate the sound. Show them how to put their teeth on their lower lip to make the sound properly. Elicit words that have this sound: *vegetable, volleyball, violin, valentine*. Repeat the procedure with the letter b, showing children how to place both their lips together to make the sound: *boy, banana, blue, bike, bed*.

### 1 Children listen and chant.

**Optional extra:** Read out each line of the poem, but stop for the children to say the v words in each line.

### 2 Children look and complete the words from the chant.

**Answer key:** 1. volcano, 2. vet, 3. violet, 4. village, 5. vacuum, 6. vulture

**Optional extra:** Display v words around the class. Call out words in random order for the children to look for and point to.

### 3 Children listen and circle b or v.

**Answer key:** 1. b, 2. v, 3. v, 4. b, 5. v, 6. b, 7. v, 8. v

### Wrap up

Divide the class into two teams: B and V. The teams take it in turns to say a word starting with their letter. Write the words on the board and award points.

## Continuous assessment

Teacher's Resource Material: Speaking worksheet Unit 7

**Optional extra:** Ask the children to find and copy five words starting with v and five starting with b.

### At home

Activity Book - page 93

Answer key:

1. village, 2. vegetable, 3. vase, 4. vulture, 5. volcano, 6. violin  
Child's own drawing

2

1. \_b\_ear
2. \_v\_ulture
3. \_b\_room
4. \_v\_olleyball
5. \_b\_oots
6. \_v\_est



## Audio CD 2



1 boy	4 bike	7 violin
2 volleyball	5 vegetables	8 vase
3 vine	6 bed	

## Lesson 1 - SB Page 94

## Language objectives

## Vocabulary

- *glass, metal, organic, paper, plastic; conserve water, plant trees, pick up rubbish, recycle bottles, turn off the lights*

## Functions

- Learning about taking care of the environment

## Skills objectives

## Speaking

- Talk about recycling

## Reading

- Relate text to pictures

## Materials

- Digital Book
- 4 large boxes
- 4 large rubbish bags
- Paint

## Warmer

Write the word *forest* on the board. Ask the first child in the first row say a word related to the forest, for example, *tree*. The second child then says a word related to the previous word, and so on: *forest, tree, bird, sing, radio, TV...* When the children run out of ideas, provide another nature word to start a new chain: *mountain*.

## Lead-in

Write the following phrases on the board: *pick up rubbish, recycle bottles, plant trees, conserve water, turn off the lights*. Read each phrase out loud and clarify its meaning using mime and/or simple drawings on the board.

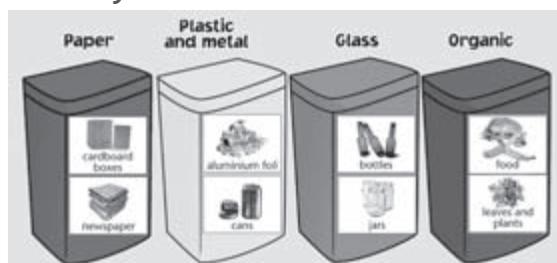
## 1 Children read and number.

**Answer key:** From left to right: 2, 3, 4, 5, 1

**Optional extra:** Divide the class into groups and let them talk about what they do at home to help Earth. Let them suggest how they could do more to help.

## 2 Children look and stick. They say what they recycle.

**Answer key:**



**Optional extra:** Write the headings on the board: *Paper, Plastic, Metal, Glass, Organic*. Ask them to look around the classroom and decide what things are made of.

## Wrap up

Divide the class into four groups and distribute one box to each group. Assign one of the following words to each group and have them label their box: *Paper, Glass, Organic and Plastic and metal*. Let each group decorate their box. Line the boxes with plastic rubbish bags and place them in a special area of the classroom. Encourage the children to use the boxes to recycle and collect rubbish. Throw away the organic matter every day and take the recyclable materials to a recycling centre.

## Continuous assessment

Ask the children to write down one way that they are going to help earth. Let them start with: *I want to help earth. I want to \_\_\_\_\_*



## At home

## Activity Book - page 94

**Answer key:**

**1** From top to bottom: Lisa, Jen, Nick, Kelly, Jordy, Dan

**2**



- **Optional extra:** Ask children to write down one way that they are going to help Earth. Let them start with: *I want to help Earth. I want to...*

## Lesson 10 - SB Page 95

## Language objectives

## Grammar

- Present simple 3<sup>rd</sup> person singular

## Vocabulary

- *air, ground, litter, pollution, water; recycle, reduce, reuse*

## Skills objectives

## Speaking

- Participate in a song

## Reading

- Understand language through a song

## Writing

- Make a poster about Earth Day

## Materials

- Digital Book
- Audio CD 2
- Strips of coloured paper
- Glue

## Warmer

Write the word *pollution* on the board. Explain to children what it means and name kinds of pollution (air, water, noise, light).

## Lead-in

Write the word *litter* on the board. Tell children that it refers to rubbish that people have thrown on the ground (throw some paper on the floor to demonstrate). Ask children how litter on the floor makes them feel and what should people do about it. Take children outside to pick up any litter that is in the playground. Remind them to be safe about what they pick up from the ground. Put any of the litter that can be recycled into the recycling boxes made in the previous lesson (see page 267). Make sure the children wash their hands afterwards.

1  2:33 Children listen and sing.

**Optional extra:** Write the words *reduce, reuse* and *recycle* on the board. Explain that *to reduce* means to produce less rubbish. Elicit ways of reducing:

*Buy only what you need. Borrow some things and share things with others. Buy products that can be reused.*

*Use rechargeable batteries. Buy products with little packaging. Sell or give away things you don't want.*

Then ask children how the following things can be reused: *plastic bags, glass jars, plastic food containers, newspaper, old clothes, scrap paper.*

Finally, talk about recycling and encourage children to use the recycling boxes in the classroom. Talk about what they can do at home to recycle more.

## 2 Children read and make a class poster.

**Optional extra:** If possible, let groups of children share their posters with other classes to make everyone aware of ways to save the planet.

## Wrap up

Make ecology chains. Give each child several strips of different-coloured paper. Ask them to write a suggestion for protecting our planet on each strip, for example: *Plant a tree. Reuse plastic bottles.* Then show them how to link and glue their strips together to make a paper chain. Invite individual children to read the sentences in their chain out loud. Finally, link all the chains together to make one or two long chains that can be hung around the classroom as decoration.

## Continuous assessment

Ask children to write three ways to help the planet.



## At home

Activity Book - page 95

Answer key:

1 2. the lights, 3. rubbish, 4. your bike, 5. trees, 6. water, 7. endangered animals, 8. plastic and paper bags.

2 From left to right, top to bottom: 8, 3, 6, 5, 7, 2, 4, 1

## Review - SB Pages 96 &amp; 97

## Language objectives

## Grammar

- Present and Past simple *be*
- Prepositions of time: *in, on, at*
- Dates

## Vocabulary

- Camp places and activities

## Functions

- Describing things in the past and now

## Skills objectives

### Speaking

- List objects children can remember seeing

### Listening

- Review the target vocabulary and grammar

### Reading

- Demonstrate comprehension by answering questions

### Writing

- Write a list using the past tense of *be*

## Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2
- Flashcards Unit 7

## Warmer

Write these headings on the board: *Summer camp places, Activities*. Ask children to come to the board and write a word in the correct column.

## Lead-in

Hold up the unit 7 **Flashcards** one at a time and get the children to call out what the activity is and then to mime doing it.

## 1 2,3,4 Children listen and colour.

## 2 Children look and write.

**Answer key:** 1. There was a book, 2. There were two pencils, 3. were three, 4. There was, 5. There was, 6. There was, 7. There were, 8. There was

**Optional extra:** Ask the children to try and recall things from their classroom last year and remind the rest of the class about them.

## 3 Children look, remember and say.

**Optional extra:** Let the children play in small groups, each providing items for the memory game. The person who remembers the most things is the winner.

## Audio CD 2



Last year my door was yellow. Now it's green.  
Now my bed cover is red. Last year it was orange and brown.  
Last year my table was white, now it's blue.  
Now my chair is black but last year it was purple.

## 4 Children complete the sentences.

**Answer key:** 1. at, 2. in, 3. on, 4. in, 5. on

**Optional extra:** Divide the class into three groups: *At, In* and *On*. Call out a word and the corresponding group stand up and say their word, for example, say: *April*. The *In* group stand up and say: *in April*.

## 5 Children read and answer.

**Answer key:** 1. 2<sup>nd</sup> August, 2. It was 1<sup>st</sup> August, 3. At the pool, 4. Yes, she can, 5. No, she loves summer camp.

## Wrap up

Play a game of *I spy*. Say, for example: *I spy with my little eye a water activity*. Let the child who guesses correctly have a turn to give the next clue.

## Final evaluation

**Teacher's Resource Material:** Test Unit 7



## At home

### Activity Book - pages 96-97

**Answer key:**

1



2 1. was - was - forest, 2. was - was - mountains, 3. were - were - lake

3 1. on, 2. in, 3. on, 4. in, 5. at, 6. horse riding, 7. swimming, 8. Saturday, 9. mountain biking, 10. in, 11. horse riding, 12. in, 13. Child's own writing.

### Activity Book - page 118

The **Picture Dictionary** on page 118 gives children an illustrated reference of the main vocabulary in Unit 7 with extra listening practice.



## More practice

Students do the interactive activities in **The Young Achiever's Games** in class or at home.

# Unit 8

# Around the world

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> <li>• <i>there is, there are</i></li> <li>• <i>have got</i></li> <li>• <i>any</i></li> <li>• <b>Questions:</b> <i>How many, When, Where, What</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Countries:</b> <i>Argentina, Canada, China, Egypt, France, Germany, India, Ireland, Italy, Japan, New Zealand, Peru, Spain, Turkey</i></li> <li>• <b>Adjectives:</b> <i>blond, dark, light; curly, long, short, straight</i></li> <li>• <b>Celebrations:</b> <i>Diwali, Moon festival, Reveillon</i></li> <li>• <b>Directions:</b> <i>along, cross, next, opposite, straight on, through, turn left/right</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Phonics:</b> <i>h or j</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Colours</b></li> <li>• <b>Places in school</b></li> <li>• <b>Directions</b></li> <li>• <b>Parts of the face</b></li> </ul>

## Language objectives

Grammar	Functions
<ul style="list-style-type: none"> <li>• To use the Present simple to describe people</li> <li>• To ask questions using <i>Wh-</i> words: <i>When...? What...? Where...?</i></li> </ul>	<ul style="list-style-type: none"> <li>• To say where people are from</li> <li>• To describe physical attributes</li> <li>• To ask questions about celebrations</li> <li>• To give directions</li> </ul>
Vocabulary	Pronunciation
<ul style="list-style-type: none"> <li>• To identify and name countries</li> <li>• To describe people</li> <li>• To give directions</li> </ul>	<ul style="list-style-type: none"> <li>• To discriminate between <i>h</i> and <i>j</i></li> </ul>

## Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> <li>• To say where people are from</li> <li>• To sing along to a song to reinforce target language</li> <li>• To join in with a song</li> <li>• To identify and differentiate between <i>h</i> and <i>j</i> sounds</li> <li>• To recite a poem</li> <li>• To ask and answer questions</li> <li>• To give physical descriptions of people</li> </ul>	<ul style="list-style-type: none"> <li>• To read and follow a simple story</li> <li>• To understand key language and show comprehension by completing activities</li> <li>• To understand key language in order to complete an activity</li> <li>• To understand and follow a narrative</li> <li>• To show comprehension by answering <i>true or false</i></li> <li>• To read and choose a correct word through understanding context</li> <li>• To read directions and follow a map</li> <li>• To read a poem</li> <li>• To show comprehension by answering questions</li> </ul>
Listening	Writing
<ul style="list-style-type: none"> <li>• To associate countries with flags</li> <li>• To understand key language through a song</li> <li>• To understand and identify key vocabulary</li> <li>• To understand in order to place stickers correctly</li> <li>• To follow the narrative of a story</li> <li>• To listen and follow directions</li> <li>• To differentiate between <i>h</i> and <i>j</i></li> <li>• To review the target vocabulary and grammar</li> </ul>	<ul style="list-style-type: none"> <li>• To write key vocabulary</li> <li>• To write a physical description</li> <li>• To answer questions</li> <li>• To make a poster about a celebration</li> <li>• To write directions</li> </ul>

## Assessment criteria

- Check children can identify, understand and produce the key grammar structures.
- Check children can identify, understand and produce the key vocabulary.
- Check children participate in pair and group work activities and are able to share information.
- Check children are progressing in their ability to write words and sentences.

## Materials

- **Digital Book**
- **Audio CD 2**
- **Teacher's Resource Material**
  - Language worksheet Unit 8, pages 25-27: Lesson 7
  - Reading worksheet Unit 8, page 43: Lesson 6
  - Writing worksheet Unit 8, page 55: Lesson 4
  - Speaking worksheet Unit 8, page 67: Lesson 8
  - Listening worksheet Unit 8, page 77: Lesson 3
  - Test Unit 8, pages 140-145: Unit 8 Review
- **Flashcards Unit 8**
- **Extra**

Realia: clothes, sunglasses, umbrella	Old magazines
World map	Paper squares Beethoven's <i>Moonlight Sonata</i>
Pictures of people in traditional costume from around the world	Paint
Paper	Pictures of genuine Chinese lanterns from the Internet
Paints or crayons	A small piece of card for each child
Pictures or books of Cinderella	Children's passport photos

## Go digital!

### Digital book

Complete the activities with the children on the IWB.

### More practice

Provides extra interactive practice which can be used at the end of the unit in class or as homework. There are seven activities in each unit.

For suggestions on how to exploit the course resources see our **Activity Bank**, pages 14-17

## Key competences

LC



### Linguistic competence

Children develop listening, speaking, reading and writing skills. Children learn some basic language for saying where people are from and describing physical appearance. Children learn to ask questions about quantity and to ask about celebrations. Children learn to give directions. Children learn grammar rules, vocabulary and phonics for pronunciation.

MST



### Mathematical competence and basic competences in Science and Technology

Children develop and apply mathematical thinking to explain the natural world. Children learn to express quantities and to give directions.

DC



### Digital competence

Children become familiar with the use of technology as a tool to reinforce language acquisition. Children use the video and interactive whiteboard material.

SCC



### Social and civic competence

Children learn basic social interaction patterns and social conventions to help them become competent citizens, such as working in pairs, playing games and acting out stories. They talk about celebrations.

CAE



### Cultural awareness and expression

Children develop drawing and colouring skills and creativity. They enjoy saying a chant, singing a song and performing craft tasks. They learn about countries and celebrations.

LL



### Competence in learning to learn

Children develop using strategies to improve the learning process like observing, linking, matching, etc.

IE



### Sense of initiative and entrepreneurship

Children show initiative revising the content of the unit in the review section and making decisions regarding the craft activity.

## Lesson 1 - SB Page 48

### Language objectives

#### Vocabulary

- Argentina, Egypt, Germany, Ireland, Italy, Japan, New Zealand, Turkey

### Skills objectives

#### Speaking

- Say where people are from

#### Listening

- Associate countries with flags

#### Reading

- Read and follow a simple story

### Materials

- Digital Book
- Audio CD 2
- Flags for the countries on page 98

### Attention to diversity

Encourage children from other countries to talk about where they are from and to feel proud of their country.

### Warmer

Display the unit 8 Poster. Invite children to come out, point to and name any country they know. Write the names of the countries as they say them.

### Lead-in

Let the children look at the story on page 98. Ask questions about the pictures: *What are the children celebrating? What can you see in the pictures?*

### 1 2.35 Children read and listen.

**Values:** Ask the children how the friends responded to George's fears: *Did they laugh at him? Did they make fun of him? Were they understanding?* Let the children reflect on how they react when their friends feel worried or scared. Ask children how they feel when someone is supportive and helps them face their fears.

### 2 2.36 Children listen and match.

**Answer key:** 1. Japan, 2. Italy, 3. Turkey, 4. Argentina, 5. New Zealand, 6. Egypt, 7. Germany, 8. Ireland

**Optional extra:** Display the unit 8 Poster and ask children to locate the flags from the activity on the T-shirts of the children.

### 3 Children say where they or members of their family are from.

**Optional extra:** Ask children to talk about other countries they have been to and their experiences there.

### Wrap up

Play *Hangman*. Make a small line on the board for every letter in the word *Germany*. Draw a scaffold on another part of the board. Tell the children that this is the name of a country. Let them guess letters that might be part of the word. Repeat with other countries.

### Initial evaluation

Place the flags on the board. Ask children to point to and name the countries they represent.

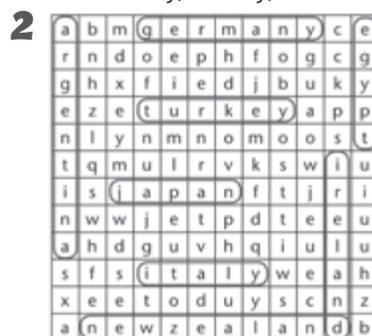


### At home

**Activity Book** - page 98

**Answer key:**

1. Japan, 2. Turkey, 3. New Zealand, 4. Egypt, 5. Germany, 6. Italy, 7. Ireland, 8. Argentina



### Audio CD 2



- 1 The flag of Japan is white with a red circle in the middle.
- 2 The flag of Italy is green, white and red.
- 3 The flag of Turkey is red with a white moon and star.
- 4 The flag of Argentina is light blue and white.
- 5 The flag of New Zealand is blue with four red stars on and the British flag in the corner.
- 6 The flag of Egypt has got a golden eagle in the centre.
- 7 The flag of Germany is black, red and yellow.
- 8 The flag of Ireland is green, white and orange.

## Lesson 2 - SB Page 99

### Language objectives

#### Grammar

- *There is/There are*

#### Vocabulary

- *Canada, China, France, India, Peru*

#### Functions

- Saying where people are from

### Skills objectives

#### Listening

- Understand key vocabulary in a short descriptive text.

#### Reading

- Understand key language in introductions and assess with use of stickers

### Materials

- Digital Book
- Audio CD 2
- World map
- Pictures of people in traditional costume from around the world

### Warmer

Display a world map. Ask children if they can find their own country on the map and invite a volunteer up to point it out. Then ask them to name other countries. Make a list of the countries they name on the board. Then read the list of countries out loud one by one. Ask volunteers to come up and point to each country on the map as you name it.

### Lead-in

Ask *Where's (France)?* Invite a volunteer to the front to point it out. If none of the children can locate France on the map, point to it yourself. Say *This is France* and ask them to repeat. Repeat the procedure with *Peru, China, Canada* and *India*.

### 1 237 Children listen and complete.

Answer key:

Students	France	Peru	China	Canada	India
1	✓	✓	✓		✓
2	✓	✓	✓		
3	✓	✓			
4		✓			

**Optional extra:** Draw children's attention to the flags and ask them questions: *What colour is the flag from (France)? How many stars has the flag from China got? What has the flag from Canada got in the middle?* Ask children if they have met any people from these countries. Encourage them to share their experiences with the class.

### 2 Children ask and answer questions about the graph.

**Optional extra:** Let the children ask the same types of questions about their own class but naming local areas rather than countries.

### 3 Children read and stick.

Answer key:



**Optional extra:** Ask the class to predict which countries the children are from before completing with the stickers.

### Wrap up

Distribute pictures of people from around the world in traditional costume. Ask the children to describe the clothes and guess which countries they are from.

### Continuous assessment

The children draw a picture of a child and write a sentence to describe what they are wearing.

### At home

Activity Book - page 99

Answer key:

- 1 From left to right: China, India, Canada, Peru, France. 1. There are two, 2. No, there aren't.
- 2 three, two, France, one, Canada
- 3 1. shirt, 2. hat

- **Optional extra:** Give each child the name of a country. Ask them to research and draw the flag for that country to decorate the class.

## Audio CD 2



The International School has students from all around the world. In Class 2, there are three students from France. There are four students from Peru. There are two students from China. There aren't any students from Canada. There is one student from India.

## Lesson 3 - SB Page 100

### Language objectives

#### Grammar

- *have got*: affirmative, 1<sup>st</sup> and 3<sup>rd</sup> person

#### Vocabulary

- *black, blond, blue, brown, green, red; dark, light; curly, long, short, straight; eyes, hair*

#### Functions

- Describing physical attributes

### Skills objectives

#### Speaking

- Join in with a song

#### Listening

- Understand and differentiate between key language

#### Reading

- Understand key language and show comprehension by completing activities

#### Writing

- Write a physical description

### Materials

- Digital Book
- Audio CD 2
- Teacher's Resource Material
- Flashcards Unit 8
- Paper
- Paints or crayons
- Old magazines

### Warmer

Display the unit 8 **Flashcards** and teach the new adjectives to describe hair. Show one flashcard at a time and ask the children to raise their hand if the adjective describes their hair.

### Lead-in

Describe yourself to the children and then ask volunteers to describe their eyes and hair.

### 1 Children listen and write *Tim or Lee*.

**Answer key:** 1. Tim, 2. Lee

**Optional extra:** Put the unit 8 picture **Flashcards** in a column on the left side of the board and the word cards on the right. Ask volunteers to match them.

### 2 Children sing the song.

**Optional extra:** The children get together in small groups to rehearse the song. They then perform it for the rest of the class.

### 3 Children read and number.

**Answer key:** From left to right: 3, 1, 4, 2

**Optional extra:** Give out old magazines. Ask the children to find a face they like, cut it out and describe it.

### 4 Children underline the words that describe them and their friend.

**Answer key:** Child's own answers.

**Optional extra:** Give the children instructions for standing up according to their physical features: *Stand up if you've got (long) hair. Sit down. Stand up if you've got (blue eyes). Sit down. Stand up if you've got (brown curly) hair.*

### 5 Children write sentences to describe them and their friend.

**Optional extra:** Give the children a model on the board to help them if necessary:

*My name is \_\_\_\_\_. My friend's name is \_\_\_\_\_.  
I've got \_\_\_\_\_ hair and \_\_\_\_\_ eyes.  
He's/She's got \_\_\_\_\_ hair and \_\_\_\_\_ eyes.*

### Wrap up

The children paint self-portraits. Get them to draw themselves from the shoulders up so that they can focus on their face.

Collect the portraits. Hold them up one at a time and lead children in describing each one: *He's got (short brown hair).*

### Continuous assessment

**Teacher's Resource Material:** Listening worksheet Unit 8

 **At home**

**Activity Book** - page 100

Answer key:

**1** From left to right: 3, 4, 1, 2

**2** Child's own drawing and writing.

- **Optional extra:** The children write descriptions of two family members.

## Lesson 4 - SB Page 101

### Language objectives

#### Grammar

- *When / What / Where...?*

#### Vocabulary

- *Diwali, Reveillon; candles, clothes, presents*

#### Vocabulary

- Asking questions about celebrations

### Skills objectives

#### Listening

- Understand in order to place stickers correctly

#### Reading

- Understand key language in order to complete an activity

### Materials

- **Digital Book**
- **Teacher's Resource Material**
- **Audio CD 2**
- Paper
- World map

### Warmer

Write the phrase *Happy New Year!* on the board. Elicit the date of New Year's Day and write it on the board. Explain that most people in the world celebrate the New Year on 1<sup>st</sup> January. However, in some places such as China, they use a different calendar and therefore, the New Year is celebrated at a different time.

### Lead-in

Give each child a piece of paper and ask children to draw one thing they associate with the New Year on their paper. Call five volunteers to the front and ask them to

hold up their pictures and explain what they drew. Repeat the procedure with other groups of volunteers.

### 1 2.40 Children listen and stick.

Answer key:



**Optional extra:** Display a world map and point to India and Brazil. Elicit any information the children know about these countries. Ask them what language people speak in these countries. Clarify that people in Brazil speak Portuguese and people in India speak English as well as other indigenous languages.

### 2 Children read and match.

Answer key: From top to bottom: 5, 3, 1, 2, 6, 4

**Optional extra:** Divide the class in half. Get one half to read out one of the questions in chorus and the other half to read out the answer.

### Fast finishers

Children close their books and write a sentence with each of the verbs: *wear, visit, decorate* and *go*.

### Wrap up

Write the following sentences on the board:

*In the summer, we wear shorts and T-shirts. We eat lots of ice cream at home and we play football in the park at night.*

Write the following question clues below the sentences:  
*When...?, What...?, Where...?*

In their notebooks, ask the children to write as many questions about the sentences as they can, using the clues: *When do they wear shorts? When do they play football? What do they wear in the summer? What do they eat? What do they play? Where do they play football? Where do they eat ice cream?*

Elicit the questions and write them on the board.

### Continuous assessment

**Teacher's Resource Material:** Writing worksheet  
Unit 8

## At home

### Activity Book - page 101

Answer key:

- 1 celebrate, visit, eat
  - 2 1. When, 2. Where, 3. Who, 4. When, 5. What
  - 3 From top to bottom: 4, 2, 5, 1, 3
- **Optional extra:** Ask the children to write questions they might ask about the Chinese New Year to find out more information.

## Audio CD 2



New Year in India is called *Diwali*. It's celebrated in October or November. They wear colourful, new clothes. They visit their relatives. They bring presents. They decorate their homes with candles.

New Year in Brazil is called *Reveillon*. It's celebrated on 1<sup>st</sup> January. They wear white clothes. They go to the beach with friends. They float candles and flowers on small boats.

## Lesson 5 - SB Page 102

### Language objectives

#### Vocabulary

- chores, festival, fish, magic, stepmother

### Skills objectives

#### Listening

- Follow the narrative of a story

#### Reading

- Understand and follow a narrative
- Show comprehension by answering *true* or *false*

### Materials

- Digital Book
- Audio CD 2
- Pictures or books of Cinderella

### Warmer

Show the children a picture or book of Cinderella. Write the name on the board. Ask children to think of words related to the story and write them on

the board. Recount the story in English very simply with the children's help.

### Lead-in

Tell the children that there are different versions of the story of Cinderella in many cultures, and that today they will be reading the Chinese version. Let them look at the pictures and name as many elements as they can: *girl, fish, plant, old man, lake, flowers*, etc.

### 1 2:41 Children read and listen (1-8).

**Optional extra:** Ask comprehension questions about this part of the story: *What happens to Yeh-Shen's mother and father? Is her stepmother kind to her? Who is Yeh-Shen's only friend? What does Yeh-Shen do every day? Who kills the fish? What does the old man say? When is the festival? Who goes to the festival? What do they wear?*

### 2 Children read and circle true (T) or false (F).

**Answer key:** 1. F, 2. T, 3. T, 4. F

**Optional extra:** Ask the children to take turns reading this first part of the story out loud, a sentence or two each. As the children read, underline any mispronounced words in your book. Once they have come to the end, review the correct pronunciation of the words with the entire class.

### Fast finishers

Children read the story to themselves quietly.

### Wrap up

Write the following adjectives from the story on the board: *beautiful, cruel, white, golden, dead, old, magic* and *elegant*. Clarify the meaning of the words.

Ask the children questions about who or what each of the adjectives refers to in the story: *Who is (beautiful)? The fish and Yeh-Shen.*

### Continuous assessment

The children describe Yeh-Shen's physical appearance.

## At home

### Activity Book - page 102

Answer key:

- 1 1. Yeh-Shen lives with her stepmother and stepsister, 2. The fish is white and has got golden eyes, 3. Yeh-Shen wears a blue gown.
- 2 From left to right: 2, 3, 1  
Child's own colouring.
- 3 1. The fish, 2. Yeh-Shen, 3. The stepmother, 4. The old man.

## Lesson 6 - SB Page 103

### Language objectives

#### Vocabulary

- *gown, king, slipper*

### Skills objectives

#### Listening

- Follow the narrative of a story

#### Reading

- Understand and follow a narrative
- Read and choose a correct word through understanding context

### Materials

- Digital Book
- Audio CD 2
- Teacher's Resource Material

### Warmer

Ask children what they remember about the story. Write the following headings on the board:

*Title of the story:*

*Setting:*

*Characters:*

*Problem:*

Elicit the information for each heading and write it on the board.

### Lead-in

Play Track 2.42 and ask the children to just listen without opening their books. Ask the children some questions:

*Who was her only friend? Was her stepmother nice?*

*Was Yeh-Shen beautiful?*

### 1 2.42 Children read and listen (1-8).

**Optional extra:** Play the track again, pausing after each scene. Reread each part of the story to the children, conveying meaning through mime and simple pictures on the board.

Then read the story out loud in unison with the class and encourage children to point to the text as they read along. Encourage them to ask questions to clarify meaning.

### 2 Children read and circle.

**Answer key:** 1. bones, 2. slipper, 3. Yeh-Shen, 4. Yeh-Shen

**Optional extra:** Write some scrambled words from the story on the board, for example: *gown, king, stepmother, golden, festival, slipper*. Put the children into pairs and

give them two minutes to write as many words as possible correctly. Invite volunteers out to write the words on the board.

### Wrap up

Write the following sentences on the board:

*She goes to the festival. He puts the slipper in a pavilion.*

*She steals the slipper at night. She wears a gown.*

Next to the sentences write the words *When, Where* and *What*.

Divide the class into pairs and have them try to write appropriate questions for the sentences. If this proves too difficult, you can write the following on the board and just have the children choose the correct *Wh-* words to complete the questions:

1 \_\_\_\_\_ *does she steal the slipper?*

2 \_\_\_\_\_ *does she go?*

3 \_\_\_\_\_ *does she wear?*

4 \_\_\_\_\_ *does he put the slipper?*

Check answers as a class.

Ask children what things this story has in common with the Cinderella story they know and what things are different.

### Continuous assessment

**Teacher's Resource Material:** Reading worksheet Unit 8



### At home

**Activity Book** - page 103

**Answer key:**

**1** 1. beautiful, 2. festival, 3. stepmother, 4. pavilion, 5. slipper, 6. China

**2** 1. give elegant clothes to Yeh-Shen, 2. is wearing a beautiful blue gown, 3. arrest Yeh-Shen, 4. falls in love with Yeh-Shen, 5. live happily ever after.

## Lesson 7 - SB Page 104

### Language objectives

#### Grammar

- Directions

#### Vocabulary

- *along, cross, next, opposite, straight on, through, turn left/right*

#### Functions

- Giving directions

# Unit 8

## Skills objectives

### Listening

- Listen and follow directions

### Reading

- Read directions and follow a map

## Materials

- Digital Book
- Audio CD 2
- Teacher's Resource Material

## Warmer

Draw on the board a simple floor plan of the area of the school that houses the classroom. Ask for the children's help in labelling the different rooms.

## Lead-in

Give a description of how to get to a place near to the class, for example, the bathroom or another class: *Turn right. Go to the end of the corridor. It's next to Class 1.* Divide the class into pairs and ask them to write the name of the room you have given directions to. On the count of three, tell them to call out the name of the room.

## 1 Children read and write the rooms.

Answer key:



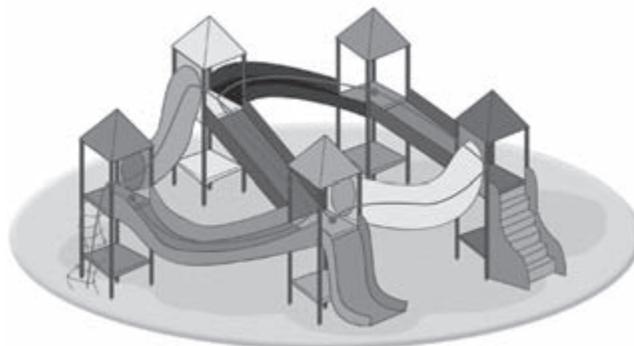
**Optional extra:** Take the children on a guided tour of the school, giving directions as you walk.

## 2 Children give directions to the other rooms.

**Optional extra:** Put the children into small groups. Let them give each other directions to real places in the school.

## 3 2.43 Children listen, follow and say where they are.

Answer key:



**Optional extra:** If possible, take the children to the gym or playground and create an obstacle course. Use equipment that the children have to go under, over and through. Let the children play with the course and then encourage them to describe what they have to do, for example: *We go over the chairs, then we go through the tube and then we go under the table.* They can give each other directions.

## Wrap up

Children draw a park playground with ladders, tubes and towers. They then work in pairs to give each other directions to get to different points in it.

## Continuous assessment

**Teacher's Resource Material:** Language worksheets Unit 8

**Optional extra:** Ask the children a question: *How do I get to the (head teacher's office)?* Ask them to write the directions for you.

## At home

**Activity Book** - page 104

Answer key:

**1** 1. School, 2. Book shop, 3. Sweet shop, 4. Cinema

**2** 1. under, 2. through, 3. over

- **Optional extra:** The children draw a map of their house and write how to get from the front door to their bedroom.

## Audio CD 2



First climb up the ladder to the blue tower. Go through the green tube, then along the red bridge. Where are you?

Now go through the yellow tube. Turn left in the red tower and cross the blue bridge. Where are you?

Now go straight on over the black bridge, turn left and cross the red bridge. Turn right at the green tower and cross the pink bridge. Where are you?

## Lesson 8 - SB Page 105

## Language objectives

## Vocabulary

- *ham, hamburgers, horse, hot dogs, house; jacket, jam, jar, jeans, jelly, jellybeans, jet, juice, jump*

## Pronunciation

- Phonics *h* and *j*

## Skills objectives

## Speaking

- Identify and differentiate between *h* and *j* sounds

## Listening

- Differentiate between *h* and *j*

## Materials

- Digital Book
- Audio CD 2
- Teacher's Resource Material
- Paper squares

## Warmer

Divide the board in two and put a heading in each section: *H* and *J*. Say the word *ham* and ask the children which side it goes on. Repeat with the word *jam*. Practise pronouncing both words several times with the children.

## Lead-in

Point to the words *jam* and *ham* on the board. Get the children to practise pronouncing each word with a hand in front of their mouth. With the word *ham* they should feel their breath forced onto their fingers. Repeat with other pairs of words, for example, *jump* and *hump*, *jot* and *hot*, *jug* and *hug*.

## 1 Children listen and chant.

**Optional extra:** Read out each sentence but stop for the children to say the *j* and *h* words.

## 2 Children read the chant and write what Jerry and Harry want.

**Answer key:** Jerry: jellybeans - juice - jam,  
Harry: hamburgers - hot dogs - ham

**Optional extra:** As they listen, the children underline the words with two different coloured crayons: red for the *j* words and blue for the *h*.

## 3 Children listen and repeat.

**Optional extra:** Give each child two paper squares. Tell them to write *j* in red crayon on one side and *h* in blue crayon on the other. Say a word starting with either *j* or *h* and tell the children to hold up the corresponding square. Then write the word so they can check if they have the correct answer or not.

4 Children listen and circle *h* or *j*.

**Answer key:** 1. *j*, 2. *h*, 3. *j*, 4. *j*, 5. *j*, 6. *j*, 7. *h*, 8. *j*, 9. *j*

**Optional extra:** Children write the word for each picture.

## Wrap up

The children draw a picture of Jerry surrounded by the things he likes. They can add other *j* pictures too. They do the same for Harry. Display the pictures and practise saying the words with the whole class.

## Continuous assessment

**Teacher's Resource Material:** Speaking worksheet Unit 8

## At home

**Activity Book** - page 105

**Answer key:**

1



2 1. jean, 2. helicopter, 3. horse, 4. jacket, 5. house, 6. jaguar, 7. jar, 8. jet

## Audio CD 2



1 jar	4 jeans	7 horse
2 house	5 jelly	8 jump
3 jet	6 juice	9 jacket

## Lesson 1 - SB Page 106

### Language objectives

#### Functions

- Learning about a traditional Chinese festival

#### Vocabulary

- cakes, lanterns, moon

### Skills objectives

#### Speaking

- Recite a poem

#### Reading

- Read a poem
- Show comprehension by answering questions

#### Writing

- Answer questions

### Materials

- Digital Book
- Beethoven's *Moonlight Sonata*
- Paper
- Paint
- Paintbrushes
- Pictures of genuine Chinese lanterns from the Internet

### Warmer

Draw a picture of the moon on the board and write the word *moon* next to it. Brainstorm words related to the moon and write their responses around the picture.

### Lead-in

Explain that the moon plays an important role in many cultural celebrations around the world, and that today they will be learning about a special moon celebration in China.

### 1 Children read and say the poem.

**Optional extra:** Ask the children to underline all the words with the long *i* sound.

### 2 Children read and number the pictures.

Answer key:



**Optional extra:** Ask questions about the picture:

*How many people can you see? Where is the family? Is it day or night? What's on the table? Does the boy look hungry?*

### 3 Children ask and answer.

**Answer key:** 1. In September, 2. Family and friends, 3. outside, 4. Moon cakes and pomelos, 5. Recite poems about the moon, 6. Bright lanterns.

**Optional extra:** Show the children pictures of genuine Chinese lanterns. Show them how to write the word *moon* with Chinese characters to decorate their lantern.

月

### 4 Children cut out and make a Chinese paper lantern.

**Optional extra:** Distribute paint, paintbrushes and paper. Tell the children they are going to hear a piece of music dedicated to the moon. Play Beethoven's *Moonlight Sonata*. As the children listen to the music, let them paint how it makes them feel. Play the piece several times. At the end of the activity, talk about the music and whether they liked it or not.

### Wrap up

The children get into groups and practise reciting the poem, either as a group together or sharing out the lines between them. When they have rehearsed, let them perform for the whole class.

## Continuous assessment

**Teacher's Resource Material:** Speaking worksheet  
Unit 8



## At home

**Activity Book** - page 106

Answer key:

- 1** From top to bottom, left to right: 2, 4, 1, 6, 5, 3
  - 2** 1. They celebrate Reveillon on 1<sup>st</sup> January, 2. They go to the beach, 3. They celebrate Diwali in India, 4. Women wear beautiful jewellery.
- **Optional extra:** Encourage the children to recite the poem at home.

## Lesson 10 - SB Page 107

### Language objectives

#### Vocabulary

- Months of the year; *Bonfire Night, Diwali, Halloween, Moon Festival, Reveillon*; *celebrate*

#### Grammar

- Present simple questions

### Skills objectives

#### Speaking

- Ask and answer questions

#### Writing

- Make a poster about a celebration

### Materials

- **Digital Book**
- World map
- Dice

### Attention to diversity

Encourage children from other countries to share their experiences of special celebrations in their culture.

### Warmer

Ask the children to recall the different celebrations they have looked at in the unit.

### Lead-in

Divide the board into three columns with the headings: *Moon Festival, Diwali, Reveillon*. Ask children what they can remember about the festivals and write it in the corresponding column.

### 1 Children look and write.

**Answer key:** 1. Reveillon, 2. Moon Festival, 3. Diwali

**Optional extra:** Ask the children to remember which country each of the celebrations belongs to and find them on the map.

### 2 Children choose a celebration and play *Roll and ask.*

**Optional extra:** Write the following on the board:

*Diwali* = 1

*Reveillon* = 2

*Chinese Moon Festival* = 3

Say different words or phrases related to each celebration and the children say the corresponding number: *Brazil. Number 2!*

Continue with other phrases: *colourful clothes, eat mooncakes, recite poems, China, India, float candles, bring presents, party on the beach, decorate home with candles, look at the moon.*

### 3 Children ask and answer questions about the celebrations.

**Optional extra:** Write the headings on the board:

*Countries, Celebrations, Activities, Food, Crafts* and ask the children to supply words for each category.

### 4 Children make a poster about a celebration.

**Optional extra:** Children make festival labels to stick on the world map, including Halloween and Bonfire Night.

### Wrap up

Invite children to the front with their poster and invite the rest of the class to ask questions. If necessary, write clues on the board to guide them: *When do you...? Where do you...? What do you...? Who do you...? Do you...?*

**Note:** Ask the children to bring in passport-sized photos for the next lesson.

### Continuous assessment

Dictate words to the class such as *China, India, decorate, lantern, candle.*

## At home

**Activity Book** - page 107

Answer key:

- 1 From left to right, top to bottom: 2, 3, 4, 1
- 2 1. What - A special bread, 2. When - On Sundays, 3. Who - St. Nicholas, 4. Where - Under the tree.

## Review - SB Pages 108 & 109

### Language objectives

#### Grammar

- Present simple
- Directions

#### Vocabulary

- Countries
- Adjectives
- Directions

#### Functions

- Describing people
- Giving directions

### Skills objectives

#### Listening

- Review the target vocabulary and grammar

#### Speaking

- Give physical descriptions of people

#### Reading

- Demonstrate comprehension by answering questions

#### Writing

- Write directions

### Materials

- Digital Book
- Teacher's Resource Material
- Audio CD 2
- Flashcards Unit 8
- A small piece of card for each child
- Children's passport photos

### Warmer

Ask children to look at page 108. Call out a country or a description and ask children to point to the person in the picture.

### Lead-in

Review the song that children learnt in Lesson 3, Track 1.38. Display the unit 8 **Flashcards** and ask the children to go and point which ones describe their hair.

### 1 Children listen and complete.

**Answer key:** 1. Aiko Sato: Japan - brown - black, 2. Maria Porras: Argentina - blue - brown, 3. Seb Hassan: Egypt - dark brown - black, Liz Jones: New Zealand - green - blond

**Optional extra:** Give each child a piece of card. Tell them to copy the information from the cards in the book. The children make their own identity cards and attach a photo or drawing of themselves. They can also draw their country's flag on as well. The children present their identity card to the rest of the class.

### 2 Children play *Describe and guess*.

**Optional extra:** The children play *Guess who?* Put them into pairs and one child chooses a person. The other one has three chances to guess who it is by asking questions to which the other child may only answer *yes* or *no*, for example: *Is it a girl?* Yes. *Has she got black hair?* No. *Has she got blue eyes?* Yes. *Is it Magda?*

### Audio CD 2



My name's Seb Hassan. I'm from Egypt.  
I've got curly black hair and I've got dark brown eyes.  
My name's Liz Jones. I'm from New Zealand.  
I've got short blond hair and I've got green eyes.  
My name's Maria Porras. I'm from Argentina.  
I've got straight brown hair and I've got blue eyes.  
My name's Aiko Sato. I'm from Japan.  
I've got long black hair and I've got brown eyes.

### 3 Children read and answer.

**Answer key:** 1. 17<sup>th</sup> March, 2. Corned beef and cabbage, 3. Green clothes, 4. Family and friends.

**Optional extra:** Write the following on the board:  
*What \_\_\_\_\_? Where \_\_\_\_\_?*

Ask if children can write two more questions about the text (*What's his name? What's his favourite day of the year? What do they celebrate on March 17<sup>th</sup>? Where does he live?*) Answer the questions as a class.

#### 4 Children write the directions to get to the park.

**Answer key:** Go straight on. Then turn right. Go straight on and the park is on your left.

**Optional extra:** Put the children into small groups. They label the buildings in the picture and then ask each other questions about how to get to different places.

#### Wrap up

Ask the children to close their Student's Books. Divide the class into small groups. Tell groups that they have five minutes to remember the names of as many countries as they can and write them down. Encourage them to pay attention to spelling and capital letters. Groups then write their lists on the board. Award one point for each country and another point if it is spelt correctly. The group with the most points is the winner.

### Final evaluation

Teacher's Resource Material: Test Unit 8



### At home

**Activity Book** - pages 108-109

Answer key:

- 1 Kelly Adams: Australia - blond, Abrafo Sy: light brown  
Kelly Adams - green  
Kenya - black
- 2 From top to bottom: Takahiro Sato, Japan, black, dark brown
- 3 From left to right, top to bottom: 1, 4, 2, 3
- 4 1. Where - They are from the United States,  
2. When - They celebrate Mardi Gras in February or March, 3. What - They eat King Cakes,  
4. What - They wear masks and colorful costumes.
- 5 From left to right, top to bottom: Future World, The Wild West, Adventure Land, Animal World, Fast and Furious

**Activity Book** - pages 119

The **Picture Dictionary** on page 119 gives children an illustrated reference of the main vocabulary in Unit 8 with extra listening practice.



### More practice

Students do the interactive activities in **The Young Achiever's Games** in class or at home.

## SB Pages 110 &amp; 111

## Language objectives

## Grammar

- Review: Present simple, Present continuous, *can/can't, like/don't like*

## Vocabulary

- school subjects, actions, weather, clothes, months, town, seasons, activities, daily routine, food, time

## Functions

- Asking and answering questions
- Communicating in order to play a game
- Giving personal information

## Skills objectives

## Speaking

- Ask and answer questions in the context of a game

## Writing

- Write key vocabulary in a communal class book

## Materials

- Digital Book
- Teacher's Resource Material
- Audio CDs 1 and 2
- Flashcards Units 1-8
- 30 index cards with vocabulary from the course written on
- Dice
- Paper
- Card
- Wool
- 1 coat hanger per child

## Warmer

Review the songs and chants from units 0-8. The class can vote for their favourite ones and sing them again.

## Lead-in

Divide the class into four groups. Mix up the units 1-8 **Flashcards** and give a pile of cards to each group. Ask them to put them into categories. Then let them share them so each group has two categories. Give each group a pile of word cards and tell them to find the words for their categories. Let them go to other groups and ask if they have the words they need.

1 Children play *Roll and ask*.

**Optional extra:** Play the game as a team game instead of in pairs. Divide the class into two teams: A and B.

- 1 Teams alternate rolling the die and asking a question about the corresponding picture. For example, if Team A rolls a 5, they ask a question about picture number 5.
- 2 Teams have one minute to come up with a question. If the question is grammatically correct, the team wins one point.
- 3 If the opposing team answers the question correctly, it wins one point.
- 4 If a team asks a question that has already been asked about a picture, they lose a point.
- 5 The team with the most points at the end of the game is the winner

## 2 Children make a class calendar book.

**Optional extra:** Play *Pictionary*. Write 20-30 vocabulary words from all the units on index cards. Divide the class into two teams. One person from each team comes up to draw. Show them both one of the index cards. When you say *Go!*, both children start to draw. The first team to correctly guess what their team-mate is drawing wins a point. Rotate team members and index cards until all the cards have been used.

## 3 Children complete about themselves and tell a friend.

**Answer key:** Child's own answers.

**Optional extra:** The children make a mobile about themselves. Give each child 6 pieces of card. Tell them to write something about themselves on each one. They then attach the cards to the coat hanger with wool.

## 4 Children draw a map of a street in their town.

**Optional extra:** Divide the class into eight groups. Give each group a poster and let them practise asking questions about it using the structure: *Is there a...?* After a few minutes swap the posters around.

5 With a partner, children play *I'm lost!*

**Optional extra:** Take the children outside and divide them into groups. Let each group draw a large map on the floor with chalk. Let the children take turns to guide each other around the map.

## Wrap up

End-of-year celebration: Have a class party. Allow children to play their favourite games from the year as well as sing their favourite songs and recite their favourite chants.

**Continuous assessment**

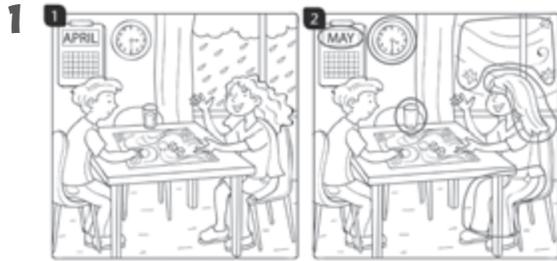
**Teacher's Resource Material:** End of Term 3 Test and End of Year Test

**Optional extra:** Listen to the children as they do the activities and ask them questions.

**At home**

**Activity Book** - pages 110-111

Answer key:



**2** Child's own writing.

**3** Child's own writing and drawing.

## 1 **AB Page 9**

- 1 Can you play football?
- 2 Can you swim?
- 3 Can you ride a horse?
- 4 Can you drive a car?
- 5 Can you play the piano?

## 2 **AB Page 14**

See pages 14-15 of the **Student's Book** for the transcript.

## 3 **AB Page 15**

See pages 14-15 of the **Student's Book** for the transcript.

## 4 **AB Page 17**

- 1 pen, pen
- 2 hat, hat
- 3 clock, clock
- 4 rug, rug
- 5 pig, pig

## 5 6 **AB Page 26**

See pages 26-27 of the **Student's Book** for the transcript.

## 7 **AB Page 29**

- 1 apple, apple
- 2 cake, cake,
- 3 lady, lady
- 4 cat, cat
- 5 hat, hat
- 6 lamp, lamp
- 7 skate, skate
- 8 rake, rake

## 8 9 **AB Page 40**

See pages 40-41 of the **Student's Book** for the transcript.

## 10 11 **AB Page 40**

See pages 40-41 of the **Student's Book** for the transcript.

## 12 **AB Page 43**

- 1 Pete likes pizza.
- 2 Pete doesn't like meat.
- 3 Pete doesn't like cheese.
- 4 Pete likes sweets.

## 13 **AB Page 46**

**Man:** Hello Meg!  
**Meg:** Hi!  
**Man:** Do you like steak?  
**Meg:** Yes, I do! I love steak!  
**Man:** Do you like lettuce?  
**Meg:** No, I don't.  
**Man:** Do you like chips?  
**Meg:** Yes, I do.  
**Man:** Do you like pineapple?  
**Meg:** No, I don't.

**Man:** Hi Jack!  
**Jack:** Hello!  
**Man:** Do you like steak?  
**Jack:** No, I don't.  
**Man:** Do you like lettuce?  
**Jack:** Yes, I do.  
**Man:** Do you like chips?  
**Jack:** No, I don't.  
**Man:** Do you like pineapple?  
**Jack:** Yes, I do! I love pineapple!

**Man:** Hello Tom and Sue!  
**Tom and Sue:** Hello!  
**Man:** Do you like steak?  
**Tom and Sue:** Yes, we do.  
**Man:** Do you like lettuce?  
**Tom and Sue:** Yes, we do! We love lettuce!  
**Man:** Do you like chips?  
**Tom and Sue:** No, we don't.  
**Man:** Do you like pineapple?  
**Tom and Sue:** No, we don't.

## 14 **AB Page 52**

See pages 52-53 of the **Student's Book** for the transcript.

## 15 **AB Page 53**

See pages 52-53 of the **Student's Book** for the transcript.

## 16 **AB Page 55**

line, line  
dice, dice  
nine, nine  
fly, fly  
bike, bike  
rice, rice  
mice, mice  
pie, pie  
kite, kite  
I, I  
sky, sky  
tiger, tiger  
nice, nice  
eye, eye  
buy, buy  
lion, lion  
climb, climb  
ice, ice

## 17 **AB Page 58**

- 1 Can dolphins jump?
- 2 Can penguins fly?
- 3 Can jaguars run?
- 4 Can snakes crawl?

## 18 **AB Page 64**

See pages 64-65 of the **Student's Book** for the transcript.

## 19 **AB Page 67**

- 1 soap, soap, mop, mop
- 2 clock, clock, phone, phone
- 3 coat, coat, Sock, sock
- 4 fox, fox, crow, crow

## 20 **AB Page 70**

It's autumn and it's raining. Jade is wearing jeans and a purple jumper. She's also wearing a green raincoat and she's got a yellow umbrella.  
It's winter and it's snowing. Andrew is wearing jeans and a red jumper. He's wearing brown boots, a blue hat and an orange scarf. He's also wearing gloves and a black jacket.

  **AB Page 78**

See pages 78-79 of the **Student's Book** for the transcript.

 **AB Page 79**

See pages 78-79 of the **Student's Book** for the transcript.

 **AB Page 79**

Vicky is feeling very hungry. Her favourite restaurant is full. They decide to go home but there is a lot of traffic. They go home on a different road but Mum's car breaks down. Mum phones the mechanic. Mum has an idea and they go to the park for a picnic.

 **AB Page 79**

- 1 glue, glue
- 2 two, two
- 3 suit, suit
- 4 noon, noon
- 5 flute, flute
- 6 boot, boot
- 7 shoe, shoe
- 8 juice, juice

  **AB Page 90**

See pages 90-91 of the **Student's Book** for the transcript.

 **AB Page 91**

See pages 90-91 of the **Student's Book** for the transcript.

 **AB Page 92**

- 1 When is Valentine's Day?  
It's the 14th February.
- 2 When is Christmas Day?  
It's the 25th December.
- 3 When is Halloween?  
It's the 31st October.
- 4 When is St. Patrick's Day?  
It's the 17th March.

- 5 When is New Year's Day?  
It's the 1st January.

 **AB Page 93**

- 1 bear, bear
- 2 vulture, vulture
- 3 broom, broom
- 4 volleyball, volleyball
- 5 boots, boots
- 6 vest, vest

 **AB Page 96**

Ellie loves horse riding. Yesterday she was in the forest on her horse. Matt loves hiking. Yesterday he was in the mountains. Steve and Mandy were at the lake yesterday. They really love canoeing.

  **AB Page 102**

See pages 102-103 of the **Student's Book** for the transcript.

  **AB Page 103**

See pages 102-103 of the **Student's Book** for the transcript.

 **AB Page 104**

- 1 You are at the car park. Turn right into London Road. Go past the park and turn right. It's next to the cinema.
- 2 You are at the supermarket. Go along Market Street then take the first left. Turn left again and it's the first shop on your right.
- 3 You are at the school. Go along the street and turn left into London Road. Then turn right. It's next to the hospital.
- 4 You are at the police station. Go along the street and turn left. Go past the hospital. It is then opposite you, between the supermarket and the school.

 **AB Page 105**

- 1 jeans, jeans
- 2 helicopter, helicopter
- 3 horse, horse
- 4 jacket, jacket
- 5 house, house
- 6 jaguar, jaguar
- 7 jar, jar
- 8 jet, jet

 **AB Page 112**

- art room
- assembly hall
- canteen
- classroom
- computer lab
- gym
- library
- playground

 **AB Page 113**

- clean the floor
- feed the cat
- lay the table
- make the bed
- take out the rubbish
- tidy up
- walk the dog
- wash up
- water the plants

 **AB Page 114**

- chips
- egg
- grapefruit
- ham
- lettuce
- mashed potato
- peas
- pineapple
- salad
- spinach
- strawberry

 **AB Page 115**

- bear
- bird
- crocodile
- dolphin

eagle  
fox  
frog  
giraffe  
lizard  
monkey  
octopus  
parrot  
shark  
snake  
tiger  
whale

 42 **AB Page 116**

spring  
summer  
autumn  
winter  
boots  
raincoat  
scarf  
sunglasses  
umbrella

 43 **AB Page 117**

bus  
lorry  
motorbike  
plane  
train  
bus driver  
fire station  
park  
post office  
supermarket  
firefighter  
police officer  
postman  
shop assistant  
waitress

 44 **AB Page 118**

canoeing  
fishing  
hiking  
horse riding  
mountain biking  
playing volleyball  
swimming

 45 **AB Page 119**

curly hair  
straight hair  
long hair  
short hair  
light hair  
dark hair

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## Teacher's Resource Audio Material

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