

# Lighthouse

Teacher's Book

Brendan Dunne • Robin Newton

 Richmond



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United Kingdom

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Brendan Dunne • Robin Newton

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# Introduction

## Lighthouse approach

**Lighthouse** is a six-level series for primary learners. It combines a structural grammar-based course with a functional syllabus to promote communicative language use in reading, speaking, listening and writing.

**Lighthouse** introduces and practises the main grammar and vocabulary items, taking into consideration learners' individual needs.

**Lighthouse** also gives students a lot of opportunities to understand and use the language for themselves and at their own pace. It promotes interaction through pair and group work. Students build up their independence by helping and learning from each other. It establishes the right kind of environment for all types of students to enjoy learning English.

## Student's Book

- ✦ consists of 9 units with 10 pages each
- ✦ is clearly organised and consistent
- ✦ includes a **pictionary** for all new vocabulary

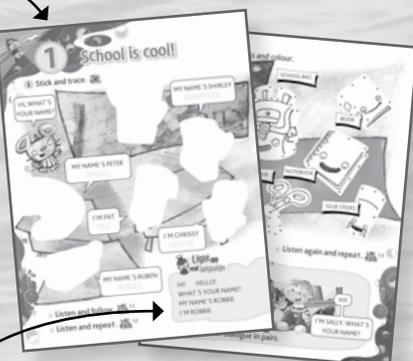
### Unit opener

presents new words in such a way that students discover their meaning independently.



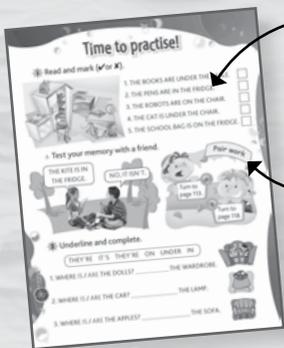
**Light on real language**

provides useful everyday English expressions related to the theme of the unit.



### Time to practise!

gives students the opportunity to review the new structure and vocabulary.



### Pair work

is introduced in the series as a special feature so that students can communicate with each other more effectively.



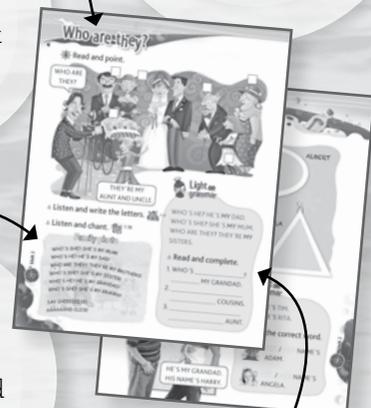
### Stickers

provide dynamic interaction with textbook activities.



### Chant

practises the new structure and the grammar rule.



### Language presentation

opens with a model sentence and then is clearly explained on two pages.



**Light on grammar**

shows examples of the new grammar structures along with a task for students.

### Time to write

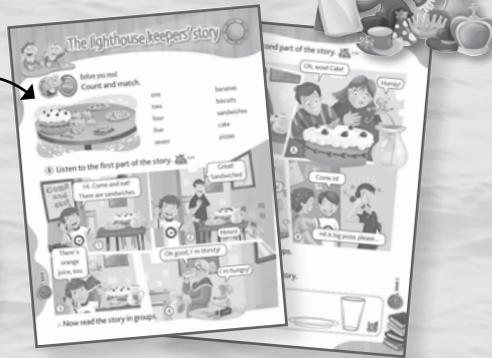
helps students develop their writing skills through manageable, step-by-step tasks.



# Introduction

## The lighthouse keepers' story

contains texts appropriate to students' age, interests and language level. They are presented by the **Lighthouse keepers**, Joe and Sally. The texts are fully developed through Before and After you read sections.



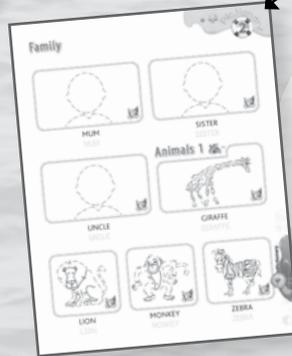
## Light up the world

introduces students to information about other cultures through a series of motivating texts and activities.



## Pictionary

provides audio and visual support to help students to actively review the new words in each unit.

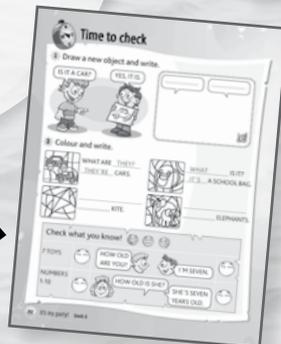


## Activity Book

- ✦ provides grammar and vocabulary reinforcement
- ✦ the first eight pages of each unit shadow the material covered in the Student's Book
- ✦ the last two pages offer self-evaluation tasks and a project to be done with the family

## Check what you know!

is a part of the Time to check page. It helps students to evaluate their progress at the end of each unit. There is no writing involved, so it is quick and easy and allows teachers to identify students who need help. Students evaluate themselves by completing the faces:



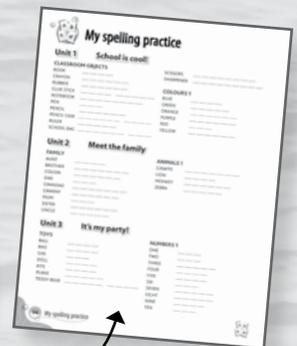
## My project

gives family members an opportunity to get involved in students' learning in an enjoyable way.



## My spelling practice

gives students the opportunity to reinforce the written form of vocabulary taught in each unit.





# Introduction

## Activities within the sections

### Warm-up

establishes a nonthreatening atmosphere in the classroom.



indicates the end of a lesson when there is more than one lesson on a page.

### Icons

allow for quick identification of time and components needed for each activity.

### Teacher's Book icons

-  Activity Book
-  Activity time
-  Craft activity
-  Teacher's Resource CD-ROM
-  Teaching tip
-  Time for a game
-  Time for a test

### Transcripts

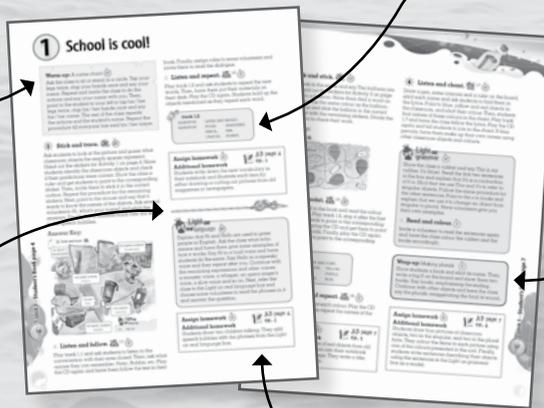
are provided for all the listening activities except when the text is present in the Student's Book.

### Wrap-up

personalises and consolidates the language and concepts practised in the lesson.

### Additional homework

suggests a homework activity according to the methodology followed in class.



## Key to phonetic transcripts

### Consonants:

p	pink	ʒ	treasure
b	ball	h	hello
t	talk	tʃ	chalk
d	doll	dʒ	bridge
k	cave	m	man
g	give	n	now
v	vase	ŋ	song
θ	think	w	with
ð	this	r	rock
s	salt	l	live
z	zebra	j	you
ʃ	short		

### Vowels:

i:	tree	eɪ	say
ɑ:	car	aɪ	try
ɔ:	for	ɔɪ	toy
u:	flute	əʊ	goat
ɜ:	bird	aʊ	cow
æ	back	ɪə	near
ɪ	trick	eə	hair
e	wet		
ʊ	look	.	divides syllables
ʌ	butter	'	stressed syllable
ɒ	soft		
ə	mirror		



## Class CDs

- ✦ The teachers are provided with a complete audio set containing all the songs, listening activities, and stories in each level.



## Teacher's Resource CD-ROM



- ✦ The Teacher's Resource CD-ROM contains a wealth of printable and photocopyable worksheets divided into sections:
- ✦ Celebrations
- ✦ Richmond Primary Reader
- ✦ Tests
- ✦ Values
- ✦ Vocabulary lists
- ✦ Young Learner and Trinity Exams tips

### Celebrations

can be found in the ; these three-step activities foster cooperation and teamwork. Students work together in three teams to complete different parts of each activity. Then, they assemble the finished parts to create a classroom decoration.

### Tests

can be found in the ; each test consists of three pages that evaluate the grammar and vocabulary, as well as reading strategies from the unit.

## Student's CD-ROM

- ✦ includes lots of fun activities to do at home to consolidate the language learned at school



# Scope and sequence

## Unit



Light on...



Light on grammar



Light on reading

1

School is cool!

new words

**Classroom objects:** book, crayon, rubber, glue stick, notebook, pen, pencil, pencil case, ruler, school bag, scissors, sharpener

**Colours 1:** blue, green, orange, purple, red, yellow



Light on real language

Hi! Hello! What's your name?  
My name's... I'm...

**This / These:** What's this? What are these?  
It's my rubber. These are my crayons.

**Verb to be:** This is my pen. These are my pencils. It's red. They're blue.

**A / An:** It's a pencil. It's an orange rubber.  
**(Time to write!)**



The lighthouse keepers' story

Making friends



Light up the world

Australia



2

Meet the family

new words

**Family:** aunt, brother, cousin, dad, granny, grandad, mum, sister, uncle

**Animals 1:** giraffe, lion, monkey, zebra



Light on real language

How are you? I'm fine, thanks!  
And you? Great, thank you.

**Verb to be:** They're my cousins. She's my mum. Who's he / she? Who are they?

**Possessive adjectives (his, her):** Her name's Alice. His name's Simon.



The lighthouse keepers' story

This is my friend!



Light up the world

Kenya



3

It's my party!

new words

**Toys:** ball, bike, car, doll, kite, plane, teddy bear

**Numbers 1:** one, two, three, four, five, six, seven, eight, nine, ten



Light on real language

How old are you? I'm seven.  
How old is he? He's eight years old.  
Happy Birthday!

**Verb to be:** Is it a bike? Yes, it is. No, it isn't.

**What questions:** What is it? It's a car. What are they? They're planes.



The lighthouse keepers' story

Come and play!



Light up the world

Vietnam



4

This is our house

new words

**Furniture:** bed, chair, wardrobe, fridge, lamp, mirror, sofa, table, TV

**Parts of the house:** bathroom, bedroom, dining room, kitchen, living room



Light on real language

Here's the bed. Here are the chairs.

**Verb to be:** Where's the sofa? Is it in the kitchen? Yes, it is. / No, it isn't.

Where are the lamps? Are they in the living room? Yes, they are. / No, they aren't.

**Prepositions (in, on, under):** It's on the wardrobe. The pen is under the bed. They're in the school bag. The balls are under the table.



The lighthouse keepers' story

A dark, dark house



Light up the world

Holland



# Unit



## Light on...



## Light on grammar



## Light on reading

5

Clap your hands!

### new words

**Parts of the body:** arm, ear, eye, foot, hair, hand, head, leg, mouth, nose  
**Adjectives:** big, fat, long, short, small, tall, thin



### Light on real language

Clap your hands. Stamp your feet. Nod your head. Touch your nose.

### Present simple (have got):

I have got two eyes. He / She has got big ears. They have got long hair. It has got small hands.

**Verb to be:** He isn't tall. They aren't thin.



### The lighthouse keepers' story

#### The helpful giant



### Light up the world

Japan



6

On the catwalk

### new words

**Clothes:** boot, cap, dress, hat, jacket, trousers, sandal, shirt, shoe, shorts, skirt, trainer, T-shirt  
**Colours 2:** black, brown, grey, pink, white



### Light on real language

What colour is your T-shirt? It's green. What colour are your shoes? They're purple.

**Present continuous:** What are you wearing? What's he / she wearing? I'm wearing a green skirt.

He's wearing a black hat and grey trousers. She's wearing green boots and an orange jacket.

**This / That:** This is my dog. That is my plane. **(Time to write!)**



### The lighthouse keepers' story

#### Getting dressed



### Light up the world

Spain



7

Amazing animals

### new words

**Animals 2:** bird, cat, dog, elephant, frog, hamster, horse, parrot, rabbit, spider  
**Verbs 1:** climb, dance, fly, jump, ride, run, sing



### Light on real language

What's your favourite animal? It's a dog. Oh, mine is a hamster.

### Present continuous:

What is it doing? It's climbing. What are they doing? They're flying. It isn't running. They aren't singing.



### The lighthouse keepers' story

#### What a clever dog!



### Light up the world

Thailand



8

Fabulous food!

### new words

**Drinks:** milk, orange juice, water  
**Food:** banana, cake, carrot, chicken, biscuit, cucumber, egg, fish, chips, ice cream, mango, pizza, salad, sandwich, spaghetti, strawberry



### Light on real language

Here's your sandwich. Mmm, it's delicious! Here are your chips. Yuck, they're horrible!

### There's / There are:

There's an orange. There's a carrot. There are two bananas.

**Present simple (like):** I like bananas. I don't like mangoes. Do you like fish? Yes, I do. / No, I don't.



### The lighthouse keepers' story

#### Come and eat!



### Light up the world

United States



9

Underwater world

### new words

**The sea:** crab, dolphin, jellyfish, octopus, sea horse, shark, shell, starfish  
**Verbs 2:** draw, drink, eat, read, swim, talk  
**Numbers 2:** eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty



### Light on real language

Look at the octopus. It's cool! It's fantastic! Look at the dolphins. They're great! They're incredible!

### There's / There are:

How many girls are there? There are fourteen girls.

**Possessive adjectives (our, their):** Our shells are pink. Their boat is big.



### The lighthouse keepers' story

#### Our friend the dolphin



### Light up the world

Argentina





## ★ Bingo

**Materials:** One sheet of white paper per student. Elicit words from the vocabulary you wish to practise. Write them on the board. Then, ask students to draw a 3x2 grid on their sheet of paper. Have them choose six words from the board and write one in each space. Call out all the words but in a random order. The first student to check off his / her grid shouts Bingo!

## ★ Chinese whispers

Invite five volunteers to the front and ask them to stand in a line. Whisper a word or a clue to the first student in the line and ask him / her to whisper it to the next student, and so on, along the line. The student at the end should say what he / she heard and write it on the board. Then, divide the class into teams of five to play the game.

## ★ Hangman

Elicit words from the vocabulary you wish to practise. Choose a word and write as many blanks as it has letters and fill in the first letter. Then, draw a hangman scaffold. Ask students to discover the word by guessing one letter at a time. If a student guesses a letter that is in the word, fill in the blank. If not, draw a part of the body and write the letter beside the hangman. The game is over when students guess the word or when the whole hangman has been drawn.

## ★ I spy...

Have students guess words you can see in the classroom, on a poster, etc., using the following model:

T: I spy with my little eye something beginning with c. What is it?

S: Is it a (cake)?

T: No, it isn't. What is it?

S: Is it a (carrot)?

T: Yes, it is!

The student who guesses the word takes your place.

## ★ Musical statues

**Materials:** A music CD, a CD player. Have students jog or do actions on the spot as

soon as the music starts playing. Stop the music when students are not expecting you to. The last student you spot to stop moving must complete a task. If he / she completes the task correctly, he / she can take the place of another student, and that student is out of the game. If he / she does not complete the task correctly, he / she is out of the game. A volunteer from the rest of the class may complete the task and replace a student. Continue until only one student is left.

## ★ Simon says...

Explain that students should follow your instructions only if they begin with *Simon says*. If not, they should stay still:

T: Simon says *Write in your notebooks*. (Students write.)

T: Stand up. (Students do not move.)

## ★ Spell the word!

Elicit words from the vocabulary you wish to practise. Divide the class into two teams: A and B. Invite a volunteer to stand up. Say a word for the student to spell. If he / she spells the word correctly, award a point to his / her team. If not, allow a member of the other team to spell it. The team that gets more points wins.

## ★ Stop!

Mime an action and ask students to stand up and follow you. Then, shout *Stop!* and stop moving instantly. Signal students to stop and stand still, frozen in mid-action. Look around and praise students who are really still and not moving at all. Repeat the procedure several times with other action words.

## ★ Noughts and Crosses

Draw a *Noughts and Crosses* grid on the board. Then, divide the class into two teams: X and O. Ask a student from team X to go to the board and give him / her a task. If the answer is correct, he / she draws an X in a space. Follow the same procedure with team O. Continue alternating teams until one gets three Xs or three Os in a row (horizontally, vertically or diagonally).

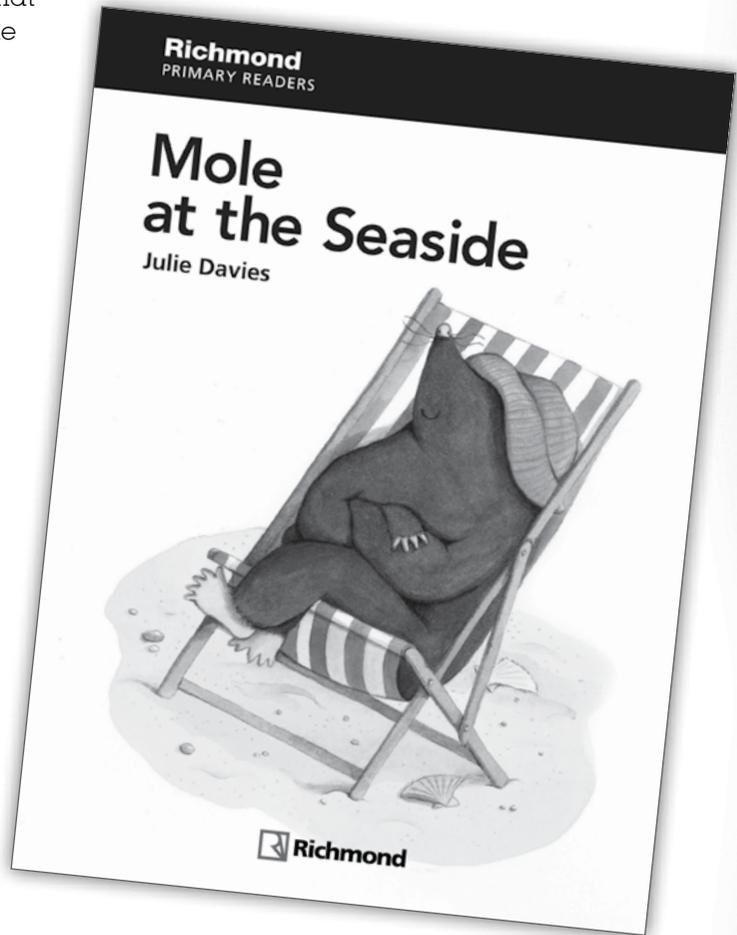


# Associated reading

## ★ Richmond Primary Readers

The reader recommended for this level is *Mole at the Seaside*. This is available in book format and also as an APP. There are photocopiable worksheets available in the Lighthouse 1 Teacher's Resource CD-ROM, along with teacher's notes and answers.

These worksheets together with the reader's audio are also available at [www.richmond.com.ar](http://www.richmond.com.ar)



## ★ Richmond Interactive Digital Practice Tests

Interactive activities and tests in the Interactive Digital Practice Tests Book that can help prepare students for the Starters Young Learners Exams.



# 1

# School is cool!



## Objectives:

- learn the names of classroom objects and colours
- greet and ask each other's name
- ask and answer questions about objects using *this / these* and the verb *to be*
- express ownership using *my / your* and the verb *to be*



## Light on new words

### Classroom objects

book	/bʊk/	_____
crayon	/kreɪən/	_____
glue stick	/gluː stɪk/	_____
notebook	/nəʊt-bʊk/	_____
pen	/pen/	_____
pencil	/pen-səl/	_____
pencil case	/pen-səl keɪs/	_____
rubber	/rʌ-bə/	_____
ruler	/ruːlə/	_____
school bag	/skul bæɡ/	_____
scissors	/sɪ-zəz/	_____
sharpener	/ʃaːpnə/	_____

### Colours 1

blue	/bluː/	_____
green	/ɡriːn/	_____
orange	/ɒr-ɪndʒ/	_____
purple	/pɜːpl/	_____
red	/red/	_____
yellow	/jeːləʊ/	_____

### Alphabet



## Light on grammar

### *this / these*

We use demonstrative pronouns when we point at objects. We use *this* when we talk about one object that is near and *these* when we talk about several objects that are near.

### *my / your*

Possessive adjectives are used to establish ownership. They are always followed by a noun. The form of the possessive adjective stays the same for singular and plural nouns.

### *to be: am / is / are*

The verb *to be* shows the relation of equality in meaning between the subject and the object. There are three forms of the verb *to be* in the present: affirmative, negative and interrogative.

### *a / an*

We use indefinite articles when we mention a person or a thing for the first time. We use *a* before words that begin with a consonant sound and *an* before words that begin with a vowel sound.



## Light on real language

In this section, students will learn phrases and short exchanges used in everyday life. In this unit, students will learn and practise how to greet each other and ask each other's names.

- Hi! / Hello!
- What's your name?  
I'm \_\_\_\_\_. / My name's \_\_\_\_\_.



## The lighthouse keepers' story Making friends



## Teaching tip

Creating a friendly atmosphere in the classroom from the very beginning is vital for the successful development of your classes. In order to achieve it, address your students by their first names and help them mingle so they can get to know each other's names quickly. Making name badges and asking students to wear them to every class is one way to approach this matter. There are a lot of fun ways to organise it in your classroom. Here is one idea:

### Name badge

**Materials:** One small piece of white cardboard and one piece of string per student; a big piece of sugar paper, tape.

Draw and colour a lighthouse on the big piece of sugar paper. Attach the lighthouse to a wall and leave space around it for students to tape their name badges. Give each student a piece of cardboard. They draw the shape of a boat and write their name inside it in bold, colourful letters. Students cut out their boat. Then, they make two holes in the boat and thread the piece of string through them.

**Note:** Most students will need help threading the string.

Students hang their name badge around their necks. Then, they stand up and walk around the room. They greet their classmates and say *Hi, I'm (Anna)*. At the end of the activity, invite students to tape their name badges to the lighthouse display.



### Value: Friendship

Friendship is a relationship where two people enjoy spending time together, give mutual help and always count on each other.



### Make a puppet of a friend.



## Basic competences

In this unit, students will develop:

- *Autonomy and personal initiative*. This activity (TB p. 13) helps to form new friendships, thus providing a foundation for natural communication to take place in the classroom.
- *Cultural and artistic competence* in musical awareness. This activity (SB p. 4) helps to develop an appreciation for the relationship between phonology, such as stress, and rhythm and music.
- and consolidate *Linguistic competence* by recognising the graphological representation of classmates' names and everyday classroom objects. This activity (SB p. 5) builds vocabulary awareness and fluency.
- and consolidate competence in *Knowledge and interaction with the physical world* by recognising, identifying and talking about everyday classroom objects (SB p. 6).
- *Autonomy and personal initiative* by inventing verses to a chant. This activity (SB p. 7) allows students to be creative in a structured framework and feel more confident in the classroom.
- appreciation for *Processing information* in the classroom by following and singing along with the lyrics of the alphabet song (SB p. 8).
- *Logical mathematical competence* through reasoning skills by participating in a deductive language presentation. This activity (SB p. 9) helps to involve learners actively by stimulating deductive thinking skills.
- *Linguistic competence* by listening to a story and enjoying it as they read along. This activity (SB p. 10) helps students' ability to build meaning through the association of pictures and words.
- competence in *Learning to learn* by reviewing classroom objects as well as those found in their school bag. This activity (SB p. 11) provides for revision and extension of the main vocabulary in the unit.
- *Linguistic competence* by reading a story about children in Australia. This story (SB p. 12) reviews main structures from the unit.
- competence in *Learning to learn* by reviewing key unit concepts and participating in memorable meaningful activities (SB p. 13).

# 1 School is cool!

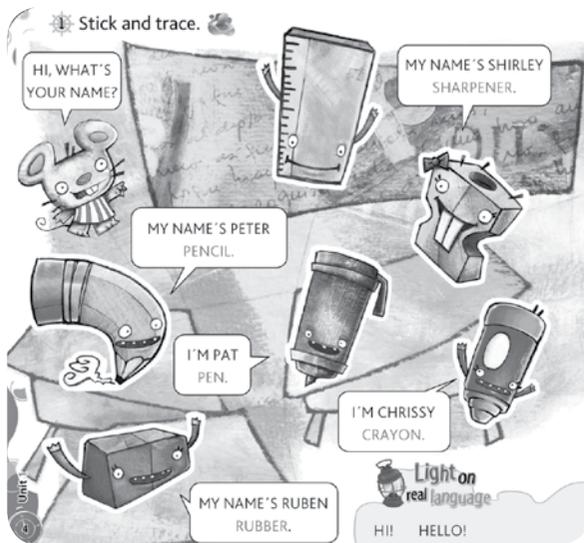
## Warm-up: A name chant 15'

Ask the class to sit or stand in a circle. Tap your legs twice, clap your hands once and say your name. Repeat and invite the class to do the actions and say your name with you. Then, point to the student to your left to tap his / her legs twice, clap his / her hands once and say his / her name. The rest of the class repeats the actions and the student's name. Repeat the procedure till everyone has said his / her name.

## 1 Stick and trace. 20'

Ask students to look at the picture and guess what classroom objects the empty spaces represent. Hand out the stickers for Activity 1 on page 4. Have students identify the classroom objects and check if their predictions were correct. Show the class a ruler and get students to point to the corresponding sticker. Then, invite them to stick it in the correct outline. Repeat the procedure for the remaining stickers. Next, point to the mouse and say that it wants to know the names of the objects. Ask several volunteers: *Hi, what's your name?* and elicit the answers. Finally, have students trace over the words in the speech bubbles.

### Answer Key:



## 1 Listen and follow. 1.1 5'

Play track 1.1 and ask students to listen to the conversation with their eyes closed. Then, ask what names they can remember: *Peter, Robbie*, etc. Play the CD again and have them follow the text in their

book. Finally, assign roles to some volunteers and invite them to read the dialogue.

## 1 Listen and repeat. 1.2 5'

Play track 1.2 and ask students to repeat the new words. Then, have them put their materials on their desk. Play the CD again. Students hold up the objects mentioned as they repeat each word.

### TRACK 1.2

NARRATOR: LISTEN AND REPEAT.  
 NARRATOR: RULER. SHARPENER.  
 PENCIL. PEN.  
 CRAYON. RUBBER.

## Assign homework 5'

AB page 4  
ex. 1

### Additional homework

Students write down the new vocabulary in their notebook and illustrate each item by either drawing or cutting out pictures from old magazines or newspapers.

## Light on real language 20'

Explain that *Hi* and *Hello* are used to greet people in English. Ask the class what *echo* means and have them give some examples of how it works. Say *Hi* in a loud voice and have students do the same. Say *Hello* in a squeaky voice and they repeat after you. Continue with the remaining expressions and other voices: a monster voice, a whisper, an opera singer's voice, a slow voice and so on. Next, refer the class to the *Light on real language* box and choose some volunteers to read the phrases in it and answer the question.

## Assign homework 5'

AB page 4  
ex. 2

### Additional homework

Students draw two children talking. They add speech bubbles with the phrases from the *Light on real language* box.

## 2 **Connect the dots and colour.** 10'

Ask students to look at the six classroom objects and say if they all own one. Say the name of the first item and invite the group to connect the dots and colour it. Repeat the procedure with the remaining objects.

## **Listen and find.** 1.3 5'

Explain to the class that they are going to hear sound effects of the classroom objects from Activity 2. Play the first sound effect on track 1.3 and have students find the item in the picture. Play the name of the object for students to check. Repeat the procedure with the remaining objects.



### TRACK 1.3

NARRATOR:	LISTEN AND FIND.
BOY:	PENCIL CASE.
BOY:	GLUE STICK.
BOY:	BOOK.
BOY:	SCISSORS.
BOY:	SCHOOL BAG.
BOY:	NOTEBOOK.

## **Listen again and repeat.** 1.3 5'

Divide the class into two teams, A and B. Play track 1.3 and ask students from team A to imitate the sound effects, using their own classroom objects. Students from team B repeat the words. Play the CD again and have the teams reverse roles.

## **Light on** real language

### **Listen to the dialogue.** 1.4 5'

Ask students to look at the picture of the boy and the girl and elicit where they are: *At school*. Play track 1.4 and have students listen to the dialogue and follow it in their book. Play the CD again and pause it after each line. Invite the boys to take Peter's part and the girls to take Sally's part. Finally, encourage a pair of volunteers to perform the dialogue in front of the class.

### **Make up a new dialogue in pairs.** 10'

Divide the class into pairs. They take turns greeting each other and asking each other their name:

Student A: *Hello! What's your name?*

Student B: *Hi! My name's (Alicia). What's your name?*

Student A: *I'm (Robert).*

Have some pairs perform their dialogue in front of the class.



### **Musical statues** (see page 10) 10'

Now play *Musical statues*. When the music stops, choose two students to ask each other's name:

Student A: *What's your name?*

Student B: *I'm (Daniel). What's your name?*

Student A: *My name's (Cynthia).*

Have fun!

### **Assign homework** 5'

#### **Additional homework**



AB page 5

*Pictionary* SB pages 94 and 95.

Students trace and colour the pictures of classroom objects. Then, they read and trace their names.

# What's this?

## 1 Listen and circle. 1.5 25'

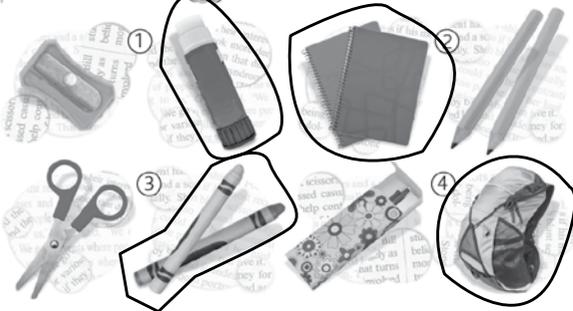
Refer students to the photos of the classroom objects and elicit their names. Play track 1.5 and tell them to circle the photo of the object mentioned in each sentence. Check the answers by saying the question and pointing to the objects that correspond to each number. Next, write the question for the first item on the board and model it highlighting the pronunciation of *this*. Repeat the procedure for the next question and *these*. Elicit the difference in meaning: We use *What's this?* to ask about the identity of a singular object and *What are these?* to ask about plural objects. Invite a volunteer to ask a question showing an object or objects and elicit the answer from the group. Repeat the procedure with different students. Finally, students copy the questions into their notebook.

### TRACK 1.5

NARRATOR:	LISTEN AND CIRCLE.
NARRATOR:	NUMBER ONE.
FEMALE TEACHER:	WHAT'S THIS?
GIRL:	IT'S MY GLUE STICK.
NARRATOR:	NUMBER TWO.
FEMALE TEACHER:	WHAT ARE THESE?
GIRL:	THEY'RE MY NOTEBOOKS.
NARRATOR:	NUMBER THREE.
FEMALE TEACHER:	WHAT ARE THESE?
GIRL:	THEY'RE MY CRAYONS.
NARRATOR:	NUMBER FOUR.
FEMALE TEACHER:	WHAT'S THIS?
GIRL:	IT'S MY SCHOOL BAG.

## Answer Key:

### 1 Listen and circle. 1.5



## Assign homework 5'

### Additional homework



AB page 6  
ex. 1

In their notebook, students draw singular and plural classroom objects and write the corresponding questions and answers: *What's this? It's my (crayon). / What are these? They're my (pencils).*

## 2 Read and trace. 20'

Show students some of your classroom objects and say *It's my book. They're my pens.* Ask volunteers to do the same, showing their own materials. Read the dialogues and have students repeat after you. After that, they trace over the words.

## Anchor Role-play. 25'

Material: Two sheets of white paper per student. Encourage the group to invent unusual classroom objects and have them share their ideas. Next, students draw one object on one piece of paper and a pair of similar objects on the other. Choose a volunteer and perform the dialogue from Activity 2 with him / her. Then, students move around the class showing their pictures to their classmates and role-playing the dialogue.

## Assign homework 5'

### Additional homework



AB page 6  
ex. 2

Students cut out four illustrations of different singular and plural classroom objects from old newspapers or magazines. They stick the pictures into their notebook. Then, students write the corresponding question and answer for each item, paying special attention to its quantity: *What's this? It's my glue stick. / What are these? They're my books.*

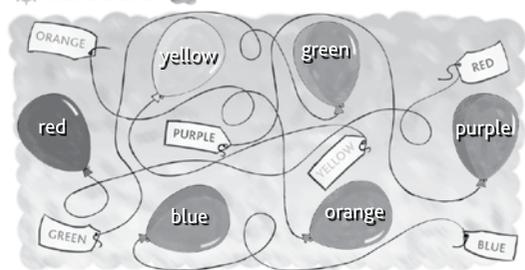


### 3 Look and stick. 15'

Refer students to the scene and say *The balloons are missing*. Hand out the stickers for Activity 3 on page 7 and point to a balloon. Have them find a word on the labels that has the same colour as the balloon. Follow the line and stick the balloon in the correct place. Repeat with the remaining stickers. Divide the class into pairs to check their work.

#### Answer Key:

Look and stick.



### Listen and point. 1.6 10'

Point to each label in the book and read the colour words one by one. Play track 1.6, stop it after the first word and ask students to point to the corresponding label. Continue playing the CD and get them to point to the remaining words. Finally, play the CD again and invite students to point to the corresponding balloons.



#### TRACK 1.6

NARRATOR: LISTEN AND POINT.  
NARRATOR: ORANGE. YELLOW.  
RED. PURPLE.  
GREEN. BLUE.

### Listen again and repeat. 1.6 5'

Play track 1.6 and repeat each colour. Play the CD again and have students repeat the names of the colours.

#### Assign homework 5'

#### Additional homework

Students cut out pictures of red objects from old magazines and stick them into their notebook in order to create a collage. They write a title: *My collage of red objects*.



AB page 7  
ex. 3

### 4 Listen and chant. 1.7 15'

Draw a pen, some crayons and a ruler on the board, elicit each name and ask students to find them in the lyrics. Point to blue, yellow and red objects in the classroom, and elicit their colour. Then, students find names of these colours in the chant. Play track 1.7 and have the class follow the lyrics. Play the CD again and tell students to join in the chant. If time permits, have them make up their own verses using other classroom objects and colours.



#### Light on grammar 15'

Show the class a rubber and say *This is my rubber. It's (blue)*. Read the first two sentences in the box and explain that *It's* is a contraction of *It is*. Elicit that we use *This* and *It's* to refer to singular objects. Follow the same procedure for the other sentences. Point to the *s* in *books* and explain that we use it to change an object from singular to plural. Have volunteers give you their own examples.

#### Read and colour. 5'

Invite a volunteer to read the sentences again and have the class colour the rubber and the books accordingly.

#### Wrap-up: Making plurals 5'

Show students a book and elicit its name. Then, write a big *S* on the board and show them two books. Say *books*, emphasising the ending. Continue with other objects and have the class say the plurals, exaggerating the final /s/ sound.

#### Assign homework 5'

#### Additional homework

Students draw four pictures of classroom objects, two in the singular, and two in the plural form. They colour the items in each picture using one of the colours presented in the unit. Finally, students write sentences describing their objects using the sentences in the *Light on grammar* box as a model.



AB page 7  
ex. 4

# Time to practise!

## 1 Colour the letters. 10'

Have students look at the scene and elicit what the girl is about to paint: *The alphabet*. Ask some volunteers to read the labels on the pots for the class to take out the corresponding crayons. Students colour the letters and compare their work in pairs.

## 2 Sing the alphabet song. 1.8 10'

Play track 1.8 and ask students to follow the lyrics as they listen. Play the CD again and pause at the end of each line for the students to repeat the letters. Play the CD for the third time, stop it at the end of a line and invite students to sing the next line. Finally, play the complete song and encourage students to sing along.

## 3 Listen and point. 1.9 10'

Play track 1.9 and pause it after the first line. Ask students to point to the letter *m* in their alphabet. Invite a volunteer to write it on the board for the class to check. Repeat the procedure for the remaining letters. Then, have some students come to the front and give instructions for their classmates to follow: *Point to the letter*.

### TRACK 1.9

NARRATOR: LISTEN AND POINT.  
NARRATOR: POINT TO THE LETTER M.  
POINT TO THE LETTER C.  
POINT TO THE LETTER V.  
POINT TO THE LETTER F.  
POINT TO THE LETTER O.  
POINT TO THE LETTER T.

### Assign homework 5'



AB page 8  
ex. 1

### Additional homework

Students draw the alphabet in their notebook using the six colours presented in the unit.

## 2 Listen and follow. 1.10 5'

Ask students to look at the mice while you read their dialogue in a squeaky voice. Elicit what the mice are doing: *Playing a guessing game*. Play track 1.10 and invite the class to follow the dialogue in their books.

## 3 Role-play. 15'

Place some classroom objects on your desk and invite a student to add some of his / her objects there as well. Think of an object and role-play a dialogue similar to the one between the mice. Then, divide the group into pairs and have them make up their own dialogues.

### Pair work 10'

Divide the group into pairs and appoint student A and student B. Student A looks at page 112 and student B looks at page 116. Student A names an object in black and white and student B says what colour it is in his / her picture:

Student A: *Scissors*.

Student B: *Blue*. (*Student A colours the scissors blue*.)

Then, students reverse roles and student B asks what colour his / her black and white object is.

Pairs repeat the procedure until they colour all of the pictures.

### Spell the word! (see page 10) 10'

Now play *Spell the word!* Practise *classroom objects and colours* vocabulary. Have fun!

### Assign homework 5'



AB page 8  
ex. 2

### Additional homework

Students draw six pots of paint. They colour each one using the six colours presented in the unit. Then, students label the pots with the names of the colours.

# Time to write

## 1 Colour and trace. 15'

Divide the board into two parts, and write *a* at the top of one column, and *an* at the top of the other. Elicit names of different objects that students know in English by pointing to them. Repeat their answers adding *a* or *an* accordingly:

Student: *Rubber.*

Teacher: *A rubber.*

Write down the words on the board under the corresponding heading. Invite students to observe both columns and ask why the words were classified like this; accept any suggestion. Explain that we use *a* before words beginning with a consonant sound and *an* before words beginning with a vowel sound. Next, tell students to look at the picture and describe it: *Joe is on his bike.* Students colour *a* and *an* with different colours. Ask them to trace the vowels around the *an* circle. Say some words and tell them to repeat the words adding an article:

Teacher: *Orange.*

Students: *An orange.*

## 2 Complete the sentences with *a* or *an*. 10'

Elicit the names of the objects in the pictures. Ask a volunteer to complete sentence 1 orally: *It's a rubber.* Students complete it in their book. Divide the group into pairs. They complete the remaining sentences and then, check as a class:

Teacher: *Number 3.*

Students: *It's a book.*

### Answer Key:

1. *a* 2. *a* 3. *a* 4. *an*

## 2 Trace and match. 10'

Materials: a poster with classroom objects, a piece of cardboard with a large keyhole cut out of it.

Ask students to close their eyes. Display the poster and place the cardboard *keyhole* on an object so that part of it can be seen. Tell students to open their eyes and say what it is, using *It's a...* or *It's an...* Repeat the procedure with other objects. Next, have students trace the sentences and match each one with the correct picture. Monitor their work.

### Bulletin board idea 5'

**Material:** One sheet of white paper per student. Elicit the classroom objects learned in the unit and write them on the board. Hand out the sheets of paper and ask students to draw one of the items. Then, students colour their drawing, label it and write their name at the top of the page. Display all the work on the bulletin board under the title *Words we have learned in this unit.*

### Assign homework 5'



AB page 9

### Additional homework

Students write five classroom objects with their corresponding indefinite article in their notebook: *A crayon.* Then, they illustrate each item by drawing it or sticking in a cut-out from old magazines or newspapers.

# The lighthouse keepers' story



**Before you read** 15'

**Colour only the classroom objects.**

Materials: Two toys, two pieces of fruit or vegetables and two classroom objects. Elicit the names of some classroom objects. Then, have the students say other words that they know in English. Explain that you will show them different objects and they must stand up when you show a classroom object and stay seated when you show something that does not belong to that category. Repeat the activity several times, speeding up every time to make it fun.

Then, divide the group into pairs. Invite students to look at the pictures and decide which are the classroom objects. Ask several volunteers to name them one by one. Finally, students colour only the classroom objects, with colours of their choice.

**Now read the story in pairs.** 10'

Divide the class into pairs. Invite students to take turns reading the story. Monitor their pronunciation. Finally, have a pair of volunteers read the story in front of the class.

**Assign homework** 5'



**AB page 10**

**Additional homework**

Students write the names of their new classmates in their notebook. Encourage them to add names to the list every day until they know the names of all their new friends.

**1 Listen to the first part of the story.** 1.11 20'

Refer students to the illustrations in the four scenes. Elicit what is happening in the story; accept any suggestions. Explain that the story is about two boys on their first day of school. Tell students that they are in Year One, just like them. Draw key pictures of the story to raise students' interest in it. Invite students to remember their first day at school and say how they felt: *Were you nervous? Were you excited? Did you come with your parents or an older brother / sister? Did anyone say hello to you when you got here?* Write *Welcome!* on the board and explain that you use this word to show you are happy that someone has arrived. Have students find this word in one of the scenes. Then, play track 1.11 and ask them to listen and follow the story in their book. Encourage the class to suggest what will happen next; accept all ideas.

## 2 Listen to the second part of the story. 1.12 10'

Draw Mark on the board and ask *What's his name?* Draw the teacher and ask *What's her name?* Invite a volunteer to remind the rest of the class what they said would happen next. Next, play track 1.12. Students listen and follow the story in their book. Talk to them about their predictions: *Were you right? Why?* Finally, have students say what the two boys have in common and why Eric is happy at the end of the story.

## Now read the story in pairs. 5'

Divide the class into pairs. Use different pairs than before and invite them to read the whole story. Ask one student to take the part of Mark and the other to take the parts of Eric and Miss Jones. Then, have them swap roles and read again.



### After you read 10'

#### Draw classroom objects you need in school every day.

Elicit the classroom objects mentioned in the story. Ask for other materials students usually need in school and write them on the board. In the box, students draw the objects that they use every day.



### Value: Friendship

#### Make a puppet of a friend. 20'

Materials: A photocopy of craft template 1a and 1b (see the Values Section on the Teacher's Resource CD-ROM) per student, a bag with each student's name on a piece of paper. Talk to students about their friends. Ask them: *What is a friend?* and elicit their ideas and thoughts: *Someone who helps us, someone to play with, someone to share things with, someone to laugh with.* Next, discuss how important it is to be friendly to everyone and not just a few people. Invite volunteers to suggest ways to be friendly to their classmates: *Ask other children to play with you, help them when they have a problem, share your things with them, say Hi! every morning.* Hand out the templates and get students to look at the photo of the finished mitten. Tell them that they are each going to make a similar one with a drawing of a classmate. Hold up the bag with the students' names in it and ask everyone to come and take a piece of paper. They cut out both parts of the mitten and draw on the front part the student whose name they took out. Then, they colour the back part of it. Tell the group to stick both parts at the edges, leaving enough space for their hand. Finally, they stand in a big circle and introduce their puppets one by one: *This is my friend, Oscar.*

If you use fabric to make the artwork, the puppets will be softer and last longer than ones made of paper.

### Assign homework 5'



AB page 11

#### Additional homework

Students draw their school bag and all the objects in it. Then, they label their drawing.



# Light up the world

**Warm-up:** Let's talk about Australia! 10'

Material: A map of the world.

Display the map and invite volunteers to point to their country and say its name. Ask the class if



they have ever heard of Australia. Point to it on the map and explain that it is a country. Show them that Australia is below the equator; that is why we sometimes call it "the land down under." The warmest months in

Australia happen when it is winter in the northern hemisphere. Tell students that people speak English in Australia. Invite them to mention animals that are typical in that country. Say that the most famous are marsupials: koala bears, kangaroos and wallabies. A marsupial is a mammal that has

a pouch to carry its babies. Some kangaroos can jump 10 metres. The koala sometimes stays in the same tree for days and is endangered. There are also some interesting birds, like the kookaburra. When it calls, it sounds like a laugh. Explain to students that, although it is a big country, there are only 22 million people living there. Most of the people live in the cities on the coasts. The middle of the country, called the Australian outback, is a very dry and hot area, so not many people live there. There are not many schools in the outback. Children who live there and cannot get to school use a two-way radio to listen to their teachers' lessons or are visited by the "travelling schools." Teachers drive vans from village to village and give classes to children who live there, once or twice a month. While the children wait for their next class, they do a lot of schoolwork at home with their parents' help. Encourage students to mention some differences between this system and their own, and then, choose the one they like best.

**Read about Kim and stick.**



10'

Ask students to point to the girl and explain that she lives in the Australian outback. Students look at the scene and name the animals they can see in the pictures: *They're kangaroos*. Refer students to the empty spaces on the page and read what Kim says. Elicit what is missing in the picture: *A map of Australia, Kim's school and her teacher*. Hand out the stickers for *Light up the world* on page 12. Have students identify the objects and stick them in the corresponding outlines.

**Answer Key:**



**Spell a word to your friend.**

15'

Materials: A stick of modelling clay, four sheets of white paper per student.

Invite students to look at the photo and say what the children are doing: *They're creating words with modelling clay and spelling them to their classmate*. Hand out the materials. Say a letter from the alphabet and give them 20 seconds to make it with some modelling clay. Repeat several times. Tell students to form a word in English from modelling clay, stick it on one sheet of paper and cover it with the other. Then, with their eyes covered, they feel their partner's letters with their finger, say them one by one, and then say the word they have spelled out.

 AB page 12  15'

### Check what you know!

Material: One sheet of white paper per team.  
Divide the class into teams of four. They race to write the *classroom objects* vocabulary items on the paper. The first team to finish wins. Then, form pairs and encourage them to make up dialogues following this model:  
Student 1: *I'm (Jo. J-o). What's your name?*  
Student 2: *My name's (Peter. P-e-t-e-r).*  
Student 1: *What's this?*  
Student 2: *This is my (pencil). It's (orange).*  
Monitor and help students if necessary. Finally, ask the class to complete the faces according to how they feel about what they know.

**Read and trace.**  15'

Ask students what they remember about Australia and the girl from the previous lesson. Then, invite them to point to the boy and the girl in the photo and elicit who they are: *Kim's friends*. Follow the same procedure with the name made of modelling clay. Students trace over the words and then, read them. Have volunteers make similar sentences pointing to their friends and spelling their name.

**Read and circle.**  15'

Elicit when we use *This is* and *These are*: *This is* talks about one object or person and *these are* talks about two or more objects or people. Students look at the first sentence and tell you what or who the sentence is talking about: *My teacher*. Then, they decide whether *This is* or *These are* is the correct answer and circle it. Repeat the procedure for the remaining sentences.

### Answer Key:

1. *This is my teacher.*
2. *This is my school bag.*
3. *These are my friends.*

**Wrap-up:** Guess what I'm drawing  10'

Divide the class into two teams. Slowly start to draw a picture of a classroom object on the board. Students from both teams take turns guessing what you are drawing. Award two points if they guess and say the complete sentence: *It's a (school bag)*. Award a point if they can only name the object. Make sure both teams have the same opportunities to answer.

**Assign homework**  5'  AB page 13

### Additional homework

#### My project

#### Make a name plaque.

Tell students what materials they need for the project. Then, go through each step with them. Finally, remind them that they can do their project with the help of their family.



### A friendly reminder

It is advisable to create a stress-free and supportive environment for taking a test. Before students are assessed, they should review the unit vocabulary with *My spelling practice* on page 94 and the *Time to check* section on page 12 in the AB. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the exercise
- read the instructions for the next activity, etc.

Remember that testing is just another tool to help us evaluate students' language development.

# 2

## Meet the family



### Objectives:

- learn the names of family members
- greet each other
- use subject pronouns instead of names
- ask questions about people using *who*
- express ownership and relations using *his / her*



### Light on new words

#### Family

aunt	/a:nt/	_____
brother	/'brʌ·ðə/	_____
cousin	/'kʌ·zn/	_____
dad	/dæd/	_____
granny	/'græ·ni/	_____
grandad	/'græn·dæd/	_____
mum	/mʌm/	_____
sister	/'sɪs·tə/	_____
uncle	/'ʌŋ·kl/	_____

#### Animals 1

giraffe	/dʒə·ræf/	_____
lion	/'laɪ·ən/	_____
monkey	/'mʌŋ·ki/	_____
zebra	/'ze·brə/	_____



### Light on grammar

#### Subject pronouns: *he / she / they* + verb *to be*

We use the subject pronoun *he* to refer to a single male; we use *she* to talk about a single female. The subject pronoun *they* is used to talk about two or more people, objects or animals. In this unit, we use the construction: subject pronoun + verb *to be* to talk about family members.

#### *Who* + verb *to be* + subject pronouns

We use the construction *Who* + verb *to be* + subject pronouns to ask questions about people's identities and names.

#### Possessive adjectives: *his / her*

Possessive adjectives are used to establish ownership and relations. They are always followed by a noun. In this unit, we present the possessive adjectives *his* and *her* to talk about a boy's and a girl's name.



### Light on real language

In this section, students will learn phrases and short exchanges used in everyday life. In this unit, students will learn and practise how to greet each other.

- How are you? / I'm fine, thanks! And you?
- Great, thank you.



**The lighthouse keepers' story**  
**This is my friend!**



## Teaching tip

Establishing simple class rules at the beginning of the year is important for maintaining a happy class. Write these rules with your students; this will help them to be more responsible for their own behaviour and have a greater sense of belonging. They could be as simple as *Don't shout* or *Raise your hand*. This also gives them useful models for the language you will be using to maintain discipline. It is useful to have these rules on display where you can refer back to them throughout the school year.

### Mini-posters for class rules

Material: One half-sheet of sugar paper per team. Draw on the board a small angry face with an open mouth and a speech bubble with an exclamation mark in it. Tell the class that this child is shouting and ask the students to give an example of good behaviour and write down: *Be quiet*. Then, draw a picture to illustrate the rule. Elicit examples of misbehaviour in class and ideas to change them into good manners. Write them on the board: *Clean the classroom*. *Listen to the teacher*. *Raise your hand*. *Ask for permission to go to the toilet*.

Next, divide the class into teams. Assign each a sentence and give out the sugar paper. The team makes a mini-poster to illustrate the corresponding sentence. Encourage students to make colourful and decorative letters. When the mini-posters are completed, display them on the classroom walls.



### Value: Respect

Respect means treating a person with consideration and appreciation. All family members must be treated with respect.



### Make a family tree.



## Basic competences

In this unit, students will develop:

- *Interpersonal and civic competence* by learning class rules and creating rules posters (TB p. 25). This activity makes rules clear and involves students through participation in upholding them.
- *Linguistic competence* by listening to and repeating polite formulaic language for introducing oneself (SB p. 14). This role-play activity shows students how to use real language in a meaningful situation.
- and consolidate competence in *Knowledge and interaction with the physical world* by recognising and repeating the names of family members in a listening presentation, a dialogue game and their own family photos (SB p. 15).
- *Linguistic competence* by learning about gender and pronoun agreement (SB p. 16). This activity helps to transfer knowledge about language from students' first language to the acquisition of English.
- competence in *Knowledge and interaction with the physical world* by identifying and revising colours in the classroom and family members in photographs (SB p. 17).
- *Linguistic competence* by consolidating language learning through varied activities (SB p. 18).
- *Mathematical competence* through the association of symbols and letters to decipher a code (SB p. 19). This activity helps students put into practice reasoning processes to obtain and associate information.
- *Autonomy and personal initiative* by creating a personalised family tree and optionally doing a presentation for the class (SB p. 20). Completing personalised tasks in class helps students to realise learning is meaningful and relevant.
- competence in *Learning to learn* by creating a spider's web to organise their ideas (SB p. 21). This activity introduces children to the concept of graphic organisers that aid cognition and facilitate learning.
- *Processing information competence* in the classroom by enjoying a short story on CD about a family in Kenya (SB p. 22). This activity actively engages students by asking them to listen and circle the family relationship.
- *Cultural and artistic competence* through acting out animals in a mime game while other students guess the answer (SB p. 23). Also, completing and colouring the pictures of the animals at the end of the story develops students' *artistic ability*.

# 2 Meet the family

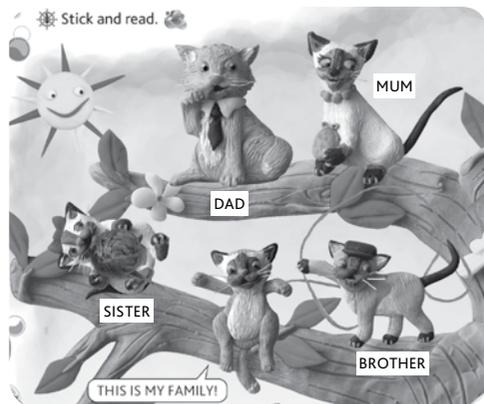
**Warm-up:** Let's speak English! 15'

Tell students that when you call the register today they should say a word in English instead of saying *Yes!* Once you have finished, elicit some of the words students said most frequently.

**1 Stick and read.** 25'

Invite students to look at the picture, point to the kitten and read what he says. Explain that they are going to get to know his family. Hand out the stickers for Activity 1 on page 14. Have students identify the pictures and compare them to the outlines in their book. Divide the group into pairs and get them to match the pictures with the outlines. Then, they stick each family member onto the corresponding outline. Finally, read the names of the family members in any random order, while students point to them in their book.

## Answer Key:



**Listen and point.** 1.13 10'

Have students look at the kitten's family and invite them to imitate a cat's voice. Write *Miaow* on the board, say it and have students repeat after you. Play track 1.13 and ask them to listen to the kitten introducing its family and point to the different family members as they are mentioned.

### TRACK 1.13

NARRATOR: LISTEN AND POINT.  
 KITTEN: THIS IS MY FAMILY!  
 PURRRR! THIS IS MY DAD.  
 MIAOW! THIS IS MY MUM.  
 THIS IS MY SISTER.  
 PURRRR! THIS IS MY BROTHER.

**Listen and repeat.** 1.14 15'

Play track 1.14 and ask students to repeat the names of the kitten's family members. Then, divide the group into boys and girls. Play the CD again and have girls repeat the names of the female members and the boys, the male members of the family. Play the CD once more and get students to swap roles.

### TRACK 1.14

NARRATOR: LISTEN AND REPEAT.  
 NARRATOR: DAD.  
 MUM.  
 SISTER.  
 BROTHER.

**Assign homework** 5'

AB page 14  
ex. 1

### Additional homework

Students find cut-outs of people from old magazines or newspapers to make a family tree similar to the one on the SB page 14. They glue them on a separate piece of paper and label each member of the family.

**Light on**  
real language 25'

Materials: A music CD, a CD player.  
 Explain that in English, you ask *How are you?* just after greeting a person. Model the dialogue, pretending you are two different people. To make this more fun, use different tones of voice (happy, tired, sleepy, angry, etc.). Ask students to repeat the phrases. Then, invite a volunteer to role-play the dialogue with you. Next, play some music and invite students to stand up and walk around the classroom. Stop the music and tell them to practise the dialogue with a person near them. Repeat the procedure several times. Finally, have different pairs of volunteers say the dialogue in front of the class.

**Assign homework** 5' AB page 14 ex. 2

## 2 **Colour and trace.** 10'

First, have students look at the second part of the kitten's family tree and ask them to predict who these family members are. Next, students colour the cats. When students have finished colouring, invite them to trace the names of the family members. Explain the meaning if necessary and ask if their predictions were correct.

## **Listen and repeat.** 1.15 5'

Elicit the names of the family members learned in this class. Play track 1.15 and ask students to repeat the words. Divide the class into five teams and number them from one to five. Assign a number to each family member on the recording. Play the CD again and have members of each team repeat the corresponding name, but using a cat's voice.



### TRACK 1.15

NARRATOR: LISTEN AND REPEAT.  
NARRATOR: GRANDAD.  
GRANNY.  
UNCLE.  
AUNT.  
COUSIN.



### Light on real language

## **Sing a song.** 1.16 5'

Play track 1.16 for students to tell you how many times the singers clap after each verse: *Two*. Play the CD again and have them join in with the clapping. The third time through, students sing along as well as clap.

## **Now sing your own verse.** 10'

Once the students are familiar with the song, they will add verses by substituting their own names. Invite students to sit in a circle to sing the song. Start with your name and pass it on until the song comes back to you.

## **Assign homework** 5'



AB page 15

### **Additional homework**

*Pictionary* pages 96 and 97.

Students complete and colour the pictures of the family members. Then, they read and trace their names.

# Who are they?

## 1 Read and point. 10'

Invite students to look at the scene and identify the occasion: *It's a wedding*. Ask them if they have been to a wedding and who got married. Have students point to the photographer while you read the dialogue with a girl volunteer, putting on a funny, deep voice as if you were the photographer. Finally, divide the group into pairs and have them role-play the dialogue.

## Listen and write the letters. 1.17 20'

Say a letter and ask what comes immediately after or before it in the alphabet. Play track 1.17 for the class to identify what letter corresponds to which family member. Play the CD again and have students write each letter in the box next to the corresponding person. Next, draw a stick man, a stick woman and a stick couple on the board. Write questions under the pictures: *Who's he? Who's she? Who are they?* Ask students to tell you what the differences are. Explain that we use the subject pronoun *he* to refer to a single male; *she* to talk about a single female; and *they* to talk about two or more people, objects or animals. Tell them that the question word *Who* is used to identify a person and that *Who's* is the contraction for *Who is*. Finally, divide the class into pairs and assign the roles of the photographer and the girl. *The photographer* points to a family member and asks a question. *The girl* replies:

Student A: *Who's (he)?* Student B: *(Dad.)*

## Answer Key: Read and point.



### TRACK 1.17

NARRATOR: LISTEN AND WRITE THE LETTERS.

NARRATOR: A.

MAN: WHO'S SHE? GIRL: SHE'S MY MUM.

NARRATOR: B.

MAN: WHO'S HE? GIRL: HE'S MY GRANDAD.

NARRATOR: C.

MAN: WHO'S HE? GIRL: HE'S MY DAD.

NARRATOR: D.

MAN: WHO'S SHE? GIRL: SHE'S MY SISTER.

NARRATOR: E.

MAN: WHO ARE THEY? GIRL: THEY'RE MY BROTHERS.

NARRATOR: F.

MAN: WHO'S SHE? GIRL: OH, SHE'S MY GRANNY.

## Listen and chant. 1.18 10'

Tell students that you say *cheese* in English when you smile for photos. Ask them what word they say in their language. Play track 1.18 and invite the class to follow the lyrics. Play the CD again and have students join in with the girl's responses: *She's my mum!* Encourage them to mime taking a photo at the end. Form two teams and play the recording once more. Team 1 chants with the photographer and team 2 with the girl.

### Assign homework 5'

AB page  
16 ex. 1

### Additional homework

Students bring photos of one or two of their family members for the next lesson.

## Light on grammar 15'

Read the first example, emphasising the subject pronoun *he* in the question and the word *dad* in the answer. Ask what the relation between these two words is: *Dad* is a man so we use *he* to ask about him. Repeat for the remaining examples. Then, read one of the questions at random and ask a volunteer for the reply. Have students make up their own examples.

## Read and complete. 10'

Have students read question 1 and say what family member it refers to: *Grandad*. Ask a volunteer what pronoun we use to talk about him: *He*. Get the class to complete the question. Then, elicit how to begin the answer: *He's*. Invite the group to complete the answer in their book. Continue the procedure with the remaining sentences.

### Wrap up: Family photographs 20'

Material: Family photos brought by students. Form groups of four students and have them take turns guessing who their classmates' family members are, using questions with *Who*.

### Assign homework 5'

AB page  
16 ex. 2

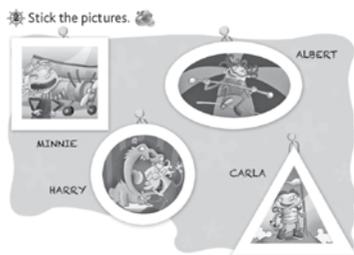
### Warm-up: Colours

Divide the class into four teams. Invite students from each team to the front. Say the name of a colour and have them point to something of that colour. The person who does it correctly first gets a point for his / her team. Continue until all the students have participated.

## 2 Stick the pictures. 20'

Ask students if they have photos of their family on display at home and why. Then, tell them that they are going to look at some family portraits of a very adventurous family. Elicit what adventurous people might like to do. Next, hand out the stickers for Activity 2 on page 17. Invite students to look at the pictures and say if their prediction was correct. Finally, they stick each photo into the corresponding frame.

### Answer Key:



## Listen and colour. 1.19 20'

Name a family member from the photos and ask students to tell you who you are referring to:

Teacher: *Harry*.

Students: *Grandad*.

Play track 1.19 and invite the class to point to the people mentioned. Play the CD again and have them prepare the crayons they will need to complete the exercise. Finally, play the recording for the third time and get the class to colour the frames. When they have finished, name family members at random and ask volunteers to say what colour the corresponding frame is.

### TRACK 1.19

NARRATOR:	LISTEN AND COLOUR.
GIRL:	THIS IS MY GRANNY. HER NAME'S MINNIE.
NARRATOR:	COLOUR THE FRAME GREEN.
GIRL:	THIS IS MY UNCLE. HIS NAME'S ALBERT.
NARRATOR:	COLOUR THE FRAME ORANGE.
GIRL:	THIS IS MY GRANDAD. HIS NAME'S HARRY.
NARRATOR:	COLOUR THE FRAME YELLOW.
GIRL:	THIS IS MY AUNT. HER NAME'S CARLA.
NARRATOR:	COLOUR THE FRAME BLUE.

## Assign homework 5' AB page 17 ex. 3

### Additional homework

In their notebook, students draw the picture of any of the characters in Activity 2. They write: *Who's (he)?* and the corresponding answer: *(He's) my (grandad)* under the drawing.

## Role-play. 15'

Ask students to point to different family members in *Activity 2: Point to Granny*. When students have pointed to the corresponding person, say *Her name is Minnie*. Continue with the remaining people. Then, write *His name* and *Her name* on the board. Say the name of a family member. Then, tell a volunteer to write it under the correct phrase. Next, draw a girl's face next to *Her name* and a boy's face next to *His name*. Next, have students look at the photo of two children speaking about the family photos. Ask a volunteer to read the dialogue with you. Then, divide the group into pairs to role-play similar dialogues. Finally, tell them to imagine that one of them is a member of the adventurous family and the other one is a friend.

## Light on grammar 10'

Read the examples and have students follow in their book. Then, point to a couple of students and say *His name's (Alan)* and *Her name's (Marina)*. Invite several students to continue the procedure with other classmates.

## Trace the correct word. 5'

Ask students to look at the first photo and say if it's a photo of a boy or a girl. Then, invite a volunteer to suggest whether *his* or *her* completes the sentence correctly and why. Finally, students trace *His* and do the second sentence on their own.

### Answer Key:

*His name's Adam.*

*Her name's Angela.*

## Assign homework 5' AB page 17 ex. 4

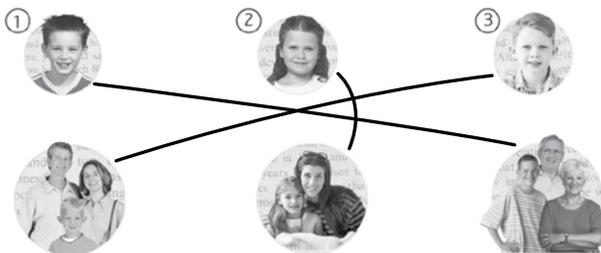
# Time to practise!

## 1 Listen and match. 1.20 20'

Invite students to look at the family photos in the bottom row. Ask them to speculate who the people in the first photo might be (*a mum, a dad and a brother*). Play track 1.20 and get students to listen and draw a line to match each of the three children to their family photo. Play the CD again and have them check their answers. Then, write the three dialogues on the board. Invite three pairs of volunteers to role-play one dialogue each.

### Answer Key:

Listen and match. 1.20



#### TRACK 1.20

NARRATOR: LISTEN AND MATCH.  
 NARRATOR: NUMBER ONE.  
 WHO ARE THEY?  
 BOY 1: HE'S MY GRANDAD, SHE'S MY GRANNY AND HE'S MY COUSIN.  
 NARRATOR: NUMBER TWO.  
 WHO ARE THEY?  
 GIRL: SHE'S MY AUNT AND SHE'S MY COUSIN.  
 NARRATOR: NUMBER THREE.  
 WHO ARE THEY?  
 BOY 2: SHE'S MY MUM, HE'S MY DAD AND HE'S MY BROTHER.

### Assign homework 5'

#### Additional homework

Students stick a picture of their family in their notebook. Then, they describe it: *He's my brother. She's my cousin.*

AB page 18  
ex. 1

30

## 2 Follow and read. 10'

Write *He's, She's, Her* and *His* on the board and invite volunteers to say sentences that begin with these words and phrases. Then, complete each phrase on the board with what they have said. Next, have students look at the interrupted sentences. Ask a

volunteer to follow the green line from *He's* to read the complete sentence: *He's my grandad*. Continue with other volunteers and the remaining sentences.

### Answer Key:

*He's my grandad. / Her name's Josie. / She's my sister. / His name's Dan.*

## Anchor Colour and complete the name. 5'

Tell students that the girl and the man in the pictures are the people from the sentences above. Students colour the pictures. Next, have the class find their names and complete them. Finally, invite two volunteers to spell the names for the rest of the group to check their work.

### Answer Key: JOSIE, DAN

## Pair work 15'

Draw a mother, a father, a brother and a sister on the board. Ask a volunteer to come to the front. Say *Point to the brother. His name's Carl. It's C-A-R-L*. The volunteer writes the name next to the brother. Repeat with other students and the names of the remaining family members. Then, form pairs and appoint student A and student B. Student A looks at page 112 and student B looks at page 117. Student A spells the names of two people for student B to complete in his / her picture. Then, they swap roles.



## Spell the word! (see page 10) 10'

Now play *Spell the word!* Practise *family members* and *classroom objects* vocabulary. Have fun!

### Assign homework 5'

#### Additional homework

Using plasticine, students spell the names of the family members who live in their house and stick them onto a piece of cardboard. They bring the creation to school for the next lesson.

AB page 18  
ex. 2

# Time to write

## 1 Trace the letters. 10'

Have seven volunteers come to the front with their homework and show the names they wrote with the plasticine to the class. Then, invite other students to spell the names of their classmates' family members. Next, ask the class to look at and identify the code grid. Invite them to trace the letters. Explain that in this code each picture stands for a letter. Check for understanding by drawing some of the symbols on the board and asking them to say which letter they stand for.

## 2 Solve the code. 10'

Divide the group into pairs and ask students to decode the sentences. Remind them to write the apostrophe where it is marked in the code. Students check their work in pairs.

### Answer Key:

1. *It's red.*
2. *They're blue.*
3. *It's purple.*
4. *They're orange.*

## 3 Read and colour. 5'

First, have students look at the pictures and name the objects. Then, invite a volunteer to read sentence 1. Students listen and colour the apple red. Continue the procedure for the remaining sentences. Check their work by naming objects and inviting students to tell you the corresponding colour.

## 4 Play alphabet bingo (see page 10). 10'

Invite students to look at the photo and identify the game the kids are playing. Now play *Bingo* practising the letters of the alphabet.

## Bulletin board idea 10'

**Material:** One sheet of white paper per student. Hand out the paper and ask students to draw a picture of two people in their family. Write model sentences on the board:

*He's my \_\_\_\_\_. His name's \_\_\_\_\_.*

*She's my \_\_\_\_\_. Her name's \_\_\_\_\_.*

Students copy and complete the model sentence corresponding to each picture. Display their work on the bulletin board, under the title *Our families*.

## Assign homework 5'



AB page 19

## Additional homework

Students create their own alphabet code by using different symbols (↔↔). They draw a school object and colour it. Students encode a sentence to describe their drawing: ↔↔↔↔ ↔↔↔↔ ↔↔↔↔ ↔↔↔↔. Finally, they decode it: *It's green.*

# The lighthouse keepers' story



**Before you read** 5'

**Look and write the letter.**

Have students cover the word box, point to the silhouettes and decide with a partner what family member each might be. Then, tell them to read the words in the box and check if their predictions were correct. If not, let them discuss who is who once more. Finally, ask students to write the corresponding letter next to each picture.

**Answer Key:**



Before you read

Look and write the letter.

a) GRANDAD b) AUNT c) BROTHER

WHO'S HE? **A**



WHO'S HE? **C**



WHO'S SHE? **B**



**1 Listen to the first part of the story.** 1.21 10'

Write the title of the story on the board and ask students when they can use it: *When we're introducing a friend to someone.* Tell the group that the participants in a story are called *characters*. Invite students to look at the scenes and identify the characters without looking at the text. Have them say what they think the situation is. Then, get them to find three animals in the scenes and say what colour they are. Play track 1.21. Invite students to close their eyes and listen to it, trying to identify how many voices they can hear. Check their answer by playing the CD again, while the class follows the story in their book. Finally, have them say if the situation they predicted was correct.

**Now read the story in pairs.** 10'

Divide the class into pairs and have them decide who Ellie and Julie are. Then, allow two minutes for them to read the story several times. Finally, invite a pair of volunteers to read it out loud. Monitor the correct intonation of questions. Continue with other volunteers.



**Value: Respect**

**Make a family tree.** 20'

Material: A photocopy of craft template 2a and 2b (see TB CD-ROM) per student.

Demonstrate the activity for the class to follow you. Cut out both sides of the tree and the lemons. Colour the tree and draw your family members on the lemons. Then, cut along the dotted lines and stick the lemons on both sides of the tree. Slot the two sections into each other to stand the tree up. Next, talk to your class about families. Tell them that one of the reasons we love our families is because they do many things to help us. Elicit ways in which their family helps them. Give them one or two examples to start the discussion while pointing to the corresponding drawing: *Dad cooks my dinner and Mum washes my clothes.* Invite volunteers to talk about some members of their family and point to them. Then, ask students to think of actions they can do to help other members of their family and share their ideas with the person next to them. Elicit some suggestions about what they can do to help their family.

**Assign homework** 5'



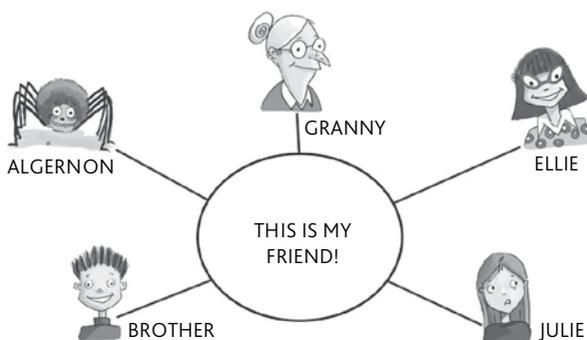
**AB page 20**

**Additional homework**

Students draw the two main characters of the story *This is my friend!*, Ellie and Julie, in their notebook. They write the following under each picture: *Her name's Ellie. Her name's Julie.*

## 2 Listen to the second part of the story. 1.22 10'

Write *This is my friend!* in the centre of the board and draw a circle around it. Ask students to tell you, without looking at the book, what characters they remember: *Julie, Ellie, brother, Granny, a spider, a mouse*. Draw lines out of the circle and draw the face of each character at the end of it. Tell them it is called a *spider's web* and it is a good way to organise ideas. Then, play track 1.22 and have students listen to the second part of the story with their eyes closed. Elicit what happened to each character; accept any comments. Play the CD again and encourage students to follow the text in their book. Invite a volunteer to tell you the complete story in his / her own words, and allow his / her classmates to help if necessary. Finally, say words and phrases from both parts of the story and elicit who says them.



## Now read the story in groups. 10'

Divide the class into groups of three. Assign roles of *Ellie, Julie* and *Mum*. Invite them to read the story. They make the animal sounds together. Then, they read it two more times, changing roles. Finally, allow several groups to read the story aloud.



## After you read 15'

### Make finger puppets.

Material: Four small pieces of paper that can be made into tubes to fit over the end of a child's finger.

Have students look at the photo. Explain what a finger puppet is and ask them to point to the ones in the photo. Show the group how to make a puppet. Draw a family member on a piece of paper. Roll the paper into a tube so that it fits on your finger and then, stick both ends together. Invite students to make puppets for two of their family members.

## Play with your friend. 10'

When students have finished making the finger puppets, divide them into pairs. Invite a pair of volunteers to read the dialogue in their book. Then, ask another pair to make a similar dialogue using one of their finger puppets. Next, have all students make a dialogue for their puppets. Finally, ask some volunteers to perform one of their dialogues in front of the class.

## Assign homework 5'



AB page 21

### Additional homework

Students make four finger puppets of their friends and introduce them to their family: *This is my friend. (Her) name's (Martha).*



# Light up the world

**Warm-up:** Let's talk about Kenya!  10'

Materials: A map of the world, photos of the Maasai people from the Internet.  
Display the map on the board and point to Kenya. Invite volunteers to come to the front and point to their country on the map and see how far Kenya is from there. Then, ask students if any of them live with their grandparents, uncles, aunts or cousins. Explain that in many countries people identify with a tribe (a community of extended families who are all somehow related to each other) even more than they identify with their country. One of these tribes is the Maasai, who live on the land that divides Kenya and Tanzania in Africa. The Maasai tribe lives by raising cattle. They believe that all the cattle of the world belong to

them even though somebody else is temporarily taking care of them! So they feel justified in asking a non-Maasai to give them their cattle back. Maasai also hunt wild animals, especially lions, because they often kill their cattle. It isn't easy now, because lions recognise their red robes at a distance and run away! The Maasai children go to school but also help their parents to look after the cows and collect food. Building houses is the responsibility of the Maasai women; the houses are round, resembling a barrel, and they make them with branches, clay and cow excrement. Finally, show the class the Internet photos of the Maasai people; help them admire their beauty and elegance and the lively colours of the robes and jewellery.

## Listen and circle.



1.23



Invite students to point to Mosi, the boy with the map, and to trace the map of Kenya with their finger. Ask if the shape reminds them of their country or not, and why. Then, invite students to read what Mosi says and describe what his relatives are doing: *Making a necklace with coloured beads*. Next, encourage a volunteer to read the names of the relatives and guess who they are. Play the first part of track 1.23 for students to find out if Hasina is Mosi's sister or his cousin. Ask them to listen and circle the correct family relationship. Continue the procedure for the remaining family members. Play the CD again so students can check their answers. Finally, say a name and have them tell you what his / her relationship is to Mosi:

Teacher: *Paka*.  
Students: *Aunt*.

### Answer Key:

Hasina: *sister*. Paka: *aunt*. Enzi: *brother*.  
Nuru: *cousin*



### TRACK 1.23

NARRATOR: LISTEN AND CIRCLE.  
MOSI: HELLO! MY NAME'S MOSI. I'M FROM KENYA.  
THIS IS MY FAMILY.  
THIS IS HASINA. SHE'S MY SISTER.  
THIS IS PAKA. SHE'S MY AUNT.  
THIS IS ENZI. HE'S MY BROTHER.  
THIS IS NURU. SHE'S MY COUSIN.

## Colour the Maasai necklace.



Ask students to look at the illustration and say what they think it is: *A necklace*. Then, explain that the Maasai people are famous all over the world for their beautiful, colourful necklaces and jewellery. Have students look at the code box and say what colour each letter and spot represents. Next, they colour the necklace according to the key. Divide the group into pairs and invite them to check their work.



AB page 22  15'

### Check what you know!

Materials: One sheet of white paper per team, unit craft *Respect*.  
Divide the class into teams of four. They race to write the *family members* vocabulary items on the paper. The first team to finish wins. Then, form pairs and encourage them to make up dialogues following this model:  
Student 1: *How are you?*  
Student 2: *I'm fine, thanks.*  
Student 1: *Who's (he)?* (Pointing to somebody in Student 2's unit craft team.)  
Student 2: *He's my (brother). His name's (John).*  
*Who are they?* (Pointing to people in student's 1's unit craft team.)  
Students continue until they have reviewed all the structures in the box. Monitor and help students if necessary. Finally, ask the class to complete the faces according to how they feel about what they know.

### Complete with He's or She's.



Write *He's* and *She's* on the board and invite students to say which phrase we use to introduce a boy or a man and which to introduce a girl or a woman. Invite them to look at Mosi introducing his family in the pictures. Have them read the incomplete sentences. Then, say *Point to Mosi's granddad*. Repeat the procedure to the remaining members until it is clear to all the students who is who. Then, have students complete Mosi's introductions with *He's* or *She's*. Next, divide the group into pairs to check their answers. Finally, get student 1 to read out one of the sentences and student 2 to find and point to the matching picture.

### Stick the animals and read their names.

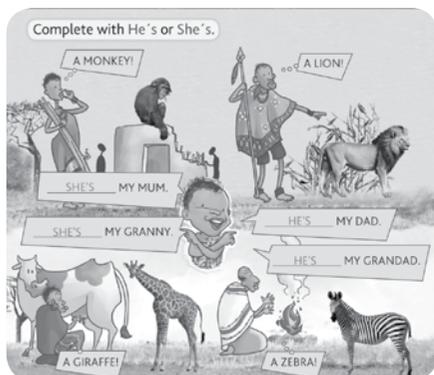


Explain that in Kenya there are many amazing wild animals. Ask students if they can name any of them. Then, hand out the stickers for *Light up the world* on page 23, and invite students to stick each animal into the corresponding outline. Next, they read the name of each animal in the texts. Say each one and have students repeat it after you. Finally, say an animal name and ask them to tell you which relative is looking at that animal in the illustration:

Teacher: *A lion.*

Students: *Dad!*

### Answer Key:



### Colour and trace.



Write the four animal names on the board and ask volunteers to say which animal they like best. Invite the class to colour the pictures and then, trace the words. Finally, have students vote for their favourite animal of the four.

### Wrap-up: Mime an animal



Invite students to say the names of animals in English: *lion, giraffe, zebra, monkey, mouse, cat, dog, etc.*, and write them on the board. Then, ask a volunteer to come to the front and mime one of them. Rub out its name once the rest of the class guesses which one he / she is miming. Repeat the procedure until all the animals have been mimed.

### Assign homework



AB  
page 23

### Additional homework

### My project



### Make a picture frame.

Tell students what materials they need for the project. Then, go through each step with them. Finally, remind them that they can do their project with the help of their family.

### Additional homework

*Pictionary* page 97.

Students complete and colour the pictures of the animals. Then, they read and trace their names.



### A friendly reminder



It is advisable to create a stress-free and supportive environment for taking a test. Before students are assessed, they should review the unit vocabulary with *My spelling practice* on page 94 and the *Time to check* section on page 22 in the AB. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the exercise
- read the instructions for the next activity, etc.

Remember that testing is just another tool to help us evaluate students' language development.

# 3

## It's my party!



### Objectives:

- learn the numbers from 1 to 10 and the names of toys
- talk about each other's age
- ask about the identity of an object / objects using Yes / No questions with the verb *to be* and questions with *What*



### Light on new words

#### Toys

ball	/bɔ:l/	_____
bike	/baɪk/	_____
car	/kɑ:/	_____
doll	/dɒl/	_____
kite	/kaɪt/	_____
plane	/pleɪn/	_____
teddy bear	/'tedi beə/	_____

#### Numbers 1

one	/wʌn/	_____
two	/tu:/	_____
three	/θri:/	_____
four	/fɔ:/	_____
five	/faɪv/	_____
six	/sɪks/	_____
seven	/'se.vn/	_____
eight	/eɪt/	_____
nine	/naɪn/	_____
ten	/ten/	_____



### Light on grammar

#### Verb to be: Is it a...?

We use the interrogative form of the verb *to be* to ask about the identity of an object, a person or an animal. In this unit, we also teach the short answers *Yes, it is* and *No, it isn't*.

#### Verb to be: What is / are...?

In this unit, we use *What + verb to be* to ask what the objects are. *What is it?* is used to ask questions about a single item and *What are they?* is used with plurals.



### Light on real language

In this section, students will learn phrases and short exchanges used in everyday life. In this unit, students ask and respond about each other's age.

- How old are you?  
I'm seven.
- How old is he / she?  
He's / She's eight years old.
- Happy Birthday!



**The lighthouse keepers' story**  
Come and play!



## Teaching tip

Here are some ideas for getting students' attention in a busy classroom without having to raise your voice:

- Explain that when you start counting down from 10 to 1 you are expecting their full attention by the time you reach 1.
- Invite students, as a class, to come up with a signal or gesture for you to use when you want them to pay attention: clapping, knocking on the board, ringing a little bell. They will feel obliged to respect it since it was their idea.
- Start chanting or singing a song they know and encourage the class to join in.
- Start giving instructions and encourage students to do the actions: *Touch your ears... Clap your hands... Jump three times... Now put your hands on your heads and listen to me.*

## Value: Sharing

Sharing is to allow somebody to use or enjoy the things we possess.



## Make a birthday card.



## Basic competences

In this unit, students will develop:

- *Mathematical competence* by recognising a 1-10 countdown system in the classroom for learning to be quiet, for activity changes or clean-up procedures (TB p. 37).
- *Mathematical competence* by learning and repeating numbers 1-10 by counting the number of birthday candles on a cake (SB p. 24).
- *Cultural and artistic competence* by chanting and substituting the names and ages of classmates in a birthday song (SB p. 25). This activity helps to develop an enjoyment of artistic expression.
- *Linguistic competence* by learning vocabulary in English to identify toys and asking short questions / giving short answer structures: Is it a...? (SB p. 26) These activities model language for students to use later in a meaningful communicative activity.
- ability in *Processing information competence* by associating shapes with objects (SB p. 27).
- competence in *Knowledge and interaction with the physical world* by applying previous knowledge about toys in order to participate in a Pictionary guessing game (SB p. 28).
- *Linguistic competence* by consolidating language learning through a variety of activities (SB p. 29).
- *Autonomy and personal initiative* by creating a personalised birthday card (SB p. 30). Completing personalised letters and cards helps students to realise the daily use of language as well as develop awareness of typical presentation formats such as those found in cards.
- *Linguistic competence* related to the story and previous lessons by revising and following imperative commands in a TPR activity where they walk, talk, etc., like a robot (SB p. 31).
- *Interpersonal and civic competence* by learning about other cultures such as Vietnam. In this story (SB p. 32) student's intercultural awareness is raised regarding the New Year's festival or Tet.
- competence in *Learning to learn* by reviewing key unit concepts and participating in memorable meaningful activities before assessment (SB p. 33).

# 3 It's my party!

**Warm-up:** Let's clap!  10'

Write numbers from 1 to 10 on the board as digits: 1, 2, ..., 10. Point to any number and clap the corresponding number of times. Repeat various times until students realise what you are doing and join in. Then, repeat the procedure but this time count each clap out loud: one ... two ... three.

**1 Stick and trace.**   15'

Invite students to look at the scene and describe what is happening: *It's the girl's birthday. The magician is giving a show.* Ask them if anyone has had a birthday party recently. Have volunteers tell the class about it. Then, tell the students to add the stickers for Activity 1 on page 24 in order from left to right and from top to bottom. Students add the stickers in order from left to right and from top to bottom. Finally, they trace the words.

**Answer Key:**



**Listen and point.**   1.24  10'

Have students look at the number flags. Hold up five fingers and ask them to point to the corresponding digit. Say *Five* and get the class to say it back to you. Repeat the procedure with other numbers. Finally, play track 1.24 and invite students to point to the numbers as they hear them.

**TRACK 1.24**

NARRATOR: LISTEN AND POINT.  
 BOY: ONE. GIRL: SIX.  
 GIRL: TWO. BOY: SEVEN.  
 BOY: THREE. GIRL: EIGHT.  
 GIRL: FOUR. BOY: NINE.  
 BOY: FIVE. GIRL: TEN.

**Listen again and repeat.**   1.24  10'

Play track 1.24 and have students repeat the numbers as they hear them. Play the CD again and ask them to hold up their fingers according to the number they are repeating.

**Assign homework**  5'

 **AB page 24**  
ex. 1

**Additional homework**

Students make a number between 1 and 10 out of plasticine and stick it on a piece of cardboard. They label the number with a felt-tip pen, using the word for the number.

**Light-on**  
**real language**  30'

Material: A ball.

On the board, draw one birthday cake with six candles and one with seven candles. Point to the first cake and ask students who are six to raise their hand. Repeat with the other cake and students who are seven. Invite five volunteers to the front. Ask them how old he / she is and encourage him / her to answer and point to the corresponding cake.

Next, draw students' attention to the *Light on real language* box and read the two dialogues. Explain there are two ways to say their age: *I'm (seven)* and *I'm (seven) years old*. Elicit the form used to ask about girls' ages: *How old is she?* Then, invite five more volunteers to come to the front of the class and write their names under the corresponding birthday cake on the board. Throw a ball to a student in the class and ask about one of the volunteers:

Teacher: *How old is she?* (Pointing to a girl.)

Student A: *She's (six) years old.*

Student A: *How old is he?* (Pointing to a boy.)

Student B: *He's (seven) years old.*

**Wrap-up:** Happy Birthday!  15'

Tell students that we say *Happy Birthday* to people who celebrate their birthday. Then, draw a cake on the board. Ask a volunteer to come to the front and close his / her eyes. Show students a number from 1 to 10 with your fingers and get them to remember it but not say anything. Then, the volunteer opens his / her eyes and has three chances to guess the number. The class says *yes* or *no* after each guess. If the volunteer does it correctly, the whole class calls out *Happy Birthday!* and the volunteer can "eat" a piece of birthday cake by wiping off a piece of it.

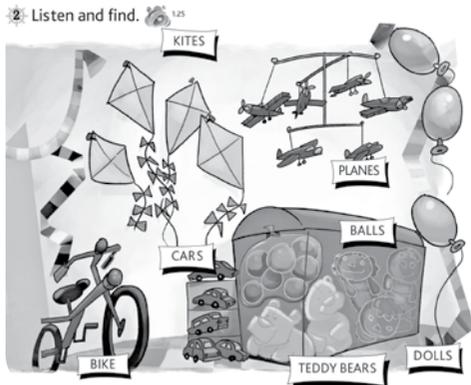
**Assign homework**  5'

 **AB page 24**  
ex. 2

## 2 Listen and find. 1.25 10'

Ask students to put the following crayons in front of them: purple, green, red, blue, yellow and orange. Then, say a colour and invite students to hold up the corresponding crayon. Continue naming the colours more and more quickly. After that, invite students to look at the picture and explain that these are the toys that the magician uses as presents. Play track 1.25 and have students pick up the crayons when they are mentioned. Play the CD again and encourage the class to point to the toys that each colour describes. Finally, invite a volunteer to say a sentence: *They're blue* and have students point to the corresponding toy. Continue with other volunteers.

### Answer Key:



#### TRACK 1.25

NARRATOR: LISTEN AND FIND.  
 NARRATOR: THEY'RE GREEN. THEY'RE KITES.  
 THEY'RE RED. THEY'RE PLANES.  
 IT'S PURPLE. IT'S A BIKE.  
 THEY'RE PURPLE. THEY'RE CARS.  
 THEY'RE BLUE. THEY'RE BALLS.  
 THEY'RE YELLOW. THEY'RE TEDDY BEARS.  
 THEY'RE ORANGE. THEY'RE DOLLS.

## Listen and repeat. 1.26 5'

Point to the picture of the teddy bears, say *teddy bears* and ask students to raise their hand if they own one. Continue with the remaining toys. Play track 1.26 and have students repeat the names of the toys. Play the CD again and get them to point to the toys as they repeat.

#### TRACK 1.26

NARRATOR: LISTEN AND REPEAT.  
 NARRATOR: KITES. PLANES.  
 BIKE. CARS.  
 BALLS. TEDDY BEARS.  
 DOLLS.

## Count and say. 10'

Hold up three pencils and say *Look! Three pencils*. Continue with other familiar objects and invite volunteers to do the same. Then, have students look at the photo of the boy and the girl. Ask two volunteers to read the dialogue. Next, get the class to count the teddy bears and the balls in the picture to check whether the children counted them correctly. Finally, divide the class into pairs and ask them to role-play similar dialogues for the remaining toys.

### Light on real language

#### Sing a song. 1.27 5'

Invite students to look at what you do and imitate you. Clap your hands three times and say *Clap, clap, clap*. Then, shake your hands three times and say *Shake, shake, shake*. Play track 1.27 and ask students to follow the lyrics in their book. Play the CD again and have them sing along, clapping and shaking their hands.

#### Now sing your own verse. 1.28 10'

Explain to the class that they are going to make up their own verses of the song by changing the name of the person, the age and the personal pronoun. Divide the class into teams of five and ask them to make a new verse. Have several volunteers read their verses for the class to check. Then, play track 1.28 and have one team sing its new verse. Repeat for the remaining teams.

#### Assign homework 5'

#### Additional homework

AB page 25

*Pictionary* pages 98 and 99.

Students trace and colour the pictures of toys and numbers. Then, they read and trace their names.

# Is it a ball?

## 1 Listen and follow. 1.29 15'

Ask students to look at the pictures and say if they can remember the names of the lighthouse keepers: *Joe* and *Sally*. Then, invite the class to look at the three scenes and say what is happening: *Sally is doing a puzzle and Joe is guessing what the picture is*. Have students tell you if they like doing puzzles at home. Play track 1.29. Students listen and follow the dialogue. Play the CD again, pause it after the first line and write the question on the board. Explain that to ask what an object is, we invert the order of the verb *to be* and the pronoun. Isolate and model *Is it* and then, say the complete question. Repeat the same procedure to present the short answers *Yes, it is* and *No, it isn't*. Continue with the remaining questions and answers.

## Role-play. 20'

Material: One sheet of white paper per pair. Divide the group into pairs. Hand out the paper and invite students to draw a toy on the whole sheet of paper. Then, ask them to turn it over and draw lines on the back that divide the picture into six or seven puzzle pieces. They cut the pieces out and exchange them with another pair. Then, they complete the puzzle, using dialogue similar to the model from Activity 1. Finally, the students swap roles and play again.

### Assign homework 5'

### Additional homework

Students stick two cut-outs of known objects into their notebook. They draw two children with speech bubbles next to each picture. Students write a dialogue similar to the one in Activity 1, one with an affirmative answer and one with a negative answer.



AB page 26  
ex. 1

## 2 Listen and chant. 1.30 10'

Have students look at the picture and elicit what is happening: *Granny has got a present. The girl doesn't know what it is*. Invite the class to guess what the present is using: *Is it a ...?* Play track 1.30. Ask if their guess was correct. Then, elicit all the toy words in the chant and have students underline them: *car, plane, ball, kite, bike*. Next, divide the class into two teams. Play the CD again and encourage team 1 to chant the girl's part and team 2 to chant the granny's part along with the track. Tell team 1 to scratch their head when they chant the questions and team 2 to

shake their head and shake their finger when they chant *No, it isn't, guess again*. Then swap the roles of the two teams.



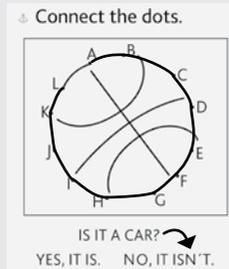
## Light on grammar 15'

Ask students to look at the picture of the plane and read the example question. Then, read both answers and have students say which one is correct. Hold a ruler and ask *Is it a pen?* Encourage students to point to *No, it isn't* in their book. Finally, get volunteers to take your role.

## Connect the dots. 5'

Invite students to look at the picture and guess what it is using *Is it a...?* Then, they connect the dots in alphabetical order to complete the picture.

### Answer Key:



## Look and match. 5'

Get students to look at the picture and ask *Is it a doll?* Elicit the short answer. Then, invite the class to read the question in the book and match it to the correct answer.



## Noughts and Crosses (see page 10) 10'

Now play *Noughts and Crosses*. Students from each team get a chance to draw an X or an O when they form a correct question with a clue you give them:

Teacher: *Bike*.

Student: *Is it a bike?*

Have fun!

### Assign homework 5' AB page 26 ex. 2

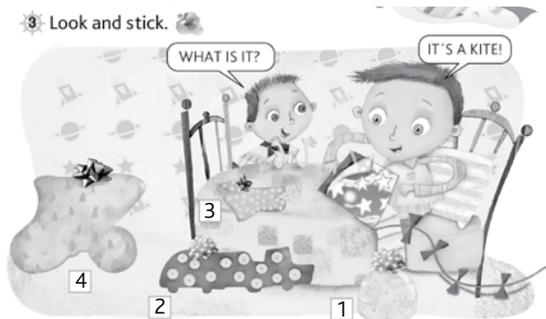


### 3 Look and stick. 20'

Invite students to look at the picture and describe it: *The boy is opening his birthday presents.* Divide the class into pairs and refer students to the present-shaped gaps. Have them speculate about what each present might be. Then, hand out the stickers for Activity 3 on page 27. Students identify the toys and decide where each picture goes before sticking it onto the page. Finally, name a present and encourage students to tell you what colour the wrapping paper is.

#### Answer Key:

##### Look and stick.



### Listen and number. 1.31 20'

Invite the class to say how they feel when others are opening presents; accept any ideas. Play track 1.31 and get students to listen to the word the little boy uses to ask about the presents: *What*. Write it on the board and say that we start questions with this word when we want to know the identity of an object. Play the CD again and pause it after number one. Students point to the ball and write 1 in the box. Play the remaining dialogues and repeat the procedure. Finally, say a number and students say the name of the toy.

#### TRACK 1.31

NARRATOR: LISTEN AND NUMBER.  
 LITTLE BROTHER: WHAT IS IT? BOY: IT'S A KITE!  
 NARRATOR: NUMBER ONE.  
 LITTLE BROTHER: WHAT IS IT? BOY: IT'S A BALL!  
 NARRATOR: NUMBER TWO.  
 LITTLE BROTHER: WHAT ARE THEY? BOY: THEY'RE CARS!  
 NARRATOR: NUMBER THREE.  
 LITTLE BROTHER: ER, WHAT IS IT? BOY: IT'S A PLANE!  
 LITTLE BROTHER: COOL!  
 NARRATOR: NUMBER FOUR.  
 LITTLE BROTHER: OOOH! WHAT IS IT? BOY: OH WOW!  
 IT'S A BIKE!

### Assign homework 5'

AB page 27 ex. 3

#### Additional homework

Students cut out letters from magazines to form the questions *What is it?* and *What are they?* They stick the questions into their notebook and draw pictures to illustrate them.

### Light on grammar 20'

Write *What is it?* and *What are they?* on the board. Read the dialogue from Activity 3 to the class and elicit when the brother uses each of the questions: *What is it?* to ask about a singular object and *What are they?* to ask about plural objects. Refer students to the first example question in the *Light on grammar* box. Have them say what *it* refers to: *The car*. Read the question and the answer and elicit how we know it is singular: Because we use *it is*. Repeat the procedure for the second example. Finally, invite several volunteers to draw singular and plural objects they can name in English on the board. Each volunteer makes a question about his / her drawing:

Student A: *What is (are) it (they)?*

Students: *It's / They're* \_\_\_\_\_.

### Draw and complete. 15'

Invite students to look at the two incomplete pictures and elicit the names of toys. Explain that they are symmetrical halves so they have to draw and colour the other halves exactly the same. When they have finished, divide the class into pairs. Get them to read the questions and complete the answers together.

#### Answer Key:

##### Draw and complete.



- WHAT IS IT?  
 - IT'S A KITE \_\_\_\_\_.



- WHAT ARE THEY?  
 - THEY'RE BALLS \_\_\_\_\_.

### Assign homework 5'

AB page 27 ex. 4

# Time to practise!



## Hangman (see page 10) 15'

Now play *Hangman*. Practise *toys* and *colours* vocabulary. Have fun!

## 1 Look and read. 15'

Have the class look at the pictures of children playing. Invite students to tell you if they know the game they are playing: *It's Pictionary*. Choose two students to read the dialogue. Then, start drawing a kite on the board, line by line. Ask students to guess what it is by asking *Is it a ...?* after each line has been drawn. Continue until a student guesses correctly. Encourage a volunteer to take your place and repeat the procedure. Continue with two more volunteers.

## 2 Now play with your friend. 15'

Divide the class into pairs to play a game similar to the one in Activity 1. Tell students they should complete, in four steps, a drawing of an object they can name in English. One student asks a total of three questions to identify the item in each box. Students play until they guess what their partner is drawing. Then, they switch roles and draw in the other student's book.

## Assign homework



AB page 28  
ex. 1

## Additional homework

Students wrap up two *presents*. One should contain a singular object (a toy, a classroom object) and the other two or more. They take it to school for the next lesson without telling anyone what it is.



## 2 Listen and circle. 1.32 20'

Material: A bag with singular and plural objects that students can name in English. Show the class the contents of the bag, and name each object clearly. Then, put everything back into the bag and explain that you are going to think of an item. They should guess if it is singular or plural and what it is / they are:

Teacher: (concentrating as if thinking) *Ready!*

Student A: *Singular.*

Teacher: *No.*

Student B: *Plural.*

Teacher: *Yes, that's right. What are they?*

Student C: *Pencils!*

Teacher: *Yes, that's right.*

Continue until all the objects in the bag have been named. Then, have students look at the pictures. Say a number and they name the toys using *It's a...* or *They're...* Play track 1.32 and pause it after each number to give students time to circle the correct picture. Finally, play the CD again to check the answers.

## Answer Key:

### 2 Listen and circle. 1.32



### TRACK 1.32

NARRATOR: LISTEN AND CIRCLE.

NARRATOR: NUMBER ONE.

BOY: WHAT IS IT?

GIRL: IT'S A PLANE.

NARRATOR: NUMBER TWO.

BOY: WHAT ARE THEY?

GIRL: THEY'RE KITES.

NARRATOR: NUMBER THREE.

BOY: WHAT IS IT?

GIRL: IT'S A PENCIL.

NARRATOR: NUMBER FOUR.

BOY: WHAT ARE THEY?

GIRL: THEY'RE CRAYONS.

## Pair work 10'

Divide the class into pairs. Student A looks at page 113; student B looks at page 117. Student A takes three turns asking which of two options to circle in each box:

Student A: *Number 1. What is it?*

Student B: *It's a kite.*

Student A: *Number 2. What are they?*

Student B: *They're teddy bears.*

Finally, say a number and ask the class to give you the name of the object(s).

## Assign homework 5' AB page 28 ex. 2

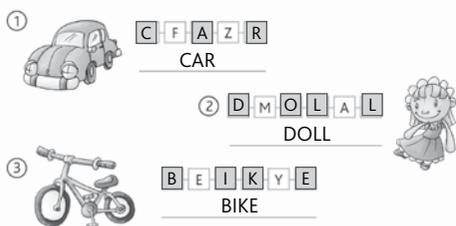
# Time to write

## 1 Find and colour the letters. 15'

Begin writing the alphabet on the board: *A B C D*. Then, pretend you have forgotten the next letter and ask a volunteer to come and help you. Continue with different volunteers until the alphabet is complete. Next, chant the alphabet with the class pointing to the letters as you go. Finally, chant it backwards. Draw a kite on the board and write the following letter sequence: *K N I T O E*. Ask volunteers to come and circle the letters needed to make the word *kite*. Encourage the class to name the three toys in Activity 1. Elicit the first letter of each word. Finally, ask the students to colour the letters that form each word.

### Answer Key:

1 Find and colour the letters.



## Write the toy's names. 5'

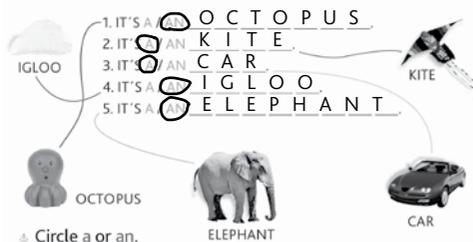
Ask students to write the toys' names on the line below the letter sequence. Then, check by asking volunteers to come and write the words on the board.

## 2 Follow the lines and complete. 10'

Ask students to look at the five pictures. Read the names and have students repeat after you. Instruct the class to look at the first sentence and follow the line to find out which picture it leads to: *The octopus*. Continue with the other sentences. Then, students follow each line and complete the names of each object, writing one letter on each line. They can use the words under the pictures as a guide and to check their work.

### Answer Key:

Follow the lines and complete.



## Circle a or an. 5'

Write *It's a* and *It's an* on the board and elicit the difference in use. Say *apple* and ask students to say which form it follows. Repeat with two or three other nouns. Then, invite them to go back to the sentences they have completed and have them circle *a* or *an* accordingly. Finally, name the colour of the line and have volunteers read the complete sentence:

Teacher: *Green*.

Student A: *It's an elephant*.

### Bulletin board idea 10'

Material: One sheet of white paper per student. Give each student a sheet of paper and ask them to fold it in half down the middle. On the left, they write a large, colourful *A* and on the right, a large, colourful *An*. Students write words they know in the correct column and illustrate them.

### Assign homework 5'

AB page 29

### Additional homework

Students draw five singular nouns they can name in English. They describe each object by writing sentences like the ones in Activity 2 on page 29: *It's a (pencil case)*.

# The lighthouse keepers' story



**Before you read** 10'

**Draw three toys in the toy box.**

Have students look at the picture of Joe and Sally in the top corner of page 30 and count the candles on the cake. Ask who is celebrating their birthday and how we know: *Sally, because she is blowing out the candles.* Invite volunteers to tell you how old they will be on their next birthday, and three toys they would like to receive. Then, have students draw those inside the toy box. Finally, divide the group into pairs and get them to compare their pictures.

**1 Listen to the first part of the story.** 1.33 10'

**Note:** Have students cover the second part of the story. Write the title of the story in the centre of the board and circle it. Draw several lines coming out of the circle. Have students look at the scenes without reading the texts and elicit words that might relate to the story: *present, toy, family, etc.* Write their suggestions at the end of each line. Then, tell students to read this part of the story in silence and say whether their predictions were correct or not. Ask them to look at the *spider's web* and invite a volunteer to rub out the words that do not relate to the story. Elicit other words that could make the *spider's web* more complete and write them on the board; add the word *postman* if they have not mentioned it. Students look at the first scene and count how many packages the postman has brought for Ricky. Ask students to think about what they might be. Then, they look at the remaining scenes and say what Ricky thinks the presents are. Next, play track 1.33 and have the class follow the dialogue with their fingers. Elicit the meaning of *computer game* in scene four; if no one knows, draw one on the board. Finally, play the CD again and invite students to focus on the tones of voice of each character.

**Now read the story in groups.** 10'

Divide the class into groups of four and assign roles of the characters from the story. Invite them to read the story imitating the voices they heard on the recording. Have them read it four times, changing roles each time, so that everyone represents each character. Ask some teams to perform the scenes for the rest of the class.



**Value: Sharing**

**Make a birthday card.** 15'

**Materials:** A photocopy of craft template 3a and 3b (see TB CD-ROM) per student, a bag with each student's name on a piece of paper.

Invite the class to think of a present they received that was very special. Then, ask students if they ever give presents to other people. Remind them that adults often appreciate very small presents from children, like homemade cards or pictures, and that the important thing about giving gifts is to show that you appreciate someone.

Tell students that they are going to make a birthday card. Hold up the bag with the students' names in it and ask everyone to come and take a piece of paper. Hand out the templates and explain the procedure. Students cut out the card and the picture of the presents and colour them. Have them draw a toy in the box. Then, they should fold the flap in the picture of the presents and stick it to the top of the box. Next, they fold the card and write a message for their class friend. You can write a model greeting on the board for the students to copy:

To \_\_\_\_\_  
*Happy Birthday!*  
*Your friend,*

When students have finished their cards, collect them and explain that each student will receive his / her card on his / her birthday. If a student's birthday falls on a bank holiday, give him / her the card beforehand.

**Assign homework** 5'

**Additional homework**



**AB page 30**

Students draw a present for one of the members of their family on a piece of sugar paper. They colour it and cut it out. They give the present to the person they chose and say how much they love him / her.

## 2 Listen to the second part of the story. 1.34 15'

Material: One sheet of white paper per team.  
Students keep their book closed. Write on the board:  
*Title of the story:*  
*Characters:*  
*Important event:*  
*Problem:*  
Divide the class into teams of three. Ask a person in each team to copy the headings from the board onto the top of their sheet of paper. Explain the meaning of any headings students do not understand. Invite volunteers to give examples from the previous stories. Give teams 10 minutes to complete the information about the first part of the story. Then, encourage five volunteers from different teams to come to the board with their sheet of paper and complete a piece of information. Check as a class. Then, have each team make a drawing to illustrate the problem. Collect the sheets of paper and later put them up for display on the classroom walls. Next, invite students to look at the scenes of the story and find the word *robot*. Encourage students to imagine which part of the robot's body each package contains. Draw their ideas on the board. Play track 1.34 and have the class listen to the second part of the story with their eyes closed. Finally, get them to say if they were right about the contents of the packages.

## Now read the story in groups. 10'

Divide the class into groups of three and assign students to play Ricky, his sister and the robot. Students read the story three times, changing roles every time.

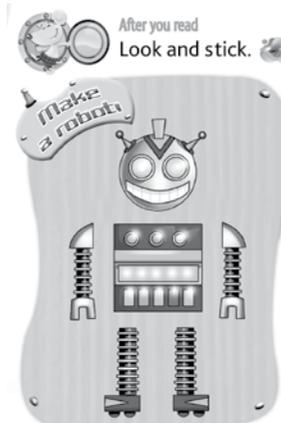


After you read  15'

Look and stick. 

Tell the class that you are going to give commands and they are going to be robots and follow the commands. Say *Walk like a robot*. Students walk around the class. Say *Count to ten like a robot!* They count in a robotic voice. Repeat this procedure with other commands. Next, have students look at the outlines of the robot's body parts. Divide the group into pairs and ask them to discuss what body part each outline represents. Hand out the stickers for the activity on page 31 and have them add the stickers to the corresponding outlines to form the robot. At the end of the class, invite students to say good-bye to you in robotic voices.

Answer Key:



Assign homework  5'



AB page 31

Additional homework

Students create a robot using cut-outs from old newspapers or magazines, sticking them onto a sheet of sugar paper. Display the robots on the classroom walls.





# Light up the world

**Warm-up:** Let's talk about Vietnam!  10'

Material: A map of the world.

Elicit how children celebrate birthdays in your country: the food, the party games, the presents, etc. Explain that Vietnam is in Asia and elicit the name of their continent. Show Vietnam on the map of the world. Invite several volunteers to come to the front and read the names of the countries around Vietnam. Then, explain that in Vietnam, children do not celebrate their birthdays on the actual day they were born. Instead, every child celebrates their birthday at the New Year's festival, which is called *Tet*. On the first morning of *Tet*, adults congratulate children on becoming a year older by presenting them with red envelopes

that contain Lucky Money, or *li xi*. These envelopes are given to the children by parents, siblings, relatives and close friends. *Tet* is the abbreviation of *Tet Nguyen Dan*, which means the first morning of the first day of the new period. *Tet* marks the beginning of a New Year on the lunar calendar, and the beginning of spring. It begins sometime between January 21st and February 19th on our calendar. *Tet* is a huge celebration that lasts three days. It is a time for visits from family and friends. Visitors end their visit with a farewell wish for the family such as: *I wish that money will flow into your house like water, and out like a turtle*. The atmosphere is very festive. Children dress in red and yellow and have parties.

**Look and read.**

 5'

Have students look at the scene on page 32 and describe it. Read the text and invite the class to guess how old each child is. Write the children's names on the board and the students' predictions next to them.

**Draw the candles.**

 5'

Ask students: *How old is Hai?* Continue with the remaining children. Then, invite them to draw the correct number of candles on the cakes.

**Listen and write the ages.**



1.35

 10'

Play track 1.35 and have students listen to Lanh talk about the ages of his brother and sisters. Ask whether the students' predictions were correct. Play the CD again. Students write the ages.

**Check and colour your sign.**

 5'

Explain that in Vietnam and China people associate each year with a different animal. Ask students what year they were born in and invite them to find it on the Chinese calendar. Next, get them to look at the animal for that year. Tell them that there are positive traits for each animal: horses make many friends; snakes and goats are artistic; dogs are loyal and honest; roosters are talented and are great thinkers; monkeys are artistic and clever. Have students colour the animal that corresponds to their year.



## TRACK 1.35

NARRATOR: LISTEN AND WRITE THE AGES.

NARRATOR: HELLO, WHAT'S YOUR NAME?

LANH: HI, MY NAME'S LANH. I'M SEVEN YEARS OLD.

NARRATOR: HELLO, LANH.

LANH: THIS IS MY SISTER. HER NAME'S HAI.

NARRATOR: HOW OLD IS SHE?

LANH: SHE'S FIVE.

LANH: THIS IS MY OTHER SISTER. HER NAME'S CAM.

NARRATOR: HOW OLD IS SHE?

LANH: SHE'S TEN.

LANH: THIS IS MY BROTHER. HIS NAME'S THUAN.

NARRATOR: HOW OLD IS HE?

LANH: HE'S THREE.



AB page 32

 15'

**Check what you know!**   

Material: One sheet of white paper per team. Divide the class into teams of four. They race to write the *toys* and *numbers* vocabulary items on the paper. The first team to finish wins. Then, form pairs to make up dialogues like this:

Student 1: *How are you?*

Student 2: *Fine, thanks.*

Student 1: *How old are you?*

Student 2: *I'm seven. How old are you?*

Monitor and help students if necessary and ask them to complete the faces according to what they know.

## Read and stick.



Invite students to look at the *pictionary*. Say each word for students to repeat it. Explain the importance of each part in the Tet festival:

**fireworks** – Tet is celebrated with big firework displays;

**lantern** – people decorate their houses with colourful lanterns;

**money envelope** – there are no presents; instead, parents give children an envelope with money in it;

**Tet tree** – it is a tradition to have a small orange tree decorated with cards and coloured paper.

Hand out the stickers for this activity and have students identify the pictures. Encourage them to decide in pairs where each sticker goes before sticking it onto the page. Check their answers as a class by reading the text and having students point to the correct sticker. Encourage the class to mention some differences about birthday celebrations in your country and in Vietnam, and to say what they think is best about each country.

## Answer Key:



## Read.



Have students look at the picture of Lanh and read what he says. Ask them to guess the meaning of *lucky colour* and *lucky number*. Then, invite the class to speculate about why his lucky colour is red and why his lucky number is seven: *It's the colour of happiness. It's his age.*

## Draw yourself and complete.



Ask students to think about their lucky colour and number. Have volunteers share their ideas with the rest of the class:

Teacher: *What's your lucky number?*

Student: *My lucky number is 5.*

Teacher: *What's your lucky colour?*

Student: *My lucky colour is green.*

Invite students to complete the sentences and draw a picture of themselves that shows their lucky colour and lucky number. Then, have them walk

around the classroom and show their pictures and sentences to other students. They shake hands with other students who have the same lucky colour or number, or both.

## Answer Key:

Student's own drawing and answers.

## Wrap-up: Remember Vietnam!



Have students stand up. Ask questions about what they have learned about Vietnam. Every time a student answers a question correctly, he / she sits down. Continue until everybody is sitting down. You can repeat the same question several times:

*Where is Vietnam? (In Asia.)*

*What is the name of the festival? (Tet.)*

*What do they celebrate? (The New Year's festival.) Etc.*

## Assign homework



## Additional homework



AB page 33

## My project



### Make a toy plane.

Tell students what materials they need for the project. Then, go through each step with them. Finally, remind them that they can do their project with the help of their family.



## A friendly reminder



It is advisable to create a stress-free and supportive environment for taking a test.

Before students are assessed, they should review the unit vocabulary with *My spelling practice* on page 95 and the *Time to check* section on page 32 in the AB. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the exercise
- read the instructions for the next activity, etc.

Remember that testing is just another tool to help us evaluate students' language development.

# 4 This is our house



## Objectives:

- learn the names of furniture items and the parts of a house
- say where things are using prepositions of place (*in, on, under*)
- ask and answer questions about the position of objects using *Where* and *Yes / No* questions with the verb *to be*



## Light on new words

### Furniture

bed	/bed/	_____
chair	/tʃeə/	_____
fridge	/frɪdʒ/	_____
lamp	/læmp/	_____
mirror	/mɪr.ə/	_____
sofa	/səʊfə/	_____
table	/teɪ-bl/	_____
TV	/ti: 'vi:/	_____
wardrobe	/wɔ:drəʊb/	_____

### Parts of the house

bathroom	/ba:θ.ru:m/	_____
bedroom	/bed.ru:m/	_____
dining room	/'daɪ-nɪŋ ru:m/	_____
kitchen	/'kɪ-tʃɪn/	_____
living room	/'lɪ-vɪŋ ru:m/	_____



## Light on grammar

### Prepositions: *in, on, under*

In this unit, we describe the position of different objects with the prepositions *in, on, under*.

### Verb to be: *Where is / are...?*

In this unit, *Where* questions are used to ask about the position of objects. We reply with *It's* for singular objects and *They're* for plurals.

### Verb to be: *Is it in the...? Are they in the...?*

These questions are used to ask which room different objects are in. We reply with short answers: *Yes, it is / No, it isn't* and *Yes, they are / No, they aren't*.



## Light on real language

In this section, students will learn phrases and short exchanges used in everyday life. In this unit, students will learn what to say when they are showing objects and places.

- Here's the bed.
- Here are the chairs.
- Here's the living room.



## The lighthouse keepers' story A dark, dark house



## Teaching tip

Materials: Card.

This is an idea for reinforcing classroom vocabulary and providing students with written models for common classroom nouns.

1. Point to the door and elicit what it is in English.
2. Take a word card and write *door*. Stick the card on the door.
3. Ask volunteers to point to other furniture items and fixtures in the classroom. Give them the words and written models for items they do not know, such as *wall*.
4. Have students look at the words for a few minutes before or after you teach the class. Give them one or two weeks to get familiar with the vocabulary.
5. Take all the cards down; then, hand one of them to a volunteer to put back up in its place. Let the class help if necessary. Repeat the procedure until all the cards have been put back up.
6. Follow step 5 whenever you have time available during your class.

## Value: Cooperation

Helping out at home is a sign of respect for the place where we live. We should keep our room clean, set the table, wash the dishes, etc.



## Make an orderly house.



## Basic competences

In this unit, students will develop:

- competence in *Learning to learn* by acquiring the habit of testing knowledge through revision games (TB p. 49).
- competence in *Knowledge and interaction with the physical world* by identifying and revising furniture in the home (SB p. 34). Real world objects are identified to consolidate meaningful learning.
- *Cultural and artistic competence* by drawing their bedroom, labelling it and then describing it to a classmate (SB p. 35). This activity helps to personalise learning through artistic expression.
- *Mathematical competence* by revising numbers by counting the number of objects and associating quantity to singular and plural structures (SB p. 36).
- *Linguistic competence* by consolidating language dealing with furniture and the home through a variety of activities (SB p. 37).
- competence in *Learning to learn* by working in pairs to test each other's memory through a game (SB p. 38). Raising students' awareness about how they can help each other to learn provides a cooperative model for classroom learning.
- *Autonomy and personal initiative* by creating a personalised poster and writing sentences about themselves and a friend (SB p. 39).
- *Linguistic competence* by enjoying a story that uses language from the unit (SB p. 40). Stories that use new language help to build students' confidence.
- *Interpersonal and civic competence* by identifying where a house needs to be tidied (SB p. 41). Learning to help around the house and be responsible for one's things is an important part of living with others.
- *Processing information competence* in the classroom by listening to a short story on CD about Holland and houseboats (SB p. 42).
- competence in *Knowledge and interaction with the physical world* by following a map to help guide children to their homes (SB p. 43).

# 4 This is our house

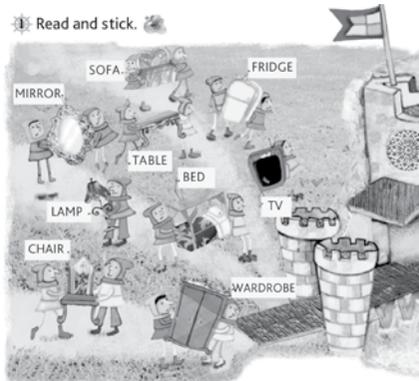
## Warm-up: Table, chair 10'

Point to a table, say the word and ask the class to repeat it. Introduce *chair* in the same way. Then, place a table at the front of the room and a chair at the back. Have two volunteers come to the front and touch the table. They should stay there while you are saying slowly *table... table...* When you say *chair* they should run to touch the chair. Next, you repeat slowly *chair... chair...* and when you say *table* they run back. Continue for a minute and then, invite other volunteers to play.

## 1 Read and stick. 15'

Have students look at the picture and describe it: *The king and the queen are moving into a castle. Their servants are carrying their furniture.* Tell the students to look for the stickers for Activity 1 on page 34. Divide the group into pairs. They look at the shape of each gap in the scene and decide which sticker belongs there. Get students to add the stickers to the outlines. Finally, read the labels and invite students to point to the corresponding pictures.

### Answer Key:



## Listen to the song and point. 1.36 10'

Invite the class to show you what *hands up on your head* means. If they are not sure, get them to put their hands on their book, on the table and then, on their head. Next, play the first line of track 1.36 and encourage students to point to each item of furniture as they hear it. Play the second line and repeat the procedure. After practising each line, play the whole song from beginning to end. Students end up with their hands on their head.

## Listen again and sing the song. 1.36 10'

Play track 1.36 and invite students to sing along. Then, ask them to stand up and pretend they are carrying a heavy piece of furniture to the palace. Play the CD again and get students to mime carrying the furniture and walking as they sing.

## Assign homework 5'

AB page 34  
ex. 1

### Additional homework

In their notebook, students make a list of the pieces of furniture from the unit in alphabetical order.

## Light on real language 25'

Have students look at the big scene again. Say each word and ask the class to point to it. Say a letter and challenge students to find an item (items) of furniture that start(s) with that letter. Next, invite three volunteers to stand in a line at the front of the class. Mime lifting a TV and passing it to the first student. Say *Here's the TV* and indicate to him / her to pass it down the line, saying the same phrase. Then, pass the lamps, as you did with the TV, and say: *Here are the lamps*. Repeat with other objects or pairs of objects. Later, read out the sentences in the box and get students to point to the pictures. Elicit when we use *Here's + noun* and when we use *Here are + noun*: *Here's when we are passing an object to somebody*; *Here are when we are passing two or more objects*. Finally, get volunteers to say some examples while passing classroom objects to their partners: *Here's the ruler. Here are the pencils.*

## Assign homework 5'

AB page 34  
ex. 2

### Additional homework

Students draw and label five pieces of furniture in their notebook.

## 2 Look and trace. 10'

Have the class look at the castle and identify the parts of it. Point to each room and get students to mime what we usually do in them. Then, read out the name of a room and ask what items of furniture should go in it. Next, invite students to trace the name of the room. Repeat the procedure until all the rooms' names have been traced.

## Listen and point. 1.37 5'

Play track 1.37 and ask students to point to each room that is mentioned. Then, say *Here's the dining room.* and ask them to point to it in the scene. Repeat the procedure with the remaining rooms.



### TRACK 1.37

NARRATOR:	LISTEN AND POINT.
PRINCESS:	HERE'S THE BATHROOM.
PRINCE:	HERE'S THE BEDROOM.
KING:	HERE'S THE LIVING ROOM.
QUEEN:	HERE'S THE DINING ROOM.
COOK:	HERE'S THE KITCHEN.

## Listen and repeat. 1.38 5'

Play track 1.38 and get students to repeat the names of the rooms. Play the CD again and this time invite students to echo the words, repeating them three times, but saying them more quietly each time so that the third repetition is just a whisper.



### TRACK 1.38

NARRATOR:	LISTEN AND REPEAT.
PRINCESS:	BATHROOM.
PRINCE:	BEDROOM.
KING:	LIVING ROOM.
QUEEN:	DINING ROOM.
COOK:	KITCHEN.



## Draw your bedroom.

Name different pieces of furniture and encourage students to raise their hand if they have that item in their bedroom. Then, tell students to draw a picture of their bedroom with the main pieces of furniture and two or three toys.

## Describe it to your friend. 10'

Draw a quick picture of your bedroom on the board and describe it: *Here's the bed. It's blue. Here are the lamps. They're red.* Divide the class into pairs to take turns describing their drawings to each other. Have some volunteers describe their room to the rest of the class.

## Assign homework 5'



AB page 35

### Additional homework

*Pictionary* pages 100 and 101.

Students draw the pictures of furniture items and parts of the house. Then, they read and trace their names.

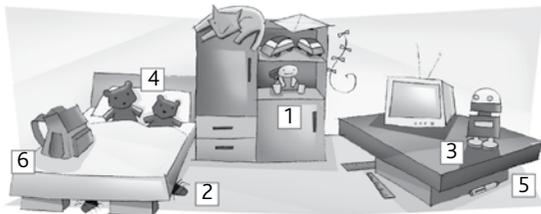
# It's on the table

## 1 Listen and number. 1.39 20'

Have the class look at the picture and elicit the name of the room. Say *Point to the table!* and get students to point to the correct object. Repeat for *bed* and *wardrobe*. Then, play track 1.39 and ask students to point to each item. Next, play the CD again and get students to write the corresponding numbers in the boxes.

### Answer Key:

#### Listen and number. 1.39



#### TRACK 1.39

NARRATOR: LISTEN AND NUMBER.

NARRATOR: NUMBER ONE.

CHILD: FIND THE DOLL. IT'S IN THE WARDROBE.

NARRATOR: NUMBER TWO.

CHILD: FIND THE SPIDERS. THEY'RE UNDER THE BED.

NARRATOR: NUMBER THREE.

CHILD: FIND THE ROBOT. IT'S ON THE TABLE.

NARRATOR: NUMBER FOUR.

CHILD: FIND THE TEDDY BEARS. THEY'RE IN THE BED.

NARRATOR: NUMBER FIVE.

CHILD: FIND THE PEN. IT'S UNDER THE TABLE.

NARRATOR: NUMBER SIX.

CHILD: FIND THE SCHOOL BAG. IT'S ON THE BED.

## Play a guessing game. 15'

Choose a volunteer to read the girl's first sentence and ask the class to find the TV in the scene. Read the part of the boy for the students to find the teddy bears. Ask what the children are doing: *They are playing a game. One is describing an object and the other is finding it in the picture.* Divide the group into pairs to play the game by describing the remaining items in the picture.

### Assign homework 5'

#### Additional homework

Students draw a table and a box in their notebook. Then, they stick cut-outs of different objects in, on, and under the pieces of furniture.



AB page 36  
ex. 1



## Light on grammar 20'

**Note:** Before the lesson, draw a room on the board with a table, chairs, wardrobe, and a sofa. Prepare seven sticky notes; on the back of one, draw a spider, on the back of another, draw two spiders. Leave the other five blank. Point to the picture and review the names of furniture. Then, place the note with one spider and five blank notes in various parts of the picture: under the table, on the chair, etc. Say *A spider is hiding behind one of the notes.* Students find the spider by saying *It's (under) the (table)!* Show the back part of the note to check if they guessed correctly. Repeat the game with two spiders. Next, refer the class to the sentences in the *Light on grammar* box. Read each one and get students to point to the correct spider. Invite volunteers to read the sentences at random and encourage the class to point to the corresponding spider.

## Read and draw. 15'

Place a pen on your chair and say *The pen is on the chair.* Repeat with two pens. Continue placing a pen or two pens in, on or under various items of furniture. Have students describe where they are. Elicit the difference between *It's* and *They're*: *We use It's for singular objects and They're for plural objects.* Then, invite volunteers to read the text for the rest of the class to draw the objects accordingly. When they finish, have them compare their drawings with a partner.



## Simon says... (see page 10) 15'

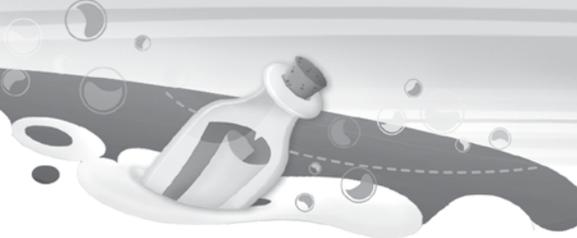
Now play *Simon Says*... Include prepositions from the unit in your instructions:

- *Simon says put your hands under the table.* (Students put their hands under the table.)
  - *Put your hands on your book.*
- Have fun!

### Assign homework 5'



AB page 36 ex. 2



## 2 Listen and colour the chairs. 1.40 20'

Have students look at the lighthouse and identify the rooms and the furniture items. Next, invite students to point to the black and white chairs. Later, play track 1.40 and encourage students to point to the correct chair and mark it with the correct colour. Finally, play the CD again and get students to colour the chairs.

### Answer Key:

Bedroom: *yellow chair*  
Living room: *blue chair*  
Kitchen: *green chair*  
Bathroom: *orange chair*



### TRACK 1.40

NARRATOR: LISTEN AND COLOUR THE CHAIRS.  
JOE: WHERE'S THE BLUE CHAIR? IS IT IN THE LIVING ROOM?  
SALLY: YES, IT IS.  
JOE: WHERE'S THE YELLOW CHAIR? IS IT IN THE BATHROOM?  
SALLY: NO, IT ISN'T.  
JOE: IS IT IN THE BEDROOM?  
SALLY: YES, IT IS.  
JOE: WHERE'S THE GREEN CHAIR? IS IT IN THE KITCHEN?  
SALLY: YES, IT IS.  
JOE: WHERE'S THE ORANGE CHAIR? IS IT IN THE BATHROOM?  
SALLY: YES, IT IS.

## Draw the furniture. 10'

Ask students what is wrong with the lighthouse: *It needs more furniture.* Elicit what items of furniture are missing. Invite students to draw the missing pieces wherever they want but tell them that they should draw two lamps in one room and two chairs in another.

## Circle and complete the sentences. 15'

Name an item of furniture and model a question and an answer with the class:

Teacher: *Where's the bed?*

Student: *It's in the bedroom!*

Read the first incomplete question and invite a volunteer to finish it. Then, ask another volunteer to begin the answer. Students should circle the correct option. Next, invite students to complete the activity according to their drawing. Finally, divide the group into pairs to check their work.

### Model answer:

Where's the *table*?  
*It's in the living room.*  
Where are the *beds*?  
*They're in the bedroom.*  
Where are the *lamps*?  
*They're in the kitchen.*

Assign homework 5' AB page 37 ex. 3



## 3 Listen and chant. 1.41 10'

Play track 1.41 and have students follow the words with their finger. Then, play the CD again and invite students to join in.



### Light on grammar 10'

Model the example questions and answers and get the class to repeat after you. Elicit the difference between the two examples: *One is singular and the other plural.* Ask students the first two questions and elicit the answer: *Yes, it is!* Students circle it. Then, ask a student about the lamps. He / She answers according to the picture he / she drew.

### Look at the lighthouse and ask a friend. 10'

Divide the class into pairs to compare their lighthouse. They ask and answer questions about it:

Student 1: *Where's the (bed)? Is it in the (living room)?*

Student 2: *No, it isn't.*

Assign homework 5' AB page 37 ex. 4

# Time to practise!

## Warm-up: Picture dictation 15'

Material: One sheet of white paper per student.  
On the board, draw a table with a chair on the left side and an open wardrobe on the right side. Students copy the drawing on their paper. Then, give instructions using the furniture words and prepositions: *Draw a pen under the table.* When you have dictated five sentences, ask *Where's the pen?* Students answer: *It's under the table.* Continue with the remaining items.

## 1 Read and mark (✓ or ✗). 10'

Have the class look at the picture and elicit the names of the room and the furniture. Then, draw ✓ and ✗ on the board. Get students to read sentence 1 and see if it is true or false according to the picture. Ask a volunteer to come to the board and point to the correct mark. Next, students read each sentence and mark it. Finally, check their work by writing the numbers from 1 to 5 on the board and inviting volunteers to put the correct mark next to each number.

### Answer Key:

1. ✓ 2. ✓ 3. ✗ 4. ✗ 5. ✓

## 2 Test your memory with a friend. 20'

Invite the class to look at the photo and describe it: *There are two children talking.* Read the dialogue with a volunteer. Then, give students thirty seconds to look at the picture of the kitchen and remember as many details as possible. Ask them to close their book. Say *The pens are in the fridge* and elicit the response: *Yes, they are.* Repeat the procedure with other sentences. Divide the group into pairs. They play following the same model.

### Assign homework 5'

#### Additional homework

In their notebook, students draw a room with its furniture. Then, they label the pieces of furniture they can name in English.

 AB page 38  
ex. 1

## 2 Underline and complete. 15'

On the board, write *Where is / are the ruler?* Hold up a ruler and invite a volunteer to underline the correct form of the verb *to be*. Then, hold up two rulers and encourage another volunteer to do the same. Elicit the difference between the two forms. Next, get students to look at the pictures. Say *The car's in the wardrobe.* Encourage them to say *yes* if it is right, and *no* if it is wrong. Elicit statements to describe each toy's position: *The dolls are in the wardrobe.* Finally, students underline *is* or *are* in the questions and complete the answers with a phrase from the box.

### Answer Key:

1. Where *are* the dolls? *They're in* the wardrobe.
2. Where *is* the car? *It's on* the lamp.
3. Where *are* the apples? *They're under* the sofa.

## Pair work 15'

Divide the group into pairs and appoint student A and student B. Student A looks at page 113 and student B looks at page 118. Invite volunteers to name the objects on the right side of the picture. Students have to discover the position of the objects by asking their partner questions with *Where*. Then, they should draw them. Monitor the pairs as they work and praise those who are making a big effort to do it correctly.



## Spell the word! (see page 10) 15'

Now play *Spell the word!* Practise the *furniture* and *parts of the house* vocabulary. Have fun!

### Assign homework 5'

#### Additional homework

In their notebook, students draw three objects in, on or under a piece of furniture. Then, they write questions with *Where* and answer them: *Where are the (crayons)? They're (in the bed).*

 AB page 38  
ex. 2

# Time to write

## 1 Colour the correct options. 15'

Write two sentences about yourself on the board, marking the capital letters and the full stops in a different colour: *My name is (Natalia). I have got one brother and one sister.* Help students to tell you the rule for the use of capital letters and full stops: *We use capital letters to start sentences and to write names. We use full stops at the end of sentences.* Then, have the class look at the pictures of Joe and Sally and describe what they are doing. Next, copy the first sentence from the book onto the board including both options. Elicit which are correct and why: *My; it begins the sentence so it needs a capital letter, and Joe because it is a name.* Write *My* and *Joe* and a full stop with a different colour marker. Then, divide the group into pairs. Have them look at the remaining sentences and colour the correct options. Finally, invite volunteers to write the sentences on the board to check.

### Answer Key:

Colour the correct options.



## 2 Correct the sentences. 15'

Ask the group to look at the pictures and identify them. Then, invite students to look at the sentences. Elicit what is wrong with them: *They do not have capital letters or full stops.* Next, get students to count and say how many mistakes there are in each sentence. Have them point out each mistake. Then, ask the class to write the sentences correctly on the lines. Finally, get volunteers to read the sentences they wrote.

### Answer Key:

*Her name is Carla.*

*She is six.*

*This is Mike.*

## Bulletin board idea 15'

Material: One sheet of sugar paper per student. Hand out the material. Have students write three sentences about themselves and a friend on the sugar paper. Then, tell them to trace the capital letters and full stops with a different colour. Next, they draw pictures of themselves and their friend. Display on the bulletin board and invite students to read their classmates' work.

## Assign homework 5'



AB page 39

## Additional homework

Students stick a photo of their family in their notebook. Then, they write sentences about their family and decorate capital letters and full stops with glitter.

# The lighthouse keepers' story



**Before you read** 15'

## Find and circle eight spiders.

Have the class look at the picture of the tree house. Encourage students to comment if they have ever been to a house like this or if they would like to; help them imagine what it's like to live there. Then, elicit the names of the rooms and furniture they can see in the tree house. Ask them to look more closely at the picture and say that there are eight spiders hiding. Give students a minute to find and circle the spiders. Check as a class by choosing volunteers to say where the spiders are:

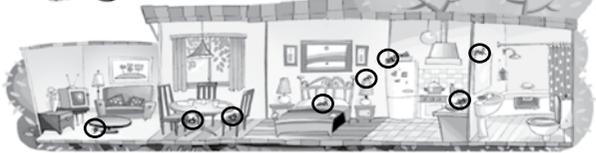
Teacher: *Where's the spider in the living room?*

Student: *It's under the table!*

## Answer Key:



**Before you read**  
Find and circle eight spiders.



**Now read the story in pairs.** 10'

Choose two students and have them read the dialogue in the first scene, imitating the characters' voices. Then, divide the group into pairs and get them to read all four scenes, trying to sound like the characters on the CD. Next, invite several pairs of volunteers to role-play the scenes. Finally, students vote for the pair who performed the story best.

**Assign homework** 5'



AB page 40

## Additional homework

In their notebook, students draw a scene to go before the first part of the story, explaining why Chippy ran into the house.

**1 Listen to the first part of the story.** 1.42 20'

Draw a picture of a spider on the board. Ask students to raise their hand if they are afraid of spiders; convey the meaning of *afraid* using body language to show you are scared. Now, draw a picture of a dog. Ask students: *Who is afraid of dogs?* and have them raise their hand. Then, invite volunteers to draw things they are afraid of on the board; ask them about their drawings. Get students to look at the first two scenes without reading the text. Encourage them to speculate about where the story takes place, who the characters are and why the dog ran into the house. Then, have students look at scenes three and four and invite some volunteers to name the rooms and furniture they can see. Play track 1.42 and have the class follow along in their book. Then, ask *Where's Chippy?* Students should answer: *I think he's in the bathroom.* Explain that they are going to find out if they are right or not in the second part of the story.

## 2 Listen to the second part of the story. 1.43 10'

Write the story title on the board and circle it. Elicit what students remember about the story and write their ideas around the circle: the characters, the place, the objects in the house, etc. Then, play track 1.43 and have the class follow the story in their book.

## Now read the story in pairs. 10'

Divide the class into two teams. First, ask one team to read the boy's part and the other to read the girl's part and then, everyone can mime the dogs at the end and make happy dog sounds. Then, swap roles and repeat the procedure. Next, ask the class to look at both parts of the story and say *I spy with my little eye, something beginning with 'd'*. Use gestures to show what the game is about. Invite volunteers to guess the word you are thinking of: *Dog*. When a student guesses correctly, he / she takes your role.



### After you read 10'

#### Look and find the differences.

Draw a doll, a spider, a lamp, a book and a cat on the board. As you draw, encourage students to guess what the pictures are. Point to the doll and elicit the first letter of the word. Then, write the complete word below the picture. Next, ask the class to look at the two pictures in the book. Elicit which room it is and the names of the furniture items. Point out that there are six differences between the pictures. Divide the class into pairs. Choose two volunteers to read the dialogue between the boy and the girl in the photo. The rest of the students point to the objects that they mention. Have the pairs work together to find the other differences and describe them to each other following the model. Invite pairs of volunteers to tell the class about the differences they found.



### Value: Cooperation

#### Make an orderly house. 15'

Material: A photocopy of craft template 4a and 4b (see TB CD-ROM) per student.

Have the class say what they do to help out at home. Help them to say why it is a good idea to be responsible for their own things. Hand out the material and get students to look at the template. Explain that they are going to cut out the house and the items. Then, have them colour the house and all the objects. When they have finished, invite students to put the furniture in the wrong rooms to make the house look messy. Ask *What's in the bedroom?* and encourage the class to say which items should go there. Repeat the procedure with the remaining rooms. Then, when all the furniture is where it belongs, have students stick the furniture items into the corresponding rooms. They should fold along the dotted lines to close the doors. Finally, students stick the windows on.

### Assign homework 5'



AB page 41

#### Additional homework

On half an A4 sheet of sugar paper, students write and draw three chores they can do to help out at home; they put it up on their bedroom door. This will help them remember how to cooperate to have a clean house.



# Light up the world

**Warm-up:** Amsterdam, the capital of Holland 10'

Material: A world map or globe.

Point to your country on the world map and to Holland at the same time, so that students can realise how far this country is from theirs. Next, tell the class Holland is in Europe, and since it is situated below sea level, there are many rivers and canals there. The capital of Holland is Amsterdam, a city with 165 canals, 1281 bridges,

70 cruise boats, 8 wooden drawbridges and almost 3000 houseboats. Since water forms the boundaries of Amsterdam's neighbourhoods, some people live on boats instead of in regular houses. Elicit the good and bad sides to living on a houseboat: *You are more connected to the environment, but there is less space than in an average house. You can move your house to a new place, etc.*

**Listen to Joris and number the rooms.**



1.44

15'

Invite a volunteer to read out Joris' text. Then, ask the class where he is from: *Holland*. Encourage students to say whether they would like to live on a houseboat. Next, invite them to name the rooms and the objects they see on Joris' houseboat. Explain that Joris is showing us around his house. Play track 1.44 and tell students to number the rooms as they are mentioned. Elicit the answers by naming the rooms for students to say the corresponding number. Play the CD again and check as a class. Then, divide the group into pairs. Student A is Joris and student B is a friend. Student A shows student B around the house, pointing to the furniture and other objects in the rooms. Later, students swap roles. Finally, ask a pair of volunteers to role-play their dialogue for the rest of the class.

**Answer Key:**

- 1. kitchen
- 2. bathroom
- 3. bedroom
- 4. living room

**TRACK 1.39**

NARRATOR: LISTEN TO JORIS AND NUMBER THE ROOMS.

JORIS: MY NAME'S JORIS. THIS IS MY HOUSE. IT'S A BOAT.

NARRATOR: NUMBER ONE.

JORIS: LOOK, A YELLOW FRIDGE!

NARRATOR: NUMBER TWO.

JORIS: THIS IS THE BATHROOM.

NARRATOR: NUMBER THREE.

JORIS: HERE'S MY BEDROOM...

NARRATOR: NUMBER FOUR.

JORIS: LOOK, MY TV IS RED!

**Circle the furniture you can see on the boat.**

10'

Have students look at the pictures and name the furniture items. Then, mime combing your hair and looking in the mirror, and encourage the class to find and point to the picture of the mirror. Next, invite some volunteers to mime using other objects for the class to guess. Refer students to Joris' houseboat to circle the furniture they can see in the rooms. Explain that what looks like mirrors are actually portholes to the outside, so they shouldn't circle them.

**Answer Key:**



AB page 42 15'

**Check what you know!**

Materials: One sheet of white paper per team, unit craft *Make an orderly house*. Divide the class into teams of four. They race to write the *furniture items* vocabulary on the paper. The first team to finish wins. Then, ask each student to hide five objects in their *house*. Form pairs to make up dialogues following this model:  
Student 1: *Where's the (lamp)?*  
Student 2: *Is it in the (bedroom)?*  
Student 1: *Yes, it is. / No, it isn't.*  
Student 2: *Where are the books?*  
Finally, ask the class to complete the faces according to what they know.

**Additional homework**

Students imagine, draw and label rooms and furniture in a houseboat.

### Read and point to the houseboats.

Elicit what students can remember about Joris: *He's from Holland. He lives on a houseboat. He has a red TV and a yellow fridge.* Next, get students to look at the picture and explain that the boy and girl are from Holland, too. Refer students to the map and get them to say which city it shows: *Amsterdam.* Remind the class of the characteristics of that city. Then, explain what the different colour areas represent: blue = canals, green = parks, white = roads. Finally, choose three volunteers to read the texts and ask the rest of the class to point to each child's houseboat.

### Follow the paths to find their houseboats.

Students draw a line from the anchor in front of each child to his / her houseboat. Elicit the colour of Joris' houseboat: *red* and ask students to take a red pencil and find a route to Joris' houseboat. Then, repeat the procedure with Konrad's and Anka's houseboats.

### Answer Key:



### Draw and label your ideal home.

Material: A picture in cross-section of your own ideal home on a sheet of sugar paper with the rooms labelled.

Invite students to look at the photo of the finished task and have them tell you what they have to do: *Draw a house and label the rooms.* Encourage the class to suggest some unusual homes: *windmills, palaces, spaceships, submarines, lighthouses.* Display your ideal home and show them the rooms: *Here's the kitchen. The table is yellow and the fridge is blue.* Next, ask students to do the task individually. Finally, invite them to walk around the class and show their picture to their classmates. Vote on the most original picture.

### Wrap-up: True or false?

Select four volunteers. Ask the class to choose an object to hide. Have one volunteer wait outside the classroom door or stand at the back of the class with his / her back turned and the remaining students hide the object. The other three volunteers write a sentence each telling where the object is; two of them should be false. Invite the first volunteer to return and ask where the object is. The three students read their sentences. The student who is guessing says which one he / she thinks is true. The class gives the answer. Finally, each volunteer chooses a student to replace him / her to play again.

### Assign homework



AB page 43

### Additional homework

### My project

#### Make a home for your toys.

Tell students what materials they need for the project. Then, go through each step with them. Finally, remind them that they can do their project with the help of their family.

### Additional homework

Students organise their information about Holland in the form of a *spider's web* in their notebook.



### A friendly reminder

It is advisable to create a stress-free and supportive environment for taking a test.

Before students are assessed, they should review the unit vocabulary with *My spelling practice* on page 95 and the *Time to check* section on page 42 in the AB. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the exercise
- read the instructions for the next activity, etc.

Remember that testing is just another tool to help us evaluate students' language development.

# 5

# Clap your hands!



### Objectives:

- learn the names of parts of the body and adjectives
- give commands
- describe physical features using the verb *have got*
- describe people and animals using affirmative and negative forms of the verb *to be*



### Light on new words

#### Parts of the body

arm	/ɑ:m/	_____
ear	/iə/	_____
eye	/aɪ/	_____
feet	/fi:t/	_____
hair	/heə/	_____
hand	/hænd/	_____
head	/hed/	_____
leg	/leg/	_____
mouth	/maʊθ/	_____
nose	/nəʊz/	_____

#### Adjectives

big	/bɪg/	_____
fat	/fæt/	_____
long	/lɒŋ/	_____
short	/ʃɔ:t/	_____
small	/smɔ:l/	_____
tall	/tɔ:l/	_____
thin	/θɪn/	_____



### Light on grammar

#### Verb *have got*: *I have got...* *He / She has got...*

We describe physical features with the verb *to have* + adjective + body part.

#### Verb *to be*: *He / She is* + adjective, *They are* + adjective

We describe people using the verb *to be* + adjective.

#### Verb *to be*: *He / She isn't* + adjective, *They aren't* + adjective

The negative form of the verb *to be* is presented in the contracted forms: *isn't* and *aren't*.



### Light on real language

In this section, students will learn phrases and short exchanges used in everyday life. In this unit, students will learn and practise imperatives.

- Clap your hands.
- Stamp your feet.
- Nod your head.
- Touch your nose.



### The lighthouse keepers' story The helpful giant



## Teaching tip

Pair work is a good way of giving each student the opportunity to participate and practise using the language. However, it can be difficult to organise in a large class of young children. Here are a few tips to make pair work manageable:

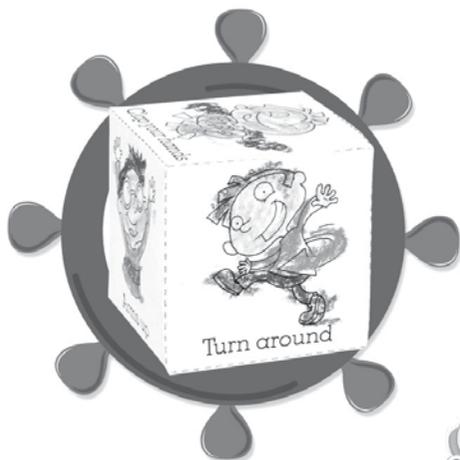
- Before students start working, ask a pair of volunteers to come to the front and demonstrate the activity with them first, so that the rest of the class can see what they have to do.
- Write the target language on the board so that students have a model to refer to.
- Remind students constantly of the need to listen to their partners and take turns. Encourage them to use expressions like *Could you repeat that, please?*, so that they know what to say when they do not understand their partner.
- Move around the class and monitor progress.
- Praise pairs who work together well, both for their cooperative skills and for their use of the language.

## Value: Taking care of your body

We have got one body for our entire life. Our body houses all the organs that keep us alive. We need to take care of our body and respect it.



## Make an exercise die.



## Basic competences

In this unit, students will develop:

- *Interpersonal and civic competence* by using pair work in class (TB p. 61). Developing the habit of watching a model, taking turns when speaking and learning polite formulaic language helps enable students to use real language.
- competence in *Knowledge and interaction with the physical world* by learning and using descriptive adjectives and body parts (SB p. 44). Following instructions to touch body parts or do different actions integrates kinesthetic memorisation techniques.
- *Processing information competence* in the classroom by using the class CD to listen and trace and repeat modelled language (SB p. 45). Use of new technologies helps students to access different accents and pronunciation.
- *Mathematical competence* integrated with language by playing a guessing game (SB p. 46).
- *Linguistic competence* by watching a guided inductive presentation on the negative form of the verb to be (SB p. 47).
- *Cultural and artistic competence* by sketching the traits of different people and monsters in a drawing dictation (SB p. 48), which makes learning significant.
- *Linguistic competence* by consolidating adjective word order in descriptive sentences through writing (SB p. 49).
- *Linguistic competence* by listening and reading a story while looking at drawings that support contextual information (SB p. 50). The contents of the story help students to focus on the importance of solidarity as a value.
- *Linguistic competence* by integrating the use of skills to build knowledge (SB p. 51).
- competence in *Learning to learn* by working in teams of four participating in a vocabulary race (SB p. 52).
- *Autonomy and personal initiative* by formulating and expressing their opinion on the Undo Kai reading exercises in a graph (SB p. 53).

# 5 Clap your hands!

## Warm-up: A friendship tree 10'

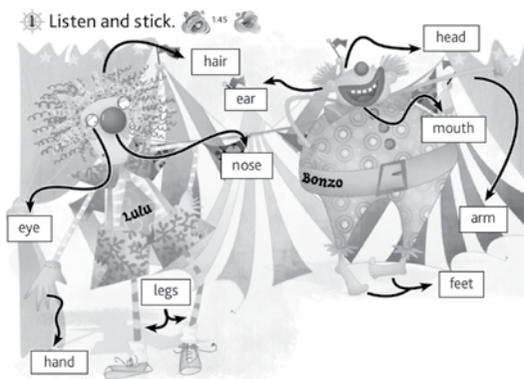
Materials: One sheet of white paper per student, a piece of sugar paper with a leafless tree drawn on it.

Display the tree and explain that everyone is going to make a leaf for the tree with a cut-out of their hand. Hand out the material. Students should place a hand on the paper, draw around it with a pencil, write their name on it and cut it out. Finally, they should stick it onto one of the branches of the friendship tree.

## 1 Listen and stick. 1.45 10'

Ask students if they like clowns and why. Then, get a volunteer to read the names of the clowns in the picture. Point out that *Lulu* and *Bonzo* are missing some body parts. Tell the students to use the stickers for Activity 1 on page 44. Play track 1.45, pause it after number 1 and let students find sticker 1; next, tell them to add it to the corresponding space in the illustration. Repeat the procedure with the remaining body parts.

### Answer Key:



## 1 Listen and stick. 1.45

### TRACK 1.45

NARRATOR: LISTEN AND STICK.  
 NARRATOR: NUMBER ONE. HAIR. NUMBER TWO. MOUTH.  
 NUMBER THREE. HAND. NUMBER FOUR. EAR.  
 NUMBER FIVE. NOSE. NUMBER SIX. FEET.

## Follow and read. 10'

Touch your hair, say *hair*, and ask students to point to the corresponding sticker in their book. Do it again and tell them to follow the line to the word *hair*. Then, chant the word, letter by letter: *H - A - I - R*. Invite a volunteer to do this on his / her own. Repeat the procedure with the remaining body parts.

## Listen and repeat. 1.46 5'

Play track 1.46 and touch each body part as you hear it. Get the class to imitate you. Then, play the CD again and pause it after each word. Ask students to repeat it and point to it in their book. Finally, invite some volunteers to spell the words.

### TRACK 1.46

NARRATOR: LISTEN AND REPEAT.  
 NARRATOR: HAIR. HEAD.  
 EAR. MOUTH.  
 NOSE. ARM.  
 EYE. LEGS.  
 FEET. HAND.

## 2 Look and circle the name. 10'

Invite the class to name the body parts in the pictures. Draw a pair of long legs on the board and say *long legs*. Students repeat. Then, tell them to find the name of the clown with long legs in picture 1 and circle it. Repeat with the remaining pictures. Finally, volunteers read the descriptions and names of the clowns.

### Answer Key:

1. *Lulu* 2. *Bonzo* 3. *Bonzo* 4. *Bonzo*

## Assign homework 5'

AB page 44  
ex. 1

### Additional homework

Students draw a clown in their notebook. They label his / her characteristics: *long hair*, *short legs*, etc.

## Light on real language 20'

Ask the class to stand up. Say *Touch your nose*. Do the action and invite students to do the same. Repeat the procedure with the other body parts. Refer students to the first picture and say *Clap your hands three times*. and clap together counting to three. Continue with the remaining expressions, varying the number of times they do each action. Then, ask a volunteer to mime one of the actions and have students say the corresponding expression. Repeat several times with different students.

**Assign homework**  5'  AB page 44 ex. 2

**3 Listen and trace.**  1.47  15'

Have students look at the picture of the circus performers and invite some volunteers to tell the class about circuses they have been to. Ask the class to point to performer A; use body language to convey what *tall* means stretching up tall on tiptoe, and then, say the word. Repeat the procedure with the features of remaining performers. Next, play track 1.47 and pause it after the first item. Students point to picture A and then, trace *tall*. Continue the procedure with the remaining words.

**TRACK 1.47**

NARRATOR: LISTEN AND TRACE.

NARRATOR: POINT TO A. HE'S TALL. TRACE TALL.

POINT TO B. HE'S FAT. TRACE FAT .

POINT TO C. SHE'S SHORT. TRACE SHORT.

POINT TO D. SHE'S THIN. TRACE THIN.

**Listen and repeat.**  1.48  10'

Play track 1.48, pause it after each word and invite students to repeat it. Then, ask them to stand up. Play the CD again and have them mime the adjective as they repeat it. Finally, divide the group into pairs. Students should take turns guessing the adjectives their partner mimes:

Student A: *I'm...* (miming *short*).

Student B: *Short!*

**TRACK 1.48**

NARRATOR: LISTEN AND REPEAT.

NARRATOR: TALL.

SHORT.

FAT.

THIN.

**Light on**  
real language

**Sing the song and do the actions.**  1.49  10'

Ask students to look at the ringmaster, read what he says aloud and demonstrate *Clap your hands*. Review the remaining actions from the *Light on real language* box in the same way. Then, divide the group into two teams. Play track 1.49 for the first time. Tell students to listen and follow along with the lyrics in their book. Play the track again and ask team 1 to sing the song. Team 2 acts out the actions. Reverse roles next time round. Finally, play the track one last time and invite the class to sing along and do the actions.

**Assign homework**  5'

 AB page 45

**Additional homework**

*Pictionary* pages 102 and 103.

Students draw the pictures of the body parts and adjectives. Then, they read and trace their names.

# I have got long hair!



**Hangman** (see page 10) 15'

Now play *Hangman*. Practise *body parts* vocabulary. Have fun!

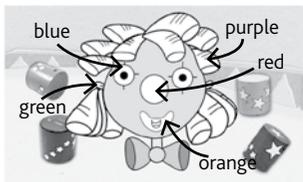
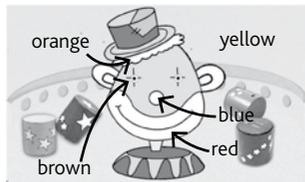
## 1 Listen and colour. 1.50 20'

Get the group to look at the pictures of the clowns. Say *long hair* and elicit whether it is the boy or the girl that you are describing: *The girl*. Continue with other *adjective + body part* combinations. Play track 1.50. Ask the class to listen to the clowns and mark the body parts with the corresponding colour. Play the CD again and let students finish colouring the pictures. Write *I have got...* on the board and elicit when the clowns use it: *To talk about their body*. Next, have the boys pretend to be the boy clown and the girls the girl clown. Invite a boy to make a statement with *I have got...* The girls say the colour:  
Boy 1: *I have got a small nose.*  
Girls: *It's blue.*

Repeat with other boys. Finally, ask the girls to make statements about the girl clown and the boys to say the colour.

### Answer Key:

#### 1 Listen and colour. 1.50



#### TRACK 1.50

NARRATOR: LISTEN AND COLOUR.  
BOY CLOWN: I HAVE GOT BIG EARS. THEY'RE YELLOW.  
GIRL CLOWN: I HAVE GOT LONG HAIR. IT'S PURPLE.  
GIRL CLOWN: I HAVE GOT A BIG NOSE. IT'S RED.  
BOY CLOWN: I HAVE GOT A SMALL NOSE. IT'S BLUE.  
GIRL CLOWN: I HAVE GOT A SMALL MOUTH. IT'S ORANGE.  
BOY CLOWN: I HAVE GOT A BIG MOUTH. IT'S RED.  
GIRL CLOWN: I HAVE GOT BIG EYES. THEY'RE BLUE.  
BOY CLOWN: I HAVE GOT SMALL EYES. THEY'RE BROWN.  
GIRL CLOWN: I HAVE GOT SMALL EARS. THEY'RE GREEN.  
BOY CLOWN: I HAVE GOT SHORT HAIR. IT'S ORANGE.

## 2 Play a guessing game. 15'

Say and mime: *I have got long hair*. Point to a girl and

say *She has got short hair*. Then, explain that *have got* changes to *has got* when we use it with *he, she* or *it*. Invite volunteers to say sentences similar to the ones you modelled, being careful not to hurt anyone's feelings. Next, refer the class to the picture and ask what Joe and Sally are doing: *They are playing a guessing game*. Read the dialogue with a volunteer. Then, describe one of the monsters and let volunteers guess which one you chose. Finally, divide the group into pairs to play the game.

**Assign homework** 5' AB page 46 ex. 1

## 3 Listen and chant. 1.51 15'

Have the class look at the picture of the monster and describe it. Explain that they are going to listen to a chant about a child who finds a monster in bed. Ask students what they would do if it happened to them. Then, play track 1.51 and invite the class to touch each body part they hear. Play the CD again and ask students to join in with the chant.

### Light on grammar 15'

Read the example sentences and get students to repeat after you. Encourage them to remind you when we use *have got / has got*. Then, invite two or three volunteers to talk about themselves using *I have got*. Finally, ask another three students to describe their classmates using *He / She has got*.

#### Read and draw. 5'

Have students look at the pictures of the boys and read the text. They complete the pictures individually, according to the description. Divide the group into pairs to check their drawings.

**Assign homework** 5' AB page 46 ex. 2

#### **Additional homework**

In their notebook, students draw and describe themselves using *I have got...*

### Warm-up: Draw it! 10'

Write *tall, short, fat, thin* on the board in four columns. Brainstorm animals, things or fictional characters that each adjective describes: *Tall – trees, giraffes, skyscrapers, etc.*, and write them under each heading. Next, form four teams. Call a student from one team, say an adjective and have him / her illustrate a word in the correct column. Continue with students from the remaining teams. Repeat several times, wiping out pictures if necessary, and changing the order of the headings on the board.

### 4 Read and stick the reflection. 20'

**Note:** Before the lesson, draw four monsters, each on a sheet of sugar paper. Make one monster for each adjective: *tall, short, fat, thin*.

Display the monster pictures and ask the class to describe them:

Teacher: *One.*

Student 1: *It's thin.*

Point to the tall monster, shake your head and say *It isn't short*. Have students repeat after you. Make negative statements about the other monsters and repeat the procedure. Then, tell the students to use the stickers for Activity 4 on page 47 and elicit where the children are: *In a hall of mirrors*. Ask what it is and what happens to your body's reflection there. Next, read the first description aloud and get students to point to the corresponding sticker. Repeat the procedure with the remaining captions. Finally, have students attach the corresponding stickers.

### Answer Key:



### 5 Look and circle. 15'

Draw a thin, short dog on the board. Write *It isn't fat. It isn't tall*. Elicit when we use *It isn't*: *To make a negative statement about a singular noun*. Repeat the procedure by drawing two fat giraffes and saying *They aren't thin. They aren't short*. Then, have students look at the pictures and identify them. Next, they should look at sentence 1 and circle the correct option to describe the baby. Students do sentences 2 and 3 individually. Ask some volunteers to read their answers aloud.

### Assign homework 5' AB page 47 ex. 3

### Light on grammar 20'

Draw the following stick figures on the board and number them: 1 – a tall man, 2 – a short woman, 3 – a fat man and woman. Point to the man and write: *He isn't...*, eliciting possible ways to finish the sentence: *short, thin, fat*. Repeat the procedure with the other pictures. Get students to copy the drawings into their notebook and then, write a sentence for each. Invite some volunteers to read their sentences. Correct them as a class. Next, have the group look at the first picture in the *Light on grammar* box. Read the first sentence for the students to repeat after you. Then, encourage the class to say affirmative sentences to describe the juggler: *He's (thin)*. Repeat the procedure with the second sentence.

### Look and underline. 5'

Get students to look at the first picture and describe the girl. Then, they should underline the adjective that best completes the sentence. Help them notice that the sentence is negative. Repeat the procedure with the second picture. Invite volunteers to read their answers.

### Answer Key:

1. She isn't short. 2. They aren't thin.

### Wrap-up: Let's draw! 20'

**Material:** One sheet of white paper per student. Hand out the paper and tell students to draw a well-known fictional character, monster or made-up person. When the time is up, they show one partner in the class their picture and make one statement about their partner's character with *He / She / It isn't (short)*.

### Assign homework 5'

AB page 47 ex. 4

### Additional homework

In their notebook, students describe two members of their family using affirmative and negative sentences.

# Time to practise!

## Warm-up: Poster activity 15'

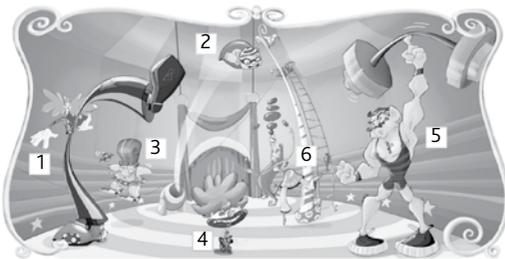
Materials: Two blindfolds, poster 5 with word cards.

Display the poster and invite students to describe it. Divide the group into two teams and give eight word cards to one team and nine to the other. Then, blindfold a volunteer from one team and have him / her stick the word onto the correct part of the poster, guided by his / her teammates. The teammates say yes or no to indicate the correct position. They say stop when it is correct. Next, a member of the other team takes his / her turn. Continue playing until all the word cards have been attached.

## 1 Listen and number. 1.52 15'

Have the class look at the picture and describe it. Say green hair and get students to point to the person you are describing. Play track 1.52 and tell students to number the pictures accordingly. Finally, play the CD again to check as a class.

### Answer Key:



### TRACK 1.52

NARRATOR: LISTEN AND NUMBER.

NARRATOR: NUMBER ONE.

CHILD: SHE ISN'T FAT. SHE'S TALL. SHE HAS GOT LONG LEGS AND BIG HANDS.

NARRATOR: NUMBER TWO.

CHILD: HE ISN'T TALL. HE'S FAT. HE HAS GOT SHORT ARMS AND SHORT LEGS.

NARRATOR: NUMBER THREE.

CHILD: SHE ISN'T THIN. SHE'S SHORT. SHE HAS GOT BIG FEET AND ORANGE HAIR.

NARRATOR: NUMBER FOUR.

CHILD: HE ISN'T TALL. HE'S THIN. HE HAS GOT A BIG MOUTH AND GREEN HAIR.

NARRATOR: NUMBER FIVE.

CHILD: HE ISN'T THIN. HE'S TALL AND HE HAS GOT SHORT HAIR. HE HAS GOT BIG EARS.

NARRATOR: NUMBER SIX.

CHILD: SHE'S TALL AND THIN. SHE HAS GOT LONG HAIR. SHE HAS GOT LONG ARMS.

## Describe with a friend. 10'

Describe one of the people in the picture and ask students to say the corresponding number.

Teacher: *She has got big hands.*

Students: *Number one.*

Divide the group into pairs and invite them to repeat the procedure with their partner.

## Assign homework 5' AB page 48 ex. 1

## 2 Read and circle. 10'

Refer students to the picture of the monster. Ask questions about it and elicit answers: *Is it tall? No, it isn't.* Then, tell students to read the sentences about the monster and circle the correct options. Finally, have students check their answers in pairs.

### Answer Key:

The monster isn't tall. It isn't thin. It has got small hands. It has got short hair. It has got big feet.

## Pair work 20'

Review the language of descriptions with the class. First, tell them that we usually say whether a person is *tall*, *short*, *fat* or *thin*; then, we describe the person's body parts. When doing this, try to explain the importance of being sensitive to other people's feelings when describing their physical appearance. For the task, start by naming a famous person and elicit his / her description: *She's tall and thin. She has got long hair and blue eyes.* Next, divide the group into pairs and appoint student A and B. Student A turns to page 114 and student B to page 118. Student A describes his / her monster and student B draws it in the book. Then, they change roles. When they finish, they compare their drawings.

## Assign homework 5' AB page 48 ex. 2

# Time to write

## 1 Look and write. 15'

Ask how many clowns there are in the picture and elicit the colour of their clothes. Say *She has got big hands*. and encourage students to point to the correct clown. Then, help the group make up a sentence about the two clowns on the right, choosing a phrase or word from each word box: *They have got small hands*. Next, invite students to use the information in the boxes to write the description of the clowns under the pictures. Remind them to begin each sentence with a capital letter and to put a full stop at the end of each sentence. Finally, choose volunteers to write their sentences on the board and get the rest of the class to check their answers. If other students have come up with other sentences to describe the clowns, have them write them on the board as well.

### Answer Key:

Model answer

*She has got long hair.*

*They have got short legs.*

## 2 Complete and draw. 10'

Draw a pair of ears on the board and elicit words to describe them: *big, small*. Invite a volunteer to draw big and small ears on the board. Next, repeat the procedure with *legs and long, short*. Then, tell students to complete the sentences in the book, using the words from the box, and illustrate them. Finally, divide the class into pairs to check their answers.

### Answer Key:

Model answer

*He has got big ears.*

*They have got short legs.*

*She isn't tall.*

## Bulletin board idea 15'

Materials: A piece of sugar paper, one sheet of white paper per student.

Draw two horizontal lines on the sugar paper, dividing it into three equal parts. Then, fold the sheet so that only the top third is visible and draw a big funny head. Next, fold this over so that only the middle third can be seen and draw a thin body and arms. Finally, refold the paper so that only the bottom third is visible and draw long legs. Open the sheet and show the funny drawing to the class. Divide the group into pairs and hand out the materials. Have students write their name on the paper. Give them time to draw the head. Then, get them to exchange papers and draw the middle section. Students exchange papers again and complete the drawing. Next, they return the picture to the owner. On the white paper, students write two sentences describing their drawing and compare in pairs. Finally, invite several volunteers to show their pictures and read the descriptions to the rest of the class.

## Assign homework 5'



AB page 49

## Additional homework

Students use their pictiary to write a description of a puppet in their notebook. Then, they draw it and give him / her a name.

# The lighthouse keepers' story



**Before you read** 10'

## Look and colour the objects.

Invite the group to look at the pictures and name only the big objects. Then, elicit the names of the small objects. Refer the class to the colour code and encourage them to explain what they have to do: *Colour all the big objects blue and all the small objects red.* Ask students to put a small amount of the corresponding colour on each picture. Next, call out an object and get the group to say the colour they used. Finally, students finish colouring the objects.

## 1 Listen to the first part of the story.

1.53 20'

**Note:** Have students cover the second part of the story with their notebook.

Tell the class to look at the first scene and say who the story is about. Point out the word *giant* in the title of the story and elicit what it means. Invite the group to suggest why the villagers in the first scene are scared: *Because the giant is huge.* Then, refer students to the second scene and ask *Is the cat happy? What about the mouse, is it happy?* Next, have them look at the third scene and say if the old woman is happy and why. Play track 1.53 and get the class to follow the story with their finger. Finally, invite volunteers to say what the problem in scene four is and what they think the giant will do to help.

## Now read the story in groups.

15'

Choose two students to read the dialogue in the first scene, imitating the characters' voices. Then, divide the class into groups of six and appoint the roles of the giant, the man, the people (one student), the woman, the mouse and the boy. Encourage them to perform the four scenes, trying to sound like the characters on the CD. Next, invite several groups to role-play the story. Finally, vote as a class for the best performance.

## Assign homework

5'



AB page 50

## Additional homework

Students draw the giant from the story in the middle of a page in their notebook. Then, they organise the information they remember from the first part of the story in the form of a *spider's web*.

**2 Listen to the second part of the story.**  1.54  10'

Have students look at the first part of the story and say what the giant did to help the old lady. Ask them if they think she likes the giant now. In pairs, encourage them to compare the spider's webs they did for homework. Elicit their predictions for scene four. Play track 1.54 and tell the class to follow the dialogue with their finger. Finally, ask whether their predictions were right or not.

**Now read the story in groups.**  10'

Divide the class into two groups. Ask them to take turns reading the texts in the scenes while you mime actions from the story. Then, groups swap roles and read the texts again, imitating your movements. Finally, they read the whole story together, using body language to make it fun.



**After you read**  10'

**Find and circle the description of the giant.**

Write the first description on the board and invite a volunteer to read it out to the class. Point out that some information is not true; have students identify the information that is not correct. Have students read the other descriptions in the book and decide which one is correct. Next, get them to check their answers in pairs and circle the correct description. Encourage a volunteer to read his / her answer while another student draws the giant on the board.

**Answer Key:**

*The giant is tall. He has got big hands and long arms.*

**Assign homework**  5'



AB page 51

**Additional homework**

Students choose a character (not the giant) from the story and draw him / her in their notebook. Then, they write two or three sentences to describe him / her.



**Value: Taking care of your body**

**Make an exercise die.**  15'

Material: A photocopy of craft template 5 per student.

Tell the group that it is important to care for your body and exercise regularly. In this way, you show respect for yourself. Hand out the material and tell the group that they are going to make an exercise die. First, students should cut out the picture; make sure they do not cut the lines that indicate folds. Once they have finished, they colour the children. Then, demonstrate how to fold the flaps along the dotted lines. Have students stick the flaps together to make the die. Next, ask a volunteer to come to the front with his / her die. First, throw yours and call out the action that is uppermost on it. Then, have the volunteer carry out the action. Next, change roles. Repeat the procedure until it is clear how to use the die. Finally, divide the class into pairs to play until both students have done all six exercises.





# Light up the world

**Warm-up:** Let's talk about Japan! 10'

Material: A world map or globe.  
Display the world map and point to Japan. Then, invite a volunteer to come to the front and use his / her finger to trace the distance between your country and Japan. Tell the class that Japan is a country of islands. There are five main islands and about 3,000 small ones! Japan's neighbours are the Republic of Korea, China, and Russia. The national flag shows the sun as a red ball against

a white background. The Japanese like eating rice, bread, noodles, different types of meat and fish, vegetables, and fruits. Most Japanese people sleep on a *futon*, a thin mattress. Sports are important in Japanese culture. People of all ages exercise every morning and it is common to see large groups of people in parks doing their exercise routines together. At school, they celebrate Sports Day, called *Undo Kai*. Children compete in team-oriented sports events.

**Listen and number.** 1.55 10'

Refer the class to the children in the picture and ask what they are doing: *They're exercising.* Read the text and check understanding: *Where's Tori from? (Japan.) What's her favourite day at school? (Undo Kai.)* Then, elicit what happens during *Undo Kai: Children compete in teams.* Next, read the instructions and demonstrate the exercises. Play track 1.55 and tell students to point to the pictures. Then, play the CD again and have them number the boxes accordingly.

**Listen again and do the actions.** 1.55 10'

Tell students to stand up next to their desk. Play track 1.55 and encourage the class to do the exercises as they hear the instructions.

**Write your own exercise routine.** 10'

Divide the group into pairs. Elicit exercises they can do and write their ideas on the board. Tell the class they are going to write a routine that should include five different exercises. Monitor their work and help if necessary.

**Practise with a friend.** 10'

Give pairs some time to practise their routine until they can do it without reading the instructions. When students are ready, get them to perform their routine. Finally, let the class vote for the most challenging one.

**Answer Key:**



**TRACK 1.55**

NARRATOR: LISTEN AND NUMBER.  
TORI: HI! MY NAME'S TORI. I'M FROM JAPAN. THIS IS MY SCHOOL. MY FAVOURITE DAY AT SCHOOL IS UNDO KAI.

NARRATOR: NUMBER ONE.  
CHILDREN: TOUCH YOUR FEET!  
NARRATOR: NUMBER TWO.  
CHILDREN: PUT YOUR ARMS UP!  
NARRATOR: NUMBER THREE.  
CHILDREN: JUMP UP!  
NARRATOR: NUMBER FOUR.  
CHILDREN: TURN AROUND!  
NARRATOR: NUMBER FIVE.  
CHILDREN: RUN!

**AB page 52** 10'

**Check what you know!**

Materials: One sheet of white paper per team, magazine pictures of children.  
Divide the class into teams of four. They race to write the *body parts* and *adjectives* vocabulary items on the paper. The first team to finish wins. Then, form pairs and distribute magazine pictures. Encourage them to make up dialogues following this model:  
Student 1: *I have got (long) (hair) and (he) has got (big) (ears).* (Pointing to a magazine picture.)  
Student 2: *I'm (tall). He isn't (tall).*  
Monitor and help students if necessary. Finally, ask the class to complete the faces according to how they feel about what they know.

### Look and stick.



10'

Elicit information about Tori: *She's from Japan and her favourite day at school is Undo Kai.* Invite some volunteers to show you some of the exercises they learned in the last class. Then, have the class look at the scene and tell them to place the stickers for *Light up the world*. Point to an outline in the Students' Book and get the class to show you the corresponding sticker. Finally, let students place their stickers in the outlines to complete the exercise.

### Answer Key:



### Draw or if you like or don't like the event.

10'

Give students a minute to decide which exercises from Undo Kai they like or don't like. Copy the following table on the board:

					
1			3		
2			4		

Then, ask students to raise their hand to say whether they like or dislike each event. Next, write the number of students under the corresponding face. Finally, students draw a happy or sad face in the circles in their book to show the results of the poll.

### Colour a medal.

5'

Call students' attention to the outline of the picture and elicit what it is: *A medal for the winners.* Then, tell the group that at the end of Undo Kai every child receives a medal to take home. Encourage students to colour it.

### Make a medal for your friend.

15'

Materials: Half an A4 sheet of sugar paper and a piece of string per student.  
Hand out the materials and ask the class to make a medal for a friend. They can choose the shape and colour of their design. When they have finished, help them to punch a hole in it and thread the piece of string. Finally, tell students to choose a friend and hang the medal around his / her neck.



### Simon says... (see page 10)

10'

Now play *Simon Says*. Include language from the *Light on real language* section and *adjectives* vocabulary from the unit in your instructions:

- *Simon says touch your feet.*
  - *Simon says be tall.* (Students stand on their toes).
- Have fun!

### Assign homework

5'



AB page 53

### Additional homework

### My project

### Make a funny collage.

Tell students what materials they need for the project. Then, go through each step with them. Finally, remind them that they can do their project with the help of their family.



### A friendly reminder

It is advisable to create a stress-free and supportive environment for taking a test. Before students are assessed, they should review the unit vocabulary with *My spelling practice* on page 96 and the *Time to check* section on page 52 in the AB. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the exercise
- read the instructions for the next activity, etc.

Remember that testing is just another tool to help us evaluate students' language development.

# 6

## On the catwalk



### Objectives:

- learn the names of items of clothing and colours
- ask and answer questions about the colour of objects
- talk about what one is wearing
- ask and answer questions about what people are wearing



### Light on new words

#### Clothes

boot	/bʊt/	_____
cap	/kæp/	_____
dress	/dres/	_____
hat	/hæt/	_____
jacket	/dʒækɪt/	_____
sandal	/sændl/	_____
shirt	/ʃɜ:t/	_____
shoe	/ʃu:/	_____
shorts	/ʃɔ:ts/	_____
skirt	/skɜ:t/	_____

trainer	/treɪnə/	_____
trousers	/traʊzəz/	_____
T-shirt	/ti:ʃɜ:t/	_____

#### Colours 2

black	/blæk/	_____
brown	/braʊn/	_____
grey	/greɪ/	_____
pink	/pɪŋk/	_____
white	/waɪt/	_____



### Light on grammar

#### *I'm wearing* + colour + clothes

In this unit, we describe our own clothes with the present continuous form of the verb *I'm wearing* + colour + clothes.

#### *What are you wearing? What's he / she wearing? He / She's wearing...*

We ask other people about their clothes with *What are you wearing?*

We also ask about and describe other people's clothes with the question and affirmative forms of the present continuous: *What's he / she wearing?* and *He / She's wearing...*



### Light on real language

In this section, students will learn phrases and short exchanges used in everyday life. In this unit, students will ask and respond about items of clothing.

- What colour is your T-shirt?  
It's green.
- What colour are your shoes?  
They're purple.



#### The lighthouse keepers' story Getting dressed



## Teaching tip

Displaying students' work in the classroom can have a very beneficial effect on the class as a whole. It shows their work is valued and encourages them to improve the presentation of their work. They are more likely to feel a sense of pride in their work if they see it on display. They will also feel more of a sense of belonging. Not only will we brighten up their environment by displaying their work, but we may also provide good models of the language which they will be able to use in their future work.

In addition to students' individual work, posters, collages, banners or friezes are all good examples of ways in which teams can work together to produce work for display in the classroom.

## Value: Taking care of your body

Tolerance refers to an attitude of openness and respect for the differences that exist among people.



## Make an international mobile.



## Basic competences

In this unit, students will develop:

- *Linguistic competence* by valuing their own worth by participating in classroom displays of their work (TB p. 73).
- Competence in *Knowledge and interaction with the physical world* by learning the words for articles of clothing in English as well as asking questions and answering information about colours (SB p. 54).
- *Linguistic competence* by consolidating knowledge through practice activities (SB p. 55).
- *Processing information and digital competence in the classroom* by using the class CD to learn a new song about clothes and then create personalised verses with a karaoke version (SB p. 56).
- *Autonomy and personal initiative* by participating in a guessing game describing classmates (SB p. 57).
- *Cultural and artistic competence* by using their own creative resources to design and describe a super hero costume (SB p. 58). This activity integrates artistic ability with communication to provide meaningful learning.
- *Linguistic competence* by identifying different types of intonation that indicate a question or an exclamation (SB p. 59), which helps improve strategic communicative competence in conversational situations.
- *Linguistic competence* by listening and reading a story while looking at drawings that support contextual information (SB p. 60). Getting Dressed helps students to focus on the importance of misunderstandings based on preconceived ideas.
- *Interpersonal and civic competence* by becoming aware of the difference between everyday clothes and costumes (SB p. 61). The international mobile helps raise student's awareness about different social realities.
- Competence in *Learning to learn* by working in teams of four participating in a vocabulary race in order to check known vocabulary and structures (SB p. 62).
- *Mathematical competence* by sequencing a series of events using numbers (SB p. 63).

# 6 On the catwalk

## 1 Listen and stick. 1.56 15'

Have the class look at the picture and elicit what the children are doing: *They're in a fashion show.* Explain that a *catwalk* is a narrow walkway where models walk. Then, tell the students to look for the stickers for Activity 1 on page 54 and get students to identify the colours. Next, divide the group into pairs to decide where they would put each sticker. Play track 1.56 and tell students to stick the clothes in the appropriate spaces.

### Answer Key:



#### TRACK 1.56

NARRATOR: LISTEN AND STICK.

NARRATOR: NUMBER ONE.	A PURPLE SKIRT.
NUMBER TWO.	AN ORANGE JACKET.
NUMBER THREE.	A GREEN HAT.
NUMBER FOUR.	A GREEN T-SHIRT.
NUMBER FIVE.	YELLOW TROUSERS.
NUMBER SIX.	GREEN AND BLUE SHORTS.
NUMBER SEVEN.	RED SHOES.

## 2 Listen and repeat. 1.57 5'

Play track 1.57 and have students repeat each item of clothing. Play the CD again and ask them to stand up if they are wearing that item.



#### TRACK 1.57

NARRATOR: LISTEN AND REPEAT.

SKIRT.	JACKET.
HAT.	T-SHIRT.
TROUSERS.	SHORTS.
SHOES.	

## 3 Look and write the numbers. 10'

Call out clothes words one by one and elicit what colour they are in the picture. Say *One!* and invite

a volunteer to name the item: *Skirt.* Continue with other volunteers. Finally, have students write the numbers in the corresponding box.

**Answer Key:** trousers 5 shoes 7 jacket 2  
T-shirt 4 skirt 1 hat 3 shorts 6

**Assign homework** 5' AB page 54 ex. 1

## Light on real language 25'

Materials: A small ball, one sheet of white paper per student.

Divide the group into teams of five. Throw the ball to a volunteer and ask *What colour is your pencil?* Elicit the answer: *It's (yellow).* Repeat the procedure with two other singular objects. Then, present the plural form with another volunteer: *What colour are your scissors?* Elicit the answer: *They're (blue).* Model two different plural items. Next, refer students to the examples and elicit the difference between them: *One is singular and the other is plural.* Hand out the paper and have students copy what you draw on the board: a washing-line and some trousers hanging on it. Say *Draw three skirts.* and invite them to draw the skirts next to the trousers. Repeat the procedure with other clothes until the washing-line is full. Tell the group to colour the clothes. Ask a volunteer *What colour are the trousers?* Have him / her answer and then, ask a similar question of another classmate. Finally, form pairs and have students practise similar exchanges, without showing each other their drawings.



**Hangman** (see page 10) 15'

Now play *Hangman.* Practise clothes vocabulary. Have fun!

**Assign homework** 5' AB page 54 ex. 2

### Additional homework

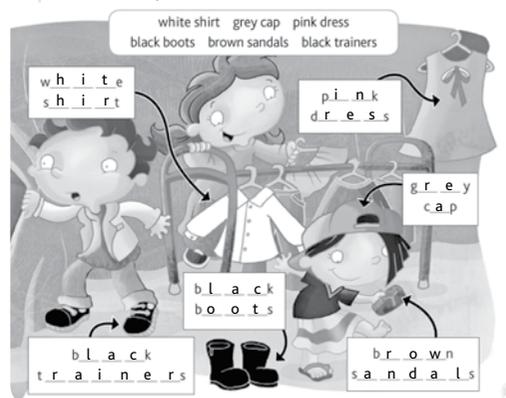
Students get a magazine cut-out of a person in colourful clothes and stick it in their notebook. Then, they write a question about his / her clothes and answer accordingly: *What colour is (his) jacket? It's red.*

## 2 Look and complete. 15'

Refer students to the picture and elicit what the children are doing: *They're getting dressed*. Then, have them point to the items of clothing they have already learned: *trousers, skirt, etc.* Next, get them to notice that the labels for some other items are incomplete. Explain that in order to discover the name of the item and its colour, they are going to compare the labels with the phrases in the box. Invite them to complete the words individually. Finally, ask them to compare their work with a classmate.

### Answer Key:

#### 2 Look and complete.



## Listen and repeat. 1.58 10'

Tell the group that they are now going to hear a boy describing the clothes in the picture. Play track 1.58 and have students repeat the words as they hear them. Play the CD again and invite them to repeat and point to the appropriate labels. Finally, say a new colour word and ask the class to say the corresponding item of clothing.

#### TRACK 1.58

NARRATOR: LISTEN AND REPEAT.  
 BOY: WHITE SHIRT.  
 PINK DRESS.  
 GREY CAP.  
 BLACK BOOTS.  
 BLACK TRAINERS.  
 BROWN SANDALS.

## Light on real language

## Listen and colour. 1.59 20'

Elicit the names of the clothes. Then, name them at random and have students point to the correct picture. Next, tell the group that they are going to hear two children getting ready for a fashion show. Play track 1.59 and get students to make a small mark with the appropriate colour on each picture. They compare their marks with a partner. Play the CD again for them to finish colouring the pictures. Finally, point to the pictures and invite volunteers to describe them: *Black boots*.

#### TRACK 1.59

NARRATOR: LISTEN AND COLOUR.  
 BOY 1: HEY, WHAT COLOUR ARE YOUR BOOTS?  
 BOY 2: MY BOOTS? UM, THEY'RE BLACK.  
 BOY 1: WHAT COLOUR ARE YOUR TROUSERS?  
 BOY 2: THEY'RE GREY.  
 BOY 1: WHAT COLOUR IS YOUR SHIRT?  
 BOY 2: IT'S PINK.  
 BOY 1: WHAT COLOUR IS YOUR JACKET?  
 BOY 2: MY JACKET IS WHITE.  
 BOY 1: WHAT COLOUR IS YOUR CAP?  
 BOY 2: IT'S BROWN.  
 BOY 1: A BROWN CAP? COOL!

#### Assign homework 5'



AB page 55

#### Additional homework

*Pictionary* pages 104 and 105.

Students draw and colour the pictures of clothes and colour spots. Then, they read and trace their names. Finally, they listen to the words in this unit's section of the Student's CD.

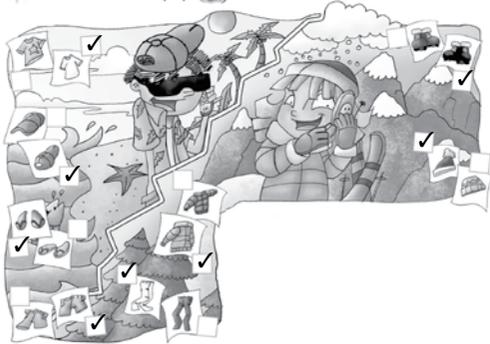
# What are you wearing?

## 1 Listen and mark (✓). 1.60 15'

Invite students to look at the scenes and describe them. Elicit what the children are doing: *Talking on the phone*. Point to the picture of the boy and say *Phew! It's hot*, fanning your face with your hand. Point to the girl and say *Brrrr! It's cold*, shivering. Encourage the group to mention places where the children could be: *Caribbean, Mediterranean, Alps*, etc. Next, elicit the clothing items in the picture. Play track 1.60 and have students point to the corresponding items as they are mentioned. Play the CD again and have them mark the items in their book. Finally, invite volunteers to name the items they marked.

### Answer Key:

#### Listen and mark (✓). 1.60



#### TRACK 1.60

NARRATOR: LISTEN AND MARK.

BOY: YES, WELL, I'M ON THE BEACH AND IT'S HOT, PHEW! SO, WHAT ARE YOU WEARING?

GIRL: ME? WELL, I'M WEARING BLACK BOOTS AND A RED HAT.

BOY: COOL!

GIRL: I'M WEARING A PINK COAT AND WHITE TROUSERS. IT'S COOOOOLD! AND WHAT ARE YOU WEARING?

BOY: OH, I'M WEARING A WHITE T-SHIRT, A BLUE CAP, BROWN SANDALS AND GREY SHORTS.

GIRL: BRRR! IS IT VERY HOT THERE?

## 2 Listen and chant. 1.61 15'

Describe the clothes you are wearing today to the class: *Today I'm wearing...* Next, ask some volunteers: *What are you wearing today?* Prompt them by pointing to items of the student's clothing: *I'm wearing (black shoes)*. Then, play track 1.61 and have students follow the words in the book with their finger. Next, play the CD again and have students join in. Then, tell the group to chant the question and

invite a volunteer to chant the first answer. He / She may then choose someone else from the group to chant the last part. Finally, repeat the procedure with other volunteers.

### Assign homework 5'

 AB page 56  
ex. 1

### Additional homework

Students draw a boy or a girl in their notebook. They cut out clothes from old magazines and stick them onto their drawing. Then, they use arrows to label each clothing item.

### Light on grammar 10'

Invite a volunteer to read the question and answer aloud. Then, elicit when to use them: *When we talk about the clothes we are wearing*. Finally, invite some volunteers to ask a partner what he / she is wearing today.

### Draw what you are wearing. 15'

Elicit what students are wearing and write their answers on the board. Then, tell them to draw their clothes.

### Write. 10'

Have students describe what they are wearing. Remind them to start their sentences with *I'm wearing...*



### Bingo (see page 10) 10'

Now play *Bingo* to practise colours and clothes vocabulary. Have fun!

### Assign homework 5'

 AB page 56  
ex. 2

### Additional homework

In their notebook, students write a new version of the chant, describing what they are wearing.

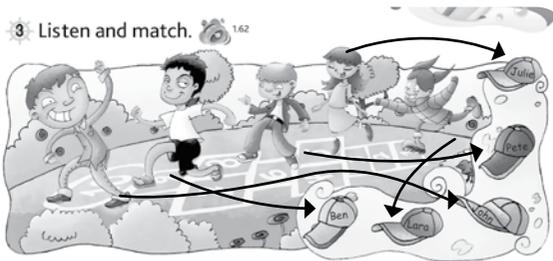


### 3 Listen and match. 1.62 20'

Have students look at the picture and elicit what game the children are playing: *Hopscotch*. Invite a volunteer to explain how to play it. Then, point out that there is a cap for each child at the side of the picture. Ask *What colour is Ben's cap?* and elicit the answer: *Yellow*. Repeat the procedure with the other caps. Next, tell the group that they are going to hear what the children are wearing and they should identify each child. Play track 1.62 for students to complete the task. Play the CD again and have them match the caps to their owners. Divide the group into pairs and have students check their answers.

#### Answer Key:

#### 3 Listen and match. 1.62



#### TRACK 1.62

NARRATOR: LISTEN AND MATCH.

CHILD A: WHAT'S JOHN WEARING?

CHILD B: HE'S WEARING BROWN SHOES, GREEN TROUSERS, AND A GREY SHIRT.

CHILD A: WHAT'S PETE WEARING?

CHILD B: HE'S WEARING RED AND WHITE TRAINERS, GREY TROUSERS AND A RED JACKET.

CHILD A: WHAT'S LARA WEARING?

CHILD B: SHE'S WEARING GREEN BOOTS, PURPLE TROUSERS AND AN ORANGE JACKET.

CHILD A: WHAT'S BEN WEARING?

CHILD B: HE'S WEARING BLUE SANDALS, BLACK SHORTS AND A WHITE T-SHIRT.

CHILD A: WHAT'S JULIE WEARING?

CHILD B: SHE'S WEARING RED TRAINERS, A YELLOW SKIRT AND A GREEN T-SHIRT.

### Play a guessing game. 15'

Elicit what the children are doing: *They are playing a guessing game. One describes what a person from Activity 3 is wearing and the other student guesses who it is.* Then, choose a student and read the dialogue together. Encourage a boy and a girl to read the dialogue again. Divide the group into pairs to play. Finally, invite some volunteers to role-play one of their dialogues for the rest of the class.

#### Assign homework 5'



AB page 57  
ex. 3

#### Additional homework

In their notebook, students describe the clothes of one of the children in Activity 3.



#### Light on grammar 10'

On the board, draw stick figures of a girl wearing grey boots and a boy wearing black trainers. Point to the girl's boots and ask *What's she wearing?* Elicit the answer: *She's wearing grey boots.* Write both the question and the answer under the corresponding picture. Then, point to the boy and ask *What's he wearing?* Get students to correct the question: *No! What's he wearing?* and then, answer: *He's wearing black trainers.* Write both the question and the answer under the drawing of the boy. Next, have the group look at the question and elicit the difference between them: *We use he for a boy and she for a girl.* Finally, ask them to look at the examples again and point out the use of the *-ing* form.

### Read the questions and answer. 10'

Have students look at the picture and elicit the lighthouse keepers' names: *Joe and Sally.* Read out Joe's question and point to the girl. Invite a volunteer to answer: *She's wearing (orange shoes).* Then, choose a pair to ask and answer the question about the boy. Next, divide the group into pairs to describe the four children's clothes, following the model. Finally, invite some pairs to perform their dialogue for the rest of the class.

#### Assign homework 5'



AB page 57  
ex. 4

#### Additional homework

Students choose a family member and draw him / her in their notebook. Then, they describe the items of clothing under the picture.

# Time to practise!

## 1 Read and stick. 15'

Explain that you are going to describe a superhero and elicit what defines a superhero: *They help people by using superpowers.* Ask the class to think of superheroes from films, TV series or comics that they know. Invite them to say what they do and why they like them. Tell the students to use the stickers for Activity 1 on page 58. Encourage students to compare the clothes of the two supergirls. Then, have the class mention two differences between the superboys' costumes. Next, read the first two sentences of the first description and ask students if they know which girl is being described: *No.* Read the third sentence and elicit which girl is described: *The one with the green hair.* Get students to place the sticker accordingly. Repeat the procedure with the superboy.

### Answer Key:

#### 1 Read and stick. 15'



## 2 Describe your costume. 10'

Invite some volunteers to the front to show their superhero costume and describe it: *I'm wearing a blue hat. My boots are red.* Then, have students complete the description in the book. Next, get the group to walk around the classroom and show their pictures to classmates. If they find a partner whose costume has an item of clothing in common with his / hers, they shake hands. Finally, make a poll and ask which item of clothing they used the most.

### Pair work 15'

Draw a stick boy and girl on the board and ask the class to help you design their clothes: *He's wearing (blue trousers). Her (skirt is white).* Write the descriptions below each picture. Then, divide students into pairs and refer student A to page 114 and student B to page 119. Tell them that they both have different pictures of a boy and a girl and their task is to describe them for their partner to draw. When they have finished drawing, students look at each other's books to compare their pictures with the originals. Explain that they may not look identical, but that they should be wearing the same items of clothing in the right colours.

## 2 Design a superhero costume for yourself. 15'

Ask students what special powers they would like to have if they were superheroes: *the ability to fly, run fast, swim underwater, etc.* Then, get them to look at the flying outline and imagine that it is them. Encourage the class to give ideas about the costume they would wear. Next, have them draw a superhero costume for themselves on the outline, using lots of different colours.

Assign homework 5' AB page 58 ex. 1

### Wrap-up: Guess who! 15'

Material: One blindfold per team.

Invite six volunteers to come to the front and stand in a line. Blindfold one of them and ask one of the other volunteers to describe him / herself in three sentences. The blindfolded student should guess who is speaking:

Student A: *I'm wearing blue trainers. My eyes are brown. I have got short hair. It's black.*

Student B: *Are you Miguel?*

Repeat the game with six other volunteers.

Assign homework 5'

AB page 58 ex. 2

### Additional homework

In their notebook, students stick a cut-out of their favourite famous person and label his / her clothes.

# Time to write

## 1 Read and trace. 10'

Hold some classroom objects in your hand. Hand out some other objects to students around the class and ask them to stand up. Show one of your items and say *This is my (ruler)*. Point to an object that a student is holding and say *That is (his book)*. Repeat with other objects. Then, have students look at the picture and describe it: *The prince and princess are fighting over a coat*. Read the text and model it for students to repeat, stressing *This* and *That*. Then, write both demonstrative pronouns on the board and elicit that we use *this* to refer to an object that is near us and *that* to an object that is further away. Finally, ask students to trace the words in the text.

## Write This or That. 10'

Invite five volunteers to come to the front with two classroom objects each. They should place one on your desk and then, go to the back of the room with the other. Ask the students to take turns talking about their school materials: *This is my rubber* (holding it up) and *that is my pencil case* (pointing to it). Then, get the class to look at the first picture of the princess. Read the text aloud and elicit whether to complete the sentence with *This* or *That*, and why: *This, because the dog is close to the princess*. Ask students to complete the remaining sentences individually. Check as a class by inviting some volunteers to read their answers aloud.

### Answer Key:

*This is my dog. That is my chair.*  
*That is my plane. This is my hat.*

## 2 Listen and repeat. 1.63 10'

Write ? and ! on the board and elicit when we use these punctuation marks: *We write the question mark at the end of questions and the exclamation mark at the end of exclamatory sentences*. Then, have the class look at the two sentences in their book, read them with the correct intonation and get students to repeat after you. Next, play track 1.63 and pause it after each sentence for students to repeat it, imitating the intonation of the speaker. Play the CD sentence by sentence and encourage volunteers to say them. Repeat several times until they have said each phrase with the correct intonation.

## Listen and colour the ! or the ? 1.64 5'

Explain that students are going to listen to sentences and choose a question mark or exclamation mark according to the intonation of the speaker. Play track 1.64 and pause it after extract A. Invite a volunteer to repeat what he / she heard: *Shh, listen!* and elicit

what the correct punctuation is: *Exclamation mark*. Then, ask students to colour it in their book. Repeat the procedure with the remaining extracts.

### Answer Key:

A! B? C! D! E? F?

### TRACK 1.64

NARRATOR: LISTEN AND COLOUR THE ! OR THE ?.  
NARRATOR: A.  
CHILD: SHH, LISTEN!  
NARRATOR: B.  
CHILD: IS THIS YOUR BALL?  
NARRATOR: C.  
CHILD: STAMP YOUR FEET!  
NARRATOR: D.  
CHILD: HAPPY BIRTHDAY!  
NARRATOR: E.  
CHILD: IS THAT YOUR DOG?  
NARRATOR: F.  
CHILD: WHAT'S YOUR NAME?

### Bulletin board idea 10'

**Note:** Before the lesson, use a piece of sugar paper to draw stick pictures of a prince, a toy car and a teddy bear next to a tall tree, with a kite and a ball on top of it. Write a speech bubble for the prince: *\_\_\_\_\_ is my car. \_\_\_\_\_ is my ball. \_\_\_\_\_ is my kite. \_\_\_\_\_ is my teddy bear.*

**Material:** One sheet of white paper per student. Hand out the material and tell students to draw a picture of a prince or princess and a tall tree; he / she has two toys near him / her and there are two toys on top of the tree. Once they have finished, display your own drawing on the board. Ask the class to identify which objects are near the prince / princess and which are far. Then, invite some volunteers to complete the sentences with *This* or *That*. Next, get students to write a speech bubble for their prince or princess using yours as a model. Finally, display the pictures on the bulletin board and allow the class to look at each other's work.

### Assign homework 5'

AB page 59

### Additional homework

Students draw two people in their notebook. Then, they use a speech bubble to add a question and an exclamatory sentence to each one, using a different colour for the question marks and exclamation marks.

# The lighthouse keepers' story

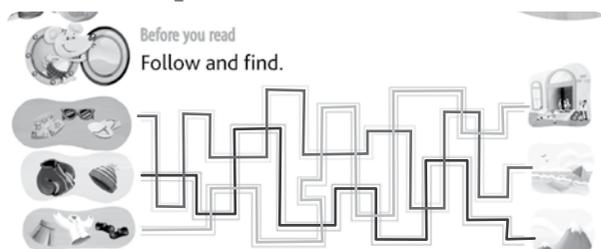


**Before you read** 15'

## Follow and find.

Have the group look at the pictures on the left and identify the clothes. Then, ask them to look at the pictures on the right and choose one where they can wear shorts, sunglasses and sandals. Divide the class into pairs to match the clothes with the remaining places. Finally, get students to follow the paths to check their answers.

## Answer Key:



**Now read the story in pairs.** 15'

Divide the group into pairs. Tell students to take turns reading out the story, imitating the characters' voices. They should read the dialogue three times so that each one can play all three roles. Finally, draw a washing-line and invite volunteers to draw the items of clothing in the order they are mentioned in the story.

**Assign homework** 5'



**AB page 60**

## Additional homework

In their notebook, students draw the parrot from the story, disguised as a pirate.

**1 Listen to the first part of the story.** 1.65 15'

Say *Find a red and green animal. It's a parrot.* Encourage students to point to it. Write *Mum, Dad* and *parrot* on the board and ask how many times each one appears in the scenes: *Three, four, four.* Then, write *Getting dressed* on the board and mime the action to convey its meaning. Invite some volunteers to say what the story is about. Next, ask students what they wear when they go on holiday. Play track 1.65 and get students to look at the pictures and follow the story with their finger. Then, look at your watch and tap your foot like the mum in the story to demonstrate: *We're late!* Finally, invite some volunteers to say if their predictions were correct.

## 2 Listen to the second part of the story. 1.66 10'

Have students look at the first part of the story, elicit the characters and draw stick figures to represent them. Ask the class to look at the last scene on this page and encourage them to say what happens: *Jim is dressed as a pirate*. Then, use it to convey what *pirate* means. Next, play track 1.66 for students to follow the story. Finally, invite volunteers to say how different the clothes that Jim's dad imagined are from what Jim is actually wearing.

### Now read the story in pairs. 10'

Look annoyed and say *Hurry up, Jim!* to elicit who is speaking: *Mum*. Get students to point to the corresponding speech bubble. Next, divide the group into pairs to quote lines from the story and identify the character.



### After you read 10' Colour and say.

Give the class one minute to study the pictures from the story. Tell them to close their book. Elicit what each character is wearing. Then, divide the class into two teams. Name items of clothing and give a point to the first team to say who is wearing it: *A white jacket - Dad*. Finally, ask students to open their book and colour the clothes according to the story. Check as a class by reading out each question and eliciting answers.



### Value: Tolerance

### Make an international mobile. 15'

Material: A photocopy of craft template 6a and 6b (see TB CD-ROM) per student.  
Hand out the template. Elicit why the children in the pictures look so different: *Because they are from different countries*. Encourage students to say that in every country, people have different traditional clothes, food, languages, hobbies, etc. Invite some volunteers to talk about people from other countries they have seen on TV, how they dress, their food or other aspects of their lifestyles. Stress how important it is to respect other countries and how people live, and that it is good that people are different because it makes our world a fascinating place. Next, get the class to cut out and colour the children, using different colours for their clothes. They should match the front and the back parts of each picture and stick them together. Then, show how to make a hole in each with the point of a pencil, and have students thread a piece of string through. Tell them to tie all the cards to their hanger. Finally, invite them to walk around the class and show their mobile to their partners.

### Assign homework 5'



AB page 61

### Additional homework

Students use their notebook to draw themselves wearing clothes similar to the ones of the children in the mobile.



# Light up the world

**Warm-up:** Let's talk about Carnival in Spain! 15'  
 Material: A globe or map of the world.  
 Write *Spain* on the board and encourage a volunteer to point to it on the map. Then, elicit from the class what they know about Spain: *It is in Europe and has a red and yellow flag.* Tell students the Spanish language comes from Spain. Popular foods are olives, paella and potato omelettes. Next, write *Carnival* on the board and tell students that it is a popular festival in many countries. It always takes place forty days before Easter, so it is usually in February. Carnival is a

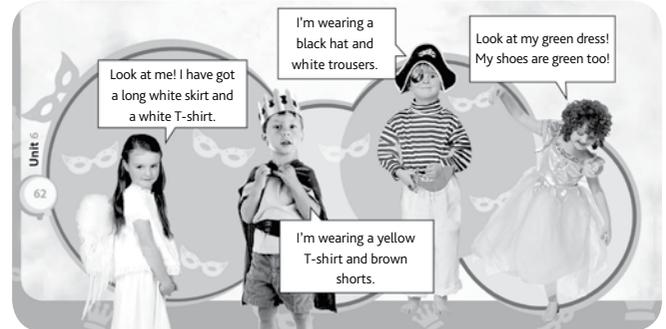
popular festivity in Spain and it is celebrated nationwide with street parades, costumes, music and masks. Some schools in Spain organise events for their students to celebrate Carnival. Sometimes a different activity takes place each day of the week: one day, students may wear funny shoes, another day they may paint their faces or wear sunglasses. In some parts of Spain, there is a Carnival parade through the streets. Encourage the class to talk about what happens at this time of the year in your school, local community, region or country.

## Listen and read.



Have students look at the picture and point to Spain's map and flag. Then, elicit what the children are wearing. Play track 1.67 and tell the class to follow the dialogue with their finger. Finally, ask where the children are from and what their favourite festival is.

## Answer Key:



## Sing a song.



Point out that Carnival in some parts of Spain is a time for singing and dancing. Get students to look at the lyrics and invite volunteers to demonstrate *clap your hands* and *stamp your feet*. Encourage the group to think how to mime the rest of the song. Call out different commands for the class to perform. Divide the class into two teams. Play track 1.68 again and ask team A to sing along and team B to dance and mime the actions. Play the CD again and reverse roles.

## Look and stick.



Describe one of the children and encourage the class to point to him / her. Invite volunteers to describe the other children and repeat the procedure. Then, tell the students to use the stickers for *Light up the world*. Read the first text aloud and ask which child is speaking: *The pirate*. Have the class decide which text matches each child. Divide the group into pairs to check their ideas. Finally, students stick the captions on accordingly.

## AB page 62 10'

### Check what you know!

Materials: One sheet of white paper per team, magazine pictures of children.

Divide the class into teams of four. They race to write the *clothes* vocabulary items on the paper. The first team to finish wins. Then, form pairs and distribute pictures of children. Encourage students to make up dialogues following this model:

Student 1: *What's (he) wearing?*  
 Student 2: *(He)'s wearing a (shirt).*  
 Student 1: *What colour is (his) (shirt)?*  
 Student 2: *It's (blue).*

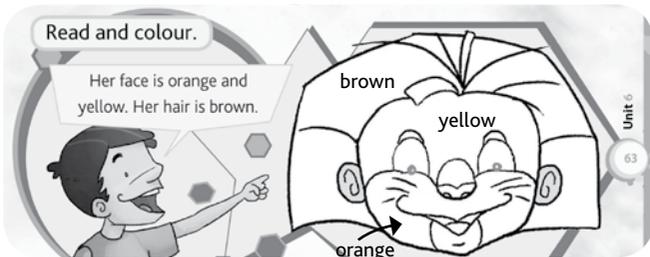
Students continue until they have reviewed all the structures in the box. Monitor and help students if necessary. Finally, ask the class to complete the faces according to how they feel about what they know.

**Listen and number the days.**



Have students look at their homework and elicit what children do for Carnival in Spain: *They paint their faces, they wear two different shoes, they wear hats, they dress up, etc.* Then, refer the class to the pictures and ask what the children are doing: *They are celebrating Carnival.* Tell students to listen to Pablo talk about how Carnival is celebrated in his school and point to the pictures he describes. Play track 1.69 and monitor their work. Next, play the CD again and get the class to number the photos accordingly. Finally, point to each photograph and elicit what day it belongs to.

**Answer Key:**



**TRACK 1.69**

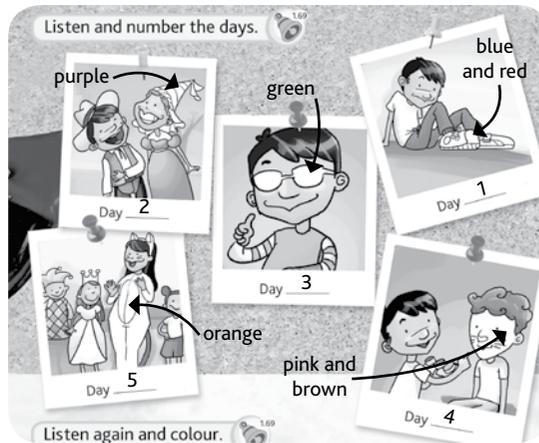
NARRATOR: LISTEN AND NUMBER THE DAYS.  
 NARRATOR: DAY 1.  
 PABLO: I'M WEARING DIFFERENT TRAINERS. LOOK! THEY'RE BLUE AND RED.  
 NARRATOR: DAY 2.  
 PABLO: TODAY, I'M WEARING A HAT. LOOK AT BLANCA. HER HAT IS PURPLE.  
 NARRATOR: DAY 3.  
 PABLO: LOOK AT ME! I'M WEARING GREEN SUNGLASSES.  
 NARRATOR: DAY 4.  
 PABLO: THIS IS MY FRIEND. I'M PAINTING HIS FACE PINK AND BROWN.  
 NARRATOR: DAY 5.  
 PABLO: LOOK AT MY TEACHER. SHE'S AN ORANGE CAT.

**Listen again and colour.**



Play track 1.69 and ask students to listen to what colour the black and white parts of the pictures are, according to the description they hear. Then, divide the group into pairs to check their answers. Finally, play the CD again and have the class colour the pictures.

**Answer Key:**



**Read and colour.**



Invite students to look at the picture and say what animal the girl's face was painted like: *A lion.* Have a volunteer read what the boy says. Finally, get students to paint the face according to the description.

**Assign homework**



**AB page 63**

**Additional homework**

**My project**



**Make a washing line.**

Tell students what materials they need for the project. Then, go through each step with them. Finally, remind them that they can do their project with the help of their family.



**A friendly reminder**



It is advisable to create a stress-free and supportive environment for taking a test. Before students are assessed, they should review the unit vocabulary with *My spelling practice* on page 96 and the *Time to check* section on page 62 in the AB. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the exercise
- read the instructions for the next activity, etc.

Remember that testing is just another tool to help us evaluate students' language development.

# 7

# Amazing animals



### Objectives:

- learn the names of pets and some action verbs
- talk about favourite animals
- ask and answer questions about actions in progress using affirmative and negative sentences in the present continuous tense



### Light on new words

#### Animals 2

bird	/bɜ:d/	_____
cat	/kæt/	_____
dog	/dɒg/	_____
elephant	/e-li-fənt/	_____
frog	/frɒg/	_____
hamster	/hæm-stə/	_____
horse	/hɔ:s/	_____
parrot	/pæ-rət/	_____
rabbit	/ræ-bit/	_____
spider	/spai-də/	_____

#### Verbs 1

climb	/klaɪm/	_____
dance	/dɑ:ns/	_____
fly	/flaɪ/	_____
jump	/dʒʌmp/	_____
ride	/raɪd/	_____
run	/rʌn/	_____
sing	/sɪŋ/	_____



### Light on grammar

#### Present continuous

In this unit, we use the third person singular and plural forms of the present continuous to ask about actions in progress: *What is it doing? What are they doing?*

We reply with affirmative present continuous sentences for the third person: *It's running* (singular), *They're jumping* (plural).

We also use the third person (singular and plural) of the present continuous negative form to talk about actions that are not in progress: *It isn't singing. They aren't flying.*



### Light on real language

In this section, students will learn phrases and short exchanges used in everyday life.

In this unit, students will talk about their favourite animal.

- What's your favourite animal?  
It's a dog.
- Oh, mine is a hamster.



**The lighthouse keepers' story**  
**What a clever dog!**



## Teaching tip

Children have a lot of energy and need to move around periodically. There is evidence that children have better memory retention of language that they have encountered in an active, physical way. Try some of the following physical activities in your teaching:

- **Air writing:** Invite students to write letters and words in the air with their index finger. This can be done as whole-class spelling practice with everybody writing a word together: *Let's all spell cat: C – A – T.*
- **Mime games:** Ask students to mime words for others to guess. Food, animals, clothes and action verbs all lend themselves well to mime guessing games.
- **Mirror me:** Stand at the front of the class and have students facing you. Tell them that they are going to be your reflection in the mirror and should copy all your movements. Start to run on the spot, say *run* and ask the class to repeat and copy your exact movements. Then, touch your nose, say *touch your nose* and once more ask the class to repeat and copy you. Keep going with different actions.
- **Guess the leader:** Ask the class to suggest different actions and write them in a list on the board: *stamp your feet, clap your hands, jump, sing,* and so on. Ask a volunteer to stand outside the classroom door or stand with his / her back to the class (in a circle) and then, choose a leader discretely. Tell students they should watch and follow the leader as he / she changes from action to action down the list, so that when the leader claps his / her hands, everybody copies, and so on. Invite the volunteer back into the room, explain that his / her task is to watch the class and try and guess who the leader is.

## Value: Pet care

Pets can be a lot of fun, but they are also a great responsibility. We have to treat our pet gently and with respect. We have to make sure our pet sees the vet regularly and has all necessary vaccinations.



## Colour the correct paw print.



## Basic competences

In this unit, students will develop:

- *Autonomy and personal initiative* by using their own criteria to create a personalised drawing (SB p. 64).
- *Processing information and digital competence* by using new technologies as a way to obtain processes and acquire knowledge (SB p. 65). In this activity, students mime and practise using a karaoke version of the song.
- *Linguistic competence* by recognising the structure of the Present continuous and discriminating actions through matching sentences to their corresponding drawing (SB p. 66). Activities that provide visual reinforcement of written texts help to consolidate cognitive memory and production skills.
- competence in *Knowledge and interaction with the physical world* by recognising the symptoms of a sick pet and the fact that vets are doctors who can help (SB p. 67).
- *Linguistic competence* by consolidating the language learned in the unit through various activities (SB p. 68).
- *Linguistic competence* by demonstrating knowledge of the graphological and phonological relationships through identifying rhyming words based on pictorial clues help (SB p. 69). Recognition of phonics is a key aspect of successful speaking and spelling in English.
- *Interpersonal and civic competence* by reading a story about a dog that is a hero in The lighthouse keeper's story help (SB p. 70-71). Positive messages regarding animals help students' to respect them and realise the way they help humans.
- *Mathematical competence* by sequencing numbers to connect the dots in a picture drawing activity help (SB p. 72). This activity helps consolidate and provide diagnostic testing of numbers above 10.
- *Cultural and artistic competence* by drawing and colouring a festival elephant from Thailand help (SB p. 73). Communication and creativity are integrated in this activity where students draw and describe.

# 7

# Amazing animals



**Simon says...** (see page 10)

10'

Now play *Simon says*. Include *actions* and *body parts* vocabulary. *Variation:* Students should only follow the instructions if you say *Simon says, please*:

- *Simon says clap your hands.*
- *Simon says touch your head, please.* (Students touch their head.)

Have fun!

## 1 Listen and number. 2.1 15'

Ask the class to look at the picture and name the objects they know in English: *red dresses, a blue book, a red and yellow plane, etc.* Then, ask a volunteer to describe the scene: *They are having a talent show.* Play track 2.1 and pause it after the first description. Invite students to point to the animal described. Next, get them to number the corresponding box. Repeat the procedure with the rest of the animals.

### Answer Key:

birds 9 parrot 8 cats 6 dog 5 rabbits 2 horse 1 spider 3 hamster 7 frogs 4

### TRACK 2.1

NARRATOR: LISTEN AND NUMBER.

NUMBER ONE. IT'S BIG. IT HAS GOT FOUR LEGS.

IT'S WEARING A PINK SKIRT. IT'S A HORSE.

NUMBER TWO. THEY HAVE GOT LONG EARS.

THEY'RE WEARING BLUE AND RED T-SHIRTS.

THEY'RE RABBITS.

NUMBER THREE. IT'S WEARING A GREEN AND RED

CAP. IT HAS GOT EIGHT LEGS. IT'S A SPIDER.

NUMBER FOUR. THEY'RE GREEN. THEY HAVE GOT

LONG LEGS. THEY'RE FROGS.

NUMBER FIVE. IT'S WEARING A BROWN JACKET.

IT HAS GOT A BLACK NOSE. IT'S A DOG.

NUMBER SIX. THEY'RE WEARING LONG RED

DRESSES. THEY'RE CATS.

NUMBER SEVEN. IT'S SMALL. IT'S WEARING A

BLUE SKIRT. IT'S A HAMSTER.

NUMBER EIGHT. IT'S RED AND GREEN. IT HAS GOT

A BLUE BOOK. IT'S A PARROT.

NUMBER NINE. THEY'RE SMALL AND YELLOW.

THEY'RE WEARING PURPLE CAPS. THEY'RE BIRDS.

have students repeat the animals' names. Next, divide the class into pairs. Have them take turns miming what one of the animals is doing; their partner guesses what it is.

### TRACK 2.2

NARRATOR: LISTEN AND REPEAT.

NUMBER ONE: HORSE.

NUMBER SIX: CATS.

NUMBER TWO: RABBITS.

NUMBER SEVEN: HAMSTER.

NUMBER THREE: SPIDER.

NUMBER EIGHT: PARROT.

NUMBER FOUR: FROGS.

NUMBER NINE: BIRDS.

NUMBER FIVE: DOG.

Assign homework 5'



AB page 64 ex. 1

## Light on real language 20'

Read out the dialogue, pretending you are two different people. Then, read the question in a squeaky voice and encourage the class to reply in the same way. Practise the dialogue several times using different voices (whispered, deep, slow). Ask the class to look at the picture in Activity 1 and elicit the names of the animals. Invite a volunteer to the front and act out the dialogue, substituting new favourite animal names for the ones shown here. Then, form pairs and get students to practise the dialogue.

### Wrap-up: Your favourite animal 20'

Material: One sheet of white paper per student. Write *What's your favourite animal?* at the top of the board. Then, draw your favourite animal and write *It's a \_\_\_*. Invite a volunteer to complete the sentence. Next, hand out the material for students to make a drawing of their favourite animal and write the corresponding sentence. Then, invite students to stand up and walk around the classroom. They show each other their pictures and ask about them. If a pair has the same animal, they give each other a high five.

Assign homework 5'



AB page 64 ex. 2

## Listen and repeat. 2.2 15'

Play track 2.2 and tell the group to point to the animals they hear. Then, play the CD again and

## 2 Read and point. 10'

Elicit what the hamsters are doing: *Having their own talent show*. Describe a hamster and invite the class to find the corresponding picture. Then, refer students to the hamsters in blue and white uniforms. Elicit what word the letters on their backs form. Explain the word *cheerleaders* and ask the class where they perform. Next, read the first text and mime *run*. Ask the group to copy what you do. Repeat the procedure with the other verbs. Finally, choose some volunteers to mime a verb for the class to name the action.

## ⚓ Sing the song and do the actions. 2.3 10'

Play track 2.3 and get students to point to the hamsters as they are mentioned. Next, get the class to stand up. Play the CD again and encourage the class to join in and mime the actions.



### TRACK 2.3

NARRATOR: SING THE SONG AND DO THE ACTIONS.

RUN, RUBY! RUN, RUBY!  
RUN, RUN, RUN!  
DANCE, DANNY! DANCE, DANNY!  
DANCE, DANCE, DANCE!  
FLY, FLORENCE! FLY, FLORENCE!  
FLY, FLY, FLY!  
JUMP, JOHNNY! JUMP, JOHNNY!  
JUMP, JUMP, JUMP!  
RIDE, ROBBIE! RIDE, ROBBIE!  
RIDE, RIDE, RIDE!  
SING SARA! SING SARA!  
SING, SING, SING!  
CLIMB, CLARA! CLIMB, CLARA!  
CLIMB, CLIMB, CLIMB!

## ⚓ Now sing a verse about your friends. 2.4 10'

Write an action and a student's name on the board: *Fly, (Laura)!* Repeat the procedure with the remaining verbs. Then, explain that you are going to play a karaoke version of the hamster's song and that the class should follow the new lyrics from the board. Play track 2.4 and sing along. Next, play the CD again and invite the students mentioned in the lyrics to mime their action as the rest of the class sings their song.

## Light on real language 20'

### ⚓ Listen to the dialogue. 2.5 5'

Get students to name the animals in the picture. Play track 2.5 and have them follow the dialogue with their finger. Then, elicit what the children are doing. Finally, divide the class into groups of three to read the dialogue, imitating the children's voices.

### ⚓ Now make up a new dialogue in groups. 10'

Divide the class into teams of five. Each team makes a *chain* to ask about their favourite animal: student A asks student B about his / her favourite animal, and then, student B asks student C, etc. They continue the chain until every member has participated. Finally, ask each team what animal was mentioned the most.

### Assign homework 5'



AB page 65

### Additional homework

*Pictionary* pages 106 and 107.

Students draw and colour the pictures of the animals and verbs. Then, they read and trace their names.

# What are they doing?



**Stop!** (see page 10) 15'

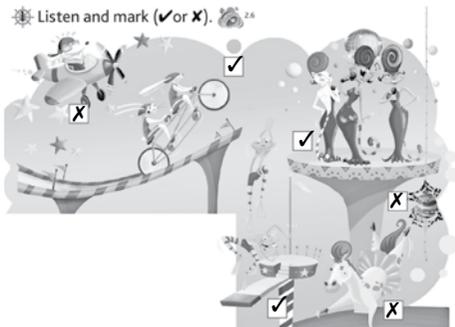
Now play *Stop!* to practise *action verbs*.  
Have fun!

## 1 Listen and mark (✓ or ✗). 2.6 15'

Have the group look at the scene and say whether they recognise the characters in the picture. Explain that they are going to listen to a description of the animals and put a ✓ in the corresponding box if the description is correct, or an ✗ if it is not. Then, play track 2.6 and pause it after the description of the spider. Invite a volunteer to say what he / she heard: *The spider is singing*, and elicit what to write in the box: an ✗. Continue with the recording until all the boxes have been marked. Next, point to the dog and ask *What is it doing?* Elicit the answer: *It's flying*. Then, model the question and answer, and get the class to repeat them. Repeat the procedure with the rabbits: *What are they doing?* Continue with the remaining animals.

### Answer Key:

Listen and mark (✓ or ✗).



#### TRACK 2.6

NARRATOR: LISTEN AND MARK.

NARRATOR: THE SPIDER IS SINGING.

THE DOG IS DANCING.

THE CATS ARE SINGING.

THE FROGS ARE JUMPING.

THE RABBITS ARE RIDING A BIKE.

THE HORSE IS CLIMBING.

## Read and underline. 10'

Have the class name the first animal. Read the question and ask them to repeat. Then, read the two possible answers and encourage the group to choose the correct one: *It's dancing*. Have them underline it in their book. Next, divide the class into pairs to underline the remaining answers.

### Answer Key:



What is it doing?  
It's climbing.  
It's dancing.



What are they doing?  
They're flying.  
They're singing.



What is it doing?  
It's flying.  
It's running.



What are they doing?  
They're riding a bike.  
They're jumping.

### Assign homework 5'



AB page 66

### Additional homework

ex. 1

In their notebook, students write about the spider and the rabbits from their book, using the questions and answers as a model.



### Light on grammar 20'

Explain the difference between the two examples: *The first one uses the singular form and the second, the plural*. Then, ask when we use this type of question and answer: *To describe actions that happen at the moment of speaking*. Next, get the class to describe what the spider is doing: *It's climbing*. Write on the board: *climb – climbing* and have students notice what happens in the second verb: *We add -ing*. Invite volunteers to name the verbs in the picture and list them on the left side of the board. Encourage students to say these verbs in their *-ing* form and write them on the right side of the board; use a different colour for the letters that are added. Refer the class to the *Light on grammar* box and encourage them to deduce the spelling changes: *When a single syllable verb ends in a vowel and a consonant, the final consonant doubles (run – running); and when a verb ends in a consonant and -e, the e is omitted (dance – dancing)*. Elicit other verbs to check these spelling rules.

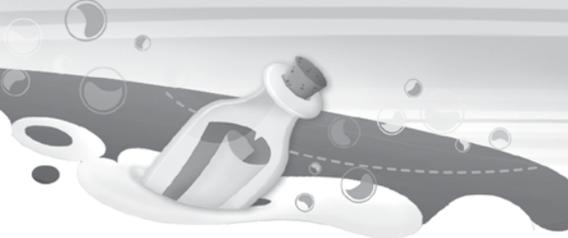
### Talk about the animals in Activity 1 with a friend. 10'

Divide the group into pairs to play a memory game. Student B closes his / her book. Only student A looks at his / her book:  
Student A: *The cats. What are they doing?*  
Student B: *They're singing.*  
Student A: *Yes, that's right!*  
Students change roles and repeat the procedure until all the animals have been mentioned.

### Assign homework 5'



AB page 66 ex. 2



## 2 Listen and point. 2.7 10'

Invite students to look at the scene and elicit where the children are: *At the vet's*. Ask students if they have ever taken a pet to the vet's and what happened. Then, have them name the animals in the picture and write them on the board. Explain that they are going to listen to each pet's problem. Play track 2.7 and tell the class to point to each animal as it is mentioned. Play the CD again, pause it after each exchange and invite a volunteer to circle the corresponding animal on the board.



### TRACK 2.7

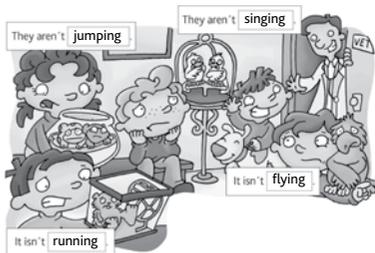
NARRATOR: LISTEN AND POINT.

VET: WHAT'S THE PROBLEM?  
GIRL 1: IT'S MY PARROT. IT ISN'T FLYING.  
VET: WHAT'S THE PROBLEM?  
BOY 1: MY BIRDS. THEY AREN'T SINGING.  
VET: WHAT'S THE PROBLEM?  
BOY 2: IT'S MY HAMSTER. IT ISN'T RUNNING.  
VET: WHAT'S THE PROBLEM?  
GIRL 2: MY FROGS. THEY AREN'T JUMPING.

## Listen again and stick. 2.7 25'

Tell the students to use the stickers for Activity 2 on page 2.7. Mime *flying* and encourage students to point to the corresponding sticker. Repeat the procedure with the remaining verbs. Then, refer the group to the first sentence and shake your head to elicit how it ends: *They aren't... jumping!* Continue with the other sentences. Play track 2.7 and invite students to point to the verb that completes each sentence. Play the CD again and pause it so they can add the corresponding sticker. Then, ask about the animals: *What's the problem with the birds?* Next, on the board, draw a stick picture of a bird flying and another bird in a tree. Write the following sentences under the drawings: *It isn't flying. It is flying*. Invite a volunteer to match each drawing to the corresponding sentence. Next, add another bird in flight and another bird to the branch and elicit descriptions in the plural form: *They are flying. They aren't flying*. Continue with other animals in singular and plural forms.

### Answer Key:



## Assign homework 5' AB page 67 ex. 3

## 3 Listen and chant. 2.8 15'

Ask students who the man in the picture is: *A vet*. Write the word on the board. Then, play track 2.8 and have them follow the words with their finger. Then, play the CD again and encourage the group to join in. Next, invite some volunteers to suggest how to mime the actions in the chant and tell the rest of the class to follow. Finally, play the track a third time for students to mime and chant.



### Light on grammar 10'

Point to the rabbit and say *It isn't running*, shaking your head. Elicit other sentences about the rabbit in negative form. Repeat the procedure with the cats. Then, encourage the class to explain the difference between the sentences: *We use It isn't to form negative sentences for singular objects, animals or people, and They aren't for plural*. Next, describe an animal from Activity 2 for students to guess:

Teacher: *It isn't flying.*

Students: *The parrot!*

Finally, divide the group into pairs to play the guessing game.

## Look and complete. 5'

Elicit what the frog is *not* doing: *It isn't running, it isn't flying*, etc. Then, point to the sentence and elicit a verb that completes it: *jumping*. Have students fill in the blanks. Repeat the procedure for the horses.

### Answer Key:

It isn't *jumping*. They aren't *running*.

## Assign homework 5' AB page 67 ex. 4

# Time to practise!



## Hangman (see page 15')

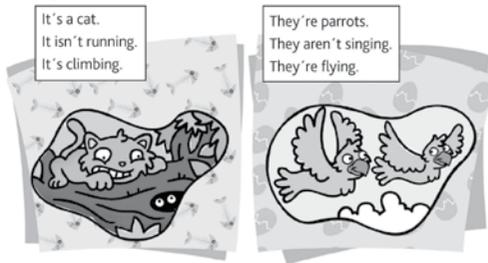
Practise the *-ing* forms of the verbs learned so far. Have fun!

## 1 Read and stick the correct picture. 10'

Read out the first description. Invite a volunteer to draw a cat on the board that matches the information. Repeat the procedure for the other text. Then, hand out the stickers for Activity 1 on page 68 and ask the group to compare them to the drawings on the board. Next, divide the group into pairs to choose the correct sticker. Finally, tell them to add the stickers to the outlines.

### Answer Key:

Read and stick the correct picture.



## 2 Stick and complete. 15'

Tell the class to look again at the sentences in the previous activity. Point out that the first sentence mentions the animal, the second says what it is not doing, and the third one says what it is doing. Then, have the group add the remaining stickers. Tell them to complete the sentences and then, compare with a partner. Finally, invite volunteers to write their sentences on the board for the rest of the class to check them.

### Answer Key:

Stick and complete.



It's a cat  
It isn't running singing.  
It's running

They're parrots  
They aren't climbing  
They are singing

## Assign homework 5'

AB page 68  
ex. 1

### Additional homework

Students draw a pet in their notebook. Then, they write three sentences describing it, using Activity 1 as a model.

## Pair work 20'

Divide the group into pairs. Student A looks at page 115 and student B at page 119. Mention that they both have got a picture of some animals, but that the animals are doing different actions. Then, students take turns asking questions about their partner's picture and circling the differences until they find five. Finally, invite volunteers to tell the group one difference they found between the pictures.

## Wrap-up: Musical statues 20'

Materials: A music CD, a CD player, one sheet of white paper per student.

Hand out the paper and tell students to draw an animal doing one of the actions they can say in English. Then, play the CD and invite students to stand up and walk around the classroom. Stop the music and get them to find a partner. They should guess their partner's animal and action:

Student A: *It's a hamster.*

Student B: *No, it isn't.*

Student A: *It's a cat.*

Student B: *Yes, it is.*

Student A: *It's running.*

Student B: *No, it isn't.*

Student A: *It's dancing.*

Student B: *Yes, it is.*

If a pair has the same animal, they show each other their picture and shake hands. Repeat the procedure several times. Finally, encourage students who shook hands to show their pictures to the rest of the class.

## Assign homework 5'

AB page 68  
ex. 2

### Additional homework

In their notebook, students make a collage of all the animals they can name in English.

# Time to write

## 1 Listen and circle the word that rhymes. 2.9 10'

On the board, draw the number 10, a pen and a dog. Point to the pictures and invite volunteers to name them. Then, say *ten, pen; ten, dog* several times. Elicit which pair of words have endings that sound the same: *ten and pen*; write them underneath their picture. Underline *-en* in each word to help the group notice that they are also written similarly. Explain that these pairs of words are called *rhyming words*. Next, play track 2.9 and ask the class to point to each picture as it is mentioned. Play the CD again and pause it after number one. Have them circle the word that rhymes with *cat*. Continue with the other groups of words. Finally, name the first item in each number and choose volunteers to say the word that rhymes.

### Answer Key:



### TRACK 2.9

NARRATOR: LISTEN AND CIRCLE THE WORD THAT RHYMES.

NARRATOR: NUMBER ONE.

CHILD: CAT, HAT, PEN.

NARRATOR: NUMBER TWO.

CHILD: BED, APPLE, RED.

NARRATOR: NUMBER THREE.

CHILD: HOUSE, DOLL, MOUSE.

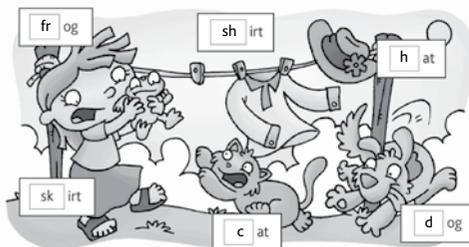
NARRATOR: NUMBER FOUR.

CHILD: CAKE, SNAKE, RULER.

## 2 Stick the missing letters. 10'

Encourage the class to look at the picture and describe it. Hand out the stickers for Activity 2 on page 69 and invite some volunteers to call out the letters. Then, refer students to the picture and help them suggest how to use the stickers: *We add the letters to complete the words*. Divide the group into pairs to decide where to place the stickers. Next, point to the first label and ask what letter or letters would complete it. Then, tell the group to add the sticker. Continue with the remaining words.

### Answer Key:



## 3 Say and match the words that rhyme. 5'

Say *frog* and invite a volunteer to find the word that rhymes with it: *dog*. Then, have students match the words with a line. Next, divide the group into pairs to find the remaining rhyming pairs. Invite some volunteers to say their pairs. Finally, have students draw a line between the pairs.

## 3 Unscramble and write. 5'

Have the group look at the first picture and describe the cat: *It's fat*. Repeat with the ball: *It's small*. Then, refer the group to the letters and elicit that they are mixed up. Tell them to unscramble the words and check their answers in pairs. Next, invite a volunteer to write the answers on the board. Finally, explain that in English, adjectives always come before the noun: *fat* (adjective) *cat* (noun), and that this order does not change.

Answer Key: *fat cat small ball*

### Bulletin board idea 15'

**Material:** One sheet of white paper per student. Draw a stick dog on the board and elicit what it is. Tell the group to think of a word that rhymes with *dog*: *frog*. Then, draw a frog sitting on the dog's head. Invite a volunteer to write a sentence on the board to describe the picture: *The frog is on the dog*. Next, hand out the paper and encourage the class to think of another pair of words that rhyme; they could use the words in Activity 2 if necessary. Then, ask students to think of a sentence using both words and write it down. Monitor their work and offer help as necessary. *My cat is in the hat. The snake is on the cake.* Ask the group to illustrate their sentence. Next, display their drawings on the bulletin board and have students look at each other's work. Finally, vote as a class for the most creative sentences.

Assign homework  5'  AB page 66 ex. 2



## 2 Listen to the second part of the story. 2.11 10'

Get students to look at the first part of the story again and review what Buster is doing. Then, draw two characters with striped shirts and burglar masks on the board. Write *thieves* underneath them and elicit what the word means. Next, play track 2.11 and have the class follow the dialogue with their finger. Ask what happens in each scene and write students' ideas on the board. Finally, encourage them to say whether they know any amazing pets and what they do.

## Now read the story in pairs. 10'

Divide the class into pairs and tell each pair to use just one book. Then, have them look at both parts of the story and explain that you are going to describe what one of the characters is wearing. The first student to read any of the lines of the correct character wins a point. Repeat the procedure until all the characters in the story have been described. Finally, invite several pairs to read the story.



### After you read 10'

#### Draw an unusual pet.

Brainstorm words for pets and write them on the board. Encourage the group to mention actions that pets do not normally do, and write the suggestions on the board. Then, have students look at the ideas and choose one pet and what it does. Ask them to draw their unusual pet in the box. Later, tell the group to walk around the classroom showing their drawing and asking about each other's pets:  
Student A: *What's your pet doing?*  
Student B: *He's dancing a waltz.*  
Finally, invite the class to vote for the most unusual pets.



### Value: Pet care

#### Colour the correct paw print. 15'

Material: A photocopy of craft template 7a and 7b (see TB CD-ROM) per student.

Ask students whether they have got a dog and, if so, what its name is. Then, write *Yes* and *No* on the board. Invite volunteers to give examples of how to take care of dogs. Prompt students if necessary by miming actions for *eating*, *walking* and *washing*. Write the ideas underneath *Yes*. Next, elicit whether giving chocolate to pets is good; write *chocolate* under *No* on the board. Invite the group to suggest other actions that are bad for the dog. Next, hand out the templates and encourage the class to describe the pictures and colour them. Then, divide the group into pairs to decide what is a good action and what is a bad action for the dog. When they have agreed, have them colour the correct paw print. Finally, students compare their answers with another classmate.

### Assign homework 5'



AB page 71

#### Additional homework

In the centre of their notebook page, students draw their favourite pet. Then, on the right side of the pet, they draw what is good for it, and on the left side, what is bad.



# Light up the world

**Warm-up:** Let's talk about elephants in Thailand. 10'

Material: A globe or map of the world.

Write *Thailand* on the board. Display the globe or map and point to the country. Then, invite a volunteer to point to your country on the map and guide his / her finger across it until you get to Thailand. Elicit that it is in Asia and explain that it has a red, white and blue flag. The capital of Thailand is Bangkok. The climate is very hot

and Thai people like spicy food. There are many elephants in Thailand. They are intelligent and have been used traditionally as working animals to carry and move heavy objects. In recent years, people have started to use machines to do the elephants' work. Schools were started at elephant camps to teach them different activities. Thanks to projects like this, people have realised that elephants are very intelligent and that they can paint, play music and do sports.

**Read and point.** 10'

Ask students to look at the scene and say what the elephants are doing: *They're painting*. Invite volunteers to say where Suchin lives and why she says the elephants are artists.

SUCHIN: HER NAME'S DESI.  
NARRATOR: DESI?  
SUCHIN: YES, D - E - S - I.  
NARRATOR: OK, HOW OLD IS DESI?  
SUCHIN: SHE'S SEVEN.  
NARRATOR: SEVEN... AND WHAT'S HER FAVOURITE COLOUR?  
SUCHIN: BLUE.

**Listen and complete the table.** 2.12 10'

Tell the class they are going to hear Suchin talking about the two elephants in the picture. Refer students to the table and invite volunteers to read the headings. Explain that they have to listen to the information to complete the chart. Then, play track 2.12 and pause it after the first name is spelled. Encourage students to write it in the corresponding space. Repeat the procedure until the chart has been completed. Then, play the CD again to check the answers. Finally, ask questions about the elephants: *What's the name of the first elephant? What's Desi's favourite colour?*

**Connect the dots and read.** 10'

Refer the group to the incomplete picture of the elephant and have them point to its ears, eyes and feet. Model the pronunciation of the new words and have the group repeat them. Invite students to complete the drawing. Next, ask *How do you spell trunk?* Write the letters on the board as they are called out. Finally, divide the group into pairs to take turns spelling the new words.

**Answer key:**

name	Tao	Desi
how old	9	7
favourite colour	red	blue

## TRACK 2.12

NARRATOR: LISTEN AND COMPLETE THE TABLE.  
NARRATOR: HI, SUCHIN.  
SUCHIN: HELLO!  
NARRATOR: LOOK AT THIS ELEPHANT. WHAT'S HIS NAME?  
SUCHIN: TAO! IT'S T - A - O.  
NARRATOR: T - A - O, THANK YOU. AND HOW OLD IS HE?  
SUCHIN: HE'S NINE YEARS OLD.  
NARRATOR: AND WHAT'S HIS FAVOURITE COLOUR?  
SUCHIN: RED.  
NARRATOR: TELL ME ABOUT THIS ELEPHANT. WHAT'S HER NAME?

AB page 72 10'

**Check what you know!**

Materials: One sheet of white paper per team, cardboard figures of people and animals performing different actions.

Divide the class into teams of four. They race to write the *action verbs* vocabulary items on the paper. The first team to finish wins. Then, attach the figures to the board and number them.

Form pairs and encourage students to make up dialogues following this model:

Student 1: *What is it (doing)?*

Student 2: *It's (running).*

Student 1: *Is it number (3)?*

Student 2: *Yes, it is. / No, it isn't.*

Monitor and help students if necessary. Finally, ask the class to complete the faces according to how they feel about what they know.

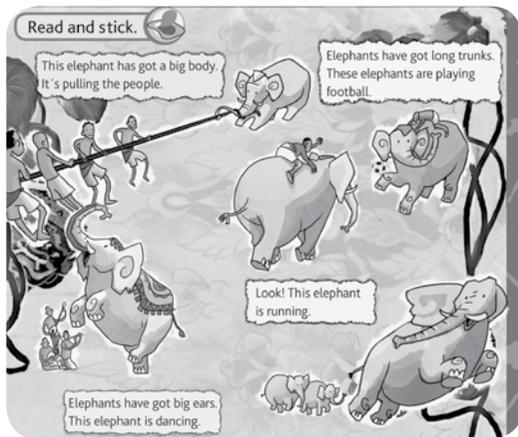
## Read and stick.



10'

Have students look at the picture and guess what is missing: *Elephants*. Invite volunteers to say what they think the elephants are doing. Then, hand out the stickers for *Light up the world* for students to check if their predictions were right. Read out the first text and get students to point to the appropriate sticker. Get students to place the sticker in the outline. Repeat the procedure for the remaining texts. Finally, invite some volunteers to read a sentence and mime it.

## Answer Key:



## Colour your festival elephant.

10'

Elicit the activities elephants do. Tell the group that in Thailand, elephants also play an important part in festivals. They take part in parades, wear special decorations and are painted with many different colours. Then, refer the class to the picture and elicit what they have to do. Tell them to look at the picture that the boy coloured in the example. Finally, students colour their festival elephant however they want.

## Describe your elephant to a friend.

10'

Point to a student's elephant and elicit its description: *(Her) name's (Bali). (She) has got a (yellow) trunk and (pink) ears.* Then, have students walk around the classroom to show and describe their picture to their classmates. Finally, encourage students to choose the elephants that they like the most.

## Wrap-up: A unit quiz

10'

Tell students to take out their books. Divide them into teams of five. Ask several questions about the unit. Give a point to the first team to answer each question correctly. Here are some example questions:

*How do you spell (parrot)?*

*What is Sara doing on page 65?*

*What colour are the cats' dresses on page 64?*

## Assign homework

5'



AB page 73

## Additional homework

## My project



## Make an animal mask.

Tell students what materials they need for the project. Then, go through each step with them. Finally, remind them that they can do their project with the help of their family.

## Additional homework

In their notebook, students make a spider's web with the information they remember about Thailand.



## A friendly reminder



It is advisable to create a stress-free and supportive environment for taking a test.

Before students are assessed, they should review the unit vocabulary with *My spelling practice* on page 97 and the *Time to check* section on page 72 in the AB. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the exercise
- read the instructions for the next activity, etc.

Remember that testing is just another tool to help us evaluate students' language development.

# 8

## Fabulous food!



### Objectives:

- learn the names of various kinds of food and drinks
- talk about food and drink likes and dislikes
- talk about the existence of objects using *there is / there are*
- ask and answer questions about likes and dislikes using *do* and *like*



### Light on new words

#### Drinks

milk	/mɪlk/	_____
orange juice	/'ɒr.ɪndʒ dʒu:s/	_____
water	/'wɔ:tə/	_____

#### Food

banana	/'bɑ:næ-nə/	_____
biscuit	/'bɪs-kɪt/	_____
cake	/keɪk/	_____
carrot	/'kær-rət/	_____
chicken	/'tʃɪ-kɪn/	_____

chips	/tʃɪps/	_____
cucumber	/'kju:.'kʌm-bə/	_____
egg	/eg/	_____
fish	/fɪʃ/	_____
ice cream	/aɪs kri:m/	_____
mango	/'mæŋ-gəʊ/	_____
pizza	/'pi:t-sə/	_____
salad	/'sæl-ləd/	_____
sandwich	/'sæ-n-wɪtʃ/	_____
spaghetti	/'spæ-'ge-ti/	_____
strawberry	/'strɔ:.'bɛ-ri/	_____



### Light on grammar

#### There's... / There are...

In this unit, we use *There's a...* and *There are...* with singular and plural countable nouns to list items in a given situation.

#### Present simple:

We also ask and answer questions about individual preferences for food and drink using *Do you like...? I like...* and *I don't like...* as well as the short answers *Yes, I do* and *No, I don't*.



### Light on real language

In this section, students will learn phrases and short exchanges used in everyday life. In this unit, students will express food and drink likes and dislikes.

- Here's your sandwich.  
Mmm, it's delicious!
- Here are your chips.  
Yuck, they're horrible!



**The lighthouse keepers' story**  
**Come and eat!**



## Teaching tip

In large classes, it can be difficult to find time to interact with students on a one-on-one basis. However, with younger students it is especially vital that they feel recognised and valued by their teacher. If you acknowledge individuals and show interest in them as a person and in their work, you will give a clear message to the group as a whole that everybody is valued. Giving individual attention can easily be built into your classroom routines. Here are a few tips:

- Use the register as a chance to interact with individual students. With larger classes you may not be able to give all students this level of attention every class, but you may select different students each time, so that over a few classes you will have focused on all students:  
Teacher: *How are you, John?*  
Student: *Fine, thanks!*
- As students acquire more language, conversational exchanges may be extended by asking questions. These conversations will give the group a chance to find out more about individuals and share their experiences:  
*Are you happy or sad today?*  
*What's your favourite animal?*  
*Have you got a brother or sister?*
- Individual attention may be given throughout the class by noticing good work or good behaviour. Students respond very well to hearing their names mentioned in a positive way:  
*Oh Martha, what a good drawing!*  
*Jo, thank you for sharing your pencils with Jamie.*  
*Well done, Sarah! You finished first!*
- Having students show their work to the group is another good way for you to show that you value them. This may also be an opportunity to encourage students to praise each other.

## Value: Keeping healthy

One way of keeping healthy is eating foods from each of the major food groups (milk, meat, vegetables, fruit and cereals) and consuming them in proper portion sizes.



**Make a bookmark.**



## Basic competences

In this unit, students will develop:

- *Linguistic competence* by knowing themselves and valuing their own worth by participating in personalised activities and receiving praise (TB p. 97). The teacher helps in promoting positive self-esteem and emotional well being through planning.
- *Linguistic competence* by identifying and learning new food vocabulary as well as functional language for expressing likes and dislikes (SB p. 74).
- *Linguistic competence* by expressing thoughts and opinions (SB p. 75).
- *Mathematical competence* by associating the number to a quantity of objects (SB p. 76).
- *Autonomy and personal initiative* by using their own personal criteria to express likes and dislikes (SB p. 77).
- *Processing information and digital competence* by using new technologies as a way to obtain processes and acquire knowledge (SB p. 78).
- competence in *Learning to learn* by associating symbols with grammatical structures (SB p. 79). This visual association activity allows students to learn association strategies: visual images aid memorisation techniques help to maximize information retention and facilitate correct use.
- *Cultural and artistic competence* by creating a personalised bookmark dealing with healthy habits (SB p. 80). This activity allows students to create a useful daily reminder of good eating habits.
- *Linguistic competence* by listening to and reading a story while looking at drawings that support contextual information (SB p. 81). The story helps students to acquire functional language and new vocabulary dealing with food in an everyday context.
- *Interpersonal and civic competence* by playing a vocabulary revision game in teams (SB p. 82).
- competence in *Knowledge and interaction with the physical world* by reading a story about gardens in the USA (SB p. 83).

# 8 Fabulous food!

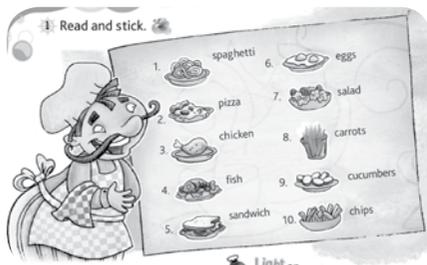
**Warm-up:** Apple, apple, orange!  10'

Write a list of activities on the board: *name five animals / colours; count to twenty, etc.* Walk around the classroom and point to various students, saying *apple* to each one. Then, when you are pointing to one of them, say *orange* instead, and choose an activity for him / her to do. Students should not be able to guess when you are going to say *orange* instead of *apple*. Have volunteers take your place and continue the game, using a different activity each time.

**1 Read and stick.**   10'

On the board, draw a chef in a hat; write *chef* under the picture and explain that this person cooks in a restaurant. Have the class look at the scene and elicit what the unit is about: *Food*. Read the list of foods and ask if they recognise any of the words. Then, tell the students to use the stickers for Activity 1 on page 74. Say a number and tell them to point to the corresponding picture. Finally, get students to add the stickers according to the words and read them.

**Answer key:**



**Listen and point.**   2.13 5'

Play track 2.13 and invite the class to point to the food as it is mentioned. Then, say a number and have them name the item.

## TRACK 2.13

NARRATOR: LISTEN AND POINT.

CHEF: NUMBER 1. IT'S SPAGHETTI.  
 NUMBER 2. IT'S PIZZA.  
 NUMBER 3. IT'S CHICKEN.  
 NUMBER 4. IT'S FISH.  
 NUMBER 5. IT'S A SANDWICH.  
 NUMBER 6. THEY'RE EGGS.  
 NUMBER 7. IT'S A SALAD.  
 NUMBER 8. THEY'RE CARROTS.  
 NUMBER 9. THEY'RE CUCUMBERS.  
 NUMBER 10. THEY'RE CHIPS.

**2 Sing a song.**  2.14  15'

Write *Menu* at the top of the board. Say it is the list of dishes offered in a restaurant. Elicit some food words and write them under the heading. Ask *What's on the menu?* and encourage the class to read out some items. Play track 2.14 and have students follow the song with their finger. Ask *What's on the menu today?* to elicit items from the lyrics. Finally, play the CD again and invite the class to sing along.

**Assign homework**  5'  AB page 74 ex. 1

## Light on real language

 25'

Divide the group into two teams. Start to draw a slice of pizza on the board for team members to guess what it is. The first student to guess correctly wins a point for his / her team. Continue with other food items. Then, have students look at the pictures in the book and identify them. Read and mime the first sentence to the group. Explain that we say *Here's...* when we give a single thing to somebody. Read the second sentence, smiling and rubbing your stomach. Tell students that we say it when we like something. Do the next dialogue, using the same steps to say the sentences aloud, emphasising the responses. Next, divide the group into pairs. Student A is a waiter / waitress and student B, a customer. Student A chooses an item from the menu and offers it to student B, who responds depending on whether he / she likes the food or not. Next, get students to change roles and repeat the procedure. Finally, invite some pairs to act out their dialogues for the rest of the class.

**Assign homework**  5'  AB page 74 ex. 2

### 3 Listen and find. 2.15 5'

Tell the group to look at the picture and say where the kids are: *At the school cafeteria*. Elicit the colours of the food and drinks on the page. Then, play track 2.15 and get the class to point to the items as they hear them. Finally, name items at random and invite some volunteers to say *Mmm, it's / they're delicious!* or *Yuck, it's / they're horrible!*

#### TRACK 2.15

NARRATOR: LISTEN AND FIND.

GIRL 1: THEY'RE YELLOW.

BOY: THEY'RE BANANAS.

BOY: THEY'RE GREEN AND ORANGE.

GIRL 2: THEY'RE MANGOES.

GIRL 1: THEY'RE RED.

BOY: THEY'RE STRAWBERRIES.

GIRL 2: THEY'RE BROWN.

BOY: THEY'RE BISCUITS.

GIRL 1: IT'S BROWN, YELLOW AND PINK.

BOY: IT'S ICE CREAM.

BOY: IT'S PINK.

GIRL 2: IT'S A CAKE.

BOY: IT'S WHITE.

GIRL 1: IT'S MILK.

BOY: IT'S ORANGE.

GIRL 2: IT'S ORANGE JUICE.

BOY: IT'S BLUE.

GIRL 1: IT'S WATER.

### Listen and repeat. 2.16 5'

Play track 2.16 and have the class repeat each food item. Play the CD again and pause it after each word. Get students to repeat the word and trace it in the air. Then, describe an item: *It's red and pink*, and invite a volunteer to identify it: *Cake*. Continue with the remaining foods.

#### TRACK 2.16

NARRATOR: LISTEN AND REPEAT.

NARRATOR: WATER.

CAKE.

ORANGE JUICE.

ICE CREAM.

BANANAS.

MILK.

STRAWBERRIES.

BISCUITS.

MANGOES.

### 4 Listen and draw. 2.17 5'

Point to the picture of the cake and say *Mmm, it's delicious!* Make a yucky face and elicit what we say when we dislike something. Invite students to look at the picture of the incomplete faces. Explain that they are going to hear children talking about food. They should complete each face, depending on what they hear. Then, play track 2.17 and pause it after each item. Divide the group into pairs to compare their answers.

#### TRACK 2.17

NARRATOR: LISTEN AND DRAW.

NARRATOR: NUMBER ONE.

GIRL: HI BEN, HERE'S YOUR MANGO.

BOY: OH, THANKS. YUCK, IT'S HORRIBLE!

NARRATOR: NUMBER TWO.

BOY: HERE'S YOUR ICE CREAM.

GIRL: THANK YOU. MMM, IT'S DELICIOUS.

NARRATOR: NUMBER THREE.

GIRL: HERE ARE YOUR STRAWBERRIES.

BOY: THANKS. MMM, THEY'RE DELICIOUS.

NARRATOR: NUMBER FOUR.

BOY: HERE ARE YOUR BISCUITS.

GIRL: THANKS. OH NO! YUCK! THEY'RE HORRIBLE!

### Talk about food with a friend. 10'

Elicit the names of the foods in the picture. Invite students to work with the classmate next to them. Ask them to take turns pointing to items in the picture and saying: *Mmm, it's / they're delicious!* or *Yuck, it's / they're horrible!*



### Look and write. 10'

Ask students to name the food in the photos. Then, get the students who like cake to say *Mmm, it's delicious!* Get the ones who don't like carrots to respond accordingly. Invite two pairs of volunteers to make up dialogues for each photo. Next, tell students to write the exchanges individually, responding according to their taste.

**Answer key:** Model answer

- Here's your cake.
- Yuck, it's horrible!
- Here are your carrots.
- Mmm, they're delicious.

### Assign homework 5'



AB page 75

### Additional homework

*Pictionary* pages 108 and 109.

Students draw and colour the pictures of the drinks and food. Then, they read and trace their names.

# Do you like cake?



**I spy...** (see page 10) 15'

Material: Activity 4 SB page 75

Now play *I spy* to guess words in the collage in Activity 4. Have fun!

## 1 Listen and colour. 2.18 15'

Tell the group to look at the picture and say who the characters are: *a doctor, a nurse, a goat*. Explain that goats are very *greedy* and that they eat anything. Ask the class to describe what is in the goat's stomach. Tell the group that they are going to listen to the doctor and nurse talking about this. Play track 2.18 and get the class to point to the items they hear. Then, play the CD again and have them colour the items.



### TRACK 2.18

NARRATOR: LISTEN AND COLOUR.

NURSE: OOOH! WHAT'S THE PROBLEM, DOCTOR?

GOAT: [BLEATING PAINFULLY]

DOCTOR: WELL, THERE'S A FISH.

GOAT: [BLEATING]

DOCTOR: AND THERE ARE TWO PIZZAS.

NURSE: AH!

DOCTOR: AH YES! THERE ARE THREE CAKES.

GOAT: [BLEATING LOUDER]

DOCTOR: AND... THERE ARE FOUR BISCUITS, OH NO!

GOAT: [BLEATING EVEN LOUDER]

DOCTOR: THERE'S AN ORANGE.

NURSE: OOOH!

DOCTOR: MMM, THERE'S A BOOK.

GOAT: [BLEATING EVEN LOUDER]

DOCTOR: A-HAAA! THERE'S AN UMBRELLA!

NURSE: OOOH! WHAT A GREEDY GOAT!

## ⚓ Look and mark (✓ or ✗). 10'

Say *There are four pizzas*. Have students look at the picture and answer: *No*. Write the sentence on the board and a ✗ next to it. Repeat the procedure with *There's an orange*. Then, tell students to read the sentences and mark them according to the content of the goat's stomach.

**Answer key:** 1. There's a fish. ✓ 2. There are three cakes. ✓ 3. There's a banana. ✗ 4. There are six biscuits. ✗ 5. There are two books. ✗ 6. There are two pizzas. ✓ 7. There's an umbrella. ✓

**Assign homework** 5' AB page 76 ex. 1



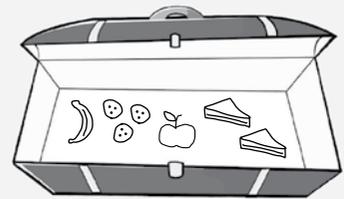
## Light on grammar 15'

Place a variety of classroom objects on your desk, including two red pencils and a ruler. On the board, write *There are two red pencils*. and read the sentence. Invite a volunteer to look at your desk, say *yes* or *no* and write a ✓ or ✗ next to the sentence. Repeat the procedure with *There's a ruler*. and a different volunteer. Then, explain that we use *There's...* and *There are...* with nouns to list objects present in a specific place, and that *There's* is the short form for *There is*. Elicit the difference between *There's* and *There are*: *We use There's for a single item and There are for several items*. Next, pretend that you are looking around the classroom and say *There are four windows*. Students answer *yes* or *no*. Continue with two more objects. Divide the group into pairs to take turns describing the classroom.

## ⚓ Read and draw the food in the lunch box. 15'

Draw a school bag on the board and write *There are four pencils*. *There's a book*. next to it. Invite a volunteer to draw the objects in the school bag. Then, encourage some volunteers to read a sentence from the box. Students should draw the items in the lunch box. Next, they complete the task individually. Finally, have them walk around the classroom checking each other's drawings.

### Answer key:



**Bingo** (see page 10) 10'

Now play *Bingo*. Practise the *food* vocabulary. Have fun!

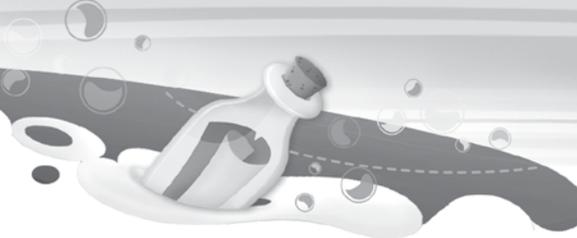
**Assign homework** 5'

**Additional homework**

In their notebook, students draw a basket with food items they can name in English. Then, they describe them, using *There's...* and *There are...*



AB page 76  
ex. 2



## 2 Listen and draw a 😊 or a ☹️. 2.19 15'

Have the group describe the picture. Draw a happy and a sad face on the board. Say *I like mangoes. I don't like pizza*. Invite a volunteer to write *mangoes* and *pizza* under the corresponding face. Play track 2.19 and pause it after each exchange. Tell students to complete the faces. Divide the group into pairs to check their answers.



### TRACK 2.19

NARRATOR: LISTEN AND DRAW A HAPPY FACE OR A SAD FACE.

DAD: OK, NORA. DO YOU LIKE FISH?  
 NORA: NO, I DON'T.  
 DAD: OK, NO FISH THEN! DO YOU LIKE CARROTS?  
 NORA: MMM! YES, I LIKE CARROTS!  
 DAD: OK! OH, BANANAS, DO YOU LIKE BANANAS?  
 NORA: YES I DO, I LIKE BANANAS!  
 DAD: GOOD, SO DO I! AND DO YOU LIKE PIZZA?  
 NORA: NO, I DON'T! I DON'T LIKE PIZZA!  
 DAD: NO? AND CHICKEN? DO YOU LIKE CHICKEN?  
 NORA: YUCK! NO, I DON'T!  
 DAD: OK, SO NO CHICKEN THEN. ER... DO YOU LIKE CAKE, NORA?  
 NORA: MMM! DELICIOUS! I LOVE CAKE!  
 DAD: SO DO I!

## 📌 Read and underline. 5'

Write *I like / don't like milk* on the board. Say *I like milk* and underline *like*. Repeat with an item you dislike. Then, write a similar sentence on the board and invite a volunteer to say whether he / she likes the item, and get them to underline it accordingly. Finally, have students do the task individually.

## 📌 Ask a friend. 20'

Invite a pair of volunteers to read the dialogue. Form pairs and invite them to make up similar dialogues, asking about other foods in the picture. Invite some students to read their dialogue to the rest of the class.

**Assign homework** 5' AB page 77 ex. 3

## 3 Listen and chant. 2.20 10'

Say *Hands on your head!* and encourage the class to follow the command. Repeat the procedure with other actions from the chant. Then, have the group read the chant and invite some volunteers to call out the food words. Play track 2.20 and have students do the actions. Play the CD again and tell students to chant along. Divide the class into groups of four to practise the chant together. Finally, they take turns performing it for the rest of the class.



### Light on grammar 15'

Write *affirmative, negative and interrogative* on the board. Say *I don't like hamsters* and ask what type of sentence it is. Repeat with *I like birds* and *Do you like cats?* Then, read the examples in the box and elicit the type of sentences. Next, ask *Do you like spiders?* Have students who do, raise their hand and say *Yes, I do*. Those who don't like spiders shake their head and say *No, I don't*. Finally, elicit when to use these phrases: *To answer questions with Do you...?*

## 📌 Listen and circle. 2.21 5'

Play track 2.21. Students listen and circle Joe and Sally's answers. Invite a volunteer to say who likes fish: *Sally*.

**Answer key:** Sally Yes Joe No



### TRACK 2.21

NARRATOR: LISTEN AND CIRCLE.  
 JOE: SALLY, DO YOU LIKE FISH?  
 SALLY: YES, I DO. IT'S DELICIOUS.  
 JOE: REALLY? I DON'T LIKE IT. IT'S HORRIBLE.

**Assign homework** 5' AB page 77 ex. 4

# Time to practise!

## Warm-up: Do you like...? 15'

Material: A ball.

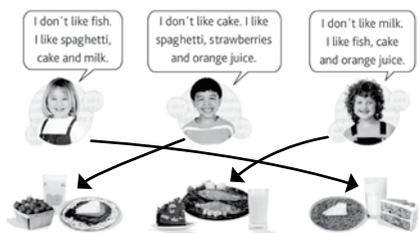
Ask students to stand in a circle. Throw the ball to a volunteer and ask *Do you like cake?* Encourage him / her to reply with *Yes, I do* or *No, I don't*. Then, the student throws the ball to a classmate and repeats the procedure with a different category: *Do you like rabbits?* Continue with colours, classroom objects, toys, etc.

## 1 Read and match. 25'

Material: One sheet of white paper per student. Have the class look at the photos and elicit the names of the food items. Tell them that you are going to say a food item. They should count the times the word appears in the texts. Then, read the first girl's text and invite a volunteer to say what she likes and what she does not like. Encourage the group to tell you whether they agree. Continue with the remaining children. Then, get students to match the photos to the children. Divide the class into pairs to check the answers. Next, write a model text on the board about foods you like and dislike:

*I like (biscuits and oranges). I don't like (spaghetti).* Draw some biscuits and oranges with a ✓ next to them and spaghetti with an X next to it. Then, give out the material and encourage the group to write about the foods they like and dislike, and illustrate the sentences. Finally, invite some volunteers to show their work and read out their sentences.

### Answer Key:



### Assign homework 5'

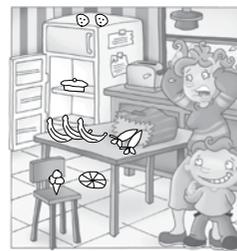
AB page 78 ex. 1

## 2 Listen and draw the food. 2.22 15'

Get the group to look at the picture and describe it. Encourage the class to suggest why the mum is upset and the boy is smiling. Play track 2.22 and tell students to check their predictions. Elicit what happened: *The boy threw the food all over the kitchen and the mum*

*is angry.* Tell students to listen to the recording again and draw the food in the right places. Play the first item on the CD and elicit the sentence: *There's ice cream on the chair.* Hold up your book, point to the chair and instruct students to draw ice cream on top of it. Continue with the remaining foods. Play the track again as students colour their drawings. Then, divide the class into pairs to ask about the drawing:  
Student A: *Where's the pizza?*  
Student B: *It's under the table.*

### Answer Key:



### TRACK 2.22

NARRATOR: LISTEN AND DRAW THE FOOD.

NARRATOR: LOOK! THERE'S AN ICE CREAM ON THE CHAIR.

OH NO! THERE ARE TWO CARROTS IN THE BAG.

WOW! THERE'S A PIZZA UNDER THE TABLE.

THERE'S A CAKE IN THE FRIDGE.

LOOK! THERE ARE THREE BANANAS ON THE TABLE.

OH NO! THERE ARE TWO BISCUITS ON THE FRIDGE.

### Pair work 15'

Write *Party food* on the board and elicit its meaning. Ask the group to mention some of the foods they like to have at parties. Divide the class into pairs. Ask student A to look at page 115 and student B to look at page 120. Explain that they each have got an incomplete list of party foods and that they need to ask their partner questions to complete their list. Invite a volunteer to ask about the first item: *What's number 1?* Look at your book and answer *It's pizza. It's P-I-Z-Z-A.* Write the dialogue on the board as a guide. Then, students work in pairs and take turns asking about their lists. Finally, say a number and elicit the corresponding food.

### Assign homework 5'

AB page 78 ex. 2

### Additional homework

In their notebook, students write three sentences about foods they like and three about foods they do not like. Then, they illustrate them with cut-outs from old magazines or newspapers.

# Time to write

## 1 Decode and write. 10'

Have students look at the code and elicit what each picture represents. Draw an example on the board: *a child's face + a happy face + some carrots*. Invite a volunteer to decode it and write it underneath the pictures. Then, tell the class to look at sentence 1 and decode its meaning. Get a volunteer to write the decoded sentence on the board. Next, divide the group into pairs to decode each sentence. Finally, ask some volunteers to write the sentences on the board.

### Answer key:

1. *They don't like pizza.*
2. *They like fish.*
3. *I like cake.*
4. *I don't like spaghetti.*

## 2 Invent your own code. 10'

Tell the group that they are going to invent their own code by making up a drawing for each word. Encourage the class to think for a minute about what they could draw to represent these words. Elicit their ideas, drawing some of them on the board. Suggest using a single symbol for *I*, and doubling it for *They*. Finally, ask students to draw their pictures in the boxes.

## Draw a sentence using your code. 5'

Tell students to think of a sentence they could represent, using their code. Remind them to start with the *I* or *They* picture, then, the *like* or *don't like* picture and finally a picture of an object or animal.

## Ask a friend to decode your sentence. 5'

Divide the class into pairs. Students swap books and look at their partner's code and encoded sentence. Invite students to write the decoded sentence on the line. Then, they get their book back and check that the sentence is correct. Finally, have some volunteers say their partner's sentence.

## Bulletin board idea 15'

**Materials:** Half a sheet of white paper and one envelope per student.

Hand out the material. On the front of the envelope, students should draw the code they invented in Activity 2. Then, they draw two encoded sentences on the paper, drawing a line under each one, and put the paper in the envelope. Collect the envelopes and walk around the classroom, handing them out to different students. They decode the sentences. When they have finished, they put the paper and the envelope on the bulletin board. Finally, encourage students to read the decoded messages and check if they are written correctly.

## Assign homework 5'



AB page 79

## Additional homework

In their notebook, students stick cut-outs from old magazines or newspapers to create a new code as in Activity 2. Then, they encode two sentences.

# The lighthouse keepers' story

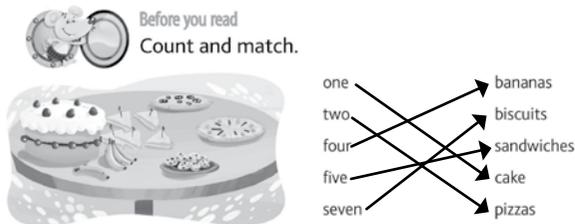


**Before you read** 10'

## Count and match.

Elicit the names of the food in the picture. Make a statement about them and encourage the class to say if it is true or false: *There are six bananas.* Then, say *one* for students to reply with the corresponding food: *Cake.* They match the number to the food. Next, ask students to work individually to finish the task. Finally, write the numbers on the board and invite some volunteers to note down the answers.

## Answer Key:



## 1 Listen to the first part of the story.

2.23 10'

Explain the title of the story: signal students towards you by saying *Come*. Then, pretend you are eating and say *and eat*. Divide the class into pairs. Tell them to look at the four scenes and point to the following: *sandwiches, Granny, T-shirt, mouse, mirror, orange juice, table*. Encourage the group to say what the story is about. Then, play track 2.23 and ask students to follow the story with their finger. Invite some volunteers to say if their predictions were correct and suggest who the boy is talking to. Next, write *I'm hungry* and *I'm thirsty* on the board and elicit who says each comment: *The mouse* and *Granny*. Get a student to mime what the two phrases mean. Finally, play the CD again and pause it after each extract for the class to repeat.

## Now read the story in groups.

10'

Divide the class into groups of four. They should read the story and take turns performing a different role each time. Finally, invite some volunteers to act out the story for the rest of the class.



**Value: Keeping healthy**

## Make a bookmark.

15'

Materials: A photocopy of craft template 8a and 8b (see TB CD-ROM) per student, a poster with food and drink items.

Display a poster with food and drink items on the board and get the class to describe it. Tell them that some foods, such as carrots, are good for us and help us stay healthy and grow. Other kinds of food, like biscuits, have got a lot of sugar in them and can be fattening and bad for our teeth. Explain that there is nothing harmful about eating sugary foods from time to time, but we should try to eat a lot of healthy foods, too. Then, write *Healthy* and *Unhealthy* on the board. Elicit food items from the poster that are healthy and write their names under the first heading. Repeat the procedure for the unhealthy food. Next, hand out the material and encourage the students to describe the children: *The boy is happy and the girl is ill*. Invite students to look at the food items in pairs to decide whether they should go in the *Healthy* or *Unhealthy* category. Elicit that *fruit, milk* and *fish* are healthy, and *pizza, chips* and *cake* are unhealthy if eaten frequently. Tell the class to cut out both sides of the bookmark and the food items. Then, they colour all the pieces. Have students stick the food onto the appropriate side of the bookmark. Tell them to stick the two sides together, make a hole with the point of a pencil and thread a piece of string through it. Finally, get the group to put their bookmark in their book.

**Assign homework** 5'



AB page 80

## Additional homework

In their notebook, students make a collage of healthy foods they like.

## 2 Listen to the second part of the story. 2.24 10'

Elicit what happened in the first part of the story and write the students' answers on the board. Then, refer students to the third scene and encourage them to suggest why the boy is crying. Play track 2.24 to check if their ideas were correct. Invite a volunteer to say what Dad does to cheer the boy up. Next, say a phrase from the story and invite them to tell you who says it:

Teacher: *We're sorry!*

Students: *Granny*

Finally, divide the group into pairs to take turns saying phrases and identifying the character.

## Now read the story in groups. 20'

Invite seven volunteers to the front with their books and assign each one a role from the story. Then, ask them to read it. Next, divide the class into groups of seven and assign characters to act out the story. Give them some time to practise, trying not to use their book. Finally, the groups take turns performing for the rest of the class.



### After you read 15'

#### Draw the food in the story.

Invite a volunteer to name all the characters in the story. Then, encourage some volunteers to list on the board the food from the story. Have students draw and colour the foods in the box. Then, divide the class into groups of three to interview each other about each item of food:

Student 1: *Do you like (cake)?*

Student 2: *No, I don't. Do you like (cake)?*

Student 3: *Yes, I do!*

Finally, invite volunteers to say what foods they usually eat when they go to parties.

### Assign homework 5'



AB page 81

#### Additional homework

In their notebook, students draw one scene showing what they think happens next in the story.



# Light up the world

**Warm-up:** Let's talk about the United States!

10'

Material: A map of the world.

Display the map of the world and invite a volunteer to point to your country. Then, say *the United States* and encourage the student to find that country on the map. Elicit the colours in the flag: *red, white and blue*. Mention that there are fifty stars on it because they represent the fifty states. Some famous cities in the United States are New York, Chicago, Miami and Los Angeles. Its population is multicultural because people from all over the world have come to live in the United

States. This is why their typical foods are based on the traditions of other countries, like apple pies, pizza, hamburgers, burritos and tacos. English is the main language, but many people speak other languages; Spanish is the second most common language in the United States. The most popular sports for children are American football, basketball, baseball, ice hockey and football. Ask the class if they have been to the United States or know someone who lives there. Invite volunteers to mention some famous Americans and what they know about them.

## Read and trace.

10'

Have the group look at the scene and describe it. Then, read the text and encourage students to point to the key words: *Josh, the United States, school garden and vegetables*. Then, explain that some schools in the United States have gardens where students look after animals like birds and rabbits, and grow their own vegetables. Ask the class if they have got, or would like to have, a vegetable garden area in their school. Finally, have students trace the name of the country on the map.

## Colour and read.

10'

Hold up your book, point to the vegetables and ask about their colour: *What colour are cucumbers?* Then, get the class to look at the words in the *pictionary* and find a vegetable that has a *K* in it. Have them look at the pumpkins in the main picture and ask *What colour are they?* Elicit *They're orange* and tell them to colour the pumpkin in the *Vegetable pictionary*. Repeat the procedure with the potatoes and tomatoes.

## Listen and point to the children.

2.25

10'

Invite students to name the vegetables in the picture. Explain that they are going to listen to the children talking and identify who is speaking. Divide the class into pairs and play track 2.25 for them to point to each child who is speaking. Then, play the CD again, pause it after each extract and invite volunteers to show the person described and say how they worked out who it was.



AB page 82

10'

## Check what you know!



Materials: One sheet of white paper per team, magazine pictures of food and drink items. Divide the class into teams of four. They race to write the *food* and *drink* vocabulary items on the paper. The first team to finish wins. Then, distribute magazine pictures and form pairs. Encourage students to make up dialogues following this model:

Student 1: *There are (five) (bananas).*

Student 2: *Do you like (bananas)?*

Student 1: *Yes, I do. / No, I don't.*

Students continue until they have reviewed all the structures in the box. Monitor and help students if necessary. Finally, ask the class to complete the faces according to how they feel about what they know.

### TRACK 2.25

NARRATOR: LISTEN AND POINT TO THE CHILDREN.

GIRL 1: HI, LOOK, WE HAVE GOT CUCUMBERS. THEY'RE DELICIOUS.

GIRL 2: HERE IS A RABBIT. IT LIKES CARROTS.

BOY 1: AND THERE ARE THE BIRDS. THEY'RE MY FAVOURITE ANIMALS.

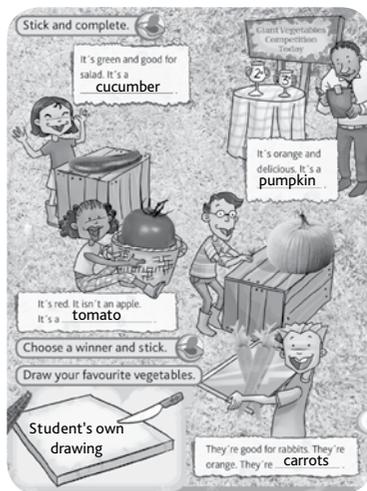
BOY 2: HERE'S SOME WATER FOR THE VEGETABLES.

### Stick and complete.



Invite the group to name the vegetables they know in English and write the names on the board. Tell them to look at the scene and read the name of the event. Then, have them notice the trophies and the judge, and elicit what might be happening. Next, explain that in the United States, people organise giant vegetable competitions. They bring vegetables they have grown and the biggest vegetables are the winners. Ask the class if they know of competitions like this in your country. Then, hand out the stickers for *Light up the world* and have students name the vegetables. Read the first text and ask which sticker matches the outline: *cucumber*. Next, ask students to add the stickers and complete the texts individually. Divide the group into pairs to check their answers. Finally, encourage some volunteers to read the texts and spell out the vegetable names.

### Answer Key:



### Choose a winner and stick.



Divide the class into groups of three and encourage them to pretend they are the judges of the *Big vegetable competition*. They should choose the winner. Have them look at the 1<sup>st</sup> place trophy sticker and tell them to place it next to the vegetable they choose. Finally, select a winner as a class.

### Draw your favourite vegetables.



Refer the class to the vegetable names on the board. Divide the class into five groups to choose their favourite vegetable. Then, ask about each group's choice and add a tick next to the vegetables they

choose. Next, ask students to draw the class's favourite vegetables on the chopping board to make a delicious vegetable soup. Finally, invite students to walk around the classroom and compare pictures.

### Assign homework



AB page 83

### Additional homework

### My project



### Make your favourite pizza.

Tell students what materials they need for the project. Then, go through each step with them. Finally, remind them that they can do their project with the help of their family.

### Additional homework

In their notebook, students make a *spider's web* with all the vocabulary they remember from the unit.



### A friendly reminder



It is advisable to create a stress-free and supportive environment for taking a test.

Before students are assessed, they should review the unit vocabulary with *My spelling practice* on page 96 and the *Time to check* section on page 82 in the AB. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the exercise
- read the instruction for the next activity, etc.

Remember that testing is just another tool to help us evaluate students' language development.

# 9

## Underwater world



### Objectives:

- learn the names of sea animals and objects and some action verbs
- learn the numbers from 11 to 20
- express admiration
- ask and answer questions about the number of animals, people or objects using *How many*
- talk about ownership using *our / their*



### Light on new words

#### The sea

crab	/kræb/	_____
dolphin	/'dɒl·fɪn/	_____
jellyfish	/'dʒe·li·fɪʃ/	_____
octopus	/'ɒk·tə·pəs/	_____
sea horse	/'si: hɔ:s/	_____
shark	/'ʃɑ:k/	_____
shell	/'ʃel/	_____
starfish	/'stɑ:·fɪʃ/	_____

#### Verbs 2

draw	/drɔ:/	_____
drink	/'drɪŋk/	_____
eat	/'i:t/	_____
read	/'ri:d/	_____

swim	/'swɪm/	_____
talk	/'tɔ:k/	_____

#### Numbers 2

eleven	/'ɪ·levn/	_____
twelve	/'twelv/	_____
thirteen	/'θɜ:·'ti:n/	_____
fourteen	/'fɔ:·'ti:n/	_____
fifteen	/'fɪf·'ti:n/	_____
sixteen	/'sɪks·'ti:n/	_____
seventeen	/'se·vn·'ti:n/	_____
eighteen	/'eɪ·'ti:n/	_____
nineteen	/'naɪn·'ti:n/	_____
twenty	/'twen·ti/	_____



### Light on grammar

#### How many...?

In this unit, we ask about the number of animals, people or objects in a place with *How many* (*shells*) *are there?* We reply with *There are* (*seven*).

#### Possessive adjectives: *our / their*

In this unit we talk about possessions with *our* and *their*. We refer to objects we own with *our* (*boat*) and objects owned by another group of people with *their* (*dog*).



### Light on real language

In this section, students will learn phrases and short exchanges used in everyday life.

In this unit, students will learn and practise positive expressions.

- Look at the octopus.  
It's cool! It's fantastic!
- Look at the dolphins.  
They're great! They're incredible!



### The lighthouse keepers' story Our friend the dolphin



## Teaching tip

Students need lots of practice if they are to become familiar with the spelling of English words. Here are some suggestions for helping students with spelling:

1. Encourage them to look at a word for 10 seconds and try to remember how it is spelled, then cover the word. They write it in their notebooks and then, uncover the word and check their spelling.
2. When looking at the spelling of new words, ask students to use their index fingers as pencils and "write" the words on the table top, saying the letters out loud as they do so.
3. Draw pictures of words that include the spelling. For example, students can draw a fish with four bubbles coming from its mouth. In each bubble they write a letter of the word. Display these drawings in class so students can refer to them to check spellings.
4. Have students mime taking a photograph of new words, then, they picture the photograph in their heads, write the spelling and then, check it.
5. Have picture dictionaries or friezes on display in class where students can find or check spellings for themselves.
6. Play spelling games in class, like *Hangman* and anagrams. Remember that different techniques suit different students and so it is important to give students lots of strategies from which to choose.

## Value: Caring for our environment

Taking care of the environment means protecting and respecting our natural resources (air, water, and earth).



## Make a diorama.



## Basic competences

In this unit, students will develop:

- competence in *Learning to learn* by acquiring strategies for learning spelling effectively (TB p. 109).
- *Autonomy and personal initiative* by working independently in pairs to make choices about what and how to describe an underwater scene in a guessing game (SB p. 84).
- *Interpersonal and civic competence* by talking about different animals and deciding on a classroom favourite (SB p. 85). It is important to create a group feeling and vote in class in order to show democratic procedure.
- *Mathematical competence* by learning and practising the numbers 11 to 20 in English (SB p. 86).
- *Processing information competence* while acquiring knowledge (SB p. 87).
- *Linguistic competence* by revising and consolidating language and production skills in a guided fashion (SB p. 88).
- *Linguistic competence* by recognising and producing newly presented conjunctions: *and / but* (SB p. 89). This activity helps students to practise other ways of comparing and contrasting information.
- *Linguistic competence* by listening to and reading a story while looking at drawings that support contextual information (SB p. 90). The story helps students to acquire functional language expressing emphasis and new underwater vocabulary.
- *Cultural and artistic competence* by creating a personalised diorama of underwater sea life (SB p. 91). This activity integrates artistic creation, knowledge of the physical world and language in order to provide interdependent scaffolding to build knowledge.
- *Interpersonal and civic competence* by playing a vocabulary revision game in teams and participating in a dialogue (SB p. 92). Emphasize to students that cooperation in the language class aids learning.
- competence in *Knowledge and interaction with the physical world* by reading a postcard about wildlife in Argentina as well as participating in an interactive song about penguins and their predators (SB p. 93).

# 9 Underwater world

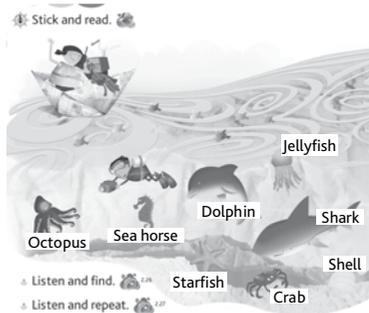
## Warm-up: Alphabet brainstorm 15'

Chant the alphabet with students. Divide the class into groups of three to list the letters of the alphabet in one column in their notebook. Then, give them a total of five minutes to write one word starting with each letter, but they can skip one if they do not know a word that starts with that letter. Finally, go through the alphabet and ask what words they have written.

## 1 Stick and read. 10'

Get the class to describe the picture: *The boy is filming animals. His sister sees them on a screen in the boat.* Elicit the colours of the fish. Then, tell the students to use the stickers for Activity 1 on page 84. Divide the group into pairs to decide where to place each sticker. Point to an outline and have students indicate the corresponding sticker. Next, get them to attach the stickers and read the labels. Finally, write *o, c, s, d, j* on the board and ask how many animals in the scene begin with each letter.

### Answer Key:



## 2 Listen and find. 2.26 10'

Say *The name of this animal starts with S, H and A. It's grey.* Encourage students to point to the shark. Divide the class into pairs. Play track 2.26 and invite them to point to each sea animal or object described. Play the CD again and pause it after each item for students to trace its name in the air.

### TRACK 2.26

NARRATOR: LISTEN AND FIND.

NARRATOR: IT STARTS WITH O, C AND T. IT'S PURPLE.  
 IT STARTS WITH S, H AND A. IT'S GREY.  
 IT STARTS WITH S, E AND A. IT'S PINK.  
 IT STARTS WITH J, E AND L. IT'S ORANGE.  
 IT STARTS WITH C, R AND A. IT'S RED.  
 IT STARTS WITH S, H AND E. IT'S YELLOW.  
 IT STARTS WITH D, O AND L. IT'S BLUE.  
 IT STARTS WITH S, T AND A. IT'S ORANGE.

## 3 Listen and repeat. 2.27 10'

Play track 2.27 and ask the group to repeat the words. Play the CD again and encourage students to repeat and follow the silhouettes with their finger. Then, whisper one of the names to a student and invite him / her to spell it. Finally, divide the class into groups of three and continue playing until students have spelled all the new words.

### TRACK 2.27

NARRATOR: LISTEN AND REPEAT.

NARRATOR: OCTOPUS. SEA HORSE. DOLPHIN.  
 JELLYFISH. SHARK. STARFISH.  
 CRAB. SHELL.

## Assign homework 5' AB page 84 ex. 1

## 2 Play a guessing game. 10'

Have students say what the children in the photo are doing: *Playing a guessing game.* Read the boy's text and invite a volunteer to read the girl's part. Then, form pairs and explain that they should take turns describing a sea animal or object and guessing what it is.

## Light on real language 15'

Point to the octopus in the picture and say *Look at the octopus. It's cool! It's fantastic!* Have students imitate you. Repeat the procedure with other animals and the remaining phrases. Next, elicit actions to go with each expression: *thumbs up, a high five, etc.*, and practise as a class. Finally, divide the group into pairs to comment about different objects or animals from previous units:  
 Student A: *Look at the dog!*  
 Student B: *It's fantastic! (Clapping.) Look at the cats!*  
 Student A: *They're great! (Giving a high five.)*

## Assign homework 5' AB page 84 ex. 2

### Additional homework

In their notebook, students draw their favourite animal and write a comment about it: *Look at the dogs! They're fantastic!*

### 3 Follow and trace. 5'

Have the group identify the family members in the picture. Then, ask students to follow each line and trace the action verb at the end of it. Finally, say the name of a family member or members and get a volunteer to mime what he / she is doing / they are doing.

### Anchor Listen and repeat. 2.28 5'

Play track 2.28 and tell the class to repeat the words and point to the corresponding action verb. Play the CD again and encourage students to mime each action.



#### TRACK 2.28

NARRATOR: LISTEN AND REPEAT.

NARRATOR: SWIM.  
DRAW.  
READ.  
DRINK.  
TALK.  
EAT.

### 4 Look and write the family members. 10'

Point to *Granny* and encourage the group to describe what she is doing: *She's drawing*. Repeat the procedure with the other family member(s). Then, have students read the sentences and write the corresponding family member on the line. Finally, divide the class into pairs to compare their answers.

#### Answer key:

He's talking.	<i>dad</i>
They're swimming.	<i>brothers</i>
He's reading.	<i>grandad</i>
She's drawing.	<i>granny</i>
She's drinking.	<i>mum</i>
They're eating.	<i>sisters</i>

### Anchor Listen and check. 2.29 5'

Play track 2.29 and pause it after the first question. Encourage students to look at the previous exercise and elicit the answer: *He's reading*. Play the CD for students to check. Repeat the procedure with the remaining family members. Finally, say an action and elicit the corresponding family members.



#### TRACK 2.29

NARRATOR: LISTEN AND CHECK.

BOY: WHAT'S GRANDAD DOING?  
GIRL: HE'S READING.  
BOY: WHAT'S MUM DOING?  
GIRL: SHE'S DRINKING.  
BOY: WHAT ARE OUR BROTHERS DOING?  
GIRL: THEY'RE SWIMMING.  
BOY: WHAT'S DAD DOING?  
GIRL: HE'S TALKING.  
BOY: WHAT'S GRANNY DOING?  
GIRL: SHE'S DRAWING.  
BOY: WHAT ARE OUR SISTERS DOING?  
GIRL: THEY'RE EATING.



#### Light on real language 15'

### Anchor Talk about the animals with a friend. 10'

Elicit the names of the sea animals and objects in the photos. Then, mime the actions students assigned to the expressions in the previous lesson and elicit them. Point to the photograph of the jellyfish and invite a volunteer to say and mime any of the new expressions. Next, divide the group into pairs to talk about the remaining photos. Finally, vote as a class for your favourite animal.

#### Assign homework 5'



AB page 85

#### Additional homework

*Pictionary* pages 110 and 111.

Students draw and colour the pictures of the sea animals and objects and verbs. Then, they read and trace their names.

# How many fish are there?



**Chinese whispers** (see page 10) 15'

Now play *Chinese whispers* to practise the spelling of numbers from 1 to 10. Have fun!

## 1 Colour the numbers. 15'

Material: number word cards from 11 to 20. Invite the class to identify the objects in the picture and ask if they have ever collected shells. Explain that little animals live in shells under the water but when they die, the shells wash up on the beach. Put the number word cards from 11 to 20 in a line across the board. Point to 11 and say *Eleven is orange* and have students colour the number on the shell orange. Continue with the remaining numbers.

## 2 Listen and repeat. 2.30 10'

Elicit what happens when there is an echo in a place: *You say something once and hear it several times. Say eleven and encourage the group to echo you, softer and softer until their voices are a whisper. Play track 2.30 and pause it after each number for students to echo.*



### TRACK 2.30

NARRATOR: LISTEN AND REPEAT.

NARRATOR: ELEVEN.	TWELVE.
THIRTEEN.	FOURTEEN.
FIFTEEN.	SIXTEEN.
SEVENTEEN.	EIGHTEEN.
NINETEEN.	TWENTY.

**Assign homework** 5' AB page 86 ex. 1

## 2 Read and point to the number. 5'

Get students to describe the scene: *The fish are counting the boys in the classroom.* Next, read the dialogue and ask the class to repeat after you. Finally, have them point to number 17 on the fish's notepad.

## 3 Listen and write the remaining numbers. 2.31 10'

Point to the notepad and invite volunteers to identify the pictures. Play track 2.31 and pause it after the first exchange. Point to the girl and ask *How many*

*girls are there?* Elicit the answer and then, get the group to write the number in the box. Continue the procedure with the remaining pictures.

**Answer key:**



### TRACK 2.31

NARRATOR: LISTEN AND WRITE THE REMAINING NUMBERS.

FISH 1:	HOW MANY GIRLS ARE THERE?
FISH 2:	THERE ARE FIFTEEN GIRLS.
FISH 1:	HOW MANY TABLES ARE THERE?
FISH 2:	THERE ARE TWELVE TABLES.
FISH 1:	HOW MANY SCHOOL BAGS ARE THERE?
FISH 2:	THERE ARE EIGHTEEN SCHOOL BAGS.
FISH 1:	HOW MANY RULERS ARE THERE?
FISH 2:	THERE ARE THIRTEEN RULERS.
FISH 1:	HOW MANY BOOKS ARE THERE?
FISH 2:	THERE ARE TWENTY BOOKS.
FISH 1:	HOW MANY CRAYONS ARE THERE?
FISH 2:	THERE ARE ELEVEN CRAYONS.



### Light on grammar 10'

Read the example question and have students repeat it. Elicit when we use *How many...? To ask about a quantity.* Read the example answer and say we always reply with a number. Then, hold up three pencils and ask *How many pencils are there?* Elicit *There are three pencils.* Repeat with other items. Next, divide the class into pairs to take turns asking about their school objects.

## 4 Look at your class and count. 10'

Elicit the names of the pictures and have the class write them in their notebook. Then, divide the group into pairs to count how many of each there are in the whole classroom. Finally, name an object or person and invite volunteers to say the number.

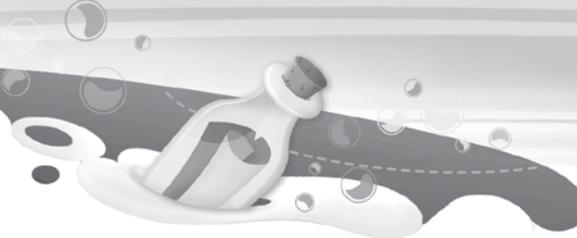
**Assign homework** 5'

**Additional homework**

In their notebook, students write sentences to describe the objects they carry in their pencil cases: *There are four pencils.*



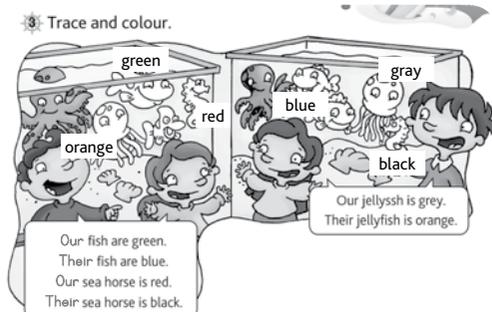
AB page 86  
ex. 2



### 3 Trace and colour. 25'

Invite two volunteers to each bring a ruler, a pencil case, a jacket and a school bag to the front. A third volunteer should come up without any materials. Encourage one of the students with materials to stand next to you and say *Our school bag is (pink)*. Then, point to the other students and materials they are pretending to share and say *Their school bag is (green)*. Repeat the procedure with the remaining objects. Next, have the class look at the fish tanks and identify the animals. Tell them to trace the words in the first pair of sentences. Read them out and get the class to colour the fish accordingly. Continue with the remaining pair of sentences. Finally, invite a volunteer to read the other text and colour the jellyfish in both tanks accordingly.

#### Answer Key:



### Read and point. 10'

Divide the class into pairs. Invite them to take turns reading a sentence from the text and pointing to the corresponding picture. Finally, vote as a class for the fish tank you like the most.

#### Assign homework 5'

AB page 87 ex. 3

#### Additional homework

Students cut out letters from old magazines to form a sentence with *Our* and another with *Their*. Then, they stick them into their notebook and illustrate the sentences.

### 4 Listen and chant. 2.32 15'

Play track 2.32 and invite the class to follow the chant in their book. Then, ask students to underline three animals, two body parts, two colours and four other adjectives. Tell them to use a different colour for

each category. Divide the class into four groups and assign a category to each. Then, play the CD again and encourage the groups to stand up and sit down when they hear words from their category. Finally, play the CD for the third time and ask the class to chant along.

### Light on grammar 15'

Ask students to look at the pictures and invite one to read the examples. Elicit the difference between *our* and *their*: *We use our for objects that belong to us and their for objects that belong to two or more other people or animals.* Then, encourage two pairs to show some school objects and describe the differences: *Our rubbers are white and their rubbers are green.*

### Draw a fish tank with a friend and compare with another pair. 10'

Divide the group into pairs to draw sea creatures and shells in their fish tank. Tell them to draw the same type of animals in one colour. Then, ask them to work with another pair and compare their drawings: *Our fish are red and their fish are orange.* Finally, have students label the animals in their fish tank.

#### Assign homework 5'

AB page 87 ex. 4

#### Additional homework

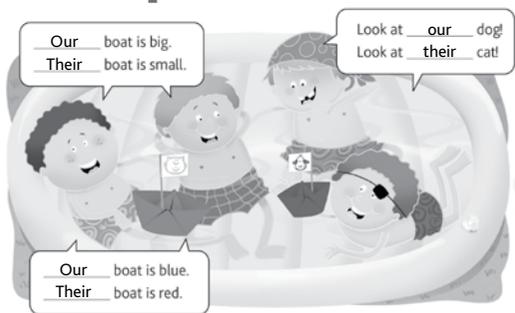
In their notebook, students write a new version of the chant, changing animals and their characteristics. Then, they illustrate it.

# Time to practise!

## 1 Complete with *our* or *their*. 15'

Have the group look at the scene and say what the boys are doing: *They are comparing their boats*. Read the first sentence and tell a student to complete it with *our* or *their*. Ask the reason for his / her choice. Then, get students to finish the exercise individually. Invite some volunteers to read the sentences for the rest of the group to check their answers. Next, draw a line down the middle of the board. Write the name of your class at the top of one side and draw stick pictures of a boy and a girl at the top of the other. Say *shirt* and invite two volunteers to draw a shirt on each side of the board, using different colour chalk. Repeat the procedure with other students and five items of clothing. Finally, elicit sentences about the children's clothes in your class and the ones in the picture. *Our shirts are (blue). Their shirts are (purple).*

### Answer key:



## 2 Complete and match. 15'

Have the class look at picture 1 and ask *What's he doing?* Elicit the answer and tell them to match the boy to the corresponding sentence. Invite the group to match the remaining pictures. Then, mime *reading* and invite a volunteer to tell the class what you are doing: *Reading*. Write the answer on the board leaving some letters out: *She's \_e\_d\_n\_* and invite a volunteer to complete it. Next, students should complete the words in the other sentences. Finally, say a number and get volunteers to read the corresponding sentence aloud.

### Answer key:

1. He's sleeping.
2. They're swimming.
3. She's eating.
4. She's drinking.

## Pair work 20'

Divide the group into pairs and appoint student A and B. Student A looks at page 116 and student B at page 120. Tell students to look at their list of animals. Explain that they should take turns asking about the quantity of animals that are missing a number. Say *crabs* and elicit the question: *How many crabs are there?* Invite a student B to answer: *There are sixteen crabs*. Next, students complete the activity. Finally, read the animals' names and elicit the corresponding numbers.

## Wrap-up: A maths challenge 20'

Material: One sheet of white paper per student. Give out the paper and have students cut it into ten equal pieces and number the pieces from 1 to 10. On the board, write + and = and elicit their meaning. Write  $5 + 6 =$  and *five plus six equals* underneath. Read the addition problem to the group and invite a volunteer to tell you the answer: *Eleven*. Divide the class into groups of three and tell them to mix up their number cards and place them face down on a desk. Students take turns choosing two cards. The first student in each group to say the correct equation – *seven plus eight equals fifteen* – wins a point. Continue until all students have participated.

## Assign homework 5'

AB page 88  
ex. 2

## Additional homework

In their notebook, students list the written form of numbers eleven to twenty.

Assign homework 5' AB page 88 ex. 1

# Time to write

## 1 Read and look. 10'

Have students look at the pictures of Joe and Sally and describe what they are doing: *Drawing animals they like and dislike*. Invite two volunteers to read what they say and encourage the rest of the class to point to the animals. Tell the group to point to the faces in the first picture and help them notice that both are happy. Have them circle the word *and* and match it to the faces. Repeat the procedure with the other sentence. Then, on the left side of the board, draw a happy face and a chocolate bar. Write *and* next to that and draw another happy face and two bananas. Say *I like chocolate and I like bananas*. Next, draw a happy face and two apples on the right side of the board. Write *but* next to that and draw an unhappy face and a pizza. Say *I like apples but I don't like pizza*. Explain that we use *and* to join two similar thoughts; we use *but* to contrast two different ideas. Next, write the following on the board:

1. ☺ \_\_\_ ☺      3. ☺ \_\_\_ ☹
2. ☹ \_\_\_ ☹      4. ☹ \_\_\_ ☺

Elicit which conjunction to use in each case. Finally, invite volunteers to write example sentences next to the faces on the board and invite the rest of the class to check their work.

## 2 Complete with *and* or *but*. 10'

Have the group name the animals and foods in the pictures. Then, invite some volunteers to read the incomplete sentences. Divide the class into pairs to point to the faces and then, decide which conjunction would complete each sentence. Finally, get two students to read the sentences.

### Answer key:

I like cake *but* I don't like chips.

I like sandwiches *and* I like bananas.

## ⚓ Draw and write about you. 10'

Elicit the names of the foods and the animals, and get the class to complete the faces to express their likes and dislikes. Then, tell students to complete the sentences: *I don't like fish but I like bananas*. Finally, invite some volunteers to read their sentences.

## Bulletin board idea 15'

**Material:** Three sheets of white paper per student. Write *Toys*, *Colours* and *Animals* on the board. Elicit vocabulary for each category and write it down. Hand out the material and tell the group to draw two toys on a sheet of paper. One should be a toy he / she likes. The other should be a toy he / she doesn't like. Then, have students write a sentence about them: *I like (kites) but I don't like (balls)*. Repeat the procedure with the remaining categories. Display the drawings on the bulletin board. Finally, encourage the class to look at each other's work and find somebody who has got similar ideas.

## Assign homework 5'



AB page 89

## Additional homework

In their notebook, students draw a member of their family with a speech bubble. Then, they write a sentence about two foods he / she (doesn't) like(s) using Activity 2 as a model.

# The lighthouse keepers' story

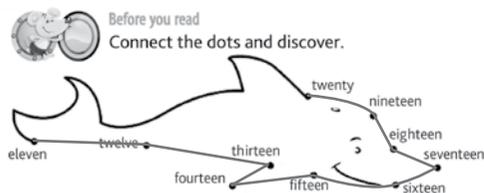


Before you read 15'

## Connect the dots and discover.

Have the class look at the picture of Joe and Sally in the header and elicit what they are planning to do: *They are going to go scuba diving.* Then, say *eight, nine, ten...* and encourage the class to continue counting until they get to twenty. Choose a number and invite a volunteer to spell it out for a classmate to write it on the board. Continue with several numbers. Next, have students look at the incomplete picture and elicit what animal they think it is. Tell students to connect the dots, following the numbers, in order to check whether their prediction was correct.

## Answer Key:



Now read the story in pairs. 10'

Divide the class into boys and girls. All the boys read and act out the boy's part of the dialogue together; the girls do the same with the girl's part. Then, have them change roles. Finally, divide the group into pairs to take turns reading the story.

Assign homework 5'



AB page 90

## Additional homework

In their notebook, students draw a fish tank with five animals that appear in the story and label them.

1 Listen to the first part of the story. 2.33 20'

**Note:** Tell the class to cover the second part of the story.

Have the group look at the first part of the story and describe the scenes. Elicit what the children are doing: *They are diving.* Then, write *sutopoc* on the board and say it is the name of an animal in the story but the letters are scrambled. Invite a volunteer to unscramble the word on the board (*octopus*). Repeat the procedure with other sea animals or objects. Next, play track 2.33 and act out the story for the group to imitate you. Invite volunteers to say what happens in each scene and why the children are scared. Finally, encourage the class to suggest what happens next with the dolphin.

## 2 Listen to the second part of the story. 2.34 10'

Elicit the events of the first part of the story to make a *spider's web* on the board. Ask a volunteer to remind you of the predictions about the dolphin. Play track 2.34 and invite them to follow along with the second part of the story. Ask students if their predictions were correct. Then, divide the group into teams of boys and girls. Say an object or animal from the story. A volunteer from one team must say the number of the scene where it appears, before you can count to three. If time is up and there is no correct answer, a member of the other team takes a turn. Repeat the procedure several times.

## Now read the story in pairs. 10'

Divide the class into pairs. Tell them to read the whole story twice, changing roles each time. Then, ask several pairs to read and act out the story for the rest of the class.



### After you read 5' Count and write.

Elicit the names of the items.

Say *fish* and tell the group to count how many fish there are in *both* parts of the story. Then, get the class to write the number in the corresponding box. Divide the group into pairs to complete the exercise.

### Answer Key:



After you read  
Count and write.



## Check with a friend. 5'

Invite a volunteer to read the question in the diver's speech bubble. Have another one answer with a complete sentence: *There are six fish*. Then, tell students to work with a different partner to make similar questions and answers about the remaining items. If there are disagreements about the numbers, they should go back and count again.



## Value: Caring for our environment Make a diorama. 15'

Materials: A photocopy of craft templates 9a and 9b (see TB CD-ROM) per student, one shoebox per student.

Elicit what happens when humans throw rubbish into the sea: *It makes animals ill*. Encourage the group to discuss other types of pollution in the sea. Explain that sea animals need their environment to be clean and motivate the class to think of ways to help keep the sea clean. Then, hand out the material and tell students they are going to make a 3D model showing underwater life. Elicit the names of the animals in the template. Demonstrate each stage of the activity to the group and have them follow you. Have students cut out and colour the animals. Then, they paint the box blue and decorate it; they can add seaweed by cutting up green paper into strips and sticking them to the sides and back of the box. Next, have them make holes in the animals that swim and thread a piece of string through the holes. Explain that shells and crabs live on the sea bed, so they don't need to hang from the top of the box. Hang the animals that swim from the top of the box and stick the other items to the bottom. Finally, get students to walk around the classroom and comment on the animals in their classmates' dioramas: *Look, a crab! It's great!*

### Assign homework 5'



AB page 91

### Additional homework

In their notebook, students describe their diorama using sentences with *There is* and *There are*.



# Light up the world

**Warm-up:** Let's talk about Argentina! 10'

Materials: A map of the world, an Argentinian flag. Display the map and invite a volunteer to point to your country. Then, write *Argentina* on the board and ask a volunteer to point to it. Help the class notice how far the countries are from each other. Then, display the flag and elicit its colours. Explain that the symbol in the centre is the Sun of May, a representation of *Inti*, the Incan god of the Sun. Spanish is the official language, but people also speak English, Italian, German and French. Common foods you can find around the country

are steak, *dulce de leche*, *empanadas*, *yerba mate* and all kinds of Italian, Spanish and French dishes. Next, mention that Argentina is one of the biggest countries in South America and has got some of the highest mountains in the world. One of its famous regions is Patagonia, in the southern part of the country. Not many people live there because it is very cold, but tourists travel to Patagonia to see its amazing wildlife: ostriches, foxes, condors, llamas, pumas, penguins, elephant seals, sea lions and orcas.

**Read and colour Patagonia on the map.** 5'

Have students look at the picture and read the text. Say *Claudia* and encourage the class to point to her. Then, ask where she is from and tell students to trace the border of Argentina with their finger. Next, point to the white part of the map and say *This is Patagonia*. Get the group to colour it.

**Read and stick.** 10'

Point to the round outlines and read the labels. Elicit what the page is missing: *The animals from Patagonia*. Tell the students to use the stickers for *Light up the world* and tell the class that the colours on the borders of the stickers match the ones in their book. Say *orca* and elicit the corresponding colour: *pink*. Finally, have students attach the stickers accordingly.

**Answer Key:**



**Listen and point.** 2.35 10'

Tell the group that they are going to listen to Claudia talking about the animals. Play track 2.35

and have students point to the animals she mentions. Then, write: *They're fantastic! It's incredible! Wow! and It's singing.* on the board. Play the CD again and pause it after each animal is mentioned. Finally, invite volunteers to come to the board and point to the corresponding phrase.

**TRACK 2.35**

NARRATOR: LISTEN AND POINT.

CLAUDIA: LOOK AT THE ELEPHANT SEAL. IT'S SINGING.

WOW! THERE'S AN ORCA.

I LIKE SEA LIONS. THEY'RE FANTASTIC.

THERE'S A MAGELLANIC PENGUIN. IT'S INCREDIBLE!

**AB page 92** 15'

**Check what you know!**

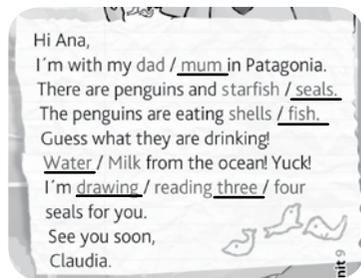
Material: Two sheets of white paper (one for the whole team and one for each pair). Divide the class into teams of four and distribute the material. Students race to write the sea vocabulary items on a sheet of paper. The first team to finish wins. Then, break the teams of four into pairs and have them draw an ocean scene. Next, form their teams of four again and have students make up dialogues following this model: Student 1: *How many (fish) are there?* Student 2: *There are (eight) (fish).* Student 3: *Our (sea horse) is (red) and their (sea horse) is (blue).* Student 4: *They're fantastic!* Students continue until they have reviewed all the structures in the box. Monitor and help students if necessary. Finally, ask the class to complete the faces according to how they feel about what they know.

### Read Claudia's postcard and underline.

10'

Elicit what students remember from the previous lesson and use the information to make a *spider's web* on the board. Have the group look at the picture and name the animals they see. Explain that Claudia and her mum are on holiday in Patagonia. Ask *What is Claudia doing?* and invite a volunteer to answer: *She is writing and drawing.* Then, read the first line and elicit who is going to receive the postcard: *Ana.* Write *I'm with my dad / mum in Patagonia* on the board and ask *Is Claudia with her dad or her mum?* Invite a volunteer to underline the correct answer on the board. Divide the group into pairs. They should read the postcard together and point to the corresponding pictures. Then, have students underline the correct word in each sentence. Finally, invite volunteers to read a sentence from the postcard to the rest of the group.

### Answer key:



### Sing the penguin song.

2.36

10'

Tell the group that they are going to hear the penguin sing. Play track 2.36 and have students follow the lyrics with their finger. Play the CD again and invite the group to sing along. Then, play the song and invite students to pretend they are penguins splashing and swimming. Stop the music and get up from your chair, pretending to be the shark, and encourage the penguins to shout and act afraid, and run back to their seats. Continue until the song is over.



### Bingo (see page 10)

10'

Now play *Bingo* to practise numbers from 1 to 20. Have fun!

### Assign homework

5'



AB page 93

### Additional homework

### My project



### Make a fishing game.

Tell students what materials they need for the project. Then, go through each step with them. Finally, remind them that they can do their project with the help of their family.



### A friendly reminder



It is advisable to create a stress-free and supportive environment for taking a test.

Before students are assessed, they should review the unit vocabulary with *My spelling practice* on page 98 and the *Time to check* section on page 92 in the AB. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the exercise
- read the instructions for the next activity, etc.

Remember that testing is just another tool to help us evaluate students' language development.



## Lighthouse

For centuries, lighthouses have guided ships in their travels and they continue to light the way in our modern world. Similarly, the six-level **Lighthouse** series aims to guide primary students through the sometimes-rough seas of their adventure in learning English. It seamlessly integrates modern language teaching practices with traditional classroom needs, helping students successfully navigate through reading, writing, listening, speaking and grammar, to be able to use English in real life.

### Special features:

- ✳ Combines a structural grammatical-based programme with a functional syllabus to promote communicative language use across the four skill areas.
- ✳ Provides ample opportunity for students to understand and use the language at their own pace.
- ✳ Offers frequent pair and group work activities to build students' confidence and independence.
- ✳ Includes an easy-to-follow self-evaluation for students at the end of each unit.
- ✳ Offers a variety of dynamic materials and activities, including songs, chants, stickers, games and craft projects. Even the homework is fun!
- ✳ Promotes universal values and celebrates cultural differences through a variety of colourful, in-class craft activities.

### Components:

Student's Book + Student's CD-ROM  
Activity Book

Teacher's Book + Class CDs  
Teacher's Resource CD-ROM

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