







Contents

Unit	CLIL Topic	Structures	Key Language		
0. Hello Flo!		Sit down, stand up	Colours: red, blue, yellow, green, orange, purple		
1. Ready for school! Page 30	Tools and machines	Hurry up! Come on! What's this / that? It's my Wow! It's a picture, puzzle, purple, plasticine, pig	Pencil case, rubber, glue, sharpener, crayon, school bag, pencil, scissors, book Numbers: 1-10 Shapes: square, triangle, circle		
2. Move your body! Page 62	The human body	Singular and plural Imperatives: Wave your right / Ieft hand. Stamp your right / Ieft foot. That's easy! Finished!	Girl, boy, children; wave, shake, open, move, left, right Parts of the body: hand, foot, feet, arms, leg, head, body Parts of the face: eyes, ears, hair, nose, mouth		
3. What's the weather like? Page 94	The physical world	Put your on. Take your off. What's the weather like? It's It isn't Yes, it is. No, it isn't. Come outside / inside to play. Round and round the rock	Sunny, raining, snowing, windy hot, cold, inside, outside Clothes: gloves, wellies, hat, scarf, coat		
4. At home with my family Page 126	The communities we belong to	Is she in the? Where's? Is it? Prepositions: on / under + furniture; in + room Who's that? She's / He's my mum / dad Is that your mum? Where?	Family: mum, dad, brother, sister Rooms: bedroom, bathroom, kitchen, living room Furniture: bed, bath, cupboard, sofa		





Unit	CLIL Topic	Structures	Key Language		
5. This is my town! Page 158	Landscapes and habitats	This is Prepositions: at, next to There's a (bus station) next to the (library). (Grandad's) on the bus	Town: sweet shop, supermarket, hospital, library, bus station, park Numbers: 11-29		
6. Off to work! Page 190	People and human activities	I'm / he's / she's a at home / work / school What do you want to be? I want to be a See you later, alligator! I want to be a	Jobs: nurse, bus driver, gardener, teacher, builder, police officer Work places: building site, police station Clothes: boots, gloves, jacket		
7. Animal world Page 222	Living creatures	Listen! What's that? It's a I can see a It's + adjective (Recognition) What can you hear? It's there! I want a pet, a perfect pet. A perfect pet for me, you see.	Animals: bird, fish, frog, rabbit; elephant, monkey, parrot, snake, tiger; cat, dog, goldfish, mouse, turtle Adjectives: big, small, quiet, noisy, hard, soft		
8. I'm hungry! Page 254	Culture and civilization	I've got (20) teeth. I've got + toy Can I have, please? Yum! Yum! I like (Recognition) Do you like? I love it! It's my favourite toy!	Food: apple, banana, water, juice, sandwich, cake, crisps, biscuits, sausages Adjectives: hungry, thirsty Meals: breakfast, lunch, tea, dinner Toys: doll, train, car, bike		

Festivals

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Methodology

The increasing focus on language learning in the early stages of education has brought about many changes in the way we teach young learners. Most recently the focus has moved towards integrating, in some way, both the target language and the main curricular contents. This approach has led to many variants of content and language-integrated learning. **Sparks** provides a content and language-related learning programme for the full six years of primary education.



Dual Focus

Content-related learning involves a dual focus in each lesson. Teachers work with both the language objectives and the content objectives at the same time.

At the beginning of each lesson the teacher works with the conceptual framework, which supports the target language. This ensures that the language learning process is properly supported by the child's cognitive development. In this way learning English is not limited to simply learning another set of words, but involves developing the concepts that stand behind the words. At the end of each lesson the teacher checks that the children have grasped both the language, the concepts and the content.

Classroom work

Content-related learning has several very positive effects on classroom activity:

- Teachers can take advantage
 of the children's existing
 knowledge of the contents
 and related concepts to scaffold their learning of the
 language.
- Children are immediately active participants in the classroom. Each lesson in *Sparks* begins and ends with a whole group activity where the children are encouraged to display their knowledge orally.
- Teachers have a far wider pool of contents and resources to work from. This broadens the field for both the teacher and the learner.

Content-related learning has several very positive effects on children's learning:

 Children are much more likely to participate in classes when they are regarded as individuals with something to offer.

- Children learn the language within the framework of the concepts that sustain it. This means that the children's cognitive development runs parallel to their language development.
- Children can identify content objectives much more easily than language objectives: learning about animals is a recognisable activity for children; learning about verb tenses is not.
- When the teacher uses caretaker language to support the children's language, they move into an area of development which is slightly above their natural stage. This approach helps the children to move forward in their learning and undertake work that they would not be able to do without the support of the teacher, so progress is more visible to the learner. (See section on caretaker language).



All lessons (except the last one, which is a revision lesson) involve three stages:

1. Presentation

This is the first stage of the lesson and is done before the children look at their books; they use a variety of resources such as the posters, poster pop-outs, flashcards and story cards. These activities are teacher-led and involve the whole group. They are carried out orally.

2. Work with the book

In this next stage the children focus on the work in their books. The previous stage ensures that the work undertaken in the book is properly supported and the children are able to complete the activities successfully.

3. Practice

The final stage of each lesson is done after the children have completed the activities in their books. These activities are teacher-led and involve the whole group.

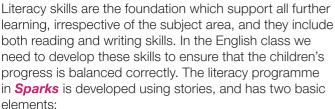






Literacy

Teaching young learners involves not just developing their language and knowledge base, but also developing their basic skills. This is sometimes known as the knowing-that / knowing-how issue.



- Literacy development: In order to ensure progress in literacy, children must learn to recognise the basic elements of a piece of text, and how they are put together. This involves skills such as sequencing, character development, prediction and anticipation, descriptions of places, people and objects, time lines, purpose and inference. By encouraging the children to notice and work with these features they will very gradually be able to incorporate them into their own pieces of written work.
- Phonics: Understanding the relationship between sounds and letters is essential for reading and writing correctly. In the case of the English language this is extremely complex and requires consistent and careful work. The children will start working with basic initial sounds, and gradually move through the different sound sections of words and on to more complex questions of pronunciation and intonation. This cannot be done quickly and must be paced through the 6 levels.

Caretaker language

Caretaker language describes a way of using language to maximise comprehension. It originated as a term to describe how parents and other carers talk to young children as they are learning to speak. The characteristics of caretaker language include: guessing meaning, supplying chunks of language, rephrasing unclear or incorrect words or sounds, repeating key information and prompting to keep the conversation going.

The explicit purpose of caretaker language is to help the child understand and use language by maximising his/her exposure to it. As teachers we should be careful not to limit ourselves to a closed view of the amount of unfamiliar language children can understand.

An analysis of caretaker language provides some clues for teachers as to how they can use English and provide a language model in the classroom. Some of the most relevant characteristics of caretaker language include:

- The use of visuals and other props to clarify meaning.
- The use of tone of voice and body language to clarify meaning.
- Repetition and clarification of key messages.
- Meaning checks to ensure the message has been understood.
- A restricted range of topics so the content is predictable.
- (Slightly) slower and carefully articulated speech.
- Short, well-formed sentences.
- Closed questioning to keep the conversation going.

Caretaker language specifically aims to help the child to speak and express him/herself. It achieves this by supporting the child actively in the conversation, providing any language that the child needs to convey his/her thoughts.



Communication

Throughout *Sparks*, children are encouraged to push their communicative capacity to a maximum. In order to do this, teachers need to be aware of the fact that real communication involves children using the language to say what they want to say, and not what the teacher wants them to say.

The main focus of all lessons in *Sparks* is oral communication. All lessons begin and end with a whole class activity designed to encourage the children to speak. Initially their contributions will be in L1. The teacher should not discourage this, but enrich it by using caretaker language and providing the words the children need. As the children become more confident in their use of English, they will begin to use a mixture of the two languages. Again, the teacher should not discourage this hybrid version, which is an essential stage before the children can move more completely into English.

In the final stage of each lesson the teacher turns the focus of the class onto the children's own experiences. This is achieved in the form of a game or other type of communicative activity. This stage ensures that the language the children are learning in the classroom becomes consolidated within the child's field of experience, in other words, it comes to life.



Student's material



The Student's Book contains all the core work for the year divided into 8 units. The stickers, which are in the middle of the book, are used in Lesson 8 as a form of key language revision for the unit.





The pop-outs are used in lessons 2, 3, 6 or 7, depending on the requirements of each unit. These pop-outs are easy for children to use and do not require the use of scissors. There are also mini-versions of the flashcards: key vocabulary pop-outs. These provide children with an opportunity to join in with the revision games.





Each level comes with an interactive Multi-ROM designed for the exploitation of the course contents through the use of new technologies. The *Sparks* Multi-ROMs come with complementary activities and include all the songs and stories from the level in the form of audio CD tracks. This methodological resource gives children the opportunity to work alone and helps develop learner autonomy.



Activity Book

The Activity Book provides additional support for the Student's Book. The exercises in the Activity Book can be done in class or be given as homework. The activities are sufficiently straightforward for the children to be able to do them alone and without any support.



Teacher's maferial



Teacher's Book

The Teacher's Book contains step-by-step instructions for each lesson. It also contains information to help the teacher develop the necessary skills for working with a content-related approach and useful sections such as how to anticipate difficulties and prepare for each lesson. There are also optional games and practice opportunities for basic competences.



Teachers are provided with a complete set of CDs that include all the songs, audio activities and stories for each level.

Stick puppets

There are four puppets that represent the main characters from the course. They are used to present and support learning.

Poster and Pop-outs

Side A of the poster and the poster pop-outs provide additional support for presenting the basic contents of the unit and all the specific themes.





Side B of the poster and the poster pop-outs provide support for the story. The poster shows the story scene and other background elements. The pop-outs are used to show what happens in the story. These elements support the development of children's literacy skills.

Story cards

The story cards are big versions of the story frames and include a transcript of the story on the back of the cards.



Puppet

An adorable mascot that accompanies children as they work their way through the course.

Flashcards

The teacher uses the flashcards to help present the vocabulary. The optional pages also provide suggestions for games that involve the flashcards.

DVD

A DVD with characters (played by British actors) who are involved in everyday situations.

There is a catchy song for each unit and a picture dictionary.

Teacher's Resource Book

The Teacher's Resource Book includes photocopiable sheets which are divided into a number of sections. There are exercise sheets for use with the DVD, extension activities, sheets for children who have recently joined the class, reading and writing activities, tests and a story for "First Readers" (Richmond Primary Readers). The pack also comes with exam tips and advice for those children taking Trinity or Cambridge Younger Learner Exams.

E-solutions

The interactive resources for the teacher include four CD-ROMs per level:

- 1. The student's Multi-ROM.
- 2. Young Learners Exams (Starters level)
 The CD-ROM YLE can be used in
 the language laboratory or on an interactive
 whiteboard.
- **3.** Teacher's Interactive Resources:

This contains e-flashcards, e-storycards and e-posters. The digital components of SPARKS are compatible with all available interactive whiteboard software.





Step by step









Step by step







Lessons 4

An entertaining story that is designed to motivate children and encourage them to read.

In **Sparks**, children work with a specially-designed reading programme in the 8 units of the book and throughout the six levels of the course. In these two lessons, the children listen to and work with a story that puts the general topic of the unit into context.



In lesson 4, the children focus on story comprehension. They also work on literacy skills such as story sequencing, character development and anticipation.

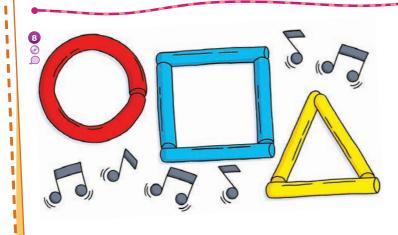


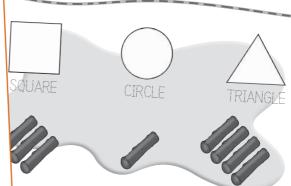


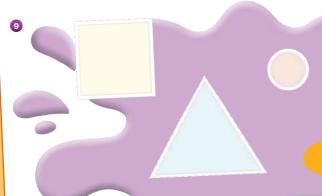
Step by step











8 Sing *The shape song* and trace the lines with your fingers.

9 Match and glue the pop-outs.

CLIL Objective: Recognising the composition of shapes.

7 Match the shapes with the plasticine; then trace over the words. 8 Count the shapes and write the numbers.





In this lesson, the children work with the third specific theme.

The focus of this lesson is the same as the focus for lessons 2 and 3.





Step by step



Busy hands

In this lesson, the children make a simple object related to the general topic of the unit.

Then, they use the object to participate in a communicative activity with their classmates. These activities are carried out orally and are designed to encourage the children to make an effort with the language in order to develop their communicative ability.





Lesson

Busy minds

Each unit ends with an assessment of the work that the children have completed. The Student's Book contains stickers that can be used for key language assessment within the context of the general topic, which ensures that the content objectives are obtained. The language objectives are assessed orally as part of the continuous assessment, which is staged progressively throughout the unit. A written assessment of language objectives is provided in the Activity Book.

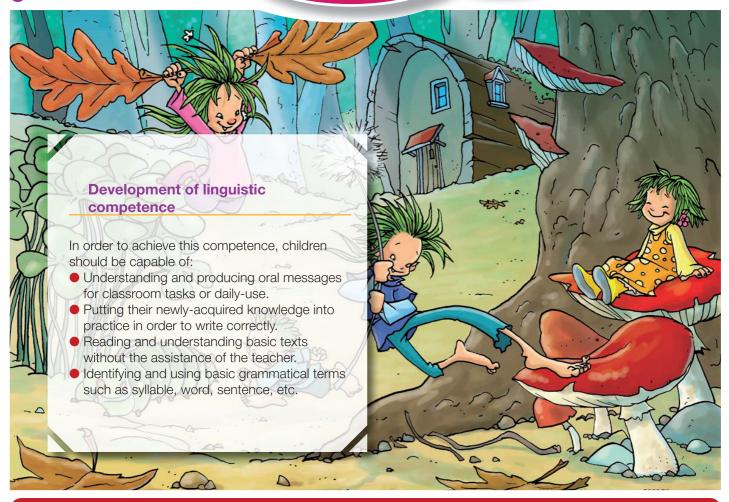
A fun way to revise and consolidate newly-acquired concepts, content and language.







Basic competences



Units

Basic Competences in Sparks **1**



















X+:- MC	Х	×	×	X	X	X	X	X	Х
KIPW	Х		×	X	X	×	X	×	Х
PIDC		X	×	X	X	X	X	X	Х
ICC	Х	X	X	X	X	X	X	X	Х
Q CAC	Х	X	X	X	X	X	X	X	Х
W LTL	Х	Х	X	X	X	X	X	X	Х
C API	Х	Х	X	X	X	X	X	X	Х







Mathematical competence

As well as all the purely mathematical exercises that children are asked to complete, there are other activities that contribute to the development of skills that are characteristic of this competence. These include temporal story sequencing and the ordering of picture frames. Literacy also plays a part in the development of mathematical competence through work on the pronunciation of numbers.



Knowledge and interaction with the physical world

A series of informative texts related to the physical world are included in Literacy skills work. These provide children with an opportunity to improve their knowledge of the natural world and the influence and relationships that human beings have with the space within which they live.



Processing information and digital competence

Work in this area leads to the development of skills that help with the search for, selection of and understanding of information. Activities related to imagery and the analysis of simple questions all contribute to the development of this competence from the early stages of the course. Along with these topics of a general nature, there are also activities in this cycle that involve working directly with the computer.



Interpersonal and civic competence

Given that language is the basis of communication, Literacy skills have an important part to play in the development of this competence, which is comprised of the skills necessary for co-existence. Learning to communicate with others and understanding what they are trying to convey is essential for children's development as social beings. Language can also provide children with opportunities to come into contact with forms of reality that are different from their own. This in turn can help eliminate any notions of stereotyping or prejudice.



Cultural and artistic competence

Literacy also plays an important part in the development of this competence through reading texts and drama-based activities. Exercises that involve interpreting the images that accompany the texts also allow for the development of skills that are associated with this competence. In the Teacher's Book, there are ideas for activities based on the linguistic aspect of the course that lead to the creation of works of art.



Competence in 'learning to learn'

The correct use of language is a basic learning tool. Reading facilitates access to knowledge, and writing activities provide children with an opportunity to re-formulate the language and assimilate it. Questions involving the need to improve reading and understanding, as well as the correct expression of knowledge, contribute to the development of this competence. Activities that focus on concentration, memory or the construction of meaning also help to contribute to the development of learning.



Autonomy and personal initiative

Activities and exercises in the area of Literacy are designed in such a way that they can be carried out individually. In all units, children are given opportunities to demonstrate their communicative skills with the linguistic knowledge that they have acquired up until this point. Activities that encourage children to empathise with others or to choose between a number of options also help with the development of this competence.

UNIT 0 LESSON 1 HELLO FLO!

CLIL Objective

Introducing people.

Curricular link: Social Science

Language Objectives

Structures: What's your name? I'm (Flo). Hello!

Resources: CD; puppets (Flo, Smiley, Stretch)

HELLO FLO!

Presentation

Point to yourself and say: *Hello! I'm (Ana)*. Point to children at random and ask: *What's your name?* Encourage the children to say: *I'm (David)*.

Hold up a copy of the Student's Book and Activity Book and say: *These are our new English books. Let's open them and have a look.* Let the children browse through the books for a while and ask questions (they will do this in L1). Answer their questions in English.

Use the stick puppets to introduce the characters (Flo, Smiley and Stretch).

Hold up (Flo) and say: Hello! I'm (Flo). Encourage the children to say: Hello, Flo.

Repeat with the other characters.

Work with the book



Student's Book, page 2, Activity 1

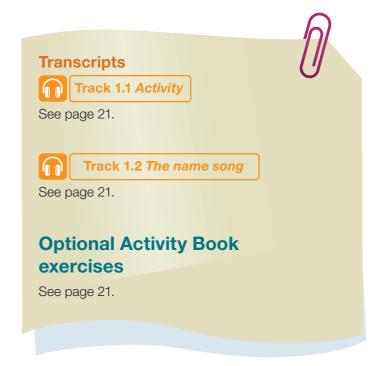
Open the Student's Book at page 2. Point to the page number and say: Open your books at page 2. Look at the children in the picture. Let's listen to the children.

Play **Track 1.1**. Point to the characters as they speak. Play **Track 1.1** again. Children listen and point to the pictures of the characters.

Point to Flo and ask: What's her name? Point to Smiley and ask: What's his name? Point to Stretch and ask: What's his name? Remind the children of the characters' names.

Say: Let's sing The name song.

Play **Track 1.2**. Sing the song. Encourage the children to join in with some of the words or to just hum along. Play **Track 1.2** again. Tell the children to join in. Sing the first two lines of the song again, substituting Flo's name for someone who is singing in the class. Point to children at random and ask them to sing the reply in verse 3. Encourage the children to sing the song around the class until everyone has said their name.



Practice

Hold up the Student's Book at page 2. Point to Flo. Say: *What does she say?* Encourage the children to join in with you: *Hello! I'm Flo! What's your name?* Then point to Smiley and repeat the process.

Say: That's the end of our English class today. Let's say goodbye to Flo, Smiley and Stretch. Point to the characters one by one and say: Bye, bye (Flo)! Encourage the children to join in. Once you have said goodbye to all three characters, close your book. Instruct the children to close their books and put them away.

Hello Flo!





Lesson 1

1 Listen and point to the characters. Sing *The name song*. CLIL Objective: Introducing people.

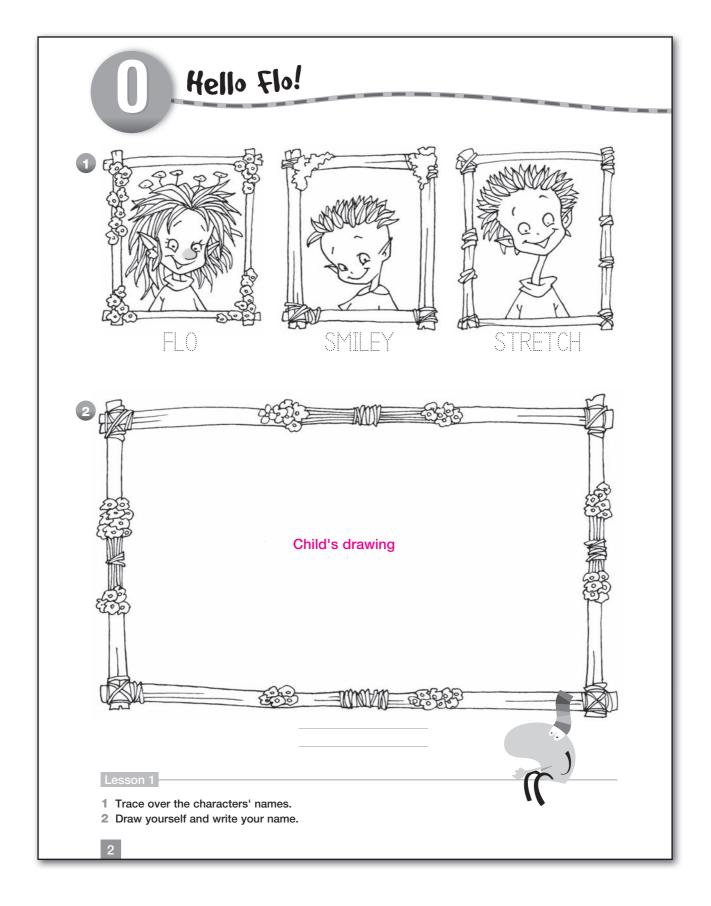
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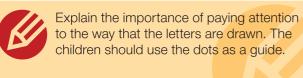


Explain that they have to look at the pictures while they are listening to the song so they can understand it better.



This activity offers an opportunity to develop ideas of companionship. Draw children's attention to the way the characters in the book come out of their homes to greet the new child and introduce themselves to him.







As the children are drawing themselves, they can think about their own individual features and characteristics.

Activity Book

Page 2, Activity 1

Say: Open your Activity Books at page 2. Look at Activity 1.

Tell the children to identify the characters.

The children trace over the names.

Page 2, Activity 2

Say: Look at Activity 2.

The children do a self-portrait and write their names. The children show their drawings to the rest of the class and say their names.



Let's play!

Puppet game

What's my name?

Tell the children to choose a name for the puppet (it should be an English name). Help them if necessary.

Write all the suggestions for names on the

The whole class now has to decide on a name for the puppet. It's important to explain that the puppet is going to be their friend and that she is going to be with them for the duration of the course.



Resources

Teacher's Resource Book

Diagnostic Test. Activity 1. See Transcript **Track 2.27**

Transcripts



Track 1.1 Activity

Flo: Hello! I'm Flo. What's your name?

Smiley: Hello! I'm Smiley.

Flo: Come and meet my friend!

Stretch: Hello, Flo!

Flo: Hello, Stretch! Meet my new friend.

Stretch: Hello! I'm Stretch. What's your name?

Smiley: Hello! I'm Smiley.



Track 1.2 The name song

Hello! I'm Flo. Hello! I'm Flo. What's your name? What's your name? Hello! I'm Smiley. Hello! I'm Smiley. What's your name? What's your name?



Track 2.27 Diagnostic Test. Activity 1

Listen and number the animals.

It's a monkey! It's a monkey! Write number 1.

It's an elephant! It's an elephant! Write number 2.

It's a snake! It's a snake! Write number 3.

It's a fish! It's a fish! Write number 4.

It's a cat! It's a cat! Write number 5.

It's a frog! It's a frog! Write number 6.

It's a dog! It's a dog! Write number 7.

It's a tiger! It's a tiger! Write number 8.

It's a bird! It's a bird! Write number 9.

It's a mouse! It's a mouse! Write number 10.

Anticipating difficulties

Children's capacity to produce any English spontaneously will be very limited indeed, if not non-existent. However, you should still encourage them to participate and talk in class. They can do this in their mother tongue (L1), while you support their language production by feeding back the words they need in English. It will probably be some time before they begin to speak in English, but if you insist that they only use English, there is the danger that they won't want to speak in English at all. They should get used to hearing you speak English all the time, even as they speak to you in L1. As they speak, you can remind them of words they do know and supply the language they need to take part in the class.

CLIL Objective

Recognising primary and secondary colours.

Curricular link: Music; Art

Language Objectives

Vocabulary: red, yellow, blue, green, orange, purple

Structures: Here's my...

Resources: CD and flashcards (red, yellow, blue,

green, orange, purple)

Materials: crayons (red, yellow, blue, green, orange

and purple)

THE COLOURS

Presentation

Say: Today we are going to learn about colours. Hold up a blue, yellow and red flashcard. Ask volunteers to come to the front, to touch one of the flashcards and to say the colour. Prompt them when necessary.

Hold up a green, purple and orange flashcard and repeat the process.

Ask the children to find something blue in the classroom. Repeat with the other colours to ensure that the children recognise the colours.

Point to a child's (crayon) and say: What colour is this? Repeat with other objects to practise the six colours. Hold up a yellow and red crayon. Ask the children to name the colours.

Say: Let's put these two colours together. Which colour do we get? Hold up the orange crayon. Ask the children to name the colour. Repeat for purple (red and blue) and green (yellow and blue).

Say: Let's sing The colour song.

Play Track 1.3. Do the actions and sing along (jump up and down and run on the spot).

Play Track 1.3 again. Children join in with the colours and the actions.

Work with the book n



Student's Book, page 3, Activity 2

Say: Open your books at page 3. Look at the picture. Ask: What colours can you see in this picture? Children call out words.

Children listen to the song again and point to the corresponding colours as they hear them.

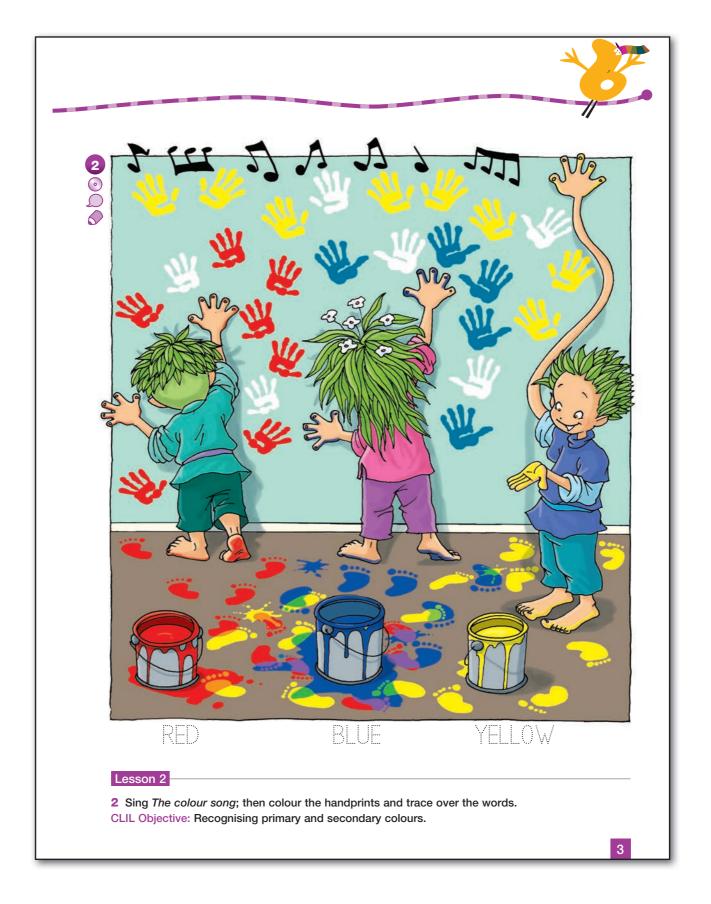
Children colour in the hand prints in the correct colours. Hold up your book and point to the footprints. Ask the children to name the two colours that mix together and to name the resulting colours.

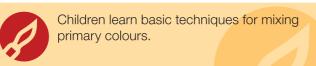


Practice

Divide the class into three groups, 1, 2 and 3. Give each group two pots of paint (group 1: red and yellow; group 2: red and blue; group 3: yellow and blue), some paint brushes and a sheet of white paper per child. Tell the children to paint one hand in one colour in order to make a print on one side of the paper. Then, the children paint the other hand with the other colour and make another print on the other side. Ask the children to rub their hands together and make a third print in the middle of the two prints.

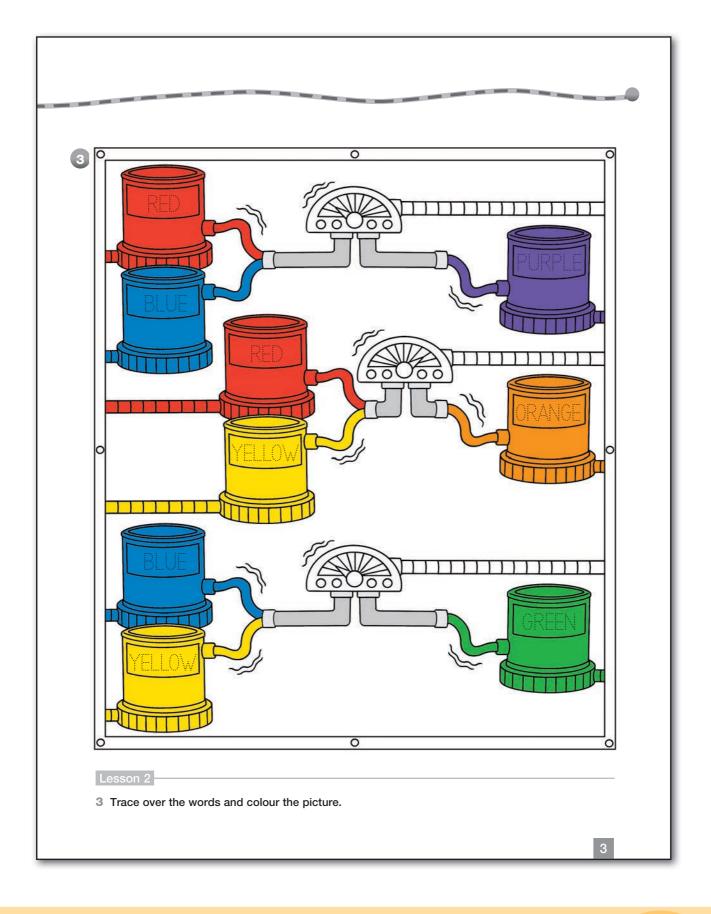
Ask volunteers to show their handprint pictures to the rest of the class and to name the colours.







Remind the children that they should not paint the walls as the characters in the book do, unless an adult gives them permission to do so.





The children can experiment with techniques for mixing colours.

Activity Book

Page 3, Activity 3

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

Use the colour flashcards to remind children of the colours and write the words on the board.

Ask volunteers to read out the colours in the Activity Book. Then, the children trace over the words.

Tell the children to colour the paint pots and the lines of paint that come in and out of the machine that is mixing the colours.

Collect the children's books and correct their work.

Optional activity

Materials: white paper, paintbrushes (1 per child), pots of paint: red, yellow and blue.

Make a large rainbow display with the children's handprints in each colour. The children can mix the primary colours to make the secondary colours.

Transcript



Track 1.3 The colour song

Children, children, jumping up and down.
Children, children, running all around.
Yellow paint, red paint, blue paint, on the wall.
Yellow paint, red paint, blue paint, on the wall.

Children, children, jumping up and down.
Children, children, running all around.
Orange paint, purple paint, green paint, on the floor.
Orange paint, purple paint, green paint, on the floor.



Let's play!

Pass it on

Tell the children to sit down on the floor in three rows.

The children in the first row say to the children who are sitting behind them in the second row: My name is (Laura). What's your name?

Each child says his/her name and asks the question. On getting to the last row, the children stand up and ask the children in the first row to say their names and ask the question. Repeat several times.

CLIL Objective

Recognising classroom instructions.

Curricular link: Maths; Music

Language Objectives

Vocabulary: stand up, sit down, clap your hands,

stamp your feet

Structures: Be quiet, please!

Resources: CD

Instructions

Presentation



Say: Today we are going to learn some instructions.
Say: Stand up! Indicate to the children to stand up. Then say: Sit down! Indicate to the children to sit down. Say: Clap your hands! Demonstrate and ask them to copy you. Then say: Stamp your feet! Demonstrate and ask them to copy you. Then say: Shhh! Be quiet, please! Tell the children to say Shh! and to put their fingers on their lips. Play Track 1.4. Children listen to the song and join in with the actions.

Play **Track 1.4** again. Children join in by singing and doing the actions.

Work with the book n



Student's Book, page 4, Activity 3

Say: Open your books at page 4. Look at Activity 3. Play **Track 1.5**. Stop after each line and ask a volunteer to point to the corresponding picture in the book. Repeat with the other lines.

Play **Track 1.5**. Children listen and number the pictures. Check the activity. Point to the pictures and ask the children to call out the numbers.

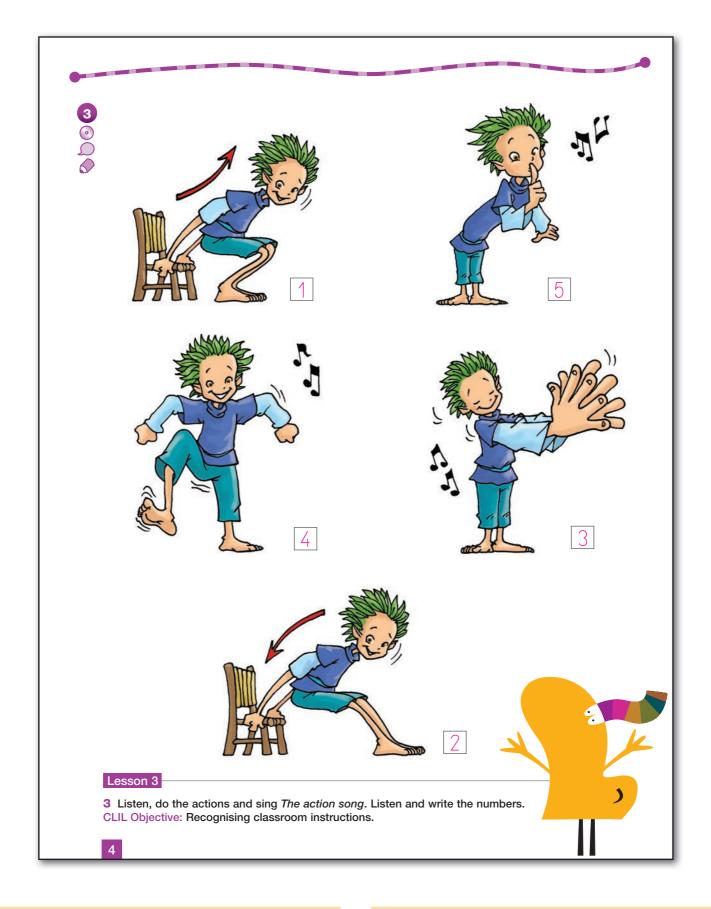


Practice

Play Faster, faster!

Call out the instructions from this unit getting faster each time. The last child to do the action is out and has to sit down. Repeat until there are only five children left. They are the winners.

Collect the children's books and correct their work.

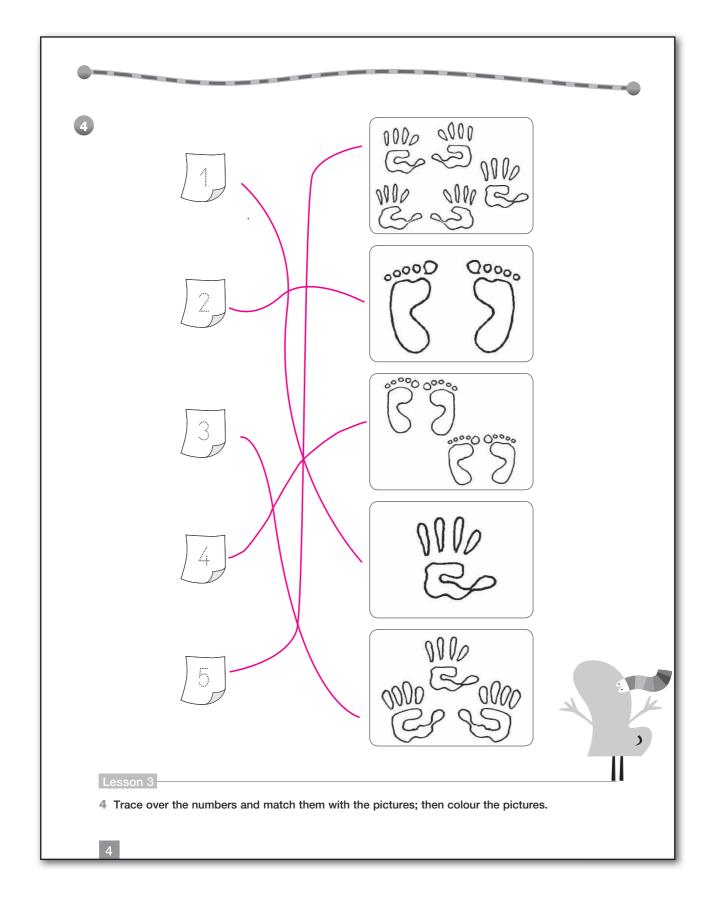


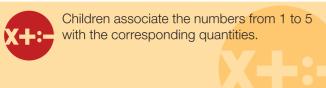


Explain to the children that when they do an exercise like this, they have to keep quiet and listen very carefully to the recording in order to hear everything clearly.



In this activity, children are given an opportunity to order pictures by writing the numbers from 1 to 5.







Explain to the children that the pictures are of handprints and footprints. Remind the children that the handprints have our fingerprints, which are all unique.

Activity Book

Page 4, Activity 4

Say: Open your Activity Books at page 4. Look at Activity 4.

Tell the children to count out loud the number of handprints and footprints in the boxes.

The children trace over the numbers and match them to the corresponding pictures. Tell the children to colour the handprints and footprints.



Let's play!

Colours

Assign a colour to each child. Then, give instructions for each colour. For example, T: Yellow, stamp your feet; Blue, clap your hands. Repeat, assigning a different colour to each child.

Transcripts



Track 1.4 The action song

Stand up, sit down, clap your hands,

One, two, three. (3 claps)

Stand up, sit down, clap your hands and stamp your feet,

One, two, three, four. (4 stamps on the floor)

Stand up, sit down, clap your hands and stamp your feet, One, two, three, four, five. (3 claps, 2 stamps on the floor)

And now be quiet, please!

Shhh!



Track 1.5 Activity

- 1 Stand up!
- 2 Sit down!
- 3 Clap your hands!
- 4 Stamp your feet!
- 5 Be quiet, please!

Tools

CLIL Objective

Recognising equipment we need for school.

Curricular link: Social Science

Language Objectives

Vocabulary: school bag, pencil case, book Structures: Come on! Hurry up! Ready! Oh. no! My (school bag)!

Resources: CD; poster (side A); poster pop-outs (school bag, pencil case, books); flashcards (book, pencil, pencil case, school bag)

READY FOR SCHOOL

Presentation





Say: Today we are going to talk about going to school. Show the children the poster (side A). Point to the pictures of Flo and ask: What's her name? Can you remember? Point to Flo's mother and introduce her to the children. T: This is Flo's mum. Describe the general situation and ask closed questions about the picture. T: Is Flo at home? Is Flo going to school? Hold up the poster pop-outs and name the objects.

T: Look. This is a (school bag). Explain that these three objects are needed for school. T: You need a (pencil case) for school. It's important.

Point to Flo in the first picture and ask about the three school objects.

T: Where's Flo's (school bag)? The children guess the

Play Track 1.6 and place the corresponding pop-outs as they are named.

Point to the characters as they are speaking and add gestures to clarify meaning. Take off the pop-outs. Ask three volunteers to come to the front. Play Track 1.6 again. The children place the pop-outs in the correct place. Repeat the exercise with three other children. Play Track 1.6 again, but this time encourage the chilldren to ioin in.

Work with the book n



Student's Book, page 5, Activity 1

Say: Open your books at page 5. Can you see Flo? Play Track 1.6 again and the children match each picture with the corresponding pictures below.

Play Track 1.6 again.

Correct the activity with the class.

T: What's the first thing Flo forgets? (Hold up your index finger). SS: (Her) school bag. T: Good! And what's the second thing? (Hold up two fingers). SS: (Her) pencil case. T: Good! And what's the third thing? (Hold up three fingers). SS: (Her) books. T: Yes, that's right, her school

Hold up the four flashcards (book, pencil, pencil case, school bag). Tell the children to hold up or point to their own corresponding object and ask a volunteer to name it. Repeat the activity with the other flashcards until all the children have had a turn.





Track 1.6 Activity

See page 33.

Optional Activity Book exercises

See page 33.

Practice

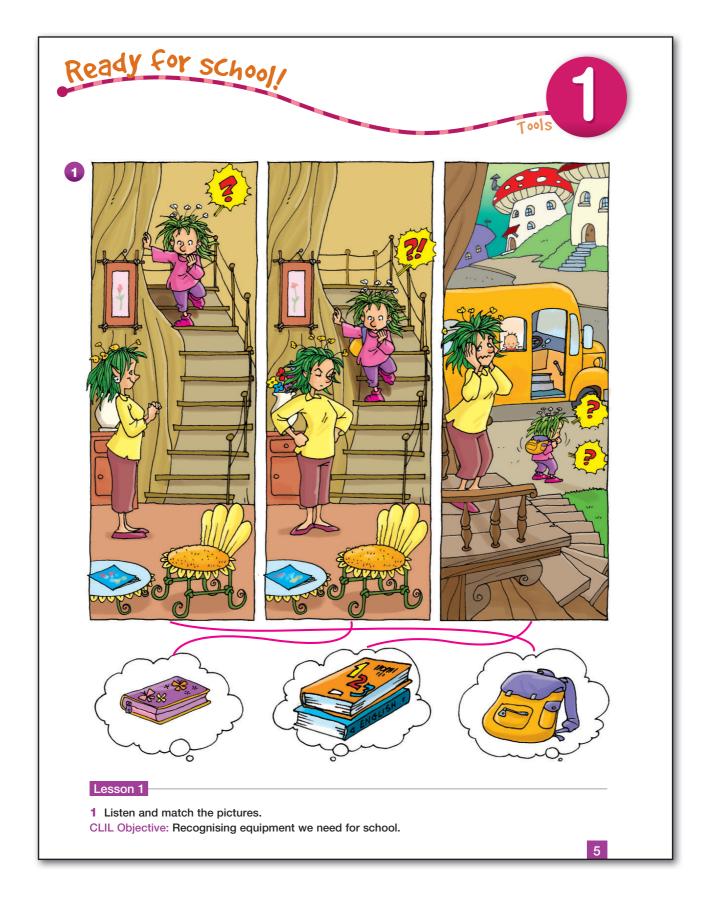
Remind the children briefly of the context. Read the following passage out loud and clarify meaning with gestures and tone of voice.

Flo goes to school. But she forgets everything. She forgets her school bag. And her Mum says "Come on, Flo! Hurry up!" She forgets her pencil case. And her Mum says "Come on, Flo! Hurry up!" And she forgets her books. And her Mum says "Come on, Flo! Hurry up!" She forgets everything. Oh, Flo!

Encourage the children to join in and to act out the instructions. Point to the poster again and ask the children to relate the objects illustrated on the poster to their own corresponding objects.

Say: Show me your school bag. Show me your pencil case. Show me your English book.

Collect the children's books and correct their work.

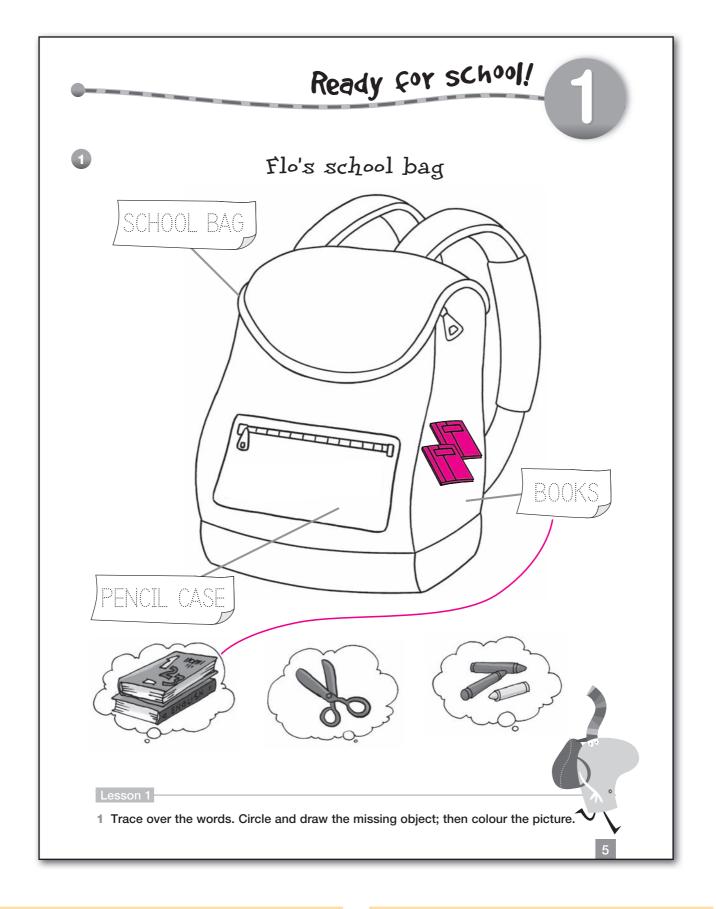




Remind children that they should listen carefully. They should also try to relate the pictures on the page to the words on the audio CD in order to complete the exercise.



Explain that Flo is being responsible by remembering to get her things ready for school all by herself; although you could point out that it's always better to prepare your bag the day before.





Children need to focus on tracing over the words, and trying to join the dots in order to write the words legibly. This will help them improve their writing skills.



Children colour the school bag with the colours of their choice. Afterwards, they can name the colours.

UNIT 1 LESSON 1 OPTIONS

Activity Book

Page 5, Activity 1

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

Tell the children to trace over the words and to circle the object that is missing from Flo's school bag. Afterwards, the children draw the object in the school bag and colour it

Ask the children about their pictures. Say: What colour is your (pencil case)?

SS: (Blue).



Let's play!

Puppet game

Mistake

Ask one of the children to use the puppet to point to a flashcard or an object, deliberately naming the object incorrectly. Another child corrects the puppet and names the object correctly. Make sure that everyone gets a turn holding the puppet.

Resources

Multi-ROM Unit 1, Song



Transcript



Mum: Time for school, Flo.

Flo: Ready!
Mum: Come on!

Flo: Oh no! My school bag! **Mum:** Hurry up, Flo!

Flo: Ready!
Mum: Come on!

Flo: Oh no! My pencil case! Mum: Hurry up, Flo!

Flo: Ready! Mum: Come on! Flo: Oh no! My books! Mum: Hurry up, Flo!

Flo: Ready!

Mum: Are you sure, Flo?

Flo: Yes, Mum.

Mum: Come on, let's go. Here we are Flo.

Goodbye. See you later.

Flo: Bye, Mum!

Dealing with difficulties

Children come to class at the start of their primary education with a range of different educational experiences. At one extreme there are may be children who are entering a formal school environment for the first time. At the very least, some of the children in the group are new to the school and new to each other. These differences are noticeable in the English language class where the amount of English that children have been exposed to, whether at school or with friends and family, can vary greatly.

To ensure that all the children participate in the class, it is important to modify the level of response that you expect from each child. Children who are new to English can take part with the whole group, repeating the sentences from the story and the songs, and can demonstrate their understanding with physical response. More confident children can be encouraged to answer simple Yes/No questions, and other types of guided response. Children who feel comfortable and familiar with English should be encouraged right from the start to act out the stories and to use the language they are learning, even if that means making mistakes from time to time.

CLIL Objective

Recognising tools we use in the classroom.

Curricular link: Maths

Language Objectives

Vocabulary: book, crayons, glue, pencil, pencil case, rubber, school bag, scissors, sharpener

Structures: Here's my...

Resources: CD

Preparation: Fill a pencil case with the following obects: pencil, rubber, sharpener, glue, scissors and a box of crayons. Place it in a school bag, together with a copy of the Student's Book.

CLASSROOM EQUIPMENT

Presentation



Say: Today we are going to learn about things we use at school.

Hold up the school bag and say: What's this? Remind the children of the word. Ask a volunteer to put his/her hand in the school bag and to pull something out. Ask: What's that?

Ask volunteers to put their hands inside the pencil case and to pull something out. Each time ask the children to name the object. Supply the words as they need them. Ask volunteers to put their hand in the bag and to pull something out. Each time, ask the children to name the objects. Supply the words as they need them. Say: Let's learn a song. Play Track 1.7. Take the pencil case out of the school bag and take the objects out of this one by one as they are named in the song. Play Track 1.7 again. The children join in with the key language.

Work with the book n



Student's Book, page 6, Activity 2

The children open the Student's Book at page 6 and look at the picture. Ask: What can you see in the picture? The children call out the words they see. The children listen to the song again and number the objects in the order they hear them. Play Track 1.7 again. Correct the activity. Say: What's number 1? SS: School bag!

Student's Book, page 6, Activity 3

The children look at the pictures in Activity 3. Point to one of the pictures and say: Mmm. Here's a problem! What do I need?

Prompt the children by asking questions such as: Do I need a rubber? Continue until someone says the correct answer: Repeat the process with the other three pictures. The children match the pictures in their books.

Transcript



Track 1.7 The school bag song

See page 37.

Optional Activity Book exercises

See page 37.

Practice

Continuous assessment

Children can name the objects they need for school.

Ask the children if they can remember the objects that they need to bring to English class. Ask a volunteer to name an object. SS: School bag. The rest of the class hold the object up and name it. Encourage them to answer: Here's my (school bag).

Continue until all the essential objects have been named (school bag, pencil case, rubber, sharpener, pencil, crayons, scissors, glue and books). Remind them of any words they forget. Each time a child does not hold up an object, say: Where's your (rubber)? Bring a (rubber) to class.

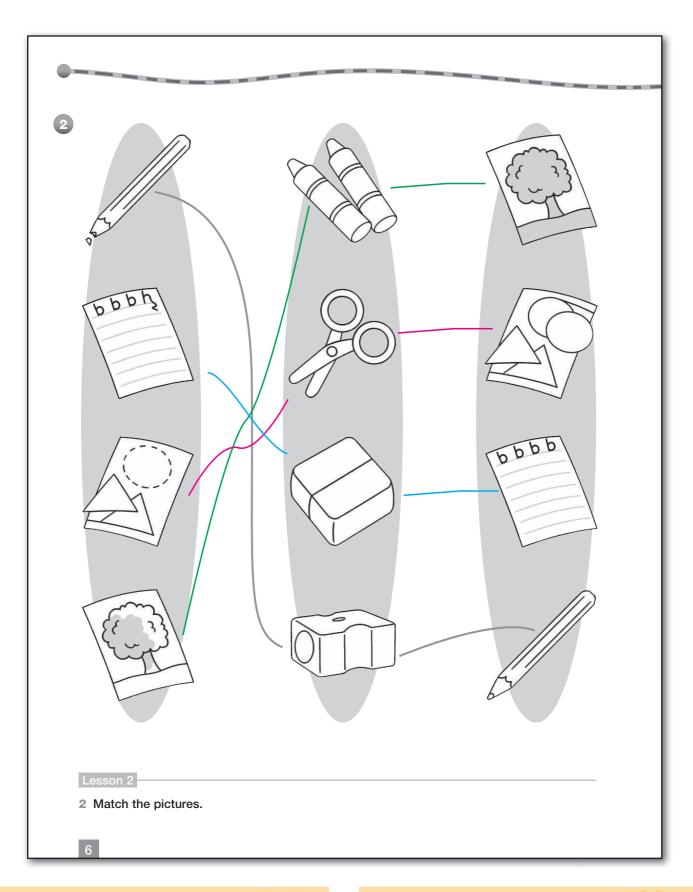




This activity gives children a chance to revise the numbers from 1 to 10 in English. They also get additional practice writing the numbers.



Children recognise essential school objects, they learn what they are used for and they learn about the importance of bringing them to school.





Help children see what the problems are with the pictures on the left. Encourage them to think which object from the central column is necessary to solve the problem.



This exercise provides an opportunity to discuss ideas of companionship and of lending things. Remind children that they should always say "please" and "thank you", and they should look after things they have borrowed and return them.

UNIT 1 LESSON 2 OPTIONS

Activity Book

Page 6, Activity 2

Say: Open your Activity Books at page 6. Look at Activity 2.

Point to the pictures in the central column and ask: *What's that?* SS: *(Crayons)*.

Point to the pictures in the column on the left one by one and ask: What do we need here? SS: A (sharpener).

Tell the children to connect the pictures in the three columns



Let's play!

Hidden drawing

Hide a flashcard behind a book and start showing it bit by bit. Encourage the children to identify and name the object. The child who names it correctly takes on the role of teacher and gets to hide the next flashcard. Repeat the activity several times with different flashcards.

Resources

Multi-ROM

Unit 1, Activity 1

DVD

Unit 1, The school bag song

Transcript



Track 1.7 The school bag song

Here's my school bag. Hold it high.
Here's my pencil case. What's inside?
My crayons, my pencil, and my glue.
My scissors, my rubber, and my sharpener, too.
Shake my school bag! Have a look!
Oh, I forgot! And here's my book!



CLIL Objectives

Counting; recognising number series and numerical relationships.

Curricular link: Maths

Langauge Objectives

Vocabulary: numbers 1-10; book, crayon, pencil,

rubber, sharpener

Language structures: How many ... are there?

Resources: poster (side A) **Materials:** crayons (2 per child)

COUNTING CLASSROOM EQUIPMENT

Presentation



Say: Today we are going to learn how to count in English. Point to the numbers on the poster (side A). Count each group of pencils out loud.

Repeat and encourage the children to join in.

Hand out two crayons to each child. Ask the children to hold up and count their crayons. SS: *One, two.*

Ask five children to come to the front and to stand in a line, holding a crayon in each hand. Ask them to raise their crayon when you tap them on the shoulder (right shoulder for right hand, left shoulder for left hand). Walk along the line tapping their shoulders one by one and saying: *One! Two!... Ten!* as they raise each crayon. Repeat and encourage the children to call out the numbers together or individually. Repeat the activity again, starting with all ten crayons raised and count backwards from ten to one.

Ask two children to stand up and hold up their crayons. Ask: *How many crayons have (Juan) and (María) got all together?* Show them how to count as you point to the crayons: *One, two, three and four.*

Ask other children to stand up and repeat the process counting up to eight and then up to ten.

Tell the children to sit down again. Point to two children, tell them to stand up and ask them: *How many pencils have they got all together?* SS: *Four.*

Explain that we can show this in a sum, and write 2 + 2 = 4 on the board. Repeat the process of adding twos, writing the answers on the board.

Work with the book

Student's Book, page 7, Activity 4

Say: Open your books at page 7. Look at Activity 4. The children count the objects on each table in the picture and write the numbers. Correct the activity, asking: How many pencils are there on table number 1?

Student's Book, page 7, Activity 5

The children look at the pictures in Activity 5. Say: There are five pencils on table number 1 and five pencils on table number 2. How many pencils are there all together? Show the total by using your fingers from both hands. Show the children how to add up. Repeat the activity with the other objects. The children complete the sums in Activity 5. Correct the activity. Write the sums on the board and ask a few volunteers to come up to the board to write the totals.

Optional Activity Book exercises



See page 41.

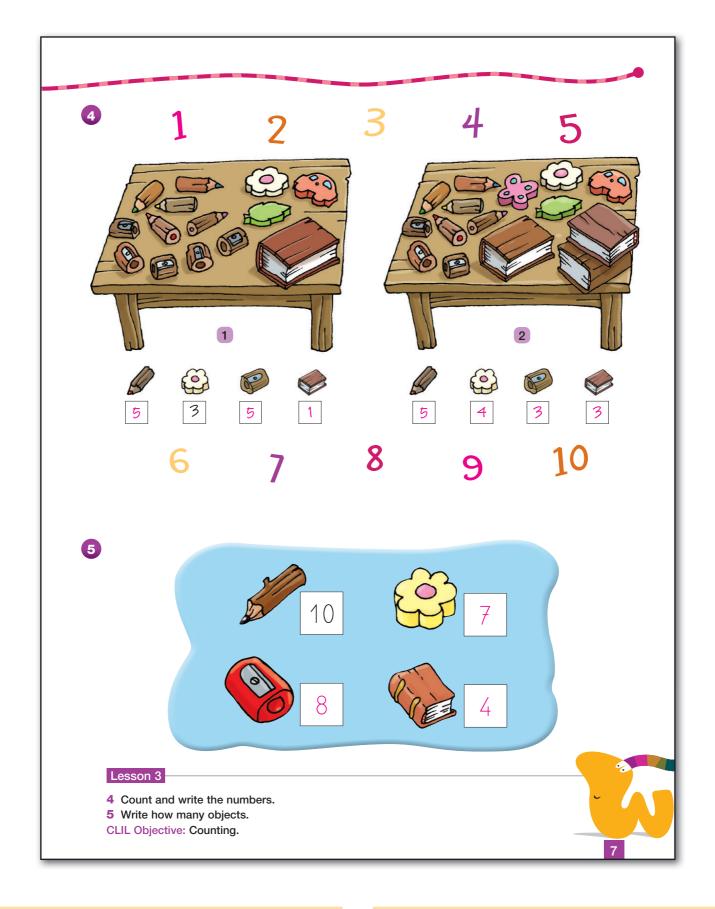
Practice

Continuous assessment

Children can recognise numbers 1 to 10.

Write three numbers on the board. Tell the children to use classroom equipment to represent these numbers. For example, if you have the numbers 3, 2 and 1 on the board, the children could show you 3 pencils, 2 rubbers and 1 book. Explain that each number must be represented by objects that are all the same. Go around the class checking their answers.

Collect the children's books and correct their work.

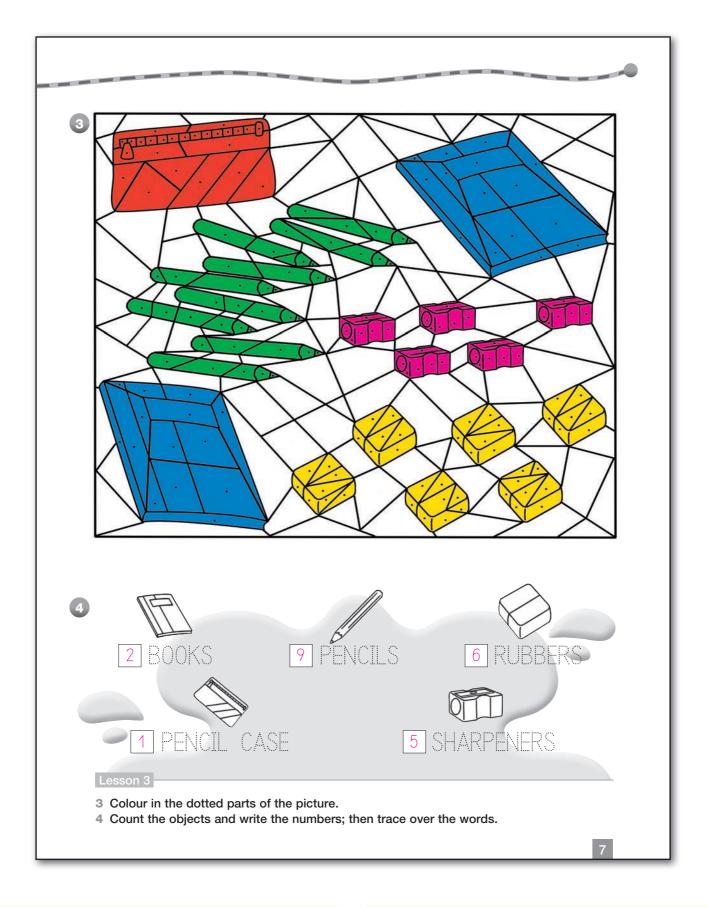




In this exercise, children practise pronouncing, recognising and writing numbers from 1 to 10. They relate a group of objects to the written number. They choose an appropriate technique to calculate the total.



Observe the children as they are working, above all, the methods they use to calculate the total. Are they counting in silence? Are they using their fingers? Which language are they doing it in? Are they counting in ones or in groups of numbers?





For this exercise, children count the objects and assign a number to each group of objects in order to reach a total. They also practise writing the numbers correctly.



Children need to find where to colour in. Later, they associate the images with the corresponding pieces of school equipment.

Activity Book

Page 7, Activity 3

Say: Open your Activity Books at page 7. Look at Activity 3.

The children use a crayon to colour the parts of the picture marked with dots. Ask: What can you see in the picture? How many (books) can you see?

Page 7, Activity 4

Say: Now look at Activity 4. What can you see? The children count the objects in the picture from Activity 3 and write the corresponding numbers in the correct boxes. Then, they trace over the words.



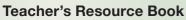
Let's play!

Find the object

Hide various objects in the classroom (books, coloured pens, scissors, etc.). Divide the class into two teams. Ask a child from each team to come up to the board. These children are the team captains and make a note of the points that their team wins.

Call out the name of an object. For example: *A red pencil*. The child who finds it first, gets a point for their team. Continue playing until all the hidden objects have been found.

Resources



Extension worksheet 1, page 23

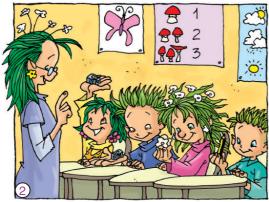
Multi-ROM

Unit 1, Activity 2



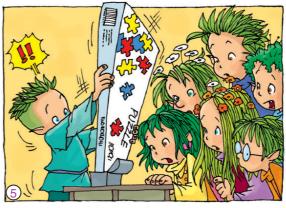
6 Smiley's special pencil case











Lesson 4

6 Listen to the story.

CLIL Objective: Literacy: sequencing events in a story.

۶



This story is about the different emotions children experience on the first day of school. It's also about classmates and their sense of generosity. Use this opportunity to discuss the topic with the children.



Remind children to pay attention when they are listening to the story. If they don't, they may lose the thread of the story.





Children should try to pronounce the sounds and the words without worrying about making a mistake. The more they practise pronunciation, the better they'll be.



In this unit, a text is acted out for the first time. Hopefully, this will create an interest in drama and acting.

CLIL Objective

Literacy: sequencing events in a story.

Curricular links: Literacy; Social Science

Language Objectives

Story language: my + (school object); It's my favourite... What's this? special, car, pretty, big; Take them out. Hold them up. Show me. Don't go! Join-in language: Wow! picture, puzzle, purple plasticine, pig

Resources: CD; poster (side B); poster pop-outs (picture, puzzle, plasticine, pig)

Story: Smiley's special pencil case

Presentation





Say: It's story time!

Show the children the poster (side B). Ask questions to help them predict the story. T: Is this Flo's house? Is this Flo's classroom?

Point to the characters and ask the children to name them. T: What's her name? SS: Flo. Point to the woman at the window and say: This is Smiley's mum. Point to the teacher and say: This is the teacher.

Point to Flo's pencil case. Say: Wow! This is a very special pencil case. Repeat with Stretch's and Dotty's pencil cases. Point to Smiley's pencil case. Ask: Is this pencil case special?

Say: Let's listen to the story.

Play Track 1.8. Enact the story using the pop-outs and the poster. As the pop-out objects are named pretend to be pulling them from Smiley's pencil case. Point to the characters as they speak. Add mime and facial gestures to support meaning.

Ask four children to come to the poster and give them each a pop-out. Play Track 1.8 again. The children enact the story using the pop-outs. Encourage all the children to join in.

Work with the book n



Student's Book, pages 8 and 9, Activity 6

Say: Open your books at pages 8 and 9.

Play Track 1.8 again. The children look at the pictures. Stop the recording at random and ask the children to supply the next line.

Show the children the pop-outs. Ask: What's this? Was it in Smiley's pencil case?

Ask the children about the order that the objects were pulled from the pencil case. Hold up a pop-out and say: First the (pig). Is that right? SS: No! The picture.

Transcript





Story: Smiley's special pencil case

See page 47.

Optional Activity Book exercises

See page 47.

Presenting the story

Divide the class into groups of four. Assign a child to be Smiley in each group. The other children in each group are the children at Smiley's table.

Play Track 1.8. The children raise a hand when they hear their part of the story.

Play Track 1.8 again. The children join in with their lines. Encourage them to add facial gestures and to use suitable expressions.

CLIL Objective

Literacy: phonics p (pencil case, picture, puzzle, plasticine, pencil, pig)

Curricular link: Literacy (phonics)

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

(picture, puzzle, plasticine, pig)

PHONICS

Retell the story





Show the children the poster and ask: Do you remember the story?

You can also use the story cards. The children can order them as they hear the story.

Ask questions about the pictures to help the children remember the story. Ask: What's the boy's name? Where is he? Is his pencil case big? Is it pretty? Is it special? What's in his pencil case?

Play Track 1.8. The children listen to the story. Play Track 1.8 again. The children join in with the list of objects named by the children at Smiley's table.

Work with the book



Student's Book, page 9, Activity 7

Clap your hands to ensure that the children are watching you. Write the letter *p* several times on the board. Point to each letter as you say: p p p p pencil. Repeat several times. Articulate the /p/ sound very clearly by pushing the sound out guite forcefully through closed lips. The children repeat: p p p p pencil.

Repeat with the objects from Smiley's pencil case. The children look at Activity 7, on page 9.

Play Track 1.9. The children listen and point to the pictures in the right-hand column.

Play Track 1.9 again. The children listen and repeat the key sounds and words.

The children circle the pictures with /p/ as an initial sound. Ask for volunteers to list the items beginning with /p/. Ask the children if they can think of any more words in English that begin with the sound /p/.

Transcripts



Track 1.8 Story: Smiley's special pencil case

See page 47.



Track 1.9 Phonics

See page 49.

Optional Activity Book exercises

See page 47.

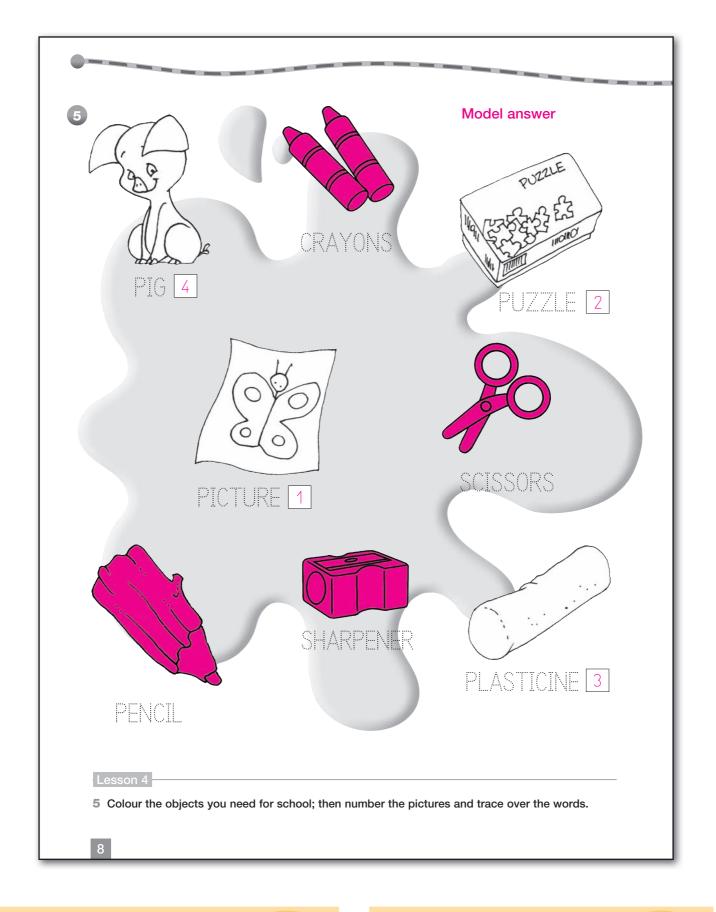
Act out the story



Divide the class into groups of four. Assign a character to each child in each group. Listen to the story again (Track 1.8). The children join in with their lines.

Ask groups to come to the front the classroom in order to act out the story. Use the recording when necessary.

Collect the children's books and correct their work.





For this exercise, children practise writing numbers. They also put a series of objects in order according to the order in which they appear in the story.



Remind children of the importance of having all the necessary equipment to hand when writing. They should think about this before starting the task.

UNIT 1 LESSON 4 OPTIONS

Activity Book

Page 8, Activity 5

Say: Open your Activity Books at page 8. Look at Activity 5.

Ask the children questions about the pictures. Say: Do you need a (pig) for school? SS: No!

The children colour the objects they need. Use the poster pop-outs and tell the children to place them on the board in the order in which Smiley takes them out of the pencil case. Tell the children to number the pictures in the correct order, writing the number in the corresponding box. The children trace over the words.



Let's play!

Memory

Tell the children that they are going to play a game in pairs. Hand out eight pairs of key vocabulary pop-outs (book, crayons, glue, pencil, pencil case, rubber, school bag, scissors) to each pair and tell them to place them face down on the floor. Tell them that they have to turn over the two pop-outs. They do this in turns. If the children get two matching pop-outs, they keep them. If they do not match any pop-outs pairs, they turn them over and put them back in the same place. They continue until they have formed all the pairs of popouts. When the children have finished the game, they need to put the pop-outs in an envelope. Then, they will be able to find them next time they want to play.



Resources

Multi-ROM

Unit 1, Story

Transcript



Track 1.8

Story: Smiley's special pencil case

Picture 1

Narrator: It's Smiley's first day at school.

Smiley: Don't go, Mum!

Mum: Look, Smiley! This is for you. It's a very special

pencil case. Just wait and see.

Picture 2

Teacher: Take out your pencils, rubbers and sharpeners. Hold them up and show me!

Picture 3

Flo: Look at my pencil case! It's very big!

Dotty: And my pencil case is very pretty!

Stretch: And my pencil case is a car!

Smiley: Well, my pencil case is very special.

Just wait and see.

Picture 4

Smiley: Oh! What's this? It's my favourite picture!

Children: Wow! A picture!

Picture 5

Smiley: Oh, what's this? It's my favourite puzzle! **Children:** Wow! A picture and a puzzle!

Picture 6

Smiley: Oh, what's this? It's my favourite purple plasticine! **Children:** Wow! A picture and a puzzle, and purple

plasticine!

Picture 7

Smiley: And what's this! Look! It's my pet pig! He's called

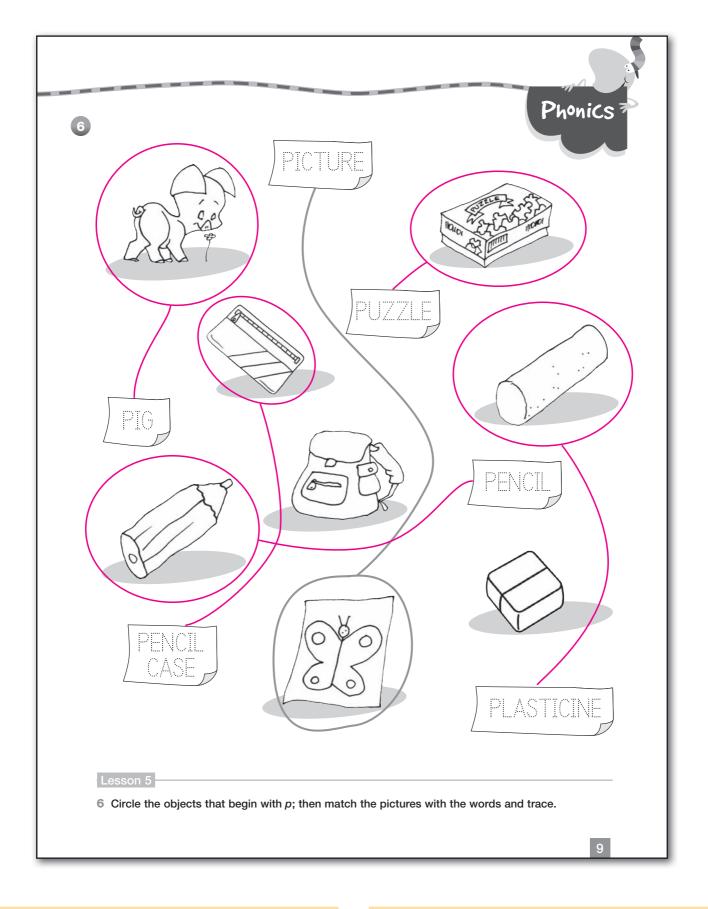
Percy. Say hello, Percy!

Children: Wow! A picture and a puzzle, and purple

plasticine, and a pig!

Picture 8

Smiley: My pencil case isn't big and it isn't pretty, but it is very special!





Remind children that they write the words by tracing over the dotted letters. They should be very careful when writing. Tell them that presentation is an important aspect of work.



Remind children of the importance of understanding an activity well and of thinking about it before actually attempting it. When they have finished the exercise, they should check over it carefully.

Activity Book

Page 9, Activity 6

Say: Open your Activity Books at page 9. Look at Activity 6.

Write the letter p on the board. Call out the names of the objects. The children stand up when they hear a word that begins with p.

The children circle the pictures that begin with the letter *p*.

The children match the pictures to the text and trace over the words.

Transcript



p p p p pencil case p p p p picture p p p p puzzle p p p p plasticine p p p p pencil p p p p pig



Let's play!

Tongue twister!

The children make a little purple pig with the plasticine. Then, they try to say the tongue twister: *purple*, *plasticine pig*, repeating it faster and faster.

Resources

Teacher's Resource Book

Ready to read worksheet, page 53

Multi-ROM

Unit 1, Phonics



CLIL Objective

Recognising the composition of shapes.

Curricular link: Maths

Language Objectives

Vocabulary: triangle, circle, square, small, mediumsized, big

Structures: How many lines are there in a (circle)?

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

(squares, triangles, circles)

SHAPES

Presentation





Say: Today we are going to learn about shapes. Make the shape of a circle and then a triangle with your hands. Point to the circle on the poster (side A). With your finger, trace a line round and round in the air to form a circle. Say: This is a circle. It's got one line. It goes round and round. Point to the triangle. Trace the three lines in the air (make sure you stop at the end of each line to mark the separate lines). Say: This is a triangle. It's got three lines. One, two and three. Point to the square. Trace the four lines in the air (make sure you stop at the end of each line to mark the separate lines). Say: This is a square. It's got four lines. One, two, three and

Ask volunteers to come to the poster and trace the lines.

Say: Let's learn a song about shapes.

Play Track 1.10 and do the actions.

Play Track 1.10 again. The children copy the actions.

Work with the book



Student's Book, page 10, Activity 8

Say: Open your books at page 10. Look at the shapes. Play Track 1.10 again. The children listen and use their fingers to trace the lines on the page.

The children look at the shapes. Ask: How many lines has a (circle) got?

Say: Find the pop-outs for Unit 1.

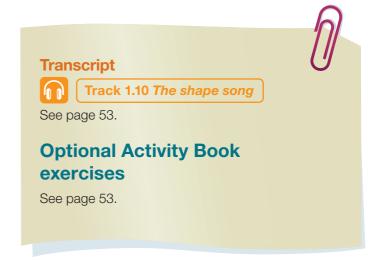
The children classify the shapes into circles, triangles and squares. They make three piles on their tables.

The children classify the shapes according to size.

Then the children classify the shapes according to colour. Finally, ask individual children to hold up a shape and say what it is. (Each child can say as much as they feel confident saying: A circle. / A yellow circle. / A big, yellow circle.)

Student's Book, page 10, Activity 9

The children choose the correct shapes and stick them in their books.

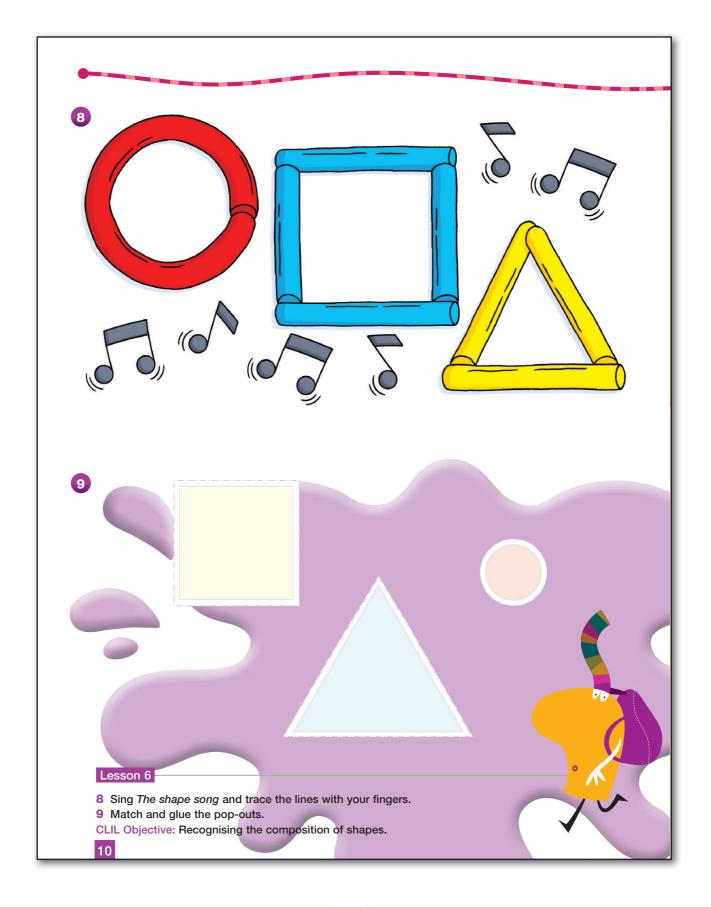


Practice

Tell the children that they are going to look for shapes around the classroom (circle, square, triangle). Give them an example. Point to the window and say: A square! Play Track 1.10 again. The children join in with the actions and words. Stop the recording after the second verse and ask them to look for circles in the classroom. Then say: Let's count the circles.

Repeat with the next verse. Look for and count the triangles in the classroom.

Do the same with the last verse, but this time refer to the squares.

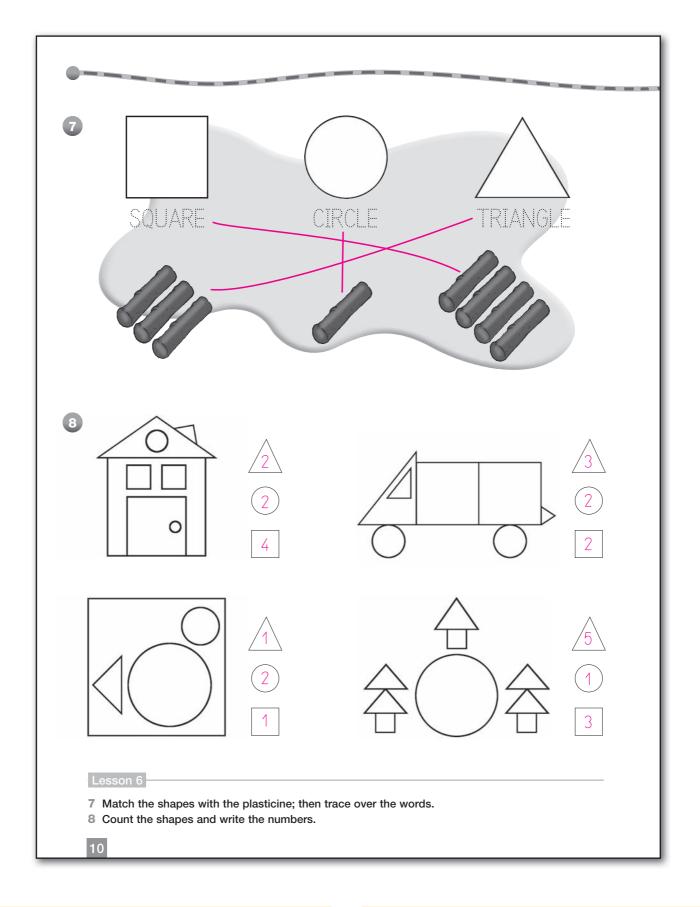


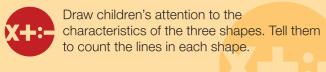


In this exercise, children recognise and name the basic shapes. The exercise also gives them the opportunity to classify the shapes into three categories: shape, size and colour.



Remind children to think carefully before sticking the student's pop-outs. Tell them to make sure they stick them in the correct place. Once placed, they are difficult to take off the page.







Ask the children if they can think of any objects that are formed by the various shapes. When the children have chosen a few, tell them to name the objects and to draw them.

Activity Book

Page 10, Activity 7

Say: Open your Activity Books at page 10. Look at Activity 7.

Point to the first shape and ask: What shape is it? How many lines can you see?

Repeat the activity with the other shapes.

The children match the shapes with the pieces of plasticine and trace over the words.

Page 10, Activity 8

Say: Now look at Activity 8.

The children count the shapes in each picture and write the numbers in the key. Point to the first picture and ask: How many (circles) can you see? Repeat with square and triangle.

Repeat with the other pictures.



Let's play!

Charades

Mime an action or a word (one that the children have learnt). The children try to guess the word. The child who guesses correctly, acts out the following word or action. Repeat a number of times.

Transcript



Track 1.10 The shape song

Everybody clap your hands.

One, two, three. (Clap as you sing the numbers)
Everybody clap your hands. (Clap to the rhythm)
Make a shape with me. (Point to yourself)
Make a circle with your hands. (Draw a circle in the air)
One, two, three. (Clap to the rhythm)

Make a circle with your hands. (Draw a circle in the air) Make a shape with me. (Point to yourself)

Make a triangle with your hands. (Draw a triangle in the air) One, two, three. (Clap as you sing the numbers)
Make a triangle with your hands. (Draw a triangle in the air)

Make a shape with me. (Point to yourself)
Make a square with your hands. (Draw a square in the air)
One, two, three. (Clap as you sing the numbers)

Make a square with your hands. (Draw a square in the air)
Make a shape with me. (Point to yourself)



Teacher's Resource Book

Extension 2 worksheet, page 24

Multi-ROM

Unit 1, Activity 3



CLIL Objective

Making plasticine prints and observing shape.

Curricular link: Art; Maths

Language Objectives

Vocabulary: glue, pencil, rubber, scissors, sharpener

Structures: That's a (rubber).

Materials: plasticine, rolling pins (or plastic bottles), classroom equipment as mentioned above in the

vocabulary

BUSY HANDS: SHAPE PRINTS

Present the project

Say: Today we are going to make something.
Give each child a large piece of plasticine. Say: Look! We can make shapes with plasticine. Make a triangular shape and show the class. Ask the children to make shapes, to hold them up and to tell the other children what they have made.

Say: Look we can also make shapes in plasticine. Using a table for support, roll out a lump of plasticine until it is flat. Explain your actions. Say: Look. This is a lump of (purple) plasticine. First roll it out with the rolling pin. Make it flat.

Take a pencil and push the end into the plasticine to make several small circles. Call some children to the front and ask them to identify the shape.

Tell the children to keep the shapes they've made with the plasticine for later.

Work with the book

Student's Book, page 11, Activity 10

The children look at page 11 of their Student's Books. Read the title of the project out loud: *Shape prints*. Point to the pictures of the materials and say: *This is what we need.* Ask the children to identify the pictures. Point to the stages one by one. In order to clarify meaning, explain how to do it by using the materials you have brought to class.

Hand out the materials.

The children make the plasticine prints.

Student's Book, page 11, Activity 11

Say: Now look at Activity 11.

Say: These are shape prints. What shapes can you see?

The children name the different shapes.

The children talk in pairs about the shape prints they have

made: In my shape prints, I've got a (square)...

Optional Activity Book exercises

See page 57.



Display the project

Continuous assessment

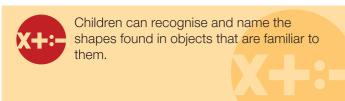
Children can identify basic shapes (circle, triangle, square) in classroom objects.

Collect the finished shape prints and display them on a table.

Encourage the children to come to the front and look at each other's work.

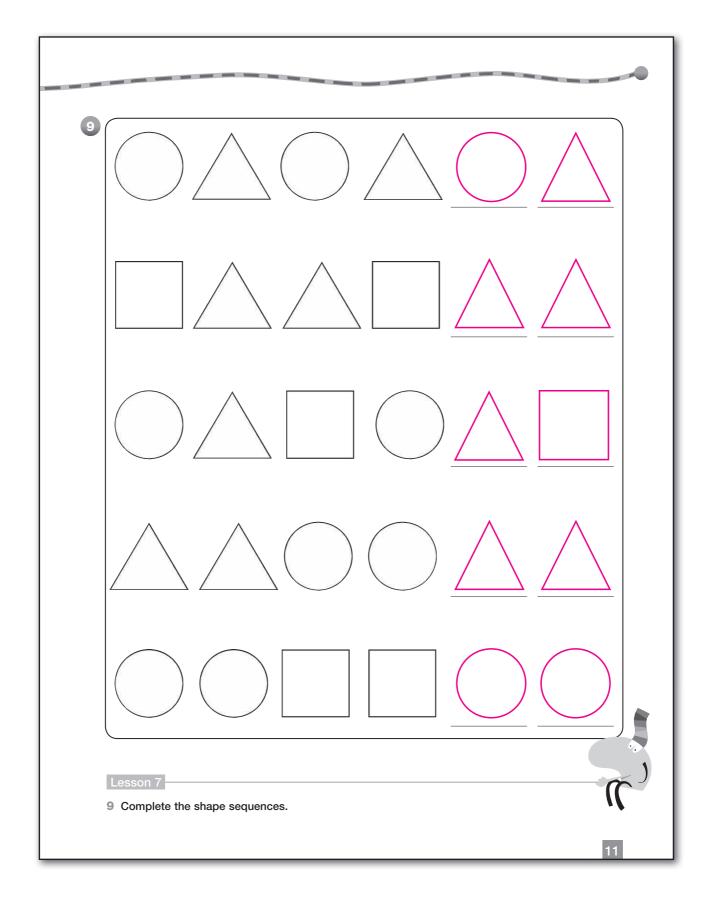
Point to different shape prints and ask: What's that? What shapes are there?







This activity provides children with an opportunity to work with plasticine. Show them how to use the rolling pin in order to get the required size and thickness.





This activity provides children with an opportunity to work with sequences formed by shapes. Afterwards, the children can invent their own sequences, changing the size and colour of the shapes if they want.

Activity Book

Page 11, Activity 9

Say: Open your Activity Books at page 11. Look at Activity 9.

Ask volunteers to name the shapes in each row. The children complete the sequences.

Ask different volunteers to name the shapes in the completed sequences.



Let's play!

Surprise bag

Put some objects in a bag without the children seeing what they are. Ask a volunteer to come to the front in order to feel one of the objects in the bag without looking. The child has to guess what the object is. Repeat the activity with other volunteers.

Resources



Teacher's Resource Book

Ready to write worksheet, page 95

Sparks DVD

Unit 1. Real Kids

Teacher's Resource Book

Unit 1, DVD worksheet, page 9

Objective

Assessment.

Curricular link: Social Science

Language objectives: All the vocabulary from Unit 1. **Resources:** CD; flashcards (book, crayons, glue, pencil, pencil case, rubber, school bag, sharpener, scissors); stickers (crayons, glue, pencil, pencil case

rubber, scissors)

BUSY MINDS

Let's remember!



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

Say: Do you remember the song we sang about classroom equipment? What was it about?

Prompt them by holding up the flashcards of the school equipment.

Ask: What's this?

Say: Shall we sing the song again?

Play Track 1.7 again. The children join in with actions and

words.

Work with the book

Student's Book, page 12, Activity 12

The children open their Student's Book at page 12. Show them the stickers in the middle of the Student's Book. The children find and place the stickers for Unit 1. Then, they trace over the words. Check the activity by asking the children to name the stickers they have placed.

Student's Book, page 12, Activity 13

Point to the picture of the butterfly. Ask: What do we need to colour in the picture? Repeat the process for the other pictures.

The children look at the pictures below with the numbers. Then, they match the pictures at the bottom with the pictures at the top, writing the corresponding number next to each picture.

Walk around checking and correcting as they work.



Optional Activity Book exercises

See page 61.

Round up

Mime the following actions: cutting something out, writing, colouring in, gluing something down, rubbing out a mistake, sharpening a pencil.

After each action ask the class: What do I need? Encourage the children to answer out loud and to bring you the correct object.

Repeat the activity in a chain. The children take turns miming one of the actions. The next child must show the tool that is required and name it. Ensure all the children respond.

Collect the children's books and correct their work.

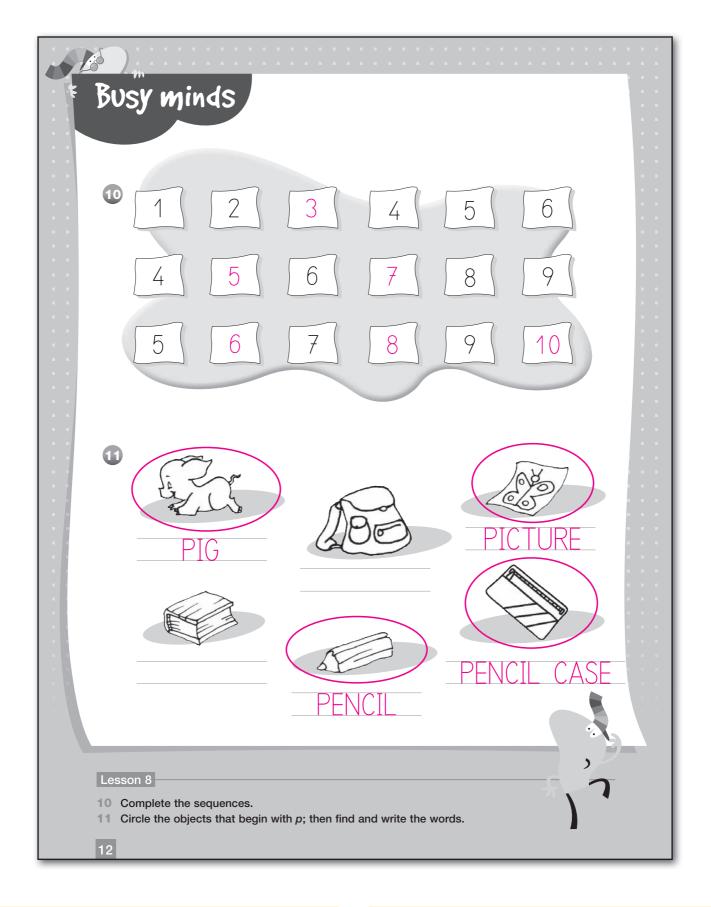




Remind children to be careful when placing the stickers. Also, tell them that after tracing over the words, they should check them carefully. This is an important habit to develop.



For the first time, children have to find the correct stickers and put them in the right place. Show them how to find the stickers and how to trace over the words they have to write.





Tell the children to look at the number sequences carefully, drawing on their existing knowledge of Maths to guess what the missing numbers are.



Help children find the words they need. Remind them to write within the guidelines. If they are in any doubt, they can always ask you for help. UNIT 1 LESSON 8 OPTIONS

Activity Book

Page 12, Activity 10

Say: Open your Activity Books at page 12. Look at Activity 10.

Tell the children to complete the sequences. Ask volunteers to read each of the sequences.

Page 12, Activity 11

Say: Now look at Activity 11.

Ask the children to identify the objects in the picture. The children circle the objects that begin with the letter ρ

The children write the objects that begin with the letter p. They can look through the pages of the unit to look for words.



Let's play!

Songs

Use the stick puppets to sing any songs the children have learnt from previous lessons. Encourage the whole class to participate.

Transcript



Track 1.11 Unit 1 Test. Activity 1

Listen and colour the shapes.

Colour the triangle blue. Colour the square red. Colour the circle yellow.

ASSESSMENT CRITERIA

CLIL Objective

Children can recognise the tools or objects that they need for school, and can identify the ones which are most appropriate for each task.

Language Objectives

Children can describe classroom objects and ask questions about them. Children can use the numbers from 1 to 10. Children can identify basic shapes.

Resources

Teacher's Resource Book

Unit 1 *Test*, page 69 y 70



See Transcript Track 1.11

Multi-ROM

Unit 1, Activity 4



The human body

CLIL Objective

Identify boys and girls.

Curricular link: Maths: Science

Language Objectives

Vocabulary: boy, girl, children; up, down; numbers

Structures: stand up, sit down

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

Stretch, Smiley, Dotty) flashcards (girl, boy)

Move your body!

Presentation





Show the children the poster. Also show them the poster pop-outs. Say: The children are playing in the playground. They are playing on see-saws.

Use the pop-outs to identify the different characters. Hold up the pop-out of Flo. Say: Who's this? SS: Flo! Show the flashcards of the boy and the girl and ask: Is Flo a girl or a boy?

Remind the children about the characters Stretch and Smiley, and introduce them to Dotty. Ask: Is (Stretch) a girl

Play Track 1.12 and place the characters on the see-saws on the poster.

Point to Flo and Dotty, and repeat the key verses from the rhyme: Girls up. Repeat with the class: Boys down.

Ask two children to come to the front of the board and give each one two pop-outs: Flo and Stretch to one of them and Smiley and Dotty to the other one.

Play Track 1.12 again. Stop after Girls up. The children put Flo and Dotty in the right place on the poster.

Play Track 1.12 again. Stop after Boys down. The children put Stretch and Smiley in the right place on the poster.

Repeat the exercise with two other children. The rest of the class join in with the instructions.

Say: Girls! Stand up! Sit down! The class join in. Play Track 1.12 again. The children do the actions.

Work with the book [n]



Student's Book, page 13, Activity 1

Say: Open your books at page 13. Look at Activity 1. Play Track 1.12. Stop after the first verse. The children look at the picture and tick the correct picture for the chant. Then, play the second verse and tick the correct picture. Correct the activity. Say the first line of the chant. Hold up your book and ask the children to say which picture it refers to. Repeat with the second line of the chant.

Student's Book, page 13, Activity 2

Point to the first picture in Activity 1. Ask: How many boys are in the playground? Repeat with girls and children. The children look at Activity 2. They count how many boys and girls there are and write the answer in the box.

Transcript



Track 1.12 Chant

See page 65.

Optional Activity Book exercises

See page 65.

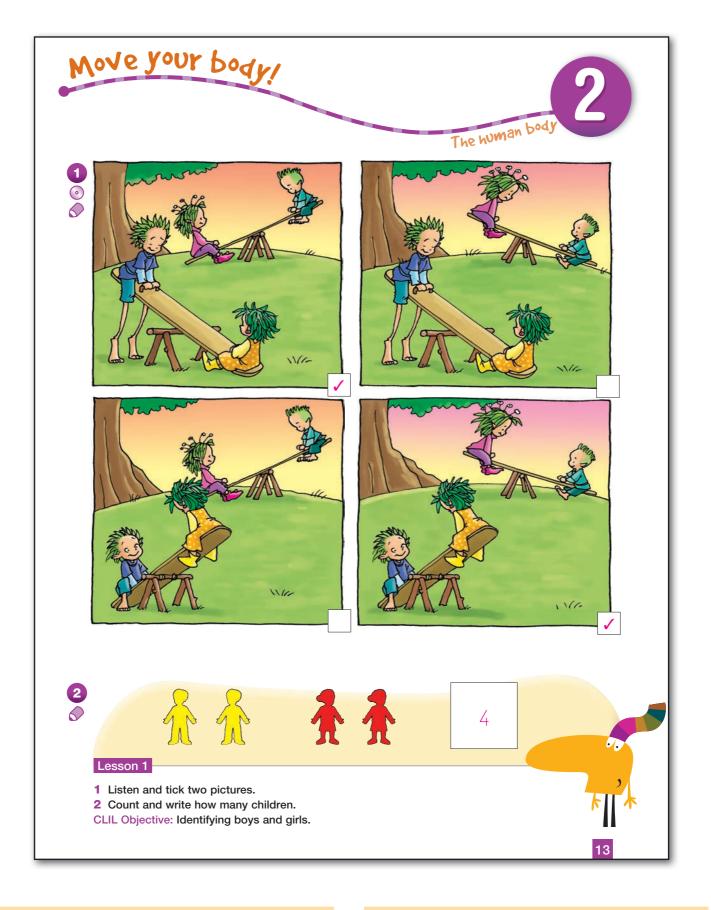
Practice

Ask the children to form groups.

Say: Make groups with two girls and three boys. Ask: How many boys are there? SS: Three. Ask: How many girls are there? SS: Two. Write the sum on the board. Ask: How many children are there? SS: Five.

Repeat the procedure wtih other number combinations, but ensure that the maximum total number is never more than ten.

Collect the children's books and correct their work.

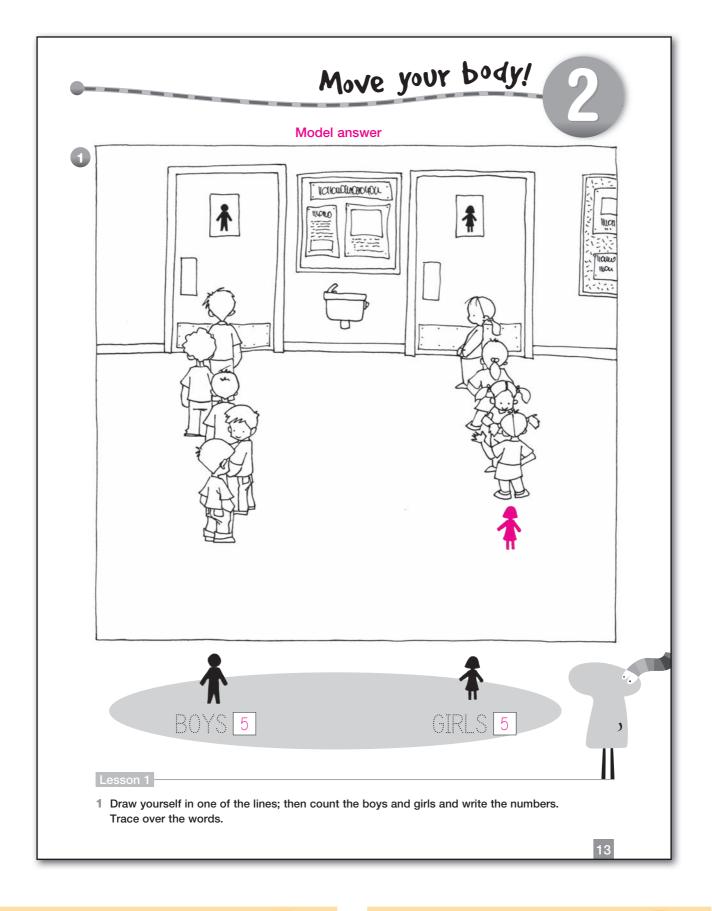




This exercise gives children an opportunity to add up two simple numbers and to calculate the total.



It's important that children look carefully at all the pictures before deciding which one is being described. Remind them to think carefully before they choose the answer.





For this exercise, children practise counting up to 10 and adding up two groups of numbers that add up to 10 in total.



Remind children that before drawing they should look carefully at the page and the space available. This way, they can work out how much space they have to draw themselves.

Activity Book

Page 13, Activity 1

Say: Open your Activity Books at page 13. Look at Activity 1.

Point to the children and say: *Are you a (girl)?*Tell the children to draw themselves in the correct column

Tell the children to count the boys and girls in each column (including themselves) and to write the correct number in the box. Ask the children how many boys and girls there are. Ask the children how many boys and girls there are in total. The children trace over the words.

Transcript



Track 1.12 Chant

Boys, stand up! Girls, sit down! Girls up, boys down, in the playground.



¡Let's play!

Puppet game

New Words

Use the puppet to introduce new vocabulary or new structures. Take advantage of the opportunity to practise the pronunciation of the new words.

/

Resources

Multi-ROM Unit 2, Song

CLIL Objective

Identify parts of the face and recognise right from left.

Curricular link: Science; Maths; Music

Language Objectives

Vocabulary: hair, ears, eyes, mouth, nose; face

Structure: What colour is/are...?

Resources: CD, poster (side A); poster pop-outs (ears, eyes, mouth, nose), flashcards (hair, ears, mouth,

nose, eyes)

Materials: dice (1 for each group of 4)

Student's Book, page 14, Activity 4

Say: We are going to play a game.

Use the poster (side A). Point to the blank face and hold up the poster pop-outs of the parts of the face. Explain that each pop-out is represented by a number on the dice. Throw the dice, hold it up and call out the number. Ask the children to come to the board and place the pop-outs. Pay special attention to the difference between the left and right ear and eye.

Say: Open your books at page 14.

The children play the game again, but this time they draw the parts of the face in their books.

SYMMETRY IN THE FACE

Presentation





Say: Today we are going to learn about parts of the face. Touch your hair, ears, nose, mouth and eyes.

Point to the face on the poster. Hold up the poster pop-outs and say: Let's make a face.

Ask a child to come to the board and give them a pop-out related to the face. Say: Here's the (nose). Put the (nose) on the face.

Repeat with the other parts of the face and with different children.

Ask a group of children to come to the board and give them different parts of the face. Say: Give me the (nose). Play Track 1.13. Sing the song and put the pop-outs on the poster as the parts of the face are mentioned.

Play Track 1.13 again. Ask the children to listen and point to the parts of the face.

Ask a volunteer to come to the front of the class and to point to the correct part of the face. The rest of the children sing the song.

Work with the book



Student's Book, page 14, Activity 3

Play Track 1.13 again. Ask the children to listen to the song and to point to the correct part of the characters' faces. At the same time, hold up the corresponding flashcards.

Call out parts of the face and ask the children to say the corresponding number below: T: (Nose). SS: (four).

Transcript



Track 1.13 The face song

See page 69.

Optional Activity Book exercises

See page 69.

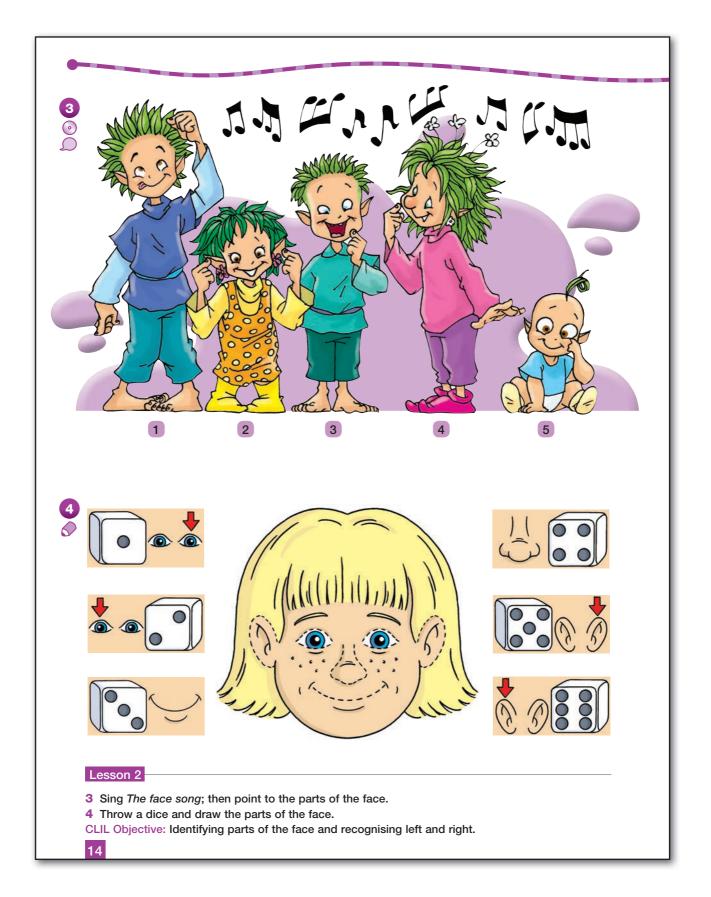
Practice

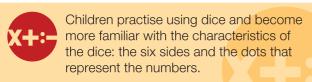
Point to the eyes and say: What colour are my eyes? Discuss the possible eye colours with the children (blue, green, brown, black).

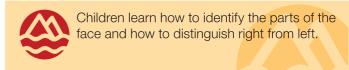
Point to your hair and say: What colour is my hair? Discuss the possible hair colours with the children (blonde, red, brown, black). Explain that we don't say vellow hair, but blonde hair.

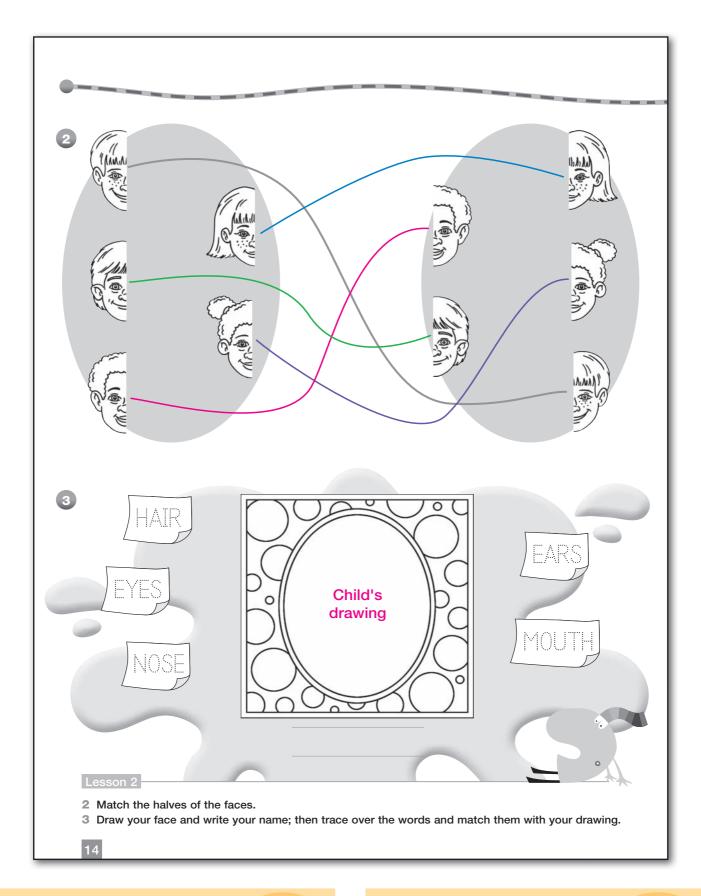
Say: (Blue) eyes! Stand up! The children with blue eyes stand up. Tell the children to look at the characters from their Student's Book and ask: What colour is (Flo's) hair? What colour are (Flo's) eves?

Collect the children's books and correct their work.











Children take note of the symmetry of the face, using logic and reasoning to interpret the information and find a solution to the activity.



This activity is good for making children aware of aspects of their personal apperance and individuality, and learning about respecting others.

Activity Book

Page 14, Activity 2

Say: Open your Activity Books at page 14. Look at Activity 2.

Tell the children to match the two halves of the faces.

Page 14, Activity 3

Say: Now look at Activity 3.

Tell the children to draw their own face in the frame and to write their names below the picture. Children trace over the words and match the parts of the face.

Transcript



Track 1.13 The face song

Hair and ears, Mouth and nose, And two bright eyes to look about.

Hair and ears, Mouth and nose, And two bright eyes to look about.



Let's play!

What is it?

Ask a volunteer to come forward and give him/her a flashcard. Tell him/her to mime the word. The rest of the class has to guess the word on the flashcard. The child who guesses correctly mimes the word on the following card. Continue playing until all the children have had a turn.

Resources

Multi-ROM

Unit 2, Activity 1



CLIL Objective

Identifying limbs and laterality.

Curricular link: Music; Social Science

Language Objectives

Vocabulary: head, body, arm, hand, leg,

foot, left, right

Structures: Shake your body. Wave your (right hand).

Stamp your (left foot)

Resources: CD; poster (side A)

Materials: crayons (green, yellow, red, orange, blue)

BODY PARTS, LEFT AND RIGHT

Presentation





Continuous assessment

Children can recognise the parts of the face.

Review parts of the face. Point to your (nose) and ask: What's this?

Present the concepts of left and right using the parts of

Stand with your back to the class and point to your left ear. Ask: What's this? SS: Ear! T: Good! It's my left ear.

Repeat the procedure with your right ear.

Still with your back to the class, indicate left with your hand and say: Left. Do the same with right. Repeat several times, encouraging the children to join in.

Say: Point to your (left) (ear). Make sure the children are pointing to the correct ear.

Use the poster (side A). Point to the photo of the child seen from the back and point to his left hand. Say: This is his left hand. Point to the picture of the child seen from the front and point to his left hand. Say: This is his left hand. Make sure the children understand the difference between left and right when people are facing you and when they have their back to you.

Ask a volunteer to come to the poster, point to one of the pictures and say: Point to his left hand. Repeat with other children.

Play Track 1.14. Do the actions.

Play Track 1.14 again. The children do the actions.

Work with the book n



Student's Book, page 15, Activity 5

Say: Open your books at page 15. Look at Activity 5. Tell the children to look at the picture at the top of the page. Ask the children to identify the characters in the picture.

Say: We're going to listen to The body song again.

Play Track 1.14 again. Stop after Wave your left hand and dance with me! and say: Point to the picture. Repeat with the other lines and pictures.

Play Track 1.14 again. The children sing and do the actions.

Student's Book, page 15, Activity 6

Say: Now look at Activity 6.

Tell the children to look at the picture of the puppet. Ask them to point to the puppet's left hand, left foot, right hand and right foot.

Play Track 1.15. The children listen and colour the puppet.

Transcripts



Track 1.14 The body song

See page 73.



Track 1.15 Activity

See page 73.

Optional Activity Book exercises

See page 73.

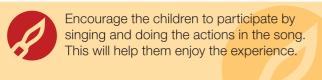
Practice

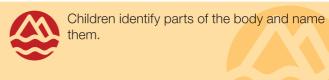
Point to the picture on the poster of the X-rays and identify left and right.

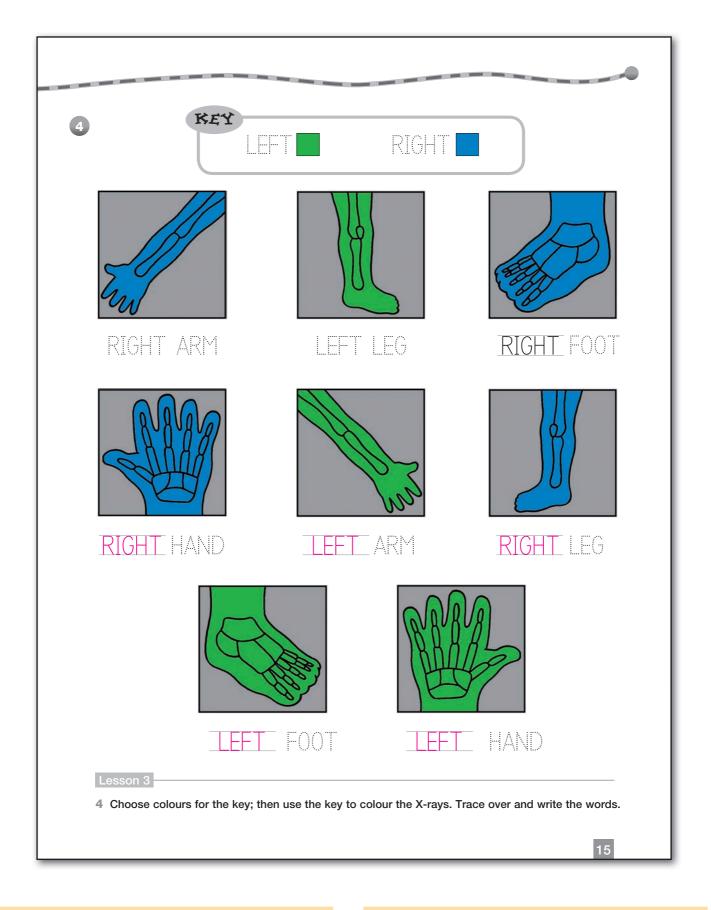
Ask a volunteer to come to the poster and place their hand over the correct X-ray. Repeat with other volunteers. Ask the children to hold up the hand they write with. Ask them which hand it is. SS: Left/right.

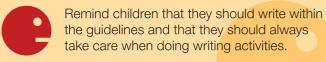
Collect the children's books and correct their work.













For this activity, children identify parts of the body presented as X-rays.

Page 15, Activity 4

Say: Open your Activity Books at page 15. Look at Activity 4.

Hold up your left hand and ask: *Is this left or right?* Do the same with your right hand.

Tell the children to choose a colour to represent left and a different colour to represent right. They create a colour key to explain this. They use the key to colour the X-rays.

They trace over the words and complete the labels.



Let's play!

Hot or cold

Hold up a key vocabulary pop-out. Ask a volunteer to come to the front and to close their eyes. Hide the pop-out somewhere in the class. Tell the child to open their eyes and to look for the pop-out. The rest of the chidren say hot if the child is close to the object or moving towards it; and cold if they are going away from the object or if they are far from it. When the child finds the key vocabulary pop-out, they must name it in English. Continue playing using different volunteers and pop-outs.

Transcripts



Track 1.14 The body song

Shake your body, one, two, three, Shake your body and dance with me!

Wave your right hand, one two three, Wave your right hand and dance with me! Wave your left hand, one, two, three, Wave your left hand and dance with me!

Stamp your right foot, one, two, three, Stamp your right foot and dance with me! Stamp your left foot, one, two, three, Stamp your left foot and dance with me!



Track 1.15 Activity

Look at the puppet. It needs some more colours!
Colour the body orange.
Colour the left foot blue.
Colour the right foot red.
Colour the left hand green.
Colour the right hand yellow.

Resources

Teacher's Resource Book

Extension worksheet 1, page 25

Multi-ROM

Unit 2, Activity 3

Sparks DVD

Unit 2, The body song







Stories offer good opportunities to develop ideas of companionship and mutual respect. Remind children of the way that Flo helps Dotty, especially when Dotty is sad.



Dotty demonstrates an important personal characteristic: perseverance.





Children should try to say the sounds and words confidently and without worrying about making a mistake. The more they practise, the better they'll be.



Encourage children to think about Dotty and Flo's feelings. This will help them understand the story.

CLIL Objective

Literacy: observing character development.

Curricular link: Literacy

Language Objectives

Story language: head, body, arms, hands, legs, feet; Listen carefully! It's all wrong! Poor Dotty!

It's perfect!

Join-in language: Wow! picture, puzzle, purple

plasticine, pig

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

(parts of the doll's body)

Story: Dotty's doll

Presentation





Say: It's story time!

Show the children the poster. Say: Dotty is making a doll. Hold up the poster pop-outs of parts of the doll's body.

Ask: What's this? Is this the (left) (foot)?

Say: Let's listen to the story.

Play Track 1.16. Enact the story using the pop-outs and the poster. Hold up the pop-outs as they are named and place them on the poster. Add mime and facial gestures to support meaning.

Ask 5 children to come to the poster and give them each two pop-outs. Play Track 1.16 again. The children enact the story using the pop-outs. Encourage all the children to join in.

Work with the book n



Student's Book, pages 16 and 17, Activity 7

Say: Open your books at pages 16 and 17.

Play Track 1.16 again. The children look at the pictures. Stop the recording at random and ask the children to supply the next line.

Show the children the poster pop-outs. Ask: What's this? Each time the children hear the rhyme (Put the head on the body. Put the feet on the legs...), they join in, patting the parts of their own body as they do so.

Transcript



Track 1.16 Story: Dotty's doll

See page 79.

Optional Activity Book exercises

See page 79.

Practice



Divide the class into pairs. In each pair, assign a child to be Dotty and another to be Flo.

Play Track 1.16. The children raise a hand when they hear their part of the story.

Play Track 1.16 again. The children join in with their lines. Encourage them to add facial gestures by modelling suitable expressions.

CLIL Objective

Literacy: phonics /d/ (doll, Dotty, door) and /p/ (pencil, pig, puzzle)

Curricular link: Literacy (phonics)

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

(parts of the doll's body); story cards

The children circle the pictures with /d/ as an initial sound in one colour and with /p/ as an initial sound in another colour.

Ask for volunteers to list the items starting with /d/. Ask for volunteers to list the items starting with /p/. Ask the children if they can think of any more words in English that start with /d/ or /p/.

PHONICS

Retell the story





Show the children the poster and ask: *Do you remember the story?*

Ask questions about the poster pop-outs to help the children remember the story. You can also use the story cards, and ask the children to order the cards according to the order that they appear in the story.

Ask: Are these the (hands)? SS: No. T: What are they? SS: (Feet).

Play **Track 1.16**. The children listen to the story. Play **Track 1.16** again. The children join in with: *Put the head on the body. Put the feet on the legs and the legs on the body. Put the hands on the arms and the arms on the body.*

Work with the book n



Student's Book, page 17, Activity 8

Clap your hands to ensure that the children are watching you.

Write the letter *d* several times on the board.

Point to each letter as you say: d d d d Dotty. Repeat several times. Articulate the /d/ sound very clearly by placing your tongue behind your teeth and half opening your mouth. Ensure the children realise that this sound in English is made using the tongue.

The children repeat. d d d d Dotty.

Repeat with the items from the activity that begin with *d* (*doll*, *Dotty*, *door*).

Write the letter *p* several times on the board.

Point to each letter as you say: p p p p pencil. Repeat several times. Articulate the /p/ sound very clearly by pushing your lips together and pushing out the air in order to open them and form the sound.

The children repeat, p p p pencil.

Repeat with the items from the activity that begin with /p/ (pencil, pig, puzzle) that they have learnt in Unit 1.

The children look at Activity 8 on page 17.

Play **Track 1.17**. The children listen and point to the pictures in the right-hand column.

Play **Track 1.17** again. The children listen and repeat the key sounds and words.

Transcript



Track 1.17 Phonics

See page 81.

Optional Activity Book exercises

See page 81.

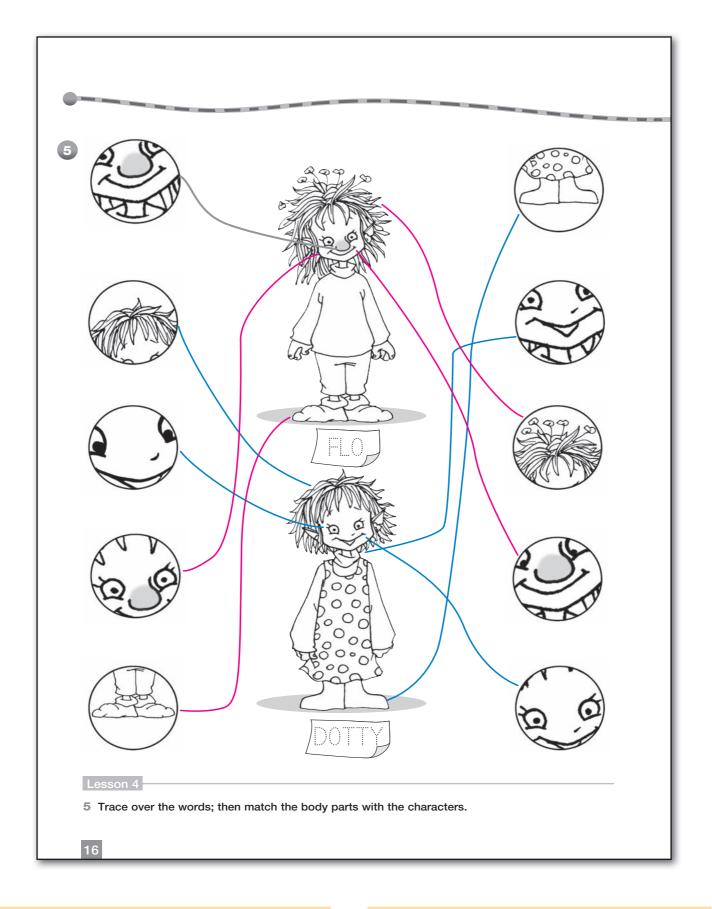
Practice

Divide the class into groups of two. Assign a character to each child

Play **Track 1.16** again. The children join in with their lines. Ask groups to come to the front of the classroom and act out the story. Use the recording when necessary.

Collect the children's books and correct their work.







This activity provides an opportunity to remind children that we are all special. Everyone has individual characteristics and we should respect one another.



Remind children of the importance of thinking carefully and observing things well before drawing the lines. They should pay attention to the two characters' facial features.

Page 16, Activity 5

Say: Open your Activity Books at page 16. Look at Activity 5.

Tell the children to call out the names of the characters The children trace over the words. Point to the first picture and ask: *Is this Flo's or Dotty's (nose)?* Repeat with the other pictures.

The children match the parts of the body to the characters.



Let's play!

Join

Choose a few flashcards with their corresponding word cards. Place the flashcards on the board, and put the words in a bag. Ask a child to come forward and to take a word out of the bag. He/She must read the word out loud and match it to its corresponding flashcard. Continue playing until all the flashcards and words have been matched.

Resources

Multi-ROM

Unit 2, Story Unit 2, Activity 2



Transcript



Track 1.16 Story: Dotty's doll

Picture 1

Narrator: Dotty is making a doll. Flo is helping her.

Flo: It's very easy, Dotty. Now, listen carefully.

Put the head on the body.

Put the feet on the legs and the legs on the body. Put the hands on the arms and the arms on the body.

Dotty: Easy! That's easy!

Picture 2

Dotty: Put the head on the body.

Put the feet on the arms and the arms on the body. Put the hands on the legs and the legs on the body. Finished! Finished!

Picture 3

Flo: No! No, Dotty! That's all wrong. Now, listen again. Put the head on the body.

Put the feet on the legs and the legs on the body.

Put the hands on the arms and the arms on the body.

Dotty: Right! Easy! That's easy!

Picture 4

Dotty: Put the head on the body.

Put the legs on the feet and the feet on the body. Put the arms on the hands and the hands on the body.

Picture 5

Flo: No! No, Dotty! That's all wrong. Now, listen again.

Put the head on the body.

Put the feet on the legs and the legs on the body. Put the hands on the arms and the arms on the body.

Dotty: Oh! That's easy. That's easy...

Picture 6

Dotty: Put the head on the feet... No, that's wrong. Put the body on the arms. No, no! Oh! It's impossible! What can I do?

Picture 7

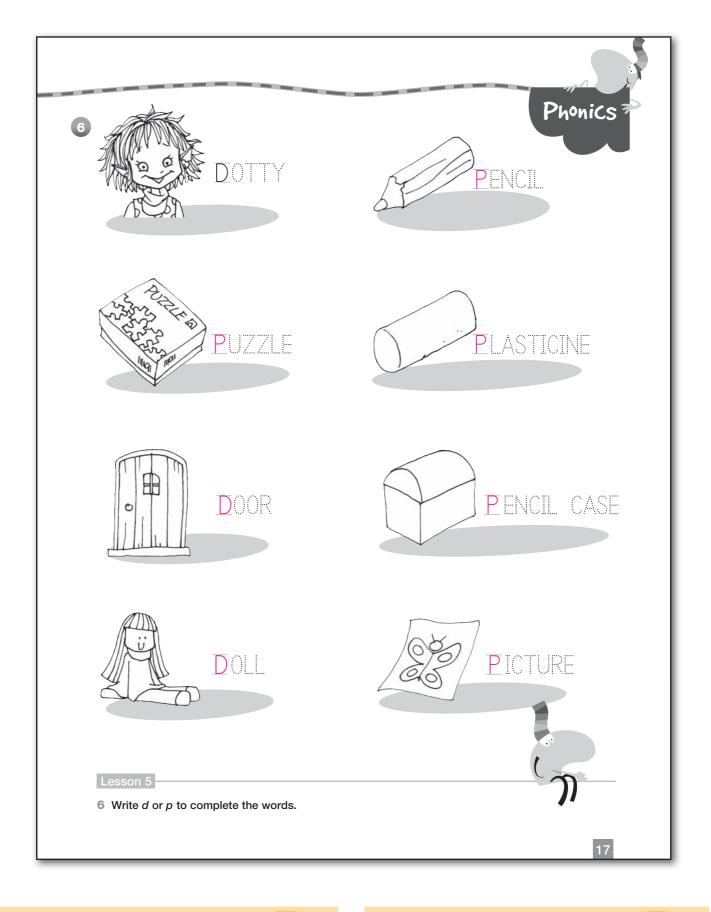
Flo: Poor Dotty! She needs some help. Doo-dippy-doo, doo-dippy-day, Let's help Dotty make a doll today! All together now. One, two, three!

Children: Put the head on the body.

Put the feet on the legs and the legs on the body. Put the hands on the arms and the arms on the body.

Picture 8

Dotty: Wow! Look at my doll! Look at my doll! **Flo:** Fantastic, Dotty! It's perfect. It's perfect





This exercise provides children with an opportunity to focus on letter formation with respect to the lines: the letter *d* with lines going up, and the letter *p* with the lines going down.



Children should take care when tracing over the dotted letters, thinking carefully about the presentation of their written work.

Page 17, Activity 6

Say: Open your Activity Books at page 17. Look at Activity 6.

Tell the children to identify the objects in the pictures. Each time, ask them: *Is that a* ddd *sound or a* ppp *sound?*

Write the letters on the board and practise the sounds with the children. The children complete the words with a d or p and trace over the words.

Transcript



Track 1.17 Phonics

d d d d doll d d d d Dotty d d d d door p p p p pencil p p p p p pig p p p p p puzzle



Let's play!

Sound Posters

On a piece of continuous paper, write the letters of the sounds that the children have been studying. Tell the children to draw objects that start with those sounds, and to stick them next to the corresponding letters. They can also stick photos of classmates whose names begin with those sounds.

Variation: The children can prepare a mural of sounds on a piece of card individually.

Resources



Teacher's Resource Book

Unit 2, Ready to read worksheet, page 54

Multi-ROM

Unit 2, Phonics

CLIL Objective

Relating body parts to movement.

Curricular link: Music; Social Sience

Language Objectives

Vocabulary: arms, hands, legs, feet

Structures: imperatives (clap, stamp, stand up, sit

down, open your book, colour)

Resources: CD

BODY PARTS AND MOVEMENT

Presentation



Do the actions for clap, stand up, sit down, stamp, open your book, colour. Practise the actions with the children. Do the actions again and ask the children to join in. Each time do the action and say: (Clap)! What part of your body are you using? Your hands and your arms, or your legs and your feet? Repeat with the other actions.

Play Track 1.18. Tell the children to listen and to do the actions.

Work with the book n



Student's Book, page 18, Activity 9

Say: Open your books at page 18. Look at Activity 9. Play Track 1.18. The children listen and number the actions.

Play Track 1.18 again. Stop after each instruction and ask a volunteer to hold up their book and to point to the correct picture.

Check the activity. Call out numbers and ask the children to do the corresponding action.

Student's Book, page 18, Activity 10

Call out the numbers from Activity 9. Then ask a volunteer to say the instruction: Clap! Point to the first picture and ask a volunteer to read out the instruction. Then, ask: Which body parts is the child using?

The children colour the corresponding parts of the body. Repeat for all the instructions and pictures.

The children colour the parts of the body used for each of the actions in Activity 9.

Transcript



Track 1.18 Activity

See page 85.

Optional Activity Book exercises

See page 85.



Play Simon says. Explain that when you say Stamp! the children must not move. They should only do the action when you say Simon says Stamp!

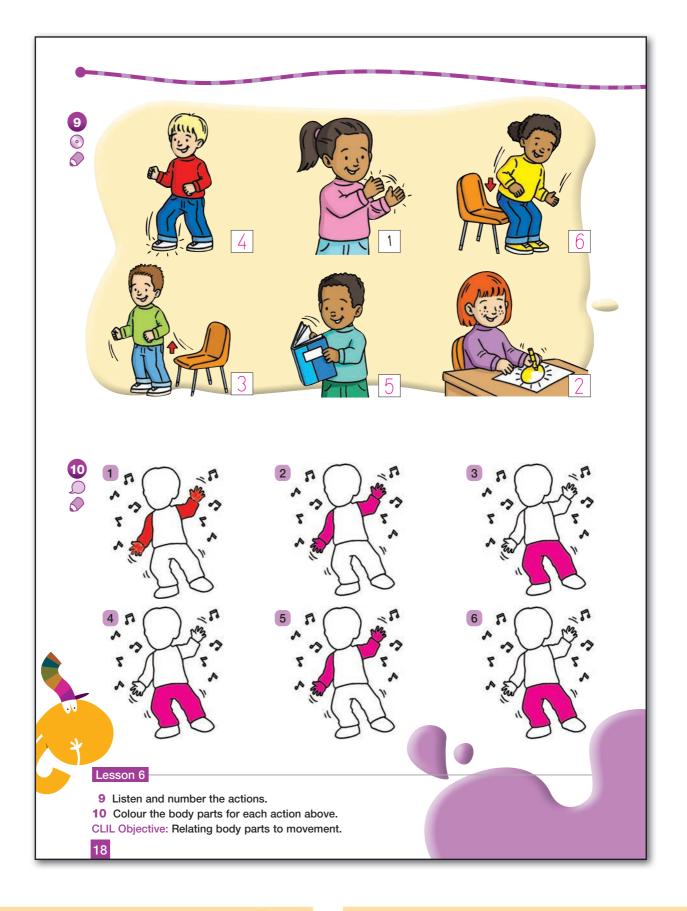
Play the game. The children who respond incorrectly to the instruction are out. Stop the game when there are five children left. They are the winners.

Ask for a volunteer to call out the actions. Repeat with different children.

Collect the children's books and correct their work.





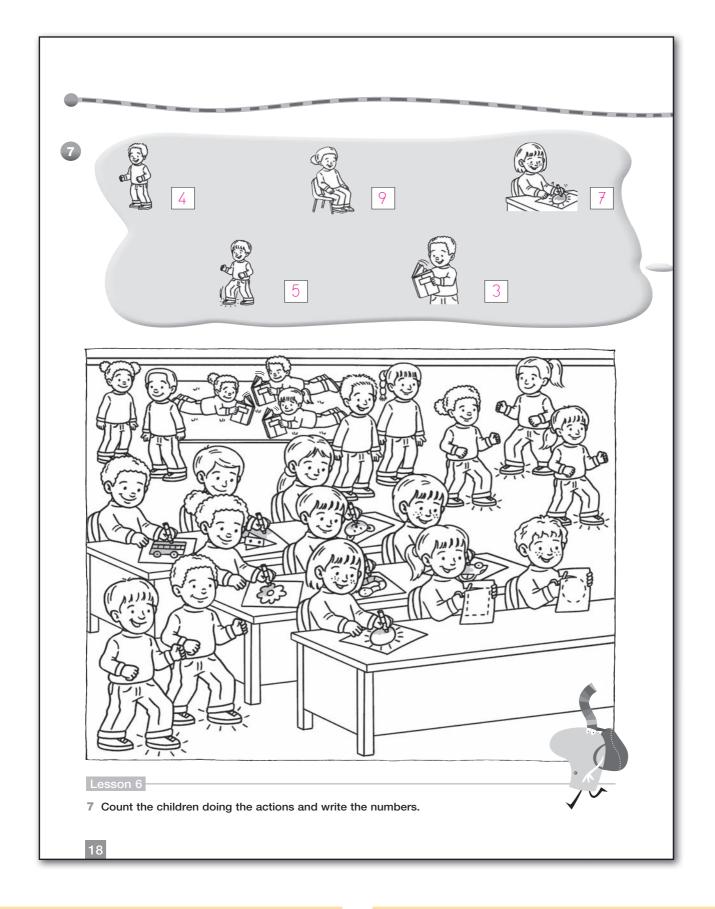




Children need to pay special attention to the instructions on the recording and should look at the pictures in order to complete the activity.



For this activity, children need to extract information from one exercise, and interpret this information graphically in another.





This activity will give children an opportunity to revise the numbers from 1 to 10 by counting the elements in the picture and writing the numbers.



The children have to interpret a picture and extract information from it.

Page 18, Activity 7

Say: Open your Activity Books at page 18. Look at Activity 7.

Point to the pictures of the children in the top part of the page. Ask the children to name the actions: stand up, sit down, colour, stamp your feet, open your book. The children count the actions in the picture and write

the number in the box next to the action in the top part of the page.

Transcript



Track 1.18 Activity

- 1 Clap.
- 2 Colour the picture.
- 3 Stand up.
- 4 Stamp.
- 5 Open your book.
- **6** Sit.



Let's play!

Bingo

Hand out three key vocabulary pop-outs to each child. Tell them to place the pop-outs face up on the table. Tell them that when one of the pop-outs they have is named, they have to put the pop-out face down. The first child who manages to place all their pop-outs face down says BINGO! and is the winner.

Resources



Teacher's Resource Book

Unit 2, Ready to write worksheet, page 96 Extension 2 worksheet, page 26

CLIL Objective

Making a puppet and recognising left and right.

Curricular link: Music and Art Project: Make a puppet

Language Objectives

Vocabulary: head, body, arms, hands, legs, feet; move

Resources: CD; student's pop-outs (parts of the

puppet's body)

Materials: small split pins

Preparation: Make a puppet to show the class.

BUSY HANDS: MAKE A PUPPET

Present the project

Say: Today we are going to make something. We are going to make a puppet.

Hold up the puppet you have already made and show it to the class.

Remind the children of left and right by moving the arms and legs of the puppet and naming the body parts, say: Look! This is the puppet's (left) (hand).

Work with the book n



Student's Book, page 19, Activity 11

Say: Open your Student's Book at page 19. Read the title of the project out loud: Make a puppet. Point to the pictures of the materials and say: This is what we need. Ask the children to identify the pictures. Point to the stages one by one and explain how to do it. Clarify meaning by using the materials you have brought to class.

Hand out the materials.

Follow the stages to make the puppet and get the children to copy each stage.

Prepare the student's pop-outs.

Join the pop-outs using the split pins. Say: First the (head). Next the (left arm)...

Student's Book, page 19, Activity 12

Continuous assessment

Children can distinguish between left and right.

Say: Now look at Activity 12.

The children take turns giving each other instructions to move different parts of their puppets' bodies: Move the left

Play Track 1.14 again and sing *The body song* (see page 73). The children move the corresponding parts of the puppets as they hear the actions.

Optional Activity Book exercises



See page 89.

Display the project

Ask the children questions about their puppets (name, colour of hair/eyes).

The children hang their puppets on a clothes' line. The children to come to the front and look at each other's work.





This activity provides chidren with an opportunity to demonstrate their ability to make and use a puppet. Children draw on their creativity and imagination whilst playing with it.



Children have to follow a series of picture instructions in order to make their puppet correctly.





For this activity, children need to think about the symmetry of the human body and calculate the size of the picture, using the grid squares as a guide.



This activity provides children with an opportunity to identify and plan what they are going to draw by looking carefully at the space available for the picture.

Page 19, Activity 8

Say: Open your Activity Books at page 19. Look at Activity 8.

The children complete the picture, using the grid squares to help them. They draw one side of the body and make sure the picture is symmetrical.



Let's play!

Pass it on

Ask the children to sit on the floor in three rows. The first child in each row turns to the child behind him/her and gives an instruction: *Clap your hands!* This child carries out the instruction and, in turn, gives the child behind him/her another instruction. The child at the end of the row gets up and comes to the front of the row. Repeat the activity various times.



Resources

Sparks DVD

Unit 2, Real kids

Teacher's Resource Book

Unit 2, DVD worksheet, page 10

Objective

Assessment

Curricular link: Science Language Objectives

All the language from Unit 2

Resources: flashcards (head, body, arms, hands, legs, feet, hair, ears, eyes, mouth, nose); stickers (head, body, arms, hands, legs, feet)

BUSY MINDS

Let's remember!



Say: Today we are going to remember all the work we have done in Unit 2.

Say: Do you remember The face song? Play Track 1.13 (see page 69) again and ask the children to join in. Prompt them by pointing to the different parts of your face. Say: Do you remember The body song? Play Track 1.14 (see page 73). Sing the song and either do the actions or ask the children to use their puppets from Lesson 7. Hold up the flashcards and ask the children to identify the body parts and left and right.

Ask: What's this? / What are these? SS: (Legs)! Say: That's right! Touch your (left) (leg)! Practise with all the parts of the body.

Work with the book

Student's Book, page 20, Activity 13

The children open their books at page 20. Show the children the stickers in the middle of the Student's Book. The children find and place the stickers for Unit 2. Then they trace over the words. Check the activity by asking the children to name the stickers they have placed.

Student's Book, page 20, Activity 14

Point to the pictures and say: Let's think about the actions and colour in the body parts.

Point to the first picture and ask a child to identify the action with the instruction: Stamp your feet!

Then ask: What parts of his body is he using? His hands and his arms, or his legs and his feet?

Repeat with the other pictures.

The children colour in the body parts.

Walk around checking and correcting as they work.



Optional Activity Book exercises

See page 93.

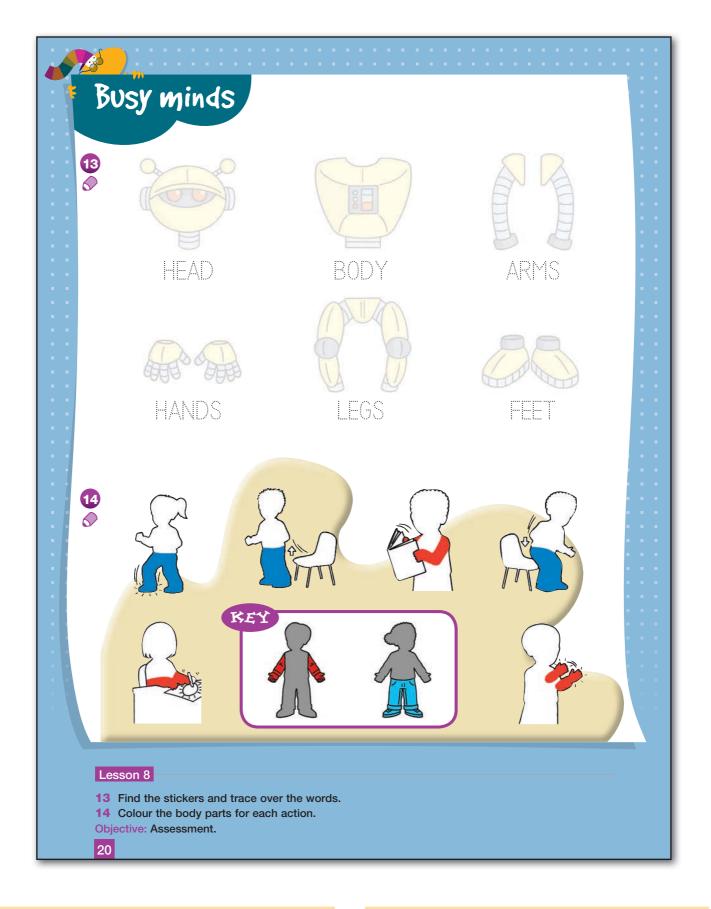
Round up

Draw a robot on the board. Ask volunteers to come to the board and to tell you the body parts. Encourage the children to use left and right with arms, hands, legs, feet, eyes and ears.

Point to the first child in row 1 and say: Put up your right hand! S1 puts up his/her hand and then gives instructions to the next child. Continue in a chain around the classroom.

Then say: Put up your left hand! S1 puts up his/her hand and then gives instructions to the next child. Continue with sit down, stand up, clap, stamp, open your book, etc.

Collect the children's books and correct their work.

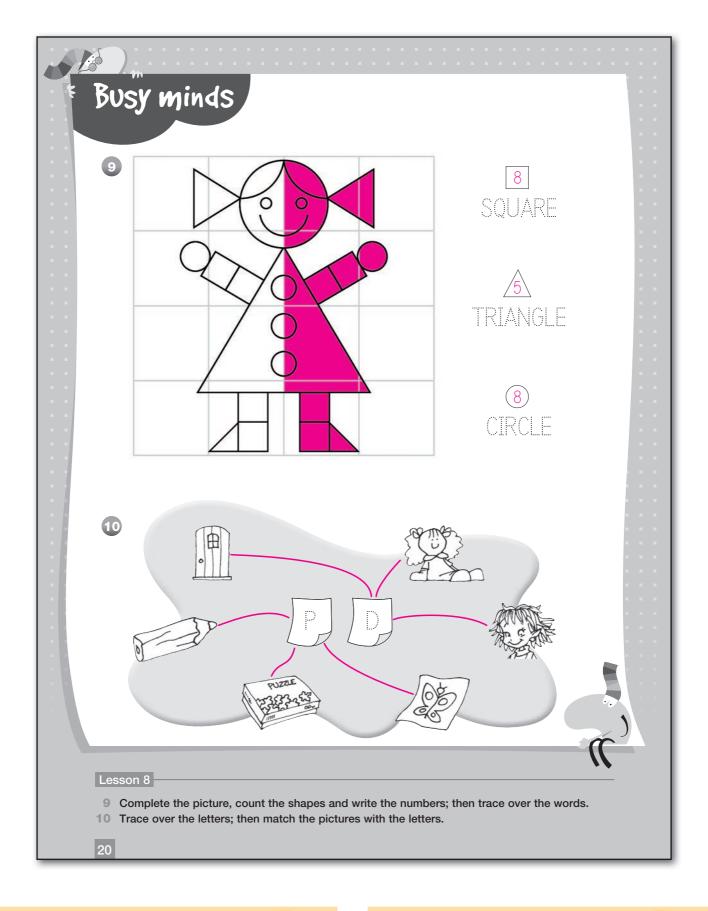




Children have to find the necessary stickers and stick them in the correct place.



Remind children that they should take care when writing over the dotted letters, and that they should hold the pencil correctly. Also, remind them of the importance of the overall presentation of their work.





This activity gives children an opportunity to think about the symmetry of the human body. It also acts as a revision of basic shapes.



Remind children that they have to think about the exercise before drawing the lines. They should also draw the lines carefully so their work is neat and tidy.

Page 20, Activity 9

Say: Open your Activity Books at page 12. Look at Activity 9.

Tell the children to count the doll's shapes and to write the number in the key. The children trace over the words.

Page 20, Activity 10

Say: Look at Activity 10.

The children trace over the letters. Tell the children to look at the pictures and to name the objects that begin with p. Repeat the process with the letter d. The children match the pictures to the letters.



Let's play!

Stop

Ask a volunteer to be 'it' and to turn his/ her back to the rest of the class. Tell the children to start passing an object around the class, for example: a red pencil. Tell 'it' that at some point he/she should say: STOP!

'It' then has three guesses to find the object. Then, another child has a turn. Play the game a number of times, giving other children a chance to be 'it'.

Transcript



Track 1.19. Unit 2 Test. Activity 1

Listen and number the pictures.

One. Clap your hands. Two. Stamp your feet. Three. Shake your head. Four. Wave your hand.

ASSESSMENT CRITERIA

CLIL objective

Children can recognise parts of the human body and the face. They can also distinguish between a boy and a girl, and right and left.

Resources

Teacher's Resource Book

Unit 2, Test Activity, page 71 and 72



See transcript Track 1.19

Multi-ROM Unit 2, Activity 4

The Universe

CLIL Objective

Relating clothes to weather.

Curricular link: Science

Langauge Objectives

Vocabulary: coat, hat, wellies Structures: Put your (hat) on

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

(coat, hat, wellies); Flo stick puppet

WHAT'S THE WEATHER LIKE?

Presentation





Show the children the poster. Point to the first picture, inside the house. Point to the window and say: Look, it's raining. Put the stick puppet of Flo inside. Point to the window and say: Look! Flo is inside, because it's raining... Point to the window in your classroom and ask: Is it raining?

Ask three children to come to the board and hand each one a pop-out with the names of the clothes.

Play Track 1.20. Stop each time after Mum says: Put your... on. The children use the correct pop-out to dress Flo each time.

Put Flo outside the house. Ask: Is it raining, now? SS: No! Say: No, it's sunny now.

Ask another three children to come to the poster. Play Track 1.20 again. The children take off the pop-outs to undress Flo as they listen to the last line of Track 1.20.

*Note on word order: Both Put your (coat) on and Put on your (coat) are acceptable.

Work with the book



Student's Book, page 21, Activity 1

Say: Open your books at page 21.

Play Track 1.20. The children listen and draw the clothes next to Flo.

Check the activity. Hold up your book, point to the empty frame next to picture 1 and ask: What did you draw here? Repeat with the other pictures.

Transcript



Track 1.20 Activity

See page 97.

Optional Activity Book exercises

See page 97.

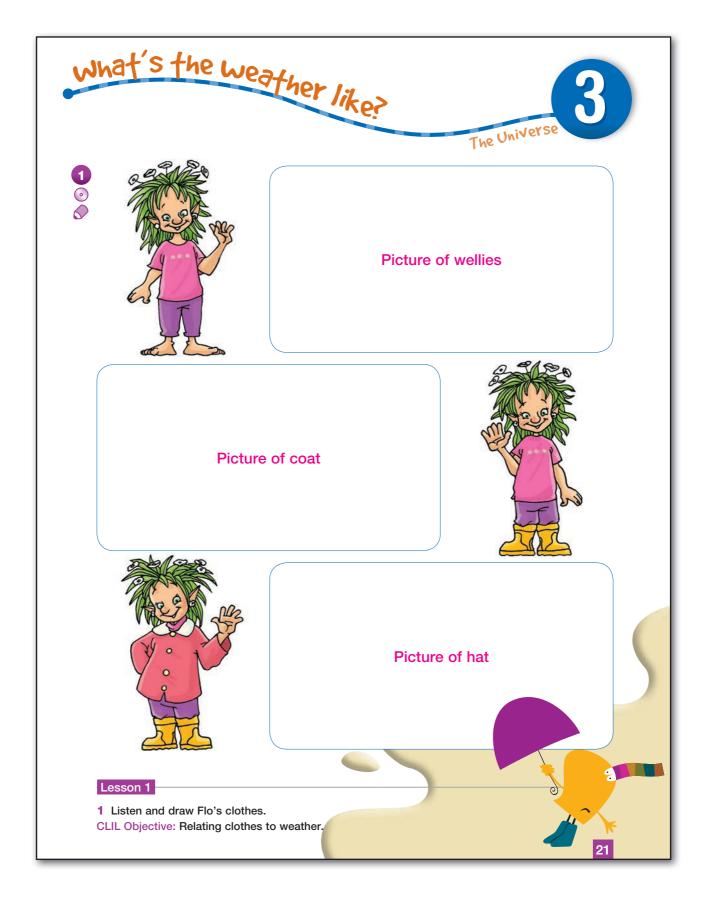
Practice

Continuous assessment

Children can differentiate between put on and take off.

Play a miming game. Say: Put your hat on! Put your wellies on! Put your coat on! Take your hat off! Take your wellies off! Take your coat off! The children mime the actions.

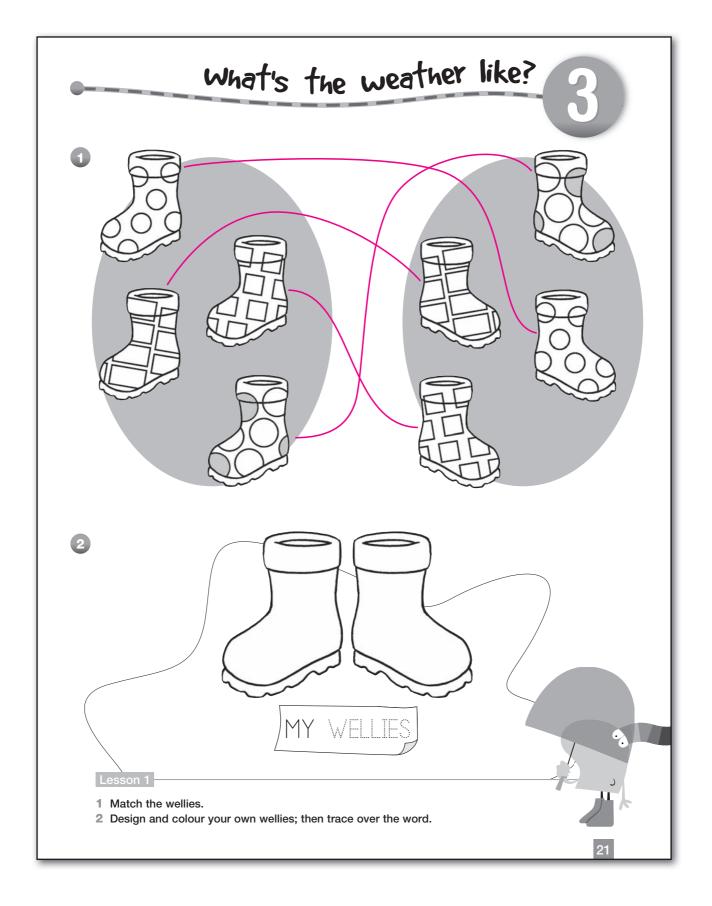
Collect the children's books and correct their work.







Remind children of the importance of protecting themselves with adequate clothing when it is raining. They should always ask an adult for advice on what to wear.





Children have to look carefully at the shapes on the wellington boots in order to find the matching pairs.



This activity gives children a chance to demonstrate their sense of creativity by using their artistic ability to decorate the boots.

Page 21, Activity 1

Say: Open your Activity Books at page 21. Look at Activity 1.

The children match the pairs of wellington boots.

Page 21, Activity 2

Say: Now look at Activity 2.

The children decorate and colour the wellington boots.

Then, they trace over the word.



Let's play!

Who says?

Play this game in small groups. Make four groups and give a stick puppet to each group. This game is similar to Simon says..., but in this case, the children use the name of the stick puppet. For example, (Flo) says, "Sit down". The children in each group takes turns to hold the stick puppet.

Resources

Multi-ROM Unit 3, Song

Transcript



Track 1.20 Activity

Flo: Mum! I'm going outside to play.

Mum: It's raining. Put your wellies on.

Flo: OK. Bye, Mum!

Mum: Wait! It's raining! Put your coat on.

Flo: OK. Bye, Mum!

Mum: Wait! It's raining! Put your hat on.

Flo: OK. Bye, Mum!

Flo: Phew! It isn't raining now. It's sunny.

Mum: Take your wellies off! Take your coat off! Take your

hat off!

CLIL Objective

Recognising the effects of the weather.

Curricular link: Science

Language Objectives

Vocabulary: weather (sunny, windy, raining, snowing)

Structures: What's the weather like today?

It's (raining). It isn't (sunny).

Resources: CD; poster (side A), flashcards (sunny,

raining, snowing, windy)

WEATHER CONDITIONS AND NOISES

Presentation





Say: Today we are going to learn about the weather. Point to the pictures at the bottom of the poster and say: Look! It's sunny. It's windy. It's snowing. It's raining. Explain to the children that they are going to listen to some sounds and associate them with the weather conditions. Play Track 1.21. Stop after the first sound and ask: What's the weather like? Is it raining? No! Ask a volunteer to come to the board in order to point to the correct picture. Repeat with the other pictures and sounds.

Work with the book



Student's Book, page 22, Activity 2

Say: Open your books at page 22.

Hold up your book and point to the first picture. Ask: What's the weather like? It's sunny! Repeat with the other pictures.

Play Track 1.22. Tell the children to listen and join in as much as possible.

Play Track 1.22 again. The children listen and number the pictures in the right order.

Check the activity by showing the flashcards in the same order as they appear in the recording.

Ask: What's the weather like today? The children answer using the rhyme from the recording.

Transcripts



Track 1.21 Activity

See page 101.



Track 1.22 Activity

See page 101.

Optional Activity Book exercises

See page 101.

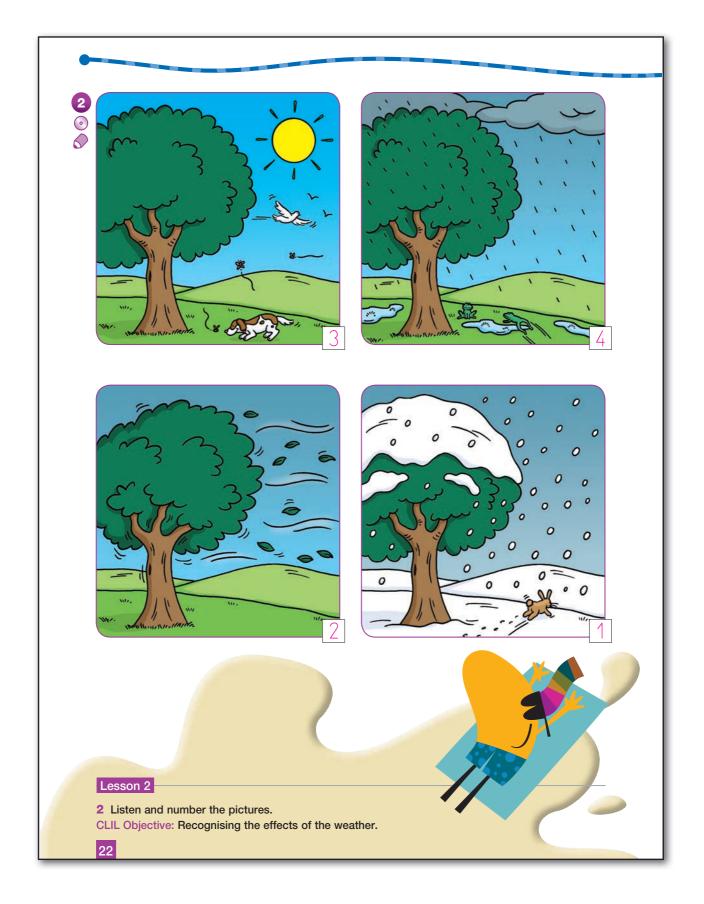
Practice

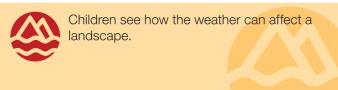


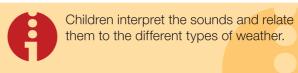
Point to the pictures on side A of the poster and ask the children to mime with you. Mime the movements which go with the weather conditions. For example, shiver and blow on your hands, cover you head from the rain, mime being blown by the wind, wipe your hand across your brow and mime being hot.

Ask the children to take it in turns to mime for the rest of the class and ask: What's the weather like today? The other children respond with the rhyme: It's (sunny)! It's (sunny)! It's (sunny) today!

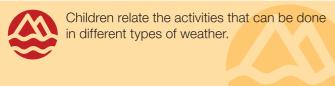
Collect the children's books and correct their work.

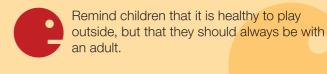












Page 22, Activity 3

Say: Open your Activity Books at page 22. Look at Activity 3.

Tell the children to look at the pictures. Point to the first picture and read the sentence. Say: *But where's the rain?* Tell the children to complete the picture. Do the same with the other pictures *(Where is the sun ...?).* The children trace over the words.



Let's play!

Odd one out

Place five flashcards on the board: four of the flashcards from the same semantic field, and one other flashcard from a different semantic field. Tell the children to identify the flashcard that does not belong to the main group. Repeat the game with other flashcards.

Transcript



Track 1.21 Activity

- 1 (birds singing, insects)
- 2 (rain, thunder)
- **3** (wind, door banging)
- **4** (footsteps in the snow)



Track 1.22 Activity

1

Narrator: What's the weather like today?
Flo: It's snowing! It's snowing! It's snowing!

2

Narrator: What's the weather like today? **Flo:** It's windy! It's windy! It's windy today!

3

Narrator: What's the weather like today? Flo: It's sunny! It's sunny! It's sunny! oday!

4

Narrator: What's the weather like today? **Flo:** It's raining! It's raining! It's raining!

Resources

Multi-ROM

Unit 3, Activity 3



CLIL Objective

Connecting the weather and activities.

Curricular link: Science; Music

Language Objectives

Vocabulary: inside, outside

Structures: What's the weather like today? Come

outside/inside to play.

Resources: CD; poster (side A); student's pop-outs 1 (kite, snowman, board game, skipping), flashcards

(sunny, raining, snowing, windy)

WEATHER AND ACTIVITIES

Presentation





Point to the pictures at the bottom of side A of the poster. Ask: What's the weather like today? It's (sunny)! Repeat for the other pictures.

Say: Let's sing a song about the weather.

Play Track 1.23. Point to the pictures as they are mentioned in the song.

Put the weather flashcards in different places around the classroom. Ask four children to go to the corresponding flashcards as the children hear them on Track 1.23. Play Track 1.23 again. The children sing the song and point to the flashcards.

Work with the book



Student's Book, page 23, Activity 3

Say: Open your books at page 23. Look at Activity 3. Tell the children to find their student's pop-outs 1 for Unit 3. Ask them to identify the characters in the pop-outs.

Play Track 1.23 again. Stop after the first verse and ask: Which picture is it? (picture 4). Tell the children to find the pop-out for picture 4. Repeat with the other verses and pop-outs.

The children glue their pop-outs in place.

Transcript



Track 1.23 The weather song

See page 105.

Optional Activity Book exercises

See page 105.

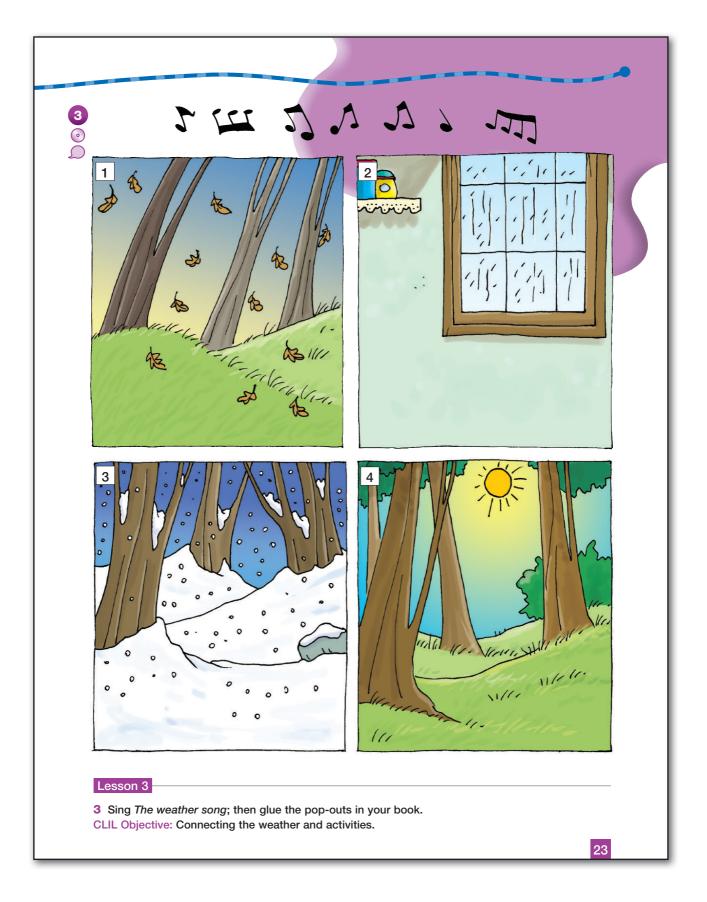
Practice

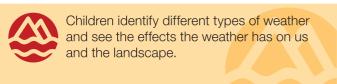
Continuous assessment

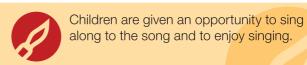
Children can name and distinguish four differnet types of weather.

Draw a chalk line on the floor, dividing the class in two halves. Write the word outside on one half and inside on the other half, and remind the children of their meaning. Tell the children to ask you: What's the weather like today? Give different answers (It's raining, etc.). The children run to one side or the other depending on the weather. Use the flashcards as a guide.

Collect the children's books and correct their work.















1 IT'S SNOWING. FLO AND SMILEY ARE

Drawing of snowman







2 IT'S SUNNY. STRETCH AND DOTTY ARE

Drawing of skipping rope







3 IT'S WINDY. STRETCH AND FLO ARE

Drawing of kite







4 IT'S RAINING. SMILEY AND DOTTY ARE

Drawing of board game

Lesson 3

4 Draw pictures to complete the picture sentences; then read them out loud.

23



Remind children that it is good to play together and to invite other children to join in. They should always make sure that no one is left out.



It is healthy to play outside, weather permitting, but children should always be close to an adult and should never go out without letting their parents know.

Page 23, Activity 4

Say: Open your Activity Books at page 23. Look at Activity 4.

Draw a snowman, a kite, a board game and a skipping rope on the board. Elicit the following words: *inside* and *outside*. The children draw the objects that correspond to each sentence. Read out the sentences. *It's* snowing. Flo and Smiley are (outside).



Let's play!

Charades

Mime a word or an action. The children have to guess what the word or action is. The child who guesses correctly, can mime the following word or action. Repeat several times.

Transcript



Track 1.23 The weather song

It's sunny outside. It's sunny today.
Come on, Flo! Come outside to play.
It's windy outside. It's windy today.
Come on, Flo! Come outside to play.
It's snowing outside. It's snowing today.
Come on, Flo! Come outside to play.
It's raining outside. It's raining today.
Come on, everyone! Come inside to play.

Resources

Teacher's Resource Book

Extension worksheet 1, page 27

Sparks DVD

Unit 3, The weather song







The characters from the story show that they are capable of laughing at themselves and they do not get upset when someone else corrects them. Explain that this is a healthy attitude to have.



In order to facilitate understanding, children should listen carefully to the story and keep as quiet as possible.





Remind children that it is important to pay careful attention to the pronunciation of words by the teacher and the speakers on the audio CD. This will help them differentiate between the sounds and gain confidence.



Explain the importance of cooperating and working in a team in order to act out the story.

Literacy: predicting events in a story.

Curricular link: Literacy; Science

Language Objectives

Story language: footprint, snow monster, wellies,

snow, forest, follow

Join-in language: Round and round the rock I/we

go, walking in wellies in the snow

Resources: CD; poster (side B); poster pop-outs (Stretch, Smiley, Flo, two sets of Stretch's footprints, one set of Smiley's footprints, thought bubble with snow

monster)

Transcript



Track 1.24

Story: Wellies in the snow

See page 111.

Optional Activity Book exercises

See page 111.



Story: Wellies in the snow

Presentation





Say: It's story time!

Show the children the poster. Ask: What's the weather like today? It's snowing. Hold up the poster pop-outs of Stretch, Smiley and Flo? Ask questions: Has (Stretch) got (wellies) on? Has (Flo) got a (hat) on?

Say: Let's listen to the story.

Play Track 1.24. Act out the story using the pop-outs and the poster. Hold up the pop-outs as they are named and place them on the poster. Each time the characters mention walking in the snow, place a set of footprints on the snow. Add mime and facial gestures to support meaning.

Ask four children to come to the poster and give them each a pop-out. Play Track 1.24 again. Children act out the story using the pop-outs.

Encourage all the children to join in.

Work with the book



Student's Book, pages 24 and 25, Activity 4

Say: Open your books at pages 24 and 25.

Play Track 1.24 again. Children look at the pictures. Stop the recording at random and ask the children to supply the next line.

Show the children the poster pop-outs. Ask: Who's this? What's this?

Each time the children hear the rhyme (Round and round the rock I go...) they stand up and walk around their desks.

Develop the story



Divide the class into groups of three. Assign a child to be Stretch in each group, another to be Smiley, and another to be Flo.

Play Track 1.24. Children raise a hand when they hear their part of the story.

Play Track 1.24 again. Children join in with their lines. Encourage them to add facial gestures by modelling suitable expressions.

Literacy: phonics /r/ (rain, rock, run) y /w/ (wind, wellies,

Curricular link: Literacy

Join-in language: Round and round the rock I/we go, walking in wellies in the snow Resources: CD; poster (side B); poster pop-outs (Stretch, Smiley, Flo, footprints, snow monster thought bubble)

Ask for volunteers to list the items starting with /w/. Ask the children if they can think of any more words in

Children circle the pictures with /r/ as an initial sound in one colour and with /w/ as an initial sound in another

Ask for volunteers to list the items starting with /r/.

English that start with /r/ or /w/.

Phonics

Retell the story





Show the children the poster and ask: Do you remember the story?

Ask questions about the poster pop-outs to help children recall the story. You can also use the story cards and ask children to order the story cards according to the story. Ask: Are these the monster's footprints? SS: No. T: Whose footprints are they? SS: Stretch and Smiley's.

Play Track 1.24. Children listen to the story.

Play Track 1.24 again. Children join in with: Round and round the rock I go, walking in wellies in the snow.

Work with the book n



Student's Book, page 25, Activity 5

Clap your hands to ensure that children are watching you. Write the letter *r* several times on the board.

Point to each letter as you say: rrrrain. Repeat several times. Articulate the /r/ sound very clearly. Ensure the children realise that this sound in English is not made using the tongue.

Children repeat: r r r r rain.

Repeat with the items from the activity that begin with r (rain, rock, run).

Write the letter w several times on the board.

Point to each letter as you say: w w w w wind. Repeat several times. Articulate the /w/ sound very clearly by pushing your lips together and outwards and opening them to form the sound. It is important that the children realise that this sound in English is not made from the back of the throat.

Children repeat: w w w w wind.

Repeat with the items from the activity that begin with w (wellies, wind, walk)

Children look at Activity 5 on page 25.

Play Track 1.25. Children listen and point to the pictures in the right-hand column.

Play Track 1.25 again. Children listen and repeat the key



sounds and words.



Track 1.25 Phonics

See page 113.

Optional Activity Book exercises

See page 113.

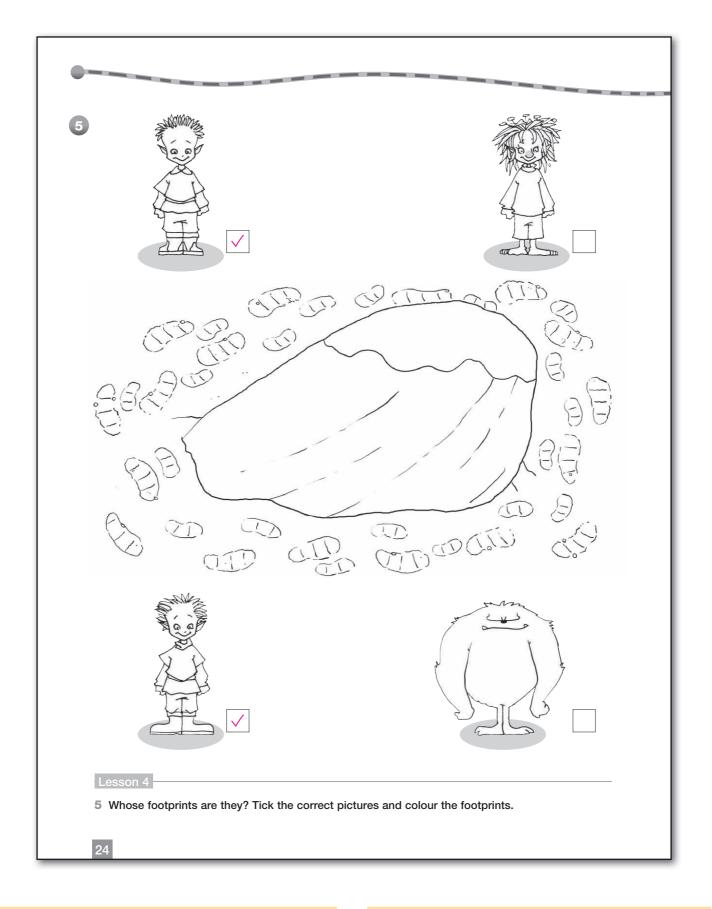
Act out the story



Divide the class into groups of three. Assign a character to each child.

Play Track 1.24 again. Children join in with their lines. Ask groups to come to the front of the classroom and act out the story. Use the recording when necessary.

Collect the children's books and correct their work.





Children have to interpret information in the story in order to find the solution to the activity.



This activity gives children a chance to think about the characteristics of snow and the things you can do with it.

Page 24, Activity 5

Say: Open your Activity Books at page 24. Look at Activity 5.

Point to the pictures of the footprints and ask: Are they Flo's footprints? SS: No! Are they the monster's footprints? SS: No! Are they Stretch and Smiley's footprints? SS: Yes!

The children tick the boxes next to Smiley and Stretch. Then, they colour the footprints the same colour as Smiley and Stretch's wellington boots in the story.



Let's play!

It's mine

Tell the children to choose a key vocabulary pop-out. Call out the name of one of the pop-outs. Tell the children who have this pop-out to stand up, to show it and to name it. Continue playing until all the chilren's pop-outs have been called out.

Resources



Unit 3, Story

Teacher's Resource Book

Unit 3, DVD worksheet, page 11

Sparks DVD

Unit 3, Real kids

Transcript



Track 1.24
Story: Wellies in the snow

Picture 1

Narrator: It's snowing today. Stretch is going for a walk. **Stretch:** I love walking in my wellies in the snow!

Picture 2

Stretch: Look! A footprint! It's a snow monster!

Picture 3

Stretch: I'm going to follow the snow monster! Round and round the rock I go, walking in wellies in the snow.

Picture 4

Stretch: Hello, Smiley! Look at that footprint! It's a snow

monster! I'm following it.

Smiley: Can I come too?

Stretch: OK.

Picture 5

S&S: Round and round the rock we go, walking in wellies in the snow.

Picture 6

Stretch: Oh, no! Now there are two snow monsters! **Smilev:** I'm scared!

Picture 7

Stretch: Run, Flo! There are snow monsters in the forest. **Smiley:** Look at the footprints!

Picture 8

Flo: Those are your footprints, you silly things! There aren't any snow monsters in the forest!







The children have to find letters in magazines and newspapers. They can find these in headlines, adverts or in the text.



Explain the importance of cutting and sticking things carefully in order to create a neat piece of work.

Page 25, Activity 6

Say: Open your Activity Books at page 25. Look at Activity 6.

Write the letters r and w on the board.

Tell the children to choose a colour for each letter. The children colour all the objects whose names start with r in one colour and all the objects whose names start with w in another colour.

Page 25, Activity 7

Material: magazines.

Say: Now look at Activity 7.

Hand out the magazines. Tell the children to find the letters r and w in the text and to cut them out and to stick them in the frame.



Let's play!

Names

Pronounce a sound out loud. Tell the children to call out names that start with that sound. Repeat several times with different sounds.

Resources

Multi-ROM

Unit 3, Phonics

Teacher's Resource Book

Unit 3, Ready to read worksheet, page 55

Transcript



Track 1.25 Phonics

rrrrain rrrrock rrrrun w w w w wind w w w w wellies w w w w walk



Associating weather conditions with clothes.

Curricular link: Science

Language Objectives

Vocabulary: coat, hat, wellies, scarf, gloves, sunny,

windy, raining, snowing

Structures: I'm hot. I'm cold. Take off your (coat)

Resources: CD; poster (side A); poster pop-outs (coat, hat, wellies, scarf, gloves); student's pop-outs 2 (coat, hat, wellies, scarf, gloves); Flo stick puppet, flashcards (coat, hat, wellies, scarf, gloves)

WEATHER AND CLOTHES

Presentation





Point to side A of the poster. Use the pop-outs to dress and undress the stick puppet of Flo. Start by putting all Flo's outdoor clothes on (coat, hat, wellies, scarf, gloves). Name the items as you dress Flo.

Play Track 1.26. Remove the clothes as you hear them mentioned. Then dress Flo again as you hear the clothes mentioned on the CD.

Ask five children to come to the poster. Give each one a cut-out and tell them to undress and dress Flo.

Play Track 1.26 again. The children join in with I'm hot/ cold and undress and dress Flo as they hear the clothes mentioned. The rest of the class join in with the instructions Take off/Put on your (coat), Flo!

Work with the book

Student's Book, page 26, Activity 6

Say: Open your books at page 26. Look at the picture on the left. Is it (raining)? SS: No, it isn't. T: Look at the picture on the right. Is it snowing? SS: Yes, it is.

Use gestures to explain I'm hot/cold.

Tell the children to find pop-outs 2 for Unit 3. Hold up the flashcards one at a time and ask them to name the objects: coat, hat, wellies, scarf, gloves

Hold up your book and say: Brrr! I'm cold. Which picture is it? Picture 2

The children dress the boy using the pop-outs.

The children trace over the words hot and cold.

Transcript



Track 1.26 Activity

See page 117.

Optional Activity Book

See page 117.

exercises

Practice

Continuous assessment

Children can differentiate between hot and cold and can name five items of clothing for cold weather.

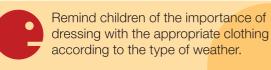
Divide the class into five groups. Give each group a poster flashcard.

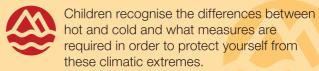
Say: Phew! I'm hot! Point to group 1 and ask them to tell you what to do: G1: Take off your (hat), (Ana)! Mime taking off your hat. Then say: I'm still hot! Point to another group and repeat until all the groups have spoken. Then start again with group 1 and say: Brrr! Now, I'm cold! G1: Put on your (hat), (Ana). And so on.

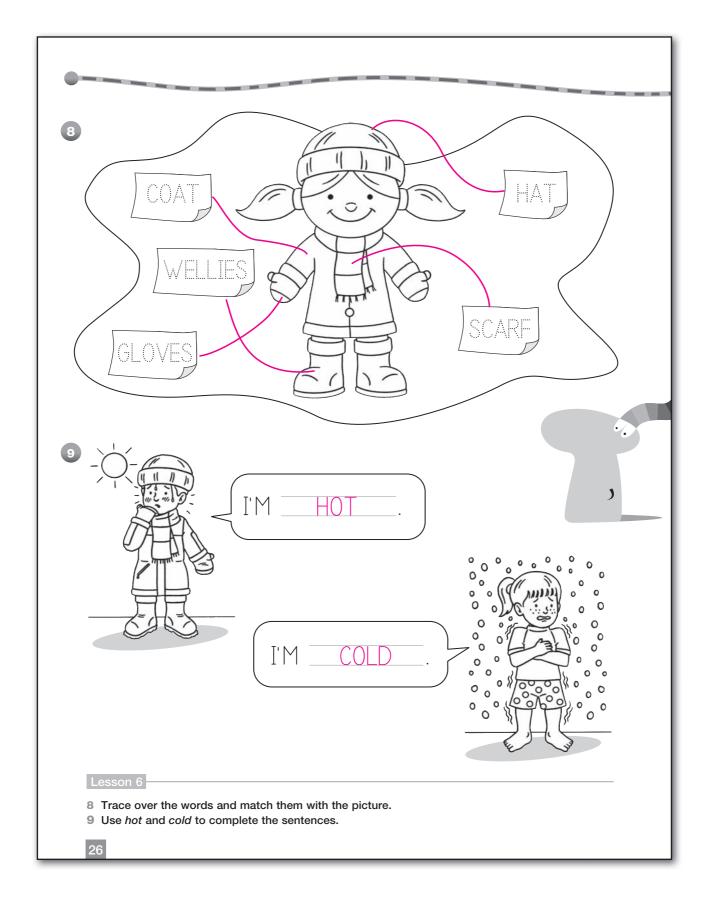
Collect the children's books and correct their work.













Remind children that it is best to think about the answers carefully before drawing the lines or tracing over the words.

Page 26, Activity 8

Say: Open your Activity Books at page 26. Look at Activity 8.

Tell the children to trace over the words and to match them with the pictures of the clothing.

Page 26, Activity 9

Say: Now look at Activity 9.

Hold up the book, point to the picture of the boy and ask: *Is he hot or cold?* SS: *Hot!* Repeat with the other picture. The children complete the sentence with *hot* or *cold*.



Let's play!

Pictionary

Divide the class into groups of six. Choose flashcards of words from this unit or previous ones. Put the flashcards in a bag. Ask a chid from one of the groups to take out a flashcard and to draw a picture of it on the board. This child's group has to guess the word within a minute. If the group guesses correctly, they get two points. If they do not guess correctly, the other group can guess the word. Continue playing until all the flashcards have been taken out of the bag.

Transcript



Track 1.26 Activity

Flo: Phew! I'm hot!

Children: Take off your coat, Flo! Take off your coat.

Flo: I'm still hot!

Children: Take off your hat, Flo! Take off your hat.

Flo: I'm still hot!

Children: Take off your wellies, Flo! Take off your wellies.

Flo: I'm still hot!

Children: Take off your scarf, Flo! Take off your scarf.

Flo: I'm still hot!

Children: Take off your gloves, Flo! Take off your gloves.

Flo: Brr, now I'm cold!

Children: Put on your coat, Flo! Put on your coat.

Flo: I'm still cold!

Children: Put on your hat, Flo! Put on your hat.

Flo: I'm still cold!

Children: Put on your wellies, Flo! Put on your wellies.

Flo: I'm still cold!

Children: Put on your scarf, Flo! Put on your scarf.

Flo: I'm still cold!

Children: Put on your gloves, Flo! Put on your gloves.

Flo: That's better! Now, I'm just right!

Resources

Teacher's Resource Book

Extension worksheet 2, page 28

Multi-ROM

Unit 3, Activity 1



Making windmills and recognising that the wind moves objects.

Project: Make a windmill.

Curricular link: Art; Science

Language Objectives

Vocabulary: windmill

Structures: Is it windy? Yes, it is. / No, it isn't.

Material: card, crayons, drawing pins, a pencil,

scissors, a stapler

Preparation: Make a windmill to show the class.

BUSY HANDS: A WINDMILL

Present the project

Say: Today we are going to make something. We are going to make a windmill.

Hold up the windmill you have already made and show it to the class.

Say: It isn't windy now. Look at the windmill.

Then blow on the side of the windmill to make the blades turn and say: It's windy now. Look at the windmill. It turns. Do a quick experiment. Tell the children to place the following objects on their tables: a small piece of paper, a pencil, a rubber and a book. Tell them to blow on the objects. Which ones move?

Work with the book

Student's Book, page 27, Activity 7

Children look at page 27 of their Student's Books. Read the title of the project out loud: *Make a windmill*. Point to the pictures of the materials and say: *This is what we need*. Ask children to identify the pictures. Point to the stages one by one and explain using the

materials you have brought to class to clarify meaning. Hand out the materials, except for the drawing pins. Follow the stages to make the windmill and get the children to copy each stage. Colour each side of the card a different colour.

Draw diagonal lines across the card.

Cut half way along the lines towards the centre of the card. Bring four points to the centre and staple them.

Help the children to stick the windmill onto the pencil using a drawing pin.

Student's Book, page 27, Activity 8

Say: Now look at Activity 8.

Say: *Play with a friend.* Take the children outside. Tell them to walk around the playground and to watch their windmills.

They ask one another: Is it windy?



Optional Activity Book exercises

See page 121.

Display the project

Collect the finished windmills and display them on a table. Encourage children to come to the front in order to look at each other's work.

Ask the children to identify their own windmills by the colours: *My windmill is (blue) and (green).*

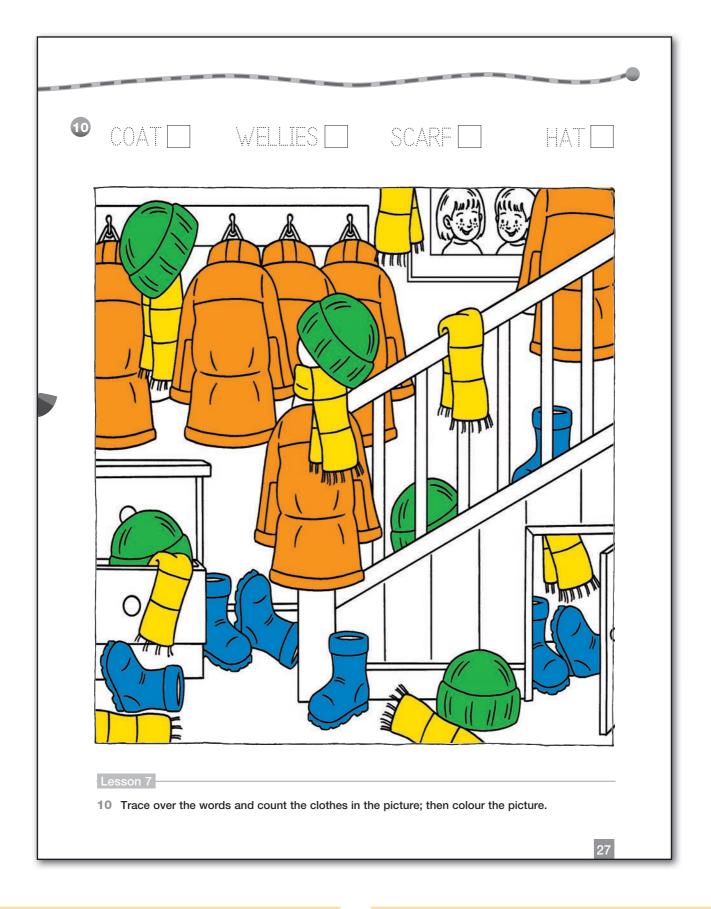




The children can decorate their windmills as they like, using their imagination and creativity. They have to be very careful when cutting the card.



Explain that wind is a natural force and that it can move things and can be useful to humans. For example, it is often used to generate electricity.





The children are going to count objects that are used on a daily basis. They write the number of the objects in the boxes at the top.



This activity gives children a chance to express themeslves artistically by colouring with their own colours and working with the combinations of colours that they like.

Page 27, Activity 10

Say: Open your Activity Books at page 27. Look at Activity 10.

Point to the words and tell the children to trace over them. Ask a few volunteers to read out the words. Tell them to find and count each item of clothing in the picture and to write the totals in the boxes. Tell the children to colour the picture.



Let's play!

Jump

Tell the children to stand up. Take a group of flashcards and call out the name of one of them. Then, show the flashcards one by one. When the children see the flashcard that you have called out, they have to jump. Repeat several times calling out the names of different flashcards.

Resources



Teacher's Resource Book

Unit 3, Ready to write worksheet, page 97

Multi-ROM

Unit 3, Activity 2

Objective

Summary: Assessent Curricular link: Science

Language Objectives

All the language for Unit 3

Resources: flashcards (sunny, raining, snowing, windy, coat, hat, wellies, scarf, gloves); stickers (coat, hat, wellies, scarf, gloves)

BUSY MINDS

Let's remember!



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

Say: Do you remember The weather song? Play Track 1.23, sing the song and ask the children to join in. Prompt them by holding up the flashcards of the weather.

Hold up the flashcards of the clothes. Hold up a flashcard and say: What's this? / What are these? SS: (Wellies)! Say: That's right! Put your (wellies) on! Take your (wellies) off! Practise with all the clothes.

Work with the book

Student's Book, page 28, Activity 9

Children open their books at page 28. Show the children the stickers in the middle of the Student's Book. Children find and place the stickers for Unit 3. Then they trace over the words.

Check the activity by asking the children to name the stickers they have placed.

Student's Book, page 28, Activity 10

Point to the pictures and say: We are going to match the pictures and the sentences.

Point to the first picture and ask: What's the weather like? SS: It's windy. Ask a volunteer to find and read the sentence. Hold up your book and trace a line with your finger from the picture to the sentence.

Repeat with the other pictures and sentences.

The children draw the lines.

Walk around checking and correcting as they work.

Transcript



Track 1.23 The weather song

See page 105.

Optional Activity Book exercises

See page 125.



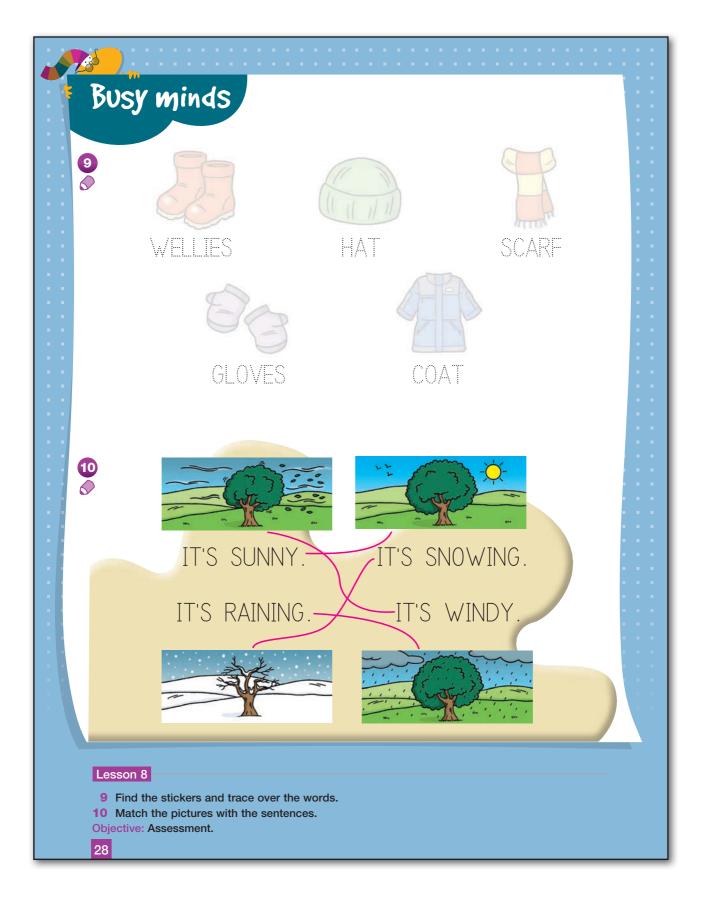
Draw the following on the board: the sun, a rain cloud, a tree in the wind and a snowman. Ask volunteers to come to the board in order to describe the weather in each picture.

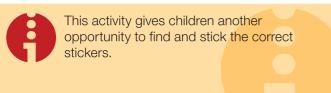
Point to the first child in the front row and say: It's hot! Take your hat off! He/She mimes the action and then gives instructions to the next child. Continue in a chain around the classroom.

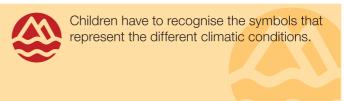
Then say: It's cold! Put your hat on! The first child mimes the action and then gives instructions to the next child.

Collect the children's books and correct their work.













The children do the activity individually. They should work in silence and remain quiet even when they have finished, so they don't disturb others.



Children should look over completed exercises in order to check for mistakes and to evaluate their work. This is an important skill to develop.

Page 28, Activity 11

Say: Open your Activity Books at page 28. Look at Activity 11.

Point to the first sentence and read it out aloud. Ask a few volunteers to read the other sentences. The children draw a picture of the weather that corresponds to each sentence.

Page 28, Activity 12

Say: Now look at Activity 12.

Read out the first speech bubble. Ask a volunteer to read the second speech bubble. The children match the speech bubbles to the corresponding pictures.

Page 28, Activity 13

Say: Now look at Activity 13.

Tell the children to colour the letters using two different colours. The children match the letters to the correct pictures and colour them correspondingly.



Let's play!

Songs

Use the stick puppets to sing along to songs that the children have learnt from previous units.

Resources

Multi-ROM

Unit 3, Activity 4

Teacher's Resource Book

Unit 3, Test, pages 73 and 74



See transcript Track 1.27

Transcript



Track 1.27 Unit 3 Test. Activity 1

Listen and match the people to the pictures.

What's the weather like, Flo? It's snowing!

What's the weather like, Smiley?

It's raining!

What's the weather like, Stretch?

It's sunny!

What's the weather like, Dotty? It's windy!

ASSESSMENT CRITERIA

Content objectives

Children can recognise and distinguish between different climatic conditions. They can describe the clothing they need for each type of weather.

Language objectives

Children can name four types of weather and five types of clothing that they have to wear.

Community

CLIL Objective

Identifying rooms in a house.

Curricular link: Social Science; Maths

Language Objectives

Vocabulary: bathroom, bedroom, kitchen, living room **Structures:** : Is she in the...? Yes, she is. / No, she

isn't. Where's Flo? ... in the (kitchen)

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

shutters, Flo)

AT HOME WITH MY FAMILY

Presentation





Show the children the poster, Sav: This is Flo's house. Point to the windows one by one, name the rooms. As you say: This is the (bedroom), cover the window with a popout of a shutter.

Take the pop-outs off and repeat the process. This time place Flo behind one of the pop-outs. Don't let the children see where you are placing her.

Ask: Where's Flo? Point to one of the rooms and ask: Is she in the (bedroom)? Remove the pop-out of the shutter. Repeat the procedure leaving the room where you have placed Flo to the last.

Place Flo behind the pop-out in the bedroom.

Play Track 1.28 and remove the pop-outs each time Flo's dad cannot find her.

Ask three children to come to the front. Play Track 1.28 again. Children remove the pop-outs as they listen. Repeat with three different children. This time encourage the children to join in. (The key language is highlighted in the transcript.)

Work with the book n





Student's Book, page 29, Activity 1

Say: Open your books at page 29.

Play Track 1.29. Children listen and follow Flo around the house using the sound effects to decide which room

Stop the recording after each room and ask questions to prompt the children. Say: Is she in the bathroom? SS: No! T: Is she in the kitchen? SS: Yes!

Play Track 1.29 again. Children listen and number the

Check the activity. Ask a volunteer to come to the poster in order to point to the rooms in the correct order.





Track 1.28 Activity

See page 129.



Track 1.29 Activity

See page 129.

Optional Activity Book exercises

See page 129.

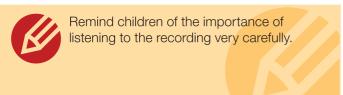
Practice

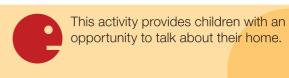
Divide the class into four groups and assign a room to each group: bedroom, bathroom, living room and kitchen. Hand a child the pop-out of Flo. Turn your back on the class and tell the children to pass Flo around very quickly. Say: Stop! Turn around and guess which room Flo is in. Ask: Is she in the (bathroom)? SS: No/Yes! Repeat several times.

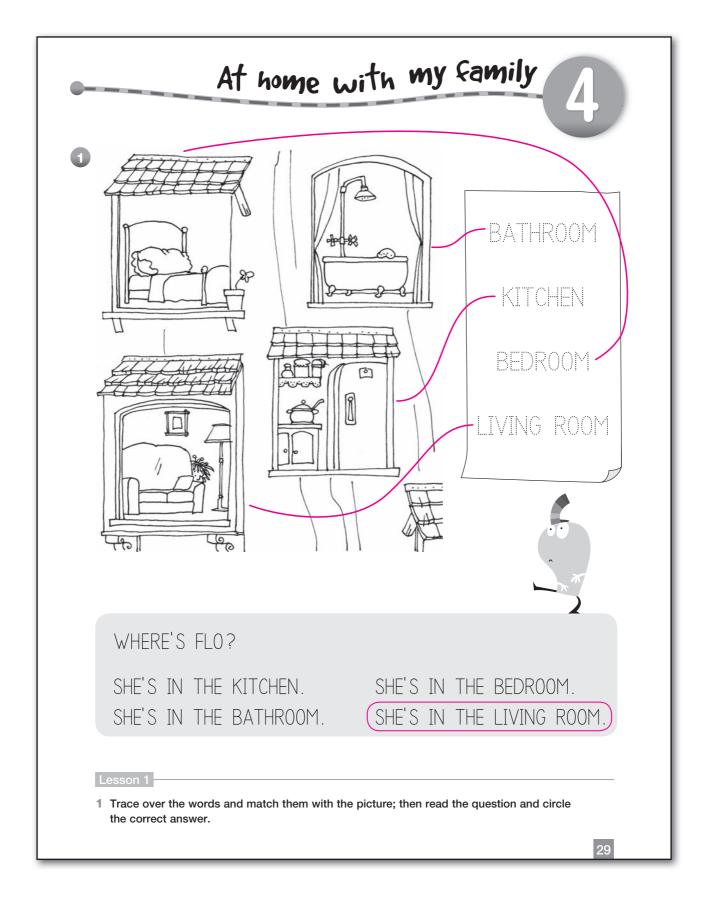
Ask volunteers to come and take on the role of the teacher.

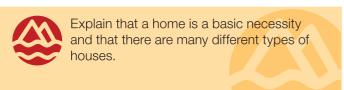
Collect the children's books and correct their work.













Children have to read the sentences. Explain that it's normal that some people find it harder than others because everyone learns at different speeds.

UNIT 4 LESSON 1 OPTIONS

Activity Book

Page 29, Activity 1

Say: Open your Activity Books at page 29. Look at Activity 1.

Tell the children to trace over the words in the righthand column.

Ask for a few volunteers to read out the words. Tell the children to match the words to the pictures. Read the question out loud: *Where's Flo?*

Then, read the answers and ask whether they are correct or not. Say: *She's in the kitchen. Is that right?* SS: *No!*

Repeat with the other answers.

The children circle the correct answer.



Let's play!

Puppet game

New words

Use the puppets to present new words or structures. Take advantage of the opportunity to practise the pronunciation, too.

Recursos

Multi-ROM

Unit 4, Song

Multi-ROM

Unit 4, Activity 3



Transcripts



Track 1.28 Activity

Dad: Flo! Flo! Where is she? **Mum:** Is she in the <u>kitchen</u>?

Dad: No, she isn't. Flo! Flo! Where is she?

Mum: Is she in the <u>bathroom</u>?

Dad: No, she isn't. Flo! Flo! Where is she?

Mum: *Is she in the living room?*

Dad: No. she isn't. Flo! Flo! Where is she?

Mum: Is she in her <u>bedroom</u>?

Dad: Yes, she is! Flo: Hello, Dad!



Track 1.29 Activity

1

Mum: Where's Flo?

Dad: She's in the kitchen!

2

Mum: Where's Flo?

Dad: She's in the bathroom!

3

Mum: Where's Flo?

Dad: She's in the bedroom!

4

Mum: Where's Flo?

Dad: She's in the living room!

Anticipating difficulties

In this unit, children will be talking about their families, so they will need to learn the words *mum*, *dad*, *brother* and *sister*. It's important to be very flexible and to transmit confidence when discussing this topic and what constitutes a family. For some children, their grandparents or aunts and uncles will be included and their mother and/or father will not; some children will have brothers or sisters and others will not, but they may have cousins who act as surrogate brothers or sisters; some children may have a step-brother or sister, or a step-father or step-mother, etc. When talking about the family, all of this vocabulary should be taught.

Identifying furniture in different rooms.

Curricular link: Maths

Language Objectives

Vocabulary: bedroom, bathroom, kitchen, living room; bed, sofa, bath, cupboard

Structures: Where's my doll? ...on the (bed); under the (table)

Resources: CD; poster (side A); flashcards (bed, sofa, bath, cupboard, bedroom, bathroom, kitchen, living room); stick puppet of Flo

ROOMS AND FURNITURE IN A HOUSE

Presentation





Continuous assessment

Children can recognise and name the rooms in the house.

Say: Today we are going to learn about furniture. Hold up the flashcards and name the furniture and rooms. Hand out the flashcards to the children. Ask the children to come to the poster. Ask: Where's the (sofa)? S1: In the living room. The children place the cards next to the windows in the poster.

Play Track 1.30. Point to the rooms in the house as Flo looks for her doll.

Play Track 1.30 again. Children join in with the chant. Stop after each verse and ask the children to identify the room. Ask: Where's the sofa?

Play Track 1.30 again. Children join in with the words and actions.

Work with the book In



Student's Book, page 30, Activity 2

Say: Open your books at page 30.

Ask: What can you see in the picture? Children call out words.

Play Track 1.30 again. Children listen to the chant and tick the places where Flo looks for her doll.

Check the activity. Ask: Does Flo look on the (sofa)? Then ask: Where's Flo's doll? SS: On the bed!

The children draw Flo's doll on the bed

Transcript



Track 1.30 Chant

See page 133.

Optional Activity Book exercises

See page 133.



Play Where's Flo?

Tell the children to close their eyes.

Hide the pop-out of Flo on or under one of the following: a table, a chair, a shelf or a cupboard. Tell the children to open their eyes. Ask: Where's Flo? Children ask: Is she on (the table)? Children continue asking until someone guesses where she is. Repeat the procedure with one of the children hiding Flo.

Collect the children's books and correct their work.

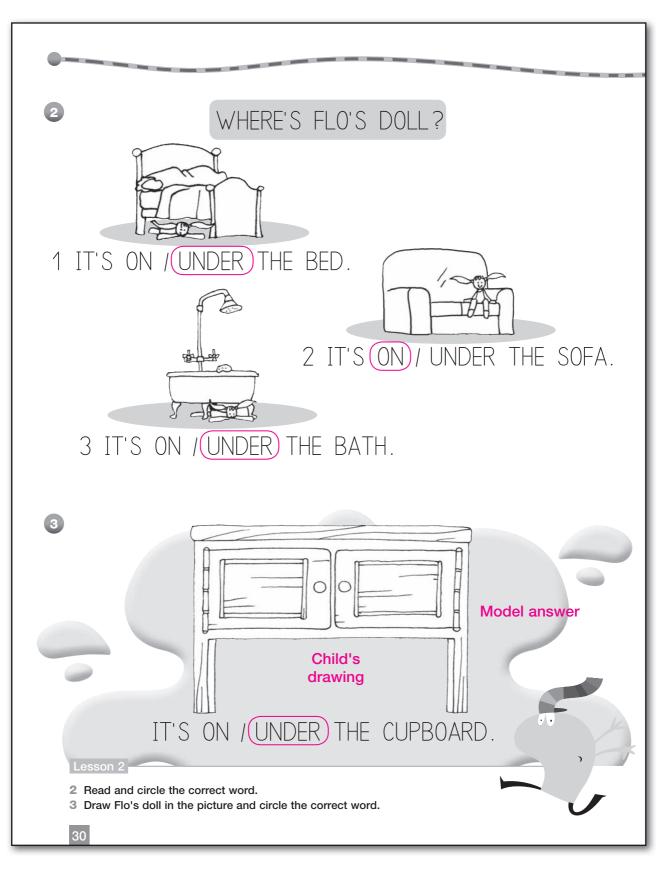
*Note: For the next lesson, the children need to bring in a photo of their family. Tell them to ask their parents for permission to bring the photos to school because they are going to have to cut them up and stick them in their books.

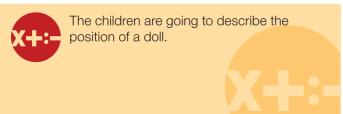


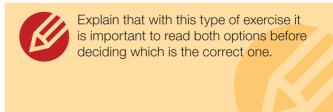


X+:-

The children have to use the words they have learnt in order to describe the position of an object.







Page 30, Activity 2

Demonstrate the difference between *on* and *under* by using classroom objects. Write *on* and *under* on the board. Then, draw a picture of a book on a table, and a book under the table.

Say: Open your Activity Books at page 30. Look at Activity 2.

Tell the children to look at the first picutre and ask: Where's Flo's doll? Is it under the bed? Is it on the bed? Tell the children to circle the corresponding word. Repeat with the other pictures and sentences.

Page 30, Activity 3

Now look at Activity 3.

Tell the children to draw Flo's doll under or on the cupboard and to circle the corresponding word. Ask a few volunteeers to show the rest of the class their pictures and to read out their sentences.

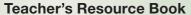


Let's play!

What's different?

Place several flashcards in a row on the board. Tell the children to close their eyes and change the position of two of the flashcards. Tell the children to open their eyes and to say which flashcards are in a different place. Repeat several times using different flashcards.

Recursos



Unit 4, Extension worksheet 1, page 29

Multi-ROM

Unit 4 Activity 1

Transcript



Track 1.30 Chant

I'm looking here, I'm looking there.
I can't find it anywhere!
Where's my doll?
Is it on the sofa?
No, it isn't!

I'm looking here, I'm looking there.
I can't find it anywhere!
Where's my doll?
Is it on the cupboard?
No, it isn't!

I'm looking here, I'm looking there. I can't find it anywhere! Where's my doll? Is it on my bed? Yes, it is!



Recognising that we are part of a family.

Curricular link: Social Science; Art

Language Objectives

Vocabulary: mum, dad, brother, sister

Structures: Who's that? She's my (mum). He's my

(dad)

Resources: CD; poster (side A)

MEMBERS OF A FAMILY

Presentation





Say: Today we are going to learn about the family. Point to the picture of Flo's family on the poster. Point to Flo and ask: Who's that? SS: Flo!

Then point to the other members of the family, one by one, and say: This is Flo's (mum).

Play Track 1.31. Point to the members of Flo's family in time with the song.

Play Track 1.31 again. Tell the children to join in with the song.

Ask volunteers to come to the poster. Play Track 1.31 again. The children point to the members of Flo's family. Ask volunteers to come to the board. Ask: Who's Flo's (mum)? The children identify the people in the picture by pointing at them.

Point to the members of Flo's family and ask: Who's that? SS: Flo's (mum).

Work with the book



Student's Book, page 31, Activity 3

Say: Open your books at page 31. Look at Activity 3. Play Track 1.31. The children listen and choose the correct picture.

Check the activity by asking a child to hold up his/her book and point to the correct picture. Ask: How many people are there in Flo's family?

Tell the children to tick the correct picture and colour it in.

Student's Book, page 31, Activity 4

The children draw a picture of their family.

Transcript



Track 1.31 The family song

See page 137.

Optional Activity Book exercises

See page 137.

Practice

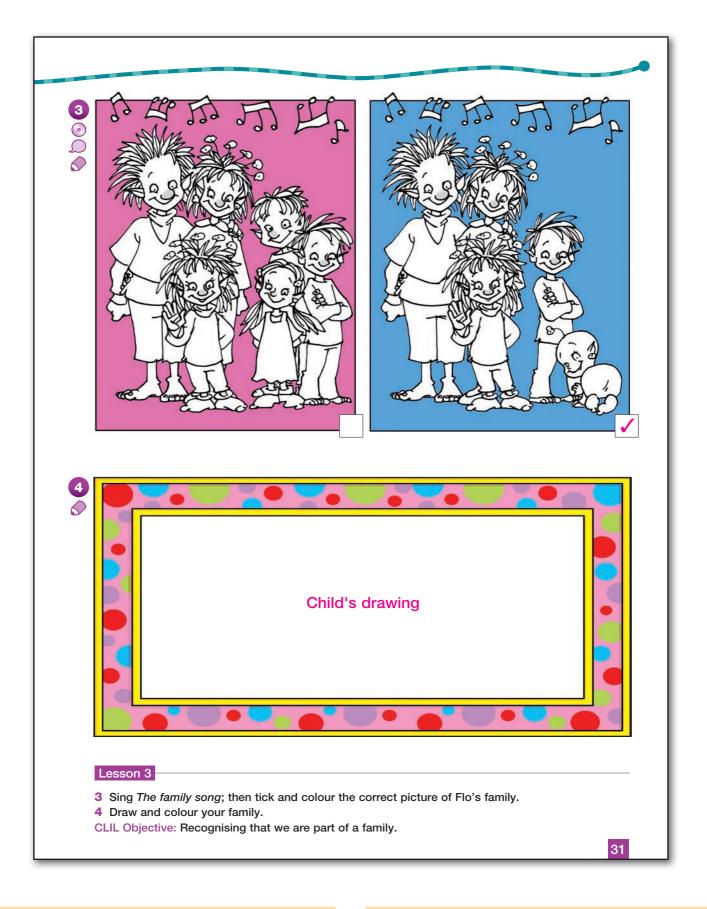
Check that the children have brought in a photo of their family. If anyone has forgotten, they can use the drawing they have done in Activity 4.

Ask volunteers to come to the front of the class. They show their family photos or drawings to the rest of the

You may need to supply vocabulary if the children have included members other than mum, dad, brother and sister. (See Anticipating difficulties, page 129).

Collect the children's books and correct their work.



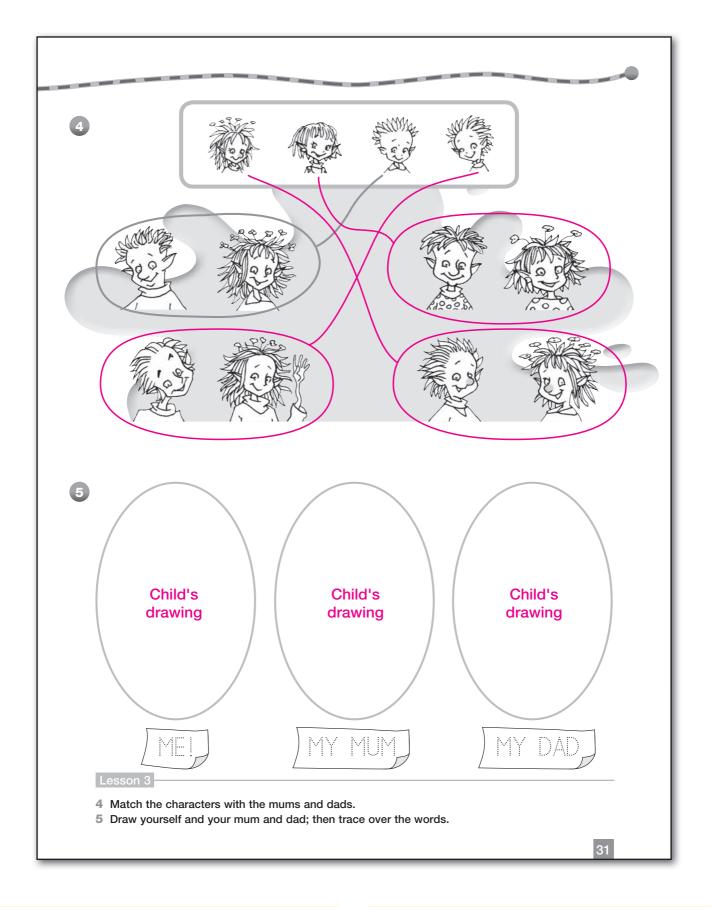




This activity provides children with an opportunity to talk about their families and to think about their loved ones.



Explain that there are several different types of family and we must respect people who have a family situation that is different to our own.





Children study the faces and find similar-looking facial features. Then, they apply this knowledge to their own family by thinking about the features they have in common with their mums, dads, etc.



Children have to think about any distinguishing features that they may have or that any member of their family may have in order to draw the portraits.

Page 31, Activity 4

Say: Open your Activity Books at page 31. Look at Activity 4.

Hold up the book and point to the four characters at the top. Tell the children to identify them. Tell the children to match the characters with the corresponding mums and dads, as in the example. Tell the children to use a different colour for each family.

Activity Book

Page 31, Activity 5

Say: Now look at Activity 5.

Tell the children to draw pictures of themselves. They also draw their mums and dads and trace over the words. Ask a few volunteeers to show their pictures to the rest of the class and to read out the words.



Let's play!

Number race

Divide the board into two parts. Write the numbers from 1 to 10 at random in each part. Divide the class into two teams and assign one half of the board to each team. Give a piece of chalk to one child from each team. Then, say a number out loud and tell the two children to circle the corresponding numbers on the board. The child who does this first gets a point for his/her team. Continue until all the numbers have been circled.

Resources

Multi-ROM

Activity 2

Teacher's Resource Book

Unit 4, Extension worksheet 2, page 30

Sparks DVD

Unit 4, The family song

Transcript



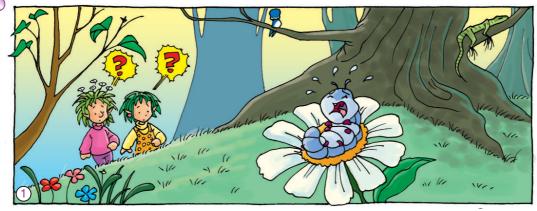
Track 1.31 The family song

Look at me with my family, Everybody's happy! She's my mum. He's my dad. And in the middle that's me! Me!

Look at me with my family, Everybody's happy! She's my sister. He's my brother. And in the middle that's me! Me!















Lesson 4

5 Listen to the story.

CLIL Objective: Literacy: describing characters in a story.

32



Remind children of the way that the characters in the story help someone who is having a bad time. Explain that it is good to show solidarity with the most vulnerable members of society.



This activity acts as an introduction to the life cycle of a butterfly. Children see that the grub does not look like its mother, who is a butterfly.





Remind children that it is important to pay careful attention to the pronunciation of the words by the teacher and the speakers on the audio CD. This will help them differentiate between the two sounds and lose their fear of making mistakes.

Literacy: Describing characters in a story.

Curricular link: Literacy

Language Objectives

Story vocabulary: hairy, long, fat, beautiful, butterfly,

grub, bye-bye, thank you, Where are you?

Join-in vocabulary: Shh, little grub! Please don't cry. Come on! Let's find your mum. Is that your mum? Where? Over there! Oh, where's my mum?

Resources: CD; poster (side B); poster pop-outs (grub crying, grub happy, butterfly, snake, caterpillar, slug)

Story: I CAN'T FIND MY MUM!

Presentation





Say: It's story time!

Show the children the poster. Point to Flo and Dotty and

ask: Who are they?

Hold up the pop-out of the grub crying and say: This is the little grub. He's a baby. He's very sad. He's crying (mime crying).

Hold up the other pop-outs and ask questions to help the children predict the story. Hold up the (snake) and ask: Is this the little grub's mum? SS: No! Repeat with the other pop-outs leaving the butterfly till last. Hold up the butterfly and ask: Is this the little grub's mum? SS: Yes! Say: Wow! Isn't she beautiful!

Say: Let's listen to the story.

Play Track 1.32. Enact the story using the pop-outs and the poster. As the pop-out items are named, hold them up. Point to the characters as they speak. Add mime and facial gestures to support meaning.

Ask six children to come to the poster and give them each a pop-out. Play Track 1.32 again. Children enact the story using the pop-outs. Encourage all the children to join in.

Work with the book



Student's Book, pages 32 and 33, Activity 5

Say: Open your books at page 32 and 33. Look at Activity 5. Play Track 1.32 again. Children look at the pictures.

Afer listening to the recording a few times, stop it at random and ask the children to supply the next line.

Show the children the pop-outs. Ask: Who's this? Is this the little grub's mum?

Ask the children about the size/shape of the animals. Hold up a pop-out and say: Is this the little grub's mum. No! She's too (long).

Transcript



Track 1.32 Story: I can't find my mum!

See page 143.

Optional Activity Book exercises

See page 143.

Practice



Divide the class into groups of four. Assign a child to be Flo in each group, another to be Dotty, another to be the little grub and another to be the butterfly.

Play Track 1.32. Children raise their hands when they hear their part of the story.

Play Track 1.32 again. Children join in with their lines. Encourage them to add facial gestures by modelling suitable expressions.

Literacy: phonics f and b (bath, butterfly, bed, face, four, five)

Curricular link: Literacy (Phonics)

Resources: CD; poster (side B); poster pop-outs (grub crying, grub happy, butterfly, snake, caterpillar, slug)

PHONICS

Retell the story





Show the children the poster and the pop-outs. You can also use the story cards and tell the children to order them according to the story. Ask: Do you remember the story? Ask questions about the pictures to help children recall the story. Ask: Is this the little grub's mum? SS: No. T: Is she too (long)? SS: Yes.

Play Track 1.32. Children listen to the story.

Play Track 1.32 again. Children join in saying the parts that they remeber.

Work with the book In Student's Book, page 33, Activity 6

Clap your hands to ensure that children are watching you. Write the letter b several times on the board.

Point to each letter as you say: b b b b bath. Repeat several times. Articulate the /b/ sound very clearly by closing both lips and voicing the sound as you push the air out.

The children repeat. b b b b bath.

Repeat with the items from the activity that begin with b (bath, butterfly, bed).

Write the letter f several times on the board.

Point to each letter as you say: ffffface. Repeat several times. Articulate the /f/ sound very clearly by placing your top teeth on your bottom lip and blowing air out.

Children repeat: ffffface.

Repeat with the items from the activity that begin with f (face, four, five).

The children look at Activity 6 on page 33.

Play Track 1.33. The children listen and point to the pictures in the right-hand column.

Play Track 1.33 again. The children listen and repeat the key sounds and words.

The children use a red pen/crayon to circle the pictures with /b/ as an initial sound, and they use a blue pen/crayon to circle the pictures with /f/ as an initial sound.

Ask for volunteers to list the items starting with /b/.

Ask for volunteers to list the items starting with /f/.

Ask the children if they can think of any more words in English that start with /b/ or /f/.

Transcript



Track 1.33 Phonics

See page 145.

Optional Activity Book exercises

See page 145.

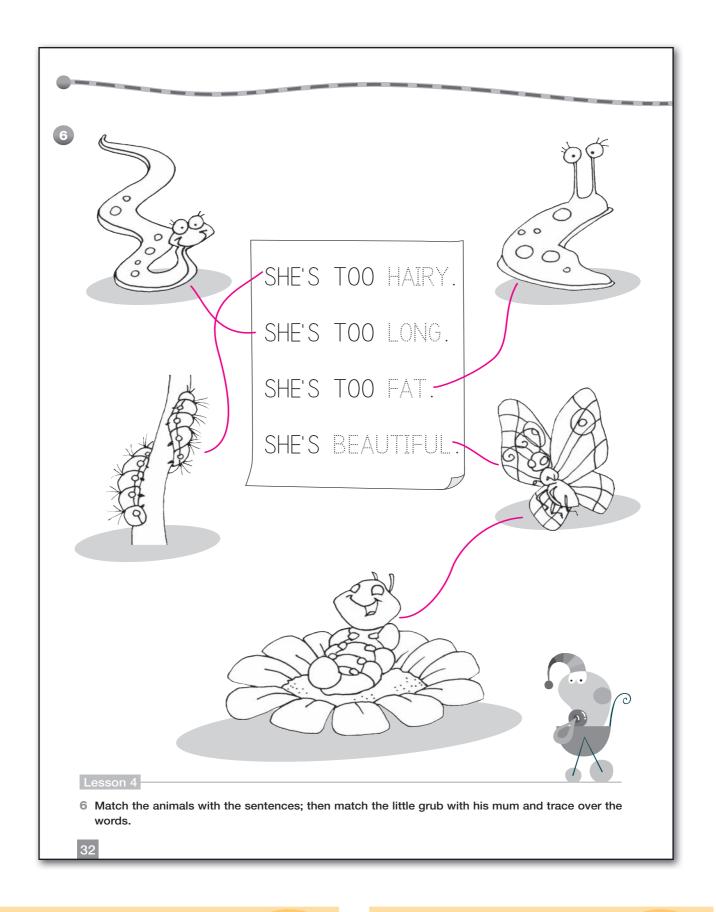
Act it out



Divide the class into groups of four. Assign a character to each child

Play Track 1.32 again. Children join in with their lines. Ask groups to come to the front of the classroom in order to act out the story. Use the recording when necessary.

Collect the children's books and correct their work.





Children observe the characteristics of various insects and understand the need to respect animals and protect them, above all the smallest and most defenceless.



Explain that they should read all the options and think about the exercise carefully before starting it. This will ensure that they answer it correctly.

UNIT 4 LESSON 4 OPTIONS

Activity Book

Page 32, Activity 6

Say: Open your Activity Books at page 32. Look at Activity 6.

Tell the children to look at the pictures. Say: *Do you remember what the little grub says?*

Put the poster pop-outs on the board. Read the sentences aloud and tell the children to point to the pop-out that corresponds to each sentence. Tell the children to read the sentences and to match them to the corresponding pictures. Say: Which animal is the little grub's mum? SS: The butterfly.

Tell the children to match the grub to the butterfly. Tell the children to trace over the words.



¡A jugar!

Window game

Cut a small square in a piece of paper, so it looks like a little window. Place the piece of paper over a flashcard so that the children can only see a part of the flashcard through the little window. Tell the children to try to identify the flashcard. If the children are finding it difficult, move the little window around a bit so the children can see other parts of the flashcard. This should help them. Repeat several times with other flashcards.

Resources

Multi-ROMUnit 4, Story



Transcript



Track 1.32

Story: I can't find my mum!

Picture 1

Grub: Waah!

Flo: What's that? Look! Over there, on the flower!

Picture 2

Flo: Oh! Hello, little grub. What's the matter?

Grub: Oh! Boo, hoo, hoo! I can't find my mum! I'm looking here and I'm looking there. But I can't find her anywhere! Oh, where's my mum?

Dotty: Ssh, little grub! Please don't cry. Come on. Let's find your mum.

Picture 3

Flo: Look! Look! Over there! Is that your mum?

Grub: Where? **Dotty:** Over there!

Picture 4

Grub: That's not my mum! She's too long! My mum isn't long. My mum's beautiful! Oh, where's my mum?Dotty: Ssh, little grub! Please don't cry. Come on. Let's find your mum.

Picture 5

Flo: Look! Look! Over there! Is that your mum?

Grub: Where? **Dotty:** Over there!

Grub: No, no. That's not my mum! She's too hairy! My mum isn't hairy. My mum's beautiful! Oh, where's my mum?

Dotty: Ssh, little grub! Please don't cry. Come on. Let's find your mum.

Picture 6

Flo: Look! Look! Over there! Is that your mum?

Grub: Where? **Dotty:** Over there!

Grub: That's not my mum! She's too fat! My mum isn't fat. My mum's beautiful! Oh, where's my mum?

Dotty: Hush, little grub! Please don't cry. Come on. Let's find your mum.

Picture 7

Flo: Little grub! Little grub! Where are you?

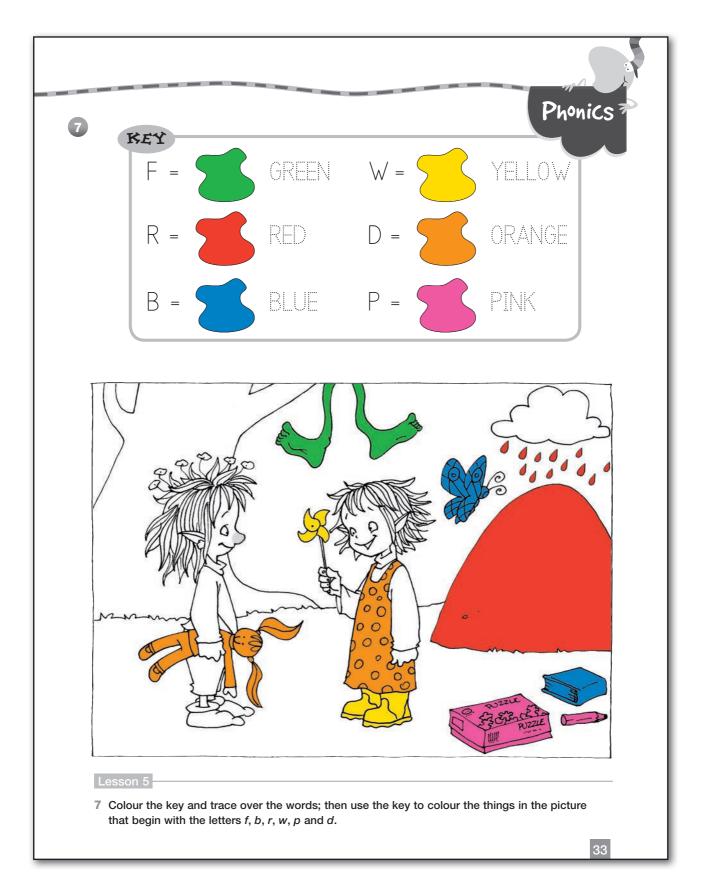
Grub: Oh! That's my mum! Mum! Mum! I'm here!

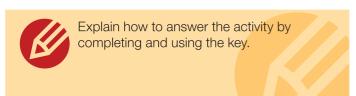
Butterfly: Oh! There you are!

Picture 8

Grub: You see! This is my mum. She's beautiful! **Flo:** Yes, she is. Bye-bye, little grub! Bye-bye, butterfly!

Grub and butterfly: Bye-bye! Thank you!







Revising and reminding children of the sounds from previous units or exercises is a good way of making children feel more confident about the things they have learnt.

Page 33, Activity 7

Say: Open your Activity Books at page 33. Look at Activity 7.

Write the following letters on the board: *f, b, r, w, p* and *d*. Point to the letters one by one and tell the children to make the sounds. Tell the children to look at the colour key. Ask volunteers to read out the colours. Tell the children to colour the blobs of paint. Explain that each letter is a different colour. Tell the children to find objects in the picture whose names begin with the letters on the board. Tell them to colour the picture, using the key.

Transcript



Track 1.33 Phonics

fffffour fffffive ffffface bbbbbbutterfly bbbbbbbbb



Let's play!

Sound walk

Walk around the school with the children. Call out the names of different places in the school, for example: *library*. The children have to say the sound that the words begins with.

Resources



Unit 4, Phonics

Teacher's Resource Book

Unit 4, Ready to read worksheet, page 56



CLIL Objective

Developing spatial awareness.

Curricular link: Maths

Language Objectives

Vocabulary: on, under

Structures: Where's the ...? It's on/under...

Resources: Student's pop-outs 1 (doll, pencil case, wellies, book), flashcards (pencil case, rubber, glue, sharpener, crayons, school bag, pencil, book, scissors)

Materials: glue

WEATHER AND CLOTHES **Presentation**

Tell the children to hold up their Student's Books and wave them around. Then say: Put your books on your tables. Point to a child and say: Put your book on your chair (point to the chair to prompt).

Point to another child and say: Put your book on the shelf (point to a shelf to prompt).

Tell the children to wave their books around again and say: Now put your books under your tables.

Repeat the procedure asking different children to place their books under objects in the classroom.

Tell the children to take out the student's pop-outs 1 for Unit 4. Hold up the pop-outs one by one and ask the children to identify them, say: What's this? SS: (A pencil case).

Take a set of pop-outs and place them around the classroom on and under different objects, asking the children each time: Where's the pencil case?

Work with the book

Student's Book, page 34, Activity 7

Say: Open your books to page 34. Look at the living room. Hold up your book and point at the objects, asking: What's this? SS: A chair.

Tell the children to place their pop-outs on or under the furniture in the living room.

Ask children to tell you where they have placed their popouts. Ask: Where's the (book) in your picture? Tell the children that you are going to say where the objects are. If their objects are in the place that you mention, the children should raise their hands and say Snap! Then, they should remove the object.

Say: The (book) is under the table. Continue calling out all the possibilities until a child has removed all his/her popouts from the picture. He/she then shouts Stop! Tell the children to glue their pop-outs in their pictures.

Optional Activity Book exercises

See page 149.



Practice

Continuous assessment

Children can identify objects and their positions on and under furniture.

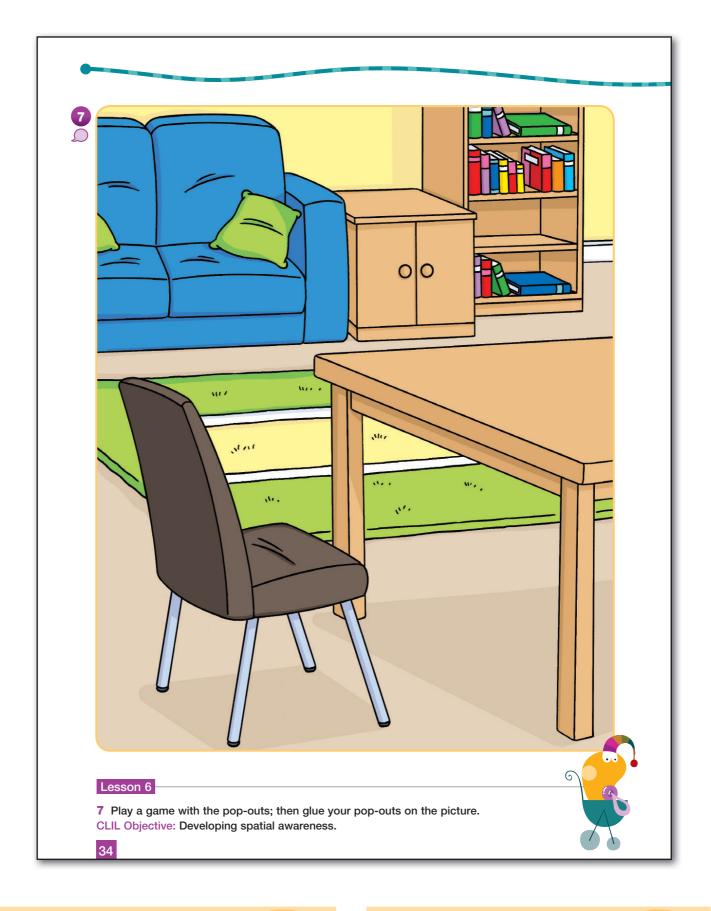
Use the flashcards of classroom objects (pencil case, rubber, glue, sharpener, crayons, school bag, pencil, book, scissors). Place the cards on or under furniture in the classroom. Let the children watch you do this. Name the objects and positions of the objects as you place the flashcards: That's a book on the table, and a... Say: I spy with my little eye something (on) the (shelf).

Encourage the children to raise their hands and wait for you to give them permission to suggest an answer. Point to a child and ask him/her to retrieve the flashcard and to bring it to you.

Continue until all the flashcards have been retrieved. Hand the cards out to the children to place around the room. Play the game again, but this time, ask the children to take turns saying: I spy with my little eye something (on) the (chair).

Collect the children's books and correct their work.

*Note: For the next lesson the children need to bring in six photos of different members of their family. They can choose any members they like and in any combination. Show the children the approximate size of the photos (see Unit 4, student's pop-outs 2). Tell the children they must ask permission to bring the photos because they may need to cut and stick them.

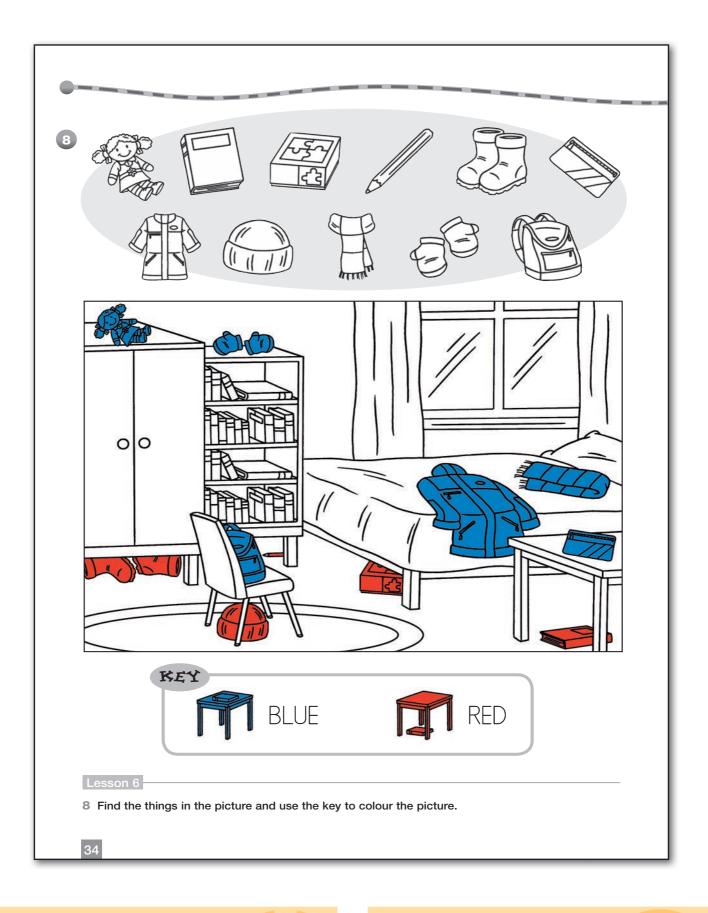




Playing a game with a classmate is a good way to develop self-confidence and personal initiative.



Children have to think about the space available in order to place the objects in the picture.





Children have to look carefully at the picture in order to look for and find the information required.



Remind children that they should pay careful attention to the colour key at the bottom of the page before colouring the objects.

Page 34, Activity 8

Say: Open your Activity Books at page 34. Look at Activity 8.

Tell the children to look at the pictures and to name the objects that they can see. Tell the children to look at the key at the bottom of the page. Ask: Where's the book? SS: (On) the table. Read out the colours. Explain that they should use the key to colour the picture. Ask the children individually: What colour is the (doll)? S1: Blue. Repeat with the other objects.



Let's play!

Change

Tell the children to get into a circle and to start counting from 1 to 10. Before they get to number 10, say: CHANGE!, and the following child has to start counting backwards, starting with the last number that was mentioned. Then, say: CHANGE! and the following child has to start counting forwards again from the last number that was mentioned.

Resources



Teacher's Resource Book

Unit 4, Ready to write worksheet, page 98.

CLIL Objective

Making a photo gallery and talking about the family.

Curricular link: Art

Project: My photo gallery

Language Objectives

Vocabulary: mum, dad, brother, sister

Structures: This is my (mum).

Resources: student's pop-outs 2 **Materials:** card, glue, family photos

Preparation: Make a photo gallery of your own family

to show the children.

Busy hands: My photo gallery

Present the project

Say: Today we are going to make a photo gallery of our families.

Tell the children to find pop-outs 2 for Unit 4.

Tell the children to take out their family photos. If some children have forgotten their photos, they can draw six "photos" of members of their family on white paper while you are going over the family words.

Review the family words. Ask volunteers to hold up their photos and to tell the rest of the class who the people are: *This is my (mum)*. Supply any extra words the children need (see Anticipating difficulties, page 129).

Show the children a photo gallery you have already made. Say: Look. This is a photo gallery of my family.

Work with the book

Student's Book, page 35, Activity 8

Say: Open your books at page 35.

Read the title of the project out loud: *My photo gallery.*Point to the pictures of the materials and say: *This is what we need.* Ask the children to identify the pictures.
Point to the stages one by one and explain, using the materials you have brought to class to clarify meaning. Hand out the materials (card and glue).
The children make their photo galleries.

Student's Book, page 35, Activity 9

Say: Now look at Activity 9.

Say: Show your photo gallery to your friends.

The children present members of their families to the rest of

the class.

Optional Activity Book exercises

See page 153.



Display the project

Continuous assessment

Children can identify and name the members of their family.

Collect the finished photo galleries and display them on a table.

Encourage children to come to the front in order to look at each other's work.

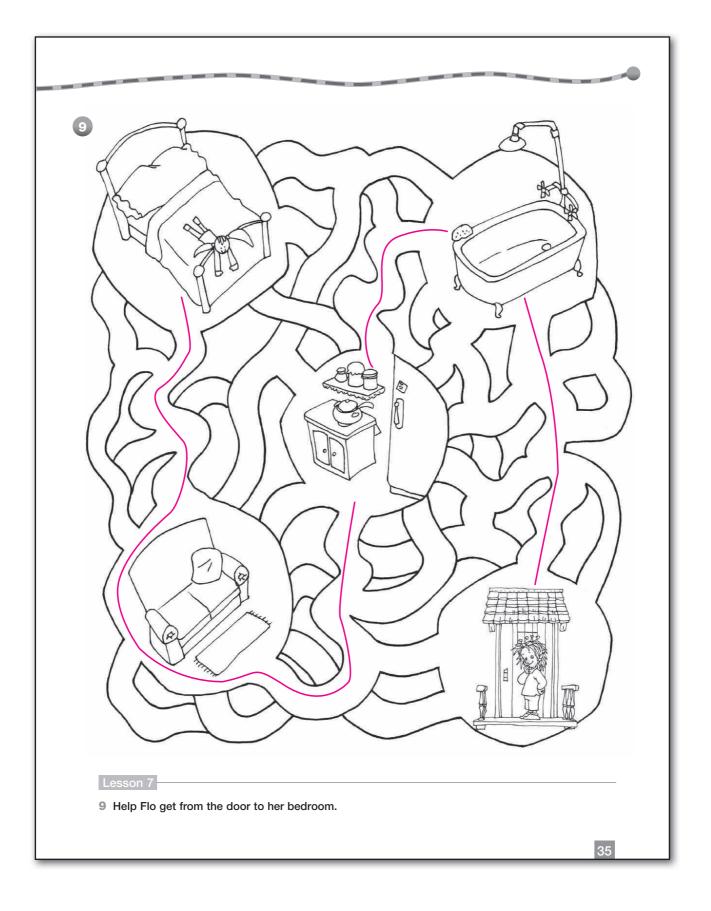
Point to different pictures and ask: Who's this?







Children are members of a family and are proud to present their family to the rest of the class.





Explain to the children that when trying to solve a maze it is best to do a test run first with your finger in order to try out all the routes. They should do this before drawing the lines.

Page 35, Activity 9

Say: Open your Activity Books at page 35. Look at Activity 9.

Hold up the book, point to the picture and say: *This is a maze. Let's help Flo get from the door* (point to the door) *to her bedroom* (point to Flo's bedroom).

Tell the children to follow the paths with their fingers in order to find the route to Flo's bedroom. Then, tell them to draw a line to show the correct route.



Let's play!

Picture memory

Show the class a mural or some flashcards for two or three minutes. Then, take away the mural or the flashcards and ask the children to name the things that they can remember having seen. Repeat with other flashcards.

Resources



Unit 4, Real kids

Teacher's Resource Book

Unit 4, DVD Worksheet, page 12

Multi-ROM

Activity 2



Objective

Assessment

Curricular link: Art; Literacy; Social Science

Langauge Objectives

All the language for Unit 4.

Resources: CD; poster (side A), poster pop-outs (four shutters, Flo), flashcards (bedroom, bathroom, kitchen, living room, bed, sofa, bath, cupboard); stickers (bedroom, bathroom, kitchen, living room, bed, sofa, bath, cupboard)

BUSY MINDS

Let's remember!



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

Say: Do you remember the chant we sang about Flo? What was it about?

Show them the flashcards and ask: What's this?

Say: Shall we sing the chant again?

Play Track 1.30 again. The chldren join in by doing the actions and saying the words.

Work with the book

Student's Book, page 36, Activity 10

Children open their books at page 36. Show the children the stickers in the middle of the Student's Book. Children find and place the stickers for Unit 4. Then, they trace over the words. Check the activity by asking the children to name the stickers they have placed.

Student's Book, page 36, Activity 11

Point to the picture frames and say: We are going to draw something that begins with f in the blue frame. We are going to draw something that begins with b in the red frame.

Walk around checking and correcting as they work.



Optional Activity Book exercises

See page 157.

Round up

Put side A of the poster up on the board. Ask a volunteer to come to the poster. Tell the rest of the class to close their eyes. Help the child hide Flo behind one of the shutters and ask: Where's Flo? Children raise their hands and call out suggestions: In the (bedroom). The child who guesses correctly has a turn at hiding Flo. Point to the members of Flo's family and ask questions: Is this Flo's (mum)? The children call out: Yes!/No!

Collect the children's books and correct their work.

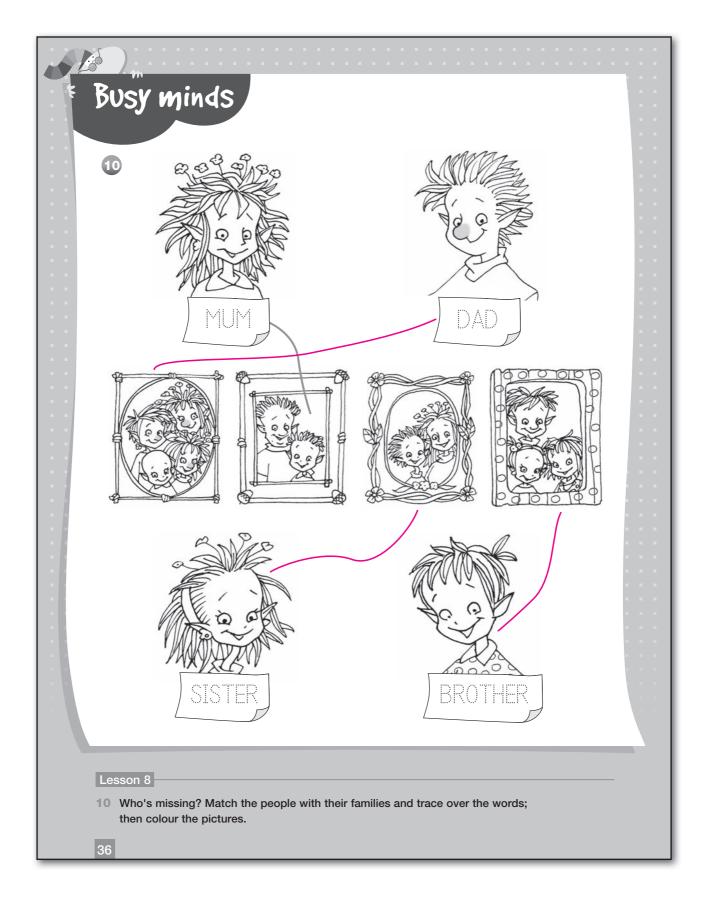




This exercise provides children with another opportunity to find the correct stickers and to stick them in the correct place.



Children should know by now what they have to do; however, it is a good idea to remind them that if they do not understand an activity, they should always ask the teacher for help.





Children have to extract information from the images in order to find the answer to the activity.

Page 36, Activity 10

Say: Open your Activity Books at page 36. Look at Activity 10.

Hold up the book and point to the pictures of the families in the middle of the page. Tell the children to identify the families. The children match the characters to the family groups, using a different colour for each family.

Tell the children to trace over the words and to colour the picture.



Let's play!

Surprise bag

Put some objects in a bag without letting the children see them. Ask a child to come to the front in order to feel one of the objects inside the bag without looking at it. This child has to try to guess what the object is. Repeat several times with other volunteers.

Transcript



Track 1.34 Unit 4 Test. Activity 1.

Listen and match the children to the rooms.

Smiley's Mum: Oh, where is everyone? Smiley! Smiley!

Smiley: I'm in the bathroom.
Smiley's Mum: Stretch! Stretch!
Stretch: I'm in the kitchen!
Smiley's Mum: Flo! Flo!

Stretch: I'm in the bedroom! Smiley's Mum: Dotty! Dotty! Stretch: I'm in the living room!

ASSESSMENT CRITERIA

CLIL objective

Children can identify rooms by the function and the furniture. They can identify members of the core family.

Language objectives

Children can identify the position of people and objects using *on, in* and *under*. They can name core members of the family.

Recursos



Unit 1, Activity 4.

Teacher's Resource Book

Unit 4 Test, pages 75 and 76.



See Transcript Track 1.34

Landscapes and habitats

Objetivo CLIL

Recognising street addresses.

Curricular link: Geography

Language Objectives

Vocabulary: house, street

Structures: This is...; ...at number (2). (Dotty) is at

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

(Flo, Dotty, Smiley, Stretch)

Transcript



Track 2.1 Activity

See page 161.

Optional Activity Book exercises

See page 161.

This is my town!

Presentation





Show the children the street on the poster. Point to the street and say: Look. This is Leafy End. There are four houses. Count the houses: One, two, three and four. Hold up the pop-outs of the characters one by one and ask: Who's this?

Place Flo next to number 1 and ask: Where's Flo? She's at number 1.

Say: Let's listen and see where everyone lives.

Play Track 2.1. Move Flo from door to door and place the other characters as they open their doors. Make sure the children can see them.

Ask four children to come to the board and hand each one a pop-out.

Play Track 2.1 again. The children put the characters in their houses and join in with: This is number (1). Knock, knock, knock! Number (1), Leafy End. (Dotty) is at home! Point to the houses one by one and ask: Is this (Smiley's) house? SS: No! Say: No, it's (Flo's) house. Ask: What number is it? SS: (4)!

Practice

Ask the children to draw their front door and write the number on it. Collect the finished pictures and hold them up one by one. Ask: Who lives at number (7)? S1: Me! Some of the children will live at numbers higher then 10. As you hold up the pictures point to the numbers on the doors and supply the number in English. Do not expect the children to know how to say these numbers yet, but they should recognise the written form, and the number of their own house.

Collect the children's books and correct their work.

Work with the book





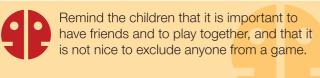
Student's Book, page 37, Activity 1

Say: Open your books at page 37.

Play Track 2.1. Children listen and match the characters to the houses.

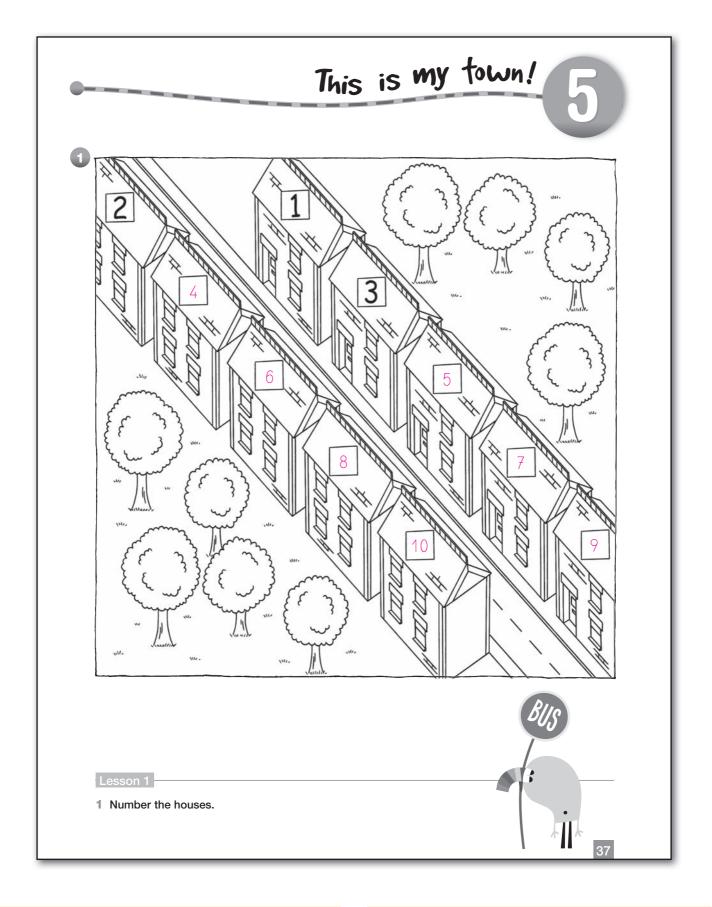
Check the activity. Hold up your book, point to the house number 1 and ask: Who lives here? Repeat with the other pictures.







Explain to the children that although the charactes are in the street, they always stay together and their parents know where they are.





This exercise provides another opportunity for children to go over the numbers from 1 to 10 orally and in writing. The concept of even and odd numbers is also introduced.



Children number the houses and relate this to the real world (houses, apartments, flats, etc. are also numbered).

Page 37, Activity 1

Say: Open your Activity Books at page 37. Look at Activity 1.

Hold up the book and point to the row of houses starting from number 1. Explain how the houses on one side of the row are odd numbers: 1, 3, 5, 7, 9, and the houses on the other side are even numbers: 2, 4, 6, 8, 10.

Tell the children to complete the numbers in the rows. Ask for volunteers to point to a row and to read the numbers out loud.



Let's play!

What's next?

Read out a complete sentence, for example, T: (Flo) has a (brother) and a (sister). Explain that you are going to read the sentence again, stopping in different places, and that the children have to supply the following word.

Transcript



Flo: This is my street. This is Leafy End.
This is where I live, with all my friends!
This is number 1. Knock, knock, knock!

Dotty: Hello, Flo!

Flo: Number 1, Leafy End. Dotty is at home! This is number 2. Knock, knock, knock!

Smile: Hello, Flo!

Flo: Number 2, Leafy End. Smiley is at home! This is number 3. Knock, knock, knock!

Stretch: Hello, Flo!

Flo: Number 3, Leafy End. Stretch is at home! This is number 4. Knock, knock, knock!

Mum: Hello, Flo!

Flo: Number 4, Leafy End. Now, I am at home!

Resources

Multi-ROM

Unit 5, Song

Multi-ROM Activity 1



CLIL Objective

Completing a series of numbers.

Curricular link: Geography; Maths

Language Objectives

Vocabulary: numbers 11-29

NUMBERS IN MY TOWN

Presentation

Present the numbers from 11 to 29.

Write the numbers from 1 to 10 across the top of the board. Say the numbers as you write them and ask the children to join in.

Write the numbers from 11 to 29 and say them as you write. Repeat the numbers and ask the children to say them after you.

Point to the numbers one by one and count up from 1 to 29, and then down from 29 to 1. Tell the children to join in. Repeat until the children are familiar with the numbers. Assign a number to each child in the class. Call out the numbers in random order and tell the children to stand up and repeat their numbers as they hear them.

Work with the book

Student's Book, pages 38 and 39, Activity 2

Say: Open your books at page 38 and 39.

Hold up your book and point to pages 38 and 39, which show Twiggle Town.

Tell the children to look carefully at the picture and see if they can find any numbers. As they call out the numbers write them on the board.

Ask a volunteer to come to the board and write the numbers in the correct order (10, 11, 12, 13, 15, 16, 18, 20). Read the numbers out loud and stop each time a number is missing in the sequence. Ask the children to call out the missing numbers. Write the numbers above or below the line in a different colour.

Tell the children to find the numbers again. They write the numbers in the boxes in the correct sequence.

Check the activity. Hold up your book and point to the numbers and say them in the correct order.

Optional Activity Book exercises

See page 165.



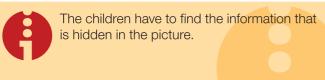
Practice

Write six numbers between 11 and 29 on the board. Ask a volunteer to come to the board to write the numbers in ascending order. Check that the numbers are in the correct order and ask the class to read them out loud. Write a sequence of four numbers between 11 and 29 on the board (14 15 16 17 __ _ or 18 20 22 24 __ _). Ask a volunteer to come to the board to complete the sequence. As the volunteer is writing, the class check that the sequence is correct. At the end, they read the numbers out loud.

Repeat, in descending order.

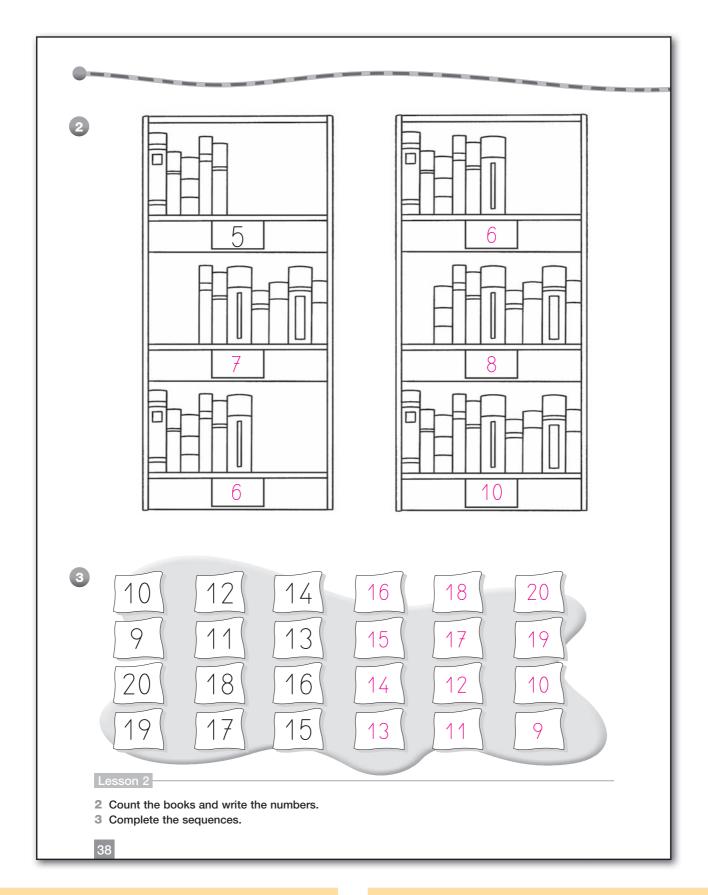
Collect the children's books and correct their work.







For this exercise, the children recognise numbers up to 29, and compare numbers by putting them in order from the smallest to the biggest.





Children practise calculating by counting objects up to 10. They also observe numbers up to 20 and recognise and follow increasing and decreasing number sequences.



Explain that it is always good to check over any answers in order to make sure the result is correct.

Page 38, Activity 2

Say: Open your Activity Books at page 38. Look at Activity 2.

Hold up the book, point to the first shelf on the left and say: *How many books are there?*

The children count out loud.

Tell the children to write the number in the box and to repeat the activity with the right-hand shelf.

Page 38, Activity 3

Say: Now look at Activity 3.

Point to the first series of numbers and start to say them out loud.

Stop at 14 and ask: What's the next number? And the next? And the next?

Repeat with the other number series.

The children complete the series in their books.



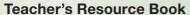
Let's play!

Families

Give each child a flashcard. Tell the children to walk around the classroom looking for other children who have flashcards from the same semantic field and to form groups with them.

To speed things up, put a time limit for the children to get into groups.

Recursos



Unit 5, Extension worksheet 1, page 31



CLIL Objective

Recognising places in a town.

Curricular link: Geography; Music

Language Objectives

Vocabulary: hospital, library, sweet shop,

supermarket

Structures: Where's (Flo)? At the (library).

Resources: CD; poster (side A); poster pop-outs (Flo, Dotty, Smiley, Stretch); flashcards (hospital, library, supermarket, sweet shop); student's pop-outs (binocular views of Flo, Dotty, Smiley and Stretch)

PLACES IN MY TOWN

Presentation





Say: Today we are going to learn about Twiggle Town. Hold up the flashcards one by one and name the places: hospital, library, sweet shop, and supermarket.

Point to the pictures at the bottom of the poster showing the library, sweet shop, hospital and supermarket. Name the places as you point to them.

Hand out the flashcards and ask the children to come to the poster. They place the flashcards next to the buildings at the bottom of the poster.

Hold up the poster pop-outs and say: Let's listen and find out where they go.

Play Track 2.2. Point to the pictures of the buildings in time with the song and place the poster pop-outs of the characters next to the places they visit.

Point to the pictures again and say: Look! (Flo) is at the (library).

Ask the children to repeat the words as you point. Play Track 2.2 again. Ask four children to come to the front and hand them the pop-outs. The children place the characters as they listen to the song. The rest of the class join in with some of the words.

Ask: Where's Flo? SS: At the library. Continue with the other characters. Ask: Is Flo at the sweet shop? SS: No! Continue with the other characters.

Work with the book n



Student's Book, pages 38 and 39, Activity 3

Say: Open your books at pages 38 and 39. Look at Activity 3.

Tell the children to take out the student's pop-outs for Unit 5. Ask them to identify the characters in the pop-outs. Play Track 2.2 again. Stop after Flo is at the library and ask: Where is Flo? SS: (She's) at the library. Tell the children to find the pop-out of Flo and to stick her at the library. Repeat with the other places and pop-outs.

Transcript



Track 2.2 Song: Twiggle Town

See page 169.

Optional Activity Book exercises

See page 169.

Practice

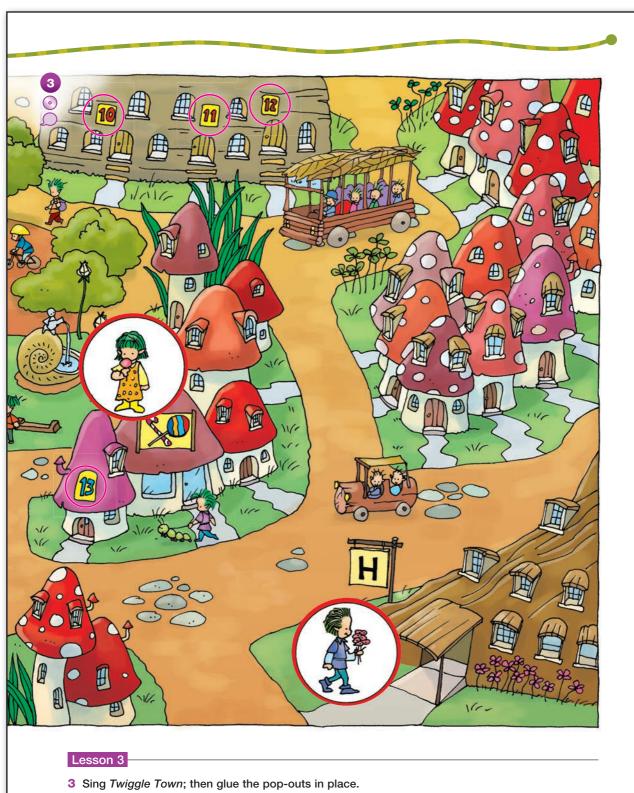




Use the poster and move the pop-outs around to the different places at the bottom of the poster. Ask: Where's (Flo)? SS: At the (library). Ask for volunteers to come to the poster. Tell them to move a character to a different place and ask: Where's (Flo). The other children answer: At the (sweet shop).

Put the flashcards of the different buildings around the playground or the classroom. Put the children in pairs and in two rows. Pretend to be a bus driver. The children are passengers on the bus. Take the children on a drive around the 'town', asking: Where are we? at each stop.

Collect the children's books and correct their work.



CLIL Objective: Recognising places in a town.

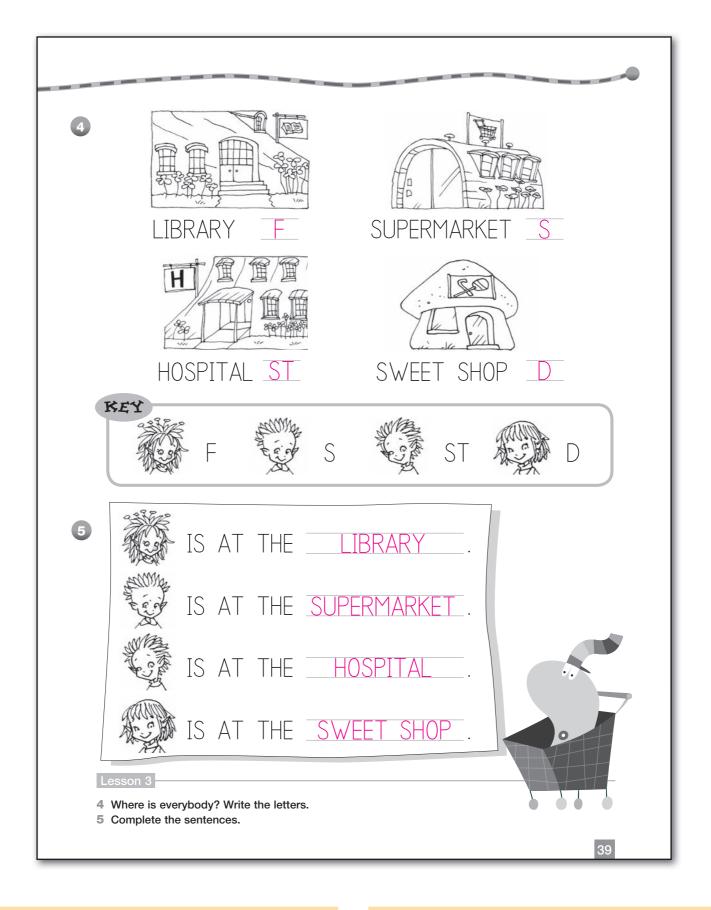
39

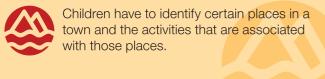


The children are going to identify and recognise the basic structure of a town, the places in the town and the places where people live.



Encourage the children to participate by singing along to the song and by trying to learn it by heart.







Remind the children to copy the words carefully. They should look carefully at each letter. Afterwards, they should check to see whether they have written the words well.

Page 39, Activity 4

Say: Open your Activity Books at page 31. Look at Activity 4.

Tell the children to identify the buildings. Ask: *Is this the* (supermarket)? SS: Yes!/No! T: Who's at the library? The children identify the characters and write their initials.

Page 39, Activity 5

Say: Now look at Activity 5.

The children complete the sentences using the words from Activity 4. Ask volunteers to read out the sentences.



Let's play!

Whispers

Place the children in rows of four or five. Give a flashcard to each of the children at the end of each row. These children look at the word illustrated on the flashcard and whisper the word to the person in front of them. They continue until the word reaches the children who are at the front of the rows. If the word they say is the same as the word on the original flashcard, they get a point for their team.

Transcript



Track 2.2 Song: Twiggle Town

Where are the children? They're in Twiggle Town.
Where are the children? They're in the middle of town.

Flo is at the library. She's in the middle of town. Flo is at the library, in Twiggle Town.

Smiley is at the supermarket. He's in the middle of town. Smiley is at the supermarket, in Twiggle Town.

Dotty's at the sweet shop. She's in the middle of town. Dotty's at the sweet shop, in Twiggle Town.

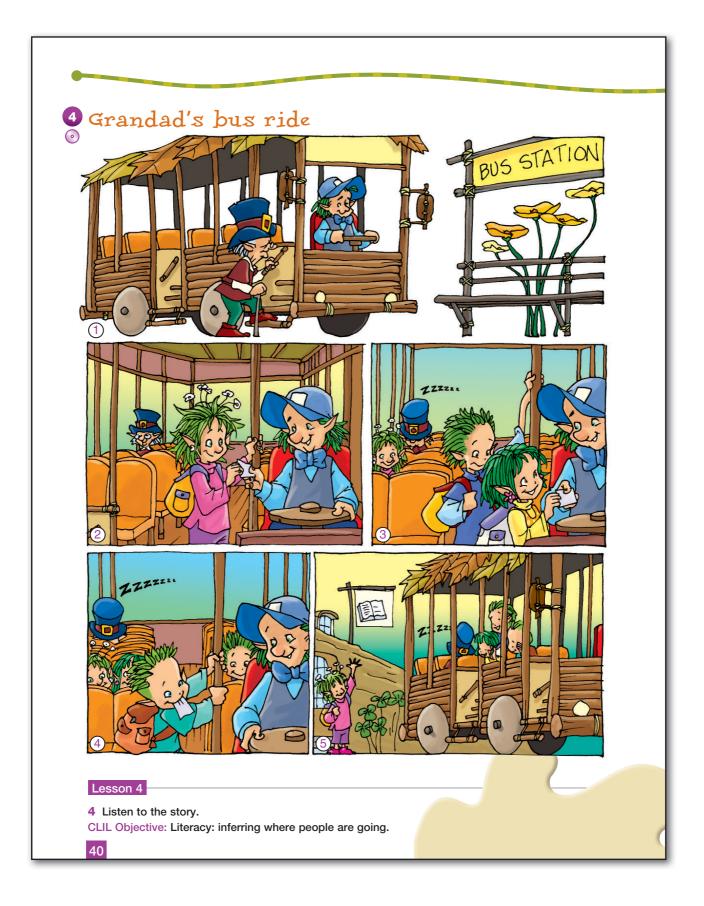
Stretch is at the hospital. He's in the middle of town. Stretch is at the hospital, in Twiggle Town.

Recursos

Sparks DVD

Unit 5, Song: Twiggle Town



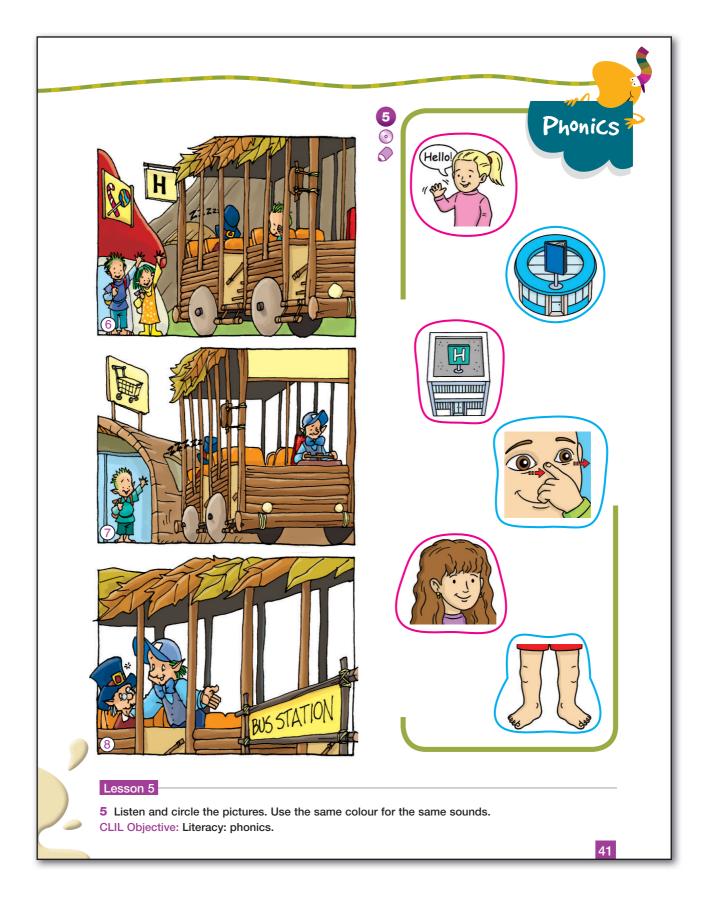




The characters in the story demonstrate a degree of autonomy, which is positive for children; however, remind the children that it is very important to always let an adult know where they are.



Remind children that it is polite to greet people, say goodbye to them and thank them, just as the characters do when they get on the bus.





Encourage children to have fun while they are re-enacting the story. Remind them that they are working in a team and that they have to wait patiently for their turn to act.

CLIL Objective

Literacy: Inferring where people are going.

Curricular link: Literacy; Music

Language Objectives

Story language: bus, bus station, bus stop, hospital, library, supermarket, sweet shop; Have a ticket and take a seat. Get off the bus, (Flo)!

Join-in language: (Grandad's) on the bus...

Resources: CD; poster (side B); poster pop-outs (Flo, Dotty, Smiley, Stretch, Grandad awake, Grandad asleep, bus station, hospital, library, supermarket, sweet shop)

Story: GRANDAD'S BUS RIDE

Presentation





Say: It's story time!

Show the children the poster. Point to the bus on the poster and say: Look! This is a bus.

Hold up the pop-outs of the four characters and ask: Who's this?

Hold up the pop-out of Grandad awake and say: This is Flo's grandad.

Hold up the pop-out of Grandad asleep and whisper: Who's this? SS: (whispering) Grandad. Say: Shh! He's

Play Track 2.3. Enact the story using the pop-outs and the poster. Name each pop-out that you hold up and place them in the windows of the bus on the poster. First, use the pop-out of Grandad awake, then change it for Grandad asleep and finally back to Grandad awake for the last picture.

As the characters get off the bus at the different places, place the pop-outs of the corresponding places and the characters.

Point to the characters as they speak. Add mime and facial gestures to support meaning.

Ask five children to come to the poster and give them each a pop-out. Play Track 2.3 again. Children enact the story using the pop-outs. Encourage all the children to join in. Help the child holding the two pop-outs of Grandad to place them correctly.

Work with the book



Student's Book, pages 40 and 41, Activity 4

Say: Open your books at pages 40 and 41. Play Track 2.3 again. Children look at the pictures.

Show the children the pop-outs. Ask: Who's this? SS: It's

Flo. Match Flo and the library pop-out. Ask: Where's Flo? SS: She's at the library. Do the same with the other characters.

Play Track 2.3 again. Each time the children hear (Grandad's) on the bus... they join in.

Transcript



Track 2.3 Story: Grandad's bus ride

See page 175.

Optional Activity Book exercises

See page 175.

Practice

Continuous assessment

Children can name different buildings in a town.

Read the script from picture 5 onwards. Each time, stop reading before you say the name of the place and hold up the poster pop-out. The children call out the name of the place while you put the pop-out on the board.

Hold up Flo and ask: Where's Flo? Ask a volunteer to come to the board in order to put Flo next to the correct building. Repeat with Dotty, Stretch and Smiley.

Divide the class into groups of six. Assign a child to be the bus driver, another to be Smiley, another to be Flo, and so

Tell the children to set out their chairs to make a bus. Play Track 2.3 again. Children raise a hand when they hear their part of the story.

Play Track 2.3 again. Children join in with their lines. Encourage the children to add facial gestures by modelling suitable expressions.

CLIL Objective

Literacy: Phonics h (hello, hair, hospital) and I (library, look, legs)

Curricular link: Literacy (Phonics)

Resources: CD; poster (side B); poster pop-outs (Flo, Dotty, Smiley, Stretch, Grandad awake, Grandad asleep, bus station, hospital, library, supermarket, sweet shop)

Play Track 2.4 again. Children listen and repeat the key sounds and words.

Children circle the pictures with /h/ as an initial sound in one colour and with /l/ as an initial sound in another colour. Ask for volunteers to list the items starting with /h/. Ask for volunteers to list the items starting with /l/. Ask the children if they can think of any more words in English that start with /h/ or /l/.

PHONICS

Retell the story





Show the children the poster and ask: Do you remember the story?

Point to the bus and ask: What's this? SS: The bus. Put the characters on the bus in the correct order, asking each time: Where's (Grandad)? SS: On the bus! Then remove the characters in the correct order and place them next to the poster pop-outs of the buildings. Ask: Where's (Flo) now? SS: At the library.

You can also use the story cards and tell the children to order them according to the order in the story.

Play Track 2.3. Children listen to the story.

Play Track 2.3 again. Children join in with: (Grandad's) on the bus...

Transcript



Track 2.4 Phonics

See page 177.

Optional Activity Book exercises

See page 177.

Work with the book n Student's Book, page 41, Activity 5

Clap your hands to ensure that children are watching you. Write the letter h several times on the board.

Point to each letter as you say: h h h h hello. Repeat several times. Articulate the /h/ sound very clearly by half opening your mouth and blowing air from the back of your throat. Ensure the children realise that this sound in English is not made by voicing the sound. Children can put their hands in front of their mouths to feel the air coming out.

Children repeat: h h h h hello.

Repeat with the items from the activity that begin with h (hello, hair, hospital).

Write the letter / several times on the board.

Point to each letter as you say: /// library. Repeat several times. Articulate the /l/ sound very clearly by opening your mouth and placing your tongue just behind your top teeth and letting it fall to just behind your bottom teeth. Make sure the children can see the articulation clearly.

Children repeat: 1111 library.

Repeat with the items from the activity that begin with / (library, look, legs)

Tell the children to look at Activity 5 on page 41.

Play Track 2.4. Children listen and point to the pictures in the right-hand column.

Act out the story



Continuous assessment

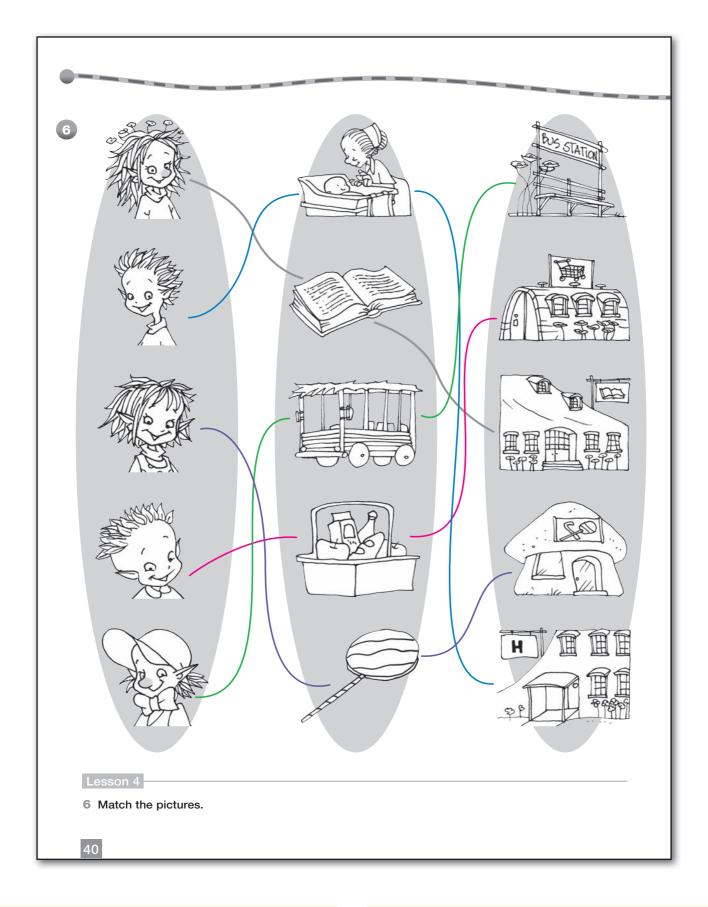
Children can ask and answer where people are in the town.

Use the poster pop-outs. Place the pop-outs of the buildings on the board. Place Flo at the library, Dotty at the sweet shop, Stretch at the hospital and Smiley at the supermarket. Ask: Where's (Flo)? SS: At the (library)! Ask volunteers to come to the board and change the position of the characters around. They then ask the rest of the class: Where's (Flo)?

Divide the class into groups of six. Assign a character to each child.

Play Track 2.3 again. Children join in with their lines. Ask groups to come to the front of the classroom and to act out the story. Use the recording when necessary.

Collect the children's books and correct their work.





Children have to recall information from the story in order to associate an object and a place with each character.



Explain that with this type of exercise it is best to start by doing the answers they are sure about first. Then, by a process of elimination, the remaining answers will be easier.

UNIT 5 LESSON 4 OPTIONS

Activity Book

Page 40, Activity 6

Say: Open your Activity Books at page 40. Look at Activity 6.

Tell the children to identify the characters in the lefthand column. Then, point to the central column and ask: *Who wants a book?* (Flo). Then, ask: *Where does Flo go to get the book?* (*To the library*). The children draw a line from Flo to the book and then to the library. Tell them to do the same with the other characters.



Let's play!

Odd one out

Show children several flashcards and then place them in a box or a bag. Take one of them out without showing it. Give the children clues. The children have to guess which flashcard it is. The child who guesses correctly can take the following flashcard out.



Resources

Multi-ROM

Unit 5, Story

Teacher's Resource Book

Unit 5, Extension 2 worksheet, page 32

Transcript



Track 2.3

Story: Grandad's bus ride

Picture 1

Bus driver (Flo's Dad): Hello, Grandad! Have a ticket and take a seat.

Grandad: Thanks!

Grandad and driver: Grandad's on the bus.

Grandad's on the bus.

Brrm, brrm, all down the street.

Grandad's on the bus.

Picture 2

Bus driver: Hello. Flo! Have a ticket and take a seat.

Flo: Thanks!

Grandad and Flo: Flo and Grandad are on the bus.

Flo and Grandad are on the bus. Brrm, brrm, brrm, all down the street. Flo and Grandad are on the bus.

Picture 3

Bus driver: Hello, Stretch! Hello, Dotty! Have a ticket and take a seat.

Stretch & Dotty: Thanks!

Flo, Stretch & Dotty: Stretch, Dotty, Flo and Grandad are on the bus.

Stretch, Dotty, Flo and Grandad are on the bus. Brrm, brrm, brrm, all down the street.

Stretch, Dotty, Flo and Grandad are on the bus.

Picture 4

Bus driver: Hello, Smiley! Have a ticket and take a seat.

Smiley: Thanks!

Flo, Stretch, Smiley & Dotty: Smiley, Stretch, Dotty,

Flo and Grandad are on the bus.

Smiley, Stretch, Dotty, Flo and Grandad are on the bus.

Brrm, brrm, all down the street.

Smiley, Stretch, Dotty, Flo and Grandad are on the bus.

Picture 5

Flo: Look! There's the library. This is my stop!

Bus driver: Get off the bus, Flo!

Flo: Goodbye!

Stretch, Smiley & Dotty: Smiley, Stretch, Dotty and

Grandad are on the bus.

Smiley, Stretch, Dotty and Grandad are on the bus.

Brrm, brrm, all down the street.

Smiley, Stretch, Dotty and Grandad are on the bus.

Picture 6

Dotty: Look! There's the sweet shop. This is my stop! **Stretch:** Look! There's the hospital. This is my stop, too! **Bus driver:** Get off the bus, Dotty! Get off the bus, Stretch!

Dotty & Stretch: Goodbye!

Smiley: Smiley and Grandad are on the bus.

Smiley and Grandad are on the bus. Brrm, brrm, brrm, all down the street. Smiley and Grandad are on the bus.

Picture 7

Smiley: Look! There's the supermarket. This is my stop!

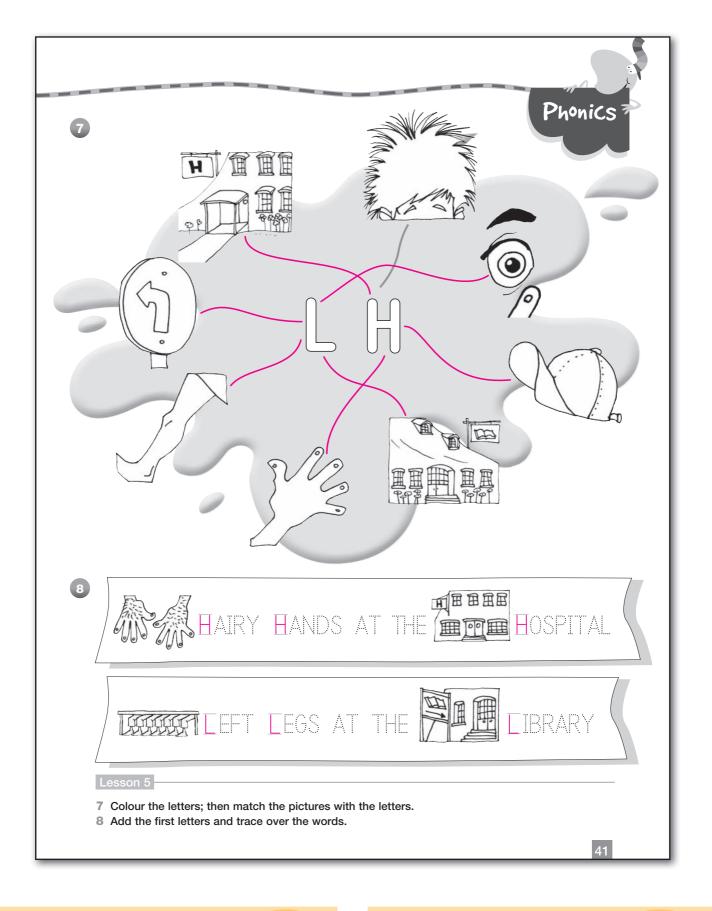
Bus driver: Get off the bus, Smiley!

Smiley: Goodbye!

Picture 8

Bus driver: Look! There's the bus station. This is my stop! Oh! Look at Grandad! He's asleep! Wake up, Grandad! We're at the bus station now.

Grandad: Oh! What a lovely sleep!





Remind the children that they should look carefully at the way the letters are written. Tell them to try to write them as neatly and clearly as possible.



Children should say the sentences confidently and without worrying about making a mistake. The more they practise, the better they will be.

Page 41, Activity 7

Say: Open your Activity Books at page 44. Look at Activity 7.

Use the following flashcards: hospital, hands, hair, hat, library and legs.

Write the following letters on the board: *I* and *h*. Hand out the flashcards and tell the children to classify them according to their initial sound.

Then, say: What about the word look? Where do I write it? What about the word left? Where do I write it? Here, (point to the letter I) or here? (point to the letter h). The children match the pictures to the letters and then colour them.

Page 41, Activity 8

Say: Now look at Activity 8.

The children look at the sentences from the pictures and write the first letters of the words. Then, they trace over the words. Tell the children to read out their sentences.

Transcript



Track 2.4 Phonics

h h h h hello h h h h hair h h h h hospital IIII library IIII look IIII legs



Let's play!

Chorus

On the board, write the letters of the sounds that children have studied up to now. Point at the letters randomly one by one and ask the children to pronounce the corresponding sounds. Increase the rhythm of the game pointing to the letters more and more quickly.

Resources

Multi-ROM

Unit 5, Phonics

Teacher's Resource Book

Unit 5, Ready to read worksheet, page 57

CLIL Objective

Identifying an aerial image of a town.

Curricular link: Geography

Language Objectives

Vocabulary: park, bus station

Structures: There's a (bus station) next to the (library).

Resources: CD; flashcards (bus station, hospital, library, park, school, supermarket, sweetshop)

AERIAL MAPS

Presentation



Put all the flashcards (including the bus station and the park) in a row on the board. Point to the first flashcard and say: Look! There's a (library). Then point to the next flashcard and say: Next to the (library) there a (hospital). Continue naming the places and clarifying the meaning of next to.

Leave the following flashcards on the board: the park (in the centre), the school (above the park) and the bus station (to the right of the park). Make sure there is enough room either side to place other flashcards.

Play Track 2.5. Put the flashcards of the hospital, the library and the supermarket in the correct position as you hear them. Check the first picture on page 42 of the Student's Book to see the correct positioning. Ask three children to come to the board. Give each one a flashcard (hospital, library or supermarket) and play Track 2.5 again.

Tell the children to put the flashcards in the correct position as they hear them mentioned on the audio CD. Hold up your book and say: There's a supermarket next to the hospital. Which picture is it?

The children listen to Track 2.5 again and tick the correct aerial image.

Transcript



Track 2.5 Activity

See page 181.

Optional Activity Book exercises

See page 181.



Tell the children you are going to describe the town. Ask the children questions about buildings. T: Is there a library in our town? SS: Yes. Write library on the board. Continue with other buildings.

Ask about the position of these buildings with respect to each other: Is there a shop next to the library? Divide the class into five groups. Give each group a flashcard. Ask the children to arrange the buildings on the board as they want. Ask questions: Is there a (library) next to the (supermarket)?

Collect the children's books and correct their work.

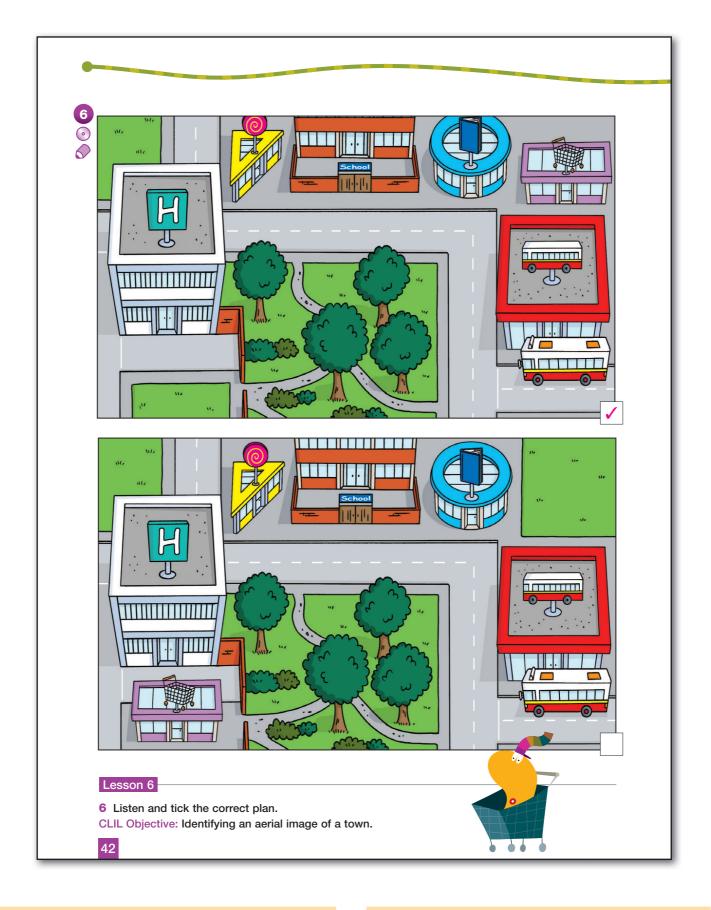
Work with the book n



Student's Book, page 42, Activity 6

Say: Open your books at page 42. Look at the first picture. Is the hospital next to the park? SS: Yes! T: Look at the second picture. Is the hospital next to the park? SS: Yes! Repeat with all the places leaving the position of the supermarket till the end, so they realise that this is the only building which is in a different place.

Play Track 2.5. Tell the children to point to the buildings in picture 1 as they hear them. Do the same with picture 2. Ask them which one the correct picture is (picture one).

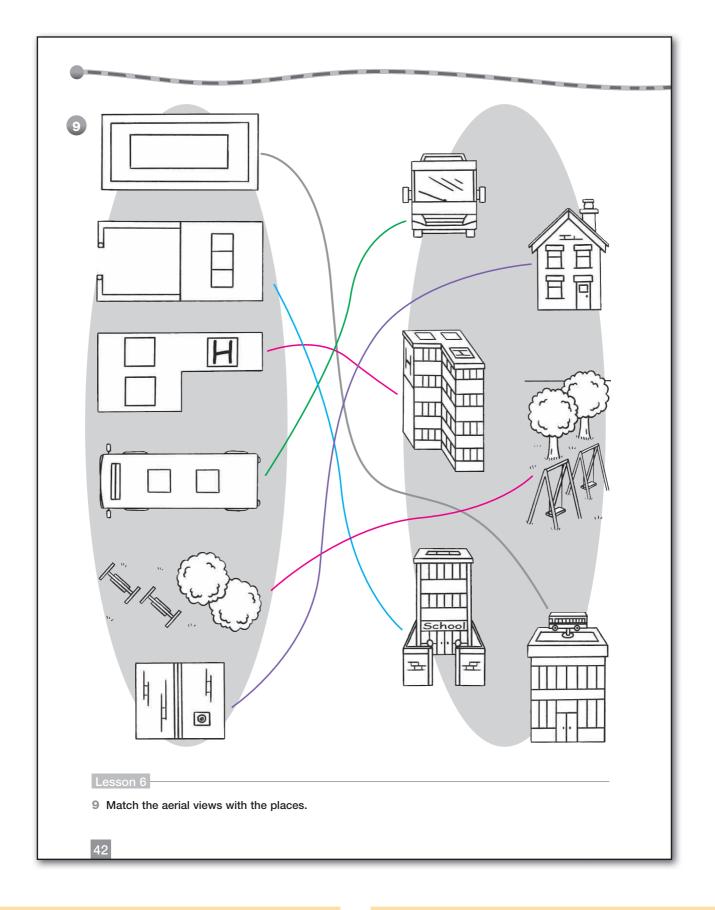




The children have to extract information from the audio CD in order to answer the question. Encourage them to study both pictures carefully.



Explain to the children that they must listen to the audio CD carefully and examine both pictures in order to find the correct answer.





Children have to use their powers of logic and reason in order to identify the aerial images of the objects.



The children can see images of the same buildings seen from two different perspectives.

Page 42, Activity 9

Say: Open your Activity Books at page 42. Look at Activity 9.

Point to the pictures on the right-hand side of the page and tell the children to identify them.

Use your arms to pretend that you are flying in an aeroplane. Then, say: Let's imagine the pictures like this (look down to show that you are getting an aerial view). Tell the children to match the pictures. Ask: What's the first picture? SS: The bus station.

Repeat with the other pictures.

Transcript



Track 2.5 Activity

In my town, there's a hospital next to the park and there's a library next to the school. There's a supermarket next to the bus station.



Let's play!

Read it

Hand out key vocabulary pop-outs.
Tell the children to place the pop-outs face-up on their desks. Choose one of the pop-outs and write the corresponding word on the board. Tell the children to read out the word. The children who have that card, hold it up. Continue playing until all the children have had a chance to show their card.



Resources

Sparks DVD 1

Unit 5, Real kids

Teacher's Resource Book

Unit 5, DVD worksheet, page 13

Multi-ROM

Activity 2

Making a mosaic townscape with paper.

Curricular link: Art
Project: A mosaic town

Language Objectives

Vocabulary: bus station, hospital, library, park, school, supermarket, sweet shop

Structures: *In my town, there's a (library). The (library) is next to the...*

Materials: white card, pencil, glue, coloured paper

from magazines

Preparation: Make a paper mosaic to show the class.

Busy hands: A mosaic town

Present the project

Say: Today we are going to make something. We are going to make a mosaic picture of a town.

Hold up the mosaic you have already made and show it to the class.

Say: Look at my town. In my town, there's a (supermarket). The (supermarket) is next to the (library). Continue naming the buildings and their relationship to other buildings.

Work with the book

Student's Book, page 43, Activity 7

Tell the children to look at page 43 of their Student's Books. Read the title of the project out loud: *A mosaic town.* Point to the pictures of the materials and say: This is what we need. Ask children to identify the pictures.

Point to the stages one by one and explain using the materials you have brought to class to clarify meaning. Hand out the materials to the children.

Explain the process as they work. First they draw the background of their towns and buildings. Then they fill in the drawings by gluing paper ripped from the magazines. Tell the children to write labels for their buildings and to glue them onto their pictures.

Alternatively, the children can work in groups. Each child can make an individual building. They fill it in with the bits of paper and cut it out. Then they can glue the buildings onto a large piece of card to make a group town scene.

Student's Book, page 43, Activity 8

Say: Now look at Activity 8.

Ask the children to give their town a name and to write it at the top of their pictures. They can also add some bus stops and a bus.

Hold up the picture in the Student's Book and complete the description of the town.

Ask volunteers to describe their pictures to the rest of the class.

Optional Activity Book exercises

See page 185.



Display the project

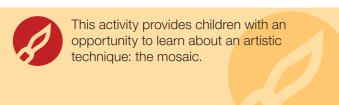
Continuous assessment

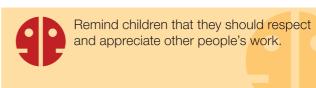
Children can describe a city or town that they know.

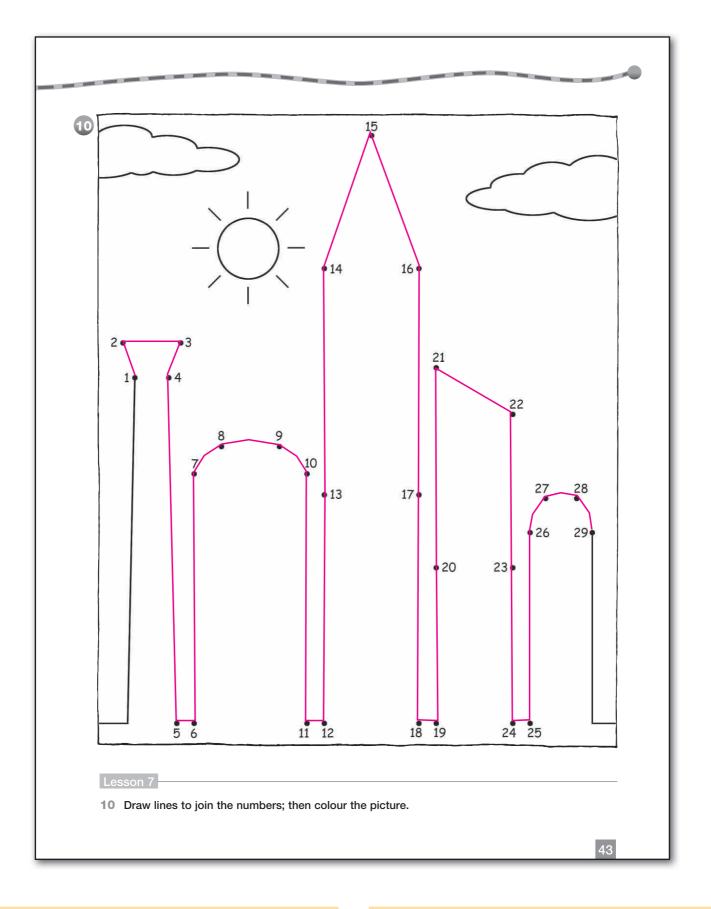
Collect the finished mosaics and display them on a table. Encourage the children to come to the front in order to look at each other's work.

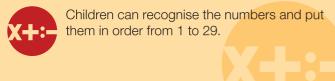
Ask the children to identify their own mosaics by describing their pictures. The rest of the class try to guess which picture it is.













Explain to children that when they are joining numbered dots, they should look carefully to see where the following number is before drawing the line connecting them.

Page 43, Activity 10

Say: Open your Activity Books at page 43. Look at Activity 10.

Tell the children to count with you from 1 to 29 Tell the children to join the dots from 1 to 29.

Ask: What's this? SS: A town.

Tell the children to colour the picture.



Let's play!

Follow the order

Hand out six key vocabulary pop-outs to each child. Call out the names of the pop-outs randomly and tell the children to put them on their desks in the same order as they have been named. The child who manages to put them in the correct order first can name the following six pop-outs. Repeat several times.

Resources



Teacher's Resource Book

Unit 5, Ready to write worksheet, page 99

Multi-ROM

Activity 3

Objective

Assessment.

Curricular link: Geography; Maths

Language Objectives

All the language for Unit 5.

Resources: poster (side A); poster pop-outs (Flo, Dotty, Smiley, Stretch), flashcards (bus station, hospital, library, park, school, supermarket, sweet shop); stickers (bus station, hospital, library, park, supermarket, sweet shop)

BUSY MINDS

Let's remember!



Say: Today we are going to remember all the work we have done in Unit 5.

Say: Do you remember the Twiggle town song?

Play Track 2.2 again. Sing the song and ask the children to join in. Prompt them by holding up the flashcards of the buildinas.

Hold up the flashcards of the buildings one by one and ask: What's this? SS: (The supermarket)! Place the flashcards in a row on the board as you name them. Then ask questions about the position of the buildings: Is the (library) next to the (supermarket)? Collect the flashcards and hand them out. Give the children instructions for placing the flashcards in a row: Put the (library) on the board. Now put the hospital next to the library. Continue with the other flashcards.

Work with the book

Student's Book, page 44, Activity 9

Children open their books at page 44. Show the children the stickers in the middle of the Student's Book. Children find and place the stickers for Unit 5. Then they trace over the words.

Check the activity by asking the children to name the stickers they have placed.

Student's Book, page 44, Activity 10

Point to the pictures and say: We are going to match the children to the buildings.

Tell the children to look at the key with the shapes and the first letters of the children's names. Tell them to use the key to find out where the children are.

Point to the first picture and ask: What's this? SS: It's the hospital. Ask a volunteer to tell you who is at the hospital. Ask: Who is at the hospital? S1: Ann. Hold up your book and trace a line with your finger from the picture of the child to the picture of the building.

Repeat with the other pictures of children and buildings. The children draw the lines. Walk around checking and correcting as they work.

Optional Activity Book exercises



See page 189.

Round up



Put the poster (side A) up on the board and point to the pictures of the buildings at the bottom.

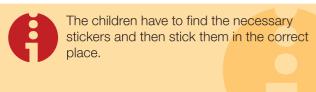
Divide the class into groups of four. Hand the first group the cut-outs of the four main characters. Ask them to come to the board in order to place the characters in different buildings. Encourage the rest of the class to ask: Where's (Flo)?

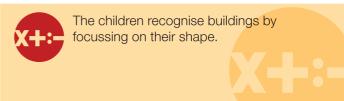
Repeat for the other characters.

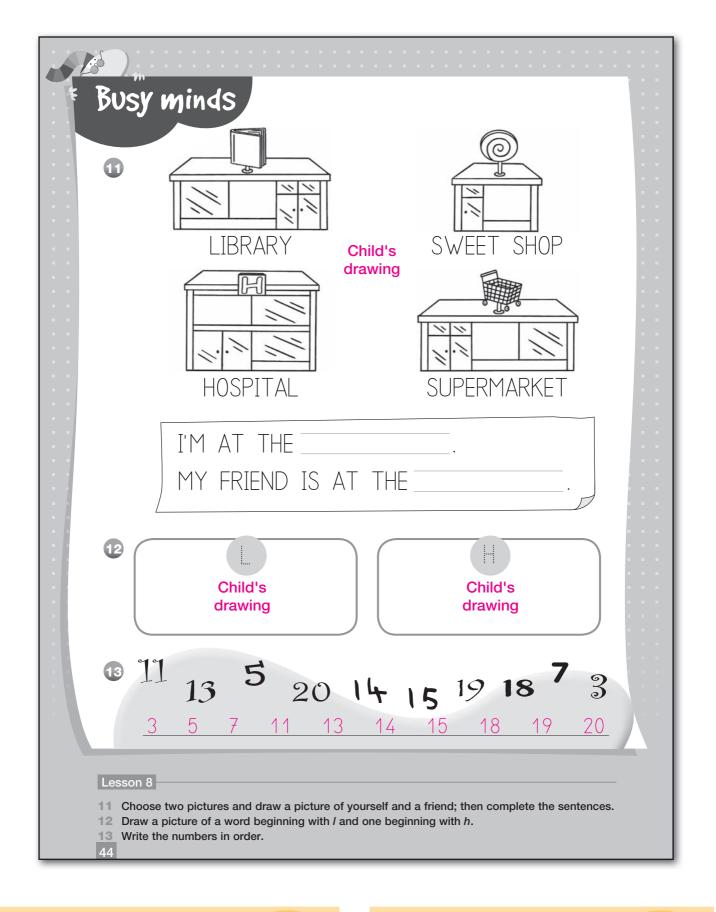
Tell the other groups to come and change the positions and repeat the questions.

Collect the children's books and correct their work.











This activity provides children with an opportunity to revise and compare the numbers up to 20.



Tell the children to look carefully at the space available before doing the pictures.

Page 44, Activity 11

Say: Open your Activity Books at page 44. Look at Activity 11.

Ask a volunteer to read out the numbers of the buildings. Tell the children to draw a picture of themselves next to one building and a picture of a friend next to the other building. The children complete the sentences next to their pictures. Ask for volunteers to read out their sentences and to show their pictures.

Page 44, Activity 12

Say: Now look at Activity 12.

Tell the children to think about words that start with the letter *I*. Tell them to choose one of the words and to draw a picture of it in the frame.

Repeat with the letter h.

Page 44, Activity 13

Say: Now look at Activity 13.

Tell the children to read out the number series, starting with 3 and ending with 20. Tell the children to write the numbers in the correct order. Remind them that it is easier if they cross out each number that they have written.



Let's play!

Songs

Use the puppet to sing all the songs that the children have learnt from previous lessons. All the class joins in.

Resources

Multi-ROM

Unit 5, Activity 4

Teacher's Resource Book

Unit 5 Test. Pages 77 and 78



See Transcript Track 2.6

Transcript



Track 2.6 Unit 5 Test. Activity 1.

Listen and number the places.

Smiley is very busy today. First, he is at the bus station.

Then, he is at the library.

Then, he is at the sweet shop.

Then, he is at supermarket.

Then, he is at the hospital. And finally, he is at the park.

Flo, Stretch and Dotty: Hello, Smiley! Let's play! Smiley: Phew!

ASSESSMENT CRITERIA

CLIL objective

Children can recognise the different types of buildings in a town.

Language objectives

Children can say where someone is and where they live.

People and human activities

CLIL Objective

Recognising that adults work.

Curricular link: Science

Language Objectives

Vocabulary: home, work, school

Structures: (He's) at work. I'm off to work/school. See

you later, alligator!

Resources: CD; poster (side A); poster pop-outs (Flo, Flo's mum, dad, brother, home, school)

Student's Book, page 45, Activity 1

Say: Open your books at page 45.

Hold up the book, point to the arrows, say the words and point to the pictures on the poster. Place the pop-outs of home and school next to the pictures on the poster. Play Track 2.7. The children look at the pictures and match the characters with the arrows. Check the activity. Say: Flo's off to school. Hold up the book and ask the children to point to the corresponding arrow. Repeat with mum, dad and Flo's brother.

OFF TO WORK!

Presentation





Point to the poster and ask: Where's this? Explain that it is Leafy End.

Then, point to the house and ask: Whose house is this? SS: Flo's house.

Say: It's morning! Time for school and work. Use the poster pop-outs to identify the different characters.

Hold up the pop-out of Flo. Say: Who's this? SS: Flo! Remind the children of a few things about mum, dad and Flo's brother.

Play Track 2.7. Hold up each character as they are talking and move them from the house to their place of work or the school. Each time, say goodbye with your hand. Point to Flo and repeat: Flo's off to school. Put the pop-out of Flo at school. Repeat with Flo's mum and dad: Flo's (mum)'s off to work. Put the pop-out of Flo's mum in the hospital, Flo's dad in the bus station and Flo's brother at school.

Ask two children to come to the board and give each child two pop-outs: Flo, Flo's mum, Flo's dad and Flo's brother. Play Track 2.7 again (stopping after See you later, alligator!). Tell the children to say: (Flo's) off to (school) with you, and ask the children holding the pop-outs to place them on the corresponding pictures. Repeat with two other children. The rest of the class join in by saying: See you later, alligator!

Transcript



Track 2.7 Activity

See page 193.

Optional Activity Book exercises

See page 193.

Practice

Tell the children to think about their families. Write on the board the words home, school and work.

Ask the children individually: Where's your (dad)? S1: He's at (work). Point to the word work. Repeat with mum, sister and brother.

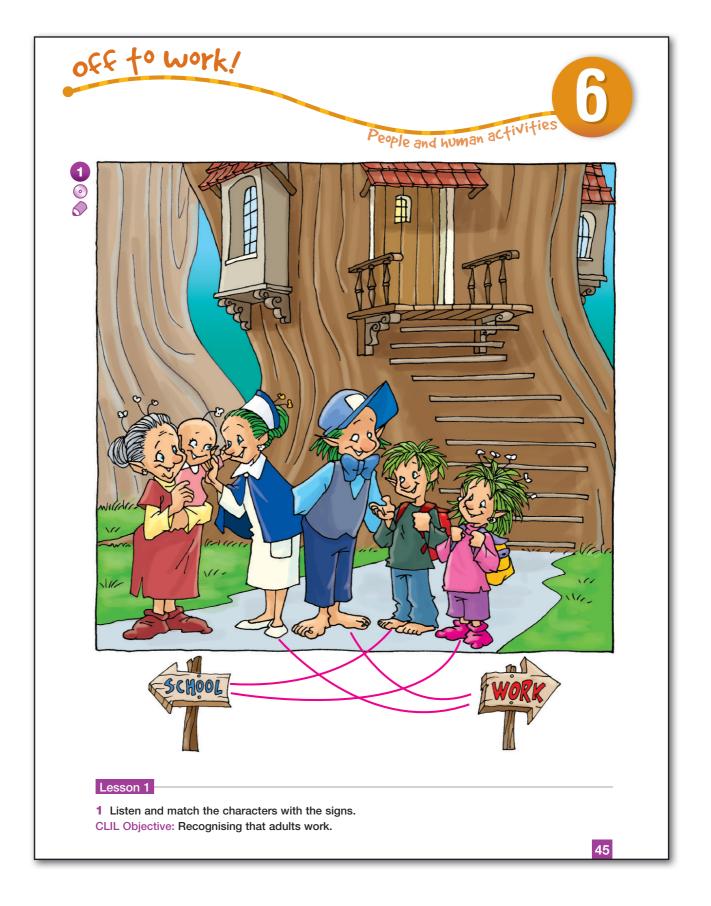
Then, ask: Where are we? At school or at work? SS: At school.

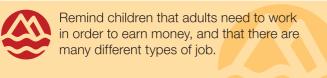
Point to yourself and ask: What about me? I am at work and at school!

Collect the children's books and correct their work.

Work with the book n

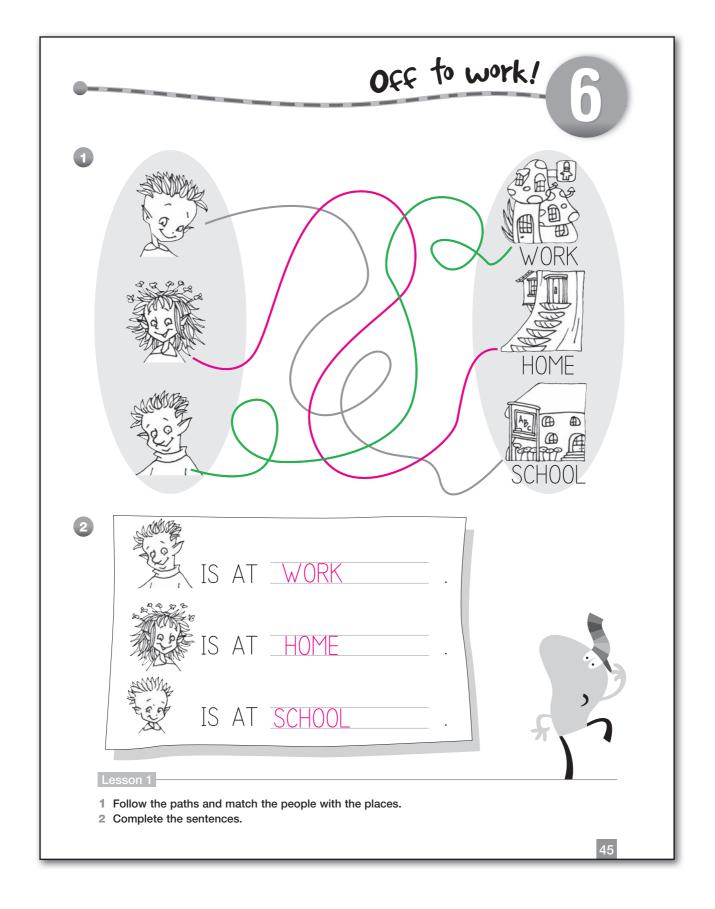








This should get children interested in the people they know and what they do for a living. Hopefully, this will lead them to ask them about their jobs.





Explain that with this type of exercise it's best to first trace the line with your finger before using a pen or pencil.

Page 45, Activity 1

Say: Open your Activity Books at page 45. Look at Activity 1.

Hold up the book and ask the children to identify the characters.

Say: Let's find out where they are. Trace a line with your finger from Smiley to the school. Ask: Where's Smiley? SS: At school.

Tell the children to do the same (tracing a line with their fingers). Tell them to raise their hands when they know where the following character is.

Page 45, Activity 2

Ask the children to complete the sentences, following the lines they have traced in Activity 1.



Let's play!

Puppet game

Divide the class into four groups. Give each group a puppet of one of the characters. Tell the children to use the puppet to tell a story. The children should try to speak in English only. Go around the class and make sure that the children are participating and speaking in English. If necessary, help them with any words or language that they may need.

Resources

Multi-ROM Unit 6, Song

Transcript



Narrator: It's morning. First, Flo leaves the house.

Flo: I'm off to school. Bye-bye, everyone!

Mum, Dad, Brother and Granny: See you later, alligator!

Narrator: Then, Flo's mum leaves the house. Mum: I'm off to work. Bye-bye, everyone!

Dad, Brother and Granny: See you later, alligator!

Narrator: Next, Flo's dad leaves the house. Dad: I'm off to work. Bye-bye, everyone! Brother and Granny: See you later, alligator!

Narrator: Finally, Flo's brother leaves the house.

Brother: I'm off to school. Bye-bye! **Granny:** See you later, alligator!

Recognising that people have different jobs.

Curricular link: Social Science; Maths

Langauge Objectives

Vocabulary: builder, bus driver, gardener, nurse,

police officer, teacher Structures: He's/She's a...

Resources: CD; poster (side A)

IDENTIFYING DIFFERENT JOBS

Presentation





Say: Today we are going to learn about the jobs people do. Hold up the book and point to the pictures of the parents. Say: These are the characters' mums and dads. Can you identify them?

Point to the first character and ask Who's this? Say: Look at his nose! It's Flo's dad. Repeat with the other characters, if necessary, focussing on a distinguishing feature: the shiny nose, the extendable arms, the haircuts and the clothing with dots.

Play Track 2.8. Sing the song and point to the pictures on the poster as the characters are named on the audio CD. The children join in with the sound effects Use the poster to identify the people in relation to the characters. Ask two volunteers to come to the board. Play Track 2.8 again and tell them to point to the pictures as they hear the jobs mentioned. Then, play Track 2.8 again. This time include the actions for each job (see the Transcript).

Ask questions. Point to the people on the poster and ask: Is (he) a (bus driver)? SS: Yes/No. Each time, emphasise he or she.

Then, point to the people again and ask: What is he/she? Encourage the children to answer: He's/She's a...

Work with the book



Student's Book, page 46, Activity 2

Say: We are going to sing The work song again. Play Track 2.8. Do the actions. Then say: Open your books at page 46 and look at the pictures. Identify the parents. Say: Find (Flo's) (dad).

Play Track 2.8 again. The chidlren listen to the song and number the parents in the order that they hear them mentioned in the song. Ask: Is (Flo's) (dad) a (bus driver)? SS: Yes./No.

Point to the first object (a spade) and ask questions:

Is it the (nurse's) (spade)? SS: Yes./No. The children match the jobs to the objects: spade, hammer, thermometer, books, whistle and steering wheel. Correct the children's work, asking questions: Is (Flo's dad) a (gardener)? SS: Yes./No.

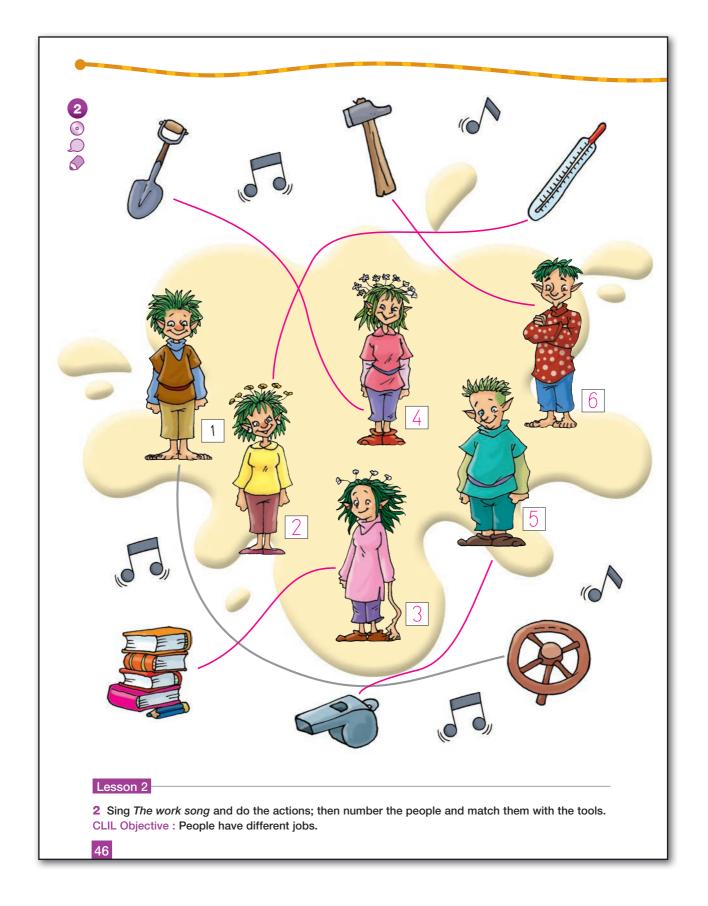


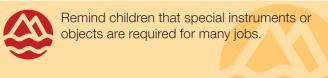
Practice

Ask the children questions about their parents' jobs: Is your (mum) a (builder)? S1: Yes/No.

Supply them with the vocabulary that they need to describe their parents' jobs. If one of the children says that his/her mum doesn't work, say that this isn't true: they work in the house!

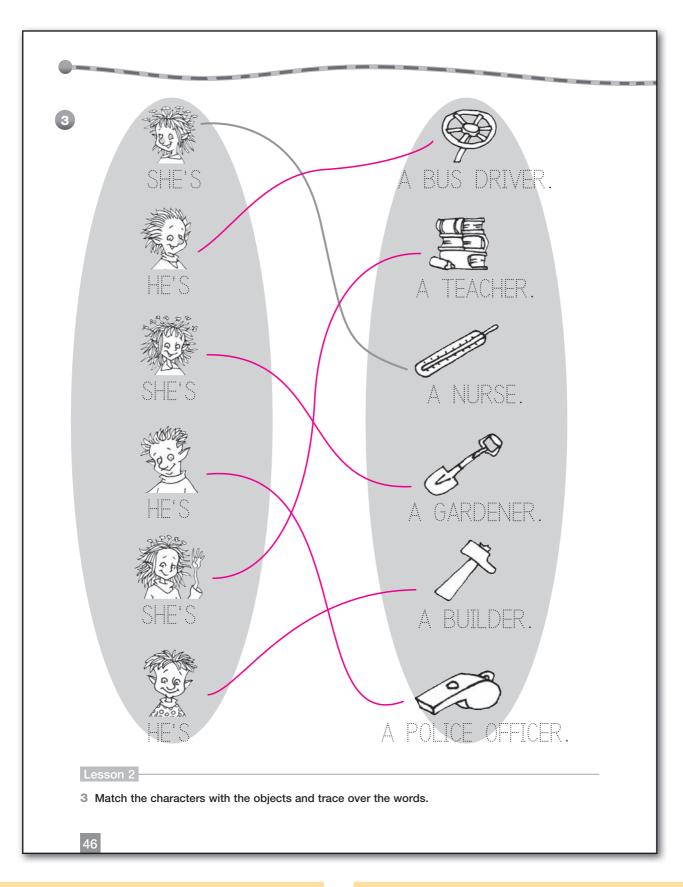
Collect the children's books and correct their work.







This activity provides children with an opportunity to talk about members of their family and their jobs.





Explain that there aren't any gender specific jobs and that both men and women can do any job.



Children have to remember information from the Student's Book in order to complete the activity.

Page 46, Activity 3

Say: Open your Activity Books at page 46. Look at Activity 3.

Hold up the book and tell the children to identify the characters in the left-hand column. Each time, ask: Do you remember (his) job?

SS: He's a (bus driver).

Tell the children to match the pictures.

The children trace over the words.

Ask a few volunteers to read out their sentences. Start by saying: Look at (Flo's) mum. She's a (nurse).



Let's play!

Classify

Divide the class into groups of four. Hand out flashcards from various semantic fields. Tell the children to shuffle the flashcards and to classify them according to their semantic fields. Once the flashcards have been classified, tell each group to show them and to name them out loud, identifying the semantic field in question.

Transcript



Track 2.8 The work song

Flo's dad is bus driver. A bus driver, a bus driver. Flo's dad is a bus driver. Brm, brm, brm. (Driving action)

Flo's mum is a nurse. A nurse, a nurse. Flo's mum is a nurse. Say "Aah, aah, aah". (Rocking a baby)

Stretch's mum is a teacher. A teacher, a teacher. Stretch's mum is a teacher. Shh, shh, shh. (Finger on lips)

Smiley's mum is gardener. A gardener, a gardener. Smiley's mum is a gardener. Dig, dig, dig. (Digging action)

Smiley's dad is a police officer. A police officer, a police officer.

Smiley's dad is a police officer. Stop, stop, stop! (Raised hand)

Dotty's dad is a builder. A builder, a builder. Dotty's dad is a builder. Bang, bang, bang! (Hammering action)

Resources

Multi-ROM

Activity 1

Sparks DVD

Unit 6, The work song



Associating jobs with places of work.

Curricular link: Geography

Language Objectives

Vocabulary: building site, bus station, hospital, park, police station, school

Structures: He/she's at the...

Resources: CD; flashcards (builder, bus driver, gardener, nurse, police officer, teacher; building site, bus station, hospital, park, police station, school)

ASSOCIATING JOBS WITH PLACES

Presentation

Continuous assessment

Children can identify different jobs.

Say: Today we are going to learn about people's jobs and where they work.

Hold up the jobs flashcards one by one and tell the children to help you name the jobs that are illustrated on them: builder, bus driver, gardener, nurse, police officer, teacher.

Place the flashcards on the left-hand side of the board as they are named.

Now hold up the work places flashcards one by one and tell the children to help you name them: building site, bus station, hospital, park, police station.

Place these flashcards on the right-hand side of the board as they are named.

Ask five volunteers to come to the board. Say: *The builder is at work. Take him to work.* S1 takes the flashcard to the place of work. Ask the rest of the class: *Where is the (builder)?*

SS: He's at work. He's at the building site.

Repeat with the other jobs and places of work. Tell the children to close their eyes. Mix up the pictures so that the people are at the wrong place of work. Ask five children to come to the board to move the people to the correct places again.

Work with the book



Student's Book, page 47, Activity 3

Say: *Open your books at page 47. Look at Activity 3.* Tell the children to look at the book. Tell them to identify the characters.

Play Track 2.8 again. (See page 197.)

Stop after Flo's dad is a bus driver. Brm, brm, brm and ask: Where is Flo's dad? SS: He's at the bus station. Repeat with the other characters and places of work. The children match the people to their places of work.

Optional Activity Book exercises



See page 201.

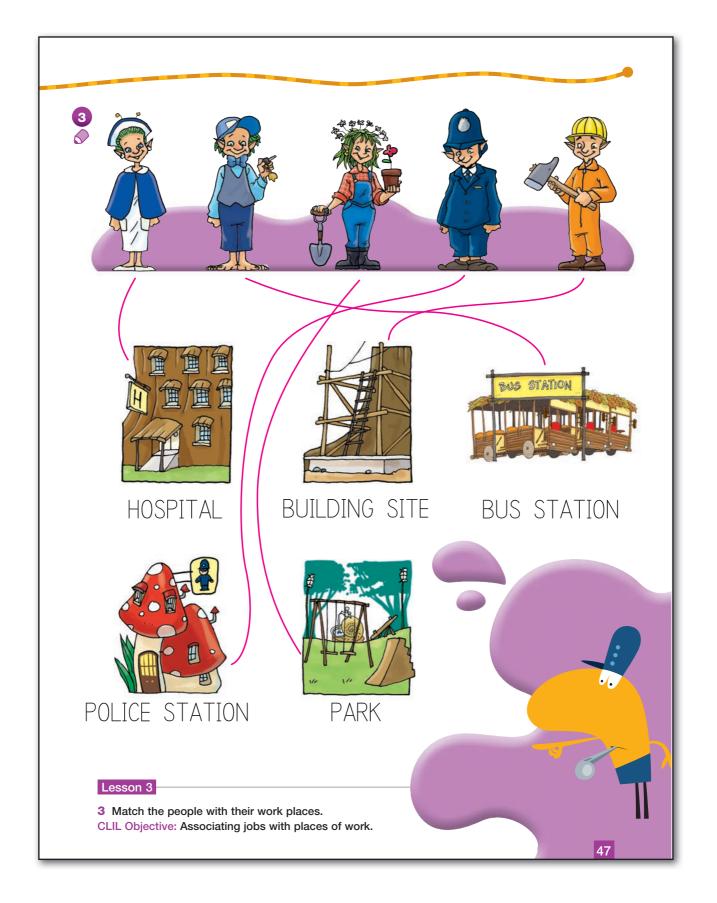
Practice

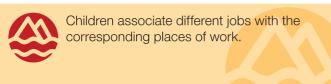
Remind the children of the previous lesson when they were talking about their parents' jobs. Point to a few children at random and ask: What's your (dad's) job? Is (he) at work now? Where is (he)?

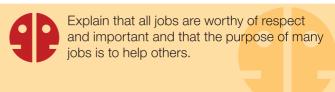
Supply them with any language that they may need. On the board, place the five flashcards of the places of work. Hand out the other flashcards. Listen to some music while the children pass the flashcards around the class. Stop the music and ask: *Who's got a card?* S1: *Me! I'm a (bus driver)*. The rest of the children must say out loud: *Go to the bus station.* The child who has the flashcard goes to the board and holds the flashcard next to the corresponding place.

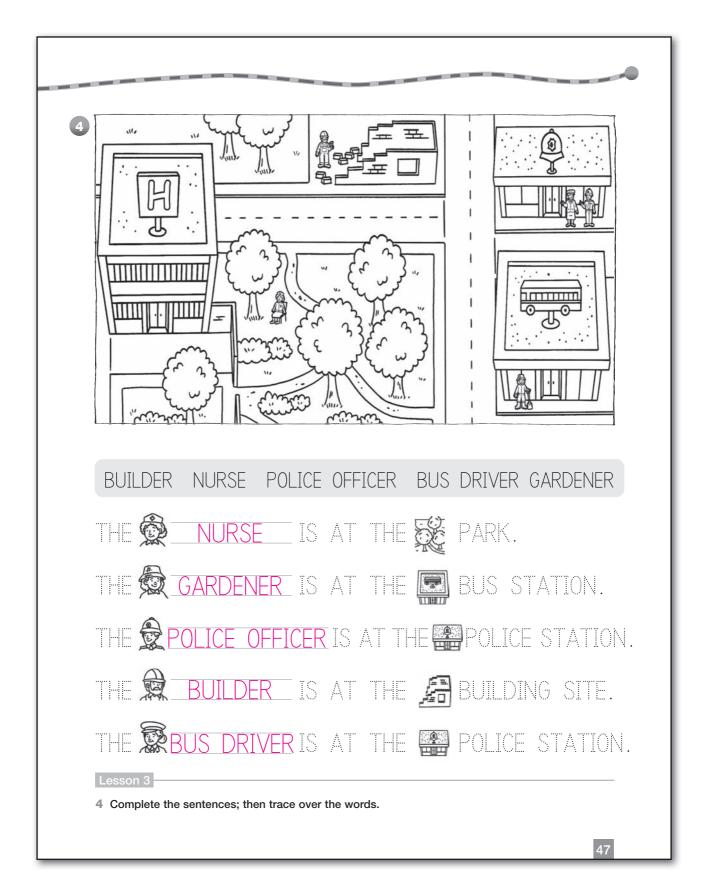
Collect the flashcard and give it to the group again. Continue with the other flashcards until all the children have had a turn.

Collect the children's books and correct their work.











Children have to use the pictures to help them find the words in order to complete the sentences.

Page 47, Activity 4

Say: Open your Activity Books at page 47. Look at Activity 4.

Point to the main picture and ask questions about the location of the people: Where's the (nurse)?

Point to the first sentence and the first picture and tell the children to identify the job (nurse).

Read the first sentence out loud. Then, tell the children to read the sentence out loud including the corresponding job.

Repeat with other sentences.

The chidren complete the sentences using the words in the box. Then, they trace over the words. Ask a few volunteers to read out their sentences.



Let's play!

Noughts and crosses

Prepare 9 pictures. Either draw them or cut out pictures from magazines, etc. Draw a 3X3 table on the board with large squares. Stick one of the pictures in each square. Divide the class into two teams: the Noughts and the Crosses. Ask a child from one of the teams to name one of the pictures. If he/she names it correctly, that team gets a nought/cross in that square. The first team to get three in a row is the winner.

Resources



Unit 6, Extension worksheet 1, page 33

Multi-ROM

Activity 2







Children think about their future and what they would like to do when they are older.



Children work on their mathematical reasoning skills by looking at the order of events from the story.





Pronouncing the sounds and the words out loud helps children build up their confidence with respect to pronunciation.



Children have to listen very carefully in order to be able to identify the sounds and the pictures.

Literacy: Deducing how characters are feeling.

Curricular link: Literacy

Language Objectives

Story language: happy, wishing well Join-in language: I want to be a...

Resources: CD; poster (side B); poster pop-outs (Dotty, Flo, two thought bubbles, Flo dressed asgardener, Dotty dressed as teacher); flashcards (builder, bus driver, gardener, nurse, police officer, teacher; building site, bus station hospital, park, police station, school)

Story: THE WISHING WELL

Presentation





Say: It's story time!

Show the poster to the children. Point to the wishing well on the poster and say: Look! This is a wishing well. It's magic.

Hold up the poster pop-outs of Flo and Dotty and ask: Who's this?

Show the poster pop-outs of Flo dressed as a gardener and Dotty dressed as a teacher and say: This is Flo. She's a gardener. This is Dotty. She's a teacher.

Play Track 2.9. Enact the story by using the poster popouts and the poster. Show the pop-outs of Flo and Dotty with the thought bubbles and place them around the wishing well.

Then, place Flo and Dotty, dressed as a gardener and a teacher next to the park and the school.

Point to the characters as they speak. Use mime and facial gestures to clarify meaning. Point to Flo in the park and to Dotty at school and ask: Is (Flo) happy here?

Ask four children to come to the poster and give each one a pop-out. Play Track 2.9 again. The children act out the story using the pop-outs. Encourage all the children to participate.

Work with the book n



Student's Book, pages 48 and 49, Activity 4

Say: Open your books at pages 48 and 49. Play Track 2.9 again. The children look at the pictures. Show the children the pop-outs. Ask: Who's this? SS: It's Flo. Show the children Flo's thought bubble.

Ask: What does she want to be? SS: A gardener. Do the same with the pop-outs of Dotty. Play Track 2.9 again. Each time the children hear the sentence Wishing well, wishing well, I want to be... they join in by saying the words.

Transcript



Track 2.9 Story: The wishing well

See page 207.

Optional Activity Book exercises

See page 207.

Practice

Continuous assessment

Children can associate jobs with specific places.

Put the flashcards of jobs on the board. Ask the children to help you remember the words. Put the flashcards of the work places around the jobs flashcards. Do a drawing of a wishing well on the board. Touch the picture and say: Wishing well, wishing well, I want to be a (gardener). Tell the children to say out loud: Go to the park! Move the flashcard of the gardener to the park.

Ask for volunteers to come to the board in order to repeat the exercise.

Literacy: phonics g (gardener, girl, game)

and t (teacher, two, ten)

Curricular link: Literacy (Phonics)

Resources: CD; poster (side B); poster pop-outs (Dotty, Flo, two thought bubbles, Flo dressed as

gardener, Dotty dressed as teacher)

Play Track 2.10. The children listen and point to the pictures in the right-hand column. Play Track 2.10 again. The children listen and repeat the sounds and the key

The children circle the pictures with /g/ as an initial sound in one colour, and with /t/ as an initial sound in another colour. Ask for volunteers to list the items starting with /g/. Ask for volunteers to list the items starting with /t/. Ask the children if they can think of any more words in English that start with /g/ or /t/.

PHONICS

Retell the story





Show children the poster and ask: Do you remember the story?

Point to the wishing well and ask: What's this? SS: The wishing well.

Use the poster pop-outs of the characters with their thought bubbles to ask: What does (Flo) want to be? SS: A

Then, place the pop-outs of Flo as a gardener and Dotty as a teacher in the park and the school. Ask: Is (Flo) happy now? S: No! You can also use the story cards and tell the children to order them accordingn to the story.

Play Track 2.9. The children listen to the story.

Play Track 2.9 again. The children join in saying everything they can about the story.

Transcript



Track 2.10 Phonics

See page 209.

Optional Activity Book exercises

See page 209.

Work with the book



Student's Book, page 49, Activity 5

Clap your hands to ensure that the children are watching you. Write the letter q on the board several times. Point to each letter as you say: g g g g gardener. Repeat several times. Articulate the /g/ very clearly by opening

your mouth and producing the sound at the back of your throat. Ensure that the children realise that this sound is made with your mouth open.

The children repeat: g g g g gardener.

Repeat with the items from the activity that begin with g (gardener, girl, game).

Write the letter *t* several times on the board.

Point to each letter as you say: ttt teacher.

Repeat several times. Articulate the /t/ sound very clearly by opening your mouth, placing your tongue just behind your teeth and pushing the air out. Ensure that the children can see clearly the articulation of the sound. The children repeat: ttt teacher.

Repeat with the items from the activity that begin with t (teacher, two, ten).

Tell the children to look at Activity 5 on page 49.

Act out the story



Use the poster (side B) and the poster pop-outs. Place the pop-outs of the characters with the thought bubbles next to the wishing well. Ask: Where's (Flo)? SS: At the wishing well! Ask: What does she say? SS: Wishing well, wishing well, I want to be a gardener!

Do the same with Dotty.

Put the class into pairs. Assign a character to each child. Play Track 2.9 again.

The children join in with their corresponding parts. Ask for volunteers to come forward to act out the story. Use the recording when necessary.

Collect the children's books and correct their work.





Explain that it is important to put yourself in other people's shoes sometimes in order to understand why they are sad. Remind the children that they should always help a friend who feels sad.



This activity gives children an opportunity to think about their own feelings and the things that make them happy or unhappy.

Page 48, Activity 5

Say: Open your Activity Books at page 48. Look at Activity 5.

Point at each picture and ask: Is (Flo) happy or sad? Tell the children to draw happy or sad faces next to the pictures.



Let's play!

Faster

Place the flashcards on the board. Point to a flashcard at random and ask the children to name it. Repeat the game pointing faster and faster at the flashcards.

Resources

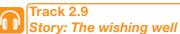


Unit 6, Story

Teacher's Resource Book

Unit 6, Extension 2 worksheet, page 34

Transcript



Picture 1

Narrator: Flo and Dotty are at the wishing well.

Flo: Let's make a wish.

Dotty: Good idea! You first!

Flo: Wishing well, wishing well, I want to be... a gardener! Please, fix it for me.

Picture 2

Flo: Wow! Look at my wellies and my spade! **Dotty:** Oh, Flo! You're a real gardener now!

Picture 3

Flo: Now it's your turn, Dotty!

Dotty: Wishing well, wishing well, I want to be... a teacher! Please. fix it for me.

Picture 4

Dotty: Wow! Look at my books and my blue pencil!

Flo: Oh, Dotty! You're a real teacher, now! **Dotty:** Come on! Let's go to work.

Picture 5

Narrator: Flo works all day long.

Flo: Dig, dig, dig. Oh! This isn't a game. It's hard work!

Viñeta 6

Narrator: Dotty works all day long.

Dotty: Shh, children! Shh! Oh! This isn't a game. It's hard

work!

Picture 7

Narrator: So, Dotty and Flo go to the wishing well again.

Flo: I don't want to be a gardener!

Dotty: And I don't want to be a teacher!

Flo: Let's make another wish.

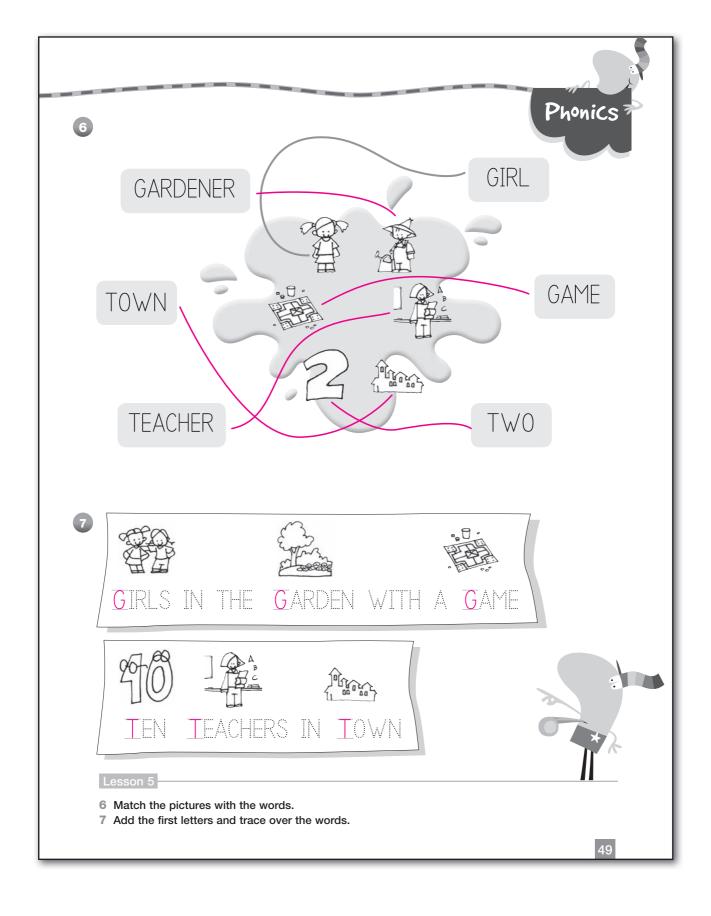
Flo & Dotty: Wishing well, wishing well, we want to be...

little girls!

Flo: Please, fix it for me! Dotty: Please, fix it for me!

Picture 8

Dotty: Hurray! We're girls again! **Flo:** Come on! Let's go to school!





It's a positive sign that children have a go at doing the tongue twister. Encourage them to participate confidently and not to worry about making mistakes.

Page 49, Activity 6

Say: Open your Activity Books at page 49. Look at Activity 6.

Hold the book up, point to the pictures and tell the children to identify them.

Write the letters g and t on the board. Point to the letter g and tell the children to identify the pictures that start with this letter.

Repeat with the letter t.

The children match the pictures to the words.

Page 49, Activity 7

Say: Now look at Activity 7.

Tell the children to add the letterrs *g* or *t* to the words and to trace over the words.

Ask for volunteers to read out their sentences.



Let's play!

Shout out

Shout out a sound, for example, /t/.
Tell the children to call out words that start with this sound. The children could also say words that contain this sound. Repeat several times with different sounds.

Resources



Unit 6, Phonics

Teacher's Resource Book

Unit 6, Ready to read worksheet, page 58

Transcript



Track 2.10 Phonics

g g g g gardener g g g g girl g g g g game t t t t t teacher t t t t two t t t t ten



Identifying clothing for different jobs.

Curricular link: Social Science; Geography

Language Objectives

Vocabulary: boots, gloves, hat, jacket, wellies; builder, bus driver, gardener, nurse, police officer

Structures: I'm a...

Resources: flashcards (builder, bus driver, gardener, nurse, police officer, teacher); student's pop-outs (clothes for builder, bus driver gardener, nurse, police officer)

ASSOCIATING JOBS WITH SPECIAL CLOTHES

Presentation

Place all the flashcards in a row and where the children can see them. Point to the first flashcard and say: Look! This is a (police officer).

Continue naming the other jobs. Then, explain that some people have to wear special clothes at work.

Say: Look at the (police officer). Look at his (blue hat) and (black boots).

Say: Look at the (bus conductor). Look at his (blue hat) and his (blue jacket). Tell the children to repeat the jobs and the special clothes for each profession.

Say: Now we are going to play 'I spy'. Say: I spy with my little eye... a yellow hat and green wellies... SS: It's the gardener.

Ask a volunteer to come to the board in order to say: I spy with my little eye...

The other children have to guess the answer.

Work with the book

Student's Book, page 50, Activity 6

Say: Open your books at page 50. Look at the first picture. Is he a police officer? SS: Yes! T: Look at the second picture. Is she a nurse? SS: No! A gardener.

Repeat with the other pictures.

Tell the children to take out their pop-outs for Unit 6. The children match the characters' clothing with the speech bubbles and heads and stick them.

Say: Look at my yellow hat and green wellies. Who am I? SS: The gardener.

Continue like this with the other clothing and professions.



Optional Activity Book exercises

See page 213.

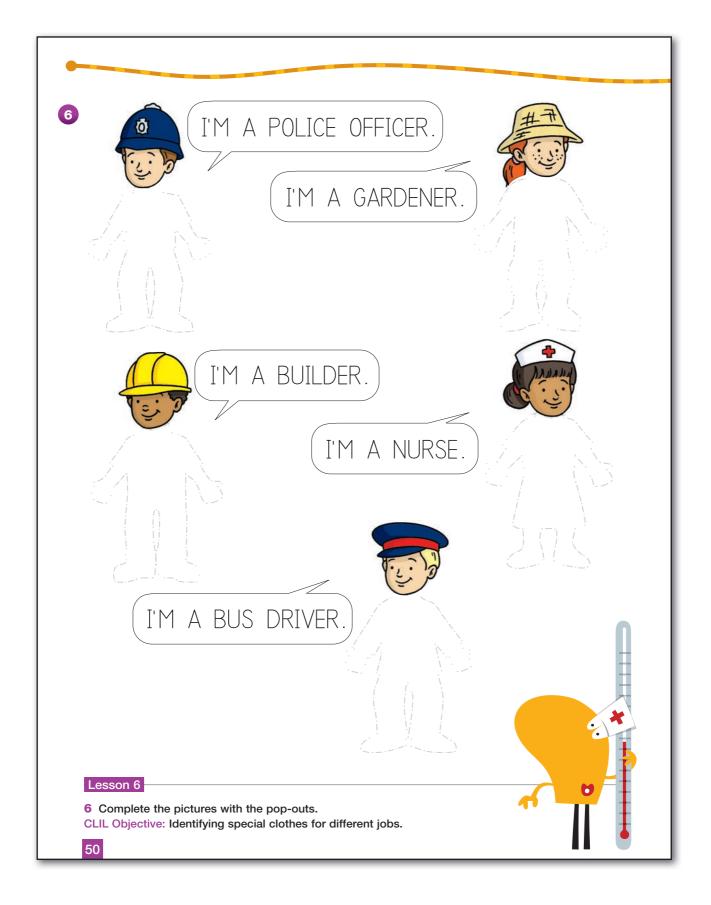
Practice

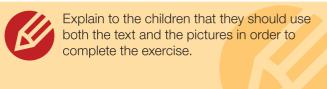
Tell the children that they are going to mime a profession and that the rest of the class have to say which profession it is. Mime the action of digging. Ask: What's my job? SS: A gardener.

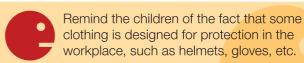
Repeat with another job. Then, ask volunteers to come to the board in order to mime their jobs while the rest of the class try to guess the profession.

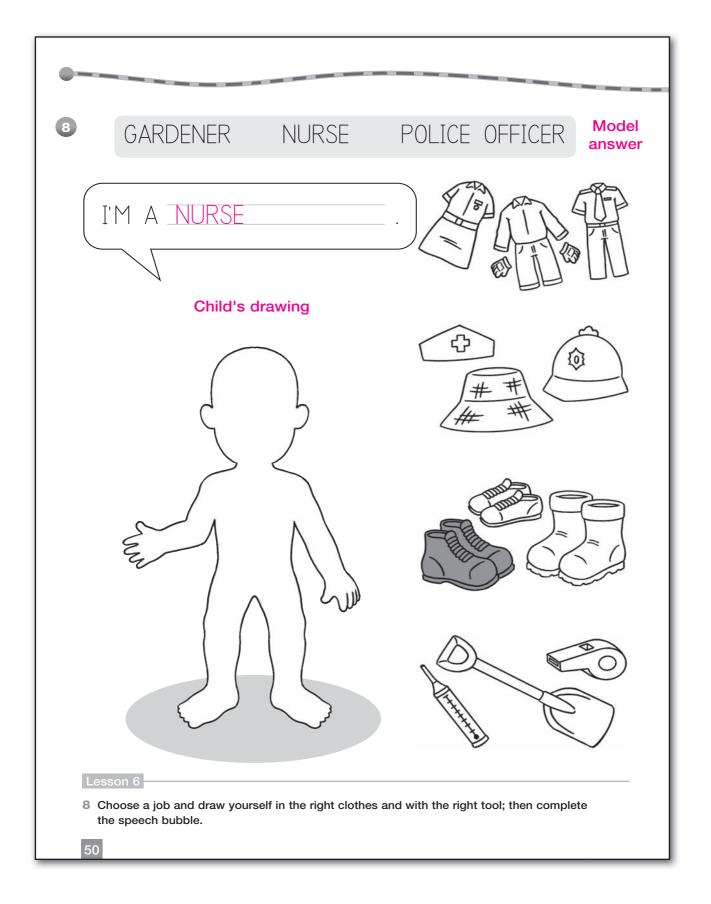
*Note: the children may mime a job that they have not learnt in English class yet. Supply them with the language they need if necessary.

Collect the children's books and correct their work.











Children decide what they are going to draw and how they are going to draw it. They use their sense of creativity to dress the figure.



Explain that before starting to draw the picture, the children should think carefully about what they are going to do and which objects they are going to choose.

Page 50, Activity 8

Say: Open your Activity Books at page 50. Look at Activity 8.

Hold up the book, point to the words and ask a volunteer to read them out.

Point to the uniforms and tell the children to identify each one: *Are these clothes for the (nurse)?* SS: Yes./No.

Point to the hats and repeat the process.

Point to the shoes and the boots and repeat the process.

Point to the tools and repeat the process.

Tell the children to choose a profession and to draw themselves with the appropriate clothing, hat, tools and shoes.

The children complete the sentence in the speech

Ask volunteers to show their pictures to the rest of the class and to read out their text.



Let's play!

It's mine

Tell the children to choose a key vocabulary pop-out. Call out the name of one of the pop-outs. Tell the children who have that pop-out to stand up, to show it and to say its name. Continue the game until all the children's pop-outs have been named.

Resources



DVD

Unit 6, Real kids

Teacher's Resource Book

Unit 6, DVD worksheet, page 14

Making hats for different professions.

Curricular link: Art

Project: Hats

Language Objectives

Vocabulary: bus driver, nurse, police officer **Structures:** Look at my hat! I'm a (bus driver).

Resources: flashcards (nurse, police officer, bus

driver, gardener, builder)

Materials: card, crayons, sticky tape, scissors **Preparation:** Make a hat to show the class.

Busy hands: Hats

Present the project

Continuous assessment

Children can associate different professions with the specific clothing.

Put the flashcards of jobs on the board. Point to them one by one and tell the children to describe the special clothes. Say: *This is the... Look at her...* (the children name the clothes as you point at them).

Play *Mime the jobs* to remind the children of the words: nurse, police officer, bus driver, gardener, builder.

Say: Today we are going to make something. We are going to make a hat.

Hold up the hat that you have prepared previously and show it to the class. Say: Look at my hat. Put the hat on and say: I'm a (bus driver).

Work with the book

Student's Book, page 51, Activity 7

Tell the children to look at page 51 of their Student's Book. Read out the title of the project: *Hats*.

Point to the pictures of the materials and say: *This is what we need.* Tell the children to identify the pictures. Point out the steps, one by one, and explain it to them by using the materials that you have brought to class to clarify the meaning. Explain that first they have to decide what kind of hat they are going to make. Then, they have to fold the card, draw the corresponding parts of the hat, colour it, cut it out and make the hat.

Hand out the materials and tell the children to make their hats.

Student's Book, page 51, Activity 8

Say: Now look at Activity 8.

Hold up the picture in the Student's Book. Tell the children to put on their hats. They say: Look at my hat! I'm a (bus driver).



Optional Activity Book exercises

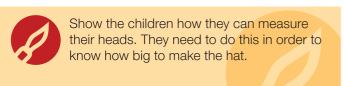
See page 217.

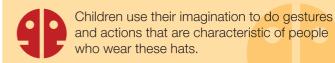
Display the project

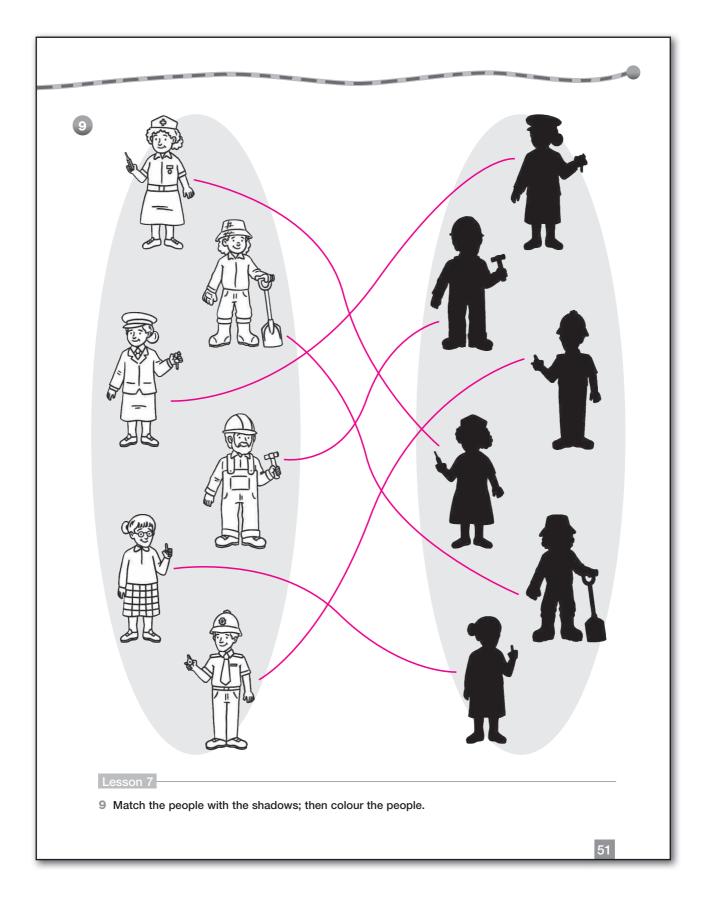
Collect all the finished hats and display them on a table. Encourage the children to come forward to look at the other children's hats.

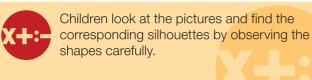
Tell the children to identify their own hats saying: *I'm a (bus driver)*. The rest of the class try to guess which hat it is.













Remind children that with exercises of this type it is best to use different colours so they can see clearly where the lines go.

Page 51, Activity 9

Say: Open your Activity Books to page 51. Look at Activity 9.

Hold the book up, point to the pictures on the left-hand side of the page and tell the children to identify the jobs. Tell the children to find the silhouette that corresponds to each picture. They match the pictures to the silhouettes. The children colour the pictures.



Let's play!

Surprise bag

Put several objects in a bag without letting the children see. Ask a child to come forward and to feel one of the objects inside the bag without looking. The child tries to guess what the object is. Repeat several times with other volunteers.

Resources



Teacher's Resource Book

Unit 6, Ready to write worksheet, page 100

Multi-ROM

Unit 6, Activity 3

Objective

Assessment.

Curricular link: Social Science; Geography; Music

Language Objectives

All the language in Unit 6.

Resources: poster (side B), flashcards (builder, bus driver, nurse, gardener, police officer, teacher; building site, bus station, hospital, park, police station, school), stickers (builder, bus driver, gardener, nurse, police officer, teacher)

BUSY MINDS

Let's remember!

Say: Today we are going to remember all the work we have done in Unit 6.

Say: *Do you remember* The work song? Play **Track 2.8** sing the song and tell the children to join in.

Prompt the children by showing the flashcards of the professions.

Hold the flashcards of the jobs up one by one and ask: *What's this?* SS: *The (builder)*. Place the flashcards in a row on the board as they are mentioned.

Then, elicit responses by using the clothes: A (yellow) (hat). SS: The (builder)!

Collect all the flashcards and hand them out.

On the board, place the flashcards of the work places: police station, building site, school, hospital, bus station, park.

Hand out the flashcards of the jobs and tell the children to tell the rest of the class their job: *I'm a (nurse)*. The rest of the class direct S1 to the corresponding place of work: *Go to the hospital!* S1 puts the flashcard next to the corresponding place of work.

Work with the book

Student's Book, page 52, Activity 9

The children open their books at page 52. Show the children the stickers in the middle of the Student's Book.

The children find the stickers for Unit 6 and stick them. Then, they trace over the words.

Check the activity by asking the children to name the stickers that they have placed.

Student's Book, page 52, Activity 10

Point to the pictures and say: We are going to complete these sentences.

Point to the first picture and ask: *Is she a gardener?* SS: *No, she's a nurse.*

The children complete the speech bubble. Go around the class checking and correcting while the children are working.

Optional Activity Book exercises



See page 221.

Round up



Use side B of the poster. Point to the wishing well and remind the children of the rhyme. Say: Wishing well, wishing well, I want to be a...

Tell the children to decide what they want to be so they can draw themselves. The children should add special clothes if necessary.

The children describe their pictures to the rest of the class: Wishing well, wishing well, I want to be a... Look at my (red) (hat) and (black) (boots).

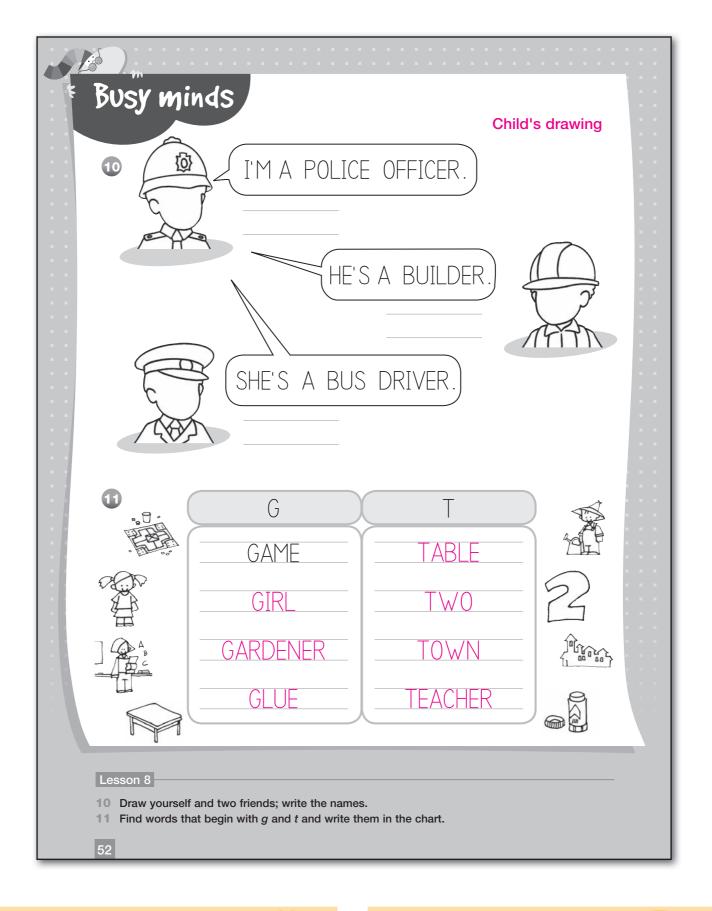




The children revise vocabulary from the unit. Remind the children that it is important to go over things they have learnt previously. This will help them learn and memorise these things.



The children look for the stickers and stick them in the correct place.





This activity provides the children with an opportunity to think about their friends. They write their friends' names. They should ask if they are not sure of the spelling.



Show the children how they can look for the words that they need to write in their books.

Page 52, Activity 10

Say: Open your Activity Books at page 52. Look at Activity 10.

Hold the book up, point to the pictures and name the jobs: Look! A (police officer).

Point to the police officer and read the sentence out to the children.

Tell the children that they have to draw their own face in the space and they have to write their names.

Point to the builder and read the sentence out to the children, putting emphasis on *He's*.

Ask the children if they have to draw a boy or a girl. Then, the children draw a friend and write his/her name. Repeat with the last sentence, putting emphasis on *She's*.

Ask volunteers to show their pictures to the rest of the class and to read out their sentences.

Page 52, Activity 11

Say: Now look at Activity 11.

Tell the children to identify the objects in the pictures around the table. Tell the children to write the words in each column; words that begin with a g and words that begin with a t. They can look in their books to find the words.



Let's play!

Hot hands

Play this game to revise words from the same semantic field. Draw four big hands on the board. Assign a subject to each hand, for example: jobs, the family, clothes, etc. Divide the class into two teams and give each child a number (1-12) so that each child has a partner with the same number from the opposing team. Call out a word and a number. The first child to put his/her hand on the corresponding hand on the board, gets a point for his/her team. The team with the most points at the end of the game wins.

Resources

Multi-ROM

Unit 6, Activity 4

Teacher's Resource Book

Unit 6, Test, pages 79 and 80



See Transcript Track 2.11

Transcript



Track 2.11 Unit 6 Test. Activity 1.

Listen and match the pictures.

Narrator: What do you want to be, Flo? **Flo:** I want to be a gardener, or a police officer.

Narrator: What do you want to be, Smiley?

Smiley: I want to be a bus driver or a builder.

Narrator: What do you want to be, Dotty?

Dotty: I want to be a teacher or a bus driver.

Narrator: What do you want to be, Stretch?

Stretch: I want to be a builder, or a nurse.

ASSESSMENT CRITERIA

CLIL Objective

Children recognise that adults have different types of jobs.

Language Objectives

Children can name jobs, places of work and uniforms for each of the jobs.

Living things

CLIL Objective

Recognising wildlife around us.

Curricular link: Social Science

Language Objectives

Vocabulary: bird, fish, frog, rabbit; elephant, monkey, parrot, snake, tiger

Structures: Listen! What's that? Look! I can see a (bird). Where? It's there.

Resources: CD; poster (side A); poster pop-outs (bird, fish, frog, rabbit)

ANIMAL WORLD!

Presentation





Show the children the Twiggles sitting by the river. Ask: Are there any children? SS: Yes! Say: Look, the Twiggles are in the forest. Ask: Are there any animals? SS: No! Say: They think they are alone. But there are some animals there too. Sav: Listen! Can you hear any animals?

Play Track 2.12. Hold up the pop-outs of the animals (bird, fish, frog, rabbit) as they are mentioned.

Play Track 2.12 again. Put the pop-outs of the animals in appropriate places on the poster.

Ask four children to come to the board and hand each one a pop-out.

Play Track 2.12 again. The children put the animals in the forest and join in with: Look! It's a (bird). It's there.

Say: Let's find some more animals. Remove the pop-outs. Tell the children to come closer to the poster.

Say: I can see a fish. SS: Where? T: Look! It's there! (Point to the fish).

Ask volunteers to find animals and repeat the process.

Work with the book n



Student's Book, page 53, Activity 1

Say: Open your books at page 53.

Play Track 2.12. Children listen and point to the animals in their books.

Say: Find the (rabbits). How many can you find? SS: (Nine). Repeat for the frogs, the birds and the fish.

Tell the children to count the animals and to write the numbers.

Check the activity. Hold up your book, point to the box for the rabbits. T: How many rabbits can you see? Repeat with the other animals.

Transcript



Track 2.12 Activity

See page 225.

Optional Activity Book exercises

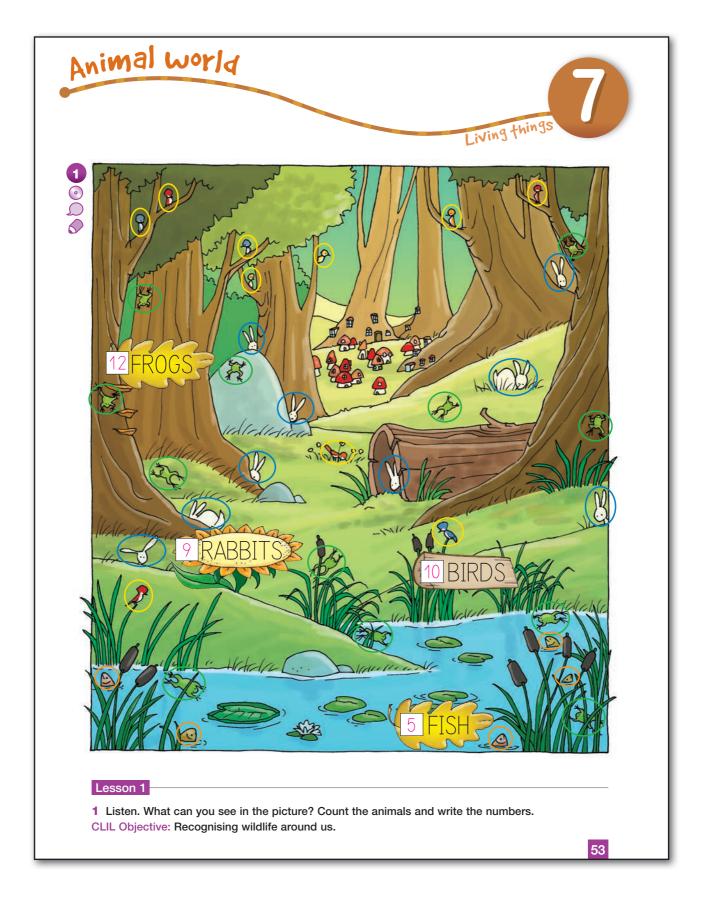
See page 225.

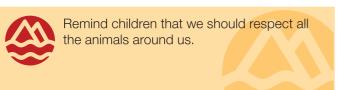
Practice

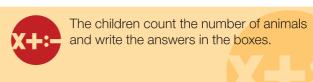
Tell the children you are going to play a game. Tell the children to close their eyes. Hide the pop-outs (bird, fish, frog, rabbit).

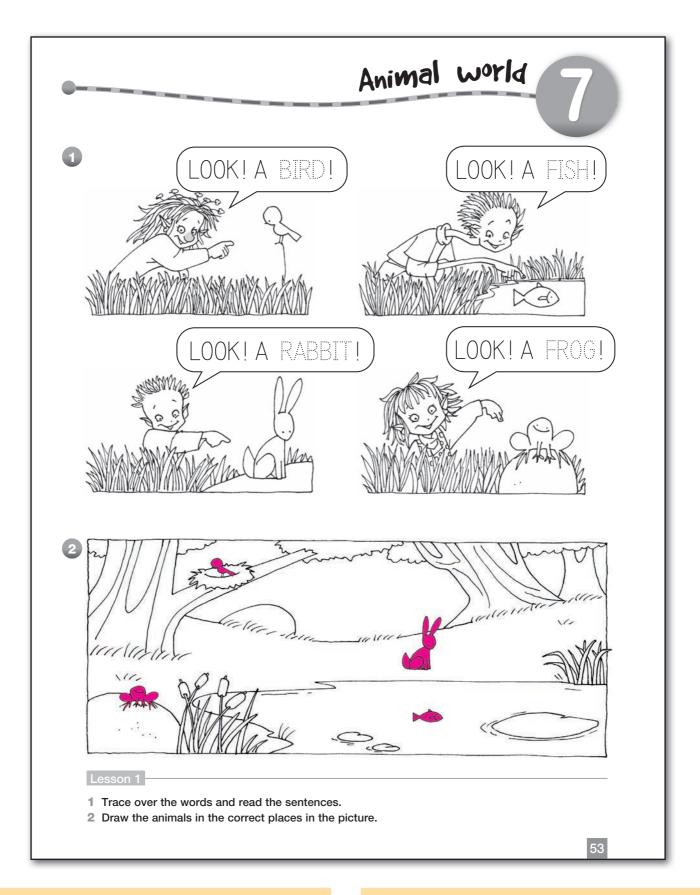
Say: I can see a (bird). SS: A bird? Where? T: It's there! (Point more or less in the direction of the animal you named). Wait for a child to find the pop-out and bring it to

Repeat the process with the other pop-outs. Ask volunteers to hide the pop-outs and play the game











Explain that all animals have a place to live and that we should protect both the animals and their habitat.



With this activity, children are given an opportunity to express themselves artistically by drawing animals.

Page 53, Activity 1

Say: Open your Activity Books at page 53. Look at Activity 1.

Hold up the book and point to the first picture. Read out the sentence. Ask for volunteers to read out the other sentences. The children trace over the words. Ask for volunteers to read out their sentences.

Page 53, Activity 2

Say: Now look at Activity 2.

Hold up, one by one, the pop-outs of *bird*, *fish*, *frog* and *rabbit*. Say: *Draw a (bird) in your picture*. *Look carefully!* Repeat with the other three animals. Check that the children have drawn the bird in the nest, the fish in the water and the frog near the puddle or on the lilypads.

Transcript



Track 2.12 Activity

Flo: Listen! What's that?
Smiley: Look! It's a bird!
Flo: A bird! Where?
Smiley: Look! It's there!
Stretch: Listen! What's that?
Dotty: Look! It's a fish!
Stretch: A fish! Where?
Dotty: Look! It's there!
Flo: Listen! What's that?
Smiley: Look! It's a frog!
Flo: A frog! Where?
Smiley: Look! It's there!
Stretch: Listen! What's that?
Dotty: Look! It's a rabbit!
Stretch: A rabbit! Where?

Dotty: Look!



Let's play!

Puppet game

Mistake

Tell the children to play in pairs or in small groups. One of the children holds the puppet, points to a flashcard or an object and names it incorrectly. Another child corrects the puppets and names the flashcard or object correctly. Make sure all the children have a turn holding the puppet.

Resources

Multi-ROM Unit 7, Song



CLIL Objective

Recognising features to identify animals.

Curricular link: Social Science; Music

Language Objectives

Vocabulary: elephant, monkey, parrot, snake, tiger

Structures: What is it? An (elephant).

Resources: CD; poster (side A); flashcards (elephant,

monkey, parrot, snake, tiger)

Preparation: Make a card the same size as a

flashcard and cut a small window in it.

DENTIFYING ANIMALS BY THEIR COATS

Presentation M





Point to the animals along the bottom of the poster and say: Look, this is a (monkey). Remember to say: This is an elephant. (You do not need to point this out to the children at this stage.)

Say: Look at me! What am I? Mime an animal. Ask a child to come to the front and point to the animal. T: That's right! (A monkey). Repeat the process with the other animals. Ask the children to take turns miming animals for their classmates.

Then, tell the children they are going to listen to a song about animals. Play Track 2.13 and ask the children to mime the animals as they hear them.

Work with the book In



Student's Book, page 54, Activity 2

Say: Open your books at page 54.

Play Track 2.13 again and tell the children to sing and point to the animals in their books.

Hold up your book and point to page 54, which shows a goods train going to the zoo.

Tell the children to look carefully at the boxes on the train. Say: Look at box number (1). What animal is in the box? SS: (An) (elephant). Play Track 2.13 again and ask the children to match the animals to their corresponding boxes.

Point to individual children and ask: Where's the (elephant)? S1: The (elephant) is in box number (1).

Check the activity. Hold up your book and point to the numbers and the animals and say them in the correct order.

Transcript



Track 2.13 Song: The animals in the zoo

See page 229.

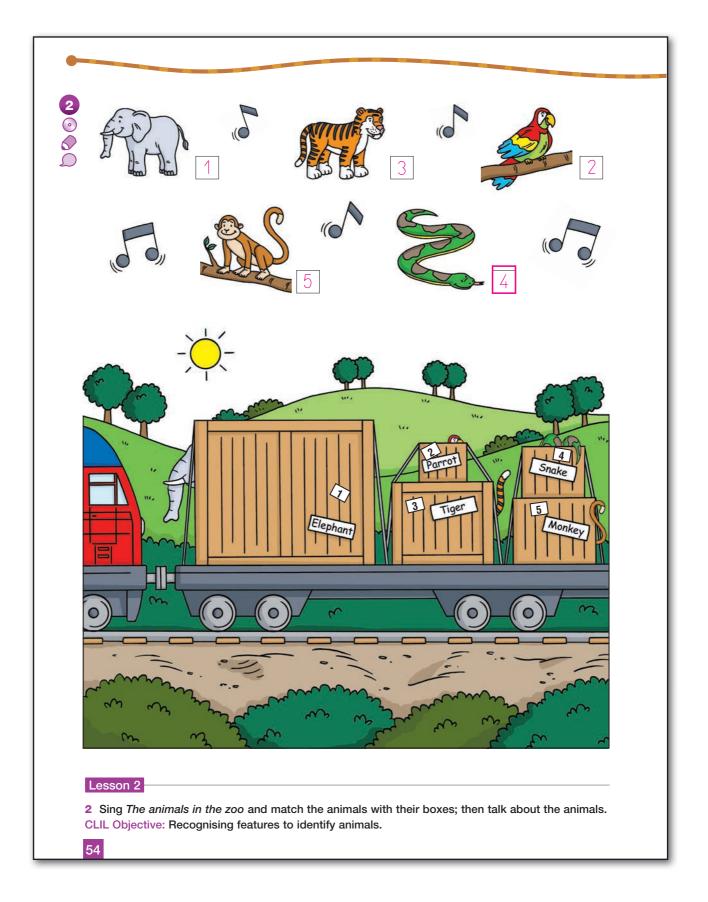
Optional Activity Book exercises

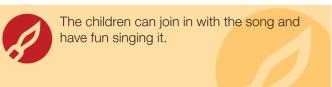
See page 229.

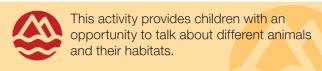
Practice

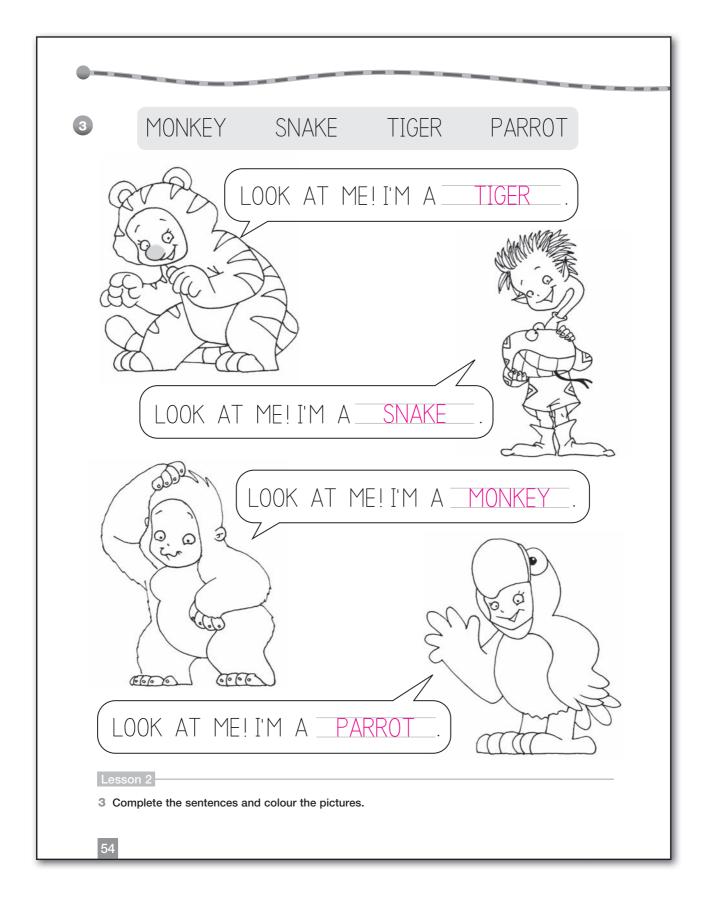
Play a game with the flashcards covered by the card with a window in it. Ask the children to identify the hidden animals. Ask: What is it? SS: (An elephant).













Explain to the children that they should look at all the options before choosing the answers. Remind them to copy the words carefully.

Page 54, Activity 3

Say: Open your Activity Books at page 54. Look at Activity 3.

Hold up your book and point to the first picture. Ask: Who's this? SS: Flo. Say: Yes, it's Flo, but she's dressed up as an animal. What animal is she? SS: A tiger! Repeat with the other characters. Tell the children to use the words at the top to complete the sentences.



Let's play!

Liar

Tell the children to play in pairs. Hand out the key vocabulary pop-outs. Tell each pair to gather all the pop-outs. One of the children shuffles the pop-outs and deals them out. Then, one of the children chooses a pop-out (without showing it to his/her partner) and says: It's a (horse). This may or may not be true. The other child in the pair says Yes! if he/she thinks it's true or No! if he/she doesn't believe it. If the child guesses correctly, he/she keeps the pop-out. Then, it's the other child's turn to take a card. The child who gets all the pop-outs wins.

Transcript



Track 2.13 Song: The animals in the zoo

Oh, we love the animals in the zoo. Zoo!

There's a tiger and a monkey in the zoo, Zoo!

And a parrot and a snake in the zoo. Zoo!

And there's a great big elephant too! Oh, we love the animals in the zoo. Zoo!



Resources

Teacher's Resource Book

Unit 7, Extension Worksheet 1, page 35

Sparks DVD

Unit 7, Song: The animals in the zoo

CLIL Objective

Recognising animal sounds.

Curricular link: Science

Language Objectives

Vocabulary: elephant, monkey, parrot, snake, tiger **Structures:** It's a (tiger). What can you hear?

Resources: : CD; poster (side A); flashcards (elephant, monkey, parrot, snake, tiger)

DENTIFYING ANIMALS BY THEIR NOISES

Presentation



Continuous assessment

Children can name some wild animals.

Say: Today we are going to learn about the noises animals make.

Hold up the flashcards one by one and ask the children to name the animals: *elephant, monkey, parrot, snake, tiger.* Hand out the flashcards and ask children to come to the poster in order to place the flashcards next to the animals at the bottom of the poster. The children name the animals.

Then point to the animals at the bottom of the poster and ask: *What's that?* SS: *It's a snake*. T: *What noise does it make?* (Hiss, like a snake). Then, ask again and ask the children to make the noise.

Say: Dotty, Stretch, Flo and Smiley are at the zoo. Let's listen to the animal noises they hear.

Play Track 2.14.

Play **Track 2.14** again and stop after each noise. Ask: What can you hear? SS: (Elephants!)

Work with the book n



Student's Book, page 55, Activity 3

Say: Open your books at page 55. Look at Activity 3. Say: The Twiggles are visiting the Zoo. Listen to the animal noises and follow the path.

The children listen to **Track 2.14** and follow the path with their fingers.

Play **Track 2.14** again. This time, tell the children to colour the path.

Check the activity. Ask: What animal do they see first? And then? Continue asking until the children have named all the animals in the correct order.

Transcript



Track 2.14 Activity

See page 233.

Optional Activity Book exercises

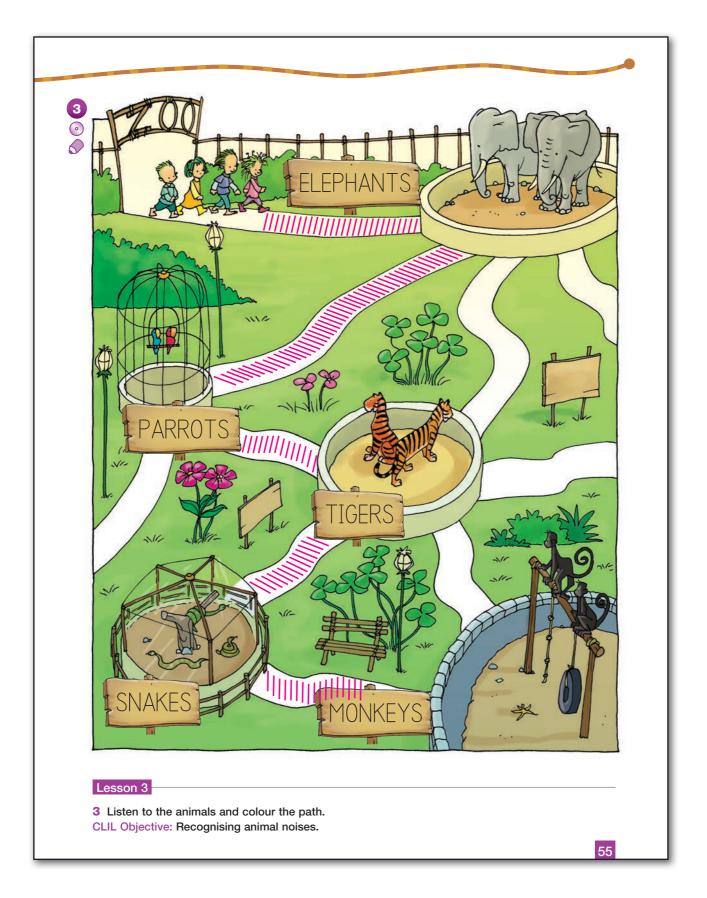
See page 233.

Practice

Divide the class into groups of five. Explain that you are going to play a game called *Guess the animal*.

Group 1 makes the noise of an animal and asks: What can you hear? The other groups have to guess the name of the animal. SS: A (tiger)!

The group that guesses correctly imitates another animal noise and asks the question.

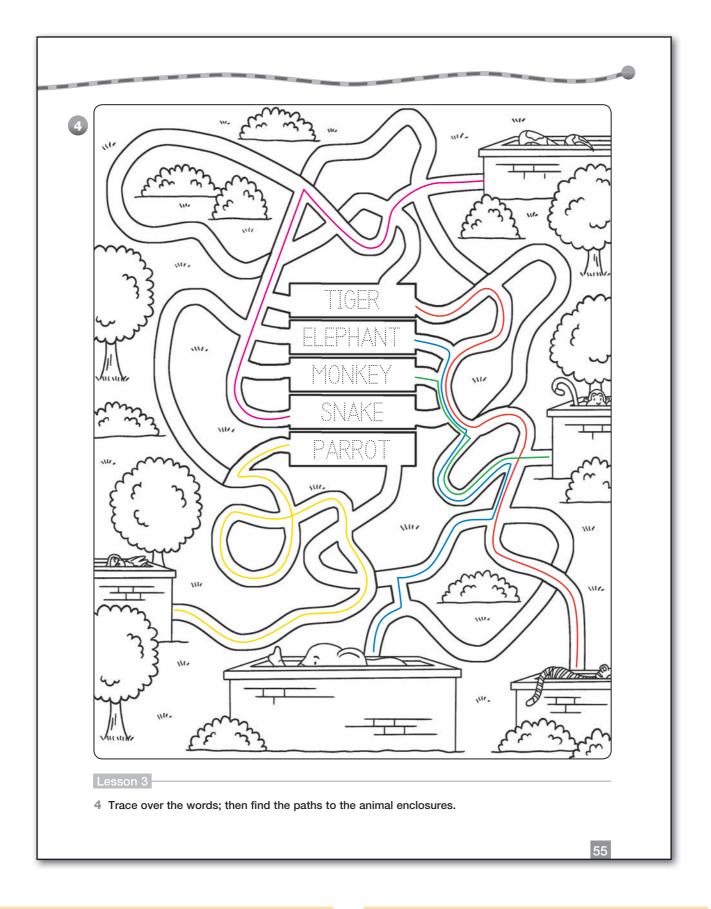




Remind the children that when they visit a zoo they shouldn't do anything to disturb the animals and that they should obey the zoo rules.



The children have to recognise the animal sounds and associate an animal with the sound that it makes.





Remind the children that before doing the exercise with a pencil, they should check each path carefully with their fingers to make sure they choose the correct one.



Explain that zoos are places where we can observe animals, but that they are also centres of research where scientists investigate ways to protect endangered species.

Page 55, Activity 4

Say: Open your Activity Books at page 55. Look at Activity 4.

Point to the words and tell the children to trace over them. Ask for volunteers to read out the words. Then, tell the children to follow the paths with their fingers, starting from the words and going to the corresponding animals. When they have checked their answers, they can draw the paths.



Let's play!

Guess the drawing

Start drawing a picture on the board. Tell the children to try to guess what you are drawing. Keep doing the drawing bit by bit and asking: *What's this?* Try not to make it too obvious at first. The child who guesses has a turn doing a drawing on the board for the rest of the class.

Resources

Multi-ROM
Unit 7, Activity 1.



Transcript



Flo: Here we are at the zoo. Let's go this way! (noise of elephants)

Smiley: Now, let's go this way! (noise of parrots) Stretch: Now, let's go this way! (noise of tigers) Dotty: Now, let's go this way! (noise of snakes)

Stretch: A fish! Where? **Flo:** Now, let's go this way! (noise of monkeys) **Flo:** Phew! That was fun. Let's go home now!





Explain that having a pet is an important and full-time responsibility. They have to look after the pet and care for it so it is healthy and happy.



Help the children to understand that we are all different and that the things one person likes won't necessarily be the things that another person likes. However, we all have the right to express our preferences.





Remind children of the importance of listening carefully, especially in this case as the two sounds are very similar.

CLIL Objective

Literacy: using descriptions in a story.

Curricular link: Literacy; Science

Language Objectives

Story vocabulary: pet, cat, dog, goldfish, mouse, parrot, turtle; It's too big/small/ quiet/noisy/hard). It's just right. I don't know. I don't think so.

Join-in language No, no! I want a pet, a perfect pet. A perfect pet for me, you see!

Resources: CD; poster (side B); poster pop-outs (cat, dog, goldfish, mouse, parrot, turtle); flashcards (dog, cat, goldfish, mouse, parrot, turtle, big, small, quiet, noisy, hard, soft)

Story: Stretch finds the perfect pet

Presentation





Say: It's story time!

Show the children the poster. Point to the pet shop on the poster and say: Look! This is a pet shop. We buy animals from a pet shop.

Put the flashcards of the six animals (cat, dog, goldfish, mouse, parrot, turtle) on the board and say: Look at these animals.

Point to the flashcard of the (dog) and say: *This is a dog. It's very big.* Continue to introduce the other animals and adjectives.

Play **Track 2.15**. Enact the story using the pop-outs and the poster. Hold up the poster pop-outs as they are named and put them in their places in the pet shop.

As the animals are named, mime the adjective corresponding to each pet.

Point to the characters as they speak. Add mime and facial gestures to support meaning.

Ask six children to come to the poster and give them each a pop-out. Play **Track 2.15** again. Children enact the story using the pop-outs. Encourage all the children to join in.

Work with the book



Student's Book, pages 56 and 57, Activity 4

Say: Open your books at pages 56 and 57.

Play **Track 2.15** again. Children look at the pictures. Show the children the flashcards. Ask: *What's this?* SS: *It's a dog.* Ask questions about the animals: *Is the dog big?* SS: *Yes! It's too big!*

Do the same with the other animals.

Play **Track 2.15** again. The children join in each time they hear *I* want a perfect pet, a perfect pet. A perfect pet for me, you see!

Transcript



Track 2.15

Story: Stretch finds the perfect pet

See page 239.

Optional Activity Book exercises

See page 239.

Practice



Divide the class into groups of three. In each group, assign a child to be Smiley, Stretch and the shop keeper.

Play **Track 2.15**. Ask the children to raise a hand when they hear their part of the story.

Play **Track 2.15** again. The children join in with their lines. Encourage them to add facial gestures by modelling suitable expressions.

CLIL Objective

Literacy: phonics m (mum, mouth, mouse) and *n* (<u>n</u>ose, <u>n</u>urse, <u>n</u>ine)

Curricular link: Literacy (phonics)

Resources: CD; poster (side B); poster pop-outs (cat, dog, mouse, goldfish, parrot, turtle); flashcards (elephant, monkey, snake, tiger)

PHONICS

Retell the story





Continuous assessment

Children can classify animals into pets and wild animals.

Show the children the poster and ask: Do you remember the story?

Point to the pet shop and ask: What's this? SS: The pet shop.

Put the story pop-outs on the board in the correct order, asking each time: What's this? SS: It's a (dog)!

Put the zoo animal flashcards up on the board and point to them one by one. Ask: What's this? SS: A tiger. Ask: Is a tiger a good pet? SS: No!

Then remove the poster pop-outs in order and hold them up. Ask: Is a (dog) the perfect pet for Stretch? SS: No, it's too (big). Use gestures to prompt the children to say big, small, noisy, quiet, hard and soft.

Play Track 2.15. The children listen to the story. Play Track 2.15 again. The children join in with: I want a pet, a perfect pet. A perfect pet for me, you see! You can also use the story cards. The children can order them according to the story.

Work with the book



Student's Book, page 57, Activity 5

Clap your hands to ensure that children are watching you. Write the letter *m* several times on the board.

Point to each letter as you say: m m m m m mum. Repeat several times. Articulate the /m/ sound very clearly by pressing your lips tightly together and humming.

Children repeat. m m m m mum.

Repeat with the items from the activity that begin with m (mum, mouth, mouse).

Write the letter *n* several times on the board.

Point to each letter as you say: n n n n nose. Repeat several times. Articulate the /n/ sound very clearly. Make sure the children can see the articulation clearly.

Children repeat. n n n n nose.

Repeat with the items from the activity that begin with *n* (nose, nurse, nine)

Tell the children to look at Activity 5 on page 57.

Play Track 2.16. Children listen and point to the pictures in the right-hand column.

Play Track 2.16 again. Children listen and repeat the key sounds and words.

Children circle the pictures with /m/ as an initial sound in one colour and with /n/ as an initial sound in another colour. Ask for volunteers to list the items starting with /m/. Ask for volunteers to list the items starting with /n/. Ask the children if they can think of any more words in English that start with /m/ or /n/.

Transcript



Track 2.16 Phonics

See page 241.

Optional Activity Book exercises

See page 241.

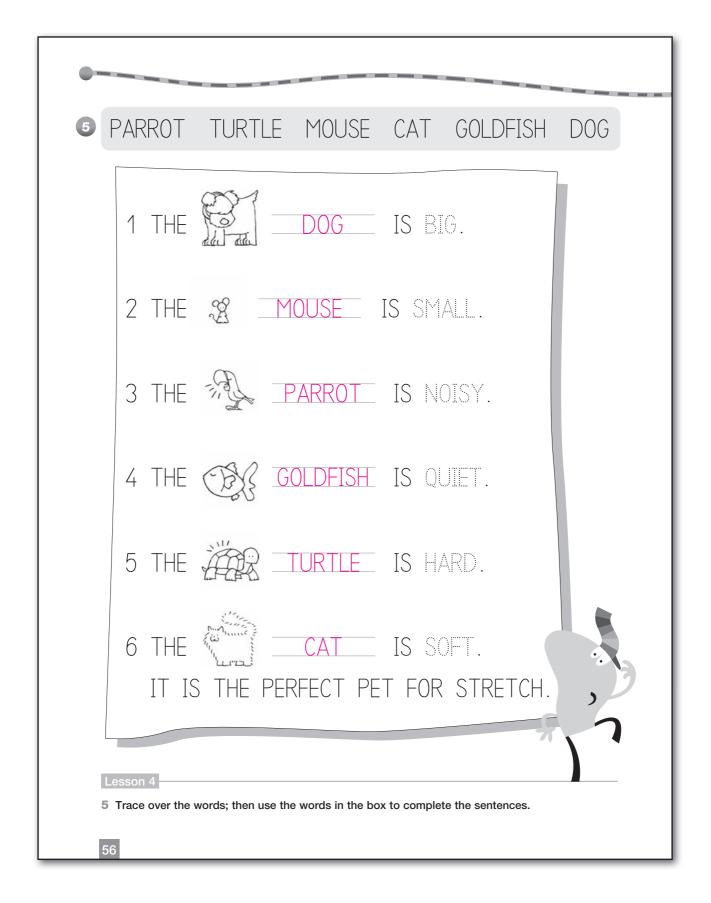
Act out the story

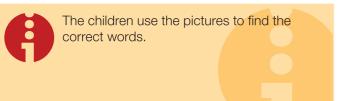


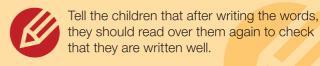
Use the story poster pop-outs of the animals. Give the children a model of what you want them to say. Point to the dog and say: A dog isn't too noisy, but it is too big. Ask volunteers to come to the board and follow the model with different animals.

Divide the class into groups. Assign a character to each

Play Track 2.15 again. Children join in with their lines. Ask groups to come to the front the classroom to act out the story. Use the recording when necessary.







Page 56, Activity 5

Say: Open your Activity Books at page 56. Look at Activity 5.

Hold up the book and point to the first picture. Read the sentence and ask the children to tell you which animal is missing. Repeat with all the sentences. The children trace over the adjectives.

Tell the children to complete the sentences with the words at the top of the page. Ask for volunteers to read out their sentences.



Let's play!

Cops and robbers

Play this game in the playground. Divide the class into two groups: the Robbers and the Cops. Tell each group to go to opposite ends of the playground. Put the flashcards on the ground in the middle of the playground. Call out the name of a cop and a robber, and also the name of a flashcard. The robber has to run to the flashcards, grab the correct flashcard and run back to his/her group before the cop catches him/her. If the cop catches the robber, the robber becomes a cop. Continue playing until all the robbers have been caught.

Resources



Unit 7, Story Unit 7, Activity 2



Transcript



1rack 2.15

Story: Stretch finds the perfect pet

Picture 1

Narrator: Stretch and Smiley go to the pet shop to find a pet for Stretch.

Shopkeeper: Good morning!

S & S: Good morning!

Shopkeeper: Can I help you?

Stretch: Yes, please! I want a pet, a perfect pet. A perfect

pet for me, you see!

Shopkeeper: Well, there are lots of pets here. Look!

Picture 2

Smiley: Look, Stretch! Look at this dog. A dog is a good pet for you. A dog is a perfect pet!

Stretch: Mmm. I don't know. I don't think so! This dog is too big. No, no! I want a pet, a perfect pet.

A perfect pet for me, you see!

Picture 3

Smiley: Look, Stretch! Look at this mouse. A mouse is a good pet for you. It isn't big. A mouse is a perfect pet!

Stretch: Mmm. I don't know. I don't think so! This mouse is too small. No, no! I want a pet, a perfect pet. A perfect pet for me, you see!

Picture 4

Smiley: Look, Stretch! Look at this parrot. A parrot is a good pet for you. It isn't too big and it isn't too small. A parrot is a perfect pet!

Stretch: Mmm. I don't know. I don't think so! This parrot is too noisy. No, no! I want a pet, a perfect pet.

A perfect pet for me, you see!

Picture 5

Smiley: Look, Stretch! Look at this goldfish. A goldfish is a good pet for you. It isn't too big and it isn't too small and it isn't too noisy. A goldfish is a perfect pet!

Stretch: Mmm. I don't know. I don't think so! This goldfish is too quiet. No, no! I want a pet, a perfect pet. A perfect pet for me, you see!

Picture 6

Smiley: Look, Stretch! Look at this turtle. A turtle is a good pet for you. It isn't too big and it isn't too small. It isn't too noisy and it isn't too quiet.

A turtle is a perfect pet!

Stretch: Mmm. I don't know. I don't think so! This turtle is too hard. No, no! I want a pet, a perfect pet.

A perfect pet for me, you see!

Picture 7

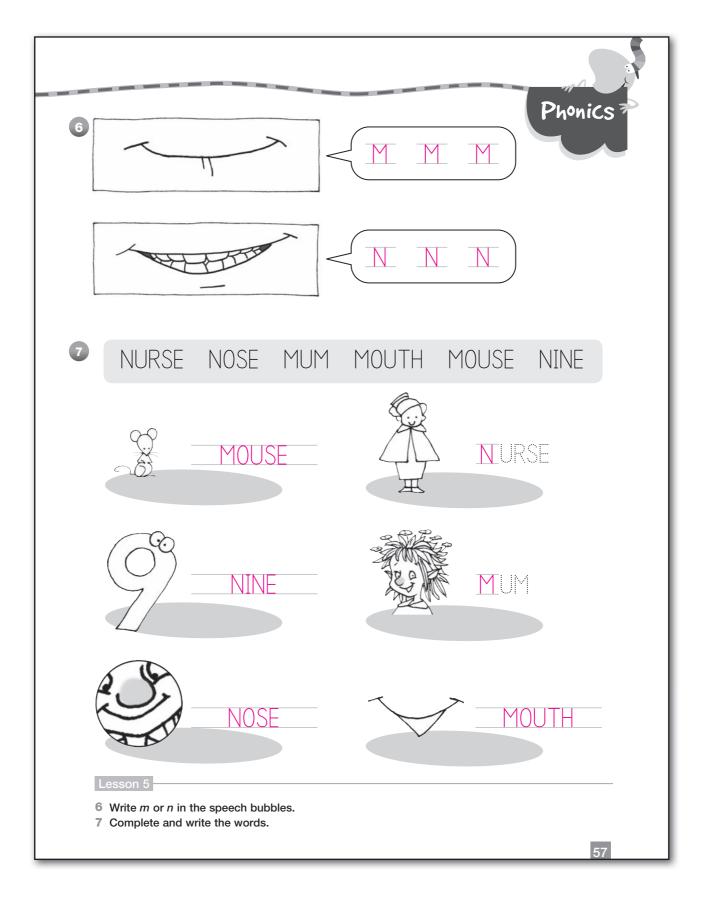
Stretch: Oh, dear! None of these pets are perfect for me.
The dog is too big, but the mouse is too small.
The parrot is too noisy, but the goldfish is too
quiet. The turtle is too hard, but...

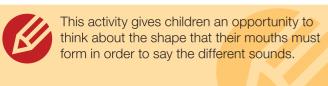
Picture 8

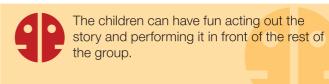
Smiley: Stretch! Stretch! This is the perfect pet for you! It isn't too big and it isn't too small. It isn't too noisy and it isn't too quiet. It isn't too hard, it's lovely and soft. Yes! This cat is the perfect pet for you!

Cat: Purrrfect!

Stretch: Yes, yes! It is perfect! This cat is the perfect pet for me, you see! Thank you, Smiley!







Page 57, Activity 6

Say: Open your Activity Books at page 57. Look at Activity 6.

Practise the articulation of the sounds again. Each time, make sure that the children can hear the difference. Point to the first picture and ask: What sound do we make like this? SS: mmm.

Repeat with the second picture.

The children write the letters m or n three times in the speech bubbles.

Page 57, Activity 7

Say: Now look at Activity 7.

Ask for volunteers to read out the words at the top of the activity. The children write and complete the words next to the pictures.

Transcript



Track 2.16 Phonics

m m m m mum m m m m mouth m m m m mouse n n n n nose n n n n nine



¡A jugar!

I spy sound

Place the previously-made sound mural on the board. Choose a picture (without letting the children know which one you have chosen) and say: *I spy something that starts with...* The children look at the pictures and try to gues the corresponding word. Repeat several times choosing different pictures.

Resources

Multi-ROM

Unit 7, Phonics

Teacher's Resource Book

Unit 7, Ready to read worksheet, page 59

CLIL Objective

Classifying animals into pets and zoo animals.

Curricular link: Science

Language Objectives

Vocabulary: elephant, monkey, parrot, snake, tiger; cat, dog, goldfish, mouse, turtle; bird, fish, frog, rabbit

Structures: I've got a (dog).

Resources: flashcards (elephant, monkey, parrot, snake, tiger; cat, dog, goldfish, mouse, turtle); student's pop-outs (bird, fish, frog, rabbit), student's pop-outs (cat, dog, elephant, fish, monkey, mouse, parrot, snake, tiger, turtle)

CLASSIFYING ANIMALS

Presentation

Use the animal flashcards and the student's pop-outs (bird, frog, fish, rabbit).

Hold the cards up one by one and say: Look! I've got a (tiger). (Make sure you say: I've got an elephant.). Hand out all of the animal cards and pop-outs except one of them.

Say: Oh, look! I've got a (tiger). Point to a child with an animal and ask: What have you got? Continue around the class, repeating until all the children have had a go. Collect all the animals and place them face down on a desk. Ask a volunteer to come and choose one. Ask: What have you got? S1: I've got a snake. T: Is that a good pet? S1: Yes./No.

Draw two columns on the board and label them Pets and Zoo animals. Hand out the animals to the children and ask them to come to the board in order to classify them and put them into the correct group.

Work with the book Student's Book, page 58, Activity 6

Say: Open your books at page 58. Look at the first picture. What is it? SS: It's a zoo! T: Look at the second picture. What is it? SS: It's a pet shop!

Remind the children that some animals correspond to the zoo and some animals correspond to the pet shop. Tell the children to find their student's pop-outs for Unit 7 and to place them in the correct places.

Ask the children questions about the animals: Where is the elephant. In the pet shop or the zoo?

*Note: some children may want to discuss other possibilities. For example, snakes and parrots can be pets. Encourage them to do this using L1 if necessary.



Optional Activity Book exercises

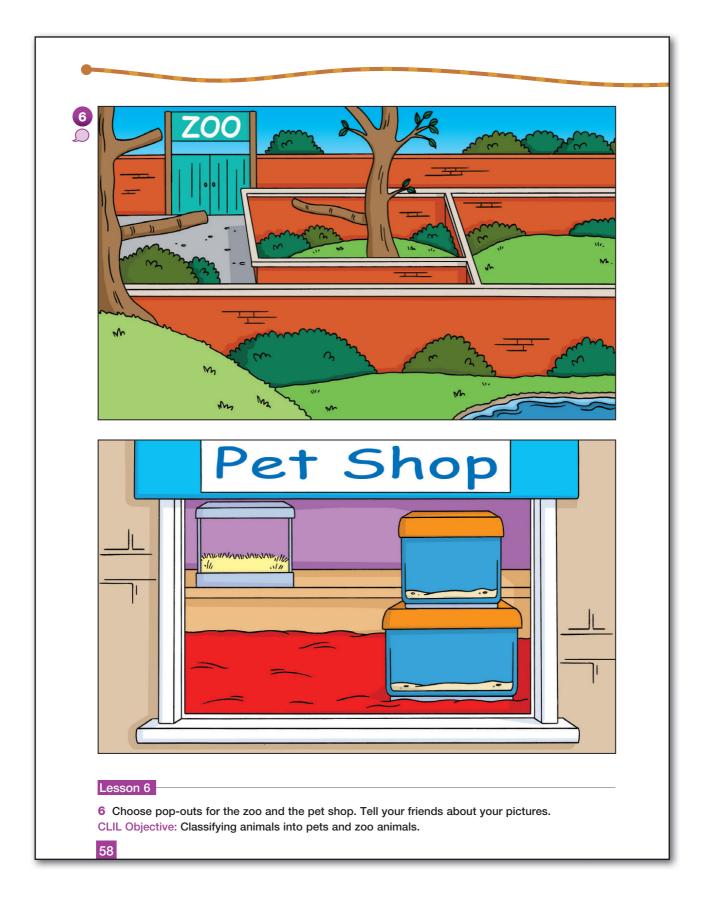
See page 245.

Practice

Ask: How many people have got pets at home? The children with pets raise their hands. Ask these children individually: What pet have you got?

Encourage the children to describe their pets as well as naming them: I've got a (dog). It's (big) and (soft) and (noisy).

Move the desks to the sides of the classroom or take the children to an open space and play Pretend to be. Call out an animal: (Elephant!) The children imitate the animal using appropriate actions and sounds.

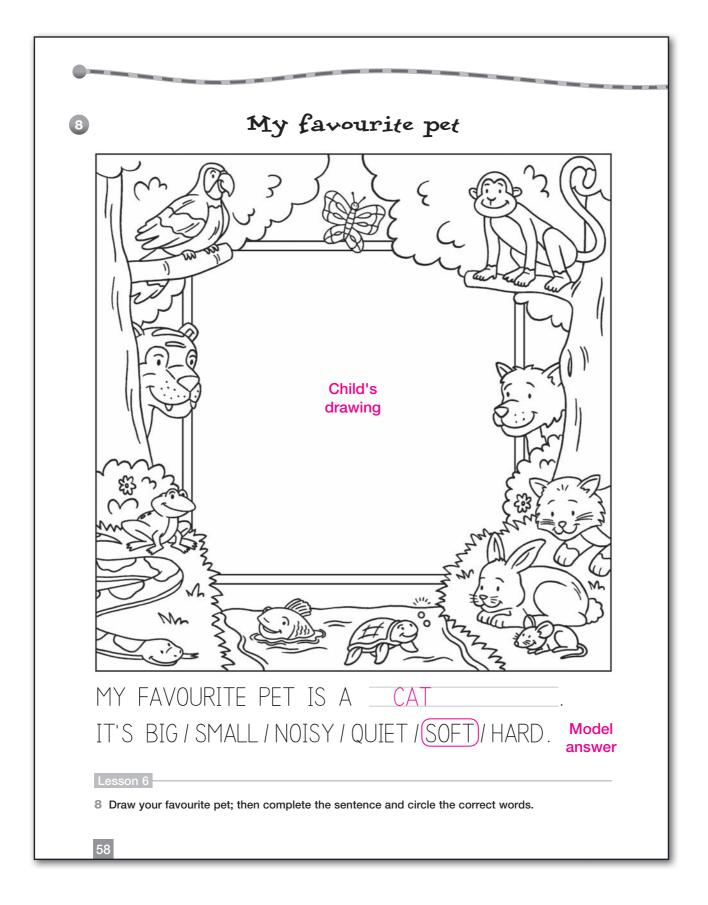


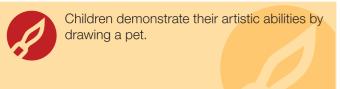


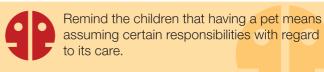
Tell the children that sometimes there is no right or wrong answer and that any number of answers could be correct.



Children have to think carefully about how they are going to classify the animals. Their ideas are represented by placing the pop-outs in their books.







Page 58, Activity 8

Say: Open your Activity Books at page 58. Look at Activity 8.

Tell the children to name the animlas in the picture. Then

ask them: What's your favourite pet?

Tell the children to draw their favourite pet and to complete the sentence.

Ask a few volunteers to hold up their pictures and to read out their sentences.

Then, ask: Is your pet (quiet)?

Tell the children to circle the appropriate word or words to describe their pet.



Let's play!

Word whispers

Put the children into rows, with four or five children in each row. Give a flashcard to the children at the end of each row. These children must whisper the words represented by the flashcards to the children directly in front of them in the row. They continue like this until the word reaches the front of the row. The child at the front says the word. If the word is the same as the word on the flashcard, the children in that row get a point.

Resources



Unit 7, Real kids

Teacher's Resource Book

Unit 7, DVD worksheet, page 15

Multi-ROM

Unit 7, Activity 3



CLIL Objective

Making a puzzle and describing it.

Curricular link: Science; Art **Project:** An animal puzzle

Language Objectives

Vocabulary: elephant, monkey, parrot, snake, tiger; cat,

dog, goldfish, mouse, turtle **Structures:** I've got a (dog).

Resources: flashcards (elephant, monkey, parrot, snake, tiger; cat, dog, goldfish, mouse, turtle)

Material: white paper, card, scissors, crayons, pencil,

glue

Preparation: Make an animal puzzle to show the

class, but do not cut the puzzle pieces out.

Busy hands: An animal puzzle

Present the project

Say: Today we are going to make something. We are going to make an animal puzzle.

Hold up the puzzle you have already made and show it to the class.

Say: Look at my puzzle. In my puzzle I've got a (big) (tiger). Continue naming the animals with suitable adjectives.

Work with the book

Student's Book, page 59, Activity 7

Tell the children to look at page 59 of their Student's Books. Read the title of the project out loud: *An animal puzzle.* Place all the flashcards of the animals on the board. Hand out the materials. Tell the children to choose five animals.

Point to the stages one by one and explain how to make the puzzle, using the materials you have brought to class to clarify meaning. Tell the children to draw their five animals and to colour in their pictures. Then, they glue them to the sheets of card.

Hold up your animal puzzle and show it to the class with the pictures facing you. Draw four vertical and four horizontal wavy lines across the back of the card. Point to the back of the card and say: *Now draw 8 lines on the back.* Say: *Now cut the puzzle pieces out.* The children cut out the pieces and do their puzzle.

Tell the children to exchange puzzles with a classmate and to do each other's puzzles.

Student's Book, page 59, Activity 8

Say: Now look at Activity 8.

Ask the children to show their puzzles to the rest of the class. They say what animals they have got in their puzzles.



Optional Activity Book exercises

See page 249.

Display the project

Continuous assessment

Children can describe what they have drawn.

Collect the finished animal puzzles and display them on a table.

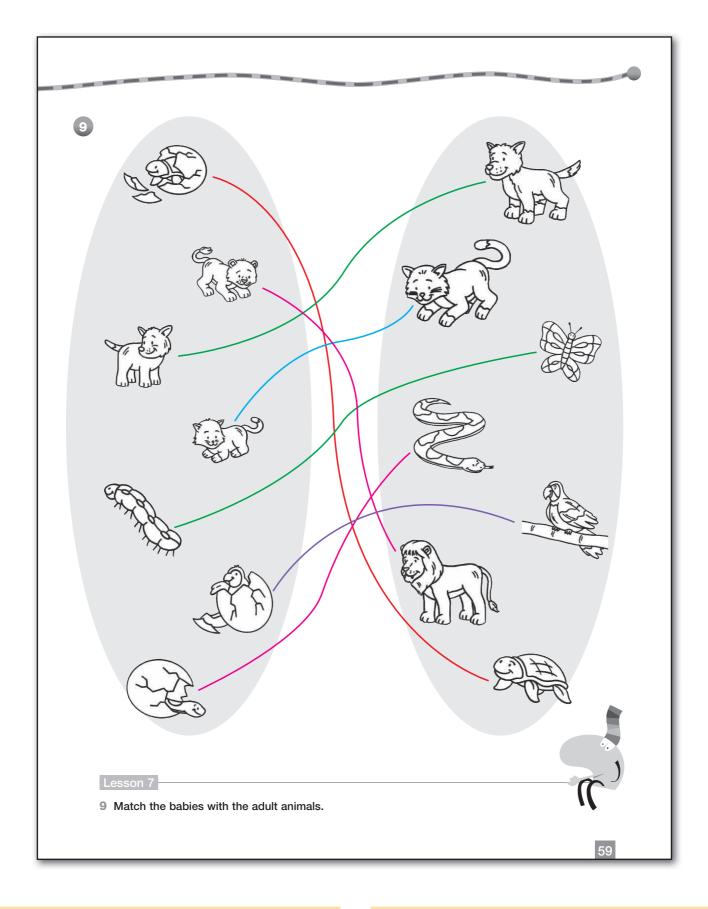
Encourage the children to come to the front to look at each other's work.

Ask the children to identify their own puzzles by describing their pictures: *I've got a (dog), a (parrot)...* The rest of the class try to guess which puzzle it is.





The children are going to use their sense of creativity and imagination. They draw a picture of an animal of their choice in order to make the puzzle.





Explain that animals are born in a variety of different ways: some come out of an egg, and others come from their mother's stomach. Sometimes, there is a difference between the baby animal and the adult.



Remind the children that they should look carefully at all the options before drawing the lines, especially as some of the animals are similar.

Page 59, Activity 9

Say: Open your Activity Books to page 59. Look at Activity 9.

Ask the children if they can remember the story about the little grub. Ask them: Who is the little Grub's mum? SS: The butterfly.

Say: Look at these animals.

Tell the children to match the baby animals on the left with the adult animals on the right.



Let's play!

Colours

Assign a colour to each child. Then, give instructions to each 'colour', for example: Yellow, touch your nose; Blue, walk to the door.

Resources



Teacher's Resource Book

Unit 7, Ready to write worksheet, page 101

Multi-ROM

Extension worksheet 2, page 36

Objective

Assessment.

Curricular link: Science; Music

Language Objectives

All the langauge for Unit 7.

Resources: CD; flashcards (elephant, monkey, snake, tiger; cat, dog, goldfish, mouse, parrot, turtle); stickers (tiger, elephant, monkey, goldfish, parrot, snake)

BUSY MINDS

Let's remember!



Say: Today we are going to remember all the work we have done in Unit 7.

Say: Do you remember the song The animals in the zoo? Play Track 2.13 again and ask the children to join in with the song. Prompt them by holding up the flashcards of the zoo animals.

Hold up the flashcards of the other animals and ask: What's this? SS: (A mouse).

Place the flashcards in a row on the board as you name them.

Then ask questions about the animals: Is it a (big) (dog)? SS: Yes./No.

Collect the flashcards and hand them out. Ask the children one at a time: What have you got? S1: I've got a (dog).

Work with the book

Student's Book, page 60, Activity 9

Children open their books at page 60. Show the children the stickers in the middle of the Student's Book. Children find and place the stickers for Unit 7. Then, they trace over the words. Check the activity by asking the children to name the stickers they have placed.

Student's Book, page 60, Activity 10

Point to the sentences and say: We are going to think of the animals we see and hear every day.

Ask: What animals do you see every day? Write their suggestions on the board. Then ask: What animals do you hear every day? Write their suggestions on the board. Point out that not everybody sees and hears the same animals. It depends where you live and whether you have any pets at home.

The children complete the sentences.

Walk around checking and correcting as they work.



Optional Activity Book exercises

See page 253.

Round up

Place all the animal flashcards up on the board. Ask: Which animals are big? The children call out the names of the animals. Take these flashcards and place them in a separate column. Say: That's right! The elephant, the tiger, the... are all big. Then ask: Which animals are small? And repeat the process. Do the same for the following adjectives: soft, hard, noisy and quiet.

*Note: there may be some disagreement amongst the children. Encourage them to discuss things and to offer their opinions.

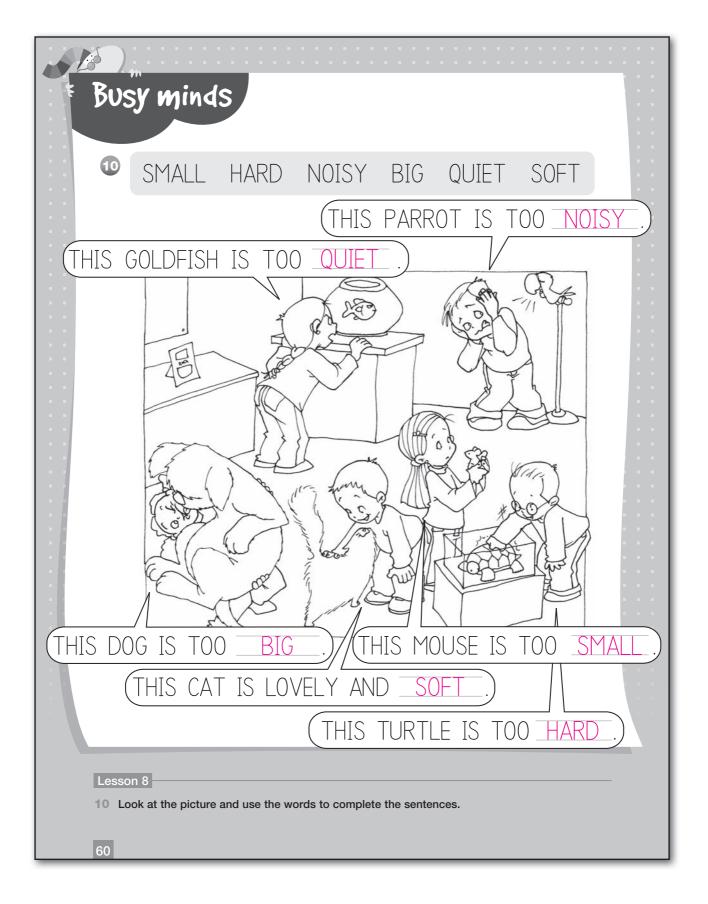
Optional activity

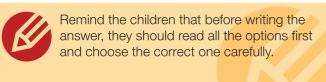
Collect pictures of the animals from Unit 7. You can get these from magazines, you can draw them or you can use the flashcards/pop-outs. Hide the pictures around the playground or classroom. The children pretend that they have got binoculars by making the shape of the binoculars with their hands. (Alternatively, they can make binoculars with the cardboard tubes from the inside of toilet rolls.) Then, take the children "on safari" to try to find all the animals you have hidden. Encourage the children to say: Look, a (tiger!) It's (big)!





The children have to classify and differentiate between animals according to the senses that they use to perceive them.







Explain that when we are in a pet shop, or any other place with animals, we should never touch them unless someone in charge has given us permission to do so.

Page 60, Activity 10

Say: Open your Activity Books at page 60. Look at Activity 10.

Ask: What animals can you see in the picture?

SS: A dog, a cat...

Ask a volunteer to read the first adjective.

Then, ask: Is the (dog) small? SS: No!

Repeat with the other adjectives, each time asking about the animals in the picture.

Tell the children to complete the sentences using the adjectives.

Ask for volunteers to read out their sentences.



Let's play!

Songs

Use the puppet to sing all the songs that the children have learnt from previous lessons. The whole class joins in.

Transcript



Track 2.17 Unit 7 Test. Activity 1

Listen and circle the correct animals.

Voice: One. (SFX mouse noises)

Voice: Two. (SFX monkey noises)

Voice: Three. (SFX elephant noises)

Voice: Four (SFX dog noises)

Voice: Five (SFX cat noises)

ASSESSMENT CRITERIA

CLIL Objectives

Children can distinguish between pets and zoo animals. Children can recognise the differences between both types of animal.

Language Objectives

Children can name ten animals and describe their distinguishing features.

Children can describe a picture or a painting.

Resources

Multi-ROM

Unit 7, Activity 4

Teacher's Resource Book

Unit 7, Test, pages 81 and 82



See Transcript Track 2.17

Culture and civilization

CLIL Objective

Recognising the signals your body sends when you need food and drink.

Curricular link: Science

Language Objectives

Vocabulary: apple, banana, juice, water

Structures: I'm hungry. I'm thirsty. Can I have (an)

(apple), please?

Resources: CD; poster (side A); poster pop-outs (apple, banana, juice, water); flashcards (apple, banana,

juice, water)

TEA TIME!

Presentation





Show the children the poster. Point to the picture of Flo's house. Point to the picture of Flo's mum and ask: Who's that? SS: Flo's mum. Ask: Where is Flo's mum? Inside or outside? SS: Inside.

Ask: Where are the children? SS: Outside.

Point to the children and say: Flo and her friends are playing in the garden. It's very hot!

Hold up the pop-outs of the food and say: Let's listen and see what everyone wants.

Play Track 2.18. Place the pop-outs of the food on the poster as the children ask for them.

Ask four children to come to the board and hand each one

Play Track 2.18 again. The children put the food on the poster and join in with: Can I have a (banana), please? Point to the characters one by one and ask: *Is (Smiley)* (thirsty)? SS: No! Say: No, he's (hungry). Continue with the other characters.

Work with the book



Student's Book, page 61, Activity 1

Say: Open your books at page 61.

Play Track 2.18. Children listen and match the food and drink to the characters.

Check the activity. Hold up your book, point to the banana, and ask: Who has a banana? Repeat with the other food items.

Transcript



Track 2.18 Activity

See page 257.

Optional Activity Book exercises

See page 257.

Practice



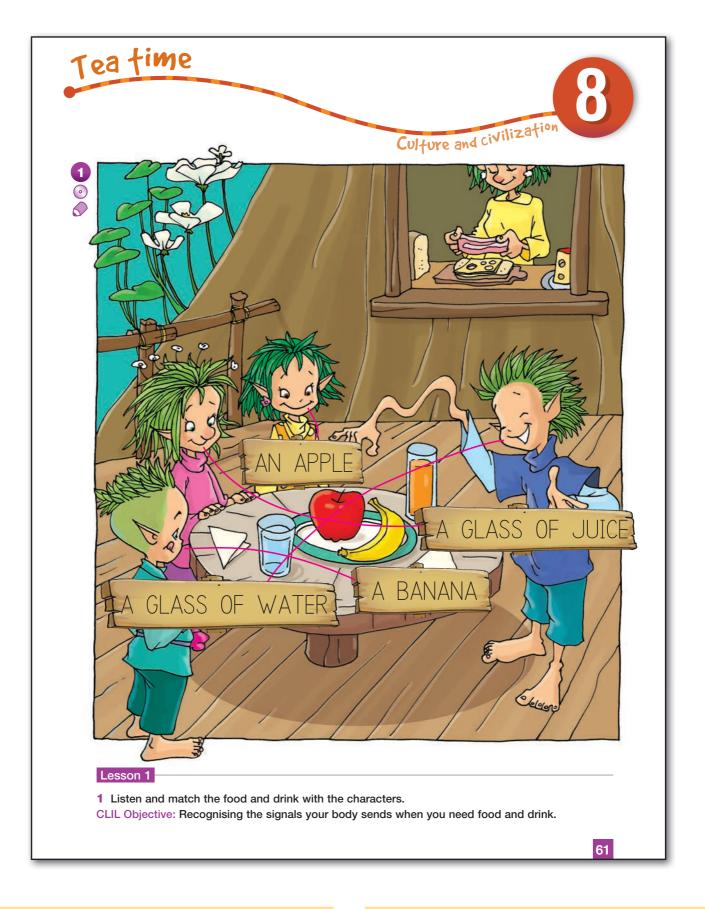
Put the flashcards up on the board. Ask four children to come to the front of the class. Explain that they are going to act out Track 2.18.

Say: Hello, (David). S1: I'm (hungry). S1 points to one of the flashcards and says: Can I have (an) (apple), please? T: Yes, of course. S1 takes the flashcard.

*Note: The children may say Can I have a glass of water/ juice, please? or Can I have some water/juice, please? Repeat for the other flashcards.

Call another four children to come to the board and repeat the activity.

Collect the children's books and correct their work.

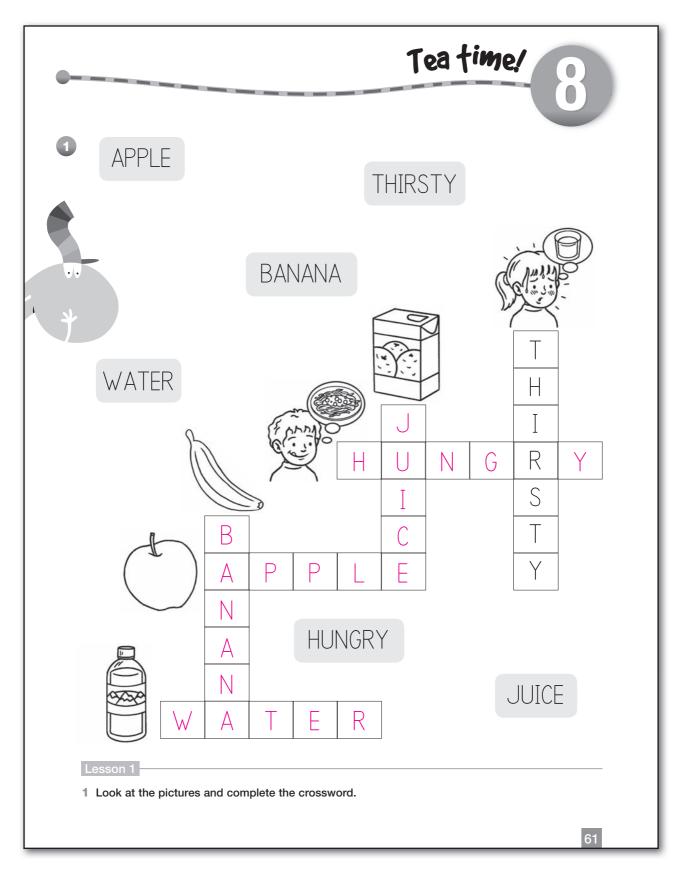


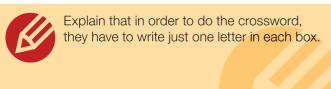


The children think about themselves and recognise any signs of hunger and thirst in their own bodies.



Explain that all living beings need food and water to live.







Remind the children that they have to look for the word that corresponds to each picture and that they have to copy the word carefully.

Page 61, Activity 1

Say: Open your Activity Books at page 61. Look at Activity 1.

Ask for volunteers to read out the words around the crossword.

Each time they read out a word, tell them to point to the corresponding picture.

The children write the words in the crossword.



Let's play!

Puppet game

Who says?

This game can be played in small groups. It is similar to *Simon says...* but in this case the children use the name of the puppet: *Peter says, "Sit down"*. They can take turns and use different puppets.

Resources

Multi-ROM Unit 8, Song



Transcript



Narrator: Flo and her friends are in the garden. It's a very

hot day.

Flo's mum is in the kitchen.

Mum: Hello, Smiley!

Smiley: I'm hungry. Can I have a banana, please?

Mum: Yes, OK. Here you are.

Smiley: Thanks!
Mum: Hello, Dotty!

Dotty: I'm hungry. Can I have an apple, please?

Mum: Yes, OK. Here you are.

Dotty: *Thanks!* **Mum:** *Hello, Stretch.*

Stretch: I'm thirsty. Can I have some water, please?

Mum: Yes, OK. Here you are.

Stretch: Thanks! Mum: Hello, Flo.

Flo: I'm thirsty. Can I have some juice, please?

Mum: Yes, OK! Here you are.

Flo: Thanks!

Mum: Come on, everybody! It's tea time! Come and have

some sandwiches.

Children: But, we aren't hungry now! Mum: Well, come and have a drink. Children: But, we aren't thirsty now!

Mum: Oh, dear!

Relating specific food to meals during the day.

Curricular link: Science; Maths

Language Objectives

Vocabulary: breakfast, lunch, tea, dinner. Structures: This is my favourite (breakfast).

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

(breakfast, lunch, tea, dinner)

Materials: glue

RELATING FOOD TO MEALS

Presentation



Point to the meals on the trays on the poster. Name each meal as you point. Say: Look at this food. It's for (breakfast).

Point to the meals on the poster and say: We have four meals every day. In the morning, when we get up (mime stretching and waking up), we have breakfast. Then we have lunch. After school we have tea. And then we have dinner. And then we go to bed (mime sleeping). Ensure that the children understand that these words are names for the meals not the food.

Ask volunteers to come to the poster. They point to the meals as you name them.

Mime eating the different meals. Ask the children to join in with the mime. Then ask: What meal is it? SS: It's (breakfast).

Work with the book

Student's Book, page 62, Activity 2

Say: Open your books at page 62.

Hold your book up and point to the pictures in order (clockwise).

Tell the children to find their student's pop-outs for Unit 8. Say: Show me the pop-out for (breakfast). The children glue their pop-outs in the correct picture.

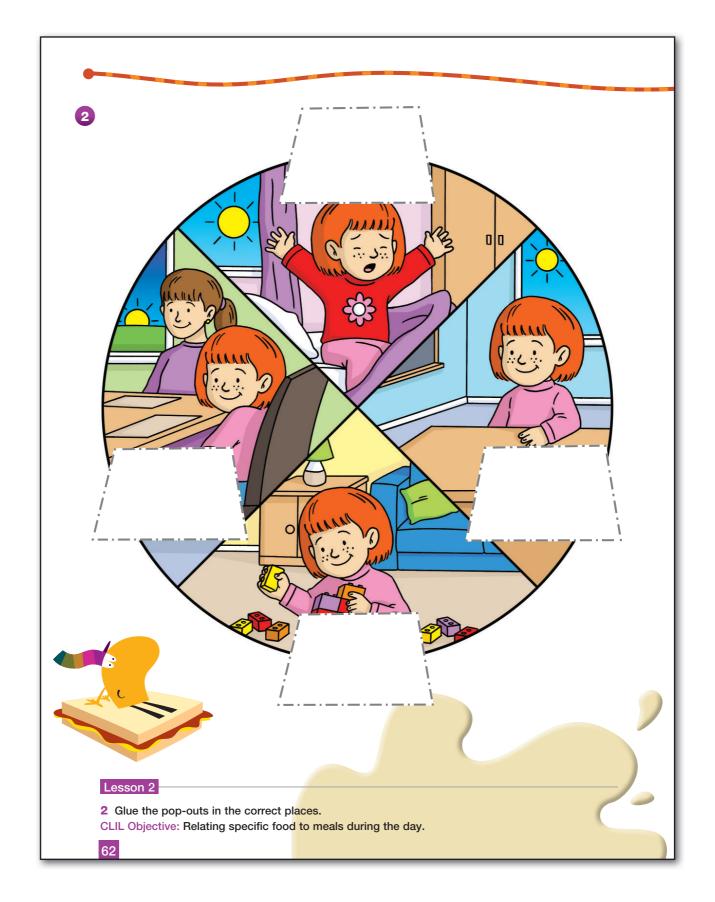
Optional Activity Book exercises

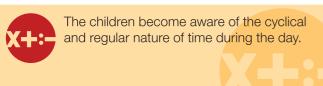
See page 261.

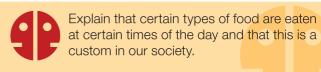
Practice

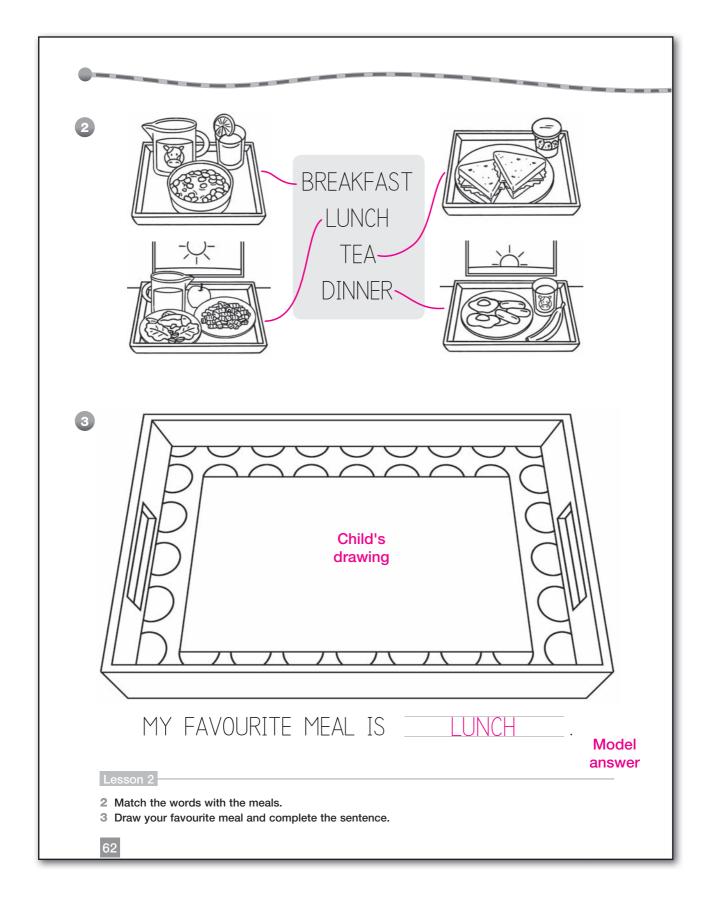
Tell the children they are going to choose a meal. Then, they have to draw the food that they would need to prepare for this meal. Supply extra food words where necessary. When the children have finished, they say: SS: This is my favourite (breakfast): (juice), (biscuits) and (an apple).

Collect the children's books and correct their work.











The children think about the different types of food that they have for different meals during the day. They should realise that certain types of food are not appropriate for certain meals.

Page 62, Activity 2

Say: Open your Activity Books at page 62. Look at Activity 2.

Ask for volunteers to read out the words from the four meals. Each time they do this they should point to the corresponding picture. Point to the pictures on the poster to help guide them. The chidren match the words to the meal words.

Activity Book

Page 62, Activity 3

Say: Now look at Activity 3.

Rub your tummy, point to one of the meals on the poster and say: *Yum, yum! My favourite meal is (tea).* Ask for volunteers to come to the poster. They repeat the words and point to the picture. Tell the chidlren to draw their favourite meal on the tray and to complete the sentence.

Ask for volunteers to show their pictures to the rest of the class and to read out their sentences.



Let's play!

Gone

Do some drawings on the board (or use some flashcards) of objects from previous lessons. Tell the children to look carefully at the pictures. Then, tell them to turn around so that you can rub out one of the pictures. Tell the children to turn around again and to look at the board. They have to name the picture that has been rubbed out. Repeat with other pictures.

Resources

Multi-ROM
Unit 8, Activity 1.



Learning about losing teeth and growing new ones.

Curricular link: Science

Language Objectives

Vocabulary: tooth, teeth

Structures: I've got (twenty) teeth!

Resources: CD; poster; poster pop-outs (twenty

teeth)

Materials: coins

CHANGING TEETH

Presentation





Say: Today we are going to learn about our teeth. Point to the mouth on the poster. Hold up the poster popouts of the teeth and say: We have got twenty teeth. There are three different types of teeth.

Hold up the pop-outs of the eight front teeth and place them in position, four at the top and four at the bottom of the mouth.

Then hold up the four canines and place them in position at the top and bottom. Finally place the eight molars in position. Each time count the teeth at the top and bottom. Remove the teeth, hand them out and ask the children to place them. Correct the position, saying: No, this tooth goes here!

Listen to Track 2.19 and do the actions. Remove a tooth from the poster and put it in your hand. Put one hand against the side of your head and tilt your head slightly to that side. At the correct moment in the song, remove the tooth with the other hand and mime flying away. Play Track 2.19 again. The children do the actions. Ask the children if they can tell you what the song was

about. Explain that the song is about a fairy who takes the teeth and leaves a coin.

Work with the book



Student's Book, page 63, Activity 3

Say: Open your books at page 63. Look at Activity 3. Tell the children to look at the pictures. Hold up your book, point to the fairy and say: This is the tooth fairy.

Play Track 2.19 and ask the children to point to each picture as they listen to the song.

Play Track 2.19 again and ask the children to sing the song.

Student's Book, page 63, Activity 4

Say: Look at Activity 4. Choose a child who has already lost a tooth/teeth, ask (him) to come to the front to open (his) mouth. Say: Look (David) has got (18) teeth. Hold up (two) fingers and say: (He) has lost (two) teeth.

Tell the children to work in pairs. They count each other's teeth without touching the teeth. If there are safety mirrors available, encourage the children to look at their own teeth. Tell the children to use the diagram to colour in the teeth they have got.

Point to children and ask: How many teeth have you got? The children complete the sentence.

Ask volunteers to show the rest of the class their diagrams. They read their sentences out loud.

Transcript



Track 2.19 The tooth fairy song

See page 265.

Optional Activity Book exercises

See page 265.

Practice



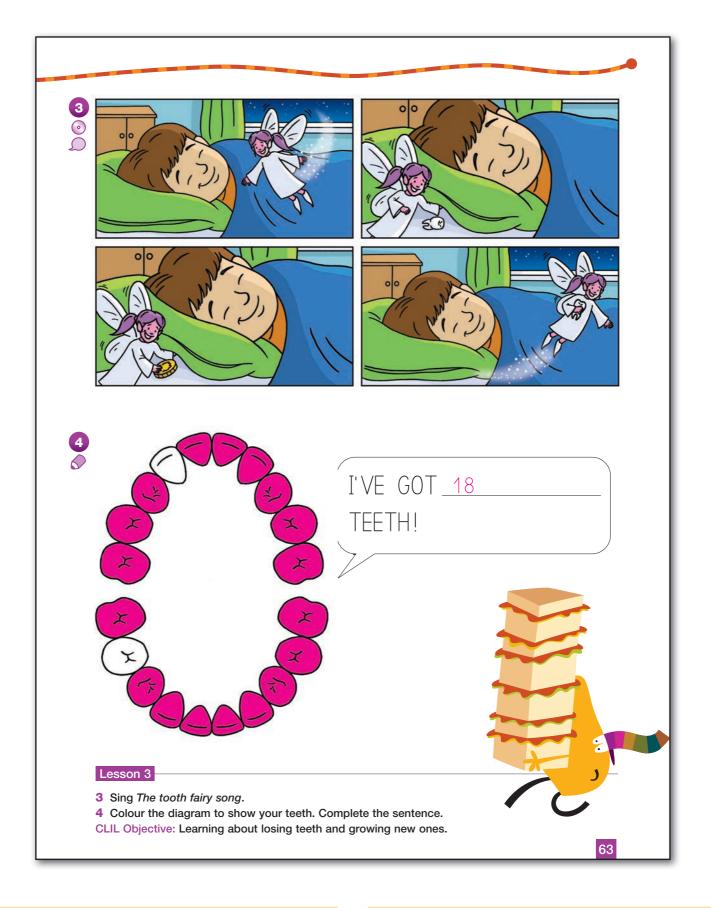
Play the tooth fairy game.

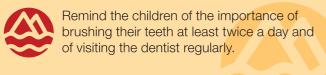
Hand out the tooth pop-outs to twenty children and tell them to pretend to be asleep. The rest of the children are tooth fairies. Give the tooth fairies some coins.

Play Track 2.19. The tooth fairies go to the sleeping children, take a tooth and replace it with a coin.

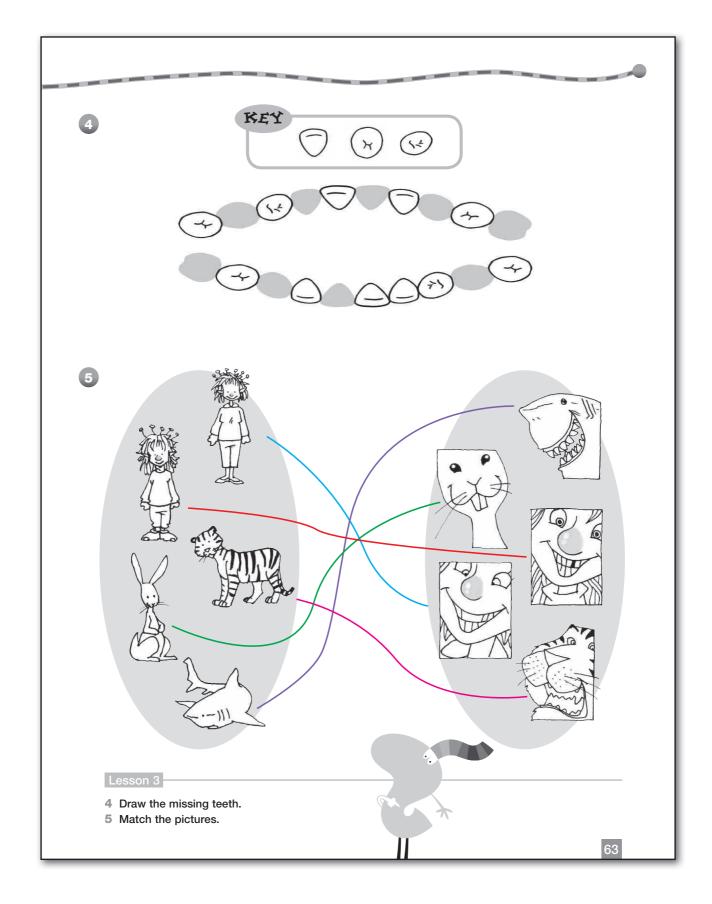
At the end, ask the tooth fairies how many teeth they have collected. The tooth fairy with the most teeth is the winner. Repeat the game with the children changing roles.

Collect the children's books and correct their work.











Children can see that they have several different types of teeth and that each type has a different function. The same is true for animals, who have different types of teeth depending on what they eat.



The children are given an opportunity to talk about themselves. They talk about their teeth, their experiences with regard to losing teeth and any visits to the dentist.

Page 63, Activity 4

Say: Open your Activity Books at page 63. Look at Activity 4.

Hold up the three pop-outs of the different types of teeth.

Tell the children to look at the pictures in the key at the top of the page.

The children draw the missing teeth. They refer to the key on the different types of teeth.

Page 63, Activity 5

Say: Look at Activity 5.

Point to Flo and ask: *Who's this?* Point to the shark's teeth and ask: *Are these Flo's teeth?* SS: *No!* Tell the children to match the characters and the animals with their corresponding teeth.



Let's play!

Right side

Divide the board in two. Write on one side: Yes, it is; and on the other side write: No, it isn't.

Then, hold up a flashcard and ask: *Is it a...*? The children decide if it is true or not and then stand next to the corresponding side of the board.

Ask a volunteer to come to the board. This child must show the rest of the class a flashcard and ask a question. Continue playing until all the children have had a turn at showing the flashcard and asking the question.

Resources

DVD

Unit 1, The tooth fairy song

Transcript

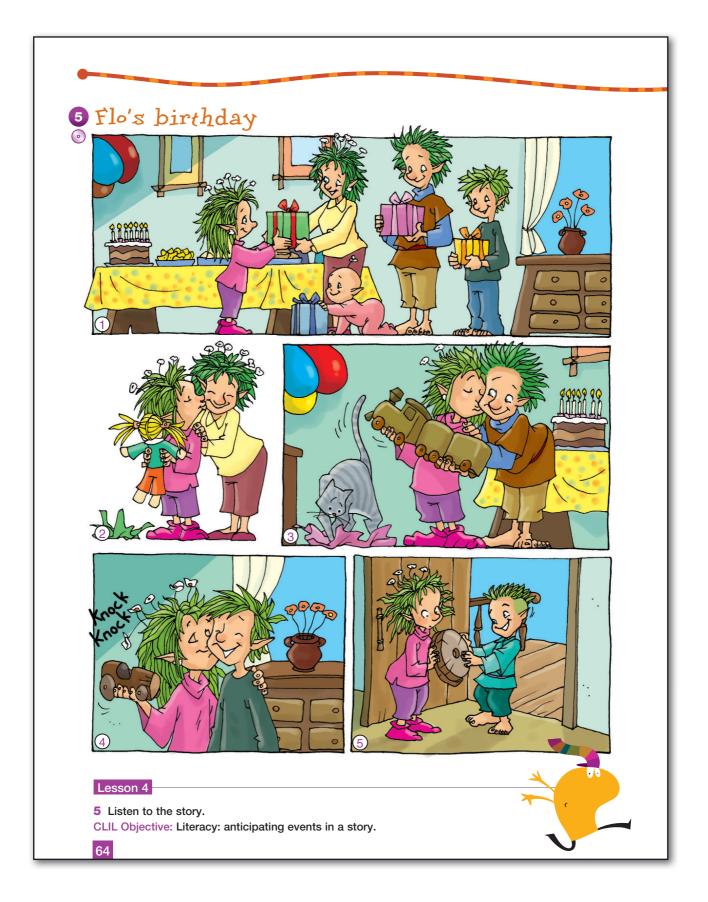


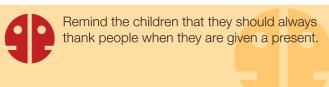
Track 2.19 The tooth fairy song

Late at night, when I'm in bed, The tooth fairy comes and lifts my head. She takes my tooth and leaves a coin, And then she flies away. Fly, fly! Fly away! Fly, fly! Fly away!

Fly, fly! Fly away!
Tooth fairy, come back another day!









The children are given an opportunity to talk about their birthdays, how they celebrate them and the presents that they would like to receive.





Encourage the children to have fun as they act out the story. Explain that this is a team effort and that they must work in a team, waiting for their turn to speak and act in the story.



Remind children of the importance of paying careful attention to the way the teacher pronounces the words, and to the pronunciation on the CD. This will help them learn the sounds.

Literacy: Anticipating events in a story.

Curricular link: Literacy

Language Objectives

Story language: mum, dad, brother, sister, doll, train, car, bike; What is it? Wait and see!

Join-in language: What is it? Open it and see. Wait and see! Oh, wow! I love it! It's my favourite toy. A (doll)! Now, I've got a (doll)! Thanks! I love my new (doll)! Happy birthday song.

Resources: CD; poster (side B); poster pop-outs (doll, train, car, handlebars, wheels, frame, bike); stick puppets (Smiley, Dotty, Stretch)

Story: FLo's BIRTHDAY

Present the story





Say: It's story time!

Show the children the poster. Point to the table of food and say: Look! Today is Flo's birthday.

Point to the characters on the poster. Ask: Who's this? SS: It's (Flo).

Play Track 2.20. Enact the story using the poster pop-outs, the stick puppets and the poster. Point to the characters and place the stick puppets as they are named. As the characters give Flo her presents, place the corresponding pop-out of the present next to the character. Point to the characters as they speak. Add mime and facial gestures to support meaning. Ask seven children to come to the poster and give them each a pop-out of a present. Play Track 2.20 again. Children enact the story using the pop-outs. Encourage all the children to join in.

Work with the book n



Student's Book, pages 64 and 65, Activity 5

Say: Open your books at pages 64 and 65. Play Track 2.20 again. Children look at the pictures. Show the children the pop-outs of the presents (not the parts of the bike). Ask: What's this? SS: It's a (doll). Play Track 2.20 again. Children join in with the Happy Birthday song.

Transcript



Track 2.20 Story: Flo's birthday

See page 271.

Optional Activity Book exercises

See page 271.

Develop the story [6]





Continuous assessment

Children can name the four meals of the day

Point to the table with the food in the poster and say: Look! This is the food for Flo's birthday. Is it breakfast time? SS: No! Repeat for the other meals, leaving tea till the end. Divide the class into groups of seven. Assign a child to be Flo, another to be Flo's mum, and so on.

Play Track 2.20 again. Tell the children raise a hand when they hear their part of the story.

Play Track 2.20 again. The children join in with their lines. Encourage them to add facial gestures by modelling suitable expressions.

Literacy: phonics s (sister, six, seven) and c (cat, cake,

Curricular link: Literacy (phonics)

Resources: CD; poster (side B); poster pop-outs (doll, train, car, handlebars, wheels, frame, bike); stick puppets (Smiley, Dotty, Stretch)

PHONICS

Retell the story





Show the children the poster and ask: Do you remember the story?

Point to the table of food and say: It's a special day today. What day is it today? SS: Flo's birthday. Ask: Is it (breakfast) time? SS: No! Tea time!

Place the stick puppets of Smiley, Dotty and Stretch on the

Put the presents poster pop-outs on the poster in the correct order, asking each time: What's (Flo's Mum's) present? SS: (A doll)!

Play Track 2.20. Children listen to the story.

Play Track 2.20 again. Children join in with: Oh, wow! I love it! It's my favourite toy. A (doll)! Now I've got a (doll)! Thanks! I love my new (doll)! They also sing the Happy Birthday song.

Work with the book n



Student's Book, page 65, Activity 6

Clap your hands to ensure that children are watching you. Write the letter s several times on the board.

Point to each letter as you say: s s s sister. Repeat several times. Articulate the /s/ sound very clearly by half opening your mouth, closing your teeth and hissing through your teeth. Ensure they realise it is not a /sh/ sound or an /es/ sound (they can make a noise like a snake).

Children repeat: s s s s sister.

Repeat with the items from the activity that begin with s (sister, six, seven).

Write the letter c several times on the board.

Point to each letter as you say: c c c c cat. Repeat several times. Articulate the /k/ sound very clearly by opening your mouth and producing the sound from the back of the throat. Make sure the children can see the articulation clearly.

Children repeat. c c c c cat.

Repeat with the items from the activity that begin with c (cat, cake, car)

Tell the children to look at Activity 6 on page 65.

Play Track 2.21. Children listen and point to the pictures in the right-hand column.

Play Track 2.21 again. Children listen and repeat the key sounds and words.

Children circle the pictures with /s/ as an initial sound in one colour and with /k/ as an initial sound in another colour.

Ask for volunteers to list the items starting with /s/. Ask for volunteers to list the items starting with /k/. Ask the children if they can think of any more words in English that start with /s/ or /k/.

Transcript



Track 2.21 Phonics

See page 273.

Optional Activity Book exercises

See page 273.

Act out the story

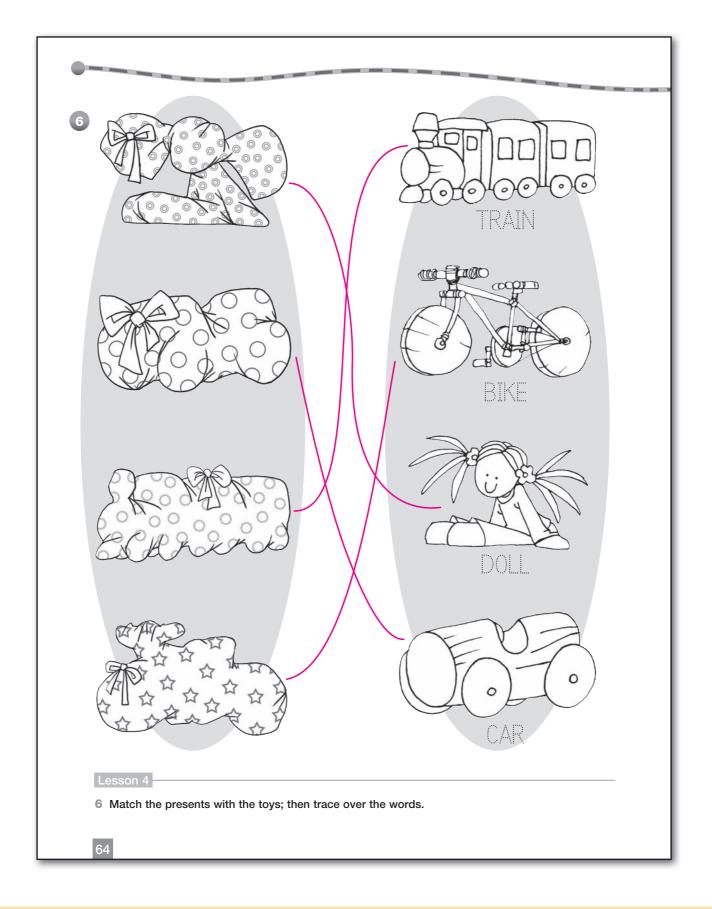




Use the poster pop-outs. Place the poster pop-outs of the presents on the board. Ask: What's this? SS: It's a (doll). Repeat with other presents. Ask: What's your favourite toy? SS: My favourite toy is a (free answer). Supply any vocabulary the children need to express themselves. Divide the class into groups of seven. Assign a character to each child.

Play Track 2.20 again. The children join in with their lines. Ask groups to come to the front the classroom and act out the story. Use the recording when necessary.

Collect the children's books and correct their work.





The children have to associate the shape of the present with the toy.

Page 64, Activity 6

Say: Open your Activity Books at page 64. Look at Activity 6.

Hold up the book and point to the toys in the right-hand column. Tell the children to identify the toys.

Point to the wrapped presents on the left and say:

Look! These are presents for Flo!

The children match the presents with the toys.

Then, the children trace over the words.



Let's play!

Statues

Tell the children to follow your instructions, for example, T: Walk to the window; wash your face; jump. After a while, say: STATUES! and all the children have to stand still. The children who move are eliminated. Continue playing until there are only a few children left.

Resources



Unit 8, Story

DVD

Unit 8, Real kids

Teacher's resource book

Unit 8, *DVD worksheet*, page 16 Extension worksheet 1, page 37

Transcript



Picture 1

Narrator: Today is Flo's birthday. She's seven. Her mum, dad, brother, and baby sister are giving her presents.

Mum: Happy birthday, Flo! Here's a present for you.

Flo: Thanks! What is it? Mum: Open it and see!

Picture 2

Flo: Oh, wow! I love it! It's my favourite toy. A doll! Now, I've got a doll! Thanks! I love my new doll!

Picture 3

Narrator: Then, Dad gives her a present.

Flo: Oh, wow! I love it! It's my favourite toy. A train! Now, I've got a train! Thanks! I love my new train!

Picture 4

Narrator: And then, her brother gives her a present!
Flo: Oh, wow! I love it! It's my favourite toy. A car! Now, I've got a car! Thanks! I love my new car!

Picture 5

Narrator: Then, Smiley arrives.

Flo: Hello, Smiley!

Smiley: Hello, Flo! Happy birthday!

Flo: Thanks!

Smiley: Here's a present for you. **Flo:** Oh, wow! What is it, Smiley?

Smiley: Wait and see!

Picture 6

Narrator: Then, Dotty arrives.

Flo: Hello, Dotty!

Dotty: Hello, Flo! Happy birthday!

Flo: Thanks!

Dotty: Here's a present for you. **Flo:** Oh, wow! What is it, Dotty?

Dotty: Wait and see!

Picture 7

Narrator: And finally Stretch arrives.

Flo: Hello, Stretch!

Stretch: Hello, Flo! Happy birthday!

Flo: Thanks!

Stretch: Here's a present for you. **Flo:** Oh, wow! What is it, Stretch?

Stretch: Wait and see! Now, close your eyes.

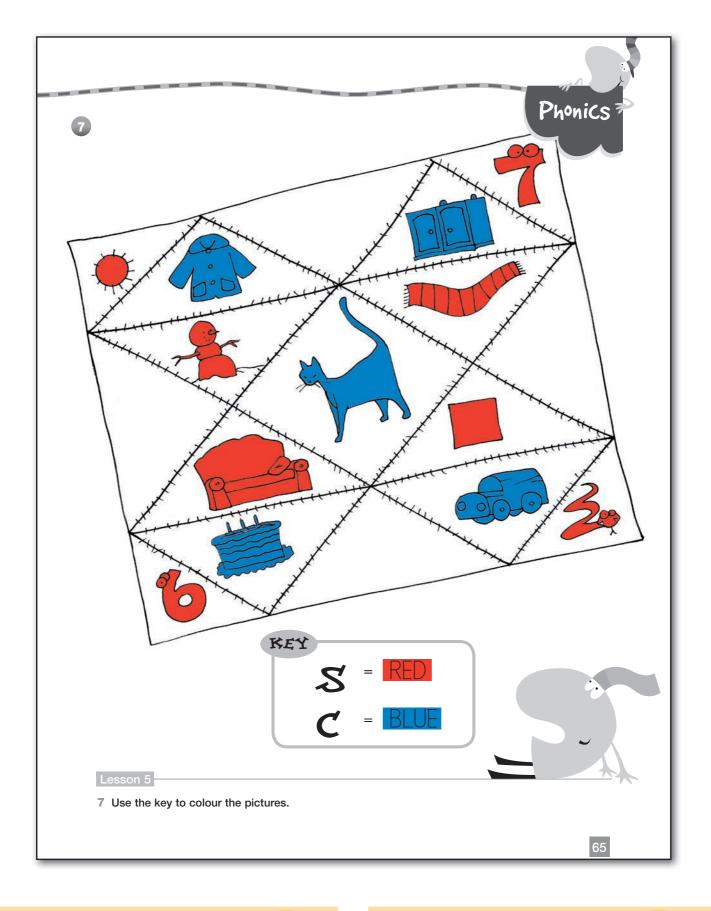
Picture 8

Smiley, Stretch

and Dotty: Open your eyes, Flo! Here's your present!
Flo: Oh, wow!! It's my favourite toy. A bike! Now, I've got a bike! Thanks, Smiley! Thanks, Dotty! Thanks, Stretch!
I love my new bike!

Mum: Come on, everybody. It's time for the cake! Let's sing happy birthday to Flo.

All: Happy birthday to you! Happy birthday to you! Happy birthday dear Flo! Happy birthday to you!





Remind the children that before colouring, they should look carefully at all the pictures and be sure that they know the answers. Once they have coloured the pictures it is difficult to make any changes.



The final picture forms a regular sequence of colours.



Page 65, Activity 7

Say: Open your Activity Books at page 65. Look at Activity 7.

On the board, write the letters c and s at the top of two columns.

Tell the children to identify the pictures on page 65 and to write the words under the corresponding letters on the board. Ask a volunteer to read the names of the colours written under the picture.

Tell the children to colour the pictures using the key. Check the activity asking: What colour is the (sun)? SS: Red!

Transcript



Track 2.21 Phonics

ssss sister

SSSS SIX

ssss seven

cccc cat

cccc cake

cccc car



Let's play!

Air writing

Tell the children to play this game in pairs. One of the children in the pair draws a letter in the air. The other child in the pair has to say what the letter is, and also a word that starts with that letter's corresponding sound. Make sure the children take turns drawing in the air and naming the letters and the corresponding words.



Resources

Multi-ROM

Unit 8, Phonics

Teacher's Resource Book

Unit 8, Ready to read worksheet, page 60

Recognising party food.

Curricular link: Science; Maths

Language Objectives

Vocabulary: biscuits, cake, crisps, juice, sandwich, sausages, water.

Structures: Yum, yum! I like... Do you like...? I've

got...

Resources: CD; flashcards (biscuits, bananas, cake,

crisps, juice, sandwiches, sausages, water)

RECOGNISING PARTY FOOD

Presentation



Put all the flashcards in a row on the board. Present the food words. Point to the first flashcard and say: Yum, yum! Biscuits. I like biscuits.

Continue with the other flashcards.

Play Track 2.22. Point to the flashcards as the food is mentioned. Repeat: I've got a (sandwich). Yum, yum! I like my party food.

Ask six children to come to the board. Give each one a flashcard (biscuits, crisps, juice, sandwiches, sausages, water) and play Track 2.22 again. Tell the children to hold up their flashcard when they hear their food mentioned to join in with: Yum, yum! I like my party food!

Work with the book



Student's Book, page 66, Activity 7

Say: Open your books at page 66. Hold up your book and point to the first plate at the top of the page. Say: Look at the first plate. What can you see on the plate? SS: 2 sandwiches, crisps and 3 sausages! T: (moving clockwise) Look at the second plate. What can you see on the plate? SS: 3 sausages, 1 sandwich and 2 biscuits.

Repeat with all the plates.

Play Track 2.22. Tell the children to point to the plates as they hear the corresponding sentence.

The children listen to Track 2.22 again and number the plates of food.

Check the activity by asking: What number is (Andy's) plate?

Transcript



Track 2.22 Activity

See page 277.

Optional Activity Book exercises

See page 277.

Practice

Continuous assessment

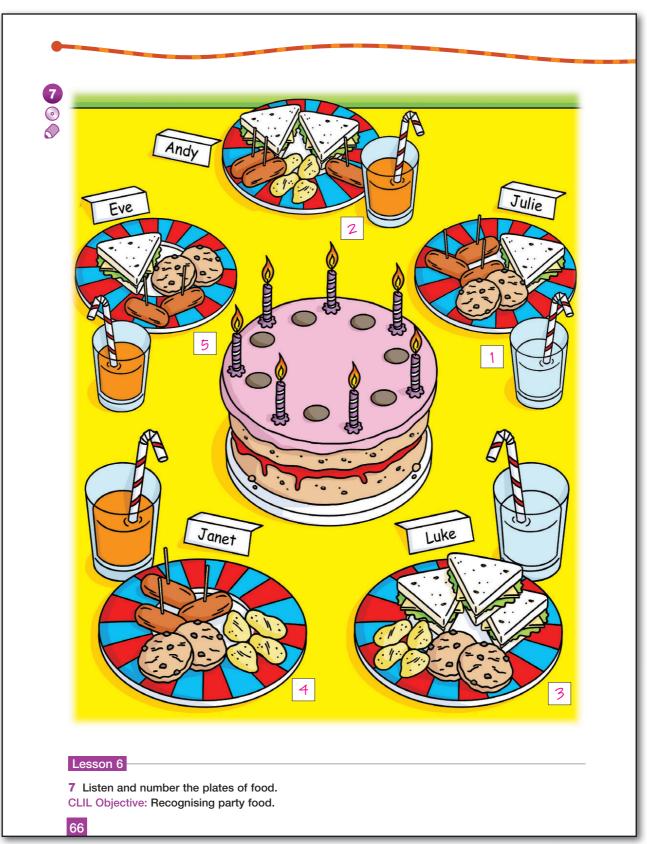
Children can name food and drink using: I've got...

Tell the children you are going to play a game called Guess my plate! Tell them to choose one of the plates on page 66 and to describe it: I've got (3 sausages, 2 biscuits and *crisps).* The children raise their hands to guess the plate. The first child to guess correctly has the next go.

Optional activity

The children each make a plate of plasticine party food on a small paper plate. They can paint the food with liquid glue to glaze it.

Collect the children's books and correct their work.



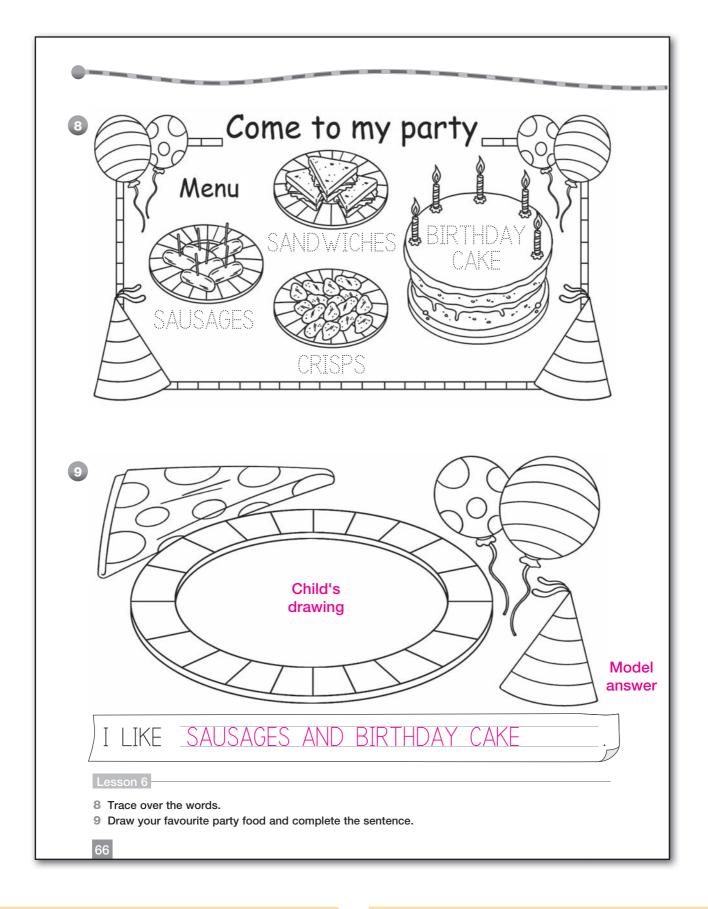




The children have to listen to the audio track and look carefully at the pictures in order to decide who they are talking about each time.



Explain that traditional food for a party or other special occasion may be different in other countries.





Children reflect on their experiences and preferences in order to draw and decorate the page.



Remind the children that they should not eat party food every day because our bodies need a healthy and balanced diet.

Page 66, Activity 8

Say: Open your Activity Books at page 66. Look at Activity 8.

Hold up the book, point to the menu and say: *This is the menu for Flo's party. What can you see?*

As the children identify the food on the menu, ask them if they like it.

Tell the children to trace over the words.

Page 66, Activity 9

Say: Now look at Activity 9.

Tell the children to draw their favourite party food on the plate.

Ask for volunteers to show their pictures to the rest of the class and to describe their favourite food.

Help them with any new vocabulary and write the new words on the board.

Tell the children to complete the sentences. Ask for volunteers to read out their sentences.



Let's play!

Hot or cold

Hold up a key vocabulary pop-out. Ask a volunteer to come to the board. He/She closes his/her eyes. Hide the pop-out somewhere in the classroom. Tell the volunteer to open his/her eyes and to look for the pop-out in the classroom. The other children help him/her by saying hot if he/she is close to the pop-out or is moving close to it, or cold if they are far from it or they are moving away from it. Continue playing several times and with other volunteers.

Resources

Teacher's Resource Book

Extension worksheet 2, page 38

Multi-ROM

Unit 8, Activity 2

Transcript



Track 2.22 Activity

1

Girl: I've got 1 sandwich, 2 biscuits, 3 sausages and water. Yum, yum! I like my party food!

2

Boy: I've got 2 sandwiches, crisps, 3 sausages and juice. Yum, yum! I like my party food!

3

Boy: I've got 3 sandwiches, 2 biscuits, crisps and water. Yum, yum! I like my party food!

4

Girl: I've got 2 biscuits, crisps, 3 sausages and juice. Yum, yum! I like my party food!

5

Girl: I've got 2 sausages, 2 biscuits, 1 sandwich and juice. Yum, yum! I like my party food!

Making party food and having a party.

Curricular link: Science; Art

Project: Party food

Language Objectives

Vocabulary: cheese, tomato, orange, juice, lemonade,

toothpick, jug

Structures: Can I have... please? Thank you.

Resources: flashcards (apples, bananas, biscuits, cake, crisps, juice, sandwiches, sausages, water)

Materials: oranges, cherry tomatoes, cheese, fruit, orange juice, lemonade; toothpicks, plastic cups, a jug; soap and water; cloths for cleaning the tables.

Preparation: Cut the cheese into cubes and cut the

oranges into halves.

Busy hands: Party food

Present the project

Say: Today we are going to make something. We are going to make some party food.

Show the children the food on your table: I've got oranges. I've got cheese. I've got tomatoes. I've got fruit. I've got lemonade and I've got juice. I've got toothpicks, plastic cups and some jugs.

Before you start, explain to the children that hygiene is very important when we are preparing food. Tell them all to wash their hands very well and to clean the surfaces of their tables. They must not cough or sneeze on the food. Check if any of the children have food allergies or special dietary restrictions.

Work with the book

Student's Book, page 67, Activity 8

Tell the children to look at page 67 of their Student's Books. Read the title of the project out loud: *Party food.*

Point to the pictures of the materials and ask: *Have we got everything we need?*

Point to the stages one by one and explain using the materials you have brought to class to clarify meaning. Divide the class into groups of four.

Hand out the food and equipment.

Explain that first the children must take a toothpick and go to the plates of cheese and tomatoes. Then, they must pierce the food with a toothpick. They then stick their toothpick into half an orange to make a 'hedgehog'.

Optional party food: Sandwiches cut into star shapes with biscuit cutters.

Plain biscuits coated with icing sugar dissolved in a little water and decorated with sweets.

Next, they have to mix the drink by pouring lemonade and juice into a jug.

Student's Book, page 67, Activity 9

Say: Now look at Activity 9. We're going to have a party! Assign one person in each group to serve the others. Encourage the children to ask: Can I have some (lemonade), please? Thank you.

Once everyone is served, another child in the group serves the remaining child.

Optional Activity Book exercises



See page 281.

Display the project

Continuous assessment

Children can express their food preferences using: I like...

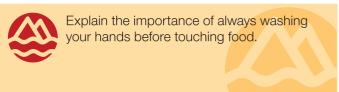
Put the flashcards of the food up on the board. Name the items as you place them saying: (Cake)! Yum, yum! I like (cake)!

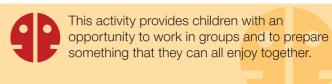
Ask the children to stand up. They run to the board, touch a flashcard and say: (*Apples*)! Yum, yum! I like (apples)! Make sure that all the children have a go.

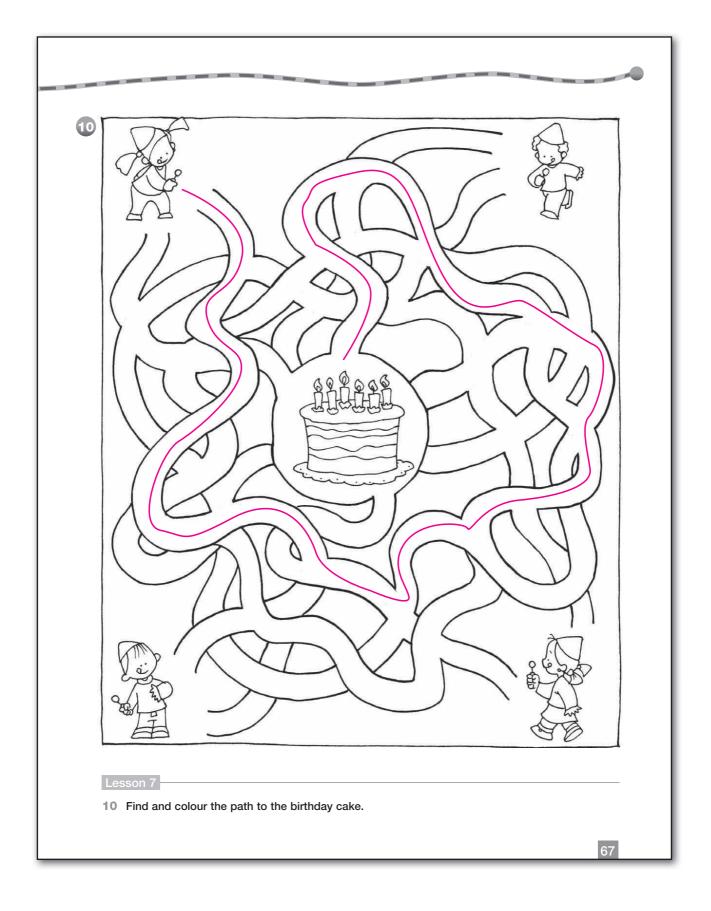
Write a vertical line next to each flashcard as children choose it, in order to keep score.

When they have finished, point to the flashcards and count the lines. Say: (Apples). 1, 2, 3... (6)! Six children like apples! Who likes (apples)? The children raise their hands and repeat: Yum, yum! I like apples!











Remind the children that when they do the exercise they should check all the possible routes first with their fingers. Later, when they are sure of the answer, they can trace over the route with a pencil.

Page 67, Activity 10

Say: Open your Activity Books to page 67. Look at Activity 10.

Tell the children that first they have to trace over the routes with their fingers in order to find the correct path to the party cake.

Once they are sure of the correct route, they can draw the line using a crayon and then colour it in.



Let's play!

Memory chain

Tell the children to form a circle. Ask a volunteer (S1) to say a sentence. The child next to S1 says the same sentence, but adds one more thing to it, for example: S1: I like soup; S2: I like soup and apples. Continue like this until all the children have had a turn.

Resources



Teacher's Resource Book

Unit 8, Ready to write worksheet, page 102

Multi-ROM

Unit 8, Activity 3

Objective

Assessment.

Curricular link: Social Science

Language Objectives

All the language for Unit 8.

Resources: CD; flashcards (apples, bananas, biscuits, cake, crisps, juice, sandwiches, sausages, water); stickers (apples, bananas, biscuits, cake, crisps, juice, sandwiches, water)

BUSY MINDS

Let's remember!



Say: Today we are going to remember all the work we have done in Unit 8.

Say: Do you remember The tooth fairy song? Play **Track 2.19** again and ask the children to join in with the song. Remind the children of the different food words they have learnt by holding up the flashcards.

Hold up the flashcards of the food one by one and ask: What's this? / What are these? SS: (Sausages). Place the flashcards in a row on the board as you name them. Collect the flashcards and hand them out. Give the children instructions for placing the flashcards in a row: Put the (sausages) on the board.

Ask volunteers to choose three items from the flashcards and to draw them on a plate.

Ask volunteers to show their drawings to the rest of the class and say: I've got (sausages, crisps and juice).

Work with the book

Student's Book, page 68, Activity 10

Children open their books at page 68. Show the children the stickers in the middle of the

Show the children the stickers in the middle of the Student's Book. Children find and place the stickers for Unit 8. Then, they trace over the words.

Check the activity by asking the children to name the stickers they have placed.

Student's Book, page 68, Activity 11

Point to the pictures and say: We are going to number the meals in the correct order.

Point to the first picture and ask: What meal is this? SS: Breakfast. Say: Yes, that's right. Breakfast is the (first) meal of the day. Hold up one finger.

Repeat with the other pictures.

The children number the meals in the correct order. Walk around checking and correcting as they work.

Optional Activity Book exercises



See page 285.

Round up

Ask the children to name the four meals of the day. Hold up a flashcard of an item of food or drink and ask: What's this? SS: (Cake)! Then ask: Is cake for breakfast, lunch, tea or dinner? The children call the answer out loud. Note that they may disagree with each other. Point to a child. Ask him/her to come and place the flashcard next to the meal that he/she thinks is correct.

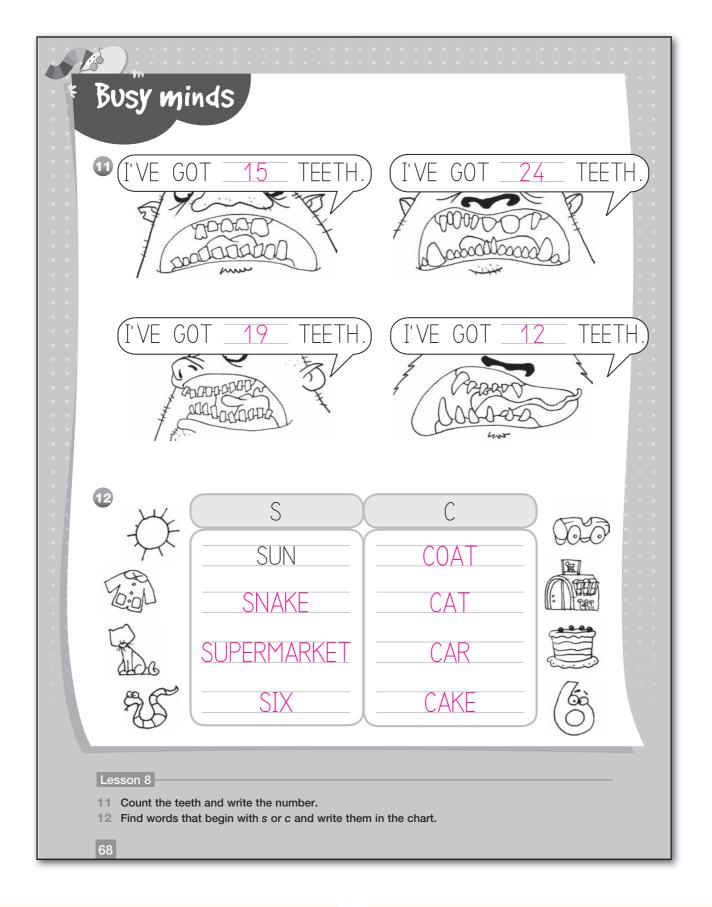




Children are given an opportunity to revise the vocabulary from the unit. Remind children that it is important to go over the things that they have learnt previously. This will help them learn.



Children look for the stickers and stick them in the correct places.





This activity provides children with another opportunity to count and write numbers.





Explain to the children that when they count the teeth they could put a little mark on each tooth that has been counted. This will arrow them to keep track of the teeth they have counted and help them do the exercise.

Page 68, Activity 11

Say: Open your Activity Books at page 68. Look at Activity 11.

Hold up the book and point to the monsters' mouths. Say: Look at the monsters! They've got lots of teeth. The children count the teeth and write the numbers. Ask a few volunteers to read out the speech bubbles in the correct order.

Page 68, Activity 12

Say: Now look at Activity 12.

Tell the children to identify the pictures.

Each time, emphasise the first letter of the word. As the children say the word, write it on the board.

Tell the children to copy the words from the board into the corresponding columns in their books.



Let's play!

Songs

Use the puppet to sing all the songs that the children have learnt from previous lessons. The whole class joins in.

Resources

Multi-ROM

Unit 8, Activity 4

Teacher's Resource Book

Unit 8, Test pages 83 and 84 See Transcript Track 2.23 End of year Test pages 85, 86 and 87 See Transcript Track 2.28

Transcripts



Track 2.23 Unit 8 Test. Activity 1

Listen and match the children to the food.

Narrator: Tell us about your favourite food, Flo.

Flo: I like apples. I don't like sausages.

Narrator: Stretch?

Stretch: I like crisps, I don't like bananas.

Narrator: *Dotty?*

Dotty: I like biscuits. I don't like crisps.

Narrator: Smilev?

Smiley: I like bananas. I don't like apples.



Track 2.28 End of year Test. Activity 1

Listen and write the names on the tables.

Smiley: Hello! I'm Smiley. I've got my book, my pencil, my sharpener and my scissors. Which is my table?

Dotty: Hello! I'm Dotty. I've got my pencil case, my sharpener, my glue and my scissors. Which is my table?

Flo: Hello! I'm Flo. I've got my pencil case, my book, my pencil and my scissors. Which is my table?

Stretch: Hello! I'm Stretch. I've got my book, my glue, my pencil case and my sharpener. Which is my table?

ASSESSMENT CRITERIA

CLIL Objective

Children can recognise the most appropriate food for each moment of the day.

Children can understand that their milk teeth are going to fall out and that they will be replaced by adult teeth. Children can recognise that party food is special.

Language Objectives

Children can name types of food and drink, the four principal meals of the day and their preferences with regard to this topic.

Recognising special festivals and how we celebrate them.

Festival: Halloween

Curricular link: Music: Art

Language Objectives

Vocabulary: cakes, cat, ice cream, pumpkin, spook,

sweets, witch

Structures: Trick or treat!

Resources: CD

Materials: paper plates, crayons, staplers, elastic,

a bag of sweets

Presentation



Write the word Halloween on the board and draw a Halloween pumpkin next to it. Explain that at this time of the year children celebrate Halloween. Ask the children if they are doing anything special for Halloween in their other classes. Explain that children dress up in fancy dress. Ask the children what kinds of fancy dress they think people choose. Supply the words in English as they say them. Hold up your book and point to the picture of the children. Say: Let's learn a Halloween song.

Play Track 2.24. Shout Halloween! at the end of the recording. Play Track 2.24 again. Tell the children to listen very carefully and shout Halloween!

Work with the book



Student's Book, page 69, Activity 1

Say: Open your books at page 69.

Ask the children to identify the fancy dress costumes in the picture.

Play Track 2.24 again. The children join in by singing.

Student's Book, page 69, Activity 2

Say: Let's make Halloween masks.

Hold up the materials and demonstrate how to make the mask.

Cut the eyes out of the paper plate. Draw the mouth in black and colour it in. Colour the rest of the plate orange. Attach elastic to the mask using staples. You will need to check the length of the elastic on one child.

Play Trick or treat!

Tell the children to come to your table in groups of four to sing The Halloween chant. Give each child a few sweets and tell them to sit down again.

Transcript



Track 2.24 The Halloween chant

See page 289.

Optional Activity Book exercises

See page 289.

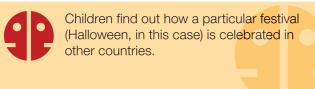
Practice

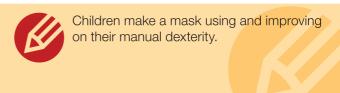


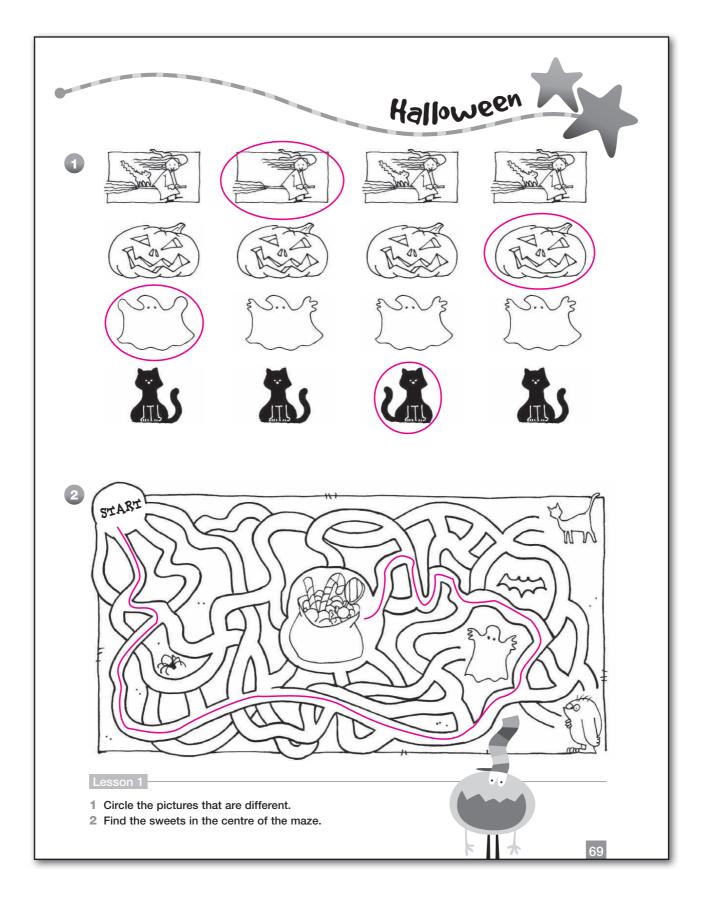
Sing The Halloween chant again (Track 2.24).

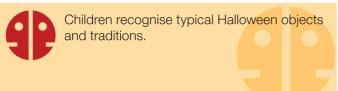
Halloween is celebrated on 31st October. It is not a public holiday and children celebrate after school if it falls on a school day. The children dress up in fancy dress and visit their neighbours' houses in a group. They knock on the door and shout Trick or treat! This means that the adults in the house have to give them sweets or the children will play a trick on them. Many houses have a pumpkin lantern in the window. This is made by cutting the top off a pumpkin and removing the seeds and flesh from the inside. A face (mouth, nose and eyes) is then cut into the skin. A candle is lit and placed in the centre so the face shines. Halloween vocabulary: bat, cat, pumpkin, skeleton, spider, spider's web, spook, monster, witch.

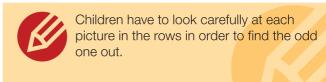












Halloween

Activity Book

Page 69, Activity 1

Say: Open your Activity Books at page 69. Look at Activity 1.

The children look carefully at each row of pictures and circle the one that is different.

Check the activity by asking the children to tell you which picture is different.

Page 69, Activity 2

Say: Now look at Activity 2.

The children use their fingers to trace the path through the maze until they find the correct path to the sweets. Then, they colour the route.

Transcript



Track 2.24 The Halloween chant

The Halloween spooks are at your door.
The Halloween spooks are asking for more.
Cakes or sweets, or yummy ice cream.
Give us something, before we scream... Halloween!

CLIL Objective

Festival: Christmas

Curricular link: PE; Music

Language Objectives

Vocabulary: Christmas tree, candle, Santa, reindeer **Structures:** The candles on my tree are blue, red...

Resources: CD

Preparation: Learn the Christmas dance

candles on the tree.

Call four children to come to the front to do the dance with you as you give these instructions:

Stand in pairs facing each other.

Step to the left and then to the right.

Hold hands and step to the left and then to the right.

Dance around in a circle with your partner.

Stand up straight with your arms up like a Christmas tree. Hold your hands up high and make an arch. The last pair run under the arch and mime lighting the candles on the

Stand the children in pairs, facing each other.

Play Track 2.25 again and do the Christmas dance.

Presentation



Write the word Christmas on the board and draw a Christmas tree next to it. Ask the children if they know which day Christmas Day is. Write 25th December on the board. Explain that we will all be on holiday for Christmas Day, but we are going to learn a Christmas song and do some activities for the holiday.

Say: Let's learn a Christmas song.

Play Track 2.25. Clap your hands in time to the music and encourage the children to do the same.

Play Track 2.25 again. Join in with the lyrics and clap in time. Encourage the children to join in with you.

Transcript



Track 2.25 The Christmas song

See page 293.

Optional Activity Book exercises

See page 293.

Work with the book



Student's Book, page 70, Activity 1

Say: Open your books at page 70.

Ask: What can you see here? Point to the Christmas tree. Play Track 2.25 again. The children join in by singing. Point to the candles on the tree and say: These are candles to decorate the tree.

Ask the children to call out colours for the candles. Tell the children to colour in the candles. Ask the children to describe their trees: The candles on my tree are blue, red...

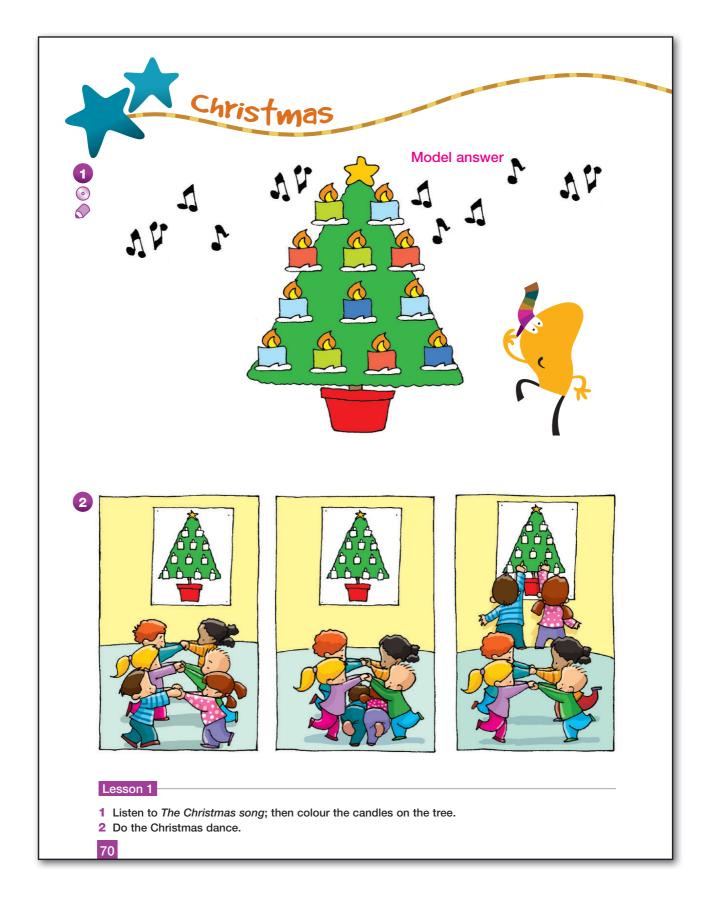
Student's Book, page 70, Activity 2

Sav: Let's do the Christmas dance. Draw a Christmas tree on the board and draw some

Christmas day (25th December) is when children receive their presents. Christmas Eve is not a public holiday and, generally speaking, children go to bed early to wait for Santa. The day after Christmas Day is Boxing Day (26th), which is a public holiday. Christmas celebrations have many similarities and some special regional or national differences.

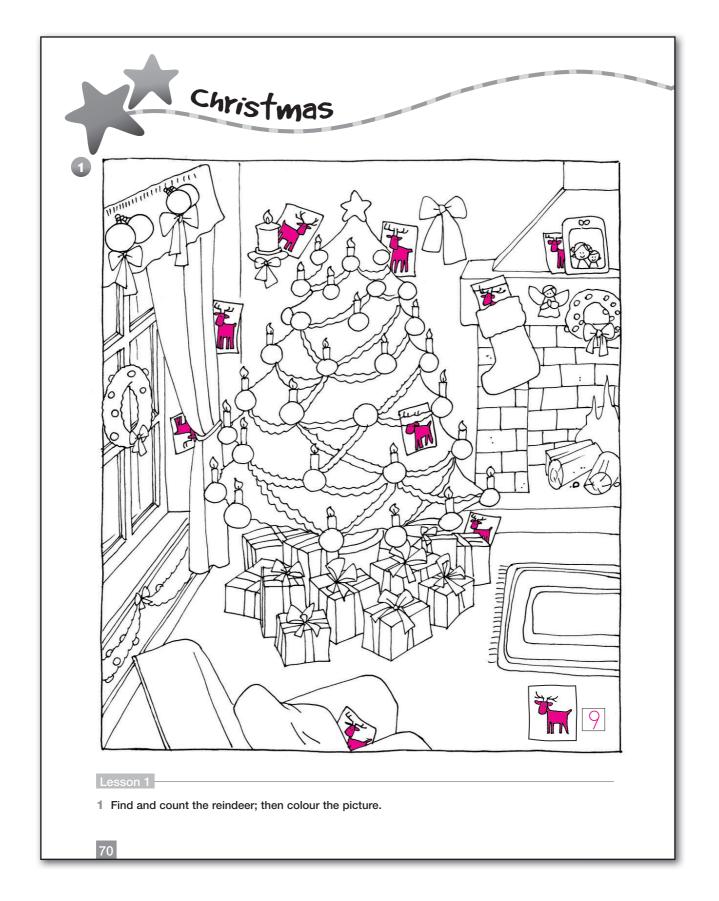
Christmas vocabulary: angel, bell, carol, chimney, Christmas card, Christmas tree, present, Rudolph the red-nosed reindeer, Santa Claus, sleigh, stocking, star, tinsel.

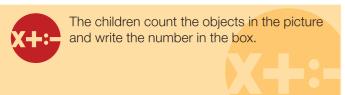


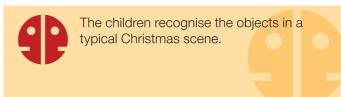




The children learn a song and get some exercise by doing a dance.







Christmas Lesson 1

Activity Book

Page 70, Activity 1

Say: Open your Activity Books at page 70. Look at Activity 1.

Do a picture of a reindeer on the board. Say: *This is a reindeer. They are very important! They bring Santa Claus with the presents.*

Tell the children to find all the reindeer in the picture in the Activity Book, and to write the number in the box at the bottom of the page.

The children colour the picture.

Transcript



Track 2.25 The Christmas song

Step in time for the Christmas dance, the Christmas dance, the Christmas Dance.

Hold hands with your partner for the Christmas dance, In front of the Christmas tree.

Turn around with your partner for the Christmas dance, the Christmas dance, the Christmas dance. Hold your arms up high for the Christmas dance, And stand like a Christmas tree.

Dance under the branches for the Christmas dance, the Christmas dance, the Christmas dance. Now stop and light the candles for the Christmas dance, The candles on the Christmas tree.

CLIL Objective

Festival: Christmas Curricular link: Art

Language Objectives

Vocabulary: Christmas card, present, stocking

Structures: Happy Christmas!

Materials: white paper, blue card, scissors, glue **Preparation:** Make a Christmas card to show the

class

Work with the book

Student's Book, page 71, Activity 3

Say: Now look at page 71.

Say: Let's make a Christmas card.

Hand out the materials and show the children the card you

have already made.

Fold the blue card in half.

Show the children how to fold the white paper over several times and cut shapes into the paper.

Open out the paper and glue it onto the front of the card. Glue another sheet of white paper inside the card and write: *Happy Christmas from* _____. Write the model on the board.

The children make their cards.

Student's Book, page 71, Activity 4

Play Secret Santa and send a card to a friend.
Collect all the cards and put them in a bag.
Ask the children to come to the front of the class one by one. Take a card from the bag and read the greeting out loud and thank the sender: Happy Christmas from (David). Thank you, (David)!

Repeat until all the children have a card then say: Happy Christmas everybody!

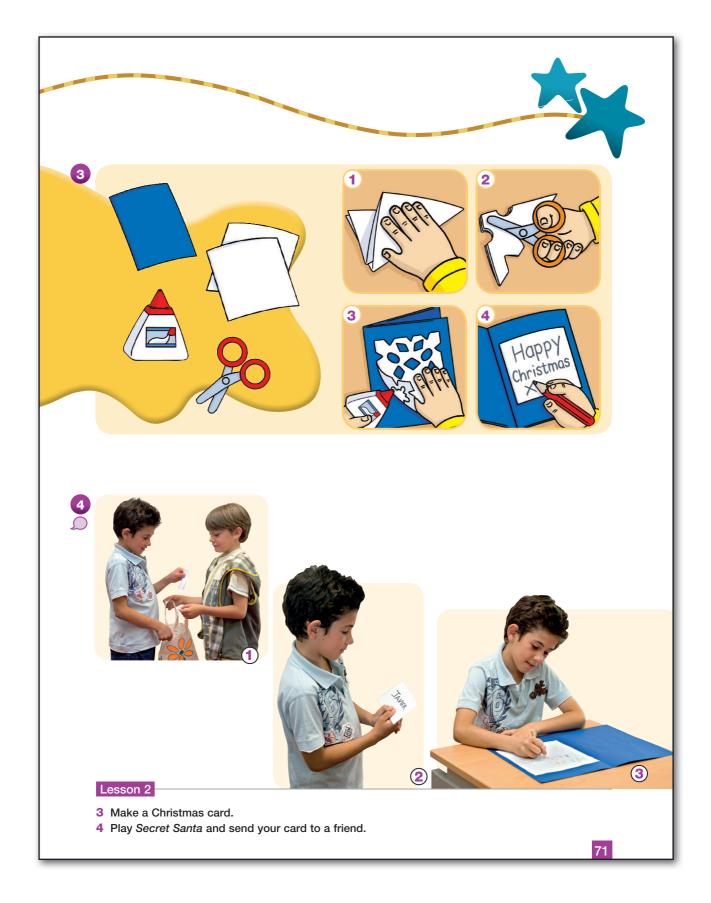


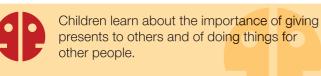
Optional Activity Book exercises

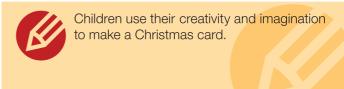
See page 297.

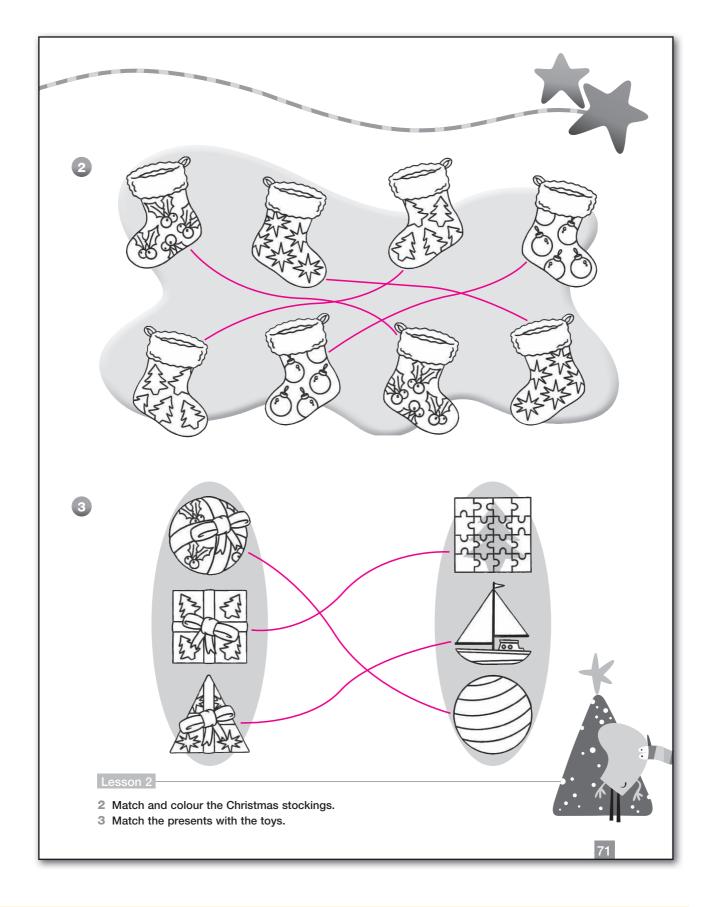
Round up

Sing *The Christmas song* **Track 2.25** again and do the dance again.











In this activity, children recognise and distinguish between the shapes formed by these everyday objects.



Christmas Lesson 2

Activity Book

Page 71, Activity 2

Say: Open your Activity Books at page 71. Look at Activity 2.

The children match the socks that are the same. Then, they colour the socks and make pairs.

Page 71, Activity 3

Say: Now look at Activity 3.

Tell the children to identify the toys on the right-hand side of the page.

The children match the wrapped presents on the left to the toys on the right.

Tell the the children to name the shapes that they can see.

CLIL Objective

Festival: Faster

Curricular link: Maths: Art

Language Objectives

Vocabulary: basket, Easter egg, Easter bunny

Structures: Happy Easter!

Materials: plasticine, boxes for using as baskets (ask the children to bring in empty shoe boxes), crayons, strips of card, small chocolate eggs (at least one per child)

Presentation



Write the word Easter on the board and draw an Easter egg next to it. Ask the children if they know which festival we are going to celebrate soon. Explain that Easter Sunday is not on the same day every year. Ask if anyone knows which day it is this year. Write the date on the board.

Hold up one of the small chocolate eggs you have brought in and say: This is an Easter egg. Yum, yum! A chocolate Easter egg!

Say: Let's learn an Easter song.

Place nine chocolate eggs around the class.

Play Track 2.26. Walk around the class, singing the song and collecting the eggs.

Place the eggs again. Play Track 2.26 again. Ask three children to walk around collecting the eggs. The rest of the class join in with the song.

Work with the book _____



Student's Book, page 72, Activity 1

Say: Open your books at page 72.

Say: Look at the picture. Can you see any Easter eggs?

Play Track 2.26 again. The children look at the picture

and circle the eggs.

Play Track 2.26 again. The children join in with the song.

Student's Book, page 72, Activity 2

Say: Let's make Easter eggs and have a treasure hunt. Give each child a selection of coloured plasticine and a box to use as a basket.

Ask the children to decorate their Easter basket with drawings of eggs or Easter bunnies. Tell the children to make eggs with their plasticine. While they are working, walk around and staple strips of card to their boxes to make the handles. Without letting the children see what you are doing hide the chocolate eggs around the classroom.

Divide the class into groups of four and tell each group to take turns hiding the eggs in the classroom while the rest of the children close their eyes.

Play Track 2.26 again. Tell the children to take their baskets and collect as many eggs as they can until the music stops. Repeat until all the eggs have been collected. Ask if anyone has found a chocolate egg. Redistribute the chocolate eggs so each child has one.

Transcript



Track 2.26 The Easter song

See page 301.

Optional Activity Book exercises

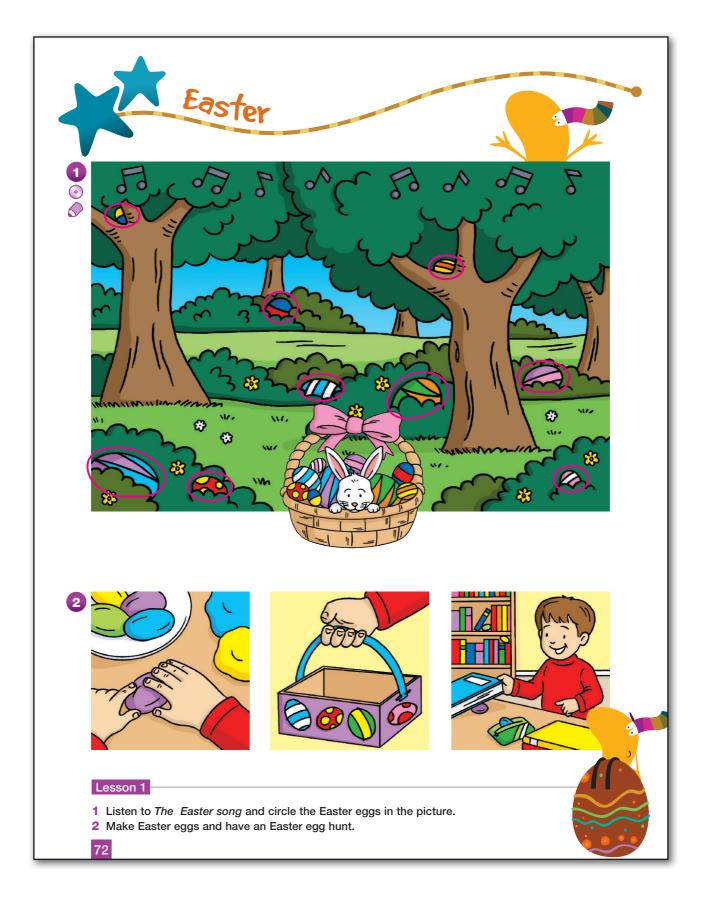
See page 301.

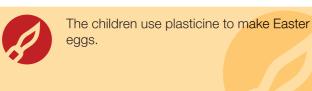
Round up

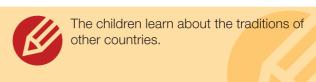
Sing The Easter song again.

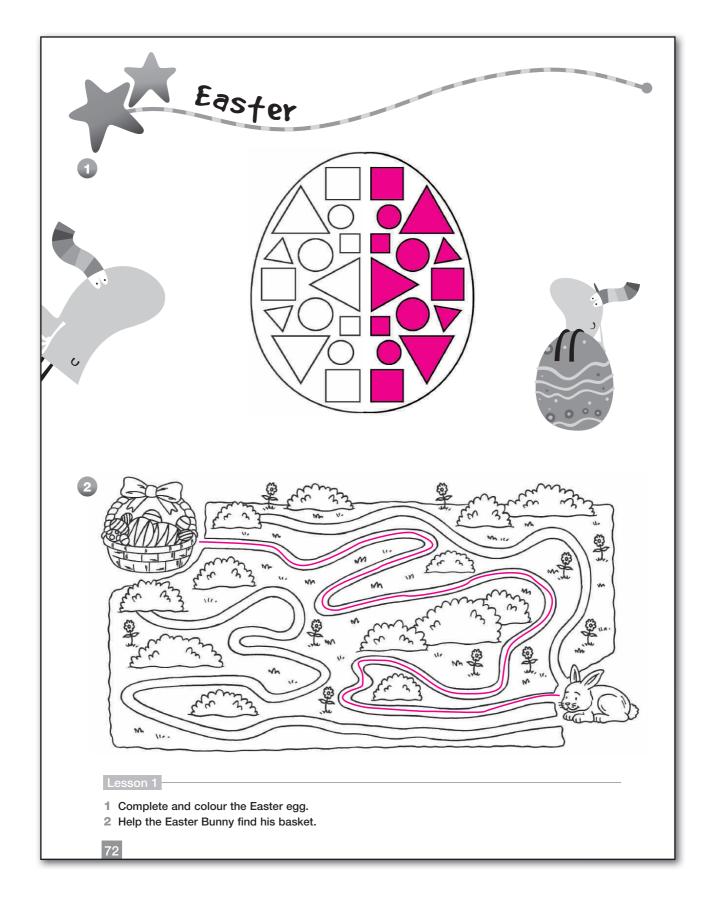
Easter is celebrated on a different day each year. To calculate when Easter will be, find the first full moon after 20th March. Easter Sunday is the following Sunday.

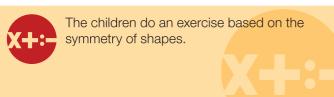
Easter vocabulary: basket, Easter bunny, Easter egg.

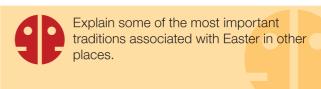












Easter

Activity Book

Page 72, Activity 1

Say: Open your Activity Books at page 72. Look at Activity 1.

Tell the children to identify the shapes that are in the Easter egg.

Tell the children to draw shapes in the other half of the egg that are the same as the shapes in the first half. Tell the children to colour the shapes.

Page 72, Activity 2

Say: Now look at Activity 2.

The children use their fingers to trace a path through the maze until they find the route to the basket. Then, they colour the correct route.

Transcript



Track 2.26 The Easter song

Where are the Easter eggs? Can you see? Look in the garden and count with me. One... two... three, four... five... six, seven... eight... nine. There are nine eggs in my basket. Easter eggs for me!

CD₁

Unit 0

- 1.1 Activity
- 1.2 The name song
- 1.3 The colour song
- 1.4 The action song
- 1.5 Activity

Unit 1

- 1.6 Activity
- 1.7 The school bag song
- 1.8 Story: Smiley's special pencil case
- 1.9 Phonics
- 1.10 The shape song
- 1.11 Unit 1 Test Activity 1

Unit 2

- 1.12 Chant
- 1.13 The face song
- 1.14 The body song
- 1.15 Activity
- 1.16 Story: Dotty's doll
- 1.17 Phonics
- 1.18 Activity
- 1.19 Unit 2 Test Activity 1

Unit 3

- 1.20 Activity
- 1.21 Activity
- 1.22 Activity
- 1.23 The weather song
- 1.24 Story: Wellies in the snow
- 1.25 Phonics
- 1.26 Activity
- 1.27 Unit 3 Test Activity 1

Unit 4

- 1.28 Activity
- 1.29 Activity
- 1.30 Chant
- 1.31 The family song
- 1.32 Story: I can't find my mum
- 1.33 Phonics
- 1.34 Unit 4 Test Activity 1

CD₂

Unit 5

- 2.1 Activity
- 2.2 Song: Twiggle town
- 2.3 Story: Grandad's bus ride
- 2.4 Phonics
- 2.5 Activity
- 2.6 Unit 5 Test Activity 1

Unit 6

- 2.7 Activity
- 2.8 The work song
- 2.9 Story: The wishing well
- 2.10 Phonics
- 2.11 Unit 6 Test Activity 1

Unit 7

- 2.12 Activity
- 2.13 Song: The animals in the zoo
- 2.14 Activity
- 2.15 Story: Stretch finds the perfect pet
- 2.16 Phonics
- 2.17 Unit 7 Test Activity 1

Unit 8

- 2.18 Activity
- 2.19 The tooth fairy song
- 2.20 Story: Flo's birthday
- 2.21 Phonics
- 2.22 Activity
- 2.23 Unit 8 Test Activity 1

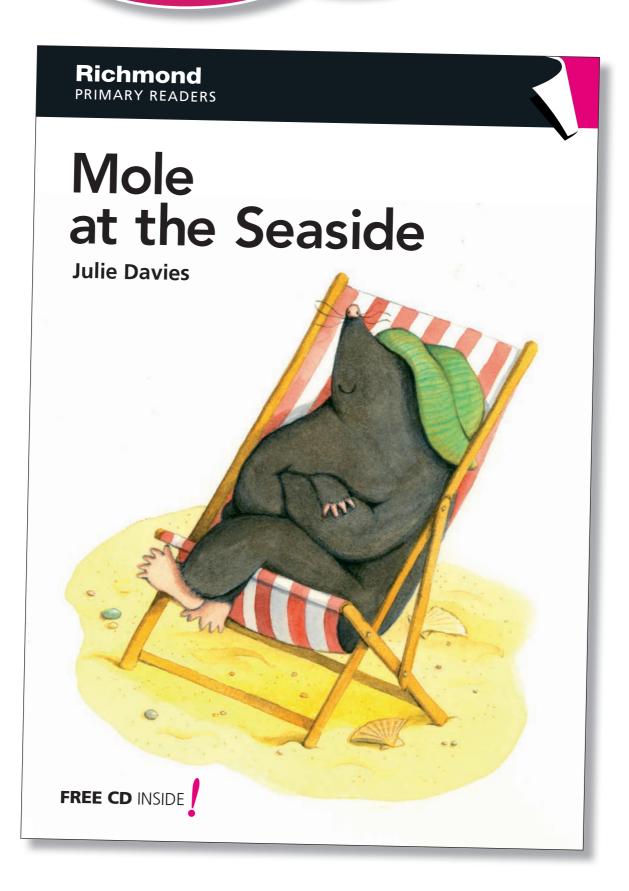
Festivals

- 2.24 The Halloween chant
- 2.25 The Christmas song
- 2.26 The Easter song
- 2.27 Diagnostic Test Activity 1
- 2.28 End of year Test Activity 1



Associated reading







58 St Aldates Oxford OX1 1ST United Kingdom

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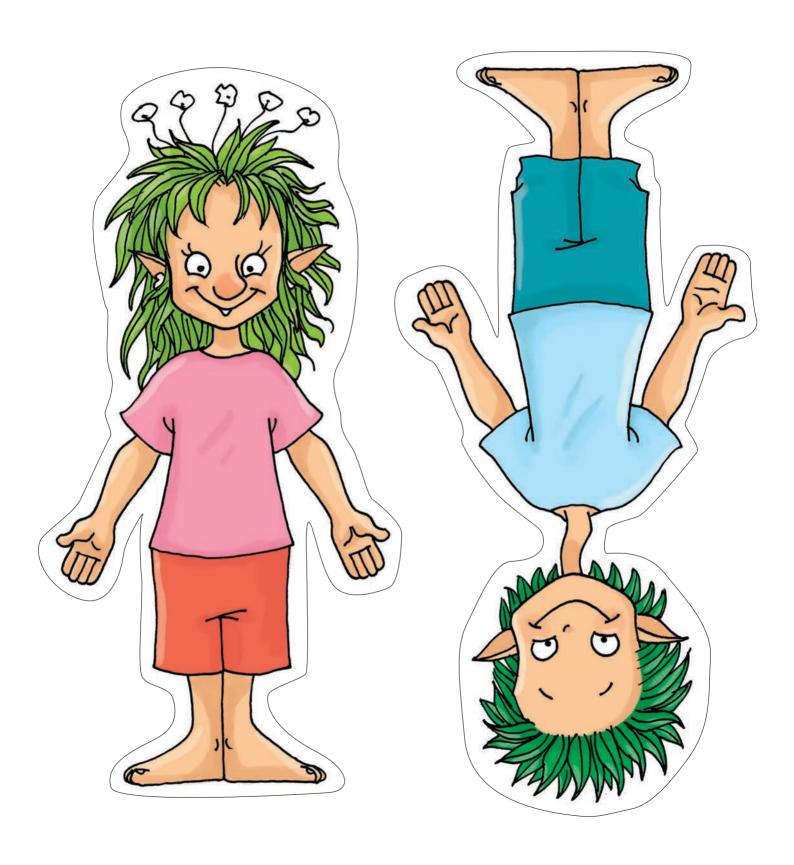
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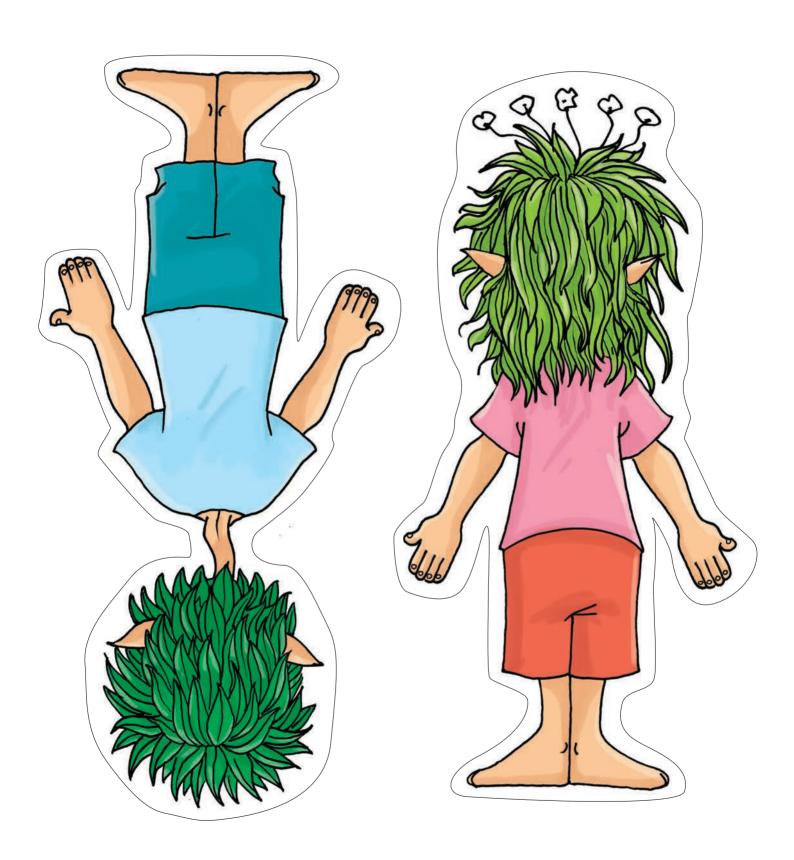
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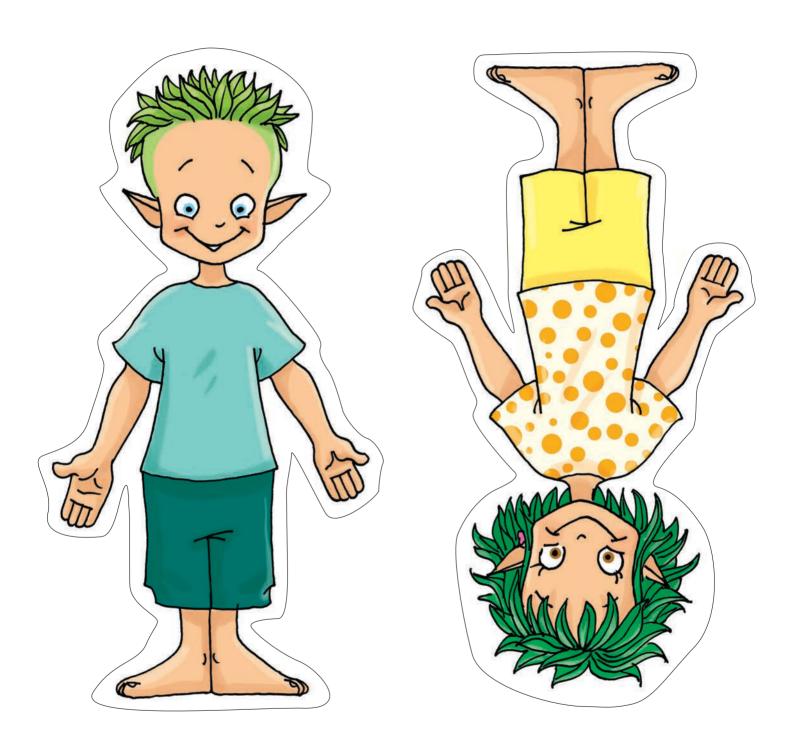
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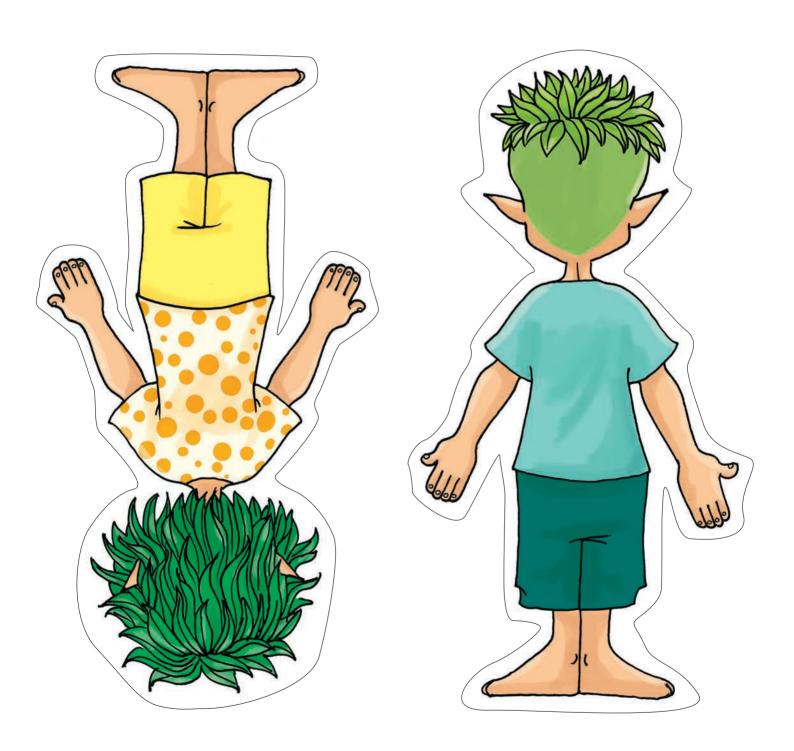
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