

5 Family 

1 Listen, point and say.

1 grandpa 2 aunt 3 uncle
4 grandma 5 cousin
6 mum 7 brother 8 sister 9 dad

2 Listen and chant.








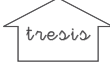



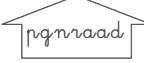






3 Talk to a friend.

My dad, my brother and my uncle. Boys.

44 Family grandpa, aunt, uncle, grandma, cousin, mum, brother, sister, dad Lesson 1

5 Family

1 Look at the pictures. Look at the letters. Write the words.

1  aunt 
2  ----- 
3  ----- 
4  ----- 
5  ----- 
6  ----- 
7  ----- 
8  --- 
9  --- 

44 Family Lesson 1

Objectives

- to present and practise family
- to practise saying a chant for pleasure

Language

New language: family: *grandpa, aunt, uncle, grandma, cousin, mum, brother, sister, dad; Where is ... ? Here you are, boys, girls*

Recycled language: *cheese*

Receptive language: *Coming!*

Materials

CD, Flashcards (family): 54–62, Wordcards 54–62, Teacher's Resource Book (optional)

Digital Minds

- Vocabulary interactive activity
- Interactive Flashcards and Wordcards

Basic competences

Language competence: Pupils identify and name family members.

Cultural awareness and expression: Pupils chant together as a class.

Social and civic competences: Pupils work together to ask and answer about their families.

Home-school link

- Augmented Reality: vocabulary interactive activity
- Online interactive activities: spinning game

Pupil's Book, page 44

Warm-up

- Draw a picture of cheese on the board.
- Say, e.g. *I like ... cheese. (Pupil name), what about you?*
- Ask other pupils.

Presentation

- Stick the flashcards on the board in the style of a family tree so that pupils can see the connections between a family.
- Point to each flashcard in turn. Say the word for pupils to repeat in chorus.
- Do this three or four times.
- Point to each flashcard with its corresponding wordcard for pupils to say the word in chorus.



1 Listen, point and say.

- Pupils look at the picture in their Pupil's Books.
- Elicit which character's family they can see (Thunder's) and where they are (in the kitchen).
- Play the recording. Pupils point to the family members when they hear them.

CD2 Track 40

Thunder's sister: Have you got the cheese, Mum?

Thunder's mum: Yes, here you are.

Thunder's dad: Where is your brother? Thunder!

Thunder: Coming, Dad!

Now say the words.

1 grandpa, 2 aunt, 3 uncle, 4 grandma, 5 cousin, 6 mum,
7 brother, 8 sister, 9 dad

- Play the recording again. Pupils repeat the words.
- Pupils practise pointing and naming the family members in pairs.



2 Listen and chant.

- Play the recording. Pupils listen and get a feel for the chant.
- Play the recording again, pausing after each verse for pupils to repeat.
- Do the chant as a class and then in groups.

CD2 Track 41

My grandma, my sister, my mum and me.
Here are the girls in my family.

My grandpa, my brother, my dad and me.
Here are the boys in my family.



3 Talk to a friend.

- In pairs, pupils do the activity. One child says some family members and their partner answers *Boys* or *Girls*.

Activity Book, page 44

1 Look at the pictures. Look at the letters. Write the words.

- Pupils look at the pictures, solve the anagrams of the family words and write the words correctly on the lines.

Key: 2 uncle, 3 brother, 4 sister, 5 grandma, 6 grandpa, 7 cousin, 8 mum, 9 dad

OPTIONAL ACTIVITIES

Reinforcement

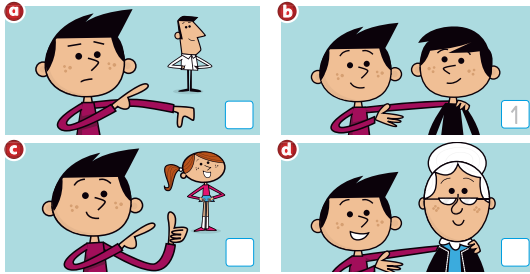
- Put pupils in pairs.
- They write some family words in jumbled letter order.
- Each pair gives their anagrams to another pair to put the letters in the correct order.

➔ See also *Teacher's Resource Book Worksheet 1, p31*

Extension

- Pupils draw their own family trees in their notebooks.
- They write who it is and their name under each picture.
- In pairs they tell their partner who is in their family, e.g. *Here are the boys in my family: my grandpa (name), my dad (name) and my brother (name).*

1 Listen and number.



2 Listen and say.

Grammar focus

This is my brother.
Is that your sister?

That's my sister.
Yes, it is.
No, it isn't.



3 Show and tell.

Is that your dad?



No, it isn't. It's my uncle.

Lesson 2

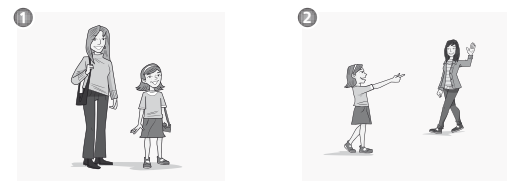
This/That; Is that your ... ? 45

5

1 Listen and match.



2 Look and circle.



This / That is my mum.

This / That is my aunt.

Lesson 2

This/That; Is that your ... ? 45

Objectives

- to present the first core grammar

Language

New language: family: *This/That, Is that your ... ?*
Yes, it is. No, it isn't.

Materials

CD, Flashcards (family): 54–62, Wordcards 54–62, classroom objects (optional), Teacher's Resource Book (optional)

Digital Minds

- Grammar 1 interactive activity
- Interactive Flashcards and Wordcards

Basic competences

Language competence: Pupils use *this* and *that* with reference to family members.

Social and civic competences: Pupils work together to ask and answer about pictures of their families.

Home-school link

- Augmented Reality: Grammar 1 interactive activity
- Online interactive activities: catching clouds game

Pupil's Book, page 45

Warm-up

- Write *boys* and *girls* on the board in two columns.
- Show pupils each of the family flashcards with their wordcards and elicit which column each one should go into on the board.

Presentation

- Ask for six volunteer pupils.
- Ask three to stand on one side of the classroom and the other three to stand with you.
- Talk to the three pupils with you, asking *Is this (pupil's name)?* Encourage the class to say *Yes, it is.*
- Now point to the group of pupils further away and ask *Is that (pupil's name)?* Once again encourage pupils to respond.
- Continue asking the question to pupils close to and far away from you, using *this* and *that*.

1 ^{CD2}₄₂ Listen and number.

- Look at the pictures with the pupils.
- Check they understand the first two pictures by asking which is *this* and which is *that*.
- Play number 1 on the recording. Elicit the matching picture.
- Play the rest of the recording.
- Allow pupils to check their answers in pairs before playing it again.
- Check with the class.

Key: a 4, b 1, c 3, d 2

CD2 Track 42

- | | |
|--------------------------|-----------------------------------|
| 1 | 3 |
| Boy: This is my brother. | Girl: Is that your sister? |
| 2 | Boy: Yes, it is. |
| Boy: This is my grandma. | 4 |
| | Girl: Is that your dad? |
| | Boy: No, it isn't. It's my uncle. |

2 ^{CD2}₄₃ Listen and say.

- Play the first sentence and ask pupils to point to the correct picture in Activity 1.
- Play the second sentence and ask pupils to point to the correct picture in Activity 1.
- Play the last parts, pausing for pupils to repeat.
- Pupils practise in pairs.

3 Show and tell.

- Draw a quick picture of one of your family on the board.
- Tell pupils to look at the Pupil's Book page and elicit the question from them: *Is that your ... ?* Encourage them to guess.

- Tell pupils to draw two pictures of different people in their family.
- Pupils walk around the class asking and answering about their pictures.

Activity Book, page 45

1 ^{CD2}₄₄ Listen and match.

- Pupils listen to the recording and draw lines from the pictures of the rats to the appropriate family words.

Key: 2 uncle, 3 brother, 4 cousin, 5 dad, 6 aunt, 7 sister, 8 grandma, 9 grandpa

CD2 Track 44

- | | |
|--------------------------------|--------------------------------|
| 1 | 6 |
| Boy rat: Is that your mum? | Boy rat: Is that your sister? |
| Girl rat: Yes, it is. | Girl rat: No, it's my aunt. |
| 2 | 7 |
| Boy rat: Is that your dad? | Boy rat: Is that your cousin? |
| Girl rat: No, it's my uncle. | Girl rat: No, it's my sister. |
| 3 | 8 |
| Boy rat: Is that your brother? | Boy rat: Is that your aunt? |
| Girl rat: Yes, it is. | Girl rat: No, it's my grandma. |
| 4 | 9 |
| Boy rat: Is that your sister? | Boy rat: Is that your dad? |
| Girl rat: No, it's my cousin. | Girl rat: No, it's my grandpa. |
| 5 | |
| Boy rat: Is that your dad? | |
| Girl rat: Yes, it is. | |

2 Look and circle.

- Pupils look at the pictures and circle *This* or *That* in each sentence.

Key: 1 This, 2 That

OPTIONAL ACTIVITIES

Reinforcement

- Walk around the classroom asking pupils about various classroom objects: *Is this your pencil?* (when standing close to the pupil), *Is that your notebook?* (pointing across the room to another pupil's notebook).
 - Ask also about objects that don't belong to the pupils.
 - Elicit the full answer: *Yes, it is.* / *No, it isn't.*
- ☞ See also *Teacher's Resource Book Worksheet 2, p32*

Extension

- Pupils draw pictures of family or pets in their notebooks.
- They write words under the pictures, e.g. *cat* – *Fluffy*, *sister* – *Maria*.

1 ^{CD2}₄₅ Listen and sing.

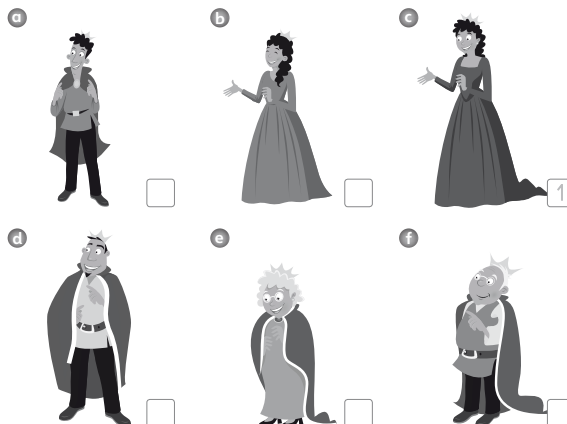


2 Point and say. This is the mum, Ann.

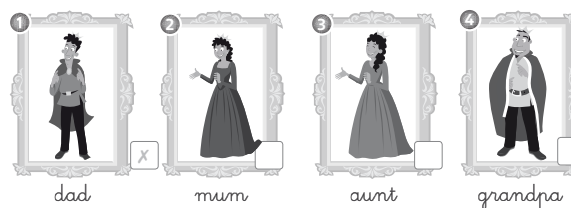
46 Singing for pleasure

Lesson 3

1 ^{CD2}₄₅ Number in the order of the song. Then listen and check.



2 Look and tick (✓) or cross (X).



46 Song practice

Lesson 3

Objectives

- to sing a song with the class
- to give further practice of *this* and family words

Language

New language: *king, queen, royal, this, family*

Materials

CD, Flashcards (family): 54–62, Wordcards: 54–62

Digital Minds

- Karaoke song
- Interactive Flashcards and Wordcards

Basic competences

Language competence: Pupils join in with a song.

Cultural awareness and expression: Pupils sing together as a class.

Mathematical competence: Pupils work out picture order based on the song.

Home-school link

- Augmented Reality: karaoke song
- Online interactive activities: karaoke song

Pupil's Book, page 46

Warm-up

- Put the flashcards around the classroom.
- Divide the class into two groups.
- Walk around the classroom making statements about the flashcards, making some right and others wrong. The errors you make can be about the family words or *this/that*, e.g. (standing far away from grandma) *This is my grandma*. Or (standing next to dad) *This is my mum*.
- Each team takes it in turn to correct the mistake in the sentence. Use the wordcards to help with corrections.

1 CD2
45
46

Listen and sing.

- Pupils look at the picture in their Pupil's Book. Elicit what they can see and who they think they are.
- Pre-teach *queen, king and royal*.
- Play the recording for pupils to get a sense of the tune and rhythm.
- Play the recording again, pausing after each pair of lines for pupils to repeat.
- When pupils have learnt the song, practise it with the whole class.
- Use the karaoke version of the song (track 46) for pupils to sing in groups.

CD2 Track 45

Mum's the queen! Dad's the king!
We're the royal family. (x2)

This is my mum.
Hi, my name's Ann.
This is my dad.
Hi, my name's Dan.

Mum's the queen ...

This is my sister.
Hi, my name's Jill.
This is my brother.
Hi, my name's Bill.

Mum's the queen ...

This is my grandma.
Hi, my name's Kim.
This is my grandpa.
Hi, my name's Jim.

Mum's the queen ...

CD2 Track 46

(Karaoke version)

2 Point and say.

- Demonstrate the activity using the example on the page.
- Pupils work in pairs, pointing to the picture and saying the names.

Activity Book, page 46

1 CD2
45

Number in the order of the song. Then listen and check.

- Pupils try to remember the song and sequence the pictures in the order in which they appear in the song.
- Then play the song again for them to check their answers.

Key: a 4, b 3, (c 1), d 2, e 5, f 6

2

Look and tick (✓) or cross (X).

- Pupils look at the pictures from the song and put a tick if the word matches the picture or a cross if the word doesn't match the picture.

Key: 2 ✓, 3 X, 4 X

OPTIONAL ACTIVITIES

Reinforcement

- Pupils sing the song from PB Activity 1 again.

Extension

- Pupils work in pairs and look at the picture in their Pupil's Book.
- Demonstrate the activity by pointing to the dad and saying *This is Jim*.
- Elicit the response from the pupils: *No, it isn't. That's Dan*.
- Pupils continue making statements and responding.

1 ^{CD 2}₄₇ Listen and circle.

mum aunt



cousin brother



Spot Rex

2 ^{CD 2}₄₈ Listen and say.

Grammar focus

Who's that?
What's **her** name?
What's **his** name?

That's my sister.
Her name's Sue.
His name's Ben.



3 Draw your cousin. Then ask and answer.

What's her name?

Her name's Laura.



Lesson 4

Who's that? What's his/her name? 47

1 ^{CD 2}₄₉ Listen and match.

1



Fred

2



Simon

3



Frank

4



Mary

5



Emma

6



Susan

2 Look and guess.

His name is Simon.

Cousin!

Lesson 4

Who's that? What's his/her name? 47

Objectives

- to present the second core grammar

Language

New language: *Who's that? What's his/her name?*
His/her name's ... , family

Materials

CD, pictures of famous people or cartoon characters from magazines or newspapers (optional), Teacher's Resource Book (optional)

Digital Minds

- Grammar 2 interactive activity
- Interactive Flashcards and Wordcards

Basic competences

Language competence: Pupils ask questions using *Who's that? What's his/her name?* and answer using *That's my ... , Her/His name's ...*

Social and civic competences: Pupils work together to ask and answer about a family tree.

Mathematical competence: Pupils do a matching activity based on verbal clues.

Home-school link

- Augmented Reality: Grammar 2 interactive activity
- Online interactive activities: Popping balloons game

Pupil's Book, page 47

Warm-up

- Play the song from the previous lesson.
- Play one line and encourage pupils to sing the next line.
- Continue for each line. Help them along if needed.

Presentation

- Using your pupils in your class, point to one of the girls and ask *What's her name?* Elicit the full answer: *Her name's (pupil's name).*
- Go around the class doing this with boys and girls.
- Now do the same again, but ask *Who's that?* Elicit: *That's (pupil's name).*

1 ^{CD2}₄₇ Listen and circle.

- Pupils look at the pictures. Elicit who they think each person (or animal) is.
- Play the recording. Pupils circle the correct word.
- Pupils check in pairs.
- Play the recording again. Check with the class.

Key: 1 aunt, 2 cousin, 3 Spot

CD2 Track 47

1

Boy: Who's that?

Girl: That's my aunt.

Boy: What's her name?

Girl: Her name's Abi.

2

Boy: Who's that?

Girl: That's my cousin.

Boy: What's his name?

Girl: His name's Jack.

3

Boy: And who's that?

Girl: That's my dog.

Boy: What's his name?

Girl: His name's Spot.

2 ^{CD2}₄₈ Listen and say.

- Play the recording. Pupils follow on the page.
- Play the recording again. Pupils repeat in chorus.
- Pupils repeat the questions and answers three or four times.

3 Draw your cousin. Then ask and answer.

- Point to the picture. Read out the speech bubbles.
- Ask *What's her name?* for pupils to answer.
- Pupils draw their own pictures (if they don't have a cousin, it can be a friend).
- Pupils ask and answer in pairs or groups.

Activity Book, page 47

1 ^{CD2}₄₉ Listen and match.

- Pupils listen to the recording and draw lines to match the pictures of the people in the first column with the people in the second column and their name.

Key: 2 Susan, 3 Simon, 4 Frank, 5 Fred, 6 Emma

CD2 Track 49

1

Woman: Who's that?

Girl: That's my grandma. Her name's Mary.

2

Woman: Who's that?

Boy: That's my aunt. Her name's Susan.

3

Woman: Who's that?

Man: That's my cousin. His name's Simon.

4

Woman: Who's that?

Girl: That's my grandpa. His name's Frank.

5

Woman: Who's that?

Girl: That's my uncle. His name's Fred.

6

Woman: Who's that?

Boy: That's my sister. Her name's Emma.

2 Look and guess.

- Pupils work in pairs. One pupil says *His/Her name is ...* and their partner tries to remember which family member that is from Activity 1.

OPTIONAL ACTIVITIES

Reinforcement

- Choose any page from the Pupil's Book and point to a character.
 - Ask *Who's that?* or *What's his/her name?*
 - Elicit the answer.
 - Pupils continue in pairs, asking and answering.
- ➡ See also *Teacher's Resource Book Worksheet 3, p33*

Extension

- Find pictures of famous people or cartoon characters from magazines or the newspaper.
- Put the pictures around the classroom and number them.
- Pupils walk around and look at the photos.
- Point to each one and ask *What's his/her name?* Elicit answers.

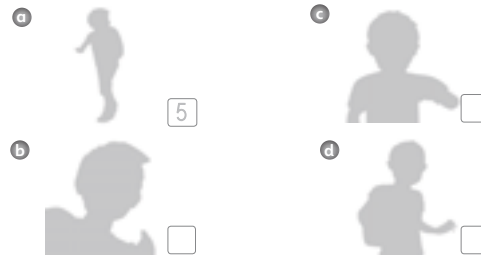
1 **What a day!**



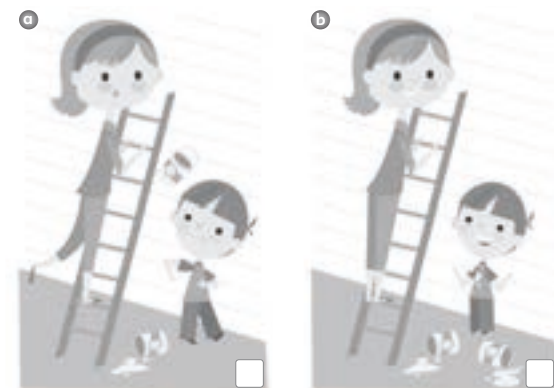
48 Value: offering to help your parents

Lesson 5

1 Look at the story. Find Thunder and write the number.



2 Listen and number.



48 Story practice

Lesson 5

Objectives

- to present a picture story
- to review the message from the story
- to practise the story

Language

New language: *mum, Not again, Careful! What's the problem? Can you see my keys? car, Sorry, Mum!*

Recycled language: *chicken*

Receptive language: *It's not such a bad day after all. Bedtime.*

Materials

CD

Digital Minds

- Story animation

Basic competences

Language competence: Pupils listen to a story.

Cultural awareness and expression: Pupils act out the story.

Social and civic competences: Pupils learn the message to offer to help their parents through pictures.

Mathematical competence: Pupils work out a picture puzzle based on the story.

Home-school link

- Augmented Reality: Story animation
- Online interactive activities: story animation

Pupil's Book, page 48

Warm-up

- Point to a pupil in the class and ask *Who's that?*
- Elicit a full answer: *Her/His name's (name).*
- That pupil then points to a classmate and asks *Who's that?*
- The class responds. Continue chaining the question and answer around the class.

1 ^{CD2}₅₀ What a day!

- Elicit who the pupils can see in the first picture of the Pupil's Book story (Thunder) and where he is (in his bedroom). Elicit what he is doing (getting up).
- Check the title, *What a day!* Ask pupils *Do you think he has a good day or a bad day?*
- Play the recording. Pupils listen to find out what kind of day Thunder has.
- Play the recording again. Pause after each frame to check comprehension.
- Check what was bad in Thunder's day and what was good.
- Play the recording a third time. Pupils listen and repeat.

CD2 Track 50

1

Thunder: Oh no!

2

Thunder: Not again.

3

Thunder: Oops!**Misty:** Careful, Thunder.

4

Thunder: What's the problem, Mum?**Thunder's mum:** Can you see my keys? They're under the car.

5

Thunder's mum: Careful, Thunder!**Thunder:** Sorry, Mum!

6

Thunder: Mmm! I love chicken. It's not such a bad day after all.

7

Thunder: Bedtime. Hurray!

8

Thunder: Oh no!

Activity Book, page 48

1 Look at the story. Find Thunder and write the number.

- Pupils look at the pictures of Thunder and find the same pictures in the story in the Pupil's Book.
- They write the correct story frame number next to each picture.

Key: b 8, c 2, d 32 ^{CD2}₅₁ Listen and number. **Think!****Thinking skills:** interpreting pictures, matching

- Pupils listen to the two dialogues on the recording and number the matching pictures.

Key: a 1, b 2

CD2 Track 51

1

Woman: Oh no! Not again!**Boy:** Careful!

2

Woman: I'm sorry!**Boy:** That's OK.

OPTIONAL ACTIVITIES

Reinforcement

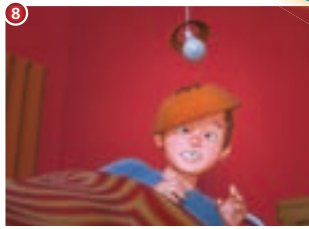
- Put the pupils into groups of three.
- Pupils each take a role from the Pupil's Book story.
- Play the recording. Pupils repeat in role.
- Pupils practise the role in their groups.
- Pupils change roles and practise again.
- Volunteer groups role play for the class.

Extension

- Focus on the parts of the story where Thunder offered to help his mum.
- Ask pupils how they can help their parents. Elicit why this is important.
- Focus pupils on the part of the story where Thunder said *I'm sorry* and also on the woman in the Activity Book who spilt the paint.
- Ask pupils why it is important to say sorry if you make a mistake.

Note: This discussion will probably need to take place in L1.

5



2 ^{CD2} ₅₂ Listen and tick (✓).



3 ^{CD2} ₅₃ Listen and say.



Mum jumps in the mud with the ducks.

Lesson 6

Phonics focus 49

5

1 Look and tick (✓).

Values



2 ^{CD2} ₅₄ Listen and draw. Then listen and say.

Phonics



Lesson 6

Offering to help your parents; phonics focus 49

Objectives

- to check pupils' comprehension of the story
- to present and practise the short vowel sound for *u*
- to focus pupils on the value of offering to help your parents

Language

New language: *jump, mud*, language from the story

Receptive language: *offering to help your parents*

Materials

CD

Digital Minds

- Phonics game

Basic competences

Language competence: Pupils interpret a deeper meaning from a story.

Social and civic competences: Pupils learn the message that offering to help your parents is good through pictures.

Home-school link

- Augmented Reality: Phonics game

Pupil's Book, page 49

Warm-up

- Draw a toothbrush, a lamppost and a car on the board.
- Say the following phrases: 1 *Oops!* 2 *I'm sorry.* 3 *Not again.*
- Pupils match the phrases with your pictures on the board.

 Listen and tick (✓).

- Refer pupils to the pictures. Ask who they can see.
- Check pupils know what to do.
- Play the recording. Pupils tick the correct picture.
- Check the answer as a class.

CD2 Track 52

Thunder's mum: Careful, Thunder.

Thunder: Sorry, Mum!

Key: Picture 2

 Listen and say. 

Note: This activity practices the /ʌ/ sound which doesn't exist in Spanish. Pupils may confuse it with /a/ or /o/.

- Write *mum* and *jump* on the board, using a red pen for the *u*. Point out that the *u* is the same sound in both words.
- Pupils repeat *mum* and *jump*.
- Play the recording. Pupils repeat the sound and then the sentence.
- Check the other words with the same sound individually.
- Play the recording again.

CD2 Track 53

U - U - U

Mum jumps in the mud with the ducks.

Mum jumps in the mud with the ducks!

Activity Book, page 49

 Look and tick (✓). **Values**

Value: offering to help your parents

- Pupils look at the two pictures and decide which one represents the value of offering to help your parents. They can discuss this using L1.
- They tick the correct picture.

Key: Picture 2

 Listen and draw.

Then listen and say. 

- Pupils listen to the recording and draw the items in the correct part of the pictures.
- Then play the recording again for pupils to listen and repeat the sentences, focusing on the short vowel sounds 'u', 'i', 'o', 'a' and 'e'.

CD2 Track 54

- 1 A duck in the mud.
- 2 A six on a pig.
- 3 A doll in a box.
- 4 A cat in a bag.
- 5 A pencil on a desk.

Key: See CD script above.

OPTIONAL ACTIVITIES

Reinforcement

- Tell pupils to write *u*, *a*, *e* and *i* on separate pieces of paper.
- Tell pupils that you are going to read words which have these sounds and pupils need to hold up the sound they hear.
- Words to say: *u*: *mum*, *jump*, *mud*, *duck*, *Thunder*, *under*; *a*: *Flash*, *rat*, *hat*, *cat*, *apple*, *dad*; *e*: *ten*, *pencil*, *desk*, *pen*, *red*, *bedtime*; *i*: *six*, *pigs*, *lizard*, *chicken*, *this*

Extension

- Tell pupils to choose a sound or two sounds.
- Pupils can use their Pupil's Book and Activity Book for ideas.
- Pupils draw a picture which includes people or objects with the sounds they have chosen.
- Pupils label their picture and practise saying the words.
- Pupils compare with other pupils saying their words.

Learn and think **Holiday weather**

1 ^{CD 55} Listen, point and say.



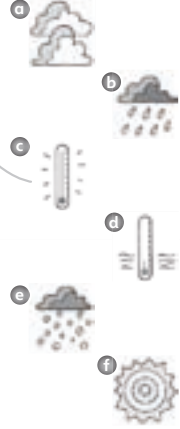
2 ^{CD 56} Listen and number.



50 Science Lesson 7

Learn and think **Holiday weather**

1 Look and match. Then trace. **Think!**



1 It's hot.

2 It's snowing.


3 It's cloudy.

4 It's sunny.

5 It's raining.

6 It's cold.

2 Point and say. *It's raining.*



50 Science Lesson 7

Objectives

- to extend pupils' understanding of the weather
- to give practice in listening and matching
- to enable pupils to make use of their world knowledge

Language

New language: hot, sunny, cold, snowing, raining, cloudy, Mexico, China, Scotland, Spain

Materials

CD, Geography books or the Internet (optional), large sheets of paper (optional), coloured pens or pencils (optional), Teacher's Resource Book (optional)

Digital Minds

- Interactive Flashcards and Wordcards

Basic competences

Language competence: Pupils learn specific language to talk about Science in English.

Learning to learn: Pupils use newly learnt vocabulary to match pictures and sentences.

Pupil's Book, page 50

Warm-up

- Elicit the pupils' country/countries.
- Ask them for the names of other countries in their regions / in other parts of the world.
- Point outside the window and ask what the weather is like today.

1 CD2
55 Listen, point and say.

- Pre-teach *sunny, hot, cold, snowing, raining* and *cloudy*, using the pictures in the Pupil's Book.
- Discuss what the weather is like today and what it is usually like in the pupils' country/countries.
- Play the recording. Pupils listen and point. Pause after each sentence for them to repeat.

CD2 Track 55

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

2 CD2
56 Listen and number.

- Pupils look at the pictures.
- Elicit the type of weather in each photo.
- Play the recording. Pupils check answers in pairs.
- Play the recording again so pupils can check their answers.
- Check as a class.

CD2 Track 56

- 1
Boy: This is my aunt in Mexico. It's sunny.
- 2
Boy: This is my grandpa in China. It's raining.
- 3
Boy: This is my cousin in Scotland. It's snowing and cold.
- 4
Boy: This is my brother in Spain. It's cloudy.

Key: a 3, b 2, c 1, d 4

Activity Book, page 50

1 Look and match. Then trace. **Think!**

Thinking skill: matching

- Pupils draw lines from the sentences to the pictures.
- Then they trace the sentences to start practising writing at sentence level.

Key: 2 e, 3 a, 4 f, 5 b, 6 d

2 Point and say.

- Pupils work in pairs and take turns to point to a picture and describe the weather.

Key: 2 It's hot and sunny. 3 It's cloudy. 4 It's snowing and cold.

OPTIONAL ACTIVITIES

Reinforcement

- Write the following prompt on the board: *My favourite weather is ...*
- Elicit from pupils what weather words they practised today..
- Ask individual pupils what their favourite weather is.
- Pupils draw a picture of themselves in their favourite weather in their notebooks.

Extension

- In groups of four, pupils choose one or two of the countries from the Warm-up. They use the Internet or Geography books to learn about the weather in that country at different times of year.
- They make a poster to display in the classroom.

➔ See also *Teacher's Resource Book Worksheet 4, p34*

3 ^{CD 2} Listen and **stick**. **Think!**



4 What's the weather like? Tell your friends. **Project**



Lesson 8 Science: project 51

3 What's the weather like? Draw the symbols.



Scotland China



Mexico Spain

4 Ask and answer about your map.

What's the weather like in Mexico? It's raining.

Lesson 8 Science 51

Objectives

- to enable pupils to apply what they have learnt about the weather
- to promote thinking and analytical skills
- to make weather posters
- to review what pupils have learnt in the lesson

Language

New language: Mexico, Scotland, China, Spain, the weather

Materials

CD, Unit 5 stickers, coloured card, large sheets of paper, coloured pens and pencils, weather pictures from magazines, scissors, glue

Digital Minds

- Interactive Flashcards and Wordcards

Basic competences

Language competence: Pupils talk about Science in English.

Cultural awareness and expression: Pupils find out what the weather is like in other countries.

Social and civic competences: Pupils work together to ask and answer about their pictures.

Cultural awareness and expression: Pupils use stickers to label a picture based on verbal clues.

Pupil's Book, page 51

Warm-up

- With Pupil's Books closed, draw on the board simple pictures of the different types of weather from the previous lesson.
- Pupils say the weather words.
- Elicit what the weather is like outside today.

 **Listen and stick. Think!**


Think: interpreting visual information

- Look at the map. Check the countries.
- Check pupils know what to do.
- Play the recording. Pupils stick the stickers.
- Pupils check in pairs.
- Play the recording again.
- Check as a class. Elicit full answers.

CD2 Track 57

Man: What's the weather like, Sarah?

Sarah: Well, it's hot in Mexico.
It's snowing in Scotland.
It's cloudy in Spain.
And it's raining in China.

 **What's the weather like? Tell your friends. Project**

- Pupils look at the photo. Elicit the answer to the question *What's the weather like?*
- Encourage the pupils to talk about their posters as they are working.
- Pupils hold up and talk about their posters in pairs to the class.

Activity Book, page 51

- 3** What's the weather like? Draw the symbols.
- Pupils decide what the weather is like in each of the four countries and draw weather symbols in the four spaces, without showing their partner.
- 4** Ask and answer about your map.
- In their pairs, pupils ask and answer about the weather on their maps in Activity 3.

OPTIONAL ACTIVITIES

Reinforcement

- Demonstrate by miming for the pupils that you are cold.
- Encourage pupils to guess the weather (*It's cold* or *It's snowing.*)
- Pupils play the game in pairs, miming and guessing.

Extension

- Draw an outline of Spain on the board.
- Elicit some towns and cities from the pupils and write them on the map.
- Pupils copy the map into their notebooks and draw weather symbols next to each place.
- Pupils ask and answer in pairs about the weather in the towns and cities.

Picture dictionary and self-evaluation

1 Look and trace.

- Ask pupils to use the dots as a guide to write the words.

2 What is it? Say the words. Then colour the faces. Super me

- Pupils test themselves by saying each word.
- Pupils colour in the face if they can remember the word.
- If pupils are unable to remember, encourage them to check in their Pupil's Books to remind them.

Note: You could now do the end-of-unit test on Teacher's Book pages 180–1.

Quiz time

1 Listen and circle.

1	a	b	c
2	a	b	c
3	a	b	c
4	a	b	c
5	a	b	c
6	a	b	c

52 Review: units 3, 4 and 5

The lunchbox game

I've got a ...



Dice 1		1	2	3	4	5
Dice 2		1	2	3	4	5
1	Sorry, no food.				Sorry, no food.	
2			Sorry, no food.			
3	Sorry, no food.				Sorry, no food.	
4						
5		Sorry, no food.				

Review: units 3, 4 and 5 53

Objectives

- to review language from the units
- to encourage pupils to reflect on their learning

Language

Recycled language: vocabulary and grammar from the units

Materials

CD, dice, counters, Poster 2 (optional)

Digital Minds

- Interactive Poster
- Interactive Flashcards and Wordcards

Basic competences

Language competence: Pupils use language from the unit to do a quiz.

Social and civic competences: Pupils work together to do a quiz.

Learning to learn: Pupils use previously learnt words to play a game.

Home-school link

- Games from Unit 3, Unit 4 and Unit 5

Pupil's Book, page 52

Warm-up

- Write the animals in jumbled letter order on the board.
- Pupils work in pairs and write each word correctly.

1 Listen and circle.

- Play the recording. Pupils do the quiz in pairs. The first time they do it without looking back through the units.
- Pairs check their work with other pairs.
- Pupils then look back to check questions they did not know.
- Check answers with the class.

CD2 Track 58

- 1 This is a spider.
- 2 The cat is in the bag.
- 3 I've got carrots in my sandwich.
- 4 I've got chicken. I haven't got an apple. I've got a banana.
- 5 That's my mum. Her name is Sue.
- 6 What's the weather like?
It's cold.

Key: 2 a, 3 c, 4 b, 5 b, 6 c

Pupil's Book, page 53

1 The lunchbox game

- Demonstrate the game for pupils by playing it with one or two pupils at the front.
- Pupils take turns to roll the dice. The first dice shows their position on the horizontal scale, the second their position on the vertical scale. They find the food item, say *I've got a/some ...* and draw it in their lunchbox. They must fill their lunchbox with one thing from each of the four food categories (main course, pudding, vegetables, fruit). If they land on, e.g. fruit twice, then their go is wasted. The pupil who fills his/her lunchbox first is the winner.
- Pupils play the game in groups of four.
- Monitor and help as and when necessary.
- If time, make new groups for pupils to play the game again.

Note: If pupils throw a 6 on the dice, tell them that they can draw a food item of their own choice.

OPTIONAL ACTIVITIES

Reinforcement

- Ask pupils what their favourite song, chant or game is from the unit.
- Do the song, chant or game again with the class.

Extension

- Write prompts on the board: *I like / I don't like, I've got / I haven't got ..., That's ...*
- Look at pages 52 and 53 in the Pupil's Book.
- Point to the banana and say *I like bananas*. Point to the cat and say *I haven't got a cat*.
- Put pupils into groups of four.
- Pupils talk about the pictures on the page using the phrases they know.

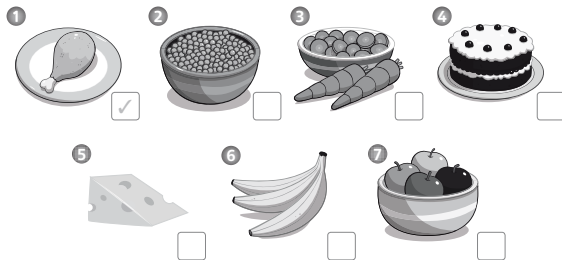
Note: You could use Poster 2 now. This features all of the target vocabulary from units 3–5. Pupils can use the Wordcards to label the picture. The target grammar for these units also appears in the speech bubbles. Pupils can say the dialogues in pairs.

Review and culture

1 ^{CD2}₅₉ Listen and point.



2 ^{CD2}₆₀ Listen again. What foods does Sarah like? Look and tick (✓) or cross (X).



52 Review: units 3, 4 and 5; culture: food

1 ^{CD2}₆₁ Listen and point. Then say the chant.



2 Look and circle the odd one out. **Get it right!** Then colour and say.



Get it right! 53

Objectives

- to review language from the units

Language

Recycled language: vocabulary and grammar from the units

Receptive language: *It's time for Sunday lunch. Have some, please! Go to bed!*

Materials

CD, coloured pencils, Teacher's Resource Book (optional)

Digital Minds

- Interactive Poster
- Interactive Flashcards and Wordcards

Basic competences

Language competence: Pupils practise vocabulary and language from the previous three units.

Learning to learn: Pupils apply knowledge of newly learnt words to identify odd words in vocabulary groups.

Home-school link

- Games from Unit 3, Unit 4 and Unit 5

Activity Book, page 52

Warm-up

- Put the class into two teams.
- Ask for one volunteer from each team to draw on the board.
- Show the two volunteers the word you want them to draw (or whisper it to them).
- The two pupils draw the food item. The first team to shout out the correct answer wins a point.

1 ^{CD2}₅₉ Listen and point.

- Pupils listen to the recording and point to the food items.

CD2 Track 59

Sarah: It's time for Sunday lunch and this is my family.
This is my mum. And this is my dad.
I've got two brothers and one sister.
My grandma and grandpa are here too.
I like lunch with my family on Sundays.
Today, it's chicken and potatoes with peas and carrots.
I like chicken and peas, but I don't like carrots.
Then it's cake or cheese. Or you can have apples or bananas.
I like cake. I don't like cheese.
I like bananas, but I don't like apples!

2 ^{CD2}₆₀ Listen again. What foods does Sarah like?
Look and tick (✓) or cross (X).

- Play the recording again.
- Pupils listen and tick the pictures of the foods that Sarah likes and cross the foods she doesn't like.

Key: 2 ✓, 3 X, 4 ✓, 5 X, 6 ✓, 7 X

Activity Book, page 53

1 ^{CD2}₆₁ Listen and point. Then say the chant.

Note: This activity is designed to help with the problematic sounds for Spanish speakers of /ts/ and /s/.

- Play the recording. Tell pupils to point to the pictures as they hear them in the chant.
- Play the recording again. Pupils listen and join in when they can.

CD2 Track 61

Girl: I don't like chicken,
And I don't like cheese.
I don't like sandwiches,
And I don't like peas!

Mum: Have some, please!

Girl: I said:

I don't like chicken,
And I don't like cheese.
I don't like sandwiches,

And I don't like peas!

Mum: Good, because ...

I haven't got chicken,
And I haven't got cheese.
I haven't got sandwiches,
And I haven't got peas!

Go to bed!

2 Look and circle the odd one out. Then colour and say.

- Do the first set of pictures together. Ask why *cheese* is the odd one out (*cheese* is a food and *spider, frog* and *duck* are animals).
- Give pupils a minute to check their answers in pairs before checking with the whole class.
- Pupils colour the objects and then work in pairs to say what they are.

Key: 1 cheese, 2 grandma, 3 cat, 4 elephant, 5 dad

Note: You could now do the end-of-term test on Teacher's Resource Book pages 65–72.

OPTIONAL ACTIVITIES

Reinforcement

- Play the chant again to refamiliarise pupils.
- Pupils look at AB page 53.
- Work with the pupils as a class to elicit animals instead of food.
- Encourage rhyming patterns, e.g. *I don't like frogs, And I don't like dogs.*
- Once agreed, chant as a class.

Extension

- Pupils look at the vocabulary presentations from Units 3, 4 and 5.
- They use the words to make their own 'odd one out' game.
- Pupils draw three pictures in a row – one should not be part of the group.
- Pupils do four of these.
- Pupils swap with their partner and circle the odd one out.