

Unit 1

Overview

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

Language objectives

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

Skills objectives

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

Assessment criteria


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

Materials


- **Teacher's i-book**
- **Student's Book 2 CD 1**
- **Teacher's Resource Book 2**
 - Language worksheet Unit 1, pages 4-6: Lesson 7
 - Reading worksheet Unit 1, page 36: Lesson 6
 - Writing worksheet Unit 1, page 48: Lesson 4
 - Speaking worksheet Unit 1, page 60: Lesson 8
 - Listening worksheet Unit 1, page 70: Lesson 3
 - Test Unit 1, pages 98-103: Unit 1 Review
- **Flashcards** Unit 1
- **Poster** Unit 1
- **Extra**
 - Realia: musical instruments
 - A4 paper
 - 5 pieces of card
 - simple map of the school


Go digital!


Teacher's i-book

Use the **Richmond i-tools**  to complete the activities with the children on the **IWB**.

Activities in  **Lead-in** and  provide a digital alternative to introduce the children to lessons. See **lessons 1, 4, and 9** of this unit.

Activities with  beside the rubric offer an additional interactive activity to reinforce the activity content. See **lessons 2, 3, 7 and 8** of this unit.

 provides a visual grammar presentation. See **lessons 2, 3, 4 and 7 of this unit**.

 Provides extra interactive practice which can be used for **Fast finishers** or as a **Wrap up** activity. Alternatively, it can be used as homework. See **lessons 1, 2, 3, 4, 6, 7 and 8** of this unit.

 Audiovisual material is provided in **lesson 10** of this unit.

The unit review pages also offer additional **Speaking** activities to reinforce the unit content. See **Review** of this unit.

Use the **Vocabulary Game Generator** to create your own interactive games to review the key vocabulary from the unit at any time.

Use the **Interactive Routines Poster** at the beginning of each lesson.

For suggestions on how to exploit the course resources see our **Activity Bank**, pages 17-23

Key competences

LC



Linguistic competence

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

MST



Mathematical competence and basic competences in Science and Technology

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

DC



Digital competence

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

SCC



Social and civic competence

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

CAE



Cultural awareness and expression

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

LL



Competence in learning to learn

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

IE



Sense of initiative and entrepreneurship

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

Unit 1 Back to school

Lesson 1



1 1.7 Read and listen.



2 1.8 Listen and write.

art room assembly hall canteen classroom
computer lab gym library playground



library



gym



classroom



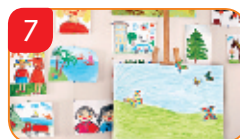
playground



canteen



computer lab



art room



assembly hall



10



Key competence



Stories are an important vehicle for internalising new vocabulary and structures. Children are motivated to listen to a good story, and so language is acquired naturally.



Recognising and comparing similarities and differences with their own school will help children to understand and accept other cultural and social realities.

Continuous assessment

Check children can follow and understand the story by asking some general comprehension questions.

Talk to the students about the school facilities which can be seen in the photograph and check their knowledge about the school facilities.

Language objectives

Vocabulary

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

Skills objectives

Listening

- Identify places in school

Reading

- Read and follow a simple story

Writing

- Copy the key vocabulary

Materials


- Teacher's i-book
- Student's Book 2 CD 1
- Flashcards Unit 1
- Simple map of the school

Warmer

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

Lead-in


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

 Open the **i-flashcards**. Show them one at a time and listen to each. Ask the children to use the **Richmond i-tools** to write the words beside each flashcard. Help the children by spelling the words. Show the written words to validate. Then open the **i-poster**. Children take turns to listen to the audio and touch the correct number. Use the **Richmond i-tools** to circle the items and help them count if necessary. Use the shade in the **Richmond i-tools** to cover the numbers and ask children to write them on the IWB.

1 1.7 Children read and listen.

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

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


 Open the **i-story** by touching the first picture. Read and listen to the story with the children.

2 1.8 Children listen and write.

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

Wrap up

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

 Children take turns to drag the letters to form correct words looking at the pictures.

Initial evaluation

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

At home

- Activity Book 2 page 10
- **Optional extra:** Children draw a map of the school.

Student's Book CD 1



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



1 1.9 Listen and number.



Back at school

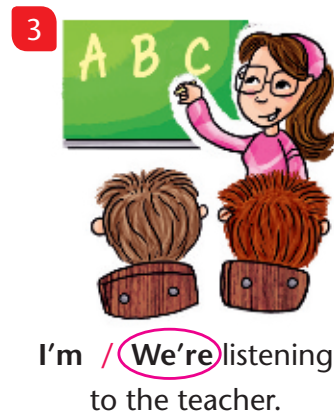
We're singing a song.
It's so much fun,
So much fun, so much fun.
We're singing a song.
It's so much fun.
It's fun being back at school.



2 1.10 Listen and sing.

3 Read and circle.

Grammar
What **are** you doing?
I'm **taking** a test. We're **singing**.



More practice

11

Key competence



Songs are a very important way to learn at this age. Children practise memorising things by repeating vocabulary and language structures.



Miming to chants, songs and rhymes helps children to develop confidence in their expression and artistic interpretation skills.

Continuous assessment

Encourage children to participate and enjoy themselves.

Encourage children to participate and enjoy themselves.

Language objectives

Grammar

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

Vocabulary

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

Functions

- Describing school activities

Skills objectives

Speaking

- Sing along to a song to reinforce target language

Listening

- Understand activities in the context of a song

Reading

- Differentiate between *I* and *we*

Writing

- Use key language to say what people are doing

Materials

- Teacher's i-book
- Student's Book 2 CD 1
- Paper

Attention to diversity

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

Warmer

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

Lead-in



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

1 1.9 Children listen and number.

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

2 1.10 Children listen and sing.

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

 Touch  to open the karaoke activity. Play the complete song to demonstrate the activity. Then play the activity song. Children sing and say the missing words as they are highlighted. When the song has ended, open the **Richmond i-tools** and ask the children to write the word under the images.



Visual grammar presentation

3 Children read and circle.

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

Wrap up

Give each child a piece of paper. Ask them to draw a picture of themselves or themselves and a friend doing an activity from the lesson. They write a sentence to describe what they are doing. Display the pictures or make them into a book.



Children listen and choose the correct picture.

Continuous assessment

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



At home

- **Activity Book 2** page 11
- **Optional extra:** Children write a new verse for the song.

Student's Book CD 1



- | | |
|---------------------------|--------------------------|
| 1 I'm painting a picture. | 3 We're playing outside. |
| 2 We're studying English. | 4 I'm playing the flute. |

Unit 1
Lesson 3



1 Read and stick.



Grammar

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



2 Look and complete.

- Where's Karen?
She's in the bathroom.
What's she doing?
She's washing her hands.
- Where's Paula?
She's in the classroom.
What's she doing?
She's taking a test.

- Where's Mark?
He's in the gym.
What's he doing?
He's playing basketball.
- Where's Jack?
He's in the assembly hall.
What's he doing?
He's watching a film.



3 Play a memory game.



12



Key competence



Children learn to identify the unit vocabulary in context. Writing and repeating simple vocabulary and language structure systematically develop writing skills.



Playing games develops independent learning, being able to choose appropriately and taking the initiative.

Continuous assessment

Check children understand the sentences.

Monitor the game and see if children use the language appropriately.

Language objectives

Grammar

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

Vocabulary

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

Functions

- Identifying school activities and locations

Skills objectives

Speaking

- Ask and answer questions about activities and locations

Reading

- Show understanding of key vocabulary by placing stickers

Writing

- Write key vocabulary: places in school

Materials

- Teacher's i-book
- Teacher's Resource Book 2
- Student's Book 2 CD 1
- Flashcards Unit 1
- Poster Unit 1

Warmer



Hold one of the unit 1 **Flashcards** facing the children but covered by a piece of paper (or open the **i-flashcards** on the **Teacher's i-book** and use the shade in the **Richmond i-tools** to cover the flashcard). Slowly remove the paper (or the shade). Children must guess what the place is. Repeat with other flashcards.

Lead-in

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

1 Children read and stick.

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

 Touch  to open the activity. Play **Guess it!** with the children. Divide the class in groups. Children look at the picture and guess where the child is. When children know the answer they raise their hands. Stop the clock. If the answer is correct, give one point to the team. If it's not correct, restart the clock. Use the **Richmond i-tools** to write each team's score on the chart provided.



Visual grammar presentation

2 Children look and complete.

Optional extra: Divide the class into six groups. Assign each group one of the locations from activity 1.

Describe an action related to one of the places and the students assigned that place put their hands up: *I'm (running)*. Repeat with different actions.

3 Children play a memory game.

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

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

Wrap up

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



Open the **i-poster** and follow the instructions above. Use the **Richmond i-tools** to circle in different colours the area of the poster where the action is happening.



Children take turns to drag the pictures to the sentences. Children use the **Richmond i-tools** to draw similar pictures following your instructions.

Continuous assessment

Teacher's Resource Book 2: Listening worksheet Unit 1



At home

- **Activity Book 2** page 12
- **Optional extra:** Children draw a picture of themselves or with a friend doing something in school. They write a sentence underneath to say where they are and what they are doing.



1 1.11 Listen and tick (✓).



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



2 1.12 Listen and complete.

art room assembly hall computer lab gym library

Monday	Tuesday	Wednesday	Thursday	Friday
art room	assembly hall	art room	library	assembly hall
gym	computer lab	gym	computer lab	gym



3 Point and say.

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

On Tuesday we...

On Wednesday we...

On Thursday we...

On Friday we...

Grammar
On Monday we paint in the art room.



More practice

13

Key competence



Completing a chart develops the ability to use mathematical modes of thought and presentation.



Children learn to listen carefully in order to organise and classify the information.



Guided dialogues help children to interiorise grammar and vocabulary, and use them later when they are needed.

Continuous assessment

Check children understand how to complete the chart.

Ask children to say the days of the week.

Ask children to finish sentences using *On Monday we...*

Language objectives

Grammar

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

Vocabulary

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

Functions

- Describing a school routine

Skills objectives

Speaking

- Describe a routine

Listening

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

Writing

- Complete a chart and copy key vocabulary

Materials

- Teacher's i-book
- Teacher's Resource Book 2
- Student's Book 2 CD 1
- 5 pieces of card

Attention to diversity

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


Warmer

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

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

Lead-in

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

 Open the **lead-in** activity. Children listen to the audio and choose *true* or *false*. Children use the **Richmond i-tools** to complete the timetable following your instructions.

1 Children listen and tick (✓).

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

2 Children listen and complete.

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

3 Children point and say.

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



Visual grammar presentation

Wrap up


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



Children take turns to listen and drag the words and the pictures. Children use the **Richmond i-tools** to write the words under the pictures.

Continuous assessment

Teacher's Resource Book 2: Writing worksheet Unit 1

 Use the **Vocabulary Game Generator** to review the key vocabulary covered in the lesson. See page 22 for interactive games descriptions and ideas.



At home

- Activity Book 2 page 13

Student's Book CD 1

 1.11 and  1.12

We paint on Monday and Wednesday.

We paint in the art room.

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

We watch films on Tuesday and Friday.

We watch films in the assembly hall.

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

We work on computers on Tuesday and Thursday.

We work on computers in the computer lab.

The new girl



1

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



2

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



3

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



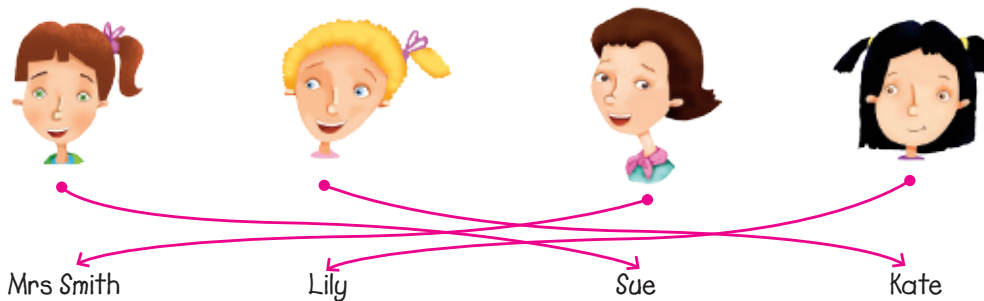
4

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



1 1.13 Read and listen.

2 Look and match.



14

Key competence



The story provides a basis for discussion about friendship and kindness to others. Explain that encouraging other children to take part helps with the integration of all the children in the class.



Matching activities develop listening and reading skills as well as abilities like observing and linking information. This develops strategic thinking.

Continuous assessment

Ask the children to suggest other ways to be nice to new people at school.

Check children do the activity correctly and identify the characters.

Language objectives

Vocabulary

- *alone, best friends, new*

Skills objectives

Listening

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

Reading

- Understand and follow a narrative
- Demonstrate comprehension

Materials

- **Teacher's i-book**
- **Student's Book 2 CD 1**

Attention to diversity

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

Warmer


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

Lead-in

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

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

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

 Open the **i-story** by touching the first picture. Read and listen to the story with the children. Use the **i-flashcards** to introduce the new vocabulary.

2 Children look and match.

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

Fast finishers

Children read the story to themselves quietly.

Wrap up

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

Continuous assessment

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

At home

- **Activity Book 2 page 14**



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



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



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



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



1 1.14 Read and listen.

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

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

T / F

T / F

T / F

T / F

T / F

T / F



15

Key competence



Stories provide children with a variety of themes and topics which help to raise awareness of values and basic concepts relating to society and culture.



Answering *true* or *false* helps children to develop reading comprehension skills and look for specific information when they read the story.

Continuous assessment

Ask the children their opinions about the story.

Ask children where they found the information to answer the questions.

Language objectives

Vocabulary

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

Skills objectives

Speaking

- Use the text to act out the story

Listening

- Follow the narrative of a story

Reading

- Understand and follow a narrative
- Demonstrate comprehension

Attention to diversity

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

Materials

- Teacher's i-book
- Teacher's Resource Book 2
- Student's Book 2 CD 1

Warmer

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

Lead-in

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

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

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

 Open the **i-story** by touching the first picture. Read and listen to the story with the children again.

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

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

Wrap up

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

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



Children drag the numbers to the correct picture.

Alternatively, use the **Richmond i-tools** to circle the correct picture or to write the numbers.

Continuous assessment

Teacher's Resource Book 2: Reading worksheet Unit 1



At home

- Activity Book 2 page 15
- **Optional extra:** Children write what they can to describe the story.

Unit 1
Lesson 7



1 Read the poem and stick.



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

Like	Don't like



2 Look and complete.

= like = don't like

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

	P.E.	Maths	Reading	Writing	Art	English
Me	<i>Child's own answers</i>					
My friend						



3 Ask a friend and complete the chart.



Do you like Maths?

Yes, I do.

Do you like Art?

No, I don't.



16

More practice

Key competence



Learning poems at this age will make children aware of different types of literary texts.



Explain the use and the meaning of the very common sociolinguistic icons to express likes and dislikes.



Asking questions will give the children a sense of taking the initiative and using the language more actively.

Continuous assessment

Ask children which subjects they like best.

Ask children if they know any more international icons.

If possible, get the children to do the interactive practice in front of you to check grammar comprehension.

Language objectives

Grammar

- *Like*: affirmative, negative and interrogative

Vocabulary

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

Functions

- Asking about likes and dislikes
- Identifying school subjects

Skills objectives

Speaking

- Ask and answer questions about likes and dislikes

Reading

- Show understanding of key vocabulary by placing stickers

Materials

- **Teacher's i-book**
- **Teacher's Resource Book 2**

Attention to diversity

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

Warmer



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

Lead-in

Write *like* and *don't like* on the board. Draw a happy face next to *like* and a sad face next to *don't like*. Point to a subject on the board and ask the children to silently smile or pull a sad face depending on their feelings towards it.

1 Children read the poem and stick.

Optional extra: Read the text out loud so that children can catch the rhythm and rhyme. Then encourage them to read the text out loud in unison several times.

 Touch  to open the activity. **Memory!** Children find the pairs. After finishing the activity, open **My notes** and ask children to write as many words as they remember using the **Richmond i-tools**.

2 Children look and complete.

Optional extra: Call out the name of a subject and ask the children to stand up if they like it or remain seated if they don't. Repeat with the other subjects.



Visual grammar presentation

3 Children ask a friend and complete the chart.

Optional extra: Put the children into small groups. Write a subject word on the board. The children ask each other in the group if they like it. If they all like the subject, they put their hands up. If they do not all agree, then they do not put their hands up.

Wrap up

Draw a Venn diagram (two intersecting circles) on the board. Call two children to the front and show them how to complete it. They label the first circle with one child's name and the second circle with the other child's name. The subjects they both like should be written in the middle, intersecting section of the circles. The subjects only liked by one child should be placed in the section of the circle labelled with that child's name. Divide the class into pairs and help them make a Venn diagram that shows their likes/dislikes. Let them describe their Venn diagrams to the class: *I like (Maths). We like (Art).*



Children read, listen and choose the correct answer.

Continuous assessment

Teacher's Resource Book 2: Language worksheet Unit 1

Optional extra: Dictate the following sentences to the class:

- | | |
|-----------------------|-----------------------|
| 1 I like Art. | 3 I don't like Maths. |
| 2 I don't like Music. | 4 I like P.E. |

The children write the sentences in their notebooks. Ask them to mark each sentence with a *T* (true) if it is true for them or with an *F* (false).



At home

- **Activity Book 2** page 16
- **Optional extra:** The children write a simple paragraph about their likes and dislikes at school.

Phonics



1 1.15 Listen and number.

Look at that!

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



2 1.16 Listen and chant.



3 1.17 Listen and complete the chart.

bed clock drum fish frog
jet lamp rat ship sun



short a	short e	short i	short o	short u
rat	jet	ship	clock	drum
lamp	bed	fish	frog	sun



Key competence



Children need to be able to recognise and say a letter sound before they can attempt to recognise and read it in a text. This will help them to develop natural pronunciation in English.



This activity helps children to make links between sounds and words developing deduction strategies and practising basic pronunciation.

Continuous assessment

Check that children number the right animal.

Monitor the activity and chant with children.

Language objectives

Vocabulary

- *cat, fat, hat, lamp, rat*
- *hen, pen, red, bed, jet*
- *pig, pink, wig, fish, ship*
- *dog, log, on, clock, frog*
- *duck, funny, rug, drum, sun*

Pronunciation

- Phonics: review of short vowel sounds: *a, e, i, o, u*

Skills objectives

Speaking

- Identify and produce short vowel sounds

Writing

- Copy words

Listening

- Recognise short vowel sounds

Materials

- Teacher's i-book
- Teacher's Resource Book 2
- Student's Book 2 CD 1

Attention to diversity

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

Warmer

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

Lead-in



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

1 1.15 Children listen and number.

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

2 1.16 Children listen and chant.

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

 Touch  to open the activity. Children chant and say the missing words as they see them on the screen. Ask children to write the missing words using the **Richmond i-tools**.


3 1.17 Children listen and complete the chart.

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

Wrap up

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

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

 Children listen and drag the circles to the correct pictures. Ask children to write the words on the IWB using the **Richmond i-tools** so they associate the sound with the letter.

Continuous assessment

Teacher's Resource Book 2: Speaking Worksheet Unit 1

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

At home

- **Activity Book 2** page 17
- **Optional extra:** Children write a word containing each sound.

Student's Book CD 1



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

dog, clock, frog
duck, drum, sun



1 1.18 Listen and number the instruments.



2 1.19 Listen and tick (✓).



3 Ask and answer.

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

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

18

Key competence



Music plays an important role in developing artistic expression in the classroom, ensuring that every child fulfils his or her musical and artistic potential.



Pair work activities make children think about the importance of cooperation and teach key social skills, such as turn-taking, respect and all sort of class rules.

Continuous assessment

Check children recognise all the musical instruments.

Observe the children without interfering in the communication.

Language objectives

Functions

- Identifying and asking about musical instruments

Vocabulary

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

Skills objectives

Listening

- Identify musical instruments by their sound and by their name

Speaking

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

Materials

- Teacher's i-book
- Student's Book 2 CD 1
- Realia: real musical instruments
- Classical music CD, paintbrushes, plastic cups with water, watercolours, white paper

Attention to diversity


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

Warmer

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

Lead-in

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

 Open the **lead-in** activity. Play *Simon says*. Children watch, listen and repeat the sequence. After finishing the activity, open **My notes** and ask children to draw and write the names of as many instruments as they can remember using the **Richmond i-tools**.

1 1.18 Children listen and number the instruments.

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

2 1.19 Children listen and tick (✓).

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

3 Children ask and answer.

Optional extra: Divide the class into four teams and ask a member of each team to come to the front.

Name a musical instrument. The first child to draw it correctly wins a point for their team. Repeat until one team obtains five points.

Wrap up

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

Continuous assessment

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

At home

- Activity Book 2 page 18

Student's Book CD 1



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



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

Harmonic music



Unit 1
Lesson 10

Culture

MST



1 1.20 Listen and read.

Landfill Harmonic Orchestra

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



CAE



2 Pop out and make instruments.

1. Pop out.



2. Colour.



3. Fill and staple.



4. Shake.



1. Pop out.



2. Colour.



3. Glue and attach.



4. Beat.



LL



3 Play *Guess what I'm playing!*

You're playing
the violin!



19

Key competence



Children learn about the importance of recycling in our life.



Crafts are a great pastime and educational tool for children. It also helps children to explore ideas or concepts, and express them by making something.



This sort of game is very important for the development of skills such as attention, concentration and observation.

Continuous assessment

Encourage a discussion about recycling.

If possible, listen to music and ask the children to guess which instruments are playing.

Monitor the game and check if children use grammar structures properly.

Language objectives

Functions

- Following instructions.

Vocabulary

- *beat, recycled, shake*

Skills objectives

Reading

- Follow instructions

Speaking

- Use key language to play a game

Materials

- Teacher's i-book
- Student's Book 2 CD 1
- Popouts Unit 1
- Music CD

Warmer

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

Lead-in

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

1 Children listen and read.

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

2 Children pop out and make instruments.

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

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

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



Watch the video *The vegetable orchestra*. Complete the comprehension activity with the children.

Wrap up

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

Continuous assessment

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



At home

- Activity Book 2 page 19

Unit 1 Review



1 1.21 Listen and complete.

Hello

✓ = like ✗ = don't like



Jack 	✓	✓	✗		
Liz 		✗	✓	✓	
Andy 	✗	✓			✓



2 Look and say.

eating playing reading writing

in the canteen

in the classroom

in the library

in the gym

What's he doing?

What's she doing?

What are they doing?

What's he doing?



20

Key competence



The review lessons provide a comprehensive review of all four language skills: listening, speaking, reading and writing, as well as vocabulary and grammar. They also allow teachers to continuously assess the children's progress.

Continuous assessment

Check whether some children are making more progress in one skill than in the others.

Language objectives

Grammar

- Present simple
- Present continuous

Vocabulary

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

Functions

- Answering questions
- Giving personal information

Skills objectives

Speaking

- Ask and answer questions using the target vocabulary and grammar

Listening

- Review the target vocabulary and grammar
- Demonstrate comprehension

Reading

- Demonstrate comprehension

Writing

- Write a description using model texts as a guide

Materials


- **Teacher's i-book**
- **Teacher's Resource Book 2**
- **Student's Book 2 CD 1**
- **Poster Unit 1**
- **Flashcards 1 Unit 1**
- A4 paper

Attention to diversity

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

Warmer

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

 Use the **Vocabulary Game Generator** to review the key vocabulary covered in the unit. See page 22 for interactive games descriptions and ideas. Open the **i-poster**. Children read the sentences out loud and drag them to the correct place on the poster. Open the **Richmond i-tools** and ask children to number the rooms in the school following your instructions.

Lead-in

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

1 Children listen and complete.


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

2 Children look and say.

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

I _____ singing.
He _____ working.
She _____ painting.
We _____ studying.
They _____ playing.

Ask different volunteers to complete the sentences with the correct form of the verb *to be*. Then write the sentences using the contracted form (*I'm, He's, She's, We're, They're*). Explain to children that both forms are correct.

 Open the **Speaking** activity. Show the timetable to the children and ask them to answer the questions. Encourage them to form full sentences. Open the timetable template and ask the children to help you fill it in using the **Richmond i-tools** so it shows your class' timetable. Discuss it with the children.

Student's Book CD 1



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

Unit 7 Review



3 Read and match.

My name's Kelly. I'm 7 years old. I've got brown hair and blue eyes. I like Maths. I don't like writing. My favourite instrument is the piano. I play the piano every day.

My name's Alex. I'm 7 years old. I've got red hair and brown eyes. I like Art and reading. I've got a cat. His name is Miko. I paint pictures of him.

My name's Jamie. I'm 7 years old. I've got black hair and brown eyes. I like P.E. I don't like Maths. My favourite sport is football. I've got a football. I play football with my friends.



4 Complete the chart about you.

I've got...	I like...	I don't like...	My favourite...
<i>Child's own writing</i>			



5 Write about you.

Key competence



Reading and writing activities develop a positive personal attitude towards independent learning and make the children aware of their own capacities, limitations and achievements. Children learn about their common mistakes and how to work in order to improve them. Personalising writing activities involves creativity and initiative, and also develops the ability to plan, organise and communicate the task.

Continuous assessment

Check and correct children's work.

3 Children read and match.

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

<i>name = orange</i>	<i>eye colour = yellow</i>
<i>likes = green</i>	<i>dislikes = red</i>
<i>age = purple</i>	<i>hair colour = blue</i>

Children then compare answers in pairs.

4 Children complete the chart about themselves.

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

5 Children write about themselves.

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

Fast finishers

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

Wrap up

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

Final evaluation

Teacher's Resource Book 2: Test Unit 1



At home

• Activity Book 2 pages 20-21

Unit 1 Back to school

Lesson 1

1 Read, look and circle.



classroom / **canteen**



assembly hall / **gym**

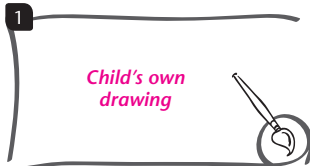


library / computer lab



playground / **art room**

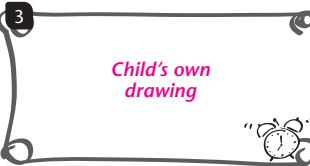
2 Read and draw.



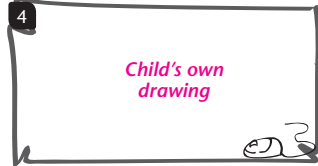
art room



classroom



assembly hall



computer lab

Unit 1
Lesson 2

1 Read and circle true (T) or false (F).

1 We're taking a test.



T / **F**

2 I'm watching a film.



T / F

3 I'm painting a picture.



T / **F**

4 We're working on the computer.



T / F

2 Order the sentences.

What are you doing?



singing / I'm / song / a

I'm singing a song.



violin / playing / We're / the

We're playing the violin.

Unit 1
Lesson 3

1 Read, look and circle.



He's in the
canteen / assembly hall.



She's in the
classroom / bathroom.



She's in the
art room / bathroom.



He's in the
library / classroom.



She's in the
assembly hall / gym.



He's in the
art room / assembly hall.

2 Look and write the answers.

~~eating lunch~~ listening to the teacher painting a picture
playing basketball washing her hands watching a film

1. What's he doing? He's eating lunch.
2. What's she doing? She's washing her hands.
3. What's she doing? She's painting a picture.
4. What's he doing? He's listening to the teacher.
5. What's she doing? She's playing basketball.
6. What's he doing? He's watching a film.

12

Unit 1
Lesson 4

1 Read, look and number.

1. On Thursday we paint.
2. On Friday we watch films.
3. On Wednesday we read books.
4. On Monday we work on computers.
5. On Tuesday we do exercises.



Tuesday



Friday



Thursday



Wednesday



Monday

2 Label with the days of the week.

3 Look and complete the sentences.

art room assembly hall computer lab gym library

1. We paint in the art room.
2. We watch films in the assembly hall.
3. We read books in the library.
4. We work on computers in the computer lab.
5. We do exercises in the gym.

13

Unit 1 Lesson 5

1 Listen, look, read and circle true (T) or false (F).

1  Sue and Kate are sisters.
T / **F**

2  Lily is from London.
T / F

3  Sue and Kate are playing outside.
T / **F**

4  Mrs. Smith is reading a book.
T / F

2 Read, look and number.

1. She's eating. 2. She's singing. 3. She's running. 4. She's writing.

3  4  2  1 



14



Transcript

2 See pages 14-15 of the Student's Book for the transcript.

Unit 1 Lesson 6


1 Listen, look and number in order.

3  4 

1  2 

2 Look and circle.

Who is being a good friend?



15

Transcript

3 See pages 14-15 of the Student's Book for the transcript.

Unit 1
Lesson 7

1 Look and order.

1 s a h t

2 t r

3 g e a i d n

4 s c u i



Maths

Art

Reading

Music

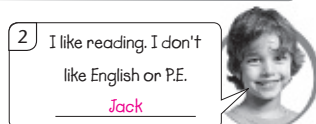
2 Look and write the names.

✓ = like X = don't like

	English	P.E.	reading	writing
Matt	✓	✓	X	X
Emma	✓	X	✓	X
Jess	X	✓	X	✓
Jack	X	X	✓	✓



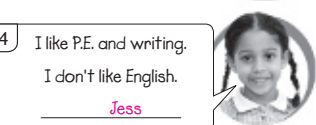
1 I like English and reading. I don't like P.E.
Emma



2 I like reading. I don't like English or P.E.
Jack



3 I like P.E. I don't like reading or writing.
Matt



4 I like P.E. and writing. I don't like English.
Jess

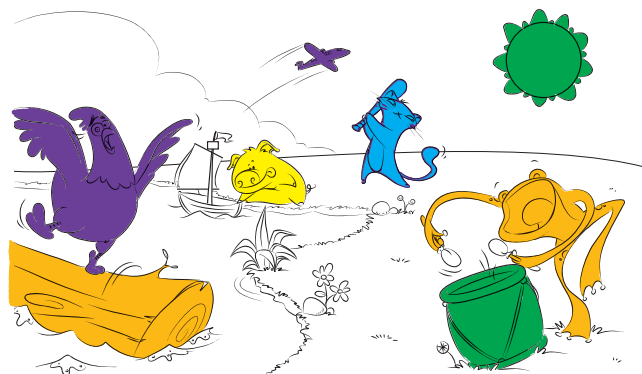
16

Phonics

Unit 1
Lesson 8

1 Look and colour the objects that sound alike.

a = blue e = purple i = yellow
o = orange u = green



2 Listen, look and complete the words.



p e n



h a t



cl o ck



r u g



p i g

17

Transcript



1 pen, pen

2 hat, hat

3 clock, clock

4 rug, rug

5 pig, pig

Unit 1 Review

1 Look, read and match.



4 I like reading.

3 I don't like writing.

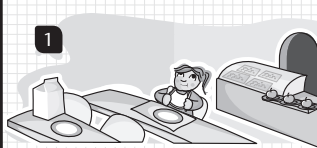


1 I like Maths.

2 I don't like football.



2 Look and complete.



1. What's she doing?

She's eating lunch.

2. Where is she?

She's in the canteen.



1. What's he doing?

He's playing the violin.

2. Where is he?

He's in the assembly hall.

20

Unit 1 Review

3 Draw and complete the chart about you.



Paul



Sylvia



Me

hair / eyes	I'm from...	I like...	I don't like...
blond blue	Manchester	Maths	Art
red green	Exeter	P.E.	writing
<i>Child's own writing</i>			

4 Look and complete the speech bubbles.

1 My name's Paul. I'm from Manchester. I've got blond hair and blue eyes. I like Maths. I don't like Art.

2 My name's Sylvia. I've got red hair and green eyes. I like P.E. I don't like writing. I'm from Exeter.

3 My name's . I'm from .
I've got hair and eyes.
I like . I don't like .

Child's own writing

21