

# Unit 1

# Overview

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> <li>• Imperatives</li> <li>• <b>Can for permission:</b> affirmative, negative and interrogative</li> <li>• <b>Possessive pronouns:</b> affirmative, negative and interrogative</li> <li>• <b>Present continuous:</b> affirmative, negative and interrogative</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Verbs:</b> <i>drink, drop, eat, feed, jump, run, scare, skip, take, touch, use</i></li> <li>• <b>Entertainment places:</b> <i>aquarium, art gallery, gift shop, library, planetarium, science museum, theatre, theme park, zoo</i></li> <li>• <b>Other:</b> <i>ant, backpack, bus, cocoon, cricket, dragonfly, exhibit, firefly, guide, mascot, school, snack, souvenir, tennis shoes, uniform</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Phonics:</b> <i>-ng</i> or <i>-nk</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Present continuous</b></li> <li>• <b>Modal <i>can</i></b></li> </ul>

## Language objectives

Grammar	Functions
<ul style="list-style-type: none"> <li>• To use the polite form of the imperative with <i>please</i></li> <li>• To practise questions and short answers using <i>can</i></li> <li>• To practise possessive pronouns in questions and answers</li> <li>• To practise the Present continuous in the affirmative, negative, interrogative form and short answers</li> </ul>	<ul style="list-style-type: none"> <li>• To express prohibition using the imperative</li> <li>• To ask for permission using the modal verb <i>can</i></li> <li>• To describe a place of interest in your town/city</li> <li>• To talk about belongings using possessive pronouns</li> <li>• To describe insects</li> <li>• To express rules</li> </ul>
Vocabulary	Pronunciation
<ul style="list-style-type: none"> <li>• To identify verb and noun collocations in imperative sentences related to entertainment places</li> <li>• To understand common nouns found in entertainment places</li> <li>• To understand common nouns related to school</li> <li>• To identify and understand incidental vocabulary in stories</li> <li>• To understand and use vocabulary items related to tourist attractions</li> </ul>	<ul style="list-style-type: none"> <li>• To highlight and differentiate between the consonant sounds: <i>-ng</i> and <i>-nk</i></li> </ul>

## Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> <li>• To use a chant to practise possessive pronouns</li> <li>• To use a text to act out dialogues in stories</li> <li>• To ask and answer questions using the Present continuous</li> <li>• To ask and answer questions about a place of interest</li> <li>• To recite a poem</li> <li>• To identify and produce consonant sounds</li> </ul>	<ul style="list-style-type: none"> <li>• To understand a narrative of a story</li> <li>• To interpret and respond to questions using the target language</li> <li>• To use reading strategies to demonstrate comprehension</li> <li>• To give a personal response to a text</li> </ul>
Listening	Writing
<ul style="list-style-type: none"> <li>• To identify characters in a story</li> <li>• To follow the narrative of a story</li> <li>• To identify possessive pronouns in a chant</li> <li>• To identify common activities in a space museum</li> <li>• To recognise consonant sounds: <i>-ng</i> and <i>-nk</i></li> </ul>	<ul style="list-style-type: none"> <li>• To write words in order to make questions using the target grammar</li> <li>• To write clues about a place using the target language</li> <li>• To write a sign for an entertainment place using the imperative</li> <li>• To practise creative writing based on the stories</li> <li>• To write about your favourite insect</li> <li>• To write a description about a place of interest</li> </ul>

## Assessment criteria


- Check children can identify, understand and produce imperatives, *can* for permission, possessive pronouns and Present continuous.
- Check children can identify, understand and produce everyday verbs and places of entertainment.
- Check children can follow instructions, give permission, express possession and ask what someone is doing.



## Materials


- **Teacher's i-book**
- **Student's Book 3 CD 1**
- **Teacher's Resource Book 3**  
Grammar worksheet Unit 1, pages 4-5: Lesson 7  
Vocabulary worksheet Unit 1, pages 26-27: Lesson 7  
Reading worksheet Unit 1, page 48: Lesson 6  
Writing worksheet Unit 1, page 60: Lesson 4  
Speaking worksheet Unit 1, page 72: Lesson 8  
Listening worksheet Unit 1, page 82: Lesson 4  
Test Unit 1, pages 110-113: Unit 1 Review
- **Flashcards Unit 1**
- **Posters Unit 1**
- **Extra**  
Stopwatch/Timer                      Scrap paper  
Word cards with                      A KWL chart for each  
pronouns: *mine, his,*              of the four insects  
*hers, ours, yours, theirs*        A photo or picture of  
Strips of paper with                the insects  
actions for charades                A marker  
A bag


## 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, 4 and 7** 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 **lessons 9 and 10** of this unit.

The unit review pages also include 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 the **Activity Bank**, pages 17-23

## Key competences

LC



### Linguistic competence

Children develop listening, speaking, reading and writing skills. Children learn to follow instructions, give permission, express possession, and ask about what someone is doing. Children practise grammar, vocabulary and phonics for pronunciation.

MST



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

Children develop and apply mathematical thinking and learn about the world around them.

DC



### Digital competence

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

SCC



### Social and civic competence

Children learn basic social interaction patterns and social conventions by working in pairs, playing games and acting out stories.

CAE



### Cultural awareness and expression

Children develop drawing, colouring skills and practise creativity, participate in chants, songs and poems. Children learn about a museum and the London Eye.

LL



### Competence in learning to learn

Children develop strategies to improve the learning process and to assume control over their own learning.

IE



### Sense of initiative and entrepreneurship

Children develop abilities and capacities like critical reflection, decision-making, and independent action.

# Unit 1

# A field trip

## Lesson 1



1 1.5 Read and listen.



10 More practice

### Key competence



Stories are a good way to develop citizenship, social responsibility and participation for the good of the community.

### Continuous assessment

Check children can understand the story by asking questions.

### Language objectives

#### Vocabulary

- *aquarium, amazing, careful, dangerous, feed, field trip, hang on, huge, sign, turtles*

### Skills objectives

#### Listening

- Listen and follow the narrative of the story

#### Reading

- Read and follow the narrative of the story

### Materials

- Teacher's i-book
- Student's Book 3 CD 1
- Poster Unit 1
- Flashcards Unit 1
- Stopwatch/Timer

### Attention to diversity


Some items in the story might make it difficult for children to follow the story. Pre-teach and use concept check questions to ensure complete understanding.

#### Warmer

Draw a turtle on the board. Draw a line at a time and invite children to tell you what they think it is.

#### Lead-in


Display the unit 1 **Poster**. In pairs, children look at the poster and write down as many things they can see in the poster.

 Open the **i-poster**. Listen to each word so the children can identify the places. Children drag the words to the correct place in the poster. Alternatively, open the **Richmond i-tools** and ask the children to circle a specific place. Use the shade in the **Richmond i-tools** to cover the words and ask the children to write the names of the places in the correct place.

### 1 Children read and listen.

**Values:** Remind the children of the importance of good manners. Write *manners* on the board and explain that this refers to social conduct. Ask children if they go to the cinema. Elicit good manners in a cinema. Write their responses on the board. Introduce other places and repeat the procedure.

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


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

#### Fast finishers

Children quietly mumble the story to themselves.

#### Wrap up

Put the unit 1 **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.

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

 Children look at the pictures and match them with the correct words. Open the **Richmond i-tools** and ask the children to write the names of the places seen in the pictures.

### Initial evaluation

Show the unit 1 **Flashcards** from Lesson 1 and ask the children to write the words down.

### At home

- **Activity Book 3** page 10
- **Optional extra:** Children choose three new words from the story and write them in their notebooks with a picture.





1 Look, read and complete.

drop eat or drink feed jump run scare take touch use



1 Please don't scare the fish at the aquarium.



2 Please don't \_\_\_\_\_ the art at the art gallery.



3 Please don't \_\_\_\_\_ photos at the planetarium.



4 Please don't \_\_\_\_\_ the animals at the zoo.



5 Please don't \_\_\_\_\_ at the gift shop.



6 Please don't \_\_\_\_\_ mobile phones at the theatre.



7 Please don't \_\_\_\_\_ litter at the library.



8 Please don't \_\_\_\_\_ at the science museum.



9 Please don't \_\_\_\_\_ the queue at the theme park.

**Grammar**  
Please **don't scare** the fish at the aquarium.

2 Listen and check your answers.

More practice **11**



**Key competence**

SCC Children need to be equipped to participate in civic life. Learning rules and the conventional signs will help with this.

LL Checking answers helps children to be aware of what they know and what they need to improve. This helps children develop a critical and independent reflection, essential in the learning process.

**Continuous assessment**

Discuss in class the rules and prohibitions and why they are necessary.

Assess the activity by asking children to read the sentences aloud.

## Language objectives

### Grammar

- Imperatives

### Vocabulary

- *drop, eat, feed, gift shop, jump, litter, queue, run, scare, take, touch, use*

### Functions

- Express prohibition

## Skills objectives

### Listening

- Listen in order to check answers

### Reading

- Complete signs with the correct verbs

## Materials

- Teacher's i-book
- Student's Book 3 CD 1

## Attention to diversity

Some children might find it difficult to complete the signs if they don't know the verbs in the activity. Encourage peer teaching and pair work.

### Warmer

Invite a volunteer to tell the class where Toby and his friends were in the story. Elicit other typical places for a field trip. Try and elicit some of the places that come up in activity 1.

### Lead-in

Write anagrams of the following words from activity 1:



<i>llagery</i> (gallery)	<i>heatter</i> (theatre)
<i>miuratenalp</i> (planetarium)	<i>birraly</i> (library)
<i>ozo</i> (zoo)	<i>summeu</i> (museum)
<i>fitg hops</i> (gift shop)	

## 1 Children look, read and complete.

### Answers

2 touch 3 take 4 feed 5 eat or drink 6 use 7 drop 8 run 9 jump

**Optional extra:** Say the rules and tell children do the actions.

 Touch  to open the **Memory game**. This activity can be done as a whole class activity or in two teams. Children take turns to find the picture(s) for the words provided on the screen. Use the **Richmond i-tools** to write the points of the teams on the IWB.



Visual grammar presentation



## 2 Children listen and check their answers.

**Optional extra:** Dictate the places and children say the rule.

### Fast finishers

Children make up their own anagrams of the verbs from Lesson 2.

### Wrap up

Play *Pictionary* in two teams. A volunteer from each team comes to the board and draws one of the signs and their team members must construct the respective imperative correctly in order to win a point.



Children find nine places in the word search.

## Student's Book 3 CD 1



- |  |  |
|--|--|
| 1 Please don't scare the fish at the aquarium.   | 6 Please don't use mobile phones at the theatre. |
| 2 Please don't touch the art at the art gallery. | 7 Please don't drop litter at the library.       |
| 3 Please don't take photos at the planetarium.   | 8 Please don't run at the science museum.        |
| 4 Please don't feed the animals at the zoo.      | 9 Please don't jump the queue at the theme park. |
| 5 Please don't eat or drink at the gift shop.    |  |

## Continuous assessment

Write the sentences from activity 1 on the board but omit the imperative. Children complete the sentence with the correct imperative without looking in their books.



## At home

- **Activity Book 3** page 11
- **Optional extra:** Children draw a sign for another place of their choice, e.g. *museum, zoo, theatre* and next to it write an imperative.

# Unit 1

## Lesson 3



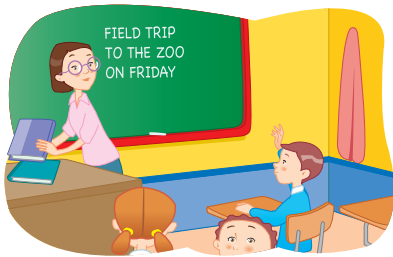
### 1 Read the letter and answer the questions.

Dear Parents,

**SUNNYVILLE SCHOOL**  
Valley road, Sunnyville.

Tomorrow is Class 3's trip to the zoo. Remember to give your child a packed lunch and they can bring a camera too. Your child can bring some money to spend in the gift shop. Unfortunately, we can't feed or touch the animals, so please remind your child.

Yours faithfully,  
*Mrs. Taylor*



Yes, you can. No, you can't.

1. Can I take my camera? \_\_\_\_\_
2. Can we bring food? \_\_\_\_\_
3. Can we touch the animals? \_\_\_\_\_
4. Can we go to the gift shop? \_\_\_\_\_
5. Can I feed the animals? \_\_\_\_\_



### 2 Order and write the questions.

1. snack / I / can / buy / a \_\_\_\_\_ ?
2. we / touch / the / can / monkey \_\_\_\_\_ ?
3. take / can / we / pictures \_\_\_\_\_ ?
4. I / to / go / can / toilet / the \_\_\_\_\_ ?
5. can / have / I / apple / an \_\_\_\_\_ ?



### 3 Look and number.



**Grammar**  
Can we take pictures?  
Yes, you **can**. No, you **can't**.



**12** More practice

### Key competence

LC Reading a letter gives children the opportunity to deal with different type of texts and see how the language must adapt to the contexts, purpose and audience.

### Continuous assessment

Ask children to read the answers aloud to check comprehension. Monitor the activity, checking children identify the unit vocabulary.

## Language objectives

### Grammar

- *can* for permission: affirmative, negative and interrogative

### Vocabulary

- *bring, packed lunch, spend money*

### Functions

- Ask for permission using *can*

## Skills objectives

### Reading

- Show understanding of key vocabulary by answering questions with the target grammar

### Writing

- Write words in order to make questions using the target grammar

## Materials

- Teacher's i-book
- Flashcards Unit 1

## Warmer

Hold one of the unit 1 **Flashcards** (or open the **i-flashcards** on the **Teacher's i-book**) of the places from Lesson 2. Children say the imperative.

## Lead-in

Tell the children that they are going to the zoo. Elicit rules that we must obey at the zoo, for example *Don't feed or touch the animals*.

## 1 Children read the letter and answer the questions.

### Answers

- 1 Yes, you can. 2 Yes, you can. 3 No, you can't.  
4 Yes, you can. 5 No, you can't.

**Optional extra:** Dictate the letter again but say *beep* instead of *can/can't*. Ask children what the words were in place of *beep*. Having elicited *can/can't*, children tell you situations in which it would be appropriate to use this modal, e.g. to ask for/give permission, to express prohibition.

## 2 Children order and write the questions.

### Answers

- 1 Can I buy a snack? 2 Can we touch the monkey?  
3 Can we take pictures? 4 Can I go to the toilet?  
5 Can I have an apple?

**Optional extra:** Draw a *Noughts and Crosses* grid on the board with nine squares (numbered one to nine). In each square write a symbol and a word:

<i>We / ? / drink</i>	<i>We / - / photos</i>
<i>They / - / eat</i>	<i>She / + / toilet</i>
<i>He / + / run</i>	<i>You / - / mobile phones</i>
<i>I / ? / photos</i>	<i>I / ? / food</i>
<i>She / ? / animals</i>	

Divide the class into two teams: X and O. A child from team X chooses a number. The team write the full form and a child from the group comes to the board and writes it in the respective square. If correct, draw a X in the space. Repeat with team O. The first team to get three X's or three O's in a row horizontally, vertically or horizontally, wins.



### Visual grammar presentation

**i-book** Touch **+** to open the extra Grammar activity. Children listen to the questions and choose the correct answer. Open the **Richmond i-tools** and ask the children to write the names of the different places shown in the pictures.

## 3 Children look and number.

### Answers

3; 1; 4; 5; 2

**Optional extra:** Play *Where am I?* Ask a volunteer to come to the front of the class and whisper one of the places from Lesson 2. The rest of the class must ask questions to determine where the volunteer is. The first child to correctly guess the place comes to the front of the class. Repeat procedure with all the places.

## Wrap up

Children work in pairs. One child points to the pictures in activity 3 and the other asks the corresponding questions. Children swap roles and repeat.



Children play a game dragging the words to form sentences. Open the **Richmond i-tools** and ask the children to circle the verb in each sentence on the Answers screen.

## Continuous assessment

Children write a sentence with *can* in the affirmative, negative and interrogative referring to a place of their choice.



## At home

- **Activity Book 3** page 12
- **Optional extra:** Children write three clues for a place using *can/can't*.





1 1.7 Listen, complete and chant.

hers his mine ours (3) theirs (3) yours

**Whose school is it?**

Whose school is it?  
It's \_\_\_\_\_, it's \_\_\_\_\_,  
Is it \_\_\_\_\_? Is it \_\_\_\_\_?  
Yes, it's \_\_\_\_\_!



Whose school is it?  
It's \_\_\_\_\_, it's \_\_\_\_\_!  
Is it \_\_\_\_\_? Is it \_\_\_\_\_?  
Yes, it's \_\_\_\_\_!

**Grammar**  
Whose backpacks are they? They're **ours**.



2 Look and write true (T) or false (F).



1. Whose bus is it?



2. Whose uniforms are they?



3. Whose backpack is it?



4. Whose school is it?



5. Whose tennis shoes are they?



6. Whose mascot is it?



More practice

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**Key competence**



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

**Continuous assessment**

Encourage children to participate and enjoy themselves.

## Language objectives

### Grammar

- Possessive pronouns: *Whose*

### Vocabulary

- *bus, backpack, mascot, school, tennis shoes, uniform*

### Functions

- Talk about belongings

## Skills objectives

### Listening

- Understand key vocabulary and possessive pronouns in a song

### Reading

- Identify pronouns correctly

## Materials

- Teacher's i-book
- Teacher's Resource Book 3
- Student's Book 3 CD 1
- Word cards with pronouns: *mine, his, hers, ours, yours, theirs*

## Attention to diversity


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

### Warmer

Make a mind map with *our school* as a heading. Include subcategories: *subjects, objects, activities, places* and *classroom*. Elicit items from children and when finished, children copy the mind map into their notebooks.

### Lead-in

Pick up children's belongings randomly and ask the question *Whose is...?* At this stage, children can simply say the name.



 Open the **lead-in** activity. Children take turns to play **Simon says** on the IWB using the possessive pronouns so they become familiar with them before the lesson.

## 1 Children listen, complete and chant.

### Answers

ours, ours;  
yours, mine;  
ours  
theirs, theirs;  
his, hers;  
theirs

**Optional extra:** Listen again. This time children whisper the chant and click their fingers. Repeat procedure several times, gradually getting louder each time and then reverse the process.

 Touch  to open the activity. The children chant and when the chant stops, they have to touch the correct lyrics to continue to listen and chant. Open the **Richmond i-tools** and ask the children to underline the possessive pronouns.

 **Visual grammar presentation**

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

### Answers

1 T 2 F 3 T 4 T 5 F 6 F

**Optional extra:** Hold up word cards with the pronouns *mine, his, hers, ours, yours, theirs*. Point to various objects in the classroom and say *Whose is the...?* The child with the corresponding item stands up and says *It's mine*. The rest of the class respond *It's hers/his/theirs*. Choose collective items, for example the whiteboard, to practise plural possessive pronouns.


### Wrap up

Create a new chant with a new possession and pronoun based on the previous activity. For example:

*Whose rubber is it?  
It's hers, it's hers,  
Is it hers? Is it hers?  
Yes, it's hers.*

### Fast finishers

Children write down their own chant in their notebooks.

 Children look at the pictures, listen and choose the correct answer.

## Continuous assessment

**Teacher's Resource Book 3:** Writing worksheet Unit 1, Listening worksheet Unit 1

**Optional extra:** Children write the list of possessive pronouns in their notebooks, with a translation.

## At home

- **Activity Book 3** page 13
- **Optional extra:** Children draw five items from the classroom/classmates and write a sentence underneath with a possessive pronoun.

# The magic clean-up book

## Part 1

Megan and Paul live in Summertown. They are worried because their town is very dirty and untidy. There is litter on the streets, graffiti on the walls and the lake hasn't got any fish any more.

Today, Megan and Paul are at a book fair. There are many stands and tents full of books. There's a blue tent with coloured lights that looks really interesting.

'Can I help you?' asks a voice. Megan and Paul turn around and see a thin old man with thick glasses. He isn't wearing any shoes, just yellow and orange socks.

'Can I help you find a particular book?' the strange man asks. 'Um, yes,' Paul replies, 'we're looking for a book about how to clean up a town.'

'Follow me, I have just the book you need,' says the old man as he opens a secret door of the tent. The children follow him. There are a lot of big, colourful books.

The man takes a heavy old book and gives it to Paul. It is called *The magic clean-up book*. Paul and Megan say 'Thank you,' but the old man has disappeared!

Paul opens the big old book and a purple light shines out of the pages. Suddenly, the children are flying high in the air on the back of a purple dragon! Below them they see rivers, lakes, towns and forests.



1 1.8 Read and listen to the story.

2 Read and match.

1. What's the problem in Summertown?
2. What are Paul and Megan looking for?
3. Who speaks to them?
4. What's the old man wearing?
5. What does the man give them?
6. What are the children riding?

- Yellow and orange socks.
- A thin old man.
- It's very dirty and untidy.
- A purple dragon.
- A book about cleaning a town.
- A heavy old book.

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### Key competence



The story provides a basis for discussion and reflection about developing social responsibility and active citizenship for the good of the community.



Matching activities develop listening and reading skills, as well as the ability to observe and link information.

### Continuous assessment

Ask the children their opinions about the story.

Check children do the activity correctly.

## Language objectives

### Vocabulary

- book fair, clean up, colourful, dirty, disappeared, forests, graffiti, heavy, lake, rivers, shines, stands, tent, thick, thin, town, turn around, untidy, worried

## Skills objectives

### Listening

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

### Reading

- Understand a narrative
- Demonstrate comprehension

## Materials

- Teacher's i-book
- Student's Book 3 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 to write down three words to describe their town/city. Share ideas as a 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 two children who don't like their dirty town and want to do something about it.

## 1 1.8 Children read and listen to the story.

**Optional extra:** Ask children to tell you their favourite part of the story. Write these details on the board.

 Use the **i-flashcards** to introduce the new vocabulary. Touch the Reading text to open the **i-story** in a new window. Read and listen to the story with the children.

**Hot spots:** town - tent - crown. Use the **Hot spots** to highlight this potentially difficult vocabulary before the reading activities.

## 2 Children read and match.

### Answers

- 1 It's very dirty and untidy. 2 A book about cleaning a town.  
3 A thin old man. 4 Yellow and orange socks.  
5 A heavy old book. 6 A purple dragon.

**Optional extra:** Individually, children make their own matching activity with three sentences from the story. Then in pairs, children swap papers and do each other's activity. Once finished, they swap back and check they have matched correctly.

### Fast finishers

Children can read the story to themselves quietly.

### Wrap up

In groups of three, children role-play the conversation between the magician and the children. Construct the dialogue on the board first:

*M: Can I help you? Can I help you find a particular book?*

*P: Um, yes, we're looking for a book about how to clean up a town.*

*M: Follow me, I have just the book you need.*

*P and M: Thank you.*

## 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 3** page 14
- **Optional extra:** Children write a short sentence as the next instalment of the story.





The dragon is flying over a town with green fields, a clean lake full of fish, clean streets and gardens with fruit and vegetables growing in them. 'Welcome to our town,' says the dragon.

The dragon lands in a field next to a big house. 'This is a beautiful house,' says Megan, 'Whose house is it? Can we go in?'

'It's the king's house,' says the dragon, 'Go through that wooden door.'

The children open the heavy door and see a man wearing elegant robes and a gold crown. 'It's the old man from the book fair!' Megan whispers to Paul.

'Come in, children. Let me show you my house!' says the king.

They follow the king down a long corridor. On the walls there are hundreds of clocks. Each clock has the name of a place under it.

Paul points to the Summertown clock, 'Look, that's ours! But why aren't the hands moving?'


'Because you are here in Greentown,' says the king.

They continue walking around the king's house until they come to the dining room. There is a long wooden table in the middle of the room.

The air is full of delicious smells – soup, bread, homemade apple pie. The children are hungry!

'Let's eat!' says the king. They sit down to eat and musicians come into the room to sing and entertain them.



1  1.9 Read and listen to the story.

2 Read and complete the sentences.

1. Greentown looks like Summertown except much \_\_\_\_\_.
2. The dragon lands in a field \_\_\_\_\_ a big house.
3. The king is wearing \_\_\_\_\_ robes.
4. Paul and Megan see a lot of \_\_\_\_\_ on the walls.
5. The food smells \_\_\_\_\_.
6. \_\_\_\_\_ entertain them as they eat.



15

### Key competence



Explain to the children that different parts of the world are located in different time zones. This means that while they are having breakfast in the morning, someone in another part of the world is having dinner.



Completing sentences after a reading activity helps children to develop reading comprehension skills by getting them to look for specific information.

### Continuous assessment

Ask children why it is important to know the time and what we use that information for.

Ask children where they found the information to complete the sentences.

## Language objectives

### Vocabulary

- *apple pie, clean, corridor, crown, dragon, entertain, fields, heavy, land, robe, whisper, wooden*

## Skills objectives

### Speaking

- Use the text to act out the story

### Listening

- Follow a narrative of a story

### Reading

- Understand a narrative
- Demonstrate comprehension by completing a gapfill

## Materials

- Teacher's i-book
- Teacher's Resource Book 3
- Student's Book 3 CD 1

## Attention to diversity

Don't push shy children if they are resistant to acting out the story. Some children may have more difficulty in reproducing the script orally. Be attentive in your monitoring to assist with pronunciation.

## Warmer


On the board write *Summertown* and *Greentown*. In pairs, give children one minute to write down words associated with each town. Ask children to call out their words and write them in two columns on the board.

## Lead-in

Ask the children to stand up. Tell them you are going to say some sentences about the story. If the sentences are true, they clap. If they are false, they sit down.

## 1 1.9 Children read and listen to the story.

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

 Touch the Reading text to open the **i-story** in a new window. Read and listen to the story with the children again.

**Hot spots:** **town - tent - crown.** Use the **Hot spots** to highlight this potentially difficult vocabulary before the reading activities.

## 2 Children read and complete the sentences.

### Answers

1 cleaner 2 next to 3 elegant 4 clocks 5 delicious 6 Musicians

**Optional extra:** Children read the story on their own and underline the words they don't understand. Monitor carefully and select eight items to teach. Draw simple pictures on the board for each unknown item and ask children to match them up with their underlined words to help convey meaning.

### Fast finishers

Children can read the story to themselves quietly.

### Wrap up

Do a 'dialogue build' with the conversation between the dragon, the king and the children. Give each child a role. They should just concentrate on their part of their dialogue. Construct the dialogue on the board first and read it out loud. Each time you read, rub more words out until the class has memorised their part and can read the exchange without prompts:

D: *Welcome to our town.*

M: *This is a beautiful house. Whose house is it? Can we go in?*

D: *It's the King's house, go through that wooden door.*

M: *It's the old man from the book fair!*

K: *Come in. Let me show you my house!*

P: *Look, that's ours! But why aren't the hands moving?*

K: *Because you are here in Greentown.*



**Children listen and circle the correct options to describe each town.** Open the **Richmond i-tools** and ask children to write appropriate things for each city, such as *birds* in Greentown or *papers* in Summertown. For further practice, ask individual children to describe each town orally using full correct sentences.

## Continuous assessment

**Teacher's Resource Book 3:** Reading worksheet Unit 1

**Optional extra:** Read out each of the unknown items of vocabulary previously taught and children draw a picture beside it in their notebooks.



## At home

- Activity Book 3 page 15

Unit 1  
Lesson 7



1 1.10 Listen and number.



**Grammar**  
Is she **looking** for souvenirs?  
Yes, she **is**. / No, she **isn't**.



2 Read, look and circle.

- |                                     |   |
|-------------------------------------|---|
| 1. Is she looking for souvenirs?    | Yes, she <b>is</b> . / No, she <b>isn't</b> .     |
| 2. Are they listening to the guide? | Yes, they <b>are</b> . / No, they <b>aren't</b> . |
| 3. Is she taking a picture?         | Yes, she <b>is</b> . / No, she <b>isn't</b> .     |
| 4. Are they watching a performance? | Yes, they <b>are</b> . / No, they <b>aren't</b> . |
| 5. Is he eating a snack?            | Yes, he <b>is</b> . / No, he <b>isn't</b> .       |
| 6. Is he buying a souvenir?         | Yes, he <b>is</b> . / No, he <b>isn't</b> .       |
| 7. Is it posing for a picture?      | Yes, it <b>is</b> . / No, it <b>isn't</b> .       |
| 8. Is she explaining the exhibit?   | Yes, she <b>is</b> . / No, she <b>isn't</b> .     |



3 Correct the negative statements with a classmate.



16 More practice

**Key competence**



Talk with the children about what they might learn in a space museum.



When children are learning a language, repetition and practice of vocabulary and grammar structures are essential.



Correcting statements helps children to take a pro-active role in the learning process, giving them a sense of initiative and reflection.

**Continuous assessment**

Ask children to identify exhibits and objects in the Space Museum.

Check as children ask and answer the questions.

Check that children can find the relevant pictures to help them correct the sentences.

## Language objectives

### Grammar

- Present continuous: affirmative, negative and interrogative

### Vocabulary

- *buy, exhibit, explain, guide, listen, look, performance, pose, snack, souvenir, take (a picture), watch*

## Skills objectives

### Speaking

- Use the Present continuous to correct sentences

### Listening

- Show understanding of key vocabulary

## Materials

- Teacher's i-book
- Teacher's Resource Book 3
- Student's Book 3 CD 1
- Strips of paper with actions for charades
- A bag

## Attention to diversity

This lesson requires a 'grammar assistant'. Use confident children for this role who enjoy being at the front of the lesson.

### Warmer

Write simple actions that are easy to act out on strips of paper. Place the strips of paper in a bag. Invite a volunteer to choose an action. The child acts out for the rest of the class to guess.

### Lead-in

Write *Space Museum* on the board. Elicit what one might find in a space museum.

## 1 Children listen and number.

### Answers

From left top to bottom: 1; 6; 4; 7; 3; 8; 5; 2





Visual grammar presentation

## 2 Children read, look and circle.

### Answers

1 Yes, she is. 2 No, they aren't. 3 Yes, she is. 4 Yes, they are.  
5 No, he isn't. 6 No, he isn't. 7 Yes, it is. 8 Yes, she is.

**Optional extra:** Invite a 'grammar assistant' to the board. Write some examples of the present continuous. Ask your 'assistant' to highlight the auxiliary verb *be* and the use of the *-ing* form of the verb to the class.

 Touch  to open the extra Grammar activity. Children listen to the questions and choose the correct answer. Then, open the **Richmond i-tools** and ask individual children to come to the IWB to write the answer.

## 3 Children correct the negative statements with a classmate.

### Answers

1 Yes, she is. 2 No, they aren't. 3 Yes, she is. 4 Yes, they are.  
5 No, he isn't. 6 No, he isn't. 7 Yes, it is. 8 Yes, she is.

**Optional extra:** Children look back at the picture in activity 1 and take turns to make more incorrect sentences for their partner to correct.



Children look at the picture, read the sentences and choose the correct answer.

## Student's Book 3 CD 1



- 1 Man: Look at the girl with the blue dress. What's she doing?  
Woman: She's looking for souvenirs.
- 2 M: Look at the boys with yellow T-shirts. What are they doing?  
W: They're buying a snack.
- 3 M: Look at the girl with grey trousers. What's she doing?  
W: She's taking a picture.
- 4 M: Look at the children with white caps. What are they doing?  
W: They're watching a performance.
- 5 M: Look at the boy with the green jacket. What's he doing?  
W: He's listening to the guide.
- 6 M: Look at the boy with the black T-shirt. What's he doing?  
W: He's having a nap.
- 7 M: Look at the dog in the orange space suit! What's it doing?  
W: It's posing for a picture.
- 8 M: Look at the guide in the red dress. What's she doing?  
W: She's explaining the exhibit.

## Continuous assessment

Teacher's Resource Book 3: Grammar worksheet Unit 1, Vocabulary worksheet Unit 1



## At home


- Activity Book 3 page 16



# Phonics

Unit 1  
Lesson 8

LC

1  1.11 Listen and say the poem.

## The funny king


This is a funny king,  
He wears a ruby **ring**.  
He likes to **sing** a song,  
When he plays **ping pong**.




His gold isn't in the bank,  
It's in the fish tank!  
His jewels are in the **sink**,  
Except his crown, which is **pink**!



LL

2  1.12 Listen and colour the objects in the picture.

LL

3  1.13 Listen, circle and repeat.

1



sing / sink

2



sing / sink

3



wing / wink

4



wing / wink

5



bank / bang

6



bank / bang

7



sting / stink

8



sting / stink

9



ring / wrong

10



ring / wrong

DC

More phonics

17

## Key competence



Children learn to recognise and say the sounds letters make. This will help them to read more effectively and develop natural pronunciation.



These activities help children to make links between sounds and words, to develop deduction strategies and to practise basic pronunciation.

## Continuous assessment

Ask children to say the poem and check and correct pronunciation.

Repeat different words so children can distinguish and practise the sounds.

## Language objectives

### Vocabulary

- fish tank, funny, gold, jewels, ping pong, ring, ruby, sink

### Pronunciation

- Phonics: review of the consonant sound *-ng*, *-nk*

## Skills objectives

### Speaking

- Identify and distinguish between the *-ng* and *-nk* sound

### Listening

- Reproduce target sounds in a poem
- Identify the sounds in isolated words

## Materials

- Teacher's i-book
- Teacher's Resource Book 3
- Student's Book 3 CD 1
- Scrap paper for children to write *-ng* and *-nk* on each

## Attention to diversity

Though this is a review of consonant sounds, some children may have difficulty differentiating between *-ng* and *-nk*. Give them plenty of practice with these sounds.

### Warmer

Write *-ng* and *-nk* across the top of the board. Model the 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, *pink*, *ping pong*.

### Lead-in

Children open their books and look at the pictures on page 17. Ask them to cover the poem with their hand and name the objects in the pictures.

## 1 Children listen and say the poem.

**Optional extra:** Divide the class into two groups and assign each group a sound *-ng/-nk*. Children say the poem again but only say the corresponding part with their sound. Swap sounds and repeat.

## 2 Children listen and colour the objects in the picture.

### Answers

Colour the crown pink and the ring red.

**Optional extra:** In pairs, children take turns giving an object and their partner gives the colour.

## 3 Children listen, circle and repeat.

### Answers

1 sing 2 sink 3 wink 4 wing 5 bank 6 bang 7 stink 8 sting  
9 wrong 10 ring

**Optional extra:** Do a gesture for the words in activity 3 and children say the word with the correct sound. Children can repeat the procedure in pairs.

### Fast finishers

Children can make up another verse for the poem using the words from the activities. It can be silly or nonsensical.

### Wrap up

Distribute scrap paper for children to write *-ng* and *-nk* on each piece. Say the word *sink* and prompt children to hold up the paper with *-nk* written on it. Invite volunteers to come up and say other words from today's words.



**Children listen and choose the correct answer to complete the sentences.** Reinforce the correct pronunciation of the correct words with the children and highlight the different pronunciation of the two words presented for each sentence. Open the **Richmond i-tools** and ask the children to draw a picture based on one of the sentences on the screen.

## Student's Book 3 CD 1



1 sing, sing	5 bank, bank	9 wrong, wrong
2 sink, sink	6 bang, bang	10 ring, ring
3 wink, wink	7 stink, stink	
4 wing, wing	8 sting, sting	

## Continuous assessment

**Teacher's Resource Book 3:** Speaking worksheet Unit 1

**Optional extra:** Dictate more words with the sounds *-ng/-nk* and children write down the corresponding sound.



## At home

- Activity Book 3 page 17
- **Optional extra:** Children write a different word containing each sound and draw a picture next to it.



MST



1 Read and number.

Welcome to the insect museum!



### 1. Ants

They live in colonies. There are worker ants and queen ants in a colony. Queen ants lay eggs. The worker ants feed the queen. Ants communicate through chemicals. When a worker ant finds food, it leaves a chemical trail. Other worker ants smell the chemical and can find the food. A worker ant lives for one to three years, but a queen ant can live for thirty years!

### 2. Dragonflies

They have long bodies and four transparent wings. They can fly in six directions: up, down, forward, backward and side to side! Dragonflies lay their eggs in the water and young dragonflies live in the water. They leave the water when they are adults. They eat flies, ants, mosquitoes and butterflies.

### 3. Fireflies

They live in hot and humid places and are active at night. Their bodies are brown, but they can produce red, green and yellow light! Fireflies make light from special chemicals in their abdomen. They use the light to find other fireflies at night.

### 4. Crickets

They have long antennae, wings and thick back legs. They can jump and fly. Male crickets can also sing or 'chirp'. They chirp to attract female crickets. To make this sound, they rub their wings together. When it is hot in the summer, crickets chirp louder. In Japan, some people keep crickets as pets!

LC



2 Read and complete.

ant (s) crickets (x2) dragonflies (x2) fireflies (x2)

- \_\_\_\_\_ can fly in six directions.
- \_\_\_\_\_ can produce light.
- Males chirp to attract female \_\_\_\_\_.
- \_\_\_\_\_ communicate through chemicals.
- \_\_\_\_\_ are pets in Japan.
- The workers feed the queen \_\_\_\_\_.
- \_\_\_\_\_ are active at night.
- \_\_\_\_\_ eat flies and mosquitoes.

18 Achieve more! page 112

## Key competence



Working scientifically improves the children's understanding of nature. This type of scientific enquiry, which takes place when they learn about animals, should include observing, identifying, classifying and grouping.



Children practise reading for specific information.

## Continuous assessment

Evaluate the level of general knowledge about insects.

Ask children comprehension questions about insects.

## Language objectives

### Vocabulary

- abdomen, ant, antennae, backward, butterfly, chirp, cricket, dragonfly, firefly, forward, humid, lay eggs, mosquito, trail

### Functions

- Describe insects

## Skills objectives

### Reading

- Understand descriptions of insects
- Demonstrate comprehension
- Notice the gaps in their knowledge

## Materials

- Teacher's i-book
- A KWL chart for each of the four insects
- A photo or picture of the insects
- A marker

## Attention to diversity

Some children may be interested in the topic of insects more than others. Inspire interest by highlighting how much they will learn about a new area in today's class.

## Warmer

### KWL Charts


Display the KWL charts:

Ants		
What I want to know about ants.	What I want to learn about ants.	What I learned about ants.

Display one chart on each of the four walls of the classroom. Read the names of the insects together. Children think about what they already know about these insects. Divide the class into four groups. Each group starts at one of the four KWL charts. Children use a marker to record statements about the insect in the *What I Know* column. After several minutes, children move to the next chart in a clockwise manner. Repeat until each group has written two or three statements in the *What I Know* column of each chart. Children repeat the activity, this time writing one or two questions in the *What I Want* column of each chart. Save the charts for later use.

## Lead-in

Children open their books and look at the pictures in activity 1. Name the insects before they start reading.

 Open the **lead-in** activity. Focus the children's attention on one insect. Ask them questions about the insect. Open the *Sample questions* provided if needed. Repeat with the other three insects. Open the **Richmond i-tools** and use the shade to cover two insects. Give clues so children can guess the name of the insect. Repeat the activity covering the other two insects.

## 1 Children read and number.

### Answers

2; 4; 3; 1



**Optional extra:** Put a word pool on the board with the following items: *ants, dragonflies, fireflies, crickets, colony, eggs, pets, light, transparent wings, thirty years, jump*. Match the words with the insects according to what the children read in the descriptions.

## 2 Children read and complete.

### Answers

1 Dragonflies 2 Fireflies 3 crickets 4 Ants 5 Crickets 6 ant  
7 Fireflies 8 Dragonflies

**Optional extra:** Children write down the four insects in their notebooks in order of preference.

  Watch the video *The world of insects*. Complete the comprehension activity with the children.

## Wrap up

Display the KWL charts from the Warmer. Read the questions that children wrote in the *What I Want* column and discuss whether they were able to answer them after reading the text in their book. Record children's answers in the *What I Learned* column. Ask children to share other facts they learned about the insects and record their responses on the charts.

## Continuous assessment

Ask children follow-up questions:

*Which insect lives in colonies? (ants)*

*Which insect makes a singing noise? (crickets)*

*Which insect lives in water as children? (dragonflies)*

*Which insect lives in warm climates? (fireflies)*

## At home

- Activity Book 3 page 18

- **Optional extra:** Children write 50 words about the following heading: *My favourite insect is ... because...*



# The London Eye

Unit 1  
Lesson 10  
Culture



1 Read and answer the questions with a classmate.



A trip to London is always exciting. There is so much to see and do in this famous historic city. The big wheel, called the London Eye, is a popular tourist attraction - more than 3 million people visit it every year!



As it turns round, you can see lots of other famous buildings and parks, up to 40 km away! It has 32 capsules and each one can carry 25 people, that means 800 passengers at a time, the same as 11 London buses!



The wheel moves slowly and the trip from start to finish takes about 30 minutes. It doesn't stop for people to get on and off. It is so slow you can simply walk on and off.

The whole London Eye weighs 2,100 tonnes, or the same as 1,272 London taxis!

The London Eye is 135 m high. That's like 64 telephone boxes on top of each other!



1. Why do you think it's called the London Eye?
2. How many people can travel on the London Eye at one time?
3. If you get on at 11 o'clock, what time do you get off?
4. What colour are London buses?
5. Do you want to go on it?



2 Complete with numbers.

1. From the top you can see up to \_\_\_\_\_ km away.
2. The London Eye has \_\_\_\_\_ capsules on it.
3. It takes \_\_\_\_\_ minutes to complete a circle.
4. \_\_\_\_\_ million people visit it each year.



3 Tell a classmate about an interesting place to visit where you live.

19

## Key competence



This lesson teaches children about one of the popular tourist attractions in London and helps children to develop knowledge about the world.



Using numbers improves mathematical reasoning.



The activity will help children to improve their social abilities and enable them to communicate in an effective and constructive way.

## Continuous assessment

Ask questions about the London Eye and check comprehension.

Monitor children while they do the task and check numbers and quantities.

Check that children can tell you or their classmates what their partners told them.

## Language objectives

### Vocabulary

- *big wheel, capsule, exciting, high, passenger, ton, tourist attraction, trip, weigh*

### Functions

- Describe places of interest
- Review: Numbers 1-10, school objects, colours

## Skills objectives

### Speaking

- Describe an interesting place

### Reading

- Understand and follow descriptions of a place
- Demonstrate comprehension

## Materials

- Teacher's i-book
- Stopwatch/Timer

## Warmer

Tell the children you are going to describe a place but they have to guess which place you're describing (London). They can stop you at any time but they are only allowed three guesses as a group.

## Lead-in

Children write down all the places of interest they know in London. Write them up on the board and add *the London Eye* if it doesn't come up. Ask children if they know about this tourist attraction.

## 1 Children read and answer the questions with a classmate.

### Answers

1 Because you can see lots of other famous buildings and parks from the London Eye. 2 800 3 11.30  
4 Red 5 *Child's own answers*

**Optional extra:** Write the following numbers from the text on the board (excluding the numbers which come in the next exercise): 25 / 800 / 11 / 2,100 / 1,272 / 135 / 64.

In pairs, children have one minute to find out what these numbers refer to. After the time limit, quiz children on the numbers.

## 2 Children complete with numbers.

### Answers

1 40 2 32 3 30 4 3

**Optional extra:** Children underline six useful, 'tourist' words that they can use in a description of a place of interest for them.

## 3 Children tell a classmate about an interesting place to visit where they live.

### Answers

*Child's own answers*

**Optional extra:** Swap pairs around and children tell their new partner about the place their previous partner has described. Repeat as many times as you like.



Watch the video *The London Eye*. Complete the comprehension activity with the children.

## Fast finishers

Children can write a sentence about what they would like to see in London and why.

## Wrap up

Feedback on all of the places of interest described in activity 3 and make a class vote on the most interesting place.

## Continuous assessment

Ask children to tell you everything they know about London. Use prompts as necessary.



## At home

- Activity Book 3 page 19
- **Optional extra:** Children write 50 words about an interesting place to visit. They must include three facts with numbers.

# Unit 1 Review



1 1.14 Listen and number. Then write the captions.



mum / take / children / aquarium

Mum is taking the children to the aquarium.



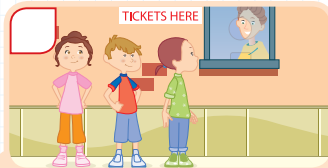
buy / souvenirs



watch / fish



eat / ice cream



buy / tickets



hold / turtle



2 Read, look and answer.



1. What are Ted and Noah doing? \_\_\_\_\_
2. Are they drinking milk? \_\_\_\_\_
3. What's the gorilla doing? \_\_\_\_\_
4. Who's posing for the picture? \_\_\_\_\_
5. What's Sue doing? \_\_\_\_\_

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## Key competence



The review lesson provides a comprehensive review of all four language skills and also vocabulary and grammar, allowing the teacher 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 continuous
- Imperatives

### Vocabulary

- Entertainment places and activities

### Functions

- Describe activities
- Express rules

## 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

## Materials

- Teacher's i-book
- Student's Book 3 CD 1
- Teacher's Resource Book 3
- Poster Unit 1
- Flashcards Unit 1

## Attention to diversity

There are a lot of collocations for children to assimilate. Recycling items sporadically will reinforce vocabulary and grammatical structures.

### Warmer

Display the unit 1 **Flashcards** and the **Poster**. Write the following headings on the board: *Actions* and *Places*.

Divide the class into small groups. Let them work together to think of and write as many words as they can for each category. Make sure to check spelling.

 Use the **Vocabulary Game Generator** to review the Places vocabulary covered in the unit.

See page 22 for interactive games description and ideas. Then open the **i-poster** to review the actions covered in the unit. Ask a volunteer to come to the IWB to listen to one sentence and circle the correct person in the poster using the **Richmond i-tools**. Repeat until you have listened to and found all the actions. Ask the children to identify other wrong actions in the poster and write the sentences on the IWB sentences, for example, *The*

*boy is running in the art gallery*. For further oral practice, use the spotlight in the **Richmond i-tools** to focus the children's attention on one person and ask: *What is he/she doing?*

### Lead-in

Do the gesture for an activity from the Review for children to guess. Insist on the full structure, for example, *You are eating ice cream*.

## 1 Children listen and number. Then write the captions.

### Answers

5 They are buying souvenirs. 3 She is watching the fish. 6 They are eating ice cream. 2 They/The children are buying tickets. 4 She is holding a turtle.

**Optional extra:** Divide the class into pairs. The children take turns pointing to each caption and asking the question: *What's he/she/they doing?* for their partner to answer.

## 2 Children read, look and answer.

### Answers

1 Ted and Noah are drinking. / Ted and Noah are watching the monkeys. 2 No, they aren't. 3 The gorilla is taking a picture. 4 Nathan is posing for the picture. 5 Sue is listening to the man/the guide.

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

*Ted and Noah are* \_\_\_\_\_ . *Nathan is* \_\_\_\_\_ .

*No, they* \_\_\_\_\_ . *Sue is* \_\_\_\_\_ .

*The gorilla is* \_\_\_\_\_ .

Children complete the sentences from memory without looking back at their books.

## Student's Book 3 CD 1



- |   |                               |
|---|-------------------------------|
| 1 Mum is taking the children to the aquarium. | 3 She is watching the fish.   |
| 2 The children are buying tickets.            | 4 She is holding a turtle.    |
|   | 5 They are buying souvenirs.  |
|   | 6 They are eating ice creams. |



# Unit 1 Review

3 Look and complete.

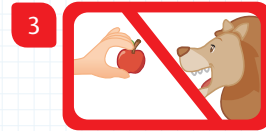
drink drop eat feed take touch use



Please don't \_\_\_\_\_  
pictures.



Please don't \_\_\_\_\_  
your mobile phone.



Please don't \_\_\_\_\_  
the lions.



Please don't \_\_\_\_\_  
or \_\_\_\_\_.



Please don't \_\_\_\_\_  
litter.



Please don't \_\_\_\_\_  
the art.

4 Point, ask and answer with a classmate.



hold a  
dinosaur



at the  
aquarium



look at photos



sleep



talking



ride a camel



buy  
chocolate



drink juice

Are they  
drinking juice?



No, they aren't.  
They're drinking milk.



21

## Key competence

Learning to review and check what they have learnt, children act as active participants in their language learning. They become independent learners, aware of their own capacities, strengths and weaknesses.

## Continuous assessment

Check and correct children's work.

### 3 Children look and complete.

#### Answers

1 take 2 use 3 feed 4 eat, drink 5 drop 6 touch


**Optional extra:** Hold up the unit 1 **Flashcards** for the entertainment places one at a time. For each one, children give the corresponding imperative. E.g. Teacher holds up a flashcard of a zoo and children say *Please don't feed the lions.*

### 4 Children point, ask and answer questions with a classmate.

#### Answers

*Child's own answers*

**Optional extra:** In open pairs, children repeat the activity by asking each other questions across the room. They should address a learner by their name whilst pointing to a picture.

 Open the **Speaking** activity. Ask two volunteers to come to the front of the classroom. Focus their attention on the photo and ask a child to ask a correct question using *can*. The second child has to answer correctly. Repeat the activity with the rest of the photos.

#### Fast finishers

Children make their own sign with a corresponding imperative.

#### Wrap up

Ask children to think about what they have learnt in this unit. In their notebooks, they copy the following questions and answer:

1. *What did you learn?*
2. *What did you enjoy learning?*
3. *What was difficult for you to learn?*
4. *What was easy for you to learn?*

### Final evaluation

Teacher's Resource Book 3: Test Unit 1



### At home

- Activity Book 3 pages 20-21

### Unit 1 A field trip

#### Lesson 1

1 2 Read, listen and answer.

- Where are the children?  
The aquarium
- What do they visit first?  
The turtles
- Who falls in the water?  
Toby
- Who helps him to get out?  
Leo
- Who is angry with him?  
Security guard

2 Complete the speech bubbles.

Who do you think said these things?

Don't feed the turtles.    Look, the turtle is hungry.    Somebody help!

1 Don't feed the turtles.

Look, the turtle is hungry.

2 Somebody help!

10

### Unit 1 Lesson 2

1 Read, circle and number the pictures.

- Please don't throw / drop litter. 3
- Please don't use / take pictures. 1
- Please don't take / jump the queue. 2

2 Look and write the rules.

1 use / mobile phone  
Please, don't use mobile phones.

2 feed / animals  
Please, don't feed the animals.

3 touch / art  
Please, don't touch the art.

3 Look and complete.

1 z OO

2 T H E A T R E

3 P L A N E T A R I U M

4 A R T M U S E U M

5 A Q U A R I U M

6 T H E M E P A R K

11

### Transcript

2 See page 10 of the Student's Book for the transcript.

### Unit 1 Lesson 3

1 Decode and write the questions.

1. ☆ ☆ □ □

Can we buy a snack ?

2. ☆ ◆ ☆ ☆ /

Can I bring my camera ?

3. ☆ ◆ ◆ ◆

Can I use my mobile phone ?

☆ = Can    ◆ = bring  
 ◆ = I       ☆ = my  
 ☆ = we    □ = a snack  
 ☆ = buy    / = use  
 / = camera    ● = mobile phone

2 Look and number.



3 Look, read and complete.

1 Can I take a picture ?



2 Can I touch your dog ?



3 Can we go to the toilet ?



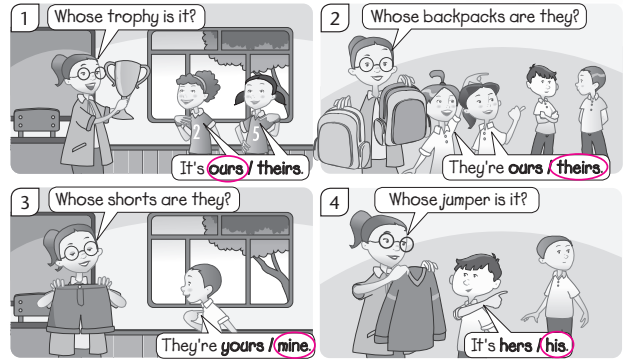
4 Can I have a snack ?



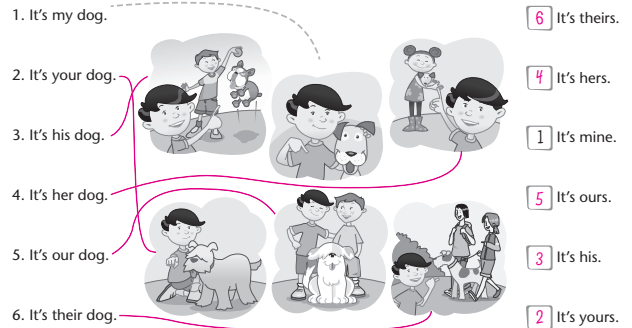
### Unit 1 Lesson 4

1 Look, read and circle.

#### Lost and found



2 Read, match and number.



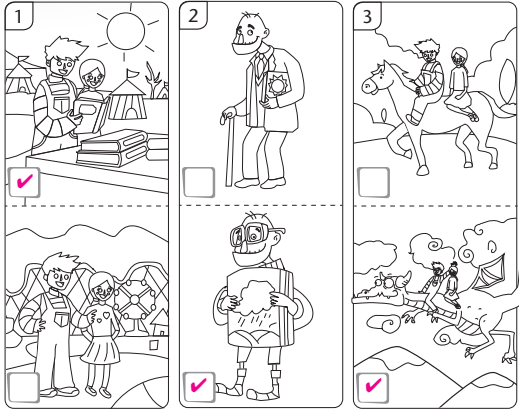


# Unit 1

## Activity Book 3 Lessons 5-6

### Unit 1 Lesson 5

1 Listen, look and tick (✓) the pictures from the story.



2 Read and circle.

- Megan and Paul are at a book fair / an amusement park.
- The blue tent looks really boring / interesting.
- The old man is isn't wearing shoes.
- The old man gives Paul a heavy / light book.
- Megan and Paul want to move to a new town / clean up the town.

3 Read and complete.

book   dirty   magic   man

- Summertown is very dirty.
- Megan and Paul meet a strange man.
- A purple light shines from the book.
- The man gives them a magic book.

14

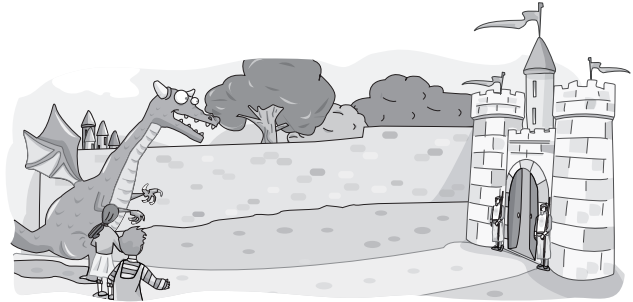
### Transcript

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

### Unit 1 Lesson 6

1 Listen and underline the incorrect words. Then write the correct ones.

- Greentown has lakes full of fish and dirty streets. clean
- The dragon lands in a park next to a big house. field
- The big house belongs to the dragon. king
- The king is the young man from the book fair. old
- The children see lots of books on the wall. clocks
- The hands on the Summertown clock move. don't move
- They smell delicious food from the living room. dining
- Artists come in to the room to entertain them. Musicians



2 Order the events.

- |   |                                 |   |                                    |
|---|---------------------------------|---|------------------------------------|
| 7 | The children eat with the king. | 6 | They feel hungry.                  |
| 5 | They see the Summertown clock.  | 2 | The dragon puts the children down. |
| 1 | They fly over Greentown.        | 3 | Megan asks about the house.        |
| 4 | They meet the king.             |   |                                    |

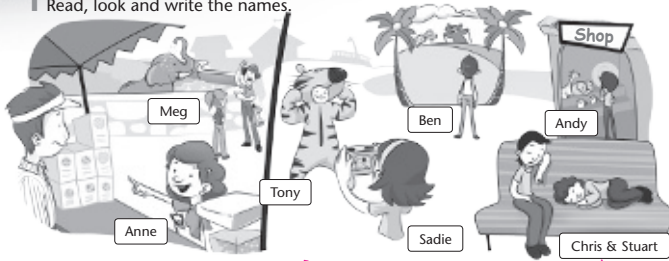
15

### Transcript

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

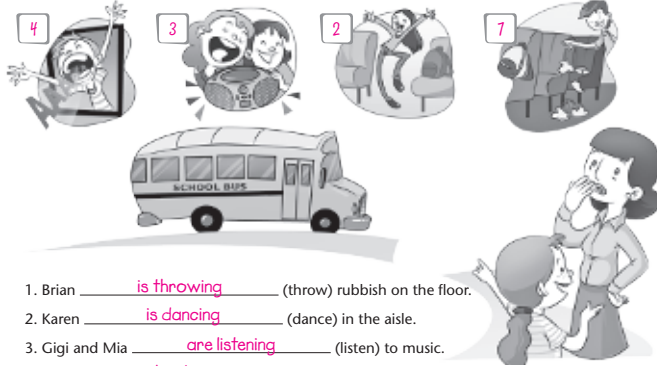
Unit 1  
Lesson 7

1 Read, look and write the names.



1. He's watching a performance. Ben
2. He's looking for souvenirs. Andy
3. She's listening to the guide. Meg
4. They're taking a nap. Chris and Stuart
5. She's buying a snack. Anne
6. She's taking a picture. Sadie
7. He's posing for a picture. Tony
8. It's washing itself. Elephant

2 Read, look and number. Then complete the sentences with the correct form of the verb.



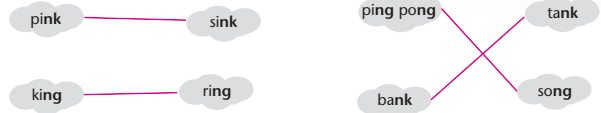
1. Brian is throwing (throw) rubbish on the floor.
2. Karen is dancing (dance) in the aisle.
3. Gigi and Mia are listening (listen) to music.
4. Rob is shouting (shout) out of the window!

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Phonics

Unit 1  
Lesson 8

1 Connect the words that rhyme.



2 Listen and complete the poem.

The funny king

This is a funny king,  
He wears a ruby ring.  
He likes to sing a song,  
When he plays ping pong.  
His gold isn't in the bank,  
It's in the fish tank!  
His jewels are in the sink,  
Except his crown, which is pink!



3 Look and complete with -ng or -nk.



Transcript



This is a funny king,  
He wears a ruby ring.  
He likes to sing a song,  
When he plays ping pong.

His gold isn't in the bank,  
It's in the fish tank!  
His jewels are in the sink,  
Except his crown, which is pink!

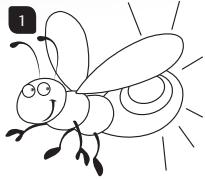
17

### Unit 1 Lesson 9

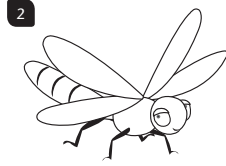
## Achieve!



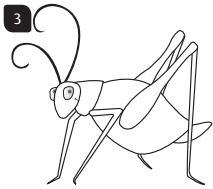
1 Order and write.



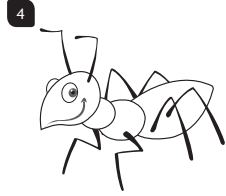
y f i f l e r  
firefly



d f a g o r y n l  
dragonfly



i t c e k c r  
cricket



n t a  
ant

2 Colour the insects. *Child's own colouring*

3 Read and write the names of the insects.

1. It has got four transparent wings. dragonfly
2. It is visible at night. firefly
3. It lives in colonies. ant
4. It can jump high. cricket

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## The London Eye

### Unit 1 Lesson 10 Culture

1 Match the parts of the sentences.

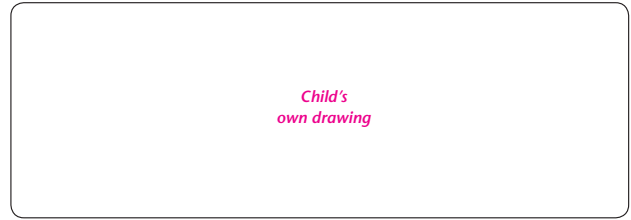
- |                           |           |                             |
|---------------------------|-----------|-----------------------------|
| 1. The London Eye has     | 3 million | people.                     |
| 2. More than              | 30        | capsules.                   |
| 3. Each rotation takes    | 2,100     | people at a time.           |
| 4. The Eye carries        | 32        | people visit it every year. |
| 5. Each capsule can carry | 25        | minutes.                    |
| 6. The Eye weighs         | 800       | tonnes.                     |



2 Order the sentences.

1. There / London / to / lots / see / is / in  
There is lots to see in London.
2. London / big / The / Eye / wheel / is / a  
The London Eye is a big wheel.
3. doesn't / get / stop / It / for / to / people / in  
It doesn't stop for people to get in.
4. turns / It / slowly / round / very  
It turns round very slowly.
5. can / You / see / 40 km / up / to / away  
You can see up to 40 km away.

3 Imagine you are on the London Eye. Draw what you see.

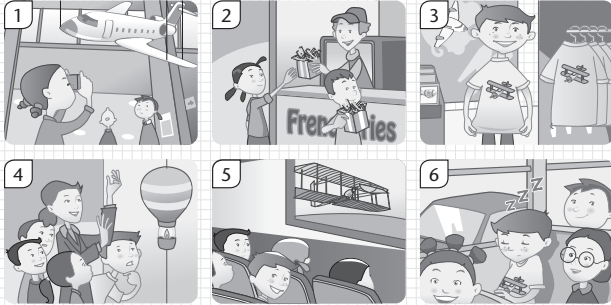


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## Unit 1 Review

1 Look, number and complete.

**Our field trip to the plane museum**



- 3 He 's looking for souvenirs. Nice T-shirt!  
 2 We 're buying a snack. Mmm... french fries!  
 5 We 're watching a film. It's about planes!  
 6 He 's taking a nap on the bus.  
 1 She 's taking a picture. What an amazing jet!  
 4 They 're listening to the guide.

2 Look and write what the children are doing.



They are having a snack.



They are listening to music.



They are riding their bikes.

## Unit 1 Review

3 Read and match.

1. Please don't feed the paintings at the zoo.  
 2. Please don't use the lions in the cinema.  
 3. Please don't touch in the fish tank at the art museum.  
 4. Please don't drop litter your mobile phone at the aquarium.

4 Write three rules for school. *Child's own writing*

1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_

5 Look and complete.



1. Is she buying a snack?  
 No, she isn't.



2. Are they standing in the queue?  
 Yes, they are.



3. Is he explaining the exhibit?  
Yes, he is.



4. Is it posing for a picture?  
Yes, it is.



5. Is he taking a nap?  
No, he isn't.



6. Are they watching a puppet show?  
 Yes, they are.