

Lesson 1: Vocabulary

Learning objectives

To learn eight words and phrases to describe people's appearance

Language

Core: a beard, a curly (wig), (big) ears, (blue) eyes, glasses, long (hair), short (hair), a wig

Revised: I'm wearing (a curly wig). I've got (long hair). I haven't got (glasses).

Other: cloak, mask, (big) feet, moustache, (big) nose, ponytail; What do you look like?

Starting the lesson (optional) 🎧 182, 184

- Do the *Starting the lesson* routines on page 62.
- Talk about school plays in the children's own language. Ask *Have you ever done a school play? What did you perform? When? Who came to see it? Do you like being in school plays? Why or why not?*

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Unit introduction: 1 Watch.

- Watch the video. Ask the children questions about the clip, in the children's own language: *Who's this? (Tom.) What's he doing today? (A school play.) What has he got? (A costume.) Do you do a school play?*

Transcript

Tom Hi, everyone! Today is the school play. Here is my costume. Do you do a school play?

Mum Hurry up, Tom – it's time to go. Don't forget your costume!

Vocabulary presentation: panorama animation

a beard, a curly wig, big ears, blue eyes, glasses, long hair, short hair, a wig

- See instructions on page 171.

Vocabulary presentation: flashcards (optional)

- Click through the flashcards in the Resources section of the iPack to introduce the new vocabulary. Repeat several times, encouraging the children to remember the words. Teach actions for each word (see the box in column 2).

Class Book page 52

2 Listen, point and repeat. 🎧 109

- Focus the children on the Class Book pages and the physical appearance descriptions.
- Play the audio for children to listen, point and repeat.

Transcript

1 a wig 2 (big) ears 3 a beard 4 long (hair)
5 short (hair) 6 glasses 7 a curly (wig) 8 (blue) eyes

OPTION: Call out an appearance description (*long hair, brown eyes, short hair*). Children listen and stand up when they hear a description of themselves.

3 Let's chant. 🎧 110

- Use the flashcards to elicit the words and teach the actions for the chant.

VOCABULARY ACTIONS:

a beard – use one hand to mime smoothing a beard on your chin

curly (hair) – use your index fingers to draw 'curls' in the air coming from your head

glasses – make a circular shape with your index finger and thumb on both hands and hold them to your eyes like glasses

long (hair) – use both hands to show long hair coming from the top of your head down to chest height

a wig – pretend to pull on a wig and smooth down hair

(big) ears – cup both ears with your hands to show 'big ears'

short (hair) – use both hands to mark the cut-off point of short hair just below your ears

(blue) eyes – point to your eyes

- Children listen to the chant and do the actions. Repeat and encourage the children to say the words as they do the actions.

Transcript

I've got a beard, beard, beard.

I've got curly hair, curly hair, curly hair.

I'm wearing glasses, glasses, glasses.

I've got long (hair), long (hair), long (hair).

I'm wearing a wig, a wig, a wig.

I've got (big) ears, (big) ears, (big) ears.

I've got short (hair), short (hair), short (hair).

I've got (blue) eyes, (blue) eyes, (blue) eyes.

OPTION: Ask the class to sing the chant at normal volume. Then ask them to shout it, then whisper it.

4 Listen and repeat. 🎧 111

- Explain that the boy and girl are secretly describing someone in the picture.
- Play the audio for children to listen and repeat.

KEY COMPETENCES: 🗣️ Linguistic communication

Re-introducing a known structure in a new context alongside new vocabulary enables children to extend their range of use of the structure and better retain the new vocabulary. It also helps to give the new vocabulary meaning.

5 Play *Who am I?*

- Read the names of the children together as a class. In pairs, children take turns describing a child from pages 52–53 for their partner to guess who it is. Monitor, help and praise throughout.

- In a less confident class, allow the children to mime the descriptions to their partner.

OPTION: Ask children to describe a person in their class, or bring a collection of pictures of famous people for the children to describe and guess.

Tom's question

- Point to Tom's question and read it aloud. Ask the question around the class, encouraging the children to reply using the correct appearance words. Alternatively, do a class survey.

Star question (optional)

- Ask the children the question at the bottom of page 52. Tell them to look at pages 52 and 53 and find the hidden revision and extension words (appearance words) and tell you what they can see. If the children know the revision and extension words, play a guessing game: choose one of the items and ask the class to guess which item you are thinking of. If they don't know the words, say the words and ask the children to repeat.

ANSWERS

mask, cloak, (big) feet, (big) nose, moustache, ponytail

CULTURE NOTE: School plays in the UK

Children across the UK often put on plays at school. The most common type of play is a nativity at Christmas. Often these are traditional, but sometimes schools do a modern version or even a musical version. Children also do classic stage plays and musicals like *Bugsy Malone* and *West Side Story*. This involves creating a set and wearing costumes. If the performance is really good the audience gives the children a standing ovation!

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Vocabulary practice: game

- See instructions for *Pelmanism* on page 172.

Activity Book page 52

1 Read and number.

ANSWERS

(l-r) 4, 6, 5, 3
(l-r) 8, 7, 1, 2

2 Order the letters. Write the words.

ANSWERS

1 short 2 curly 3 wig 4 eyes 5 long
6 beard 7 ears 8 glasses

Picture Dictionary (optional) AB page 84

- See notes on page 64.

ANSWERS

(l-r) a beard, long, glasses, wig
(l-r) ears, curly, eyes, short

CONTINUOUS ASSESSMENT: Time for feedback! Ask the class in their own language *How do you feel about the new words and phrases to describe people?* Remember to give clear success criteria (see Unit 1, Lesson 1 for an example). Get feedback, using children's traffic light cards or another

method of your choice (see page 22). Provide extra practice as necessary.

Ending the lesson (optional) 110, 183

- Close the lesson by doing the chant and actions again.
- Do the *Goodbye* routine on page 64.

Further practice

Teacher's Resource Material: Unit 5 Set 1 mini picture cards and wordcards; Unit 5 Lesson 1 Extra vocabulary worksheet.

Active Learning Kit, Unit 5

Lesson 2: Song & Communication

Learning objectives

To sing and understand a song about people's appearance

To use *Has he / she got ... ?* and short answers in a song

Language

Core: *Has he / she got (glasses)? Yes, he / she has. No, he / she hasn't.* Appearance words

Other: *guess, person*

Starting the lesson (optional) 182, 184

- Do the *Starting the lesson* routines on page 62.
- Play *Dictadraw* on page 180 of the Ideas bank to revise appearance words.

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Vocabulary consolidation and grammar preview: song animation

1 Watch.

- Watch the song animation. Use the vocabulary actions the children learned in Lesson 1 and teach the additional song actions (see below).

Class Book page 53

2 Listen, point and sing. What has Becky got? 112

- Play the song while the children point to the children in the picture on the page.
- Revise the vocabulary actions the children learned in Lesson 1. Then teach the new song actions.
- Play the song. The children join in first with the actions and then with the words as much as possible.
- Ask the question *What has Becky got?* Encourage the children to look back at the song lyrics to find the answer.

ANSWER

Becky has got glasses and long hair.

SONG ACTIONS:


Can you see? – shade your eyes with one hand and look around left and right

Who is it? Who can it be? – hold both palms up flat and shrug your shoulders

No, he / she hasn't – shake your head and point to a boy / girl

Yes, he / she has – nod and point to a boy / girl

I know – point to your chest and then your forehead with an index finger

KEY COMPETENCES:  **Personal, social and learning to learn**

Songs are a fun and motivating part of the English classroom. They allow children to learn the target language easily, therefore catering well to a mixed-ability classroom. They build confidence in children and allow them to express themselves in English in a way in which perhaps they might find harder simply speaking.

3 Match the words and pictures.

- Children match the highlighted words in the song to the pictures on page 52–53. Do this as a whole class or pair activity.

ANSWERS

blue eyes 8, short hair 5, glasses 6, long hair 4, a beard 3, big ears 2, a curly wig 1 and 7

4 Listen and repeat. 113

- Point to the two children at the bottom of the page and play the audio for the class to listen. Ask the class which child they are describing (*Sam*). Elicit the appearance words to describe Sam.
- Play the audio again for children to listen and repeat.

5 Ask and answer about the children in the picture.

- Tell the children they are going to play a guessing game. Put them into pairs. Ask them to take turns asking and answering questions about the appearance of the children in the picture on pages 52–53. Monitor and help throughout.

Activity Book page 53

1 Listen and sing. Match and complete. 112

- Play the song again for children to sing.
- Ask children to look at the song lyrics and the numbered gaps. Show children the small pictures A–D. Explain that they have to match the small pictures with the correct lines of the song, and complete the lyrics by writing the missing words in the gaps.
- Allow time for children to think about the lyrics and to complete the activity, working on their own or in pairs. They can look back at page 52 to check how to spell the words if necessary. Play the song again if children cannot remember the lyrics.
- Check the answers by reading the lyrics aloud, pausing for the class to chorus the missing words. If children can't remember any of the words, hold up the correct flashcard to prompt them.

ANSWERS

1 D – short hair 2 C – beard 3 A – blue eyes
4 B – glasses

CONTINUOUS ASSESSMENT: Either before or after you check the answers, ask children to swap their books with a partner and to check each other's spelling. They should use a pencil to underline any letters they think are wrong. Tell children to look at their own writing again and to correct any letters as necessary. Remind them to use a different coloured pen or pencil to make corrections, so that they can see where they have had difficulties. Remind them to look at page 52 to check their spellings. Doing a self-correction activity like this helps children to become more autonomous learners.

2 Choose and write your own verse about Sam or Clara. Sing karaoke. 116

- Children fill in the gaps with descriptions to create their own verse about either Sam or Clara from pages 52–53 in the Class Book. Remind them that for the *Yes, he / she has* answers they will have to choose items that match Sam and Clara's appearance. Write some of their suggestions on the board, and sing the new versions as a class, using the karaoke version of the song audio.

ANSWERS

Children's own answers.

3 What do you think of the song? Colour.

- See instructions on page 70.

Ending the lesson (optional) 112, 183

- Close the lesson by singing the song again.
- Do the *Goodbye* routine on page 64.

ASSESSMENT OPPORTUNITIES: The Lesson 2 pairwork activity (Class Book Activity 5) is an opportunity to assess the children's speaking development. Assessment grid and notes are provided in the Teacher's Resource Material.

Further practice

Teacher's Resource Material: Unit 5 Lesson 2 Reinforcement and Extension worksheets; Unit 5 Song worksheet.
Active Learning Kit, Unit 5

Lesson 3: Grammar & Communication

Learning objectives

To ask and answer about people's appearance

Language

Core: *Has he / she got (glasses)? Yes, he / she has. No, he / she hasn't; Appearance words*

Starting the lesson (optional) 182, 184

- Do the *Starting the lesson* routines on page 62.
- Play a flashcard game from the Ideas bank to remind the children of the food vocabulary from Lesson 1.

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Grammar presentation: grammar animation

1 Watch. Read, learn and say.

- Play the grammar animation for children to watch.
- Display Class Book page 54 and refer children to the grammar table (or ask them to look at it in their books). Check children's understanding of how to form questions and *Yes / No* answers for themselves using *Have you got (long hair)?* Then point out how we form questions and answers for *he / she*. If necessary, remind children that, unlike talking about food in Unit 3, when we talk about appearance we don't use *some* or *any*.
- Focus on the *Look!* box to highlight the placement of the adjective before the noun.

- Model the question and short answers in the table for children to repeat. Repeat with other appearance words.

Class Book page 54

2 Listen and say the letter. 114 Listen and answer. 115

- Ask the children to look at pictures A–D. Tell them to listen and say the correct letter for each of the dialogues they hear.
- Play the audio for listening number 114, pausing after each dialogue to check the answer with the whole class.

Transcript

- 1 **Boy** Has she got a wig?
Girl Yes, she has. She's got brown eyes and a red wig.
- 2 **Girl** Has he got long hair?
Boy No, he hasn't. He's got short hair and big ears.
- 3 **Boy** Has he got a beard?
Girl Yes, he has. He's got a beard and curly hair.
- 4 **Girl** Has she got a big nose?
Boy No, she hasn't. She's got big glasses and long hair.

ANSWERS

1 B 2 D 3 A 4 C

- Tell children that they now have to listen and answer some questions about the people in pictures A–D.
- Play listening number 115, and encourage the children to answer each question during the pause on the audio.

Transcript

- A Has he got a beard? [Pause]
 B Has she got a wig? [Pause]
 C Has she got a big nose? [Pause]
 D Has he got long hair? [Pause]

ANSWERS

- A Yes, he has.
 B Yes, she has.
 C No, she hasn't.
 D No, he hasn't.

3 Look and choose. Play *Guess who* with a friend.

- Tell the children that they are going to play a guessing game. Read out the names of the three girls in the pictures for the class to repeat (*Emma, Lucy, Olivia*). Read the speech bubbles aloud with the class. Tell them to play the game in pairs, taking turns to choose one of the three girls in secret for their partner to ask questions and guess who it is, as in the example. Monitor and help where needed. Make sure that they understand that they need to use *she* throughout this activity, rather than *he*, as all the children are girls.

MEDIATION: This exercise requires children to work in pairs to play a game. Encourage children to explain the rules of the game to each other (they can use their own language to do this). Encourage them also to use mime and gesture (e.g. for *curly / straight / glasses*) and point to their hair, eyes and ears to help facilitate understanding.

KEY COMPETENCES: Linguistic communication

Playing the game helps children to develop fluency in combining the new structure with the appearances vocabulary.

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Song animation: 4 Watch. Sing karaoke. 112, 116

- See notes in Unit 1, Lesson 3.

Extra song practice (optional) 112, 116

- Put the children into pairs. Play the song again and tell children to take it in turns to sing a line to each other. They each sing a line, then point to their partner. Child 1 should sing the questions in the first verse, and Child 2 should sing back the short answers. They should then swap so that Child 2 sings the questions for verse 2. You can do this with either the full song track or the karaoke version.

Vocabulary and grammar practice: game

- See instructions for *Chase the cheese* on page 173.

Activity Book page 54

1 Listen and write the names. 117

- Read the names of the children in the box and elicit descriptions of the children in the pictures before playing the audio.

Transcript

- A It's the school play! Look at all our friends! Can you see Sophie?
 B No, I can't. Has she got glasses?
 A Yes, she has. She's wearing funny glasses. Look!
 B Oh, yes! What about Jack? Where's Jack? Has he got big ears?
 A No, he hasn't. That's Harry. Harry's got big ears. He's a rabbit.
 B Oh, how funny! But what about Jack? Has he got a long beard?
 A Yes, he has.
 B Oh, yes, Jack's a wizard! So where's Peter?
 A Peter's got a short black beard. He's wearing a black hat, too.
 B Oh, yes. And what about Evie? Has she got a short wig?
 A No, she hasn't. That's Maya. Maya's got a short wig. It's funny!
 B Has Evie got a curly wig?
 A Yes, she has. She looks great!

ANSWERS

1 Sophie 2 Jack 3 Harry 4 Peter 5 Evie 6 Maya

2 Look at Activity 1. Complete the questions. Answer *Yes, he / she has.* or *No, he / she hasn't.*

- Children complete the questions and answers using the information in the pictures in Activity 1.

ANSWERS

1 No, she hasn't. 2 No, he hasn't. 3 Has he got big ears? Yes, he has. 4 Has he got a long beard? No, he hasn't. 5 Has she got a curly wig? Yes, she has. 6 Has she got glasses? No, she hasn't.

3 Draw a fancy dress costume. Write 3 questions. Ask your friend. Write the answers.

- Children draw a boy or girl wearing a fancy dress costume that includes some of the descriptions from the lesson. They complete the questions and then ask and answer in pairs. They can write a cross or tick next to each question depending on their partner's answer.

1 Look and complete.

- Review how we form questions and *Yes/No* answers. Remind children *hasn't* = *has* + *not*. Clarify in the children's own language if needed. Children complete the questions and answers using the picture as a guide.

ANSWERS

- 1 Yes, he has. 2 No, he hasn't. 3 Has he got big ears?
4 No, she hasn't. 5 Yes, she has. 6 Has she got straight hair?

2 Look and write the questions and answers.

- Children look at each picture and write questions using the word prompts. They then answer the questions.

ANSWERS

- 1 Has Maria got a big nose? Yes, she has.
2 Has she got a moustache? No, she hasn't.
3 Has Ali got a beard? Yes, he has.
4 Has he got blue eyes? No, he hasn't.
5 Has Sara got short hair? Yes, she has.
6 Has she got glasses? No, she hasn't.
7 Has Nick got a curly wig? Yes, he has.
8 Has he got big ears? No, he hasn't.

CONTINUOUS ASSESSMENT: Time for feedback! Before going on to Lesson 4, ask the class in their own language *How confident are you in asking and answering about people's appearance?* Remember to give clear success criteria (see Unit 1, Lesson 3 for an example). Get feedback and provide extra practice as necessary (e.g. using the Lesson 3 Grammar worksheet). You may also want to do a mini assessment (see page 20).

Ending the lesson (optional) 183

- Do the *Goodbye* routine on page 64.

Further practice

Teacher's Resource Material: Unit 5 Lesson 3 Grammar worksheet.
Active Learning Kit, Unit 5

Lesson 4: Culture & Communication

Learning objectives

To learn about dressing up in the UK

To ask and answer about your favourite story character

Language

Core: Appearance words; *Who's your favourite character? My favourite character's ...*

Revised: *He / She 's got (glasses). I've got (big ears). He / She 's wearing (a pink wig). I'm ...*

Other: *dress up, carnival, colourful, costumes, characters, fancy dress party, pop star, World Book Day*

Starting the lesson (optional) 182, 184, 112

- Do the *Starting the lesson* routines on page 62.
- Sing the song from Lesson 2 again.

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Culture presentation: 1 Watch.

- First viewing: Watch Tom's introduction to the culture film and ask the children to tell you what the video is about (*Dressing up in the UK*). Talk about when the children dress up and make some predictions about Tom's question *When do children dress up in the UK?*
- Watch the culture film, stopping before the comprehension questions, for children to check their predictions. Ask the class to tell you anything they can about the children / characters in the video (*Winnie the Witch, Robin Hood, a giant*).
- Second viewing: Watch the video again and answer the comprehension task at the end of the film.

Transcript

Introduction:

Tom Hi, everyone. Do you like dressing up? When do you dress up in your country? This is a film about children dressing up in the UK. Let's watch it together. When do children dress up in the UK? When do you dress up?

Culture film:

Tom Hi, everyone. Today is World Book Day. We dress up as our favourite characters from books and we go to school. Who are you, Becky?

Becky I'm Winnie the Witch!

Tom She's got a big black hat and a long black wig. She's wearing a blue dress and a purple jacket. She's got red and black socks.

Tom Who are you, Sam?

Sam I'm Robin Hood.

Tom He's got a beard and short brown hair. He's got a green hat. He's wearing a white shirt and boots and trousers.

Sam Who are you, Tom?

Tom I'm the Careless Giant! I've got a beard and a curly wig. I've got big ears and I've got very big feet.

Look, Holly has got an invitation to a fancy dress party. She's going to dress up. Look, they're going to the fancy dress shop. Here it is. Look at all the costumes. Where's Oscar? He's dressing up. He's a Roman. Now, he's a magician. And now he's a pirate. He's got a long black wig.

Look at Holly. She's a duck. Now, she's a clown. Now, she's wearing a fairy costume. And now, she's Robin Hood. Now, she's a pop star. It's time for the party. They look great. Holly's got a short pink wig and funny glasses. Oscar's got a beard and a moustache. It's fun to dress up!

This is Cowley Carnival. People dress up at Carnival time.

Look, they haven't got wigs or beards! But they've got colourful costumes. These people are playing instruments. They are dancing, too. He can play the trumpet and she can play the saxophone. Look at the children. They've got robot costumes. They're made of plastic and paper and card. It's fun to dress up for Carnival!

CULTURE NOTE: Dressing up in the UK

Children in the UK don't just dress up to put on plays. World Book Day is a national dress up day when children come to school dressed up as their favourite book character – some costumes are so amazing they make it onto the news. Children also dress up at school for charity appeals such as Comic Relief's Red Nose Day and for topic-based class work, for example a History project.

Class Book page 55

2 Look and say what you see.

- Children look at the photos of children dressed up and say any words they know to describe them (*glasses, pink wig, long hair, big ears, hairy feet, etc.*).

3 Read and match. Say the number and the letter.

- Encourage the class to read texts A–C silently, or read them together as a class. Then match them to photos 1–3.
- Ask the class about each text, *What appearance words does it use to talk about the photo?*

ANSWERS

1 C 2 A 3 B

iPack / Class Book page 55

4 Watch. Listen and repeat. 118

- Make predictions about which characters Tom, Becky and Sam like to dress up as. See notes on page 73.

Transcript

Tom Who's your favourite character?

Becky My favourite character is Winnie the Witch.

Sam My favourite character is Robin Hood.

5 Act out the conversation.

- When children are using the language confidently, put them into pairs or small groups. They take turns acting out the conversation by asking and answering the question, first as one of the children and then answering for themselves. Refer them to the *All about speaking* box for support.

NOTE: *All about speaking* introduces functional language and helps the children practise it in a meaningful, natural and communicative way.

Let's compare culture: When do you wear fancy dress in your country?

- Discuss the culture question in English and in the children's own language if needed. Ask *When do you wear fancy dress in your country? Where do you dress up? Do you like dressing up? Why or why not? Is it the same as in the UK?*

KEY COMPETENCES: Cultural awareness and expression

Introducing a culture topic through real children helps pupils engage with the topic and think about how other children's lives are similar or different to their own. Giving children an opportunity to discuss this is an important stage in developing respect and understanding of others and in learning the language.

OPTION: Choose a popular book character in your country and design a costume for them as a class.

Activity Book page 55

1 Listen and match. 119

- Children listen and match the names to the pictures and then the occasion for which the children are dressing up.

Transcript

Erica Hi. My name is Erica and I'm wearing a costume for a fancy dress party. I'm wearing ears and face paint. I'm a black cat. I love fancy dress parties!

Jake Hi. My name is Jake. We can dress up at school today because it's World Book Day. Can you see me? I'm wearing glasses. I'm a book!

Will Hi. My name is Will. We're dressing up for Carnival! This is me and my brother. I'm wearing the curly wig and funny glasses!

ANSWERS

1 B Fancy dress party 2 C World Book Day
3 A Carnival

2 Read and complete.

ANSWERS

1 curly 2 hat 3 socks 4 shoes 5 feet 6 mask
7 cloak 8 T-shirt

3 Answer Tom's question. Write.

- Ask Tom's question to the class. Children write their answer in the space provided.

Extra

- Fast finishers ask Tom's question to three friends. They write their answers in their notebooks. (*1 Thomas – Harry Potter*)

Ending the lesson (optional) 183

- Play *Musical cards* on page 177 of the Ideas bank.
- Do the *Goodbye* routine on page 64.

ASSESSMENT OPPORTUNITIES: The *All about speaking* activities (Class Book Activities 4 and 5) are an opportunity to assess the children's speaking development. Assessment grid and notes are provided in the Teacher's Resource Material.

Further practice

Teacher's Resource Material: Unit 5 Culture worksheet.

Active Learning Kit, Unit 5

Lesson 5: Story & Vocabulary

Learning objectives

- To follow a story
- To learn six phrases from the story
- To understand sentences describing what someone is / isn't doing now
- To discuss the story value

Language

Core: *drop litter, pick up litter, plant trees, save water, step on trees, waste water*

Revised: Appearance words; *bad, drink, eat, flowers, mouth, sad, scared; I haven't got any (friends). He's got (big feet). I'm thirsty.*

Other: *careful, careless, cry, giant, mess; Go away! Hide! He's stepping on the trees. Take care.*

Starting the lesson (optional) 182, 184

- Do the *Starting the lesson* routines on page 62.

- Play *Stop!* on page 177 of the Ideas bank to revise the appearance words.

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Vocabulary and grammar review and presentation: story animation

1 Watch.

- Tell the children they're going to watch a story animation with Tom. Pause after Tom's introduction and check children understand what *careless* and *giant* mean. Ask them how they think the giant is careless.
- With books closed, watch the story. Ask *What happens in the story? (The giant scares the villagers, then changes his ways and they love him.)*

Transcript

Introduction:

Tom Hi, everyone. Do you like stories? I love stories. Here's a story called *The careless giant*. This is a story about a giant who is a bit careless of the world around him. Let's see what happens.

- See Class Book pages 56–57 for story transcript.

Vocabulary presentation: flashcards (optional)

- Click through the flashcards in the Resources section of the iPack to introduce the new vocabulary. Repeat several times, encouraging the children to remember the words.
- Teach actions for each word and encourage children to do the actions and say the words.

VOCABULARY ACTIONS:

plant trees – mime placing small seeds in the ground
step on trees – stomp up and down on the spot
waste water – throw one arm out and then the other as if throwing something away
save water – scoop your arms back in as if trying to save something in your arms
drop litter – throw something sharply on the floor with one hand
pick up litter – pick up something off the floor

Class Book pages 56–57

2 Listen, point and repeat. 120

- See notes on page 74.

3 Listen and read. 121

- Play the story audio for the children to read and follow in their Class Books.
- Check comprehension by asking questions: *How do the people in the village feel about the giant? (Scared.) Why is he careless? (He steps on trees, wastes water, and drops litter.) How does the careless giant feel about no one liking him? (He's sad.) What do Harry and Susie tell the giant to do? (Be careful.) What does he do to help? (Picks up litter, saves water, plants trees and flowers.) Are they all happy in the end? (Yes!)*

ALL ABOUT VALUES: Do you take care of the world around you?

Remind the children of who takes care of the world around them in the end of the story. How does the giant take care of the village? How does that make the villagers feel? How

does it make him feel? Are they all happy in the end? Talk to the children in their own language about taking care of the world around them, what they can do and why it's important.

SUSTAINABLE DEVELOPMENT GOALS:

Goal 6 (Clean water and sanitation), Goal 13 (Climate action) & Goal 15 (Life on land)

Ask the children why it is important not to waste water. Explain that it is essential to have clean water in order to avoid diseases which you can catch from drinking dirty water. Water, especially clean water from a tap, is a very important resource and shouldn't be wasted. Why is it important to plant trees and flowers? Apart from making the world look nice, plants help the atmosphere and improve the air that we breathe.

KEY COMPETENCES: Citizenship

Looking after our environment is crucial so we leave the world a better place for our children and grandchildren in the future. It's important for children to understand that if they all do their little bit, the world will be a safer, cleaner place.

4 Look and read. What does the giant do? Say the words in order. Point and say *careless* or *careful*!

- Children read the story again and point to and identify the things in the pictures that the giant does. They say if it's *careful* or *careless*. Do this as a pair activity then feed back answers as a class, or work through it as a whole class if children need more support.

ANSWER

1 step on trees and flowers - careless, 6 plant trees and flowers - careful, 5 save water - careful, 2 waste water - careless, 4 pick up litter - careful, 3 drop litter - careless

KEY COMPETENCES: Mathematical, Science, Technology and Engineering (STEM)

This activity supports children's understanding of what is needed for plants and trees to grow successfully: they need water and care, and must be left well alone when first planted so that they can grow strong and resilient stems and trunks.

5 What do you think about the story? Listen and repeat. Tell your friends. 122

- See notes on page 75.

OPTION: Act out the story

See notes on page 75.

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Vocabulary practice: game

- See instructions for *Picture reveal* on page 173.

Activity Book page 56

1 Read the story again. Complete.

ANSWERS

1 giant 2 stepping on trees 3 wasting water
 4 dropping litter 5 picking up litter 6 saving water
 7 planting trees 8 careful

2 What do you think about the story? Colour.

- Ask children to think about the story and rate it by colouring in the appropriate number of 'thumbs up' pictures. Ask children to tell a partner.

3 Read and complete the value. Draw yourself taking care of something.

- Ask the class to look at the picture of the careless giant and to tell you the value, *Take care of the world around you*. Children complete the value.
- Children think about something they take care of (a personal item or the world) and draw a picture. They complete the sentence to say what they are taking care of.

Picture Dictionary (optional) AB page 84

- See notes on page 66.

ANSWERS

(l-r) waste water, save water, step on flowers, plant trees

(l-r) pick up litter, drop litter

Spelling and alphabet AB page 84 (optional) 172, 178

- See notes on page 66.

Transcript

- 1 How do you spell wig? w-i-g
- 2 How do you spell curly? c-u-r-l-y
- 3 How do you spell glasses? g-l-a-s-s-e-s
- 4 How do you spell ears? e-a-r-s
- 5 How do you spell short? s-h-o-r-t
- 6 How do you spell eyes? e-y-e-s

CONTINUOUS ASSESSMENT: You may find it useful to administer a mid-unit assessment at this point, to check on how well children have learned the core language from Lessons 1 to 5. For suggestions on how to do this, see the notes on page 20 ('Mid-unit assessment'). Alternatively, you may prefer to assess after Lesson 6, when children have had more chance to practise using the story structure.

Ending the lesson (optional) 183

- Play *Missing words* on page 180 of the Ideas bank using the story audio.
- Do the *Goodbye* routine on page 64.

Further practice

Teacher's Resource Material: Unit 5 Set 2 mini picture cards and wordcards.

Active Learning Kit, Unit 5

Lesson 6: Story, Grammar & Communication

Learning objectives

To ask and answer about what someone is doing

Language

Core: *What's he / she doing? He's / She's (saving water). He / She isn't (wasting water).*

Revised: *drop litter, pick up litter, plant trees, save water, step on trees, waste water*

Starting the lesson (optional) 182, 184

- Do the *Starting the lesson* routines on page 62.
- Play *Mime it* on page 179 of the Ideas bank to review vocabulary from Lesson 5.

iPack

Story review

- Ask the children what they remember from the story: *Who is in the story? What does the careless giant do? How do the villagers feel? How does the careless giant feel? What careful things does he do? How does everyone feel at the end of the story?*
- Watch the story again to confirm answers.

Vocabulary review: flashcards (optional)

- Click through the flashcards in the Resources section of the iPack to remind children of the new vocabulary. Repeat several times, encouraging the children to say the words and do the actions.

Class Book page 58

1 Listen and say the number. 123

- Review the story. Ask the class to look at the pictures of the careless giant and Susie and say what activities they can see.
- Children listen and say the number of the picture being described.

Transcript

Oh, look at Susie! She isn't stepping on trees and flowers. She's planting trees.

Oh, no! Look at the giant! He isn't saving water. He's wasting water.

Oh, no! Look at the giant! He isn't picking up litter. He's dropping litter.

Oh, no! Look at the giant! He's stepping on trees and flowers. Oh, look at the giant! He's saving water. He isn't wasting water.

ANSWERS

5, 3, 4, 2, 1

iPack

Grammar presentation: grammar animation

2 Watch. Read, learn and say.

- Play the grammar animation for children to watch.
- Display Class Book page 58 and refer children to the grammar table (or ask them to look at it in their books).
- Highlight how we form the question and affirmative / negative statements for the present continuous. Draw attention to the inversion of *is* and *he / she* and the *-ing* ending of the verbs. Note the double last letter in *dropping* and *stepping*.
- Refer children to the *Look!* box and draw their attention to the contractions.
- Model each sentence in the table for children to repeat.

3 Ask questions about the pictures in Activity 1. Correct the answers. Listen, check and repeat. 124

- Put children into pairs. Ask them to take turns pointing to a picture in Activity 1 and asking the question and saying the correct answer. They can use both an affirmative and a negative answer where appropriate.
- Focus children's attention on sentences 1–5. Ask them to look at pictures 1–5 and decide if the sentences describe them correctly (*no*). Tell them to correct the five answers, referring to the grammar table as necessary. They can do this individually or in pairs. They can write the corrected answers in their notebooks.
- Play the audio for the children to listen, check and repeat.

Transcript

- 1 What's he doing? He isn't wasting water. He's saving water.
- 2 What's he doing? He's stepping on the trees and flowers.
- 3 What's he doing? He isn't saving water. He's wasting water.
- 4 What's he doing? He isn't picking up litter. He's dropping litter.
- 5 What's she doing? She's planting trees.

KEY COMPETENCES:  **Personal, social and learning to learn**

Encouraging children to analyse a grammar structure and then use it in a controlled speaking activity, gives them a useful study skill. It also provides support for less able children and helps give them confidence when speaking.

4 Mime. Ask and answer.

- Put children into small groups. One child mimes an action from the story, the others ask *What's he / she doing?* and answer accordingly *He's / She's (picking up litter)*.

iPack

Vocabulary and grammar practice: game

- See instructions for *Sentence spin* on page 174.

5 Make the mini-cards. AB page 103

- Ask the class to turn to page 103 in their Activity Books and cut out the mini-cards along the dashed lines.
- Ask the class what they will need to make the cards (*scissors*). Monitor and help where needed.

6 Listen and repeat. Play the game. 125

- Play the audio. Explain that the two children are playing a matching game by picking up two mini-cards and saying what they can see. Play the audio again and ask the class to repeat the lines.
- Put the children into pairs to play *Board pelmanism* on page 177 of the Ideas bank, using both their sets of mini-cards. If the second card they pick up doesn't match the first, they contrast it to the first card by saying what he / she isn't doing. Monitor, help and praise throughout.
- If you have time, put children into new pairs to play again.

Transcript

- A** He's planting trees. He isn't planting trees. He's dropping litter! No pair!
B What's she doing? She's picking up litter. She's picking up litter! I've got a pair!

Activity Book page 57

1 Listen and number. 126

- Elicit the correct sentence when feeding back answers from the class.

Transcript

Look at all the children in the garden. What are they doing?

- 1 Lucas is picking up litter.
- 2 What's Amy doing? She's very careless. She's stepping on the flowers!
- 3 Can you see Carla? Carla is very careful. She's saving water.
- 4 And what's Anna doing? She's wasting water. Look!
- 5 Oh, dear! Nick's dropping litter! What a mess!
- 6 Can you see Ed? What's he doing? There he is. Ed's planting flowers.

ANSWERS

- 1 He's picking up litter.
- 2 She's stepping on the flowers.
- 3 She's saving water.
- 4 She's wasting water.
- 5 He's dropping litter.
- 6 He's planting flowers.

2 Look at Activity 1. Complete the sentences. Answer the questions.

- Children complete the sentences 1–3 referring to the pictures of activities above. They then write answers for 4–5 using the pictures on the left. Ask children to check their answers in pairs and feed back from the class.

ANSWERS

- 1 is picking up
- 2 is stepping on
- 3 is saving
- 4 She's wasting water.
- 5 He's dropping litter.
- 6 He's planting flowers.

3 Write sentences about 4 children in your class. Tell your friend. Guess who!

- Remind the class of the contractions in the *Look!* box.
- Children secretly choose two boys and two girls in the class to write present continuous sentences about. (*She's talking to Juan.*) Monitor and help throughout.
- Put children into pairs to tell their partner. They try and guess who they are talking about.

All about grammar AB page 97

3 Find and write.

- Children look at the picture and complete the affirmative and negative sentences.

ANSWERS

- 1 He's stepping on flowers. He isn't planting flowers.
- 2 He's dropping litter. He isn't picking up litter.
- 3 She's wasting water. She's isn't saving water.
- 4 She's picking up litter. She isn't dropping litter.
- 5 He's saving water. He isn't wasting water.
- 6 She's planting flowers. She isn't stepping on flowers.

4 Read and tick ✓ or cross X. Correct the false sentences.

- Children look at pictures 1–4 and tick or cross to show whether the sentence for each picture is true or false. They then correct the false sentences.

ANSWERS

- 1 X She isn't planting flowers
- 2 ✓

- 3 X He's wasting water. / He isn't saving water.
 4 X She's planting flowers. / She isn't stepping on flowers.

CONTINUOUS ASSESSMENT: Time for feedback! Ask children to hold up their traffic light cards to indicate how well they can 1) describe their own appearance, 2) ask and answer about other people's appearance, 3) ask and answer about what someone is doing. Provide extra practice and support as necessary for any children who are struggling (see Unit 1, Lesson 6 for suggestions).

Ending the lesson (optional) 🎧 112, 183

- Close the lesson by singing the song from Lesson 2 again.
- Do the *Goodbye* routine on page 64.

ASSESSMENT OPPORTUNITIES: The Lesson 6 pairwork activity (Class Book Activity 6) is an opportunity to assess the children's speaking development. Assessment grid and notes are provided in the Teacher's Resource Material.

Further practice

Teacher's Resource Material: Unit 5 Lesson 6 Reinforcement and Extension worksheets; Unit 5 Lesson 6 Grammar worksheet. Active Learning Kit, Unit 5

Lesson 7: Integrated skills & Communication

Learning objectives

- To read, listen to and act out a cartoon
- To learn the sound and spelling for /w/

Language

Revised: Appearance words; *He's got (a beard). He's coming (to see me).*

Core sound: /w/ *wand, wig, William, window, wizard, wow*

Other: *Who's that at the window with a wand and a wig? It's William the Wizard? Wow! Yes, it is!*

Starting the lesson (optional) 🎧 182, 184

- Do the *Starting the lesson* routines on page 62.
- Play *Memory chain* on page 179 of the Ideas bank to review appearance words and *He's / She's got ...*

Class Book page 59

1 Listen and read the cartoon. Answer. 🎧 127

- Tell the children they are going to read another cartoon about the characters Ruby, Nick and Me. Read the two questions as a class and check understanding.
- Children listen and read the cartoon and answer the questions. Check in pairs before feeding back as a class.

ANSWERS

- a** No, he isn't a wizard. He dressed up for Halloween.
b angry

2 Say.

- Ask *What do you think of the cartoon?* Ask the children to give their own opinion. Encourage them to explain what they liked or didn't like about it and who their favourite character is. You could also carry out a class vote.

3 Act out the cartoon. 🎧 127

- Put children into groups of three. Ask them to each choose a character from the cartoon. Play the audio again for children to read aloud.
- Children stand up and act out the cartoon again in their groups using actions and facial expressions. Monitor and help throughout.

KEY COMPETENCES: 🗣️ **Linguistic communication**

Acting out the cartoon using actions and facial expressions is a kinaesthetic experience which will help children to engage with, and therefore remember, the language they are using.

4 Listen and read. Listen and repeat. 🎧 128

- Write the phoneme /w/ on the board and say the sound. Ask children to think about where their lips are as they say it. Elicit some words beginning with /w/ from the class and write them on the board. Say the words, repeatedly, to drill the sound.
- Refer children to the pronunciation box. Show children the rhyme about William the wizard and explain that this sound is highlighted in red in the words.
- Play the audio for children to listen and read the rhyme silently. Then play it again for children to repeat the rhyme.
- Ask the class to say the words with the highlighted letters again as a class.

OPTION: Say the rhyme again as a class and ask the children to clap each time they say the /w/ sound.

English at home

- Encourage the children to say the rhyme to their family.

KEY COMPETENCES: 🧠 **Entrepreneurship**

Encouraging the children to say the poem at home and share their learning enables them to reflect on what they have learned. This, in turn, helps them to build confidence as they see their own language improve. They will realize that speaking English is a valuable skill which they can use as a tool to help their friends and family.

iPack

Pronunciation: game

- See instructions for *Sounds match* on page 173.

Activity Book page 58

1 Remember and complete.

ANSWERS

- 1 hair 2 beard

2 Look, read and answer.

ANSWERS

The boy is speaking.
 He's wearing a long curly wig, a short black beard and glasses. He's wearing clothes with big flowers.

Tom's tip

- Look at Tom's tip together. Ask the class to find the adjectives in the text in Activity 2 and tell you what words they describe.

- Remind children that the order of the adjectives is important: length, style, colour (*A long, curly, black wig*).

3 Draw and write about your favourite fancy dress.

- Children draw a picture of themselves wearing fancy dress. They describe three or four things that they are wearing.
- Encourage children to use their imagination to think of interesting descriptions for their fancy dress.

4 Listen and circle the words with the /w/ sound.

Listen, check and say. 🎧 129

ANSWERS

weekend, wear, what, waste, whale

Extra

- Ask fast finishers to write other words with the /w/ sound in their notebooks.

Ending the lesson (optional) 🎧 183

- Play *Make a rhyme* on page 181 of the Ideas bank using words with the /w/ sound.
- Do the *Goodbye* routine on page 64.

ASSESSMENT OPPORTUNITIES: Acting out the cartoon and reciting the rhyme (Class Book Activities 3 and 4) are opportunities to assess the children's speaking development. Assessment grid and notes are provided in the Teacher's Resource Material.

Further practice Active Learning Kit, Unit 5

Lesson 8: Language review & Communication

Learning objectives

To practise the unit language

Language

Revised: Appearance words; *She's got (long hair). Has (Tim) got (a beard)? Has (Grandma) got long hair? Yes, he / she has. / No, he / she hasn't.*

Other: *Earth Day, Well done!*

Starting the lesson (optional) 🎧 182, 184

- Do the *Starting the lesson* routines on page 62.
- Play *Bingo!* on page 180 of the Ideas bank to review the unit vocabulary.

Class Book page 60

1 Look and read. Ask and answer. Correct the false sentences.

- Ask children to look at the picture of the girl holding up a photo of her grandma.
- Read out the two speech bubbles at the top of the page and check understanding. Read them again for children to repeat. Ask another question about Grandma to practise the affirmative short answer, e.g. *Has she got glasses?* (*Yes, she has.*)
- Put children into pairs to ask and answer questions about Grandma in the same way. Monitor, help and praise.

ANSWERS

- 1 Has Grandma got long hair? No, she hasn't. She's got short hair.
- 2 Has Grandma got curly hair? Yes, she has.
- 3 Has Grandma got glasses? Yes, she has.
- 4 Has Grandma got blue eyes? No, she hasn't. She's got brown eyes.
- 5 Has Grandma got small ears? Yes, she has.

- Focus children's attention on sentences 1–5. Read the first sentence (*She's got long hair.*) and ask *True or false?* (*False.*) Ask for a volunteer to correct the sentence. Check the answer with the class (*She's got short hair.*)
- Read out the remaining sentences, asking for each one *True or false?* Tell children to correct the false sentences – tell them to put up their hands when they are ready to answer, and choose a child at random.
- When children are answering confidently, put the children into pairs to repeat the activity. Tell children to take it in turns to read a sentence. Their partner says *True* or *False* and corrects the sentence if necessary.

ANSWERS

- 1 False. She's got short hair.
- 2 True. (She's got curly hair.)
- 3 False. She's got glasses.
- 4 False. She's got brown eyes.
- 5 False. She's got small ears.

CONTINUOUS ASSESSMENT: As an alternative to asking children to put their hands up, you can use the *No hands up* method to choose a child to answer at random (see Continuous assessment page 23). Make sure to give enough thinking time for all children before selecting a child to answer.

2 Listen and answer the questions. 🎧 130

- Look at the picture with the children and ask what they can see. Point out that there is a man planting trees, a boy close by who is helping him, and a boy and a girl who are pointing to the man and the boy and talking about them.
- Tell the class that they are going to listen to a recording of the boy and girl speaking.
- Play the audio for children to listen.
- Focus children's attention on the questions under the pictures, and ask them to the class. Choose different children from around the class to answer. Go through the answers with the class.

Transcript

Boy Let's go to the park to play.

Girl OK, let's go.

Boy Oh, look! My cousin Tim is over there.

Girl What's he doing?

Boy He's helping his dad. His dad works at the park.

Girl Oh, OK. Has he got a beard?

Boy No, he hasn't! That's his dad. Tim's got short, curly hair and glasses.

Girl Oh, yeah! I can see him now. He's picking up litter.

Boy Yes, that's him.

Girl What's his dad doing?

Boy Ermm ... he's planting trees. Come on, let's go and help.

ANSWERS

- 1 No, he hasn't.
- 2 No, he hasn't.

- 3 Yes, he has.
- 4 He's picking up litter. (He's helping his dad.)
- 5 He's planting trees.

KEY COMPETENCES:  **Linguistic communication**

This activity develops children's ability to interpret information received aurally and relate it to a visual image. They have to look at the people in the picture and work out who is speaking, and who is being spoken about.

3 Read and answer the questions.

- Read the text with the class (either all together, or choosing a different child to read each sentence). Allow time for children to read the text again quietly to themselves. Explain any words or phrases as necessary.
- Focus children's attention on questions 1–6. Read the first question and elicit the answer from the class (*working hard*).
- Complete the rest of the activity as a whole-class activity, or ask children to work individually or in pairs before checking the answers with the class.

ANSWERS

- 1 Class 3C is working hard.
- 2 She's picking up litter (in the playground).
- 3 He's planting an apple tree (in the garden).
- 4 She's making a poster (about saving water).
- 5 He's helping Helena.
- 6 He's saying, 'Well done, everyone!'

SUSTAINABLE DEVELOPMENT GOALS:

Goal 6 (Clean water and sanitation), Goal 13 (Climate action) & Goal 15 (Life on land)

Ask children if they have ever heard of *Earth Day*. Is it celebrated in their country? You can tell them that *Earth Day* is on 22 April. On this day, people around the world focus on protecting the planet. They take part in activities such as picking up litter, planting trees, and conserving energy and water, in order to make the world a healthier place to live. Ask children if they would like to celebrate *Earth Day*, and ask for suggestions about what activities they could do, at home and at school. For example, they could walk to school instead of coming by car, have a 'no packaging' packed lunch, turn the tap off instead of letting it run when they clean their teeth, and plant trees or flowers.

iPack

Grammar and vocabulary review: game

- See instructions for *Three in a row* on page 173.

Activity Book page 59

1 Choose and circle 1 person in the picture. Answer the questions.

- Children choose and circle one of the children in the picture. They then answer the questions under the picture for this person.

ANSWERS

Children's own answers, following these models:

Has he / she got (glasses)? Yes, he / she has. / No, he / she hasn't.

What's he / she doing? He's / She's playing football / reading comics / riding a bike / dropping litter / planting

a tree / planting flowers / picking up litter / walking / running / wasting water.

2 Look at Activity 1. Write sentences.

- Children look at the numbered people in the picture and write a sentence about each one of them, using the verb phrases in the word bank.

ANSWERS

- 1 He's playing football.
- 2 She's reading comics.
- 3 She's riding a bike.
- 4 He's dropping litter.
- 5 She's planting trees.
- 6 He's picking up litter.

3 Choose another person from Activity 1. Play *Guess who*.

- Read the speech bubbles with the class. Point out how the first question uses *Has he or she ... ?* because at the start of the game, the questioner won't know whether their friend has chosen a boy or a girl. As soon as the first answer is given, the questioner will know whether to use *he* or *she* for the remaining questions. Practise the final speech bubble with the class.
- Put children into pairs to play *Guess who*. Child 1 chooses a person from Activity 1. Child 2 asks questions about the person's appearance, and about what he or she is doing, and tries to guess which person it is. Circulate and monitor as children do the activity, and check that they are using the short answers correctly and that they are using the correct pronoun.
- Point out *Tom's tip* in the box at the bottom of the page, and remind children to use gestures when they talk, for example they can point to their heads when asking about hair, point to their chin when asking about a beard, etc.

ANSWERS

Children's own answers.

CONTINUOUS ASSESSMENT: Time for feedback! Ask children to give feedback on how confident they feel about the different language points covered in the unit. Assign any of the worksheets from Lessons 2, 3 and 6 as necessary to any children who need further practice, or put them in pairs to play the iPack games from Lessons 3, 6 and 8.

Ending the lesson (optional) 183

- Do the *Goodbye* routine on page 64.

Further practice

Active Learning Kit, Unit 5

Lesson 9: Think, do & review

Learning objectives

To use the unit language in a final project

Language

Revised: Appearance words; *drop litter, pick up litter, plant trees, save water, step on trees, waste water; Has he got a beard? Yes, he has. No, he hasn't. He's got a (black beard). She hasn't got (a wig). He's picking (up litter).*

Other: *giant*

Starting the lesson (optional) 182, 184

- Do the *Starting the lesson* routines on page 62.
- Play *Describe and draw* on page 180 of the Ideas bank.

iPack / Class Book page 61

1 Watch Tom's project. What's Tom's giant's name? 131

- Watch the video or listen to the audio about Tom's project about a character he's created. Ask *What do you think Tom's giant's name is?* Take ideas from the class.
- Children watch or listen to find out.

Transcript

Tom Hi, everyone. This is my giant project. This is my giant, Gerry. He's very big. He's got long, curly hair. He hasn't got a wig. He's got a black beard and he's got glasses. Gerry is a friendly giant. Here he is, picking up litter in the village. I like Gerry!

ANSWER

Gerry

2 Tell a friend about Tom's project. Use these words.

- Put children into pairs. Tell them to think about Tom's project and talk about it using the words. See what they can remember from the video / audio before feeding back as a class. Monitor and help throughout.

MEDIATION: This exercise requires children to work in pairs and exchange information. Encourage children to use mime or point to the picture of the giant as necessary to facilitate understanding.

3 Prepare your project. AB page 60

- See Activity Book notes below.

4 It's your turn. Design a giant. Read and do.

- Tell the class that they are going to complete their giant project, like Tom's.
- Look at the materials you need at the top of page 61. Ask the class *What do we need to make our project?*
- Children work individually to create their own project. Make sure each child has the materials they need. Read and look at the photos. Work through the stages together as a class:
- Stage 1: Children think about their giant and draw it and colour it in.
- Stage 2: Children think about what their giant is like. They write sentences about him. Encourage them to look back at their Activity Book plans. They can also look at Lessons 1, 3 and 6 for support and ideas.
- Stage 3: Children should try to memorize their projects and practise presenting their giant within small groups. Remind the class to respect one another's ideas and to use English. Monitor, praise and help throughout.
- Stage 4: Invite children to the front to present to the whole class, as they have practised above.

5 Rate your project. Tell your friends. AB page 61

- Remind the class of expressions they could use to describe their project, e.g. *I think it's great / good / OK.*

Put children into groups of three or four to share their opinions about their projects.

- Children record their opinions in the first activity (*Read and circle*) on page 61 of their Activity Books (see the Self-evaluation notes).

English at home

- Children take their projects home to show and tell to their family.

Activity Book page 60

1 Look and read. Complete the giant descriptions. Which one describes Tom's giant?

- Ask the class to describe the giant in the picture. Encourage them to use adjectives where they can.
- They complete the two descriptions of giants with the words from the word banks.

ANSWERS

1 long 2 wig 3 beard 4 glasses 5 friendly
6 beard 7 ears/eyes 8 eyes/ears 9 short
10 careless

Tom's giant is Gerry.

2 Invent a giant. Use the mindmap. Plan and write about your giant.

- Look at the mind map together and explain that this is a useful way of collecting ideas for a writing project before you write.
- Children think about their giant character. They write his / her name in the centre of the mind map, then add ideas about appearance and what he / she is doing into the map.
- Monitor and check their plans, then tell children to write complete sentences using the information in the mind map in the space on the right.

KEY COMPETENCES: Personal, social and learning to learn

Mind maps are a visual way of enabling children to plan writing and speaking tasks. They are an essential learning tool that can be used in other areas of study.

Self-evaluation AB page 61

- See notes on page 81.

iPack

Vocabulary review: game

- See instructions for *Football* on page 174.

Ending the lesson (optional) 183

- Select a game to play from the Ideas bank on pages 176–182.
- Do the *Goodbye* routine on page 64.

ASSESSMENT OPPORTUNITIES: The children are now ready to do the Unit 5 test. See the Evaluation section in the Teacher's Resource Material.

Learning objectives

To learn words related to the water cycle

To learn how to talk about facts and sequences using the present simple

To work in pairs or groups to discuss ways to save water

To work in pairs or groups to complete and play a blue planet board game

Language

cloud, rain, river, sea, snow, sun, vapour; collection, condensation, evaporation, precipitation; The sun heats the water. The water falls as rain or snow. We can (turn off the tap).

Key competences

Linguistic communication

Personal, social and learning to learn

Citizenship

Digital

Entrepreneurship

Mathematical, Science, Technology and Engineering (STEM)

NOTE: It is recommended that this section is taught over 2–3 lessons, depending on your timetable. The teaching stages are listed in order, and can be split up to suit your situation. You may wish to introduce each session with a simple warmer activity based around the topic, and – should you want to extend the topic further – you will find an optional extension activity at the end of the notes. This section can be done before or after the Unit 5 test.

Lesson 1: Vocabulary & Communication

Starting the lesson (optional) 🎧 182, 184

- Do the *Starting the lesson* routines on page 62.

Class Book page 62

1 Say the words you know.

- Display Class Book pages 62–63 and tell children they are going to learn how water is recycled in nature.
- Ask children to look and name things in the picture that they already know. Model the pronunciation of the words they say and get children to repeat them.
- Write the words on the board. Once you have got a list of review words, ask children to work in pairs to look at the Class Book pages with their partner and point and say as many words together as they can.

2 Listen, point and repeat.

 🎧 132

- Focus children's attention on the blue labels on the water cycle picture. Elicit the words the children already know and read the others with the class. Explain that all these things are important in the water cycle.

- Play the audio and encourage children to repeat the words.
- Ask children to say the words aloud as they point to the pictures in their books.

Transcript

sun, cloud, rain, snow, river, sea, vapour

3 Read and match stages 1–4 of the water cycle to pictures A–D.

- Point to the sun. Explain that the sun heats the water in rivers and the sea. When water heats up, it rises up into the air in tiny droplets – this is water vapour. Point to the vapour rising from the sea and make rising movements with your hand. Explain that this process is called *evaporation*.
- Next, point above the vapour and elicit the word *cloud*. Explain that when there is a lot of vapour in the air and when the air gets colder, it turns into condensation and forms clouds. Say *This is condensation*.
- Then, focus the children's attention on the rain coming down from the clouds. Make downward movements with your hand, following the rain down to the ground. Elicit the word *rain*. Explain that the water in the clouds gets too heavy for the clouds to carry and so it falls to the ground as rain or snow. Point to this process on the picture and say *This is precipitation*.
- Next, tell the children that rain and snow falls onto the land and into rivers and seas. Point to the rain coming down into the river. Make a flowing movement with your hand following the river into the sea and the rain onto the land. Say *This is where the rain goes. This is collection*.
- Finally, follow the arrows with your finger and explain that the water cycle is a continuous process, a circle or a cycle that happens again and again. Explain that by recycling the Earth's water, nature provides clean, fresh water for all living things.
- Point out labels A–D on the picture and explain that these represent the four stages of the water cycle.
- Explain to children that they must read the introduction and texts 1–4 to find out more about the water cycle. Pre-teach the words *liquid* and *gas*. Then ask them to read texts 1–4 and match them to pictures A–D.
- Check answers with the whole class.

ANSWERS

1 C 2 A 3 B 4 D

KEY COMPETENCES: 🧠 **Mathematical, Science, Technology and Engineering (STEM)**

Learning about the water cycle helps children to understand the weather they experience in their daily lives.

4 Listen and repeat.

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- Play the audio and encourage children to repeat each of the words. Point to the stages of the water cycle on the picture as they are mentioned.

- Invite the children to trace the route of the water cycle in their Class Books with their fingers, encouraging them to name the four processes as they do so: *evaporation, condensation, precipitation, collection*.

Transcript

evaporation, condensation, precipitation, collection

5 Talk about the stages of the water cycle.

- Focus the children on the language table. Refer them back to vocabulary they have learned in previous activities and ask them to name the four stages of the water cycle.
- Read the speech bubbles aloud and explain that they should take turns to ask and answer about each of the four stages.
- Encourage children to use the language in the table and provide help and support as necessary.
- Ask for volunteers to come to the front and ask and describe each stage of the water cycle for the class.

Can you talk about ways to save water?

- Before doing the activity, ask the children to focus on the *Save water!* box. Explain, in their own language if necessary, why it is important to save water (water is essential for the survival of all living things, most of the Earth's water is salt water which we can't drink, it takes a lot of energy to clean and transport water to our houses, climate change is causing droughts, etc.).
- Explain that they need to discuss different ways to save water in pairs or small groups. Ask them to read the two ideas in the speech bubbles, and think of other ideas, e.g. use a watering can instead of a hosepipe, collect rainwater and reuse it, etc. Encourage them to share ways their family already saves water, or ways they could save more water.
- Refer them to the Talk Bank on Class Book page 79 and point out some useful language that they could use during their discussion.
- Encourage children to try and respond to what their partner has said in a positive, interested and respectful way. Monitor and praise all children's efforts.
- Feed back as a class. Confident pairs and groups who wish to do so can reproduce conversations for the class.
- When children have finished working together, ask them if they enjoyed working together and if they listened well and respected each other's ideas.

KEY COMPETENCES: Linguistic communication

This activity encourages more personalized and meaningful communication. Children are more motivated to speak when they are able to express their own opinions, in this case about ways to save water.

Activity Book page 62

1 Order and write. Draw.

- Children unscramble the words and write them correctly. They then draw a simple picture to represent each word.
- Check the answers with the class and say the words together.

ANSWERS

1 cloud 2 sun 3 vapour 4 rain 5 snow
6 river 7 sea

2 Read and match the ways to save water.

- Read the sentences with the class. Offer to explain the meaning of any words as necessary. Put the children in pairs to match sentences 1–4 with pictures A–D.
- Check the answers with the class.

ANSWERS

1 B 2 D 3 A 4 C

Ending the lesson (optional) 183

- Do the *Goodbye* routine on page 64.

Lesson 2: Project 3

Materials

The water cycle Project template (see Teacher's Resource Material) (one for each pair or group); dice and counters; a container such as a large bowl (optional); a mug or a glass (optional); a jug of water (optional); long elastic band or string (optional); plastic wrap (optional)

Starting the lesson (optional) 182, 184

- Do the *Starting the lesson* routines on page 62.

Lead-in

- Ask children to look back at the pictures of the water cycle on pages 62–63 of the Class Book. Ask them to tell you (in their own language) what they can remember about the water cycle.
- Say the words for the four stages of the cycle (*evaporation, condensation, precipitation, collection*) and ask children to say what they mean.

Activity Book page 63

1 Look and write. Listen and check. 134

- Ask the class to look at the pictures. Tell them that each picture shows one of the stages of the water cycle.
- Children label the pictures with words from the word bank.
- When they've finished, play the audio so they can check their answers.

Transcript

1 collection
2 precipitation
3 evaporation
4 condensation

ANSWERS

See transcript above.

2 Read and correct the sentences.

- Children read the sentences and then write them again correctly.

ANSWERS

1 Earth is called the blue planet.
2 The sun heats the water and it turns into vapour.
3 The water cools down in the clouds and turns into liquid.

- 4 Rainwater collects in rivers and goes back to the sea.
- 5 We can have short showers to save water.

Class Book page 63

1 COLLABORATE AND CREATE: Research. Make a blue planet board game.

- Remind children of their previous discussion about ways to save water.
- Ask them to name different board games and tell them they are going to create and play their own board game.
- Hand out a copy of the Project template to each pair or group. Ask *Why is Earth called 'the blue planet'?* If necessary, ask them to re-read the introduction on the Class Book page.
- Read the questions and instructions on the board game together. Explain that they should complete the empty squares on the board game with their own questions related to the water cycle and saving water. They should refer to the Class Book pages and use the internet to write their questions.
- Draw attention to the Talk Bank on Class Book page 79 and tell them to refer to it for useful expressions.

KEY COMPETENCES: Digital

By using the internet to research the water cycle and ways to save water, the children will gain practice at finding, reviewing and selecting appropriate information from digital sources.

KEY COMPETENCES: Entrepreneurship

In creating their board game, the children use English to create an attractive and useful item which they can share with their classmates and their families.

2 Tell your friends.

- When they have completed their board game, hand out dice and counters and allow them to play their game. Then ask them to show and tell the class about their board game.
- Ask children to give each other constructive feedback on their board games.
- Collect in the board games so you can feed back in more detail. Give children the opportunity to play another group's board game.

KEY COMPETENCES: Citizenship

Presenting their board games gives children practice at public speaking in a small group. Giving constructive feedback teaches them to show respect for other people's ideas.

SUSTAINABLE DEVELOPMENT GOALS:

Goal 6 (Clean water and sanitation), Goal 13 (Climate action) & Goal 14 (Life below water)

Ask children how water reaches the taps in their homes. Explain that it is gathered in reservoirs, cleaned and then sent along underground pipes to individual buildings. Ask if they have ever seen a reservoir or a dam and allow children to share their experiences. Ask why it is important not to pollute rivers (because the pollution may harm plants and animals in the river and also the sea).

3 Rate your project. AB page 63

- In the children's own language, begin a class discussion about the project. Ask children what they enjoyed and what they think they did well. Discuss how well they worked with their partner(s), and what they've learned about the water cycle.
- Ask them to complete the *All about me* self-evaluation on Activity Book page 63.

KEY COMPETENCES: Personal, social and learning to learn

The project self-evaluation enables children to be aware of their strengths and weaknesses, which will help them to become better learners. For example, they might find that they can research information easily but that they need help translating it into English.

Extension (optional)

Water cycle experiment

- Follow the steps below to carry out the water cycle experiment, inviting a child to help you with each step. It is a good idea to practise the experiment before you do it with the class, and gather the equipment you need in advance.
 - Set a bowl where all the children can see it. Pour water into the bowl until it is about 1/4 full.
 - Place an empty mug in the centre of the bowl. Be careful not to splash any water into it.
 - Cover the top of the bowl tightly with the plastic wrap.
 - Tie the string or put a long elastic band around the bowl to hold the plastic wrap in place.
 - Put the bowl in a warm, and ideally sunny, place in the classroom, e.g. on the window sill.
 - Leave it, checking on it throughout the day.
 - Watch the bowl to see what happens!
- First, the water in the bowl will evaporate and rise to the top, to the inside of the plastic wrap. The sunnier the spot, the faster this will happen. Children will see tiny droplets of water form on the plastic wrap. This is condensation.
- The condensation will change into larger drops of water that will begin to drip. (You can speed up the dripping by carefully moving the bowl, without splashing the water, into the shade.) This is precipitation.
- When this happens, continue watching for a few minutes, then carefully peel back the plastic. Is the mug still empty?
- When the clouds became saturated it 'rained' into the mug!
- This stage is collection, the conclusion of the water cycle experiment.

Ending the lesson (optional) 183

- Do the *Goodbye* routine on page 64.