

# 1. Time for school!

## Unit objectives

To identify and talk about school subjects.

To learn the places in the school.

To sing a song and a chant.

To read and understand a story and a cartoon.

To say a tongue twister.



## Anticipating difficulties

According to Gardner's theory of multiple intelligences we learn in different ways. For many students, learning in a classroom environment works well but other students, who learn through different senses, may be at a disadvantage.

## Teaching tip

A good way to help visual and kinaesthetic learners incorporate the vocabulary of the different places in the school would be to physically visit them and use their senses to describe them. E.g. The gym is big and a little cold and we do PE there. The computer room is small and hot. We want more computers to do IT. We like the library. It smells nice and there are many books there. The playground is our favourite place. There are lots of trees and there is fresh air and we play there.

## Target language

### Vocabulary:

Art, English, IT, Maths, Music, PE, Spanish; classroom, computer room, dining room, gym, library, playground

### Structures:

What have you got today/on (Monday)?

I've got (Maths).

Have you got Music today?

Yes, I have. / No, I haven't.

Unit 1 Time for school

PE

IT

Music

Art

Science

Spanish

Maths

English

**TONGUE TWISTER**

I like Friday.  
Friday's my day.  
Friday's fine with me.  
I've got Maths.  
I've got Science.  
And I've got IT.

# Lesson 1A

Student's Book, page 5

## Objectives

To introduce and learn school subjects.

To learn and sing a song.

To act out a simple dialogue.

To talk about school subjects.

## Target language

### Vocabulary:

Art, English, IT, Maths, Music, PE, Spanish

### Structures:

Do you like (Music)?

Yes, I do. / No, I don't.

It's time for school.

Don't be late.

What are they doing?

They're doing (Maths).

## Materials

CD  
Unit 1 playing cards  
Unit 1 poster

▶ i-book activity

▶ i-poster

## Getting started



Put the poster of the school subjects on the board. Point to the gym and say: *Look! They're doing PE.* Then choose a volunteer and ask: *What are they doing?* S1: *They're doing PE.* Point to each of the rooms and repeat the process. When you have finished, ask for two volunteers. One will take over your role and the other will answer the questions. Then point to the rooms again and ask: *Are they doing (Maths) or (Spanish)?* SS: *(Spanish).*

## 1 Listen and sing. 1.6

Say: *Open your books at page 5.* Ask the class to look at the picture and ask them who they can see. Ask them where the characters are. Then tell them they are going to hear a song about school subjects. Play the CD and ask the class to listen. Play the CD again and ask the class to try to follow the song in the book with their fingers. Play the CD again and encourage the children to join in the singing. Join in yourself. Play the CD a few more times until the children are more confident. Then divide the class into groups and ask them to sing the song.

## 2 Ask a friend.

Ask the children to look at the pictures and to read the names of the school subjects. Then ask a volunteer: *David, do you like (Maths)?* S1: *Yes, I do. / No, I don't.* Repeat with other volunteers and the other subjects. Then divide the class into pairs and tell one of them to ask the questions and the other to answer. Then tell the children to change their roles.

## Finishing off



Turn the school subject playing cards face down against the board and divide the class into two teams. Ask a volunteer from one team to come to the front of the class. Say: *Find the playing card for (IT).* The pupil turns over a card and tells the other members of the class what the subject is. S1: *It's (Maths).* If the pupil gets the card right he/she gets a point for his/her team. Turn the cards face down again and repeat the process. Play until all the members of the teams have had a turn.

# 1. Time for school!

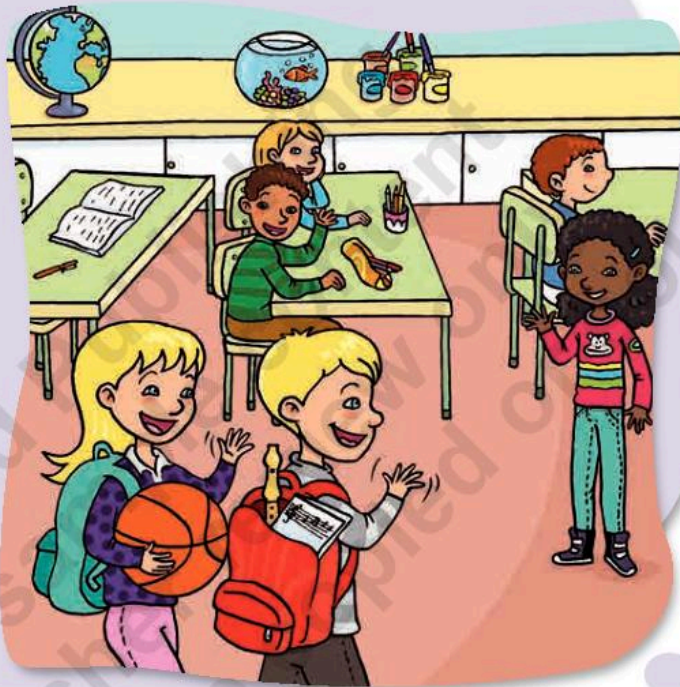
## LESSON 1

### 1 Listen and sing. 1.6

Hurry up! It's time for school!  
Time for school, time for school!  
Hurry up! It's time for school!  
Don't be late!  
School is cool!

We love Music and PE,  
Spanish, Art and IT!

Science, Maths and English too!  
So many things to learn and do!



### 2 Ask a friend.



Maths



Spanish



PE



Music



Science



IT



Art



English

Do you like Music?

Yes, I do.



5

Students develop *Linguistic competence* by gaining oral fluency by doing a role play. In this speaking activity students ask their classmates if they like their school subjects. Students make an effort to participate in English and revise vocabulary and grammar structures.

# 1. Time for school!

1 Look and find the subjects.

English

IT

Music

Spanish

Science

Art

Maths

PE

R	A	M	V	O	W	A	E	N
I	T	U	A	R	X	E	N	A
Y	A	E	Z	T	O	O	G	E
O	S	B	N	A	H	E	L	U
P	C	O	T	W	A	S	I	E
H	I	P	G	A	T	O	S	E
Y	E	A	W	E	R	L	H	O
E	N	A	V	O	O	T	T	U
E	C	G	A	M	U	S	I	C
P	E	K	I	R	O	S	S	B
O	S	P	A	N	I	S	H	A

2 Look, match and complete with *I like* or *I don't like*.

A

B

C

D

1 *I don't like* Music!

2 *I like* Maths!

3 *I like* Art!

4 *I don't like* Science!

5

Students develop *Linguistic competence* by finding new vocabulary in a word search puzzle. This type of activity helps students to recognize and learn words and their spelling in an enjoyable way.

## Objectives

To practise speaking about school subjects.

To practise speaking about likes and dislikes.

## Target language

### Vocabulary:

Art, English, IT, Maths, Music, PE, Spanish

### Structures:

I like (Maths).

I don't like (Music).

## Materials

Unit 1 playing cards  
flashcards: school subjects

## ▶ i-flashcards

## Getting started

Show the playing cards one at a time and ask the children, as a group, to name them. Then, hold out the cards face down and ask a child to come to the front, choose a card and name it. Repeat with other children. Then ask two children to come to the front. One chooses a card and asks the other: *Do you like (Maths)?* The other answers with *Yes, I do. / No, I don't.*

## 1 Look and find the subjects.

Say: *Open your Activity Books at page 5.* Ask the children to look at the objects and to name the school subjects one by one. When they have done that, explain that they have to find the subjects in the word search and then write the names of each subject under the pictures. Go around the class checking that the children have written the correct words.

## 2 Look, match and complete with *I like* or *I don't like*.

Say: *Look at Activity 2.* Look at the pictures with the children and then explain that they have to write *I like* or *I don't like* according to the expression on each face. When they have finished, check the activity by asking the children to read out their sentences.

## Finishing off

Hide a flashcard behind your back and ask the children to take turns to guess what it is. Continue until the children have guessed all the subjects. Then ask for volunteers to take over your role.

# Lesson 2A

Student's Book, page 6

## Objectives

To listen to, read and act out a simple dialogue about school subjects.

To make a timetable and ask questions about the subjects.

To practise the days of the week.

## Target language

### Vocabulary:

the days of the week;  
*Art, English, IT, Maths, Music, PE, Spanish*

### Structures:

*What have you got today?*  
*I've got (Science).*  
*I've got (PE) on (Monday).*

## Materials

CD  
Unit 1 playing cards  
cards with the days of the week  
card

## Getting started

Practise the days of the week. Ask for seven volunteers and give each one a different day of the week (pre-prepared cards). Put them in a line in the correct order and ask them to call out their day one after the other. Then change the order of the children and ask the rest of the class to put them in the right sequence. S1: (*Monday*), *change places with (Friday)*. Continue until the days of the week are in the correct order. Next, hand each 'day of the week' a playing card. The children say a sentence according to the days of the week cards and the flashcards. S1: *I've got (Maths) on (Monday)*. S2: *I've got (PE) on (Tuesday)*.

## 3 Listen and read. 1.7

Say: *Open your books at page 6*. Ask the children to look at the picture and elicit who the people are: *Olga and Dan*. Ask the children where they are. SS: *They are at school*. Then ask the children what they are looking at. SS: *The timetable*. Tell them they are going to listen to Olga and Dan talking about their timetable and their school subjects. Play the CD and get the children to follow the dialogue with their fingers. Play the CD again, pausing at various points and choosing volunteers to say the next line. Then tell the children to get into pairs and get them to role-play the dialogue, taking turns to play each character. Finally, choose pairs to come to the front and act out for the rest of the class.

## 4 Make a timetable and ask a friend.

Ask the children to look at the timetable in Activity 4. Ask: *What have they got on Monday?* SS: *They've got Science, Music and English*. Repeat for the other days of the week. Then ask the children to look at the mini-dialogue and ask two volunteers to read it. When they have done that, tell the children they are going to make a timetable and then ask a friend the questions. The children make their timetables using the card. Divide the class into pairs and tell them to ask and answer questions following the example in the activity.

## Finishing off

Play a game using the children's timetables and the playing cards. Get the children to turn over a card and make a statement about the subject in accordance with their timetable: *I've got (Maths) on (Tuesday and Thursday)*.

3 Listen and read. 1.7

-  Hello, Dan, **what have you got today?**
-  It's Monday. **I've got Science and PE.**
-  **Have you got Music?**
-  **No, I haven't.** I've got Music on Friday.
-  Me too!
-  What have you got today, Olga?
-  I've got English and IT.
-  Have you got Maths?
-  Yes, at nine o'clock.
-  Look! It's nine o'clock now!
-  Oh yes! Bye, Dan!
-  Goodbye, Olga!



Beep on Grammar, page 2.



4 Make a timetable and ask a friend.

Monday	Tuesday	Wednesday	Thursday	Friday
Science	Spanish	Science	Maths	Maths
Music	PE	IT	English	Spanish
English	Maths	English	Art	PE


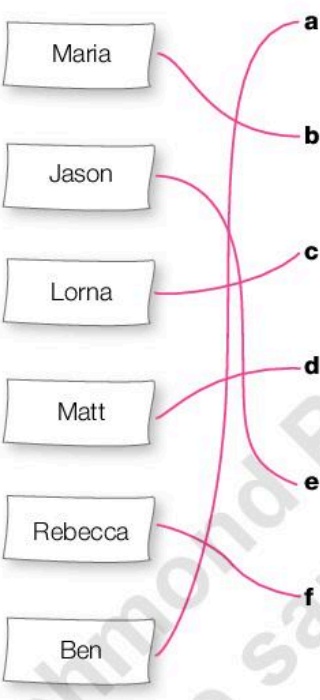










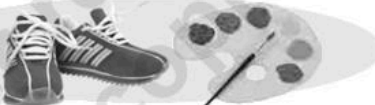


Beep on Grammar, page 3.



Students develop *Autonomy and personal initiative* when speaking in class by getting lots of controlled practice and encouragement at the same time. Keep a record of children's daily participation in order to encourage weaker students to become more fluent and build their confidence.

3 Listen and match. 3.3

1		Maria		a	
2		Jason		b	
3		Lorna		c	
4		Matt		d	
5		Rebecca		e	
6		Ben		f	

4 Read and answer for you.

Student's own answers

- 1 What have you got on Monday? I've got \_\_\_\_\_ and \_\_\_\_\_.
- 2 What have you got on Tuesday? \_\_\_\_\_
- 3 What have you got on Wednesday? \_\_\_\_\_
- 4 What have you got on Thursday? \_\_\_\_\_
- 5 What have you got on Friday? \_\_\_\_\_

5 Make your class timetable in English in your notebook.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	
9.00						

6

Students develop and consolidate competence in *Knowledge and interaction with the physical world* by recognizing, identifying and answering questions about school subjects.



## Objectives

- To name the school subjects.
- To answer questions about the subjects.
- To make a timetable.

## Target language

### Vocabulary:

*Art, English, IT, Maths, Music, PE, Spanish*

### Structure:

*What have you got on (Monday)?*

## Materials

CD

## Getting started

Tell the children that you are going to play a guessing game. Explain that you are going to mime some school subjects and ask the children to try to guess what they are (you can do *Art, IT, Maths, Music* and *PE*). Then go through the days of the week. Ask the children to call out the days in order. Then ask a child to start the days at random and go around the class until the children have said all seven days. Then ask the next group of children to say the days of the week backwards.

## 3 Listen and match. 3.3

Say: *Open your Activity Books at page 6.* Ask them to identify the school subjects from the items in Activity 3. Play the CD. The children listen. Play the CD again: the children match the characters to the school subjects. Correct the activity by asking the children to give you the correct answers.

## 4 Read and answer for you.

Tell the children to look at Activity 4. Explain that they have to answer the questions according to their own timetables. The children complete the questions and write true answers. Correct the exercise by asking the children to read out and answer the questions in pairs.

## 5 Make your class timetable in English in your notebook.

Ask the children to take out their notebooks and make a class timetable in English.

## Finishing off

Use the class timetable to ask and answer questions. Divide the class into pairs and tell the children to ask the questions given at the top of page 7 in their Activity Books.

## Transcript

### Listen and match. 3.3

**Man:** Hi Maria, what have you got today?

**Girl:** I've got Maths and Music.

**Man:** Maths and Science?

**Girl:** No, Maths and Music!

**Man:** Oh! Thanks, Maria.

**Woman:** Hello Jason, what have you got today?

**Boy:** I've got Music and Science.

**Woman:** Ok, thanks Jason.

**Man:** Hello Lorna, what have you got today?

**Girl:** Um ... I've got English. Oh no, I haven't! I've got Maths and Spanish!

**Man:** Maths and Spanish! Thanks Lorna.

**Woman:** Hi Matt, what have you got today?

**Boy:** I've got IT and Art. They're my favourite subjects!

**Woman:** Thanks Matt.

**Man:** Hello Rebecca, what have you got today?

**Girl:** I've got Art and PE.

**Man:** Very good, thanks Rebecca.

**Woman:** Hi Ben, what have you got today?

**Boy:** I've got PE and English.

**Woman:** PE and Art?

**Boy:** No, I haven't got Art. I've got PE and English.

**Woman:** Fine, thanks Ben.

## Resources

### Reading and Writing

TEACHER'S RESOURCE BOOK, PAGE 137

**Activity 1:** Ask the children to look at the picture of Mary and her school books, then answer the question below.

**Activity 2:** Tell the children to look at the pictures and write short sentences to describe what you do in each setting.

# Lesson 3A

Student's Book, page 7

## Objectives

To listen and identify objects.  
To read and understand a short text.

## Target language

### Vocabulary:

Art, English, IT, Maths, Music, PE, Spanish

### Structures:

*My favourite day is (Tuesday).*  
*Her favourite subject is (IT).*  
*She's got (Maths) (in the afternoon).*  
*She likes (studying plants).*  
*She doesn't like (playing the guitar).*

## Materials

CD  
flashcards: school subjects

▶ i-book activity

▶ i-flashcards

## Getting started

Place the flashcards face down. Turn over two, show them to the class and say: *Today, I've got (Maths) and (Art).* Ask volunteers to come and pick out two flashcards and do the same. When they have finished, ask another volunteer to pick out two flashcards, but to keep them hidden. Ask: *Have you got (Maths) today?* S1: *Yes, I have.* T: *Have you got (Art) today?* S1: *No, I haven't. I've got (Maths) and (Science).* Repeat the process with other volunteers.

## 5 Listen and say the schoolbag. 1.8

Say: *Open your books at page 7.* Ask the children to look at the pictures and to describe the different school bags. S1: *I can see an (IT book) and a (recorder).* Play the CD and ask the children to look at the school bags while they listen. Play the CD again, pausing after each description. Finally, play the CD again, pausing after each description, and this time the children identify the correct school bag.

### Answers

1 4, 2 5, 3 6, 4 1, 5 7

## 6 Read and say True or False.

Ask the children to look at Activity 6. Ask volunteers to read a couple of sentences each from *My Favourite Day*. Then ask some comprehension questions: *What is her name? What is her favourite day? What subjects has she got in the morning?* Then ask the children to read the text again and to say whether the following statements are true or false. When they have finished, review the activity orally to check the children's answers.

### Answers

1 false, 2 true, 3 false, 4 false, 5 true, 6 false

## Finishing off

The children write a short text about their likes and dislikes: *My favourite subject is Maths. I like PE and IT, too. I don't like Art or Science.* The teacher could collect them, read them out and ask the class to guess who wrote each text.

## Transcript

### Listen and say the schoolbag. 1.8

1 Have you got Music today?

**Girl** No, I haven't. I've got PE and Spanish today. Can you find my schoolbag?

2 Have you got Art today?

**Boy** No, I haven't. I've got IT and Music. Can you find my schoolbag?

3 Have you got Maths today?

**Girl** Yes, I have. I've got Maths and Spanish. Can you find my schoolbag?

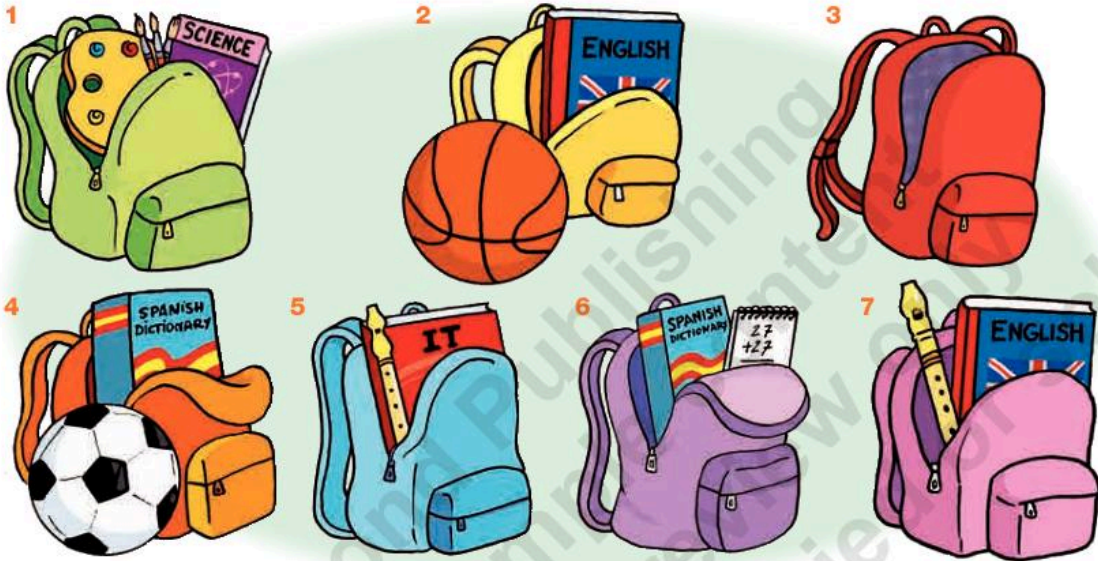
4 Have you got PE today?

**Boy** No, I haven't. I've got Science and Art. Can you find my schoolbag?

5 Have you got English today?

**Girl** Yes, I have. I've got English and Music today. Can you find my schoolbag?

5 Listen and say the schoolbag. 1.8



6 Read and say True or False.

**My Favourite Day**

Hi! My name's Alice.  
 My favourite day is Thursday.  
 In the morning, I've got IT and Music. IT is my favourite subject. I like playing games and writing stories on the computer. In Music lessons, I like playing the guitar.  
 In the afternoon, I've got Science. I like studying plants in Science lessons.  
 After school on Thursdays, I go to swimming club with my friends. It's a fantastic day!



- |                                     |  |
|-------------------------------------|--|
| 1 Alice's favourite day is Tuesday. | 4 She doesn't like playing the guitar.   |
| 2 Her favourite subject is IT.      | 5 She likes studying plants.             |
| 3 She's got Music in the afternoon. | 6 After school, she goes to tennis club. |

Students develop *Autonomy and personal initiative* by reading a text about Alice's favourite day and deciding whether each of the statements is true or false. Activities that encourage children to decide between different options help to develop this competence.



Have you got	Science PE Maths	today? on Monday?	Yes, I have.
			No, I haven't.
What have you got			I've got Maths.

**6** Write in order and circle.

- 1 got Science Have today you  
Have you got Science today ? Yes, I have. No, I haven't.
- 2 PE today got you Have  
Have you got PE today ? Yes, I have. No, I haven't.
- 3 you Have got today Music  
Have you got Music today ? Yes, I have. No, I haven't.
- 4 English got today you Have  
Have you got English today ? Yes, I have. No, I haven't.

**7** Read and correct the mistakes.



Hi! My name's Julian. I'm nine years old.  
 My favourite day is Wednesday.  
 I've got Art and Maths in the morning. Art is my favourite subject. I like drawing animals.  
 I've got PE in the afternoon. I like playing basketball and swimming.  
 After school, I go to the park with my sister.

- |   |                   |
|---|-------------------|
| 1 His name's <del>Mark</del> .                      | <u>Julian</u>     |
| 2 His favourite day is Friday.                      | <u>Wednesday</u>  |
| 3 He's got Art and Music in the morning.            | <u>Maths</u>      |
| 4 His favourite subject is PE.                      | <u>Art</u>        |
| 5 He likes swimming and playing tennis.             | <u>basketball</u> |
| 6 After school, he goes to the zoo with his sister. | <u>park</u>       |

Students develop *Competence in 'Learning to learn'* by spotting mistakes. Students recognize untrue information and offer the correct version. This activity helps to activate long-term memory skills.

## Objectives

To read and understand a short monologue.

To practise target language.

## Target language

### Vocabulary:

Art, English, IT, Maths, Music, PE, Spanish

### Structures:

My favourite day is (Tuesday).

Her favourite subject is (IT).

She's got (Maths) (in the afternoon).

She likes (studying plants).

She doesn't like (playing the guitar).

## Materials

flashcards: school subjects

▶ i-flashcards

## Getting started

Place the flashcards around the classroom. Say the name of one and ask for a volunteer to go to the flashcard, hold it up and say: *I've got (Art) on (Monday) and (Wednesday)*. Ask for another volunteer to take over your role of naming subjects. Repeat several times with other volunteers.

## 6 Write in order and circle.

Say: *Open your Activity Books at page 7. Look at Activity 6.* Ask the class to write the words in the correct order and then to answer the questions according to their timetable. Correct the exercise by asking the children to read out the questions and their answers.

## 7 Read and correct the mistakes.

Tell the children to look at the picture in Activity 7 and then get them to read the text on the right. Ask them questions about the picture. Say: *What day is it? What is Julian doing? What is he drawing?* Then ask the children to correct your mistakes. Say: *His name is Michael.* SS: *No! His name's Julian.* T: *He's playing football.* SS: *No! He's drawing.* T: *He's drawing a pig.* SS: *No! He's drawing a giraffe.* Then explain that the children have to correct the mistakes in the six sentences that follow it. When they have finished, ask for volunteers to read out the corrected sentences.

## Finishing off



Ask the children to write about their favourite day using the text in Activity 7 as a model. When they have finished, ask for volunteers to read out their texts.

# Lesson 3C

## Arts & Crafts

### Objectives

To practise target vocabulary and structures.

To interact with classmates.

### Target language

#### Vocabulary:

Art, English, IT, Maths, Music, PE, Spanish; dining room, playground

#### Structures:

What have you got on (Monday)?  
I've got (Maths).

### Materials

scissors

Students develop *Mathematical competence* by creating their own timetable in English. This helps them to consolidate their concept of time.

### Getting started

Write the following five subjects at the top of the board: *PE, Science, IT, Art* and *Music*. Below write the following words around the board: *paint, guitar, computer, plant, shorts, mouse, pencil, ball, frog, recorder* and any other associated words they are familiar with. Put the class into groups and tell them to match the words with the subjects as fast as they can. The fastest group wins.

### Make a timetable.

Hand out the photocopies of the timetable template. Ask the children to think what classes they have during the week. Tell them to look at the times and divide their table into subjects, using a ruler. Remind them that they can divide their table into half hours too. The children then add a simple drawing to represent each subject and colour it. Ask two volunteers to come to the front of the class and to tell the other children what they have. T: *What have you got on Tuesday afternoon?* SS: *I've got IT and English*. Give at least three examples. Put the children into pairs and ask them to tell their partner what they have.

My timetable		Name _____ Class _____				
		Monday	Tuesday	Wednesday	Thursday	Friday
	9.00	Music	Spanish	PE	Spanish	English
	10.00	Maths	Science	Spanish	IT	IT
	11.00	English	ART	IT	ART	Science
	12.00	English	ART	Music	PE	ART
	1.00	Lunch	Lunch	Lunch	Lunch	Lunch
	2.00	Science	IT	Maths	English	Spanish
	3.00	PE	English	Science	Maths	PE
	4.00	PE	English	Science	Maths	PE

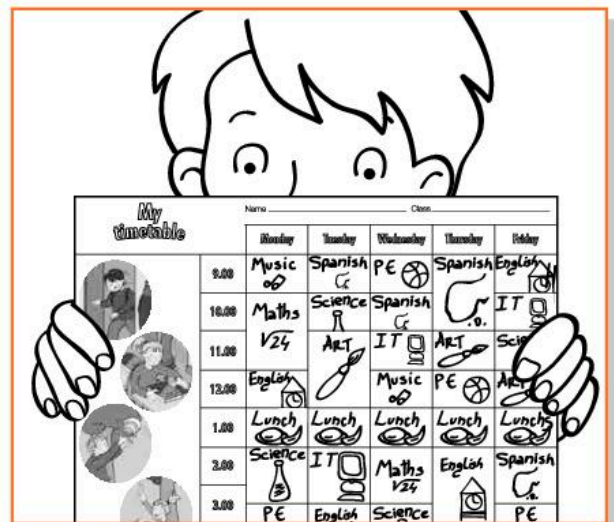
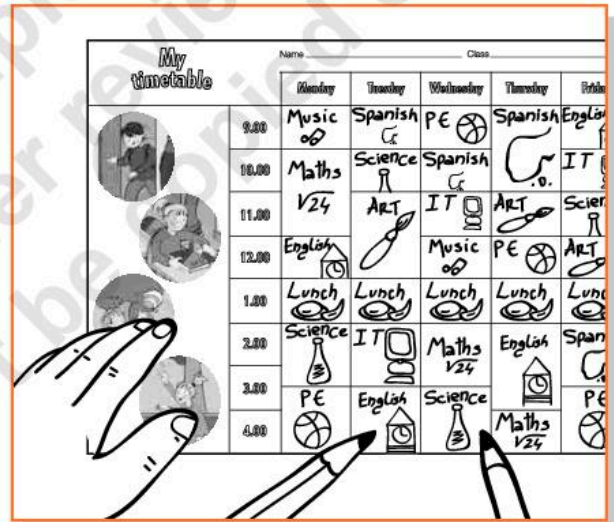
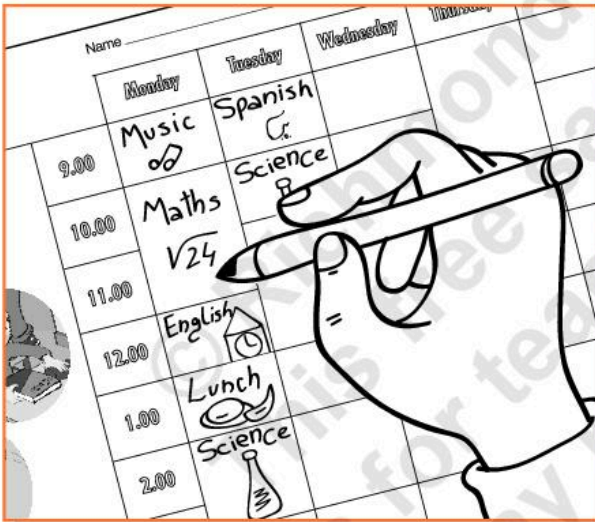
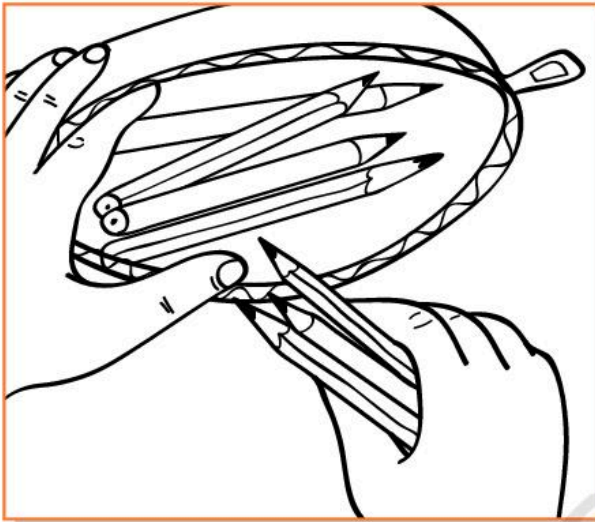
### Finishing off

In pairs the children think of their favourite subject and then describe it to their partner, SS: *I draw. I colour pictures. I use pencils*. Their partner guesses. When they have finished, they tell the teacher, SS: *(Iván's) favourite subject is Art*. Write down the children's answers on the board and discover the class's favourite subject.

## Resources

### Arts & Crafts

TEACHER'S RESOURCE BOOK, PAGE 14



# Lesson 4A

Student's Book, pages 8 and 9

## Objectives

To enjoy a story.

To read and listen for comprehension.

To consolidate the language of the unit.

## Target language

### Vocabulary:

Art, English, IT, Maths, Music, PE, Spanish

### Structures:

Where are my class?

They're in the (library).

There are lots of books.

Go to the (music room).

I can't find my class.

Hurry up!

## Materials

CD

Unit 1 story cut-outs

flashcards: school subjects

photocopies of Teacher's Resource

Book pages 105 – 106

▶ i-flashcards

## Late for school!

LESSON 4

### 7 Read and listen to the story.



## Getting started

Show the class the picture flashcards and elicit each school subject. Then stick the cards to the left side of the board, with the pictures facing the board. Next, repeat with the word flashcards and stick them face down to the right side of the board. Divide the class into two teams. Ask a volunteer from Team 1 to turn over a picture card and a word card and to say the subject. If they match, the team wins the pair. If not, turn them over again. Next, a volunteer from Team 2 has a turn. The winner is the team to win the most pairs.

## Before you read.

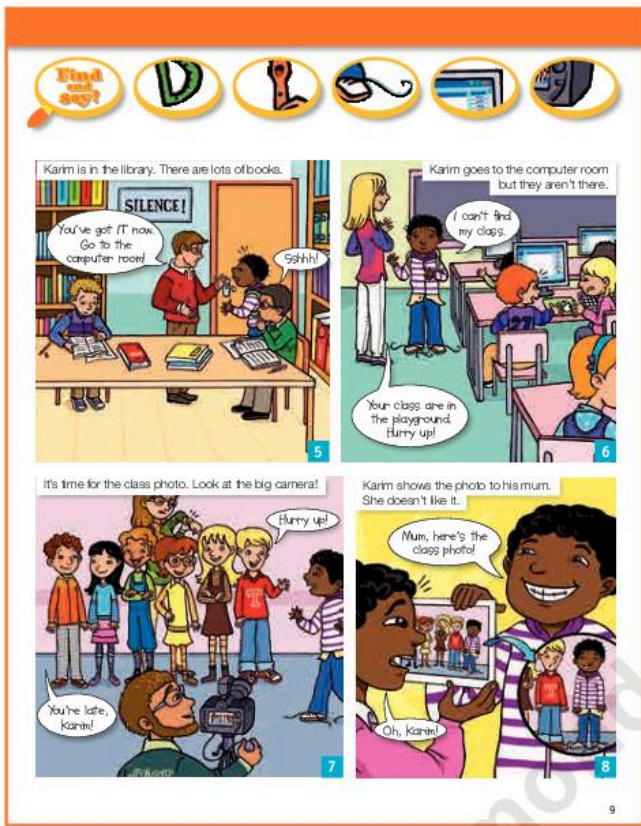


Say: *Open your books at page 8 and look at Lesson 4.* Elicit the names of the characters in the story. Then hold up your book and point to the series of pictures at the top of page 9. Say: *Find the (recorder) in the story* and elicit the scene number (scene 4). Tell the class to work in pairs to find the other items in the story. Correct as a class. Where possible, extend the activity with questions: *Is Karim late for school? Has Karim got PE today? Are Karim's class in the library?*

## 7 Read and listen to the story. 1.9

Play the CD and tell the class to read and listen to the story. Check comprehension with questions: *Where is Karim? What time is it? Is he late for school? Are his class in the gym? Can Karim find his class? Does Karim's mother like the photo?* Write the main parts from the story on the board: *narrator, Karim, Woman Director, Woman Teacher, Man Teacher, Man Librarian, Karim's mother.* Divide the class into groups of seven and tell them to take a part each and read the story. Follow up by asking the children about school subjects: T: *Do you like IT?* Encourage them to say why or why not.





Students develop *Cultural and artistic competence* by creating their own story booklet with the template and stickers. In this activity, the teacher should check the story books.

### Make a story booklet.

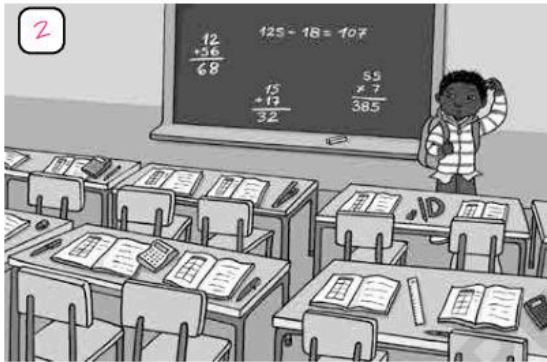
Ask the children to take the booklet template from the cut-out envelope (or give them copies of the cut-outs from the Teacher's Resource Book, pages 105 – 106). Instruct them to look at the Student's Book story and then to assemble the booklets. The envelope also contains the speech bubbles for each story in sticker format. Instruct the children to stick the speech bubbles in the correct places, and to draw a v-shape on the bubble to clarify who is speaking. They might feel confident doing this from memory or they may prefer to refer to the story in the Student's Book. Move around the class and help those children who need it.

### Finishing off

Tell the class to open their books at the story pages and to hold the books on their heads with the pages open like a hat. Read out a speech bubble or part of a caption, say *GO!* and instruct the children to race to find which scene it is in. Tell them to stand up when they find it. When most of the class are standing up, elicit the scene number. Repeat with other speech bubbles or captions.

# Late for school!

8 Order the pictures, then read and write *True* or *False*.



Karim's class aren't in the classroom. True



The children are playing the guitar. False



Karim has got PE today. False



It's half past nine. True

9 Read and match.



1 Mum doesn't

2 Olga is wearing

3 The headteacher isn't

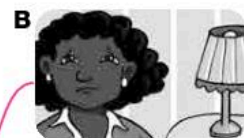
4 Karim is

happy with Karim.

late for school.

a dress for the photo.

like the photo.



8

Students develop *Linguistic competence* by revising the story from the previous lesson. Comprehension is checked by ordering pictures and then answering true or false questions about the story. These activities help to develop literacy skills and students' self-confidence.

## Objectives

To focus on comprehension of the story of the unit.

To review key vocabulary from the story.

## Target language

### Vocabulary:

Art, English, IT, Maths, Music, PE, Spanish

### Structures:

Where are my class?  
They're in the (library).  
There are lots of books.  
Go to the (music room).  
I can't find my class.  
Hurry up!

## Getting started

Remember the story. Ask the class questions about the story: *What are the names of the children? Where are they? Has Karim got PE today?* Then ask them to open their Student's Books at Lesson 4. Assign the parts to seven volunteers (*narrator, Karim, Female Director, Female Teacher, Male Teacher, Male Librarian, Karim's mother*). Read the story out loud.

## 8 Order the pictures, then read and write *True or False*.

Say: *Open your Activity Books at page 8.* Ask the children to look at the scenes and to number them in the same order as they appear in the Student's Book. Then write the first sentence on the board: *It's half past nine.* Ask the children to look at their Student's Books and say whether the sentence is true or false. Continue with the other sentences, but tell the children to read them and to write down their answers.

## 9 Read and match.

Ask the class to look at the pictures in Activity 9 and tell you the names of the characters from the story: *Mum, Olga, the headteacher, Karim.* Ask the children to look at the story, find the two parts of the sentences and match them together. When they have finished, ask for volunteers to read out their answers.

## Resources

### DVD 1

DVD UNIT 1 ANIMATED STORY: LATE FOR SCHOOL!  
TEACHER'S RESOURCE BOOK, PAGE 25

**Activity 1:** Tell the children to look at the pictures. Play the DVD and as they watch and listen, the children order the pictures and write the names of the places in the spaces provided below the pictures. Play the DVD again so they can check their answers.

**Activity 2:** Tell the children to look at the picture on the left. They then write five objects from the picture on the lines provided.

**Activity 3:** Ask the children to read the text in the speech bubble. They then use the information to complete the timetable below.

10 Look at the story and complete.



Oh \_\_\_\_\_  
Karim \_\_\_\_\_!



Go  
to \_\_\_\_\_ the \_\_\_\_\_  
computer \_\_\_\_\_  
room \_\_\_\_\_!



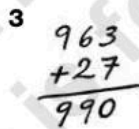
\_\_\_\_\_ Your \_\_\_\_\_  
class \_\_\_\_\_ are \_\_\_\_\_  
in \_\_\_\_\_ the \_\_\_\_\_  
playground \_\_\_\_\_  
Hurry up!



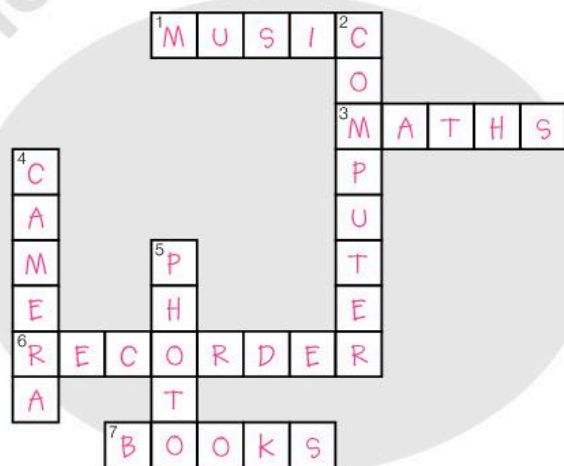
\_\_\_\_\_ Hurry \_\_\_\_\_  
up \_\_\_\_\_!

11 Do the crossword.

Across



Down



Students develop *Mathematical competence* by using numbers to match words and pictures and counting the number of letters for each word in order to complete a crossword. The association between numbers and spelling can help children to improve memorization strategies for vocabulary.

## Objectives

To focus on comprehension of the story of the unit.

To review key vocabulary from the story.

## Target language

### Vocabulary:

Art, English, IT, Maths, Music, PE, Spanish

### Structures:

Where are my class?  
They're in the (library).  
There are lots of books.  
Go to the (music room).  
I can't find my class.  
Hurry up!

## 10 Look at the story and complete.

Tell the children to look at the story and find the four pictures in Activity 10. Then ask them to complete the sentences on the lines provided. When they have finished, ask for four volunteers to read out their sentences. Explain that the task is to complete the sentences by referring to the story in the Student's Book.

## 11 Do the crossword.

Ask the children to look at Activity 11. Explain that the pictures represent school subjects and are the clues for completing the crossword. Explain *Across* and *Down*. Tell the class to fill in the crossword using the picture clues. When they have finished, ask: (*María*), *what have you written for (3 across)?* Go through all the clues of the crossword so that the children can correct their answers.

## Finishing off

Play *Spot the mistakes*. Tell the story again with mistakes. Ask the class to call out *Stop!* when they hear you make a mistake, and invite them to tell you the correct word or phrase: *The children are in the park (Stop! They're at school)* and so on.

## Resources

### Language

TEACHER'S RESOURCE BOOK, PAGES 49 – 51

### Reinforcement

**Activity 1:** The children read each question on the left and draw a line to match with the correct answer on the right.

**Activity 2:** Tell the children to look at the pictures and read the names of the school subjects. They then put the number that corresponds to the picture in the boxes provided.

### Consolidation

**Activity 1:** Tell the children to read the questions and complete the answers by filling in the missing letters. They then say each word.

**Activity 2:** The children look at the pictures on the left and complete the sentences on the right. They then say each sentence.

### Extension

**Activity 1:** Tell the children to look at the class timetable. They then read the answers below the timetable and write in the corresponding questions on the left.

**Activity 2:** The children look at the pictures, read the words in the boxes, and write sentences about what they do and when.

# Lesson 5A

Student's Book, page 10

## Objectives

To practise school subjects and places.

To describe rooms in the school.

To sing a chant.

## Target language

### Vocabulary:

Art, English, IT, Maths, Music, PE, Spanish

### Structures:

You can read books.

You can't run and jump.

Where am I?

You're in the (library).

## Materials

CD

Unit 1 poster

► i-book activity

► i-poster

## Getting started

Put the poster on the board. Ask volunteers to come to the front of the class and look at the poster. Ask: *Where are they studying (Maths)?* S1: *In the (classroom)*. Review all the school subjects and rooms and then tell the volunteers to put the questions to other children. Continue until all the children have had a turn.

## 8 Listen and chant. 1.10

Play the CD and tell the children to listen. Say: *Open your books at page 10*. Play the CD again and ask the children to follow the chant in their books. Then tell the class to stand up, play the song again and ask the children to sing along and march on the spot. Then divide the class into two teams. Ask Team A to say the first verse, Team B to recite the second, Team A the third, and so on. Then reverse roles and repeat.

## 9 Say and guess.

Ask the children to read the dialogue on Page 10 of their Student's Book. Then divide the class into pairs and ask the children to think of a room in the school and describe it to their partner. When the partner has guessed the room, they change roles.

## Finishing off

Ask the children to draw a map or plan of their school with the places labelled. When they have finished, display the maps and encourage the children to talk about them.

8

Listen and chant. 1.10

Here's our classroom. Can you see?  
We're learning Maths, my friends and me.  
In the gym we jump and climb.  
We all have a fantastic time!  
In the library, there are books.  
Come with me and take a look!  
The dining room is where we meet,  
When it's time for us to eat.  
My favourite subject is IT,  
The computer room's the place for me!  
We go to the playground every day,  
To see our friends and run and play!

9

Say and guess.

You can't run or jump here. You can read books. Where am I?

You're in the library!

10

Students develop *Competence in 'Learning to learn'* by learning and practising a chant about subjects and school routines. Rhyme, music and chants are useful ways of memorizing functional language and gaining confidence while practising in a group setting.

12 Look and complete.



1 l i b r a r y



2 d i n i n g r o o m



3 c o m p u t e r r o o m



4 g y m

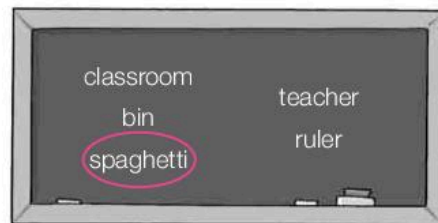
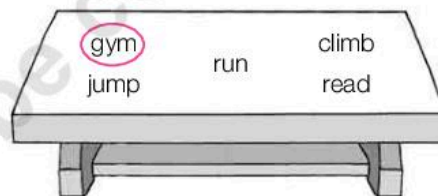
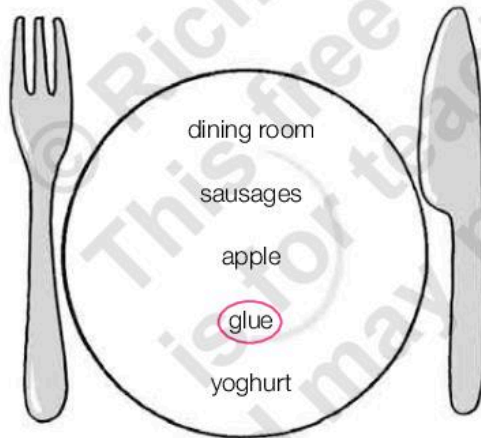


5 c l a s s r o o m



6 p l a y g r o u n d

13 Look and circle the odd word out.



14 Listen and number. 3.4

dining room

1

English classroom

3

playground

4

Music classroom

2

10

Students develop *Processing information and digital competence* in the classroom by extracting specific information from a short CD recording. Children listen to noises that correspond to one of the places in the school that they have learnt.



## Objectives

To practise speaking about the different rooms in a school.

To find the 'odd word out' from a list.

## Target language

### Vocabulary:

classroom, computer room, dining room, gym, library, playground

### Structures:

Where do you study (IT)?

In the computer room.

Do you (read books) in the (gym)?

Yes, we do. / No, we don't.

## Materials

CD

## Getting started

Practise speaking about the rooms in the school. Ask for volunteers and ask them questions. T: (David), *Where do you study (IT)?* (María), *Do you (read books) in the (gym)?* Then ask for volunteers to take over your role asking questions, and continue until everyone has either asked a question or given an answer.

## 12 Look and complete.

Say: *Open your Activity Books at page 10 and look at Activity 12. Look at the pictures.* When the children have looked at the pictures, ask them what the children are doing in the photos. Then explain that they have to write the name of each place in the spaces given underneath each picture. Explain that each line represents one letter. The children complete the words. When they have finished, ask them to read out their answers.

## 13 Look and circle the odd word out.

Say: *Look at Activity 13.* Explain to the children that there is one word in each list that is the odd one out. Ask the children to circle that word. Correct the exercise by asking for volunteers to say which word they have circled.

## 14 Listen and number. 3.4

Explain to the children that they are going to listen to noises that correspond to one of the places in the school that they have learnt. Tell them they will have to write a number from 1 to 4 in the correct box. Ask them to look at the places in Activity 14 and to listen carefully. Play the CD. The children listen. Play the CD again and this time the children write the number of the place in the box beside the words. When they have finished, ask for volunteers to call out the numbers as you say the words.

## Finishing off

Ask the children to make a list of five of their own words with one word being the odd one out. Then divide the class into pairs and ask each pair to exchange lists and find the odd word out. Go around the class checking the children's work.

# Lesson 6A

Student's Book, page 11

## Objectives

To describe a playground.  
To design a playground.

## Target language

### Vocabulary:

*climbing frame, games area,  
quiet area, sports area*

### Structures:

*We go to the (dining room).  
We've got a sports area.*

## Materials

CD  
paper

▶ i-book activity

## Getting started

Ask the children where they go at half past twelve. SS: *We go to the dining room.* Ask them where they go after lunch. SS: *We go to the playground.* Ask the children what they do in the playground. You can help them with their answers by asking questions like: *Do you play football? Do you read a book? Do you play on the climbing frame? Do you run? Do you jump? Do you talk with your friends?*

## 10 Listen and read. 1.11

Say: *Open your books at page 11.* Ask the children to look at the photographs in Activity 10. Ask them what the children are doing in each photograph. Play the CD and encourage the children to listen. Play the CD again and ask the children to follow the text in their books. Then ask four volunteers to read the four paragraphs. When they have finished, ask a volunteer to choose one of the descriptions and to read it out loud. The other children say which picture is being described. Continue until all four photos have been described.

## 11 Design a playground.

Ask the children to design their own playgrounds.

## Finishing off

The children write short texts about their playgrounds: *In my playground, you can play football and basketball in the sports area. You can read and talk to your friends in the quiet area.* When they have finished, display the designs and encourage the children to talk about them. Ask the children to vote for their favourite playground.

10 Listen and read. 1.11



Hello, I'm Kate. Look at the photos of the playground at my school.



1 We've got a sports area. You can play basketball, football and table tennis here.



2 This is the quiet area. We read books and talk with our friends here.

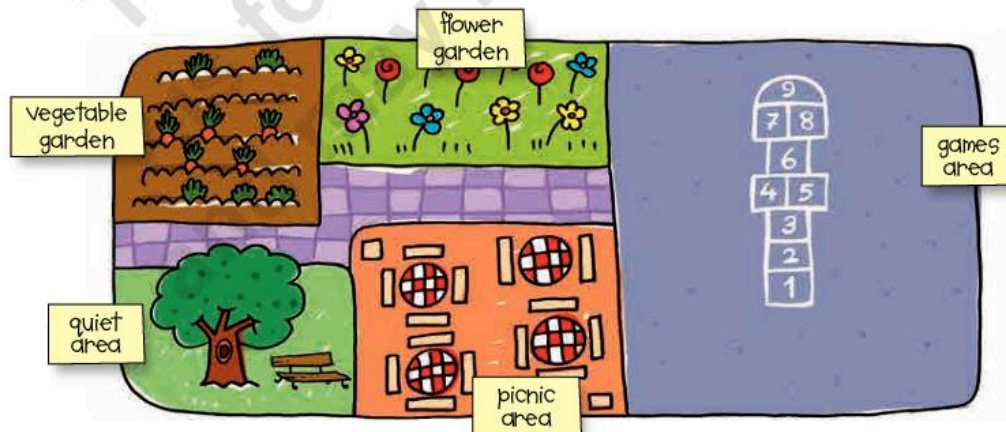


3 This is our climbing frame. Climbing's difficult for me, but I like it.



4 We've got a games area. You can run and jump here.

11 Design a playground.



Students develop *Cultural and artistic competence* by designing and illustrating a playground. This activity helps children to stimulate their creativity and imagination with a practical approach.

15 Look and write.

sports area climbing frame quiet area games area picnic table garden



16 Circle and complete.



1 In the **quiet area**, you can sit on a chair and read a book.



2 You can eat a sandwich at the **picnic table** and talk to your friends.



3 In the **sports area**, you can play football and basketball.



4 In the **games area**, you can jump and run.

Students develop *Linguistic competence* by revising specific vocabulary. Recognition of a string of words to identify verbs helps cognition and memorization of the graphological representation of the word.

## Objectives

To write about school.  
To learn the different playground places.

## Target language

### Vocabulary:

*climbing frame, games area, garden, picnic table, quiet area, sports area; eat, jump, play, read, run, sit, talk*

### Structure:

*In the (quiet area) you can (read).*

## Getting started

Ask the children to take out their notebooks containing the playgrounds which they designed in Activity 11 of their Student's Books. Ask them to say what different areas they included in their playgrounds and write them on the board. They should include: *climbing frame, games area, garden, picnic table, quiet area* and *sports area*. Then ask them questions: *Where can you (read)? Can you (eat) in the (sports area)? Where can you (run and jump)?*

## 15 Look and write.

Say: *Open your Activity Books at page 11. Look at Activity 15.* Ask for six volunteers to read out the words at the top of the page. Then tell the children to match the places to the pictures. Go around the classroom correcting their work.

## 16 Circle and complete.

Say: *Look at Activity 16.* Tell the children that there are seven words jumbled up in the *word rope*. Explain that they have to identify the different words and then use them to complete the four sentences. When they have finished, ask for volunteers to read out what they have written, and ask the rest of the class to correct them if necessary.

## Finishing off

*Where am I?* Mime an activity (*eating, jumping, playing, reading, running, sitting, talking*) and then ask: *Where am I?* The children call out one of the playground places (*climbing frame, games area, garden, picnic table, quiet area, sports area*). Ask for volunteers to mime an activity for the rest of the class. You could extend this activity to include the other places in the school (*classroom, computer room, dining room, gym, library*) to make the game more complicated. For example, a child mimes reading. He could be in the *quiet area* or in the *library*. So, first, the children have to ask: *Are you in the school or in the playground?*

## Resources

### DVD 2

DVD UNIT 1 REAL KIDS  
TEACHER'S RESOURCE BOOK, PAGE 26

**Activity 1:** Tell the children to read the sentences. Play the DVD, and while they watch and listen, the children order the sentences. Play the DVD again so they can check their answers. Finally, they write the sentences in the correct order below.

**Activity 2:** Ask the children to look at the pictures and read the information. Play the DVD, and ask the children to tick the correct boxes accordingly. Play the DVD again so they can check their answers.

# Lesson 7A

Student's Book, page 12

## Objectives

To read and listen to a cartoon story.

To say a chant and practise the *i* sound.

To review the language of the unit.

## Target language

### Vocabulary:

English, IT, Maths, Music, Science; library, computer room

### Structures:

Can I have a song book?  
I've got (English homework) today.

## Materials

CD  
Unit 1 poster

▶ i-book activity

▶ i-poster

## Getting started

Put the poster on the board, point to the different rooms and ask the children questions: *What room is this?* SS: *The (computer room).* T: *What are the children doing?* SS: *(IT).* Ask volunteers to come to the board and ask the questions. Tell the children to look at the timetable on page 6 of their Student's Books and say: *They are doing (IT). What day have they got (IT)?* SS: *They've got (IT) on (Wednesday).* Ask volunteers to ask and answer the questions.

## 12 Read and listen. 1.12

Tell the children to look at the Beep cartoon, and explain that Beep and Robby are the new school librarians. Play the CD and instruct the children to read and listen to the cartoon. Read out half a caption or speech bubble and ask the children to complete it: *Beep is looking for ... Oh no, this isn't ... OK. Follow me to the ... Have you got an ...? Be quiet! This is ...* Repeat with other sentences. Follow on by asking the class to read the cartoon aloud in pairs with Child A saying the narrator's and the girl's parts and Child B saying Beep's and Robby's parts.

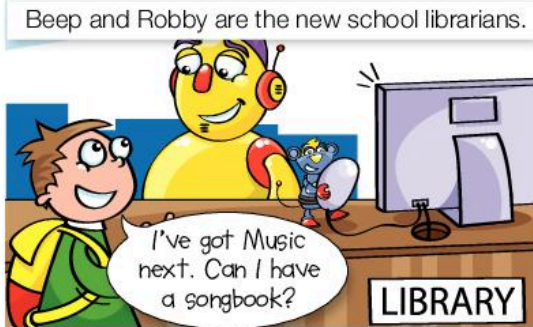
## 13 Listen and say a tongue twister. 1.13

Tell the children they are going to learn a tongue twister. Play the CD and encourage the children to repeat each line in the pauses. Play the CD again and invite the class to chant again. Then, teach the children a clapping pattern to do in pairs along with the chant. The pairs face each other, clap hands as they say the line and then clap hands with their partner at the end of each line. Do this very slowly to begin with, and faster as the children get more familiar with the chant and with clapping along.

## Finishing off

The children can write their own versions of the tongue twister by substituting Friday for their favourite day and changing the subjects. They can perform their new tongue twister for a partner or for all the class.

### 12 Read and listen. 1.12



### 13 Listen and say a tongue twister. 1.13

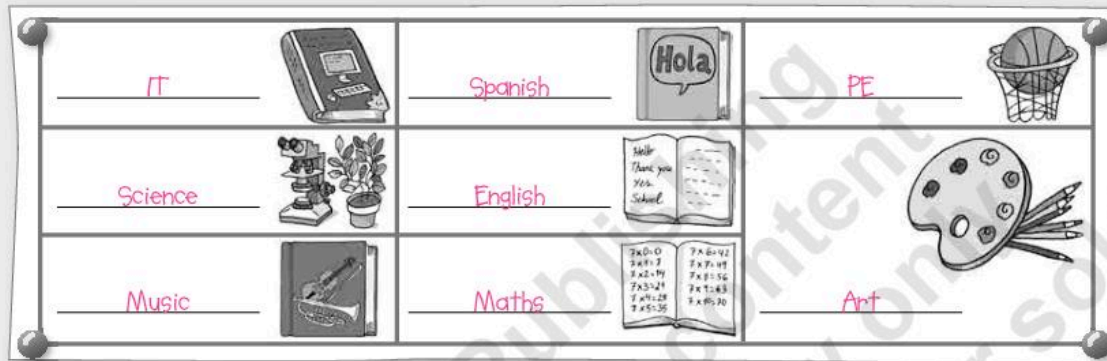
I like Friday.  
 Friday's my day.  
 Friday's fine with me.  
 I've got Maths.  
 I've got Science.  
 And I've got IT.



Students develop *Linguistic competence* and comprehension by focusing on the phonetic pronunciation of the letters *i* and *y* by learning a tongue twister. Accuracy and awareness is developed by children through the repetition of the sound when chanting the text.

# Review

## 1 Look and write.



## 2 Complete the sentences.

Monday	Tuesday	Wednesday	Thursday	Friday
English Art	PE Maths	Science IT	Music English	Spanish Maths

- I've got PE and Maths on Tuesday.
- I've got Music and English on Thursday.
- I've got English and Art on Monday.
- I've got Science and IT on Wednesday.
- I've got Spanish and Maths on Friday.
- I've got English on Monday and Thursday.

## 3 Read and answer for you.

Student's own answers

- What have you got today? \_\_\_\_\_
- What's your favourite subject? \_\_\_\_\_
- What's your favourite day? \_\_\_\_\_

## 4 Now ask two friends the questions in Activity 3.

12

Students develop *Competence in 'Learning to learn'* by participating in an end of unit revision of content knowledge. The teacher revises and gives constructive feedback for improvement. This is important for students to progress and learn how to correct their own mistakes.



### Objectives

To practise reading and writing skills.

To revise the vocabulary from the whole unit.

### Target language

#### Vocabulary:

days of the week; Art, English, IT, Maths, Music, PE, Science, Spanish; library, computer room

#### Structures:

*I've got (PE) on (Tuesday).*  
*What have you got today?*  
*What's your favourite subject?*

### Materials

Unit 1 poster  
flashcards: school subjects

▶ i-poster

▶ i-flashcards

### Getting started

Put the poster on the board. Point to a picture and ask for a volunteer to tell you something about it, for example: *They are studying Spanish in the classroom.* Continue until all the children have had a turn to speak.

### 1 Look and write.

Say: *Open your Activity Books at page 12. Look at Activity 1. We are going to make a timetable.* Tell the children that the school subjects are represented by pictures of school objects. The children write the correct words in the spaces.

### 2 Complete the sentences.

Say: *Look at Activity 2. We're going to make six sentences by choosing the right words.* Tell the children to look at the timetable. Explain that they have to use the timetable to complete the sentences. When they have finished, ask for six volunteers to read out one of their sentences.

### Picture dictionary. 3.14

Ask the children to look at the *Picture dictionary* on page 69 of their Activity Books. Hold up your two index fingers and signal to the class to do the same. Say: *Point to the classroom and the gym.* Encourage the class to quickly point to the two pictures and check with the child next to them. Repeat with other words from the page. Tell the children to trace each word on the dictionary page. Play the recording and ask the children to look at the pictures, repeat the words and write them below.

### 3 Read and answer for you.

Ask the children to look at Activity 3, and explain to the children that they have to give true answers to the questions. When they have finished, read the questions and ask the children to give you their answers.

### 4 Now ask two friends the questions in Activity 3.

Divide the class into groups of three and tell the children to ask each other the questions from Activity 3. Go around the class, checking that the children are asking and answering the questions correctly.

### Finishing off

Distribute the picture flashcards around the room. Name one of the school subjects or places. Ask a child to point to the correct flashcard and to name it. If they name it correctly, then they choose the next subject or place.

## Resources

### Phonics

TEACHER'S RESOURCE BOOK, PAGE 93

**Activity 1:** Play the CD and tell the children to repeat the words they hear. Play the CD again for extra pronunciation practice.

**Activity 2:** Tell the children to read the note on the left. They then use the information from the note to fill in the boxes on the right with the correct subjects.

**Activity 3:** Have the children look at the pictures and read the incomplete sentences. They then fill in the blanks with an appropriate missing word.

# Evaluation

## Objectives

To evaluate children's understanding of target language from the unit.

## Target language

### Vocabulary:

Art, English, IT, Maths, Music, PE, Science, Spanish; classroom, computer room, dining room, gym, library, playground

### Structure:

On (Monday), I've got (English) and (Spanish).

## Materials

CD  
Photocopies of Teacher's Resource Book, pages 151 – 152

Students develop competence in 'Learning to learn' by applying acquired learning strategies such as focusing attention and memory recall, as well as comprehension and linguistic expression in order to complete an end of unit assessment.

Even young children can get tense about doing evaluations. To help contribute to a more relaxed atmosphere in the class, you could play the karaoke songs in the background while they are doing that part of the evaluation that does not correspond to the listening. Tracks 3.31 – 3.48 of the class audio are karaoke melodies.

### 1 Listen and complete. 1.14

Play the CD and while the children listen, they complete the class timetable. Play the CD again so they can check their answers.

### 2 Look and write the places.

Tell the children to look at each picture and write the name of the place where the picture was taken on the lines provided.

### 3 Write about yourself.

Ask the children to look at the subjects and think about their own class timetables. They then complete the sentences.

### 4 Read and write the words.

Tell the children to read the sentence clues on the left and then write the correct words on the lines provided.

**Unit 1 Test**

Name: \_\_\_\_\_ Class: \_\_\_\_\_

1

	Monday	Tuesday	Wednesday	Thursday	Friday
9:30	Maths	PE	English		Maths
11:00		Spanish	Music	IT	
1:00	Music			English	Spanish
3:00	Science	Art		PE	Science

2

1

2

3

4

5

6

1 Listen and complete.  
2 Look and write the places.

151

**Unit 1 Test**

Name: \_\_\_\_\_ Class: \_\_\_\_\_

3

1 On Monday I have got \_\_\_\_\_ and \_\_\_\_\_.

2 On Tuesday I have got \_\_\_\_\_.

3 On Wednesday \_\_\_\_\_.

4 On \_\_\_\_\_.

5 \_\_\_\_\_.

4

1 You can study and read books here. \_\_\_\_\_

2 You use a lot of numbers in this subject. \_\_\_\_\_

3 You can play an instrument in this subject. \_\_\_\_\_

4 You have your lunch here. \_\_\_\_\_

1 Write about you.  
2 Read and write the words.

152

## Transcript

### Unit 1 Test. Activity 1. Listen and complete. 1.14

**Narrator:** When have you got English class?

**Girl:** I've got English class on Tuesday afternoon at one o'clock.

**Narrator:** When have you got PE class?

**Girl:** I've got PE class on Friday morning at eleven o'clock.

**Narrator:** When have you got Maths class?

**Girl:** I've got Maths class on Wednesday afternoon at three o'clock.

**Narrator:** When have you got Science class?

**Girl:** I've got Science class on Thursday morning at half past nine.

**Narrator:** When have you got Spanish class?

**Girl:** I've got Spanish class on Monday morning at eleven o'clock.

**Narrator:** When have you got IT class?

**Girl:** I've got IT class on Wednesday afternoon at one o'clock.