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Discovering Lucy Reynolds & Carole Ann Beszant Science



Teacher's Book

A complete method

- This method offers a balance between theory and practice.
- It introduces and develops the contents of: history, culture, geography and natural/social sciences, in a bilingual environment, starting off from previous knowledge, and the boys and girls' experiences.
- The lessons are structured around each of the learning areas.
- The different activities are fun and creative. The contents are understood by all of the students, and the different capacities and levels in the class are taken into account.

A practical method

- Due to its flexibility, this method can be adapted to different criteria, requirements, schedules, school space and the special needs of students.
- The design of the activities is based on our experience in the classroom. The activities are easy to use and they demonstrate how efficient our method is in getting class results.
- The lesson structure promotes good habits and routines in a
 positive learning environment. The space and the groups vary
 according to the activities.

The group

The class should sit in one area of the classroom for oral presentations and consolidation. The students should sit at their tables for written and manual activities.

Small groups/pairs

Using small groups and pairs helps create the opportunity to use and practise language structures. The boys and girls can help each other. The teacher can move around helping and assessing.

Activities

The boys and girls will enjoy the different types of activities. The experiments are easy to prepare and perform. They are a fun and an efficient way to consolidate concepts, knowledge and language.

The children enjoy the games, which help them develop their five senses. They are motivated to think for themselves; trust, security, social learning are promoted; the games raise the children's curiosity and imagination and they create favourable contexts for communication.

- Going around the school to get to know their surroundings; observing the changes caused by the season of the year; getting to know different places in the neighborhood.
- Reading and writing: writing menus for restaurants, reading
 information on a train ticket, following a recipe, reading
 a simple story to a group, labeling food on a mural, for a
 corner, etc., writing a diary of a week at school and the
 weekend at home.

Creating corners related to the topics. Cooking to discover the
properties of certain elements and then eating in the family corner
at home. Painting faces and making easy costumes to play. Planting
seeds, looking after and observing the process of growing, creating
an interactive table to research about the characteristics of living
beings.

Personalized activities

Activities can be adapted depending on different characteristics: of a boy or a girl, the group, the school, the neighborhood or the region.

Assessment

- Even though it is continuous assessment, the teacher will have an assessment sheet to assess the different aspects of each area.
- Understanding concepts and speaking practice is carried out in small groups, or by means of a specific activity, while the other students in the class do another task individually.
- Assessing the students' attitude by observing participation in oral presentations.
- Reading and writing is assessed once students have finished the activities in the book.

English program

The method focuses on the different levels of students, offering the teacher correct models and structures of language use.

Learning the language

Our aim is to create a relaxing and natural environment for learning, where boys and girls feel motivated to participate in an active way.

- At first, simple structures are used, the students talk slowly, using gestures, actions and visual aids to improve understanding and to motivate each other.
- Good listening habits are developed using rhymes, songs, plays and stories.

To keep the students motivated it is important for them to listen to the correct model, then, their mistakes are corrected. This helps to reduce frustration and the fear of making a mistake. Their efforts are praised, and they are motivated to take part.

Teacher: What's the weather like today?

Pupil: Is rainy, is no sunny.

Teacher: Yes, very good. Today it's raining,

it's not sunny.

If the boy or girl answers in Spanish, this demonstrates that he/she has understood the question and they are still in the first stage of understanding.

- Written English is learned at the same time as spoken English.
 They start with the most basic vocabulary and simple phrases, and eventually they will be able to write and read their own sentences.
- The boys and girls are permanently exposed to written English. We
 offer many resources to reinforce, review and support, to help them
 with their reading and writing.

Course structure

The course offers 5 units covering the main areas of science. Each unit is divided into two main topics which include 9 lessons each. You will also find two reviews, two projects, and two self-assessments per unit.

Oral Introduction

Simple, clear English is used to review previous lessons, give instructions and norms, talk about the materials to be used, as well as organizing the class.

Activities

The boys and girls work individually, in pairs, or small groups to develop skills and reinforce concepts. While they work, the teacher can help students to reinforce, expand oral and written English and help with the understanding of the topic.

Consolidation

By using different activities you can assess class progress. Even the shyest boy or girl will be able to use the language learned.

Extra activities

These activities are optional and are useful to extend a short lesson, to give fast-finishers something else to do or to help those students with difficulties, reinforce the topic.

Materials Teacher's guide

This explains, step by step, how to teach the lesson. It includes the main objectives, materials needed, oral and written English that will be learned, as well as the English used in the classroom at every stage of the lesson.

Photocopies

They complement the assignments in the book; they help keep students of a lower level or fast-finishers busy. They can be taken home and shared with their families. They include such activities as board games, cut-outs as well as texts for other activities.

Student's book

This book has lots of pictures to contextualize the lesson, especially at the beginning of the course when the students' English is very basic. The pictures give specific and extra information, creating situations and contexts. It includes vocabulary pages and a great variety of activities which make learning Science fun for everyone!

Workbook

This book has lots of pictures to contextualize the lesson. There are lots of exercises for the students to practise and revise what they have learnt, as well as space for them to be creative.

It also sets out the lessons in mind maps to help students study the topics in an organized way, as well as providing tests to do.

Audios

Songs, stories, games, rhymes, music, poetry, offering the correct pronunciation, stress, rhythm and intonation.

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Contents of Student's book:

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UNIT 1 HEALTH SCIENCE	8
UNIT 2 LIFE SCIENCE	35
UNIT 3 ENVIRONMENTAL SCIENCE	61
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Unit 1		Unit 2			Unit 3		
Health Science		Life Science			Environmental C.		
Body Health		Animals			The Universe		
1	How my body works: skeleton and muscles	1	Animals: Their senses. How animals camouflage themselves.		The parts of the Earth		
2	Senses: Touch and sight	2	Classification of animals I	2	Rocks and minerals		
3	Senses: Hearing, taste and smell	3	Classification of animals II	3	The solar system		
4	Review + Project + Assessment	4	Review + Project + Assessment	4	Review + Project + Assessment		
Nu	Nutrition (II.)		Plants II.		The weather II.		
5	The digestive system	5	Parts of plants and their functions. Classifications of plants.	5	The weather and how we measure it		
6	Healthy diet	6	Trees and seasons	6	The seasons		
7	At a restaurant	7	The uses of plants. Caring for plants.	7	The water cycle		
8	Review + Project + Assessment	8	Review + Project + Assessment	8	Review + Project + Assessment		

Unit 4		Unit 5			
Physical Science		Social 1.			
Materials & Resources		Co	mmunity		
1	Water and its uses	1	Landscapes		
2	Bodies of water	2	Coastal landscapes		
3	Water	3	Islands and coastal landscapes		
4	Review + Project + Assessment	4	Review + Project + Assessment		
Energy II.		Technology			
5	Simple and complex machines.	5	The development of technology		
6	Renewable energy	6	Transportation		
7	Industry	7	Media		
8	Review + Project + Assessment	8	Review + Project + Assessment		

Introduction to the course - We grow everyday!

Objectives

To present the unit, topic, its content and characteristics. To establish rules and organization of the course.

Oral English

Explain that reading and writing will also be in English.

Written English

Explain that reading and writing will also be in English.

Language used in the classroom

- Introducing basic instructions:
- Hello
- Write your name
- · Sit down
- Wait
- Put up your hand
- Tidy up

Materials

Book

Pencils and colors

Audio CD T1

Introduction

- Establish the class routine.
- Greet students: Hello good morning/afternoon/ How are you?/What's your name?/What do you like in this school?/ Do you have any friends?
- Tell the students where they have to sit down (on the carpet or the chairs) saying: *Sit down* and conveying meaning with gestures.
- Ask students to open their books at pages 4 and 5 and call their attention to the pictures on the page and introduce the subject, explaining what they are going to learn: who we are, where we live, what we eat, interesting things about animals, how plants grow, our solar system, our planet, means of communication, energy, etc.
- Show students the materials they are going to use, eg., notebook, CD, book.
- Motivate students, explaining that there will be songs, games and fun experiments.
- Explain that everybody will get opportunities to speak, ask and comment. However, they should always take turns and respect the words *wait* and *put up your hand*.

Activities

• Ask students to open their books at page 4 and 5 and call their attention to the pictures eliciting what the pictures show. Make comments about the pictures. What can you see? A boy, a chick, a flower, a power station, the dentist, a butterfly, a snail, the universe, a city, a bus, etc. Is the butterfly an insect? Yes. What is the boy eating? An apple, etc.

Consolidation

Audio CD T1

• Play audio CD T1 and ask students to listen. Then play the track again and tell children to chant along. Listen to the CD. Now, listen again and chant along.

LIMIT 1

HEALTH SCIENCE

I. Body Health

Objectives

Oral English

Written English

Language used in the classroom

To present the unit, topic, its content and characteristics.

The five senses. Eyes, ears, nose, tongue, hand, ice cream, piano, flower, bear, body, muscles, skeleton.

Write short descriptive sentences.

Review basic instructions.

- Write your name
- I can see...
- Listen and follow
- Tidy up your materials
- Repeat
- *How many...?*
- What do...?
- Draw and color

Materials

Student's Book

Pencils

Introduction

- Establish the class routine.
- Talk about the human body. The human body is very interesting. Do you know what is inside your body? Elicit and reformulate. Yes, bones/skeleton, the muscles. What covers the muscles and the skeleton? Skin. How many eyes do we have? Two. What do we do with our eyes? We see. How many ears do we have? Two. What do we do with our ears? Hear. What do we use to smell? Our nose. What do we use our tongue for? To eat/taste. What do we use our hands for? To feel/touch/tidy up things, etc.

Activities

- Ask students to open their books at page 6 and call their attention to the pictures eliciting what the pictures show.
- Explain what they are going to do, saying: *Let's* read the questions and look through the unit to find the answers. *Let's see....* And start with number 1. (Answers: 1-12 / 2-9 / 3-10).

Consolidation

- Review the parts of the body as you invite children to move around making shapes with their bodies.
- Review parts of the face as you have fun inviting your students to make a funny face.

LIMIT 1

HEALTH SCIENCE

II. Nutrition

Objectives

Oral English

Written English

Language used in the classroom

To present the unit, topic, its content and characteristics.

Cereal, bread, milk, cheese, eggs, chicken, milk, fish, meat, salad, broccoli, candy, hamburger, fries, apple, pear, orange, strawberry, melon, onion, banana, potato, pineapple, asparagus, carrot, tomato.

Read sentences.

Review basic instructions.

- Write your name
- I can see...
- Listen and follow
- Tidy up your materials
- Repeat
- Where...?
- What is...?
- Draw and color

Materials

Student's Book

Pencils

Introduction

- Establish the class routine. Tell the students where they have to sit down (on the carpet or the chairs) saying: Sit down and conveying meaning with gestures.
- Greet students: Hello good morning/afternoon. If you work on both pages of the unit entry, you just keep on introducing new vocabulary using the pictures on the page.

Activities

- Ask students to open their books at page 7 and call their attention to the pictures eliciting what the pictures show.
- Explain what they are going to do, saying: *Let's* read the questions and look through the unit to find the answers. *Let's see....* And start with number 1. (Answers: 1-21 / 2-24 / 3-27).

Consolidation

• Ask students about their favorite foods. Make a list on the board with the names of the students and the food they like. Then, see how many students like the same kinds of food. Eg. Bread is my favorite food. Write on the board: 'Bread' and start the list writing your name underneath. What is your favorite food? Does anyone else like bread? Juan, what's your favorite food? Pasta. Write it on the board. Who else likes pasta? etc.

UNIT 1 HE

HEALTH SCIENCE

I. Body Health

Lesson 1 A. How my body works: skeleton and muscles

Objectives

Learn skeletal functions and the different types of bones.

Oral English

Skeleton, bones, body, structure, protect, hard, soft, bend, joint, elbow, ankle, wrist, shoulder, neck, flat, short, long.

Written English

Read texts.

Language used in the classroom

- Can you feel the bones?
- Why do we have...?
- Can you find the words?
- If we didn't have a...
- Could we...?
- What must we do to have...?

Materials

Student's book

Introduction

Pencils

| A

• Introduce the topic using the poser. Observe the skeleton and learn its functions. Learn about the different types of bones. Look at the poster. This is a human skeleton. Look at all the different bones. There are bones in our head, bones in our arms and hands, bones in our legs and feet, and bones in our body. We all have skeletons. Touch your fingers, hands and arms. Can you feel the bones? Are they hard or soft? Yes, they are hard and strong. Why do we have skeletons? Put up your hand. Reformulate answers.

Activity

• Learn the three skeletal functions.

Why do we have skeletons? Open your Student's

Book at page 8. Look at the pictures and read the sentences. Look at the photos in Activity 1. Let's read the sentences. Juan, read the first sentence, please. Thank you.

Skeletons give structure to our bodies. If we didn't have a skeleton, could we stand up? Run? Sit down? Move our arms and legs? No.

Ana read sentence number 2. Thank you. Yes, skeletons protect different parts of our body. Point at the organs in the poster. Look at the poster. These bones protect the brain. Everybody, touch your head. Can you feel the hard bone in your head? Look at the poster again. These bones protect the heart. Everybody, touch here (gesture). Can you feel the hard bone here? It is protecting your heart. Juan, read sentence number 3. Yes, thank you. The muscles are connected to the bones. We need bones and muscles to move.

Consolidation

• To review the vocabulary in this lesson, ask students to draw a body and label the bones and the muscles.

UNIT 1

HEALTH SCIENCE

I. Body Health

Lesson 1B.

Objectives

Oral English

Written English

Read texts, write

vocabulary.

Language used in the classroom

- Write the names...
- Can you see...?
- Stand up
- Bend
- Move

Learn about the different types of bones and the joints.

Bones, elbow, knee, shoulder, neck, wrist, ankle, flat, long, short, strong, healthy, exercise, good posture.

Materials

Woekbook Pencils Student's book 2 pieces of dark card for each of the two groups. Photocopiable sheets 1 to 6

Introduction

• Review the skeleton. Elicit answers from students. Do humans have a skeleton? Yes. What is it made of? Bones. Why do we need it? We need it to run, to sit, to walk, etc.

Activities

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- Learn about our joints through a practical movement exercise. You demonstrate the movements. Everybody, stand up and look at me. Everybody, move your fingers, bend your fingers, now bend your wrists. Can you bend your arm? Yes, this is the elbow. Everybody, bend your arm. This is your shoulder. Can you lift your arms up? Can you move your shoulders up and down? Now we are going to move our heads. Bend your necks slowly and carefully. Now move your legs. Bend your knees and your ankles. Thank you, everybody, sit down. We have been moving our necks, our shoulders, our wrists, our elbows, our knees and our ankles: these are joints. (point at the joints in the poster.) Look at the poster. These are joints. They have to write the names of the joints in their Student's Book. Look at the skeleton in Activity 1. Can you see the joints? Write the names of the joints.
- Learn the different types of bones.

 Look at the pictures in activity 2. Juan, read the sentence, please. Yes, thank you. There are three different types of bones. Have three students locate the three types of bones in the poster. Look at the poster. Juan, come here, please. Can you find a flat bone? Yes, very good, here is a flat bone. Ana, can you find a long bone? Yes, very good, this is a long bone. Can you find a short bone?

- Talk about the importance of taking care of our bones. Look at the pictures in Activity 3. Read the sentences. What must we do to have strong bones? Yes, if you eat healthy food, do exercise, sit up straight and stand up straight, your bones will grow correctly. Your skeleton is very important. Look after your bones.
- Workbook

To check and consolidate comprehension. Word search to then use the words they find to complete sentences. Open your Workbook at page 4. Look at the sentences in activity 4. There are some missing words. Can you find the words in the word puzzle? Look for the words and write the correct words in the sentences. Stop by the tables helping them with this exercise.

The answers are:

- 1. Bones.
- 2. Structure.
- 3. Protect.
- 4. Muscles.
- 5. Joint.
- 6. Flat.
- 7. Long.

Consolidation

• In small groups, cut out the bones, stick them onto the pieces of card and join them to form a skeleton. Hand out photocopiable sheets (one bone for each student and if there are bones left, hand them out to those who finish first).

Get into groups. Cut out these bones and stick them here (show the card) on the card and make a skeleton

I. Body Health

Lesson 1C.

Language used in the **Objectives Oral English** Written English classroom Learn the muscles and Muscles, bones, contract, relax, Read texts and write • Put your hand on... their functions. voluntary, involuntary, strong, sentences. • Touch your arms flexible. • Can you feel...? Can you control...? We must... Why is it your favorite sport? **Materials** Workbook Poster Pencils Colors Student's Book

Introduction

• Introduce the topic using the poster. Observe the muscles and learn their functions.

Look at the poster. Look at the human body. Look at the different muscles. There are muscles in our arms and legs, in our face, in our hands, all over our body. There are more than six hundred muscles in our bodies. Everybody, touch your arms. Can you feel your muscles under your skin? Are they hard or soft? Yes, they are soft. Everybody, move your arms. Can you feel your muscles moving? Why do we have muscles? Put up your hands. Reformulate answers.

Activities

- Learn the muscle functions, movement.

 Open your Student's Book at page 10. Look at the picture of the human body. Look at the muscles. Ana, read the sentence in activity 1, please. Yes, we use our muscles to move every part of our body.

 They have to write four sentences about muscle functions guiding themselves with the sentences from Activity 1. Write some sentences in your Student's Book about muscles. Stop by the tables helping them with this exercise.
- Learn about voluntary and involuntary muscle movements. Follow the path from the action to the brain. When we want to move our bodies, information goes from the brain through the nerves to the muscles. Show voluntary movements with simple examples. Everybody, touch your nose, touch your eye, tidy up your pencil. You are moving your muscles because you want to. You control the movement of your muscles. This is a voluntary movement.

Show involuntary movements: Look at the poster. Your heart is here. Your heart is a muscle. Everybody, put your hand on your chest (Show). Can you feel your heart moving? Can you stop your heart moving? Can you control this movement? No, your heart is always moving. This is an involuntary movement.

• Workbook.

Draw their favorite sport and copy the following sentences written on the board: Your muscles are very important. Look after your muscles and do exercise. Open your Workbook at page 5. Draw a picture of your favorite sport. Stop by the tables: I like your drawing. What sport is this? Who is this? Are they moving their muscles? Etc. When you have finished, copy these sentences in your Workbook under your drawing.

Consolidation

• Ask some students to show their drawings and talk about them. Who would like to show their drawing to the class? Very good. Tell the boys and girls what sport this is and why it is your favorite sport.

UNIT 1

HEALTH SCIENCE

I. Body Health

Lesson 2 A. Touch and sight

Objectives

Oral English

Written English

Language used in the classroom

How we perceive the world through our five senses.

Eyes, ears, nose, tongue, skin, sight, hearing, taste, touch, smell, nerves, brain, organ, senses.

- Read texts.
- Get a partner
- feel, touchwrite, cut
- stick . read
- look at
- what are the...doing?
- what do we do with our...?
- how...?

Materials

Student's book

Pencils

Introduction

• Introduce the topic by reviewing the use of the five senses to relate with the world. *Do you remember that humans use five senses? Today we are going to talk about the senses.*

she is using her sense of touch. She touches the radiator: it is hot. She moves her hand. Conclude: Our senses help us.

Look at photo number 3. What senses is the girl using? Yes,

Activity

• Open your books at page 11 and look at Activity 1. Everybody, look at the photos in activity 1. We have five senses. Ana, read the names of the senses, please. Before they complete the sentences, ask questions about the senses and the organs used: What do we do with our eyes? Yes, we read books, we watch TV, we look and see with our eyes, etc.

What do we do with our ears? We listen to music, we hear different noises and sounds, etc.

What do we do with our hands? We can touch animals, we feel hot and cold things, we can touch hard and soft things, etc.

What do we do with our nose? We can smell flowers and food, perfume and smoke.

What do we do with our tongue? We taste different foods. Complete the sentences as a group.

Get your pencils and write the correct word in the sentences in activity 1. Juan, read the first sentence. Yes, we see with our ...? Yes, eyes. Everybody, repeat the sentence and write the word "eyes". Repeat with each sentence.

• Using the pictures, talk about why we have senses, how they help humans and other animals to find food, run from danger, etc. Look at the photos in activity 2. What can you see? What are the animals doing? What are the humans doing? Look at photo number 1. The leopard is hungry. What senses does the leopard use? It uses its sense of smell and sight to find food. It can smell/see the zebra. What senses does the zebra use? Yes, it sees/smells/hears the leopard and runs away. Look at photo number 2. This boy is crossing the road. It is dangerous if there is traffic. What senses does the boy use? Yes, he uses his senses of sight and hearing. He sees/hears the traffic coming.

Consolidation

• Have students play a guessing game to review the vocabulary in this lesson. We see with our.... We hear with our.... We smell with our.... We touch with.... We taste with our...

I. Body Health

Lesson 2B.

Objectives

Introduce the sense of touch.

Oral English

Organ, touch, skin, nerves, brain, dermis, epidermis, shower, wash, protect, look after, eyes, ears, nose, tongue, sight, hearing, taste, smell, senses.

Written English

Read sentences. Write sentences.

Language used in the classroom

- Look at...
- Read
- · Clap your hands
- Tickle
- Stroke
- How do we...?

Materials

Student's book, Glue (for extra activity) Workbook

Sandpaper

Scissors

Introduction

• Talk about the five senses. Do you remember humans use their senses? How many senses are there? 5. Today we are going to talk about one of the senses, touch. Open your books at page 12.

Activities

 Talk about the sense of touch. Learn about the brain as a receptor of signals from sensory organs. Make a small practical experiment about touch: tickling, scratching, clapping and caressing the skin on our hands.

Now we are going to talk about the sense of touch. The organ of the sense of touch is all our skin. Everybody, clap your hands softly. Now clap your hands hard. Very hard! Ow! Yes, it hurts. Now tickle your hands with your fingers. Scratch your skin using your nails. Ow! It hurts! Now stroke your arms. Can you feel your soft skin? We are using our sense of touch. The sense of touch is in our skin. Look at the picture in activity 1. This is skin. Look at the nerves. The nerves take information to the brain and the brain tells us what to do.

• Review personal hygiene talking about the importance of keeping our skin clean and healthy. Look at the photos in activity 2. What are the children doing? What do we do when our skin is dirty? Yes, we wash with soap and water. How do we keep our bodies clean? We have a shower. How do we protect our skin from the sun? Yes, we put on sun cream and wear hats. What do we do when we cut our skin? We wash with soap and water and disinfect our skin and then we cover it with a plaster. Read the sentences together.

• In the Workbook, they will draw a picture of themselves using the five senses. Then, they will write simple sentences about their drawing.

Open your workbook at page 6. You are going to draw a picture of yourself using your five senses: looking, listening, touching, smelling and tasting.

When you have finished, write some sentences about your picture. Look at the sentences in your Student's Book to help you. Stop by the tables. What are you doing? What senses are you using? Etc.

Consolidation

• Make a practical experiment about the sense of touch: they take turns in pairs to "write" with a finger letters and words on their partner's skin. Everybody, find a partner. Now listen to me. We are going to play a game. Ana, come here, close your eyes and feel with your skin. I am going to write a letter/word/number on your hand/back/arm. What letter is it? Yes, it's A/B/C/ etc. Thank you, Ana. Sit down and find a partner. Take it in turns: close your eyes and feel. What letter is your friend writing?

Extra Activity

• Talk about the importance of the sense of touch, especially for blind people. Use sandpaper to cut out shapes and letters, stick them onto sheets of paper to create drawings or words that the children can "read" with their hands.

Draw a shape or write a letter on this special paper. It is called sandpaper. Cut out the shapes and letters and stick them here on the paper with the glue. Now give your paper to a friend. Tell them to close their eyes and touch the letter with their fingers. Do you know what letter or shape it is? Feel the letters and shapes with your skin.

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HEALTH SCIENCE

I. Body Health

Lesson 2 C.

Objectives

Oral English

Written English

Language used in the classroom

Introduce the sense of sight. Eye and sight care. Learn and name the parts of the eye.

Learn its functions.

Eve, sight, emotions vocabulary, nerve, brain.

- Read texts and complete sentences.
- How do you think...?
- How do you know?
- Take turns
- Cover your eyes
- You must look very quickly
- What happens?

Materials

Student's Book Photocopiable sheet 7

WorkBook

Pencils

Puncher (extra activity)

Introduction

• Introduce the subject by naming the organs of sight and start a discussion about the information that we receive from the world through our eyes. Today we're going to talk about the sense of sight. Our organs of sight are our eyes. When we look at things what can we learn? Reformulate answers, for example: How do we know if it is day or night? Yes, we can see if it is dark or light. How do we know if there is danger? Yes, we can see fire, traffic, a hole in the ground, broken glass, etc. How do you know what people are thinking/feeling/doing?

Activities

- Open your books at page 13. Learn and name the external parts of the eye. Learn its functions. The organs of sight are our eyes. Look at the pictures in activity 1. What can you see? This is an eye. Look at the different parts of the eye. Juan, read the names of the different parts of the eye. In pairs, they look at each other's eyes. Look at the person sitting next to you. Everybody, look at your partner's eyes. Look at their eyebrows, look at their eyelids and eyelashes. Look at the iris. What colors can you see? Look at the pupils. Why do we have eyebrows? Why do we have eyelashes? Etc. Read the sentences in activity 1. Ana, read sentence number 1, etc. Check for sentence comprehension: Juan, why do we have eyebrows? Yes, to protect our eyes from perspiration, etc. Clarify in Spanish and reformulate if necessary.
- Learn about the eyes' internal structure and the process of seeing. Look at the picture in activity 2. What can you see? This is the inside of an eye. Look at the different parts of the eye. Ana, read the names of the different parts of the eye.

How do we see with our eyes? Together follow the path from the sensory organ (eye) to the brain. How do we see with our eyes? Read the sentences in activity 2. Juan, read sentence number 1, etc. Do you all understand? Look at the pictures to help you. Conclude: Our senses help us to learn and understand information.

- Review eye hygiene and talk about the importance of taking care of our sight. Use gestures as you explain. It is very important to look after our eyes. Read the sentences in your Student's Book in Activity 3. When you watch the television, don't sit too near. Don't use the computer for more than 30 minutes. Keep your eyes clean. Don't touch your eyes with dirty hands. If you get something in your eye, splash water into your eye, but don't touch it.
- Make a practical experiment to see how pupils work. Open your Workbook at page 7. Look at the pictures in activity 4. We are going to do an experiment with our eyes. Demonstrate with a student. First observe and comment on the size of his/her pupils. Ana's pupils are small. Close the eyes and cover them with the hands for 20 seconds: Close your eyes. Put your hands on your eyes. Count to 20. Everybody, help us count to twenty: 1, 2, 3, etc. When the student opens his/her eyes, observe the changing pupils but do not comment on the results so students can figure it out by themselves: Ah! Ana's pupils are different, they have changed. Find a partner. Look at your partner's eyes. Look at the pupils. Can you see the pupils? Are they big or small? Yes, they are very small. Now, take it in turns: one person, shut your eyes and put your hands over your eyes. Count to twenty, then open your eyes. When you open your eyes, your partner must look very quickly to see what happens to your pupils. When they finish the experiment, comment on the results: What did you see? Yes, the pupil was big, then it changed and was small again. Why does the pupil get bigger and smaller? Reformulate answers to reach the conclusion that pupils are wider

LIMIT 1

HEALTH SCIENCE

I. Body Health

Lesson 2C.

when there is little light and they are smaller when there is a lot of light. The eye needs light to see. When it is dark, the pupils open and more light goes into the eye. When it is light, the pupils get smaller and less light goes into the eye. To check comprehension: When it's night, are your pupils big or small? Have them draw the results of the experiment in their workbooks.

Consolidation

• In small groups talk about the Braille alphabet, make sentences and words with it. Hand out photocopiable sheets. Look at this alphabet. These are the letters that blind people use to read words. The letters are made of little circles that you can feel with your fingers. Blind people use their sense of touch to read; we use our sense of sight. Can you make some words with these letters? Using the puncher, make a picture to 'read' using your fingers. Use the puncher to make a shape. When you finish, turn over the page like this (gesture) and ask your friend to touch the picture and guess what shape it is.

UNIT 1

HEALTH SCIENCE

I. Body Health

Lesson 3 A. Hearing, taste and smell

Objectives

Oral English

Written English

Language used in the classroom

Introduce the sense of hearing. The sensory organ and its functions.

Ear, hearing, listen, nerve, brain, sound

- Read texts and write vocabulary.
- Explore
- Touch your ears
- Listen to the different voices
- Was that voice...?
- Fold the paper
- Take turns
- Can you feel...?

Materials

Student's Book Pencils
CD T2 Dictionaries

Introduction

• Start a discussion about the sense of hearing. How it helps humans and other animals to relate with the world. Today we're going to talk about the sense of sight. The organs of hearing are the ears.

Activity

• Open your books at page 14. Learn and name the different parts of the ear. Look at the picture of an ear in Activity 1. Explore our ears. Everybody, touch your ears. Look at your friend's ears. Can you see the shape of the ear? This is the outer ear. Look at the picture of the outer ear in activity 1. Sound goes into the outer ear. Look at the picture of the inner ear. Ana, read the names of the parts of the inner ear.

Follow the path sound follows to the brain.

How do we hear? Look at the pictures in activity 1. Sound goes into the ear. Sound travels through the ear. The little bones vibrate. Nerves take the information to the brain and we understand the sound.

- Review personal hygiene and ear care. Juan, read the sentences please. When you wash your face, don't forget to wash your ears.
- Only wash the outer ear, don't wash the inner ear. Only the doctor can clean the inner ear. It is dangerous to put things inside your ear. If we shout, it hurts our ears. It is better to speak quietly. It is not good to listen to the television or music that is very loud. It hurts your ears.
- Talk about the importance sight has for deaf people. Some people can't hear. How can these people understand us when we talk?

Sometimes they can see the shape of our mouths (gesture) when we form the words. Sometimes they use sign language. Look at the alphabet in activity 3.

People who can't hear use their hands and their fingers to make different shapes (gesture). These shapes are letters and words. People who can't hear use sign language to talk and they use their sense of sight to communicate.

Consolidation

• Auditory discrimination using the audio CD T2. Now everybody listen to these different sounds on the CD. Some sounds are LOUD and some sounds are ... soft. Some sounds are HIGH and some sounds are ... low. Listen very carefully. Close your eyes and use your sense of hearing.

What are these sounds? Yes, it's high (gesture). Yes, it's somebody singing. Etc.

Consolidation

• In small groups, communicate using sign language.

Look at the alphabet. Try and say your name with these signs. Show your partner. Can you understand what the word is?

You can organize other groups to play with their eyes covered. They have to find out where their classmates are hiding or what and where is something that makes a sound, for example a musical instrument.

Cover your eyes. What can you hear? Silence, everybody. Listen to the musical instrument. Can you hear it? What is it? Where is it? Point with your finger. Show me where it is.

• Another fun game using the sense of hearing is 'Telephone' to pass a word from one student to another by whispering the word. When the word reaches the last student, he/she says the word aloud. It probably won't be the same word whispered at the beginning of the game.

You start, Ana, I'm going to whisper in your ear. Listen to the word, but don't say the word. It is a secret. Now you whisper the same word in Juan's ear. Juan, you whisper into the next child's ear. Etc.

LIMIT 1

HEALTH SCIENCE

I. Body Health

Lesson 3B.

Objectives

Introduce the sense of taste. The sensory organ and its functions.

Oral English

Eyes, ears, mouth, skin, sight, touch, taste, hearing, senses, organ, taste buds, nerve.

Written English

Read texts and write sentences.

Language used in the classroom

- Open your mouth
- What can you see?
- Can you see the...?
- Is everybody listening?
- Now we are going to try
- Who cleans their teeth?

Materials

Student's Book

Pencils

Workbook

for the taste experiment: soluble coffee, sugar, salt and lime (find out if students are allergic to something), napkins, knife

• Open your workbook at page 8. Draw a picture of your favorite food. Have students share and talk about the food they drew.

Introduction

• Start a discussion about the sense of taste and how it helps us perceive the world around us: We are going to talk about the sense of taste. Our organ of the sense of taste is our tongue.

Activities

- Talk about situations where human beings and animals use the sense of taste. *Open your Student's Book at page 15 and look at the photos in activity 1.* What are they doing?

 They are tasting they are using their sense of taste.
- They are tasting, they are using their sense of taste. Our sense of taste tells us if something is sweet, bitter, etc.
- Learn about the sense of taste through practical experiences. First in pairs and then in groups of five. Reinforce with Activity 2 in the Student's Book. Find a partner. Ready? Is everybody listening? Open your mouths and stick out your tongues. Look at your partner's tongue. Look at the shape of the tongue, look at the color. Can you see little taste buds on the tongue? Look at the picture of the tongue in activity 2. Can you see the taste buds? We can taste different food with different taste buds. Nerves take this information to the brain for us to recognize different flavors.
- Review oral care and hygiene.

 Look at the pictures in activity 3 and read the sentences. It is very important to look after your mouth and your teeth. Who cleans their teeth and tongue every night and every morning? Who goes to the dentist?

Consolidation

- Get into groups of five. Ana, help me give out these different foods. Stop! Wait! Don't eat the food yet. First we are going to try the sugar. Everybody, put a little bit of sugar on your tongues. Put the sugar here (indicate the 4 parts of taste in the tongue), now here, now here, and now here. Can you taste the sugar? Yes, it is sweet. Write the word sweet on the board.
- Everybody, put a little bit of lemon on your tongues – here, now here, etc. Oh! Can you taste the lemon? Yes, it is acid. Write the word on the board. Everybody, put a bit of coffee on your tongues. Can you taste the coffee? Yes, it is bitter. Write on the board. Now we are going to try the salt. Put a little bit of salt on your tongues. Can you taste it? Yes, it is salty. Write on the board. Tidy up the experiment. Tidy up the food and sit on your chairs. When you eat different foods, you can taste them with your taste buds. There are some foods that you like and there are some foods that you don't like. What foods do you like? Sweet foods or salty foods? Put up your hands and tell me what foods you like and don't like. With our tongues we know if food is very hot (gesture) or cold. Look at the picture of the children eating cold ice cream and hot food.

I. Body Health

Lesson 3 C.

Objectives

organ and its functions.

Introduce the sense of smell. The sensory

Oral English

Eyes, ears, mouth, nose, skin, sight, touch, taste, smell, hearing, senses, organ, taste buds, nerve.

Written English

Read texts and write sentences.

Language used in the classroom

- Open your mouth
- What can you see?
- Can you see the...?
- *Is everybody listening?*
- Now we are going to try
- Who cleans their teeth?

Materials

Student's book Dictionaries

Pencils

Workbook

Introduction

• Start a discussion about the sense of smell and how it helps us perceive the world around us: We are going to talk about the sense of smell. Our organ of the sense of smell is our nose.

Activities

- Talk about situations where human beings and animals use their sense of smell. Open your Student's Book at page 16 and look at the photos in activity 1. What are they doing? They are smelling, they are using their sense of smell. What can they smell?
- Learn about the sensory organ of smell. Look at the pictures in activity 2. This is a nose. Our nose is our organ of the sense of smell. Ana, read the sentences, please. Everybody, breathe air in through your nose and breathe air out through your mouth. We use our nose for breathing and smelling. Different smells go into the nose and the nerves take this information to the brain.

Link the sentences together. Now we are going to join the sentences in activity 2.

- Review nasal hygiene. What do you do if your nose is dirty? Yes, clean your nose with paper and throw the paper into the bin.
- Workbook

Stanley Publishing

Open your Workbook at page 9. Look at activity 4. Draw a picture of three things you like to smell. When you have finished, write a sentence about your picture. Stop by the tables, stimulating language through questions and comments. What is your favorite food/smell? Why? Draw the picture here.

Write the sentence here. Look at the pictures and the sentences in your Student's Book to help you. If there is time, have some children show their drawings. Show your work to the rest of the class and read your sentences. Very good, thank you. Tidy up your books.

Consolidation

• Explain to the students that they are going to participate in an experiment. Tell them that they have to go outside the classroom and smell three different things. Tell them they have to write down if it smells good, bad or horrible. Then, ask students to get in groups and compare their information.

Extra Activity

19

• Look for words in the dictionary. Write on the board: tongue, taste bud, nose, nostril, taste, smell. Everybody, look for these words in the dictionary.

I. Body Health

Lesson 4 REVIEW. Things to remember

Objectives	Oral English	Written English	Language used in the classroom
Review lessons 1, 2, and 3.	Review vocabulary seen in this part of the unit.	Interpret images. Complete sentences.	• Look • Join • Write • Say • Tell me • Look at
Pencils and colors Student's Book - Audio	Workbook T1		

Introduction

- Settling down routine.
- Review the senses. Touch, smell, sight, taste, hearing. Elicit answers. What do we use to see? Our eyes. We use our nose to...smell. Etc.
- Say: Open your student's books at page 17.

Activities

- Look at the Activity. Read the sentences. Read the options. Complete the sentences with the correct word. Answers: 1.c, 2.c, 3.b, 4.b, 5.a, 6.c, 7.c, 8.b, 9.c, 10.b
- Workbook. Open your workbooks at page 10. Review the diagram with the whole class before they start the test. Look at page 10 in your workbooks. Look at the important things to remember about this part of the unit.

Let's read the information together.

Clarify any questions they might have.

We are going to do a test.

Pointing at the diagram:

This information can help you.

Consolidation

• Play audio CD T1 and ask students to sing along.

UNIT 1

HEALTH SCIENCE

I. Body Health

Lesson 4 PROJECT - Skeleton model

Objectives

Oral English

Written English

Language used in the classroom

To consolidate the language in the previous lessons. To promote group work.

Skeleton, bones, body, structure, hard, soft, bend, joint, elbow, ankle, wrist, shoulder, neck, flat, short, long, muscles.

Read sentences. Label bones.

- Follow the instructions
- Glue
- Write the names

Materials

Student's book, white glue, black construction paper, white crayon, different types of pasta: spaghetti, macaroni, tiny shells, wagon wheels; small dried beans.

Introduction

- Settling down routine.
- Review bones and muscles. Elicit answers from students. We all have skeletons. What are skeletons made of? Bones. Are bones soft or hard? Hard. Where do we have bones? Head, hands, arms, legs, feet, etc. Why do we need the skeleton? To walk, run, jump, etc. Show them one of your fingers and move it up and down, touch the joint. Look at my finger, look at how it moves. What do we call this? (point at the joint) Joint, very good. Joints let us move our fingers, hands, knees, etc. What else helps us move our bodies? Yes, the muscles, etc.

Activities

• Show the book: *Open your student's book on page 18*

Follow the instructions. Make a skeleton model. Use the pasta to make your skeleton. Glue the pasta to the black paper using white glue. Use any type of pasta. When your skeleton is finished, write the names of the bones and muscles with the white crayon.

Stop by the tables and assist when needed.

Consolidation

• Have students share their skeletons. Make comments about them. Who wants to show the rest of the class his/her skeleton? Juan, let us see your skeleton. Look, he used spaghetti to make the long bones. He used macaroni to make the ribs, etc.

I. Body Health

Lesson 4 Discovering what I know!

Objectives

For students to assess their own and a peer's learning. To develop students' responsibility and

participation in the learning process.

Oral English

I know this very well. I know this well. I don't understand this.

Written English

Read the statements. Interpret images.

Language used in the classroom

- Read
- Color
- Assess
- Tick

Materials

Pencils and colors Book Workbook

Introduction and Activity

- Settling down routine.
- Open your books at page 19. Form pairs to work on the assessment. Say: We are going to express how well he learned the lessons. Read each sentence. Think for a minute. Color the face that expresses how well you know the concept. Demonstrate on the board with the first statement. Explain what each face expresses: I know this very well. I know this well. I don't understand this. Students assess themselves first. They color the face that best expresses how they think they know each concept. You can assign a specific color for each of the faces. Students assess a partner. Distribute students in pairs. Say: Now, assess your partner/classmate in the same way and with respect.

When they finish, they compare their assessments with the partner they assessd. Guide the discussions in case of disagreements, and ask students to support their opinions. Remind them of the respect they must have for other people's opinions.

• Workbook: Look at page 11 in the workbook. Read the sentences and questions. You are going to tick the correct answer. Answer the first one as an example. Look at number 1. Read the sentence. Which is the correct answer? Yes, tick the correct answer. Some sentences have one correct answer and some sentences have two or three correct answers. Answers: 1. a, 2. a, c, d, 3. b, 4. a, c, 5. b, 6. b, 7. a, 8. c, 9. b, 10. b.

Consolidation

• To round up the assessment session, check the answers to the activity from the workbook. *Let's check our answers. Juan, please read question number 1 and tell me the answer, etc.*Answers: 1. a, 2. a, c, d, 3. b, 4. a, c, 5. b, 6. b, 7. a, 8. c, 9. b, 10. b.

LISTENING Transcripts

Trac	:k	Track	•	Tracl	<
1. (Introduction to the course	5.	The plant story	9.	Village and city sounds
2.	The senses	6.	Weather forecast	10.	Instructions for drawing a
3.	Restaurant dialogues	7.	The water cycle		andscape
4.	The pet shop story	8.	Sounds to accompany role-play		
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Track 1:

Introduction to the course

Introduction to the course

Hello, everybody, welcome to "Discovering in English".

You are going to learn in English.

Look at the interesting things you are going to learn about.

You will learn about animals, plants, the sun and the moon, water, air and many different things.

Now listen to some of the different things we are going to learn about. What are they?

Track 2:

The senses

Today we're going to talk about the sense of hearing. We are going to listen to different sounds.

Some sounds are very soft. Some sounds are very loud. Some sounds are high and some sounds are low. Now listen carefully.

- 1. high 2. low
- 3. loud 4. Soft

Did you listen to the sounds? Do you know what the sounds were?

Track 3 Restaurant dialogues

1.

- Hello, good morning. Come in and sit down at this table. I'm your waiter. Here is the menu. What would you like to drink?
- Some water, please.
- What would you like to eat?
- First I'd like some spaghetti. Then I'd like some meat and some salad.
- Thank you.
- Have you finished?
- Yes, thank you.
- Would you like some fruit or ice cream?
- I'd like some fruit, please.
- Waiter, could you bring me the bill, please?
 How much is it?
- Here is your bill?
- Thank you very much.
- 2.
- Good evening, we'd like a table for two, please.

- Good evening. I'm your waiter. You can sit at this table.
- Come here, Lucy, and sit down. Are you hungry?
- Yes
- What would you like to eat? Some salad?
- No, pizza, pizza!
- Oh, OK, but have some salad too.
- No. I don't like salad.
- OK, but after the pizza you can have some fish and vegetables.
- No, I want chips and ketchup.
- But that's not very healthy. Fish and vegetables are good for your bones and muscles.
- No, pizza and chips and ketchup!
- All right, but when you finish, you can have some fruit.
- No. I want chocolate ice cream!
- Oh, all right.
- I'm thirsty.
- Would you like some water or milk?
- No, I want some cola!
- Waiter, can we have a pizza, chips, ketchup, chocolate ice cream and a cola, please?

Track 4 The pet shop story

mammals and even insects!

One day Dad took William and Kathy to the pet shop. He said, "Today I have a surprise for you. I'm going to buy each of you a pet: one for you William and one for you Kathy. But you must look after

one for you William and one for you Kathy. But you must look after your pets. You must feed them and clean them."

"Thank you, Dad," said William and Kathy. "We will look after them." There were lots of animals in the pet shop – birds, fish, reptiles,

William looked at the fish. They were different colours. But William didn't want a fish.

Kathy looked at the birds. The canaries and the parrots had beautiful, coloured wings. But Kathy didn't want a bird.

William looked at the stick insects. They were very interesting, but then he saw the chameleons.

There was a brown one on a tree, a green one on the leaves and a yellow one on the sand.

Suddenly, one chameleon caught a fly with its long tongue.

"Yes!" said William, "That's what I want! A chameleon!"

Kathy looked at the little mammals. There was a little mouse and a hamster. But then Kathy saw a beautiful soft rabbit. It was black and

white. Kathy picked it up in her arms. "Yes," said Kathy, "this is what I want. A rabbit!" Dad bought two cages and some food. The man in the shop told William and Kathy how to look after their animals.

Track 5 The plant story

Alex gets up at 9 o'clock in the morning. It's Saturday. He has a shower and gets dressed.

He puts on his cotton t-shirt and shorts.

There is a bird in the tree. The sun is shining.

"Come and have your breakfast," says Mum.

Alex has cereals, toast and orange juice for breakfast.

Dad says, "Alex, come and help me water the plants."

Alex and Dad water the roses, the bushes and the grass in the garden.

Then Alex helps his mum. He goes to the shop and buys a kilo of apples, a lettuce, some bread and a newspaper.

When he comes out of the shop, he sees some beautiful flowers.

"How much are the flowers?" he asks.

"Five euros," says the shop assistant.

Alex buys some flowers for his mum. She is very happy. She likes the pink roses and yellow tulips best.

Track 6 Weather forecast

- Today it's going to be very hot and sunny.
 The temperatures will rise to a maximum of 35 degrees.
- This morning it is very cold.
 There is ice on the roads, so be careful when you are driving.
 This evening it will start to snow and, if it snows all night, you can make a snowman tomorrow.
- At last, after a very dry summer, it has started to rain. The farmers will be very happy because the plants need water. It will rain for the next two days, so take your umbrellas.
- 4. Today there will be strong winds coming from the north.
- 5. There are traffic problems this morning. It is very foggy. Drivers can't see the roads and have to drive very slowly.
- Tomorrow the fishing boats can't go out to sea and fish because there will be bad storms with thunder and lightning and strong winds.

Track 7 The water cycle

- 1. The sun makes temperatures go up. The temperature of the water in the sea and rivers goes up.
- 2. When the temperature of the water goes up, the water evaporates. The water vapor goes up into the sky.
- 3. The water vapor is made of very little drops of water.

- 4. This water vapor cools and forms the clouds. The wind moves the clouds.
- 5. Sometimes the little drops of water join together and fall as rain.
- 6. When the temperature in the clouds goes down, it may snow or hail.
- 7. The rain, snow and hail fall to the ground and into the rivers and this water goes back to the sea.



Track 9 Village and city sounds

Track 10 Instructions for drawing a landscape

You are going to draw a landscape. Get your pencils and listen to the instructions.

Put your pencil on number 1. Draw a line to numbers 2, 3, 4, 5 and 6. You have drawn some mountains and a valley. Write the words "mountain" and "valley".

Put your pencil on numbers 6. Draw a line to numbers 7, 8, 9, 10, 11 and 12. Is this a mountain? No it's not very high. It is a hill. Write the word "hill".

Put your pencil on number 13 and draw a line to numbers 14, 15, 16, 17 and 18. Put your pencil on number 13 again. Now draw a line to numbers 19, 20, 21 and 22. You have drawn a river flowing to the sea. Write the word "river". The river opens into the sea. It is wide. It is the estuary. Write the word "estuary".

Now you are going to draw the coastline. Put your pencils on number 22 and draw a line to numbers 23, 24, 25, 26, 27, 28, 29, 30 and 31. Look at the coast line. Can you see the cape? Write the word "cape". Can you see the gulf? Write the word "gulf". Can you see the beach? It is between the river and the cape.

Write the word "beach". Can you see the high rocks in the gulf? Write the word "cliff".

Put your pencils on numbers 32. Draw a line to numbers 33, 34 and 35. What's this? Yes, it's an island in the sea. Write the words "island" and "sea". Look at the town in the middle at the landscape. It is in the middle of a plain.

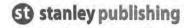
Write the words "plain" and "town". Now you can colour your landscape.





Teacher's book

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