

# English Print 2

 includes CDs

## Teacher's Guide



Rebecca Williams Salvador

 **Richmond**  
PUBLISHING

## **RICHMOND PUBLISHING**

26-28 Hammersmith Grove  
London W6 7BA - United Kingdom

© Santillana Educación, S. L. / Richmond Publishing,  
2007 Torrelaguna, 60 – 28043 Madrid

### **This edition:**

© 2009 by Ediciones Santillana, S.A.  
Leandro N. Alem 720  
C1001AAP, Buenos Aires, Argentina

The Teacher's Guide includes audio CDs.

### **Argentina Publisher**

Sara Benveniste

### **Publishers**

Alicia Becker, Vicki Caballero

### **Consultant**

Susan Bolland

### **Editorial Team**

Rebecca Adlard, Paula Fulia, Elsa Rivera, Alejandra Zapicain, M<sup>o</sup> del Carmen Zavala

### **Design & Layout**

Isabel Arnaud, Rocío Lominchar, Jesús Pérez, Pablo Ramborger

### **Technical Coordination**

Antonio Ocaña

### **Cover Design**

Isabel Arnaud

### **Illustrations**

Sonia Alins, Dalia Alvarado, Guillermo Bobadilla, Rosa María Fuentes, Guillermo Graco, Claudia Navarro, Pixel Design Lab

### **Technical Director**

Ángel García Encinar

### **Photos**

Brand X Pictures, Corbis, Digital Stock, Image Source, Ingram Publishing, Rubberball Productions, A. Guerra; A. M. Laría; A. Toril; A. Viñas; C. Contreras; C. Jiménez; C. Sanz; D. López; D. Sánchez; F. de Madariaga; GARCÍA-PELAYO / Juancho; I. Sabater; I. Rovira; J. C. Muñoz; J. I. Medina; J. Jaime; J. M. Borrero; J. M.<sup>o</sup> Barres; J. M.<sup>o</sup> Escudero; J. Montoro; KAIBIDE DE CARLOS FOTÓGRAFOS; Krauel; L. M. Iglesias; M. Moreno; M.<sup>o</sup> D. Gonzalo; P. Esgueva; Prats i Camps; S. Enríquez; TERRANOVA INTERPRETACIÓN Y GESTIÓN AMBIENTAL; A. G. E. FOTOSTOCK / SuperStock; AGENCIA ESTUDIO SAN SIMÓN /A. Prieto, C. Díez; CENTRAL STOCK; COMSTOCK; CONTIFOTO / C. Rubio; COVER; DIGITALVISION; EFE / J. Ragel; FOCOLTONE; HIGHRES PRESS STOCK / AbleStock.com; I. Preysler; JOHN FOX IMAGES; LOBO PRODUCCIONES / C. Sanz; MUSEUM ICONOGRAFÍA; PHOTODISC; STOCKBYTE; L. Vaamonde; MATTON-BILD; SERIDEC PHOTOIMAGENES CD; ARCHIVO SANTILLANA

ISBN 978-950-46-1990-1

The Argentina Publisher would like to thank Carina Sigal for her cooperation with the adaptation of this edition.

Queda hecho el depósito legal que marca la ley 11.723.  
Impreso en Argentina. Printed in Argentina.

All rights reserved. No part of this work may be reproduced, stored in a retrieval system or transmitted in any form, electronic, mechanical, photocopying or otherwise without the prior permission in writing of the publishers.

Every effort has been made to trace the holders of copyright, but if any omissions can be rectified, the publishers will be pleased to make the necessary arrangements.

Este libro se terminó de imprimir en el mes de

Williams Salvador, Rebecca

English Print 2 : teacher's. - 1a ed. - Buenos Aires :  
Santillana, 2008.

168 p. + Class CDs y Posters ; 28x22 cm.

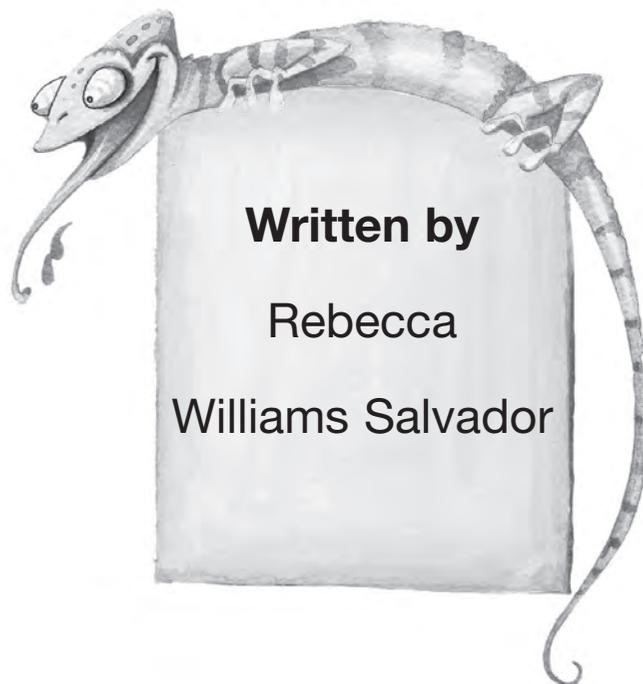
ISBN 978-950-46-1990-1

1. Enseñanza de Inglés. I. Título

CDD 420.7

# English Print 2

## Teacher's Guide



# Philosophy

The philosophy behind *Print* is that learning a second language is not only a means of communication, but also a window through which to see and understand other cultures and ways of thinking. Learning a second language helps children develop an awareness that there is more than one way of expressing ideas, solving problems and viewing the world.

*Print* offers children the opportunity to learn a second language while developing other areas. These books will teach children about different themes and provide enriching and fun stories, songs and games. They will promote students' creativity and critical thinking skills. Students will explore ecology, art and history, and all the while, they will be learning English.

# Methodology

*Print* follows a well-structured grammar syllabus and incorporates the following methods and approaches:

## The communicative approach

According to this approach, language is taught as a tool for communicating, not just as formal structures for passing exams.

The focus is more on meaning (the task to be completed) than on form (correctness of language and language structure).

Errors are a natural part of learning. Students trying to use the language spontaneously are bound to make errors. Constant correction is unnecessary and even counter-productive.

The classroom should provide students with the opportunity to rehearse real-life situations using natural language, not just repetition and drills.

There is an emphasis on oral and listening development. But reading and writing skills are also developed to promote pupils' confidence in all four skills.

## Task-based learning

This method states that learning is more meaningful if students can focus on completing a task using the target language rather than concentrating on using the language correctly. Thus, the primary focus of classroom activity is the task, and language is simply the instrument required to complete it. Activities reflect real-life situations, and learners focus on meaning—they are free to use any language they want. Playing a game, solving a problem or sharing information are all relevant and authentic tasks.

## Content-based learning

In a content-based lesson, students learn about a topic that interests them—anything from a serious scientific theme to a pop star or even a news story or movie. The key is that the lesson is taught using the target language rather

than students' native language. Students' motivation to understand the topic will naturally assist in language learning.

## Learning through literature

Stories provide the starting point for developing a wide variety of related language and learning activities involving children creatively and actively in their own learning.

More and more English teachers at the primary level are using stories in their classes. This is partly because teachers have become more familiar with an acquisition-based methodology, but principally because stories meet the major linguistic, psychological, cognitive, social and cultural objectives for teaching foreign language to children.

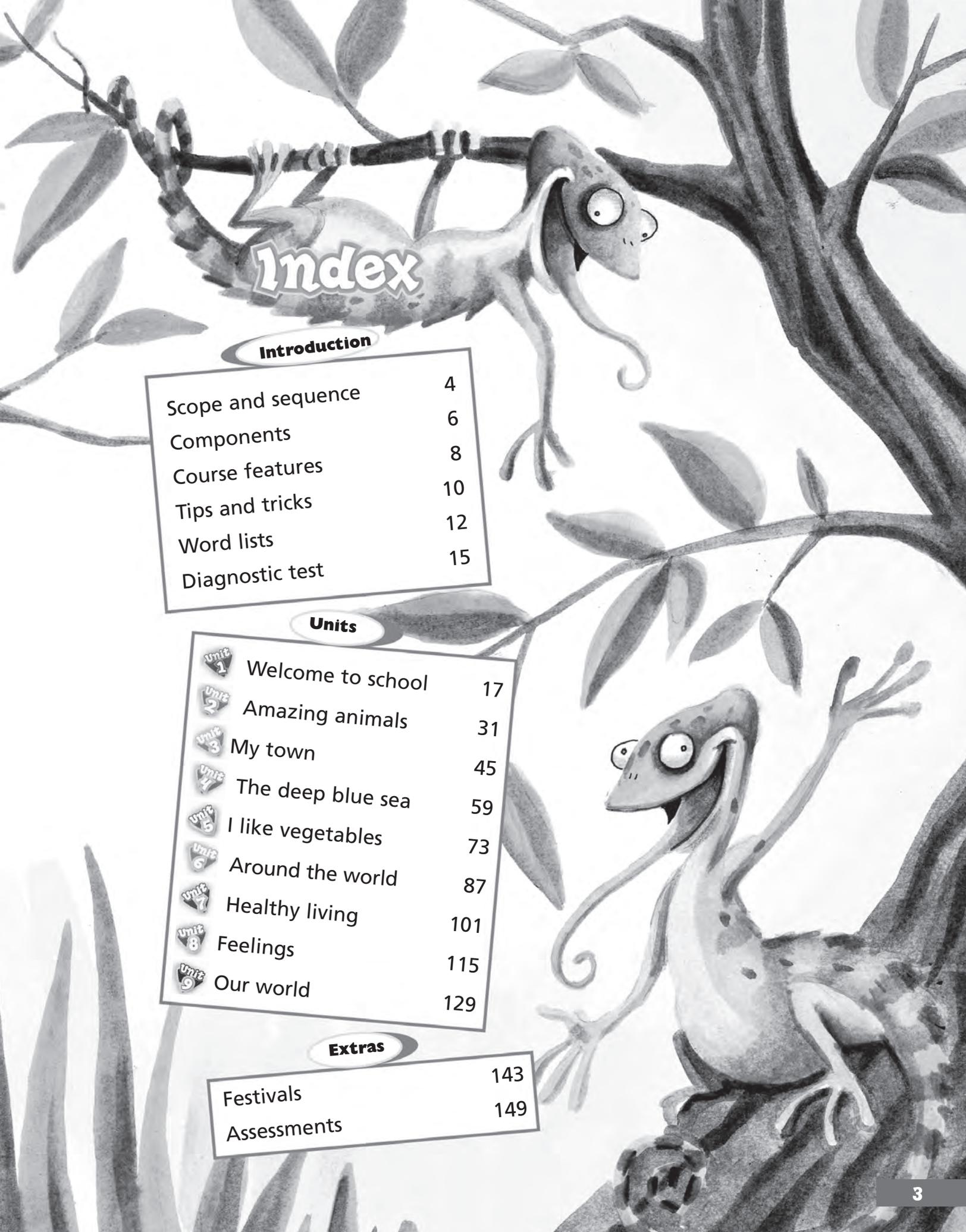
Learners acquire language most effectively from messages that are just slightly beyond their current competence. The stories in *Print* expose students to natural language that is meaningful and just above their level of production.

## The natural approach

In this approach, language acquisition (an unconscious process developed through using language meaningfully) is differentiated from language learning (a conscious process developed through learning or discovering rules about a language). Competence in a second language occurs through language acquisition.

The most effective way to acquire a language is to reproduce the conditions in which the first language is acquired. Therefore, students are exposed to the language in a variety of contexts. They are also encouraged to use the language before they analyse its grammatical content and structure.

The most effective learning environment motivates students without pressuring them. Learners will naturally start to produce language when they are ready.



# Index

## Introduction

Scope and sequence	4
Components	6
Course features	8
Tips and tricks	10
Word lists	12
Diagnostic test	15

## Units

 Unit 1	Welcome to school	17
 Unit 2	Amazing animals	31
 Unit 3	My town	45
 Unit 4	The deep blue sea	59
 Unit 5	I like vegetables	73
 Unit 6	Around the world	87
 Unit 7	Healthy living	101
 Unit 8	Feelings	115
 Unit 9	Our world	129

## Extras

Festivals	143
Assessments	149

## Grammar and language

## Vocabulary

Unit  
1

**Verb to be:** *Where is Dan? He's in the art room. Where are they? They're in the gym.*

**Present continuous:** *He's writing in the classroom. What are they doing?*

**Imperatives:** *Don't write on the chair. Jump up and down.*

**Functional language:** *Hi, I'm (Peter). What's your name? My name's (Clara). Welcome to school. Yellow and blue make green.*

**Rooms in a school:** *art room, classroom, computer lab, gym, library, music room*

**Colours:** *black, blue, grey, green, orange, pink, purple, red, white, yellow*

**Verbs:** *climb, cut, eat, jump, paint, play, read, run, sing, sit, sleep, swim, talk, touch, turn, work, write*

**Other words:** *baby, ball, boy, chair, dog, floor, girl, monkey, paper, pet, rule, school, table, tree*

Unit  
2

**Verb to be:** *It's a horse. Is it a cow? Yes, it is./No, it isn't. It's big. Some animals are big.*

**Can/can't:** *Dolphins can swim. They can't fly. Can monkeys swim? Yes, they can./No, they can't.*

**Demonstratives (this/that):** *This is a goat. That is a cow.*

**Present simple:** *It lives in the circus.*

**Functional language:** *What's a baby cow called? Here, there, everywhere.*

**Animals:** *ant, bat, bear, cat, chick, cow, dog, dolphin, donkey, duck, elephant, fish, frog, goat, horse, lion, monkey, octopus, pig, sheep, snake, turkey*

**Verbs:** *climb, dance, fly, help, jump, learn, like, live, paint, play, ride, run, shake, swim, take, walk*

**Baby animals:** *calf, duckling, kitten, lamb, piglet, puppy*

**Adjectives:** *amazing, big, small*

**Other words:** *bell, bike, children, circus, eye, feet, friend, hand, ocean, picture, tree, trick, zoo*

Unit  
3

**Demonstratives (this/that/these/those):** *This taxi is yellow. That is a taxi. These planes are blue. Those are planes.*

**Prepositions (next to/between):** *The blue car is next to the yellow car. The green car is between the red car and the blue car.*

**Verb to be:** *It's blue and yellow. What is it? It's a plane.*

**Present simple:** *I get on the bus.*

**Functional language:** *Let's go to the city.*

**Means of transport:** *boat, bus, car, motorbike, plane, taxi, train, lorry*

**Places:** *bank, city, town, chemist, hospital, house, cinema, museum, park, restaurant, shoe shop, supermarket, toy shop*

**Other words:** *hamburger, people, shoe, sleep, taxi, wake up*

Unit  
4

**There is/There are:** *There's a great white shark. There are some beautiful fish. There isn't an octopus in the red tank. There aren't any whales. Is there a turtle behind the rock? Yes, there is./No, there isn't. Are there any sharks? Yes, there are./No, there aren't. How many starfish are there?*

**Prepositions (behind/between/next to/on):** *There's a jellyfish behind the coral.*

**Functional language:** *Expressing feelings: Billy is scared.*

**Sea animals:** *crab, dolphin, fish, jellyfish, octopus, sea horse, turtle, shark, starfish, whale*

**Sea vocabulary:** *aquarium, coral, lifeguard, rock, seaweed, tank, oceanarium*

**Feelings:** *angry, happy, sad, scared*

**Numbers:** *eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty*

**Other words:** *calf, lifeguard, tail, trick*

Unit  
5

**Present simple:** *I like carrots. He likes carrots. She likes cake. I don't like spinach. He doesn't like cake. She doesn't like cake. Do you like broccoli? No, I don't./Yes, I do. Does Mary like chocolate? Yes, she does./No, she doesn't.*

**Imperatives:** *Wash the fruit. Pour and drink.*

**Functional language:** *Good morning. How much is it? It's ten euros and eighty cents.*

**Fruits:** *banana, cherry, grape, grapefruit, orange, peach, pear, pineapple, strawberry, watermelon*

**Vegetables:** *avocado, broccoli, carrot, cauliflower, cucumber, lettuce, pea, spinach, tomato*

**Food:** *bread, apple pie, cake, sweets, cereal, cheese, chocolate, biscuits, fish, ham, hamburger, milk, pizza, crisps, rice, sugar*

**Verbs:** *add, blend, cut, drink, eat, finish, make, pour, put, try, wash*

**Numbers:** *1-100*

**Other words:** *cents, chubby, deal, euro*

## Grammar and language

## Vocabulary

**Present simple:** *I have got brown hair. Tom has got short hair. Jolly Jenny has got a blue tongue. Giraffes have got brown spots. She hasn't got brown spots. Giraffes haven't got green eyes. Has she got long hair? Yes, she has./ No, she hasn't.*

**Verb to be:** *It's a giraffe. This animal is black and white.*

**Can/can't:** *It can run. It can't fly.*

**Functional language:** *What's his/her name? Where's he/she from? My name's John. I'm from the UK. I'm ten years old. My turn!*

**Physical description:** *black, blonde, blue, brown, curly, eye, green, hair, long, red, short, straight*

**Animals:** *butterfly, camel, elephant, giraffe, hippo, panda, snake, tiger*

**Months of the year:** *January, February, March, April, May, June, July, August, September, October, November, December*

**Verbs:** *crawl, fly, jump, laugh, play, run, sleep, swim, walk*

**Countries and continents:** *Africa, America, Brazil, China, India, Japan, Korea, Mexico, Nigeria, Spain, Tunisia, United Kingdom, USA*

**Others words:** *beautiful, big, funny, long, love, passport, smart, spot, tongue, ugly*

**Imperatives:** *Touch your toes. Don't eat unhealthy food.*

**Present simple:** *I get up at seven o'clock. Does Harry watch too much TV? I want to watch television. I don't want to play. Harry wants to ride his bike. Do you eat fruit every day? Yes, I do./No, I don't. What time do you go to bed? I go to bed at nine o'clock.*

**Can/can't:** *Can you stand on your head? Yes, I can./No, I can't. I can swim in the sea.*

**Functional language:** *It isn't good for you. Let's ride our bikes. What time is it? It's eight o'clock.*

**Parts of the body:** *arm, elbow, feet, foot, hair, hand, head, hip, knee, leg, nose, shoulder, teeth, toe*

**Adjectives:** *fat, fit, healthy, left, right, strong, unhealthy*

**Verbs:** *brush, climb, dive, do exercise/homework, drink, eat breakfast/dinner/lunch, get up, go skateboarding, go to school/bed, play, ride, run, sit, stand, stay up, swim, have a bath, touch, turn off, wash, watch television (TV)*

**Review of numbers:** *1–12*

**Other words:** *sweets, sofa, couch potato, doctor, fruit, junk food, crisps, fizzy drinks, tummy*

**Verb to be:** *He's angry. Is father happy? No, he isn't. Who is he? Who is thirsty? Where is he? He's at the fair.*

**Present continuous:** *John is throwing a ball. What's he doing? He's eating.*

**There is/there are:** *There is a big wheel. There aren't any prizes. Is there a band? Yes, there is. Are there any prizes? No, there aren't.*

**Functional language:** *How do you feel?*

**Feelings:** *angry, bored, excited, happy, hungry, sad, scared, thirsty, tired*

**Family members:** *aunt, baby, brother, cousin, father, grandfather, grandmother, mother, sister, uncle*

**Places:** *beach, fair, fun park, lake, cinema, park, playground, pool, school, zoo*

**Fair words:** *animal show, band, bumper car, candy floss stand, dart game, big wheel, food, game, horse show, hot dog stand, ice cream stand, prize, ride, ring toss game, roller coaster, show*

**Verbs:** *catch, drink, eat, fish, hit, play, put, ride, rollerblade, run, sit, skip, swim, throw, try, walk*

**Other words:** *can, fish, lemonade*

**Present simple:** *John wants to build a house. Maria turns off the lights.*

**There is/are:** *There is some rubbish. Is there a tree? Yes, there is./No, there isn't. Are there any flowers? Yes, there are. There aren't any flowers. There is a cat next to the tree.*

**Present continuous:** *Mary is riding her bike. Anna and Dora are playing with the leaves.*

**Functional language:** *What's the weather like? It's raining. It's sunny. Describing seasons of the year: There are a lot of flowers. It's hot. Families go swimming.*

**Nature:** *animal, bee, cloud, flower, forest, grass, lake, leaf/leaves, log, mountain, nest, rainbow, rock, sky, squirrel, sun, tree*

**The weather:** *cloudy, cold, cool, hot, raining, snow, snowing, sunny, warm, weather, wind, windy*

**Clothes:** *boot, coat, dress, hat, trousers, sandal, scarf, shoe, sock, jumper, swimsuit*

**Seasons of the year:** *autumn, spring, summer, winter*

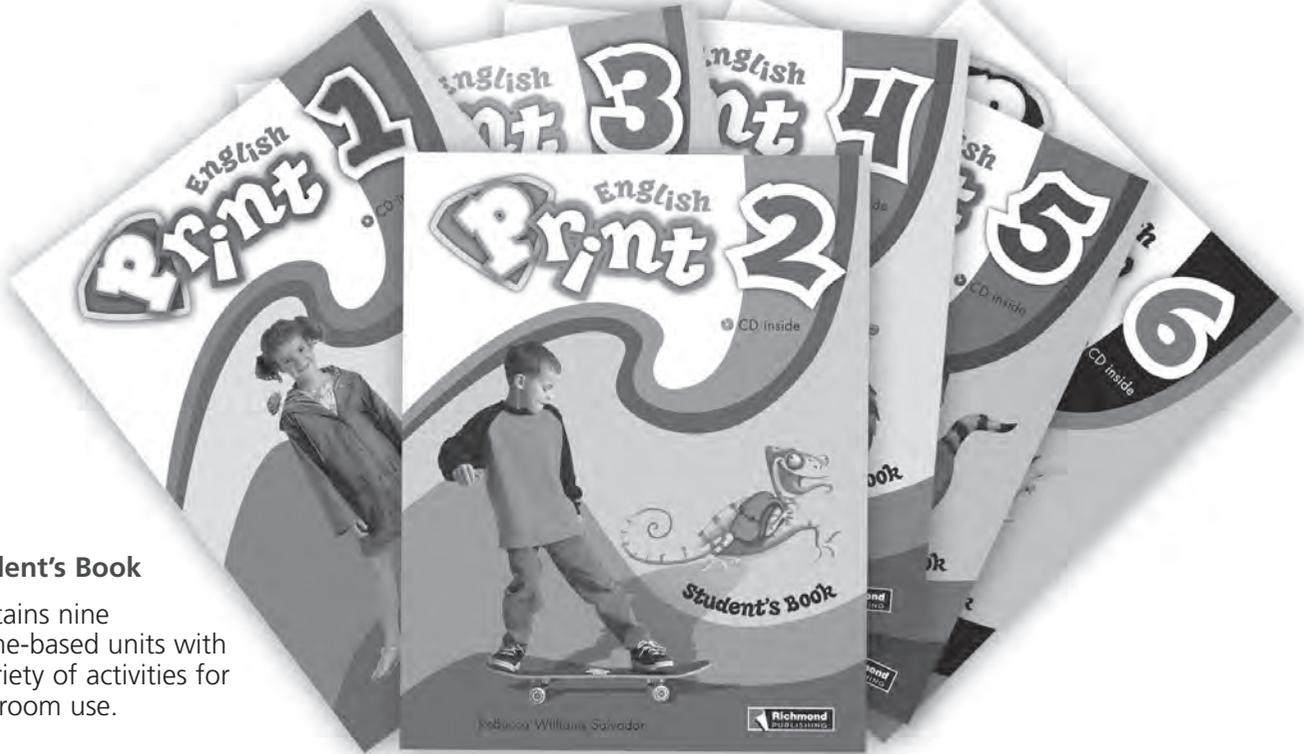
**Ecology:** *bottle, container, environment, glass, ground, jar, land, light, magazine, newspaper, planet, plastic, pollution, sea, rubbish, water*

**Verbs:** *build, clean, drink, eat, fall, give, help, live, make, play, put, read, recycle, reduce, reuse, ride, rollerblade, sleep, swim, take, talk, visit, walk*

**Adjectives:** *clean, dirty, happy, sad, tall, thirsty*

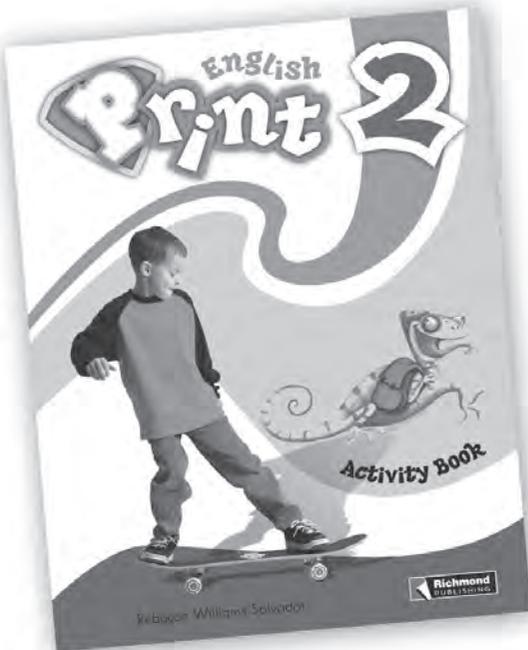
**Other words:** *axe, season, snowman, wood, year*

# Components



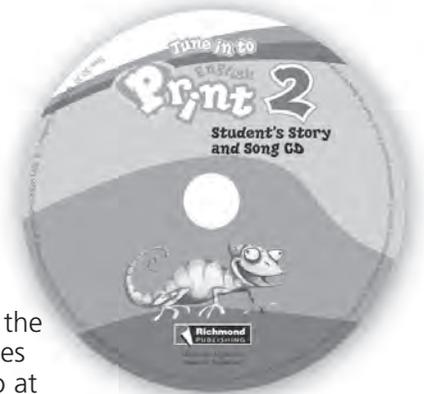
## Student's Book

Contains nine theme-based units with a variety of activities for classroom use.



## Activity Book

Includes grammar and vocabulary reinforcement activities based on the Student's Book.



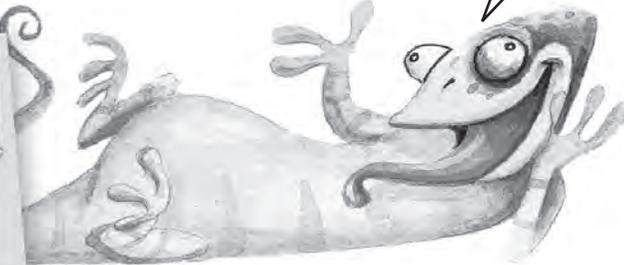
## Student's CD

Contains recordings of the songs, chants and stories for students to listen to at home.

These resources will make your classes more dynamic and effective.

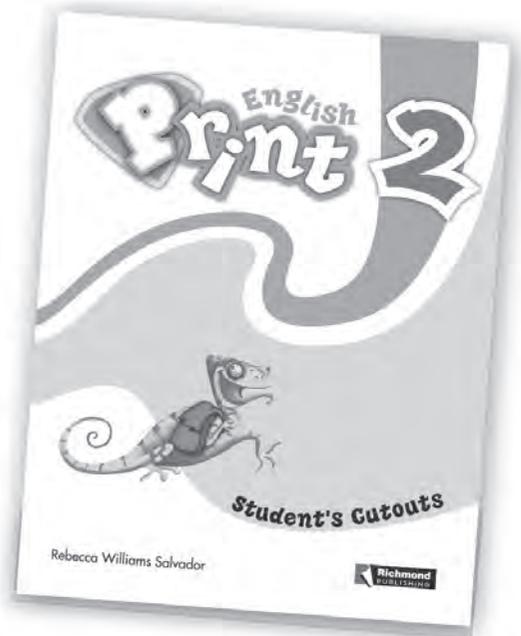
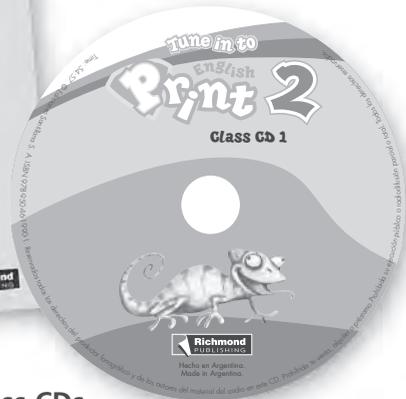
### Teacher's Guide

Gives complete, easy-to-follow instructions for using the course.



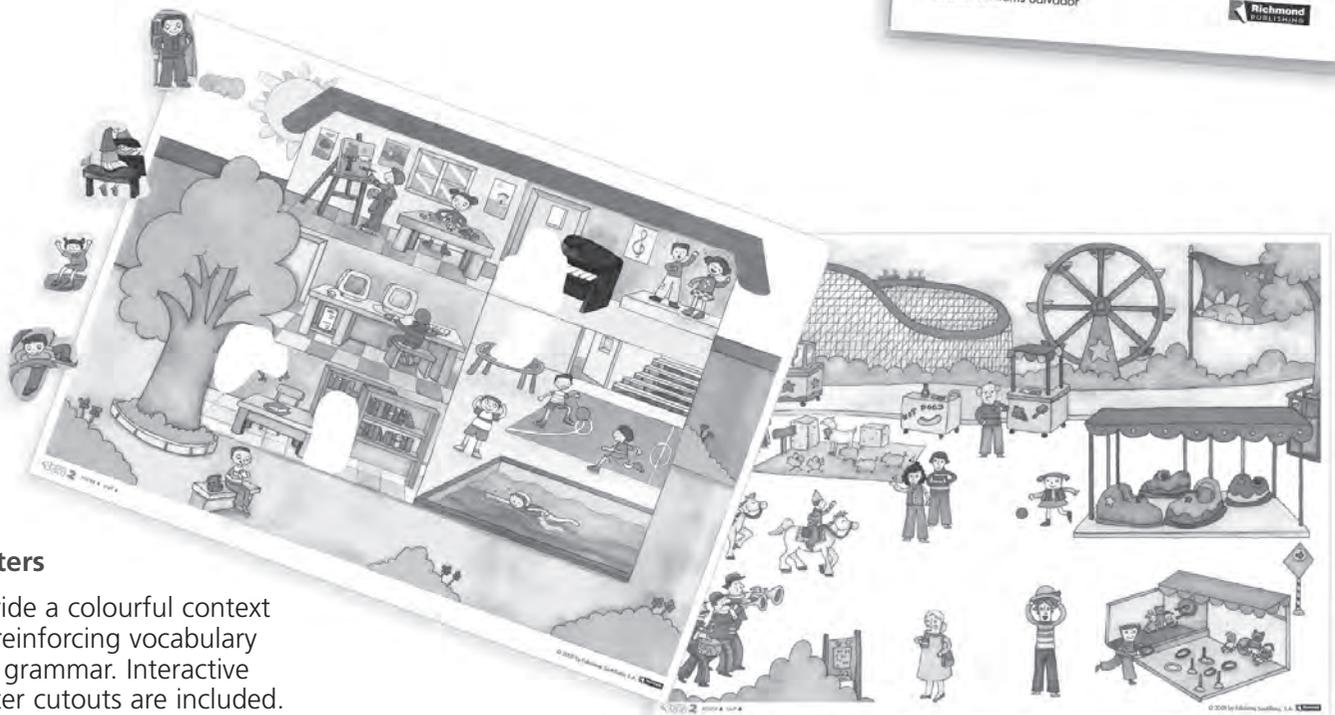
### Cutouts

Provide fun and interactive material for students to use in class.



### Class CDs

Contains recordings for all the listening activities.



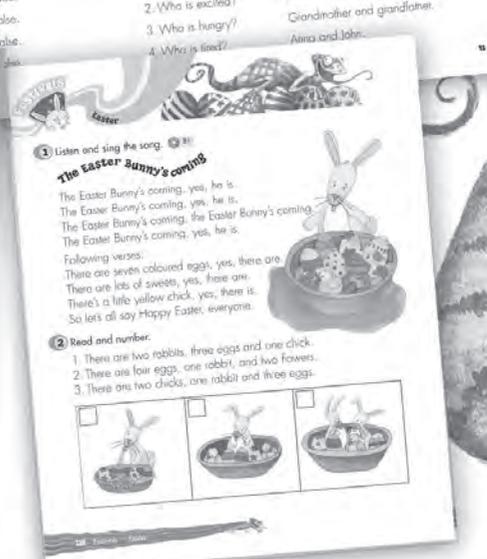
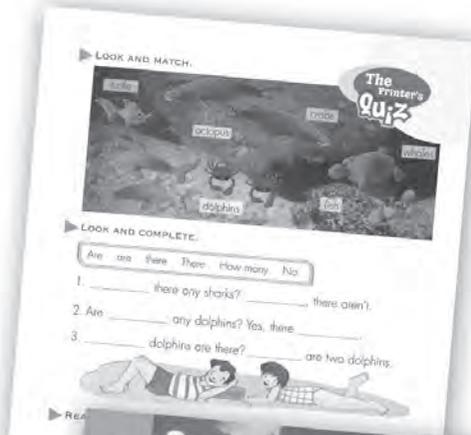
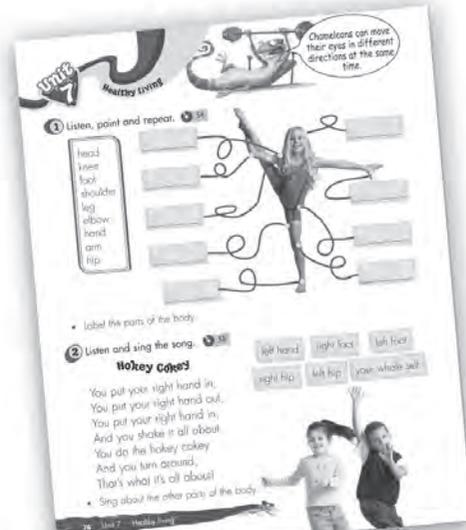
### Posters

Provide a colourful context for reinforcing vocabulary and grammar. Interactive poster cutouts are included.

# Course features

## Student's Book

- Consists of nine units with a variety of activities for classroom use. Each unit is theme-based, providing a fun and interesting context for presenting language and vocabulary.
- Includes songs and hands-on projects.
- Offers original children's literature in each unit.
- Includes extra activities for traditional festivals.
- Offers a section with phonics, reading development and process writing.
- Provides a "real world" section with factual and authentic texts and additional activities.
- Provides interactive cutouts with games, info-gap activities and additional material to be used in each unit.
- Offers a review section at the end of each unit.





# Tips and tricks



## Preparing class materials

For each lesson, students are expected to have the following materials: scissors, coloured pencils, a glue stick, a pencil, a rubber and a notebook.

## Student's cutouts

There are twenty pages of cutouts, included as a separate component to the course.

These versatile and colourful cutouts are designed for meaningful language practice, games and skills development such as visual memory, classifying and critical thinking.

The cutouts are used in different activities throughout the unit and may be used more than once.

## Craft activities

In every unit there is a hands-on activity, often based on the student cutouts. Before starting the activity, it is important to ensure that students have all the necessary material to hand. To help students carry out this type of activity, you should demonstrate each step in class, making sure they all know exactly what they have to do.

## Administering the diagnostic test

Give students the diagnostic test the first week of school. The test covers the major grammar structures and lexical fields that students are expected to have learned prior to this level. The test is designed to help you evaluate students' general level, determine in which areas they need reinforcement or remedial work and identify possible weak and strong students.

## Answer key to the diagnostic test

- ② 1. It's a car. 2. My name's Mary. 3. Yes, it is. 4. It's black and white. 5. I'm seven.
- ③ father, eight, banana, sister, snake, mouth, six, hamburger
- ④ 1. on; 2. in; 3. under; 4. are; 5. is; 6. are
- ⑤ 1. No; 2. Yes; 3. Yes; 4. No; 5. Yes

## Working with the stories

The stories in *Print* challenge students' linguistic competence by providing meaningful input that is just above their level of production.

The stories provide students with a chance to learn English through literature. They expose students to natural language, which means they have the opportunity to deal with texts in ways that a native speaker would do.

When working with the stories, explain to students that it is not important for them to understand every single word in the text, but that they should focus on understanding the general meaning of the story.

Note: The literature section takes up two lessons in every unit. The story should be read from beginning to end in each lesson. The first time, students focus on a general understanding of the story. In the second lesson, a more thorough comprehension should be encouraged. The Teacher's Guide includes activities that focus on developing reading comprehension strategies and on promoting a deeper understanding of the vocabulary in the story.

### Using the posters

Each poster can be used to present and practise the vocabulary and language taught in the corresponding unit. You can write on the posters using whiteboard or water-based markers.

### Poster cutouts

This unique feature is used together with the posters so that the activities provide more meaningful practice and the opportunity for active participation on the part of the student.

The poster cutouts can also be used independently to present and practise vocabulary.

### Preparing and using poster cutouts

Before beginning each unit, prepare the cutouts and store them in a large envelope, marked with the unit number.

Use magnets, tape, Blu-Tack or any adhesive substance that will allow you to remove the cutouts without damaging them.

### Using the word lists

On pages 12-14 of this introduction, you will find photocopiable lists of the target vocabulary for each unit. These lists can be photocopied and distributed each month to your students. They include all the active vocabulary presented in each unit—the words that students are expected to learn and use.

Students can use the lists for study purposes or for a variety of activities:

- Creating a picture dictionary with the vocabulary for that month.
- Writing sentences with each one of the words.
- Writing a story with some of the words.
- Cutting out the words, gluing them in their notebooks and illustrating their meanings either with pictures or definitions.
- Classifying the words.

### Working with cross-curricular activities

Cross-curricular activities are a great way for students to practise language in an authentic context.

Prepare material ahead of time and make sure there is enough for everyone to complete the task successfully.

To extend language practice, talk students through the activity while demonstrating what you are saying.

Warn students not to swallow paint, glue, ink or any other substance.

Make sure there is sufficient space for physical activities such as jumping or running.

### Cooking

Strictly supervise students around hot food, knives and sharp objects.

Keep hands, utensils and food clean.

Get students to work in small groups, either in a special cooking area or in the classroom.

Associate the language with the actions as students perform them during food preparation.

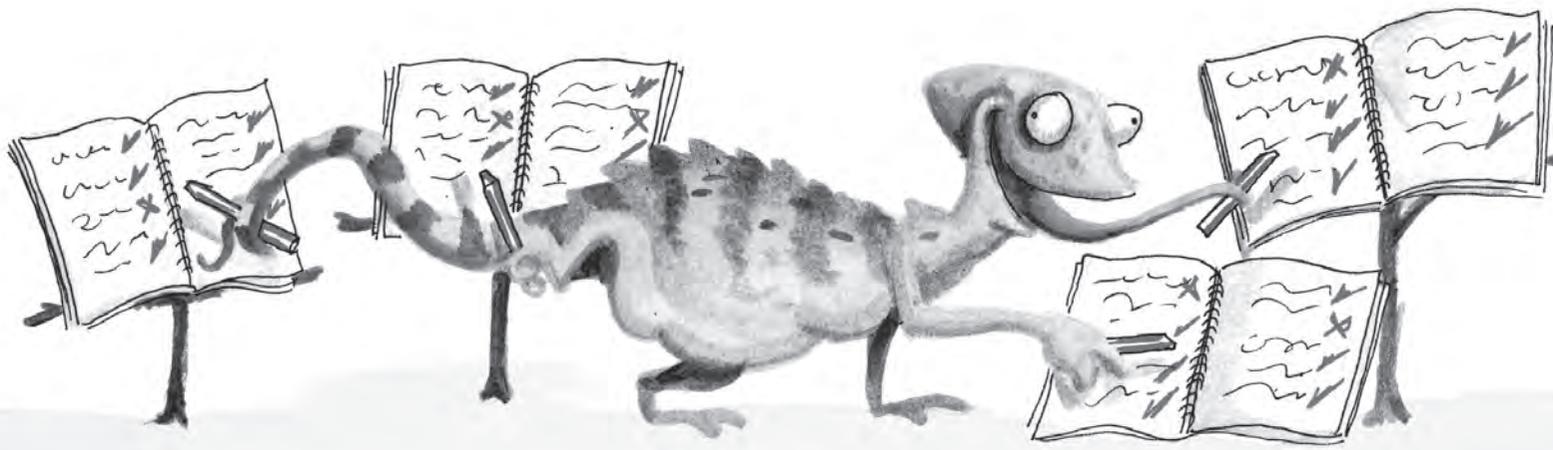
Demonstrate the activity in front of the class. Have material ready in advance and use simple, clear language as you prepare the recipe.

### Art

*Print* integrates arts and crafts activities to help students develop creativity and artistic awareness. To make sure that children have an enriching experience, it is important to exhibit and praise students' work equally, without making comparisons.

### Handling critical thinking, universal values and extra activities

For the critical thinking and extra activities the language may be too difficult for students to manage in English. You should use English to initiate the activity, but if necessary, you can switch into students' native language to cover the material in these sections.



<b>Key words Unit 1</b>	<b>Rooms in a school</b>	<b>Colours</b>	<b>Verbs</b>	<i>sleep</i>	<b>Other words</b>	<i>pet</i>
	<i>art room</i>	<i>black</i>	<i>climb</i>	<i>swim</i>	<i>baby</i>	<i>rule</i>
	<i>classroom</i>	<i>blue</i>	<i>cut</i>	<i>talk</i>	<i>ball</i>	<i>school</i>
	<i>computer lab</i>	<i>grey</i>	<i>eat</i>	<i>touch</i>	<i>boy</i>	<i>table</i>
	<i>gym</i>	<i>green</i>	<i>jump</i>	<i>turn</i>	<i>chair</i>	<i>tree</i>
	<i>library</i>	<i>orange</i>	<i>paint</i>	<i>work</i>	<i>dog</i>	
	<i>music room</i>	<i>pink</i>	<i>play</i>	<i>write</i>	<i>floor</i>	
		<i>purple</i>	<i>read</i>		<i>girl</i>	
		<i>red</i>	<i>run</i>		<i>monkey</i>	
		<i>white</i>	<i>sing</i>		<i>paper</i>	
	<i>yellow</i>	<i>sit</i>				

<b>Key words Unit 2</b>	<b>Animals</b>	<i>fish</i>	<b>Verbs</b>	<i>shake</i>	<b>Adjectives</b>	<i>hand</i>
	<i>ant</i>	<i>frog</i>	<i>climb</i>	<i>swim</i>	<i>amazing</i>	<i>ocean</i>
	<i>bat</i>	<i>goat</i>	<i>dance</i>	<i>take</i>	<i>big</i>	<i>picture</i>
	<i>bear</i>	<i>horse</i>	<i>fly</i>	<i>walk</i>	<i>small</i>	<i>tree</i>
	<i>cat</i>	<i>lion</i>	<i>help</i>	<b>Baby animals</b>	<b>Other words</b>	<i>trick</i>
	<i>chick</i>	<i>monkey</i>	<i>jump</i>	<i>calf</i>	<i>bell</i>	<i>zoo</i>
	<i>cow</i>	<i>octopus</i>	<i>learn</i>	<i>duckling</i>	<i>bike</i>	
	<i>dog</i>	<i>pig</i>	<i>like</i>	<i>kitten</i>	<i>children</i>	
	<i>dolphin</i>	<i>sheep</i>	<i>live</i>	<i>lamb</i>	<i>circus</i>	
	<i>donkey</i>	<i>snake</i>	<i>paint</i>	<i>piglet</i>	<i>eye</i>	
<i>duck</i>	<i>turkey</i>	<i>play</i>	<i>puppy</i>	<i>feet</i>		
<i>elephant</i>		<i>ride</i>		<i>friend</i>		
		<i>run</i>				

<b>Key words Unit 3</b>	<b>Means of transport</b>	<i>train</i>	<b>Places</b>	<i>park</i>	<b>Other words</b>
	<i>boat</i>	<i>lorry</i>	<i>bank</i>	<i>restaurant</i>	<i>hamburger</i>
	<i>bus</i>		<i>city</i>	<i>shoe shop</i>	<i>people</i>
	<i>car</i>		<i>chemist</i>	<i>supermarket</i>	<i>shoe</i>
	<i>motorbike</i>		<i>cinema</i>	<i>toy shop</i>	<i>sleep</i>
	<i>plane</i>		<i>hospital</i>		<i>taxi</i>
	<i>taxi</i>		<i>house</i>		<i>wake up</i>
			<i>museum</i>		

**Key words Unit 4**

**Sea animals**  
crab  
dolphin  
fish  
jellyfish  
octopus  
sea horse  
shark  
starfish

turtle  
whale  
**Sea vocabulary**  
aquarium  
coral  
lifeguard  
rock

seaweed  
tank  
oceanarium  
**Feelings**  
angry  
happy  
sad  
scared

**Numbers**  
eleven  
twelve  
thirteen  
fourteen  
fifteen  
sixteen  
seventeen

eighteen  
nineteen  
twenty

**Other words**  
calf  
lifeguard  
tail  
trick

**Key words Unit 5**

**Fruits**  
banana  
cherry  
grape  
grapefruit  
orange  
peach  
pear  
pineapple  
strawberry  
watermelon

**Vegetables**  
avocado  
broccoli  
carrot  
cauliflower  
cucumber  
lettuce  
pea  
spinach  
tomato

**Food**  
apple pie  
biscuit  
bread  
cake  
cereal  
cheese  
chocolate  
crisps  
fish  
ham  
hamburger

milk  
pizza  
rice  
sugar  
sweets  
**Verbs**  
add  
blend  
cut  
drink  
eat

finish  
make  
pour  
put  
try  
wash

**Numbers**  
1-100

**Other words**  
cents  
chubby  
deal  
euro

**Key words Unit 6**

**Physical description**  
black  
blonde  
blue  
brown  
curly  
eye  
green  
hair  
long  
red  
short  
straight

**Animals**  
butterfly  
camel  
elephant  
giraffe  
hippo  
panda  
snake  
tiger

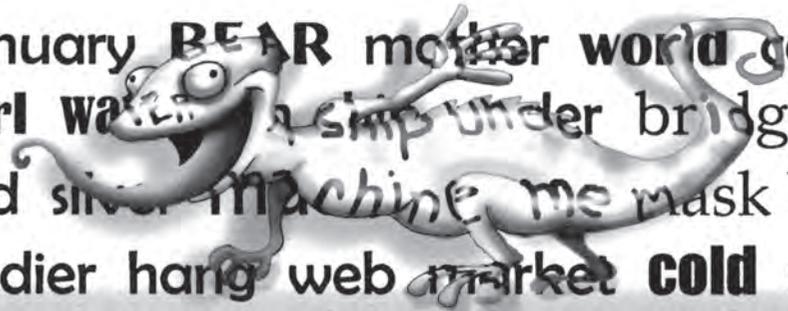
**Months**  
January  
February  
March  
April  
May  
June  
July  
August  
September  
October  
November  
December

**Verbs**  
crawl  
fly  
jump  
laugh  
play  
run  
sleep  
swim  
walk

**Countries and continents**  
Africa  
America  
Brazil  
India  
Japan  
Korea  
Mexico  
Nigeria  
Spain  
Tunisia  
United Kingdom  
USA

**Others words**  
beautiful  
big  
funny  
long  
love  
passport  
smart  
spot  
tongue  
ugly

January BEAR mother world cat toy  
girl water a ship under bridge bold  
red silver machine me mask boy  
soldier hang web market **cold** sheet



**Key words Unit 7****Parts of the body**

nose  
shoulder  
teeth  
toe  
arm  
elbow  
feet  
foot  
hair  
hand  
head  
hip  
knee  
leg

nose  
shoulder  
teeth  
toe

**Adjectives**

fat  
fit  
healthy  
left  
right  
strong  
unhealthy

**Verbs**

brush  
climb  
dive  
do exercise/  
homework  
drink  
eat breakfast/  
dinner/lunch  
get up

go  
skateboarding  
go to  
school/bed  
have a bath  
play  
ride  
run  
sit  
stand  
stay up  
swim

touch  
turn off  
wash  
watch  
television  
(TV)

**Review of numbers**  
1–12**Other words**

crisps  
couch potato  
doctor  
fruit  
fizzy drinks  
junk food  
sofa  
sweets  
tummy

**Key words Unit 8****Feelings**

angry  
bored  
excited  
happy  
hungry  
sad  
scared  
thirsty  
tired

**Family members**

aunt  
baby  
brother  
cousin  
father  
grandfather  
grandmother  
mother  
sister  
uncle

**Places**

beach  
cinema  
fair  
fun park  
lake  
park  
playground  
pool  
school  
zoo

**Fair words**

animal show  
band  
big wheel  
bumper car  
candy floss  
stand  
dart game  
food  
game  
horse show  
hot dog  
stand  
ice cream

stand  
prize  
ride  
roller coaster  
show

**Verbs**

catch  
drink  
eat  
fish  
hit  
play  
put

ride  
rollerblade  
run  
sit  
skip  
swim  
throw  
try  
walk

**Other words**

can  
fish  
lemonade

**Key words Unit 9****Nature**

animal  
bee  
cloud  
flower  
forest  
grass  
lake  
leaf/leaves  
log  
mountain  
nest  
rainbow  
rock  
sky  
squirrel  
sun  
tree

**The weather**

cloudy  
cold  
cool  
hot  
raining  
snow  
snowing  
sunny  
warm  
weather  
wind  
windy

**Clothing**

boot  
coat  
dress  
hat

trousers  
sandal  
scarf  
shoe  
sock  
jumper  
swimsuit

**Seasons of the year**

autumn  
spring  
summer  
winter

**Ecology**

bottle  
container  
environment  
glass  
ground

jar  
land  
light  
magazine  
newspaper  
planet  
plastic  
pollution  
sea  
rubbish  
water

**Verbs**

build  
clean  
drink  
eat  
fall  
give  
help

live  
make  
play  
put  
read  
recycle  
reduce  
reuse  
ride  
rollerblade  
sleep  
swim  
take  
talk  
turn off  
visit  
walk

**Adjectives**

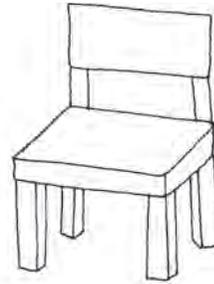
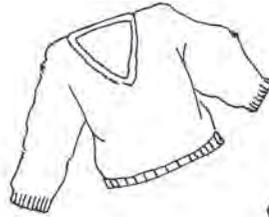
clean  
dirty  
happy  
sad  
tall  
thirsty

**Other words**

axe  
season  
snowman  
wood  
year

**1** Read and colour. (3 points)

a red crayon

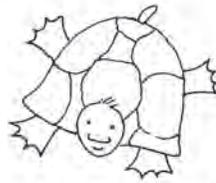


a brown chair

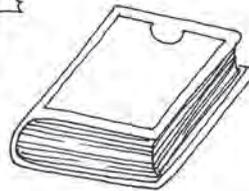
a blue book



a green tortoise



an orange skirt



a pink jumper



**2** Read and match. (5 points)

1. What's this?



I'm seven.

2. What's your name?



It's black and white.

3. Is it a bed?



Yes, it is.

4. What colour is your dog?



My name's Mary.

5. How old are you?



It's a car.

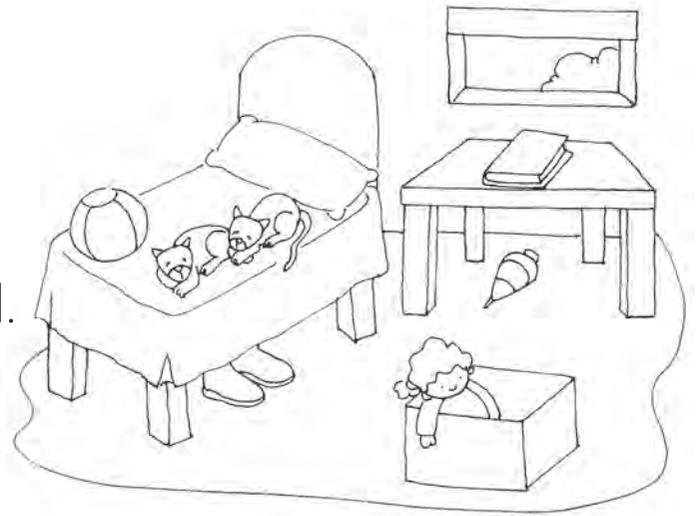
**3** Circle and match. (4 points)



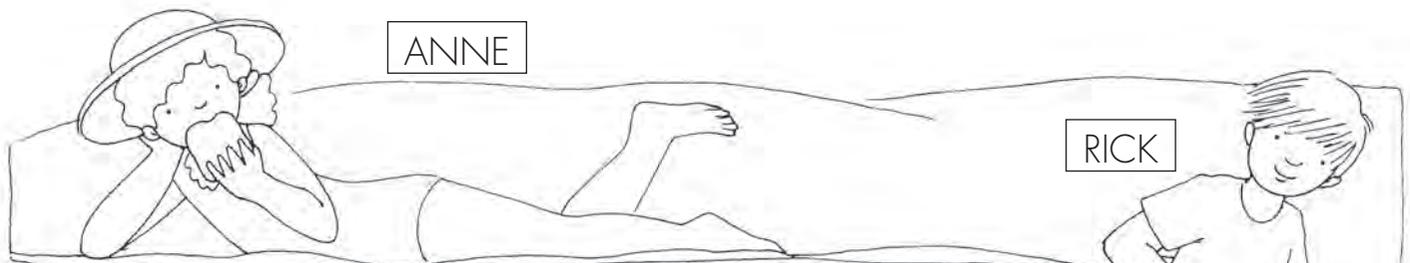
**4** Look and complete. (3 points)

in on under is are are

1. The ball is \_\_\_\_\_ the bed.
2. The doll is \_\_\_\_\_ the box.
3. The top is \_\_\_\_\_ the table.
4. The shoes \_\_\_\_\_ under the bed.
5. The book \_\_\_\_\_ on the table.
6. The cats \_\_\_\_\_ on the bed.

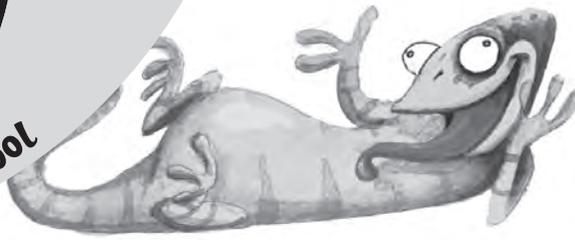


**5** Read and circle Yes or No. (5 points)



1. Anne is wearing a dress and a hat. Yes. / No.
2. Rick is wearing shorts and a T-shirt. Yes. / No.
3. Anne is eating. Yes. / No.
4. Rick is reading. Yes. / No.
5. The dog is swimming. Yes. / No.





Vocabulary	Grammar
<p><b>Rooms in a school:</b> art room, classroom, computer lab, gym, library, music room</p> <p><b>Colours:</b> black, blue, grey, green, orange, pink, purple, red, white, yellow</p> <p><b>Verbs:</b> climb, cut, eat, jump, paint, play, read, run, sing, sit, sleep, swim, talk, touch, turn, work, write</p> <p><b>Other words:</b> baby, ball, bed, boy, chair, dog, floor, girl, monkey, paper, pet, piano, rule, school, table, tree</p>	<p><b>Verb to be:</b> Where is Dan? He's in the art room. Where are they? They're in the gym.</p> <p><b>Present continuous:</b> He's writing in the classroom. She's playing the piano in the music room. It's painting. They're running in the gym. What are they doing?</p> <p><b>Imperatives:</b> Don't write on the chair. Jump up and down.</p>
<p><b>Functional language:</b> Hi, I'm (Peter). What's your name? My name's (Clara). Welcome to school. Yellow and blue make green.</p>	<p><b>Multiple intelligence:</b> Kinesthetic intelligence (page 22)</p>

### Teaching tip

#### Classroom management (Part 1)

##### Class routine

It is important for young students to have a class routine. Young students have no sense of formal time, so a routine helps them know what to expect and do and gives them a notion of time passing.

Always begin the class with the same routine. Use an activity that will both draw the students together and make them realize that English class has begun, such as a song or rhyme that they know well.

##### Cleaning up

It is very important that children learn to look after their things and be responsible for cleaning up after themselves.

Always allow some time at the end of your class for cleaning up. If you do not do this consistently, you may find yourself cleaning up after your students have left. Have specific corners, shelves and boxes for different things.

Never let your pupils leave without first putting away their personal possessions and cleaning up the classroom.

##### Finishing the class

Always finish the class with the same routine so that students realise the class has finished. For example, you can say *Put your chairs on the table and line up at the door, please*. Once children are at the door, ask each one a question before leaving.

Another idea is to tell all the students to sit down and then say *People with brown shoes can go*. The students with brown shoes place their chairs neatly on or under the tables and leave. Continue dismissing students by calling out different clothing characteristics until all students have been dismissed.

## Student's Book Page 4



**Grammar:** Verb *to be*: *Where is Dan? He's in the gym.*

**Functional language:** *Hi, I'm (Peter). What's your name? My name's (Clara). Welcome to school.*

**Vocabulary:** *Computer lab, library, music room, classroom, gym, art room.*

**Materials:** Cutout 1, paper (1 piece per student).

### Warm-up

#### Who's missing?

Introduce yourself to the class: *Good morning. My name's (Mrs Wilson).*

Invite five volunteers to come to the front of the class and introduce themselves. Tell the rest of the class to close their eyes.

Ask a volunteer to leave the room. Students open their eyes. Ask *Who's missing?*

Repeat with other volunteers.

#### 1 Listen and follow. 1

Explain to students that this is the first day of school for Peter and Clara. Play Track 1. Students listen and follow along in their books.

#### Track 1

(See Student's Book page 4, activity 1.)

Play Track 1 again. Pause the CD after each sentence. Students repeat.

- Act out the dialogue.

Divide the students into pairs. Invite partners to act out the dialogue in front of the class using their own names.

### Vocabulary presentation

#### Poster 1

Display Poster 1. Point to the computer lab and say *It's the computer lab*. Students repeat.

Continue in the same manner with the *art room, gym, music room* and *library*.

### Controlled practice

#### 2 Listen, point and repeat. 2

Say *Point to the library*. Students point to the corresponding picture.

Continue with the rest of the pictures.

Play Track 2. Students listen and point to each picture.

#### Track 2

Hi! This is my school.

This is the library.

This is the computer lab.

This is the music room.

This is the classroom.

This is the gym.

This is the art room.  
I love my school.

Play Track 2 again. Pause the CD after each sentence. Students repeat and point to the corresponding picture.

### Optional activity

#### Put your hands up

Divide the class into six groups.

Assign each group a word from the new vocabulary.

Play Track 2. Students put their hands up when they hear their assigned word.

Alternate the vocabulary words with the groups.

#### • Listen and place. 3

Students cut out the boy and the girl in Cutout 1. Say *Show me Kim. Show me Dan*. Students hold up their cutouts.

Explain to the students that Kim and Dan are in different rooms in their school.

Play Track 3. Students listen and place the cutouts in the corresponding room.

#### Track 3

Where's Dan?

He's in the classroom.

Where's Kim?

She's in the computer lab.

Where's Dan?

He's in the music room.

Where's Kim?

She's in the library.

Where's Dan?

He's in the art room.

Where's Kim?

She's in the gym.

- Play a game.

Play Track 3. Pause after each question and answer. Students repeat them.

Students look at the game in their books.

Divide the class into pairs.

Explain the game to students. Student 1 chooses a character. Then he/she places the character in a room without his/her partner seeing.

S1: *Where is Kim?*

S2: *She's in the gym.*

### Wrap-up

#### This is me!

Distribute paper. Students draw a full-length portrait of themselves. Students copy and complete the sentence:

*My name's \_\_\_\_\_.*

Display the portraits around the class.

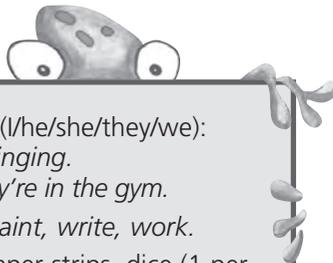
#### Activity Book

Page 4, activity 1.

#### Key

1 From left to right: library, art room, gym, computer lab, music room, classroom

## Student's Book Page 5



**Grammar:** Present continuous (I/he/she/they/we):  
*What are they doing? They're singing.*

Verb to be: *Where are they? They're in the gym.*

**Vocabulary:** *Sing, read, run, paint, write, work.*

**Materials:** Blindfold, 5 large paper strips, dice (1 per pair).

**Preparation:** *Poster labels:* Write each of the following words on a large strip of paper: *library, art room, gym, computer lab, music room.*

### Warm-up

#### Label the poster



##### Poster 1

Display Poster 1. Invite a student to the front of the class. Give him/her a *Poster label* (See Preparation). Blindfold the student. He/she tries to place the label in the correct place on Poster 1. Then remove the blindfold. Ask *Is that the library?* If the cutout is in the right place, the student responds *Yes, it is*. If not, the student places it in the correct location and says *This is the library!* Repeat with the remaining *Poster labels*.

### Grammar presentation



##### Poster 1

Display the poster cutouts one by one. Ask *What's he/she doing?* Students respond *He/she's singing*. Continue in the same manner with the rest of the poster cutouts. Invite a student to the front of the class. Show him/her a poster cutout.  
T: *What's he doing?*  
S1: *He's reading a book.*  
T: *Where is he?*  
S1: *He's in the library.*  
The student takes the poster cutout and attaches it to the corresponding place. Repeat with the rest of the cutouts.

### Controlled practice

#### ① Listen and number. 4

Point to the first picture and ask *What is she doing? Where is she?* Students respond. Play Track 4. Students listen and number the pictures.

#### Track 4

Number 1.  
They're in the library. They're reading.  
Number 2.  
We're in the computer lab. We're working on the computer.  
Number 3.  
She's in the art room. She's painting.  
Number 4.  
He's in the gym. He's running.

Number 5.  
They're in the music room. They're singing.  
Number 6.  
I'm in the classroom. I'm writing.

- Look and complete.

Students look at the pictures and complete the sentences with the words from the box.  
*Say Number 1. Where are they? What are they doing?*  
Students respond.

- Play *The memory game*.

Divide the class into pairs. Distribute dice. Explain the game to students. Student A throws the dice. If the dice lands on number 3, student A asks two questions about picture number 3: *Where is she? What is she doing?* Student B responds. Students take turns asking and answering. Each student gets one point for every correct question and answer. The student with the most points at the end of the game wins.

### Optional activity

#### Play *Charades*.

Divide the class into two teams: A and B. A student from team A mimes an action and a location from the lesson. Encourage his/her team to guess: *She's singing. She's in the gym.* If they can do it in less than a minute, award them a point. The team with the most points at the end of the game wins.

### Wrap-up

#### Unscramble and draw.

Copy the sentences on the board:

1. *reading. She is*
2. *is She library. in the*
3. *He painting. is*
4. *is He in classroom. the*
5. *are They reading.*
6. *They in are gym. the*

Students unscramble the sentences in their notebooks and illustrate them.

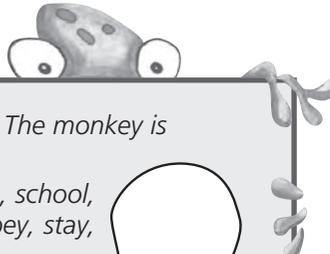
### ◆ Activity Book

Page 5, activities 1 and 2.

#### Key

- ① 1. working; 2. writing; 3. running; 4. painting; 5. singing
- ② 1. She's; 2. He's; 3. They're; 4. It's

## Student's Book Page 6

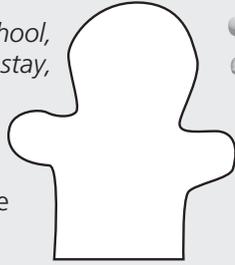


**Grammar:** Present continuous: *The monkey is painting.*

**Vocabulary:** *Pet, monkey, rule, school, mess, table, ball, tree, make, obey, stay, paint, write, climb.*

**Materials:** *Optional:* Card, stapler, paper.

**Preparation:** *Optional:* Make glove templates (2 per student).



### Warm-up

#### Mind map

Make a circle in the centre of the board and write the word *Animals* inside the circle. Individual students come to the board and write the names of all the animals they can remember around the circle: *dog, spider*, etc. Help students with spelling.

### Developing reading

#### Story: *A monkey at school* 5

Tell the students that they are going to listen to the story about a girl and her pet monkey. Write the following words on the board: *pet, hippo, monkey, school, chair, painting, schoolbag, today, table, writing, swimming, ball, climbing, tree.* Students write the words in their notebooks. Play Track 5. Students listen and circle the words they hear in the story.

#### Track 5

##### *A monkey at school*

(See Student's Book pages 6 and 7.)

Read each word out loud. Students say *Yes* if the word is in the story and *No* if it does not appear in the story. Play Track 5 again. Students listen and follow along in their books.

Ask comprehension questions about the story:

*Look at picture 1. What's her name? Is this a lion?*

*What is it? Where are they?*

*Look at picture 2. Is this a teacher? Can the monkey stay?*

*Look at picture 3. What is the monkey doing? Is the monkey good or bad?*

*Look at picture 4. Is the monkey painting on the chair? What is he doing?*

*Look at picture 5. Is the monkey climbing the tree? Who is climbing the tree?*

*Look at picture 6. Who has got the ball? Are the children happy? How many boys can you see? How many girls can you see?*

### Critical thinking

Ask students how the story would have been different if Kim had had another animal as a pet instead of a monkey.

Ask students to think of another pet (a dog, a cat, a fish, etc.) and how the story could have ended.

Students draw the scenes from the new story on a piece of paper.

### Optional activity

#### Make a monkey puppet.

Distribute templates (see Preparation).

Help students staple the templates together to make a glove.

They draw and colour a monkey on the puppet.



### Controlled practice

#### 1 Read the story and circle *True* or *False*.

Say *Read sentence number one*. Students read the sentence out loud. Ask *Is the sentence true or false?* Students answer. Continue in the same manner.

### Wrap-up

#### My monkey

Students draw and colour a monkey on a piece of paper, or use their monkey puppets from the optional activity.

Write the following text on the board:

*This is my \_\_\_\_\_.*

*Its name is \_\_\_\_\_.*

*It has got \_\_\_\_\_ ears and \_\_\_\_\_ eyes.*

*It has got \_\_\_\_\_ nose and \_\_\_\_\_ mouth.*

*It's (yellow).*

*It has got a \_\_\_\_\_.*

Students copy and complete the sentences about their monkey.

#### Answer Key

1. False; 2. True; 3. True

#### Activity Book

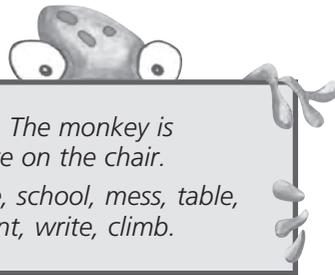
Page 6, activities 1 and 2.

#### Key

1. The monkey is climbing the tree. 2. The monkey is painting the table. 3. The monkey is writing on the chair. 4. The monkey is playing with a ball.

1. It's writing. 2. (It's) in the computer lab.

## Student's Book Page 7



**Grammar:** Present continuous: *The monkey is reading.* Imperatives: *Don't write on the chair.*

**Vocabulary:** *Pet, monkey, rule, school, mess, table, ball, tree, make, obey, stay, paint, write, climb.*

### Warm-up

#### Can you remember?

Ask *Can you remember what the story is about?*

Allow different students to answer.

Name various students one at the time. Students stand up and say a word from the story and their favourite character from the story.

### Developing reading

#### Story: *A monkey at school* 5

Play Track 5. Students listen and follow the story in their books.

#### Track 5

##### *A monkey at school*

(See Student's Book pages 6 and 7.)

Play Track 5 again. Pause the CD after each sentence. Students repeat.

Assign different students a character from the story. Each student reads his/her corresponding part out loud. Alternate students.

Say *The monkey is painting on the table. What does the teacher say?* Encourage students to say *Don't paint on the table.*

Continue in the same manner with the following sentences:

*The monkey is writing on the table.*

*The monkey is climbing the tree.*

*The monkey is painting on the chair.*

*The monkey is writing on the chair.*

Ask students to raise their hands if they liked the story.

Ask students *why* they liked the story.

Then ask those students who didn't like the story to explain why.

### Connecting to students' experiences

Ask students the following questions:

*Have you got a pet at home? Have you ever brought your pet to school? What kind of pet would you like to have in your classroom? What kind of pet can you have in a classroom?*

### Controlled practice

#### ① Read the story and match.

Students read and match the sentences with the pictures. Students check their work with the student sitting next to them.

### Optional activity

#### Who is speaking?

Write the characters from the story on the board: Kim, Miss Logan, Jim.

Read a sentence from the story out loud: *This is my pet monkey.* Ask *Who's speaking?*

Students say who says it: *Kim!*

Continue in the same manner with other sentences.

### Wrap-up

#### Correct the sentences.

Write the following sentences on the board:

Picture 1: *This is my pet dog.*

Picture 2: *OK. He can't stay.*

Picture 3: *The monkey is jumping.*

Picture 4: *The monkey is running.*

Picture 5: *Jim is eating the tree.*

Picture 6: *Jim is climbing the tree.*

Explain to students that these sentences are incorrect. Student change the underlined words to make the sentences correct.

Individual students go to the board and rewrite the sentences correctly.

The rest of the class checks their answers.

#### Answer Key

① 1. *picture (middle)*; 2. *picture(left)*; 3. *picture (right)*

#### ◆ Activity Book

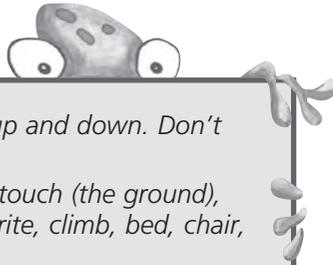
Page 7, activities 1 and 2.

#### Key

① *From left to right:* Don't paint on the table. Don't write on the table.

② 1. Don't; 2. Don't; 3. Don't write on the table. 4. Don't paint on the table.

## Student's Book Page 8



**Grammar:** Imperatives: *Jump up and down. Don't jump on the bed.*

**Vocabulary:** *Jump (up/down), touch (the ground), turn around, sit down, paint, write, climb, bed, chair, floor, tree.*

**Materials:** Cutout 3.

### Warm-up

#### Read and do!

Write the following action verbs on the board: *climb, sit, eat, jump, run, sleep, talk, fly, swim.*

Students stand up. Point to a verb on the board.

Students mime the action.

### Grammar presentation

Say *Stand up* as you mime the command. Students repeat the command and do the action.

Continue with the following actions: *jump up and down, touch the ground, turn around, sit down, write, paint and climb a tree.*

#### ① Listen and sing the song. 6

Write on the board: *monkey, hippo, lion.*

Explain to students that they are going to listen to a song. Tell them that they should listen carefully and say which of the three animals is mentioned in the song.

Play Track 6.

#### Track 6

##### **Monkey, monkey**

(See Student's Book page 8, activity 1.)

Students look at activity 1. Play Track 6 again. Students listen and follow the song in their books.

Play Track 6 a third time. Pause the CD after each sentence and mime the actions. Students repeat and mime the song.

Play the track for the last time. Students sing and mime the song.

### Controlled practice

#### ② Read and glue.

Students cut out the pictures in Cutout 3.

Say *Turn around.* Students hold up the corresponding cutout. Continue in the same manner with the rest of the cutouts.

Then students glue their cutouts in the corresponding places.

#### ③ Look and say.

Say *Point to jump up and down.* Students point to the corresponding photo in their book. Continue with: *paint, write, climb, bed, chair, floor, tree.*

Draw an "X" on the board. Explain to students that this means *Don't*.

Point to the "X" on the board and *jump up and down.*

Encourage students to guess what the instruction is:

*Don't jump up and down.*

Repeat with other actions.

Divide the class into pairs. Explain that student A points to a series of photos (following the dotted lines) and student B makes the corresponding sentence. Give an example.

Students take turns making sentences.

Walk around the class monitoring the activity.

### Optional activity

#### Multiple intelligence: Kinesthetic intelligence:

##### **Play Follow the command!**

Divide the class into two teams: Team A and B.

Say *Team A, stand up.* Team A follows your instruction.

Say *Team B, don't stand up.* Students should remain

seated. Continue in the same manner with other commands. Some commands should be preceded by

*don't.*

Students who incorrectly follow the command are not allowed to continue playing.

The team with the most students left at the end of the game wins.

### Wrap-up

#### Listen and follow!

Say *Stand up* as you jump up and down. Students should follow the command they hear, not the actions you are performing. Students who follow the actions instead of the command remain seated and are out of the game.

The last student to remain playing wins the game.

#### ◆ Activity Book

Page 8, activities 1 and 2.

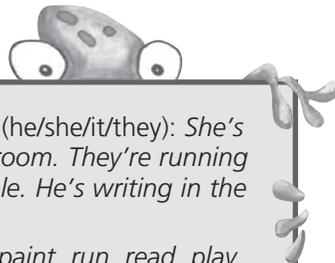
*Note:* Students need Cutout 2.

#### Key

① 1. Turn around. 2. Please sit down. 3. Jump up and down. 4. Touch the ground.

② *From top to bottom:* 2, 3, 1

## Student's Book Page 9



**Grammar:** Present continuous (he/she/it/they): *She's playing the piano in the music room. They're running in the gym. It's painting the table. He's writing in the classroom.*

**Vocabulary:** *Talk, sing, write, paint, run, read, play, cut, work, jump, climb, classroom, music room, art room, gym, library, computer lab, piano, table, tree, paper.*

**Materials:** Beans. *Optional:* Paper (1 piece per student).

### Warm-up

#### Listen and do!

As you do the register, give each student a command, for example: *(Alejandra) jump up and down.* Students follow the commands.

### Grammar practice

#### 1 Listen and number. 7

Students look at the pictures in their books for one minute. Then they close their books. Say *He is reading in the library.* Students say *True* if there is a boy reading in the library. Continue making *true/false* statements about the pictures in activity 1. Play Track 7. Students listen and number the pictures in order.

#### Track 7

- Number 1. She's playing the piano in the music room.
- Number 2. They're running in the gym.
- Number 3. She's climbing a tree.
- Number 4. They're painting in the art room.
- Number 5. They're singing in the music room.
- Number 6. They're jumping in the gym.
- Number 7. He's writing in the classroom.
- Number 8. She's talking in the classroom.
- Number 9. They're working in the computer lab.
- Number 10. He's reading in the library.
- Number 11. She's cutting paper in the art room.
- Number 12. It's painting the table.

Say *What's number one doing?* Students respond *She's playing the piano in the music room.* Repeat with the rest of the pictures.

- Play *Bingo*.

Distribute the beans.

Students circle eight pictures in their books.

Call out a picture: *It's painting the table.* If students have circled the picture, they put a bean on it. The first student to cover the eight pictures he/she circled shouts *Bingo!* and wins the game.

- Look and number.

Read the sentences out loud. Students follow along in their books.

Students read and number the sentences.

Divide the class into pairs. Students check their answers.

### Optional activity

#### What's he/she doing?

Distribute paper.

Each student chooses an action and a place in the school (*classroom, gym, art room, etc.*). Students draw themselves doing the action in the place they chose. Students write their name at the bottom of their picture: *My name's (Gaby).*

Collect the drawings and redistribute them.

Tell students to look at the picture and write sentences about it: *This is (Gaby). She's painting. She's in the gym.*

Ask students to hold up the picture and read their sentences out loud. Continue until all students have participated.

### Wrap-up

#### Dictation

Dictate the following sentences to students:

*He's painting in the art room.*

*She's cutting paper in the classroom.*

*It's climbing a tree.*

*They're working in the computer lab.*

Students write the sentences in their notebooks and make a drawing for each one.

#### Answer Key

- From top to bottom: 3, 7, 5, 2, 12

#### Activity Book

Page 9, activities 1 and 2.

#### Key

- 1. She's in the music room. 2. He's in the library. 3. They're in the classroom. 4. He's reading. 5. They're talking. 6. She's playing the piano.



**Functional language:** *Yellow and blue make green.*

**Vocabulary:** *Yellow, blue, red, black, white, grey, green, pink, purple, orange.*

**Materials:** Coloured pencils, 24 index cards, Blu Tak.  
*Optional:* Tape, strips of paper (1 per student).

**Preparation:** *Colour equation word cards:* Write the following words and symbols on index cards (1 per card): *red, yellow, blue, black, white, grey, pink, green, purple, orange, +, =.* Make two identical sets of cards. *Optional: Colour labels* (1 per student): Write one colour word on each strip of paper. Make sure there are at least two strips with the same colour.

**Warm-up**

**Show me!**

Students take out their coloured pencils.  
Say *Show me your blue pencil.* Students hold up their blue pencil. Continue in the same manner with the rest of the colours: *yellow, red, black, white, grey, green, pink, purple, orange.*

**Controlled practice**

1 Listen and match. 8

Explain to students that there are primary colours (*red, blue, yellow*) and neutral colours (*black and white*). Tell them that if we mix these colours we can make other colours. Ask them if they know which colours to mix to make other colours. Write down students' ideas on the board.

Students look at the first activity in their books.  
Say *Point to the red paint.* Students point to the corresponding paint. Continue in the same manner with the rest of the blobs of paint.  
Play Track 8. Students listen and check if their previous answers were correct.

**Track 8**

Red, yellow and blue are primary colours.  
Black and white are neutral colours.  
Mix these colours and make other colours. It's fun!  
Point to the yellow and blue paint.  
Yellow and blue make green.  
Point to the red and blue paint. Red and blue make purple.  
Point to the red and yellow paint.  
Red and yellow make orange.  
Point to the white and red paint. White and red make pink.  
Point to the black and white paint.  
Black and white make grey.

Play Track 8 again. Students listen and match the pairs of colours with the colour they make.  
Say *Black and white make...* Ask a student to say the answer.  
Continue checking the activity.

- Look and complete.

Read the first sentence out loud: *Yellow and blue make...*

Encourage students to finish the sentence. Repeat with the rest of the sentences. Then students complete the sentences with the words from the box.

**Optional activity**

**What colour am I?**

Tape a *Colour label* (see Preparation) onto each student's back. Make sure the students don't see their own labels before you tape them on.

Students go around the classroom asking questions to discover their colour:

S1 to S2: *Am I grey?*

S2: (S2 looks at S1's *Colour label*) *No, you aren't. Am I green?*

S1: (S1 looks at S2's *Colour label*) *No, you aren't.*

S1 to S3: *Am I purple?*

S3: (S3 looks S1's *Colour label*) *Yes, you are! Am I purple?*

S1: (S1 looks at S3's *Colour label*) *Yes, you are!*

When two students find out that they are the same colour, they become colour partners. Then they go around the classroom together looking for other students with the same colour in order to make their group as big as possible.

Set a time limit for the activity. When the time is up, the group with the largest number of colour partners wins.

**Wrap-up**

**Make the correct combination.**

Divide the board in half. Attach a set of *Colour equation word cards* to each side of the board with Blu Tak. Divide the class into two teams.  
Name one student from each team and say *Grey!*  
These two students stand up and walk quickly to the board. They choose the corresponding word cards and make the colour equation to form the colour *grey*.

black	+	white	=	grey
-------	---	-------	---	------

The first student to do this correctly wins a point for his/her team. The team with the most points at the end of the game wins.

**Answer Key**

- From top to bottom: green, purple, orange, pink, grey

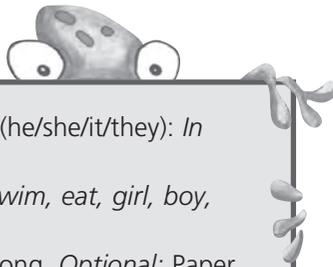
**Activity Book**

Page 10, activity 1.

**Key**

- 1. orange; 2. white; 3. Red; 4. purple; 5. yellow

## Student's Book Page 11



**Grammar:** Present continuous (he/she/it/they): *In picture 1, the girl is playing.*

**Vocabulary:** *Play, run, sleep, swim, eat, girl, boy, baby, dog.*

**Materials:** Card, string 7–8m long. *Optional:* Paper (1 piece per student), watercolours, paintbrushes.

### Warm-up

#### Memory game

##### Poster 1

Display Poster 1. Attach the poster cutouts to Poster 1. Students look at the poster for 30 seconds. Then hide the poster.

Give students five minutes to write as many sentences as they can about the children in the poster: *A girl and a boy are singing in the art room.*

The student who writes the most correct sentences wins.

### Grammar practice

#### ① Listen and number. 9

Say *Point to the first picture. Is the girl eating? What is she doing?* Students respond.

Repeat with the rest of the pictures.

Explain that these pictures are from a children's art gallery.

Play Track 9. Students listen and number the pictures in order.

#### Track 9

This is the children's art gallery.

Let's look at the children's pictures.

Picture 1. The baby is sleeping.

Picture 2. The boy is swimming.

Picture 3. The dog is running.

Picture 4. The girl is playing with dolls.

Picture 5. The girls are eating.

The pictures are beautiful!

Say *Point to picture number 1. What can you see in the picture?* Students describe the picture.

Check the rest of the exercise.

- Look and complete.

Students look at the pictures in activity one and complete the sentences.

Individual students read the sentences out loud.

Students check their answers.

### Craft activity

#### The Printer's Project

Students draw a circle on card.

Then they cut it out and divide it with a pencil into six sections.

Students colour each section in the following order: *purple, blue, green, yellow, orange, red.*

Students make two holes near the centre of the circle and thread string through them. Then they tie the two loose ends of the string together.

Students hold both ends of the string and twist the wheel until it is no longer possible.

Then they pull the string so the colour wheel starts spinning. When the wheel spins, the colours will mix and make a whitish colour.

Students will be able to see that when we mix all these colours, we make white.

### Optional activity

#### Art gallery

Distribute the paper.

Students attach the paper to a wall.

Students use watercolours to paint a portrait of themselves doing something somewhere in their school.

With the paintbrush, students write sentences at the bottom of their picture: *My name is James. I'm reading a book. I'm in the classroom.*

Allow the paint to dry.

Set up an art gallery in the classroom. Display the students' pictures in the gallery.

### Wrap-up

#### Colour dictation

Dictate a colour to students: *Red.*

Students write the word in their notebooks.

Then they draw and colour something that is typically that colour, for example, an apple.

Finally, students write a sentence about their picture:

*The apple is red.*

Repeat with other colours.

#### Answer Key

② *From top to bottom:* 4, playing; 2, swimming; 1, sleeping; 3, running; 5, eating

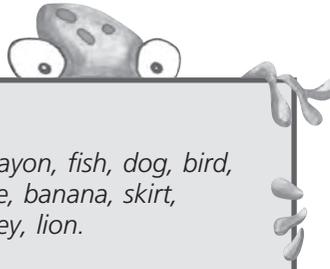
#### ◆ Activity Book

Page 11, activities 1 and 2.

#### Key

② 1. red; 2. blue; 3. green; 4. yellow; 5. purple; 6. orange

## Student's Book Page 12



**Phonics focus:** The alphabet.

**Vocabulary:** *Pencil, marker, crayon, fish, dog, bird, clown, pirate, ghost, pear, apple, banana, skirt, trousers, dress, elephant, monkey, lion.*

**Materials:** A large, soft ball.

### Optional activity

#### How do you spell your name?

Say *My name is (Alejandra). A-L-E-J-A-N-D-R-A.*

Throw the ball to a student and ask *What's your name?*

The student responds.

Now ask *How do you spell your name?*

He/she spells his/her first name.

Students continue throwing the ball to each other and spelling their names out loud.

### Warm-up

#### The alphabet

On the board, write the alphabet in the following way:

1 = a, b, c, d, e, f, g

2 = h, i, j, k, l, m, n, o, p

3 = q, r, s, t, u, v, w, x, y, z

Point to each letter as you say it. Students repeat.

Say *One*. Students say the first line of letters. Continue with the following two lines of letters.

Now say a letter: *P*. Students say the line number that letter belongs to: *Number 2*.

Repeat with other letters.

Point to letters at random and say *Is this letter B?*

Students respond *Yes* or *No*.

### Phonics practice

#### 1 Listen and sing the song. 10

Say each letter of the alphabet. Students point to the letters in their books.

Play Track 10. Students listen and follow along in their books.

#### Track 10

##### The alphabet song

(See Student's Book page 12, activity 1.)

Play Track 10 again. Pause the CD after each line.

Students repeat.

Play Track 10 a third time. Students sing along with the track.

### Controlled practice

#### 2 Number the words in alphabetical order.

Read the words at random. Students point to the corresponding pictures and repeat.

Explain to students that they have to put the words in alphabetical order. Demonstrate how to do this:

Read the first list of words: *pencil, marker, crayon*. Ask *Which word is first in the alphabet?* Students respond:

*Crayon.*

Now ask *Which word is next?* *Marker.*

Finally, ask *Which word is last?* *Pencil.*

Continue with the rest of the activity.

### Wrap-up

#### What's the next letter?

Students form a circle.

Say *A* and throw the ball to a student. He/she says the next letter of the alphabet: *B*.

Students continue throwing each other the ball as fast as they can without dropping it, until all the letters of the alphabet have been called out.

If someone says the wrong letter, he/she is disqualified.

If someone drops the ball, the game starts over again.

*Note: Optional:* Tell students to bring a passport-sized close-up photograph of their face to the next class.

#### Answer Key

1 From top to bottom: 3, 2, 1; 3, 1, 2; 3, 2, 1; 2, 3, 1; 1, 3, 2; 1, 3, 2

#### Activity Book

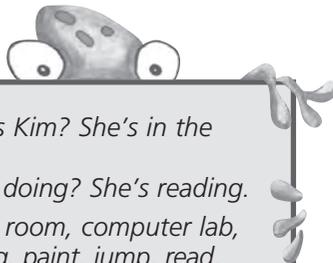
Page 12, activities 1 and 2.

#### Key

1 1. blue; 2. green; 3. orange; 4. purple; 5. red; 6. yellow

2 I love school.

## Student's Book Page 13



**Grammar:** Verb to be: *Where's Kim? She's in the gym.*

Present continuous: *What's she doing? She's reading.*

**Vocabulary:** *Classroom, music room, computer lab, art room, library, gym, write, sing, paint, jump, read, run.*

**Materials:** Cutouts 4A and 4B, paper (1 piece per student). *Optional:* paper, passport-sized close-up photographs of students' faces (1 per student), tape.

### Warm-up

#### How do you spell...?

Students say each letter of the alphabet as you write them on the board.

Point to letters at random. Students name the letters. Choose a student and say (*Carmen*), *how do you spell pencil?*

Guide the student in spelling the word as you write it on the board.

Continue asking the rest of the students to spell words students already know.

### Craft activity

#### 1 Make a school.

Distribute paper. Students fold their paper in three sections and cut off the top section to make a roof. Students draw and colour a school.

Students cut out the classrooms and the children in Cutouts 4A and 4B.

Students glue the school classrooms inside the folded paper.

Finally, students glue the *Children/Monkey* cutouts onto different locations in the school.

#### • Role-play: *At school.* 11

On the board, write:

*Where is Kim?*

*She's in the library./She's in the gym.*

*What's she doing?*

*She's reading./She's jumping.*

Explain to students that they are going to listen to two children talking about Kim.

Play Track 11. Students listen to the CD.

#### Track 11

(See Student's Book page 13, activity 1.)

Ask a student to come to the board and circle the correct answer to the first question.

Repeat with the second question.

Play Track 11 again. Pause the CD after each sentence.

Students repeat.

Divide the class into pairs.

Explain to students that they are going to ask each other questions about where Kim, Dan and the monkey are, and what they are doing.

Get a pair of students to come up and demonstrate the activity for the rest of the class.

Walk around the class monitoring the activity.

### Connecting to students' experiences

Ask students *How many different rooms have we got at school?* Mention the name of these rooms (*classroom, gym, library, etc.*) *Which is your favourite room and why? What do you do in each room at school?*

### ♥ Moral and civic education

Talk to students about the importance of following school rules. Make sure students know the school and classroom rules. Talk to students about the consequences of breaking the rules.

Discuss why we need rules in school, in the classroom and in society in general.

### Optional activity

#### Poster 1

Students glue the photo of their face onto paper. Then students draw a body that connects to the photo of their face.

Students draw themselves doing an action, then they cut out the picture.

Display Poster 1.

Ask five students to come up and attach their portraits anywhere on the poster. Ask the rest of the class questions about the portraits:

T: *Where's (Ricardo)?*

Ss: *He's in the gym.*

T: *What's he doing?*

Ss: *He's eating.*

Continue with the rest of the students' portraits.

### Wrap-up

#### I'm doing something!

Students draw a picture of a family member doing an action. Then they draw a speech bubble and cut it out. Students write what the family member is saying: *I'm running.*

They glue the speech bubble onto their picture. Display their pictures around the classroom.

### ◆ Activity Book

Page 13, activity 1.

#### Key

1. From top to bottom: library, classroom, computer lab  
1. library; 2. she, reading; 3. Where's, classroom; 4. What's, He's; 5. are, computer lab; 6. What, working

## Student's Book Page 14



**Grammar:** Present continuous: *I'm painting. He's singing.*

**Vocabulary:** *Sing, sleep, paint, eat, jump, play, run, read.*

**Materials:** Cutout 5. *Optional:* Old magazines, card.

### Warm-up

#### The action chain

Students form a circle. Say *I'm reading* as you mime the action.

The student standing next to you repeats what you said and mimes the action. Then he/she adds another sentence and action to the chain.

S1: *I'm reading* (mimes action) *and running* (runs in place).

Continue the chain until a student forgets an action or makes a mistake. He/she starts the chain again.

Continue playing until all students have participated.

### Grammar practice

#### ① Look and make sentences.

Students look at the picture for a few seconds and then close their books.

Ask students questions about the pictures: *Is there a boy jumping? Is there someone sleeping?* Students respond.

Students open their books and look at the pictures again. Then they match the words to make a sentence for each picture using different colours.

### Connecting to students' experiences

Ask students to look at the picture in activity 1. Ask students where these children are and what time of day it is (break). Talk to students about what they like doing at break. Ask them about the games they like to play.

#### ② Glue the word cards in the boxes.

Students cut out the word cards in Cutout 5.

Students order the word cards to make sentences and glue them into their books.

Individual students come to the front and write the answers on the board.

### Optional activity

#### Action collage

Divide the class into eight groups.

Assign each group with an action verb: *sing, sleep, paint, eat, jump, play, run, read.*

Students look for in the old magazines pictures of people doing the assigned actions and cut them out. Then they paste all the pictures onto card to make a collage.

Display students' work around the classroom.

### Wrap-up

#### Verb dictation

Dictate the word *read* letter by letter to students: *R-E-A-D.*

Students write the word in their notebooks.

Continue in the same manner with the following verbs:

*sing, sleep, paint, eat, jump, play, run.*

Students draw a picture for each verb in their notebooks.

#### Answer Key

① 1. am-painting; 2. is-sleeping; 3. is-jumping; 4. is-singing; 5. are-eating; 6. are-playing

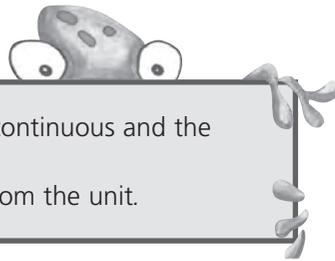
#### Activity Book

Page 14, activity 1.

#### Key

① 1. reading; 2. He's climbing a tree. 3. It's jumping. 4. They're working on the computer.

## Student's Book Page 15



**Grammar:** Review of present continuous and the verb *to be*.

**Vocabulary:** Key vocabulary from the unit.

### Warm-up

**Song: *Monkey, monkey*** 6

Play Track 6. Students sing along and mime the actions. In groups of five, students come to the front of the class and sing and mime the song.

### Review

#### The Printer's Quiz

▶ **LABEL THE PICTURES.**

Say *Kim is in the computer lab*.

Students form the corresponding question: *Where's Kim?*

Continue in the same manner with the rest of the pictures in the first activity.

Students label the pictures in their books.

▶ **LOOK AND MATCH.**

Say *Read question number one*. Students read the question out loud. Ask individual students to read the answer.

Continue in the same manner with the rest of the activity.

Students match the questions with the corresponding answers.

▶ **WRITE THE MISSING LETTERS.**

Say *What letter comes after the letter A?* Encourage students to say the next letter.

Continue in the same manner until students have recited the entire alphabet.

Students complete the missing letters in their books.

### Optional activity

#### Play *Write a word that starts with the letter...*

Divide the board into two sections.

Divide the class into two teams.

Name a student from each team. Say *Write a word that starts with letter A*.

The two students stand up and walk as fast as they can to the board and write a word that starts with the letter A.

The first student to write a word correctly wins a point for his/her team.

Repeat with different letters and different students.

The team with the most points at the end of the game wins.

### Wrap-up

#### I spy...

Look around the classroom and choose an object. Don't make it obvious which object you have chosen.

Say *I spy with my little eye something that starts with the letter C*.

The first student to correctly guess the object chooses another object in the classroom and repeats the rhyme.

#### Answer Key

**Label:** from left to right: computer lab, music room, library, classroom, gym

**Match:** 1. He's in the gym. 2 She's running. 3. It's writing. 4. They're in the library. 5. They're working on the computer.

### Activity Book

Page 15, activities 1 and 2.

#### Key

① classroom, library, music room, art room, computer lab, gym

② 1. art room; 2. painting; 3. music room; 4. singing; 5. library; 6. reading

### Grammar module: Present continuous

In this unit, we use the present continuous for actions that are in progress at the moment of speaking.

We form the present continuous with the subject + verb *to be* + verb + *-ing*:

*He is eating. They are sleeping.*

To form the question, we switch the position of the subject and the verb *to be*:

*Is she running? What is she doing?*

#### Positive

*I am (I'm) reading.*

*You are (You're) reading.*

*He is (He's) reading.*

*She is (She's) reading.*

*It is (It's) reading.*

*They are (They're) reading.*

*We are (We're) reading.*

#### Negative

*I am not (I'm not) reading.*

*You are not (You aren't) reading.*

*He is not (He isn't) reading.*

*She is not (She isn't) reading.*

*It is not (It isn't) reading.*

*They are not (They aren't) reading.*

*We are not (We aren't) reading.*

#### Verb to be

We use the present form of the verb *to be* as follows:  
*subject + verb to be + complement*

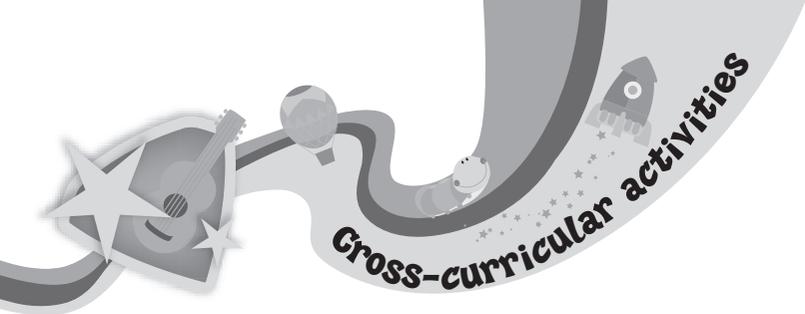
*She is in the library.*

*They are in the gym.*

We form questions by inverting the subject and the verb:

*Is she in the music room? Where is she?*

*Are they in the classroom? Where are they?*



**Social studies: Our class album**

**Materials:** Students' photos, paper, card, stapler.

**Preparation:** Make a cover for the book out of the card. Write *Our class album* on the cover.

**Directions:**

Invite a student to the front of the class and display his/her photo. Ask the class about the photo: *Where's (Jaime)? What's (he) doing?*

Give each student a piece of paper. They glue their photographs on the paper. Collect students' work. Staple the pages inside the cover.

**Project: ABC patchwork**

**Materials:** Coloured card, hole punch, string or wool.

**Preparation:** For each student: Cut a square out of the card (15cm x 15cm).

**Directions:**

Assign a different letter of the alphabet to each student. Tell students to write their letter on their square in both upper and lower case.

Then they draw a picture on their square of something that begins with the letter.

Tell students to line up in alphabetical order. Students take turns describing their pictures: *A is for (apple). B is for...*

Punch a hole in each corner of the picture squares. Using the string or wool, tie the squares together in alphabetical order to make a class patchwork. Display the finished patchwork on the classroom wall.





Vocabulary	Grammar
<p><b>Animals:</b> ant, bat, bear, cat, chick, cow, dog, dolphin, donkey, duck, elephant, fish, frog, goat, horse, lion, monkey, octopus, pig, sheep, snake, turkey</p> <p><b>Verbs:</b> climb, dance, fly, help, jump, learn, like, live, paint, play, ride, run, shake, swim, take, walk</p> <p><b>Baby animals:</b> calf, duckling, kitten, lamb, piglet, puppy</p> <p><b>Adjectives:</b> amazing, big, small</p> <p><b>Other words:</b> bell, bike, children, circus, eye, feet, friend, hand, ocean, picture, tree, trick, zoo</p>	<p><b>Verb to be:</b> It's a horse. They're ducks. Is it a cow? Yes, it is./No, it isn't. It's big. It's brown. Some animals are big.</p> <p><b>Can/can't:</b> It can swim. Dolphins can swim. They can't fly. Can monkeys swim? Yes, they can./No, they can't.</p> <p><b>Demonstratives (this/that):</b> This is a goat. That is a cow.</p> <p><b>Present simple:</b> It lives in the circus.</p>
<p><b>Functional language:</b> <i>What's a baby cow called? Here, there, everywhere.</i></p>	<p><b>Multiple intelligence:</b> Intrapersonal intelligence (page 34)</p>

### Teaching tip

#### Classroom management (Part 2)

##### Materials

Make sure that everyone has everything they need before starting an activity. Always have extra materials ready for the child who has left his/her materials at home. It is best to have more activities prepared than necessary. You will need them for when a class works very quickly or for those children who always finish before the others. A student with nothing to do is a potential source of problems, so have extra pictures to colour, puzzles to do, cards to play with or books to look at.

##### Leaving the classroom

The idea of leaving the classroom is always exciting for students. Explain to your students what you are going to do and where you are going. Get them to stand in a line and explain that other classes are working so they must be quiet and not run. If they do, tell them to go straight back to the classroom and start again. An action is worth a thousand words.

##### Going to the toilet

You will find that when one child asks to go to the toilet or get a drink, everyone else suddenly wants to go too. Students will have to learn, little by little, to wait and not to interrupt the class every few minutes. Of course, when they do ask to go, you should insist they ask in English.

Allow only one child out at a time, although you may need to let shy children be accompanied by a friend at first.

##### Be sensitive to the mood of the class

There will be days when students are so tired or excited that they are impossible to work with. Be flexible. Have other activities ready for these occasions. If the students are tired, let them colour a picture, for example, while you monitor their work. If they are excited, take them outside and play an energetic game.

##### Giving rewards

When a student has worked well or made a special effort, it is important to reward him/her to show that you value his/her achievement. A reward does not have to be elaborate. You can draw a smiley face next to his/her exercise, shake his/her hand or hit the palm of your hand against his/hers (a "high five") with the verbal congratulation *Well done!* or *Brilliant!* The physical element makes the *Brilliant!* into something special and makes your pupil feel closer to you.

Remember to congratulate a student on his/her personal progress. He/She may learn more slowly or more quickly than others in the class. It is important to reward both the slow and the fast learners for real effort and hard work.

## Student's Book Page 16



**Grammar:** Verb to be: *It's a horse. They're ducks. It's big. It's brown. Is it a cow? Yes, it is./No, it isn't.*

**Vocabulary:** *Horse, cow, donkey, pig, goat, sheep, turkey, duck, chick; colours.*

### Warm-up

#### Farm animals

##### Poster 2

Display the poster cutouts one at a time. Name each animal: *This is a cow. These are chicks.*  
Students repeat chorally and then individually.

### Optional activity

#### Matching game

Divide the class into two teams: A and B.  
Attach the poster cutouts to the board. Write the corresponding animal words all over the board.  
Read a word out loud. A student from team A goes to the board and matches the word to the corresponding poster cutout.  
If he/she does this correctly, award a point to the team.  
Repeat with another word and a student from team B.  
Continue with the remaining words.

### Vocabulary review

Divide the board into two sections.  
Write the numbers 1 to 10 randomly on both sides of the board.  
Divide the class into two teams. Students line up in front of the board.  
Call out a number.  
One student from each team runs to the board and circles the number you have called out.  
The first student to do this wins a point for his/her team.

### Controlled practice

#### 1 Listen, point and repeat. 12

Play Track 12. Students point to the pictures as they are mentioned.

#### Track 12

1. It's a horse.
2. It's a cow.
3. It's a donkey.
4. They're pigs.
5. It's a goat.
6. It's a sheep.
7. It's a turkey.
8. They're ducks.
9. They're chicks.

Play Track 12 again, pausing the CD after each sentence. Students repeat.

- Look and number.

Ask *What is number 1?*

Students answer *It's a horse.*

Repeat with the remaining numbers.

Read the words out loud.

Students number the words according to the picture.

Write numbers 1 to 9 on the board. Students take turns going up and writing the corresponding animal word next to each number.

- Play *The guessing game.*

Describe one of the animals in activity 1: *It's brown. It's big. It has got four legs.*

Students try to guess the animal: *Is it a donkey? Is it a horse?*

Divide the class into pairs.

Invite a pair to the front of the class and ask them to act out the dialogue from activity 1.

Students play *The guessing game* in pairs.

### Wrap-up

#### Noughts and Crosses

##### Poster 2

Draw a "Noughts and Crosses" grid on the board.  
Number the squares on the grid from 1 to 9. Attach a poster cutout to each square.  
Divide the class into two teams: X and O.  
A student from team X goes to the board. A student from team O calls out one of the numbers on the grid.  
The player from team X has to name the object or objects in the square: *It's a (goat). They're (ducks).*  
If the player correctly names the objects in the square then he/she puts an X in the space. Repeat with team O. Continue alternating teams. The first team to get three Xs or three Os in a row horizontally, vertically or diagonally wins the game.

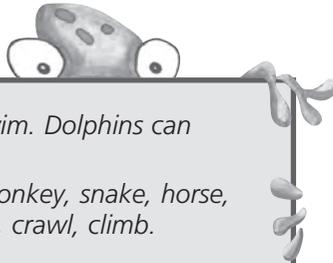
#### Activity Book

Page 16, activities 1 and 2.

#### Key

 1 Top to bottom: cow, chick, goat, sheep, turkey, pig, horse

## Student's Book Page 17



**Grammar:** *Can/can't: It can swim. Dolphins can swim.*

**Vocabulary:** *Dolphin, duck, monkey, snake, horse, frog, swim, fly, walk, run, jump, crawl, climb.*

**Materials:** 6 index cards.

**Preparation:** *Picture cards:* Cut out magazine pictures or drawings of a duck, a snake, a horse, a dolphin, a monkey and a frog. *Word cards:* Write the following words on separate index cards: *duck, snake, horse, dolphin, monkey and frog.*

### Warm-up

#### Vocabulary presentation

Display the *Picture cards* (see Preparation). Name the animals.

Students repeat after you.

Attach the *Word cards* (see Preparation) to the board.

Take a *Picture card*, hold it behind a book and gradually pull it out to reveal the picture.

The first student to name the animal goes to the board and tries to match the picture to the correct *Word card*. Repeat with the rest of the *Picture cards*.

### Controlled practice

#### ① Listen and sing the song. 🎧 13

Students identify the animals in the pictures.

Play Track 13. Students point to each animal as it is mentioned.

#### Track 13

##### Look at the animals

(See Student's Book page 17, activity 1.)

*Following verses:*

Duck–It can fly.

Snake–It can crawl.

Horse–It can run.

Frog–It can jump.

Monkey–It can climb.

Play the track again and lead students in singing and miming the song.

- Sing about the other animals.

Divide the class into two groups: A and B.

Write the names of the animals from the song on the board. Point to a dolphin and lead students in singing the song about that animal.

Group A sings the first two lines, group B the next line, and group A the final three lines. Groups alternate the lines that they sing for each verse.

Encourage students to act out the lines as they sing them.

### Optional activity

#### Guess the animal.

Hold a *Picture card* behind your back. Guide students in asking *What can it do?* Give them clues, one at a time: *It can (run).*

Students try to guess the animal after each clue: *Is it a (horse)?*

Continue until a student guesses correctly, and then he or she takes your place.

#### ② Read and circle Yes or No.

Say *Dolphins can swim.*

Students mime the action if the statement is true and put their hands on their head if it is false. Repeat with similar statements about other animals.

Students read the sentences in their books and circle Yes or No.

### Wrap-up

#### Play a mime game.

Mime one of the animals in activity 1. Ask *What animal is this?*

Students guess which animal you are miming.

Divide the class into small groups.

Students play the mime game in their groups. The first student to guess correctly does the next mime.

#### Answer Key

② 1. Yes. 2. No. 3. No. 4. Yes. 5. Yes

#### ◆ Activity Book

Page 17, activity 1.

#### Key

① bird, elephant, dolphin, frog, fish, duck, rabbit, tiger  
*They can fly:* bird; *They can run:* elephant, tiger; *They can swim:* dolphin, fish; *They can jump:* frog, rabbit



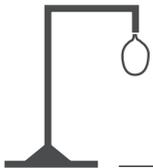
**Grammar:** *Can/can't:* Dolphins can do many things. Dolphin can't run.

**Vocabulary:** *Dolphin, ocean, trick, hand, bell, picture, children, friend, ride, learn, shake, play, paint, walk, fly, run, help, take, smart.*

**Warm-up**

**Game: Hangman**

On the board, draw a line for each letter of the word *dolphin* and draw the hangman's scaffold.



Students take turns calling out letters. If the letter is a part of the word, write it in. If it is not, draw part of the body and write the letter on another part of the board. Continue until students guess the word or until the hanged man is complete.

Point to the word *dolphin* on the board. Ask students what they know about dolphins and write their ideas in note form around the word: *can swim, live in the ocean, grey, eat fish*, etc.

**Developing reading**

**Story: Dolphins are special** 14

Students look at the photos on pages 18 and 19 and count the number of dolphins they can see. Ask students if they have ever been to a dolphin show. Encourage them to talk about what dolphins do in these shows. Ask students if they have ever seen dolphins in the wild. Where were they? What were the dolphins doing? Play Track 14. Students listen and point to the pictures in their books.

**Track 14**  
**Dolphins are special**

(See Student's Book pages 18 and 19.)

Ask comprehension questions about the story: *Do dolphins live in the ocean? Are they fish? Can dolphins swim? Can they play? Can they talk? What tricks can dolphins do? Can they play catch? Can they paint pictures? Are dolphins clever? Can they walk? Do dolphins help children?*

**Controlled practice**

① Read the story and write *True or False*.

Students stand up.

Say *Dolphins can ring bells*. Students jump up and down if the sentence is true and they clap their hands if it is false.

Repeat with the remaining sentences: *Dolphins can run. Dolphins can't jump. Dolphins can paint pictures.*

Students read the sentences in their books and write *True or False*.

**Optional activity**

**Robot mime**

Write the following words and phrases from the story on the board: *swim, play, shake hands, play catch, ring bells, paint, fly, run, walk*. Read the words out loud.

Students repeat.

Students stand up. Tell them to pretend they are robots. Call out a phrase. Students mime the action as if they were robots.

Shout *Stop!* Students freeze in place.

Repeat several times with different phrases.

**Multiple intelligences:**  
**Intrapersonal intelligence**

Ask students why they think that children enjoy playing with dolphins. Ask them about the type of behaviour dolphins exhibit that makes them friendly. Ask them what they themselves can do to be friendlier towards others.

Help identify specific examples of conduct that will make other people more open and receptive towards one another.

**Wrap-up**

**Dictation**

Dictate the following words from the story: *dolphin, ocean, fish, hand, bell, picture, children*.

Students write the words in their notebooks and draw a picture for each word to illustrate its meaning.

**Answer Key**

Ⓐ 1. True. 2. False. 3. False. 4. True

◆ **Activity Book**

Page 18, activities 1 and 2.

**Key**

Ⓐ From left to right: 4, 5, 3, 1, 2

Ⓑ 1. can; 2. can't; 3. can; 4. can't; 5. can't; 6. can't

## Student's Book Page 19



**Grammar:** *Can/can't:* Dolphins can do many things. They can't fly.

**Vocabulary:** *Dolphin, ocean, trick, hand, bell, picture, children, friend, ride, learn, shake, play, paint, walk, fly, run, help, take, smart.*

**Materials:** Paper, blue watercolour paint, black paper, paintbrushes. *Optional:* Animal reference books.

### Warm-up

#### Reviewing the story

On the board, write the following:

*Dolphins can* \_\_\_\_\_.

*Dolphins can't* \_\_\_\_\_.

Distribute paper.

Students copy the sentences on their piece of paper and complete them according to the story: *Dolphins can play catch. Dolphins can't walk.*

They draw pictures to illustrate their sentences.

Invite volunteers to share their work with the class.

### Developing reading

**Story:** *Dolphins are special* 🌐 14

Dictate the following words to students: *cats, dolphins, tree, ocean, swim, play, cow, help, children, friends.*

Students write the words in their notebooks.

Write the words on the board and ask students to check their spelling.

In pairs, students circle the words that refer to the story *Dolphins are special.*

Play Track 14. Students follow the story on pages 18 and 19 of their books.

#### Track 14

***Dolphins are special***

(See Student's Book pages 18 and 19.)

Ask volunteers to take turns reading the story out loud. Help them with the difficult words.

### Controlled practice

#### 1 Read the story and match.

Read the sentences out loud.

Students match the sentences with the pictures.

Then they compare answers with a partner.

### Optional activity

#### Animal facts

Divide the class into pairs.

Distribute animal reference books.

Students draw a picture of an animal and write facts in their notebooks about it to share with the class.

### Environmental education

Ask students where dolphins live. Explain that large numbers of marine animals and fish die every year from eating or getting trapped in rubbish floating in the sea. Then elicit their ideas on what we can do to keep the oceans clean. Provide some ideas yourself: *Recycle rubbish, do not buy or use Styrofoam cups and plates, clean up our rubbish on the beach, etc.*

### Wrap-up

#### Dolphin pictures

Distribute paper, watercolours and paintbrushes. Students paint their paper with blue watercolours.

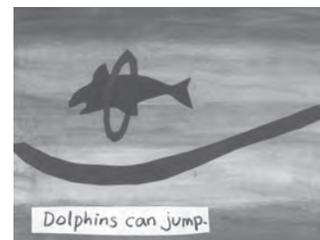
Then they write a fact about dolphins on a small separate piece of paper: *Dolphins can jump.*

Next, students draw and cut out the outline of a dolphin on black paper to illustrate their fact.

Students glue their shapes onto the painted background and their facts onto the bottom part of the page.

Invite students to share their facts with the class.

Display the pictures around the classroom.



#### Answer Key

1. picture (top right); 2. picture (top left); 3. picture (bottom right); 4. picture (bottom left)

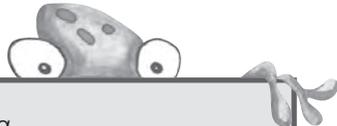
#### Activity Book

Page 19, activities 1 and 2.

#### Key

1. Dolphins can shake hands. 2. Dolphins can't run. 3. Dolphins can't read. 4. Dolphins can play catch.

2. can't; Dolphins can play. Dolphins can't fly. can swim



**Grammar:** Verb to be: *It's a pig.*  
*Can/can't: It can't fly.*

**Vocabulary:** *Fly, swim, run, jump, climb, duck, pig, horse, sheep, donkey, dolphin, monkey, lion, snake, frog, bat, cow, turkey, dog, feet, eyes.*

**Materials:** Dice.

**Warm-up**

**Game: Elephants can walk!**

Divide the class into two teams.  
Say *elephants, walk*. Students from the first team use the words to make a sentence with *can/can't: Elephants can walk*.  
Repeat with the second team and *lions, fly*.  
Continue alternating teams. Award one point for every correct sentence.  
The team with the most points at the end of the game wins.

**Optional activity**

**Poster 2**

**Writing practice: The silly safari**

Display the poster. Explain that this is a picture of a silly safari where all sorts of crazy things are possible. Students look at the poster and say a sentence about the poster using *can/can't: In the silly safari, lions can fly*. Students write six sentences in their notebooks about the animals in the silly safari.

**Grammar practice**

**1 Listen and point. 15**

Students look at the pictures and name all the animals they can see.  
Play Track 15. Students listen and point to the corresponding pictures.

**Track 15**

- Ducks can swim.
- Pigs can't fly.
- Horses can run.
- Sheep can't fly.
- Donkeys can run.
- Dolphins can swim.
- Monkeys can't swim.
- Lions can swim.
- Snakes can't run.
- Frogs can't run.
- Bats can't swim.
- Cows can run.
- Turkeys can't swim.
- Bats can fly.
- Dogs can't fly.
- Dolphins can't run.
- Ducks can fly.

- Play *Amazing animals*.

Divide the class into groups of four. Give a dice to each group. Each student finds a counter (a rubber, a pencil sharpener, a coin, etc.) and puts it on the *Start* square. S1 rolls the dice and moves the corresponding number of squares. He/she identifies the animal and makes a sentence using *can/can't: It's a (sheep). It (can't fly)*. Then he/she crosses off *can't fly* from the list in the middle of the game board. The next student rolls the dice and the game continues. The first student in each group to cross off all the items on the list wins the game.

- Read and guess.

Draw four columns on the board and write the following headings: *I'm green// I have got big eyes// I can jump// I can't run*. Elicit animals for each category. (Make sure that *frog* appears in each of the categories.) Ask *Which animal is in all four categories?*  
Students read and answer the riddles in their books.  
Repeat the procedure for the second riddle.

**Connecting to students' experiences**

On the board, write *cow, bat, dolphin* and *snake*. Ask students if they have ever been in contact with any of these animals. *Have you seen them in real life? Have you seen them close up? Have you touched them?* Encourage students to talk about their experiences and about how they felt when they encountered these animals.

**Wrap-up**

**My own animal riddle**

Tell students that they are going to write their own riddle. They choose an animal and write sentences about it using the following outline and the riddles in their book as a reference:

*I'm \_\_\_\_\_.*  
*I've got \_\_\_\_\_.*  
*I can \_\_\_\_\_.*  
*I can't \_\_\_\_\_.*  
*What am I?*

Walk around checking students' work.  
When students have completed their riddle, they exchange it with a classmate. Their classmate reads the riddle and writes the answer at the bottom of the page:  
*I'm a \_\_\_\_\_.*

**Answer Key**

- 1. I'm a frog. 2. I'm a duck.

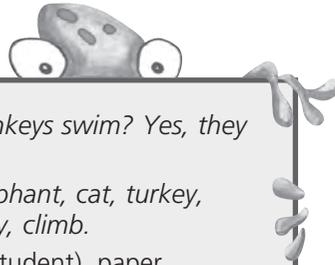
**Activity Book**

Page 20, activities 1 and 2.

**Key**

- 1. can, can't, can; 2. can, can't, can; 3. can't, can't, can;
- 4. can, can, can't.
- 5. fly, climb, small, it's, bird

## Student's Book Page 21



**Grammar:** *Can/can't: Can monkeys swim? Yes, they can./No, they can't.*

**Vocabulary:** *Monkey, bat, elephant, cat, turkey, horse, snake, fish, run, swim, fly, climb.*

**Materials:** Index cards (1 per student), paper.

### Warm-up

#### Bats and monkeys

Write the words *monkeys* and *bats* on the board and draw a picture of each animal.

Elicit information about these animals. Write key words and phrases on the board: *monkeys: like bananas, can climb trees, are intelligent, have got long tails, have got small ears; bats: are mammals, have got wings, live in caves, can fly at night, eat fruit and insects, sleep upside down.*

Distribute index cards. Each student writes a fact about bats or monkeys on their card. Invite students to come up, read their fact and attach the index card next to the corresponding animal.

### Grammar presentation

#### Poster 2

Display Poster 2.

Ask questions about the animals on the poster: *Can snakes walk?*

Encourage students to produce short answers: *No, they can't.*

Divide the class into two teams. Students from each team take turns asking the other team a question about the poster, for example: *Can lions fly?*

The other team answers.

Award teams two points for every correct question and one point for every correct answer.

The team with the most points at the end of the game wins.

### Controlled practice

#### 1 Listen and mark *can* (✓) or *can't* (X). 16

Read the verbs at the top of the chart. Pause after each verb. Students mime the action.

Play Track 16. Students listen and mark the chart.

#### Track 16

Monkeys can run.

Monkeys can't swim.

Monkeys can't fly.

Monkeys can climb trees.

Bats can't run.

Bats can't swim.

Bats can fly.

Bats can climb trees.

- Read and match.

Read the questions out loud.

Students match the questions with the answers using the table as a guide.

#### 2 Look and mark.

Students name the animals in the pictures.

Elicit the question for each picture: *Can elephants fly?*

Students mark the pictures according to the key.

- Ask and answer.

Divide the class into pairs. Students ask each other questions about the animals in the pictures.

### Optional activity

#### Alphabetical animals

Elicit the letters of the alphabet and write them on the board.

Go over the alphabet several times.

Students write the names of the animals from activity 2 in alphabetical order in their notebooks.

Check the activity with the whole class.

### Wrap-up

#### Draw and ask.

Students draw and colour an animal from activity 2 on a piece of paper.

Invite a student to go up with his/her picture without showing it to the class. Encourage students to ask questions and guess the animal: *Can it (run)?*

*Is it a (horse)?*

The student who guesses correctly comes up and continues the activity.

#### Answer Key

1 Match: 1. No, they can't. 2. Yes, they can. 3. Yes, they can. 4. No, they can't. 5. Yes, they can.

From left to right: x, v, v, v, x, v, x

#### Activity Book

Page 21, activities 1 and 2.

#### Key

1 1. No, they can't. 2. Yes, they can. 3. Yes, they can. 4.

2 Yes, they can. 5. No, they can't.



**Grammar:** Demonstratives (*this/that*): *This is a goat. That is a cow.*

Verb to be: *Some animals are big.*

**Vocabulary:** *Animal, big, small, swim, fly, amazing;* farm animals.

**Materials:** Cutout 1.

**Optional activity**

**Listen and draw.**

Read the following sentences out loud:

*This is a pink pig.*

*That is a brown pig.*

*This is a yellow duck.*

*That is a black duck.*

Students draw the pictures in their notebooks.

**Warm-up**

**What sound do cows make?**

On the board, write *goat, cow, sheep, pig, chicken, duck.*

Ask *What sound do cows make?*

Students make the sound of a cow.

Repeat with the remaining animals.

Divide the class into two teams. Ask a volunteer to come to the front of the class, mime an animal and make its sound. If the members of his/her team identify the animal, they win a point. The team with the most points at the end of the game wins.

**Critical thinking: Odd one out**

Write the following lists on the board:

1. *horse, goat, sheep, lion*

2. *climb, circus, jump, swim*

3. *blue, yellow, bear, black*

4. *computer, chair, bell, chick*

5. *feet, bats, eyes, legs*

Divide the class into pairs.

Students choose the word that is different in each list and write it in their notebooks: 1. *lion (it's not a farm animal); 2. circus (it's not an action); 3. bear (it's not a colour); 4. chick (it's not an object); 5. bats (it's not a part of the body).*

**Grammar presentation**

① **Listen and number.** 17

Students look at the picture in their books. Ask them to name the animals: *cow, duck, pig, goat, sheep, chicken.*

**Track 17**

On this farm, you can see a lot of animals.

Some animals are big.

Some animals are small.

Some animals can swim.

Some animals can fly.

All animals are amazing!

1. This is a goat.
2. That is a cow.
3. This is a sheep.
4. That is a pig.
5. This is a chicken.
6. That is a duck.

Ask students *Which animals are near the farmer? Which animals are far from the farmer?*

**Controlled practice**

② **Read and glue.**

Students cut out the pictures in Cutout 1. Say *This is a goat.* Students hold up the corresponding cutout. Repeat with *That is a goat, this is a cow and that is a cow.* Students look at activity 2 on page 22. They read the sentences and glue on the corresponding cutouts. Finally, students glue the two remaining cutouts (*That is a cow and This is a goat*) into their notebooks. They write the corresponding sentences under the pictures.

**Wrap-up**

**Write about an animal.**



**Poster 2**

Attach the *horse* poster cutout to the board.

On the board, write *This is a \_\_\_\_\_. It is \_\_\_\_\_. It can \_\_\_\_\_. It can't \_\_\_\_\_.*

Write the following words below the text: *big, fly, run and horse.*

Get a student to come up and complete the sentences using the words on the board. Then the class reads the description out loud.

Attach a different cutout and repeat the activity. Finally, students choose an animal and write sentences in their notebooks.

**Answer Key**

① From left to right: top: 6, 2, 4; bottom: 1, 5, 3



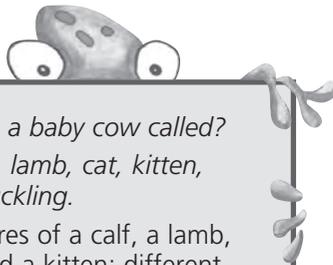
**Activity Book**

Page 22, activities 1 and 2.

**Key**

② 1. That; 2. This; 3. This; 4. That

## Student's Book Page 23



**Functional language:** *What's a baby cow called?*

**Vocabulary:** *Pig, piglet, sheep, lamb, cat, kitten, cow, calf, dog, puppy, duck, duckling.*

**Materials:** *Baby pictures:* Pictures of a calf, a lamb, a piglet, a duckling, a puppy and a kitten; different coloured play-dough. *Optional:* Paper.

### Warm-up

#### Telephone

Display the poster cutouts.

Tell students to line up. Whisper to the first student in line *It's (a horse)* and he/she whispers the message to the next person and so on.

The last student in the line says what he/she heard and then points to the corresponding poster cutout. Tell students if they passed on the message correctly or not. Students play the game in groups. Each student gets a chance to choose a farm animal and start the telephone chain.

### Vocabulary presentation

Attach the following poster cutouts to one side of the board: *cow, sheep, pig* and *duck*. Also on the board, draw simple pictures of a dog and a cat.

Ask students what the animals are called and label the pictures.

Attach the *Baby pictures* to the other side of the board. Individual students come up and match each animal with its baby.

Name the baby animals and students repeat, chorally at first and then individually.

#### ① Look and match.

Give students instructions for numbering the photos: *Number 1, duck. Write number 1 next to the duck.*

Check answers by saying the numbers and students naming the corresponding animals.

Students match the words with the pictures.

Ask questions about the baby animal names: *What's a baby (pig) called?*

### Optional activity

#### Animal babies

Talk to students about the babies of different animals. Tell them that people normally only have one or two babies at a time, but there is a wide range as to the number of babies that animals can have: a sheep usually has one or two lambs, but a cat can have six or seven kittens, and: a spider can lay over a thousand eggs at one time.

Students draw three different animals with their babies.

### Controlled practice

#### ② Play a memory game.

Choose two volunteers to read the sample dialogue out loud. Divide the class into pairs.

Student A closes his/her book.

Student B asks questions about the baby animals in activity 1: *What's a baby (cat) called?*

Student A tries to answer from memory.

Then students exchange roles.

### Craft activity

#### The Printer's Project

Tell students to choose a farm animal.

Distribute play-dough and ask students to make a farm animal. Tell them to pay attention to the colour of the animal, the number of legs it has got and what its ears and tail look like.

- Describe your animal.

Volunteers display their farm animals in front of the class. Encourage them to describe them.

Display all the farm animals on a table in the corner of the classroom.

### Wrap-up

#### Game: Animal spelling bee

Tell students to read the names of the baby animals in activity 1 and to try to memorise how they are spelled. Divide the class into two teams. A student from each team comes to the board. Say one of the following words: *duckling, kitten, lamb, puppy, calf, piglet*. The first student to correctly spell the word gets a point for his/her team.

Continue until all students have participated. The team with the most points at the end of the game wins.

#### Answer Key

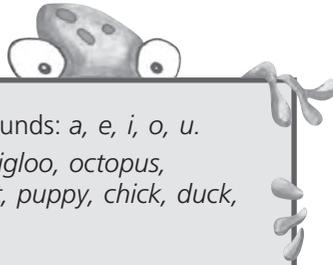
*Clockwise:* duck, sheep, cow, cat, dog, puppy, duckling, lamb, piglet, kitten, calf, pig

#### ◆ Activity Book

Page 23, activity 1.

#### Key

① *Left column:* sheep, duck, cow, cat; *Right column:* piglet, puppy



**Phonics focus:** Short vowel sounds: *a, e, i, o, u.*

**Vocabulary:** *Apple, elephant, igloo, octopus, umbrella, pig, dog, fish, fat, bat, puppy, chick, duck, ant, fox, frog.*

**Materials:** Paper.

**Preparation:** *Vowel cards:* Write the vowels on 5 separate pieces of paper. Make the letters as big as possible.

**Warm-up**

**Game: Running vowels**

Display the *Vowel cards* around the classroom (see Preparation). Say the vowels out loud.

Say *cat*. Students run to the *vowel card* that has the same vowel as the word.

Repeat with *pig, dog, fish, fat, bat, puppy, chick, duck, ant, fox* and *frog*.

**Optional activity**

**Starting vowels**

Write the vowels on the board.

Name the vowels and students repeat after you.

Divide the class into two teams. The teams stand in two lines facing the board.

Call out a vowel. The first students from each team race to the board and write a word beginning with that vowel. The first one to do it correctly wins a point for his/her team.

Possible words:

A: *apple, acrobat, aunt*

E: *elephant, eye, ear*

I: *igloo, in, is, it, ice cream*

O: *octopus, orange*

U: *umbrella, uncle, under, up*

**Phonics practice**

① Listen, point and repeat. 18

Play Track 18. Students listen and point to the pictures in their books.

**Track 18**

/a/ apple

/e/ elephant

/i/ igloo

/o/ octopus

/u/ umbrella

Play Track 18 again, pausing the CD after each word. Students repeat.

- Complete.

Students complete the words with the missing vowels.

② Listen and write the missing vowels. 19

Ask students to name as many of the animals in the pictures as they can.

Play Track 19. Students write the missing vowels.

**Track 19**

P-i-g, pig.

D-o-g, dog.

F-i-s-h, fish.

B-a-t, bat.

P-u-p-p-y, puppy.

C-h-i-c-k, chick.

D-u-c-k, duck.

A-n-t, ant.

F-o-x, fox.

F-r-o-g, frog.

Volunteers write the complete words on the board.

③ Write *a* or *an*.

Divide the board into two sections and write *a* in one section and *an* in the other.

Go over the rule with the class: *When a word starts with a vowel sound we use an. When it starts with a consonant sound, we use a.*

Elicit words for each section. Write the words on the board.

Students complete the activity individually.

**Wrap-up**

**Highlight the vowels**

Students choose their five favourite words from the lesson and write them in their notebooks.

They outline the vowels in the words with a red pencil.

Finally, students illustrate the words.

**Answer Key**

③ From left to right: *a, an, a, a, a, an, an, a*

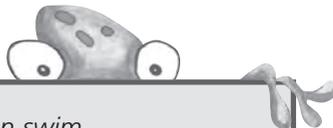
◆ **Activity Book**

Page 24, activity 1.

**Key**

① *a:* lamp, man, hand; *e:* ten, leg, bed; *i:* pig, six, sink; *o:* sock, doll, fox; *u:* bus, duck, cup

## Student's Book Page 25



**Grammar:** *Can/can't: Ducks can swim.*

**Functional language:** *Here, there, everywhere.*

**Vocabulary:** *Jump, fly, swim, run, climb; animals.*

**Materials:** Cutout 2A and 2B, large ball.

### Warm-up

#### Farm animal toss

Students stand in a circle.

Toss the ball to a student and say *farm animals*.

The student names a farm animal and tosses the ball to another student, who in turn, names another farm animal, and so on.

When a student drops the ball or cannot name an animal, the game starts over again with different categories: colours, numbers, etc.

### Controlled practice

#### 1 Make a web page.

Students cut out the screen in Cutout 2B and the strips in Cutout 2A.

Help students cut open the slits on the screen.

Show students how to glue the two animal strips

together to make one long strip. Then show them how to thread the strips through the slits on the screen: the pictures through the first pair of slits, the cross and the tick through the second pair of slits and the verbs through the third pair.

- Play *On the web page*.

Divide the class into pairs.

Demonstrate the game with one student.

Name one of the animals in Cutout 2, for example:

*Horse!*

The student pulls the strips through his/her screen until he/she makes a logical sentence about horses: *Horses can jump*. Pairs take turns calling out an animal and forming sentences.

#### 2 Listen and sing the song. 20

Students name the animals in the picture.

Play Track 20. Students listen and point to the corresponding animals.

Students follow along in their books.

#### Track 20

##### **What can this little animal do?**

What can this little frog do?

It can jump here.

It can jump there.

It can jump everywhere.

What can this little fish do?

It can swim here.

It can swim there.

It can swim everywhere.

What can this little cat do?

It can run here.

It can run there.

It can run everywhere.

- Sing about other animals.

Students stand up.

Play the first verse again.

Lead students in jumping in place, jumping forward and jumping around.

### Optional activity

#### What's this animal?

Attach the poster cutouts around the classroom.

Start to write an animal word slowly letter by letter on the board. Ask *What's this animal?*

The students guess the word.

When a student guesses the word correctly, he/she finds the corresponding cutout and attaches it to the poster.

### Wrap-up

#### Vocabulary review

Write the word *animals* on the board.

Set a two-minute time limit. Students make a list of all the animals they can think of.

After two minutes say *Stop!*

The student with the longest correct list wins the game.

Elicit all the animals and make one long list on the board.

#### Activity Book

Page 25, activities 1 and 2.

#### Key

1 True sentences: 1. Pigs can run. 4. Horses can jump.

## Student's Book Page 26



**Grammar:** Present simple: *It lives in the circus. Can/ can't: It can swim. It can't dance.*

**Vocabulary:** *Bear, fish, dolphin, circus, zoo, tree, bike, like, live, climb, dance, ride, swim.*

**Materials:** Cutout 3, index cards.

**Preparation:** *Animal cards:* Write the following words on separate index cards: *snake, monkey, dolphin, horse, bear, duck and cow.*

### Warm-up

#### Animals move in many ways

Invite a volunteer to come up and mime one way in which an animal moves, for example: *swim*.

The class guesses the action.

Write the verb on the board.

Repeat with other students and ways of moving.

Divide the class into two teams.

Hold up an *Animal card* (see Preparation) and point to one of the verbs on the board. Lead team A in asking a question using the two words: *Can a (horse) (fly)?* Team B responds: *No, it can't.* Then the teams switch roles.

Give a point for each correct answer. The team with the most points at the end of the game wins.

#### ① Read and write B (*Brownie*) or T (*Tony*).

Read the text out loud.

Tell a student to read the first sentence out loud. Ask the class if the sentence refers to *Brownie* or *Tony*. Students write the corresponding letter next to it in their books.

Students complete the rest of the activity individually.

#### ② Glue the word cards in the boxes.

Distribute the cutouts for unit 2. Students cut out the words in Cutout 3.

Students place their words face up on their desks.

Call out different words. Students turn them over.

Students move their word cutouts around to see how many different sentences they can make.

Elicit the sentences and write them on the board.

Finally, students glue their cutouts into the boxes to make three sentences.

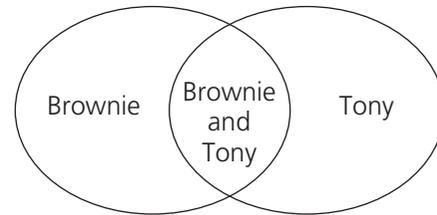
- Draw.

Then they draw pictures to represent what the sentences say.

### Optional activity

#### Venn diagram

Draw the following Venn diagram on the board:



Students copy the Venn diagram into their notebooks. They read the text in activity 1 again, and complete the diagram describing the ways *Brownie* and *Tony* are similar and different.

Tell them to include in the diagram at least one way the bears are alike and two ways they are different.

Invite individual students to come up and tell you the differences and similarities between *Brownie* and *Tony*:

*They like (fish). Brownie can dance and ride a bike. Tony can't dance and he can't ride a bike.*

### Wrap-up

#### Questions and answers

Distribute the index cards. Each student writes a question about *Tony* or *Brownie*. Remind them about correct usage of capital letters and question marks.

When students have finished, redistribute the cards and different students answer the questions. Remind them to use a full stop at the end of a sentence.

Divide the class into pairs. Students take turns asking each other the questions to check their work.

#### Answer Key

① 1. T; 2. B; 3. B; 4. T; 5. T; 6. B

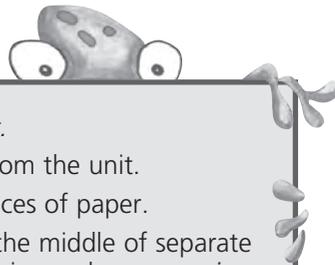
#### ◆ Activity Book

Page 26, activities 1 and 2.

#### Key

① 1. Betty is a cow. 2. She lives on a farm. 3. She can run. 4. She can't fly.  
② pig, circus, dance, sing

## Student's Book Page 27



**Grammar:** Review of *can/can't*.

**Vocabulary:** Key vocabulary from the unit.

**Materials:** Large ball, large pieces of paper.

**Preparation:** *Action webs:* In the middle of separate pieces of paper, write the following verbs: *run, swim, fly, climb*. Draw a circle around each verb.

### Warm-up

#### Game: *Twenty questions*

Call a student to the front and ask him/her to think of an animal.

Encourage the class to try to guess what the animal is by asking up to 20 questions. The student can only answer *yes* or *no*.

Show students how to narrow down the range of options by asking classifying questions first:  
*Is it a farm animal? Can it swim? Has it got four legs? Is it big?*

The first student to correctly identify the animal comes to the front and it is his/her turn to think of another animal.

### Review

#### The Printer's Quiz

##### ▶ LOOK AND MATCH.

Students match the words with the corresponding pictures.

Ask volunteers to draw and label pictures of the four animals on the board.

##### ▶ MATCH TO MAKE SENTENCES.

Students match words from the three columns to make four different sentences.

Volunteers read the sentences out loud.

##### ▶ ANSWER THE QUESTIONS.

Students answer the questions. Remind them to use capital letters, commas and full stops in their answers. Write the answers on the board for students to check their work.

##### ▶ CIRCLE THE CORRECT VOWEL.

Ask a volunteer to name the pictures out loud.

Name the pictures again, students repeat after you.

Students circle the corresponding vowels.

Write the words on the board and students check their answers.

### Optional activity

#### Toss a ball

Toss the ball to a student. Say *A (fish) can (swim). Can you (swim)?*

The student responds: *(No, I can't.)*

That student then tosses the ball to another student and asks a similar question, changing the animal and/or the verb.

Continue until every student has had a turn.

### Wrap-up

#### Action webs

Attach the *Action webs* (see Preparation) to the board. Point to a verb: *run*. Students name animals that can run. Write their suggestions around the verb. Repeat with the remaining webs.

#### Answer Key

1. No, they can't. 2. Yes, they can. 3. No, they can't. 4. Yes, they can.

#### ◆ Activity Book

Page 27, activities 1–3.

#### Key

① *Left to right, top to bottom:* pig, sheep, goat, cow, donkey, duck, turkey, horse

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

③ 1. This; 2. That; 3. This

### Grammar module: Can/can't

*Can* is a modal verb. It is used together with the simple form of the main verb to express ability:

*I can swim.*

*Elephants can fly.*

The negative form of *can* is formed with *can + not*:

*Pigs cannot fly.*

The contracted form of *cannot* is *can't*:

*It can't run.*

*They can't climb trees.*

*Can't* is used much more frequently than *cannot*.

The question form is made by placing *can* at the beginning of the sentence:

*Can horses swim?*

*Can you fly?*

Positive	Negative	Question
<i>I can fly.</i>	<i>I can't fly.</i>	<i>Can I fly?</i>
<i>You can fly.</i>	<i>You can't fly.</i>	<i>Can you fly?</i>
<i>He can fly.</i>	<i>He can't fly.</i>	<i>Can he fly?</i>
<i>She can fly.</i>	<i>She can't fly.</i>	<i>Can she fly?</i>
<i>It can fly.</i>	<i>It can't fly.</i>	<i>Can it fly?</i>
<i>We can fly.</i>	<i>We can't fly.</i>	<i>Can we fly?</i>
<i>You can fly.</i>	<i>You can't fly.</i>	<i>Can you fly?</i>
<i>They can fly.</i>	<i>They can't fly.</i>	<i>Can they fly?</i>



**Science: Classifying animals**

**Materials:** Card (1 sheet for every 4–5 students), magazines about animals.

Copy the following chart on the board:

	can fly	can swim	can run
Small animals			
Big animals			

**Directions:**

Ask students how we can classify animals into different groups. Elicit a variety of criteria: their colour, size, how they move, etc.

Students copy the chart onto a large piece of card. They cut out pictures of animals from magazines and glue the pictures onto the corresponding sections of their charts.

Display the charts around the classroom and discuss them with students.

**Ecology**

**Materials:** Mural paper, magazines with pictures of animals, markers, reference books on animals.

**Directions:**

Discuss with students how important it is to protect animal species that are in danger of extinction. If possible, visit the web page [www.kidsplanet.org](http://www.kidsplanet.org). Encourage students to make a mural of an endangered animal and, if possible, of one found in their region. Get them to look up information on the animal: where it lives, its diet, its typical behaviour, etc. Encourage them to indicate on the mural some of the actions people are taking to protect that animal.

**Cooking: Animal sugar biscuits**

**Materials:** 2/3 cup butter, 2 cups flour, 1 teaspoon vanilla essence, 1 egg, 1 teaspoon salt, 4 teaspoons milk, 1 teaspoon baking powder, 1 cup sugar, rolling pin, baking tray.

**Preparation:** Mix the butter, flour, vanilla essence, egg, salt, milk, baking powder and sugar. Cover the mixture and chill for one hour.

**Directions:**

Roll the dough mixture 1cm thick on a floured surface. Give students a square of dough each (approx. 10cm x 10cm).

Students cut out the shape of an animal and place it on an ungreased baking tray.

Bake the biscuits at approximately 180°C for 8 to 10 minutes.

Students display their biscuit. The rest of the class guesses what animal each biscuit is: *It's a horse*.

**Project: Make a barn.**

**Materials:** For each student: a cardboard box, cardboard, tempera or acrylic paint (brown, white and black).

**Directions:**

Students draw the roofline of a barn on the box. They cut the cardboard box along the lines.

Students draw the barn doors and cut along the top, bottom and middle lines to make double doors.

They draw windows on their barn.

Then they paint the barn brown and the windows black.



When the paint has dried, help students paint a white trim around the windows and doors and a large white X on the barn doors.

Students cut out a cardboard rectangle for the roof. Make sure it is about three centimetres bigger than the box.

Students draw a line down the middle of the rectangle and fold it in half.

Students paint the roof light grey.

Finally, students place the roof on the barn.





Vocabulary	Grammar
<p><b>Means of transport:</b> <i>boat, bus, car, motorbike, plane, taxi, train, lorry</i></p> <p><b>Places:</b> <i>bank, city, chemist, hospital, house, cinema, museum, park, restaurant, shoe shop, supermarket, toy shop</i></p> <p><b>Other words:</b> <i>hamburger, people, shoe, sleep, taxi, wake up; colours</i></p>	<p><b>Demonstratives (<i>this/that/these/those</i>):</b> <i>This taxi is yellow. This is a taxi. That taxi is green. That is a taxi. These planes are blue. These are planes. Those planes are red. Those are planes.</i></p> <p><b>Prepositions (<i>next to/between</i>):</b> <i>The blue car is next to the yellow car. The green car is between the red car and the blue car.</i></p> <p><b>Verb to be:</b> <i>It's blue and yellow. What is it? It's a plane.</i></p> <p><b>Present simple:</b> <i>I get on the bus.</i></p>
<p><b>Functional language:</b> <i>Let's go to the city.</i></p>	<p><b>Multiple intelligence:</b> Mathematical intelligence (page 49), Kinesthetic intelligence (page 57)</p>

**Teaching tip**

**Games (Part 1)**

**Action games**

Playing is a child's natural way of learning. A game with all its rules and interactions is a mini social world in which children prepare themselves to enter society. Through games and play, children learn to accept rules, how to work with others and how to behave—all in an enjoyable atmosphere. Games also develop a child's use of a foreign language, coordination, cognitive thinking, etc.

In teaching a language to children, games are ideal for the following reasons:

- The activity and language used is authentic.
- The language used in games is repetitive and/or uses basic structures.
- There is a real purpose for using the language.
- Students tend to forget that they are learning and therefore use the language spontaneously.
- As students will happily play games again and again, they are ideal for practising new vocabulary and structures.
- Games create a sense of closeness within the class.

Here are some things to consider when choosing a game for your class:

- The game should be relevant linguistically.
- It should be simple to explain, set up and play.
- Everyone should be able to participate in it.
- It should be fun.

## Student's Book Page 28



**Grammar:** Present simple: *I get on the bus.*

**Vocabulary:** *Chemist, hospital, bank, museum, toy shop, supermarket, cinema, restaurant, park, school, bus.*

**Materials:** Paper strips. *Optional:* Paper, old magazines.

**Preparation:** *Poster labels:* Write each of the following words on a large strip of paper: *chemist, hospital, museum, toy shop, supermarket, cinema, restaurant, park, school.*

### Warm-up

#### Vocabulary presentation

##### Poster 3

Attach the *Place* poster cutouts to Poster 3 in any order. Display Poster 3. Select one of the *Poster labels* (see Preparation) and read it out loud: *Park.*

Students read the word.

Attach the label under the corresponding picture on the poster.

Continue in the same manner with the rest of the labels and pictures.

### Vocabulary practice

#### 1 Listen, point and repeat. 21

Say *Point to the chemist.* Students point to the corresponding place in their books. Repeat with the rest of the places.

Play Track 21. Students listen and point to the corresponding places.

#### Track 21

Chemist  
Hospital  
Bank  
Museum  
Toy shop  
Supermarket  
Cinema  
Restaurant

Play Track 21 again. Pause the CD after each word. Students repeat the words.

#### • Listen and number. 22

Play Track 22. Students listen and number the places.

#### Track 22

Number 1. This is the cinema.  
Number 2. This is the bank.  
Number 3. This is the toy shop.  
Number 4. This is the hospital.  
Number 5. This is the restaurant.  
Number 6. This is the supermarket.  
Number 7. This is the chemist.  
Number 8. This is the museum.

Ask questions about the places:  
T: *What number is the museum?*  
Ss: *It's number 8.*  
T: *Is the restaurant number 5?*  
Ss: *Yes, it is.*

#### 2 Listen and sing the song. 23

Read the song out loud. Students listen and follow along in their books.

Play Track 23. Students listen and follow the song in their books.

#### Track 23 *I get on the bus*

(See Student's Book page 28, activity 2.)

Play Track 23 again. Pause the CD after each line. Students repeat.

Play Track 23 a third time. Students sing along with the CD.

### Optional activity

#### Where can you find/buy...?

Divide the class into eight groups.

Distribute a piece of paper and some old magazines to each group.

Write the following on each piece of paper:

*In a \_\_\_\_\_, you can find/buy...*

Assign a place to each group: *chemist, hospital, bank, museum, toy shop, supermarket, cinema, restaurant.*

Students complete the sentence and draw or cut out pictures of items they can find in each place.

Display the students' work around the classroom.

### Wrap-up

#### Dictation

Dictate the following words to students: *chemist, hospital, bank, museum, toy shop, supermarket, cinema, restaurant.*

Students write the words in their notebooks.

#### Activity Book

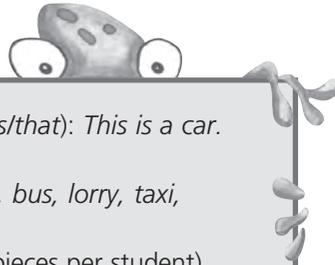
Page 28, activities 1 and 2.

#### Key

1 From left to right: restaurant, supermarket, hospital, toy shop

2 1. museum; 2. bank; 3. park; 4. chemist; 5. cinema  
From left to right: 4, 1, 2, 3, 5

## Student's Book Page 29



**Grammar:** Demonstratives (*this/that*): *This is a car.*  
*That is a plane.*

**Vocabulary:** *Plane, boat, train, bus, lorry, taxi, motorbike, car.*

**Materials:** Cutout 1, paper (4 pieces per student).  
*Optional:* Paper (1 piece per student), plastic bags, elastic bands.

### Warm-up

#### Vocabulary presentation

Draw a car on the board, line by line. After each line ask *What is it?* Encourage students to guess what you are drawing: *Is it a (book)?*

Continue until someone guesses correctly.

Once someone has guessed the item, say *It's a car.*

Students repeat after you. Write the word on the board. Repeat with the following means of transport: *plane, boat, train, bus, lorry, taxi, motorbike.*

### Grammar presentation

#### Poster 3

Attach the *Lorry* and *Car* poster cutouts on one side of the board. Attach the *Train* and *Bus* poster cutouts to the other side of the board, as far as possible from the lorry and the car.

Stand next to the *Lorry* and *Car* poster cutouts.

Point to the lorry and say *This is a lorry.*

Now, point to the train and say *That is a train.*

Invite various students to come up and to stand next to you. Students repeat the sentences.

Continue in the same manner with car and bus.

#### 1 Listen, point and repeat. 24

Students look at the picture. Explain that the girl and boy are talking about the means of transport and that some of them are near them and others are far away. Tell them that everything in front of the trees is near them and everything behind the trees is far away from them.

Ask students to identify the means of transport that are near the children.

Repeat with the means of transport that are far away from the children.

Play Track 24. Students listen and point to the corresponding pictures.

#### Track 24

Number 1. That is a plane.

Number 2. That is a boat.

Number 3. That is a train.

Number 4. That is a bus.

Number 5. That is a lorry.

Number 6. This is a taxi.

Number 7. This is a motorbike.

Number 8. This is a car.

Play Track 24 again. Pause the CD after each sentence. Students point to the corresponding pictures and repeat each sentence.

- Glue and say.

Students cut out the word cards in Cutout 1.

Students glue the word cards onto the corresponding places in their books.

- Complete with *This* or *That*.

Tell the girls to imagine they are the girl in the picture and tell the boys to imagine they are the boy in the picture. Say *Girls: plane.* The girls make a sentence with *plane: That is a plane.*

Continue in the same manner with boys.

Say *Number 1. Beep is a motorbike.* Invite students to complete the sentences with the words *This* or *That*:

*This is a motorbike.*

Students complete the sentences in their books.

### Optional activity

#### Throw the ball and say...

Each student draws a means of transport on a piece of paper and folds up his/her paper.

Collect students' folded drawings and put them inside a plastic bag.

Take a drawing from the bag and make a sentence with it: *This is a (plane).* Now close the bag with an elastic band and throw the bag to a student.

He/she takes out another drawing and makes two sentences (one about the drawing you are holding and one about the drawing he/she takes from the bag): *That is a (plane). This is a (lorry).*

Encourage students to point to the corresponding drawing when they use *That*.

Continue until all students have participated.

### Wrap-up

#### This or That?

Attach the *Lorry, Car, Train* and *Bus* poster cutouts to the board. On four separate pieces of paper, each student draws a lorry, a car, a train and a bus.

Make a sentence using *This* or *That*. If you say *This is a car*, students hold up the corresponding drawing. If you say *That is a car*, students point to the *Car* poster cutout on the board.

Repeat with the rest of the means of transport.

#### Activity Book

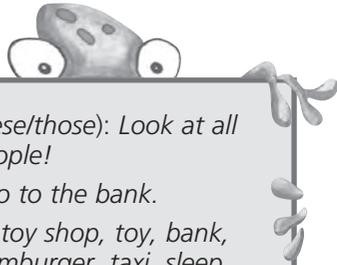
Page 29, activities 1 and 2.

#### Key

1. This is a train. 2. That is a plane. 3. This is a lorry.

4. That is a car.

2. 1. a plane; 2. a bus; 3. This is a motorbike. 4. That is a boat.



**Grammar:** Demonstratives (*these/those*): *Look at all those cars! Look at all these people!*

**Functional language:** *Let's go to the bank.*

**Vocabulary:** *City, car, people, toy shop, toy, bank, shoe shop, shoe, restaurant, hamburger, taxi, sleep, wake up.*

**Materials:** *Optional: Paper (1 piece per student).*

### Warm-up

#### Mind map

Make a circle in the middle of the board and write the word *City* in it.

Ask students to name all the things that they think of when they hear the word *city*.

Write their ideas on the board around the circle.

### Developing reading

**Story:** *In the city* 🎧 25

Tell the students that they are going to listen to a story. Write the following sentences on the board. Students copy them into their notebooks.

1. *The story is about...*

a. *a boy and his mother.*

b. *a dog.*

c. *a toy shop.*

2. *The boy wants to go to...*

a. *the restaurant.*

b. *the bank.*

c. *the toy shop.*

Play Track 25. Students listen and choose the correct option for each sentence.

#### Track 25

##### *In the city*

(See Student's Book pages 30 and 31.)

Play Track 25 again. Students listen and follow the story in their books. They check the correct options to complete the sentences on the board.

Ask comprehension questions about the story:

*Are Mum and Tommy in the city? Are there cars, people and shops in the city? Are there farm animals in the city? Do Mum and Tommy go to the bank? Do Mum and Tommy go to the chemist? Do Mum and Tommy go to the restaurant? Are there any hamburgers at the restaurant? Are there any animals at the shoe shop? What is there in the shoe shop? In the taxi, is Tommy eating? What's he doing? Do they go to the toy shop?*

Tell students to underline all the sentences with *these* and *those* in the story.

Draw students' attention to the *Look at grammar!* box. Ask a student to explain when we use *this* and when we use *that*.

Then ask a student to explain when we use *these* and *those*.

### Optional activity

#### Read and draw.

On the board, write the following:

*This is a city. In this city, there are four shops. There is a chemist. There is a toy shop. In the toy shop, there are dolls, cars, tops and teddy bears. There is a supermarket. In the supermarket, there are apples. There is a restaurant. In the restaurant, there are hamburgers and hot dogs.*

Students copy the text and make a drawing of the city on a piece of paper.

### Controlled practice

#### ① Read the story and write Yes or No.

Read sentence number one out loud.

Students say *Yes* if the sentence is true or *No* if the sentence is false.

Students write *Yes* or *No* in their books.

Continue in the same manner with the rest of the sentences.

### Wrap-up

#### Can you remember?

Divide the class into pairs.

Students write all the words they can remember from the story.

Allow three minutes for this activity.

The pair with the most correct words wins.

#### Answer Key

① 1. Yes, 2. Yes, 3. No, 4. Yes

#### ◆ Activity Book

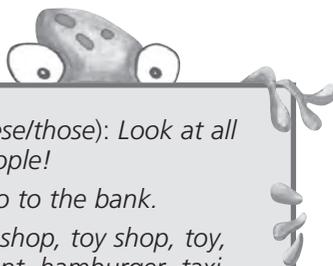
Page 30, activity 1.

#### Key

① *From top to bottom:* hamburgers; shoes; bank; sleeping; cars

*From top to bottom:* 3, 4, 2, 5, 1

## Student's Book Page 31



**Grammar:** Demonstratives (*these/those*): Look at all those cars! Look at all these people!

**Functional language:** Let's go to the bank.

**Vocabulary:** City, car, people, shop, toy shop, toy, bank, shoe shop, shoe, restaurant, hamburger, taxi, sleep, wake up.

**Materials:** Paper (2 pieces per student). *Optional:* Paper (1 piece per student).

### Warm-up

#### Remember and draw.

Distribute paper.

Ask students if they remember the story *In the city*.

Students draw a picture about the story.

Students show their picture to the rest of the class and

make a sentence about it: *This is Tommy and Mum.*

*They are in a taxi.*

### Developing reading

#### Story: *In the city* 🎧 25

Play Track 25. Students listen and follow the story in their books.

#### Track 25 *In the city*

(See Student's Book pages 30 and 31.)

Play Track 25 again. Pause the CD after each sentence. Students repeat.

Divide the class into groups of five. Assign each student in the group a section from the story. Each student reads his/her section out loud for his/her group. Walk around the class monitoring the activity. Help students with difficult words. Ask volunteers to read the story out loud to the rest of the class.

### Critical thinking: City or country?

Ask students the following questions:

*Do you live in the city or in the country? What things can you see in the city? What things can you see in the country? How is the city different from the country?*

Write students' ideas on the board.

Distribute paper. Tell students to fold their pieces of paper in half and then open them out flat again.

Tell students to draw a city on one side of the paper and write *The city* as the title. Then on the other side of the paper, students draw a country scene and write *The country* as the title.

### Controlled practice

- 1 Read the story and number the sentences in order.

Students silently read the story again and then number the sentences in order in their books.

Say *Number 1*. Students read sentence number one out loud. Students check their work. Continue in the same manner with the rest of the sentences.

### Optional activity

#### Make a story map.

Copy the following story map onto the board:

Who?	What is the problem?
Where?	What happens at the end?

Explain to students that a story map will help them remember the most important aspects of the story.

Ask *Who is the most important character?* Encourage students to answer: *Tommy*.

Ask a volunteer to write *Tommy* on the board under the word *Who?*

Then ask *Where does the story take place?* Prompt students to answer *In the city*. Write the answer under the word *Where?*

Repeat with *What is the problem?* *Tommy wants to go to the toy shop*.

Finally, ask a volunteer to read the last question and write their responses on the story map:

*What happens at the end?* *Tommy falls asleep in the taxi*.

Distribute paper.

Students do a drawing for each category on the story map.

### Wrap-up

#### Multiple intelligence: Mathematical intelligence

##### Story survey

Write *Do you like the story?* at the top of the board and draw a vertical line down the middle. Write *Yes* at the top of one side and *No* at the top of the other.

Students come up and tick *Yes* or *No*.

Encourage students to say *I like the story* or *I don't like the story* as they tick the survey.

Count the number of ticks on each side and ask *How many students like the story? How many students don't like the story?*

##### Answer Key

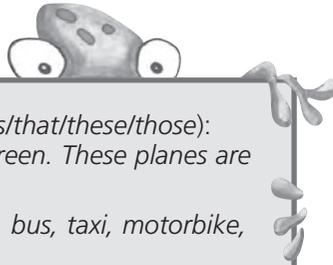
- 1 From top to bottom: 1, 3, 5, 2, 4

#### Activity Book

Page 31, activities 1–3.

##### Key

1. in the city; 2. there are lots of people; 3. there are lots of shoes; 4. there are lots of hamburgers
2. 1. Tommy; 2. Mum; 3. Tommy; 4. Mum
3. taxi, sleeping, toy shop



**Grammar:** Demonstratives (*this/that/these/those*):  
*This taxi is yellow. That taxi is green. These planes are blue. Those planes are red.*

**Vocabulary:** *Plane, boat, train, bus, taxi, motorbike, car; colours.*

**Materials:** Paper (1 piece per student). *Optional:* Plastic bottle.

**Warm-up**

**Look and draw!**

On the board, write the following:

<i>red = plane</i>	<i>orange = lorry</i>
<i>blue = boats</i>	<i>purple = taxis</i>
<i>yellow = bus</i>	<i>grey = motorbike</i>
<i>green = trains</i>	<i>pink = cars</i>

Assign each student a colour.

Distribute paper. Students look at the colour code on the board and draw the corresponding means of transport and colour it/them.

As you take the register each student stands up and shows his/her picture and makes a sentence about it.  
*This is a (plane). It's (red).*

*These are (trains). They're (green).*

Continue in the same manner until all students have participated.

**Grammar presentation**

**Poster 3**

Attach the following *Transport* poster cutouts to the board: *lorry, bus, taxis, planes.*

Distribute the other poster cutouts to students: *train, car, boats, motorbikes.*

Start with the singular poster cutouts: *lorry, car, train* and *bus*. Point to the *Bus* poster cutout on the board and say *This bus is yellow*. Ask a student to hold up the *Train* poster cutout for everyone to see. Now, point to the student holding up the cutout and make a sentence about it: *That train is grey.*

Now, encourage the student holding the *Train* poster cutout to make two sentences—one about his/her cutout and another about the poster cutout on the board: *This train is grey. That bus is yellow.*

Invite a volunteer to the board, he/she points to the *Bus* and *Train* poster cutouts and makes the corresponding sentences.

After several rounds of practice with singular poster cutouts, give an example using the plural poster cutouts: *These taxis are yellow. Those boats are red.* Continue in the same manner until most students have participated.

**1 Read and colour.**

Students read and colour the pictures in their books.

Ask questions about the pictures: *What colour is the taxi?* Students respond.

**2 Listen and colour.** 26

Explain that the boy in the lower right-hand corner is talking. Tell students that some means of transport are near him and some are far away from him. Students identify what is near the boy and what is far away from him: *Point to the train that is near the boy. Point to the train that is far from the boy.*

Play Track 26. Students listen and point to the pictures.

**Track 26**

These cars are yellow.  
 Those cars are orange.  
 These motorbikes are red.  
 Those motorbikes are purple.  
 This train is black.  
 That train is brown.  
 This boat is blue.  
 That boat is pink.

Play Track 26 again. Pause the CD after each sentence. Students colour the means of transport in their books.

**Optional activity**

**Spin the bottle**

Students take out their drawings from the Warm-up activity and sit in a circle. Put the bottle in the middle. Spin the bottle twice. The two students the bottle points to make two sentences about each other's pictures:

S1: *These cars are pink. That lorry is orange.*

S2: *This lorry is orange. Those cars are pink.*

If both students say the sentences correctly, they each get to spin the bottle once. If only one of them says the sentences correctly, then that student spins once and you spin once. If both students say the sentences incorrectly, then you spin the bottle twice. Continue in the same manner until most students have participated.

**Wrap-up**

**Charades**

Ask a volunteer to come to the front. Whisper a means of transport in his/her ear. The student mimes while the class tries to guess the means of transport. When students guess correctly, call another volunteer to the front. Repeat the procedure several times.

*Note:* For the next class, tell students to bring in a drawing or magazine cutout for each of the following means of transport: car, boat, taxi, lorry, motorbike, bus, train, plane.

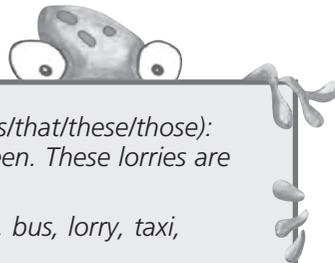
**Activity Book**

Page 32, activities 1 and 2.

**Key**

2 1. These; 2. Those; 3. Those; 4. These

## Student's Book Page 33



**Grammar:** Demonstratives (*this/that/these/those*):  
*This car is blue. That boat is green. These lorries are red. Those planes are yellow.*

**Vocabulary:** *Plane, boat, train, bus, lorry, taxi, motorbike, car; colours.*

**Materials:** Cutout 2, drawings or magazine cutouts that students bring in of the following means of transport: car, boat, taxi, lorry, motorbike, bus, train, plane. *Optional:* 8 large paper strips, tape.

**Preparation:** *Optional: Collage category headings:* On 8 large paper strips, write the following: *These are planes. These are boats. These are trains. These are buses. These are lorries. These are taxis. These are motorbikes. These are cars.*

### Warm-up

#### Make groups.

Say *Show me a taxi.*

Students hold up their taxi drawings or magazine cutouts. Continue with the rest of the means of transport.

Tell students to choose one drawing or magazine cutout and to put the rest away. Explain that you are going to count to three and students have to stand up, look for others who have the same means of transport and form a group.

Count to three. Students do the activity.

Once groups have formed, ask questions about their pictures:

T: *What are these?*

Ss: *These are trains.*

T: *How many trains are there in this group?*

Ss: *There are four trains.*

Continue in the same manner with the rest of the groups.

### Grammar practice

#### ① Complete and colour.

Explain that the boy is talking about some toys that are near him and others that are far away from him. Students say which toys are near him and which are far away from him.

Students choose different colours and complete the sentences in their books.

Then they read the sentences again and colour the toys in the picture accordingly.

#### ② Play Noughts and Crosses.

Students cut out the Xs and Os in Cutout 2.

Divide the class into pairs: X and O.

Student X chooses a square on the grid. He/she makes a sentence about the picture in the square: *That is a plane.*

If he/she does this correctly, he/she puts an X cutout in

the space.

Then student O repeats the procedure.

The first student to get three Xs or three Os in a row horizontally, vertically or diagonally wins the game.

### Optional activity

#### Class collages

Students take out the drawings or magazine cutouts of different means of transport that they brought to class. Attach *Collage category headings* (see Preparation) to the board or classroom walls.

Students stand up and take their picture cutouts or drawings and tape them under the corresponding headings.

While students are doing the activity, ask them questions about their pictures: *What's this? What's that? What are these? What are those?*

When students have completed the activity, walk around pointing to each of the collages and ask questions: *Are these (planes)? How many (planes) are there? How many (blue) planes are there?*

### Wrap-up

#### Write sentences.

Students number each of the squares on the Noughts and Crosses grid in Student's Book, activity 2.

In their notebooks, students write sentences about each of the drawings in the squares: 1. *That is a plane. It's yellow and green.*

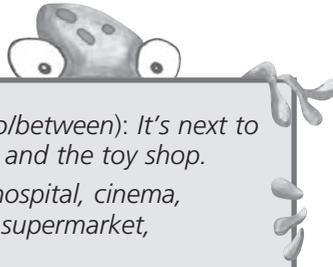
#### ◆ Activity Book

Page 33, activity 1.

#### Key

① 1. This; 2. Those; 3. That; 4. That; 5. These; 6. Those

## Student's Book Page 34



**Grammar:** Prepositions (*next to/between*): *It's next to the bank. It's between the park and the toy shop.*

**Vocabulary:** *House, chemist, hospital, cinema, museum, park, bank, toy shop, supermarket, restaurant.*

**Materials:** *Optional: strips of card (45cm x 20cm) (1 per student).*

### Warm-up

#### Game: *Back writing*

Elicit all the different places students have learned in this unit and write them on the board: *chemist, hospital, cinema, museum, park, bank, toy shop, supermarket, restaurant.*

Divide the class into pairs.

Explain the game to students. Using his/her index finger, student A writes a word from the board on student B's back. Student B has one chance to guess the word. For each correct guess, the pair wins a point. The pair with the most points at the end of the game wins.

Students play the game again, but this time switching roles.

### Grammar presentation

#### Poster 3

Display Poster 3.

Students identify all of the places in the poster. Hold up the *Toy shop* poster cutout and ask *What is it?* Students respond *It's a toy shop.*

Then attach the *Toy shop* poster cutout next to the cinema and say *The toy shop is next to the cinema.* Students repeat.

Continue placing the poster cutouts and making sentences using the preposition *next to*. Students repeat. Now say *The toy shop is between the cinema and the museum* as you point to the corresponding places in the poster. Students repeat.

Continue making sentences about the different places on the poster using the preposition *between*. Students repeat.

#### ① Look and answer.

Students look at the pictures on the bulletin board in their books. Explain to students that this is Grace and that she lives in Florida in the USA.

Say *Point to the chemist*. Students point to the corresponding picture. Repeat with the rest of the pictures.

Write *next to* on the board. Ask *Where's the chemist?* Encourage students to answer using *next to*.

Continue asking about the location of the places. Write *between* on the board. Again ask *Where's the chemist?* This time encourage students to answer using *between*.

Read the texts in the activity out loud. Students follow along in their books.

In pairs, students read and answer the questions.

Read the texts out loud again. Ask individual students to answer.

Students check their answers.

### Optional activity

#### Where's the...?

Assign a place to each student: *house, chemist, hospital, cinema, museum, park, bank, toy shop, supermarket, restaurant.*

Distribute strips of card.

Students write the assigned place on the strip and make a small drawing to represent it.

Call five students to the front and get them to form a line facing the class. Tell students to imagine that they are buildings on a street. Students hold up their strips so the class can see which building each student represents.

Ask the class questions about the locations of the places.

T: *Where's the (cinema)?*

Ss: *It's next to the (bank).*

Continue the activity until all students have participated.

### Wrap-up

#### Read and draw.

Divide the class into pairs.

Each student writes two sentences in his/her notebook, one with *next to* and the other with *between*: *The chemist is next to the park. The restaurant is between the toy shop and my house.*

Students exchange notebooks.

Students read the sentences and make a drawing for each one in their notebooks.

#### Answer Key

① *From left to right:* It's the museum. It's the restaurant. It's the chemist. It's the cinema. It's the toy shop. It's the supermarket.

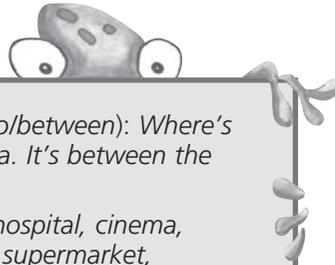
#### ◆ Activity Book

Page 34, activity 1.

#### Key

① *between, hospital, school; It's the restaurant. next to, supermarket, museum; It's the bank.*

## Student's Book Page 35



**Grammar:** Prepositions (*next to/between*): *Where's the park? It's next to the cinema. It's between the park and the hospital.*

**Vocabulary:** *House, chemist, hospital, cinema, museum, park, bank, toy shop, supermarket, restaurant.*

**Materials:** Cutout 3, paper (1 piece per student).

### Warm-up

#### The places in town

##### Poster 3

Display Poster 3. Distribute the *Place* poster cutouts. Say *The toy shop is next to the chemist*. The student with the *Toy shop* poster cutout goes up and places the *Toy shop* cutout in its place. (In this case, there are two possible options. Accept either one.)

Ask *Where's the toy shop?* and encourage the student to answer.

Continue in the same manner with the rest of the cutouts.

Redistribute the cutouts and repeat the procedure.

### Grammar practice

#### ① Look at the photos and complete.

Students look at the bulletin board on Student's Book page 34, activity 1.

Ask questions about the picture: *What's her name? Is she from Canada? Where is she from? Where's the chemist? Where's the museum? Where's the park?*

Now, focus students' attention on page 35, activity 1. Tell students that Grace has a pen pal. Explain that a pen pal is a friend you exchange letters with. Tell them that many pen pals do not meet in person, but they become friends through exchanging letters.

Read the letter out loud. Students follow along.

Read the letter out loud a second time. Prompt students to help you complete the missing words by looking at the photos on page 34 in their books.

Students complete the sentences individually.

### Craft activity

#### The Printer's Project

Distribute paper.

Tell students they are going to make a map of a neighbourhood. Demonstrate how to make the map. Students draw streets and a house on the map. Students cut out the places in Cutout 3. Then students glue the places onto their map. Make sure students glue them in rows so they can talk about the different locations later.

Encourage students to add details to their maps, such as traffic lights, zebra crossings, etc.

- Ask and answer.

Read the dialogue out loud. Students repeat. Ask various students to read the dialogue out loud. Divide the class into pairs. Students take turns asking and answering questions about each other's maps. Walk around the class monitoring the activity.

### Optional activity

#### Take a guess.

##### Poster 3

Display Poster 3. Attach the *Place* poster cutouts to the poster.

Divide the class into two groups.

Explain the game. Tell students that you are going to select a place but you are not going to tell anyone. Each team takes turns asking questions to guess the place you chose.

Team A: *Is it next to the (supermarket)?*

T: *No, it isn't.*

Team B: *Is it between the (school) and the (chemist)?*

T: *Yes, it is.*

Team A: *Is it the (restaurant)?*

T: *Yes, it is.*

Award each team a point each time they correctly identify the place.

The team with the most points at the end of the game wins.

### Wrap-up

#### Write a letter to your pen pal.

Write the following on the board:

*Dear pen pal,*

*My name is \_\_\_\_\_. I live in \_\_\_\_\_.*

*This is where I live. My house is \_\_\_\_\_.*

*The supermarket is \_\_\_\_\_.*

*The museum is \_\_\_\_\_.*

*The park is \_\_\_\_\_.*

*Write soon, \_\_\_\_\_*

Students copy the letter onto a piece of paper.

Then they look at the map they made in *The Printer's Project* and complete their letter.

#### Answer Key

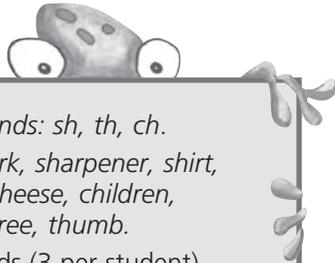
① next to, next to, between, next to, next to, between

#### ◆ Activity Book

Page 35, activity 1.

#### Key

① From left to right: hospital, restaurant, bank, park, cinema; 1. e; 2. a; 3. b; 4. d; 5. c



**Phonics focus:** *Beginning sounds: sh, th, ch.*

**Vocabulary:** *Shoe, sheep, shark, sharpener, shirt, shell, shorts, chair, chocolate, cheese, children, church, thin, thirty, thirteen, three, thumb.*

**Materials:** *Optional: Index cards (3 per student).*

**Warm-up**

**Play In alphabetical order.**

Divide the class into two teams. Divide the board into three sections. Write the following four words in the middle section: *pig, bat, shirt, car*. Name one student from each team. Students stand up, walk quickly to the board and write the words in alphabetical order: *bat, car, pig, shirt*. The first student to write the words in the correct order wins a point for his/her team. Repeat the procedure several times, using different sets of words and different students. The team with the most points at the end of the game wins.

**Phonics presentation**

Make three columns on the board. Write a heading above each column: *sh, th* and *ch*. Point to *sh* and make the corresponding sound. Students repeat. Say */sh/-shoe, /sh/-sharpener*. Students repeat. Write the words on the board under the corresponding heading. Continue with *sheep, shark, shirt, shell* and *shorts*. Now isolate the */th/* sound. Make sure students notice that the tongue goes between the teeth. Encourage students to do this and blow some air through their teeth. Say */th/-thin, /th/-three*. Students repeat. Write the words on the board under the corresponding heading. Continue with *thirty, thirteen* and *thumb*. Now isolate the */ch/* sound. Tell students to notice that this sound is short. Students repeat the sound. Say */ch/-chair*. Students repeat. Write the word on the board under the corresponding heading. Continue with *chocolate, cheese, children* and *church*.

**1 Listen, point and repeat.** 27

Play Track 27. Pause the CD after each word. Students listen, point to the corresponding picture and repeat the word.

**Track 27**

- /sh/ shoe
- /sh/ sheep
- /sh/ shark
- /ch/ chair
- /sh/ sharpener
- /sh/ shirt
- /th/ thin
- /th/ thirty
- /th/ thirteen
- /th/ thumb
- /th/ three

- /sh/ shell
- /ch/ chocolate
- /ch/ cheese
- /sh/ shorts
- /ch/ children
- /ch/ chair
- /ch/ church

- Circle the odd one out.

Students circle the word in each row that has a different beginning sound from the rest. Invite students to read the words out loud. Check pronunciation.

**2 Circle the beginning sound.** 28

Play Track 28. Students listen and circle the beginning sound for each word.

**Track 28**

- /ch/ church
- /sh/ sheep
- /sh/ shark
- /ch/ chair
- /th/ thumb
- /sh/ sharpener

**Optional activity**

**What's the beginning sound?**

Distribute the index cards. Students write the following on each index card: *th, sh, ch*. Divide the class into group of ten. Say a word to a group. This group holds up the index card that corresponds to the beginning sound. Any student who raises the incorrect index card is eliminated from the game. Continue in the same manner with the other teams and other words. The team with the most number of students left playing at the end of the game wins.

**Wrap-up**

**Give me a word with the ... sound!**

Say *Give me a word with the (th) sound!* The first student to raise his/her hand says a word with that beginning sound. Repeat the procedure several times, also eliciting words beginning with the *ch* and *sh* sounds.

**Answer Key**

- 1 Circle: *chair; shell; shorts*

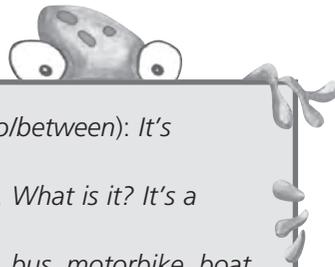
**Activity Book**

Page 36, activities 1 and 2.

**Key**

- 1 From left to right: *ch, sh, th, sh, sh, ch, th, th, ch, sh, th, sh*
- 2 *sh*: sheep, shirt, sharpener, shoes; *ch*: chick, chair; *th*: thin, three, thirteen

## Student's Book Page 37



**Grammar:** Prepositions (*next to/between*): *It's between the bus and the taxi.*

Verb *to be*: *It's blue and yellow. What is it? It's a plane.*

**Vocabulary:** *Plane, train, lorry, bus, motorbike, boat, taxi, car*; colours.

**Materials:** Cutout 4, string, hole punch.

### Warm-up

#### Play *Find the word*.

#### Poster 3

Divide the board into two sections.

On each side of the board, write the following word chain without spaces or commas:

*planetrainlorrybusmotorbikeboattaxicar*

Divide the class into two teams. Invite one student from each team to the front and get him/her to stand with his/her back to the board.

Show the two students the *Bus* poster cutout and ask *What is it?* Students turn around, find the word in the word chain and circle it. The first student to do this wins a point for his/her team.

The team with the most points at the end of the game wins.

### Craft activity

#### 1 Make transport labels.

Students colour and cut out the means of transport in Cutout 4.

Help students punch holes through the cutouts.

Students thread string through the two holes of each cutout and knot both ends.

*Note:* Students keep their transport labels for activity 2, optional activity and Wrap-up.

### Grammar practice

#### 2 Make riddles.

Read the text in the speech bubbles out loud. Students follow along in their books.

Explain that the children are playing a game in which student A makes a riddle and student B guesses it.

Each student chooses a transport label and puts it around his/her neck.

Invite eight students with different transport labels to the front of the class. They stand in a line facing the class.

Divide the class into two teams.

Each team member writes a riddle about one of the vehicles standing in front of the class: *It's next to the bus. It's blue. What is it?*

A student from team A reads his/her riddle out loud. A student from team B tries to answer. If he/she answers

correctly, he/she wins a point for his/her team. If not, team A wins a point.

Teams take turns reading and answering the riddles. The team with the most points at the end of the game wins.

#### 3 Listen and colour. 29

Play Track 29. Students listen and point to the means of transport in their books.

#### Track 29

##### Looking out of the window

Looking out of the window,

What do you see?

I see a red car following me.

What do you see?

I see a red car following me.

Following verses:

I see a yellow boat following me.

I see a blue plane following me.

I see a green train following me.

I see a grey lorry following me.

Play Track 29 again. Pause the CD after each verse.

Students colour the pictures accordingly.

#### • Listen and chant. 29

Play Track 29 a third time. Students join in with the CD.

### Optional activity

#### Play *Concentration!*

Students remove the string from their transport labels. Divide the class into pairs.

Each pair shuffles its transport labels together and puts them face down in two rows on the desk.

Students take turns turning over two cards and naming the vehicles: *This is a car. This is a boat.* When a student finds two matching vehicles, he/she keeps the cards.

The student with the most matching pairs of vehicles at the end of the game wins.

### Wrap-up

#### Listen and place.

Students take out their transport labels.

Say *Place the car on your desk. The bus is next to the car. The bus is between the car and the plane.* Students place them accordingly.

Continue giving instructions on how to place the labels. Students follow the instructions.

Students compare the positions of their labels to see if they have put them in the correct positions.

#### ◆ Activity Book

Page 37, activities 1 and 2.

#### Key

2 1. red; 2. blue lorry; 3. green trains; 4. orange planes



**Grammar:** Prepositions (*next to/between*): *The blue car is next to the yellow car. The green car is between the red car and the blue car.*

Demonstratives (*this/that/these/those*): *This is a boat. Those are lorries.*

**Vocabulary:** *Car, boat, bus, lorry; colours.*

**Materials:** Cutout 5, strips of paper (1 per student), paper bag, paper (1 piece per student).

**Preparation:** On each strip of paper, write a sentence like the following using the names of students in the class, for example: *(Victor) is standing between (Juan) and (Luis). (Gaby) is standing next to (Maria).* Make sure the names of all students in the class are included in the activity.

### Warm-up

#### Read and follow.

Put the paper strips in the bag (see Preparation). Invite a student to take a strip from the bag and read it out loud.

Students listen carefully. If their names are mentioned, they stand up and position themselves accordingly.

The student reads the paper strip out loud again. The class says if the students are in the correct positions. Continue until all the paper strips have been used.

### Grammar practice

#### ① Look and match.

Say *Point to the red car. Point to the green car.* Continue in the same manner with the rest of the cars. Now ask questions about the positions of the cars: *Where is the green car? Is the purple car between the black and yellow car? Is the red car next to the blue car?* Divide the class into pairs. Students match across the columns to make sentences. Explain that in some cases, there is more than one correct option. Individual students read their answers out loud. The rest of the class checks their answers.

#### ② Glue the word cards in the boxes.

Students cut out the word cards in Cutout 5. Students order the word cards to make sentences and glue them into their books. Volunteers come to the board and write the sentences.

### Optional activity

#### Play True and false chairs.

##### Poster 3

Attach the *Transport* poster cutouts to the board. Make sure to place them in a row. Place two chairs next to each other in front of the board. One is the *True* chair and the other is the *False* chair. Tell students to stand in two lines facing the board, with the front of each line about 1 or 2m away from it. Make a *true/false* statement about the positions of the *Transport* poster cutouts: *The (train) is between the (car) and the (bus).* The first student in each line runs and tries to sit on the *True* chair if the sentence is true or on the *False* chair if the sentence is false. The first student who sits on the right chair wins a point for his/her team. The team with the most points at the end of the game wins.

### Wrap-up

#### Looking out of the window 🌍 29

Divide the class into five groups. Assign each group a different means of transport:  
 Team 1: red car  
 Team 2: yellow boat  
 Team 3: blue plane  
 Team 4: green train  
 Team 5: grey lorry  
 Each group draws and colours the assigned means of transport on a piece of paper. Play Track 29. Members of each group say their corresponding part of the chant as they hold up their drawings.

#### Answer Key

① The blue car is-next to-the yellow car. The red car is-next to-the green car. The yellow car is-next to-the blue car. The black car is-next to-the purple car. The green car is-between-the red car and the blue car. The purple car is-between-the yellow car and the black car.

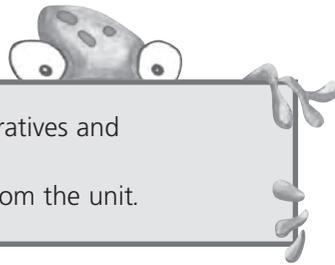
#### ◆ Activity Book

Page 38, activities 1 and 2.

#### Key

① 1. bank; 2. supermarket; 3. cinema; 4. hospital  
 ② 1. That; 2. These; 3. Those; 4. This

## Student's Book Page 39



**Grammar:** Review of demonstratives and prepositions (*next to/between*).

**Vocabulary:** Key vocabulary from the unit.

### Warm-up

#### Play Bingo!

Elicit vocabulary from the unit and write the words on the board: *chemist, hospital, bank, museum, toy shop, supermarket, cinema, restaurant, park, bus, plane, boat, train, bus, lorry, taxi, motorbike, car*.

Students draw a 3 x 2 grid in their notebooks. They choose six words and write one word in each square. Call out the words at random. Students cross out the words they hear that appear on their grid. The student who crosses out all of his/her words first shouts *Bingo!* and wins the game. Play the game several times.

### Review

#### The Printer's Quiz

##### ▶ LABEL OR DRAW THE PICTURES.

Ask students *What's number 1?* Students respond. Repeat with the rest of the exercise. Students draw or label the pictures in their books.

##### ▶ CIRCLE THE CORRECT OPTIONS.

Students look at the pictures and circle the correct options in their books.

##### ▶ READ AND WRITE YES OR NO.

Ask questions about the drawings: *Where's the supermarket? Where's the hospital? Where's the school? Where's the park?* Students respond. Then students read the sentences and write *Yes* if the sentence is true and *No* if the sentence is false.

#### Optional activity

##### Multiple intelligence: Kinesthetic intelligence

##### Play Freeze!

Explain that you are going to call out a means of transport: *plane, boat, train, bus, lorry, taxi, motorbike, car*.

Students mime and make the sound of the corresponding vehicle.

When you shout *Freeze!* students stop moving and making noise. If a student moves or makes a sound, he/she must sit down.

Continue the game until only a few students remain standing.

### Wrap-up

#### Write five sentences.

Tell students to observe where they are all sitting in the class.

Students write five sentences using the prepositions *next to* and *between* about the position of different students in the class: *(Ana) is sitting next to (Miguel). (Pablo) is sitting between (Roberto) and (Luis)*.

Students read their sentences out loud.

#### Answer Key

*Label:* 2. planes; 4. train; 6. taxi; 8. motorbike

*Circle:* 1. That, plane; 2. These, motorbikes

*Write:* 1. No. 2. Yes. 3. Yes. 4. No.

#### Activity Book

Page 39, activities 1 and 2.

#### Key

① bank, cinema, park, restaurant, hospital, toy shop, supermarket

### Grammar module: Demonstratives

Demonstrative adjectives and pronouns (*this/that/these/those*) are used to identify or express the relative position of a noun in space.

We use demonstrative pronouns with the verb *to be*:  
demonstrative pronoun + verb *to be* + noun  
*This is a boat. That is a plane. These are cars.*

We use demonstrative adjectives before a noun:  
demonstrative adjective + noun  
*This boat is red. That plane is green. These cars are blue.*

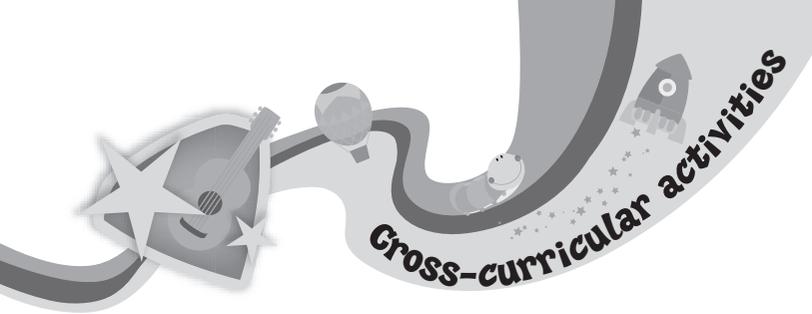
### Prepositions

In this unit, we use the prepositions *next to* and *between* to describe the location of objects and people.

To form sentences to indicate location, we use subject + verb *to be* + preposition + noun:  
*The chemist is next to the restaurant.*

To form a question, we switch the position of the subject and the verb *to be*:  
*Is the restaurant next to the chemist?*

To answer a question, we use *Yes* or *No*, followed by the subject and the verb *to be*:  
*Is the restaurant next to the chemist? Yes, it is./No, it isn't.*



**Social studies: A city mural**

**Materials:** Card, chart paper, paint, paintbrushes.

**Directions:**

Divide the class into two groups.

Tell students that each group is going to make a city. Students from each group choose a name for their city. Distribute the card and paint, and tell students to draw, paint and cut out pictures of places in a city and means of transport.

Attach two large sheets of chart paper to two separate walls and write the following heading on each one: *This is the city of (name)*. Students attach their work to the corresponding piece of paper.

*Language links:* Students describe their city murals out loud: *In the city of (Portland), there is a (museum). There are (five buses).*

**Art: Paper boats**

**Materials:** A4 paper (8 1/2" x 11") (1 piece per student), crayons.

**Directions:**

To make boats, lead students in the following instructions:

1. Fold the paper in half.
2. Fold both upper triangles downward.
3. At the bottom, fold the top strip upward.
4. Fold the two small triangles on the left and on the right backwards to make them disappear. Repeat with the other side.
5. Form a hat. Open the hat.
6. Fold the lower front triangle upwards. Repeat with the other side.
7. Open the hat again. Pull on the upper corners of the triangles. Form the boat.

Students decorate their boat with crayons.

Students talk about their boats: *This is my boat. It's red and blue.*



**Project: Be a car, a plane, a train or a boat!**

**Materials:** Large cardboard box (1 per student), paint, paintbrushes, coloured card, black markers, paper plates (for wheels), glue, string (2 long pieces per student), butterfly clips.

**Directions:**

Give students the following instructions:

1. Cut off the top and bottom flaps of the cardboard box or fold them inward.
2. Poke two holes in each end to attach two separate pieces of string that go from the front of the box to the back of the box and rest over the shoulders.
3. Choose one of the following means of transport: a bus, a car, a lorry, a plane, a train or a boat.
4. Paint the entire box. Cut out and glue coloured card to the cardboard box to make it look like a car, plane, boat, etc.

*For a car, bus or lorry:* Glue four paper plates onto the box for wheels. Use red card for rear lights and white card for headlights.

*For a plane:* Cut out two strips of card and fasten the strips to the front of the plane with a butterfly clip to make a propeller. Trace and cut out two wings for the plane. Cut slits in the side of the box, insert the wings and glue them into place.





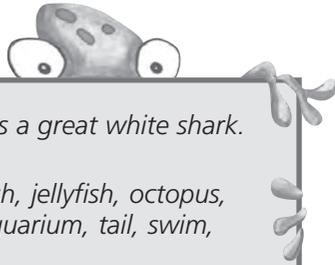
Vocabulary	Grammar
<p><b>Sea animals:</b>  <i>crab, dolphin, fish, jellyfish, octopus, seahorse, turtle, shark, starfish, whale</i></p> <p><b>Sea vocabulary:</b>  <i>aquarium, coral, lifeguard, rock, seaweed, tank, oceanarium</i></p> <p><b>Feelings:</b>  <i>angry, happy, sad, scared</i></p> <p><b>Numbers:</b>  <i>eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty</i></p> <p><b>Other words:</b>  <i>calf, lifeguard, tail, trick</i></p>	<p><b>There is/There are</b></p> <p><b>Positive:</b>  <i>There's a great white shark.            There are some beautiful fish.</i></p> <p><b>Negative:</b>  <i>There isn't an octopus in the red tank.            There aren't any whales.</i></p> <p><b>Question form:</b>  <i>Is there a turtle behind the rock? Yes, there is./No, there isn't.            Are there any sharks? Yes, there are. No, there aren't.            How many starfish are there?            There are 16 starfish.</i></p> <p><b>Prepositions (behind, between, next to, on):</b>  <i>There's a jellyfish behind the coral.</i></p>
<p><b>Functional language:</b> Expressing feelings: <i>Billy is scared.</i></p>	<p><b>Multiple intelligence:</b> Mathematical intelligence (page 65)</p>

### Teaching tip

#### Playing games (Part 2)

Here are some tips for introducing a new game and making games more effective:

- Play the game with one or two students in front of the class as a demonstration.
- With card games, tell students to sit or stand around you in a semi-circle. That way they can see the cards better while you explain.
- If the game is to be played in a large area, indicate to students where they should be during the game. Then act out or demonstrate all parts so that the students can see what they are supposed to do.
- Always hold a trial run before starting a new game and clearly explain to students that the first round is just for practice. Some children get very upset when fellow students do not play a game properly. By making the first round a trial run, slower students will have a chance to catch on and faster students will be more patient.
- When you really do initiate the game, you may want to give each child one opportunity before he/she is "out" so that competitive students do not get upset and the game lasts longer.
- Give the game a chance. Sometimes a new game may not work at first, but do not be discouraged. Try it again later on in the school year. As students get used to it and learn how it works, you may find that they begin to enjoy it.
- Some children are highly competitive even at a very young age, so it is a good idea to have two or three winners instead of just one. Likewise, in many games, several students can be eliminated at the same time.



**Grammar:** *There is/are: There's a great white shark. There are some beautiful fish.*

**Vocabulary:** *Crab, dolphin, fish, jellyfish, octopus, turtle, shark, starfish, whale, aquarium, tail, swim, play.*

**Materials:** Index cards, paper (1 piece per student), card (1 large piece per group), blue watercolours, paintbrushes.

**Preparation:** *Sea animal cards:* Write the following words on separate index cards: *crab, dolphin, fish, jellyfish, octopus, turtle, shark, starfish and whale.*

**Warm-up**

**Sea animals**

 **Poster 4**

Display Poster 4 with the poster cutouts attached. Name the animals one at a time and get students to repeat after you, first chorally and then individually. Display the *Sea animal cards* (see Preparation). Invite various students to read the words out loud and attach them to the poster next to the corresponding animals.

**Vocabulary presentation**

**1 Listen, point and repeat.**  30

Play Track 30. Students listen and point to the pictures in their books.

**Track 30**

- This is a crab.
- This is a turtle.
- This is a shark.
- This is an octopus.
- This is a starfish.
- This is a jellyfish.
- This is a dolphin.
- This is a fish.
- This is a whale.

Play Track 30 again, pausing the CD after each sentence. Students repeat.

**Controlled practice**

• Listen and colour.  31

Play Track 31. Students listen and colour the coral frames.

**Track 31**

- Look at the crab. Colour the coral blue.
- Look at the turtle. Colour the coral green.
- Look at the shark. Colour the coral grey.
- Look at the octopus. Colour the coral purple.
- Look at the starfish. Colour the coral orange.
- Look at the jellyfish. Colour the coral yellow.
- Look at the dolphin. Colour the coral pink.
- Look at the fish. Colour the coral black.
- Look at the whale. Colour the coral brown.

**2 Listen and sing the song.**  32

Play Track 32. Students listen and follow along in their books.

**Track 32**

**Come to the aquarium**

(See Student's Book page 40, activity 2.)

**Optional activity**

**Find the words**

Students read and circle all the sea animal vocabulary in the song. Then they write the words in alphabetical order in their notebooks.

Students can also draw a small picture next to each word, illustrating its meaning.

**Wrap-up**

**Make an aquarium.**

Write the word *fish* on the board.

Ask students what colour fish are and write their answers on the board around the word *fish*.

Divide the class into groups and distribute paper.

Each student in the group draws a fish and colours it using one of the colours from the board.

Students cut out their fish and glue them onto a large piece of card. Then they paint over the entire surface with blue watercolours to make an aquarium effect.

Finally, students write sentences about their fish.

Provide cues on the board if necessary: *Fish can... They live... They are... They have got...*

Display the students' work around the classroom.

 **Activity Book**

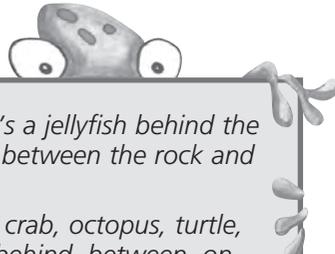
Page 40, activities 1 and 2.

**Key**

**1** turtle, starfish, octopus, dolphin, shark, crab, fish, jellyfish, whale

**2** *Left to right:* 1, 5, 3, 2, 4

## Student's Book Page 41



**Grammar:** Prepositions: *There's a jellyfish behind the coral. There are some dolphins between the rock and the coral.*

**Vocabulary:** *Jellyfish, starfish, crab, octopus, turtle, dolphin, rock, coral, seaweed, behind, between, on, next to.*

**Materials:** Sweets (1 per student), large jumper or piece of cloth.

### Warm-up

**Song: Come to the aquarium** 🎵 32

Play Track 32. Students listen and sing along.

Students stand up.

Play the track again.

Lead students in miming as they sing along.

Verse 1: Mime calling someone with your hand. Then mime looking at animals far away.

Verse 2: Mime swimming.

Verse 3: Mime wiggling your fish tail and fins.

### Grammar presentation

Give each student one sweet.

Students stand up.

Take a sweet and put it on your head. Say *Put the sweet on your head.*

Students follow the instruction.

Repeat with *Put the sweet behind your chair. Put the sweet between your eyes. Put the sweet next to your book.*

Say only the prepositions as you place the sweet in the same positions again. Students imitate your actions and repeat the prepositions out loud.

### Controlled practice

① **Listen, point and repeat.** 🎵 33

Play Track 33. Students listen and point to the pictures.

#### Track 33

The starfish is on the rock.

The starfish is behind the rock.

The starfish is between the rocks.

The starfish is next to the rock.

Play Track 33 again. Students listen and repeat.

② **Read and number.**

Ask students what animals they can see in the picture.

Write the words on the board.

Ask students to point to different elements in the illustration: *Point to the big rock. Point to the seaweed.*

Ask volunteers to read the sentences under the picture out loud.

Students number the pictures according to the sentences.

### Optional activity

#### Listen and draw.

Give students instructions for drawing in their notebooks:

*There's a turtle on the rock.*

*The turtle is green and the rock is brown.*

*There are three fish behind the seaweed. One fish is red, one fish is blue and the last fish is yellow. The seaweed is green.*

*There's a red crab between two blue fish.*

*There are some starfish next to the coral. The starfish are orange.*

### Wrap-up

#### School objects memory game

Place a collection of school objects on your desk: one book, three rubbers, five pens, one ruler, etc.

Display each object or set of objects one at a time.

Students name them.

Tell students to observe the objects carefully for one minute. Then cover the objects with a large jumper or piece of cloth.

On the board, write *There is.../There are...*

Students write sentences in their notebooks describing what is on the desk.

Go over the answers with the whole class. The students who accurately remember the most objects win the game.

#### Answer Key

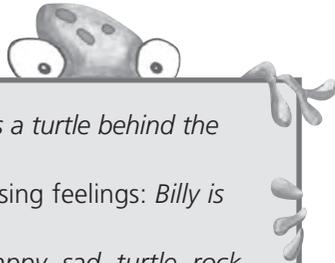
② *From left to right: 3, 4, 2, 5, 1, 6*

#### Activity Book

Page 41, activity 1.

#### Key

① *there-is-an-octopus-behind-the-rock; there-are-some-turtles-next-to-the-seaweed; there-is-a-dolphin-between-the-seaweed-and-the-coral; there-are-some-starfish-next-to-the-coral*



**Grammar:** Prepositions: *There's a turtle behind the rock.*

**Functional language:** Expressing feelings: *Billy is scared.*

**Vocabulary:** *Angry, scared, happy, sad, turtle, rock, jellyfish, seaweed, balloon, shark, lifeguard, dolphin, behind, next to, trick, shout, follow, laugh.*

**Materials:** Card (1 large piece per group), paper (2 pieces per student).

### Warm-up

#### Dolphin

Write the word *dolphin* on the board.

Divide the class into pairs.

Give students a few minutes to write as many words as they can beginning with the letters of the word *dolphin*:

*d*—dog, door, etc.

*o*—orange, octopus, etc.

*l*—lion, lemon, etc.

*p*—pig, pear, etc.

*h*—happy, horse, etc.

*i*—ice cream, igloo, etc.

*n*—nose, name, etc.

### Developing reading

#### Story: *The last trick* 34

Students look at the pictures on pages 42 and 43.

Say *true/false* sentences about the pictures. Students put their thumbs up if the sentences are true and put their thumbs down if they are false:

*There are two girls in the story.*

*They are at school.*

*They are swimming.*

*The two boys are happy.*

*One boy has got brown hair.*

*There is a girl in the story.*

Play Track 34. Students listen and follow the story on pages 42 and 43.

#### Track 34

##### *The last trick*

(See Student's Book pages 42 and 43.)

Ask students comprehension questions about the story:

*Are Bobby and Billy friends? Are they swimming in the sea? What does Bobby like to do? Is there a turtle behind the rock? Is Billy happy with Bobby's tricks? Is there a shark behind the rock? Is the lifeguard angry? Does the lifeguard play a trick on Bobby?*

### Controlled practice

#### 1 Read the story and match.

Ask individual students to read the sentences at the bottom of the page out loud. Students match the sentences with the corresponding pictures.

### Optional activity

#### How do you feel?

Ask students to underline the adjectives in the sentences in activity 1.

Students stand up. Say *You're scared*. Students mime being scared.

Repeat with the remaining adjectives: *happy, angry, sad*.

Finally, call volunteers to the front. They mime an adjective for the class to guess.

### Wrap-up

#### Where are they?

Divide the class into two groups.

Give each group a large piece of card and each student two pieces of paper.

Students draw rocks, seaweed and coral on one piece of paper and cut out the pictures. On the other piece, they draw a variety of sea animals and cut them out as well.

Students in each group place the rocks, coral and seaweed on the piece of card. Then they put the sea animals next to, behind and between these objects.

Students glue their pictures onto the card. Students write sentences in their notebooks describing the location of the animals: *The blue fish is behind the rock*.

#### Answer Key

1. *Picture (top, left); 2. Picture (bottom); 3. (top, right)*

#### Activity Book

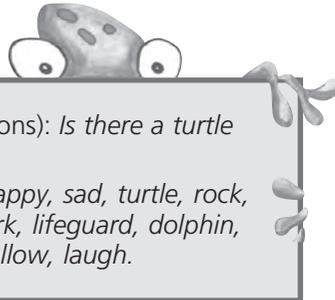
Page 42, activities 1 and 2.

#### Key

1. 1. The lifeguard is sad. 2. Bobby is angry. 3. Billy is happy.

4. Bobby is scared.

2. There's; turtle; rock, Bobby



**Grammar:** *There is/are* (questions): *Is there a turtle behind the rock?*

**Vocabulary:** *Angry, scared, happy, sad, turtle, rock, jellyfish, seaweed, balloon, shark, lifeguard, dolphin, behind, next to, trick, shout, follow, laugh.*

### Warm-up

#### Mime it!

On the board, write *angry, happy, scared, sad*.

Divide the class into pairs: A and B.

Student A chooses one of the adjectives on the board and mimes it.

Student B tries to identify the adjective: *You're happy!*

Students exchange roles and repeat the activity.

### Developing reading

#### Story: *The last trick* 🎧 34

Ask students if they remember the story *The last trick*.

Write the following words on the board: *friends, octopus, sea, turtle, aquarium, rock, seaweed, four, shark, lifeguard, sun, holiday, angry.*

Read the words out loud.

Ask students if they remember which of these words appear in the story.

Ask individual students to come up and circle the words that appear in the story.

Play Track 34. Students follow the story in their books.

#### Track 34

##### *The last trick*

(See Student's Book pages 42 and 43.)

### Controlled practice

#### 1 Read the story and match.

Read the questions in activity 1 out loud. Students follow along in their books.

Students work individually, matching the questions with the answers.

Check answers with the whole class.

### Optional activity

#### Rhyme: *That's why I clap my hands.*

Teach students the following rhyme:

*Happy, happy, I'm really, really happy.*

*That's why I clap my hands.*

*Scared, scared, I'm really, really scared.*

*That's why I clap my hands.*

*Sad, sad, I'm really, really sad.*

*That's why I clap my hands.*

*Angry, angry, I'm really, really angry.*

*That's why I clap my hands.*

Lead students in saying the chant as they act out the feelings.

### Grammar practice

Write the following sentences on the board:

*There is a fish.*

*There are some sharks.*

*There is an octopus.*

*There are some crabs.*

*There is a turtle behind the seaweed.*

*There are some jellyfish on the rock.*

Ask students how to make the first sentence into a question. Write the question on the board:

*Is there a fish?*

Repeat with the second sentence: *Are there any sharks?*

Students convert the remaining sentences into questions and write them in their notebooks.

### Wrap-up

#### Dictation

Dictate the following sentences:

*The girl is happy.*

*The boy is scared.*

*The girls are angry.*

*The boys are sad.*

Students write the sentences in their notebooks.

Write the sentences on the board and tell students to check their work.

Finally, students draw pictures to illustrate the sentences in their notebooks.

#### Answer Key

1. No, there isn't. 2. No, there isn't. 3. No, there aren't. 4. Yes, there are. 5. No, there isn't.

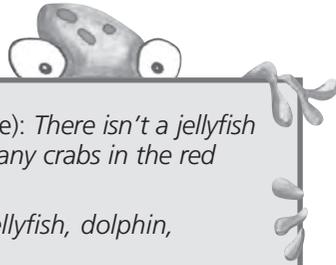
#### Activity Book

Page 43, activities 1 and 2.

#### Key

1. 1. True; 2. False; 3. False; 4. True; 5. False; 6. False

2. 1. there isn't; 2. there is; 3. No, there isn't. 4. Yes, there are.



**Grammar:** *There is/are* (negative): *There isn't a jellyfish in the yellow tank. There aren't any crabs in the red tank.*

**Vocabulary:** *Tank, octopus, jellyfish, dolphin, starfish, crab, turtle; colours.*

**Materials:** Cutout 1, paper.

**Preparation:** *Fish cutouts:* Draw and colour three fish and cut them out.

**Warm-up**

**There is/There are**

**Poster 4**

Display Poster 4 with the following poster cutouts attached to it: *crab, octopus* and *turtle*. Attach the *Fish cutouts* (see Preparation) to the poster as well. Write the following on the board:

- sharks*
- fish*
- crab*
- turtle*
- octopus*
- whales*
- dolphin*
- starfish*

Lead students in making sentences about the poster using the words on the board and *there is/are* and *there isn't/aren't*. Students write the sentences in their notebooks.

**Controlled practice**

**1 Listen and glue.** 35

Students cut out the animals in Cutout 1. Say the following and students place their cutouts in the corresponding order on their desks: *There are three turtles. There's an octopus. There's a starfish. There's a dolphin. There are four crabs. There's a jellyfish.*

Play Track 35. Students listen and place the cutouts in the corresponding tank.

**Track 35**

Look! There are two tanks. There's a yellow tank and there's a red tank.

There's an octopus in the yellow tank.

There's a jellyfish in the red tank.

There's a dolphin in the yellow tank.

There's a starfish in the red tank.

There are four crabs in the yellow tank.

There are three turtles in the red tank.

Play Track 35 again. Students check their answers.

Students compare their work and then glue their cutouts into place.

**Group work**

Divide the class into two groups: A and B. Write on the board: *jellyfish, starfish, octopus, dolphin, crabs* and *turtles*.

Point to the word *jellyfish* and prompt group A to say *There isn't a jellyfish in the yellow tank*. Repeat with the remaining words, alternating groups each time.

- Look and circle the correct options.

Students circle the correct option in each sentence.

Ask volunteers to read the sentences out loud.

- Play *Yes or No*.

Make *true/false* statements about the yellow tank:

*There's an octopus in the yellow tank.*

*There's a jellyfish in the yellow tank.*

*There isn't a dolphin in the yellow tank.*

*There aren't any crabs in the yellow tank.*

*There aren't any turtles in the yellow tank.*

Students respond to each sentence by saying *Yes or No*.

Divide the class into pairs. Students play the game in pairs, making statements about both tanks.

**Optional activity**

**Things in my bedroom**

Students draw a simple picture of their bedroom and write sentences below their picture using *there is/are* and *there isn't/aren't*.

Provide vocabulary as needed.

**Wrap-up**

**Listen and draw.**

Tell students to draw a large box on a piece of paper. Explain that the box is a fish tank.

Give students instructions for drawing sea animals in the tank. Include negative sentences, for example:

*There are five green fish.*

*There aren't any yellow fish.*

*There are three blue fish.*

*There aren't any black fish.*

*There are six purple fish.*

*There is a pink octopus.*

*There isn't a crab.*

**Answer Key**

- 1. isn't; 2. is; 3. isn't; 4. is; 5. aren't any; 6. are some

**Activity Book**

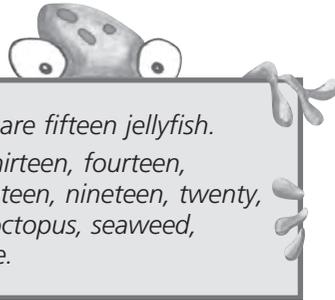
Page 44, activity 1.

**Key**

- 1. behind the rock; 2. There are three starfish between the coral and the seaweed. 3. There are three crabs next to the rock. 4. There is a turtle next to the seaweed. 5. There is a shark between the rock/crabs and the seaweed.

- 1. There isn't; 2. There isn't; 3. There aren't; 4. There aren't; 5. There aren't

## Student's Book Page 45



**Grammar:** *There is/are: There are fifteen jellyfish.*

**Vocabulary:** *Eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, sea, jellyfish, crab, whale, tail, octopus, seaweed, dolphin, shark, swim, move, see.*

### Warm-up

#### Game: *Noughts and Crosses by numbers*

Draw a 3 x 3 grid on the board.

Randomly write the numbers 1 to 9 on the grid, one number in each square.

Divide the class into two teams. One team is X and the other is O.

Teams take turns choosing a number and spelling it out loud. If they do so correctly, they win that square and draw an X or O in it.

The first team to get three Xs or three Os in a row vertically, horizontally or diagonally wins the game.

### Vocabulary presentation

Write the numbers 11 to 20 in order on the board.

Name the numbers and get the students to repeat after you, first chorally and then individually.

Point to the numbers at random and students name them.

Ask individual students to go up to the board.

Say a number.

The student circles the number on the board.

#### Number dictation

Dictate various numbers from 1 to 20. Students write the numbers in their notebooks.

Check answers on the board.

#### ① Match the numbers.

Read the words on the fish out loud.

Students match the words with the numerals.

#### ② Listen and circle the correct options. 🎧 36

Play Track 36. Students listen and follow along in their books without writing anything.

#### Track 36

##### *The deep blue sea*

(See Student's Book page 45, activity 2.)

Play Track 36 again. Students listen and circle the correct options.

Ask a volunteer to read the first two lines of the song out loud with the correct option. Continue with other volunteers.

- Listen and sing the song.

Students listen to the song and sing along with the CD.

### Optional activity

#### Multiple intelligence: Mathematical intelligence

Write the following number series on the board:

*eleven, twelve, thirteen...*

*twelve, fourteen, sixteen...*

*twenty, nineteen, eighteen...*

*twenty, eighteen, sixteen...*

*one, three, six, nine...*

Students work in pairs to complete the series.

Go over the answers with the whole class.

### Wrap-up

#### Number review

Write the numbers 1 to 20 in two columns on the board.

Students copy the numbers into their notebooks and write the corresponding word next to each number:

*1-one, 2-two, etc.*

#### Answer Key

① Circle: 15, 18, 16, 13

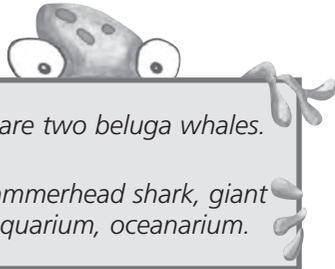
#### ◆ Activity Book

Page 45, activities 1 and 2.

#### Key

① twenty, twelve, eighteen, fourteen, thirteen, sixteen, nineteen, eleven, seventeen, fifteen

② 1. sixteen; 2. are eleven; 3. There are thirteen; 4. There are seventeen.



**Grammar:** *There is/are: There are two beluga whales. There is a giant river turtle.*

**Vocabulary:** *Beluga whale, hammerhead shark, giant river turtle, starfish, seahorse, aquarium, oceanarium.*

### Warm-up

#### Classifying animals

Write the following words in random order all over the board: *pig, cow, horse, sheep, goat, turkey, chick, crab, dolphin, fish, jellyfish, octopus, turtle, shark, starfish, whale, lion, zebra, elephant, giraffe.*

Students classify the animals into *sea animals, wild animals* and *farm animals*.

### Developing reading

#### 1 Read and number.

Read the title at the top of the page out loud. Tell students that the Shedd Aquarium is in Chicago, in the United States, and that it is one of the biggest indoor aquarium in the world.

Tell students to look at the pictures and guess what the different animals are.

Write the following vocabulary on the board: *beluga whale, hammerhead shark, giant river turtle, starfish and seahorse.* Say *Point to the beluga whale.* Students point to the whale. Then hold up your book and point to the whale. Repeat for the rest of the animals.

Tell students to silently read the text and number the animals.

Ask individual students to read the text out loud, sentence by sentence, and point to the corresponding pictures as they read. Students check their answers.

### Connecting to students' experiences

Ask students if they have ever been to an aquarium. Encourage them to talk about their experience: *Did they like it? Who did they go with? What animals did they see? Which animal was their favourite? Did they see any shows?*

### Environmental education

Tell students that one of the missions of the Shedd Aquarium is to help the conservation of sea animals. For example, they have a program for coral propagation.

Tell students about coral:

*Coral reefs are warm, shallow ocean habitats that are rich in sea life. The reef's structure is formed from coral polyps, tiny animals that live in colonies. When coral polyps die, they leave a hard, stony, branching structure. The coral provides shelter for many animals such as many species of fish, sponges, jellyfish, starfish, crabs, shrimp, turtles and sea snakes. Birds also live on or near the reefs and eat the reef animals.*

Explain that many coral reefs are dying because of water pollution and because a lot of people collect coral.

### Optional activity

#### Animal riddles

Describe one of the animals in the picture: *It's black and white. It's not very big. It can walk.* Students identify the animal: *It's a penguin.*

Students continue the activity in pairs.

### Wrap-up

#### Play Pictionary.

Divide the class into two teams.

On the board, write *sea animals*. Call one student from each team to the front and whisper the same sea animal to both of them.

Both students go to the board and begin to draw the sea animal. Their team members try to guess which animal they are drawing.

The first student who correctly guesses the animal wins a point for his/her team. Then he/she goes to the board and is next to draw for his/her team.

The team with the most points at the end of the game wins.

#### Answer Key

1 From left to right: 1, 5, 4, 3, 2

#### Activity Book

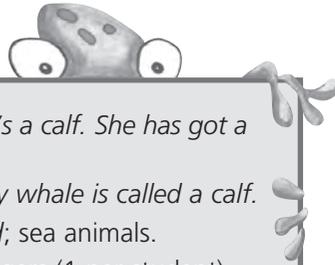
Page 46, activities 1 and 2.

#### Key

1 hammerhead-16, great white-10; whale shark-14; tiger shark-8

1. hammerhead; 2. There are ten; 3. There are, tiger; 4. There, fourteen

## Student's Book Page 47



**Grammar:** Present simple: *She's a calf. She has got a friend.*

**Functional language:** *A baby whale is called a calf.*

**Vocabulary:** *Calf, baby, friend; sea animals.*

**Materials:** Cutout 2, coat hangers (1 per student), string, hole punch.

### Warm-up

#### Beluga whales

Bring students' attention to the photo of the beluga whale in their books on page 47. Ask students if they have ever seen a beluga whale.

Tell students about beluga whales:

*Beluga whales are creamy white. They live in the Arctic Ocean and they can live up to 30 years. They eat octopus, crabs, snails and fish.*

*Beluga whales are called "sea canaries" because they make a lot of different sounds. Belugas are found in small groups called "pods". They are agile animals, and they can swim upside down and backwards!*

### Developing reading

#### 1 Read and write Yes or No.

Read the text out loud. Students follow along in their books.

Read the sentences in activity 1 out loud. After each sentence, students say Yes or No.

Students write Yes or No next to the sentences.

### Optional activity

#### What can whales do?

Make two columns on the board. Label them *can* and *can't*.

Elicit what whales can and can't do.

Write students' ideas on the chart in note form:

*Can—swim, sing, dive, play tricks*

*Can't—walk, run, fly, talk*

### Craft activity

#### The Printer's Project

Read the instructions out loud.

Students cut out the pictures in Cutout 2.

Help students punch a hole in each picture.

Show them how to thread a piece of string through each picture and tie the pieces of string to a coat hanger.

Invite individual students to go to the front of the class with their mobiles and describe what there is in the "sea".

### Wrap-up

#### Question time

Write the following questions on the board:

*What colour is Kayavak? What is a baby whale called?*

*What does Kayavak like? What does Kayavak eat?*

*What has Kayavak got? What is the name of Kayavak's friend?*

Students copy the questions into their notebooks. Make sure students leave a full line between each question to write the answer.

Divide the class into pairs. Pairs work together to answer the questions.

Elicit answers from different pairs and write them on the board.

### Critical thinking

#### How we are the same

Ask students to think about how whales and people are different. Then ask them to think how we are the same. Encourage them to think of all the ways in which we are the same: *We both live on planet Earth. We both breathe air. We have both got feelings. We can both see. We have both got skin.*

By encouraging students to see how we are similar to animals, students can more easily learn to care about them and respect them.

### Answer Key

1. No. 2. Yes. 3. No. 4. Yes.

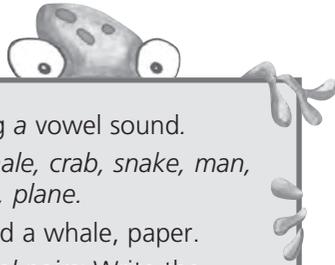
### Activity Book

Page 47, activity 1.

#### Key

1. False. 2. True. 3. True. 4. True

1. Toothed; 2. Baleen; 3. krill; 4. fish



**Phonics focus:** Short and long a vowel sound.

**Vocabulary:** Rat, rain, cat, whale, crab, snake, man, taxi, map, snail, tail, train, cake, plane.

**Materials:** Pictures of a cat and a whale, paper.

**Preparation:** *Optional: Minimal pairs:* Write the following word pairs on a piece of paper and make one copy for each student:

1. bad bed
2. rain run
3. cat car
4. men man
5. map cap
6. make cake
7. train rain
8. plan plane
9. fat bat

- Crab
- Taxi
- Long a, as in:
- Whale
- Rain
- Snail
- Tail
- Snake
- Train

Play Track 37 again, pausing the CD after each word. Students repeat.

- Look and colour.

Ask students about the colour of the sample boxes:

T: *Look at the word cat. What colour is the box?*

Ss: *Blue.*

T: *Look at the word whale. What colour is the box?*

Ss: *Red.*

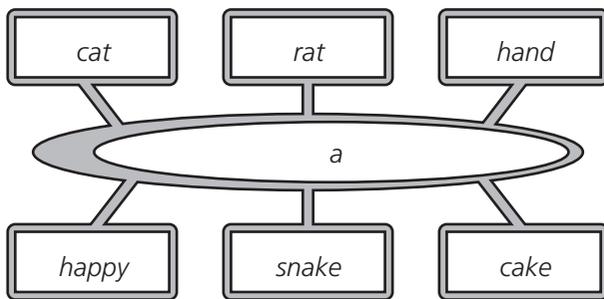
Say the words out loud one by one. Students colour the boxes either blue or red, according to the a sound.

### Warm-up

#### Mind map: Words with the letter a

Draw a circle on the board and write the letter a in the centre of the circle.

Elicit words that have got that vowel and write them around the circle.



### Phonics practice

#### Long and short a sounds

Display a picture of a cat and a picture of a whale.

Say *cat*. Students repeat.

Say *whale*. Students repeat.

Attach the pictures to opposite walls in the classroom. Students stand up.

Play Track 37, pausing the CD after each word.

Students run to the corresponding picture, according to the a sound.

- ① Listen, point and repeat. 37

Play Track 37. Students listen and point to the pictures as they are mentioned.

#### Track 37

Short a, as in:

- Cat
- Rat
- Man
- Map

### Optional activity

#### Minimal pairs

Distribute the *Minimal pairs* (see Preparation).

Say one word in each pair. Students circle it.

Then say each word again and students repeat after you.

Encourage students to practise saying the words in pairs.

- ② Look and complete.

Write the following vowels on the board: a, e and i.

Students name the pictures in their books. Explain that the vowels are missing from the words.

Students complete the words with the corresponding vowels. Write the complete words on the board.

Call volunteers to the board and underline the vowels in the words.

### Wrap-up

#### Colour the vowels

Write the following words on the board: *rat, rain, cat, whale, crab, snake, man, map, snail, tail, train, cake, plane*. Students write the words in their notebooks. They trace over the vowels with a red pencil. Then they circle the words with short a sound in green and the words with a long a sound in blue.

#### Answer Key

- ② Complete: 1. a, i; 2. a, e; 3. a, e; 4. a, e; 5. a, e; 6. a, i; 7. a, i; 8. a, e; 9. a, i

#### Activity Book

Page 48, activities 1 and 2.

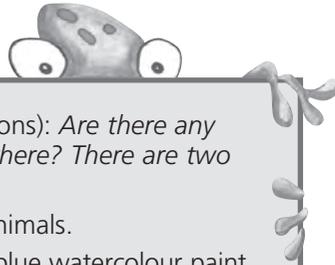
#### Key

- ① Orange: hat, man, fat, rat, crab. Yellow: whale, cake, rain, plane

Complete: orange, yellow, next to, coral

- ② short a: map, crab, rat, bat; long a: snail, cake, plane, snake

## Student's Book Page 49



**Grammar:** *There is/are* (questions): *Are there any sharks? How many turtles are there? There are two turtles.*

**Vocabulary:** *Aquarium; sea animals.*

**Materials:** Cutout 3, crayons, blue watercolour paint, cellophane, cardboard (black), paintbrushes, water, paper cups, tape.

### Warm-up

#### Treasure Hunt

Write questions on the board about the classroom or school: *How many windows are there in the class? How many trees are there in the playground? How many red books are there on the shelf? How many students are there in class 2B? How many chairs are there in the library?*

Divide the class into small teams. Students walk around the classroom or school finding the answers to the questions.

The first team to answer all the questions correctly, wins.

### Controlled practice

#### 1 Make an aquarium.

Students cut out the tank in Cutout 3.

Read the instructions out loud, making sure students understand what they have to do.

Distribute materials.

Students draw sea animals in the tank and colour them any colour they like.

Show students how to cover their entire picture with blue watercolours.

Students cover their scene with cellophane and tape the cellophane to the back of their pictures.

Help students cut strips of black cardboard and show them how to make a frame for their picture.

Display the aquariums on the classroom wall.

### Optional activity

#### Write about your aquarium.

Students write a short paragraph about their aquarium.

Help with spelling and provide vocabulary as needed.

Display the paragraphs next to the corresponding aquariums on the wall.

- Role-play: *Are there any sharks?* 38

Play Track 38. Students follow the dialogue in their books.

#### Track 38

(See Student's Book page 49, activity 1.)

Choose a pair of students to read the dialogue out

loud. Encourage them to ask questions about each other's aquariums: *Is there a starfish? How many sharks are there? Are there any turtles?*

Divide the class into pairs. Assign roles: *One student is a visitor to the aquarium and the other is the animal keeper.*

Students ask each other questions about their aquariums.

### Wrap-up

#### Sing a song 32 36

Review the lyrics from the songs in the unit.

Play Tracks 32 and 36. Student sing along with the CD.

Encourage students to sing the songs first at a normal volume. Then they sing the songs very loudly and finally, very softly.

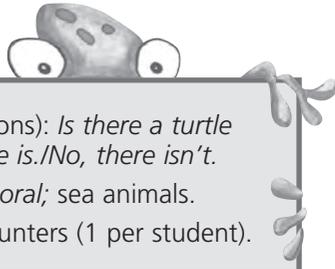
#### Activity Book

Page 49, activities 1 and 2.

#### Key

1. There's an octopus under the rock.
2. 1. there's; 2. there isn't; 3. there's, No; 4. there is

## Student's Book Page 50



**Grammar:** *There is/are* (questions): *Is there a turtle behind the seaweed? Yes, there is./No, there isn't.*

**Vocabulary:** *Seaweed, rock, coral; sea animals.*

**Materials:** Cutout 4, game counters (1 per student).

### Warm-up

#### Scrambled questions

On the board, write scrambled questions about the classroom:

*green / there / a / is / door?*

*any / desk? / books / there / on / Are / the*

*wall? / the / there / is / a / on / poster*

*How / chairs / there? / are / many*

Students unscramble the questions and write them in their notebooks.

Ask various students to read the questions out loud for the rest of the class to answer.

### Controlled practice

#### ① Play *Choose and guess*.

- Choose six drawings and write about them in your notebook.

Explain to students that each box contains two scenes and that they have to choose one scene in each box.

Say *Look at box number 1. I choose the octopus.*

On the board, write *1. The octopus is behind the seaweed.*

Students write one sentence about each scene they have chosen. Tell them to number their sentences.

Divide the class into pairs.

Distribute the game counters. Students take turns trying to guess what their partners wrote by describing the scene they think their partners have chosen.

If a student describes the correct scene, he/she moves to the next box. If not, he/she has to wait for the next turn to describe the other scene.

The first student to reach box 6 and correctly guess the final scene wins the game.

### Optional activity

#### Game: *In our classroom*

Divide the class into two teams.

Students write eight *yes/no* questions about objects in the classroom: *Is there a clock? Are there any computers?*

Teams take turns asking each other their questions.

Award two points for every correct question and one point for every correct answer.

The team with the most points at the end of the game wins.

#### ② Glue the word cards in the boxes.

Students cut out the phrases in Cutout 4.

Ask volunteers to read the phrases out loud.

Students match the phrases to make three true sentences about the picture.

Individual students read their sentences out loud.

Students glue their sentences into the boxes.

### Wrap-up

#### Asic the correct question.

Write the following sentences on the board:

1. *There are five sharks.*

2. *Yes, there are.*

3. *No, there aren't.*

4. *Yes, there is.*

Divide the class into pairs. Students work together to write one question for each sentence:

1. *How many sharks are there?*

2. *Are there any (rocks)?*

3. *Are there any (turtles)?*

4. *Is there a (starfish)?*

When pairs have finished, check answers around the class.

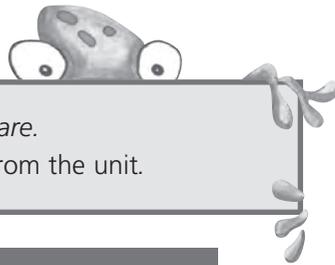
#### ◆ Activity Book

Page 50, activities 1 and 2.

#### Key

② No, there isn't.

## Student's Book Page 51



**Grammar:** Review of *There is/are*.

**Vocabulary:** Key vocabulary from the unit.

### Warm-up

#### Game: *Five in my group*

Students stand up and walk around the classroom.

Call out a number: *Five!*

Students quickly get into groups of five.

Any students without a group are out of the game.

Repeat with different numbers.

### Review

#### The Printer's Quiz

##### ▶ LOOK AND MATCH.

Students name the animals in the illustration. Then a volunteer reads the words out loud.

Students match the words with the pictures.

##### ▶ LOOK AND COMPLETE.

Read the words in the box out loud.

Students complete the sentences using the words in the box. Make sure they understand that

the questions refer to the picture of sea animals above. Write the complete questions and answers

on the board for students to check their work.

##### ▶ READ AND MATCH.

Divide the board in half and write the following headings: *Cat / Whale*.

Say *Cat*—*Is it a short or long a sound?*

Then say *Whale*—*Is it a short or long a sound?*

Students read the words in the bubbles out loud.

Students work individually to match the words to the corresponding square.

Check answers around the class.

### Optional activity

#### My 10 favourite words

Students choose their ten favourite words from the unit and write them in their notebooks.

They draw pictures to illustrate the meaning of the words.

### Wrap-up

#### Spelling game

Divide the class into two teams. They stand in two lines facing the board.

The first two students in each team go to the board.

Spell out a word from this unit, for example: *s-h-a-r-k*.

The first student to write the word correctly on the board wins a point for his/her team.

Continue with other students and words from the unit.

The team with the most points at the end of the game wins.

### Answer Key

② *Complete:* 1. Are, no; 2. there, are; 3. How many, There

*Match:* Short a: rat, crab; Long a: snake, train, snail

### Activity Book

Page 51, activity 1.

#### Key

② 1. Yes, there is. 2. No, there isn't. 3. No, there aren't.

4. Yes, there are. 5. Three. 6. Four.

### Grammar module: There is/are

#### Positive

We use *there is* for singular objects and *there are* for plural objects.

*There is a fish.*

*There are four sharks.*

#### Negative

To form the negative, use *isn't* (*is + not*) and *aren't* (*are + not*).

*Note:* Add *any* before plural objects.

*There isn't a whale.*

*There aren't any starfish.*

#### Question form

To form a question, invert the position of *is/are* and *there*.

*Note:* Add *any* before plural objects.

*Is there a turtle on the rock?*

*Are there any crabs?*

To answer a question, use *yes* or *no* followed by *there is/are* or *there isn't/aren't*.

*Yes, there is. No, there isn't.*

*Yes, there are. No, there aren't.*

To ask about quantity, use the expression *how many*.

*How many fish are there?*



## Cross-curricular activities

### Art: Sea animal collages

**Materials:** Paint, card (2 pieces per student), sponges, forks, paintbrushes, glue.

**Directions:**

Distribute the card and materials.

On one piece of card, students paint using sponges, forks and paintbrushes to create different patterns. The design should fill the entire piece of paper. When the paper has dried, students draw a rectangle in the centre of their piece of paper and cut it out to make a frame. Then they draw sea animal shapes on the rectangle and cut them out.

Students glue their frame onto a separate piece of card and glue the animal shapes inside the frame to make a collage.



*Language links:* Students display their collages and talk about what the sea animals illustrated can and can't do. Then they write sentences in their notebooks to describe the sea animals.

### Game: Under the sea

**Materials:** Coloured paper, 20 paper clips, 2 small magnets, 2 pencils, string.

**Preparation:** *Paper fish:* Cut out 20 fish from coloured paper. Write the words *eleven* to *twenty* on the fish (one word per fish), so that you have two identical sets of 10 fish each. Attach a paper clip to each fish. *Fishing rods:* Tie a long piece of string to each pencil and glue a magnet to the other end of the string.

**Directions:**

Place the paper fish on the floor. Give two students at a time a fishing rod. Give them three minutes to try to "catch" as many fish as they can. They must catch the fish in numerical order: first *eleven*, then *twelve*, etc.

### Game: Octopus game

**Materials:** Purple paper, masking tape or Blu-Tack, blindfold.

**Preparation:** Cut out a large oval shape from purple paper. This will be the octopus' body. Draw a face on the body. Cut out ten legs from purple paper. Attach a small piece of masking tape or Blu-Tack to the end of each leg, so that the legs can be stuck onto the body.

**Directions:**

Attach the octopus' body to a wall. Blindfold students in turn and give them a leg. Students try to tape the legs on the octopus.

### Project: Make a sea bed

**Materials:** Coloured card (purple, red, beige, orange), orange, yellow and white paper, paint (purple, red, beige, orange), puffed rice cereal, powdered baby cereal, red and yellow food colouring, alcohol, paper towels, glue, sand, boxes.

**Directions:**

Lead students through the following instructions:

*Making coral*

1. Cut out coral shapes from the coloured card.
2. Glue puffed rice onto the coral shape.
3. Set aside to dry.
4. Carefully paint the puffed rice with paint that is the same colour as the card.

*Making starfish*

1. Draw an outline of a star on orange, yellow or white paper. Cut the star out and set it aside.
2. Prepare powdered baby cereal:

For the white starfish, use the powdered baby cereal without any special preparation. For the orange starfish, combine red and yellow food colouring to make orange. Add two capfuls of alcohol. Add powdered baby cereal to the mixture. Once you have obtained the desired shade, let the baby cereal dry on a paper towel.

For the yellow starfish, add two capfuls of alcohol to the yellow food colouring and follow the instructions above for the orange starfish.

3. Glue the powdered baby cereal onto the starfish in thin lines.

Finally, students can put sand into the bottom of a box and arrange their coral and starfish on the sand. Display all the seabeds.





Vocabulary	Grammar
<p><b>Vegetables:</b> avocado, broccoli, carrot, cauliflower, cucumber, lettuce, pea, spinach, tomato</p> <p><b>Fruits:</b> banana, cherry, grape, grapefruit, orange, peach, pear, pineapple, strawberry, watermelon</p> <p><b>Food:</b> apple pie, biscuits, bread, cake, cereal, cheese, chocolate, crisps, fish, ham, hamburger, milk, pizza, rice, sugar, sweets</p> <p><b>Verbs:</b> add, blend, cut, drink, eat, finish, make, pour, put, try, wash</p> <p><b>Numbers:</b> 1–100</p> <p><b>Other words:</b> bad, blender, cents, chubby, deal, delicious, euro, father, mother, worried</p>	<p><b>Present simple:</b></p> <p><b>Positive</b> <i>I like carrots.</i> <i>He likes carrots.</i> <i>She likes cake.</i></p> <p><b>Negative</b> <i>I don't like spinach.</i> <i>He doesn't like cake.</i> <i>She doesn't like cake.</i></p> <p><b>Question form</b> <i>Do you like broccoli? No, I don't./Yes, I do.</i> <i>Does Mary like chocolate? Yes, she does./No, she doesn't.</i></p> <p><b>Imperative</b> <i>Wash the fruit.</i> <i>Pour and drink.</i></p>
<p><b>Functional language:</b> <i>Good morning. How much is it? It's ten euros and eighty cents.</i></p>	<p><b>Multiple intelligence:</b> Kinesthetic intelligence (page 74), Mathematical intelligence (page 79), Mathematical intelligence (page 83)</p>

### Teaching tip

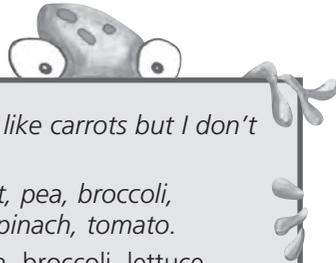
#### Rhymes, songs and drama (Part 1)

Rhymes and songs are fundamental tools for teaching young students a language for the following reasons:

- They develop the ear, which is the first and one of the most important steps in learning a language.
- They teach pronunciation, intonation and stress in a natural way.
- They teach vocabulary and structures through the use of repetitive language and/or some set phrases with different words added in particular places.
- They are always well accepted by children and they are fun. Children enjoy the rhyming sounds and also the strong rhythm used in most rhymes and songs. Children love anything rhythmic and/or musical, and because they enjoy it, they assimilate it easily and quickly.
- Since rhymes and songs can function as group/choral activities, they help bring students in a class closer together.
- If a student likes a song, he will often sing it by

himself/herself, over and over again, outside of English class.

- Students of all language abilities can join in, which helps build confidence.
- Students do not need to see the words to learn them.



**Grammar:** Present simple (I): *I like carrots but I don't like spinach.*

**Vocabulary:** *Cucumber, carrot, pea, broccoli, cauliflower, lettuce, avocado, spinach, tomato.*

**Materials:** *Vegetables: spinach, broccoli, lettuce, avocado, carrot, peas, cucumber, tomato, cauliflower.*  
*Optional: Blindfold.*

### Warm-up

#### Vocabulary presentation

Display all the vegetables on a table.  
Hold up the cucumber and ask *What's this?* Say *It's a cucumber.* Students repeat the answer.  
Write *cucumber* on the board.  
Continue in the same manner with the rest of the vegetables.  
Bring a volunteer to the front and hold up the vegetables one by one. He/she asks *What's this?* The rest of the class responds.  
Finally, point to the words on the board.  
Students read the words out loud.

### Vocabulary practice

#### 1 Listen and number. 39

Say *Point to the cucumbers. What colour are the cucumbers?* Students respond *They're green.*  
Continue with the rest of the vegetables.  
Play Track 39. Students listen and follow along in their books.

#### Track 39

##### *I eat my veggies*

(See Student's Book page 52, activity 1.)

Play Track 39. Students listen and number the pictures in their books.  
Students check their answers with the student sitting next to them.

- Listen and sing the song.

Read the song out loud. Pause after each verse.  
Students repeat.

Play Track 39 a third time. Students sing along with the track.

### Grammar practice

#### 2 Write and say.

Write the following lists on the board:

<i>cucumbers</i>	<i>broccoli</i>
<i>carrots</i>	<i>cauliflower</i>
<i>peas</i>	<i>lettuce</i>
<i>avocados</i>	<i>spinach</i>
<i>tomatoes</i>	

Say *I like carrots* as you rub your tummy and smile.  
Then say *But I don't like cauliflower* as you make an expression of disgust.  
Students look at the words on the board and choose two vegetables they like and write them under *I like...*  
Then they choose two vegetables they do not like and write them under *I don't like.*  
Name a student. He/she stands up and talks about his/her likes and dislikes: *I like (peas) but I don't like (broccoli).* *I like (carrots) but I don't like (lettuce).* Then he/she chooses another student to say his/her sentences.  
Continue in this manner until all students have participated.

### Optional activity

#### Multiple intelligence: Kinesthetic intelligence

##### Guess the vegetable.

Invite a volunteer to sit on a chair in front of the class.  
Blindfold the student.  
Put a vegetable near the student's nose. Ask him/her *What is it?* He/she smells the vegetable and has one opportunity to guess. The rest of the class answers *Yes, it is* or *No, it isn't.* If the student does not guess the first time, allow him/her to touch the vegetable. Ask *What is it?* again. The student has one more opportunity to guess. If the student guesses correctly, he/she names the next student to go up and guess the next vegetable. If he/she guesses incorrectly, he/she goes back to his/her place. Choose another student.

### Wrap-up

#### Pass the vegetable! 39

Students sit on the floor in a circle.  
Play Track 39. Choose a vegetable and pass it to the student sitting to your right. Students continue passing the vegetable around the circle.  
Stop the music. The student holding the vegetable says a sentence about the vegetable, for example: *I like (carrots) or I don't like (carrots).*  
Continue in the same manner for a few rounds. Then select a different vegetable and repeat the procedure.

#### Answer Key

1 From left to right: 8, 4, 7, 6, 2, 3, 1, 9, 5

#### Activity Book

Page 52, activities 1 and 2.

1 1. broccoli; 2. peas; 3. avocado; 4. lettuce; 5. cauliflower; 6. spinach; 7. cucumber; 8. tomatoes; from top to bottom, left to right: 6, 5, 1, 7, 3, 4, 2, 8.

2 vegetables

## Student's Book Page 53



**Grammar:** Present simple (I/you): *Do you like broccoli? Yes, I do./No, I don't.*

**Vocabulary:** *Cucumber, carrot, pea, broccoli, cauliflower, lettuce, avocado, spinach, tomato, sweets.*

**Materials:** Cutout 1, butterfly clip, dice, hole punch.

### Warm-up

#### Guess the vegetable!

Write the following on the board:

\_\_ \_ \_\_ \_ m \_\_ \_ \_\_

Divide the class into two teams.

Team A throws a dice: *Three*. Team A says three letters that will help them guess the vegetable:

Team A: *Letter a.*

T: *No.*

Team A: *Letter c.*

T: *Yes!*

Team A: *Letter u.*

T: *Yes.*

Team A: *Is it cucumber?*

T: *Yes.*

If Team A doesn't guess correctly, then Team B throws the dice and guesses letters.

Repeat with the rest of the vegetables.

### Grammar presentation

#### Poster 5

Show the *Lettuce, Spinach* and *Sweets* poster cutouts. Point to the *Lettuce* poster cutout and ask *What's this?* Students respond. Repeat with *spinach* and *sweets*. Say *I like lettuce*. Name a student and ask *Do you like lettuce?* Invite the student to respond *Yes, I do./No, I don't*.

Continue asking different students about whether or not they like or dislike these foods.

#### 1 Ask and answer.

Students cut out the vegetable wheel and the arrow in Cutout 1.

Students punch a hole in the wheel and the arrow and assemble them with a butterfly clip.

Read the dialogue out loud. Students follow along in their books. Read the dialogue out loud again.

Students repeat after you.

Divide the class into two groups. One group reads the questions and the other group reads the answers.

Groups exchange roles.

Divide the class into pairs. Students take turns spinning the wheel and asking whether they like the vegetables or not.

### Controlled practice

#### 2 Listen and say the chant. 40

Play Track 40. Students listen without looking at their books. Students draw the two vegetables the chant is about.

#### Track 40

##### Do you like...?

(See Student's Book page 53, activity 2.)

Students look at the chant in their books and check their answers.

Read each line out loud. Students repeat after you. Play Track 40 again. Students say the chant.

#### 3 Ask and colour.

Explain to the students that they are going to ask as many classmates as possible if they like/don't like spinach and carrots.

Before they start the activity, students predict how many students they think like/don't like carrots and spinach.

Students stand up and walk around the classroom asking others about their likes and dislikes. For every student's answer, they colour a square.

Allow 5-7 minutes for this activity.

### Optional activity

#### How many students like spinach?

Write the following sentences on the board:

\_\_\_\_\_ students like spinach.

\_\_\_\_\_ students don't like spinach.

\_\_\_\_\_ students like carrots.

\_\_\_\_\_ students don't like carrots.

Students complete the sentences with the results from their survey.

Students compare their predictions with their results.

Volunteers read their sentences out loud.

### Wrap-up

#### Pair dictation

Students name as many vegetables as they can remember. Write them on the board.

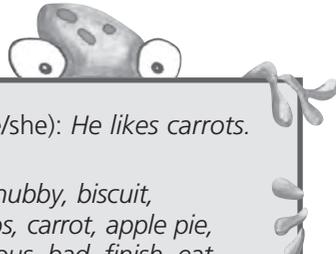
Divide the class into pairs. Each student chooses four vegetables and writes them in his/her notebook without his/her partner seeing.

Clean the board.

Then each student takes turns dictating his/her words to his/her partner. Next, students check their answers with their partner. Finally, students draw a picture for each word in their notebook.

#### Activity Book

Page 53, activities 1 and 2.



**Grammar:** Present simple (I/he/she): *He likes carrots. He doesn't like cake.*

**Vocabulary:** *Father, mother, chubby, biscuit, cake, broccoli, pea, sweets, crisps, carrot, apple pie, cauliflower, deal, worried, delicious, bad, finish, eat, make, try.*

**Materials:** *Optional:* Half a piece of paper (1 per student), a bag.

**Warm-up**

**Classify the food.**

Write the following words all over the board: *biscuits, cake, broccoli, peas, sweets, crisps, carrots, apple pie, cauliflower, hamburger, hot dog, fish, chicken.*

Draw the words students do not know.

Tell students to make two lists: an *Unhealthy food* list and a *Healthy food* list. Students classify the words.

Check lists with the students.

**Developing reading**

**Story: A deal's a deal** 41

Tell the students that they are going to listen to a story. Write the following sentences on the board and tell students to copy them into their notebooks:

1. *The story is about...*

a. *a cake.*

b. *Little Chubby Wubby.*

2. *Little Chubby Wubby likes...*

a. *broccoli and peas.*

b. *cake and carrots.*

c. *apple pie.*

3. *Mother likes...*

a. *carrots.*

b. *apple pie.*

Play Track 41. Students listen and choose the correct option for each sentence.

**Track 41**

**A deal's a deal**

(See Student's Book pages 54 and 55.)

Play Track 41 again. Students listen and follow the story in their books and check their answers. Explain difficult vocabulary words.

Explain the meaning of *A deal's a deal* with an example: *If do your homework every day, I'll give you ten more minutes for break on Friday. If you do what you promised, I'll do what I promised, too.*

Explain that *chubby* means when people are a bit overweight.

Ask comprehension questions about the story:

*Is Little Chubby Wubby chubby? Does Little Chubby Wubby like vegetables? What kind of vegetables does he like? Does he like unhealthy food? Do Mother and*

*Father like unhealthy food? Do they like vegetables? Why does Little Chubby Wubby eat the apple pie? Why does Mother eat the carrots?*

**Grammar presentation**

① **Read the story and match.**

Ask students to say which foods Little Chubby Wubby likes and which foods he does not like.

Write the answers on the board:

*likes: broccoli, peas, carrots*

*doesn't like: cake, biscuits, sweets, crisps, apple pie.*

In their books, students match the words in the columns to make sentences.

Say *Little Chubby Wubby likes...* Students finish the sentence: *peas.* Say the complete sentence again *Little Chubby Wubby likes peas.* Students repeat.

Repeat with the rest of the activity.

**Optional activity**

**He/She likes... doesn't like**

Distribute paper.

Students write their names, one food item they like and one they do not like: *My name's (Aurora). I like biscuits but I don't like cauliflower.*

Students fold their paper and put it in a bag.

Hold out the bag and invite students to take a piece of paper from it.

Students read in silence and then say what the person likes and dislikes: *(Aurora) likes biscuits but she doesn't like cauliflower.*

Continue in the same manner until all students have participated.

**Wrap-up**

**Who is it?**

Write on the board: *Mother and Little Chubby Wubby.*

Say *I like crisps. Who is it?* Students respond *Mother.*

Repeat with other sentences.

**Answer Key**

① *Chubby Wubby: likes: peas, carrots; doesn't like: cake, biscuits*

◆ **Activity Book**

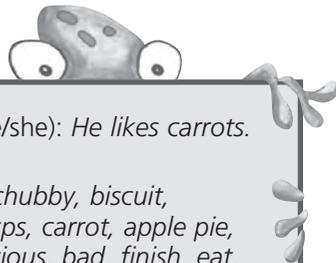
Page 54, activities 1 and 2.

**Key**

① *From top to bottom: broccoli, apples, biscuits, cakes*

② *Little Chubby Wubby: I don't like biscuits. These carrots are delicious. I don't like crisps. Mother: Try some apple pie. Eat some cake. Try some crisps.*

## Student's Book Page 55



**Grammar:** Present simple (I/he/she): *He likes carrots. He doesn't like cake.*

**Vocabulary:** *Father, mother, chubby, biscuit, cake, broccoli, pea, sweets, crisps, carrot, apple pie, cauliflower, deal, worried, delicious, bad, finish, eat, make, try.*

**Materials:** Paper. *Optional:* Paper (2 pieces per student), stapler.

### Warm-up

#### Thumbs up, thumbs down

Say a word, for example: *Biscuits*. Students put their thumbs up if the word appears in the story *A deal's a deal*.

Students put their thumbs down if the word does not appear in the story.

Continue in the same manner with the following: *broccoli, peas, crisps, cake, sweets, biscuits, apple pie, carrots, cauliflower, chubby, deal, fish, chicken, pizza, avocado, spinach, hamburgers, happy, sad, sister, brother.*

### Developing reading

#### Story: *A deal's a deal* 🎧 41

Play Track 41. Students listen and follow along in their books.

#### Track 41

##### *A deal's a deal*

(See Student's Book pages 54 and 55.)

Play Track 41 again. Pause the CD after each sentence. Students repeat.

The class reads the story out loud.

Play Track 41 a third time. Students read out loud along with the track.

### Connecting to students' experiences

Ask students the following questions:

*Have you ever made a deal with your mother, father, brother or sister? What was the deal? Did you do what you promised? Did the other person do what he/she promised?*

### Controlled practice

#### ① Read the story and circle *True* or *False*.

Students read the sentences and circle *True* if the sentence is true and *False* if the sentence is false.

Then students read the story again and underline the sentences that support their answers.

Check the answers with students. Individual students read each sentence out loud, say *true* or *false* and read the sentence that supports their answer.

### Optional activity

#### Make a story map booklet

Copy the following story map onto the board:

Who?	What is the problem?
Where?	What happens at the end?

Ask *Who is the most important character?* Encourage students to answer: *Little Chubby Wubby*.

Ask a volunteer to write the answer on the board under the word *Who?*

Then ask *Where does the story take place?* Ask another volunteer to write the answer under *Where?* (*In his house.*)

Repeat with *What's the problem?* (*Little Chubby Wubby doesn't like junk/unhealthy food.*) and *What happens at the end?* (*Little Chubby Wubby and Mother make a deal.*)

Distribute paper.

Students fold the two pieces of paper in half and make a booklet.

On each page, students write a question from the story map, copy the answer and then do a drawing.

Students make a cover for their booklets.

Help students staple their booklets together.

### Wrap-up

#### Mind map

Students draw two circles on the piece of paper.

Students draw *Little Chubby Wubby* in one circle and *Mother* in the other circle.

They draw all the food *Little Chubby Wubby* likes around his circle. Students do the same for *Mother*.

Students write sentences about each character:

*Little Chubby Wubby likes...*

*Mother likes...*

#### Answer Key

① 1. False. 2. False. 3. True. 4. False.

#### ◆ Activity Book

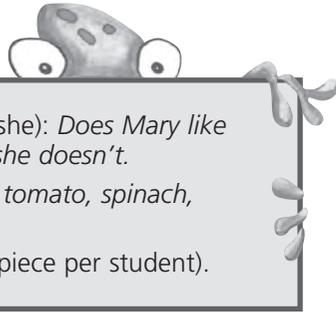
Page 55, activities 1 and 2.

#### Key

① From left to right: 1, 4, 3, 2

② *Little Chubby Wubby*: likes spinach, doesn't like hamburgers; *Mother*: doesn't like spinach, likes hamburgers; *Father*: doesn't like spinach, likes hamburgers

## Student's Book Page 56



**Grammar:** Present simple (he/she): *Does Mary like chocolate? Yes, she does./No, she doesn't.*

**Vocabulary:** *Chocolate, cake, tomato, spinach, hamburger, pizza, broccoli.*

**Materials:** *Optional: Paper (1 piece per student).*

### Warm-up

#### Play Noughts and Crosses.

Draw a *Noughts and Crosses* grid on the board. On each square, write a food item from the story *A deal's a deal: broccoli, peas, crisps, cake, sweets, biscuits, apple pie, carrots, cauliflower.*

Divide the class into two teams: *Little Chubby Wubby (X)* and *Mother (O)*.

A student from the *Little Chubby Wubby's* team chooses a square on the grid. He/she makes a sentence about *Little Chubby Wubby* and the food item in the square, for example: *Little Chubby Wubby doesn't like cake.*

If he/she does this correctly, put an X in the corresponding square. Repeat with a student on *Mother's* team.

The first team to get three Xs or three Os in a row horizontally, vertically or diagonally wins the game.

### Grammar presentation

#### 1 Listen and mark. 42

Explain to the students that they are going to listen to a girl talking about her friends' likes and dislikes. Students listen and tick (✓) if the children like the food and cross (X) if the children do not like the food.

#### Track 42

Hello. These are my friends.  
This is Peter. Peter likes chocolate. He likes cake, too. He doesn't like tomatoes. He doesn't like spinach.  
This is Mary. She doesn't like chocolate. She doesn't like cake, either. She likes tomatoes. She likes spinach.  
Oh, and this is Mike. Mike likes chocolate. And he likes cake. He likes tomatoes. He doesn't like spinach.  
What about you? What do you like?

Play Track 42 again. Students complete the missing answers. Check the activity by asking *Does Peter like chocolate?* Encourage students to answer *Yes, he does.* Continue checking the answers in the same manner.

- Read and circle the correct options.

Students silently read the sentences and circle the correct options in their books.

### Controlled practice

#### 2 Ask and complete.

Explain that the two children in the book are asking each other questions about a friend's likes and dislikes. Read the text in the speech bubbles out loud.

Students repeat.

Students complete the table individually. They put a tick (✓) if their mother likes the food item or a cross (X) if their mother does not like it. Then they think of a friend and complete the rest of the table according to the friend's likes and dislikes.

Divide the class into pairs. Each student takes turns asking about the likes and dislikes of his/her partner's mother and friend.

Walk around the class monitoring the activity.

### Optional activity

#### Food flap tables

Distribute paper. Students fold the paper in half. They fold the paper into four sections, accordion style.

Students cut the paper twice along the fold to make a table with four flaps.

Divide the class into groups of four.

Tell students that they should first write their own name and draw a food item on top of the first flap. Then, under this flap, students write a ✓ if they like the food item and X if they don't. Students then pass their table to another member in their group and again they write their own name and the same food item on top of the second flap and a ✓ or X under it. Repeat until the students in all the groups have their tables completed.



Students exchange their *Food flap tables* with another team and ask each other questions about the other team members' likes and dislikes.

Student A: *(Juan), does (Ernesto) like grapes?*

Student B looks under the corresponding flap and answers *Yes, he does.*

### Wrap-up

#### Unscramble and ask the questions.

Write the following questions on the board:

1. *cauliflower?/Does/best friend/like/your*
2. *like/Does/pizza?/your/mother*
3. *chocolate?/Does/grandfather/your/like*
4. *favourite teacher/Does/like/spaghetti?/your*

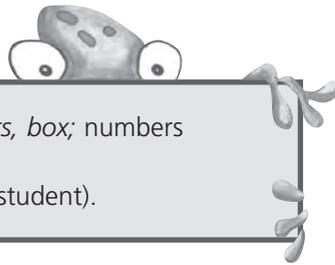
Students unscramble the questions. For homework, they ask the questions to the corresponding people and bring the answers to the next lesson.

#### Activity Book

Page 56, activity 1.

#### Key

1. likes; 2. doesn't like; 3. doesn't like; 4. likes; 5. likes; 6. doesn't like; 1. Yes; 2. No; 3. No, she doesn't. 4. No, he doesn't. 5. Yes, she does.



**Vocabulary:** *Chocolate biscuits, box*; numbers 1–100.

**Materials:** Paper (1 piece per student).

**Warm-up**

**Air writing**

Turn your back to the class and write a number from 1 to 20 in the air. Individual students guess the number. The first student to guess the number correctly writes the next number in the air.

**Vocabulary presentation**

On the board, write the following equations:

- $10 + 10 =$                        $10 + 60 =$
- $10 + 20 =$                        $10 + 70 =$
- $10 + 30 =$                        $10 + 80 =$
- $10 + 40 =$                        $10 + 90 =$
- $10 + 50 =$

Individual students come to the board and solve the equations. Say *Ten plus ten equals twenty*. Write the word *twenty* on the other side of the board. Students repeat: *Twenty*. Continue in the same manner with the rest of the equations. Point to the numbers randomly. Students say the number.

Ask volunteers to come to the board and match the numerals with the number words.

① **Match the numbers with the packets.**

Say *Point to the package that has got 10 biscuits*. Students point to the corresponding biscuit packet. Continue with the rest of the packets. Then students match each packet with the corresponding number words.

**Controlled practice**

② **Listen and sing the song.** 🎧 43

Write the numbers from higher to lower by multiples of ten: *One hundred, ninety, eighty*, etc. Read the song out loud. Students follow and repeat. Invite students to read the song out loud again and substitute the number *one hundred* for *ninety* and so on. Continue in the same manner until they get to *ten*. Read the last verse of the song out loud. Students follow and repeat after you. Play Track 43. Students listen and sing along.

**Track 43**

**Chocolate biscuits**

One hundred chocolate biscuits in the box,  
 One hundred chocolate biscuits.  
 If I eat ten of those biscuits,  
 Ninety chocolate biscuits in the box.  
 Following verses:  
 Ninety chocolate biscuits in the box...  
 Eighty chocolate biscuits in the box...  
 Seventy chocolate biscuits in the box...  
 Sixty chocolate biscuits in the box...

Fifty chocolate biscuits in the box...  
 Forty chocolate biscuits in the box...  
 Thirty chocolate biscuits in the box...  
 Twenty chocolate biscuits in the box...  
 Ten chocolate biscuits in the box,  
 Ten chocolate biscuits,  
 If I eat ten of those biscuits,  
 There'll be no more biscuits in the box.

③ **Count and match.**

The class counts out loud from 1 to 100. Divide the board in half. Write random numbers between 1 to 100 on one side of the board and the corresponding number words on the other side. Ask various students to come to the board and match the numbers with the words. Students match the number words with the corresponding pictures in their books.

**Optional activity**

**Multiple intelligence: Mathematical intelligence**

**Maths competition**

Divide the class into two groups. Each group forms a single-file line facing the board. Divide the board into two sections. Write the same equations on both sides of the board. Make sure there is one equation per student. The first student in each line goes to the board and solves the first equation. Then he/she goes back to the line and gives the chalk to the next student. The next student goes to the board and solves the next equation, and so on. The first team to finish solving the equations correctly wins the game.

**Wrap-up**

**Game: Number bingo**

Students draw a 4 x 3 bingo grid in their notebooks. Students choose 12 numbers from 1 to 100 and write them in individual squares. Say numbers from 1 to 100 in random order. (Note: Be sure to record the numbers you say.) Students cross out the corresponding numbers on their grid. The first student to cross out all of the numbers on his/her grid shouts *Bingo!* and wins the game.

**Answer Key**

- ① 10-ten, 20-twenty, 30-thirty, 40-forty, 50-fifty, 60-sixty, 70-seventy, 80-eighty, 90-ninety, 100-one hundred
- ② Fifty-five, picture (*right*); seventy-two, picture (*left*); thirty-nine, picture (*middle*)

◆ **Activity Book**

Page 57, activities 1–3.

**Key**

- ① twenty-six; forty-nine; 87; 52
- ② thirty-eight; fifty-one
- ③ *From left to right:* thirty; 56; forty-five; 77; seventy-two; 100

## Student's Book Page 58



**Grammar:** Present simple: *Spaghetti is part of the bread, rice and cereal group.*

**Vocabulary:** *Food pyramid, diet, spaghetti, tomato, banana, cheese, chocolate, milk, lettuce, rice, spinach, fish, watermelon, bread, chicken, cheese, grape, sweets, cake, ham, carrot, orange, apple, broccoli, pea, fat, sugar, meat, egg, fruit, vegetable, bread, rice, cereal, healthy, strong.*

### Warm-up

#### Let's count

Sit with students on the floor in a circle. Say the first number in a series: *One*. The student sitting next to you says the next number: *Two*. The next student says *Three*, and so on. Do this more and more quickly until somebody makes a mistake or doesn't answer quickly enough. That student is eliminated and sits outside the circle. Continue until there are only one or two students left in the circle. Start with different numbers, for example, *twenty-one* or *eighty-four*.

### Vocabulary presentation

#### Poster 5

Attach the *Food* poster cutouts to the board. Ask *What's this?* as you point to the *Milk* poster cutout. Say *Milk*. Students repeat after you. Continue in the same manner with the rest of the cutouts.

### Optional activity

#### Game: Remember the order

#### Poster 5

Attach the *Food* poster cutouts to the board in one row. Tell students to look at them carefully for a minute. Students close their eyes. Take all the poster cutouts down and put them on your desk, out of the students' sight. Students open their eyes. Individual students try to reconstruct the order of the cutouts. Attach a poster cutout to the board every time someone correctly names the next food item in the row. Repeat several times, varying the order of the cutouts.

### Developing reading

#### Poster 5

Students look at the food pyramid, Student's Book page 58. Ask students if they know what it is. Read the text out loud. Explain to students that this is called a food pyramid and to stay healthy we should eat from all of the five food groups. At the bottom of the pyramid are the

two most important groups: the *Bread, rice and cereal* group and the *Fruits and vegetables* group. We should eat more food from these groups than the rest of the food groups. At the top of the pyramid, is the *Fats and sugars* group. Explain to students that we should eat as little as possible from this group.

Say *Fats and sugars*. Students point to the corresponding section of the pyramid in their books. Repeat with the other sections of the pyramid.

Attach Poster 5 and the *Food* poster cutouts to the board.

Ask *Which of these food items belongs to the Fats and sugars group?* Individual students answer: *Sweets, chocolate*. Students attach the cutouts to the correct section on the poster. Continue in the same manner with the rest of the poster cutouts and food groups.

#### 1 Read and complete.

Students look at the pyramid and complete the sentences. Ask individual students to read the sentences out loud. Students check their answers.

### Connecting to students' experiences

Students draw a food pyramid and label each of the food groups. Then students draw everything they ate the day before. Students look and see if they have a healthy diet or not. They should consider which foods they should eat more of and which foods they should eat less of. This activity helps students become more aware of their eating habits.

### Wrap-up

#### The five food groups

#### Poster 5

Write the names of the five food groups on the board. Hold up a *Food* poster cutout. Ask *What food is this?* Students respond *It's (cake)*. Say *Which group does this food belong to?* Students answer (*Fats and sugars group*).

Attach the poster cutout next to the corresponding food group. Repeat with the rest of the *Food* poster cutouts.

#### Answer Key

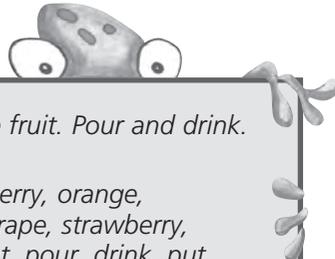
1. 2. meat and fish; 3. fruit and vegetables; 4. fruit and vegetables; 5. milk, cheese, and eggs; 6. fats and sugars

#### Activity Book

Page 58, activity 1.

#### Key

1. *Fats and sugars*: sweets, cake; *Milk, cheese and eggs*: cheese, milk; *Meat and fish*: fish, ham; *Bread, rice and cereal*: rice, bread, cereal; *Fruit and vegetables*: carrots, oranges, lettuce, apples, broccoli, peas



**Grammar:** Imperative: *Cut the fruit. Pour and drink. Wash the fruit.*

**Vocabulary:** *Banana, pear, cherry, orange, pineapple, peach, grapefruit, grape, strawberry, watermelon, blender, sugar, cut, pour, drink, put, wash, add, blend.*

**Materials:** Strawberries, bananas, milk, blender, paper cups (1 per student), knife. (Ask students to bring the fruit.)

### Warm-up

#### Vocabulary review

Write the five food groups on the board. Point to one of the food groups: *Fats and sugars*. Students name a food item that corresponds to that food group, for example: *Sweets*. Individual students say if they like the food item or not: *I like sweets*. Continue in the same manner with the rest of the food groups.

### Vocabulary presentation

#### ① Listen, point and repeat. 44

Students look at the two-page spread in their books. Say *Point to the fruit and vegetables group*. Ask students to name some vegetables in the picture. Now draw students' attention to the fruit on page 59, activity 1. Play Track 44. Students listen and point to the corresponding fruits.

#### Track 44

- Number 1. It's a banana.
- Number 2. It's a pear.
- Number 3. They're cherries.
- Number 4. It's an orange.
- Number 5. It's a pineapple.
- Number 6. It's a peach.
- Number 7. They're grapes.
- Number 8. It's grapefruit.
- Number 9. They're strawberries.
- Number 10. It's watermelon.

Play Track 44 again. Pause the CD after each sentence. Students repeat each sentence.

- Look and number.
- Students look at the picture and number the fruit.

### Craft activity

#### ② Look and match.

Ask *Do you like smoothies?* Explain that smoothies are fruit milk shakes. Say *Wash the fruit* and then mime the action. Students repeat and mime. Continue in the same manner with: *Cut the fruit. Put the fruit in a*

*blender.* (Explain what *blender* means.) *Add milk. Pour and drink.*

Students look at activity 2 in their books. Say *Wash the fruit*. Students point to the corresponding picture. Repeat with the other pictures. Finally, students match the instructions with the pictures in their books.

### Optional activity

#### Play Fruit salad!

Students sit in a circle on the floor. Assign each student a fruit. There should be at least two students assigned to each fruit. A volunteer stands in the centre of the circle and names a fruit, for example: *Apple*. Those students assigned *apple* stand up and change places with each other as fast as possible before the student in the centre of the circle takes one of their places. Explain that one student is always going to be left standing. The student who is left standing stands in the centre of the circle and names another fruit. If the student standing says *Fruit salad*, all students must stand up and change places.

### Craft activity

#### The Printer's Project

Display the fruit students have brought in and say *What's this?* Students respond *They're bananas. They're strawberries*. Students stand around your desk. Students give you instructions to make a smoothie. Make two kinds of smoothies, strawberry and banana. Serve a small amount to each student. Students drink their smoothies.

### Wrap-up

#### Do you like smoothies?

Ask individual students if they like smoothies or not: *Do you like strawberry smoothies? Do you like banana smoothies?* Students respond *Yes, I do* or *No, I don't*.

#### Answer Key

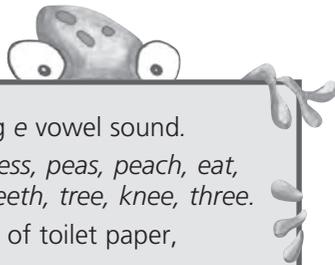
- ① From left to right: 7, 10, 1, 8, 4, 9, 5, 6, 2, 3
- ② Cut the fruit, 2; Pour and drink, 5; Put the fruit in the blender, 3; Wash the fruit, 1; Add one cup of milk and blend, 4

#### Activity Book

Page 59, activities 1–3.

#### Key

- ① strawberry, orange, peach, cherries, pineapple, banana, watermelon, grapes, pear, grapefruit
- ③ From left to right: 5, 1, 2, 4, 3



**Phonics focus:** Short and long e vowel sound.

**Vocabulary:** *Ten, pen, red, dress, peas, peach, eat, tea, sheep, cheese, feet, bee, teeth, tree, knee, three.*

**Materials:** *Optional:* Card, roll of toilet paper, cups of water.

**Warm-up**

**Long or short a sound?**

On the board, write the following:

*Long a, as in whale. Short a, as in cat.*

Say a word with a long or short a sound, for example: *Bat*. Students say if it's a long or short a sound: *Short a, as in cat*. Repeat with other words.

**Phonics presentation**

Divide the board in half. On one side of the board, write the heading *Short e sound, as in ten*. Elicit words with the short e sound: *pen, red, bed, web, net, bell*. Write the words below the heading.

On the other side of the board, write the heading *Long e sound, as in peas*. Say *Peas*. Students repeat. Write the word below the heading. Continue in the same manner with the following words: *peach, sheep, tea, cheese, feet, bee, teeth*.

**1 Listen, point and repeat.** 45

Play Track 45. Students listen and point to the corresponding words.

**Track 45**

Short e, as in:

Ten

Pen

Red

Dress

Long e, as in:

Peas

Sheep

Tea

Cheese

Feet

Bee

Teeth

Peach

Play Track 45 again. Pause the CD after each word. Students repeat.

- Look and colour.

Ask *What colour is the frame around the short e?*

Students respond *Blue*. *What colour is the frame around the long e?* Students respond *Red*.

Students colour all the words with the short e sound blue and all the words with the long e sound red. Students check their answers in pairs.

**Phonics practice**

**2 Look and complete.**

Say *Point to the peas*. Say *Peas*. Students point to the corresponding picture and repeat the word. Repeat with the rest of the words. Students complete the words in their books.

- Classify the words.

Explain to students that there are two ways to write the long e sound. On the board, write the headings *-ee-* and *-ea-*.

Say a word: *Peas*. A volunteer goes to the board and writes the word under the correct heading. The rest of the class checks the spelling. Continue in the same manner with the rest of the words. Students classify the words in their books.

**Optional activity**

**Game: Bull's eye**

Divide the class into groups of three.

Students make a bull's eye out of card. Students trace a circle (40cm diameter). Then they divide the circle into four sections.

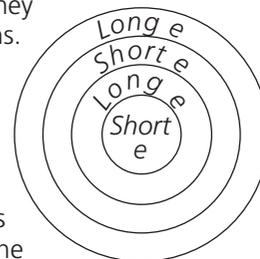
On two of the sections they write *short e* and on the other sections they write *long e*.

Students attach the bull's eye to the wall.

Students make small paper wads from the toilet paper, and wet the wads with water.

Students take turns throwing the wet paper wads at the bull's eye. If the wad lands on the *short e* section, the student who threw the wad says a word with the short e sound. Students get a point for every correct answer.

The student with the most points at the end of the game wins.



**Wrap-up**

**Spell and say.**

Spell a word from the lesson, for example: *s-h-e-e-p*. *What's the word?* Individual students say the word: *Sheep*. Repeat with other words from the lesson.

**Answer Key**

Complete: peas, sheep, eat, tea, tree, three, knee, peach  
 Classify: *-ee-*: sheep, tree, three; *-ea-*: peas, eat, tea, peach

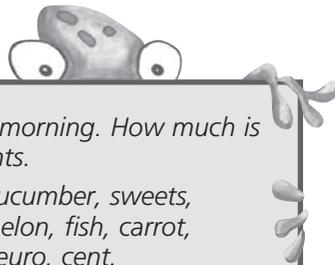
**Activity Book**

Page 60, activities 1 and 2.

**Key**

- 1 feet, peas; three, sheep; ten, bee; tree, tea
- 2 sheep, ten, dress, peach, cheese

## Student's Book Page 61



**Functional language:** *Good morning. How much is it? It's ten euros and eighty cents.*

**Vocabulary:** *Cheese, peach, cucumber, sweets, chicken, lettuce, grape, watermelon, fish, carrot, shopping trolley, supermarket, euro, cent.*

**Materials:** Cutouts 2A, 2B and 2C.

### Warm-up

#### Number dictation

Dictate the following numbers: 55, 78, 92, 43, 37, 88, 11, 60, 47, 3, 25, 69.

Students write the numerals in their notebooks.

Write the number words on the board.

Individual students come to the board and write the numerals next to the corresponding number words.

Students check their answers.

### Craft activity

#### 1 Make a shopping trolley.

Students cut out the shopping trolley in Cutout 2A.

Students glue the shopping trolley onto the box.

Students cut out the food and money in Cutouts 2B and 2C.

Say *Show me ten euros*. Students hold up the ten-euro note.

Say *Show me six euros and twenty-five cents*. Students show you the correct amount of money. Continue in the same manner with different amounts of money.

Students make price tags for each food item and glue them onto the food cutouts.

Students select four food items and put them in their shopping trolley.

• Role-play: *At the supermarket.* 46

Ask questions about the picture: *Are they at a restaurant? Are they at a cinema? Where are they?*  
Play Track 46. Students listen and follow along in their books.

#### Track 46

Good morning.

Good morning. How much is it, please?

It's ten euros and eighty cents.

Play Track 46 again. Pause the CD after each sentence. Students repeat.

Divide the class into two groups. One group is the cashier and the other is the customer.

Each group reads their part out loud.

Divide the class into pairs. Ask a pair to read the dialogue out loud.

Each pair practises its own dialogue using the cutouts, price tags and shopping trolleys.

Students take turns playing the cashier and the customer. Allow 5–7 minutes for this activity.

Invite different pairs of students to role-play their dialogues in front of the class.

#### 2 Read and match.

Students read the amounts of money and match them with the corresponding pictures in their book.

### Connecting to students' experiences

Ask students the following questions: *Does your mum do the shopping? Does your father do it? Who does it? What do they buy when they go to the supermarket? Do you like going to the supermarket? Is it fun?*

### Optional activity

#### Multiple intelligence:

#### Mathematical intelligence

Write the following maths problem on the board:

*apple: 25 cents pear: 20 cents avocado: 10 cents*

*pineapple: 50 cents banana: 5 cents*

*I have got 3.00 €. What can I buy?*

Students choose as many food items as they want, but they cannot spend more than the three euros.

First students draw the food items they want to buy.

Then they add up how much it is for each food item.

Finally, they add up the total cost

of all the items and make adjustments if necessary.

Students come up and say what they bought and how much it cost:

*Two apples, three avocados, ten bananas, one pineapple costs one euro and eighty cents.*



### Wrap-up

#### How much is it?

Divide the class into pairs.

Student A puts down a certain amount of cutout money on his/her table and asks *How much is it?*

Student B counts the money and says how much there is: *It's five euros and ten cents.*

Students take turns asking and answering.

### Activity Book

Page 61, activities 1 and 2.

#### Key

1 It's two euros and eighty cents. It's three euros.

2 like, doesn't, No, she, does

## Student's Book Page 62

**Grammar:** Present simple (I/he/she): *I like spinach. I don't like cake. Do you like pizza? Does he like cake?*

**Vocabulary:** Food.

**Materials:** Cutout 3, coins and tokens. *Optional:* Magazines.

### Warm-up

#### Fruit or vegetable?

Divide the board into half.

On one side, write the heading *Fruit* and on the other side, write the heading *Vegetable*.

Say *Broccoli, is it a fruit or a vegetable?* Students answer *It's a vegetable*. Write the word under the correct heading.

Continue in the same manner with the rest of the fruits and vegetables from this unit.

### Grammar practice

#### 1 Play *Make sentences*.

Divide the class into pairs. Make sure each pair has a coin and tokens.

Students take turns flipping the coin. If the coin lands on *heads*, students move two circles in any direction along the game board. If it lands on *tails*, students move one circle in any direction.

The aim of the game is to collect words in the correct order to make four sentences: pronoun (I/he/she) + *like* or *don't like* (happy or sad face) + a food item.

All students place their tokens on *Start*. Demonstrate how to play the game: *Flip a coin. If it lands on heads, you can move first to the picture of pizza and then to he. You have collected the first word for your first sentence. Write the word He on the line for number 1 in your book. Now, it's your partner's turn. Continue in this manner until you have a complete sentence. When you do, continue with sentence number 2.*

#### 2 Glue the word cards in the boxes.

Students cut out the word cards in Cutout 3.

Students put the word cards in order to make questions and glue them into their books.

Individual students come to the front and write the answers to the questions on the board.

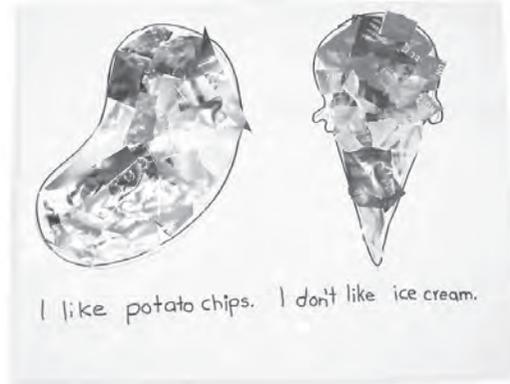
### Optional activity

#### My favourite food collage

Students fold a piece of paper in half. Students draw an outline of the food they like the most on one side and an outline of the food they like least on the other side. (Encourage students to make their outlines fairly large to fill up most of the page.)

Students cut out small coloured pieces of paper from magazines. They glue the pieces so that they are overlapping inside the outline to fill in their drawings. Then, under each picture, students write a sentence: *I like bananas. I don't like apples.*

Students exchange drawings and talk about their classmate's drawing: *(Cristina) likes bananas. She doesn't like apples.*



### Wrap-up

#### I like spaghetti...

Say a sentence about a food item you like or do not like and name a student. The student says what you like or do not like and talks about a food item he/she likes or does not like.

T: *I like spaghetti. (Juan)*

Juan: *Miss Smith likes spaghetti. I don't like cucumbers. (Sara)*

Sara: *Juan doesn't like cucumbers. I like apples.*

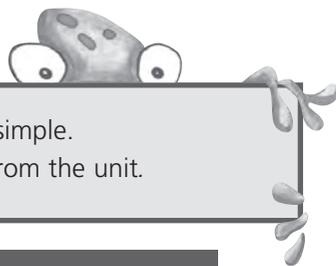
Continue the chain until all students have participated.

#### Activity Book

Page 62, activities 1 and 2.

#### Key

She likes lettuce and carrots. He doesn't like cheese.



**Grammar:** Review of present simple.

**Vocabulary:** Key vocabulary from the unit.

**Warm-up**

**Name a fruit that starts with the letter...**

Say *Name a fruit/vegetable that starts with the letter A.* The first student to raise his/her hand says a fruit or a vegetable that starts with the corresponding letter, for example: *Apple.* Repeat with other letters of the alphabet.

**Review**

**The Printer's Quiz**

▶ **READ AND CIRCLE THE CORRECT OPTIONS.**

Students read the sentences and circle the correct options in their books. Students check their answers with the student sitting next to them.

▶ **NUMBER THE PICTURES.**

Students number the pictures in their books. Say *What's number one?* Students respond *She likes biscuits.* Continue in the same manner with the rest of the pictures and sentences.

▶ **READ AND COMPLETE.**

Ask questions about the picture: *Is he eating an apple? Is he eating broccoli? What's he eating?* Students complete the sentences using the words from the box.

▶ **READ AND MATCH.**

Read the words out loud one by one: *Sheep.* Students say if the word has a short or long e sound. Students match the words with the correct sound.

**Optional activity**

**Listen and guess!**

Say the following riddles. Students write the answers in their notebooks.

1. *It's a fruit. It's red. It starts with the letter A.*
2. *It's a vegetable. It's red. It starts with the letter T.*
3. *It's a vegetable. It's white and green. It starts with the letter C.*
4. *It's a fruit. It's big. It's green, white and red. It starts with the letter W.*
5. *It's a vegetable. It's orange. It starts with letter O.*
6. *It's a fruit. It's yellow. It starts with letter B.*

Students compare their answers with the person sitting next to them.

**Wrap-up**

**Spelling bee**

All students stand up.

Name a student and ask him/her to spell a word from the unit: *Carrot.*

If the student spells the word correctly, he/she continues playing. If he/she spells the word incorrectly, then he/she sits down.

All the students left standing after three rounds are the winners.

**Answer Key**

*Circle:* 1. likes; 2. likes; 3. like; 4. Do; 5. Does; 6. Does

*Complete:* 1. like, don't; 2. Do, Yes; 3. doesn't; 4. likes

*Match: e as in ten:* pen, red; *e as in three:* peas, peach, sheep, tea

◆ **Activity Book**

Page 63, activities 1, and 2.

**Key**

① *Fruit shopping list:* peach, cherries, grapefruit, watermelon, grapes; *Vegetable shopping list:* peas, cauliflower, cucumber, tomato, lettuce

**Grammar module: Present simple**

In this unit, the present simple is used to talk about likes and dislikes.

**Positive**

Form the present simple with the subject + verb:

*I like pizza.*

With *he* and *she* add "s" to the verb:

*John likes broccoli. He likes bananas.*

**Negative**

To form the negative, use the auxiliary *do/does* + *not*:

*I do not/don't like cauliflower. He does not/doesn't like apples.*

Use *don't* with *I*. Use *doesn't* with *he* and *she*.

**Question form**

To form a question, use the auxiliary *do/does*: *Do you like apples? Does he like spinach?*

To answer a question, use *yes* or *no*, followed by the subject and the positive or negative auxiliary verb:

*Yes, I do./No, I don't. Yes, he does./No, he doesn't.*

Use *Do* with *I*. Use *Does* with *he/she*.

**Positive**

*I like apples.  
He likes apples.  
She likes apples.*

**Negative**

*I don't like apples.  
He doesn't like apples.  
She doesn't like apples.*

**Question form**

*Do you like apples?  
Does he like apples?  
Does she like apples?*

**Short answers**

*Yes, I do./No, I don't.  
Yes, he does./No, he doesn't.  
Yes, she does./No, she doesn't.*



### **Cooking: Friendship salad**

**Materials:** Fruit, large bowl, serving spoon, knives, cutting board, plastic spoons and plates.

**Directions:**

Distribute the fruit. Ask individual students to hold up a piece of fruit and identify it, for example: *This is a banana.*

Tell students to wash their hands and their fruit. Help students cut up the fruit and put it in the serving bowl. Then they mix the fruit together. Serve the fruit salad on plastic plates.

*Language links:* Blindfold a student and get him or her to identify different types of fruit by smell or taste: *This is an apple. I like apples.*

### **Project: A fruit mobile**

**Materials:** Card, scissors, crayons, paint or markers, string or wool, glue or tape, twigs or clothes hanger wire.

**Directions:**

Students fold a piece of card in half. Around the fold line they draw the outline of half a piece of fruit.

Students cut carefully along the outline.

Students use the finished fruit as a template and then they cut out two more pieces of fruit exactly like it.

They colour both the fronts and the backs of the pieces of fruits, illustrating both the inside and the peel along the edge.

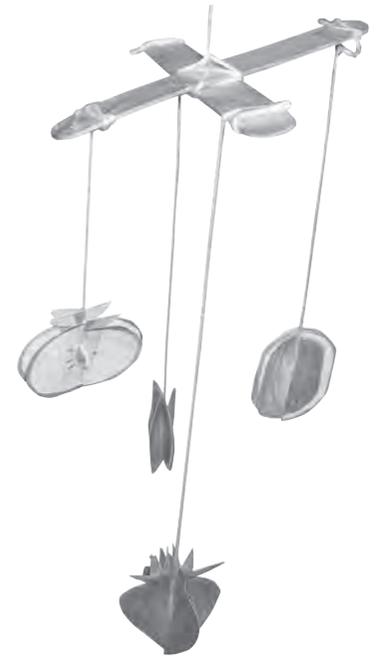
Students cut halfway through the fold line from the bottom on one piece and then cut halfway through the fold line from the top on the other two pieces.

Then, students slip the slits inside each other and make a single 3-dimensional piece of fruit.

Next, students glue or tape the end of a piece of string or wool to the top of the fruit.

Finally, students tie twigs or clothes hanger wire together to make the mobile structure.

Students hang the various pieces of fruit from the structure. Students hang the entire mobile from another string.





Vocabulary	Grammar
<p><b>Physical description:</b> black, blonde, blue, brown, curly, eye, green, hair, long, red, short, straight</p> <p><b>Animals:</b> butterfly, camel, elephant, giraffe, hippo, panda, snake, tiger</p> <p><b>Months of the year:</b> January, February, March, April, May, June, July, August, September, October, November, December</p> <p><b>Verbs:</b> crawl, fly, jump, laugh, play, run, sleep, swim, walk</p> <p><b>Countries and continents:</b> Africa, America, Brazil, India, Japan, Korea, Mexico, Nigeria, Spain, USA</p> <p><b>Other words:</b> beautiful, big, different, father, funny, long, love, mother, passport, small, smart, spot, tongue, ugly</p>	<p><b>Present simple:</b></p> <p><b>Positive</b> I have got brown hair. Tom has got short hair. Jolly Jenny has got a blue tongue. Giraffes have got brown spots.</p> <p><b>Negative</b> She hasn't got brown spots. Giraffes haven't got green eyes.</p> <p><b>Question form</b> Has she got long hair? Yes, she has./No, she hasn't.</p> <p><b>Verb to be:</b> It's a giraffe. This animal is black and white.</p> <p><b>Can/can't:</b> It can run. It can't fly.</p>
<p><b>Functional language:</b> What's his/her name? Where's he/she from? My name's John. I'm from the USA. I'm ten years old. My turn!</p>	<p><b>Multiple intelligence:</b> Mathematical intelligence (page 97)</p>

### Teaching tip

#### Rhymes, songs and drama (Part 2)

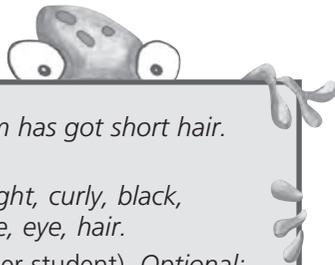
##### Songs

- Use rhymes and songs to introduce or practise new language. Select them carefully, considering the appropriateness of vocabulary, structures and themes.
- Get students to recite or sing a few rhymes or songs to make an easy and enjoyable end-of-the year show for parents and/or other classes.

##### Rhymes

- When you teach a rhyme to young children who have just started to learn English, do not expect their pronunciation to be clear or perfect. What they say at the beginning might be quite unintelligible, but they will quickly pick up the rhythm, stress and intonation. Their pronunciation will gradually improve as they acquire an "ear" for the new sounds and, later, learn to distinguish the words.

- Try to keep your intonation consistent and natural. Do not artificially separate words thinking your pupils will distinguish them more easily.
- Recite rhymes at a natural speed.
- Always reinforce the meaning of words with actions.
- Encourage children to teach rhymes to their parents.



**Grammar:** Present simple: *Tom has got short hair. I have got curly hair.*

**Vocabulary:** *Short, long, straight, curly, black, blonde, brown, red, green, blue, eye, hair.*

**Materials:** Strips of paper (1 per student). *Optional:* Each student brings a photograph of him/herself.

**Warm-up**

**Play Simon says.**

Say *Touch your head* as you mime the action. Students mime the action with you.

Continue with the following actions: *Touch your hair/ eyes/ears/mouth/nose/arm/leg/foot.*

Now give orders using the phrase *Simon says* before the majority of them. *Simon says, "Touch your ears."* Tell students to ignore the orders that are not preceded by the phrase *Simon says*.

Students who follow instructions that are not preceded by the phrase *Simon says* are eliminated and must sit down.

Continue until only one student remains standing.

**Vocabulary presentation**

**Poster 6**

Attach the *Face* poster cutouts to the board. Point to a *Face* poster cutout of the girl with long hair and say *She's got long hair*. Students repeat. Write the word *long* under the corresponding poster cutout. Then point to the poster cutout of the girl with short hair and say *She's got short hair*. Students repeat. Write the word *short* under the corresponding poster cutout. Repeat the procedure with the following adjectives: *straight–curly, blonde–red–brown–black*.

**1 Listen and number.**

Make *true/false* statements about the children in the book: *Oliver's got black hair. True or false?* Students respond. Play Track 47. Students listen and number the pictures in their books.

**Track 47**

Number 1. She's got long blonde hair. Her name is Amanda.  
Number 2. He's got short black hair. His name is Oliver.  
Number 3. She's got long curly hair. Her name is Nicole.  
Number 4. He's got short straight hair. His name is Tom.

- Look and circle the correct options. Students silently read the sentences and circle the correct options in their books. Individual students read the sentences out loud. Students check their answers.

**Controlled practice**

**2 Listen and sing the song.**

Say *He's got curly hair*. Students point to the corresponding picture in their books. Continue describing the two boys in the book. Students point to the corresponding pictures. Play Track 48. Students listen and follow along in their books.

**Track 48**  
**We're best friends**

(See Student's Book page 64, activity 2.)

Play Track 48. Pause after each sentence. Students repeat. Play Track 48, again. Students sing along with the track.

- Write the names. Ask questions about the song: *Who is singing the song? Tim or Lee? What colour is Tim's hair? What colour is Lee's hair? Is Tim's hair straight or curly? Is Lee's hair straight or curly? What colour are Tim's eyes? What colour are Lee's eyes?* Students silently read the song and label the pictures of the boys.

**Optional activity**

**Portraits**

Collect students' photos and redistribute them. Students write a short description about the student in the photo. *This is (Miguel). He's got short brown hair and brown eyes.* Students hold up the photo and read their description out loud.

**Wrap-up**

**Stand up if you...**

Say *Stand up if you've got long hair*. All students with long hair stand up. Continue in the same manner with other descriptions: *short hair, short blonde hair, brown eyes, green eyes, blue eyes, etc.*

**Answer Key**

- 1. short; 2. curly; 3. blonde; 4. curly; 5. blonde; 6. long; 7. black
- 2. Pictures: Top: Tim; Bottom: Lee

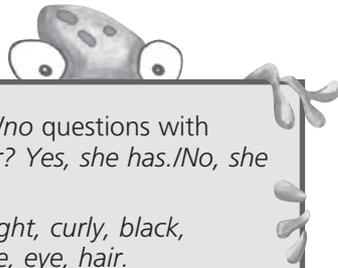
**Activity Book**

Page 64, activities 1 and 2.

**Key**

- 1. curly; 2. straight; 3. long; 4. short

## Student's Book Page 65



**Grammar:** Present simple, *yes/no* questions with *have got*: *Has she got long hair? Yes, she has./No, she hasn't.*

**Vocabulary:** *Short, long, straight, curly, black, brown, blonde, red, green, blue, eye, hair.*

**Materials:** Paper (1 piece per student).

### Warm-up

#### Draw and describe.

Divide the class into pairs and distribute the paper. Each student draws a picture of his/her partner.

Students show their drawings to the rest of the class and describe their partner: *His name is (Jaime). He's got short black hair. He's got brown eyes.*

*Note:* Save the pictures for the Optional activity.

### Grammar presentation

#### Poster 6

Put the *Face* poster cutouts face down on your desk.

A volunteer comes to the front, chooses a poster cutout and shows it to the rest of the class without letting you see it. Then he/she puts it back face down on your desk and mixes all the cutouts up.

Attach the cutouts to the board. On the board, write *Yes, he/she has./No, he/she hasn't.* Point to each answer and read it out loud. Students repeat after you. Ask questions in order to guess the *Face* poster cutout:

T: *Is it a girl?*

Ss: *Yes, it is.*

T: *Has she got long hair?*

Ss: *No, she hasn't.*

T: *Has she got short hair?*

Ss: *Yes, she hasn't.*

T: *Has she got blonde hair?*

Ss: *Yes, she hasn't.*

T: *Has she got blue eyes?*

When you have enough information, point to the cutout and ask *Is it her?* Repeat the activity.

### Controlled practice

#### ① Look and match.

Ask questions about the girls in activity 1: *Has Jane got blonde hair? Has Susan got curly hair? Has Kate got green eyes?* Students respond *Yes, she has./No, she hasn't.*

Students match the adjectives with the girls' hair in their books. Students check their answers in pairs.

- Look and tick (✓).

Students silently read the questions in their books and tick the correct answer for each question.

Read the questions out loud. Individual students respond.

- Play a guessing game.

Read the text in the speech bubbles out loud. Students repeat after you.

Divide the class into two groups. One group reads the questions out loud. The other group reads the answers. Groups switch roles.

Divide the class into pairs. Explain to the students that they are going to play a guessing game. Student A chooses one of the girls from activity 1. Student B asks questions to guess which girl student A chose. A pair of students comes to the front and demonstrates how the game is played. Walk around the class monitoring the activity. Allow 5–7 minutes for this activity.

### Optional activity

#### Play *Who is it?*

Collect all the drawings from the Warm-up activity. Select one of the drawings and attach it to the board face down. Divide the class into two teams. Each team takes turns asking questions to guess who it is.

Team A: *Is it a girl?*

T: *Yes, it is.*

Team B: *Has she got short hair?*

T: *Yes, she has.*

Team A: *Has she got green eyes?*

T: *Yes, she has.*

Team B: *Is it Luisa?*

T: *Yes, it is!*

Award teams a point for each correct guess. The team with the most points at the end of the game wins.

### Wrap-up

#### Answer the questions.

Dictate the following questions:

1. *Has your father got brown hair?*
2. *Has your mother got long hair?*
3. *Has your grandmother got green eyes?*
4. *Has your best friend got brown eyes?*

Students write the questions in their notebooks. Give them time to write the answers. Ask individual students to read their questions and answers out loud.

#### Answer Key

① *Match:* blonde-Mary-long; black-Jane-short; red-Kate-straight; brown-Susan-curly

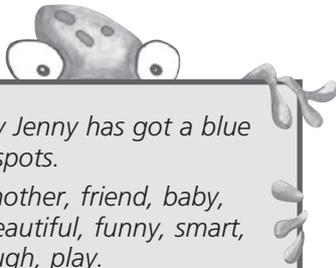
*Tick:* 1. Yes, she has. 2. No, she hasn't. 3. Yes, she has. 4. No, she hasn't.

#### ◆ Activity Book

Page 65, activity 1.

#### Key

① 1. brown, blonde; 2. brown, long; 3. blue eyes, curly brown; 4. green eyes, short/curly hair; 1. Yes, he has. 2. No, he hasn't. 3. Yes, she has. 4. No, she hasn't.

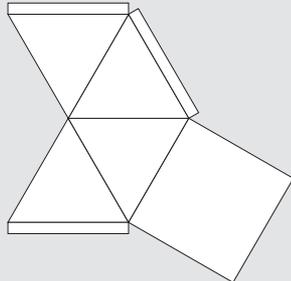


**Grammar:** Present simple: *Jolly Jenny has got a blue tongue. She hasn't got brown spots.*

**Vocabulary:** *Giraffe, father, mother, friend, baby, tongue, hair, eye, spot, ugly, beautiful, funny, smart, different, love, make fun of, laugh, play.*

**Materials:** Optional: Card.

**Preparation:** Optional:  
Pyramid template: Make pyramid templates (1 per student).



**Warm-up**

**Vocabulary presentation**

Say *Show me your tongue* as you stick your tongue out. Students show you their tongue. Explain the meaning of the word *spots*. Students name animals with spots. Tell students to draw a giraffe on a piece of paper and colour it in. Students copy the following text in their notebooks and complete it:

*This is my giraffe.*

*His/her name is \_\_\_\_\_.*

*He/she has got \_\_\_\_\_ eyes.*

*He/she has got \_\_\_\_\_ spots.*

*He/she has got \_\_\_\_\_ hair.*

*He/she has got \_\_\_\_\_ tongue.*

Individual students hold up their pictures and read their sentences out loud.

**Developing reading**

**Story: Jolly Jenny** 49

Tell students that they are going to listen to a story about a giraffe. Write the following words on the board: *giraffe, mother, father, cousin, different, tongue, spots, hair, nose, ears, run, play, friend, smart, beautiful, love.*

Explain unknown vocabulary. Students copy the words into their notebooks.

Play Track 49. Students listen and circle the words they hear in the story.

**Track 49**

**Jolly Jenny**

(See Student's Book pages 66 and 67.)

Read each word in the list out loud. Students say *Yes* if the word appears in the story and *No* if it does not appear in the story.

Play Track 49 again. Students listen and follow the story in their books.

Ask comprehension questions about the story:  
*Look at picture one. Point to Jolly Jenny. Has Jolly Jenny got yellow hair? What colour is it? Has she got a pink tongue?*

*Look at picture two. Point to Mother Giraffe. Has she got purple hair? Point to Father Giraffe. Has he got coloured spots?*

*Look at picture three. Is Jolly Jenny sad? Has she got coloured spots? What are the other giraffes doing?*

*Look at the last picture. Is Jolly Jenny happy? Has she got new friends?*

**Optional activity**

**A story pyramid**

Distribute the pyramid templates to students. Write the following sentences on the board:

*Jolly Jenny is different.*

*Other giraffes laugh at Jenny.*

*Jenny is smart and funny.*

*Other giraffes play with Jenny every day.*

Help students with any unknown vocabulary.

Students copy the sentences at the bottom of each side of the pyramid and do a drawing for each sentence.

Students cut out and assemble the pyramid.



**Controlled practice**

1 Read the story and circle the correct options.

Read sentence number one out loud. Students say the answer out loud. Students circle the correct option in their books. Repeat with the remaining sentences.

**Wrap-up**

**Has/hasn't got**

Call out the following phrases: *red hair, pink spots, purple hair, blue tongue, brown eyes, yellow tongue, green eyes.* Individual students make true sentences about Jolly Jenny using *has* or *hasn't got*:

T: *Red hair!*

S1: *Jolly Jenny hasn't got red hair.*

**Answer Key**

1. 's got; 2. 's got; 3. hasn't got; 4. 's got

**Activity Book**

Page 66, activities 1 and 2.

**Key**

1. a; 2. b; 3. b; 4. a; 5. a

1. she hasn't, green; 2. she hasn't, purple; 3. No, she hasn't. She has got coloured spots. 4. No, she hasn't. She has got a long neck.

## Student's Book Page 67



**Grammar:** Present simple: *Giraffes have got brown spots. Giraffes haven't got green eyes.*

**Vocabulary:** *Giraffe, father, mother, friend, baby, tongue, hair, eye, spot, ugly, beautiful, funny, smart, different, love, make fun of, laugh, play.*

### Warm-up

#### Recalling story vocabulary

Divide the class into pairs.  
Explain that students should write as many words as they can recall from the story in their notebooks. The pair of students with the most number of correct words wins the game.  
Allow 3–5 minutes for this activity.

### Developing reading

**Story:** *Jolly Jenny* 🎧 49

Play Track 49. Students listen and follow the story in their books.

#### Track 49 *Jolly Jenny*

(See Student's Book pages 66 and 67.)

Play Track 49 again. Pause the CD after each sentence. Students repeat.  
Divide the class into five groups. Assign each group a section of the story.  
Groups read their section out loud.

### Connecting to students' experiences

Ask students the following questions:  
*Have you ever laughed at someone because he/she was different? How do you think that made him/her feel?*  
*Have you ever felt that you were different? Why? Where were you? What did you do?*

### Controlled practice

① Read the story and write *have got* or *haven't got*.

Ask students to find sentences with *have got* and *haven't got* in the story. Students underline the sentences in their books.  
Individual students read the sentences out loud.  
Now, students read the sentences in activity 1 and complete them with *have got* or *haven't got*.  
Individual students read the completed sentences out loud. Write the answers on the board. The rest of the class checks their answers.

### Optional activity

#### Chinese Whispers

Students sit on the floor in a circle.  
Whisper a sentence from the story to the student sitting next to you: *Jolly Jenny has got a blue tongue. He/she whispers the sentence to the next student and so on. Make sure students whisper the sentence slowly and carefully. Students get two opportunities to whisper the sentence to their classmates.*  
The last student in the chain says the sentence out loud for the class to hear. Compare the original sentence with the last one.  
Repeat with other sentences from the story.

### Critical thinking

Encourage students to explain the ways that people are physically different: skin colour, hair colour, eye colour, height, weight, race, etc.  
Explain that having different physical characteristics is what makes us unique.

### Wrap-up

#### Thumbs up or thumbs down?

Ask *Do you like the story?* Students put their thumbs up if they like the story. Students put their thumbs down if they do not like the story.  
Ask individual students why they like or do not like the story.

#### Answer Key

① 1. have got; 2. haven't got; 3. have got; 4. haven't got

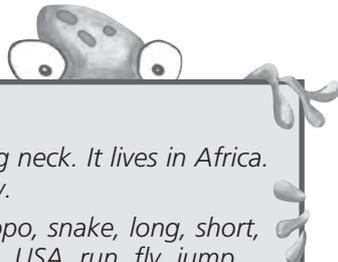
#### ◆ Activity Book

Page 67, activities 1 and 2.

#### Key

① 1. In March a baby giraffe is born. 2. When Jenny goes out, the other giraffes laugh at her. 3. Giraffes don't want to play with Jenny. 4. Giraffes play with Jenny every day. 5. Everybody loves Jenny.

## Student's Book Page 68



**Grammar:** Verb *to be*: *It's tall.*

Present simple: *It has got a long neck. It lives in Africa.*

*Can/can't*: *It can run. It can't fly.*

**Vocabulary:** *Giraffe, tiger, hippo, snake, long, short, big, small, Africa, Europe, India, USA, run, fly, jump, swim, walk, sleep, crawl.*

### Warm-up

#### Hangman

On the board, draw a line for each letter of the word *elephant* and draw the hangman's scaffold.

Students take turns calling out letters. If the letter is part of the word, write it in. If it is not, draw part of the body and write the letter on another part of the board.

Continue until students guess the word or until the hanged man is complete.

Circle the word *elephant* on the board. Ask students what they know about elephants and write their ideas in note form around the word: *big, big ears, grey, big feet, long trunk.*

Continue in the same manner with *tiger, hippo* and *snake*.

### Developing listening

#### 1 Listen and circle the correct options. 50

Say *Point to the giraffe. Is it tall or short? Has it got brown spots? What can giraffes do?*

Repeat with *tiger*.

Play Track 50. Students listen and point to the corresponding picture.

#### Track 50

This is a giraffe. It's my favourite animal. It's tall. It has got a very long neck. It's yellow with big brown spots. It lives in Africa. It can run but it can't fly.

This is a tiger. It's big. It has got big teeth. It's orange and black. It lives in India. It can jump but it can't fly.

Play Track 50 again. Students listen and circle the correct options in their book.

Ask *Is it an elephant or a giraffe? Has it got a long neck or a short neck? Does it live in Europe or Africa? Can it run? Can it crawl? Can it walk? Can it fly?*

Students respond and check their answers.

Continue in the same manner with the tiger.

### Controlled practice

- Complete the animal cards.

Point to the first picture and ask questions to guide students through the exercise: *Is it a hippo or a horse? Has it got four legs or two legs? Does it live in Africa or North America? Can it swim? Can it jump? Can it run?*

Students respond and complete the animal cards.

Repeat the procedure with the snake.

### Environmental education

Talk to students about the importance of all animal species. Ask students if they can name any endangered species.

Draw a circle on the board and write the following in the circle: *How can we help endangered species?*

Students give different ideas on what we can do to help endangered species. Write their ideas on the board around the circle.

### Optional activity

#### Classify the animals

Divide the board into two sections. On each section, write the following table:

animal	colour	big/small	can/can't	lives: Africa, Europe, North/South America, Asia, all over the world

Divide the class into two teams.

Call a member from each team to the board.

Name an animal: *Lion*. Students complete the table with information about lions as fast as they can.

The first student to complete the table correctly wins a point for their team.

Repeat the procedure with other students and animals.

The team with the most points at the end of the game wins.

### Wrap-up

#### Write a short paragraph.

On the board, draw a giraffe and write the following paragraph:

*This is a giraffe. It has got a long neck. It lives in Africa. It can run but it can't fly.*

Students choose one of the animals on the page and write a short paragraph about the animal in their notebooks. Students illustrate their paragraph.

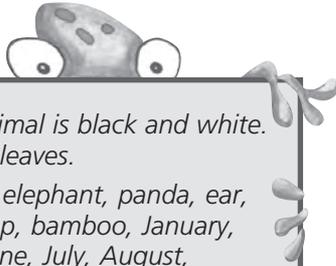
#### Activity Book

Page 68, activity 1.

#### Key

1. False; 2. True; 3. True; 4. False; 5. True; 6. True  
From top to bottom, left to right: ears, joey, pouch, legs, head

## Student's Book Page 69



**Grammar:** Verb *to be*: *This animal is black and white.*  
Present simple: *It eats bamboo leaves.*

**Vocabulary:** *Camel, butterfly, elephant, panda, ear, trunk, grass, plant, desert, hump, bamboo, January, February, March, April, May, June, July, August, September, October, November, December.*

**Materials:** Cutout 1, a month-by-month calendar, a soft ball. *Optional:* 12 pieces of card, hole punch, string.

**Preparation:** *Optional:* On each piece of card, draw a 6 x 7 grid.

Month: \_\_\_\_\_


### Warm-up

#### Vocabulary presentation

Show the calendar to students. Ask *What is it? What do we use calendars for? How many days are there in a week? How many weeks are there in a month? How many months are there in a year?* Students respond. Show the first month of the year and say *January*. Students repeat after you. Write the month on the board. Continue in the same manner with the rest of the months of the year.

### Vocabulary practice

#### 1 Listen and sing the song. 51

Read the song out loud, pausing between months. Students follow along and repeat after you. Play Track 51. Students listen and sing the song.

#### Track 51

##### The months of the year

(See Student's Book page 69, activity 1.)

### Developing reading

#### 2 Read and glue.

Students cut out the animal pictures in Cutout 1. Hold up the *Panda* cutout and say *This is a panda. Show me your panda.* Students hold up their *Panda* cutout. They repeat the word: *Panda*.

Ask questions about the panda: *Is the panda black and white? Is it thin or fat? Has it got four legs? Can it fly? Can it run and play? Does it like bamboo leaves?*

Continue in the same manner with the butterfly, elephant and camel.

Read each text out loud. Students follow along in their books.

Students silently read each text and place the animal cutout in the corresponding place.

Individual students read each text out loud and say which animal it corresponds to.

Students check their answers and glue the cutouts in the corresponding places.

### Optional activity

#### Make a calendar.

Divide the class into 12 teams and distribute one piece of card to each team.

Explain that students are going to make a class calendar for the current year.

Assign each team a month. Students write the month at the top of the paper.

Then students write the days of the week in the boxes in the first row.

Next, help students write in the dates on the calendar.

Students decorate their page of the calendar with illustrations related to the festivities celebrated in the assigned month. For example, for February, they can draw hearts and sweets.

Collect the pages of the calendar and punch two holes at the top of each sheet. Put the calendar together by threading some string through the holes.

Hang the calendar on the classroom wall.

Ask *Whose birthday is in January?*

Students hold up their hand if their birthday is in January.

Mark each student's birthday on the calendar.

Continue in the same manner with the rest of the months.

### Wrap-up

#### Play Month by month.

Students stand in a circle.

Say *January* and throw the ball to a student. He/she says the next month of the year and throws the ball to another student, and so on. If a student lets the ball fall or does not say the correct month of the year, he/she is eliminated and must stand outside the circle.

Then the game starts over again.

Continue until only two students remain in the circle.

These students are the winners.

#### Activity Book

Page 69, activities 1 and 2.

#### Key

1 From left to right: February, March, August, June, November, September, May, January, April, December, July, October; dolphins, August, kangaroos

2 February, May, June, September, December



**Grammar:** Present simple review: *I've got short blonde hair and blue eyes. I don't like basketball.*

**Functional language:** *My name's John. I'm from the USA. I'm ten years old.*

**Vocabulary:** USA, Korea, Nigeria, Brazil, India, Japan, Spain, hair, eye; colours.

**Materials:** World map, 5 index cards. *Optional:* Paper (1 piece per student), envelope (1 per student), a bag.

**Preparation:** *Country labels:* On each index card, write a country: *Japan, Spain, Brazil, India, USA.*  
*Optional: Name slips:* Write each student's name on a slip of paper.

### Warm-up

#### Whose face is it?

##### Poster 6

Attach the *Face* poster cutouts to Poster 6. Attach Poster 6 to the board.

Say *She's got long brown hair and brown eyes.* Then name two students.

The two students stand up and walk to the board. The first student to take the corresponding *Face* poster cutout attaches it to the poster.

Continue in the same manner with the rest of the poster cutouts.

### Developing reading

Ask questions about the first boy in the picture: *Has he got red hair? What colour is his hair? What colour are his eyes? Has he got straight hair? Is he from Canada?* Continue in the same manner with the boy from Nigeria. Ask students to write a description of the Korean girl in their notebooks. Ask individual students to read their descriptions out loud.

#### ① Read and number.

Explain that a pen pal is a person you get to know by frequently writing letters to him or her.

Explain that the children in the pictures are pen pals from different parts of the world.

Attach a world map to the board and show students where the children in their books are from. Point to the USA and ask them if students know which country it is. Say *This is the USA.* Students repeat. Continue with Korea and Nigeria.

Read the texts out loud. Students follow along.

Ask the following questions about the three children: *What's his/her name? Is he/she from Spain? Is he/she from Canada? Where is he/she from? Has he/she got...?*

Then students silently read the text and number the pictures in their books.

Say *Who's number one?* Students say the child's name. Continue in the same manner with the rest of the activity.

### Connecting to students' experiences

Ask students if they have ever had a pen pal or if they have met and corresponded with someone via the Internet. If a student answers yes, ask him/her questions: *What is his/her name? How old is he/she? Where is he/she from?* If nobody in the class has a pen pal, then ask students if they would like to have a pen pal and why.

### Optional activity

#### Write a letter.

Tell students that they are going to write a letter to a pen pal. Distribute paper and envelopes.

Put the *Name slips* (see Preparation) in a bag. Students take turns drawing a slip. Explain the name drawn represents each student's pen pal.

Write the following text on the board:

Dear \_\_\_\_\_

My name's \_\_\_\_\_. I'm from \_\_\_\_\_. I'm \_\_\_\_\_ years old. I've got \_\_\_\_\_ hair and \_\_\_\_\_ eyes.

I like \_\_\_\_\_. I've got \_\_\_\_\_.

Your friend,

Students copy the text onto a piece of paper and complete the letter with their information.

Students put the letter inside the envelope and seal it. Then they write the following on the outside of the envelope:

To \_\_\_\_\_ From \_\_\_\_\_

Students complete the information.

Pick up and deliver the letters.

Students open and read their letters.

### Wrap-up

#### Where in the world is she from?

##### Poster 6

Attach the following *Face* poster cutouts to the poster: the Japanese girl, the Spanish boy, the Brazilian boy, the Indian girl and the American boy.

Attach the *Country labels* (see Preparation) under the corresponding children.

Point to each label and say the country: *Japan.* Students repeat after you.

Point to the Japanese girl and ask *Where's she from?* Students respond *She's from Japan.* Continue in the same manner with the remaining four children.

*Note:* Tell students to bring a small photograph of their face to the next class.

#### ◆ Activity Book

Page 70, activity 1.

#### Key

① Australia; hair; kangaroo; like; have got  
1. She's from Australia. 2. She's nine years old. 3. Yes, she has. 4. No, she hasn't. 5. No, she hasn't. 6. No, she doesn't.

## Student's Book Page 71



**Grammar:** Present simple: *Has he/she got brown hair? Yes, he/she has. No, he/she hasn't.*

**Functional language:** *What's his/her name? Where's he/she from?*

**Vocabulary:** *Mexico, Japan, Nigeria, Korea, USA, passport.*

**Materials:** Cutout 2, world map; individual photographs that students brought in; pictures of flags from Nigeria, Korea, Japan, Mexico, USA.  
*Optional:* 12 strips of paper, a bag.

**Preparation:** *Optional: Sentence strips:* On each strip of paper, write one of the following sentences: *Her name's Tere. She's from Mexico. She has got brown hair. She has got brown eyes. His name's Hiroshi. He's from Japan. He has got black hair. He has got brown eyes. Her name's Julie. She's from the United States of America. She has got red hair. She has got brown eyes.*

### Warm-up

#### Countries around the world

Attach a world map to the board.

Say *Where's the USA?* Ask a volunteer to come up and show you. Continue in the same manner with Nigeria and Korea.

Now point to Japan and say *This is Japan.* Students repeat. Repeat with *Mexico.*

### Grammar practice

#### ① Look and complete.

Tell students that these are passports.

Explain that a passport is a document that shows which country you are from. It helps you travel from country to country.

Tell students to look at the first passport and ask *What's her name? Has she got blue eyes? What colour is her hair? Has she got straight hair or curly hair? Where's she from?* Students respond. Students complete the corresponding passport. Continue in the same manner with Hiroshi Murata and Belén Medina. Three volunteers come to the board and write the answers. The rest of the class checks their answers.

#### Connecting to students' experiences

Ask students if they have ever travelled to a foreign country. For those who answer yes, continue with the following questions: *Where did you go? Did you get a passport before you left? What did you do with your passport when you arrived in the foreign country?* Explain that if you haven't got a passport, you cannot enter another country.

- Point and ask.

Read each question out loud. Students repeat. Divide the class into pairs. Student A points to a passport and asks questions about the child in the passport. Student B answers. Students take turns asking and answering questions. Walk around the class monitoring the activity.

### Craft activity

#### The Printer's Project

Explain that students are all citizens of an imaginary country called Lizardland and they are going to make their own passports.

Students cut out the passport in Cutout 2.

Students glue both sides of the passport together. Students complete their passports with their personal information. Students glue their pictures into their passports.

Read the text in the speech bubble out loud. Ask students to write a small paragraph about themselves. Finally, individual students come to the front of the class and talk about themselves.

### Optional activity

#### Asking the right question

Put the *Sentence strips* (see Preparation) inside a bag. Divide the class into two teams. Explain that a member from each team is going to draw a slip from the bag. He/she takes the strip back to his/her team. The team must ask the corresponding question.

*Sentence strip: His name's Hiroshi.*

Team 1: *What's his name?*

Award one point for every correct question. The team with the most number of points at the end of the game wins.

### Wrap-up

#### Where are you from?

Hold up each flag and name the country the flag belongs to: *Nigeria, Korea, Japan, Mexico, and the USA.* Attach the flags to the board. Assign one of the five countries to each student. Students draw the corresponding flag on a piece of paper. Ask *Where are you from?* Students respond according to their assigned country: *I'm from (Japan).*

#### Answer Key

① *Jessie Thomson:* blue, red, United Kingdom; *Belén Medina:* brown, black, Mexico; *Hiroshi Murata:* brown, black, Japan

#### ◆ Activity Book

Page 71, activity 1.

#### Key

① 1. Julie; 2. Ramu; 3. Ramu; 4. Ramu; 5. Julie; 6. Ramu; 7. Julie  
1. Where is Ramu from? He's from India. 2. Where is Julie from? She's from Scotland. 3. Has Julie got short hair? No, she hasn't. 4. Has Ramu got straight hair? Yes, he has. 5. Has Julie got blue eyes? Yes, she has.



**Phonics focus:** Short and long *i* vowel sound.

**Vocabulary:** *Lip, witch, fish, pig, ship, pink, pie, sky, tie, mice, ice, five, nine, fly, cry.*

**Materials:** Paper (1 piece per student).

### Warm-up

#### Phonics presentation

Copy the following table onto the board:

Short <i>i</i> , as in <i>pink</i>	Long <i>i</i> , as in <i>pie</i>
lips	five
witch	mice
fish	sky
pig	ice
ship	nine

Say *Short i, as in pink. Say pink.* Students repeat. Say each word with the short *i* sound. Students repeat each word.

Continue in the same manner with the long *i* sound. Finally, point to words at random. Students read them out loud.

### Phonics practice

#### 1 Listen, point and repeat. 52

Play Track 52. Students listen and point to the corresponding words.

#### Track 52

Short *i*, as in:

Pink  
Lips  
Witch  
Fish  
Pig  
Ship

Long *i*, as in:

Pie  
Five  
Mice  
Sky  
Ice  
Nine

Play Track 52 again. Pause the CD after each word. Students repeat.

- Read and match.

Students match the words with the short *i* sound with the corresponding circle in the centre. Students continue in the same manner for words with the long *i* sound.

Say *Short i, as in pink.* Individual students say the words with the corresponding sound out loud. The rest of the class checks their answers.

Repeat with the long *i* sound.

### Controlled practice

#### 2 Classify the words.

Explain to students that there are three ways to write the long *i* sound.

On the board, write *-i-e*, *-y* and *-ie*.

Say a word: *Kite*. A volunteer comes to the board and writes the word under the correct heading. The rest of the class checks the spelling.

Continue in the same manner with the rest of the words.

Students complete the activity in their books.

### Optional activity

#### What's the word?

Divide the class into two teams.

Invite a student from each team to go to the board.

Spell a word: *s-k-y*.

Students write the word on the board. The first student to write the word correctly and read it out loud wins a point for his/her team.

The team with the most points at the end of the game wins.

### Wrap-up

#### Same or different?

Students cut a piece of paper in half. They write the word *Same* in large letters on one piece of paper and the word *Different* on the other.

Say *Sky-pie*. Students hold up the *Same* sign if the sounds in both words are the same or the *Different* sign if the sounds are different.

Continue to read other word pairs from the lesson out loud while student hold up the corresponding sign.

*Note:* For the next class, tell students to draw or bring in a picture of their favourite celebrity.

#### Answer Key

1 *Classify:* *-i-e:* kite, five, mice; *-y:* sky, fly, cry; *-ie:* tie, pie

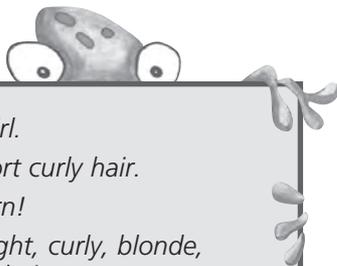
#### Activity Book

Page 72, activities 1 and 2.

#### Key

1 1. kite; 2. five; 3. bike; 4. like; 5. Mice  
From left to right, top to bottom: 5, 3, 1, 4, 2  
2 fish, bike; mice, ship; kite, five

## Student's Book Page 73



**Grammar:** Verb *to be*: *It's a girl.*

Present simple: *She has got short curly hair.*

**Functional language:** *My turn!*

**Vocabulary:** *Short, long, straight, curly, blonde, brown, black, red, green, blue, hair, eye.*

**Materials:** Cutout 3, paper, picture of each student's favourite celebrity (tell students to draw it or bring it in).

### Warm-up

#### Mind maps

Draw two circles on the board. Write the word *Hair* in one of the circles and the word *Eyes* in the other. Students say as many words as they can which relate to hair and eyes.

Individual volunteers go to the board and write the words.

### Craft activity

#### ① Make faces.

Students colour and cut out the faces, hair and eyes in Cutout 3.

Say *Show me long, straight hair.* Students hold up the corresponding cutout. Continue in the same manner with different types of hair and eyes.

Finally, students choose hair and eyes for each of the faces.

- Play *Face dictation.*

Read the text in the speech bubbles out loud. Students follow along and repeat. Explain that the children are playing a game called *Face dictation.*

Divide the class into pairs. Students put all of their cutouts face up on the desk. One student describes a person. The other student listens and using the cutouts, puts together the corresponding face.

Ask a pair of students to demonstrate the game. Students take turns describing different faces to each other. Walk around the class monitoring the activity.

### Controlled practice

#### ② Listen and number. 🎧 53

Say *She's got long, black hair.* Students point to the corresponding picture in their books. Continue in the same manner with the rest of the pictures.

Play Track 53. Students listen and number the picture

#### Track 53

Number 1. He's got green eyes. He's got short blonde hair.  
Number 2. He's got short curly brown hair. He's got blue eyes.  
Number 3. She's got curly black hair. She's got brown eyes.  
Number 4. She's got short brown hair. She's got blue eyes.

Choose a student to describe child number one. The rest of the class checks their answers.

### ♥ Moral and civic education

Talk to students about the importance of respecting people from different races. Tell students to make a drawing that shows how all people are equal and why all people deserve respect.

Individual students come up to the front of the class and explain their drawings.

Encourage students to treat all their peers with respect.

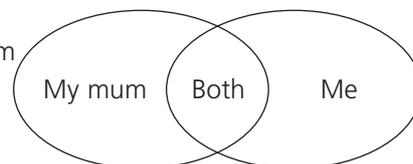
### Optional activity

#### Multiple intelligence:

#### Mathematical intelligence

#### Venn diagrams

Draw a Venn diagram on the board and label the sections.



Students draw two pictures, one of themselves and one of their mum. Students complete the Venn diagram with physical information about themselves and their mum.

Explain that in the middle section where the two circles overlap, students should list the similarities between themselves and their mum.

Invite individual students to come up to the front and talk about their Venn diagram: *My mum has got brown hair. I have got brown hair, too.*

### Wrap-up

#### Describe your favourite celebrity.

Tell students to take out the pictures of their favourite actor, movie star or singer. Distribute paper.

Students copy and complete the following heading on the piece of paper: *This is my favourite...*

Then students glue the picture onto the paper and describe their favourite celebrity:

*His/her name's \_\_\_\_\_. He/she's from \_\_\_\_\_. He/she has got \_\_\_\_\_ hair. He/she has got \_\_\_\_\_ eyes.*

Volunteers come to the front and talk about their favourite celebrity.

#### Answer Key

② From left to right: 4, 1, 3, 2

#### ◆ Activity Book

Page 73, activities 1 and 2.

#### Key

② friend, Has, got, behind

## Student's Book Page 74



**Grammar:** Present simple: *She has got long red hair.*

**Vocabulary:** *Short, long, straight, curly, blonde, black, red, green, brown, blue, hair, eye.*

**Materials:** Cutout 4, paper, coin, tokens. *Optional:* Old fashion magazines.

**Preparation:** *Paper squares:* Cut out paper squares that are the same size as the squares in activity 1 page 74 (11 squares per student).

### Warm-up

#### Describing people

Students look at activity 1 on page 74.

Ask questions about the pictures: *How many children are there? How many have got blue eyes? How many have got blonde hair? How many have got curly hair?*

### Grammar practice

#### ① Play Faces, faces.

Say *Look at face number one.* Ask several questions: *Is it a boy or a girl? Has he got brown eyes? Has he got blonde hair?*

Now say *Look at face number two.* Ask a question with boy or girl. Help students form the correct question: *Is it a boy or girl?* Then elicit the answer: *It's a girl.*

Next, say *Straight hair.* Encourage students to form a question with this expression: *Has she got straight hair?* Ask another student to answer the question. Continue eliciting questions with *Has he/she got...?* for the rest of the faces on the game board.

Divide the class into pairs.

Explain the rules of the game. Student A flips the coin. If the coin lands on heads, he/she moves two squares on the board. If it lands on tails he/she moves one square on the board. Then he/she describes the child in the pictures. Students take turns flipping the coin and describing the children in the pictures. The first student to reach square number 12, wins the game.

#### ② Glue the word cards in the boxes.

Students cut out the word cards in Cutout 4.

Students put the word cards in order to form questions. Then they glue them into their books.

Individual students come to the board and write the questions.

### Optional activity

#### Magazine faces race

Distribute the magazines.

Describe a person: *I'm thinking of a (woman). (She) has got (long) brown hair. (She) has got (green) eyes.*

Students look through their magazines for a picture of a person who fits the description. The first student to find a matching picture stands up and displays it. Help the class to describe the person: *She has got long brown hair and green eyes.*

Repeat the activity with different descriptions.

### Wrap-up

#### Guess who?

Distribute the *Paper squares* (see Preparation). Say the following text out loud. Students listen and use the paper squares to cover the faces that do not have the characteristics that they hear:

*This child has got curly hair.* (Students cover all the children who have got straight hair.)

*This child has got blue eyes.* (Students cover all the children that have got brown or green eyes.)

*This child has got blonde hair.* (Students cover all the children that have got brown, black and red hair.)

*This child has got long hair.* (Students cover all the children who have got short hair.)

*Who is it?*

Students respond: *It's number ten.*

Repeat the activity several times with the other faces.

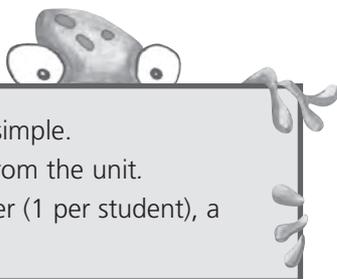
#### ◆ Activity Book

Page 74, activities 1 and 2.

#### Key

① 1. Kelly has got long brown hair. 2. Cindy has got short blonde hair. 3. Tim has got curly red hair. 4. Jim has got straight black hair.

## Student's Book Page 75



**Grammar:** Review of present simple.

**Vocabulary:** Key vocabulary from the unit.

**Materials:** Half a piece of paper (1 per student), a bag.

### Warm-up

**Sing *The months of the year.*** 🎵 51

Elicit the months of the year in order. Write them on the board.

Play Track 51. Students listen and sing the song.

### Review

#### The Printer's Quiz

▶ **LOOK AND WRITE 'S GOT OR HASN'T GOT.**

Say *Nancy*. Call on a volunteer to describe Nancy. Repeat with Paula, Jimmy and Johnny.

Students complete the sentences with *has got* or *hasn't got*. Individual students read the answers out loud.

▶ **READ AND MATCH.**

Ask questions about Nancy, Paula, Jimmy and Johnny: *Has Paula got long hair?* Students respond.

Then students read the questions and match them to the answers.

▶ **COLOUR THE BOXES.**

Read the words out loud one by one. Students say if each word has a short or long *i* sound.

Students colour the boxes red if the word has a short *i* sound and blue if the word has a long *i* sound.

### Optional activity

#### Play *Noughts and Crosses*.

🎲 **Poster 6**

Draw a "Noughts and Crosses" grid on the board. Attach one *Face* poster cutout onto each square. On the empty square, write the word *You*. Divide the class into two teams: X and O.

A student from team X goes to the board and points to a square on the grid. He/she has to make a sentence describing the face in the square: *She's got blonde hair*. If he/she does this correctly, put an X in the space. Repeat with team O.

Continue, alternating teams. The first team to get three Xs or three Os in a row horizontally, vertically or diagonally wins the game.

### Wrap-up

#### Who is it?

Distribute paper. Students write descriptions of themselves on the front and their names on the back.

Students fold their paper in half. Collect the descriptions and put them in a bag.

Each student draws a description from the bag and reads it out loud to the class without letting other students see the name on the back. Students guess whose description it is.

S1: *I'm a boy. I'm eight years old. I've got short brown hair. I've got brown eyes.*

S2: *Is it Felipe?*

### Answer Key

*Write:* 1. 's got; 2. hasn't got; 3. hasn't got; 4. 's got

*Match:* 1. No, he hasn't. 2. Yes, he has. 3. Yes, she has. 4. No, she hasn't.

### Activity Book

Page 75, activities 1 and 2.

### Key

① straight, brown, curly, blonde, black, long, short, red

② 1. No, she isn't. 2. Yes, she is. 3. No, she hasn't. 4. Yes, she has. 5. Yes, she does.

### Grammar module: Have got

In this unit, the present simple form of *have got* is used to express permanent states.

#### Positive

*Have got* is irregular. Its third person singular form is *has*:  
*I have got green eyes. He has got red hair.*

#### Negative

To form the negative, we add *not*.

*I haven't got brown hair.*  
*She hasn't got blue eyes.*

#### Question form

To form the question, we put *have* before the subject followed by *got*:

*Have you got brown hair?* Yes, I have./No, I haven't.

*Has he got long hair?* Yes, he has./No, he hasn't.

#### Positive

*I have got red hair.*  
*You have got red hair.*  
*He has got red hair.*  
*She has got red hair.*  
*It has got red hair.*  
*We have got red hair.*  
*You have got red hair.*  
*They have got red hair.*

#### Negative

*I haven't got red hair.*  
*You haven't got red hair.*  
*He hasn't got red hair.*  
*She hasn't got red hair.*  
*It hasn't got red hair.*  
*We haven't got red hair.*  
*You haven't got red hair.*  
*They haven't got red hair.*

#### Question form

*Have I got red hair?*  
*Have you got red hair?*  
*Has he got red hair?*  
*Has she got red hair?*  
*Has it got red hair?*  
*Have we got red hair?*  
*Have you got red hair?*  
*Have they got red hair?*

#### Short answers

*Yes, I have./No, I haven't.*  
*Yes, you have./No, you haven't.*  
*Yes, he has./No, he hasn't.*  
*Yes, she has./No, she hasn't.*  
*Yes, it has./No, it hasn't.*  
*Yes, we have./No, we haven't.*  
*Yes, you have./No, you haven't.*  
*Yes, they have./No, they haven't.*



**Art: Silly faces**

**Materials:** Paper plates (1 per student), paint, magazines, glue, scraps of wool or crepe paper, index cards (1 per student).

**Directions:**

Tell students to paint their paper plates. Then they cut out facial features from the magazines and glue them onto their plates.

Next, show students how to attach strips of wool or crepe paper to their plates to represent hair.

Finally, students choose a name for their face and write the name on an index card.

Display students' work around the classroom.

*Language links:* Divide the class into pairs. Students take turns describing one of the faces on the wall while their partner tries to guess which one it is:

S1: *She's got (long) (blue) hair and (brown) eyes.*

S2: *Is it Natasha?*

S1: *Yes!*

**Project: Funny hats and glasses bulletin board**

**Materials:** White and coloured card, coloured chalk, crepe paper, glitter, glue, paper and paper scraps, cellophane paper.

**Preparation:** For each student: Cut out a square of white card, (15cm x 15cm).

**Directions:**

Distribute the white card, squares and chalk.

Students draw a portrait of themselves and add crepe paper for hair.

Distribute coloured card.

Students draw and cut out a hat and glue it onto their portraits.

Show them how to decorate their hats with glitter and paper scraps.

Tell students to write their names on their hats.

Next, distribute paper. Students draw a pair of sunglasses. Show them how to cut out their glasses, including two spaces in the centre for the "lenses."

Then students decorate the frames of the sunglasses with glitter.

Help them cutout "lenses" from cellophane and glue them onto their frames.

Finally, students glue their sunglasses onto their portraits.

Display portraits on a bulletin board.

*Language links:* Ask questions about the portraits: *Has (Juan) got black hair? Is his hat big or small? What colour is his hat? Has he got brown eyes?*

Every day at the start of the lesson, choose a different portrait and ask questions about it.





Vocabulary	Grammar
<p><b>Parts of the body:</b> arm, elbow, feet, foot, hair, hand, head, hip, knee, leg, nose, shoulder, teeth, toe</p> <p><b>Adjectives:</b> fat, fit, healthy, left, right, strong, unhealthy</p> <p><b>Verbs:</b> brush, climb, dive, do exercise/homework, drink, eat breakfast/dinner/lunch, get up, go skateboarding, go to school/bed, play, ride, run, sit, stand, stay up, swim, have a bath, touch, turn off, wash, watch television (TV)</p> <p><b>Review of numbers:</b> 1–12</p> <p><b>Other words:</b> sweets, sofa, couch potato, doctor, early, fruit, junk food, late, potato chip, fizzy drink, strong, tummy, vegetable</p>	<p><b>Imperatives:</b> Touch your toes. Don't eat junk food.</p> <p><b>Present simple:</b> I get up at seven o'clock. Does Harry watch too much TV? I want to watch television. I don't want to play. Harry wants to ride his bike. Do you eat fruit every day? Yes, I do./No, I don't. What time do you go to bed? I go to bed at nine o'clock.</p> <p><b>Can/can't:</b> Can you stand on your head? Yes, I can./No, I can't. I can swim in the sea.</p>
<p><b>Functional language:</b> Let's: Let's ride our bikes. It isn't good for you. Telling time: What time is it? It's eight o'clock.</p>	<p><b>Multiple intelligence:</b> Kinesthetic intelligence (page 102)</p>

### Teaching tip

#### Music (Part 3)

For language teachers, songs have all the qualities of rhymes but they are even more effective in developing the child's ear. Music helps students develop a sense of rhythm, which in turn helps them in other areas, such as reading.

#### Songs

Following are some strategies for teaching a song:

- Play the entire song so that students can hear it in full. Ask them if they liked it.
- Teach the chorus of the song first. Then they can listen to the verses, which are more difficult, and sing the chorus. This makes them more attentive since they have to listen carefully to know when they have to join in.
- Sing a line and ask the students to sing the line back to you. When they have more or less learned the line, add the next one and then repeat from the beginning. Continue like this until they have learned the entire song.
- Remember to use mimes to reinforce the meaning whenever possible.

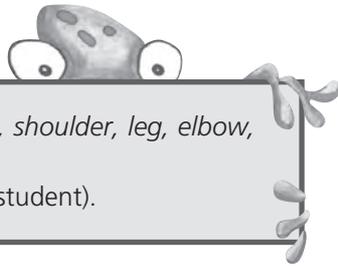
- Record the students while they are singing so that they make a special effort. They will be delighted to listen to themselves afterwards.

If children have problems hearing the rhythm, try the following step-by-step strategy:

- Clap each stressed syllable while saying the phrase.
- Then students clap the phrase while you say and clap it.
- Finally students clap and say the phrase with you.

Remember that in English, the most important words in a sentence are stressed. For that reason, native English speakers seem to "sing" when they are speaking.

## Student's Book Page 76



**Vocabulary:** *Head, knee, foot, shoulder, leg, elbow, hand, arm, hip, left, right.*

**Materials:** Paper (1 piece per student).

### Warm-up

#### Vocabulary review

Draw an eye on the board. Say *eye*. Students repeat. Ask a volunteer to come to the board and draw the other eye.

Other volunteers draw other features on the face. Review the following words: *nose, mouth, ears* and *hair*.

### Vocabulary presentation

Students stand up. Touch your knee and say *knee*. Students imitate your action and repeat the word. Follow the same procedure with *foot, shoulder, leg, elbow, head, hand, arm* and *hip*.

#### ① Listen, point and repeat. 🎧 54

Play Track 54. Students listen and point to the corresponding parts of the photograph in their books.

#### Track 54

Head  
Shoulder  
Arm  
Elbow  
Hand  
Hip  
Leg  
Knee  
Foot

- Label the parts of the body.

Students label the parts of the body with words from the box.

Draw a simple picture of a girl on the board.

Volunteers label the body parts in the picture. The rest of the class checks their answers.

### Optional activity

#### Moving partners

Divide the class into pairs.

Students give instructions for their partners to follow: *Touch your nose.*

Then students change roles and play again.

#### ② Listen and sing the song. 🎧 55

Students stand up.

Stand in front of the class facing the board.

Say *Move your left foot* and act out the action.

Students imitate your action and repeat the words *left foot*.

Repeat the procedure several times, with *left hand*,

*right foot* and *right hand*.

Play Track 55. Students listen and follow along in their books.

#### Track 55

#### Hokey Cokey

(See Student's Book page 76, activity 2.)

- Sing about the other parts of the body.

Play track 55. Students listen and sing about the other parts of the body.

*Following verses:*

...left hand...

...right foot...

...left foot...

...right hip...

...left hip...

...your whole self...

Play Track 55 again. Students act out the song.

### Multiple intelligence: Kinesthetic intelligence

Students stand up.

Give students instructions to help them develop their sense of left/right body coordination:

*Touch your left eye with your right hand.*

*Touch your nose with your left hand.*

*Touch your right knee with your left arm.*

*Touch your left elbow with your right knee.*

### Wrap-up

#### Collective pictures

Students sit in a circle. Make sure each student has a pencil, a notebook, and a book or a hard surface to write on.

Give each student a piece of paper.

Tell them to follow your instructions carefully. After each instruction, they must pass the paper to the person next to them and take the paper being passed to them.

Give the following instructions one by one: *Draw a circle. Draw an eye. Draw another eye. Draw an ear. Draw another ear. Draw a nose. Draw a mouth.*

Continue to give instructions until the pictures have completed a full circle.

Students hold up their drawings and compare them.

#### Answer Key

① 1. T; 2. T; 3. F; 4. F; 5. T; 6. T

#### ◆ Activity Book

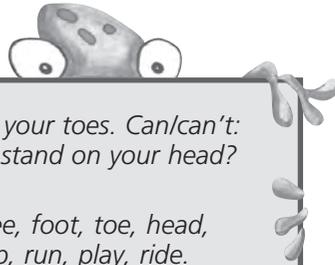
Page 76, activities 1 and 2.

#### Key

① shoulder, knee, arm, head, hips, hand, leg, elbow, foot

② *From top to bottom, left to right:* ear, nose, hair, eye, mouth

## Student's Book Page 77



**Grammar:** Imperatives: *Touch your toes. Can/can't: I can swim in the sea. Can you stand on your head? Yes, I can./No, I can't.*

**Vocabulary:** *Elbow, nose, knee, foot, toe, head, hand, stand, touch, climb, jump, run, play, ride.*

**Materials:** Magazines, paper (2 pieces per student).

### Warm-up

#### Body poster

Divide the class into pairs. Distribute the magazines and paper.

Students cut out a picture of a person from their magazines and glue it onto a piece of paper. Show students how to cut out small labels from a piece of paper. They write the following words on separate labels: *head, knee, foot, shoulder, leg, elbow, hand, arm* and *hip*.

Students glue the labels onto the corresponding places on their magazine cutouts.

Display the posters around the classroom.

### Controlled practice

#### ① Read and match.

Students stand up.

Name different body parts for students to repeat and touch the corresponding part of the body.

Ask different volunteers to read the speech bubbles in activity 1 out loud.

Students match the speech bubbles with the corresponding pictures.

### Optional activity

#### Can you do it?

Divide the class into groups.

One student in each group reads the speech bubbles in activity 1 out loud. The rest of the group does the actions.

#### ② Ask and complete.

Read the questions out loud.

Students answer the questions about themselves by marking the first column on the chart.

Divide the class into pairs.

Students ask their partners the questions and mark the second column on the chart.

Go over the results with the class: *(Ann), can you climb a tree? Can (Pablo) stand on his head?*

#### ③ Listen and number the song. 56

Play Track 56. Students listen and number the verses in their books.

#### Track 56

##### **I am healthy**

I can ride a bike.

I can climb a tree.

I can run. I can play.

I can do exercise every day!

I can jump up and down.

I can swim in the sea.

I am healthy. Look at me!

I'm as strong as I can be.

### Wrap-up

#### Play a memory game.

Invite a student to the front. The student makes a statement with *I can* and demonstrates the action: *I can jump*.

Then he/she invites another student to the front who repeats his/her sentence and mimes the action. Then the second student adds an *I can* sentence of his/her own and mimes the action.

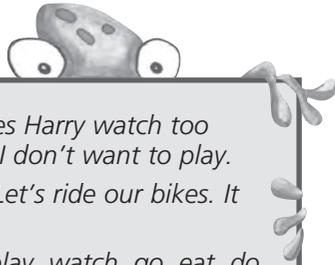
The second student then invites a third student to the front, who repeats the first two students' sentences, mimes them and adds another sentence and mime of his/her own, and so on.

#### ◆ Activity Book

*From left to right: 1, 2, 3, 4*

#### Key

① 1. can; 2. can; 3. can't; 4. can't; 5. can; 6. can



**Grammar:** Present simple: *Does Harry watch too much TV? I want to watch TV. I don't want to play.*

**Functional language:** *Let's: Let's ride our bikes. It isn't good for you.*

**Vocabulary:** *Ride a bike, sit, play, watch, go, eat, do exercise, turn off, go skateboarding, television (TV), sofa, junk food, crisps, tummy, couch potato, healthy, fat, fit, strong, disgusting.*

### Warm-up

#### After school activities

On the board, write *After school*. Elicit the types of activities students do in the afternoon and make a list on the board: *watch TV, eat, do homework, play football, draw pictures, go to the park*, etc. Make sure you include *skateboarding* and *riding a bike*. Volunteers come to the board and circle the activities that are good for you. Other volunteers come to the board and cross out the activities that are bad for you.

### Developing reading

**Story:** *Harry the couch potato* 🎧 57

Write the following phrases on the board:

1. a picnic
2. monkey
3. TV
4. monster
5. food
6. two boys
7. skateboarding
8. toy shop

Students write the numbers 1 to 8 in their notebooks. Then they look at the pictures on pages 78 and 79 of their Student's Books.

Students write *Yes* or *No* next to each number according to whether they think that element will appear in the story.

Play Track 57. Students listen and follow the story.

#### Track 57

##### *Harry the couch potato*

(See Student's Book pages 78 and 79.)

Ask comprehension questions about each picture in the story:

*Look at the first picture. Is Harry happy? Where is he sitting? What is Hugh wearing on his head? (Teach the word helmet.) Does Harry want to ride his bike? Does Harry watch a lot of TV? Does he like doing exercise? What does Harry eat? Does Harry want to play? Does Harry change? Does he start doing exercise?*

### Connecting to students' experiences

Ask students questions to help them relate the story to their own experiences: *Do you like doing exercise? Do you watch a lot of TV? How many hours of TV do you watch every day? Do you eat a lot of junk food? How do you feel when you watch too much TV and eat too much junk food?*

### Controlled practice

#### ① Read the story and circle *Yes* or *No*.

Read the questions out loud.

Students complete the activity individually.

Go over the answers orally with the whole class.

### Optional activity

On the board, write *Does Harry...? Does Hugh...?* Students write three more questions about the story. Divide the class into pairs. Students exchange and answer their partners' questions.

### Wrap-up

#### Vocabulary practice

Write the following words from the story on the board: *bike, sofa, television, skateboard, crisps, junk food*.

Students write the words in their notebooks and draw pictures to illustrate their meanings.

#### Answer Key

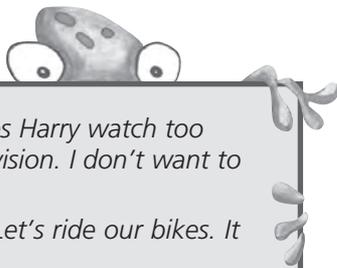
- ① 1. Yes. 2. No. 3. Yes. 4. No.

#### ◆ Activity Book

Page 78, activities 1 and 2.

#### Key

- ① 1. television; 2. sofa; 3. bike; 4. junk food  
 ② wants to ride his bike: ✓, ✗; wants to watch TV: ✗, ✓;  
 wants to eat crisps: ✗, ✓; wants to go skateboarding: ✓, ✗



**Grammar:** Present simple: *Does Harry watch too much TV? I want to watch television. I don't want to play.*

**Functional language:** *Let's: Let's ride our bikes. It isn't good for you.*

**Vocabulary:** *Ride a bike, sit, play, watch, go, eat, do exercise, turn off, go skateboarding, television (TV), sofa, junk food, crisps, tummy, couch potato, healthy, fat, fit, strong, disgusting.*

**Materials:** Large strips of paper (30cm x 12cm), card.

**Preparation:** *Story strips:* Write the following sentences from the story on separate strips of paper: *Let's ride our bikes. I don't want to ride my bike. You sit and sit all day. Too much television isn't good for you! Sitting around, that's all you do. Go away, I want to watch television. You watch TV all day. Turn off the TV, and take the junk food away. Start to do exercise every day. Before you know it, you'll be fit and strong.*

### Warm-up

#### Story review

Ask students if they remember the story *Harry the couch potato*.

Write the following statements on the board:

*The story is about two girls.*

*Harry watches a lot of TV.*

*Harry eats a lot of fruit and vegetables.*

*Harry eats a lot of junk food.*

*Harry wants to change.*

Students write the sentences in their notebooks and write *True* or *False* next to each statement.

### Developing reading

**Story:** *Harry the couch potato* 🎧 57

Play Track 57. Students follow the story.

#### Track 57

**Harry the couch potato**

(See Student's Book page 78 and 79.)

Play track 57 again. Pause the CD after each sentence.

Students repeat.

Volunteers read the story out loud.

#### 1 Read the story and circle the correct options.

Students individually read the sentences and circle the correct options.

Check answers around the class.

#### Dramatising the story

Divide the class into pairs. Distribute card and coloured markers.

On the board, write the following words: *bike, helmet, fizzy drinks, crisps, TV, skateboard, cereal box.*

Students make props for acting out the story, using the ideas on the board.

Give pairs time to rehearse their roles. Invite pairs to the front to act out the story as you play Track 57.

#### Sentence halves

Display the *Story strips* (see Preparation). Read them out loud with the class.

Cut each *Story strip* in half (make sure there are at least three words on the first half) and attach them to one side of the board. Attach the other halves of the strips randomly to the other side of the board.

Read the first half of each strip out loud with the class.

Students match the strips to make sentences.

Finally, students copy the complete sentences into their notebooks.

#### Optional activity

##### Listen and draw.

Give students instructions for drawing the characters from the story in different locations doing different things: *Draw Harry in the park. He's riding his bike. He's wearing a helmet. He's happy.* Students draw in their notebooks.

### Wrap-up

#### Make up a different story.

Write parts of the dialogue from the story *Harry the couch potato* on the board, leaving blanks for some of the objects or actions: *Come on, Harry. Let's \_\_\_\_\_.* Students name other objects or actions to complete the sentences: *Let's (go swimming in the lake).*

The class reads the new dialogue out loud.

#### Answer Key

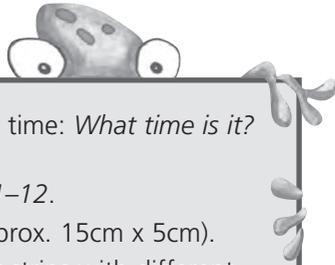
1. watch TV; 2. go skateboarding; 3. Harry; 4. Harry

#### Activity Book

Page 79, activities 1 and 2.

#### Key

1. From top to bottom: 2, 1, 5, 3, 4, 6



**Functional language:** Telling time: *What time is it? It's eight o'clock.*

**Vocabulary:** *Clock*; numbers 1–12.

**Materials:** 12 paper strips (approx. 15cm x 5cm).

**Preparation:** *Clocks:* 12 paper strips with different times written on them: 8:00, 12:00, 3:00, etc.

### Warm-up

#### Listen and draw.

Review numbers 1 to 12 by giving students directions for drawing different numbers of items:

*Draw eleven eyes.*

*Draw two televisions.*

*Draw six feet.*

*Draw five trees.*

Students draw the pictures quickly in their notebooks. Then students compare their pictures.

### Functional language presentation

#### Telling the time

Draw a digital clock on the board showing 8:00. Say *It's eight o'clock*. Students repeat after you.

Repeat with other times: *twelve o'clock*, *six o'clock*, *eleven o'clock*, etc.

### Controlled practice

#### 1 Listen and repeat. 58

Play Track 58. Students listen and follow along in their books.

#### Track 58

What time is it?

It's eight o'clock.

Write the numbers 1 to 12 in words on the board. Point to a word at random and say *It's (five) o'clock*.

Write 7:00 on the board. Students practise the dialogue in pairs, using the time given on the board. Repeat with different times.

Finally, ask pairs to say the dialogue out loud.

#### 2 Listen and sing the song. 59

Play Track 59. Students listen and follow along in their books.

#### Track 59

#### What time is it, Mr Clock?

(See Student's Book page 80, activity 2.)

Lead the class in singing the song. Repeat with other times.

#### 3 Point and ask.

Divide the class into pairs. Students take turns asking each other what time it is on the clocks.

### Free practice

Divide the class into pairs. Partners sit back to back. Each student writes five different times in his/her notebook. Students ask each other what the time is and draw

the corresponding clocks.

S1: *What's the time?*

S2: *It's five o'clock.*

S1 draws a digital clock showing five o'clock.

When pairs have finished dictating their times and drawing the clocks, they turn around and check their answers.

### Optional activity

#### What time is it, Mr Clock?

Students stand in a horizontal line facing you. Each student should have a piece of paper and a pencil.

Tell students to write a time, on the hour. Turn your back. The class asks you *What time is it, Mr Clock?*

Say a time: *It's five o'clock.*

The students whose clocks have the matching time take one step forward.

Repeat the procedure until a student can touch you.

That student becomes *Mr Clock* and takes your place. Play again.

### Wrap-up

#### TPR time

Display the *Clocks* (see Preparation) one at a time. Students say the time, first chorally and then individually.

Attach the *Clocks* to a wall, as far apart as possible and not too high up.

Ten students stand against the opposite wall in the classroom.

Say a time. Students run to the wall and touch the corresponding clock.

Repeat the procedure several times.

#### Activity Book

Page 80, activities 1–3.

#### Key

2 From top to bottom: 3:00, 8:00, 6:00, 2:00

## Student's Book Page 81



**Grammar:** Present simple: *I get up at seven o'clock.*

**Vocabulary:** *Get up, go, do, take, eat, school, homework, bath, dinner, bed; numbers 1–12.*

**Materials:** Slips of paper (1 per student), ball, paper (3 pieces per student), stapler.

**Preparation:** *Action cards:* Pictures or magazine cutouts of people doing the following activities: *getting up, going to school, eating dinner, having a bath, doing homework, going to bed.*

### Warm-up

#### Grammar presentation

Each student writes a time on a slip of paper. Display the *Action cards* (see Preparation). Point to one and make a corresponding sentence: *I get up at (6:00) o'clock.*

Students repeat after you, first chorally and then individually.

The students with the corresponding time (6:00) come to the board and attach their slip of paper next to the picture.

Repeat with the remaining pictures.

### Controlled practice

#### ① Match and complete.

Say *I get up*. Students point to the corresponding picture in their books.

Repeat with *I go to bed, I have a bath, I eat dinner, I do my homework* and *I go to school*.

Students match the sentences with the corresponding pictures.

Then they complete the sentences.

### Optional activity

#### Miming game

Divide the class into two teams: A and B.

Give students on team B one minute to study the pictures in activity 1. Then students on team B close their books. A student from team A mimes an activity and a time from activity 1. The rest of team B decides together what the activity and the time are and says *I (eat dinner) at (6:00) o'clock*.

Continue, alternating teams.

#### Game: *What time?*

Toss a ball to a student and ask *What time does he (go to bed)?* Encourage the student to look at the pictures in activity 1 and respond *He (goes to bed) at (9:00) o'clock*.

That student then tosses the ball to another student and asks about another activity.

Continue until all students have had a turn.

#### ② Follow and complete the clocks.

Ask individual students about their daily routine: *What time do you (get up)?*

Repeat with the remaining actions in activity 2 (*do your homework, watch TV, go to bed*).

Students follow the mazes and write in the times according to their own routine.

- Look and say.

Divide the class into pairs. Students describe their routine to each other according to their answers in activity 2.

### Wrap-up

#### Daily routine books

Distribute paper.

Show students how to fold their pieces of paper in half to make a six-page booklet. Help students staple their booklets along the centre fold.

Students draw one picture about their daily routine on each page of their booklet.

Then they write a sentence below each picture: *I (get up) at (7:00) o'clock*.

#### Answer Key

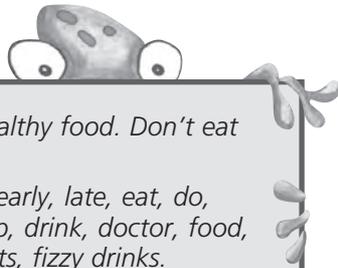
- ① 2. eight; 3. four; 4. five; 5. six; 6. nine

#### ◆ Activity Book

Page 81, activities 1 and 2.

#### Key

- ① get up; have a bath; eat dinner; go to school
- ② eat lunch, do my homework, have a bath, go to bed



**Grammar:** Imperatives: *Eat healthy food. Don't eat junk food.*

**Vocabulary:** *Strong, healthy, early, late, eat, do, go, brush, wash, watch, stay up, drink, doctor, food, exercise, teeth, hand, TV, sweets, fizzy drinks.*

**Materials:** Paper (1 piece per student).

**Warm-up**

**Healthy and unhealthy habits**

**Poster 7**

Display Poster 7.

Explain the headings using gestures and facial expressions: *Healthy habits are things that you do that are good for you. Unhealthy habits are things that you do that are bad for you.*

Display the poster cutouts one at a time and lead students in naming the actions: *eat healthy food, do exercise, get up early, brush your teeth, wash your hands, watch TV, stay up late, eat junk food, drink fizzy drinks, eat sweets.*

Attach the poster cutouts to the board, around the poster.

Choose a student to come to the board and take a poster cutout. Ask him/her *Is that a healthy habit or an unhealthy habit?*

The student attaches the poster cutout to the corresponding side of the poster.

Repeat with different students and the remaining poster cutouts.

**Controlled practice**

**1 Listen and number.** 60

Point to the photo of the doctor and ask *Who is he?* Describe the photos of the girl at random: *She's brushing her teeth. She's sleeping.*

Students point to the corresponding photos.

Play Track 60. Students listen and follow along in their books.

**Track 60**

Hello. My name is Steve. I'm a doctor. To grow strong and healthy, follow my advice.

1. Eat healthy food.
2. Do a lot of exercise.
3. Go to bed early.
4. Brush your teeth.
5. Wash your hands.
6. Don't eat junk food.
7. Don't watch a lot of TV.
8. Don't stay up late.
9. Don't eat a lot of sweets.
10. Don't drink a lot of lemonade.

Play Track 60 again. Students number the pictures.

**Controlled practice**

Students stand up.

Say *Drink a lot of fizzy drinks.* Students should add *Don't* to the phrase and shout out (*Don't*) *drink a lot of fizzy drinks!* as they mime "no" with their hands.

Say *Eat healthy food.* Students shout out *Eat healthy food!* as they mime "yes" with their hands.

Repeat with the remaining activities.

**2 Read and match.**

Name the objects.

Students point to the corresponding pictures.

Then students match the phrases with the pictures.

Volunteers write the complete sentences on the board.

**Health education**

Students make two lists: one of their favourite junk foods and the other of their favourite healthy foods. Ask them which type of food they eat more of. Then talk about the importance of eating less junk food and eating more healthy food.

**Optional activity**

**Play Stop, go!**

When you say *Go*, students stand up and walk around the room.

When you say *Stop*, they must stop and stand completely still. If anyone moves, he/she is out. Repeat the game several times.

**Wrap-up**

**Class booklet**

Distribute paper. Students draw one of the actions from activity 1. Then they write a sentence below their picture, for example: *Don't eat junk food.*

Staple students' pictures together to make a class booklet. Display the booklet page by page and read it out loud with the class.

**Answer Key**

1 From left to right: 4, 5, 3, 1, 2, 9, 6, 8, 10, 7

2 I brush my teeth with a *toothbrush*. I brush my hair with a *brush*. I wash my hands with *soap*.

**Activity Book**

Page 82, activities 1 and 2.

**Key**

1 Do: exercise; brush; wash. Don't: watch, late, sweets

2 1. Eat healthy food. 2. Don't eat junk food. 3. Go to bed early. 4. Don't drink a lot of cola.

## Student's Book Page 83



**Grammar:** Present simple: *Do you eat fruit every day? Yes, I do. No, I don't.*

**Vocabulary:** *Eat, go (to bed), do, drink, brush, fruit, exercise, vegetable, fizzy drinks, junk food, teeth, early, late, bed.*

**Materials:** Cutout 1, music CD, magazines, paper.

### Warm-up

#### Pass it on!

#### Poster 7

Students stand in a circle.

Distribute the Poster cutouts.

Play some music. As the music plays, students pass the cutouts around the circle.

Stop the music. The students holding cutouts describe them to the class: *Eat fruit and vegetables. Don't stay up late.*

### Controlled practice

#### ① Read and tick (✓).

Ask individual students the questions in the questionnaire. Students answer orally.

T: *Do you eat fruit every day?*

S1: *Yes, I do.*

Students answer the questions in their books individually.

Go over the results with the class.

### Optional activity

#### Game: *What's missing?*

Attach the poster cutouts to the board. Make sure they are visible to all students.

Tell students to close their eyes. Remove one of the cutouts. Say *What's missing?* The student who correctly guesses the missing cutout takes your place and removes the next cutout. Repeat the procedure several times. Model the language for students if necessary.

### Craft Activity

#### The Printer's Project

Read the instructions with the class.

Students cut out the graph in Cutout 1.

Elicit the questions that students have to ask for each column on the graph: *Do you do a lot of exercise? Do you watch a lot of TV?*

Students repeat chorally and then individually.

Students stand up with their graphs and a pencil and walk around the class. Explain that they must interview nine different students and ask each of the students all of the questions. When a student answers a question affirmatively, they fill in a square in the corresponding

column. If a student answers negatively, then they do not fill in a square.

When students have interviewed a total of nine students, they sit down. Then they complete the sentences at the bottom of the graph.

Ask different volunteers to report their results to the class.

As a class, decide if students in general have healthy habits or not.

### ♥ Health education

Discuss with students why it is important to have a healthy lifestyle. Help them see that healthy habits will help them be stronger and have more energy.

### Wrap-up

#### Healthy habits collage

Divide the class into pairs or small groups.

Distribute magazines and paper.

Students look through the magazines and cut out all the pictures that reflect healthy habits.

Explain that a collage is a type of picture where different cutouts overlap.

Students place their magazine cutouts on the paper so that there are almost no white spaces showing.

Then they glue the pictures into place.

Display the collages around the classroom.

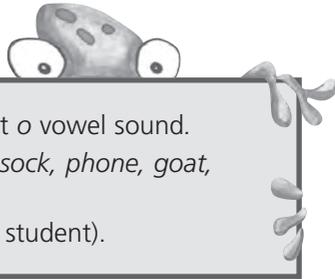
### ◆ Activity Book

Page 83, activities 1 and 2.

#### Key

① *Healthy habits:* 1. I do a lot of exercise. 2. I brush my teeth. 3. I wash my hands. 4. I go to bed early. *Unhealthy habits:* I eat a lot of junk food. 2. I watch a lot of TV. 3. I drink a lot of lemonade. 4. I eat a lot of sweets.

② 1. eat; 2. do; 3. go; 4. drink; 5. stay; 6. watch



**Phonics focus:** Long and short o vowel sound.

**Vocabulary:** Boat, dog, note, sock, phone, goat, home, rope, frog, soap, coat.

**Materials:** Paper (2 pieces per student).

### Warm-up

#### Challenge

Invite two students to the front of the class and challenge them to do something, for example: *Can you jump 50 times?*

Students try to perform the challenge.

Repeat with different students and challenges: *Can you touch your toes 25 times? Can you stand on your hands? Can you sing the first verse of the "Hokey Cokey"?* (See Student's Book page 76, activity 2.)

### Phonics presentation

#### 1 Listen, point and repeat. 61

Play Track 61. Students listen and point to the corresponding words in their books.

#### Track 61

Short o, as in:

Dog

Sock

Frog

Long o, as in:

Boat

Note

Phone

Goat

Home

Rope

Soap

Play Track 61 again, pausing the CD after each word.

Students repeat chorally, and then individually.

Divide the class into pairs. Students practise reading the words out loud to each other. Walk around the room, correcting their pronunciation of the short and long o vowel sounds.

- Look and colour.

Students look again at each word in activity 1 and decide whether it has a short or long o sound. Then they colour in the corresponding circle under the word. Check answers around the class.

#### Missing vowels

On the board, write the words from activity 1 without the vowels. Make a small line to represent where each vowel should be: *b \_ \_ t, d \_ \_ g*, etc.

Students write the complete words in their notebooks.

Help students see that when the letter o appears by itself in a word, it has usually got the short vowel sound, and when it is accompanied by an e or an a, it has usually got the long sound.

### Phonics practice

#### 2 Classify the words.

Read the words out loud. Students sort the words according to their spelling and write them in the corresponding column of the table. Ask different volunteers to reproduce the table on the board. The rest of the class checks their answers.

### Optional activity

#### Illustrate the words

Students choose their favourite six words from this page. They write the words in their notebooks and trace over the vowels with a red pencil. Then they draw pictures to illustrate the meaning of each of the words.

### Wrap-up

#### Make anagrams.

Students think of a word from the page.

Distribute paper. Students count the number of letters in their word and divide the paper into the corresponding number of sections.

Students write a letter of the word in each section and cut the letters out.

Students illustrate their word on a separate piece of paper.

Divide the class into groups of four.

Students lay out their anagrams on one side of the table and their pictures on the other.

Each student takes turns choosing one of the pictures, finding and solving the corresponding anagram.

### Activity Book

Page 84, activities 1 and 2.

#### Key

- 1. soap; 2. rope, coat; 3. boat, home; 4. nose, note
- 2. Long o: note, nose; short o: clock, dog, sock

## Student's Book Page 85



**Grammar:** Present simple: *What time do you go to bed? I go to bed at nine o'clock.*

**Vocabulary:** *Get up, have a bath, go to school, go to bed, eat dinner, do homework.*

**Materials:** Cutout 2.

### Warm-up

#### My routine

Divide the class into pairs.

Students sit back to back. They take turns telling their partners a sentence about their daily routine: *I go to bed at nine o'clock.*

Their partner draws a picture and a clock to represent the sentence. Then students compare pictures.

### Controlled practice

#### ① Make a game.

Students cut out the cards in Cutout 2.

Read the instructions out loud. Students follow along in their books.

Divide the class into pairs. Students put their cutouts together and place them face down on the table.

They take turns turning over two cards. If they get a picture and a clock, they say the corresponding sentence: *I get up at seven o'clock.* (Note: This is not a match. The correct combination is *I get up at eight o'clock.*) If the sentence is correct, they keep the cards. If not, they put the cards back.

If they get two clocks or two pictures, they put the cards back.

Demonstrate the game with two students first.

### Optional activity

Write the following scrambled sentences on the board:

*time / What / bed? / I go / you / do / to  
bath / o'clock / eight / a / I / have / at  
school / I / go / at / o'clock / to / seven  
dinner? / eat / do / you / time / What*

Students unscramble the sentences and questions and write them in their notebooks.

Then students write two more sentences or questions in scrambled order.

Divide the class into pairs. Partners exchange papers and unscramble each other's work.

#### ② Look, ask and write.

Ask a volunteer to come to the front of the class. Ask him/her *What time do you (get up)?* He/she answers.

Encourage the rest of the class to ask the volunteer similar questions about his/her daily routine.

Divide the class into pairs.

Students ask their partners questions and complete the clocks accordingly.

### Critical thinking: Obligation or fun?

Write the following activities on the board:

*eat dinner  
do the Hokey Cokey  
do your homework  
go to bed  
climb a tree  
touch your toes  
have a bath  
eat junk food  
go skateboarding  
watch TV  
go to school  
stand on your head  
get up*

Explain that some of these activities are obligations and some of them we do just for fun. Make sure students understand these two concepts.

Divide the class into pairs and get them to decide which activities are obligations and which are just for fun.

Go over the answers with the whole class, encouraging students to give reasons for their answers.

### ◆ Activity Book

Page 85, activity 1.

#### Key

- ① 2. go to school; 3. eat lunch; 4. do your homework;  
5. have a bath; 6. go to bed  
2. go to school, 3. eat lunch, 4. do my homework,  
5. have a bath, 6. go to bed



**Grammar:** Present simple: *What time do you get up? I get up at eight o'clock.*

*Can/can't: Can you climb a tree? Yes, I can./ No, I can't.*

**Vocabulary:** *Eat, brush, get up, climb, swim, stand, do exercise, have, go, touch, dive, tree, dinner, hair, hand, teeth, bath, bed, nose, feet.*

**Materials:** Cutout 3, game counters, coins. *Optional:* Paper (2 pieces per student).

### Warm-up

#### Listen carefully!

Students stand up.

Stand in front of the class. Say *Touch your head* as you touch your nose.

Students should follow your instructions, touching their heads and not their noses.

Repeat several times, each time giving an instruction and carrying out a different action: *Touch your eyes. Touch your ears. Touch your toes.*

### Controlled practice

#### ① Play *Tell me about yourself.*

Point to each of the illustrations and elicit the expressions. Assist students with new vocabulary (for example, the verb *dive*). Students complete the game board by writing in the times they do the different activities illustrated, or circling *can* or *can't* according to their abilities.

Divide the class into pairs.

Distribute game counters and coins.

On the board, write the following:

*Heads = 1 space*

*Tails = 2 spaces*

Students place their counters on *Start*. They take turns flipping a coin and advancing along the board. They should say the sentence for the space they land on.

If the sentence is correct, they remain on the space.

If not, they go back to *Start*.

The first student in each pair to reach *Finish* wins the game.

### Optional activity

#### Write about yourself.

On the board, write two true sentences about yourself with *I can...* and *I can't...*

Give two pieces of paper to each student.

Students write and illustrate one sentence with *I can...* on one piece of paper and another sentence with *I can't...* on the other.

Divide the board in half. Write *I can...* on one side of the board and *I can't...* on the other side.

Students come up and attach their pictures to the corresponding side of the board and say the sentences about themselves.

#### ② Glue the word cards in the boxes.

Students cut out the words in Cutout 3.

Students place the words in the boxes to form the questions for the corresponding answers.

Go over the answers on the board.

Students then glue the words in place.

### Wrap-up

#### Unit review

Divide the class into two teams.

Call out different instructions for finding things in the unit:

*Find a girl brushing her teeth. (page 82)*

*Find the words "right foot". (page 76)*

*Find the words "tick, tock". (page 80)*

*Find a frog. (page 84)*

*Find a pair of scissors. (page 85)*

*Find the word "vegetables". (page 83)*

The first student to find each thing wins a point for his/her team.

The team with the most points at the end of the game wins.

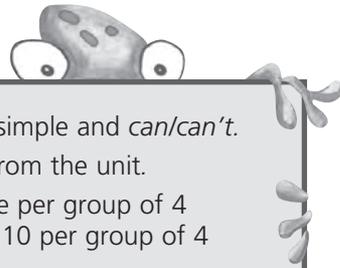
#### ◆ Activity Book

Page 86, activities 1 and 2.

#### Key

② 1. Can you stand on your head? 2. Can you run very fast? 3. Can you ride a bike? 4. Can you swim? 5. Can you climb a tree?

## Student's Book Page 87



**Grammar:** Review of present simple and *can/can't*.

**Vocabulary:** Key vocabulary from the unit.

**Materials:** Paper (1 large piece per group of 4 students), index cards (approx. 10 per group of 4 students), paper.

### Warm-up

#### Cartoon character: Body parts review

Divide the class into groups of four. Give each group a large piece of paper. Students draw and colour a cartoon character with a funny-shaped body. Then they write the body parts on index cards and label the parts of their character's body. Groups write their character's name under the picture. On a separate piece of paper, they write a description of it. Invite each group to the front to introduce their character and read their description out loud. Display the students' work around the classroom.

### Review

#### The Printer's Quiz

##### ▶ LOOK AND NUMBER.

Read the words in the box out loud. Students repeat. Students number the parts of the body in the photo. Say a number and ask a volunteer to say the corresponding body part. Repeat with all the parts of the body. Students check their answers.

##### ▶ CIRCLE THE CORRECT OPTIONS ABOUT YOURSELF.

Students circle the correct options to make true sentences about themselves according to the photos. Check answers around the class.

##### ▶ LOOK AND COMPLETE THE SENTENCES.

Students complete the sentences with the verbs from the box and the corresponding times. Two volunteers read the sentences out loud. The rest of the class checks their answers.

### Optional activity

#### Complete the body.

Draw two ovals on the board to represent two torsos. Write A in one torso and B in the other. Write the following on the board: 1 = a leg, 2 = an arm, 3 = a head, 4 = a foot, 5 = a hand, 6 = hair. Divide the class into two teams: A and B. Volunteers from each team take turns to come up to the front of the class and roll a dice. Depending on the number they roll, they can add that body part to their drawing. If they roll a number twice (for example, if they roll a three but they have already drawn a head), they cannot draw. The team that completes the body first wins.

### Wrap-up

#### Grade the unit and your work.

Quickly review unit 7 with the class, reminding students of the work they have done in the unit. Tell students to think about whether they enjoyed the unit and how well they think they did. Students draw two stars in their notebooks: one to show how much they liked the unit and another to show how well they think they worked. For example, students draw two big stars if they really enjoyed the unit and think they worked very well; two medium-sized stars if they liked the unit and think they worked well, and two small stars if they thought the unit and their work was just OK. If they liked the unit but thought their work was just OK, they draw one big star and one small star, etc.

#### Answer Key

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

Complete: 1. get up, seven o'clock; 2. have a bath, five o'clock

#### ◆ Activity Book

Page 87, activities 1 and 2.

#### Key

① elbow, head, knee, hip, hand, leg

### Grammar module: Present simple

In this unit, the present simple is used to talk about daily routines.

In the first person, the verb is used in its simple form:

*I get up at seven o'clock.*

*I brush my hair with a brush.*

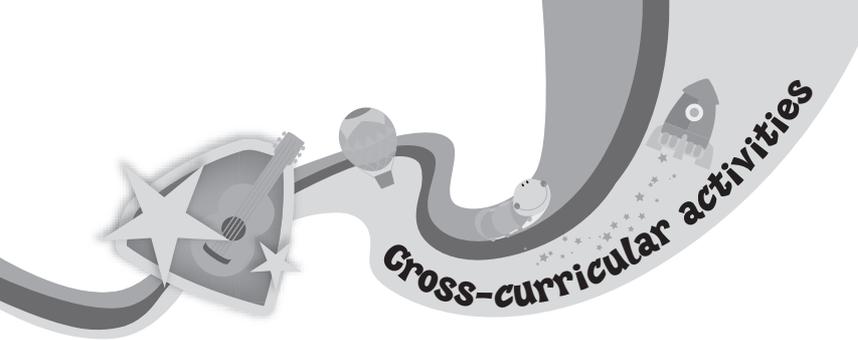
Questions in the first person are formed with the auxiliary *do*:

*Do you go to bed at nine o'clock?*

*What time do you get up?*

Short answers in first person are also formed with the auxiliary *do*:

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



**\*+ Maths: What can you do in a minute?**

**Materials:** Stopwatch or a watch with a minute hand.

**Directions:**

Display the watch. Explain to the class that they are going to calculate how long they think a minute is. Tell students to raise their hands when they think one minute has passed. Say *Start!* Time the minute and tell the class when it is up.

Call a student to the front of the class. Ask him/her to guess how many times the class can count to 20 in one minute. Explain that a minute has 60 seconds. Write the student's estimate on the board. The class counts to twenty out loud. Time students and put a tally mark on the board each time they count to twenty. Compare with the student's prediction.

Follow the same procedure with the alphabet, days of the week and months of the year.

**✎ Language arts: I take care of my body.**

**Materials:** Toothbrush, comb, brush, toothpaste, soap, shampoo.

**Directions:**

Display the items and name each one. Students repeat after you.

Help students talk about how we use these items to keep ourselves healthy: *I brush my teeth with a toothbrush and toothpaste. I comb my hair in the morning.*

Copy the rhyme *I take care of my body* on the board. Read the rhyme out loud with the class. Then lead students in acting it out.

***I take care of my body***

*Before I go to school each day,  
Three things I do with care,  
I eat my breakfast,  
I brush my teeth,  
I always comb my hair.*

Change the first line to *Before I go to bed each night*, then rub out the underlined sentences. Students take turns filling in the blanks with other daily activities that they do at night. Tell them to write the rhyme in their notebooks and complete it with their own sentences. Individual students read their rhymes out loud.

**✎ Art: Household chore pictures**

**Materials:** Card, paper.

**Directions:**

Students draw and colour a picture of themselves doing an everyday household chore. Then they draw a speech bubble on a piece of paper and cut it out.

Students write a sentence in the speech bubble to correspond with their picture: *I make my bed.* Collect students' work. Display the pictures around the room and redistribute the speech bubbles. Each student attaches the speech bubble he/she receives to the corresponding picture.

Finally, students go up one by one and stand next to their own picture. Lead the class in asking: *What do you do every day?* S1: *I (make my bed) every day.*

**Project: My day scroll**

**Materials:** Toilet paper rolls (2 per student, with no toilet paper), paper (2 pieces per student), tape.

**Preparation:** For each student: Cut pieces of paper in half, lengthways.

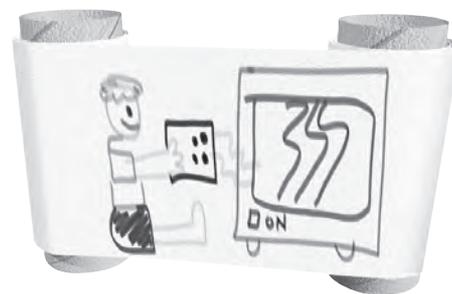
**Directions:**

Help each student tape his/her paper strips together to make one long strip.

Students place their long strip horizontally on their desk and divide it into six sections. Then they draw and colour a different daily routine activity in each section. Finally, students tape each end of their strip to a toilet paper roll.

Show students how to roll the strip around one of the tubes until just one picture shows.

Students describe the activities on their strip as they scroll through the pictures: *I have a bath at eight o'clock.*





Vocabulary	Grammar
<p><b>Feelings:</b> angry, bored, excited, happy, hungry, sad, scared, thirsty, tired</p> <p><b>Family members:</b> aunt, baby, brother, cousin, father, grandfather, grandmother, mother, sister, uncle</p> <p><b>Places:</b> beach, fair, fun park, lake, cinema, park, playground, pool, school, zoo</p> <p><b>Fair words:</b> animal show, band, bumper car, candyfloss, big wheel, food, game, horse show, hot dog stand, ice cream stand, prize, ride (noun), throwing game, roller coaster, show</p> <p><b>Verbs:</b> catch, drink, eat, fish, hit, play, put, ride, rollerblade, run, sit, skip, swim, throw, try, walk</p> <p><b>Other words:</b> can, fish, lemonade</p>	<p><b>Verb to be:</b> He's angry. Is Father happy? No, he isn't. Who is he? Who is thirsty? Anna. Where is he? He's at the fair.</p> <p><b>Present continuous:</b> John is throwing a ball. What's he doing? He's eating.</p> <p><b>There is/there are:</b> There is a big wheel. There isn't a roller coaster. There aren't any prizes. Is there a band? Yes, there is. Are there any prizes? No, there aren't.</p>
<p><b>Functional language:</b> How do you feel?</p>	<p><b>Multiple intelligence:</b> Intrapersonal intelligence (page 116)</p>

### Teaching tip

#### Drama (Part 4)

If you use mime and gestures in your classes to illustrate meaning, you have already begun to use drama in a very basic way.

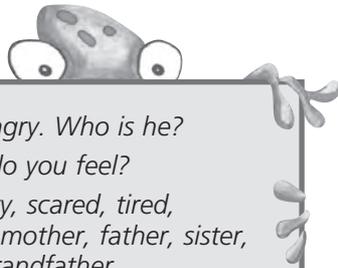
Drama is valuable in language teaching for the following reasons:

- When students are pretending to be someone else, especially if they are wearing a costume or a mask, they will often lose their inhibitions and speak more freely.
- Acting stimulates a students' imagination.
- Acting in a play means that students must learn a few lines by memory. Even if they have very few lines to say, students have to repeat the lines often, so the particular words and structures become assimilated.
- Saying their lines gives students a chance to use natural English interactively in a context that is different from the classroom.
- Putting on a play for an audience gives students a sense of purpose that will stimulate them to make a special effort to learn.

- Putting on a play is fun and helps students learn to work together cooperatively.
- Acting in a play boosts students' self-esteem and can help shy students gain self-confidence.

Use short poems or sequences as an introduction to more formal drama activities. To teach poems or sequences to the whole class, first use mime or gestures to clarify meaning. Then divide the class into two groups and give each group a section. Later, call on a pair or small group of students to perform it on their own.

## Student's Book Page 88



**Grammar:** Verb *to be*: *He's angry. Who is he?*

**Functional language:** *How do you feel?*

**Vocabulary:** *Happy, sad, angry, scared, tired, excited, thirsty, hungry, bored, mother, father, sister, brother, baby, grandmother, grandfather.*

**Materials:** *Optional:* Paper plates (1 per student), lolly sticks (1 per student), tape.

### Warm-up

#### Vocabulary presentation

##### Poster 8

Attach the *Family* poster cutouts to the board. Point to father and say *He's angry* and make an angry face. Invite students to repeat after you and make an angry face, too. Write the word *angry* on the board. Continue in the same manner with the following feelings: *happy, sad, scared, excited, thirsty, hungry, bored.*

Point to a word on the board (*angry*). Students read it out loud. A volunteer comes to the board and matches the word with the corresponding cutout. Repeat with the rest of the words.

### Vocabulary practice

#### 1 Listen, point and repeat. 62

Ask questions about the family members: *Number one. Who is she? Is she happy or sad?* Students respond. Play Track 62. Students listen and point to the corresponding pictures.

#### Track 62

Number 1. This is my sister. She's happy.  
Number 2. This is the baby. He's sad.  
Number 3. This is my father. He's angry.  
Number 4. This is my brother. He's scared.  
Number 5. These are our grandmother and grandfather. They're tired.  
Number 6. This is my mother. She's excited.  
Number 7. My sister is thirsty.  
Number 8. My father is hungry.  
Number 9. My brother and my sister are bored.

Play Track 62 again. Pause the CD after each sentence. Students repeat.

- Trace the words.

Say *She's happy. Who is she?* Students respond *Sister*. Students trace the word *happy* in their books. Continue in the same manner with the rest of the pictures.

- Play *The memory game*.

Explain to students that they are going to play a memory game. Read the dialogue out loud and students repeat. Tell them to close their books and demonstrate how to play:

T: *She's excited. Who is she?*

Students guess the family member.

Divide the class into pairs. Students take turns asking and guessing.

#### 2 Listen and sing the song. 63

Play Track 63. Students listen and point to the corresponding feelings in their books as they hear them.

#### Track 63

##### How do you feel?

(See Students' Book page 63, activity 2.)

Following verses:

*I'm so sad, as sad as can be...*

*I'm so angry, as angry as can be...*

*I'm so scared, as scared as can be...*

*I'm so tired, as tired as can be...*

*I'm so excited, as excited as can be...*

*I'm so thirsty, as thirsty as can be...*

*I'm so hungry, as hungry as can be...*

*I'm so bored, as bored as can be...*

Read the song lyrics out loud. Students repeat.

Play Track 63 again. Students sing along with the track, and make corresponding faces.

### Optional activity

#### Multiple intelligence:

#### Intrapersonal intelligence

#### Paper plate faces

Distribute the paper plates and lolly sticks.

Each student draws a face that corresponds to the way he/she is feeling at that moment.

Students attach a lolly stick to the back of their paper plate with tape.

Ask individual students about their feelings. Students hold their masks in front of their faces and respond:

T: *How do you feel?*

S1: *I'm (tired).*

### Wrap-up

#### Song: *How do you feel?* 63

Divide the class into nine groups.

Assign each group a feeling.

Play Track 63. Each group sings its part as the students all make the corresponding face or gestures for their feeling.

#### Activity Book

Page 88, activity 1.

#### Key

1. angry; 2. scared; 3. tired; 4. hungry; 5. happy; 6. bored; 7. excited; 8. sad

1. angry; 2. scared; 3. tired; 4. hungry; 5. happy; 6. bored; 7. excited; 8. sad

1. Mother; 2. He's grandfather. 3. He's brother. 4. They're brother and sister.

## Student's Book Page 89



**Grammar:** Verb *to be*, questions: *Is father happy? No, he isn't. He's angry.*

**Vocabulary:** *Happy, sad, angry, scared, tired, excited, thirsty, hungry, bored, mother, father, sister, brother, baby, grandmother, grandfather, uncle, aunt, cousin.*

**Materials:** Cutout 1.

### Warm-up

#### Vocabulary presentation



#### Poster 8

Attach the *Family* poster cutouts to the board. Point to the grandmother and ask *Who is she?* Students respond *She's grandmother.* Write the word *Grandmother* under the cutout.

Continue in the same manner with *grandfather, mother, father, sister, brother, aunt, uncle* and *cousins*.

### Vocabulary practice

#### ① Read and glue.

Students cut out the cards in Cutout 1.

Spell a feeling out loud: *h-a-p-p-y*.

The student who raises his/her hand first gets to say the word out loud and then holds up the corresponding cutout.

Repeat with the rest of the feeling words.

### Optional activity

#### Play Concentration!

Divide students into pairs.

Students shuffle both sets of cards (from Cutout 1) and place them face down on a table.

Students take turns turning two cards over. Students talk about how the different family members feel:

S1: (Turns a card over.) *She's happy.* (Turns another card over.) *He's hungry. Your turn!*

S2: (Turns a card over.) *He's hungry.* (Turns another card over.) *He's hungry! Your turn!*

If the cards match, students keep the cards. If not, they turn the cards over again. The student with the most pairs of cards at the end of the game wins.

### Grammar practice

#### ② Choose and draw.

Explain that students are going to choose one feeling for each family member and draw the expression on his/her face.

Allow a couple of minutes for students to do this.

Say *How does grandmother feel?* Ask a student to say a sentence about his/her drawing.

Continue in the same manner with other family members and other students.



### Poster 8

Attach the *Family* poster cutouts to the board.

Allow students to look at them for a couple of minutes and then take them down.

Ask questions about the family members' feelings.

Individual students answer.

T: *Is grandmother sad?*

S1: *No, she isn't. She's happy.*

Elicit questions from students. Students who ask the questions choose who answers them.

T: (*Ernesto*) *ask a question with mother and hungry.*

S1: (*Ana*) *is mother hungry?*

S2: *Yes, she is.*

#### • Play *Guess the feeling*.

Divide the class into pairs. Tell students they are going to play *Guess the feeling*.

Each student looks at activity 2 in his/her book without his/her classmate seeing it.

Students take turns guessing about their classmate's family members' feelings. Students have three opportunities to guess each one.

Students get one point for every correct guess.

Invite a pair of students to the front of the class and demonstrate how to play the game.

The student in each pair with the most number of points at the end of the game wins.

### Wrap-up

#### Feelings dictation

Dictate the following feeling words: *hungry, thirsty, happy, bored, excited, angry, scared, sad, tired.*

Students write the words in their notebooks.

Individual students then come to the board and write the words.

Students check their answers.



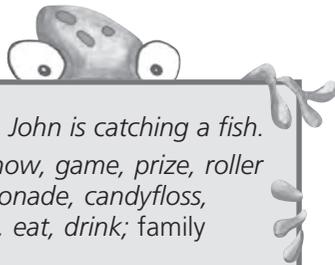
#### Activity Book

Page 89, activities 1 and 2.

#### Key

① happy, sad, bored, excited, hungry, thirsty, tired, angry, scared

② *From top to bottom:* scared, hungry, happy, tired, angry; 1. she, happy; 2. he isn't, angry; 3. they, tired; 4. they aren't, They're scared. 5. he isn't, hungry.



**Grammar:** Present continuous: *John is catching a fish.*

**Vocabulary:** Fun park, ride, show, game, prize, roller coaster, can, fish, hot dog, lemonade, candyfloss, home, sit, try, throw, hit, catch, eat, drink; family members; feelings.

**Materials:** *Optional:* Paper (1 piece per student), 20 fizzy drink cans, 2 small balls.

### Warm-up

#### Play Simon says, "Put on a happy face!"

Say *Put on a happy face* as you smile. Students do the same action.

Continue saying feelings and miming them. Students copy your actions.

Play *Simon says*.

Give orders using the phrase *Simon says* before the majority of them.

Tell students to ignore the orders that are not preceded by the phrase *Simon says*: *Simon says, "Put on an angry face."* *Simon says, "Put on a sad face."* *Simon says, "Put on a bored face."*

Students who follow instructions that are not preceded by *Simon says*, sit down.

Continue until there is only one student left standing.

### Developing reading

#### Story: *Super-duper fun park* 64

Students look at the pictures in their books and name things they can see: *grandfather, grandmother, hot dog, chair, table, ball, teddy bear, etc.*

Help students with unknown vocabulary and write the words on the board: *roller coaster, amusement park, cans, candyfloss and lemonade.*

Ask volunteers to come to the board and draw a picture for each word.

Play Track 64. Students follow the story in their books.

#### Track 64

##### *Super-duper fun park*

(See Student's Book pages 90 and 91.)

Ask comprehension questions about the story:

*Are mother and father going to the fun park? Do the children like the fun park? Are there any rides? Are there any shows? Are there any prizes? Does Mike like the roller coaster? What is grandfather doing? What is Anna doing? What is John doing? What is Mike doing? What is Anne drinking? What is John eating? What is Mike eating? Do the children want to go home?*

### Critical thinking

Ask questions to develop students' critical thinking skills: *Why are grandmother and grandfather tired? Why aren't the children tired? What happens in an amusement park after it closes?*

### Optional activity

#### Play Ball toss.

Distribute paper.

Each student draws a prize on his/her piece of paper. Attach the prizes to the wall.

Now make two pyramids with the fizzy drink cans: four cans on the bottom, three on the next row, two on the third row and one on top.

Divide the class into two teams. Students on each team line up about one metre away from the cans.

Students take turns throwing the ball at the cans and trying to make all the cans fall down. The students who succeed in making all the cans fall get to pick a prize.

*Note:* The student who throws the ball must pick up the cans and reconstruct the pyramid for the next student in line.

### Controlled practice

#### 1 Read the story and circle *True* or *False*.

Students silently read the sentences and circle the correct options.

Read the first sentence out loud. Students call out the answer.

Continue with the rest of the sentences.

### Wrap-up

#### Happy or sad?

Name a place, for example: cinema.

Students express how this place makes them feel: happy, excited, bored, etc.

Repeat with different places: chemist, hospital, bank, museum, park, toy shop, supermarket and restaurant.

#### Answer Key

1. False. 2. False. 3. True. 4. False.

#### Activity Book

Page 90, activity 1.

#### Key

2. Baby Mike is sitting on a bench with grandmother. 3. Grandfather is throwing a ring. 4. John is eating a hot dog. 5. Grandmother and grandfather are tired.

## Student's Book Page 91



**Grammar:** *Who* questions: *Who is thirsty?*

**Vocabulary:** *Fun park, ride, show, game, prize, roller coaster, can, fish, hot dog, lemonade, candyfloss, home, sit, try, throw, hit, catch, eat, drink;* family members; feelings.

**Materials:** Paper (1 piece per student). *Optional:* Paper (1 piece per student).

### Warm-up

#### Remember and draw.

Distribute paper.

Students draw a picture about the story.

Students show their picture to the rest of the class and make a sentence about it: *This is John and Anna. They like the roller coaster.*

### Developing reading

#### Story: *Super-duper fun park* 64

Ask questions to help students remember the story: *Are grandmother and grandfather taking the children to Super-duper fun park? Does Mike like the roller coaster? Who likes the roller coaster? Who is eating a hot dog? Who is eating candyfloss? Who is drinking lemonade? Who wants to go home: John, Anna, Mike, grandfather or grandmother?*  
Play Track 64. Students listen and follow the story in their books.

#### Track 64

##### *Super-duper fun park*

(See Student's Book pages 90 and 91.)

Play Track 64 again. Pause the CD after each sentence. Students repeat.

Volunteers read the story out loud for the rest of the class.

Divide the class into groups of five.

Assign each student in each group one section of the story. He/she then reads the assigned section out loud to his/her group.

Walk around the class monitoring the activity.

Help students with difficult words.

### Connecting to students' experiences

Write the word *amusement park* on the board. Explain that we can also use the phrase *amusement park* to refer to a fun park. Ask questions to help students relate the story to their own experiences: *Have you ever been to an amusement park? What is it called? Did you like it? Why or why not? What was your favourite ride? What was your least favourite ride? Did you eat anything while you were there? Who took you there?*

### Grammar presentation

#### ① Read the story and match.

Read question number one out loud: *Who is thirsty? Anna? John? Grandmother? Grandfather? Who?* Students answer *Anna*. Students match the question with the correct answer in their book.

Continue in the same manner with the rest of the activity.

### Optional activity

#### Make a story map.

Copy the following story map onto the board:

Who?	What is the problem?
Where?	How does it end?

Explain that a story map will help students remember the important parts of the story.

Ask *Who are the most important characters?*

Encourage students to answer.

Ask a volunteer to write the answer on the board under the word *Who?*

Then, ask *Where does the story take place?* Ask a different student to write the answer under the word *Where?*

Repeat with *What is the problem?* and *How does it end?*

Distribute paper.

Students copy the story map onto their paper and make drawings for each answer.

### Wrap-up

#### Who is thirsty?

Ask *Who is thirsty?* Students who are thirsty stand up. Continue in the same manner with the following questions: *Who is hungry? Who is sad? Who is happy? Who is bored? Who is excited? Who is tired? Who is angry?*

#### Answer Key

① 1. Anna. 2. Anna and John. 3. John. 4. Grandmother and grandfather.

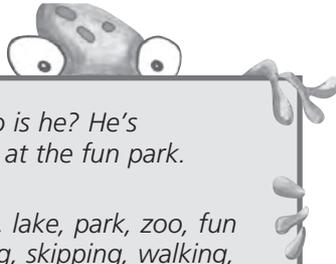
#### ◆ Activity Book

Page 91, activities 1 and 2.

#### Key

① 1. are excited; 2. is hungry; 3. thirsty; 4. are tired  
② 2. Sister. 3. Brother. 4. Baby. 5. Grandmother.

## Student's Book Page 92



**Grammar:** *Wh* questions: *Who is he? He's grandfather. Where is he? He's at the fun park. What's he doing? He's eating.*

**Vocabulary:** *Pool, playground, lake, park, zoo, fun park, swimming, playing, fishing, skipping, walking, eating, fun, sun; family members.*

**Materials:** Music CD, CD player, paper (1 piece per student). *Optional:* Paper.

### Warm-up

#### Stop!

Say *Everybody's swimming* and play some music. Students stand up and mime the corresponding action. Stop the music and say *Stop!* Students stand completely still. Any student who moves after the music stops must sit down. Continue in the same manner with the following actions: *playing ball, fishing, skipping, walking, eating.*

### Grammar practice

#### 1 Listen and number the pictures. 65

Students close their books. Play Track 65. Tell students to listen and write the family members they hear in their notebooks. Check answers around the class. Students open their books and read the chant out loud. Play Track 65 again. Students listen and follow along in their book.

#### Track 65

##### Fun in the sun

(See Student's Book page 92, activity 1.)

Students silently read the chant and number the pictures in their books.

Ask questions to check answers:

T: *Number one. Who is she?*

Ss: *Mother.*

T: *Where is she? Is she at the park? Is she in the pool?*

Ss: *She's in the pool.*

T: *What's she doing?*

Ss: *She's swimming.*

Continue asking questions about the rest of the family members in the activity.

- Listen and chant.

Read the chant out loud. Students repeat after you.

Play Track 65. Students chant along with the track.

Distribute paper.

Divide the class into six groups.

Assign each group a family member. Students draw the assigned family member on their piece of paper.

Play Track 65. Each group sings its assigned part as they hold up their pictures.

- Play *Roll and ask.*

Read the text out loud. Students follow along in their books.

Divide the class into two teams. One team reads the questions out loud and the other team reads the answers.

Divide the class into pairs.

Explain that students should look at the pictures in activity 1 for two minutes and then close their books.

Students take turns asking questions about the pictures. Walk around the class monitoring the activity.

### Optional activity

#### Guess whose drawing it is.

Distribute paper.

Write the following on the board:

*Places: pool, playground, lake, park, zoo, fun park*

*Actions: swimming, running, jumping, sleeping, fishing, skipping, drinking, walking, eating, playing, riding a bike, reading, writing*

Each student chooses a place and an action.

Then he/she draws a picture of himself/herself in the place doing the activity on the paper.

Attach all the drawings to the board and number them.

Ask questions about the drawings

T: *(Miguel), look at picture number 15. Who is she?*

S1: *She's (Belen).*

T: *Where is she? Etc.*

Continue in the same manner until all students have participated.

### Wrap-up

#### Deduce the rule.

Write on the board:

*Who? for actions*

*Where? for people*

*What...doing? for places*

Divide the class into pairs.

Pairs look and try to deduce the rule for the use of the *Wh* question words.

Different pairs give their answers.

Volunteers come to the board and match the columns.

Students copy the columns into their notebooks and match them.

#### Answer Key

④ *From left to right: 5, 3, 4, 1, 2, 6*

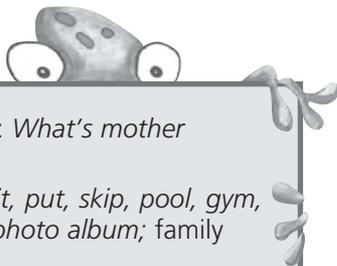
#### Activity Book

Page 92, activities 1 and 2.

#### Key

④ *From top to bottom: He's father. He's fishing. He's at the lake. She's sister. She's eating. She's at the park.*

## Student's Book Page 93



**Grammar:** Present continuous: *What's mother doing? She's hitting a ball.*

**Vocabulary:** *Run, swim, sit, hit, put, skip, pool, gym, hat, park, race, bench, photo, photo album; family members.*

**Materials:** Cutout 2, hole punch, butterfly clip (1 per student). *Optional:* Magazines, paper (1 piece per student).

**Preparation:** *Number labels:* Make labels with the numbers 1–6.

### Warm-up

#### Air writing

Write the word *mother* letter by letter in the air. Students say each letter out loud. When you have finished writing the word, students say it. Continue in the same manner with other family member words. Divide the class into pairs. Students play the game in pairs.

### Grammar practice

#### 1 Listen and point. 66

Say *This is Kate's photo album. Who can you see?* Students name the family members. Play Track 66. Students listen and point to the corresponding pictures.

#### Track 66

This is my photo album. These are photos of my family.  
My father is swimming in the pool.  
My mother is hitting a ball in the gym.  
My brother is putting on a hat.  
I'm skipping in the park.  
We're running in a race.  
My grandfather and grandmother are sitting on a bench.

Ask questions about the pictures: *What's father doing? What's mother doing? What's brother doing? What's Kate doing? What are grandfather and grandmother doing?*

- Read and circle the correct options. Students silently read the text and circle the correct options. Volunteers read the sentences out loud. Students check their answers. Tell students to carefully look at the spelling of these verbs. Ask them what they all have in common. (All of the verbs have double consonants.)

- Play *Spin and colour*.

Students cut out the spinner and the arrow in Cutout 2. Help students punch a hole through the spinner and the arrow. Attach the arrow to the spinner with a butterfly clip.

Explain the game. Divide the class into pairs. Each student takes turns spinning the arrow. Then he/she must ask a question about what the corresponding family member is doing in the photo in the photo album in activity 1.

For every correct answer, students colour the corresponding verb in the squares in their books. The first student to colour all the squares in his/her book wins the game.

Walk around the class monitoring the activity.

### Optional activity

#### Magazine verb collage

Distribute the magazines and paper. Tell students to cut out letters of different colours and sizes from the magazines.

Students glue letters onto their piece of paper to form the infinitive and "ing" forms of several verbs from this unit.



### Wrap-up

#### What are they doing?



#### Poster 8

Display Poster 8. Below the characters on the poster, attach the *Number labels* (see Preparation). Label the following characters: *mother, father, grandmother, grandfather, sister and brother.*

Divide the class into pairs. One student says a number and the other describes what that character is doing.



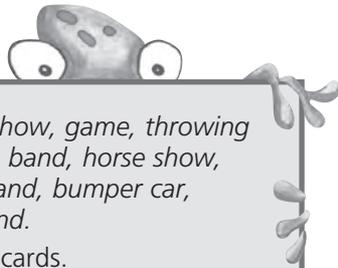
#### Activity Book

Page 93, activity 1.

#### Key

1. From left to right: hitting, skipping, swimming, sitting, putting on  
1. swimming; 2. sitting; 3. hitting; 4. skipping; 5. putting on  
1. He's hitting a ball. 2. She's skipping. 3. He's putting on a hat. 4. They're swimming. 5. They're sitting on a bench.

## Student's Book Page 94



**Vocabulary:** *Fair, ride, food, show, game, throwing game, animal show, big wheel, band, horse show, roller coaster, prize, hot dog stand, bumper car, candyfloss stand, ice cream stand.*

**Materials:** *Optional: 22 index cards.*

**Preparation:** *Optional: Word cards: Make two sets of word cards. On each card write one of the following words: throwing game, animal show, big wheel, band, horse show, roller coaster, prizes, hot dog stand, bumper cars, candyfloss stand, ice cream stand.*

### Warm-up

#### Look and remember

##### Poster 8

Let students look at Poster 8 for three minutes and then put it away.

Students write as many words as they can remember from the poster in their notebooks: *horse, chicks, pigs, goat, etc.*

In pairs, students compare their lists.

### Vocabulary presentation

##### Poster 8

Display Poster 8.

Ask students *Where are they? Are they at the zoo? Are they at the lake? They are at the fair.*

Explain to students that a *fair* is an exhibition of products (usually farm products and handicrafts) and that there are competitions that award prizes for the biggest and best animals and products. In fairs, there are also rides, food, shows and games.

On the board, write the following categories: *Rides / Food / Shows / Games.*

Now point to the roller coaster and ask *What's this? It's a roller coaster.* Students repeat. Write the word *roller coaster* under *Rides.*

Continue in the same manner with the rest of the vocabulary: *Rides: bumper cars and big wheel; Food: hot dog stand, ice cream stand, candyfloss stand; Shows: band, horse show, animal show; Games: throwing game, prizes.*

#### 1 Listen, point and repeat. 67

Play Track 67. Students listen and point to the corresponding pictures.

#### Track 67

Fairs are a lot of fun!

There are animal competitions, rides, games, food and shows. Are there any fairs in your country?

Number 1. It's the big wheel.

Number 2. It's the roller coaster.

Number 3. They're the bumper cars.

Number 4. It's the ice cream stand.

Number 5. It's the hot dog stand.

Number 6. It's the candyfloss stand.

Number 7. It's the band.

Number 8. It's the horse show.

Number 9. It's the animal show.

Number 10. It's the dart game.

Number 11. These are the prizes.

Number 12. It's a throwing game.

### Controlled practice

#### 2 Read and number.

Ask a volunteer to read the text out loud. Help him/her with difficult words.

Read each word out loud. Students repeat after you.

Students number the words in their books.

Ask *What's number one?* Students respond *It's the big wheel.*

Continue in the same manner with the rest of the pictures. Students check their answers.

### Optional activity

#### Poster 8

##### Game: Find the label!

Attach Poster 8 to the board.

Put the *Word cards* (see Preparation) face up in random order on your desk.

Divide the class into two teams.

Point to a ride, food stand, show or game on the poster and name a student from each team.

These two students walk to your desk and look for the corresponding *Word card* to label the picture on the poster. They take the *Word card* and attach it to the poster.

The first student to do this correctly wins a point for his/her team.

The team with the most points at the end of the game wins.

### Wrap-up

#### Stand up if you like...

Ask questions about students' favourite rides, foods, shows and games at the fair: *Do you like the big wheel?* Students who like the big wheel stand up and respond: *Yes, I do.*

Students explain why.

#### Activity Book

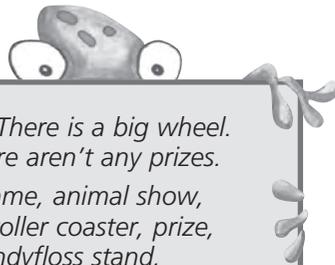
Page 94, activity 1.

#### Key

 *From left to right:* roller coaster, band, horse show, big wheel, big candyfloss stand, bumper cars, hot dog stand

1. There is; 2. There aren't; 3. There is; 4. There isn't;

5. There is; 6. There are



**Grammar:** *There is/there are: There is a big wheel. There isn't a roller coaster. There aren't any prizes.*

**Vocabulary:** *Fair, throwing game, animal show, big wheel, band, horse show, roller coaster, prize, hot dog stand, bumper car, candyfloss stand, ice cream stand.*

**Materials:** Cutout 3, toilet paper. *Optional:* Card, scrap paper, fabric scraps, pasta, Plasticine, 3 strips of wide blue ribbon.

**Preparation:** *Optional: Award rosettes:* Make three circles on card and write on each one: *1<sup>st</sup> place, 2<sup>nd</sup> place, 3<sup>rd</sup> place.* Glue a strip of ribbon to the bottom part of each circle.

### Warm-up

#### Write the word

##### Poster 8

Attach Poster 8 to the board.  
Point to a ride, food stand, show or game. Students say the corresponding vocabulary word out loud.  
Tell students to take out a piece of paper. Then say *Number one* and point to a ride, food stand, show or game without saying the word. Students look at the picture and write number one and the word in their notebooks.  
Continue in the same manner with rest of the rides, food stands, shows and games.  
Ask *What's number one?* Students respond *It's (the hot dog stand).*

### Grammar practice

#### ① Read and write *True or False.*

Ask questions about the pictures on Student's Book pages 94 and 95: *Is there a band? Are there any prizes? What are the prizes? What other things are there at the fair?*  
Students silently read the sentences in their books and write *True or False.*  
Individual students read the sentences out loud and give their answers.

### Craft activity

#### The Printer's Project

Students cut out the target board in Cutout 3. They colour each section of the target board.  
Divide the class into pairs.  
Explain the game to the students.  
Pairs tape one of their target boards to a wall.  
Then they take turns throwing small wads (made of wet toilet paper) at the board.  
If the wad of paper lands on 4, then the student who threw the wad makes a sentence about picture number 4 on Student's Book page 94: *There is an ice cream*

*stand.* If the student makes a correct sentence, he/she wins four points. Tell students to write all their points down on a piece of paper.  
If a student doesn't hit the board with the wad, he/she loses a turn. If a student makes an incorrect sentence, he/she doesn't win any points.  
Set a time limit. When you say *Stop!* the student with the most number of points wins the game.

### Optional activity

#### Animal drawing contest

Draw a circle in the middle of the board and write *Farm animals* in the centre of it.  
Individual students come to the board and write all the farm animals they can remember: *chicks, pig, etc.*  
Explain that at fairs there are animal competitions and that the students are going to have an animal competition, too.  
Each student chooses an animal from the board and draws his/her animal on card. He/she can use any material to decorate his/her animal: scrap paper, fabric scraps, pasta, Plasticine, etc.  
The first prize will be awarded to the most creative animal drawing.  
Give first, second and third place *Award rosettes* (see Preparation).

### Wrap-up

#### Observing pictures

##### Poster 8

Attach Poster 8 to the board.  
Write the following sentences on the board:  
1. *There aren't any pigs.*  
2. *There isn't a big wheel.*  
3. *There isn't a band.*  
4. *There isn't a horse show.*  
5. *There aren't any prizes.*  
6. *There aren't any bumper cars.*

Students copy the sentences into their notebooks.  
Explain that according to the pictures on pages 94 and 95, these sentences are incorrect. Tell students to rewrite the sentences and make them correct.  
Volunteers come to the board and correct the sentences. Students check their answers.

#### Answer Key

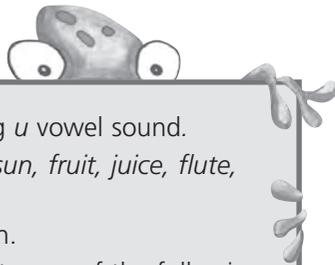
① 1. True. 2. True. 3. False. 4. False. 5. False.

#### ◆ Activity Book

Page 95, activity 1.

#### Key

① 2. There are animal competitions. 3. There is a hamburger stand. 4. There aren't any rides. 5. There is a throwing game.



**Phonics focus:** Short and long *u* vowel sound.

**Vocabulary:** *Cup, bus, duck, sun, fruit, juice, flute, suit, glue, June, blue, cube.*

**Materials:** 12 index cards, coin.

**Preparation:** *Word cards:* Write one of the following words on each index card: *cup, bus, duck, sun, fruit, juice, flute, suit, glue, June, blue, cube.*

**Warm-up**

**Phonics presentation**

Hold up the *Word card* (see Preparation) that has *cup* written on it and say *Cup*. Students repeat. Continue with the cards that have words with the short *u* sound and then those with the long *u* sound. Next, hold up cards at random. Students read the cards out loud. Finally, hold up cards and ask individual students to read them out loud.

**Phonics practice**

① Listen, point and repeat. 68

Play Track 68. Students listen and point to the corresponding pictures.

**Track 68**

Short *u*, as in:

- Cup
- Bus
- Duck
- Sun

Long *u*, as in:

- Fruit
- Juice
- Flute
- Glue
- Blue
- Cube
- June
- Suit

Play Track 68 again. Pause the CD after each word. Students repeat.

- Look and match.

Say *Cup*. Individual students say other words in the box that have the same short *u* sound. Continue in the same manner with *fruit* and the words with the long *u* sound.

Students match the short *u* sound words to the word *cup* and the long *u* sound words with the word *fruit*. Students check their answers in pairs.

② Classify the words.

Explain to students that there are two ways to write the long *u* sound. On the board, write *u-e* and *-ui-*.

Say a word: *June*. A volunteer comes to the board and writes the word under the correct heading. The rest of the class checks the spelling.

Continue in the same manner with the rest of the long *u* sound words.

Students write the words in the corresponding columns in their books.

**Optional activity**

**U sound race**

Draw a racetrack on the board. Make sure there are 14 squares: one for each *Word card* (see Preparation), a *Start* square at the beginning of the track and a *Finish* square at the end. Attach the *Word cards* (see Preparation) to the track and write a kilometre above each card.

Start	1km	2km	3km	4km	13km	Finish
	cup	sun	fruit	flute	bus	

Divide the class into two teams.

Explain to students that a member from each team takes turns flipping a coin and moving the team's counter the corresponding number of kilometres (Heads = 1 kilometre, Tails = 2 kilometres). Then he/she reads the word on the card on the corresponding square. If the student reads the word correctly, he/she wins a point for his/her team.

The game ends when both teams reach the finish. The team with the most points wins.

**Wrap-up**

**Complete the words.**

Write the following incomplete words on the board:

- fl\_\_t\_\_
- b\_\_s
- fr\_\_t
- c\_\_b\_\_
- s\_\_n
- c\_\_p
- J\_\_n\_\_

Students copy the words into their notebooks and complete them.

Volunteers come to the board and complete the words.

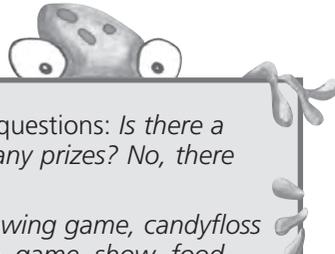
◆ **Activity Book**

Page 96, activities 1 and 2.

**Key**

- ① 1. fruit; 2. juice; 1. sun; 2. cup; 1. cube; 2. flute; 1. glue; 2. blue
- ② 1. June; 2. fruit; 3. juice; 4. blue; 5. flute

## Student's Book Page 97



**Grammar:** *There is/there are*, questions: *Is there a band? Yes, there is. Are there any prizes? No, there aren't.*

**Vocabulary:** *Bumper car, throwing game, candyfloss stand, band, roller coaster, ride, game, show, food.*

**Materials:** Cutout 4, 12 index cards, paper (1 piece per student). *Optional:* 8 plastic bottles (all the same size), pipe cleaners (1 per student).

**Preparation:** *Word cards:* Write one of the following words on each index card: *throwing game, animal show, big wheel, band, horse show, roller coaster, prizes, hot dog stand, bumper cars, candyfloss stand, ice cream stand.*

### Warm-up

#### Pick and match vocabulary practice.

##### Poster 8

Attach Poster 8 to the board. Attach the *Word cards* (see Preparation) next to the poster.

Ask a volunteer to come to the board, pick a card, read it out loud and attach it next to the corresponding picture.

Continue in the same manner with the rest of the *Word cards*.

### Vocabulary practice

#### ① Look and match.

Say *Big wheel*. Students point to the corresponding picture. Continue in the same manner with the rest of the pictures.

Students match the pictures with the words.

### Grammar practice

##### Poster 8

Attach Poster 8 to the board. Students look at the poster for a few seconds. Put it away.

Ask questions about the poster using *there is* and *there are*: *Is there a roller coaster? Are there any dogs? Are there any balloons?*

Choose a volunteer to ask a question with *candyfloss stand*: *Is there a candyfloss stand?* He/she asks another student to answer.

Continue in the same manner with other vocabulary words from the unit.

### Craft activity

#### ② Make a poster for a fair.

Distribute paper. Students divide their piece of paper into four sections as shown and label each section:

*Rides, Food, Show, Games and prizes.*

Students colour and cut out the rides, food, shows and

game cards in Cutout 4.

Then they choose two pictures for each section and glue them onto the paper.

• Role-play: *Tell me about your fair.* 69

Play Track 69. Students listen and follow along in their books.

#### Track 69

(See Student's Book page 97, activity 2.)

Divide the class into two groups. Play Track 69 again. Pause the CD after each sentence. One group repeats the question and the other group repeats the answer. Divide the class into pairs.

Students take turns asking each other about their country fairs.

### Optional activity

#### Play a throwing game!

Place the plastic bottles in a row.

Give each student a pipe cleaner. Students bend their pipe cleaner to make a ring.

Mark a line on the floor one metre away from the line of bottles. Students take turns throwing their rings. Each student has three chances.

The students who throw their ring around the neck of a bottle win.

### Wrap-up

#### Write about your country fair.

Students write sentences in their notebooks about their country fair.

Invite individual students to the front of the class. Students read their sentences out loud to the rest of the class.

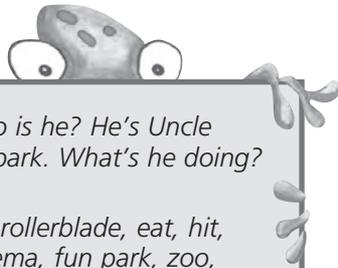
#### ◆ Activity Book

Page 97, activity 1.

#### Key

① 1. No, there isn't. 2. No, there aren't. 3. Yes, there is. 4. Yes, there is. 5. Yes, there are.

## Student's Book Page 98



**Grammar:** *Wh* questions: *Who is he? He's Uncle Bob. Where is he? He's at the park. What's he doing? He's hitting a ball.*

**Vocabulary:** *Ride, fish, swim, rollerblade, eat, hit, play, skip, lake, park, pool, cinema, fun park, zoo, beach, school.*

**Materials:** Cutout 5, token (1 per student), dice (1 dice per pair of students).

### Warm-up

#### Unscramble the words

Write the following scrambled words on the board:

1. rdei
2. fhis
3. iswm
4. tea
5. iht
6. lapy
7. ksip

Tell students that all the scrambled words are verbs. Students unscramble the words and write them in their notebooks. Individual students write the verbs on the board. The rest of the class checks their answers.

### Grammar practice

#### ① Play *Three questions*.

Say *Point to Grandfather Jake*. Students point to the corresponding picture. Continue in the same manner with the rest of the pictures. Ask questions about each of the characters: *Where is Grandfather Jake? What's he doing?* Students respond. Divide the class into pairs. Explain how to play the game. Each student places his/her token on *Start*. Student A throws the dice and moves along the game board. Student B asks three questions about the character on the square student A lands on. If student A answers all the questions correctly, he/she stays on the square he/she landed on. If he/she doesn't answer all the questions correctly, he/she goes back to his/her prior square. The first student to land on *Finish* wins the game.

#### ② Glue the word cards in the boxes.

Students cut out the cards in Cutout 5. Students glue the *Wh* question words and the answers into their books. Individual students come to the front and write the answers on the board.

### Optional activity

#### Play *Thumbs up!*

Divide the class into two teams. Each team writes ten *true/false* sentences about the pictures in activity 1 in their books. A member from each team takes turns reading sentences. The other team has 30 seconds to discuss if the sentence is true or false. If the sentence is true, all the students in the group put their thumbs up. If the sentence is false, all the students put their thumbs down. Award one point for each correct answer. The team with the highest number of points at the end of the game wins.

### Wrap-up

#### Ask the right question.

Say *He's at the park. What's the question?*

The first student to raise his/her hand tries to form the question: *Where is he?* If he/she has problems, encourage other students to help him/her. Continue making statements so that students can form questions with *Who, What... doing* and *Where*.

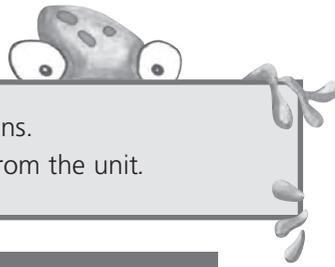
#### ◆ Activity Book

Page 98, activities 1 and 2.

#### Key

- ① Who is she? She's mother. What is she doing? She's running. Who are they? They're grandmother and grandfather. Where are they? They're in a restaurant.
- ② 1. Who; 2. Where; 3. What; 4. Where; 5. Who; 6. What

## Student's Book Page 99



**Grammar:** Review *Wh* questions.

**Vocabulary:** Key vocabulary from the unit.

### Warm-up

#### Vocabulary review

Choose one of the lexical sets from the unit (*verbs, places, family members, feelings*) and write it on the board, for example: *Feelings*.

Students stand in a circle. Ask a student to say a word from the lexical set, for example: *Sad*. The student standing next to him/her repeats the word and adds another: *Sad, happy*. Continue around the circle until all the words from that lexical set have been mentioned. Repeat with another lexical set.

### Review

#### The Printer's Quiz

##### ▶ LOOK AND COMPLETE.

Ask students *How does Father feel?* Students respond. Repeat with the rest of the family members. Students complete the sentences in their books. Individual students read their answers out loud.

##### ▶ LOOK AND ANSWER THE QUESTIONS.

Students answer the questions about the picture in their books. Individual students come to the board and write the answers to the questions. The rest of the class checks their answers.

##### ▶ LOOK AND TICK (✓).

Say *Sun*. Students say if the word has a short or long *u* sound. Students tick the corresponding box. Continue in the same manner with the rest of the words.

#### Optional activity

##### Hangman

On the board, draw a line for each letter of the word *roller coaster* and draw the hangman's scaffold. Students take turns calling out letters. If the letter is part of the word, write it in. If it is not, draw part of the body and write the letter on another part of the board. Continue until students guess the word or until the hanged man is complete. Repeat with other words from the unit.

### Wrap-up

#### Classifying words

Write the following headings on the board: *Verbs / Places / Family members / Feelings*. Tell students to copy the headings into their notebooks.

Allow five minutes for students to write as many words as they can under each of the headings.

Divide the class into pairs. Students compare their answers.

#### Answer Key

① 1. Grandmother; 2. angry; 3. thirsty; 4. Father; 5. happy; 6. Brother

Answer: 1. She's mother. 2. She's at the fun park. 3. She's drinking a fizzy drink.

Tick: from left to right: short *u*, long *u*, long *u*, short *u*, long *u*

#### ◆ Activity Book

Page 99, activities 1–3.

#### Key

① 1. angry; 2. aunt; 3. roller coaster; 4. eating

② 1. fruit; 2. sun; 3. cube; 4. shirt

#### Grammar module: Wh questions

We use the following words to form questions:

*Who...?* to ask about people

*Where...?* to ask about places

*What... doing?* to ask about actions

#### Wh questions with the verb to be

We can form *Wh* questions with the *Wh* question word + verb *to be* + noun/pronoun:

*Who is he?*

*Who is John?*

*Where is she?*

*Where is Jane?*

NOTE: We can also form questions with *Who* + verb *to be* + adjective:

*Who is sad?*

#### Wh questions with the present continuous

We can form *Wh* questions with *What* + verb *to be* + pronoun/noun + *doing*:

*What is he doing?*

*What is mother doing?*

Note: The preposition *at* is used when talking about a place in general.

The preposition *in* is used when talking about an action that is happening in a specific place.

**🍳 Cooking: How do you feel?**

**Materials:** Slice of bread (1 per student). To make frosting: 2 cups icing sugar, 3 tablespoons milk, food colouring (red, green, blue, yellow), plastic bags (4 bags per team).

**Directions:**

*Frosting:* Mix the icing sugar and milk, add a few drops of food colouring.

Divide students into groups of four.

Distribute the bread.

Put frosting of each colour into separate bags. Give each team one bag of each colour (red, green, blue, yellow). Cut out one of the corners at the bottom of each bag so that students can use them as a pastry bag to draw lines.

Students decorate their slice of bread. Tell them to make a face with the frosting that expresses how they feel at the moment.

**🎨 Art: Family flowers in a vase**

**Materials:** Coloured card, crayons or coloured pencils, glue, paper, modelling clay, tape, straws (1 per student), cans (1 per student).

**Directions:**

Distribute the materials. Tell students to draw the faces of their family members on a piece of paper, colour them and cut them out. Then they draw one flower for each member of their family on card.

Next, students cut out the flowers and glue one picture of a family member in the centre of each. Students tape a straw to the back of each flower. Students decorate their can with scraps of coloured card. Finally, help them fill their cans with modelling clay and place the flowers in them.



**Project: My family tree**

**Materials:** Paper, crayons or coloured pencils, circles cut from white paper (5cm in diameter), glue.

**Directions:**

Distribute paper and tell each student to draw and colour a picture of a tree. Tell students to make the tree big, using as much of the paper as possible.

Distribute paper circles, giving students one circle for each member of his/her family. (Encourage students to include grandparents, aunts, uncles and cousins.)

Students draw a picture of one family member on each circle and write the name of the family member below the picture. Then they glue the circles onto their tree.

*Optional:* Display students' family trees around the classroom.

*Language link:* Students hold up their trees and talk about their families to the rest of the class:

*This is my grandfather. His name's Jaime.*

*This is my grandmother. Her name's Matilda. This is my uncle. His name's...*





Vocabulary	Grammar
<p><b>Nature:</b> <i>animal, bee, cloud, flower, forest, grass, lake, leaf/leaves, log, mountain, nest, rainbow, rock, sky, squirrel, sun, tree</i></p> <p><b>The weather:</b> <i>cloudy, cold, cool, hot, raining, snow, snowing, sunny, warm, weather, wind, windy</i></p> <p><b>Clothes:</b> <i>boot, coat, dress, hat, trousers, sandal, scarf, shoe, sock, jumper, swimsuit</i></p> <p><b>Seasons of the year:</b> <i>autumn, spring, summer, winter</i></p> <p><b>Ecology:</b> <i>bottle, container, environment, glass, ground, jar, land, light, magazine, newspaper, planet, plastic, pollution, sea, rubbish, water</i></p> <p><b>Verbs:</b> <i>build, clean, drink, eat, fall, give, help, live, make, play, put, read, recycle, reduce, reuse, ride, rollerblade, sleep, swim, take, talk, turn off, visit, walk</i></p> <p><b>Adjectives:</b> <i>clean, dirty, happy, sad, tall, thirsty</i></p> <p><b>Other words:</b> <i>axe, season, snowman, wood, year</i></p>	<p><b>Present simple:</b> <i>John wants to build a house. Maria turns off the lights. Tommy and Maria walk to the supermarket.</i></p> <p><b>There is/are:</b> <i>There is rubbish. There are flowers. Is there a tree? Yes, there is./No, there isn't. Are there any flowers? Yes, there are./No, there aren't. There aren't any flowers. There is a cat next to the tree. There are two bees next to the flower.</i></p> <p><b>Present continuous:</b> <i>Mary is riding her bike. Anna and Dora are playing with the leaves.</i></p>
<p><b>Functional language:</b> <i>What's the weather like? It's raining. It's sunny. Describing seasons of the year: There are a lot of flowers. It's hot. Families go swimming.</i></p>	<p><b>Multiple intelligence:</b> Kinesthetic intelligence (page 130)</p>

**Teaching tip**

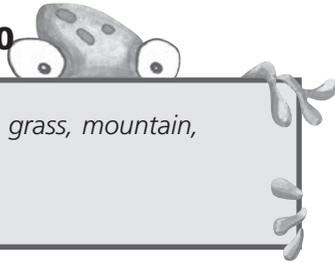
**Using the board**

The board is your most powerful teaching aid. It is visible to all students and can be used for visual reinforcement of the language and vocabulary presented in class.

Following are some ideas for using the board to present new language:

- Attach all visuals to the board and involve students by asking individuals to perform small tasks: pointing to something, choosing a picture or attaching it to the board. Children like to be involved, so make it fair.

- Draw simple pictures on the board to present and practise vocabulary or clarify the meaning of unknown words.
- Designate an area of the board for writing key vocabulary. At the end of each lesson, students can copy this vocabulary into their notebooks or keep a vocabulary journal.
- Finally, always write the date on the board. You can also write information on students' birthdays, the weather, etc.



**Vocabulary:** *Sun, flower, bee, grass, mountain, rainbow, sky, tree, cloud.*

**Materials:** Cutout 1, paper.

### Warm-up

#### Outside our window

Ask students to look out of the window and name everything they can see. Provide vocabulary as needed. Write a list of the corresponding words on the board: *tree, playground, sky, cloud, classroom, teacher, students, etc.*

### Vocabulary presentation

Draw a simple picture of the sun on the board. Ask *What is this?* Say *It's the sun.* Students repeat chorally, and then individually.

Follow the same procedure with *flower, bee, grass, mountain, rainbow, sky, tree* and *cloud.*

#### 1 Listen and number. 70

Tell students to point to different elements in the illustrations, for example: *Point to the (bee).* Play Track 70. Students listen and follow along in their books.

#### Track 70

##### Outside my window

(See Student's Book page 100, activity 1.)

Play Track 70 again. Students listen and number the pictures. Pause the CD after each verse to give students time to number.

Say a number and ask a volunteer to provide the corresponding word. Repeat with all the numbers.

T: *Number 3.*

S1: *Bees.*

- Listen and sing the song.

Play Track 70. Students listen and sing along with the CD.

### Optional activity

#### Listen and draw.

Give students instructions for drawing a nature scene: *There are four blue flowers. There is a big bee. There are two mountains. The sun is big and yellow.* Students draw the scene in their notebooks.

#### 2 Play Dominoes.

Students cut out the dominoes in Cutout 1. Divide the class into pairs. Students put all their dominoes together face down on the table. They each pick five dominoes. Students take turns placing a domino face up on the

table. Their partner tries to place a matching domino next to it. If he/she doesn't have one, he/she takes a domino from the pile. The first student to get rid of all of his/her dominoes is the winner.

### Multiple intelligence: Kinesthetic intelligence

Students stand up. Say *You're (trees).*

Students close their eyes. Encourage them to move like trees, swinging their arms as if they were branches. Repeat with *bees, grass* and *the sun.*

### Wrap-up

#### Vocabulary consolidation

Write the key vocabulary from this lesson on the board. Ask a volunteer to come up and circle the starting letter in each word.

Elicit the alphabet and write it on the board.

Students then copy the words in alphabetical order on a piece of paper.

They draw a picture next to each word to illustrate its meaning.

Display students' work around the classroom.

#### Answer Key

1 From top to bottom: 1, 7, 9, 6, 5, 8, 3, 2, 4

#### Activity Book

Page 100, activities 1 and 2.

#### Key

- 1 bee, sun, sky, mountain, tree, flower, grass, rainbow, cloud
- 2 mountains, sky, sun, clouds, trees, flowers, bees



**Functional language:** Describing the weather:  
*What's the weather like? It's raining.*

**Vocabulary:** *Snowing, cloudy, sunny, windy, raining, weather; clothes.*

**Materials:** Paper, *Weather cards:* Magazine cutouts of pictures of the following types of weather: snow, sunny, windy, cloudy, rainy. *Optional:* Large ball.

### Warm-up

#### Functional language presentation

Display the *Weather cards* (see Materials). Point to the first picture and ask *What's the weather like?* Say the answer: *It's (snowing).* Students repeat chorally, and then individually.  
Repeat with the remaining pictures.

### Controlled practice

#### 1 Listen, point and repeat. 71

Students look at the pictures and name everything they can see: *a tree, the sun, two clouds,* etc.

Ask students questions about the pictures: *What colour is the umbrella? How many trees can you see? What colour is the sky in picture 4?*

Play Track 71. Students listen and point to the pictures. Play the track again. Students listen and repeat.

#### Track 71

Number 1. It's snowing.  
Number 2. It's windy.  
Number 3. It's sunny.  
Number 4. It's raining.  
Number 5. It's cloudy.

- Look and match.

Students match the pictures with the sentences.

### Vocabulary review

Draw a circle on the board and write the word *Clothes* in the middle of it. Students name all the clothes they can. Write the words around the circle as a mind map. Include *hat, swimsuit, sandals, coat, trousers, shoes, boots, scarf, jumper, dress, socks, raincoat.*

### Optional activity

#### Clothes catch

Rub out the *Clothes* mind map from the board. Students stand in a circle. Throw a ball to a student and say *Clothes.* The student names an item of clothing and throws the ball to another student, who in turn, names another item of clothing, and so on.

#### 2 Listen and number. 72

Play Track 72. Students listen and number the pictures.

#### Track 72

Number 1.

What's she wearing?

She's wearing a yellow coat, blue trousers and black boots.

What's the weather like?

It's raining.

Number 2.

What's he wearing?

He's wearing grey trousers, a yellow scarf and a yellow hat.

What's the weather like?

It's snowing.

Number 3.

What's he wearing?

He's wearing a green jumper, blue trousers and white shoes.

What's the weather like?

It's windy.

Number 4.

What's she wearing?

She's wearing a purple swimsuit, a yellow hat and orange sandals.

What's the weather like?

It's hot and sunny.

Number 5.

What's she wearing?

She's wearing a green dress, white socks and black shoes.

What's the weather like?

It's cloudy.

- Look and say.

Ask two volunteers to read the model dialogue out loud.

Divide the class into pairs. Students choose a picture and take turns describing what the person in the picture is wearing so that their partner can identify the weather.

Walk around the class monitoring students' exchanges.

### Wrap-up

#### Weather pictures

Distribute paper. On the board, write: *It's raining.*

*It's snowing. It's sunny. It's windy. It's cloudy.*

Students choose a sentence, write it at the top of their piece of paper and draw a picture to illustrate their sentence.

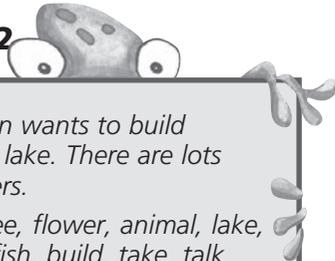
#### Activity Book

Page 101, activity 1.

#### Key

1. a hat, a coat, a scarf, trousers, boots and gloves;  
2. sandals, a swimsuit and a hat; 3. He's wearing a jumper, trousers and shoes. 4. She's wearing a skirt, a coat/jumper, shoes and socks.

## Student's Book Page 102



**Grammar:** Present simple: *John wants to build a house. There is/are: There's a lake. There are lots of trees. There aren't any flowers.*

**Vocabulary:** *House, forest, tree, flower, animal, lake, axe, wood, friend, leaf/leaves, fish, build, take, talk, give, visit, cut down, live, plant, clean, dirty, hot, sad, thirsty, tall, cool, happy.*

### Optional activity

#### True/false statements

Divide the class into two teams.

Students from each team take turns saying a *true/false* statement about the story, for example: *John wants to build a boat.*

The members of the other team say if the statement is true or false.

Award one point for every grammatically correct sentence and one point for every correct answer.

The team with the most points after ten rounds wins.

### Warm-up

#### The forest

Students look at Student's Book pages 102 and 103. Read the title of the story out loud. Ask *What's a place with a lot of trees called?* Students answer *A forest.* Students name other things you find in a forest: *lakes, rivers, rocks, animals, grass, etc.*

### Developing reading

**Story: John and the tree** 🎧 73

Play Track 73. Students listen and follow the story in their books.

#### Track 73

##### John and the tree

(See Student's Book pages 102 and 103.)

Ask comprehension questions about each picture in the story:

*Look at picture 1. Where is John? Are there a lot of trees in the forest? Are there any fish in the lake?*

*Why does John have an axe? Why does he need wood?*

*Look at picture 2. What are the men doing?*

*Look at picture 3. Are there a lot of trees in the forest?*

*Are there any fish in the lake? Is the tree happy? What does the tree say?*

*Look at picture 4. What do John and his friends do?*

*Are there any new trees? Is everybody happy?*

Students silently read the text in their books.

They underline any words they do not understand.

Elicit the words and write them on the board.

Volunteers explain the words. If any meanings are not clear, clarify them yourself.

### Controlled practice

- 1 Read the story and circle the correct options.

Students read the sentences and circle the correct options.

Volunteers read the sentences out loud with the correct options.

### Wrap-up

#### Vocabulary

Write the following words from the story on the board:

*h\_\_s\_\_, f\_\_r\_\_st, tr\_\_, fl\_\_w\_\_r,  
\_\_n\_\_m\_\_l, l\_\_k\_\_, \_\_x\_\_, w\_\_d,  
fr\_\_nd, f\_\_sh.*

Explain that the vowels are missing. Students copy the words into their notebooks and complete them.

#### Answer Key

1. forest; 2. house; 3. like; 4. trees

#### Activity Book

Page 102, activities 1 and 2.

#### Key

1. house, wood, like, trees, lake, sad, plant



**Grammar:** Present simple: *John wants to build a house. There is/are: There's a lake. There are lots of trees. There aren't any flowers.*

**Vocabulary:** *House, forest, tree, flower, animal, lake, axe, wood, friend, leaf/leaves, fish, build, take, talk, give, visit, cut down, live, plant, clean, dirty, hot, sad, thirsty, tall, cool, happy.*

**Materials:** Large piece of paper.

### Warm-up

#### Story map

Students look at the story on pages 102 and 103 of their books.

Display the large piece of paper. Write *Title:* at the top. Elicit the title of the story and write it on the piece of paper: *John and the tree.*

Write the words *Setting* and *Characters* on the paper. Explain that *setting* is the place where the story takes place and that the *characters* are the people in the story. Elicit the setting and the characters and write them on the paper: *Setting: The forest. Characters: John, the tree, John's friends.*

Briefly recap the story with the students, eliciting what they remember. On the paper, write complete sentences in chronological order to summarise the story.

### Developing reading

**Story: *John and the tree*** 73

Play Track 73. Students follow the story in their books.

#### Track 73

***John and the tree***

(See Student's Book, pages 102 and 103.)

#### 1 Read the story and write *Yes* or *No*.

Read the sentences in activity 1 out loud. Students write *Yes* or *No* next to each sentence.

### Optional activity

#### Developing pronunciation

Ask for volunteers to read the story out loud. In your book, underline any words that are mispronounced.

When students have finished reading, copy the words on the board and model the correct pronunciation.

### Connecting to students' experiences

Ask students if they have ever been to a forest or a nature park. Encourage them to share their experiences. *Did they like it? Why or why not? How did they feel when they were in the forest? Did they see any wild animals? If so, which ones?*

If some students have never visited a forest or nature park, encourage them to do so.

### Environmental education

Ask students why forests are important for the planet. Explain that we need forests because they help keep the air and water clean and provide a place for wild plants and animals to live. Draw a large circle on the board. In the circle, write *How to protect the forests*. Elicit students' ideas about what they can do to help protect the forests.

### Wrap-up

#### Critical thinking: Dictation

Write the following headings on the board: *I can use trees for this* and *I can't use trees for this*. Students copy them into their notebooks.

Dictate the following phrases to students, who write the phrases under the corresponding heading:

*make boxes*  
*eat*  
*make plastic*  
*decorate my house*  
*make paper*  
*feed an animal*  
*go to the moon*  
*build a computer*  
*sleep*  
*paint*  
*build a house*

Write the phrases on the board to check spelling. Discuss the answers with the class and help students see that directly, or indirectly, we depend on trees for a lot of things in our lives.

### Answer Key

1. No. 2. Yes. 3. No. 4. Yes.

### Activity Book

Page 103, activities 1 and 2.

#### Key

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

2. *Picture 1:* a lake/house; two rabbits/birds/ducks, five trees; sunny. *Picture 2:* a tree/lake; four houses/lorries; hot



**Functional language:** Describing seasons: *There are a lot of flowers. It's hot. Families go swimming.*

**Vocabulary:** *Spring, summer, autumn, winter, flower, baby animal, leaf/leaves, tree, family, picnic, season, year, warm, hot, cool, windy, cold, swim, snow, sleep, fall off.*

**Materials:** Cutouts 2A and 2B, paper plates (2 per student), butterfly clips (1 per student). *Optional:* 4 large strips of paper.

**Preparation:** *Optional: Season labels:* Write the seasons of the year on four separate strips of paper.

They glue one tree in each section. These represent the seasons.

Students cut out the labels in Cutout 2B. They glue each of the labels next to the corresponding tree.

Students divide the other plate into four sections and they cut out one of the sections.

They glue the remaining pictures from Cutout 2A randomly in the three remaining sections.

Finally, students put their two plates together with a butterfly clip.

Divide the class into pairs.

Students take turns spinning their *Season wheel*. If the wheel lands on autumn, then they make sentences about autumn: *It's windy. It's cool. The leaves are different colours.*

### Warm-up

#### The four seasons

Students look at the pictures in activity 1 in their books. Elicit the four seasons and write the words on the board: *spring, summer, autumn* and *winter*.

Write the following words on the board: *weather, clothes, trees*. Read the words with the class.

Point to the word *weather* and ask *When is it (cold)?*

Students respond according to the pictures: *In the winter.*

Repeat with *hot, warm* and *cool*.

Repeat the activity with the remaining words on the board encouraging students to describe differences in each category as the seasons change: *When do you wear (a swimsuit/a raincoat/a scarf)? When do trees have (flowers/green leaves/red or brown leaves/no leaves)?*

### Controlled practice

#### ① Read, look and label.

Students silently read the text in their books. Then they label the pictures with the names of the seasons.

Call out different elements from the pictures.

Students name the corresponding season:

T: *It's windy.*

Ss: *Autumn.*

#### Game: Race to the board

Students close their books.

Divide the class into two teams. Invite a member from each team to the board.

Read a sentence from the text in activity 1: *There are a lot of flowers*. The first student to write the corresponding season scores a point for his or her team. Repeat with different students. The team with the most points at the end of the game wins.

#### ② Make a Season wheel.

Read the instructions out loud.

Students follow along in their books.

Students cut out the pictures in Cutout 2A.

Distribute the paper plates and butterfly clips.

Students divide one of the plates into four sections.

### Optional activity

#### Go to the corner

Attach a *Season label* (see Preparation) to each corner of the classroom. Say a sentence related to a season, for example: *There are baby animals*.

Students name the season and walk to the corresponding corner: *Spring*.

Repeat with different sentences and seasons.

### Wrap-up

#### Critical thinking: A walk through the seasons

Write the following on the board: *go for a walk, ride bikes, swim in the lake, eat ice cream, have a picnic, pick apples, collect leaves, birds fly away, build a snowman, go ice-skating, plant flowers, wear a raincoat, play in the sea, throw snowballs, birds come back, use an umbrella*. Students classify the activities by season: *summer, autumn, winter* or *spring*.

### Answer Key

④ From top to bottom: spring, summer, winter, autumn

### Activity Book

Page 104, activities 1 and 2.

#### Key

④ 1. winter; 2. summer; 3. spring; 4. autumn

⑤ 1. There are a lot of flowers and baby animals. It's warm.

2. Families go swimming and have picnics. It's hot.

3. The leaves are red, orange and brown. It's cool and windy.

4. It sometimes snows. It's cold.



**Grammar:** Present continuous: *Mary is rollerblading. Anna and Dora are playing with the leaves.*

**Vocabulary:** *Flower, tree, bike, leaf/leaves, lemonade, pool, snowman, apple, read, ride, fall, play, drink, swim, make, ice-skate, eat, rollerblade; seasons of the year; weather.*

**Materials:** Cutout 3, paper (1 piece per student).  
*Optional:* Balloon.

### Warm-up

**Song: Outside my window** 🎵 70

Play Track 70. Students follow the song on Student's Book page 100 as they sing along.

Divide the class into three groups and assign a verse to each group.

Play Track 70 again. Students stand up and sing when they hear their verse.

### Developing listening

① **Listen and glue.** 🎧 74

Students cut out the pictures in Cutout 3.

Students place the cutouts face up on their desks.

Describe an activity: *She's ice-skating.*

Students hold up the corresponding cutout.

Students look at the illustration in activity 1 in their books.

Play Track 74. Students listen and place the cutouts in the corresponding boxes.

#### Track 74

It's spring. There are a lot of flowers. Patrick is reading a book under the tree. Mary is riding her bike.

It's autumn. It's cool and windy. The leaves are falling to the ground. Anna and Dora are playing with the leaves.

It's summer. It's hot and sunny. Max is drinking lemonade and Jed is swimming in the pool.

Look, it's winter. It's cold. Jack is making a snowman and Kim is ice-skating.

Play Track 74 again. Students listen and check their answers.

They compare answers in pairs.

Finally, students glue the cutouts into place.

### Writing

Students write sentences in their notebooks using the pictures in activity 1: *It's summer. Max is drinking lemonade.*

- Write *True* or *False*.

Read the sentences out loud. Students write *True* or *False* next to each sentence.

Check the answers around the class.

### Optional activity

#### Tap a balloon

Say *It's sunny*. Tap a balloon to a student. He/she makes an appropriate suggestion: *Let's go to the beach.*

That student describes the weather and taps the balloon to another student:

S1: *It's windy.*

S2: *Let's fly a kite.*

Continue until every student has had a turn.

### Wrap-up

#### Draw and write.

Give each student a piece of paper.

Students fold their piece of paper in half.

Ask students to choose either *summer* or *winter*.

On the left-hand side of the paper, they draw pictures of things that the characters in activity 1 are doing in that season.

On the right, students draw pictures of things they do with their families in that season. Tell students to write sentences or draw speech bubbles to describe what their family members are doing: *We are eating ice cream. My brother Miguel is drinking lemonade.*

#### Answer Key

① 1. True. 2. False. 3. True. 4. False.

#### Activity Book

Page 105, activities 1 and 2.

#### Key

① 1. He's reading. 2. She's rollerblading. 3. They're swimming. 4. He's running.

② *Spring:* March, April, May; *Summer:* June, July, August; *Autumn:* September, October, November; *Winter:* December, January, February



**Grammar:** Present simple: *Maria turns off the lights. Tommy and Maria walk to the supermarket.*

**Vocabulary:** *Planet, light, water, rubbish, tree, garden, supermarket, clean, litter (verb), turn off, put, help, plant, recycle, walk.*

**Materials:** Magazines, white paper.

### Warm-up

#### Eco-chain

Write the word *water* on the board. The first student in the first row says a word related to *water*: *fish*. The second student repeats the word the first student said and says a word related to it, and so on, for example: *water, fish* → *fish, river* → *river, swim* → *swim, swimsuit*, etc.

### Controlled practice

Write the following phrases on the board:

*turn off the light/water*  
*put the rubbish in the bin*  
*litter*  
*plant trees*  
*recycle rubbish*  
*walk*

Read each phrase out loud and clarify its meaning using mime or simple pictures on the board.

#### 1 Read and number.

Students look at the pictures in their books. Read the title and the text out loud. Students follow along in their books. Students silently read the text and number the pictures.

### Optional activity

#### Vocabulary labels

Write the following words on the board: *planet, turn off, rubbish, bin, plant, recycle, walk, toothbrush*. Students write each word on a small piece of paper to make small labels. Then they glue the labels next to the corresponding pictures on page 106, activity 1.

### Connecting to students' experiences

Encourage students to talk about what they do at home and at school to help the environment. Students put a tick next to the sentences in activity 1 that they also do.

### Wrap-up

#### Eco-posters

Divide the class into pairs. Distribute magazines and white paper. Students look through the magazines for pictures of things or actions that are good for the environment. They cut out the pictures and glue them onto a piece of white paper. Finally, students write a title on their poster: *Let's take care of our planet*.

#### Answer Key

*Clockwise: 2, 1, 3, 4, 5, 6*

#### Activity Book

Page 106, activities 1 and 2.

#### Key

- ① He turns off the water. She walks to the supermarket. He recycles the rubbish. They plant trees.
- ② *Good for the planet: 2, 3, 5, 7; Bad for the planet: 1, 4, 6, 8*



**Vocabulary:** *Pollution, water, air, rubbish, ground, animal, sea, tree, planet, bottle, glass, plastic, jar, newspaper, magazine, container, reduce, reuse, recycle, plant.*

**Materials:** For every 2 students: 1 glass of water, celery stalk with the leaves still on it, red food colouring, spoon, paper napkin. *Optional:* 3 large boxes, paper scraps, markers.

### Warm-up

#### Clean or polluted?

##### Poster 9

Display Poster 9 on the board. Explain that the poster shows the same scene but on one side it is clean and on the other side it is polluted.

Attach the poster cutouts around the poster. Elicit what each cutout shows and write the corresponding words as a list on one side of the board: *newspapers, bees, birds, ducks, glass bottles, fish, plastic containers, rubbish, magazines, rainbow, clouds, trees.*

Ask *Do the newspapers go in the clean environment or in the polluted environment?*

Students answer: *In the polluted environment!*

Ask a volunteer to come up and attach the *Newspaper* poster cutout to the correct side of the poster.

Repeat with different students and the remaining poster cutouts.

### Controlled practice

#### ① Listen and sing the song. 75

Read the verses of the song out loud. Students repeat after you.

Play Track 75. Students listen and sing along.

#### Track 75

##### *Save our planet*

(See Student's Book page 107, activity 1.)

### Environmental education

Write *recycling* on the board. Elicit what kind of things can be recycled: bottles, paper, cardboard boxes, cans, glass, plastic, etc.

Help students see that for rubbish to be more easily recycled, it should be separated. Ask students if they separate the rubbish in their homes.

Encourage them to suggest how the rubbish at school could be more efficiently separated.

#### ② Look and match.

On the board, write *paper, glass, plastic.*

Students name things in the classroom that are made of these materials.

Students match the pictures with the corresponding

recycling containers.

Go over the answers with the whole class.

### Craft Activity

#### The Printer's Project

Read the instructions out loud.

Divide the class into pairs. Distribute the materials. Students carry out the experiment. Make scientific observations about what you see, including the length of time it takes for the water to move.

Read the questions in the speech bubble out loud.

Discuss the answers with the whole class.

Explain to students that water enters a plant through the roots and then travels up to the leaves through the stem.

### Optional activity

#### Recycling at school

Display three large boxes.

Divide the class into three groups. Each group decorates its box using paper scraps and markers.

Students label the boxes *paper, glass* and *plastic*.

Place the boxes in a special part of the classroom and encourage students to use the boxes to collect recyclable rubbish.

When the boxes are full, take the rubbish to a recycling centre.

### Wrap-up

#### Thinking about pollution

Remind students about the experiment they did with the celery as part of *The Printer's Project*. Tell students to imagine that the red food colouring is pollution. Ask *What happens to polluted water?*

Encourage students to consider how pollution directly affects all living things, including plants, animals and people.

#### Answer Key

② newspaper-paper-magazines; glass bottles-glass-glass jars; plastic bottles-plastic-plastic containers

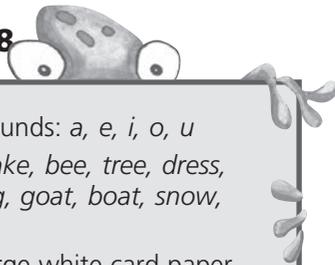
#### ◆ Activity Book

Page 107, activities 1 and 2.

#### Key

① 1. bottle; 2. newspapers; 3. containers

② 1. reuse; 2. recycle; 3. reuse; 4. reuse; 5. recycle; 6. reduce/recycle



**Phonics focus:** Long vowel sounds: *a, e, i, o, u*

**Vocabulary:** *Rain, rat, lake, cake, bee, tree, dress, leaf, wind, kite, sky, white, frog, goat, boat, snow, fruit, blue, June, duck.*

**Materials:** Coloured paper, large white card paper (5 pieces).

### Warm-up

#### Play Vowel Noughts and Crosses.

Draw a 3 x 3 grid on the board.

Write the vowels, one in each square: *a, e, i, o, u, a, e, i, u.*

Divide the class into two teams. One team is Xs and the other is Os.

Teams take turns choosing a letter and saying a three-letter word that has that vowel and spelling it:

*a: cat, bat, rat, hat, etc.*

*e: pet, leg, red, bed, ten, etc.*

*i: big, dig, sit, etc.*

*o: dog, log, etc.*

*u: put, sun, bus, but, etc.*

If the team correctly says and spells a word corresponding to the vowel in that square, rub out the vowel and write an X or O in the square.

The first team to get three Xs or Os in a row vertically, horizontally or diagonally wins.

#### 1 Listen, point and repeat. 76

Play Track 76. Students listen and point to the corresponding pictures.

Play the track again, pausing the CD after each word. Students repeat chorally and then individually.

#### Track 76

Rain, rat, lake, cake.

Bee, tree, dress, leaf.

Wind, kite, sky, white.

Frog, boat, snow, goat.

Fruit, blue, June, duck.

Name some of the pictures in the illustration.

Students say the corresponding vowel:

*T: Blue.*

*Ss: Long u.*

### Optional activity

#### Reading out loud

Divide the class into pairs.

Students take turns practising reading the words from activity 1 out loud.

Walk around the classroom, correcting the pronunciation of the vowel sounds.

- Look and match.

Tell students that one of the words in each group does not have a long vowel sound.

Play Track 76. Students identify which word in each group has a different sound.

Finally, students match the words with the long vowel sounds to the phrases in the centre of each group.

- Classify the words.

Students write the words from activity 1 in the corresponding categories.

### Wrap-up

#### Vowel posters

Divide the class into five groups.

Assign a vowel to each group.

Distribute white card. Students fold the paper in half and then label one half *Long (a) sound* and the other half *Short (a) sound*.

Students cut out letters from coloured paper. Then, they use the letters to make words for each side: *Long a sound: cake, rain, lake, make, etc. Short a sound: rat, bat, hat, etc.*

Display the vowel posters around the classroom.

#### Answer Key

1 Classify: *long a:* rain, lake, cake; *long e:* bee, tree, leaf; *long i:* kite, sky, white; *long o:* goat, boat, snow; *long u:* fruit, blue, June

#### Activity Book

Page 108, activities 1 and 2.

#### Key

1 lake, fish, kite, frog, duck, tree, cat, five

2 cat-short *a*, whale-long *a*, sheep-long *e*, dress-short *e*, lips-short *i*, dog-short *o*, five-long *i*, sun-short *u*, rope-long *o*, fruit-long *u*



**Grammar:** *There is/are: There is rubbish. There are flowers. Is there a tree? Yes, there is./No, there isn't. Are there any flowers? Yes, there are./No, there aren't.*

**Vocabulary:** *Environment, air, water, land, rubbish, flower, fish, lake, car, butterfly, clean, dirty.*

**Materials:** Variety of objects: three pencils, a book, a cup, a hat, five biscuits, a flower, etc.; large jumper or piece of cloth, card (1 piece per student), music CD.

### Warm-up

#### Memory game

Place a variety of objects on your desk (see Materials). Hold up each object for the class to see. Name the objects and students repeat after you. Give students one minute to observe and try to memorise the objects. Cover them with a jumper or large cloth. On the board, write *There is.../There are...* Students write sentences about what there is on the desk. Uncover the objects. Students check their sentences. The student with the most correct sentences wins the game.

### Controlled practice

#### ① Read and circle.

Read the text in the speech bubble out loud. Name different elements from the pictures. Students say *Clean environment* or *Polluted environment*. Students read the sentences and circle the correct options.

#### ② Make a collage and ask.

Read the instructions out loud. Students follow along in their books. Distribute card. Students fold their piece in half. On one side, they write *Clean environment* and draw appropriate pictures. On the other side, they write *Polluted environment* and draw corresponding pictures. On the board, write *Is there.../Are there...?* Ask two volunteers to read the sample dialogue in the book out loud. Divide the class into pairs. Students take turns asking each other questions about their collages.

### Optional activity

#### Animal posters

Write the words *land, air* and *water* on the board. Elicit animals that live and/or move on land, in the water and in the air:

Land: *cow, dog, cat, zebra, lion, etc.*

Water: *fish, octopus, shark, whale, starfish, etc.*

Air: *eagle, bird, mosquito, bee, etc.*

Divide the class into three teams. Assign a word to each group: *land, air* and *water*.

Students work together to create a poster with the animals that live and/or move in that environment.

Display the posters on the board.

### Wrap-up

#### Round and round the circle



#### Poster 9

Attach Poster 9 to the board.

Distribute the poster cutouts.

Students stand in a circle. Play music and get students to pass the cutouts around the circle.

Pause the music.

The students holding cutouts name what they have got and then attach the cutout to the corresponding side of the poster.

#### Answer Key

① 1. Polluted. 2. Clean. 3. Clean. 4. Polluted. 5. Clean.



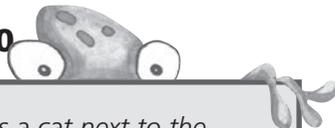
#### Activity Book

Page 109, activities 1 and 2.

#### Key

① 2. a butterfly; 3–5: There aren't any rabbits/lorries. There are flowers/trees. There isn't a duck.

② 1. Yes, there is. 2. Are; No, there aren't. 3. Is; No, there isn't. 4. Are; No, there aren't. 5. Are; Yes, there are.



**Grammar:** *There is/are: There's a cat next to the flower. There are two bees next to the flower.*

**Vocabulary:** *Bee, tree, flower, frog, fish, lake, rabbit, leaf, tortoise, rock, nest, bird, log, squirrel, butterfly, cloud.*

**Materials:** Cutout 4, coins, counters (1 per student).

### Warm-up

#### Riddles

Say the following riddle: *They are small and green. They jump from leaf to leaf.*

Students find the answer to the riddle in activity 1 in their books: *They're frogs.*

Continue with another riddle:

*It's small and it has two wings. It has many colours but it doesn't sing. (It's a butterfly.)*

#### 1 Listen and draw. 77

Students look at activity 1 in their books.

Describe the pictures at random and students say the corresponding numbers:

T: *There's a bird in a nest.*

Ss: *Picture 9.*

Play Track 77, pausing the CD after each description.

Students listen and draw the animals in the corresponding squares.

#### Track 77

Look at square number 5. Draw a cat next to the flower.

Look at square number 10. Draw a frog on the log.

Look at square number 15. Draw a hamster under the leaf.

- Play *The nature game*.

Divide the class into pairs.

Players take turns flipping a coin and moving their counters on the game board (*heads* = one space, *tails* = two spaces).

When a player lands on a picture, he/she describes it: *There's a ladybird next to the flower.* If the student describes it correctly, he/she puts a tick in that square. If not, he/she goes back to the square he/she started from.

The first player to tick all the squares on his/her board wins the game. (*Note: If a student reaches the *Finish* square but he/she still hasn't tick all the squares on his/her board, he/she puts his/her counter on the *Start* square and begins again.*)

### Optional activity

#### Dictation

Dictate the words from the game board in activity 1, one letter at a time: *f-l-o-w-e-r*.

Students write the words in their notebooks.

When you finish dictating, write the words on the board so that students can check their spelling.

#### 2 Glue the word cards in the boxes.

Students cut out the word cards in Cutout 4.

Students place their word cards face up on their desks.

Call out different words. Students turn them over.

Walk around the classroom and check that students are turning over the correct cards.

Next, students turn their word cards face up again and move them around to see how many different sentences they can make.

Elicit the sentences and write them on the board.

Finally, students glue their word cards in the boxes to make two sentences that correspond to the pictures.

### Wrap-up

#### Scrambled sentences

Write the following scrambled sentences on the board:

1. *rabbit There a under tree is the.*
2. *There five are ducks in lake the.*
3. *flower is a There to next the bee.*
4. *two are There bees under leaf the.*

Students put the words in order to form correct sentences. Then they write the sentences in their notebooks.

#### Activity Book

Page 110, activities 1 and 2.

#### Key

1. butterfly; 2. next to; 3. Where, on



**Grammar:** Review of *There is/are*.

**Vocabulary:** Key vocabulary from the unit.

**Warm-up**

**Vocabulary review**

Write the word *nature* on the board.  
 Set a two-minute time limit. Students make a list of all the nature elements they can think of.  
 After two minutes, say *Stop!*  
 The student with the longest list wins the game.  
 Elicit all the words and make one long list on the board.  
 Repeat with other categories in this unit: *clothes, weather, seasons*.

**Review**

**The Printer's Quiz**

- ▶ **CLASSIFY THE WORDS.**  
 Read the words in the box out loud. Students repeat chorally.  
 Students write the words in the correct category.  
 Check answers around the class.
- ▶ **COMPLETE, LOOK AND CIRCLE YES OR NO.**  
 Read the first incomplete question out loud.  
 Ask students which word is missing: *Is*.  
 Students complete the activity individually.  
 Ask volunteers to write the complete questions on the board.  
 Finally, students look at the picture and circle the correct answer to each question.
- ▶ **LOOK AND CIRCLE THE CORRECT OPTIONS.**  
 Name the photos in random order: *goat, duck, kite, rain, egg*. Students point to them in their books.  
 Students circle the correct options for each picture.  
 Check answers around the class.

**Optional activity**

**What to wear?**

Draw three pictures on the board: a cloud with rain, the sun and a cloud with wind.  
 Divide the class into pairs:  
 Students think of as many types of clothes as they can that we use for each kind of weather.  
 Ask different pairs to share their ideas with the class.

**Wrap-up**

**Back to back drawings**

Students sit with their chairs placed back to back.  
 They each draw a simple scene on a piece of paper.  
 Students then describe their scene to their partner, who draws it as accurately as he/she can: *There is a frog on*

*a flower. The frog is green and small. The flower is red.*  
 Partners exchange roles.

Finally, partners compare their drawings.

**Answer Key**

① *Classify:* Nature: mountains, flowers, trees; *Weather:* windy, cloudy, raining; *Clothes:* sandals, skirt, scarf; *Seasons:* summer, spring, winter  
*Complete and Circle:* 1. Is, Yes. 2. Are, Yes. 3. Is, No. 4. Is, No. 5. Are, No.  
*Circle: from left to right:* short u, short e, long o, long i

◆ **Activity Book**

Page 111, activities 1 and 2.

**Key**

① 1. snowing; 2. autumn; 3. cloudy; 4. windy; 5. spring; 6. winter; 7. raining

**Grammar module: There is/There are**

We use *There is* with singular nouns:

*There is a bee.*

We use *There are* with plural nouns:

*There are a lot of cars. There are three ducks. There are some flowers*

In negative sentences, we change *some* to *any*:

*There aren't any flowers. There isn't any water.*

In questions, we invert the order of *there* and *is/are* and use *any* before plural nouns:

*Is there a bird in the tree?*

*Are there any cars?*

To answer a question, we use *Yes* or *No*, followed by *there is* or *there are*.

**Positive**

*There is a bee.*

*There are lots of clouds.*

*There are some flowers.*

**Question form**

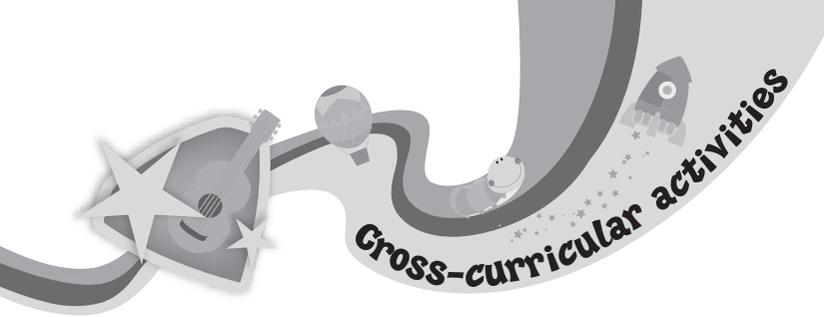
*Is there a mountain?*

*Are there any trees?*

**Short answers**

*Yes, there is./No, there isn't.*

*Yes, there are./No, there aren't.*



### **Art: Flower garden**

**Materials:** Reference books about flowers, paper, coloured pencils.

**Directions:**

Students name the flowers they know and their colours. On a chart on the board, record the names of the flowers and colours.

Tell students that they are going to make a paper flower garden with as many different colours of flowers as they can. Explain that the flowers they make must be the colour of a real flower: a red rose, a white daisy, a purple pansy, etc.

Distribute reference books and allow students time to find different coloured flowers. Add new flowers to the chart on the board. Then help students draw and cut out paper flowers. Cut out and mount stems and leaves.

Display the flowers on a classroom wall. Finally, discuss what a flower needs to grow: soil, water and sunlight.

### **Science: Sprouting seeds**

**Materials:** Beans, napkins, sealable plastic bags, water, labels (materials to make 1 bag of 2–3 sprouting seeds per student).

**Directions:**

This is a clear way to demonstrate seed germination. Students place two or three beans on top of a napkin and add just enough water to moisten the napkin.

Next, they place the beans and napkin in a plastic bag so that the beans are showing, and seal the bag. They label their bag with their name, date and the type of bean. Students place their bag in a warm, partially sunny place. The beans should sprout in three to five days. Students make and record observations with words and drawings.

Have a class discussion about the results. Each student writes a report with diagrams, explaining what he/she did and what happened to the bean seed.

### **Art: Seed pictures**

**Materials:** Paper, variety of seeds that have a clear plant origin: melon, apple, strawberry, apricot, sunflower, wheat, etc.

**Directions:**

Divide the class into pairs. Students glue the seeds onto a piece of paper. Then they draw a picture next to each seed of the fruit or plant that it comes from.

Point out various less commonly known seeds, such as strawberry or banana seeds. Explain that the small black dots on the outside of a strawberry are its seeds, and that the seeds of a banana are found inside its centre

and are very small and soft.

Display the students' work around the classroom.

### **Project: Bark mural**

**Materials:** Paper (5 pieces per student), pencils, card.

**Directions:**

Give students the following instructions:

Hold a piece of paper against the trunk of a tree and rub it with the soft lead end of a pencil. The texture of the bark of the tree will appear on the paper. Do this on various trees with different types of bark.

Glue the bark rubbings onto a piece of card and write the name of the corresponding tree under each rubbing. The mural can be entitled *The Bark of the Trees in our Area*.



**Vocabulary:** *Christmas, Santa, reindeer, sleigh, doll, car, clown, elves, angel, teddy bear; family members, colours.*

**1 Listen and sing the song.** 🎧 78

Draw Santa on the board. Elicit his name in English: *Santa / Father Christmas*. Remind students that he is known by both names.

Draw a simple picture of two elves on the board.

Say *These are elves*. Ask students how the elves help Santa at Christmas. (They make toys.) Students look at the picture in their books. Ask them questions: *How many elves can you see? What are they wearing on their heads? What toys have they got?*

Write the word *Toys* on the board.

Divide the class into pairs. Set a three-minute time limit. Students write a list of as many toys as they can. The pair with the most words wins the game.

Go over the answers with the whole class. Write a list of the toys on the board. Make sure you include the following toys: *doll, car, clown, teddy bear*.

Play Track 78. Students listen and clap to the rhythm.

**Track 78**

**Busy, busy elves**

(See Student's Book page 112, activity 1.)

Play 78 again. Students join in with the song. Encourage them to follow along in their books.

**2 Follow and complete.**

Students name the family members in the illustration. Students follow the lines to discover what each family member wants for Christmas. Then they complete the sentences.

Write the complete sentences on the board for students to check their answers.

**Language arts: A letter to Santa**

**Materials:** Card, magazines, glue, coloured pencils or felt-tip pens.

**Preparation:** Cut the card into letter-size rectangles. Draw a 5cm border around the inside of the rectangle (1 per student).

**Directions:**

Ask students what they want for Christmas.

Distribute the card rectangles (see Preparation).

Distribute the magazines.

Students cut out red and green pictures from the magazines and cut them into small pieces.

Then they cover the outside border of their letter with the pieces and glue them on.

On the board, write the following:

*Dear Santa,  
Merry Christmas! This year for Christmas I want*

\_\_\_\_\_.

*Love,*

\_\_\_\_\_

Students copy and complete the letter.



**Activity Book**

Page 112, activity 1.

**Key**

**1** *Top to bottom:* Santa, reindeer, sleigh, doll, car, clown, elves, angel



**Vocabulary:** *Elves, tree, Santa, reindeer, toy, sleigh;* colours, numbers.

**Materials:** Card, glue, hole punch.

① **Make an elf ornament.**

Students cut out the pieces for the ornament. Then they glue them onto card and cut them out again. Show students how to assemble the pieces to make a cart with an elf sitting in it. Students can punch a hole in one corner of their ornament and hang it on their Christmas tree.

 **Christmas star game**

**Materials:** Red and green cardboard, paper cups (1 per student).

**Preparation:** Cut out stars (about 4cm in diameter) from the cardboard (10 stars for every 2 students in the class).

**Directions:**

Divide the class into pairs. Distribute stars and paper cups. Students number the stars 1 to 10. One student puts his/her stars into the paper cup. Then he/she tosses them into the air and tries to catch them in the cup. Students add up the numbers of the stars they caught. They swap roles and the other student in each pair repeats the procedure. The student with the most points after three rounds wins the game.

 **Cooking: No-bake Christmas biscuits**

**Materials:** For every student: 1 cup raisins, 1 cup chopped dates, 1/4 cup honey, 10 digestive biscuits, small bowl, plastic bag, rolling pin.

**Directions:**

Students wash their hands. They put the digestive biscuits in a plastic bag and crush them with their fists. Then they put the raisins, dates, honey and crushed digestive biscuits into a bowl. They mix the ingredients together using their hands. Finally, students roll the mixture into balls and eat them.

 **Art: Christmas trees**

**Materials:** For each student: Half a piece of a card circle (12cm in diameter), small card star, long wooden stick (approx. 15cm), green paper, glue, egg white, glitter, coloured paper and paper scraps, wool, paintbrush.

**Directions:**

Show students how to fold their half-circles to make cones. Then glue the edges together, leaving a small hole at the top. Students cut out small leaves from green paper and glue the leaves onto the cone to make a Christmas tree. Next, they decorate the tree by painting the leaves with egg white and sprinkling on glitter. Students can also glue wool and coloured paper scraps around the tree. They can cut out paper squares and glue them to the bottom of the tree for presents. Finally, students paint a paper star with egg white and sprinkle glitter on it. They glue the star to a long wooden stick and place it through the hole at the top of the tree.

 **Activity Book**

Page 113, activities 1 and 2.

**Key**

 elves, tree, Santa, reindeer, toys, sleigh, presents

## Student's Book Page 115



**Vocabulary:** Halloween, witch, pumpkin, ghost, hat, costume, broom, cat, Trick or treat, bat, spider, monster, dress up, scary.

**Materials:** Clear adhesive plastic, card, coloured pencils or crayons.

**Preparation:** Cut card strips (30cm x 5cm) (1 strip per student).

### 1 Listen and sing the song. 79

Draw a simple witch on the board. Explain that this is a girl wearing a Halloween costume. Talk with students about their own Halloween experiences: *Have they ever worn a costume? Which costumes do they like? Have they ever gone out trick-or-treating (getting dressed up and going from house to house and asking for sweets)?* Draw small pictures of the following on the board and present the words: *witch, hat, broom.* Play Track 79. Students follow along in their books.

#### Track 79

##### **Dressing up for Halloween**

(See Student's Book page 115, activity 1.)

Play Track 79 again. Encourage students to sing along.

### 2 Make a bookmark.

Students look at the pictures at the bottom of the page. Name each picture and students repeat: *pumpkin, ghost, witch, bat.* Students colour and cut out the pictures. Then they glue the pictures onto a card strip (see Preparation). Finally, students cover their bookmarks with clear adhesive plastic.

#### Language arts: Invisible messages

**Materials:** Lemon or orange juice, white paper, cotton swabs (1 per student).

##### **Directions:**

Divide the class into pairs. Students write a message to their partners on a piece of paper with a cotton wool ball and lemon or orange juice. After the "ink" is completely dry, students give their partners their messages. Students hold the paper near a hot lightbulb. The writing will turn brown and they will be able to read the secret message.

#### Art: Halloween decorations

**Materials:** White glue, food colouring, clingfilm, paintbrushes or cotton wool balls, card or cardboard, tape.

##### **Directions:**

Students mix together white glue and food colouring to make a special paint. Show students how to paint a Halloween picture on a piece of clingfilm using a paintbrush or cotton wool balls. Before the picture dries, they lay another sheet of clingfilm over the picture. Help students cut out two identical frames for their pictures from card or cardboard. Students glue their pictures between the two frames. Students hang their pictures in a window with tape.



#### Activity Book

Page 114, activity 1.

##### **Key**

1. witch; 2. spider; 3. monster; 4. bat



**Vocabulary:** *Special, celebration, hug, kiss, sing, love.*

**Materials:** Green pipe cleaners (3 per student), coloured pencils or crayons, card, tape.

① Listen and sing the song. 80

Play Track 80. Students follow along in their books.

**Track 80**

**Happy Mother's Day!**

(See Student's Book page 117, activity 1.)

Students stand up. Play Track 80 again. Make up different gestures for the verses. Students sing the song and imitate your actions.

Encourage students to memorise the song and sing it to their mothers.

② Draw and complete.

Students draw a picture of their mother in the frame. Then, they complete the description.

Ask different volunteers to read their descriptions out loud.

🧪 **Science: A gift for mum: Bubble bath**

**Materials:** For every student: A small glass jar or bottle with a lid, 1 tablespoon of white detergent, 2 tablespoons of glycerine, 1/2 cup of water, a few drops of perfume, a few drops of food colouring, wool, paper, ribbon.

**Directions:**

Students mix the detergent, glycerine, water, perfume and food colouring together and then pour the bubble bath into a jar or bottle.

Students decorate the bottle with small card paper cutouts (such as hearts) and/or wool. Then they tie a ribbon around the neck of the jar or bottle and give the bubble bath to their mothers for Mother's Day.



🧪 **Science: Making coloured carnations for Mother's Day**

**Materials:** White carnations (1 per student), drinking glasses (1 per student), water, food colouring, tissue paper, ribbon.

**Directions:**

Students fill a glass with water. Then they add a few drops of food colouring to the water.

Students place a white carnation in the water and let it sit. The colour will slowly seep into the flower.

Students wrap the stem of the flower in a piece of tissue paper, tie it with a ribbon and give it to their mothers.

◆ **Activity Book**

Page 115, activity 1.

**Instructions for hands-on activity**

Distribute the materials.

Students colour the pictures and cut them out.

Help students assemble the flower vase and glue it together.

Students fold the flower templates in half and spread glue on the inside of the fold. Then, they place a pipe cleaner on the glue, and press the back and front of the flower together.

Finally, students place their flowers in the vase and tape the flower stems to the inside of the vase.

## Student's Book Page 118



**Vocabulary:** *Bunny, egg, jellybean, chick, rabbit, flower; numbers.*

**Materials:** Card, coloured pencils or crayons, elastic band, hole punch.

### 1 Listen and sing the song. 81

Students look at the picture in their books. Ask questions: *What has the Easter Bunny got? How many eggs can you see? What colour is the chick?*  
Play Track 81. Students listen and follow along in their books.

#### Track 81

##### **The Easter Bunny's coming**

(See Student's Book page 118, activity 1.)

Play Track 81 again. Students clap to the rhythm. Read the text out loud, following the rhythm of the song. Ask volunteers to do the same. Play Track 81 a third time. Students join in with the song.

### 2 Read and number.

Different volunteers read the sentences out loud. Students read the sentences again in silence. Then they number the pictures according to the sentences.

#### **Act out the song**

Students put on their bunny masks from Activity Book page 117.  
Play Track 80. Students sing and act like bunnies.

## ◆ Activity Book

Page 117, activity 1.

### **Instructions for hands-on activity**

Distribute the materials.

Students cut out and colour the bunny parts.

Students measure the distance from one of their ears

to the other, going all the way around the top of their heads. Then they cut out a strip of card the same size to make a headband.

Students glue the bunny ears onto the headband.

They glue the sides of the bunny nose to the bottom of the headband. They punch out holes

through the bunny nose and the headband.

Finally, students thread a piece of elastic through the holes in the bunny nose/headband and measure it so that it pulls tight around their head. Students put on their masks.



**Vocabulary:** *Strong, cool, different, fly, climb, swim, cook, work, play, superhero, friend, daddy.*

**Materials:** Students' photos of their fathers, clothes hangers (1 per student), string, hole punch, coloured pencils or crayons.

① Listen and sing the song. 82

Students look at the picture in their books.  
Ask students what special things their fathers can do.  
Read the title of the song out loud.  
Play Track 82. Students follow along in their books.

**Track 82**

***My super dad!***

(See Student's Book page 119, activity 1.)

Play Track 82 again. Students sing along.

② Glue and complete.

Students glue a photo of their father onto the square.  
Then, they complete the sentences.

*Optional:* Students draw a picture instead of using a photo.

Ask volunteers to read their sentences out loud to the class.

🎨 **Art: Father's Day pencil holder**

**Materials:** Old magazines, paper, empty cans (1 per student), glue, paintbrushes.

**Directions:**

Student wash and dry their cans. Make sure they are clean and that there are no sharp edges.  
Students cut out words from magazines describing their father.

Help students cut out a piece of paper to fit around their can. Then they glue it to the can.

Students glue the different words to the paper, making a collage.

Finally, students use a paintbrush to cover the whole can with several coats of white glue, and stick their collage around their can.

Students give the pencil holders to their fathers for Father's Day.

◆ **Activity Book**

Page 119, activity 1.

**Instructions for hands-on activity**

Distribute the materials.

Students colour the letters and pictures. Then they attach the letters to a coat hanger using string.

Show students how to attach the pictures to the letters.  
Display students' mobiles around the classroom.

🎨 **Art: Place cards**

**Materials:** Lightweight cardboard, fabric scraps, ribbon/lace/wool, permanent colour markers, glue.

**Preparation:** Cut 10cm squares from lightweight cardboard. Make several squares per student.

**Directions:**

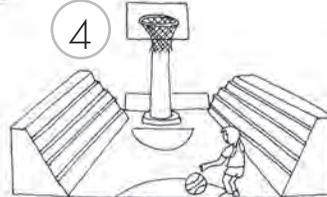
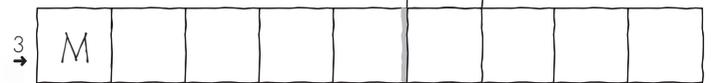
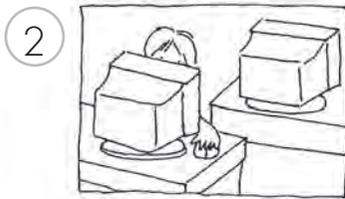
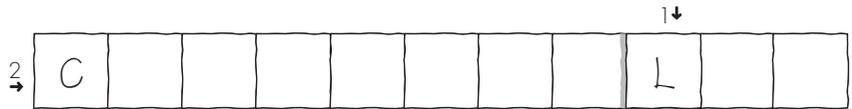
Students glue fabric scraps to the cardboard and trim around the edges.

Students fold the cards in half and print their name on the card first with pencil, then with markers.

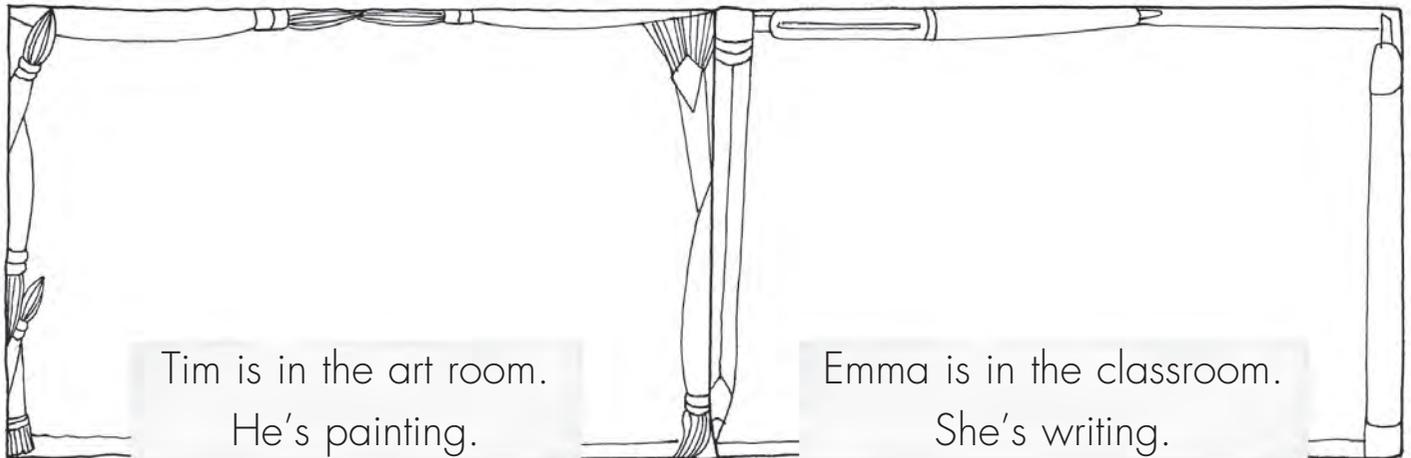
Students can decorate the edge of the cards with ribbon, lace or wool.

Students make a place card for each member of their family.

**1** Solve the puzzle. (4 points)



**2** Read and draw. (4 points)



**3** Read and match. (3 points)

Don't paint on the table.

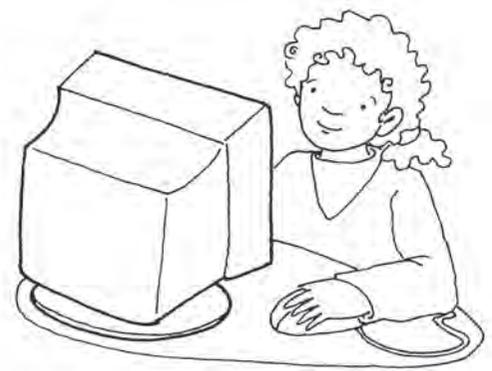
Sit down.

Don't jump on the bed.

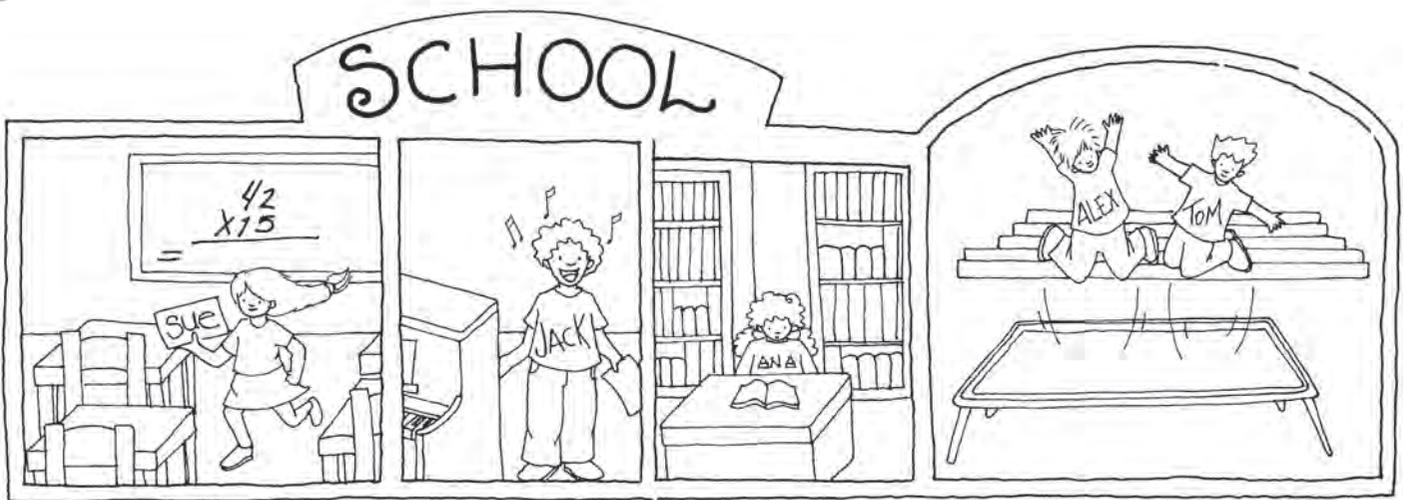


4 Label the pictures. (3 points)

singing working reading



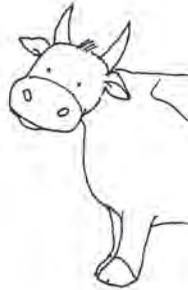
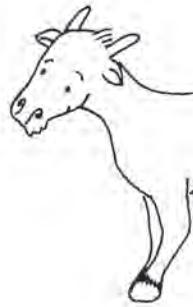
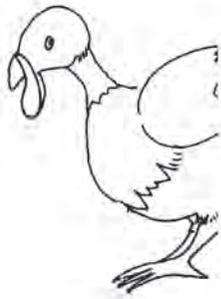
5 Look and answer the questions. (6 points)



1. Where's Sue? She's in the \_\_\_\_\_.
2. What's she doing? She's \_\_\_\_\_.
3. Where's Jack? \_\_\_\_\_
4. What's he doing? \_\_\_\_\_
5. Where are Alex and Tom? They're \_\_\_\_\_.
6. What are they doing? \_\_\_\_\_

1 Complete the pictures and label. (3 points)

horse cow duck chick goat turkey



2 Complete with *This* or *That*. (4 points)



1. \_\_\_\_\_ is a pig.

2. \_\_\_\_\_ is a sheep.

3. \_\_\_\_\_ is a cow.

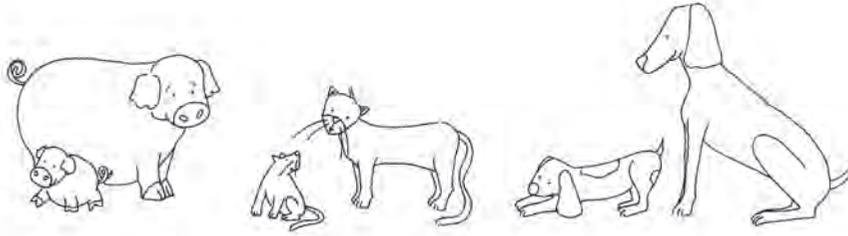
4. \_\_\_\_\_ is a horse.

**3** Look and match. (3 points)

dog

cat

pig



piglet

kitten

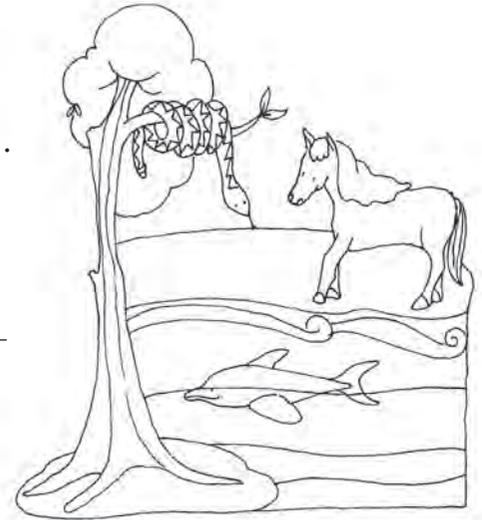
puppy

**4** Look and complete. (6 points)

can = ✓    can't = ✗

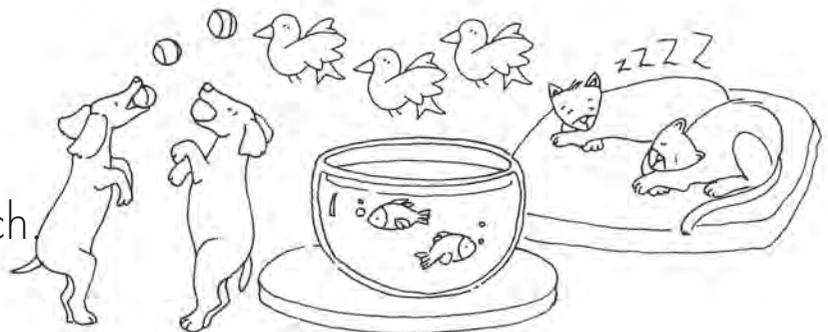
	jump	swim	crawl
snake	✗	✓	✓
dolphin	✓	✓	✗
horse	✓	✓	✗

1. Can snakes jump? No, they \_\_\_\_\_.
2. Can snakes crawl? Yes, \_\_\_\_\_.
3. Can dolphins swim? \_\_\_\_\_
4. Can dolphins crawl? \_\_\_\_\_
5. Can horses crawl? \_\_\_\_\_
6. Can horses jump? \_\_\_\_\_



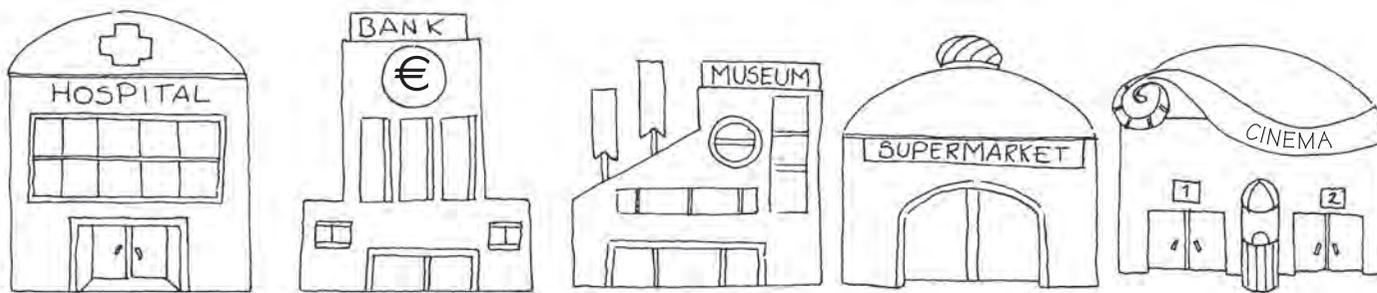
**5** Look and complete with *can* or *can't*. (4 points)

1. Birds \_\_\_\_\_ fly.
2. Fish \_\_\_\_\_ run.
3. Dogs \_\_\_\_\_ play catch.
4. Cats \_\_\_\_\_ fly.



**1** Read and complete. (4 points)

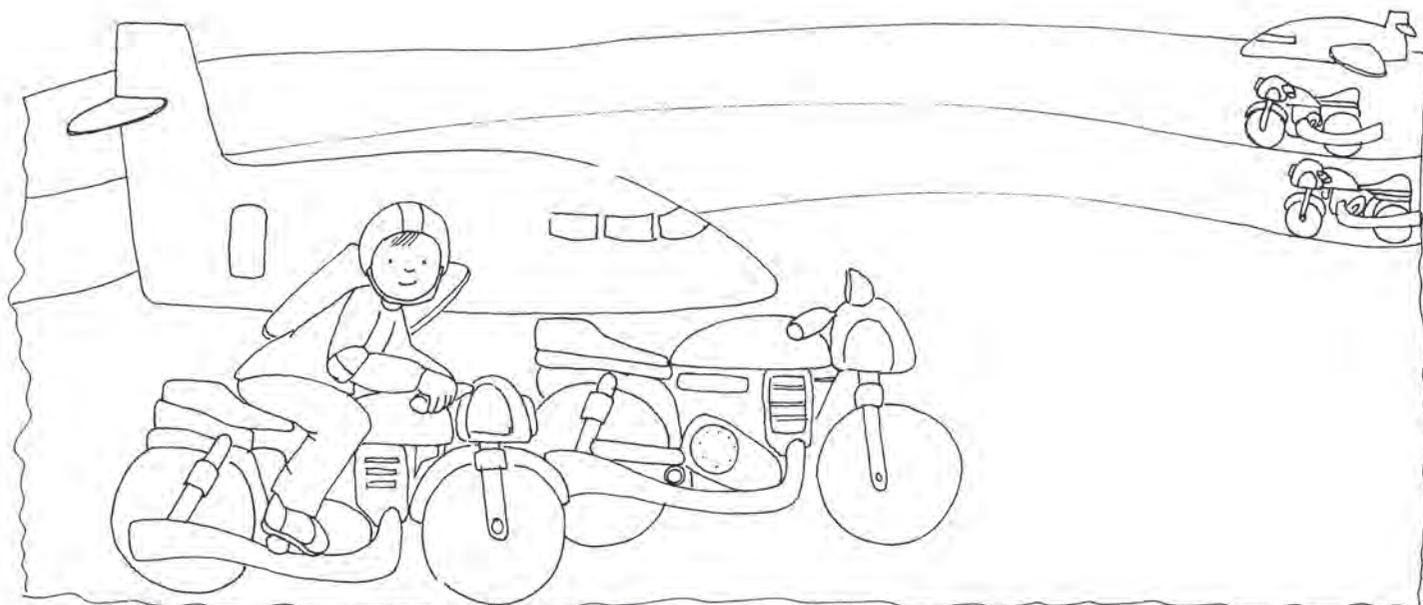
next to      between



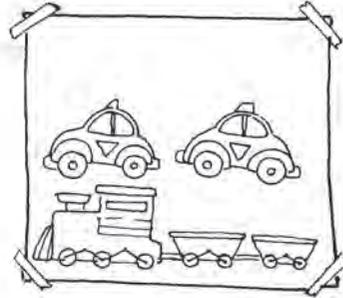
1. The hospital is \_\_\_\_\_ the bank.
2. The bank is \_\_\_\_\_ the hospital and the museum.
3. The museum is \_\_\_\_\_ the supermarket.
4. The supermarket is \_\_\_\_\_ the museum and the cinema.

**2** Read and colour. (4 points)

1. This plane is blue.
2. That plane is red.
3. These motorbikes are green.
4. Those motorbikes are yellow.



**3** Unscramble the sentences. (4 points)



1. boat. a This is

\_\_\_\_\_

\_\_\_\_\_

2. is a That plane.

\_\_\_\_\_

\_\_\_\_\_

3. a That train. is

\_\_\_\_\_

\_\_\_\_\_

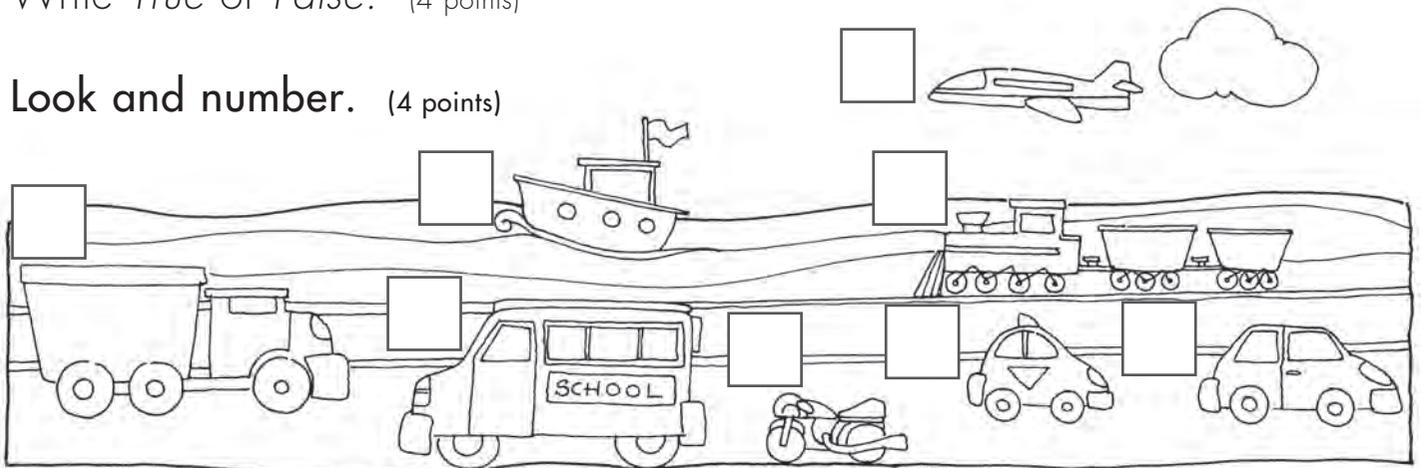
4. taxis. These are

\_\_\_\_\_

\_\_\_\_\_

• Write *True* or *False*. (4 points)

**4** Look and number. (4 points)



1. boat

2. train

3. plane

4. lorry

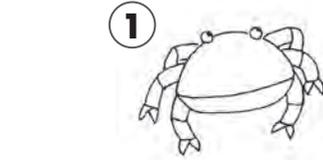
5. taxi

6. car

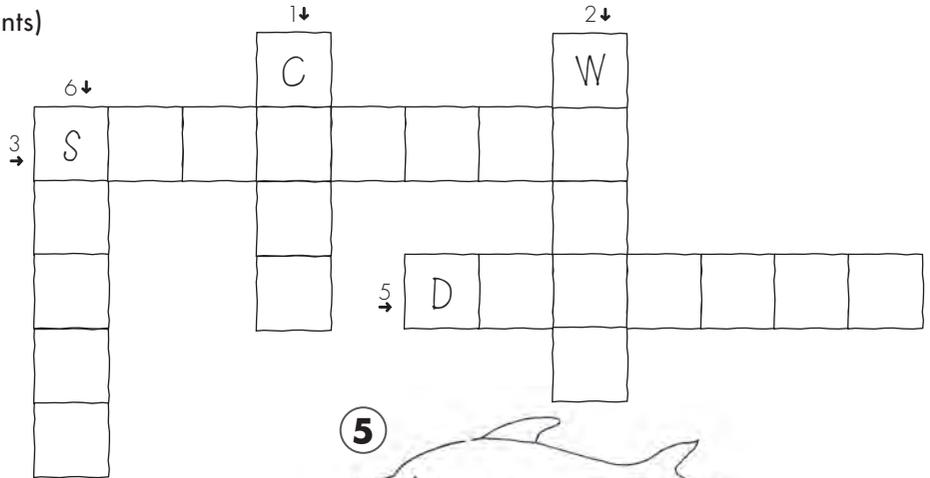
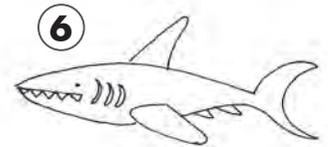
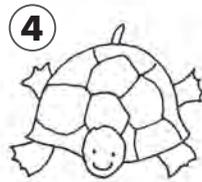
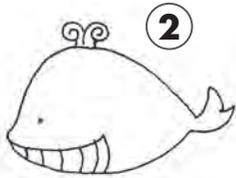
7. bus

8. motorbike

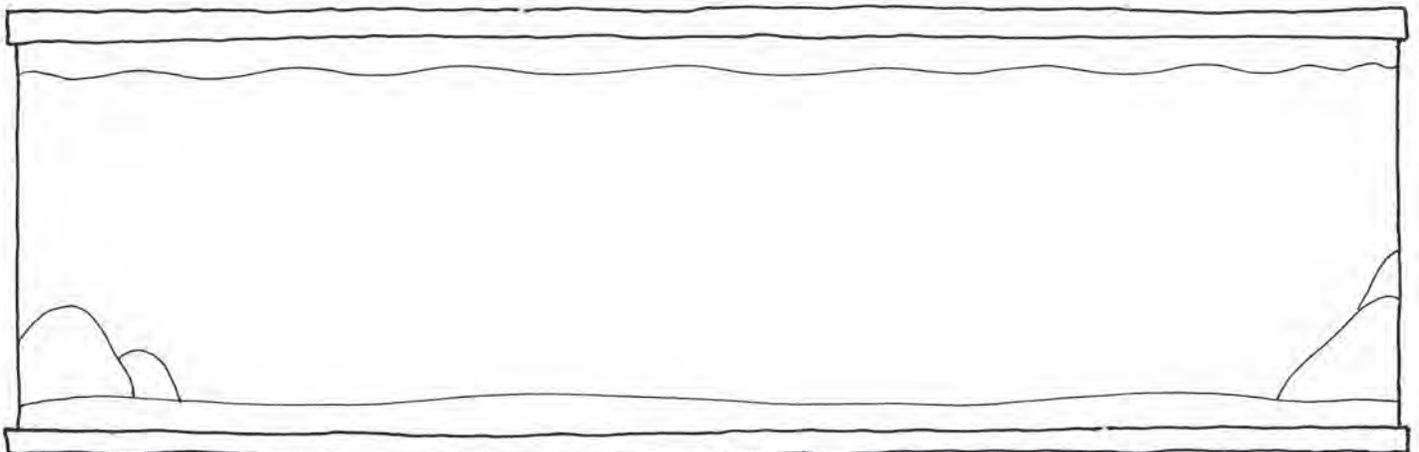
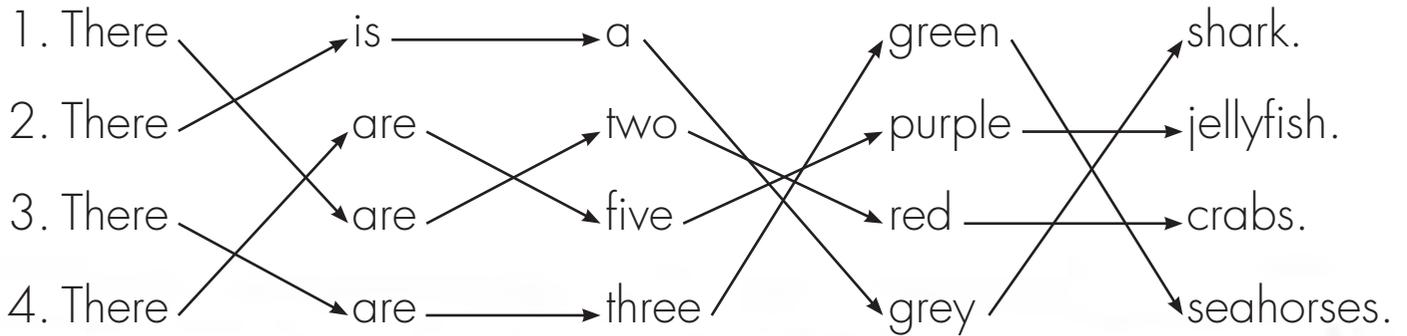
1 Solve the puzzle. (3 points)



4↓

2 Read, follow and draw. (4 points)



**3** Circle and match. (3 points)

20

12

15

14

11

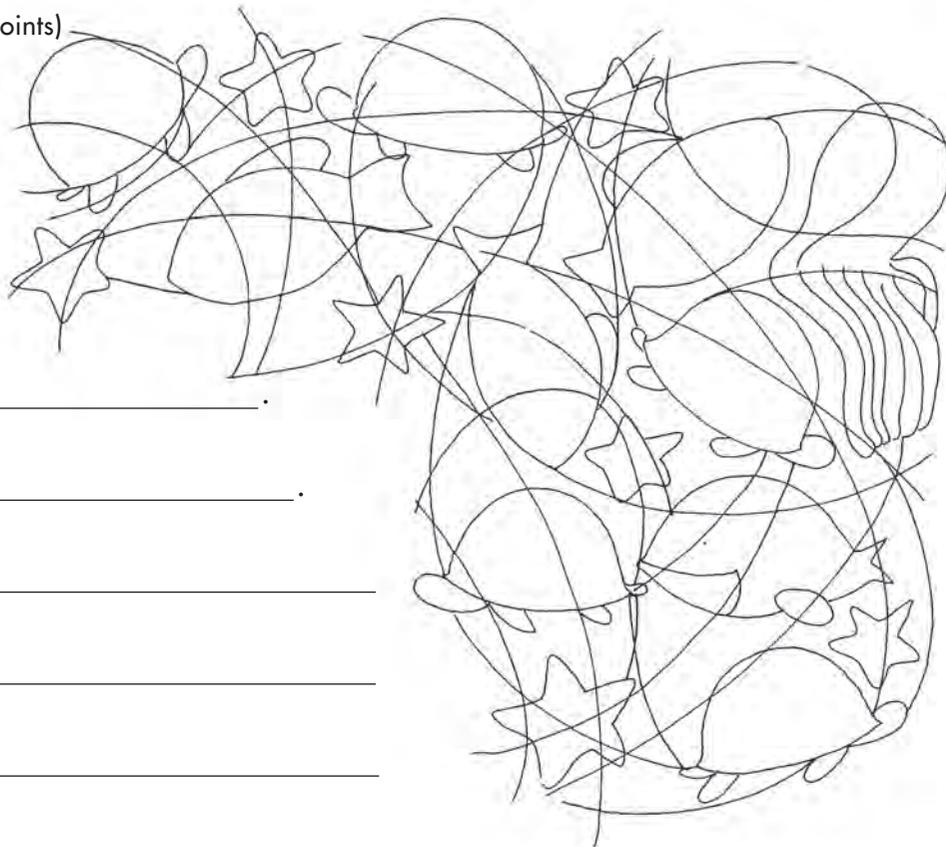
16



fifteen sixteen eleven twelve fourteen twenty

**4** Find, colour and write. (5 points)

- fish = red
- turtle = green
- whale = grey
- starfish = yellow
- octopus = purple



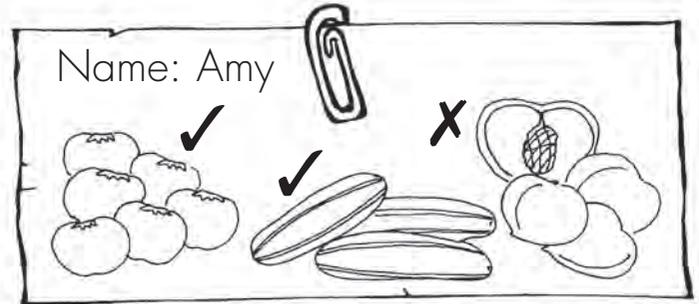
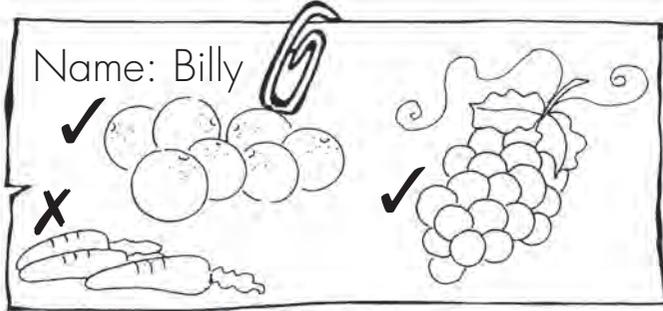
1. There is \_\_\_\_\_.
2. There are \_\_\_\_\_.
3. \_\_\_\_\_.
4. \_\_\_\_\_.
5. \_\_\_\_\_.

• Look and tick (✓). (5 points)

	Yes, there is.	No, there isn't.	Yes, there are.	No, there aren't.
1. Is there a grey whale?				
2. Are there any red crabs?				
3. Is there a white shark?				
4. Are there any yellow starfish?				
5. Are there any red fish?				

**1** Look and write. (4 points)

like = ✓      don't like = ✗



oranges    peaches    cucumbers    carrots    tomatoes    grapes

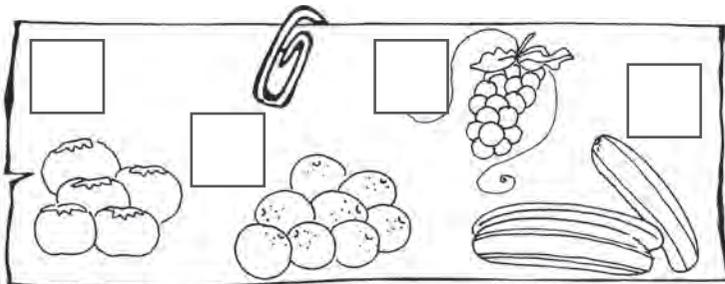
1. Billy likes \_\_\_\_\_ and \_\_\_\_\_.

2. He doesn't \_\_\_\_\_.

3. Amy \_\_\_\_\_.

4. She \_\_\_\_\_.

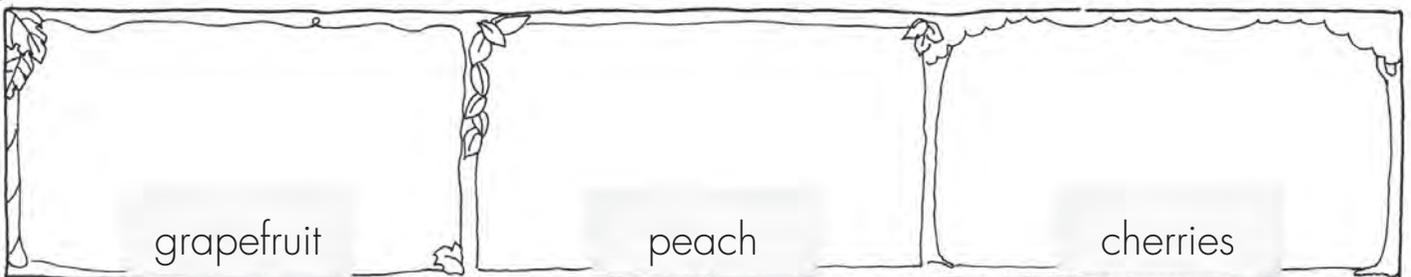
- Mark the food and complete the sentences about yourself. (2 points)



1. I like \_\_\_\_\_  
\_\_\_\_\_.

2. I don't like \_\_\_\_\_  
\_\_\_\_\_.

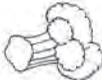
**2** Draw the pictures. (3 points)



**3** Read and complete the chart. (4 points)

likes = ✓      doesn't like = ✗

This is Robert. He likes strawberries, biscuits and cake. He doesn't like broccoli.  
 Sarah likes broccoli and strawberries. She doesn't like cake. She doesn't like biscuits.

• Read and match. (4 points)

1. Does Sarah like cake?

Yes, he does.

2. Does she like strawberries?

No, she doesn't.

3. Does Robert like broccoli?

Yes, she does.

4. Does he like biscuits?

No, he doesn't.

**4** Follow and complete. (3 points)

s \_ \_ \_ \_ \_

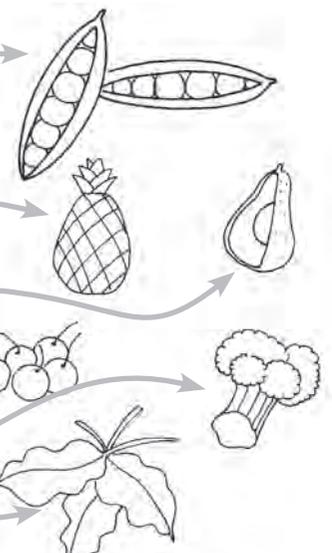
p \_ \_ \_ \_

b \_ \_ \_ \_ \_

a \_ \_ \_ \_ \_

p \_ \_ \_ \_ \_

c \_ \_ \_ \_ \_



1 Follow, read and write *Emma, Rick, Lili* or *Eric*. (4 points)

1. She's got blonde hair. \_\_\_\_\_

2. He hasn't got green eyes. \_\_\_\_\_

3. She hasn't got brown eyes. \_\_\_\_\_

4. He's got red hair. \_\_\_\_\_

• Read and answer the questions. (4 points)

1. Has Emma got blonde hair? \_\_\_\_\_

2. Has Rick got brown eyes? \_\_\_\_\_

3. Has Lili got green eyes? \_\_\_\_\_

4. Has Eric got black hair? \_\_\_\_\_

**2** Complete with *have got* or *has got*. (3 points)

1. I \_\_\_\_\_ long brown curly hair.

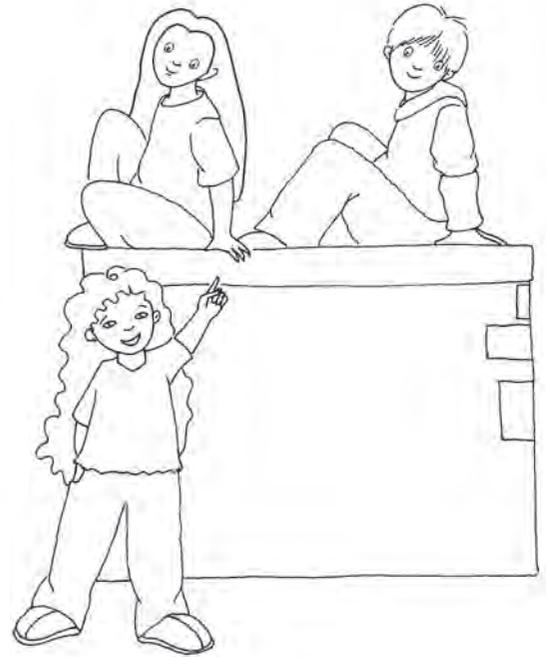
I \_\_\_\_\_ brown eyes.

2. He \_\_\_\_\_ short blonde straight hair.

He \_\_\_\_\_ blue eyes.

3. She \_\_\_\_\_ long straight red hair.

She \_\_\_\_\_ green eyes.



- Match and colour. (3 points)

**3** Classify the words. (3 points)

curly butterfly long January straight June camel panda May

Hair

---



---



---

Animals

---



---



---

Months of the year

---



---



---

**4** Read and circle the correct options. (3 points)

My name's Megan. I'm (1) **ten** / **eight** years old. I'm from (2) **Canada** / **Spain**. I've got (3) **brown** / **black** hair and brown eyes.

Name: Megan Simons

Age: 10 years old

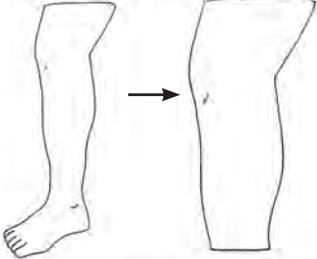
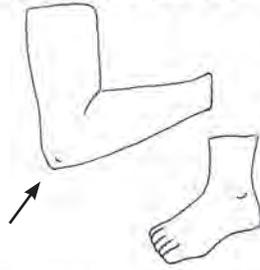
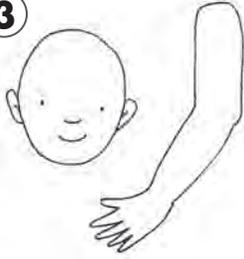
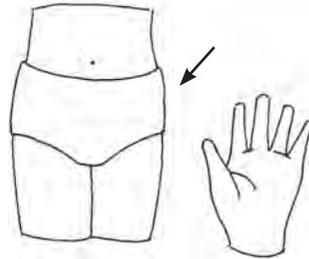
Hair: black

Eyes: brown

Country: Canada

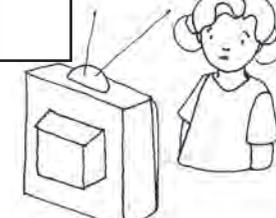


**1** Solve the puzzles. (4 points)

<p><b>1</b></p> <table border="1"> <tr><td></td><td>K</td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td>L</td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> </table> 		K					L						<p><b>2</b></p> <table border="1"> <tr><td></td><td></td><td>F</td><td></td></tr> <tr><td>E</td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table> 			F		E											
	K																												
L																													
		F																											
E																													
<p><b>3</b></p>  <table border="1"> <tr><td>H</td><td></td><td>A</td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table>	H		A										<p><b>4</b></p>  <table border="1"> <tr><td></td><td>H</td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> </table>		H														
H		A																											
	H																												

**2** Match and write. (6 points)

Healthy habits = HH    Unhealthy habits = UH

<input type="checkbox"/> 	<p>Don't drink a lot of fizzy drinks.</p>	<input type="checkbox"/> 
<input type="checkbox"/> 	<p>Don't eat a lot of sweets.</p>	<input type="checkbox"/> 
<input type="checkbox"/> 	<p>Do a lot of exercise.</p>	<input type="checkbox"/> 
	<p>Brush your teeth.</p>	
	<p>Wash your hands.</p>	

3 Write the times. (2 points)



It's eleven o'clock.



\_\_\_\_\_



It's five o'clock.

\_\_\_\_\_



4 Label the pictures. (4 points)

go to bed   do my homework   have a bath   go to school



- Follow and answer the questions. (4 points)

1. What time do you go to school?

I go to school at \_\_\_\_\_.

2. What time do you go to bed?

\_\_\_\_\_

3. What time do you do your homework?

\_\_\_\_\_

4. What time do you have a bath?

\_\_\_\_\_

1 Look and complete. (3 points)



1. Mother is h \_\_\_\_\_.

4. Grandfather is a \_\_\_\_\_.

2. Father is t \_\_\_\_\_.

5. Sister is b \_\_\_\_\_.

3. Grandmother is h \_\_\_\_\_.

6. Brother is s \_\_\_\_\_.

2 Complete the questions with *Who*, *What* or *Where*. (4 points)

1. \_\_\_\_\_ is she? Grandmother.

2. \_\_\_\_\_ is she doing? She's swimming.



3. \_\_\_\_\_ is he? Brother.

4. \_\_\_\_\_ is he? In the playground.

**3** Look and answer the questions. (4 points)

1. Where is Mother? \_\_\_\_\_

2. What's she doing? \_\_\_\_\_

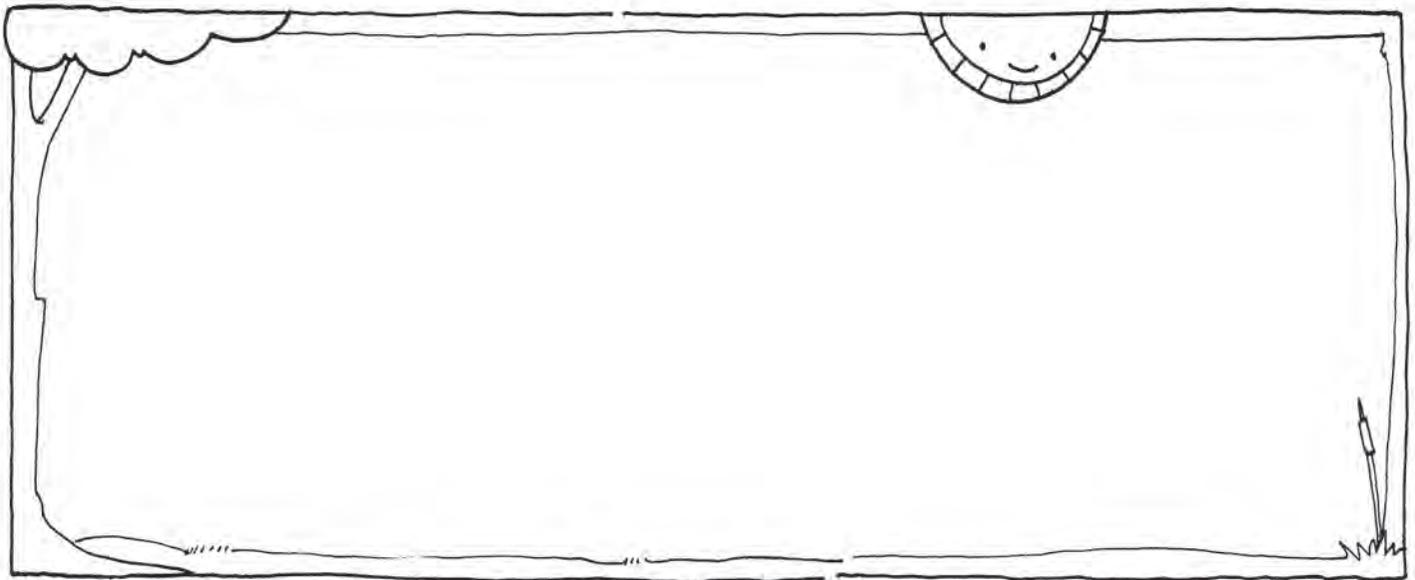
3. Who is he? \_\_\_\_\_

4. What's he doing? \_\_\_\_\_



**4** Read and draw. (5 points)

This is a fair. There are a lot of things to see. There is an animal show and a band. There is a hot dog stand too. There isn't a roller coaster. There aren't any bumper cars. There is a throwing game and there are prizes.



• Read and circle the correct options. (4 points)

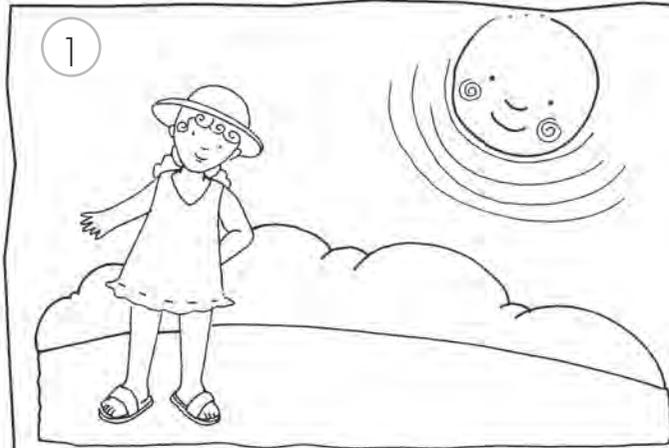
1. Are there any bumper cars? Yes, there are. / No, there aren't.

2. Is there a band? Yes, there is. / No, there isn't.

3. Are there any prizes? Yes, there are. / No, there aren't.

4. Is there a roller coaster? Yes, there is. / No, there isn't.

**1** Colour and complete. (4 points)



She's wearing \_\_\_\_\_

\_\_\_\_\_.

It's \_\_\_\_\_.



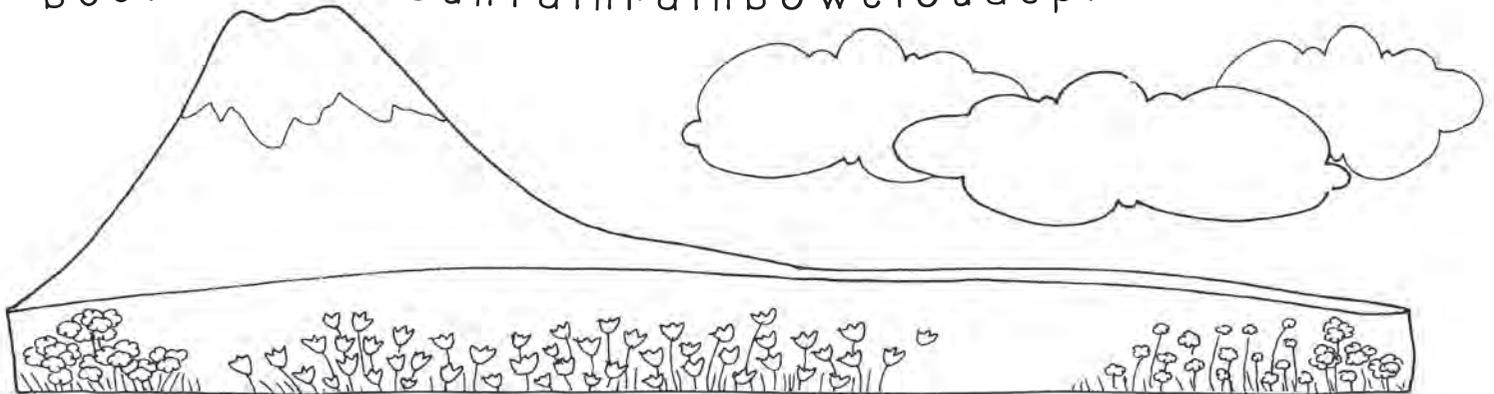
He's wearing \_\_\_\_\_

\_\_\_\_\_.

It's \_\_\_\_\_.

**2** Circle the words and write. (6 points)

bee flowers mountain rainbow clouds plastic bottles



In this picture, there is a/are...

1. \_\_\_\_\_.

2. \_\_\_\_\_.

3. \_\_\_\_\_.

There isn't a/aren't any...

1. \_\_\_\_\_.

2. \_\_\_\_\_.

3. \_\_\_\_\_.



# Answer key to the assessments

## Assessment 1

- 1. library; 2. computer lab; 3. music room; 4. gym
- 2. From left to right: reading, singing, working
- 3. classroom; 2. running; 3. He's in the music room. 4. He's singing. 5. in the gym; 6. They're jumping.

## Assessment 2

- 1. From left to right: turkey, goat, duck, chick, cow, horse
- 2. 1. This; 2. This; 3. That; 4. That
- 3. 1. can't; 2. they can; 3. Yes, they can. 4. No, they can't. 5. No, they can't. 6. Yes, they can.
- 4. 1. can; 2. can't; 3. can; 4. can't

## Assessment 3

- 1. next to; 2. between; 3. next to; 4. between
- 2. 1. This is a boat. False. 2. That is a plane. False. 3. That is a train. True. 4. These are taxis. False. 4. From left to right, top to bottom: 4, 1, 7, 8, 3, 2, 5, 6

## Assessment 4

- 1. crab; 2. whale; 3. starfish; 4. turtle; 5. dolphin; 6. shark
- 2. fifteen, sixteen, eleven, twelve, fourteen, twenty
- 3. 1. one whale; 2. five turtles; 3. There are seven starfish. 4. There are three fish. 5. There is one octopus. 1. Yes, there is. 2. No, there aren't. 3. No, there isn't. 4. Yes, there are. 5. Yes, there are.

## Assessment 5

- 1. oranges, grapes; 2. like carrots; 3. likes tomatoes and cucumbers; 4. doesn't like peaches
- 2. 1. No, she doesn't. 2. Yes, she does. 3. No, he doesn't. 4. Yes, he does.
- 3. From top to bottom: spinach, peas, broccoli, avocado, pineapple, cherries

## Assessment 6

- ❶ 1. Emma; 2. Eric; 3. Lili; 4. Rick  
1. Yes, she does. 2. No, he doesn't. 3. No, she doesn't.  
4. Yes, he does.
- ❷ 1. have got, have got; 2. has got, has got; 3. has got, has got
- ❸ *Hair*: curly, long, straight; *Animals*: butterfly, camel, panda;  
*Months of the year*: January, June, May
- ❹ 1. ten; 2. Canada; 3. black

## Assessment 7

- ❶ 1. knee, leg; 2. foot, elbow; 3. head, arm; 4. hip, hand
- ❷ *From top to bottom*: UH, UH, HH, HH, HH, UH
- ❸ 11:00; It's one o'clock.; 5:00; It's nine o'clock.
- ❹ *From top to bottom*: go to school, do my homework, have a bath, go to bed  
1. at eight o'clock.; 2. I go to bed at nine o'clock. 3. I do my homework at four o'clock. 4. I have a bath at seven o'clock.

## Assessment 8

- ❶ 1. happy; 2. tired; 3. hungry; 4. angry; 5. bored; 6. sad
- ❷ 1. Who; 2. What; 3. Who; 4. Where
- ❸ 1. She's at/in the park. 2. She's walking.  
3. He's baby/brother. 4. He's eating.
- ❹ 1. No, there aren't. 2. Yes, there is. 3. Yes, there are.  
4. No, there isn't.

## Assessment 9

- ❶ 1. a (colour) dress, a (colour) hat, and (colour) sandals;  
sunny; 2. a (colour) hat, a (colour) scarf, a (colour) jacket,  
(colour) trousers, (colour) boots; snowing
- ❷ bee, flowers, mountain, rainbow, clouds, plastic bottles;  
1. mountain; 2. flowers, 3. clouds; 1. bee; 2. rainbow;  
plastic bottles
- ❸ 1. No, there isn't. 2. Yes, there are. 3. Yes, there is.  
4. No, there isn't.
- ❹ *Weather*: raining, cloudy, snowing; *Recycle*: newspaper,  
bottles, magazines; *Seasons*: autumn, spring, winter

# English Print 2

Class CD 1 - Time: 54:57



## Content

- 1 Track 1 Listen and follow.
- 2 Track 2 Listen, point and repeat.
- 3 Track 3 Listen and place.
- 4 Track 4 Listen and number.
- 5 Track 5 Story: A monkey at school
- 6 Track 6 Listen and sing the song: Monkey, monkey
- 7 Track 7 Listen and number.
- 8 Track 8 Listen and match.
- 9 Track 9 Listen and number.
- 10 Track 10 Listen and sing the song: The alphabet song
- 11 Track 11 Role-play: At school
- 12 Track 12 Listen, point and repeat.
- 13 Track 13 Listen and sing the song: Look at the animals
- 14 Track 14 Story: Dolphins are special
- 15 Track 15 Listen and point.
- 16 Track 16 Listen and mark can or can't .
- 17 Track 17 Listen and number.
- 18 Track 18 Listen, point and repeat.
- 19 Track 19 Listen and write the missing vowels.
- 20 Track 20 Listen and sing the song:  
What can this little animal do?
- 21 Track 21 Listen, point and repeat.
- 22 Track 22 Listen and number.
- 23 Track 23 Listen and sing the song: I get on the bus



## Content

- 24 Track 24 Listen, point and repeat.
- 25 Track 25 Story: In the city
- 26 Track 26 Listen and colour.
- 27 Track 27 Listen, point and repeat.
- 28 Track 28 Circle the beginning sounds.
- 29 Track 29 Listen and colour.
- 30 Track 30 Listen, point and repeat.
- 31 Track 31 Listen and colour.
- 32 Track 32 Listen and sing the song: Come to the aquarium
- 33 Track 33 Listen, point and repeat.
- 34 Track 34 Story: The last trick
- 35 Track 35 Listen and glue.
- 36 Track 36 Listen and circle the correct options.
- 37 Track 37 Listen, point and repeat.
- 38 Track 38 Role-play: Are there any sharks?
- 39 Track 39 Listen and number.
- 40 Track 40 Listen and say the chant: Do you like...?
- 41 Track 41 Story: A deal's a deal
- 42 Track 42 Listen and mark.
- 43 Track 43 Listen and sing the song: Chocolate biscuits
- 44 Track 44 Listen, point and repeat.
- 45 Track 45 Listen, point and repeat.
- 46 Track 46 Role-play: At the supermarket

## Class CD 2 - Time: 46:33



## Content

- 1 Track 47 Listen and number.
- 2 Track 48 Listen and sing the song: We're best friends
- 3 Track 49 Story: Jolly Jenny
- 4 Track 50 Listen and circle the correct options.
- 5 Track 51 Listen and sing the song: The months of the year
- 6 Track 52 Listen, point and repeat.
- 7 Track 53 Listen and number.
- 8 Track 54 Listen, point and repeat.
- 9 Track 55 Listen and sing the song: Hokey Cokey
- 10 Track 56 Listen and number the song: I am healthy
- 11 Track 57 Story: Harry the couch potato
- 12 Track 58 Listen and repeat.
- 13 Track 59 Listen and sing the song: What time is it, Mr Clock?
- 14 Track 60 Listen and number.
- 15 Track 61 Listen, point and repeat.
- 16 Track 62 Listen, point and repeat.
- 17 Track 63 Listen and sing the song: How do you feel?
- 18 Track 64 Story: Super-duper fun park
- 19 Track 65 Listen and number the pictures.



## Content

- 20 Track 66 Listen and point.
- 21 Track 67 Listen, point and repeat.
- 22 Track 68 Listen, point and repeat.
- 23 Track 69 Role-play: Tell me about your fair
- 24 Track 70 Listen and number.
- 25 Track 71 Listen, point and repeat.
- 26 Track 72 Listen and number.
- 27 Track 73 Story: John and the tree
- 28 Track 74 Listen and glue.
- 29 Track 75 Listen and sing the song: Save our planet
- 30 Track 76 Listen, point and repeat.
- 31 Track 77 Listen and draw.
- 32 Track 78 Listen and sing the song: Busy, busy elves
- 33 Track 79 Listen and sing the song: Dressing up for Halloween  
(by Jim Taylor)
- 34 Track 80 Listen and sing the song: Happy Mother's Day!
- 35 Track 81 Listen and sing the song: The Easter Bunny's coming
- 36 Track 82 Listen and sing the song: My super dad!



# 2

**Print** is a dynamic six-level English course for primary school children. It offers a variety of fun and interactive activities, including songs, stories and hands-on projects. **Print** clearly presents language structures and vocabulary and follows a well-structured syllabus.

### Special features:

- \* Integrates the communicative approach with a clearly structured grammar syllabus.
- \* Includes a literacy element that develops students' reading and writing skills through phonetics, reading strategies and process writing.
- \* Offers original children's literature as a springboard for natural and meaningful language.
- \* Enriches students' learning experience through relevant themes, real-world knowledge and the reinforcement of universal values.
- \* Offers well-balanced and varied classroom activities which ensure students' motivation.

### Components:

Student's Book + CD  
Student's Cutouts  
Activity Book  
Teacher's Guide  
Class CDs  
Posters and Poster Cutouts