



4

Teacher's Book



Richmond

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Main Features of the Series

The five levels of the *Kids' Web* series have been developed for learners of English in Primary Schools, especially those who have had little or no contact with the English language before.

Kids' Web accompanies children in all phases of their intellectual development, attending to their individual characteristics and offering them the possibility of learning a foreign language in a significant, fun and entertaining way.

A meaningful use of the language is one of the main features of the series, which relates the activities proposed in the classroom to the daily life of children in their social context and the real possibilities of application of the knowledge and skills acquired.

According to the psychologist Lev Vygotsky (Wertsch, J.V.; *Vygotsky and The social Formation of Mind*; Harvard University Press, Cambridge, Massachusetts, 1985), the teacher plays an important role in the psychological development of children. It is with this philosophy in mind that the *Kids' Web* series was conceived: the teacher guides children in the learning process by asking them questions, providing information and suggestions when they need and assisting them in the development of their potentials.

The *Kids' Web* series aims to help children:

- ◆ evolve in a stimulating atmosphere all the time;
- ◆ become capable of interpreting the overall meaning of a text without necessarily having understood the meaning of each and every single word;
- ◆ become creative in the use of language;
- ◆ develop an excellent imagination;
- ◆ be exposed to a vast repertoire of information through varied sources;
- ◆ learn in different ways;
- ◆ crave dynamism in the classroom.

With the aim of seeking methodological excellence, the activities in the Course Book and the Workbook are clearly organised and carefully graded. Each level of the series is clearly differentiated from the rest, attending to the varied characteristics and interests of the age group. The activities in each level are also appropriately challenging for the age group, never underestimating children's cognitive and intellectual capacity or forcing them to carry out activities which are beyond their capabilities.

All in all, the series evolves according to the chart on pages 5 through 9.



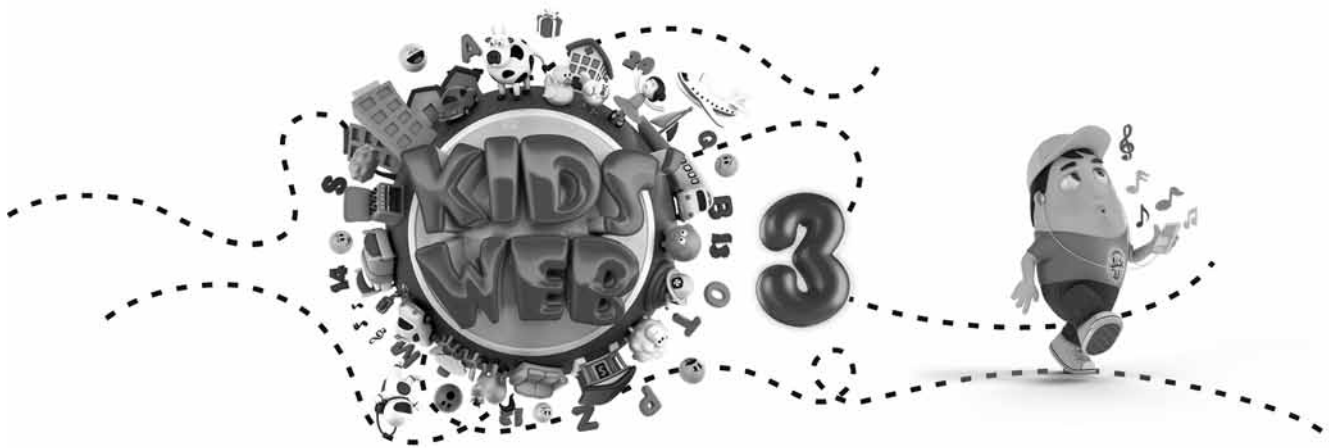
Kids' Web 1

Unit	Topic	Language Focus	Vocabulary
1 Hi!	Greetings	<i>Hi! Hello! I'm... What's your name?</i>	<i>Hi, Hello, Bye boy, girl</i>
2 Colours	Colours	<i>I love...</i>	<i>red, blue, yellow, green, purple, orange</i>
Kids' Web Gang in... Wow! A rainbow!			
3 Shapes	Shapes	<i>Is it a...? Yes, it is. No, it isn't.</i>	<i>rectangle, triangle, circle, star, square</i>
4 Pets	Pets	<i>The... is cute! The... is cute too!</i>	<i>dog, cat, bird, fish, hamster, turtle</i>
Kids' Web Gang in... Pets are cute!			
5 Numbers	Numbers	<i>Look, seven birds! How many?</i>	<i>numbers 1 to 10</i>
6 My family	Family	<i>This is my...</i>	<i>mum, dad, brother, sister</i>
Kids' Web Gang in... Bird watching			
7 Let's play!	Toys	<i>Look at my new... Let's play!</i>	<i>computer game, car, ball, puzzle, doll, robot, teddy bear, kite, train</i>
8 My schoolbag	School objects	<i>I need an eraser. Here you are. Thank you!</i>	<i>eraser, pencil, crayons, notebook, book, pen</i>
Kids' Web Gang in... It's time to play ball!			
9 Cyber, the robot	Parts of the body	<i>Two hands, one nose, five arms... This is Cyber, the robot.</i>	<i>mouth, nose, ears, eyes, legs, arms, head</i>
10 Breakfast time	Food	<i>I love... And you?</i>	<i>bananas, orange juice, cake, cookies, apples, milk</i>



Kids' Web 2

Unit	Topic	Language Focus	Vocabulary
1 Good morning!	Greetings Family	<i>This is my... How are you? I'm fine, thanks. And you? What's your name? My name is...</i>	<i>Good morning, Good afternoon, Good evening, Good night, Bye bye classmate, friend grandma, grandpa, mum, dad, brother, sister</i>
2 The weather	Weather	<i>What's the weather like? It's... I like...</i>	<i>sunny, cloudy, windy, raining, hot, cold summer, autumn, winter, spring</i>
Kids' Web Gang in... The bike race			
3 Where's the ruler?	School objects	<i>Where's the...? It's on in under... It's a red pencil case.</i>	<i>sharpener, pen, pencil case, schoolbag, ruler, glue on, under, in counter</i>
4 How many?	Numbers 1 to 10	<i>How many...?</i>	<i>one, two, three, four, five, six, seven, eight, nine, ten odd, even</i>
Kids' Web Gang in... My new pet			
5 At the zoo	Animals	<i>It They can fly run swim jump.</i>	<i>run, swim, fly, jump wild animals, lion, elephant, hippo, alligator, giraffe, kangaroo, bat</i>
6 Fun time	Games and toys	<i>Look, my new... What's your favourite toy?</i>	<i>board game, jump rope, scooter, bike, skateboard, seesaw, slide, swing, monkey bars cool</i>
Kids' Web Gang in... Pyjama party			
7 Different looks	Parts of the body	<i>I've got... short hair, long hair, big eyes, small eyes.</i>	<i>red blonde brown black hair eyes, ears, nose, mouth, head, arms, feet, legs, hands new, long, big, small</i>
8 Lunch time	Food	<i>Chicken? Yes, please. No, thanks. Here you are. I love chicken! I like I don't like... What about you?</i>	<i>pudding, fries, pasta, fish, chicken, salad, fruit salad</i>
Kids' Web Gang in... Family lunch			



Kids' Web 3

Unit	Topic	Language Focus	Vocabulary
1 How are you?	Feelings	<i>How are you today? I'm...</i>	<i>happy, sad, tired, hungry, scared, sick</i>
2 My house	Parts of the house Furniture	<i>There's a... in the... There are... in the...</i>	<i>living room, kitchen, bedroom, bathroom, yard chair, table, couch, bed, refrigerator, stove, shower</i>
Kids' Web Gang in... Are you ok?			
3 My town	Places around town	<i>Where's the...? It's opposite next to between...</i>	<i>park, bank, shopping mall, bakery, cinema, supermarket</i>
4 How many?	Numbers 11 to 20	<i>How many...? Twelve plus seven is nineteen. Fourteen minus two is twelve.</i>	<i>numbers 11 to 20 plus, minus</i>
Kids' Web Gang in... A fun afternoon			
5 On the farm	Farm animals Adjectives	<i>What a thin lamb! The... is...</i>	<i>cow, chicken, duck, horse, pig, lamb thin, fat, big, small, beautiful, ugly</i>
6 The alphabet	Alphabet	<i>Could you spell..., please?</i>	<i>alphabet letters</i>
Kids' Web Gang in... A day in the country			
7 Occupations	Occupations	<i>What do you want to be? I want to be a...</i>	<i>football player, ballerina, firefighter, astronaut, doctor, teacher, vet, cashier, singer, racing driver</i>
8 Transport	Means of transportation	<i>How do you go come to school? By...</i>	<i>bus, car, plane, boat, taxi, train, bike, on foot</i>
Kids' Web Gang in... A difficult decision			



Kids' Web 4

Unit	Topic	Language Focus	Vocabulary
1 Communication	Means of communication	<i>Where's are the..., please? It's They're on in under next to between...</i>	<i>cell phone, magazine, DVD player, newspaper, computer, letter, comic book on, in, under, next to, between</i>
2 Months and seasons	Months Seasons	<i>How old are you? I'm... When's your birthday? It's in... Are there... in...? Yes, there are. No, there aren't.</i>	<i>January, February, March, April, May, June, July, August, September, October, November, December numbers 21 to 31 winter, spring, summer, autumn</i>
Reading Time... Abbreviations			
3 Sports and activities	Sports	<i>He can can't... Can you...? Yes, I can. No, I can't.</i>	<i>swim, play football, play basketball, ride a bike, play baseball, ride a horse, play the guitar, roller skate, speak French, sing, dance</i>
4 Nice clothes!	Clothes	<i>I'm She's He's wearing... Is she wearing...? Yes, she is. No, she isn't.</i>	<i>jeans, shorts, sneakers, T-shirt, dress, shoes, skirt, hat, flip-flops, cap, socks, sweater, jacket</i>
Reading Time... Popular sports			
5 What are they doing?	Everyday activities	<i>What are you they doing? I'm They're... What's he she doing? He's She's... Are you...? Yes, I am. No, I'm not.</i>	<i>watch TV, read, sleep, cook, take a shower, play, study, dance, climb a tree, swing, skate</i>
6 What time is it?	Time	<i>What time is it? It's... a.m. p.m. It's... o'clock.</i>	<i>numbers, midday, midnight, earlier, later</i>
Reading Time... Greetings from Australia			
7 Mealtime	Food	<i>What do you have for...? I have...</i>	<i>cheese, cereal, eggs, jam, pancakes, toast, salad, soda, beans, juice, cupcake, bread, rice, chicken, butter, pasta, milk, coffee, sandwich, steak, breakfast, lunch, dinner</i>
8 Yippee! Vacation!	Vacation spots	<i>I We always usually...</i>	<i>the beach, the farm, the shopping mall, the mountains, the park, the lake</i>
Reading Time... Blog messages			



Kids' Web 5

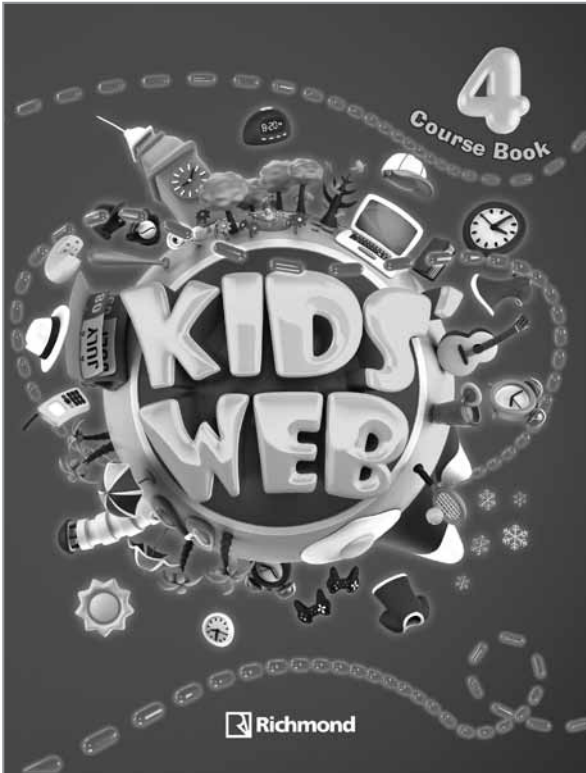
Unit	Topic	Language Focus	Vocabulary
1 Countries and nationalities	Countries and nationalities	Where are you from? I'm from... I'm...	Australia, Brazil, China, England, France, Japan, Mexico, Peru, South Africa, the USA, Argentina Australian, Brazilian, Chinese, English, French, Japanese, Mexican, Peruvian, South African, American, Argentinian
2 I love Maths	School subjects	Which subjects do you have today? What do you have on... at...? I have... When do you have...? On... at...	Maths, English, Geography, History, Science, Art on, at
Reading Time... Animals of the world			
3 Going green	Green activities	Don't waste water! Take a quick shower!	pick up the garbage, take a quick shower, recycle, turn off the lights TV computer, reuse, don't waste water electricity, don't litter
4 Every day	Routine	Do you...? Yes, I do. No, I don't. When do you...? On In... What time do you...? I... at...	get up, take a shower, have breakfast, go to school, do homework, play with friends, watch TV, go to bed
Reading Time... For a green planet			
5 I'm hungry	Meals and food	How can I help you? I'd like a an...	a hamburger, a hot dog, an ice cream, nuggets a smoothie, a soda numbers 10 to 100
6 Always or never	Time	What do you do on weekends? I always usually sometimes never...	make the bed, set the table, walk the dog, wash the car, wash the dishes, take out the garbage, tidy the room
Reading Time... Ricardo's diet			
7 Too small	Clothes Adjectives	This That... is too...! These Those... are too...!	new, old, big, small, short, long
8 Who I am	Personal information	General review	General review
Reading Time... My favourite clothes			

Kids' Web Components

For the student

Course Book: Ten units in the first level of the series and eight units in levels 2 through 5.

Workbook (Extra Fun): Fully integrated with the Course Book, it provides extra activities for all the units.

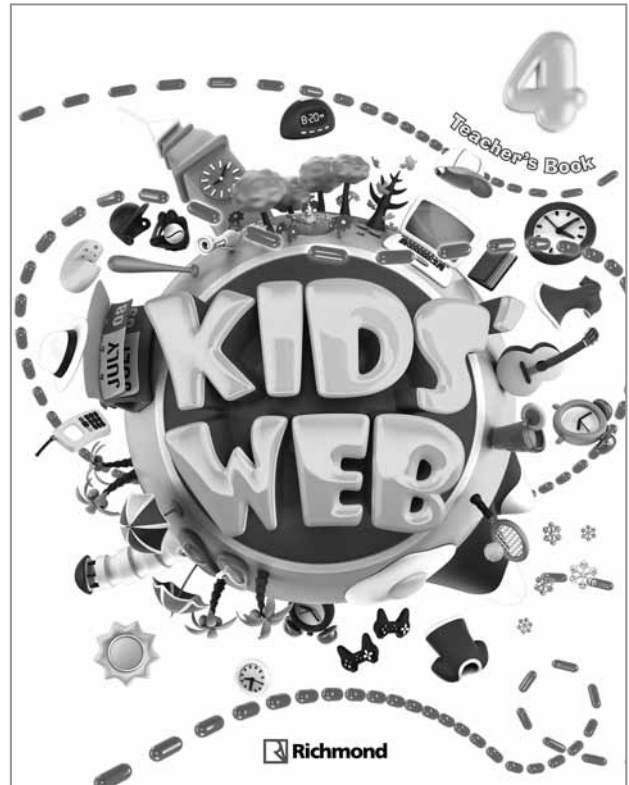


CD-ROM: Songs and multimedia activities for self-learning.

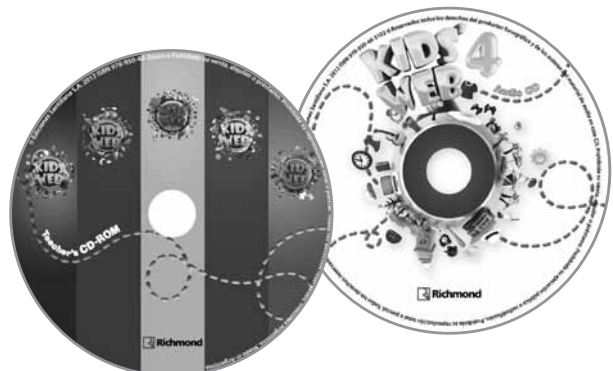


For the teacher

Teacher's Book: Detailed instructions for the development of all the activities in the units of the Course Book, answers to those activities, audio scripts for all the listening material on the audio CD, extra activities suggested to the teacher to spice up lessons and suggestions for a more efficient use of the material in the annual lesson plan included.



Audio CD and CD-ROM: Audio material for the listening activities on the audio CD and suggestions for the extra activities on the CD-ROM.



Working with Kids' Web

Opening Pages

A two-page illustration provides the connection between the new content and the children's previous knowledge in a clear, dynamic and contextualised way.

You can explore the illustration with the group through questions about the topic, thus helping children interpret the situation presented.

Speech bubbles present the structures that you want children to be capable of producing at the end of the unit and their content is recorded on the audio CD which accompanies the Teacher's Book.

The vocabulary to be learned is presented in a chart, together with pronunciation, vocabulary and listening comprehension activities. If you want to carry out some more detailed vocabulary work at this stage, there is an extension vocabulary activity related to the elements shown in the illustration in this Teacher's Book. This vocabulary activity also helps to anticipate queries that children could have in the future.

The illustration is split into two pages. The left page (page 4) shows a store section with shelves of books and newspapers. A sign above the shelves says "Communication". A speech bubble from a character asks, "Where are the DVD players, please?". Another speech bubble from a character answers, "They're between the TVs and the cameras." The right page (page 5) shows a store section with shelves of electronics. A speech bubble from a character asks, "Listen and say." Below this is a chart with images and labels for: cell phone, magazine, DVD player, newspaper, computer, letter, and comic book. At the bottom of the right page, a speech bubble says "Find and answer." The page numbers "4 four" and "5 five" are in the bottom corners.

Practice Activities

On a double spread, varied recognition and comprehension activities favour the practice and production of the topics presented in the opening pages, apart from presenting new ones and reviewing others from previous units.

You can carry out some revision before these activities, which could be a bit daunting for children, so that they do not feel overwhelmed and demotivated. Optional and extension activities to be worked on at this stage of the lesson are also suggested.

You should always try to respect the time children need to carry out the proposed activities and help them understand the instructions so that they can perform at their best.

UNIT 7

Listen and circle.

1 What time do you have breakfast?
A At nine a.m. B At eight o'clock. C At seven thirty a.m.

2 What time do you have lunch?
A At midday. B At twelve thirty. C At one p.m.

3 What time do you have dinner?
A At seven thirty p.m. B At six o'clock. C At eight thirty.

Pair work
Mealtime

	You	Your friend
What time do you have breakfast?		
What time do you have lunch?		
What time do you have dinner?		

62 sixty-two

UNIT 7

Read and write.

Is your diet OK?

Hello!
I'm Kevin. I'm from Canada. I'm ten years old and I love to eat.
I get up at six a.m. and for breakfast I have coffee and milk, cereal and a cupcake.
I have a pasta and a steak for lunch. Yummy!
I have a light dinner at about seven p.m. I eat salad and drink juice.
Is my diet good?
Kevin posted on March 25

63 sixty-three

Songs

There are songs in all the units in level 4 and they play a very important role in the consolidation of the knowledge acquired. They can be used to spice up lessons or as a surprise element in the class.

The rhythm of the songs facilitates the assimilation of the content studied and the lyrics are yet another way of exposing children to complex structures of the language within the thematic framework of the unit. Songs also provide an efficient form of revision of the topics seen in the practice and production activities. Encourage children to listen to the songs on the CD-ROM at home with their parents or tutors.

Sing. 57

PANCAKES AND CUPCAKES

Eggs, sugar, flour and milk,
a little oil
in the pa
Pancake.

Eggs, sugar, flour
a little o
in the ove
Cupcakes!

UNIT 7

Sing. 57

PANCAKES AND CUPCAKES

Eggs, sugar, flour and milk,
a little oil
in the pan.
Pancakes!

Eggs, sugar, flour and milk,
a little oil
in the oven.
Cupcakes!
Tonight!

7 Tick. What are the ingredients?

sixty-one 61

Production Activities

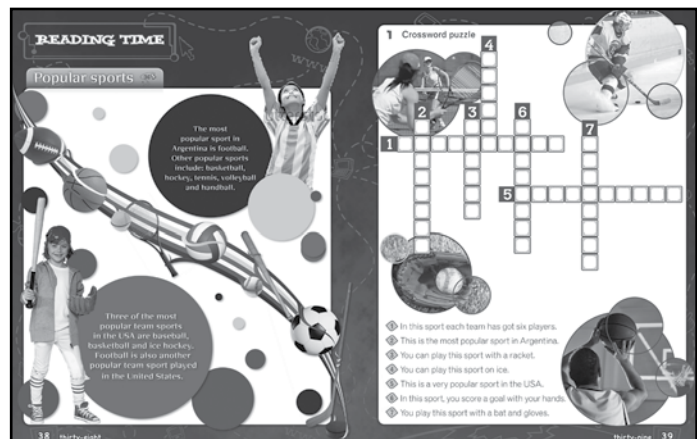
The activities in this section encourage children to use the language in a more independent way and stimulate them to spontaneously apply the content studied at the beginning of the unit, expressing themselves orally, through drawings, games, etc.



Reading Time

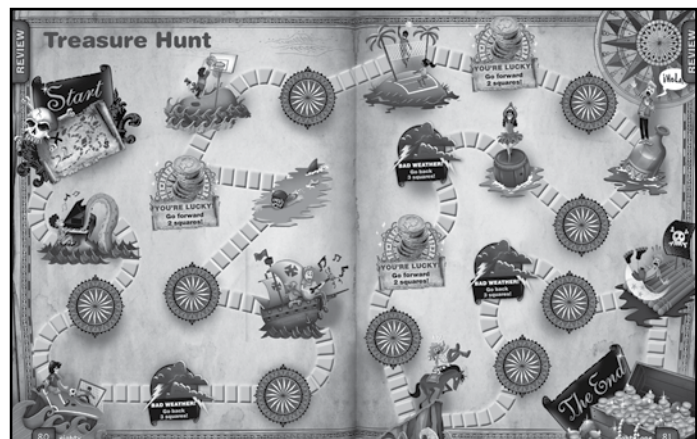
With the purpose of stimulating the pleasure of reading, level 4 of this series presents the section *Reading Time*, which provides the children with the opportunity to read different text types and reading comprehension activities appropriate for 9 and 10-year-olds.

The texts are recorded to help the children with pronunciation but this does not constitute a listening comprehension activity.



Reviews

To review the vocabulary and the grammatical structures seen in the different units in a fun and entertaining way, at the end of the Course Book in level 4, there are four games in the Review sections that can be played every two units.



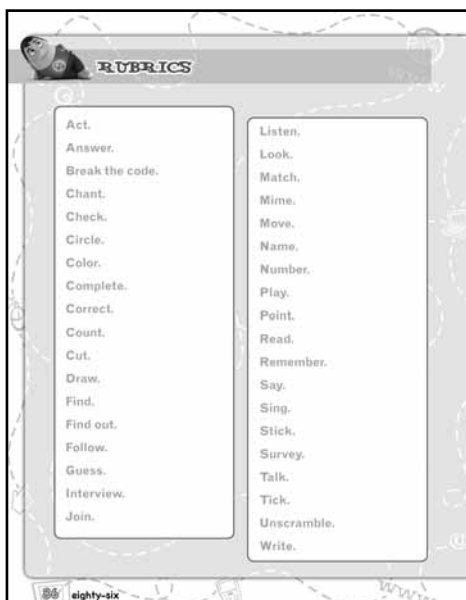
Glossary

At the end of the Course Book, there is an A-Z Glossary with the core vocabulary of each unit. Foster the use of this glossary from the very beginning of the course and always remind your children that this is a tool they can use for extra help on a permanent basis.



Rubrics

After the Glossary, there is a list of commands that helps children understand activity instructions. This list is particularly useful for children to do their homework, especially those with parents who cannot speak English.



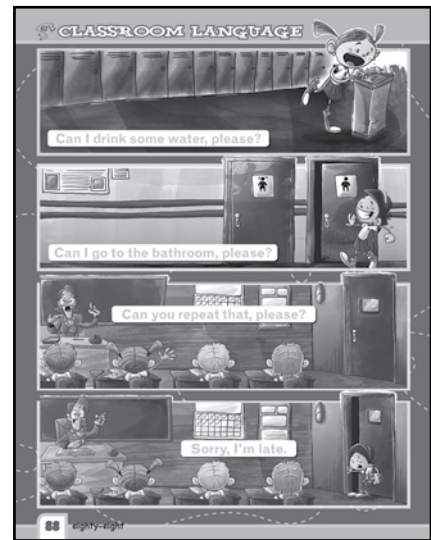
Language Summary

With a unit-by-unit organisation, this summary of the functions and expressions studied along the book can be used both by children as a classroom reference and by parents as a follow-up checklist.



Classroom Language

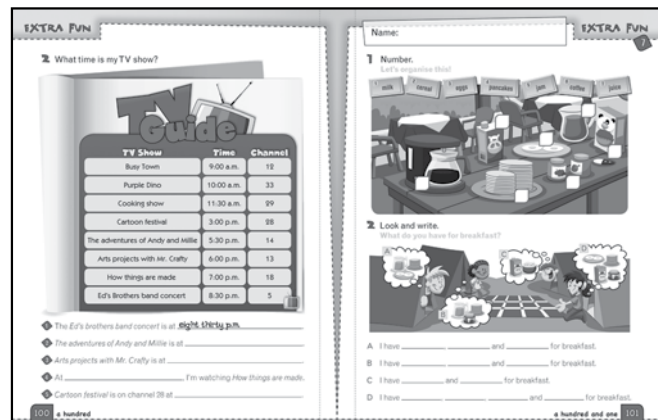
At the end of the Course Book, there is a list of the main commands and phrases used in the classroom. Recorded on the audio CD, this content needs to be used from the beginning of the school year, especially if children are new to English. The aim is that learners can memorise and learn how to pronounce these useful phrases.



Extra Fun

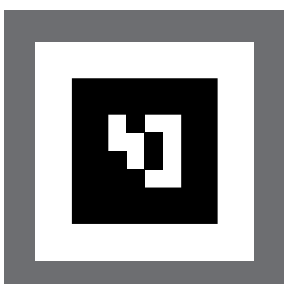
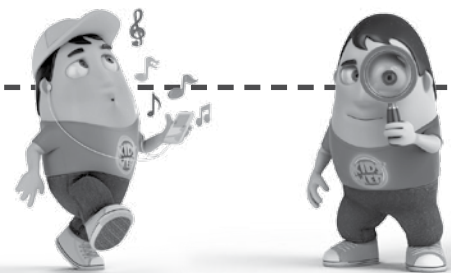
After the Classroom Language section in this level, practice activities of the topics studied are presented on the following pages and can be done as homework. In this case, it is important to check that the children understand what they have to do, by explaining each activity in detail and giving examples. Remember that parents or tutors who help children do their homework do not necessarily speak English.

The pages in this section are detachable and there is a blank for the learner's name; so you can choose to take the detached pages home to correct the activities afterwards or use them for evaluation purposes.



Webby, the Kids' Web Character

Webby, a fun boy who is interested in new technologies, will accompany the children throughout the five levels of the series. He will also be present on the Kids' Web website, interacting with the children when using augmented reality.



To learn more about augmented reality, access kidswebgang.com.ar/AR site.



Kids' Web in the Classroom

To help with classroom management and organisation, follow the suggestions below:

Correction and Evaluation

Whenever possible, conduct whole-class correction, but try to check the activities in the Course Book to help children with their learning. Correction time is also an excellent opportunity to practise pronunciation.

Always praise children's progress and avoid comparing different children's performances because every child has his / her own learning style and personal preferences. Observe learners' progress when you watch them work in the classroom and evaluate their production.

Remember that children show what they have learned in different ways. Observe them and take note of their progress.

Pay attention to learners who remain silent. It is important that you get to know them and help them when you deem appropriate. Silence may sometimes mean shyness, lack of assimilation of content or lack of comprehension of what has to be done, among other factors.

Classroom Rules Poster

Materials needed:

- Cardboard or card
- Felt tip markers in different colours

Agree with your learners on a number of classroom rules for the English class. It is important to come to an agreement on these rules and not to impose them on the children. Once the rules are agreed upon, they must be written down on the classroom rules poster.

Some suggested classroom rules:

- Try to speak English in class most of the time.
- Don't raise your voice unnecessarily.
- Raise your hand when you want to say something.
- Put your school objects away when the class is over.
- Always bring your books to class as well as other school material required by your teacher.
- Always do your homework on time.

- Don't speak to your classmates when the teacher is explaining the lesson.
- Ask your teacher to repeat what you cannot understand.

Extra School Supplies Box

If you work in a room especially devoted to English lessons or have your own shelves in a regular classroom, you can always have the following material available to help you with everyday class work:

- A glue stick
- Coloured crayons
- A pair of scissors
- A pencil sharpener
- Sellotape
- Some sheets of blank paper
- Old magazines (with useful pictures of animals, clothes, food items, etc.)
- Markers and highlighters

The materials listed above can be arranged in a shoe box with a lid for better storage and preservation. When a child forgets to bring some of these school supplies, he / she will be able to make use of the extra ones in the box. This will prevent him / her from remaining idle. Another shoe box can be used for a *Lost and Found* section in the classroom.

Secretary of the Day

You can ask different children to be the designated Secretary of the Day to stir their attention and foster their commitment in the class. Secretaries will help you in practical tasks such as collecting homework, aiding other children with classwork, helping with classroom organisation, cleaning the board, etc. Fast finishers can be appointed monitors and help their classmates finish their activities.

Routines

Children appreciate and need routines to feel guided and safe in the classroom. In fourth year of Primary School, you can start the class by writing on the board: '*Today I feel...*' and draw different expressions such as: *happy* ☺, *sad* ☹, etc. and circle the one that best represents how most of the children in the class

feel that day. Apart from this, you can add weather information on the board and ask different children to help you with this. Using the board judiciously is a must when teaching. Try to determine the areas on the board where you will always write examples, draw pictures, assign homework or collect learners' examples. A clear, systematic and logical organisation of the board can definitely contribute to successful teaching and consequently to promoting successful learning habits. Remember to use big and clear capital letters when writing on the board, at least during the initial months.

Word Box

Children frequently feel curious about how to say certain words in English and even look up their meanings. For better organisation, you can draw a box on the upper right-hand corner of the board and, write *Word Box* at the top. You can use this area of the board to make a list of new words that do not appear in the Course Book. A *Word Box* can become a picture dictionary (*Pictionary*), a wall poster with recently learned words or a mini-glossary in the children's notebooks. The number of lexical items included in this *Word Box* will depend on the motivation of the children and on the time available for extra work in each class.

Picture Dictionary

Materials needed:

- A 50-sheet notebook
- A glue stick
- Old magazines containing pictures to cut and paste
- Colour felt-tip pens
- A black pencil

Procedure

Show a ready-to-use notebook to the class so that they understand the project. The front cover must be labelled with the name of the class (for example, *4th year A*) and have the words *Picture Dictionary* as a title.

Explain that this notebook will be used to create a dictionary with pictures for everybody to share. The *Picture Dictionary* is a yearly project and the process is more important than the final product. You do not need to follow a strict line of work throughout

the year and you can make as many changes as you need.

At the end of the class, you rewrite each new word in the *Word Box* at the top of a blank page of the notebook. Then you choose one child – or a group of children – to find or make an appropriate illustration related to each new word and glue it on the corresponding page of the *Picture Dictionary*. Another way of making the *Picture Dictionary* is to ask the children to bring illustrations of objects, animals, places, etc. whose names they would like to know in English. During the class, both the written form and the pronunciation of these new words are taught and the children add them in the *Picture Dictionary* next to the pictures they have brought. The latter procedure gains relevance if you ask the children to bring photos or illustrations of words related to the unit topic. For example: '*For next class bring pictures of wild animals whose names in English you would like to know*'. In this way, the *Picture Dictionary* is more organised and the project more in line with their learning objectives.

Word Board (Classroom Poster)

Materials needed:

- Light-coloured cardboard or card
- Colour felt-tip pens
- Sellotape to fix the *Word Board* on one of the classroom walls

Procedure

The words included in the *Word Box* every class should be included in the *Word Board* too. You should at least choose the most relevant ones to be added. In some cases, just the word in English is enough as a reminder, whereas in some others the translation or a simple illustration could also be added.

Student's Mini-Dictionary

Materials needed:

A paperback notebook per child or just some pages of the children's English notebook

Procedure

Ask the children to note down all the words included in the *Word Box* of the day together with their translation or a picture that represents their meanings.

Kids' Web and Working with Values

The first years in Primary School are essential in the character development of children. The English teacher needs to help with the values acquired at this stage.

Each level in the *Kids' Web* series includes suggestions for Project Work related to certain units in the Course Book that promote the following values:

Honesty: Telling the truth, admitting to one's own mistakes, acting according to one's beliefs and keeping promises.

Tolerance: Respecting other people's opinions, beliefs and feelings.

Responsibility: Doing one's homework on time.

Kindness: Being interested in other people's feelings and well-being.

Good Manners: Showing respect to others through kindness and good manners.

Self-respect: Showing respect to oneself to generate mutual respect.

Perseverance: Striving to achieve one's goals.

Respect: Not doing unto others what you would not like others to do unto you.

Human Dignity: Caring for other people's well-being, virtues and values.

Gratitude: Being grateful to others for their help.

Kids' Web Games Bank

Teachers frequently need extra help and creativity in their classes. For example, when there are five minutes left before the end of the class, when many children are absent before a long weekend, when the teacher wants to motivate children and the like. Children not only have fun when playing games in the classroom, but also learn better and relate the foreign language to something fun. That's why *Kids' Web* offers teachers a games bank which does not require the use of sophisticated material or any previous preparation.

Hot Potato

Materials needed:

A soft ball or paper ball

Procedure:

Tell the children they are going to play the *Hot potato* game. Play an audio CD or sing a song. In the meantime, the children must pass the ball to one another. Interrupt the song suddenly and the child who holds the ball must do what you ask him / her to do (see suggested tasks below). After this task is done, the game starts over again.

Suggested tasks:

- Answering a question
- Counting up to a certain number
- Naming five animals (or vocabulary items related to some other topic)

Tic Tac Toe

Materials needed:

Pieces of chalk and a board

Procedure:

Divide the class into two groups: one group will have crosses (*X*) and the other will have naughts (*0*) to play this traditional game. After this, draw a tic tac toe grid on the board and write the numbers 1 to 9 in this way:

1	2	3
4	5	6
7	8	9

In order for one of the members of a group to be able to place an *X* or a *0* in a box, he must do the task that corresponds to the box number the group has previously selected (see suggested tasks below).

Suggested tasks (number the tasks 1 to 9 for easier reference):

- 1** Naming three colours
- 2** Counting from 1 to...
- 3** Asking a question
- 4** Naming a toy
- 5** Asking the name of one of the members of the other group
- 6** Singing a song
- 7** Counting the number of pens or pencils in somebody's pencil case
- 8** Naming an object in somebody's backpack
- 9** Naming two food items

Backpack Game

Materials needed:

The children's backpacks with school items inside

Procedure:

Ask the children to look for different things in their backpacks and show them to you (for example: a purple pencil, a red pencil case, a pink eraser, a short ruler, a blue marker, etc.). The winner is the child who can show the most items.

Running dictation

Materials needed:

Sheets of paper (with the words in the dictation written on them) stuck on a wall far from the children, colour markers and sellotape

Procedure:

Divide the class into groups of four or five. Each group must have at least one marker and a sheet of paper. The groups are arranged in queues. When you give the start signal, the first child in each queue must run to the opposite end of the classroom and read the first of a series of words written on the sheets of paper stuck on the wall. He / she must get back to their queue as quickly as possible, write that word down on his / her group's sheet of paper, and then pass the marker on to his / her partner, who will proceed in the same way. The group who finishes first and has the biggest number of correctly written words is the winner.

Drawing dictation

Materials needed:

Some blank sheets of paper and pencils

Procedure:

Conduct a conventional dictation but instead of writing the words for the items, have the children draw them.

Complete the Phrase

Materials needed:

A small soft ball or paper ball

Procedure:

Name a colour or any other adjective and throw the ball to one of the children. The child who gets it must add a noun to the adjective. For example, the teacher says: 'red' and the child who gets the ball says: 'red apple'.

Clap the Odd Word Out

Materials needed:

None or flashcards if the teacher prefers to work with pictures

Procedure:

Name items belonging to the same lexical group (for example, colours). Among these words, include one which does not belong to the same category (for example, if you are naming colours, you can include a number). The children must clap their hands when they hear an odd word. For example, if you say: 'Red, purple, white, nine, green', the children must clap their hands when the teacher says 'nine'.

You can also show flashcards when you say the words to help the children who need some visual support.

Kids' Web 4 Lesson Plan

Two-month Lesson Plan (see Map of Contents for more detail)





1 st term	Units 1 and 2
2 nd term	Units 3 and 4
3 rd term	Units 5 and 6
4 th term	Units 7 and 8

Three-month Lesson Plan (see Map of Contents for more detail)

1 st term	Units 1, 2 and 3
2 nd term	Units 4, 5 and 6
3 rd term	Units 7 and 8

Kids' Web Annual Lesson Plan

To help you out throughout the school year, the authors have designed a tailor-made lesson plan for you. You just have to write out the dates on the first column. You can add the dates or weeks that you need according to the teaching periods per week you have at your school.

Date	Unit	Topic	Language Focus	Vocabulary
 	<p style="text-align: center; font-size: 2em; font-weight: bold;">1</p> 	Means of communication	<i>Where's are the..., please?</i> <i>It's They're on in under next to between...</i>	<i>cell phone, magazine, DVD player, newspaper, computer, letter, comic book</i> <i>on, in, under, next to, between</i>
 	<p style="text-align: center; font-size: 2em; font-weight: bold;">2</p> 	Months Seasons	<i>When is your birthday? It's in...</i> <i>How old are you? I'm...</i> <i>Are there... in...? Yes, there are. No, there aren't.</i>	<i>January, February, March, April, May, June, July, August, September, October, November, December</i> <i>numbers 21 to 31</i> <i>summer, autumn, winter, spring</i>
Reading time Abbreviations				
 	<p style="text-align: center; font-size: 2em; font-weight: bold;">3</p> 	Sports	<i>He can can't...</i> <i>Can you...? Yes, I can. No, I can't.</i>	<i>swim, play football, play basketball, ride a bike, play baseball, ride a horse, play the guitar, roller skate, speak French, sing, dance</i>
 	<p style="text-align: center; font-size: 2em; font-weight: bold;">4</p> 	Clothes	<i>I'm She's He's wearing...</i> <i>Is she wearing...?</i> <i>Yes, she is. No, she isn't.</i>	<i>jeans, shorts, sneakers, T-shirt, dress, shoes, skirt, hat, flip-flops, cap, socks, sweater, jacket</i>

Reading time Popular sports

It is advisable to mark in the lesson plan the activities that you have already done in class or the ones you are planning to use. This will help you get better organised and will also provide you with a clear picture of how your classes have been developing and what to modify in the future. Apart from this, you can also include some special dates in your lesson plan that you can devote to other activities such as revision, remedial work and evaluation.

Extra Activities	Special Dates	Notes
<ul style="list-style-type: none"> ■ Suggestions in the Teacher's Book ■ Student's CD-ROM ■ Website ■ Teacher's CD-ROM 		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<ul style="list-style-type: none"> ■ Suggestions in the Teacher's Book ■ Student's CD-ROM ■ Website ■ Teacher's CD-ROM 		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Date	Unit	Topic	Language Focus	Vocabulary
		Everyday activities	<p><i>What are you they doing? I'm They're...</i></p> <p><i>What's he she doing? He's She's...</i></p> <p><i>Are you...? Yes, I am. / No, I'm not.</i></p>	<p><i>watch TV, read, sleep, cook, take a shower, play, study, dance, climb a tree, swing, skate</i></p>
		Time	<p><i>What time is it?</i></p> <p><i>It's... a.m. p.m.</i></p> <p><i>It's... o'clock.</i></p>	<p><i>numbers</i></p> <p><i>midday, midnight, earlier, later</i></p>

Reading time Greetings from Australia

		Food	<p><i>What do you have for...?</i></p> <p><i>I have...</i></p>	<p><i>cheese, cereal, eggs, jam, pancakes, toast, salad, soda, beans, juice, cupcake, bread, rice, chicken, butter, pasta, milk, coffee, sandwich, steak, breakfast, lunch, dinner</i></p>
		Vacation spots	<p><i>I We always usually...</i></p>	<p><i>the beach, the farm, the shopping mall, the mountains, the park, the lake</i></p>

Reading time Blog messages

	Extra Activities	Special Dates	Notes
	<ul style="list-style-type: none"> ■ Suggestions in the Teacher's Book ■ Student's CD-ROM ■ Website ■ Teacher's CD-ROM 		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Unit Notes

Suggestions for the First Class

Before you start working on the first unit in the Course Book, we suggest you carry out activities to revise the alphabet and vocabulary studied in previous years.

You can start by playing a game in which you think of a word the children already know and write a row of dashes representing the number of letters that word has. For example, if you choose *hamburger*, write the following on the board:

Tell the children something about the word. For example: *'It's a type of food.'* (9 letters; *hamburger*) and ask them to guess which word it is.

Suggestions for other words:

'It's an animal.' (7 letters; *chicken*)

'It's a feeling.' (5 letters; *angry*)

'It's an occupation.' (7 letters; *dentist*)

'It's a type of food.' (2 words, 3 letters each; *hot dog*)

Then ask the children to play the same game in pairs. First, a child thinks of a word and the other guesses it and then they change roles. You can suggest the children to choose words from the following topics: *parts of the house, means of transport, places in the city, pets.*

After this, tell the children to sit down in a circle on the floor to play another game. You start by saying a word to the child sitting on your right and he has to say a word starting with the last letter of the word you said and so on. For example, you say *apple* and the child sitting next to you says *egg*; the following child says *girl* and the next says *lamb*.

When a child cannot think of a word, the game must begin again.

Suggestions for the Second Class

If the children do not have the Course Books yet, we suggest an activity to revise the contents studied in previous years: *Sentence race.*

Divide the class into two groups and ask the children to think of a name for each group.

Write the same word on two pieces of paper and give one to each group. The group reads the word and writes a sentence containing it on the board. Check the sentences written on the board are correct.

Then give the groups another piece of paper with another word, the groups write sentences containing it and so on. The winner is the group with more correct sentences.

Suggestions for words: *want, vet, minus, fat, four, cow, purple, thirteen, between, cat, spell, thin, big, yellow, bathroom, supermarket, apple, park.*

If at least some of the children have their Course Books, ask them to get into groups and share them. Ask them to open their books on page 88 and read the *Classroom Language* phrases with them. Play the audio CD and ask them to listen to the phrases again and repeat them.

Audioscript 67

Classroom Language

Can I drink some water, please?

Can I go to the bathroom, please?

Can you repeat that, please?

Sorry, I'm late.

When you want your children to open their books, we suggest you use the command: *'Open your books on page...'* and write the given page number on the board. Some children might not know or remember the numbers in English.

Course Book

7

Communication

Pages 4 and 5

Warm up!

- ◆ Tell the children that a cousin of yours is moving to another country and that she will need to communicate with the rest of the family in your country.

- ◆ Ask the children to suggest possible ways in which she can keep in touch with her family and write the word *Communication* on the board.
- ◆ Write down the children's suggestions on the board.

1 Look and listen.

- ◆ Explore the picture with the children and ask them questions such as: *'Where are they? (At the store.) What do they sell at this store? (Magazines, books, TVs, etc.)'*
- ◆ Ask the children if they can identify the pictures of any of the means of communication they suggested in the previous exercise. If necessary, mention the postman, the woman talking over the phone and the laptops the children are using.
- ◆ Play track 2 on the audio CD and point at the people in the picture.
- ◆ Now tell the children you will play track 2 again and that they will have to cover the speech bubbles. They will have to guess which product is being required in the dialogue.
- ◆ Play track 2 once again and ask the children what is being required (*the DVD players*).
- ◆ Now tell them to look at the picture carefully and ask them to point at the DVDs. Ask them what is on sale at that store: *TVs and cameras*. Now ask: *'Where are the DVD players? (They are between the cameras and the TVs.)'*
- ◆ Play track 2 once more and point at the people speaking, pausing after each person speaks for the children to repeat.

Audioscript 2

Man: *Where are the DVD players, please?*

Shop assistant: *They're between the TVs and the cameras.*

Answer key

The children look at the pictures and listen to the audio CD.

2 Listen and say.

- ◆ Ask the children to have a look at the pictures in the vocabulary box and make sure they understand what the words mean.
- ◆ Play track 3 on the audio CD, pausing after each word and ask the children to repeat.
- ◆ Repeat the procedure until the children pronounce the phrases correctly.

Audioscript 3

cell phone, magazine, DVD player, newspaper, computer, letter, comic book

Answer key

The children listen and repeat the words they hear.

3 Find and answer.

- ◆ Challenge the children to find and point at items in the picture whose names in English they already know. Make sure you name items they can mention.
- ◆ Say, for example: *'Find... a dog, a book, three girls, two boys, a doll'*. Depending on the level of the class, you can ask more complex questions like: *'How many girls / boys? What colour is the dog?'*
- ◆ Revise the prepositions: *in, on, under, between, next to*.
- ◆ Say, for example: *'Where are the TVs?'* and encourage the children to use these prepositions in their answers: *'The TVs are next to the computers'*.
- ◆ Other suggestions:
Where are the comic books? (They are next to the newspapers.)
Where are the magazines? (They are between the newspapers and the books.)
Where are the cameras? (They are next to the DVD players.)
Where are the newspapers? (They are between the comic books and the magazines.)

Optional activity

Another option is to ask questions whose answers start with *yes* or *no*.

Examples:

Are the newspapers next to the DVD players?
(No.)

Are the magazines between the newspapers and the books? (Yes.)

Are the comic books next to the newspapers?
(Yes.)

Answer key

The children find items in the pictures whose names in English they already know and answer the questions.

Extension vocabulary

This section can be used for recycling previously presented vocabulary or for relating it to the children's personal experience or background knowledge. For example, you may ask questions related to the topic or give words as prompts for oral or written production. You may also want to use the illustration and take the opportunity to anticipate vocabulary that will appear in the future; in this unit mostly words related to stores: *lamp, bag, laptop, salesman, shelves, store*.

Pages 6 and 7

4 Complete and stick.

- ◆ Ask the children to open their books on the Unit 1 Stickers section, page 106 at the end of the Course Book, have a look at the stickers and place them where they belong.
- ◆ Now ask the children to name the items in each picture in English.

- ◆ Check the answers by asking the children to spell the words and write them down on the board.

Answer key

The children place the stickers in the corresponding boxes.

5 Write.

- ◆ Tell the children to look at the picture and mention the items they identify.
- ◆ Now ask them to read the sentences and complete them with the corresponding words.
- ◆ To correct, ask, for example: *'Where is the desk? (It's between the TV and the couch.)'*

Answer key

1. *The desk is between the TV and the couch.*
2. *The comic book is under the couch.*
3. *The letters are next to the magazine.*
4. *The newspaper is on the couch.*
5. *The DVD player is on the shelf.*

Extension activity

Tell the children to look at the picture carefully for 30 seconds and then close their books. Now say some true and some false sentences aloud and ask them to say *True* or *False*. If they are false, they must provide the correct answer.

Look and listen.

- ◆ Play track 4 on the audio CD.
- ◆ Read the sentences emphasising the use of *is* or *are*.

- ◆ Put some pencils, an eraser and some pens on the desk and ask the children: 'Where is the eraser? (It is between the pens and the pencils).'
- ◆ Then ask: 'Where are the pencils? (They are on the desk. | They are next to the eraser.)'
- ◆ Play track 4 again and ask the children to repeat the sentences.

Audioscript 4

The DVD player is on the shelf.

The letters are next to the magazine.

Answer key

The children look at the picture and listen to the audio CD

6 Read, number and write.

- ◆ Ask the children to look at the pictures and tell them they make up a story but that they are not in order.
- ◆ Point at each picture and ask the children to describe what is happening in each of them. Ask them questions to help them: 'In the first picture, are the man and the woman happy or angry? (Angry.) In the second picture, how does the dog feel? (Happy.) Where is it? (Under the table.) In the third picture, what is the dog doing? (Sleeping.) In the fourth picture, what is the dog looking at? (The chicken.)'
- ◆ Now tell the children that each sentence refers to one of the pictures. Ask them to read the sentences and relate them to the corresponding picture by numbering them and then completing them.
- ◆ To correct the exercise, you can say the number of a sentence and ask the children to read it.

Answer key

1 UNIT

Look & Listen

The DVD player is on the shelf.

The letters are next to the magazine.

Read, number and write.


1 Max is hungry. The chicken is on the table.

2 Max and Mel are under the table.

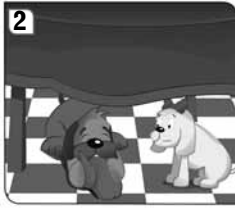
3 Max is on the couch.

4 Mum and Dad are angry.

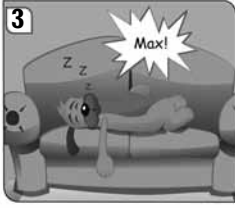
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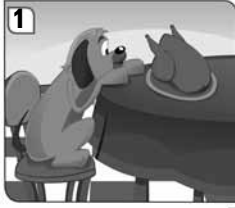
2



3



1



seven 7

Pages 8 and 9

Look and listen.

- ◆ Ask the children to look at the pictures.
- ◆ Play track 5 on the audio CD, point at the pictures, pause after each word and ask the children to repeat.
- ◆ Correct pronunciation and play the audio CD once again if necessary.

Audioscript 5

armchair, sink, shelf, desk, toilet

Answer key

The children look at the pictures and listen to the audio CD.

Variation

Instead of playing the audio CD more than once, ask the children to say, all together, the words in the *Look and listen* box in alphabetical order.

7 Listen and tick.

- ◆ Ask the children to look at the pictures and say what they can see. Revise vocabulary: *cell phone, shelf, newspaper, armchair, letters, magazine, duck and sink*.
- ◆ Say that, for each item, they will hear a sentence which refers to one of the pictures and that they will have to identify it.
- ◆ Play track 6 on the audio CD and pause after each sentence for the children to tick their answers. If necessary, play the audio CD once again.
- ◆ To correct, ask: *'Where's the cell phone?'*. The children must answer: *'The cell phone is on the shelf.'*, as heard on the audio CD. Proceed in the same way with the rest of the items.

Audioscript 6

1. *The cell phone is on the shelf.*
2. *The newspaper is on the armchair.*
3. *The magazine is under the letters.*
4. *The ducks are in the sink.*

Answer key

UNIT 1

Look & Listen 6

7 Listen and tick. 6

1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>
3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>

8 eight

Extension activity

Organise the group in pairs.

Ask the children to put their pencils, notebooks, erasers, pens and books on the desks and place some of them under or next to others.

Tell the children to ask their partners where the objects are and answer the questions.

Examples: *'Where's the eraser? (It's under the book.) Where are the pencils? (They're next to the pens.)'*

8 Write.

- ◆ Ask the children to look at the picture, which shows the *rooms in a house*. Make sure they understand that expression.

- ◆ Read all the words in the vocabulary box and ask the children to repeat.
- ◆ Tell them to write the words in the labels they belong.

Answer key

1 UNIT

Write.
Rooms in the house

living room bathroom kitchen yard bedroom dining room

Write T (true) or F (false).

- There are some letters in the bathroom. **F**
- There is a computer in the bedroom. **T**
- There isn't a book on the bed. **T**
- There are some magazines in the kitchen. **F**
- The cell phone is under the newspaper. **F**

Find and circle.
Where's everything?

Play.
Simon says

nine 9

9 Write T (true) or F (false).

- ◆ Ask the children to look at the picture in exercise 8 and ask them what there is in each room.
- ◆ Revise the use of *there is* and *there are*.
- ◆ Read each sentence and ask the children to repeat.
- ◆ Invite them to compare the information in the sentences with the picture and decide if the sentences are true or false.
- ◆ To correct, read the sentences aloud and ask the children to say: 'True' or 'False'.

Answer key

1. False.
2. True.
3. True.
4. False.
5. False.

10 Find and circle.

- ◆ Ask the children to look at the *Look and listen* box, on page 8, and find the objects mentioned there in the picture on page 9 and circle them.
- ◆ To correct, ask: 'Where's the sink?', and the children answer: 'It's in the bathroom.' Proceed in the same way with the rest of the items.
- ◆ Write the answers on the board to help them fix the structure: 'It's in the...'

Answer key

See the answer to this activity in the previous answer key.

11 Play.

- ◆ Tell the children you will play *Simon says*...
- ◆ Ask them to put their classroom objects away, in a place where they can be easily accessed.
- ◆ Tell them you will ask them to do certain things and they must do what you say but only if you say 'Simon says...' before the command.
- ◆ Give some examples. Say: 'Simon says the book is on the desk.' and invite the children to put their books on the desks. Then say: 'The pencil is under the book.' and explain that in that case, they don't have to put their pencil under the book because you didn't say: 'Simon says...'.
- ◆ Suggestions:
 - The books are under the desk.*
 - The pencil is under the book.*
 - The pen is between the pencil and the eraser.*
 - The notebook is next to the pen.*

Answer key

The children play *Simon says...*

Pages 10 and 11

12 Read and match.

- ◆ Tell the children to look at the pictures on the left column and say which means of communication they represent: *magazine, newspaper, computer, cell phone, letter*.
- ◆ Read the texts on the right column carefully. Explore the details with the children: font used, size, colours, who writes the texts and to whom, etc. Let the children draw their conclusions regarding the types of texts even though they don't understand each and every word.
- ◆ Clear any doubts the children may have.
- ◆ Call the children's attention to the following terms: *to, from* and *subject*, which are many times used in e-mails.
- ◆ Say that the texts on the right column can be found in the means of communication on the left and that they must match them.
- ◆ To check the answers, point at each means of communication on the left column, say its name in English and ask the children to point at the texts on the right column.

Answer key

UNIT 1

12 Read and match.

10 ten

Culture for kids

Show the children the letter in the previous activity and explain the concept of *pen pals* (friends who write to each other because they live far away). Tell them that we can usually choose the nationality and age group of *pen pals*. Tell them that there are also *e-pals*, who write e-mails to each other instead of letters.

Visit the webpage: *Students of the world* to obtain more information:

http://www.studentsoftheworld.info/menu_penpals.php.

13 Listen.

- ◆ Ask the children to cover the speech bubbles and look at the picture.
- ◆ Play track 7 on the audio CD, pause after each person speaks and ask what is being asked (*the*

books). Play the track for the second time and ask where the books are (*on the desk next to the computer*).

- ◆ Play track 7 once again and ask the children to repeat the dialogue.

Audioscript 7

Boy: *Where are the books?*

Girl: *They're on the desk next to the computer.*

Answer key

The children listen to the audio CD and repeat.

14 Stick and talk.

- ◆ Tell the children to look at the picture and tell them they will have to place some stickers in the picture.
- ◆ Now ask them to open their books on page 106 at the end of the Course Book and look at the pictures.
- ◆ Ask them to stick the objects where they like in the picture. Tell them to work in pairs and ask each other where they placed each of them. Give examples with: '*Where's...?*' and '*Where are...?*' so that the children remember the difference between singular and plural in these questions: '*Where's the cell phone? Where are the books?*'.
- ◆ To finish the activity, ask some children to ask questions for the whole class to answer them.

Answer key

The children place the stickers where they like in the picture and ask and answer questions in pairs.

Variation

Stickers dictation in pairs

Ask the children to work in pairs. One of the children must tell the other where to place an object.

Write some suggestions on the board to help them.

For example, the first child says: '*The laptop is under the desk.*' and the second child must place the laptop sticker under the desk.

Homework

Extra Fun 1, pages 89 and 90.

2

Months and seasons

Pages 12 and 13

Warm up!

- ◆ Tell the children you will follow the life of a tree for a year.
- ◆ Divide the board on four parts. In one of the parts, draw a sun and a tree full of green leaves. Say that, after some months, the weather will change and that it will no longer be hot and sunny.
- ◆ Ask the children what will happen to the tree when the temperature is lower and the wind blows. Let them say that the leaves will fall and draw that situation on the second part of the board.
- ◆ Now say that it's becoming colder and colder and that it can even snow. What will happen to the tree? Wait for the children's suggestions and draw a tree without leaves in the third part.
- ◆ Tell them that now it has been cold for some time and ask: '*What is going to happen now?*' Wait for the children to come to the conclusion that it will become warmer and the tree will have flowers now. Draw a pretty tree with flowers and a sun shining.

- ◆ Now ask the children if they can tell you which months of the year and which season each picture represents.
- ◆ Remind them of the months for each season in Argentina.
- ◆ Also remind them of the names of the seasons in English.

1 Look and listen.

- ◆ Explore the illustration with the children and ask: *'Where are they? (At the school lab.) What are they watching? (The globe.)'*
- ◆ Ask what they are learning about in the Science class. They have to say that they are learning about the Earth rotation and translation movements and seasons.
- ◆ Tell them to cover the speech bubbles and play track 8 on the audio CD.
- ◆ Explain that in the dialogue the children are talking about seasons in different countries and that they will have to identify the countries mentioned.
- ◆ Play track 8 on the audio CD once again and ask the children if they identified the countries.
- ◆ Check they understood the dialogue by telling them that when it is summer in Argentina it is winter in England.
- ◆ Ask the children if they know why when it is summer in some countries it is winter in others. Introduce the concept of northern hemisphere and southern hemisphere. Argentina is in the southern hemisphere and England in the northern hemisphere.
- ◆ Explain that, with the help of a flashlight, the teacher is showing that the sun rays act differently in each hemisphere, depending on the position of the planet in relation to the Sun. That's why the seasons take place in different months in each hemisphere.

Audioscript 8

Girl: *Mr. Johnson, which season is it in Argentina now?*

Mr. Johnson: *It's summer in Argentina now.*

Boy: *And it's winter in England.*

Answer key

The children look at the picture and listen to the audio CD.

2 Listen and say.

- ◆ Ask the children to look at the calendar in the classroom in the picture.
- ◆ Play track 9 on the audio CD, pause after each word and ask the children to repeat.
- ◆ Explain that the highlighted syllables in each of the words are the tonic syllables.
- ◆ Repeat the procedure until you make sure all the children pronounce and stress the words correctly.

Audioscript 9

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

Answer key

The children listen to the audio CD and repeat the words.

3 Find and say.

- ◆ Review the colours in English by asking the children to look at the picture and name the colours they find.
- ◆ Say, for example: *'Find... something purple / green / blue...'*

Answer key

The children look at the picture and name the colours they find.

Extension vocabulary

This section can be used for recycling previously presented vocabulary or for relating it to the children's personal experience or background knowledge. For example, you may ask questions related to the topic or give words as prompts for oral or written production. You may also want to use the illustration and take the opportunity to anticipate vocabulary that will appear in the future like objects found in a classroom: *calendar, dinosaur skeleton, flashlight, globe, human skeleton, school uniform, test tube.*

Extension activity

Play track 10 on the audio CD for the children to play the *Hot potato* game.

Ask them to get in a circle and give them a ball. Play the music and ask them to pass the ball to the children on their right. When the music stops, the child who is holding a ball has to repeat the month which was last heard and say the next one. Play the audio CD back to see if he / she was right.

Another option is to play the CD and ask the children to stand up when they hear the months of their birthdays.

Pages 14 and 15

4 Sing.

- ◆ Play track 10 on the audio CD for the children to get to know the song.
- ◆ Read the song and ask the children to read along in their books. Make sure they understand the last verse.
- ◆ Divide the class into two groups and ask them they will take turns to sing part of the song. When you signal to a group, only that group sings; when you signal to the other group, only they sing; when you signal to both of them, the whole group sings.
- ◆ Play track 10 again and ask the children to sing by following your instructions.

Audioscript 10

Months of the year

*January, February, March and April,
May, June, July, August and September,
October, November and December.
These are the months of the year.*

Answer key

The children sing the song.

5 Write.

- ◆ Write the days of the week in English on the board and tell the children that they are abbreviated in the calendar. They will learn more about the days of the week in Unit 8.
- ◆ Tell the children that the days of the week are written below the month and that each line represents a week.
- ◆ To make sure the children understand, choose a month, for example, *January* and a day of the week, for example, *Wednesday*. Ask the children to say the number for the first Wednesday in January (*Six.*).
- ◆ Practise the topic by giving more examples but remember that children only know the numbers up to twenty.
- ◆ Read the question in red: '*Which month has got...*' and read the first example: '*three letters?*' Let the children answer: '*May*'. Then ask them to spell the word: '*M-A-Y*' and count: '*One, two, three letters.*'
- ◆ Make sure the children understand what they have to do and read the rest of the questions.
- ◆ Explain the meaning of *thirty* and *thirty-one* because they do not yet know those numbers in English.

Answer key

1. *May.*
2. *June, July.*
3. *March, April.*
4. *August.*
5. *April, June, September, November.*
6. *January, March, May, July, August, October, December.*

6 Listen and check.

- ◆ Play track 11 on the audio CD and pause after each answer for the children to check the exercise.

Audioscript 11

1. *May.*
2. *June, July.*
3. *March, April.*
4. *August.*
5. *April, June, September, November.*
6. *January, March, May, July, August, October, December.*

Answer key

The children listen to the audio CD and check the answers.

7 Listen and write.

- ◆ Ask the children to look at the pictures.
- ◆ Play track 12 on the audio CD and ask the class what the children in the picture are talking about (*age*).
- ◆ Ask the children how old the girl in the dialogue is (*Eight.*).
- ◆ Ask some of the children: '*How old are you?*' and make sure they understand the meaning of

the question. Explain they must use: '*I'm...*' in their answer.

- ◆ Explain each of the people in the pictures was asked the question: '*How old are you?*' Also tell them there are clues in the picture containing the people's ages.
- ◆ If necessary, go through the first sentence for the children to follow the example and do the rest of the exercise.
- ◆ To correct, ask some children to work in pairs and act out the dialogues. One of them asks: '*How old are you?*' and another one reads the answer to the exercise.

Audioscript 12

Boy: *How old are you?*

Girl: *I'm eight.*

Answer key

1. *I'm seven.*
2. *I'm twenty-one.*
3. *I'm nineteen.*
4. *I'm ten.*
5. *I'm twelve.*

Optional activity

Ask the children not only to write the people's age but also the place where they were.

Write on the board: '*Where are you?*' and '*How old are you?*' Ask the children to look at the pictures and answer the questions in their notebooks.

Take the chance to review the prepositions they know.

Answers:

1. *I'm at school. / I'm in the classroom. I'm seven.*
2. *I'm at the bus stop. I'm twenty-one.*
3. *I'm on the street. I'm nineteen.*
4. *I'm on the street. I'm ten.*
5. *I'm at the cinema. I'm twelve.*

8 Listen and chant.

- ◆ Tell the children that they will now learn the numbers from 21 to 31 in English.
- ◆ Play track 13 on the audio CD and ask them to follow the chant in their books.
- ◆ Play track 13 again, pause after each number and ask the children to repeat.

Audioscript 13

twenty-one, twenty-two, twenty-three, twenty-four, twenty-five, twenty-six, twenty-seven, twenty-eight, twenty-nine, thirty, thirty-one

Answer key

The children listen to the chant and repeat it.

Extension activity

Ask the children to chant in different ways. For example:
The boys say even numbers and the girls, odd numbers.
The multiples of four are not said but instead replaced by a clap.
Each row must say four consecutive numbers each time.

Pages 16 and 17

9 Count and write.

- ◆ Ask the children to look at the pictures and say what they see in each of them. Take the chance to review different vocabulary topics.
- ◆ Tell them to count and write the quantities of different products in each of the pictures.
- ◆ Call the children's attention to the use of the plural, especially *cell phones* and *DVDs*, which can generate some questions.
- ◆ Explain they must write the quantities in letters.

Answer key

1. *fifteen books*
2. *thirteen cell phones*
3. *thirty magazines*
4. *twenty-eight DVDs*
5. *twenty-five computers*
6. *sixteen newspapers*

10 Listen and check.

- ◆ Play track 14 on the audio CD, pause after each sentence and write the numbers in letters on the board. Remind the children of the meaning of *there are* if necessary.

Audioscript 14

1. *There are fifteen books.*
2. *There are thirteen cell phones.*
3. *There are thirty magazines.*
4. *There are twenty-eight DVDs.*
5. *There are twenty-five computers.*
6. *There are sixteen newspapers.*

Answer key

The children listen to the audio CD and check their answers.

11 Listen and stick.

- ◆ Go back to the topic of the different seasons according to the inclination of the Earth on its own axis.
- ◆ Read the title in the first column: *Months* and the four groups of months.
- ◆ Now read the titles of the other columns: *England* and *Argentina*.

- ◆ Ask the children to open their books on the Unit 2 Stickers section, page 106 at the end of the Course Book and read the words for the seasons.
- ◆ Explain the chart will help to determine the months for each season in each country and that to complete it they will have to listen to the audio CD very carefully.
- ◆ Play track 15 on the audio CD.
- ◆ Play track 15 again several times, pause after each group and ask the children to complete the chart with the corresponding season.
- ◆ When all the children have completed the chart, play track 15 once again for the children to check their answers.
- ◆ Then ask the children to place the stickers on the corresponding places.

Audioscript 15

In December, January and February it's very cold in England. It's winter! And it's very hot in Argentina because it's summer.

In March, April and May there are flowers everywhere in England. It's spring! In Argentina it's autumn.

In June, July and August it's hot and sunny in England because it's summer, while in Argentina it's cold because it's winter.

In September, October and November it's autumn in England and the flowers blossom in Argentina because it's spring!

Answer key

UNIT 2

11 Listen and stick.

MONTHS	ENGLAND	ARGENTINA
December, January, February	winter	summer
March, April, May	spring	autumn
June, July, August	summer	winter
September, October, November	autumn	spring

12 Survey.

When's your birthday?
It's in June!

HOW MANY STUDENTS?

January	
February	
March	
April	
May	
June	
July	
August	
September	
October	
November	
December	
Total of students	

seventeen 17

12 Survey.

- ◆ Ask the children to look at the picture and read the dialogue aloud. Then ask them to repeat.
- ◆ Ask them to look at the chart next to the picture. Read the question: 'How many students?'
- ◆ Explain they have to register the number of children whose birthdays take place in each month. To do that, they will have to walk around the classroom and take note of their partners' birthdays.
- ◆ To check this exercise, ask them to say the numbers aloud.

Answer key

The children walk around the classroom and ask questions to complete the survey.

Extension activity

Make up a birthday chart for the whole class.

Divide a piece of card in twelve parts and write the different months in each of them.

Write the days of the week on top of each part and ask the children to register the day they were born and their names next to them.

Ask the children to decorate the poster and exhibit the project on one of the classroom walls.

Pages 18 and 19

13 Read and complete.

- ◆ Start the activity by calling the children's attention to the Curiosity section at the bottom of the page.
- ◆ Ask if someone already knows the technique for remembering the number of days each month has (30 or 31) using the knuckles of their hand.
- ◆ Ask them to clench their fists and look at the knuckles of their hands. Do the same with your own hand. Both you and the picture will help the children understand the procedure.
- ◆ Tell the children they must touch the first knuckle and say: 'January'. Each knuckle means the month has 31 days. Ask them to go on saying the months of the year, touching alternatively the knuckles and the spaces between them.
- ◆ Ask them to, by following this procedure, say the months from *January* to *April* and observe that April has got 30 days.
- ◆ Remind them that *February* has got 28 days (or 29 days in leap years).
- ◆ Take the opportunity to review the months of the year and the numbers *thirty* and *thirty-one*.
- ◆ Play track 16 on the audio CD and ask the children to listen, follow the text in their books and fill in the gaps. Play track 16 again as many times as necessary.
- ◆ Explain that, to fill in the gaps, it is not necessary to understand the whole text.
- ◆ Check the exercise orally and ask different

children to read different parts of the text.

- ◆ Write the answers on the board.

Audioscript 16

The Earth travels around the Sun one full time per year. In a year, there are twelve months: January, February, March, April, May, June, July, August, September, October, November and December.

There are four seasons in a year: summer, autumn, winter and spring.

When it is summer in the Northern hemisphere, it is winter in the Southern hemisphere. At the Equator, there are no seasons because it is always hot.

Curiosity:

You can use the knuckles of your hand to remember which months have thirty days and which months have thirty-one days.

Answer key

The Earth travels around the Sun one full time per year. In a year, there are twelve months: January, February, March, April, May, June, July, August, September, October, November and December.

There are four seasons in a year: summer, autumn, winter and spring.

When it is summer in the Northern hemisphere, it is winter in the Southern hemisphere. At the Equator, there are no seasons because it is always hot.

Curiosity:

You can use the knuckles of your hand to remember which months have thirty days and which months have thirty-one days.

14 Listen and ask.

- ◆ Review the use of *there are* in the affirmative, negative and interrogative forms along with the rest of the vocabulary in the chart.
- ◆ Explore the chart with the children and tell

them that they can use it as a basis for other questions.

- ◆ Tell them they will listen to some of those questions and that they will have to answer them.
- ◆ Play track 17 on the audio CD, pause after each question for the children to answer them. Then go on playing the track, making sure the answers are correct.

Audioscript 17

Are there seven days in a week?

Yes, there are.

Are there thirty hours in a day?

No, there aren't.

Are there twenty-four days in a month?

No, there aren't.

Are there twelve months in a year?

Yes, there are.

Answer key

The children ask and answer questions.

15 Now, you!

- ◆ Ask the children to get into groups of four.
- ◆ Tell them that, using the chart in the previous exercise as an example, they will have to ask and answer questions to each other.
- ◆ Ask them some questions as an example: 'Are there seven days in a month? Are there 24 hours in a day?'
- ◆ You can play track 17 again if necessary.
- ◆ To correct, ask each group to give at least one example of a question and an answer.

Answer key

The children ask and answer questions in groups.

16 Answer.

- ◆ The previous class, ask the children to find out the date for Independence Day in Argentina and the USA.
- ◆ Read the first question and its answer.
- ◆ Read the rest of the questions aloud.
- ◆ Ask some of the children: 'When is your birthday?' Help them answer by saying the month of their birthday: 'In May.'
- ◆ Now tell them to ask you the same question.
- ◆ Then tell them to answer the rest of the questions, having in mind the dates they had to find out at home.
- ◆ Correct the exercise orally.

Answer key

When is...

... Independence Day in the USA? In July.

... your birthday? (Children's own answers.)

... your teacher's birthday? (Children's own answers.)

... Independence Day in Argentina? In July.

Homework

Extra Fun 2, pages 91 and 92.

Reading time

Pages 20 and 21

Abbreviations

- ◆ Write: ?4U on the board and ask the children if they know what that means.
- ◆ Ask them to look at the pictures.
- ◆ Point at the computer and ask: 'What's this?' The children will have to answer: 'It's a computer.'
- ◆ Call the children's attention to the keys from the keyboard.
- ◆ Ask the children if they are used to sending text messages or chatting through Internet.

- ◆ Read the title: 'Abbreviations' and ask the children if they know what this word means. Explain its meaning if necessary.
- ◆ Tell the children that when sending messages or chatting through Internet, many people use abbreviations.
- ◆ Now ask them to read the text silently.
- ◆ Ask the class if they know any of these abbreviations and if they would use them if they had to write a message.
- ◆ Explain that this kind of abbreviations is used in text messages or chats but not in more formal types of texts.
 - ◆ Play track 18 and ask the children to read along in their books.

Audioscript 18

Abbreviations

There is a special language to write fast, short messages- abbreviations. There are more than 1,000 cell phone text abbreviations to write e-mails, instant messaging and cell phone text messaging (SMS) and to talk in chat rooms and discussion boards. Take a look at some of these abbreviations:

*birthday
Check your e-mail.
Excellent!
Excuse me.
for
Goodbye.
Happy birthday!
How are you?
Hugs and kisses.
I have a question for you.
kiss
kisses
later
Like to come.
Like to go?
please
See you later.
See you online.
skate*

*skating
Thank you so much.
to
tomorrow
tonight
What's up?
Write back.
Write back soon.*

1 Rewrite the message.

- ◆ Ask the children to look at the orange cell phones and tell them to read the texts silently.
- ◆ Now ask them to compare both texts and ask: 'Do they mean the same?'. Lead them into realising that both texts are the same but that one of them has been written with abbreviations.
- ◆ Tell them to rewrite the text in the red phone using abbreviations.
- ◆ To correct, ask the children to swop books with a partner so that they correct each other's work. Write the right answer on the board.

Answer key

*Sandy, r u there? WUP?
TYSO 4 my b-day gift! I loved it!
We are sk8ing 2mor.
Would u L2G?*

Extension activity

Suggest to the children to write a message for a partner and then hand it in to him / her for him / her to decode it. This child, in turn, must read and decode the message and write it in full form in his / her notebook.

To correct the exercise, check the children's notebooks.



Sports and activities

Pages 22 and 23

Warm up!

- ◆ Before the children open their books, write the word: *Sports* on the board.
- ◆ Ask them if they practise any sports and if they like to attend sports competitions.
- ◆ Ask them if they have any favourite sports personality and which sport they play.
- ◆ The children like to speak about the sports they like so give them some time to participate and talk about their preferences.

1 Look and listen.

- ◆ Ask the children to look at the picture carefully and ask: *'Where are the children? What kind of place is this? (It's a sports centre.) How many sports are the children practising? (Nine: basketball, football, baseball, tennis, swimming, volleyball, gymnastics, running and cycling.)'*
- ◆ Play track 19 on the audio CD.
- ◆ Ask the children: *'What is the blonde girl pointing at? (The swimming pool.)'*
- ◆ Ask the children to cover the speech bubbles and listen to the audio CD to identify which sport the children are talking about.
- ◆ Play track 19 on the audio CD again and in the end, ask them to identify the sport which is being played (*swimming*).
- ◆ Then explain that the dark haired girl is at the club to learn how to swim.
- ◆ Play track 19 again, pausing after each person speaks and asking the children to repeat.

Audioscript 19

Girl 1: *Wow! What a big swimming pool! Can you swim, Chris?*

Girl 2: *No, I can't. I'm here to learn.*

Answer key

The children look at the picture and listen to the audio CD.

2 Listen and say.

- ◆ Ask the children to look at the pictures in the vocabulary box and ask them if they know all the sports there.
- ◆ Play track 20 on the audio CD, pausing after each word for the children to repeat. Correct pronunciation when necessary.

Audioscript 20

swim, play football, play basketball, ride a bike, play baseball

Answer key

The children listen to the audio CD and repeat the words they hear.

3 Look and say.

- ◆ Ask the children to get together into groups of four or five people.
- ◆ Ask the groups to list all the items they can see in the picture on pages 22 and 23 whose names in English they already know.
- ◆ Check the number of items each group actually identified and ask them to mention them.

Answer key

The children list all the items they can see in the picture whose names in English they already know.

Extension vocabulary

This section can be used for recycling previously presented vocabulary or for relating it to the children's personal experience or background knowledge. For example, you may ask questions related to the topic or give words as prompts for oral or written production. You may also want to use the illustration and take the opportunity to

anticipate vocabulary that will appear in the future like words related to sports centres: *basket, court, gymnastics bars, net, pool divider, racket.*

Pages 24 and 25

Look and listen.

- ◆ Ask the children to look at the pictures and say what the difference between them is (*the girl in one of them can swim and the girl in the other picture can't*).
- ◆ Play track 21 on the audio CD and pause after each sentence for the children to repeat.
- ◆ Give more examples. Ask some of the children: 'Can you dance? Can you sing?'. If necessary, mime the actions for the children to understand what you mean by them. Help them answer by using: 'Yes, I can.' or 'No, I can't.' Then write some sentences based on the children's answers: 'Maria can sing. Pedro can't dance. Max can play football.'

Audioscript 21

*Patty can swim.
Lynn can't swim.*

Answer key

The children look at the pictures and listen to the audio CD.

4 Listen, number and say.

- ◆ Ask the children to look at the pictures and ask them which sports they represent. Encourage them to answer in English.
- ◆ Explain that they will listen to sounds produced by the practice of these sports and that they will have to number them in the order they hear them.
- ◆ Play track 22 on the audio CD.

- ◆ To correct, say: 'Number one.' and the children must say the name of the corresponding sport.

Audioscript 22

1. (sound of a swimming competition)
2. (sound of a baseball game)
3. (sound of a basketball game)
4. (sound of a football game)
5. (sound of a volleyball game)
6. (sound of a cycling competition)

Answer key

UNIT 2

Look & Listen

Patty can swim.

Lynn can't swim.

4 Listen, number and say. They can _____

5 2 3

6 4 1

Chant and mime.

WHAT CAN YOU DO?

What, what, what can you do?
What, what, what can you do?
What, what, what can you do?
I can play football!

What, what, what can you do?
What, what, what can you do?
What, what, what can you do?
I can dance!

24 twenty-four

Extension activity

Ask the children to close their books.

Play track 22 again, pause after each sound and ask: 'What can they do?'. Help the children answer with the name of the sport whose sound they hear.

Answers:

They can swim.

They can play baseball.

They can play basketball.

They can play football.

They can play volleyball.

They can cycle.

5 Chant and mime.

- ◆ Play track 23 on the audio CD for the children to get to know the song.
- ◆ Read the verses of the song and tell the children that they will be able to change the abilities mentioned at the end of the 'I can...' sentences according to their own abilities.
- ◆ Write some questions about abilities on the board: *swim, play volleyball, sing, jump* and mime the actions.
- ◆ Play track 23 on the audio CD and in the karaoke version, point to a child who must say: 'I can...' and complete the phrase according to his / her own abilities, miming the action in the same way you did before.
- ◆ Repeat the chant several times for all the children to participate.

Audioscript 23

What can you do?

What, what, what can you do?

What, what, what can you do?

What, what, what can you do?

I can play football!

What, what, what can you do?

What, what, what can you do?

What, what, what can you do?

I can dance!

Answer key

The children chant and mime the actions in the song.

Extension activity

Board picture

Write words or phrases describing abilities on pieces of paper and put them in a plastic bag. Ask a child to go to the front of the classroom, take a piece of paper and then, draw a picture on the board describing the ability on the paper for the rest of the class to guess and say, for example: 'Cintia can dance.'

Suggestions for words and expressions describing abilities: *sing, dance, jump, play football, play baseball, play basketball, swim, ride a horse, ride a bike.*

6 Stick.

- ◆ Write the word *hobby* and ask if someone knows what it means.
- ◆ Explain that to have a hobby is to do something for pleasure.
- ◆ Tell the children to look at the pictures and explain that the people in the pictures are practising their hobbies.
- ◆ Now ask the children to open their books on the Unit 3 Stickers section, page 108, at the end of the Course Book and read the sentences on the stickers.
- ◆ Read each sentence aloud and check the children understand their meaning.
- ◆ Read the sentences again and ask them to repeat them.
- ◆ Now tell the children to stick the sentences below the corresponding sentences on page 25.
- ◆ To correct, say: 'Number one' and the children read the sentence corresponding to that picture. Repeat the procedure with the rest of the sentences.

Answer key

Stick. Hobbies

Alan can't ride a horse.

Joey can play the guitar.

Emily can roller skate.

Michael can speak French.

Olga can't sing.

Steve and Sara can't dance.

twenty-five 25

Pages 26 and 27

7 Guess and draw.

- ◆ Ask the children to look at the pictures.
- ◆ Play track 24 and ask them to listen to the audio CD and read along.
- ◆ Check they understand the texts by asking some questions: 'Can Ron swim? (No.) What can Ron do? (He can speak five languages.)'
- ◆ Ask the children to have a look at the pictures and try to identify the people in the texts by writing their names below the pictures.
- ◆ Now tell them to draw the picture of the missing person in the blank box. They must do the drawing by following the description in the text. Tell the children to show their pictures to their classmates.

Audioscript 24

Ron: My name's Ron Lewis. I'm 40 years old. I'm from Manchester. I can speak five languages: English, Japanese, Spanish, French and Italian. Sorry, but I'm late. Taxi, please!

Gary: Hi! I'm Gary Scott. I'm sixteen years old. I can play the guitar and roller skate. I can't play football but I can play rugby. Oh! I can do many things with my bike. Do you want to see?

Julia: Hello! My name's Julia Smith. I'm eighteen years old. I've got a gold medal from the World Swimming Championship in California, USA. I can swim. I can play the guitar and I can sing too.

Sue: I'm 22 years old. My birthday is in July. I'm an athlete. I like sports. I can play volleyball, I can swim, I can run long distances and I can ride a bike.

Answer key

1. Sue
2. Ron
3. Gary
4. Children's own pictures of Julia.

8 Read and complete.

- ◆ Tell the children to look at the advertisement and ask them what they think it is about. Encourage them to look at the pictures and conclude this is an ad for a day camp.
- ◆ Ask them if they have had the chance to attend a day camp or a summer camp.
- ◆ Now tell them to look at each picture and complete the questions in the ad.

Answer key

UNIT

Read and complete.

Can you swim ?

Can you play football?

WEBBY'S CAMP

If you can, join us!
If you can't, learn how to do these things with us!
Come to Webby's Day Camp!
North Cliffside, 123 Richmond Street, Mountain Lakes NY 11990

Can you sing ?

Can you ride a horse ?

Listen and check.

twenty-seven 27

9 Listen and check.

- ◆ To correct exercise 8, play track 25 and pause after each question for the children to check what they completed.

Audioscript 25

Can you swim?
Can you play football?
Can you sing?
Can you ride a horse?
If you can, join us!
If you can't, learn how to do these things with us!
Come to Webby's Day Camp!!
North Cliffside, 123 Richmond Street, Mountain Lakes.
NY 11990

Answer key

The children listen to the audio CD and check their answers.

Pages 28 and 29

10 Answer.

- ◆ Read the question: 'What can / can't they do?' aloud.
- ◆ Ask the children to look at the pictures.
- ◆ Point to the first picture and ask: 'What can Julian do?'. Encourage the children to answer: 'Julian can swim.'
- ◆ Point to the second picture and ask: 'What can't Mark do?', emphasizing the word: 'can't'. Encourage the children to say: 'Mark can't play basketball.'
- ◆ Make sure they understand that some pictures represent activities people can do and some others represent activities they can't do.
- ◆ Ask them to answer the same questions about the other characters.
- ◆ To correct, ask a question about each picture and the children answer it.

Answer key

Julian can swim.
Mark can't play basketball.
Rob can't play baseball.
Ted can play the guitar.
Judy can't roller skate.
Debbie can sing.

11 Interview.

- ◆ Ask the children to look at the pictures of the children and to cover the speech bubbles.
- ◆ Play track 26 on the audio CD and in the end ask what the girl can do (*sing*).
- ◆ Now tell the children to look at the pictures and the chart and make sure they understand what

each row represents. Review the corresponding vocabulary.

- ◆ Help the class with question-making: 'Can you... sing | swim | dance | ride a horse | play the piano | roller skate | play football | play the guitar?'
- ◆ Tell the children that when we use *play* with musical instruments they must write *the* before the instrument. Also tell them that this does not happen with sports, which don't take the definite article before them.
- ◆ Encourage them to interview their classmates about their abilities so as to complete the chart.
- ◆ Ask them to complete the *Me* column with *I can* (happy face) for the activities they can do and *I can't* (sad face) for the activities they can't do.

Audioscript 26

Can you sing?
Yes, I can.

Answer key

The children interview their classmates and complete the chart.

Optional activity

Ask the children to interview the classmates from another group and make a poster with the most popular hobbies.

Homework

Extra Fun 3, pages 93 and 94.

4

Nice clothes!

Pages 30 and 31

Warm up!

- ◆ Ask the children which clothes they like to wear and if they have any particular style.
- ◆ Take magazine cutouts of people wearing clothes in different styles to class.
- ◆ Show the cutouts to the children and ask them which style they prefer and what they think each style represents: being shy, creative, modern and updated, etc.

1 Look and listen.

- ◆ Tell the children to look at the picture and ask: 'Where are the children? (In the yard.) What are they doing? (Playing.)'
- ◆ Play track 27 on the audio CD.
- ◆ Ask the children to cover the speech bubbles, listen to the audio CD and identify the game the children are playing.
- ◆ Play track 27 again and in the end, ask the children if they could guess the game these kids are playing. (They are playing Top Model.)
- ◆ Ask the question again: 'What are they playing?' and expect this answer: 'They are playing Top Model.'
- ◆ Point to the model in the picture and ask: 'What is she wearing?' and the children answer: 'A pink dress.'
- ◆ Play track 27 again and ask the children to listen to the audio CD and read along in their books. Pause for the children to repeat after each person speaks.

Audioscript 27

Girl 1: Is she wearing a hat?

Girl 2: No, she isn't. She's wearing a pink dress.

Boy 1: What are they doing?

Boy 2: I think they're playing Top Model.

Answer key

The children look at the pictures and listen to the audio CD.

2 Listen and say.

- ◆ Ask the children to look at the pictures in the vocabulary box and make sure they understand the words.
- ◆ Now ask them to listen to track 28 on the audio CD and pause after each word for the children to repeat.
- ◆ Repeat the procedure until you make sure everybody pronounces the numbers correctly.
- ◆ Call the children's attention to the plural nouns: *jeans, shorts, sneakers, shoes*. Tell them that these nouns don't have a singular form as they consist of two elements.

Audioscript 28

jeans, a dress, a T-shirt, shorts, sneakers, shoes, a skirt, a hat

Answer key

The children listen to the audio CD and repeat the words they hear.

Extension activity

When playing the audio CD, ask the children to touch the clothes they are wearing when they are mentioned.

3 Find and answer.

- ◆ Ask the children questions about items in the picture whose names in English they already know.

- ◆ Ask, for example: 'What colour is the girl's hat? (Orange.) How many dresses are there? (Six.) What colour is the ball? (Black and white.)'

Answer key

The children find the items you ask for and answer the questions you ask.

Extension vocabulary

This section can be used for recycling previously presented vocabulary or for relating it to the children's personal experience or background knowledge. For example, you may ask questions related to the topic or give words as prompts for oral or written production. You may also want to use the illustration and take the opportunity to anticipate vocabulary that will appear in the future like words related to clothes and fashion such as: *clothesline, fashion show, hanger, make-up, mascara, mirror, nail polish*.

Pages 32 and 33

4 Tick.

- ◆ Tell the children to look at the clothes on the clothesline.
- ◆ Read the speech bubble aloud and ask the children to read along.
- ◆ Encourage them to read the text silently and underline the clothes words.
- ◆ Now ask them to look for the clothes mentioned in the text and tick them in the picture.
- ◆ Conduct oral correction.

Answer key

UNIT 4

Tick.
Collin's clothes

Where are my clothes?
I've got a green hat,
brown shorts, a black
and red T-shirt and blue
sneakers.

Read and stick.

In the shopping bag...

There's an orange T-shirt, blue shorts
and white and brown sneakers.

There's a pink and white skirt, a
white T-shirt and grey sneakers.

There's a red dress and black
shoes.

There's a green and blue T-shirt
and blue jeans.

32 thirty-two

Extension activity

Ask the children to look at the clothesline for a couple of minutes and then close their books.

Then ask questions to check they remember what they saw:

Is there a black and red T-shirt? (Yes.)

Are there any black socks? (No.)

Are there any black sneakers? (No.)

Is there a white dress? (No.)

Is there a green hat? (Yes.)

Is there a red skirt? (No.)

5 Read and stick.

- ◆ Read the phrase: *'In the shopping bag...'* Make sure the children understand the meaning of *shopping bag*.
- ◆ Ask them to open their books on the Unit 4 Stickers section, page 108, at the end of the Course Book and take a look at the shopping bags there and the clothes in them. Also ask them to describe the clothes.
- ◆ Read the sentence for each box aloud and ask the children to read along.
- ◆ Ask them to place the stickers in the boxes they belong according to the descriptions.
- ◆ To check the exercise, ask the children to swop books.

Answer key

The children place the stickers where they belong.

Extension activity

Ask the children to draw a shopping bag with several clothes items in their notebooks. Tell them that all items must be spotted clearly.

Then tell the children to swop notebooks and write descriptions for their classmates' shopping bags, following the example of the text in exercise 5.

Look and listen.

- ◆ Ask the children to look at the pictures.
- ◆ Play track 29 on the audio CD.
- ◆ Point to the first picture and ask: *'What is he wearing?'* Do the same with the other pictures.
- ◆ Play track 29 again, pause after each sentence and ask the children to repeat.
- ◆ Remind them of the difference between *I*, *he* and *she* when they are conjugated with the verb to be: *I'm, he's, she's wearing...*

Audioscript 29

I'm wearing blue jeans and a white T-shirt. | She's wearing pink sneakers. | He's wearing a brown hat.

Answer key

The children look at the pictures and listen to the audio CD.

6 Complete.

- ◆ Ask the children to look at the pictures and complete the sentences.
- ◆ To correct, point at each picture and ask, for example: *'What is he wearing?'* and ask some of the children to read their answers.

Answer key

- *He's wearing black and white football boots, a purple and orange T-shirt and black shorts.*
- *She's wearing a green dress and grey shoes.*
- *They're wearing blue skirts and red tops.*
- *He's wearing a green and black T-shirt, purple socks, grey and purple shorts and black football boots.*

Pages 34 and 35

Look and listen.

- ◆ Ask the children to look at the pictures.
- ◆ Play track 30, pause after each word and ask the children to repeat.
- ◆ Name a month and ask the children which clothing items they usually wear that particular month.
- ◆ Play track 30 again.
- ◆ Remind the children that certain nouns (like *flip-flops* and *socks*) don't have a singular form as they consist of two elements.

Audioscript 30

flip-flops, cap, socks, sweater, jacket

Answer key

The children look at the pictures and listen to the audio CD.

7 Listen and number.

- ◆ Ask the children to have a look at the pictures.
- ◆ Tell them they will have to number the pictures in the order they hear them on the audio CD.
- ◆ Play track 31 on the audio CD and pause after each description for the children to number the pictures in the correct order.
- ◆ Conduct oral correction.

Audioscript 31

- 1. He's wearing an orange cap, green flip-flops and yellow shorts.*
- 2. She's wearing a red and white sweater, blue jeans, a red hat and brown shoes.*
- 3. He's wearing a brown jacket, blue jeans, a white T-shirt and black sneakers.*
- 4. She's wearing a purple skirt, pink and purple socks, a pink sweater and black shoes.*

Variation

Pause after the third correction. At this point, the children must know which picture number four is (the only one which has not yet been numbered). So ask them to describe that item orally and then play the audio CD to check the description.

Answer key

UNIT 4
Look & Listen

7 Listen and number.

34 thirty-four

8 Look and answer.

- ◆ Ask the children who their favourite singers are and if they like the clothes they wear.
- ◆ Say: 'Mia Falls is a singer. Is John Flint a singer too?' and expect an affirmative answer: 'Yes.'
- ◆ Read the questions aloud and ask the children to describe what these characters are wearing.

Answer key

1. She is wearing a green skirt, a blue jacket, green and purple socks, black boots and a purple hat.
2. He's wearing a black T-shirt and jeans.

9 Listen, look and chant.

- ◆ Play track 32 for the children to get familiar with the chant.
- ◆ Read each verse and ask them to read along. Explain any question they may have.
- ◆ Ask them to look at the clothes pictures and tell you if they are the same colour as the ones mentioned in the chant.
- ◆ Finally, ask them to chant without reading the lyrics, just by looking at the pictures.

Audioscript 32

Clothes

A black hat,
a purple shirt,
a red dress,
brown pants,
orange socks,
blue shoes, blue boots,
green jeans, green sneakers
and a green and purple T-shirt.

Answer key

The children look at the pictures, listen to the audio CD and chant.

Pages 36 and 37

10 Read, find and write.

- ◆ Ask the children to look at the picture and answer: 'Where are they? (They're at the shopping mall.)'
- ◆ Now ask: 'How many people can you see? (Five people.)'
- ◆ Read the sentences aloud and ask the children to write the corresponding names in the boxes.

Answer key

UNIT 4


10 Read, find and write.

Sandy is wearing a purple skirt and a pink top.

George is wearing a white and red T-shirt and white socks.

Mary is wearing a blue skirt.

Tom is wearing a red shirt.



Tom

Mary

Sandy

George

36 thirty-six

Extension activity

Describe one of the people in the illustration aloud and ask the children to point at that person. Suggested description: *Sandy is wearing a purple skirt, a pink top and black shoes.*

Now ask them to describe the other people in detail.

Possible answers:

The woman is wearing a blue skirt, a white and yellow top and white sneakers.

The man is wearing a red shirt and green sneakers.

11 Write.

- ◆ Ask the children to look at the pictures and read the titles: 'It's hot!' and 'It's cold!'.

- ◆ Point to the first picture and say: 'Which season is this?' Expect the following answer: 'It's summer.' Proceed in the same way with the second picture and expect the answer: 'It's winter.'
- ◆ Ask the children to write the clothes they can wear below each picture.

Answer key

The children write the words for clothes they can wear according to the season.

12 Listen.

- ◆ Ask the children to look at the picture.
- ◆ Explain that the children in the picture are playing a guessing game. One of them asks about the other child's picture and the other must answer either: 'Yes.' or 'No.' until he / she guesses which picture the other person is thinking about.
- ◆ Play track 33 on the audio CD, pause after each person speaks and ask the children to repeat.

Audioscript 33

Girl: *Is she wearing a skirt?*

Boy: *No, she isn't.*

Answer key

The children listen and repeat the dialogue.

13 Play.

- ◆ Ask the children to get together in pairs.
- ◆ Hand out four sheets of paper to each pair. Each child must take two sheets and draw two pictures of people wearing different clothes.
- ◆ When they finish drawing, they put the four pictures together. One of the children thinks of one of the pictures and the other asks *yes / no* questions to try to guess which picture his / her classmate is thinking about. For example a child asks: 'Is it a girl? Is it a boy? Is she wearing a

cap? Is she wearing a pink dress? Is she wearing blue socks? and his / her classmate answers: 'Yes, she is.' or 'No, she isn't.'

Answer key

The children play a guessing game.

Working with values

This activity needs three classes to be carried out.

Class 1

The value highlighted in this unit is generosity.

Tell the children that generosity is a value that we have when we do something good for another person. Ask them to make a list of clothes they no longer wear at home. For example:

1 brown coat

1 red T-shirt

3 pairs of socks (yellow, white and pink)

Tell the children to bring their lists next class.

Class 2

Ask the children to read their lists to the rest of the class. Check the quantity of clothing items the group would be able to collect in case they decided to donate the ones they no longer use.

Look for an organisation to donate the clothes and ask permission to the school authorities and the children's parents to collect and donate these items.

Explain that it is not necessary to bring all the clothes in the list they wrote but that it would be important if they could all participate.

Class 3

Collect all the clothes the children donated and make a list of all the items. For example:

4 jeans

8 T-shirts

2 dresses, etc.

Make a poster with all the clothing items donated and ask the children to add pictures or magazine cutouts to decorate it. Then exhibit it on the classroom walls.

Homework

Extra Fun 4, pages 95 and 96.

Reading time

Pages 38 and 39

Popular sports

- ◆ Ask the children to have a look at the pictures and ask: 'Which sports can you play with a ball?'
- ◆ Point at the basketball picture and ask: 'Which sport can you play with this ball? (Basketball.)'
- ◆ Tell the children that this sport is more popular in the United States than in Argentina. Now ask them: 'Which is the most popular sport in Argentina? (Football.)'
- ◆ Then tell them that this text is about popular sports in Argentina and the United States.
- ◆ Ask them to read the text silently and identify at least two popular sports in Argentina and two popular sports in the United States.
- ◆ Finally play track 34 and ask the children to read along in their books.

Audioscript 34

Popular sports

The most popular sport in Argentina is football. Other popular sports include: basketball, hockey, tennis, volleyball and handball.

Three of the most popular team sports in the USA are baseball, basketball and ice hockey. Football is also another popular team sport played in the United States.

1 Crossword puzzle

- ◆ Ask the children to read carefully at items 1 to 7 and find the sports each item refers to. They

can read the text again if necessary.

- ◆ Now tell them to complete the crossword.
- ◆ To correct, ask two children to help you out. One should read the sentence in each item and the other, the sport in question.

Answer key

1 Crossword puzzle

◆ In this sport each team has got six players.
◆ This is the most popular sport in Argentina.
◆ You can play this sport with a racket.
◆ You can play this sport on ice.
◆ This is a very popular sport in the USA.
◆ In this sport, you score a goal with your hands.
◆ You play this sport with a bat and gloves.

thirty-nine 39

opportunity to review the names of the rooms in a house in English.

- ◆ Ask the children what they like or what they usually do when they are at home: *'What do you do at home? Do you like to play video games?'*, etc.
- ◆ Try to get to know what the most popular hobbies are and which room in the house they are usually in.

1 Look and listen.

- ◆ Ask the children to look at the picture and ask: *'Where are they? (They are at home.)'*
- ◆ Point to the dad and ask: *'Where is he? (He is in the kitchen.)'*
- ◆ Tell the children that the boy on the phone is called Johnny and ask: *'Is Johnny on the phone? (Yes, he is.)'*
- ◆ Ask the children to cover the speech bubbles.
- ◆ Tell them that they will listen to the audio CD and that they have to guess who the characters are talking about.
- ◆ Play track 35 on the audio CD and, in the end, ask: *'Who are they talking about? (They're talking about Johnny's mum.)'*
- ◆ Point to Johnny's mum in the picture and say: *'She's reading the newspaper.'*
- ◆ Play track 35 again, pause after each person speaks and ask the children to repeat.

Audioscript 35

Woman: Johnny, what's your mum doing?

Boy: She's reading the newspaper.

5

What are they doing?

Pages 40 and 41

Warm up!

- ◆ Take magazine cutouts of people reading a book, watching TV, playing video games, etc. to class.
- ◆ Display the cutouts on the board for the children to have a look at them.
- ◆ Ask: *'Where are these people?'* Take the

Answer key

The children look at the picture and listen to the dialogue.

2 Listen and say.

- ◆ Ask the children to look at the pictures in the vocabulary box.
- ◆ Play track 36 on the audio CD, pausing after each word and ask the children to repeat.

- ◆ Follow this procedure until you make sure all the children can pronounce the actions correctly.

Audioscript 36

watch TV, read, sleep, cook, take a shower, play

Answer key

The children listen to the audio CD and repeat the words.

3 Remember?

- ◆ Ask the children to look at the picture on pages 40 and 41 carefully and then close their books.
- ◆ Ask questions like: *'Is Grandpa sleeping? (Yes, he is.) Is the boy reading? (No, he's playing the guitar.) What is the mother doing? (She's reading the newspaper.)'*

Answer key

The children look at the picture, close their books and answer the teacher's questions.

Extension vocabulary

This section can be used for recycling previously presented vocabulary or for relating it to the children's personal experience or background knowledge. For example, you may ask questions related to the topic or give words as prompts for oral or written production. You may also want to use the illustration and take the opportunity to anticipate words that will appear in the future like words related to furniture and house accessories such as: *armchair, bathtub, blind, brick, chimney, front door, frying pan, gate, mobile or cell phone, pillow, remote control, roof, shower, shower curtains, stove, TV set, wall, window.*

Pages 42 and 43

4 Stick and number.

- ◆ Ask the children to look at the silhouettes.
- ◆ Tell them to open their books on the Unit 5 Stickers section, page 109 at the end of the Course Book and look at the pictures.
- ◆ Read the sentences aloud and tell the children that they describe the pictures.
- ◆ Now ask the children to number the pictures.

Answer key

UNIT 5

4 Stick and number.

1 4 6

2 5 3

- ◆ John's speaking English.
- ◆ Lucy's using the computer.
- ◆ Sally and Tina are dancing.
- ◆ Bill and Carl are riding a bike.
- ◆ Steve's playing a video game.
- ◆ Judy's talking on the phone.

Look & Listen

He's playing football.
He isn't studying.
Is he playing with his friends?

They're playing.
They aren't sleeping.
Are they playing at school?

He's = He is She's = She is They're = They are
I'm = I am You're = You are

42 forty-two

Look and listen.

- ◆ Ask the children to look at the pictures.
- ◆ Play track 37 on the audio CD and stop it before the *long forms* and *short forms* section.
- ◆ Read the sentences below the pictures aloud and tell the children that one sentence is affirmative, another one is negative and the third one is interrogative.
- ◆ Call the children's attention to the highlighted

words. These are words which are generally abbreviated, that's why there is a box below containing short and long forms.

- ◆ Play track 37 again, this time till the end, pause after each sentence or phrase and ask the children to repeat. Make sure they understand what the *long* and *short forms* mean.

Audioscript 37

He's playing football.

He isn't studying.

Is he playing with his friends?

They're playing.

They aren't sleeping.

Are they playing at school?

He's – He is

She's – She is

They're – They are

I'm – I am

You're – You are

Answer key

The children look at the pictures and listen to the audio CD.

5 Unscramble and answer.

- ◆ Ask the children to look at the pictures and unscramble the questions. The children can use the chart on page 42 to do this activity.
- ◆ Then ask them to answer those questions.
- ◆ Conduct oral correction.

Answer key

Is he playing the piano?

No, he isn't. He's playing the guitar.

Are they studying?

Yes, they are.

Is she riding a bike?

No, she isn't. She's roller skating.

Is the dog sleeping?

Yes, it is.

6 Listen and number.

- ◆ Read each sentence aloud and make sure the children understand what they mean.
- ◆ Tell them they will listen to sounds produced by the actions in the sentences and that they will have to number them in the order they hear their corresponding sounds.
- ◆ Play track 38 and pause after each sound for the children to number the sentences.
- ◆ To correct, play track 38 again and pause after each sound for the children to check their answers.

Audioscript 38

- 1. (sound of someone browsing through a newspaper)*
- 2. (sound of someone snoring)*
- 3. (sound of someone taking a shower)*
- 4. (sound of dog barking)*
- 5. (sound of someone cooking)*
- 6. (sound of someone listening to music)*

Answer key

1. *She's reading.*
2. *He's sleeping.*
3. *She's taking a shower.*
4. *Kiko is playing.*
5. *They're cooking.*
6. *She's listening to music.*

Pages 44 and 45

Look and listen.

- ◆ Ask the children to look at the pictures and pay attention to what the children are doing. Call their attention to the fact that some of the activities depicted in the pictures have a red cross. This means that the children are not doing that activity.
- ◆ Play track 39 on the audio CD.
- ◆ Remind them what a *summer camp* is and explain that these children are at a summer camp now.
- ◆ Play track 39 again, pause after each sentence and ask the children to repeat.

Audioscript 39

I'm not reading. I'm using the computer.
She isn't studying. She's sleeping.
They aren't playing football. They're watching TV.

Answer key

The children look at the pictures and listen to the audio CD.

7 Look and circle.

- ◆ Ask the children to look at the picture.
- ◆ Introduce the new vocabulary through the picture: *swing on a rope, skate down a slope, play tug of war.*

- ◆ Tell the children to read the sentences silently and circle the correct option.
- ◆ To correct, ask the children to read the sentences aloud with the option they circled.

Answer key

1. *Liz isn't dancing.*
2. *Johnny is climbing a tree.*
3. *Tom is swinging on a rope.*
4. *Tina is skating down a slope.*
5. *Steve isn't riding a bike.*
6. *Pat and Sandy are playing tug of war.*

Extension activity

Ask the children to get together in pairs. Ask them to look carefully at the picture in exercise 7 for 30 seconds and then close their books. Then ask them to describe to their classmate what they remember about the picture.

Tell them that if they do not remember the names of the children, they can say 'boy' or 'girl'.

Examples:

A boy is climbing a tree.
The girls are playing tug of war.

8 Read and tick.

- ◆ Ask the children if they know what *diary* means. If they don't, explain that it is a notebook where one writes his / her everyday memories.
- ◆ Explore the illustration with the class. Tell them that the girl is called Meg and ask: '*Is Meg writing on her diary? (Yes.)*'
- ◆ Play track 40 on the audio CD and ask the children to follow the text.
- ◆ Now tell the children to read the text silently and tick if the sentences are true (*yes*) or false (*no*).

Audioscript 40

Dear Diary,

Today is a special day because it's my birthday. I'm in a park with my family. My dad's cooking and my mum's helping him. We're having a barbecue. My sister Bella's playing with her dolls. My brother Edward's playing Frisbee. My cousins Jane and Mike are playing volleyball. I'm writing in my diary. Everybody's happy. It's great!

Meg

Answer key

1. Bella's playing with her dolls. Yes
2. They're having a barbecue. Yes
3. Jane and Edward are playing frisbee. No
4. Dad and mum are cooking. No

Pages 46 and 47

9 Read and write.

- ◆ Ask the children if they usually write postcards or e-mails to friends or family when they are on holidays.
- ◆ Now tell the children to look at the picture. The astronauts in the picture are far away from home so one of them decided to write an e-mail to his family on the Earth.
- ◆ Ask the children who the e-mail is addressed to.
- ◆ Tell them to read the text silently and fill in the blanks with the appropriate form of the verbs between parenthesis.
- ◆ Complete the first blank to help them out.
- ◆ To correct, ask several children to read different parts of the text.
- ◆ Finally, play track 41 on the audio CD for the children to listen to the text and repeat it to practise pronunciation.

Audioscript 41

Dear Pat,

How are you? We're having a great time! We're orbiting the Earth. I am writing this e-mail. Leo is cleaning the engine and Lucy is speaking on the radio. Junior is taking his pills. Puppy, our robot, isn't working. Oh, no! He's eating my lunch!

Lots of love!

XOXO

Dad

Answer key

Dear Pat,

How are you? We're having a great time! We're orbiting the Earth. I am writing this e-mail. Leo is cleaning the engine and Lucy is speaking on the radio. Junior is taking his pills. Puppy, our robot, isn't working. Oh, no! He's eating my lunch!

Lots of love!

XOXO

Dad

10 Now, you!

- ◆ Ask the children to read the e-mail Pat wrote back to her dad.
- ◆ Tell them to choose one of the activities described by Pat in her e-mail and draw a picture about it.

Answer key

The children draw one of the activities described by Pat in her e-mail.

Optional activity

Ask the children to draw an activity not described by Pat in her e-mail and write a sentence about it. For example: they draw a dog eating and they write: *Rex is eating.*

11 Listen.

- ◆ Ask the children to look at the picture and cover the speech bubbles.
- ◆ Play track 42 on the audio CD.
- ◆ Ask them which sport the boy is miming (*baseball*).
- ◆ Play track 42 again and pause after each person speaks for the children to repeat.

Audioscript 42

Girl 1: *Are you playing baseball?*

Boy: *Yes, I am.*

Answer key

The children listen to the dialogue.

12 Mime.

- ◆ Tell the children you will carry on an activity similar to the one in the previous exercise: a child will mime an action and the rest of the class will have to guess which action it is.
- ◆ Before class, prepare cards with actions like: *swim, take a shower, dance, study, play football, eat, read a magazine, use the computer.*
- ◆ Ask a child to come to the front of the classroom, give him / her a card and ask him to mime the action.
- ◆ The rest of the class asks *yes / no* questions to try to guess the action, for example: '*Are you swimming?*'
- ◆ The child who guesses the activity being mimed, goes to the front and mimes the next action and so on.

Answer key

The children mime and guess different actions.

13 Sing.

- ◆ Play track 43 on the audio CD for the children to get familiar with the song.
- ◆ Read each verse and ask them to read along. Explain the meaning of *bells* and *ring*.
- ◆ Tell the children that after singing the first stanza, they will have to replace the word *sleeping* with *dancing* and then *reading*.
- ◆ Together with the class invent a choreography for each of the actions and ask them to follow it when singing.
- ◆ Play track 43 again for the whole class to sing and dance.

Audioscript 43

Morning bells

*Are you sleeping,
are you sleeping,
Brother John?
Brother John?*

*Morning bells are ringing,
morning bells are ringing,
Ding dang dong,
ding dang dong.*

dancing

reading

Answer key

The children sing the song and dance.

Homework

Extra Fun 5, pages 97 and 98.

6

What time is it?**Pages 48 and 49****Warm up!**

- ◆ Take an analog clock to school, preferably one in which you can change the times easily.
- ◆ Ask the children who can read the time in analog clocks.
- ◆ Move the hands of the clock to set it at one o'clock and ask: *'What time is it?'* and let the children try to answer the question in any way they can.
- ◆ Move the hands of the clock to set it at different times and revise the numbers in English.
- ◆ Now ask the children what time they usually have breakfast, lunch, dinner, etc.

1 Look and listen.

- ◆ Ask the children to look at the picture and ask: *'What can you see in each scene? Where are the children? Which rooms in the house are the children in? Which pieces of furniture can you see in each room? What are the children doing? What time is it in each scene?'*
- ◆ Play track 44 on the audio CD.
- ◆ Play track 44 again, pause after the first person speaks and ask: *'What time is it? (It's five o'clock.)'* Proceed in the same way with the rest of the people.
- ◆ Play track 44 once more, pause after each person speaks and ask the children to repeat.

Audioscript 44

Boy 1: *I'm playing with my dog. It's five o'clock.*

Girl 1: *It's four p.m. and I'm not doing my homework.*

Boy 2: *Oh! It's ten o'clock. I'm going to bed.*

Girl 2: *I'm having breakfast. It's seven a.m.!*

Answer key

The children look at the pictures and listen to the audio CD.

2 Listen and say.

- ◆ Ask the children to look at the times in the vocabulary box.
- ◆ Play track 45 on the audio CD and pause after each sentence for the children to repeat.
- ◆ Briefly explain that we say *a.m.* to refer to the times before midday and *p.m.* for times after midday.
- ◆ Play track 45 more than once until you make sure that all the children pronounce the times correctly.
- ◆ Remind the children how to pronounce the letters to help them with the pronunciation of *a.m.* and *p.m.*

Audioscript 45

It's ten a.m.

It's ten p.m.

It's four o'clock.

It's five o'clock.

It's eight o'clock.

Answer key

The children listen to the audio CD and repeat the times.

3 Listen and point.

- ◆ Play track 46 and ask the children to listen and point at the corresponding scenes in their books.

Audioscript 46

Boy 1: *Oh! It's ten o'clock. I'm going to bed.*

Girl 1: *I'm having breakfast. It's seven a.m.!*

Boy 2: *I'm playing with my dog. It's five o'clock.*

Girl 2: *It's four p.m. and I'm not doing my homework.*

Answer key

The children listen to the audio CD and point at the corresponding scenes.

Extension vocabulary

This section can be used for recycling previously presented vocabulary or for relating it to the children's personal experience or background knowledge. For example, you may ask questions related to the topic or give words as prompts for oral or written production. You may also want to use the illustration and take the opportunity to anticipate vocabulary that will appear in the future like words related to home accessories and stationery items: *bowl, carpet, clock, computer, couch, microwave, picture frame, telephone, toy, wheelchair, eraser, laptop, notebook, paper clip, pencil holder, pencil sharpener, printer, ruler and scissors.*

Pages 50 and 51

Look and listen.

- ◆ Ask the children to look at the pictures.
- ◆ Play track 47 on the audio CD and tell them to read along in their books.
- ◆ Explain the use of *a.m.* and *p.m.* (before midday and after midday).
- ◆ Also explain the meaning of *midday* and *midnight*.
- ◆ Play track 47 again, pause after each phrase or sentence and ask the children to repeat.

Audioscript 47

a.m.; p.m.

It's six a.m.; It's nine a.m.

It's four p.m.; It's ten p.m.

It's midday.; It's twelve p.m.

It's midnight.; It's twelve a.m.

It's eight thirty.

Answer key

The children look at the pictures and listen to the phrases and sentences.

4 Look, stick and say.

- ◆ Read the sentences aloud and ask the children to repeat them.
- ◆ Now tell the children to open their books on the Unit 6 Stickers section, pages 109 and 111 at the end of the Course Book and look at the pictures and the times in each of them. Also instruct them to place the stickers in the boxes where they belong.
- ◆ Explain that to say the exact time we say the number and the expression *o'clock*. For example: *It's ten o'clock*. To say that half an hour has gone by, we say *half past* and the number or the number and the word *thirty*. For example: *It's half past ten. It's ten thirty.*
- ◆ Point at each sticker and ask: *'What time is it?'* and ask different children to tell you the time for whole-class correction.

Answer key

The children place the stickers in the boxes where they belong.

5 Listen and number.

- ◆ Ask the children to look at the pictures.
- ◆ Point to each of them and ask: *'What time is it?'* and explain they have to answer: *'It's... o'clock.'* or *'It's half past... | It's... thirty.'*
- ◆ Ask what each of the characters in the pictures is doing.
- ◆ Tell the children to identify the actions they don't know how to say in English, for example: *brush the teeth* and *walk the dog* and explain how to say and pronounce them.
- ◆ Now tell them they will have to number the pictures in the order they hear them. Warn them that they will listen to four dialogues but there are six pictures. The situations in two pictures have not been recorded.

- ◆ Play track 48 on the audio CD and pause after each dialogue for the children to number the actions.

Audioscript 48

1. A: *It's seven o'clock. Are you going to school?*
B: *Yeah, Mum.*
2. A: *It's one o'clock. Are you having lunch?*
B: *Hmm... No, dad. I'm making lunch.*
3. A: *The game is at three o'clock. Are we going to the stadium?*
B: *Sure.*
4. A: *It's four thirty! Are you walking the dog?*
B: *Oh, yes...*

Answer key

6 UNIT

Listen and number. Are they late?

1

2

3

4

5

6

Guess.

I'm having breakfast. What time is it?

It's six thirty!

fifty-one 51

6 Guess.

- ◆ Ask the children to look at the picture.
- ◆ Read the dialogue and ask them to repeat it.
- ◆ Choose two children to read the dialogue aloud.
- ◆ Ask them to get together in pairs and ask and answer questions similar to the ones in exercise 5.

Answer key

The children ask and answer questions about activities being done at the moment.

Variation

The children may do the same activity but they can tell the time for his / her classmate to state the action being carried out.

Example:

- A: *It's seven thirty.*
B: *You're sleeping.*

Pages 52 and 53

7 Say and point.

- ◆ Ask the children to look at the pictures and ask if all the clocks have the same time.
- ◆ Tell them to get together in groups of three or four children.
- ◆ One of the children tells the time in one of the clocks and the rest of the group points at the corresponding clock.
- ◆ Before starting the exercise, tell the time in one or two clocks and point at them in the picture so as to make sure the children understand what they have to do.

Answer key

The children tell different times and point at the corresponding clocks.

Extension activity

In pairs, a child tells a time and the other represents that time with his arms as if they were clock hands.

For example, if a child says: *'It's midnight.'* his / her partner must put his / her arms together and pointing upwards to represent the time.

Start by giving some examples for the children to understand the activity.

8 What time is it in Webville?

- ◆ Ask the children to look at the picture and read the dialogue.
- ◆ Tell them to get together in pairs.
- ◆ Each child must think of two times: an hour and half an hour, write them down in the clocks in their books and cover them so that his / her classmate can't see them. The other child has to guess by trying different times. The child who wrote the time must say: *'No, earlier.'* or *'No, later.'* to help him / her find out the real time.
- ◆ Explain the meaning of *earlier* and *later*.
- ◆ When the child finds out the time, they reverse roles.

Answer key

The children ask about and guess different times.

9 Sing.

- ◆ Play track 49 on the audio CD for the children to get familiar with the song.
- ◆ Read each verse and ask the children to repeat.
- ◆ Explain any vocabulary question the children may have.
- ◆ Divide the class into groups and ask each one to create a choreography to dance while they sing.

- ◆ Play track 49 again and ask each group to present the choreography created for the rest of the class. Then they all sing together and each group represents its choreography.

Audioscript 49

Rock around the clock

1 -2 -3 o'clock,
4 o'clock rock,
5 -6 -7 o'clock,
8 o'clock rock,
9 -10 -11 o'clock,
12 o'clock rock.

*We're gonna rock around the clock tonight.
We're gonna rock around the clock tonight.
We're gonna rock, rock, rock around the clock tonight.*

Answer key

The children sing the song and dance.

10 Listen and write.

- ◆ Ask the children to look at the pictures and ask them which activity is being carried out in each of them.
- ◆ Play track 50, pause after each sentence and ask the children to repeat.
- ◆ To check this exercise point to each picture and ask the children to tell you the time in which each activity is carried out. Then play track 50 and pause after each sentence for the children to check their answers. Write the answers on the board.

Audioscript 50

*We clean the house at 10:30 a.m.
I go to bed at 9:00 p.m.
I cook with my mum at 6:00 p.m.
I walk my dog at 8:30 a.m.*

Answer key

6 UNIT


Sing.

ROCK AROUND THE CLOCK


1-2-3 o'clock,
4 o'clock rock,
5-6-7 o'clock,
8 o'clock rock,
9-10-11 o'clock,
12 o'clock rock.

We're gonna rock around the clock tonight.
We're gonna rock around the clock tonight.
We're gonna rock, rock, rock around the clock tonight.


Listen and write.




6:00 p.m.



10:30 a.m.



8:30 a.m.



9:00 p.m.

fifty-three 53

Pages 54 and 55

11 Look, read and correct.

- ◆ Ask the children to look at the pictures and ask what they think these children are doing (*chatting through the Internet*).
- ◆ Ask them if they have ever chatted online or if they usually do that.
- ◆ Play track 51 on the audio CD and ask the children to listen and read the text in their books.
- ◆ Now ask them if they have noticed any difference between the text and the picture and if so, ask them to underline those pieces of information in the text.
- ◆ To correct, play track 51 on the audio CD, pause after each person speaks and ask the children to provide the correct information in case some of it is wrong. Write the correct information on the board.

Audioscript 51

Nick: I'm having ice cream, it's 2:00 p.m. here.

Mel: I'm watching TV, it's ten p.m. My mum is sleeping.

Nick: My cat's sleeping on the printer.

Mel: Oh, I have a cat too! It's eating.

Nick: I'm checking my uniform for tomorrow, my basketball game.

Mel: Nice! Are you practising a lot? Basketball is difficult.

Nick: Yeah... sure.

Mel: I'm fixing my pom-poms. I'm a cheerleader.

Nick: Awesome!

Mel: Uh- oh... My dad's coming. I'm going to bed. Bye!

Nick: Bye. My mum's calling me too.

Answer key

I'm having ice-cream. > I'm eating pop-corn.

It's ten p.m. My mum is sleeping. > It's ten to twelve p.m. My dad is sleeping.

My cat's sleeping on the printer. > My cat's playing on the desk.

I have a cat too. > I have a dog.

I'm checking my uniform for tomorrow, my basketball game. > I'm checking my board for tomorrow, my chess game.

My dad's coming. > My mum's coming.

My mum's calling me. > My mum is sleeping.

12 Listen and say.

- ◆ Ask the children to look at the picture.
- ◆ Play track 52 on the audio CD and ask them to read along the dialogue in their books.
- ◆ Play track 52 again, pause after each child speaks and ask the children to repeat.

Audioscript 52

Girl 1: What's your mum doing?

Girl 2: She's working.

Answer key

The children listen to the dialogue and repeat.

13 Interview.

- ◆ Ask the children to walk around the classroom and interview their classmates about actions being carried out at the moment by their friends or relatives. They will have to use the chart on page 55 as a guide. The first two questions are complete but the third is not. The children have to complete that question with any friend or relative they want.
- ◆ First, the children complete the first column, with information related to people they know, then they complete the last two columns with information about people related to two of their classmates.
- ◆ To correct, ask the children to read the questions and answers in their charts.

Answer key

The children interview their classmates and complete the chart.

Homework

Extra Fun, pages 99 and 100.

Reading time

Pages 56 and 57

Greetings from Australia

- ◆ Before the children open their books, ask them if they have an e-mail address and if they usually write e-mails to friends or relatives..
- ◆ For the sake of fun, tell the class how to read @ (*at*) and . (*dot*).

- ◆ Ask them now to scan the text and tell you who wrote the e-mail and to whom (*Paula is writing to a new e-pal.*)
- ◆ Remind them of the concept of *e-pals*, tackled in Unit 1.
- ◆ Ask them to briefly read the text and ask them some questions to see if they understood the general ideas: *'What time is Paula writing her e-mail? (At 3:00 o'clock.) Which subject does she have to study because she has a test? (Maths.) What time does she get up? (At 7:00.) Where does she have lunch? (At the school cafeteria.) Can she dance? (Yes.) What time does she have ballet classes? (From 4 to 5.) What does she do then? (She walks her dog.) What does she do at 5:30? (She takes a shower.) What time does she have dinner? (At 7:30.) What's her dog's name? (Tobby.) What time does she go to bed? (At around 10 p.m.)'*
- ◆ Play track 53 and ask the children to listen and read the text along in their books.

Audioscript 53

Greetings from Australia

Hi, I'm Paula. How are you? I'm OK!

It's three o'clock now and I'm studying. I have to do my homework and study for my Maths test. I love Maths!

Every day I get up at around 7, have breakfast and go to school. I have lunch at the school cafeteria at 12 o'clock and come home after that.

I have ballet from 4 to 5 and then I walk my dog, Tobby.

At about 5:30 I take a shower and have dinner at around 7:30.

*I usually go to bed at around 10:00 p.m.
And you? What do you do every day?*

Write soon, OK?

XOXO

Paula

1 Look and complete.

- ◆ Tell the children that Paula's daily activities are represented by pictures in this activity.
- ◆ Ask them to write the times Paula does her daily activities in the clocks provided.

Answer key

1 Look and complete.

2 Write.
Your e-mail to Paula

fifty-seven 57

2 Write.

- ◆ Ask the children to imagine they're Paula's new e-pals and answer her e-mail.
- ◆ To write this e-mail, ask them to use Paula's e-mail as a guide.

Answer key

The children write their own e-mail to Paula.

7 Mealtime

Pages 58 and 59

Warm up!

- ◆ Ask the children what they like to have for breakfast.
- ◆ Also ask them what they usually have for breakfast and what their parents and siblings usually have for breakfast.
- ◆ Encourage the children to use the vocabulary for food and drinks they already know when answering these questions.

1 Look and listen.

- ◆ Ask the children to look at the picture and ask: 'Where are the children? (They're at a camp.) What are they doing? (They're having breakfast.)'
- ◆ Now ask them to point at the items they usually have for breakfast in the picture.
- ◆ Play track 54 on the audio CD.
- ◆ Ask some of the children: 'What do you have for breakfast?' Help them answer this question.
- ◆ Play track 54 again and in the end, ask the children: 'Which food do they mention? (cereal, milk, pancakes, jam, juice, eggs).'
- ◆ Play track 54 once more, pause after each child speaks and ask the children to repeat.

Audioscript 54

Boy 1: What do you have for breakfast?

Girl 1: I have cereal and milk.

Boy 2: I have pancakes, jam and milk. And you?

Girl 2: I have juice, pancakes and eggs.

Answer key

The children look at the picture and listen to the audio CD.

2 Listen and say.

- ◆ Ask the children to look at the pictures in the vocabulary box and tell you if they understand what each one represents.
- ◆ Play track 55 pausing after each word for the children to repeat.
- ◆ Repeat the procedure until you make sure everybody pronounces the words correctly.

Audioscript 55

cheese, cereal, eggs, jam, pancakes, toast

Answer key

The children listen to the audio CD and repeat the words they hear.

3 Find and say.

- ◆ Call the children's attention to the breakfast menu at the camp.
- ◆ Read all the items in the menu and ask the children to point at them in the picture.
- ◆ Now tell them to say aloud the items which were mentioned in the dialogue before (*cereal, milk, pancakes, jam, milk, juice, eggs*).

Answer key

The children listen to the audio CD and point at the pictures of the breakfast items which were mentioned in the dialogue.

Extension vocabulary

This section can be used for recycling previously presented vocabulary or for relating it to the children's personal experience or background knowledge. For example, you may ask questions related to the topic or give words as prompts for oral or written production. You may also want to use the illustration and take the opportunity to anticipate vocabulary that will appear in the future like items related to food and drinks: *bowl, cup, fork, glass, knife, meal, menu, napkin, spoon, tablecloth, tray*.

Pages 60 and 61

4 Read and stick.

- ◆ Ask the children to look at the picture.
- ◆ Tell them to open their books on the Unit 7 stickers section on page 111, at the end of the Course Book.
- ◆ Tell the children to read the speech bubbles and place the stickers in the trays where they belong.
- ◆ To check the exercise, point to one of the children in the picture and ask them to say which food corresponds to that child's tray and so on.

Answer key

The children place the pancakes, eggs, jam and juice stickers on the first tray; the toast, cheese, cereal and juice stickers on the second tray; the cereal, jam and milk stickers on the third tray and the pancakes, jam and milk stickers on the fourth tray.

5 Look, listen and circle.

- ◆ Ask the children to look at the pictures of the different dishes and work out what the problem with them is.
- ◆ Explain that some of the breakfast trays have extra meal items and ask them to look at the numbers on the trays.
- ◆ Play track 56 on the audio CD, pause after each tray description is mentioned and ask the children to circle the extra item in each case.
- ◆ To correct, ask the children to say which the extra meal items on each tray is. Then play track 56 again.

Audioscript 56

1. *Pancakes, eggs and juice.*
2. *Pancakes, jam and milk.*
3. *Juice, cereal and jam.*
4. *Milk, pancakes and eggs.*

Answer key

UNIT 7

4 Read and stick.
What do you have for breakfast?

I have pancakes, eggs, jam and juice for breakfast.

I have toast, cheese, cereal and juice.

I have cereal, jam and milk. Yummy!

Mmm, for breakfast, I have pancakes, jam and milk.

5 Look, listen and circle.
What's the problem?

60 sixty

Culture for kids

Tell the children what a typical English breakfast consists of: eggs, bacon, fried or grilled tomatoes, fried mushrooms, fried bread or toast and sausages, usually served with tea.

For more information access:
<http://britishfood.about.com/od/faq/f/breakfast.htm>

6 Sing.

- ◆ Play track 57 on the audio CD for the children to get familiar with the song.
- ◆ Tell the children to look at the pictures. Ask them if they have ever eaten *cupcakes* and / or *pancakes*.
- ◆ Explain that the song is really a recipe.

- ◆ Read each verse, explaining the meaning of the unknown words, like: *flour, oil, pan, oven* and ask the children to repeat them.
- ◆ Establish a singing code with the children, like: singing in a loud voice, in a low voice, only girls, only boys, etc.
- ◆ Play track 57 again and encourage them to follow your commands and sing along.

Audioscript 57

Pancakes and cupcakes

*Eggs, sugar, flour and milk,
a little oil
in the pan.*

*Pancakes!
Eggs, sugar, flour and milk,
a little oil,
in the oven.*

*Cupcakes!
Tonight!*

Answer key

The children listen to the audio CD and sing along.

7 Tick.

- ◆ Ask the children to look at the pictures and encourage them to mention the food items they see in them in English.
- ◆ Play track 57 on the audio CD once again for the children to tick the food items they hear in the song.
- ◆ Conduct oral correction.

Answer key

7 UNIT










Sing.

PANCAKES AND CUPCAKES

Eggs, sugar, flour and milk,
a little oil
in the pan.
Pancakes!

Eggs, sugar, flour and milk,
a little oil
in the oven.
Cupcakes!
Tonight!

7 Tick. What are the ingredients?

sixty-one 61

Curious kids' corner

In case the children want to know more about how to bake a cupcake, suggest them to access:

<http://www.activitytv.com/140-cupcakes>. They will find a video on how to prepare cupcakes in a simple and easy way.

Also recommend the children to watch a video with apple pancakes recipes on this website:

<http://www.activitytv.com/6-dutch-apple-pancakes>.

Extension activity

Ask the children to write the cupcakes and pancakes recipes in their notebooks, using drawings instead of words. For example, they will have to draw eggs instead of writing the actual word.

Pages 62 and 63

8 Listen and circle.

- ◆ Ask the children to look at the picture.
- ◆ Ask: 'Where are they? (They are at a camp.) What are they doing? (They're reading.)'
- ◆ Explain that we call the board the children are looking at, a timetable.
- ◆ Play track 58 on the audio CD, pause after each dialogue and ask the children to circle the right answer in their books.

Audioscript 58

1. **Girl:** What time do you have breakfast?
Boy: I have breakfast at seven thirty a.m.
2. **Boy:** What time do you have lunch?
Girl: Lunch? Hmm... at twelve thirty... usually.
3. **Boy:** What time do you have dinner?
Girl: Oh, I have dinner at eight... No! At eight thirty.

Answer key

1. At seven thirty a.m.
2. At twelve thirty.
3. At eight thirty.

Extension activity

Tell the children to design a timetable in their notebooks and write down their mealtimes at home. Then ask them to get together in pairs and tell each other about their timetables. For example: 'I have breakfast at eight a.m.'

9 Pair work

- ◆ Ask the children to get together in pairs and read the chart in exercise 9 with questions about their daily routines and their classmate's.
- ◆ First, tell them to complete the column about themselves. Then ask them the questions orally

for them to provide their answers. After that, ask them to interview their partners and take down their answers in the *Your friend* column.

- ◆ Walk around the classroom helping the children when necessary.

Answer key

The children interview each other in pairs and complete the chart.

10 Read and write.

- ◆ Ask the children: 'Do you eat fruit every day? Do you like vegetables?'
- ◆ Now ask them to have a look at the text and tell you what type of text it is: *a website*.
- ◆ Read the title of the text and explain that *diet* does not mean *diet to lose weight* but *eating habits routine*.
- ◆ Explain that in this website, people can write down their comments about eating habits and that this text is the commentary a person wrote.
- ◆ Play track 59 and ask the children to listen and read along in their books.
- ◆ Now ask them to read the text in silence and write down their answers: *B* for meals eaten for *breakfast*, *L* for meals eaten for *lunch* and *D* for meals eaten for *dinner*.
- ◆ Warn the children that some meals will not be classified as not all of them are mentioned in the text.

Audioscript 59

Is your diet ok?

Hello!

I'm Kevin. I'm from Canada. I'm ten years old and I love to eat.

I get up at six a.m. and for breakfast I have coffee and milk, cereal and a cupcake.

I have pasta and a steak for lunch. Yummy!

I have a light dinner at about seven p.m. I eat salad and drink juice.

Is my diet good?

Kevin

Answer key

The screenshot shows a website interface. At the top right, it says '7 UNIT'. The main heading is 'Is your diet OK?'. Below it is a user profile for 'Kevin' with a bio: 'Hello! I'm Kevin. I'm from Canada. I'm ten years old and I love to eat. I get up at six a.m. and for breakfast I have coffee and milk, cereal and a cupcake. I have pasta and a steak for lunch. Yummy! I have a light dinner at about seven p.m. I eat salad and drink juice. Is my diet good? Kevin posted on March, 25'. Below the bio is a grid of 12 food items, each with a letter in a box: D (salad), D (juice), B (bread), B (butter), B (coffee), B (soda), B (cupcake), L (rice), L (pasta), B (sandwich), B (beans), B (cereal), B (chicken), B (milk), L (steak). At the bottom right of the grid, it says 'sixty-three 63'.

Extension activity

Ask the children to access the website: <http://www.healthyfridge.org/kids1.html> and complete the quiz about healthy eating habits.

Pages 64 and 65

11 Quiz

- ◆ Tell the children they will have to answer a questionnaire about their eating habits.
- ◆ Once they finish, mention there is a score at the end of the quiz which will help them evaluate if the diet they are following is healthy or not. Also explain that it is not necessary to say the results out loud but it is important they think about the results and evaluate if they need a change in their daily diet.

- ◆ Also discuss which eating habits can be improved, for example: *eat more fruit and less fried food, etc.*

Answer key

The children complete the quiz and discuss eating habits.

12 Now, ask your partner.

- ◆ Tell the children to work in pairs and ask each other the questions in the quiz, compare them to their own answers and discuss healthy and unhealthy eating habits.

Answer key

The children work in pairs and compare quiz results.

13 Interview.

- ◆ Ask the children to look at the picture and read the dialogue.
- ◆ Ask two children to read it aloud.
- ◆ Now read the dialogue aloud, pause after each child speaks for the class to repeat. Help them with pronunciation and intonation if necessary.
- ◆ Revise the vocabulary related to food and meals and tell the children to complete the chart.
- ◆ Ask them to read the question and write the corresponding answer in the *You* column.
- ◆ Then they must walk around the classroom and ask three classmates to answer the questions. They are supposed to write their partners' names in each of the columns.
- ◆ Also tell them to cooperate with their classmates providing information for the others to complete the chart.

Answer key

The children ask and answer questions and complete the chart.

Working with values

This activity will take place in three different classes.

Class 1

Tell the children that when we care about our eating habits we care about our health and well-being.

Explain that this means respect for ourselves and others.

Tell them that, to celebrate respect for ourselves and others, you will all have a picnic.

Ask them to make a list of healthy meals they can bring for the picnic. For example:

- *apples*
- *orange juice*
- *cheese sandwich*

Also tell them to read the lists aloud to share it with the rest of the class.

Go through the list with the children and make a pre-selection of items for the picnic. Don't forget to include a tablecloth, glasses and napkins.

Send notes to be signed by parents allowing the children to go to a nearby park or square to have the picnic. You can also decide to have the picnic in the school yard.

Class 2

Pick up the parents' notes. Ask the children to prepare labels to identify the different dishes, for example: *apple pie*.

Class 3

Organise the dishes using the labels brought by the children the previous class.

Ask the children to help you organize the picnic by displaying the dishes.

Tell them they will have a good time and feel healthy because they selected healthy meals for their picnic. If possible, take a CD player to play some music to help create a fun atmosphere.

Homework

Extra Fun 7, pages 101 and 102.

3

Yippee! Vacation!

Pages 66 and 67

Warm up!

- ◆ Ask the children what they are used to doing when they are on vacation and if they ever travel.
- ◆ Ask those who are used to travelling, where they usually spend their holidays. Explain that the words: *vacation* and *holidays* are synonyms.

1 Look and listen.

- ◆ Ask the children to look at the picture and ask: 'What is the family doing? (They're travelling.)'
- ◆ Play track 60 on the audio CD.
- ◆ Ask: 'Where are they going to? (They are going to the beach.)'
- ◆ Play track 60 again for the children to repeat.

Audioscript 60

Girl: Yippee! We're going to the beach! We always go to the beach on vacation. Yes, we usually take a little luggage. But not today!

Answer key

The children listen to the audio CD and look at the picture.

2 Listen and say.

- ◆ Ask the class to look at the pictures in the vocabulary box. Make sure they understand what each of them represents.
- ◆ Play track 61 on the audio CD, pausing after each place for the children to repeat.
- ◆ Repeat this procedure until the children pronounce the places correctly.

Audioscript 61

the beach, the farm, the shopping mall, the mountains, the park, the lake

Answer key

The children listen to the audio CD and repeat the places they hear.

3 Remember?

- ◆ Ask the children to look at the picture of the family going to the beach carefully for 30 seconds, trying to memorise as many details as possible. Then ask them to close their books.
- ◆ Now taking into account the baggage the family is taking, ask them to suggest activities they are going to carry out during their vacation. For example, *swim, surf, play volleyball, etc.*

Answer key

The children try to memorise as many travelling items as possible and suggest activities the family can carry out during their holidays.

Variation

Instead of just saying the activities the family is going to do during their vacation, you can ask them to think of those activities, raise their hands, go to the front of the classroom and mime them for the rest of the class to guess the activities.

Extension vocabulary

This section can be used for recycling previously presented vocabulary or for relating it to the children's personal experience or background knowledge. For example, you may ask questions related to the topic or give words as prompts for oral or written production. You may also want to use the illustration and take the opportunity to anticipate vocabulary that will appear in the future, like words related to the beach and holidays: *beach, float, seat belt, surfboard, trunk.*

Answer key

Listen and chant. Days of the week

8 UNIT

DECEMBER					
Sunday	6	13	20	27	
Monday	7	14	21	28	
Tuesday	1	8	15	22	29
Wednesday	2	9	16	23	30
Thursday	3	10	17	24	31
Friday	4	11	18	25	
Saturday	5	12	19	26	

Crossword

1 S A T U R D A Y
2 T H U R S D A Y
3 M O N D A Y
4 F R I D A Y
5 T U E S D A Y
6 W E D N E S D A Y

sixty-nine 69

Pages 70 and 71

7 Write.

- ◆ Ask the children to look at the pictures and the chart.
- ◆ Now ask them: 'Look at picture 1. What are Philip and Martin doing? (They are playing football.) What are the boys in picture 2 doing? (They are fishing on the lake.) What are the boys doing in picture 3? (They're going to bed.) What are Mr. and Mrs. Williams doing in picture 4? (They are milking cows.) What are the girls in picture 5 doing? (They are riding horses.) What are they doing in picture 6? (They're skiing.)'
- ◆ Tell them you will read some information about the activities carried out by the people in the pictures and the frequency with which those people do them. The children will have to tick the days they hear when you describe the different activities.
- ◆ Read the following text aloud:
 1. Philip and Martin play football on Mondays,

Wednesdays, Fridays and Saturdays.

2. They go fishing on the lake on Tuesdays and Thursdays.

3. The boys go to bed at ten o'clock on Fridays, Saturdays and Sundays.

4. Mr. and Mrs. Williams milk cows on Sundays, Mondays, Tuesdays, Wednesdays, Thursdays, Fridays and Saturdays.

5. My sisters ride their horses on Sundays, Tuesdays and Thursdays.

6. They ski on the mountains on Sundays, Mondays, Tuesdays, Wednesdays, Thursdays, Fridays and Saturdays.

- ◆ Explain that some of the people in the pictures do these activities every day and some of them carry them out only certain days. When one does something every day, we say this person *always* does this activity and when one does something only certain days we say that they *usually* do these activities.
- ◆ Now tell the children to complete the sentences with *always* or *usually*, taking into account if the people do these activities every day or only certain days of the week.

Answer key

1. Philip and Martin usually play football during the week.
2. We usually go fishing on the lake.
3. When you are on holidays, you usually go to bed at ten o'clock.
4. Mr. and Mrs. Williams always milk cows.
5. My sisters usually ride their horses.
6. They always ski on the mountains.

8 Listen and check.

- ◆ Play track 64 on the audio CD and pause after each sentence for the children to check the answers in exercise 7.

Audioscript 64

1. Philip and Martin usually play football during the week.
2. We usually go fishing on the lake.
3. When you are on holidays, you usually go to bed at ten o'clock.
4. Mr. and Mrs. Williams always milk cows.
5. My sisters usually ride their horses.
6. They always ski on the mountains.

Answer key

The children listen to the audio CD and check their answers to exercise 7.

9 Stick.

- ◆ Point at the first picture, tell the children to look at the luggage and ask: 'Where is she going? (She's going to the beach.)'
- ◆ Ask the children to open their books on the Unit 8 Stickers section, on page 111 at the end of their Course Book. Point to each sticker and ask the children to identify the vacation places: *the beach, the farm, the mountains and the park.*
- ◆ Now ask them to place the vacation places stickers below the people according to their outfits.

Answer key

The children place the beach sticker below the lady, the mountains sticker below the boy with the coat and gloves, the park sticker below the girl and the farm sticker below the cowboy.

Pages 72 and 73

10 Find 7 differences.


- ◆ Ask the children to look at the pictures and find the seven differences.
- ◆ Read the sentences below the pictures and ask them to repeat them.
- ◆ Now tell them to write 1 next to the sentences which describe the picture to the left and 2 next to the sentences which describe the picture to the right.

- ◆ To correct, read the sentences aloud and ask the children to say the picture number it describes.

Answer key

UNIT 8

10 Find 7 differences.



2 Some people are skiing.

2 The boy's swimming.

1 The man's fishing.

1 The boy's wearing a red T-shirt.

1 There are four trees.

1 The boy has got red hair.

2 The girl isn't wearing boots.

1 There isn't a boy in the lake.

72 seventy-two

11 Look and write.

- ◆ Read the actions in the box and the sentences aloud and ask the children to read along.
- ◆ Ask the children to complete the sentences with the actions in the box.
- ◆ To correct the exercise, ask some children to read the sentences aloud for the rest to check them.

Answer key

1. I always get up at 9:00 when I'm on holidays.
2. I usually ride a horse on the farm.
3. I usually play football at three o'clock.
4. I always go to bed at eleven p.m.

12 Listen and say.

- ◆ Ask the children to look at the picture.
- ◆ Play track 65 on the audio CD and ask them to read the dialogue along.
- ◆ Ask two children to read the dialogue as it is or change details to describe their own activities during the holidays.
- ◆ Some children will probably want to know how to say: 'I usually stay home.' So make sure you teach this action too.

Audioscript 65

Girl 1: *My family and I usually go to the beach in January.*

Girl 2: *We always go to the farm. I love to ride horses.*

Answer key

The children listen to the dialogue and act it out.

Extension activity

Ask the children to draw three pictures depicting activities they usually do on their vacation and write a sentence describing each of them. For example: they draw a picture of a child at the beach and write the sentence: *I usually go to the beach.*

13 Now, you!

- ◆ Ask the children to get together into groups of three.
- ◆ Each child has to tell the others where they usually spend his / her holidays or where he / she would like to spend them, following the example in exercise 12. They have to write their own places in the *Me* column and the information about their classmates in the other two.

Answer key

The children write about their holiday destinations and their classmates'.

Homework

Extra Fun 8, pages 103 and 104.

Reading time

Pages 74 and 75

Blog Messages

- ◆ Ask the children where they can find texts like these ones.
- ◆ Tell them these texts were published in a *blog*. Ask them if they know what a blog is and if they have read one. If so, ask them what they think about blogs and if they would like to have one.
- ◆ Explain that in this blog children post comments about themselves. The children do not use their real names but nicknames.
- ◆ Call the children's attention to the use of smileys, like 😊 or ☺.
- ◆ Play track 66 on the audio CD and ask the children to read along in their books.
- ◆ Now tell them to read the text again silently with the aim of focusing on the information required in the chart they will have to complete in the exercise on the opposite page.

Audioscript 66

Blog Messages

I'm harry234. I'm from England. My favourite season is summer because we usually go to the beach and I meet new people. We have no homework.

I'm kemmys2, from Japan. I like all the seasons but my favourite is autumn because we can jump on the leaves!

I'm victor17 from the USA. My favourite season is winter. I love to stay home and build snowmen. Also my birthday is in winter, only 4 days after Christmas!

I'm Ana, from Brazil. My favourite season is spring. In spring you can walk around in a T-shirt and shorts. I love to see the flowers and the trees in the parks.

1 Complete.

- ◆ Ask the children to complete the chart with the information about each child on the blog.
- ◆ Explain they will have to say who likes which season and why and their country of origin.
- ◆ Conduct whole class correction and ask different children to read the information they wrote for the rest of the class to check.

Answer key

FAVOURITE SEASON	WHO?	COUNTRY OF ORIGIN	WHY?
	victor17	USA	stay home build snowmen birthday in winter
	harry234	England	go to the beach meet new people no homework
	kemmys2	Japan	jump on the leaves
	@n@	Brazil	wear a T-shirt and shorts see the flowers and the trees

seventy-five 75

- ◆ Ask the children to get together in pairs.
- ◆ Each player has to write the names of three months or three days on the chart on the left, writing a letter in each square. The words can be written down horizontally or vertically. Then he / she must complete the chart with letters so that his / her classmate does not see the words for months or days of the week. When the game starts, one of the children chooses a square he would like his / her classmate to discover, saying for example: 'A-25'. If there is a letter in that square, he must say the letter aloud, for example: 'M'. The child who asked the question must write down 'M' in his chart on the right. If there isn't a letter in that square, the child must say: 'Missed'. Then they swop roles and ask about the other child's chart. The winner is the one who guesses the three months of the year or days of the week first and where they are located in the chart.

Pages 78 and 79

Busy Life

- ◆ Before this class, ask the children to bring board game pieces such as counters and dice.
- ◆ Organise the class in pairs or groups of three.
- ◆ Explain that the aim of the game is to arrive at the end of the board first.
- ◆ Explain that the different squares on the game board represent actions people are doing at the moment of speaking.
- ◆ Ask them to name some of the actions they can identify on the board: *wake up, cook, take a bath, walk the dog, make the bed, etc.*
- ◆ One of them starts the game. They must take turns to play and throw a die to go forward on the board. If the die lands on a square describing an activity, they must produce a sentence about it, for example: '*I am having breakfast.*' If they land on special squares, they must do whatever they are required: go forward, go backwards, etc.

Reviews

The following games can be used for consolidation and revision every two units.

Pages 76 and 77

Battleship

- ◆ Explain how this game, *battleship*, works.

Pages 80 and 81

Treasure Hunt

- ◆ Before this class, ask the children to bring board game pieces such as counters and dice.
- ◆ Organise the class in pairs or groups of three.
- ◆ Explain that the aim of the game is to hunt a treasure and that the winner is the one who gets to the end of the board game first and thus, discovers the treasure first.
- ◆ Explain that the different squares on the game board represent skills people have like sing, swim and dance.
- ◆ Ask them to name some of the skills they can identify on the board, such as: *play the piano, dance ballet, sing, swim, play football, etc.*
- ◆ One of them starts the game. They must take turns to play and throw a die to go forward on the board. If the die lands on a square describing a skill, they must produce a sentence about it, stating whether they can or can't do something, for example: '*I can swim.*' or '*I can't play the piano.*' If they land on special squares, they must do whatever they are required: go forward, go backwards, etc.

Pages 82 and 83

Do it yourself!

- ◆ If the school has a kitchen for children to cook, before this class, ask them to bring the ingredients on the recipe list. If not, ask them to try the recipe at home with the help of their parents.
- ◆ Remind them what *cupcakes* are.
- ◆ Read the ingredients list with the children and make sure they understand the quantities they are supposed to include.
- ◆ Supervise the whole cooking process.

Extra Fun

Pages 89 through 104

Practice activities of the topics studied can be done as homework. It is important to verify that the children understand what they have to do, explaining each activity in detail and giving examples. Remember that parents or tutors who help children do their homework do not necessarily speak English. The pages in this section are detachable and there is a blank for the student's name; so you can choose to have the pages detached to correct the activities afterwards or use them for evaluation purposes.

Extra Fun 1

Pages 89 and 90

1 Look and complete.

- ◆ Ask the children to look at the picture and complete the sentences.

Answer key

1. *The books are next to the computer.*
2. *The computer is on the desk.*
3. *The car is between the two letters.*
4. *The cell phone is in the bag.*
5. *The magazines are under the desk.*

2 Circle the mistakes.

- ◆ Ask the children to look at the pictures, circle the wrong element in each of them and write sentences.

Answer key

EXTRA FUN

- 2 Circle the mistakes.
Write sentences.



- 3 Write.

My  is very nice. There's a  a  and a .

There are lots of  on the .

There's a  too! I've got a collection of  under my . Cool!

90 ninety

3 Write.

- Ask the children to look at the text and replace the pictures with words.

Answer key

My bedroom is very nice. There's a bed, a desk and a shelf. There are lots of books on the shelf. There's a computer too! I've got a collection of robots under my bed. Cool!

Extra Fun 2

Pages 91 and 92

1 Look and write.

- Ask the children to look at the pictures and write the corresponding season.

Answer key

Name: _____

EXTRA FUN

1 Look and write.



winter



summer



spring



autumn

2 Complete.

What is missing?

Month	Days	Season in England
January	31	winter
February	28	
March	31	
April	30	spring
May	31	
June	30	summer
July	31	
August	31	
September	30	autumn
October	31	
November	30	
December	31	winter

ninety-one 91

2 Complete.

- Ask the children to look at the chart and complete it with the missing information.

Answer key

Name: _____

EXTRA FUN 2

1 Look and write.

winter summer spring autumn

2 Complete.
What is missing?

Month	Days	Season in England
January	31	winter
February	28	
March	31	spring
April	30	
May	31	
June	30	summer
July	31	
August	31	
September	30	autumn
October	31	
November	30	
December	31	

ninety-one 91

Answer key

EXTRA FUN

3 Answer.
Talk to Webby.

Hi! I'm Webby, and you? _____

How old are you? _____

How are you? _____

And when is your birthday? _____

4 Wordsearch
Months, seasons and numbers

ninety-two 92

3 Answer.

- ◆ Ask the children to read and answer Webby's questions.

Answer key

The children answer Webby's questions with their own personal information.

4 Wordserch

- ◆ Ask the children to look at the wordsearch and colour the words for months, seasons and numbers.

Extra Fun 3

Pages 93 and 94



1 Circle.

- ◆ Ask the children to look at the pictures and choose the right option.



Answer key

Name: _____ **EXTRA FUN**

1 Circle.
Can or can't

◆ She can can't ride a horse. ◆ She can can't play the guitar.

◆ He can can't dance. ◆ He can can't go skating.

2 And you?
What can / can't you do?

I can _____

I can't _____

ninety-three 93

2 And you?

- ◆ Ask the children to complete the sentences with things they can do and things they can't do.

Answer key

The children write about the things they can or can't do.

3 Read and tick.



- ◆ Ask the children to read the text and tick the right picture.


Answer key

EXTRA FUN

2 Read and tick.

Mark is very smart. He can do many things. He can play baseball and basketball. Mark can speak English and French. He can play the guitar, but he can't sing.



94 ninety-four

Extra Fun 4

Pages 95 and 96

1 Complete.

- ◆ Ask the children to complete the crossword with the words for the different clothes.

Answer key

Name: _____ EXTRA FUN 4

1 Complete.

1 FLIP-FLOPS
2 SWEATER
3 JACKET
4 SOCKS
5 HAT
6 SKIRT
7 JEANS
8 T-SHIRT
9 SNEAKERS
10 CAP
11 SHOES

ninety-five 95

2 Answer.

- ◆ Ask the children to look at the boy in the picture and answer the questions.

Answer key

1. No, he isn't.
2. Yes, he is.
3. Yes, he is.
4. No, he isn't.
5. No, he isn't.

3 Look and complete.

- ◆ Ask the children to look at the singer and complete the information about the clothes he is wearing.

Answer key

He's wearing blue jeans, a black jacket, a brown cap, a red T-shirt and brown shoes.

Extra Fun 5

Pages 97 and 98

1 Look and write.

- ◆ Ask the children to look at the shadows and write sentences describing the children's actions.

Answer key

Name: _____ EXTRA FUN 5

1 Look and write.
What are they doing?

1 She's playing football.
2 She's studying.
3 They're watching TV.
4 She's dancing.
5 He's riding a bike.

ninety-seven 97

2 Find and write.

- ◆ Ask the children to follow the direction of the arrows, discover the hidden sentences and write them down.

Answer key

1. Daniel is reading a book.
2. Paul and Jim are playing football.
3. Kate is watching TV with her friends in the living room.

Extra Fun 6

Pages 99 and 100

1 Find and write.

- ◆ Ask the children to trace the way to the clocks and complete the sentences with the corresponding time.

Answer key

Name: _____

EXTRA FUN 6

1 Find and write.
What time is it?

1
It's **eleven thirty a.m.**

2
It's **one** o'clock.

3
It's **three thirty p.m.**

4
It's **eight** o'clock.

11:30 A.M. 3:30 P.M. 8:00 A.M. 1:00 P.M.

ninety-nine 99

2 What time is my TV show?

- ◆ Ask the children to look at the TV guide and complete the sentences below.

Answer key

EXTRA FUN

2 What time is my TV show?

TV Guide		
TV Show	Time	Channel
Busy Town	9:00 a.m.	12
Purple Dino	10:00 a.m.	33
Cooking show	11:30 a.m.	29
Cartoon festival	3:00 p.m.	28
The adventures of Andy and Millie	5:30 p.m.	14
Arts projects with Mr. Crafty	6:00 p.m.	13
How things are made	7:00 p.m.	18
Ed's Brothers band concert	8:30 p.m.	5

- 1 The Ed's brothers band concert is at eight thirty p.m.
- 2 The adventures of Andy and Millie is at five thirty p.m.
- 3 Arts projects with Mr. Crafty is at six o'clock
- 4 At seven p.m., I'm watching *How things are made*.
- 5 *Cartoon festival* is on channel 28 at three o'clock

100 a hundred

Answer key

EXTRA FUN

Name: _____

1 Number.

Let's organise this!



2 Look and write.

What do you have for breakfast?



- A I have juice pancakes and eggs for breakfast.
- B I have juice pancakes and jam for breakfast.
- C I have milk and cereal for breakfast.
- D I have eggs pancakes milk and jam for breakfast.

a hundred and one 101

Extra Fun 7

Pages 101 and 102

1 Number.

- ◆ Ask the children to number the items on the table according to their labels.

2 Look and write.

- ◆ Ask the children to look at the pictures and complete the sentences.

Answer key

- A.** I have juice, pancakes and eggs for breakfast.
- B.** I have juice, pancakes and jam for breakfast.
- C.** I have milk and cereal for breakfast.
- D.** I have eggs, pancakes, milk and jam for breakfast.

3 Look and write.

- ◆ Ask the children to look at the pictures and complete the sentences.

Answer key

EXTRA FUN

➤ Look and write.
What do you have for...?

Breakfast

1 I have pancakes and jam.

2 I have tea and cupcake.
I have coffee, toast and jam.

3 I have eggs and milk.

Lunch

1 I have pasta and juice.

2 We have chicken, soda and salad.

3 We have fish and rice.

4 Cross out.
What's different?

1 chicken steak ~~pasta~~ orange apple pear ~~pear~~

2 juice ~~coffee~~ milk cereal toast jam

102 a hundred and two

4 Cross out.

- ◆ Ask the children to cross out the word that does not belong in each group.

Answer key

1. juice
2. cupcake
3. rice
4. beans

Extra Fun 8

Pages 103 and 104

1 Read and complete.

- ◆ Ask the children to read the text and complete with the words in the box.

Answer key

EXTRA FUN

Name: _____

1 Read and complete.
We are online!

fish beach lake milk cows ride farm

Brian says:
On my holidays, I go to the beach.
I love to swim and have ice cream. Florida is the perfect place.

Richard says:
I prefer the farm. I always
fish in the lake
and milk cows.

Brian says:
And can you swim?

Richard says:
Yes, I can. And I can ride a horse too.

1 chat
Brian
Richard

Send

a hundred and three 103

2 Where are they?

- ◆ Ask the children to look at the pictures and complete the sentences.

Answer key

EXTRA FUN

2. Where are they?

They are on vacation!



◆ They play ball on the beach in the summer.



◆ They ride their bikes in the park on their vacation.



◆ They read comic books at the shopping mall.



◆ They go to the farm in July.

104 a hundred and four

Track List - Audio CD	
Track	Listening Activity
02	Unit 1: <i>Communication</i> . Page 4. Exercise 1: Look and listen.
03	Unit 1. Page 5. Exercise 2: Listen and say.
04	Unit 1. Page 7. Look and listen.
05	Unit 1. Page 8. Look and listen.
06	Unit 1. Page 8. Exercise 7: Listen and tick.
07	Unit 1. Page 11. Exercise 13: Listen.
08	Unit 2: <i>Months and seasons</i> . Page 12. Exercise 1: Look and listen.
09	Unit 2. Page 13. Exercise 2: Listen and say.
10	Unit 2. Page 14. Exercise 4: Sing: <i>Months of the year</i>
11	Unit 2. Page 14. Exercise 6: Listen and check.
12	Unit 2. Page 15. Exercise 7: Listen and write: <i>How old are you?</i>
13	Unit 2. Page 15. Exercise 8: Listen and chant.
14	Unit 2. Page 16. Exercise 10: Listen and check.
15	Unit 2. Page 17. Exercise 11: Listen and stick.
16	Unit 2. Page 18. Exercise 13: Read and complete.
17	Unit 2. Page 19. Exercise 14: Listen and ask.
18	<i>Reading time</i> . Page 20. <i>Abbreviations</i>

Track List - Audio CD	
Track	Listening Activity
19	Unit 3: <i>Sports and activities</i> . Page 22. Exercise 1: Look and listen.
20	Unit 3. Page 23. Exercise 2: Listen and say.
21	Unit 3. Page 24. Look and listen.
22	Unit 3. Page 24. Exercise 4: Listen, number and say: <i>They can...</i>
23	Unit 3. Page 24. Exercise 5: Chant and mime: <i>What can you do?</i>
24	Unit 3. Page 26. Exercise 7: Guess and draw: <i>Who's who?</i>
25	Unit 3. Page 27. Exercise 9: Listen and check.
26	Unit 3. Page 29. Exercise 11: Interview.
27	Unit 4: <i>Nice clothes!</i> Page 30. Exercise 1: Look and listen.
28	Unit 4. Page 31. Exercise 2: Listen and say.
29	Unit 4. Page 33. Look and listen.
30	Unit 4. Page 34. Look and listen.
31	Unit 4. Page 34. Exercise 7: Listen and number.
32	Unit 4. Page 35. Exercise 9: Listen, look and chant: <i>Clothes</i>
33	Unit 4. Page 37. Exercise 12: Listen.
34	<i>Reading time</i> . Page 38. <i>Popular sports</i>
35	Unit 5: <i>What are they doing?</i> Page 40. Exercise 1: Look and listen.

Track List - Audio CD

Track	Listening Activity
36	Unit 5. Page 41. Exercise 2: Listen and say.
37	Unit 5. Page 42. Look and listen.
38	Unit 5. Page 43. Exercise 6: Listen and number.
39	Unit 5. Page 44. Look and listen.
40	Unit 5. Page 45. Exercise 8: Read and tick.
41	Unit 5. Page 46. Exercise 9: Read and write.
42	Unit 5. Page 47. Exercise 11: Listen.
43	Unit 5. Page 47. Exercise 13: Sing: <i>Morning bells</i>
44	Unit 6: <i>What time is it?</i> Page 48. Exercise 1: Look and listen.
45	Unit 6. Page 49. Exercise 2: Listen and say.
46	Unit 6. Page 49. Exercise 3: Listen and point.
47	Unit 6. Page 50. Look and listen.
48	Unit 6. Page 51. Exercise 5: Listen and number: <i>Are they late?</i>
49	Unit 6. Page 53. Exercise 9: Sing: <i>Rock around the clock</i>
50	Unit 6. Page 53. Exercise 10: Listen and write.
51	Unit 6. Page 54. Exercise 11: Look, read and correct.
52	Unit 6. Page 55. Exercise 12: Listen and say.

Track List - Audio CD

Track	Listening Activity
53	<i>Reading time.</i> Page 56. <i>Greetings from Australia</i>
54	Unit 7: <i>Mealtime.</i> Page 58. Exercise 1: Look and listen.
55	Unit 7. Page 59. Exercise 2: Listen and say.
56	Unit 7. Page 60. Exercise 5: Look, listen and circle: <i>What's the problem?</i>
57	Unit 7. Page 61. Exercise 6: Sing: <i>Pancakes and cupcakes.</i>
58	Unit 7: Page 62. Exercise 8: Listen and circle.
59	Unit 7. Page 63. Exercise 10: Read and write: <i>Is your diet ok?</i>
60	Unit 8: <i>Yippee! Vacation!</i> Page 66. Exercise 1: Look and listen.
61	Unit 8. Page 67. Exercise 2: Listen and say.
62	Unit 8. Page 68. Exercise 4: Listen and write.
63	Unit 8. Page 69. Exercise 5: Listen and chant: <i>Days of the week</i>
64	Unit 8. Page 70. Exercise 8: Listen and check.
65	Unit 8. Page 73. Exercise 12: Listen and say.
66	<i>Reading time.</i> Page 74. <i>Blog messages</i>
67	Page 88. <i>Classroom Language</i>



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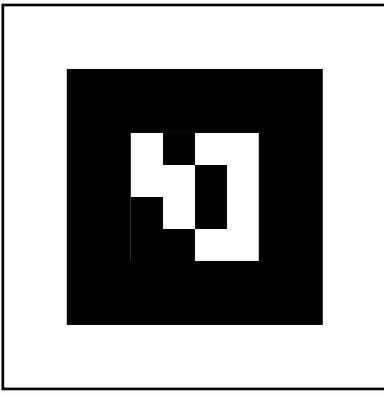
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