

5

Teacher's Book

KIDS WEB



5

Teacher's Book



Richmond

Contents

Main Features of the Series	4
Contents Map of the Series	5
<i>Kids' Web</i> Components	10
Working with <i>Kids' Web</i>	11
Opening Pages	11
Practice Activities	12
Songs	12
Production Activities	13
<i>Reading Time</i>	13
Reviews	13
Glossary	14
Rubrics	14
Language Summary	14
Classroom Language	15
Extra Fun	15
<i>Webby</i> , the <i>Kids' Web</i> Character	15
<i>Kids' Web</i> in the Classroom	16
<i>Kids' Web</i> and Working with Values	18
<i>Kids' Web</i> Games Bank	18
<i>Kids' Web</i> 5 Lesson Plan	19
Two-month Plan	19
Three-month Plan	19
Annual Plan	20
Unit Notes	24
Course Book	25
Reviews	72
Extra Fun	73
Track List	82

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

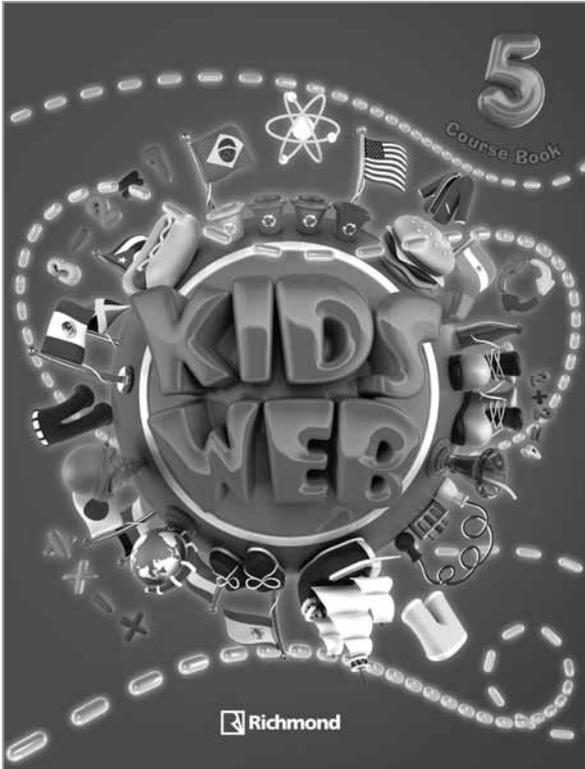
Unit	Topic	Language Focus	Vocabulary
1 Countries and nationalities	Countries and nationalities	Where are you from? I'm from... I'm...	Australia, Brazil, China, England, France, Japan, Mexico, Peru, South Africa, the USA, Argentina Australian, Brazilian, Chinese, English, French, Japanese, Mexican, Peruvian, South African, American, Argentinian
2 I love Maths	School subjects	What 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.

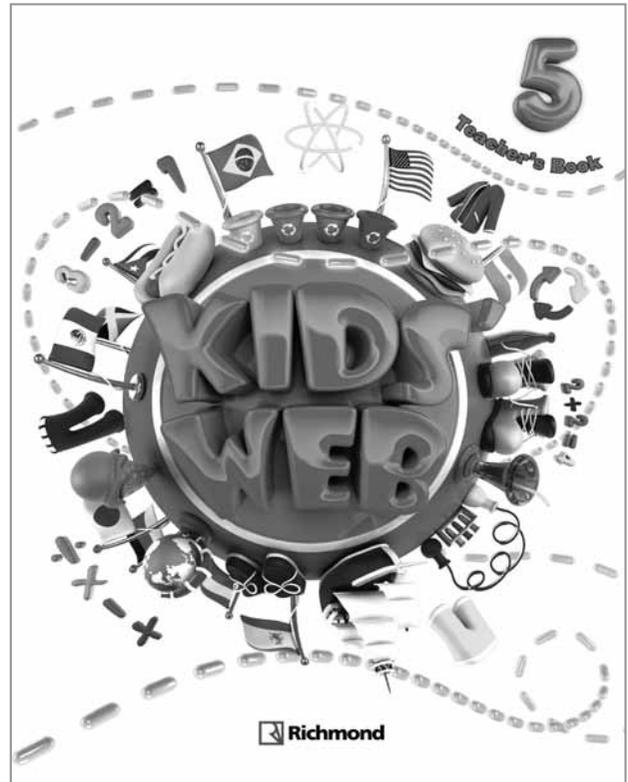


CD-ROM: Songs and multimedia activities for self-learning.

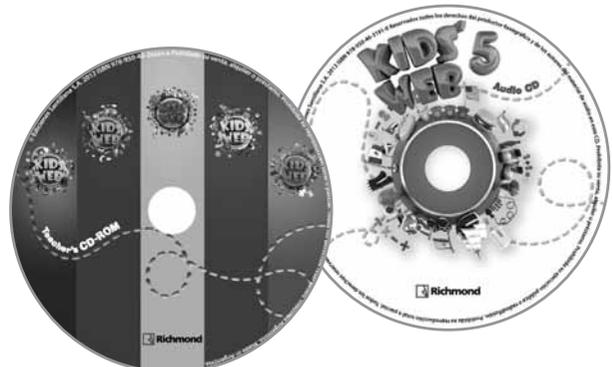


For the teacher

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 any queries that children could have in the future.



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.

7 Match.



These pants are too short!

These socks are too old!

Great! A new T-shirt!

This cap is too small!

These jeans are too long!

These shoes are too old!

8 Listen and tick. **Donation list**

Clothes	Steve	Emma	Barbara	Carlos
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Songs

There are songs in most of the units in level 5 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.

Chant. **56**

THIS OR THAT?

This pink fish,
that fat cat,
these green jeans,
and those old clothes.



Look & Listen **57**

this **these** **that** **those**

Chant. **61**

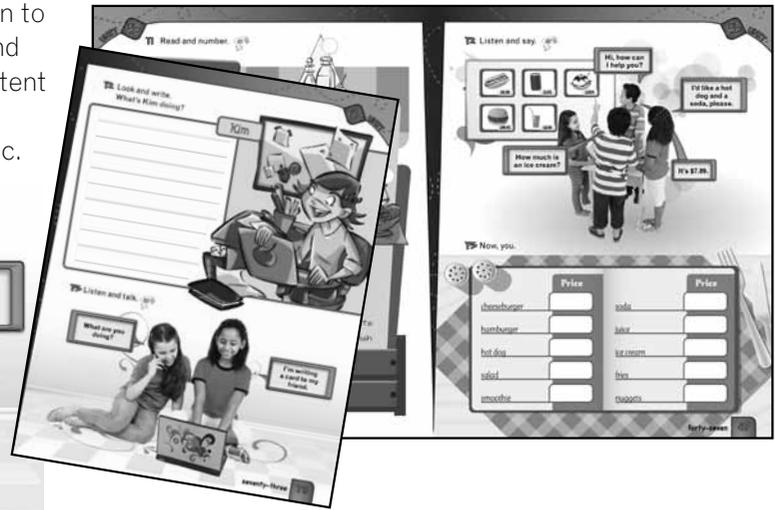
THIS OR THAT?

This pink fish,
that fat cat,
these green jeans,
and those old clothes.



Production Activities

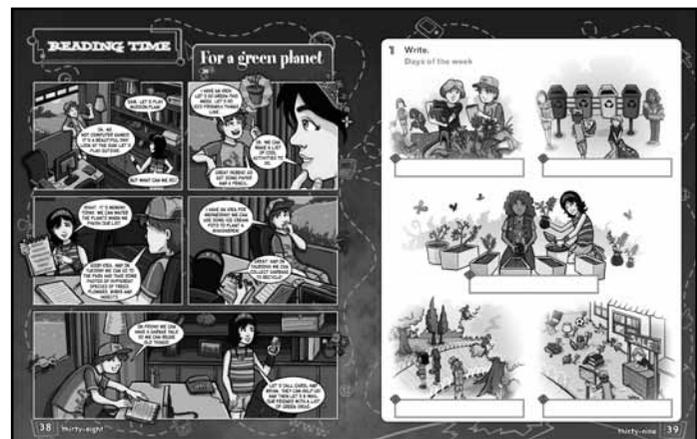
The activities in this section encourage children to use the language in a more independent way and stimulate them to spontaneously apply the content studied at the beginning of the unit, expressing themselves orally, through drawings, games, etc.



Reading Time

With the purpose of stimulating the pleasure of reading, level 5 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.



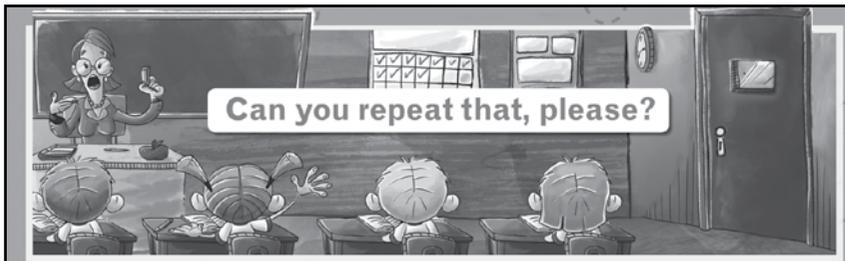
Reviews

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 5, there are five games in the Review sections that can be played every two units.



Classroom Language

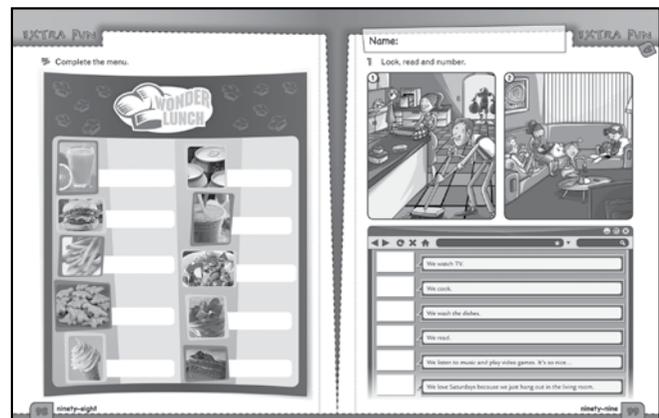
At the end of the Course Book, there is a list of the main commands and phrases used in the classroom. Recorded on the audio CD, this content needs to be used from the beginning of the school year, especially if children are new to English. The aim is that learners can memorise and learn how to pronounce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



Extra Fun

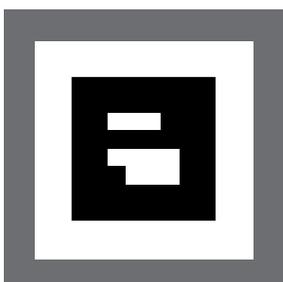
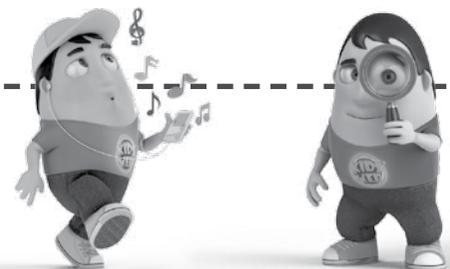
After the Classroom Language section in this level, practice activities of the topics studied are presented on the following pages and can be done as homework. In this case, it is important to check that the children understand what they have to do, by explaining each activity in detail and giving examples. 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 fifth 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 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, *5th 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 in English they would like to know. 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 you would like to know in English*'. 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 (*O*) 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 *O* 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 of 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 5 Lesson Plan

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

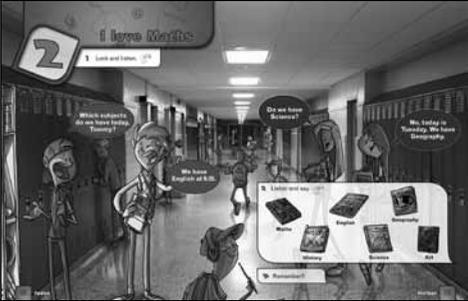
1 st term	Units 1 and 2
2 nd term	Units 3 and 4
3 rd term	Units 5 and 6
4 th term	Units 7 and 8

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>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>1</p> 	<p>Countries and nationalities</p>	<p><i>Where are you from?</i></p> <p><i>I'm from...</i></p> <p><i>I'm...</i></p>	<p><i>Australia, Brazil, China, England, France, Japan, Mexico, Peru, South Africa, the USA, Argentina</i></p> <p><i>Australian, Brazilian, Chinese, English, French, Japanese, Mexican, Peruvian, South African, American, Argentinian</i></p>
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>2</p> 	<p>School subjects</p>	<p><i>Which subject do you have today?</i></p> <p><i>Which subject do you have on... at...? I have...</i></p> <p><i>When do you have...? On... at...</i></p>	<p><i>Maths, English, Geography, History, Science, Art on, at</i></p>
<p>Reading Time Animals of the world</p>				
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>3</p> 	<p>Green activities</p>	<p><i>Don't waste water!</i></p> <p><i>Take a quick shower!</i></p>	<p><i>pick up the garbage, take a quick shower, recycle, turn off the lights TV computer, reuse, don't waste water electricity, don't litter</i></p>
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>4</p> 	<p>Routines</p>	<p><i>Do you...? Yes, I do. / No, I don't.</i></p> <p><i>When do you...? On... In...</i></p> <p><i>What time do you...? I... at...</i></p>	<p><i>get up, take a shower, have breakfast, go to school, do homework, play with friends, watch TV, go to bed</i></p>

Reading Time For a green planet

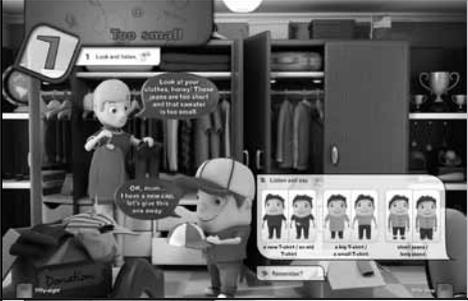
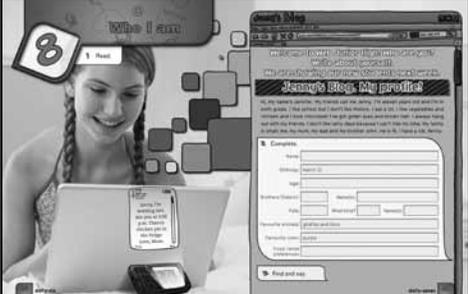
It is advisable to mark in the lesson plan the activities that you have already done in class or the ones you are planning to use. This will help you get better organised and will also provide you with a clear picture of how your classes have been developing and what to modify in the future. Apart from 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/> <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/> <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/> <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/> <hr/> <hr/>

Kids' Web Annual Lesson Plan

Date	Unit	Topic	Language Focus	Vocabulary
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>5</p> 	<p>Meals and food</p>	<p><i>How can I help you? I'd like a an...</i></p>	<p><i>a hamburger, a hot dog, an ice cream, nuggets, a smoothie, a soda</i></p> <p><i>numbers 1 to 100</i></p>
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>6</p> 	<p>Time</p>	<p><i>What do you do on weekends? I always usually sometimes never...</i></p>	<p><i>make the bed, set the table, walk the dog, wash the car, wash the dishes, take out the garbage, tidy the room</i></p>

Reading Time Ricardo's diet

<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>7</p> 	<p>Clothes Adjectives</p>	<p><i>This That... is too...! These Those... are too...!</i></p>	<p><i>new, old, big, small, short, long</i></p>
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>8</p> 	<p>Personal information</p>	<p><i>General review</i></p>	<p><i>General review</i></p>

Reading Time My favourite clothes

	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/> <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/> <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/> <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/> <hr/> <hr/>

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 which do not involve the use of the Course Book as many students haven't yet probably been able to buy it.

The first class we suggest an activity which contextualizes the use of English and introduces the topic in the first unit.

- ◆ Bring a world map or a globe to class.
- ◆ Ask the children if they know where Argentina is located. Identify the country by placing a photograph representing it. Remind the children that the language spoken in Argentina is Spanish.
- ◆ Now tell them that the English language is spoken in many countries, such as the United States, Canada, Australia, the United Kingdom, South Africa, among others. Locate some of these countries on the globe and place photographs representing them.
- ◆ Explain that the English language is the international language of communication around the world among people who speak different languages. That is why it is so important to learn it.
- ◆ Also explain there are different ways to communicate such as letters, e-mails, the phone, etc.
- ◆ Tell the children that English is the language of science and technology. Mention, for example, the field of aviation in which all form of communication between the pilots and the control tower is carried out in English.
- ◆ You can also mention that when we meet tourists in the cities where we live, we can communicate with them in English.
- ◆ Mention other areas in which the English language is used: TV programmes, films, songs, video games and the internet.
- ◆ Round up the activity by asking the children to draw a picture depicting a situation where English is used as a means of communication.

Suggestions for the Second Class

If the children do not have the Course Books yet, we suggest an activity to continue with the one in the previous class.

- ◆ Bring a world map or a globe to class again.
- ◆ Write the words in the third column of this chart on different pieces of paper and put them in a box:

Language	Country (ies)	How do you say...?
English	United States, England, Canada, Australia, South Africa	<i>Good morning!</i>
Turkish	Turkey	<i>Selamat pagi!</i>
Spanish	Spain, Mexico, Argentina, Peru, Chile, Uruguay, Paraguay, etc.	<i>Buenos días!</i>
French	France, Canada, Belgium, etc.	<i>Bonjour!</i>
German	Germany, Austria	<i>Guten tag!</i>
Italian	Italy	<i>Buon giorno!</i>
Korean	South Korea, North Korea	<i>Annyong ha shimnikka!</i>

- ◆ Ask a child to pick up a piece of paper from the box and read the phrase aloud.
- ◆ Explain that the phrases on the pieces of paper are greetings in different languages.
- ◆ Now ask the children to guess in which language the greeting is written. If somebody's guess is correct, that child places the phrase on the globe. If nobody guesses, you say the answer and ask one of the children to place the piece of paper on the globe.
- ◆ Go on doing this activity until all the pieces of paper have been chosen.
- ◆ To end this activity, ask the children to invent a country, design its flag and a greeting for it.
- ◆ Exhibit the children's work on the classroom walls.
- ◆ If you still have some time, explore the phrases in the *Classroom Language* section on page 88 and explain these phrases will be used in the classroom all the time, to contribute to keep real communication in the classroom. Play the audio CD and ask the children to listen to the phrases and repeat them.

Audioscript 65

Classroom Language

Can I drink some water, please?
Can I go to the bathroom, please?
Can you repeat that, please?
Sorry, I'm late.

Course Book

1

Countries and nationalities

Pages 4 and 5

Warm up!

- ◆ Ask the children if they know what a multicultural fair is. If any of them has attended one, ask him / her to tell the rest of the class about it.
- ◆ Explain what a *multicultural fair* is. If possible, show them pictures of any multicultural fair to exemplify.
- ◆ Ask the children where they think a multicultural fair can take place. If necessary, suggest some places: *schools, clubs, associations, etc.*

1 Look and listen.

- ◆ Explore the picture with the children and ask them questions such as: *'What's this? (A multicultural fair.) What can you see? (Kids, a stage, people dancing).'*
- ◆ Ask the class if they can identify any of the countries represented at the fair.
- ◆ Now tell them to cover the speech bubbles. Explain they will hear a dialogue where some of the countries at the fair will be mentioned.
- ◆ Play track 2 on the audio CD and in the end, ask if they were able to identify the countries mentioned (*Australia, Japan, France, South Africa, Mexico, Peru*).
- ◆ Ask the children to point at the references to those countries in the picture.
- ◆ Play track 2 on the audio CD again, pausing after each exchange for the children to repeat.

Audioscript 2

Boy: *Wow! This fair is awesome!*

Girl: *Yeah, there are lots of countries.*

Boy 2: *Australia, Japan, France, South Africa and...*

Girl: *I know, let's go and see Mexico and Peru.*

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 picture of the world map in the vocabulary box.
- ◆ Play track 3 on the audio CD, pausing it after each country and ask the children to repeat.
- ◆ Play track 3 again and ask the children to, apart from repeating the names of the countries, point at them in the world map.
- ◆ Correct pronunciation, and if necessary, play track 3 once again.

Audioscript 3

Mexico, Peru, France, South Africa, Japan, Australia

Answer key

The children listen and repeat the countries they hear.

3 Remember?

- ◆ Ask the children to look at the picture for 30 seconds and close their books.
- ◆ Ask them questions such as: *'How many people are there from...? Is there a / an...? Where's...?' to see how much they can remember.*

Answer key

The children try to remember as much information as possible about the picture 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 multicultural fairs: *dancer, flag, food stand, stage.*

Pages 6 and 7

Look and listen.

- ◆ Ask the children to look at the chart with the names of the countries and their flags.
- ◆ Point to the Brazilian flag and say: *'The Brazilian flag.'*
- ◆ Tell the children that in the box above the chart, they can read the names of other nationalities. Call their attention to the fact that in English, nationalities always begin with capital letters.
- ◆ Play track 4 on the audio CD, pause after each nationality and ask the children to repeat.
- ◆ Ask them to complete the chart with the nationalities.
- ◆ Conduct whole class correction.

Audioscript 4

Argentinian, Australian, American, English, Peruvian, Mexican, Brazilian, South African, Japanese, French, Chinese

Australia, Brazil, China, England, France, Japan, Mexico, Peru, South Africa, USA, Argentina

Answer key

The children look at the chart, listen to the audio CD and complete it.

Look and listen.

- ◆ Write these sentences on the board: *I'm from Argentina. I'm Argentinian.*
- ◆ Call the children's attention to the difference in the grammatical structure between them.
- ◆ Play track 5 on the audio CD, pause after each sentence and ask the children to repeat.

Audioscript 5

I'm from Argentina.

I'm Argentinian.

Answer key

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

4 Read and complete.

- ◆ Explain to the children that they will have to complete the text with the names of the countries or the nationalities represented by the flags, according to the structure used in the sentence.

Answer key

My name is Paulo. I'm from Brazil. I have four friends around the world.

Andy is Australian. He's from Canberra. He's fourteen and he's my e-pal.

José is my best friend. He's from Mexico. He's in this fair. He's fifteen.

Pierre is from France. He's my classmate at school.

Inés is my new friend. She's Peruvian.

5 Listen and check.

- ◆ Play track 6 on the audio CD and ask the children to check their answers to exercise 4.

Audioscript 6

My name is Paulo. I'm from Brazil. I have four friends around the world.

Andy is Australian. He's from Canberra. He's fourteen and he's my e-pal.

José is my best friend. He's from Mexico. He's in this fair. He's fifteen.

Pierre is from France. He's my classmate at school.

Inés is my new friend. She's Peruvian.

Answer key

The children listen to the audio CD and check their answers to exercise 4.

Extension activity

Ask the children to work in pairs. One of them points to a flag and the other guesses which country it is from. For example: *'It's from the USA.'* Provide them with one or two examples and write them down on the board.

6 Listen and number.

- ◆ Read the nationalities aloud and ask the children to repeat.
- ◆ Explain that they will hear typical music from different countries. They will have to identify which country each tune is from and number them in the order they hear them.
- ◆ Play track 7 once or more than once if necessary.
- ◆ To correct the exercise, name a nationality and ask the children to mention the corresponding number.

Audioscript 7

1. (French music)
2. (Peruvian music)
3. (South African music)
4. (Japanese music)
5. (North American country music)
6. (Mexican music)
7. (Chinese music)
8. (Brazilian music)

Answer key

1. French
2. Peruvian
3. South African
4. Japanese
5. North American
6. Mexican
7. Chinese
8. Brazilian

Variation

Instead of asking the children to number the nationalities in the order they hear the corresponding pieces of music, play a tune and ask them to guess the nationality.

Pages 8 and 9

7 Read and answer.

- ◆ Tell the children to look at the pictures and the text.
- ◆ Ask them which country they refer to and if they can identify the places in the pictures: *Disney World, Miami, New York, The Statue of Liberty.*
- ◆ Now ask them to look at the layout of the text and to tell you which type of text it is. Help them by asking questions: *'Is it a blog?, Is it an e-mail? Is it a brochure?'*

- ◆ Make sure they all understand it is a brochure and that they choose the correct option in question 1.
- ◆ Discuss with the class the aim of the brochure: it provides information for tourists.
- ◆ Now tell them to look at question 2 and make sure they understand what they have to do. Ask them to read the text silently and find the right options for each case.
- ◆ Conduct oral correction.

Audioscript 8

The United States

Plan your ideal vacation with our travel agents.
 Florida- the ideal place for your family. Swim, surf or jet-ski in the warm and crystal clear Atlantic waters in Miami Beach. Have fun in the magic world of Walt Disney.

New York- the most exciting city in the world!
 Movies, theatres, restaurants, shopping malls, monuments... Visit the Statue of Liberty, Central Park and the Metropolitan Museum of Art.

Answer key

1. The text is a brochure.
2. Florida: water sports, Disney World; New York: The Statue of Liberty, theatres.

8 Read and complete.

- ◆ Ask the children to look at the text and compare it to the one on page 8. Lead them into realising this is also a brochure, this time, about France.
- ◆ Explore the pictures with the children and ask them if they have seen any of them in movies or magazines: *Paris*, the capital city of France, *the Eiffel Tower* or *the Louvre Museum* and the picture of the *Mona Lisa*, the most famous painting in the Louvre Museum.
- ◆ Ask the children to look at the box at the top of the page and tell them to complete the text with the words in the box.

- ◆ To correct, play track 9 and pause after each paragraph for the children to check their answers.
- ◆ Clear any vocabulary questions the children may come up with.

Audioscript 9

France

France is a great place to visit.
 The capital, Paris, is the City of Light- one of the most beautiful cities in the world.
 There are famous museums in Paris. In the Louvre, you can see the Mona Lisa, the famous painting by Leonardo da Vinci.
 The Eiffel Tower is 300 metres tall – a beautiful monument!
 And there are also wonderful beaches and great mountains in France.

Answer key

Read and complete.

capital France monument museums

France

France is a great place to visit.

The **capital**, Paris, is the City of Light – one of the most beautiful cities in the world.

There are famous **museums** in Paris. In the Louvre you can see the *Mona Lisa*, the famous painting by Leonardo da Vinci.

The Eiffel Tower is 300 metres tall – a beautiful **monument**.

And there are also wonderful beaches and great mountains in **France**.

BLUE BIRD TOURISM
 278 St. James Avenue
 54223 NY
 Phone: (087) 3892-821

nine

Culture for kids

Take the children to the computer lab if there is one at school or ask them to use a computer at home or at a cyber café. Tell them to access these websites about Paris:

<http://www.travelforkids.com/FuntoDo/France/paris.htm> and <http://encyclopedia.kids.net.au/page/pa/Paris>.

Ask them to work in groups of three or four people and talk about the places mentioned in the websites which call their attention for some reason.

Extension activity

Capital cities dictation

Tell the children you will conduct a different type of dictation. Explain you will name the capital cities of some of the countries studied in this unit and they will have to write down the countries these cities belong to.

Conduct oral correction.

Capital cities suggested:

Buenos Aires: Argentina

Lima: Peru

Beijing: China

Mexico City: Mexico

Paris: France

Brasilia: Brazil

Pretoria: South Africa

Tokyo: Japan

Canberra: Australia

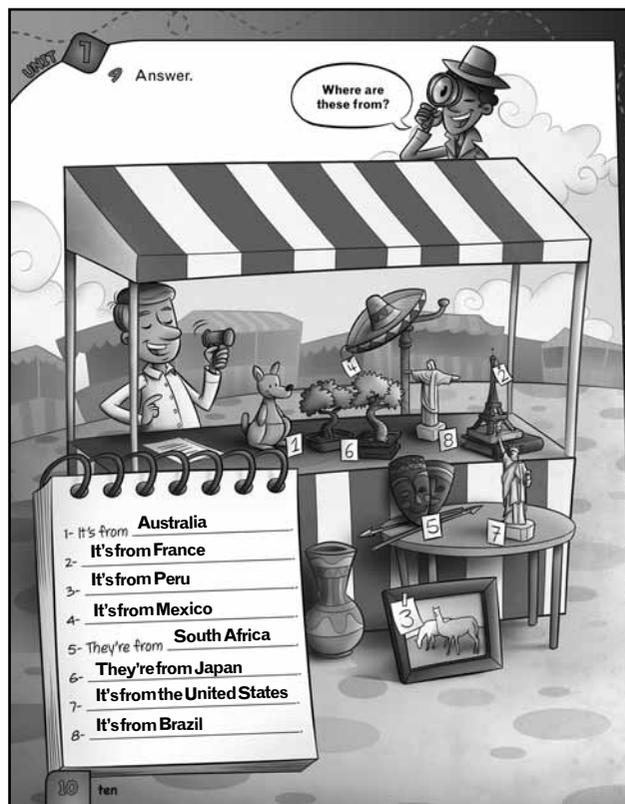
Pages 10 and 11

9 Answer.

- ◆ Ask the children to look at the picture and call their attention to the fact that there are souvenirs from different countries at the stand.
- ◆ Now ask them to identify the countries represented by these souvenirs and complete the detective's notes with sentences starting with: 'It's from...' or 'They're from...'

- ◆ Remind the children we use *it* to refer to one object and *they* to refer to several objects.
- ◆ To check the answers, write them down on the board.

Answer key



10 Play.

- ◆ Ask the children to look at the picture.
- ◆ Tell them they will each receive a card with the name of a person from a different country.
- ◆ Write the names on the board or read the ones in the book. Ask which countries the children think these names are from. If necessary, write the nationalities next to the names.
- ◆ Read the phrases in the speech bubbles aloud and ask the children to repeat.
- ◆ Hand out the cards and ask the children to walk around the classroom and ask and answer questions following the example in the book and get together in groups with the children from the same country.

Answer key

The children ask and answer questions about nationalities.

11 Play.

- ◆ Tell the children to look at the picture.
- ◆ Explain you will all play a game: you will name countries and nationalities. When you name a country, they will have to stand up. When you name a nationality, they will have to sit down.
- ◆ Play track 10 on the audio CD and stand up or sit down when you hear the words to help the children understand the activity.
- ◆ Ask some volunteers to go to the front of the classroom to name a country or a nationality for the rest of the class to carry out the activity.

Audioscript 10

Boy: Peru!

Boy: French!

Answer key

The children play the game.

Homework

Extra Fun 1, pages 89 and 90.

2

I love Maths

Pages 12 and 13

Warm up!

- ◆ Write your children's current timetable on the board but instead of writing down the subjects,

draw something that represents them, for example: a map for Geography, numbers for Maths or letters for English or Language.

- ◆ Ask the children to vote for their favourite subjects and write the number of votes for each of them. Encourage the children to name the subjects in English.

1 Look and listen.

- ◆ Explore the illustration with the children and ask: 'Where are they? (At school.)'
- ◆ Tell the children that schools in the UK and the USA usually have lockers or cabinets for students to keep their school books and personal items.
- ◆ Also explain that in general, students stay in the same classroom most of the time but move to special classrooms for certain subjects like Physics, Foreign Languages, etc.
- ◆ Ask the children to cover the speech bubbles on pages 12 and 13.
- ◆ Explain they will hear a dialogue and they will have to listen for the answer to the question: 'What day is it today?'. Also ask the class to spot the subjects mentioned in the dialogue.
- ◆ Play track 11 on the audio CD and then ask: 'What day is it today? (Tuesday.)' and also ask them which subjects were mentioned (*English, Science and Geography*).
- ◆ Play track 11 again, pausing after each character speaks for the children to repeat.

Audioscript 11

Boy 1: Which subjects do we have today Tommy?

Boy 2: We have English at 9:35.

Girl 1: Do we have Science?

Girl 2: No, today is Tuesday. We have Geography.

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 books in the vocabulary box and ask which subjects they are about.
- ◆ Play track 12 on the audio CD, pause after each subject is mentioned and ask the children to repeat.
- ◆ Repeat the procedure until you make sure all the children pronounce and stress the words correctly.

Audioscript 12

Maths, English, Geography, History, Science, Art

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 12 and 13 for thirty seconds and then close their books.
- ◆ Ask questions such as: *'Are there three girls? Can you see a teacher? How many books are there? What colour is the Science book?'*

Answer key

The children look at the picture 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 like objects found in a classroom or school: *bulletin board, folder, locker, cabinet, school binder, timetable.*

Pages 14 and 15

4 Complete.

- ◆ Ask the children to complete the sentences with the subjects.
- ◆ To correct, ask different children to read the complete sentences aloud. Correct pronunciation if necessary.

Answer key

- 1. We learn about nature in Science.*
- 2. We paint and draw in Art.*
- 3. We learn how to calculate in Maths.*
- 4. We learn about different countries in Geography.*
- 5. We study the past in History.*

5 Listen and number.

- ◆ Ask the children to look at the pictures and tell them they represent subjects, some of which are new to them.
- ◆ Read the names of the subjects and ask the children to repeat. Correct pronunciation when necessary.
- ◆ Tell them they will hear dialogues from different classes and they will have to number the corresponding subjects in the order they hear them.
- ◆ Play track 13 on the audio CD and pause after each dialogue for the children to write down their answers.
- ◆ To correct the exercise, play track 13 again and after each dialogue, ask the children to name the subject.

Audioscript 13

- 1. Here, here, pass me the ball, please.*
- 2. Now class: forty-two plus seven is...*
- 3. Great! Click here now.*
- 4. Let's play again. Do, re, mi...*

Answer key

1. *Physical Education*
2. *Maths*
3. *Computer Studies*
4. *Music*

Extension activity

Give the children some hints about different subjects and ask them to guess which subject you are talking about.

Suggestions:

minus, plus – Maths

alphabet – English

countries, maps – Geography

Internet, blog – Computer Studies

past – History

songs – Music

6 Stick and write.

- ◆ Ask the children to have a look at the pictures and tell you which subject is depicted in each of them.
- ◆ Now tell them to open their books on the Unit 2 Stickers section, page 110 at the end of the Course Book. Read each of the speeches and ask the children to repeat.
- ◆ Ask the class to get together in pairs, talk about the subjects in the dialogues and decide where to place each sticker.
- ◆ Instruct the children to place the stickers where they belong and label the pictures with the names of the subjects.
- ◆ To correct, ask four volunteers to read the dialogues and names of the subjects for the rest of the class to check their answers.

Answer key

Stick and write.

Maths

Are we in the right class?
Yes, we are. Today is Thursday.

Science

Good morning Mr. Green!
Good morning Steve, today we have Science lab.

Geography

Today is Monday.
On Mondays we work with maps.

English

Look at the timetable again. Which subject do we have?
On Tuesday we have...

fifteen 15

Pages 16 and 17

7 Listen and number.

- ◆ Ask the children to look at the picture and tell you what they think the characters are talking about.
- ◆ Tell them to read the characters' timetables for Thursday. They will listen to a dialogue and will have to number the timetables in the order they are mentioned in the dialogue.
- ◆ Play track 14 on the audio CD as many times as necessary.
- ◆ Correct the exercise orally.

Audioscript 14

- 1: Sean:** Hello, guys. I'm Sean.
Carly: Hi, Sean. I'm Carly and this is my brother Kenan.
Sean: Nice to meet you! So, what do you have today?
Kenan: Well, it's Thursday, right? So I have Geography, History, Art and Science.
- 2: Sean:** Hmm... nice. We have Art together! What about you, Carly?
Carly: Well, I have Maths, Physical Education, Art, History and Maths again. I hate Thursdays.
- 3: Sean:** Really? Sorry. Well, I like Thursdays. I have Maths, Physical Education, Art and English.
Hey, we can all go to the Art class together!
Kenan: Ok...

Answer key

1. Kenan
2. Carly
3. Sean

Look and listen.

- ◆ Play track 15 on the audio CD and ask the children to look at the prepositions.
- ◆ Ask them to provide more examples with those prepositions.
- ◆ Call the children's attention to the pronunciation of *oh* instead of zero when giving the time or phone numbers. Present the children with other examples:
7:03 – It's seven *oh* three.
4:05 – It's four *oh* five.

Audioscript 15

- on | days*
I have English classes on Mondays.
- at | time*
I have English classes at eight *oh* five.
eight oh five

Answer key

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

8 Write the questions.

- ◆ Ask the children to look at the timetable and make sure they understand how it is organised. Also explain they will have to imagine this is their timetable.
- ◆ Ask them questions to help them out: 'Do you have English classes every day? What time do you have History on Tuesdays? etc.'
- ◆ Tell the children to read the first question and ask them to write the rest by following the example.
- ◆ To correct the exercise, ask some volunteers to write the questions on the board.

Answer key

1. Which subject do you have on Monday at 10:55?
2. Which subject do you have on Tuesday at 10:05?
3. Which subject do you have on Wednesday at 10:55?
4. Which subject do you have on Friday at 8:05?
5. Which subject do you have on Friday at 7:15?
6. Which subject do you have on Tuesday and Thursday at 10:55?

Pages 18 and 19

9 Read and complete.

- ◆ Ask the children to look at the text and its layout and tell you what type of text it is.

- ◆ Play track 16 and ask the children to listen to the audio CD and read along.
- ◆ Now tell them to read the text silently and complete the chart with the information required.
- ◆ To correct, ask some of the children to write down the information on the board.

Audioscript 16

I'm Juan Martin. I'm ten years old and I'm Mexican. I study at an American school in Guadalajara. My favourite school subjects are Science, Art and Computer Studies. After school I like to play computer games and I write on my blog. I have four friends. They're Paul, Patrick, James and George. Paul's from Canada and Patrick and James are from France. And George's from South Africa. I chat with my friends every day.

Answer key

Favourite subjects: Science, Art and Computer Studies

Hobbies: play computer games and write on his blog

Friends: Paul, Patrick, James and George

Nationality: Mexican

10 Listen.

- ◆ Play track 17 on the audio CD and ask the children what the characters are talking about.
- ◆ Ask what the girl's favourite subject is (Science).
- ◆ Play track 17 again and pause after each character for the children to repeat. Call the children's attention to intonation in questions.

Audioscript 17

Boy: *What's your favourite subject?*

Girl: *Science.*

Boy: *When do you have Science?*

Girl: *On Mondays at 8:05.*

Answer key

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

11 Now, you!

- ◆ Ask the children to walk around the classroom and interview four classmates about their favourite subjects. They will have to complete the forms with the information required.
- ◆ Remind them of the questions they will have to ask their classmates in order to complete the forms: 'What's your name? What's your favourite subject? When do you have ...?'

Answer key

The children ask and answer questions about favourite subjects to complete forms.

Extension activity

Ask the children to work in pairs and tell them to write their partner's complete profile.

Tell them that apart from the questions they asked in exercise 10, they can ask the following questions: 'What's your favourite colour? Do you have a pet? What's your favourite season? What's your favourite day of the week?'

Instruct the children to design a poster with their partner's profile.

Suggested items for the form:

Name:

Favourite subject:

Day:

Time:

Favourite colour:

Favourite pet:

Favourite day of the week:

Homework

Extra Fun 2, pages 91 and 92.

Reading Time

Pages 20 and 21

Animals of the world

- ◆ Write: *Animals of the world* on the board.
- ◆ Tell the children to look at the text and ask them where they think they can find a text like this: in a magazine, a newspaper or the Internet.
- ◆ Now tell the children to look at the pictures of the animals and ask them if they know any of them, where they live or what they eat.
- ◆ Instruct them to scan the text for that information.
- ◆ Play track 18 and ask the children to listen to the audio CD and read along.
- ◆ Now ask them to read the text silently. Warn them they do not have to understand every word.

Audioscript 18

Animals of the world

Coyote

Coyotes are very clever animals. These members of the dog family live in forests and mountains in North and Central America. They eat almost anything they can find: rabbits, rodents, fish and frogs. They also like insects, snakes, fruits and grass. They have 42 teeth! They usually have six or more babies at a time.

Giant panda

Giant pandas live in China, in bamboo forests. They're one of the rarest animals in the world. Pandas are black-and-white members of the bear family. They do not eat many different things. 99% of their diet is bamboo, except in zoos. They eat 10 to 20 kilos of bamboo a day! They usually have only one baby at a time.

Golden eagle

The golden eagle is the largest bird in North America and the national bird of Mexico. These birds are dark-brown, with lighter feathers on their heads and necks. They can dive at speeds of more than 241 kilometres an hour to catch fish. They can also catch rabbits, reptiles, birds and large insects. They have two babies at a time. Some golden eagles eat tortoises. They pick them up and drop them on rocks!

Red kangaroo

The red kangaroo is the world's largest marsupial. Females only have one baby at a time. The babies are very small and they stay in their mum's pouch. They're very fast animals and move at about 56 kilometres an hour. They live in Australia's deserts and open grasslands. They eat leaves from trees but they also like to eat flowers.

1 Read and circle.

- ◆ Ask the children to read the text again and circle the following information in different colours: *green* for *habitats*, *blue* for *diet* and *red* for *numbers of babies the animal can have at a time*.
- ◆ Conduct oral correction.

Answer key

READING TIME

1 Read and circle.

ANIMALS OF THE WORLD

COYOTE

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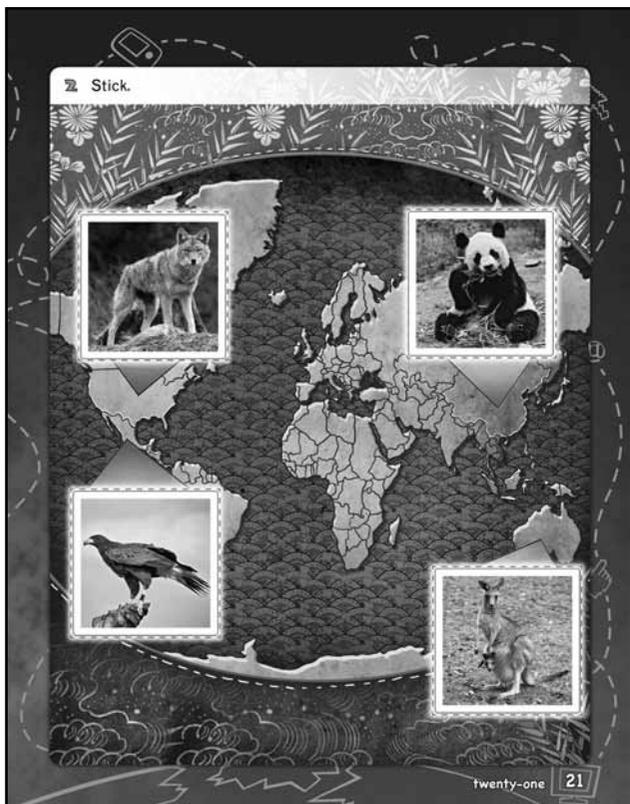
Based on: <http://animals.nationalgeographic.com/animals/>

20 twenty

2 Stick.

- ◆ Ask the children to open their books on the Unit 2 Stickers section, page 110 at the end of their Course Book.
- ◆ Tell them to place the stickers of the animals in the places where they live in the world map.

Answer key



- ◆ Ask them which materials can be recycled and how. Explain the concept of recycling and give some examples.
- ◆ Also ask them if they usually separate garbage at home.
- ◆ Finally, tell them to mention actions that can help preserve the environment, for example: use water wisely, separate garbage, etc.

1 Look and listen.

- ◆ Ask the children to look at the picture carefully and ask: 'Where are they? (in the sea, on the beach) What are the people in the boat doing? (taking garbage out of the sea) And what are the other people in the picture doing? (playing ball, relaxing, riding a bike, etc.)'
- ◆ Ask the children to cover the speech bubbles and listen to the audio CD. Tell them to have a look at the expressions in the vocabulary box and to raise their hands when they hear one of these expressions.
- ◆ Play track 19 on the audio CD and ask them to mention the expressions from the vocabulary box they heard (recycle, pick up the garbage).
- ◆ Play track 19 again, pausing after each person speaks and ask the children to repeat.

Audioscript 19

Man 1: Remember to recycle, ok?

Man 2: Don't forget to pick up the garbage, please.

Answer key

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



Going green

Pages 22 and 23

Warm up!

- ◆ Ask the children how the environment is affected by human actions. For example: the production of a lot of garbage that can't be recycled, forestation destruction, indiscriminate use of water, air, land and water pollution, etc.

2 Listen and chant.

- ◆ Ask the children to look at the pictures in the vocabulary box and ask them what they refer to (positive actions to preserve the environment). Make sure they all understand what the pictures and expressions mean.

- ◆ Ask them if their families usually carry out some of these actions and / or if they think they will try to do so as from now.
- ◆ Play track 20, pause after each expression is mentioned and ask the children to repeat.
- ◆ Correct pronunciation if necessary.

Audioscript 20

Pick up the garbage.
Take a quick shower.
Recycle.
Don't waste water.
Turn off the lights.
Reuse.

Answer key

The children listen to the CD and chant.

3 Remember?

- ◆ Ask the children to work in groups of three, look at the picture on pages 22 and 23 for 30 seconds and then close their books.
- ◆ Ask questions such as: *'How many bikes are there? Can you see a crab? Can you see a tyre? How many people are diving? How many people are in the boat?'*
- ◆ Check the number of items each group actually identified and ask them to mention them.

Answer key

The children look at the picture, try to remember as many items as they can and answer questions.

Extension activity

Ask the children to find out how long some of the materials in the picture take to decompose. They can access the Internet or look for this information in magazines or newspapers.

Curious kids' corner

If the children are interested in getting to know more about how garbage can be recycled, tell them to access:

<http://www.oprah.com/oprahshow/Annabelle-Gurwitch-Investigates-What-Happens-to-Our-Garbage-Video>

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 diving and the sea: *beach umbrella, boat, crab, diver, garbage bag, recycle bin, seahorse, sea turtle, seaweed, sneakers, starfish.*

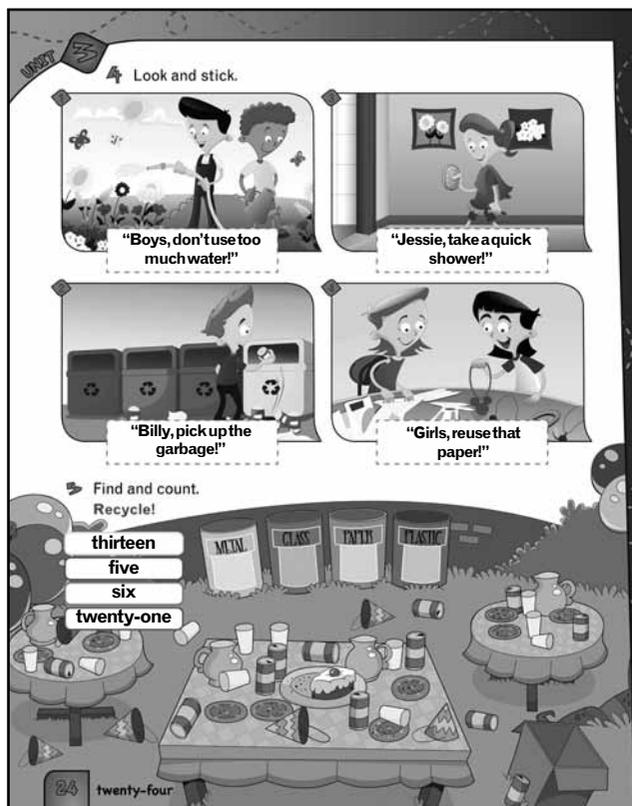
Pages 24 and 25

4 Look and stick.

- ◆ Ask the children to open their books on the Unit 3 Stickers section, page 110 at the end of their Course Book.
- ◆ Ask them which *green* items they identify in each of them.
- ◆ Read the expressions in the stickers aloud and ask the children to read along. Make sure they all understand what the expressions mean.

- ◆ Now ask them to place the stickers in the pictures where they belong.
- ◆ Conduct oral correction.

Answer key



5 Find and count.

- ◆ Ask the children if they have seen the four garbage containers intended for recycling in their towns or cities. If they haven't, explain these are used to separate garbage and then recycle it.
- ◆ Explain they have different colours and are intended to recycle different material: paper should be deposited in the blue containers, metal in the yellow ones, plastic in the red one and glass in the green one.
- ◆ Tell the children the containers have a label so that people can identify where to place each piece of garbage.
- ◆ Ask them to provide examples of pieces of garbage that can be left in each of the containers.

- ◆ Now tell them to look at the picture and decide which items can be deposited in each container, count them, and write the numbers in figures in the containers and the numbers in letters in the corresponding boxes.

Answer key

Metal: thirteen
Glass: five
Paper: six
Plastic: twenty-one

Look and listen.

- ◆ Play track 21 on the audio CD.
- ◆ Explain to the class they will listen to recommendations related to energy saving and preservation of the environment.
- ◆ Explain the meaning of: *litter*, *turn on* and *turn off*.
- ◆ Call the children's attention to the fact that the actions to the left are commands to be followed (*do's*) and the ones to the right are not to be followed (*don'ts*).
- ◆ Play track 21 again, pause after each command and ask the children to repeat.

Audioscript 21

Giving commands

Take a quick shower!

Recycle.

Turn off the TV and the computer!

Pick up the garbage!

Don't take a long shower!

Don't litter!

Don't forget!

Answer key

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

6 Read and organise.

- ◆ Read each command in the box aloud and ask the children to repeat.
- ◆ Revise the vocabulary.
- ◆ Tell the children to complete the table with positive (*do's*) or negative (*don'ts*) commands.

Answer key

Do's

Turn off the lights.

Recycle paper.

Reuse plastic bags.

Pick up the garbage.

Don'ts

Take a long shower.

Litter.

Waste electricity.

7 Listen and check.

- ◆ Play track 22 for the children to check their answers to exercise 6.

Audioscript 22

Do's of a good citizen

Turn off the lights.

Recycle paper.

Reuse plastic bags.

Pick up the garbage.

Don'ts of a good citizen

Take a long shower.

Litter.

Waste electricity.

Extension activity

Ask the children to provide more examples of **do's** and **don'ts** of a good citizen.

Pages 26 and 27

8 Read and number.

- ◆ Ask the children to look at the text on page 26 and ask them what type of text it is and where it can be found (*a website which can be found on the Internet*).
- ◆ Tell them they will read about the 3 Rs (*reduce, reuse and recycle*) necessary to help the planet.
- ◆ Play track 23 on the audio CD and ask them to listen and read along in their books.
- ◆ Now ask them to read the text silently and instruct them to number the pictures 1, 2 or 3 according to whether they represent actions destined to *reduce* (1), *reuse* (2) or *recycle* (3).
- ◆ Tell the children to exchange their books with a colleague for correction.

Audioscript 23

Go green today for a better tomorrow

Here are some simple things we can do to help save our planet Earth:

1. Reduce

Save water

Don't take long showers.

Take a quick shower.

Turn off the faucet while you brush your teeth.

Don't leave the water running.

Save electricity

Turn off the lights when you leave a room.

Turn off all electrical appliances that you're not using.

Save gasoline

Ride a bike to school or walk to school.

2. Reuse

Reuse plastic bottles, glass jars and other materials.

Be creative!

3. Recycle

Separate your garbage.

Recycle metal, glass, plastic and paper.

Answer key

Read and number.

1 Reduce
Save water
 Don't take long showers.
 Take a quick shower.
 Turn off the faucet while you brush your teeth. Don't leave the water running.
Save electricity
 Turn off the lights when you leave a room.
 Turn off all electrical appliances that you're not using.
Save gasoline
 Ride a bike to school or walk to school.

2 Reuse
 Reuse plastic bottles, glass jars and other materials. Be creative!

3 Recycle
 Separate your garbage. Recycle metal, glass, plastic and paper.

26 twenty-six

9 Listen and number.

- ◆ Explore the illustration with the children. Mention some of the actions in the pictures and ask the children to point at them. Check they understand what the pictures represent. Ask which actions are green and which are not.
- ◆ Now tell them to suggest actions to save electricity at home (*turn off the lights when leaving rooms, turn off the TV when nobody is watching it, take quick showers, etc.*)
- ◆ Explain you will play a CD and that they will have to number the actions which don't contribute to the preservation of the environment.
- ◆ Warn the children that not all the actions shown will be heard, just the ones which are not green.
- ◆ Play track 24 on the audio CD and pause after each command for the children to number the actions in the order they hear them. Repeat the procedure more than once if necessary.

Audioscript 24

1. Pick up the garbage, Claire!
2. Jonah, save water!
3. Joey, recycle plastic and metals!
4. Turn off the lights and your computer, Mary!

Answer key

Listen and number.

Choose and tick.

- ◆ Don't use your car! or Walk to school. or Ride a bike to school.
- ◆ Take a quick shower.

twenty-seven 27

10 Choose and tick.

- ◆ Ask the children to choose two of the actions mentioned in the previous exercise and write two recommendations for those people.
- ◆ Ask some of them to read their recommendations aloud and write some of them on the board.
- ◆ To correct the exercise, ask the children to swop books with a classmate.
- ◆ Check the sentences individually in each of the books.

Answer key

The children write two recommendations for the actions depicted in the previous exercise.

Pages 28 and 29

11 Look, circle and cross out.

- ◆ Ask the children to look at the picture and identify which actions help protect our environment and which don't.
- ◆ Then ask them to circle the green actions and cross out the ones which are not green.
- ◆ To correct, ask the children to name those actions.
- ◆ Write both types of actions on the board.

Answer key

Look, circle and cross out.

Write.
A poster

Pick up the garbage!

Recycle!

Save water!

28 twenty-eight

12 Write.

- ◆ Ask the children to write a poster with pieces of advice for people in the beach picture who are not contributing to help preserve our environment. They should concentrate on the actions marked with a cross.
- ◆ Ask some of them to read their suggestions aloud.

Answer key

1. Pick up the garbage!
2. Recycle!
3. Save water!

13 Listen.

- ◆ Ask the children to look at the dialogue. Tell them they will have to ask questions like the one in the dialogue in the next exercise.
- ◆ Play track 25 on the audio CD and ask the children to read along in their books.
- ◆ Play track 25 again and pause after each character speaks for the children to repeat.
- ◆ Tell the children that if the answers are affirmative, they have to say: 'Yes, I do.' And if they are negative, they have to say: 'No, I don't.'

Audioscript 25

- Boy:** Do you take a quick shower?
Girl: Er... well, no, I don't.

Answer key

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

14 Now, you!

- ◆ Read the questions in the form aloud and explain any vocabulary questions the children may have.
- ◆ Ask them to walk around the classroom and interview their classmates. They will have to write the names of the interviewees on the first line and complete the chart with *yes* or *no*.
- ◆ Encourage them to follow the example provided in the previous exercise.

Working with values

Perseverance

Explain to the children that if we want to see results in our efforts for the preservation of the environment, we must persevere in our actions.

In order to help them persevere, you will challenge them with a special activity: they will have to write down in their notebooks actions to help protect the environment.

Tell them to think of a person who can help them carry out those actions when they come across difficulties. That person will give them advice when they find it difficult to carry out some of the actions they thought of.

They can use the notes in their notebook to see if they could meet their objectives from time to time.

Homework

Extra Fun 3, pages 93 and 94.

4

Every day

Pages 30 and 31

Warm up!

- ◆ Write the title of the unit: *Every day* on the board.
- ◆ Ask the children to mention activities they usually do every day. Write them down in English on the board.
- ◆ Encourage the children to participate.

1 Look and listen.

- ◆ Tell the children to look at the picture and ask: 'How many people are there? Where are they?'

- ◆ Ask the children to cover the speech bubbles.
- ◆ Tell them they will listen to track 26 on the audio CD and will have to spot where Robin is from.
- ◆ Play track 26 and ask the children: 'Where is Robin from? (He's from South Africa.)'
- ◆ Also ask: 'What sports does he play? (He plays basketball.) When? (On Tuesdays.)'
- ◆ Play track 26 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 26

Man: This is Robin. He's from South Africa.

Boy 1: Hi, Robin. Do you like sports?

Boy 2: Yes! Do you play basketball?

Boy 1: Yeah, on Tuesdays.

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 ask them to tell you what the people are doing in each of them.
- ◆ Tell them each picture represents daily activities, like the ones you talked about at the beginning of the lesson.
- ◆ Play track 27 on the audio CD and pause after each word for the children to repeat.
- ◆ Correct pronunciation and play track 27 once more if necessary.

Audioscript 27

get up, take a shower, have breakfast, go to school, do homework, play with friends, watch TV, go to bed

Answer key

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

Extension activity

Revise the time with the children.

Play track 27 again, pause after each expression and ask the children what time they usually do that activity. For example: *'What time do you...?'*

Write some complete answers on the board, for example: *I get up at five o'clock. I take a shower at five thirty.*

3 Mime and say.

- ◆ Ask a child to go to the front of the classroom.
- ◆ Whisper one of the daily activities in the vocabulary box in his ear and ask him to mime it so that the rest of the class can guess which action it is. Encourage the children to say the actions in English.
- ◆ The first child to provide the answer correctly in English will take his turn to mime another action for the rest to guess.

Answer key

The children mime and guess daily 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 sports courts such as: *basket, court, scoreboard, stairs, visitors.*

Pages 32 and 33

4 Use the stickers.

- ◆ Ask the children to open their books on the Unit 4 Stickers section, page 111 at the end of the Course Book and have a look at the pictures.
- ◆ Read the labels in exercise 4 aloud and tell the children to place the stickers where they belong.
- ◆ Conduct oral correction.

Answer key

Use the stickers.

get up

have breakfast

brush your teeth

take a shower

Sing.

EVERY DAY

Every day...
I get up.
Every day...
I take a shower.
Every day...
I have breakfast.
Every day...
I brush my teeth.
Every day...
I move a lot.
And every day...
I grow a bit bigger!

32 thirty-two

Extension activity

Ask the children to work in pairs.

Tell them to ask their classmate the time they carry out the activities in the previous exercise.

Write an example on the board:

Student A: *What time do you get up?*

Student B: *I get up at...*

5 Sing.

- ◆ Play track 28 for the children to get familiar with the song.
- ◆ Read each verse aloud, ask the children to read along and clarify any vocabulary questions they may have.
- ◆ Divide the class into four groups and ask each group to create a choreography for the song by miming the actions depicted in each verse. Allow them for some time to prepare the choreographies.
- ◆ Play track 28 again and ask the children to present their choreographies. Then play track 28 once again and ask them to sing all together and dance at the same time following their own choreographies.

Audioscript 28

Every day

Every day...

I get up.

Every day...

I take a shower,

Every day...

I have breakfast.

Every day...

I brush my teeth.

Every day...

I move a lot.

And every day...

I grow a bit bigger!

Answer key

The children dance and sing along.

Look and listen.

- ◆ Play track 29 on the audio CD and ask the children to listen and read along in their books.
- ◆ Provide more examples of prepositions in phrases or sentences within the contexts studied.
- ◆ Write some phrases or sentences on the board and ask the children to provide the prepositions.
- ◆ Play track 29 again and pause after each phrase for the children to repeat.

Audioscript 29

In January, in 2011, in the morning (months, years, time of the day)

On Monday, on Tuesdays, on weekends (days)

At 7:30 p.m., at 10:15 a.m., at night (time)

Answer key

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

6 Complete.

- ◆ Ask the children to complete the sentences with the corresponding preposition.
- ◆ To correct, ask some volunteers to read the complete sentences aloud and write them down on the board.

Answer key

1. *I go to school at 1: 15*
2. *I have Geography on Mondays and Fridays.*
3. *My birthday is in March.*
4. *There's a good film on TV at 6 p.m.*
5. *We go to the cinema on Sundays.*

7 And you?

- ◆ Ask the children to answer these personal questions.
- ◆ Remind them of the correct use of prepositions.
- ◆ To correct, ask some children to read their answers aloud.

Answer key

The children answer these personal questions.

Sample answers:

1. I get up at seven o'clock.
2. I have lunch at one o'clock.
3. I have English classes on Mondays and Thursdays.
4. It's in January.

Pages 34 and 35

8 Listen and number.

- ◆ Ask the children to look at the pictures and tell them they represent Jackie's daily routine.
- ◆ Tell them that they will hear Jackie speaking about her daily routine and that they will have to number the activities in the order they hear them.
- ◆ Play track 30 and pause after each activity is mentioned for the children to number them.
- ◆ To correct, play track 30 again and pause after each activity is mentioned for the children to call out the corresponding number.

Audioscript 30

Hi, I'm Jackie. I get up at eight o'clock. I have breakfast (milk and cookies) and then I do my homework. After that, I play volleyball in the sports centre. I love volleyball. I'm a good player! I have lunch with my brother. I go to school at one p.m. After school, I go home and have dinner with my family. We watch TV together. It's really fun! I finally go to bed at ten.

Answer key

Listen and number.

Listen and tick.

◆ breakfast	◆ school
<input checked="" type="checkbox"/> milk and cookies	<input type="checkbox"/> in the morning
<input type="checkbox"/> juice and toast	<input checked="" type="checkbox"/> in the afternoon
◆ sport	◆ bedtime
<input type="checkbox"/> basketball	<input type="checkbox"/> at 9:30
<input checked="" type="checkbox"/> volleyball	<input checked="" type="checkbox"/> at 10:00

34 thirty-four

9 Listen and tick.

- ◆ Tell the children they will listen to Jackie's daily routine once more and they will have to tick the correct information.
- ◆ Ask them to read the exercise and explain any vocabulary difficulties they may have.
- ◆ Play track 31, more than once if necessary.
- ◆ Correct the exercise orally by asking complete questions like: 'What does Jackie have for breakfast?'

Audioscript 31

Hi, I'm Jackie. I get up at eight o'clock. I have breakfast (milk and cookies) and then I do my homework. After that, I play volleyball in the sports centre. I love volleyball. I'm a good player! I have lunch with my brother. I go to school at one p.m. After school, I go home and have dinner with my family. We watch TV together. It's really fun! I finally go to bed at ten.

Answer key

1. milk and cookies
2. volleyball
3. in the afternoon
4. at 10:00

10 Answer.

- ◆ Ask the children to look at the pictures carefully.
- ◆ Write on the board:
A: *Do you get up at five o'clock?*
B: *Yes, I do. / No, I don't.*
- ◆ Ask the children to answer the questions as if they were the boy in the pictures by using: *Yes, I do.* or *No, I don't.*
- ◆ Correct the exercise orally.

Answer key

1. *Do you play football? No, I don't.*
2. *Do you go to bed at ten thirty? Yes, I do.*
3. *Do you watch TV in your bedroom? Yes, I do.*
4. *Do you get up at seven forty-five? No, I don't.*

11 Write, talk and check.

- ◆ Read the questions in the chart aloud and ask the children to read along. Remind them of the meaning of *usually*.
- ◆ Tell them to start the activity by completing the first column: *Me*. Ask them to answer: *Yes, I do.* and *No, I don't.*
- ◆ Now ask them to work in pairs and write down their partner's answers in the column: *My friend*.
- ◆ Finally ask them to tick the third column if both answers coincide.

Answer key

The children ask and answer questions and write down the answers.

Pages 36 and 37

12 Read and complete.

- ◆ Ask the children to look at the text and tell you which type of text it is (*an e-mail*).
- ◆ Explain that Ellen is writing an e-mail to her *e-pal*. Remind them of the meaning of *e-pal*.
- ◆ Tell them that Ellen is writing about her routine and they will have to help her complete it by writing down the words for the pictures.

Answer key

Read and complete.
My e-pal

From: ellen.zed@mymail.com
To: epal@yourmail.com
Subject: HELLO!

Hi! I'm Ellen. I'm **ten** years old and I live in **Australia**. I love sports and my favourite sport is **football**. I get up at **seven o'clock**. I have **breakfast** and go to **school**. I like to study! On Wednesdays, I play **football** with my team. We're very good! I have a **dog**. Fluffy. She's very cute!

XOXO
Ellen

Listen and check.

thirty-six

13 Listen and check.

- ◆ To correct exercise 12, play track 32 and pause after each sentence for the children to check their answers.

Audioscript 32

Hi! I'm Ellen. I'm ten years old and I live in Australia. I love sports and my favourite sport is football.

I get up at seven o'clock. I have breakfast and go to school. I like to study!

On Wednesdays, I play football with my team. We're very good!

I have a dog, Fluffy. She's very cute!

Kisses and hugs,

Ellen

Answer key

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

14 Listen and say.

- ◆ Ask the children to look at the picture and ask: 'What are they doing?' If the children cannot guess correctly, provide the answer: 'They are playing.'
- ◆ Play track 33 on the audio CD, pause after each person speaks and ask the children to repeat.
- ◆ Ask two volunteers to read the dialogue. Correct pronunciation if necessary.

Audioscript 33

Boy: *What time do you take a shower?*

Girl: *Hmm... I take a shower at about eight p.m.*

15 Play.

- ◆ Ask the children to work in pairs and use the board game in their books.
- ◆ Make sure each pair has a coin and an eraser to use as a counter.
- ◆ Remind the children of the *heads and tails* concept.
- ◆ Ask them to decide who will start the game.
- ◆ The first player tosses the coin. If it falls tails up, he / she must go forward two squares. If it

falls heads up, he / she must go forward just one square. If the counter lands on the four-leaf clover, he / she goes forward one square.

- ◆ In each square, an action is indicated. The player must ask a question using the structure: 'What time do you...?' and complete with the action in question. The other player must answer the question. In case the player cannot ask a question, he / she must go back one square.
- ◆ The winner is the player who gets to the end of the board game first.

Answer key

The children play the game.

Homework

Extra Fun 4, pages 95 and 96.

Reading Time

Pages 38 and 39

For a green planet

- ◆ Tell the children to have a look at page 38.
- ◆ Ask them if they are familiar with this type of text and where they usually find it.
- ◆ Now tell them to look at the pictures and the title and ask what they think the characters are talking about.
- ◆ Instruct the children to read the comic strip silently.
- ◆ Ask some questions to make sure the children understand what is going on: 'What day is it today? Are they planning the activities for the whole week? When are they planning to water the plants? What are they going to do with the ice cream pots?'
- ◆ Finally play track 34 and ask the children to read along in their books.

Audioscript 34

Debbie: Sam, let's play Mission plan!

Sam: Oh, no. Not computer games! It's a beautiful day! Look at the sun! Let's play outside.

Debbie: But what can we do?

Sam: I have an idea! Let's go green this week. Let's do eco-friendly things like...

Debbie: Ok. We can make a list of cool activities to do.

Sam: Great Debbie! Go get some paper and a pencil.

Debbie: Right. It's Monday today. We can water the plants when we finish our list.

Sam: Good idea. And on Tuesday we can go to the park and take some photos of different species of trees, flowers, birds and insects.

Sam: I have an idea for Wednesday! We can use some ice cream pots to plant a minigarden!

Debbie: Great! An on Thursday we can collect garbage to recycle!

Sam: On Friday we can have a garage sale so we can reuse old things!

Debbie: Let's call Carol and Brian. They can help us! And then let's e-mail our friends with a list of green ideas.

Extension activity

Ask some volunteers to read the comic strip.

1 Write.

- ◆ Ask the children to look at the pictures carefully and check if the activities depicted have been mentioned in the story.
- ◆ Now tell them to write the days of the week each activity was planned for by the comic strip characters.
- ◆ Conduct oral correction.

Answer key

1 Write.
Days of the week

Monday Thursday

Wednesday

Tuesday Friday

thirty-nine 39

Variation

To correct, play track 34 on the audio CD and pause after an activity and the day it is planned for are mentioned.



I'm hungry

Pages 40 and 41

Warm up!

- ◆ Ask the children what their favourite meal is and if they ever eat out at restaurants or food courts.
- ◆ Also ask them if they are aware that they should eat healthy food and how bad for their health and development junk food is.

- ◆ Encourage them to use the vocabulary for food and meals they already know from previous years.

1 Look and listen.

- ◆ Ask the children to look at the picture and ask: *'Where are they? What are they doing?'*
- ◆ Now ask them if they like to eat at food courts or if they ever use food delivery services.
- ◆ Tell the children to cover the speech bubbles.
- ◆ Explain they will listen to the audio CD and will have to identify the answer to the question: *'What are they going to drink?'* Make sure the children understand what the question means.
- ◆ Play track 35 on the audio CD and then ask: *'What are they going to drink? (They are going to drink an orange juice and a smoothie.)'*
- ◆ Ask the children to point to the smoothie in the picture to make sure they understand what it means.
- ◆ Play track 35 again, pause after each person speaks and ask the children to repeat.

Audioscript 35

Girl: *How can I help you?*

Boy 1: *I'd like a cheeseburger and a large orange juice, please.*

Boy 2: *And I'd like a hamburger with lettuce and tomato and a smoothie, please.*

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 and see if they recognize the food items there.
- ◆ Call the children's attention to the fact that in Spanish we use several international English words for food items like: *smoothie* or *nuggets*, for example.
- ◆ Play track 36 on the audio CD and pause after each phrase for the children to repeat.

- ◆ Correct pronunciation and if necessary, play track 36 once again.

Audioscript 36

*a hamburger
a hot dog
an ice cream
nuggets
a smoothie
a soda*

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: *'How many boys are there? What are they wearing? Can you see a girl too? What can you eat there? Which drinks can you see?'*

Answer key

The children look at the picture, close their books and answer your 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 like words related to food courts and restaurants such as: *diner, griddle, menu board, mustard, oven hood, plastic cups, soda dispenser, straw.*

Pages 42 and 43

4 Look and stick.

- ◆ Ask the children to look at the pictures and their thought clouds and identify the meals they are thinking about.
- ◆ Now tell them to open their books on the Unit 5 Stickers section, page 111 at the end of the Course Book. Ask them to read each speech bubble and explain any vocabulary questions the children may have.
- ◆ Now instruct the children to place the stickers where they belong according to the food preferences the people in the picture have.
- ◆ Conduct oral correction by pointing at each of the people and asking the children to show the stickers they placed in each case.

Answer key

Look and stick.
How can I help you?

I'd like a hot dog, a soda and a chocolate sundae, please.

I'd like a cheeseburger with fries and a smoothie, please.

I'd like a soda, nuggets and a chocolate sundae, please.

I'd like a spring salad, an orange juice and a piece of chocolate cake, please.

Complete.

please cheeseburger help like

How can I help you?

I'd like a cheeseburger and a soda, please.

5 Complete.

- ◆ Ask the children to complete the dialogue with the words in the box.

- ◆ To correct the exercise, ask two volunteers to read the dialogue aloud.

Answer key

Man: How can I help you?

Woman: I'd like a cheeseburger and a soda, please.

Look and listen.

- ◆ Play track 37 on the audio CD and ask the children to listen and read along in their books.
- ◆ Provide the children with more examples of numbers so that they understand how the numbers are formed, for example: *twenty-one*, *sixty-two*, *ninety-five*, etc.
- ◆ Play track 37 again, pause after each number and ask the children to repeat.

Audioscript 37

ten
twenty
thirty
forty
fifty
sixty
seventy
eighty
ninety
a hundred

Answer key

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

6 Colour.

- ◆ Ask the children to read the numbers aloud. Correct pronunciation if necessary.

- ◆ Tell them to colour the figures corresponding to the numbers written in full form.
- ◆ To correct, ask some children to read the numbers aloud and some others to write the corresponding figures on the board.

Answer key

Look & Listen

10 ten	30 thirty	50 fifty	70 seventy	90 ninety
20 twenty	40 forty	60 sixty	80 eighty	100 a hundred

Colour.

TWENTY-FIVE	25	35	15
SIXTY-FOUR	44	14	64
NINETY-THREE	39	93	43
THIRTY-SEVEN	37	27	87
FIFTY-FIVE	15	25	55
A HUNDRED AND ONE	110	101	111

7 Listen and write.

76	seventy-six	20	twenty
89	eighty-nine	47	forty-seven
17	seventeen	112	a hundred and twelve

forty-three 43

7 Listen and write.

- ◆ Tell the children they will listen to some numbers and that they will have to write them in the order they hear them.
- ◆ First, they will have to write the numbers on the left column and then on the right column. They will have to write down the numbers in figures and in full form.
- ◆ Play track 38 and pause after each number is mentioned for the children to write them down.
- ◆ To correct, play track 38 again, pause after each number is mentioned again and write down the number on the board.

Audioscript 38

seventy-six
 eighty-nine
 seventeen
 twenty
 forty-seven
 a hundred and twelve

Answer key

76- seventy-six
 89- eighty-nine
 17- seventeen
 20- twenty
 47- forty-seven
 112- a hundred and twelve

Extension activity

Ask the children to get together in pairs.
 Ask each child to say three numbers from 21 to 100 to his / her partner for him / her to write them down. Then, they reverse roles.
 To correct, they swap their notes.

Pages 44 and 45

Look and listen.

- ◆ Ask the children to look at the pictures.
- ◆ Play track 39 on the audio CD and ask the children to listen and read along.
- ◆ Remind them that we use the form *is* of the verb *to be* when we refer to items in the singular and *are* when we refer to items in the plural.
- ◆ Provide the children with more examples: 'How much are the oranges? They're \$2.99. How much is the pencil? It's \$1.50.'

- ◆ Call the children's attention to the fact that in English we use a dot to separate dollars or pounds from cents or pence.
- ◆ Play track 39 again and pause after each dialogue for the children to repeat.

Audioscript 39

Girl: How much is a hamburger?

Woman: It's three dollars and ninety-nine cents.

Boy: How much are the nuggets?

Woman: They're four dollars and sixty-nine cents.

Answer key

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

8 Listen and complete.

- ◆ Tell the children they will listen to some dialogues about the prices for different meals and drinks. They will have to complete the sentences with the prices they hear.
- ◆ Play track 40 and pause after each dialogue for the children to write down the prices.
- ◆ To correct, play track 40 again, pause after each dialogue and write down the prices on the board for the children to check.

Audioscript 40

1: A: How much is an ice cream?

B: An ice cream is three dollars and seventy-nine cents.

2: A: How much is a soda?

B: It's one dollar and thirty-five cents.

3: A: How much is a cheeseburger?

B: A cheeseburger is four dollars and seventy-five cents.

4: A: How much is a smoothie?

B: It's one dollar and eighty-seven cents.

5: A: How much is a hot dog?

B: A hot dog is two dollars and ninety-nine cents.

6: A: How much are the fries?

B: Fries are two dollars and fifty cents.

Answer key

Look & Listen

How much is a hamburger?
It's \$3.99.

How much are the nuggets?
They're \$4.69.

Listen and complete.
How much...?

- ◆ An ice cream is \$3.79
- ◆ A soda is \$1.35
- ◆ A cheeseburger is \$4.75
- ◆ A smoothie is \$1.87
- ◆ A hot dog is \$2.99
- ◆ The fries are \$2.50

forty-four

9 Look and talk.

- ◆ Ask the children to get together in pairs.
- ◆ Tell them to have a look at the menu board. Explain it belongs to a diner, also called snack bar or fast food restaurant. As the restaurant is located in the UK, the prices are expressed in pounds (£) and pence or pennies whereas in the previous exercise, the restaurant was in the USA. That's why the prices were expressed in USA dollars (\$) and cents.
- ◆ Explain the meaning of *side orders* and *desserts*.

- ◆ Ask a child to read the dialogue with you.
- ◆ Tell the children to work in pairs, complete and read the dialogue. They can choose any option they want.
- ◆ Now ask them to write down their dialogue.
- ◆ To correct, ask the children to read their dialogues aloud.

Answer key

The children look at the prices on the restaurant menu board and make up dialogues.

10 Read and answer.

- ◆ Ask the children to have a look at the piece of paper and ask them what type of text it is. Help them to conclude it is a bill or receipt from a snack bar or fast food restaurant.
- ◆ Tell them they will have to answer questions based on the information in that receipt.

Answer key

1. *It's Wonder Lunch.*
2. *It's £10.84.*
3. *It's 0870 240 5282.*

Extension activity

Ask the children to read the receipt to use it as a model.

Hand out pieces of paper and ask them to design a receipt from an imaginary restaurant.

Make sure they all write all the information, as in the example.

Collect the receipts and distribute them at random. Then ask them to answer the same questions they answered in exercise 10 but about this new receipt they got.

Pages 46 and 47

11 Read and number.

- ◆ Ask the children to look at the picture of the food pyramid. Ask them if they have seen one and to tell you what they know about it.
- ◆ Explain the bottom of the food pyramid is the biggest part, as the food items there are the ones that must be more massively consumed whereas the top represents the items that must be consumed with moderation.
- ◆ Play track 41 and ask them to listen to the audio CD and read along.
- ◆ Then ask them to read the text silently and complete the food pyramid with the numbers for the different food groups.
- ◆ Correct the exercise orally.

Audioscript 41

A healthy diet

Every day we need: grains (bread, pasta, rice), vegetables (lettuce, tomato), fruit (apples, bananas), fats (oil, margarine), meat (steak, fish, chicken) and dairy products (milk, cheese). Hamburgers, hot dogs, fries and sweets are tasty but not good for you. Remember: You are what you eat!

Answer key

Read and number.

A healthy diet

Every day we need: grains (bread, pasta, rice), vegetables (lettuce, tomato), fruit (apples, bananas), fats (oil, margarine), meat (steak, fish, chicken) and dairy products (milk, cheese). Hamburgers, hot dogs, fries and sweets are tasty but not good for you.

Remember: You are what you eat!

- 1 Grains
- 2 Vegetables
- 3 Fruits
- 4 Fats and oils
- 5 Milk and dairy products
- 6 Meat, chicken and fish

46 forty-six

Culture for kids

Tell the children that Jamie Oliver, a British chef, worried about what children eat, decided to create a campaign to help improve the quality of food served at schools. To know more about this campaign, visit the website: <http://www.jaimieoliver.com/school-dinners>.

12 Listen and say.

- ◆ Tell the children to look at the picture and call their attention to the fact that they are playing restaurant.
- ◆ Play track 42, pause after each child speaks and ask the children to repeat.
- ◆ Ask four children to act out the dialogue.

Audioscript 42

Boy 1: Hi, how can I help you?

Girl: I'd like a hot dog and a soda, please.

Boy 2: How much is an ice cream?

Boy 1: It's seven dollars and eighty-nine cents.

Answer key

The children listen to the audio CD and act out the dialogue.

13 Now, you.

- ◆ Ask the children to get into groups of three people.
- ◆ Ask them to complete the menu board with the prices they want.
- ◆ Tell them to play restaurant with this menu board and prices following the example from the previous exercise.

Answer key

The children play restaurant.

Homework

Extra Fun 5, pages 97 and 98.



Always or never

Pages 48 and 49

Warm up!

- ◆ Write the word: *Chores* on the board and tell the children we use this word in English to refer to domestic activities in the house.

- ◆ Ask the children which chores they usually do in the house. Encourage them to use English.
- ◆ Write their answers on the board.

1 Look and listen.

- ◆ Ask the children to look at the picture and ask: 'Where are the people in the picture? What are they doing?'
- ◆ While the children answer your question, write the activities on the board: *wash the car, make the beds, walk the dog.*
- ◆ Play track 43 on the audio CD and ask the children which of the activities written on the board were mentioned.
- ◆ Ask them to read the text to see if their answers were correct.
- ◆ Play track 43 again, pause after each activity is mentioned and ask the children to repeat.

Audioscript 43

Boy: *My family on a typical weekend: I always wash the car. My sister makes the beds and my little sister walks the dog.*

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. Make sure they all understand what the pictures represent in each case.
- ◆ Play track 44 on the audio CD and pause after each sentence for the children to repeat.
- ◆ Correct pronunciation and, if necessary, play track 44 once more.

Audioscript 44

make the bed
set the table
walk the dog
wash the car

Answer key

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

3 Find and say.

- ◆ Ask the children to look at the picture on pages 48 and 49 and tell you who is the person speaking about the family chores on the audio CD.

Answer key

The children find the person speaking about the family chores and point at him / her.

Extension activity

Ask the children to look at the picture for 30 seconds and then close their books.

Ask them to work in pairs. One of the children produces a statement using *there is* or *there are*, for example: 'There is a dog.' or 'There are two girls.' His / her classmate then says: 'It's true.' or 'It's false.'

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 houses or household chores, such as: *broom, bucket, driveway, front porch, lawn, leash, newspaper, plastic bag, sheet, shovel, sweep, table cloth.*

Pages 50 and 51

4 Listen, number and say.

- ◆ Ask the children to look at the pictures. Explain they show Isabella doing household chores.
- ◆ Tell them they will listen to Isabella talking about her chores and they will have to number the actions in the order she mentions them.
- ◆ Play track 45 on the audio CD and pause after each activity is mentioned for the children to write down their answers.
- ◆ To correct, call out a number and the children say the corresponding activity. For example: *'Number one. (She sets the table.)'*
- ◆ Correct pronunciation and, if necessary, play track 45 once again.

Audioscript 45

Hi, I'm Isabella. I always help my mum. I always set the table for dinner and I usually make the bed. I sometimes take out the garbage but I never water the flowers.

Answer key

4 Listen, number and say.

Look & Listen

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
always	X	X	X	X	X	X	X
usually	X	X	X	X	X		
sometimes	X	X	X				
never							

I always do my homework. I usually help my mum.
 I sometimes walk the dog. I never take out the garbage.

50 fifty

Look and listen.

- ◆ Ask the children to look at the chart and tell them that the crosses represent the frequency with which activities are done. Highlight the words: *never, sometimes, usually, always.*
- ◆ Play track 46 on the audio CD and pause after each sentence for the children to repeat.
- ◆ Make sure the children understand the meaning of each adverb.
- ◆ Ask them to provide examples of each adverb from their daily lives.
- ◆ Write down the example provided by the children on the board.

Audioscript 46

I always do my homework.

I usually help my mum.

I sometimes walk the dog.

I never take out the garbage.

Answer key

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

5 Read and tick.

- ◆ Ask the children to look at the pictures and tell you which activities they represent in English.
- ◆ Play track 47 and ask the children to listen and read along.
- ◆ Ask them to read the text and tick the frequency with which Michelle and Josh do their chores.
- ◆ To correct, tell them to say the chores for Michelle first and then for Josh and complete the chart on the board.

Audioscript 47

How often do you help out?

Michelle: *I usually make my bed and tidy my room but I never wash the car. I sometimes set the table, too.*

Josh: *I sometimes make my bed. I always wash the dishes but I never set the table. I usually take out the garbage.*

Answer key

Read and tick. 47
How often do you help out?

Michelle says:
I usually make my bed and tidy my room but I never wash the car.
I sometimes set the table, too.

Josh says:
I sometimes make my bed. I always wash the dishes but I never set the table.
I usually take out the garbage.

chores	Michelle				Josh			
	always	usually	sometimes	never	always	usually	sometimes	never
		X						X
			X					X
					X			
						X		
				X				

fifty-one 51

Culture for kids

Explain to the children that in the United States, the children get an allowance for the chores they do at home.

Give the following examples:

Ages 6-8: Children can...

- take care of pets
- vacuum and mop
- take out the garbage
- fold and put away laundry

Ages 9-12: Children can...

- help wash the car
- learn to wash dishes
- help prepare simple meals
- clean the bathroom

Ask them what they think about these chores and the idea of being paid for doing them.

Websites: <http://housekeeping.about.com/od/chorechart1/a/ageapprchores.htm>
<http://life.familyeducation.com/allowance/jobs-and-chores/29551.html>

Pages 52 and 53

6 Look, stick and say.

- ◆ Ask the children to look at the pictures.
- ◆ Tell them they represent activities done by children during weekends.
- ◆ Now ask them to open their books on the Unit 6 Stickers section, page 111 at the end of the Course Book and read the phrases.
- ◆ Finally, ask the children to place the phrases stickers where they belong.
- ◆ Conduct oral correction.

Answer key

UNIT 6

6 Look, stick and say.
What do you do on weekends?



go online go to the cinema

hang out with friends play video games

go skating watch TV

7 And you?
Write about your favourite weekend activities.

52 fifty-two

Extension activity

Ask the children to circle their favourite activities among the ones in the previous exercise. Then tell them to share their favourite activities with their classmates orally. For example: 'I like to play video games.'

To help them out, write some examples on the board.

7 And you?

- ◆ Ask the children to write a complete sentence about their favourite activity.
- ◆ If the children's favourite activity isn't among the ones studied, tell them how to say it in English.
- ◆ To correct, ask some volunteers to read their sentences aloud.

Answer key

The children write about their favourite weekend activities.

8 Read and write the names.

- ◆ Ask the children to work in pairs.
- ◆ Play track 48 and tell them to listen and read along.
- ◆ Tell them to read the texts, look at the pictures and identify the characters for each of the texts.

Audioscript 48

What's up, girls? My name's Jacob. I always hang out with my friends at the shopping mall.

Hi, I'm Ryan. I never play video games. I love sports and I usually play football after school.

I'm Logan and I never play football. I usually play board games. I always chat to my friends.

My friends call me Mike. I usually go to the cinema on weekends. I love films!

Answer key

Read and write the names.

What's up, girls? My name's Jacob. I always hang out with my friends at the shopping mall.

Hi, I'm Ryan. I never play video games. I love sports and I usually play football after school.

I'm Logan and I never play football. I usually play board games. I always chat to my friends.

My friends call me Mike. I usually go to the cinema on weekends. I love films!

Logan Jacob
Ryan Mike

Listen, order and sing.

WEEKENDS WITH MY FRIENDS

Fun weekends, what do you do?
What do you do on the weekend with your friends?
I love to swim, go to the mall or meet just to hang out.
We can always have some fun, in the rain or in the sun.
So wonderful when you have no school!
We exercise, we read books.

4 5
1 3 2

fifty-three 53

9 Listen, order and 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.
- ◆ Now ask the children to look at the pictures around the song lyrics and tell them they will have to number them in the order they are mentioned in the song.
- ◆ Play track 49 again and pause after each verse for the children to write down their answers.
- ◆ Conduct oral correction.
- ◆ Create a choreography by miming the different weekend activities.
- ◆ Play track 49 once more for all the children to sing and dance together.

Audioscript 49

Weekends with my friends

Fun weekends,
what do you do?
What do you on the weekend with your friends?
I love to swim, go to the mall
or meet just to hang out.
We can always have some fun
in the rain or in the sun.
So wonderful when you have no school!
We exercise, we read books.

Answer key

Read and write the names.

What's up, girls? My name's Jacob. I always hang out with my friends at the shopping mall.

Hi, I'm Ryan. I never play video games. I love sports and I usually play football after school.

I'm Logan and I never play football. I usually play board games. I always chat to my friends.

My friends call me Mike. I usually go to the cinema on weekends. I love films!

Logan Jacob
Ryan Mike

Listen, order and sing.

WEEKENDS WITH MY FRIENDS

Fun weekends, what do you do?
What do you do on the weekend with your friends?
I love to swim, go to the mall or meet just to hang out.
We can always have some fun, in the rain or in the sun.
So wonderful when you have no school!
We exercise, we read books.

4 5
1 3 2

fifty-three 53

Pages 54 and 55 10 Read and write.

- ◆ Ask the children to look at the bar graph.
- ◆ Ask: 'Do you know why the yellow line is longer than the red one?' Encourage them to conclude

the reason why one line is longer than the other so they understand that type of graph.

- ◆ Explain the meaning of *survey*.
- ◆ Now tell them to look at the pie chart. Each sector of the pie chart corresponds to adverbs of frequency. The bigger the sector, the most frequent the activity.
- ◆ Play track 50 and ask the children to listen.
- ◆ Encourage them to complete the information in the pie chart with the activities they *always*, *usually*, *sometimes* or *never* do.
- ◆ Correct orally, asking some children to read their sentences.

Audioscript 50

What do you do on weekends?

This week's class survey is about our favourite weekend activities.

Are these your faves too? Check the results.

What do you do on weekends?

watch TV: 47 %

play video games: 23%

go online: 18%

play sports: 12%

What about you? What are your favourite activities for the weekend?

Complete the sentences and the graph with your information.

Answer key

The children complete the pie chart with their own information.

11 Listen.

- ◆ Ask the children to look at the picture.
- ◆ Play track 51 on the audio CD.
- ◆ Ask them what they think the characters are talking about.

- ◆ Explain the meaning of: *me, too*.
- ◆ Play track 51 again, pause after each person speaks and ask the children to repeat.

Audioscript 51

Girl 1: *What do you do on weekends?*

Girl 2: *Er... I usually watch TV and play video games.*

Boy: *Really? Me, too!*

Answer key

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

12 Interview and write.

- ◆ Read the activities and the adverbs in the boxes.
- ◆ Ask: '*What do you do on weekends?*' and tell the children to answer the question with information about themselves.
- ◆ Now tell them to walk around the classroom and ask two classmates what they do on weekends by following the model in exercise 11.
- ◆ Instruct the children to use the activities and adverbs in the box. Encourage them to use the expression: '*Me, too!*' when they do the same activity as their classmate's.

Answer key

The children interview their classmates and write down their answers.

Homework

Extra Fun, pages 99 and 100.

Reading Time

Pages 56 and 57

Ricardo's diet

- ◆ Ask the children if they usually read interviews. If they do, ask them where they read these interviews and who are the people interviewed.
- ◆ Tell them to look at the text and ask them what type of text it is.
- ◆ Explain it is an interview. Call the children's attention to the name of the boy interviewed and ask them what he does.
- ◆ Ask the children what they think the diet of athletes consists of.
- ◆ Play track 52 and ask the children to listen and read the text along in their books to see if they were right.

Audioscript 52

Ricardo's diet

Interviewer: Hi, Ricardo. We'd like to know about your eating habits. What do you have for breakfast?

Ricardo: Bread and eggs are my favourite breakfast. I sometimes have milk but I usually have a smoothie. I love strawberry smoothies!

Interviewer: And what do you usually have for lunch, Ricardo?

Ricardo: Nutritionists say it's important to have a healthy diet. Well, hmm, I never have nuggets or hot dogs. I prefer healthy food like vegetables and fish. And you know my routine... Lots of training and exercise every day... I always feel really hungry so I usually have some pasta too!

Interviewer: What do you have for dinner, then?

Ricardo: Well, I usually have a small dinner- a soup or a salad. But... Can I tell you a secret? I always have a little piece of chocolate before going to bed!

1 Read and tick.

- ◆ Ask the children to look at the pictures of the different meals and tick the ones included in Ricardo's diet.
- ◆ Ask them to read the text again to find the information they need.

Answer key

Read and tick.

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

fifty-seven 57

7

Too small

Pages 58 and 59

Warm up!

- ◆ Remind the children of the topic of recycling tackled in Unit 3. Ask them what they remember about this topic.

- ◆ Talk to them about games and clothes they no longer use or wear. Ask them if they ever donate any of them and if they know about people who work there at places where things are donated.

1 Look and listen.

- ◆ Ask the children to look at the picture and ask: 'Where are they? (They're in the bedroom.) What are they doing? (They're choosing clothes to be donated.)'
- ◆ Play track 53 on the audio CD and ask: 'What is the boy donating? (He's donating a cap and a sweater.)'
- ◆ Play track 53 again, pause after each person speaks and ask the children to repeat.

Audioscript 53

Mum: Look at your clothes, honey! Those jeans are too short and that sweater is too small.

Girl: Ok mum... I have a new cap, let's give this one away.

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 pay attention to the opposite adjectives.
- ◆ Play track 54 pausing after each word for the children to repeat.
- ◆ Provide the children with more examples of the adjectives: *new | old, big | small, short | long.*
- ◆ Repeat the procedure until you make sure everybody pronounces the words correctly.

Audioscript 54

a new T-shirt

an old T-shirt

a big T-shirt

a small T-shirt

short jeans

long jeans

Answer key

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

3 Remember?

- ◆ Ask the children to look at the picture on pages 58 and 59 for about 30 seconds and then close their books.
- ◆ Tell them to work in pairs and mention the games and clothes seen. Revise the use of: *there is* and *there are.*

Answer key

The children look at the picture and try to remember as many clothes and games as possible.

Extension activity

Organise a competition among pairs.
Ask each pair to write as many sentences as they can about the pictures. The winner is the pair with the most correct sentences.

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 found in houses like: *box, cap, cat, clothes, computer, desk, donation, drawer, garden, hanger, miniature, notebook, pencil holder, poster, remote control, shelf, skateboard, sound system, toy, TV set, wardrobe, window.*

Pages 60 and 61

4 Answer.

- ◆ Ask the children to look at the picture and tell you what is inside the donation box.
- ◆ Tell them to read each question and clear any doubts the children may have.
- ◆ Instruct them to answer the questions according to what they see in the picture.
- ◆ Correct the exercise orally.

Answer key

1. *No, there aren't.*
2. *Yes, there is.*
3. *Yes, there is.*
4. *It's pink.*
5. *They're red.*
6. *A pair of brown shoes. | Two shoes.*

5 Now, you!

- ◆ Bring magazine cutouts of clothes items and put them in a box.
- ◆ Divide the class into two groups.

- ◆ Explain to the children they will do an activity similar to the previous one but they will have to memorize information.
- ◆ Give them some time for them to have a look at the box and ask each representative for each group to go to the front of the classroom and give their backs to the rest of the class.
- ◆ The rest of the children, who can still see what is inside the box, have to ask questions starting with: *'Is there...?' or 'Are there...?'* The representative of each group has to answer: *'Yes, there is. | No, there isn't. | Yes, there are. | No, there aren't.'*
- ◆ Give each group a point for each correct answer. The winner is the group with the most correct answers.

Answer key

The children play the game.

Look and listen.

- ◆ Ask the children to look at the pictures and pay attention to the distance between the hand pointing to the objects and the objects.
- ◆ Call their attention to the singular and plural form.
- ◆ Produce new statements about objects in the classroom. For example: *'This eraser is red. These erasers are white. That pencil is big. Those pencils are small.'*
- ◆ Play track 55 on the audio CD and pause after each word for them to repeat.

Audioscript 55

this
these
that
those

Answer key

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

6 Chant.

- ◆ Play track 56 on the audio CD for the children to get familiar with the chant.
- ◆ Tell the children to look at the pictures around the chant lyrics.
- ◆ Read each verse and ask the children to repeat and point to the corresponding picture. Tell them that when they say: 'this' or 'these', they must point at the picture while holding the book near them. When saying: 'that' or 'these', they must point at the picture while holding the book far from them.
- ◆ Call the children's attention to the pronunciation of the vowel sounds: *this / fish; these / jeans; that / cat; those / clothes*.
- ◆ Play track 56 again and encourage them to chant along and point to the objects as if they were near or far away.
- ◆ Create new verses with classroom objects producing a new version of the chant.

Audioscript 56

This or these

*This pink fish,
that fat cat,
these green jeans,
and those old clothes.*

Answer key

The children listen to the audio CD and chant along.

Pages 62 and 63

7 Match.

- ◆ Ask the children to look at the pictures.
- ◆ Read the speech bubbles and ask the children to repeat. Clear any vocabulary questions the children may have.
- ◆ Tell them to match the pictures to the speech bubbles.
- ◆ To correct, point at each picture and ask the children to read the complete sentences. Correct pronunciation if necessary.

Answer key

62 sixty-two

8 Listen and tick.

- ◆ Ask the children to look at the picture of clothing items and say what they are called in English.
- ◆ Tell them they will hear Steve, Emma, Barbara and Carlos speaking about clothing items

available for donation and they must tick the items mentioned by each person.

- ◆ Play track 57 on the audio CD and pause after each person speaks for the children to tick the items. Play track 57 again, as many times as necessary.
- ◆ Correct the exercise orally.

Audioscript 57

Steve: Here: one pair of flip-flops, one cap and two sweaters.

Emma: Three T-shirts, four pairs of socks, one pair of sneakers and one sweater.

Barbara: I can give away a pair of pants, two T-shirts, four pairs of socks, one pair of sneakers and two caps.

Carlos: Hi, I'm Carlos. Where can I donate these T-shirts and this pair of sneakers?

Answer key

5 Listen and tick. 57
Donation list

Clothes	Steve	Emma	Barbara	Carlos
			✓	
		✓	✓	✓
		✓	✓	
		✓	✓	✓
	✓			
	✓		✓	
	✓	✓		

sixty-three 63

Extension activity

Ask the children to add a column to the chart and label it: *Me*.

In that column they are supposed to tick the items they think they can donate.

Instruct them to work in pairs so that one child tells the other what he / she can donate. For example: 'I can donate a cap and flip-flops.'

Provide some examples first and then write them down on the board.

Pages 64 and 65

9 Read and answer.

- ◆ Ask the children to look at the text.
- ◆ Lead them into realising this is a leaflet for a donation campaign. Ask them to answer question 1.
- ◆ Play track 58 and ask the children to listen and read along in their books.
- ◆ Now tell the children to read question 2, read the text again silently and complete the exercise with the information required.
- ◆ Correct the exercise orally.

Audioscript 58

Would you like to help?

You can donate clothes, toys, time!
You can help people in need!
You can be a volunteer in your community!
You can show that you care!

Contact us:
207-344
933, French Quarter
Park Lane – New Orleans
beavolunteer@beavolunteer.com
www.beavolunteer.com

Answer key

1: This text is a leaflet.

2: **A.** Telephone number: 207-344

B. E-mail address: beavolunteer@beavolunteer.com

C. Website: www.beavolunteer.com

D. Address: 933, French Quarter, Park Lane,
New Orleans

Culture for kids

Tell the class that American children often carry out voluntary work to help people in need. Ask them if they would like to participate in this kind of project. Provide them with suggestions for voluntary work for children in the 5-12-year-old age segment:

- Participate in a read-a-thon project, in which students read to younger students.
- Collect used books and toys for a shelter for homeless families.
- Make cards or letters for military personnel.
- Perform plays and skits depicting community problems and their solutions.
- Rake the yard for an elderly person in the neighbourhood.
- Help with a park or beach cleanup.
- Make holiday greeting cards and artwork for senior citizens who live in a nearby nursing home.
- Lead workshops on bike safety for younger children.

Invite them to vote for any of these projects or suggest others for the whole class to be involved in a service to the community project.

10 Draw.

- ◆ Ask the children to look at the pictures of the empty boxes and tell them they have been designed for donation purposes. They are supposed to draw pictures of clothing items they would like to donate.

- ◆ Then ask them to get into small groups and show their classmates which clothing items they drew and name them in English.

Answer key

The children draw and name clothing items for donation.

Variation

Ask the children to get together in small groups.

Ask them to show the clothing items they drew and instead of naming them, tell them to produce sentences with: 'I can...'. For example: 'I can donate my blue socks.'

11 Look and listen.

- ◆ Tell the children to look at the picture.
- ◆ Ask them what the children in the picture are doing. Help them conclude they are miming clothes features.
- ◆ Play track 59 on the audio CD and repeat.
- ◆ Explain the meaning of *too*.

Audioscript 59

Girl: *Those shoes are too big!*

Answer key

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

12 Mime.

- ◆ Ask the children to read the sentences.
- ◆ Tell them to get together in pairs and mime clothes features for their partner to guess what he / she means.

Answer key

The children mime clothes features.

Homework

Extra Fun 7, pages 101 and 102.

8

Who I am

Pages 66 and 67

Warm up!

- ◆ Ask the children which means of communication they use to get in touch with friends and family. Write down their answers on the board.
- ◆ Make sure *cell phones, e-mails, blogs, chat rooms, social networks, etc.* are mentioned.
- ◆ Ask them which is their favourite means of communication and why.

1 Read.

- ◆ Ask the children to look at the picture and ask: 'What is this text about? Do you usually post personal information on the Internet? Where?'
- ◆ Warn them about the dangers of posting personal information on non-reliable websites.

Answer key

The children read the text.

2 Complete.

- ◆ Ask the class to look at the text and complete Jenny's profile with the information provided.
- ◆ Correct the exercise orally, asking the children where they can find the information required.

Answer key

The image shows a computer screen displaying a web browser window titled 'Jenny's Blog'. The browser address bar shows 'http://www2000internet.com/?view=blog/author/1'. The page content includes a welcome message: 'Welcome to Web Junior High! Who are you? Write about yourself. We are showing our new students next week.' Below this is a section titled 'Jenny's Blog. My profile!' with a paragraph of text: 'Hi, my name's Jennifer. My friends call me Jenny. I'm eleven years old and I'm in sixth grade. I like school but I don't like History. I eat a lot. I like vegetables and chicken and I love chocolate! I've got green eyes and brown hair. I always hang out with my friends. I don't like rainy days because I can't ride my bike. My family is small: me, my mum, my dad and my brother John. He is 16. I have a cat, Kenny.' Below the text is a form titled '2 Complete.' with the following fields: Name: Jennifer; Birthday: March 23; Age: 11; Brothers/Sisters?: Yes; Name(s): John; Pets: Yes; What kind?: Cat; Name(s): Kenny; Favourite animals: giraffes and lions; Favourite color: purple; Food /drink preferences: chicken, vegetables, chocolate. At the bottom of the form is a button labeled 'Find and say.' The page number 'sixty-seven 67' is visible in the bottom right corner.

3 Find and say.

- ◆ Ask the children to find the information you ask them for and say it aloud.
- ◆ Suggested information to be asked for: *Jenny's pet, Jenny's favourite colour, Jenny's brother's name, Jenny's favourite animals.*

Pages 68 and 69

4 Survey.

- ◆ Ask the children to walk around the classroom and ask their classmates which means of communication they usually use to get in touch with friends and family.
- ◆ Help them ask the questions by writing down examples on the board: *Do you write e-mails / notes / blogs / chats / text messages?*
- ◆ Tell them to complete the chart with the number of children who prefer each type of means of communication.

- ◆ To round up the activity, ask them to list the means of communication from the most popular to the least popular.

Answer key

The children survey the most popular means of communication in their class.

5 Quiz

- ◆ Read the questions with the children and clear any vocabulary questions the children may have.
- ◆ Remind them of the meaning of *how many* if necessary.
- ◆ Tell them to complete the quiz with numbers only, sum those points up and look at the results according to the total number of points written.
- ◆ Ask some of them to share the results with the rest of the group.

Answer key

The children complete the quiz and read the results.

6 Listen and number.

- ◆ Tell the children they will listen to a dialogue between three teenagers and they will have to number their favourite weekend activities in the order they are mentioned on the audio CD.
- ◆ Play track 60 as many times as necessary.
- ◆ Correct orally.

Audioscript 60

Carly: Hi, Sean!

Sean: Hi, Carly! Hi, Kenan! What do you have to do today?

Kenan: I have to help at the recycling centre. I recycle things on Saturdays.

Sean: Sounds nice. I recycle, too! What about you, Carly?

Carly: Well, I have to tidy my bedroom. I tidy my bedroom on Saturdays.

Sean: I like Saturdays because I walk my dog and in the afternoon I'm free to hang out with my friends. Hey, let's hang out together later!

Kenan: Yes, let's!

Answer key

1. **Kenan:** recycle
2. **Carly:** tidy my bedroom
3. **Sean:** hang out with friends

7 Ask and complete.

- ◆ Organise the group in pairs and ask each child to read one part of the timetable: one child reads the part in red and the other reads the part in blue.
- ◆ This is an information-gap activity. Each child has to ask his / her classmate about the activities which are missing on certain days of the week in each part of the agenda. One has the information the other doesn't.
- ◆ As an example, ask: 'What do you do on Tuesdays?' and provide the answer: 'On Tuesdays I take out the garbage and tidy my bedroom.'

Answer key

The children ask and answer questions to complete the timetables.

Sample answers:

What do you do on... ?

On Sundays I visit Grandma and hang out with my friends.

On Mondays I set the table and go to piano class.

On Tuesdays I take out the garbage and tidy my bedroom.

On Wednesdays I walk the dog and go online.

On Thursdays I set the table and go to piano class.

On Fridays I tidy my bedroom and go online.

On Saturdays I walk the dog and take out the garbage.

Pages 70 and 71

8 Listen, number and sing.

- ◆ Play track 61 on the audio CD for the children to get familiar with the song.
- ◆ Ask them to look at the pictures and ask them which actions are represented there.
- ◆ Read the verses of the song aloud and ask the children to underline the actions represented in the pictures in their books.
- ◆ Play track 61 again and ask the children to number the pictures in the order they are mentioned in the song.
- ◆ Correct the exercise orally.
- ◆ Play track 61 on the audio CD again and ask the children to sing along.

Audioscript 61

All my friends with me

At school we study lots of things.

At home we have our family.

We play, we study, we have some fun
and we help the planet, too.

Recycle, do homework and then
hang out with my friends, yeah!

I have lots of things to do
and then I have some fun.
I have a lot of subjects to
help me grow up smart
and I have all my friends with me!
All my friends with me!

Answer key

Listen, number and sing.

ALL MY FRIENDS WITH ME

At school we study lots of things.
At home we have our family.
We play, we study, we have some fun
and we help the planet, too.
Recycle, do homework and then
hang out with my friends, yeah!
I have lots of things to do
and then I have some fun.
I have a lot of subjects to
help me grow up smart
and I have all my friends with me!
All my friends with me!

Look and write.
Likes and dislikes

I like to	I don't like to

recycle reuse materials take a quick shower save electricity
ride a bike to school wash the dishes make the bed tidy the bedroom
take out the garbage do homework go to school

go to the cinema hang out with friends play video games
surf the net play football dance eat vegetables drink soda
go to fast food restaurants eat pasta drink milk

70 seventy

Extension activity

Organise the class in groups of three.

Ask them to write an extra verse for the song
and say what they like doing with their friends.

The verse must be written on cardboard and
illustrated.

Organise an exhibition with the children's
artwork.

9 Look and write.

- ◆ Ask the children to read the expressions in the boxes and clear any vocabulary question they may have.
- ◆ Ask them to complete the chart with activities they like and don't like doing. Explain they can include activities not mentioned in the boxes.
- ◆ To correct, ask some volunteers to read the activities they wrote.

Answer key

The children look at the chart and write down activities they like and don't like doing.

Variation

To correct exercise 9, ask the children to stand up and repeat the activity that applies to them. For example, after the sentence: *'I like to hang out with friends.'* if any of the children like to do this activity, they are supposed to stand up and repeat the phrase. If not, they are supposed to just sit down.

10 Quiz

- ◆ Ask the children to observe the layout of the page.
- ◆ Ask them: *'What is this? Is it a magazine?'*
- ◆ Explain it is a quiz.
- ◆ Ask them: *'Are you a responsible kid?'* Tell them to answer what they think it is true of them.
- ◆ Tell them to read the quiz carefully and answer the questions below.
- ◆ Explain they are supposed to sum up the points they got and read the results of the quiz accordingly.
- ◆ To correct, ask the children who got up to 8 points to raise their hands. Then, ask the same of the ones who got between 9 to 15 points and finally, do the same with the ones who got from 16 to 21 points. Discuss why some of them didn't get more than 8 points and what they are missing to get to 9 points.

Answer key

The children complete the quiz and read and discuss the results they got.

Pages 72 and 73

Look and listen.

- ◆ Bring magazine cutouts of different activities done by children. For example: *dancing, playing the piano, playing the guitar, doing homework, studying, etc.*
- ◆ Play track 62 on the audio CD, pause after each sentence and ask the children to repeat.
- ◆ Explain to the class that the chart includes sentences and questions we use when we want to talk about what is going on at the moment.
- ◆ Show the children the cutouts you brought and ask them to ask and answer questions about those activities.
- ◆ Write more sentences and questions on the board for the children to understand the structure of questions and answers in the Present Continuous tense.

Audioscript 62

What's happening now?

*You're dancing ballet.
Is Matt studying?
They're having a piano lesson.
Are they playing rock and roll?
She is not having a piano lesson.
Are you doing your homework?*

Answer key

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

11 Read, look and answer.

- ◆ Ask the children to look at the pictures and tell you what the characters are doing in each of them.

- ◆ Read the expressions in the box.
- ◆ Tell the children to complete the sentences with the phrases in the box.
- ◆ To correct, ask some of the children to read the complete sentences.

Answer key

1. *Ben is hanging out with his friends.*
2. *Lucy is washing the dishes.*
3. *Keiko and her friends are going to the cinema.*
4. *Todd and his friends are recycling.*

12 Look and write.

- ◆ Ask the children to look at the picture.
- ◆ Ask them to write as many activities as they can about what they think the girl is doing on her computer.
- ◆ To correct, write the answers on the board.

Answer key

The children write as many activities as they can about what they think the girl is doing on her computer.

13 Listen and talk.

- ◆ Ask the children to look at the picture.
- ◆ Play track 63 on the audio CD and pause after each person speaks for the children to repeat.
- ◆ Encourage them to work in pairs and act out a similar dialogue by changing the activity they are doing at the moment.

Audioscript 63

Girl 1: *What are you doing?*

Girl 2: *I'm writing a card to my friend.*

Answer key

The children listen and act out dialogues.

Working with values

Honesty

Talk to the children about the importance of being honest. Tell them you will play a game. Write down different situations on different pieces of paper.

Suggestions of situations to be worked on:

- You find a twenty-pesos note at the school yard. What do you do?
- You break a school chair accidentally. When the teacher asks about this, do you assume responsibility?
- You find a camera on the bus. What do you do?
- You see a friend of yours taking a book from a classmate and putting it in his school bag. What do you do?
- You cheat at an exam and copy your classmate's exercises. When the teacher asks your classmate about this, what do you do?

Think of other situations if you think they are worth working with.

Put all the pieces of paper in a box and choose two or three at random to debate with the class.

To round up the activity, tell the children to write phrases stimulating honesty at school. They can add pictures or illustrations to complete their work.

You can suggest some famous phrases about honesty to inspire them:

'Be prepared and be honest.' - John Wooden

'It is a fine thing to be honest.' - Winston Churchill

'An honest man is always a child.' - Socrates

'Being entirely honest is a good exercise.' - Sigmund Freud

Homework

Extra Fun 8, pages 103 and 104.

Reading Time

Pages 74 and 75

My favourite clothes

- ◆ Ask the children what their favourite clothes are.
- ◆ Tell them that Sonia and Hugh, the children in the pictures, wrote a composition about their favourite clothes at school.
- ◆ Play track 64 and ask the children to listen and read along.
- ◆ Now tell them to read the text again silently.
- ◆ Clear any vocabulary questions the children may have. Encourage them to consult their classmates or the glossary if in doubt.

Audioscript 64

Hi! I'm Sonia. I'm from India. I'm 13 and I like shopping for new clothes! My favourite clothes are my blue shorts, a white T-shirt and my yellow flip-flops. But that's for weekdays... On Sundays I like to wear my black and white dress or my pink skirt and a purple top. When it's cold, I usually wear my grey sweater.

Hello! I'm Hugh. I'm 12 and I love sports. Football is my favourite one. I prefer to wear sports clothes like shorts and T-shirts. My favourite clothes are my black shorts and a black and red T-shirt – that's the Milan uniform! When I hang out with friends I usually wear jeans, a T-shirt and a cap – the black and orange cap is my favourite one. Yankees colours – that's my favourite baseball team! And I always wear sneakers – never shoes – because I think sneakers are much more comfortable!

1 Colour.

- ◆ Ask the children to look at the pictures and colour Sonia and Hugh's favourite clothes. They also have to write down S for Sonia or H for Hugh next to the clothes.

Answer key

1 Colour.		
S 	S 	S
H 	H 	S
H 	S 	H
S 	H 	H

Reviews

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

Pages 76 and 77

Categories

- ◆ Ask the children to have a look at the purple letters in the yellow strip.
- ◆ Explain that the words in the strip are all words they know but they are not separated.
- ◆ Ask them to have a look at the categories of words in the white boxes: *days of the week, months, animals, occupations, means of transportation and toys.*
- ◆ Explain they will have to find the words in the yellow strip and write them down on the corresponding boxes according to their categories.

- ◆ Warn the children that all the letters are to be used.

Pages 78 and 79

Bingo!

- ◆ Tell the class you will play *Bingo!*
- ◆ Ask them to choose twelve words at random among the ones at the top of the page and write each of them in a box.
- ◆ Explain that the aim of the game is to arrive at the end of the board first.
- ◆ Write all the words at the top of the page on small pieces of paper for the bingo raffle.
- ◆ When you call out a word that the children have, they have to circle it.
- ◆ The winner is the child who circles all his words first.
- ◆ As there are two bingo cards, the game can be played twice.

Pages 80 and 81

Odd one out

- ◆ Explain to the class that the words in each line belong to the same category, except for one.
- ◆ Tell them they will have to find the odd one out.
- ◆ Do the first item as an example. Explain they are all food words, except for *juice* which is a drink.

Extension activity

Ask the children to take the odd words out and write down other words belonging to the same categories.

Stop!

- ◆ Tell the children you will play *Stop!*
- ◆ You will call out a letter and they will have to write a word beginning with that letter in each of the categories requested.
- ◆ The first child to complete all the categories in the first line must say: '*Stop!*' thus stopping the rest from going on writing.
- ◆ Tell them that under *Person* they can write names or jobs.

- ◆ Some letters suggested for the game are B, C and P.
- ◆ Points to be awarded suggested: 5 for each correct word.
- ◆ The winner is the child with the most points.

Pages 82 and 83

Mission game

- ◆ Ask the children to get together in pairs.
- ◆ Explain that the aim of this game is to accomplish the missions in each square.
- ◆ Tell them to cut out the 25 cards on pages 105 and 107 and group them according to what is required in each of them: *What's this?*, *Spell* and *Say*.
- ◆ Apart from the cards, each player will need a coin, an eraser or a counter to use on the board.
- ◆ They play the game in pairs. One of them starts the game and tosses a coin. If it falls heads up, he / she must go forward two squares. If it falls tails up, he / she must go forward one square.
- ◆ The player must take a card, which will be a *What's this?*, *Spell* or *Say* card and do what the card says or *accomplish the mission*. If he / she can't do it, he / she must go backward one square.
- ◆ If the counter falls on a *Move forward 2 squares* one, he / she must go forward two squares. If the counter falls on a *Move back 3 squares* one, he must go back 3 squares.
- ◆ The winner is the child who gets to the *Mission accomplished* square first.

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 Game

- ◆ Ask the children to break the secret code to discover the words depicted in the pictures.

Answer key

EXTRA FUN

Name: _____

1 Game
Secret code

A=1 B=2 C=3 D=4 E=5 F=6 G=7 H=8 I=9 J=10
K=11 L=12 M=13 N=14 O=15 P=16 Q=17 R=18
S=19 T=20 U=21 V=22 W=23 X=24 Y=25 Z=26






◆ 13+15+14+21+13+5+14+20+19 _____ **monuments**

◆ 13+21+19+5+21+13+19 _____ **museums**

◆ 2+5+1+3+8+5+19 _____ **beaches**

◆ 3+15+21+14+20+18+9+5+19 _____ **countries**

◆ 14+1+20+9+15+14+1+12+9+20+9+5+19 _____ **nationalities**





eighty-nine 89

Answer key

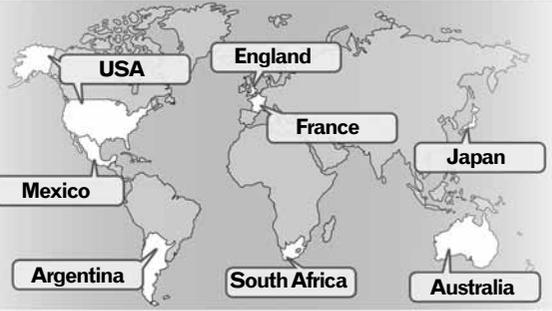
EXTRA FUN

2 Complete the chat.
Around the world

Aimi: Hello,
My name is Aimi, I am fifteen years old. I am from
Tokyo, I am **Japanese**.

Antonio: Hi, Aimi!
I am Antonio, I am fourteen. I am from Mexico City. I have two e-pals.
Johnny is from New Jersey, he is **American**. And Andre is
from Paris, he is **French**.

Write the countries.



90 ninety

3 Write the countries.

- ◆ Ask the children to write the names of the countries in the world map.

Answer key

EXTRA FUN

2 Complete the chat.
Around the world

Aimi: Hello,
My name is Aimi, I am fifteen years old. I am from
Tokyo, I am Japanese

Antonio: Hi, Aimi!
I am Antonio, I am fourteen. I am from Mexico City. I have two e-pals.
Johnny is from New Jersey, he is American. And Andre is
from Paris, he is French

Write the countries.

90 ninety

Answer key

EXTRA FUN

Name: _____

1 Puzzle.
School subjects

- ◆ We learn about countries and cities.
- ◆ We learn drawing and painting.
- ◆ We learn the A, B, C.
- ◆ We study numbers and calculations.
- ◆ What do we do in P.E.? We play...
- ◆ We learn about events of the past.
- ◆ We learn to sing and play the piano in this subject.
- ◆ We learn about animals, plants and life on Earth.

	A	B	C	D	E	F	G	H	I
1	G	E	O	G	R	A	P	H	Y
2	A	R	T						
3	L	A	N	G	U	A	G	E	
4	M	A	T	H	S				
5	S	P	O	R	T	S			
6	H	I	S	T	O	R	Y		
7	M	U	S	I	C				
8	S	C	I	E	N	C	E		

2 Break the code.
What's the message?

I	C	A	N	L	E	A	R	N
B6	E7	F1	C3	A3	B1	B4	D5	E8
E	N	G	L	I	S	H	A	N
G8	C3	D1	A3	D7	C6	A6	A2	E8
H	A	V	E	F	U	N		
H1	F1	B1		B7	C3			

ninety-one 91

Extra Fun 2

Pages 91 and 92

1 Puzzle

- ◆ Ask the children to read the cues and complete the puzzle with the corresponding subjects.

2 Break the code.

- ◆ Ask the children to break the code to discover the hidden message.

Answer key

Name: _____ **EXTRA FUN 2**

1 Puzzle.
School subjects

- ◆ We learn about countries and cities.
- ◆ We learn drawing and painting.
- ◆ We learn the A, B, C.
- ◆ We study numbers and calculations.
- ◆ What do we do in P. E.? We play...
- ◆ We learn about events of the past.
- ◆ We learn to sing and play the piano in this subject.
- ◆ We learn about animals, plants and life on Earth.

	A	B	C	D	E	F	G	H	I
1	G	E	O	G	R	A	P	H	Y
2	A	R	T						
3	L	A	N	G	U	A	G	E	
4	M	A	T	H	S				
5	S	P	O	R	T	S			
6	H	I	S	T	O	R	Y		
7	M	U	S	I	C				
8	S	C	I	E	N	C	E		

2 Break the code.
What's the message?

I	C	A	N	L	E	A	R	N	
B6	E7	F1	C3	A3	B1	B4	D5	E8	
E	N	G	L	I	S	H	A	N	D
C8	C3	D1	A3	D7	C6	A6	A2	E8	
H	A	V	E	F	U	N			
H1	F1	B1		B7	C3				

ninety-one 91

Answer key

EXTRA FUN

3 Read and complete.
Timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday
1:00 – 1:50	English	Art	English	History	Music
1:50 – 2:40	Science	P.E.	Science	Maths	Geography
2:40 – 3:30	Computer Studies	Geography	History	P.E.	Maths
3:30 – 3:50	Break				

92 ninety-two

3 Read and complete.

- ◆ Ask the children to read the conversation at the bottom of the page to complete the timetable with the missing information.

Extra Fun 3

Pages 93 and 94

1 Colour and write.

- ◆ Ask the children to colour the garbage cans green, blue, yellow and red and write down the name of the material to be disposed on in each of them: metal, glass, paper and plastic and the name of an object belonging to each group.

Answer key

The children colour the garbage cans and write the names of the materials to be disposed of and the name of an object belonging to each type of material in each of them.

2 Look and solve the puzzle.

- ◆ Ask the children to look at the pictures and complete the phrases with the missing letters to discover the secret message.

Answer key

EXTRA FUN

2 Look and solve the puzzle.

P₇**I**₁**C**₂**K**₃ **U**₅**P**₇ **T**₁₀**H**₁₀**E**₁₀
G₂**A**₆**R**₆**B**₂**A**₂**G**₃**E**₃

R₆**E**₃**C**₃**Y**₈**C**₈**L**₃**E**₃

R₆**E**₃**U**₅**S**₁**E**₃

T₁₀**U**₅**R**₆**N**₉ **O**₄**F**₄ **T**₁₀**H**₁₀**E**₃
L₈**I**₁₀**G**₁₀**H**₁₀**T**₁**S**₁

T₁₀**A**₂**K**₃ **A**₃ **Q**₃**U**₅**I**₅**C**₁₀
S₁**H**₄**O**₃**W**₃**E**₆**R**₆

S₁**A**₂**V**₃ **O**₄**U**₅**R**₆ **P**₇**L**₈**A**₉**N**₁₀**E**₁₀

Secret message: **S A V E O U R P L A N E T**

94 ninety-four

Extra Fun 4

Pages 95 and 96

1 Write.

- ◆ Ask the children to make up sentences by putting the words in the same colour in the right order.

Answer key

1. I go to school at seven o'clock.
2. My birthday is in June.
3. I do my homework at 6:15 p.m.
4. I play basketball on Monday.

2 Match.

- ◆ Ask the children to match the questions to the answers.

Answer key

EXTRA FUN

Name: _____

1 Write.

basketball school I play My
 6:15 p.m. June my I do I
 Monday at at seven o'clock
 go birthday in on to
 homework in on to

I go to school at seven o'clock.
 My birthday is in June.
 I do my homework at 6:15 p.m.
 I play basketball on Monday.

2 Match.

What time do you have lunch?	In November.
Do you have dinner at 7:30 p.m.?	Yes, I do.
When is your birthday?	On Tuesdays and Fridays.
When do you have Maths?	At 12:30.

ninety-five 95

3 Write.

- ◆ Ask the children to write the actions in the box under the right picture.

Answer key

EXTRA FUN

Write.

go to bed take a shower	do homework play with friends	have breakfast go to school
----------------------------	----------------------------------	--------------------------------



Circle.

What's different?

notebook	schoolbag	bed	ruler
shower	living room	bedroom	kitchen
bike	computer game	football	toy car
elephant	giraffe	dog	lion

96 ninety-six

4 Circle.

- ◆ Ask the children to circle the odd one out.

Answer key

1. bed
2. shower
3. football
4. dog

Extra Fun 5

Pages 97 and 98

1 Complete.

- ◆ Ask the children to complete the sequence with the missing numbers in words.

Answer key

1. 10, 20, thirty, 40, fifty
2. 13, 26, 39, fifty-two, sixty-five
3. 16, thirty-two, forty-eight, 64, eighty
4. 80, 65, fifty, 35, twenty

2 Colour and rewrite.

- ◆ Ask the children to paint the attendant's speech bubbles in green and the client's speech bubbles in red and put them in order to make up a dialogue.

Answer key

1. **Attendant:** Are you ready to order?
2. **Client:** I'd like a hamburger and a soda, please.
3. **Client:** How much is it?
4. **Attendant:** It's five pounds and sixty pence.

3 Complete the menu.

- ◆ Ask the children to complete the menu by writing the words for the pictures.

Answer key

EXTRA FUN

Complete the menu.

juice soda

cheeseburger smoothie

fries salad

nuggets fruitsalad

ice cream chocolate cake

98 ninety-eight

Answer key

EXTRA FUN

Name: _____

1 Look, read and number.

1 We watch TV.

1 We cook.

1 We wash the dishes.

2 We read.

2 We listen to music and play video games. It's so nice...

2 We love Saturdays because we just hang out in the living room.

ninety-nine 99

Extra Fun 6

Pages 99 and 100

1 Look, read and number.

- ◆ Ask the children to look at the sentences below the pictures and write 1 or 2 according to the picture where they belong.

2 Look, read and write.

- ◆ Ask the children to look at the pictures, read the text and label the pictures with the adverbs in the box according to the frequency with which the activities are done.

Answer key

EXTRA FUN

2 Look, read and write.

always usually sometimes never

Hi, I'm Sally. My weekends are OK, I think... I usually help my mum: I usually do the dishes and I always tidy up my room. I sometimes wash the car but my brother is responsible for the car. After my chores, I sometimes play video game with my brother and then I usually surf the net. I sometimes go to the cinema, too but I always hang out with friends. That's my favourite part of the weekend.

never sometimes usually sometimes sometimes always

3 Answer.

Webby What do you do on weekends?
Me _____

Webby Do you help your mum and dad? What do you do?
Me _____

Webby How often do you make your bed?
Me _____

Webby How often do you play ball?
Me _____

100 a hundred

3 Answer.

- ◆ Ask the children to answer Webby's questions about themselves.

Answer key

The children answer Webby's questions.

Extra Fun 7

Pages 101 and 102

1 Find out.

- ◆ Ask the children to write the words for the clothes in the pictures.

Answer key

EXTRA FUN

Name: _____

1 Find out.

pants/jeans skirt
sneakers cap
socks T-shirt

2 Puzzle

for the clown those shoes are too big is an old car this
Those shoes are too big for the clown. This is an old car.

beautiful girls they are long I have hair
They are beautiful girls. I have long hair.

a hundred and one 101

2 Puzzle

- ◆ Ask the children to unscramble the sentences.

Answer key

Those shoes are too big for the clown.

This is an old car.

They are beautiful girls.

I have long hair.

3 Write.

- ◆ Ask the children to write the words in the box below the corresponding pictures.

Answer key

EXTRA FUN

Write.
Clothes

coat	shirt	hat	jacket	jeans	shorts
socks	sweater	shoes	pants	dress	

jeans dress hat sweater

socks jacket shoes

shorts pants coat shirt

102 a hundred and two

2 Look, read and circle 7 mistakes.

- ◆ Ask the children to read the texts, compare them to the pictures and circle the mistakes.

Answer key

EXTRA FUN

2 Look, read and circle 7 mistakes.
After school activities

BUSY BUSY STUDENTS

Well you know me from the school basketball team. I'm Matt. After school I always go to baseball practice. On Tuesdays I play football. On Wednesdays and Fridays I go to a language school. I love languages. I study German and Spanish.

My names Meryl and I want to be a doctor in the future. Now, I like music and ballet. On Wednesdays I have piano lessons. I have ballet classes on Mondays and Thursdays help at home, too. wash the dishes

104 a hundred and four

Extra Fun 8

Pages 103 and 104

1 Quiz

- ◆ Ask the children to complete the quiz, sum up the points, read the results and share them with the rest of the group.

Answer key

The children complete the quiz and share their results with the rest of the group.

Track List - Audio CD

Track	Listening Activity
02	Unit 1: <i>Countries and nationalities</i> . Page 4. Exercise 1: Look and listen.
03	Unit 1. Page 5. Exercise 2: Listen and say.
04	Unit 1. Page 6. Look and listen.
05	Unit 1. Page 7. Look and listen.
06	Unit 1. Page 7. Exercise 5: Listen and check.
07	Unit 1. Page 7. Exercise 6: Listen and number.
08	Unit 1. Page 8. Exercise 7: Read and answer.
09	Unit 1. Page 9. Exercise 8: Read and complete.
10	Unit 1. Page 11. Exercise 11: Play.
11	Unit 2: <i>I love Maths</i> . Page 12. Exercise 1: Look and listen.
12	Unit 2. Page 13. Exercise 2: Listen and say.
13	Unit 2. Page 14. Exercise 5: Listen and number.
14	Unit 2. Page 16. Exercise 7: Listen and number.
15	Unit 2. Page 16. Look and listen.
16	Unit 2. Page 18. Exercise 9: Read and complete.
17	Unit 2. Page 19. Exercise 10: Listen.
18	<i>Reading time</i> . Page 20. <i>Animals of the world</i>

Track List - Audio CD

Track	Listening Activity
19	Unit 3: <i>Going green</i> . Page 22. Exercise 1: Look and listen.
20	Unit 3. Page 23. Exercise 2: Listen and chant.
21	Unit 3. Page 25. Look and listen.
22	Unit 3. Page 25. Exercise 7: Listen and check.
23	Unit 3. Page 26. Exercise 8: Read and number.
24	Unit 3. Page 27. Exercise 9: Listen and number.
25	Unit 3. Page 29. Exercise 13: Listen.
26	Unit 4: <i>Every day</i> . Page 30. Exercise 1: Look and listen.
27	Unit 4. Page 31. Exercise 2: Listen and say.
28	Unit 4. Page 32. Exercise 5: Sing: <i>Every day</i>
29	Unit 4. Page 33. Look and listen.
30	Unit 4. Page 34. Exercise 8: Listen and number.
31	Unit 4. Page 34. Exercise 9: Listen and tick.
32	Unit 4. Page 36. Exercise 13: Listen and check.
33	Unit 4. Page 37. Exercise 14: Listen and say.
34	<i>Reading time</i> . Page 38. <i>For a green planet</i>
35	Unit 5: <i>I'm hungry</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 43. Look and listen.
38	Unit 5. Page 43. Exercise 7: Listen and write.
39	Unit 5. Page 44. Look and listen.
40	Unit 5. Page 44. Exercise 8: Listen and complete.
41	Unit 5. Page 46. Exercise 11: Read and number.
42	Unit 5. Page 47. Exercise 12: Listen and say.
43	Unit 6: <i>Always or never</i> . Page 48. Exercise 1: Look and listen.
44	Unit 6. Page 49. Exercise 2: Listen and say.
45	Unit 6. Page 50. Exercise 4: Listen, number and say.
46	Unit 6. Page 50. Look and listen.
47	Unit 6. Page 51. Exercise 5: Read and tick.
48	Unit 6. Page 53. Exercise 8: Read and write the names.
49	Unit 6. Page 53. Exercise 9: Listen, order and sing: <i>Weekends with my friends</i>
50	Unit 6. Page 54. Exercise 10: Read and write.
51	Unit 6. Page 55. Exercise 11: Listen.
52	<i>Reading time</i> . Page 56. Page 56. <i>Ricardo's diet</i>

Track List - Audio CD	
Track	Listening Activity
53	Unit 7: <i>Too small</i> . Page 58. Exercise 1: Look and listen.
54	Unit 7. Page 59. Exercise 2: Listen and say.
55	Unit 7. Page 61. Look and listen.
56	Unit 7. Page 61. Exercise 6: Chant: <i>This or that?</i>
57	Unit 7. Page 63. Exercise 8: Listen and tick.
58	Unit 7. Page 64. Exercise 9: Read and answer.
59	Unit 7. Page 65. Exercise 11: Look and listen.
60	Unit 8. Page 69. Exercise 6: Listen and number.
61	Unit 8. Page 70. Exercise 8: Listen, number and sing.
62	Unit 8. Page 72. Look and listen.
63	Unit 8. Page 73. Exercise 13: Listen and talk.
64	<i>Reading time</i> . Page 74. <i>My favourite clothes</i>
65	Page 88. <i>Classroom Language</i>



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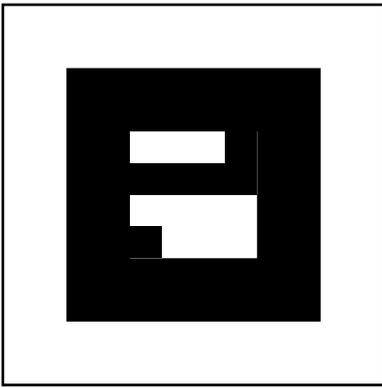
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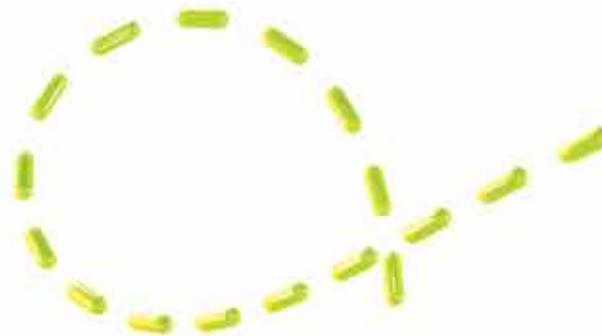
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