

# Fun Way 2

**TEACHER'S  
BOOK**

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# Fun Way

## MAIN FEATURES OF THE SERIES

**Fun Way** is a series for learners of English in Primary Schools. It is based on the theory of multiple intelligencies, studies on the functioning of the human brain and research on the influence of the fine arts (music, dance, drama, visual arts, etc.), games and emotions in the learning process.

The series aims to help children:

- become familiarised with the language in a relaxed way;
- use the language in significant contexts;
- participate in activities and express themselves in the language studied;
- develop their imagination;
- learn in different ways;
- have a positive attitude when learning the language, by promoting a holistic education through the connection with other areas in the process.

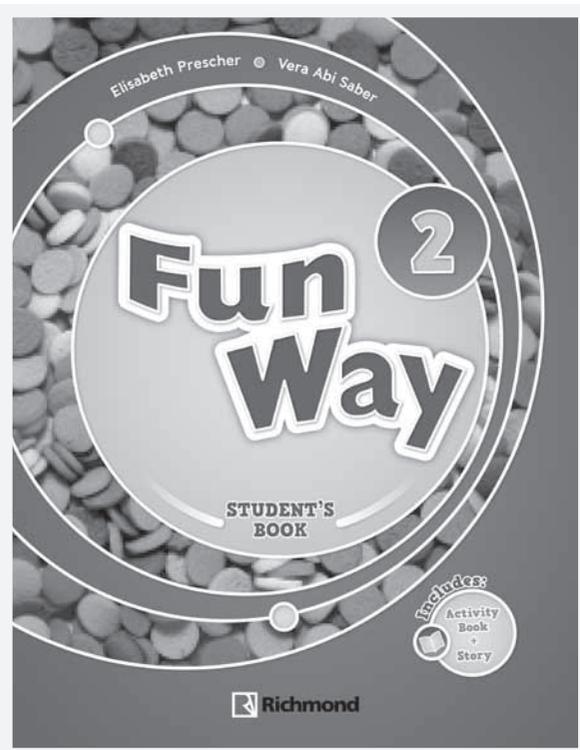
The **Fun Way** series consists of three levels which attend to the varied characteristics and interests of the age group. Children are introduced to the topics through stories and are exposed to relevant vocabulary with songs, rhymes and chants. They also practise the language in a meaningful and entertaining way through games and individual or collaborative productions. The teacher guides children in the learning process by asking them questions, providing information and suggestions when they need and promoting active participation in class. Both the Student's Book and Activity Book are clearly organised and carefully graded to ensure that students are exposed to and practise the language according to their level.



## COMPONENTS FOR THE STUDENT

### STUDENT'S BOOK

The Student's Book has 6 units, 3 review units and a story in all three levels. Vocabulary and linguistic structures are presented and practised through stories, songs, rhymes, chants, communicative activities and oral and written exercises. Stickers and cut outs, included at the end of the book, are used for some of the activities and contribute to make the learning process more dynamic and attractive.



### ACTIVITY BOOK

Fully integrated with the Student's Book, it provides extra practice for all the units with a wide variety of activities.

### STORY

Integrated with the Student's Book and the Activity Book, the Story includes activities that keep students' interest and offer more practice of the contents learned in the units.

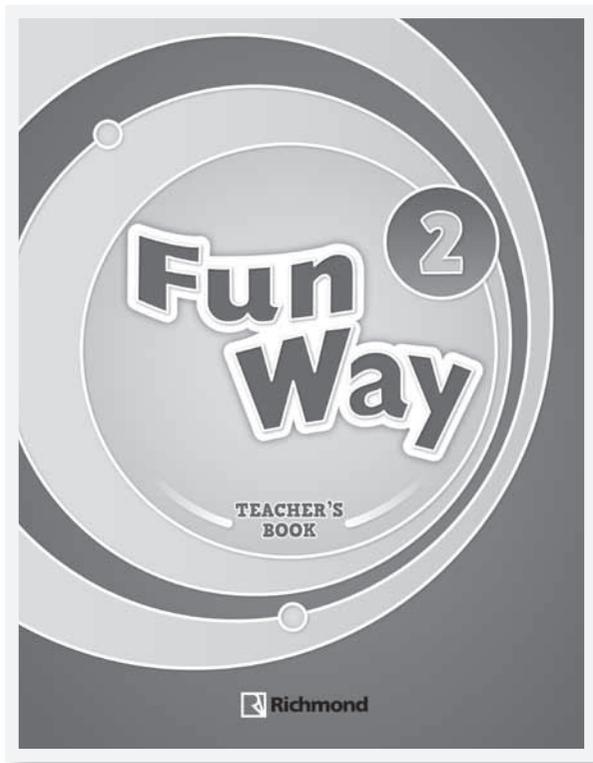
### INTERACTIVE ACTIVITIES

They represent a modern and fun tool that reinforces students' learning. They can be used in the computer lab or at home.

## FOR THE TEACHER

### TEACHER'S BOOK

It includes warm-ups and wrap-ups, instructions for the development of all the activities in the units of the Student's Book, answer keys, audio scripts for the listening material on the audio CD, ideas for working with Values, optional activities and productions and guidelines for the presentation of vocabulary, songs and chants. It also has suggestions for a more efficient use of the material in the annual lesson plan and various teaching tips.



## TEACHER'S RESOURCE MATERIAL

This material can be downloaded from the Richmond website. It includes Tests, Extra Photocopiable Activities, Flashcards and photocopiable illustrations, Festivals, Ideas for using puppets and classroom posters. The flashcards and wordcards are cards with illustrations on one side and the spelling of the corresponding word on the other. You can print them or make them yourself with magazine cut outs if you prefer to do so. They can be used to introduce or revise vocabulary. Ideas for using the puppets of the characters and classroom posters are also suggested.

## AUDIO CD

Audio material with all the songs and chants presented in the book, vocabulary and listening comprehension activities. In addition, it includes the track for the story that is at the end of the Student's Book.



# CONTENTS

UNIT

OBJECTIVES

1

2

3

4

5

6

6

**VOCABULARY**

**LANGUAGE AND GRAMMAR**

**VALUES**



## ANNUAL PLAN

This tailor-made lesson plan has been designed to help you out throughout the school year. You can add the dates or weeks you need to devote to each unit according to the teaching periods you have at your school. It may also be useful to include the activities you have already done or the ones you are planning to use so

DATE	UNITS	VOCABULARY	LANGUAGE AND GRAMMAR	VALUES
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	 <b>WELCOME BACK!</b>	Greetings and farewells Commands Feelings Numbers: 0-10 Colours School objects	<i>Hi! Good morning!</i> <i>Bye!</i> <i>What's your name?</i> <i>My name is (Jenny).</i> <i>Touch your knees.</i> <i>How are you today?</i> <i>I'm (fine) today!</i> <i>What colour is (the notebook)? (The notebook) is orange.</i> <i>My brother has got brown hair.</i>	Protecting animals Being friendly Sharing with your family
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	 <b>MY HOUSE</b>	Places in the house Furniture	<i>Where is the pumpkin? In the (garden).</i> <i>Where is my (father)? He is in the (bedroom).</i> <i>This is the (garden).</i> <i>There is a (kitchen).</i> <i>There are (three bedrooms).</i> <i>There isn't (a garage).</i>	Understanding and respecting different types of homes Keeping your bedroom clean
<b>REVIEW 1 &amp; 2</b>				
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	 <b>I'M HUNGRY!</b>	Food items	<i>I'm very hungry.</i> <i>Do you like (jam)?</i> <i>Yes, I do. / No, I don't.</i> <i>I like (cheese).</i> <i>I don't like (fish).</i> <i>(Grapes) are delicious!</i>	Respecting others' likes and dislikes Playing fair Having a balanced diet

as to get better organised and bear this in mind when preparing your future lessons. Another helpful way to organise your classes is by writing down the special dates that you can devote to other activities such as revision, remedial work and evaluation.

	<b>EXTRA ACTIVITIES</b>	<b>SPECIAL DATES</b>	<b>NOTES</b>
	Suggestions in the <i>Teacher's Book</i> Interactive Activities Teacher's Resource Material		<hr/>
	Suggestions in the <i>Teacher's Book</i> Interactive Activities Teacher's Resource Material		<hr/>
	Suggestions in the <i>Teacher's Book</i> Interactive Activities Teacher's Resource Material		<hr/>

# Fun 2 Way

DATE	UNITS	VOCABULARY	LANGUAGE AND GRAMMAR	VALUES
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	 <b>MY TOWN</b>	Places Means of transport Prepositions Numbers: 0-20	<i>Let's go to (the forest).</i> <i>Look at the traffic lights!</i> <i>Where is the boy? He's in (the park).</i> <i>Where are the animals? They are (under the tree).</i> <i>Where are you? I'm (in the classroom).</i>	Respecting and being kind to animals Warning others about dangerous situations Respecting traffic rules

## REVIEW 3 & 4

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	 <b>HOW OLD ARE YOU?</b>	<i>amusement park, roller coaster, bumper car</i> Numbers: 0-50 Months of the year The seasons Temperature Holidays	<i>What's your name? My name is (Pedro).</i> <i>How old are you? I'm (nineteen).</i> <i>When is your birthday? In March.</i> <i>Her / His birthday is in (June).</i> <i>It's (cold).</i> <i>Is it hot in winter? No, it isn't.</i> <i>Is it warm in spring? Yes, it is.</i>	Staying safe while having fun Celebrating important dates
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<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	 <b>I CAN DO IT!</b>	Actions <i>Puppet, puppeteer, puppet show</i>	<i>What can you do? I can (jump). I can't (play tennis).</i> <i>Can you read? Yes, I can. / No, I can't.</i> <i>What can she / he / they do? She / He / They can (dance).</i> <i>She / He / They can't (play football).</i> <i>Can she / he / they (sing)? Yes, she / he / they can. No, she / he / they can't.</i> <i>I can see with my eyes.</i>	Respecting different abilities Being a good listener
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## REVIEW 5 & 6

## STORY

	EXTRA ACTIVITIES	SPECIAL DATES	NOTES
	Suggestions in the <i>Teacher's Book</i> Interactive Activities Teacher's Resource Material		<hr/>
	Suggestions in the <i>Teacher's Book</i> Interactive Activities Teacher's Resource Material		<hr/>
	Suggestions in the <i>Teacher's Book</i> Interactive Activities Teacher's Resource Material		<hr/>

# WORKING WITH Fun Way

## OPENING PAGES

New content is presented in a two-page illustration that you can exploit with the class through questions and help students contextualise and interpret the situation. Each unit is introduced by a story that motivates the children to use their imagination, predict ideas and reflect on certain basic values. Speech bubbles present the structures that form part of the unit and their content is recorded on the audio CD which accompanies the Teacher's Book. Relevant vocabulary is presented with pictures, together with pronunciation and songs that motivate students to learn the language and facilitate memorisation.

### I'M HUNGRY!

**1** What can you buy?  
Mr Mouse, Mr Mouse,  
What can you buy?  
Cheese and bread,  
Why, why?

**2** Mr Monkey, Mr Monkey,  
What can you buy?  
Bananas and oranges,  
Why, why?

**3** Mr Pig, Mr Pig,  
What can you buy?  
Rice and beans,  
Why, why?  
'Cause, I'm very, very hungry.

beans

wolf

UNIT 3 - TWENTY-FIVE 25

## PRACTICE ACTIVITIES

Students practise the topics presented in the opening pages through activities such as circling, drawing, colouring and listening comprehension. New vocabulary is also presented through illustrations and practised in meaningful activities. Optional activities are also suggested to carry out some revision and help the children assimilate content.

Let's go to school!

**1** Listen and tick.

1

2

3

4

**2** Look at the traffic lights!

**2** Listen and repeat.

bus

car

lorry

street

traffic lights

stop

wait

go

**3** Find and circle.

1 a bus

2 a car

3 a lorry

4 traffic lights

UNIT 4 - THIRTY-FIVE 35

## PRODUCTION ACTIVITIES

These activities encourage students to use the language in a more independent way and involve the use of cut outs and stickers. The **Fun Stickers** section provides a dynamic way to revise vocabulary as the children apply the content they studied through the use of pictures. The **Fun Connections** section relates the language to other areas, such as Arts and Maths, motivates students to create their own material and express themselves orally through games, drawings, crafts, etc.

**FUN**  
2  
**STICKERS**

**Listen and stick.**

1

2

**FUN**  
2  
**CONNECTIONS**

**Language / Geography**

**Where is...? Ask a friend.**

UNIT 2 - NINETEEN **19**

## FUN STICKERS

Stickers provide dynamic interaction with textbook activities.

**1 STUDENT'S BOOK - PAGE 20**

brother	happy	brother	friends
sisters	dog	school	Argentina?

**2 STUDENT'S BOOK - PAGE 38**

zoo	school	park
home	club	market
forest	car	lorry

**3 ACTIVITY BOOK - PAGE 84**

		bus
		traffic lights

**4 STUDENT'S BOOK - PAGE 50**

SEPTEMBER	FEBRUARY	JULY	MAY
OCTOBER	MARCH	DECEMBER	AUGUST
JANUARY	JUNE	NOVEMBER	APRIL

**5 STUDENT'S BOOK - PAGE 58**

She can read.	He can't walk.	They can run.
She can't fly.	She can dance.	He can sing.
He can swim.	She can jump.	

## FUN CONNECTIONS

This section provides students with an opportunity to connect the topics studied with other areas of the curriculum.

**1 CRAFTS**

**2 CRAFTS**

## REVIEW UNITS

These units involve more practice activities to revise and integrate the content included in the previous two units. They offer a great opportunity for consolidation of the topics studied so far.

**REVIEW UNITS 3 & 4**

**7 Look and circle.**

lake tree cave

- The lion is  in  on the cave.
- The bird is  on  under the elephant.
- The giraffe is  under  on the tree.
- The elephant is  in  on the lake.

**8 Where is my friend? Read, find and circle.**

My friend is in a white house.  
The small walls are green.  
The door is brown.  
The gate is brown, too.  
Let's find my friend.

REVIEW UNITS 3 & 4 - FORTY-THREE 43



## FUN STORY

After Unit 6, there is a story to stimulate the pleasure of reading with the aim of creating future readers. In this section, the illustrations can be explored and ideas predicted to encourage students to use their imagination and creativity before reading and listening to the story. Each part of the story includes activities to help comprehension and to revise the contents students have learned in each level. This practice seeks to get the children involved in reading in an entertaining way while learning in a relaxed and playful atmosphere, which is essential at this stage.

**FUN STORY**

Later...

Where is Carol?  
Where is she?

Is she under the table?  
Yes  No

Is she on the tree?  
Yes  No

Is she in the cage?  
Yes  No

She is short, with brown hair,  
black eyes, a red ,  
a yellow  and green .

She's five years old. She can walk  
and she can make new friends.

Colour the picture.



68 SIXTY-EIGHT - FUN STORY

## GLOSSARY

After the Story, there is a glossary that includes pictures and key vocabulary related to the topics of each unit.

**GLOSSARY**

**HOME**

bathroom bedroom garden kitchen living room

**FURNITURE**

chair desk table tv set lamp door

bed computer sofa clock window

**FOOD**

apple banana beans bread broccoli cheese corn

lettuce orange pumpkin rice butter coffee milk

ham jam cake tomatoes fish meat grapes

70 SEVENTY - GLOSSARY

## ACTIVITY BOOK

It includes practice activities of the contents studied in each unit and they can be done in class or as homework.

If you assign the activities for students to do them at home, check that they all understand the instructions clearly.

**WELCOME BACK!** 1

7 Look and complete.



black	blue
brown	green
orange	pink
purple	red
white	yellow

1 What colour is the monkey? The monkey is \_\_\_\_\_.

2 What colour is the bird? The bird is \_\_\_\_\_.

3 What colour is the rabbit? The \_\_\_\_\_.

4 What colour is the dog? \_\_\_\_\_.

5 What colour is the turtle? \_\_\_\_\_.

8 Complete.

nose has got small brown happy

It's a ⓐ \_\_\_\_\_ dog. It's black and  
ⓑ \_\_\_\_\_ and it ⓒ \_\_\_\_\_ a big  
ⓓ \_\_\_\_\_ . It's a ⓔ \_\_\_\_\_ dog.



ACTIVITY BOOK - SEVENTY-FIVE 75

## Fun Way IN THE CLASSROOM

To help with classroom management and organisation, follow the suggestions on the right.

## WARM-UPS AND WRAP-UPS

These first and final activities prepare children for the class or helps consolidate what they have learnt. Depending on the content, you may ask a few questions on the topic of the unit, encourage students to give their opinions and tell their stories, start the lesson with the song of the previous class or play games to revise vocabulary or structures.

## PRESENTATION OF VOCABULARY

To learn a foreign language, it is necessary to build a basic list of words or blocks of words. The child should hear a word several times and understand its meaning before repeating it. To present new vocabulary items, show the flashcards available for each unit or images from books or magazines. You may also bring real objects or point to things in the classroom. Encourage students to point to the pictures or objects, repeat the words and mime when possible.

## SONGS AND CHANTS

Songs and rhymes introduce children to new words and pronunciation and stimulate mental skills. They also show how the language works in an entertaining way. Using songs and chants in the class facilitates memorisation and improves coordination and rhythm.

Try to sing or recite in different ways and encourage students to imitate. Here are some suggestions:

- whispering;
- singing loudly;
- with a sharp voice;
- babbling;
- creating choreographies;
- divided into groups;

- creating new rhythms;
- clapping the rhythm.



## TIPS FOR EXHIBITING STUDENTS' WORK

Display students' productions on the classroom walls. In addition to placing value on their work, exhibiting their material helps them to activate their memory and their imagination. There are numerous ways to show their works, such as billboards and posters. You may also organise an exhibition for parents and the community to encourage the children to participate and be involved in the class activities and share with others what they have produced. During the year, photograph or film children when they make productions, rehearse or sing. Use this material to hold an exhibition at the end of the year. Ask students to sing in every lesson. In this way, they will be ready to sing in different school celebrations. For these presentations you may add colourful T-shirts, masks, hats, ribbons, etc. Students can also create instruments to use when singing, like the ones on the next page.

### shaker



### shaker



### tambourine



### rat-a-tat



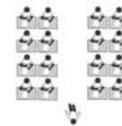
## CLASSROOM ORGANISATION

The physical layout reflects your teaching style. If you want your students to work in small groups, for example, organise them around tables or clusters of desks. For whole-class activities, try a circle or a U-shaped desk configuration.

### circle



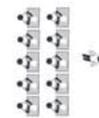
### rows



### U-shape



### conference



### runway



## EVALUATION

Evaluation should be seen as an ongoing and global process. Observe learners' progress when they work in the classroom and evaluate their production. Check that they recognise and follow instructions, use new vocabulary and structures and participate in individual and group activities with responsibility and respect. Pay attention to learners who remain silent. It 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

Bring a sheet of construction paper and felt tip markers in different colours. Discuss and decide with your students on a number of rules for the English class. Then write them down and attach the classroom rules poster to a wall so that the children become aware of them. 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.

## OPTIONAL ACTIVITIES

These activities can be used when you run short of activities or to spice up your lessons.

## ROUTINES

Establish routines to help students be organised and become familiar with the procedures in the classroom. In the first year in Primary School, you can start the class by writing on the board: 'TODAY I FEEL...' and draw different expressions, such as a happy or a sad face, and circle the alternative that represents how most of the children in the class feel that day. As the course progresses, you may include more topics like the day of the week, the date and the weather and invite different volunteers to write the information on the board: *Today's (Monday) (8 August). It's a (rainy) day.* Remember that

it is important to use the board in a clear way to guide students during the class and contribute to successful learning habits.

## FUN WAY AND WORKING WITH VALUES

Each level of the *Fun Way* series includes contents that are related to values to help students understand and learn these principles. Teachers will find suggestions in each unit of the *Teacher's Book* on how to deal with different topics and hold a discussion with the class to promote different values.

## GAMES BANK

Games are useful for the child to experience the new language and participate in situations governed by rules. They also present linguistic challenges and promote the social, physical and emotional development of students. In order to ensure understanding and have all of the students involved, explain the rules in a clear way. You may also demonstrate the game with a volunteer to make sure they all know how to play. Apart from the games suggested for the Warm-ups and Optional Activities in each unit, this Games Bank offers other games that do not require the use of sophisticated material or any previous preparation:

### THE NUMBERS GAME

#### Materials needed:

Flashcards with numbers

Place the flashcards with numbers 1 to 20 on the floor, forming a circle. Divide the class into two rows *A* and *B*. Say a different number for

each row or show a flashcard with a number. Students should be grouped in the amount mentioned or shown: **Teacher:** *Eleven*. Students gather in groups of eleven members. Repeat the procedure several times with other numbers. **Optional:** This game can be done inside the classroom or outdoors.

## FOLLOW THE COMMAND

Revise the parts of the body by pointing to them and encourage students to repeat: *hand, eyes, ears, head, arms, mouth, nose, fingers, legs, feet*, etc. Say commands for students to do the actions: *Point to your head / eyes / ears. Show me your hand / leg*, etc. Divide the class into small groups and ask a volunteer to say a command for the rest of the groups to follow.

## MEMORY GAME

### Materials needed:

Square pieces of paper

Invite students to draw pictures to illustrate the key vocabulary from the units in the squares. Then ask the children to put the cards facing down and play in pairs by taking turns. Tell them to turn over two cards to find the matching pair. The student who gets more pairs wins the game.

## HOT POTATO

### Materials needed:

A small soft ball or paper ball

Tell the children they are going to play the hot potato game. Play a song from the audio CD or sing and have the children 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 vocabulary items related to the topic of the unit(s)

## CLAP THE ODD WORD OUT

### Materials needed:

None or flashcards

Name items belonging to the same lexical group (for example, food items) or show the corresponding flashcards to help children with visual support. Among these words, include one which does not belong to the same category (for example, you can include a place in town). The children must clap their hands when they hear an odd word. Say, for example: *oranges, fish, cheese, market, bread*. The children must clap their hands when they hear the word *market*.

## COMPLETE THE PHRASE

### Materials needed:

A small soft ball or paper ball

Say a phrase and throw the ball to one of the children. The child who gets it must add a word to complete the phrase. Say, for example: *I like ...* and the child who gets the ball says *I like cakes*.

## SB PAGES 4 &amp; 5

**Objectives**

- To greet someone and introduce oneself.
- To give and carry out commands.
- To listen to a song and sing along.
- To revise vocabulary related to feelings and school objects.
- To revise numbers 0-10 and colours.
- To describe people.
- To talk about families.

**Language:**

- *Hi! Good morning! Bye!*
- *What's your name? My name is (Jenny).*
- *Touch your knees.*
- *How are you today? I'm (fine) today!*
- *What colour is (the notebook)? (The notebook) is orange.*
- *My brother has got brown hair.*

**Vocabulary:**

- Greetings and farewells: *Hi!; Good morning; Bye!*
- Commands: *stand up, touch your knees, sit down, raise your hand, close your eyes, open the door, point at the floor*
- Feelings: *happy, sad, angry, sick, tired, fine*
- Numbers: *0-10*
- Colours: *blue, pink, yellow, green, purple, brown, orange, red, black*
- School objects: *pencil sharpener, eraser, schoolbag, notebook, pencil, pen, book*

**WARM-UP**

Introduce yourself to the class and have the children introduce themselves by forming circles of five or six students. One student goes out of the round and re-enters by saying; *Hi, my name is ... What's your*

*name?* Each student answers: *My name is ...* The volunteer who entered chooses another student to go out and says: *Bye, (student's name)* and occupies his / her partner's place on the round.



Have the class look at the illustration and ask: *Where are the children? What are they doing?* Encourage students to describe the situation and mention why the children are wearing animal costumes. Then play the audio CD and invite students to read the texts in the speech bubbles. Play track 2 and have the class repeat.

**TRACK 2**

**Teddy Bear:** Hi! My name is Teddy Bear.  
What is your name?

**Student:** My name is Zebra.

**VALUES: PROTECTING ANIMALS**

Ask students in what ways people do harm to animals and why some are in danger of disappearing. Explain that some people hunt and kill the animals. Some animals die because their environments are disappearing. Point out to students that they can help animals now and in the future. Invite them to suggest how: *They can avoid pollution that causes climate change – turning off lights, using clean energy, saving water, etc.* Add that in the future, students will be able to make other decisions to protect the animals, by deciding where to live, how to travel and what products to buy.



Introduce vocabulary by showing flashcards or miming the actions as you say the words. Then play the audio CD and pause after each

command for students to repeat. Play the audio CD again and tell the children to repeat the vocabulary and mime.

## TRACK 3

stand up – touch your knees – sit down – raise your hand – close your eyes

## OPTIONAL ACTIVITY

### Follow the command

Invite students to write one command on a piece of paper. Collect all the commands and put them in a bag. Have a volunteer take a piece of paper and read out the order for the class to follow it.

-  Tell the class they are going to listen to a song. Read the lyrics slowly and model pronunciation. Re-read the text and encourage the children to mime. Then play track 4 for students to listen and read along. Play the CD repeatedly and encourage them to sing. Point to different students so that the class sings the verses with the name of those children and they mime the actions.

## TRACK 4

### SONG: TEDDY BEAR, TEDDY BEAR

Teddy Bear, Teddy Bear, stand up.  
Teddy Bear, Teddy Bear, touch your knees.  
Teddy Bear, Teddy Bear, sit down.  
Teddy Bear, Teddy Bear, raise your hand.  
Teddy Bear, Teddy Bear, open the door.  
Teddy Bear, Teddy Bear, close your eyes.  
Teddy Bear, Teddy Bear, point at the floor.

## OPTIONAL ACTIVITY

### I protect

Ask students to take a sheet of paper and draw or make collages of three animals that they would like to protect. Write the following sentence on the board so that students copy and complete it below their pictures: *I protect the ..., the ... and the ...* Collect all the works and make a poster with the heading *I Protect*. If possible, take photos.



## TIPS FOR EXHIBITING STUDENTS' WORK

During the year, photograph and film the children making their productions, rehearsing or singing. Use this material to mount an exhibition at the end of the year or holidays.

## WRAP-UP

Divide the class in groups and assign them a command from the song. Play track 4 many times for students to sing their part. Then encourage the class to chant without listening to the song.

## SB PAGES 6 & 7

### WARM-UP

Have students chant *Teddy Bear, Teddy Bear* and mime the actions. Then invite some volunteers to the front and mime the actions for the class to say the corresponding commands.

## WHAT'S YOUR NAME? LOOK AND ANSWER.

Read the dialogue in the speech bubbles aloud. Repeat the same question for each picture so that students answer with the names of the characters. Then, ask the children to draw a caricature of themselves in the square in 5.

When they finish, have the class work in pairs to ask and answer their names.

### ANSWER KEY

Students' own answers

### VALUES: BEING FRIENDLY

Ask students about their first day of school: *Do you look for your friends? Do you talk to the children you don't know?* Talk about the importance of being friendly: *Are you friendly with people you don't know? Why is it good to be friendly?*

### COLOUR AND COMPLETE.

Ask the class to identify the characters in the picture: *Who's this?* Tell students to colour the illustration and copy the phrases in the appropriate speech bubbles.

### ANSWER KEY

1 What's your name? Look and answer.

What's your name?

My name is Jenny.

Ray

Jenny

Mr Frog

Woolly

You

2 Colour and complete.

Good morning, Ray!

Good morning, Woolly!

GOOD MORNING, WOOLLY!

GOOD MORNING, RAY!

6 SIX - UNIT 1

### OPTIONAL ACTIVITY

Bring old magazines and newspapers. Divide the class into groups of four. Have each group cut out pictures of two people from a newspaper or magazine and glue them onto a sheet of paper. Ask them to write a dialogue like the one in exercise 1. Display students' work around the classroom.

### DRAW AND COMPLETE.

Invite a volunteer to read the words in the box aloud and check that students understand their meanings. Mime the feelings to revise vocabulary if necessary. Ask the question to some volunteers to demonstrate the activity: *How are you today (Pedro)?* Explain that they have to draw themselves expressing the feeling and complete the answer with the correct word from the box.

### ANSWER KEY

Students' own answers

### OPTIONAL ACTIVITY

Play Simon says with the class. Ask students to stand up and explain they have to carry out the order you give only when it is introduced with the expression 'Simon says...'. The students who mime the action when you don't say this phrase will sit down but continue playing. Suggestions: *Simon says I am happy. / Simon says I am tired. / I am angry. / I am fine. / Simon says I am sick. / Simon says I am sad.* You may also take this game as an opportunity to practise commands from the previous lesson: *stand up, touch your knees, close your eyes, etc.*

## 🔑 MATCH AND SAY.

Write the numbers from zero to ten on the board or show flashcards. Read the numbers several times at random and have students repeat. Then tell the class to match the numbers in the balloons with the appropriate words.

## 🔑 ANSWER KEY

3 Draw and complete.

happy sad angry sick tired fine

How are you today?

I'm \_\_\_\_\_ today!

4 Match and say.

0 1 2 3 4 5 6 7 8 9 10

ZERO ONE THREE SEVEN SIX TWO FIVE FOUR EIGHT TEN NINE

5 Play.

What number is this?

It's number three.

UNIT 1 - SEVEN 7

## 🔑 PLAY.

Divide the class into pairs. Invite two volunteers to read the example dialogue aloud. Then tell the children to take it in turns to draw a number with their fingers on their partners' backs so that they identify it.

## OPTIONAL ACTIVITY

### Give me numbers

Hand out five pieces of paper (10 x 15 cm) to each student. Ask them to draw and colour five numbers between zero and ten. Tell them to put the cards on their desks and explain that they have to show the numbers when you mention them. Say two numbers together and have students raise their cards: *Give me two and give me ten.*

## WRAP-UP

Play *Tic-tac-toe* to revise numbers. Prepare cards with Maths problems: *Five plus four equals nine.* Divide the class into two teams. Draw two sets of parallel lines to make a tic-tac-toe grid and place a card in each square of the grid. Have a student choose a square and solve the problem in the card. If the student is correct, have him or her draw an O or an X on the grid. The first team to get three in a row wins the game. Repeat the procedure several times.

## SB PAGES 8 & 9

### WARM-UP

Divide the class into two groups. Stick five or six flashcards showing colours on the board. Encourage students to say the names of the colours. Then take the flashcards from the board and have each group, in turn, remember and say the colours in the order they were.

## 🎧 LISTEN, MATCH AND COLOUR.

Point to each item and ask: *What's this?* Once students have mentioned all the items, play the audio CD and tell the children to match the pictures to the colours. Play track 5 again so that they can correct their answers or complete the exercise. To check, ask: *What colour is the fish?*

Students answer: *It's (colour)*. Finally, students paint the pictures with the corresponding colours.

### TRACK 5

1. **Man:** What colour is the fish?  
**Child:** The fish is red.
2. **Man:** What colour is the frog?  
**Child:** The frog is green.
3. **Man:** What colour is the notebook?  
**Children:** The notebook is orange.
4. **Woman:** What colour is the dog?  
**Children:** The dog is brown.

### OPTIONAL ACTIVITY

Play *Simon says* with the class. Tell students that they should carry out the order only when you say it with the phrase '*Simon says...*'. Invite a volunteer to demonstrate the game: *Simon says: sing; Simon says: cut out; Colour; Listen*. If the student mimes these last two actions, he loses the game. Play the game several times and encourage some volunteers to give commands.

### ANSWER KEY

6 Listen, match and colour.

7 Number.

8 EIGHT - UNIT 1

### NUMBER.

Ask students to write the numbers in the box with the corresponding pictures. When checking, point to the pictures and have volunteers say the names of the objects.

### ANSWER KEY

6 Listen, match and colour.

7 Number.

8 EIGHT - UNIT 1

## 8 LISTEN AND COMPLETE.

Direct students' attention to the picture and elicit the names of the characters (*Jenny and Woolly*). Encourage the children to describe the scene and the situation: *Where are they? Are they sad? What is Jenny saying?* Write students' ideas on the board to check after listening to the audio CD. Explain that they are going to listen to the letters that go in each box and have to write them down to learn what Jenny is saying. Play track 6 many times so that students can also check their answers. Then say each number for the class to tell you the corresponding letter and write it on the board. Finally, invite a volunteer to read the message aloud.

### TRACK 6

1 B – 2 D – 3 E – 4 F – 5 I – 6 N – 7 R – 8 S –  
9 Y

 **ANSWER KEY**  
Bye bye, friends!

### OPTIONAL ACTIVITY

Play *Spelling Bee* to revise the vocabulary in this unit. Prepare slips of paper with *commands, numbers, feelings, colours* and *school objects*. Determine who will go first by drawing numbers (this is the fairest method). Ask the first student to take a slip of paper and spell the word on it. Write down the word on the board as he or she spells it. Each student says the word, spells it, and says it again. If the student has spelled the word right, the next student gets a new word. Each student says the word he or she has got, spells it, and says it again. If not, he or she is out of the game and the next student has to spell that word.

## PLAY.

Divide the class into small groups to play the game by giving and carrying out the commands. Remind the children to use the phrase *Mr Frog says* before giving the command.

## 10 CIRCLE.

Direct students' attention to the boy in the photograph and ask questions about his appearance: *Is he tall? Has he got blonde hair? What colour is his hair?* Then tell the children to read the description of the boy and circle the correct options. Invite some volunteers to read their answers aloud to check.

## ANSWER KEY

brother, has got, eyes, happy

## WRAP-UP

Ask students to write a description of a relative or friend and draw a picture on separate sheets of paper. Collect all the pictures and stick them on the classroom walls. Invite students to exchange their descriptions with their partners and have them identify the correct picture.

## SB PAGES 10 & 11

### WARM-UP

Play the song *Teddy Bear, Teddy Bear* for students to mime the commands. Then divide the class in groups and give them commands: *Group 2, raise your hand. Group 3, touch your knees.* The group that carries out all the orders correctly wins.

## FUN STICKERS 1

### READ AND STICK.

Invite students to stick the pictures with the corresponding commands.

## ANSWER KEY

**FUN STICKERS** \* Read and stick.

1 Ray, Ray, stand up!

2 Teddy Bear, Teddy Bear, touch your knees!

3 Michael, Michael, sit down!

4 Jenny, Jenny, raise your hand!

5 Laura, Laura, touch the floor!

10 TEN - UNIT 1

### OPTIONAL ACTIVITY

Divide the class into two teams and play *Chinese Whispers*. Whisper a command into the ear of the first student. This student then turns and whispers what he or she heard into the ear of the student next to him or her. The whisper is passed on until it reaches the last student at the end of the line. Then that student has to say out loud what he or she heard and mime the action.

## FUN CONNECTIONS 1

### LANGUAGE / ART

#### \* MAKE A PUPPET AND TALK.

The previous class, ask students to bring the materials for this activity: *brown paper, play dough, crayons*, etc. Divide the class into groups of four members. Tell the groups to design families of any type: *human,*

*trees, animals, monsters*, etc. They can use modelling clay or make posters. Finally, the groups present their works and ask and answer questions about the families.

### VALUES: SHARING WITH YOUR FAMILY

Invite students to talk about their families and say why they think a family is important. Encourage them to tell the class about moments they share with their families.

### WRAP-UP

Divide the class into small groups of six and distribute magazines. Students cut out a picture of a person. They present the person as a family member: *This / That is my dad.*

## 1 ACTIVITY BOOK

### SB PAGES 72, 73, 74 & 75

#### ANSWER KEY

#### 1 NUMBER.

**1 ACTIVITY BOOK**

**1 Number.**

1 stand up  
2 touch your knees  
3 raise your hand  
4 sit down  
5 open your eyes

**2 Write the results.**

What is two plus three?  
It is five.

① \_\_\_\_\_

② \_\_\_\_\_

③ \_\_\_\_\_

④ \_\_\_\_\_

⑤ \_\_\_\_\_

72 SEVENTY-TWO - ACTIVITY BOOK

## 2 WRITE THE RESULTS.

1. It is seven. 2. It is nine. 3. It is eight. 4. It is three. 5. It is ten.

## 3 BREAK THE CODE.

How are you today? I am happy.

## 4 CIRCLE.

**WELCOME BACK! 1**

**3 Break the code.**

A=⊗	H=⊙	O=⊗	V=⊕
B=⊗	I=⊙	P=⊗	W=⊕
C=⊗	J=⊙	Q=⊗	X=⊕
D=⊗	K=⊙	R=⊗	Y=⊕
E=⊗	L=⊙	S=⊕	Z=⊗
F=⊗	M=⊙	T=⊕	
G=⊗	N=⊙	U=⊗	

Circle.

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

ACTIVITY BOOK - SEVENTY-THREE 73

## 5 COMPLETE.

1. It's a pencil sharpener. 2. It's a pencil. 3. It's a notebook. 4. It's a box. 5. It's a schoolbag. 6. It's an eraser.

## 6 NUMBER.

**1 ACTIVITY BOOK**

**5 Complete.**

a box   a pencil   a notebook  
a pencil sharpener   a schoolbag   an eraser

1 It's \_\_\_\_\_

2 It's \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

**6 Number.**

1 eye  
2 nose  
3 mouth  
4 ear  
5 hand  
6 arm  
7 leg  
8 feet

74 SEVENTY-FOUR - ACTIVITY BOOK

## 7 LOOK AND COMPLETE.

1. brown; 2. blue; 3. rabbit is white; 4. The dog is brown and black. 5. The turtle is green.

## 8 COMPLETE.

1. small; 2. brown; 3. has got; 4. nose. 5. happy

## SB PAGES 12 &amp; 13

**Objectives**

- To introduce the rooms of the house.
- To activate previous knowledge and predict ideas in a story.
- To listen to a song and sing along.
- To revise family members.
- To identify the location of people and objects in the house.
- To describe a house.
- To identify furniture.
- To ask and answer where people are in the house.

**Language:**

- *Where is the pumpkin? In the (garden).*
- *Where is my (father)? He is in the (bedroom).*
- *This is the (garden).*
- *There is a (kitchen). There are (three bedrooms).*
- *There isn't (a garage).*

**Vocabulary:**

- Places in the house: *bedroom, bathroom, living room, kitchen, garden, garage*
- Furniture: *table, door, bed, chair, desk, lamp, sofa*

**WARM-UP**

Divide the class into teams of three. Revise vocabulary related to family members. On the board, write a word with missing letters: s\_ s t \_r. Ask a team to tell you the missing letters: *i* and *e*. If the answer is correct, award a point to the team. If not, the next team has the chance to answer. Then write another word for the next team. The team with the most points is the winner.



Invite students to look at the scene on pages 12 and 13. Ask the children if they know who the girl is: *Cinderella*. Tell them that this illustration recreates a moment of Cinderella's story. Encourage students to retell the story or mention what they know about it. Then read this part of the story to check their previous ideas: *After her mother died, Cinderella went to live with his father, stepmother and her two daughters. Her life was very sad and lonely. However, the situation started to change when, helped by a fairy godmother, her dream of going to a ball in honour of the prince came true. The fairy turned a pumpkin into a carriage, mice into horses and coachmen and an old dress into a beautiful ballgown and gave the young girl a wonderful pair of glass shoes. The prince fell in love with Cinderella and was very sad when she disappeared at midnight, following orders from the fairy. He looked for Cinderella everywhere. Because he only had one of the glass shoes she lost when she ran away, the prince sent messengers to find the girl whose foot would fit in that shoe. When they arrived at Cinderella's house, the glass shoe did not fit anyone's feet, except Cinderella's. Cinderella and the Prince got married and formed a very happy family.* Invite students to look at the picture and ask: *Where are the characters? What is Cinderella looking for? Who are her friends?* Play track 7 for students to read and listen to what Cinderella says. Play it again and invite them to repeat.

**TRACK 7**

**Girl:** Where is the pumpkin?



Present the vocabulary by showing flashcards of the rooms and saying the corresponding words. Tell students to listen to the audio CD and repeat

the words. Play track 8 several times and invite students to say the words and point to the pictures.

## TRACK 8

pumpkin – bedroom – bathroom – living room – kitchen – garden

## OPTIONAL ACTIVITY

Divide the class into small groups. Hand out old magazines and pieces of construction paper. Ask students to cut out pictures of rooms of a house and label them. Then display their works on the classroom walls.



Tell the class that they will listen to a song and sing along. Read the song slowly, modelling pronunciation and pointing to the pictures when you say the words. Play the audio CD a few times. Students sing and point at the corresponding items.

## TRACK 9

### Song: Where is the pumpkin?

Where is the pumpkin? (2X)

In the bedroom. (2X)

No, no, oh no!

bathroom

living room

kitchen

Where is the pumpkin? (2X)

In the garden. (2X)

Yes, yes, oh yes!

## OPTIONAL ACTIVITY

Have each student draw one of the elements of the story: *Cinderella*, *pumpkin*, *mice* or *fairy godmother*. Display the pictures on the classroom walls or hang them on a clothesline. Invite students to sing the song *Where is the Pumpkin?* and replace the word pumpkin with the other elements: *Where is Cinderella? Where are the mice? Where is the fairy godmother?*



## TIPS FOR EXHIBITING STUDENTS' WORK

### The Class Band

Encourage students to make instruments to use when singing songs. Ask the children to bring two small plastic cups and some seeds to put inside. Then they stick the two cups together to make a shaker.

## WRAP-UP

Invite students to choose a room in the house and draw it on a separate sheet of paper. Then say: *Show me the kitchen / the bathroom / the garden*, so that the children show the rooms that you mention.

## SB PAGES 14 & 15

## WARM-UP

Students will use the drawings of the rooms they made in the previous lesson. Play track 9 and encourage students to show the items mentioned when they hear them in the song *Where is the Pumpkin?*

## 1 POINT AND SAY.

Invite two volunteers to read the texts in the speech bubbles. Then read the names of the rooms in the boxes and have students repeat. Ask: *What's number 1?* The children answer and point. Continue with the same procedure with the other rooms.

### OPTIONAL ACTIVITY

Play *Hangman* with vocabulary related to the house. Choose a word and, on the board, draw a blank for each letter. Next to these, draw a noose. Ask students to say the letters—one at a time—that they think are in the word. Each time they guess correctly, write the letter in the corresponding space. If the guess is incorrect, begin drawing a stick figure under the noose and write the wrong letter off to one side. Explain that the game ends when they guess the word or when you finish drawing the *hanged man*.

## 10 LISTEN AND NUMBER.

Tell the class that this is Teddy Bear's family. Point at the pictures and encourage the children to identify Teddy Bear and his relatives. Play the audio CD three times for students to complete the exercise and check their answers. Students listen and number the corresponding pictures.

### TRACK 10

#### Listen and number.

1. Where is the mother? She's in the living room.
2. Who is in the bedroom? It's the sister.
3. Who is in the kitchen? It's the brother.
4. Where is the grandmother? She's in the garden.
5. Who is in the bathroom? It's Teddy Bear.

## ANSWER KEY

2 Listen and number.



3 Look and complete.

There is a kitchen.  
There are three bedrooms.  
There isn't a garden.  
There is a ① \_\_\_\_\_.  
There is a ② \_\_\_\_\_.  
③ \_\_\_\_\_ a garage.



UNIT 2 - FIFTEEN 15

### OPTIONAL ACTIVITY

Draw a house on the floor using chalk and label the different places of the house in it. Choose volunteers to stand on the different places. Ask questions and encourage students to answer them: *Who is in the kitchen? (Sarah) Where are (Laura) and (Fred)?* Encourage students to ask the questions. **Variation:** Use the classroom as a house and decide which parts will represent the different places.

## 8 LOOK AND COMPLETE.

Direct students' attention to the picture and have them mention the rooms. Invite some volunteers to read the first three sentences. Encourage students to point at the rooms that are mentioned. Ask: *Can you see a garden?* Explain that we use *there is* to say that something exists. We use *there is* for singular

nouns and *there are* for plural nouns. When something doesn't exist, we use *there isn't / aren't*. Then tell the children to complete the description according to the picture. Invite some volunteers to read their answers aloud and write them on the board to check spelling.

### ANSWER KEY

1. bathroom; 2. dining room; 3. There is

### VALUES: UNDERSTANDING AND RESPECTING DIFFERENT TYPES OF HOMES

Invite the class to mention where they live and who they live with. Ask: *What are homes for? Why is it important to have a home? What is more important: the place or the people who live there?*

### WRAP-UP

Ask students to draw a picture of their house and include their family in the rooms. Tell them to write a description of the house using the structures *There is / are...* Then divide the class in pairs. Have them take it in turns to describe their homes and ask and answer about the location of the family members. Write the questions on the board as a guide: *Where is your (mother)? Who is in the (bathroom)?*

## SB PAGES 16 & 17

### WARM-UP

Bring flashcards or cut out pictures to present the vocabulary in this lesson: *table, door, bed, chair, computer, desk, window, lamp, sofa and clock*. Hold up a flashcard with the picture facing the class. Flip it over and tell students to read the word silently. Place it on the board with the word facing the class. Do the same with each of the other flashcards. Say a word and invite a volunteer

to choose the correct flashcard. Have him or her flip the card over showing the picture. Finally, invite students to repeat the words chorally and individually.

### COMPLETE AND ASK A FRIEND.

Read the names of the objects aloud and have students repeat. Do the first question with the class as an example. Then students identify each object, read the questions and complete the answers with the corresponding word. In pairs, students take it in turns to ask: *What is number ...?* and answer.

### ANSWER KEY

computer; a table; a door; a chair; a bed

### MATCH AND SAY.

Read the words in the boxes aloud and have students repeat. Ask them to match the words with the objects in the picture. Invite a volunteer to read the text in the speech bubble and encourage the children to use these structures when saying the answers.

## ANSWER KEY

**Complete and ask a friend.**

1 a table   2 a door   3 a bed   4 a chair   5 a computer

What is number five? It's a \_\_\_\_\_.  
What is number one? It's \_\_\_\_\_.  
What is number two? It's \_\_\_\_\_.  
What is number four? It's \_\_\_\_\_.  
What is number three? It's \_\_\_\_\_.

**Match and say.**

1 computer   2 desk   3 window   4 lamp   5 sofa   6 clock

This is a sofa, there are...

16 SIXTEEN - UNIT 2

## 6 DRAW YOUR FAVOURITE ROOM AND COMPLETE.

Tell students to draw their favourite room and complete the description according to their picture.

## ANSWER KEY

Students' own answers

### OPTIONAL ACTIVITY

Invite students to work in pairs and exchange their books. Have the children read their partners' descriptions and point at the objects in the picture.

## VALUES: KEEPING YOUR BEDROOM CLEAN

Invite students to talk about their bedrooms and mention the objects and furniture they have. Encourage them to tell the class how they can keep their bedroom clean and why this is important.

## WRAP-UP

Play *Draw it!* with the class to revise vocabulary related to the rooms of the house and furniture. Divide the class into four teams and invite a volunteer from one team to the board. Show the volunteer a flashcard in secret. He or she has one minute to draw the item on the board for his or her team to guess. If the team guesses correctly, they win a point. If not, the first other team to guess correctly wins a point. Play one or two rounds.

## SB PAGES 18 & 19

## WARM-UP

Draw a plan of a house and label the rooms and the garden. Stick pictures of people to represent the members of the family in different rooms: *mother, father, grandmother, grandfather, brother, sister, baby (brother / sister)*. Then ask: *Where is (Grandmother)?* and invite some volunteers to answer. Have some other volunteers to come to the front and place the family members in other rooms and ask about their location to the class.

## FUN STICKERS 2

## 11 LISTEN AND STICK.

Explain to students that they will listen to the places where the items in the stickers are. Play the audio CD three times. Students first listen, then stick the pictures and finally give their answers.

## TRACK 11

### Listen and stick.

1. Where is the pumpkin, where is the pumpkin? In the kitchen, in the kitchen.
2. Where is the cat? Where is the cat? In the bedroom, in the bedroom.
3. Where is the book? Where is the book? In the living room, in the living room.
4. Where is the dog? Where is the dog? In the garden, in the garden.

### ANSWER KEY

Students stick the pumpkin in the kitchen; the cat in the bedroom; the book in the living room and the dog in the garden.

### OPTIONAL ACTIVITY

#### Find the words!

Invite students to work in pairs. Ask them to prepare and exchange cards similar to these ones to discover the hidden words related to house and furniture.

hungryCHAIRbedroomhappyTABLEBATHROOMdoorPENCIL  
bedGARDENdesktenEYESearsBLACKSHARPENERONElamp

SOFAKITCHENthreeBLUEpurpleHAIRmumDADgarage  
MRFROGJENNYsadEARSLEGS

## FUN CONNECTIONS 2

### LANGUAGE / GEOGRAPHY

### WHERE IS...? ASK A FRIEND.

The previous class, ask students to bring pictures of places in a house: *bedroom, kitchen, living room, dining room, bathroom* and *garden*. Divide students into pairs. Invite a pair to read the example dialogue aloud. Ask the children to cut out the bears and place them in a room of the house. Tell them to take turns to ask and answer about the location of the characters. Walk around the classroom to monitor and help as necessary.

### OPTIONAL ACTIVITY

#### Who is...?

Divide the class into small groups. Have students put the bears in different rooms of the house and ask *Who is in the...?* to find out which character is in a specific place.

### WRAP-UP

Shuffle the flashcards from this unit and attach them to the board with the pictures facing the class. Spell a word and invite volunteers to point at the corresponding flashcard.

## 2 ACTIVITY BOOK

SB PAGES 76, 77, 78 & 79

### ANSWER KEY

#### 1 READ, LOOK AND COMPLETE.

1. bedroom; 2. bathroom; 3. living room;
4. kitchen; 5. garden

#### 2 COMPLETE.

1. Where; 2. is, living room; 3. in, bedroom;
4. the

#### 3 UNSCRAMBLE AND WRITE.

bathroom, kitchen, bedroom

#### 4 NUMBER.

**2 ACTIVITY BOOK**

**Number.**

- 1 toilet
- 2 chair
- 3 door
- 4 bed
- 5 desk
- 6 table
- 7 sofa

**5 Tick and correct.**

- There are three beds in the bedroom. \_\_\_\_\_
- There is a toilet in the bathroom. \_\_\_\_\_
- There is a table and a chair in the bedroom. \_\_\_\_\_
- There is a sofa in the living room. \_\_\_\_\_
- There is an alligator in the garden. \_\_\_\_\_

78 SEVENTY-EIGHT - ACTIVITY BOOK

#### 5 TICK AND CORRECT.

**2 ACTIVITY BOOK**

**Number.**

- 1 toilet
- 2 chair
- 3 door
- 4 bed
- 5 desk
- 6 table
- 7 sofa

**5 Tick and correct.**

- There are three beds in the bedroom. TWO
- There is a toilet in the bathroom. \_\_\_\_\_
- There is a table and a chair in the bedroom. KITCHEN
- There is a sofa in the living room. \_\_\_\_\_
- There is an alligator in the garden. DOG

78 SEVENTY-EIGHT - ACTIVITY BOOK

#### 6 DRAW AND COLOUR.

Students draw a red ball, two brown dogs and three blue birds in the garden.

#### 7 **36** LISTEN AND WRITE A TICK (✓) OR A CROSS (X).

### TRACK 36

**Listen and write a tick or a cross.**

**Annie:** What's your favourite room, Kate?

**Kate:** It's my bedroom. What's your favourite room, Annie?

**Annie:** It's the living room.

**Kate:** What is there in the living room?

**Annie:** There is a sofa, a chair, a lamp and a desk.

**Kate:** Is there a TV?

**Annie:** No, there isn't.

### ANSWER KEY

1. X; 2. ✓; 3. X

## SB PAGES 20, 21, 22 & 23

### WARM-UP

Play *Odd one out* to revise vocabulary from units 1 and 2. Divide the class into two teams. Write three words on the board. Students must circle the word that does not belong, for example: *mother, sick, sister*.

### 1 READ AND STICK.

Invite students to open their books to page 20. Explain that this is letter that Julia writes to a friend. Ask them to read and look at the pictures and stick the corresponding words on the boxes. Invite some volunteers to read the answers aloud to check.

### KEY ANSWER KEY

**REVIEW UNITS 1 & 2**

1 Read and stick.

Dear friends

Hi! My name is Julia and I am from ARGENTINA

I have got a BROTHER and two SISTERS

This is my DOG. It is BROWN

I love my SCHOOL. I've got many FRIENDS

I'm very HAPPY. And you?

Write soon.

Julia

20 TWENTY - REVIEW UNITS 1 & 2

### OPTIONAL ACTIVITY

Read false sentences related to the text and encourage students to correct them. Suggestions: *Julia is from Uruguay. She has got two brothers. Her dog is black and white. She has got one friend. She's sad.*

### 2 COUNT AND WRITE.

Show three pencils to students and ask: *How many? Three*. Repeat the question with other objects. Then have students look at the picture and write the numbers. Invite some volunteers to read their answers aloud to check.

### KEY ANSWER KEY

one box, two flowers, four balls, five erasers, ten pencils, one bird

### OPTIONAL ACTIVITY

Tell students to draw a room and include different numbers of objects. Then have them work in pairs and take it in turns to ask: *How many...?* for their partners to count and answer.

### 3 WHO AM I? FIND AND NUMBER.

Have students look at the animals and read the descriptions. Tell the children to write the number in the circles next to the corresponding animals.

## ANSWER KEY

**REVIEW UNITS 1 & 2**

2 Count and write.



**HOW MANY...?**

- \_\_\_\_\_ box.
- \_\_\_\_\_ flowers.
- \_\_\_\_\_ balls.
- \_\_\_\_\_ erasers.
- \_\_\_\_\_ pencils.
- \_\_\_\_\_ bird.

3 Who am I? Find and number.

I am big. My mouth is big. **1**  I'm an alligator.

My legs are pink. **2**  I am a flamingo.

I've got brown hair and brown eyes. **3**  I am a monkey.

I have got big ears and a small tail. **4**  I'm a rabbit.

REVIEW UNITS 1 & 2 - TWENTY-ONE **21**

### OPTIONAL ACTIVITY

#### Spelling dictation

Spell words to the class for students to write them into their notebooks. Correct spelling on the board. Suggestions: *happy, notebook, garden, yellow, grandfather, desk, four, alligator*

### WHERE IS GRANDMA? COMPLETE THE PUZZLE AND THE SENTENCE.

Invite a volunteer to read the words in the box aloud. Explain to the children that they have to look at the pictures and complete the puzzle with the corresponding words. By doing the puzzle, they will form the word for the spaces with the question mark and then complete the

phrase. When checking, point to the pictures for students to say the answers.

## ANSWER KEY

**REVIEW UNITS 1 & 2**

Where is Grandma? Complete the puzzle and the sentence.

bed bedroom boy garden girl  
kitchen living room table



Grandma is in the BATHROOM.

REVIEW UNITS 1 & 2 - TWENTY-TWO **22**

### OPTIONAL ACTIVITY

Write the word *bedroom* vertically on the board. Ask students to work in pairs and write other words that have a letter in common with *bedroom* and form a puzzle.

### LOOK, CIRCLE AND COMPLETE.

Tell students to read the sentences to know which items they have to identify. Have them find the location of the objects and circle them in the pictures. Then they complete the sentences with the corresponding room.

## ANSWER KEY

**REVIEW UNITS 1 & 2**

5 Look, circle and complete.

bathroom    bedroom    living room    kitchen

1 The shoes are in the **BEDROOM**.

2 The ball is in the **BATHROOM**.

3 The cat is in the **KITCHEN**.

4 The dog is in the **LIVING ROOM**.

6 Read and tick (✓) 'Yes' or 'No'.

**This is my room.**

	Yes	No
1 There's a computer.	<input type="checkbox"/>	<input type="checkbox"/>
2 There are two chairs.	<input type="checkbox"/>	<input type="checkbox"/>
3 The TV and the computer are red.	<input type="checkbox"/>	<input type="checkbox"/>
4 There are two cats on the bed.	<input type="checkbox"/>	<input type="checkbox"/>

REVIEW UNITS 1 & 2 – TWENTY-THREE 23

## ANSWER KEY

**REVIEW UNITS 1 & 2**

5 Look, circle and complete.

bathroom    bedroom    living room    kitchen

1 The shoes are in the \_\_\_\_\_.

2 The ball is in the \_\_\_\_\_.

3 The cat is in the \_\_\_\_\_.

4 The dog is in the \_\_\_\_\_.

6 Read and tick (✓) 'Yes' or 'No'.

**This is my room.**

	Yes	No
1 There's a computer.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2 There are two chairs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3 The TV and the computer are red.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4 There are two cats on the bed.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

REVIEW UNITS 1 & 2 – TWENTY-THREE 23

### 3 READ AND TICK (✓) 'YES' OR 'NO'.

Ask students to look at the picture and identify the room in the house. Tell them to read the sentences and tick the correct answer according to the picture.

### OPTIONAL ACTIVITY

#### Picture dictation

Say words related to rooms in the house and furniture for students to make the corresponding picture. Suggestions: *Draw a lamp. Colour it red. / Draw two black chairs. / Draw a sofa. Colour it yellow. / Draw a small kitchen.*

### WRAP-UP

Play *Say Three Spell Three!* to revise vocabulary in this unit. Shuffle the flashcards and divide the class into three teams. Choose three flashcards randomly and display them on the board with the pictures facing the class. The first team should say and spell the words. Turn the flashcards over after they guess, to check. They win a point for each correct answer. Remove the flashcards and set them aside.

Display three new flashcards and play again with the next team. Repeat so that each team plays the same number of times. The team with the most points at the end is the winner.

## SB PAGES 24 &amp; 25

**Objectives**

- To identify food items.
- To make predictions about a story.
- To listen for specific information.
- To listen to a song and sing along.
- To ask and answer about likes and dislikes.
- To express likes and dislikes.

**Language:**

- *I'm very hungry.*
- *Do you like (jam)? Yes, I do. / No, I don't.*
- *I like (cheese).*
- *I don't like (fish).*
- *(Grapes) are delicious!*

**Vocabulary:**

- Food items: *cheese, bread, banana, orange, rice, beans, corn, broccoli, lettuce, apple, butter, jam, ham, coffee, milk, fish*

**WARM-UP**

Choose three flashcards from the previous units and stick them on the board in random order, with the pictures facing the students. Divide the class into four teams. Invite volunteers from the teams to choose flashcards and say the words. If the words are correct, the teams win a point. If the words are not correct, the rest of the class can answer but no points are awarded. The team with the most points at the end wins.



Invite students to look at the illustration on pages 24 and 25. Ask: *How many animals are part of this scene? (Seven animals: three little*

*pigs, a wolf, a monkey, a mouse and a bird.) Who is running? Why? Do you know this story? Encourage students to mention what they remember about it. Then tell the class *The Three Little Pigs* to check their ideas: *This is the story of three little pigs and a wolf. The three little pigs decided to leave their mother's home and built their own homes, one for each. The first little pig built a house of straw. The second little pig built a house of wood. The third little pig chose to build a house of bricks. One day the big bad wolf, who had always wanted to eat them, appeared in the first little pig's doorway and, with one blow, destroyed his hut. Then the wolf knocked on the second little pig's door. With a couple of blows, he also broke the wooden house. Later, he wanted to destroy the house where the three little pigs were hiding, but was unsuccessful. At night, when trying to come down the chimney, the wolf had his tail burned by the third little pig. The wolf ran away and never returned!* Ask the children to look at the illustration again and encourage them to think of what the wolf may be saying. Play the audio CD for the children to listen and check and have them repeat and act out.*

**TRACK 12**

Wolf: I am very hungry.

**TIPS FOR WORKING WITH STORIES**

Encourage students to describe the scenes to activate their prior knowledge and present new vocabulary, relevant to the story. Motivate the children to make predictions from the images and invite them to guess what may happen next or suggest possible endings.

**13** Present the vocabulary in the box by using flashcards. Show each item and say the corresponding word. Have students repeat. Then show the flashcards again and encourage them to say the words.

## TRACK 13

mouse – cheese – bread – banana – orange – pig – rice – beans – wolf

**14** Tell students they are going to listen to a song. Present the lyrics by reading the text and showing the flashcards related to the vocabulary items. Repeat the procedure and encourage the children to point at the pictures in the book. Play the audio CD a few times and invite students to sing and mime.

## TRACK 14

### Song: What can you buy?

Mr Mouse, Mr Mouse,  
What can you buy?  
Cheese and bread,  
Why, why?

Mr Monkey, Mr Monkey,  
What can you buy?  
Bananas and oranges,  
Why, why?

Mr Pig, Mr Pig,  
What can you buy?  
Rice and beans,  
Why, why?

'Cause I'm very, very hungry.

## OPTIONAL ACTIVITY

Ask students to draw and colour one of the characters mentioned in the song *What can you buy?* Then tell the children to sing the part of the song of the character they chose and show their pictures.

## WRAP-UP

Write the vocabulary items from this lesson on the board with some letters missing: *\_ re \_ d (bread)*, *\_ ol \_ (wolf)*, *b \_ a \_ s (beans)*, etc. Invite some volunteers to say which letters are missing and get other volunteers to write the letters to complete the words.

## SB PAGES 26 & 27

## WARM-UP

Invite the class to sing *What can you buy?* Play the song many times and pause after the question *What can you buy?* so that students sing the missing food items; for example: *Cheese and bread*. Encourage students to show the pictures of the characters they drew for the previous lesson.

## **15** LISTEN AND DRAW.

Have students identify the fruit. Explain that they will listen to the specific quantity of each fruit and will have to draw that number of fruit in the baskets. Play the audio CD twice. Students first listen and then draw the items.

### TRACK 15

Listen and draw.

Child 1: How many apples?

Child 2: Two apples.

Child 1: How many oranges?

Child 2: Four oranges.

### ANSWER KEY

Students draw two apples and four oranges.

### **16** LISTEN AND NUMBER. REPEAT.

Encourage students to look at the pictures and say the words they already know. Use flashcards to present new vocabulary. Show each item and say the corresponding word. Have students repeat. Then play track 16 for the children to write the numbers with the corresponding words. When checking, say the numbers and have the class say the food items.

### TRACK 16

Listen and number. Repeat.

1. orange
2. apple
3. lettuce
4. cheese
5. corn
6. broccoli

### ANSWER KEY

5 corn; 6 broccoli; 4 cheese; 1 orange;  
3 lettuce; 2 apple

### OPTIONAL ACTIVITY

#### Picture dictation

Dictate four expressions: *five apples, three bananas, eight oranges, fifteen beans*. Ask students to draw and write the expressions dictated. Then divide the class in pairs and have them exchange their notebooks for correction.

### LOOK AND SAY.

Have the class look at the illustration. Ask: *Where are the children? What are they doing?* Present the vocabulary, reading the words and having students repeat after you. Then show flashcards with the items and ask: *What's this?* Read the texts in the speech bubbles aloud and write the question and answers on the board. Add a happy face and a sad face next to the affirmative and negative answers to clarify their meanings. Ask the question to a volunteer and encourage him / her to answer. Repeat the procedure with other students and ask the question with other food items. Then have the children work in pairs and ask and answer about the food and drinks in the pictures. Walk around the classroom to monitor and help as needed.

### OPTIONAL ACTIVITY

Ask students to make two signs using separate sheets of paper: *Yes, I do.* and *No, I don't.* Ask a question about a food item: *Do you like (rice)?* Students should raise the sign that describes how they feel about the item. Repeat several times, getting different volunteers to ask the questions.

## 17 LISTEN AND CIRCLE.

Read the sentence in the speech bubble aloud and explain that we use this structure to express likes. Point at the pictures and have students identify the food items. Then play the audio CD three times. Explain to the children that they will first listen and, the second time, they will circle the answers. The third time, they will give their answers to check.

### TRACK 17

Listen and circle.

1. I like jam.
2. I like coffee.
3. I like butter.

## ANSWER KEY

3 Look and say.



Do you like butter?

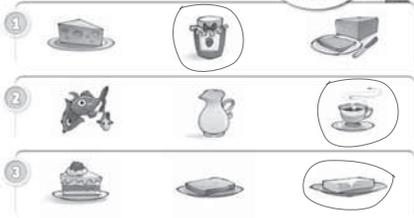
Yes, I do.

No, I don't.

bread / butter    coffee / milk    jam / cake    ham / cheese

3 Listen and circle.

I like bread!



UNIT 3 - TWENTY-SEVEN 27

## OPTIONAL ACTIVITY

### I like

Say sentences beginning with *I like ...* If students like what is mentioned, they get up and sit down. If they do not like the food item, they shake their heads. Suggestion: *I like tomatoes, jam, cake, coffee, milk, bread, butter, cheese, etc.*

## WRAP-UP

Divide the class into two teams and ask a volunteer from one team to come to the front. Explain that you are going to ask a question: *Do you like fish?* The student should not say the answer aloud. Give him or her a slip of paper to write the answer: *Yes, I do.* Next, that student's team has thirty seconds to discuss what the answer could be and say it. If they match, the team wins a point. Play again with the other team. Play several rounds. The team with the most points at the end wins.

## SB PAGES 28 & 29

### WARM-UP

Ask students to guess and draw the food items that you describe. Provide clues describing the food and encourage the children to guess what it is and draw it. Suggestion: *It is a fruit. It is yellow and long. (Banana.) It is a fruit. It is orange and round. (Orange.) It is liquid and brown. (Coffee.) It is a fruit. It is red and round. (Apple.) It is white and round. (Cheese.)*

## WHAT DO I LIKE? TICK (✓) 'YES' OR 'NO'.

Invite students to look at the illustration and identify the food items on the table. Write new vocabulary on the board and have the children repeat after you. Then read the first sentence and invite a volunteer to give his / her answer

as an example. Do the same with the second sentence and make sure the children understand the negative meaning of *don't like*. Then tell the class to read the other sentences and tick the answers according to their likes. Finally, have some volunteers read their answers aloud.

### ANSWER KEY

Students' own answers

### PRACTISE.

Divide the class into pairs. Have some volunteers read the words in the box aloud and then have a pair read the example dialogue aloud. Choose a word from the box and ask a student: *Do you like...?* to demonstrate the activity. As the children work together, walk around the classroom and monitor.

#### OPTIONAL ACTIVITY

Have the class look at the boy on page 29 and invite a volunteer to read the expression in the speech bubble. Explain that we say that something is *delicious* when we like it a lot. Invite students to draw their favourite food item in a separate sheet of paper. Write the expression \_\_\_\_\_ *is / are delicious.* on the board and tell the children to complete the sentence below their pictures. Collect all the pictures to make a collage and display it on the classroom wall.

### VALUES: RESPECTING OTHERS' LIKES AND DISLIKES

Invite the class to explain why it is important to respect others' likes and dislikes. Encourage students to give examples of likes or dislikes that they should respect: *people's clothes, the music they listen to, what they read, etc.*

### COLOUR BY CODE AND COMPLETE.

Tell students to solve the calculations, decipher the codes and colour the illustration. Finally, have them complete the sentence with the words from the box. Invite some volunteers to read the answers.

### ANSWER KEY

1, 2, 3, 4

banana, apple, orange, grapes

#### OPTIONAL ACTIVITY

##### **Simon says ...**

Divide the class into two groups. A volunteer from each group goes to the front. Write the words related to food on the board, for example: *apples, red apples, cheese, yellow cheese*, etc. Explain that you will say these words and when the word is preceded by the expression '*Simon says...*', the two volunteers have to run to the board and circle the word mentioned. Points: +1 to a student who circles the correct word; -1 for the student who circles the wrong word.

### VALUES: PLAYING FAIR

When playing games with the class, remind the children to play fair. Explain that playing fair means that you should follow the rules of the game. This way, they will all enjoy playing together. Encourage the children to suggest situations in which they can play fair.

### WRAP-UP

Divide the class in small groups and explain that they are going to prepare a menu. Copy on the board: *Breakfast, Lunch and Dinner*. Have students write the names of food items in a separate sheet

of paper. Walk around the classroom and help as necessary. Then invite the groups to present their menus to the rest of the class.

## SB PAGES 30 & 31

### WARM-UP

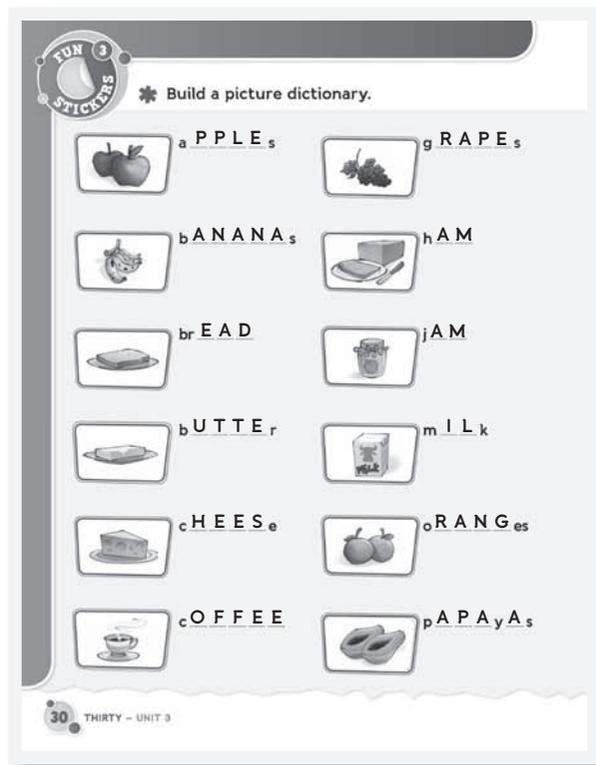
Play *Air Write* with vocabulary related to food. Divide the class into groups or pairs. A student *writes* a word in the air and his or her group guesses the word.

### FUN STICKERS 3

#### BUILD A PICTURE DICTIONARY.

Ask students to complete the name of the food items and put the stickers on the correct spaces.

#### ANSWER KEY



**FUN STICKERS 3**  
Build a picture dictionary.

 a P P L E s	 g R A P E s
 b A N A N A s	 h A M
 br E A D	 j A M
 b U T T E r	 m I L k
 c H E E S e	 o R A N G e s
 c O F F E E	 p A P A y A s

30 THIRTY - UNIT 3

### OPTIONAL ACTIVITY

Organise a healthy snack with the class. Ask each student to bring a food item. Bring napkins and a tablecloth. Before eating, place slips of paper with the names of the food items and encourage the children to say what they like.

### VALUES: HAVING A BALANCED DIET

Explain to students that not all the foods are good for our body. Elicit the meanings of *junk food* and *healthy food* from students. Discuss why some food items are not healthy and some others are good for them. Explain that a balanced diet means that you eat the right amounts of many different healthy foods. You do not eat a lot of unhealthy foods. Motivate students to mention the types of healthy food items they eat daily.

### FUN CONNECTIONS 3

#### LANGUAGE / SOCIAL SKILLS

#### MAKE SENTENCES.

The previous class, ask students to cut out the words on page 99 and have them write their names on the other side to identify their cards. Then they shuffle all the words and put them in an envelope. Individually, in pairs or small groups, students take the words from the envelope they brought. Explain that they must take words to make ten sentences.

## WRAP-UP

Play *Chinese Whispers* with *Food* vocabulary. Divide the class into two teams. Whisper a sentence (*I like ... / I don't like ... / ... is / are delicious.*) or question (*Do you like...? / What do you like?*) into the ear of the first student. This student then turns and whispers what he or she heard into the ear of the student next to him or her. The whisper is passed on until it reaches the last student at the end of the line. Then that student has to say out loud what he or she heard.

## 3 ACTIVITY BOOK

SB PAGES 80, 81, 82 & 83

## ANSWER KEY

### 1 LISTEN AND CIRCLE.

#### TRACK 16

##### Listen and circle.

1. Man: What can you buy, Mr Pig?  
Mr Pig: Rice and beans.
2. Man: What can you buy, Mr Mouse?  
Mr Mouse: Cheese and bread.
3. Man: What can you buy, Mr Monkey?  
Mr Monkey: Bananas and oranges.

## ANSWER KEY

**3 ACTIVITY BOOK**

**1 Listen and circle.**

**1**      
    
Mr Pig

**2**      
    
Mr Mouse

**3**      
    
Mr Monkey

**80** EIGHTY - ACTIVITY BOOK

### 2 COMPLETE.

1 cheese; 2 milk; 3 papayas; 4 apples;  
5 oranges; 6 melons; 7 grapes; 8 bananas

### 3 WHAT DO YOU LIKE? CIRCLE AND COMPLETE.

Students' own answers

### 4 WHAT IS IT? FIND AND COMPLETE.

1 milk; 2 apple; 3 jam; 4 cake; 5 cheese

### 5 MATCH.

1 I don't like salad. 2 I like cakes.

**6 COMPLETE.**

2 do; 4 like, I do; 5 Students' own answers; 6  
Do you like, Students' own answers

**7 DRAW AND COMPLETE.**

Students' own answers

## SB PAGES 32 &amp; 33

**Objectives**

- To identify places in town.
- To recognise means of transport.
- To listen to a story.
- To understand the use of traffic lights and rules.
- To describe the location of objects and people.
- To ask and answer about the location of objects and people.
- To count to twenty.
- To suggest going to places.
- To listen to a song and sing along.

**Language focus:**

- *Let's go to (the forest).*
- *Look at the traffic lights!*
- *Where is the boy? He's in (the park).*
- *Where are the animals? They are (under the tree).*
- *Where are you? I'm (in the classroom).*

**Vocabulary:**

- Places: *market, park, club, zoo, school, home, forest*
- Means of transport: *car, bus, lorry*
- Prepositions: *in, on, under*
- Numbers: *0-20*

**WARM-UP**

Stick the places flashcards taught in this unit on the board. Bring pictures of items related to these places so that the children match them. Suggestions: *books and schoolbags for school, fruit and vegetables for market, animals for zoo, playground for park, trees and lake for forest, different rooms for home, sports for club.*



Have students look at the illustration on pages 32 and 33. Encourage the children to describe the scene and ask: *What animal is this? (A lamb.) Why is it with the girl? Are they happy?* Write new vocabulary on the board. Then play the audio CD for students to listen to and read what the girl says. Play track 18 again and ask students to repeat. Then explain that this picture illustrates part of the story *Mary had a little lamb*. As you tell the story, show the illustration and point at the specific pictures when you mention the words: *Mary had a little lamb that was very white. The little lamb always followed the girl. When she went to the market, it went with her. When she went to the club, it followed her. One day, she went to school but the lamb couldn't enter and it waited outside. The children at school were amazed and wondered: Why does the lamb love Mary so? Finally, ask: Do you know the answer?* Motivate the children to share their ideas and discuss with the class.

**TRACK 18**

**Girl:** Now, let's go back home.

**VALUES: RESPECTING AND BEING KIND TO ANIMALS**

Encourage students to mention ways in which they show respect and love to animals. Have the children who have pets tell the rest how they take care of their animals. Take this opportunity to brainstorm ideas related to animals' needs: *food, water, exercise, comfort.*



Use flashcards to present the vocabulary in the box. Show each item of vocabulary and say the corresponding word. Ask students to

repeat and point at the pictures on the book. Then play the audio CD and have the children say the words.

## TRACK 19

market – park – club – zoo – school –  
home – forest



Now draw students' attention to the song. Read the lyrics modelling pronunciation. Re-read the text and show the flashcards of the places mentioned. Play the audio CD a few times and invite the children to sing along and point at the items.

## TRACK 20

### Song: Back home

Every day to the market,  
to the market, to the market.

Every day to the market,  
And then, back home.

the park

the club

the zoo

school

## OPTIONAL ACTIVITY

Ask students to draw two places that are mentioned in the song. Then play track 20 and invite the children to show their pictures when they hear the places.

## WRAP-UP

Divide the class in small groups. Show part of a flashcard with a place and ask the groups to identify it. Have a volunteer from each group write the corresponding word on the board. Then show the complete picture to the class to check. If the answer is correct, the group gets a point. If the students spell the word correctly, their groups get an extra point. Repeat the procedure with the rest of the places.

## SB PAGES 34 & 35

## WARM-UP

Invite the class to sing *Back home* with different rhythms. Show a flashcard of one of the places and have students sing the song saying that specific place; for example: *Every day to the forest, to the forest, etc.* Invite some volunteers to show one of the pictures of the places they drew for the previous lesson so that the class sings the song with that place.



## 21 LISTEN AND TICK.

Read the text in the speech bubble and mime. Make sure students understand the use of *Let's ...* Then point at the pictures so that the children mention the corresponding places. Play the audio CD or read the transcript three times. Students listen, choose an option and, finally, provide the answers.

## TRACK 21

### Listen and tick.

1. Now, let's go to the market.
2. Now, let's go to school.
3. Now, let's go to the park.
4. Now, let's go to the club.

## ANSWER KEY

Let's go to school!

1 Listen and tick.

34 THIRTY-FOUR – UNIT 4

Direct students' attention to the picture on page 35. Encourage the class to identify the characters. Ask: *Who is she? What animal is it? Why is the rabbit running? Is it in danger?* Read the speech bubble aloud and have the children repeat. Point at the traffic lights and encourage the children to explain what the yellow light means.

## VALUES: WARNING OTHERS ABOUT DANGEROUS SITUATIONS

Have students explain why it is important to warn others about danger and think of possible consequences if they do not do it. Encourage them to mention situations that may be dangerous at school, at home or in the street and how they can alert others.

## 22 LISTEN AND REPEAT.

Ask the class to look at the pictures with the words in the box. Play the audio CD several times for students to repeat. Then point at the

pictures in the scene above so that the children say the corresponding words.

## TRACK 22

### Listen and repeat.

1. bus
2. car
3. lorry
4. street
5. traffic lights
6. stop
7. wait
8. go

## 8 FIND AND CIRCLE.

Invite a volunteer to read the words in the box aloud. Tell students to identify and circle the corresponding pictures in the illustration.

## ANSWER KEY

Look at the traffic lights!

2 Listen and repeat.

3 Find and circle.

1 a bus  
2 a car  
3 a lorry  
4 traffic lights

UNIT 4 – THIRTY-FIVE 35

## WRAP-UP

Bring old magazines and sheets of white paper. Invite students to draw a scene of their block or street and cut out pictures of means of transport

and places from the magazines. Tell them to glue the images to complete their pictures and label the means of transport and places.

## SB PAGES 36 & 37

### WARM-UP

Play *Tic-Tac-Toe* to revise vocabulary related to places in town and means of transport. Draw two sets of parallel lines to make a tic-tac-toe grid and divide the class into two teams. Place a flashcard on each square of the grid. Have a student choose a flashcard and name it. If the student is correct, have him / her draw an O or an X on the grid. The first team to get three in a row wins the game. Repeat the procedure several times.

### COLOUR THE TRAFFIC LIGHTS.

Have students look at the pictures and colour the traffic lights according to the situation. Check the exercise with the class.

### ANSWER KEY

1. Students colour the man at the bottom green.
2. Students colour the man at the top red.

### VALUES: RESPECTING TRAFFIC RULES

Ask the class why we must obey traffic lights signals. Encourage the children to mention other signs and rules that regulate traffic and list things we should not do when driving, cycling or walking.

### COMPLETE.

Read the words in the box aloud to check understanding. Then tell the children to complete the sentences and check the answers with their partners. Finally, invite some volunteers to read the sentences aloud to check with the class.

### ANSWER KEY

1. park; 2. traffic light; 3. zoo; 4. market;
5. Let's

### MATCH.

Use different school objects to explain the meanings of the prepositions *on*, *in* and *under*. Place a pen on the desk and say: *The pen is on the desk*. Repeat the procedure with other objects to give examples with the other prepositions and write the sentences on the board. Tell the children that we use these prepositions to describe the location of people and things. Then point at different objects and ask about their position: *Where is the pencil case?* Or you may also ask short questions about the position of different objects: *Is the schoolbag under the chair?* (Yes, it is. / No, it isn't.) Finally, tell the children to open their books to page 37 and match the prepositions with the photos.

### ANSWER KEY

6 Match.

on  
in  
under

7 Look and complete.

1 Where is the cat?  
It's \_\_\_\_\_.

2 Where is the frog?  
It's \_\_\_\_\_.

3 Where are the elephants?  
They're \_\_\_\_\_ lake.

4 Where are the animals?  
They're \_\_\_\_\_ tree.

5 \_\_\_\_\_ the boy?  
He's \_\_\_\_\_.

6 \_\_\_\_\_ are the students?  
They're \_\_\_\_\_.

UNIT 4 - THIRTY-SEVEN 37

## 7 LOOK AND COMPLETE.

Have the class look at the pictures and complete the questions and answers about the positions of the animals and children. Ask students to exchange their books to check their answers. Then invite some volunteers to read their answers aloud.

## KEY ANSWER KEY

1. on the chair; 2. under the table; 3. in the;
4. under the; 5. Where is, in the park;
6. Where, in the classroom

## WRAP-UP

Bring a piece of construction paper and divide it into three columns. Write the prepositions *in*, *on* and *under* at the top of each column. Have students work in small groups and hand out old magazines. Ask them to find and glue images that illustrate the different positions of objects. Attach the posters to the classroom walls.

## SB PAGES 38 & 39

### WARM-UP

Display flashcards showing places on the board and divide the class into two teams. Whisper a sentence to revise places into the ear of the first student: *Let's go home / to the market / to the forest*, etc. He or she whispers the sentence into the ear of the student next to him / her. The whisper is passed on until it reaches the last student at the end of the line. Then that student has to say out loud what he / she heard and point at the corresponding flashcard on the board.

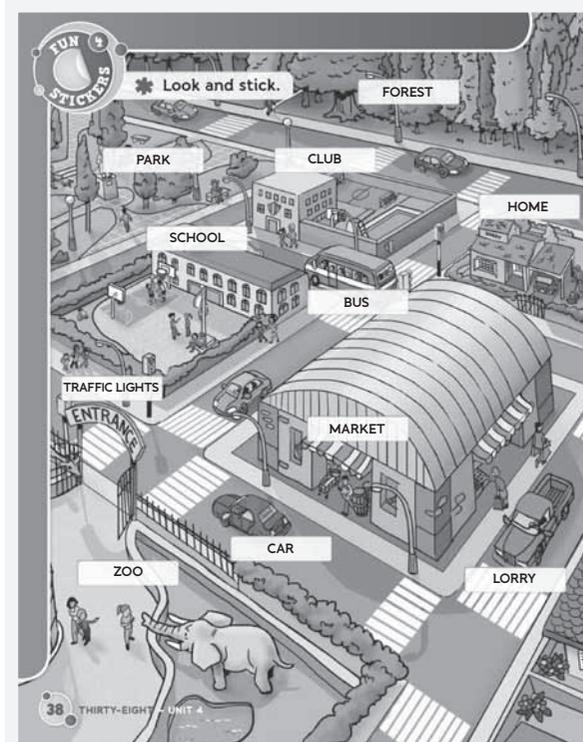
## FUN STICKERS 4

### \* LOOK AND STICK.

Tell the class to look at the scene and identify the places. Point at the park and ask: *What's this? (It's the park.)* Explain to students that they have to stick the words from the Stickers

section on page 107 in the corresponding boxes to label the pictures.

## KEY ANSWER KEY



## FUN CONNECTIONS 4

### LANGUAGE

### \* 23 LISTEN AND REPEAT.

Write numbers 0-10 non-sequentially on the board and have students say the corresponding words. Tell the children that they are going to listen to the audio CD to revise the numbers until ten and will learn numbers from eleven to twenty. Play track 23 and have students repeat a few times.

#### TRACK 23

#### Listen and repeat.

one – two – three – four – five – six – seven – eight – nine – ten – eleven – twelve – thirteen – fourteen – fifteen – sixteen – seventeen – eighteen – nineteen – twenty

## ✿ LET'S PLAY!

Divide the class into pairs. Tell students to cut out the dice on page 101 to play the game. Read the speech bubbles and the words in the box. Explain that the purpose of the game is to reach the FINISH sign. Tell students to take turns to throw the dice and advance the specified number of squares. The other student has to ask: *Where are you?* And the player says where he / she is; for example: *I'm in number 8 / in the forest*, etc. The player who forgets to ask the question or gives the wrong answer misses a turn. If students fall into the GO BACK squares, they go back one square. The student who reaches FINISH first wins the game. Invite pairs to exchange partners and play two or three times.

## WRAP-UP

Have students open their books to page 38 and play *I spy*. Divide the class into pairs or in small groups. Have students look at the scene and take turns to say he / she is seeing something starting with a specific letter. Their partners have to find something that starts with that letter and say the name of the object in English. Give an example to demonstrate the game: *I spy something beginning with the letter E*. Encourage the children to identify the object: *Elephant*. As students play in pairs or groups, walk around the classroom to monitor.

## 4 ACTIVITY BOOK

SB PAGES 84, 85, 86 & 87

### 🔑 ANSWER KEY

#### 1 COLOUR BY CODE AND COMPLETE.

Students colour the picture according to the code.

Hi, friends! Let's play in the park.

## 2 38 LISTEN AND STICK.

### TRACK 38

#### Listen and stick.

1. Look at the traffic light. It's green. Let's go.
2. Look at the traffic light. It's yellow. Let's wait.
3. Look at the traffic light. It's red. Let's stop.

Students stick the green light in 1, the yellow light in 2 and the red light in 3.

#### 3 NUMBER.

(From top to bottom, left to right) 3, 4, 2, 1

#### 4 CIRCLE.

2. In the park.

#### 5 FIND OUT THE CODE AND COMPLETE THE TEXT.

There is a zoo, a school, a market and a club. I love my town!

#### 6 DESCRIPTION. CHECK (✓) 'YES' OR 'NO'.

1. No; 2. Yes; 3. No; 4. Yes

#### 7 CIRCLE.

1. in; 2. on; 3. under; 4. under; 5. on

#### 8 COMPLETE.

1. street; 2. car; 3. traffic lights; 4. bus; 5. lorry

## SB PAGES 40, 41, 42 & 43

### WARM-UP

Ask students to take a separate sheet of paper. Draw an intersection on the board and have the children copy the picture. Explain that they have to draw what you dictate on these streets. Dictate sentences slowly and repeat them a few times. Give the children time to draw and colour their pictures. Suggestions: *Draw a bus. Colour it yellow. Draw a car. Colour it blue. Draw a cat in a lorry. Draw a market. Draw two apples and three oranges in the market. Draw a school and two students.*

### 1 FIND AND CIRCLE.

Invite students to look at the picture and identify the room of the house. Have a volunteer read the words in the box and tell the children to circle the food items.

### KEY ANSWER KEY

**REVIEW UNITS 3 & 4**

1 Find and circle.

beans  
oranges  
bananas  
bread  
rice



2 Find these words.

coffee, sausages, cake, tomatoes, butter, cheese, jam, milk, ham

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

40 FORTY - REVIEW UNITS 3 & 4

### 2 FIND THESE WORDS.

Have the children look at the pictures and circle the words. You may copy the wordsearch in a piece of construction paper and stick it on the board. Invite some volunteers to circle the words to check answers with the class.

### KEY ANSWER KEY

**REVIEW UNITS 3 & 4**

1 Find and circle.

beans  
oranges  
bananas  
bread  
rice



2 Find these words.

coffee, sausages, cake, tomatoes, butter, cheese, jam, milk, ham

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

40 FORTY - REVIEW UNITS 3 & 4

### 3 WHAT DO YOU LIKE? CIRCLE, DRAW AND WRITE.

Ask students to circle three food items and draw the corresponding pictures. Then tell them to complete the sentence with the words. Invite some volunteers to share their answers.

### KEY ANSWER KEY

Students' own answers

## OPTIONAL ACTIVITY

Have students work in pairs and describe the food items they like so that their partners identify them. Describe a food item to demonstrate the activity and encourage the class to say the word: *It's round and yellow. (Cheese.)*

## ANSWER THESE QUESTIONS.

Have students answer the questions and then compare their ideas with their partners. Ask some volunteers to read out their answers.

### ANSWER KEY

Students' own answers

## LOOK, READ AND NUMBER.

Point at the pictures and encourage students to identify the characters. Then have the children read the questions and number the answers according to the pictures. To check, read the questions aloud and invite some volunteers to read the answers.

### ANSWER KEY

1. circus; 2. zoo; 3. forest; 4. park

## READ, DRAW AND COLOUR.

Ask students to read the description and draw a scene including the correct number of objects and colours.

### ANSWER KEY

Students' own answers

## LOOK AND CIRCLE.

Have students look at the picture and circle the prepositions in the sentences. Invite some volunteers to read the answers to check.

### ANSWER KEY

1. in; 2. on; 3. under; 4. in

## WHERE IS MY FRIEND? READ, FIND AND CIRCLE.

Have students read the description and circle the house in the picture.

### ANSWER KEY

REVIEW UNITS 3 & 4

**7 Look and circle.**



1 The lion is  in  on  the cave.

2 The bird is  on  under  the elephant.

3 The giraffe is  under  on  the tree.

4 The elephant is  in  on  the lake.

**8 Where is my friend? Read, find and circle.**



My friend is in a white house.  
The small walls are green.  
The door is brown.  
The gate is brown, too.  
Let's find my friend.

REVIEW UNITS 3 & 4 - FORTY-THREE 43

## WRAP-UP

Display the flashcards with vocabulary from units 3 and 4 on the board. Divide the class into two teams and ask a volunteer from each team to go to the front. Define or describe a vocabulary item for the students to identify the picture and touch the corresponding flashcard. The first student to touch the correct flashcard gets a point for his / her team. Repeat with other volunteers until you have described all the flashcards.

## SB PAGES 44 &amp; 45

**Objectives**

- To recognise vocabulary related to amusement parks.
- To recognise numbers from 0 to 50.
- To ask and answer about age.
- To identify the months of the year.
- To recognise seasons.
- To ask and answer about birthdays.
- To identify temperature.
- To ask and answer about holidays.
- To listen to a song and sing along.

**Language focus:**

- *What's your name? My name is (Pedro).*
- *How old are you? I'm (nineteen).*
- *When is your birthday? In March.*
- *Her / His birthday is in (June).*
- *It's (cold).*
- *Is it hot in winter? No, it isn't.*
- *Is it warm in spring? Yes, it is.*

**Vocabulary:**

- *amusement park, roller coaster, bumper car*
- Numbers: 0-50
- Months of the year
- The seasons
- Temperature: *cold, warm, hot*
- Holidays: *New Year's Day, Valentine's Day, Women's Day, Earth Day, Labour Day, Flag Day, Independence Day, Teacher's Day, Cultural Diversity Day, National Heritage Day, Christmas*

**WARM-UP**

Divide the class into small groups to revise numbers from 1 to 20. Demonstrate the activity by writing a

number in the air for the groups to say the word. Then ask the children in the groups to take turns to *write* numbers in the air and say the corresponding words.



**24** Tell students to open their books to pages 44 and 45 and ask: *Where are the people? What is the employee asking? Why?* Play the audio CD and have students repeat. Then invite the children to say if they like going to amusement parks and what their favourite attraction is.

**TRACK 24**

**Man 1:** How old are you?

**Woman:** I am nineteen.

**Man 2:** I am twenty.

**VALUES: STAYING SAFE WHILE HAVING FUN**

Encourage students to mention safety tips at amusement parks and why it is important to follow them. Raise consciousness on the consequences of ignoring restrictions like age or height and motivate the children to mention games or attractions that are suitable for them.



**25** Show flashcards to present the vocabulary in the box. Say the words and ask students to repeat. Play track 25 and have the children look at the pictures and say the words.

# HOW OLD ARE YOU?

## TRACK 25

amusement park – roller coaster – bumper car



Direct students' attention to the song. Read the text slowly. Then play the audio CD some times. Clarify possible questions and encourage students to sing in different ways: loud voice, low voice, whispering, etc. Finally invite them to use the shakers they have made and play their own music.

## TRACK 26

### Song: How old are you?

What's your name?

How old are you? (2x)

What's your name?

How old are you? (2x)

My name is Tom,

I'm almost thirteen.

My friend Joe is fifteen,  
fifteen.



## TIPS FOR EXHIBITING STUDENTS' WORK

Songs are very useful to present and revise vocabulary while having students engaged in the lesson. Play songs and have children sing every class. This will make them feel more comfortable and prepared for public presentations at school.

## OPTIONAL ACTIVITY

Have students replace the information in the song with their own and a friend's personal information. Then ask them to work in pairs and sing their songs to their partners.

## WRAP-UP

Tell students to write a note with their name and age. Copy a model on the board: *My name is (name). I am (age) years old.* Then collect all the notes and redistribute them. Have each student read the information, identify their partner and give the note back. Play the song *How old are you?* as children find their partners.

## SB PAGES 46 & 47

### WARM-UP

Have students say the numbers from 1 to 20 replacing, for example, number 2 and its multiples with claps: *one, clap, three, clap, etc.*

### 1 POINT AND SAY.

Show numbers flashcards and have students say the words. Then divide the class into pairs and ask the children to take turns to point at different numbers in their books and say them aloud.

### 2 REPEAT AND COMPLETE.

Before the activity, present the numbers 30 (thirty), 40 (forty) and 50 (fifty) and encourage the children to say the sequence: *twenty-one,*

twenty-two, etc. Then ask students to complete in full the missing numbers.

### ANSWER KEY

**22** twenty-two, **23** twenty-three, **35** thirty-five, **36** thirty-six, **48** forty-eight, **49** forty-nine

### OPTIONAL ACTIVITY

Invite students to write four Maths operations (addition and subtraction) with numbers already studied. Explain that the numbers must be written in full and the total of each operation shall not exceed fifty. Then have the children work in pairs and exchange their notebooks to check.

### ASK AND ANSWER.

Divide the class into pairs. Ask two volunteers to read the speech bubbles. Then have the pairs ask and answer about their ages. Walk around the classroom and monitor.

### ANSWER KEY

Students' own answers

### **27** LISTEN AND REPEAT.

Tell the class they're going to learn the months of the year. Bring flashcards with the names of the months. Show one at a time and say the names slowly to model pronunciation. Then play the audio CD and ask students to repeat the words. Finally, stick the flashcards with the months mixed and have students rearrange the months in the correct sequence.

### OPTIONAL ACTIVITY

#### The month game

Divide the class into groups of ten students and give a ball to each group. Tell a student from each group to start the game by saying the name of a month and throwing the ball to a partner. The student who gets the ball says the name of another month, and so forth.

### **28** LISTEN AND REPEAT.

Invite students to look at the images. Play track 28 and have the class repeat the words. Then ask the children to say the month in which each season begins in the Southern hemisphere:  
*Spring: September; Summer: December; Autumn: March; Winter: June.*

#### TRACK 28

Listen and repeat.

1. spring
2. summer
3. autumn
4. winter

### ASK AND ANSWER.

Ask the questions in the speech bubble to a volunteer to demonstrate the activity and check understanding. Then have the children work in pairs to ask and answer the questions. Walk around the classroom and monitor.

## ANSWER KEY

Students' own answers

### OPTIONAL ACTIVITY

Divide the class in small groups and tell them they're going to make a birthday calendar. Stick a poster paper divided into twelve grids numbered from one to twelve. Bring a bag with twelve slips of paper with the months written on them. Ask different volunteers to take a slip of paper and stick it on the correct square. Then tell students to write their names and birthdays under the corresponding month.

## WRAP-UP

Play *Hangman* to revise the names of the months. Choose a word, write as many blanks as it has letters, and fill in the first letter. Draw the hangman scaffold. Ask students to discover the word by guessing one letter at a time. If a student guesses correctly, fill in the blank. If not, draw a part of the body and write the letter beside the hangman. The game is over when the students guess the word or the entire hangman has been drawn. Repeat the procedure with the remaining months.

## SB PAGES 48 & 49

### WARM-UP

Divide the class in small groups to revise the names of the months. Dictate the first letters of four months in order: *A, S, O, N*. Have the groups write the letters down and identify and write the names of the corresponding months. Repeat a few more times and encourage some volunteers to spell the names of the months to check.

Draw students' attention to the photos of the children and the information in the boxes. Read

the examples aloud highlighting the difference between the possessive adjectives *her* and *his*. Then point at a girl in the class and ask: *When's your birthday?* Once the girl answers, say: *Her birthday is in...* Repeat the procedure with a boy and encourage the class to report the information using the possessive adjective: *His birthday is in...*

### TALK ABOUT YOUR FRIENDS. COMPLETE THE CHART.

Invite two volunteers to read the speech bubbles. Then read the information in the table aloud. Divide the class into pairs and tell students to ask the questions and complete the table with the information of some friends. Walk around the classroom to monitor and help as necessary. Finally, have some students share their information with the rest of the class.

### OPTIONAL ACTIVITY

Encourage students to carry out some research at home. Tell them to ask the age and the birthday month of four to six family members and write down notes in their notebooks. For example: *My mother / father / sister / grandmother is (age). His / Her birthday is in (month).*

### 29 LISTEN AND REPEAT.

Point at the photos and have students identify the season. Play track 29 and ask students to repeat the words.

#### TRACK 29

1. It's cold.
2. It's warm.
3. It's hot.

## LOOK AND COMPLETE.

Have students look at the illustrations, read the sentences and mark the correct alternatives.

### ANSWER KEY

1. warm, 2. hot; 3. warm; 4. cold

### OPTIONAL ACTIVITY

Bring old magazines and hand them out to each student. Ask them to cut out a picture to represent one of the seasons. Write the example sentence on the board for students to complete according to their picture: *It's (season). It's (temperature).*

## ASK AND ANSWER.

Read the words in the box and the example dialogue aloud. Tell students to work in pairs and take turns to ask and answer about the temperature in a specific season.

### ANSWER KEY

Students' own answers

## WRAP-UP

Play *Memory Game* with the class to revise the seasons and temperature. Draw a grid with numbers at the top row and letters in the first column. Stick flashcards illustrating the vocabulary and flashcards with the words face down on the board. Divide the class into two teams and explain that they have to find the pair of the picture and the corresponding word by saying a number and a letter. Have a student choose a number and a letter and turn the cards to let the class see them. If they

do not match, turn them over again. The group that finds more pairs is the winner.

## SB PAGES 50 & 51

### WARM-UP

Revise vocabulary from this unit by saying sentences with wrong information and encourage students to correct them. Suggestions: *Winter is in April. It's cold in December. Children's Day is in June. Teacher's Day is in May.* Point to different students and say: *Her / His birthday is in (wrong month).*



## FUN STICKERS 5

### STICK. ASK AND ANSWER.

Read the celebrations aloud and have students repeat after you. Then read the speech bubbles aloud and tell the children to stick the name of the month in the corresponding box. Have students place all the stickers and, in pairs, ask and answer about the months of the celebrations.

## ANSWER KEY



## VALUES: CELEBRATING IMPORTANT DATES

Tell the class that we all have important dates to celebrate: birthdays, anniversaries, religious festivities and national festivals. Ask students to think about what they usually celebrate throughout the year and elicit examples that do not appear in the previous exercise. Discuss with the class the different types of celebrations and explain that it is important to respect everybody's celebrations.

## OPTIONAL ACTIVITY

Write the names of the celebrations in slips of paper. Divide the class in small groups and hand a slip of paper to each group. Explain that they are going to make a collage and include images to represent a specific celebration. Ask them to cut out pictures from magazines or draw them. Collect all the collages and stick them on a piece of construction paper to make a poster.

## FUN CONNECTIONS 5

### LANGUAGE / COMMUNICATION

#### WHO ARE YOU?

Write these three questions on the board: *What's your name? How old are you? When is your birthday?* Give each student six pieces of paper and ask them to write two names, two ages and two months. Divide the class into groups of four students and have them sit in circles and place the pieces of paper in piles (*name / age / month*) in the centre. Each student, in turn, asks a different question to each partner. The student who answers takes the role of the name in the piece of paper. The procedure is repeated until they have all asked the questions and answered.

## OPTIONAL ACTIVITY

Ask students to cut out pictures of their idols and stick them in their notebooks. Tell them to include a speech bubble with the name and the age of the person they admire: *My name is Shakira. I am thirty-nine.*

## WRAP-UP

Play *Odd one out* to revise the vocabulary presented in this unit: *months, numbers 0-50, the seasons, temperature*. Dictate four words: *April, winter, May, June*. After students write the words, encourage them to circle the word that does not fit in the same category as the others. Check with the class and invite students to justify their answers. Repeat the procedure several times.

## 5 ACTIVITY BOOK

SB PAGES 88, 89, 90 & 91

### ANSWER KEY

#### 1 LABEL THESE PICTURES.

1. amusement park; 2. bumper car; 3. roller coaster

#### 2 WRITE THE NUMBERS.

1. twenty-eight; 2. thirty-three; 3. eleven;  
4. twenty; 5. forty-five; 6. nineteen; 7. thirteen;  
8. twelve; 9. twenty-one

#### 3 ANSWER THESE QUESTIONS.

Students' own answers

## 4 COMPLETE WITH THE MONTHS.

**HOW OLD ARE YOU? 5**

Complete with the months.

1 JANUARY 7 JULY  
2 FEBRUARY 8 AUGUST  
3 MARCH 9 SEPTEMBER  
4 APRIL 10 OCTOBER  
5 MAY 11 NOVEMBER  
6 JUNE 12 DECEMBER

There are twelve months. Number 1 is January, number 2 is...

5 Listen and tick (✓).

1

2

3

SEPTEMBER NOVEMBER SEPTEMBER

ACTIVITY BOOK - EIGHTY-NINE 89

## 5 LISTEN AND TICK (✓).

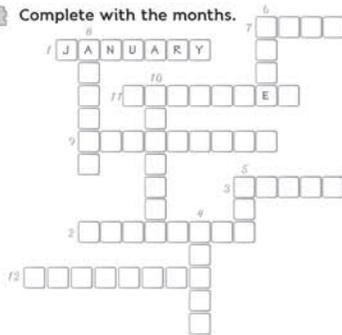
### TRACK 39

#### Listen and tick.

1. It's cold. It's winter.
2. How old is your sister? She's fourteen.
3. When is her birthday? In September.

## HOW OLD ARE YOU? 5

4 Complete with the months.



There are twelve months. Number 1 is January, number 2 is...



5 Listen and tick (✓).



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## 6 BREAK THE CODE AND COMPLETE.

1. spring; 2. summer; 3. autumn; 4. winter

## 7 MATCH.

1. Sue. 2. It's in February. 3. Yes, it is. 4. He's thirteen. 5. No, it isn't.

## 8 COMPLETE.

1. His; 2. Her; 3. Her; 4. His

## 9 READ AND TICK (✓).

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

## SB PAGES 52 &amp; 53

**Objectives**

- To identify actions performed with the body.
- To talk about abilities.
- To ask and answer about abilities.
- To recognise the senses and what can be perceived.
- To read and listen to descriptions.
- To listen to a song and sing along.

**Language focus:**

- *What can you do?*
- *I can (jump). I can't (play tennis).*
- *Can you read? Yes, I can. / No, I can't.*
- *What can she / he / they do? She / He / They can (dance).*
- *She / He / They can't (play football).*
- *Can she / he / they (sing)? Yes, she / he / they can. No, she / he / they can't.*
- *I can see with my eyes.*

**Vocabulary:**

- Actions: *drink, swim, read, eat, sing, jump, dance, talk, walk, fly, count, hear, see, smell, touch, taste*
- *Puppet, puppeteer, puppet show*

**WARM-UP**

Play *Stop it!* to revise the verbs that students already know. Say a verb and ask the children to mime the action. Explain that when you shout *Stop* they have to freeze. Any student who does not remain still is out of the game. The last student standing is the winner. Suggestions: *stand up, touch your knees, sit down, raise your hand, close your eyes, point at the board*



Tell students to open their books to pages 52 and 53 and describe the illustration. Ask questions to revise vocabulary: *Where are they? How many people? Are they happy? Is it cold?* Then point to the picture of the performer and have the class identify Punchinello. Explain that Punchinello is a character in a puppet theatre, ask the children if they have ever seen a puppet show and if they enjoyed it. Direct students' attention to the text in the speech bubble and play track 30. Encourage the class to repeat.

**TRACK 30**

**Puppet:** I can jump.



Present vocabulary in the box by pointing at the pictures as you read the words. Read the words again and mime. Then play track 31 and ask the children to repeat and mime.

**TRACK 31**

drink – swim – read – eat – sing – jump –  
dance – walk – puppet – puppeteer – puppet  
show

**OPTIONAL ACTIVITY**

Divide the class into two teams. Ask a volunteer from each group to go to the front. Give them a flashcard and ask them to mime the words on them for their teams. Award a point to the team that guesses first. Repeat the procedure with different cards.

**32** Draw students' attention to the song and read each line modelling pronunciation. Clarify the meaning of the phrase *funny fellow*. Play the song several times so that the children first follow the lyrics from their books, then mime and, finally, mime and sing. Copy some example sentences with *can* on the board and explain that it is used to talk about abilities and that we use the same form with all the persons.

**TRACK 32****Song: Punchinello**

What can you do,  
Punchinello, funny fellow?

What can you do,  
Punchinello, funny you?

I can drink, I can swim.  
I can read, read, read.

I can eat, I can sing.  
I can talk, talk, talk.

I can jump, I can dance.  
I can walk, walk, walk.

We can do it too,  
Punchinello, funny fellow.

We can do it too,  
Punchinello, funny you.

**OPTIONAL ACTIVITY**

Invite students to read the lyrics of *Punchinello* again and choose one of the actions that Punchinello can perform and draw a picture. Copy on the board: *Punchinello can...* Ask the children to complete it with the verb they chose. Then collect all the pictures and hang them on a clothesline in the classroom so that they can all see their works.

**TIPS FOR EXHIBITING STUDENTS' WORK**

Display students' productions in the classroom to give value to their work. You may put up posters, make picture clotheslines, attach students' notes to a noticeboard, etc. In doing so, the children can share their ideas and contribute actively to the class. Moreover, the pictures and language exhibited can help students remember the target language and activate their imagination.

**WRAP-UP**

Play *Simon says* with the class to revise the vocabulary presented in this lesson. Give orders and ask children to follow them only if they are preceded by the phrase '*Simon says*'. Suggestions: *Read, Jump, Simon says drink, Simon says read, Eat, Simon says swim*, etc.

## SB PAGES 54 & 55

### WARM-UP

Sing the song *Punchinello* with the class to revise vocabulary. Play the song again but this time invite the children to complete the sentences with one of their abilities. Pause the audio CD after *I can* and point at a volunteer to say a verb: *I can read*. Repeat with some other volunteers and encourage them to mention different verbs.

### 1 ANSWER ABOUT YOURSELF. TICK (✓).

Tell the class about one action you can do and write it on the board: *I can swim*. Ask some volunteers if they can swim and encourage them to answer *Yes* or *No*. Write the question and the complete short answers and explain that *Yes, I can* is affirmative and *No, I can't* is the negative form. Then point to the pictures and have students identify the animals and the girl. Read the first question and clarify the meaning of *like* (*similar to*). Invite a volunteer to answer the first question as an example. Then have the children read the questions and answer them. Finally, ask some volunteers to read their answers aloud to check.

### KEY ANSWER KEY

Students' own answers

### 2 ANSWER.

Invite a student to read the first question aloud and encourage the class to answer. Write the example on the board. Remind the children that we use *can* for all the persons. Encourage the children to answer the questions and check if their abilities are similar to *Punchinello's*. Have some students share their answers with the class.

### KEY ANSWER KEY

1. Yes, he can.
2. Yes, I can.
3. Yes, he can.
4. Students' own answers
5. Yes, he can.
6. Students' own answers

### OPTIONAL ACTIVITY

Ask children to write four sentences about their abilities and illustrate them on a separate sheet of paper. Alternative: hand out old magazines and have students cut out pictures to represent their abilities: *I can swim*. (Image of someone swimming).

### HEART VALUES: RESPECTING DIFFERENT ABILITIES

Ask students if they think they all have the same abilities. Encourage them to discuss the positive and negative effects of accepting or not accepting these differences. Ask the children if accepting people as they are means we respect them.

### 8 33 LISTEN AND NUMBER.

Point at the photos at random and ask students to say the corresponding verb. Then play the audio CD for the children to number the images according to what they hear. Play track 33 again so that they can check or complete their answers. Finally, check with the class.

### TRACK 33

#### Listen and number.

- 1. Girl:** What can he do?  
**Man:** He can walk.
- 2. Girl:** What can he do?  
**Boy:** He can read.
- 3. Girl:** What can she do?  
**Boy:** She can eat.
- 4. Girl:** What can he do?  
**Man:** He can dance.
- 5. Girl:** What can she do?  
**Boy:** She can swim.
- 6. Girl:** What can they do?  
**Boy:** They can jump.

#### ANSWER KEY

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

#### LOOK AT THE PICTURES IN ACTIVITY 3. COMPLETE.

Tell students to use the verbs in the boxes to complete the sentences about the children in the previous activity. To check, ask some volunteers to read their answers aloud.

#### ANSWER KEY

1. walk; 2. can read; 3. She can eat; 4. He can dance. 5. She can swim. 6. can jump

#### OPTIONAL ACTIVITY

Divide the class into pairs and ask students to talk about the abilities their family and friends have. Demonstrate the activity by telling the children about the abilities some of your relatives and friends have. Finally, walk around the classroom to monitor and help as necessary.

### WRAP-UP

Tell students to close their books and explain that you are going to test their memory. Read sentences about the people and characters from the previous activities and ask the children to say if they are *Right* or *Wrong*. Encourage them to correct the wrong information. Suggestions: *Roy can dance. Punchinello can't talk. Cristine can swim. Sheila can dance. Punchinello can fly. Anna and Mike can't jump.*

### SB PAGES 56 & 57

#### WARM-UP

Divide the class into groups. Write a verb scramble from this unit on the board. Ask students to unscramble the verb and raise their hands when they have finished. Have the children say and spell the verb. Then ask some children if they can perform the action: *Walk. Can you walk?* Repeat with other verbs and award a point for each correct answer.

#### OUR SENSES. COMPLETE.

Point at the pictures and ask students to identify the parts of the body. Then read the verbs and the examples. Divide the class into pairs and have the children complete the diagram with words related to each sense.

#### ANSWER KEY

**Possible answers:** hear: music, noise, radio; touch: animals, fruit, person; taste: apple, lemon, fish; smell: perfume, flower, cake; see: person, flower, animal.

### OPTIONAL ACTIVITY

Divide the class in small groups. Hand out old magazines and ask students to cut out pictures related to the different senses. Then stick a sheet of construction paper with the diagram from the book copied on it. Have the children from the groups come to the front to stick the pictures with the corresponding senses. Display the poster on the classroom wall.

### 34 LISTEN, MIME AND CHANT.

Point at the pictures and ask: *What can the boys and girls do? (The group of boys and girls can dance and the boy can play the drums.)*

Play track 34 more than once and have the children sing and mime. Then assign a verse to each row in the classroom to chant.

#### TRACK 34

##### Listen, mime and chant.

I can see with my eyes.

I can hear with my ears.

I can smell with my nose.

I can taste with my mouth...

And I can touch with my hands!

### 7 COMPLETE AND TALK ABOUT YOUR FRIENDS.

Read the example dialogue in the speech bubbles aloud. Tell students to complete the table. Then have them work in pairs and take turns to ask and answer about their friends' abilities. Walk around the classroom and monitor.

### ANSWER KEY

Students' own answers

### ♥ VALUES: BEING A GOOD LISTENER

Encourage the children to mention ways in which they can be good listeners and cooperate with their partners when interacting. Remind them to take turns and not to interrupt when others are talking. Explain that, in this way, they show respect and care about what the other has to say and this contributes to a good relationship too.

### 8 COMPLETE ABOUT YOU.

Ask the children to write about what they can and can't do. Then invite some volunteers to share their ideas with the class.

### ANSWER KEY

Students' own answers

### 9 ASK AND ANSWER.

Have two volunteers read the example dialogue aloud. Tell students to walk around the classroom and ask and answer about their abilities.

### ANSWER KEY

Students' own answers

### OPTIONAL ACTIVITY

Tell students to note down their partners' answer from the previous activity. Invite some volunteers to mention the abilities they have and don't have in common with their partners.

## WRAP-UP

### The chain memory

Divide the class into groups. Write on the board the verbs from this unit and other verbs students remember: *point, read, touch, stand up, etc.* Explain that a student starts the chain by saying one ability: *I can read.* The next student repeats the phrase and adds another ability: *I can read and talk,* and so on. If a student does not remember the sequence or makes a mistake, the next student starts again with a new verb.

## SB PAGES 58 & 59

Divide the class into small groups and have them form circles. Write *can* and *can't* on the board. Play some music and get students to pass a ball around the circle. Stop the music. Invite the student who has the ball to say two sentences about himself or herself using *can* and *can't*. Repeat several times.

## FUN STICKERS 6

### STICK. ASK AND ANSWER.

Students put the stickers on the correct boxes. Then have them work in pairs and take turns to ask and answer about the abilities of the people in the pictures: *Can she / he / they (dance)?* Walk around the classroom to monitor and help as needed.

### ANSWER KEY

1. She can dance. 2. He can't walk. 3. They can run. 4. She can jump. 5. She can read. 6. He can sing. 7. He can swim. 8. She can't fly.

## FUN CONNECTIONS 6

### LANGUAGE

### ASK AND ANSWER.

Invite two volunteers to read the example dialogue aloud. Then divide the class into pairs. Ask them to look at the pictures and ask and answer about the children's abilities. Walk around the classroom and help with new vocabulary.

### OPTIONAL ACTIVITY

Divide the class into pairs. Ask students to look at the scene on page 59 and tell each other what they can or can't do. Give an example and write it on the board as a model: *I can fly a kite like Sam. I can't jump the rope like Sheila.*

### WRAP-UP

Play *Tic-Tac-Toe* to revise abilities. Draw two sets of parallel lines to make a tic-tac-toe grid. Divide the class into two teams. Prepare a set of cards with actions for each group: *Count to twenty, Jump on one foot, Sing Happy Birthday, Say four abilities PUNCHINELLO has, Read and understand an upside down word, Dance like a robot, Walk backwards.* Have a volunteer take a card and read it aloud. Ask the student: T: *Can you sing Happy Birthday?* S: *Yes, I can.* T: *Prove it!* S: *(sings).* If the student is correct, have him / her draw an O or an X on the grid. The first team to get three in a row wins the game. Have Xs and Os take turns choosing squares. Repeat the game if time allows.

# 6 ACTIVITY BOOK

SB PAGES 92, 93, 94 & 95

## KEY ANSWER KEY

### 1 LABEL THESE PICTURES.

1. walk; 2. jump; 3. swim; 4. read; 5. drink;  
6. dance

### 2 NUMBER.

**1 Label these pictures.**

1. walk: \_\_\_\_\_  
2. j: \_\_\_\_\_  
3. s: \_\_\_\_\_  
4. r: \_\_\_\_\_  
5. d: \_\_\_\_\_  
6. d: \_\_\_\_\_

**2 Number.**

1 see  
2 smell  
3 taste  
4 hear  
5 touch

**3 Complete.**

jump puppets can puppeteer play

Pam is a 1. . Froggy and Ratty are her  
2. . Froggy can 3. and  
Ratty 4. run. Pam can 5.  
with them and have a good time!

92 NINETY-TWO - ACTIVITY BOOK

### 3 COMPLETE.

1. puppeteer; 2. puppets; 3. jump; 4. can;  
5. play

### 4 COMPLETE.

1. can dance; 2. can write; 3. can read; 4. can  
sing; 5. can jump; 6. can swim

### 5 UNSCRAMBLE AND ANSWER.

1. Can you play the piano? 2. Can you draw?  
3. Can you play football? 4. Can you swim?

### 6 HUMAN BEINGS, ANIMALS AND PLANTS. TICK (✓).

**Human beings:** all the characteristics;  
**animals:** can walk, can grow, can jump, can  
eat; **plants:** can grow, can eat

### 7 CIRCLE.

1. can; 2. can't; 3. can

### 8 TRACK 40 LISTEN AND CIRCLE.

#### TRACK 40

#### Listen and circle.

1. I can sing.  
2. I can run.  
3. I can read.  
4. I can write.

8 Listen and circle.

1			
2			
3			
4			

9 Complete.

What can you do?

What can't you do?

- |         |         |
|---------|---------|
| 1 _____ | 1 _____ |
| 2 _____ | 2 _____ |
| 3 _____ | 3 _____ |

### 9 COMPLETE.

Students' own answers

## SB PAGES 60, 61, 62 & 63

### WARM-UP

Write the following phrase on the board: *A number of abilities*. Divide the class into small teams. Ask students to form as many words as they can using those letters in three minutes. Elicit the words that students have written: *one, name, for, fun, man, see, tea, bomb, bee, animal, run* etc. The team with the most words is the winner.

### 1 WRITE THE NUMBERS.

Ask students to follow the lines that connect the circles to the bowling pins and write the corresponding numbers.

### ANSWER KEY

**1 Write the numbers.**

**2 Complete.**

- 1 What's twenty plus three? It's \_\_\_\_\_.
- 2 What's thirty plus eight? It's \_\_\_\_\_.
- 3 What's eleven plus fifteen? \_\_\_\_\_.
- 4 What's nineteen plus thirty-one? \_\_\_\_\_.

What's fifteen plus five?

It's twenty.

60 SIXTY - REVIEW UNITS 5 & 6

### OPTIONAL ACTIVITY

Choose a number from one to twenty and clap your hands that number of times. Ask students to write the number in their notebook. Have them write it as a word and as a number. Repeat with different numbers. Invite some volunteers to write the answers on the board.

### 2 COMPLETE.

Have a pair read the example dialogue aloud. Tell the children to read the questions and do the calculations. Ask them to write the results in full.

### ANSWER KEY

1. twenty-three; 2. thirty-eight; 3. It's twenty five. 4. It's fifty.

### OPTIONAL ACTIVITY

Ask students to invent three more sums and write them in numbers. Then divide the class into pairs and have the children ask and answer about the calculations. Encourage them to write the results in words.

### 3 COMPLETE.

Read the questions in the speech bubbles and ask students to complete the answers with their personal information. Then have the children work in pairs and tell them to take it in turns to ask and answer the questions. Walk around the classroom to monitor.

## ANSWER KEY

Students' own answers

## CIRCLE.

Ask students to look at the photos and identify the seasons. Then tell them to read the sentences and circle the correct options. Invite some volunteers to read their answers aloud to check.

## ANSWER KEY

1. hot; 2. warm; 3. cold; 4. spring

## OPTIONAL ACTIVITY

Ask students about their favourite seasons and encourage them to say why they like them. Help them with vocabulary and write sentences on the board as models: *My favourite season is spring. It's warm and I go to the park. / My favourite season is summer. It's hot and I go to the club.* Invite students to draw a picture of their favourite season and write their sentences below. Attach the pictures to the classroom walls.

## COMPLETE.

Have a volunteer read the words in the box aloud. Then tell students to read the paragraph about the girl in the photo and complete it with the corresponding words. Ask some volunteers to read the sentences to check.

## ANSWER KEY

1. This; 2. years old; 3. birthday; 4. Her;  
5. season

## OPTIONAL ACTIVITY

Ask students to bring a photograph or draw a picture of a friend or relative. Tell them to write a paragraph about the person, using the text in activity 5 as a model. Have children exchange their notebooks with their partners to check their writings. Finally, invite some volunteers to read their paragraphs aloud.

## WHAT IS IT? MATCH AND WRITE.

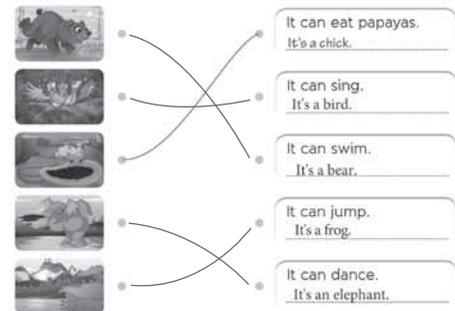
Ask students to look at the animals and read the sentences that refer to their abilities. Tell them to match the pictures to the sentences and write which animal from the words in boxes it is.

## ANSWER KEY

**REVIEW UNITS 5 & 6**

6 What is it? Match and write.

a bear   a chick   a bird   an elephant   a frog



It can eat papayas.  
It's a chick.

It can sing.  
It's a bird.

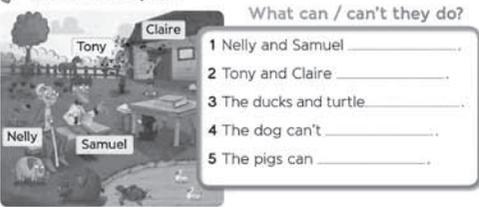
It can swim.  
It's a bear.

It can jump.  
It's a frog.

It can dance.  
It's an elephant.

7 Look and complete.

What can / can't they do?



1 Nelly and Samuel \_\_\_\_\_.

2 Tony and Claire \_\_\_\_\_.

3 The ducks and turtle \_\_\_\_\_.

4 The dog can't \_\_\_\_\_.

5 The pigs can \_\_\_\_\_.

62 SIXTY-TWO - REVIEW UNITS 5 & 6

### OPTIONAL ACTIVITY

Tell students to take a sheet of paper and draw an animal. Ask them to describe the animal (colours, number of legs, big / small) and write about its abilities on another piece of paper. Collect all the pictures and descriptions. Stick the pictures on the board and redistribute the descriptions to the children, making sure that they do not get their own writing. Ask them to read the descriptions and find the matching pictures.

### LOOK AND COMPLETE.

Draw students' attention to the picture and have them describe it to check vocabulary. Then ask the children to answer the question to complete the sentences. To check, invite some volunteers to read their answers.

## ANSWER KEY

1. can read;
2. can sing;
3. can swim;
4. speak;
5. walk

### 8 READ THE TEXT. TICK (✓) THE CORRECT ANSWER.

Ask students to look at the photo and encourage them to identify the topic of the text and explain how they know it is so. Tell them to read the text in silence and choose the correct alternative. Then reread the text aloud and clear up any doubt. Finally, have some children read their answers aloud to check.

## ANSWER KEY

1. can't see;
2. can guide a person;
3. is a dog;
4. can read and play the piano;
5. can help her

### WRAP-UP

Write the names of superheroes and animals on index cards. Attach a card to each student's back. Have students stand up and ask each other questions about the words on their backs to help them discover identities: S1: *Can I fly?* S2: *Yes.* S1: *Am I a bird?* S2: *Yes!* Students who know their identities should tell you their identity: *I'm a bird.* Remove the student's card and have him or her sit down. Play until all of the students are sitting in their seats.

# Fun 2 Way

**Fun Way** is a specially designed series for 6 to 8 year-old children starting to learn English. It is a three-level course that will make the kids' English learning experience unique and unforgettable. Each lesson in the book is engaging and motivating, with songs, games and activities devised to help children learn the target language in a playful way.

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- Interactive Activities

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