



Open Day 2

Teacher's
Guide



 **Richmond**

Hedy Schabes



Open
Day

2

Teacher's
Guide



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Welcome to *Open Day 2!*



The concept behind the **Open Day** series is to *open the world* to our students one *day* at a time. In every class, students are given the opportunity to learn English as they explore a variety of interesting, age-appropriate topics. As one topic relates to another, students' natural curiosity motivates and maintains their interest and in turn promotes life-long learning. Additionally, the concept of **Open Day** refers to the bond we are creating between the school and the home—both of vital importance to children—while we aim at students' development and learning. Parents will be involved in the child's learning process through a variety of tips and activities available online.

Open Day is a topic-based series for primary students aged 6 to 12, taking beginner students from pre A1 to B1 over its six levels. Its aim is to develop students' language competency in the four language skills, together with an awareness of themselves, their community, the environment and the world in general.

Open Day and the Environment

The series is committed to social responsibility, and for that reason we focus on a different vulnerable animal in each level as part of an ongoing thread of environmental consciousness. Students become more familiar with each animal in inspiring nature videos at three moments during the course, while they also engage with it through the comic strip in each unit. Throughout the year, students become more familiar with this species, its habitat and why it is endangered or vulnerable and develop awareness, empathy and a sense of responsibility to our natural world.

Open Day and Language Acquisition

Open Day's topic-based approach to language learning is based on the premise that students learn best when they are engaged in interesting and meaningful tasks in a stress-free and supportive learning environment. A topic-based syllabus is built upon the pillars of relevant and meaningful topics around which vocabulary, language structures and skills development are selected and organised. These topics provide the context and indicate the relevant language functions and skills that appear naturally and can be practised communicatively within each topic. **Open Day's** communicative approach recognises that a topic on its own won't achieve language acquisition, but that it does inspire a variety of tasks that will involve learners in real interaction in a natural context. Acquisition occurs when learners work together and exchange messages, when they have to negotiate meaning and to participate actively

in a range of communicative tasks. Consequently, **Open Day** focuses on two main types of activities: on those that aim exclusively at exchanging meaningful information and where learning the language is a by-product, and on inductive language-oriented tasks (where students discover rules by observing examples) that will support specific language and skills development. Therefore, the role of the teacher in **Open Day** is not to "teach" English in the traditional sense of the word, but to provide the necessary guidance and support for students to build on their own learning.

Open Day, CLIL and Citizenship

In **Open Day**, by presenting students with demanding topics and tasks, we aim at helping them become aware of the challenges of the global world they live in. The conditions of learning that create challenge also enhance long-term retention of knowledge and skills. With this in mind, **Open Day** connects each topic to other areas of the curriculum (CLIL), where the aim is to develop specific grade-level content area standards using English as the medium of instruction. Furthermore, high-interest, content-related videos are available to help you exploit each topic by bringing authentic real-life situations into the language classroom. In this way, learning becomes vibrant and exciting and makes teaching and learning more effective. In addition, **Open Day** connects topics to issues related to social responsibility and citizenship and challenges students to use their critical thinking skills to explore, analyse, draw conclusions and propose solutions that can impact their daily lives. **Open Day** not only promotes social awareness and universal values, but it also fosters the sense of social responsibility needed to become global citizens.

Open Day and International Certifications

In today's global world, the use of standardised language proficiency exams has become more and more prevalent as a way of certifying students' language levels. These certifications also serve to motivate students to keep on studying and improving their English. For this reason, **Open Day** takes a new approach and uses international certification-type activities to develop language skills to promote lasting learning, and to prepare students who are planning to sit international exams at some time in the near or distant future. Students that have practised this type

of activities in casual, low-stress classroom conditions have greater chances of doing the same activities later on under exam conditions.

Open Day and the Mindful Learner

The learner is at the centre of this course of study and, to ensure that each student feels relaxed, focused and motivated in the English classroom, **Open Day** has integrated an ongoing mindfulness programme. Everyday life, in and outside school, can be stressful for children. Stress has a negative effect on the brain and on its ability to carry out these executive functions. Practising mindfulness helps students develop and master the socio-emotional skills they require to be successful in the language classroom and beyond. **Open Day** focuses on developing four specific areas of mindfulness.

- *Mindful Body*, which teaches students to connect with their bodies and become aware of how they are feeling when they are stressed and what parts of their bodies are absorbing this stress.
- *Mindful Breathing*, which allows students to observe and become aware of their breathing. Mindful breathing can also reduce stress levels in the body and help regulate the body's reaction to stress and fatigue.
- *Mindful Senses*, which involves consciously noticing everything the senses come into contact with, without thinking or judging it. It entails being receptive, stopping running thoughts and absorbing the sensation rather than reacting.
- *Mindful Emotions*, which consists in connecting to the emotions, understanding them and taking ownership of them.

By practising and eventually mastering these skills, children will become more mindful of their actions and will learn how to express and interpret their present environment. They will create positive connections and they will be able to see the world from different perspectives. As a result, they will increase their self-regulation of attention, their use of executive functions of the brain and their personal achievements.



Open Day and Teacher's Role as a Facilitator

Based on the premise that **Open Day's** topic-based approach was designed to help students make connections, transfer knowledge and apply it, the teacher's role becomes that of a facilitator of learning, rather than the provider of knowledge. With topic-based learning, the boundaries of exploration are far wider than the expertise of any one teacher, and consequently he or she becomes a learning manager who guides students in the discovery of themselves and the world around them. Creating a stress-free environment is probably the one most important job of a facilitator. Language learning brings with it a certain amount of stress, as it requires students to risk making mistakes. So how can we get our students to express their ideas without becoming overconcerned about making mistakes? By creating a learning environment where mistakes are considered a natural and necessary part of the learning process. Another key aspect to creating an environment that is conducive to learning is that students must be interested and motivated to learn, must know what they have to do and why and must have the skills required for what is expected of them. For this to occur, a certain amount of preparation is required by the teacher so as to be able to facilitate the classroom activities, maintain students' attention and keep the flow of the class moving. **Open Day's** teacher's notes provide suggestions to this end that focus on:

- *Activating prior knowledge* and recycling previously learned structures and language to prepare students for the topics and tasks to come by allowing them to access their skills and knowledge.
- *Scaffolding* to prepare students for individual activities and to create one integrated class and a sense of purpose. Scaffolding activities also allows you to provide extra support in mixed-ability classrooms.
- *Classroom dynamics* allow you to organise collaborative learning, keep teacher-talking time at a minimum and place the learners at the centre of learning. The use of course resources, such as games, songs, the **Reader** and the range of online resources that include videos, internet links and interactive activities also enhance the classroom experience by bringing a rich variety of materials and activities into the classroom.

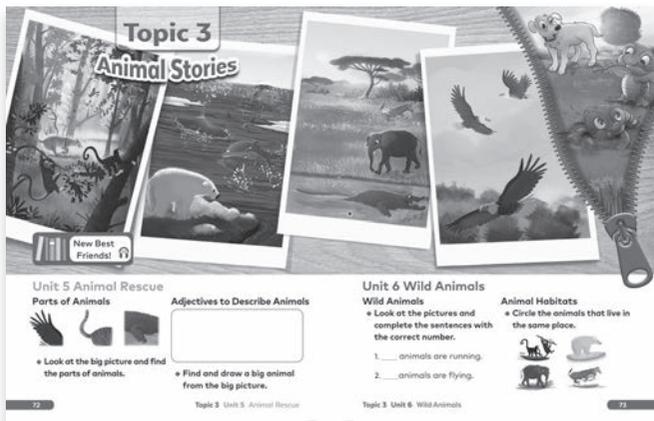
Open Day invites you, the teacher, to join us on this challenging, new journey and explore the world one day at a time.

For the Student

The **Student's Book** consists of a *Welcome Unit* and eight units divided into four topics.

The *Welcome Unit* begins each book and offers an introduction to functional language for students in Year 1, and a review of vocabulary and language structures from the previous level for students in higher years.

Each *Topic* provides two separate units of study, both of which are presented in the *Topic Opener*, together with questions and activities aimed at introducing the concept of each unit and activating students' prior knowledge. The story from the *Reader* and the video that accompany each *Topic* are referenced at this point.



Units are classified into odd units (Units 1, 3, 5 and 7) and even units (Units 2, 4, 6, and 8). While some sections appear consistently in all units, there are some sections that are specific to odd and to even units.

Odd and Even Units' Structure:

My Words

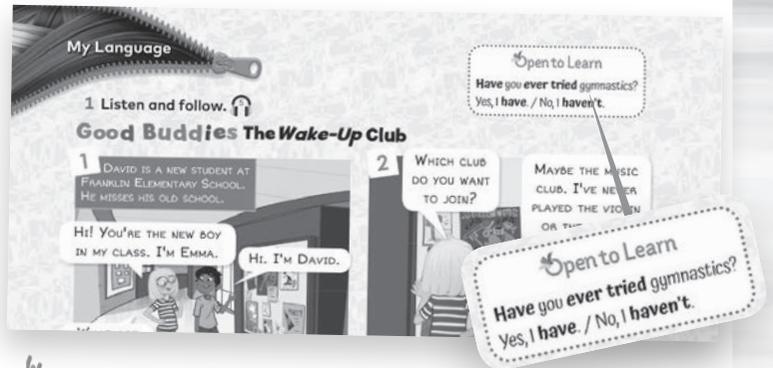
These first two pages focus on presenting and practising key thematic vocabulary in the context of the unit.



My Language

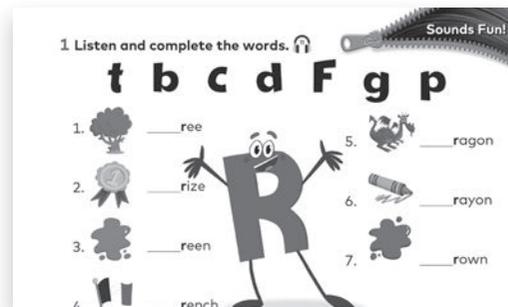
The next three pages aim at presenting and practising new language. The context for the language is presented through an ongoing *Good Buddies* comic strip that features characters engaged either with or alongside the vulnerable animal for each level. In Levels 1 and 2, the new language points are not shown on the pages explicitly.

However, in the remaining levels, there are **Open to Learn** boxes at the top of the *My Language* pages to provide a clear model of what language items are being presented in the comic strip.



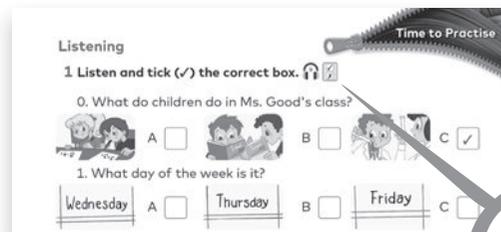
Sounds Fun!

- ◆ This page focuses on developing students' letter-sound correspondence awareness and pronunciation through the use of fun activities, such as songs, rhymes and tongue twisters.



Time to Practise

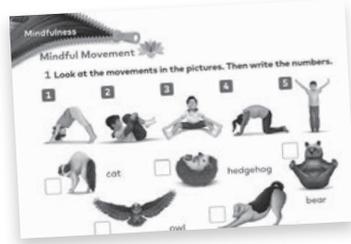
- ◆ This section offers activities in international certification formats. In addition to providing further language and skills practice, they familiarise students with specific international certification-type activities. Additional guidance about specific strategies for exam preparation are provided in the **Teacher's Guide**.



Sections Specific to Odd Units:

Mindfulness

- ◆ This page aims at helping students to apply mindfulness techniques to their everyday life.



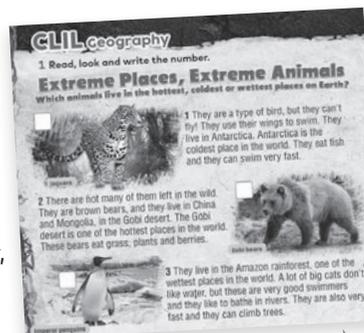
My Skills

- ◆ This section focuses on helping students develop specific strategies related to the four language skills:
 - **Reading** This section dedicates two pages to developing reading strategies to enhance students' reading comprehension of meaningful authentic-like texts. Some of the main strategies that students learn are prediction, skimming and scanning.
 - **Writing** These two pages provide a clear model text for students to analyse and then activities that scaffold the writing process. These include: brainstorming, organising ideas in graphic organisers, and writing and editing drafts.
 - A **Listening** page offers international certification-type listening comprehension activities that expose students to a variety of voices and authentic type recordings with real-life listening tasks.
 - A **Speaking** page provides freer oral activities that aim to develop students' fluency and language competency in real life communicative tasks, where students interact with their classmates in groups, pairs or give individual presentations.

Sections Specific to Even Units:

CLIL (Content and Language Integrated Learning)

These pages connect the topic to other areas of the curriculum and allow students to practise and consolidate English while learning age-appropriate content related to other subjects, such as geography, history, maths, art, etc.



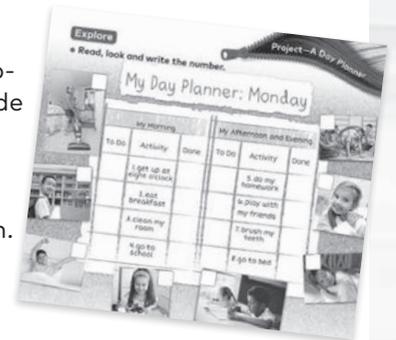
Citizenship

- ◆ This page focuses students' attention on expanding their social awareness and exploring global competencies that promote an active role in their community.



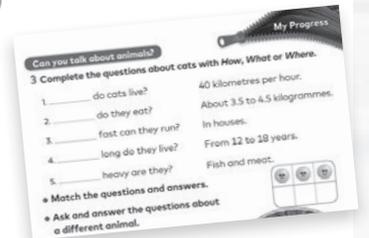
Project

- ◆ Here students will find a collaborative project that will allow them to use the language they acquired throughout the *Topic* in order to complete a final communicative task. Step-by-step instructions include a detachable template at the end of the **Practice Book** to help guide research and organisation.



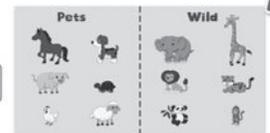
My Progress

- ◆ These pages provide activities designed to help students evaluate their own progress by reflecting on what they have learned and selecting an emoji that represents their achievements. These activities will help students become more autonomous learners as they begin to take ownership of and responsibility for their learning.
- This section includes a *Home Connection* activity that invites the whole family to get involved in each student's learning process by developing a project together at home. Detailed steps for these projects are available on the digital platform in English and in the students' native language.



Home Connection

◆ Make a local animal census.



The following icons can be found in the **Student's Book** to indicate different types of activities or additional resources:

-  Recording available online
-  International certification-type activity
-  *Critical Thinking* activity
-  *Stickers* activity (Levels 1 and 2)
-  A reference to the text in the **Reader**
-  Additional interactive activities available online

The **Practice Book** offers students the opportunity to reinforce language objectives and skills development independently or in class. Suggestions for which activities to assign are included at the end of each lesson in the **Teacher's Guide**.

The first five pages of all units offer practice and reinforcement for the *My Words* and *My Language* sections of the **Student's Book**. There is always a *Good Buddies Quiz* related to the comic strip in each unit.

6 Circle the correct answer.

Good Buddies Quiz

- Anna and Hugo are friends. / twins.
- Anna's football boots are in her bedroom. / next to the door.
- Pocket and Shelly are turtles. / children.
- Shelly is Pocket's sister. / brother.



Time to Practise

There is also a section called *Time to Practise*. These two pages offer international certification-type activities for students planning to sit international certification exams. The **Teacher's Guide** provides additional support for these activities.

Reading and Writing

1 Read and look. Write one-word answers.

0. What club is that? _____ club.

1. What day is it? _____

2. How many students are there? _____

3. What instrument are they playing? The _____ her chair.

4. Where is the girl's book? _____

2 Look at the picture of the music club. Write Yes or No.

- The teacher is wearing glasses. _____
- There is a clock on the wall. _____
- A boy is singing. _____
- The door is open. _____
- The girl has got crayons in her schoolbag. _____

Unit 1 My Good School

Sections Specific to Odd Units:

My Skills

This section includes further skills practice over three pages.

Reading

1 Read and write the headings.

After School School Lunch In Class

Schools in the UK
by Ryan, B

1

Schools in the UK can be very big or very small. My school is small. There are nineteen students in my class. We wear a school uniform and there are five classes a day.

2

There is a school canteen. Some people go home for lunch, but I like to eat my lunch with my friends in the canteen. The teachers have lunch in the canteen, too.



My Space

1 Draw a picture of your school.

2 Read and answer.

- What's the name of your school?
- How many classes have you got?
- Have you got lunch at school?
- Have you got homework?
- What's your favourite subject?
- What do you like doing at school?

Topic 1 Unit 1 My Good School

My Space

This page provides activities for students to consolidate and personalise learning.

Sections Specific to Even Units:

CLIL

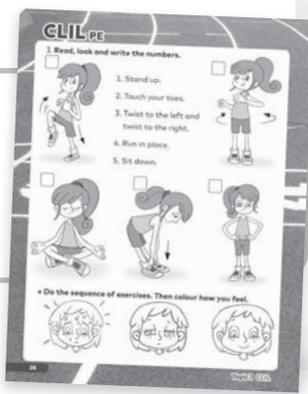
This page provides consolidation activities for the content corresponding to the subject area students work with in their **Student's Book**.

CLIL PE

1 Read, look and write the numbers.

- Stand up.
- Touch your toes.
- Twist to the left and twist to the right.
- Run in place.
- Sit down.

Do the sequence of exercises. Then colour how you feel.



Citizenship

This page provides activities to support the values of this unit.

Having Good Table Manners

1 Look at the pictures, read and circle.



- This situation is happening at school / home / playground.
- Mike's mum is angry because of Mike's clothes / food / manners.

Look and number the problems.

1. open mouth full of food 2. dirty hands
3. messy table 4. stained clothes

2 Match the problems with their solutions.

- Dirty hands Eat with your mouth closed.
- Stained clothes Help clear the table.

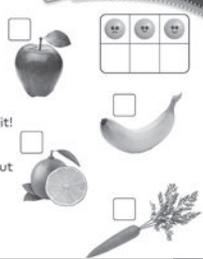
My Progress

These two pages provide additional follow-up activities to be done after the self-evaluation section in the **Student's Book**.

Can you say what you want?

3 Look, read and match.

- Which one do you want?
I want that one. I love apples.
- Which one do you want?
I want that one. I don't like fruit!
- Which one do you want?
I want that one. I want fruit, but I don't like lemons or apples.
- Which one do you want?
I want that one. Lemons are my favourite fruit.



- ◆ Each *Topic* ends with activities that can be used to further exploit the text in the **Reader**.

The Magic Lunchbox

1 Read *The Magic Lunchbox*. Write one-word answers.

- Who finds a magic lunchbox? _____
- What does he do? He _____ it.
- Where does he take the lunchbox? To _____
- What does he eat every day? Chocolate and _____
- How does he feel on Friday? _____

- ◆ Detachable templates are located at the end of the **Practice Book** for the development of the project.

Name: _____ Date: _____

| My Afternoon and Evening | | | My Afternoon and Evening | | |
|--------------------------|----------|------|--------------------------|----------|------|
| To Do | Activity | Done | To Do | Activity | Done |
| | | | | | |
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Reader

Each level of the series includes a separate **Reader** component. The **Reader** includes four texts, one per *Topic*. (two fiction and two informative texts) These texts aim to provide more extensive reading practice related to the context of each unit, while further exposing students to new language and vocabulary from each topic in meaningful contexts. All reading material has been recorded to facilitate students' understanding.



For the Teacher

The **Teacher's Guide** consists of the following sections that aim at allowing the facilitator to exploit the programme of the series to the fullest.

- ◆ The *Introduction* presents the concepts and methodology that underpin the series. It also explains the structure of the **Student's Book** components and describes the resources found online.
- ◆ The *Scope and Sequence* provides a broad overview of the learning outcomes to be covered in the course.
- ◆ A section with *Flashcard* and *Poster Activities* offers sets of ideas on how to present and review vocabulary and language structures in each unit.

Each *Topic* begins with a short introduction and ideas on how to introduce the two units. It presents the **Reader** that corresponds to this *Topic* and gives suggestions on how to exploit the vulnerable animal video and the high interest topic-related video.

The **Teacher's Guide** provides complete lesson plans for each class and answers to the activities.

Lesson plans include clear *Objectives* so that teachers can focus on students' specific learning outcomes in each class and make reference to any additional materials or course resources teachers will need for the class.

Flashcards

Each level of the series comes with a set of flashcards to aid in the presentation and practice of key vocabulary. References regarding when to use the flashcards and where to find instructions for suggested activities appear at the point of use.



Maths

Posters and Cutouts

Each level of the series comes with a set of posters (1 per unit) with cutouts. The *Posters* were designed, together with the corresponding activities, to create contexts for first presentation and further practice of new language structures. The *Cutouts* give each poster flexibility, making controlled practice more communicative by adding an element of surprise to each scene. References for when to use the posters and where to find instructions for suggested activities appear at the point of use.



Stages for Each Lesson:

Open the day

The *Open the day* initial stage begins each class with a *Mindfulness* activity that aims at helping students connect with themselves and focus their attention on their learning as well as an activity that either introduces the topic of the class or presents/reviews vocabulary and language.

Open the book!

The *Open the book!* stage offers teaching notes for how to exploit the material on the corresponding page. These notes suggest how to scaffold each activity to support students' learning and how to make the class flow seamlessly. It also suggests how to vary classroom dynamics, such as the way and moment to pair or group students, how to check activities and give support for mixed ability classes. Additional notes have also been provided in separate boxes. *Open Day's Tip* boxes include teaching tips that you will find helpful when dealing with challenging situations or complex language features. They may also provide ideas for ongoing evaluation and marking.

◆ *International Certification* boxes accompany the activities with the corresponding icon in the **Student's Book**. These boxes contain strategies for how students should approach these activities and what you, the teacher, can do to train them.

◆ *Language Presentation* boxes offer ideas on how to present new language points through fun activities that might include posters, flashcards, etc.

Language Presentation

Food Preferences

In this and in following classes, students are going to be required to express food preferences. We suggest you do Poster Activity 4A at this stage, so that they feel more confident when doing so.

International Certification: Reading and Writing

Make sure that students are familiar with action verbs that they are likely to come across in this section (*get up, get dressed, take a shower, eat breakfast, go to school, etc.*). It is also a good idea to tell students that if any piece of information in a sentence is false, they must write *No*, even if part of the sentence is true. For example, in Picture 0, the girl is getting up, but the time is wrong. She gets up at seven thirty, not at nine o'clock. Consequently, the answer is *No*.

◆ *Skills Strategy* boxes appear on the *My Skills* page and provide the teacher with ideas and suggestions for developing specific subskills for reading, listening, speaking and writing.

Reading Strategy

Dealing with New Vocabulary

It is important to encourage students to try to understand the general meaning of a text without worrying about words they do not know. This skill is going to be useful for them in exams and "real-life" situations. However, texts also provide an opportunity to learn new vocabulary. You may encourage your students to look up the new words after they get the general idea of a text. Remind them that they can take notes of new words on the last page of their books.

◆ *Critical Thinking* questions, marked with a light bulb icon in the **Student's Book**, challenge students to explore further a topic in order to draw their own conclusions after analysing information rationally.

Critical Thinking

What other things are important for staying fit and healthy?

Close the day

Finally, the *Close the day* stage offers wrap-up activities to sum up the key points of the lesson.

The **Teacher's Guide** includes, at the back of the book, *Audioscripts* for both the **Student's Book** and the **Practice Book** and the *Answer Key* for the **Practice Book**.



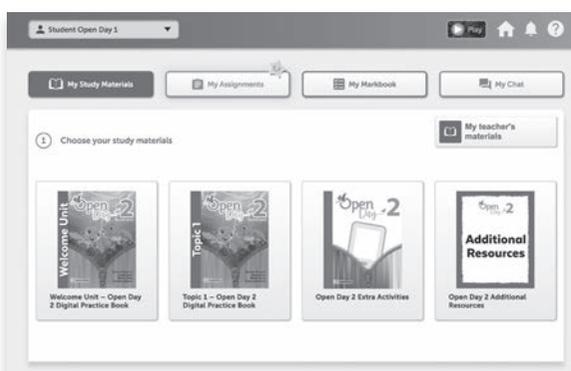
Open Day's Digital Material

Open Day offers both students and teacher a variety of online resources that are easily accessible on our state-of-the-art learning platform. In addition, teachers will be able to track students' performance for all interactive activities and manage the classes. References regarding when to assign or use additional student resources either print or digital can be found at point of use or at the end of each class.

For the Student

Digital Material provides access to all of the course print materials in digital format and is complemented by a robust selection of resources for online use. These include:

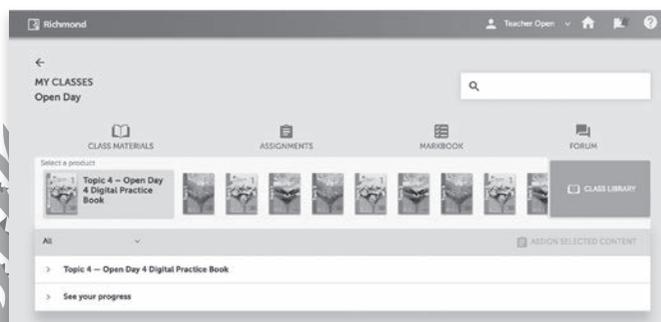
- ◆ all audio recordings for listening activities in both the **Student's Book** and the **Practice Book**.
- ◆ additional practice that supports classroom activities, indicated by a  icon in both the **Student's Book** and **Teacher's Guide**.
- ◆ instructions in English and students' native language for fun *Home Connection* activities at the end of the **Student's Book** that will allow the whole family to join in and explore the topic of each unit together.
- ◆ *Wordlists* of key topic vocabulary listed by unit and colour-coded according to their CEFR level with pronunciation models and examples of usage.
- ◆ the digital version of the **Practice Book (e-Practice Book)** for students to work online.
- ◆ e-book versions of the **Reader** that include animated texts in Levels 1 to 3 and karaoke versions at all levels, where the text is highlighted as it is read to facilitate reading aloud.



For Teachers

Digital Material for teachers also includes digital versions of all print materials and access to all of the student resources. It also provides teachers with a wide range of additional resources that will complement, enrich and support them in their roles as facilitators. These include:

- ◆ digitised **Posters** of the series for projection with the **Cutouts** in a drag-and-drop format for communicative language presentation and practice in class and notes in on how to use them in PDF format.
- ◆ digitised **Flashcards** of the series with the word in audio format of key topic vocabulary for projection and pronunciation practice in class and notes in on how to use them in PDF format.
- ◆ **Vulnerable Animals Videos**, one per level, offer professionally produced documentaries about each vulnerable animal in order to foster environmental awareness. Full lesson plans are provided online for you to exploit the resource at its maximum and guide your students to a project at the end of the lesson.
- ◆ **Topic-Related Videos**, four per level, bring high-interest, real-life videos into the classroom with full lesson plans that will allow you to present each topic and explore it further.
- ◆ **Unit Assessments** are available, in both interactive (online) or downloadable (offline) formats, to facilitate the evaluation process.
- ◆ **Mock Tests** for international certifications are available, four per level, in both interactive (online) or downloadable (offline) formats. These may be used diagnostically after each *Topic* or as practice exams nearer the dates when students will present the exams.
- ◆ A **Mapping Guide** elaborating on **Open Day's** correspondence to the Common European Framework of Reference standards is available in PDF format for easy reference.



Welcome Unit
Welcome Back!

Greetings
Hello! Hi! What's your name? My name's... / I'm... Nice to see you again.

Present Continuous
What are you doing? I'm running.
Are you drawing? Yes, I am. / No, I'm not.

Present Simple
Where do you live? I live in the ocean.

Can for Ability
Can it swim?

Classroom Rules
Don't run in class. Work quietly. Raise your hand. Ask for things politely.
Can I use your crayons?

School Objects
schoolbag, book, chair, computer, crayons, desk, pencils, pencil case, ruler

Farm Animals
chicken, cow, sheep

Colours

Numbers 1-20

Language

Vocabulary

Life Skills and
Extra Features

Project

Topic 1 A Busy Day

Unit 1
My Cool School

Have Got
I have got P.E. I haven't got maths. Have you got art? Yes, I have. / No, I haven't. Hugo has got art, but he hasn't got P.E. Has Hugo got art today? Yes, he has. / No, he hasn't.

Questions with When and What
When have you got maths?
On Mondays.
What do you do in maths?
We do additions.

School Subjects
art, English, geography, IT, maths, music, PE, science

Class Activities
doing additions, doing experiments, looking at maps, painting pictures, playing basketball, playing the guitar, reading books, using computers

Days of the Week
Monday, Tuesday, Wednesday, Thursday, Friday

Mindfulness
Mindful Calm

Sounds Fun!
/r/ preceded by a consonant: br, cr, dr, fr, gr, pr, tr
brown, crayon, dragon, French, green, prize, tree

Unit 2
Time to Get Up!

Simple Present for Routines
What time do you get up on Mondays? I get up at six o'clock.
Does she read a book in the afternoon? Yes, she does.

Telling the Time
What time is it? It's eight thirty.

Adverbs of Time
I always / sometimes / never meet friends on Saturdays.

Daily Activities
brush my hair, brush my teeth, collect my books, get dressed, get up, go home, go to bed, go to school, have breakfast, have lunch, read a book, have a shower

Days of the Week
Saturday, Sunday, weekend

Periods of the Day
in the morning / afternoon / evening

Sounds Fun!
/l/ preceded by a consonant: bl, cl, fl, gl, pl
blue, club, flag, glad, play

CLIL
PE

Citizenship
Being Punctual

Home Connection
Make a pen organiser.

A Day Planner

Topic 2 Yummy Food!

Unit 3
At the Market

Plurals
pear – pears, mango – mangoes

Some and Any for Quantity
What's in the cupboard? There are some apples, but there aren't any oranges. Are there any pears? Yes, there are. / No, there aren't.

Possessive Pronouns
mine, yours, his, hers, its, ours, theirs

Questions with Whose
Whose is it? It's mine.

Shopping for Food
Can I help you? Six pears, please. Here you are. Anything else? No, thanks.

Vegetables
bean, cabbage, carrot, corn, mushroom, onion, pea, pepper

Fruit
coconut, kiwi, lemon, lime, mango, orange, pear, pineapple

Mindfulness
Mindful Eating

Sounds Fun!
/s/ followed by a consonant: sk, sl, sm, sn, sp, st, sw
skin, sleep, small, snake, spit, stick, swan

Unit 4
It's Lunchtime!

Food Preferences
I love fish. I hate hamburgers. I like / don't like cheese. Me too!

Choosing Food
Which one do you want? That one. I want / don't want pizza.

Ordering Food
Would you like to order? What would you like to eat / drink? I'd like a hamburger. Would you like fries? Yes, please. / No, thank you.

Tableware
bowl, fork, glass, knife, plate, napkin, spoon

Main Dishes
meatball, potato, sausage, soup, vegetables

Desserts
apple pie, cheese and crackers, chocolate cake, fruit, ice cream, yoghurt

Fast Food
burger, fries, salad

Drinks
milkshake, soft drink, water

Sounds Fun!
/i:/ ee
bee, cheese, coffee, frisbee, tree

CLIL
Health

Citizenship
Having Good Table Manners

Home Connection
Make a healthy snack.

My Ideal Lunchbox

Topic 3 Animal Stories

Unit 5
Animal Rescue**Describing Animals**

It's scary. What a lovely dog!
What silly turtles!

Imperative

Sit! Fetch!
Roll over!
Don't roll over the mud!
Remember to play with it.

Comparative with -er

A squirrel is faster than a hamster.
Toy Poodles are smarter than Great Danes.

Parts of Animals

body, face, foot / feet, head, tail,
wings

Backgrounds

ground, leaf / leaves, sand, sky

Animals

cat, dog, fox, hamster, lizard, parrot,
snake, turtle

Adjectives

cute, fast, funny, lovely, scary, silly,
smart, strong, tired

Mindfulness

Mindful Movement

Sounds Fun!

/əʊ/ followed by a
consonant and e:
alone, bone, hole, mole,
nose, rose

Unit 6
Wild Animals**Wh- Question Words**

What, When, Where, Who, Whose, Why

Questions with How

How big is it?
How long do they live?

Superlative with -est

The blue whale is the biggest animal
in the world.

Wild Animals

crocodile, dolphin, eagle, elephant,
giraffe, hippo, jellyfish, lion, monkey,
penguin, polar bear, shark, tiger,
whale, zebra

Animal Habitats

forest, savanna, sea, sky, river

Sounds Fun!

/eɪ/ followed by a
consonant and e:
ape, cake, cape, shape,
snake

CLIL

Geography

Citizenship

Helping Wild Animals

Home Connection

Make a local animal
census.

Topic 4 My Free Time

Unit 7
Try This!**Nouns Ending in -ing**

Flying a kite is fun!

Enjoy + Gerund

What do you enjoy doing in your free time?
I enjoy playing table tennis.

Questions with How Often

How often do you play a sport? How often
does he fly a kite?

Frequency Expressions

every day, once / twice / three times a week

Sports

badminton, baseball, hockey, roller
skating, skateboarding, table tennis,
volleyball

Musical Instruments

drums, piano, recorder, saxophone,
trumpet, violin

Mindfulness

Mindful Emotions

Sounds Fun!

/aɪ/ followed by a
consonant and e:
kite, like, mice, mine, white

Unit 8
Let's Go
Swimming!**Object Pronouns**

me, you, him, her, it, us, them

Talking about Things People Have Got

I have got a new sweater to wear.
Anna has got a good book to read.

Rules with Must

You must wear a swimming cap.
You mustn't splash people.

Swimming Equipment

arm bands, boat, diving board,
goggles, slide, swimming cap,
swimsuit, towel

Water Activities

dive, float, slide, splash, swim

Sounds Fun!

/uː/ followed by a
consonant and e:
cute, duke, huge, mule,
refuse, tune

CLIL

Music

Citizenship

Working in Teams

Home Connection

Make a family photo
album.

A Bookmark

A Board Game

Welcome Unit Welcome Back!

Objectives of the day:

1. Review vocabulary related to school objects, farm animals, colours, clothes and numbers 11-20.

Materials: *School Objects* Flashcards, Flashcard Activity WA on page XIV.

Open the day

◆ "Sunshine Breathing" practice.

Introduce yourself and welcome students to the course. Since they may be feeling anxious about the beginning of a new school year, we suggest you have them do the "Sunshine Breathing" practice. Tell students to stand up in front of their desks, keeping their backs straight and their arms by the side of their bodies. Then tell them to take a deep breath in and, as they do so, raise their arms out until their hands touch above their heads. After that, they should breathe out as they lower their arms to the initial position. Model the practice for students and encourage them to close their eyes if they feel comfortable. Follow the same procedure at least three times.

- ◆ Flashcard Activity WA.

We suggest you do this activity to review vocabulary related to school objects.

Open the book!

1 Look and stick.

Draw students' attention to the picture. You may explore it with them by asking: *Where are the children? (at school) What class are they in? (maths) How many students are there? (five) How many teachers are there? (one)* After that, tell students that they are going to listen to the teacher talking to his class. Tell them to look at the picture as they listen and imagine what goes in each of the blank spaces. Play Track 1. When the audio is over, elicit from students what they think should be in each space. After listening to their guesses, tell them to open their Student's Book to page 138 and fetch the Welcome Unit stickers. Guide students to notice that each sticker has a frame in a different colour. Explain that they should place each sticker in the space that has the same colour as its frame. Check the activity with the whole class. Finally, play Track 1 again and have students point at the stickers as they are mentioned in the audio.

Answer Key

Students paste the cow, the chicken, the schoolbag, the jacket, the desk and the crayons stickers on the corresponding places.

Open Day Tip Working with Stickers

When working with stickers, you can have students detach and carefully lay the stickers on the edge of their desks before doing the activity. That way, they will not need to search for the stickers while they are listening to an audio, for example. Another simple but useful strategy is to ask students to decide where they should place each sticker, but only allow them to actually place the stickers after correcting the activity with the whole class. This will prevent that students feel frustrated because they placed the stickers incorrectly.

2 Unscramble and label the items in the big picture.

Draw students' attention to item 1 (*wco*) and tell them to unscramble the letters to form a word. Add that the word is the name of something that appears in the picture. Elicit the answer from students and write it on the board. (*cow*) Then have students find the cow in the picture and point at the blank label next to it. Explain that they should write the unscrambled word there. Invite students to follow the same procedure with the other words. If you see fit, organise them into pairs to do the activity. Finally, ask for volunteers to write their answers on the board. Check the spelling of the words with students and make sure they wrote them in the correct spaces.

Answer Key

1. cow; 2. desk; 3. schoolbag; 4. jacket; 5. chicken; 6. crayons

Close the day

- ◆ Ask students to stand up. Explain that you are going to say some sentences. If a sentence is true, students jump once. If it is false, they squat. If you have students with mobility restrictions, you may tell them to raise their hands if a sentence is true and to keep them down if it is false. Say some sentences, such as: *There are eighteen desks in our classroom. There's a poster with animals in our classroom. There are two books on my desk. I'm wearing a yellow shirt.*



Practice Book: Assign page 4 as homework.

Objectives of the day:

1. Review vocabulary related to school objects, farm animals, colours, clothes and numbers 11-20.

Materials: *School Objects* Flashcards, Flashcard Activity WB on page XIV; sheets of paper (2 per student).

Open the day

- ◆ "Sunshine Breathing" practice.
- ◆ Flashcard Activity WB.

We suggest you use this activity to review vocabulary related to school objects.

Open the book!**3 Listen again, look and answer the questions.** 

In order to recap the dialogue between the teacher and his class, you may play Track 1 again and invite volunteers to act out the parts of the people in the picture (*Mr. Davis, Sam, Jenny, May and Ben*). If your class is too numerous, organise students into groups of five and have them act out the dialogue simultaneously. Next, read the instructions to this activity along with students. Explain that they should answer the questions based on the picture. If you see fit, organise students into pairs to do the activity. Once they are done, invite volunteers to share their answers with the class. Encourage them to show evidence in the picture that supports their answers. If there is time, you may distribute sheets of paper and have students draw their favourite animals, just like the students in Mr. Davis' class are about to do. Finally, remind students to visit the online platform for more practice at home.

Answer Key

1. blue; 2. three; 3. cow, sheep, chicken; 4. red; 5. 18

◆ Write another question in your notebook. Then ask and answer.

Ask students to read the questions in Activity 3 one more time and circle the question words. (*what, how many*) Then elicit questions that begin with different question words. For example: *Where is Sam's jacket? Who puts her schoolbag on the peg?* Next, read the instructions aloud and have students write a different question based on the picture. If there is time, have students walk around the classroom asking their classmates the question they wrote. If not, simply tell students to ask their question to the classmate next to them. Invite some volunteers to ask their questions to the whole class.

Answer Key

Answers will vary.

Close the day

- ◆ Distribute the sheets of paper and tell students to draw their classroom. Once they finish their drawing, students should write a sentence about their classroom. For example, *There are fifteen desks in our classroom. The desks in our classroom are white.* Finally, invite some volunteers to present their drawings and sentences to the class. You may also decorate the classroom walls with students' drawings if permitted.



Practice Book: Assign page 5 as homework.

Objectives of the day:

1. Read and listen to a comic strip about marine animals.
2. Review greetings and introductions.

Materials: Welcome Unit Poster with Cutouts, Poster Activity WA on page XX.

Open the day

- ◆ "Sunshine Breathing" practice.
- ◆ Poster Activity WA.

We suggest you use this activity to review greetings and how people introduce themselves.

Open the book!

1 Listen and follow.

Draw students' attention to the comic strip. Ask: *What animals do you see? (a sea turtle, a seagull, some fish, a crab, a starfish and two baby sea turtles) Where are these animals? (in the sea / on the beach)* Then play Track 2 and invite students to listen and read along. When the story is over, ask: *What's the seagull's name? (Cliff) Who's Bertha? (the sea turtle) What's the crab's name? (Gaby) Who's Star? (the starfish)*

2 Read, look and match.

Read item 1 aloud and ask students who says that in the comic strip. Then tell them to draw a line matching item 1 with Cliff, the seagull. Ask students to follow the same procedure for the remaining items. Elicit the answers from the whole class.

Answer Key

1. b; 2. d; 3. a; 4. c

◆ Choose Scene 1 or Scene 2 and act out the dialogue.

Organise students into pairs. Explain that they should choose one of the scenes on page 8 and act it out. If there is enough time, you may have them act out the two scenes instead. Explain that in Scene 1, one student should be Cliff and the other one should be Bertha. In Scene 2, one student should play the parts of Cliff and Gaby, and the other one should play the parts of Bertha and Star. Encourage students to change their voices as they play different characters. When they are done, ask for volunteers to act out the scenes in front of the whole class. As an extension to this activity, you may encourage students to introduce themselves to each other, especially to any new classmates.

Answer Key

Answers will vary.

Close the day

◆ Play Odd Man Out:

If there is enough space, have students stand up in a circle. Explain that you are going to call out some groups of words. When you finish calling out a group of words, students should say who the "odd man out" is. Add that we use this expression to refer to a word or an element that does not belong in a group. Then say: *cow, horse, crab*, and ask students who the "odd man out" is. They are expected to realise that it is *crab* because *cow* and *horse* are land animals, but *crab* is a marine one. Some ideas are:

Pencil, chicken, desk. (chicken)
Sheep, fish, sea turtle. (sheep)
Boot, skirt, book. (book)
Seagull, teacher, starfish. (teacher)
Jacket, rubber, glue. (jacket)



 Practice Book: Assign Activity 1 on page 6 as homework.

Objectives of the day:

1. Talk about what is happening at the moment.

Materials: pictures of the marine animals that appear in this unit's comic strip (1 set per group); a pair of scissors (for the teacher's use); sheets of paper (1 per student).

Open the day

- ◆ "Sunshine Breathing" practice.
- ◆ Before the class starts, print out pictures of each of the marine animals that appear in this unit's comic strip (*a seagull, a sea turtle, a crab and a starfish*). Then cut the pictures into pieces and mix them up. Organise students into groups and give each group a set of pieces. Explain that students should sort them out and put them together to form four animals. Once students are done, ask them if they remember the names of the animals that appear in the comic strip. (*seagull – Cliff, sea turtle – Bertha, crab – Gaby, starfish – Star*) Encourage students to also remember what each character in the comic strip says.

Open the book!**3 Read, look and tick (✓) the correct box.**

Play Track 2 again and tell students to point at each of the animals they assembled in the *Open the day* section every time it speaks. After that, draw students' attention to the activity. Explore the pictures with them, pointing at each animal and asking *Who's this?* Then explain that students should look at the pictures and tick the box that corresponds to what each animal is doing. Check the activity with the whole class. Next, organise students into pairs and have them take turns pretending they are Bertha, Gaby, Star and Cliff. Explain that they should practise the dialogues in this activity. Encourage students to imitate the animals as they speak.

Answer Key

1. I'm swimming.;
2. I'm flying.;
3. I'm making a hole.

◆ Mime and guess different actions.

Organise students into small groups and draw their attention to the actions in the box. Explain that each student in the group should choose an action and mime it so that the other group members guess which action it is. Before students start the activity, read the dialogues in the speech bubbles aloud and encourage them to use these as models. If you see fit, mime one of the actions for students to guess which one it is. Finally, ask for volunteers to mime actions for the class to guess.

Answer Key

Answers will vary.

Close the day

- ◆ Distribute the sheets of paper and tell students to draw themselves doing something they really like. When students are done, tell them to write a sentence about what they are doing at the bottom of the sheet. Then have them fold the part of the sheet with the sentence. Next, invite students to walk around the classroom showing their drawings to their classmates. Explain that they should look at a drawing and try to guess what the classmate who made it is doing in it. They should ask the owner of the drawing a question such as: *Are you playing a video game?* Then the student who made the drawing should unfold the part of the sheet that contains the sentence and show it to the classmate who asked the question.



Practice Book: Assign Activity 2 on page 6 as homework.

Objectives of the day:

1. Talk about different animals' habitats, abilities and diets.
2. Review the use of *can* and *can't for ability*.

Materials: Welcome Unit Poster with Cutouts, Poster Activity WB on page XX; index cards (1 per student).

Open the day

- ◆ "Sunshine Breathing" practice.
- ◆ Poster Activity WB.

We suggest you use this activity to review names and characteristics of different animals, as well as the use of *can* and *can't for ability*.

Open the book!

4 Listen and complete the Fact File.

Point at the picture of the sea turtle and elicit what students know about it. Then draw their attention to the fact file. Elicit what information is missing. (*sea turtles' habitat, their abilities and their diet*) Explain to students that they are going to listen to a conversation between a girl and her grandfather and that they should complete the fact file using the words in the box. Allow a few minutes for students to read the fact file and predict which word fits each gap. Play Track 3. Copy the fact file onto the board and ask for volunteers to complete it.

Answer Key

1. ocean; 2. swim; 3. fly; 4. plants

◆ Read and match.

Tell students that they are going to listen to the conversation between the girl and her grandfather again. Invite them to pay attention to the questions the girl asks. Play Track 3 one more time. When the audio is over, elicit the questions from students and write them on the board: *What are these? Can sea turtles climb? Can they fly? What do they eat?* Then draw students' attention to the questions in this activity and ask if they recognise one of the girl's questions. (*What do they eat?*) Next, show students the answers and ask which of them matches *What*

do they eat? Tell them to draw a line matching the question with its answer. Then have them do the same with the other questions. Check the activity with the whole class. Finally, remind students to visit the online platform for more practice at home.

Answer Key

1. In the ocean; 2. Yes, they can.; 3. Plants and animals.



Play an Animal Guessing Game!

Organise students into small groups. Explain that each member of the group is going to choose an animal and that the others are going to ask questions to guess what the chosen animal is. You may limit the animals to the ones depicted on the page, or you may brainstorm names of animals and write them on the board. Say that students can only choose from those animals. If you think it is necessary, model the activity by choosing an animal yourself and having students ask you questions to guess what it is. After some time, invite a few volunteers to choose an animal so that the class guesses what it is.

Answer Key

Answers will vary.

Close the day

- ◆ Distribute the index cards. Invite students to choose one of the animals they have learned about and make a fact file on it. Add that they may use the fact file in Activity 1 as a model, but that they should write about a different animal. Encourage students to make a drawing of the animal to illustrate their fact file. When students are done, ask for volunteers to present their fact files to the class. You may also display students' fact files on the classroom walls and have them look at each other's work.

Objectives of the day:

1. Practise the following listening strategy:
 - Using songs and chants to facilitate learning.
2. Make a *Classroom Rules* poster.

Materials: a sheet of poster paper.

Open the day

- ◆ "Sunshine Breathing" practice.
- ◆ Ask students if they think it is important to have rules in the classroom and at other places in the school. Encourage them to say why they believe these rules are (or are not) important. Guide students to notice that rules in the classroom and other places are important so that everybody can interact in these spaces in harmony.

Open the book!**Listening Strategy****Using Songs and Chants to Facilitate Learning**

Besides helping students memorise patterns and sequences, songs and chants facilitate learning in many other ways. They teach pronunciation and intonation in a natural manner, and foster a sense of community in the classroom, since students sing and dance together.

1 Read and number the rules shown in each picture.

Draw students' attention to the pictures and elicit what is happening in each of them. (*In picture a, a girl is lending a crayon to a classmate. In picture b, a boy is standing up and talking while his classmates are working. In picture c, a girl is raising her hand before speaking.*) Then point at the *My Classroom Rules Chant*. Read the lyrics aloud and have students read along. Alternatively, play Track 4 and have them read along as they listen to the chant. After that, tell students to number the pictures in the order in which the rules that relate to them are mentioned in the chant. Check the activity with the whole class, eliciting the rule that relates to each picture. (*Picture 1/b: Work quietly! Picture 2/c: Raise your hand. Picture 3/a: Ask for things politely.*)

Answer Key

1. b; 2. c; 3. a

◆ Listen and chant. 

Invite students to read and sing along as they listen to the chant. Play Track 4 once. Then play it again and challenge students to sing without reading the lyrics. You may play it more times until they can sing it confidently. Encourage students to stand up, clap and dance to the song.

◆ Add a rule to each column.

Have students go back to the lyrics of *My Classroom Rules Chant* and underline the rules. (*Don't run in class. Work quietly! Don't shout! Raise your hand. Ask for things politely.*) Draw their attention to the fact that some of these rules are in the affirmative form and that some are in the negative form. Next, point at the table. Guide students to notice that there are two columns: one for rules in the affirmative form (✓) and one for rules in the negative form (X). Read the examples aloud. Then elicit from students which other rules from the chant they could add to each column. (✓: *Work quietly! Ask for things politely.* X: *Don't shout!*) Students should write one more rule in each column. They may also add rules that are not mentioned in the chant. Finally, ask them if anyone has added a different rule to the table.

Answer Key

Answers will vary.

◆ Make a Classroom Rules poster. 

Elicit from students rules they should follow in class and write them on the board. Then make a *Classroom Rules* poster on a sheet of poster paper. You can ask students to sign the poster, so they realise they are agreeing to follow the rules. Display the poster on a classroom wall, where students can see it every class. Finally, remind them to visit the online platform for more practice at home.

Answer Key

Answers will vary.

Close the day

- ◆ Play Track 4 again and have students sing and dance to the *My Classroom Rules Chant*. Encourage them to create a choreography. For instance, when the chant says "Three classroom rules for you and me," students may show number 3 with their fingers, and point at a classmate and at themselves.



 Practice Book: Assign page 7 as homework.

Topic 1

A Busy Day

Objectives of the day:

1. Learn a mindful practice to help focus attention.
2. Get acquainted with concepts of Topic 1: school subjects and routines.
3. Predict what happens in the topic's reader.

Materials: a schoolbag; some school materials.

Open the day

"Tiptoeing Turtles"

Before starting the topic, we suggest you do a mindful activity with students. This practice will help them feel calmer and focus on the class they are about to have. It also relates to this level's vulnerable animals: the loggerhead turtles. Invite students to sit straight and spread one hand out like a star. Tell them to use the index finger of their other hand to trace the outline of their open hand. Add that they should take a deep breath in as they move their finger to the top of their thumb and breathe out as they move it down between their thumb and index finger. Students should repeat this procedure until they have completely outlined their hand and taken five slow, deep breaths.

Open Day Tip **Being Mindful**

Students might present some resistance to mindfulness practices. In this case, you may explain to them that these activities help us become gradually more mindful. Being mindful means to bring our minds to whatever we are doing at the moment. Ask students if they have ever forgotten where they left something or what they were about to do. This happens because we sometimes do not pay attention to our actions. Being mindful helps us focus on our current activities, so that we make fewer mistakes and feel less anxious about the future.

Open the book!

Read the title of the topic with students and invite them to explore the big picture. You may have them describe what they see or ask them: *Where are the children going? (to school) Is their school similar to ours? (Answers will vary.) What is there inside the green schoolbag? (an English book) What is the boy with the blue schoolbag carrying? (a guitar) What is there inside the pink schoolbag? (paintbrushes)* Ideally, keep students' attention focused on the first part of the picture (on page 12) for the moment.



Unit 1 My Cool School
Days of the Week

School Subjects and Class Activities

d F i y a r
F r i d a y

Art Music English

◆ Look at the big picture and unscramble the day of the week. ◆ Circle the children in the big picture who have got these subjects.

12 Topic 1 Unit 1 My Cool School

Unit 1 My Cool School

Days of the Week

Draw students' attention to the scrambled word (*dFiyar*). Explain that this is a day of the week and that they should unscramble the letters in order to find out which one it is. If you think it is necessary, add that they can find the answer in the big picture. Check the activity by having students spell out *Friday*. Invite a volunteer to write the word on the board as students spell it out. This may be a good opportunity to review letters of the alphabet. Finally, find out if students can name the other days of the week. You may ask them: *What day is today/tomorrow? And after tomorrow?*

School Subjects and Class Activities

Point at the three pictures and elicit what school subjects they represent. Then tell students to find in the big picture the children who have got these classes. You may ask them: *Who has got art? (the girl with the pink schoolbag) How do you know? (Because she is carrying paintbrushes in her schoolbag.)* Follow the same procedure with *music* and *English*. Then have students circle the three children. Finally, find out if students can name other school subjects. You may ask them: *What classes have you got today/tomorrow? What is your favourite school subject?*

Unit 2 Time to Get Up!
Daily Routines

brush teeth eat breakfast watch TV

◆ Circle the people in the big picture doing each activity.

Telling the Time

8:00

◆ Find the time in the big picture and draw it on the clock.

Topic 1 Unit 2 Time to Get Up! 13

Unit 2 Time to Get Up!

Daily Routines

Have students describe the second part of the big picture (on page 13). Guide them to notice that the people on the background are doing everyday activities. Then point at the three small pictures and elicit what everyday activities they represent. Invite students to identify and circle the people in the big picture who are doing these activities. Add that they should not consider the turtles right now. When students are done, invite volunteers to show the class which people they circled. You may find out how much students know about daily routines by asking them: *What do you do every day?*

Telling the Time

Have students look at the big picture one more time and ask them to find out what time it is. Again, add that they should not consider the corner of the picture where the turtles appear. Students are expected to find 8:00 a.m. on the sign near the school entrance. Then point at the blank clock and invite students to draw the time they found in the big picture in it. You may find out if students know how to tell the time by asking them: *What time is it? What time do our classes start? What time do our classes end?*

Finally, draw students' attention to the corner of the big picture, where the turtles appear. Ask them if they remember who they are. Students are expected to remember that these are the baby turtles who are born in the comic strip of the Welcome Unit, *Hello World*. You may also ask them: *What time is it where the baby turtles are? (07:30) What is the boy turtle doing? (brushing his teeth)*



Draw students' attention to the Reader icon on page 12. Remind them that in every topic, they are going to read a different story. Elicit the title of the story. (*Clip Clop and Maria*) Ask students who they think Clip Clop and Maria are. After listening to their guesses, ask them to open their readers to page 5. Invite students to describe what they can see on the cover of the reader. You may also read the information at the bottom of the cover with them. After that, ask students again who they believe Maria and Clip Clop are. They are expected to realise that Maria is the girl and that Clip Clop is her donkey. Finally, elicit students' predictions about what might happen in the story.

Close the day

- ◆ Display the schoolbag and tell students that there are some school materials in it. Invite a volunteer to close his or her eyes and touch an object inside the schoolbag to find out what it is. As the objects are revealed, ask students: *In what classes do we use this?*

Go to video "Loggerhead Turtles."

On the platform, you will find a video along with activities and projects related to this level's vulnerable animals (the loggerhead turtles). It is important to take this time to begin raising students' awareness of this species. You may show them the opening of the video and then elicit what they know about loggerhead turtles. Students can also do the "Before Watching" online activities at this stage. Moreover, this may be a good time to introduce one of the projects available for them. If you are interested in learning more about loggerhead turtles, we recommend the following website: <https://www.natgeokids.com/nz/discover/animals/sea-life/loggerhead-turtle-facts/>

Go to video "Tati's Routine."

For Unit 2, there is an accompanying video on the platform, called "Tati's Routine." It features a young woman describing her daily activities. We suggest you go online to get acquainted with the proposed activities so that you are able to explore all the aspects of the video.

Unit 1 My Cool School

Objectives of the day:

1. Learn to name different school subjects.
2. Identify school subjects on a weekly schedule.

Materials: *School Subjects* Flashcards, Flashcard Activity 1A on page XIV.

Open the day

- ◆ "Tiptoeing Turtles" practice.
- ◆ Flashcard Activity 1A.

Use this activity to present vocabulary related to school subjects. At the end of it, ask students which subjects they like and do not like, and why.

Open the book!

1 Listen and stick.



Draw students' attention to the schedule and ask them if they use a similar one. Read the days of the week aloud with students and ask them: *Why aren't Saturday and Sunday on the schedule?* They are expected to realise that they do not usually go to school on those days. Then tell students that they are going to listen to two classmates talking about their school schedule. Invite them to listen to the audio once for general comprehension while they look at the schedule. Play Track 5. When the audio is over, have students fetch the Unit 1 stickers on page 138 of the Student's Book. Then point at the first row of the schedule (the classes that happen before the break) and elicit the names of those school subjects. Draw students' attention to the fact that there is a picture missing and elicit which of the stickers they should place in the space marked with number 0. (*the one with the computer*) Allow students some time to decide which sticker they should place in each space in the second row. When they are done, check the activity with the whole class.

Answer Key

Students paste the IT, Maths, PE, Science, Art and Geography stickers on the corresponding places.

2 Listen again and answer the questions.

Read the questions aloud and explain that you are going to play the audio again so that students can answer them. Play Track 5. When the audio is over, have students compare their answers in pairs. Then invite volunteers to read their answers aloud. If necessary, play Track 5 once more after the correction, so that students can identify pieces of information they may have missed.

Answer Key

1. IT; 2. PE; 3. Friday

◆ Ask and answer.

Invite a pair of volunteers to read aloud the question and the answer in the speech bubbles. Guide students to realise that the information in the answer was taken from the schedule in Activity 1. Then ask a student: *What's on Tuesday?* and help him or her answer: *Music and PE*. Once students have understood what they are supposed to do, organise them into pairs and tell them to ask each other questions about the schedule. When students are done, invite volunteers to ask and answer questions about all the days of the week. Answers: *What's on Wednesday? (English and science) What's on Thursday? (IT and art) What's on Friday? (maths and geography)*

Answer Key

Answers will vary.

Close the day

- ◆ Have students sit in a circle on the floor and invite them to stand up if they like a subject that you will call out. If they do not like it, they should remain seated. If you have a large group or students with mobility restrictions, you may ask them to raise their hands if they like a subject or keep them down if they do not. You may include subjects that are not in the book, but that your school offers.



Practice Book: Assign page 8 as homework.



Objectives of the day:

1. Talk about what students like doing in each class.
2. Talk about students' favourite school subjects.

Materials: *School Subjects* Flashcards, Flashcard Activity 1B on page XIV; a song (optional).

Open the day

- ◆ "Tiptoeing Turtles" practice.
- ◆ Review school subjects by showing students the *School Subjects* Flashcards and eliciting their names. Then explain that you are going to mime activities that are done during a class and that students should guess which class you are in. Pretend you are using a computer and guide students to say that you are in *IT*. Invite volunteers to do the same with other classes.

Open the book!

3 Read, look and find.

Draw students' attention to the pictures and ask them to describe what is happening in each one. After that, tell them that the *My Cool School Chant* is a song about activities that students do at school. Read aloud the lyrics to the chant or play Track 6 and have students read along. Then ask students to identify which picture relates to each of the activities in bold. Check the activity with the whole class.

Answer Key

1. painting pictures; 2. playing the guitar; 3. doing experiments; 4. doing additions; 5. using computers; 6. reading books; 7. playing basketball; 8. looking at maps

◆ **Listen and sing.**  

Play Track 6 and have students point at the corresponding picture when they listen to one of the activities in bold. Encourage them to sing along. After that, play the track once more and have students mime the activities in bold as they hear them. You may play the chant more times until students can sing and dance confidently. Finally, remind students to visit the online platform for more practice at home.

My Space 

◆ **Ask and answer about your favourite subjects.**

Write on the board: *What's your favourite subject?* Then tell students what your favourite school subject is and why. For instance, *My favourite subject is geography. I like looking at maps.* Next, ask a student: *What's your favourite subject?* Help him or her answer in the same way that you did. After that, explain that students should walk around the classroom asking and answering about their favourite school subjects. If you see fit, play a song while students do the activity and tell them to stop when the song is over. To wrap up, have a few volunteers ask and answer about their favourite school subjects in front of the whole class.

Answer Key

Answers will vary.

Open Day Tip Being Safe

It is important to make sure that any activity that includes students moving around the classroom is safe. Students should clear the space around the desks, so that there is nothing on the floor that could cause someone to trip. If there is not enough space in the classroom, you can do the activities that involve movement in the school yard.

Close the day

- ◆ Flashcard Activity 1B.

We recommend you use this activity to review school subjects and activities done in different classes.

  Practice Book: Assign page 9 as homework.

Objectives of the day:

1. Read and listen to a comic strip introducing the *Good Buddies* characters.
2. Use *have got* and *haven't got* to talk about a daily schedule.
3. Use *but* to connect contrasting ideas.

Materials: masking tape.

Open the day

- ◆ "Tiptoeing Turtles" practice.
- ◆ Ask students what they remember about the comic strip they read in the Welcome Unit. Help them by asking the following questions: *Who are the characters? (Bertha, Cliff, Gaby, Star and the baby turtles) What does Bertha do? (She goes to the beach and lays her eggs.) What do the baby turtles do? (They see some lights and walk in that direction.)* Next, ask students where they think the baby turtles arrive. After listening to their ideas, say that they are going to continue reading the story and find it out.

Open the book!

1 Listen and follow.

Point at the turtles in Scene 4 (page 17) and ask students if they recognise them. Then ask students if they believe that the turtles will make friends with the boy and the girl. Next, play Track 7 and have students read along. When the audio is over, ask them: *What's the boy's name? (Hugo) What's the girl's name? (Anna) What are the turtles' names? (Pocket and Shelly)*

2 Read and circle.

Elicit who the children in the pictures of this activity are. (*Anna and Hugo*) Explain that students should read the sentences and circle the correct options according to the first part of the comic strip (the one on page 16). Allow them time to do the activity. After that, invite volunteers to read their answers aloud. Draw students' attention to the use of *but* to connect contrasting ideas. You may provide other examples, such as: *I like science, but I don't like maths.*

Answer Key

1. haven't got, have got; 2. haven't got, have got

◆ Read, choose and write a true sentence about your day.

Have students talk about their daily schedule, asking them: *What have you got today? Have you got PE? Have you got music? Have you got art?* You may draw a table on the board and categorise the classes into two columns: *Have Got Today* and *Haven't Got Today*. Then take one of the classes students have got and one they have not and write a model sentence on the board. For instance, *We have got IT, but we haven't got PE.* After that, tell students to write a similar sentence on the line, but using different classes than the ones in the model sentence. Finally, invite a few volunteers to read their sentences aloud.

Answer Key

Answers will vary.

Close the day

- ◆ Use masking tape to make a line on the classroom floor. Have students stand on the line. Explain that you are going to say some sentences. If a sentence is true, students should take a step to the right of the line. If it is false, they should take a step to the left of the line. In case your group is too large for this, you may ask students to stand in front of their own desks and follow the same procedure. Some ideas for sentences are: *Today's Monday. We have got music today. We have got IT today. Today's Thursday. We haven't got PE today. We have got English today.*



Practice Book: Assign page 10 as homework.

Objectives of the day:

1. Use *has got* and *hasn't got* to talk about someone else's daily schedule.
2. Ask and answer questions about someone else's daily schedule.

Materials: *School Subjects* Flashcards; Poster 1 with Cutouts, Poster Activity 1A on page XXI; sheets of paper (1 per student).

Open the day

- ◆ "Tiptoeing Turtles" practice.

Open the book!**3 Read, look and complete.**

Say a few sentences from the comic strip and challenge students to remember who said each one. Some ideas are: *Have you got art club today, Hugo? (mum) Where are my crayons? (Hugo) Has Hugo got football practice? (mum) I have got football practice. (Anna) I'm ready! (Hugo) I can't find my boots. (Anna) Hurry up! (mum) We're turtles! (Pocket) We're twins! (Anna)* Then play Track 7 for students to check their answers. After that, draw their attention to the picture of the open schoolbag. Tell students that this is Hugo's schoolbag, but that it is prepared for a different day than the one in the comic strip. Elicit what is inside the schoolbag. (*a flute, a maths book and a football*) Based on the objects inside Hugo's schoolbag, ask students to guess what classes he has got. Then read sentence number 1 aloud and elicit how students should complete it. Guide them to notice that we know Hugo has not got IT because there is not a laptop or a tablet inside his schoolbag, for example. Have students complete the other sentences. Finally, invite volunteers to read their answers aloud.

Answer Key

1. hasn't got; 2. has got; 3. hasn't got, has got; 4. has got; hasn't got

◆ **Ask and answer.**

Ask students: *Has Hugo got art today?* Guide them to notice that the correct answer would be: *No, he hasn't.* because there are no art materials inside his schoolbag. Then organise students into pairs and encourage them to follow the same procedure with

other school subjects. If you think it is necessary, brainstorm and write names of school subjects on the board before students start the activity. After some time, invite a few volunteers to ask and answer questions about Hugo's day in front of the whole class.

Answer Key

Answers will vary.

4 Draw your schoolbag with objects for your ideal day.

Ask students: *What classes do you like the most?* Next, ask them: *What do you need to put into your schoolbag for the classes you like?* After listening to students' answers, distribute the sheets of paper and explain that they should draw an open schoolbag. Encourage students to use the one in Activity 3 as a model. Then tell them to draw inside their schoolbag objects that they need for the classes they like.

Answer Key

Answers will vary.

◆ **Compare your day with your friends.**

Invite two volunteers to read the model dialogue in the speech bubbles. Then tell students to stand up and walk around the classroom asking each other about the classes they have got. Clarify that they should answer according to their drawings. When students are done, you may check which the most and the least popular classes are by asking: *Have you got geography?* and telling students to rise their hand if the answer is Yes.

Answer Key

Answers will vary.

Close the day

- ◆ Collect students' drawings, shuffle and redistribute them. Explain that students should ask each other questions in order to find out who has got their "schoolbag." Tell them to ask similar questions to the ones they have been asking, such as: *Have you got (English)?* Once they find the student who has got their schoolbag, they should swap drawings. The activity should go on until all students recover their drawings.



Practice Book: Assign page 11 as homework.

Objectives of the day:

1. Ask and answer questions about weekly school schedules and class activities.

Materials: Poster 1 with Cutouts, Poster Activity 1B on page XXI.

Open the day

- ◆ "Tiptoeing Turtles" practice.
- ◆ Poster Activity 1B.

We suggest you use this activity to review asking and answering questions about school schedules.

Open the book!

5 Listen and match.

Draw students' attention to the words in the first column of the table and elicit what they are. (*school subjects*) Follow the same procedure with the words in the second and the third columns. (*days of the week and class activities*) Play Track 8 and pause it after *We have got maths on Mondays. We do additions.* Guide students to notice that they should draw a line from *maths* to *Mondays*, and then from *Mondays* to *do additions*. Then play the rest of Track 8, so that students do the same with the other school subjects. Play the track twice if necessary. In order to check the activity, you may copy the columns on the board and invite volunteers to match the words.

Answer Key

1. maths - Mondays - do additions; 2. PE - Tuesdays - play basketball; 3. science - Wednesdays - do experiments;
4. English - Thursdays - read stories; 5. geography - Fridays - look at maps

◆ Answer the questions.

Organise students into pairs and allow them some time to answer the questions. Tell them to use the information in the previous activity for support. When students are done, elicit the answers. Then invite students to ask similar questions about the other subjects. Model by asking them: *When have Anna and Hugo got maths? (on Mondays) What do they do in maths? (They do additions.)* This will help students get prepared for the following activity.

Answer Key

1. Fridays; 2. look at maps

◆ Act out an interview. Follow the example.

Organise students into groups of three. Explain that one of the group members will be Pocket, and that the other two will be Hugo and Anna. Have students act out an interview using the information in Activity 5 to answer the questions. After some time, have the group members exchange roles. Wrap up by inviting a few volunteers to act out the interview in front of the whole class. Finally, remind students to visit the online platform for more practice at home.

Answer Key

Answers will vary.

Play a Memory Game!

Have students close their books. Write on the board: *Yes, that's right.* and *No, they haven't.* Then say: *On Mondays, Hugo and Anna have got PE. They play football.* Ask students if the sentences you said are true or false. (*false*) Guide them to notice that in this case, they should respond with: *No, they haven't.* You may challenge students to correct the sentences. (*On Mondays, Hugo and Anna have got maths. They do additions.*) Follow the same procedure with more sentences. If you see fit, organise students into pairs and have them play the game simultaneously.

Answer Key

Answers will vary.

Close the day

- ◆ With students' help, draw a table on the board with information about their own weekly schedule. For example, in the first row, write: *geography—Mondays—look at maps.* Then ask students a few questions, such as: *When have you got geography? What do you do in geography?* and encourage them to answer using the information on the board. Organise students into pairs and have them carry on with the activity. Finally, invite a few volunteers to ask and answer questions for the whole class to hear.

  Practice Book: Assign page 12 as homework.

Objectives of the day:

1. Listen for specific information.
2. Review days of the week, school subjects, class activities, clothes and prepositions of place.

Materials: index cards (1 per student); pieces of paper in different colours (3 per student) (optional).

Open the day

- ◆ "Tiptoeing Turtles" practice.
- ◆ Play a game with students to review days of the week, school subjects, class activities, clothes and prepositions of place. Distribute the index cards and have students draw a big *T* on one side of them and a big *F* on the other side. Say a sentence, for example: *Today's Wednesday.* If the sentence is true, students should show the face of the card with a *T* on it. If it is false, they should show the face of the card with an *F* on it. Follow the same procedure with sentences, such as: *On Thursdays, we have got IT. I'm wearing a blue shirt. In English classes, we do additions. Olivia's schoolbag is under her chair.* Remind students that in this section of the book, all the activities are geared towards their preparation for international certifications. Draw their attention to the symbol next to each instruction, so that they always recognise this type of activity. Finally, tell students that only these activities will have an example marked with number 0.

Open the book!**Listening****International Certification: Listening**

Before doing an activity like this one, encourage students to look carefully at the pictures and to think about what they are illustrating. In addition, remind them to listen to the whole dialogue before checking a box, since the information they need may be at the beginning, in the middle or at the end of the conversation.

1 Listen and tick (✓) the correct box.

Before playing the audio, allow students time to read the questions and look at the pictures. Ideally, they should remain in silence for the whole of the

activity, so that they gradually get used to a real examination situation. Play Track 9. When the activity is over, you may invite students to compare their answers in pairs if you see fit. Otherwise, just check the activity with the whole class. Play the track once more, so that students can identify pieces of information they may have missed. If necessary, pause the track after every dialogue and discuss the answers with the class.

Answer Key

1. A; 2. B; 3. C; 4. A

Speaking**Reading Strategy****Formulating Answers**

Encourage students to provide complete answers in Speaking activities. Advise them to speak slowly as well. This allows them time to think of and formulate their answers as they speak.

2 Look, ask and answer.

Organise students into pairs and have them discuss the questions. Encourage students to provide complete answers, expanding on the topics whenever possible. Finally, invite volunteers to answer the questions. (1. *These subjects are English, art and maths.* 2. *Answers will vary.* 3. *Answers will vary.*)

Answer Key

1. These subjects are English, art and maths.; 2. Answers will vary.; 3. Answers will vary.

Close the day

- ◆ Give each student three pieces of paper in different colours (e.g. blue, red and yellow). Alternatively, have each student pick three crayons or markers in different colours. It is important that all students use the same three colours, though. Explain that each colour corresponds to a group of words (e.g. blue – school subjects, red – days of the week and yellow – prepositions of place). Call out words and have students show you the piece of paper, marker or crayon in the colour that corresponds to that group of words. Alternatively, have volunteers take turns calling out the words.

Objective of the day:

1. Talk about how certain sounds can make people feel calm or stressed.
2. Measure how students feel.

Materials: audios of different sounds (optional); a stopwatch (optional).

Open the day

- ◆ "Tiptoeing Turtles" practice.
- ◆ If possible, play some audios of different sounds for students to hear. Some ideas are: birds singing, car honks, dogs barking, the wind blowing on tree leaves, rain, an airplane flying, etc. After hearing each sound, ask students to describe how they feel. If it is not possible to play the audios, ask students to imagine each sound and describe how it makes them feel.

Open the book!

Mindful Calm

1 Look at the picture for ten seconds.

Ask students if they like going to the beach and what activities they do there. Then draw their attention to the picture of the beach and tell them to just look at it. Emphasise that everyone should remain silent. Use a stopwatch to time the activity or just count to 10 slowly.

◆ Close your eyes and listen.

Immediately after the ten seconds are over, tell students to close their eyes. Then play Track 10. It could be a good idea to skip the introduction of the track, playing it from 0:03 on, when the sound of the ocean starts. This way, the flow of the activities will not be interrupted.

◆ Open your eyes and circle how you feel.

When the audio is over, calmly tell students to open their eyes. Draw their attention to the line with numbers 0 to 5 in it and encourage them to circle how they feel after looking at and listening to the ocean. Have students compare their answers in small groups. Then invite a few volunteers to describe how they feel. Explain that sounds have the power to make us feel calm or stressed. When we listen to a sudden or loud noise, we tend to feel stressed because our brain thinks that we are in danger. But when we listen to the sounds of nature or calm music, we tend to feel safe and relaxed.

Answer Key

Answers will vary.

2 In groups, talk about ways to feel calm.

Organise students into groups. Tell them that listening to relaxing music or sounds of nature is not the only way in which we can feel calm. Read or invite volunteers to read aloud the sentences in the speech bubbles. Then have students tell their groups if they use any of those strategies to feel calm, or if they do something different. After some time, invite volunteers to share with the class what they do to feel calm.

Answer Key

Answers will vary.

◆ Choose one and act it out with a classmate.

Organise students into pairs. Tell the pairs to pick one of the ways to feel calm and act it out. Explain that it may be one of the strategies in the speech bubbles, or any other that they mentioned during the previous activity. Alternatively, tell students to take turns miming the strategies so that their partners guess which one it is. Wrap up by encouraging students to try the strategies they have learned about in this class the next time they feel stressed.

Answer Key

Answers will vary.

Close the day

- ◆ Invite students to make rain using their hands. Have them stand up in a circle. Then explain that you are going to do some things with your hands and that students should gradually start imitating you, from the one standing on your left until the one standing on your right. Start by rubbing your hands. When the last student starts rubbing his or her hands, start snapping your fingers. Then start clapping on your thighs. If you are standing on a wooden floor, you may jump once to imitate thunder. Slow down your claps and then go back to snapping your fingers. Gradually stop snapping your fingers. Finally, ask students how this activity made them feel and invite them to teach it to other people.

Objectives of the day:

1. Learn to decode /r/ following a consonant in the beginning of a word.
2. Identify and practise pronouncing words with the learned sound.

Materials: sheets of paper (1 per student). You can use the IPA Pronunciation Guide in the Audioscript Section and the online platform as a guide.

Open the day

- ◆ "Tiptoeing Turtles" practice.
- ◆ Review the letters of the alphabet by playing *Hangman* with students. Use words such as names of school subjects and days of the week. After a few rounds, you may have students carry on with the game in pairs.

Open the book!
1 Listen and complete the words. 

Have students keep their books closed. Explain that they are going to listen to some words and that they should try to find out what sound all of them have in common. Play Track 11. Students are expected to realise that all of the words contain the sound /r/. Then have students open their books to page 21. Draw their attention to the letter R in the middle of the page and say that all of the words they heard begin with a consonant followed by /r/. Next, encourage students to look at the pictures and choose a letter from the top of the activity to complete each word. If you see fit, have students do the activity in pairs. Then play Track 11 again, so that they can check their answers.

Answer Key

1. t; 2. p; 3. q; 4. F; 5. d; 6. c; 7. b

◆ Listen again and repeat.

Play Track 11 one more time and have students repeat the sounds and the words as they listen to them. Next, invite students to stand up in a circle with their books open to page 21. If the group is too large, have students stand up by their own desks. Then promote a repetition chain. One student should start saying the first word, *tree*. The student next to him or her should say the following word, *prize*, and so on. Encourage students to gradually increase the

speed. Keep the activity going until every student has participated a few times.

2 Read, listen and write the number. 

Draw students' attention to the pictures and invite them to describe what they see. Then tell students to read along as they listen to children saying what classes they have got after the break. Play Track 12. After that, ask students to identify which picture relates to each paragraph. Check the activity with the whole class.

Answer Key

Left to right: 3, 1, 2

◆ Circle the sounds from Activity 1. Then practice. 

Elicit from students which sound they are practising in this class. (*a consonant followed by /r/*) Then draw their attention to the paragraph in Activity 2, item 1, and challenge them to find at least one word with that sound. When they do, invite them to circle it. Explain that you are going to play the audio again and that students should circle all of the words that start with a consonant followed by /r/. It may be a good idea to tell them how many words they should find in each paragraph. Play Track 12 one or two more times, as you see fit. Then invite volunteers to share with the class which words they circled.

Finally, remind students to visit the online platform for more practice at home.

Answer Key

1. break, drawing, tree, Drake, brown, green, crayon;
2. break, French, Troy, great, prize, try;
3. break, Price, dragons, crazy, true

Close the day

- ◆ With students' help, brainstorm words beginning with a consonant followed by the sound /r/ and write them on the board. Ideally, the number of words should be the same as or bigger than the number of students in the class. Then distribute the sheets of paper. Have each student choose a word from the board, or assign the words yourself. Explain that each student should make a drawing that illustrates his or her word. After that, tell students to write the word below their drawing, and underline the consonant + /r/ sound. Decorate the classroom with students' drawings.

Objectives of the day:

1. Practise the following reading strategies:
 - Read for general information.
 - Summarise a text by giving it a title.
 - Read for specific information.
2. Learn about schools in Japan.

Materials: a world map; pictures of Japan (optional); sheets of paper (1 per group) (optional); a pair of scissors (for the teacher's use) (optional); small prizes for the winning group (optional).

Open the day

- ◆ "Tiptoeing Turtles" practice.
- ◆ Display the world map and invite students to locate their country on it. Then tell them to locate Japan on it. Ask them questions such as: *Is Japan far from our country? What do you know about it? Do you know anyone who comes from Japan? Do you know anyone who has visited Japan? What do you imagine schools in Japan are like?* If possible, show students some pictures of Japan to enrich the discussion.

Open the book!

Reading

Reading Strategy

Choosing a Title for a Text

Choosing the best title for a text means understanding its main idea. Tell students that even though a text mentions many pieces of information, there will always be a main point that connects all the ideas in it.

1 Read and write the best title.

Guide students through the exploration of the pictures on pages 22 and 23. You may ask them questions such as: *Do you recognise this mountain? What's its name? (Mount Fuji) Where is it? (in Japan) Where are the children? (at school) What are they doing in each picture? (They're cleaning the classroom. They're having a class. They're eating.)* After that, tell students that they are going to read something that Aiko, an eight-year-old boy from Japan, wrote. Allow them time to read the three paragraphs of the text. Advise students not to worry about words that they do not know at the moment. When they are done, draw their attention to the two options of titles for the text. Ask them which title they believe is the most

appropriate one and why. After listening to students' answers, clarify that *Schools in Japan* is more appropriate than *Classes in Japan* because the text is about different aspects of schools in Japan, not only the classes. If students mention that they have seen pictures or videos of Japanese students wearing uniforms or behaving differently from what the text describes, you may clarify that the text describes elementary public schools. Rules may be different for secondary and private schools.

Answer Key

Schools in Japan.

2 Write the numbers in the pictures.

Draw students' attention to the pictures again and say that each picture relates to a paragraph in the text. Ask students to decide which picture relates to each paragraph and allow them time to do so. Invite volunteers to share their answers with the class.

Answer Key

Left to right: 3, 1, 2

3 Read and write Yes or No.

Tell students to read the text one more time and write *Yes* or *No* next to each sentence, according to the text. Advise them to underline the parts of the text that help them decide if each sentence is true or false. When students are done, invite volunteers to share and justify their answers.

Answer Key

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

Close the day

- ◆ Write sentences about the text in sheets of paper, cut them into pieces and shuffle them. Some ideas are: *Classes in Japan are big. Students in Japan wear special shoes. Students in Japan use the same schoolbags. Students in Japan eat lunch in the classroom. Students in Japan clean the classroom. Students in Japan do homework every day.* Organise students into groups and give each group a set of scrambled sentences. Tell them to unscramble the sentences. The first group to correctly do so is the winner. You may give the winners a small prize.



Practice Book: Assign page 13 as homework.

Objectives of the day:

1. Practise the following reading strategy:
 - Read for specific information.
2. Compare students' school with schools in Japan.

Materials: sheets of paper (1 per student); 1 sheet of construction paper (optional); 2 more sheets of paper; adhesive tape.

Open the day

- ◆ "Tiptoeing Turtles" practice.
- ◆ Tell students to look around their classroom for a minute and notice different characteristics, such as the size of the classroom, the number of students, their clothes and materials, etc. Then explain that you are going to say a few sentences about their classroom and school. If a sentence is true, students should raise their right hand. If it is false, they should raise their left hand. Some ideas are: *Our classroom is big. There are 20 students in our class. The students in our school wear a uniform. All the students in our class wear similar shoes. All the students in our class have got similar schoolbags. We eat lunch in the classroom. We do sports at school. We do homework every day.*

Open the book!

4 Read and complete the table with information about Aiko.

Before students open their books, ask what they remember about the text they read in the previous class. You may ask them questions such as: *What's the name of the boy who wrote the text? (Aiko) How old is he? (Eight) Where is he from? (Japan) What do you remember about his school? (Answers will vary.)* Then have students open their books to page 23 and draw their attention to the table. Say that they should read the text one more time and find information in it to complete the table. Check the activity by copying the table on the board and inviting volunteers to complete it.

Answer Key

Aiko; 30 to 40 students; eats lunch in the classroom; sports club

◆ **Copy the table and write information about your school.** 

Distribute the sheets of paper and tell students to copy the chart from Activity 4 on them. Then explain that they should complete the table with information about themselves. When students are done, have them compare their tables in pairs. Next, invite volunteers to share the information in their tables with the class. If time allows, take the construction paper and, with students' help, make a table for the whole class. You may make a few changes, such as substituting *Name* for *Class*, and adding all of the after-school clubs students in your class go to. When the table is ready, you may display it on a classroom wall. Finally, remind students to visit the online platform for more practice at home.

Answer Key

Answers will vary.

Close the day

- ◆ Write *Aiko's School* on one sheet of paper and *Our School* on the other one. Stick each of the sheets of paper onto different classroom walls (or take students somewhere else for this activity). Explain that you are going to say a sentence. If it refers to Aiko's school, students should walk and stand close to the sheet of paper that reads *Aiko's School*. If it refers to their own school, they should stand close to the sheet of paper that reads *Our School*. Follow the same procedure with some sentences.

  Practice Book: Assign page 16 as homework.

Objectives of the day:

1. Practise the following writing strategy:
 - Predict which words could fill in each blank in a text.
2. Compare school schedules.

Materials: Poster 1 with Cutouts, Poster Activity 1A on page XXI.

Open the day

- ◆ "Tiptoeing Turtles" practice.
- ◆ Poster Activity 1A.

We suggest you use this activity to review school subjects and days of the week. Extend it by eliciting from students which activities they do in each class and what they like doing at school.

Open the book!

Writing

1 Look at part of a schedule. Say how your Wednesday schedule is the same or different.

Elicit from students which classes they have got on Wednesdays and, with their help, draw their Wednesday schedule on the board. Then draw their attention to the schedule at the top of the page. Organise students into pairs and tell them to find similarities and differences between Sally's Wednesday schedule and their own. When they are done, invite volunteers to share their observations with the class. Remind students to use *but* when contrasting ideas. For instance, *Sally has got art on Wednesdays, but we haven't.*

Answer Key

Answers will vary.

International Certification: Writing

When doing activities like the following one, students should try to predict which kinds of words could go in each blank (for instance, school subjects, days of the week, etc.). Afterwards, they can confirm their predictions by choosing from the options underneath the text. Remind students that they should write only one word in each blank. Advise them to cross out a word when they use it, since each word can only be used once.

- ◆ **Read the text. Choose a word from the box. Write the correct word. There is one example.** 

Write on the board: *My favourite day at school is _____*. Elicit from students the kind of word that could be used to complete this sentence. They are expected to realise that it should be a day of the week. Then draw their attention to the beginning of the text *My Favourite Day!* Show students that the word that completes the sentence is *Wednesday*, which is a day of the week, as predicted. Tell them that they should use this strategy to try to predict which kind of word could fill in each blank. Advise them to read the whole text for general comprehension before starting to fill in the blanks. Allow students time to do the activity individually. Ideally, they should do it in silence. When students are done, invite volunteers to share and justify their answers. For instance, in item 1, we know the answer is *art* because it is the only school subject that is not mentioned in the sentence. Consequently, in item 2, we know we should use *science* because *art* has already been used. In item 3, we know the answer is *experiments* because we do experiments in science classes. Finally, in number 4, we know the answer is *teacher* because it is the only word that refers to a person (*Ms. Sanchez*).

Answer Key

1. art; 2. science; 3. experiments; 4. teacher

Close the day

- ◆ It may be a good idea to have students relax after doing activities geared towards international certifications, since some of them may feel stressed. Play Track 6 and encourage students to sing and dance to the *My Cool School Chant*. Remind them to mime the activities that they do at school.

Objectives of the day:

1. Practise the following writing strategy:
 - Fill in the blanks to complete a text.
2. Talk about students' favourite day of the week and school subjects.

Open the day

- ◆ "Tiptoeing Turtles" practice.
- ◆ With students' help, write the class's complete weekly schedule on the board. In order to do so, first ask students to name the days when they come to school and write them on the board in a row. Then ask them: *What have you got on (Mondays)?* and write the subjects under the days. Leave the schedule on the board for reference.

Open the book!
2 Circle your favourite school day.

Organise students into pairs and have them discuss what their favourite school day is. Encourage them to use the schedule on the board to help them make a decision. Then tell students to circle their favourite school day at the top of the page. Invite volunteers to share and justify their answers. Encourage them to say sentences such as: *I like Thursdays because we have got art. I like painting pictures.*

Answer Key

Answers will vary.

◆ Circle your three favourite subjects.

Elicit from students what school subjects the pictures represent. (*English, geography, maths, IT, music, PE, art and science*) Then tell them to circle the pictures that represent the three school subjects that they like the most. Check the activity by saying: *Stand up if you like (English).* You may comment on which subjects are the most and the least popular, but remind students that it is OK to have their own preferences, even though they are different from their peers'.

Answer Key

Answers will vary.

◆ Write one thing you do in each subject.

Brainstorm with students activities that they do in each class. Then draw their attention to the lines and ask them to write an activity they do in each of the classes they circled in the previous activity. Invite volunteers to share their answers with the class.

Answer Key

Answers will vary.

3 Write about your favourite day.

Draw students' attention to the incomplete paragraph and say that they are going to complete it with information about themselves. Before students start writing, read the text aloud with them and elicit how they could fill in each blank. Allow students time to do the activity.

Answer Key

Answers will vary.

◆ Tell your classmates.

When students are done, organise them into pairs and have them compare their texts. Finally, invite volunteers to read their texts aloud to the class.

Answer Key

Answers will vary.

Close the day

- ◆ Write on the board: *days of the week – dance; school subjects – jump; class activities – raise both hands.* Explain to students that you are going to call out words and that, depending on the word, they should do one of the actions on the board. In order to check if students understood the rules, call out the word *art* and expect them to jump. Then call out *Saturday* and expect them to dance. Finally, call out *do experiments* and expect them to raise both hands. Some ideas for words are: *music, painting pictures, maths, Monday, do sports, do additions, IT, Wednesday, play the guitar, Thursday, Friday, English, read books, use computers, geography, Tuesday, PE and read books.*



Practice Book: Assign page 14 as homework.

Objectives of the day:

1. Practise the following listening strategy:
 - Listen for specific information.
2. Ask and answer questions about school routine.

Materials: a world map.

Open the day

- ◆ "Tiptoeing Turtles" practice.
- ◆ Display the world map and ask students if they know where Finland is. Invite a volunteer to locate this country on the map. Then ask students what they know about Finland. You may ask: *Is Finland far from our country? (Answers will vary.) What are Finland's official languages? (Finnish and Swedish) What's the capital of Finland? (Helsinki) Is it cold there? (yes)*

Open the book!

Listening

Listening Strategy

Numbering Items

For activities that include listening and numbering pictures in order, advise students to look at the pictures beforehand and try to predict words that may be mentioned in the audio and that relate to the pictures somehow.

1 Listen and number the pictures in order.



Draw students' attention to the pictures and ask: *What city is this? (Helsinki) What are the children doing in each picture? (Playing. Eating. Taking off their shoes.)* Then tell students that they are going to listen to a podcast in which a boy called Oskari is interviewed. Explain that they should listen and number the pictures in the order that Oskari mentions them. Play Track 13. Check the activity with the whole class. If necessary, play the track again.

Answer Key

Left to right, top to bottom: 4, 3, 2, 1

◆ Listen again and circle the correct answer.

Tell students to read the questions and try to remember the answers. After some time, play Track 13 again, so that they can check the activity. If you see fit, have students compare their answers and then invite volunteers to share them with the class.

Answer Key

1. Nine; 2. 12; 3. Three; 4. No; 5. Art

2 Act out an interview with Oskari.

Organise students into pairs and say that they are going to act out an interview with Oskari. Draw their attention to the first question in the previous activity and elicit what changes they would have to make to ask the question directly to Oskari. They are expected to notice that they should change the question to *How old are you?* Follow the same procedure with the other questions and write them on the board. Then elicit what other questions students could ask Oskari, writing them on the board as well. Keep the questions on the board for reference. Have the pairs act out the interview. Clarify that one student should be the interviewer and that the other one should be Oskari. When students are done, have them exchange roles and act out the interview one more time. Wrap up by inviting a few volunteers to act out the interview in front of the whole class. Finally, remind students to visit the online platform for more practice at home.

Answer Key

Answers will vary.

Close the day

- ◆ Organise students into new pairs. Say that they are going to use the questions on the board to interview each other. This time they should provide real answers about themselves. Add that one student in each pair should be the interviewer and the other one should be the interviewee. When students are done, have them exchange roles and act out the interview again. Finally, invite volunteers to act out the interview in front of the whole class.



 Practice Book: Assign page 15 as homework.

Objectives of the day:

1. Practise the following speaking strategy:
 - Take turns in asking and answering questions.
2. Compare weekly schedules.

Materials: a soft ball; sheets of paper (1 per student and 1 for the teacher); Practice Book (pages 17 and 18).

Open the day

- ◆ "Tiptoeing Turtles" practice.
- ◆ Have students stand up in a circle. Throw a soft ball to a student and call out a category. For example, *school subjects*. The student who got the ball should name a school subject. Then he or she should throw the ball to a classmate and call out another category, such as: *days of the week*. Some other categories students could call out are: *class activities, school objects, colours, farm animals and clothes*. If you see fit, write the categories on the board before starting the game. Keep the activity going until all students have participated.

Open the book!**Speaking****1 Look at your schedule. Ask a classmate questions and find six differences.**

Organise students into pairs and draw their attention to the weekly schedules. Explain that one student in each pair is going to be Student A and should look at the top schedule. Add that the other student is going to be Student B and should turn his or her book upside down to look at the bottom schedule. Say that students should ask each other questions in order to find out six differences between their schedules. Advise them to use the questions in the speech bubbles as models and to take notes of the differences in their notebooks. Answers:

Mondays: Students A have got geography after break. Students B have got English after break. Tuesdays: Students A have got music after break. Students B have got PE after break. Wednesdays: Students A have got English, geography and science. Students B have got IT, geography and maths. Thursdays: Students A have got maths after lunch. Students B have got science after lunch. Fridays: Students A have got English after break. Students B have got music after break.

Answer Key

Answers will vary.

◆ Tell your classmate about the differences.

When all students are done finding the differences, draw their attention to the sentences in the speech bubble at the bottom of the page. Encourage them to use these as models to tell their classmates about the differences they found out during the previous activity. When students are done, invite volunteers to share their findings with the class. Help them produce sentences such as: *I have got PE after break on Tuesdays, but Monica hasn't got PE. She has got music.*

Answer Key

Answers will vary.

Close the day

- ◆ Before the class starts, draw a picture of yourself as a student doing a school activity you enjoy. Then write three sentences about your drawing, such as: *I like geography. I have got geography on Mondays. I like looking at maps.* Show your drawing and sentences to students. Then distribute the sheets of paper and invite students to draw themselves doing a class activity they enjoy. Add that they should write three sentences about their drawing, just like you did. Display their drawings on the classroom walls and have them admire each other's work.

Time to Practise

You have now finished the first part of the Topic "A Busy Day." This is a good moment to practice some skills using the international certifications' format. On pages 17 and 18 of the Practice Book, there are activities that develop students' Reading, Writing and Listening skills. For the activities on page 17, advise students to notice the details in the pictures in order to answer the questions. They should also read the questions carefully. In Activity 1, students should write only one word in each blank, so it is important that they learn how to identify key information. For Activity 2, remind students that a sentence is only true if all the information it contains is true. For the activity on page 18, tell students that names which they are required to write are going to be spelled out for them. Where a number is required, students should be encouraged to write digits rather than words to avoid spelling mistakes. Therefore, they should be extensively trained in recognising letters of the alphabet and numbers from 1 to 20.

Unit 2 Time to Get Up!

Objective of the day:

1. Talk about daily routines.
2. Learn to tell the time.

Materials: *Daily Routines* Flashcards, Flashcard Activity 2A on page XV.

Open the day

- ◆ "Tiptoeing Turtles" practice.
- ◆ Flashcard Activity 2A.

We suggest you use this activity to present vocabulary related to daily routines and telling the time.

Open the book!

1 Listen and write the numbers.

Have students look at the pictures and elicit what the boy is doing in each one. Then tell students that the boy's name is Sam and that they are going to listen to him describing his daily routine. Explain that they should number the activities in the order that Sam mentions them. Play Track 14 and pause it after item 1. Elicit from students which picture they should relate to item 1. After that, play the rest of the track. Check the activity by calling out the numbers and eliciting the activities from students.

Answer Key

Left to right, top to bottom: 3, 6, 1, 5, 4, 2

Open Day Tip Reading the Instructions

Although we tend to conduct the activities in a controlled manner, it is important to teach students to always read and interpret the instructions. This way, the chances that they make mistakes due to misinterpretation of instructions are smaller.

2 Listen again. Then read, look and complete.

Tell students that they are going to listen to Sam again and that they should complete the sentences with the times in the box. Before playing the track, read or invite volunteers to read the sentences. Play Track 14 again. Have students compare their answers in pairs and then invite volunteers to read the complete sentences.

Answer Key

1. seven; 2. eight; 3. one; 4. three; 5. nine

◆ Write a true sentence about your activities.

Ask students if their routine is similar to Sam's. You may also ask: *What time do you (get up)? Do you (go to school) at (eight o'clock)?* Then draw students' attention to the line at the bottom of the page. Say that they should write a true sentence about their routines. Add that they can use the sentences in Activity 2 as models, but that they should write true information about themselves. When students are done, invite volunteers to read their sentences to the class. Draw students' attention to how similar (or different) their routines are.

Answer Key

Answers will vary.

Close the day

- ◆ Invite a volunteer and show him or her one of the *Daily Routines* Flashcards. It is important that the other students do not see it. Tell the volunteer to mime the activity in the flashcard, so that the class can guess what it is. Once students guess an activity, you may ask them: *What time do you (go to bed)? When do you (brush your teeth)?* Follow the same procedure with the other flashcards.



Practice Book: Assign page 19 as homework.

Objectives of the day:

1. Practise talking about daily routines and telling the time.
2. Compare morning routines.

Materials: *Daily Routines* Flashcards, Flashcard Activity 2B on page XV; sheets of paper (1 per student).

Open the day

- ◆ "Tiptoeing Turtles" practice.
- ◆ Flashcard Activity 2B.

We suggest you use this activity to review vocabulary related to daily routines and telling the time.

Open the book!**3 Listen and stick.**  

Ask students if they remember Sam. If necessary, remind them that he is the boy whose routine they learned about in the previous class. You may ask students questions such as: *What time does Sam get up? (At 7:30 a.m.) What time does he go to school? (At 8:00 a.m.)* Then ask: *What do you think Sam does after he gets up?* After listening to students' ideas, draw their attention to the pictures and elicit what they think that Sam is doing in each of them. Next, tell students that they are going to listen to a song about Sam's morning routine. Invite them to listen and check their guesses about what Sam is doing in each picture. Play Track 15. After that, have students detach the stickers from page 139 of the Student's Book and place them in the correct spaces. Finally, play Track 15 again and have students point at each picture as they listen to the activity it represents. Encourage them to sing along.

Answer Key

Students paste the have a shower, get dressed, have breakfast, brush teeth, brush hair and collect books stickers.

◆ Sing and act out the song. 

Before playing the song again, ask students to create a choreography for it. Encourage them to think of a gesture for each line and action in the song. Once they are ready, play Track 15 and have students sing to and act out the song. Play it once or twice more if you see fit. Finally, remind students to visit the online platform for more practice at home.

 **Reader** 

Have students open their readers to page 6 and explore the picture with them. Ask if they remember the girl's and the donkey's names. (*Maria and Clip Clop*) You may also ask them where Maria and Clip Clip are, what animals they can see in the picture, who they think the adults are and what the people are doing. Then play the excerpt of Track R1 that corresponds to page 6. Move on to page 7 and elicit what Maria is doing in each picture. Play the excerpt of Track R1 that corresponds to page 7. You may ask students in which ways Maria's morning routine is similar to or different from Sam's. It could also be a good idea to ask them to describe their own morning routines, since they have already had two different models (*Sam's and Maria's*).

Close the day

- ◆ Distribute the sheets of paper and ask students to draw their morning routine. Tell them to also write the time when they do each activity. If there is enough time, have each student present his or her morning routine to the class. If not, have students compare their drawings in pairs and invite a few volunteers to present their morning routine to the class.

  Practice Book: Assign page 20 as homework.

Objectives of the day:

1. Read and listen to a comic strip about weekend routines.
2. Ask and answer questions about routines.

Materials: Poster 2 with Cutouts, Poster Activity 2A on page XXII; one or more soft balls.

Open the day

- ◆ "Tiptoeing Turtles" practice.

Language Presentation

Routines and Frequency Adverbs

In this class, students are going to talk about other people's routines. Moreover, in following classes, they are going to be required to use frequency adverbs. We suggest you do Poster Activity 2A at this stage, so that students feel more confident in this and the following classes.

Open the book!

1 Listen and follow.

Explore the pictures in the comic strip with students, asking: *Where are the characters? (in Hugo and Anna's bedroom) What time is it? (It's 8:30 a.m.) What are Hugo and Anna doing? (They're sleeping.)* Then play Track 16 and have students read along. When the audio is over, ask students some comprehension questions, such as: *What day is it? (Saturday) Do Hugo and Anna go to school on Saturdays? (No, they don't.) What does Hugo do on Saturdays? (He goes to the park and and plays football with his friends.)*

2 Read and circle.

Tell students to circle the correct option for each sentence according to the comic strip. You may have them do this in pairs if you see fit. In order to check the activity, draw three clocks on the board and invite volunteers to draw the times that correspond to the answers.

Answer Key

1. eight; 2. nine; 3. ten

3 Ask and answer.

Elicit all the days of the week and write them on the board for reference. Model the activity by asking a student: *What time do you get up on Mondays?* Encourage him or her to provide a complete answer. Then organise students into pairs and have them ask each other the same question, but using different days of the week. After some time, have students stand up in a circle. Throw the soft ball to a student and ask him or her: *What time do you get up on (Fridays)?* Once the student answers the question, have him or her throw the ball to a classmate and ask a similar question, but using a different day of the week. Keep the game going until all students have participated at least twice. If your class is too large, you may organise students into groups and have them play the game simultaneously.

Answer Key

Answers will vary.

Close the day

- ◆ Have students stand up and keep some distance from each other. Alternatively, take them to the school yard for this activity. Explain that you are going to call out a time and that students should pretend that their arms are the hands of a clock. This means that they should show the time with their arms. If you say, for instance, *twelve o'clock*, students should raise both their arms above their heads. If you say *twelve thirty*, they should raise one arm above their heads and lower the other one, pointing to the floor. Call out different times, so that students show them with their arms.



Practice Book: Assign page 21 as homework.

Go to video "Tati's Routine."

Now is a good time to work with this unit's video. We suggest you go to the Lesson Plan for this video and do the activities from the "Before Watching" section with students. Once they understand the concept of the video, play it or invite them to watch it at home with their families. If appropriate, invite students to do the "While Watching" activities suggested in the Lesson Plan.

Objectives of the day:

1. Talk about weekend routines.
2. Ask and answer about someone else's routine.
3. Connect contrasting ideas using *but*.

Materials: Poster 2 with Cutouts, Poster Activity 2B on page XXII; sheets of paper (1 per student).

Open the day

- ◆ "Tiptoeing Turtles" practice.

Language Presentation**Questions with Does**

In this class, students are going to ask questions about other people's routines. We suggest you do Poster Activity 2B at this stage, so that they feel more confident when doing the following activities.

Open the book!**4 Read and look. Then ask and answer.**

Draw students' attention to the pictures that show Anna's Saturday routine. Ask them to describe what Anna is doing in each one. (*She's waking up. She's brushing her teeth. She's riding her bike. She's playing with her friends. She's reading a book. She's going to bed.*) Then ask a student: *What time does Anna get up?* Help him or her provide a complete answer. (*She gets up at eight thirty.*) Ask another student: *Does she read a book in the afternoon?* and help him or her answer. (*No, she doesn't.*) Next, ask another student: *Does she read a book in the evening?* and help him or her answer. (*Yes, she does.*) If you think it is necessary, take notes of prompts on the board to help students ask and answer the questions. Then organise them into pairs and have them ask each other questions about Anna's Saturday routine. Wrap up by promoting a chain activity: ask a question about Anna's Saturday routine to a student. After he or she answers, tell him or her to ask another question to the student sitting next to or behind him or her, and so on. Keep the activity going until all students have participated.

Answer Key

Answers will vary.

5 Compare your Saturday with a classmate's Saturday.

Distribute the sheets of paper and tell students to make drawings to illustrate their Saturday routine. Invite them to add clocks showing the times when they do each action. Encourage them to use the pictures in Activity 4 as models. When students are done, organise them into pairs and have them ask each other questions about their Saturday routines. Model by asking a student: *What time do you get up?* and helping him or her provide a complete answer. Ask the same student: *Do you (go swimming in the morning)?* and help him or her answer with *Yes, I do.* or *No, I don't.*

Answer Key

Answers will vary.

◆ **Tell your class.**

Draw students' attention to the sentence in the speech bubble at the bottom of the page. Guide them to notice that the two contrasting ideas are connected by *but*. Then ask a student: *What time do you get up on Saturdays?* After he or she answers, ask the same question to a different student. In case the answer is the same, ask another student until you get a different answer. Then tell the class that the first student could say a sentence such as: *I get up at (eight thirty), but (Frida) gets up at (nine o'clock).* Write the model sentence on the board. Have each student produce a sentence comparing his or her Saturday routine with a classmate's.

Answer Key

Answers will vary.

Close the day

- ◆ Write on the board: *every day – jump once; only during the week – squat; only on weekends – dance.* Explain to students that you are going to call out some activities. If they do an activity every day, they should jump once. If they do it only during the week, they should squat, and if they do it only on weekends, they should dance. Make adjustments to the activity considering students' mobility restrictions. Some ideas of activities are: *have breakfast, go to school, go to the cinema, brush your teeth, play video games.*



Practice Book: Assign page 22 as homework.

Objective of the day:

1. Listen for specific information.
2. Talk about routine using frequency adverbs.

Materials: index cards (3 per student).

Open the day

- ◆ "Tiptoeing Turtles" practice.
- ◆ Invite volunteers to act out the comic strip they read in the previous classes. Assign or let them choose the roles: Hugo, Anna, Pocket and Shelly. Explain that you are going to play the audio and that students should do the actions and move their mouths as if they were speaking. Play Track 16. If you notice that other students would like to do the activity as well, invite more volunteers and play the audio again. An alternative is to organise students into groups of four and have them act out the comic strip at the same time.

Open the book!

6 Look and write the activities.

Draw students' attention to the pictures in the table and ask them what Pocket and Shelly are doing in each one. Then point at the words in the box and tell students to write the correct activity under each picture. Check the answers with the whole class.

Answer Key

1. watch TV; 2. do homework; 3. play football

◆ Listen and tick (✓) the correct box.

Point at the frequency adverbs in the first column of the table. Explain that students are going to listen to a conversation between Pocket and Shelly and that they should tick the frequency with which Pocket does each activity. Play Track 17 twice. Invite volunteers to share their answers with the class. Encourage them to say complete sentences. (*Pocket always watches TV. Pocket sometimes helps Shelly do homework. Pocket never plays football.*)

Answer Key

1. always; 2. sometimes; 3. play football

7 Read and circle T (True) or F (False).

Tell students to read the sentences and try to remember if each one is true or false. Then play Track 17 again so that they can check their answers. Invite volunteers to share their answers with the class. Encourage them to correct the false sentences. (*Shelly's homework is hard. The programme finishes at seven thirty. Pocket doesn't like playing football.*) Finally, remind students to visit the online platform for more practice at home.

Answer Key

1. F; 2. T; 3. F; 4. T; 5. F



Play a True or False Game!

Invite two volunteers to read aloud the dialogue in the speech bubbles. Explain that in this game, students have to say something about their routine and the others have to guess if what they said is true or false. Model by saying something about your routine and having students guess if it is true or false. Add that if they think a sentence is false, they should correct it. Organise students into pairs or small groups and have them play the game. After some time, invite volunteers to take turns saying something about their routine so that the class guesses if it is true or false.

Answer Key

Answers will vary.

Close the day

- ◆ Distribute the index cards and tell students to write *always* on one of them, *sometimes* on another and *never* on the last one. Explain that you are going to call out activities and that students should raise the card that corresponds to the frequency with which they do each one. Some ideas are: *watch TV, do homework, play football, go swimming, meet friends, eat vegetables.*



 Practice Book: Assign page 23 as homework.

Objectives of the day:

1. Learn to decode /l/ preceded by a consonant in the beginning of a word.
2. Identify and practise pronouncing words with the learned sound.

Materials: a world map (optional); sheets of paper (1 per group); a stopwatch; small prizes for the winning group (optional). You can use the IPA Pronunciation Guide in the Audioscript Section and the online platform as a guide.

Open the day

- ◆ "Tiptoeing Turtles" practice.
- ◆ Organise students into groups and promote a *Spelling Bee* contest with words that start with a consonant followed by /l/. Some ideas are: *glue, black, fly, class, slow, glass, flag, play, club, clock and blue*. As students spell out the words, write or invite a volunteer to write them on the board. Next, ask students what these words have in common. Help them realise that all of them start with a consonant followed by /l/. Say that this is the sound that they are going to study in this class.

Open the book!

1 Listen and write the missing letters. 

Draw students' attention to the picture of the girl. Explain that they are going to listen to her talking about herself and that they should complete the words with the missing letters. Point at the letters in the box and explain that the numbers in parentheses correspond to the times students are going to use each combination of letters. Allow them time to read the text, then play Track 18 twice. Check the activity with the whole class and invite volunteers to write the words on the board.

Answer Key

Gl, gl, pl, cl, Fl, pl, cl, cl, bl

◆ **Listen and repeat.** 

Play Track 19, so that students listen to and repeat the sounds and the words. Before playing the audio, tell them that the sounds and words are the ones in the answers to the previous activity. Add that they may read along so that they visualise the words.

2 Read the puzzle and circle the letters.

Point at the flag of Glennis' country and ask students if anyone knows which country it is. If no one knows the answer, say that they are going to read a puzzle to help them find out. If someone knows it, say that they are going to read the puzzle to confirm their guess. Explain that as they read the puzzle, they should find and circle the letters in the box. Allow students time to do the activity. Check the answers with the whole class. If you see fit, invite volunteers to write the words on the board and circle the answers. You may also work on the repetition of these words.

Answer Key

Pl, cl, fl, bl, pl, bl, gl, fl

◆ **Listen, unscramble and name the country.**  

Play Track 20, so that students can unscramble and write the name of Glennis' country. Elicit the answer from the whole class and ask students to spell out the name of the country, so that you can write it on the board. If you see fit, display the world map and invite a volunteer to locate Haiti on it. You may ask students: *Where's Haiti? (in North America / in the Caribbean) Is it far from our country? (Answers will vary.) What languages do Haitian people speak? (French and Haitian Creole)* The objectives are to find out what students know about Haiti and encourage them to learn more about this country. Finally, remind students to visit the online platform for more practice at home.

Answer Key

Haiti

Close the day

- ◆ Organise students into groups and distribute the sheets of paper. Write *pl* on the board and tell the groups that they are going to have one minute to come up with as many words that contain this sound as they can. Use the stopwatch to time the activity. After one minute, elicit the words from the groups. Follow the same procedure with *cl, fl, bl* and *gl*. If you see fit, keep a score on the board and give small prizes to the members of the winning group once the activity is over.

Objectives of the day:

1. Extract information from pictures.
2. Comprehend text at sentence level.
3. Review daily routines, telling the time and frequency adverbs.

Materials: Poster 2 with Cutouts, Poster Activity 2A on page XXII.

Open the day

- ◆ "Tiptoeing Turtles" practice.
- ◆ Display Poster 2 and elicit from students sentences about Ben's routine. Then explain that you are going to say some sentences. If a sentence is true, students should say *yes*. If it is not, they should say *no* and correct it. Say sentences such as: *Ben always gets up at seven thirty. (No. He gets up at seven o'clock.) He walks to school with his dad. (yes)*

Open the book!

Reading and Writing

International Certification: Reading and Writing

Make sure that students are familiar with action verbs that they are likely to come across in this section (*get up, get dressed, have a shower, eat breakfast, go to school, etc.*). It is also a good idea to tell students that if any piece of information in a sentence is false, they must write *No*, even if part of the sentence is true.

For example, in Picture 0, the girl is getting up, but the time is wrong. She gets up at seven thirty, not at nine o'clock. Consequently, the answer is *No*.

1 Read and look. Then write Yes or No.

Read the instructions with students and encourage them to look at the pictures in detail. Then tell students to read the sentences and write *Yes* or *No* accordingly. Advise them to check if all the information that each sentence conveys is correct. Otherwise, they should write *No*. Set some time for students to do the activity. Ideally, they should do it in silence. When the time is up, read the example sentence with students and have them justify why the answer is *No*. Then invite volunteers to share their answers to the other items. It is very important that they justify their answers in case they wrote *No*.

Answer Key

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

2 Talk about your day.

Have students look at the pictures and read the sentences in Activity 1 again. Tell them to think of how similar their Monday routine is to the girl's. Then ask them to write a few sentences about their Monday routine in their notebooks, using the ones in Activity 1 as models. After that, organise students into pairs and have them read their sentences to each other. Encourage students to say *Me too!* when they find out that they do something similar to what their classmates do. Finally, invite volunteers to share their sentences with the class.

Answer Key

Answers will vary.

Close the day

- ◆ Invite a volunteer and call out a day and a time. For instance, *Tuesday, three o'clock in the afternoon*. Explain that the volunteer should mime what he or she does on this day, at this time. The other students should guess what it is. If there is time, follow the same procedure with all students.



Practice Book: Assign page 24 as homework.

Objectives of the day:

1. Unscramble and spell words.
2. Make a word puzzle.

Materials: index cards (1 per student); sheets of paper (1 per student); adhesive tape.

Open the day

- ◆ "Tiptoeing Turtles" practice.
- ◆ Draw an anagram puzzle on the board.
For instance:

| | | |
|---|---|---|
| A | E | R |
| L | M | H |
| O | T | K |

Organise students into groups and challenge them to form as many words as they can using the letters in the anagram puzzle. Model by pointing at letters *A*, *R* and *M*, and forming the word *arm*. Write it on the board for reference. Set some time for the activity. When the time is up, elicit from students the words they could form. Some ideas are: *hat, home, hot, lake, meal, meat, more, take, talk and tea*.

Open the book!**International Certification: Reading and Writing**

In order to tackle this kind of task, students should be exposed to plenty of spelling activities and anagram puzzles, like the one in the *Open the day* section. Remind them that when forming the words, they must use only the letters provided and use each one only once. Advise them to cross out each letter as they use it.

3 Look at the pictures. Look at the letters. Write the words. There is one example.



Tell students to read the instructions, and look at the pictures and at the scrambled letters. Then allow them time to do the activity. Ideally, they should do it in

silence. When the time is up, have students compare their answers in pairs. In order to check the activity, invite two volunteers for each item. One of them should spell out the answer and the other one should write it on the board.

Answer Key

1. brush my hair; 2. brush my teeth; 3. eat lunch; 4. go home; 5. go to bed

4 Make your own word puzzle.

Distribute the index cards. Tell students to use the word puzzles in Activity 3 as models to make their own. This means that they should choose a word, scramble it and draw a dash for each letter. They should also make a drawing that illustrates this word. If you see fit, tell students to make a draft of their word puzzle in their notebooks before using the index cards. When students are done, tell them to write their names on the cards. Then collect the cards and redistribute them, so that students solve each other's word puzzles.

Answer Key

Answers will vary.



Have students open their readers to pages 8 and 9. Explore the pictures with the class, asking students to guess what happens in the story based on them. Then play the excerpt of Track R1 that corresponds to pages 8 and 9 and have students read along. When the audio is over, ask them if they think that Maria's classmates should laugh at her because of *Clip Clop*. Guide them to notice that they should not and that Maria probably feels hurt when her classmates laugh at her.

Close the day

- ◆ Distribute the sheets of paper and ask students to draw how they would like the story *Clip Clop and Maria* to end. Use the adhesive tape to display their drawings on the classroom walls and have them admire each other's work.



Practice Book: Assign page 25 as homework.

Objectives of the day:

1. Learn about the benefits of running.
2. Read for specific information.

Materials: a stopwatch (optional).

Open the day

- ◆ "Tiptoeing Turtles" practice.
- ◆ Have students stand up and run in place for one minute. Encourage them to move their arms as they do so. If you have a stopwatch, time them. If not, just count to 60 slowly. When the time is up, tell students to stop and breathe. Encourage them to place a hand over their chest and feel their heartbeats. Ask: *Can you feel your heart beating fast? How do you feel? Do you like PE? How do you feel after a PE class?* After listening to students' answers, tell them that they are going to learn about the benefits that running brings to their bodies.

Open the book!**1 Read and answer.**

Draw students' attention to the title of the text. Ask them if they know what a fun run is. If necessary, explain that a fun run is a noncompetitive race. Ask students if they have ever participated in an event like this. Then explain that they should read the text and find the information they need in order to answer the questions. Allow them time to do so. After some time, have students compare their answers in pairs. Then invite volunteers to share their answers with the class.

Answer Key

1. This weekend; 2. Two kilometres; 3. Mr Steps

2 Read again and write the three things that running helps in.

Point at the pictures and have students describe them. Then tell students to read the text again, find in it three things that running helps and write them under the corresponding pictures. Check the activity with the whole class. Remind students that after they ran in place in the *Open the day* activity, their heart beat faster. Explain that running frequently makes our heart stronger and helps it pump blood to all parts of our body.

Answer Key

1. heart; 2. sleep; 3. appetite

Close the day

- ◆ Have students stand up. If you see fit, take them to the school yard for this activity. Explain that you are going to call out some habits. If a habit is healthy, students should jump forwards once. If it is unhealthy, they should jump backwards once. Advise students to be careful not to bump into each other or any objects. Some ideas of habits are: *Run every day. (healthy) Drink water. (healthy) Eat a lot of candy. (unhealthy) Sleep eight hours every night. (healthy) Play video games for long hours. (unhealthy) Go to bed late every night. (unhealthy) Have a shower every day. (healthy) Brush your teeth after eating. (healthy)*

Objectives of the day:

1. Follow spoken instructions.
2. Talk about staying fit and healthy.

Materials: a song (optional).

Open the day

- ◆ "Tiptoeing Turtles" practice.
- ◆ Have students stand up. Sing *Head, Shoulders, Knees and Toes* and encourage them to touch the mentioned parts of their bodies as they sing along. The lyrics go as follows:
Head, shoulders, knees and toes. Knees and toes.
Head, shoulders, knees and toes. Knees and toes.
Eyes and ears and mouth and nose.
Head, shoulders, knees and toes. Knees and toes.

Open the book!**3 Listen and write the number.** 

Draw students' attention to the pictures of the boy and ask them what he is doing in each one. This may be a good moment to introduce words students may not know, such as *hips, twist, left* and *right*. Then explain that students are going to listen to a PE teacher giving instructions and that they should number the pictures in the correct order. Play Track 21 twice if necessary. Check the activity with the whole class. After that, ask students why it is important to warm up before exercising. Guide them to notice that when we are resting, our muscles are stiff and if we start moving without stretching them, we may hurt ourselves.

Answer Key

Left to right: 4, 1, 2, 3

◆ **Listen again and do the exercises.**

Have students stand up and keep some distance from each other. Explain that you are going to play the audio again and that they should follow the instructions to do the exercises. Play Track 21 again. If you do not have any mobility restrictions, you may model the exercises for students.

4 Read and circle. Then add up your points.

Point at the sentences in the quiz. Tell students to read them and circle the best options for themselves. When they are done, draw their attention to how many points each answer is worth. Tell students to add up their points according to their answers. Then point at the green box and ask a volunteer to read what is written in it. Invite some volunteers to share their results and say whether they agree with them.

Answer Key

Answers will vary.

◆ **Compare your answers.**

Organise students into pairs and tell them to compare their answers to the quiz. Before they start, invite volunteers to read the sentences in the speech bubbles and tell students to use them as models. Alternatively, play a song and have students walk around the classroom. Explain that every time you pause the song, they should talk to the classmate who is standing the closest to them.

Answer Key

Answers will vary.

 **Critical Thinking****What other things are important for staying fit and healthy?**

Organise students into pairs or small groups and have them discuss the question in the *Critical Thinking* box. After some time, invite volunteers to share their ideas with the class. Guide students to notice that besides exercising, it is important to eat a balanced diet, get enough sleep, have a shower every day, brush their teeth after eating, wash their hands after going to the toilet, etc.

Close the day◆ **Play Simon Says:**

Some ideas for instructions are: *Stand up. Touch your toes. Jump. Raise your arms. March in place. Run in place. Twist left/right.* Alternatively, invite volunteers to call out the instructions.



Practice Book: Assign page 26 as homework.

Objectives of the day:

1. Learn about the importance of being punctual.
2. Learn some strategies to be punctual.

Materials: a soft ball or a stuffed animal (optional).

Open the day

- ◆ "Tiptoeing Turtles" practice.
- ◆ If there is enough space, have students sit in a circle on the floor. Lead a class discussion about the importance of being punctual, asking them: *Have you ever waited for someone who was late? How did you feel? Have you ever missed something because you were late?* Guide students to realise that being punctual prevents problems and is a demonstration of respect.

Open Day Tip Holding a Discussion

Even at this early age, students can be trained to participate in classroom discussions. It is important to teach them to listen while others are speaking and to wait for their turn to speak. It may be a good idea to have a prop for discussions, such as a soft ball or a stuffed animal. You may establish that the person who is holding this prop has the right to speak and should give the prop to someone else when his or her turn is over.

Open the book!

Being Punctual

1 Read and number the pictures in order.

Draw students' attention to the pictures of the girl. Ask them to describe what is happening in each one. Then explain that the pictures are scenes of a story and tell students to number them in the correct order. Check the activity by asking *What happens in Scene 1/2/3/4?*

Answer Key

Left to right, top to bottom: 3, 1, 4, 2

2 Look, read and answer.

Tell students to answer the questions based on the pictures. When they are done, invite volunteers to share their answers with the class. After that, ask students *Did the girl cause any problems for being late? (yes) What problem? (Her team lost the game.)* Reinforce the idea that being late can cause

problems by reminding students of the examples they mentioned during the *Open the day* discussion.

Answer Key

1. She reads a book.;
2. A football match.;
3. 10 a.m.;
4. Because she's late.

3 Circle the things the girl can do to be punctual.

Organise students into pairs. Have them discuss and decide which strategies the girl can adopt to be more punctual. Check the activity with the whole class.

Answer Key

Use her alarm clock, get up early, go to bed early, plan her day

◆ How punctual are you? Colour the clock.

Ask students *Are you always punctual?* Encourage them to reflect on their habits and the times when they were late for something. Then point at the clocks and at the frequency adverbs next to them. Explain that students should colour a clock according to how often they are punctual. Say that they should not be ashamed to colour the *Sometimes* or the *Never* clocks. Add that the most important is to recognise which habits we could change to be better citizens. Wrap up by saying that the students who coloured the *Sometimes* or the *Never* clocks could try to adopt the strategies they circled in the previous activity for some time and see what happens.

Answer Key

Answers will vary.

Close the day

- ◆ Have students stand up. Explain that you are going to call out some habits. If students think that a habit is good, they should show their thumbs up. If they think it is a bad habit, they should show their thumbs down. Some ideas are: *I use my computer until 12 o'clock at night. I never use an alarm clock. I get up early and exercise in the morning. I go to bed at 9 o'clock. I always do my homework late at night. I play video games until late at night. I always try to be punctual. I love to get up late.*



Practice Book: Assign page 27 as homework.

Objectives of the day:

1. Follow steps to develop a project.
2. Learn to make a daily planner.

Materials: Practice Book (page 111); pairs of scissors (1 per student); coloured markers and pencils; stickers for decoration; extra copies of the *Day Planner* (optional).

Open the day

- ◆ “Tiptoeing Turtles” practice.
- ◆ Review the vocabulary of the unit by eliciting from students activities that they do every day. Write them on the board for reference. Then ask students if they keep a planner to organise their routine. If someone does, ask him or her to show or describe his or her planner to the class. After that, say that students are going to learn how to make a daily planner in this class.

Open the book!**Explore**

- ◆ **Read, look and write the number.**

Draw students' attention to the planner and elicit what day of the week it refers to. (*Monday*) Explore the planner with students, guiding them to notice that it is organised into two parts (*My Morning / My Afternoon and Evening*). Add that there is a column to cross which activities still have to be done and one to tick which ones are done. Then move on to the pictures. Elicit from students what the children are doing in each one. Tell them to number the pictures according to the activities on the planner. Allow students time to do the activity and check it with the whole class.

Answer Key

Clockwise: 6, 7, 8, 5, 2, 1, 4, 3

Produce

- ◆ **Choose a day. Write a list of things you do.**

Tell students to choose one day of the week and list in their notebooks all of the activities they do on this day. Encourage them to choose a day when they do various activities, such as go to school clubs and do sports.

Answer Key

Answers will vary.

- ◆ **Go to Practice Book page 111 and create your daily planner.** PB

Have students open their Practice Books to page 111 and carefully cut out the planner. Once they are done, have them write their names and the date in the spaces provided. Then tell students to write their activities in the correct parts of their planners (*My Morning or My Afternoon and Evening*) and in the order in which they do them. When students are done, encourage them to decorate their planners as they wish, using coloured markers, pencils and stickers.

Answer Key

Answers will vary.

Present

- ◆ **Show your classmates your *Day Planner*.**

If there is enough space, have students sit in a circle on the floor. Then have them take turns presenting their planners to the class. Encourage students to produce complete sentences, such as: *On Tuesday mornings, I get up, have breakfast, do my homework and go to school. In the afternoons, I have lunch and play football. In the evenings, I watch a film and go to sleep.* Finally, teach students how to use their planners. Explain that they can tick an activity with a ✓ once they do it, and cross the ones they still have to do with a X. If you see fit, distribute extra copies of the planners, so that students can organise other days of their week.

Answer Key

Answers will vary.

 **Critical Thinking****Why is it important to wash your hands and brush your teeth after breakfast?**

Organise students into pairs and have them discuss the question in the *Critical Thinking* box. After some time, open the discussion to the whole class. Guide students to notice that washing our hands after going to the toilet and before eating prevents that we get sick, and that brushing our teeth after eating prevents toothaches and other mouth diseases.

Close the day

- ◆ Ask students if they remember *The Tick Tock Song*. Then play Track 15 again and have them sing and dance to it.

Objective of the day:

1. Self-assessment of Topic 1.

Materials: Practce Book (pages 30 and 31), Poster 1 with Cutouts, Poster Activity 1A on page XXI; a stopwatch (optional).

Open the day

- ◆ “Tiptoeing Turtles” practice.
- ◆ Poster Activity 1A.

We suggest you use this activity to review vocabulary related to school subjects and the use of *has got*.

Open the book!

Can you talk about a school schedule?

1 Look. Then cover the schedule and say what subjects Tom has got on different days.

Remind students that the purpose of this class is to check how much they have learned in Topic 1. Organise them into pairs and read the heading of the first section aloud. Then tell them to look at Tom’s schedule for one minute. You may use a stopwatch to time them, or count to 60 slowly. After that, tell students to cover the schedules using their hands or a notebook and try to remember what subjects Tom has got on different days. Encourage them to produce complete sentences, such as: *Tom has got (maths) on (Mondays)*. When students are done, elicit the answers. Then have them look at the schedule to check if they could remember all of the information correctly. Finally, draw students’ attention to the box with the three emoji and tell them to check the one that corresponds to how they did on the task.

Can you describe your daily routine?

2 Write a sentence about something you do or don’t do in the morning. Use *always*, *sometimes* or *never*.

Read the heading of the second section along with students. Then tell them to write in their notebooks a sentence about something they do or do not do in the morning. Model by writing two sentences about yourself on the board, such as: *I always exercise.* and *I never drink tea.* Finally, tell students that they are going to use their sentences in the following activity.

Answer Key

Answers will vary.

◆ Work in groups. Play *Chinese Whispers*.

If there is enough space, have students sit in a circle on the floor. If your class is too large, you may organise students into two or three groups for this activity. Have a volunteer whisper his or her sentence into the ear of the classmate sitting on his or her left. Explain that the student who listened to the sentence should whisper it into the ear of the classmate sitting on his or her left and so on. However, remind students that they should change the sentence. For example, if the sentence is *I always exercise*, it should be changed to *He/She always exercises*. When the student sitting on the right of the one who said the sentence listens to it, he or she should say it out loud. Have students take turns starting the rounds. When the activity is over, have students tick the emoji that corresponds to how they did on this task.

Answer Key

Answers will vary.



Reader

Elicit from students what happened so far in *Clip Clap and Maria*. Then remind them of the drawings they made illustrating how they would like the story to end. Invite volunteers to share their predictions with the class. Then have students open their readers to page 6. Play Track R1 and tell them to read along the whole story as they listen to it. When the story is over, elicit from students how it ended. Ask them if they liked the ending and what they learned from the story. Guide students to realise that it is important to respect and value differences. Add that our differences can complement each other to help us face challenges. Finally, have students do the activities on pages 30 and 31 in the Practice Book.

Close the day

- ◆ Play Track R1 from minute 2:00 onwards and have students sing and dance to Clip Clap’s song. Encourage them to create a choreography to it.



Practice Book: Assign page 28 as homework.

Objective of the day:

1. Self-assessment of Topic 1.

Materials: *School Subjects Flashcards; Daily Routine Flashcards, Flashcard Activity 2B on page XV.*

Open the day

- ◆ "Tiptoeing Turtles" practice.
- ◆ Show students the *School Subjects Flashcards*, one at a time. Elicit the name of each subject and activities they do in each class.
- ◆ Flashcard Activity 2B.

We suggest you use this activity to review telling the time.

Open the book!**Can you say what you do in school?****3 Play *Guess the Activity*.**

Read the heading of the third section along with students. Then draw their attention to the picture at the top of the page and elicit what the children are doing in it. (*The boy is miming a school activity and the girl is trying to guess what it is.*) If your class is not too large, invite volunteers to go to the front of the classroom and mime activities for the other students to guess. If it is too large, organise students into groups for the activity. Finally, have students tick the emoji that best represents how they did on this task.

Answer Key

Answers will vary.

Can you tell the time?**4 Say and write the times. Spell out the numbers.**

Organise students into pairs and read the heading of the fourth section along with them. Tell students to take turns asking their classmate: *What time is it?* The student who was asked should look at a watch and answer the question. Then both students should write the answer under the corresponding watch. When students are done, invite volunteers to write their answers on the board. After that, have students tick the emoji that corresponds to how they did on this task.

Answer Key

Left to right: nine o'clock; two thirty; five o'clock; seven thirty

◆ **Draw a time on your classmate's back. Your classmate says the time.** 📱

Organise students into new pairs if you see fit. Point at the picture and elicit what the children are doing in it. (*The boy is drawing a time on the girl's back and she is trying to guess what time it is.*) Explain that students are going to do the same. If you think it is necessary, invite a pair of volunteers to model the activity. After some rounds, have students tick the emoji that best represents how they did. Finally, remind students to visit the online platform for more practice at home.

Answer Key

Answers will vary.

Home Connection

◆ **Make a pen organiser.** 📱

Explain to students that they are going to do this activity at home, with the help of their family. Let them know that they are going to review vocabulary related to school objects. Remind them that their family can find the instructions to the activity on the online platform.

Answer Key

Answers will vary.

Close the day

- ◆ Play a chain game with students. If there is enough space, have them sit in a circle on the floor. Explain that a student is going to say a sentence, such as: *I get up at seven o'clock.* Then the student sitting next to him or her should repeat the sentence and add one about him or herself. For example: *He/She gets up at seven o'clock and I go to school at eight thirty.* Students should follow this procedure until one of them makes a mistake. Then this student starts the following round. If your class is too large, organise students into smaller groups for this activity. Keep the activity going until all students have participated.



Practice Book: Assign page 29 as homework.

Topic 2

Yummy Food!

Objectives of the day:

1. Learn a mindful practice to focus attention.
2. Get acquainted with concepts of Topic 2: vegetables, fruit, tableware, food and desserts.
3. Predict what happens in the topic's reader.

Materials: an hourglass that marks one minute (or a stopwatch); sheets of paper (1 per student).

Open the day

"The Silence Game"

The aim of this practice is to have students calm down and focus on the class they are about to have. Display the hourglass and tell students that it marks one minute. Explain that you are going to turn it upside down and that, as the sand runs out, they should keep silent. They can look at the sand or close their eyes if they prefer. Tell students not only to keep silent, but also to keep still and try to clear their minds. If you do not have an hourglass, you may use a stopwatch, but make sure it does not ring once the time is up. When the minute is over, calmly ask students to look at you. Ask them how they feel and if they are ready to start the class.

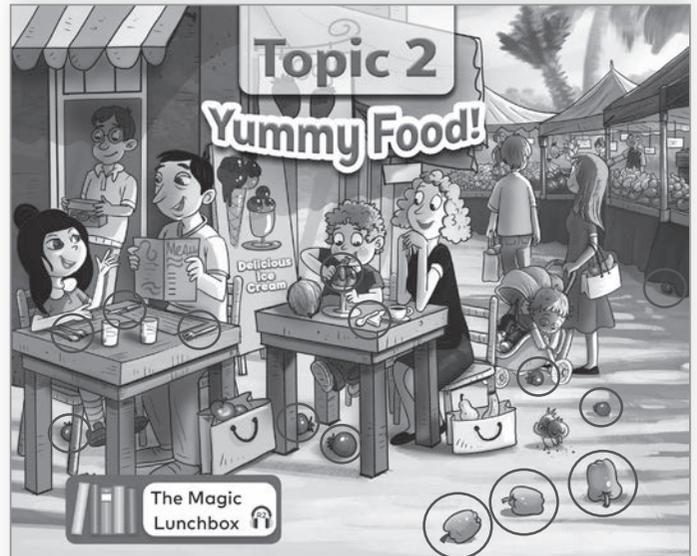
Open the book!

Explore the big picture on pages 42 and 43 with students. You may ask them: *Where are the people? (at a market) What are they doing? (some people are eating, others are buying fruit and vegetables) Do you usually go to the market? Do you like fruit and vegetables? (Answers will vary.)*

Unit 3 At the Market

Vegetables

Point at the small pictures of vegetables and elicit their names from students. (*pepper, lettuce, carrot, onion and tomato*) Then point at the woman in the blue dress. (*it ripped and her vegetables fell to the ground*) Then draw students' attention to the vegetables spread on the floor of the market and explain that they belong to the woman. Tell students to find and circle all of the vegetables on the ground. Check the activity with the whole class. You may find out if students can name other vegetables by asking them what other vegetables they can see in the big picture.



Unit 3 At the Market

Vegetables



- ◆ Help the woman in the blue dress find her vegetables. Circle them in the big picture.

Fruit

- ◆ Find and count the fruits in the bags in the big picture.

5 red fruits

2 yellow fruits

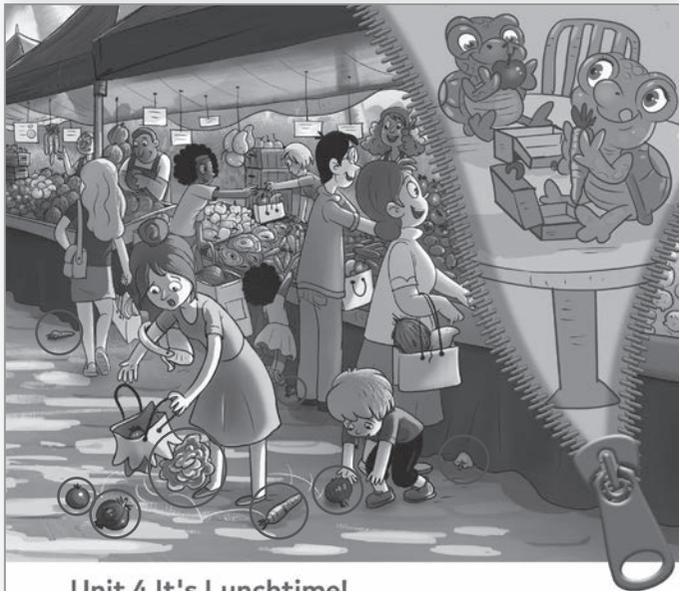
4 green fruits

42

Topic 2 Unit 3 At the Market

Fruit

Draw students' attention to the fact that some people in the market are buying fruit. Point at the bags people are carrying and ask students if they can name the fruits inside them. (*apples, pear, bananas, coconuts and mangoes*) Then read the instructions to the activity along with students and allow them time to do it. Check the answers with the whole class. Ask students: *What are the red fruits called? (apples) What about the yellow fruits? (bananas) And the green fruits? (pear and mangoes)* You may check if students can name other fruits by asking them what other fruits they can see in the big picture.



Unit 4 It's Lunchtime!

Things You Use to Eat



- ◆ Circle the things in the big picture that we use to eat.

Topic 2 Unit 4 It's Lunchtime!

Food and Desserts



- ◆ Find the boy in the big picture and write what he is eating.

ice cream

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Unit 4 It's Lunchtime!

Things You Use to Eat

Point at the small pictures of the tableware items and elicit their names from students. (*knife, fork and spoon*) Then tell students to find and circle in the big picture all of the items people use to eat. Check the activity with the whole class. You may ask students: *How many knives do you see? (one) How many forks? (two) How many spoons? (three) What do you use when you eat soup? (a spoon) What do you use when you eat spaghetti? (a fork) What do you use to cut food? (a knife)*

Open Day Tip Timing Activities

A simple strategy to make activities more challenging is to time students. For example, in the activity above, you could grant students 30 seconds to find and circle all of the tableware items. You may use a stopwatch or just count to 30 slowly. However, when adopting this strategy, it is important to foster a fun and relaxed atmosphere in the class, not of pressure or competition.

Food and Desserts

Read the instructions to the activity along with students and allow them time to do it. Check the answers with the whole class. Expand on the topic by asking students: *What's your favourite food? And what's your favourite dessert? What's your favourite ice cream flavour?*



Point at the Reader icon on page 42 and elicit the title of this topic's story. (*The Magic Lunchbox*) Ask students what they think a magic lunchbox can do. After listening to their ideas, have them open their readers to page 13. Explore the cover of the reader with them, eliciting what they can see inside the lunchbox. (*a sandwich, an apple, some orange juice, a chocolate bar, two lollipops and a piece of watermelon*) Then ask students what they think is going to happen in the story.

Close the day

- ◆ Distribute the sheets of paper and invite students to draw their favourite ice cream. It may be in a cone or a cup, and it may be any flavour they want. If there is time, have all students present their drawings to the class. Encourage them to produce complete sentences, such as: *My favourite ice cream flavour is (chocolate chips)*. If there is not enough time, invite volunteers to present their drawings. You may decorate the classroom walls with students' drawings.

Go to video "Picnic Snack Ideas."

For Topic 2, there is an accompanying video on the platform, called "Picnic Snack Ideas." It features two easy and delicious recipes for a picnic. We suggest you go online to get acquainted with the proposed activities so that you are able to explore all the aspects of the video.

Unit 3 At the Market

Objectives of the day:

1. Learn vocabulary related to vegetables.
2. Talk about preferences related to vegetables.

Materials: an hourglass; *Fruit and Vegetables* Flashcards, Flashcard Activity 3A on page XVI; sheets of paper (1 per student).

Open the day

- ◆ "The Silence Game."
- ◆ Flashcard Activity 3A.

We suggest you use this activity to introduce vocabulary related to fruit and vegetables.

Open the book!

1 Look and stick.

Explore the picture on pages 44 and 45 with students. Ask them: *Where are the people? (at the market) What are the boy and his mum buying? (vegetables) And what are the girl and her dad buying? (fruit)* Then draw students' attention to the fact that the pictures of the vegetables are incomplete. Tell them to fetch the stickers on page 142 of the Student's Book and place them in the correct spaces. Check the answers with the whole class. Next, ask students what vegetables they can see. (*cabbage, onions, beans, lettuce, tomatoes, carrots, peas, mushrooms, corn and peppers*)

Answer Key

Students paste the cabbages, onions, beans, peas, mushrooms and peppers stickers on the corresponding places.

2 Listen and circle the vegetables the boy and his mum want.

Tell students that they are going to listen to a conversation between the boy and his mum. Add that they should circle the vegetables that the boy and his mum want to buy. Play Track 22 twice. If you see fit, have students compare their answers in pairs. Invite volunteers to share their answers with the class.

Answer Key

tomatoes; mushrooms; corn; peppers

◆ Point, ask and answer.

Organise students into pairs. Then invite two volunteers to read aloud the dialogue in the speech bubbles. Explain that students should do the same with all of the vegetables, but clarify that they should express their real preferences. For example, if they do not like a vegetable, they should say: *I don't like (onions)*. If you think it is necessary, invite volunteers to model the activity. When students are done, show them the *Fruit and Vegetables* Flashcards one at a time. For each flashcard, have two students perform the dialogue.

Answer Key

Answers will vary.

Close the day

- ◆ Distribute the sheets of paper and tell students that you are going to have a picture dictation. This means that they should make drawings according to your instructions. Some ideas are: 1. *Draw a vegetable that is yellow.* 2. *Draw a vegetable that you like.* 3. *Draw a vegetable that you don't like.* 4. *Draw a vegetable that is long.* 5. *Draw a vegetable that is small.* 6. *Draw a vegetable that is purple.* When the dictation is over, have students compare their answers in pairs or groups. Then invite volunteers to share what they drew in each item.

Open Day Tip Picking Materials

You can ask students to pick all of the materials that they are going to need for an activity before starting it. For example, for a picture dictation, students need pencils or crayons in several colours. They should have these at hand. This way, they will not stop the activity to look for the materials they need and will remain focused on the task.



Practice Book: Assign page 32 as homework.

Objectives of the day:

1. Read and listen to a comic strip.
2. Learn the use of *there are* to talk about quantity.

Materials: an hourglass; Poster 3 with Cutouts, Poster Activity 3A on page XXIII; small pieces of paper (1 per student); a schoolbag; some school materials; small prizes for the winning group (optional).

Open the day

- ◆ "The Silence Game."

Open the book!

1 Listen and follow.

Explore the pictures in the comic strip with students. Ask them: *Where are the characters? (in the kitchen) What fruits and vegetables can you see? (lemons, mangoes, onions and tomatoes) Do Pocket and Shelly look happy or sad in Scenes 2 and 3? (sad) Why do you think they are sad? (Answers will vary.)* Then play Track 24 and have students read along the comic strip as they listen to the audio. When the track is over, ask students: *What does Pocket want to eat? (an apple) And Shelly? (a carrot) Are there any apples or carrots in Hugo and Anna's house? (no) What do the characters decide to do? (go to the market)*

2 Read and write Yes or No.

Read the instruction and the example question aloud. Ask students how they know that there are lemons in the fridge. Guide them to notice that, in Scene 2, Hugo says "There are some mangoes and lemons," and shows Pocket a lemon. Then tell students to read the other questions and answer them according to the comic strip. When they are done, have them compare their answers in pairs. Then invite volunteers to share and justify their answers.

Answer Key

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

3 Write three different fruits or vegetables on a piece of paper. Put the paper in your pocket.

Distribute the pieces of paper and draw students' attention to the names of fruits and vegetables in the pink box. Tell them to choose three from those

six items to write on their piece of paper. Advise them not to let their classmates see what they wrote. Then tell students to fold the piece of paper and put it into their pocket. If their clothes do not have pockets, they may hold the folded piece of paper instead.

Answer Key

Answers will vary.

◆ Ask and answer.

Invite two volunteers to read the dialogue in the speech bubbles. Then tell students to stand up and walk around the classroom, asking each other about what there is in their pockets. Remind them to change the question, so that they ask about different fruits and vegetables. Finally, invite some volunteers to share what they have in their pockets with the class.

Answer Key

Answers will vary.

Close the day

- ◆ Before the class starts, put some school materials into a schoolbag, such as books, notebooks, markers, erasers, pens, etc. You may also add some unexpected things to your schoolbag, such as fruits, toys and clothes. Organise students into groups. Explain that they should ask you questions such as: *Are there any (books) in your schoolbag?* in order to find out what there is in your schoolbag. Every time a group asks about something you have in your schoolbag, grant it a point. When the game is over, you may give small prizes to the members of the winning group if you see fit.

Go to video "Picnic Snack Ideas."

Now is a good time to work with this topic's video. We suggest you go to the Lesson Plan for this video and do the activities from the "Before Watching" section with students. Once they understand the concept of the video, play it or invite them to watch it at home with their families. If appropriate, invite students to do the "While Watching" activities suggested in the Lesson Plan.



Practice Book: Assign page 34 as homework.

Objectives of the day:

1. Review language related to buying fruit.
2. Use *there are* to talk about quantity.

Materials: an hourglass; Poster 3 with Cutouts, Poster Activity 3B on page XXIII; a song (optional).

Open the day

- ◆ "The Silence Game."
- ◆ Poster Activity 3B.

We suggest you use this activity to review language related to buying fruit.

Open the book!**4 Read, look and circle the fridge.**

Draw students' attention to the pictures of Hugo and Anna by the blue and red fridges. Tell them to read the dialogue and, based on it, circle Anna's fridge. Check the activity with the whole class. Ask students: *Why isn't the blue fridge Anna's? (Because there are pears and cabbages in it.)*

Answer Key

Students circle the red fridge.

- ◆ **Complete a description of the other fridge.**

Point at the description and explain that students should complete it using information about the blue fridge. Read the description aloud and elicit one word that could fill in the blank number 1 and one that could fill in the blank number 4. Then allow students time to do the activity. When they are done, invite volunteers to share their answers with the class. (A possible answer is: *There are pears, beans and apples, but there aren't any carrots, bananas or tomatoes.*)

Answer Key

Answers will vary.

5 Draw different fruits and vegetables. Ask and answer.

Draw students' attention to the empty fridge shelf and tell them to draw two or three different fruits and vegetables on it. When they are done, invite two volunteers to read the model dialogue in the speech bubbles. Then have students stand up and take their books with them. If you see fit, play a song and have students walk around the classroom. Every time you pause the song, they should ask the classmate standing the closest to them about the contents of his or her fridge. Alternatively, the activity can be carried out without the song.

Answer Key

Answers will vary.

Close the day

- ◆ **Play Fruit Salad:**

Have students take their chairs and sit in a circle. Walk around the circle naming each student a grape, a kiwi or an orange. If your group is too large, you may include other fruits. Name yourself a fruit as well. Then say, for instance, *I want a kiwi*. All the students who are kiwis should stand up and sit on a different chair. While they do so, sit on one of the chairs. One student will be left standing in the middle of the circle. This student should say, for example, *I want a grape*. All the students who are grapes should stand up and sit on a different chair. If the person in the middle says *I want a fruit salad*, then everyone should stand up and sit on a different chair. Follow the same procedure for a few rounds. It is important to foster an atmosphere of fun—not of competition—throughout this game.



Practice Book: Assign page 35 as homework.

Objectives of the day:

1. Learn to use possessive pronouns.

Materials: an hourglass; an empty schoolbag.

Open the day

- ◆ "The Silence Game."

Open to Learn

In this class, students are going to be required to use possessive pronouns. We suggest you do the following activity with them at this stage, so that they feel more confident. Show students an object that belongs to you, such as a pen. Say: *This is my pen. This pen is mine.* Write these sentences on the board. Then invite two volunteers—a boy and a girl. Tell each of them to bring one of their objects to the front of the classroom. Then say: *This is (Andy's) (pencil case). This (pencil case) is his. This is (Jessy's) (eraser). This (eraser) is hers.* Write the sentences on the board for reference. Follow the same procedure with the pronouns *yours, its, ours* and *theirs*. Leave the sentences on the board for reference.

Open the book!

6 Listen and match.

Point at the four shopping bags at the top of the page. Ask students: *What's in the purple bag? (mushrooms) What's in the pink bag? (carrots) What's in the red bag? (apples) What's in the blue bag? (oranges)* Then elicit the names of the characters that are under the bags. (*Anna, Hugo, Mum, Pocket and Shelly*) Next, tell students that they are going to listen to an audio and match the shopping bags with their owners. Play Track 25 and pause it after Anna says "There are some apples in it." Elicit from students who the owner of the red bag is. (*Anna*) Instruct them to draw a line matching the red bag to Anna. Then play Track 25 complete twice, so that students can match the other bags. Check the activity with the whole class.

Answer Key

purple bag - mum's; pink bag - turtles'; red bag - Anna's; blue bag - Hugo's

◆ Read, look and complete.

If you see fit, organise students into pairs for this activity. Draw students' attention to the pictures and say that they should complete the sentences in the speech bubbles using the words from the pink box. Advise them to look at the sentences on the board for help—the ones you wrote during the *Open to Learn* activity. If necessary, clarify that the turtle in the speech bubble with a **X** is Shelly and that the turtle in the speech bubble with a **✓** is Pocket. When students are done, invite volunteers to share their answers with the class. Finally, remind students to visit the online platform for more practice at home.

Answer Key

1. yours; 2. mine; 3. hers; 4. his; 5. theirs; 6. ours



Play Whose Object Is It?

Display the empty schoolbag and ask each student to choose an object to put inside it. Explain that the objects are going to be returned when the game is over. Invite a volunteer and tell him or her to take an object from the schoolbag. The volunteer should show the object to the class and ask: *Whose (pen) is it?* The class should try to guess whose it is. Before starting the game, tell students that they should only say *It's mine!* after their classmates try to guess whose an object is. Invite a new volunteer for each object, so that everyone participates.

Answer Key

Answers will vary.

Close the day

◆ Play Mime Game:

Explain you are going to mime a sentence and students should guess what it is. Mime a sentence such as: *The pencil is mine.* Then invite a volunteer and whisper a sentence into his or her ear. Tell the volunteer to mime the sentence, for the class to guess what it is. Repeat the procedure with other volunteers. Some ideas are: *The crayon is his. The desks are ours. The schoolbag is hers. The jackets are theirs. The pencil case is yours.*



 Practice Book: Assign page 36 as homework.

Objectives of the day:

1. Review colours, vegetables and fruit.
2. Listen for specific information.

Materials: an hourglass; *Fruit and Vegetables* Flashcards, Flashcard Activity 3A on page XVI; sheets of paper (1 per student).

Open the day

- ◆ "The Silence Game."
- ◆ Flashcard Activity 3A.

We suggest you do this activity to review vegetables, fruit and colours with students.

Open the book!**Listening****International Certification: Listening**

At this stage, students should be familiar with the names of the most common colours. Remind them that they should have coloured pencils, crayons or markers at hand for a task like this one. Make sure students know that they should not colour all of the elements in the picture, just the ones that they are asked to. Advise them to listen to the whole dialogue before colouring an element.

1 Listen and colour. There is one example.

Have students look at the picture. Explain that they are going to listen to an audio and colour some elements according to it. Instruct students to fetch coloured pencils, crayons or markers in several colours and place them on their desks. Add that they should avoid speaking during the activity, which means that they should avoid borrowing materials. Allow students some time to look at the picture in detail and then play Track 26. When the audio is over, you may have students compare their answers in pairs. Next, check the activity with the whole class. If you see fit, play Track 26 once more for students to listen to details that they may have missed.

Answer Key

Students colour the peppers yellow; the apples red; the mangoes green; the mushrooms brown; the man's bag purple and the girl's bag orange.

Speaking**Speaking Strategy****Expanding on a Topic**

For simple tasks like the one in Activity 3, it may be useful to encourage students to expand on the topic. They may use words such as *because* and *but* to connect ideas. This way, they can produce sentences such as: *I like mangoes because they are sweet. I don't like oranges, but I like orange juice.*

2 Name the fruits and vegetables in the picture.

Organise students into pairs and tell them to point at and name the fruits and vegetables in the picture. (*bananas, oranges, cabbage, carrots, peppers, apples, mangoes and mushrooms*) Then invite volunteers to name the items aloud.

Answer Key

peppers; apples; mushroom; mangoes; carrots; cabbage; bananas; oranges

3 Talk about the fruits and vegetables. Say which ones you like and which ones you don't like.

Tell students to talk about which fruits and vegetables in the picture they like and which ones they do not. Then open the discussion to the whole class and encourage students to talk about other fruits and vegetables apart from the ones in the picture. Finally, tell them it is healthy to eat fruits and vegetables, so we should always try to include them in our diet.

Answer Key

Answers will vary.

Close the day

Elicit from students the name of this topic's reader. (*The Magic Lunchbox*) Then say that they are going to start reading the story. Have students open their readers to page 14 and ask them to describe what they see. Then play the excerpt of Track R2 that corresponds to this page. Next, ask students what they believe Vincent wants to find in the magic lunchbox and what they would like to find. If there is time, distribute the sheets of paper and invite students to draw the magic lunchbox with their favourite food inside it.

Objectives of the day:

1. Learn to use the five senses to enjoy food.
2. Learn to eat in a mindful way.

Materials: an hourglass; some fruits students can eat, such as apples, grapes, bananas, tangerines, etc. Before the class, it may be a good idea to ask students' families about food restrictions students may have. It is also important to wash the fruits.

Open the day

- ◆ "The Silence Game."
- ◆ Ask students to close their eyes. Say: *Think of a sweet food.* Invite students to say what food first came to their minds. It is OK if they do not know the names of the foods in English. You may take advantage of this activity to teach this vocabulary, although this is not its main objective. Follow the same procedure with a salty food, a soft food, a hard food, a delicious food, a food that smells good and a food that smells bad.

Open the book!

Mindful Eating

1 Look, listen and write the numbers.

Draw students' attention to the pictures of the girl and invite them to describe what she is doing in each one. Explain that they are going to listen to an audio and should number the pictures in the order in which they are mentioned. Play Track 27. If you see fit, pause it after "What shape is it?" and elicit which picture relates to it. Then play the rest of the track. Check the activity with the whole class.

Answer Key

Left to right, top to bottom: 5, 4, 2, 3, 1

- ◆ **Draw a piece of food. Answer the questions.**

Point at the box and tell students to draw any piece of food they want. When students are done, read the questions aloud or invite volunteers to do so. Tell students to answer the questions about the piece of food they drew in the box. Next, have them compare their drawings and answers in pairs. Invite volunteers to share their answers with the class.

Answer Key

Answers will vary.

2 Answer the quiz.

Draw students' attention to the quiz. Read the questions aloud and tell them to circle the options that are true for them. Alternatively, invite volunteers to read the questions. It is important to foster an atmosphere in which students feel comfortable enough to be honest when answering the quiz.

Answer Key

Answers will vary.

- ◆ **Compare your answers with a classmate.**

Have students compare their answers in pairs. Then invite them to sit in a circle on the floor and promote a class discussion about mindful eating. Elicit from students why they think it is important to eat slowly and to pay attention to what they are eating. After listening to their ideas, explain that when we eat too quickly or do not pay attention to what we are eating, we may end up eating more than we need. We may also choke on our food, which may be very dangerous.

Answer Key

Answers will vary.

Close the day

- ◆ Display the fruits on a desk. Invite each student to choose one. Before they eat the fruits, encourage students to look at, touch and smell them. Invite volunteers to describe the shapes, colours, textures and smells of the fruits. When students are ready to eat, encourage them to notice the taste and the texture of the fruits. Invite volunteers to describe those as well. Encourage students to try this the next time they eat something.

Objectives of the day:

1. Learn to decode /s/ followed by a consonant.
2. Identify and practise pronouncing words with the learned sound.

Materials: an hourglass; a white sock; a red sock; sheets of paper (1 per student). You can use the IPA Pronunciation Guide in the Audioscript Section and the online platform as a guide.

Open the day

- ◆ "The Silence Game."
- ◆ **Play *Simon Says*:**

Use commands that start with /s/ followed by a consonant. Some ideas are: *Simon says, stand up. Swim. Sleep. Spell cat. Smell a fruit. Skate. Stretch. Smile.* Next, elicit from students the commands you gave and write—or invite volunteers to write—them on the board. Ask students to read the commands and identify what they have in common. If necessary, guide them to notice that they all start with /s/ followed by a consonant. Work on the repetition of the commands. Then tell students that they are going to study this sound in this class.

Open the book!
1 Listen and say. 

Draw students' attention to the pictures in this activity and to the words below them. Tell students to listen to and repeat the sounds and the words. Play Track 28 twice if you see fit. Ask students why the skin has the shape of a snake. If necessary, explain that as snakes grow, their skin gets too small for them. So, they shed it and a new one grows in its place.

2 Read, listen and complete. 

Point at the picture in this activity and have students describe it. Then explain that they are going to listen to the poem and complete the words. Allow students some time to read the poem and predict how to complete each word. Then play Track 29 twice if you see fit. When the audio is over, invite volunteers to write the words on the board. Read the poem aloud and have students repeat each line after you.

Answer Key

sw, sm, sn, st, sl, sw, sn, sp, sl, sk

3 Read, look and write the numbers.

Explore the pictures with students, inviting them to describe what is happening in each one. Then draw their attention to the sentences and explain that they should number the pictures according to them. If you see fit, read sentence number 1 aloud and elicit which picture relates to it. Allow students time to do the activity. Then check it with the whole class.

Answer Key

Left to right, top to bottom: 5, 2, 4, 1, 3

- ◆ **Take turns reading the story.** 

Have students sit in a circle on the floor with their books. Say that each student is going to read one line of the story in Activities 2 and 3. Show them the red and the white socks. Explain that when a student reads a line in which the snake speaks, he or she should wear the red sock on his or her hand and move it as if it were the snake speaking. When a student reads a line in which the swan speaks, he or she should do the same with the white sock. If you have more students than lines in the story, repeat the story so that everyone participates. Finally, remind students to visit the online platform for more practice at home.

Close the day

- ◆ Write on the board: *scorpion, sloth, snail, squirrel, starfish and swordfish*. Distribute the sheets of paper and tell students to choose one of the animals on the board to draw. When they are done drawing, tell them to write the name of the animal and underline the /s/ plus a consonant sound. Decorate the classroom walls with students' drawings.

Objectives of the day:

1. Practise the following reading strategies:
 - Read for general information.
 - Relate paragraphs to pictures.

Materials: an hourglass; a picture of each of these countries: Italy, The Philippines, Australia, Sweden and Russia; a world map; modelling clay in several colours.

Open the day

- ◆ "The Silence Game."
- ◆ Show students the pictures of the countries, one by one, and challenge them to guess in what country each picture was taken. You may display the world map for reference. After showing all the pictures, reveal the answers to students. Invite volunteers to locate the five countries on the map and encourage students to share what they know about each of the countries.

Open the book!

Reading

Reading Strategy

Dealing with New Vocabulary

It is important to encourage students to try to understand the general meaning of a text without worrying about words they do not know. This skill is going to be useful for them in exams and "real-life" situations. However, texts also provide an opportunity to learn new vocabulary. You may encourage your students to look up the new words after they get the general idea of a text. Remind them that they can take notes of new words on the last page of their books.

1 Read and write the numbers.

Explore the pictures with students, inviting them to describe what they see in each one. Then ask students if they like pizza. Encourage them to talk about their favourite pizza flavour and if there is any flavour they do not like. Next, tell students that they are going to read a text about different pizza flavours around the world. You may allow students time to read the text or invite volunteers to read the paragraphs aloud. After that, tell students to number the pictures according to the paragraphs. Check the activity with the whole class. Finally, ask students which of the pizza flavours is the craziest and if they would like to try any of them.

Answer Key

Top to bottom: 2, 4, 3, 1

Close the day

- ◆ Distribute the modelling clay and invite students to create a crazy pizza. Encourage them to use different colours of modelling clay and shape it as they wish to decorate their pizzas. If there is time, have all students present their crazy pizzas to the class. If not, invite a few volunteers to do so. Encourage them to name the main ingredients of their pizzas.

Objectives of the day:

1. Practise the following reading strategy:
 - Read for specific information.

Materials: an hourglass; a soft ball.

Open the day

- ◆ "The Silence Game."
- ◆ **Play Hangman:**

Use some of these words: *cheese, tomatoes, vegetables, meat, mangoes, crocodile, bananas, pineapples, curry and fish*. Write each word on the board as students guess it. When the game is over, ask students if they remember these ingredients from the text they read in the previous class. Elicit any piece of information students remember about the text.

Open the book!**2 Read and write Yes or No.**

Challenge students to do this activity relying on their memory, which means, without rereading the text. Once they are done, tell them to read the text on page 52 again to check their answers. Check the activity with the whole class and invite volunteers to correct the sentences marked with *No*. (2. *Guimaras Island is famous for its mangoes*. 3. *In Australia, you can have crocodile on a pizza*. 5. *You eat mockba cold*.)

Answer Key

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

3 Write the name of the country according to the pizzas the people like.

Organise students into pairs and draw their attention to the pictures of the children. Tell them to read what the children say and discuss which pizza each child should try. Remind them to go back to the text on page 52 to check the pizza descriptions. When students are done, invite volunteers to share and justify their answers.

Answer Key

1. Australia; 2. The Philippines; 3. Russia; 4. Sweden

- ◆ **Discuss crazy pizza ingredients from your country.** 

Organise students into groups and tell them to discuss pizza ingredients that exist in their country, but that people from other countries may consider exotic. After some time, open the discussion to the whole class. Finally, remind students to visit the online platform for more practice at home.

Answer Key

Answers will vary.

Close the day

- ◆ Have students stand up in a circle. Throw the soft ball to a student and ask him or her to name a pizza ingredient. Then tell this student to throw the ball to a classmate, who should also name an ingredient. Encourage students not to repeat ingredients. If a student does not know what to say, invite the class to help him or her.



 Practice Book: Assign page 37 as homework.

Objectives of the day:

1. Practise the following writing skills:

- Unscramble words.
- Fill in the blanks to complete a recipe.

Materials: an hourglass; sheets of paper (1 per student).

Open the day

- ◆ "The Silence Game."
- ◆ Mime the following actions so that students can guess what you are doing: 1. Wash vegetables. 2. Cut vegetables. 3. Roll out pizza dough. 4. Put ingredients on top of the pizza. 5. Put the pizza into the oven. 6. Eat the pizza. Take advantage of the opportunity to elicit or teach the word *dough* and any other words.

Open the book!

Writing

International Certification: Writing

When doing unscrambling activities, make sure students know that each dash corresponds to a letter. This means that there will not be extra dashes or dashes missing. Remind students to check that what they have written is legible for someone who is not familiarised with their handwriting. It is often better not to use joined-up writing, as letters can become unclear.

1 Look at the pictures and write the words.



Read the instruction with students and allow them some time to do the activity. Ideally, they should do it in silence. When the time is up, have students compare their answers in pairs. Then invite volunteers to write the answers on the board as the class spells them out.

Answer Key

1. red peppers; 2. tomato; 3. mushrooms; 4. onions;
5. cheese; 6. banana

2 Read and complete Max's pizza recipe.

Draw students' attention to the picture of the boy. Say that his name is Max and elicit what he is doing. (*eating pizza*) Then point at the text and tell students that it is about Max's favourite pizza recipe. If you see fit, organise students into pairs for the activity. Allow them some time to complete the recipe and check the activity with the whole class. Ask students if they would like to try Max's pizza.

Answer Key

1. cheese; 2. pizza dough; 3. cheese; 4. red pepper;
5. tomato; 6. mushrooms; 7. onion; 8. banana

Close the day

- ◆ Distribute the sheets of paper and invite students to draw a food that they know how to prepare. It may be something simple, such as a sandwich or a salad. If there is time, have all students present their drawings to the class. If not, organize students into small groups and have them present their drawings to their groups. Encourage students to share how they prepare the foods they drew.

Objectives of the day:

1. Practise the following writing skills:
 - Write a list of ingredients for a recipe
 - Fill in the blanks to complete a recipe.

Materials: an hourglass.

Open the day

- ◆ "The Silence Game."
- ◆ Write on the board the scrambled steps for making a cheese sandwich. Next, organise students into pairs and ask them to order the steps. Check the activity with the whole class. More than one answer is possible, as long as the ordering of the steps make sense. The steps are: *Wash a tomato. Cut the tomato into slices. Spread some mayonnaise on two slices of bread. Put two slices of cheese on top of one slice of bread with mayonnaise. Put some slices of tomato on top of the cheese. Put the other slice of bread with mayonnaise on top of the tomato. Eat your sandwich!*

Open the book!**3 Create a new favourite pizza and draw it.**

Invite students to think of what they would add to their ideal pizza. Then point at the picture of the empty plate and tell them to draw their ideal pizza on it.

Answer Key

Answers will vary.

◆ **Write a list of ingredients.**

Draw students' attention to the blank note. Tell them to write on it the ingredients they need to make their ideal pizza. Help them with vocabulary as needed. When students are done, ask them to stand up and walk around the classroom showing their creations to their classmates. Before they start, write the following models on the board: A: *What's there on your pizza?* B: *There is/are...* Encourage students to use the models on the board.

Answer Key

Answers will vary.

4 Complete the text about your pizza.

Invite volunteers to read the steps of the recipe aloud. Every time there is a blank, elicit what students could write there and allow them time to fill it in. Have students compare their recipes in pairs and invite volunteers to share the names they invented for their pizzas.

Answer Key

Answers will vary.

Close the day

- ◆ Organise students into small groups. Explain that each student should think of a food and mime actions as if he or she were preparing and then eating that food. The rest of the group should guess what that student is preparing/eating.



Practice Book: Assign page 38 as homework.

Objectives of the day:

1. Practise the following listening skill:
 - Listen for specific information.

Materials: an hourglass; 13 sticky notes; paper plates (1 per student); several pieces of coloured paper; scissors (1 pair per student); glue (students can share).

Open the day

- ◆ "The Silence Game."
- ◆ Write each of the following words on a sticky note: *carrots, corn, eggs, grapes, kiwis, lettuce, olives, onions, oranges, peas, pepper, salt and tomatoes*. Then draw three circles on the board. Write *fruits* in one, *vegetables* in another and *condiments* in the last one. Invite a volunteer to pick up a note and read aloud what is written on it. Encourage the class to say to which circle that item belongs. Next, ask the volunteer to stick the note into the corresponding circle. Follow the same procedure with all of the notes, teaching any necessary vocabulary as you do so.

Open the book!

Listening

1 Listen and circle *T* (True) or *F* (False).



Draw students' attention to the picture and elicit the names of the fruits, vegetables and condiments on the table. Then ask what they believe the children are making and who they think is talking to the children. Next, point at the sentences in this activity. Explain that students are going to listen to a conversation and that they should circle *T* or *F* accordingly. Allow students time to read the sentences and then play Track 30 twice. Check the activity with the whole class and invite volunteers to correct the false sentences. (2. *Grandpa is helping the children*. 3. *The children like salad*.)

Answer Key

1. T; 2. F; 3. F

2 Listen and circle the ingredients they use.

Read the instruction aloud with students and play Track 31 until "What else can we have?" Ask students which food item they should circle. (*the lettuce*) Next, play Track 31 complete twice. Have students compare their answers in pairs and check the activity with the whole class.

Answer Key

salt; grapes; lettuce; egg; corn; orange; carrots

◆ Listen again and cross (X) the things the boy and girl don't like.

Challenge students to remember which of the food items the children do not like. Tell them to cross the boxes next to those items with a **X**. Then play Track 31 once more, so that they can check their answers. Invite volunteers to share their answers with the class. Next, ask students which of the food items in the picture they like and which ones they do not like. Encourage them to produce complete sentences. Finally, remind students to visit the online platform for more practice at home.

Answer Key

kiwis; olives; peas

Close the day

- ◆ Distribute the paper plates and display the pieces of coloured paper. Invite students to create a salad that they would like to eat. Encourage them to cut the pieces of coloured paper into the shapes of the ingredients and to glue them onto the paper plate. If there is time, have all students describe their salads to the class. If not, invite some volunteers to do so and decorate the classroom walls with students' creations. Remind them that they should always eat vegetables and fruits because they are healthy.



Practice Book: Assign page 39 as homework.

Objectives of the day:

1. Practise the following speaking strategy:
 - Take turns in asking and answering questions.

Materials: an hourglass; Poster 3 with Cutouts; Practice Book (pages 41 and 42).

Open the day

- ◆ "The Silence Game."
- ◆ Use Poster 3 with Cutouts to review names of fruits. Then organise students into groups. Explain that you are going to secretly place the fruit cutouts into the crates and that the groups should try to guess the order in which you placed them. Tell the groups to take notes in their notebooks. When students are done, reveal the order in which you placed the cutouts. The group whose guesses get closer to your order is the winner.

Open the book!**Speaking****1 Number the fruits in order according to how much you like them.**

Elicit the names of the fruits from students. Then tell them to number the fruits from 1 to 11, starting from the one they like the most. When students are done, have them compare their answers in pairs. Then invite volunteers to share their answers with the class. You may promote a vote for the most popular fruit in the class.

Answer Key

Answers will vary.

◆ Choose four fruits to make a smoothie. Draw them in the blender.

Ask students if they know what a smoothie is. If necessary, explain that it is a drink made of fruit and usually milk. Ask students if they like smoothies. Then draw their attention to the picture of the blender. Ask them to imagine that they are going to make a smoothie. Explain that they should choose four of the fruits from the previous activity and draw them inside the blender.

Answer Key

Answers will vary.

2 Compare your smoothie with a classmate.

Invite two volunteers to read the dialogue in the speech bubbles. Then organise students into pairs and have them compare their smoothies. Once students are done, have them stand up and walk around the classroom asking each other about their smoothies. After some time, tell students to go back to their places and ask them if they could find a classmate who made a smoothie similar to their own.

Answer Key

Answers will vary.

Close the day**◆ Play Fruit Salad:**

We suggest you repeat this game to review vocabulary related to fruit. This time, change the fruits in the game.

  Practice Book: Assign page 40 as homework.

Time to Practise 

You have now finished the first part of the Topic "Yummy Food!" This is a good moment to practise some skills using the international certifications' format. On pages 41 and 42 of the Practice Book, there are activities to develop students' Reading, Writing and Listening skills. For the activity on page 41, remind students that they should only write Yes if all the pieces of information in a sentence are true. For the activity on page 42, encourage students to read all the names and try to identify if they are male or female before listening to the audio. Make sure students know that not all the names are going to be used. There will probably be at least one extra name that they should not match with anyone.

Unit 4 It's Lunchtime!

Objective of the day:

1. Learn vocabulary related to tableware.
2. Learn the names of different dishes.

Materials: an hourglass; *Tableware* Flashcards, Flashcard Activity 4A on page XVII.

Open the day

- ◆ "The Silence Game."
- ◆ Flashcard Activity 4A.

We suggest you use this activity to present vocabulary related to tableware.

Open the book!

1 Listen and write the number.

Draw students' attention to the big picture and elicit the names of the tableware items. Teach the word *napkin* and encourage students to pretend that they are using a napkin as they repeat the word. Next, tell students that they are going to listen to Ben and his grandma setting the table for dinner. Explain that they should number the tableware items in the order that they are mentioned in the audio. Play track 32. If you see fit, pause it after grandma says "There are knives for cutting the meat. Good!" and elicit in which box students should write number 1. Then play the complete track twice. When the audio is over, have students compare their answers in pairs. Check the activity by calling out the numbers and eliciting the tableware items.

Answer Key

1. knife; 2. fork; 3. spoon; 4. plate; 5. glass; 6. bowls; 7. napkins

2 Listen and circle what's for lunch.

Point at the pictures of the dishes and have students repeat their names. Then say that they are going to listen to the rest of the conversation between Ben and his grandma. Add that they should circle what is for lunch. If you see fit, tell them that they should circle two dishes. Then play Track 33 twice. Check the activity with the whole class. Finally, ask students if they like those dishes.

Answer Key

vegetable soup; sausages and potatoes

◆ Write the items you need to eat the dishes.

Read or have a volunteer read the example. Then elicit from students what tableware items they need to eat sausage and potatoes or meatballs and vegetables. Tell them to write the names of the items on the lines. Allow them time to do so and invite one or more volunteers to write the answers on the board.

Answer Key

plate; fork; knife; napkin

Close the day

- ◆ Display the *Tableware* Flashcards and elicit the names of the items. Then tell students to close their eyes. Hide one flashcard. Ask students to open their eyes and identify which item is missing. Follow the same procedure, hiding different items. After a few rounds, you may hide two flashcards at a time. You may also invite volunteers to hide the flashcards.



Practice Book: Assign page 43 as homework.

Objective of the day:

1. Learn vocabulary related to desserts.

Materials: an hourglass; *Tableware* Flashcards, Flashcard Activity 4B on page XVII.

Open the day

- ◆ "The Silence Game."
- ◆ Flashcard Activity 4B.

We suggest you use this activity to review vocabulary related to tableware.

Open the book!**3 Look and stick.** 

Draw students' attention to the round table in the big picture. Say that they are going to listen to the second part of the conversation between Ben and his grandma again. Tell them to pay attention to what is on the round table. Play Track 33. When it is over, elicit the answer from students. (*desserts*) Next, have students fetch the stickers on page 143 of the Student's Book. Point at each sticker and elicit or teach the name of the dessert it illustrates. Have students repeat the names. After that, tell them to place the stickers into the correct spaces. Allow them time to do so and check the activity with the whole class.

Answer Key

Students paste the chocolate cake, the cheese and crackers, the apple pie, the yoghurt and fruit and the ice-cream stickers on the corresponding places.

4 Write the names of the desserts. Then listen and check. 

Point at the lyrics to the rap and tell students that it is a rap about desserts. Explain that they should look at the pictures and complete the sentences with the names of the desserts. Draw students' attention to the picture of the apple pie and elicit how they should complete the first sentence. Then tell them to complete the other sentences and allow them time to do so. When students are done, play Track 34, so that they can check their answers.

Answer Key

1. apple pie; 2. ice cream; 3. cheese and crackers;
4. yoghurt and fruit; 5. chocolate cake

◆ **Listen again and rap.** 

Play Track 34 again and have students sing along. Encourage them to dance as they do so. If you see fit, organise students into groups and tell them to create a simple choreography to the rap. When they are done, have the groups present their coreographies to the class. Finally, remind students to visit the online platform for more practice at home.

Close the day**Reader** 

Elicit from students what happens on page 14 of *The Magic Lunchbox*. (A boy named Vincent finds a magic lunchbox. The box has a note that reads "Open me to find your favourite food!") Then ask students again what they think Vincent finds inside the magic lunchbox. After listening to their ideas, have students open their readers to page 15 and describe what there is inside the lunchbox. (*chocolate and cookies*) Next, play the excerpt of Track R2 that corresponds to this page. When the audio is over, ask students what they believe happens next in the story.

**PB**  Practice Book: Assign page 44 as homework.

Objective of the day:

1. Read and listen to a comic strip about food preferences.
2. Talk about food preferences.

Materials: an hourglass; Poster 4 with Cutouts, Poster Activity 4A on page XXIV.

Open the day

- ◆ "The Silence Game."

Language Presentation

Food Preferences

In this and in following classes, students are going to be required to express food preferences. We suggest you do Poster Activity 4A at this stage, so that they feel more confident when doing so.

Open the book!

1 Listen and follow.

Explore the pictures in the comic strip with students. Point at them and ask: *What are the children doing in Scene 1? (playing a board game) What are they looking at in Scenes 2 and 3? (fast food menus) What is Mum doing in Scene 4? (taking food away)* Take advantage of the opportunity to teach the expression *takeaway*. Then play Track 35 and have students read along as they listen to the audio.

2 Read and circle *T* (True) or *F* (False).

If you see fit, organise students into pairs for this activity. Then tell them to read the sentences and circle *T* or *F* according to the comic strip. When students are done, invite volunteers to share their answers with the class. Encourage them to correct the false sentences. (3. *Shelly wants a fish burger.* 4. *Shelly and Pocket love fish.*)

Answer Key

1. T; 2. T; 3. F; 4. F

3 List three foods you love and three foods you hate.

Tell students to write in their notebooks three sentences about foods they love and three about

foods they hate. You may write model sentences on the board, such as: *I love apple pie. and I hate meatballs.* Allow them time to do the activity.

Answer Key

Answers will vary.



Play Find Someone Who! _____

Explain the objective of this game is to find someone who has a similar opinion to one's own. Tell students to walk around the classroom with their notebook and a pencil and take turns reading their sentences to their classmates. When a classmate responds with *Me too!*, they should take note of that classmate's name next to or under the sentence. Then they should talk to a different classmate and read a different sentence. After some time, interrupt the activity, have students go back to their places and ask them to share some of their findings, producing sentences such as: *I love pizza and (Mary) loves pizza too!*

Answer Key

Answers will vary.

Open Day Tip Having Students Mingle

Students tend to feel more comfortable when working with certain classmates, which is natural. However, activities like the previous one provide them with an opportunity to mingle and know each other better. You may challenge students to talk to classmates they rarely talk to, for example. As they get in touch with different classmates, their sense of belonging to the group should gradually increase.

Close the day

- ◆ Call out some foods. If students love or like a food, they should make a happy face and dance. If they do not like or hate it, they should make an angry face and cross their arms. Model the actions with students before starting the game. Some ideas are: *fish burger, cheese pizza, vegetable soup, sausage and potatoes, meatballs and vegetables, chocolate cake, apple pie, yoghurt and fruit, cheese and crackers, and ice cream.*



Practice Book: Assign page 45 as homework.

Objective of the day:

1. Talk about food preferences.

Materials: an hourglass; pieces of paper (1 per student); a song; modelling clay in several colours.

Open the day

- ◆ "The Silence Game."
- ◆ Distribute the pieces of paper and tell students to write what they prefer: *hamburger* or *pizza*. Then collect the pieces of paper and, with students' help, count them to see which food is the class's favourite.

Open the book!**4 Circle the burger the turtles want.**

Explain that you are going to say a few sentences and that students should call out who said each one in the comic strip they read in the previous class. Some ideas are: *Let's get takeaway tonight! (Mum) I hate cheese! (Hugo) I love hamburgers. (Anna) I love fish! (Shelly) Me too! (Pocket)* After that, draw students' attention to the pictures of the burgers. Read or invite a volunteer to read the descriptions of the burgers. Elicit from students which of the burgers Pocket and Shelly want and have them circle it.

Answer Key

The fish burger

◆ **Number the conversations with the correct burger.**

If you see fit, organise students into pairs for this activity. Tell them to read the questions and the answers. Based on each person's answer, they should choose the best burger for him or her. When students are done, invite volunteers to share their answers with the class. Encourage them to justify their answers, saying, for example: *Hugo wants the hamburger because he doesn't want chicken or fish and he hates cheese.*

Answer Key

1. I want that one! I love chicken.; **2.** I don't want chicken or fish and I hate cheese. That one!; **3.** I love cheese. I want that one.

◆ **Find out which burger your classmates want.**

Invite two volunteers to read the model sentences in the speech bubbles. Then tell students that you are going to play a song and that they are going to walk around the classroom with their books open. Every time you pause the song, they should ask the nearest classmate which burger he or she wants. Encourage students to justify why they want a burger and to react to their classmates' choices, saying, for example: *Me too!* When the song is over, you may ask students: *Who wants a hamburger?* and have the ones who do raise their hands. Follow the same procedure with the other burgers.

Answer Key

Answers will vary.

Close the day

- ◆ Distribute the modelling clay and tell students to make their ideal burgers. Advise them to use different colours to simulate the ingredients. If there is time, have all students present their burgers to the class. If not, invite a few volunteers to do so. Encourage them to describe the different ingredients they used to make their burgers.



Practice Book: Assign page 46 as homework.

Objective of the day:

1. Learn to order food in a restaurant.

Materials: an hourglass; Poster 4 with Cutouts, Poster Activity 4B on page XXIV.

Open the day

◆ "The Silence Game."

Language Presentation

Ordering Food

In this class, students are going to be required to order food, drinks and desserts in a restaurant. We suggest you do Poster Activity 4B at this stage, so that they feel more confident when doing so.

Open the book!

5 Listen and circle what Mum orders.

Draw students' attention to the menu and invite volunteers to read what is written on it. After that, say that they are going to listen to Hugo and Anna's mum ordering food. Explain that they should circle what she orders. Play Track 36 twice. If you see fit, have students compare their answers in pairs. Then check the activity with the whole class.

Answer Key

Chicken burger and water

◆ Read and match.

Tell students to read and match the questions with the answers. When they are done, invite volunteers to share their answers with the class. Work on group repetition of the questions and the answers.

Answer Key

1. I'd like a chicken burger; 2. A bottle of water, please.; 3. No, thank you.

◆ Look at the menu and act out a conversation.

Organise students into pairs and invite volunteers to read the model dialogue in the speech bubbles. Explain that one student in each pair is going to be the waiter/waitress and that the other one is going to order food. Remind students to choose from the menu in Activity 5. When they are done, tell them to exchange roles. If there is enough time, organise students into new pairs and have them order different foods. Finally, remind students to visit the online platform for more practice at home.

Open Day Tip Pairing Students Up

Another way to encourage students to mingle is by pairing them up with different classmates in every activity that requires pair work. A simple strategy to do that is write students' names on pieces of paper, put them into a bag and pick them at random. You may also pair students up according to their strengths. For instance, a student who is very good at writing with a student who is not so good at writing, but is better at speaking.

Close the day

◆ Play Chain Game:

Have students stand up and form a circle. Then tell a student standing next to you: *I'd like an apple pie. What would you like?* Tell the student to answer like this: *You'd like an apple pie and I'd like (a soft drink).* Then he or she should ask the classmate standing next to him or her: *What would you like?* The classmate should answer with: *He/She'd like an apple pie, you'd like (a soft drink) and I'd like (potatoes).* Follow the same procedure until all students participate. Encourage students to help their classmates in case they forget how the chain goes.



 Practice Book: Assign page 47 as homework.



Objective of the day:

1. Learn to decode the long /i:/ sound.
2. Identify and practise pronouncing words with the learned sound.

Materials: an hourglass; sheets of paper (1 per student). You can use the IPA Pronunciation Guide in the Audioscript Section and the online platform as a guide.

Open the day

- ◆ "The Silence Game."
- ◆ Draw three trees on the board and ask students what they see. Elicit the sentence *I see three trees.* and invite a volunteer to write it on the board. Challenge students to identify the sound that is repeated three times in the sentence. (*the long /i:/ sound*) Then invite another volunteer to underline the sound in the sentence. (*I see three trees.*) Finally, tell students that they are going to study this sound in this class.

Open the book!

1 Listen to the words. Tick (✓) whether the "ee" sound is long or short. 

Draw students' attention to the pictures. Then play Track 37 and have them listen to and repeat the sounds and the words. After that, elicit from students if the "ee" sound is long or short and have them tick the correct box.

Answer Key

Long

2 Complete the sentences.

Point at the pictures and invite students to describe what they can see in each one. Next, draw students' attention to the sentences and say that they relate to the pictures. Tell students to complete the sentences with the sound they have just learned, "ee." When they are done, invite volunteers to write the complete sentences on the board.

Answer Key

1. ee, ee, ee; 2. ee, ee; 3. ee, ee, ee

◆ Listen and repeat. 

Play Track 38 and have students listen to and repeat the sentences. If you see fit, play the track twice. You may encourage students to make gestures that relate to the sentences as they repeat them.

3 Read, complete and draw. 

Explore the picture with students, asking them: *What's the man doing? (painting a picture)* Then tell them to read the dialogue and complete the man's answer. When students are done, invite a volunteer to write the answer on the board. Then point at the blank canvas and tell students to draw on it what the man is painting. Have students compare their drawings in pairs or groups once they are done. Finally, remind students to visit the online platform for more practice at home.

Answer Key

ee, ee, ee

Close the day

- ◆ Organise students into small groups and challenge them to come up with other words that have the sound "ee." After some time, elicit students' ideas and write them on the board. Some ideas are: *beet, feet, freeze, jeep, knee, queen, seed, sheep, sleep, sneeze, street and wheel.* Next, distribute the sheets of paper and ask students to choose one of the words on the board. Tell them to make a drawing to illustrate that word. Add that they should write the word under the drawing and underline the sound "ee." When students are done, invite volunteers to present their drawings to the class. You may decorate the classroom walls with students' drawings.

Objective of the day:

1. Extract information from a picture.
2. Comprehend text at a sentence level.
3. Review vocabulary related to food and tableware.

Materials: an hourglass; Poster 4; 5 sticky notes (optional); *Tableware* Flashcards.

Open the day

- ◆ "The Silence Game."
- ◆ Display Poster 4 and elicit the names students chose for the boy and the girl in the centre of the picture. Then ask students to choose names for the other children as well. You may write these names on sticky notes and stick them next to the children for reference. Next, organise students into pairs and write the following sentences on the board: 1. *There are two menus on (Bobby and Sally)'s table.* 2. *(Jonas) is eating an apple pie.* 3. *(Jonas) is using a tablet.* 4. *(Martin) is eating a sandwich.* 5. *(Jill) is drinking a chocolate milkshake.* Tell students to discuss if the sentences on the board are true or false. When they are done, invite volunteers to share their answers with the class and to correct the false sentences. (1. *True.* 2. *False. (Jonas) is having ice cream.* 3. *True.* 4. *True.* 5. *False. (Jill) is drinking a strawberry milkshake.*)

Open the book!

Reading

International Certification: Reading

Remind students that in activities like the following one, they should read the sentences and observe the picture carefully before answering. Add that they should write *Yes* or *No* clearly in the space provided.

1 Look and read. Write *Yes* or *No*.

Read the instructions with students and allow them time to do the activity. Ideally, they should do it in silence. When the time is up, have students compare their answers in pairs. Then check the activity with the whole class.

Answer Key

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

2 Underline the incorrect information. Rewrite the sentences in your notebook.

Read the instructions with students. Ask them if they should underline anything in sentence 0 and why. (*No, because sentence 0 is correct.*) Then ask them if they should underline anything in sentence 1 (*yes*) and elicit what part (*drinking water*). Ask students how they could correct sentence 1. (*The girl is drinking milk. / The girl is having ice cream.*) Encourage students to write the correct sentence(s) in their notebooks. Then tell them to do the same with the other incorrect sentences. When students are done, invite volunteers to share their answers and write the correct sentences on the board. (3. *There is one spoon under the table.* 4. *The boy is eating chocolate cake.*)

Answer Key

1. drinking water - drinking milk, having ice cream; 3. two spoons - one spoon; 4. yoghurt and fruit - chocolate cake

Close the day

◆ Play Memory Game:

Display the *Tableware* Flashcards on the board in a certain order. Organise students into pairs and ask them to look at the flashcards for one minute. Then explain that they are going to close their eyes and that you are going to change something. You may remove a few flashcards or change their order. When you are done, have students open their eyes and discuss the changes. Elicit the changes from them. Follow the same procedure for some more rounds or invite volunteers to make the changes.

  Practice Book: Assign page 48 as homework.

Objective of the day:

1. Answer questions based on a picture story.
2. Write one-word answers.

Materials: an hourglass; Poster 4 with Cutouts.

Open the day

- ◆ "The Silence Game."
- ◆ Display Poster 4 and elicit the names of the children from students. Then display some of the cutouts on the tables in the poster. Organise students into pairs and write the following questions on the board: 1. *What is (Bobby) eating?* 2. *What colour is the (salad bowl)?* 3. *Who is eating (pasta)?* 4. *How many (chicken fingers) are there?* 5. *What is the (strawberry milkshake in)?* Tell students to discuss the questions and answer each of them with only one word. When students are done, check the activity with the class and invite volunteers to write the answers on the board.

Open the book!**Writing****International Certification: Writing**

In order to tackle this kind of task, it is important that students are familiar with different question words, such as: *what, who, where, when* and *how many*. This way, they will know what kind of answer is expected in each item. Emphasise that students should write only one word in each blank. This means that they should identify the key information of each answer (*usually a noun or an adjective*) and omit articles and prepositions, for instance.

1 Look at the pictures and read the questions. Write one-word answers. 

Read the instructions with students and allow them some time to do the activity. Ideally, they should do it in silence. When the time is up, have students compare their answers in pairs if you see fit. Then check the activity with the whole class and invite volunteers to write the answers on the board.

Answer Key

1. red; 2. girl / she; 3. meatballs; 4. six; 5. plates / tray

2 Write one more question about the picture.

If you see fit, organise students into pairs for this activity. Tell them to write one more question about the picture story. Ideally, it should be a question that can be answered with one word. Some ideas are: *How many children are there? (two) What colour is the girl's T-shirt? (purple) What are the children using to eat the soup? (spoons)* When students are done, have them stand up with their books open. Tell them to walk around the classroom asking their classmates the questions they wrote. Finally, invite volunteers to ask their questions to the class.

Answer Key

Answers will vary.

Close the day◆ **Play / Spy:**

Have students sit on the floor in a circle and display the foods cutouts in the middle of it. Say: *I spy with my little eye something (sweet).* and have students try to guess which food you are spying. Explain that only one student can speak at a time and that he or she should raise his or her hand before speaking. If students do not guess the food, give them more tips, such as: *I spy with my little eye something sweet and brown. (chocolate cake)* Follow the same procedure with other foods or invite volunteers to say what they spy.



Practice Book: Assign page 49 as homework.

Objectives of the day:

1. Learn about healthy eating.

Materials: an hourglass.

Open the day

- ◆ "The Silence Game."



Remind students of this topic's reader and ask them what Vincent finds inside the magic lunchbox. (*chocolate and cookies*) Invite a few volunteers to repeat what they think happens next in the story. Then have students open their readers to page 16 and ask them what is happening to Vincent in the picture. (*He is not feeling well.*) Next, play the excerpt of Track R2 that corresponds to this page. After that, have students look at page 17. Explore the picture with them and play the corresponding excerpt of Track R2. When the audio is over, ask students why they think Vincent is feeling bad. Guide them to notice that eating only chocolate and cookies is bad for our health and tell them that they are going to learn more about healthy eating in this class.

Open the book!

1 Read the story and tick (✓) the best title.

Explore the pictures with students, asking them to describe what they see in each one. Then read the story aloud or invite volunteers to read it. If necessary, explain that home science is a class that some schools offer, in which students learn about food, nutrition, health, the environment, hygiene and other topics that relate to living well. After that, read the two possible titles with students and ask which one they believe is the most adequate for the story. Encourage students to justify their choice. After listening to their ideas, explain that *Fresh and Healthy Food* is the best title because the story talks about the food that students grow in their school garden and what they use the food for—including the school lunch. So, the school lunch is not the focus of the story.

Answer Key

Fresh and healthy food

2 Answer the questions.

Organise students into pairs and tell them to discuss and answer the questions. When they are done, invite volunteers to share their answers with the class. If you want to promote a class discussion, ask students if they know anyone who grows his or her food. Ask them why they think it is healthier to grow food than to buy it. After listening to students' ideas, explain that when we grow our own food, we can make sure that no toxic products (agrottoxics) are used in them. However, since most people who live in cities cannot grow their own food, they can buy products from certified farmers who do not use agrottoxics in their plantations.

Answer Key

1. Fresh fruit and vegetables; 2. Pizzas and fruit smoothies; 3. He loves it. / It's tasty and healthy.

◆ Say what your favourite school lunch is.

Organise students into small groups and have them discuss what their favourite school lunch is. After some time, open the discussion to the whole class. Ask students if they think their favourite school lunch is healthy and why. Guide them to notice that we should try to eat fresh fruit and vegetables more often than we eat industrialised food, such as burgers, chips and sweets. Explain that this is because fresh foods have vitamins and fibers, which are very good for our bodies. They also have less sugar, salt and fat. In excess, sugar, salt and fat can cause us health problems, such as high blood pressure and diabetes, among others.

Answer Key

Answers will vary.

Close the day

You can do either of the activities below to close your class:

◆ Play Odd One Out:

Call out groups of foods in which two are healthy and one is unhealthy, or the other way round. Some ideas are: *Apple, lettuce, ice cream.* (*ice cream*) *Hamburger, pizza, banana.* (*banana*) *Vegetable soup, salad, fries.* (*fries*) *Apple pie, chocolate cake, grapes.* (*grapes*)

- ◆ If there is a cafeteria at your school, you may take students there and ask them which foods from the menu they should eat more frequently and which ones they should eat only sometimes.

Objectives of the day:

1. Learn about different food categories.
2. Talk about healthy eating.

Materials: an hourglass; white paper plates (1 per student).

Open the day

- ◆ "The Silence Game."
- ◆ Distribute the white paper plates and tell students to draw on them foods they like to eat for lunch. Have them compare their plates in pairs or groups. Then invite volunteers to present their plates to the class and ask them if they believe the plates they drew are healthy. Finally, tell students to keep their plates because they are going to need them later.

Open the book!**3 Listen and match the foods with the correct section.** 

Draw students' attention to the picture of the plate divided into sections. Elicit the names of the foods on it (*orange, apple, meat, eggs, carrots and bread*) and next to it (*cheese and milk*). Then explain that these foods belong to different food groups and read the names of the groups along with students. Work on the repetition of these words. Next, tell students they are going to listen to a teacher talking to her class. Ask them to listen and say what a healthy plate has, according to the teacher. (*fruit, vegetables, proteins and grains*) Play Track 39 once. After that, point at the pictures under the plate and read the names of the foods along with students. Explain they should match the foods with the groups they belong to. Do number 1 with students. Then allow them time to match the other foods. Next, play Track 39 again, so that students check their answers. Check the activity with the whole class.

Answer Key

1. dairy; 2. grains; 3. protein; 4. fruit; 5. vegetables

◆ **Add one more food to each category.**

Organise students into pairs and tell them to think of one more food for each group. Elicit possible answers from the whole class. (Some ideas are: *Fruit: banana, Protein: fish, Dairy: yoghurt, Grains: cereals, Vegetables: cabbage.*)

4 Do the quiz. Circle your answers.

Tell students that they are going to take a quiz to see how healthy they are. Tell students to circle the thumb up if their answer is *yes* or the thumb down if it is *no*. Then tell them to count how many thumbs up and down they have. After that, tell students to turn their books upside down and read their results. Ask them if they agree with their results. Tell students they should not feel bad about their results, but they should think of how they could improve their diets.

Answer Key

Answers will vary.

 **Critical Thinking****Why is it important to eat a healthy diet?**

Organise students into pairs or small groups and have them discuss the question in the *Critical Thinking* box. After some time, open the discussion to the whole class. Guide students to realise that eating a healthy diet prevents diseases, gives us energy, helps us sleep well, helps us learn better and do all the other activities we need and want to.

Answer Key

Answers will vary.

Close the day

- ◆ If you see fit, organise students into new pairs or groups. Ask them to take the plates they drew in the *Open the day* activity and decide if their plates are healthy or not. Then, invite volunteers to share their answers with the class. Help students realise their plates can be considered healthy if they have foods from different food groups. Finally, discuss what they could add to or remove to make their plates healthier.

Go to video "Picnic Snack Ideas." 

It is time to wrap up the work with this unit's video. You might want to do one of the "After Watching" activities described in the Lesson Plan or conduct some class feedback. If you choose the latter, you may ask students if the recipes described in the video are healthy. Guide them to realise they are not very healthy, and we should only have these foods occasionally.



Practice Book: Assign page 50 as homework.

Objectives of the day:

1. Understand the importance of having good table manners.
2. Ask and answer questions about table manners.

Materials: an hourglass; a soft ball.

Open the day

- ◆ "The Silence Game."
- ◆ **Play Mime Game:**

Tell students that you are going to mime some actions and that they should guess what you are doing. Pretend that you are arriving in your house (open the door, enter and close the door). Immediately after that, pretend you sit at a table and start eating something, such as pasta. Chew with your mouth open and wipe your mouth with your sleeve. Finally, get up and leave everything on the table. Then sit on another chair and pretend you are taking a nap. Once students have guessed everything that you did, ask them what you did wrong. Guide students to notice that you did not wash your hands before eating, that you ate with your mouth open, used your sleeve to wipe your mouth and did not clear the table afterwards.

Open the book!

Having Good Table Manners

1 Read and number.

Draw students' attention to the pictures and elicit what the children are doing in each one. Next, point at the title *Good Table Manners* and tell students that the pictures show examples of good table manners. After that, point at the sentences and tell students to read them and number the pictures according to them. Allow students some time to do the activity. Check it by pointing at a picture and eliciting the sentence it illustrates.

Answer Key

Left to right, top to bottom: 2, 6, 1, 5, 3, 4

2 Listen and circle the things Rosie doesn't do.

Tell students that they are going to listen to a girl called Rosie talking to her dad. Point at the pictures and explain that students should circle the actions that Rosie does not do at the table. Play Track 40 twice. When the audio is over, have students compare their answers in pairs if you see fit. Then invite volunteers to share their answers with the class.

Answer Key

2, 6, 1, 5

3 Ask and answer.

Organise students into pairs and invite volunteers to read the model dialogue in the speech bubbles. Then explain that students should ask each other questions about table manners. Point at item 1 in Activity 1 (*Help clear the table.*) and elicit from students what question they should ask their classmates to find out if they help clear the table. (*Do you help clear the table?*) Write the question on the board for reference. If you think it is necessary, follow the same procedure with the other table manners. After that, allow students time to do the activity. When students are done, have them stand up in a circle. Throw a soft ball to a student and ask him or her a question about table manners. Then tell this student to throw the ball to a classmate and ask him or her a different question. Keep the activity going until all students participate.

Answer Key

Answers will vary.

Critical Thinking

Why is it important to be polite when you eat?

Organise students into pairs or groups and have them discuss the question in the *Critical Thinking* box. After some time, open the discussion to the whole class. Guide students to realise that there are several reasons why we should be polite while eating. The most important one relates to health. When we do not wash our hands before eating or eat with our hands, we can get ill. And when we chew with our mouth open, we can accidentally spit on other people, making them ill as well. Another important reason is social. When we chew with our mouth open or do not use a napkin, we make other people uncomfortable. And when we do not help clear the table, we end up forcing someone else (like Mum or Dad, for example) to do something that we should do, which is not fair. Wrap up by encouraging students to pay attention to their manners the next time they eat.

Close the day

- ◆ **Play Chinese Whispers:**

Have students sit in a circle on the floor. Whisper a table manner into a student's ear and tell him or her to whisper it to the classmate sitting next to him or her, and so on. The last student should say the table manner out loud. Invite students to take turns starting the rounds and whispering different table manners.



 Practice Book: Assign page 51 as homework.

Objectives of the day:

1. Follow steps to develop a project.
2. Talk about healthy eating.

Materials: an hourglass; Practice Book (page 109); pairs of scissors (1 per student); coloured pencils, crayons or markers; stickers for decoration (optional).

Open the day

- ◆ "The Silence Game."

**Reader**

Elicit from students what they remember from *The Magic Lunchbox*. (*Vincent finds a magic lunchbox and asks for chocolate and cookies. He eats that every day. Then Vincent starts to feel bad. His tummy aches and he has nightmares.*) Next, have students open their readers to page 18.

Explore the picture with them and play the corresponding excerpt of Track R2 so that they read along. Follow the same procedure with page 19. When the story is over, ask students what Vincent learns. Guide them to realise that we should eat more fruit and vegetables than desserts and that our meals should include foods that belong to different food groups.

Open the book!**Explore**

- ◆ **Name the foods in the lunchboxes.**

Organise students into pairs and have them name the foods in the lunchboxes. When they are done, ask the class: *What is there in the green lunchbox? (a banana, a chocolate bar, some bread and some lemonade) And what is there in the blue lunchbox? (an apple, some chicken, some rice and some milk)*

Answer Key

Answers will vary.

- ◆ **Say which lunchbox has got healthier foods.**

Ask students to tell their classmates which lunchbox they think has healthier foods and why. Open the discussion to the whole class. Make students notice the green lunchbox is not completely unhealthy, but the blue one is healthier because it has foods from different food groups (*Fruit and vegetables: apple, Protein: chicken, Grains: rice, Dairy: milk*). The green lunchbox has a chocolate bar, which is something we should only eat sometimes.

Answer Key

Answers will vary.

Produce

- ◆ **Make a list of healthy foods to put into your lunchbox.**

Tell students that they are going to make a healthy lunchbox. Ask them to think of three or four foods they would like to include in their lunchbox. Encourage them to choose foods from different food groups. Tell them to write down the names of the foods in their notebooks.

Answer Key

Answers will vary.

- ◆ **Go to Practice Book page 109. Draw your ideal foods in your lunchbox.** 

Tell students to open their Practice Books to page 109 and cut out the template of the lunchbox. When they are done, tell them to draw the foods they chose in the spaces provided. Finally, encourage them to colour and decorate their lunchboxes as they wish.

Answer Key

Answers will vary.

Present

- ◆ **Compare your lunchboxes.**

Invite a pair of volunteers to read the model dialogue in the speech bubbles. Then have students walk around the classroom asking each other questions about their lunchboxes. After some time, invite volunteers to present their lunchboxes to the class.

Answer Key

Answers will vary.

Close the day

- ◆ **Play Guessing Game:**

Ask volunteers to lend you the lunchboxes they made. Tell students you are going to describe some food items and that they should tell you what they are. For instance, say: *In my lunchbox, there is a white drink (milk) and a fruit that starts with an a (apple)*. Do the same with other foods or invite volunteers to do so.



 Practice Book: Assign pages 54 and 55 as homework.

Objectives of the day:

1. Self-assessment of Topic 2.

Materials: an hourglass; pieces of paper (5 per student); paper bags (1 per group).

Open the day

◆ "The Silence Game."

◆ **Play Hangman:**

Use words related to fruit, vegetables and tableware. Some ideas are: *pineapple, fork, mushrooms, peppers, spoon, mangoes, cabbage and knife.*

Open the book!

Can you talk about fruit and vegetables?

1 In pairs, find the differences.

Organise students into pairs and read the heading of the first section with them. Then explain that one student in each pair should look at the yellow table and cover the blue one, and that the other student should do the opposite. Invite volunteers to read the model dialogue in the speech bubbles. Then allow students time to find the differences. Advise them to take notes of the differences in their notebooks. When students are done, tell them to uncover the pictures and check if they could find all of the differences. Then elicit the answers from the class. Finally, tell students to check the emoji that best corresponds to how they did on this task.

Answer Key

Answers will vary.

Can you say whose things they are?

2 Play *Set the Table*.

Read the heading of the second section along with students. Distribute the pieces of paper and tell them to draw a tableware item in each one: knife, fork, spoon, plate and glass. Encourage students to decorate their tableware items, painting them in different colours and adding patterns as they wish. When students are done, organise them into groups. Tell them not to let their classmates see their drawings. Then give a paper bag to each group and tell students to put their drawings into the bags. Next, invite two volunteers to read the model dialogue in the speech bubbles. Tell students to take turns picking a drawing from the bag and trying to guess whose it is, asking similar questions to the ones in the model. If a student takes his or her own drawing, he or she should put it back into the bag and take another. When the game is over, tell students to check the emoji that corresponds to how they did on this task.

Answer Key

Answers will vary.

Close the day

◆ **Play Simon Says:**

Tell students to sit at their own desks with the drawings they made in Activity 2. Say that you are going to give them a few commands, but that they should only follow a command if it starts with *Simon says*. Some ideas are: 1. *Simon says, put the plate onto your desk.* 2. *Put the spoon next to the plate.* 3. *Simon says, put the fork next to the plate.* 4. *Simon says, put the knife next to the fork.* 5. *Eat a soup.* 6. *Simon says, eat a salad.* 7. *Put milk into the glass.* 8. *Simon says, put orange juice into the glass.* 9. *Drink the milk.* 10. *Simon says, drink the juice.*



Practice Book: Assign page 52 as homework.

Objectives of the day:

1. Self-assessment of Topic 2.

Materials: an hourglass; Cutouts from Poster 4; sheets of paper (1 per student).

Open the day

- ◆ "The Silence Game."
- ◆ Draw four emoji on the board: 😊 😄 😐 😞. Encourage students to make faces imitating each emoji. Then explain that you are going to show a food cutout and make a face. Based on the cutout and your expression, students should say a sentence. For instance, show the pasta cutout and make a very happy face. Students should say: *You love pasta!* Follow the same procedure with other cutouts and expressions, or invite volunteers to do so.

Open the book!**Can you say what you want?****3 Circle the item you want in each pair.**

Read the heading of the third section along with students. Then draw their attention to the pictures and elicit the names of the foods. (*cheese pizza, banana pizza, cheeseburger and fries, cheeseburger and cabbage salad, fruit salad and ice cream, yoghurt and fruit, chocolate cake and milk, apple pie and water*) Next, tell students to look at each pair and circle the food they prefer.

Answer Key

Answers will vary.

◆ **Ask and answer.**

Organise students into pairs and invite two volunteers to read the model dialogue in the speech bubbles. Then tell students to ask each other questions about the foods. Encourage them to justify their choices, such as in the model. When students are done, invite a few volunteers to ask and answer questions about the foods. Finally, tell students to check the emoji that corresponds to how they did in this section.

Answer Key

Answers will vary.

Can you ask for food?**4 Draw or write a menu with your favourite foods. Act out a conversation.** 

Read the heading of the fourth section with students. Then distribute the sheets of paper and tell students to draw a menu with foods they like. Encourage them to think of a name for their imaginary restaurant and write prices next to the foods. When students are done, organise them into groups of three. Have them take turns being the waiters/waitresses. They should show the menu they made to their classmates and ask what they would like to eat. The other students should order food from the menu. When students are done, have each group choose one of the menus and act out a dialogue for the whole class. Then tell students to check the emoji that corresponds to how they did on this task. Finally, remind students to visit the online platform for more practice at home.

Answer Key

Answers will vary.

Home Connection◆ **Make a healthy snack.** 

Explain to students that they are going to do this activity at home, with the help of their family. Let them know that they are going to review vocabulary related to healthy food and how to follow a recipe. Remind them that their family can find the instructions on the online platform.

Answer Key

Answers will vary.

Close the day

- ◆ Write on the board: *Fruit – jump once, Vegetable – squat, Protein – dance, Dairy – raise your arms, Grain – make a pose.* Call out different foods and have students do the actions according to the groups the foods belong to. Some ideas are: *apple, bread, butter, carrot, cheese, chicken, egg, fish, lettuce, milk, orange, pasta, pear, rice and yoghurt.*



Practice Book: Assign page 53 as homework.

Topic 3

Animal Stories

Objectives of the day:

1. Learn a mindful practice to focus attention.
2. Get acquainted with concepts of Topic 3: animals, parts of their bodies, their habitats and adjectives to describe them.
3. Predict what happens in the topic's reader.

Open the day

"Feel Your Heartbeats"

Have students stand up and jump on the spot or do jumping jacks for thirty seconds. When the time is up, tell them to sit down and put a hand over their heart. Encourage students to close their eyes, breathe deeply and pay attention to their heartbeats. In a soft voice, guide them to notice how their heartbeats gradually slow down until they go back to their usual pace.

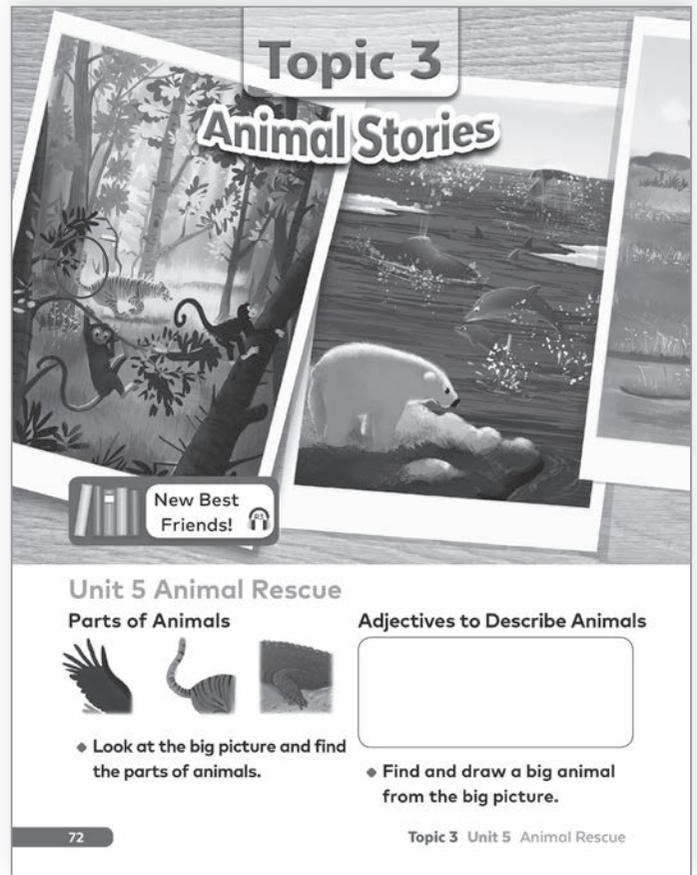
Open the book!

Read the title of the topic and explore the big picture with students. You may elicit the names of the animals (*tiger, monkey, polar bear, dolphin, whale, crocodile, elephant, zebra, eagle, dog and turtle*) and where they are (*in the jungle, in the ocean/in the Arctic Circle, on the savanna and in the sky*). You may also ask students what their favourite animal among the ones in the picture is and what they know about these animals.

Unit 5 Animal Rescue

Parts of Animals

Draw students' attention to the pictures of the parts of the body and ask what animals they belong to. (*an eagle, a tiger and a crocodile*) Then tell students to find and circle the parts of the animals in the big picture. Invite volunteers to show the class what they have circled. Then ask if students can name the three parts of the body (*wing, tail and leg*) and if they can name any other animal body parts.



Topic 3
Animal Stories

New Best Friends!

Unit 5 Animal Rescue

Parts of Animals

Adjectives to Describe Animals

◆ Look at the big picture and find the parts of animals.

◆ Find and draw a big animal from the big picture.

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Topic 3 Unit 5 Animal Rescue

Adjectives to Describe Animals

Ask students *Which animals in the picture are big?* (some possible answers are: *the tiger, the bear, the whale, the elephant, the zebra, the crocodile and the eagle*) Then point at the box and tell students to choose one of the big animals and draw it in there. When they are done, have them compare their drawings in pairs or groups. Next, invite volunteers to show their drawings to the class. After that, ask students questions using different adjectives. Some ideas are: *Which animals are small/fast/slow/noisy/quiet?* Mime the adjectives as you ask the questions in order to help students understand their meaning. Accept any answers as long as they make sense.

Unit 6 Wild Animals

Wild Animals

- ◆ Look at the pictures and complete the sentences with the correct number.

1. 2 animals are running.
2. 3 animals are flying.

Animal Habitats

- ◆ Circle the animals that live in the same place.

Topic 3 Unit 6 Wild Animals 73

Unit 6 Wild Animals

Wild Animals

Tell students to look at the big picture again and ask them what the animals are doing. Then read the instruction to this activity with them and allow students some time to complete the sentences. When they are done, invite volunteers to share their answers with the class. Elicit which animals are running (*the tiger and the zebra*) and which animals are flying (*the eagles*). You may also ask students: *Which animals are swimming? (the dolphins and the whales) Which animals are walking? (the elephant and the crocodile) Which animals are climbing trees? (the monkeys)*

Animal Habitats

Ask students if they know what *habitat* means and, if necessary, explain that it is what we call the place where an animal lives. Then point at the small pictures of the animals and elicit their names. (*monkeys, polar bear, elephant and zebra*) Ask students: *Where do monkeys live? (in the jungle) And polar bears? (in the Arctic Circle) What about elephants? (on the savanna) And zebras? (on the savanna)* Next, ask students: *Which of these animals live in the same place? (the elephant and the zebra)* Tell them to circle those two animals.



Point at the Reader icon on page 72 and elicit the title of this topic's story. (*New Best Friends!*) Then have students open their readers to page 21. Elicit what animals they see. (*an elephant, a lion and a butterfly*) Then ask students: *Where do elephants and lions live? (on the savanna)* Next, read the title of the story again and ask students what they think happens in it.

Close the day

◆ Play Mime Game:

Invite a volunteer and tell the class that he or she is going to imitate an animal doing an action. Add that the other students should say what animal the volunteer is and what he or she is doing. Whisper into the volunteer's ear: *You're an eagle. You're flying.* Then have him or her mime the action, so that the class can guess what animal he or she is and what he or she is doing. Follow the same procedure with other volunteers, animals and actions. Alternatively, organise students into groups and have them play the game.

Open Day Tip **Fostering Participation**

It is important to foster in the classroom an atmosphere in which students feel comfortable enough to participate actively in class. In order to achieve this, we suggest you frequently thank and praise students who volunteer, making them feel appreciated. Even if a student makes a mistake when sharing an answer, it is important that he or she does not feel exposed. Let the class know that making mistakes is natural and that we can learn a lot from our own and our classmates' mistakes.

Go to video "Elephants on Film." ▶ || ◻

For Unit 6, there is an accompanying video on the platform, called "Elephants on Video." It features wild elephants that find and carry a small camera around with them for a while, producing interesting footage. We suggest you go online to get acquainted with the proposed activities, so that you are able to explore all the aspects of the video.

Unit 5 Animal Rescue

Objectives of the day:

1. Learn vocabulary related to animals and parts of their bodies.

Materials: *Animals 1* Flashcards, Flashcard Activity 5A on page XVII; sheets of paper (1 per student).

Open the day

- ◆ "Feel Your Heartbeats" practice.
- ◆ Flashcard Activity 5A.

We suggest you use this activity to introduce vocabulary related to animals.

Open the book!

1 Read, listen and write the number.

Draw students' attention to the sign that reads *Animal Rescue Centre* and ask if they know what this place is. After listening to their ideas, explain that it is a place where people take care of animals that are hurt or lost. Then point at the part of the picture on page 74 and elicit what animals students can see. (*parrots and a lizard*) Next, tell students that they are going to listen to a conversation between the ranger and the girl. Point at the boxes next to the parrots and tell them to number the parrots in the order in which they are mentioned in the audio. Play Track 41. Check the activity by calling out the numbers and having students point at the parrots.

Answer Key

1. parrot with red tail, wings and pink feet; **2.** parrot with yellow face, black feet and green body; **3.** parrot with orange body and blue wings

◆ Listen again and colour the parrots.

Tell students to fetch their coloured pencils or crayons. Say that they are going to listen to the conversation again and colour the parrots accordingly. If you see fit, play Track 41 until the end

of item 1. Then elicit from students what colour they should paint the first parrot's tail and wings (*red*) and its feet (*pink*). Then play the rest of Track 41. Check the activity with the whole class and work on the repetition of the words in the picture.

Answer Key

Answers will vary.

Close the day

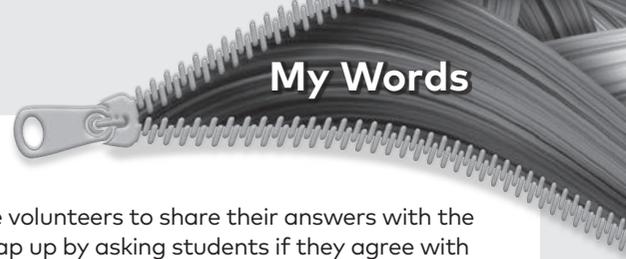
- ◆ Distribute the sheets of paper and tell students to fold them in half. Say that you are going to give students some instructions and that they should make a drawing on one of the halves of the sheet of paper according to what you say. Add that they should keep their coloured pencils or crayons at hand because they are going to need them. Some suggestions are: *1. Draw a parrot flying. 2. Colour its face blue. 3. Colour its body yellow. 4. Colour its wings green. 5. Colour its feet grey.* After that, organise students into pairs and tell them to give instructions to each other in the same way that you have. They should draw on the other half of their sheet of paper. Encourage them to change the parrots' positions and colours. When students are done, invite volunteers to present their drawings to the class.

Go to video "Loggerhead Turtles."

It is time to go back to the video about loggerhead turtles. Have some volunteers tell the class what they remember about this species. You may play a game in which students compile the information that they remember in groups and then write each sentence on the board or read it out loud. The more they remember, the more points they get. Then have students do the "While Watching" online activities. If there is not enough time, tell students to do them at home. This may also be a good time for students to work on their projects.



Practice Book: Assign page 56 as homework.



Objectives of the day:

1. Learn vocabulary related to animals and parts of their bodies.
2. Describe animals using adjectives.

Materials: 6 pieces of paper; sheets of paper (1 per student); *Animals 1* Flashcards, Flashcard Activity 5B on page XVII.

Open the day

- ◆ "Feel Your Heartbeats" practice.
- ◆ **Play Mime Game:**

Write the words *scary, smart, fast, cute, funny* and *tired* on pieces of paper. Invite a volunteer and have him or her pick a piece of paper. Tell the volunteer to mime the adjective on it, so that the other students can guess what it is. Once they do, write the adjective on the board for reference. Follow the same procedure in order to introduce all of the adjectives. Finally, work on the repetition of the words. Encourage students to make gestures and facial expressions that relate to each adjective as they repeat it.

Open the book!

2 Look and stick. 

Draw students' attention to the picture and say that this is another part of the Animal Rescue Centre. Ask them what is missing. (*the animals*) Then tell students to fetch the stickers on page 146 of the Student's Book. Allow them time to decide where they should place each sticker. Next, call out the animals' names and have students show you the corresponding sticker before placing it in the picture.

Answer Key

Students paste the snake, the fox, the lizard, the hamster, the dog and the cat stickers on the corresponding places.

3 Listen and write the numbers.  

Read or invite volunteers to read the sentences aloud. Then explain that students are going to listen to another conversation between the girl and the ranger from page 74. Add that they should number each sentence according to the animal it refers to. Before playing the audio, ask students: *What's animal number 1? (a snake) And number 2? (a fox)* Follow the same procedure with the other animals. Next, play Track 42 twice. Have students compare their answers in pairs

and invite volunteers to share their answers with the class. Wrap up by asking students if they agree with the sentences. Finally, remind students to visit the online platform for more practice at home.

Answer Key

1. 1; 2. 3; 3. 5; 4. 2; 5. 4; 6. 6

My Space 

◆ **Draw your pet or favourite animal.**

Distribute the sheets of paper and tell students to draw their pets or favourite animals. As they do so, tell them to think of how they could describe their animals. If the animals are not their pets, tell students to think of names for them.

Answer Key

Answers will vary.

◆ **Show, ask and answer.**

Invite two volunteers to read the model dialogue in the speech bubbles. Then have students walk around the classroom showing their drawings to their classmates. Encourage them to ask about their classmates' animals and introduce their own. Finally, invite volunteers to present their animals to the class. You may decorate the classroom walls with students' drawings.

Answer Key

Answers will vary.

Open Day Tip **Displaying Students' Creations**

Displaying students' creations on a bulleting board or the classroom walls makes them feel that their work is being seen and valued. However, when doing this, it is important to foster in the classroom an atmosphere of tolerance and respect. Students should not be allowed to make fun of their classmates' creations or criticise them in a harsh way.

Close the day

- ◆ Flashcard Activity 5B.

We suggest you use this activity to review vocabulary related to animals and their characteristics.

  Practice Book: Assign page 57 as homework.

Objectives of the day:

1. Read and listen to a comic strip about things animals can do.
2. Review adjectives used to describe animals.

Materials: sheets of paper (1 per student).

Open the day

- ◆ "Feel Your Heartbeats" practice.
- ◆ **Play Hangman:**

Use adjectives that describe animals. Some ideas are: *scary, smart, fast, cute, funny, silly* and *lovely*. Every time students guess an adjective, ask them what animals have that characteristic. Leave the adjectives on the board for reference.

Open the book!

1 Listen and follow.

Have students look at the comic strip for some time and then close their books. Ask them questions such as: *Where are the kids? (in the park) What is the new girl's pet? (a dog) What can it do? (sit, fetch and roll over)* After that, play Track 43 and have students listen to the audio as they read the comic strip.

When it is over, ask them who in the class has a pet. Invite students to talk about their pets, saying what they are and what they can do.

2 Read and complete.

Tell students to complete the sentences with the words in the pink box. Encourage them to go back to the comic strip to look for the answers. You may ask them to underline the answers in the comic strip. When students are done, invite volunteers to share their answers with the class.

Answer Key

1. silly; 2. a lovely

◆ Point and say.

Draw students' attention to the pictures and invite a volunteer to read the model sentence in the speech bubble. Ask students which of the parrots they think the sentence is about. (*the parrot reading a book*) Then organise students into pairs and tell them to think of similar sentences about the other parrots. When students are done, invite volunteers to point at the parrots and say sentences about them. Some ideas are: *What curious parrots! What a silly parrot! What fast parrots!*

Answer Key

Answers will vary.

Close the day

- ◆ If you see fit, organise students into new pairs for this activity. Distribute the sheets of paper and tell students to draw three animals with different characteristics. Encourage them to use the adjectives on the board for inspiration. When students are done, tell them to show their drawings to their classmates, who should say sentences such as: *What a lovely cat!* Finally, invite volunteers to show their drawings to the class. Encourage the class to say sentences about the volunteers' drawings.



Practice Book: Assign page 58 as homework.

Objectives of the day:

1. Practise using the Imperative form.
2. Talk about taking good care of pets.

Materials: *Animals 1* Flashcards.

Open the day

- ◆ "Feel Your Heartbeats" practice.
- ◆ **Play Chinese Whispers:**

Have students sit down in a circle on the floor for the game. If your class is too large, organise it into smaller groups. Some ideas of sentences are: *What a strong elephant! What fast monkeys! What a cute baby turtle! What smart dolphins! What a scary crocodile! What a funny hamster!*

Open the book!**3 Write the instructions Sally gives her dog.**

Ask students what they remember from the comic strip they read in the previous class. You may help them by asking questions such as: *What's the new girl's name? (Sally) What pet has she got? (a dog) What can her pet do? (sit, fetch and roll over)* Next, play Track 43 again and have students read along the comic strip as they listen to it. Then point at the dashes and tell students to write the instructions Sally gives her dog. When they are done, invite volunteers to write the answers on the board.

Answer Key

1. Sit!; 2. Fetch!; 3. Roll over!

4 Read, look and match.

Point at the pictures of Sally with her dog and ask students what they are doing in each one. (*They are walking. Sally is putting her hand in the dog's mouth. They are playing.*) Then draw students' attention to the symbols next to the pictures and ask them what they mean. (*they indicate if the actions in the pictures are right or wrong*) Next, tell students that the sentences below the pictures describe actions we should or should not do if we have a dog. Encourage them to look at the pictures one more time and match the parts of the sentences. When students are done, invite volunteers to share their answers with the class. Ask students why it is important to take a dog for a walk and play with it. After listening to their answers, guide them to notice that if dogs

do not exercise enough, they can gain weight and their muscles can get weak. In addition, they can get bored and destroy things at home. Finally, ask students why they should not put their hands in a dog's mouth. Help them realise that the dog can get confused and bite them.

Answer Key

1. it for lots of walks; 2. in its mouth; 3. with it.

**Play the Which Animal Game!**

Organise students into groups. Point at the pictures of the animals and elicit their names. (*rabbit, fish and cat*) Ask students to discuss what you should do to take care of each of these animals. Tell them to take notes of their ideas in their notebooks. After some time, open the discussion to the whole class and write some ideas on the board. Some suggestions are: *Rabbit – Feed it with fresh vegetables. Keep it in a big cage and let it out at least once a day for exercise. Protect wires and cords. Fish – Don't give it too much food. Keep it in a big bowl. Control its water's temperature. Cat – Clean its litter box regularly. Teach it to use a scratching post. Brush its teeth regularly.* Next, invite two volunteers to read the model dialogue in the speech bubbles. Then tell students to take turns calling out care tips so that their classmates can guess which animal they are talking about.

Answer Key

Answers will vary.

Close the day

- ◆ Lead a class discussion about the importance of taking good care of pets. You may start by showing students the *Animals 1* Flashcards and eliciting the animals' names. Leave the flashcards displayed for reference. Then ask students if all of the animals on the flashcards can be pets. After listening to their ideas, explain that some of them, such as the fish, the hamster and the turtle, can be pets. However, add that we should only adopt them from certified organisations or shops. Clarify that it is illegal and cruel to capture wild animals and keep them as pets. After that, ask students what we should do if we have a pet. Listen to their ideas and say that we should provide them with the space, food and medical care they need. We should also be aware of other needs our pets may have, such as exercise. Encourage students to share if they have pets and how they take care of them.



Practice Book: Assign page 59 as homework.

Objectives of the day:

1. Use short adjectives to compare two animals.

Materials: Poster 5 with Cutouts, Poster Activity 5A on page XXV, Poster Activity 5B on page XXV.

Open the day

- ◆ "Feel Your Heartbeats" practice.

Language Presentation

Comparative Adjectives Ending in -er

In this class, students are going to be required to compare two animals using short adjectives. We suggest you do Poster Activity 5A at this stage, so that students feel more confident in this class.

Open the book!

5 Listen and circle.

Draw students' attention to the pictures of the dogs and elicit some differences between them. Then tell students to read the sentences and make guesses, circling the options they think are correct. Advise them to use a pencil that can be erased easily. Then play Track 44 for students to check their answers. Next, invite volunteers to share their answers with the class. Encourage them to remember details from the audio to justify their answers. If you see fit, play Track 44 once more for students to listen to details they may have missed.

Answer Key

1. bigger; 2. slower; 3. smarter; 4. shorter

6 Choose a word and complete the sentences.

If you see fit, organise students into pairs for this activity. Point at the table and invite volunteers to read the information in it. Then tell students to complete the sentences according to the table. If necessary, complete sentence number 1 with them. When students are done, invite volunteers to write the answers on the board.

Answer Key

1. slower than; 2. bigger than; 3. longer than

7 Compare your favourite animals.

If possible, have students research some information about two animals they like. If not, they may use information they already know. Tell students to write in their notebooks sentences comparing two animals they like, using information they researched or know. Encourage them to use the sentences in Activity 6 as models. When students are done, have them share their sentences in pairs or groups. Then invite volunteers to share their sentences with the class. Finally, remind students to visit the online platform for more practice at home.

Answer Key

Answers will vary.

Close the day

- ◆ Poster Activity 5B.

We suggest you do this activity to provide your students with extra practice at using short adjectives to compare two animals.

  Practice Book: Assign page 60 as homework.

Objectives of the day:

1. Listen for specific information.
2. Talk about preferences related to animals.

Materials: *Animals 1* Flashcards; sheets of paper (1 per group); modelling clay in several colours.

Open the day

- ◆ "Feel Your Heartbeats" practice.
- ◆ Organise students into groups and distribute the sheets of paper. Have a *Spelling Bee* contest. Invite a student from each group and show them one of the *Animals 1* Flashcards. The students should write the name of the animal on the group's sheet of paper. Follow the same procedure with different students and flashcards. When all of the flashcards have been presented, allow the groups time to check the names of the animals and correct any possible mistakes. Then collect the sheets of paper and grant the groups a point for each word correctly spelled.

Open the book!**Listening****International Certification: Listening**

Explain to students that they have to answer each question with a number or a name, which will be spelled out for them. Encourage them to write the numbers as digits to avoid spelling mistakes. Remind them that they are going to listen to the audio twice so that they can check their answers.

1 Listen and write a name or a number.

There is one example.  

Explore the picture with students, eliciting the children's names and what pets they can recognise. Introduce the word *tortoise* and work on its pronunciation. Explain that a tortoise is a kind of turtle that lives on land. After that, allow students time to read the questions and then play Track 45. Have students compare their answers in pairs and invite volunteers to write the answers on the board.

Answer Key

1. Grace; 2. 5; 3. Tom; 4. 4

Speaking**2 Ask and answer with a classmate.**

Organise students into pairs and invite volunteers to read the questions. Encourage students to justify their answers using adjectives they know. You may model the answers by saying: *I like the cats because they are cute. I don't like the spider because it's scary.* Then allow students time to do the activity. When they are done, invite volunteers to share their answers with the class.

Answer Key

Answers will vary.

Close the day

- ◆ Distribute the modelling clay and tell students to make animals they like. If there is time, have all students show their animals to the class. Encourage them to say sentences such as: *I like dolphins because they are smart.* If there is not enough time, invite volunteers to show their animals to the class.

Objectives of the day:

1. Learn mindful movements to stretch and to decrease stress levels.

Materials: *Animals 1* Flashcards.

Open the day

- ◆ "Feel Your Heartbeats" practice.
- ◆ "Cat and Cow" breathing practice.

If there is not enough space in the classroom, take students to the school yard for this practice. Have students stand in a circle. Then tell them to stand on their hands and knees. Explain that they are going to stretch their backs as they breathe. When students inhale, they should imagine that they are cows. This means that they should look upwards, open their chests and raise their hips. When they exhale, they should imagine that they are cats, looking down, arching their backs and lowering their hips. Have students repeat the procedure at least five times.

Open the book!

Mindful Movement

1 Look at the movements in the pictures. Then write the numbers.

Draw students' attention to the pictures of the animals. Elicit their names and work on pronunciation. Then point at the pictures of the children and ask students what they are doing. (*imitating the movements of the animals*) Tell students to number the pictures of the animals according to the pictures of the children. Check the activity with the whole class.

Answer Key

1. dog; 2. hedgehog; 3. bear; 4. cat; 5. owl

2 Complete the sentences.

Organise students into pairs. Tell them to read the sentences, look back at the pictures and complete the sentences with the names of the corresponding animals.

Answer Key

1. cat; 2. dog; 3. owl; 4. hedgehog; 5. bear

◆ Listen and check.

Play Track 46 for students to check their answers. Then invite volunteers to read the complete sentences aloud.

◆ Listen and do the movements. Circle how you feel after each one.

If there is not enough space in the classroom, take students back to the school yard. This time, tell them to take their books and a pencil with them. If possible, play Track 46 again and have students do the movements. If not, read the corresponding audio script aloud. Make sure students do the movements correctly and do not hurt themselves. Every time students finish a movement, tell them to circle the hand that corresponds to how they feel: with a thumb up or a thumb down. When the activity is over, ask students to show their thumbs according to how they felt after each movement. You may also ask them what their favourite movement was. Encourage students to try these movements at home, after they get up or whenever they feel stressed.

Answer Key

Answers will vary.

Close the day

◆ Play Reverse Mime Game:

Invite a volunteer and tell him or her to stand with his or her back to you. Show the class one of the *Animals 1* Flashcards and have the class imitate that animal, so that the volunteer can guess what it is. Follow the same procedure with other volunteers and flashcards. Alternatively, organise students into pairs or groups. Have one student per pair or group stand with his or her back to you while you show the others a flashcard for them to imitate.

Objectives of the day:

1. Learn to decode the sound /əʊ/ followed by a consonant and e.
2. Identify and practise pronouncing words with the learned sound.

Materials: one or more pictures of a mole. You can use the IPA Pronunciation Guide in the Audioscript Section and the online platform as a guide.

Open the day

- ◆ "Feel Your Heartbeats" practice.
- ◆ Show students the picture(s) of a mole and ask them if they know this animal. Work on the pronunciation of the word *mole* and invite students to share what they know about this animal. You may tell students that moles live under the ground and use their big nails to dig tunnels and move around. They have very small eyes because they barely use them. But their sense of smell is highly developed.

Open the book!
1 Read, look and match.

If you see fit, organise students into pairs for this and the following activities. Tell students to read the sentences and match them with the pictures. When students are done, play the excerpt of Track 47 that corresponds to the first sentence and ask students which picture relates to it. Alternatively, read the sentence aloud. Follow the same procedure with the other sentences.

Answer Key

1. c; 2. a; 3. b

- ◆ **Listen and underline the words that rhyme.** 

Ask students what happens when two words rhyme. (*they have similar sounds*) Elicit words that rhyme and write them on the board. Next, play Track 47 so that students can listen and underline the words that rhyme. Check the activity with the whole class. Then play Track 47 once more and have students repeat the sentences.

Answer Key

1. mole - hole; 2. bone - alone; 3. rose - nose

2 Read, look and complete.

Explore the pictures with students, having them describe what is happening in each one. Then say that the pictures are telling a story. Read the title of the story along with students and tell them to complete the sentences using some of the words they underlined in Activity 1. When students are done, play Track 48 for them to check their answers. Finally, invite volunteers to write the answers on the board as the other students spell them out.

Answer Key

1. ole; 2. one; 3. ose; 4. one - ole

- ◆ **Listen, read and mime.**  

Organise students into (new) pairs. Tell them that one student in each pair is going to play the role of the mole and that the other one is going to play the role of the lion. Play Track 48 and have students make gestures and move their mouths according to the audio. When the track is over, have students switch roles and then play the track one more time. Finally, remind students to visit the online platform for more practice at home.

Close the day

- ◆ Brainstorm with students other words that have the sound /əʊ/ and write them on the board. Some ideas are: *clone, drone, phone, stone* and *zone*. Then have students play *Hangman* in pairs. Say that they may use the words in the book or the ones on the board. If you want to make the activity more challenging, have students look at the words for one minute. Then erase the words off the board and have them close their books before starting the activity.

Objectives of the day:

1. Practise the following reading strategies:
 - Read and understand a longer story with the help of pictures.
 - Read for specific information.

Materials: sheets of paper (1 per student).

Open the day

- ◆ "Feel Your Heartbeats" practice.
- ◆ Write the word *hero* on the board and elicit its meaning from students. Then ask students what heroes they know. In case they only mention superheroes, ask them if they know any real-life heroes. After listening to students' ideas, tell them that they are going to read a story about a different kind of hero.

Open the book!

Reading

Reading Strategy

Answering Questions

Many students feel anxious about Reading tasks because they are not able to understand the whole text. If this is the case with any of your students, remind him or her that when answering questions about a text, we do not need to understand all of it. Tell students to focus on finding the answers to the questions in the text. Add that as they continue studying English, they will be able to understand the whole of a text, so they should not worry about that now.

1 Listen to the first part of the story.

Who are the characters?

Explore the pictures with students, having them describe each one. Tell them not to look at the pictures on page 83 yet. Then play Track 49 and have students read along the first part of the story as they listen to it. Next, organise students into pairs and have them tell each other who the characters in the boxes are. When students are done, invite volunteers to share their answers with the class. (*Rocky – a small dog; Max – a big dog, Rocky's friend; Mark and Pat –*

children in Rocky's family; Grace and Bill – Mark and Pat's parents; Lucky – cat in Rocky's family)

Answer Key

Rocky - a small dog; Max - a big dog, Rocky's friend; Mark and Pat - children in Rocky's family; Grace and Bill - Mark and Pat's parents; Lucky - cat in Rocky's family.

2 Now read and write Yes or No.

Tell students to read the sentences and write Yes or No according to the first part of the story. Advise them to underline in the text the parts that help them decide on the answers. When students are done, have them share and discuss their answers in pairs. Then invite volunteers to share their answers with the class. Encourage them to correct the wrong sentences. (2. *Rocky can't wake the children up.* 4. *This story is about a pet that has already got a family.*)

Answer Key

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

Close the day

- ◆ Distribute the sheets of paper and tell students to draw what they think happens next in the story. Remind them not to look at page 83 yet. When students are done, organise them into groups and have them show and describe their drawings to their classmates. Invite volunteers to show and describe their drawings to the class. Collect students' drawings or tell them to bring them the following class.

Objectives of the day:

1. Practise the following reading strategies:
 - Read for general information.
 - Summarise a story by choosing a title for it.

Materials: students' drawings from the previous class.

Open the day

- ◆ "Feel Your Heartbeats" practice.
- ◆ Organise students into pairs. Return the drawings they made in the previous class to them or ask students to fetch them. Have students tell their classmates what they remember from the first part of the story and how they imagine the story ends. When students are done, tell them that they are going to read the end of the story in this class.

Open the book!**3 Read and number the events in order.**

If you see fit, have students do this activity in pairs. Tell them to read the texts in the boxes and number the scenes in the correct order. Remind them to start from number 5, since the first four scenes of the story are on page 82.

Answer Key

Left to right, top to bottom: 7, 6, 8, 5

◆ **Listen and check.** 

Play Track 50, so that students can check their answers. When it is over, elicit the number students wrote for each scene. Then ask them if the end of the story corresponds to their predictions.

4 Ask and answer.

Organize students into (new) pairs. Tell them to discuss the questions and answer them according to the story. When students are done, invite volunteers to share their answers with the class. (1. Rocky wants to ask for help. 2. He shows the smoke to Max's family. 3. Because he saves his family.)

Answer Key

1. Rocky wants to ask for help.; 2. He shows the smoke to Max's family.; 3. Because he saves his family.

5 Circle the best title for the story. 

Still in pairs, have students discuss which of the three titles is the best for the story. Then check the activity with the whole class, encouraging students to justify their choice. Guide students to notice that the firefighters are important characters in the story, but the most important character is Rocky. Add that Rocky and Max play in the park, but this is not the most important event in the story. The most important event in the story is that Rocky saves his family and becomes a hero. So, the best title is number 3. Finally, remind students to visit the online platform for more practice at home.

Answer Key

A Real Hero

Close the day

- ◆ Organise students into new pairs or small groups. Tell them to act out the story using their school materials. For example, they could use a small eraser to play Rocky, a bigger one to play Max, and pencils and pens for the human characters. If there is time, you may invite volunteers to act out the story for the whole class.



Practice Book: Assign page 61 as homework.

Objectives of the day:

1. Practise the following writing skill:
 - Choose words from a list to complete a text.

Materials: Flashcards: *schoolbag, desk, science, hamster, fish*, 3 additional flashcards.

Open the day

- ◆ “Feel Your Heartbeats” practice.
- ◆ Before the class starts, write a text with some blanks on the board. When the class starts, organise students into small groups. Display the flashcards and have students choose from them to complete the text. A suggestion for the text is: *Danny goes to school every day. He takes his 1. (schoolbag) with his school materials in it. He goes into the classroom and sits at his 2. (desk). His favourite class is 3. (science) because he likes doing experiments. Danny has got two pets: a cute little 4. (hamster) and a 5. (fish) that swims in a big bowl!* Check the activity with the whole class. Encourage students to justify their choice for each word.

Open the book!

Writing

International Certification: Writing

Remind students that each answer is only one word, which must make sense in the story. Since each word can only be used once, advise students to cross out each word after using it. Add that there are extra words that they do not need to use.

1 Read the text. Choose a word from the box. Write the correct word. There is one example.

Explore the pictures with students, having them describe what is happening in each one. Then read the instructions with them. Allow students time to do the activity. Ideally, they should do it in silence. When the time is up, have students compare their answers in pairs. Then invite volunteers to share their answers with the class, justifying their choices. Finally, ask students how they think the story ends.

Answer Key

1. night; 2. chair; 3. bear; 4. food; 5. door

Close the day

- ◆ Write on the board: *School Objects – write; School Subjects – read a book; Daily Activities – brush your teeth; Fruit and Vegetables – eat an apple; Tableware Items – eat soup; Animals – fly like a bird.* Tell students that you are going to call out a word and that they should do the action that corresponds to the group that the word belongs to. Model by calling out a word from each group and having students do the actions. Then start calling out words at random. We suggest you stick to words that students have learned in this book.

Objectives of the day:

1. Practise the following writing skills:
 - Unscramble and write words to label pictures.
 - Fill in the blanks to complete a text.
 - Finish a story.

Materials: sheets of paper (1 per student).

Open the day

- ◆ "Feel Your Heartbeats" practice.
- ◆ **Play Word Chain:**

Start by writing a word on the board, such as *parrot*. Then point at the last letter of the word: *t*. Elicit from students a word that starts with the letter *t*, such as *table*. Write the second word next to the first one. Now elicit a word that begins with the last letter of the second word. Follow the same procedure for some more rounds. If you see fit, organise students into groups and have them go on with the game. Encourage them to use the *Open Day 2 A1–A2 Wordlist*, on pages 132–136 of the Student's Book, for help.

Open the book!**2 Look at the pictures and write the words.** 

Read the instructions along with students. If necessary, explain that they should unscramble the words and write a letter on each dash. Add that they should use each letter only once, so advise them to cross out each letter after using it. Allow students time to do the activity. Ideally, they should do it in silence. When the time is up, have students compare their answers in pairs. Then invite volunteers to write the answers on the board as the other students spell them out.

Answer Key

1. cat; 2. green; 3. eyes; 4. table

3 Complete the story with the words from Activity 2.

Before starting the activity, elicit from students what they remember from the story they read in the previous class. (*Sam is a cat that lives in a house next*

to a park. One night, Sam is sleeping in the kitchen. A bear is looking for food and enters Sam's house.) Then draw students' attention to the picture and have them describe what is happening in it. After that, tell students to complete this part of the story using the words they unscrambled in Activity 2. If you see fit, organise students into pairs for this activity. When they are done, invite volunteers to read the complete sentences aloud.

Answer Key

1. cat; 2. table; 3. snake; 4. green; 5. eyes

◆ **Write the end of the story.**

Students may do this activity individually or in pairs. Tell them to imagine an ending to the story and write it on the line provided. If they need more space, tell them to use their notebooks.

Answer Key

Answers will vary.

◆ **Compare your story endings with a classmate.**

Have students read their endings to other classmates. Next, invite volunteers to read their endings to the whole class. If you see fit, have students vote for their favourite ending.

Answer Key

Answers will vary.

Close the day

- ◆ Distribute the sheets of paper and have students illustrate the ending they wrote to the story. Decorate the classroom walls with their creations.



Practice Book: Assign page 62 as homework.

Objectives of the day:

1. Practise the following listening skills:
 - Listen for general information.
 - Listen for specific information.

Materials: *Animals 1* Flashcards, Flashcard Activity 5B on page XVII; 2 sheets of paper; adhesive tape.

Open the day

- ◆ "Feel Your Heartbeats" practice.
- ◆ Flashcard Activity 5B.

We suggest you repeat this activity to review vocabulary related to animals and their characteristics. This time, organise students into different groups and give them different flashcards.

Open the book!

Listening

Listening Strategy

Identifying Keywords

When doing Listening Activities, students should be advised to focus on identifying keywords. This strategy reduces their anxiety, since they realise that they do not need to understand all that is said. For example, in an Activity 2, you may ask students to identify the keywords in each sentence before playing the track.

1 Read and label the pets.

Draw students' attention to the pictures of the animals and ask if they know their names. Then point at the words in the pink box and ask students where they should write each one. Allow students time to label the animals. Then invite volunteers to read the information in the leaflet aloud.

Answer Key

1. Tarantula spiders; 2. Corn snakes; 3. piranha

2 Listen and number the leaflet with the information.

Point at the sentences and say that these are pieces of information that should go in the leaflet about the exotic pets. Tell students to read the sentences and predict in which part of the leaflet each sentence should go. Next, explain to students that they are going to listen to children talking to a ranger in a rescue centre. Tell them to listen and check their predictions. Draw their attention to the boxes in the leaflet and tell them to write the numbers of the sentences in the boxes. Play Track 51. When the audio is over, point at each part of the leaflet and elicit which sentence should go in it.

Answer Key

Left to right: 2, 1, 3

◆ Listen again and match the people to the animal they like.

Play Track 51 again and have students match each person's name with the animal he or she likes. When the audio is over, invite volunteers to share their answers with the class. Encourage them to say complete sentences, such as: *Jill likes corn snakes.*

Finally, remind students to visit the online platform for more practice at home.

Answer Key

1. corn snake; 2. tarantula; 3. piranha

Close the day

- ◆ Write *Can Be a Pet* on a sheet of paper and *Can't Be a Pet* on another. Stick the sheets of paper to opposite walls in the classroom. Then explain to students that you are going to call out an animal. If this animal can be a pet, they should walk and stand next to the sheet of paper that reads *Can Be a Pet*. If it cannot be a pet, they should stand next to the sheet of paper that reads *Can't Be a Pet*. Call out different animals, such as: *dog, lion, fish, cat, mole, turtle, snake, elephant, tiger, spider, lizard and eagle*. In cases such as *turtle, snake, spider and lizard*, remind students that these can be pets, but this depends on the kind and the origin of animal, and that they require special care.

  Practice Book: Assign page 63 as homework.

Objectives of the day:

1. Practise the following speaking strategy:
 - Carry out a survey by asking and answering questions.

Materials: *Animals 1* Flashcards; Practice Book (pages 65 and 66).

Open the day

- ◆ "Feel Your Heartbeats" practice.
- ◆ Show the *Animals 1* Flashcards to students and elicit the animals' names. Keep the flashcards displayed for reference. Next, draw a Venn Diagram on the board and ask students to choose two animals from the ones on the flashcards. With students' help, complete the Venn Diagram with characteristics of those animals. Next, ask students to use the diagram to make sentences about the animals. For instance: *The fish is smaller than the fox. The fox is faster than the fish.* If you see fit, you may organise students into pairs or small groups and have them follow the same procedure using two other animals. Tell them to draw the Venn Diagram and write the sentences in their notebooks. Then invite volunteers to read their sentences aloud.

Open the book!**Speaking****Speaking Strategy****Interacting**

Sometimes students who speak a lot are paired up with student who do not speak so much. In cases like this, the students who speak more should be encouraged to ask their classmates questions such as: *What about you? Do you agree?* in order to invite them to interact.

1 Compare the pets in the picture. Choose your favourite.

Organise students into pairs. Draw their attention to the pictures of the animals and elicit their names. If necessary, explain that a *kitten* is a baby cat and that a *puppy* is a baby dog. Then tell students to compare the animals in the pictures and, in the end, choose their favourite. Encourage them to say sentences such as: *The kitten is cuter than the lizard.*

2 Survey your classmates. Then write notes.

Invite two volunteers to read the dialogue in the speech bubbles. Then tell students that they should have a similar dialogue with four different classmates. Draw their attention to the table and say that they should take notes of their classmates' answers in it. Point at each column and elicit from students what they should write in it. Next, have them move around the classroom with their books and a pencil to carry out the survey.

Answer Key

Answers will vary.

- ◆ **Compare your favourite pets.**

When students are done with the survey, invite volunteers to share their answers with the class. Encourage them to say sentences such as: *My favourite pet is the pony because it's smart. Luke's favourite pet is the mouse because it's funny.* Wrap up by finding out the most popular pet in the class, asking students to raise their hands according to which pet they prefer.

Answer Key

Answers will vary.

Close the day

- ◆ **Play Simon Says:**

Call out commands such as: *Simon says, bark like a dog. Meow like a kitten. Fly like an eagle. Look up like a turtle. Crawl like a spider. Hiss like a snake.*



Practice Book: Assign page 64 as homework.

Time to Practise

You have now finished the first part of the Topic "Animal Stories." This is a good moment to practise some skills using the international certifications' format. On pages 65 and 66 of the Practice Book, there are activities to develop students' Reading, Writing and Listening skills. For the activity on page 65, advise students to read the complete text before starting to fill in the blanks. For the activity on page 66, remind them that how good their picture will look in the end is not important. Instead, they should focus on identifying which elements to colour and what colours to use.

Unit 6 Wild Animals

Objective of the day:

1. Learn vocabulary related to wild animals.
2. Learn about different animal habitats.

Materials: *Animals* 2 Flashcards, Flashcard Activity 6A on page XVIII.

Open the day

- ◆ "Feel Your Heartbeats" practice.
- ◆ Flashcard Activity 6A.

We suggest you use this activity to present vocabulary related to wild animals.

Open the book!

1 Look and stick.

Draw students' attention to the first part of the picture, on page 88, and have them describe what they see. Then ask students what is missing in the picture. (*the animals*) Tell them to fetch the animals stickers on page 147 of the Student's Book. Next, tell students to look at the stickers and decide where to place each one. Advise them not to place the stickers yet. After that, point at each space and have students show you which sticker they should place in it. As students place the stickers, work on the pronunciation of the animals' names.

Answer Key

Students paste the crocodile, the giraffe, the monkey, the eagle, the tiger, the hippo, the lion, the zebra and the elephant stickers on the corresponding places.

◆ Listen and write the numbers in the correct column in the chart.

Point at the chart and invite a volunteer to read the headings of the columns. Then draw students' attention back to the picture and ask them to identify the different habitats in it. If necessary, explain that a *savanna* is a place with grass and very few trees, usually found in hot countries, especially in the African continent. Next, tell students that they are going to listen to a teacher talking to her class and that they should write the numbers of the animals in the columns that correspond to where they live. Allow students time to look at the

picture again and predict where they should write each number. Then play Track 52 and pause it after "*The monkey is in the forest. In the trees.*" Elicit from students in which column they should write number 1. After that, play the complete track twice. Have students compare their answers in pairs and check the activity with the whole class.

Answer Key

Forest: 1, 2; River: 3, 8; Savana: 4, 5, 6, 7; Sky: 9

Open Day Tip Comparing Answers

Allowing students time to compare their answers in pairs makes them more confident. It provides them with an opportunity to make sure that their answers are right or change them before the correction. Following this procedure gradually makes students feel more encouraged to share their answers with the whole class.

2 Ask and answer.

Organise students into pairs and invite two volunteers to read the model dialogue in the speech bubbles. Then tell students to take turns asking questions about different animals. When they are done, invite volunteers to perform the dialogues in front of the whole class.

Answer Key

Answers will vary.

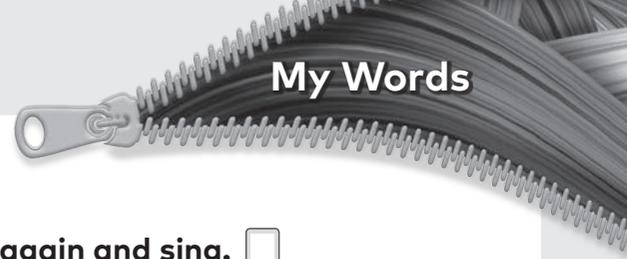
Close the day



Elicit from students the title of this topic's reader. (*New Best Friends*) Then have them open their readers to page 22. Explore the picture with students, asking them what animals they can see (*a crocodile, elephants, a zebra and a giraffe*) and where they are (on the savanna). Next, play the excerpt of Track R3 that corresponds to this page and have students read along. When the track is over, ask students to identify Misha and her family in the picture. After that, ask students what they think happens next in the story. Tell them that they are going to continue reading the story in another class.



Practice Book: Assign page 67 as homework.



Objective of the day:

1. Learn vocabulary related to wild animals.
2. Learn about different animal habitats.

Materials: *Animals 2* Flashcards, Flashcard Activity 6B on page XVIII; a world map (optional); adhesive tape; sheets of paper (1 per student).

Open the day

- ◆ "Feel Your Heartbeats" practice.
- ◆ Flashcard activity 6B.

We suggest you use this activity to review vocabulary related to wild animals and their habitats.

Open the book!

3 Look, listen and number the pictures in order.

Draw students' attention to the second part of the picture, on page 89. Ask them what place this is and, after listening to their ideas, say that it is the North Pole. If you see fit, display the world map and ask students to locate the North Pole on it. Ask them what they know about this place. Next, elicit the names of the elements in the picture and work on the repetition of the words. After that, tell students that they are going to listen to a song and that they should number the elements in the order in which they are mentioned in the song. Play Track 53. When the song is over, have students compare their answers in pairs and then check the activity with the whole class.

Answer Key

1. ship; 2. dolphins; 3. shark; 4. penguin; 5. polar bear; 6. whale; 7. jellyfish

4 Listen again and sing.

Point at the lyrics of the song and tell students to sing along as they listen to it again. Encourage them to make gestures to imitate the animals as they are mentioned. Play Track 53. When the song is over, play it one more time and have students stand up and dance to it, as they listen and sing along. Finally, remind students to visit the online platform for more practice at home.

Close the day

- ◆ Stick the flashcards of the animals mentioned in the *Wild and Free!* song (*dolphin, jellyfish, penguin, polar bear* and *whale*) onto different spots of the classroom. Play Track 53 again. When one of the animals is mentioned, students should point at the flashcard that illustrates it. Encourage students to sing along as they do so.

Go to video "Elephants on Video."

Now is a good time to work with this unit's video. We suggest you go to the Lesson Plan for this video and do the activities from the "Before Watching" section with students. Once they understand the concept of the video, play it or invite them to watch it at home with their families. If appropriate, invite students to do the "While Watching" activities suggested in the Lesson Plan.



Practice Book: Assign page 68 as homework.

Objective of the day:

1. Read and listen to a comic strip about loggerhead turtles.
2. Learn to answer different *wh*-questions.

Materials: index cards (2 per group); small prizes to the winning group (optional); a world map; a soft ball.

Open the day

- ◆ "Feel Your Heartbeats" practice.
- ◆ Hold a quiz about loggerhead turtles. Organise students into groups and distribute the index cards. Tell the groups to write *Yes* on one card and *No* on the other. Then say that you are going to read some sentences aloud. For each sentence, students should discuss, choose a card and show it to you. Keep a chart on the board to take notes of the groups' answers. Suggestions for sentences are: *Loggerhead turtles have got small heads. (no) Loggerhead turtles live more than 40 years. (yes) Loggerhead turtles can swim very fast. (no) Adult loggerhead turtles can be 1 metre long. (yes) Adult loggerhead turtles can weigh more than 150 kilos. (yes)* When the quiz is over, tell students that they are going to find out the answers in this unit's comic strip.

Open the book!

1 Listen and follow.

Tell students to read along the comic strip as they listen to it. Advise them to underline the answers to the quiz in the comic strip. Then play Track 54. When the audio is over, check the answers to the quiz with students and grant points to the groups for every correct answer. If you see fit, give small prizes to the members of the winning group.

Open to Learn

Draw a box on the board and write the following question words inside it: *What, When, Where, Who, Whose* and *Why*. Next, write incomplete dialogues on the board and ask students to help you complete them with the corresponding question words. Leave the dialogues on the board for reference.

Some ideas are:

1. A: _____ do you live? B: In New York. (Where)
2. A: _____ is your birthday? B: In August. (When)

3. A: _____ do you like cake? B: Because it's sweet. (Why)
4. A: _____ is your favourite food? B: It's pizza! (What)
5. A: _____ is your sister? B: Julia is my sister. (Who)
6. A: _____ car is that? B: It's my mum's. (Whose)

2 Read and look. Write one-word answers.

Read the instructions along with students and allow them time to do the activity. Ideally, they should do it in silence. When the time is up, have students compare their answers in pairs. Then invite volunteers to share their answers with the class. Encourage them to say where in the comic strip they could find each answer. If you see fit, display the world map and have students locate the Gulf of Mexico on it. Encourage students to share what they know about this place.

Answer Key

1. Spark; 2. turtles; 3. Hugo's; 4. Mexico; 5. big

◆ Say why the turtles are asking questions.

Organise students into pairs and tell them to discuss why they think the turtles are asking questions. After some time, open the discussion to the whole class. Guide students to notice that the turtles are curious about who they are. They want to find out more about their own species.

Answer Key

Answers will vary.

Close the day

- ◆ Erase the dialogues off the board, but leave the box with the question words. Then elicit from students other questions they can ask using those words. Some examples are: *When have we got maths? Who is the PE teacher? What is your favourite animal? Whose schoolbag is that? Where is the board? Why do we study English?* Then have students stand up and form a circle. Throw the soft ball to a student and ask him or her one of the questions on the board. After the student who got the ball answers, tell him or her to throw the ball to a classmate and ask another question. Follow the same procedure until all students have participated at least once.



 Practice Book: Assign page 69 as homework.

Objective of the day:

1. Ask and answer questions with *how much*, *how long* and *how fast*.

Materials: a song; index cards (1 per student); rulers (1 per student).

Open the day

- ◆ "Feel Your Heartbeats" practice.
- ◆ Organise students into groups of four and have them act out the comic strip they read in the previous class. Tell them to decide who is going to play each role. Then play Track 54 and have students move their mouths and make gestures accordingly. If you see fit, have students exchange roles and then play the track again.

Open the book!**3 Read and circle.**

Invite a volunteer to read the first question and elicit the answer from the class. Ask the class where in the comic strip we can find information about how fast loggerhead turtles can swim. Then follow the same procedure with the second question.

Answer Key

1. Not very fast.; 2. A very long time.

◆ **Read, complete and answer.**

Organise students into pairs. Tell them to complete the questions and answer them according to the comic strip. When students are done, invite volunteers to share their answers with the class and write them on the board. Make sure students understand the meaning of *how much*, *how long* and *how fast* by asking them questions such as: *How much water should we drink? (very much) How fast can a cheetah run? (very fast) and How long is a pencil? (about 18 cm long)*

Answer Key

1. How, more than 200 kilos; 2. How, more than a metre long

4 Ask and answer.

Draw students' attention to the picture of the hummingbird. Elicit what they know about this animal. If you see fit, tell students that hummingbirds have long beaks to reach the core of the flowers, where the pollen is. Add that their name comes from the sound their wings make when they fly. Next, point at the information about hummingbirds and ask students what questions they could ask to find out each piece of information. Elicit the questions and write them on the board. (*How long do they live? How much do they weigh? How long are they? How fast can they fly?`) Then have students stand up with their books. Play a song and tell students to walk around the classroom. When you pause the song, tell students to ask a question about hummingbirds to the classmate standing the closest to them. Follow the same procedure at least three more times. When the song is over, invite volunteers to ask and answer the questions in front of the whole class.*

Answer Key

Answers will vary.

Close the day

- ◆ Distribute the index cards and make sure all students have a ruler. Then tell them to draw a table on the index cards, with two columns and five lines. Write on the board: *English book, your hand, your foot, your desk and your pencil case*. Tell students to copy each of these items on one line of the table. After that, have them measure the items and write their size in the second column. Encourage students to help each other with the measurements. When they are done, tell students to ask each other questions, such as: *How long is your hand?*



Practice Book: Assign page 70 as homework.

Objective of the day:

1. Learn the use of superlative adjectives ending in *-est*.

Materials: Poster 6 with Cutouts, Poster Activity 6A on page XXVI; sheets of paper (1 per student).

Open the day

- ◆ "Feel Your Heartbeats" practice.

Language Presentation

Superlative Adjectives Ending in *-est*

In this class, students are going to be required to use superlative adjectives ending in *-est*. We suggest you do Poster Activity 6A at this stage so that they feel more confident when doing so.

Open the book!

5 Read, look and match.

Draw students' attention to the pictures of the animals and tell them to match each animal with the corresponding sentence. Allow them time to do the activity, but do not check it yet.

Answer Key

1. Lives in the sea. It's the biggest animal in the world;
2. Runs 120 kilometres per hour. It is the fastest animal in the world.;
3. Moves two metres in a minute It is the slowest animal in the world.

◆ Listen and check.

Tell students that they are going to listen to Hugo and Anna doing their science homework. Add that they should listen and check their answers to the previous activity. Play track 55 twice if you see fit. Then check the activity with the whole class.

6 Read, look and complete.

Organise students into pairs and tell them to complete the sentences with the words in the pink box. Allow them time to do the activity. When students are done, invite volunteers to read the complete sentences to the class. Finally, remind students to visit the online platform for more practice at home.

Answer Key

1. old, oldest;
2. tall, tallest;
3. strong, strongest



Play the Top Animals Game!

Organise students into small groups and invite two volunteers to read the model dialogue in the speech bubbles. If necessary, explain that students should take turns giving a hint about the animal they are thinking of, so that their classmates can guess what it is. In order to make the game more interesting, tell students that they can use the animals from Poster 6 as well. If you see fit, show students the cutouts one more time and review the animals' characteristics before they start playing the game. After some time, invite volunteers to give hints so that the class can guess what animals they are thinking of.

Answer Key

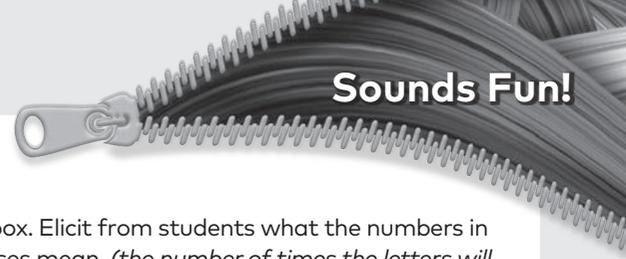
Answers will vary.

Close the day

- ◆ Distribute the sheets of paper and invite students to draw a top animal. They can choose from the ones they have learned about in this class or draw the animal they consider the cutest, the funniest, the smartest, etc. When students are done, tell them to write a sentence about their drawing, for instance: *The blue whale is the biggest animal.* After that, have students show their drawings to their classmates. You may decorate the classroom walls with students' creations if possible.



Practice Book: Assign page 71 as homework.



Objective of the day:

1. Learn to decode the sound /ei/ followed by a consonant and an e.
2. Identify and practise pronouncing words with the learned sound.

Materials: modelling clay in several colours; a stopwatch (optional); slips of paper (1 per student); a paper bag. You can use the IPA Pronunciation Guide in the Audioscript Section and the online platform as a guide.

Open the day

- ◆ "Feel Your Heartbeats" practice.
- ◆ Distribute the modelling clay and tell students to imagine that they are making a cake in the shape of an animal. Organise students into groups and have them show their creations to their classmates. Write the sentence *My cake has got the shape of a/an...* on the board and advise students to use it. Then invite some volunteers to show their cakes to the class. After that, go back to the sentence on the board. Ask students which two words have a similar sound: *cake* and *shape*. Tell students that they are going to study this sound in this class.

Open the book!

1 Read, look and match.

Point at the pictures of the cakes and have students describe them. Then tell them to read the sentences and match each one with a cake. Explain that *ape* means *monkey*. When students are done, check the activity with the whole class.

Answer Key

1. picture of the snake; 2. picture of the ape

◆ Listen and repeat.

Tell students they are going to listen to the sentences in Activity 1. Invite them to pay attention to the underlined sounds. Play Track 56 once. Then ask students what sound all of the underlined words have in common. (/ei/) Write *cape* and elicit its pronunciation. Have students repeat the underlined words after you: *cake*, *shape*, *snake*, *ape* and *cape*. After that, play Track 56 once more and have students repeat the complete sentences.

2 Listen and complete.

Organise students into pairs. Tell them to read the dialogue and complete the words using the letters in

the pink box. Elicit from students what the numbers in parentheses mean. (*the number of times the letters will be used*) When students are done, play Track 57 once or twice for them to check their answers. After that, invite volunteers to write the answers on the board. Work on the repetition of the sentences if you see fit.

Answer Key

Jane: ake, ape, ake; Jake: ate, ate, ake, pe, ape

3 Practise the tongue twister.

Draw students' attention to the picture of the girl and have them describe it. Then write *tongue twister* on the board and ask if they know what it is. (*a sentence that is difficult to say*) Next, point at the sentence in the pink box and say that it is a tongue twister. Invite students to practice saying the sentence in pairs. Encourage them to repeat it several times, until they can say it quickly and in a natural way. After some time, invite volunteers to say the sentence aloud.

◆ Make your own tongue twisters and practise them.

If you see fit, organise students into new pairs. Point at the columns of words and challenge students to make their own tongue twisters. Say that they should use at least one word from each column. Add that they may change the words if they want. For instance, they can use the singular form of a word instead of its plural form. You may write an example on the board, such as: *Jane and Drake bake cakes in the shape of apes*. When students are done, invite volunteers to read their tongue twisters aloud. Finally, remind students to visit the online platform for more practice at home.

Answer Key

Answers will vary.

Close the day

- ◆ Distribute the slips of paper and have students write on them the tongue twisters they made in the previous activity. Collect all the slips of paper and put them in a paper bag. Then organise students into groups. Have them take turns picking a paper slip from the bag and saying the tongue twister on it. Every time a student can read the sentence correctly, grant his or her group a point. Follow the same procedure until all students have participated.

Objective of the day:

1. Extract information from a picture.
2. Comprehend text at a sentence level.
3. Review vocabulary related to wild animals.

Open the day

- ◆ "Feel Your Heartbeats" practice.



Elicit what students remember from the beginning of the story *New Best Friends*. You may ask them these questions: *Who is Misha? (a young elephant) Where does she live? (in Africa/on the savanna) Who does she live with? (her family)* Then have students open their readers to page 23 and look at the pictures. Explain that you are going to say some sentences and that they should answer with *Yes* or *No* according to the pictures. Some ideas are: *In the first picture, Misha is drinking water. (No) A butterfly is flying in pictures 1 and 2. (Yes) Misha looks happy in pictures 1 and 2. (No) Misha looks scared in the second picture. (Yes)* After that, play the excerpt of Track R3 that corresponds to this page and have students read along. Next, have them flip the page and listen to/read page 24 as well. When the audio is over, ask students to close their readers and say what they think happens next in the story.

Open the book!

Reading

International Certification: Reading

Remind students that they should read each sentence and observe the picture carefully before doing the activity. Add that they should write *Yes* or *No* clearly in the space provided. Advise them to use block letters instead of joined-up writing.

1 Read and look. Write Yes or No.

Read the instructions with students and set some time for them to do the activity. Ideally, they should do it in silence. When the time is up, have students compare and discuss their answers in pairs. Then invite volunteers to share their answers with the class. Encourage them to correct the wrong sentences. *(1. The zebras are running. 3. There is one crocodile in the lake. 4. The tiger is sleeping. / The lion is walking.)*

Answer Key

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

2 Write two more Yes and No sentences for a classmate.

If you see fit, organise students into pairs for this activity. Tell them to write two more sentences about the picture. Advise them to use the sentences in Activity 1 as models. Remind them that a classmate will read the sentences and write *Yes* or *No*, which means that their sentences may be correct or incorrect. When students are done, have them exchange books with other pairs and write *Yes* or *No* to their classmates' sentences. After that, invite volunteers to read their sentences aloud so that the class can say *Yes* or *No*. Encourage students to correct the wrong sentences.

Answer Key

Answers will vary.

Close the day

◆ Play Memory Game:

Have students look at the picture on page 94 for thirty seconds and then close their books. Next, organise students into groups and have them form lines facing the board. Explain that you are going to ask a question about the picture. When you say *go*, the first students in each line should run to you. The first student to arrive can answer the question and, if it is correct, his or her group gets a point. Some ideas for questions are: *How many elephants are there? (three) Is there an eagle in the picture? (no) What colour is the crocodile? (grey) Is the giraffe running? (no) How many hippos are there? (one)*

Open Day Tip Healthy Competition

Games make classes more fun, but it is important to avoid fostering an atmosphere of negative competition in the classroom. When organising teams, make sure to group together students who can help each other. Always praise all students' efforts and let them know that learning and having fun are more important than winning.



 Practice Book: Assign page 72 as homework.

Objective of the day:

1. Fill in the blanks to complete a text.
2. Review vocabulary related to wild animals and their characteristics.

Materials: sheets of paper (1 per student) (optional); *Animals 2* Flashcards.

Open the day

- ◆ "Feel Your Heartbeats" practice.
- ◆ **Play Hangman:**

We suggest you use the following words: *monkey, fur, giraffe, savanna, body, jellyfish, tail, insects* and *wings*.

Open the book!**Writing****International Certification: Writing**

Advise students to make sure that the word they choose to fill in a blank fits the sentence grammatically. For instance, if the blank is preceded by the article *a* or *an*, they should know that they need a noun in the singular form, such as *face* or *tail*. Remind students that there are extra words in the list that will not be used.

1 Read the text. Choose a word from the box. Write the correct word. There is one example. 

Read the instructions with students and set some time for them to do the activity. Ideally, they should do it in silence. When the time is up, have students compare their answers in pairs. Then invite volunteers to read the complete sentences aloud.

Answer Key

1. fur; 2. tail; 3. trees; 4. insect

2 In your notebook, write one more sentence about Pinky.

Draw students' attention to Pinky's picture and say that they should write one more sentence about him. They may write sentences such as: *Pinky is smart. Pinky is smaller than a lion. Pinky is the fastest monkey in the forest.* If there is time, distribute the sheets of paper and tell students to write their sentences on them. Then encourage them to make a drawing to illustrate their sentences. When students are done, have them show their drawings and read their sentences to their classmates. If you see fit, decorate the classroom walls with students' creations.

Answer Key

Answers will vary.

Close the day

◆ **Play Guessing Game:**

Pick one of the *Animals 2* Flashcards. Tell students that you are going to describe the animal on it and that they should guess what it is. For example, if you pick the polar bear, you may say: *I have got white fur. I have got a short tail. I live in the North Pole.* Invite volunteers to take turns picking other flashcards and describing the animals so that the class can guess what they are.



Practice Book: Assign page 73 as homework.

Objective of the day:

1. Learn about animals that live in extreme conditions.
2. Read for specific information.

Materials: Poster 6 with Cutouts, Poster Activity 6B on page XXVI; a world map (optional).

Open the day

- ◆ "Feel Your Heartbeats" practice.
- ◆ Poster Activity 6B.

We suggest you do this activity to review the use of superlative adjectives ending in *-est* and to remind students of some extreme places in the world. It may be a good idea to display a more realistic world map than the one on Poster 6 for reference. You may help students locate the places mentioned in this class on the map.

Open the book!

1 Read, look and write the number.

Draw students' attention to the pictures and elicit the names of the animals. Tell students not to read the texts yet and ask them what they know about each of the animals. After listening to students' ideas, tell them to read the texts and number each picture according to the corresponding text. When students are done, check the activity with the whole class.

Answer Key

1. Emperor penguins; 2. Gobi bears; 3. Jaguars

2 Read and circle T (True) or F (False).

Tell students to read the sentences and decide if each one is true or false according to the text. Encourage them to underline the parts of the text that help them make decisions. If you see fit, read the first sentence aloud and elicit the answer from students. Then allow them time to do the rest of the activity. When students are done, have them compare their answers in pairs. After that, invite volunteers to share their answers with the class. Encourage them to correct the false sentences.
(2. *Antarctica is one of the coldest places in the world.*
5. *Jaguars are very good swimmers and like to bathe in rivers.*)

Answer Key

1. T; 2. F; 3. T; 4. T; 5. F

Close the day

◆ Play Simon Says:

Use commands such as: *Simon says, walk like a penguin. Stand like a bear. Move like a jaguar. Open your mouth like a crocodile. Jump like a dolphin. Move your trunk like an elephant. Stand tall like a giraffe. Hide in the lake like a hippo. Swim like a jellyfish.*

Go to video "Elephants on Video."

It is time to wrap up the work with this unit's video. You might want to do one of the "After Watching" activities described in the Lesson Plan or you may conduct some class feedback. If you choose the latter, you may ask students questions such as: *What happens in the video? Do you like it? Where do elephants live? Can you describe an elephant? What can elephants do?*

Objective of the day:

1. Learn about animals that live in extreme conditions.
2. Listen for general and specific information.

Materials: a world map; pictures of the Khasi Hills, El Azizia and the Yukon (optional); a map of the country where students live; sheets of paper (1 per student). If you see fit, before the class, tell students to research an animal that lives in their country. They should find information about where exactly this animal lives, what the weather is like in this place and a curious fact about this animal.

Open the day

- ◆ "Feel Your Heartbeats" practice.
- ◆ Display the world map and ask students to locate India, Libya and Canada on it. Ask them what they know about these countries. Then, if possible, show them pictures of the Khasi Hills, El Azizia and the Yukon, and ask them where they think these places are. (*the Khasi Hills – India; El Azizia – Libya; the Yukon – Canada*) Ask students what they imagine the weather is like in these places and what kinds of animals they think live in each place.

Open the book!**3 Listen and number the animals in order.** 

Draw students' attention to the pictures of the animals and elicit their names. Then explain that students are going to listen to an audio and that they should number the animals in the order in which they are mentioned. Play Track 58. When the audio is over, check the activity with the whole class. Next, ask students: *Where does this camel live? (in El Azizia) And the Hoolock gibbon? (on the Khai Hills) And the Yukon wild horse? (in the Yukon)*

Answer Key

1. Hoolock gibbon; 2. camel; 3. Yukon wild horse

- ◆ **Listen again and match the items from the four rows.**

Explain to students that they should draw lines to match the boxes. If you see fit, read aloud the content of the first box—*The Khasi Hills*—and elicit which of the three boxes in the second row they should match with it. Next, allow students some

time to read the other items and predict how they should match them. After some time, play Track 58 again. You may allow students to check their answers in pairs before checking the activity with the whole class.

Answer Key

1. The Khasi Hills - the wettest place in the world - gibbon It hasn't got a tail.; 2. El Azizia, Libya - the hottest place in the world - camel - It carries water on its back.; 3. The Yukon - the coldest place in North America - wild horse - It lives for seven to eight years.

4 Choose a place and an animal from your country. Complete the information.

If you asked students to research an animal beforehand, tell them to fetch their notes. If not, you may have students do the research now. Display a map of the country where they live for reference. Then point at the table and tell students to complete it with information about an animal that lives in their country.

Answer Key

Answers will vary.

- ◆ **Compare the information with your classmates.**

Organise students into pairs or small groups. Then have them share the information in their tables. When students are done, invite volunteers to share the information in their tables with the whole class. Encourage them to locate the places they refer to on the map as they do so.

Answer Key

Answers will vary.

Close the day

- ◆ Distribute the sheets of paper and tell students to draw the animal they researched. Tell them to also write something about their animals, such as: *The jaguar lives in the Amazon rainforest. It can swim very well.* If there is time, have students show their creations to their classmates. You can also decorate the classroom walls with their creations.



Practice Book: Assign page 74 as homework.

Objective of the day:

1. Understand the importance of helping animals and the environment.
2. Talk about how we can help animals and the environment.

Materials: sheets of poster paper (1 per group).

Open the day

- ◆ "Feel Your Heartbeats" practice.
- ◆ **Play Hangman:**

Use the following words: *plastic, oceans, recycle, pollution, global warming* and *habitats*. As students guess the words, write them on the board for reference. When they guess all of the words, ask them what these words have in common. If necessary, help students realise that all of them relate to the environment.

Open the book!

Helping Wild Animals

1 Look and write the problem number.

Draw students' attention to the pictures in the row called *The Results* and ask them what is happening in each one. Then tell students to identify the problems that cause each result and number the results accordingly. Next, draw their attention to the possible solutions and tell them to number these pictures as well. Do not check the activity yet.

Answer Key

Left to right: The Results: 3, 1, 2; The Solutions: 1, 3, 2

◆ Listen and check.

Tell students that they are going to listen to an audio and that they should check their answers to the previous activity. Play Track 59 twice if you see fit. Then have students compare and discuss their answers in pairs. When they are done, elicit the answers from the whole class and invite volunteers to explain the relationship between the problems, the results and the solutions. They can say sentences such as: *We produce too much rubbish. This rubbish pollutes the oceans. We can recycle plastic to reduce our rubbish.*

2 Circle a thing you do to help. Then draw another activity.

Point at the three pictures and tell students that they represent some actions that we can take to help animals and the environment. Tell them to look at the pictures and circle the ones that represent activities they do. Then draw students' attention to the box and tell them to draw one more thing they do to help animals or the environment. When students are done, have them compare their answers in pairs. Next, invite volunteers to share what they do with the class.

Answer Key

Answers will vary.

Critical Thinking

Why is it important to help animals?

Organise students into pairs and tell them to discuss the question in the *Critical Thinking box*. After some time, open the discussion to the whole class. After listening to students' ideas, wrap up by saying that all animals have their importance in the environment. You may give examples, saying that birds and bees help spread pollen and that earthworms help make the soil fertile. You can also say that a lot of animals eat other animals, so they help control the quantity of animals that may consume resources like plants and water.

Answer Key

Answers will vary.

Close the day

- ◆ Organise students into groups and distribute the sheets of poster paper. Tell them to choose one of the actions we can take to help animals and the environment and make a poster about it. Encourage the groups to write a sentence and make a drawing to illustrate it. If possible, display the posters in places at the school where other students can see them.



Practice Book: Assign page 75 as homework.

Objective of the day:

1. Follow steps to develop a project.
2. Learn about endangered animals.

Materials: Practice Book (page 107); pairs of scissors (1 per student); markers and coloured pencils (students can share); sheets of construction paper (1 per student) (optional); glue (students can share) (optional). Before the class, tell each student to choose an endangered animal that lives in their continent and research where it lives, what it eats and why it is in danger. Encourage students to also bring pictures of the animals they choose.

Open the day

- ◆ "Feel Your Heartbeats" practice.
- ◆ Write *extinct*, *endangered* and *vulnerable* on the board. Elicit the meaning of these words from students. Clarify that when a species is extinct, it means it does not exist anymore. When it is endangered, there are few members of this species left, so we must make a great effort to preserve them. When a species is vulnerable, it means that it is at risk of becoming endangered, so we should monitor the members of this species and make sure that they do not become endangered. If you see fit, refer students to <https://www.worldwildlife.org/species/directory>, where they can consult animals' statuses of vulnerability.

Open the book!**Explore**◆ **Describe the picture.**

Draw students' attention to the bookmark and ask them to describe the picture. Clarify that the picture shows an orangutan, ask them what it is doing and help them notice that it is probably moving around the forest, hanging from trees and other plants.

Answer Key

Answers will vary.

◆ **Answer the questions.**

Organise students into pairs. Then point at the information under the title *Save the Orangutans!* Tell students to read the questions and find the answers to them in the bookmark. When students are done, invite volunteers to share the answers with the class.

Answer Key

1. Orangutans live in Asia/in trees.; **2.** They eat fruit and insects.; **3.** They are in danger because forests are disappearing.

Produce◆ **Choose an endangered animal from your continent.**

Tell students to fetch the notes and the pictures they brought.

Answer Key

Answers will vary.

◆ **Go to Practice Book page 107. Cut out the bookmark.** 

Tell students to open their Practice Books to page 107 and carefully cut out the bookmark. You can also distribute the sheets of construction paper and ask students to use them to make their bookmarks sturdier. They should glue the bookmark to the sheet of construction paper and cut out its outline.

Answer Key

Answers will vary.

◆ **Add details to make a bookmark for your animal.**

Have students follow the instructions to decorate their bookmarks. They can also use the bookmark on this page as a model.

Answer Key

Answers will vary.

Present◆ **Present your bookmarks to the class.**

Organise students into groups and have them present their bookmarks to their classmates. Tell them to show the pictures and read the information they wrote about the endangered animals and present their bookmarks to the class.

Answer Key

Answers will vary.

Close the day

- ◆ Encourage students to use their bookmarks in any books they like and do more research about endangered animals, finding out what they can do to help preserve them.

Objective of the day:

1. Self-assessment of Topic 3.

Materials: Practice Book (pages 78 and 79); *Animals 1* and *Animals 2* Flashcards; a song (optional).

Open the day

- ◆ "Feel Your Heartbeats" practice.
- ◆ Shuffle the *Animals 1* and *Animals 2* Flashcards. Invite volunteers to take turns picking two flashcards at a time and showing them to the class. Ask the volunteers to make a sentence comparing the animals they picked. If a volunteer has any difficulty, encourage the class to help him or her. Take notes of the volunteers' sentences and leave them on the board for reference.

Open the book!

Can you compare animals?

1 Draw an animal.

Read the heading of the first section along with students. Then point at the box and tell them to draw an animal in it. Advise students to choose an animal that they know how to name in English.

Answer Key

Answers will vary.

◆ Compare your animal with your classmate's.

Invite two volunteers to read the sentences in the speech bubbles. Then tell students to stand up and walk around the classroom taking their books with them. Explain that they should show their drawing to a classmate at a time and look at his or her drawing. Both students should then say sentences comparing the animals. Alternatively, play a song and, when you pause it, have students talk to the classmate standing the closest to them. After some time or when the song is over, invite pairs of volunteers to compare their drawings for the whole class to hear. Then tell students to check the emoji that best corresponds to how they did in this section.

Answer Key

Answers will vary.

Can you give instructions?

2 Read the instructions and circle the animal.

Invite one or more volunteers to read the instructions in the note. Then elicit from students

which pet the instructions refer to. Tell them to circle the correct animal.

Answer Key

Answers will vary.

◆ Choose a different pet and write instructions.

Tell students to choose a different pet and write instructions on how to take good care of it. Say that they can choose between the rabbit and the dog or any other pet. Encourage students to write at least three instructions and use the ones in the previous activity as models.

Answer Key

Answers will vary.

◆ Read a classmate's instructions. Guess the pet.

Organise students into pairs and invite volunteers to read the model dialogue in the speech bubbles. Then explain that a student should read aloud the instructions that he or she wrote and that his or her classmate should guess the pet they refer to. When students guess both pets, they should talk to different classmates. After some time, invite volunteers to read their instructions aloud, so that the class can guess the pet. Finally, tell students to check the emoji that corresponds to how they did in this section.

Answer Key

Answers will vary.

Close the day



Ask students what they remember from the story *New Best Friends*. (*Misha is a young elephant that lives with her family near a water hole. One day, Misha follows a butterfly into the forest. She gets lost. Then a young lion appears.*) Ask students what they think happens next and then tell them that they are going to read the rest of the story. Have students open their readers to page 25. Play the excerpt of Track R3 that corresponds to pages 25, 26 and 27 and have students read along as they listen to the story. When the audio is over, ask students if the story finishes the way they expected and if they like it. Ask them what message we can learn from the story, and help them realise that sometimes two very different people can be good friends. Finally, have students do the activities on pages 78 and 79 of the Practice Book.



Practice Book: Assign page 76 as homework.

Objective of the day:

1. Self-assessment of Topic 3.

Materials: *Animals 1* and *Animals 2* Flashcards; index cards (1 per student).

Open the day

- ◆ "Feel Your Heartbeats" practice.
- ◆ Shuffle the *Animals 1* and *Animals 2* Flashcards again. Invite volunteers to take turns picking three flashcards at a time and showing them to the class. Then ask the volunteer to make a sentence comparing the three animals. You can help him or her by asking questions such as: *Which is the fastest/biggest/smallest/smartest/cutest animal?* Take notes of the volunteers' sentences and leave them on the board for reference.

Open the book!

Can you talk about animals?

3 Complete the questions about cats with *How, What* or *Where*.

Tell students to read the questions and complete them with the correct question words. Do not check the activity yet.

Answer Key

1. Where; 2. What; 3. How; 4. How; 5. How

◆ **Match the questions and answers.**

Tell students to read the answers and match them with the corresponding questions. Then have them compare their answers to the previous activity and to this one in pairs.

Answer Key

1. In houses.; 2. Fish and meat.; 3. 40 kilometres per hour.;
4. From 12 to 18 years.; 5. About 3.5 to 4.5 kilogrammes.

◆ **Ask and answer the questions about a different animal.**

Organise students into pairs. Each student has to think of an animal and ask his or her classmate the questions in Activity 3, but about the animals he/she thought of. Ask them to do research and check if their classmates' answers are correct. Finally, tell students to check the emoji that corresponds to how they did in this section.

Answer Key

Answers will vary.

Can you mention facts about animals?

4 Read and circle T (True) or F (False).

Tell students to read the sentences and circle the best option for each one. Check the activity with the whole class. Ask students to stand up if a sentence is true and to lie on their desks if it is false. Invite volunteers to correct the false sentences. (1. *The biggest animal in the world is a blue whale.* 3. *Answers will vary.*)

Answer Key

1. F; 2. T; 3. F

◆ **Write your own animal quiz and give it to a classmate to answer.** 📱

Distribute the index cards and tell students that each one of them is going to write his or her own quiz: three sentences about animals, using the ones in the previous activity as models. Remind them to add a *T* and an *F* next to each sentence. When students are done, have them exchange quizzes. Tell them to circle the correct options in their classmates' quizzes. You may ask them to correct the false sentences. After that, tell students to check the emoji that best corresponds to how they did in this section. Finally, remind students to visit the online platform for more practice at home.

Answer Key

Answers will vary.

Home Connection

◆ **Make a local animal census.** 📱

Tell students they are going to review vocabulary related to animals at home, with the help of their family. Remind them that their family can find the instructions on the online platform.

Answer Key

Answers will vary.

Close the day

- ◆ Play Track 53 one more time and have students sing and dance to *Wild and Free!* Encourage them to imitate the animals as they are mentioned in the song.

  Practice Book: Assign page 77 as homework.

Topic 4

My Free Time

Objectives of the day:

1. Learn a mindful practice to focus attention.
2. Get acquainted with concepts of Topic 4: sports, musical instruments and vocabulary related to swimming.
3. Extract information from a picture.

Materials: a set of wind chimes (may be substituted with a video or an audio with wind chime sounds); four small prizes (optional); sheets of paper (1 per student).

Open the day

"Listen to the Chimes"

Invite students to close their eyes and listen to the sound of the wind chimes. Then play the wind chimes or the wind chime sounds. You can start by playing them for thirty seconds and gradually increase the amount of time in future classes. Encourage students to focus on the sound of the chimes and breathe deeply and slowly. When the time is up, calmly ask students to open their eyes.

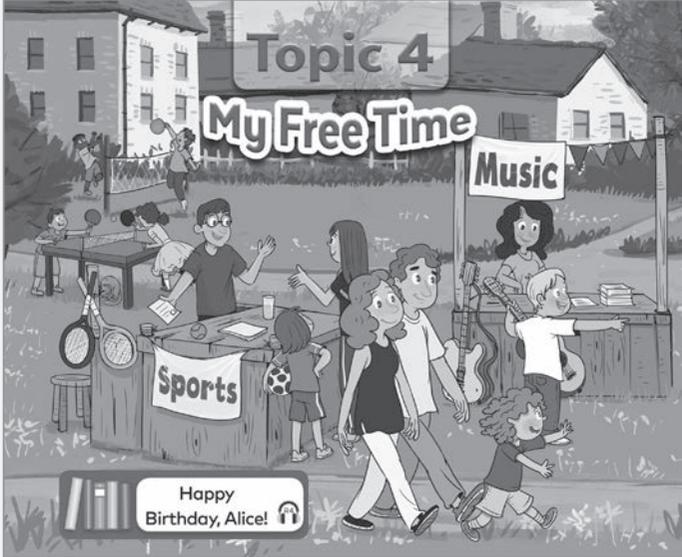
Open the book!

Explore the big picture with students, asking them to describe what they see. Then ask: *Do you think this is a school day?* Students are expected to realise that it is not because all of the children in the picture are doing leisure activities. Next, read or invite a volunteer to read the title of the topic aloud. If you see fit, ask students what they do in their free time.

Unit 7 Try This!

Sports

If appropriate, organise a quick game. Challenge students to find all of the balls in the big picture. You may give a small prize to the student who finds the four balls first. You may also follow the same procedure with the other items (*musical instruments, pool objects and water activities*) that will be found throughout the class. Once all of the balls have been found, ask students what sports they represent. (*volleyball, table tennis, tennis and football*) Next, draw their attention to the small pictures of balls. Elicit which of them are in the big picture and have students circle them. Then ask what sports these balls represent. (*tennis, table tennis, basketball and football*) Students may confuse the basketball with the volleyball. If necessary, point out that both are orange, but the lines on them are different. Finally, ask students if they play any of these sports and which one they like the most.



Unit 7 Try this!

| | |
|--|---|
| Sports | Musical Instruments |
|  | <input checked="" type="checkbox"/>  <input checked="" type="checkbox"/>  |
| <input type="checkbox"/>  | <input checked="" type="checkbox"/>  |
| • Circle the balls you can see in the big picture. | • Tick (✓) the instruments you can see in the big picture. |

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Open Day Tip Giving Prizes

As mentioned previously, competition should not be the main focus of games. However, giving prizes may help keep students motivated and engaged. Before giving students prizes, it may be a good idea to check if there are any rules against it in the school's guidelines for teachers. It is also important to check if students have dietary restrictions in case you want to give them candy or something to eat. Stickers and other small school supplies are usually safer prizes.

Musical Instruments

Once students have identified the musical instruments in the big picture, elicit their names (*electric guitar, acoustic guitar, drums and recorder*). Then elicit the name of the musical instrument in the small pictures that does not appear in the big picture. (*trombone*) After that, ask students if they can play any musical instruments.

Unit 8 Let's Go Swimming!

At the Pool

◆ Circle three of these things in the big picture.

Things You Do in the Water

◆ Look at the big picture and tick (✓) what people can do in the water.

Topic 4 Unit 8 Let's Go Swimming! 103

Unit 8 Let's Go Swimming!

At the Pool

After students circle the objects in the big picture, elicit or introduce their names. (*swimming cap, goggles, swimsuit, towel and diving board*) Work on the pronunciation of the new words. Then ask students if they like swimming. Next, ask them why it is important to wear a swimming cap and goggles, especially in public pools. Guide them to notice that wearing a swimming cap prevents hair from dirtying the water in the pool, and that wearing goggles protects our eyes from the cleaning products in the water.

Things You Do in the Water

Once students identify the activities people can do in the water, ask them what the boy is doing in each picture. (*He is diving. He is running. He is swimming.*) Ask students if they like playing in the water and, if you see fit, invite them to mime actions they do in the water.



Reader

Point at the Reader icon on page 102 and elicit the title of this topic's reader. (*Happy Birthday, Alice!*) Then have students open their readers to page 29. Explore the cover elements with them. Elicit how old Alice is (*eight*) and what she gets as a present (*a baseball bat*). You may ask students if they think Alice likes playing baseball and if she likes her present. You may also ask them if they like playing baseball.

Close the day

- ◆ Distribute sheets of paper and tell students to draw their favourite free-time activity. If there is time, have all students present their drawings to the class. If not, you may organise students into groups and have them show their drawings to their classmates. You may also invite volunteers to show their drawings to the class. Encourage students to say what they are doing in their drawings. If possible, decorate the classroom walls with students' creations.

Go to video "The Dive Team."

For Unit 8, there is an accompanying video on the platform, called "The Dive Team." It features teenagers who are learning how to dive in the Caribbean. We suggest you go online to get acquainted with the proposed activities so that you are able to explore all the aspects of the video.

Unit 7 Try This!

Objectives of the day:

1. Learn vocabulary related to sports.
2. Listen for general information.
3. Talk about students' favourite sports.

Materials: a set of wind chimes; *Exercise Flashcards*, Flashcard Activity 7A on page XIX; a song (optional); slips of paper (1 per student); a paper bag.

Open the day

- ◆ "Listen to the Chimes" practice.
- ◆ Flashcard Activity 7A.

We suggest you use this activity to introduce vocabulary related to physical exercise.

Open the book!

1 Look and stick.

Explore the first part of the picture (on page 104) with students. Ask them questions such as: *What is the girl holding? (a hockey stick) Do you think she plays hockey? (probably yes) What are the girl and the boy looking at? (the Community Centre Sports Activities' board)* Then elicit from students what they think is missing on the board. After listening to students' ideas, tell them to fetch the stickers on page 150 of the Student's Book. Ask students if the stickers show what they expected. Then tell them to decide where to place each sticker, but advise them not to place the stickers yet. When students are done, call out an activity and point at the corresponding space. Have students show you which sticker they think should go in it. Then have students place the sticker. Follow the same procedure with the other activities. Work on the repetition of the words.

Answer Key

Students paste the table tennis, the badminton, the roller skating, the volleyball, the baseball, the hockey and the skateboarding stickers on the corresponding places.

2 Listen and write S (Sam) or K (Kate) next to the sports they like.

Tell students that the girl and the boy in the picture are called Kate and Sam, and that they are going to listen to Kate and Sam talking about sports they like. Explain that they should write a *K* next to the sports that Kate likes, and an *S* next to the sports that Sam likes. Before playing the audio, read or invite volunteers to read the sports aloud. Then play Track 60 twice if you see fit. When the audio is over, have students compare their answers in pairs. Then check the activity with the whole class.

Answer Key

1. K; 2. S; 3. S; 4. K; 5. K; 6. S; 7. K

◆ Ask and answer.

Invite two volunteers to read the model dialogue in the speech bubbles. Then tell students to think of what their favourite sports are. Next, have students stand up and walk around the classroom, asking each other about their favourite sports. If you see fit, play a song while students walk and, every time you pause it, have them talk to the classmate standing the closest to them. After some time or when the song is over, ask some students at random what their favourite sports are.

Answer Key

Answers will vary.

Close the day

- ◆ Hold a vote to find out what the class's favourite sport is. Distribute the slips of paper and have students write their favourite sport on them. Then collect the slips of paper, asking students to put theirs into the paper bag. With volunteers' help, count the votes and keep track of them on the board. Remind students that they should not worry in case they like a sport few people like. People are free to have their own preferences.



Practice Book: Assign page 80 as homework.

Objectives of the day:

1. Learn vocabulary related to musical instruments.
2. Listen for general information.
3. Talk about students' favourite musical instruments.

Materials: a set of wind chimes; sheets of paper (1 per student); songs.

Open the day

- ◆ "Listen to the Chimes" practice.
- ◆ **Play Mime Game:**

Invite a volunteer and whisper a musical instrument to him or her. In case the volunteer does not know the instrument, point at a picture of it in the Student's Book. Then have the volunteer mime that he or she is playing that instrument, so that the class can guess what it is. Follow the same procedure with other volunteers and instruments.

Open the book!

3 Listen and number. 

Draw students' attention to the second part of the picture, on page 105. Then work on the repetition of the activities. Encourage students to mime the activities as they repeat them. Next, say that they are going to listen to some conversations, and that they should number the pictures in the order in which the instruments are mentioned. Play Track 61. If you see fit, pause it after the first girl says "Yes, please," and elicit next to which picture students should write number 1. After that, play the complete track. When the audio is over, have students compare their answers in pairs and then check the activity with the whole class.

Answer Key

1. play the drums; 2. play the violin; 3. play the trumpet;
4. play the saxophone; 5. play the recorder; 6. play the piano

◆ **Listen and name the instruments.**  

Ask students to write numbers 1 to 7 in their notebooks and to write the names of the instruments next to the numbers as they listen to them. Ask students not to speak during the activity. Play Track 62. When the audio is over, have students compare their answers in pairs. Then play Track 62 again and pause it after each instrument, having students call out its name. (1. piano; 2. saxophone; 3. drums; 4. recorder; 5. trumpet; 6. violin; 7. guitar) Finally, remind students to visit the online platform for more practice at home.

Answer Key

1. piano; 2. saxophone; 3. drums; 4. recorder; 5. trumpet;
6. violin; 7. guitar

My Space 

◆ **Draw your favourite instrument.**

Distribute the sheets of paper and tell students to draw their favourite musical instrument. Even if some students do not play any instruments, tell them to draw the instrument that they would like to play.

Answer Key

Answers will vary.

◆ **Find 4 people to make a band with you.**

Once students have drawn their favourite instruments, invite two volunteers to read the model sentences in the speech bubbles. Then tell students to stand up, taking their drawings with them. Explain that they should try to form bands with classmates who have different instruments than themselves. When a classmate answers with *Yes, please!*, these two students can stand side by side and look for more classmates to be in their band. Tell students that, by the end of the activity, everyone should be in a band, even if some bands are smaller or bigger than four members.

Answer Key

Answers will vary.

Open Day Tip Preventing Bullying

Activities in which students have to group themselves may be a good indicator of some students being left out or even bullied. If something like this calls your attention, you can speak to the students who are being left out in private and try to find out what is happening. A useful strategy to prevent bullying is to talk about it in the classroom (without naming students), emphasising how it can hurt the bullied people. Another good idea is to talk to your school's counselors, finding out the best way to address the issue as a team.

Close the day

- ◆ Play excerpts of songs and invite "the bands" to take turns pretending that they are playing in a concert. As they do so, encourage the other students to sing along and cheer as if they were the band's fans.

  Practice Book: Assign page 81 as homework.

Objectives of the day:

1. Read and listen to a comic strip about free-time activities.
2. Use nouns ending in *-ing* to describe activities.

Materials: a set of wind chimes; masking tape; sheets of paper (1 per group).

Open the day

- ◆ "Listen to the Chimes" practice.
- ◆ Use the masking tape to make a line on the classroom floor and have students stand on the line. Explain that you are going to call out some activities. If the activity you call out is an indoor activity, students should take a step to the right. If it is an outdoor activity, they should take a step to the left. Some ideas are: *playing video games, flying a kite, roller skating, watching TV, cooking, playing football, drawing, playing the piano and skateboarding.*

Open the book!

1 Listen and follow.

Have students look at the comic strip for thirty seconds and then look away from it. Ask them a few questions, such as: *Where are Hugo and Anna? (in their bedroom/at the park) Who is with them? (Shelly and Pocket) What is Anna doing at the park? (flying a kite) What about Hugo? (roller-skating)* Next, play Track 63 and have students read the comic strip as they listen to it.

2 Write the names of the characters.

Tell students to read the comic strip again and identify who has each opinion. Explain that they should write the name of the character who has each opinion next to it. Advise students to underline the sentences in the comic strip that help them find the answers. If you see fit, do number 1 along with students. Guide them to notice that they know the answer to number 1 is *Shelly* because she says: *This is scary and exciting!* while she is flying a kite.

Answer Key

1. Shelly; 2. Pocket; 3. Anna

◆ Say three things you do that are easy, fun or scary.

Organise students into pairs and have them think of three things they do that are easy, fun or scary. Remind students that they may have different perceptions of the same activity, which is fine and must be respected. When students are done, open the discussion to the whole class, eliciting students' opinions about different activities.

Answer Key

Answers will vary.

Close the day

- ◆ Organise students into small groups and have them plan the perfect day at the park. Tell them to think of the activities they can do, what they need to take, what they want to eat, etc. Distribute the sheets of paper so that students can take notes or draw their ideas. When students are done, invite them to present their perfect days at the park to the class.



Practice Book: Assign page 82 as homework.



Objectives of the day:

1. Learn to use the structure *enjoy + gerund*.
2. Talk about free-time activities students enjoy doing.

Materials: a set of wind chimes; slips of paper (4 per group); small prizes for the winning group (optional); index cards (3 per student).

Open the day

- ◆ "Listen to the Chimes" practice.

Open to Learn

Before the class starts, write the following sentences on slips of paper: *Anna enjoys flying a kite. Hugo enjoys roller-skating. Shelly enjoys flying a kite. Pocket enjoys roller-skating.* Then cut the sentences into pieces and shuffle them. When the class starts, organise students into groups and distribute the sets of shuffled pieces of paper. Have students organise the pieces of paper to form sentences that relate to the comic strip they read in the previous class. If you see fit, you may give small prizes to the members of the group that finishes first (as long as the sentences are correct). When all groups finish forming the sentences, invite volunteers to read them aloud. Guide students to notice that the verbs that come after *enjoy* or *enjoys* should be in the gerund. Provide more examples, saying sentences about activities you enjoy doing, and eliciting some more from students. You may write them on the board for reference.

Open the book!

3 Look, read and complete.

Organise students into pairs and allow them time to complete the sentences according to the comic strip. When they are done, invite volunteers to share their answers and write them on the board. If necessary, draw students' attention to the fact that, in these sentences, we use the pronoun *I*, so we must use *enjoy* to agree with it. On the other hand, in the sentences in the *Open to Learn* activity, we used *enjoys* to agree with the characters' names.

Answer Key

1. flying my kite; 2. I enjoy roller-skating.



Play the Match Game! —————

Explore the pictures with students and invite volunteers to read the model dialogue in the speech bubbles. Then distribute the index cards and tell students to write an activity they enjoy doing on each card. Remind them to use *enjoy + gerund* and not to let anyone see their cards. When students are done, organise them into groups. Explain that they should take turns showing a card to their groups. If the other group members have cards that match the one that has been shown, they can place these cards on the desk. The winner of the game is the student who matches all of his or her cards first. If there is time, reorganise students into new groups and have them play more rounds.

Answer Key

Answers will vary.

Close the day

◆ Play Mime Game:

Organise students into pairs and tell them to take turns miming activities that they enjoy doing. While a student mimes an action, his or her classmate should ask questions, such as: *Do you enjoy (cooking)?* in order to guess the activity. If there is time, you may invite volunteers to mime activities they enjoy doing, so that the whole class can guess what they are.



Practice Book: Assign page 83 as homework.

Objectives of the day:

1. Learn to use frequency expressions to talk about free-time activities.
2. Listen for general and specific information.

Materials: a set of wind chimes; Poster 7 with Cutouts, Poster Activity 7A on page XXVII.

Open the day

- ◆ "Listen to the Chimes" practice.

Language Presentation

Frequency Expressions

In this class, students are going to be required to use frequency expressions to talk about free-time activities. We suggest you do Poster Activity 7A at this stage, so that students feel more confident when doing so.

Open the book!

4 Read, listen and tick (✓) Hugo's free-time activities.

Draw students' attention to the *Free-Time Activity Survey*. If necessary, explain the meaning of the word *survey*. Then read or invite a volunteer to read aloud the items of the survey. Next, tell students that they are going to listen to Anna asking Hugo the questions in the survey, and that they should tick the activities that he does. Play Track 64 and check the activity with the whole class.

Answer Key

play a sport; play an instrument

◆ Tick (✓) your favourite activities.

Draw students' attention to the column that reads *You* and tell them to tick the activities that they do in their free time. Do not check the activity yet.

Answer Key

Answers will vary.

5 Listen again and tick (✓) how often Hugo does his activities. Then tick (✓) how often you do yours.

Invite a volunteer to read aloud the frequency expressions in the survey. Then tell students that they are going to listen to Anna and Hugo again, and that they should tick how often Hugo does his activities. Play Track 64 once more. Check the activity with the whole class. Next, point at the second column of boxes and tell students to tick how often they do the activities they ticked in the previous part of the survey. Do not check the activity yet.

Answer Key

play a sport - twice a week; play a musical instrument - three times a week; Answers will vary.

◆ Compare your surveys.

If you see fit, play Track 64 again and have students pay attention to the questions that Anna asks Hugo. Then elicit the questions and write them on the board: *What free-time activities do you do? Which is your favourite activity? How often do you...?* Next, ask students to stand up and take their books with them. Tell them to walk around the classroom asking each other the questions on the board. Add that each student should talk to at least three different classmates. You may wrap-up the activity by having a quick vote to find out what the most popular activity in the survey is and how often students do it. Finally, remind students to visit the online platform for more practice at home.

Answer Key

Answers will vary.

Close the day

◆ Play Simon Says:

Some suggestions for commands are: *Simon says, play the violin. Roller-skate. Fly a kite. Play a board game. Play the piano. Read a book. Play table tennis. Play the trumpet.*



Practice Book: Assign page 84 as homework.

Objectives of the day:

1. Listen for specific information.
2. Talk about free-time activities.

Materials: a set of wind chimes; Poster 7 with Cutouts, Poster Activity 7B on page XXVIII.

Open the day

- ◆ "Listen to the Chimes" practice.
- ◆ Display Poster 7. Then place some of the cutouts of the children on different spots of the poster together with some cutouts of activities. Next, tell students that you are going to describe a child at a time and that they should guess who you are talking about. Say sentences such as: *She's a girl with brown hair. She's playing the drums.* Follow the same procedure until students have guessed all of the children.

Open the book!**Listening****International Certification: Listening**

In order to prepare students to tackle tasks like the following one, it is a good idea to have them do plenty of activities in which they have to identify people based on descriptions. In addition, advise students to read the names around the picture before listening to the audio and to draw straight lines to match the names with the pictures. This way, their answers will be clearer. Make sure they know that there is one extra name.

1 Listen and match.  

Read the instructions with students and allow them time to read the names and look at the picture in detail. Then play Track 65. Ideally, students should do this activity in silence. When the audio is over, have students compare their answers in pairs and then check the activity with the whole class. If you see fit, play Track 65 again so that students can get any details that they may have missed.

Answer Key

Eva - girl with baseball bat; Sue - girl riding bike; Nick - boy with trumpet; Pat - girl with guitar; Ben - boy with yellow T-shirt playing badminton

Speaking**2 Ask and answer what the people in the picture above are doing.**

Organise students into pairs and have them ask and answer what the people in the picture are doing. If you see fit, model the activity by asking the class: *What is Alice doing? (She's walking her dog.)* After listening to students' answers, write the dialogue on the board for reference. When students are done, invite pairs of volunteers to ask and answer the question for the whole class to hear.

Answer Key

1. Eva is playing baseball.; **2.** Sue is riding her bike.; **3.** Nick is running to the bus. He is going to his music class.; **4.** Pat is playing the guitar.; **5.** Alice is walking her dog.; Ben is playing badminton.

3 Point, ask and answer questions about how often you do these activities.

If you see fit, organise students into new pairs. Invite a volunteer to read the questions. Then tell students to discuss the questions and also ask each other how often they do the activities in the picture. Model by pointing at Ben and asking the class: *How often do you play badminton?* It may be a good idea to teach the expression *I never (play badminton)*, since it can be useful for students. When they are done, invite volunteers to ask and answer questions for the whole class to hear.

Answer Key

Answers will vary.

Close the day

- ◆ Poster and Activity 7B.

We suggest you do this activity to practise the use of frequency expressions.

Objectives of the day:

1. Learn some strategies to control anger.
2. Make a Fire Dragon.

Materials: a set of wind chimes; toilet paper rolls (1 per student); green or red construction paper (1/2 a sheet per student); medium pompoms (2 per student); small pompoms (2 per student); medium googly eyes (2 per student); long strips of red, yellow and orange tissue paper (6 per student); scissors (1 pair per student); glue sticks (students can share). You may ask students to collect the toilet paper rolls before the class and bring them in.

Open the day

- ◆ "Listen to the Chimes" practice.



Elicit from students the title of this unit's reader. (*Happy Birthday, Alice!*) Then have them open their readers to pages 30 and 31 and explore the pictures on these pages. Guide students to notice that Alice probably does not like the present she gets from her grandpa and that she does not enjoy playing baseball. Next, play the excerpt of Track R4 that corresponds to those pages and have students read the story as they listen to it. When the audio is over, ask students how they feel when they get a present they do not like or have to do something they do not enjoy. After listening to students' answers, ask them what they do when they feel angry or frustrated. Finally, tell them that they are going to learn a strategy to deal with anger and frustration in this class.

Open the book!

Mindful Emotions

1 Look, read and circle how the people feel.

Explore the pictures with students and invite volunteers to read what the children are saying. Then elicit from the class how the children in the pictures are feeling. Encourage students to circle the correct option. Next, ask students if they get angry when situations like that happen and in what other situations they feel angry. Remind them that they are going to learn a strategy to control their anger in this class.

Answer Key

angry

2 Listen and number.

Draw students' attention to the first picture on the left, and ask them to describe it. Guide them to notice that the picture shows a dragon made of a toilet paper roll, and that the dragon is breathing out fire. Say that this is how we feel when we are angry. Next, tell students that they are going to listen to a teacher explaining how to make a Fire Dragon. Tell them to listen and number the pictures in the correct order. Play Track 66 twice. Then check the activity with the whole class.

Answer Key

Left to right, top to bottom: 5, 3, 2, 4, 1

◆ Follow the steps and make your own Fire Dragon.

Tell students that they are going to make their own Fire Dragons. Distribute the materials and have them follow the steps.

Answer Key

Answers will vary.

Close the day

- ◆ When students are done making their Fire Dragons, invite them to use their creations. Have students sit in a circle on the floor. Then encourage them to close their eyes. Describe a situation that would make a child angry, for instance: *Your family and you travel to the beach. You are ready to go out, but then it starts to rain!* Tell students to imagine how they would feel in this situation. Then tell them to breathe in deeply, place their Fire Dragons on their mouth and breathe out through their mouth. You may go on describing situations or invite volunteers to do so. Wrap-up by encouraging students to imagine they have their Fire Dragons with them and breathe in and out deeply the next time they feel angry.



Objectives of the day:

1. Learn to decode the sound /aɪ/ followed by a consonant and the letter e.
2. Identify and practise pronouncing words with the learned sound.

Materials: a set of wind chimes; sheets of paper (1 per student).

Open the day

- ◆ "Listen to the Chimes" practice.
- ◆ **Play Break the Code:**

Organise students into pairs and write the following encoded sentence on the board. Add the key, so that students can break the code and find out the sentence.

✈️ 🌸 ✈️ * ♥️ ✨ 🌟 ★ ✈️ * ♥️

| | | | | | | |
|---|----|----|---|---|---|---|
| ★ | ♥️ | ✈️ | * | 🌸 | 🌟 | 🌟 |
| B | E | I | K | L | M | Y |

Answer: I like my bike.

Once students have broken the code, ask them what sound is repeated three times in the sentence. (the sound /aɪ/) Then tell them that they are going to practise this sound in this class.

Open the book!

1 Read and number the pictures.

Explore the pictures with students, introducing any necessary words, such as *mice* and *dice*. Then tell students to read the sentences and number the pictures according to the sentences. When they are done, check the activity with the whole class.

Answer Key

Left to right, top to bottom: 3, 2, 1, 4

◆ **Listen and underline the words that have got the same vowel sound.** 🎧

Elicit from students the sound that they are practising in this class. (/aɪ/) Then tell them to read the sentences again and try to predict which words have this sound. Next, play Track 67 so that students can check their predictions. When the audio is over, invite volunteers to say which words they underlined. After that, play Track 67 once more and have students repeat the sentences.

Answer Key

1. like, white, kite;
2. nine, mice, mine;
3. mice, bike, Mike;
4. time, dice

2 Look, read and complete the chant.

If you see fit, organise students into pairs for this activity. Draw their attention to the pictures and have them describe what they see. Then tell students to read the chant and try to predict the missing words. You may tell them that some words are repeated in the chant. Add that they should use the pictures for help. Do not check the activity yet.

Answer Key

1. kite;
2. mice;
3. rice;
4. Mike;
5. mice;
6. Mike

◆ **Listen and sing.** 🎧 📱

Play Track 68 so that students can check their predictions to the previous activity. When the audio is over, invite volunteers to share their answers with the class. Next, play Track 68 again and encourage students to sing and dance to the chant. Finally, remind students to visit the online platform for more practice at home.

Close the day

- ◆ Distribute the sheets of paper. Ask students to think of a sentence that has at least two words with the sound /aɪ/. Then tell them to write their sentences at the top or at the bottom of the sheet of paper. Next, encourage students to make a drawing to illustrate their sentence. If there is time, have students present their sentences and drawings to their classmates. You may also decorate the classroom walls with students' creations if possible.

Objectives of the day:

1. Practise the following reading strategies:
 - Extract information from an interview.
 - Read for specific information.

Materials: a set of wind chimes; Exercise Flashcards, Flashcard Activity 7B on page XIX.

Open the day

- ◆ “Listen to the Chimes” practice.
- ◆ Invite a volunteer to come up to the front of the class. Sit on a chair and ask the volunteer to sit on a chair in front of you. Then ask the volunteer a few questions, such as: *How old are you? Have you got a pet? Have you got any hobbies? Do you do any sports? What else do you enjoy doing in your free time?* Next, thank the volunteer and ask him or her to go back to his or her place. After that, ask the class what happened. Guide students to notice that you carried out an interview with the volunteer. Then say that sometimes, journalists transform an interview into a text, so that it can be published in a newspaper or magazine. Finally, tell students that they are going to read an interview that was written down.

Open the book!

Reading

Reading Strategy

Making Predictions

Whenever possible, students should be encouraged to explore the pictures, title and layout of a text before reading it. This way, their previous knowledge will be activated and students will probably engage in a more active reading than if they did not follow this procedure.

1 Read and complete.

Organise students into pairs. Have them cover the interview and look only at the picture, the title and the introduction to it. Then write the following questions on the board: *What is the girl's name? What is her hobby? What questions do you think the interviewer asks her?* Allow students time to discuss the questions and advise them to make notes of their answers and predictions in their notebook. When students are done, elicit their ideas. Then tell them to uncover the interview and read it. Next, encourage the pairs to go back to their notes and check if the questions they predicted were asked in the interview. After that, draw students' attention to the sentences below the interview. Tell them to read the interview again and complete the sentences accordingly. Finally, invite volunteers to share their answers with the class.

Answer Key

1. from Canada; 2. dancing; 3. morning; 4. Ocean; 5. mum and dad

Close the day

- ◆ Flashcard Activity 7B.

We suggest you use this activity to review vocabulary related to physical exercise.

Objectives of the day:

1. Practise the following reading strategies:
 - Extract information from an interview.
 - Read for specific information.

Materials: a set of wind chimes; small prizes for the winning group (optional).

Open the day

- ◆ "Listen to the Chimes" practice.
- ◆ Have a quiz in order to remind students of the interview that they read in the previous class. Organise students into groups and ask them questions about the interview. For each question, allow the groups time to discuss and then elicit the answers. Write them on the board. When the questions are over, reveal the answers and grant the groups a point for each correct answer. If you see fit, give small prizes to the members of the winning group. Suggestions of questions are: *How old is Josie? (eight) Where is she from? (Canada) When does she practise roller skating? (in the afternoon) What are her other hobbies? (surfing and dancing) What is her favourite food? (chicken and salad) What is her pet's name? (Ocean) When does she meet her friends? (at the weekends)*

Open the book!**2 Read and number with the correct answers.**

Organise students into pairs and say that they are going to read the end of the interview with Josie. Draw their attention to the questions and the answers. Explain that some of the answers are not in the correct order. Add that students should write the number of each answer in the box next to the question that corresponds to it. Allow students time to do the activity. When they are done, invite volunteers to share their answers with the class.

Answer Key

1. Do your mum and dad help you?; **2.** How many hours a day do you roller-skate?; **3.** Do you finish your school work?

3 Answer the questions. 

Still in pairs, tell students to discuss the questions. Encourage them to go back to the interview to find the answers. When students are done, elicit the answers from the class. (*1. Because it's exciting and fun. 2. It's important to be positive.*) Next, write on the board: *What's your hobby? Why do you like it? What's important about it for you?* Have students discuss the questions. When they are done, open the discussion to the whole class. Finally, remind students to visit the online platform for more practice at home.

Answer Key

1. Because it's exciting and fun.; **2.** It's important to be positive because sometimes it's not easy.

Close the day**Reader**

Elicit from students what they remember from the story *Happy Birthday, Alice!* (*Alice is eight years old. She gets a baseball bat as a present from her grandpa, but she does not like it. She does not want to play baseball, but her grandpa insists.*) Next, explore the pictures on page 32 with students and then play the excerpt of Track R4 that corresponds to it. Follow the same procedure with page 33. Finally, ask students how they think the story ends.



PB Practice Book: Assign page 85 as homework.

Objectives of the day:

1. Practise the following writing skills:
 - Choose words from a list to complete a text.
 - Write sentences based on pictures.

Materials: a set of wind chimes; sheets of paper (1 per student).

Open the day

- ◆ "Listen to the Chimes" practice.
- ◆ **Play Hangman:**

Use the following expressions: *dancing, listening to music, playing the guitar and skateboarding*. When students find out all of the expressions, ask them what they have in common. (*they are all free-time activities*) Then tell students that they are going to read a text about a boy who enjoys doing these activities.

Open the book!**Writing****1 Look, read and complete.**

Draw students' attention to the words in the pink box and say that they should use them to complete the text about Kyle. Add that students should use all of the words and not repeat any. Allow them time to do the activity. When students are done, have them compare their answers in pairs. After that, invite volunteers to read the complete sentences aloud. You may ask students if they enjoy skateboarding and how often they do it.

Answer Key

1. years; 2. sport; 3. enjoys; 4. fun; 5. dancing

◆ Look and write the end of the article. Choose one idea.

Explore the pictures with students. Then read the beginning of the sentence aloud. Explain that each student should choose one of the ideas in the pictures and write about what Kyle does at the weekends. Encourage students to expand on the topic. For instance, they can mention when Kyle does an activity, who he does it with, why he likes it, etc. When students are done, organise them into groups and have them read their sentences to their classmates. If there is time, invite a few volunteers to read their sentences to the class.

Answer Key

Answers will vary.

Close the day

- ◆ Distribute the sheets of paper. Tell students to write *At the weekends, I...* at the top of the sheet of paper. Next, tell them to make a drawing that illustrates what they do on weekends under the sentence. When students are done, have them walk around the classroom showing their drawings to their classmates. Explain that students should guess what their classmates do at the weekends based on their drawings. Encourage them to ask questions such as: *Do you (ride your bike) on weekends?*

Objectives of the day:

1. Practise the following writing skills:
 - Answer a questionnaire.
 - Write an article based on an interview.

Materials: a set of wind chimes.

Open the day

- ◆ "Listen to the Chimes" practice.
- ◆ Have students stand up. Explain that you are going to say some sentences about Kyle (*the boy from the interview students read in the previous class*). If a sentence is true, students should remain standing. If it is false, they should squat. Some ideas for sentences are: *Kyle is eight years old. (false) His favourite sport is skateboarding. (true) Kyle enjoys playing the piano. (false) He enjoys listening to music. (true) Kyle doesn't like dancing. (false) His favourite food is pasta. (false)*

Open the book!**2 Complete and answer the questions.**

Draw students' attention to the questionnaire. If you see fit, invite volunteers to read the questions aloud. Then tell students to complete the questionnaire with information about themselves. Do not check the activity yet.

Answer Key

Answers will vary.

3 Use the same questions to interview a classmate.

Organise students into pairs and invite two volunteers to read the model dialogue in the speech bubbles. Then have students interview each other. Encourage them to pretend that they are in a real TV show, using an object as a microphone. Tell students to take notes of their classmates' answers in their notebooks.

Answer Key

Answers will vary.

◆ Write an article about your classmate.

Tell students to write an article about the classmate they interviewed. Advise them to use the article about Kyle, on page 114, as a model. When students are done, you may organise them into different pairs and have them read their articles to each other.

Answer Key

Answers will vary.

Writing Strategy**Using a Model**

In order to be able to write a text based on a model, students should be taught to identify which parts of the model they can use as a "frame," and which ones they should substitute with information they have. For instance, you may write on the board the beginning of the article about Kyle: *Kyle Scarlatti is nine years old and his favourite sport is skateboarding.* Then you may elicit from a volunteer how he or she would change the sentence to write about the classmate he or she interviewed. The result should be something like: *Jenny is seven years old. Her favourite sport is swimming.*

Close the day

- ◆ Collect the books of a few volunteers. Tell students that you are going to read a few articles aloud, but that you will not say the name of the interviewed person. The other students should try to guess who the interviewed classmate is.



Practice Book: Assign page 86 as homework.

Objectives of the day:

1. Practise the following listening skill:
 - Listen for specific information.

Materials: Practice Book (pages 102 and 103); a set of wind chimes; Poster 7 with Cutouts.

Open the day

- ◆ "Listen to the Chimes" practice.
- ◆ Display Poster 7 and place the cutouts of the children, the activities and the frequency expressions at random on it. Elicit sentences from students. Alternatively, invite volunteers and say sentences so that they can pick the corresponding cutouts and place them on the poster.

Open the book!

Listening

1 Read, listen and write **N** (Nick) or **T** (Tina).

Explore the pictures with students, asking them what the children are doing in each one. Then explain that they are going to listen to an interview with Tina and Nick. Tell students to read the questions and try to predict the answers. Next, play Track 69 twice. When the audio is over, have students compare their answers in pairs. Then check the activity with the whole class.

Answer Key

1. N; 2. N; 3. T; 4. T; 5. N; 6. T

◆ Choose a person and circle the correct options in the profile.

Explain to students that they should choose one of the children (*Nick or Tina*) and circle the correct options in the profile according to the information they got in the previous activity. Remind them to circle the correct pronoun (*He or She*) accordingly. When students are done, organise them into pairs. They should work with a classmate who chose the same child. Have the pairs compare their answers. Then invite volunteers to read the profiles aloud.

Answer Key

Answers will vary.

◆ Ask and answer about Tina and Nick.

Organise students into new pairs. This time, students who chose Nick should work with classmates who chose Tina. Invite a volunteer to read the model questions in the speech bubbles aloud. Then elicit from students what questions they should ask their classmates. Write them on the board: *What does Tina/Nick do in her/his free time? How often does she/he practise? Where does she/he practise? When does she/he practise?* Leave the questions on the board for reference. When students are done, invite volunteers to ask and answer questions for the whole class to hear. Finally, remind students to visit the online platform for more practice at home.

Answer Key

Answers will vary.

Close the day



Ask students what they remember from *Happy Birthday, Alice!* (*Alice is eight years old. She gets a baseball bat as a present from her grandpa, but she does not like it. She does not want to play baseball, but her grandpa insists. Alice tries to hit the baseball, but fails many times. After one hour, Alice finally hits the ball. A boy catches the ball and says "Good hit!"*) Next, explore the picture on page 34 with students. Then play the excerpt of Track R4 that corresponds to this page and have students read along. Follow the same procedure with page 35. When the story is over, ask students if it ended in the way they expected. Ask students what we can learn from this story. After listening to their ideas, guide them to realise that sometimes we need to try new things. We may find out that we enjoy and are good at things that we did not imagine. Finally, have students do the activities on pages 102 and 103 of the Practice Book.



Practice Book: Assign page 87 as homework.

Objectives of the day:

1. Practise the following speaking strategies:
 - Describe what people are doing in pictures.
 - Talk about activities students enjoy doing.

Materials: a set of wind chimes; Practice Book (pages 89 and 90).

Open the day

- ◆ "Listen to the Chimes" practice.
- ◆ **Play Guessing Game:**

Invite a volunteer and whisper a free-time activity to him or her. Tell the volunteer to make a drawing on the board so that the class can guess what the activity is. Follow the same procedure with other volunteers and activities.

Open the book!**Speaking****Speaking Strategy****Developing Conversational Skills**

The final activity in this section is an excellent opportunity for students to practise conversational skills instead of asking each other isolated questions in a mechanical way. Encourage students to express interest in what their classmates say and to respond with expressions such as *Me too!* or pertinent information about themselves.

1 Point and describe the pictures.

Organise students into pairs. Tell them to take turns pointing at the pictures and saying what the children are doing in each one. When students are done, invite volunteers to describe the pictures to the class. (*Left to right: The boy is playing the trumpet. The girl is playing the guitar. The children are flying a kite. The boy is playing table tennis. The boys are playing football. The children are playing volleyball. The children are playing baseball. The girl is playing the recorder. The girl and the boy are playing the piano.*)

Answer Key

Answers will vary.

2 Look and tick (✓) the things you enjoy doing.

Tell students to tick the things in Activity 1 that they enjoy doing. Do not check the activity yet.

Answer Key

Answers will vary.

◆ **Find a classmate who likes the same activities you do.**

Invite two volunteers to read the model dialogue in the speech bubbles. Then have students stand up taking their books. Explain that they should walk around the classroom asking their classmates about the activities they enjoy doing. When a classmate mentions an activity that the student who asked the question also enjoys doing, he or she can proceed to ask the other questions. Keep the activity going until students have spoken to at least three different classmates. Next, invite volunteers to share with the class what they have found out during the activity. They can say sentences such as: *I enjoy playing table tennis and Theo enjoys it, too. He plays once a week.*

Answer Key

Answers will vary.

Close the day**Go to video "Loggerhead Turtles."**

This is the final moment to watch the video about this level's vulnerable species (*the loggerhead turtles*). Invite students to watch the video alone or watch it as a class. Then they can do the "After Watching" online activities. This may also be a good time for students to present their projects.



Practice Book: Assign page 88 as homework.

Time to Practise

You have now finished the first part of the Topic "My Free Time." This is a good moment to practise some skills using the international certifications' format. On pages 89 and 90 of the Practice Book, there are activities that develop students' Reading, Writing and Listening skills. For the activity on page 89, remind students that they should fill in each blank with one word only. This means that they should identify the keyword of each answer. For instance, if the answer is *the girl*, they should write only *girl*. For the activity on page 90, remind students that not all of the elements in the picture should be coloured. Advise them to check their answers when the audio is repeated.

Unit 8 Let's Go Swimming!

Objective of the day:

1. Learn vocabulary related to swimming.
2. Describe objects' colours.

Materials: a set of wind chimes; *Swimming* Flashcards, Flashcard Activity 8A on page XIX; a song; sheets of paper (1 per student).

Open the day

- ◆ "Listen to the Chimes" practice.
- ◆ Flashcard Activity 8A.

We suggest you use this activity to present vocabulary related to swimming.

Open the book!

1 Listen and stick.

Explore the big picture with students, asking them to describe what they can see. Make sure to explore both parts of the picture, on pages 118 and 119. Then ask students what they believe is missing in each space. After listening to their ideas, tell them to fetch the stickers on page 151 of the Student's Book. Next, tell students to look at the stickers and predict where to place each one, but advise them not to place the stickers yet. After that, play Track 70 twice if you see fit. When the audio is over, elicit from students where they should place each sticker.

Answer Key

Students paste the towel, the swimming cap, the goggles, the boat and the arm bands stickers on the corresponding places.

◆ Look and match.

Draw students' attention to the columns of words and tell them to match the colours with the objects. When students are done, have them compare their answers in pairs. Then check the activity with the whole class. Work on the repetition of the combination of colours and objects.

Answer Key

1. towel; 2. slide; 3. goggles; 4. swimsuit; 5. swimming cap; 6. boat; 7. armbands; 8. diving board

2 Suggest places to go.

Invite two volunteers to read the model dialogue in the speech bubbles. If you see fit, play Track 70 once more and ask students to pay attention to the suggestions the children make. (*Let's go in the pool! Let's go down the slide! Let's go on the diving board! Let's go to the kids' pool!*) Write these sentences on the board for reference. Then elicit from students how they could reply to these suggestions. Some ideas are: *Good idea! I don't like (slides). Let's go! The (diving board) is scary. I can't swim.* You may write these on the board as well for reference. Next, play a song and have students walk around the classroom. You may encourage them to pretend they are swimming as they do so. When you pause the song, have students make a suggestion to the classmate standing the closest to them. Follow the same procedure some more times.

Answer Key

Answers will vary.

Close the day

- ◆ Distribute the sheets of paper and tell students that they are going to do a picture dictation. Some ideas for commands are: *Draw a green slide. Draw orange goggles. Draw a red swimming cap. Draw blue armbands. Draw a yellow swimsuit. Draw a purple towel. Draw a grey diving board.* When the dictation is over, have students compare their drawings in pairs or small groups. You may decorate the classroom walls with their drawings if permitted.



Practice Book: Assign page 91 as homework.

Objective of the day:

1. Review vocabulary related to swimming.

Materials: a set of wind chimes; *Swimming* Flashcards, Flashcard Activity 8B on page XIX.

Open the day

- ◆ "Listen to the Chimes" practice.
- ◆ Flashcard Activity 8B.

We suggest you use this activity to review vocabulary related to swimming.

Open the book!**3 Read, listen and point.** 

Before students open their books, you may play a quick memory game about the picture on pages 118 and 119 with them. Say some sentences about the picture and tell students to stand up if a sentence is true or to remain seated if it is false. Some ideas are: *The slide is yellow. (true) The diving board is green. (false) The boy's goggles are blue. (false) The boy's boat is red. (true) The boy's armbands are purple. (true) The girl's towel is pink. (false) The girl's swimming cap is black. (true)* After that, have students open the book and look at the picture again. Then explain that they are going to listen to a song and that they should point at the people as they are mentioned. When the song is over, elicit from students the people they pointed at. (1. the woman swimming with a green and blue swimsuit; 2. the man about to jump from the diving board; 3. the girl on the slide; 4. the man on the float; 5. the boy splashing in the kids' pool)

4 Sing and act out the song. 

Play Track 71 a few more times and encourage students to sing along. Have them create a choreography as they sing, acting out the activities that are mentioned in the song. Finally, remind students to visit the online platform for more practice at home.

Close the day◆ **Play Mime Game:**

Invite volunteers to take turns miming actions such as swimming, diving, floating, jumping, splashing and sliding, so that the class can guess what they are doing. Every time students guess an action, ask them questions such as: *Do you like (diving)? Do you think (splashing) is fun?*

Go to video "The Dive Team."   

Now is a good time to work with this unit's video. We suggest you go to the Lesson Plan for this video and do the activities from the "Before Watching" section with students. Once they understand the concept of the video, play it or invite them to watch it at home with their families. If appropriate, invite students to do the "While Watching" activities suggested in the Lesson Plan.



 Practice Book: Assign page 92 as homework.

Objective of the day:

1. Read and listen to a comic strip about things people do when they are bored.
2. Learn to use object pronouns.

Materials: a set of wind chimes; index cards (1 per student); slips of paper with the subject pronouns written on them; a paper bag; small prizes (optional).

Open the day

- ◆ "Listen to the Chimes" practice.
- ◆ **Play Hangman:**

Use the sentence *I'm bored!* When students guess the sentence, hold a quick discussion about boredom. Ask students when they usually feel bored and what they do when this happens.

Open the book!

1 Listen and follow.

Explore the pictures in the comic strip with students, asking them questions such as: *What is Anna doing? (reading a book) What is Hugo doing? (playing a computer game) Where are Shelly and Pocket in Scene 4? (on the beach) Where do you think they are going? After listening to students' ideas, play Track 72, so that they can read along the comic strip as they listen to it. When the audio is over, ask students how they feel about Shelly and Pocket going home. If necessary, help them realise that Shelly and Pocket are wild animals and should live in their natural habitat, the ocean.*

Open to Learn

Write on the board: *Hugo is in the kitchen. Why don't you ask him? / Shelly is in the garden. Ask her. / Do you want to go swimming with me?* Draw students' attention to the underlined pronouns (*him, her and me*) and elicit whom they refer to. (*him – Hugo, her – Shelly, me – Shelly*) If you see fit, explain that these pronouns are called *object pronouns* because they refer to the objects, and not to the subjects, of an action. Provide examples of sentences with *you, it, us* and *them*. Leave the sentences on the board for reference.

2 Read and write names.

Organise students into pairs for this activity. Then explain that they should read the sentences and decide whom the pronouns in bold refer to. Add that they should choose from the names in the pink box. Allow students time to discuss and do the activity. When they are done, check the activity with the whole class.

Answer Key

1. Shelley; 2. Hugo; 3. Shelly; 4. Pocket and Shelly; 5. Hugo and Anna

◆ Point, ask and answer.

Point at the three pictures and ask students what the characters are doing in each one. Then invite two volunteers to read the model dialogue in the speech bubbles. Next, elicit from students the questions they should ask about the first and the third pictures. (*Do you want to swim with him? Do you want to sing with her?*) Write the questions on the board for reference. Then have students walk around the classroom, pointing at the pictures and asking their classmates questions. After some time, invite volunteers to ask and answer questions for the whole class to hear.

Answer Key

Answers will vary.

Close the day

◆ Play Bingo:

Elicit the object pronouns and write them on the board. After that, distribute the index cards and tell students to draw a 3x3 grid on them. Next, tell students to write the object pronouns in the grid in pencil. Advise them to place the pronouns at random in the grid and to repeat two of them in order to fill in the whole grid. Next, explain that you are going to call out one subject pronoun at a time, and that students should circle the object pronoun that matches it in the grid. The objective of the game is to circle three object pronouns in a row. After a student circles three object pronouns in a row, you can continue with the game to see who can complete the whole grid first. If there is time, you may have students erase the object pronouns and reposition them in different places. If you see fit, give small prizes to students who win the rounds.



Practice Book: Assign page 93 as homework.



Objective of the day:

1. Talk about objects that people have and what they are for.

Materials: a set of wind chimes; small squares of construction paper (12 per pair).

Open the day

- ◆ "Listen to the Chimes" practice.
- ◆ Write in a column on one side of the board: *Anna, Hugo, Pocket* and *Shelly*. On the other side of the board, write: *is bored. / is reading a book. / is playing a computer game. / is in the garden*. Then invite volunteers to come to the board and match the sentence parts according to the comic strip they read in the previous class. (*Anna is reading a book. Hugo is playing a computer game. Pocket is bored. Shelly is in the garden.*) After that, elicit what else students remember about the comic strip.

Open the book!

Open to Learn

Draw students' attention to Scene 1 of the comic strip, in which Anna says *I have got a good book to read*, and to Scene 2, where Hugo says *I have got a new game to play*. Write these sentences on the board for reference. Then tell students that we sometimes use this kind of sentence to talk about objects that we have and what they are for. Next, show students a pencil and elicit what you could say about it. (*I have got a pencil to write.*) Write the sentence on the board as well. You can follow the same procedure with other objects.

3 Read again and complete.

If you see fit, organise students into pairs so that they can help each other. Point at the sentences and tell students to complete them according to the comic strip. When students are done, check the activity with the class.

Answer Key

1. a good book; 2. a new game

◆ **Look, read and write.**

Draw students' attention to the pictures of the children and the speech bubbles. Explain that they should write sentences about what the children have. If you think it is necessary, elicit the first sentence from students and write it on the board. When students are done, invite volunteers to write the (other) sentences on the board.

Answer Key

1. I have got a pizza to eat.; 2. I have got a T-shirt to wear.; 3. I have got water to drink.



Play a Memory Game! _____

Organise students into (new) pairs and invite two volunteers to read the model dialogue in the speech bubbles. Then distribute the squares of construction paper and tell students to use them to make memory cards. If there is time, you may distribute sheets of construction paper and have the pairs divide them into twelve squares and cut out the cards instead. Next, tell the pairs to think of six objects and write each of them onto two cards. When students are done, tell them to shuffle the cards and place them onto a desk face down. Explain that students should take turns picking a card and saying sentences such as: *I have got a violin to play*. If a student picks two cards with the same object, it is a match, and he or she can keep them. The winner of the game is the student who collects more matching cards.

Answer Key

Answers will vary.

Close the day

- ◆ Collect the sets of memory games and redistribute them among the pairs. Have students play more rounds of *Memory Game* using their classmates' sets.



Practice Book: Assign page 94 as homework.

Objective of the day:

1. Learn the use of *must* and *mustn't* to talk about rules.

Materials: a set of wind chimes; Poster 8 with Cutouts, Poster Activity 8A on page XXIX; sheets of poster paper (1 per group).

Open the day

- ◆ "Listen to the Chimes" practice.

Language Presentation

Must and *Mustn't*

In this class, students are going to be required to use *must* and *mustn't* to talk about rules. We suggest you do Poster Activity 8A at this stage so that they feel more comfortable when doing so.

Open the book!

4 Listen and number.

Draw students' attention to the *Pool Rules* poster. Explore the pictures with them and invite volunteers to read the rules. Next, tell students that they are going to listen to a lifeguard talking to two children about the pool rules. Explain that they should number the rules in the order in which they are mentioned. Play Track 73. When the audio is over, have students compare their answers in pairs. Then check the activity with the whole class.

Answer Key

Left to right, top to bottom: 1, 3, 2, 6, 5, 4

◆ Read and complete

Tell students to read the sentences and complete them with *must* or *mustn't* according to the pool rules. When they are done, play Track 73 once more for them to check their answers. After that, invite volunteers to read the complete sentences aloud.

Answer Key

1. *must*; 2. *must*; 3. *mustn't*; 4. *mustn't*; 5. *mustn't*; 6. *must*

5 Write three rules for your school playground.

Brainstorm with students rules that they must follow in their school playground. Then organise students into pairs and tell them to write three playground rules using *must* or *mustn't*. When students are done, have the pairs read their rules aloud. Write them on the board for reference.

Answer Key

Answers will vary.

◆ Vote on the three best rules.

Have students look at the rules on the board and hold a vote for the three most important ones. You can do it by reading one rule at a time and having students raise their hands if they consider it to be one of the most important. Draw tally marks next to the rules according to students' votes. Then count the tally marks to find out the three most important rules.

Finally, remind students to visit the online platform for more practice at home.

Answer Key

Answers will vary.

Open Day Tip Telling Stories

Having students tell and act out stories is a useful strategy to encourage them to develop their speaking skills. Moreover, it engages students in the class and gets them gradually more confident about their own skills.

Close the day

- ◆ Organise students into groups and have them make posters with the three most important rules for the school playground. Encourage them to write the rules in big letters and illustrate their poster, making it visually attractive. If possible, display the posters in the school playground when they are ready.



 Practice Book: Assign page 95 as homework.

Objective of the day:

1. Learn to decode the sound /u:/ followed by a consonant and the letter e.
2. Identify and practise pronouncing words with the learned sound.

Materials: a set of wind chimes; a soft ball (optional); sheets of paper (1 per student).

Open the day

- ◆ "Listen to the Chimes" practice.
- ◆ Write the following scrambled words on the board: *cute, tube, duke and flute*. Then organize students into pairs and have them unscramble the words. When students are done, invite volunteers to write the words on the board. Clarify their meaning if necessary. After that, work on their pronunciation with students. Ask them what sound all of the words have in common. (/u:/) Finally, tell students that they are going to practise this sound in this class.

Open the book!

1 Listen and match the words with their meanings. 

Still in pairs, tell students to read the words and match them with their meanings. When students are done, play Track 74 so that they can check their answers. Check the activity with the whole class.

Answer Key

1. nice; 2. a person with a title; 3. very big; 4. an animal like a donkey; 5. say no; 6. the sound of a piece of music

◆ **Listen and say.** 

Play Track 75 once or twice so that students can listen and repeat the words. If you see fit, hold a chain repetition of the words by having students stand in a circle. Start by saying *cute* and throwing the soft ball to a student at random. This student should say the following word, *duke*, and throw the ball to a classmate. Keep the game going until all students have participated at least once.

2 Listen, read and complete. 

Explore the pictures with students, eliciting what is happening in each one. Then say that the pictures are telling a story called *The Duke and His Flute!* Point at the sentences under the pictures and tell students to read and predict how they could complete each one. After that, play Track 76, so that students can listen and check their predictions. Invite volunteers to read the complete sentences and write the answers on the board.

Answer Key

1. uge; 2. ute; 3. une; 4. uke

◆ **Read the story aloud.** 

Organize students into groups and have them take turns reading the parts of the story aloud. Encourage them to use intonation, gestures and body language to make their narration more interesting. If there is time, you may organise students into new groups and have them read the story again. When they are done, invite volunteers to read the story aloud for the whole class to hear. Finally, remind students to visit the online platform for more practice at home.

Close the day

- ◆ Distribute the sheets of paper and assign the words from Activity 1 at random to students. Tell each student to make a drawing to illustrate his or her word, and then to write the word below it. If possible, decorate the classroom walls with students' creations.

Objective of the day:

1. Extract information from pictures.
2. Comprehend text at sentence level.
3. Review vocabulary related to swimming.

Materials: a set of wind chimes; *Swimming Flashcards*.

Open the day

- ◆ "Listen to the Chimes" practice.
- ◆ Explain to students that you are going to show them the *Swimming Flashcards* one by one, and that you are going to say a sentence. If the sentence is correct, students should show their thumbs up. If it is incorrect, they should show their thumbs down. Show the flashcards and say sentences such as: *This is (a slide).* and *These are (armbands).* In case a sentence is incorrect, ask students: *What is this?* or *What are these?*

Open the book!

Reading and Writing

International Certification: Reading and Writing

In order to tackle the following task, remind students to look carefully at each picture and to read each sentence carefully as well. Advise them to make clear marks in the boxes. If a symbol looks ambiguous, that item may be considered incorrect.

1 Look and read. Put a tick (✓) or a cross (X) in the box. There are two examples.

Read the instructions with students and allow them time to do the activity. Ideally, they should do it in silence. When the time is up, have students compare their answers in pairs. Then check the activity with the whole class. Elicit from students how they can correct the wrong sentences. (0. This is a boat. 3. This is a diving board. 5. This is a swimming cap.)

Answer Key

1. ✓; 2. ✓; 3. X; 4. ✓; 5. X

2 Draw two pictures and write true or false sentences.

Draw students' attention to the boxes and tell them to draw one object in the first one and a pair of objects in the second one. Advise students to draw objects that they know how to name in English. When students are done, point at the incomplete sentences below the boxes. Tell them to complete the sentences using either the names of the objects they drew or the names of different objects. Add that they can use the sentences in Activity 1 as models. When students are done, have them take turns showing their drawings and sentences to classmates. Students should look at their classmates' drawings and say whether their sentences are correct or incorrect.

Answer Key

Answers will vary.

Close the day

◆ Play Memory Game:

Display the *Swimming Flashcards* and have students look at them for thirty seconds. Then tell them to look away from the flashcards. Change the order of the flashcards and have students look at them again. Elicit what has changed. Follow the same procedure for some more rounds, changing the order of the flashcards or removing some of them. You may also invite volunteers to do it.



Practice Book: Assign page 96 as homework.

Objective of the day:

1. Extract information from pictures.
2. Complete sentences using one word.
3. Review vocabulary related to swimming.

Materials: a set of wind chimes; Poster 8 with Cutouts, Poster Activity 8B on page XXIX; small prizes for the winning group (optional).

Open the day

- ◆ Listen to the Chimes" practice.
- ◆ Organise students into groups and display Poster 8 without the cutouts. Hold a quiz about the poster. Have the groups form lines and stand a little away from where you are. Ask a question and say *Go!* The first students in each line should run to you. The first student to reach you has the right to answer the question. Grant a point to the groups for every correct answer. You may give small prizes to the winning group if you see fit. Make sure to ask different kinds of questions, such as: *How many boys are there? (two) What colour is the woman's hat? (blue) Where is the yellow duck? (in the swimming pool) Who is looking at the flowers? (the girl)*

Open the book!**3 Look at the pictures and read the questions. Write one-word answers.** 

Read the instructions with students and allow them time to do the activity. Ideally, they should do it in silence. When the time is up, have students compare their answers in pairs. Then invite volunteers to write the answers on the board.

Answer Key

1. diving; 2. pool; 3. girl; 4. rules; 5. three

◆ Write two more questions for a classmate to answer. 

Tell students to write two more questions about the pictures in their notebooks. Encourage them to think of questions that could be answered with one word. When students are done, organise them into pairs, and have them exchange notebooks and answer their classmates' questions. If there is time, organise students into different pairs to answer other classmates' questions. Finally, remind students to visit the online platform for more practice at home.

Answer Key

Answers will vary.

Close the day

- ◆ Poster Activity 8B.

We suggest you do this activity to review the use of *must* and *mustn't* to talk about rules.



Practice Book: Assign page 97 as homework.

Objective of the day:

1. Learn about different musical instruments.
2. Read for general and specific information.

Materials: a set of wind chimes; a world map; one or more songs.

Open the day

- ◆ "Listen to the Chimes" practice.
- ◆ In order to remind students of different musical instruments, play Track 62 again and have them guess what instruments are being played. (1. piano; 2. saxophone; 3. drums; 4. recorder; 5. trumpet; 6. violin; 7. guitar) After that, you may play the track one more time and encourage students to pretend that they are playing each instrument.

Open the book!

1 Read and tick (✓) the best title.

Draw students' attention to the pictures, asking them to describe the instruments they see. Then ask students to scan the text and find the names of four places. (Turkey, Polynesia, Australia and Italy) Next, display the world map and invite students to find these places on it. If necessary, explain that Polynesia is a group of islands in the Pacific Ocean. All of the islands inside the imaginary triangle formed by Hawaii, New Zealand and Rapa Nui (Easter Island) are considered part of Polynesia. After that, tell students to read the text once and decide on the best title for it. Alternatively, invite volunteers to read the text aloud. Elicit the answer from the whole class. If necessary, guide students to notice that *Music in Italy* is not the best title because the text is about music in other places as well, and that *Musical Games* is not the best title because the text is about music in different contexts, not only in games.

Answer Key

Music and Free Time

2 Read and write Yes or No.

If you see fit, organise students into pairs for this activity, so that they can discuss the statements. Tell them to read the sentences and decide which ones are correct and which ones are incorrect according to the text. Add that they should write *Yes* next to the correct sentences, and *No* next to the incorrect ones. When students are done, invite volunteers to share their answers with the class.

Answer Key

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

Close the day

◆ Play *Musical Chairs*:

Elicit from students the two games with music that are mentioned in the text they have read. (*Musical Chairs and Statues*) Then announce that they are going to play *Musical Chairs*. Have students make a circle with their chairs, which should face the outside of the circle. Then remove one of the chairs. Next, play a song and have students walk around the chairs. When you pause the song, all students should sit on the chair closest to them. The student who cannot sit down should quit the game. The winner is the student who manages to sit down in all of the rounds. If your class is too large, you may organise students into groups or take them to the school yard for the game.

Objective of the day:

1. Learn about different musical instruments.
2. Listen for specific information.

Materials: a set of wind chimes; one or more songs. We suggest you research and gather some pictures or videos of traditional musical instruments in your country before the class.

Open the day

- ◆ "Listen to the Chimes" practice.
- ◆ **Play Hangman:**

Use names of musical instruments, such as: *drums, guitar, piano, recorder, saxophone, trumpet, violin, baglama, nose flute, clap sticks* and *lituus*.

Open the book!**3 Listen to the TV show and complete the table.** 

Point at the pictures of the musical instruments and elicit their names from students. Then read the items in the *Types of Instruments* column aloud. Explain the meaning of each category and provide one example of each. Next, tell students they are going to listen to a TV show and complete only the *Examples* column with names of musical instruments. Play Track 77 twice and have students compare their answers in pairs. Then copy the table on the board and invite volunteers to complete it.

Answer Key

String: guitar, harp; Woodwing: recorder, flute; Brass: trumpet, trombone; Percussion: drums, triangles

◆ **Listen and number.** 

Explain to students that they are going to listen to the sound and the description of a few musical instruments, and number the pictures accordingly. Not all of the instruments on the page are going to be mentioned. Play Track 78 twice. Then have students compare their answers in pairs. Check the activity with the whole class.

Answer Key

1. d; 2. b; 3. f; 4. a

◆ **Write the names of the traditional instruments from page 126 in the table.**

Organise students into pairs, point at the traditional instruments on page 126 and elicit their names. Point back at the table on page 127 and tell students to decide where to write the name of each of the traditional instruments from page 126. Elicit the answers.

Answer Key

String: baglama; Woodwind: nose flute; Brass: ituus; Percussion: clap sticks

4 Answer the questions.

Still in pairs, have students discuss the questions. Then open the discussion to the whole class.

Answer Key

Answers will vary.

 **Critical Thinking****Do you think music classes in school are important? Why or why not?**

You may organise students into new pairs. Read the questions in the *Critical Thinking* box aloud and allow students time to discuss them. Then open the discussion to the whole class.

Close the day◆ **Play Statues:**

Once again, elicit from students the games with music that are mentioned in the text they read in the previous class. (*Musical Chairs and Statues*) Then say that they are going to play *Statues*. Play a song and encourage students to dance to it. When you pause it, say *Statues!* Students should stand still. Observe "the statues" closely and distract them in order to try to make them move. The students who move should become your assistants. Play the song again and repeat the procedure. This time, your assistants can help you distract the statues, but make it clear that they cannot touch their classmates. The winner of the game is the student who remains still during all of the rounds.



Practice Book: Assign page 98 as homework.

Objective of the day:

1. Understand the importance of teamwork.
2. Follow instructions to complete a challenge in teams.

Materials: a set of wind chimes; hula hoops (1 per group); sheets of paper (2 per group); pairs of scissors (at least 2 per group).

Open the day

- ◆ "Listen to the Chimes" practice.
- ◆ Organise students into groups and give a hula hoop to each group. Tell the members of each group to form a circle and hold the hula hoop in the centre of the circle using only their fingertips. Then give the groups commands, such as: *Lower the hula hoop to the floor. Now raise it above your heads. Take three steps to the left. Now take three steps to the right. Spin left. Stop. Spin right.* When the game is over, collect the hula hoops and ask students if it was easy or difficult. Ask them: *How could you hold and move the hula hoop?* Guide students to notice that they could only do it because they worked together. Finally, tell them that they are going to talk about the importance of teamwork in this class.

Open the book!

Working in Teams

1 Read the introduction and say when you work in a team.

Have students read the introduction of the text. Alternatively, invite volunteers to read it aloud. Then ask students in what situations they work in a team. (when playing sports such as football and basketball, and when solving problems) Elicit other situations that are not in the text, such as when we play in a band, when we have a project at school, etc. Then ask students what is important when working in teams. (good communication)

Answer Key

Answers will vary.

2 Work in a team. Do the team challenge.

Organise students into groups of four and distribute the sheets of paper. Read or invite a volunteer to read the steps of the challenge aloud. Guide students to notice that all the members of the group have to work on two puzzles, which means that they will have to communicate and divide the responsibilities. Allow students time to do the challenge. When it is over, ask them questions such as: *Was it easy or difficult? What was the most difficult part? How did you solve the conflicts?*

Answer Key

Answers will vary.

💡 Critical Thinking

Why is good communication important when you work in a team?

You may have students discuss the *Critical Thinking* question in the same groups from the previous activity or you may organise them into pairs. Read the question aloud and allow time for students to discuss it. Then open the discussion to the whole class. If necessary, guide students to notice that when we work in teams, listening is as important as speaking. We should try to take everybody's ideas into consideration and negotiate in order to plan the best strategy to face a challenge.

Close the day

◆ Play *Human Knot*:

Organise students into groups of five and tell them to stand in circles. Then tell all students to reach out their right hand and hold onto a classmate's hand. Next, tell them to do the same with their left hands. After that, challenge the groups to untangle the knots without letting go of their classmates' hands. Remind students to be gentle so that they do not hurt each other.



Practice Book: Assign page 99 as homework.

Objective of the day:

1. Follow steps to develop a project.
2. Make and play a board game.

Materials: a set of wind chimes; Practice Book (page 105); pairs of scissors (1 per student); coloured markers, crayons or pencils; 10 random flashcards; adhesive tape.

Open the day

- ◆ "Listen to the Chimes" practice.
- ◆ Write on the board: *School, Animals, Food* and *Free Time*. Brainstorm with students words that belong to each category and write them under the corresponding heading. Leave the words on the board for reference.

Open the book!**Explore**◆ **Read, look and complete.**

Explore the picture of the board with students, asking them to describe it. Then read the title *The Spelling Bees* aloud and elicit from students what a *Spelling Bees* is. (*a spelling contest*) Next, draw students' attention to the text under the picture. Allow them time to read and complete it. Alternatively, invite volunteers to read the text aloud and elicit the answers from the class.

Answer Key

1. four; 2. chool; 3. nimals; 4. ood; 5. Free Time

Produce◆ **Go to Practice Book page 105. Cut out and make your own Spelling Bees Board.** PB

Have students open their Practice Book to page 105 and cut out the *Spelling Bees Board*. Remind them to write their name and the date in the spaces provided. Then invite students to decorate the board. Tell them to make drawings to illustrate each section and to colour their boards as they wish.

Answer Key

Answers will vary.

Present◆ **Play the game in groups. Have fun!**

Organise students into small groups and have them sit in a circle with their boards. Instead of picking the categories, students may place a pencil in the centre of their boards and spin it. Tell students that they may pick words from the board or from the Wordlist on page 132 of the Student's Book. However, when a student is spelling a word, he or she should not look at the board or at the Wordlist.

Answer Key

Answers will vary.

Close the day

- ◆ Stick the flashcards onto different spots of the classroom. Make sure the pictures are visible, but the words are not. Tell students that you are going to spell a word and that, when you finish, they should walk and stand close to the flashcard that illustrates it. Follow the same procedure with all of the other words.

Objective of the day:

1. Self-assessment of Topic 4.

Materials: a set of wind chimes.

Open the day

- ◆ "Listen to the Chimes" practice.
- ◆ **Play Guessing Game:**

Invite volunteers to take turns coming to the board and drawing an activity that they enjoy doing. The other students should guess what it is. Once they do, encourage students to ask the author of the drawing how often he or she does that activity.

Open the book!

Can you say what you enjoy doing?

1 Circle the things you enjoy doing.

Read the heading of the first section along with students. Then elicit the free-time activities that the pictures illustrate. (*playing the guitar, swimming, playing volleyball, going down the slide, playing the piano and roller-skating*) Next, tell students to circle the activities they enjoy doing. Advise them not to let anyone see what activities they have circled.

Answer Key

Answers will vary.

- ◆ **Work in groups. Guess what your classmates chose.**

Organise students into small groups and invite two volunteers to read the model dialogue in the speech bubbles. Tell students that they should take turns guessing what their classmates enjoy doing. When they are done, invite volunteers to say what they enjoy doing. Encourage them to say complete sentences. Finally, have students check the emoji that corresponds to how they did in this section.

Answer Key

Answers will vary.

Can you talk about how often you do things?

2 Write something you do. Then find someone who does the same.

Read the heading of the second section along with students. Then tell them to write sentences about things they do. If you see fit, model by pointing at *Every day* and asking a student: *What do you do every day?* Write the student's answer on the board, in this format: *I (have breakfast) every day.* When students are done, have them stand up taking their books. Tell them to take turns asking their classmates questions such as: *Do you (have breakfast) (every day)?* in order to find someone who does the same activity with the same frequency as themselves. After some time, invite volunteers to share their findings with the class. Encourage them to say sentences such as: *I play football once a week and Martin plays football once a week.* Finally, have students check the emoji that corresponds to how they did in this section.

Answer Key

Answers will vary.

Open Day Tip Diagnosing Weaknesses

The *My Progress* sections are good moments to diagnose students' weaknesses and propose what they can do to overcome them. Encourage students to review topics they marked with 😊 and 😞. They can use the Student's Book, the Practice Book, the online platform and the Internet for this.

Close the day

- ◆ **Play Mime Game:**

Organise students into groups and have them take turns miming complete sentences. You may model by miming a sentence such as: *I swim two times a week.* Wrap up by inviting volunteers to mime sentences for the whole class to guess.



Practice Book: Assign page 100 as homework.

Objective of the day:

1. Self-assessment of Topic 4.

Materials: a set of wind chimes; slips of paper (5 per group); a pair of scissors; small prizes for the winning group (optional).

Open the day

- ◆ "Listen to the Chimes" practice.
- ◆ Before the class, write the following sentences on slips of paper: *I have got a good book to read. I have got a new T-shirt to wear. I have got a fun video game to play. I have got a delicious cake to eat. I have got fresh water to drink.* Cut the slips of paper into pieces and shuffle them. Prepare one set of scrambled sentences per group. When the class starts, organise students into groups and distribute the pieces of paper. Tell students to unscramble them to form sentences. You may give small prizes to the group who finishes forming all the sentences first, as long as they are correct. Invite volunteers to write the sentences on the board.

Open the book!**Can you talk about possessions?****3 Read and circle the best reply.**

Read the heading of the third section along with students. Then point at the picture of the boy and elicit what he is saying. Next, tell students to read the three replies and circle the best one considering the boy's situation. Check the activity with the whole class.

Answer Key

3

- ◆ **Write two more ideas for the boy. Talk about something you have got.**

Tell students to write two more replies to the boy, using the sentences in the previous activity as models. When students are done, have them compare their sentences in pairs. Then invite volunteers to read their sentences aloud. Finally, have students check the emoji that corresponds to how they did in this section.

Answer Key

Answers will vary.

Can you say the rules?**4 Play in pairs. Choose a place and play Rule Tennis.** 📱

Organise students into pairs and invite a volunteer to read the instructions aloud. If necessary, explain that students should take turns saying rules. The first student who runs out of ideas loses the round. Students may use an object as if it were a tennis ball, passing it to their classmates when they finish saying a rule. When the game is over, invite volunteers to say rules aloud. Then have students check the emoji that corresponds to how they did in this section. Finally, remind students to visit the online platform for more practice at home

Answer Key

Answers will vary.

Home Connection

- ◆ **Family Photo Album** 📱

Explain to students that they are going to do this activity at home, with the help of their family. Let them know that they will review vocabulary related to free-time activities and family members. Remind them that their family can find the instructions on the online platform.

Answer Key

Answers will vary.

Go to video "The Dive Team." ▶ || ◻

It is time to wrap up the work with this unit's video. You might want to do one of the "After Watching" activities described in the Lesson Plan or you may conduct some class feedback. If you choose the latter, you may ask students questions such as: *Why is it important to follow the rules when diving? Why are teamwork and communication important to the Dive Team?* Guide students to realise that diving can be dangerous if people do not follow the rules and do not communicate well. Finally, ask students if they would like to try diving in the sea.

Close the day

Practice Book: Assign page 101 as homework.

IPA Pronunciation Guide

Vowels

| | | | |
|------------------|----------------|--------------|---------------|
| i: | ɪ | ʊ | u: |
| te <u>ach</u> er | s <u>i</u> t | pu <u>t</u> | co <u>o</u> l |
| e | ə | ɜ: | ɔ: |
| pe <u>n</u> | ab <u>o</u> ut | gir <u>l</u> | tal <u>k</u> |
| æ | ʌ | ɑ: | ɒ |
| h <u>a</u> t | co <u>m</u> e | ca <u>r</u> | fr <u>o</u> m |

Diphthongs

| | | |
|----------------|----------------|---------------|
| ɪə | eɪ | |
| ye <u>a</u> r | sk <u>a</u> te | |
| ʊə | ɔɪ | əʊ |
| few <u>e</u> r | bo <u>y</u> | kn <u>o</u> w |
| eə | aɪ | aʊ |
| h <u>a</u> ir | my | no <u>w</u> |

Consonants

| | | | | | | | |
|-----------------|---------------|---------------|-----------------|----------------|-----------------|-----------------|--------------------|
| p | b | t | d | tʃ | dʒ | k | g |
| pe <u>n</u> cil | bl <u>u</u> e | te <u>n</u> | do <u>g</u> | ch <u>a</u> ir | ju <u>m</u> p | co <u>l</u> our | gr <u>ee</u> n |
| f | v | θ | ð | s | z | ʃ | ʒ |
| fa <u>m</u> ily | fi <u>v</u> e | th <u>ree</u> | fa <u>th</u> er | as <u>k</u> | liz <u>a</u> rd | sh <u>ee</u> p | televis <u>ion</u> |
| m | n | ŋ | h | l | r | w | j |
| mi <u>l</u> k | no <u>s</u> e | lo <u>ng</u> | h <u>a</u> t | sl <u>ee</u> p | gr <u>ey</u> | sw <u>im</u> | ye <u>ll</u> ow |

Student's Book Audioscript

Welcome Unit

Track 1

Mr. Davies: Welcome back to class. Come in, Sam.
Sam: Where do I sit?
Mr. Davies: Over here. At this desk.
Sam: Where do I put my jacket?
Mr. Davies: Put it on peg number four.
Sam: OK.
Mr. Davies: Jenny. Pick up your schoolbag off the floor, please. Put it on your peg.
Jenny: OK.
Mr. Davies: Now, class, look at the poster. What animals can you see?
May: There's a cow, a sheep and a chicken!
Mr. Davies: Very good! Now, take out your pencils and notebooks, May, and put them on the desk. Very good, May. Are you ready to draw your favourite animal?
Class: OK!
Ben: Mr. Davies?
Mr. Davies: Raise your hand, Ben. OK. What's the matter?
Ben: May I borrow some crayons, please?

Mr. Davies: Yes! Here they are, on my desk.

Track 2

Good Buddies
Hello World
Cliff: Hello, I'm Cliff. What's your name?
Bertha: Hi! My name's Bertha. I'm swimming to the beach.
Cliff: I'm flying that way. Follow me!
Cliff: Bye-bye, Bertha!
Gaby: Hi, Bertha! Nice to see you again.
Bertha: Hi, Gaby. Nice to see you again, too!
Gaby: This is my new friend.
Star: My name's Star.
Star: Where do you live, Bertha?
Bertha: I live in the ocean.
Star: What are you doing?
Bertha: I'm making a hole for my eggs.
Eight weeks later...
Pocket: I can see lights.
Shelly: Let's go!

Track 3

Girl: Look, Grandpa! What are these?
Grandpa: They're sea turtle eggs. Sea turtles live in the ocean, but they come

onto the beach to lay their eggs.
Girl: Wow! Can sea turtles climb?
Grandpa: Yes, they can. They can swim, run and climb, too.
Girl: Can they fly?
Grandpa: Well, they can do a lot of things, but no... of course they can't fly!
Girl: What do they eat?
Grandpa: They eat fish and plants.
Girl: Sea turtles are cool!

Track 4

Three classroom rules for you and me.
Here they are: one, two, three.
One! Don't run in class. Work quietly!
Two! Don't shout! Raise your hand,
Whenever you don't understand.
Three! Ask for things politely.
May I use your crayons, please?
Yes, you may. Please use these.
Three classroom rules for you and me,
To help us learn successfully!

Unit 1

Track 5

Kate: Look, Mike! It's the new school schedule.

Mike: Oh, yeah! What's on Mondays?
Kate: English. Then, after the break, it's maths.
Mike: And on Tuesdays?
Kate: Music and PE, that's physical education. PE is my favourite subject! What's your favourite subject, Mike?
Mike: My favourite subject is IT, that's information technology. Look! We have got IT, then art on Thursdays.
Kate: Right! Now, what's on Wednesdays? Oh, it's English and science.
Mike: Great! And on Fridays, we have got maths, then geography.
Kate: Friday is my favourite day!
Mike: Yeah, Because after Friday, it's Saturday! Friday's my favourite day, too.

Track 6

I like art and painting pictures,
 I like music and playing the guitar.
 I like my school! My school is cool!
 I like science and doing experiments,
 I like maths and doing additions.
 I like my school! My school is cool!
 I like IT and using computers,
 I like English and reading books.
 I like my school! My school is cool!
 I like PE and playing basketball,
 I like geography and looking at maps.
 I like my school! My school is cool!

Track 7

Good Buddies Ready for School?
Mum: Have you got art club today, Hugo?
Hugo: Yes, I have.. Where are my crayons?
Mum: They're in the kitchen.
Mum: Have you got guitar club today, Anna?
Anna: No, I haven't. I have got football practice.
Mum: Has Hugo got football practice?
Anna: No, he hasn't.
Hugo: I'm ready!
Anna: I can't find my boots.
Mom: They're outside, next to the door. Hurry up!
Anna: Oh! Who are you?
Pocket: My name's Pocket, and this is my sister, Shelly. We're turtles!
Anna: Hi. I'm Anna and this is Hugo. We're twins!

Track 8

Anna: Where are you from, Pocket?
Pocket: I don't know. We're lost!
Anna: Do you want to come to school with us? A teacher can help.
Pocket: School? What do you do at school?

Anna: Different things. We have got maths on Mondays. We do additions. Then on Tuesdays, we have got PE.
Shelly: What's PE and what do you do there?
Anna: Oh, it's physical education. We play basketball.
Hugo: Then, on Wednesdays, we have got science and we do experiments.
Pocket: Have you got a subject for languages?
Anna: Yes, we have. We have got English!
Pocket: When have you got English?
Hugo: On Thursdays. We read stories.
Anna: Then on Fridays, we have got geography.
Pocket: What do you do in geography?
Anna: We look at maps. We can ask the geography teacher where you are from!
Pocket and Shelley: Good idea! Let's go!

Track 9

Listen and look. There is one example. What do children do in Ms. Good's class?

Girl: Who's your favourite teacher?
Boy: Ms. Good.
Girl: The maths teacher? Me, too. I like doing additions!
Boy: No, that's Mr. Todd. Ms. Good teaches science. Her classes are fun. We do experiments there!
Girl: Oh, yes, you're right!
Can you see the tick? This is an example. Now you listen and tick the correct box.

One.
What day of the week is it?
Girl: Dad, where's my guitar? I have got music today.
Dad: No, you haven't. You have got music on Thursdays.
Girl: Oh, yes! It's Wednesday today!
Dad: That's right. You have got art today.
Girl: Where are my crayons?
Two.
Who is Terry's art teacher?
Terry: Look, Mum, that's my art teacher.
Mum: Is he the man wearing a red jacket, Terry?
Terry: Yes, he is!
Mom: He's very young.
Terry: Yes, he's cool!
Three.
What is Julie's favourite subject?
Boy: What's your favourite subject, Julie?
Julie: Hmm. I like reading books.
Boy: So, your favourite subject is

English?
Julie: No, I like other things, too. I like doing additions and I like drawing and painting in art! But I think my favourite subject is PE because I really like playing basketball!

Four.

Where is the boy's schoolbag?

Boy: Mum! Where's my schoolbag?

Mum: I put it on the chair.

Boy: It's not there now.

Mum: Look on the table.

Boy: I can see it! It's under the table. Thanks, Mum!

Now listen again.

Track 10

(Sound of waves in the ocean.)

Track 11

1. t /t/ r /r/ tr /tr/ tree
2. p /p/ r /r/ pr /pr/ prize
3. g /g/ r /r/ gr /gr/ green
4. f /f/ r /r/ fr /fr/ French
5. d /d/ r /r/ dr /dr/ dragon
6. c /k/ r /r/ cr /kr/ crayon
7. b /b/ r /r/ br /br/ brown

Track 12

1. After break, we're drawing a tree in art with Ms. Drake. Can you give me a brown and a green crayon?
2. After break, it's French with Mr. Troy. There's a quiz with a great prize. Let's try to win!
3. After break, it's English with Ms. Price. We're reading a story about dragons. It's crazy, but is it true?

Track 13

Reporter: On today's podcast, we are talking to kids from around the world about life at school. Let's meet Oskari. Hello, Oskari. Where are you from?
Oskari: I'm from Finland.
Reporter: How old are you?
Oskari: I'm nine!
Reporter: Where do you go to school?
Oskari: In Helsinki.
Reporter: Is it very cold in Helsinki?
Oskari: Yes, it is. We wear boots to school, but we take them off before we go in. We just wear socks in school.
Reporter: Really? Do you like your school?
Oskari: Yes, I do!
Reporter: Are there many students in your class?
Oskari: No, there aren't. There are twelve students in my class.

Reporter: How many classes have you got each day?

Oskari: I have got three classes a day.

Reporter: That's not a lot.

Oskari: No, we finish after lunch.

Reporter: Do you eat lunch at school?

Oskari: Yes, in the school canteen.

Reporter: Do you go home after lunch?

Oskari: No, I stay and play with my friends.

Reporter: Do you do homework every day?

Oskari: No, I don't.

Reporter: What are your favourite classes?

Oskari: I like art and science, but my favourite is art. We have got art on Mondays.

Reporter: OK. Thanks, Oskari!

Oskari: You're welcome!

Unit 2

Track 14

1. **Girl:** What time do you get up, Sam?

Sam: I get up at seven thirty in the morning. Then I get ready for school.

2. **Girl:** What time do you go to school?

Sam: At eight o'clock.

3. **Girl:** Do you eat lunch at home?

Sam: No, I don't. I eat lunch at school. I eat at one thirty.

4. **Girl:** What time do you go home?

Sam: I go home at three o'clock in the afternoon.

5. **Girl:** What do you do in the evening?

Sam: Well, around eight thirty, I read a book before I go to bed.

6. **Sam:** Then I go to bed at nine thirty.

Track 15

The Tick Tock Song

It's seven thirty. Look at the clock!

Time to get ready! Tick! Tock!

I have a shower and get dressed.

Then I eat my breakfast.

Tick! Tock! Look at the clock!

I brush my teeth and brush my hair.

Collect my books. I'm nearly there!

Tick! Tock! Look at the clock!

It's time to go to school!

Track 16

Good Buddies Wake up!

Pocket: What time is it?

Shelly: It's eight thirty.

Pocket: We're late for school!

Pocket: Wake up, Hugo!

Hugo: What's wrong?

Shelly: You're late for school!

Hugo: But it's Saturday! I don't go to school on Saturdays or Sundays. It's the weekend.

Pocket: Oh... sorry! What time do you get up on Saturdays?

Hugo: Nine thirty. I go to the park and play football with my friends at ten.

Pocket: Does Anna go with you?

Hugo: No, she doesn't!

Shelly: Shh! She's sleeping!

Track 17

Shelly: Pocket! Can you help me? I'm doing my homework. It's really hard!

Pocket: Not now. I'm watching TV! I always watch TV in the evening.

Shelly: Yes, but you sometimes help me with my homework.

Pocket: I know, but when the programme finishes!

Shelly: What time does it finish?

Pocket: It finishes at seven thirty.

Shelly: OK. And after that, we can play football in the garden.

Pocket: You know that I never play football. I don't like playing football.

Track 18

Hi! My name is Glennis. I'm glad to meet you! I like playing football. I'm in a club. It's called Flyers. I play every Friday at five o'clock. Can you guess where I'm from? Here's a clue: my flag's red and blue!

Track 19

1. g /g/ l /l/ g /gl/ Glennis, glad
2. p /p/ l /l/ pl /pl/ play
3. c /k/ l /l/ cl /kl/ club, clock, clue
4. f /f/ l /l/ fl /fl/ flyer
5. b /b/ l /l/ bl /bl/ blue

Track 20

Please name my country. Here's a clue or two. My flag is red and blue.

It's a place in the sea. Put five letters in these blanks: H-a-i-t-i!

Are you right? I'm glad! Please visit me!

Track 21

OK, children. Let's warm up before the run. Stand up, everyone. Hands on your hips. Ready?

Let's do the volcano. Touch your toes and make a volcano sound. Keep your legs straight. OK, for five seconds. One, two, three, four, five. Good. Now, stand up and repeat. One, two, three, four,

five. Good!

Now side twists. Twist to the left and twist to the right. Let's go. Four times. Twist left, twist right, twist left, twist right. Relax. And one more time. Twist left, twist right, twist left, twist right. Good.

Now running in place. Stand in place and lift your legs. Left, right, left, right. Come on! Running in place for ten seconds. Come on. Seven, eight, nine, ten! And relax.

Unit 3

Track 22

Mum: Let's buy some vegetables for lunch.

Boy: Those look fresh.

Mum: Do you mean the tomatoes?

Boy: Yes! I like tomatoes. But what are those?

Mum: Oh, they're mushrooms. They look delicious. And look at the ears of corn next to the peppers. They're big!

Boy: Yes, and the cabbages next to the onions! They're enormous!

Mum: Wow!

Boy: But I don't like cabbage. Can I have some peppers, Mum?

Mum: Of course!

Boy: There! Between the corn and the carrots.

Mum: Oh, yes. I see them now. OK, so let's get peppers, tomatoes and some mushrooms and corn!

Boy: All right!

Track 23

Seller: Hello. Can I help you?

Dad: Yes. We would like four pears, please.

Seller: OK.

Dad: Those kiwis look delicious! Eight kiwis, please. And six oranges.

Seller: Anything else?

Dad: Yes, two pineapples and a coconut, please.

Seller: Is that all?

Girl: Can we have some mangoes, Dad?

Dad: Yes, sure. Three mangoes, please.

Seller: Anything else?

Dad: Yes. Six... no, seven limes and five lemons.

Seller: Here you are. Be careful! The bag is heavy.

Dad: Thank you. Have a nice day!

Track 24

Good Buddies I'm Hungry!

Pocket: I'm hungry! Can I have an apple?

Hugo: Sure.

Shelly: And a carrot for me, please!

Hugo: There are some mangoes and lemons, but there aren't any apples.

Pocket: Oh, no!

Shelly: Are there any carrots?

Anna: No, there aren't. There are some onions and tomatoes.

Shelly: Oh!

Anna: I know! Let's go to the market!

Hugo: Good idea! Let's ask Mum.

Pocket and Shelly: Can we come?

Hugo and Anna: Of course!

Track 25

Mum: Whose is this shopping bag, Anna?

Anna: What colour is it?

Mum: It's red.

Anna: It's mine. There are some apples in it.

Mum: Is the blue bag Shelly's?

Anna: No, it isn't hers.

Mum: Is it Hugo's?

Anna: Yes, it's his. There are some oranges in it.

Mum: And whose is this pretty purple bag?

Anna: Mum! Don't you know? It's yours! There are some mushrooms in it.

Mum: Oh, yes. And what about the pink one? Whose is it?

Anna: It's theirs.

Pocket and Shelly: It's ours! There are some carrots in it!

Track 26

Listen and look. There is one example.

Teacher: Look! These people are at the supermarket.

Boy: Yes, they're buying fruit and vegetables. Can I colour some?

Teacher: Yes. Do you see the peppers? They're next to the apples.

Boy: Yes!

Teacher: Colour the peppers yellow.

Boy: Not red?

Teacher: No, colour the peppers yellow, please.

Boy: OK.

Can you see the yellow peppers next to the apples? This is an example. Now you listen and colour.

One.

Teacher: Now, colour the apples red.

Boy: All the apples?

Teacher: Yes, there are three apples. Colour them red.

Boy: OK.

Two.

Teacher: Now, do you see the mangoes?

Boy: The mangoes... yes. Can I colour them pink?

Teacher: No, the mangoes are green. Colour them green.

Boy: Green. Fine.

Three.

Teacher: There are some mushrooms there.

Boy: Mushrooms? I don't see any mushrooms.

Teacher: They're between the apples and the mangoes.

Boy: Oh, yes, I see them now.

Teacher: Well, colour them brown.

Boy: Colour the mushrooms brown. OK.

Four.

Teacher: Now, the man has got a bag.

Boy: Yes. Can I colour it purple?

Teacher: Purple? Yes, OK. Colour the man's bag purple.

Boy: Great! I love purple!

Five.

Boy: Can I colour the girl's bag now?

Teacher: Yes, you can. Have you got a black crayon?

Boy: No, I haven't. I have got an orange crayon and a white one.

Teacher: Well, colour the girl's bag orange.

Boy: OK!

Teacher: Great job!

Now listen again.

Track 27

1. Look at the fruit. What colour is it? What shape is it?
 2. Now touch the fruit. Is it soft or hard?
 3. Now put the fruit next to your ear. Is there a sound?
 4. Now bring the fruit close to your nose. How does it smell? Has it got a nice smell?
 5. Put a piece of the fruit in your mouth. How does it taste?
- Perfect! It's always good to take a moment to eat slowly and pay attention to your senses when eating delicious food.

Track 28

- | | |
|------------------|------------------|
| 1. sn /sn/ snake | 2. st /st/ stick |
| 3. sw /sw/ swan | 4. sm /sm/ small |
| 5. sl /sl/ sleep | 6. sp /sp/ spit |
| 7. sk /sk/ skin | |

Track 29

The Snake on the Stick

A swan sees a small snake on a stick.

"Are you sleeping?" the swan asks.

The snake spits.

"I'm not sleeping. I'm shedding my skin."

Track 30

Boy: Hey, Grandpa! How are you?

Grandpa: I'm fine! It's very hot today!

Do you want to make a summer salad?

Children: Hm, yummy! Yes, please!

Track 31

Grandpa: Ready, kids?

Children: Yes, Grandpa!

Grandpa: OK, here's the lettuce. Now, what else can we have?

Girl: Can we have some carrots? I like carrots!

Grandpa: Yes, sure. Do you want olives?

Girl: No, not olives. I don't like olives.

Boy: Let's have an egg. I like eggs.

Grandpa: That's a good idea. And some corn.

Girl: Yes, some corn!

Grandpa: Are there any peas?

Boy: I don't like peas.

Grandpa: All right, no peas then. I know! Let's have some grapes.

Boy: Yes! I like grapes!

Girl: Are there any oranges?

Grandpa: Yes, there are. And some kiwis.

Girl: No, I don't like kiwis.

Grandpa: So, an orange then.

Girl: Yes, please!

Boy: And don't forget some salt, Grandpa!

Grandpa: Some salt, of course!

Children: Our salad looks delicious!

Unit 4

Track 32

Ben: Can I help, Grandma?

Grandma: Yes, Ben. Set the table for dinner, please.

Ben: Finished, Grandma!

1. **Grandma:** OK, let me see. There are knives for cutting the meat. Good.

2. **Grandma:** Are there any forks for the vegetables?

Ben: Yes, Grandma. They're next to the knives.

Grandma: Great!

3. **Grandma:** Ah, and are there spoons for the soup?

Ben: Yes, Grandma. There are six spoons.

Grandma: Very good.

4. **Grandma:** And how many plates are there?

Ben: There are six plates, Grandma.

Grandma: Very good!

5. **Grandma:** And there are glasses for water, too. Well done, Ben!

Ben: Grandma, I don't want water.

Can I have some lemonade?

Grandma: Yes, of course.

6. **Grandma:** OK, what else? Hmm... Are there any bowls?

Ben: Yes, there are. They are in the centre of the table.

Grandma: Very good!

7. **Grandma:** Wait a minute... something's missing!

Ben: What's that, Grandma?

Grandma: The napkins. Where are the napkins?

Ben: There they are. On the chair. What else, Grandma?

Grandma: That's all, Ben. Thank you and well done!

Track 33

Ben: What's for lunch, Grandma?

Grandma: First, there's vegetable soup.

Ben: Yum! I like vegetable soup.

Grandma: And then there are sausages and potatoes.

Ben: Delicious! And what's for dessert?

Grandma: Look, there are a lot of desserts on the other table!

Track 34

The Dessert Rap

A lot of desserts for you to try!

My dad would like an apple pie!

And look at that! It's a dream!

My sister's favourite, it's ice cream!

Cheese and crackers for Grandpa today.

And yoghurt and fruit for Grandma, OK?

Then something special for my mummy.

It's chocolate cake. Yummy! Yummy!

Track 35

Good Buddies I Love Hamburgers!

Mum: Let's get takeaway tonight!

Anna: Hooray!

Pocket: What's takeaway?

Hugo: You pick up food from a restaurant and eat it at home.

Mum: Which one do you want?

Hugo: Oh! That one. I don't want pizza. I hate cheese!

Anna: Yes! This one. I love hamburgers. I'd like a double burger!

Hugo: Which one do you want, Shelly?

Shelly: Hmm! I love fish! I want that one!

Pocket: Me too!

At the restaurant...

Waitress: Would you like to order?

Mum: Yes, please.

Waitress: Here you are!

Mum: Thank you!

Track 36

Waitress: Hello. What would you like to eat?

Mum: I'd like a chicken burger, please.

Waitress: And what would you like to drink?

Mum: A bottle of water, please.

Waitress: Would you like a dessert?

Mum: No, thank you.

Track 37

ee /i:/ cheese ee /i:/ tree

ee /i:/ bee ee /i:/ frisbee

ee /i:/ toffee

Track 38

1. The coffee and the cheese are free.

2. The toffees are sweet.

3. I see three bees.

Track 39

Miss Duncan: Hi, everyone!

Class: Hi, Miss Duncan!

Miss Duncan: Today our class is about healthy eating. A healthy plate of food has got different foods. There are fruit and vegetables, proteins, dairy products and grains. For example, cheese and butter are dairy foods. Milk is also a dairy food. Do you like milk?

Class: Yes!

Miss Duncan: Now, bread, rice and pasta are grains. Fish, meat and eggs are proteins. And pears and oranges... What are pears and oranges?

Class: They're fruit!

Miss Duncan: That's right. And lettuce is a type of vegetable. Now, it isn't good to eat only one or two types of food. For example, it isn't healthy to eat a lot of butter or only eat meat. A healthy plate of food has got fruit and vegetables and also proteins and grains. Do you understand?

Class: Yes, Miss Duncan!

Miss Duncan: Very good! Now we'll move on...

Track 40

Dad: Rosie!

Rosie: Yes, Dad?

Dad: You know that table manners are very important!

Rosie: Yes.

Dad: Well, try to eat with your mouth closed. You never eat with your mouth closed!

Rosie: Sorry, Dad.

Dad: And always use a napkin. You never use a napkin, Rosie! Here you are. Use this one.

Rosie: Thank you, Dad!

Dad: And after dinner, help clear the table.

Rosie: Oh, yes. I never help clear the table!

Dad: No, you don't.

Rosie: Can I go now, Dad?

Dad: Yes, OK. Erm, Rosie?

Rosie: Yes?

Dad: What do you say?

Rosie: Oh, yes! Thank you, Dad!

Dad: That's right! You never say "thank you!"

Unit 5

Track 41

Girl: What lovely parrots! What are they called?

Ranger: They're called macaw parrots. People buy them and then don't care for them! We help them return home.

1. **Girl:** Are any of them wild animals?

Ranger: Yes! They live in the wild in Central and South America. Which is your favourite?

Girl: That one! The one on the ground. It's looking for food in the sand.

Ranger: The one with the red tail and wings?

Girl: Yes! And it has got pink feet. Can you see?

Ranger: Yes.

2. **Girl:** What about you? Which is your favourite?

Ranger: The one in the tree. It's holding a nut in its foot and eating it.

Girl: I love its yellow face and black foot.

Ranger: Yes, and its green body. It's the same colour as the leaves.

3. **Girl:** And there's another one I like. It's flying near the tree.

Ranger: The one with the orange body?

Girl: Yes! Its blue wings are beautiful. And what's that green lizard called?

Ranger: Where?

Track 42

Ranger: Look at that snake! Do you know what it's called?
Girl: Hmm. No, I don't.
Ranger: It's a python.
Girl: It's scary!
Ranger: Yes, it is! What's your favourite animal?
Girl: Erm... the cat! She's really cute! What's she called?
Ranger: She's called Meg! She is very cute! My favourite animal is over there. It's red and it's got a big tail.
Girl: Is it a dog?
Ranger: No! It's a fox! Foxes are very smart.
Girl: And look at the hamster! It's running and running in circles.
Ranger: It's funny!
Girl: I also like the lizard over there.
Ranger: Yes! Look, it's hungry.
Girl: It's catching a fly! It's very fast!
Ranger: Ha, ha. Yes! Do you like the dog? He's called Fido.
Girl: Aw... he's really sad!
Ranger: It's OK, he's not sad. He's just tired.

Track 43

Good Buddies Roll Over!
Hugo: Hi, Sally! What a lovely dog!
Sally: Thanks! It can do lots of tricks. Look!
Sally: Sit!... Fetch!... Roll over!
Dog: Woof! Woof!
Later that afternoon...
Shelly: Come on, Pocket! This is good fun!
Pocket: I'm slower than you!
Shelly: Ha! Ha!
Shelly: Roll over!
Pocket: Ha, ha. Now I'm dirtier than you!
Hugo: Pocket! Don't roll over in the mud! What silly turtles!
Shelly: Remember to take a bath, Pocket.

Track 44

Presenter: Good morning, everyone! Today on *Pets' Corner*, animal expert Sue Parks compares two types of dogs.
Sue: Yes! Today we have got a Great Dane and a Toy Poodle.
Presenter: What lovely dogs!
Sue: Yes, they're both lovely!
Presenter: What are the main differences?
Sue: Well, some are obvious. Great Danes are bigger and stronger than Toy Poodles. And because Great Danes are bigger and

stronger, they are also faster.
Presenter: Well, Toy Poodles are slower at running because they have got shorter legs!
Sue: That's right!
Presenter: Here's a difficult question. Which type is smarter?
Sue: They're both smart, but the Toy Poodle is smarter than the Great Dane. Toy Poodles are very intelligent dogs.
Presenter: Which of the dogs live longer?
Sue: Toy Poodles live longer. Small dogs can live up to 15 years. Great Danes live for about 9 years.
Presenter: Interesting! Thanks, Sue!

Track 45

Listen and look. There is one example.
Teacher: That's a pretty rabbit, Dan!
Dan: Thank you!
Teacher: He's very big! How old is he?
Dan: He's twelve.
Teacher: Twelve! He's a very old rabbit!
Dan: Yes, he is!
Can you see the answer? This is an example. Now you listen and write a name or number.

One.
Teacher: Hi, Lucy!
Lucy: Hello!
Teacher: What a lovely cat!
Lucy: Thank you!
Teacher: What's her name?
Lucy: Grace!
Teacher: Grace? G-R-A-C-E?
Lucy: Yes, that's right!
Two.
Teacher: I like your puppy, Bill.
Bill: Thanks! He has got more brothers and sisters at home.
Teacher: How many puppies have you got?
Bill: Five!
Teacher: Five puppies! That's a lot!
Bill: Yes!
Three.
Teacher: Hi, Jill. Is that your tortoise?
Jill: No, it isn't. It lives here, in the school.
Teacher: What a nice tortoise! Has it got a name?
Jill: Yes! Its name is Tom. T-O-M.
Teacher: Tom. That's a good name for a tortoise. Tom, the tortoise. I like it!
Four.
Teacher: Hi, May! What's that?
May: It's my pet spider!
Teacher: A pet spider!
May: Yes! I love spiders! They're my favourite animals. I have got four spiders in my bedroom!
Teacher: Wow! Four spiders in your

bedroom!
May: Yes!
Now listen again.

Track 46

Hi, everyone. Today, let's think about how we move. Now, is everybody ready? Yes? OK, let's go! Get down on your hands and knees. Breathe in and round your back like a cat. Now breathe out and relax. And again. Breathe in, round your back like a cat, and breathe out and relax. Good. Now, breathe in and stretch your legs, arms and back like a dog. And breathe out and relax. Again! Breathe in and stretch your legs, arms and back like a dog. And breathe out and relax. Now, stand up. Breathe in and open your arms like an owl. Breathe out and close your arms like an owl. Good! And again. Breathe in and open your arms like an owl. Breathe out and close your arms like an owl. Now, the hedgehog. Breathe in and make a ball like a hedgehog. Good! Now, breathe out, stand up and relax. One more time. Breathe in and make a ball like a hedgehog. Breathe out, stand up and relax. Finally, the happy bear. Sit down. Breathe in, grab your feet and pull them up. Excellent! Now breathe in and out and balance happily like a bear. That was hard, right? Very good!

Track 47

1. I am a mole and I live in a hole!
2. I am a bone and I am not alone!
3. Here is a rose for your nose!

Track 48

1. **Mole:** What a big hole!
2. **Mole:** What a big bone!
3. **Mole:** What a big nose!
4. **Lion:** You are not alone! This is my hole!

Track 49

1. This story is about Rocky. He is a small dog and he lives with Grace and Bill, their children Mark and Pat, and their cat Lucky. They all live in a house next to a park.
2. The children take Rocky to the park every day. Rocky loves playing with other dogs there. His best friend is a bigger dog called Max. Max's family is always happy when Rocky is in the park.
3. One morning, Rocky is waiting next

to the door to go to the park. He barks and barks, but nobody comes.

4. Rocky runs upstairs and opens the door to the bedrooms. There is smoke in the rooms and the children are sleeping. He can't wake them up.

Track 50

5. Rocky runs downstairs. He gets out and runs to the park, barking.
6. He sees Max. He barks and barks and runs back to the house. Max follows him. "That's strange!" Max's family says and follows him, too.
7. They see the smoke and they call the firefighters.
8. The firefighters arrive and save the family. Rocky is a real hero!

Track 51

Jill: Hello, my name's Jill. I look after the animals at the Centre.

Mark: Nice to meet you! I'm Mark and this is my friend, Tina. Have you got any exotic animals at the Rescue Centre?

Jill: Yes, we have. Look in here.

Tina: Wow! A piranha! I like it. It's really ugly!

Mark: I don't like it. It's scary!

Jill: They like to eat worms and insects, but never put your fingers in the water!

Mark: The spider is my favourite! It's funny!

Jill: That's a tarantula. It has got hair on its legs and body. Look over here! Do you like snakes? I love snakes!

Mark: Are snakes dangerous?

Jill: Not all of them. This is a corn snake. It's cute! Corn snakes change their skins every four weeks!

Mark: Wow!

Jill: Do you want to hold it?

Mark: Can I?

Jill: You can because I am with you.

Mark: OK!

Jill: Here you are. Remember to be careful!

Unit 6

Track 52

Mrs. Jones: OK, everyone. Let's look at the animal habitats poster.

Class: Yes, Mrs. Jones!

Mrs. Jones: Now, where does the monkey live? Nick?

Nick: In the zoo?

Mrs. Jones: No, Nick. When it's in the wild. Look at the poster!

Nick: Hm... In the forest?

Mrs. Jones: That's right! The monkey is in the forest. In the trees.

Class: OK!

Mrs. Jones: What else lives in the forest?

Vicky: The tiger!

Mrs. Jones: Yes! That's right, Vicky.

Vicky: It lives in the forest with the monkey.

Mrs. Jones: That's right. Now, what about on the savanna? Which four animals are on the savanna?

Grace: The hippo?

Mrs. Jones: No, not the hippo, Grace.

That's in the river. Look! The zebra is on the savanna.

Nick: And the elephant?

Mrs. Jones: Yes, the elephant is on the savanna, too. So is the giraffe.

Vicky: And the lion. Grrr!

Mrs. Jones: Yes! Very good! Now, what's in the river? The hippo is one...

Grace: The crocodile is in the river, too.

Mrs. Jones: That's right. OK, what other animals are there?

Nick: The eagle in the sky!

Mrs. Jones: That's right. The eagle.

Very good! Now, let's go to the sea.

What animals are in the sea?

Track 53

Wild and Free!

There are lots of animals for you to see!

On the land and in the sea.

From the ship, look with me.

Dolphins and a shark swimming free!

And what are those, over there?

A penguin and a polar bear.

There's a whale about to blow!

And a jellyfish—it's very slow!

There are lots of animals for you to see

On the land and in the sea!

Track 54

Good buddies Finding Out More

Hugo: Guess what? We're learning about turtles in Mr. Spark's science class!

Pocket: That's interesting! When is science class?

Hugo: Every Tuesday.

Shelly: What type of turtle are we?

Hugo: You're called loggerhead turtles.

Pocket: Why?

Anna: Because you have got the biggest heads!

Hugo: Look at my map. You're from here.

Anna: And you live for 50 years.

Shelly: That's a very long time!

Anna: You grow very big and heavy. You don't swim very fast.

Pocket: How big?

Hugo: They get to be more than a

metre long and they weigh more than 200 kilos!

Pocket and Shelly: Wow!

Track 55

Anna: Let's do our science homework for Mr. Spark.

Hugo: OK.

Anna: So, what's the fastest land animal in the world?

Hugo: The fastest? Hmm, is it the cheetah?

Anna: Yes, it is! The cheetah is the fastest land animal. It runs 120 kilometres per hour! Now, which is the slowest?

Hugo: The slowest? I don't know.

Anna: The three-toed sloth is the slowest. It moves two metres in a minute.

Hugo: That's really slow.

Anna: Yes, it is. Now, what's the biggest animal in the world?

Hugo: The biggest?

Anna: Yes, the biggest!

Hugo: That's easy! It lives in the sea. The biggest animal in the world is the blue whale!

Anna: Correct!

Track 56

1. A cake in the shape of a snake.

2. A cake of an ape in a cape.

Track 57

Jane: Let's make a cake for Kate in the shape of a snake!

Jake: Kate hates snakes! Let's make it of an ape in a cape!

Track 58

1. The wettest place in the world is called the Khasi Hills, in India. It rains every day of the year. The Hoolock gibbon lives in the Khasi Hills. It is the only ape in India and it hasn't got a tail. It lives in the trees.

2. The hottest place in the world is El Azizia, in Libya. There are no trees or plants and not many animals. Camels can live there. They carry water on their back in humps.

3. The coldest place in North America is the Yukon. It is very, very cold. But Yukon wild horses live there. They are small, fat and very strong. They have got thick hair. They don't live long in the extreme cold. They live for seven to eight years.

Track 59

Animals Need You! Help Save Them!

How can we help our planet and the animals that live here? If we all follow some simple steps, it's easy!

1. We use too much plastic. It ends up in the oceans and hurts sea animals, so don't use plastic. Or you can recycle plastic that you do use.
2. Some animals can destroy other animals' habitats. You can do things to help animals that live near you. For example, have you got a pet cat? Make sure it has got a bell. This helps birds protect their nests because they can hear the cat when it is near. It's good for the birds and it's good for nature, too!
3. There is too much pollution these days, especially in the big cities. This causes the planet to get warmer and warmer in places like the Arctic and the Antarctic. Tell your family to use a bike or walk. Talk to your parents and ask them not to drive cars. This saves energy and might help to slow global warming.

Unit 7

Track 60

Kate: Hi, Sam!

Sam: Hi, Kate. What are you doing here?

Kate: I'm playing hockey with friends.

Sam: I don't like hockey. I'm playing volleyball. I love playing volleyball.

Volleyball and baseball are my favourite! And skateboarding. I love that, too. What are your favourite sports?

Kate: I like hockey and roller skating, but badminton and table tennis are my favourite sports.

Sam: I don't know how to play table tennis.

Kate: We can play later. Do you want to try?

Sam: Yes, OK!

Track 61

1. **Boy:** What's your favourite instrument?

Girl: The drums!

Boy: You're really good! Do you want to join my band?

Girl: Yes, please.

2. **Girl:** Can you play the violin?

Boy: Yes, I can.

Girl: I have got a band. Do you want to join?

Boy: Sorry, I can't. I'm in one.

3. **Boy:** Can you play the trumpet?

Girl: Yes, I can.

Boy: Brilliant!

Girl: Can I join your band?

Boy: Yes, of course!

4. **Girl:** What's that?

Boy: It's a saxophone. It's my favourite instrument.

Girl: Do you want to join my band?

Boy: I'm sorry. I don't want to play in a band.

5. **Boy:** What are your favourite instruments?

Girl: The trumpet and the recorder!

Boy: I can't play the recorder.

Girl: It's easy!

Boy: That's really nice!

6. **Girl:** Can you play the piano?

Boy: Yes, I can.

Girl: Wow! Do you want to join my band?

Boy: Yes, please!

Track 62

1. (Sound of a piano.)
2. (Sound of a saxophone.)
3. (Sound of drums.)
4. (Sound of a recorder.)
5. (Sound of a trumpet.)
6. (Sound of a violin.)
7. (Sound of a guitar.)

Track 63

Good Buddies Up, Up and away!

Hugo: Let's go to the park!

Anna: I can take my kite. I enjoy flying my kite.

Shelly and Pocket: Great!

Hugo: And I can take my roller skates. At the park...

Shelly: You're very good! How often do you fly your kite?

Anna: Twice a week! It's easy! Try it!

Shelly: Wow! This is scary and exciting!

Anna: Hold on!

Shelly: I can see the sea!

Hugo: Flying a kite is difficult!

I enjoy roller-skating. Come on, Pocket! Have a try!

Pocket: This is easier than flying a kite!

Track 64

Hugo: What are you doing?

Anna: I'm doing the free-time activities survey for English class. Can I ask you the questions?

Hugo: OK.

Anna: What's your name?

Hugo: Anna! Don't be silly! You know my name... Come on, ask me a question.

Anna: OK! What free-time activities do you do?

Hugo: I play baseball and I play the guitar.

Anna: OK, a sport and a musical instrument. Which is your favourite activity?

Hugo: That's not easy. Hmm... playing the guitar.

Anna: OK, the guitar! How often do you play the guitar?

Hugo: How often? Hmm... three times a week.

Anna: How often do you play baseball?

Hugo: Twice a week.

Anna: Great! Thank you!

Track 65

Listen and look. There is one example.

Girl: Look, these are my friends in the park.

Dad: They're having fun!

Girl: Yes, they are. Look! There's my best friend Alice. She's walking her dog with her dad.

Dad: That's a nice dog. What's his name?

Girl: Bruno.

Can you see the line? This is an example. Now you listen and draw lines.

One.

Girl: And there's Ben. He's playing badminton.

Dad: There are two boys playing badminton.

Girl: Yes, Ben is wearing brown trousers and a yellow T-shirt.

Dad: OK, I see him now.

Two.

Dad: Who's that girl? She's holding a baseball bat.

Girl: That's Eva. She loves playing baseball. She's really good!

Three.

Girl: Can you see Pat?

Dad: Pat? What's she doing?

Girl: She's sitting under the tree. She's playing the guitar.

Dad: Yes, I see her.

Girl: She plays the guitar every day.

Four.

Dad: What's that girl's name?

Girl: The girl with the long blond hair? That's Sue!

Dad: I like her bike.

Girl: Yes, it's cool.

Five.

Dad: And who's that boy?

Girl: The boy with the trumpet?

Dad: Yes, that's right. He's running to the bus.

Girl: That's Nick. He's going to his music class. He's late!
Now listen again.

Track 66

We all get angry sometimes. That's normal. But sometimes we lose control and that's a problem. We can control our anger with simple techniques. When you are very angry, try one of these. Count to ten. One, two, three, four, five, six, seven, eight, nine, ten. This is a great way to control your anger. Take a deep breath. Breathe in, hold it... hold it... and breathe out. Deep breathing is a useful way to calm down. Now, let's imagine we are dragons. We will breathe in and breathe out just like a Fire Dragon. Roar! Step 1. Collect the materials: a toilet paper roll, green or red construction paper, two medium pompoms, two small pompoms, two medium googly eyes, six long strips of red, yellow and orange tissue paper, scissors and a glue stick. Step 2. Cut the construction paper to the size of the paper roll and glue it on with the glue stick. Step 3. Attach the googly eyes to the medium pompoms. Step 4. Stick the eyes of your Fire Dragon to the paper tube. Now use the small pompoms to create the nose. Step 5. Use the glue stick to attach the tissue paper and create the flames. Wow! Now you have got your own Fire Dragon. Use it to breathe in and breathe out when you feel angry.

Track 67

1. I like your white kite.
2. The nine mice are mine!
3. That's a nice bike, Mike!
4. It's time to roll the dice.

Track 68

We really like your kite!
We really like your kite!
It's white! White!
We really like your kite!

We really like your mice!
We really like your mice.
They are eating rice! Rice!
We really like your mice!

We really like your bike, Mike!
We really like your bike, Mike!
It's really nice! Really nice!
We really like your bike, Mike!

Track 69

Teacher: We're really lucky today at *School Radio* because two students, Tina and Nick, have come along in the break

to talk about their interesting hobbies. What hobby have you got, Nick?

Nick: I ride a BMX bike.

Teacher: And Tina?

Nick: I play the drums.

Teacher: So, Nick, how often do you practise?

Nick: I practise three times a week. I go to the park. There is a place where I can practise my tricks.

Teacher: How often do you practise, Tina?

Nick: Well, I practise... Hmm... One, two, three, four... Hmm... Five times a week. I'm lucky because my drums are in the garage in my house. I practise there.

Teacher: That is lucky! Now, when do you practise, before school or after?

Nick: After. I enjoy riding with my friends after school. It's more fun!

Teacher: And you, Tina?

Tina: I like playing before school.

Teacher: OK, guys, that's the end of the break! Thanks for coming along. Back to class!

Unit 8

Track 70

Girl: Let's go in the pool! Wait a minute. Where's my towel?

Boy: What colour is it?

Girl: It's blue.

Boy: There it is. On the chair behind you.

Girl: Oh, yes... Let's go down the big yellow slide!

Boy: I don't like slides.

Girl: All right. Let's go on the diving board.

Boy: Oh, no, the diving board is scary!

Girl: Don't worry! Look at that boy swimming.

Boy: Which boy?

Girl: He's wearing green goggles. He's really good. And look at the girl on the slide. She's wearing a pink swimsuit and a black swimming cap.

Boy: I don't like this. I've got an idea. Let's go to the kids' pool. That little boy in the pool has got a red boat. It's great!

Girl: But... look at that boy. He is standing next to the pool. He is wearing purple armbands!

Boy: I want some, too! I can't swim!

Track 71

Let's go swimming!

I'm swimming in the pool, my swimsuit's green and blue.

Let's go swimming! Let's go swimming!

I'm diving from the diving board, my arms in front of me.

Let's go swimming! Let's go swimming! I'm nearly in the water, I'm sliding really fast!

Let's go swimming! Let's go swimming! I'm floating in the water, looking at the sky.

Let's go swimming! Let's go swimming! I'm jumping in the water and splashing all my friends.

Let's go swimming! Let's go swimming!

Track 72

Good Buddies Time to Go!

Pocket: I'm bored! What can I do?

Anna: Read a book. I have got a good book to read.

Pocket: I don't want to read a book.

Anna: Hugo's in the kitchen. Why don't you ask him?

In the kitchen...

Pocket: Hugo, let's do something.

Hugo: I have got a new game to play. Look, I fly a helicopter.

Pocket: No, not a computer game.

Hugo: Hmm. Shelly is in the garden. Ask her.

In the garden...

Pocket: Shelly, I don't know what to do.

Shelly: Do you want to go swimming with me?

Pocket: Good idea!

Pocket and Shelly look at the ocean.

Shelly: It's time for us to go home.

Pocket: Yes, I know. But we must say goodbye to Hugo and Anna.

Shelly: Of course!

Track 73

Robert: Hello. Welcome to the pool. My name's Robert.

Girl and boy: Hello!

Robert: Now, we have got some rules here at the pool. You must follow them, OK?

Girl and boy: OK. **Robert:** First, before you swim, you must have a shower. And you must wear a swimming cap. Have you got swimming caps?

Boy: Yes, we have.

Robert: Good. Now, you mustn't run in the pool. And you mustn't dive into the water.

Girl: No diving?

Robert: That's right. You must use the steps. And you mustn't splash people. Some people don't like it.

Girl: OK.

Robert: Here's a poster with the rules.
Read them and always follow them, OK?
Girl and boy: OK!

Track 74

1. Cute. That cat is cute. It's nice. It's cute.
2. Duke. He's a duke. He's a very important person. A duke.
3. Huge. Elephants are huge. They are very big. They're huge.
4. Mule. A mule is an animal like a donkey. It's a mule.
5. Refuse. I refuse to do that. No, I'm not doing it. I refuse.
6. Tune. I like that music. It has got a beautiful tune.

Track 75

1. Cute.
2. Duke.
3. Huge.
4. Mule.
5. Refuse.
6. Tune.

Track 76

The Duke and His Flute!

One day a huge mule refuses to move.
But the duke has got a flute!
He plays a cute tune on his flute.
The duke is a hero!

Track 77

Welcome to the show. Today we are talking about different musical instruments. There are different types of musical instruments. The types depend on how the instruments make sounds. For example, the guitar and the harp are string instruments. Drums and triangles are percussion instruments. There are also two types of wind instruments. These are woodwind and brass. Recorders and flutes are woodwind instruments. Instruments like trumpets and trombones are brass. There are

also traditional instruments, like the Turkish *baglama* or the brass *lituus*, that belong to these different groups. Now let's listen. Can you recognise the instruments?

Track 78

1. OK, number one. This isn't a guitar, but it is a string instrument. Do you know what it is?
2. Now, number two. This instrument is like a thin tube. You blow into a hole on the side to make a sound.
3. And here's number three. This is a long brass instrument. One part slides in and out of the other part.
4. Number four has two parts. Can you guess from listening?

Practice Book Audioscript

Welcome Unit

Track 1

Bertha: Hi, Cliff! Can I ask you some questions?

Cliff: Sure!

Bertha: How old are you?

Cliff: I'm five.

Bertha: Can you swim?

Cliff: Yes, I can!

Bertha: What do you eat?

Cliff: I eat fish. But I eat lots of other things, too.

Bertha: Where do you sleep?

Cliff: I sleep on the beach.

Bertha: Have you got a lot of friends?

Cliff: Yes, I have! I live in a big group with a lot of other seagulls.

Bertha: That's nice!

Unit 1

Track 2

My name's Emma and I'm in class 6C. Our class teacher's name is Mr. Harris. It's a small class. There are fifteen students. On Mondays, we've got science. We do experiments. It's great fun! On Tuesdays, we go to the computer room and we use the computers. Wednesday is my favourite day because I love maths!

We do additions. On Thursdays, we've got Mrs. Riley for English. We read lots of books. Then, on Fridays, we've got art. We paint pictures.

Track 3

Brenda: Hello.

Chloe: Hi. What's your name?

Brenda: Hi, I'm Brenda.

Chloe: My name's Chloe. What are you doing?

Brenda: I'm painting a picture of a tree.

Chloe: Is it homework for school?

Brenda: I don't go to school. I've got classes at home.

Chloe: Wow! Who are your teachers?

Brenda: My teachers are my mum and my dad.

Chloe: Cool!

Brenda: I've got English and geography with my mum. And I've got maths and science with my dad. Science is my favourite subject.

Chloe: Me too! Have you got classes every day?

Brenda: Yes! And I've got a schedule.

Chloe: Have you got PE?

Brenda: Yes, I've got PE on Tuesdays and Thursdays. Look! Here's my dad. Dad, this is Chloe, my new friend.

Dad: Hello! Nice to meet you, Chloe.

Track 4

Listen and look. There is one example.

Andy: Hello, Jill!

Jill: Hello, Andy! Do you like your new school?

Andy: Yes, I do!

Jill: What's the name of your school?

Andy: It's North School.

Jill: Is that N-O-R-T-H?

Andy: Yes, that's right. N-O-R-T-H. It's next to the park.

Can you see the answers? This is an example. Now you listen and write a name or a number.

One.

Jill: How many students are there in your class?

Andy: There are twelve students in my class.

Jill: Twelve?

Andy: Yes, I've got a small class.

Two.

Jill: Who's that?

Andy: That's my maths teacher.

Jill: What's her name?

Andy: Ms. Strong.

Jill: Ms. Strong? S-T-R-O-N-G?

Andy: Yes, that's right. Ms. Strong.

Three.

Jill: How many maths classes have you got?

Andy: Hm... We've got maths on Mondays, Tuesdays... We haven't got it on Wednesdays and we've got it on Thursdays and Fridays. So that's four maths classes in a week.

Jill: Four? That's the same as me!

Four.

Jill: Have you got PE with Mr. Wilson?

Andy: Mr. who?

Jill: Mr. Wilson! W-I-L-S-O-N.

Andy: Mr. Wilson? Yes, that's right! He's my PE teacher.

Five.

Jill: Who's your English teacher?

Andy: Mrs. Turner.

Jill: Mrs. Turner? T-U-R-N-E-R?

Andy: Yes, Mrs. Turner.

Jill: I know Mrs. Turner. She's very nice!

Andy: Yes, she is!

Now listen again.

Unit 2

Track 5

Pocket: Do you get up early on Sundays?

Mum: Yes! I always get up early on Sundays. I get up early every day!

Shelly: Do you play football in the morning?

Mum: No! I never play football in the morning, but I sometimes watch Hugo and Anna play.

Pocket: Do you watch TV in the evening?

Mum: Yes. I sometimes watch TV in the evening. Not always. I sometimes go to bed early.

Track 6

Listen and look. There is one example. What time does Pam get up?

Boy: What time do you get up, Pam? Do you get up at seven o'clock?

Pam: No, I don't! I get up at seven thirty.

Boy: Oh, I get up at eight o'clock.

Can you see the tick? This is an example. Now you listen and tick the box.

One.

What does Joe do before bed?

Girl: What do you do before bed, Joe? Do you watch TV?

Joe: No, I don't. I don't like watching TV. I always read a book.

Girl: I listen to music.

Two.

What time does May have a shower?

Boy: Do you have a shower every day, May?

May: Yes, I do! I have a shower in the morning. My brother has a shower at six thirty.

Boy: That's very early!

May: Yes, because we all use the same bathroom. I always have a shower after him. I eat breakfast at seven o'clock and have a shower at seven thirty.

Three.

When does Mark meet his cousins on Sundays?

Mark: Look at the time!

Girl: It's two thirty. Why? What's wrong, Mark?

Mark: Nothing. It's time to get ready. I always meet my cousins in the afternoon on Sundays!

Girl: What time?

Mark: At three o'clock.

Four.

When does Laura eat lunch at school?

Boy: Do you eat lunch at school every day, Laura?

Laura: No, I don't. I never eat lunch at school on Tuesdays, Wednesdays, or Thursdays. I eat lunch at home.

Boy: What about the other days?

Laura: Friday is special! We eat lunch in the park on Fridays. But I always eat lunch at school on Mondays.

Now listen again.

Track 7

1. Jan looks at her alarm clock. It's ten o'clock and it's Sunday!

2. Oh! She's late! She plays with her best friend in the park on Sundays. Her best friend is Dan.

3. They always meet at ten o'clock in the park.

4. She gets up, but doesn't eat breakfast.

5. She runs to the park. But Jan has got a good friend. Dan is waiting for her!

Dan: Hello, Jan! You're late!

Jan: I'm sorry, Dan! Let's go!

Unit 3

Track 8

1. **Girl:** That looks nice!

Boy: I know, right?

Girl: What are those?

Boy: Beans and peas.

Girl: Are there any onions?

Boy: No, there aren't, but there is some cabbage. It's delicious! It's my favourite soup.

2. **Boy:** What's that?

Girl: It's a vegetable pizza!

Boy: A vegetable pizza? What's on it?

Girl: It's got mushrooms, onions and tomatoes.

Boy: Has it got any cheese?

Girl: No, it hasn't.

3. **Boy:** Do you want to try this?

Girl: Yes, please! Hmm. It's delicious! Are there any bananas in it?

Boy: Yes, there are! And there are some apples and pears, too.

Girl: I love it!

Boy: Yes, it's my favourite smoothie!

4. **Girl:** Do you like peppers?

Boy: Yes, I do!

Girl: Try this!

Boy: What is it?

Girl: It's my special salad. There are some peppers in it.

Boy: Are there any tomatoes?

Girl: No, there aren't. But there are some onions and lettuce.

Track 9

Seller: Can I help you?

Customer: What are those?

Seller: They're kiwis.

Customer: They look nice. I like kiwis.

Can I have four, please?

Seller: Yes. Here you are. Anything else?

Customer: Are there any apples?

Seller: Yes, there are.

Customer: Five apples, please.

Seller: Anything else?

Customer: No, thank you!

Track 10

Listen and look. There is one example.

Boy: Look at my friend Ben and his family!

Woman: Is that Ben with the dog?

Boy: Yes, that's Ben!

Can you see the line? This is an example.

Now you listen and match.

One.

Mum: That's a lovely dog. He's chasing the oranges!

Boy: His name is Sam!

Mum: That's a nice name for a dog.

Boy: Yes, it is.

Two.

Mum: Is that Ben's dad with the baby?

Boy: Yes, it is! His name's Mark.

Mum: He's smiling at Ben and Sam!

Boy: Yes, he is.

Three.

Mum: The baby is very cute!

Boy: That's Grace. She's one!

Mum: She's eating a banana.

Boy: Yes, she's always hungry!

Four.

Mum: And look! Is that Ben's mum?

Boy: The woman with a big bag of oranges? Yes, that's Kim.

Mum: There's a hole in the bag and some oranges are on the ground!

Boy: I know! Poor Kim!

Five.

Mum: Who is the girl holding an orange?

Boy: That's Ben's sister, Sue.

Mum: You know everyone in the family!

Boy: Yes! Ben is a good friend.

Now listen again.

Unit 4

Track 11

Waiter: Hello, what would you like to eat?

Girl: I'd like a hamburger, please.

Waiter: Would you like cheese?

Girl: No, thank you.

Waiter: What would you like to drink?

Girl: I'd like a soft drink.

Waiter: Would you like a dessert?

Girl: Yes, I'd like some apple pie.

Waiter: OK.

Track 12

Look at the pictures. Now listen and look. There is one example.

What is Pat eating?

Mum: Where's Pat?

Dad: She's in the kitchen.

Mum: Is she eating some ice cream? That's her favourite!

Dad: No, she isn't. She's eating some chocolate cake.

Can you see the tick? Now you listen and tick the box.

One.

Where is Kim's spoon?

Mum: What a dirty kitchen! Is Kim's spoon on the table?

Boy: No, it isn't.

Mum: Is it in the cupboard?

Boy: No. Oh, look! I can see it. It's under the table!

Two.

What does Mark want to eat?

Dad: Would you like a hamburger, Mark?

Mark: No, I don't like hamburgers.

Dad: Would you like some chicken?

Mark: Uh, I like chicken! But I would like some meatballs, please!

Three.

Whose is the soup?

Girl: There's some tomato soup here. Is it yours?

Boy: No, it isn't mine. Is it Nick's?

Girl: No, it isn't his.

Boy: I know! Lucy loves tomato soup. It's hers!

Four.

Which is Dan's favourite dessert?

Woman: What's your favourite dessert, Dan? Apple pie?

Dan: Hmm... I like apple pie, but it isn't my favourite.

Woman: Is it cheese and crackers?

Dan: No, it isn't. It's yoghurt and fruit!

Woman: That's my favourite, too!

Now listen again.

Track 13

Hello, class! Today we're talking about healthy eating. Look at the colour key for the healthy food plate. There are four sections on the plate plus an additional space. Each section has got a different colour. First, fruit. The fruit section is red. And below that is the nuts and grains' section. That is brown. Now let's look at the protein section. Can you see that? OK, the protein section is yellow. Below that is the vegetable section. The vegetable section is green. Now, can you see the dairy section at the top? The dairy section is blue. Now I want you to colour the different sections of your healthy food plate.

Unit 5

Track 14

John: Hi, Mary. That's a nice dog! What's it called?

Mary: Hi, John. He is called Rolf. He's an Alsatian! Have you got a pet?

John: Yes. Can you guess what it is?

Mary: Give me some clues.

John: OK. It's smaller than your dog.

Mary: A mouse?

John: No, it's not a mouse. It's bigger than a mouse.

Mary: So, it's smaller than my dog, but bigger than a mouse.

John: That's right.

Mary: Is it a parrot?

John: No, it's not a parrot. My pet's

cleaner than a parrot.

Mary: Is it a goldfish?

John: Goldfish aren't bigger than mice. No, it isn't a goldfish. One more guess.

Mary: I know! It's a rabbit!

John: Yes, that's right!

Track 15

Can you imagine a spider as a pet? Some people love tarantula spiders, but it isn't easy to have a pet tarantula. It's a lot of work. First, your tarantula needs a place to live and sleep. You can use a glass tank, like a fish tank. Spiders love hiding, so put some wood and leaves in your tarantula's tank. Tarantulas eat insects, but don't give them too much food. Twice a week is enough. Also, remember to give your tarantula a little water on a plate. And remember to change the water every day. Spiders don't like dirty water. Tarantulas are sometimes dangerous, so you need to be careful. Always wash your hands before and after you play with your tarantula and be careful with your eyes. Never touch your eyes after holding your tarantula. Follow these tips and you can look after a tarantula properly. But always get an adult's permission and help.

Track 16

Listen and look. There is one example.

Woman: Look! There are a lot of pets in this picture.

Boy: What beautiful animals!

Woman: Can you see the cat looking out of the window? Please colour it grey.

Boy: Ready! The cat is now grey.

Can you see the grey cat? This is an example. Now you listen and colour.

One.

Teacher: Can you see the parrot?

Boy: Yes, there is one! It's saying "Look!"

Teacher: Yes. I want you to colour it green.

Boy: All of it?

Teacher: Yes, all of it. Its head, face, wings and tail.

Boy: OK!

Two.

Teacher: Now, let's colour some clothes.

Boy: OK.

Teacher: Colour the girl's hat blue.

Boy: The hat that the girl is wearing?

Teacher: Yes, colour it blue.

Three.

Teacher: Now the sweater.

Boy: The sweater the girl is wearing?

Teacher: No, the sweater the dog is

wearing.

Boy: Poor dog! He's very sad. He doesn't want to go for a walk.

Teacher: Colour his sweater yellow.

Boy: Right. I'm colouring the dog's sweater yellow.

Four.

Teacher: Look! There are two balls in the picture. Can you see them?

Boy: Yes, I can!

Teacher: OK. Colour the cat's ball red.

Boy: The one the cat is playing with?

Teacher: Yes, that's right. Colour that ball red.

Five.

Teacher: Can you see the hamster?

Boy: No. Where is it?

Teacher: It is in the corner.

Boy: Oh, yes. It's funny. It's running fast.

Teacher: What colour do you want to colour the hamster?

Boy: I think orange would be nice.

Teacher: OK, colour the hamster orange.

Now listen again.

Unit 6

Track 17

Listen and look. There is one example.

Boy: Hello, Miss Smith. Look! This is a picture of me on holidays with my family and friends. We're on a boat.

Miss Smith: Lucky you! What's the name of the boat?

Boy: It's called May.

Miss Smith: May? That's a funny name for a boat.

Boy: Yes, it is.

Can you see the line? This is an example. Now you listen and match.

One.

Miss Smith: Who is that?

Boy: Who?

Miss Smith: The man with the bird on his head.

Boy: He's funny! His name's Pat.

Miss Smith: Is he your dad?

Boy: No, he's not. He's my uncle.

Two.

Boy: And there's my sister, Jill. She's got some bread in her hand.

Miss Smith: Is she giving it to the dolphin?

Boy: Yes, she is. Jill loves dolphins.

Miss Smith: Me too!

Three.

Miss Smith: And look! There's a shark in the picture, too!

Boy: Yes, and that's my dad pointing at the shark.

Miss Smith: What's your dad's name?

Boy: His name's Dan.

Miss Smith: Dan looks very worried!

Boy: Yes, that's right!

Four.

Miss Smith: One person is reading. What's his name?

Boy: The boy with the book?

Miss Smith: Yes.

Boy: That's my friend Nick. Reading is Nick's favourite hobby.

Five.

Miss Smith: And what's that girl's name? The girl painting a beach.

Boy: That's Ann. Ann's in my class at school.

Miss Smith: Is she good at painting?

Boy: Yes, she loves painting!

Miss Smith: Great!

Now listen again.

Track 18

Peter: Alice, we're learning all about really cool places at school.

Alice: Really? Tell me about it!

Peter: Well, we're learning about the driest, wettest and coldest places in the world. And some amazing animals that live there!

Alice: OK, so tell me something about the driest place.

Peter: That's the Gobi Desert.

Alice: What animals live there?

Peter: Not many, because there is very little water. One small animal that can live there is the jerboa. It's like a mouse, but it has got big ears. Another animal is the pit viper. It's a very dangerous snake.

Alice: What about the wettest place?

Peter: Well, that's the Amazon rainforest.

Alice: What animals live there?

Peter: Lots, but my favourite is the anaconda snake.

Alice: A snake?

Peter: Yes, it's very big. It's the longest snake in the world! It grows up to ten metres long. My other favourite is the river dolphin.

Alice: Are there any dolphins in the Amazon?

Peter: Yes, there are! They're really pretty. They're pink!

Alice: Wow! What about the coldest place?

Peter: That's the Antarctic. Orcas live there. They're called killer whales, but they're really a type of dolphin, very big and black and white. Also, not many birds live there, but one of the biggest seabirds does.

Alice: Which one?

Peter: The albatross! They have got the biggest wings of any bird in the world.

Alice: Wow!

Track 19

Teacher: OK, class, look at the picture in your books. What kind of animal is this?

Boy: Is it a shark?

Teacher: Yes, it is! What type of shark is it? What's it called? Do you know?

Class: No!

Teacher: It's called a pygmy shark.

Now, how big is it?

Girl: Not very big.

Teacher: That's right. Pygmy sharks are not very big. They're only about twenty centimetres long. Now, where does it live?

Boy: In the sea.

Teacher: That's correct. It lives in the sea and it eats small fish. How fast is it?

Girl: I think it's very fast.

Teacher: You're right. It's very fast.

Girl: Wow!

Unit 7

Track 20

1. **Girl:** Hi, Sam. What are you doing?

Sam: I'm playing a board game. I really enjoy playing board games. I'm a member of a board games club in our town.

Girl: Me too! How often do you go to the club?

Sam: Twice a week, after school.

Girl: Cool!

2. **Girl:** What are you doing, Nick?

Nick: I'm going to the park to meet my friends.

Girl: Sounds fun! How often do you meet your friends?

Nick: About four times a week.

3. **Boy:** What are you reading, Vicky?

Vicky: It's a book about sports.

Boy: That's interesting.

Vicky: I love reading. I read every day!

Track 21

Boy: Hi. I'm doing a free-time activities survey for school. Can I ask you some questions?

Mary: Sure.
Boy: What's your name?
Mary: Mary.
Boy: How old are you?
Mary: I'm eight.
Boy: What do you like to do in your free time?
Mary: I like to ride my bike.
Boy: Where do you usually ride your bike?
Mary: In the park.
Boy: How often do you ride your bike?
Mary: Every day. It's fun!
Boy: And what's your name?
Tom: My name's Tom. I'm nine.
Boy: And what about you? What do you like to do?
Tom: I love making pies. It's cool.
Boy: Do you make pies every day?
Tom: No, I don't. I make them about twice a week. I make them at home with my mum and dad.
Boy: OK. And what about you, what's your name?
Jill: Jill.
Boy: And how old are you, Jill?
Jill: I'm seven.
Boy: I see you have got a guitar. It's very big. Is it yours?
Jill: Yes, I love playing the guitar.
Boy: How often do you practise?
Jill: Three times a week at school. It's difficult!

Track 22

Listen and look. There is one example.
Teacher: Can you see the violin?
Boy: Yes, I can.
Teacher: Right. Colour it grey.
Boy: Pardon?
Teacher: Colour the violin next to the book grey.
 Can you see the grey violin? This is an example. Now you listen and colour.

One.

Teacher: Can you see the boy playing the piano?
Boy: Yes, I can see him. Can I colour the piano?
Teacher: Yes. Colour it purple, please.
Boy: OK. A purple piano.

Two.

Teacher: Can you see the trumpets on the shelves?
Boy: Yes, there are three trumpets.
Teacher: Colour the biggest trumpet yellow.
Boy: Sorry?
Teacher: Colour the biggest trumpet yellow.
Boy: All right.

Three.

Boy: Look, there's a girl playing the drums!
Teacher: Yes, there is. Colour the drums green.
Boy: Green drums.
Teacher: Yes, that's right.

Four.

Teacher: Can you see the two girls talking to the man?
Boy: Yes, I can. One of them is holding a recorder.
Teacher: That's right. Colour the recorder blue.
Boy: Colour the recorder blue. OK.

Five.

Teacher: Can you see the saxophones?
Boy: Yes, I can. There are three saxophones. Can I colour them?
Teacher: Yes. Colour the smallest saxophone red.
Boy: The smallest saxophone red.
Teacher: Yes, that's right. Well done! Now listen again.

Unit 8

Track 23

Anna: Are you ready to go home?
Pocket: Yes, I am.
Shelly: Me too.
Anna: We're really sad!
Hugo: You mustn't forget us!
Shelly: Don't worry.
Anna: And you mustn't swim near sharks.
Pocket: OK.
Hugo: And you must come back!
Shelly: Next year.
Hugo: Good-bye, Pocket!
Anna: Good-bye, Shelly!
Pocket and Shelly: Bye-bye! See you next year!

Track 24

Listen and look. There are two examples.
Dad: Who's that girl reading the book?
Girl: That's my friend Lucy.
Dad: Sorry, what's her name?
Girl: It's Lucy. You spell that L-U-C-Y.
Dad: How old is Lucy?
Girl: She's eight.
Dad: Eight?
Girl: Yes, it's her birthday today.
 Can you see the answers? Now you listen and write a name or a number.

One.

Dad: Who's that diving into the swimming pool? Is it Matt?
Girl: No! It's Lucy's brother, Alex.
Dad: Ah, you're right! It's Alex.
 Is that A-L-E-X?
Girl: Yes, that's right.

Two.

Dad: How many brothers has Lucy got?
Girl: Well, Alex and Max are her big brothers. Max isn't in the picture.
Dad: So, she has got two brothers?
Girl: No, she has got three. She also has got a little brother. He's called Mark. He's the baby in the picture.

Three.

Dad: Does Lucy come here often?
Girl: Yes, she comes here every day.
Dad: Every day? Seven days a week?
Girl: Yes, seven days a week. She loves coming to the pool.

Four.

Dad: What is Lucy reading?
Girl: It's a book from her mum and dad. It's her birthday present. It's called *The Blue Dolphin*.
Dad: *The Blue Dolphin*?
Girl: Yes, *The Blue Dolphin*. You know, dolphin... D-O-L-P-H-I-N. It's really good.

Five.

Dad: And who is the man playing the guitar?
Girl: Oh, that's Mr. Potts. He lives next to Lucy and her family.
Dad: Mr. Potts?
Girl: Yes, P-O-T-T-S.
Dad: Mr. Potts? What a funny name! Now listen again.

Track 25

Girl: Hey, Pete! How are you?
Pete: I'm very well! I love playing in the band. It's so much fun! Thanks for telling me about it!
Girl: No problem. What instruments do you play in your band?
Pete: We play a lot of different things. I sometimes play the triangle, but I usually play the drums.
Girl: The drums? Cool! What instruments do the other people play?
Pete: Martin plays the trumpet and Lily plays the guitar.
Girl: Who plays the piano?
Pete: We haven't got a piano player. Do you know what our new name is?
Girl: No! What is it?
Pete: *The Gold Stars*!
Girl: I love it!

Practice Book Answer Key

Welcome Unit: Welcome Back!

Page 4

1

1. horse; 2. ruler; 3. chair; 4. snake; 5. pencil case; 6. desk; 7. cow; 8. crayons; 9. computer

◆

Things in the Classroom: chair, desk, computer; Animals: horse, snake, cow; Things in My Schoolbag: ruler, pencil case, crayons

◆

Answers will vary.

Page 5

2

The boy is wearing: socks, a T-shirt, shorts, trainers; The girl is wearing: a skirt, a blouse, boots, a jacket

3

1. eleven; 2. thirteen; 3. fifteen; 4. seventeen

Page 6

1

1. see; 2. Nice; 3. This; 4. name's

2

Students complete the drawings.

◆

2. Bertha is swimming.; 3. Star is singing.; 4. Baby is running.

Page 7

3

1. five; 2. Yes, he can.; 3. Yes, he does.; 4. on the beach; 5. Yes, he has.

4

Students circle 2, 3

◆

1. Don't; 2. Raise; 3. Work; 4. Don't

Unit 1 My Cool School

Page 8

1

1. Monday; 2. Friday; 3. maths; 4. science; 5. art; 6. music

2

1. English and geography.; 2. Maths and PE.; 3. Science and music.

Page 9

3

1. music – cutout of the boy playing the guitar; 2. science – cutout of the girl doing an experiment; 3. additions – cutout of the boy doing an addition on the board; 4. IT – cutout of the girl using the computer; 5. English – cutout

of the boy reading a book; 6. PE – cutout of the girl playing basketball

4

Answers will vary.

Page 10

1

1. Anna; 2. Hugo; 3. Pocket; 4. Shelly

2

1. A; 2. A; 3. H; 4. H

Page 11

3

Carl: basketball and book; Billy: computer mouse and globe; Rosie: brushes and tubes

4

1. Has Rosie got art today? Yes, she has.; 2. Has Carl got PE today? No, he hasn't.

◆

Answers will vary.

Page 12

5

1. 6C; 2. Mr. Harris; 3. 15; 4. Do experiments; 5. Use the computers; 6. do additions; 7. Read books; 8. Paint pictures

◆

1. On Tuesdays.; 2. Additions.; 3. On Thursdays.; 4. Paint pictures.

6

1. twins; 2. next to the door; 3. turtles; 4. sister

Page 13

1

1. In Class; 2. School Lunch; 3. After School

2

1. F; 2. F; 3. T; 4. T; 5. T

Page 14

1

1. Wednesday; 2. art; 3. geography; 4. music; 5. music; 6. playing the guitar; 7. teacher; 8. Mr. Miller

Page 15

1

Students circle picture 1.

2

1. T; 2. T; 3. F; 4. F; 5. F

Page 16

1

Answers will vary.

2

Answers will vary.

Page 17

- 1
1. Thursday; 2. Four; 3. guitar; 4. Under
- 2
1. Yes; 2. No; 3. No; 4. Yes

Page 18

- 1
1. twelve; 2. Strong; 3. four; 4. Wilson; 5. Turner

Unit 2 Time to Get Up!**Page 19**

- 1
Students draw: 1. the short hand pointing at 8 and the long hand pointing at 12.; 2. the short hand pointing at 8 and the long hand pointing at 6.; 3. the short hand pointing at 3 and the long hand pointing at 6.; the short hand pointing at 9 and the long hand pointing at 12.
- 2
1. wake up, seven; 2. go to school, seven; 3. I go home at four o'clock.; 4. I go to bed at nine thirty.

Page 20

- 3
cutout of the clock showing 7:30; cutout of the boy having a shower; cutout of the boy getting dressed; cutout of the boy eating cereal; cutout of the boy brushing his teeth; cutout of the boy brushing his hair; cutout of the boy putting the books into his schoolbag; cutout of the clock showing 9:00
- ◆
1. seven thirty; 2. have a shower; 3. nine o'clock

Page 21

- 1
1. 08:30; 2. 09:30; 3. 10:00
- 2
1. What time do you get up on Saturdays?; 2. What time do you go to bed on Saturdays?
- ◆
Answers will vary.

Page 22

- 3
Students circle: 1. ten o'clock, with her friends at home, rides her bike in the park, watches TV; 2. nine thirty, football in the park; with his friends, plays with his friends at home, reads a book
- 4
1. She gets up at ten o'clock.; 2. Yes, she does.; 3. She rides her bike in the park.; 4. No, she doesn't.
- ◆
Answers will vary.

Page 23

- 5
Get up early: always; Play football: never; Watch TV: sometimes
- 6
Answers will vary.
- 7
1.  2.  3.  4. 

Page 24

- 1
1. X 2. ✓ 3. X 4. X 5. ✓
- 2
Answers will vary.

Page 25

- 1
1. A; 2. C; 3. B; 4. A

Page 26

- 1
4, 3; 5, 2, 1
- ◆
Answers will vary.

Page 27

- 1
1. Sunday; 2. Dan; 3. 10:00; 4. no breakfast; 5. running
- 2
1. You're late!; 2. I'm sorry!; 3. Let's go!
- ◆
Answers will vary.

Page 28

- 1
1. English, Mondays, Thursdays; 2. art; 3. maths, Fridays
- 2
1. I brush my teeth.; 2. I get dressed.; 3. I brush my hair.; 4. I collect my books.; Answers will vary.

Page 29

- 3
Answers will vary.
- ◆
Answers will vary.
- 4
1. gets up, eight o'clock, morning; 2. meets her friends, four thirty, afternoon; 3. watches TV, nine o'clock, evening

Page 30

- 1
Clip Clop; Maria
- 2
1. T; 2. F; 3. T; 4. T; 5. F; 6. F

Page 31

- 3
2, 3, 1

- 4
Possible answers: The children clap and shout. They give Clip Clap carrots and apples. They sing a song.

Unit 3 At the Market

Page 32

- 1
1. peas; 2. peppers; 3. mushrooms; 4. cabbages; 5. beans; 6. onions
- 2
1. mushrooms; 2. Answers will vary.; 3. Answers will vary.

Page 33

- 3
1. pineapples – cutout of the pineapples; 2. lemons – cutout of the lemons; 3. mangoes – cutout of the mangoes; 4. coconuts – cutout of the coconuts; 5. limes – cutout of the limes; 6. pears – cutout of the pears; 7. kiwis – cutout of the kiwis; 8. oranges – cutout of the oranges
- 4
1. Can I help you?; 2. Yes, two oranges, please.; 3. Here you are. Anything else?; 4. No, thanks.

Page 34

- 1
1. Yes, there are.; 2. No, there aren't.; 3. No, there aren't.; 4. Yes, there are.
- 2
1. Yes, there are.; 2. No, there aren't.; 3. No, there aren't.; 4. Yes, there are.

Page 35

- 3
Pat's Cupboard: apples, mangoes, onions; Jane's Cupboard: peppers, pears, lemons
- ◆
Suggested answers: There aren't any mangoes in Jane's cupboard. There aren't any lemons in Pat's cupboard. There are some pears in Jane's cupboard.
- ◆
Answers will vary.
- 4
Answers will vary.

Page 36

- 5
1. apples; 2. bananas; 3. pears; 4. lettuce
- ◆
1. mine; 2. ours; 3. his; 4. yours
- 6
1. Pocket; 2. Shelly; 3. Hugo; 4. Anna

Page 37

- 1
1. orange; 2. red; 3. yellow; 4. green
- ◆
4, 4, 1; 1, 2, 3

Page 38

- 1
1, 4, 6; 3, 5, 2
- 2
Answers will vary.

Page 39

- 1
3, 1, 4, 2
- ◆
1. cabbage, pea and bean; 2. mushroom, onion and tomato; 3. banana, apple and pear; 4. lettuce, pepper and onion
- 2
Answers will vary.

Page 40

- 1
1. 5; 2. 1; 3. 3; 4. 2; 5. 4
- ◆
Students listen and check their answers.
- 2
Answer will vary.
- ◆
Answers will vary.

Page 41

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

Page 42

- 1
Students match: 1. *Sam* with the dog.; 2. *Mark* with the man pushing the baby.; 3. *Grace* with the baby.; *Kim* with the woman carrying a bag of oranges.; 5. *Sue* with the girl holding an orange.

Unit 4 It's Lunchtime!

Page 43

- 1
1. Sausage and potatoes; 2. Tomato soup; 3. Meat and vegetables; 4. Vegetable soup
- 2
1. spoon; 2. bowl; 3. knife, fork; 4. plate; 5. napkin; 6. glass

Page 44

- 3
Apple pie and ice cream – cutout of the slice of apple pie and cutout of the bowl of ice cream; Chocolate cake – cutout of the slice of chocolate cake; Cheese and crackers – cutout of the piece of cheese and cutout of the crackers; Yoghurt and fruit – cutout of the cup of yoghurt and cutout of the fruit
- ◆
1. crackers and cheese; 2. apple pie
- 4
Answers will vary.

Page 45

- 1
4, 1; 2, 3
- 2
Answers will vary.

Page 46

- 3
Students tick: 1. the second picture.; 2. the first picture.;
3. the second picture.
- ◆
Answers will vary.

Page 47

- 4
1. I'd like a hamburger, please.; 2. No, thank you.; 3. I'd like a soft drink.; 4. Yes, I'd like some apple pie.
- 5
1. What would you like to eat?; 2. Would you like French fries?; 3. No, thank you.; 4. What would you like to drink?
- 6
1. A double burger.; 2. He hates cheese.; 3. Fish burgers.

Page 48

- 1
1. fork; 2. potatoes; 3. knife; 4. apple pie; 5. glass
- 2
1. bowl – students draw a bowl; 2. spoon – students draw a spoon

Page 49

- 3
1. B; 2. C; 3. A; 4. C

Page 50

- 1
1. red; 2. brown; 3. yellow; 4. green; 5. blue
- ◆
eggs – yellow; apples – red; bread – brown; oranges – red; cheese – blue; fish – yellow; pears – red; lettuce – green; nuts – brown; meat – yellow

Page 51

- 1
1. home; 2. manners; 2, 1, 4, 3
- 2
1. Wash your hands before eating.; 2. Use a napkin to clean your mouth.; 3. Eat with your mouth closed.; 4. Help clear the table.

Page 52

- 1
1. Yes, there are.; 2. No, there aren't.; 3. Yes, there are.; 4. No, there aren't.
- 2
1. mine; 2. ours; 3. his; 4. theirs; 5. hers

Page 53

- 3
1. apple; 2. carrot; 3. banana; 4. lemons
- 4
1. What would you like to eat?; 2. I would like a chicken burger, please.; 3. Would you like a salad?; 4. No, thank you.

Page 54

- 1
1. Vincent; 2. opens; 3. school; 4. cookies; 5. terrible
- ◆
Students draw Vincent's nightmare.

Page 55

- 2
1. Open; 2. favourite; 3. instructions; 4. Important; 5. eat; 6. fruit
- 3
Students circle the salad, the apple and the sandwich.

Unit 5 Animal Rescue**Page 56**

- 1
(clockwise) head, face, leaves, leaf, feet, foot, ground, tail, wing
- ◆
Students colour: face – pink; tail – purple; wings and head – green; feet – yellow; tree branch – brown; tree leaves – red; sky – blue; sand – orange

Page 57

- 2
scary – cutout of the rabbit; cute – cutout of the dog; smart – cutout of the fox; funny – cutout of the lizard; strong – cutout of the hamster; sad – cutout of the snake
- ◆
1. Kim, strong; 2. dog, Rover
- ◆
Answers will vary.

Page 58

- 1
(clockwise) 2, 4, 1, 3
- ◆
2, 3, 4, 1
- 2
1. What a clever dog!; 2. What silly turtles!; 3. What a fast turtle!; 4. What a lovely dog!

Page 59

- 3
ears – pink; legs – green; body – blue; tail – yellow; head – red
- 4
1. Don't take; 2. Smile; 3. Remember to
- ◆
Answers will vary.

Page 60

5
Students circle the rabbit.

- ◆ 1. smaller than; 2. bigger than; 3. cleaner than
- ◆ Answers will vary.

6
1. T; 2. T; 3. F; 4. T

Page 61

1
3, 1, 2, 4

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

Page 62

1
1. To the forest. 2. A forest fire. 3. Jack and Emma.

2
1. run; 2. see; 3. Call; 4. done; 5. smart

Page 63

1
1. a; 2. a; 3. a; 4. a; 5. b

◆
1, 3

2
Answers will vary.

Page 64

1
Answers will vary.

◆
Answers will vary.

2
Answers will vary.

Page 65

1
1. tail; 2. night; 3. vegetables; 4. trees; 5. balls

Page 66

1
1. parrot – green; 2. girl's hat – blue; 3. dog's sweater – yellow; 4. cat's ball – red; 5. hamster – orange

Unit 6 Wild Animals**Page 67**

1
Students find: elephant, eagle, lion, giraffe, hippo, crocodile, tiger, monkey

2
Answers will vary.

Page 68

3
1. polar bear; 2. penguin; 3. dolphin; 4. jellyfish; 5. whale; 6. shark

- ◆ 1. cutout of the polar bear; 2. cutout of the penguin; 3. cutout of the dolphin; 4. cutout of the jellyfish; 5. cutout of the whale; 6. cutout of the shark

4
three dolphins, one whale, four sharks, nine penguins, two polar bears

Page 69

1
Students match the turtles with *Gulf of Mexico*.

2
1. Whose; 2. Where; 3. Why; 4. When; 5. What; 6. Who

Page 70

3
1. Very long.; 2. Very heavy.; 3. Not very big.; 4. Not very fast.

- ◆ 1. 1 month; 2. How, 1 gram; 3. How, 4 to 6 metres tall; 4. How, 60 kilometres per hour

4
Answers will vary.

Page 71

5
1. tallest; 2. longest; 3. smallest

- ◆ 1. the African elephant; 2. the Borneo pygmy elephant; 3. the Indian elephant

6.
1. 50; 2. swim; 3. heavier

Page 72

1
1. ship; 2. leaves; 3. parrot; 4. jellyfish; 5. eagle

2
monkey, fox; Students draw a monkey and a fox.

Page 73

1
Students match: 1. Pat with the man with a bird on his head.; 2. Jill with the girl feeding the dolphin.; 3. Dan with the man pointing at the shark.; 4. Nick with the boy reading a book.; 5. Ann with the girl painting a picture.

Page 74

1
Gobi Desert: 3, 5; Amazon rainforest: 1, 6; Antarctic: 2, 4

2
1. River dolphins are pink.; 2. Albatrosses have got the biggest wings in the world.; 3. Pit vipers are very dangerous.; 4. Orcas are called killer whales.; 5. Jerboas are like mice, but they have got big ears.; 6. Anacondas are the longest snakes in the world.

- ◆ Students listen and check their answers.

Page 75

1
3, 1, 2, 4

2

Problem – People throw plastic on the beach. Solution – They organise a “Clean the beach day.” Result – The beach is clean and safe.

- ◆ Answers will vary.

Page 76

1

1. A cat is cleaner than a dog.; 2. A rabbit is faster than a tortoise.; 3. A hamster is smaller than a horse.

2

Students circle the dog.

- ◆ Answers will vary.

Page 77

3

1. What; 2. How; 3. Where; 4. How

◆

1. A pygmy shark.; 2. Not very big.; 3. In the sea.; 4. Very fast.

4

1. The whale is the biggest animal in the ocean.; 2. The beetle is the strongest among the insects.; 3. The giraffe is the tallest animal on the savanna.; 4. The turtle is the oldest animal in the sea.; 5. The sloth is the slowest animal in the rainforest.

Page 78

1

1. grandfather; 2. grandmother; 3. father; 4. mother; 5. uncle; 6. aunt; 7. brother; 8. sister; 9. cousin

2

1. T; 2. T; 3. F; 4. F; 5. F

Page 79

3

4, 3, 2, 1

4

Answers will vary.

◆

Students colour the picture.

Unit 7 Try This!

Page 80

1

1. picture of badminton racket and shuttlecock, and volleyball ball; 2. picture of roller skates and skateboard; 3. picture of table tennis racket and ball; 4. picture of hockey stick and ball; 5. picture of baseball glove, bat and ball

2

Answers will vary.

Page 81

3

1. cutout of the boy playing the violin; 2. cutout of the girl playing the saxophone; 3. cutout of the girl playing

the drums; 4. cutout of the girl playing the recorder; 5. cutout of the boy playing the trumpet; 6. cutout of the boy playing the piano

◆

1. violin; 2. saxophone; 3. drums; 4. recorder; 5. trumpet; 6. piano

4

Answers will vary.

Page 82

1

4, 2, 1, 3

2

1. Flying a kite is difficult.; 2. Flying a kite is easy.; 3. Flying a kite is scary.

◆

This is easier than flying a kite!

Page 83

3

1. playing, She enjoys playing the recorder.; 2. playing, He enjoys playing the saxophone.; 3. Martha enjoy playing, She enjoys playing hockey.; 4. Ted enjoy playing, He enjoys playing volleyball.

◆

Answers will vary.

Page 84

4

1. b; 2. b; 3. c

◆

Answers will vary.

5

1. T; 2. F; 3. T

Page 85

1

Students circle: 1. the table tennis racket, ball and net; 2. the drums; 3. the pizza; 4. the cat

◆

1. eight; 2. four hours a day; 3. listening to music, playing the drums; 4. Ping; 5. his friends

Page 86

1

1. Jill Baxter.; 2. The USA.; 3. Eight.; 4. Football.; 5. Every day.; 6. Skateboarding and roller skating.; 7. I listen to music and dance.

2

1. Baxter; 2. the USA; 3. football; 4. eight; 5. every day; 6. skateboarding; 7. roller skating; 8. dancing

Page 87

1

Mary – 8 – bike – park – every day; Tom – 9 – pie – home – twice a week; Jill – seven – guitar – school – three times a week

◆

1. Jill; 2. Tom; 3. Mary

Page 88

- 1
Answers will vary.
- 2
Answers will vary.

Page 89

- 1
1. baseball; 2. reading; 3. bowl; 4. cat; 5. ball; 6. daughter

Page 90

- 1
1. piano – purple; 2. biggest trumpet – yellow; 3. drums – green; 4. recorder the girl is holding – blue; 5. smallest saxophone – red

Unit 8 Let's Go Swimming!**Page 91**

- 1
1. swimming cap; 2. swimsuit; 3. arm band; 4. slide; 5. goggles; 6. diving board; 7. boat; 8. towel
- 2
Boy: Let's go on the slide!
Girl: Yes, good idea! Come on!

Page 92

- 3
swim – cutout of the boy swimming; dive – cutout of the girl diving; slide – cutout of the boy sliding; float – cutout of the girl floating; jump – cutout of the boy jumping; splash – cutout of the girl splashing
- 4
Answers will vary.

Page 93

- 1
3, 1, 2
living room; kitchen; garden
- 2
1. him; 2. her; 3. us; 4. them

Page 94

- 3
1. a game to play; 2. has got an ice cream to eat; 3. He has got a cap to wear.; 4. She has got some milk to drink.
- ◆
Answers will vary.

Page 95

- 4
1. Saying good-bye. Sad.
- ◆
1. mustn't; 2. mustn't; 3. must
- ◆
1. You must be good at school.; 2. You mustn't cry.; 3. You must do exercise.
- 5
1. Pocket; 2. Anna; 3. Shelly

Page 96

- 1
1. swim; 2. ice cream; 3. volleyball; 4. read; 5. sandcastle

Page 97

- 1
1. Alex; 2. three; 3. Seven; 4. Dolphin; 5. Potts

Page 98

- 1
1. trumpet; 2. recorder; 3. saxophone; 4. guitar; 5. triangle; 6. violin; 7. drums; 8. trombone
- ◆
yellow: guitar, violin; blue: recorder; green: trumpet, saxophone, trombone; red: triangle, drums
- 2
Students tick the first band.

Page 99

- 1
The boy is a good team player in the second game.
- 2
Answers will vary.

Page 100

- 1
1. badminton; 2. playing tennis; 3. enjoys playing the drums; 4. doesn't enjoy playing the piano
- 2
Answers will vary.
- ◆
Answers will vary.

Page 101

- 3
1. I have got a delicious cake to eat.; 2. I have got a fun game to play.; 3. I have got new jeans to wear.; 4. I have got an interesting film to watch.
- ◆
1. I have got a pizza to eat. 2. I have got a bike to ride.
- 4
1. You mustn't drop rubbish.; 2. You must keep dogs on a leash.; 3. You must close the gate.; 4. You mustn't play music.
- ◆
Answers will vary.

Page 102

- 1
Students draw a baseball bat in the box. Alice's grandpa gives Alice a baseball bat.
- 2
1. T; 2. F; 3. T; 4. F; 5. F

Page 103

- 3
1. Grandpa; 2. Alice; 3. Dan
- 4
1. How old are you?; 2. What's your favourite sport?; 3. How often do you play?
- ◆
1. eight; 2. baseball; 3. three times a week



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