

KIDS' WEB GANG

COMIC BOOK
+
EXTRA ACTIVITIES

TEACHER'S NOTES



KIDS' WEB GANG

A NICE SURPRISE!

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COMIC BOOK 3

EXTRA ACTIVITIES

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Richmond

Teacher's notes

With the intention of awakening pleasure for reading in the early stage of literacy, this second level introduces Kids' Web Gang Comic Book 2.

Students are motivated to follow the adventures of the characters presented in the class book through comics, which are also accompanied by listenings. Every chapter intends to revise the units on the student's book.

The illustrations in the comics give children the possibility of exploring their creativity, interpreting and relating them with their own life experiences.

At the end of every chapter, there are comprehension-related activities, also engaged with contents from the student's book, as revision in a ludic and fun way.

Chapter 1

Pages 4 and 5

- ◆ Ask children if they remember the characters of the Kids' Web Gang. If they do, ask students to name them.
- ◆ Explain that they will listen to a new chapter of the comic book, in which there is a boy who joins the gang.
- ◆ Ask them to listen carefully and play track 1.

Audioscript 1

Sue: What a beautiful day!

Jess: Yes, it's hot and sunny.

Mike, Rick and Tom: Hello, girls!

Sue and Jess: Hi, boys!

Ms. Parker: Good morning, class! I'm Ms. Parker.

Class: Good morning, Ms. Parker!

Ms. Parker: Meet our new student... Class, this is Jimmy.

Class: Hello, Jimmy!

Jimmy: Hello!

Jess: I'm Jess. Tell us about you and your family.

Jimmy: This is my brother, my mum, my dad and my sister Lily.

Jess: Wow! Lily is the name of my cat.

Jimmy: I have got two pets. Toby is my turtle and Spike is my cat.

Sue: Hi, I'm Sue.

Ms. Parker: Class, two teams, please.

Sue: This is Mike, Tom and Rick.

Mike, Tom and Rick: Hi!

Ms. Parker: Class, I have got a surprise for you... it's a game!

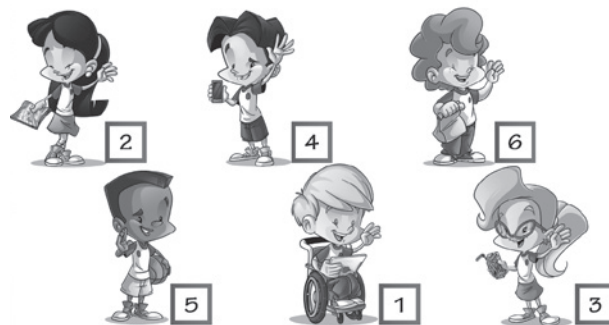
Class: Cool!

Pages 6 and 7

Look, read and match.

- ◆ Point to any character in the picture and ask students: 'Who is this?'. Do the same with the rest of the characters, read the first sentence aloud and ask: 'Where's Jimmy?', 'Can you find him?', when children find him, tell them to write the number of the sentence in the correct box, next to the character.

Answer key



2 Find and circle the toys.

- ◆ Ask children to have a look at the picture and circle all the toys they can find.
- ◆ When they finish doing the activity, ask: 'What toys can you see?', so they list them aloud.
- ◆ Make them point to the toys on the picture. Elicit the words 'stick horse' and 'football ball'.

Answer key

stick horse, football ball, clown, basketball, video games, board game

3 Match.

- ◆ First, ask students to tell you what animals and who else they can see in the picture ('Lily', the cat; Toby and Spike; Jess and Jimmy). If children happen not to recognise the cat and the turtle, tell them to go back to the first chapter to refresh their memory.
- ◆ Ask: 'Who is Jess's pet?' (Lily, the black cat). 'Do you remember the other animals' names?' (Toby, the turtle and Spike, the cat)

Answer key

Students match the blonde girl to the black cat and the blonde boy to the turtle and the cat.

4 Circle the odd one out.

- ◆ Ask students if they remember what the meaning of the word 'odd' is. Wait for their answers and, in any case, elicit it yourself.
- ◆ Tell them to look at sequence number one and start naming the objects there are (snowman, swimsuit, scarf and gloves). You may have to introduce some words, as they could be presented to them for the first time. Now ask: 'What is the different object in number 1?' (Swimsuit), ask them to circle it.

Answer key

1 swimsuit 2 coat 3 hat

Chapter 2

Pages 8 and 9

Warm up!

- ◆ Ask children what their favourite game to play with friends is and, what activities they like doing in class. Answers will come up in their own language, help them express those ideas in English.
- ◆ Tell them that they will listen to chapter 2 of the Kids' Web Gang comic book and play track 2.

Audioscript 2

Class: We love games!

Ms. Parker: Let's play 'Where's the school object?'

Sue: It's a cool game, Jimmy!

Ms. Parker: Team one! Two questions, please!

Jimmy: How many?

Ms. Parker: Two.

Mike: What colour?

Ms. Parker: Yellow. Go!

Class: Ten, nine, eight, seven, six...

Jimmy: Two yellow pencil cases in the box.

Ms. Parker: One point to team one! Great job! ... Team two! Two questions, please!

Jess: How many?

Ms. Parker: Two.

Tom: What colour?

Ms. Parker: Blue.

Tom: Two blue pencils on the book.

Ms. Parker: One point to group two! Excellent! (Later on...)

Ms. Parker: Ok, both teams. Questions, please!

Jess: How many?

Ms. Parker: One.

Jimmy: What colour?

Ms. Parker: Orange. Go!

Jimmy: One orange eraser under the desk.

Ms. Parker: Great! Another point to team one! You're the winners!

Jess: Jimmy, you're awesome!

Ms. Parker: Now, class... I have got another surprise...

Pages 10 and 11

Look and circle.

- ◆ Read sentence one to children, tell them to look at the picture and ask: 'Are there two books?' (No), 'How many can you see?' (Four). In this way, you guide them into circling 'No'.
- ◆ Explain to them that they should do the same with the other three sentences.

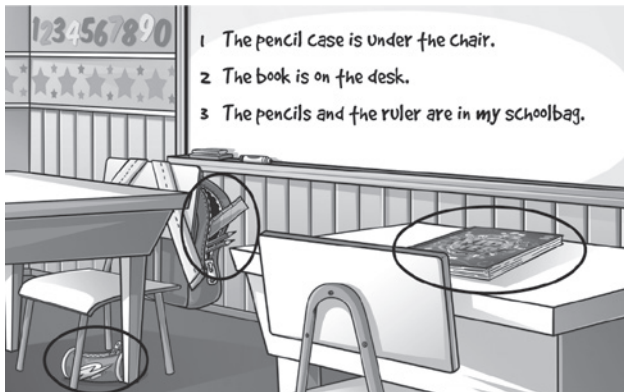
Answer key

1 No 2 Yes 3 No 4 Yes

2 Find and circle.

- ◆ Use the first sentence to set the example. Ask students to look at the board in the picture, read the first sentence aloud and then ask: 'Can you see the pencil case?', after they have found it, tell them to circle it.
- ◆ Follow the same procedure with the rest of the sentences.

Answer key



3 Read and draw.

- ◆ For this activity, you may have to review prepositions. You can ask them to play a little game before starting. They have to follow the instructions you give them with their hands, so if you say 'on' they have to put their hands on the desk, if you say 'in' they have to put their hands inside a bag/pencil case, and if you say 'under', they should put their hands under the desk.
- ◆ Once you have finished playing, tell them to read the sentences and draw.

Answer key

Children draw a schoolbag under the desk, coloured pencils in the box and books on the bed.

4 Listen, draw and colour.

- ◆ Tell children to listen carefully, draw and colour the school objects as asked in the audio.
- ◆ Play track 3, pausing after every instruction for them to draw. Play the audio again, pausing after every instruction for them to colour.

Audioscript

- 1 Three orange erasers.
- 2 Two yellow books.
- 3 One green ruler.
- 4 Four red pencils.

Answer key

Children draw and colour three orange erasers, two yellow books, one green ruler and four red pencils.

Chapter 3

Pages 12 and 13

- ◆ Ask students if they can mention animals they have seen at the zoo. If they happen to resort to their own language when giving you the answer, explain and introduce the English words for what they have said.
- ◆ Tell them to listen to track 4 attentively.

Audioscript

Ms. Parker: Today's surprise is a trip to 'Animal planet'!

Jimmy: What's 'Animal planet'?

Rick: It's a new zoo! It's so cool!

Class: 'They jump and fly, they swim and run. They are really fun!'

Ms. Parker: We're here, kids!

(Later on...)

Ms. Parker: Let's go on a safari, class!

Mike: Look at the hippos! They can swim!

Jess and Sue: Wow! Alligators!

(Some time later...)

Jimmy: What now?

Ms. Parker: Let's see some pictures from our trip.

Class: Great idea!

Ms. Parker: Look at this bat! Some bats eat fruits and some eat insects.

(Some minutes later...)

Mike: I'm hungry.

Class: Me too! Ms. Parker, we're hungry!

Ms. Parker: Ok, let's have lunch.

Pages 14 and 15

Read, draw and colour.

- ◆ Ask a student to read the first sentence under the box. If students don't recognise what animal the giraffe is, try miming, for example, the long necks they have. Use their mother tongue as a last resort.
- ◆ Tell them they have to draw that animal, but before this, ask: 'What colour is the giraffe?'
- ◆ Follow the same procedure with the rest of the animals.

Answer key

Children draw and colour a giraffe, a lion, a hippo and an alligator.

2 Read, look and write 'Yes' or 'No'.

- ◆ Read the instruction to students so what they must do is clear. Tell them to look at the pictures, read sentence number 1 and ask them: 'Can bats fly?' (Yes), tell them to write it down. Ask: 'Can lions fly?' (No), make them write the answer again.
- ◆ Let them do the rest alone. As a way of checking you can ask the type of questions above.

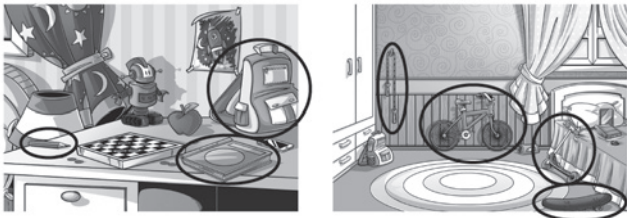
Answer key

1 Yes / No 2 Yes / No 3 No / Yes

3 Find and circle.

- ◆ Explain to children that they must look for what the sentences ask in the pictures.
- ◆ Tell them to do the activity individually. To correct as a class you can ask: 'What school objects can you see in picture 1?', 'Where are they?', 'What toys can you see in picture 2?'.

Answer key



4 Wordsearch.

- ◆ Ask students to mention the animals illustrated around the box.
- ◆ Explain to them that they are expected to find the words above the box, in the wordsearch.

Answer key



Pages 16 and 17

- ◆ Motivate students to ask their partners: 'What's your favourite food?'. Encourage them to answer 'I love / like'.
- ◆ Tell them they will listen to the last chapter of the comic book. Ask them to be quiet and listen.
- ◆ Play track 5.

Audioscript 5

Cook: Pasta?

Sue: Yes, please.

Cook: Here you are.

Sue: Thanks... Chicken and french fries, please.

Jimmy: Chicken, please.

Rick: Pasta, please.

Ms. Parker: Orange juice?

Class: Yes, please.

Ms. Parker: Do you like your new school?

Jimmy: Yes, I love it.

Ms. Parker: Guys, it's time to go.

Jimmy: Thank you Mr. Jones.

Mr. Jones: You're welcome, Jimmy... Let's go gang!

(Later on)

Jimmy: Mum, this is my friend Jess.

Mum: Who are they?

Jimmy: They are my friends Mike, Rick, Tom and Sue.

(Now Jimmy is in the gang, the kids' web gang.)

Pages 18 and 19

Match. Who am I?

- ◆ Explain to children that you will choose a character from the comic book, describe it and they will guess who it is. Say: 'I have got long blonde hair and brown eyes' (It's Jess). Tell them to play the same way in pairs.
- ◆ After playing, tell them to read the sentences in activity 1 and match them to the pictures of the characters.

Answer key

1 Mr. Jones 2 Jimmy 3 Mike 4 Sue 5 Ms. Parker

2 Read and colour.

- ◆ Read sentence 1 to students and make them pick up the two colours they need from their pencil cases. Tell them to read sentence 2 and show you what two coloured-pencils they need to colour the boy.
- ◆ Allow them some time to colour.

Answer key

Children colour the girl's hair red and her eyes brown while they colour the boy's hair black and his eyes green.

3 Listen and match.

- ◆ Explain to children that they will listen to the gang telling them about the food they like and the food they love, and how they must match each character to one dish.

Audioscript 6

- 1 I love pasta.
- 2 I like chicken.
- 3 I like fish.
- 4 I love chocolate cake and milk.

Answer key

- 1 pasta
- 2 chicken
- 3 fish
- 4 chocolate cake and milk

4 Draw and complete.

- ◆ Read the sentence under the first box aloud and complete it with information that is true for you, eg: 'I like ice-cream', continue with the other sentence and, again, complete it: 'I don't like fish'. If necessary, put a happy face when you mention what you like and a sad one when you mention what you don't. Look at children and ask them: 'And you?'
- ◆ Ask them to draw what they like and don't like and to complete the sentences.

Answer key

Students draw what they like and what they don't like in the corresponding boxes and complete the sentences.

Extra Activities 1 and 2

Pages 22 and 23

1 Read and circle.

- ◆ You can introduce the activity by asking students to look through the window and tell you what the weather

is like at that moment, so you can later ask them what the weather is like in picture 1. Tell them to circle the correct option.

- ◆ Ask them to solve sentence number 2.

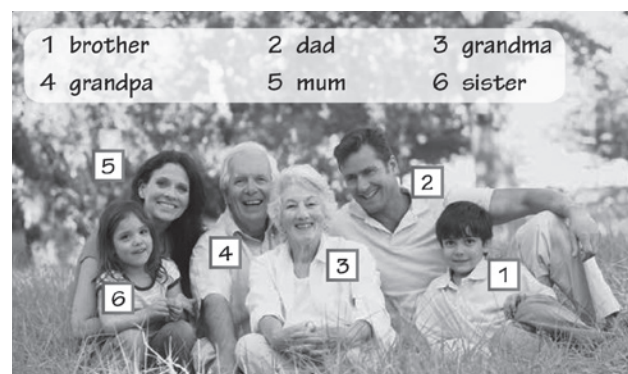
Answer key

- 1 It's windy
- 2 Good morning, Mike

2 Look and number.

- ◆ To warm up, you can ask students: 'Where is mum? Point!', 'And brother?', keep asking until you have revised all the family members.
- ◆ Once revision has finished, ask them to read the words in the table and to put the numbers in the correct box.

Answer key



3 Read, look and complete.

- ◆ Tell students to look at picture 1 and read the sentences to them, like acting them out, making a pause where there is a blank space, so that they have time to assimilate the information.
- ◆ Encourage them to complete the second sequence.

Answer key

- 1 Good morning | It's sunny
- 2 Good afternoon, Grandma | It's raining

4 Listen and draw.

- ◆ Ask students what they can see (*three windows*), elicit that in each of them they must draw the weather condition that is mentioned in the audio.
- ◆ Play track 7 and pause after each number, so they have a little time to draw. Play the audio once more.

Audioscript 7

1 *It's sunny* 2 *It's cloudy* 3 *It's raining*

Answer key

Children draw a sunny day through window 1, a cloudy day through window 2 and a rainy day through window 3.

Pages 24 and 25

5 Complete the answers to the questions.

- ◆ Read to students what the boy in the picture says, then say: 'My name is...', point to a student and ask: 'What's your name?', repeat the procedure with some other students you choose randomly. Include the question 'How are you?' (I'm fine, thanks. And you?), if the answer does not come up, teach them how to respond.
- ◆ Tell them to read questions 1 and 2 and answer them.

Answer key

Children complete question number 1 with their names, while question number 2 should be completed with: 'fine, thanks. And you?'

6 Look and complete.

- ◆ Get a student to read the words in the table under the instruction, and another to look at picture 1 and read what is in the bubble speech. Then point to the father and ask: 'Who is this?'. Make them complete that sentence and encourage them to write complete answers for the other speech bubbles.
- ◆ Tell them to be careful, as there are two extra words they do not need to use.

Answer key

- 1 *This is my dad.*
- 2 *This is my grandma.*
- 3 *This is my grandpa.*
- 4 *This is my mum.*

7 Look and complete.

- ◆ Ask children if they remember any weather

vocabulary. To revise you can mime / act a word and they have to guess. For instance, you can look at the ceiling and cover your eyes, as if you were blinded by the sun, they will tell you it is *sunny*.

- ◆ Tell them that, they have to read the words in the table under the instruction and match them to the correct picture.

Answer key

1 *hot* 2 *cloudy* 3 *windy* 4 *cold* 5 *raining*

Extra Activities 3 and 4

Pages 26 and 27

8 Listen and check.

- ◆ Point to the picture on the left in number one and ask: 'What's this?' (A bag), 'Where is it?' (On the table). Now point to the bag in the picture on the right and ask: 'Where is the bag?' (Under the table). Do the same with the other instructions.
- ◆ Tell them that they must listen and check one of the options for each sentence.
- ◆ Play track 8 and repeat it if necessary.

Audioscript 8

1 *Mum: Where's your schoolbag, Mike?*

Mike: It's on the table, Mum.

2 *Boy: Where's my ruler, dad?*

Dad: It's in the book.

3 *Mum: Susan, where's your book?*

Susan: It's under the desk.

Answer key

1 *on* 2 *in* 3 *under*

2 Count and write.

- ◆ Read the instruction to children and draw their attention to sentence one. Once they have recognised the school object there, tell them to count how many of it there are in the picture. Ask them to complete the sentence with the missing letters (*three*).

- ◆ Ask them to do the same with the other three sentences.
- ◆ As a way of checking, you can ask them: *'How many pencils are there?'*

Answer key

1 three erasers **2** seven pencils **3** five crayons **4** six pens

3 Read and colour.

- ◆ Introduce the word *'centipede'* to children, and make sure they understand they have to colour the words on the centipede according to the group they belong to.
- ◆ Take the first word as an example, get a student to read it and ask them: *'Is this fruit?'* (Yes), so tell them to pick up a purple pencil and colour the word 'apple'. If necessary, do the same with the second word, if not, let them work individually.
- ◆ To check you can ask the following: *'How many fruit words are there?'* (Two), *'Which are they?'* (Apple and orange).

Answer key

Students colour the words 'apple' and 'orange' in purple, the words 'pencil', 'ruler' and 'glue' in blue, and the words 'five' and 'nine' in red.

4 Listen and circle.

- ◆ Explain to children that they will listen to five sentences. For each of them they have to circle the correct option mentioned in the audio.
- ◆ Ask them to listen carefully and play track 9.

Audioscript 9

- 1 A:** *How many apples?*
B: *Seven apples, please.*
- 2 A:** *Where's the cat?*
B: *It's under the sofa.*
- 3 A:** *Where's my English book?*
B: *It's in your schoolbag.*
- 4 A:** *How many oranges?*
B: *Two oranges, please.*
- 5 A:** *How many erasers?*
B: *Three erasers, please.*

Answer key

1 seven **2** under **3** in **4** two **5** three

5 Read, look and check.

- ◆ Tell children that they have to read the list on the left, look at both pencil cases and decide which one contains all the elements listed.
- ◆ You can encourage them to do it alone by reading the first element in the list and asking: *'Is there a red pen in number 1?'* (Yes), *'And in number 2?'* (Yes), *'Where can you see two white and blue erasers?'* (In box 1).

Answer key

Children tick box 1.

Pages 28 and 29

6 Read and number.

- ◆ Tell students to look at the three sentences and ask one of them to read the first, then ask: *'What is the picture for that sentence?'* (3).
- ◆ Ask them to continue with the other sentences alone. When it's time to check, you can ask the same type of questions you did previously.

Answer key

- 1** *The ruler is under the book.*
2 *The sharpener is in the pencil case.*
3 *The eraser is on the book.*

7 Complete the answers to the questions.

- ◆ Ask students question number one and wait for them to answer. Correct any mistakes and elicit the fact that they have to complete the answers to the questions.
- ◆ To correct you can simply read the questions and let them answer. Do this as a class.
- ◆ For a little memory practice, and in order to get familiar with complete answers, you can tell them to work in pairs, in the following way: they cover the questions and answers. One of them asks question 1 and the other has to answer.
- ◆ To make it more challenging, you can adapt the activity: tell students to use their memory and, in turns,

one gives the answer and the other has to remember what the question for it was.

Answer key

- 1 *It's under the table*
- 2 *It's in the book*
- 3 *It's on the book*
- 4 *It's in the bag*

8 Colour.

- ◆ For this activity, tell students to take out their coloured pencils. Point to number 3 and ask them: 'What number is this?' (*three*). Tell them to decide which of the three labels is the written form of number 3.
- ◆ Motivate them to work independently.

Answer key

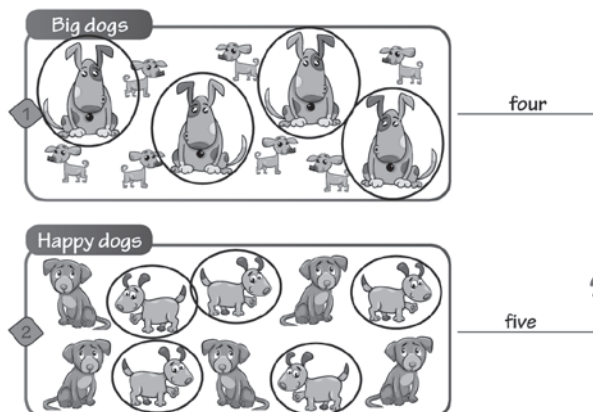
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3 three 1 one 8 eight 9 nine 2 two

9 Count, circle and write the following:

- ◆ To introduce the activity, ask children if they remember the difference between 'big / small' and 'happy / sad'. Make any necessary corrections and ask them to follow your instructions by miming the words 'big' or 'small' with their hands, and making faces when you say 'happy' or 'sad'.
- ◆ Now draw their attention to instruction 1, point to the big dog and ask: 'Is this dog big or small?' (*Big*), 'How many big dogs can you see?' (*four*). Let them solve it alone, remind them, if necessary, that they should count, circle them and write the quantity in letters.

Answer key



Page 30

10 Circle the odd numbers.

- ◆ Revise even and odd numbers with children. If necessary, remind them how odd numbers cannot be divided by two and result in an integer number.
- ◆ Read the instruction to them and let them solve the activity alone.
- ◆ After they have finished, you can check by asking: 'What odd numbers can you see?', let children answer.
- ◆ For some extra practice, tell them to pair up and to play a guessing game together. In turns, they secretly choose a number and they ask each other questions like: 'Is it an odd number?' (*Yes / No*), to guess what number it is. If they need more clues, they could ask about the colours: 'Is it blue?'.

Answer key

Children circle number 1 (twice), 7, 3 (twice), 5 (twice) and 9.

11 Do the maths and write the results in letters.

- ◆ Take the first exercise as an example and ask children: 'What's 2 plus 3?' (*Five*), remind them to write the results in letters.
- ◆ Tell them to work individually.
- ◆ Ask them for the result of each of the calculations, also ask them to spell the number, in this way you check both result of the maths and spelling.

Answer key

(from top to bottom)

five, ten, four, seven

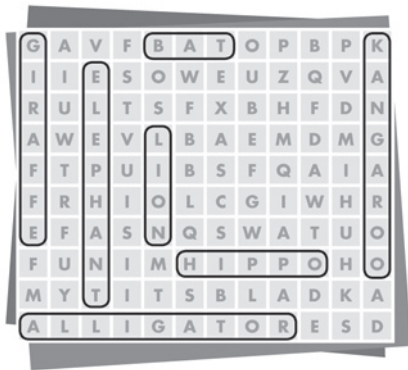
Extra Activities 5 and 6

Pages 31 and 32

1 Wordsearch.

- ◆ Instruct children to do the wordsearch and find the animals that surround the picture.

Answer key



- ◆ After they finish, get them to play in pairs. In turns, they have to secretly choose one animal and spell it to each other. While one is spelling, the other should write down the letters he / she hears to form the name of the animal. If the group is strong, children could avoid writing down the letters and do the association in their minds.
- ◆ As a second extra-activity, get children to write sentences about the animals they found in the wordsearch. Encourage them to write using: 'can / can't', 'have got / has got' and the animals' appearance and abilities.

10 Listen and match.

- ◆ Ask children to name the animals there are at the bottom of the page. Tell them to listen attentively, so they match each of the four children to the animals.
- ◆ Play track 10.

Audioscript 10

- 1 Hi, I'm Kate and my favourite animal is the kangaroo.
- 2 Hi, I'm Jimmy and my favourite animal is the hippo.
- 3 Hi, I'm Susan and my favourite animal is the giraffe.
- 4 Hi, I'm Tim and my favourite animal is the lion.

Answer key

(from left to right)

Kate, kangaroo; Jimmy, hippo; Susan, giraffe; Tim, lion

3 Read, match and draw.

- ◆ Read the instruction to children to make sure they understand the activity and how to do it.
- ◆ Take the word 'board game' and ask them: '*Is this an animal or a toy?*' (A toy), now do the same with the word 'bike'.
- ◆ Remind them that not only do they have to categorise the words, but also to draw.

Answer key

Children match and draw animals and toys.

Animals: lion, crocodile, kangaroo, giraffe

Toys: board game, jump rope, bike, kite

4 Draw, colour and say.

- ◆ This activity requires your explanation as the instruction itself will not be enough for them. Explain that they are supposed to draw and colour their favourite toy.
- ◆ Later, they will show the drawing to a partner, and tell him / her about it.

Answer key

Children draw and colour their favourite toy.

Pages 33 and 34

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

- ◆ Make students look at the picture of the hippo and ask them: '*Has the hippo got wings?*' (No), mime the word 'wings' if necessary and ask them again: '*Can hippos fly?*' (No, they can't). Now read sentence 1 aloud and ask them: '*Is this true or false?*' (False).
- ◆ Allow them some minutes to do the other two sentences alone and later check as a class.

Answer key

1 false 2 true 3 false

6 What can they do? Complete the sentences.

- ◆ Instruct children to write down what each animal can do. Take number 1 as an example and ask them: '*What*

animal is this?' (Bat), 'Can bats swim?' (No), 'What can they do?' (Fly). If verbs do not happen to come up easily for children, make a short list of verbs related to animals they have seen before on the board.

- ◆ Tell them to work on the other three sentences alone and to check with their partners after they have finished. Then check as a whole group.

Answer key

- 1 The bat can fly
- 2 The kangaroo can jump
- 3 The lion can run
- 4 The alligator can swim

7 Read and colour.

- ◆ Before doing the activity, ask children to point to the animals in the sentences as you read them.
- ◆ Let them do the activity alone. When it's time to check just ask them questions like: 'What colour is the lion?', ask them to answer in a complete form: 'It is brown and orange'.

Answer key

Children colour the lion brown and orange, the giraffe yellow and brown, the elephant grey and the bat black.

8 Unscramble the words.

- ◆ Explain to children that the words they will unscramble are toys.
- ◆ Make children look at number 1 and ask them: 'What do you think this is?' (Kite).

Answer key

- 1 kite 2 board game 3 scooter 4 skateboard 5 bike

Pages 35 and 36

9 Read and draw.

- ◆ For this activity, don't give any extra explanation, as students should read and draw by themselves.
- ◆ To boost their creativity, tell them to colour their drawings the way they like best.

Answer key

Children draw and colour a scooter and a jump rope.

10 What's their favourite toy? Answer the questions.

- ◆ Request a student to read the first question. Then ask another one to read the incomplete answer. Now point to the teddy bear and ask them: 'What is this?' (A teddy bear), instruct them to complete the sentence.
- ◆ Make sure they realise they have to write the complete answer for number 2.

Answer key

- 1 It is a teddy bear.
- 2 It is a car.

11 Look, read and number.

- ◆ Read the word 'seesaw' and ask them to point to it in the picture. Once they have found it, ask them to write number 1 inside the little box.
- ◆ Ask them to do the rest and then check by asking: 'Where is the swing?', and making them point.

Answer key

(from left to right)

- 1 seesaw; 4 monkey bars; 2 swing; 3 slide

Extra Activities 7 and 8

Pages 36 and 37

1 Listen, look and draw.

- ◆ Explain to students they will listen to four children talking about their likes and dislikes regarding food. Before listening, ask them to name the food items they can see in the columns (*chocolate cake, pudding, fruit salad and chicken*).
- ◆ Tell them to listen. Play track 11. Play the audio again to make sure all of them complete the activity.

Audioscript 11

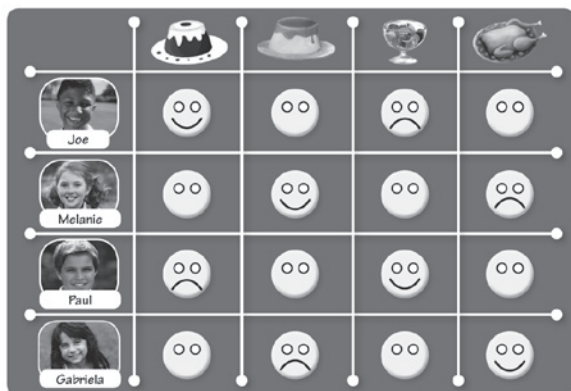
Joe: I like cake, but I don't like fruit salad.

Melanie: I like pudding, but I don't like chicken.

Paul: I like fruit salad, but I don't like cake.

Gabriela: I like chicken, but I don't like pudding.

Answer key



2 Draw and ask two friends.

- ◆ Tell children to select two items, one they like and one they don't like.
- ◆ Once they do that, tell them to ask a friend about his / her likes. As a demonstration, you ask a student: 'Do you like chocolate cake?', whatever the answer is, you draw a happy or a sad face on the board.
- ◆ After they finish, tell them to use the information on the charts to write sentences for their likes and for their partner's likes. Again, set the example by writing on the board: 'I like / don't like...', '(student's name) likes / doesn't like...'.

Answer key

Students complete the faces in the chart according to the information they receive from their partners.

3 Listen and circle.

- ◆ Tell students that they will listen to four different children making a short description of themselves. Explain that they have to circle the correct option, according to the audio.
- ◆ Play track 12 twice, so you make sure all of them finish the activity.

Audioscript 12

1 I have got brown hair and green eyes.

2 I have got short hair and black eyes.

3 I have got red hair and blue eyes.

4 I have got long hair and brown eyes.

Answer key

1 brown, green **2** short, black **3** red, blue **4** long, brown

4 Look and complete.

- ◆ Ask children to look at the pictures and to read the words under the instruction to complete the sentences.
- ◆ Take a girl in the class as reference and ask: 'Has she got long or short hair?', let them answer and correct any mistake, in case there is difficulty in making a difference between 'short' and 'long'.

Answer key

1 short **2** long **3** eyes

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5 Draw yourself and complete

- ◆ Ask children to make a drawing of themselves and colour it. Then, they have to complete the description on the right of the box with their information.
- ◆ At the end of the activity, they can share in pairs or in small groups.

Answer key

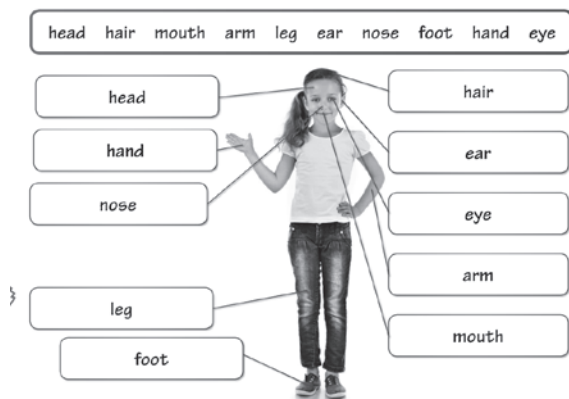
Children make a drawing of themselves and complete the table on the right with their names, eye colour and hair style.

6 Write.

- ◆ Draw children's attention to the words under the instruction. Take the first one and read it, ask them to find that part of the body in the picture and point to it, if there are no mistakes or confusions, make them write the word down in the box.

- ◆ Tell them to continue with the activity alone and to check in pairs later.

Answer key



7 Look, read and match with the letters.

- ◆ Read the instruction to children, then read: 'I love pizza' and ask them: 'Is this picture A or B?' (B), elicit the fact that they have to write the letter in the box next to the sentence.
- ◆ Let them finish the activity individually and then check by making students read a sentence and its answer.

Answer key

Picture A: *I have got short brown hair, I have got brown eyes, I don't like salad.*

Picture B: *I love pizza, I have got blonde hair, I have got blue eyes.*

8 Write the words.

- ◆ Children have six pictures of different food items in boxes and labels to write their names in. As a brief warm-up, you may ask six children at random to name the food items, not necessarily in numerical order so that it is more unpredictable.
- ◆ After all items have been mentioned give them some minutes to solve the activity.
- ◆ To check, ask six children in turn to spell out the food words you will assign to each one. Follow children's spelling by writing the letters on the board, so that all the class can follow.

Answer key

1 apple 2 spaghetti 3 fish 4 salad 5 chicken 6 fries

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9 Write the words.

- ◆ Draw children's attention to the girl's faces so that it's clear to them that, in one picture, she mentions what she likes, and in the other, she mentions what she doesn't.
- ◆ From top to bottom, read the first speech bubble and make a clear connection between 'I like...' and the food inside the thought bubble, ask: 'What does she like?' (Chicken and fruit salad).
- ◆ Instruct them to complete the activity. To check the rest ask: 'What doesn't she like?' (Fish or pudding).
- ◆ Explain to children how we use 'and' to speak about likes and 'or' to speak about things we dislike. If necessary, resort to their mother language, for them to compare.

Answer key

(from top to bottom)

Speech bubble 1: *I like chicken and fruit salad.*

Speech bubble 2: *I don't like fish or pudding.*

10 Read and draw.

- ◆ This time, children must read what the children in the picture are saying and draw inside the thought bubble.
- ◆ Give them some time to draw and colour.

Answer key

Children draw pasta and pudding inside the girl's thought bubble and draw fish and fruit salad inside the boy's thought bubble.