

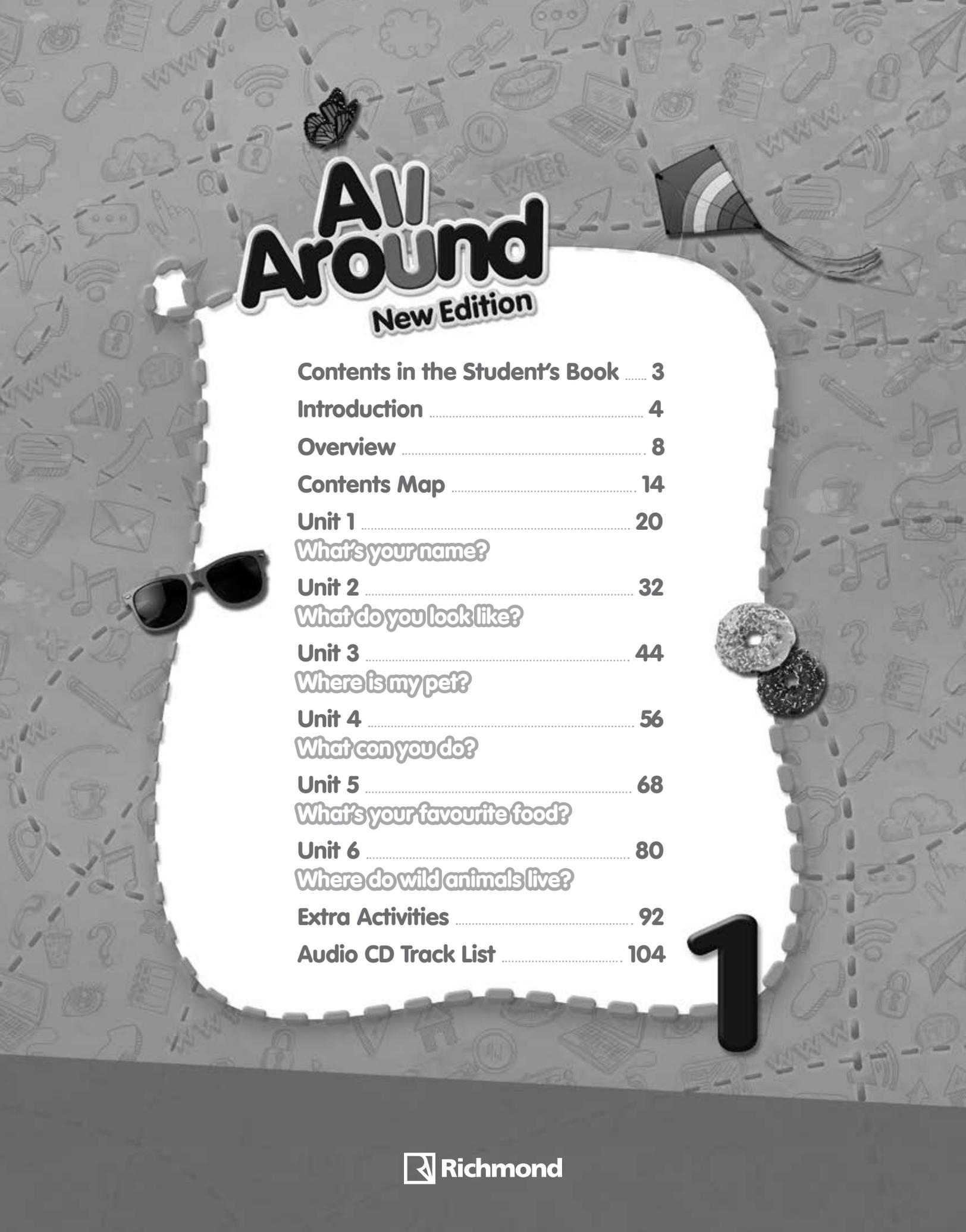
Teacher's Book



All Around

New Edition

1



All Around

New Edition

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Contents in the Student's Book.

UNIT	Language	Key Vocabulary
1 What's your name?	<p>Hello! / Hi! / Good morning / Good afternoon / Goodbye</p> <p>My name's... I'm + name</p> <p>How old are you? I'm + age</p> <p>My favourite colour's... My (school bag) is (brown).</p>	<p>Numbers: 1 - 10.</p> <p>Colours: red, pink, yellow, orange, brown, green, blue.</p> <p>School objects: pen, school bag, pencil, pencil case, notebook, sharpener, ruler, eraser, scissors.</p>
2 What do you look like?	<p>I've got a (nice family). Look! Here is my (brother).</p> <p>I've got (blue eyes). My hair is...</p> <p>(She / This) is my (sister). (Her) name is (Lucy). (She) is eight.</p> <p>Have you got (a pet) / (blue eyes)?</p>	<p>Family: mother, father, grandmother, grandfather, sister, brother...</p> <p>Pets: cat, dog.</p> <p>Parts of the body: eyes, hair.</p> <p>Numbers: 11 - 19.</p> <p>Descriptive adjectives: big, nice, beautiful, long, blonde, fair, curly...</p>
3 Where is my pet?	<p>This is my (bedroom). He is in (the kitchen). (My) favourite room is... The (table) is in the (kitchen). It isn't a (fridge). It's a (cooker).</p> <p>This is my (pet dog). (Nala) is small and brown. She has got (long ears). (Her tail) is (long). (Kitty) is one year old.</p>	<p>The house: attic, bedroom, bathroom, living-room, dining-room, kitchen...</p> <p>Pieces of furniture, electrical appliances and household items: bed, table, armchair, fridge, cooker, bathtub, carpet...</p> <p>Prepositions of place: in, on, under.</p> <p>Parts of the body: legs, ears.</p> <p>Pets: hamster, rabbit, fish, bird...</p> <p>Adjectives: favourite, naughty</p>
4 What can you do?	<p>(He) is (ten) years old. (He) has got (long hair). I can (run fast). (She) can (cook) and (he) can (cook), too. (Tess) can't (drive a car) but (she) can (ride a bike).</p> <p>Can (you / your sister) (run)? Yes, (I / she) can. / No, (I / she) can't. How many (stars) can you see?</p>	<p>Numbers: 20 - 99.</p> <p>Actions: play football, swim, sing, cook, paint, skate...</p> <p>Adverbs: well, excellently, fast.</p> <p>Shapes: triangles, squares, stars, circles.</p>
5 What's your favourite food?	<p>I like (carrots) and (eggs). I like (chicken) but I don't like (fish). (Apples) are my favourite fruit! I haven't got (any food).</p> <p>I've got (potatoes). What day is it? It's (Friday). What's for lunch? Do you like (chess)? Yes, I do. / No, I don't. Can you play (chess)? Yes, I can. / No, I can't.</p>	<p>Food: cereal, bread, apple, banana, egg, fish, broccoli, chicken...</p> <p>Games: chess, hangman, dominoes, tic-tac-toe, snakes and ladders.</p> <p>Days of the week</p>
6 Where do wild animals live?	<p>(Monkeys) live in the (jungle). (They) eat (fruit). (They) have got (a long tail). (I) have got a (big mouth). (Elephants) have got (big ears) and (big teeth), too. (Eagles) can (fly) but (penguins) can't.</p>	<p>Animals: monkey, wolf, eagle, ostrich, giraffe, hippo, lion...</p> <p>Habitats: jungle, mountains, river, forest, grassland, sea...</p> <p>Actions: dive, swim, lay eggs, jump, run...</p> <p>Parts of the body: teeth, mouth, wings, beak...</p> <p>Adjectives: beautiful, amazing, dirty.</p>

Introduction

What is *All Around New Edition*?

All Around New Edition is a fully updated and improved version of the best seller *All Around*, a three-level series for children in primary schools with one to three teaching periods of English per week. It takes learners from a true-beginner to an elementary level.

While still focusing primarily on the teaching of English as a foreign language, the topics, activities and resources in this new edition, have been carefully redesigned to also teach the whole child - emotionally, socially, physically, creatively and cognitively through a variety of modern and entertaining CLIL projects and social emotional competences activities. A Big Question now establishes the central topic of the unit and promotes critical thinking, curiosity and interest in learning. As the students acquire the necessary language skills in English, the series also helps them develop themselves socially and emotionally at the same time.

Philosophy behind *All Around New Edition*

All Around New Edition has been designed on the basis that:

- Students acquire the language rather than learn it. *All Around New Edition* encourages the students to play an active role in their own learning process, where the focus is on communication. It integrates social exchanges, problem solving information and retrieval activities with skills development, to provide both fluency and accuracy practice. The activities suggested will lead the students to express themselves and to discover the rules underlying language structures and expressions.
- Children learn a foreign language effectively

under the same conditions they learn their mother tongue. *All Around New Edition* incorporates a variety of cross-curricular and social emotional competences activities which will allow students to continue their overall education while developing language proficiency.

- Students need to experience language as a whole, by reading, writing, speaking and listening to natural discourse. *All Around New Edition* engages students in activities that integrate the four language skills, and fosters an attitude of inquiry and an internalisation of language patterns for lifelong language success through the Big Question which now establishes the main topic of the unit.

Approach

All Around New Edition provides teachers and students with a wide variety of clear and easy-to-use material within a simply-structured and integrated programme. Throughout the course, students will be engaged in meaningful and entertaining activities that turn the learning of a foreign language into a natural and an enjoyable experience.

By using *All Around*, students will be able to express their opinions and feelings, experiment, make predictions, draw conclusions, interact with peers and solve problems.

Objectives and Premises

- A language is not only a means of communication but also a window through which to see and understand other cultures and ways of thinking.
- A foreign language can help students realise there are several ways of expressing ideas,

- solving problems and viewing the world.
- Relevant and high-interest topics will enhance the students' understanding of structures and vocabulary, and motivate them to learn.
 - Meaningful activities will promote natural communication.
 - The continuous exposure to natural language, slightly above the students' level of production, will enable them to gradually acquire the language.
 - Prior knowledge must be activated and background knowledge must be built up to provide a context for language to develop.
 - Attitude is essential when a child learns a foreign language.
 - The variety of activities is crucial to cater the diversity of the students' needs.
 - Teachers can set the mood by making class time relaxing and fun and by allowing the students to try out new language without fear of embarrassment.

Components

- Student's Book with a built-in Workbook and Student's Interactive Activities.
- Teacher's Book with an Audio CD, Teacher's Resource Material downloadable from the Richmond webpage, Digital Book and Posters.

Student's Book

The Student's Book contains six topic-based units which develop main language and vocabulary topics in correspondence with the official syllabus. It has been organised so as to present, practise and systematise the target language in a meaningful context. Some specific sections have been included in each unit to accompany the students' learning process in different ways:

- The *Introductory pages* in each unit introduce the topic with a question as the unit title. It can be used to open up discussion and invite students to share their ideas and background knowledge. The photos on the double-page spread illustrate the theme and can be used for starting conversation and presenting new vocabulary. These pages have the double purpose of presenting the structures and language issues to be worked with throughout the unit as well as helping the students self-evaluate their achievements at the end of each unit.
- Grammar boards as well as comic strips introduce, expand or revise grammar points in meaningful and funny contexts. Explanations are clear and concise.
- Board games enhance students' understanding of vocabulary and structures in a relaxed atmosphere.
- Factual and fictional reading passages have been carefully graded so as to accompany the students' progress.
- Songs and a variety of listening tasks will provide essential aural input for the students' English-speaking performance.
- The *Integration section* at the end of each unit offers a set of activities and tasks related to CLIL (Content and Language Integrated Learning) and SEL (Social and emotional skills). Students consolidate contents introduced throughout the unit by working on a project in connection to a specific subject and also use the language to increase their knowledge. SEL activities aim at reflecting on personal emotions, relationships and values while revising the language to discuss the unit question.

Introduction

- A *Workbook* section has been added at the end of the Student's Book to reinforce and revise all the language items and vocabulary introduced in each unit.

Student's Interactive Activities

The Student's Interactive Activities offer games and activities for students to go on practising what they have learned in class in a fun and entertaining way at the end of the unit or whenever the teacher deems it appropriate. Each unit provides five tasks and students are immediately assessed and congratulated on their performance. If not all the activities are right, students are asked to try again until they can produce the correct version. Tasks vary from unit to unit and consist mainly of labelling pictures; completing sentences or texts; matching words and pictures; reading and deciding if the information provided is right or wrong, answering questions, matching questions and answers or words and pictures; classifying words or labelling pictures.

Teacher's Book

The Teacher's Book provides the teachers with an easy-to-follow guide with suggestions and ideas to exploit the Student's Book to its fullest and to provide the students with maximum learning opportunities in the classroom. Each unit contains a rich assortment of dynamic and engaging activities designed to complement the activities in the Student's Book, as well as to enrich both the students' and the teachers' experience. Its flexible format will allow the teachers to use, adapt or omit activities according to their specific teaching contexts.

It consists of:

- A list of the **Contents** in the Student's Book
- An **Introduction**: A description of the series.
- An **Overview**: Model pages extracted from the Student's Book including brief explanations of how to go about the activities suggested.
- A **Scope and Sequence Map**: A detailed map to show the contents presented in the Student's Book.
- **Step-by-step Guidelines**: Ideas and suggestions to carry out the activities proposed in each unit, including audio scripts and answer keys.
- **Extra Activities**: More ideas to be developed at any time during the lessons or for some special occasions during the school year.

The following sections have been included in the development of each unit:

How to go about it: A detailed explanation of how to introduce, work and round up all the different activities included in each lesson of the Student's Book.



Phonology: A chart with the phonemic transcription of the target language to be used as a quick reference.



Grammar: Grammar tips help teachers introduce, expand or revise different grammar points.



Introductory Activities: Short and lively activities (warm-ups) to introduce and / or revise vocabulary and grammar items at the beginning of a lesson.



Fun Activities and



Reinforcement Activities:

Activities to integrate contents previously presented. They can also provide further practice of different language skills or expose students to more relaxed and less-structured learning tasks.



All Around Teaching Tips: Suggestions to enhance teachers' awareness of the students' learning process and to provide practical teaching ideas that can immediately be applied in the classroom.



All Around Learning Tips: Suggestions to be shared with the students in order to help them develop their learning capacities as well as their language skills.



All Around CLIL Tips: Suggestions in relation to cultural aspects and other subjects to raise students' awareness and help them learn more about the world.



All Around SEL Tips: Recommendations for helping students reflect on their emotions and develop their social skills.

Audio CD

It includes a variety of listening tasks as well as songs, stories and reading passages integrated to the class activities. These have been carefully graded and organised to suit the needs and interests of the teacher and the students and to provide aural input and native speaker pronunciation models.

Teacher's Resource Material

Apart from the Teaching and Learning Tips and the extra activities such as the Introductory, Fun, Reinforcement and Celebrations Activities in the Teacher's Book, teachers are provided with a wealth of extra material in the Resource Material. This includes photocopiable Extra Practice activities for each of the units, a photocopiable Unit Test and Extension Activities offering even more ideas for the teacher to exploit with his or her classes.

The activities in the Resource Material can be used for consolidation, reinforcement or remedial work in class or just to add variety or spice up lessons. Most of them can also be assigned for homework or in class whenever the teacher deems it appropriate.

The Unit Test and Extra Practice activities include completing and writing sentences or texts; listening to dictations and drawing, painting, completing, matching or choosing the right information; reading and completing words, sentences or texts; asking and answering questions; identifying and completing pictures or puzzles.

Special attention is given to dictations.

Considered old-fashioned by some, if done systematically and regularly, dictation exercises may improve students' ability to distinguish sounds in continuous speech. Dictations may also help students with word spelling and the recognition of grammatically correct sentences and the right way to produce them.

Extension Activities are organised around subtopics relating to the main topics in the units. Materials needed, Preparation required, Directions and Language Links to the topics are clearly signposted for easy reference and planning.

Digital Book

A digital version of the Student's Book is also available for teacher's use in the classroom.

Posters

Three posters per level, which can also be used with all three levels of the series, can be used at different stages in the unit development to introduce, practise or review lexical and grammatical topics and reflect on different social and emotional issues in the classroom and in relation to the topics treated in the series.

Overview

Unit number and question.



Structures and language issues to be worked with are clearly presented at the beginning of each unit. This also works as a self-evaluation list to follow the students' learning progress.

Photographs illustrate the unit topic and can be analysed at the beginning and / or end of each unit.

New grammar points and vocabulary items are introduced in meaningful contexts through reading and listening activities.

2

1. Listen and read.

48 I'm Olvia. I've got a big family. Look! Here is my mother, my grandmother, my father and my grandfather. I've got a brother and a sister. And I've got a beautiful dog, too.

My name's Santino. I've got a nice family. Look! Here is my mother and my father. I've got two brothers. And I've got a beautiful cat.

OLVIA

SANTINO

2. Circle the correct option.

OLVIA ***

1. I've got one brother and one sister / two sisters.

2. I've got a small / big family.

SANTINO ***

3. I've got two sisters / brothers.

4. I've got a cat / dog.

3. Read and complete.

brothers, grandmother, mother, sister, small

What's your family like?

I've got a ... family. Look! Here is my mother and my father. I've got one brother and one ... And I've got a beautiful ...

Pedro, 10

This is my family. Here is my father and my mother. I've got one brother and one ... And I've got a beautiful ...

Martina, 9

I've got a big family. Here is my father, my mother and my ... I've got ...

Leo, 10

Catalina, 10

4. Write and draw or glue.

I've got a nice / big family. Look! Here is my...

Draw or glue a photo.

Grammar boards present a clear and sometimes funny context to introduce, expand and / or revise the different grammar points.

1. Look and match to make sentences.

2. Listen. Put a tick or a cross .

Emma	<input type="checkbox"/>					
Alan	<input type="checkbox"/>					
Mora	<input type="checkbox"/>					

3. Now, write.

1. Emma can _____ and _____ but she can't _____.

2. Alan _____.

3. Mora _____.

4. Write about two members of your family.

My _____ can _____ and _____ but _____ can't _____.

My _____ _____.

Varied and challenging listening tasks.

Easy-to-follow and clearly expressed instructions.

Attractive photos and illustrations provide meaningful contexts for the different activities.

1. Complete the dialogues. Listen and check.

2. Answer.

1. Can you play soccer?

2. Can you play video games?

3. Can you play the guitar?

4. Can you skate?

3. Draw and ask two friends. Complete with a tick or a cross .

Friend 1:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friend 2:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Now, write about the results.

My friend _____

My friend _____

Surveys as well as questionnaires give students the opportunity to apply the language learnt while sharing personal information or interesting experiences.

Writing activities take the students into real literacy.

Overview

1. Listen and tick ✓.

1. pencil
 2. pencil case
 3. notebook
 4. sharpener
 5. pen
 6. ruler
 7. eraser
 8. scissors

2. What's in your school bag? Complete.

One blue pencil.

3. Listen and sing. Colour.

Colours are Wow!
 My school bag is brown.
 My eraser is green.
 What do you think?
 My ruler is pink.
 Colours are great!
 Colours are wow!
 What's in my school bag?
 Let me tell you now!
 My scissors are red.
 My notebook is yellow.
 And you see, it's true!
 My pen is blue.

4. Now, create your song. Sing!

My _____ is brown. Colours are great! My _____ are red.
 My _____ is green. Colours are wow! My _____ is yellow.
 What do you think? What's in my school bag? And you see, it's true!
 My _____ is pink. Let me tell you now! My _____ is blue.

Enjoyable and entertaining songs provide the necessary input for students' successful performance.

Writing and listening activities offer more opportunities to practise the skills in context.

1. Listen and number.

2. Now, tick ✓ the correct option.

1. Octiches live in the...
 savannah
 jungle

2. They can...
 fly
 run fast.

3. They have got...
 long legs and a long neck.
 short legs and a long neck.

4. They can lay...
 a lot of small eggs
 big eggs.

5. They eat...
 plants, fruit and insects.
 plants and big animals.

4. Read and complete.

Emperor Penguins

Emperor penguins are special animals! They are black, white, grey, yellow and orange. Their beak is black and orange and it is long. They have got two long legs and they walk very well. They have got small wings.

Emperor penguins live in large colonies in the Antarctic and they are very sociable. They are birds but they can't fly. They can dive, jump and run very fast. They are excellent swimmers. They eat fish and plankton. They can lay one or two eggs every three years.

5. Listen to your friend and guess: Ostriches or Emperor penguins?

They live in the savannah.
 Mmm... ostriches!

Speaking skills are practised in varied activities and games.

5

1. Listen and read. 🎧

The fox and the armedillo

The fox has got a big land. He wants to have food but he is lazy. Suddenly, he has got an idea. He invites the armedillo to plant any crop he wants. In return, he can take part of the food!

1 The fox is clever and wants to trick the armedillo.
The part above the ground is for me and the part below is for you.

2 Later...
The fox got potatoes.
The armedillo got potatoes.

3 The fox has got a new idea.
Now, the part below the ground is for me.

4 Later...
The fox got wheat.
The armedillo got roots.

5 The fox is very angry. He has got a new plan.
The parts above AND below the ground are for me. The whole part is for you.

6 The armedillo is very clever!
The fox got corn.
The armedillo got roots and flowers. Oh no! I haven't got any food!

2. Label.

fox
corn
armedillo
wheat
potatoes

3. Read and tick ✓.

1. He's very clever.
2. He hasn't got any food.
3. He can plant crops.
4. He's lazy.
5. He has got all the food.
6. He's angry.

Fictional and factual reading passages are carefully graded to accompany the students' progress and to introduce them into the habit of reading.

Comprehension activities provide further practice and check students' understanding.

1. Listen and read. 🎧

Amazing animals!

1 Polar bears live in the Arctic. They have got white fur to protect them from the cold.

2 They eat seals. They can walk long distances to find food. And they can smell their prey from up to a distance of 16 km!

3 They can swim, jump from one ice cap to another and stand on two legs, too.

4 Female polar bears can have one, two or three cubs. They're beautiful!

2. Match.

- 1 Polar bears live
- 2 They can
- 3 They eat
- 4 They have got

seals
swim and walk long distances
white fur
in the Arctic.

3. Label.

leg
ear
nose
mouth
tail
eye

Overview

The image shows two pages from a curriculum book. The left page is labeled 'CLIL' and has a section titled 'ART PROJECT' with the instruction 'Design your dream house.' Below this is a 'PLAN' form with questions: 'How many rooms?', 'Garden Yes/No', 'Garage Yes/No', 'Attic Yes/No', 'Favourite room', 'Colour', and 'Furniture'. The right page is labeled 'SEL' and has an 'INTEGRATION' section titled 'Where's my pet?' with a 'START' and 'FINISH' path. The path includes questions like 'Where is Emily's mother?', 'What is Emily's favourite room?', 'Emily's mother has got long/short hair?', 'Emily's dog has got short/long ears?', 'How many legs/ears does it have?', 'The rabbit has got very long legs/ears', 'Count up to 10', and 'Where's Emily's cat?'. A character named 'EMILY' is shown at the top right. At the bottom, it says 'Getting organised and being tidy at home and at school is very important for you and your friends and family to feel better.'

Projects in the CLIL section provide free practice of the language introduced by relating the unit topic to a specific subject.

Board games enhance and consolidate the students' understanding of vocabulary and structures in an entertaining and interactive way.

The SEL section revises and consolidates the language with activities that invite students to reflect on the Big Question in the unit title.

The image shows two pages from a curriculum book. The left page is labeled 'CLIL' and has a 'LITERATURE PROJECT' section titled 'Write your own version of a story.' It includes a 'Read' section about 'Fiction in Literature' and a 'Draw and write a different version of the original story' section with a grid for drawing and writing. The right page is labeled 'SEL' and has an 'INTEGRATION' section titled 'What's your favourite food?' with a 'Healthy food' pyramid. The pyramid is divided into 'Unhealthy food' (hamburgers, chips, pizza, soda, cookies, hot wings, ice cream, sweets) and 'Healthy food' (milk, fish, broccoli, water, carrot, chicken, cereal, cucumber). At the bottom, it says 'Your eating habits affect your physical condition. Treat yourself kindly and eat healthy food.'

The final phrases invite students to discuss and share their ideas in relation to the unit topic to help them develop their social emotional skills.

3 Workbook

1. Match.



- 8 cellar
- garage
- bathroom
- kitchen
- living-room
- attic
- garden
- bedroom
- hall

2. Unscramble the words.

- | | |
|--------------------------------------|------------------------------------|
| 1. wemroaciv: microwave | 6. icahr: |
| 2. gdrife: | 7. acertp: |
| 3. ockecr: | 8. arcubpdo: cupboard |
| 4. otieft: toilet | 9. skni: |
| 5. rsohew: shower | 10. atibe: |

8. Draw and compare. Complete.

Hi! My name's
 I'm years old.
 My favourite colour is
 My eyes are
 and
 My hair is and

Draw yourself.

Draw your friend.

Look! This is my
 His / Her name is
 He / She is years old.
 His / Her favourite colour is
 His / Her eyes are and

The *Workbook* section provides more opportunities to reinforce and revise the language items and vocabulary presented.

Contents Map

Units	Objectives	Language Focus	
		Production	Recognition
1	<ul style="list-style-type: none"> To greet and introduce oneself. To give information about oneself and others. To recognise numbers. To count up to 10. To talk about age. To talk about colours. To identify school supplies. To describe objects. 	<ul style="list-style-type: none"> <i>Hello! / Hi! / Good morning / Good afternoon / Goodbye</i> <i>I'm + name</i> <i>My name's...</i> <i>How old are you?</i> <i>I'm + age</i> <i>My favourite colour's...</i> <i>My (school bag) is (brown).</i> 	<ul style="list-style-type: none"> <i>What's your name?</i> <i>Thank you.</i> <i>See you next class!</i> <i>What's your favourite colour?</i> <i>What's in your school bag?</i> <i>What do you think?</i> <i>How many...?</i>
2	<ul style="list-style-type: none"> To introduce and give information about family members. To give personal information. To express possession. To introduce parts of the body. To describe people. To discriminate between oneself and others. To compare and contrast people's physical appearance. To ask and answer questions about possessions. To ask and answer questions about physical appearance. To talk about personal appearance. To organise information. To count up to 19. 	<ul style="list-style-type: none"> <i>I've got a (nice family).</i> <i>Look! Here is my (brother).</i> <i>My family is...</i> <i>I've got (blue eyes).</i> <i>My (hair) is...</i> <i>(She / This) is my (sister).</i> <i>(Her) name is (Lucy).</i> <i>(She) is (eight).</i> <i>Have you got (a pet) / (blue eyes)?</i> 	<ul style="list-style-type: none"> <i>Who is (he / she)?</i> <i>Whose mother is called (María)?</i> <i>How many (brothers) have you got?</i> <i>How does (your hair) look like?</i> <i>(Two) plus (two) is (four).</i> <i>We've got (blonde hair).</i> <i>Who is he?</i> <i>I love my (brother).</i> <i>What's your family like?</i>



Vocabulary	Skills Development	Learning Development
<ul style="list-style-type: none">• Numbers: 1 to 10• Colours: <i>red, pink, yellow, orange, purple, brown, green, blue</i>• School objects: <i>school bag, pencil, pencil case, notebook, sharpener, pen, ruler, eraser, scissors</i>	<ul style="list-style-type: none">• Listening for aural input.• Listening for specific information.• Listening to a song for pleasure.• Writing about oneself.• Recreating a song.• Solving crossword puzzles.• Counting up to 10.• Integrating knowledge by making a collage and reflecting on one's identity.	<p>Social emotional competences</p> <ul style="list-style-type: none">• Exchange of personal information.• Interaction among classmates.• Respect for other people's views. <p>Metalinguistic / Metacognitive strategies</p> <ul style="list-style-type: none">• Observation of visual clues as a response to a task.• Use of contextual clues to identify people. <p>Content and language integrated learning</p> <ul style="list-style-type: none">• Art: Making a collage.
<ul style="list-style-type: none">• Family: <i>mother, father, grandmother, grandfather, sister, brother, daughter, son, family tree, people</i>• Pets: <i>cat, dog</i>• Parts of the body: <i>eyes, hair</i>• Numbers: 11 to 19• Descriptive adjectives: <i>beautiful, nice, big, small, short, long, blonde, fair, dark, curly, straight, wavy</i>	<ul style="list-style-type: none">• Listening for aural input.• Listening for specific information.• Listening and choosing the correct option.• Writing about one's own physical characteristics.• Completing sentences using key information.• Classifying vocabulary.• Drawing pictures to convey meaning.• Counting up to 20.• Putting letters in order in a word.• Organising words in a sentence.• Asking and answering questions about physical characteristics.• Integrating knowledge by doing a survey and reflecting on physical characteristics.	<p>Social emotional competences</p> <ul style="list-style-type: none">• Acceptance of diversity.• Exchange of personal information.• Interaction among classmates.• Respect for other people's views.• Reflection on one's physical characteristics. <p>Metalinguistic / Metacognitive strategies</p> <ul style="list-style-type: none">• Inference of meaning through observation of visual clues.• Use of previous knowledge.• Use of contextual clues to understand new vocabulary items.• Justification of options.• Use of text features to model one's own written work. <p>Content and language integrated learning</p> <ul style="list-style-type: none">• Natural Sciences: Genetics.

Contents Map

Units	Objectives	Language Focus	
		Production	Recognition
3	<ul style="list-style-type: none"> To identify rooms in a house. To state where people are. To indicate position by using prepositions of place. To revise vocabulary related to family members. To identify pieces of furniture. To say where pieces of furniture are. To express preference and possession. To recognise singular and plural forms. To talk about and describe pets. To identify specific information. To compare and contrast information. 	<ul style="list-style-type: none"> <i>This is my (bedroom).</i> <i>He is in the (kitchen).</i> <i>(My / Sam's) favourite room is...</i> <i>The (table) is in the (kitchen).</i> <i>It isn't a (fridge). It's a (cooker).</i> <i>This is my (pet / dog).</i> <i>(Nala) is small and brown.</i> <i>She has got (long ears).</i> <i>(Her tail) is long.</i> <i>(Kitty) is one year old.</i> 	<ul style="list-style-type: none"> <i>Where is Emily's (mother)?</i> <i>Luckily...</i> <i>This is a disaster!</i> <i>(Axel) has got a (dog), too.</i> <i>Naughty cat!</i>
4	<ul style="list-style-type: none"> To recognise numbers from 20 to 99. To express quantity. To give, correct and confirm information. To express possession. To express, ask and answer about ability. To identify adverbs. To express contrast and addition. To revise family members. 	<ul style="list-style-type: none"> <i>(He) is (ten) years old.</i> <i>(He) has got (long hair).</i> <i>I can (run fast).</i> <i>(She) can (cook) and (he) can (cook), too.</i> <i>(Tess) can't (drive a car) but (she) can (ride a bike).</i> <i>Can (you / your sister) (run)?</i> <i>Yes, I can. / No, I can't.</i> <i>Yes, (she) can. / No, (she) can't.</i> <i>How may (stars) can you see?</i> 	<ul style="list-style-type: none"> <i>What can you do?</i> <i>We have all got special abilities.</i>

Vocabulary	Skills Development	Learning Development
<ul style="list-style-type: none"> • The house: <i>attic, bedroom, bathroom, living-room, kitchen, dining-room, garage, garden, cellar, room</i> • Pieces of furniture, electrical appliances and household items: <i>fridge, cooker, bed, bathtub, sink, table, carpet, armchair, microwave, cupboard</i> • Prepositions of place: <i>in, on, under</i> • Pets: <i>hamster, rabbit, bird, tortoise, fish, tropical fish, tarantula</i> • Parts of the body: <i>legs, ears</i> • Adjectives: <i>favourite, naughty</i> 	<ul style="list-style-type: none"> • Listening for aural input. • Listening to get specific information. • Listening to identify correct information. • Carrying out surveys. • Reading for general understanding. • Reading to get specific information. • Reading and completing a drawing. • Putting letters in order in a word. • Completing sentences using key information. • Drawing one's own house. • Writing about one's dream pet. • Integrating knowledge by doing an Art project and playing a board game. 	<p>Social emotional competences</p> <ul style="list-style-type: none"> • Recognition of the importance of respecting turns and listening to others attentively. • Interaction and cooperation among classmates. • Use of appropriate listening skills to obtain information from others. • Respect for other people's points of view. • Reflection on the importance of being tidy. <p>Metalinguistic / Metacognitive strategies</p> <ul style="list-style-type: none"> • Use of contextual clues to understand new vocabulary. • Inference from pictures. • Observation of contextual clues as an aid to understanding. • Organisation of ideas into acceptable utterances. <p>Content and language integrated learning</p> <ul style="list-style-type: none"> • Art: Designing a house.
<ul style="list-style-type: none"> • Numbers: 20 to 99 • Actions: <i>play football, swim, sing, dance, ride a bike, play the guitar, cook, paint, drive a car, skate, play tennis, play basketball, see, read, run</i> • Adverbs: <i>well, excellently, fast</i> • Shapes: <i>triangle, stars, squares, circles</i> 	<ul style="list-style-type: none"> • Listening for aural input. • Listening to get specific information. • Reading for general understanding. • Reading to get specific information. • Correcting false information. • Completing sentences using key information. • Counting up to 99. • Asking and answering questions about abilities. • Filling in gapped texts. • Carrying out surveys. • Summarising information. • Observing images for details. • Writing about oneself. • Integrating knowledge by writing about a famous sportsperson and reflecting on different abilities. 	<p>Social emotional competences</p> <ul style="list-style-type: none"> • Interaction and cooperation among classmates. • Use of appropriate listening skills to obtain information from others. • Respect for other people's views. <p>Metalinguistic / Metacognitive strategies</p> <ul style="list-style-type: none"> • Expression of opinions. • Use of contextual clues to understand new vocabulary. • Observation of contextual clues as an aid to understanding. • Organisation of ideas into acceptable utterances. • Use of text features to model one's own written work. <p>Content and language integrated learning</p> <ul style="list-style-type: none"> • PE: Sports.



Contents Map

Units	Objectives	Language Focus	
		Production	Recognition
5	<ul style="list-style-type: none"> To express likes and dislikes. To ask questions about likes and dislikes. To talk about preferences. To express contrast and addition. To identify different types of food. To express possession. To describe size. To introduce the days of the week. To ask questions about ability. To talk about games. 	<ul style="list-style-type: none"> <i>I like (carrots) and (eggs).</i> <i>I like (chicken) but I don't like (fish).</i> <i>Apples are my favourite fruit!</i> <i>I haven't got (any food).</i> <i>I have got (potatoes).</i> <i>What day is it?</i> <i>It's (Friday).</i> <i>What's for lunch?</i> <i>(Fish, broccoli and tomato).</i> <i>Do you like (chess)?</i> <i>Yes, I do. / No, I don't.</i> <i>Can you play (chess)?</i> <i>Yes, I can. / No, I can't.</i> 	<ul style="list-style-type: none"> <i>Be healthy!</i> <i>I eat all types of food every day.</i> <i>I'm very healthy.</i> <i>He wants to trick the armadillo.</i> <i>The parts below and above the ground are for me.</i> <i>He is very clever.</i> <i>This is my favourite day!</i> <i>It's great fun.</i>
6	<ul style="list-style-type: none"> To identify and talk about wild animals. To state where animals live. To describe specific characteristics of animals. To revise actions. To talk about parts of the body. To revise ability and possession. To compare and contrast. 	<ul style="list-style-type: none"> <i>(Monkeys) live in the (jungle).</i> <i>(Monkeys) / (They) eat (fruit).</i> <i>(They) have got (a long tail).</i> <i>(I) have got a (big mouth).</i> <i>(Elephants) have got (big ears) and (big teeth), too.</i> <i>(Eagles) can (fly) but (penguins) can't.</i> 	<ul style="list-style-type: none"> <i>It's a beautiful place.</i> <i>You can see a lot of animals in the jungle.</i> <i>They can't bury their heads.</i> <i>This is a myth!</i> <i>Emperor penguins live in large colonies.</i>

Vocabulary	Skills Development	Learning Development
<ul style="list-style-type: none"> • Food: <i>cereal, bread, apple, banana, tomato, carrot, fish, egg, milk, cookies, fruit, spinach, chicken, corn, wheat, hamburgers, carrots, potatoes, broccoli, orange juice, chips, sandwich, spaghetti, radish, strawberry, pineapple, watermelon, pear, cucumber, pea</i> • Games: <i>chess, tic-tac-toe, hangman, checkers, dominoes, snakes and ladders</i> • Days of the week • Miscellaneous: <i>food pyramid, hungry, armadillo, fox, clever, land, crops</i> 	<ul style="list-style-type: none"> • Listening for aural input. • Listening to get specific information. • Reading for general understanding. • Reading to get specific information. • Reading and choosing the best option. • Completing sentences using key information. • Asking and answering questions about likes and dislikes. • Using contextual clues to understand new vocabulary. • Classifying vocabulary. • Acting out roles. • Discussing about eating habits and school menus. • Writing creatively. • Integrating knowledge by writing a story and reflecting on eating habits. 	<p>Social emotional competences</p> <ul style="list-style-type: none"> • Use of the knowledge acquired in the unit to improve one's health. • Appreciation of the importance of looking after one's eating habits. • Interaction among classmates. • Respect for other people's points of view. • Appreciation of the value of fiction and rhymes. <p>Metalinguistic / Metacognitive strategies</p> <ul style="list-style-type: none"> • Acceptance of diversity of opinions and habits. • Transfer of knowledge acquired to one's own reality. • Prediction of topic through observation. • Inference from visual clues. • Use of adjectives to describe characters. • Classification of vocabulary. <p>Content and language integrated learning</p> <ul style="list-style-type: none"> • Literature: Fiction.
<ul style="list-style-type: none"> • Animals: <i>monkey, elephant, eagle, wolf, crocodile, whale, dolphin, tiger, ostrich, giraffe, hippo, zebra, lion, penguin</i> • Habitats: <i>mountains, river, jungle, forest, grasslands, sea</i> • Actions: <i>dive, swim, lay eggs, jump, run, fly, eat, climb</i> • Parts of the body: <i>teeth, mouth, wings, beak, neck, tail, ear</i> • Adjectives: <i>large, beautiful, amazing, dirty</i> 	<ul style="list-style-type: none"> • Listening for aural input. • Listening to get specific information. • Reading for general understanding. • Reading to get specific information. • Completing sentences using key information. • Using contextual clues to understand new vocabulary. • Organising letters into words. • Getting meaning from context. • Filling in gapped texts. • Classifying vocabulary. • Writing riddles. • Writing about animals. • Integrating knowledge by making animals fact files and reflecting on their habitats. 	<p>Social emotional competences</p> <ul style="list-style-type: none"> • Interest in different animals and their habitats. • Use of appropriate listening skills to obtain information from others. • Use of language to share meaning, ideas and information with others. • Appreciation of the value of facts. <p>Metalinguistic / Metacognitive strategies</p> <ul style="list-style-type: none"> • Inference from visual cues. • Use of techniques for generating ideas for creative writing. • Organisation of ideas into acceptable structures. • Use of previous knowledge. <p>Content and language integrated learning</p> <ul style="list-style-type: none"> • Natural Sciences: Animal habitats.

1

What's your name?

SB pages 4, 5, 6 and 7

Objectives

- To greet and introduce oneself.
- To give information about oneself and others.
- To recognise numbers.
- To count up to 10.

Language Focus

Production

- *Hello! / Hi! / Good morning / Good afternoon / Goodbye*
- *I'm + name*
- *My name's...*

Recognition

- *What's your name?*
- *Thank you.*
- *See you next class!*

Vocabulary

- Numbers (1 to 10)

cap, a scarf, and so on) on your desk. Invite a pair of volunteers to come to the front, pick up an object and put it on. Students introduce themselves pretending they do not know one another.



ALL AROUND CLIL TIPS

In most English-speaking countries, people are addressed as *Mr / Mrs / Miss* + their full name or their surname. However, the students can call a female teacher, *Miss*, whether she is married or not, or address a male teacher as *Mr*. Tell your students about this, but explain it is not wrong if they call you *Miss, Mrs, Mr* followed by your first name. Dissuade the students from calling you *teacher*.



REINFORCEMENT ACTIVITIES

Students need to have routines for the acquisition of organisation habits. This will also help to develop better classroom management. Introduce *weather* icons from the beginning, for example, the picture of a sun for sunny weather. Write the corresponding words next to the icons in a fixed area on the board, e.g.: on the top left-hand corner. The students will soon be able to write the words by themselves. You can also get the students into the habit of writing the date on the board every class so as to introduce the months and the days of the week little by little in context. Focus on the use of capital letters.

How to go about it (pages 4 and 5)

This section introduces each unit of the Student's Book. All the unit titles are questions that

INTRODUCTORY ACTIVITIES

It is profitable to start the first class with the presentation of greetings and introductions. Greet the students by waving your hand and saying *Hello!* Elicit *Hello!* from the students. Then, write your name on the board. You can also introduce other greetings. Present *Good morning* or *Good afternoon* as well as *Goodbye*.

Greet the class again and introduce yourself *I'm (Mary Sánchez). I'm your teacher of English.* Write it on the board. Encourage the students to introduce themselves by saying *Hello, I'm...*

Display different objects (a pair of sunglasses, a

introduce the students to the topic. Read the question of the unit aloud and invite the students to look at the photo on the double-page spread. Encourage them to think about the importance of the question and take down notes of their ideas. You can read them again at the end of the unit to compare their opinions. As the students learn more vocabulary and structures, you may encourage them to describe the photos. You may also ask questions to guide them; for example, *Who are they? Where are the children? Are they happy?* Explain that they are going to reflect on the subject as they do the activities and, at the end of the unit, they will discuss the Big Question.

This introduction to the unit can be used to present the structures and language issues to be taught and it can also be used as a self-evaluation activity at the end of each unit. Once you have finished a unit, go back to this self-evaluation sheet and reflect with the whole class upon the group performance. Students should put a tick or a cross in the boxes to show whether they are able to identify and use the vocabulary and structures introduced in the unit or not.

How to go about it (page 6)

1. Listen and repeat.

Invite the students to look at the children and explain they are introducing themselves. Tell the students that they have to write the names with the corresponding child. Play the CD and pause it after the first introduction. Make sure the students understand that Zoe is the name of the girl. Invite the students to repeat and write the correct name. Then, ask the students to listen to the rest of the introductions and complete the activity. Invite the students to repeat each introduction. Finally, ask the students to come to the front of the class in groups of four and perform the role of these children, by reading the sentences aloud.



TRACK 02

Listen and repeat.

Girl 1: *Hi! I'm Zoe.*

Boy 1: *Hello! I'm Danny. What's your name?*

Boy 2: *Hi! I'm Santi. What's your name?*

Girl 2: *Hello! My name's Victoria. What's your name?*

» Answer Key

Girl 1: *Hi! I'm Zoe.*

Boy 1: *Hello! I'm Danny. What's your name?*

Boy 2: *Hi! I'm Santi. What's your name?*

Girl 2: *Hello! My name's Victoria. What's your name?*

ALL AROUND TEACHING TIPS

Sounds

Remember that many English sounds will be difficult for most students to pronounce because they are new to them. Help students to produce these sounds by giving clear instructions on how and where to place their tongue, or the tip of their tongue inside their mouths, or how to articulate words (e.g.: to close their lips tight when they pronounce the word *name*).

2. Choose, write and draw or glue.

Invite the students to introduce themselves. They have to complete the speech bubble using the set of structures contained in the note. Then, they may glue their photograph or draw themselves in the space provided.

» Answer Key

Students' own answers.

Follow Up

Explain to the students that sometimes people are named after a relative or a famous person, or their names have special meanings, specific origins, or they were popular when they were

born. Encourage the students to mention, if they know, the reasons for their names. Finally, invite them to reflect on why a person's name is an important characteristic.



REINFORCEMENT ACTIVITIES

Invite the students to mention situations in which they have to say / write their names (e.g. *when they introduce themselves, when they give personal information, when they fill in a form, when they hand in homework / a test, etc.*). Ask *Why is it important to say / write your name?*

ALL AROUND TEACHING TIPS

Give Examples

It is very useful to exemplify what the students are supposed to do before starting an activity. Invite volunteers to come to the front to show clear examples. There will always be students who are eager to participate. However, try not to invite the same students all the time because this may discourage the rest.

How to go about it (page 7)

3. Listen and repeat.

Draw the students' attention to the colourful numbers. Play the CD. Pause it after each number is mentioned and ask the students to repeat chorally. Focus on pronunciation.



TRACK 03

Listen and repeat.

one	six
two	seven
three	eight
four	nine
five	ten

4. Complete the crossword and answer.

Direct the students' attention to the girl. Read the sentence and question in the speech bubble aloud and elicit the meaning from the students or explain in L1. Encourage some volunteers to answer the question by saying *I'm...* Then, the students read the references and complete the crossword. Invite some students to write the answers on the board and say their ages to check.

» Answer Key

Down: 1. five; 3. three; 5. one; 6. six; 7. nine; 8. two

Across: 2. eight; 4. four; 6. seven; 8. ten

How old are you? Students' own answer.



REINFORCEMENT ACTIVITIES

Several activities can be carried out to help students memorise the numbers or discriminate between one and the other.

1. Draw a number in the air and encourage the students to guess it (pair work or teacher-students).
2. Trace a number on the back of a volunteer and ask him / her to guess it.
3. Write an incomplete sequence of numbers on the board and encourage the students to guess the missing numbers, e.g.: 1, 3, _, 7, _ or 2, _, 6, _, 10.
4. Ask the students to count by 2's.
5. Use additions, e.g.: $2 + 3 - 1 = 4$ (two plus three minus one is four).



ALL AROUND SEL TIPS

Be Confident

Students will benefit much more from the lessons if their self-esteem is high and they feel confident about their learning. Encourage the students to handle their frustrations. Explain to them it is not good to expect a perfect performance. Help them recognise their strengths and deal with their weaknesses. Encourage them to praise each other's work and have a positive attitude in class.



ALL AROUND SEL TIPS

English in Class

Give students the opportunity to respond naturally to spoken English by using English in class. This will also change the classroom atmosphere by helping the students feel that English is a communicative tool. There are many classroom situations in which you can provide the students with vital listening practice, e.g.: when greeting and saying goodbye, when checking attendance, when giving specific and general instructions, when praising and encouraging and / or when asking for discipline.

SB pages 8 and 9

Objectives

- To give information about oneself and others.
- To talk about age.
- To talk about colours.

Language Focus

Production

- *My name's...*
- *How old are you?*
- *I'm + age*
- *My favourite colour's...*

Recognition

- *How old are you?*
- *What's your favourite colour?*

Vocabulary

- Colours (*red, pink, yellow, orange, purple, brown, green, blue*)



PHONOLOGY

<i>red</i>	<i>/red/</i>
<i>pink</i>	<i>/pɪŋk/</i>
<i>yellow</i>	<i>/'jeləʊ/</i>
<i>orange</i>	<i>/'ɒrɪndʒ/</i>
<i>purple</i>	<i>/'pɜ:pl/</i>
<i>brown</i>	<i>/braʊn/</i>
<i>green</i>	<i>/gri:n/</i>
<i>blue</i>	<i>/blu:/</i>



ALL AROUND SEL TIPS

Feel at Ease

For some students, it can be quite difficult to learn a foreign language. If they feel relaxed, they will be more receptive and, as a result, the learning process will flow more naturally. Include warm-up activities, ice-breakers and games in your lessons to help students feel at ease.

1 What's your name?

How to go about it (page 8)

1. Read the information cards and complete the sentences.

Ask the students to look at the children's information cards. Explain that they have to read the information and complete the sentences at the bottom of the page. Invite a volunteer to read the example aloud to check understanding. Finally, ask some students to read the sentences aloud to check.

» Answer Key

1. My name's Laura. I'm ten.
2. Hello! My name's Diego. I'm nine.
3. Hi! I'm Lucas. I'm six.
4. I'm Daniel. I'm five.
5. I'm Isabella. I'm three.

Follow Up

Tell the students to look at the information cards again and ask: *Is the information the same or different?* The names and ages are different. Encourage the students to think about the differences between being 9 or 10 and 3 or 5 years old. Invite them to reflect on the ways they have changed emotionally and physically and share what they like about their age.



REINFORCEMENT ACTIVITIES

Make a Class Book

Distribute white sheets of paper. Ask the students to draw pictures of themselves or stick a photograph and then write their names and ages inside speech bubbles. Make a cover out of construction paper and write a catchy title on it. Collect the students' sheets of paper and add the cover. Staple all the sheets together and make a book. Invite different students to take it home at the end of each class. Parents may write comments to be shared with the rest of the families.

How to go about it (page 9)

2. Listen and repeat.

Invite students to pay attention to the funny splashes of paint. Ask them to listen to the audio CD. Pause the CD after each colour is mentioned. Students point to the correct splash in their books and repeat the word aloud.



TRACK 04

Listen and repeat.

red	purple
pink	brown
yellow	green
orange	blue

3. Unscramble, write and colour.

Ask the students to put the letters in order and write the corresponding word. Then, they colour the splashes. Invite some volunteers to write the words on the board to check. Finally, write the sentence *My favourite colour's....* Ask: *What's your favourite colour?* and encourage different students to answer. Invite the rest of the class to raise their hands when their favourite colour is mentioned. If there are students who like other colours, ask them to say them. Encourage the students to value their classmates' preferences and elicit why it is important to respect other people's likes.

» Answer Key

1. red; 2. purple; 3. orange; 4. yellow;
5. pink; 6. green; 7. brown; 8. blue



REINFORCEMENT ACTIVITIES

Colourful Pieces of Art

Provide the students with big sheets of white paper. Encourage them to draw abstract pieces of art using lines, circles and triangles of different colours. Display their pictures around the school.

Students can describe the colours they have used and tell other students about their favourite colours.



FUN ACTIVITIES

1. Cool Binoculars

Material: Transparent cellophane, toilet paper rolls (two per student), scissors, glue.

Procedure: Ask the students to use one end of the toilet paper roll to trace two circles on a piece of cellophane and then to cut them out. Glue one circle at the end of each toilet paper roll. Then, tell the students to glue both rolls together side by side to make their own binoculars. Invite them to look through the binoculars and to play *I spy...* using the colours they have just learnt.

2. Make Colours

Material: Red, yellow and blue paint (1 jar of each colour per group), construction paper (1 sheet per student), paintbrushes (1 per student), plastic containers (1 per group).

Procedure: Divide the class into groups of four. Make sure each group has a set of paint jars, paintbrushes and a plastic container filled with water. Ask the students to draw three overlapping circles on their sheet of construction paper. Give them instructions so that they colour each circle with a different colour (one red, one blue and one yellow). Remind them to rinse their paintbrushes well before using a different colour. Invite the class to describe what happens where the circles overlap: *There are new colours.* Introduce the new colours. Display the work on the classroom walls.

SB pages 10 and 11

Objectives

- To talk about colours.
- To identify school supplies.
- To describe objects.
- To listen to a song for pleasure.

Language Focus

Production

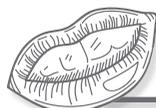
- *My (school bag) is (brown).*

Recognition

- *What's in your school bag?*
- *What do you think?*
- *How many...?*

Vocabulary

- School objects (*school bag, pencil, pencil case, notebook, sharpener, pen, ruler, eraser, scissors*)



PHONOLOGY

<i>school bag</i>	/ˈsku:l ,bæg/
<i>pencil</i>	/ˈpensl/
<i>pencil case</i>	/ˈpensl ,keɪs/
<i>notebook</i>	/ˈnəʊtbʊk/
<i>sharpener</i>	/ˈʃɑ:pneɪ/
<i>pen</i>	/pen/
<i>ruler</i>	/ˈru:lə/
<i>eraser</i>	/ɪˈreɪzə/
<i>scissors</i>	/ˈsɪzəz/



INTRODUCTORY ACTIVITIES

Tell the students you are very happy because you have just bought many new school objects. Show them to the students and start presenting the words one at a time: *pencil case, eraser, sharpener, pencil, pen, ruler, scissors* and *notebook*. Write the words on the board, read them aloud and encourage the students to repeat them.

1 What's your name?



GRAMMAR

This is a good opportunity to work on grammar. When you introduce the new vocabulary, stress the difference between **a ruler** and **an eraser**. Help the students notice that the word *eraser* begins with a vowel sound and the word *ruler* begins with the sound of a consonant. Present the rule.

1. Write **a** before words that begin with the sound of a consonant.
2. Write **an** before words that begin with a vowel sound.

How to go about it (page 10)

1. Listen and tick ✓.

Present the following situation: A mother is checking her son's school bag contents. She needs to see what he has got and what she needs to buy for him to take to school. The students listen and put a tick next to the objects the boy has got. To check, read the school objects aloud and ask the students to say yes when they have put a tick. Write the names of the objects on the board.



TRACK 05

Listen and tick ✓.

Mum: *Pencil.*
Boy: *Yes. One black pencil.*
Mum: *Pencil case.*
Boy: *No.*
Mum: *Notebook.*
Boy: *Yes. One light blue notebook.*
Mum: *Sharpener.*
Boy: *No.*
Mum: *Pen.*
Boy: *Yes. One black pen.*
Mum: *Ruler.*
Boy: *Yes. Two rulers.*
Mum: *Eraser.*
Boy: *Yes. One eraser.*
Mum: *Scissors.*
Boy: *No.*

» Answer Key

1. *pencil* ✓
2. *pencil case* ✗
3. *notebook* ✓
4. *sharpener* ✗
5. *pen* ✓
6. *ruler* ✓
7. *eraser* ✓
8. *scissors* ✗



REINFORCEMENT ACTIVITIES

Ask the students to write down the objects the boy has got and invite them to listen to the dialogue again. This time they have to write the amount and the colour of the school objects the boy has got. Play the audio CD and pause after the information they need so that the students can write down the words. Tell them to compare and check their answers with their partners. Finally, invite some volunteers to come to the front and write the numbers and colours next to the school objects on the board to check.

2. What's in your school bag? Complete.

Ask the students to check what they have got in their school bags. Explain that they have to write the amount and the colour of the school objects they have got. Then, they can tell each other and show their belongings to the rest of the class.

» Answer key

Students' own answers.



GRAMMAR

Focus the students' attention on the plural forms. Ask *How many...?* as you point to the different objects the students have got. At this stage, *How many...?* is only meant for recognition and to be associated with quantity. Ask the students to pay attention to the plural form of the word *pencils*. Encourage them to elicit a rule for plural forms. Invite the students to circle the final **-s** with a coloured pencil.

Draw their attention to the word *pencil case*. Students may add a final **-s** in the word *pencil* instead of adding it in the word *case*. Encourage the students to pronounce the word *cases* correctly. Rules for the pronunciation of plural forms can be introduced later.



REINFORCEMENT ACTIVITIES

Invite the students to make a list of five school objects but, instead of writing the words, they have to draw pictures. Then, explain that they are going to check their friends' school bag contents, as the boy's mother did in exercise 1. The students mention one of the objects they have drawn and their friend has to say if she / he has got it. If the answer is positive, encourage the students to specify the amount and colour of the object. You may demonstrate the activity with a volunteer by saying *Pencil* so that the student answers *Yes. (One green) pencil. / No.*



ALL AROUND LEARNING TIPS

Vocabulary

Vocabulary acquisition plays a crucial role in language learning. The students with poor vocabulary will not have a good command of the language. Encourage the students to keep a word bank or a personal dictionary where they can write all the new words in alphabetical order.

How to go about it (page 11)

3. Listen and sing. Colour.

Point to the pictures of the school objects and elicit the corresponding words by asking *What is it?* Then, encourage the students to listen to the song and try to identify the colour of each school object. Students follow the lyrics in their books.

After colouring the objects, invite the students to listen to the song for pleasure and then join in and sing along.

» Answer Key

Students colour the school bag brown;
the eraser green;
the ruler pink;
the scissors red;
the notebook yellow;
the pen blue.

TRACK 06

Listen and sing. Colour.

Song: Colours are Wow!

My school bag is brown.

My eraser is green.

What do you think?

My ruler is pink.

Colours are great!

Colours are wow!

What's in my school bag?

Let me tell you now!

My scissors are red.

My notebook is yellow.

And you see, it's true!

My pen is blue.

ALL AROUND TEACHING TIPS

Ask students to pay attention to the fact that *scissors* is a plural word. Make them become aware of the difference between *The pencil is... / The scissors are...* You may also ask them to find other examples of plural forms in the song (*colours*).

4. Now, create your song. Sing!

Students create their own song. They complete the blanks with the names of different school objects. They can illustrate the song so as to show the pictures of the school objects as they are mentioned in the song.

TRACK 07

Now, create your song. Sing!

Song: Colours are Wow! Karaoke

ALL AROUND TEACHING TIPS

Songs

All students enjoy singing, especially when they sing with their friends. But remember singing takes time because students need exposure before they can sing along. There are different ways of exploiting songs in class. Strategies will depend on the amount of students you have, their preferences and predisposition. Here are some suggestions:

1. Stand in a circle and turn round so as to avoid eye contact (good strategy for shy students) and sing.
2. Hum the tune, chant the rhythm and finally sing the whole song.
3. Do choral singing, either with the whole class or in groups.
4. Sing and do gesture movements, e.g.: *I love* (touch your heart); *music* (play an instrument); *school bag* (point to a school bag); *sports* (kick a ball).
5. Perform choreographies.

SB pages 12 and 13

Objectives

- To identify school objects, colours and numbers.
- To describe school objects.

Language Focus

Production

- *My (pencil) is (red).*
- *(Seven) sharpeners.*

Recognition

- *How old are you?*
- *What's your favourite colour?*

Vocabulary

- School objects
- Colours
- Numbers

How to go about it (page 12)

1. Draw and colour school items and numbers to play *Bingo!*

Encourage students to complete their *Bingo* grids by drawing and colouring numbers and school objects in the empty spaces. In this way, they will have a complete *Bingo* grid to play with.

Call out the numbers and objects including their colour at random. Students put a cross on the ones in their grid as you call them out. The first student to cross out all the objects in his / her *Bingo* grid, shouts *Bingo!*

Follow Up: *Bingo!*

Bingo! can be played in different ways:

Prepare a set of pictures in advance, taking into account all the combinations of colours and school objects introduced up to the moment.

Instead of drawing pictures, write the different combinations on separate pieces of paper. Pick up the pieces at random, one at a time and encourage the students to read the words out loud. Then, they check if it is on their *Bingo* grids.

Invite different students to pick up the pictures or words so as to have variations in the game.

» Answer Key

Students' own answers.

2. Decode, colour and write.

Ask the students to look at the pictures and colour the school objects. Then, they fill in the gaps with the corresponding words. Finally, the students may come to the front and write the answers on the board to check.

» Answer Key

1. My pencil is red.
2. My school bag is brown and orange.
3. My sharpener is yellow.
4. My eraser is green and blue.



REINFORCEMENT ACTIVITIES

If you can display posters in the classroom, ask the students to prepare some colours, numbers

and school objects posters. Remember it is really important for the students to have this type of resource material in class.



ALL AROUND LEARNING TIPS

Flashcards

Memorising words can be difficult for some students and boring for others. One way to make it more pleasurable is by getting students to create their own flashcards. Encourage students to draw pictures on separate sheets of paper and label them. Ask them to select a place in their room to display the pictures and change them periodically.

How to go about it (page 13)

3. Match and complete the table

Tell the students to match the names with the school objects. Then, they write the names in the table and the objects that belong to each child. Encourage the students to include the amount and colour of the school supplies.

» Answer Key

Students' own answers.



REINFORCEMENT ACTIVITIES

Encourage students to compare their choices in exercise 3 and find out if they matched the children with the same school objects. Ask them to tell each other the name of the child and the objects that belong to her / him to check.

SB pages 14 and 15 - Integration

How to go about it (page 14)

This section has been created to integrate all the functions, notions and vocabulary presented throughout the unit. Students use the language to complete a task related to a topic of a specific

1 What's your name?

subject. And they also reflect on different personal aspects and on relationships to increase their social and emotional skills.

Art project: Make a collage.
Use magazine cutouts to illustrate the contents of your school bag.

The previous class, ask the students to bring magazines. Explain that they are going to make a collage to show the school objects they have got in their school bags. Students cut out the pictures and glue them on the page. Then, invite the students to show their collage and describe the objects.

» **Answer Key**
Students' own answers.



REINFORCEMENT ACTIVITIES

Encourage the students to write a description of the objects they have included in their collage. Collect all the descriptions and hand them out to different students. Tell them to read the description and identify the corresponding collage. Ask the class to leave their books open on page 14 so that they can all see the pictures.

Follow Up

You may bring photos of students from different countries showing their school objects. Invite the class to describe them and help them with new vocabulary. Ask if they find any similarities and differences between the objects the children have got and their own school supplies. Explain that some differences may be associated with the culture and customs of the countries where the children live.



ALL AROUND CLIL TIPS

Connecting the topic of the unit with Arts allows the students to express themselves and represent who they are in a creative way. Explain that not only the objects they include depict them but also the way in which they are presented: *the colours, the design, the decoration*, etc. Encourage the students to use their own style when creating their collage to share more about their identities.

How to go about it (page 15)

Integration: What's your name?
Draw and answer.

Read the question *What's your name?* aloud and explain that they are going to reflect on themselves and their identity. The students complete the figure of the child and answer the questions about them. Once they have completed the activity, read the sentences at the bottom of the page and invite the students to express their opinions and feelings. Encourage them to give more examples of what makes them unique and write key words on the board. Finally, the students may come to the front and perform a short dialogue in pairs.

» **Answer Key**
Students' own answers.



ALL AROUND SEL TIPS

Self-awareness

Encourage students to reflect on who they are by asking them questions and relating topics to their personal lives and interests, and help them recognise their special traits. It is important that students appreciate their identities so that they become more confident and value others as well.



REINFORCEMENT ACTIVITIES

You may tell students to make a poster with the phrases and words to illustrate their ideas. Or, you may design a word cloud with the most relevant words connected with the topic. Stick the poster or word cloud on the classroom wall so that the students can read it at any time.

Big Question: What's your name?

Invite the students to open their books on page 4 again. Tell them you are going to read aloud some notes you wrote down with key words and opinions they expressed about the topic when they first answered the Big Question. Once you have read their previous ideas, encourage the students to mention if they have now different thoughts and discuss what they have learnt in this unit. Ask the students how they feel and if there is something new that they have found out about themselves and their classmates. As a final activity, you may ask children to take a separate sheet of paper to write their names in the centre and connect them to key words that describe them and reflect who they are.

SB pages 76, 77, 78 and 79 - Workbook

This set of reinforcement activities can be used when the students need extra written practice of vocabulary or of a specific language structure. These activities can also be solved at the end of each unit to integrate and consolidate all the concepts they have learnt.

» Answer Key

1. Complete.

I'm; your; name's, old; nine

2. Unscramble and match.

1. seven; 2. three; 3. one; 4. five

Correct order (left to right, top to bottom): 3, 2, 1, 4

3. Answer and draw.

Students' own answers.

4. Look and answer.

1. pencil; 2. It's a notebook. 3. It's a ruler. 4. It's a pen.

5. Look and write.

1. pink; 2. school bag, red; 3. pencil case, purple and green; 4. pen, green

6. Match and colour.

3. Students colour the pen blue; the sharpener red; the eraser purple; and the pencils yellow, green, pink, red and brown.

1. Students colour the ruler red; the sharpener green; the pen blue; and the pencils yellow, orange and purple.

2. Students colour the scissors pink; the pen blue; the eraser blue and red; and the pencils orange, brown and green.

7. Answer and draw.

Students' own answers.

8. Circle and classify.

red, three, scissors, five, sharpener, yellow, nine, orange, pencil case, brown, eight, notebook, eraser, four, green

Colours: *red, yellow, orange, brown, green*

Numbers: *three, five, nine, eight, four*

School objects: *scissors, sharpener, pencil case, notebook, eraser*

9. Unscramble and answer.

1. What's your name?

Students' own answers.

2. How old are you?

Students' own answers.

3. What's your favourite colour?

Students' own answers.

4. What's in your school bag?

Students' own answers.

2

What do you look like?

SB pages 16, 17, 18 and 19

Objectives

- To introduce vocabulary related to family members.
- To give information about family members.
- To introduce personal information.
- To express possession.

Language Focus

Production

- *I've got a nice family.*
- *Look! Here is my (brother).*
- *My family is...*

Recognition

- *Who is he / she?*
- *Whose mother is called (María)?*
- *How many (brothers) have you got?*

Vocabulary

Production

- Family members (*mother, father, grandmother, grandfather, sister, brother, daughter, son, cat, dog*)
- Adjectives (*beautiful, nice, big, small*)

Recognition

- *family tree, people*

son

/'sʌn/

people

/'pi:pl/

How to go about it (pages 16 and 17)

Read the title aloud to introduce the topic they will discuss throughout the unit. Elicit the meaning of the question and describe yourself to clarify meaning. Invite the students to look at the people in the photo and ask: *Are they similar or different? Why?* Encourage the students to mention the differences they can observe. Explain that they are going to reflect on the subject as they do the activities and, at the end of the unit, they will discuss the Big Question.

Remember this section has a double purpose. It can be used to present structures and language issues at the beginning of the unit and / or for self-evaluation at the very end. It is advisable for the students to know the structures they are going to work on in advance. In this way, they can have a general idea of the topics and they can get ready for the learning process.



INTRODUCTORY ACTIVITIES

Bring some photographs of your family. Show them to the students and explain to them who is who in each photograph. Name the people in the photographs. Say *Look, here is my (mother), (María)*. Continue with the remaining family members and write the information on the board. Ask the class *Whose mother is called (María), too?*

How to go about it (page 18)

1. Listen and read.

Invite the students to look at the photographs on the screen of the devices. Read the words aloud and ask the students to repeat chorally.



PHONOLOGY

family tree	/'fæməli ,tri:/
mother	/'mʌðə/
father	/'fɑ:ðə/
grandmother	/'græn,mʌə/
grandfather	/'græn,fɑ:ðə/
sister	/'sɪstə/
brother	/'brʌðə/
daughter	/'dɔ:tə/

Point to *Olivia* and *Santino* and explain they are introducing their families. Play the CD, and encourage the students to follow the reading in their books while listening.



TRACK 08

Listen and read.

Olivia: Hi! I'm Olivia. I've got a big family. Look! Here is my mother, my grandmother, my father and my grandfather. I've got a brother and a sister. And I've got a beautiful dog, too.

Santino: My name's Santino. I've got a nice family. Look! Here is my mother and my father. I've got two brothers. And I've got a beautiful cat.



GRAMMAR

Draw the students' attention to the passages and present the idea of possession by introducing the genitive case 's. Help the students to become aware of how this is used in each case in connection with *Olivia* and *Santino*. Point to one of the family members in the photo and exemplify by saying *This is Olivia's brother. This is Santino's mother.*

Finally, get some school objects from some students. Then, ask general questions. *Whose is this? Is it (María's)? Is it (Pedro's)?* Put emphasis on the 's.



PHONOLOGY

Make the students focus on the pronunciation of **th** / ð / in *mother, father*, etc. You can invite the students to find a relationship between the spelling of **th** and the corresponding sound in these examples. Help the students become

aware of the different vowel sound in *mother* /ʌ/ and *father* /ɑ:/.

2. Circle the correct option.

Encourage the students to read the sentences and circle the correct word according to the information in exercise 1. Invite volunteers to read the answers aloud to check.

» Answer Key

1. one sister; 2. big; 3. brothers; 4. cat



REINFORCEMENT ACTIVITIES

If you showed a photo of your family to the class in the Introductory Activity, you can present the idea of a family tree by drawing it and writing the names and words related to your family members. Invite the students to help you draw and label the family trees of *Olivia* and *Santino's* families on the board.

All Around Teaching Tips

After working deeply with the passages, it is advisable to encourage the students to read them aloud. Remember that reading aloud is an excellent opportunity to polish pronunciation and intonation. You can keep a record of mispronunciations to give extra practice later.



REINFORCEMENT ACTIVITIES

Ask the students to come to the front one at a time and show photographs of their families. Encourage them to describe their photographs. Ask questions to guide them and to revise structures that have already been presented, e.g.: *Who's this? What is*

2 What do you look like?

her / his name? How old is your (brother)?

How to go about it (page 19)

3. Read and complete.

Direct the students' attention to the photos and read the question at the top of the webpage. Clarify meaning by asking: *Is this family small / big?* and encourage the students to answer. Then, read the words in the strips of paper aloud and explain that they have to use them to complete the descriptions. Remind them to read the paragraphs first and then to focus on the words before and after the blanks. Finally, invite different students to read the descriptions aloud to check with the class.

» Answer Key

Pedro: *small, brother*; Martina: *sister; cat*; Catalina: *grandmother; brothers*

Follow Up: My Family Tree

Distribute white sheets of paper among the students and ask them to draw and colour the picture of a tree. Then, get the students to cut out circles of white paper. Ask them to draw pictures of their family members on each circle and to stick them on their trees. Finally, ask them to write the name of each family member under the corresponding picture. Invite the students to reflect on the importance of their families in their lives. Encourage them to brainstorm words that they associate with the idea of *family*. They may choose one word that represents their view and add it at the top of their family tree. Display their family trees around the classroom or at the school notice board since it is important to share the students' production with the whole school community.



All Around CLIL Tips

Nowadays, there are many different types of families as regards members and relationships. Get ready to introduce other family members, only if needed so as not to make the activity too complex, e.g.: *step-brother / mother, cousin, aunt or uncle*.



REINFORCEMENT ACTIVITIES

Go back to the students' family photographs. This time, encourage the students to say how many brothers or sisters they have got. After this, display pictures of families taken from different magazines. Point to each family and ask: *How many people are there in this family? How many boys? How many girls?* Students answer chorally. Write their answers on the board so that the students can revise the spelling of numbers as well. You may even invite the students to write their answers on the board.

4. Write and draw or glue.

Now that the students have had lots of exposure to the new vocabulary and structures, they will be ready to write. Invite them to describe their families using the passages on pages 18 and 19 as models. They may glue a photograph or draw their family in the blank space.



All Around Learning Tips

Encourage the students to proofread their own written production. Checking accuracy during a revision stage is of vital importance. It is also important to respond to the content of what the students write and not to be distracted by spelling mistakes. If we read students' work only to correct it, we will probably ignore the content and the real purpose of writing.

SB pages 20 and 21

Objectives

- To introduce parts of the body.
- To describe people.
- To give personal information.

Language Focus

Production

- *I've got (blue) (eyes).*
- *My (hair) is...*

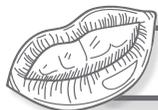
Recognition

- *How does your hair look like?*

Vocabulary

Production

- Parts of the body (*eyes, hair*)
- Adjectives (*short, long, blonde, fair, dark, curly, straight, wavy*)



PHONOLOGY

short	/ʃɔ:t/
long	/lɒŋ/
blonde	/blɒnd/
fair	/feə/
dark	/dɑ:k/
curly	/'kɜ:li/
straight	/'streɪt/
wavy	/'weɪvi/



INTRODUCTORY ACTIVITIES

I Spy...

Play *I spy...* as a funny way to revise colours and school objects. Take advantage of all the objects students have around. Choose one school object and encourage the students to guess it. Say, for example, *I spy with my little eye something (red)*. The students will have to look around and name all the (red) objects they can see until they guess.

Cool Cartoons!

Cartoons are very useful when introducing parts of the body because they usually have unconventional

colours and / or dimensions, which will make the activity more enjoyable. Bring in pictures of different cartoon characters and introduce them to the class. Elicit information about them like their names and age. Introduce the words *hair* and *eyes* and present specific vocabulary to describe different hairstyles, e.g.: *straight, wavy, curly, long, short, dark, fair* and *blonde*. Encourage the students to describe the cartoon characters and then invite them to think of others and to describe them as well. Write all their ideas on the board.

How to go about it (page 20)

1. Read the descriptions and label.

Get the students to open their books on page 18 and draw their attention to the family photos. Ask a student to describe one of the families in the first person as if he / she were *Olivia* or *Santino*, e.g.: *I've got two brothers and one cat*. The class has to guess who he / she is by saying the character's name. Then, ask the students to go back to page 20 and point to the photo frames. Ask them to identify the family members by saying, for example: *This is Olivia's mother*. Tell the students to read the descriptions and write the corresponding colours of the eyes and hair. Finally, invite some volunteers to read the descriptions aloud to check.

» Answer Key

Olivia's mother: *long fair hair, brown eyes*;
Olivia's grandmother: *short white hair, brown eyes*;
Olivia's sister: *long fair hair, green eyes*

2. Listen and circle. Complete.

Tell the students that they are going to listen to different children describing the avatars they have created to represent themselves. Make sure that the students understand what an *avatar* is and point to the icons on the page to illustrate. Go through the chart with the whole class and read out the words / phrases that describe each picture so as to revise the new vocabulary: *eyes, hair, short, long, dark, fair, blonde, straight, wavy* and *curly*. Explain to the students that they have to listen and circle the correct option in each case according to what they can hear in the audio CD. Play the CD several times if necessary. At this stage, some students may need to listen to the

2 What do you look like?

audio CD more than once. Once all the options are marked and checked, encourage the students to complete the sentences with the missing information.



TRACK 09

Listen and circle. Complete.

Boy 1: *I've got brown eyes.*

Girl 1: *I've got short blonde hair.*

Boy 2: *My eyes are blue.*

Boy 1: *I've got fair hair.*

Girl 2: *I've got long straight hair.*

Girl 3: *My hair is long and wavy.*

» **Answer Key**

1. *I've got brown eyes.*
2. *I've got short blonde hair.*
3. *My eyes are blue.*
4. *I've got fair hair.*
5. *I've got long straight hair.*
6. *My hair is long and wavy.*

How to go about it (page 21)

3. Write the missing letters. Then classify the words.

Encourage the students to complete the words with the missing letters. Once the students have completed all the adjectives, check orally with the class and write the words on the board.

Now that all the vocabulary has been presented, invite the students to classify the words. Explain that they have to complete the circles with *adjectives that are used to describe eyes* and *adjectives that are used to describe hairstyles*, and the combined area with *adjectives that can be used for both eyes and hairstyles*. Once they have finished, check their answers.

» **Answer Key**

eyes: *green, blue, brown, small, big*
hair: *blonde, fair, long, short, curly, wavy, straight*
eyes and hair: *beautiful, dark, nice*

4. Create an avatar character.

Tell the students it is their turn to make an avatar. Encourage them to be creative and make funny or strange faces and use different colours. Students complete the descriptions with the information and then draw their avatars. Invite the students to describe and show their avatars to the rest of the class.

» **Answer Key**

Students' own answers.



FUN ACTIVITIES

Crazy Character Collage

Invite the students to cut out different parts of the body from old magazines and to create a crazy character by assembling all the parts of the body they have collected. This activity will give you an opportunity to introduce other parts of the body as well, such as *arms, legs, hands*, etc. The students will surely have great fun in creating this crazy collage. Ask them to describe their crazy characters briefly. Remember to share their collages with the rest of the school community by displaying them on a wall or notice board.

You can also invite the students to work in groups and organise a competition to choose the craziest collage.



All Around SEL Tips

Peer Help

Weak students need help and support. Encourage quick finishers to help their classmates once they have completed their own assignments. In doing so, the students are consolidating their own learning and you are creating a positive classroom environment.

SB pages 22 and 23

Objectives

- To talk about family members.
- To discriminate between oneself and others.
- To compare and contrast people's physical appearance.
- To count up to 19.

Language Focus

Production

- *My eyes are blue. His eyes are brown.*
- *This is my sister.*
- *He's thirteen.*

Recognition

- *Two plus two is four.*
- *His hair is dark.*
- *We've got blonde hair.*
- *Who is he?*

Vocabulary

Production

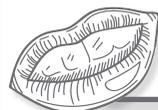
- Numbers (11 to 19)



TRACK 10

Listen and repeat.

<i>eleven</i>	<i>fourteen</i>	<i>seventeen</i>
<i>twelve</i>	<i>fifteen</i>	<i>eighteen</i>
<i>thirteen</i>	<i>sixteen</i>	<i>nineteen</i>



PHONOLOGY

Focus the students' attention on the pronunciation of the ending **-teen** /'ti:n/. If they are aware of this, later on they will be able to compare and contrast with the ending **-ty** in *twenty, thirty, forty*, etc.

2. Look at the family tree and correct the numbers.

Invite the students to look at the family tree and name the members. Then, ask the students to read the sentences and correct the numbers according to the information in the tree. Once they have finished, encourage the students to check their answers in pairs. Finally, ask some volunteers to write the numbers on the board to check spelling.

» Answer Key

1. *eleven*; 2. *thirteen*; 3. *fifteen*; 4. *eighteen*;
5. *four*



INTRODUCTORY ACTIVITIES

Use additions and subtractions to revise numbers. Write on the board, for example, $2 + 3 - 1 = 4$ (two plus three minus one is four). Include a couple of additions in which the result is higher than ten. In this way, students will need to learn numbers from 11 to 19.

How to go about it (page 22)

1. Listen and repeat.

Draw the students' attention to the colourful numbers. Play the CD. Pause it after each number is mentioned and ask the students to repeat chorally.



INTRODUCTORY ACTIVITIES

Cool Celebrities!

Play a guessing game to introduce the personal pronouns *he* and *she* for recognition. Bring in photographs of celebrities. Choose them according to the students' likes and interests. Divide the class into two groups. Describe the celebrities one at a time by giving only some clues and encourage the class to guess. E.g.: *He is a boy. His name is Lionel. He is a footballer. (Lionel Messi).* Try to choose celebrities whose professions are named similarly to Spanish (*tennis player, actor / actress, footballer*, etc.) so that the students can

2 What do you look like?

easily guess. The winner is the group that obtains more correct guesses. Give a prize to the winners and some kind of reward to the rest. See if by the end of the game, the students have been able to identify the difference between *he* and *she*.

He or She?

Take the students to the playground. Divide them into two groups, *Red* and *Blue* and ask each group to line up. Draw, with a piece of chalk, two big circles on the floor in front of each line. The circles should be considerably separated from one another. Write the word *HE* inside one of the circles and *SHE* inside the other circle. Then, place the photographs of the celebrities on a table. The first student in each line (group) has to pick up a photograph and run into the circles. If there is a woman in the photograph, they should place it in the *SHE* circle and; if there is a man, they should place it in the *HE* circle. The winner is the first group that places all the photographs in the corresponding circles.

All Around Teaching Tips

Cognates are all the English words that are similar to Spanish because they share the same root, e.g.: *music / música*. They help the students enlarge and enrich their vocabulary in L2 in an easier way.

How to go about it (page 23)

3. Unscramble the words.

Invite the students to have a look at the photos. Tell them that the children are introducing a family member they love. First, encourage them to read about *Sam*. Make them become aware of the use of *she* for females and *he* for males. Then, ask the students to pay attention to the other two pictures. Give them some minutes to read the passages in silence and to put the letters in order to form the words. Check their answers on the board.

» Answer Key

1. curly, mother, straight; 2. fair, sister, short;
3. blue, blonde, grandfather

4. Now, write and draw or glue.

Tell the students that they are going to write about a family member they love. Read the first phrase and encourage the students to predict the information they have to write: *their names*. Guide the students with the rest of the phrases. Explain that they also have to circle the correct pronouns *She / He* and *Her / His*. Walk around the classroom to monitor and help with vocabulary if necessary. Encourage the students to revise their writing pieces. Finally, the students draw themselves with their relative or they may bring a photo and glue it.

» Answer Key

Students' own answers.

Follow Up: Reading Aloud

Get some students at random to read aloud their descriptions and correct their pronunciation.



REINFORCEMENT ACTIVITIES

Get the students in pairs. Explain that they have to take turns to read their descriptions aloud and draw and colour the family member that their partners describe. Then, they compare their pictures to check.



GRAMMAR

Depending on the students' level, you can introduce all the personal pronouns and the verb *to be* by means of a chart.

<i>I am</i>	<i>You are</i>
<i>He is</i>	<i>We are</i>
<i>She is</i>	<i>They are</i>
<i>It is</i>	



All Around SEL Tips

Students are very sensitive and need to be praised. Whenever you give a prize to the winners, it is convenient to give a kind of reward to the others as well.



All Around SEL Tips

Movements

Physical or kinaesthetic activities improve social and emotional growth. They can help the students to communicate in different ways and to improve their self-confidence. Encourage the students to express themselves through movement and dance by including these activities in your lessons.

SB pages 24 and 25

Objectives

- To talk about family members.
- To ask and answer questions about physical appearance.
- To ask and answer questions about possessions.

Language Focus

Production

- *This is my brother.*
- *His name is Max.*
- *Have you got dark hair?*
- *Have you got a big family?*

Recognition

- *I love my (brother).*

Vocabulary

Production

- Parts of the body (*eyes, hair*)
- Adjectives (*short, long, blonde, fair, dark, curly, straight, wavy*)
- Numbers (up to 19)

How to go about it (page 24)



GRAMMAR

You will find these grammar boards in each unit. They have been included to introduce, expand or revise certain grammar points presented in context all throughout the book. Read the examples with the whole class. Ask the students to look for other examples in the previous lessons.



INTRODUCTORY ACTIVITIES

Scrambled Sentences

Think of a couple of simple sentences, such as *I am Miss Mary. My hair is blonde. I have got a sister. Her eyes are blue. Her hair is short and fair.* Write each word on a separate card. Then, divide the students into groups. Give a set of word cards to each group for them to put the words in order so as to build up the sentences. The winner is the first group to put the words in order to make the sentences.

All Around Teaching Tips

Check that the students are assembling the words in the correct order so as to build up the sentence. Remind them of the use of a full stop at the end of each sentence.

1. Listen and tick .

Tell the students that they are going to listen to children talking about their family members. Draw their attention to the cards and read the information aloud. Explain that they have to listen to know, for example, if Julia is Tina's sister or Tina's mother. Ask the students to listen to the CD and tick the correct option. Play the audio CD as many times as necessary. Finally, invite different volunteers to read the answers aloud to check.

2 What do you look like?

TRACK 11

Listen and tick ✓.

Tina: Hi! My name's Tina. I've got a sister. Her name's Julia. She's sixteen years old. Her eyes are small and brown. Her hair is long, curly and blonde. Have you got a sister, Leo?

Leo: Yes, I have. I've got a sister, too. Her name's Ana. She's eleven. Her eyes are big and blue. Her hair is short, wavy and dark. And you, Greg? Have you got a sister?

Greg: No, I haven't. I've got a brother. His name's Lucas. He's thirteen. His eyes are small and green. His hair is straight and fair.

» Answer Key

1. Family member: Tina's sister; Age: 16; Eyes: brown; Hair: curly and blonde
2. Family member: Leo's sister; Age: 11; Eyes: blue; Hair: short and dark
3. Family member: Greg's brother; Age: 13; Eyes: green; Hair: straight and fair



REINFORCEMENT ACTIVITIES

Students may create their own sets of *Scrambled Sentences*. Invite them to choose one of the children in exercise 1 and write sentences with the specific information, e.g.: *Lucas is Greg's brother. He's thirteen years old*, etc. Then, they write each word on a separate card.

They can exchange their sets with their classmates. Organise a competition in which the winner is the student who can put the sentences in order first.

How to go about it (page 25)

2. Now, read and answer: *Julia, Ana or Lucas?*

Tell the students that they have to read the questions and answers to identify who the person is and complete the speech bubble with the corresponding name. Check the answer orally

with the class. Finally, focus on the structure and use of Yes / No questions and the short answers. Ask questions to some students and encourage them to answer with the complete form, for example: *Have you got short blonde hair? Have you got green eyes?*

» Answer Key

Ana



GRAMMAR

Focus the students' attention on the use of inversion in questions. Make sure they become aware of this. Ask questions for them to answer orally and also encourage them to ask questions to you.



REINFORCEMENT ACTIVITIES

Hand out pieces of paper and invite the students to write a description of their physical appearance and include their name at the bottom. Then, collect all the papers and put them in a bag. Invite a volunteer to pick one paper, read the description aloud and, finally, ask: *Who am I?* The student who identifies the correct classmate picks another paper and reads the description aloud for their partners to guess.

3. Complete about you with a tick ✓ or a cross X.

Direct the students' attention to the information in the table. Read the first question as an example and encourage some volunteers to answer. If the answer is affirmative, the students put a tick and if the answer is negative, they put a cross.

» Answer Key

Students' own answers.

4. Now, ask your friend and complete the table.

Invite the students to work in pairs and take turns to ask and answer the questions in exercise 3.

Tell them to complete the table with a tick or a cross in the YOUR FRIEND row according to their classmates' answers. Walk around the classroom and monitor. Make sure that the students use the complete structure in their answers.

» **Answer Key**
Students' own answers.



FUN ACTIVITIES

Family Mobile

Ask the students to bring construction paper, some yarn and a coat hanger (one per student). Have a puncher at hand. Tell the students to cut out the construction paper into squares of 10 x 10 cm. Invite the students to draw and colour pictures of their family members on some of the squares and cut them out. They may also bring photographs and glue them on the squares as if they were frames. On the rest of the squares, encourage the students to write short descriptions of their family members. Punch a hole at the top of each picture and description. Hang them from the coat hangers with yarn. Display the students' mobiles in the classroom.

SB pages 26 and 27 - Integration

How to go about it (page 26)

This section has been created to integrate all the functions, notions and vocabulary presented throughout the unit. Students use the language to complete a task related to a topic of a specific subject. And they also reflect on different personal aspects and on relationships to increase their social and emotional skills.



All Around CLL Tips

When students explore the topic of the unit in relation to Science, they have an authentic approach to content and a real need to use the language. Students broaden their knowledge of their physical traits and also learn more specific vocabulary.

Science project: Do a survey. Read the webpage and do the exercises.

Tell the students they are going to read an extract from an online science website. Invite the students to read the title and look at the photos. Encourage them to mention what the passage may be about. Then, read the extract aloud and clarify meaning if necessary. You may help the students understand by writing the characteristics on the board as you say: *If you receive a dominant characteristic such as brown eyes from one of your parents and a recessive characteristic (green eyes) from your other parent, what colour eyes have you got? You have got brown eyes (dominant characteristic).* Explain that genes are not the only factors that determine physical characteristics but there are other aspects that also have influence; for example, the interaction with other people and the environment.

Tick ✓.

Now, tell the students they are going to check if they have got a dominant or a recessive characteristic. Point to the different parts of the body in the circles and encourage the students to name them: *thumb*, *eye* and *tongue*. Guide the students so that they all complete the activity at the same time. First, ask the students to raise their thumb and see if it is straight or bent and tick the corresponding box. Then, tell them to focus on their eye colour. Students tick the box of the brown eye if they have got a dark colour and they tick the blue eye if they have got a light colour. Finally, encourage them to roll their tongue. If they can do it, they tick the dominant box and if they cannot, they tick the recessive box.

» **Answer Key**
Students' own answers.

2 What do you look like?



All Around SEL Tips

Laughter

It is known that laughter boosts the body's production of chemicals needed for alertness and memory. Students will have fun trying to check the characteristics they have got while learning about a new topic in an amusing way and using the language.

Now, ask your friend and complete the table.

Invite the students to compare their results by taking turns to ask and answer about their characteristics. Encourage the students to ask the question at the top of the table and tick the corresponding characteristic.

» Answer Key

Students' own answers.



REINFORCEMENT ACTIVITIES

Tell the students they are going to examine if dominant characteristics are more common, as explained in the passage. Copy the table with the parts of the body and the characteristics on the board. Read each characteristic aloud and ask the students to raise their hands accordingly. You may ask: *How many children have got a dominant characteristic?* Invite a volunteer to count and complete the table on the board with the results to check.

Follow Up: Survey

Encourage the students to ask the questions on page 26 at home to check how many dominant and recessive characteristics their family members have got. Tell the students that they can copy the table with the characteristics and complete it with the results. Then, invite them to share their findings with the class. In this way, they will have more data to check if dominant characteristics are more common.

All Around Teaching Tips

Surveys

Surveys or interviews provide English language learners with a real reason to communicate, which, in turn, will help them develop their fluency. Students learn how to ask and answer questions and how to collect and record information accurately. Ask the students to carry out a survey related to the topic they are studying, at least once a month, and give them time to report their results to the rest of the class.

How to go about it (page 27)

Integration: What do you look like?

Read and complete. Then write and draw.

Explain to the students that, in this section, they are going to think about and answer the question of the unit. First, ask them to read the descriptions of the children and complete them with the words in the boxes. Encourage them to look at the photos as a guide. Before checking with the class, invite the students to compare their answers. Then, ask different volunteers to read the complete descriptions aloud to check. Finally, the students write about themselves and draw. Read the sentences at the bottom of the page and ask the students if they agree with these ideas. Invite some students to read their descriptions aloud to show that they are all different. Stress that the differences in personalities and physical appearance make them unique and that these differences add up to diversity. Encourage them to think why diversity is important and in what ways we benefit from it.

» Answer Key

Felipe: *Felipe; eleven; big and blue; short and blonde*

Renata: *nine; small and brown; long and curly*
Students' own answers.

Big Question: What do you look like?

Invite the students to revise the aspects that influence their physical appearance: genes, relationship with others and the environment, etc. Ask them to think of a characteristic they like about them and encourage them to give reasons. Tell them that it is important that they value and accept who they are and others. Explain that physical appearance is one of many characteristics that make us unique and it should not affect or determine the way in which they relate to each other.

SB pages 80, 81, 82, 83 and 84 – Workbook

This set of reinforcement activities can be used when students need extra written practice of vocabulary or specific language structures. These activities can also be solved at the end of the unit to integrate and consolidate all the concepts they have learnt.

» Answer Key

1. Find the words and label.



(Clockwise) father; mother; grandfather;
grandmother; sister; brother; cat; dog

2. Match the descriptions with the faces.

(From left to right) 3; 1; 2; 4; 5

3. Look and describe.

1. short, curly dark hair; 2. long, straight fair hair; 3. short, straight dark hair; 4. short, wavy blonde hair

4. Follow, read and write.

1. nineteen, thirteen; 2. twelve, seventeen, fourteen

5. Read and Answer.

1. Leo; 2. Sarah; 3. Carol; 4. Mark

6. Complete with She, He, Her or His.

1. His, He; 2. Her, She; 3. Her; 4. His; 5. Her; 6. His

7. Unscramble the questions and answer.

1. Have you got a dog? 2. Have you got short fair hair? 3. Have you got blue eyes?

Students' own answers.

8. Draw and compare. Complete.

Students' own answers.

3 Where is my pet?

SB pages 28, 29, 30 and 31

Objectives

- To identify rooms in a house.
- To state where people are.
- To revise vocabulary related to family members.

Language Focus

Production

- *This is my (bedroom).*
- *He is in the (bathroom).*

Recognition

- *Where is Emily's (mother)?*

Vocabulary

Production

- House (*attic, bedroom, bathroom, living-room, kitchen, dining-room, garage, garden, study*)

Recognition

- *new, big, room, favourite*

How to go about it (pages 28 and 29)

In this first lesson, introduce the students to the Big Question by reading the unit title aloud. Invite them to look at the photo and identify the animals they already know. Ask: *Have you got a pet? Do you take care of your pet? Where is it? Inside / Outside your house?* Students will reflect on the question as they do the activities and share their views throughout the unit.

Remember that you can present structures and language topics at the beginning of the unit and / or for self-evaluation at the very end. Self-evaluation has the double purpose of engaging the students in and of giving you feedback on their learning processes.

INTRODUCTORY ACTIVITIES

Invite the students to play *Noughts and Crosses* so as to revise the vocabulary introduced in the previous units. Draw a 3 x 3 cm grid on the board. Write combinations of words from the previous units in each square, such as *blue / eyes, she / grandmother, long / pencil*, etc. Then, divide the class into two groups, *Noughts* (O) and *Crosses* (X) in order to mark the squares in the grid. The group that has chosen the *Crosses* goes first. A student from the first group chooses a combination of words and tries to make a sentence with them, e.g.: *I have got blue eyes*. If the sentence is correct, they mark the square using their symbol (X). That square cannot be used again. The groups take turns to choose a combination of words to make a sentence. The first group that can draw three symbols in a row, horizontally, vertically or diagonally, wins the game.



PHONOLOGY

house	/haus/
attic	/'ætɪk/
bedroom	/'bedrʊm/
bathroom	/'bɑ:θrʊm/
living-room	/'lɪvɪŋrʊm/
kitchen	/'kɪtʃɪn/
dining-room	/'daɪnɪŋrʊm/
garage	/'gærɑ:dʒ/
garden	/'gɑ:dn/
study	/'stʌdi/

How to go about it (page 30)

1. Listen and read.

Draw the students' attention to the picture and encourage them to identify where this content appears and make sure they understand the meaning of *post*. Then, ask: *Who writes the post? How old is she?* Invite the students to listen to *Emily* and follow the text in their books. Check comprehension by asking: *What's Emily's favourite room? How many rooms can you see? Is the garden big?* Point to each room and read the words aloud. Draw the students' attention to the spelling of each word and invite them to repeat chorally.



TRACK 12

Listen and read.

Emily: *Hi! I'm Emily. This is my dream house. Look, seven rooms! It's very big. And the garden is big, too!
My favourite room is the attic, at the top of the house.*

Follow Up: Reading Aloud

Get some students at random to read the passage aloud. Correct pronunciation.



REINFORCEMENT ACTIVITIES

Thumbs Up

Find nice design magazines and cut out pictures of different rooms. Then, cut out the picture of a dog. Place the pictures of the rooms onto the chalk ledge. Introduce the dog to the students, revising the genitive case that has already been introduced in unit 2. *Look! Here is Emily's dog.* Attach the picture of the dog to one of the rooms. Describe the location of the dog, e.g.: *Look! Sam is in the (living- room) now!* Tell students to put

their thumbs up if the statement is true and down if it is false. Change the location of the dog and repeat the activity as many times as necessary to revise all the rooms.

ALL AROUND TEACHING TIPS

The activities in which recognition of a specific utterance is necessary, but oral production is not fundamental, are of great help with the weakest students at the very beginning. Take advantage of them whenever possible.

2. Unscramble and write. Then, listen and repeat.

Ask students to find the rooms hidden in each group of scrambled letters by putting them in order. Go through the example with the whole class to check they understand the procedure. Go through the second word to help the weak students. Draw the students' attention to the spelling of each word again. Highlight the use of double letters. After checking, play the CD, and invite the students to repeat the words. Pause the audio CD after each room is mentioned and ask the students to repeat chorally.

» Answer Key

1. *attic*
2. *kitchen*
3. *bedroom*
4. *living-room*
5. *bathroom*
6. *garage*
7. *garden*
8. *dining-room*

TRACK 13

Unscramble and write. Then, listen and repeat.

- | | |
|----------------|----------------|
| 1. attic | 5. bathroom |
| 2. kitchen | 6. garage |
| 3. bedroom | 7. garden |
| 4. living-room | 8. dining-room |

INTRODUCTORY ACTIVITIES

Get hold of pictures of the different rooms of a house and bring them to the class. Get also pictures of different family members. Introduce the family to the whole class. Display the pictures of the rooms on the board. Attach one family member to each room. Point to the pictures one at a time and ask: *Where is the (little sister)?* Invite the students to answer. At this stage, you can accept just the name of the room as an answer. However, after the students have answered, introduce the complete answer: *Kitchen...Yes! She is in the kitchen.* Repeat the procedure with all the rooms and family members.

How to go about it (page 31)

3. Match and answer.

Point to the picture of the girl and introduce *Emily* to the class. Remind them of her post in exercise 1. Read the speech bubble aloud and encourage the students to help her. Introduce the members of her family in the pictures and point to the different illustrations that represent the rooms. Encourage the students to identify them and say the corresponding words. Explain that they have to match the family members with the rooms they want and then answer the questions. Then, invite the students to pay attention to *Emily's father* in the example. Read the question and answer at the bottom aloud. They have already been exposed to these structures in the previous *Introductory Activity*. You may demonstrate with some volunteers by asking: *Where is her*

grandmother? to show that the answers will vary. After this, encourage the students to produce complete answers. Help them become aware that personal pronouns have to be changed in each case according to the pictures.

» Answer Key

Students' own answers.



REINFORCEMENT ACTIVITIES

Guessing game

Tell the class they are now going to guess the location of each family member in exercise 3. Invite the students to work in pairs and take turns to ask and answer *Yes / No* questions. Demonstrate the activity with a volunteer by asking: *Is Emily's grandmother in the living-room?* Elicit the complete answer from the student: *Yes, she is. / No, she isn't.* Explain that if the answers they get are negative, they can ask up to three questions before guessing. The student who gets more answers correct is the winner. Walk around the classroom and monitor.



FUN ACTIVITIES

Collage

Write on the board *What's your favourite room?* and invite the class to answer and share their preferences. Encourage the students to explain why they like the room and what makes it special. Then, invite the students to make a collage. They need to get a photograph or to make a drawing of themselves. It has to be small enough to be stuck on a picture of a room taken from a magazine. The students share their collages with the class. Encourage them to write where they are as a caption. Display their collages all around the classroom.

ALL AROUND TEACHING TIPS

Explain that captions are words / phrases printed above or below a picture. They provide information about it.



ALL AROUND LEARNING TIPS

Creative Students

Encouraging students to be creative is an important aspect of teaching a language. There are many ways in which you can foster and nurture creativity:

1. Teach students to appreciate their own creative effort.
2. Be respectful of the unusual questions the students may ask.
3. Respect students' solutions to problems.
4. Encourage students to test their ideas by using them and communicating them to others. Always praise them for their ideas.
5. Provide opportunities and encourage self-initiating learning.

SB pages 32 and 33

Objectives

- To revise vocabulary related to rooms in a house.
- To identify pieces of furniture.
- To say where pieces of furniture are.
- To recognise singular and plural forms.

Language Focus

Production

- *The (table) is in the (kitchen).*
- *The (beds) aren't in the (bedroom).*
- *It isn't a (table). It's a (bed).*
- *They aren't (beds). They are (armchairs).*

Recognition

- *This is a disaster!*
- *Luckily...*

Vocabulary

Production

- *fridge, cooker, bed, bathtub, sink, table, carpet, armchair*

Recognition

- *mess*



INTRODUCTORY ACTIVITIES

Where Are You?

Display pictures of the different rooms of a house. You will need one picture per room. Ask five students to stand in a line at the front of the class. Whisper a command to the first student, such as: *Go to the (bedroom)*. This student whispers the same command to the next student and so forth. The last student in the line follows the command by standing in front of the corresponding picture. Lead the class to ask: *Where are you?* Encourage the students to answer: *I'm in the (bedroom)*. Repeat the activity with different students.

How to go about it (page 32)

1. Listen and repeat.

Draw students' attention to the illustrations. Go through the new vocabulary. Introduce new words and invite students to say where they can find these items in their houses. Accept different possibilities and encourage discussion. *Where is the table in your house? It's in the kitchen / living-room.* Continue in this way. Play the CD. Pause it after each item is mentioned and ask students to repeat chorally.

Make students focus on the pronunciation of each word.



TRACK 14

Listen and repeat.

fridge	cooker
bed	bathtub
sink	table
carpet	armchair

2. Read and draw.

Direct the students' attention to the webpage and read the title aloud. Make sure they understand the meaning of *crazy* by making gestures. Then, invite the students to read the description and draw the pieces of furniture in the house. Finally, check orally with the class and ask: *Why is it a crazy design? What's the problem with the computer?*

» Answer Key

cooker: bedroom; armchair: bathroom; carpet: kitchen; beds: living-room; bathtub: garage

Follow Up: Reading Aloud

Get some students to read the passage aloud. Correct pronunciation. Finally, invite the students to explain why a room can be a mess. You may also take this opportunity to talk about the tidiness and cleanliness of the classroom: *A room can be a mess because you are playing / working and using a lot of things at the same time, you*

don't usually tidy the room, you have got a pet that makes a mess in a room, etc. Encourage them to give possible solutions and say how they can help to keep places in order. Ask: *Why is it important to keep a room tidy?*



FUN ACTIVITIES

The Missing Object

Prepare pictures of the different pieces of furniture and other household items that have been presented. Tape the pictures onto the board. Point to each item and say: *It's a (table).* Invite the whole class to repeat the sentence. Ask students to close their eyes and remove one of the pictures. Get them to guess what is missing. The student who guesses correctly will be in charge of removing another picture. The game continues in the same way until all the pictures have been removed.

ALL AROUND TEACHING TIPS

It is important to plan a variety of different activities combining exercises that require concentration with others that allow movement so as to keep the students interested.

How to go about it (page 33)



GRAMMAR

As previously mentioned, these grammar boards have been included to introduce, expand or revise grammar points presented in context. In this case, the board will help students focus on the use of the negative form of the verb *to be*. It is advisable to revise personal pronouns and the difference between **it** for singular and **they** for plural. Go through the examples with the whole class.

3. Correct the mistakes.

Tell the students that because of the computer virus, the *Options* in the menu for designing houses are all wrong. Draw the students' attention to the pictures and the words so that they recognise that they do not correspond. Read the first example aloud to check understanding. Then, give the students some minutes to write the sentences. Check their answers on the board.

» Answer Key

1. *It isn't a table. It's a bed.*
2. *They aren't carpets. They are armchairs.*
3. *It isn't a bathtub. It's a cooker.*
4. *They aren't sinks. They are fridges.*
5. *It isn't a cat. It's a table*



FUN ACTIVITIES

Go around the classroom and collect different school objects from the students. Get a pair of pencils. Say a false statement about them, such as: *Look! They are scissors!* Encourage students to provide true replies: *No! They aren't scissors. They are pencils.* Elicit complete sentences. Allow different students to participate.

SB pages 34 and 35

Objectives

- To express possession.
- To talk about pets.
- To indicate position by using prepositions of place.
- To compare and contrast physical appearance.

Language Focus

Production

- *(Steve) has got (five) pets.*
- *I've got (two) pets.*
- *(Roger) is big.*
- *He has got (short ears).*
- *It has got a (short tail).*

Recognition

- *Naughty cat!*

Vocabulary

Production

- Prepositions of place (*in, on, under*)
- Pets (*hamster, cat, rabbit, dog, tortoise, bird, fish*)
- *long, short, ears, tail*

Recognition

- *big, small, ramp*



PHONOLOGY

<i>hamster</i>	<i>/'hæmstə/</i>
<i>cat</i>	<i>/kæt/</i>
<i>rabbit</i>	<i>/'ræbɪt/</i>
<i>dog</i>	<i>/dɒg/</i>
<i>tortoise</i>	<i>/'tɔ:tɔs/</i>
<i>bird</i>	<i>/bɜ:d/</i>
<i>fish</i>	<i>/fɪʃ/</i>

How to go about it (page 34)

1. Listen and read.

Before listening, draw the students' attention to the picture and ask: *Where is the boy? (In the garden.) Why? How many pets has he got? (Four cats and a dog.)* Then, play the audio CD and

encourage the students to follow the reading text in their books. After listening, point to Steve and the dog and ask: *Where are they? Are they on the grass?* Repeat the procedure with each cat to check that the students understand the meanings of the prepositions *in*, *on* and *under*. Finally, ask the students if they have got pets, what they like about having them and what care they need. Encourage the students to brainstorm ways in which they can take responsibilities for their pets: *feeding them, giving them shelter, cleaning them, playing with them, taking them to the vet*, etc.

TRACK 15

Listen and read.

Narrator: *Steve has got five pets. They are in the garden. Steve and his dog aren't on the grass. They are on the carpet. And look! Two cats are in the house and one cat is on the ramp. And where is the other one? It is under the house. Naughty cat!*

Follow Up 1: Reading Aloud

Get students at random to read the passage aloud. Correct pronunciation.

Follow Up 2: Games

- Ask students to place their black pencils in different places. Students should follow your command only if it finishes with the word *please*. *Put the pencil on the desk, please.* (They perform the action.) *Put the pencil in the pencil case.* (They do not perform the action.)
- Divide the class into two teams. Get the students in *Team 1* to close their eyes. Tell a student from *Team 2* to hide a box somewhere in the classroom. Lead the students in *Team 2* to ask: *Where's the box?* Give them three chances to guess the location, keeping their eyes closed. *Is it (under) the chair? No!* If the students guess correctly, they win a point. Then, the teams exchange roles and repeat the activity.
- Take the students to the playground and play *Hide-and-Seek*. It is advisable to introduce two more prepositions (*behind* and *opposite*) to give them more opportunities to find a good hiding

place. When a student finds a classmate, he / she should say where his / her classmate was hiding.



ALL AROUND SEL TIPS

Try to play with students' imagination. Crazy activities always make the class more lively.

2. Read and tick ✓.

Go through the pictures of the different animals and encourage students to express their preferences. Elicit some physical characteristics. Remind students of the parts of the body already introduced. Present other parts like ears and *tail*. After a short talk, invite students to tick the pets that are mentioned in the speech bubble. Brainstorm adjectives to describe their characteristics and write the students' ideas on a large sheet of poster paper, to have them near at hand. Explain that when talking about pets we use the personal pronouns *he* or *she* because they are usually considered members of the family.

» Answer Key

hamster; dog; cat; fish

How to go about it (page 35)

3. Look and circle.

Bring photographs of different animals or funny cartoons to revise the words *short* and *long*. Remind the students of the use of these adjectives to describe hairstyles and ask some volunteers: *Have you got short / long hair?* Then, invite the students to look at the photographs and circle the correct option. Finally, check answers with the class and model the pronunciation of *tail* and *ears*.

» Answer Key

(anti clockwise) *long ears, short legs; short tail, short legs, long ears; long legs, long tail*

4. Who is Roger? Who is Nala? Read and label the corresponding pictures.

Invite students to pay attention to the four photographs of different pets. Encourage them

to describe one, for example: *He is black and white. He has got yellow eyes.* Elicit the new structure. Then, invite students to read the short descriptions and match them with the corresponding photographs. Students have to write the name of the pet under two of the pictures. Finally, they complete the sentences.

» **Answer Key**

3. *Nala*

4. *Roger*

Mia has got a cat.

Mike has got a dog.

5. Choose a pet from this page. Describe it.

After introducing and revising adjectives, ask students to choose one of the pets on page 35 and complete the description.

Make students focus on the fact that **it** appears in these sentences so as to describe either a male or a female pet. Once the sentences have been completed, invite some students to come to the front and read their descriptions aloud. The rest of the class has to guess which pet they have described.

» **Answer Key**

Students' own answers.

SB pages 36 and 37

Objectives

- To describe pets.
- To compare and contrast personal information about pets.
- To identify specific information.
- To express possession.

Language Focus

Production

- *This is my pet.*
- *(Kitty) is one year old.*
- *She has got (long ears).*
- *Her legs are short.*

Recognition

- *(Axel) has got a (dog), too.*

Vocabulary

Production

- Parts of the body
- Pets
- Adjectives

Recognition

- *tarantula*



INTRODUCTORY ACTIVITIES

Bring in the picture of a pet, especially one of the pets that have been previously introduced to the class. Try to choose a colourful pet with many characteristics to be described. Brainstorm adjectives to describe their characteristics and write the students' ideas on a large sheet of poster paper. Encourage the students to describe the pet and write all the sentences on the board. Lead the students into using structures such as *Her / His eyes are... Her / His legs are...* Draw students' attention to these sentences and present *has got* for the third person singular. Help students become aware of how this is used in each case. Include other adjectives that may come up during the activity in the poster.

How to go about it (page 36)

1. Listen and match.

Tell the students they are going to listen to information about different children who have got a pet. Read out the names and elicit the names of the animals. Explain that they have to listen and match the children with their pets. Play the CD several times if necessary. In order to check, elicit complete sentences from the students.



TRACK 16

Listen and match.

Narrator: *Elisa has got a new pet. It is big and fat. It has got eight long legs. It is a tarantula!*

Jason has got two pets, a cat and a rabbit. His cat has got short ears and his rabbit has got long ears.

Axel has got a dog. His name is Rocky. He is black and white.

Lina has got a beautiful pet. It is orange.

Marcos hasn't got a pet. What about you? Have you got a dog, a cat, a fish or a tarantula?

What about your friend?

» Answer Key

Elisa: ✓ *tarantula*

Jason: ✓ *cat / rabbit*

Axel: ✓ *dog*

Lina: ✓ *fish*

Marcos: -

ALL AROUND TEACHING TIPS

Explain that it is not necessary to understand every single word during a listening task. Understanding key words is more than enough to complete the task. It is also advisable to explain about the importance of silence and concentration during this type of activity.

2. Now, read and circle.

Once exercise 1 has been corrected, encourage students to see if these sentences are correct or incorrect and to circle Yes or No according to the information they have been given in the listening activity. Play the CD once again if necessary. Encourage them to correct false statements in their notebooks.

» Answer Key

1. Yes

2. No

3. No

4. Yes

5. No



GRAMMAR

Make students become aware of the negative form **hasn't got**. Mark the difference with **haven't got**. Encourage students to provide more examples orally.

How to go about it (page 37)

3. Read. Then, complete.

Tell students that *Chloe* and *Luke* have written a short description of their pets. Ask students to go through the first passage and pay attention to the photograph. Invite them to analyse the descriptions. Then, draw students' attention to the second passage. They have to complete the description by reading and looking at the photo.

Walk around the classroom while the students complete the passage. Help students with difficulties. Once they have all finished, invite some students to read their passages aloud.

» Answer Key

Hi! My name's Luke. I've got a rabbit. His name's Teddy.

Teddy is (Students' own answers) years old. He is brown / big.

He has got big black eyes and long ears. His tail is short and his legs are short, too.

Follow Up

Get students at random to read the first passage aloud. Correct pronunciation.

4. Now, draw your pet and write.

Now, it is the students' turn to write about their pets. Keep posters with vocabulary at hand. Brainstorm further vocabulary the students might need. Elicit possible language structures students may need. Leave everything on the board. Encourage students to write a short description of their pets. Once the students have finished, invite them to draw their pet and to write the pet's name.

» Answer Key

Students' own answers.

ALL AROUND TEACHING TIPS

Bear in mind that every piece of writing is created as part of a process. Give students the opportunity to discuss ideas. Help them and give them advice on how to improve their writing. Get students to write draft copies first so as to reach the best final production. Use observation to adjust your writing lessons to the students' actual needs.

5. Ask your friends and write.

Invite the students to ask two friends about the pets they have got. Elicit the question *What pet have you got?* and encourage the students to answer using the complete structure *I've got...* Then, the students ask their friends and write down their names and the pets they have got. Invite some volunteers to share the information with the class.

» Answer Key

Students' own answers.

SB pages 38 and 39 - Integration

How to go about it (page 38)

This section has been created to integrate all the functions, notions and vocabulary presented throughout the unit. Students use the language to complete a task related to a topic of a specific subject. And they also reflect on different personal aspects and on relationships to increase their social and emotional skills.



ALL AROUND CLIL TIPS

Activities related with Art offer the opportunity of using the target language while stimulating students' imagination. They may also create the need for a specific vocabulary or a structure, and students will be eager to use it and acquire it in a quicker and easier way.

Art project: Design your dream house. Draw a plan for your house. Label the rooms.

Tell the students they are now going to design the house of their dreams. Explain that they have to complete the plan first to organise their ideas before making the design. Go through the options to check understanding and encourage the students to include details, such as a staircase and other floors, etc. Once they have all finished, invite the students to come to the front, one at a time, to show their houses to the rest of the class. Ask questions to guide them during their descriptions and to revise structures that have already been presented, for example: *What's this? What colour is (your favourite room)? Have you got a big bed?* You may find this useful for incidental teaching of new vocabulary included in the drawings. Make a word bank of new vocabulary on a large sheet of poster paper and display it on a special place in the classroom.

Follow Up

1. Where are you and your family?

Invite the students to think in which room of

the house they spend nice moments with their families and mention what they do, for example: *In the kitchen. I cook with my mum. / We all play games in the living room. / I play with my brother and sister in the bedroom, etc.* Ask: *How would you feel if you were alone in your house?* Provide vocabulary the students may need to express their feelings. Tell the students that their dream houses will look nicer and complete with their families and people they love. Invite them to draw their family members in their dream houses.

2. Where is my pet?

Revise with the class the responsibilities they have when they have got a pet. Invite the students to work in pairs. Tell them that they have lost their pets and their friend is going to help them find it in their dream house. Ask the students to look at each other's designs and choose a place where the pet is going to be, without telling their classmate. Encourage them to write the exact place of the room where the animal is, for example: *The (cat) is under the table in the kitchen.* Then, they take turns to ask and answer where the pet is: *Is my cat in the living room? No, he isn't. Is he in the kitchen? Yes, he is. Is he on the chair? No, he isn't. Is he under the table? Yes, he is.* Walk around the classroom and monitor. Finally, ask the students to mention ideas to keep their pets safe at home and how to prevent their escape.



INTRODUCTORY ACTIVITIES

Invite the class to revise the ideas related to the importance of keeping a room tidy. Then, write different chores on the board and show pictures to illustrate them, for example: *feed the pets, put clothes and toys away, water the plants, make the beds, etc.* Ask the children to copy them in their notebooks and tick the tasks they do at home. Then, invite them to share their ideas and reflect on how they contribute to the order in their houses.

How to go about it (page 39)

Integration: Where is my pet?

Review the topics of the unit with Emily and help her have her notes and house organised.

Draw the students' attention to the picture of the girl and remind them of *Emily*. Tell them that her house and notes are a mess and she can't find her things. They are going to help her to tidy the house and notes by playing a board game. Divide the class in pairs or groups of three. Each group or pair of students will need a coin and some counters. Explain that they have to toss the coin. If they get *Heads*, they move their counters one space forward; if they get *Tails*, they move their counters two spaces forward. Students have to follow the directions included in the square they have landed on. If their answer is incorrect or they do not know how to answer, they move one square backwards. The student who gets to the *Finish* square is the one who has helped *Emily* tidy the house and notes.

Monitor the students while they are playing. Game boards are an excellent tool for assessment. See if the rules of the game are being respected and, what is most important, that the students enjoy playing.

When the students finish the game, read the final sentences. Ask: *Do you agree with this reflection? What happens if you don't do your chores / organise your school items and notes? How does it affect the rest of your family? You may extend the discussion to the context of the classroom. Ask: How do you feel when you find a messy room? Do you leave things in order so that others can use them / find them?*



ALL AROUND SEL TIPS

Help children reflect on their attitudes and how they affect others. You may invite them to contribute rules about tidying the room or engage them in cooperative activities to develop a feeling of empathy.

ALL AROUND TEACHING TIPS

Students usually need specific vocabulary and structures to play games. It is advisable to prepare cards and to display them on a visible place in the classroom while they are playing. Here there are some useful ideas to be included in your cards: *It's my / your turn. Toss the coin. Sorry, you miss your turn. That's right. Move two spaces forward / backwards.* Introduce these structures but do not expect the students to use them all the time. Remember students will need time to acquire and use the language naturally.

Big Question: Where is my pet?

Revisit the question in the unit title and invite the class to reflect on it. Encourage the students to brainstorm situations in which they may ask this question in relation to their pets, family members and belongings. You may ask them to work in groups to come up with suggestions of what to do in the different circumstances. You may also ask the groups to make posters with rules for keeping places in order and display them on the walls as reminders. Students can also make a card with the rules and take it home.

SB pages 85, 86, 87, 88 and 89 - Workbook

This set of reinforcement activities can be used when the students need extra written practice of vocabulary or specific language structures. These activities can also be solved at the end of the unit to integrate and consolidate all the concepts that have been learnt.

» Answer Key

1. Match.

8. cellar; 4. garage; 2. bathroom; 7. kitchen;
5. living-room; 1. attic; 9. garden; 3. bedroom;
6. hall

2. Unscramble the words.

1. microwave; 2. fridge; 3. cooker; 4. toilet;
5. shower; 6. chair; 7. carpet; 8. cupboard;
9. sink; 10. table

3. Complete with the words in exercise 2.

bathroom:

shower

bathtub

toilet

sink

living-room:

carpet

cupboard

kitchen:

table

microwave

cooker

fridge

chair

4. Look and complete.

1. isn't; 2. aren't, are chairs; 3. isn't, is a bathtub; 4. aren't, are cupboards; 5. isn't, is a cooker

5. Complete and circle the correct preposition.

1. dog, under; 2. cat, on; 3. dog, in; 4. spider, in; 5. dog, under; 6. cat, on

6. Draw three pets in the room and answer.

Students' own answers.

7. Match the descriptions with the pets.

- tarantula: 3; bird: 4; dog: 1; tortoise: 2;
hamster: 5

8. Complete the descriptions.

1. orange, short; 2. yellow, long, tail

9. Read and draw.

Students' own answers.

10. Complete the crossword puzzle.

1. hamster; 2. eyes; 3. armchair; 4. toilet;
5. cupboard; 6. ears; 7. garage

4 What can you do?

SB pages 40, 41, 42 and 43

Objectives

- To recognise numbers from 20 to 99.
- To give personal information.
- To express possession.
- To talk about ability.
- To identify adverbs.

Language Focus

Production

- *My name is (Tom).*
- *I am (eight) years old. (He) is (twelve) years old.*
- *I have got (blue eyes). (He) has got (long hair).*
- *I can (swim) (very well).*

Recognition

- *She is a famous tennis player.*

Vocabulary

Production

- Numbers (20 to 99)
- Actions (*play football, swim, sing, dance, ride a bike, play the guitar, cook, paint*)
- Adverbs (*well, very well, excellently*)

Recognition

- *characteristics, abilities*

skate /sket/

swim /swim/

How to go about it (page 40 and 41)

Introduce the students to the unit by reading the question in the title aloud. Tell them that they are going to talk about abilities and ask: *What can the children in the photo do? Have you got a special ability?*

Encourage the students to mention their abilities and help them with vocabulary. Write the words on the board as a visual aid. Explain that they are going to reflect on this topic throughout the unit.

Remember this section has a double purpose. It can be used to present structures and language issues at the beginning of the unit and / or for self-evaluation at the very end. Once you have finished a unit, go back to this self-evaluation sheet and go through it with the whole class so as to reflect upon the group performance. Students should put a tick or a cross in the boxes to show whether they are able to identify and use the vocabulary and structures introduced in the unit or not.



INTRODUCTORY ACTIVITIES

Equations

Divide the class into nine teams. Assign a number from eleven to nineteen to each team. Give each team one minute to think of different equations that have the assigned number as a result; e.g.: if they are assigned number 11, they could say *five plus six, ten plus one* or *seven plus three*. Ask each team to say the equations aloud and write them on the board.

Number Dictation

Ask students to gather in pairs. Get them to take



PHONOLOGY

cook	/kʊk/
dance	/dɑːns/
drive	/draɪv/
paint	/'peɪnt/
play	/pleɪ/
read	/riːd/
ride	/raɪd/
see	/siː/
sing	/sɪŋ/

it in turns to dictate numbers from 1 to 19 to each other. Once they have finished, they can check the spelling of the words by referring to unit 1 (page 7) and to unit 2 (page 22).

How to go about it (page 42)

1. Listen and repeat.

Draw students' attention to the illustrated numbers. Play the CD, pause it after each number is mentioned and ask students to repeat chorally. Then, point to numbers 24 and 53 and make sure students understand how they are formed. Lead students into writing other numbers for practice.



TRACK 17

Listen and repeat.

twenty	seventy
thirty	eighty
forty	ninety
fifty	twenty-four
sixty	fifty-three



INTRODUCTORY ACTIVITIES

Bring in photographs of celebrities taken from glossy magazines. Take into account your students' likes and preferences. Show the photographs to the class and guide them to describe the celebrities by asking: *Who is he / she? What is his / her name? How old is he / she? What colour is / are his / her (hair / eyes)? Is he / she your favourite (singer)?* Professions have not yet been presented, so encourage students to deduce the meaning of new words by miming simple actions. Write down notes on the board to summarise all the information the students provide; e.g.: *Cristiano Ronaldo, football player, short dark hair.*

Invite some students to say complete sentences

using the prompts on the board. Ask other students to come to the front to write them down. Stick the corresponding photograph next to each sentence.

2. Look at the cards. Read and complete.

Draw students' attention to the cards. Ask them if they know these characters and invite them to read the information written on the cards. Once the information has been checked, ask the students to complete the passages by extracting the necessary information from the cards.

» Answer Key

Serena Williams is (Students' own answers) years old. She has got brown eyes and long, curly dark hair.

She is a famous tennis player. She can play tennis excellently.

Oliver and James Phelps are twin brothers. They are (Students' own answers) years old.

They have got brown eyes and short dark hair. They are actors and they can act very well.



GRAMMAR

1. Make students focus on the last sentence in each paragraph: *She can play tennis excellently. They can act very well.* Highlight the structure **can + verb**. Introduce the idea of ability. Emphasise the fact that they can use all the personal pronouns with **can**.
2. Direct students' attention to the use of the adverbs of manner (*well, very well, excellently*). Explain that these adverbs are used to describe how an activity is being performed. Draw this chart on the board so that students can see the degree of each adverb more clearly.



well

very well

excellently

4 What can you do?

How to go about it (page 43)

3. Listen. Tick ✓ your special abilities.

Ask students: *What can Serena Williams do very well? What can Oliver and James Phelps do very well?* Then, draw their attention to the photographs in exercise 3, which show children performing different actions. Invite students to listen to the audio CD. Play the CD, pause it after each action is mentioned and ask students to repeat chorally. Then, ask students to tick the actions they can do without paying attention to how well they can do so.

Finally, encourage students to describe their abilities by saying: *I can... (very well).*



TRACK 18

Listen. Tick ✓ your special abilities.

play football	ride a bike
swim	play the guitar
sing	cook
dance	paint

» Answer Key

Students' own answers.

ALL AROUND TEACHING TIPS

It is important to motivate the students to use new structures. Try not to interrupt them if they make a mistake while speaking so as to avoid discouragement.



FUN ACTIVITIES

1. Poster

Collect information about all the different actions and activities the students can perform and ask them to illustrate them. Prepare a poster with their pictures and keep it at hand to use it in future lessons.

2. Lip Reading

Invite a student to come to the front and say a sentence using *can*. He / She should whisper the sentence so that his / her classmates cannot hear it. The class should guess by lip reading. The winner is the student who can guess first.

3. I Can Chain

Get students to line up in the playground. Say a sentence using *can* to the first student in the line; e.g.: *I can swim*. This student must repeat the sentence and add another action: *I can swim and read a book*. Continue with all the students in the line. The student who cannot complete the sentence or cannot remember the order in which the actions have been mentioned, is out of the game.

ALL AROUND TEACHING TIPS

Funny Activities

It is important to present, at least, one new activity in every lesson. The unexpected causes the body to release adrenaline, which acts as a memory fixative raising the level of stimulation.

4. Complete about you and tell your friends.

Invite the students to read the description and complete it with their information. Then, ask them to share the descriptions with their classmates. Walk around the classroom and monitor.

» Answer Key

Students' own answers.

Follow Up 1: Description

Ask students to illustrate their descriptions. They may come to the front to read them aloud and to share their pictures with the rest of the class.

Follow Up 2: Guessing Game

Ask some students to hand in their books. Read their descriptions at random without mentioning the students' names. The class guesses who you are reading about.



FUN ACTIVITIES

Invite students to get the photograph of a celebrity in advance. Ask them to collect data about the celebrity they have chosen and to complete a card including his / her name, birthday, physical characteristics and special ability. Then, ask them to use the information they have collected to write a short description of the celebrity.

Invite each student to stick the personal card, the description and the photograph of the celebrity, all together on a large sheet of paper.

Display their written production on the classroom walls or on the school notice board.

ALL AROUND TEACHING TIPS

It is useful to implement a marking code for corrections as a first step towards the development of students' autonomy. This will help students see the type of mistakes they have made and to correct them. Here are some suggestions:

sp = spelling

gr = grammar

^ = missing word

SB pages 44 and 45

Objectives

- To express ability and lack of ability.
- To express contrast.
- To express addition.

Language Focus

Production

- *(Tess) can't (drive a car).*
- *(She) can (cook) and (they) can (cook), too.*
- *(She) can (drive a car) but (she) can't (cook).*

Recognition

- *She can skate very fast.*

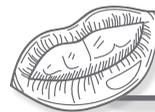
Vocabulary

Production

- *drive a car, skate, play tennis, play basketball*

Recognition

- *very fast*



PHONOLOGY

sports	/spɔ:ts/
basketball	/'bɑ:skɪtbɔ:l/
hockey	/'hɒki/
football	/'fʊtbɔ:l/
rugby	/'rʌgbɪ/
tennis	/'tenɪs/



INTRODUCTORY ACTIVITIES

Whispering

Organise the students into groups of five or six. Ask each group to stand in a line. Whisper a sentence using *can* to the first student in each line. Students pass the information to the student behind them by whispering the sentence in his / her ear. The last student in each line has to perform the action. If the action is incorrect, the first student in the line will have to perform the action.

4 What can you do?



GRAMMAR

As previously mentioned, these grammar boards have been included to introduce, expand or revise grammar points presented in context. In this case, the board will help the students focus on the use of the negative form of **can**. The concepts of contrast (*but*) and addition (*and, too*) are also introduced. Go through the examples with the whole class. Give students time to analyse the new structure and to understand how to organise it.

How to go about it (page 44)

1. Look and match to make sentences.

Ask the students to look at the people performing different actions in the photos. Explain that they have to decide whether each person can perform the action or not. Students match the words and phrases according to the photos. Check orally with the class.

» Answer Key

1. Anna can play basketball very well.
2. Her baby brother can't read books.
3. Her grandmother can skate very fast.
4. Her father can't cook.

Follow Up

Invite students to write one sentence expressing what they can do and one sentence expressing what they cannot do in their notebooks.

Ask some volunteers to read their sentences aloud and encourage the rest of the class to raise their hands if they can or cannot do the same actions. Invite the students to give reasons for their abilities or lack of abilities. Tell the students not to feel discouraged if there is something they still can't do and ask them to think of possible ways in which they can overcome these difficulties: *ask for help, practise, use another skill, etc.*



PHONOLOGY

Make students focus on the pronunciation of the

vowel sound in *can* /æ/ and *can't* /ɑ:/. Get them to practise through repetition.

How to go about it (page 45)

2. Listen. Put a tick ✓ or a cross X.

Tell students they are going to listen to different children talking about what they *can* or *can't* do. First, go through the table with the whole class and ask the students to identify the actions illustrated by the objects in the photos. Secondly, explain that they have to listen attentively and mark the activities these children *can* perform with a tick ✓, and the activities they *can't* perform with a cross X. Play the CD several times if necessary. Check the students' answers once they have all finished. Lead them into sharing their answers by means of short sentences: *Emma can play tennis. Emma can't play basketball.* Do not expect students to use connectors (*and / but*) at this stage.



TRACK 19

Listen. Put a tick ✓ or a cross X.

Emma: Hi! I'm Emma. I can swim and play tennis, but I can't play basketball.

Alan: Hi! My name's Alan. I'm ten years old. I can ride a bike very fast but I can't skate.

Mora: I'm Mora. I can swim and paint very well, but I can't cook.

» Answer Key

Emma: swim ✓; play tennis ✓; play basketball X
Alan: ride a bike ✓; skate X
Mora: swim ✓; paint ✓; cook X

3. Now, write.

Students have to complete the sentences using the information they have obtained from exercise 2. Now, do make a point on the use of connectors. Ask some students to write the sentences on the board so as to check answers with the whole class.

» Answer Key

1. Emma can swim and play tennis but she can't play basketball.

2. Alan can ride a bike very fast but he can't skate.
3. Mora can swim and paint (very well) but she can't cook.

4. Write about two members of your family.

Ask the students to write about the abilities and lack of abilities of two members of their families. Once they have completed the paragraph, invite some volunteers to read the sentences aloud.

» Answer Key

Students' own answers.

Follow Up

Write some of the sentences describing lack of ability and invite the class to suggest ways in which they can help their relatives: *My baby brother can't read books. I can read him books. / tell him stories.* Encourage the children to use their skills to be helpful and nice to others.



ALL AROUND SEL TIPS

Be Positive

Encourage and praise students for their achievements.

Do not dwell on all the vocabulary and structures they cannot yet manage.

Generate opportunities for students' success in class.

Do not ask them to perform in isolation if the activity is above their level of competence and praise them when they overcome new challenges.

SB pages 46 and 47

Objectives

- To ask and answer about ability.
- To express contrast.
- To express addition.
- To revise vocabulary related to family members.

Language Focus

Production

- *Can you (run)?*
- *Yes, I can. / No, I can't.*

Recognition

- *What can you do?*

Vocabulary

Production

- *read*

Recognition

- *aunt, uncle*



INTRODUCTORY ACTIVITIES

1. Where?

Divide the class into five or six teams. Draw three columns on the board. Write *family members*, *rooms & household items* and *actions* as headings at the top of each column. Invite a volunteer from *Team 1* to come to the board and write a word under each heading: *sister, kitchen / fridge, sing*. The rest of the students in *Team 1* can help by checking the spelling of the words or by suggesting vocabulary. Allot one point per correct word in each column. Continue in the same way with the rest of the teams.

2. Complex Sentences!

Direct the students' attention to the chart in the previous activity. Encourage the students to write a sentence including a word from each lexical group (*family members*, *rooms & household items* and *actions*), such as: *My sister can sing in the bathroom.*



4 What can you do?

How to go about it (page 46)

1. Complete the dialogues. Listen and check.

Make a list of action verbs on the board; e.g.:
swim, paint, sing, dance, cook, ride a bike, ...

Ask students *Yes / No* questions such as: *Can you swim, (María)?* Write the questions on the board so as to make sure they understand. At this stage, you can allow them to simply answer *Yes* or *No*.

Then, draw their attention to the six short exchanges on page 46. Explain that the children are asking their relatives about their abilities.

Students complete each question with the corresponding action verb. Then, they can work in pairs and compare their answers. Once all the questions have been completed, play the CD and invite the students to check their answers. Pause the audio CD after each exchange.

TRACK 20

Complete the dialogues. Listen and check.

- Boy: *Mum, can you run?*
Mum: *Yes, I can.*
- Girl: *Grandad, can you play the guitar?*
Grandad: *Yes, I can.*
- Boy: *Dad, can you skate?*
Dad: *No, I can't.*
- Girl: *Grandma, can you paint?*
Grandma: *No, I can't.*
- Boy: *Uncle, can you play video games?*
Uncle: *Yes, I can.*
- Girl: *Aunt, can you read a book in English?*
Aunt: *No, I can't.*

» Answer Key

- run*
- play the guitar*
- skate*
- paint*
- play video games*
- read a book*

Follow Up

Students can prepare their own questions and answers in pairs. Then, they can perform them as short dialogues at the front of the class.



GRAMMAR

Make the students focus on how questions are organised. Highlight the use of **can** for all the personal pronouns.



REINFORCEMENT ACTIVITIES

Get pictures of people performing different actions, preferably those which have already been introduced. Number each picture. Place them on the board in chronological order. Give the students some minutes to memorise what the people in each picture can do. Then, turn the pictures upside down. Divide the class into two teams. Lead the first team in asking a question and the second team in answering; e.g.: *Picture 1, Can she / he swim?* Students try to remember and answer *Yes / No*.

Invite the teams to take turns to ask and answer questions about the other pictures. Give each team one point per correct answer. The winner is the team with the most points.

How to go about it (page 47)

2. Answer.

Tell the students that it is now their turn to answer about their abilities. Ask the first question to a volunteer to check understanding: *Can you play football?* and encourage the student to say the complete answer (*Yes, I can. / No, I can't.*) Then, the students complete the exercise. Invite some volunteers to read the questions and answers aloud.

» Answer Key

Students' own answers.

3. Draw and ask two friends. Complete with a tick ✓ or a cross X.

Explain to the students that they are going to carry out a survey. Draw their attention to the pictures illustrating the actions and tell them to add two more pictures to represent other actions. Then, they will choose two of their friends / classmates and they will ask them questions to find out what they can or cannot do. They will complete the table with a tick or a cross according to their friends' answers.

Make sure the students ask questions and answer in English since the main objective of this activity is to get the students to practise the structure systematically.

» Answer Key

Students' own answers.

4. Now, write about the results.

To round up, ask the students to report their findings. They have to write complete sentences using *and*, *but* and *too* so as to compare and integrate all the information they have collected.

» Answer Key

Students' own answers.



ALL AROUND LEARNING TIPS

When learning a language, it is important to revise and practise it systematically in order to acquire the new vocabulary and language structures. Suggest students to review at home what they have learnt in class. Tell them not to be afraid of making mistakes because they are a natural part of the learning process.

SB pages 48 and 49

Objectives

- To express abilities.
- To ask and answer questions about abilities.
- To express quantity.
- To correct and confirm information.

Language Focus

Production

- *She can (run fast).*
- *How many (triangles) can you see?*
- *I can see (a small animal).*

Recognition

- *We have all got special abilities.*
- *Her father can't sing at all.*

Vocabulary

Production

- Numbers
- Family members
- Actions (*see, play basketball, play the guitar, cook, sing, paint*)
- Shapes (*triangle, stars, squares, circles*)

Recognition

- *at all*



INTRODUCTORY ACTIVITIES

Invite the students to play *Noughts and Crosses*. Draw a 3 x 3 cm grid on the board. Write different actions in each square. Then, divide the class into two groups, *Noughts* (O) and *Crosses* (X) in order to mark the squares in the grid. The group that has chosen the *Crosses* goes first. A student from the first group chooses an action and tries to make an affirmative sentence, a negative sentence or a question with it. If the sentence is grammatically correct, they mark the square using their symbol. That square cannot be used again. The groups take turns to choose an action and make a sentence. The first group that can draw three symbols in a row, either horizontally, vertically or diagonally, wins the game.

4 What can you do?

How to go about it (page 48)

1. Listen and read.

Invite students to have a look at the illustration. Point to the speech bubbles and explain what they indicate. Show them how narration is presented and ask questions so that the students describe the picture: *Who are they? Are they family / friends? Where are they? Why?* Ask students to listen to the dialogue and to see what it is happening. Play the CD several times so as to make sure they can follow the reading text. Encourage them to deduce vocabulary from the context. After listening and analysing the dialogue, encourage students to read it in groups of three and act it out. They may include some variations.



TRACK 21

Listen and read.

Narrator: *Katie and Mike are in the park with their father.*

Dad: *Can you see that on the tree?*

Katie: *Yes, I can. I can see a beautiful bird!*

Mike: *I can see a small animal!*

Follow Up

Ask the class if they like going out to explore nature and see what they can find. If the students show interest, you may take them outside and tell them to write sentences about what they can see. Then, they can share their findings and write a list of the things they can see outside the classroom.



ALL AROUND SEL TIPS

Encourage Self-Esteem

Plan your lesson with flexibility to allow students to participate actively in their learning process. Within the context of the course material, encourage them to contribute to their own learning. Occasionally, ask students to choose their own topics for presentations or displays and give them time to relate the lesson content to their own lives.



ALL AROUND LEARNING TIPS

Remember that by making students act out short dialogues, you will help them improve their pronunciation, their intonation and fluency. Most students enjoy acting out so they will have a nice time while learning the language.



GRAMMAR

Make students focus on the first question: *Can you see that?* Highlight the verb and ask the students to guess its meaning from the context. This will help to pave the way for the following activity.

2. Count and answer.

Draw a triangle, a circle, a star and a square on the board. Introduce the new words to the students and invite them to find these shapes in different objects around the classroom. Organise a competition. Divide the class into two teams and give them one point for each shape they find. Then, ask students to pay attention to the shapes illustrated on page 48. Encourage them to count the number of shapes. Students complete the answers with the corresponding numbers. Read each question aloud while checking the students' answers. Get them to give a full answer.

» Answer Key

1. *I can see three triangles.*
2. *I can see eight stars.*
3. *I can see four circles.*
4. *I can see six squares.*

How to go about it (page 49)

3. Read about Hannah and her family.

Introduce *Hannah* to the class. She is a very active girl who has got a big family. Tell students they are going to read about *Hannah* and her family. Ask them to pay attention to the illustration and try

to describe the drawings. Ask them to say what some family members can do. Write the students' comments on the board. Then, tell students they are going to read the passage to see if their ideas are included in the text. Give them some minutes to read in silence. Once they have all finished, they compare their descriptions to what they have read.

4. Now, correct these sentences.

Tell the students that these sentences have been extracted from the passage above (in the previous exercise); however, they have some mistakes. Ask them to read the sentences attentively and to correct them in pairs. Check answers with the whole class. Write the correct sentences on the board.

» Answer Key

1. Hannah can play tennis and she can run fast.
2. He can cook but he can't sing.
3. He can play the guitar.
4. She can paint beautiful pictures.



FUN ACTIVITIES

Ask students to bring in photographs of all the members of their families and a large sheet of poster paper. First, tell them to stick the photos on the sheet of paper. Then, ask them to write captions telling what each relative can or cannot do. Finally, invite students to come to the front to share their posters with the rest of the class. These posters may be displayed on a special place in the classroom.

Invite the students to mention if they have learnt how to do some of the actions from their relatives or if they have a special ability in common with one of their relatives.

SB pages 50 and 51 - Integration

How to go about it (page 50)

This section has been created to integrate all the functions, notions and vocabulary presented

throughout the unit. Students use the language to complete a task related to a topic of a specific subject. And they also reflect on different personal aspects and on relationships to increase their social and emotional skills.



ALL AROUND CLIL TIPS

The topic of sports gives the opportunity to introduce more vocabulary while arousing students' interest. Students practise and use the language in a meaningful way as they relate the topic to their personal experiences. Encourage them to share their ideas and reflect on the importance of doing physical activities.

PE Project: Design a sports card.

Label.

Read the sentences in the speech bubble aloud. Explain that the pictures show the activities the boy can do in PE. Encourage them to write the words with the corresponding pictures. Check answers with the class orally. Ask some volunteers if they like PE lessons and why. Write vocabulary on the board that may be useful for the next exercise.

» Answer Key

1. throw balls; 2. run; 3. play basketball; 4. play football; 5. swim; 6. jump

Write the name of two other sports or activities you do in PE and draw.

Invite the class to brainstorm activities they do in PE and write the words on the board. Then, they draw pictures to represent the sports or activities and label them.

» Answer Key

Students' own answers.

Design a sports card and play with your friends.

Now that the students are familiar with the vocabulary related to sports, tell them they are going to design their own cards. Go through the instructions and check understanding. Direct the students' attention to the example card and tell the students to use it as a model. Before they design their cards, ask them to write the information on a

4 What can you do?

separate sheet of paper and exchange their pieces of writing to check them. Remind them to pay attention to grammar, spelling and punctuation. Finally, students include the information and draw the sportsperson on the card.

» **Answer Key**
Students' own answers.



FUN ACTIVITIES

Invite the students to play a game with their cards. Take all the cards and divide the class in groups. Ask a student from one group to take a card, without showing it to the rest. Each group can ask a question to the student about the famous sportsperson and the first group that guesses who the person is, earns a point. A student from that group picks another card and answers questions from the groups. The group with more points is the winner.

How to go about it (page 51)



ALL AROUND SEL TIPS

Cooperation

Encourage the students to work in groups or in pairs so that they help each other to solve a task. Make emphasis on the importance of cooperating and making contributions so that they can achieve a common goal. Help students become aware that they are part of a team and have to work together.

Integration: What can you do? Look and complete.

Draw the students' attention to the illustrations and encourage them to identify the abilities the children have. Then, the students read the information on the cards and complete the text. Invite some volunteers to read the answers aloud to check. Finally, ask the class to think about the title and say if they agree with this phrase:
Together is better.

» **Answer Key**

ten; play the guitar; can't; eleven; can sing; can't; nine; play the piano; dance

Now, answer.

Explain to the students that they have to answer the questions about their abilities and their friends' abilities. Tell them to think of situations in which they can do something very well together and answer. Then, invite them to compare their ideas to check if they are similar. Invite some volunteers to share their answers and explain that they may sometimes think they cannot do something very well but others do not think so and appreciate their abilities. Finally, read the sentences at the bottom aloud and ask: *Can you do different things? What can you do very well together? Why? How do you help each other?* Remind the students of the idea of working together in the previous exercise and how they can all benefit.

» **Answer Key**
Students' own answers.

Big Question: What can you do?

Ask the big question aloud and revise the ideas the students have discussed throughout the unit. Invite the class to make a list with all their abilities. Ask: *How do you inspire each other? In what ways do you benefit when you use your different skills together? What can you learn from each other? How can you help each other?* Write all their ideas on the board. Finally, invite the students to work in groups and make a poster to represent one of the ideas. Display the phrases on the classroom walls.

SB pages 90, 91, 92, 93 and 94 - Workbook

Remember that this set of reinforcement activities can be used when students need extra written practice of vocabulary or specific language structures. These activities can also be solved at the end of the unit to integrate and consolidate all the concepts that have been learnt.

» **Answer Key**

1. Write the numbers.

1. eighty-four; 2. fifty-nine; 3. sixty-one;



4. thirty; 5. twenty-five; 6. seventy-three

2. Look and answer.

1. sixty-four; 2. They are thirteen. 3. He is seventy-five. 4. She is thirty-two.

3. Write.

1. ride a bike; 2. cook; 3. play the guitar;
4. sing; 5. play tennis; 6. swim; 7. paint; 8. drive a car

4. Complete with can or can't.

Students' own answers.

5. Match. Write the questions and answer.

1. Can you drive a car? 2. Can you sing a song in English? 3. Can you cook spaghetti? 4. Can you play basketball very well? 5. Can you ride a bike?

Students' own answers.

6. Ask a friend and circle. Then write.

Students' own answers.

7. Look and write.

1. skate, can't play the guitar; 2. swim, ride a bike; 3. play, can cook; 4. play football, can't play tennis

8. Answer.

Students' own answers.

9. Match the questions with the answers.

3, 1, 5, 6, 2, 4

10. Complete and draw. Then tell your friend.

Students' own answers.

5 What's your favourite food?

SB pages 52, 53, 54 and 55

Objectives

- To express likes and dislikes.
- To express contrast.
- To express addition.
- To talk about preference.
- To identify vocabulary related to food.

Language Focus

Production

- *I like bread and fruit.*
- *I like chicken and tomatoes but I don't like spinach.*
- *Carrots are my favourite!*

Recognition

- *Be healthy!*
- *I'm very healthy.*
- *I eat all types of food every day.*
- *Do you like fish?*

Vocabulary

Production

- *Food (cereal, bread, apple, banana, tomato, carrot, fish, egg, milk, cookies, fruit, spinach, chicken)*
- *Food pyramid*

Recognition

- *every day, type, healthy*

chicken	/ˈtʃɪkɪn/
cookies	/'kʊkɪz/
egg	/eg/
fish	/fɪʃ/
fruit	/'fru:t/
milk	/'mɪlk/
pizza	/'pi:tə/
spinach	/'spɪnɪdʒ/
tomato	/tə'mɑ:təʊ/

How to go about it (pages 52 and 53)

Direct the students' attention to the unit title and read it aloud. Encourage the students to identify the food the children in the photo are eating.

Ask: *Do you like hamburgers?* and invite some volunteers to answer *Yes* or *No*. Do not teach the complete form of the answer as it is not the focus of the introduction and it will be presented later in the unit. Invite the class to mention other types of food they like and write key vocabulary on the board. You may check if they like different types of food and ask them if they think it is important to eat varied food. Explain that they are going to reflect on this topic throughout the unit.

Remember this section has a double purpose. It can be used to present structures and language issues at the beginning of the unit and / or for self-evaluation at the very end. It is advisable for the students to know the structures they are going to work on in advance. In this way, they can have a general idea of the topic and they can get ready for the learning process.



PHONOLOGY

food	/fu:d/
pyramid	/'pɪrəmɪd/
apple	/'æpl/
banana	/'bɑ:nɑ:nə/
bread	/'bred/
carrot	/'kærət/
cereal	/'sɪəriəl/



INTRODUCTORY ACTIVITIES

Bring pictures of food items to present vocabulary. Show each at a time and say the corresponding word. Ask the students to put their thumbs up if they like the food or down if they do not.



How to go about it (page 54)

1. Listen and repeat.

Introduce the food pyramid and make sure students understand how it works. Go through the new vocabulary. Introduce the food items and invite students to say if they are worth including in their diet. Encourage discussion. Then, play the CD, pause it after each word is mentioned and ask students to repeat chorally. Make students focus on the pronunciation of each word.



GRAMMAR

Bring a photograph or drawing of a food item you like and one you dislike. Draw a happy and a sad face on the board. Show the first picture to the class and say: *(Pasta) is my favourite food. I like (pasta)*. Write this structure on the board below the happy face. Then, show the food item you dislike and say: *But I don't like (fish)*. Write the sentence below the sad face on the board. Encourage some students to use the structures to express their likes and dislikes.

2. Draw and tell your friend.

Tell the students they are now going to draw the food items they like and dislike. Students may include food items that have not been introduced. Help the class with new words and write them on the board. Then, they share their likes and dislikes with their classmates. Walk around the classroom and make sure the students are using the structures.

» Answer Key

Students' own answers.

TRACK 22

Listen and repeat.

Narrator: *Look at this food pyramid.
Be healthy! Eat all types of food every day.*

- | | |
|-----------|-------------|
| 1. cereal | 6. carrot |
| 2. bread | 7. fish |
| 3. apple | 8. egg |
| 4. banana | 9. milk |
| 5. tomato | 10. cookies |

ALL AROUND SEL TIPS

A food pyramid illustrates a healthy diet. It classifies food items into groups and represents the amount of food from each group we should eat every day. Explain that the food items that should be eaten more frequently are placed at the bottom of the pyramid and the ones that should be less frequently eaten and in smaller amounts, are placed at the top.

It is a good opportunity to check the students' eating habits and to highlight the importance of a varied and balanced diet.

ALL AROUND TEACHING TIPS

Insist on the students speaking English while they interact. Remember there are different instances of oral production. When students speak freely, do not interrupt them to correct grammar mistakes, just do so if what it is being said hinders communication. If a student makes a mistake while practising a structure systematically, it is advisable to provide the correct utterance and encourage the student to repeat it after you.



INTRODUCTORY ACTIVITIES

Let's Go Shopping!

Prepare two sets of picture cards with all the different food items introduced up to now. One set should have clear pictures and in the second one, the pictures should be crossed out. Prepare a set of word cards describing likes and dislikes about different food items, e.g.: *I like tomatoes / I don't like tomatoes*. Tell students they are going to play a game. Divide the class into two groups. Distribute the picture cards among the students in *Group 1* and *Group 2*. Ask all the students to walk around and try to find their matching pair. If their card reads *I like...*, they should look for the clear picture, while if their card reads *I don't like...*, they should look for the crossed out one. Once they have all found their matching pairs, they come to the front and read their cards to the rest of the class.

How to go about it (page 55)

3. Classify. Write and draw.

Now that all the vocabulary has been presented, invite students to classify the words into two categories: *food that can be kept in a cupboard* and *food that should be kept in a fridge*. Once they have finished, check their answers on the board with the whole class. Note that the students can give different answers. Open discussion and highlight the importance of keeping dairy products in the fridge.

» Answer Key

Fridge: *milk, eggs, apple, fish, banana, carrot*
Cupboard: *cookies, cereal*

4. Listen and read. Tick ✓ the correct option.

Point to the children and explain to the class that they are going to listen to them talking about their eating habits. Play the CD for the first time and encourage students to follow the reading texts in their books. Students will be able to get the meaning of the new words from the context. Then, students listen to the audio CD again. This time make students focus on the food items. They

have to listen and put a tick in the corresponding box. If necessary, play the CD once again for the students to check their answers.



TRACK 23

Listen and read. Tick ✓ the correct option.

Girl: *I'm very healthy. I like cereal and milk. And I love vegetables. Carrots are my favourite! But I don't like fish.*

Boy: *I'm healthy, too. I like bread and fruit. I love apples! I like chicken, eggs and tomatoes but I don't like spinach.*

» Answer key

😊 : milk; chicken; tomatoes; eggs; bread; carrots; cereal; apples

☹ : spinach; fish



ALL AROUND SEL TIPS

When working on listening tasks, it is important to ask students to go through the instructions attentively so as to make sure they all understand what they have to do before listening. Relaxation is a key point when solving a listening task. Invest a few minutes to create a relaxed atmosphere.

Follow Up

Invite students to write a short passage in their notebooks. They have to describe what they like and do not like taking the passages in exercise 4as models. Make them focus on the different structures they can use. Write examples on the board. Keep word banks at hand, too.

ALL AROUND TEACHING TIPS

Remember to provide a model when working with writing activities. It is very important for students to know exactly how to solve the task. This makes them feel confident and ensures good performance.



GRAMMAR

Focus the students' attention on the plural forms of nouns. Remind them how to form regular plural forms by adding **-s** at the end of a singular noun. Invite them to circle the final **-s** with a coloured pencil. Then, draw their attention to the words *tomatoes* and *cookies* and introduce irregular plural forms ending in **-es**. Provide other examples.

SB pages 56 and 57

Objectives

- To read and listen to a story to check predictions.
- To identify vegetables.
- To express possession.
- To express likes and dislikes.
- To talk about preference.
- To describe size.

Focus language

Production

- *I've got (wheat).*
- *I haven't got (any food).*
- *He has got (all the food).*

Recognition

- *The parts below and above the ground are for me.*
- *He wants to trick the armadillo.*
- *He is very clever.*



INTRODUCTORY ACTIVITIES

Going Shopping

Place a picture of a shopping bag on the board. Ask students to imagine that you have just come back from the supermarket where you have bought some products. Tell them everything is in your bag. Then, number the students in the class. Say this sentence aloud: *I have got tomatoes in my bag.* Ask *Student 1* to repeat the sentence, but adding another food item, e.g.: *I have got tomatoes and (potatoes) in my bag.* Follow the same procedure with the rest of the students. The student who cannot remember the sequence in which the items are being mentioned, is out of the game.

How to go about it (page 56)

1. Listen and read.

Ask the students if they like reading. If so, ask what they usually read. Explain that they are going to read a folk tale *The fox and the armadillo*. As it is a traditional story, some students may be familiar with it and can help their classmates with comprehension. Before listening to the story, read the introduction aloud and clarify meaning. Then, encourage the students to predict ideas from the illustrations. Guide them with questions: *Who are the characters? Where are they? Why is the fox on the floor? Is the fox tired? What has the armadillo got? Why? Can the fox help the armadillo? Is the fox happy? Is the armadillo happy? Why? What plants can you see? Do you like them?* Write new vocabulary and ideas on the board. Play the audio CD and invite the class to follow the reading text in their books. Encourage the students to deduce meaning of new words from the context.



PHONOLOGY

wheat	/wi:t/
corn	/kɔ:n/
leaves	/li:vz/
root	/ru:t/
flowers	/flaʊəz/
potato	/pə'teitəʊ/
armadillo	/ɑ:mə'dɪləʊ/



TRACK 24

Listen and read.

Story: The fox and the armadillo

Narrator: *The fox has got a big land. He wants to have food but he is lazy. Suddenly, he has got an idea. He invites the armadillo to plant any crop he wants. In return, he can take part of the food.*

Fox: *The part above the ground is for me and the part below is for you.*

Armadillo: *Ok!*

Narrator: *Later...*

Fox: *I've got leaves.*

Armadillo: *I've got potatoes.*

Narrator: *The fox has got a new idea.*

Fox: *Now, the part below the ground is for me.*

Armadillo: *Ok!*

Narrator: *Later...*

Fox: *I've got roots.*

Armadillo: *I've got wheat.*

Narrator: *The fox is very angry. He has got a new plan.*

Fox: *The parts above AND below the ground are for me. The middle part is for you.*

Armadillo: *Ok!*

Narrator: *The armadillo is very clever!*

Fox: *I've got roots and flowers. Oh no! I haven't got any food.*

Armadillo: *I've got corn.*

say the words. Check and model pronunciation if necessary.

» **Answer Key**

1. potato; 2. armadillo; 3. corn; 4. wheat; 5. fox

3. Read and tick ✓.

Invite the students to read the descriptions and decide if they refer to the fox or the armadillo. Tell them to work in pairs and compare their answers. Finally, ask some volunteers to read the answers aloud.

» **Answer Key**

1. armadillo; 2. fox; 3. armadillo; 4. fox;
5. armadillo; 6. fox



REINFORCEMENT ACTIVITIES

1. True or False?

Invite the students to write two true and two false sentences in their notebooks. Then, ask them to work in pairs and take turns to listen to their classmates and decide if the sentences are true or false. Encourage them to correct the false information. Walk around the classroom and monitor.

2. Dramatising the Story

Tell the students to work in pairs and decide which character from the story they would like to be. Ask them to draw pictures of the relevant elements in the story: *tools, wheat, flowers, leaves, roots, corn* and *potatoes*. Explain that they are going to use them when they dramatise the story. Give them time to practise and rehearse. Invite parents to see their performances.

Follow Up: Understanding the Story...

Check the students' predictions and make sure they understand the main ideas. Allow the students to use L1 if necessary. Go through each picture again and encourage the class to retell the story.

Remind the students that this is a folk tale and, as it is part of an oral tradition, there may be variations. Ask the students if they know different versions, with different plants and different characters. Explain that there is a moral in the end. Encourage the students to share their ideas and say how the fox and the armadillo could have benefited if they had worked together.

Take this opportunity to analyse real situations in the classroom in which students show different attitudes to work and why it is important that they cooperate and help each other.

How to go about it (page 57)

2. Label.

Ask the students to look at the pictures and write the corresponding words. Check orally with the class by pointing to the illustrations so that they

SB pages 58 and 59

Objectives

- To introduce the days of the week.
- To identify different types of food.
- To express likes and dislikes.

Language Focus

Production

- *What day is it?*

- *It's Friday.*
- *Today is Monday.*
- *What's for lunch?*
- *(Fish), (chips), (apple) and (water).*
- *I like fish.*
- *I don't like broccoli.*

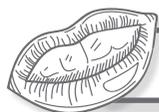
Recognition

This is my favourite day!

Vocabulary

Production

- Days of the week
- Food (*broccoli, watermelon, orange juice, chips, sandwich, spaghetti*)



PHONOLOGY

<i>broccoli</i>	/'brɒkəlɪ/
<i>watermelon</i>	/'wɔ:təmelən/
<i>orange juice</i>	/'ɒrɪndʒ dʒu:s/
<i>chips</i>	/tʃɪps/
<i>sandwich</i>	/'sænwɪdʒ/
<i>spaghetti</i>	/spə'getɪ/
<i>Monday</i>	/'mʌndeɪ/
<i>Tuesday</i>	/'tju:zdeɪ/
<i>Wednesday</i>	/'wenzdeɪ/
<i>Thursday</i>	/'θɜ:zdeɪ/
<i>Friday</i>	/'fraɪdeɪ/
<i>Saturday</i>	/'sætədeɪ/
<i>Sunday</i>	/'sʌndeɪ/

How to go about it (page 58)

1. Follow the lines and write the days of the week in order.

If the students have already got into the habit of writing the date in their notebooks every class, this activity can be used as revision or to introduce the days of the week they do not know. Invite the students to follow the lines and write the words inside the boxes in the correct order.

» Answer Key

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

2. Listen and repeat the rhyme.

Encourage the students to look at the pictures and mention the food items. Then, invite them to listen to the rhyme. Play the CD and encourage them to follow the rhyme in their books. Then, play the rhyme again and pause it so that students can repeat line by line. Invite them to say the rhyme chorally in small groups.

Ask the students if they love eating a special meal on Sundays. Some families are used to eating pasta or barbecue on Sundays. Invite the students to say if they help with the preparations and what things they share with their families during the meal. Tell them that it is not just food that they share when they get together to eat and ask them to mention special moments they remember or traditional things they usually do for meals.



INTRODUCTORY ACTIVITIES

Acrostics

Tell students they are going to play a game. Write this sentence vertically on the board: *I love it.*

Invite the students to think of activities they like doing and food they like eating. Ask students at random to try to insert one of the words they have selected into the acrostic.

The students may create their own personal acrostics on a large sheet of white paper so as to share them with the rest of the school.



TRACK 25

Listen and repeat the rhyme.

I'm hungry.
What's for lunch?
Today is Monday.
Spaghetti and strawberries.
Great! This is my favourite day!



REINFORCEMENT ACTIVITIES

Encourage the students to create their own rhymes. They have to choose their favourite day and their favourite food and combine both to make a new rhyme. Once they have all finished, ask them to share their rhyme with the rest of the class. Some students will probably want to sing it as a rap.



ALL AROUND LEARNING TIPS

Vocabulary Raps

Raps are excellent for boosting memory skills. Every time you introduce new words, you can ask students to repeat them with rhythmic background music. You may also include some body movements while they chant the new vocabulary.

How to go about it (page 59)

3. Draw 😊 or ☹️ and write.

Draw students' attention to the photographs. Introduce the new vocabulary by reading the words aloud. Ask students to repeat and invite some volunteers to express their likes and dislikes. Then, ask the students to complete the faces with the corresponding expressions and complete the sentences according to their likes and dislikes. Finally, invite volunteers to read their sentences aloud.

» Answer Key

Students' own answers.



REINFORCEMENT ACTIVITIES

Assign a day to each student and invite them to remember their lunch or dinner menu. Then, ask them to take a sheet of paper and write the day of the week as a heading. Underneath the heading,

they write a list of all the food items included in their rhymes, e.g.:

WEDNESDAY

fish
tomatoes
carrots

Display all the lists on the board and encourage discussion about the possibilities they have to eat different food every day.

4. Listen and read. Play with your friend and guess.

Bring in the idea of a school cafeteria into the class. If there is one at school, invite students to express their opinions about it and about the type of food they offer. Ask the students to pay attention to the *Kid's Menu*. Explain that the children are looking at the menu to see what they can eat every day.

Play the CD and invite the students to follow the dialogue in their books.



TRACK 26

Listen and read. Play with your friend and guess.

Boy: *What's for lunch?*

Girl: *Fish, chips, apple and water.*

Girl: *What day is it?*

Boy: *It's Tuesday.*

Then, invite students to work in pairs. They have to create similar exchanges based on the information provided in the school menu. First, let them practise orally and then, ask each pair of students to write their dialogues in their notebooks. Finally, ask different pairs of students to act out the dialogues created in front of the class. The rest of the class will have to check the information they give.



FUN ACTIVITIES

School Menu

Invite the students to create their own school menu. Ask them to cut pictures of food out of

glossy magazines and to bring coloured pieces of paper to decorate their menu. They can work in groups and display their menu on a special wall in the classroom. Open discussion about the menus, which menu is healthy, which is varied, etc. Collect the different menus and take them to the school cafeteria, if there is one, to give them other options of delicious and healthy menus.



PHONOLOGY

cucumber	/ˈkju:kʌmbə/
pea	/pi:/
pear	/peə/
pineapple	/ˈpaɪn,æpl/
radish	/ˈrædɪʃ/
strawberry	/ˈstrɔ:bəri/
chess	/tʃes/
tic-tac-toe	/tɪktæk'təʊ/
hangman	/ˈhæŋmən/
checkers	/ˈtʃekəz/
dominoes	/ˈdɒmənəʊz/
snakes and ladders	/sneɪks ən ˈlædəz/

ALL AROUND TEACHING TIPS

Remember English is a tool to learn about the world.

SB pages 60 and 61

Objectives

- To express likes and dislikes.
- To express contrast.
- To express addition.
- To introduce questions about likes and dislikes.
- To talk about games.
- To ask questions about ability.

Language Focus

Production

- *I like (apples), but I don't like (cucumber).*
- *I like (carrots) and (peas), too.*
- *Do you like (chess)?*
- *Yes, I do. / No, I don't.*
- *Can you play (checkers)?*
- *Yes, I can. / No, I can't.*

Recognition

- *It's great fun.*

Vocabulary

Production

- *radish, strawberry, pineapple, watermelon, pear, cucumber, pea*
- *Games (chess, tic-tac-toe, hangman, checkers, dominoes, snakes and ladders)*

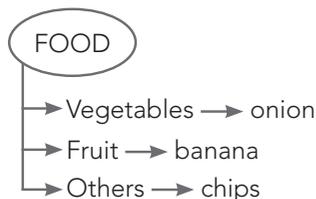
Recognition

- *tree houses*



INTRODUCTORY ACTIVITIES

Draw a mind map on a large sheet of paper with the word *Food* in the middle. There should be three groups under this heading: *Vegetables*, *Fruit* and *Others*. Ask students to name different items under each group. Volunteers write the words in the corresponding group:



ALL AROUND LEARNING TIPS

Mind Mapping

Mind mapping is an excellent way to tap into children's creativity. Using only a more linear approach can stifle a child's natural spontaneity. Mind maps are organic and fun. They engage young children in an activity that will help them learn and process information about a topic. Encourage students to be daring in their thoughts and associations when creating mind maps.



GRAMMAR

In this case, the grammar board expands and revises the concepts of contrast (*but*) and addition (*and, too*) in connection to likes and dislikes. Go through the examples with the whole class. Give the students time to analyse the structure and to revise how to organise it.

How to go about it (page 60)

1. Circle the correct option.

Ask the students to look at the illustrations and decide if the children like the food or not. Draw their attention to the crossed food items to show dislike. Give the students some minutes to do the exercise and, finally, check orally with the class. Explain the uses of *very much* and *at all* to add emphasis in affirmative and negative sentences.

» Answer Key

1. like; 2. don't like; 3. like; 4. don't like; 5. like;
6. don't like

2. Look and match to make sentences.

Invite students to have a look at the pictures. Explain that the children are still talking about their likes and dislikes. First, encourage students to look at the pictures and identify the food items. Then, allow some time for the students to read and match the phrases. Allow them to refer to the grammar board above if necessary. Invite some volunteers to read the answers aloud to check.

» Answer Key

1. I like tomatoes but I don't like cucumber.
2. I like carrots and I like peas, too.
3. I like radish but I don't like watermelon.
4. I like cucumber and I like carrots, too.



INTRODUCTORY ACTIVITIES

Bring pictures of different sports, preferably the ones that have been previously introduced to the class. Encourage the students to give their opinion about them, e.g.: *Football is great. You*

can play with your friends. Ask them if they like these sports or not.

How to go about it (page 61)

3. Listen and read.

Ask the students to pay close attention to the illustration. Make sure the students understand that the children are not playing sports; they are playing different games. See if the students can recognise these games and if they usually play them. Then, invite them to listen to the dialogues and see what is happening. Play the CD several times so as to make sure the students could understand. Present the use of *Yes / No* questions in connection to likes and dislikes. Write short answers on the board; *Yes, I do. / No, I don't*. After listening to the dialogue, encourage students to read it aloud in pairs and act it out. Finally, direct the students' attention to the illustration of the boys. Ask: *Do Tom and his friend like the same games? What's the problem with chess? What's Tom's suggestion?* Remind the students that they should have fun when they play games. Encourage them to give other suggestions on how to avoid conflict and enjoy playing games together.



TRACK 27

Listen and read.

Narrator: *Greta and Tom are with their friends in their tree houses. They love games.*

Girl 1: *This is my favourite game! Do you like snakes and ladders?*

Girl 2: *Yes, I do. It's great fun!*

Boy 1: *Do you like chess?*

Boy 2: *No, I don't. I can't play well.*

Boy 1: *Ok. Let's play dominoes.*

Boy 2: *I like dominoes!*

ALL AROUND TEACHING TIPS

Remember that when the students read aloud, you will be able to see how much they have improved or if they still need further pronunciation, rhythm or intonation practice.



GRAMMAR

Introduce the auxiliary verb **do** just as a lexical item, as part of a whole question. The present simple can be introduced later.

4. Read and complete the chat with **Yes, I do.** or **No, I don't.** Listen and check.

Tell the students that they are going to listen to a chat in which two children talk about games. Analyse the layout of the chat with the class. Explain that the children's messages have different colours to identify them. Encourage the students to recognise the names of the children. Direct the students' attention to the use of icons to represent words. Then, ask them to complete the chat with the answers and look at the icons as a guide. Finally, play the audio CD to check.



TRACK 28

Read and complete the chat with **Yes, I do.** or **No, I don't.** Listen and check.

Oliver: *Do you like games, Amy?*

Amy: *Yes, I do. I love checkers! I can play checkers very well. Do you like games?*

Oliver: *Yes, I do. My favourite game is tic-tac-toe. I like dominoes, too. Do you like dominoes?*

Amy: *No, I don't. And do you like chess?*

Oliver: *No, I don't. I can't play chess well. And you? Do you like chess?*

Amy: *Yes, I do. I can play very well.*

» Answer Key

Yes, I do.

Yes, I do.

No, I don't.

No, I don't.

Yes, I do.

5. Now, ask your friend and answer.

Invite two volunteers to read the example dialogue aloud. Explain that they are going to take turns to ask and answer about their likes and dislikes and their abilities to play games. Walk around the classroom and monitor.

» Answer Key

Students' own answers.

Follow Up

Invite the pairs to write their dialogue in exercise 5 in a chat layout. Encourage them to design a screen similar to the chat between *Oliver* and *Amy* and include icons to represent the games and their likes or dislikes. Then, they may exchange their chats with other pairs and read them to check if they understand the conversation. Ask some students if they like similar games or not.

SB pages 62 and 63 - Integration

How to go about it (page 62)

This section has been created to integrate all the functions, notions and vocabulary presented throughout the unit. Students use the language to complete a task related to a topic of a specific subject. And they also reflect on different personal aspects and on relationships to increase their social and emotional skills.



ALL AROUND CLIL TIPS

Writing fiction stimulates students' creativity and imagination. Guide the students in the writing process so that they do not become anxious. Make sure they become aware of the different steps: planning, writing drafts and the final version. Point out that they will use the language in a less controlled way to create their own stories and recognise that this is a great accomplishment.

Literature project: Write your own version of a story.

Read.

Read the information in the note with the clip aloud. Invite the students to follow the text in their books. Make sure they understand the elements present in stories. You may mention well-known stories and encourage the students to explain each element in relation to them. Ask the



students to give examples of myths, novels and legends they know. Then, ask the class: *What type of story is The fox and the armadillo? A fable.*

Revise the story on page 56 and complete.

Explain to the students that they can go back to page 56 to revise the elements of the story. Ask them to work in pairs to complete the file with the information. Then, invite some volunteers to read the answers aloud to check.

» Answer Key

Type of story: *fable*

Plot: *The fox is lazy and invites the armadillo to plant crops. He wants to have all the food without working. But the armadillo is clever and he has got all the food in the end.*

Setting: *a big land*

Characters: *fox and armadillo*

Draw and write a different version of the original story.

Tell the students that they are going to make their own version of the story. Remind them that they cannot change the characters but they can include new ones. And explain that there should be a lesson to be learnt. Ask them to write a plan and drafts in their notebooks to check before drawing and writing the final version in their books. Walk around the classroom and monitor. Help the students with vocabulary if necessary. Finally, invite the students to share their stories with the rest of the class.

» Answer Key

Students' own answers.



REINFORCEMENT ACTIVITIES

Ask the students to design and complete a file with information about the elements in their stories: *plot, characters and setting*. Collect all the files and distribute them among different students. Ask the class to leave their books open with their stories. Students read the information in the file and identify the correct story.

Follow Up

Get students in pairs and ask them to perform their stories. If there are more than two characters, they may invite other classmates to play the roles.

How to go about it (page 63)



ALL AROUND SEL TIPS

Help students reflect on their habits and how they feel when they do not eat healthily. Tell them that when they take care of their bodies, they are treating themselves in a nice way.

Integration: What's your favourite food? Tick ✓ the food you eat.

Go through the lists of food items with the class and check they understand the meaning of the words. Then, ask them to tick all the food items they consume. Invite the students to compare their lists. Ask some volunteers to share the number of unhealthy and healthy items they eat. Then, ask the class: *What problems can unhealthy food cause? What benefits can you get from healthy food items? Why is it important to have a balanced diet? Divide the board into two columns Healthy food and Unhealthy food. Encourage the students to share their views and complete the columns with the ideas.*

Now, draw the food you eat in the food pyramid.

Revise with the class the function and structure of the food pyramid. Tell them to draw the food items they ticked in the food pyramid. Ask if they have a different perception of their diet now that they can see it represented in the food pyramid. Encourage the students to share their views and reflect on their diets. Guide the discussion with questions: *What part of the pyramid is more complete with items? Are most of the food items at the bottom, at the top or distributed in the pyramid? What changes should you make to have a more balanced diet?*

Finally, read the sentences at the bottom of the page and encourage the students to mention how their eating habits affect their physical condition and which health problems are associated with those habits. Invite them to list the food items they are going to include in their diets to eat more healthily.



REINFORCEMENT ACTIVITIES

Welcome Doctor!

If possible, search among the school community and invite a doctor or nutritionist to come to the class and give a talk to the students about healthy food and healthy habits.

Big Question: What's your favourite food?

Direct the students' attention to the Big Question. Ask them if their favourite food is still the same or if their likes have changed after discussing the topic of food. Remind them that taste should not be the only characteristic that influences their food likes. Encourage them to add other aspects that they should consider in relation to their eating habits. Invite them to draw the food pyramid on a separate sheet of paper to illustrate one favourite food item in each level and label the pictures. Ask them to write *My favourite food* at the top of the sheet of paper. Then, the students show their pyramids to share their likes with the class. Encourage them to give reasons for their choices and help them with vocabulary if necessary.

SB pages 95, 96, 97, 98 and 99 – Workbook

This set of reinforcement activities can be used when students need extra written practice of vocabulary or specific language structures. These activities can also be solved at the end of the unit to integrate and consolidate all the concepts learnt.

» Answer Key

1. Unscramble and match.

1. cookies; 2. cereal; 3. spinach; 4. tomato;
5. chicken; 6. carrot; 7. bread; 8. banana

Left column: 5, 6, 7, 4

Right column: 8, 2, 1, 3

2. Look and complete.

1. like; 2. don't like; 3. like; 4. don't like; 5. like

3. Read the sentences about the story on page 56 and write T (True) or F (False).

Correct the false information.

1. F. The fox has got a big land. / The fox hasn't got a small land. 2. T; 3. F. The armadillo can plant crops. 4. F. The armadillo has got a lot of food but the fox hasn't got any food. 5. T

4. Draw an ending for the story.

Students' own answers.

5. Unscramble and complete the crossword.

1. Tuesday; 2. Friday; 3. Wednesday;
4. Saturday; 5. Sunday; 6. Thursday; 7. Monday

6. Answer.

Milk, chips, an apple and a sandwich.

7. Draw your lunch menu and write.

Students' own answers.

8. Look and write.

1. snakes and ladders, dominoes; 2. checkers, I don't like chess; 3. like hangman but I don't like tic-tac-toe

9. Unscramble the questions and answer.

1. What is your favourite food? 2. Do you like radish? 3. Can you play chess well? 4. What day is it?

10. Look at the profile and write.

Luca; ten years old; play tennis; I can run; are pears and watermelon; pizza; don't like broccoli and cucumber

11. Now, answer Luca's questions.

Students' own answers.

6

Where do wild animals live?

SB pages 64, 65, 66 and 67

Objectives

- To identify wild animals.
- To express where animals live.
- To talk about animals.

Language Focus

Production

- *It is a (monkey).*
- *(Monkeys) live in the (jungle).*
- *They have got (a long tail).*
- *They can (jump and climb).*
- *They eat (fruits).*

Recognition

- *It's a beautiful place.*
- *You can see a lot of animals in the jungle.*

Vocabulary

Production

- *swim, jump, dive, monkey, elephant, eagle, wolves, crocodile, dolphins, mountains, river, jungle, forest, grasslands, sea*

Recognition

- *plants, fruit*

jungle

/ˈdʒʌŋɡl/

forest

/'fɒrɪst/

grasslands

/'grɑːslænd/

sea

/'siː/

How to go about it (pages 64 and 65)

Read the question in the unit title aloud and point to the animals to clarify the meaning of *wild*. Encourage the children to identify the animals and say the names they know in English. Explain that they are going to discuss the question throughout the unit and learn about wild animals and their habitats. Ask the students if they know where the animals in the photo live. Write key vocabulary on the board and help with new words if necessary. Remember this section has a double purpose. It can be used to present structures and language issues at the beginning of the unit and / or for self-evaluation at the very end. Self-evaluation has the double purpose of engaging the students in their own learning process and of giving you feedback on their processes.



INTRODUCTORY ACTIVITIES

Lost pets

Prepare a set of flashcards with pictures or drawings of all the animals introduced up to now (*bird, parrot, rabbit, dog, frog, snake, spider, hamster, tortoise, cat, fish and tarantula*). Do not include the name of the animals in the cards, but write a list on a separate sheet of paper. Explain to the students that these pets are lost and they are going to try to find them. Take the class out in the open and give a flashcard to each student, except to one who will be in charge of checking that they find all the pets. Give the student the list of all the names of the animals. Then, ask each student to draw a circle on the floor and to stand



PHONOLOGY

animals

/'ænɪmlz/

monkey

/'mʌŋki/

elephant

/'elɪfənt/

eagle

/'iːɡl/

wolf wolves

/wʊlf/ /wʊlvz/

crocodile

/'krɒkədail/

dolphins

/'dɒlfɪnz/

mountains

/'maʊntɪn/

river

/'rɪvə/



on it. The student who has to check the animals will start reading the names from the list one by one and ask the other students: *Where is the (rabbit)?* Each student will have to stand behind him / her when his / her animal is named and answer about the location of the animal: *It is (in a box).* Once all the students are standing behind the one with the list, shout *Go back to your houses!* All the students have to run and stand on a circle. The student who cannot find a circle to stand on is in charge of reading the list of animals and the game starts again.

How to go about it (page 66)

1. Listen and read.

Tell the students that, up to the moment, they have been talking about pets, but today, they are going to learn about wild animals. Bring to the class the picture of a monkey. Place it on the board and introduce the word to the students. Elicit information about monkeys from the students. Write their comments on the board. Some students may have visited *Iguazu National Park* and they may have seen monkeys in the wild. Allow them to describe the experience in L1 if necessary. Then, direct the students' attention to the text and encourage them to recognise the type and layout. Ask: *Where is this text? How do you know? What characteristics can you see? The name of the website, the icons to represent likes, comments, chat, etc.* Tell the students they are going to listen to a boy reading his blog post about monkeys. First, ask them to listen and see if any of the ideas they have previously mentioned about monkeys are described in the audio recording. Then, play the CD once again and ask them to follow the reading text in their books while listening. Encourage the students to elicit the meaning of the new words from the context.



TRACK 29

Listen and read.

My trip to Iguazu

This is a photo of my visit to Iguazu National Park, in Misiones. It's a beautiful place and you can see a lot of animals in the jungle. And monkeys are everywhere! They are small animals but they have got a very long tail. They can jump and climb trees. They eat plants, fruit and small animals, too.

Encourage the students to compare the information given in the audio recording with the information they have previously provided about monkeys. Make simple drawings or use body language to clarify meaning. Invite students to express their opinions about monkeys: *Do you like monkeys? Are they funny / friendly / curious?*

Follow Up: Reading Aloud

Get some students to read the passage aloud. Correct pronunciation.

ALL AROUND TEACHING TIPS

When students are encouraged to follow the reading texts in their books while listening, they are also exposed to natural English pronunciation. This prevents the students from applying their own pronunciation rules and from mispronouncing words.

2. Now, answer.

Invite the students to read the text again and answer the questions. Remind them to pay attention to the structures of the questions and write the complete forms of the answers. Finally, ask some volunteers to read the answers aloud to check.



» Answer Key

1. In Iguazu National Park, in Misiones.
2. No, they aren't.
3. Yes, they can.
4. No, they can't.
5. Students' own answers.

How to go about it (page 67)**3. Match. Listen and check.**

Draw students' attention to the first group of photographs (wild animals). Say the name of each animal and invite the students to repeat after you. Then, draw students' attention to the second group of photographs (habitats). Go through the pictures again and say the names of the places. Again, ask the students to repeat. Write the words on the board so that students can recognise them. Then, explain that they have to match the animal with the corresponding habitat. Point to the monkeys and elicit the place where they live: *Monkeys live in the jungle*. Once students have finished, play the audio CD to check. Finally, brainstorm adjectives to describe the animals and invite the class to express their preferences: *I like monkeys because they are friendly*. Play the CD, pause it after each animal and habitat is mentioned and ask students to repeat chorally.

TRACK 30**Match. Listen and check.**

1. Monkeys live in the jungle.
2. Elephants live in the grassland.
3. Eagles live in the mountains.
4. Wolves live in the forest.
5. Crocodiles live in the river.

» Answer Key

4, 3, 1, 5, 2

GRAMMAR

Focus students' attention on the use of plural forms when they are talking about animals

(monkeys, crocodiles, eagles and elephants) in general. Remind them how to form regular plural forms by adding **-s** at the end of a singular noun. Invite them to circle the final **-s** with a coloured pencil. Explain that *wolves* is the plural form of *wolf*. Introduce it as an *irregular plural form*. Tell students they will find other irregular plurals in the future.

4. Complete the description.

Direct the students' attention to the photo and invite them to say the name of the animal. Encourage them to describe the physical characteristics and give information they may know. Then, read the file aloud and clarify meaning of the words if necessary. Ask the students to use this information to complete the description. Finally, invite some volunteers to share their answers to check.

» Answer Key

*Dolphins are very friendly animals.
They live in the sea.
They eat fish.
They can swim, dive and jump.
I love dolphins!*

**REINFORCEMENT ACTIVITIES****Find a Partner!**

Prepare a set of picture cards of different animals (pets and wild animals) and a set of word cards with information about each animal; e.g.:



Eagles can fly.

Tell students they are going to play a game. Divide the class into two groups. Distribute the picture cards among the students in *Group 1* and *Group 2*. Ask all the students to walk around and try to find their matching pair. Once they have all found their matching pairs, they come to the front

and show their cards to the rest of the class and say, for example, *Eagles can fly*.

SB pages 68 and 69

Objectives

- To identify animals.
- To describe specific characteristics of animals.
- To revise actions.

Language Focus

Production

- *(Polar bears) live in the (Arctic).*
- *(Polar bears) can (walk long distances).*
- *(Polar bears) eat (seals).*

Vocabulary

Production

- Actions *(walk, smell, swim, jump, stand)*
- Parts of the body *(leg, eye, tail, ear, nose, mouth)*

Recognition

- *fur, preys, ice cap, cubs*

How to go about it (pages 68 and 69)

1. Listen and read.

Amazing animals!

Remind students of the story *The fox and the armadillo* in unit 5. Tell them this time they are not going to read fiction, they are going to read facts. Tell students to go through the illustrations on pages 68 and 69 and to predict what this reading could be about. Bring the picture of a polar bear and complete this file with the whole class on the board:

Animal:
Habitat:
Characteristics:
Food Habits:
Abilities:

Then, play the CD and encourage students to follow the reading text in their books. Encourage

students to deduce the meaning of new words from the context.



TRACK 31

Listen and read.

Amazing animals!

1. Narrator: *Polar bears live in the Arctic. They have got white fur to protect themselves from the cold.*
2. Narrator: *They eat seals. They can walk long distances to find food. And they can smell their preys from up to a distance of 16 km!*
3. Narrator: *They can swim, jump from one ice cap to another and stand on two legs, too.*
4. Narrator: *Female polar bears can have one, two or three cubs. They're beautiful!*

Follow Up 1: Understanding the Story...

Ask some guiding questions to make sure students understand general ideas. Allow students to use L1 if necessary. Go through each picture and ask: *Where do polar bears live? (In the Arctic.) Can polar bears fly? (No, they can't.) Can they swim? (Yes, they can.) Can they stand on two feet? (Yes, they can.) Have polar bears got big ears? (No, they haven't.)*

Encourage students to talk about polar bears and check the information in the files they completed before they listened to the CD.

Follow Up 2: Reading Aloud

Get some students to read the information in this exercise aloud.

How to go about it (68 and 69)

2. Match.

The aim of this activity is to revise the different language structures that have been introduced up to now. Draw their attention to the parts of the sentences. Ask the students to match them to make true sentences. Invite some volunteers to read the answers aloud to check.

» Answer Key

1. *Polar bears live in the Arctic.*
2. *They can swim and walk long distances.*

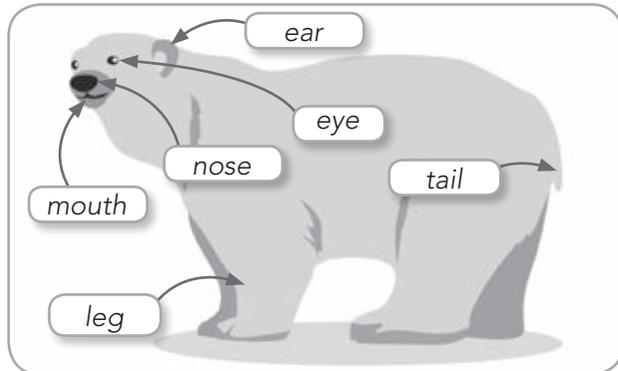
3. They eat seals.

4. They have got white fur.

3. Label.

Tell the students they are going to revise the parts of the body. Ask them to write the words in the boxes and compare their answers with their classmates. Finally, check orally with the class.

» Answer Key



REINFORCEMENT ACTIVITIES

1. True or False?

Give out wooden sticks and two paper squares to each student. Tell them to write the word *TRUE* on one square and the word *FALSE* on the other. Then, ask students to glue each square on a stick. Make true and false statements about polar bears, such as *Polar bears eat fruit. Polar bears can walk long distances.* Get students to hold up their sticks after each statement to show whether the statement is true or false.

Variation

Get volunteers to say a statement for the rest of the class to decide whether it is true or false.

2. Discussion: Climate change

Encourage the class to explain how climate change affects the environment. Then, direct the discussion to the Arctic and polar bears. Ask: *What problems do polar bears face? Can they find food easily? Why? What can we do to reduce our impact on nature?* Write phrases that sum up their ideas on

the board. Then, invite the students to work in groups and design posters to illustrate the ideas they have discussed. Display the posters on the classroom walls.

ALL AROUND TEACHING TIPS

Feel free to allow students to use L1 during discussions. It is important to hear students' opinions as well as to help them develop their critical thinking skills. As the students gain more linguistic competence, they will be able to express their ideas in English.

SB pages 70 and 71

Objectives

- To introduce vocabulary related to wild animals.
- To talk about parts of the body.
- To describe animals.

Language Focus

Production

- *It is a (monkey).*
- *I have got a (big mouth).*
- *(Elephants) have got (big ears) and (big teeth).*

Vocabulary

Production

- *tiger, ostrich, giraffe, hippo, zebra, lion, crocodile, bear, monkey, wolf, eagle, teeth, mouth*

Recognition

- *dirty, beak*



PHONOLOGY

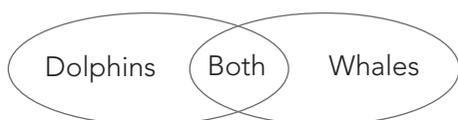
tiger	/'taɪgə/
ostrich	/'ɒstrɪtʃ/
giraffe	/dʒɪ'ra:f/

hippo	/'hɪpəʊ/
zebra	/'zi:brə/
lion	/'laɪən/
crocodile	/'krɒkədəɪl/
bear	/beə/
monkey	/'mʌŋki/
wolf	/wʊlf/
eagle	/'i:ɡəl/



INTRODUCTORY ACTIVITIES

Draw a Venn diagram on the board and write the words *dolphins*, *whales* and *both* in the following way.



Check that the students know the meaning of *whales* and encourage them to complete the diagram with information about these animals. Invite different students to come to the front to share their answers with the rest of the class by saying, for example, *Dolphins and whales live in the sea. Dolphins eat fish. Whales eat fish and plankton.*

How to go about it (page 70)



GRAMMAR

In this case, the grammar board revises the use of **a / an**, which has already been introduced in unit 1. However, it also focuses on plural forms. Draw students' attention to the different plural forms. Remind them of what they have already worked on in previous units. Go through the examples with the whole class. Give students time to analyse the examples.

1. Complete: A or An?

Ask students if they have ever been to a national park or natural reserve. Encourage them to make comments. Tell them to mention all the animals that can be seen in these places. Go through the pictures on page 70 and introduce the

animals to the students. Invite them to describe each animal. Tell students as there is only one specimen per animal they have to write *a* or *an* before each animal name. Give students time to complete the activity and then check it with the whole class on the board.

» Answer Key

- a tiger
- a wolf
- a hippo
- a zebra
- a lion
- an ostrich
- a monkey
- an eagle
- a giraffe

2. Write the missing letters.

Tell students that these are signs in natural parks to find the way to see the different animals. However, the signs are not in good condition and some of the letters are missing. Ask students to write the letters to complete the names of all the animals correctly.

» Answer Key

1. bear
2. monkey
3. giraffe
4. hippo
5. eagle
6. ostrich
7. wolf
8. elephant
9. zebra
10. tiger

Follow Up 1: Scrambled Letters

Students may prepare outlines of different animals and place the letters of their names mixed up for the rest of the class to put them in order.

Variation

They may prepare the outline of an animal but the letters inside could denote a different animal so as to mislead the rest of the students.

6 Where do wild animals live?



INTRODUCTORY ACTIVITIES

Animals Move

Take the class to the playground. Explain students they are going to imitate the movements of different animals without producing any sounds. Ask a volunteer to come close to you and whisper the name of an animal. Get him / her to represent the animal by imitating the way it moves. The rest of the class guesses. The first student who guesses correctly will have to represent another animal.

How to go about it (page 71)

3. Listen and read.

Invite students to go through the comic strip. Tell them to listen to the audio and see what is happening. Play the CD several times so as to make sure they all understand. Introduce the word *dirty* and check students understand its meaning. Revise the parts of the body they have already learnt in unit 3 when talking about pets. Write the words on the board. Then, encourage students to read the comic and act it out in pairs. Direct students' attention to the relationship between the bird and the crocodile. Ask: *Do both animals benefit? How?* Explain that they have a symbiotic relationship and, while the crocodile has its teeth clean, the bird gets food. So, they both benefit. Encourage the students to give more examples of other relationships between animals they have learnt in Natural Sciences and explain them.



TRACK 32

Listen and read.

Narrator: *Big Crocodile has got a small friend. They live in Africa.*

Crocodile: *I've got a big mouth and it's very dirty.*

Crocodile: *Help me! I've got a lot of teeth.*

Bird: *No problem! I've got a small beak. I can clean your big mouth.*

Follow Up: Comic strip

After discussing examples of relationships between animals, invite the students to choose one and illustrate it in a comic strip. They may write a similar script using the animals and the parts of the body. Remind the students to first write a draft copy and then, the final version. Walk around the classroom and offer help if necessary. Finally, invite the students to show their comic strips to the rest of the class.



ALL AROUND CLIL TIPS

Encourage the students to use the language to learn about other topics. Remember that working with topics related to students' interest is a great source of motivation.

4. Circle the correct option. Then, write.

Invite the students to look at the animals and say their names. Explain that they have to circle the correct option according to the physical characteristic of each animal. Check the first part of the exercise with the class by asking: *Have wolves got small / big ears? Have they got small / big teeth?*, etc. Then, ask the students to write complete sentences using the information they have. Direct the students' attention to the plural forms of the nouns at the beginning of the sentences and tell them to use the plural form with the other animals. Finally, invite some volunteers to read the answers aloud to check.

» Answer Key

- small ears; big teeth; short legs; long tail*
Wolves have got small ears, big teeth, short legs and a long tail.
- big ears; big teeth; long legs; short tail*
Elephants have got big ears, big teeth, long legs and a short tail.
- small ears; small teeth; long legs; short tail*
Giraffes have got small ears, small teeth, long legs and a short tail.
- small ears; big teeth; short legs; long tail*
Crocodiles have got small ears, big teeth, short legs and a long tail.





GRAMMAR

Draw students' attention to the use of **commas** and the inclusion of **and** before the last item in the enumeration.



FUN ACTIVITIES

1. Catch the Ball!

Bring a tennis ball into the classroom. Take the whole group to the playground and organise them in a circle. Throw the ball to a student and say, for example: *Tigers have got small ears. Have you got small ears?* Get the student to respond *Yes, I have. / No, I haven't.* Then, get that student to throw the ball to another student and to ask a similar question, changing the animal and / or the part of the body. Continue until every student has had a chance to ask and answer.

Variation

Instead of asking questions using *have got* and different parts of the body, students can ask and answer questions using *can* and different *action verbs* (*Tigers can run. Can you run? Yes, I can. / No, I can't.*).

2. Riddles

Ask students to get in pairs and take turns to say a riddle and guess. Walk around the classroom while the students are playing and make sure they are speaking English.

Then, invite them to write some riddles in their notebooks, and finally, encourage some volunteers to come to the front and read them for the rest of the students to guess.



ALL AROUND LEARNING TIPS

Riddles

Riddles help students to exercise their brains. They lead them to think about the meanings of words by associating ideas and images. Riddles should not be easy to guess, but should not be so difficult either, so as not to frustrate readers. They are also useful to practise new vocabulary and to revise words that have been previously presented.

SB pages 72 and 73

Objectives

- To describe animals.
- To revise ability and possession.

Language Focus

Production

- (*Ostriches*) are very (*big birds*).
- (*Ostriches*) have got a (*long neck*).
- (*Ostriches*) can (*run up to 70 km/h*).
- (*Penguins*) eat (*plankton and fish*).
- (*Penguins*) can't (*fly*).

Recognition

- *They can't bury their heads.*
- *This is a myth!*
- *Emperor penguins live in large colonies.*

Vocabulary

Production

- *ostriches, neck, legs, teeth, wings, lay eggs, fly*

Recognition

- *feathers, savannah, bury, myth, plankton*



INTRODUCTORY ACTIVITIES

Tell students to sit in a circle. Whisper a fact about an animal to *Student 1* (*Hippos can swim.*). Tell *Student 1* to whisper the fact to the student standing next to him / her (*Student 2*), and so on.

6

Where do wild animals live?

Ask the last student to say the fact aloud and get the rest of the students to say whether it is correct or not. Repeat the game several times with different facts.

How to go about it (page 72)

1. Listen and number.

Tell the students to look at the illustrations. Explain that they are going to listen to information about *ostriches* and write the word on the board. Point to picture number 1 and encourage the students to describe the animal. Point to the rest of the pictures and invite the students to describe them. Then, ask the class to listen to the recording and write the corresponding number in each picture. Play the audio CD more than once and finally, check with the class. Encourage the students to mention key words related to the pictures.



TRACK 33

Listen and number.

1. *Ostriches are very big birds. They have got black and white feathers. They have got a long neck and long legs. Their eyes are very big.*
2. *They live in the savannah in Africa. They haven't got any teeth and they eat plants, fruit and insects.*
3. *Ostriches can lay big and heavy eggs.*
4. *They are very fast animals. They can run up to 70 km/h.*
5. *They can't bury their heads in the sand. This is a myth!*

» Answer Key

(from left to right, top to bottom) 3, 5, 1, 4, 2

2. Now, tick ✓ the correct option.

Go through the sentences and options with the class. Check that the students understand the meanings of the words. Then, explain that they have to tick the correct option to complete the sentences. Play the audio CD more than once so that the students can complete the exercise or check their answers. Finally, invite some volunteers to read the sentences aloud to check.

» Answer Key

1. *savannah*; 2. *run fast*; 3. *long legs and a long neck*; 4. *big eggs*; 5. *plants, fruit and insects*

3. Draw and complete the file with the information.

Invite the students to complete the file with the information about the ostrich and draw and colour an illustration of the bird. Ask some volunteers to read the information in the file aloud to check and show their pictures to the class.

» Answer Key

Animal: Ostrich

Characteristics: big birds, black and white feathers, a long neck, long legs, big eyes

Habitat: the savannah in Africa

Food habits: plants, fruit and insects

Abilities: run fast, lay big and heavy eggs

How to go about it (page 73)

4. Read and complete.

Tell the students that they are now going to read about penguins. Point to the picture and encourage them to describe it and add information they may know. Then, invite them to read the text so as to have a general idea and check some of their predictions. After that, ask the students to read again and encourage them to focus on the words before and after the blanks to complete them with the words in the coloured strips of paper. Once they have completed the text, they may compare their answers with their classmates'. Finally, have some volunteers read parts of the text aloud to check. Ask some general comprehension questions: *Are penguins birds? Can they fly? Where do emperor penguins live? Can they walk well?, etc.*

» Answer Key

black; big; short; can't; small; live; fly; swim; fish; eggs

5. Listen to your friend and guess: *Ostriches or Emperor penguins?*

Tell the students that they are going to revise the information they have learnt related to ostriches and penguins. Ask two volunteers to read the example dialogue aloud. Encourage them to take



turns to say sentences referring to the animals and guess. Walk around the classroom and monitor.

» **Answer Key**

Students' own answers.



REINFORCEMENT ACTIVITIES

Memory Game

Give students one minute to go through the information about *ostriches* and *emperor penguins*. Divide the class into teams. Ask students in *Team 1* to take turns to say a true or a false statement about ostriches or penguins. The students in *Team 2* have to say whether each statement is true or false; and if it is false, they have to correct it.

Variation

Ask students to get in pairs and write a list of the differences between ostriches and penguins in their notebooks. Go over the lists with the whole class and lead discussion.

SB pages 74 and 75 - Integration

How to go about it (page 74)

This section has been created to integrate all the functions, notions and vocabulary presented throughout the unit. Students use the language to complete a task related to a topic of a specific subject. And they also reflect on different personal aspects and on relationships to increase their social and emotional skills.



ALL AROUND CIL TIPS

In this section, students describe animal body parts in relation to adaptation. The connection of the language used for descriptions and the topic of Natural Sciences creates a meaningful situation in which students use the language to share what they already know and learn more about the subject.

Science project: Make animal factfiles. Read the webpage and do the exercise.

Direct the students' attention to the web page and ask: *What is it about?* Invite the students to give examples of animal adaptations they know. Then, read the introduction aloud and check understanding. Ask the students if they can now think of more examples of adaptation.

» **Answer Key**

Students' own answers.

Draw and write about the adaptation of the animals to their habitats.

Now, explain that they are going to focus on specific animals and their adaptations to their habitats. Tell the students that the words in brackets next to each animal refer to the adaptation they have to write about; for example: *how monkeys are adapted to move in the jungle*. Read the fact file of the monkeys aloud and check the students understand vocabulary. Clarify the meaning of *branches* by pointing to the tree in the photo and the meaning of *swing* by miming the action. Then, draw the students' attention to the polar bears and ask: *Where do polar bears live? How do polar bears adapt to the climate? Why aren't they cold?* Remind them of the information on pages 68 and 69. Encourage the class to write about the adaptations of the animals and then, check with the class. Ask the students to draw pictures that illustrate the adaptations.

» **Answer Key**

Polar bears live in the Arctic. They have got white fur to protect themselves from the cold. And they have got a thick layer of fat, too.

Giraffes live in the grassland. They have got long necks to reach the leaves in high branches. And, in this way, they haven't got competition for food with other animals that eat leaves. Giraffes have got long and tough tongues that they use to reach and get the leaves without getting hurt by the thorns in their favourite trees.

Whales live in the sea but they are not fish. They are mammals and they have got lungs. They breathe in and out through their blowholes on



the top of their heads. When they need oxygen, they go to the surface and open their blowholes to take in oxygen. When they go under water, they close the blowhole and can remain submerged for up to 2 hs.

from other classes to come and share the book with them.

How to go about it (page 75)

ALL AROUND TEACHING TIPS

Help students to develop literacy skills. Encourage them to report their information by saying complete sentences, for example: *Polar bears live in the sea. They have got fur to protect themselves from the cold.*



ALL AROUND SEL TIPS

Encourage students to respect and be sensitive to other living things and their needs. Help them become aware of our impact on the environment and how this affects animals in particular.



REINFORCEMENT ACTIVITIES

Make a Wild Animals Book

Distribute large sheets of white paper, coloured soft cardboard paper, coloured pencils and glue among students. Tell them they are going to share information about different wild animals. Ask the students to choose an animal they like, draw it on the sheet of white paper, colour it and decorate it using the soft cardboard paper. Then, encourage them to look for information about the animal they have chosen and to complete a file:

Animal:
 Habitat:
 Characteristics:
 Food habits:
 Abilities:
 Adaptation:

Get them to glue the file next to the picture of the animal and to describe it briefly at the bottom of the sheet of paper. Staple all the sheets of paper together so as to make a book. Invite students

Integration: Where do wild animals live?

List the animals you can see in captivity.

Then, draw and glue them in their natural habitats.

Invite the class to brainstorm the names of animals they can find in captivity. Write the words on the board and ask the students to complete the notes in the books. Then, tell them to draw pictures of the animals on a separate sheet of paper, cut them and glue them on the picture of the correct habitat. Invite different students to show their pictures and mention the animals that live in each habitat. Finally, read the phrase at the bottom and invite the whole class to discuss. Ask: *Why do you think that there are animals in captivity? How do you feel when you see an animal behind bars or in an enclosed space? What can we do to prevent this from happening?*

Big question: Where do wild animals live?

Now that the students have talked about the topic, invite them to look at the animals on pages 64 and 65 again and answer the unit question. Help them with the names of animals they may not know. Draw a table on the board with two columns: *Animals in their habitats* and *Animals in captivity*. Ask the students to mention ideas related to both situations and the consequences they have for the environment. Explain that all species have a role and they keep an ecological balance. But if one of the species is extinct or endangered, the balance is disturbed and it



affects other species. Encourage the students to give examples. As a final activity, students may choose one habitat and draw the animals that live there, illustrating their interactions between them and with their habitats.

SB pages 100, 101, 102, 103 and 104 – Workbook

Remember that this set of reinforcement activities can be used when students need extra written practice of vocabulary or specific language structures. These activities can also be solved at the end of the unit to integrate and consolidate all the concepts that have been learnt.

» Answer Key

1. Read and write the name of the animal.

1. giraffes; 2. monkeys; 3. zebras;
4. crocodiles; 5. eagles

2. Choose an animal and complete.

Students' own answers.

3. Complete with *can* or *can't*.

1. *can, can't*; 2. *can, can't*; 3. *can, can*; 4. *can, can't*; 5. *can, can't*; 6. *can, can*

4. Complete with the names of the animals.

big ears: elephants

a long neck: giraffe, ostrich

a short tail: elephant, giraffe, ostrich, hippo, zebra

long legs: elephant, giraffe, ostrich

5. Correct the sentences.

1. *Wolves have got long tails.*
2. *Eagles can fly very fast.*
3. *Tigers have got big teeth.*
4. *Whales can't lay eggs.*
5. *Ostriches have got big wings.*

6. Unscramble the words.

1. *wing*; 2. *tail*; 3. *beak*; 4. *eye*

7. Now, complete the file.

Name: eagle

Habitat: the mountains

Characteristics: brown and white, big wings, short and big tail, small eyes, strong beak

Abilities: fly very fast, lay eggs

Food habits: fish and small animals

8. Write **T (True)** or **F (False)**. Correct the wrong information.

1. *T.*
2. *F. They are heavy animals.*
3. *F. Brown bears eat fruit, leaves and roots, too.*
4. *T.*
5. *T.*
6. *F. Polar bears live in the Arctic. / Brown bears live in the forest.*

All Around Extra Activities

The activities suggested in this section can be of great help for the consolidation of structures and vocabulary. Most of them can be adapted to different situations and take little time to be carried out, so they are excellent to be used at the end of the class or as enjoyable warm-up activities when starting the day.

Tap and Name

Ask students to mention vocabulary they need to practise, e.g.: *animals, furniture* and */ or food*. Write all the words students suggest on the board. Give them one minute to memorise the list and then, erase it.

Divide the class into small groups and give each group a balloon. In turns, invite a student from each group to name one of the items from the list. Then, ask them to tap the balloon into the air and call on another member of their group to name another item. If a student repeats a word or cannot remember any item, the game begins again.

All Together

Bring a ball of string into the class. Ask students to sit in a circle and emphasise that they must remain on their seats (for safety reasons). Say the following statement aloud: *I have got a pencil in my pencil box*. Then, hold the end of the string and throw the ball to *Student A*. He / She repeats the sentence and adds an item; e.g.: *I have got a pencil and a pen in my pencil box*. Then, *Student A* holds a piece of string and throws the ball to *Student B*, who will repeat the procedure. Students will have fun by creating an entangled string web. The game continues until one of the students cannot enumerate the items in order.

The game can be adapted to revise different lexical groups or target structures.

Find a Partner

Prepare some pairs of cards with identical personal information; e.g.:

Name:

Age: 8

Eyes colour: blue

Hair colour: blonde

Favourite pet: cats

Brother / Sisters: two brothers and a baby sister

Name:

Age: 8

Eyes colour: blue

Hair colour: blonde

Favourite pet: cats

Brother / Sisters: two brothers and a baby sister

Distribute the cards among the students at random. Tell them to walk around without showing their cards and to ask other students questions until they find someone with the same information. Then, invite each pair of students to complete their cards with their real names, and introduce one another using the information on their cards; e.g.: *His name is Tom. He is eight years old. He has got blue eyes and blonde hair. His favourite animal is the cat. He has got two brothers and one baby sister.*

All Around Extra Activities

Whispering

Organise students into groups of five or six. Ask each group to stand in a line. Whisper a sentence to the first student in each line. Each student should pass the information to the student behind by whispering the sentence into his / her ear. The last student in each line has to say the sentence aloud, draw what he / she has heard and / or perform the action. If it is incorrect, the first student in the line will have to do it.

True or False?

Give out wooden sticks and two paper squares to each student. Tell them to write the word *TRUE* on one square and the word *FALSE* on the other. Then, ask students to glue each square on a stick. Say true or false statements about a topic that the students have learnt about. Get students to hold up their sticks to show whether each statement is true or false. Then, students may take turns to say true and / or false statements.

Body Writing

Prepare vocabulary picture cards students need to revise. No words should be written. Put the cards into a bag. Divide the class into two teams, *Team 1* and *Team 2*. Ask a student in *Team 1* to stay in his / her place while the rest of the students in *Team 1* stand in front of the class. Ask them to take a picture card out of the bag without showing it to their mates. They will have to form the word with their bodies, one letter per student. Invite the student sitting down to read the word. If he / she does it correctly, the team wins a point. Do the same with *Team 2*. Play the game several times.

Body Story

Tell students you are going to tell them a funny story and that they have to participate. Invite them to respond physically to the clues, e.g.: They should clap their hands when you mention an animal, stand up when you mention some food and raise their arms when you mention an action. Make up a short story using the vocabulary students need to revise.

E.g.: *A big elephant* (students clap their hands) *lives under a tree in the forest. It walks* (students raise their arms) *long distances to eat big hamburgers* (students stand up)...

Invite a volunteer to take your place and repeat the procedure.

Jigsaw Sentences

Invite students to choose the reading passage they liked best from their book. Tell them to copy it on a sheet of paper, leaving blank lines in between. Then, ask students to cut out the sentences and put them inside an envelope.

E.g.:

King penguins live in large colonies in the Antarctic and they are very sociable.

They are birds but they can't fly.

Invite students to exchange envelopes. They should try to reconstruct the text and then, compare the passage with the original version in their books.

Scrambled Letters

Divide the class into groups and write different letters scattered on the board. Give the students 2 minutes to make words and write them down. Then, invite the groups to read their words aloud and write them on the board to check spelling. The group that writes more words correctly, wins.

Picture dictation

Prepare descriptions of people, animals or objects. Explain to the students that they are going to listen to the descriptions and they have to draw what they hear; e.g.: *Tina is tall. She has got long, curly blonde hair. Her eyes are brown. She has got a small nose and a big mouth. / I've got a big dog. Fred is black and white. He has got long ears and long legs, too. But his tail is short. He's very playful and his favourite toy is a red and blue ball.* Finally, invite the students to compare their pictures to check.

Scrambled sentences

Divide the class into groups. Write sentences in strips of paper and cut the pieces with each word. Put the pieces in envelopes and give one to each group. Students work together to put the words in order to make sentences. Invite volunteers from each group to write the sentences on the board to check.

Mime

Invite a volunteer to the front and whisper an action: *sing, ride a bike, cook, listen to music*, etc. The student has to mime the word or phrase to the rest of the class. The student who guesses, goes to the front to mime another action. You may also ask students to make a sentence using the verb: *I can't sing. My sister can ride a bike very fast.*

Snap!

Ask the students to prepare cards with words and pictures to revise vocabulary; e.g.: *animals, food, colours, numbers*, etc. Tell them to write a word in one card and draw the corresponding picture on the other. Then, ask the students to work in pairs and place the cards face down on the desk. Students have to turn the cards at the same time. If the words or pictures match, they have to say *Snap!* The student who collects more cards is the winner.

My Favourites

Write categories on the board: *Subject, Animal, Number, Colour, Food, School object*, etc. Ask the students to write their favourite items in each category. Then, invite them to walk around the classroom and ask their classmates about their favourite things. They have to write the names of their friends and the favourite things they have in common. Finally, invite different volunteers to report their findings.

I Spy

Describe an object and invite the class to guess. Say: *I spy with my little eye something red.* Encourage the students to mention red objects and if they cannot identify the correct one, add information: *I spy with my little eye something red and small.* The student who guesses, takes on the role and describes another object.

Treasure Hunt

Write a list of vocabulary on the board. Hide pictures representing the objects, food or animals in the classroom or outdoors. Ask the students to read the list and find the corresponding objects. When they identify an object or picture, they have to describe its location; e.g.: *The pencil case is under the chair. The fish is in the school bag. The cooker is on the desk.*

Word Chain

Ask the students to sit in a circle. Say a word and encourage a volunteer to use the last letter to say another word; e.g.: *elephant, table*. Then, the classmate next to that student says another word using the last letter, e: *elephant, table, egg*. Continue with the same procedure.

All Around Extra Activities

Guessing Game

Divide the class into groups. Prepare cards with words that students need to revise. Invite a volunteer to come to the front and pick a card. The student has to describe and give clues so that the rest of the class identifies what it is: *It has got four legs but it can't walk. It isn't an animal. It's in the classroom. It isn't a chair. (It's a desk.)* The student who guesses the word goes to the front and picks another card.

Dice Game

Bring a dice and divide the class into groups. Assign a category to each number and write the reference on the board; e.g.: 1. Colours; 2. Pets; 3. Furniture; 4. Family; 5. Food; 6. School objects. The groups take turns to throw the dice twice: the first time, they identify the number with the category and the second time, they know the number of words they have to say in relation to that category. For example, if the students get 2 and 5, they have to mention five pets.

Hangman

Draw a scaffold on the board and lines for each letter of the word that students have to identify. Encourage the students to take turns to say letters. If the letter is part of the word, write it in the corresponding blank. If the letter is incorrect, draw a part of the hangman's body. The student who guesses the word comes to the front and thinks of another word for the class to guess.

Memory Game

Prepare flashcards and word cards. Write numbers or letters on the back of the cards and stick the cards facing the board. Divide the class into groups and ask them to say two letters / numbers and turn the cards to check if they match. If the picture and word match, the group takes the cards. If they are incorrect, turn the cards again and ask the next group to say two letters / numbers. The group with more cards is the winner.

Bingo

Ask the students to draw a grid of eight squares and write words related to the topic they need to revise. Call out one word at a time and tell the students to cross them if they are in their grids. Explain that when they cross all of the words, they have to shout *Bingo!*

Odd One Out

Dictate four words and include one of a different category; e.g.: *chess, hangman, dominoes, football*. Encourage the students to identify the word that does not belong to the group and explain why: *Football isn't a game. It's a sport.* Repeat the procedure with other categories.

Simon Says

Tell the class you are going to give instructions and they have to mime the actions. Explain that if you do not say *Simon says* in the phrase, they do not have to move; e.g.: *Simon says swim.* (Students mime the action.) *Touch you hair.* (Students do not move.)

Missing Letters

Revise vocabulary by writing words on the board with missing letters; e.g.: *c_r_o_s* (*carrots*). Determine a time limit and encourage the students to complete all the words. Invite different volunteers to the front to write the answers and check.

What's this?

Bring pictures of different objects and animals. Cover the picture with a piece of cloth or dark paper and reveal a small part of the picture. Encourage the students to say what it is. If they do not say the correct word, show a bigger part of the picture so that they can recognise it. Continue with this procedure until the students guess correctly.

Guess Who

Bring photos of famous people from different fields. Show the pictures to the students and elicit the names. Stick the photos on the board and write the names under each of them. Explain that you are going to choose one of these people and they have to ask you *Yes / No questions* to find out who you are: *Have you got short hair? Are you an actress?*, etc. When a student identifies who you are, she / he chooses another famous person and the rest of the class has to ask her / him questions.

Finish My Sentence

Tell the class that you are going to say a sentence without the last word. Explain that they have to guess the missing word to finish the sentence correctly. Tell them to pay attention to the last word you mention; e.g.: *My favourite colour is... . I like strawberries but I don't like... . My grandfather can... .* If a student uses the exact word you omitted, she / he earns a point.

Word Race

Divide the class into groups and ask them to get in lines. Bring pictures of the vocabulary they have learnt and place them on the floor, away from the students. Tell them that you are going to say a word and they have to run and find the correct picture. Make sure there is more than one picture for each word. The first student who takes the correct picture earns a point for the group. The group that collects more pictures is the winner.

All Around Extra Activities

All Around Celebrations



Easter

Egg Hunt

Materials: White construction paper, coloured pencils, markers, glitter, glue and glossy paper.

Procedure: Tell students to cut the shape of an egg out of white construction paper. Encourage them to decorate the shape using coloured pencils, markers, glitter and glossy paper so as to make an Easter Egg. Once all the students have finished, collect all their Easter Eggs and invite them to leave the classroom and to wait outside. Then, hide the Easter Eggs around the classroom in different places; making sure they are hidden in, on, under and behind different objects. Ask students to walk into the classroom and to look for the eggs. Tell them that, as soon as they find an egg, they have to put up their hands and say where it is; e.g.: *Here is an egg! It's on the table!* Then, students have to keep the egg they have found, sit down and wait for the others. When everybody has found an egg, ask students if they know whose egg they have by asking: *Whose egg is that, Tommy? It's María's.* Finally, ask students to return the egg to the person who has made it for him / her to take it home.



World Environment Day

Leaflet

Materials: White sheets of paper, markers, coloured pencils, magazines and glue.

Procedure: Tell the students to list actions to protect the environment. Write all the suggestions on the board and help the class with new vocabulary: *Ride your bike or walk to school. Throw the rubbish in the bin. Don't use aerosols. Don't use plastic bags. Separate the rubbish to recycle. Turn off the lights when you aren't in a room, etc.* Then, invite the students to find pictures in the magazines that represent some of the ideas. Ask them to write the phrases in the white sheet of paper and glue the corresponding pictures to illustrate the ideas.



Friendship Day

Card

Materials: White sheets of paper, coloured pencils and crayons, markers, magazines and glue.

Procedure: Explain to the class that they are going to make an acrostic with their friends' names. Write your name vertically on the board and encourage the students to use the initial letters to say words that they associate with you. Invite the students to think of their friends and write down words that best describe them. Tell them to write their friend's name vertically and use the initial letters to spell out the words they want to include. Walk around the classroom and help the students with vocabulary. Ask them to write drafts before they design their cards with the acrostics. Encourage them to use coloured pencils to write the words and cut out pictures from the magazines to decorate their cards..





Spring Day

Seasons Book

Materials: White sheets of paper, coloured pencils and markers.

Procedure: Tell students to write the word *Spring* on a white sheet of paper as a title. Write the following on the board: *I like flowers in Spring.* Encourage students to copy the sentence underneath the title on their sheets of paper. Invite them to make a list of all the things they can see, feel, do and find in spring. They may use their Student's Books and / or dictionaries to collect ideas. Finally, students illustrate their ideas to turn their work into a poster. Ask volunteers to show their poster and talk about it. Collect all the posters and organise a *Seasons Book* to be taken home by all the students. Parents may write comments about it.

Variation: Students may create a *Season Book* at the beginning of each season.



Halloween

Silhouettes

Materials: An empty box of cereals, wax paper, white paper, coloured pencils, markers, a piece of thread, tape and a puncher.

Procedure: Ask students to cut a rectangle (15 cm x 10 cm approximately) out of the front and the back part of the box of cereals. Tell students to cover the rectangles with wax paper so that the box looks like a screen. Invite students to draw the outline of a spooky animal or object on the white paper and cut it out. This should not be larger than the screen. Get students to punch out holes for the eyes of their animal or object. Tell them to tape a piece of thread at the back of the object / animal and then to tangle it on the box lid so that their picture hangs inside the box. Darken the classroom. Invite students to come up with their boxes while you light a torch throughout the wax paper (the screen). In this way, the picture hanging inside the box will be seen throughout the translucent wax paper. The rest of the class can make comments on the spooky shadows.



Family Day

Paper Holder

Materials: A shoe box, white paint, coloured pencils, markers and glue.

Procedure: Tell the students to paint the shoe box, without the lid, with white paint. Then, ask them to draw a portrait of themselves on the box lid and to cut it out. Invite them to glue their portrait onto the back of the box so that it can be seen appearing from behind the box. Finally, ask students to cut out the shape of a heart, write a message to their family on it, decorate it and glue it on the front of the box.

Variation: Students may also draw a portrait of their family.



All Around Extra Activities



Christmas

Christmas Trees

Materials: Brown construction paper, white paper, coloured pencils, markers, glitter, pieces of wool, a stick, glue and green glossy paper.

Procedure: Invite students to cut half a circle out of brown construction paper. Show them how to fold the half circle so as to make a cone. Tell students to glue the edges of the cone together leaving a small hole at the top of it. Invite the students to cut leaves out of green glossy paper and to glue the leaves onto the cone to turn it into a *Christmas Tree*. Get them to decorate their tree by sprinkling glitter and gluing pieces of wool. Then, encourage students to draw and decorate Christmas presents on the white paper, cut them out and glue them around the tree. Finally, tell students to paint a paper star, put some glue on it and sprinkle glitter to make it shine. Ask students to glue the star onto the stick and place it into the hole at the top of the cone.

Gift Exchange

Materials: A paper bag, construction paper of different colours, white paper, coloured pencils and markers.

Procedure: Ask students to choose a classmate they feel close to. Encourage them to imagine what their friend would like for Christmas. Invite them to draw a gift on white paper, decorate it and cut it out. They may write some comments about the gift or a short description of it and then, place it inside the paper bag. Tell students to make a nametag and to attach it onto the paper bag.



Students can draw typical ornaments of a *Christmas Tree* on construction paper, decorate them and cut them out. Tell them to glue the ornaments onto the paper bags. Finally, encourage students to exchange gifts. Ask pairs of students to come up in turns and guess what their gifts are.



Holidays

Holiday Planner

Materials: White sheets of paper, coloured pencils, glue, magazines and markers.

Procedure: Invite the students to design a holiday planner. Draw three columns on the board: *Things to do*, *Places to go* and *People to visit*. Ask them to complete the categories with their plans and encourage them to include ideas they are not sure about yet but they would like to do. Once they have written down their plans and intentions, invite them to design their planners and complete them. Tell the students they can decorate their designs with illustrations and photos from magazines and draw their own pictures, as well. Finally, invite the students to the front to show their planners and share their ideas with the rest of the class.



All Around Helpful Tips

Here is a list of helpful tips you may profit from when planning your lesson:

- Create a friendly atmosphere in the classroom.
- Prepare your material in advance.
- Keep your planning flexible enough so as to resort to the students' needs. Pay close attention to this, and do not be afraid of modifying an activity if it is not appropriate at that stage.
- If photocopies or extra materials are needed, make sure there is enough for everyone to complete the task successfully.
- Demonstrate the activities in front of the class, using simple and clear language to describe the procedures.
- Walk around the classroom assisting students when necessary.
- Remember that each student is unique. Pay attention to their individual needs.
- Make sure there is enough room for TPR (Total Physical Response) activities. Students need space to move comfortably.
- Keep the information written on the board well organised. This brings the lessons in focus.
- Use legible and clear handwriting. Teachers are always taken as a model.
- Give students enough time to copy from the board and to solve everyday activities.
- Respect deadlines for homework.
- Exhibit and praise students' work equally.
- Encourage students to experiment and be creative.
- Do not compare students' work.
- Perform continuous assessment of the students' work by observing their performance in class and keep a clear and tidy record of it.

- Keep an emergency kit with games and short activities in case you need to change your plan.
- Speak English in class. Here are some useful classroom phrases:
Colour the drawing...
Glue the picture on...
Time's up.
Are you ready?
Have you finished?
Wait a minute.
Be quiet.
Well done!
Congrats!
Have a nice weekend.
Put your things away.
- Help students understand by making gestures and miming when necessary so as to avoid L1.
- Assign the role of class helper to a different student in each lesson so that they are involved in the class and cooperate by doing tasks: handing copies, giving out materials to their classmates or cleaning the board.
- Reinforce students' interpersonal relationships by mixing them when they have to work in pairs and groups.
- Encourage fast learners to help weaker students.
- Relate the target language to students' interests to create a more meaningful learning context.
- Make use of different techniques and resources to address multiple intelligences and learning styles.
- Encourage students to create a glossary and include pictures to help them with the meaning of words.

All Around Extra Activities

Track List - Audio CD

Track	Listening	Activities
2	Listening 02	Unit 1. Page 6. Exercise 1. Listen and repeat.
3	Listening 03	Unit 1. Page 7. Exercise 3. Listen and repeat.
4	Listening 04	Unit 1. Page 9. Exercise 2. Listen and repeat.
5	Listening 05	Unit 1. Page 10. Exercise 1. Listen and tick ✓.
6	Listening 06	Unit 1. Page 11. Exercise 3. Listen and sing. Colour.
7	Listening 07	Unit 1. Page 11. Exercise 4. Now, create your song. Sing!
8	Listening 08	Unit 2. Page 18. Exercise 1. Listen and read.
9	Listening 09	Unit 2. Page 20. Exercise 2. Listen and circle. Complete.
10	Listening 10	Unit 2. Page 22. Exercise 1. Listen and repeat.
11	Listening 11	Unit 2. Page 24. Exercise 1. Listen and tick ✓.
12	Listening 12	Unit 3. Page 30. Exercise 1. Listen and read.
13	Listening 13	Unit 3. Page 30. Exercise 2. Unscramble and write. Then, listen and repeat.
14	Listening 14	Unit 3. Page 32. Exercise 1. Listen and repeat.
15	Listening 15	Unit 3. Page 34. Exercise 1. Listen and read.
16	Listening 16	Unit 3. Page 36. Exercise 1. Listen and match.
17	Listening 17	Unit 4. Page 42. Exercise 1. Listen and repeat.
18	Listening 18	Unit 4. Page 43. Exercise 3. Listen. Tick ✓ your special abilities.
19	Listening 19	Unit 4. Page 45. Exercise 2. Listen. Put a tick ✓ or a cross X.
20	Listening 20	Unit 4. Page 46. Exercise 1. Complete the dialogues. Listen and check.
21	Listening 21	Unit 4. Page 48. Exercise 1. Listen and read.
22	Listening 22	Unit 5. Page 54. Exercise 1. Listen and repeat.
23	Listening 23	Unit 5. Page 55. Exercise 4. Listen and read. Tick ✓ the correct option.
24	Listening 24	Unit 5. Page 56. Exercise 1. Listen and read.
25	Listening 25	Unit 5. Page 58. Exercise 2. Listen and repeat the rhyme.
26	Listening 26	Unit 5. Page 59. Exercise 1. Listen and read. Play with your friend and guess.
27	Listening 27	Unit 5. Page 61. Exercise 2. Listen and read.
28	Listening 28	Unit 5. Page 61. Exercise 4. Read and complete the chat with <i>Yes, I do.</i> or <i>No, I don't.</i> Listen and check.
29	Listening 29	Unit 6. Page 66. Exercise 1. Listen and read.
30	Listening 30	Unit 6. Page 67. Exercise 3. Match. Listen and check.
31	Listening 31	Unit 6. Pages 68 y 69. Exercise 1. Listen and read.
32	Listening 32	Unit 6. Page 71. Exercise 3. Listen and read.
33	Listening 33	Unit 6. Page 72. Exercise 1. Listen and number.

All Around

New Edition

All Around New Edition is a fully updated and improved version of the best seller *All Around*.

While still focusing primarily on the learning of the English language, the topics, activities and resources in this new edition have been carefully redesigned to teach the whole child – cognitively, creatively and socially through a variety of modern and entertaining CLIL projects and social emotional competences activities. A Big Question now establishes the central topic of the unit and promotes critical thinking, curiosity and interest in learning. As students acquire and practise extensively the necessary language skills in English, the series also helps them develop themselves socially and emotionally at the same time.

Key Features

- Clear and easy-to-use material within a simply-structured and integrated programme
- Variety of printed and digital cross-curricular, interactive and fun activities for students
- Plenty of extra ideas and materials for teachers

Components

For the student

- Student's Book + Workbook
- Interactive Activities

For the teacher

- Teacher's Book + Audio CD
- Teacher's Resource Material
- Digital Book
- Posters

