

Teacher's Book + Audio CD

Orbit

1



Orbit 1

Contents

Orbit series presentation _____	2
Story _____	2
Orbit series rationale _____	3
Social emotional competences and skills _____	3
Stories _____	5
Cross-curricular work _____	6
Creativity _____	6
Digital literacy _____	8
Theoretical and methodological approach _____	8
Approach to foreign language teaching _____	8
Language and mother tongue concept _____	10
Language teaching in the early years in Primary School _____	10
Evaluation _____	12
Working with the Orbit series in the classroom _____	12
Social emotional competences and skills _____	12
Comic strip stories _____	13
Prior knowledge and students' curiosity activation _____	16
Reading comprehension and different types of texts _____	17
Bibliographical references _____	18
Components of the Orbit series _____	19
Student's Book contents _____	20
Tour of the Student's Book _____	22
Tour of a unit _____	24
Suggestions for the first classes _____	26
Notes for each unit _____	27
Hands on _____	94
Game _____	97
Audio CD Track List _____	99

Orbit series presentation

Dear teacher,

The **Orbit** series takes students into a world of culture, information and surprises as they learn the English language. Brownie, a curious ferret who likes exploring the world, accompanies students in this process: he takes imaginary journeys with different groups of friends. With the help of a special gadget, Brownie and the children go into various adventures seeking for answers to their questions. With this story in mind, this three-level series for the early years of Primary School offers students the chance to learn a new language meaningfully, awakening curiosity for new discoveries, stimulating creativity and letting students interact with the stories presented throughout the series.

The series takes students into an A1 level of the Common European Framework of Reference for Languages CEFR – CEFR, internationally recognised to indicate the level of proficiency in any given language. Level A1 corresponds to a beginner level: students are capable of communicating in everyday situations, understanding simple instructions and satisfying basic needs, such as introducing themselves and others, for example.

The digital components of the series aim at consolidating and expanding the topics studied in the Student's Book through the exploration of different contexts, situations and cultures. They are appropriate

to the age group and promote students' interest in language learning, give them the chance to go deeper into the topics, reinforce grammar and vocabulary practice and contribute to students' digital literacy.

The **Series rationale** section in this Teacher's Book presents the philosophy behind the series explaining the concept of social emotional competences and how the comic strip stories represent a significant component in the series. You will get to know how the book articulates with the notion of cross-curricular activities and creativity. The **Theoretical and methodological approach** section includes particular notions about foreign language learning in the early years of Primary School and different forms of evaluation. In the **Working with the Orbit series in the classroom** section, you will be guided on how to deal with specific features of the series, work with social emotional competences and the comic strip stories, activate prior knowledge and arouse students' curiosity. There is also a considerable quantity of resources to work with each book and with the digital contents suggested for each unit. Those resources provide you with the necessary support to develop consistent work with your students throughout the year.

Have a good and productive school year!

Story

All three levels in the series have a leitmotif: the story of a very adventurous and curious ferret called Brownie, who loves making new friends. In each level, Brownie goes on imaginary adventures with a different group of friends, always trying to discover the answer to a question with the aid of a special device.

In **Orbit 1**, Alice, Ben, Daniel and Emma meet Brownie in the house of Daniel and Emma, who are siblings. Brownie runs past the children and gets into the basement of the house. The kids follow Brownie and find an adventure book –with blank pages– and

an electronic device. As children experience their adventures, the book pages are written, symbolising the students' contact with knowledge and the making up of the story. At the end of the school year, the children go to the school library and Brownie runs away from Ben's backpack to go into new adventures and meet new friends.

It is in this library that Anne, Olivia, Scott and Zac meet Brownie in **Orbit 2**. They find a secret room that leads them to the adventure book and the ferret. When Brownie's mission with these children ends, he

accompanies them on a school excursion to a natural history museum, carrying the adventure book and the device. There he meets Amy, Kim and Luke, who are also visiting the museum. At the museum, the children come across Brownie –with the adventure book– in a secret room and thus new adventures begin in **Orbit 3**.

When they reach the end of their last adventure, they find the names of the book's owners, Emma and Daniel, and decide to return the book and the device to them by mail.

Brownie's story contributes to the students' learning process, seeking answers to their questions and using creativity to find them. The expectation is that, just as in the story, students will learn in a playful and imaginative universe where they will grow up and actively participate in an increasingly connected and globalised society.

Orbit series rationale

The **Orbit** series was carefully conceived and planned to create a significant learning environment in which knowledge of the world is intertwined with the learning of the English language. The series tries to engage students in the study of the language through questions which can be related to different cross-curricular areas. In level 1, there is only one question which is answered throughout the book. In levels 2 and 3, there is one question in each unit, which is answered within that unit. Each question, which appears in the opening pages of each unit, triggers the exploration of the vocabulary in the unit and motivates students to share their prior knowledge of the topic dealt with.

The question which appears in the opening pages will be answered in the comic strip story, which also aims at working with social emotional competences and promotes students' integral education. In this way, the series is characterised by relating cognitive competences – those which have to do with reasoning, memorisation and content acquisition – to social emotional competences, which have to do with the real world and students' immediate needs.

The purpose of teaching a foreign language to Primary School students is related to the academic and professional future of those children. The early contact with the English language offers immediate advantages such as familiarisation with the language, interaction with other cultures and knowledge acquired through the use of the Internet, games and songs. Apart from that, language learning integrated with social emotional competences offers children the possibility of recognising their own emotions and behaviour and consequently dealing with them,

understanding how these emotional factors interfere with learning process results.

This series aims to be aligned with the latest trends in Methodology and to respect essential aspects of child development –such as literacy progress and psychological development– but at the same time it prepares children for the twenty-first century. The challenge teachers, schools and students face nowadays is greater than ever before because of the development of information and technology and the many changes and transformations in the world of work. Students need to be prepared for a new, demanding context and schools and teachers need to attend to an integral education scheme more than ever.

Social emotional competences and skills

Children spend most of their lifetime at school or carrying out school-related activities –studying, doing homework, getting together in groups to prepare special projects, etc. This fact makes us think of education as a transforming pedagogical action which needs to be focused on the child of the twenty-first century. This child has already got access to loads of information outside school; therefore, to make learning at school significant, it is necessary that the child feel he can produce, give opinions, obtain relevant information, socialise with other people, feel happy and learn to learn. This child needs to be acquainted with social emotional skills as never before.

What do social emotional skills relate to?

Social emotional competences are related to values, attitudes and social skills which contribute

to the emotional, physical and psycho-social development of children and allow them to interact with others respectfully and peacefully. Together with behavioural and cognitive learning, they form the basis for the concept of Education for global citizenship.

What is Global Citizenship Education?

There are many interpretations of the concept of global citizenship. Some people refer to it as 'citizenship without frontiers' or 'citizenship beyond the nation state'. In a general sense, global citizenship is related to a growing interrelationship and interconnections between countries in economic, cultural and social areas through international commerce, immigration, communication, etc. It is also related to an interest in welfare beyond the country boundaries, in the belief that global welfare influences the welfare of the national and local state.

Whatever the interpretation of the concept of global citizenship, the term refers to a feeling of belonging to a wider community with a global perspective, a way of relating to others through universal values, respect for diversity and pluralism. In this sense, the life of the individual has implications in daily decisions that connect the global perspective with the local one and viceversa.

Why teach social emotional competences at school?

At a moment in which the world offers young people the opportunity to be the protagonists of their own development, the traditional school still gives insufficient answers, focusing just on content, which results in a big discrepancy between the requirements of the twenty-first century and what the school offers students. This discrepancy can be dealt with when social emotional skills and cognitive skills are taught integrally. As the human being is extremely complex, it is necessary to incorporate more flexible and embracing strategies which consider more than cognitive aspects.

Some social emotional competences which appear in the series are openness to new experiences, self-confidence, self-awareness, self-control, autonomy, cooperation, communication, commitment, creativity, curiosity, determination, enthusiasm, flexibility, gratitude, modesty, initiative, leadership, optimism, critical thinking, resilience, problem-solving, respect, responsibility and socialisation.

Main results of working with social emotional competences

When working with social emotional competences, students:

- learn to develop self-esteem and to value other people;
- learn to approach others and establish positive relationships, asking for and offering help;
- learn to recognise, regulate and manage their own emotions and emotions provoked by other people or on other people (positive and negative);
- learn to solve conflicts, resist negative peer-pressure and prevent violence - including gender violence and bullying;
- learn to negotiate, mediate and reconcile solutions that benefit all. In addition, they become aware of the importance of listening and respecting different opinions and points of view;
- develop empathy, solidarity and respect for differences and diversity (e.g. those concerning culture, language, gender, sexuality, religion, lifestyle, age, physical characteristics), considering what makes us similar to and different from others;
- experience a sense of belonging to a community and share values and responsibilities based on human rights, and understand how the community relates to the world;
- learn to value and respect all living things in general and to consider the planet Earth as the space that shelters us all;
- understand that the human being is guided by rules (i.e. that all relationships are built and organised based on norms, which may be social, cultural, legal, etc);
- learn about their identity and their role in the relationships of which they are part (for example, family, friends, school, community, country) and how to use it as the basis of the understanding of the global dimension of citizenship.

How to teach Global Citizenship Education

There isn't obviously a single way to teach Education for global citizenship at school, but there are some factors that contribute to its implementation. The **Orbit** collection, for example, seeks to sensitise children to issues related to global citizenship. It should be pointed out that it is up to teachers to

make the adaptations they consider necessary and relevant, according to their local reality, their needs, the characteristics of their students and their community. This interference is very important in the process, since one of the assumptions for the promotion of GCE is to avoid the creation of 'models' to be followed by all, regardless of their inherent differences. So this is work that must be done in the light of contextual factors. Some basic pedagogical practice that can articulate social emotional competences and cognitive aspects are:

- creating a respectful, inclusive and interactive environment in the classroom and in other school environments (e.g. inclusion, shared understanding of classroom rules, the opportunity for students to have a voice);
- introduction of pedagogical approaches focusing on the child, coherent with the learning objectives (e.g. autonomous and collaborative learning, digital literacy);
- integration of authentic tasks (such as working on the rights of the child, on peace building);
- use of educational resources of global orientation for helping students understand how they fit in the world in relation to their local circumstances (e.g. through a variety of resources and media);
- implementation of evaluation strategies consistent with learning objectives and forms of instruction used to support it (e.g. reflection and self-assessment, peer feedback, teacher assessment, journals and portfolios);
- offering students opportunities to experience learning in different contexts, including activities supervised in the classroom, in other school environments and in the community, from the local to the global aspect (e.g. participation in the community, exchange of international emails, virtual communities);
- the proposal of interdisciplinary activities (e.g. students involved in any given school subject project are encouraged to seek advice from teachers of other areas when the task requires specific knowledge).

How to evaluate results when working with social emotional competences

Evaluation is a very useful tool to observe the effectiveness of actions and, of course, to identify

difficulties, prioritise objectives and, if necessary, rethink attitudes throughout the process. However, this is only possible when the social emotional competences are developed together with the cognitive ones. In order to do so, we suggest the elaboration of road maps in which observable data related to the competences developed can be recorded. The script should not admit single answers, right or wrong, but it should be used to reflect on the learning process. The following chart shows how this can be done considering some of the social emotional competences previously presented.

Dimension	Social emotional competence	Attitude
Respect and care for the other (kindness)	Cooperation	Does the student find solutions to conflicts with his / her classmates?
Socialisation and enthusiasm (extroversion)	Communication	Does the student actively participate in class? Does he / she solve his / her tasks enthusiastically?
Openness to new experiences (openness)	Curiosity	Does the student show interest in the learning process? Does he / she ask questions to improve comprehension?
Dealing with emotions (emotional stability)	Self-control	Does the student remain calm even when criticised or provoked in any way?

Stories

The activity of storytelling is part of the everyday life of people from all walks of life, cultures and beliefs and, in all these contexts, it has got similar goals, such as entertaining, teaching values, enchanting or scaring. In general, children come into contact with stories from a very early age and this activity feeds their imagination and contributes to the knowledge of the world around them: places, feelings, people, animals, colours, sizes, etc. In this sense, the familiarisation with stories becomes a great facilitator in the teaching-learning process. Stories invariably deal with diverse emotions, such as insecurity, courage, optimism, pessimism and fear, among others, and this may lead to greater engagement of the student with what is being studied in the comic strip stories in the **Orbit** series.

It is through the comic strip stories in the **Orbit** series that important issues related to social emotional competences are dealt with. In what specifically concerns English learning, working with stories can lead to activities involving games, which are essential in the early years of Primary School. Stories enable students to activate prior knowledge at the beginning of the stories and predict their ending. They also foster the development of deductive reasoning, the association of verbal language with nonverbal language and work on oral language skills, through the dramatisation of the text or the retelling of the story, and re-creating plot or suggesting new endings when writing, for example. They also favour the development of the ability to understand oral English, and reading, at more advanced stages. It is also through stories that the child expands his / her vocabulary.

Another important reason to work with stories in the series is the fact that it offers the chance to satisfy the innate urge to know and to seek answers which, according to Antunes, is the most important quality of the human species. Although not specifically for stories, the author draws attention to the fact that 'the teacher should always arouse the children's curiosity and enlighten their enquiring spirit, especially because our students live surrounded by stimuli and electronic devices, computers and mobile phones that provide extraordinary search tools. Consequently, they are not usually curious about the challenges their teacher brings about. It is up to the teacher to become a hunter of curiosity, words and expressions, a professional always capable of stimulating interest in the class and the children's willingness for arguments and transformation.' (ANTUNES, 2010, p.39)

Depending on the work the teacher does with the comic strips, he /she can activate the students' will to discover, their desire to find the answer to the big question, which is answered in the story, and to get to know more about the children's adventures. The use of the question which is always accompanied by digital educational content illustrates and broadens the subject, and arouses the students' curiosity in the story. The series works under this principle, because, agreeing with Antunes (op. cit.), 'nothing is interesting for a student if it does not satisfy a need' (p.42). According to the author, for younger students, this need may be a riddle, a guess, a puzzle or a doubt, such as that posed by the big question.

Finally, it is worth highlighting the possibilities of interdisciplinary work that the comic strip stories offer. The English language becomes a tool to explore, directly or indirectly, topics proper to other school subjects, thus contributing to the integral education of the child.

Cross-curricular work

Cross-curricular work attempts to go beyond the idea of traditional fragmented teaching, making teaching meaningful to children's reality, culture and identity. Contributing to the integral formation of the student, the aim of this series is to relate the study of the English language to other areas, especially those studied in Primary School. An important aspect that inevitably brings together the study of languages to the study of other school subjects is the fact that access to all areas of knowledge, such as geography, mathematics, history, among others, occurs through language. This is why most teachers, especially in Primary School, regardless of the subject they teach, are also language teachers. Thus, the language teacher can facilitate this interaction, always establishing links between language teaching and other areas of knowledge. Therefore, this series offers, at various stages, suggestions for integrating work with other school subjects, either through the opening pages of each unit, the questions, the comic strip story or the rest of the activities.

Creativity

According to Carol Read (2015), creativity is usually described as an unusual thought, an unusual answer which brings original ideas, new solutions to solving problems or new ways of looking at a particular topic. Creativity is always a key factor in foreign language classes, since the student is often invited to interpret and retell stories, produce contexts to dramatise a dialogue, create lines for characters to act out, etc. The author acknowledges that the language skills of children who learn English in Primary School are limited; even so, they have got a high creative potential, which must be explored by the teacher.

The development of creativity in English classes can, among other things:

- increase the involvement and motivation of the child;

- make language learning pleasant and unforgettable;
- give the child a sense of ownership and fulfillment;
- develop the ability to think flexibly;
- provide the basis for the development of a more sophisticated, conceptual and abstract creative future.

It is essential to keep in mind that this does not happen out of the blue; in other words, it is necessary to create situations that will serve as a basis for the child's creative development. Therefore, this series is supported by the seven pillars of creativity, developed by Read, for the preparation of various activities in the Student's Book and extra activities.

Pillar 1: Raise self-esteem

If the child does not feel safe, if he / she feels that he / she does not belong to the group or that he / she feels incapable of doing something, his / her creative thinking skills will be blocked. It is essential to help children raise their self-esteem, value their contributions, highlight their talents and respect their opinions. The teacher should try to make children feel part of the group and notice that, for example, having different ideas from others is precisely what makes a group even more interesting. One of the ways to boost self-esteem is to explore the big question, allowing students to express themselves freely, without censorship, making them feel confident enough to be creative in the classroom.

Pillar 2: Be an example

To help students develop a skill, it is essential that the teacher acts as a model which students can mirror. If the teacher expects, for example, his / her students to consider a topic from various angles to obtain different results, his / her own day-to-day attitudes should reflect this creative thinking process. Therefore, several activities suggested in the series try not to be predictable and monotonous in order to help the teacher foster his / her students' creativity.

Pillar 3: Offer the possibility of choice

When giving children the chance to make choices, they will learn to take responsibility for their decisions. This will help them develop a sense of ownership and feel motivated towards creative work. Therefore,

this series offers several activities with no correct or incorrect answers, but activities that give room for personal choice.

Pillar 4: Make productive use of questions

It is necessary to ask questions that arouse children's interest and trigger and exploit their thinking skills, encouraging them to engage in the creative process. Thus, in levels 2 and 3, all units are organised around a question that seeks to involve students in learning a particular topic. In most units, apart from the big question, there are some activities that also help students answer that question.

Pillar 5: Make connections

Being able to establish relationships between ideas is also one of the conditions for developing creativity. This is because the relationships that one particular student makes between two ideas may not be the same as the links made by another student, since each will be driven by different values, feelings and experiences. The practice of creating connections provides children with the necessary basis to become increasingly creative in the future. Thus, the topics of the units always relate to children's lives so they can make connections.

Pillar 6: Explore ideas

In order to help develop children's creative capacity, they should be encouraged to explore, experiment and play with ideas. This should happen in an environment of mutual respect, in which divergent ideas are valued and where there is no judgment. Thus, the importance of the big question in the learning process and development of creativity. In developing their answers, it is essential that students feel comfortable to express what they think and that their arguments are not diminished.

Pillar 7: Stimulate critical thinking

As part of the task to help children develop creative thinking, it is also important to create opportunities to learn to assess and critically consider their own ideas, their own performance, their own actions and their own results. It is through this exercise that children can assess the importance of their own creative work. This can be done in different ways, for example,

when they answer the big question (after reading the comic strip) or even at the end of a unit, as a form of self-assessment suggested by the teacher. What is essential is that children learn if they have done enough or if they could have done something differently, when they think critically about their work.

Digital literacy

More than ever before, digital literacy is considered an important part of the educational programme in schools, especially because digital natives, or children born in the Digital Information Age, are no longer mere recipients of information but have begun to produce content in an active way. It should be emphasised, however, that the fact that a child knows how to use an electronic device, sometimes with more agility and ease than an adult, does not mean that he / she does not depend on the figure of the educator to learn how to make smart, conscious and responsible use of this technology.

Digital literacy relates to the effective and competent use of technology. Access to digital tools is not what necessarily benefits its user, but rather what it

is used for. In this sense, digital literacy is understood as the individual's ability to respond appropriately to social demands that involve the use of technological resources and writing in a digital environment. To make the use of these tools relevant, it is necessary to learn how to use them, and one of the ways of teaching digital literacy is through formal school education. The fact that children need to go to school to be literate and use their native language properly reinforces the notion that they also need to learn to cope with the digital universe, acquiring skills that can be developed and put into practice.

In this way, this collection seeks to broaden students' contact with digital contents through materials developed specifically to go deep into the topics presented. The approach of digital skills in the series includes topics related to the reality of students of this age group, such as access to contents via Richmond website, Internet security, current news, social media, production backstage of a video game and creation of podcasts. In this way, the teacher can use these resources to help students make significant, productive and conscious use of these tools.

Theoretical and methodological approach

Approach to foreign language teaching

As already explained, working with social emotional skills, encouraging creativity and curiosity, and using a cross-curricular approach are crucial aspects of this series. All these ingredients have the student as a protagonist, as a generator of meaning, an 'active being, who formulates ideas, develops concepts and solves problems of everyday life through his / her mental activity, thus building his everyday own knowledge'. (HAIDT, 1994, p.61). By 'protagonist student', we mean one who has got the opportunity to learn by doing research, motivated by legitimate curiosity to explore the world around him / her. It is he / she who perceives knowledge as something tangible, close to his / her reality, as a counterpart to the notion of knowledge 'transmitted' in a decontextualised way.

However, the active student will only appear if the teacher works in such a way that the key role of the student develops and grows. Thus, this series, adopts Vygotsky's conception of teaching and learning, which understands learning as an essentially social process, 'which occurs in interaction with adults and more experienced companions' (FREITAS, 2002, p. 104). Vygotsky calls the 'zone of approximal development', the child's ability to perform independently (mature functions), the 'zone of potential development', the child's capacity to carry out certain tasks with the help of other people (functions in process of maturation) and 'proximal development' the one that is between the other two zones of development. The author suggests that the school seeks to direct its actions precisely to promote the zone of proximal development in order to enhance the child's ability

to perform what he / she is not yet capable of doing autonomously. According to the author himself, 'with the help of another person, every child can do more than he / she could do by himself / herself - despite restricting himself / herself to the limits established by his / her degree of development' (VYGOTSKY, 2008, p.19).

In the specific case of English language teaching, when entering into contact with an English story, the child is capable of processing the way in which the presentation of this story is organised, i.e. he / she can understand the meaning of the foreign words he is listening to, the intonation, gestures, silence. In other words, when listening to a story in English, the student is already able to put into practice his / her knowledge of narratives in his / her mother tongue. When presenting the story bearing in mind the student's autonomy, the teacher has already got the basis to teach new topics and tasks.

In this way, this series moves away from a form of learning that understands the child's mind as a 'tabula rasa' (empiricist concept that supposed knowledge is in the external reality and is absorbed by our senses), i.e., the child is seen as an 'empty' individual who comes to school in a passive way and to whom the teachers should transmit information and experiences in the hope that he / she, as a student, will absorb what is transmitted by following a relatively predictable behavioural ritual. It also moves away from the conception that teachers know everything and understands them as 'facilitators', i.e., as the most experienced figures of the group, capable of creating situations that arouse and value the student's ability to think, produce and assume a critical view in accordance with the child's development. Thus, it is believed that the student already knows something the teacher can use to articulate with the new information he / she receives in class, building it together with new knowledge.

For Ausubel, Novak and Hanesian (1980), the notion of knowledge is paramount in the teaching-learning process. According to researchers, all forms of educational psychology should be reduced to a single principle: 'the singular factor that influences learning the most is what the learner already knows.' It is clear from this concept that the new meanings (in this case, relating to a foreign language) are acquired through the potential interaction of new concepts and

ideas with ideas and concepts that have already been learnt. In other words, for meaningful learning to take place, it is important to associate what the student already knows with what should be learnt. Thus, new concepts and meanings should be incorporated into an already existing knowledge structure, i.e., new ideas must be incorporated into something that can function as a starting point. Regarding this, it is emphasised that in this series, the selection of topics takes into account content that is being studied in other school subjects in order to take advantage of the knowledge students are acquiring. After all, as Freitas (2002) reminds us when dealing with pedagogical practice, according to Bakhtin's interdisciplinary and dialectical view, language must be seen 'from a perspective of totality, integrated into human life' (p. 134). Verbal communication cannot be understood outside its context and, similarly, language teaching should not only focus on linguistic content, but also include contextualised content from different areas of knowledge.

This meeting point of what is already known or already experienced with what is not yet known is developed in the series through different types of activities. The student is led to discover the 'new' through some prior knowledge activation work. An example that can be highlighted to better explain this issue is the fact that each unit (except in level 1, in which there is a unique question that permeates all units) brings a question that fosters the students' curiosity and activates their knowledge in the search for answers, anticipating what they will discover in the story in the comic strips. These questions represent typical questions of children or bring concepts that are, of course, related to their universe, stimulating the area of proximal development. According to the constructivist theory of Piaget, when faced with a stimulus, a challenge or a gap in knowledge, the child experiences intellectual 'imbalance' that makes him / her curious, and that motivated by a series of assimilations is driven to act in order to restore the equilibrium. (Piaget apud KANSO, 2015) In the view of Piaget, 'the spontaneous interests of children often reflect an imbalance and can be sources of motivation.'

It is on the basis of this thought that we need to review crystallised concepts and try out new strategies. In addition, new goals based on this concern, present in educational papers, claim that teaching should not be restricted to the transmission of content and the

accumulation of knowledge about a given subject, but rather promote a form of teaching that contributes to the integral formation of the student. Such perspective of learning, on which this series is based, is also based on the notion that school is a substantial foundation for citizenship. Thus, when worrying about working with cognitive and social emotional skills, this series hopes to actively participate in the promotion of these attitudes.

Language and mother tongue concept

The language perspective to which this series adheres, is the one that conceives it as a dynamic, social phenomenon, in constant movement and transformation.

This perspective is based on Vygotsky's work and on Bakhtin's theoretical framework for the field of languages. According to Bakhtin, the use of language does not occur in the void, and this is opposed to a view of language as a system, disconnected from its users and the context in which it is produced. In this way, the interlocutor (real or presumed) also builds the sense of what he reads or hears; so it is impossible to think in simplistic relationships like 'speak X - understand exactly X'.

This, in the context of foreign language teaching, has got important implications for classroom dynamics and construction of meanings in the other language. According to Bakhtin (2006), 'all understanding is tainted with response, and in one way or another, it generates it: the listener becomes a speaker' (p. 271). Therefore, when understanding the student as an active protagonist in the foreign language teaching-learning process, we try to offer him / her the greatest possible number of opportunities to have a voice, react, give opinions, cooperate, produce, recreate and interpret.

Thus, in the interaction with the teacher, classmates and the book, students responses are unpredictable and they can always introduce something unheard of, since the dialogue can be a springboard for communication and not just an outcome. This dialogue can be used by the teacher to enrich classes, engage students and make learning significant.

Language teaching in the early years in Primary School

Walter Benjamin (1987) observed that what best describes children is the fact that they play and that makes them capable of building things with bits and pieces (BENJAMIN apud KRAMER, 2007). Kramer complements this observation when he says that, through games, children establish new relationships and combinations and demonstrate their ability to create. The act of playing is one of the ways in which the child explores the world around, builds a particular universe and confers different meanings to everyday situations.

Although the child entering Primary School has already been exposed to formal education in Kindergarten, that experience has essentially been ludic. It is in Primary School that he / she effectively comes into contact with an institutionalised space, with stricter rules and schedules. It is also with this experience that he / she discovers social life and starts to be part of a group different from the more restricted social environment which is his / her family. Campos (2009) says 'a five, six or seven-year-old child is the same at an educational stage or another. Content and teaching methods should be adjusted to his / her characteristics and potential at school. The smoother the child's transition between Kindergarten and Primary School, the more interest in learning the child will keep [...] The traditional Primary School does not only treat all new students in the same way but also seems to reinforce the abrupt transition between the two initial stages of basic education: it clearly shows that the right to play has ended, that obligations and rules lead to better motivation, that learning is imposed and not built, that everyone should study at the same pace, regardless of their individual, cultural differences or knowledge level!' (p.12)

It is important that the early years of Primary School are not an abrupt disruption of a process lived by the child outside school and in Kindergarten; therefore, it is necessary to broaden possibilities of learning with new objectives without neglecting to consider forms of pedagogical work appropriate to each age group, like, for example, playing games. It is advisable to promote a learning environment in which the child can identify himself / herself, in which he / she feels valued and respected and can play, give different meanings to things, sing, participate

in language games playing with his / her own body, dancing, etc.

This ludic aspect must permeate every initial year in primary school to a greater or lesser degree according to the student's stage of development. Therefore, it is important to know the characteristics of children in the early primary school age group, recognising interests and skills. The table below, based on the research of Scott and Ytreberg (apud SANTOS, 2009), presents the characteristics of the child learning languages and can be useful for understanding the different types of activities suggested in the series according to each age group.

Characteristics

5 to 7- year-old children

- They comment on what they do or hear.
- They do not always differentiate fact from fiction.
- They plan activities.
- They argue logically about something.
- They use their imagination.
- They use different intonations in their mother tongue.
- They understand human interaction.
- They recognise the existence of rules.
- They give priority to the concrete world.
- They do not concentrate for long.
- They like playing and they learn best when they have fun.
- They are reluctant to share toys.
- They cannot decide what they want to learn.
- They are enthusiastic about learning.

8 to 10- year-old children

- They have already formed basic concepts.
- They differentiate fact from fiction.
- They ask questions all the time.
- They are able to decide what they want to learn.
- They know what they like and what they do not like doing.
- They begin to question the decisions of teachers.
- They are able to work with and learn from others.
- They are competent users of their mother tongue.
- They understand abstractions, symbols, and generalisations.

In addition to respecting the characteristics of each stage in the development of the child, foreign language teaching should also take into account his / her feelings, interests and motivations. In this sense, it may be interesting to consider the concept of affective

filter, introduced by Krashen (1985). According to the author's hypothesis, there are some variables that can serve as a facilitator in acquiring a second language, such as self-confidence and motivation. In this way, a motivated and confident child will be willing to learn, while an anxious, insecure child with low self-esteem will experience a foreign language learning blockage. For Krashen, the lower the affective filter, the greater the chances of absorbing content more easily. The input hypothesis is at the heart of Stephen Krashen's whole theory. For the American linguist, the acquisition of a second language will only occur if the student is exposed to samples of the language studied (input) that are slightly beyond their current level of language production. Krashen defines the current level of each student as i and the ideal input to be offered as $i + 1$.

And here, once again, the role of the teacher is fundamental, as he / she works on these affective issues when working with social emotional competences, something that is directly related to the philosophy behind this series. This is so important that, according to Krashen, if the affective filter of the individual is very high, the input will not reach the part of the brain responsible for the acquisition of language, even if he / she can understand something. The teacher can help the child establish a healthy, affective foreign language learning environment. Once again, the ludic aspect is quite significant, as it is one of the factors that can provide an environment in which the affective filters are low.

Irma-Kaarina Ghosn (2013) also defends the importance of the emotional aspect of learning a foreign language. For her, motivation and interest influence academic success. Interest does not only involve individual curiosity for a particular subject, but also the situational fascination that can be provoked by the teacher or by the textbook in the form of novelty or curiosity, causing an effect of engagement. Therefore, it is important that foreign language teaching relates to a culturally relevant and appropriate content for learners. In the case of children, the author argues that most books underestimate students and only present contexts already known to the students, ignoring those that could be culturally exploited and more attractive to them.

It is on the basis of these characteristics that this series was elaborated, seeking to offer, apart from the contents of the English language required by students

in the early years of Primary School, motivating and relevant content for children, which takes their interests into account.

Evaluation

Evaluation should be understood as a way to promote improvement and growth and not to cause fear and discomfort to students. Evaluation practice traditionally developed at school usually exclude students when trying to measure the amount of learning, which is often abstract, and carried out for the purpose of promotion. For evaluation to be inclusive, we suggest:

- getting to know your students and their out-of-school context;
- identifying the strategies they use to meet school demands and, therefore, modifying the conditions for carrying out pedagogical work when necessary;
- monitoring the development of their individuality;
- identifying students' prior knowledge and building on it;
- identifying progress and encouraging children to continue to develop their capacities;


- getting to know their difficulties and planning activities that help them to overcome them;
- assessing the need to go back to content that is not yet well acquired;
- analysing teaching strategies and modifying them when required.

In a similar way, it is necessary to assess the school where learning takes place. We suggest that you should consider the following issues:

- engagement of students in the educational process and, if problematic, identification of the causes of those problems;
- identification of the reasons for not carrying out the suggested tasks;
- use of appropriate teaching resources by the teacher or the reasons for not doing so;
- teacher's relationship with students and how it interferes with learning;
- adaptation of the school space to the activities;
- participation of the family in the students' school life as far as possible.

Working with the Orbit series in the classroom

Social emotional competences and skills

There are social emotional competences activities in all units, which are identified with this icon . For these activities, we suggest that you should discuss with students questions related to some attitudes and skills that can help them cope with their emotions in different situations. There are different social emotional competences in each unit (curiosity, self-confidence, optimism, creativity, enthusiasm and flexibility, among others) through activities which require the children's reflection on the topic dealt with in the comic strip story. In these activities, students are invited to observe a situation and tick the option that illustrates the attitude they would take if they were in the shoes of the characters in the story or which of the options provided shows a child who acted in a certain way. There are also freer activities in which students should draw or make a poster. The format is flexible and aims

at avoiding predictability of the activities, even if the ultimate goal of all of them is always the same: create an appropriate context for the development of social skills based on children's reflection. The following are some suggestions for working with social emotional skills activities:

- Always create a favourable classroom environment for students to produce their answers freely, without feeling pressured or influenced. It is essential that there are no judgments, either on the part of the teacher or the other students.
- Remind children that responses to these activities are personal and that they must respect different answers.
- Discuss the advantages and disadvantages of every answer with them. The suggestion, of course, does not impose a kind of ideal attitude, but, in the role

of educator, the teacher should show students that certain attitudes are preferable to others because they can bring better results, help them cope with the challenges of everyday life and explore their potential more wisely.

- When students are to create a poster or drawing, encourage them to analyse the consequences of their choices.
- Take a moment in subsequent classes to resume the social emotional competence students worked with and ask students to share with the class something that could have happened to them in relation to the activity. A way to make their work more meaningful is to show students that there can be a real interest in learning and an applicability of what they have learnt.
- Retake the social emotional skills that were previously worked on, mentioning them as the basis for the development of others. For example, when dealing with an activity connected with self-control and overcoming fear, the teacher may, at some point, relate this new social emotional competence to another that has already been seen, such as opening up to new experiences.

It is essential to keep in mind that social emotional competences are acquired as a process - i.e., it is not something that students acquire immediately. Therefore, the suggested activities in the book are intended, initially, to sensitise children to certain issues, to reflect on what they have discussed during the activity and, little by little, to begin to experience new or daily events and acquire the habit of obtaining new, and perhaps better results if daily activities are faced with a new different attitude.

Although there is a specific moment in each unit to deal with social emotional competences, this issue permeates all work in the classroom, regardless of whether the activity comes or not accompanied by the corresponding icon. Most of the activities, for example, open up good opportunities to talk with students in a friendly way about the possible obstacles they may find and how to overcome them.

Comic strip stories

All units, except those in level 1 of the series, have a question on the opening pages that stimulates the students' interest and activates their prior knowledge. These questions are answered the moment the

students read the comic strip stories.

It is worth mentioning that in level 1, there is a single question asked at the beginning of the book, (*What do children do?*) in the **Welcome Unit**, which is then answered gradually in all the units, with the exploration of different aspects of the children's lives. Also, in this level the comic strip stories have only got a few speech bubbles so the reading activities will not involve text reading but picture reading.

Before Reading

The general orientation for the introduction of the comic strip stories in all units is to invite students to take a general look at the page and ask them what they think is going on in each frame. After this pre-reading activity, during which students also identify the children of the story, what they are doing and the situations they are experiencing, you can return to the brainstorming questions and encourage them to confirm if their guesses were correct. This confirmation of the students' hypotheses should come, preferably, after they have heard the comic strip audio track or read the text in the book.

Although this is a general suggestion for presenting the comics to students, it is advisable to vary this format whenever possible so that this activity in each unit does not become that predictable. Trying out innovative ideas, especially when dealing with the story, which is a key section in the structure of the unit, is also a way to delight and amaze students. Here are some ideas for the introduction of the comics, i.e. some suggestions for pre-reading activities that may arouse the students' greater interest in the exploration of the text:

1 Listen to the story and answer.

Have students keep their books closed. They listen to the story (two or three times) and then answer, orally, questions such as:

- Whose names are mentioned?
- Which places are mentioned?
- What sound effects (nature phenomena, noise of animals, sounds of equipment, etc) are heard?
- What is happening in the story?
- How are the children feeling? Why?

After this activity, students open their book and carry out the task.

2 Look at the pictures and guess.

Have students keep their books closed. Show your own book covering the text and ask students to guess what the children are saying in each frame, what their emotions are, what the context is, which places are shown, etc. After this activity, students open the book and do the suggested activity.

3 Listen to the story and raise your right hand.

Have students keep their books closed. Agree with them that every time they hear one of the children talking, they should do some specific gesture, such as raising their right hand. The actions to be performed may vary (raise the left hand, stand up, touch your nose, raise both arms, clap your hands, etc). At the end of the story, play the audio track again, and without the help of their book, invite students to retell what they understood of the plot.

This and all activities given in these Teacher's Books are suggestions since it is not possible to predict the peculiarities of each class. It will be up to the teacher to evaluate these suggestions and make the necessary adaptations. It is important that, in some way, all students have access to a variety of activities which take their strengths and weaknesses into consideration.

4 Read the speech bubbles and guess.

Have students keep their books closed. Write on the board or project on a screen only the bubbles (except in level 1). They should be shown in the order they appear in the story. In pairs or small groups, students read the lines and try to guess what the intonations and emotions are and, depending on the case, what the gestures that accompany the lines might be. They can also guess which images correspond to each of the speech bubbles. After this step, they open their book, observe the images, read the lines and listen to the audio track to confirm if their guesses were correct.

5 Listen to the story and draw.

Have students keep their books closed. They listen to the audio track of the story (two or three times) and, in the meantime, they freely draw something that represents one or more narrative situations that they

consider interesting. They can draw, for example, one of the children performing an action related to some of their lines. The activity can also be more objective if you ask students to draw two or three objects which were mentioned. After this activity, they can compare their drawings with their classmates' to check how similar or different their ideas were. With their books open, students now compare their work with the comic strip.

6 Listen to the story and put the frames in order.

Have students keep their books closed and work in pairs or small groups. Make photocopies of the comic strip and cut out the frames. Hand out the frames in random order to each pair or group. They listen to the audio track (two or three times) and put the frames in the correct order. After this, they open their book and confirm their answers

7 Join the speech bubbles to the frames.

Have students keep their books closed and work in pairs or small groups. Make photocopies of the comic strip and erase the texts in the speech bubbles. Hand out the frames in random order to each pair or group. Give them a set with the lines of the speech bubbles as well. Each pair or group receives a single package (pictures with the images and texts of the speech bubbles). Students listen to the audio track (two or three times) and match the pictures to the corresponding speech bubbles.

After this step, students open their book and confirm their answers. This activity will not apply to level 1.

Storytelling

Further work with the comic strip story, right after the pre-reading activity, does not always need to be carried out in the same way, i.e., asking students to read the story and listen to the audio track. It is advisable to vary the strategy, and one of the possibilities is to do storytelling. One of the activities you can do is to turn the comic strip story into a story that can be told orally, i.e. carry out a process of re-contextualisation from one type of text (comic strip) to another (oral narrative). This process involves a lot of preparation, but it can give you highly satisfactory results. After all, the presentation of the stories enriched with intonation, appropriate rhythm, emotions

and gestures can awaken the students' feelings and sensations that they would not experience if they only heard and read the story in their book. This happens because 'telling' a story differs a lot from reading it. When reading, the story is generally presented true to the original text, whereas in oral narrative, there is room for recreating, because the storyteller ends up interacting more directly with the listeners and this 'dialogue' can interfere with elements of the narrative. The storyteller can, for example, slow the climax or highlight the characteristics of some place or character, among other improvisations that often occur in storytelling.

It is said that knowing how to tell stories is a gift, a privilege of a few. However, it can be developed and, with enough practice, every teacher may end up finding a way to tell stories and delight students. For those who are not familiar with this activity, it is suggested that they listen to storytellers and watch how they act in front of their listeners. There is plenty of material available on the Internet with tips on how to become a storyteller, and searches can be done through keywords like 'how to become a storyteller'. In www.youtube.com/watch?v=kW16gAhKztA (accessed on May 3, 2018) you can watch an example of storytelling with Yvonne Young, a professional storyteller.

The following are some steps to prepare work with the comic strip stories presented in the **Orbit** series:

- Choose a story from the book whose plot can be contextualised easily.
- Read the story carefully to familiarise yourself with the children who participate in it, the situations they experience, the places they visit and the emotions they feel.
- Prepare the text of the oral narrative by making the adaptations you deem necessary.
- Tell the story to yourself several times. Remember that this should sound spontaneous and fluent.
- Preferably, memorise the story so that it is not necessary to read the text to your students. You can keep the text at hand and use it only if required.
- Provide images to illustrate significant parts of the story.
- When you are telling the story, avoid deviating too much from the original idea. Although improvisations are good and necessary, it is advisable to maintain the original idea.

- Organise the classroom in such a way that you can look at everyone and that they can pay attention to what you say, gesticulate and show. The half-moon or 'U' arrangement may be a good idea, especially if students are sitting on the floor to avoid being distracted with the school objects on their desk.

After Reading

After working with the comic strip story, you can carry out some complementary activities. The story does not end when the student finishes reading it. It 'remains in the mind of the child, who absorbs it as food of his / her creative imagination' (COELHO, 1991 p.25). Therefore, the author believes that the teacher should always offer subsequent activities that help the child digest this food. For her (op. cit.), 'The story serves as the triggering agent of creativity, inspiring each person to express himself / herself expressively' (p.25). On this basis, we suggest the following after-reading activities:

1 **Dramatising**

Arrange students in groups. Make sure that the number of members in each group is the same as the characters in the comic strip story. The gender factor can be an issue here, and that will depend on your students and their culture.

For example, there are male students who do not mind roleplaying female characters and vice versa. However, this can be a problem for other students, and it is important to be aware of this. The criteria of choosing who plays each role can also be negotiated with the class. Students rehearse the text and then each group dramatises the story for the rest of the class.

2 **Rewriting or retelling a story**

Challenge students to rewrite or retell the story, based on different instructions. Here are some suggestions:

- Change the beginning or the end of the story.
- Include one or two characters in the story.
- Change the places mentioned in the story.

This activity may be oral or written depending on the competence level of your students, since the concept of 'rewriting' here is not restricted to graphic recording.

3 **Taking a quiz**

Organise students in groups. Then retell the story, stop at specific times and challenge each group to complete the ideas. For example: 'Once upon a time, the group of children [pause for students to say the names of the children in the gang] ...! Another option is to ask questions, testing memory. For example,

'What are the names of the children?'; 'In which city are they when they see a tall tower?'; 'What's the weather like in that place?'

4 **What happens afterwards?**

Encourage students to speculate about what can happen after the end of the story: 'Where do the children go? Why?'; 'Who appears after that?'. This is an activity that can be oral or written, depending on the competence level of each class.

5 **If you were the author...**

Encourage students to think about how they could change the story if they were the authors: 'Who are the characters?'; 'What places would the group visit?'; 'Would the title be very different?'. This is an activity that can be performed orally as a whole class activity. It can also serve as preparation for rewriting.

Prior knowledge and students' curiosity activation

Previous knowledge

The following are some situations and suggestions to explore students' previous knowledge:

1 **At the beginning of the school year**

We suggest that you diagnose your students to test their prior knowledge at the beginning of the school year to identify the strengths and weaknesses of your students, which ones will need special attention, which seem to be more proficient in English, etc. This evaluation can be done by means of different activities, which may be used as the basis for planning the activities for the rest of the year.

2 **Before doing an activity**

It is important to start presenting a topic with questions like 'What do you guys know about...?'; 'How

can we know that...?'; 'Why do you think that...?'. On the basis of the information you obtain from students, it is possible to lead them to the topic, show them they already know something about the subject they will be working on. It is also possible to carry out a more specific survey with contents such as topic, vocabulary, grammar and expressions through an introductory activity. The opening scenes of the units were specially designed for this purpose and may help to learn more about your students. That verification can also help to determine if you will need to devote more or less time to the unit in question.

3 **Before vocabulary activities**

You can try brainstorming, which usually stimulates students to participate by providing samples of their prior knowledge. For example, if the activity to be carried out involves animal names, brainstorming can be done, with the help of the board and the participation of all students. Write the word 'animals' in the middle of the board, encourage students to mention all the animals that they know in English and write them on the board. Once you do this, another topic can be activated by, for example, challenging students to classify the names of animals according to categories: mammals, birds, reptiles, etc; small animals and large animals; animals of diurnal and nocturnal habits, etc.

4 **Before doing listening activities**

Select a few words that will be heard in the listening activity and write them on the board. Then, ask students what they mean or ask them to relate them to a context in which they may appear.

Curiosity

The following are suggested ways to arouse the students' curiosity in the classroom:

1 **Show students how to ask questions**

Teaching how to ask the right question is a key factor to get the right answer. In order to become inquisitive, critical and learn where the information can be found, show students how one same question can come up with different answers depending on how that question is asked. This will help students to ask the right questions to get where they want.

2 Set up the basis for curiosity

You will be able to arouse students' curiosity if you do not provide them with all the information. Always leave strategic information gaps during your explanations. In this way, students will be motivated to ask questions and get answers.

3 Diversify the sources

Challenge students to look up answers to questions in sources other than the Internet and specialised books. They can, for example, be encouraged to find responses in fiction books, poems, and specialists or people who have already lived a similar experience. Depending on the question asked, students can also get the answers outside the classroom, exploring other school environments.

4 Show the unusual in ordinary situations

Arouse students' curiosity by showing them daily life objects related to the topic being studied and elicit what is interesting about them. Enchantment with an object is the first step to awaken curiosity.

Reading comprehension and different types of texts

The series tries to introduce the recognition of textual genres that are part of students' everyday life. These are some suggestions for working with texts:

- Explore the visual aspect of the genre by asking students what kind of text it is and how they have identified it.
- Activate students' prior knowledge by asking in which situations they find a certain type of text (for example, contact with a ticket only happens when you go to a presentation, exhibition, cinema, theatre, etc).
- Encourage children to talk about their experiences with the genre in focus to create familiarity with the text before reading.

It is important that students interact with the text before the reading activity itself, because the more comfortable students feel with the material, the better the experience of textual reading and understanding.

Bibliographical references

ANTUNES, Celso (Coord.). **Lenguas extranjeras y didáctica**. Petrópolis: Vozes, 2010.

AUSUBEL, David P.; NOVAK, Joseph D.; HANESIAN, Helen. **Psicología educacional**. Rio de Janeiro: Interamericana, 1980.

BAKHTIN, Mikhail. **The Aesthetics of Verbal Art**. Moscow: Iskusstvo, 2006.

BENJAMIN, Walter. **Selected Writings, Volume 2**. United State of America: Harvard University Press, 2005.

CAMPOS, Maria Malta. **Salto para o futuro: anos iniciais do Ensino Fundamental**. Brasília, ano XIX, n. 12, 2009. <<http://portaldoprofessor.mec.gov.br/storage/materiais/0000012182.pdf>>. Accessed on January 6, 2018.

COELHO, Nelly Novaes. **Panorama histórico de la literatura infantil / juvenil**. São Paulo: Ática, 1991.

DIRECCIÓN GENERAL DE CULTURA Y EDUCACIÓN DE LA PROVINCIA DE BUENOS AIRES. **Diseño curricular para la educación primaria: primer ciclo y segundo ciclo**. La Plata, 2018.

FREITAS, Maria Teresa de Assunção. **Vygotsky e Bakhtin – Psicología e educação: um intertexto**. São Paulo: Ática, 2002.

GHOSN, Irma-Kaarina. Language Learning for Young Learners. In: TOMLINSON, Brian (Ed.). **Applied Linguistics and Materials Development**. Londres; Nova York: Bloomsbury Publishing, 2013.

HAI DT, Regina Célia Cazaux. **Curso de didáctica general**. São Paulo: Ática, 1994.

KANSO, Mustafá Ali. **Teoría del aprendizaje constructivista de Jean Piaget**. Portal HypeScience, 2015.

<<http://hypescience.com/como-aprendemosteoria-da-aprendizagem-de-jean-piaget/>>. Accessed on January 6, 2018.

KRAMER, Sonia. La infancia y sus singularidades. Brasília, 2007. <<http://portal.mec.gov.br/seb/arquivos/pdf/Ensfund/ensifund9anobasefinal.pdf>>. Accessed on January 6, 2018.

KRASHEN, Stephen. **The Input Hypothesis: Issues and Implications**. Londres; Nova York: Longman, 1985.

READ, Carol. Seven Pillars of Creativity in Primary ELT. In: MALEY, Alan; PEACHEY, Nik (Org.). **Creativity in the English Language Classroom**. Londres: British Council, 2015.

SANTOS, Leandra Ines Seganfredo. **La lengua inglesa en los primeros años de la escuela primaria: hacer pedagogía y formación docente**. Tesis de doctorado - Universidade Estadual Paulista, Instituto de Biociências, Letras e Ciências Exatas, São José do Rio Preto, 2009. <http://repositorio.unesp.br/bitstream/handle/11449/103520/santos_lis_dr_sjrp.pdf?sequence=1>. Accessed on January 6, 2018.

UNESCO. **Global Citizenship Education: topics and learning objectives**. Paris, 2015. <<http://unesdoc.unesco.org/images/0023/002329/232993e.pdf>>. Accessed on January 6, 2018.

YOGOTSKY, Lev Semenovitch. **Thought and language**. London, England: The MIT Press Cambridge, 2008.

Components of the Orbit series

For the student

- **Student's Book:** It is composed of a Welcome Unit, which introduces the story in each level, eight regular units, a Review every two units, and a Goodbye Unit, which tells the end of the story of that level. It also includes games, projects and other resources as an aid to learning.
- **Workbook:** It is fully integrated with the Student's Book and it provides extra activities for all the units. The workbook pages can be used in the classroom, as homework and even as an evaluation tool.
- **Interactive Activities:** They are accessed through the Richmond website. They contain interactive games, songs, karaoke version of songs and videos.
- **Richmond 3D Picture Dictionary App:** It is a fun App for young children. It presents vocabulary and spelling in context with 3D animation, available on App Store and Google Play.

For the teacher

- **Teacher's Book:** It brings the theoretical background to the series, which explains the choices made when writing the book and it can be used as a complement for teacher training. It provides guidelines for carrying out activities and their answers. In addition, it includes a summary of the stories in the three levels, use of resources, suggestions for activities and detailed instructions for the development of the activities in the Student's Book.
- **Audio CD:** It includes all vocabulary presentation and listening comprehension activities, songs, the comic strip stories and the boxes explaining linguistic content.
- **Teacher's Resource Materials:** They consist of exclusive materials in *Word* format for teachers to expand or adapt, which are downloadable from the Richmond website. These materials include tests, annual lesson planning, topic banks, assessment, pedagogical guidelines and materials for projection, among others.
- **Digital Book:** It is a digital version of the Student's Book, which is also available for teacher's use in the classroom.
- **Flashcards:** A set of flashcards ideal for presenting, reinforcing and reviewing vocabulary with suggestions of games and activities.

Student's Book contents

Unit	Big Question & Answers	Objectives	Language Focus	Vocabulary	Social emotional Competence	Workbook
Welcome - p. 6	<i>What do children do?</i>	<ul style="list-style-type: none"> Greetings Identify characters: Emma, Daniel, Ben, Alice, Brownie 	<i>Hi / Hello, I'm... What's your name?</i>	<i>Hi, Hello</i>		
1 I Love My Family! p. 8	<i>Children have got families.</i>	<ul style="list-style-type: none"> Introduce family members. Describe a small and a big family. 	<i>This is my... Oh, and this is me! Oh, and this is my (brother) too! I love my family!</i>	<i>brother, dad, grandma, grandpa, mum, sister big / small family</i>	<ul style="list-style-type: none"> Respect for the elderly 	<ul style="list-style-type: none"> pp. 89-91
2 Playing with Colours p. 16	<i>Children play.</i>	<ul style="list-style-type: none"> Talk about playground items. Describe the colours of playground items. Ask about someone's favourite colour and say what your favourite colour is. 	<i>The (slide) is (orange). What colour is it? It's... What's your favourite colour? My favourite colour is...</i>	<i>ball pit, seesaw, slide, swing blue, green, orange, pink, purple, red, yellow</i>	<ul style="list-style-type: none"> Cooperation and self-confidence 	<ul style="list-style-type: none"> pp. 92-94
Review 1 & 2 - p. 24						
3 Cute Pets p. 26	<i>Children have got pets.</i>	<ul style="list-style-type: none"> Ask and answer about pets. 	<i>What's this? It's a... It's cute! How many (dogs)? (Three.)</i>	<i>cat, dog, ferret, hamster, rabbit, turtle numbers 1-10</i>	<ul style="list-style-type: none"> Responsibility and autonomy 	<ul style="list-style-type: none"> pp. 95-97 Hands On p. 82
4 Move Your Body p. 34	<i>Children dance.</i>	<ul style="list-style-type: none"> Talk about parts of the body. Use simple commands related to the use of the parts of the body in a dance. 	<i>I have got (one mouth) and (two eyes). Clap your hands! Move your (arms)! Stamp your feet! Touch your (head)!</i>	<i>arms, ears, eyes, feet, hands, head, legs, mouth, nose</i>	<ul style="list-style-type: none"> Openness to new experiences 	<ul style="list-style-type: none"> pp. 98-100
Review 3 & 4 - p. 42						

Unit	Big Question & Answers	Objectives	Language Focus	Vocabulary	Social emotional Competence	Workbook
5 Time to Play! p. 44	Children have got toys.	<ul style="list-style-type: none"> • Talk about toys. • Ask about someone's favourite toy and say which your favourite toy is. 	What's this? It's a / an... What's your favourite toy? My favourite toy is a / an...	an art set, a ball, a bike, a car, a doll, a kite, a yo-yo, a zoom ball	• Initiative and cooperation	<ul style="list-style-type: none"> • pp. 101-103 • Hands On p. 83
6 Let's Study! p. 52	Children study.	<ul style="list-style-type: none"> • Talk about school objects and describe their colours. • Borrow and lend school objects. 	I need (an eraser), please. Here you are. Thank you.	a backpack, a book, a crayon, an eraser, a notebook, a pencil	• Solidarity and resilience	<ul style="list-style-type: none"> • pp. 104-106
Review 5 & 6 – p. 60						
7 Home Sweet Home p. 62	Children live at homes.	<ul style="list-style-type: none"> • Talk about parts of the house. • Recognise shapes. • Talk about the location of people and objects in a house. 	Where's (Mum)? In the (living room). Look, a (square)!	bathroom, bedroom, kitchen, living room circle, rectangle, square, triangle	• Curiosity	<ul style="list-style-type: none"> • pp. 107-109
8 Picnic Day p. 70	Children eat food.	<ul style="list-style-type: none"> • Talk about food. • Ask and answer about the food you like / love. 	I don't like, I like, I love I (don't) like (milk). And you? I (don't) like (orange juice).	apples, bananas, biscuits, cake, milk, orange juice, toast	• Respect for differences	<ul style="list-style-type: none"> • pp. 110-112
Review 7 & 8 – p. 78						
Goodbye – p. 80						

Tour of the Student's Book

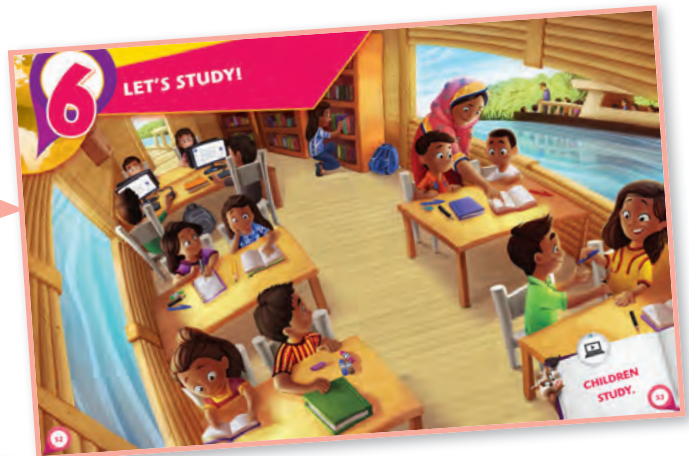


Welcome

This is an introductory unit which introduces students to the gang made up by Daniel, Emma, Ben and Alice, and explains not only how they find the adventure book and the device but also how they become friends with Brownie. It is in this unit that the Big Question guiding their adventures first comes up: *What do children do?*

Units

Eight regular units that aim to present and consolidate the content studied by means of a not so conventional approach to everyday topics.



Review

Every two units, there is a review with activities that aim to consolidate the content studied, providing extra practice.



Goodbye

The final unit shows a scene that relates the story of level 1 to level 2, arousing the students' curiosity.





Hands On

Projects related to the content in the units aim to encourage students to establish links between the different topics dealt with in different subjects of the school curriculum, fostering global knowledge.

Game

The game seeks to recycle the vocabulary and the structures taught in the units in a fun way. It can be played at the end of the school year for reinforcement or even assessment.



Instructions

With the support of pictures, this section shows the commands used throughout the units to help students (and their parents or tutors) to understand the rubrics of the activities carried out in the classroom or assigned as homework. We suggest that you teach these commands at the beginning of the school year.

Song Lyrics

There are songs in all the units in level 1 and they play a very important role in the consolidation of the contents acquired. In level 1, the song lyrics can be found at the end of the Student's Book.



Workbook

Each unit includes activities on sheets which can be cut out. They can be used for systematisation purposes in the classroom, as homework and even as an evaluation tool.



Tour of a unit

Opening Pages

The opening scene aims to relate the content that will be studied in the unit with the prior knowledge and background of students in a fun and interactive way. The Teacher's Book provides guidelines for the exploration of the scene, with additional information about it and extra vocabulary for expansion.



Every unit opening is accompanied by a digital resource (video, animated infographic or multimedia gallery) that caters for the expansion of the contents in the unit.

Each unit provides a different answer to the Big Question presented in the **Welcome Unit**, *What do children do?* That answer is intrinsically related to the topic of the unit. In addition, when children see Brownie's device, they can look up extra information on the webpage. They can do this activity at home with their families.

Practice Activities

Varied activities that involve the recognition and understanding of the content presented and stimulate language practice, as well as consolidation.



Oral Practice

Each unit contains controlled oral practice activities. This practice is carried out again at the end of the unit in a freer and funnier way.


Comic Strip Stories

Each unit features a comic strip story in which Daniel, Emma, Ben, Alice and Brownie discover something about children who live around the world, in scenarios that deal with the topics of the unit.

The collage features several educational components:

- LOOK AND LISTEN:** A comic strip panel with the text "WHERE ARE WE, ALICE?".
- EXPLORE AND COMPLETE:** A worksheet with a grid for shapes and a cartoon boy. The grid has columns for 'SHAPE', '✓', '✗', and 'WHAT MISSING?'. The 'SHAPE' column contains a circle, a square, a triangle, and a diamond.
- LISTEN AND SAY. STICK AND TALK:** A section titled "MY SMALL SWEET HOME" showing a cutout of a house.
- CUT OUT AND PLAY:** A section with a cartoon boy and a house cutout.
- BE CAREFUL!** A comic strip panel showing a character on a boat.
- 66** and **67** are page numbers in yellow circles.

Social emotional Competence Activity

The activity identified with this icon  encourages reflection on social emotional competences is dealt with in the comic strip stories.

Pronunciation

The activity aims to practise pronunciation in a fun way through of a tongue-twister that will serve as the basis for students to perform the proposed activity.

Cutouts

Cutouts offer concrete support for oral practice activities.

Songs

Each unit brings a song related to the topic of the unit, which provides entertaining practice on vocabulary, structures and pronunciation.

Stickers

Stickers give students the chance to interact with concrete material and they also contribute to the development of the child's motor skills.

The collage features several educational components:

- LISTEN AND NUMBER:** A worksheet with four images of rooms (living room, bathroom, kitchen, bedroom) and a large blank space for a drawing.
- CREATE WITH SHAPES. STICK AND TALK:** A section with a large blank space for a drawing.
- LISTEN, DRAW AND SING:** A drawing page titled "WHERE'S THE CIRCLE?" showing a globe and various houses.
- 68** and **69** are page numbers in yellow circles.

Suggestions for the first classes

Suggestions for the first class

- Some of these activities can be carried out before starting to work with the Welcome Unit, with the aim of fostering students' interest in the study of the English language, as well as establishing some routine activities. Besides, it is probable that some students have not got the book in the first week of classes.
- In the first class, you can show children how many English words they already know and use in their everyday life. To prepare for this class, look for photos of the following elements: *cupcake, email, hamburger, jeans, ketchup, milkshake, mouse (computer), shampoo, tablet* and *video game*.
- Show the images to your students and ask them to name them. In the end, ask what these elements have in common. They are expected to notice that we use English words to name all these items.
- Then encourage them to say other words in English that they use in their daily lives.
- Finally, ask children to draw on a sheet of paper something whose name they would like to learn in English (such as an object, an animal, or a food item).
- Walk around, monitoring the activity. As the drawings are ready, collect them and say their names aloud.
- Finally, show each of the drawings to all the students, teach new words and practise pronunciation. The aim of the activity is to enrich the students' vocabulary from their own personal interests and to get to know them a little better.

Setting the pace



If some students finish their drawings very quickly, ask them to make other drawings while their classmates finish theirs.

Suggestions for the second class

- If children have not got their books yet, ask them to work on a poster for their English classes. To get ready for this activity, take cardboard and pens in different colours to class.
- Invite students to sit in a circle and ask them to come to an agreement on a code of behaviour. It is important that everybody agrees on the rules for this code of behaviour rather than impose one.
- Once the code is agreed upon, ask students to work on the poster, which should be displayed on the classroom walls for everybody to see. Some suggestions for rules include: *Always speak English; Speak in a low voice; Raise your hand before speaking; Respect classmates and teachers; Bring all the material requested by your teacher; Put away materials at the end of the class; Do your homework; Listen to your classmate and wait for your turn to speak; Ask your teacher to repeat when you do not understand.*

Setting the pace



This may be a good time to introduce some commonly used phrases in the classroom, for example: *Can I drink some water, please? Can I go to the toilet, please? Can you repeat, please?*

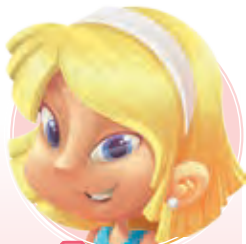
Teaching Tip



When asking students to open their books on a certain page, use the *Open your books at page...* command. Write the page number on the board, in case they do not know the numbers in English. When you finish working with the book, use the *Close your books* command. In this way, students will gradually learn and use these commands.

Welcome

The gang



Emma

Daniel's elder sister. She is 8 years old. She is practical. She loves to study and she always tries to think in a logical way.



Daniel

Emma's younger brother. He is 6 years old. He's a big dreamer and he always calms down his friends.



Ben

Funny and charismatic. He is 7 years old. Sometimes he is a little frightened.



Alice

Strong and determined. She is 7 years old and she is a leader. She is also empathetic and she is always willing to help her friends.



Brownie

Playful, adventurous, curious and affectionate ferret. He accompanies the children in their discoveries and adventures.

Pages 6 and 7

- Draw students' attention to the Instructions section on page 86. They will find a list of commands used throughout the units. Recorded on the audio CD and with the support of images, this section helps children (and their parents) understand the goals of the activities carried out in the classroom or assigned as homework. It is suggested that these commands are used from the beginning of the school year, especially if children are exposed to English for the first time. The aim is to help students memorise and learn how to pronounce these commands.

1 Look and listen.

- Explore the scene with your students. Ask them where they imagine the children are, what they are doing and what objects they can identify.
- Encourage children to analyse the scene and talk about it.
- Then tell them the story of how Daniel, Emma, Ben and Alice become friends and how they meet the ferret, Brownie, how they find the adventure book and the electronic device in the basement of Emma and Daniel's house.

Exploring the story

Emma and Daniel, who are siblings, have just moved to a new house with their parents. They both go out to walk around the neighbourhood and they come across Ben and Alice. The children soon begin to play together. Suddenly, they spot an animal that goes into Emma and Daniel's house. The siblings invite Ben and Alice to go into their house and find out where the animal is. They all run in and they find him. Ben, then, discovers that it is a ferret, an agile and curious mammal. Emma notices that he is trying to pull a rug and decides to help him. When doing so, the children find a door on the floor and are surprised by the discovery. As soon as Daniel begins to open it, the ferret runs through the opening. Ben is left behind because he is afraid to go into an unknown place. The ferret then comes back and holds the boy's hand, inviting him to go along with the rest of the children. At this moment, the boy realises that he has won a good friend and the gang decides to give the ferret a name: Brownie. The children are charmed by the place, where there are unusual objects. They find an electronic device and they get curious about it. Brownie leads them to a beautiful open book. Soon the gang realises that this book is different: it brings the question *What do children do?*, but the rest of the pages are blank, containing only some information

of the adventures that they will live. In each of these adventures, the gang will discover something about the lifestyle of different children around the world. Suddenly, a light begins to come out of the book and Brownie notices he has met his adventure fellows. The gang gets ready, then, for their first adventure, which will begin in unit 1.

Teaching Tip

We suggest your telling the story to your students in their mother tongue so as to familiarise them with the audio content.

- Play track 2 on the audio CD for the first time so that children become familiar with the story.
- Play the audio track again and pause after each line to elicit what is happening in each chunk of the story.
- Then play the story a third time and invite children to share their overall impression of the story.
- Explain that each unit will tell a different adventure of Brownie and the gang and that in this level of the series, all units will answer the question *What do children do?*, presented in the adventure book. The gang will explore different aspects of what children do around the world. Encourage your students to imagine what will happen in these adventures.
- Then play the audio track again and ask students to pay attention to how Daniel asks Ben his name and the expressions that children use to introduce themselves. If necessary, play the excerpt with the question *What's your name?* and the introductions *Hi, I'm Ben; Hello, I'm Alice* and *Hi! My name's Emma* again.
- To practise memorising greetings, take a soft ball to class. Ask students to stand in a circle. Stand in the circle yourself too. Hold the ball and say *Hi, I'm...* or *Hello, I'm...* If necessary, explain that the expressions are interchangeable. Then pass the ball to the student on your right and ask him / her to do the same, i.e. to introduce himself / herself and pass the ball to his / her classmate on the right. Everyone should repeat the procedure until you get the ball again.

- In the second round, hold the ball and ask the name of the student on your right: *What's your name?* Pass the ball to him / her and challenge him / her to introduce himself / herself (*Hi / Hello, I'm...*) and pass the ball to his / her classmate on his / her right and ask his / her name. Everyone should repeat the procedure until the ball reaches you once again. Do not forget to answer the student on your left's question, before finishing the activity.

Audioscript 2

Emma: *Hello! My name's Emma.*
Daniel: *Hi! I'm Daniel.*
Emma: *What's your name?*
Alice: *Hello! I'm Alice.*
Daniel: *And... What's your name?*
Ben: *Hi, I'm Ben!*
Daniel and Emma: *Nice to meet you!*
Alice and Ben: *Nice to meet you!*
Alice: *Let's play!*
Daniel: *Yeah!*
Ben: *Hey, what's that?*
Daniel: *Let's go!*
Emma: *Come in!*
Daniel: *Look!*
Ben: *It's a ferret!*
Emma: *Oh, look!*
Alice: *There's a door!*
Daniel: *Oh!!! It's a secret door!*
Ben: *The ferret needs a name... Do you like Brownie?*
Emma: *Yes!*
Alice and Daniel: *OK!*
Brownie: *Grrrr*
Ben, Alice, Emma, Daniel: *Wow!*
Emma: *Look! A book...*
Alice: *This book is so beautiful!*
Daniel: *Where are we, Emma?*

2 Cut out and talk.

- Tell students they will be able to have their own Brownie puppet. Ask them to cut out the puppet on page 113, assemble it and play with it.
- Advise them to take good care of it as he will have to go on many adventures with them throughout the year.
- Invite children to practise introducing themselves to Brownie and asking their classmates' names.

1

I Love My Family!

Answer to the Big Question: *Children have got families.*

Objectives: introduce family members; describe a small and a big family; practise the /f/ sound; reflect about the importance of respecting the elderly

Vocabulary: *brother, dad, grandma, grandpa, mum, sister; big / small family*


Language Content: *This is my... / Oh, and this is me! / Oh, and this is my (brother) too! / I love my family!*

Social emotional Competence: respect for the elderly

Digital Content: multimedia image gallery expands the opening topic

Workbook: pages 89–91

Pages 8 and 9

- Discuss the opening scene with the students. Ask them: *What can you see in this picture? (A relaxing storytelling family time.) Have you had a similar experience? Do you usually tell stories in your family? Is there a good storyteller in your family?*
- Also ask: *How many family members can you see in the picture? (Seven), Do you think this is a big or a small family? What do you think is the relationship between these family members?*
- Take the opportunity to call students' attention to the fact that one family can be quite different from another and that neither is better or worse; they are simply different. What really matters is the love they feel for each other.
- Point to the mother and say: *Mum*. Ask students to repeat the word. Then ask what other family members students can see in the picture. Encourage them to answer in English, if they know the answer, or introduce the corresponding vocabulary (*brother, dad, grandma, grandpa, sister*).
- Go back to the Big Question in the **Welcome Unit** (*What do children do?*) and remind students that each unit will provide a new answer to that Big Question. Point to the adventure book on page 9 and read the answer in this unit: *Children have got families.*
- Ask children to look at the adventure book and ask them to have a look at Brownie's device. Explain that when they see this icon , they can look up extra information on the Richmond webpage. They can do this activity at home, with their family. In this case, children will find a photo album with different

types of families. The purpose of this activity is to reinforce the vocabulary in the unit, expand the students' world and help them notice there are many kinds of families.



Additional information

- **Family** - for most Africans, the concept of family is quite peculiar: many African families do not consist of only a couple and their children. Many Africans are members of a large community or 'extended family'. By virtue of such a concept, Africans in general refer to people living in the same community as brothers and sisters, not restricting the use of terms to their blood brothers and sisters. In addition, the terms mother and father may, in certain cases, be given to any older people in a community.

Information available at <<http://mojaafryka.weebly.com/concept-of-family>>. Accessed on May 2, 2018.



Extra vocabulary

aunt	stepbrother
boy	stepdad
cousin	stepmum
cushion	stepsister
family member	storytelling
flashlight	tent
girl	thought bubble
old	uncle
sibling	young

Page 10

1 Listen and say.

- Explore the image with students. Ask them what they can see (*A girl showing a photo of her family*). Ask why this girl is not in the photo. Children are expected to conclude that she was possibly the one who took the photo.
- Play track 3 on the audio CD and pause after each word to introduce the new vocabulary.
- Play the audio track again, pause after each term and ask children to repeat it to practise pronunciation.
- Then practise the chant. Ask them to point to the people in the picture as they are mentioned.



Audioscript 3

dad; brother; mum; grandma; grandpa; sister

Teaching Tip

The terms *dad* and *father* are synonyms, as are *mum* and *mother*. *Dad* and *mum* are more informal and affectionate. The terms *daddy* and *mummy* are even more informal and affectionate, usually used by young children. The terms *grandpa* and *grandma* are also more informal and affectionate than *grandfather* and *grandmother*, respectively.

2 Match. Listen and check.

- Have students look at the two images and say what they can see (*Two different families*).
- Ask what differences they can see between one family and the other. Accept different answers and be careful not to mention stereotypes.
- Ask children to look at the words *big* and *small*, which are written in meaningful sizes. Ask if they can establish a relationship between the size of the family in each picture and the size of the words. Then invite students to match each image to the suitable phrase.
- Play track 4 on the audio CD to see if the students' answers are correct. Ask them to pay attention to the number of each picture.



Audioscript 4

- 1 *A small family.*
- 2 *A big family.*

Answer Key

See audioscript 4.

Setting the pace



If you want to, mimic the meaning of the words *big* and *small*. Another possibility is to write *BIG* on the left side of the board and *SMALL* on the right. On the left, place various large objects such as a backpack, a globe, a folder, etc; on the right side, place several small objects such as a rubber, a sharpener, a board marker, etc.

3 Think and draw.

- Have students go back to the opening scene. If necessary, review the vocabulary for the members of the family. Ask children what they think Grandpa's story is about.
- Ask them to draw the little boy's thoughts about the story in the thought bubble. Explain there are no right or wrong answers.
- Walk around the classroom while children think and draw.
- To finish the activity, ask some volunteers to share their ideas with the class.

Answer Key

Children draw in the thought bubble on page 9.

Page 11

4 Listen and point.

- Explore the picture with students. Ask them what they can see (*Two children showing each other drawings of their families*). Ask if they can see how many family members there are in each drawing (*Four people in the child's family on the left and*

five on the child's picture on the right) and whether they would describe such families as big or small.

- Organise children in pairs and explain that they will practise the same dialogue as the children in the picture. The child on the right in each pair will play one of the roles and the one on the left will play the other role.
- Play track 5 on the audio CD and ask children to repeat the line assigned to them.
- Play the audio track again and ask children to change their role and repeat the other line. This model dialogue will be used in the next activity.
- If you wish to reinforce their practice, play the audio track once again, but this time ask the whole class to repeat the lines of both children.



Audioscript 5

A: *This is my dad and this is my mum. This is my sister. Oh, and this is me!*

B: *This is my dad and this is my grandma. This is my brother and this is my mum. Oh, and this is me!*

5 Draw and talk.

- Explain to students that they are supposed to draw their family in this activity and describe it to a partner.
- First, review the vocabulary for family members with the class, ask volunteers to mention what words they remember or provide them yourself if necessary.
- Then invite students to draw and colour their own family. Walk around the classroom while they work, offer support to draw and praise their creations.
- Next, organize children in pairs and ask them to describe their drawing to their partner, using the dialogue in activity 4 as a model.
- Depending on the students' involvement in the activity, ask volunteers to describe their drawings to the whole class.

Answer Key

Children draw pictures of their own family.

Teaching Tip

It is important to praise children's drawings because some of them may feel that they are not very good at drawing. Emphasise that perfection is not important. They would rather represent their family members in a fun and personalised way. In addition, it is important to foster respect for and tolerance of their classmates' different types of family.

Page 12

6 Look and listen.

- Go back to the answer to the Big Question in the adventure book on page 9: *Children have got families*. Ask students to comment on their own family. If necessary, review the vocabulary of the unit with them.
- Ask them to close the book and play track 6 on the audio CD two or three times. Then ask students some questions to see what they have understood of the story: *What place is mentioned? (Angola.) What sound effects are heard? (Music.) What are the kids talking about? (About a family.)*
- Ask children to open the book. Invite them to explore the comic strip story and ask what they think is happening in each frame.
- Play the audio track again and ask them to point to the frames as events occur.
- Then play the audio track once more and pause after each person speaks so that the class repeats and practises pronunciation.
- If you want to, you can expand the topic of African culture. There is more information available at <www.thirteen.org/wnet/africa/tools/culture/activities.html>. Accessed on May 2, 2018.
- Make sure students have been able to establish the relationship between the contents of the comic strip story and the answer to the Big Question on page 9.



Audioscript 6

Daniel: *Where are we, Emma?*

Emma: *We're in Angola, Daniel!*

Girl: *Come and meet my family! This is my grandpa and this is my grandma.*



- **Daniel and Emma:** *Nice to meet you!*
Girl: *This is my dad and this is my mum.*
Boy: *This is my sister.*
Girl: *This is my brother.*
Boy: *Oh, and this is my brother too.*
Ben: *What a big family!*
Grandpa: *I love my family!*
Children: *I love my family too!*


Additional information

- **Angola** - located on the west coast of Africa, this country, colonised by the Portuguese, gained its independence in 1975. The main Angolan ethnic groups are ovimbundos (37% of the population), quebundos (25%) and bacongós (13%).

Information available at <<http://www.angola.org/index.php?page=geography>>. Accessed on May 2, 2018.

Page 13

Look, think and tick.

 **Social emotional competence – respect for the elderly:** in the traditional African society, the elderly have great social value, since they are responsible for transmitting wisdom and culture orally to future generations. In this sense, young people try to listen to them with zeal and respect in order to preserve their history and heritage. Of course, with the modernisation of ways of communication and globalisation, these traditions have also been modified, especially among the families that live in the cities, but the general feeling remains the same: respect for the elderly and their knowledge.

- Before starting the activity, ask children if they live with elderly people and, in case they do, what their relationship with them is. Also ask if they think that elder people have something to teach them and what they could learn from those people. Ask them to share their opinions and stories and invite them to reflect on how they can apply this social emotional competence in their everyday life.
- Then encourage discussion about the children's experience with storytelling. Ask if their grandparents, great-grandparents or other elderly people have the habit of telling stories about their families. If they do, inquire if they often ask questions while listening to the stories. Encourage

them to tell the class if they have learned something about their family history from these narratives.

- Next, explain to students that they should watch the main scene, and then the other three pictures. They are expected to notice that the main scene shows grandparents with a family album and grandchildren going into the room. Picture 1 depicts grandparents telling stories about their family and grandchildren showing no interest in those stories. Picture 2 shows the same situation, but in this case, grandchildren listen to the stories attentively and show great interest in them. And finally, picture 3 shows the grandchildren helping the grandparents to tell stories about their family to a friend, who looks very interested in the stories he listens to.
- Explain that they should tick the picture that shows the attitude they would take if they were in a situation similar to the one shown in the main scene.
- Say that the answers are free and that they do not need to worry about looking for a correct answer, because there is no right or wrong answer to this activity and that possibly their answers will be different from their classmates'.
- At the end, ask volunteers to talk about the picture they have chosen and give reasons. Avoiding making a judgment, you can take the chance of talking about the advantages of paying attention to what the elderly in our families tell us, because these stories allow us to learn interesting things. For example: the place where our ancestors came from and the type of school they attended.

Listen and say. Stick.

- Explore the picture with your students and elicit what they can see (*A photo album*). Draw their attention to the people in the picture.
- Play track 7 on the audio CD and present the tongue-twister. If necessary, explain the term *fantastic*.
- If you want, explain that the tongue-twister presents the /f/ sound.
- Then play the audio track again, two or three times, and encourage students to repeat it.
- After that, ask them to open the book at page 134, remove the sticker and stick it on the family album in the activity. Encourage children to say the words while placing the sticker.

- Walk around the classroom monitoring the activity and offering help when needed.



Audioscript 7

My fantastic family!

Setting the pace



If students find it difficult to repeat the tongue-twister, you could ask them to say the words in isolation and then to join them little by little into the complete sentence.



Another tongue twister option that can be used to work the same sound is *My fabulous father*.

9 Cut out and talk.

- Remember to ask students to bring a photo of their family for this class.
- Organise them in pairs and ask them to cut out the frame and its backer on page 115. Ask them to mount it by gluing the backer to the back of the frame and fitting in the photo they have brought. Tell the ones who did not bring a photo to make a drawing of their family and insert it into the frame.
- Ask children to introduce their family members to a classmate, using the comic strip story on page 12 as a model, and to comment if their family is big or small. For example: *This is my dad and this is my mum. Oh, and this is me. My family is small.* Or, *This is my mum and this is my dad. This is my brother and this is my sister. Oh, and this is my brother too. My family is big.*
- Walk around the classroom, monitoring the activity and helping students when necessary.
- In the end, ask volunteers to introduce their families to the rest of the class.



Extra activity

- You should have assigned students to bring a different photo of their family for this class. Alternatively, they can draw their family.

- Invite them to create a small A4 poster with the photo or drawing of the members of their family and decorate it like a picture frame.
- Revise the vocabulary for family members, describe whether the family is big or small and the phrases which they must use to introduce their relatives. Display the posters on the classroom walls and ask students to briefly describe their family to their classmates.
- If other classes are working with the family topic, invite them to visit the exhibition as well.

Page 14

10 Listen and number.

- Explore the pictures with students. Ask them how they think the people in the pictures are related.
- Explain that they will listen to descriptions of different generations of a family and that they should number the pictures in the order they hear them. Draw students' attention to the fact that one of the answers is given as an example.
- Play track 8 on the audio CD and ask children to do the activity.
- Do whole class correction and write down the answers on the board.
- Play the audio track again, pause after each line and challenge students to repeat it to practise pronunciation.



Audioscript 8

- 1 Grandpa and grandma.
- 2 Mum and dad.
- 3 Brother and sister.

Answer Key

From left to right: 2, 3, 1

11 Play tic-tac-toe.

- Before beginning the activity, ask students if they know how to play this game. If necessary, ask a volunteer to help you explain it.

- Explain that they will play it in a different way. Organise them in pairs and tell them that they will play cooperatively: one pair against another pair.
- First, review the descriptions of different families in activity 10.
- Then ask each pair to choose a symbol: X or O. In turns, one pair should choose one of the boxes and say who is in it, for example *dad* or a *small family*. If necessary, model the activity with a volunteer. If the pair describes the picture correctly, they write their symbol (X or O) in the circle inside the box. Tell children to write the symbols in only one of the books the pair is using. The goal is to have a sequence of three equal horizontal, vertical or diagonal Xs or Os.
- Walk around the classroom and monitor the activity, helping students if necessary.
- Encourage them to do the activity again, writing the symbols in the other student's book.

Setting the pace



Have students prepare, individually, their own game of tic-tac-toe in their notebooks or on a separate sheet of paper and draw members of a family. Then organise children into pairs and ask them to use the tic-tac-toe grid made by one of the members to play. Then tell them to continue playing the game using the tic-tac-toe grid made by the other member in the pair. Monitor the activity, walk around the classroom and help students in need.

Page 15

12 Listen and point. Sing and dance!

- As a warm-up activity, invite students to do a quick memory test. Ask them to watch carefully the pictures of the families on page 15 for about one minute and try to memorise as much information as possible. After this, ask them to close their books. Challenge them to remember the members of the families in each picture.
- Tell children to open their books. Ask them if they remember how to say *small* and *big* in English. Play track 9 on the audio CD and prompt students to point to the big family and the small family when

listening to these terms in the song. If they have any difficulty, draw their attention to the visual aids used in the title of the song for the terms *big* (spelled in a bigger font) and *small* (spelled in a smaller font).

- Once students are familiar with the song, ask them to identify which child has got each family and point to family members as they are mentioned.
- Play the song again and rehearse some choreography with them. Challenge them to perform wide movements when they hear big and mime a gesture with the fingers indicating something small when they hear small.
- Play the audio track again and have students sing and dance together.
- The lyrics of the songs can be found at the end of the Student's Book, on pages 87-88. Encourage children to listen to the songs at home with their parents. They can also find them on the webpage.



Audioscript 9

Song: Big or Small?

Big or small? Big or small?

*My mum and my dad,
me and Ned.*

Small, small!

Big or small? Big or small?

*My mom and my dad,
my baby brother and my sister,
my grandma and my grandpa.*

Oh, and Ted.

Big, big!

Big or small? Big or small?

It's OK, I love them all!

Workbook

Now that you have finished teaching this unit, it is advisable to turn to the Workbook activities on pages 89-91. In the Workbook section, students will revise all the vocabulary and some key structures learnt in the unit. You may assign these exercises as homework.

1 LOOK AND STICK.



4 THINK AND NUMBER.



2 LOOK AND CIRCLE.



3 LOOK AND TICK.



Extra Material



- > Teacher's Resource Material: Test Unit 1
- > Flashcards Unit 1
- > Student's Interactive Activities for Unit 1

2

Playing with Colours

Answer to the Big Question: *Children play.*

Objectives: talk about playground items; describe the colours of playground items; ask about someone's favourite colour and say what your favourite colour is; practise the /eɪ/ sound; reflect on the importance of collaboration and self-confidence

Vocabulary: *ball pit, seesaw, slide, swing; blue, green, orange, pink, purple, red, yellow*


Language Content: *The (slide) is (orange). / What colour is it? It's... / What's your favourite colour? My favourite colour is...*

Social emotional Competences: cooperation and self-confidence

Digital Content: video clip to expand on the opening topic

Workbook: pages 92-94

Pages 16 and 17

- Start the class by asking students what they call the place in the opening scene. They may come up with words such as *games, Playland or games court*. Tell them it is called *playground*.
- Explore the scene with students and ask: *Do you think this playground is indoors (for example, at a school, in an events hall) or outdoors (for example, a square or a park)? Have you ever been in a playground like this one? How often do you go to a place similar to the one in the picture?*
- Ask them if the games in a place like this are a challenge to them, for example, they may feel afraid of playing on a slide or a swing or going into a ball pit. If so, ask them how they deal with that situation. Also ask them if they like colourful places like the one in the picture.
- Take the chance to make students notice that there are boys and girls playing together in the opening scene and talk about the joy of sharing and playing together.
- Point to the ball pit and say: *ball pit*. Then point to other games and name them: *seesaw, slide, swing*.
- Go back to the question in the **Welcome Unit** (*What do children do?*) and remind students that each unit will provide a different answer to that question. Point to the adventure book on page 17 and read with them the answer to the Big Question in this unit: *Children play*.
- Ask children to look at the adventure book and ask them to have a look at Brownie's device. Remind them that when they see this icon , they can look for extra information on the Richmond webpage.

They can do this activity at home with their families. In this case, children will find a video which shows several children playing in different environments, which aims at reinforcing and expanding the vocabulary of the unit.



Additional information

- **Playgrounds** – Kindergartens are assigned a slot in their daily schedule to play in playgrounds. In Primary Schools, this time is reduced or eliminated. The playground is a space for the integral development of the child, where they learn to deal with their body, discover and develop their skills and learn about their limitations; it is also a space that promotes autonomy and self-confidence, allows children to interact with their classmates and stimulates their creativity and imagination. The child learns to take turns as well as to control an impulse and keep his / her balance. When going up, down, jumping and climbing, he / she learns to deal with fears and gains self-confidence, often through cooperative relations with his / her classmates. It is therefore essential that children live these experiences in which the school environment plays a crucial role.
- **Colours** – in the human eye, specialised retinal cells, called cones and rods, transmit a combination of information to the nervous system, which, in turn, translates this information into visual perceptions – that is, in colour. Rod cells, responsible for the perception of brightness, are mainly in charge of vision in dim light, whereas cones are able to discern colours and work better in bright environments.

More information available at www.cambridgeincolour.com/en/tutorials/color-perception.htm. Accessed on May 2, 2018.



Extra vocabulary

black	to climb
brown	to slide
grey	to swing
jungle gym	trampoline
to bounce	white

Page 18

1 Listen and say.

- Explore the pictures with students and ask them: *Which games do you like playing in when you are in a playground?* If they still do not yet know how to answer in English, have them point to the picture or say the word in Spanish.
- Play track 10 on the audio CD, and pause after each word.
- Play the audio track again and invite children to repeat each word to practise pronunciation.
- Finally, challenge children to join in the chant and to point to the pictures as they are mentioned.



Audioscript 10

ball pit; seesaw; slide; swing

Teaching Tip

The term *swing* is generally used in reference to a single swing, i.e., to a single seat. The structure that contains two or more seats is called a *swing set*.

2 Listen and say.

- Tell students they will learn the names of several colours in English.
- Play track 11 on the audio CD and introduce the new vocabulary to them.
- Then play the audio track again and invite children to repeat the names of the colours.

- Now, play the audio track once more, pause after each item, and ask students to repeat.
- Finally point to different colours and ask children to tell you what colour it is.



Audioscript 11

- A:** *What colour is it?*
B: *It's blue.*
- A:** *What colour is it?*
B: *It's green.*
- A:** *What colour is it?*
B: *It's orange.*
- A:** *What colour is it?*
B: *It's pink.*
- A:** *What colour is it?*
B: *It's purple.*
- A:** *What colour is it?*
B: *It's red.*
- A:** *What colour is it?*
B: *It's yellow.*

3 Listen, find and number.

- Explore the opening scene again with your students. Ask them to say, in English, the name of the playground items they can see.
- Encourage children to mention the colour of each game, using the terms they learned in activity 1.
- Play track 12 on the audio CD, ask children to find the objects in the scene and to number them in the order they hear them.
- Carry out whole-class correction. Ask volunteers to share their answers with the rest of the class.



Audioscript 12

- The seesaw is green.*
- The ball pit is orange.*
- The swing is pink and blue.*
- The slide is red.*

Answer Key

See audioscript 12.



Extra activity

- ▶ Tell students they will play *True* or *False*.
- ▶ Let them watch the opening scene for about a minute and ask them to try to memorise as much information as possible.
- ▶ Then ask them to close their books. Explain that you will describe the games and every time they hear a true description, they should stand up and say *True*. When they hear a false description, they should shake their heads and say *False*.
- ▶ Some descriptions that can be used in the activity are: *The swing is red. (False), The slide is red and green. (False), The ball pit is orange. (True), The swing is pink and blue. (True).*

Page 19

4 Listen and say.

- Invite children to explore the picture with you and say what they can see (*A girl is showing her drawing of a playground game*). Ask which of the games in the playground was drawn and encourage children to answer in English (*Slide*).
- Then pair students up. Play track 13 on the audio CD and ask them to repeat a line of the dialogue each.
- Play the audio track again and have them swap roles and repeat the other line. This model dialogue will be used in the next activity.
- If you wish your students to practice more, play the audio track once more and ask the whole class to repeat the lines of both children.



Audioscript 13

A: What colour is it?

B: It's red. The slide is red.

5 Listen and circle. Colour.

- Before starting this activity, revise the vocabulary presented in activities 1 and 2 (playground items and colours).
- Invite students to explore the picture and elicit the playground equipments (*seesaw, slide, swing*).

- Draw the students' attention to the words below each image and make sure they recognize them as colour names. If they have any difficulty, emphasise that each word is written in the colour it represents.
- Play track 14 on the audio CD and ask children to circle the colour described in each item.
- Play the audio track again, do whole class correction and write down the answers on the board.
- Make students use the colours they circled to colour the pictures. Then pair them up and ask them to describe their pictures to their partners, using the audio track as a model.
- Walk around the classroom as they talk, monitoring the progress of the activity and helping those who have any difficulty.



Audioscript 14

1 The slide is purple.

2 The seesaw is red.

3 The swing is yellow.

Answer Key

See audioscript 14.

Page 20

6 Look and listen.

- Go back to the answer in the adventure book on page 17 (*Children play*) and ask students to comment on their experience with games in playgrounds. Then ask a student if he / she remembers their classmate's favourite game. Ask them why they like one game more than another, which is more dangerous, which is more exciting, and so on.
- You can also ask them if they think that playing electronic games can be more fun than playing playground games. Talk to them about the advantages and disadvantages of each type of game. This is a way to help children develop critical thinking and a good time to comment that, although it is very interesting to play with electronic games (as they foster the development of technological skills, as well as fun), playing in

playgrounds or similar places is important because they encourage children to move, interact with other children and experience emotions and challenges.

- Invite children to explore the comic strip story. Ask, for example, if they remember the name of the children in the neighbour gang (*Daniel, Emma, Alice and Ben*) and what they think is happening in each frame.
- Play track 15 on the audio CD and have them point to the pictures as they hear the events in each frame.
- Play the audio track again and pause after each line for repetition.
- Make sure children have been able to establish the relationship between the contents of the comic strip story and the information presented on page 17.
- After working with the comic strip story, invite students to do a drama activity. Organise them in groups of five. Let them rehearse and then dramatise the story for the rest of the class. If students feel comfortable with this type of activity, they can be filmed so that they can watch themselves later and have fun with their performances. In this kind of activity, it is always worth remembering that the goal is to practise the language in a playful context and to interact with classmates.



Audioscript 15

Alice: *Where are we, Ben?*

Ben: *We're in the United States!*

Daniel: *What colour is the slide, Alice?*

Alice: *It's yellow, Daniel.*

Emma: *The seesaw is orange and pink!*

Ben: *What's your favourite colour, Emma?*

Emma: *My favourite colour is blue. Let's play there!*

Girl: *Guys, there's a great surprise down there!*

Girl: *Don't worry, I'm here!*

Ben: *Wow! It's a world of colours!*



Additional information

- **Ball pit** - the game was invented by designer Eric McMillan, who believed that playgrounds should be more playful, arousing children's curiosity. In 1976, the world's

first ball pool was installed in the Captain Kids World theme park, part of the Sea World complex, located in San Diego, California (USA).

Information available at <<http://mentalfloss.com/article/70338/you-can-thank-man-popularizing-ball-pits-our-youth>>. Accessed on May 2, 2018.

Page 21

7 Trust your classmate!

Social emotional competences – cooperation and self-confidence: the activity aims at fostering children's cooperation, confidence and self-confidence, especially in the context of school games. The recreation areas at school may inspire fear and insecurity in some children, who are sometimes afraid to climb the steps of a slide or stand on top of a seesaw, for example. In those moments, the cooperative role of classmates is essential for the child to gain self-confidence. While playing in a seesaw, for example, both children should have confidence in themselves and their classmate to keep the same rhythm and apply the same impulse during the game. To recognise the inner ability to show a classmate that he / she can trust himself / herself is also a way to show self-confidence. This experience also applies to study time and other aspects of the child's life.

- Before starting the activity, invite children to share frightening experiences. Mention some situations and ask if they have experienced them: fear to play in a playground attraction or theme park, to participate in some sports activity or to take part in a tournament. If so, ask if there was someone there to help overcome this fear. Also ask if they have experienced situations in which they have been encouraged to do something they were afraid of. Emphasise the importance of cooperation, trust and self-confidence for overcoming fears and going through difficult situations.
- Go back to the comic strip story on page 20 and ask students to identify someone who has been afraid of something (Ben) and how that fear was overcome. They should notice that Ben has had the cooperation of a girl he met at the playground, who was willing to go down the slide with him. When trusting her, Ben was able to face and overcome his fear.
- ○ Then introduce the activity by drawing the students' attention to the picture. Ask if they can identify what is happening (*A girl, who is blindfolded, is*

following instructions from a friend to find the ferret in the middle of the ball pit).

- Ask if, when playing games at school, they usually cooperate with classmates and if they feel confident to guide them.
- Organise students in pairs and explain that one of the members will be blindfolded and he / she should find a hidden object, so he / she will need to follow his / her classmate's directions. We suggest that you should carry out this activity with the Brownie puppet as the object to be found in a ball pit (if you have one).
- To carry out the activity, be careful to get the way clear of objects over which the blindfolded student can trip, slid and get a bruise. To avoid unforeseen consequences, choose a place where the activity can be carried out as safely as possible.
- Make sure everyone has the opportunity to participate in the activity in both roles (guiding and being guided).
- At the end of the activity, talk to your students about how they felt in each role. It is very important that no judgments are made if there are students who recognise that they are afraid. Tell them that being afraid is something normal. Explain that fear is a mechanism of defense of the human being, which can be monitored and overcome, especially in situations in which it prevents us from doing certain things that are not risky and can bring us satisfaction and growth.

Extra activity

- This activity should be performed on soft floor, like a mat.
- Organise the students in threes and explain that this is a trust game.
- Explain the rules: one of the students in the trio must stand between the other two classmates and let himself fall to the right or to the left. The classmate who is on the chosen side must hold him / her so that he / she does not fall and, with help, make him / her go back to the middle.
- After a round, invite them to change roles so that everyone in the trio has the opportunity to experiment the feeling of confidence and cope with fear.

- To ensure that students can be monitored, make trios carry out the activity in turns, while the others watch. This can also make student-watchers feel more willing to take part in the game.

8 Listen and say. Draw and colour.

- Ask students to look at the picture and describe what they can see (*A table with a birthday cake and some sweets*).
- Play track 16 on the audio CD and point to the tongue-twister in the picture. Introduce the terms *favourite* and *cake*.
- If you wish, explain to students that the tongue-twister in the activity practises the /eɪ/ sound, which is how letter a is pronounced when it is followed by a consonant. This sound may appear at the beginning (Amy) and in the middle of a word (favourite). This diphthong can also be spelt in the following ways: with ai (aid), with ay (airbirthday), with ei (eight), with ey (eythey) and with ea (eabreak).
- Then play the audio track again, two or three times, and ask students to repeat the tongue-twister.
- Invite students to decorate and paint the cake using their favourite colours. Encourage them to repeat the tongue-twister while doing the activity.
- Lastly, ask some volunteers to show their cakes to the rest of the class.

Audioscript 16

My favourite cake

Setting the pace



If students find it difficult to say the tongue-twister, you can present the words in isolation and then ask children to join the words little by little till they get the complete sentence.



Other tongue-twister options that can be used to practise the same sound are *They always bake great cake*. and *My favourite game is snakes and ladders*.

9 Cut out and talk.

- In order to carry out this activity, you will need split pins.
- Organise students in pairs and tell them to cut the wheel and the arrow on page 117. Walk through the classroom, helping students mount the wheel with a split pin.
- Then ask one of the children in the pair to spin their wheel. When the arrow stops rotating, the other member should ask: *What colour is it?* The student who turned the wheel should answer: *It's (yellow).* The partner should look for an object of that colour around the classroom or among their belongings, point at it and say: *It's (yellow).* After that, students change roles.
- Go round the classroom monitoring the activity and offering help to those who have any difficulty.

Page 22

10 What's your favourite colour? Tick.

- Ask students what toy they can see in the pictures (*building blocks*) and check if they have ever played with them. If so, ask them whether they think this game is interesting and why.
- Go back to the question *What's your favourite colour?* which appeared in the comic strip story on page 20, and make sure everyone understands its meaning.
- Ask students what their favourite colour is. Invite them to tick the block in their favourite colour. Show that you also have a favourite colour and, using your own book or that of a student, point to the appropriate block.
- To carry out whole-class correction, ask volunteers to share their answers with the class. Encourage them to use complete sentences as in the comic strip story on page 20: *My favourite colour is (purple).*

11 Survey and colour.

- Students will need coloured pencils (the ones learnt in this unit) to carry out this activity.
- Explain that they will carry out a survey about their classmates' favourite colour.
- Invite them to go round the classroom with their book and coloured pencils and ask a classmate:

What's your favourite colour? Encourage them to answer with the structure they learned in the comic strip story on page 20: *My favourite color is (red).* The student who asked the question should then colour, on his / her own book, a block with the colour mentioned by his / her partner. The procedure should be repeated until each student interviews five different classmates.

- Walk around the classroom while students do the activity, helping them when necessary.
- Ask the class to share their findings and make a picture with their favourite colours on the board.

Teaching Tip

After doing the survey on favourite colours in class, you can talk to students about the possible reasons that lead most of them to prefer a particular colour. Depending on the results, you can talk to them about the prejudice associated with certain colours and help them deconstruct stereotypes.

Page 23

12 Listen, sing and play!

- In order to carry out this activity, students will need modelling clay in these colours: blue, yellow, red, green, pink and purple.
- Review the vocabulary studied in this unit.
- Explore the picture with students and ask them what it is (*a playground*), which games and colours they can see (*The slide is blue; The swing is yellow; The ball pit is green; The seesaw is pink*). Encourage students to use complete sentences.
- Play track 17 on the audio CD and have students point to the pictures as they are mentioned.
- Play the audio track once more and encourage them to sing along. You can use the instrumental version of the song on the audio CD to do this.
- Then ask children to use modelling clay to create the playground games in the same colours as in the song. Emphasise that it is important to have fun and to avoid looking for perfection.
- Go round the classroom and monitor how students are working.
- At the end of the class, place the works of art on a surface (which can be a large sheet of paper

simulating the ground of a playground) so that everyone can see and enjoy the games in different colours. You can photograph the games and keep the photos as a record of the activities carried out during the school year.



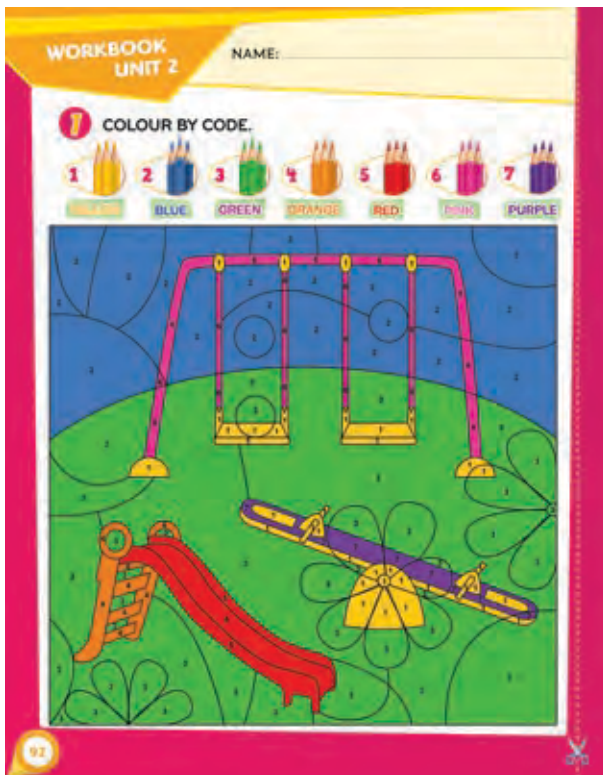
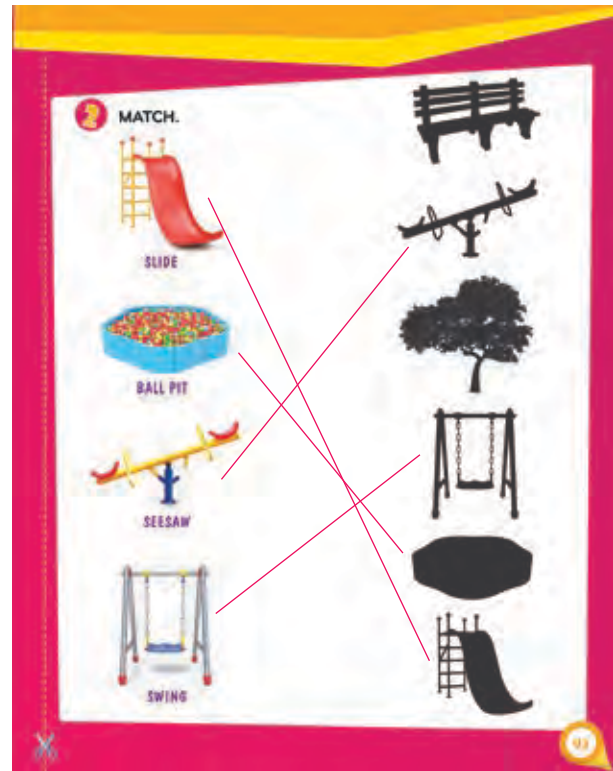
Audioscript 17

Song: Playground Fun!

What can I make? What can I make?
 Make a blue slide and play,
 Make a yellow swing and play.
 What can I make? What can I make?
 Make a green ball pit and play,
 Make a pink seesaw and play.
 What can I make? What can I make?

Workbook

Now that you have finished teaching this unit, it is advisable to turn to the Workbook activities on pages 92-94. In the Workbook section, students will revise all the vocabulary and some key structures learnt in the unit. You may assign these exercises as homework.



Extra Material



- › Teacher's Resource Material: Test Unit 2
- › Flashcards Unit 2
- › Student's Interactive Activities for Unit 2



Review 1 & 2

Page 24

1 Find and number. Say.

- Invite children to explore the picture. Ask them what they can see. (*A family having a picnic in a park*). Also ask: *How many people are there in this family? (Five)*. Then ask: *How many shadows are there? (Four)*.
- Encourage children to observe the picture of the family and the shadows in detail. Ask them to associate each member of the family to the corresponding shadow. Call their attention to the fact that since there are five people and only four shadows, one should not be numbered. Ask students to write the corresponding shadow number in the circle near each person in the picture. If necessary, solve one of the pictures with the whole class as a model.
- To correct, ask volunteers to share their answers with the class. Then encourage students to say who each person represents. Also ask them to say who the person who was not numbered is (*brother*).

Answer Key

1 sister 2 mum 3 grandma 4 dad

2 Think and circle.

- Invite children to explore the two pictures and to identify who is who in each family, taking one of the children as a reference. For example, tell them they should answer who is who in picture 1 taking the boy in the wheelchair as a reference. Point to the man and ask the class to tell you who he is (*This is the dad*); then point to the woman (*This is the mum*), to the girl (*This is the sister*) and to the

older woman (*This is the grandma*). Repeat the procedure with picture 2.

- Then explain to children that they should observe the picture and find out which person, in photo 1, took photo 2. Then, guide them to discover which person in photo 2, took photo 1. Ask them to circle these people in the pictures.
- If necessary, help students do the activity by asking them to observe who the people in photo 1 are, but try not to help them with the other photo.
- Carry out whole class correction and encourage students to justify their answers. Then, if you wish, ask students how all the family could have been in the picture (*They could have used a selfie stick - or have asked someone else in the park to take the picture of the whole family*).

Answer Key

1 Children circle the sister. 2 Children circle the grandpa.

Page 25

3 Listen and colour.

- Ask students what is strange in the picture of this playground. They are expected to say that the games are not coloured. Explain that they will have to colour the scene. If necessary, review the name of the games and colours in English.
- Then play track 18 on the audio CD and pause after each item so that children find the game mentioned and colour it according to the description. Help those who find it hard to understand the audio track.
- Ask them to compare their answers in pairs before carrying out correction with the whole class.



Audioscript 18

- 1 The seesaw is purple.
- 2 The slide is blue.
- 3 The swing is red.
- 4 The ball pit is green.

Answer Key

See audioscript 18.



Extra activity

- › Before asking students to do activity 3, challenge them to predict the colour of the games. Explain that this is just a lucky guess, as there is no hint of the answer in the activity.
- › Divide the class into two or three groups. Ask each group to present their guesses and write them on the board.
- › Play the audio track and ask students to check their guesses.

4 Think and stick.

- Ask students about the colours of the clay pieces in rows 1, 2, and 3. Point to them as they say the colours in English (1 *Red and blue*, 2 *Yellow and green*, 3 *Yellow and red*).
- Explain to children that they should watch the colours in each row and complete them with the colour that is missing using stickers. You can challenge them to experiment colour combinations using coloured pencils, wax crayons or modelling clay before sticking the correct sticker in each space. After they have discovered which colour each combination makes, ask them to stick the clay pieces found on page 134.
- Conduct class correction as feedback.

Setting the pace



If you want to add a challenging ingredient to the activity, after correction, engage students into solving some colour combinations to which they should answer *True* or *False*. If they say *False*, ask them to say which colour is the result of the given combination. Some suggestions of phrases that can be used are: *Red and blue make purple. (True)*, *Yellow and blue make orange. (False: Yellow and blue make green.)*, *Red and yellow make orange. (True)*. Another option is to say the colour combination and ask them to complete it properly: *Red and blue make... (Purple)*.



Cute Pets

Answer to the Big Question: *Children have got pets.*

Objectives: ask and answer about pets; ask and answer about the number of pets in a house; practise the /ɪ/ sound; reflect on the importance of responsibility and autonomy.

Vocabulary: *cat, dog, ferret, hamster, rabbit, turtle; numbers 1-10*

Language Content: *What's this? It's... It's cute! How many dogs? (Three.)*


Social emotional Competences: responsibility and autonomy

Digital Content: video clip to expand the topic of the opening pages

Workbook: pages 95-97

Hands On: page 82

Pages 26 and 27

- Call the children's attention to the title of the unit. Introduce the term cute and ask them if they know the word pet or if they have seen it or heard it somewhere. They will possibly mention the term pet shop or the name of a commercial product with that name.
- Invite children to explore the opening pages, ask them which event they can see in the picture (*a pet adoption fair*) and if they have ever been to one, either because they wanted to adopt a pet or to donate one.
- Also start a discussion about animal adoption. You can call students' attention to the fact that many animals are abandoned or are born in the streets and live in very poor conditions. These fairs, organised many times by NGOs, are one of the few ways these animals can be adopted, loved and taken care of by a family. Also explain that even if children have already got pets or if they can't have them, there are other ways to help like donating food or other items to take care of them.
- Point to one of the cats in the scene and say: *cat*. Ask students to repeat the word. Then ask which other animals they can see in the scene. Encourage children to answer in English, if they know how to, or introduce the new vocabulary (*dog, ferret, hamster, rabbit, turtle*).
- Go back to the question presented in the adventure book in the **Welcome Unit** (*What do children do?*) and remind students that each unit will bring a different answer to that question. Point to the adventure book on page 27 and read the answer presented in this unit: *Children have got pets.*
- Ask children to look at the adventure book and ask them to have a look at Brownie's device. Remind them that when they see this icon , they can look for extra information on the webpage. They can do this activity at home, with their families. In this case, children will find a video about responsibilities related to pets. The purpose of this activity is to reinforce the vocabulary in the unit and expand the students' world.



Additional information

- **Animal adoption** – Argentinian law punishes (including detention) those who injure or mistreat animals. Adopting animals that were born on the streets or abandoned is an action that can help change the situation of these animals. However, having a pet is a serious decision which has long-term consequences. This is because tutors will be responsible for their pet's well-being for an average of 10 to 15 years. Thus, it is essential that the adopters are aware that they are responsible for their custody.

Information available at <<http://www.animanaturalis.org/p/1387/leyes-argentinas-sobre-derechos-de-los-animales>>. Accessed on May 2, 2018.

- **Benefits of pets for children** – the relationship with pets brings several benefits to children. In addition to developing affection, self-esteem and sensitivity, keeping pets encourages a sense of responsibility and altruism, as children become aware of the needs of others and of their responsibility to respect and care for other living things. Besides, becoming aware of the life cycle of pets

helps the child cope with different feelings, such as sadness, and even the loss and pain caused by death.

Information available at <<https://www.adoptapet.com/>>. Accessed on May 2, 2018.

➤ **Ferret** – mammal belonging to the mustelids family (as well as otters and martens). He can live for about 10 years. The ferret is a quite curious, playful and friendly animal which has a great relationship with children and adults but he requires large amounts of care and attention.

Information available at <<https://www.vetbabble.com/small-pets/ferrets/is-a-ferret-right-for-you/>>. Accessed on May 2, 2018.

ABC Extra vocabulary

adoption fair	tank
bowl	toy
food	wheel
harness	

Page 28

1 Listen and say.

- Invite children to explore the picture. Ask them which pets they like or would like to play with. If they do not still feel safe to answer in English, ask them to point to the pictures.
- Play track 19 on the audio CD, pause after each word and practise the new lexical items.
- Check that everyone can associate the ferret with Brownie, the series pet.
- Play the audio track again, pause after each term and ask students to repeat to practise pronunciation.
- Finally, practise the chant and ask students to point to the pictures as they are mentioned.



Audioscript 19

cat; dog; ferret; hamster; rabbit; turtle

Teaching Tip

The term turtle is often mistaken for tortoise. All tortoises are in fact turtles—i.e., they belong to the order Testudines or Chelonia, reptiles having bodies encased in

➤ a bony shell— but not all turtles are tortoises. The most important thing to remember about tortoises is that they are exclusively land creatures, while most turtles live in water.

Information available at <<https://www.britannica.com/story/whats-the-difference-between-a-turtle-and-a-tortoise>>. Accessed on May 2, 2018.

2 Listen and say. Count and write.

- Check if students already know how to say the numbers in English. Write three or four numbers at random on the board and check if children do so but do not demand much of them. Explain that in this activity they will learn to say the numbers from 1 to 10.
- Play track 20 on the audio CD, pause after each word to teach the numbers.
- Play the audio track again, pause after each term and ask students to repeat, to practise pronunciation.
- Then ask them how many of each species of animals they can see in the opening scene and write down, using figures, the quantity of each animal.
- To correct, ask volunteers to say the quantity in a loud voice and write down the answers on the board.



Audioscript 20

one; two; three; four; five; six; seven; eight; nine; ten

Answer Key

From left to right: 3, 5, 4, 3, 2, 10

3 Listen, find and point.

- Explain to your students that they will listen to dialogues about pets in the opening scene.
- Play track 21 on the audio CD, pause after each dialogue, and ask children to find, in the opening scene, the pet mentioned and to point to it. Emphasise the fact that they need to point to just one animal of each type, and not all the animals of each species mentioned.
- To correct, ask volunteers to show the animals mentioned in the audio track to the whole group.



Audioscript 21

- 1 **A:** *What's this?*
B: *It's a rabbit.*
A: *It's cute!*
- 2 **A:** *What's this?*
B: *It's a dog.*
A: *It's cute!*
- 3 **A:** *What's this?*
B: *It's a turtle.*
A: *It's cute!*
- 4 **A:** *What's this?*
B: *It's a cat.*
A: *It's cute!*
- 5 **A:** *What's this?*
B: *It's a ferret.*
A: *It's cute!*
- 6 **A:** *What's this?*
B: *It's a hamster.*
A: *It's cute!*

Page 29

4 Listen and say.

- Challenge children to describe what they can see in the picture (*one child is showing the other a drawing of a turtle*).
- Pair students up and explain to them that they will practise the same dialogue as the children in the picture.
- Play track 22 on the audio CD and ask one row of students to repeat the boy's lines and another row, the girl's line.
- Play the audio track again and have students change roles.
- If you wish to reinforce oral work, ask the whole class to repeat all the lines.



Audioscript 22

- A:** *What's this?*
B: *It's a turtle.*
A: *It's cute!*

5 Draw and talk.

- Ask students to work individually and draw their favourite pet. Walk around the classroom while they are drawing, offering support when needed.
- Then organise them in pairs again. They should ask their classmate what pet they have drawn, using the dialogue in activity 4 as a model. They then change roles.
- If you want to model the activity, draw your favourite pet on the board and practise the dialogue with the whole class.
- Walk around the classroom during the activity to monitor the students' performance and offer help when necessary.

Answer Key

Children draw their favourite pet.

Page 30

6 Look and listen.

- Refer to the answer to the Big Question in the adventure book presented on page 27 (*Children have got pets.*) and ask students to comment on whether they have got a pet or which one they would like to have and why. Ask about the pets' names and why they were named like this. If you find it relevant, have them take photos of their pets to the next class to show them to their classmates.
- Explore the pictures of the story with students. Ask them if they recognise the place where the children are (*Rio de Janeiro*), which animals they can see (*ferret and dog*) and what they think is happening in each frame.
- Play track 23 on the audio CD and have them point to the frames as they hear the story.
- Play the audio track again and pause after each utterance for children to practise.
- Call their attention to the fact that the comic strip story shows a dog that has only got three legs. Ask if they know any animals which have got any type of disability and how they think they could help them. Comment that the little dog's name (adopted by Alice) in the story is Hope and explain what it means in Spanish. Then ask them to relate this information to the content of the story.

- Make sure students have been able to establish the relationship between the contents of the comic strip story and the answer to the Big Question in this unit.
- After working with the comic strip story, suggest imagining how the story continues after Alice adopts Hope. Ask students to work in groups and think of possible continuations for the story. Then ask them to explain their ideas to the whole class. Appreciate the ideas they come up with and, while they are expressing them, ask them questions to stimulate their creativity.



Audioscript 23

Ben: *Where are we?*
Alice: *We're in Brazil, Ben!*
Daniel: *How many dogs?*
Boy: *Three dogs!*
Daniel: *Wow!*
Emma: *Look! What's this?*
Ben: *It's a small dog!*
Alice: *It's cute!*
Vet: *The dog is fine.*
Alice: *This is my dog, Hope.*



Additional information

- **Adoption of pets with disabilities** – Finding a home for elderly or disabled animals is more difficult than finding a home for 'normal' animals. Organisations around the world have been struggling to promote animal adoption campaigns and fairs for disabled animals. They need special care, but they are perfectly capable of having a happy life and can be great companions. Living with a pet with a disability may stimulate openness to diversity, as well as self-esteem in children and adults, disabled or not.

Information available at <<https://www.handicappedpets.com/blog/adopt-a-disabled-pet/>>. Accessed on May 2, 2018.

- **Dogs in Brazil** – according to data from 2017, Brazil is the second country in the world with pet dogs at home, leaving behind only the United States. Argentina is in the 8th place. As regards small dogs, the country is a leader, reaching 20 million dogs kept as pets (data from 2012).

Information available at <www.mapsofworld.com/world-top-ten/countries-with-most-pet-dog-population.html>. Accessed on May 2, 2018.

Page 31

7 Think and tick.

Social emotional competences - responsibility and autonomy: the activity aims to promote children's sense of responsibility and autonomy, starting with pet care. It is important for them to understand that pets are living beings which, just like them, have needs like food, shelter, games, safety and health, among others. Awareness of the responsibility assumed when having a pet is extremely important so that statistics on abandonment and ill-treatment are reduced. In addition, guiding children and inviting them to take such care also stimulates their autonomy and their responsibility in other social situations.

- Before starting the activity, ask students what they think taking care of a pet involves. Ask them to go back to the comic strip story on page 30 and ask them to identify an example of taking care of a pet (*Alice takes the dog, Hope, to the vet*).
- Invite children to explore the pictures of the activity, ask them to name the pets in the pictures (*cat, hamster, dog, turtle, rabbit, cat, hamster, ferret, dog*).
- Also ask them to describe how these pets are being taken care of in each of the pictures (*by taking them to the vet to have them vaccinated; giving them a bath; taking them to the vet to be examined; putting them in a carrier bag when travelling; playing; cleaning the place where they live and also throwing away their waste; giving them affection; taking them for a walk*).
- Explain to students that they should take responsibility of taking care of a pet if they decide to have one. It is important that they observe each picture carefully so that they can conclude, for example, that they could never vaccinate the cat or auscultate the turtle themselves, but should ask an adult to go with them to the vet, the professional responsible for such care. It is therefore essential to make them reflect and to promote a debate so that they come to conclusions themselves. Also highlight that a person who is not a vet cannot vaccinate an animal, he / she can only give the pet medicine that the vet has prescribed for the pet.
- To correct, ask volunteers to share their answers with the class, but point out that there are no right or wrong answers.
- If students have got pets, encourage them to talk to their parents or tutors about the pets' care routine.



Extra activity

- ▶ If possible, organise a visit to an animal shelter to raise awareness of the importance of adoption and responsible custody. Another option is to visit a dog training centre to raise awareness of the importance of training pets without mistreating them.

8 Listen and say. Help the iguana.

- Ask students to look at the picture and say what they can see (*an iguana and a map of South America in which Brazil is highlighted*).
- Play track 24 on the audio CD and point to the tongue-twister in the activity.
- If you find it appropriate, explain that the tongue-twister in the activity practises the /i/ sound; usually spelled using the vowel *i*. It may appear at the beginning (*iguana*) and in the middle (*Brazil*) of a word, but it does not usually appear at the end of a word.
- Then play the audio track again, two or three times, and ask students to repeat the tongue-twister.
- Finally, invite students to draw the path that takes the iguana to its native country on the maze. Challenge them to repeat the tongue-twister while doing the activity.
- Walk around the classroom during the activity to monitor the students' performance.



Audioscript 24

This iguana is from Brazil.

Setting the pace



If students find it difficult to pronounce the tongue-twister, you can present the words in isolation and then ask children to join them into the complete sentence.



Another tongue twister option that can be used to practise the same sound is *Incredible iguanas, lizards and insects live in Brazil.*

9 Cut out and talk.

- Organise students in pairs and ask them to cut out the picture of the pet hotel and the pet counters on page 119.
- Then tell them to observe the scene and ask what it is (*a pet hotel*) and which animals are there (*turtle, rabbit, dog, hamster, cat, ferret*).
- Ask each member of the pair to shuffle their pet pictures and put them on a pile. In turns, students should take one from the pile and ask his / her classmate about the quantity of animals of that species in the scene. Demonstrate what to do, by taking one token and asking *How many (dogs)?* Students should count how many dogs there are in the scene and answer: six. After the first set of questions and answers, tell children to change the roles (whoever has asked the question will now answer and vice versa). They should continue asking and answering questions until all the counters are gone.
- During the activity, go around the classroom monitoring the students' work and helping out those students who have any difficulty.
- At the end, ask them to say the quantities of all the animals in the scene (*four turtles, five rabbits, six dogs, three hamsters, eight cats, seven ferrets*).

Page 32

10 Listen and number.

- Explore the pictures with students and challenge them to guess what the pictures depict, using the question *What's this?*
- To arise their curiosity, ask if they know the noises made by these animals for communication. However, do not offer any answers now because they will hear these sounds on the audio track.
- Play track 25 on the audio CD and ask children to number the pictures in the order they hear them.
- To correct, play the audio track again and tell children which animal the sound heard refers to, using phrases like *It's a (hamster)*.



Audioscript 25

1 (sound of turtle in water) 2 (sound of dog barking)
3 (sound of hamster squeaking) 4 (sound of cat meowing)

Answer Key

From left to right: 4, 2, 3, 1

11 Count and circle.

- To review the vocabulary, ask students to name the animals that they can see in the picture. Also check the numbers from 1 to 10.
- Explain that, in this activity, they should count how many animals of each species they can see in the picture. Then ask them to circle the option with the correct quantity.
- If necessary, solve the first set with the whole class as an example.
- To correct, ask volunteers to share their answers with the rest of the class and write them down on the board.

Answer Key

From left to right: 3, 2, 1, 4, 6, 5

Setting the pace



If you want to make the activity more challenging, ask students to say their answers orally for class correction (*three hamsters, two rabbits, one dog, four turtles, six ferrets, five cats*).

Page 33

12 Listen and stick. Sing and play!

- Invite students to have a look at the picture. Point to a ferret and ask: *What's this? (It's a ferret)*. Ask children to provide complete answers. Repeat the procedure with the other animals in the picture (*dog and cat*).
- Play track 26 on the audio CD and have children use their fingers to show the number of each type of pet that is mentioned in the song while listening to it.
- Then ask them to use the stickers on page 134 to complete the scene with the missing animals.
- Walk around the classroom to monitor the students' performance and provide help if necessary.
- Play the audio track again and ask them to sing along and continue showing the quantities of

animals with their fingers. You can use the karaoke version of the song.

- The lyrics of the songs can be found at the end of the Student's Book, on pages 87-88. Encourage children to listen to the songs at home with their parents. They can also find them on the webpage.



Audioscript 26

Song: Little Pets to Adopt

*One little, two little, three little ferrets,
Four little, five little, six little ferrets,
Seven little, eight little, nine little ferrets,
Ten little ferrets to adopt.
One little, two little, three little cats,
Four little, five little, six little cats,
Seven little, eight little, nine little cats,
Ten little cats to adopt.
One little, two little, three little dogs,
Four little, five little, six little dogs,
Seven little, eight little, nine little dogs,
Ten little dogs to adopt.*

Setting the pace



If students have any difficulty while doing the activity, tell children that there are ten animals of each species. Ask, then, how many animals of each kind can be seen in the picture and how many are missing to complete ten.

Extra activity

- ▶ Now you may do the *Hands on* activities for unit 3 with the students, which can be found on page 82 on the Student's Book. These activities are thoroughly explained on page 94 of this Teacher's Book.

Workbook

Now that you have finished teaching this unit, it is advisable to turn to the Workbook activities on pages 95-97. In the Workbook section, students will revise all the vocabulary and some key structures learnt in the unit. You may assign these exercises as homework.

1 COUNT AND COLOUR.

3 CAT



6 TURTLES



4 DOGS



8 BATTERIES



2 MONKS



5 BATTERIES



4 MATCH. COUNT AND ANSWER.

1 CAT

2 FERRET

3 RABBIT



2 THINK AND NUMBER.



3 FIND AND CIRCLE THE DIFFERENCES.



Extra Material



- > Teacher's Resource Material: Test Unit 3
- > Flashcards Unit 3
- > Student's Interactive Activities for Unit 3

4

Move Your Body

Answer to the Big Question: *Children dance.*

Objectives: talk about parts of the body; recognise the functions of parts of the body; use simple commands related to the use of the parts of the body in a dance; practise the /i:/ sound; reflect on the importance of openness to new ideas

Vocabulary: *arms, ears, eyes, feet, hands, head, legs, mouth, nose*


Language Content: *I have got (one mouth) and (two eyes). / Clap your hands! / Move your arms! / Stamp your feet! / Touch your head!*

Social emotional Competence: openness to new experiences

Digital Content: animated infographic to broaden the topic of the opening scene

Workbook: pages 98-100

Pages 34 and 35

- Explore the opening scene with your students. Ask them if they like dancing. If they do, ask them which dances they perform and on which occasions. Also ask them where the children in the picture are (*on stage at a theatre, cultural centre or auditorium*) and if they have ever attended an event like this.
 - Ask students if they think this is a typical dance in any area in Argentina or if it represents any other culture and why they think so. Listen to different opinions without revealing the answer and try not to create stereotypes, for example, by highlighting the physical characteristics of the dancers. The elements which are associated to India the most are the musical instruments and the clothes worn by the dancers.
 - Explain that the children in the picture are performing a *kathak* presentation, a traditional dance from the north of India. If possible, show India on a world map and elicit if some students already know something about this country.
 - Point to the arms of any of the dancers and say: *arms*. Ask students to repeat the word. Then ask them which other body parts they can see in the picture. Encourage them to answer in English, if they already know the vocabulary, or introduce the words (*ears, eyes, feet, hands, head, legs, mouth, nose*).
 - Go back to the Big Question in the **Welcome Unit** (*What do children do?*) and remind students that each unit will bring a different answer to that question. Point to the adventure book on page 35 and read the answer to the Big Question in this unit: *Children dance.*
- Now ask children to have a look at Brownie's device. Remind them that when they see this icon , they can look for extra information on the webpage. They can do this activity at home, with their families. On the webpage, there is an animated infographic –contextualised on a world map– which presents videos of children performing typical dances of different countries. The purpose of this infographic is to show the variety of typical dances around the world and their active participation in this type of activity.



Additional information

- **Dance** – dancing is one of the most traditional forms of cultural expression through the body. In the case of children, it can help them recognise their body, as well as its possibilities and limitations. In addition, it contributes to develop the notions of space, sequence and standardisation. It helps children express their feelings and acquire self-confidence; it teaches tolerance and admiration for the other, it fosters curiosity about other cultures and develops creativity and imagination.

Information available at <<https://classroom.synonym.com/importance-dance-childhood-education-5535793.html>>. Accessed on May 2, 2018.

- **Kathak** – typical dance from the north of India, kathak (whose pronunciation is /'kʌtək /) is associated with the word *katha*, which means *storytelling*. It was performed by artists and was part of the historical narratives that amused people, having been influenced by Hindus and Muslims. The kathak style is marked by the twists and the detailed movements of the feet. The typical dress of this dance includes a veil on the head and a shawl above a blouse.

Information available at <<http://www.kathadance.org/about-2/what-is-kathak/>>. Accessed on May 2, 2018.



Extra vocabulary

audience	singer
dancer	stage
musical instrument	to play
musician	

Page 36

1 Listen and say.

- Explore the picture with your students. Elicit the relationship between the child in this activity and the opening scene. They are expected to notice that this child is one of the dancers in the opening scene.
- Play track 27 on the audio CD. Pause after each word to introduce the new vocabulary.
- Play the audio track again, pause after each term and ask children to repeat to practise pronunciation.
- If necessary, teach them to pronounce the *th* sound (/θ/) mouth in the word. Try to make them have fun rather than go into details in pronunciation. Show how to pronounce the sound once or twice so that they can imitate you. Place the tip of your tongue between the front teeth and blow gently, asking them to do the same.
- Finally, practise the chant and ask children to point to the body parts illustrated as they are mentioned.



Audioscript 27

1 head 2 eyes 3 ears 4 nose 5 mouth 6 arm 7 hand 8 leg
9 feet

Teaching Tip

Explain to students that the words in the activity are singular or plural nouns according to the quantity of each part of the body in the picture. Thus, *head* is singular because there is only one head in the picture, whereas *eyes* is plural because there are two eyes. Explain that *feet* is the plural of *foot*. Without going into detail, say that the plural of a few words in English is not formed by adding *-s* to the end of the word, as with *eyes* or *hands*, for example.

2 Listen and tick.

- Ask students what they can see in the pictures (*They are body parts of a child*). Point to each part of the body and ask them to say the name in English (*hand, arm, leg, foot*).
- Play track 28 on the audio CD and ask students to tick the body parts mentioned.
- Carry out correction with the whole class.



Audioscript 28

hand; leg

Answer Key

Children tick the first and third pictures.

3 Listen, find and point.

- Explain to your students that they will have to look at the opening scene again to do this activity.
- Play track 29 on the audio CD and pause after the first item. Exemplify what should be done. Point to a mouth in the opening scene and tell students they should do the same after hearing the other words.
- Play the rest of the audio track and, if necessary, make longer pauses after each item.
- To carry out correction in a different way, invite a volunteer to play the role of a living statue. He / She should stand in front of the classroom with his / her back to the board so that all his classmates can see him / her full-length. Play the audio track again and pause after each word. Ask for another volunteer to stand up, walk up to the living statue and point to the part of the body that was mentioned. If you want more students to play the living statue, ask a different volunteer to roleplay each of the three items on the track.
- For the sake of reinforcement of vocabulary acquisition and after finishing whole-class correction, ask the statue to remain where he / she is and you point to the parts of the body taught, in a different order from that of the audio track. The rest of the class should tell you which part of the body you are pointing to (*two ears, one nose, etc.*).



Audioscript 29

1 one mouth 2 two legs 3 two eyes 4 two arms 5 two ears
6 one head 7 two hands 8 one nose 9 two feet

4 Listen and say.

- Invite students to explore the picture and say what they can see (*Two children showing a drawing of a robot to each other*). Introduce the word robot and ask students to repeat it.
- Encourage children to describe the robots (*The robot on the left: one head, two ears, three eyes, one nose, one mouth, two arms, two hands, two legs, two feet. The robot on the right: one head, two ears, two eyes, one nose, one mouth, two arms, two hands, four legs, four feet*).
- Encourage students to compare these quantities with the quantities of each part of their own bodies. Ask if they know someone with a disability and who has got, for example, only one leg. Do foster an environment of respect and acceptance when holding this type of discussion.
- Pair students up and explain that they will practise the same dialogue as the children in the picture. Call their attention to the fact that the children are describing the robots pretending to be them, using the first person singular (the pronoun *I*).
- Play track 30 on the audio CD and ask students to repeat the dialogue: one child plays one role and the other plays the other role.
- Play the audio track again and ask children to change roles. This model dialogue will be used in the next activity.
- If you wish to reinforce oral practice, play the track once more and invite the whole class to repeat the lines of both children.



Audioscript 30

A: *I've got three eyes.*

B: *I've got one nose and four legs.*

5 Draw and role-play.

- Explain to students that now it is their turn to pretend to be a robot. To do this, have them work individually and guide them to draw and colour

their own robot. Encourage them to be creative, saying that, like the children's drawings in activity 4, their robots can be very different from human beings.

- Then organise children into pairs and guide them to describe the body they drew as if they were robots themselves, using the dialogue in activity 4 as a model.
- Walk around the classroom, monitor the activity and help students when necessary.



Extra activity

- ▶ Suggest working in a project to create robots using rolls of toilet paper, paper towels and empty yogurt containers.
- ▶ Explain that students can assemble the robot as they wish, using, for example, the paper towel roll as a body, the rolls of toilet paper as legs and arms and the yogurt container as a head. The body parts may be glued or stapled to the trunk (if stapling is required, assist students in this step). Details as eyes, nose and mouth can be drawn and / or glued.
- ▶ Another idea is to build robots that are more flexible. To achieve flexibility, students can join the arms and legs to the trunk with string so that the arms and legs can move more freely.
- ▶ This project can be carried out together with the Art teacher.

Page 38

6 Look and listen.

- Go back to the answer in the adventure book on page 35 (*Children dance*) and ask students if they remember the name of the traditional Indian dance in the opening scene (*Kathak*).
- Talk to them about their experiences with dancing, when they last danced and which musical style they like dancing the most.
- Ask students to close their books. Explain that in this comic strip story, they will review some of the parts of the body taught in the unit. Play track 31 on the audio CD and ask children to identify the parts of the body they hear (*arms, head, feet*). Also ask them to identify which children in the gang are mentioned (*Ben, Daniel, Alice*) and where they are (*in India*).

- With this information, ask students to predict what happens in the comic strip story of this unit.
- Then invite them to open the book, look at the pictures and check if their predictions were correct.
- Play the audio track again and have them point to the frames as events occur.
- Play the audio track once more and pause after each speech utterance for students to practise.
- Ensure that students have been able to establish the relationship between the comic strip content and the answer to the Big Question on page 35.



Audioscript 31

Daniel: *Where are we, Ben?*

Ben: *We're in India, Daniel!*

Emma: *One, two, three... Three?*

Ben: *Look! It's Alice!*

Daniel: *Oh, no! Alice, move your arms!*

Ben: *Touch your head!*

Emma: *Stamp your feet!*

Daniel: *Great!*

Teaching Tip



Nowadays, society is still permeated by stereotyped gender relations. It is common to find expressions that segregate boys and girls. Therefore, it is advisable to expand the work with the comic strip story of this unit reflecting on the fact that a boy and a girl perform a dance presentation together. This awareness is aimed at overcoming discriminatory practice and prejudice, creating an inclusive atmosphere. If you want to, you can compare this prejudice with the prejudice experienced by girls when practising martial arts, for example.

Information available at <<http://uis.unesco.org/en/topic/gender-equality-education>>. Accessed on May 2, 2018.

Page 39

7 Look, think and tick.

Social emotional competence - openness to new ideas: the activity aims to foster reflection about openness to the new, about social emotional competence intrinsically related to respect for diversity and participative and democratic learning. It is important that students understand that even if they do not wish to experience other customs for some

reason (which may even involve questions of beliefs, not merely taste), they should respect them as their own customs can also be seen as different by people from other cultures. Emphasise that openness to new ideas does not mean letting go of their beliefs and customs, but rather treat each other with respect and tolerance and be willing to live new experiences, which can be of a varied nature, from trying food to participating in a typical celebration of another country. Even if they do not like something new that they have tried, the fact that they have opened up to get to know something different broadens their vision of the world, an essential point of view for citizens of the 21st century.

- Before starting the activity, ask students if they like to try new activities and if they have ever started something that seemed boring, difficult or strange at the beginning, but which turned out to be enjoyable later on. If they find it difficult to think of an example, challenge them to think of the school context and ask if they have ever worked with a classmate with whom they had never worked before and enjoyed the experience or if they have ever participated in an activity that they thought was uninteresting, but which they ended up enjoying.
- As an example, go back to the comic strip story on page 38 and ask which child lived a new experience (*Alice*), how she reacted (*at first she seems confused about the dance, but then, with the help of her dance partner, who shows her the steps and her friends, who give her instructions on what moves to make, she can perform the choreography*) and how she felt at the end of the experience (*She was happy*).
- Then ask students to watch the main scene and the other three pictures. They are expected to notice that the main scene shows a girl watching a group of children dancing *kathak* and one of them invites her to participate in the dance. Picture 1 depicts the girl gently refusing the invitation, but demonstrating that she wishes to continue to attend the presentation. Picture 2 shows the girl making a face and refusing the invitation to join the group. Picture 3 shows the girl accepting the invitation and joining the children, dancing lively and having fun.
- Explain to students that they should tick the picture that represents the attitude they would take if they were in a situation similar to that shown in the main scene. As it has been highlighted, there are no right or wrong answers here, since the objective

is to start dealing with the issue of openness to the new, taking the students' personal answers as the starting point. In order not to show that one attitude is preferable to the others, it is advisable to ask students to think about the advantages and disadvantages of each of the options.

- At the end, ask volunteers to say which option they have ticked and account for their choice.

8 Listen and say. Stick.

- Explore the picture with students and elicit what they can see (*the ocean floor*). Ask what type of animal usually lives in these places, called *reefs*. If they find it difficult to respond, ask them to open the book at page 136 and point to the eel stickers. Ask if they know that animal.
- Play track 32 on the audio CD and show the tongue-twister. Introduce the terms *eels* and *reefs* (*coral reefs*).
- If you wish, explain that the tongue-twister practises the /i:/ sound, usually written using two letters *e* and also called the long *e*. It can appear at the beginning (*ee/s*), in the middle (*fee/t*) and at the end (*bee*) of a word.
- Then play the audio track two or three more times and have students repeat it.
- Finally, invite children to select which of the stickers on page 136 correctly completes the picture and to place it in the appropriate place. Challenge them to repeat the tongue-twister while performing the activity.
- To make sure everyone has reached the correct answer, ask them to show you the chosen sticker before they stick it on the book.



Audioscript 32

Green eels haven't got feet.

Answer Key

Children place the green eel sticker on the picture of the reef.

Setting the pace



If students find it difficult to pronounce the tongue-twister, one suggestion is to present the words in isolation and then ask children to join them into the complete sentence.



Other tongue-twister options that can be used to work with the same sound are *Three bees in a tree* and *Wash your feet and brush your teeth*.

9 Cut out and play.

- Before starting the activity, raise the topic of dances again. Ask, for example, what dance styles children know. Ask if they know the name of the professional who directs a dance group, decides the steps to be danced and gives guidance on how to perform these steps to dancers (*choreographer*). Explain that in this activity they will have the opportunity to take part as choreographers and as dancers.
- Organise children into groups of four. Ask them to cut out the three children on page 121 and fold their bases.
- Explain that each group should choose one member to dance and that the other three should act as choreographers.
- Guide those who are acting as choreographers to organise and arrange a sequence of steps with the cut outs (allow for repetition of steps), but do not let the dancer see this sequence.
- Next, explain that choreographers should use the appropriate instructions (*Stamp your feet, Move your arms, Touch your head*) to guide their classmate to perform the choreography they created.
- Monitor the activity and clear up any doubts that may crop up.
- Ask students to change roles until everyone has had the opportunity to act as a dancer and a choreographer.

Teaching Tip

Not all students will feel comfortable doing activities which involve dances and other physical movements. This is a good opportunity to go back to the discussion on the importance of openness to new ideas. Create a welcoming environment in which shy or introverted students will feel respected if they do not want to dance, but also encouraged to try out something new.

10 Choose and stick.

- Ask students if they remember the name of the professional who creates the steps of a dance and directs dancers in a presentation (*choreographer*). Explain that in this activity they will have another opportunity to act as choreographers. Ask students to open the book at page 136 and look at the pictures. Ask them to describe the movements the girl is performing. Perform with them *Move your arms*, *Touch your head* and *Stamp your feet*, presented in the comic strip story on page 38. Point to the pictures corresponding to each movement. Then introduce *Clap your hands* and mime the action for them to deduce the meaning.
- Next, invite children to create some choreography they could assemble with the stickers and paste them in the order in which the steps of their choreography are to be performed.
- Walk around the classroom to monitor the activity.
- Explain that the children's choreography will be used in the next activity.

11 Now dance and say!

- Organise students in small groups and ask them to choose one member of each group to act as a choreographer, and the others as dancers.
- Tell the choreographer to give the instructions corresponding to the choreography he / she set up in activity 10 and ask the dancers to perform it.
- Encourage everyone to dance. Remind them that they do not need to dance perfectly, but just to participate and have fun.
- At the end of each round, ask children to change roles until everyone has had the opportunity to act both as dancers and choreographers.

Extra activity

- Engage children into a challenge in which they have to move different parts of the body. Challenge them, for example, to stand on only one foot and with a raised arm; or to walk without stepping off a line.
- While performing these movements, ask children to mention the parts of the body they are using. This helps them to work their body awareness (*proprioception*).

12 Listen, sing and dance!

- It is a good idea to start off the activity as a game in which children will not need their book. Say that you will mime something and that they should guess what it is. Move through the classroom as if you were a robot and wait until everyone has guessed what you are miming.
- Then ask volunteers to mime a robot as well. After some time, ask the last volunteer to remain in front of the classroom and continue pretending to be a robot. Review the vocabulary in the unit by pointing to the body parts of that volunteer and by asking the rest of the class to name them.
- Ask students to open the book and look at the pictures. Ask them which movements, they think, the robots are making. Perform with them *Move your arms*, *Touch your head*, *Stamp your feet* and *Clap your hands*.
- Then tell them to look at the pictures of the robot in the activity again and give instructions for each of the movements in the pictures.
- Play track 33 on the audio CD and have children point to the pictures as the instructions of each step of the choreography are mentioned.
- If necessary, explain the meaning of the term *like*: as (for instance, in the verse *Touch your head like a robot*).
- Rehearse the choreography with your students as if they were robots.
- Play the audio track again and ask everyone to sing and dance. You can use the karaoke version of the song.

**Audioscript 33****Song: Dance Like a Robot**

*Touch your head like a robot.
Move your arms like a robot.
Stamp your feet like a robot.
Clap your hands like a robot.
Dance like a robot!
I touch my head like a robot.
I move my arms like a robot.
I stamp my feet like a robot.
I clap my hands like a robot.
I dance like a robot!*

Workbook

Now that you have finished teaching this unit, it is advisable to turn to the Workbook activities on pages 98-100. In the Workbook section, students will revise all the vocabulary and some key structures learnt in the unit. You may assign these exercises as homework.

WORKBOOK UNIT 4 NAME: _____

1 COUNT AND WRITE.

1 HEAD 2 ARM 3 EYE 4 EAR 5 NOSE 6 MOUTH 7 LEG 8 MOUTH 9 ARM 10 EYE

2 LOOK AND MATCH.

3 LOOK AND CIRCLE.

HAND FEET LEG HAND

4 THINK AND MATCH.

Extra Material

- ▶ Teacher's Resource Material: Test Unit 4
- ▶ Flashcards Unit 4
- ▶ Student's Interactive Activities for Unit 4



Review 3 & 4

Page 42

1 Stick and say.

- Before starting with this activity, review the pets vocabulary. After that, ask students in what kind of habitat each of these animals usually lives or spends at least part of their time.
- Guide children to observe the pictures and identify the habitats in each picture (*fish tank, hamster wheel, house*). Elicit which pet usually lives in each of these places.
- Explain that they should paste the pet stickers on page 138 in the appropriate place.

- Go around the classroom and monitor the activity as it is being done.
- Carry out whole class correction. At the end of the class, have students tell you which animal is in each habitat.

Answer Key

From left to right: turtle, hamster, dog



Extra activity

- ▶ Students can be asked to draw some of the other pets they learnt in unit 3 in their usual home on a separate sheet of paper. They may also be encouraged to draw the objects that these pets like the most.
- ▶ Another possibility is to ask students to bring pictures of their own pets at home.
- ▶ Both the drawings and the photos can be pinned up on a mural and used for socialising and talking about pets in the classroom.

2 Listen and colour.

- Invite students to explore the second set of pictures and elicit the animals in each picture (*cat and ferret, hamster and dog, cat and rabbit*).
- Ask children to count the exact quantity of animals of each species in the pictures. Explain they will listen to the children in the photos describing their pets and they should match the descriptions to the pictures.
- Make students aware of the fact that there is a coloured circle next to each child's photo and one white circle next to the pictures of the pets. Explain that they should colour the white circle in the same colour as the circle next to the child describing his / her pets.
- Emphasise the fact that there are two children and three groups of pets, so one of these groups will not be matched.
- Play track 34 on the audio CD and ask students to tick the answers in pencil to facilitate future corrections.
- Play the audio track to confirm or correct their answers. Suggest comparing their notes in pairs before they colour the circles.
- Carry out class correction.



Audioscript 34

Boy: *I've got three cats and two rabbits.*

Girl: *I've got three hamsters and one dog.*

Answer Key

Children colour the circle in the second picture green and the circle in the third picture orange.

Setting the pace



If necessary, do the activity in two steps. Play the audio track and pause after the first dialogue. Ask students who described the first picture (*the boy*) and what the colour of the circle next to his picture is (*orange*). Ask them to take an orange pencil. Play the audio track again, pause after the first dialogue, and give students time to find the correct group of animals and colour the circle orange. Repeat the procedure with the second dialogue.

Page 43

3 Listen and number.

- Tell students to look at the picture and ask them why they think the children are stained.
- Explain to them that they will hear four children describing the colour of ink stains on their body. Ask them to pay attention to the number before each speech utterance because they should number the children according to the descriptions heard.
- Play track 35 on the audio CD and ask students to number the children. If necessary, do number 1 with the whole class as an example.
- Play the audio track again so students can check their answers.
- To correct, ask volunteers to share their answers with the class and write them down on the board.



Audioscript 35

- 1 **Girl 1:** *I've got a green nose and red hands.*
- 2 **Boy 1:** *I've got purple ears, pink arms and blue legs.*
- 3 **Boy 2:** *I've got an orange nose.*
- 4 **Girl 2:** *I've got green ears and purple legs.*

Answer Key

From left to right: 2, 4, 1, 3

④ Look and say. Play *Simon Says*.

- Draw the students' attention to the pictures and ask them to give the commands for each of the movements in the pictures. If necessary, review parts of the body.
- Then organise students into small groups to play *Simon Says*. Make sure they know how to play the game or explain it to them.
- Explain that, in turns, one of the members of the group will give instructions. The others should perform the actions whenever the command starts with *Simon says...* If the phrase *Simon says...* is not used, the command should not be followed. For example, if the teacher says *Simon says: clap your hands!* Everyone should clap; however, if he / she only says: *clap your hands*, no one should clap.
- Go around the classroom, monitoring and helping students when necessary.

5

Time to Play!

Answer to the Big Question: *Children have got toys.*

Objectives: talk about toys; ask about someone's favourite toy and say which your favourite toy is; practise the /e/ sound; reflect on the importance of initiative and cooperation

Vocabulary: *an art set, a ball, a bike, a car, a kite, a doll*

Language Content: *What's this? It's a / an... / What's your favourite toy? My favourite toy is a / an...*


Social emotional Competences: initiative and cooperation

Digital Content: animated infographic to expand the topic of the opening pages

Workbook: pages 101-103

Hands On: page 83

Pages 44 and 45

- Explore the opening scene with students. Elicit the place (*a park*), ask if children usually go to parks to play with friends and family and which toys they usually take with them when they go to parks.
 - Check if students could predict which country the scene takes place in. Some hints could be: it is a highly populated country, it is a big producer of electronic devices, and the cradle of martial arts like *kung fu*, the language spoken there is very difficult to learn, Beijing is its capital city. Students should guess the scene takes place in China.
 - Explain that the scene represents the Weifang International Kite Festival. Ask students if they have ever flown a kite and if they would like to attend such an event.
 - Call the students' attention to the fact that there are boys and girls flying kites in the picture. Sometimes, kite flying is mainly seen as a male game but this is not necessarily so as boys and girls can have fun flying kites together.
 - Point to the art set in the scene and say: *an art set*. Ask students to repeat the phrase. Then ask which other toys they can see in the picture. Encourage them to answer in English, if they know the name of the toys. If not, introduce the new vocabulary: *a ball, a kite, a bike, a car, a doll, an art set*.
 - Go back to the Big Question in the **Welcome Unit** (*What do children do?*) and remind students that each unit will bring a different answer to that question. Point to the adventure book on page 45 and read the answer to the Big Question in this unit: *Children have got toys.*
- Ask children to have a look at Brownie's device. Explain that when they see this icon , they can look up extra information on the Richmond webpage. They can do this activity at home, with their families. In this case, children will find an animated infographic in the form of a board game, and also feature videos of children having fun with different toys in different houses. The purpose of this activity is to reinforce the vocabulary in the unit.



Additional information

- > **International Weifang Kite Festival** – Weifang is a city located in the Shandong province, on the east coast of China. It is believed that the city is the cradle of kites and, therefore, it was named capital city of the kite. The festival has been held every year since 1984, between April 20 and 25, and attracts visitors from all over the world.

Information available at <<https://chinablog.cc/kite-when-human-first-thought-about-flying/>>. Accessed on May 2, 2018.

Teaching Tip

The concept of *boys' toys* and *girls' toys* is still very strong in our society. It is not uncommon to represent boys playing with trolleys and girls playing with dolls. However, the naturally curious and creative child has no tendency to choose *boys' toys* and *girls' toys*. What we see is a reflection of the society we live in, of gender inequality and of the expectations of adults about specific behaviour for each gender, which influence children. Consequently, it is suggested that you discourage such behaviour, avoiding divisions by gender, for example.

- This does not mean, of course, that we should encourage children to play with toys they do not want to or dislike, but it is important to show them that there is no predetermination or division that prevents them from playing with toys they like and which are thought to be inappropriate for them.

ABC Extra vocabulary

coloured pencil	to draw
crayon	to fly a kite
festival	to have fun
marker	to play with (a ball)
park	to ride a bike
scissors	watercolour
to colour	

Page 46

1 Listen and say.

- Invite students to explore the pictures and if you wish, take the opportunity to review topics from previous units. Ask, for example, how many toys they can see in the pictures (*six*) and what parts of the body are visible on the picture of the doll (*head, eyes, mouth, arms, legs, hands*). Encourage them to answer in English.
- Play track 36 on the audio CD and pause after each word for students to practise the new vocabulary.
- Make sure that everyone understands that art set is a case with different materials for drawing and painting.
- Play the audio track again, pause after each term and challenge students to repeat for the sake of pronunciation.
- Finally, practise the chant and ask children to point to the toys in the pictures as they are mentioned.



Audioscript 36

an art set; a ball; a bike; a doll; a kite; a car

Teaching Tip

The word *kite* in English also refers to a bird of prey (a type of hawk), hence the association of the term with the toy.

2 Listen and colour.

- Before starting with the activity, carry out a quick memory game. Ask students to observe the pictures in activities 1 and 2. Next, ask them to close the book and challenge them to tell which toys shown in activity 1 are not in activity 2 (*art set, bike, doll*). Then ask them to open their book to check their answers.
- Check with the class the colours learnt in unit 2 (*blue, green, orange, pink, purple, red, yellow*).
- Explain to students that they will hear the audio track and that they will have to colour the toys according to the instructions.
- Play the first line of track 37 on the audio CD and have the toy coloured appropriately. Repeat the procedure with the other items.
- Go around the classroom and offer help when necessary.
- For correction, ask volunteers to show their colourful drawings to the whole class.



Audioscript 37

1 a yellow car 2 a red ball 3 a green kite

Answer Key

See audioscript 37.

Setting the pace



Ask students to have blue, green, orange, pink, purple, red, and yellow pencils at hand. Tell them they will hear the colours of three toys and they should only pick up the suitable coloured pencils. Play track 37 on the audio CD and pause after the first description. Ask them to show you the selected colour. Repeat the procedure with the other items. Ask children to put the other coloured pencils away. Then play the audio track again and pause after each item so that students can colour the toys.

3 Listen, find and point.

- Ask students if they remember what question we ask when we want someone to tell us what a certain thing is (*What's this?* –language content from unit 3). Explain to them that they will hear short dialogues in which someone asks this question about the toys in the opening scene.
- Play track 38 on the audio CD and ask students to spot the toys in the opening scene and point to them. Point out that as there are several toys of the same kind in the scene they should choose only one to point to.
- For correction, play the audio track again and ask them to show you which object they are pointing to.



Audioscript 38

- 1 **A:** *What's this?*
B: *It's a kite.*
- 2 **A:** *What's this?*
B: *It's an art set.*
- 3 **A:** *What's this?*
B: *It's a doll.*
- 4 **A:** *What's this?*
B: *It's a bike.*
- 5 **A:** *What's this?*
B: *It's a ball.*
- 6 **A:** *What's this?*
B: *It's a car.*

Page 47

4 Listen and say.

- Ask students what they think the children in the picture are talking about.
- In pairs they will practise the same dialogue as the children in the picture.
- Play track 39 on the audio CD and ask them to repeat the dialogue. Assign one line to each pair member.
- Play the audio track again and ask them to change roles and repeat the other line.
- If you wish to reinforce oral practice, play the audio track once more and ask the whole class to repeat the lines of both children.



Audioscript 39

- A:** *What's this?*
B: *It's a bike.*

5 Draw and talk.

- Ask students if they remember how to ask what someone's favourite colour is. If they cannot remember how to ask this question, suggest finding the answer in activity 10 on page 22.
- Tell them that they should answer this question about toys with a drawing. It is important to be prepared to help them with extra vocabulary, as they will probably need to talk about toys that were not introduced in the unit.
- Walk around the classroom monitoring students while they work and helping them when needed.
- Once everyone has finished, encourage them to go around the classroom showing their drawing to their classmates and asking and answering about favourite toys. Encourage children to use this dialogue as a model: **A:** *What's your favourite toy?*
B: *My favourite toy is (a bike).*

Page 48

6 Look and listen.

- Go back to the answer in the adventure book on page 45 (*Children have got toys*) and ask students to comment on their favourite toys.
- Ask them to close their books. Explain to them that they will hear the comic strip story and they should answer some questions. Play track 40 on the audio CD two or three times and ask where the children are (*China*), which toys Ben and Daniel mention at the beginning of the story (*a doll, an art set*), which is Ben's favourite toy (*a Chinese yo-yo*) and which toy the children get in the end (*a Chinese kite*).
- Ask children to predict what happens in the comic strip story of this unit.
- Then tell students to open their book and look at the pictures to check their predictions.
- Play the audio track again and have them point to the frames as events occur.
- Play the track once more and pause after each utterance to practise the lines.

- Make sure students have been able to establish the relationship between comic strip story content and the answer to the Big Question on page 45.



Audioscript 40

Alice: *Where are we, Emma?*

Emma: *We're in China, Alice!*

Shop assistant: *May I help you?*

Daniel: *What's this?*

Shop assistant: *It's a doll.*

Ben: *And what's this?*

Shop assistant: *It's an art set.*

Emma: *What's your favourite toy, Ben?*

Ben: *My favourite toy is a Chinese yo-yo.*

Daniel: *Oops! My art set!*

Emma: *Let's help!*

Shop assistant: *This Chinese kite is for you.*

Emma: *Thank you!*

Ben, Daniel and Alice: *Let's play together!*

- ▶ the integration between the school and families to spend some learning and recreation time.
- ▶ Materials may be brought by students or provided by the school. The Maths teacher can work on the use of the ruler and simple calculations, for example. While making the kites, it is advisable to use the English vocabulary for the materials (*glue, paper, scissors, etc.*)
- ▶ The event can be used to teach students that the kite is not, as many people think, a boy's toy, since everyone can experience the thrill of creating a toy and watching it fly.
- ▶ Another relevant issue that can be raised during the festival is the danger of flying kites near electric cables or using wax on the line on rainy days. This topic may be presented by a public safety professional invited to the school. If students are made aware of these risks at an early age, there will be more chances that they will pass on this information and play responsibly.



Additional information

- ▶ **Traditional Chinese toys** – many toys that are now part of the Western culture were created or popularised in China. It is believed that the Chinese yo-yo was created between 1386 and 1644 AD. The first kites, which were made of wood, were created between 475 and 221 BC. A millennium later, it is believed that the first kite was used as a means of asking for help. After that, they were used to send messages between military camps. Kites made of silk and bamboo originated during the Tang Dynasty (618-907 AD) and for the first time transcended their utilitarian origins and became a toy. It is believed that Chinese kite design patterns represent people's quest for life, happiness, and good fortune.

Information available at <<https://www.easytourchina.com/fact-v982-chinese-traditional-toys-for-kids>>; <<http://www.hcs.harvard.edu/~yoyo/about.html>>. Accessed on May 2, 2018.



Extra activity

- ▶ Together with the Maths teacher, you can organise a recreational event in which students participate in a kite festival. The location may be an open court or a park near the school. In both cases, it is important to count on the help of parents or guardians to foster

Page 49

7 Look, think and tick.

Social emotional competence – initiative and cooperation: the activity aims to foster initiative and cooperation, especially in the context of putting away toys. It is important for children to understand that if everyone is willing to do their part when putting away toys and any other materials that have been used collectively, the task will be much shorter and more enjoyable. Cooperation in the school community is extremely important as children are involved in various activities that must be carried out together. It is therefore possible to encourage them to take the initiative to help classmates with the organisation of materials and tasks, for example.

- Before starting the activity, ask students if they usually invite friends home or if they visit their friends' houses to play with them. Ask them to talk about the last experience they had (where it was, what it was like, etc).
- Also ask if, when playing with friends, they usually talk about the games or the toys they will play with and who will put everything away at the end.
- As an example, go back to the comic strip story on page 48 and ask which of the children showed initiative and cooperation to help with the toys (*Emma*).

- Next, explain to students they should observe the main picture, and then the other three pictures. They are expected to notice that the main picture shows a girl inviting some friends to play to her home. Picture 1 depicts guests leaving without helping the hostess to put the toys away. Picture 2 shows all children putting the toys away. Picture 3 shows the children going to play elsewhere while the hostess's father is putting away the toys that were used.
- Explain to students that they should tick the image that represents the attitude they would take if they were in a situation similar to the one shown in the main picture.
- Since there are no right or wrong answers in this type of activity, it is a good idea to ask students to think about the advantages and disadvantages of each of the options.
- Finally, ask volunteers to say which option they have chosen and give reasons.

8 Listen and say. Stick.

- Invite students to explore the picture and ask them what it is (*an art set*). Make sure they remember what happened with the same toy in the comic strip story on page 48 (*Brownie runs to join the children, runs into an art set box that Daniel is holding, knocks all his items to the floor*).
- Ask children if they have or would like to have an art set. Then ask them which materials are missing in the set in the picture.
- Play track 41 on the audio CD and point to the tongue-twister. If necessary, introduce the term *elegant*.
- If you find it appropriate, explain that the tongue-twister practises the /e/ sound usually represented by the vowel e. It can be found at the beginning (*elegant*) and in the middle (*set*) of a word but it isn't usually heard at the end of a word.
- Then play the audio track two or three times more and have students repeat it.
- Lastly, challenge students to glue the stickers on page 138 in the correct place in the art set shown in the picture. Invite them to repeat the tongue-twister while carrying out the activity.
- To make sure all the students have chosen the correct stickers, ask them to show you each sticker before pasting it in the book.



Audioscript 41

My elegant art set

Setting the pace



If students find it difficult to repeat the tongue-twister, you can present the words in isolation and then ask them to join them smoothly into the complete sentence.



Another tongue-twister option that can be used to practise the same sound is *Elephants have excellent memory*.

9 Cut out and play.

- Organise students in pairs (*student A and student B*) and ask them to cut out the strips and pictures on page 123. Tell them to glue the three strips to make a kind of headband whose length fits comfortably on their heads. Ask each student to put their cards face down, shuffle them and pile them up.
- Explain how to play the game: student A wears the band on his / her head and student B takes a picture from his / her pile. Without showing the picture, student B fits it into student A's band. A way to ensure that student A does not see the picture is to ask him / her to close his / her eyes while the picture is placed on the band. Then, student B mimics the toy in the picture and asks student A: *What's this?* Student A should try to guess and say: *It's a (kite)*. Then students change roles.
- Go around the classroom while they carry out the activity, monitor progress and help when necessary.

Page 50

10 Listen and stick.

- Elicit what students can see in the picture (*a shelf*). Ask if there are also many toys in their bedroom, how they are organised, where they are stored and if they usually play with them every day.
- Explain that they will hear names of toys and should complete the picture with the stickers from page

138. Make students aware of the number of each toy in the picture and the audio track to paste it into the appropriate numbered space.

- Play track 42 on the audio CD and pause after each item. If necessary, ask students to show you the sticker before sticking it in their book.
- For correction, ask volunteers to tell you which sticker they have pasted on each item and, if necessary, write down the answers on the board.
- Upon completion of the activity, if relevant, resume class discussion of gender and toys. Ask students if they think the toys belong to a boy or a girl and why. Without making any kind of judgment, take up their responses, to raise a discussion to discourage prejudiced behaviour. You might say, for example, that this room might be from a girl who likes playing with cars or a boy who likes dolls.



Audioscript 42

1 a bike 2 a doll 3 an art set 4 a kite 5 a ball

Answer Key

See audioscript 42.

11 Point and say.

- Ask students to look at the toys in the pictures and elicit what they notice about them. They are expected to say that they are the same toys as in activity 1, but with an unusual design. If possible, bring some of these toys to this class and show them to your students, as it is possible that some of them have never seen a doll made of corn or an antique leather ball.
- Pair up students and encourage them to point to the toys in the pictures and talk about them using the activity 4 dialogue as a model: *A: What's this? B: It's (a bike).*
- Draw their attention to the fact that although the article *a* is used before *ball, bike, car, doll* and *kite*, we use the article *an* before *art set*. Avoid going into details of grammatical rules at this stage of the learning process.
- Go around the classroom while children carry out the activity. Clear up any doubts that may come up.



Extra activity

- ▶ In oral practice activities in which students do not talk about themselves, they can use sock puppets to make the activity more enjoyable and relaxing.
- ▶ The material needed to make the puppets is a sock, two clothes buttons (for the eyes) and coloured wool yarn (for the hair).
- ▶ Help students make the puppets, as it is necessary to sew or glue the eyes and hair in the socks. If this is not possible, encourage them to draw eyes and hair on the sock using watercolour pens.
- ▶ When children have finished their puppet, they wear it on one hand (like a glove) and open and close it, doing the movements of the mouth. It is a functional and fun toy, which can also be used in other units of the book.

Page 51

12 Listen, number and sing.

- Elicit the name of the toys learnt in the unit. Write them down on the board to help students while doing the activity. Explain that only a few of these toys will be mentioned in the song that they will hear.
- Play track 43 on the audio CD and have children number the pictures according to the stanzas in which the toys in the pictures are mentioned. Guide them to pay attention to the sounds of the toys in the song and to the visual clues on the page. If necessary, pause the audio track after each stanza so they can find the toy and number it.
- Play the audio track again and invite children to sing along. Make sure everyone understands the meaning of the question *Can you guess?* To do this, challenge a volunteer to ask you which your favourite toy is (*What's your favorite toy?*) and respond with *Can you guess?* Invite students to guess your favourite toy.
- After everyone is familiar with the song, play the audio track once more to sing again, mimicking the toy mentioned in each stanza as part of the song choreography. You can use the karaoke version of the song on the audio CD to do this.



Audioscript 43

Song: What's Your Favourite Toy?

What's your favourite toy?
 Can you guess? Can you guess?
 I think it's a ball.
 Oh yes, oh yes!

What's your favourite toy?
 Can you guess? Can you guess?
 I think it's a kite.
 Oh yes, oh yes!

What's your favourite toy?
 Can you guess? Can you guess?
 I think it's an art set.
 Oh yes, oh yes!

What's your favourite toy?
 Can you guess? Can you guess?
 I think it's a bike.
 Oh yes, oh yes!

I've got an idea.
 Can you guess? Can you guess?
 Let's play together!
 Oh yes, oh yes!

Answer Key

1 ball 2 kite 3 art set 4 bike

Extra activity

- At the end of the unit, you can organise a toy donation fair. It is an activity that teaches children how to turn an initiative into a habit as well as developing other values. Toys can be collected for a certain period of time and the event can be held at the end of the school year together with teachers of other subjects.

Extra activity

- Now you may do the *Hands on* activities for unit 5 with the students, which can be found on page 83 on the Student's Book. These activities are thoroughly explained on page 96 of this Teacher's Book.

Workbook

Now that you have finished teaching this unit, it is advisable to turn to the Workbook activities on pages 101-103. In the Workbook section, students will revise all the vocabulary and some key structures learnt in the unit. You may assign these exercises as homework.





Extra Material

- *Teacher's Resource Material: Test Unit 5*
- *Flashcards Unit 5*
- *Student's Interactive Activities for Unit 5*

6

Let's Study!

Answer to the Big Question: *Children study.*

Objectives: talk about school objects and describe their colours; borrow and lend school objects; practise the /æ/ sound; reflect on the importance of solidarity and resilience

Vocabulary: *a backpack, a book, a crayon, an eraser, a notebook, a pencil*


Language Content: *I need (an eraser), please. Here you are. Thank you.*

Social emotional Competences: solidarity and resilience

Digital Content: multimedia gallery to expand the topic of school objects

Workbook: pages 104-106

Pages 52 and 53

- Encourage children to explore the opening scene and ask which differences they can see between the school in the picture and their own school.
 - Before pointing out that the school in the picture is in Bangladesh, ask students if they think they can find similar schools in Argentina.
 - Then explain that the picture shows a floating school in Bangladesh, a country which is constantly hit by floods that last for months. If necessary, show students where this country is on a world map.
 - We suggest your mentioning that every child has the right to education, even if they live in unfavourable climatic or geographical conditions. In such situations, different measures need to be taken for children not to stop attending school. It is extremely important that students understand the significance of attending school and that we all, as a society, have to work towards the right to education for all.
 - Point to a backpack in the scene and say: *a backpack*. Ask children to repeat after you. Then ask what other school objects they can see in the picture. Encourage them to answer in English, if they know, or introduce the new vocabulary (*a book, a crayon, an eraser, a notebook, a pencil*).
 - Go back to the question introduced in the **Welcome Unit** (*What do children do?*) and remind students that each unit will bring a different answer to that question. Point to the adventure book on page 53 and read with them the answer in this unit: *Children study*.
- Ask children to look at Brownie's device. Explain that when they see this icon , they can look up extra information on the webpage. They can do this activity at home with their families. In this case children will find a multimedia gallery with photos of various classrooms in different parts of the world. The purpose of this activity is to broaden students' minds by making them aware of and respecting the differences in different classrooms.



Additional information

- **Floating schools** – Bangladesh is an Asian country where the confluence of large rivers occurs and this makes it highly vulnerable to natural disasters caused mainly by climatic change. Thus, between July and October, when most rains in the region take place, many people are stranded without being able to use roads. For this reason, the non-profit organisation Shidhulai Swanirvar Sangstha was founded in 2002 to build solar-powered schools which can provide uninterrupted education throughout the year. The floating structures are made of natural materials of local origin and each boat is equipped with solar panels, a small library with electronic resources and a laptop with internet access. Even adults have the opportunity to study in floating schools and learn agriculture techniques to deal with floods, for example. The same happens in our neighbouring country, Brazil, where there are similar cases, such as the São José II Municipal School, which runs along the Amazon River in the rural area of Manaus so that children do not stop studying.

Information available at <www.shidhulai.org>; <<https://www.nytimes.com/2013/07/01/world/asia/floating-schools-in-bangladesh.html>>.

Accessed on May 2, 2018.



Extra vocabulary

board	river
chair	shelf
class	student
classmate	teacher
computer	water
desk	window
pen	

Page 54

1 Listen and say.

- Before starting the activity, ask students to look at the pictures and review the numbers and colours vocabulary asking: *How many school objects can you see? Six; What colour is the (book)? It's (red).*
- Play track 44 on the audio CD and pause after each word to introduce the new vocabulary.
- Play the audio track again, pause after each term and ask students to repeat it to practise pronunciation.
- Finally, practise the chant and ask children to point to the objects in the pictures as you mention them.



Audioscript 44

a backpack; a book; a crayon; an eraser; a notebook; a pencil

2 Look, find and circle.

- Ask students to look at the pictures and describe the school objects, preferably mentioning their colour (*a grey backpack, a green crayon, a yellow pencil, a purple eraser, an orange notebook, a blue book*).
- Explain that these objects can be found in the opening scene. Ask children to find and circle them.
- Call their attention to the fact that each school object is in the scene more than once, but they should only circle those whose colour is the same as the pictures in this activity.

- For correction, ask volunteers to go to the front of the classroom and show where the objects are in their book.

3 Listen, find and point.

- Explain to students that they will hear different school objects from the opening scene.
- Play track 45 on the audio CD and ask students to find the objects mentioned and point to them. Emphasise that each item can be found in the scene more than once and that they should choose only one to point.
- For correction, play the audio track again and ask students to show you which object they are pointing to.



Audioscript 45

1 backpack 2 eraser 3 book

Page 55

4 Listen and say.

- Ask students what they think the children in the picture are talking about and where they are (*at school*).
- Organise students in pairs and explain to them that they will practise the same dialogue.
- Play track 46 on the audio CD and have students repeat it as if one of them was the boy and the other one was the girl.
- Play the audio track again and have them change roles. This model dialogue will be used again in activity 8.
- If you want to reinforce oral practice, play the audio track once more and invite the whole class to repeat the lines of both children.



Audioscript 46

A: *I need a pencil, please.*

B: *Here you are.*

A: *Thank you.*

Setting the pace



If students have not yet understood the dialogue, pretend that you want to write something, but you haven't got a pencil. Go to a student and say *I need a pencil, please*. As soon as the student offers you the pencil, thank him / her saying *thank you*. Change roles, and when you give him / her the pencil back, say *Here you are*. If necessary, teach the word and phrases *here you are* and *thank you*.

5 Think and draw.

- To introduce the activity, draw one of the school objects introduced in the unit on the board and ask students to name it. Then ask volunteers to draw other school objects so that their classmates say what the object is.
- Explore the pictures with the students and ask what school objects should have been used to create the pictures in the activity. Ask them to draw the objects in the appropriate box.
- Go around the classroom monitoring the activity and helping those in need.
- For correction, ask volunteers to show their drawings to the class.

Answer Key

Children draw a crayon and an eraser.

Page 56

6 Look and listen.

- Go back to the answer in the adventure book on page 53 (*Children study*) and ask students to comment on where they usually buy their school supplies.
- Explore the comic strip story with the children and ask what they think is going on in each frame and what the story will be about.
- Play track 47 on the audio CD and have them point to the frames as events occur. Ask if their predictions about the story were correct.
- Play the audio track again and pause after each line for children to practise it. Confirm that they

have understood what happens in each of the frames.

- Make sure students have been able to establish the relationship between the comic strip story content and the answer to the Big Question on page 53.
- Finally, ask if they would like to attend a floating school. Ask them to justify their answers and ask if they would be afraid to study at such a school, what they could learn in it and what they would miss most from their own school. Take the opportunity to emphasise that floating schools in Bangladesh are part of the local reality of the country because of the climate, and that they have the same resources as conventional schools, such as desks, libraries and computers.



Audioscript 47

Daniel: *Where are we, Ben?*

Ben: *We're in Bangladesh, Daniel!*

Emma: *Wow! It's a floating school!*

Teacher: *Welcome to our floating school! Can you help me, please?*

Alice: *Sure!*

Teacher: *What school objects do you need?*

Girl student: *I need an eraser, please.*

Daniel: *Here you are.*

Girl student: *Thank you.*

Boy student 1: *I need a notebook, please.*

Emma: *Here you are.*

Boy student 1: *Thank you.*

Boy student 2: *I need a backpack, please.*

Teacher: *I'm sorry. I haven't got a backpack.*

Boy student 2: *Oh, that's OK...*

Daniel: *Here you are.*

Boy student 2: *Thank you. Now I've got an orange... oops... a special backpack!*

Setting the pace



To work with the comic strip story in a different way, ask students to close their book. Tell them the beginning of the story in English, and then encourage them to imagine how they think the plot develops from there. Welcome all your students' ideas, because there are no right or wrong answers for the time being. You can tell the story as follows: *Here's how our story begins: Daniel, Ben, Alice, Emma and Brownie travel in their*

imagination. They go to a different place. When they arrive, they do not know where they are. Then Daniel asks: 'Where are we, Ben?' Ben searches for information on their device and answers 'We're in Bangladesh, Daniel!' They look around to observe where they are. Emma is very excited and she finds out they are in a floating school! Then someone comes to talk to the children. This person is... After the students have given their versions, ask them to open the book and look at the pictures to see if their guesses have come close to what is happening in the comic strip.



Extra activity

- Photographers from the Reuters news agency have recorded different videos and pictures in classrooms around the world. If you feel it appropriate, show students the results of this work on Reuters webpage and when you finish, ask them what they found most interesting in the pictures and why.

Available at <<https://widerimage.reuters.com/story/schools-around-the-world>>. Accessed May 2, 2018.

Page 57

7 Think, draw and colour.

Social emotional competences – solidarity

and resilience: The objective of the activity is to encourage students to work with the social emotional skills of resilience and solidarity. Because resilience is the ability to withstand adverse situations and deal positively with them, their development is important for children to understand that not everything happens the way they would like to, but that their reaction to situations that do not fulfill their desire is what determines whether or not they will be able to take advantage of them. The demonstration that it is possible to transform (or at least to soften) a difficult reality through solidary acts is important to encourage children to be resilient not only in the school environment, but also in the various situations of their daily lives. For more suggestions of daily activities and attitudes that help to develop this social emotional competence, go to: <<http://www.cumbria.gov.uk/eLibrary/Content/Internet/537/6942/6944/6954/42191163412.pdf>>. Accessed on May 2, 2018.

- Go back to the comic strip story on page 56 and ask students to retell it freely. Encourage the participation of all so that one student completes the story of the other, stimulating, thus, a joint construction of the narrative.
- Ask if they have understood why some children did not have all the school supplies they needed. They are expected to have understood that floods often involve the damage of people's homes and, consequently, the loss of furniture and personal belongings, including school supplies.
- Then ask if they think these adversities caused by the floods were positive or negative for the children in the comic strip story. Comment that it is possible to find ways to reverse or soften adverse situations with creativity, initiative, resilience and solidarity.
- Explain to students that they should draw the school objects that they could donate to children who have not got everything they need to study. Point out that to donate something you do not have to own a large amount of a particular item, because even a single object can help someone who needs it. Remind children that each and everyone of us can find something that we do not need or that we no longer use for some reason and which can come in handy to somebody else.
- Walk around the classroom monitoring the progress of the activity and helping when necessary.
- For correction, ask volunteers to share their drawings with the class



Extra activity

- Organise a charity campaign to collect the objects your students have drawn. Arrange a deadline to take the donations to school. Then consult the school community, other teachers and parents or institutions that need these materials. If possible, allow students to participate in the delivery of the objects.

8 Listen and say. Stick.

- Ask students to look at the picture and ask what it shows (*a backpack*).
- Play track 48 on the audio CD and introduce the tongue-twister to your students. If necessary, explain the term *pack*.

- If you find it appropriate, explain that the tongue-twister practises the /æ/ sound, spelled using vowel a. It can be found at the beginning of a word (add) and in the middle (pack, backpack) of a word.
- Then play the track two or three times more and ask students to repeat it.
- After that, pair children up (student A and student B) and explain to them that they should fill the backpack with the stickers on page 139 with the help of their partner. Tell them to use the dialogue in activity 4 as a model. For example, student A asks student B for an object that he / she needs: *I need (a notebook), please*; student B picks up the notebook sticker from page 139 and gives it to student A, saying *Here you are*. Student A glues the sticker on the picture of the backpack and thanks his classmate for the help saying *Thank you*. Then have them change roles and keep working this way until both backpacks are complete.
- Walk through the classroom while students are working and help them if necessary.



Audioscript 48

I pack my backpack.

Setting the pace



If students find it difficult to mouth the tongue-twister, introduce the words in isolation (or in blocks of two words) and then ask them to join them into the complete sentence.



Another tongue-twister option that can be used to practise the same sound is *Dad, there is a cat on the mat.*



Extra activity

- You can ask students to repeat the sentence *I pack my backpack* several times.
- To make the activity more interesting, suggest that several groups repeat the same sentence, but each one starts talking at a different time. For example:



the first group starts to say the phrase and when they are in the middle, the second group begins, and so on, depending on the number of students in the class.

- If they wish, they can create a chant for it.

9 Cut out and play.

- Ask students if they have ever played memory games. If so, ask them to explain how the game works. Tell them they will play a memory game using the school objects they have learned in this unit.
- In pairs, children cut out the cards on page 125. Ask them to put them together and shuffle the cards of the two members of the pair. Then ask them to place them face down on their desk. Explain that each student, in turn, should turn over two cards to try to find the cards that match. If they match, that student keeps both cards and can play again to try to form a new matching pair. However, if the cards do not match in the first try, he / she should put the cards down back in the same place, and pass the turn to his / her partner. Challenge children to describe the school objects (e.g. *an orange pen, a green backpack*) while playing. The winner is the student with the largest number of pairs during the match.
- Go around the classroom during the activity, monitoring the student's performance and helping if necessary.

Page 58

10 Find the differences.

- Ask students to look at the pictures and ask where they imagine the school in the picture is situated.
- Ask them to observe closely the two pictures and find the differences between them. If you want to, you can tell them there are six differences. Call their attention to the fact that these differences refer to the colours of the school objects.
- Walk through the classroom while they carry out the activity, helping children if needed.
- Then ask them to check the answers with a classmate and describe the colour differences of the school objects.

- Walk around the classroom and check the activity. Encourage students to continue even if they have some difficulty.
- To correct, ask volunteers to share the differences they have found between the two pictures with the class.

Answer Key

In picture 1, the backpack is green; in picture 2, the backpack is orange. In picture 1, the eraser is grey; in picture 2, the eraser is pink. In picture 1, the notebook is purple; in picture 2, the notebook is red. In picture 1, the pencil is orange; in picture 2, the pencil is yellow. In picture 1 the book is red; in picture 2, the book is purple. In picture 1, the crayon is pink; in picture 2, the crayon is blue.

11 Play and guess!

- Pair up students. Explain that a member of the pair should keep his / her eyes closed and his / her hands extended in front of his / her body, as in the picture. He / She should ask for a school object and say *I need (an eraser)*. Then his / her classmate should give him / her some school item, which may or may not be what was requested, saying *Here you are*. The student who has his eyes closed must then take the object and identify whether or not it is what he / she has asked for. If so, he / she should thank saying *Thank you*. If it is not what he / she has asked for, he / she should identify which object it is by saying *Oops, it's (a book)!* Then children change roles.
- Go around the classroom during the activity, monitoring and helping when necessary.

Page 59

12 Listen, draw and sing.

- Review the school objects taught in the unit (a backpack, a book, a pencil, an eraser, a notebook, a crayon). If necessary, have children point to these objects in the book when naming them to make sure they actually remember the words.
- Challenge students to observe the picture and explain to them that they should draw the school objects each child needs in the speech bubbles.
- Play track 49 on the audio CD to make students

become familiar with the song.

- Then play the audio track again and ask them to pay attention to the objects mentioned by the boy and those mentioned by the girl. Ask children to pick up the school objects mentioned in the audio track. Then explain that while listening to the song, they should put the objects that the boy needs on the left side of their desk and, on the right side, the ones the girl needs.
- Ask them to draw the objects mentioned by each child in the song in the corresponding speech bubbles.
- Go around the classroom, monitoring the activity and helping when necessary.
- To correct, ask volunteers to show you the drawings they have made. If necessary, draw the answers on the board.
- Now, play the karaoke version of the song and have students sing along.



Audioscript 49

Song: Always Be Kind

Kind, kind, always be kind.

Kind, kind, always be kind.

Oh, please!

I need an eraser, a book and a pencil.

Here you are.

Oh, thank you!

Thank you! Thank you! Thank you!

Kind, kind, always be kind.

Kind, kind, always be kind.

Oh, please!

I need a notebook and a crayon.

Here you are.

Oh, thank you!

Thank you! Thank you! Thank you!

Kind, kind, always be kind.

Kind, kind, always be kind.

Always be kind.

Answer Key

Children draw an eraser, a book and a pencil in the boy's speech bubble, and a notebook and a crayon in the girl's speech bubble.

Workbook

Now that you have finished teaching this unit, it is advisable to turn to the Workbook activities on pages 104-106. In the Workbook section, students will revise all the vocabulary and some key structures learnt in the unit. You may assign these exercises as homework.

WORKBOOK UNIT 6 NAME: _____

1 LOOK, COUNT AND COMPLETE.

9		4	
6		7	
10		2	

2 LOOK AND NUMBER.

1	2	3	4
3	1	4	2

3 LOOK AND CIRCLE.

I NEED A BOOK. <input checked="" type="checkbox"/> <input type="checkbox"/>	I NEED A CRAYON. <input type="checkbox"/> <input checked="" type="checkbox"/>
I NEED A PENCIL. <input type="checkbox"/> <input checked="" type="checkbox"/>	I NEED AN ERASER. <input type="checkbox"/> <input checked="" type="checkbox"/>

4 LOOK AND TICK.

1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Extra Material

- ▶ Teacher's Resource Material: Test Unit 6
- ▶ Flashcards Unit 6
- ▶ Student's Interactive Activities for Unit 6

Review 5 & 6

Page 60

1 Listen and number.

- Ask students to look at the pictures and say which toys they can see (*an art set, a ball, a kite*). If you wish to review toys vocabulary, ask children to mention other toys (*a bike, a car, a Chinese yo-yo, a doll*).
- Explain to them that they will listen to short dialogues about the toys in the pictures.
- Play track 50 on the audio CD and tell students to number the pictures of the toys in the order they are mentioned.

- To correct, ask volunteers to share their answers with the rest of the class and write them down on the board.



Audioscript 50

- 1 **A:** *What's this?*
B: *It's an art set.*
- 2 **A:** *What's this?*
B: *It's a kite.*
- 3 **A:** *What's this?*
B: *It's a ball.*

Answer Key

From left to right: 1, 3, 2

2 Colour by code.

- Ask students to observe the colour code in the activity: red for toys they love, green for toys they like and yellow for those they do not like.
- Explain to them that they should express their opinions about the toys in the activity by colouring them following this colour code.
- Go around the classroom while children are doing the activity, helping whenever necessary.
- Next, organise students in pairs and ask children to compare their answers. Then ask volunteers to share the colours they used with the rest of the class.
- While checking the answers, ask children why they like some toys so much but they do not like others. Carry out a survey to identify your students' favourite toys and ask them to justify their answers.

Page 61

3 Listen and circle. Count and write.

- Invite students to explore the picture and ask them how many children there are in the classroom (*seven*), how many are girls (*four*) and how many are boys (*three*). Encourage them to answer in English. Then ask them to name the school objects in the picture (*backpack, book, crayon, eraser, notebook, pencil*).

- Explain that they will listen to the description of some school objects. Play track 51 on the audio CD and ask them to find the objects in the picture and circle them. If necessary, pause after each phrase to allot enough time to spot and circle the objects.
- Then ask children to count the quantity of each type of object and write it in the corresponding circle.
- For correction, ask volunteers to share their answers with the rest of the class and write them down on the board.



Audioscript 51

- 1 *a blue crayon* 2 *an orange backpack* 3 *a red notebook*
 4 *a pink eraser* 5 *a purple pencil* 6 *a yellow book*

Answer Key

From left to right: 3 crayons, 7 backpacks, 5 notebooks, 5 erasers, 3 pencils, 6 books



Extra activity

- ▶ Form a circle in the classroom with the students' chairs. There should be one chair for each student but for one.
- ▶ Ask a volunteer to stand in the middle of the circle. The objective of this student is to get a chair to sit on.
- ▶ Organise students in groups of three school objects, for example: crayon, pencil and backpack (if there are eleven students sitting, for example, four of them can be a crayon, four a pencil and three a backpack).
- ▶ Ask the student standing in the middle of the circle to say out loud the name of one of the three school

- ▶ > objects. If he says pencil, for example, everyone in the pencil group should stand up and change places while the members of the other groups remain seated. The student standing in the middle should take advantage of this to sit on the chair of one of the classmates who had to stand up to change places. If he / she has achieved his / her aim, the student who has lost his / her chair should take the place in the middle of the circle and the other student becomes a member of the group to which his / her classmate belonged.
- ▶ > Explain to the student that is standing that he / she can also say *fruit salad* at any time, and all the students in the circle should stand up and change places.
- ▶ > To add a challenging element, change the group names every four or five rounds.
- ▶ > Play several rounds to make sure that all the vocabulary items of the unit have been used.
- ▶ > Ask the students not to run during the game to make sure nobody gets hurt.

7

Home Sweet Home

Answer to the Big Question: *Children live at homes.*

Objetives: talk about parts of the house; recognise shapes; talk about the location of people and objects in a house; practise the /s/ sound; reflect on the importance of curiosity

Vocabulary: *bathroom, bedroom, kitchen, living room; circle, rectangle, square, triangle*


Language Content: *Where's (Mum)? In the (living room). / Look, a (square)!*

Social emotional Competence: curiosity

Digital Content: multimedia gallery with photos of different types of houses to expand the topic of the opening scene

Workbook: pages 107-109

Pages 62 and 63

- Explore the opening scene with students and ask them what they can see in the picture (*a house*). Ask them to tell you what the most prominent colour in the picture is (*blue*). Ask if, in their opinion, that house is big or small and if it looks comfortable. Then ask them if they live in a house or a flat, if they have ever seen a house similar to the one in the picture and if they like it or not. Encourage them to justify their answers.
- Explain that the picture in the opening scene recreates *Casa Batlló*, a very famous house designed by the architect Antoni Gaudí in Barcelona, Spain. Explain that architecture reflects the culture and tendencies of a city or country in a given period in history, apart from the individuality of the architect.
- Encourage children to think about the importance of a house, which can be in different sizes, styles and colours but it is always thought of as a place where people can live in. Comment that, for example, people working in a circus usually live in a caravan (a moving house) as they are always travelling from city to city.
- Also explore the geometrical shapes in the picture and relate them to the students' daily life. Ask them if they have ever seen those shapes in rooms of a house.
- Point to the bathroom in the house and say: *bathroom*. Ask children to repeat the word. Then ask them which other rooms of the house they can see in the picture. Motivate them to answer in English, if they know the words or introduce the new vocabulary (*bedroom, kitchen, living room*).
- Go back to the Big Question in the **Welcome Unit** (*What do children do?*) and remind students that each unit will bring a different answer to that question. Point to the adventure book on page 63 and read with them the answer for this unit: *Children live at homes*. Use this opportunity to talk about the differences between *house* and *home*. The term *house* describes a particular type of building, while *home* is the place where you live and feel that you belong to.
- Now ask children to have a look at Brownie's device. Remind them that when they see this icon , they can look for extra information on the webpage. They can do this activity at home with their family. In this case, children will find a multimedia gallery with photos of different types of houses, which aims to broaden the vocabulary students will learn in the unit and to foster their curiosity.



Additional information

- › **Casa Batlló** – located in Barcelona (Spain), it is one of the most important works of the Catalan architect Antoni Gaudí (1852-1926). Built between 1904 and 1906 on businessman Josep Batlló's request, the building, an icon of Modernism, was declared a World Heritage Site by Unesco in 2005. Now open to visitors, the house has a façade composed of corrugated walls covered with stone, glass and coloured ceramics, as well as objects that refer to bones and masks, representing organic forms of nature. Its interior, with colours, designs and arches, contains a wooden structure that resembles the spine of a large animal, which, combined with the mixture of colours, textures and lights, gives the environment a fanciful marine

atmosphere. Even the terrace of the building resembles the back of a reptile, with textures and colours that allude to scales, in addition to four groups of chimneys.

Information available at <<https://www.casabatllo.es/en/antoni-gaudi/casa-batllo/history/>>. Accessed on May 2, 2018.

ABC Extra vocabulary

bird	to close
mosaic	to open
stairs / staircase	wall
tile	

Page 64

1 Listen and say.

- Ask students to look at the pictures and ask if the parts of the house in the pictures are similar to their house.
- Play track 52 on the audio CD. Pause after each word to practise the new vocabulary.
- Make sure everyone understands what a living room is, as not all houses have this room.
- Play the audio track again, pause after each term and ask students to repeat to practise pronunciation.
- Finally, practise the chant and ask students to point to the parts of the house in the pictures as they are mentioned.

Audioscript 52

bathroom; bedroom; kitchen; living room

2 Listen, find and circle.

- Before starting the activity, if necessary, review the vocabulary related to family members, introduced in unit 1.
- Explain to children that they will hear four short dialogues about where a family member or pet is.
- Play track 53 on the audio CD and pause after the first question. Ask children what family member

was mentioned (*mum*) and ask them to find her in the opening scene. Now play the rest of the dialogue and ask them to repeat and confirm their answers. Then point out to the mother and ask children to circle her.

- Play the rest of the audio track and ask children to find the other people and pets and circle them, to identify the rooms where they are. If necessary, pause after each dialogue so that students can carry out the activity at their own pace.
- For correction, request volunteers to show the class where the family members and pets are in the opening pages.

Audioscript 53

- A:** *Where's Mum?*
B: *In the bedroom.*
- A:** *Where's the cat?*
B: *In the bathroom.*
- A:** *Where's Dad?*
B: *In the kitchen.*
- A:** *Where's my brother?*
B: *In the living room.*

Extra activity

- ▶ If possible, do this activity in the playground, or in another spacious room at school. Make sure it is allowed to draw with chalk on the floor of the place.
- ▶ Draw the ground floor of a house with the rooms introduced in activity 1 (*bathroom, bedroom, living room, kitchen*). The rooms should be large enough for a student to stand within their boundaries.
- ▶ Ask four volunteers to act as members of a family. Define who will play each role (*mum, dad, brother, sister*). The other students must memorise who is who.
- ▶ Ask each family member to choose a room in the house and stand on it. After doing this, ask volunteers to tell you who is where: (*Mum is in the (bedroom)*).
- ▶ Then ask students outside the house to close their eyes while family members change places. The other students then open their eyes and say again who is where. Then ask other volunteers to role-play family members and repeat the activity.

3 Think and draw.

- Go back to the opening scene and ask students to observe the picture. Arouse their curiosity asking them what else they could find in the empty windows.
- Now tell them to draw what they have imagined.
- Organise children into small groups and have them compare their drawings with their classmates! Then ask volunteers to share what they have imagined and drawn with the rest of the class.

Answer Key

Children draw in the two empty windows on pages 62–63.

Page 65

4 Listen and say.

- Ask students to look at the picture and elicit what the children are doing (*they're talking*).
- Organise students into pairs and explain to them that they will practise the same dialogue as the children in the picture.
- Play track 54 on the audio CD and ask them to repeat a line each.
- Play the audio track again and ask children to change roles and repeat the other line. This model dialogue will be used in future activities.
- If you wish to reinforce oral practice, play the audio track once more and ask the whole class to repeat the lines of both children.



Audioscript 54

A: *Where's the cat?*

B: *In the living room.*

5 Listen and say. Match.

- Ask students to look at the first set of pictures.
- Play track 55 on the audio CD and pause after each item to introduce the new vocabulary.
- Play the audio track again and pause after each item for students to repeat and to practise pronunciation.

- Then ask children to look at the pictures in the second set and ask what the relationship between the two sets of pictures is.
- Tell them to match the shapes with the pictures of the different objects of a house.
- For correction, ask volunteers to share their answers with the class.



Audioscript 55

1 *Look, a circle!*

2 *Look, a rectangle!*

3 *Look, a square!*

4 *Look, a triangle!*

Answer Key

From left to right: 3, 1, 4, 2

Page 66

6 Look and listen.

- Go back to the answer in the adventure book on page 63 (*Children live at homes*) and ask them to comment on their own homes. Remind them the difference between the words *home* and *house* and ask the class if anyone lives in a house. Take the opportunity to comment that a comfortable house does not need to be large or luxurious; a house is comfortable when we feel good in it.
- Invite students to explore the comic strip story and ask them to predict what is going on in each frame and what the plot is about. Ask if the house in the story has similarities to another picture they have already seen in the unit (*Yes, it is the interior of the same house shown in the opening scene*).
- Play track 56 on the audio CD and have students point to the frames as events occur. Ask if their predictions about the story were correct.
- Play the audio track again and pause after each line for students to practise it. Confirm that they have understood the relationship between what they heard and what is happening in each scene.
- Ensure that students have been able to establish the connection between the contents of the comic strip story and the answer to the Big Question on page 63.



Audioscript 56

Ben: *Where are we, Alice?*

Alice: *We're in Spain, Ben!*

Emma: *Wow! What a great house!*

Daniel: *I see lots of shapes!*

Alice: *Look, a rectangle! The door is a rectangle.*

Emma: *Look, circles!*

Ben: *Where's Brownie?*

Alice: *What's that? Is it a big animal?*

Ben: *I'm curious!*

Daniel: *Brownie is curious too. Let's go!*

Ben: *Look, triangles!*

Alice: *Is it a dragon?*

Emma: *I don't know, Alice.*

Ben: *Brownie, this is scary!*

Daniel: *Be curious, Brownie... but...*

Alice: *Be careful!*



Additional information

- **Dragon in Casa Batlló** – as illustrated in the comic strip story, the roof top of Casa Batlló resembles the back of a reptile, whose details of colourful scales based on masonry can be clearly seen. Also inside the building is the spine of a large animal made of wood, which serves as a staircase, as well as skylights shaped like tortoise shells. Thus, it is believed that the architect's intention was to create an environment that alludes to the work of Jules Verne's *Twenty Thousand Leagues Under the Sea* (1870), mixing colours and shadows of the sea surface and the sand.

Information available at <www.casabatllo.es/en/history/casa-batllo>. Accessed on May 2, 2018.

Page 67

7 Explore and complete.

Social emotional competence – curiosity: the activity aims to foster curiosity starting from the context of observation of the shape of objects found in the school building. Observing objects of daily life with curiosity stimulates students to investigate and this encourages them to look up more information about what surrounds them. For more suggestions on how to stimulate students' curiosity, visit <https://www.teachthought.com/learning/10-strategies-to-promote-curiosity-in-learning/> Accessed on May 2, 2018.

- Ask students if they have already observed the shapes they can find at school and if they would like to know more about them (such as details of their construction or history). If possible, expand the activity telling them a little about the history of the school and highlight its construction.
- Go back to the comic strip story on page 66 and ask who was curious (*Ben, Daniel and Brownie*) and what they did about it (*They explored the rooms in Casa Batlló to get to know it better*).
- Ask students to get into small groups and have them look for the shapes in the table in a room at school. Assign a room to each group (a classroom, the playground, the secretary's office, for example). Explain that if they do not find any object with a certain shape, they should colour the corresponding box in the column with the red cross. However, if they do, they should colour the box in the column with the green tick and they should count the quantity of objects of each shape and write it in the last column of the table.
- For feedback, ask a volunteer from each group to share their findings with the class.



Extra activity

- Ask students if they know the history of their home: if they know when their parents or tutors moved in or if they are aware of any curiosity about its construction (such as the style or the choice of painting and furniture, for example). Encourage them to talk to their family or tutors about it, and then share their findings with the class.

8 Listen and say. Stick and talk.

- Invite students to explore the picture and elicit what they can see (*different rooms of a house*). Ask them to name those rooms.
- Play track 57 on the audio CD and show the tongue-twister. If necessary, introduce the term *sweet*.
- If you wish, explain that the tongue-twister practises the /s/ sound, written using the letter s. This sound may appear at the beginning (*small, sweet*), in the middle (*basic*) and at the end (*gas*) of a word.
- Then play the audio track again two or three times and have the students repeat it.
- After that, ask them to look for the stickers of the members of the family and pets on page 139 and

ask children to place them in the rooms in their house in the book. Encourage them to repeat the tongue-twister while gluing the stickers.

- Finally, ask children to work in pairs and ask and answer about the location of the people in their house, following the dialogue in activity 4 as a model. For example: *Where's the (dog)? In the (bathroom).*
- For correction, ask volunteers to tell the class where they have stuck the people and pets in their house.



Audioscript 57

My small sweet home

Setting the pace



If students find it difficult to mouth the tongue-twister, you can present the words in isolation and then ask them to join them into the complete sentence.



Other tongue-twister options that can be used to work with the same sound are *the silent sea* and *my sweet sister*.

9 Cut out and play.

- Carry out a revision of the rooms in a house and the shapes vocabulary taught in the unit.
- Pair students up and have them cut out the house and shapes on page 127. Tell them they will have to place the shapes cutouts in different parts of the house and ask and answer where these shapes are.
- Ask one of the members of the pair (student A) to place the shapes in his / her house, each one in a different room, without letting student B see what he / she is doing. Explain that student B needs to find out where each of these shapes is, so he / she should ask *Where's the (square)?* and student A should answer in which room he / she has placed the shape: *In the (living room).* Student B should place his / her cutout in his / her home, in the room indicated by student A. Emphasise the importance of keeping their design secret to make the activity challenging.
- Then ask students to change roles and repeat the dialogues.

- Go around the classroom while students are carrying out the activity, clarifying questions and helping when necessary.

Setting the pace



If you want to, encourage students to talk not only about the shapes, but also their colour, when asking about their location in the house: *Where's the blue square?*, for example.

Page 68

10 Listen and number.

- Review the rooms of the house. Ask which of them can be seen in the picture (*bathroom, bedroom, living room, kitchen*) and ask children to point to the rooms while naming them.
- Play track 58 on the audio CD and explain to them that they should number the pictures in the order in which the rooms are mentioned.
- Play the audio track again and ask them to compare their answers in pairs.
- For correction, ask volunteers to share their answers with the whole class and write them down on the board.



Audioscript 58

- 1 kitchen
- 2 bedroom
- 3 bathroom
- 4 living room

Answer Key

From left to right, top to bottom: 2, 3, 4, 1

11 Create with shapes. Stick and talk.

- Ask students to use the shape stickers on page 141 to create a picture. It is interesting to see that when you put different geometric shapes together you come up with objects that can be found in the real world. Tell children they should use the stickers to create the main part of their art piece but they can also add some details using crayons.

- Once they have finished their work, organise children in pairs and ask them to talk about their work of art and say what and how many geometric shapes they have used: *Look, two triangles!* for example.
- Walk around the classroom observing the students' interaction and asking questions about their art pieces.

Page 69

12 Listen, draw and sing!

- Ask students to look at the picture and say what they think it is. Introduce the terms *window, street, city, country* and *world*.
- Read the title of the song with students and ask them what shape is mentioned (*circle*).
- Play track 59 on the audio CD and ask children to identify in which objects in the song there are circles (*window, world, wheel of fortune, etc*). Have them draw these objects in separate sheets of paper.
- Play the audio track again and ask children to pick up their drawings when these objects are mentioned in the song.
- Then play the track again and encourage them to sing along.
- After everyone is familiar with the song lyric, play the karaoke version of the song on the audio CD and encourage children to sing along.



Audioscript 59

Song: Where's the Circle?

Where's the circle?
 Look, the window is a circle!
 Where's the window?
 In the living room.
 Where's the living room?
 In the house.
 Where's the house?
 In the street.
 Where's the street?
 In the city.
 Where's the city?
 In the country.
 Where's the country?
 In the world.
 Look, the world is a circle too!

Workbook

Now that you have finished teaching this unit, it is advisable to turn to the Workbook activities on pages 107-109. In the Workbook section, students will revise all the vocabulary and some key structures learnt in the unit. You may assign these exercises as homework.

WORKBOOK UNIT 7 NAME: _____

1 FIND THE WAY TO THE SHAPES.

107

2 LOOK AND TICK.

1 CIRCLE SQUARE

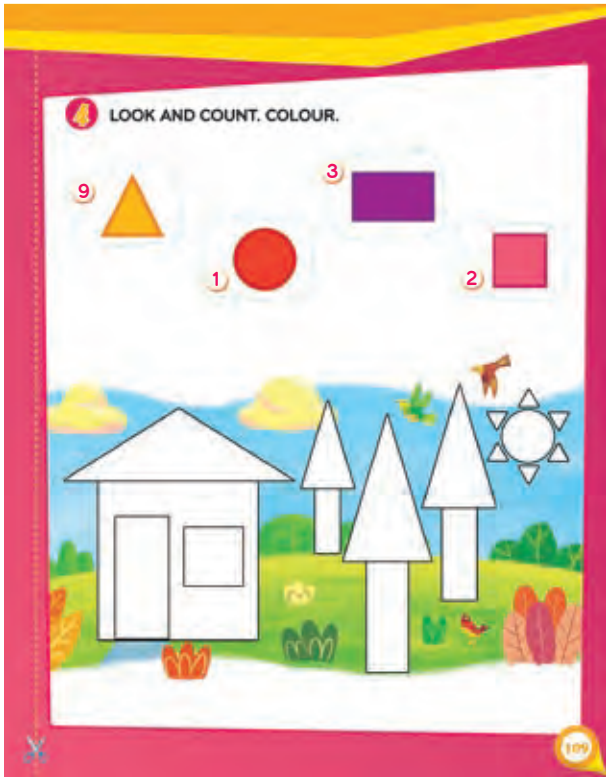
2 RECTANGLE TRIANGLE

3 TRIANGLE SQUARE

4 RECTANGLE CIRCLE

3 MATCH.

108



Extra Material

- > *Teacher's Resource Material: Test Unit 7*
- > *Flashcards Unit 7*
- > *Student's Interactive Activities for Unit 7*



Picnic Day

Answer to the Big Question: *Children eat food.*

Objetives: talk about food; say which food you like and which food you do not like; ask other people's opinions about food; practise the /b/ sound; reflect on the importance of respecting differences

Vocabulary: *apples, bananas, biscuits, cake, milk, orange juice, toast; I don't like, I like, I love*


Language Content: *I (don't) like / love (milk). And you? I (don't) like / love (orange juice).*

Social emotional Competence: respect for differences

Digital Content: video to broaden the opening topic

Workbook: pages 110-112

Pages 70 and 71

- Invite children to explore the opening scene and elicit the part of the house (*kitchen*) and the members of the family (*dad, mum and sister*) in the picture. Also ask students if they think this house is in the countryside or the city and why. They are supposed to answer it is in the countryside as we can see a cow and an orange tree from the window, a typical scene of rural areas. Then ask what the people in the picture are doing (*preparing a picnic*) and if they are used to helping in the preparation of picnics, meals or snacks.
- Point to the plate with the cake and explain this is a *lamington*, a typical Australian cake. If necessary, show where Australia is on a world map.
- Point to the apples in the picture and say: *apples*. Ask students to repeat the term. Then ask children to name more food items they can see in the picture. Encourage them to answer in English, if they know the words, or introduce the new vocabulary (*bananas, biscuits, cake, milk, orange juice, toast*).
- Go back to the Big Question in the **Welcome Unit** (*What do children do?*) and remind students that each unit will bring a different answer to that question. Point to the adventure book on page 71 and read out the answer in this unit: *Children eat food*. Ask children to have a look at Brownie's device. Remind them that when they see this icon , they can look up extra information on the Richmond webpage. They can do this activity at home with their families. In this case, children will find a video which shows the use of *I like, I don't like* and *I love* in a series of cartoons. The purpose of this activity is to reinforce the vocabulary learnt in the unit.



Additional information

- › **Picnic** – it is believed that the word *picnic* originated in the ancient French *piquer* (which means to pick, select) and in the term of Germanic origin *nique*, which has adopted the figurative meaning of *something easy*. Thus, picnic is an easy meal, in which you select some items to consume in a pleasant area.
Information available at <www.etymonline.com/word/picnic>. Accessed on May 2, 2018.
- › **Lamingtons** – the lamington cake is the most traditional dessert for Australian children. It is usually made with sponge cake, chocolate syrup and grated coconut. Although there is no consensus on its origin, it is believed that it was invented at the turn of the 20th century in the state of Queensland and named after Lady Lamington, wife of the state governor at the time. It is believed that the dessert was accidentally created when the Lamingtons' maids let a loaf of sponge cake fall into a bowl of chocolate. Others believe that the cake was created as an improvisation by the French family chef, who did a simple recipe that looked much more sophisticated than it really was.
Information available at <<http://epicureandculture.com/lamington>>. Accessed on May 2, 2018.
- › **Children and the preparation of meals** – a World Health Organization (WHO) report in 2016 showed that at least 41 million children under five are overweight or obese. The increasing consumption of processed food raises the concern for the need to pay special attention to how children are fed.

It is important that they have nutritional and pediatric follow-up, as well as good examples at home and school. It is also good to encourage children to prepare their own

food. Awareness can start with vegetable cultivation, since it is a great incentive to eat something that children have planted themselves and have seen grow. In addition, it is important that they participate in shopping in supermarkets and free markets to develop interest in food diversity. They can also prepare their own food with adult supervision when necessary. Thus, they will have the opportunity to know different textures and aromas, learn hygiene habits and observe the transformation of food, as well as to try something they have grown.

Information available at <<http://www.who.int/end-childhood-obesity/facts/en/>>. Accessed on May 2, 2018.

ABC Extra vocabulary

countertop	orange tree
cow	sink
faucet	squeezer
knife	table cloth

Page 72

1 Listen and say.

- Ask students to look at the pictures. Play track 60 on the audio CD and pause after each word to present the new vocabulary.
- Play the audio track again. Pause after each term and ask students to repeat to practise pronunciation.
- Finally, practise the chant and ask children to point to the food items in the pictures as they are mentioned.



Audioscript 60

apples; bananas; cake; biscuits; milk; orange juice; toast

2 Listen and say. Draw and colour.

- Challenge children to explore the non-verbal language of the activity and ask them what they think each of the icons represents. Make sure everyone understands the difference between the icon of the second box and that of the third box (they mean *like* and *love* respectively). Ask where

people usually use this type of language (*in social networks and in messages sent via smartphones*) and make sure they know the name given to these faces (*emojis*).

- Play track 61 on the audio CD and pause after each expression to teach the new vocabulary.
- Play the audio track again, pause after each expression and ask children to repeat to practise pronunciation.
- Next, have students draw and paint one of the food items they learned in activity 1, according to their preference. If they enjoy all the food items in the pictures, ask them to draw another food they do not like.
- Go around the classroom while children are carrying out the activity and clear up any doubts they may have.
- For correction, ask volunteers to share their drawings with the whole class.



Audioscript 61

I don't like; I like; I love

Teaching Tip

Although the terms *emoji* and *emoticon* are often used interchangeably, their meanings are different. *Emoji* belongs to a library of ready-made figures, not restricted to expressing emotions, whereas emoticons convey emotions through typographic characters or images created from them. Etymologically, *emoji* is formed by the Japanese terms *e* (image) and *moji* (character), whereas *emoticon* is formed by the blend of the English terms *emotion* and *icon*.

3 Listen, find and point.

- Before starting the activity, if necessary, review the food vocabulary and preference presented in activities 1 and 2, respectively.
- Play track 62 on the audio CD and ask what food items were mentioned (*apples, bananas, toast, biscuits, cake, orange juice, milk*).
- Play the audio track again and ask children to find the food items mentioned in the opening scene and point to them.

- For correction, ask volunteers to show the class which food items they pointed to.



Audioscript 62

- 1 **A:** *I like apples. And you?*
B: *I love bananas.*
- 2 **A:** *I love toast. And you?*
B: *I don't like toast.*
- 3 **A:** *I love biscuits. And you?*
B: *I like cake.*
- 4 **A:** *I like orange juice. And you?*
B: *I like milk.*

4 Think and stick.

- Ask students who knows where milk and orange juice come from. Ask them to point to the answers in the opening scene.
- Next, have the milk and orange juice stickers on page 141 detached and ask students to glue them next to the plant / animal which produces them.
- For correction, ask volunteers to show where they have glued each sticker.

Page 73

5 Listen and say.

- Review the vocabulary presented in activity 2. Ask students to close the book and draw the emoji for *not like*, *like* and *love*. Ask what they represent and elicit the expression in English for each of them (*I do not like*, *I like*, *I love*).
- Tell students to open their book and ask what the children in the picture are doing (*having a picnic*). Make sure they understand the contents of the two speech bubble asking who likes cake (*the child on the left*) and what is the other child's opinion of cake (*She does not like it*).
- Ask students to get into pairs and explain to them that they will practise the same dialogue as the children in the picture.
- Play track 63 on the audio CD and ask them to play one of the roles each of the members of the pair.
- Play the audio track again and ask them to change roles and play the other part. This model dialogue will be used in the next activity.

- If you wish to reinforce oral practice, play the audio track once more but, this time ask the whole class to repeat the lines of both children.



Audioscript 63

- A:** *I love cake. And you?*
B: *I don't like cake. I like biscuits.*

6 Draw and talk.

- If necessary, review the food vocabulary taught in this unit. You can challenge children to name the items in the pictures (*biscuits*, *toast*, *bananas*, *apples*, *orange juice*, *milk*, *cake*).
- Ask them to complete the emojis according to their food preference.
- Finally, have them go around the classroom and talk to different classmates about their tastes, ask and answer about the food items in the pictures using the activity 5 dialogue as a model.
- Monitor the activity and help when necessary.



Extra activity

- ▶ Ask a volunteer to go to the board. Explain that you will say a sentence and he / she will have to draw pictures for the class to guess. Whisper in his / her ear a short sentence about food preference using the vocabulary taught in the unit, for example, *I love apples*, *I do not like toast* or *I like bananas*.
- ▶ The first one to guess the phrase should be the next student to draw the picture.
- ▶ Repeat the activity dynamics a few times.

Page 74

7 Look and listen.

- Read out the answer in the adventure book on page 71 (*Children eat food*) and ask children to comment on their food taste (for example, the food they like to eat and those they dislike the most), if they know how to prepare a simple meal and if they like or would like to participate in a picnic.

- Ask children to close their book. Explain that they will hear the comic strip story and should answer a few questions. Play track 64 on the audio CD two or three times and ask where the children are (*Australia*) and what food items are mentioned (*biscuits, bananas, apples, toast, cake*).
- Ask them to try to predict what is happening in the story.
- Then ask children to open their book and look at the pictures to check if their predictions were correct.
- Play the audio track again and have them point to the frames as events occur.
- Play the audio track once more and pause after each speech bubble for children to practise.
- Make sure that they have been able to establish the relationship between the contents of the comic strip story and the answer to the Big Question on page 71.
- After working with the comic strip story, engage students into a role-playing activity. Organise them into groups of six. Allot time to rehearse, create drawings to set the stage, and, when they are ready, dramatise the story for the rest of the class. If they enjoy this type of activity, they can be filmed and have fun while they see their performance. In this kind of activity, it is always good to remind children that the goal is to practise language and interact with peers in a playful environment rather than act as professionals.



Audioscript 64

Alice: *Where are we, Emma?*

Emma: *We're in Australia, Alice!*

Girl: *I want biscuits! I love biscuits!*

Daniel: *Biscuits?*

Daniel: *Oh, biscuits! We have got biscuits! Here you are!*

Girl: *Thanks! I love biscuits!*

Emma: *I like bananas and apples. And you?*

Boy: *I like toast.*

Ben: *I don't like toast. I like cake!*

Children: *Yummy, cake!*



Additional information

- **Picnic Day** - Open air picnics and barbecues are a tradition in Australia. The Picnic Day holiday was declared so that railway workers in the northern city of Adelaide could relax on a picnic for a long weekend. The holiday, which emerged in the early twentieth century, is celebrated on the first Monday of August. At Picnic Day, families often have a picnic on the banks of the Adelaide River. Dances and gymkhanas, which include sack racing, tug-of-war and racing with spoon and egg, are also popular attractions of the day.

Information available at <www.timeanddate.com/holidays/australia/picnic-day>; <<http://northernterritory.com/darwin-and-surrounds/events/railway-heritage-picnic-day>>. Accessed on May 2, 2018.

Page 75

8 Think and tick.

Social emotional competence – respect for differences: the activity aims to foster respect for diversity, starting with people from different cultures eating typical food in their daily life. It is important to make students aware that eating habits are related to a variety of factors, such as those of a cultural and religious nature, but also to environmental factors (what is possible to grow in the region) and economic factors (what the population can afford). Thus, what seems strange to some is absolutely normal for others. Respect and tolerance within a community and in the relationship with different communities is the key to democracy. The encounter of diverse cultures should be seen as an opportunity to know new people, to learn and to live new experiences.

- Before starting the activity, ask students if they have already spotted differences between their own eating habits and those of people from other cultures. Ask how they usually act in these situations: if they respect the differences, if they are curious to know more about the other culture, if they are not interested in learning more or if they are ashamed to talk about the topic.
- Then invite students to observe the main scene and the other three pictures. They are expected to notice that the main scene shows two children from different cultures having breakfast together. Call their attention to the fact that the girl is eating North American food (pancakes with honey), while

the boy is having a typical Australian breakfast (toast with a soft, dark brown, salty-tasting spread made from yeast). Picture 1 depicts the girl offering pancake to the boy and the boy accepting it enthusiastically. Picture 2 shows children grimacing as they look at each other's breakfast. Picture 3 shows the boy offering part of his breakfast to the girl, who politely refuses.

- Explain to students that they should tick the picture that shows the attitude they would have if they were in a similar situation to that in the main scene.
- Since there are no right or wrong answers in this type of activity, it is advisable to ask students to think about the advantages and disadvantages of each of the options.
- In the end, ask volunteers to say which option they have ticked and to explain why they have chosen it.

9 Listen and say. Stick.

- Invite students to have a look at the picture and the speech bubble and ask what the child in the picture likes.
- Play track 65 on the audio CD and show the tongue-twister to your students.
- If you wish, explain that this tongue-twister practises the /b/ sound, spelled with letter *b*. It may be at the beginning (*biscuits*), in the middle (*bubble*) and at the end of a word (*Bob*).
- Then play the audio track two or three times and have children repeat it.
- Lastly, have the food stickers on page 141 glued to the hands of the boy in the picture according to the tongue-twister. Lead children to repeat it while sticking the correct food items.
- Go around the classroom while students are doing the activity and offer your help if necessary.
- For correction, ask volunteers to show the class which stickers they have glued.



Audioscript 65

Boy: *I like biscuits and bananas.*

Answer Key

Children place the biscuits and bananas stickers on the hands of the boy.

Setting the pace



If students find it difficult to produce the tongue-twister, present the words in isolation and then ask children to join them into the complete sentence.



Other tongue-twister options that can be used to work the same sound are *a blue box of biscuits, a big basket of bananas and a blue ball.*

10 Cut out and talk.

- Organise students in pairs or groups of three. Ask one of the children of the pair or group to cut out the food cards on page 129. Ask him / her to shuffle them and put them face down on the desk.
- Explain that, in turns, each member of the pair or group should turn over two cards, have a look at them and give their opinion about them, using phrases like *I like (bananas) and (cake) or I do not like (bananas). I love (cake).* Finally, he / she should ask: *And you?* to his / her classmate(s), who will give his / her own opinion. Then it is another member of the pair or group's turn to pick up two pictures and talk about them and so on.
- Walk around the classroom, monitor the activity and clear up any doubts that may crop up.
- Finally, suggest using the cards that were not used, to play again at home with friends and family, and share what they have learned.

Page 76

11 Guess who? Look and play.

- Explain to students that they should look at the pictures of the five children and their food preference shown through the emojis in the table.
- Pair children up and ask each member to choose a child in secret and comment on his / her food preference as if they were that child. For example, if the student says: *I love biscuits. I like orange juice, apples and cake. I do not like toast, milk or bananas,* his / her classmate should analyse the table and say whose role he is playing (*Mia*). Then it is his / her partner's turn. Other possibilities of

phrases about the children in the table are: *I like biscuits, orange juice, toast, milk and bananas. I love apples. I do not like cake. (Liam); I do not like biscuits or bananas. I love orange juice and cake. I like toast, apples and milk. (Lily); I like biscuits, toast and cake. I do not like orange juice or apples. I love milk and bananas (Oliver); I love biscuits and toast. I like orange juice, apples, cake and bananas. I do not like milk. (Chloe).*

- Go around the classroom while children are carrying out the activity and solve any problems that may arise.
- For correction, ask volunteers to describe a child's food preference so the class can guess who he / she is.

Page 77

12 Listen, point and sing!

- Invite students to explore the scene and review the food vocabulary.
- Play the first part of track 66 on the audio CD and have students point to the food as mentioned in the song. Introduce the terms *hungry, very hungry, very, very hungry* and *full*.
- Then play the first part of the audio track again and have them sing along and continue pointing to the food items, to help them review the English word for each of them.
- Lastly, play the second part of the audio track and ask them to play a game in which students complete the last verse of each stanza of the song with the missing food items. Highlight that, at times the song will be only instrumental as in a karaoke version and they will have to sing the missing lyrics. Call their attention to the fact that these verses always present the food items mentioned in the previous stanza, in the same sequence, followed by the food item presented in current stanza.



Audioscript 66

Song: I'm Hungry!

Oh, I'm hungry,
I'm very, very hungry!
Have you got a biscuit, please?
Yes, I have! Here you are! Here you are!
Yummy! Biscuits!
Oh, I'm hungry,
I'm very, very hungry!
Have you got an apple, please?
Yes, I have! Here you are! Here you are!
Yummy! Biscuits and apples!
Oh, I'm hungry,
I'm very, very hungry!
Have you got a banana, please?
Yes, I have! Here you are! Here you are!
Yummy! Biscuits, apples and bananas!
Thank you very much! I'm really full now!

Workbook

Now that you have finished teaching this unit, it is advisable to turn to the Workbook activities on pages 110-112. In the Workbook section, students will revise all the vocabulary and some key structures learnt in the unit. You may assign these exercises as homework.

2 MATCH.

3 WHAT'S MISSING? LOOK AND CIRCLE.

4 LOOK AND COMPLETE.

I LIKE TOAST, APPLES, AND BISCUITS, I DON'T LIKE CAKE, BANANAS OR MILK.

TOAST CAKE
APPLES BISCUITS BANANAS MILK

Extra Material

- › Teacher's Resource Material: Test Unit 8
- › Flashcards Unit 8
- › Student's Interactive Activities for Unit 8

Review 7 & 8

Page 78

1 Identify and number.

- Ask students to look at the pictures and ask what the round shape suggests. They are expected to conclude that they are parts of rooms of a house seen with binoculars. If necessary, bring a pair of binoculars to the class so that children who have never seen a pair can manipulate it.
- Then ask them to name the rooms of the house in each picture (*living room, bedroom, kitchen, bathroom*).
- Lead children to relate these pictures to their names. If necessary, challenge them to read the words in activity 1 on page 107.
- Before carrying out whole-class correction, suggest that students compare their answers to those of a classmate.

Answer Key

From left to right: 3, 2, 1, 4

Extra activity

- › Suggest that students create models of rooms of a house using materials that are generally disposed of, such as shoe boxes and smaller boxes (toothpaste / matches / soup). They will also need paper and / or scraps of fabric, glue, scissors with rounded tips, crayons and watercolour pens.
- › Organise children into groups and assign a different room to each group so that models are assembled to form a larger model of a house when everybody has finished their work. Emphasise that it is essential that

each group has got a shoebox without the lid, on which they will set up their room.

- ▶ Ask children to place the shoe box, without the lid, on a table, so that they can see the inside. The interior of the box can be lined with coloured or painted paper, if they want to.
- ▶ Ask them to start assembling furniture and other objects to decorate the room. It is possible to use smaller boxes, which can be lined with paper or pieces of fabric. Ask children to glue one box onto the other, if necessary (the sofa, for example, can be made with several boxes together).
- ▶ When all the pieces of furniture and objects are ready, challenge students to decorate the inside of the shoebox with them, trying to find the best place for each piece before gluing it.
- ▶ Finally, have the groups join the assembled rooms and form a single model. Invite each group to point to the room they created and describe it: This is the (*living room*).

2 Listen and colour.

- Ask students to look at the picture and ask which room of the house they can see (*bedroom*).
- Call their attention to the label of each room (*Bedroom 1* and *Bedroom 2*) and ask what shapes they can see in the rooms (*circle, rectangle, square, triangle*).
- Explain to children that they will hear information about the colour of these shapes and their location and that they are supposed to colour them according to what they hear.
- Play track 67 on the audio CD and pause at the end of the first item. Ask which shape was mentioned (*square*), what colour it is (*blue*) and where it is located (*in bedroom 1*). After that, ask children to colour the square that is in bedroom 1 blue.
- Then play the rest of the audio track for students to complete the activity.
- Walk around the classroom, monitor the activity and help when necessary.
- For correction, ask volunteers to show the class how they have coloured the shapes.



Audioscript 67

- A:** *Where's the blue square?*
B: *In bedroom one.*
- A:** *Where's the pink square?*
B: *In bedroom two.*
- A:** *Where's the green circle?*
B: *In bedroom two.*
- A:** *Where's the purple circle?*
B: *In bedroom one.*
- A:** *Where's the red rectangle?*
B: *In bedroom one.*
- A:** *Where's the yellow rectangle?*
B: *In bedroom two.*
- A:** *Where's the green triangle?*
B: *In bedroom one.*
- A:** *Where's the orange triangle?*
B: *In bedroom two.*

Answer Key

Bedroom 1: *Children colour the square blue, the circle purple, the rectangle red and the triangle green.*

Bedroom 2: *Children colour the square pink, the circle green, the rectangle yellow and the triangle orange.*

Page 79

3 Think and stick. Draw.

- Ask students to look at the picture and say what they can see (*picnic baskets*). Challenge them to guess what food items are missing in these baskets.
- Then have them look at the puzzle pieces in each basket. Guide them to paste the food stickers on page 143 into the appropriate place according to the form of the pieces.
- Then, guide them to observe the contents of the two baskets and complete the sentences about food preference by drawing the mouth of each face. If necessary, suggest that children check the spelling of the food items in activity 1 on page 110.
- For correction, ask volunteers to show where they have glued the stickers. Then ask other volunteers to go draw the mouth of the face that completes the sentences correctly on the board.

Answer Key



Setting the pace



After checking the answers, encourage students to read out the four sentences with the phrases that should replace the faces (*I don't like bananas; I like orange juice and milk; I like biscuits and apples; I don't like cake*).

Goodbye

Pages 80 and 81

Look and imagine.

- Invite children to explore the image and ask them where they think Brownie and the kids are (*library*) and what they are doing. Also ask if they usually go to the school library and if they would like to visit a library similar to the one in the scene.
- Encourage them to analyse the scene and talk about it.
- Then tell them the story of how the adventure book and Brownie's device are taken to the school library.
- Talk to the class about what they imagine will happen in the story.
- After everyone has shared their predictions, explain that the story continues in level 2 of the series.

Exploring the story

Daniel, Emma, Ben and Alice return from their adventure and go to school. Brownie is excited about the idea, because he wants to know the children's school. He hides himself in Emma's backpack and takes the adventure book and the device with him.

Upon arriving at school, Brownie gets fascinated with the library and jumps out of the girl's backpack, carrying the book and the device with him.

Hands On

Page 82

Make a Poster

Objectives: to expand knowledge about the stages in the life of pets, as well as taking care of them in each of these stages and developing a sense of responsibility and care

Receptive Vocabulary: *bird, fish, guinea pig, iguana; pup, adult, senior; bunny, kitten, puppy*

Productive Vocabulary: *cat, dog, ferret, hamster, rabbit, turtle*

Language Content: *What's this? It's a... / This is my pet, ...*

Materials: coloured sheets of paper, photos, colour pencils, pens, etc.

Mime your pet.

- Write: *What's this? It's a...* on the board and review with students the names of pets they learned in unit 3 (*cat, dog, ferret, hamster, rabbit, turtle*).
- Show the pictures on page 28, point to them, and ask: *What's this?* Encourage students to answer: *It's a...*
- Take pictures of other animals they might have at home and introduce the new vocabulary (*bird, fish, guinea pig, iguana, etc.*). Also ask if there are any more pets whose names they would like to learn in English and introduce the term(s).
- Ask students if they have got any pets or if any of their friends or relatives have got one. If there is more than one, ask them to choose one they would like to talk about. They should not say anything about it yet. Organise children in pairs and guide them to mimic their pet for their classmate to find out.
- Their partner should try to guess and give the answer using the phrase you have written on the board as a model: *It's a...*

- After the activity is done, have students say their classmate's pet.

Look and number.

- Ask students if they know the age of the pets they mimed in the previous activity. If they do not know the exact answer, ask if they are puppies, adults or seniors.
- Ask them to justify their answers, explaining how they can know in which stage of life the animals are (*because of size, habits, the colour of hair, the degree of autonomy, etc.*).
- Next, invite children to look at the pictures and ask which of the animals is a puppy, which is an adult, and which one is old. Again, encourage children to say what helped them come to a conclusion (*their different physical characteristics*).
- Ask children to number the pictures according to the dog's age. They should assign number 1 to the youngest and number 3 to the oldest.

Answer Key

From left to right: 3, 1, 2

Look and write P, A or S.

- Invite children to explore the first row of pictures and introduce the terms in English. Practise pronunciation with them.
- Go back to the question asked at the beginning of the previous activity and tell them to answer, in English, in which stage of life the animals they mimed in the first activity are.
- Remind students of the care pets involve: taking them periodically to the vet, having them vaccinated, feeding them properly, taking care of their hygiene, transporting them safely, taking them for a walk, playing with them, cleaning the area where they live, offering love and affection to them, etc.
- Talk to students about the fact that pets require a different kind of care throughout their lives. For example: a puppy needs many vitamins and minerals to grow healthily, so its diet must be appropriate to its age; adult animals grow and it may be necessary to replace their accessories to suit their new size; senior animals might need attention, peace and quiet and perhaps some changes in the place where they live such as the use of ramps adapted for safe locomotion or

suitable spaces for animals that have lost their sight. Challenge children to share more examples.

- Take the opportunity to discuss responsible ownership by explaining to students that anyone who has the intention of having an animal should consider whether he / she will have the time and willingness to offer everything the pet will need in the different phases of its life, giving it fellowship and love. Therefore, it is necessary to think, for example, whether the room at home is suitable for an animal that will become a large adult at some point. Make them aware of the fact that abandonment and ill-treatment are crimes and, therefore, both their parents and themselves must be sure of their decision about adoption.
- Ask children to identify the pictures in the second row using the corresponding letters for the different stages in a pet's life.

Answer Key

From left to right: S, A, P

Teaching Tip

In addition to the terms commonly used to describe the life stages of mammals, introduce the vocabulary used especially for some species: *kitten, puppy* and *bunny*.

Make a poster. Stick and create.

- Ask students to take a printed photo of the pet they mimed in the first activity to the next class. If they haven't got one, ask them to think about its characteristics to draw it. Also, guide them to find out the age of the animal by interviewing the adult people at home.
- Next class, distribute a coloured sheet of paper to each student. Write *This is my pet...* on the board and ask them to copy the sentence at the top of the sheet and complete it with the animal's name. Help them with spelling.
- Then ask children to paste the picture or drawing in the middle of the sheet.
- After that, tell them to find the sticker that corresponds to the life stage of the animal on page 143 and stick it next to the title.
- Lastly, guide them to draw how they take care of the pet so that the picture completes the photograph or drawing previously made.

- Create a mural with the students' work and invite each of them to present their poster to their classmates, introduce their pet, their name and the stage of life he / she is in, and explain how to take care of him / her.

Page 83

Make a Zoom Ball

Objetives: to revise toys vocabulary; to expand children's knowledge about industrialised and craft toys; to understand the concept of responsible consumption; to develop a sense of cooperation

Receptive Vocabulary: *board game, cardboard robot, piñata, zoom ball; handmade, industrialised*

Productive Vocabulary: *art set, ball, bike, car, doll, kite*

Language Content: *What's your favourite toy? My favourite toy is a / an... / What's this? It's a / an... / It's handmade / industrialised.*

Materials: one two-litre plastic bottle, 3 metres of string used on clotheslines and coloured tape (for each student)

Talk about toys.

- Review vocabulary from unit 5 with students (*art set, ball, bike, car, doll, kite*). Ask them *What's your favourite toy?* and help them with vocabulary if necessary.
- Encourage them to reflect on the origin of their favourite toy and if it is industrialised or handcrafted.
- Ask them to think about all their toys. Ask: *Are any of them handmade? What can you conclude from this?*
- Continue to encourage discussion by asking if they have ever created a toy. If so, ask what they think of the experience. If not, ask if they would like to create a toy with their own hands. Explain that although it was much more common in past decades, children today still create their own toys.
- If you wish, please submit the project available at <http://twentytwowords.com/photos-of-children-from-around-the-world-with-their-favorite-toys-30-pictures/> (accessed on May 2, 2018) and discuss the similarities and differences between

the favourite toys of the children photographed in different parts of the world.

Look and say. Tick.

- Invite students to look at the pictures and ask if they have ever played with the toys in the pictures.
- Read the names of the toys and ask them to repeat them. Then point to the pictures at random and ask: *What's this? It's a...*
- Introduce the terms *handmade* and *industrialised*, if possible offer a toy of each type for students to examine.
- Then point to the pictures and ask: *Is this handmade or industrialised? (It's handmade / industrialised)*. Have students observe the material the toys were made of to guess which machines were used to produce them on a large scale.
- Ask them to tick the pictures of handcrafted toys (*cardboard robot, piñata*).
- Ask the class if one or more of the industrialised toys could have been handcrafted, using recyclable material, for example.
- Organise students in pairs and ask each one to bring a two-litre plastic bottle, 3 metres of string used on clotheslines and coloured tape. Explain to them that they will create a zoom ball and take it home. With this toy they will be able to play a fast-paced game that encourages developmental skills like balance, bilateral coordination, hand-eye coordination, and strength.



Additional information

- **Piñata** – of Iberian origin, the tradition of stuffing the piñata (usually star or animal shaped, made of papier mâché) with sweets or toys is very common in Latin American (especially Mexican) and American celebrations. In order to release candy or toys, a child is blindfolded and has to hit the piñata with a stick.

Information available at: <http://chnm.gmu.edu/cyh/primary-sources/411/>.

Accessed on May 8, 2018.

Make a zoom ball.

- Pair up students and guide them to work collaboratively to create a zoom ball, following the steps described below.

- Help them cut about a third of the plastic bottle from its bottom. Thus, they will end up with just over half the top of each bottle.
- Have them fit and join the two parts of the bottles with coloured tape, leaving the bottlenecks facing the outside. Tell them to keep the bottom part of the bottles to make the rings which will be affixed to the end of the strings.
- Ask them to pass the two strings through the parts of the bottles that have been joined.
- Help them cut two strips from the bottom of each bottle to serve as rings.
- Assist them to join the tip of each string again and tie them to the rings. They can use the picture on page 83 as a model.
- Invite the couple to decorate their zoom ball (including the rings) with the adhesive tapes they have brought to class.
- To watch a video with the toy production guidelines, go to <www.youtube.com/watch?v=Yvb9s4VwKjA>. Accessed on May 2, 2018.
- Take children to the playground or some other recreational area at school. Teach them how to play, opening and closing their arms in order to drive the zoom ball to their classmate and vice versa.
- Take the opportunity to emphasise the importance of cooperation to play the game, since they have to wait for the zoom ball to go before pulling it backwards from their classmates. Keep the toys at school for later use. Point out that everyone can play with them.



Game

Pages 84 and 85

What's This? Let's Play!

The class will be ready to play with this game at the end of the school year, as it covers the content studied in units 1 to 8.

- Explain to students that they will participate in a board game to review the content studied during the year. In order to be able to work collaboratively and negotiate responses, it is suggested that they play in pairs (two vs two).
- Ask each person to cut out a token with a member of the gang or Brownie, the ferret, and the die on page 131. Give instructions on how to assemble the die. Then explain the meaning of *go forward*, *go back* and *miss a turn*.
- Ask children to put their tokens in the START square and throw the die to determine who will start the game (the pair that draws the highest number).
- In turns, each pair, will throw the die and move forward the corresponding number of squares on the board. They are supposed to say what the pictures represent to review vocabulary.
- If the pair gives the correct answer, they stay on the square they got to and play the next round; if not, they return to the square on which they were before.

- Encourage the class to use complete sentences when giving the answers, such as *it's a cat* or *they're hands*.
- The goal of the game is to get to the FINISH square first.

Answer Key

- Square 1:** START
- Square 2:** *Milk.* / *It's milk.*
- Square 3:** *Backpack.* / *It's a (blue) backpack.*
- Square 4:** *Ball.* / *It's a (pink) ball.*
- Square 5:** *The pair goes forward one space.*
- Square 6:** *Dog.* / *It's a dog.*
- Square 7:** *Hands.* / *They're hands.*
- Square 8:** *Cake.* / *It's a cake.*
- Square 9:** *Bedroom.* / *It's a bedroom.*
- Square 10:** *The pair goes back 2 spaces.*
- Square 11:** *Bike.* / *It's (an orange) bike.*
- Square 12:** *Crayon.* / *It's a (red) crayon.*
- Square 13:** *Slide.* / *It's a (red and yellow) slide.*
- Square 14:** *Nose.* / *It's a nose.*
- Square 15:** *The pair misses a turn.*
- Square 16:** *Big family.* / *It's a big family.*
- Square 17:** *Bathroom.* / *It's a bathroom.*
- Square 18:** *Rabbit.* / *It's a rabbit.*
- Square 19:** *The pair goes back one space.*
- Square 20:** *Cat.* / *It's a cat.*
- Square 21:** FINISH

Setting the pace



If you feel that the class will be able to, you can challenge students to give a longer answer and say not only what the picture is, but also the colour of the object. For example: if the die falls on square 4, which has got a picture of a ball, children should say: *It's a pink ball* or *It's a ball. It's pink*. If they do not answer correctly both pieces of information (the object and the colour), the pair must return to the square where they were before.

Audio CD Track List

Track	Page	Unit	Activity
1		Introduction	—
2	6	Welcome	—
3	10	1	1
4	10	1	2
5	11	1	4
6	12	1	6
7	13	1	8
8	14	1	10
9	15	1	12
10	18	2	1
11	18	2	2
12	18	2	3
13	19	2	4
14	19	2	5
15	20	2	6
16	21	2	8
17	23	2	12
18	25	Review 1 & 2	3
19	28	3	1
20	28	3	2
21	28	3	3
22	29	3	4
23	30	3	6
24	31	3	8
25	32	3	10
26	33	3	12
27	36	4	1
28	36	4	2
29	36	4	3
30	37	4	4
31	38	4	6
32	39	4	8
33	41	4	12
34	42	Review 3 & 4	2
35	43	Review 3 & 4	4

Audio CD Track List

Track	Page	Unit	Activity
36	46	5	1
37	46	5	2
38	46	5	3
39	47	5	4
40	48	5	6
41	49	5	8
42	50	5	10
43	51	5	12
44	54	6	1
45	54	6	3
46	55	6	4
47	56	6	6
48	57	6	8
49	59	6	12
50	60	Review 5 & 6	1
51	61	Review 5 & 6	3
52	64	7	1
53	64	7	2
54	65	7	4
55	65	7	5
56	66	7	6
57	67	7	8
58	68	7	10
59	69	7	12
60	72	8	1
61	72	8	2
62	72	8	3
63	73	8	5
64	74	8	7
65	75	8	9
66	77	8	12
67	78	Review 7 & 8	2
68	86	Instructions	-



58 St Aldates
Oxford OX1 1ST
United Kingdom

© 2018 Ediciones Santillana, S. A.
Leandro N. Alem 720
C1001AAP Buenos Aires, Argentina

First published by
© Richmond, Editora Moderna LTDA.

Orbit 1 Teacher's Book / Bruna Marini ... [et al.]. - 1a ed. - Ciudad Autónoma de Buenos Aires : Santillana, 2018.

100 p. ; 28 x 22 cm.

ISBN 978-950-46-5639-5

1. Enseñanza de Lenguas Extranjeras. 2. Inglés. I. Marini, Bruna
CDD 372.65

ISBN: 978-950-46-5639-5

This Teacher's Book includes an Audio CD.

Publisher: Mabel Manzano
Project Editor: Izauro Valverde
Digital Resources Manager: Adriana Pedro de Almeida
Assistant Editor: Livia Mantovani
Contents: Bruna Marini, Giuliana Gramani, Juliana Mutton, Wilson Chequi
Digital Contents: Ana Paula Campos, Gabrielle Navarro, Thais Teixeira Tardivo
Editorial Team: Bruna Marini, Giuliana Gramani, Marcela Silverio, Nathália Horvath, Paula Fúlia
Proofreaders: Ana Curci, Barbara Yumi Lemos, Beatriz Guedes, Betina Rodríguez Vedoya, Carolina Waideman, Flora Manzione, Mônica Tosi, Rafael Gustavo Spigel, Raura Ikeda, Ray Shoulder, Roberta Moratto Risther, Vivian Cristina de Souza
Project Design & Art Editors: Amanda Savoini, David Urbinatti, Fabiane Eugenio
Art Assistant: Mônica M. Oldrine
Multimedia Design: Daniel Favalli
Design & Layout: Casa de Ideias, Virginia María Lasta
Cover Design: Arbore Editoração, Mônica M. Oldrine, Virginia María Lasta
Cover Illustration: Marco Palmieri
Icons Design: Adriana Neves, Bianca de Melo, Maria Magalhães, Sara Alencar
Illustrations: Altair Sampaio, Anna Anjos, Biry Sarkis, Bruna Assis Brasil, Carol Duran, Chris Borges, Claudia Souza, Daniel Linard, Danillo Souza, Diego Loza, Douglas Feer, Evertoons, Fabiana Salomão, Fabiane Eugenio, Fil Dunsky, Gordei, Gra Mattar, Gustavo Moraes, Igor Aoki, Jorge Pepelife, Juan Carlos Federico, Leo Teixeira, Marco Palmieri, Marcos de Mello, Marcos Llussá, Maria Rigon, Matthieu Roussel, Mauro Souza, Michele Cavaloti, Mônica M. Oldrine, Pablo Zamboni, Raitan Ohi, Renam Penante, Ricardo Chucky, Sawa, Tintavlek
Recordings: Javier Lupiañez, Maximal Studio, Spectrum Estúdio

Queda hecho el depósito legal que marca la ley 11.723.

Impreso en Argentina. Printed in Argentina.

First Edition Published 2018

All rights reserved. No part of this book may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without prior permission in writing from the Publisher.

Websites mentioned in this material were quoted for didactic purposes only. Richmond has no control over their content and urges care when using them.

The Publisher has made every effort to trace the owner of copyright material; however, the Publisher will correct any involuntary omission at the earliest opportunity.

Este libro se terminó de imprimir en el mes de julio de 2018 en Pausa Impresores, Anatole France 360, Avellaneda, Buenos Aires, República Argentina.

Orbit



Orbit, the new three-level series developed for the early years of Primary School, introduces children to the English language through modern, visual and playful activities. The innovative approach to topics related to children's everyday life stimulates their curiosity and inquisitive spirit, arousing their interest and encouraging their active participation in the learning process.

- Work with social emotional competences
- Innovative design for unit openers
- Fun comic strip stories
- Activities with cutouts and stickers
- Diverse and useful digital content
- *Hands On* section with interdisciplinary projects
- *Game* to review the contents studied during the year
- Lots of extra practice in the *Workbook* section to reinforce the lexical and grammatical content

Components

For the student:

- 📖 Student's Book with fully integrated Workbook
- 📖 Interactive activities with games, songs, karaoke version of songs and videos
- 📖 Richmond 3D Picture Dictionary App

For the teacher:

- 📖 Teacher's Book with the theoretical background of the series, suggestions for extra activities and detailed instructions for the development of the activities in the Student's Book
- 📖 Audio CD with listening activities, including comic strip stories, songs and karaoke versions of songs
- 📖 Teacher's Resource Material with tests, assessments and annual lesson planning
- 📖 Digital Book
- 📖 Flashcards

