

1

WELCOME TO SCHOOL!

SB PAGES 4 TO 7

Objectives

- To revise personal information.
- To revise school vocabulary.
- To talk about different school subjects and timetables at school.
- To revise the days of the week.
- To share personal information.
- To read and understand information.
- To write about school routines.

Language Focus

Production

- *I have (Science) on (Monday).*
- *My favourite subject is...*

Vocabulary

Production

- School Subjects (*Art, Science, Physical Education (PE), Language, Maths, History, Geography, Technology*)

After introducing yourself and explaining how this new year will be organised, if not all the students in the class have bought their books yet, take advantage of this time to check how much the students can remember from the previous year presenting fun and entertaining activities. Here are some suggestions:

- Students may introduce themselves using different techniques, for example, forming groups according to their favourite food, colours, rooms of the house or animals.
- Discuss classroom rules for the present year with the class. Write them on poster paper to be kept visible for everyone at all times. Encourage students to think about guidelines on different

aspects like behaviour, organisation of activities, working in class, homework, etc.

- Present some getting-to-know-you activities. In this way, students will get to know one another, and you will get to know them as well. There are some entertaining games which can be used at this stage. Here are just two possibilities:

Noughts and Crosses

Draw a 3 x 3 cm grid on the board. Write a personal question in each grid. Choose from all the personal questions introduced in your last year's coursebook, for example: *What's your name? Where do you live? Have you got a sister? What's your favourite colour? Do you like whales?, etc.*

Divide the class into two groups (X and O). One of the groups chooses a square. Then, they choose a representative from the group to answer. If they answer correctly, they can place their team's X or O in the square. If not, their opponent's letter is written instead. The first group that succeeds in placing three of their own marks in a horizontal, vertical or diagonal row wins the game.

Memory Game

Tell students they will play a Memory Game. Ask them to get a piece of paper and a pencil. Bring pictures of school objects (or any vocabulary they learned the previous year) and stick them on the board where all the class can see them. Invite the students to have a look at the different items for a minute. Use a watch to control the time and tell students when time is over. When this happens, take all the pictures away or cover the items and ask the students to try to write all the objects they can remember on the piece of paper. Encourage volunteers to go to the front of the class to write the correct answers on the board.

PAGE 4

1 Listen and read. 01

This unit topic invites the students to share their opinions and views while revising vocabulary and structures they already know. Encourage the class to describe the photo on the double-page spread and help them with new vocabulary if necessary. Ask questions to guide them with their descriptions; for example: *Where are the children? Do the students wear uniforms in their school? What do the students look like? Are they happy?*

Write key vocabulary on the board while your students answer those questions and explain to them that as they do the activities in the unit, they will reflect on different aspects related to the topic of the unit.

TRACK 01 01

Eco: *Hi! I'm Eco. My favourite colour is green. I've got big eyes and I can read books fast. I can ride my bike fast, too. What about you?*

PAGE 5

This section can be used at the beginning of each unit to present structures and language issues to be taught and it can also be used as a self-evaluation activity at the end of each unit.

Once you have finished a unit, go back to this self-evaluation sheet and reflect with the whole class upon the group performance. The students should put a tick or a cross in the boxes to show whether they are able to identify and use the vocabulary and structures introduced in the unit.

PAGE 6

PLANET WARRIORS SUSTAINABLE DEVELOPMENT GOALS



N° 4 - QUALITY EDUCATION

Explain to the class that this goal aims at ensuring that all children have access to free, quality primary and secondary education, promoting learning opportunities for all, to build a more just and peaceful world.

To make students understand SDG4 you can develop some of these activities in class:

- Storytime: choose a story that introduces the concept of going to school, learning and helping others to learn.
- Simple songs and rhymes: create or find songs and rhymes related to going to school, learning and helping others.
- Discussion time: have short and interactive discussions about what the children have learned during the activities. Ask simple questions about sharing, helping friends, and the importance of learning.

1 Listen and circle the correct option. Then complete the files. 02

Read the introduction and point to the photos. Invite the class to describe the new students, who are Planet Warriors, that are coming to visit. Encourage your students to make questions they would like to ask to get to know the visitors better. As you elicit the different questions from the students, write them on the board. Possible questions could be: *What's your name? How old are you? Where are you from? Have you got a brother / sister? Have you got a pet? What can you do very well? What's your favourite colour? What do you like?*

Invite students to read the texts to see if they can find answers to the questions they have produced first. After checking this, ask them to listen to the texts in order to circle the correct option.

Play the audio file again to check the answers.

Then ask the class to complete the files about each character. Finally, encourage them to mention ways in which they may make the new students feel welcome and comfortable: be kind, show interest in their lives, learn about their likes, share activities with them, introduce them to your friends, etc.

TRACK 02 02

Amy: *Hi all! I'm Amy from class 5A and a reporter for the school magazine. The news is that, next week, two students from different countries come to visit us and stay for a month. They study in sustainable schools and they are Planet Warriors, too. They want to learn about the green actions we take at school and the idea is to share the things we all do to save the environment. Read about our visitors and leave comments to give them a warm welcome!*

This is Grace Anderson. She is eleven and she is from Glasgow, Scotland. She has got one brother and he is a Planet Warrior, too! She hasn't got any pets but she loves animals. Grace is very curious about nature and she can draw plants and animals excellently. Her favourite school subjects are Science and Art.

This is Thomas Clement. His is thirteen and he is from Vancouver, Canada. He has got one brother and two sisters. And he has got a cat and a dog, too. Thomas can play a lot of sports very well. His favourite subject is PE.

ANSWER KEY

1 eleven; 2 brother; 3 hasn't got; 4 draw; 5 Arts; 6 thirteen; 7 two sisters; 8 dog; 9 sports; PE

Name: Grace	Name: Thomas
Surname: Anderson	Surname: Clement
Age: 11	Age: 13
City: Glasgow, Scotland	City: Vancouver, Canada
Family: she has got one brother	Family: he has got one brother and two sisters
Pets: No	Pets: 1 cat; 1 dog
Special ability: She can draw plants and animals	Special ability: he can play sports
Favourite subject: Science and Arts	Favourite subject: PE

PAGE 7

2 Label the school subjects.

This activity focusses on school subjects. Take to the classroom some pictures or objects illustrating different subjects, for example, a map for Geography, some figures for Maths, etc. and place them on the board. Introduce them and then invite the students to give their opinion about these subjects, whether they like them or have them at school; whether they find them easy or difficult, etc. Encourage them to mention activities they like doing in their favourite subjects and to suggest ways in which they may enjoy subjects. You may also elicit ways in which they can help each other to understand the subjects they find difficult. Then, focus the class attention on activity 2 and ask them to label the subjects. Say each subject aloud and ask students to repeat. Check with the whole class if the final labelling is correct.

ANSWER KEY

1 Art; 2 Physical Education (PE); 3 Maths; 4 History; 5 Geography; 6 Technology; 7 Science; 8 Language


PLANET WARRIORS SOCIAL EMOTIONAL LEARNING



Highlight the importance of being tolerant and respectful of other people's opinions. Encourage the students to be good listeners when they interact by respecting turns, not talking over others, exchanging ideas in a respectful way and not shouting.

3 Listen and choose (✓) the correct option. 03

Tell students they are going to listen to three different children talking about their favourite subjects at school. Play the audio file as many times as necessary. While listening, students have to circle the children's favourite subjects and timetables. Correct with the class.

TRACK 03  03

Girl 1: *Hi there! I'm Lola. I like reading about old events. My favourite subject is History and my favourite topic is Ancient Greece. I have History lessons on Tuesday and Friday. What about you Vicky? Do you like History?*

Girl 2: *Hmm... No, I don't. I like new objects and robots. My favourite school subject is Technology. I have Technology lessons on Wednesday. What's your favourite school subject, Fran?*

Boy: *I like Technology very much but my favourite subject is Maths. I like doing calculations and solving problems. I have Maths on Monday and Thursday.*

4 Complete about you. Then tell your classmate.

Ask the students to imagine they have to prepare their own presentation cards to be introduced when they visit another school in their neighbourhood. The students must complete the file in activity 4 and then present themselves to the other classmates.

ANSWER KEY

Students' own answers

ANSWER KEY

1 b, a; 2 a, a; 3 b, b

Eco Vocabulary

Draw the students' attention to Eco's speech bubble to note the use of capital letters with school subjects and days of the week. It is really important to remark that no capital letter in these words is considered a spelling mistake.

**Additional Activity**

You can prepare small cards with icons representing the school subjects similar to those of activity 2. Hide the subject cards around the classroom or play area. Explain to the students that they are on a *Subject Scavenger Hunt* to find different school subjects. Divide the class into two teams and let the students explore the room to find the hidden subject cards. As they find each card, they have to say the name of the subject out loud. If they don't remember it, they lose the card. The team with the most cards is the winner.

SB PAGES 8 AND 9

Objectives

- To revise personal information.
- To introduce the alphabet.
- To listen for specific information.
- To match pieces of information.
- To spell out words.

Language Focus

Production

- *This is my (bedroom).*
- *He is in the (bathroom)*
- *It isn't a fridge, it's a cooker.*

Vocabulary

Production

- *Can you spell (Science), please?*
- *Yes! It's (S-C-I-E-N-C-E).*

PAGE 8

1 Listen and say. 04

Draw students' attention to the alphabet on page 8. Play the audio file, pause it after each letter is mentioned and ask students to repeat chorally. Focus on pronunciation.

TRACK 04 04

Listen and say.

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

PLANET WARRIORS TIPS

Make students become aware of the importance spelling has in the English language. Explain that many English words are not pronounced in the same way they are written and this may cause spelling problems.

Additional Activity

Practicing the alphabet can be engaging and fun, for instance, you can create an *Alphabet Bingo* using cards with letters instead of numbers. Call out letters randomly and students mark the corresponding letter on their cards. Another fun activity is *Hangman*: you should draw the scaffold, then write down the initial letter of the word or and trace a dash for each remaining letter. Students call out letters so as to guess the words.

2 Listen and write the words. 05

Encourage the students to write down the subjects they hear being spelled. Play the audio file more than once. Then, invite some volunteers to write the answers on the board to check.

Finally, invite volunteers to choose one subject from the list above and spell the word. The rest of the class can guess which subject the student is spelling.

TRACK 05 05

Emma: *Mike, can you help me to practise for the Spelling Contest?*

Mike: *Sure! OK... the first word is: M-A-T-H-S.*

Emma: *M-A-T-H-S, Maths.*

Mike: *Right! Next: G-E-O-G-R-A-P-H-Y.*

Emma: *G-E-O-G-R-A-P-H-Y, Geography.*

Mike: *Correct! Another word: W-E-D-N-E-S-D-A-Y.*

Emma: *W-E-D-N-E-S-D-A-Y. It's Wednesday.*

Mike: *Excellent! Now, S-E-V-E-N.*

Emma: *S-E-V-E-N, seven.*

Mike: *And the last one is M-I-C-H-A-E-L.*

Emma: *M-I-C-H-A-E-L, Michael. That's your name! Ha ha!*

ANSWER KEY

1 Maths; 2 Geography; 3 Wednesday; 4 Seven; 5 Michael

3 Now play with your classmate.

Spelling contests are a normal practice at school in English-speaking countries. Introduce this idea to the students by presenting this game. Tell them

to complete the table with two words in capital letters for each category. Then, invite the students to work in pairs and take turns to spell the words and complete the table with the words their classmates spell. Walk around the classroom and monitor.

PAGE 9

4 Listen and write the information.



Before starting this activity, brainstorm with your students about their favourite school subjects. You can trigger questions like: *Are you good at Maths / History / Science?* You can also make a poll to see how many students prefer certain subjects to others. Then, let them imagine they can enter a quiz competition where they will have to answer questions about different topics. Invite students to listen to some contestants who are signing up for this quiz competition. Tell the class to complete the forms with the information they will hear. Play the audio file and pause after the first dialogue. Give the students time to write down the information. Continue with the same procedure so that the students complete the second form. Play the audio file again for them to check their answers and correct orally with the class.

TRACK 06

Girl: *Hi! I want to enter the quiz competition.*
Woman: *That's great! What's your name?*
Girl: *Holly.*
Woman: *Can you spell it, please?*
Girl: *Yes, of course. H-O-L-L-Y.*
Woman: *H-O-L-L-Y. OK... How old are you?*
Girl: *I'm sixteen. And this is my grandad. He is my helper.*
Woman: *OK. Good morning. What's your name?*
Man: *Arthur.*
Woman: *Can you spell it, please?*
Man: *It's A-R-T-H-U-R.*
Woman: *How old are you, Arthur?*

Man: *I'm seventy-nine.*

Woman: *OK, thank you. Enjoy the event!*

Boy: *Hi! My name's Charlie.*

Woman: *Charlie? Can you spell it, please?*

Boy: *Yes, sure. C-H-A-R-L-I-E.*

Woman: *How old are you?*

Boy: *I'm twelve.*

Woman: *And who is your helper?*

Boy: *This is my aunt. Her name's Zoe.*

Woman: *Is it Z-O-E?*

Boy: *That's right, Z-O-E. And she's forty-one.*

Woman: *OK, that's all. Good luck!*

ANSWER KEY

Student Name: Holly	Student Name: Charlie
Age: sixteen	Age: twelve
Family member Name: Arthur (grandad)	Family member Name: Zoe (aunt)
Age: seventy-nine	Age: forty-one

5 Complete the questions. Then complete the card.

Invite the students to read the whole conversation between Sarah and Leo without attempting to fill in the blanks yet. Then ask them to fill in the blanks with the words in the box. Ask them to compare their answers with their classmates. Finally, they have to complete the file with the information given in the answers. To check, have some volunteers read the file aloud.

ANSWER KEY

1 Who; 2 What; 3 Can; 4 How; 5 Where; 6 What

Additional Activity

Copy the main questions of the dialogue in exercise 5 on the board. Analyse each question and answer. Then, organise the students in pairs and invite them to write short dialogues similar to the one on the board but using their personal information. Finally, have them role play their dialogues.

SB PAGES 10 AND 11

Objectives

- To revise school vocabulary.
- To talk about different school subjects.
- To talk about possession.
- To read for specific information.
- To answer questions.

Language Focus

Production

- *I have got a (red) (crayon).*
- *Has (Harry) got a (sharpener)?*
- *Yes, (he) (has). / No, (he) (hasn't).*
- *Whose object is this?*

Vocabulary

Production

- School objects
- Pets

PAGE 10

1 Read, look and write the name + 's.

Before reading the passage, tell students that three children have got some new school material to start the year. First, invite your students to examine the objects of the three school bags to describe them. You can revise colours if you encourage the class to use this structure: *The blue and purple bag has got 6 colour pencils, a sharpener and three books, the orange and red school bag has got... etc.*

Once the class finishes the description of the items in the school bags, announce that they will have to read the text above to know who the owner of each school bag is and they must write it below each bag.

ANSWER KEY

1 Jamie's; 2 Emma's; 3 Mary's

Eco Vocabulary

Draw students' attention to the use of the possessive **'s** and how it can change the order in a sentence. Tell the class the **'s** help us show who owns or has a connection to something. Give them examples like *the teacher's bag vs the teachers' bags* to show plural words carry the apostrophe without the **s**.



2 Now look at the objects in exercise 1 and answer.

Now, students go through the passage again, but this time to find the answers to the questions. It could be advisable to go through the questions orally first. You may ask the questions to different students and encourage them to produce complete answers, not just *yes* or *no*. They may even complete the negative ones with the affirmative information. *Has Jamie got a four books? No, he hasn't. He has got three books.*

ANSWER KEY

1. Yes, she has. 2 No, he hasn't, he has got three. 3 No, she hasn't, she has got red scissors. 4 Yes, they have. 5 No, they haven't. 6 No, they haven't.

Eco Grammar

Draw the students' attention to Eco's board where the use of *have / has got* is shown in questions and short answers with singular and plural pronouns. Revise when use one or the other.



PAGE 11

3 Look and complete with *have got, haven't got, has got or hasn't got*.

Invite students to have a look at the illustrations. Explain that some children are back from school, and they are playing and talking about their

special pets. First, encourage students to read the sentences carefully. Make sure students understand the meaning of the adjectives: *lovable*, *dangerous* and *friendly*. Then, give them some minutes to think and complete the correct option in each sentence. Check their answers on the board.

ANSWER KEY

1 hasn't got, has got; 2 haven't got, have got;
3 has got, has got

4 Complete with your ideas. Then ask two classmates and put a tick (✓) or a cross (X).

Invite the students to work in pairs. Tell them to take turns to ask and answer if they have got some school material and pets and tick the items their classmates have. Encourage them to make specific questions by referring to colours or sizes; for example: *Have you got a small / brown dog?*

Finally choose some volunteers to read out loud their findings to the rest of the class, for instance: *I have got a cat but Tommy hasn't got a pet. I have got a green sharpener but Tommy's is red.*

ANSWER KEY

Students' own answers

5 Now write about you and your classmates.

Ask the students to use the information in exercise 4 to write about their classmates. Direct their attention to the connector **But** and elicit the structure they have to use: **she / he hasn't got...** Finally, invite some volunteers to read their paragraphs aloud to share the information with the class. As a follow up activity you may ask the students to write their paragraphs in a separate sheet of paper and include their classmate's name at the end. Collect all the pieces of paper and invite a volunteer to pick one. Ask the student to read the information aloud so that the rest of the class guesses. The student who says the correct name, reads another description aloud for the rest to guess.

ANSWER KEY

Students' own answers

SB PAGES 12 AND 13

Objectives

- To analyse the format of e-mails.
- To examine the language used in e-mails.
- To correct information.
- To write an e-mail.

Language Focus

Production

- *I'm (Amy).*
- *I've got (two brothers).*
- *My favourite subject is (Language).*
- *I have lessons (on Thursday).*

Vocabulary

Production

- School Subjects
- Pets
- Family

PAGE 12

1 Read the email and number.

Before carrying out this activity, prepare a warm-up to revise personal information and the vocabulary previously introduced in the unit; for example: *My surname is Thompson. I'm 12 years old and I'm from Canada. I've got three pets. My favourite subject is Maths. I have lessons on Mondays and Wednesdays.* Cut the words and put the pieces of paper in an envelope. Divide the class in groups and give them an envelope with the scrambled words.

Determine a time limit and tell the groups to form the correct sentences. The group that finishes first gets a point. Then, check the sentences with the class and give a point for each correct sentence. The group with more points is the winner.

Once this warm up is finished, ask the class to read the e-mail in activity 1 and discuss where the sections in purple fit into the lay-out of the mail. Invite the class to match the sections and analyse the opening and closing phrases in the e-mail and elicit more examples. Correct with the whole class.

ANSWER KEY

1 Recipient; 2 Subject line; 3 Opening greeting; 4 Closing; 5 Signature

2 Read the text again and answer T (True) or F (False).

Encourage the students to read the e-mail again and to answer *true* or *false*. After correcting with the whole class, invite the students to write an e-mail in answer to Amy's. Walk around the classroom and monitor. Remind them of the use of capital letters and full stop. Finally, invite some volunteers to come to the front and read their e-mails aloud.

ANSWER KEY

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

PLANET WARRIORS TIPS

Every piece of writing is created as part of a process. Give the students the opportunity to discuss and work out ideas. Give them advice on how to improve their writing and assist them while they are writing. Remember that every piece of writing provides an opportunity to learn about the students' feelings and thoughts as well as for the assessment of their language skills.

CLIL

CLIL SOCIAL SCIENCES: A Report of Unusual Subjects

1 Read and answer.

Read with your students the text on unusual school subjects. Draw the class attention to the fact that these specific subjects are related, in some cases, to the characteristics of the country, for example, in Australia Swimming and Surfing are connected to the fact that the country is surrounded by sea. Write on the board, a number of provinces in Argentina or countries around the world and debate what an unusual subject can be for the schools in those places as in:

Mendoza = Wine production / fruit growing

Rio Negro / Neuquén = Winter Sports

La Pampa = Agriculture

Invite the students to form groups and choose an uncommon school subject connected to a place. Ask them to draw an icon representing the subject and ask them to share the reasons why they decided on that particular subject.

ANSWER KEY

Students' own answers

2 Make an editable school schedule.

Divide the class into groups. Their mission is to prepare the following:

- 1 Three uncommon subjects for their school.
- 2 Design the corresponding icons of those subjects.
- 3 Make an editable schedule to present to the rest of the class.

You can give them a hand by writing these tips on the board:

- Represent days, times and subjects with sticky notes.
- Arrange the days and times in a grid using a poster or big sheet of paper as a base.
-

- Decorate the schedule with markers to personalise it.
- You can hang up the resulting schedules on the classroom or school walls and have other students vote for their favourite one.

REVIEW UNIT 1

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

PAGE 14

1 Answer.

Invite the students to answer the personal questions in the activity. You can choose some volunteers to read their answers aloud.

ANSWER KEY

Students' own answers

2 Write an email to *Grace and Thomas, the Planet Warrior students*. Use the information in exercise 1 as a guide.

Ask the students to use the information in their answers in activity 1 in to complete the e-mail. Walk around the classroom and monitor. Finally, invite some volunteers to come to the front and read their e-mails aloud.

ANSWER KEY

Students' own answers

1 Match the questions with the answers.

1 I'm Julia and this is my friend Katy. 2 We are eleven years old. 3 We are from the United States. 4 Yes, I've got two brothers. And Katy has got one sister. 5 No, I haven't. But Katy has got cat and a hamster. 6 My favourite subject is Art. I'm good at drawing.

2 Read the information in exercise 1 again and correct the sentences.

1 No, they are friends. 2 They are American. 3 Julia has got two brothers but Katy has got one sister. 4 Julia hasn't got a pet. 5 Julia can draw well.

3 Write the school subject.

1 Geography; 2 PE; 3 Maths; 4 History; 5 Science

4 Look and complete.

1 Monday; 2 Maths, Wednesday; 3 Technology; 4 Art, Friday; 5 History

5 Read and answer.

1 Sally's, George's; 2 Harry's;
3 Sally's and George's; 4 They are Sally's and George's; 5 They are Harry's

6 Answer.

Students' own answers

7 Complete the email.

1 His; 2 ten; 3 from; 4 Science; 5 has got; 6 can

8 Now answer.

1 Smith. 2 He is ten. 3 He's from Ireland.
4 Science. 5 No, he hasn't, he has got a brother.
6 He can play football.

2

JOBS AROUND TOWN

SB PAGES 15 TO 17

Objectives

- To revise personal information.
- To talk about jobs.
- To talk about work places.
- To introduce everyday activities.
- To listen and read to identify main ideas.
- To read and label.

Language Focus

Production

- *What do you do? I'm a vet. I cure sick animals*
- *Where is the library? It is next to the school*
- *There is / isn't (a fire station behind the police station).*
- *There are old buildings. There aren't any houses.*
- *Is there a fire station next to the hospital?*
- *Are there any trees?, Yes, there are / No, there aren't.*

Vocabulary

Production

- Professions (*business person, doctor, firefighter, police officer, secretary, teacher, vet, waiter*)
- Places (*fire station, hospital, office, pet shop, police station, post office, restaurant, school*)
- Actions (*cook, cure, deliver, interview*)
- Prepositions of place: *next to, behind, between, in front of*)

PAGE 15

Read the topic of the unit aloud and direct the students' attention to the people in the photos. Encourage the students to mention the occupations they know and help them with new words. Write the vocabulary on the board. Finally, invite the class to share their ideas about the jobs represented in the photo: *What's your favourite job? What's interesting about each job? What don't you like about the jobs?* Explain to students that they are going to reflect on the subject as they do the activities. Remember this section has a double purpose. It can be used to present structures and language issues at the beginning of the unit and / or for self-evaluation at the very end. It is advisable for the students to know the structures they are going to work on in advance. In this way, they can have a general idea of the topics and can get ready for the learning process.

PAGE 16

PLANET WARRIORS SUSTAINABLE DEVELOPMENT GOALS



N° 8 - DECENT WORK AND ECONOMIC GROWTH

Explain to your class this goal is about making sure everyone has good, fair and safe jobs. The economy must be strong enough to help everyone to live better.

To celebrate this goal you can do activities that promote teamwork, responsibility and creativity in order to develop skills your students will need for future jobs. Encourage everyone to share their ideas on how to make things better in the community.

1 Listen to the podcast and complete.



A podcast is like a radio show that you can listen to on the Internet. On this occasion the podcast is about Lisa and Ted, who are explaining how they help the environment in their jobs. Before listening to the audio file, ask the class to infer what words can fit in the missing information of the transcript. Then play the audio file and stop for students to complete the blanks. Once the class has finished, carry out choral correction.

TRACK 07

Narrator: *In today's podcast, we want to learn about the jobs in our town. We ask people about their jobs and how green they are. How do people help the environment at work?*

Lisa: *I'm Lisa Warren. I'm forty-three years old. I'm a teacher. I work in a school from 8 am to 4 pm. I teach Science and I do experiments in the lab, too. I reuse paper and separate rubbish in the classroom. I like my job!*

Ted: *My name's Ted Owen. I'm twenty-nine years old. I'm a postman. I deliver letters and packages. I work in a post office and in the streets, too. I work from 6 am to 2 pm. I like my job because I know different places in town. To reduce gas emissions, I walk or I ride my bike for long distances.*

ANSWER KEY

1 forty-three; 2 8 am; 3 Science; 4 twenty-nine; 5 6 am; 6 ride

2 Listen and write the missing letters.



Direct the students' attention to the photographs of different people at work. Ask the students to describe the people and elicit their jobs. Then, explain that they are going to listen to them talk about their work. Play the audio file and stop for the class to complete after each job. You can also revise spelling here and call out some volunteers to spell the professions.

Finally, ask the students if they like the jobs and encourage them to explain why.

TRACK 08

Narrator:

- 1 vet
- 2 waiter
- 3 business person
- 4 police officer
- 5 teacher
- 6 postman
- 7 firefighter

ANSWER KEY

1 vet; 2 waiter; 3 business person; 4 police officer; 5 teacher; 6 postman; 7 firefighter

Additional Activity

Career charades

Play charades with job-related terms. Students can act out the tasks associated with a particular job, and classmates guess the profession.

PAGE 17

3 Read the descriptions and complete. Then match.

Draw students' attention to the illustrations on page 17. There are some people talking about their jobs. Students have to go through the sentences, complete with the corresponding job and then match the picture of the person with his/her place of work as in: 1 *I work in a pet shop. I like animals. I am a vet (e)*

ANSWER KEY

1 e (vet); 2 c (firefighter); 3 g (teacher); 4 a (waiter); 5 d (police officer); 6 b (business person); 7 f (postman)

Additional Activity

As a review activity for the following class you can make a *memo test* and collect pictures (or find a site on Internet to create a memo game) of the following places and jobs: *a restaurant, a pet shop, a fire station, a school and a police station, a waiter, a teacher, a vet, a firefighter and a police officer.* Stick them face down on the board. Invite students to come and flip over the cards till they match (*restaurant + waiter*)

4 Describe three jobs to your classmate. Then listen and guess.

Invite the class to pair up and think of three jobs to describe to their classmates. Ask them to write down the descriptions and include their feelings about the job as in: *I work in a restaurant, I like my job!* The classmates must guess the job described. Walk around and monitor that students use the key vocabulary.

ANSWER KEY

Students' own answers

SB PAGES 18 AND 19

Objectives

- To talk about jobs.
- To ask and answer about jobs and professions.
- To ask and answer about work places.
- To introduce everyday activities.
- To describe jobs routines.

Language Focus

Production

- *What do you do?*
- *I'm a (reporter).*
- *Where do you work?*
- *I work (in the streets).*

Vocabulary

Production

- Actions (*cook, cure, deliver, help, interview, work, put out fires*)
- Jobs (*chef, nurse, pilot, reporter, scientist*)

PAGE 18

1 Listen and read.

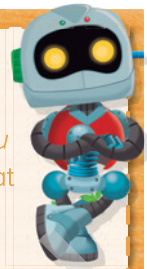
Invite students to have a look at the pictures on page 18 and think they are in front of a tv set watching the news. A reporter is interviewing people in the street.

Ask students to listen to the interviews and to follow the dialogue in their books. Play the audio several times so as to make sure they can understand what they are reading. Encourage them to infer vocabulary from the context.

After the listening activity, highlight the use of the structures: *What do you do? I am + job. I work in + place.* You can also include response expressions like: *That's a great/ interesting/ hard job.* Encourage students to read the dialogue in pairs and to act it out.

Eco Vocabulary

Draw students' attention to the two questions on Eco's board: *What do you do?* and *Where do you work?* And what they refer to. Do not go deep into the use of auxiliaries at this stage.



2 Look and answer.

Direct the students' attention to the pictures and elicit the jobs they represent. Read the reporter's questions aloud and ask the class to complete the blanks with the jobs and places of work.

Finally, invite some volunteers to read the answers aloud to check.

TRACK 09

Presenter: *Today, our reporter is interviewing people in the street. This week, the question is about jobs. Are they green?*

Reporter: *Hello! What do you do?*

Woman: *Hi! I'm an ecotourism guide. I show local natural areas to visitors.*

Reporter: *That's fantastic! And where do you work?*

Woman: *I work in the nature reserve.*

Reporter: *Great news! That's a green job!*

Reporter: *Do you think there are more green jobs? Let's find out!*

ANSWER KEY

1 doctor, hospital; **2** police officer, police station / in the streets; **3** scientist, science lab; **4** business person, office.

Additional Activity

Invite students to talk about their relatives. Ask them if there is any police officer, teacher, waiter, etc. in their families. Ask the students what they know about their relatives' jobs and if they know the places where they work. Encourage them to express their opinions about the jobs and write words on the board to help them with vocabulary: *It's interesting / boring / dangerous / difficult / ideal.*

3 Read and complete the descriptions.

Tell your students to imagine they are reporters who are now interviewing the people in the photographs. First ask them to read what the people say and then they should complete the missing information using the words in the box above. Finally, appoint some volunteers to read the passages aloud and correct with the whole class.

ANSWER KEY

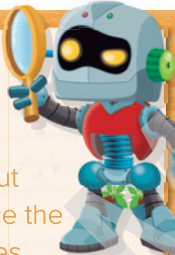
1 cook traditional food; 2 work in the streets; 3 'm a vet / cure sick animals; 4 'm a firefighter; 5 'm a waitress / serve food

Eco Grammar

Make students become aware of all the actions they already know. These actions are used to talk about different people's routines. Introduce the idea of verbs and everyday activities. Elicit activities from students and write them on the board.

Important!

Remember students will only be introduced to the first person singular in Unit 2. It is not necessary to introduce the rest of the persons in the Present Simple tense at this stage.



Additional Activity

Career Day or Guest Speakers

Organize a career day where professionals from different fields visit the class to discuss their jobs. This provides real-world exposure to job vocabulary.

4 Interview a relative and complete. Then draw.

Invite your students to interview one relative and complete the information in the file. Try to elicit from the class the possible questions they must ask during the interview. Once the students have finished, invite them to illustrate the person and include elements that represent the job. Finally, ask the students to come to the front to read their descriptions.

ANSWER KEY

Students' own answers

SB PAGES 20 AND 21

Objectives

- To ask and answer about the location of people and things.
- To introduce prepositions of place.
- To read for specific information.
- To introduce the idea of existence: there be.

Language Focus

Production

- *Where is the (museum)?*
- *It's (next to) the (library).*
- *There is a (police station next to the library).*
- *There isn't a (hospital between the school and the bank).*
- *There are (trees behind the café).*
- *There aren't any hotels.*

Vocabulary

Production

- Prepositions of place (*next to, behind, between, in front of*)
- Places (*library*)

are on the board. Expected answers: *there is one post office, there are two schools, etc.*

When this warm up is finished, the class is ready to focus on activity 1. Invite the students to look at the comic strip and encourage them to describe the pictures. Play the audio file more than once so as to make sure they can follow the reading text. Finally, invite the students to mention if they like the idea of living in a sustainable city, and if they can include more elements of sustainability to the winning design of the comic strip.

TRACK 10 10

Narrator: *James is an urban designer. He is presenting his design of a complete sustainable city in a business competition.*

Man 1: *There's nature everywhere! There is a lake near the school. And the school is next to the library.*

Woman: *And where is the hospital?*

Man 1: *It's between the bank and the post office.*

Man 2: *And there are solar panels and electric cars and buses. That's brilliant!*

Narrator: *Some months later...*

Man 3: *Congratulations! Your design is the winner.*

Man 1: *Thanks! Let's build the green city!*

PAGE 20

1 Listen and read. 10

Before passing on to this activity pre-teach the concept of existence. Bring to class illustrations of different buildings introduced up to now: fire station, hospital, pet shop, police station, post office, restaurant and school. Place them on the board. Include a library and introduce the new word to the students. Ask them if they have ever been to any of these places and why. As you show the pictures, introduce the idea of existence: *There is a post office. There is a fire station. There are two schools. There are two pet shops. There isn't a shopping centre. There aren't any parks.* Write some of these sentences on the board and encourage students to use the structure playing a memo game. Turn the pictures of the buildings face down and ask the students if they remember what buildings there

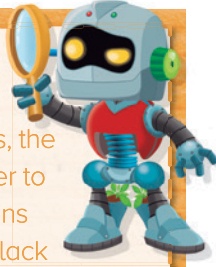
2 Look and circle the correct option.

Once the idea of *between* and *next to* is clear, tell students to pay attention to the illustrations of the buildings. Ask them where those places are.

Go through the activity orally first. Then, invite students to circle the correct option. Check with the whole class at the end.

ANSWER KEY

1 next to; 2 between; 3 between; 4 next to

<p>Eco Grammar</p> <p>Eco's grammar board has been included to introduce, to the students, the use of There is and There are to refer to existence for singular and plural nouns and There isn't and There aren't to lack of existence for singular and plural nouns respectively.</p>	
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3 Read and write the places in the key.

Ask the students to read the description of this part of the town and write the names of the places next to the corresponding numbers. To check, invite different volunteers to read the answers aloud and ask them if they could spot the narrator's house in the map.

ANSWER KEY

1 castle; 2 museum; 3 hotel; 4 library; 5 school

Additional Activity

Invite students to play a game. Write the word *Places* on the board. Say: *In my town, there is a police station.* Encourage a student to repeat and add another place: *In my town, there is a police station and a cinema.* Have the next student repeat what the first student said and add another place. Continue the game until all the students have had a turn.

SB PAGES 22 AND 23

Objectives

- To revise buildings.
- To describe where buildings in a town are.
- To revise prepositions of place.
- To exchange information.
- To listen for specific information.
- To ask and answer about the existence of places.

Language Focus

Production

- *There is a (supermarket next to the restaurant).*
- *Is there a (library between the fire station and the post office)?*
- *Yes, there is. / No, there isn't.*
- *Are there any (parks)?*
- *Yes, there are. / No, there aren't.*
- *I'm a (scientist).*
- *I (cure people) here.*

Vocabulary

Production

- Places
- Actions
- Jobs

1 Complete with There is, There isn't, There are or There aren't. Then listen and check. 11

Tell the class they will now be listening to the description of another town. See that they interpret the map with the buildings and their location. Ask them to complete the sentences using the new structure. Play the audio file for them to check if they were right after the listening and finally correct with the whole class.

TRACK 11 11

Narrator:

- 1 *There is a library next to the bank.*
- 2 *There are trees next to the hospital.*
- 3 *There aren't any hotels.*
- 4 *There isn't a restaurant in front of the post office.*

ANSWER KEY

1 There is; 2 There are; 3 There aren't; 4 There isn't

2 Look at the places in exercise 1 and match.

Focus the attention of the class on the map in exercise 1 and ask them to match the sentences with the answers related to the design of the town.

ANSWER KEY

1 Yes, there is. 2 No, there isn't. 3 No, there aren't. 4 Yes, there are. 5 Yes, there is.

PAGE 22

PLANET WARRIORS TIPS

Analysing and creating maps help students improve their observational skills. When students work with maps, they use the language as a medium to interpret graphic information and icons.

3 Now read and answer.

PLANET WARRIORS SOCIAL EMOTIONAL LEARNING

Highlight the importance of being helpful when people are in need. Invite the students to reflect on how they feel when someone is helpful and when they help others.

You can use activity 3 to bring this advice to the reality of the classroom by telling them to imagine they have to help some tourists find the location of buildings in the town. The students must use the map in exercise 1 to guide the tourists and answer their questions.

ANSWER KEY

1 The post office is next to the bank / between the bank and the library / in front of the hospital. **2** The police station is in front of the square. **3** No, the square is in front of the school / the police station. **4** Yes, there is a library next to the bank.

Additional Activity

Treasure Hunt

Divide the class into two teams. Create 2 treasure maps with different landmarks and hidden treasures, one for each team. Students should use *there is / are* and prepositions of place to give clues to their assigned teammates about the location of the treasures. For instance, *There is a treasure under the tree next to the hospital*. The teammates must mark the treasure on the map. The team which has the most correct places marked on the map is the winner.

PAGE 23

CLIL

CLIL. GEOGRAPHY: Map Reading

1 Read and answer.

Ask the students how much they know about maps. Draw a thinking map with three columns *1. What I know; 2. What I want to know; 3. What I've learned*.

As the students activate their background knowledge, write the words they mention in English on the board under the *What I know* column. Ask the class what they think the text would be about and if there is some particular item they would be interested in learning about the text. Write those answers in the *What I want to know* column.

Then guide them through the reading, stopping at the new words and asking them to predict upcoming information. When the reading is finished, use the *What I've learned* column to complete with the information your students consider new to them: for instance: *thematic maps with climate zones*.

2 Create your map.

Have students recreate their own neighbourhood on a blank map. They should populate it with various places and then write sentences describing the locations using *there is / are* and prepositions of place. Encourage creativity and details in their descriptions as well as the use of scale and symbols. Invite the students to place their houses on the map too!

REVIEW UNITS 1&2

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

PAGE 24

1 Play a Spelling Game with your classmate.

Pair up your students or divide them into two teams to play this spelling game. Student A must look at the pictures and write them down on the note pad below first, then say each word, spell it out loud and then repeat the word. Student B must write the words down correctly. The procedure is the same for student B and student A must write down the spelled words. Provide feedback to participants, highlight correct spellings and offer guidance on words missed. Remember that the primary goal is to make it a positive and learning-oriented experience for the students.

ANSWER KEY

Student A: hospital; cook; sharpener; scientist; map; fire station

Student B: calculator; waiter; scissors; vet; bank; police station

PAGE 25

2 Listen and complete. 12

Direct the students' attention to the girl in the photo of the library membership card. Ask the class to describe the girl's physical appearance. Encourage the students to predict the questions to gather the information required in the card. Then, invite the class to listen to the information and complete the blanks with the missing words. Play the audio file stopping frequently so that the students can

complete the information needed. Correct with the whole class.

TRACK 12 12

Girl: Hi! I'm new at school. I want to become a member.

Woman: Hello! OK, I'll ask you some questions to complete your card.

Girl: OK, thanks.

Woman: What's your name?

Girl: I'm Julia. J-U-L-I-A.

Woman: All right! And what's your surname?

Girl: Fabbri.

Woman: Can you spell it, please?

Girl: Sure, it's F-A-B-B-R-I.

Woman: OK, thanks. How old are you, Julia?

Girl: I'm eleven years old.

Woman: And, where are you from?

Julia: I'm from Rome, Italy.

Woman: Have you got any brothers or sisters?

Girl: Yes, I've got one brother. He's a new student, too. But he's not a fan of books.

Woman: Oh! Do you like reading, Julia?

Girl: Yes, I love it! I can read in Italian, in English and in Spanish!

Woman: That's great! Is Language your favourite subject?

Girl: Hmm... I like Language but my favourite subject is Art. I love painting.

Woman: That's good! The Art teacher is very nice.

Girl: Yes, I have Art twice a week. I have Art on Tuesdays and Thursdays.

Woman: How fun!

ANSWER KEY

Name: Julia	Family: One brother
Surname: Fabbri	Special ability: She can read in Italian, English and Spanish
Age: 11 years old	Favourite subject: Art
City: Rome	Days: Tuesdays and Thursdays
Country: Italy	

3 Ask your classmate and complete the card.

Invite your students to ask questions and to answer them to complete the membership card in the activity. Once they have completed the card you can ask some volunteers to read the information out loud.

ANSWER KEY

Students' own answers

4 Read and complete.

Direct the attention of the class to the pictures of the activity and ask your students to interpret them. Invite them to read the symbols of the subjects and the days, then they should transfer that information on to the blanks to complete the statements made by the characters below.

ANSWER KEY

1 History, Fridays; 2 Technology, Wednesdays; 3 Art, Tuesdays, Fridays; 4 PE, Mondays, Fridays.

PAGE 26

5 Read and complete.

Ask the class to look at the map and its building references. Encourage them to make sentences about the places and the locations as in: *The restaurant is next to the library.* Then ask them to complete the text below using the words in the box.

ANSWER KEY

1 teacher; 2 school; 3 next to; 4 in front of; 5 there is; 6 hotel; 7 There aren't; 8 there are

6 Answer about your neighbourhood.

Go through the questions with the class and check students' understanding. Then, invite them to answer the questions. Walk around the classroom and monitor. Finally, ask the students to share their ideas with the rest of the class.

ANSWER KEY

Students' own answers

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

1 Complete the crossword.

1 business person; 2 firefighter; 3 doctor; 4 teacher; 5 postman; 6 police officer

2 Complete the descriptions.

1 vet, pet shop, animals; 2 waiter, restaurant, food

3 Match. Then write sentences.

1 postman, deliver letters, post office; 2 cook, cook, food, restaurant; 3 firefighter, put out fires, fire station; 4 I'm a reporter. I interview people. I work in the streets; 5 I'm a vet. I cure sick animals. I work in a pet shop

4 Circle the correct option.

1 There is; 2 There isn't; 3 There isn't; 4 There aren't; 5 There aren't; 6 There are

5 Answer about your neighbourhood.

Students' own answers

6 Look at the map and correct the sentences.

1 There is a restaurant next to the school. 2 There isn't a hotel in front of the library. 3 There is a hospital between the museum and the office building. 4 There is one bank. 5 There is one hospital.

7 Look at the map and answer.

1 Yes, there is. 2 Yes, there is a restaurant next to the school. 3 No, there isn't. There is a hospital. 4 No, there aren't any parks. 5 No, there isn't.

1 Read the information and complete the text.

1 Lucas; 2 am 11; 3 from Manchester; 4 have got a brother; 5 is Technology; 6 on Wednesdays and Fridays

2 Read and complete the timetable.

Monday: Maths, Language; Tuesday: Science; Wednesday: Maths, Science, Language; Thursday: Science; Friday: Geography, Language

3 Write the missing words.

1 What; 2 postman; 3 letters; 4 Where; 5 post office; 6 Do you; 7 I do

4 Write sentences using the prompts.

1 There is a hospital next to the game shop. 2 There is a pizza parlour between the café and the clothes shop. 3 There is a sports shop behind the music shop. 4 There is a customer in front of the book shop. 5 There is a café next to the pizza parlour.

5 Label the places. Then describe.

Students' own answers