

KIDS' WEB 1

Teacher's Book



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Kids' Web series presentation

Dear teacher,

The **Kids' Web** series is aimed at the initial years of Primary School and offers students the opportunity to learn a foreign language in a progressive and meaningful way, promoting education as a whole.

Through the classroom activities, **Kids' Web** seeks to simulate students' real-life experiences in society, integrating their knowledge of the English language with that of other school subjects and enabling students to use this knowledge in real-life situations.

This series is classified as the A1 level of the Common European Framework of References for Languages (CEFR), the internationally acknowledged standard to indicate language proficiency. The A1 level corresponds to the linguistic profile of a beginner, who is capable of communicating in everyday situations through simple statements and whose aim is to satisfy their basic needs, introduce themselves or other people, among other communicative situations that do not demand any complexity.

The digital components which accompany this series have the common objective of consolidating and expanding upon the topics covered in the Student's Book, following the proposal of learning through the exploration of different environments and situations. Acting as a resource to support learning and teaching, these components present plausible challenges for

different age groups and promote the interest for study by means of discovery, not only expanding upon themes, but also providing opportunities for dialogue in class, whilst reinforcing the practical use of the topics studied throughout the series and contributing to students' digital literacy.

In this Teacher's Book you will have a wide view of what this series' proposal consists of. The **Kids' Web series fundamentals** section presents the objectives of the course, featuring the concepts of life skills and socio-emotional competences. You will come to understand how the course is conducted in an interdisciplinary manner, and the importance given to creativity. The **Theoretical and methodological approach** section includes specific guidance in relation to teaching a foreign language to children in the initial years of Primary School as well as different assessment methods. In the **Working with the Kids' Web series in the classroom** section you will find instructions on how to deal with some of the structural elements of the course, how to work with socio-emotional competences and life skills, and how to activate students' prior knowledge and curiosity.

Each book also has a variety of resources which provide teachers with the necessary support to deliver the course effectively.

Have a good and productive school year!

Kids' Web series fundamentals

The **Kids' Web** series was carefully conceived and planned to create a learning environment in which knowledge is acquired in a progressive and significant manner.

When we think about the most frequent motivations to prioritise the teaching of a foreign language to children, inevitably we think about ideas related to students, future academic and / or professional lives. However, the contact with the English language can provide immediate advantages, like the familiarity of the child with the language, their interaction with other cultures and the knowledge acquired from the internet, games, songs, etc. Additionally, the contact from an early age with the English language as a lingua franca fosters respect for cultural differences, values the diversity that surrounds us and, with time, prepares students to act critically and actively as global citizens.

In the three books that make up this series, the fundamentals of the English language are presented taking into account some essential aspects, like linguistic progression (from the simpler to the more complex) and competence of diverse aspects (for example, themes, lexis, culture, emotions and selection of genres), according to the stages of child development.

It is important to highlight, though, that considering the different phases of children development does not mean we should limit the potential of children's learning, oversimplifying or limiting the possible areas of interest of students in the early years of Primary School. Conversely, as it was previously mentioned, one of the criteria that lead the conception of this course - in the sense of not underestimating children capabilities - relates to the challenges that inevitably emerge when we take into account the profile of the 21st-century student. In this respect, it is worth reflecting upon what Freitas et al. (2005) have to say regarding this subject. According to the authors:

The demands upon schools and teachers have never been as numerous as they have been over the recent years. This is due, firstly, to the development of information and communication technology and, secondly, to the rapid transformations in the work processes and in the cultural production. (FREITAS et al., 2005, p. 89).

Faced with these "demands", it is easier to understand why it is increasingly unanimous that schools should also have the role of providing students with integral

education, and not limiting themselves to teach the core subjects, without undertaking other aspects like the social, psychological and emotional ones. This is particularly relevant during Primary School, especially in the initial years.

Children spend a significant part of their lives at school, in contact with teachers and peers, precisely in the periods of the day when they are most active.

When we consider the teaching of a foreign language to this age group, the role of schools in providing students with integral education becomes even more relevant because students can be shown a new window through which they also can see the world and give it a new significance. The fact that the children's contact with the English language begins (at least formally, in the school environment) generally at six years of age, the phase in which they are also learning to read and write in their mother language, should be seen as an opportunity to make them more confident and independent in terms of general communication.

In this way, the **Kids' Web** series wishes to offer a new challenge, a new discovery, a new experience to those who generally feel excited about things that get unveiled in the process of exploration of the world around them: the children.

LIFE SKILLS AND SOCIO-EMOTIONAL COMPETENCES

In order to make students able to face contemporary demands, it is necessary, as previously mentioned, that the school helps them to develop not only their cognitive abilities - objective associated with the school environment -, but also a broader set of competences and abilities that will integrally prepare them to act critically and responsibly in real life.

To establish this new meaning of education, it is essential to give students tools and methods that will help them to develop socio-emotional competences and life skills.

Life skills

Life skills are defined by the United Nations International Children's Emergency Fund (UNICEF, 2003) as psychosocial skills, of cognitive nature, personal and interpersonal, that enable individuals to deal effectively with the demands and challenges of everyday life. Those skills can be improved and help to analyse information,

to develop initiative and attitude and to promote fruitful communication between different parties. So, life skills go beyond the development of cognitive abilities and focus on a broader context of use.

When properly developed, life skills are not an end in themselves, but a tool to be used in real contexts by active citizens with the intention to promote a fairer, more democratic and more inclusive society.

Socio-emotional competences

Socio-emotional competences are defined, in the view of UNICEF, as life skills of a personal and interpersonal nature.

They are related to values, attitudes and social skills that not only contribute to students' emotional, physical and psychosocial development but also enable them to live with others respectfully and peacefully. Together with the areas of behavioural and cognitive learning, socio-emotional competences form the basis for the concept of Global Citizenship Education (GCED).

Global citizenship: what is it about?

There are various interpretations of the concept of global citizenship. Some define it as "citizenship without boundaries" or "citizenship beyond the nation-state". Overall, the notion of global citizenship is linked to an increasing interdependence and interconnectedness between countries in the economic, cultural and social areas through increased international trade, migration, communication, etc. It is also linked to the concern of global welfare beyond national borders and it is based on the understanding that global welfare influences national and local well-being.

Despite the differences in interpretation of the concept of global citizenship, this term refers to the sense of belonging to a wider community and a common humanity, as well as to the promotion of a "global look" that links the local to the global and the national to the international. It is also a way of understanding, acting and relating with others and with the environment in space and time based on universal values through respect for diversity and pluralism. In this context, the life of each individual has implications in everyday decisions that connect the global to the local and vice versa.

Why teaching life skills and socio-emotional competences at school?

At a time when the world opens itself for young people to become the protagonists of their own development, the traditional school still counts on somewhat inadequate pedagogical proposals, focusing only on content, which

results in a huge discrepancy between the demands of the 21st century world and what the school offers. This discrepancy can be resolved by combining socio-emotional competences with cognitive skills, in order to prepare students in an integral manner.

Examples of life skills and socio-emotional competences

The life skills and socio-emotional competences covered in this series are presented in the following table:

Being sociable	Learning from others	Sharing spaces
Having responsible possession of animals	Respecting diversity	Learning to lose

Main results of working with life skills and socio-emotional competences

When working with life skills and socio-emotional competences, students:

- ◆ learn to take a critical and analytical view on the information they receive from different sources;
- ◆ reflect on how they can positively engage in their community;
- ◆ learn to establish relationships between different facts and information in order to understand broader contexts and more complex situations;
- ◆ learn to develop their self-esteem and value other people;
- ◆ learn to approach others and establish positive relationships by asking for and offering help;
- ◆ learn to recognise, regulate and manage their own and other people's emotions (positive and negative);
- ◆ learn to resolve conflicts, resist negative peer pressure and prevent violence - including gender violence and bullying;
- ◆ learn to negotiate, mediate and find solutions that benefit everyone, as well as to become aware of the importance of listening and respecting different opinions and points of view;
- ◆ develop attitudes of empathy, solidarity and respect for differences and for diversity (e.g., regarding culture, language, gender, sexuality, religion, way of life, age and physical characteristics), considering what makes us similar and what distinguishes us 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 and consider planet Earth as the place that shelters us all;
- ◆ understand that human beings are normative (i.e., that all relationships are created and organised based on norms, which can be social, cultural, legal, etc.);
- ◆ learn about their identity and role in the relationships they are part of (for example, with family, friends, at school, in their community, in their country) and use it as a basis to understand the global dimension of citizenship.

How to teach Global Citizenship Education?

There isn't obviously a single way to teach Global Citizenship Education (GCED) at school, but there are some factors that contribute to its implementation. Throughout the *Kids' Web* series, there are several opportunities to sensitise students about issues related to global citizenship. It should be mentioned, however, that it is at the discretion of each teacher, according to their local reality, to the needs and particularities of their students and their community, to detect these opportunities and, within their possibilities, to explore them in class. The teachers' role is very important in this process, as one of the prerequisites for promoting GCED 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.

Listed below are some basic pedagogical practices necessary to the work with socio-emotional and cognitive competences. However, the importance of transforming - as far as possible - these practices into constant habits throughout the school year should be emphasised, because this is the only way (and not in an isolated practice, without continuity) to make their benefits really last. They are:

- ◆ Creation of a respectful, inclusive and interactive environment in the classroom and at school (for example, through the inclusion, the understanding of classroom rules and of the opportunity for students to have an active voice).
- ◆ Introduction of student-centred pedagogical approaches that are culturally sensitive, interactive and coherent with learning objectives (for example, autonomous and collaborative learning, media literacy).
- ◆ Use of globally oriented educational resources to help students understand how they fit into the world in relation to their local circumstances (for example, through a variety of sources and media).
- ◆ Applying assessment strategies that are consistent with the learning objectives and the instructional means used to support them (for example, reflection and self-assessment, peer feedback, teacher assessment, journals and portfolios).
- ◆ Providing opportunities for students to experience learning in different contexts, including supervised classroom activities, in other school environments and in the community, from the local to the global level (for example, participation in the community, international email exchange, contact with virtual communities).
- ◆ Proposed interdisciplinary activities that integrate students' prior knowledge of other fields of knowledge with language learning or that deepen themes already worked on in other school subjects.

How to evaluate results when working with life skills and socio-emotional competences?

Evaluation is a very useful tool to measure the effectiveness of actions and, naturally, to identify difficulties, prioritise objectives and, if appropriate, to rethink procedures throughout the process. However, this is only possible when a learning environment is created so that socio-emotional competences can be developed in conjunction with cognitive and life skills. Therefore, we encourage the elaboration of guidelines in which observable data related to the developed competences and skills can be registered. Such guidelines should not allow single answers, right or wrong, but should stimulate reflection upon the learning process. The following chart shows how this can be accomplished, considering some of the competences and skills previously presented.

Life skill or socio-emotional competence	Attitudes to be observed
Helping the community	How interested is the student in the issues that are relevant to his/her community? What solutions does he/she propose to the problems his/her community faces? How does he/she help to solve these problems? How does he/she usually ask for help if he/she also suffers with any of the problems faced by his/her community?
Learning to lose	How does the student feel when they lose a game? How does he/she react to these feelings? How does he/she treat the colleague who won the game? How does he/she behave when he/she has to play again after losing?

Sociability

How does the student try to approach peers? How does he/she try to interact with people he/she is not very close to? How does he/she react when classmates try to approach him/her?

INTERDISCIPLINARITY AND THE CLIL APPROACH

Interdisciplinarity is the attempt to overcome the idea of traditional and fragmented teaching, trying to make the taught content to have a clear and meaningful relationship with reality, culture and the identity of those who participate in the learning process. Following a proposal of integral training of students, the *Kids' Web* series aims to provide the study of the English language related to other areas of knowledge, notably those included in Primary School, and to areas related to other fields of knowledge.

An important aspect that inevitably brings the study of languages close to the study of other school subjects is the fact that access to all other areas of knowledge, such as Geography, Mathematics and History, among others, occurs due to the exposure to the language. This is why some people argue that all teachers, especially Primary School teachers, regardless of the subject they teach, are also language teachers. Thus, in this position, language teachers can facilitate this dialogue, establishing relationships between language teaching and other areas of knowledge. Therefore, this series offers, at different times, especially in the CLIL section, suggestions for working with other subjects. Content and Language Integrated Learning (CLIL) is a teaching-learning approach whereby contents from different subjects are taught through a foreign language, allowing students to simultaneously develop language and cognitive skills without the former overlapping with the latter. According to Pérez-Vidal (2009), this approach reflects the constant growth of globalisation and internationalisation processes and it is a natural development of the communicative approach of language teaching adopted by the present series.

According to the author, the use of a CLIL approach offers the following benefits to students:

- ◆ the resulting communication is authentic and less controlled, because it is centred on the discussion of concepts, not on the use of language as an end in itself;
- ◆ enrichment of the speaker's sociolinguistic repertoire, who finds different fields of knowledge and language functions in use;

- ◆ fostering interaction and increasing motivation;
- ◆ greater students' participation and protagonism, as language teachers are no longer solely responsible for the production in the foreign language;
- ◆ encouragement of unconscious or implicit learning, as the use of the foreign language comes from an intrinsic motivation to communicate;
- ◆ enlargement and enrichment of students' worldview;
- ◆ promotion of linguistic and cultural diversity in class.

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 some of the pillars of creativity, developed by Read, for the preparation of various activities in the Student's Book and the suggestions of extra activities.

Raising self-esteem

If children do not feel safe, if they feel that they do not belong to the group or are unable to accomplish a task, they will surely experience a block in their creative thinking process.

It is then necessary that teachers help them raise their self-esteem, valuing their contributions, enhancing their talents and respecting their opinions. Teachers should help children to acquire this sense of belonging and to realise, for example, that having opinions or ideas

different from others is precisely one of the elements that makes the notion of group even more interesting.

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.

Make productive use of questions

It is necessary to ask questions that arouse the interest of children and that can trigger and promote their thinking, encouraging them to engage in the creative process. Thus, the teacher is often instructed to ask students about the content of the pages, especially when exploring the scenes on the opening pages of the units to prompt them to predict what they will learn. Also, in the Teacher's Book there are suggestions of questions that the teacher can ask to broaden the discussion driven by the activities or themes.

Make connections

Being able to establish relationships among things is also one of the conditions to develop creative thinking. This is because the relationships that one student establishes between two things may not be the same as the relationships that another student will establish, since each individual will be moved by different values, emotions and experiences. The practice of creating connections also provides children with the basis to become increasingly creative in their future work.

Thus, the themes studied in the units always seek to relate something from the world to the child's reality, enabling them to create connections.

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. In developing their answers, it is essential that students feel comfortable to express what they think and that their arguments are not disregarded.

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, performance, actions and results. It is through this exercise that children can assess the importance of their own creative work. This can be done at the end of each unit, as 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.

According to Leal et al. (2007), literacy corresponds not to the process by which one acquires technology, but it is related to the effective and competent use of that technology. In the case of digital literacy, it can be said that it is not the access to digital tools that necessarily brings benefits to its user, but the use made of them. In this sense, digital literacy is seen as the individual's ability to appropriately respond to the social demands that involve the use of technological resources and writing in the digital environment. For the use of these tools to be relevant, they must be learned, and one way to teach digital literacy is through formal education in school. The fact that children, even being native to a linguistic community, need to go to school to be literate and use their language properly reinforces the notion that they also need to learn to deal with the digital universe, acquiring skills that may be developed and put into practice.

Consequently, this series intends to broaden students' contact with digital contents through digital objects specifically developed to deepen the topics presented in the book.

The approach to digital skills in this series includes themes related to the reality of students in this age group and provides access to content via QR codes and through resources such as games, socio-emotional animations, etc. Thus, the teacher can use these tools to help students make meaningful, productive and conscious use of digital content.

Theoretical and methodological approach

FOREING LANGUAGE TEACHING APPROACH

As we have already explained, the key elements of this series are: working with life skills and socio-emotional competences, an interdisciplinary approach, fostering creativity and curiosity, and digital literacy. What these elements have in common is the fact that the student is the protagonist of their own learning and a generator of meaning, an “active being, who formulates ideas, develops concepts and solves practical life problems through their mental activity, thus building their own knowledge” (HAIDT, 1994, p. 61). A “protagonist student” is understood as the one who has the opportunity to learn through research, motivated by the genuine curiosity that makes children explore the world around them. It is the one who perceives knowledge as something tangible, close to their reality, in opposition to the notion of knowledge “transmitted” in a decontextualised way.

However, the role of an active student in the face of knowledge only comes with the meaningful role of the teacher, who organises the situations for the student to become the protagonist. Accordingly, this work is based on Vygotsky’s concepts of teaching and learning, which consider learning an essentially social process, “which occurs in the interaction with adults and more experienced peers” (FREITAS, 2002, p. 104). Vygotsky calls the “zone of true development” the child’s ability to perform tasks independently (mature functions), the “zone of potential development” the child’s ability to perform certain tasks with the help of others (functions in process of maturation) and “zone of proximal development” the one that lies between the other two development zones. Vygotsky suggests that schools should aim their actions at promoting the zone of proximal development, in order to enhance the children’s ability to do what they are still not able to do autonomously. According to the author, “with the help of another person, any child can do more than they could on their own, even when restricted to the limits set by their level of development” (VYGOTSKY, 2008, p. 19).

Thus, this series departs from a learning conception that believes the child’s mind is a clean slate, that is, which sees the child as an “empty” individual who comes to school passively and to whom teachers must transmit information and experiences in the hope that they, as students, will absorb whatever is transmitted following

a relatively predictable ritual of behaviour. It also differs from the concept that the teacher has got answers for everything or holds the only valid interpretation, but it considers the teacher as a “facilitator”, that is, as the most experienced person in the group, capable of creating situations that awaken and value the students’ ability to think, to produce and to have a critical view, in accordance with their development. Accordingly, it is considered that students already have prior knowledge that can be used by the teacher as a tool to articulate the new information they receive in class, building the new knowledge together.

For Ausubel, Novak and Hanesian (1980), the notion of prior knowledge is of paramount importance in the teaching-learning process. According to those researchers, if it was possible to reduce educational psychology to a single principle, it would be that “the single factor that most influences learning is what the learner already knows” (AUSUBEL; NOVAK; HANESIAN, 1980, p. 137). What we can understand of this quote is that new significance (in the case of a foreign language) is acquired through the interaction of new concepts and potentially relevant ideas with ideas and concepts that have already been learned before. In other words, for meaningful learning to actually take place, it is important to associate what the student already knows with what must be learned. Hence, new concepts and meanings must be incorporated into an existing cognitive structure, that is, the new ideas must be incorporated into something that can work as an anchor point. Regarding this, we highlight that in this work the selection of themes takes into account the contents that are studied in other school subjects aiming to take advantage of students’ prior knowledge, to approach the topics in an integrated way and to provide a kind of teaching that is meaningful to the child. One of the greatest advantages of studying languages at school is that it is through it that we can gain knowledge of other areas. This finding leads to the need to consider language teaching almost as an interdisciplinary practice. After all, as Freitas (2002) recalls when addresses pedagogical practice according to Bakhtin’s interdisciplinary and dialectical view, language must be viewed “from the perspective of openness, integrated with human life” (p. 134).

In other words, verbal communication cannot be understood out of its context, and similarly, language

teaching should not focus only on linguistic content, but it should include the context in which content can be taught. This context is shared by several areas of knowledge. Nowadays, there is a need to review crystallised concepts and try out new practices. In addition, it is necessary to set new objectives based on the current concern that teaching should not be limited to the transmission of content and the accumulation of knowledge of a given object, but to promote a teaching environment that contributes to the integral training of the student. This learning perspective, on which this series is based, is also based on the notion that schooling is a substantial foundation for the broad exercise of citizenship.

Thus, by focusing on working on cognitive and socio-emotional competences – in an interactive manner – in the English teaching-learning process, this series expects to actively participate in the promotion of positive social attitudes.

LANGUAGE AND SPEECH CONCEPTS

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 works and on Bakhtin's theoretical framework for the language field. For Bakhtin, the use of language does not occur in a vacuum, and this is opposed to a view of language as a system, detached from its users and from the social context in which it is produced. In this way, the interlocutor (real or presumed) also constructs the sense of what they read or hear; therefore, it is impossible to always think of simplistic relationships such as "someone says X - someone else understands exactly X".

This, in the context of foreign language teaching, has got important implications on classroom dynamics and on the construction of meanings in the other language. According to Bakhtin (2006), "all comprehension is pregnant with response, and in any form it necessarily generates it: the listener becomes a speaker" (p. 271). Therefore, considering the student as an active element in the teaching-learning process of a foreign language, the aim is to offer as many opportunities as possible for them to have an active voice, to react, give opinions, cooperate, produce, recreate and interpret. Thus, by interacting with the teacher, with peers and with the textbook, students' responses will be unpredictable and might introduce something unexpected, since these responses point the continuity of the dialogue, and not

an ending. This dialogue can be used by teachers to enrich their classes, engage students and make learning more meaningful.

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 by stating that through play, children establish new relationships and combinations, and demonstrate their ability to create. For children, playing is one of the ways they explore the world around them, build a particular universe and give different meanings to their daily lives.

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 they effectively come into contact with an institutionalised space, with stricter rules and schedules. It is also with this experience that they reinforce social life and consolidate their participation in a group which is different from the more restricted social environment that is their family. For the transition of children to Primary School to be successful, Campos (2009, p. 12) states that:

A child of five, six or seven years old is the same, whether in one educational stage or another. The contents and teaching methods must be tailored to their characteristics and potential, whatever school they are educated in. The more harmonious this passage is, the more conditions a child will have to maintain their interest in learning. [...] Not only does the Primary School usually treats all new students alike – whether or not they have been students in previous years –, but it also seems to make a point of reinforcing the rupture between the two initial stages of basic education: it is clearly emphasised that the right to play is over, that obligation overrides motivation, that learning is imposed and not built, that everyone must follow at the same pace, regardless of their differences – individual, cultural or of level of knowledge.

It is important that the early years of Primary School are not an abrupt disruption to 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 children can identify themselves, in which they feel valued and respected

and can play, give different meanings to things, sing, participate in language games while playing, 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.

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 intonation patterns in their mother tongue.
- They understand human interaction.
- They recognise the existence of rules.
- They give priority to the actual world.
- They do not concentrate for long periods of time.
- 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 already have solid 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.

Besides respecting the characteristics of each stage of the child's life, foreign language teaching should also take into account their 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 be a facilitating element in the acquisition of a second language, such as self-confidence and motivation. In this way, a motivated and confident child would be willing to learn, while an anxious, insecure child with low self-esteem would experience a foreign language learning blockage. For Krashen, the lower the affective filter, the more likely the child is to absorb input more easily. And here, once again, the teacher's role is fundamental, as it is up to them to work on these issues of affectivity in class, that is, to promote the development of socio-emotional competences.

This is so important that, according to Krashen, if an individual's affective filter is too high, input will not easily reach the part of the brain responsible for language acquisition, even if they can understand something.

The teacher can, to a large extent, contribute to make the child establish a healthy affective relationship with learning a foreign language. And here, once again, the ludic aspect might be quite significant, acting as one of the factors that provide an environment in which affective filters are low.

Irma-Kaarina Ghosn (2013) also stands for the importance of the emotional aspect in learning a foreign language. To this author, motivation and interest influence academic success. Being interested does not just involve a person's individual and particular curiosity about a subject, but also the situational fascination that can be triggered by the teacher or textbook in the form of novelty or curiosity, causing an effect of engagement.

It is therefore important that foreign language teaching be related to culturally relevant and appropriate content for learners. Regarding teaching children, the author argues that most textbooks underestimate them and are based only on school and other scenarios known by students, ignoring those that could be culturally explored and more attractive to them.

It is based on these characteristics that this series intends to offer, apart from English language content, a motivating and relevant content for the children, which takes into account their abilities and interests.

ASSESSMENT

Assessment should be seen as a way of promoting improvement and growth, not about causing fear and discomfort in students. Assessment practices traditionally used at school often exclude students by trying to measure the amount of learning, which is often abstract, and by classifying them as able or not to

continue their studies. For the practice of evaluation to be inclusive, we suggest:

- ◆ knowing the students and their out-of-school context;
- ◆ identifying the strategies they use to meet school demands and thus modifying the conditions for carrying out the pedagogical work when necessary;
- ◆ following the development of their individuality;
- ◆ identifying their prior knowledge and work from it;
- ◆ identifying progress and encouraging students to continue developing their capabilities;
- ◆ understanding students' difficulties and planning activities that help them overcome them;
- ◆ evaluating the need to review content that has not been very well acquired;
- ◆ analysing the teaching strategies and modifying them when necessary. In a similar way, it is necessary to

evaluate the school context in which learning takes place. We suggest that the teacher consider the following issues:

- ◆ students' engagement in the educational process and, if it is problematic, identifying the reasons for this;
- ◆ accomplishment of the proposed tasks and, if not fulfilled, identifying the reasons for this;
- ◆ use of adequate teaching resources by the teacher or the reasons for not doing so;
- ◆ teacher's relationship with students and how they interfere with learning;
- ◆ adequacy of the school space for carrying out the activities suggested;
- ◆ family participation in the students' school life and, if not, identifying the reasons for this.

Working with the *Kids' Web* series in the classroom

LIFE SKILLS AND SOCIO-EMOTIONAL COMPETENCES

Life skills and socio-emotional competences are worked on throughout the series, especially in the Life Skills section.

Through these activities, we suggest discussing with students the issues related to some attitudes and skills that can help them deal with their emotions in different situations.

Students may be asked to observe a situation and reflect upon what attitude they would have or how they would react by thinking about the consequences (positive and negative) of each of the possibilities. The activities layout is flexible and aims to avoid predictability in the book, even though the ultimate goal of all activities be the same: to create, based on students' reflection, an appropriate context for the development of life skills and socio-emotional competences.

Here are some suggestions for working with life skills and Socio-emotional competences activities:

- ◆ Always create a supportive classroom environment for students to give answers freely, without feeling under pressure or influenced. It is essential that there are no judgments, either from the teacher or the other students.
- ◆ Remind students that in activities whose responses are personal, their classmates may have different

opinions from theirs, and that they must respect them.

- ◆ Discuss with them the advantages and disadvantages of each answer. Evidently, the aim is not to impose an ideal kind of attitude, but the teacher, with the role of educator, should show students that certain attitudes are preferable to others because they can bring better results, help them face daily challenges more wisely and better explore their own potential.
- ◆ Save a moment in the next lessons to review the skills and competences students have worked on and ask them to share with the class something that has happened to them involving what they have learned with the activity. This is a way of making work more meaningful as it shows students that there is a real interest in their learning and in the applicability of what they have learned.
- ◆ Review the competences and skills that have been worked on previously, using them as the basis for developing others.

For example, by doing an activity aimed at developing self-control and overcoming fears, the teacher may, at some point, relate this new competence to others that have already been studied, such as openness to new experiences.

It is important to bear in mind that the development of a life skill or a socio-emotional competence occurs within

a process – that is, it is not something that students develop immediately. Therefore, the activities proposed in this series initially aim to sensitise students about certain issues so that they start to reflect on what they had discussed during the activities and gradually begin to experiment new attitudes in the face of daily events, acquiring the habit of observing whether they are really getting better results with the new attitudes than when they used to act differently.

Although there are specific moments to deal with these skills and competences, this concern should permeate all classroom work. In most activities, for example, there are good opportunities to discuss with students, in a way that is accessible to them, about possible obstacles in carrying out these activities and ways to overcome them.

ACTIVATING STUDENTS' PRIOR KNOWLEDGE AND CURIOSITY

Prior knowledge

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

1. At the beginning of the school year

It is advisable to conduct a general survey of prior students' knowledge in class at the beginning of the school year to identify the strengths and weaknesses of most students, which ones need more attention, which seem more proficient in English, etc. These data might be obtained through different kinds of activities that will enable this initial assessment, which may be used as the basis for planning the activities for the rest of the year.

2. Before starting each unit

It is important to begin each unit by presenting its theme with questions such as "What do you know about...?", "How can we know that...?", "Why do you think...?". Based on the answers provided by students, the teacher will lead them to the theme by showing them that they already know something about the topic that will be studied. The teacher can also perform a more specific poll of elements such as theme, vocabulary and grammar through an introductory activity. The scenes on the opening pages of the units have been specially crafted for this purpose and can help the teacher learn more about their students. This initial verification can also help the teacher determine if more or less time will be needed to work on the present unit.

3. Before vocabulary activities

You can try brainstorming, which usually encourage 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 aid of the board and the participation of all students. Write the word "animals" in the centre 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; small animals and large animals; animals of diurnal and nocturnal habits, etc.

4. Before listening activities

Select in advance some words that will be tackled in the listening activity and write them on the board. Then ask students what these words mean or ask them to relate them to some 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

When proposing to students to seek answers to a particular question, challenge them to do so using other means than the internet and specialised books. For example, they may be encouraged to find answers in fiction books, poems and with experts or people who have had particular experiences. Depending on the question students are asked, they will be able to look for answers outside the classroom by exploring other school environments.

4. Show what is amazing in everyday life

Arouse students' curiosity by bringing to class everyday elements related to the theme being studied, showing their particularities and how interesting they are. The

enchantment with an object is the first step to arouse curiosity about it.

READING COMPREHENSION AND LITERARY GENRES

The *Kids' Web* series seeks to introduce the work with textual genres that are part of students' reality.

As suggestions to approach the texts, the teacher may:

- ◆ explore the visual aspects of the genre by asking students what type of text it is and how they managed to identify it;
- ◆ activate students' prior knowledge by asking in which situations they find this type of text (for example, contact with the genre "invitation" happens when there is a party or event) and what its purpose is;
- ◆ encourage students to talk about their experiences with the genre to make them familiar with the text before reading it.
- ◆ It is important that students interact with the text in some way before they read it, as the more comfortable they are with the material, the better the reading and textual comprehension experience will be.

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Component of the *Kids' Web* series

FOR THE STUDENT

- ◆ **Student's Book:** It is composed of a Welcome Unit, eight regular Units, four Reviews and four CLIL or Life Skills sections. It also includes a game, a glossary 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.
- ◆ **Kids' Web Comic Book:** It is composed of four chapters to awake the pleasure for reading and to provide contact with different textual genres. The materials include comprehension activities and follow the content studied in the Student's Book.
- ◆ **QR Codes:** They give access to different digital objects for introducing, reviewing or complementing content studied in the units.
- ◆ **Socio-emotional Animations:** Three episodes of the *Oppa Kêki* series in order to work on English listening comprehension associated with reflection on different socio-emotional competences.
- ◆ **Kids' Web Pastimes:** A digital material that offers playful and interactive features to stimulate and engage students in the English language learning.
- ◆ **Kids' Web Site:** It brings information about the series and provides access to a variety of resources such as audios, animations, karaokes and other digital components, such as *Kids' Web Pastimes*, socio-emotional animations and music videos to support learning.

FOR THE TEACHER

- ◆ **Teacher's Book:** This downloadable book 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.
- ◆ **Class Audio:** It includes all vocabulary presentation and listening comprehension activities, songs, karaokes and the comic book stories.
- ◆ **Teacher's Resource Materials:** They consist of exclusive downloadable materials in *Word* format for teachers to expand or adapt. 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.

FOR THE PARENT / GUARDIAN

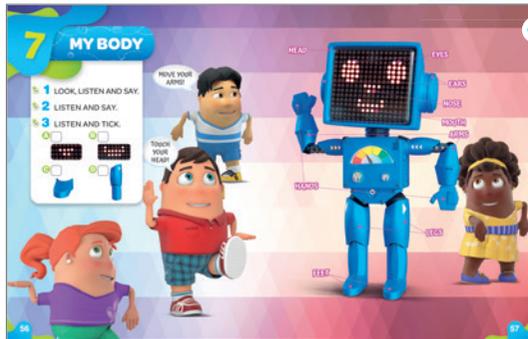
- ◆ **Kids' Web Home Connection:** The downloadable booklet provides information about the series, including suggestions on how parents or guardians can participate in the child's learning. Also, it offers activities to be done at home, so that families and children have fun and learn together.

Tour of the Student's Book



Welcome

The introductory unit aims to present Webby and his friends.



Units

Eight regular units that aim to present and consolidate the content studied through a ludic approach.

CLIL / Life Skills

At the end of all odd-numbered units, there is a section that presents proposals focused on interdisciplinarity (**CLIL**) or on the development of socio-emotional and cognitive competences (**Life Skills**).



Review

At the end of all even-numbered units, there is a review with activities that aim to consolidate the contents studied, providing additional practice.

Game

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





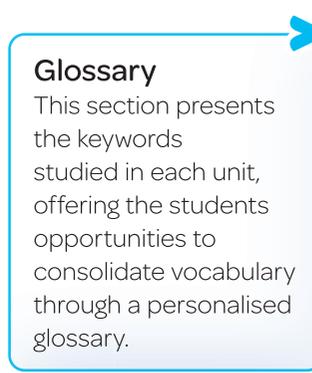
Songs

There are songs in all the units of the Student's Book 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.



Instructions

With the support of pictures, this section shows the commands used throughout the units to help students (and their parents or guardians) to understand the rubrics of the activities carried out in the classroom or assigned as homework. It is recommended that these commands be explored at the beginning of the school year.



Glossary

This section presents the keywords studied in each unit, offering the students opportunities to consolidate vocabulary through a personalised glossary.



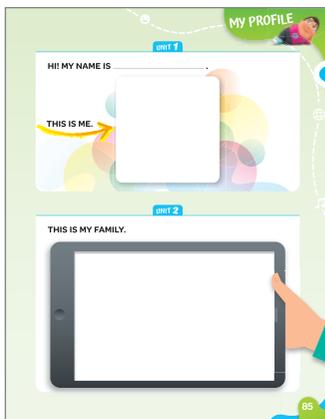
Classroom Language

This section provides a selection of commands and phrases that teachers will use in the classroom to communicate with the students.



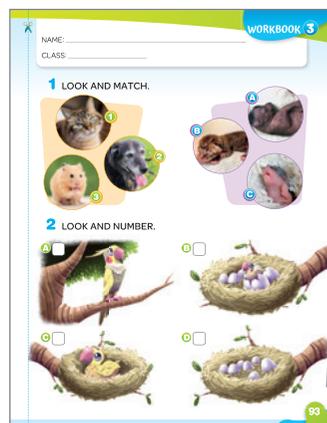
My Profile

With the aim of making the content of the units more meaningful for the students, this section proposes activities to work on their profiles, taking into account their personal experiences and preferences.



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 students' prior knowledge and background in a fun, dynamic and clear way. The Teacher's Book provides guidelines for the exploration of the scene, with additional information about it and extra vocabulary for expansion.

Practice Activities

Varied activities that involve the expansion, recognition and understanding of the content presented in the opening pages. They stimulate language practice, as well as consolidation of knowledge.

UNIT 5

4 STICK AND SAY.

5 LET'S SING AND COLOUR!

6 CUT OUT AND CREATE.

QR Codes

This icon indicates the existence of a digital object (videos, GIFs, animated infographics or multimedia galleries) that caters for the expansion of the contents in the units.



Stickers

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

Cut-outs

Cut-outs support for the practice activities suggested in the Student's Book.



Production Activities

The activities proposed in the last pages of the units encourage children to use the language in a more independent way and stimulate them to spontaneously apply the content studied at the beginning of the units, by expressing themselves orally, through drawings, games, etc.



Tour of the Comic Book

Each level of the series includes a separate Comic Book component. Comic Book includes four colourful chapters with children as the main characters to awake the pleasure for reading. All reading material has been recorded to facilitate students' understanding by listening to the corresponding audio material.



The artwork is designed to be dynamic, visually rich and easy to exploit for language practice. It provides teachers with lots of opportunities to promote visual literacy.



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

Socio-emotional Animations

One episode per level related to topics that are being studied, with dialogues to enhance the students' listening comprehension skills.



The QR codes take students to the socio-emotional animations in an easy and fast way.

An armadillo and a tortoise go through experiences that trigger reflections on different socio-emotional skills.

Tour of the Teacher's Book

Unit overview

Each unit is presented with an initial Unit overview to help with quick lesson plans. It also provides the transcripts and answer keys, assessment guidance, and detailed instructions for developing the activities on the Student's Book.

Expansion of vocabulary

This box at the end of the opening scene presents other lexical items that are pertinent to the subject of the unit and can be worked on as extra vocabulary.

1 Hi!

Objectives: greetings; introduce oneself; ask and answer how you are / feel
Vocabulary: bye, fine, hello, hi, thanks
Language Content: Bye. Goodbye. Hello! I'm (Mark). What's your name? Hi! I'm (Jenny). How are you? I'm fine, thanks.
Workbook: pages 89 and 90
Life Skills: sociability

WARM-UP

- Ask the children to open their books to page 77. Explore the pictures and explain that on this page the students will find some useful vocabulary that they will use to carry out the activities in the book.
- Let them study the page for a minute and then explain what each picture represents.
- Play track 73 and ask them to repeat the words.
- Point to the first picture (circle) and ask the students to mime the action. Repeat the procedure with the rest of the commands.

AUDIOSCRIPT

circle: colour; count; cut out; dance; draw; find; listen; look; match; number; play; point; say; sing; stick; talk; think; tick; write

Pages 8 and 9

1. Look, listen and say.

- Ask the students to open their books to page 8. Explore the picture with them, asking where they think the children are and what they are doing.
- Read the instructions out aloud and make sure the children understand what they have to do (look, listen and say).
- Ask them to cover the speech bubbles, play audio track 2 and instruct them to pay attention to the name of the characters.
- Check the names that the students were able to understand (Webby and Sophia) and play the audio one more time. This time, ask them to uncover the speech bubbles. Pause the audio after each line and ask them to repeat.

AUDIOSCRIPT

Webby: Hello! I'm Webby. What's your name?
 Sophia: Hi! I'm Sophia.

2. Listen and say.

- Play track 3 and point at the pictures on the page as they are mentioned.
- Play the audio again, pausing after each sentence and asking the children to repeat.
- Repeat this procedure until the students have learnt to pronounce the words in the sentences correctly.

AUDIOSCRIPT

Bye. Goodbye. Hello! I'm Mark. What's your name? Hi! I'm Jack. How are you? I'm fine, thanks.

3. Listen, point and say.

- Play track 4 and ask the students to point to each picture as it is mentioned and have them repeat each sentence.

AUDIOSCRIPT

1 Hello! I'm Mark. What's your name? 2 Hi! I'm Jack. 3 How are you? 4 I'm fine, thanks. 5 Goodbye. 6 Bye.

EXTRA ACTIVITY

Play a joyful song and ask the children to walk quickly around the classroom. Stop the music and ask them to work in pairs. Encourage the students to get together with the classmate next to them and practise the dialogue:
 A: Hello, I'm _____. What's your name? B: I'm _____.
 Explain that every time you stop the music, they must repeat the dialogue with a partner twice, taking turns, so that the two of them practise both roles and have the opportunity to ask 'What's your name?' to one another. They must get together with a different classmate each time you stop the music. Repeat the procedure until all the children have introduced themselves to the rest of the class.

A: EXTRA VOCABULARY

And you? I'm fine too. I'm great!	My name is... See you!
---	---------------------------

Page 10

4. Draw and write.

- Point to Webby and the speech bubble. Explain to the class that Webby is introducing himself and that they will do the same.
- Ask them to draw a picture of themselves and have them complete the speech bubble with their names.
- Suggest that, in addition to the self-portrait, the students should draw their own favourite activity (swimming, cycling, listening to music, etc.) or something they identify with.
- Ask them to paste their photo as a homework assignment and write their names on page 85.

5. Listen and talk.

- Explore the image with the students. Encourage them to speculate about where the kids are, what they were doing before the photo was taken, how old each one is, etc.
- Play audio track 5 and encourage the class to practise pronunciation.
- Ask the students to show their classmates the drawings they made in activity 4 and have them introduce themselves.

AUDIOSCRIPT

A: Hi! I'm Anna. What's your name?
 B: Hello! I'm Clara.

Page 11

6. Listen and number.

- Explore the pictures with the class. Ask the children about the people who appear in it (who they are, what they are doing, etc.).
- Explain to the students that they will hear the people in the pictures introducing themselves, saying goodbye or asking and responding.
- Play audio track 6 and ask the students to number the pictures in the correct order.

AUDIOSCRIPT

1 Hi! I'm Kelly. What's your name? 2 Hello! I'm Joe. 3 How are you? 4 I'm fine, thanks. 5 Bye. 6 Goodbye.

SETTING THE PACE

Before the students actually see the pictures of the girl and the boy, ask them to close their books.
 Explain that they will listen to a dialogue between two children who are getting to know each other.

Extra activity

For those teachers who desire to expand on a particular subject, this box presents ideas for extra activities and offers suggestions for tasks that can be carried out in different parts of the unit.

Setting the pace

This box gives instructions on how to do the same activity with students who present different learning styles, allowing the teacher to deal with their individual needs more effectively.

SCOPE AND SEQUENCE

UNIT	OBJECTIVES	VOCABULARY
WELCOME	<ul style="list-style-type: none"> Identify characters: Emily, Jack, Mia, Oliver, Sophia, Webby. 	
1 HI!	<ul style="list-style-type: none"> Greetings Introduce oneself. Ask and answer how you are / feel. 	<i>bye, fine, hello, hi, thanks</i>
2 THIS IS MY FAMILY	<ul style="list-style-type: none"> Describe the members of the family. Identify big families from small families. Talk about different types of families. 	<i>brother, dad, grandma, grandpa, mum, sister, big, small</i>
3 PETS	<ul style="list-style-type: none"> Talk about pets. Ask and answer about pets. 	<i>bird, cat, dog, fish, hamster, rabbit</i>
4 NUMBERS	<ul style="list-style-type: none"> Identify numbers 1-10. Ask and answer about quantity. Ask and answer about age. Wish someone happy birthday. 	<i>numbers 1-10; ball, balloon, bike, car, cupcake, doll</i>
5 COLOURS AND SHAPES	<ul style="list-style-type: none"> Recognise colours and shapes. Ask about someone's favourite colour and say what your favourite colour is. Talk about shapes and describe their colours. 	<i>circle, rectangle, square, triangle; black, blue, brown, green, orange, pink, purple, red, white, yellow</i>
6 MY SCHOOLBAG	<ul style="list-style-type: none"> Talk about school objects. Borrow and lend school objects. 	<i>book, crayon, eraser, notebook, pen, pencil, schoolbag</i>
7 MY BODY	<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>arms, ears, eyes, feet, hands, head, legs, mouth, nose</i>
8 BREAKFAST TIME	<ul style="list-style-type: none"> Talk about food. Ask and answer about the food you like / love for breakfast. 	<i>apples, bananas, biscuits, cake, cereal, cheese sandwiches, juice, milk</i>

LANGUAGE FOCUS	CLIL / LIFE SKILLS	DIGITAL CONTENT	WORKBOOK
Bye. Goodbye. Hello! I'm (Mark). What's your name? Hi! I'm (Jenny). How are you? I'm fine, thanks.	Life Skills: sociability		• pp. 89-90
This is my (mum). This is me.		Musical videoclip "I Love My Family" to reinforce unit vocabulary.	• pp. 91-92
What's this? It's a (bird). It's cute.	Life Skills: animal care	"Guess the pets" video to work on unit vocabulary.	• pp. 93-94
How many (cats)? (Three.) How old are you? I'm (six) today. It's my birthday. Happy birthday!			• pp. 95-96
What's your favourite colour? It's (blue). What colour is the (circle)? It's (red).	CLIL: Art – colours and shapes	GIF on colours and shapes to use as unit revision.	• pp. 97-98
I need (a pencil / an eraser), please. Here you are. Thank you.			• pp. 99-100
Move your (arms). Touch your (head). I have got (two) (legs) and (one) (nose).	CLIL: Physical Education – dance	Interactive infographic that shows different dances around the world to delve into the CLIL section.	• pp. 101-102
I like (apples). And you? I love (bananas). I like / love (bananas) too.			• pp. 103-104



SUGGESTIONS FOR THE FIRST LESSONS

- ◆ 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.

Suggestions for the first lesson

- ◆ In the first class, you can show children how many English words they already know and use in their everyday life. Look for photos of the following elements: *cupcake, email, hamburger, internet, jeans, joystick, ketchup, milkshake, mouse (computer), laptop, skate, tablet* and *video game*.
- ◆ Show the images to your students and ask them to name them. Next, ask what these elements have in common. Students 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.
- ◆ Then, 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, a food item, etc.).
- ◆ Walk around, monitoring the activity. As the drawings are ready, collect them and name the items aloud.
- ◆ Finally, show each of the drawings to all the students, teach new words and have them 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.

- ◆ Discuss with the students about the importance of learning English. Encourage them to give examples of situations in which it is important to speak English (on trips, to play video games, etc.).

Suggestions for the second lesson

- ◆ If the children have not got their books yet, ask them to work on a poster for the English class. 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.*

WELCOME

WARM-UP

- ◆ Ask the children to open their books to page 84.
- ◆ Tell them you will give them some instructions in English and that it is important that everybody tries to understand what you are saying.
- ◆ Explore the pictures in the *Classroom Language* section by asking the children what Webby is doing in each of them.
- ◆ Remind the class that Webby is a fun boy who is interested in new technologies and that will accompany the children throughout all the levels of the series.
- ◆ Read the commands aloud. When doing this, make gestures to demonstrate the activities you are trying to exemplify (for example, *open your book* when you show the first picture).
- ◆ Read the commands and ask the children to make the corresponding gesture so as to memorise the phrases.
- ◆ Listen to track 74. After listening to a command, ask the children to carry out the corresponding action.
- ◆ Now tell the children you are going to play "Simon Says". Explain that when you say a command, they must carry out the corresponding action, but only if you say: *Simon says...* before the command. For example, if you say: *Open your books*, the children do nothing because you have not said: *Simon says...*

74

AUDIOSCRIPT

Open your books. Close your books. Stand up. Raise your hands. Sit down. Look at this.

Pages 6 and 7

1. Look and draw.

- ◆ Explore the picture with the students.
- ◆ Ask them what they think Webby and his friends are doing.
- ◆ Take the opportunity to see if the students already know any word that can be used to describe the elements of the image: colours, shapes, plants, objects or animals.
- ◆ Instruct them to unfold the image and introduce the new characters. Say the name of each one and ask them to repeat after you so they can get to know and memorise the new characters' names.
- ◆ Draw students' attention to the white space on the right and tell them to include themselves in the scene. That is, from today on, they will also be part of Webby's gang. Encourage the children to write their names and draw themselves in that space.
- ◆ Finally, ask the students to draw and colour the mask on page 105 from the Cut-outs section.
- ◆ Help the children cut out the mask along the dotted lines using a pair of scissors.
- ◆ Provide each student with a rubber band and help them assemble the mask.
- ◆ Ask the children to keep the mask along with their learning materials and always bring it to class.
- ◆ Throughout the course, encourage the students to wear the mask in conversation and role-play activities and also in the introduction section of each unit, during the practice of the dialogue presented by Webby and the gang.
- ◆ Webby and the gang will be the main characters in the introduction section of all units in this edition. They will introduce new content to students, and they will also appear throughout the units in musical activities and language content practice. Constant work with the gang is essential so that the students can feel identified with the material and engage in activities.

WELCOME

1 LOOK AND DRAW.

KIDS' WEB

WEBBY

MIA



JACK

EMILY

OLIVER

SOPHIA

MY NAME

Student's own answer.



UNIT 1 HI!

Objectives: greetings; introduce oneself; ask and answer how you are / feel

Vocabulary: *bye, fine, hello, hi, thanks*

Language Content: *Bye. Goodbye. Hello! I'm (Mark). What's your name? Hi! I'm (Jenny). How are you? I'm fine, thanks.*

Workbook: pages 89 and 90

Life Skills: sociability

WARM-UP

- ◆ Ask the children to open their books to page 77. Explore the pictures and explain that on this page the students will find some useful vocabulary that they will use to carry out the activities in the book.
- ◆ Let them study the page for a minute and then explain what each picture represents.
- ◆ Play track 73 and ask them to repeat the words.
- ◆ Point to the first picture (*circle*) and ask the students to mime the action. Repeat the procedure with the rest of the commands.

73 AUDIOSCRIPT

circle; colour; count; cut out; dance; draw; find; listen; look; match; number; play; point; say; sing; stick; talk; think; tick; write

Pages 8 and 9

1. Look, listen and say.

- ◆ Ask the students to open their books to page 8. Explore the picture with them, asking where they think the children are and what they are doing.
- ◆ Read the instructions out aloud and make sure the children understand what they have to do (*look, listen and say*).
- ◆ Ask them to cover the speech bubbles, play audio track 2 and instruct them to pay attention to the name of the characters.
- ◆ Check the names that the students were able to understand (*Webby and Sophia*) and play the audio one more time. This time, ask them to uncover the speech bubbles. Pause the audio after each line and ask them to repeat.

2 AUDIOSCRIPT

Webby: *Hello! I'm Webby. What's your name?*
Sophia: *Hi! I'm Sophia.*

2. Listen and say.

- ◆ Play track 3 and point at the pictures on the page as they are mentioned.
- ◆ Play the audio again, pausing after each sentence and asking the children to repeat.
- ◆ Repeat this procedure until the students have learnt to pronounce the words in the sentences correctly.

3 AUDIOSCRIPT

Bye. Goodbye. Hello! I'm Mark. What's your name? Hi! I'm Jack. How are you? I'm fine, thanks.

3. Listen, point and say.

- ◆ Play track 4 and ask the students to point to each picture as it is mentioned and have them repeat each sentence.

4 AUDIOSCRIPT

1 *Hello! I'm Mark. What's your name?* **2** *Hi! I'm Jack.* **3** *How are you?* **4** *I'm fine, thanks.* **5** *Goodbye.* **6** *Bye.*



EXTRA ACTIVITY

Play a joyful song and ask the children to walk quickly around the classroom. Stop the music and ask them to work in pairs. Encourage the students to get together with the classmate next to them and practise the dialogue:
A: *Hello, I'm _____ . What's your name?* **B:** *I'm _____ .*
Explain that every time you stop the music, they must repeat the dialogue with a partner twice, taking turns, so that the two of them practise both roles and have the opportunity to ask *What's your name?* to one another. They must get together with a different classmate each time you stop the music. Repeat the procedure until all the children have introduced themselves to the rest of the class.

And you?
I'm fine too.
I'm great!

My name is...
See you!

Page 10

4. Draw and write.

- ◆ Point to Webby and the speech bubble. Explain to the class that Webby is introducing himself and that they will do the same.
- ◆ Ask them to draw a picture of themselves and have them complete the speech bubble with their names.
- ◆ Suggest that, in addition to the self-portrait, the students should draw their own favourite activity (swimming, cycling, listening to music, etc.) or something they identify with.
- ◆ Ask them to paste their photo as a homework assignment and write their names on page 85.

5. Listen and talk.

- ◆ Explore the image with the students. Encourage them to speculate about where the kids are, what they were doing before the photo was taken, how old each one is, etc.
- ◆ Play audio track 5 and encourage the class to practise pronunciation.
- ◆ Ask the students to show their classmates the drawings they made in activity 4 and have them introduce themselves.

A: Hi! I'm Anna. What's your name?
B: Hello! I'm Clara.

Page 11

6. Listen and number.

- ◆ Explore the pictures with the class. Ask the children about the people who appear in it (who they are, what they are doing, etc.).
- ◆ Explain to the students that they will hear the people in the pictures introducing themselves, saying goodbye or asking and responding.
- ◆ Play audio track 6 and ask the students to number the pictures in the correct order.

1 How are you? 2 I'm fine, thanks. 3 Bye! 4 Hi! I'm Larry. What's your name?

7. Listen and respond.

- ◆ Instruct the students to look at the images. Explain that the girl's name is Patricia and that she will introduce herself, ask their names, ask how they are and say goodbye.
- ◆ Explain them that they should listen to Patricia and also introduce themselves, answer the questions she asks and say goodbye.
- ◆ Play track 7 and pause after point 1. Ask the students to say hello to Patricia and have them answer her question aloud.
- ◆ Follow the same procedure for points 2 and 3.

1 Hello! I'm Patricia. What's your name? 2 How are you? 3 Goodbye!

Page 12

8. Listen and stick.

- ◆ Ask the students to look at the pictures and tell them that they will listen to a dialogue between the girl and the boy.
- ◆ Ask the children to open their books to page 118, where they will find stickers that correspond to Unit 1. Clarify that the stickers represent every moment of the conversation between the girl and the boy.
- ◆ Play track 8 and ask students to place the stickers in the same order the phrases are mentioned.

1 Hi! I'm Kelly. What's your name? 2 Hello! I'm Joe. 3 How are you? 4 I'm fine, thanks. 5 Bye. 6 Goodbye.

SETTING THE PACE



Before the students actually see the pictures of the girl and the boy, ask them to close their books.

Explain that they will listen to a dialogue between two children who are getting to know each other.

Play the audio once and ask them to pay attention to the dialogue.
 Finally, ask questions to the class in order to check comprehension: *What is the name of the girl?* (Kelly); *What's the boy's name?* (Joe); *Who introduces herself first?* (Kelly); *How is Joe today?* (All right.); *Who is saying "Goodbye"?* (Joe).

Ask the students to open their books to page 118, where they will find the stickers that correspond to Unit 1. Clarify that the stickers represent all the moments of the conversation between the girl and the boy. Ask them to place the stickers in the order that the phrases are mentioned in the dialogue.

Play the audio again and instruct students to check whether the stickers were placed in the correct order.



After explaining to the students that they will listen to a dialogue between the girl and the boy from the pictures, play the audio once and ask to listen and point to the characters in the order they are mentioned.

Tell the students to open their books to page 118, where they will find the stickers that correspond to Unit 1.

Clarify that the stickers represent all the moments of the conversation between the girl and the boy.

Play the audio again and ask the students to place the stickers in the order in which the phrases are mentioned.

Page 13

9. Play a game.

- ◆ Explain to the students that they will practise a similar dialogue to the one in activity 8, but changing the names of Kelly and Joe by their own names.
- ◆ Arrange the students in a circle and hand in a ball to one of them. This student must say the first sentence of the dialogue by personalising it with his or her name (*Hi! I'm... What's your name?*) and pass the ball to another student in the circle, who then must say the second sentence of the dialogue and pass the ball to another student, who will say the third sentence, and so on. When the dialogue ends, the next student to catch the ball must restart it.
- ◆ Continue with the game until all the students have participated at least once.

SETTING THE PACE



Before starting the game, practise the dialogue once with a volunteer. Teach the phrase *And you?* and explain to them that they should ask this question after saying *I'm fine, thanks*.

You may also teach two variations of the response: *I'm great!* and *I'm fine too*. Follow the activity as indicated in the instructions.



Before starting the activity, play the dialogue from activity 8 again, pausing after each sentence and asking students to repeat them. Then, explain that they will practise a similar dialogue, but changing the names of Kelly and Joe by their own names.

Practise the full dialogue at least twice with two different volunteers.

Follow the activity as indicated in the instructions.

10. Let's sing and dance!

- ◆ Ask the children to discuss how they usually greet their friends when they meet. Ask them to demonstrate what they do with gestures.
- ◆ Tell them they will learn a song called *Hello*, which was written for them to sing with their friends.
- ◆ Play audio track 9 once so that they get familiar with the music.
- ◆ Play it once more, pausing at the end of each verse, so that the students repeat the lines. Explain the meaning of *I love to be with you* by gesturing a hug and an expression of joy pointing at everybody in the class.
- ◆ Create with the group a simple choreography to accompany the song. Ask the children for suggestions of gestures for parts of the song, like waving for *Hello, hello, hello* or shaking hands for *Hello, how are you?*
- ◆ Play track 9 again and ask the children to sing and dance following the steps and movements in the choreography you created.

9

AUDIOSCRIPT

*Hello, hello, hello,
 Hello, how are you?
 I love to be with you,
 And you, and you, and you!*

2X



EXTRA ACTIVITY

Play the song *Hello, Goodbye* by The Beatles and ask the students to shake hands with another student every time they hear the word *hello* and wave *bye* every time they hear the word *goodbye* or *bye*.

Play the song again and this time ask them to change the gestures for each word. For example, they can bow when they hear *hello* and raise the arm with the open palm for *goodbye* or *bye*.

WORKBOOK

Now that you have finished teaching this unit, it is advisable to turn to the Workbook activities on pages 89–90. In the Workbook section, students will revise all the vocabulary and key structures learnt in the unit. You may assign these exercises as homework.

Pages 14 and 15

LIFE SKILLS – SOCIABILITY

1. Look and tick.

- ◆ Ask the students to look at the pictures and discuss what they illustrate. Allow them to make different assumptions without correcting them.
- ◆ Read the question *How do you make friends?* and explain what it means. Ask them what kind of behaviour they usually have in order to make friends. They can use the pictures as reference.
- ◆ Read the words under the pictures, explain what each one means (*gossip, be kind, listen, smile, bullying, lying*) and ask them to tick the actions they should perform to make friends.
- ◆ Explore with the students the meaning of *bullying*. Ask them what they think the term means and make sure the children understand that the word refers to aggressive and repetitive attitudes by one or more people towards another person. Reinforce that bullying can hurt someone physically or emotionally and bring very bad consequences, causing sadness and distress to those who are victims of this practice. Therefore, it is important that we respect each other and discourage this kind of behaviour.
- ◆ Mention the importance of being kind to our friends. They are important in good and bad times of life.

2. Draw and share.

- ◆ Ask the students to draw something that represents some behaviour they have when they want to make friends. Mention that they can use the pictures from activity 1 as reference.
- ◆ Once everyone has completed their drawings, organise them in pairs.
- ◆ At first, the members of each pair should try to find out what the other student has drawn, justifying their answer based on the elements of the drawing.
- ◆ Then both children should say whether the assumption made by their classmate is correct.
- ◆ Each student should explain to their classmates why they usually adopt such an attitude to make friends.
- ◆ Finally, ask for volunteers to talk about their drawings. Meanwhile, write on the board the attitudes to make friends that they mention.
- ◆ Review with the class what the students have said about their drawings and reinforce the importance of these actions so that friendship is built and kept.

3. Look and colour.

- ◆ Ask the students to look at the pictures. Have the children say what they can see and allow them to give answers without correcting them.
- ◆ Read the two sentences over the pictures and point to the colours next to them (*It's OK.* and *Needs help.*).
- ◆ Ask the students to use a blue pencil to colour the circles of the pictures where everything is fine and a yellow pencil to colour the circles of the pictures that show situations in which children need help.
- ◆ While correcting, ask the class how they distinguished the children who were fine from those who weren't. Ask *How do you know that the children in pictures 1 and 3 are not OK?* (Possible answers: facial and body expression of both; the boy looks nervous and the girl sad.)
- ◆ Also, ask what they would do if a friend did not seem to be OK (personal answers).
- ◆ Mention that it is very important to have sensitivity to see if people around us are feeling well or not. If we find that they are not well, we should try to help them somehow. In this way, we also keep our friendship and cultivate a good relationship with our friends.

4. Draw and say.

- ◆ Ask the students to pay special attention to the white boxes.
- ◆ Ask them to read the phrase on the first box (*I LIKE...*). Explain what this phrase means.



Tell them to think about things they like or that they like doing and encourage them to draw in the box.

- ◆ Once everyone has finished their drawings, organise students into pairs. Ask the students to swap their books, so that each student can see the drawing of their classmate.
- ◆ Encourage the children to talk about what they have drawn, explaining to their classmate what they like. They must put into practise actions to make friends, such as smiling, listening and being kind.
- ◆ Finally, ask them to look at the second box. Read the words *MY FRIEND LIKES...*, explain the meaning and tell students to draw their classmate and what you have found out about him or her (what he or she likes doing).
- ◆ Ask the students to show their drawings to the class and have them say what they have found out about their classmate.
- ◆ Resume the discussion about making friends and mention that, for this activity to run smoothly, it was necessary that they respect their classmate, being friendly, kind, giving space for their classmate to speak and understanding the likes mentioned by him or her. Also say that we do not often have the same likes as our friends, but we must respect the individuality of each one. In this way, we can make new friends and keep our friendship.

1

HI!

2 1 LOOK, LISTEN AND SAY.

3 2 LISTEN AND SAY.



BYE.



GOODBYE.



HELLO! I'M MARK.
WHAT'S YOUR
NAME?

HI!
I'M JACK.



HOW ARE
YOU?



I'M FINE,
THANKS.

4 3 LISTEN, POINT AND SAY.

8





HELLO!
I'M WEBBY.
WHAT'S YOUR
NAME?

HI! I'M
SOPHIA.

UNIT 1

4 DRAW AND WRITE.

HI! I'M WEBBY.
WHAT'S YOUR NAME?



HELLO! I'M

Student's own answer.

5 LISTEN AND TALK.

HI! I'M ANNA.
WHAT'S YOUR NAME?



HELLO!
I'M CLARA.

6 **6** LISTEN AND NUMBER.



7 **7** LISTEN AND RESPOND.

Hi/Hello. I'm (student's own answer).

1



I'm fine, thanks.

2



Bye/Goodbye!

3



UNIT 1

8 LISTEN AND STICK.



girl greeting sticker

boy greeting sticker

girl talking sticker

boy talking sticker

girl saying
goodbye sticker

boy saying
goodbye sticker

9 PLAY A GAME.



10 LET'S SING AND DANCE!



WORKBOOK

PAGES 89 AND 90

13

LIFE SKILLS

SOCIABILITY

1 LOOK AND TICK.

HOW DO YOU MAKE FRIENDS?

1 
 GOSSIP

2 
 BE KIND

3 
 LISTEN

4 
 SMILE

5 
 BULLY

6 
 LIE

2 DRAW AND SHARE.

Student's own answer.



3 LOOK AND COLOUR.

 IT'S OK.

 NEEDS HELP.



4 DRAW AND SAY. Student's own answer.

I LIKE...



MY FRIEND LIKES...





NAME: _____

CLASS: _____

1 LOOK AND TICK.



2 THINK AND DRAW.

HI! HOW
ARE YOU?

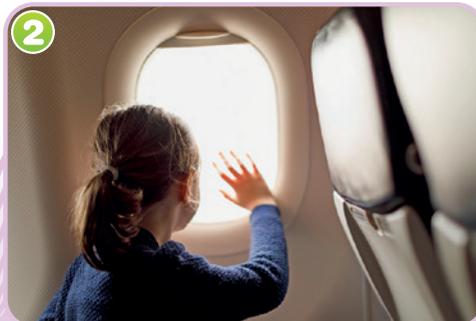
I'M FINE,
THANKS.

WORKBOOK

3 LOOK, THINK AND ORDER.



4 CIRCLE THE ODD ONE OUT.



UNIT 2 THIS IS MY FAMILY

Objetives: describe the members of the family; identify big families from small families; talk about different types of families

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

Language Content: *This is my (mum). This is me.*

Digital Content: music video *I Love My Family* to reinforce unit vocabulary

Workbook: pages 91 and 92

WARM-UP

- ◆ Ask the children to bring photos of their families. Show a photo of your own family and say: *This is my family.*
- ◆ Point at your mother and say: *This is my mum.* Do the same with other members of your family.
- ◆ If possible, bring large photos so that the children can see them well.
- ◆ Finally, have the children draw a picture of their own family in the portrait on page 85.

Pages 16 and 17

1. Look, listen and say.

- ◆ Explore the illustration with the children, by asking *What is Webby doing?* and *Who are the people in the photos?* Explain that Webby is showing two pictures of his family.
- ◆ Ask the students to cover the speech bubbles and, when listening to the audio, have them identify the mentioned family members.
- ◆ Play audio track 10 and make sure everyone understands that Webby mentions the words *mum* and *dad*. Highlight the fact that Webby is also introducing his cat, indicating that it is also part of his family.

10 AUDIOSCRIPT

This is my mum. This is my dad. And this is my cat.

2. Listen and say.

- ◆ Play audio track 11, pointing to the characters as they are mentioned.
- ◆ Play track 11 again, pausing after each family member is mentioned and asking the children to repeat.
- ◆ Repeat this procedure till you check the children have learnt the pronunciation of the words.

- ◆ Ask them to show their own photos or drawing of their family, saying *this is my dad, this is my brother / sister*, for example.

11 AUDIOSCRIPT

brother, dad, grandma, grandpa, mum, sister

3. Listen, point and say.

- ◆ Play track 12 and ask the children to point, in activity 2, to each family member as they are mentioned.

12 AUDIOSCRIPT

sister, grandpa, dad, grandma, brother, mum

A^BC EXTRA VOCABULARY

aunt	stepmum
cousin	uncle
stepdad	

Page 18

4. Stick, point and say.

- ◆ Explain to the children that this is a photo of a family posted on a social network.
- ◆ Ask what they think was happening when this photo was taken.
- ◆ Encourage the children to open their books to page 118, at the Unit 2 Stickers section, at the end of the book.
- ◆ Explain that the people in the stickers are part of the same family.
- ◆ Point at each of them and say *mother, brother, father, sister* and encourage the children to repeat.

- ◆ Ask the children to complete the photo by placing the stickers on the blank spaces.
- ◆ Have the class repeat the words after you and make sure they pronounce the words for family members correctly.
- ◆ As you correct the activity, ask the children to point to each family member that appears in the photo and say the word in English.

Page 19

5. Listen and circle.

- ◆ Point to the first set of pictures on the page, drawing the children's attention to the three people who appear in it. Explain to them that they are members of the family of the boy who appears in the image before set 1.
- ◆ Explain that they will listen to audio track 13 and that they must circle, in each group of pictures, the member of the family mentioned.
- ◆ Point to the first set of pictures, showing the children the three members of the family. The children must listen to the audio and circle the family member mentioned in that set.
- ◆ Play track 13 and pause after listening to *brother*. Ask the children to repeat and circle the correct photo in their books.
- ◆ Proceed in the same way with the rest of the sets.
- ◆ Correct the activity as a class, playing the track again, pausing after each set is mentioned and pointing to the picture that must be circled.
- ◆ If possible, ask the children to repeat what they hear on the audio and correct pronunciation where necessary.

13

AUDIOSCRIPT

1 *This is my brother.* 2 *This is my dad.* 3 *This is my mum.*

6. Listen and number.

- ◆ Ask the children to listen to track 14 and number the images of families as they are mentioned.

14

AUDIOSCRIPT

1 *This is my grandma and this is my brother.* 2 *This is my sister and this is my mum.* 3 *This is my dad and this is me.*

SETTING THE PACE



Play the audio once, without pauses, and ask the children to point to the picture that is being described in each set. Play the audio a second time without pauses again, and ask them to number the images in the order they are mentioned.



Before playing the audio, ask the children to try to identify the relationship among the people in the images (*parents, grandparents, siblings, etc.*). Play the audio and pause after *This is my grandma and this is my brother*. Ask the children to repeat what they heard and find the image that best illustrates the phrase they repeated. Ask them to number this image with number 1. Repeat the procedure for sentences 2 and 3 of the audio. Play the audio again, without pauses, and ask them to check the order of the images.

Page 20

7. Draw.

- ◆ Ask the children to draw their own family in any way they want.
- ◆ Once they have finished, ask them to look at the pictures of their classmates and observe that families can be different from one another.

8. Listen and talk.

- ◆ Ask the children to look at the picture and say what the girl is showing the boy (*a picture of her family*).
- ◆ Play audio track 15 twice. Ask the children which family members the girl mentions when she talks (*mum, dad, sister*).
- ◆ Play track 15 once again, pausing from time to time and wait for the children to repeat.
- ◆ Organise the class in small groups and ask them to show their classmates the pictures they drew in activity 7, pointing at each family member and saying *This is my _____*.
- ◆ If the class is small, instead of working in groups, ask each child to go to the front of the classroom and introduce his / her family to the rest of the class.

15

AUDIOSCRIPT

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

Page 21**9. Look and point.**

- ◆ Encourage the children to look at the pictures of the two families and ask them to describe which family members make up each one of them.
- ◆ Ask how many people there are in each home and, based on their answers, what the difference between them is (one family is big and the other one is small).
- ◆ Point to the picture on the left and say *small family*. Point to the family on the right and say *big family*.
- ◆ Explain that families are different. There are big and small families, families made up of a dad, a mum and children, families made up of a mum and a son, families made up of a dad and children and many more.

**EXTRA ACTIVITY**

You should have asked students to bring a photo of their family for this class. Alternatively, they can draw a picture of 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 families to their classmates. If other classes are working with the family topic, invite them to visit the exhibition as well.

10. Let's sing and dance!

- ◆ Tell the children that they will listen to a song about families called *I Love My Family*.
- ◆ Direct students' attention to the lyrics on page 74, read each verse and ask the children to repeat them.
- ◆ Suggest some gestures to create choreography steps and movements (for example, open your arms when saying *big*, put the fingers together when saying *small* and form a heart with your hands when saying *love*).
- ◆ Play audio track 16 and encourage the children to sing the song and carry out the choreography created.
- ◆ Draw the students' attention to the QR code on the page. They can do this activity at home, with their

families, as they will need their parents or tutors' mobile devices. Remind the children that when they see this icon, they can scan the code with a mobile phone or tablet and look for extra information. In this case, the children will find the musical video of the song *I Love My Family*. The purpose of this activity is to reinforce the vocabulary in the unit and expand the students' world.

16

AUDIOSCRIPT

*Some families are big,
Some families are small.
But I love my family
Best of all!*

WORKBOOK

Now that you have finished teaching this unit, it is advisable to turn to the Workbook activities on pages 91-92. In the Workbook section, students will revise all the vocabulary and key structures learnt in the unit. You may assign these exercises as homework.

Pages 22 and 23**REVIEW 1 & 2****1. Listen and number.**

- ◆ Review with the class the phrases they learnt in Unit 1.
- ◆ Explore the images by asking students *Who is the girl in the first picture?; What is she doing?; What about the second picture?;* for example.
- ◆ Play audio track 17 and ask the children to number the pictures according to the order of the sentences they hear.

17

AUDIOSCRIPT

1 *I'm fine, thank you. How are you?* **2** *Hello, kids!* **3** *I'm Claire.*
4 *Hi, Tom!* **5** *Goodbye, Mum!*

2. Cut out, write and talk.

- ◆ Ask the children to use the tag on page 107 from the Cut-out section and write their name on it.
- ◆ Hand out small pieces of double-sided tape to each student and ask them to use them to stick the tag on their clothes. Then tell them to introduce themselves to other children. If double-sided tape is not possible, ask them to use a piece of masking tape or have the children hold the tag on their hand and show it to the children when they are introducing themselves.

SETTING THE PACE



Encourage the class to move around the classroom and chat with as many children as possible.

Ask them to perform the full dialogue, as learnt in Unit 1: greeting classmates, asking and answering about how each one is and saying goodbye. Monitor and correct if necessary.



Before the children start talking, ask for a volunteer to come to the front of the class and practise the dialogue with him / her, so that the children understand how to do the activity. Organise the students into pairs and ask them to practise the dialogue as shown. Rearrange them and ask them to practise the dialogue again with a new classmate. Monitor and correct if necessary.

3. Listen and number.

- ◆ Have the children look at the picture of Jenna and ask who they think the other people are.
- ◆ Encourage them to provide an answer using the vocabulary learnt: *mum, brother, sister, dad*.
- ◆ Play audio track 18 and ask the children to number the pictures of Jenna's family members in the order in which they are mentioned.

18

AUDIOSCRIPT

My name is Jenna. 1 This is my brother. 2 This is my dad. 3 This is my sister. 4 This is my mum.

4. Play Tic-Tac-Toe.

- ◆ Before starting this activity, ask students if they know how to play *Tic-Tac-Toe*.
- ◆ Organise them into pairs. Ask each child to choose a symbol, X or O.
- ◆ Taking turns, each child must choose one of the boxes and say what's in it. Encourage them to use complete sentences to describe family members, like *This is dad*. If necessary, practise some examples with a volunteer. If the child describes the picture correctly, he or she draws within the respective box the chosen symbol (X or O). Ask them to write down the symbols only in the book of one of the players.
- ◆ The objective is to draw a sequence of three identical symbols horizontally, vertically or diagonally. Whoever does this sequence first, wins.
- ◆ Circulate around the classroom and monitor the activity, helping the children who have difficulties.
- ◆ Encourage them to do the activity again, this time writing down the answers in the other student's book.

2

THIS IS MY FAMILY

10 **1** LOOK, LISTEN AND SAY.

11 **2** LISTEN AND SAY.



BROTHER



DAD



GRANDMA



GRANDPA



MUM



SISTER

12 **3** LISTEN, POINT AND SAY.



THIS IS
MY MUM.

THIS IS
MY DAD.
AND THIS
IS MY CAT.

UNIT 2

4 STICK, POINT AND SAY.

Shanice_Smith

grandpa's face sticker

grandma's face sticker

mum's face sticker

dad's face sticker

baby's face sticker

brother's face sticker

Heart icon, Comment icon, Share icon, Bookmark icon

The image shows a social media post from a user named 'Shanice_Smith'. The post features a colorful illustration of a family of six people standing outdoors. Each person's face is obscured by a white circular sticker with a dashed border. Labels in pink text identify the stickers: 'grandpa's face sticker' (man on the left), 'grandma's face sticker' (woman next to him), 'mum's face sticker' (woman in the center), 'dad's face sticker' (man on the right), 'baby's face sticker' (small child in the center), and 'brother's face sticker' (small child on the right). The post interface includes a profile picture of a sun, the username 'Shanice_Smith', and icons for liking, commenting, sharing, and bookmarking at the bottom.

13 **5** LISTEN AND CIRCLE.

1 **A**  **B**  **C** 

2 **A**  **B**  **C** 

3 **A**  **B**  **C** 



14 **6** LISTEN AND NUMBER.

A 2



B 3



C 1



UNIT 2

7 DRAW.

THIS IS MY FAMILY



15 8 LISTEN AND TALK.



20

9 LOOK AND POINT.

SMALL FAMILY



BIG FAMILY



10 LET'S SING AND DANCE!



#MUSIC VIDEO
#I LOVE MY FAMILY



WORKBOOK

PAGES 91 AND 92

REVIEW 1&2

17 1 LISTEN AND NUMBER.



2 CUT OUT, WRITE AND TALK.



18 **3** LISTEN AND NUMBER.

MY NAME IS JENNA.

A 4 **B** 1 **C** 3 **D** 2

4 PLAY TIC-TAC-TOE.

<input type="checkbox"/>	 This is the brother.	<input type="checkbox"/>	 A small family.	<input type="checkbox"/>	 This is the grandpa.
<input type="checkbox"/>	 This is the grandma.	<input type="checkbox"/>	 This is the mum.	<input type="checkbox"/>	 This is the (baby) sister/brother.
<input type="checkbox"/>	 This is the sister.	<input type="checkbox"/>	 A big family.	<input type="checkbox"/>	 This is the dad.

NAME: _____

CLASS: _____

1 LOOK AND TICK.



A **BIG** B SMALL



A **BIG** B SMALL

2 THINK AND CIRCLE. WHO'S MISSING?



WORKBOOK

3 LOOK AND DRAW.



UNIT 3 PETS

Objetives: talk about pets; ask and answer about pets

Vocabulary: *bird, cat, dog, fish, hamster, rabbit*

Language Content: *What's this? It's a (bird). It's cute.*

Digital Content: *Guess the pets* video to work on unit vocabulary

Workbook: pages 93 and 94

Life Skills: animal care

WARM-UP

- ◆ Display pictures of famous pets from magazines, like *Pluto*, by Walt Disney and *Garfield*, by Jim Davis.
- ◆ Point to the pictures and ask the children if they know who they are. Tell them they are famous characters in cartoons and films. These characters are domestic animals which are called *pets* in English.
- ◆ Ask the children if they know other famous pets. If the children mention, for example, *Alex the lion* from the *Madagascar* film, explain that *Alex* and the other animals in this film are not pets as they do not live in homes. They are wild animals.
- ◆ Ask the students if they have a pet at home or if they would like to have one.
- ◆ Finally, encourage them to colour their favourite pets on page 86.

Pages 24 and 25

1. Look, listen and say.

- ◆ Explore the illustration with the children by asking *Where are the children?; What are they doing?; Which animals can you see in the picture?*
- ◆ Ask the students to cover the speech bubbles, and play audio track 19. At the end, ask the name of the pet they heard (bird).
- ◆ Play the track again and ask the children to listen and read the speech bubbles at the same time.

19 AUDIOSCRIPT

Webby: *What's this?*

Mia: *It's a bird.*

2. Listen and say.

- ◆ Play audio track 20 and point at the pictures on the page as the animals are mentioned. Then ask the children to repeat the names of the pets.

- ◆ Play track 20 again pausing after each pet is mentioned. Ask the children to point at the different pets when they hear their names.

20 AUDIOSCRIPT

bird; cat; dog; fish; hamster; rabbit

3. Listen and tick.

- ◆ Explain to the children that they will listen to the names of the pets, but in a different order, and that they must identify them.
- ◆ Play track 21, pausing after each pet for the children to tick the item that contains the three animals mentioned.

21 AUDIOSCRIPT

a cat; a dog; a rabbit

A^BC EXTRA VOCABULARY

ferret

guinea pig

tail

It's funny!

Page 26

4. Stick and say.

- ◆ Encourage the children to look carefully at the pictures on page 26 and have them try to identify what they are.
- ◆ Explain that each picture represents a place where pets usually stay.
- ◆ Point to each picture, say the name of the object and ask the children to repeat: *fish bowl, kennel, perch, wheel, cushion, rabbit nest.*

- ◆ Ask the children to open their books on the Unit 3 Stickers section, on page 120.
- ◆ Point to each sticker and say the name of the pet, asking the children to repeat: *fish, cat, rabbit, dog, hamster, bird*.
- ◆ Now tell the children to put the pets' stickers on the places where these pets usually stay: *the fish bowl, the kennel, the perch, the wheel, the cushion or the rabbit nest*.
- ◆ Point to the fish bowl and ask which animal is usually there. Have the children place the fish sticker on the picture of the fish bowl.
- ◆ Proceed with the rest of the pets, always asking the children to repeat their names.

Page 27

5. Listen and circle.

- ◆ Ask the children to imitate the sounds made by the pets that you mention, for example *Which sound does the cat make?* and ask them to imitate a cat. Ask the same question about *the fish, the dog and the bird*.
- ◆ Explain that they will listen to the sound made by a pet and they will have to tick the corresponding pet in their books.
- ◆ Point to the pictures in the first row and say *It's a fish. It's a cat*.
- ◆ Play track 22, pausing after hearing the cat miaowing. Then ask the question *What's this?* Let the children guess and ask them to tick in their books the picture of the pet they heard.
- ◆ Proceed with the rest of the pets in the same way.
- ◆ Draw the students' attention to the QR code on the page. They can do this activity at home, with their families, as they will need their parents or tutors' mobile devices. Remind the children that when they see this icon, they can scan the code with a mobile phone or tablet and look for extra information. In this case, the children will find the video *Guess the Pet*. The purpose of this activity is to reinforce the vocabulary in the unit and expand the students' world.

22

AUDIOSCRIPT

1 (sound of cat miaowing); 2 (sound of bird tweeting);
3 (sound of dog barking); 4 (sound of fish in water)

6. Look and draw.

- ◆ Review the words *big* and *small* with the class.

- ◆ Point to the bird picture and ask students *Big or small?* (Small). Encourage them to describe the picture by producing the full sentence *It's a small bird*.
- ◆ Repeat the same procedure for the picture of the dog.
- ◆ Ask the children to draw the missing animals in the boxes: the big bird and the small dog.

Page 28

7. Listen and tick.

- ◆ Review the names of the animals with the children. Point to the picture of the cat, ask *What's this?* and encourage them to answer *It's a cat*.
- ◆ Play audio track 23 and ask the students to tick the correct picture of the animal.
- ◆ Play the audio a second time if necessary, and then check the answers.

23

AUDIOSCRIPT

1 A: *What's this?* B: *It's a big cat.* 2 A: *What's this?* B: *It's a dog.* 3 A: *What's this?* B: *It's a bird.* 4 A: *What's this?* B: *It's a small rabbit.*

SETTING THE PACE



When playing the audio, pause after each item so that students have more time to recognise the animal and tick the correct box.

At the end, play the audio again, without pauses, and ask students to check their answers.



EXTRA ACTIVITY

Draw the silhouette of a cat on the board and challenge the students to guess which pet is. Ask *Is it a hamster?* and they should answer *No*. Then ask *What is it? (It's a cat!)*. Ask them to draw a pet in their notebooks and do the same guessing activity, this time with a classmate. Circulate around the classroom monitoring the activity and encouraging the use of English.

8. Listen, draw and say.

- ◆ Ask the children to look at the picture and elicit which animal the children will talk about.
- ◆ Play audio track 24, pointing at the pictures of the cat when it is mentioned.
- ◆ Play track 24 again, pausing after each child speaks, and ask the children to repeat.

- ◆ Now ask the students to draw their favourite animal without letting their classmates see which animal they have drawn. Tell them to work in pairs so that they show their pictures to one another, practising the dialogue they listened to.

24 AUDIOSCRIPT

A: *What's this?*
 B: *It's a cat.*
 A: *It's cute.*

SETTING THE PACE



When asking the children to practise the dialogue in pairs, have them include the words *big* or *small* in their answers, for example: *It's a small/big cat*. Teach them also to say *It's so cute!* and clarify that this is a way of emphasising a quality of the animal. When you have finished practising the dialogue in pairs, collect all the drawings and redistribute them randomly. Then ask the pairs to practise the dialogue again, but this time, referring to the other child's drawing.

Page 29

9. Look, match and say.

- ◆ Encourage the children to look at the pictures of pets in the top row and ask them to match them with the correct pictures from the bottom row.
- ◆ Check students' answers by pointing to each animal and ask *What's this?*, encouraging the children to provide a full answer.

SETTING THE PACE



Ask the children to hide the top row (with a sheet of paper or notebook). Have them work in pairs and explain that in turns, each child must point to a picture of the bottom row and ask *What's this?* to a classmate, who should give a full answer (*It's a hamster*).



EXTRA ACTIVITY

Organise the class into two groups and explain that they will play *Charades*. Show pictures of the pets studied in this unit to the class (at least one picture for each pet). Place all the pictures in a plastic bag or box. Ask a child from one group

to come to the front of the class and pick one picture from the plastic bag or box, without the other children seeing it. Then, the student will have 20 seconds to mime the pet to his or her group. The children should say *It's a cat*, etc. If, when time is up, the group gets it right, it gets one point. Repeat the procedure with the child from the other group. Write down the score on the board. Repeat the game until all animals are mimed. The group that, in the end, gets more points wins the competition.

10. Let's sing and dance!

- ◆ Explore the illustration with the children and ask them which pet they can see.
- ◆ Introduce the new vocabulary that appears in the song: *where, little, ears, long* and *tail*.
- ◆ Explain they will hear a song called *Where's my little dog?* which talks about a boy who is looking for his dog.
- ◆ Play audio track 25, pausing at the end of each line so that the children repeat it.
- ◆ Create a choreography with the children making gestures to represent key words: *where* (with a hand protecting your eyes from sunlight, as if trying to see something that is far away); *little dog* (with a hand near the floor, indicating the dog's height); *ears* (with your hands on your head miming ears); *tail so long* (with a hand on your back indicating a very long tail).
- ◆ Play track 25 again, inviting the children to sing and practise the choreography created.

25 AUDIOSCRIPT

Where, oh where is my little dog?
Where, oh where can he be?
With his small ears,
And his long tail,
He's so cute!
Oh where, oh where can he be?

WORKBOOK

Now that you have finished teaching this unit, it is advisable to turn to the Workbook activities on pages 93-94. In the Workbook section, students will revise all the vocabulary and key structures learnt in the unit. You may assign these exercises as homework.

LIFE SKILLS – ANIMAL CARE

1. Look and circle.

- ◆ The purpose of this activity is to discuss the legal ownership of animals and responsible pet care.
- ◆ Read the question *Is it a pet?* and explain what it means.
- ◆ Ask the students which pets they know. Maybe some of them mention animals that some people usually have at home. Explain to the class that there are domestic animals, that is, those that have suitable characteristics for living with human beings at home, and wild animals, which live in the jungle or the woods and have difficulty growing and breeding in captivity. This means that keeping wild animals at home is harmful to them.
- ◆ Next, organise the children into pairs and ask them to discuss which animals shown in the pictures are domestic. Review or introduce the names of all the animals that appear in the activity and tell the children to circle only the names of the domestic animals.
- ◆ Check answers and explain to them that even though some people think macaws and turtles are domestic animals, they are actually wild animals and need to live in a natural environment. In the case of the turtle, it is suggested to use the information in the box below to explain the difference between turtles and tortoises.
- ◆ At the end of the activity, it is important to encourage the children to always seek information about animals that they want to keep at home as pets, checking whether they are domestic animals or not.



ADDITIONAL INFORMATION

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 August, 2022.

2. Think and talk.

- ◆ The purpose of this activity is to reinforce the concepts introduced in the previous activity about domestic animals and wild animals.
- ◆ Ask the children whether pets are domestic or wild animals (domestic animals). Wait to listen to their

answers. They might mention that they are animals that live together with humans at home. Based on their answers, ask them what wild animals are and reinforce the contrast with the concept of domestic animals, that is, wild animals are those belonging to forests and woods and that do not live well with human beings at home, as their growth and reproduction may be harmed.

- ◆ Explain to them that there are laws which prohibit the use, destruction and hunting of wild animals and provide for fines or even a prison sentence for those who infringe it.
- ◆ Finally, ask them *Why can't we have wild animals at home?* Students are expected to realise that it is not appropriate to keep wild animals in houses and flats, as they will be sad and this can harm their health and development.
- ◆ Tell the children that one way to love wild animals is to leave them in their habitats, where they can live healthily and happily.

3. Look, think and colour.

- ◆ After discussing which animals can be kept in houses or flats, explain to the children that when they adopt a pet, it is important to know all its needs and take care of it so that it may have a good life. If you wish, explain that proper pet care is called "responsible ownership".
- ◆ Before doing this activity, ask the children what they think is essential for the health of domestic animals. They are expected to mention food, water, taking baths, etc.
- ◆ Then ask the children to look at the pictures. Read the words with them and, if necessary, explain the meaning of the words to them so that everyone understands what is being introduced. Then, ask the students to colour a smiley face when the item shown represents a need of the domestic animal and is good for it and colour a sad face when the item shown is inappropriate for the animal.
- ◆ Check students' answer and ask them to justify their answers. If necessary, explain that sweets are not good for animals. It is important that the children also realise, that cages limit an animal's freedom and prevent it from developing, moving, playing and resting, in addition to causing serious accidents.
- ◆ At the end of the activity, you might ask for more examples from the class. Consider all that is appropriate and reinforce that, in addition to all these precautions, pets need attention, love and lots of



affection. Talk with the children about people who buy animals and leave them on their own. Explain that just like us, human beings, need company, attention and love, animals also need the same.

4. Cut, glue and draw.

- ◆ Ask the children to bring a photo of their pet or an animal they would like to have at home. It is important that they only bring pictures of domestic animals.
- ◆ Ask the students to reflect on what they learned from the previous activities regarding legal possession and responsible ownership of animals and think about the important aspects of taking care of their pet. Ask *What actions are important*

for your pet to be properly taken care of and live happily?; Is there anything you can improve on? (Personal answers.)

- ◆ Then ask the children to draw images that illustrate ways to care for their animals, encouraging them to think of more ways to take good care of their pets. When they are done, have them share their drawing with their classmates, explaining their choices.
- ◆ Review with the class the importance of treating our pets with love so that they have a good life. Mention that like us human beings, animals also need care. Reinforce the idea that we must respect wild animals, letting them live in their natural habitats so that we do not alter their way of life, as these actions can harm them (they may get sick or not adapt to home life).

3

PETS

WHAT'S THIS?

IT'S A BIRD.



19 **1** LOOK, LISTEN AND SAY.

20 **2** LISTEN AND SAY.



BIRD



CAT



DOG



FISH



HAMSTER



RABBIT

21 **3** LISTEN AND TICK.

1



2



UNIT 3

4 STICK AND SAY.

1



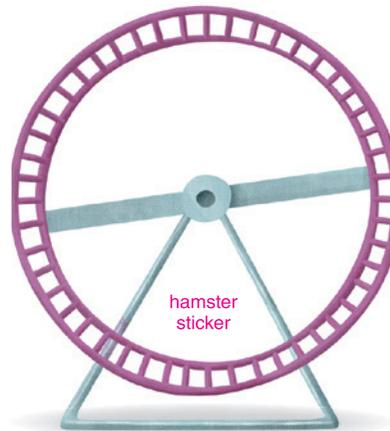
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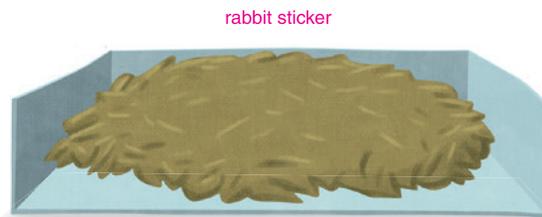
4



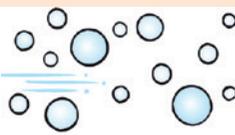
5



6



22 **5** LISTEN AND CIRCLE.

1	A 	B 
2	A 	B 
3	A 	B 
4	A 	B 

SCAN ME



#VIDEO
#PETS

6 LOOK AND DRAW.



A SMALL BIRD

A BIG BIRD

A SMALL DOG



A BIG DOG

UNIT 3

23 7 LISTEN AND TICK.

1



A B

2



A B

3



A B

4

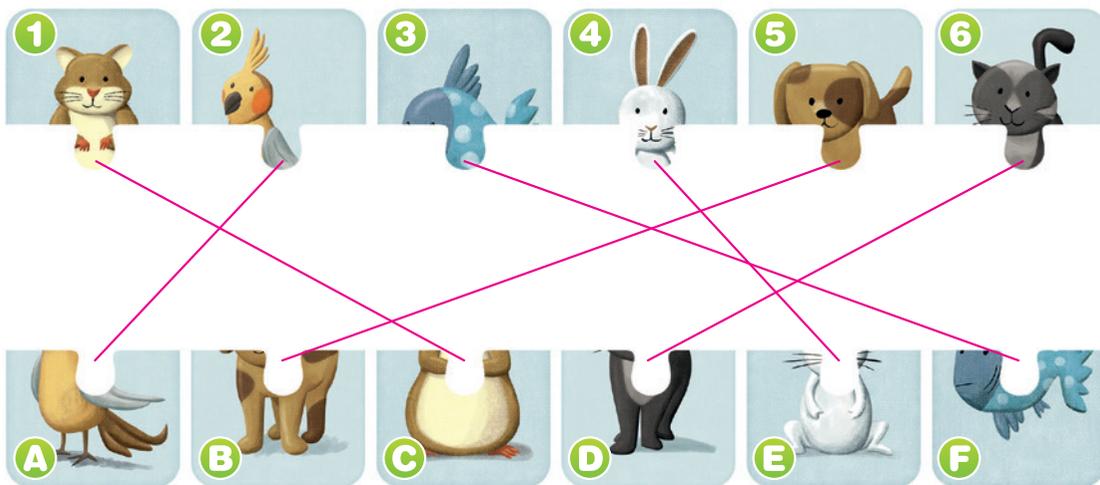


A B

24 8 LISTEN, DRAW AND SAY.



9 LOOK, MATCH AND SAY.



10 LET'S SING AND DANCE!



WORKBOOK

PAGES 93 AND 94

29

1 LOOK AND CIRCLE.

IS IT A PET?



DOG



FERRET



MACAW



CAT



TURTLE



PUMA

2 THINK AND TALK.



3 LOOK, THINK AND COLOUR.

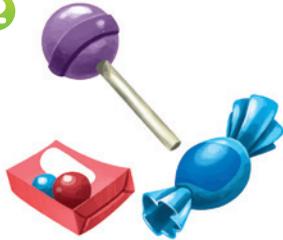
PETS NEED...

1



FOOD

2



SWEETS

3



SHOWER

4



WATER

5



VACCINE

6



CHAINS

Student's own answers.

4 CUT, GLUE AND DRAW.

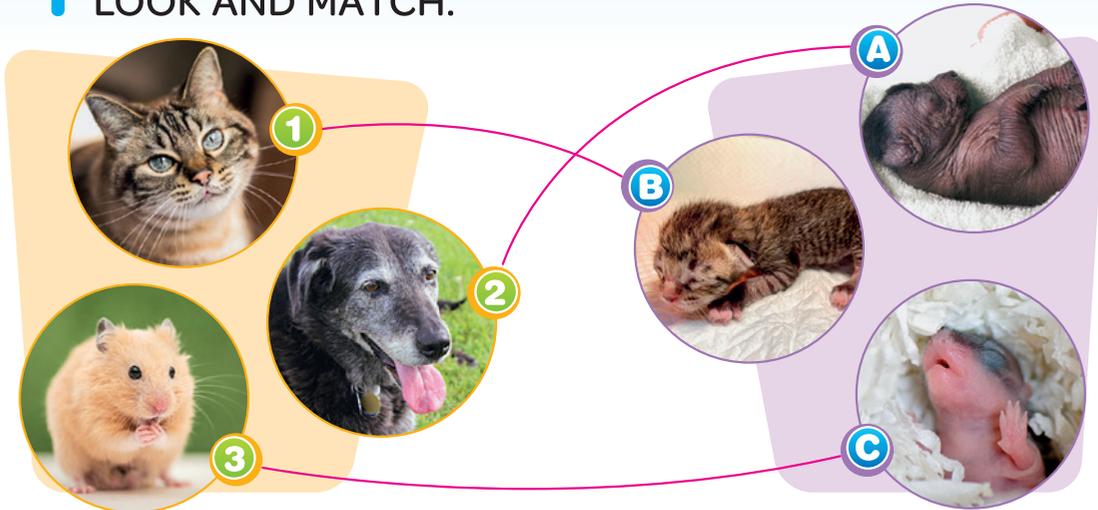
A large, empty rectangular box with a dashed border, intended for students to cut, glue, and draw their own answers.



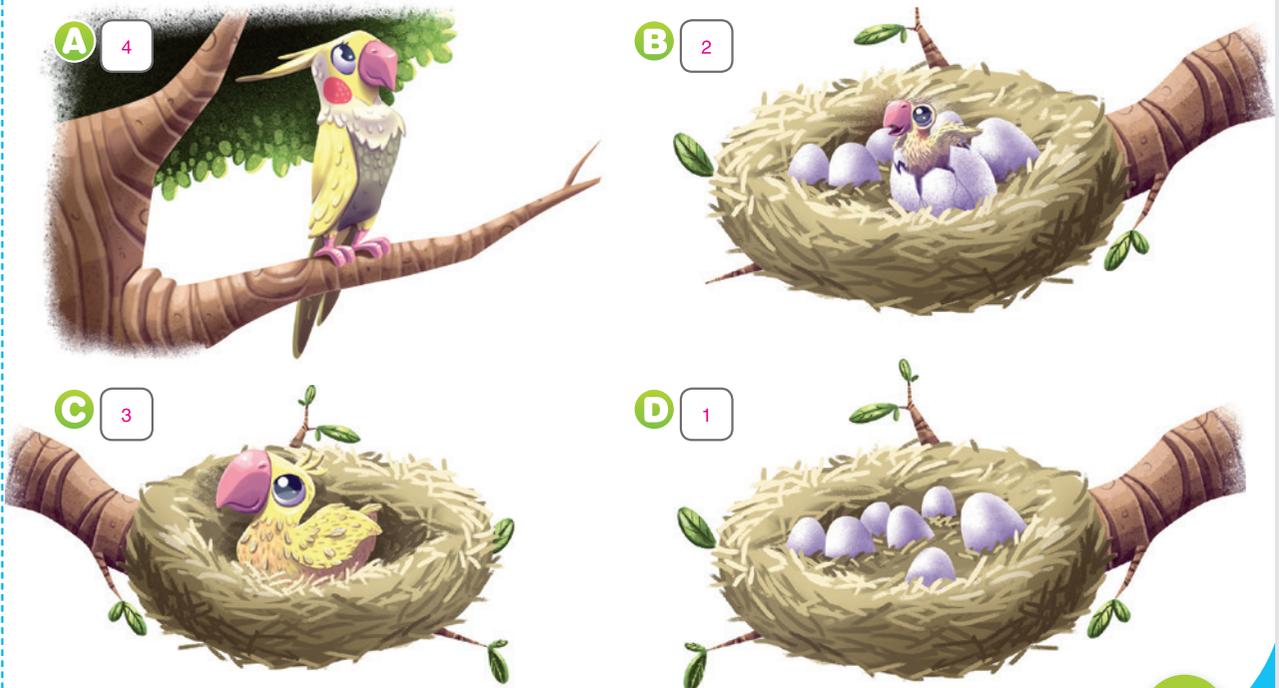
NAME: _____

CLASS: _____

1 LOOK AND MATCH.



2 LOOK AND NUMBER.



WORKBOOK

3 CIRCLE ✓ OR X.

1



✓ X

2



✓ X

3



✓ X

4 LOOK AND TICK.

1



- A 
- B 
- C 

2



- A 
- B 
- C 

3



- A 
- B 
- C 

4



- A 
- B 
- C 

UNIT 4 NUMBERS

Objetives: identify numbers 1 to 10; ask and answer about the quantity of objects or animals; ask and answer about age; exchange birthday greetings

Vocabulary: numbers 1-10; ball, balloon, bike, car, cupcake, doll

Language Content: *How many (cats)? (Three.); How old are you? I'm (six) today. It's my birthday. Happy birthday!*

Workbook: pages 95 and 96

WARM-UP

- ◆ Bring some pictures of games or hobbies that use numbers, for example, dominoes, Sudoku, card games, etc.
- ◆ Place images of these games / hobbies on the board and ask the children whether they are familiar with them. Talk to the students about what they know about these games / hobbies.
- ◆ Ask the class what these games / hobbies have in common (they all use numbers). Also ask the children if they know other games and hobbies that use numbers.
- ◆ Carry out a brief survey with the class of other uses of numbers in our daily lives. Make sure that the children mention "age".
- ◆ At the end, have them draw candles representing their age on the birthday cake on page 86.

Pages 32 and 33

1. Look, listen and say.

- ◆ Encourage the children to take a look at the picture and identify the elements whose names in English they already know.
- ◆ Ask the students *Where are the children?* (At the bottom of the sea.); *What are they doing?* (They are watching the fish.)
- ◆ Elicit from student if they have had the opportunity to see the bottom of the sea or if they would like to do it. Also talk with the children about the importance of using suitable equipment under the sea.
- ◆ Have them cover the speech bubbles and ask them *How many fish?*
- ◆ Play audio track 26 and make sure the children understand that the girl counts eight fish.
- ◆ Play the track again and ask them to repeat the dialogue following the speech bubbles in the book.

26 AUDIOSCRIPT

Webby: *How many fish?*

Emily: *Five, six, seven, eight fish! Yes, eight.*

+ ADDITIONAL INFORMATION

Although the plural of the word *fish* can be *fish* or *fishes*, the option *fish* is more commonly used. The plural *fishes* is rarely used and often associated with some specific idioms. *Fishes* can also refer to more than one species of fish.

Information available at <www.grammar.com/fish_vs_fishes>. Accessed on October, 2022.

2. Listen and say.

- ◆ Play audio track 27 and write each number mentioned on the board.
- ◆ Play track 27 again, pausing after each number is mentioned for the children to point at them in their books and repeat them.
- ◆ Repeat the procedure until the children can pronounce all the numbers correctly.

27 AUDIOSCRIPT

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

EXTRA ACTIVITY

Organise the children into pairs. With the tip of a finger resting on a classmate's back, one of the children in the pair must "write" any number from one to ten. The classmate, then, must guess the number drawn only paying attention to the movements made on his or her back. Instruct them to take turns.

3. Listen and tick.

- ◆ Point to the pictures of bicycles and balls (one picture at a time) and ask the children *What's this?* Teach them the words *bike* and *ball* if they don't know them.
- ◆ Then play audio track 28 and ask them to tick the correct answers in their books.

28 AUDIOSCRIPT

1 A: *How many bikes?* B: *Two bikes.*
2 A: *How many balls?* B: *Six balls.*

A^BC EXTRA VOCABULARY

even number
odd number

Page 34

4. Count and stick.

- ◆ Point to the numbers next to the boxes and name them in English, asking the children to repeat after you: *eight, three, two, nine, five.*
- ◆ Ask the children to open their books on the Unit 4 Stickers section, page 120.
- ◆ Point to each sticker and ask children what we call them in English: *kids, cats, dogs, hamsters, rabbits.*
- ◆ Say *Count the kids* and ask the children to count how many kids there are in the group (nine).
- ◆ Proceed in the same way with the other groups (five cats, two dogs, eight hamsters, three rabbits).
- ◆ Encourage the children to find the corresponding sticker for the first box. Demonstrate how to place the sticker in the corresponding space, then allow the children to place the correct sticker in each space.

5. Listen, point and say.

- ◆ Play audio track 29, pausing after each item is mentioned. Ask the children to point at the corresponding group in their books and repeat.

29 AUDIOSCRIPT

two dogs; three rabbits; five cats; eight hamsters; nine kids

Page 35

6. Let's sing and draw!

- ◆ Ask students to open their books to page 35 and encourage them to look at the pictures.

- ◆ Say *How many birds?* If the children have a more advanced level of English, you can ask *How many birds can you see?* Lead the children into counting the birds (eight).
- ◆ Play audio track 30 and encourage the class to sing the song *Ten Little Birds*. Follow the lyrics on page 75 showing with your fingers each number and, in the final verse, make a gesture with your hands, interlacing the thumbs, imitating the birds flying.
- ◆ Ask the children to think how many birds are needed to complete the group of ten little birds (two birds). Ask them to imagine where these birds could be and then have them complete the picture by drawing the missing birds and filling in the blank as they prefer.

30 AUDIOSCRIPT

*One little, two little,
Three little birds,
Four little, five little,
Six little birds,
Seven little, eight little,
Nine little birds,
Ten little birds in the sky!*

EXTRA ACTIVITY

Ask the children to get together into small groups and lead each group into creating a chant similar to the one in the previous activity but using numbers, animals or other elements.

Also ask the groups to create choreography steps to illustrate the verses of the chant. Then organise a talent show in which each group must go to the front of the classroom and present its choreography.

Page 36

7. Listen, circle and say.

- ◆ Review or write the name of the objects shown in the pictures of this activity (*doll, banana, balloon, car, cupcake*).
- ◆ Play audio track 31 and pause after each answer so that they circle the correct number of elements mentioned.
- ◆ Check students' answers. Play track 31 again and encourage the children to say the number they circled followed by the name of the elements (four dolls; seven bananas; eight balloons; three cars; five cupcakes).

31

AUDIOSCRIPT

1 **A:** *How many dolls?* **B:** *Four.* 2 **A:** *How many bananas?* **B:** *Seven.* 3 **A:** *How many balloons?* **B:** *Eight.* 4 **A:** *How many cars?* **B:** *Three.* 5 **A:** *How many cupcakes?* **B:** *Five.*

8. Listen and tick.

- ◆ Explore the pictures with the students. Explain to them that they will listen to children answering questions about how old they are. Tell them that for each child, only one birthday cake shows the correct age.
- ◆ Play audio track 32 and ask students to tick the correct option, depending on the age of each child.

32

AUDIOSCRIPT

1 **A:** *Happy birthday!* **B:** *Thank you.* **A:** *How old are you?* **B:** *I'm eight.* 2 **A:** *Happy birthday!* **B:** *Thank you.* **A:** *How old are you?* **B:** *I'm seven.* 3 **A:** *Happy birthday!* **B:** *Thank you.* **A:** *How old are you?* **B:** *I'm nine.*

SETTING THE PACE



When playing the audio, pause it after each item, so that the children have a little more time to find the correct answer.

Play the audio again without pausing to check their answers.

Page 37

9. Draw and write.

- ◆ Read the text in Webby's speech bubble and explain that Webby is saying he is six years old and he is asking the students how old they are.
- ◆ Ask them to draw a birthday cake with candles representing their age.
- ◆ At the end, ask them to complete the sentence by writing the correct number.

10. Listen and talk.

- ◆ Explore the image with the students. Encourage them to guess where the kids are, what they were doing before the photo was taken, how old they are, etc.
- ◆ Play audio track 33 and have the children practise the dialogue.
- ◆ Ask the children to show their classmates the drawings they made in activity 9 and have a class discussion about their ages. Encourage them to play

a game by pretending that they are celebrating their birthday today.

- ◆ Alternatively, if all the children in the class are the same age, ask them to imagine they are a different age (1 to 10 years old) and have them practise the dialogue using the number they imagined.

33

AUDIOSCRIPT

A: *How old are you?* **B:** *I'm six today. It's my birthday!*
A: *Happy birthday!* **B:** *Thank you.*

SETTING THE PACE



To make the dialogue more challenging, ask the children to start the conversation by saying their own age before asking a classmate: *I'm six. How old are you?*

When answering, teach them to include the word *too* (*I'm six too.*) if they are the same age as their classmate.

WORKBOOK

Now that you have finished teaching this unit, it is advisable to turn to the Workbook activities on pages 95-96. In the Workbook section, students will revise all the vocabulary and key structures learnt in the unit. You may assign these exercises as homework.

Pages 38 and 39

REVIEW 3 & 4

1. Listen and number.

- ◆ Point to the first picture and ask *What is it? or Is it a dog or a cat?* Review with the class the names of the animals.
- ◆ Play audio track 34 and ask the children to number the animals in the order in which they are mentioned. Check students' answers. Ask them which pet was not mentioned (hamster).
- ◆ Finally, ask students what their favourite animal is. Encourage them to answer in English (*It's a cat, etc.*).

34

AUDIOSCRIPT

1 **A:** *What's this?* **B:** *It's a cat.* 2 **A:** *What's this?* **B:** *It's a rabbit.*
3 **A:** *What's this?* **B:** *It's a fish.* 4 **A:** *What's this?* **B:** *It's a dog.*
5 **A:** *What's this?* **B:** *It's a bird.*

2. Cut out and play.

- ◆ Ask the children to look at the Cut-out section on page 107.
- ◆ Organise them into pairs and ask them to cut out the memory game cards. Each pair must place the cards together on the same table, with the side of the picture facing downwards.
- ◆ Have the class remember the name of the places related to each animal: *fish bowl (aquarium), hamster cage, etc.*
- ◆ After deciding who starts the round, the first child turns one of his / her cards face up and then turns one of the classmate's cards face up, in an attempt to find a pair (a card with the image of the animal and the other with the place where it can be found). If the cards do not match, the child must turn them downwards, leaving them exactly in the same place they were so that both children can memorise the location of each card.
- ◆ The second child then follows the same procedure, and so on.
- ◆ When a child finds a pair, he or she must keep these cards.
- ◆ Whenever a card is turned face up, encourage the child who turned it over to say the name of the animal.
- ◆ Finally, when the children have found all the pairs, they must count the pairs that each one has. The one who has the most pairs wins the game.

3. Listen and match.

- ◆ Explore with the class the two pictures of children and ask *What are they doing? (Drawing.); What do you do you think they are drawing? (Student's own answer.)*
- ◆ Explain that each child drew a picture with some items such as balloons, cupcakes, bananas, etc.
- ◆ Play audio track 35 and ask the students to match each child to his or her drawing. Clarify that the drawing will not be mentioned.

35

AUDIOSCRIPT

1 **A:** *How many bikes?* **B:** *One.* **A:** *How many balls?* **B:** *Two.*
A: *How many cupcakes?* **B:** *Three.* **A:** *How many balloons?*
B: *Six.* 2 **A:** *How many bikes?* **B:** *Two.* **A:** *How many balloons?* **B:** *Ten.* **A:** *How many bananas?* **B:** *Nine.* **A:** *How many cupcakes?* **B:** *One.*

SETTING THE PACE



When playing the audio, pause it after each answer and ask the children to circle what they heard. For example, when they hear **A:** *How many bikes?* **B:** *One*, they must circle the correct number of bicycles. Play audio track 35 again and tell the students to match each child to the drawing they made.



After exploring the pictures, ask the children to close their books and tell them that will listen to the children of the pictures answering questions about what they are drawing. Play track 35 and ask the children to draw in their notebooks what each child describes. If necessary, pause after each answer so that they have time to draw. Ask them to open their books and find the correct drawings. Finally, instruct them to match each child to the drawing he or she made.

4. Listen and circle ✓ or ✗.

- ◆ Have the children explore the pictures. Help them understand that each picture represents a different age.
- ◆ Play audio track 36 and ask students to circle ✓ if the age of the child indicated in the picture coincides with the audio, and the ✗ if it does not.

36

AUDIOSCRIPT

1 **A:** *Happy birthday!* **B:** *Thank you.* **A:** *How old are you?*
B: *I'm ten.* 2 **A:** *Happy birthday!* **B:** *Thank you.* **A:** *How old are you?* **B:** *I'm three.* 3 **A:** *Happy birthday!* **B:** *Thank you.*
A: *How old are you?* **B:** *I'm seven.*

4

NUMBERS

26 **1** LOOK, LISTEN AND SAY.

27 **2** LISTEN AND SAY.

28 **3** LISTEN AND TICK.

1



A 2 B 5

2



A 6 B 7



ONE



TWO



THREE



FOUR



FIVE



6

SIX

7

SEVEN

8

EIGHT

9

NINE

10

TEN

33

UNIT 4

4 COUNT AND STICK.

8

eight hamsters sticker

3

three rabbits sticker

2

two dogs sticker

9

nine kids sticker

5

five cats sticker



29 5 LISTEN, POINT AND SAY.



30

6 LET'S SING AND DRAW!



drawing of two birds

UNIT 4

31 **7** LISTEN, CIRCLE AND SAY.

1



A 5 B 4

2



A 7 B 6

3



A 10 B 8

4



A 3 B 4

5



A 7 B 5

32 **8** LISTEN AND TICK.



A



B



C



A



B



C



A



B



C

9 DRAW AND WRITE.



I'M SIX.
HOW OLD ARE YOU?

I'M

Student's own answer.

33 **10** LISTEN AND TALK.

HOW OLD
ARE YOU?

HAPPY
BIRTHDAY!



I'M SIX TODAY.
IT'S MY BIRTHDAY!

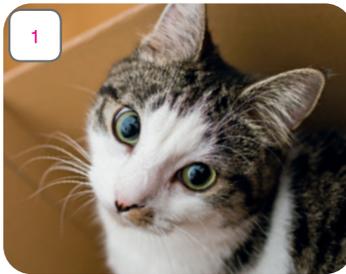
THANK YOU.

WORKBOOK

PAGES 95 AND 96

REVIEW 3&4

1 LISTEN AND NUMBER.



2 CUT OUT AND PLAY.



35 **3** LISTEN AND MATCH.



36 **4** LISTEN AND CIRCLE ✓ OR ✗.





NAME: _____

CLASS: _____

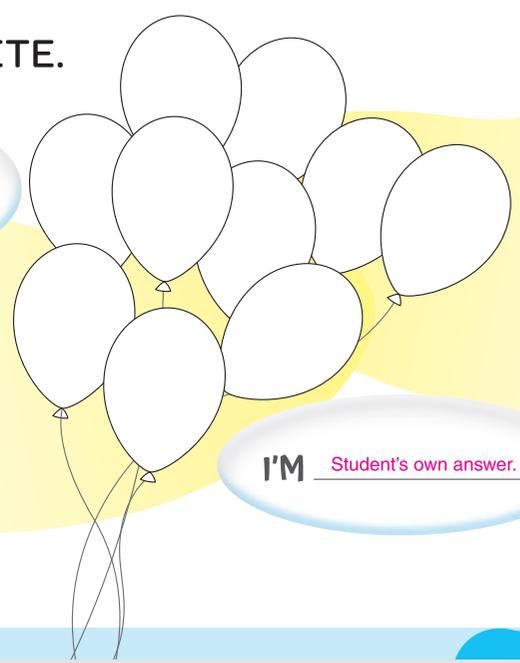
1 CIRCLE THE DIFFERENCES.



2 COLOUR AND COMPLETE.



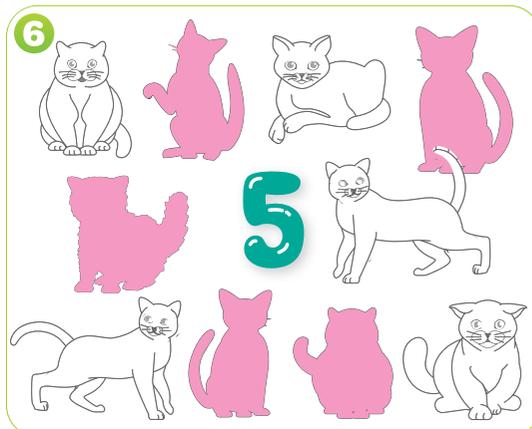
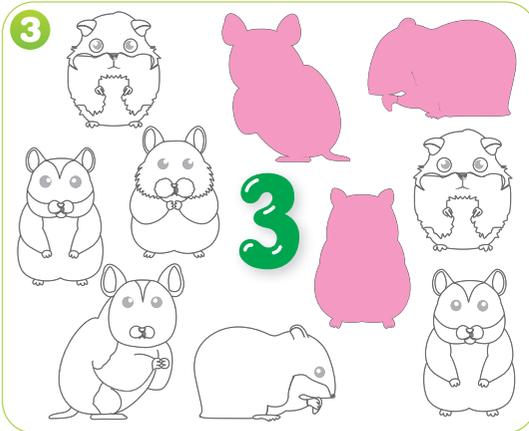
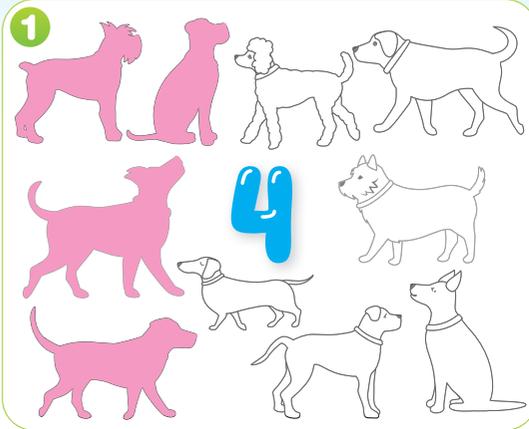
HOW OLD ARE YOU?



I'M Student's own answer.

WORKBOOK

3 LOOK AND COLOUR.



Objectives: recognise colours and shapes; ask about someone's favourite colour and say what your favourite colour is; talk about shapes and describe their colours

Vocabulary: *circle, rectangle, square, triangle; black, blue, brown, green, orange, pink, purple, red, white, yellow*

Language Content: *What's your favourite colour? It's (blue).; What colour is the (circle)? It's (red).*

Digital Contents: GIF on colours and shapes to use as unit revision

Workbook: pages 97 and 98

CLIL: Art – colours and shapes; explore and recognise the elements of visual arts (line, shape, colour, space, form, etc.)

WARM-UP

- ◆ Ask the children to keep their books closed and to look for an object in their favourite colour in their pencil cases or their schoolbags.
- ◆ Ask them to raise the objects so that their partners look at them for a few seconds and then put them down.
- ◆ Have a red object at hand and ask *Who chose red? Raise your object.* Repeat the colour *red* and also repeat the command *raise* when you do the corresponding gesture of lifting your arm. Remember that at this age children learn by imitating so the teacher's example needs to be clear.
- ◆ Explain to the children that when they hear *Who chose red?* the ones who have a red object must raise it, following the teacher's example.
- ◆ Repeat the procedure with all the colours chosen by the children so that they can all practise.
- ◆ If a child spontaneously tells the teacher that he / she knows the name of a colour in English, let him / her share it with the rest of the class.
- ◆ Finally, ask them to paint Webby's T-shirt with their favourite colour on page 87.

Pages 40 and 41

1. Look, listen and say.

- ◆ Explore the scene with the children. Point to each of the objects in the image, observing all the details. Ask them what they like doing in Art classes (*drawing, painting, colouring*). Allow the children to answer freely. Do not correct them at this stage.
- ◆ Ask the students to describe what they think the children are doing.
- ◆ Have them cover the speech bubbles and play track 37.

- ◆ Ask *What object does the child mention in the question? (A triangle); What colour is mentioned in the answer? (Blue.)*
- ◆ Play track 37 again and ask the children to repeat. Then, have them point to the blue triangle.

37

AUDIOSCRIPT

Webby: *What colour is the triangle?*

Emily: *Let's see. It's blue.*

2. Listen and say.

- ◆ Introduce new vocabulary. Name the colours one by one, point at the different boxes in the book or show the children an object of the same colour.
- ◆ Play audio track 38 and point at the different colours in the boxes.
- ◆ Play track 38 one more time, pausing after each colour is mentioned and asking the children to repeat what was said. Ask them to repeat each colour until they can pronounce it correctly.

38

AUDIOSCRIPT

black; blue; brown; green; orange; pink; purple; red; white; yellow



EXTRA ACTIVITY

Put small objects of the colours studied in this unit in a dark bag. Have the children sit in a semicircle on the floor and hand in a ball to the group. Play a joyful song and tell the children that when they hear music they must pass on the ball quickly to the child sitting next to them to the right.

Nobody can hold the ball for more than two seconds. When the music stops, the child who has got the ball must take an object from the bag, say the colour of the object he / she is holding and put it in the bag again. If he / she does not know the colour, he / she can ask another child for help.

3. Listen, colour and say.

- ◆ Ask students to look at the geometric shapes and introduce the new vocabulary (*circle, rectangle, square and triangle*). Explore the geometric shapes in the picture and relate them to the students' daily life. Ask them where they can find those shapes in the classroom or in their homes.
- ◆ Play audio track 39 and ask them to pay attention to the colours of the geometric shapes that are mentioned. Then ask them to colour them with the correct colours.
- ◆ Play track 39 again, pausing after each item and asking them to repeat the name of every shape and colour.
- ◆ Repeat the procedure until all children can pronounce the name of the shapes and colours correctly.

39 AUDIOSCRIPT

1 a purple circle; 2 a blue rectangle; 3 a yellow square; 4 a green triangle.

A^BC EXTRA VOCABULARY

dark (blue, green)	hexagon
ellipse	light (blue, green)
grey	pentagon

Page 42

4. Stick and say.

- ◆ Tell the children to keep their books closed and ask them to observe different geometric shapes in the classroom.
- ◆ Say, for instance: *rectangle* and ask the children to find rectangles in the classroom; for example, the board, the desks, the shelves.
- ◆ Ask them to open their books on page 42.
- ◆ Explain that some elements in the illustration are missing.
- ◆ Instruct the children to open their books on the Unit 5 Stickers section, on page 122, and have them place the stickers on the correct blank spaces on page 42.
- ◆ As students do the activity, circulate around the classroom, pointing to a sticker one of the students is

using and ask him / her to name the geometric shape. Follow this procedure with all the students, choosing stickers of different geometric shapes to practise the correct pronunciation of these words.

EXTRA ACTIVITY

Take a piece of string (70 cm) for each child. Explain to the class that you will say the name of some geometric shapes and that the students will have to represent them on their desks with the piece of string.

Page 43

5. Let's sing and colour!

- ◆ Ask the children to look at the pictures and try to guess what the + and = signs represent (addition and result). Tell them they will listen to a song about colours called *Mixing Colours*.
- ◆ Explain that the song is made up of simple and rhyming verses that must be sung with rhythm, and can be accompanied by a melody.
- ◆ Play audio track 40 once for kids to sing along.
- ◆ Play track 40 again and ask students to colour the blank spaces according to the song instructions.

40 AUDIOSCRIPT

*Mixing colours is fun!
Let's mix some colours!
Mixing colours is fun!
Let's mix some colours!
Red and blue
make purple.
Red and yellow
make orange.
Blue and yellow
make green.
Purple, orange and green.*

SETTING THE PACE



Ask the students to close their books before starting the activity. Play the audio and ask them to pay attention to the mentioned colour combinations. At end of the song, check students understanding by saying *Red and blue make...* and make a pause, encouraging them to complete with what they remember. Follow the same procedure for the other mentioned combinations and then ask them to open their books.

Ask the students to colour the blank spaces with the missing colours in the combinations.
Then play the song again and ask them to sing along.



Before playing the song, ask students to observe the colour combinations and ask which colour is missing.
Ask them to colour the blank spaces with the correct colour.
Teach them to read each combination (e.g. *red and blue make purple*) and ask them to repeat each sentence.
Play the song and invite them to sing along.

6. Cut out and create.

- ◆ Encourage the children to cut out the geometric shapes on page 109 and have them make a collage of their favourite pet on an A4 sheet of paper.
- ◆ Tell them to plan and organise the picture before gluing the geometric shapes on the paper.
- ◆ Finally, encourage the students to show their classmates what they have created and have them describe what shapes and colours they have used.
- ◆ Draw the students' attention to the QR code on the page. They can do this activity at home, with their families, as they will need their parents or tutors' mobile devices. Remind the children that when they see this icon, they can scan the code with a mobile phone or tablet and look for extra information. In this case, the children will find a GIF on colours and shapes. The purpose of this activity is to reinforce the vocabulary in the unit and expand the students' world.

Page 44

7. Listen and number.

- ◆ Explain to the children that the boys in the pictures are wearing T-shirts in their favourite colour. Also mention that, in the audio, each boy will answer the question about what his favourite colour is.
- ◆ Play audio track 41 and ask the students to number the boys in the order they are mentioned.

41

AUDIOSCRIPT

- 1 A: *What's your favourite colour?* B: *It's orange.*
2 A: *What's your favourite colour?* B: *It's pink.*
3 A: *What's your favourite colour?* B: *It's red.*
4 A: *What's your favourite colour?* B: *It's green.*

8. Listen and talk.

- ◆ Explore the image with the children. Encourage them to speculate about where the kids are, what they were doing before the photo was taken, how old each of them is, etc.
- ◆ Play audio track 42 and practise pronunciation of the dialogue with the class.
- ◆ Encourage the children to practise the dialogue in pairs.

42

AUDIOSCRIPT

- A: *What's your favourite colour?*
B: *It's blue.*

Page 45

9. Listen and tick.

- ◆ Ask the children to look at the activity and explain that the images are organised in rows.
- ◆ Tell students that they will listen to the name of a shape and its colour in each row and that they will have to tick the picture of the one they hear.
- ◆ Play audio track 43 and ask them to tick the correct option in each row.
- ◆ Carry out whole-class correction. Ask volunteers to share their answers with the rest of the class.

43

AUDIOSCRIPT

- 1 A: *What colour is the rectangle?* B: *It's black.*
2 A: *What colour is the triangle?* B: *It's white.*
3 A: *What colour is the square?* B: *It's pink.*
4 A: *What colour is the circle?* B: *It's brown.*

SETTING THE PACE



Before correcting the activity with the class, ask the students to work in pairs. They should take turns asking and answering about each item.

Make sure they can make the questions in the same way as in the audio: *What colour is the (rectangle)?* and give the corresponding answers *It's (black)*.

When they are done, ask the class if everyone has ticked the same options or if there were differences. Check students' answers orally.

10. Colour and talk.

- ◆ Encourage the children to colour only the geometric shapes of the ME frame using the colours they want.

- ◆ Then tell them to work in pairs and ask a classmate what the colour of his / her geometric shapes are. Tell them to colour the shapes of the *MY FRIEND* frame according to their classmate's answer.
- ◆ Ask a volunteer to exemplify the dialogue that the children should practise, asking *What colour is the square?* and asking the volunteer to answer with the colour that he / she has coloured the square. Ask the class *What colour should I paint the square of the MY FRIEND frame?* and make sure everyone understands what should they do.

SETTING THE PACE



If students have difficulty working autonomously while completing the *MY FRIEND* frame, organise the students into pairs, naming students A and B. Explain that in the first round, only students A will answer the question. Start the first round by asking questions about the colour of the geometric shapes and ask the class to repeat. After each repetition, student A must tell student B what colour the shape is. Student A's classmate (student B) must then colour the shapes of the *MY FRIEND* frame according to the answer from student A. Follow the same procedure in the second round, explaining that, this time, only student B will answer the questions, while student A will colour the shapes.

WORKBOOK

Now that you have finished teaching this unit, it is advisable to turn to the Workbook activities on pages 97-98. In the Workbook section, students will revise all the vocabulary and key structures learnt in the unit. You may assign these exercises as homework.

Pages 46 and 47

CLIL – COLOURS AND SHAPES (ART)

1. Cut out, look and learn.

- ◆ Encourage the students to open their books on the Cut-out section on page 111. Mention that they will find the picture of a painting made by the Swiss painter Paul Klee, an artist who lived between 1879 and 1940.
- ◆ Ask the children to cut it out and fold it following the dotted line. Make sure the students understand how

to cut it and fold it properly so that it resembles a mini-book that they will stick on their books at the end of the activity.

- ◆ Encourage the children to look at the cover of the mini-book and ask them what their impressions are about the painting (*what do you think about it, what is being represented and what kind of feeling it conveys*). Elicit their opinions and feelings.
- ◆ Explain to the children that Paul Klee used to explore different colours and geometric shapes in his paintings. Then ask what colours and geometric shapes are used in this painting. Revise what they have learnt in the unit and ask them to answer in English.
- ◆ Say *Let's learn more about Paul Klee!*, encouraging them to open their mini-books and look at Klee's lifeline to learn more about him.
- ◆ Point to each image, read the information, and explain to the children what each image portrays about the life of Paul Klee.
- ◆ Ask the students to review the information at the beginning of the activity. Ask *What was Paul Klee's profession? (He was a painter.)* Point to the painter's image, say *painter* and ask them to repeat. Then say, *Paul Klee was a painter.*
- ◆ Ask students to look at the picture of the baby and ask *When was Paul Klee born? (December 18th, 1879); Where was he born? (In Switzerland.)* Mention that Switzerland is a country located in Europe. If possible, use a map and show the location of Switzerland so that the children see where the painter was from (and that he did not live in the same country as the students).
- ◆ Point to Senecio painting and mention that this is a Paul Klee's 1922 painting. Read the sentence referring to it and explain that Paul Klee was very fond of using geometric shapes in his works and that this painting specifically shows the face of a man.
- ◆ Point to the picture of the cat and ask *What is the animal? (A cat.)* Explain that Paul Klee was very fond of cats and that he included them in several paintings.
- ◆ Finally, point to the last image and say that the artist lived until 1940.
- ◆ Mention that Paul Klee chose painting as a way of express what he felt and thought. Ask students if they also like to express themselves in some way, whether through art (drawing, writing, music, etc.).
- ◆ Tell the students that there are many ways to express what we think and we feel and that art allows us to expose our feelings and thoughts about the world.
- ◆ Finally, invite the students to glue their mini-books onto on the empty space on their books, on page 46.



ADDITIONAL INFORMATION

Paul Klee was a well-known painter in the 20th century. He was born in the Swiss city of Münchenbuchsee on December 18th, 1879 and, from an early age, he showed an aptitude for art. In 1898, he entered the Academy of Fine Arts, where he excelled in drawing and joined his friends Wassily Kandinsky and Franz Marc to compose an expressionism artistic group. He transitioned between important artistic movements, so that his works are situated between Surrealism, Cubism, Futurism, Abstractionism and Expressionism.

Along with friend Kandinsky, Klee was a professor at the Bauhaus School of Arts, a German school of applied arts, especially plastic art, architecture and design, and which influenced modern art and esthetics.

During World War I, Paul Klee had to join the German Army and his art-making production was interrupted. As soon as the war ended, he succeeded in selling his works; however, he had to stop his artistic production in the 1930s, when Nazism spread across Europe and pursued artists whose works did not fit into the Nazi ideology.

In 1930, the Academy of Arts in Düsseldorf offered him a position that he, a year later, ended up accepting. However, few days before his family moved to Düsseldorf, Klee was fired from the Academy of Arts after the Nazis took over the management of the school.

After realising that he had no future in Germany under the power of the Nazis, Klee left the country in December 1933 and moved to Switzerland. The artist died in 1940, diagnosed with a degenerative disease.

Based on <<https://www.thegreatcat.org/the-cat-in-art-and-photos-2/cats-in-art-20th-century/paul-klee/>> and <<http://www.typografos.net/bauhaus/klee.html>>. Accessed on October, 2022.

2. Think and tick.

- ◆ Extend the discussion from the previous activity. Encourage students to talk about whether they like art and why (personal answers).
- ◆ Mention that there are different forms of artistic expression and that painting is just one of them. We can also express ourselves in other ways. Ask them to give examples (suggested answers: music, writing, dancing, etc.).
- ◆ Ask the children if they have seen any work of art and where. Ask them to explain what these works of art made them feel and how the experience of observing them was (if they liked it, if they learnt something and what). Mention that from art, we can learn about the artists and also about the period in which they lived (what motivated them to compose their art, for example).

- ◆ Explain that there are several places where art is present. We do not necessarily need to go to a museum to enjoy it. For example, we can observe it in streets, at school, in means of transport, on TV programmes, on social networks, etc.
- ◆ Ask the children to tick the images that represent places where they have already seen a work of art or exhibition.

3. Look and draw.

- ◆ Encourage the students to look at the images, identifying the geometric shapes in each one and draw them on the right space.
- ◆ To illustrate the activity, draw a simple picture with geometric shapes on the board (a face, for example) and ask the class which geometric shapes can be observed. Draw a box next to your picture and reproduce the mentioned geometric shapes for them. Explain that in the activity, students will follow the same procedure. They must observe the real pictures and draw the geometric shapes present in them.
- ◆ Ask for volunteers to go to the board and have them draw the shapes that appear on each image. Ask them to point in each image where they can see them. The class can help them.
- ◆ Once each question is answered, explain them what the images are about (1. Paul Klee museum illuminated in the evening; 2. A house that was once the home of Paul Klee; 3. An image inspired by the art of Paul Klee and with a blurring effect; 4. A mural made in honour of Paul Klee in Germany).
- ◆ Resume the discussion from the previous activity and mention that art can also be present in our daily lives without us having to go to a museum. For example, in the images from activity 3 we see that architecture is also an artistic expression.



ADDITIONAL INFORMATION

PAUL KLEE MUSEUM

It opened in 2005 in Bern, Switzerland. The Zentrum Paul Klee is dedicated to the life and work of Paul Klee (1879-1940). The museum has got the largest collection of Klee works in the world. It has got an architecture composed of waves, whose design was created by Italian architect Renzo Piano. In addition to art exhibitions, the museum has also got a platform for music, theatre, dance and literature.

Based on <<https://www.myswitzerland.com/en/experiences/zentrum-paul-klee/>>. Accessed on October, 2022.

4. Draw and say.

- ◆ This activity requires the use of different materials. Ask the children to bring coloured pencils, markers, glue, papers of different colours and scissors.
- ◆ Allow them to work freely, by using these materials the way they wish to compose a work of art. Ask them to make a collage, painting or drawing and to use geometric shapes to express something they feel, think or like.
- ◆ Monitor the activity and assist the children if needed.
- ◆ At the end of the activity, ask the students to share their productions and explain what their work represents. Encourage them to use the vocabulary they have learnt to talk about shapes and colours.
- ◆ Mention that each one may choose different shapes to express themselves and that each work of art is

unique, because it represents different aspects in different ways.

- ◆ Art allows us to express what we think or feel. For example, each student compose something different in this activity because it represents a personal thought or emotion.
- ◆ Talk about the importance of appreciating art as entertainment as well as as a means of conveying information. Explain that each artist demonstrates in his / her art what he / she thinks or feels in relation to the context in which he / she lives. Because of this, there are different artistic movements and works of art with different characteristics. If you wish, read the additional information box about Paul Klee to the children to exemplify these facts.

5

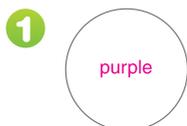
COLOURS AND SHAPES

37 **1** LOOK, LISTEN AND SAY.

38 **2** LISTEN AND SAY.



39 **3** LISTEN, COLOUR AND SAY.



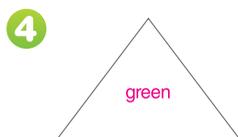
CIRCLE



RECTANGLE



SQUARE



TRIANGLE



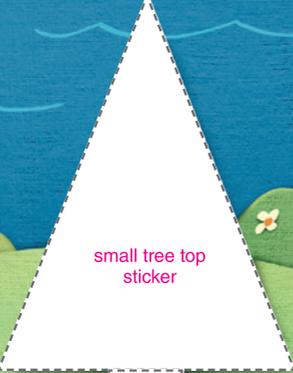
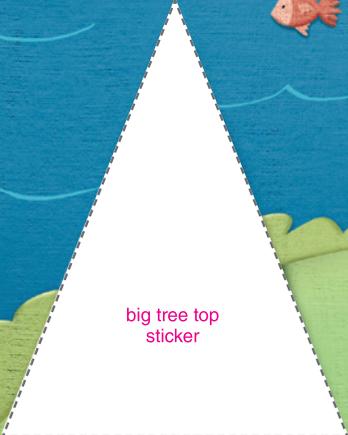
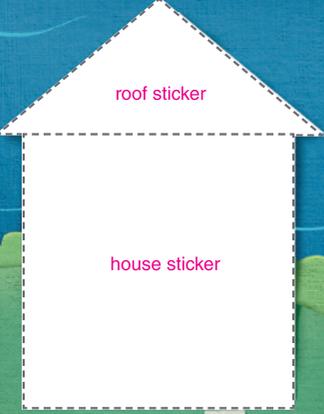


WHAT
COLOUR IS
THE TRIANGLE?

LET'S SEE.
IT'S BLUE.

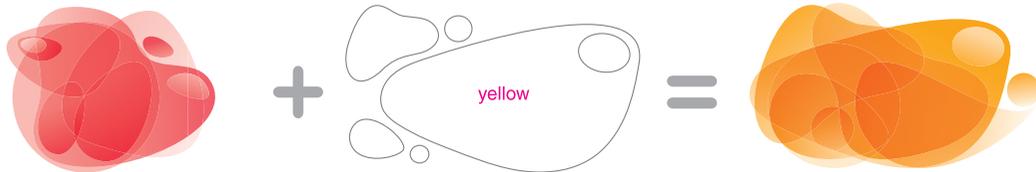
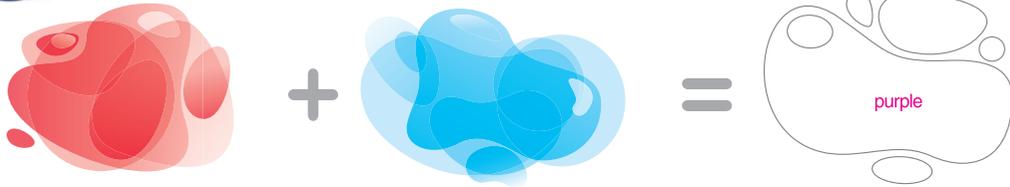
UNIT 5

4 STICK AND SAY.

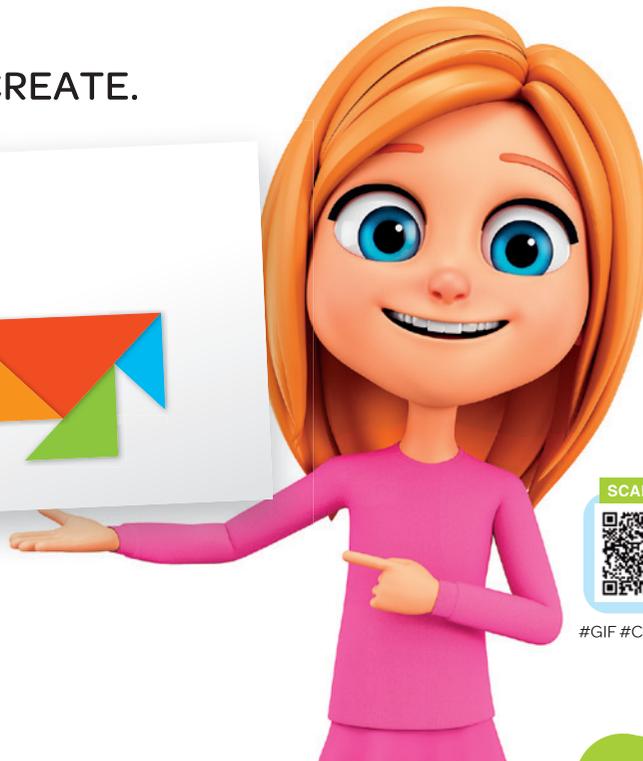




40 **5** LET'S SING AND COLOUR!



6 CUT OUT AND CREATE.



#GIF #COLOURS

UNIT 5

41 **7** LISTEN AND NUMBER.

A 3



B 1



C 4



D 2



42 **8** LISTEN AND TALK.

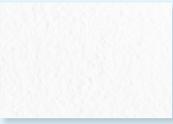
WHAT'S YOUR FAVOURITE COLOUR?



IT'S BLUE.



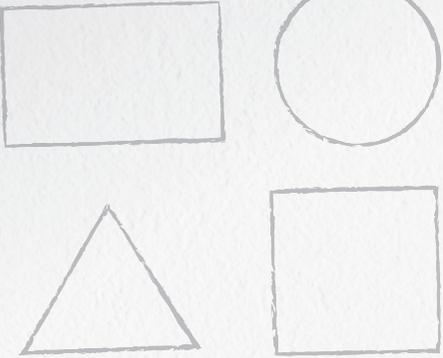
43 **9** LISTEN AND TICK.

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

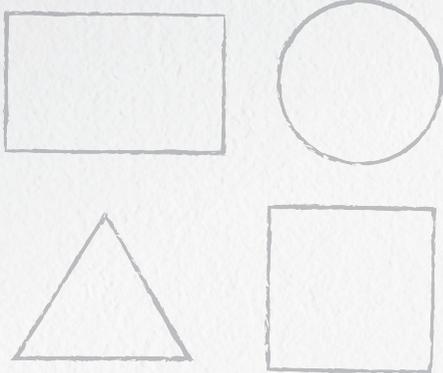
10 COLOUR AND TALK.

Student's own answer.

ME



MY FRIEND



WORKBOOK

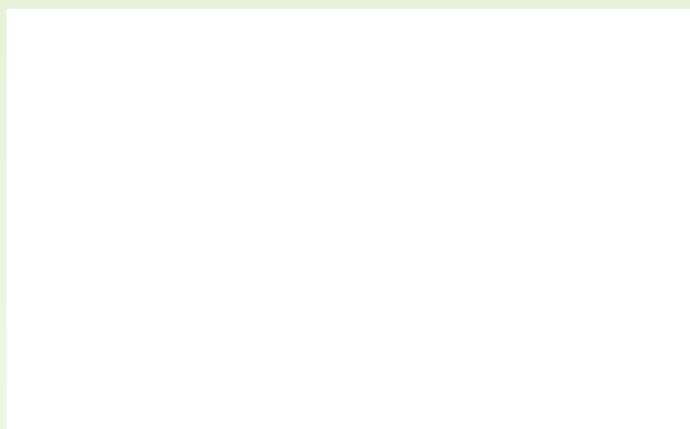
PAGES 97 AND 98

CLIL



COLOURS AND SHAPES (ART)

1 CUT OUT, LOOK AND LEARN.



2 THINK AND TICK.

Student's own answer.



1

UNDERGROUND STATION



2

PARK



3

STREET



4

BEACH

3 LOOK AND DRAW.



1

PAUL KLEE MUSEUM

drawing of wavy lines



2

PAUL KLEE'S HOUSE

drawing of rectangles



3

ART IN PAUL KLEE'S STYLE

drawing of circles



4

MURAL IN HONOUR OF PAUL KLEE

drawing of rectangles, squares and triangles

4 DRAW AND SAY.

Student's own answer.



NAME: _____

CLASS: _____

1 EXPLORE AND COMPLETE.

Student's own answer.

SHAPE	✓	✗	HOW MANY?
			
			
			
			



2 TICK THE ODD ONE OUT.

1



A



B



C



D

2



A



B



C



D

3



A



B



C



D

WORKBOOK

3 COMPLETE, LOOK AND CIRCLE.



1

A PURPLE
B YELLOW



2

A BLUE
B BLACK



3

A GREEN
B ORANGE



4

A WHITE
B RED



5

A YELLOW
B BLUE



6

A GREEN
B BROWN

4 DRAW 😊 OR ☹️.

Student's own answer.



Objetives: talk about school objects; borrow and lend school objects

Vocabulary: *book, crayon, eraser, notebook, pen, pencil, schoolbag*

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

Workbook: pages 99 and 100

WARM-UP

- ◆ Hold a pencil and ask the children if they already know how to refer to this object in English.
- ◆ Follow the same procedure with other school items to check whether the children know what these objects are called in English.
- ◆ Finally, encourage them to tick, on page 87, all the school objects they carry in their schoolbags.

Pages 48 and 49

1. Look, listen and say.

- ◆ Explore the scene with the children, asking where they think Sophia and Jack are and what they are doing (personal answers).
- ◆ Then ask *Do you usually lend school items to classmates?* Encourage the children to give examples of times when they needed to borrow something.
- ◆ Ask them to cover the speech bubbles and listen to what Sophia and Jack are saying.
- ◆ Play audio track 44 and make sure everyone has identified that Sophia is telling Jack she needs a pencil.
- ◆ Verify that students know the meaning of the verb *need*. Explain to them the meaning of *thank you* by asking for a object item to a student and thanking him or her afterwards.
- ◆ Encourage the student to say *Here you are* when delivering the item to you.
- ◆ Play track 44 again and ask them to find the speech bubbles to match the dialogue in the book.
- ◆ Finally, talk to the children about the importance of taking good care of school objects and preserving them.

44

AUDIOSCRIPT

Sophia: *I need a pencil, please.*

Jack: *Here you are.*

Sophia: *Thank you.*

2. Listen and say.

- ◆ Ask the children to look at the pictures of school objects.
- ◆ Play audio track 45 pausing after each word and asking the children to repeat.
- ◆ Repeat this procedure till you check the children have learnt the correct pronunciation of the words.

45

AUDIOSCRIPT

a book; a crayon; an eraser; a notebook; a pen; a pencil; a schoolbag

3. Listen and number.

- ◆ Ask students to look at the school items. Tell them that they should pay attention to the order in which the names of these objects are mentioned.
- ◆ Play audio track 46 and have the children number the objects in the order in which they are mentioned.
- ◆ Play track 46 again to check the answers with the class.
- ◆ Draw the students attention to the fact that although the article *a* is used before *book, crayon, notebook, pen, pencil* and *schoolbag*, we use the article *an* before *eraser*. Avoid going into details of grammatical rules at this stage of the learning process.

46

AUDIOSCRIPT

1 A: *I need a schoolbag, please. B:* *Here you are. A:* *Thank you.*

2 A: *I need a pencil, please. B:* *Here you are. A:* *Thank you.*

3 A: *I need an eraser, please. B:* *Here you are. A:* *Thank you.*

4 A: *I need a blue pen, please. B:* *Here you are. A:* *Thank you.*

A
B
C

EXTRA VOCABULARY

coloured pencil	pencil sharpener
computer	photo
glue	poster
marker	ruler
pencil case	scissors

Page 50

4. Listen and tick.

- ◆ Review the names of school items with the class, asking to describe the content of one of the schoolbags.
- ◆ Play audio track 47 and ask students to tick the picture of the schoolbag whose content is described.
- ◆ Play track 47 again to correct the answer with the children.

47

AUDIOSCRIPT

One notebook, two books, one green pen, one blue pen, eight crayons, one eraser.

SETTING THE PACE



Review the names of school objects with the class, asking the children to describe the content of all schoolbags.

Play track 47, pause after each item is mentioned and ask students to circle it in the images in which it appears.

Play track 47 again, without pauses, and ask students which schoolbag contains all the items described.

5. Draw and say.

- ◆ Draw students' attention to the image of the table. Introduce the term *table* if they do not know it.
- ◆ Explain to them that they should draw their own school items on top of this table.
- ◆ Then ask them to work in pairs and describe their drawings to their classmates.

SETTING THE PACE



After organising students into pairs, ask them to interchange their books and leave their desks empty.

Explain that they should describe each item they have drawn and, for each item, their classmates must take the item that was described and place it on top of their desk. At the end, ask them to compare the objects on top of the desks with the drawings.

Page 51

6. Listen, find and circle.

- ◆ Lead the children into looking at the picture, asking how many children there are in the classroom (eleven).

- ◆ Then ask them to name the school items that appear in the picture (book, crayon, eraser, notebook, pen, pencil, schoolbag).
- ◆ Explain to them that they will listen to the description of some school items.
- ◆ Play audio track 48 and ask them to find the items described in the picture and circle them.
- ◆ If necessary, pause after each item so that the children have more time to find and circle the items.

48

AUDIOSCRIPT

1 an orange eraser; 2 five pencils; 3 two green schoolbags; 4 three black pens; 5 one purple notebook; 6 four brown books; 7 two blue crayons.

Page 52

7. Let's sing!

- ◆ Tell the children that they are going to sing a lively song called *School Time*, which talks about school objects and numbers 1 to 10.
- ◆ Direct students' attention to the lyrics on page 75, read the verses of the song slowly and ask the students to repeat them.
- ◆ Play audio track 49, encouraging the class to sing along with you. You can use the karaoke version of the song to do this.

49

AUDIOSCRIPT

*One, two, three,
Book, pencil, crayons,
Four, five, six,
Eraser, notebook, pen,
Seven, eight, nine,
And ten! Thank you!
Let's start again!*

8. Listen and match.

- ◆ Encourage the students to explore activity 8 and tell them that the children in the pictures need some school items.
- ◆ Explain that they will listen to what each child needs.
- ◆ Play audio track 50 pausing after each sentence.
- ◆ Play track 50 again, pausing after each line and checking the students' answers.

50

AUDIOSCRIPT

*1 I need a notebook, please. 2 I need a pencil, please.
3 I need an eraser, please. 4 I need four crayons, please.*

Page 53

9. Look, listen and say.

- ◆ Encourage the students to explore the picture, asking where they think the children in the image are and what they are talking about.
- ◆ Organise the students into pairs and explain to them that they will practise the same dialogue.
- ◆ Play audio track 51 and ask students to repeat the dialogue: one child plays one role and the other plays the other role.
- ◆ Play track 51 again and ask them to swap roles.
- ◆ If you wish to reinforce oral practice, play the track once more and invite the whole class to repeat the lines of both children.

51

AUDIOSCRIPT

A: *I need a crayon, please.*

B: *Here you are.*

A: *Thank you.*

10. Talk and stick.

- ◆ Organise the students into pairs (student A and student B) and explain to them that they must fill the schoolbags with the stickers of school objects on page 122, with the help of a classmate.
- ◆ Instruct them to use the dialogue from Activity 9 as a template. Student A tells student B that he / she needs an item: *I need (a pencil), please.* Student B finds the correct sticker and hands it to student A, saying *Here you are*; student A, in turn, places the sticker on the picture of the schoolbag and thanks his / her classmate for his / her help, saying *Thank you.*
- ◆ Next, ask the children to swap roles and continue working in this way until both schoolbags are complete.



EXTRA ACTIVITY

Divide the class into four groups. Ask the children to choose a name for their groups and then draw a chart on the board to write the points each group obtains in the competition. Practise the dialogue: *I need a/an..., Here you are!* with the children. Explain that you will ask for a school item using the expression: *I need a/an...* and the children will have to work in groups and bring you the item requested.

The first group to hand in a requested item and say *Here you are!* gets a point. If the child does not utter this expression, his / her group will not get a point.

You can make the exercise more challenging by adding colours or numbers to the request. For example: *I need a red crayon* or *I need two books*. You can also give an example so that the children understand the structure of the question.

WORKBOOK

Now that you have finished teaching this unit, it is advisable to turn to the Workbook activities on pages 99-100. In the Workbook section, students will revise all the vocabulary and key structures learnt in the unit. You may assign these exercises as homework.

Pages 54 and 55

REVIEW 5 & 6

1. Listen and tick.

- ◆ Draw students' attention to the four sets of colours. Encourage the children to describe them: 1 purple, pink, green; 2 black, blue, brown; 3 yellow, white, orange; 4 red, green, black.
- ◆ Explain to them that they will listen to four children saying what their favourite colours are.
- ◆ Play audio track 52 and ask the students to tick the correct box.

52

AUDIOSCRIPT

1 A: *What's your favourite colour?* B: *It's purple. I love it!*

2 A: *What's your favourite colour?* B: *It's brown.* 3 A: *What's your favourite colour?* B: *It's orange. I love orange juice.* 4

A: *And what's your favourite colour?* B: *It's red.*

2. Look, think and stick.

- ◆ Ask the children to look at the sequences and take advantage of this opportunity to review the vocabulary: colours and geometric shapes.
- ◆ Then ask which colourful shape they think completes each of the sequences. Encourage them to explain why. They are expected to realise that there is a logic sequence in each row.
- ◆ Ask them to place the stickers of the coloured shapes on page 122 to complete each sequence. Explain that not all the stickers will be used.
- ◆ Walk around the classroom during the activity to monitor the students' performance.

SETTING THE PACE



After the students place the stickers, they should get together in pairs and ask and answer about the colourful shape they placed on each item. Ask for a volunteer to exemplify the dialogue:

A: *What's number (one)?* **B:** *It's a (circle).*

A: *What colour is the (circle)?* **B:** *It's (purple).*



EXTRA ACTIVITY

Tell the children that they will practise dictation. Ask them to take coloured pencils and explain that you will dictate the name of a geometric shape and its colour and they should draw it and colour it. Examples: *a green rectangle, a purple circle, a yellow square, a blue triangle.*

3. Listen and circle

- ◆ Explain to the students that they will listen to three dialogues of children borrowing an object from a classmate.
- ◆ Play audio track 53 and ask the students to circle the option that represents the mentioned items.
- ◆ To correct, ask volunteers to share their answers with the rest of the class and write them down on the board.

53

AUDIOSCRIPT

1 A: *I need a green crayon, please.* **B:** *Here you are.* **A:** *Thank you.* **2 A:** *I need a schoolbag, please.* **B:** *Here you are.* **A:** *Thank you.* **3 A:** *I need two pencils, please.* **B:** *Here you are.* **A:** *Thank you.*

SETTING THE PACE



Before playing track 53, ask students to name all the school items in each set, paying attention to the fact that they should use the plural form for the objects of the last set (**1** a pen, an eraser, a crayon; **2** a notebook, a book, a schoolbag; **3** pens, pencils, crayons). Have the students work in pairs and review the dialogue that they learnt to borrow an item. Ask them to practise the dialogue using an item they choose from each set. After practising the dialogue, play track 53, pausing after each item so that the children have time to circle the correct option. Play track 53 again to check students' answers.

4. Play and guess.

- ◆ Have students work in pairs. Explain to them that a member of the pair should keep his / her eyes closed and keep their open hands extended in front of the body, as represented in the picture, while saying which school object he / she needs: *I need (a pencil).*
- ◆ Next, the classmate must give him / her an item, which may or may not be what was requested, saying *Here you are.*
- ◆ The student who has his / her eyes closed must identify whether or not the object is the one he / she asked for, without looking at it. If it is the right object, he / she should say *Thank you.* If not, he / she must say which object he / she believes it to be: *Oops, it's (a book)!*
- ◆ Ask them to swap roles after a few rounds.

6

MY SCHOOLBAG



I NEED
A PENCIL,
PLEASE.

THANK YOU.



HERE
YOU ARE.





44 **1** LOOK, LISTEN AND SAY.

45 **2** LISTEN AND SAY.



A BOOK



A PEN



A PENCIL



A CRAYON



AN ERASER



A NOTEBOOK



A SCHOOLBAG

46 **3** LISTEN AND NUMBER.

A 1



B 3



C 4



D 2



UNIT 6

47 4 LISTEN AND TICK.

1



2

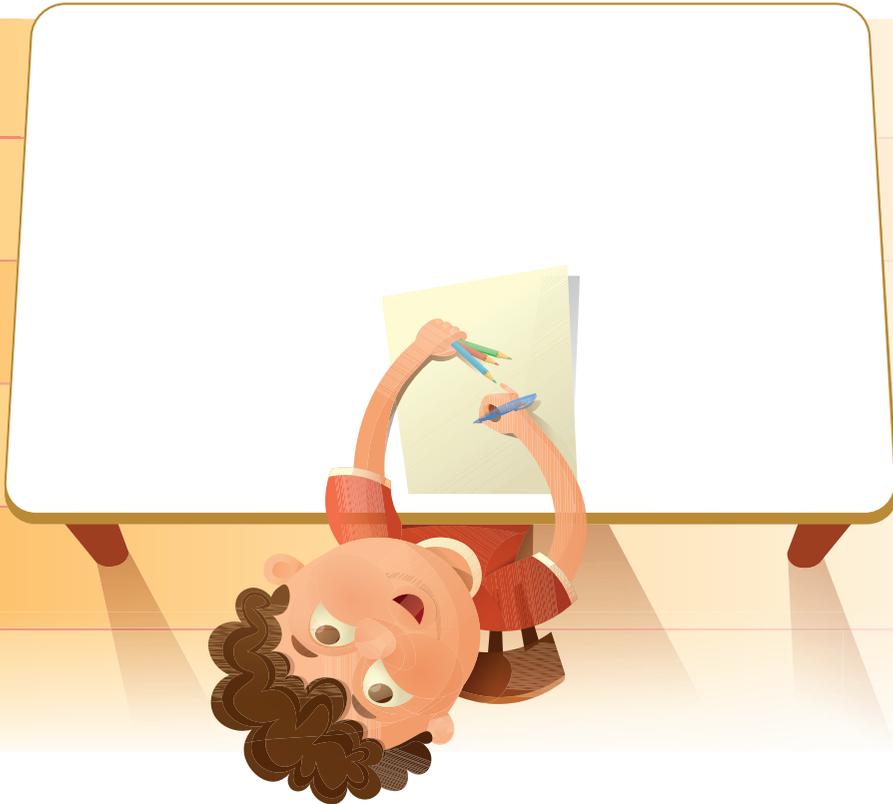


3

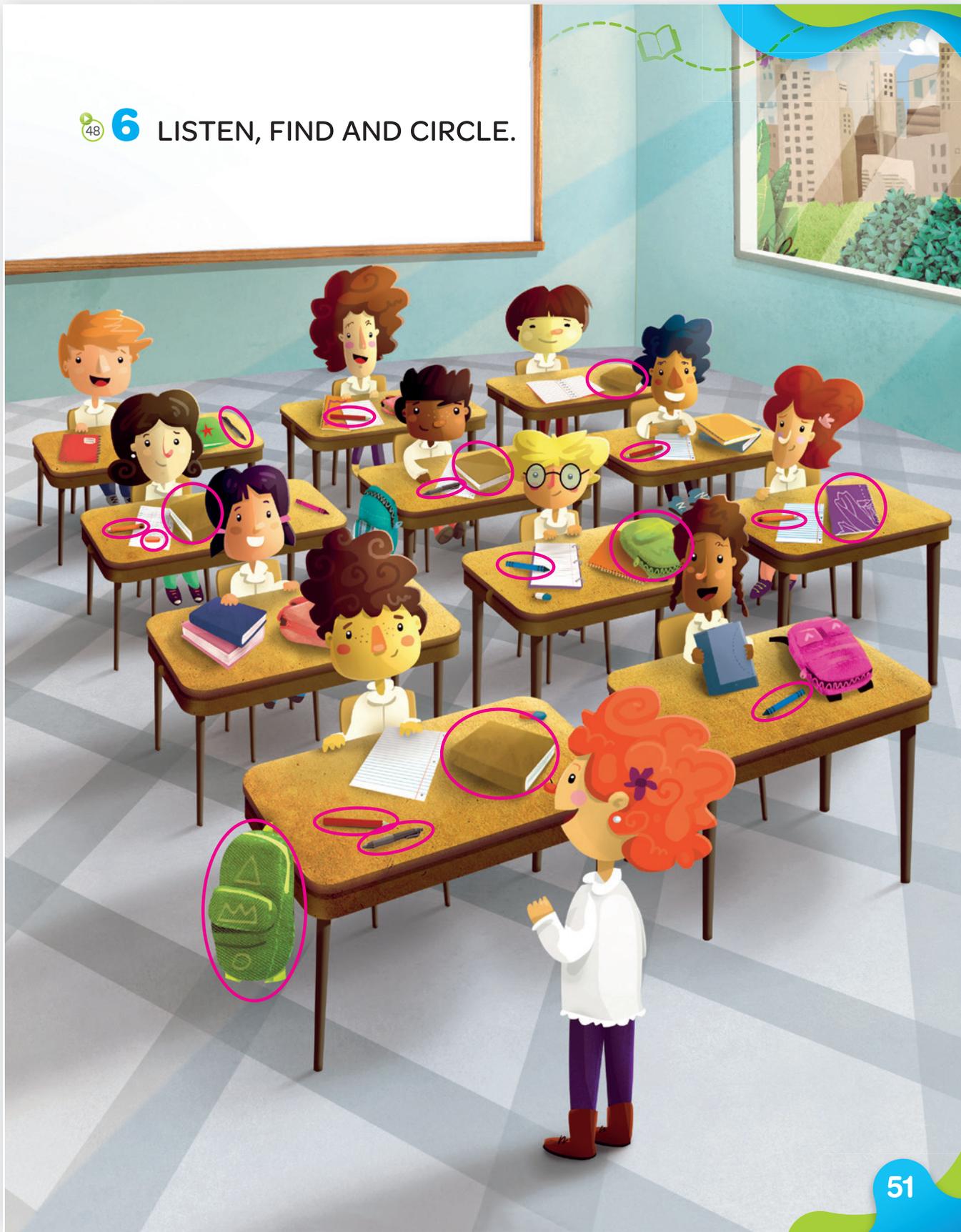


5 DRAW AND SAY.

Student's own answer.



48 **6** LISTEN, FIND AND CIRCLE.



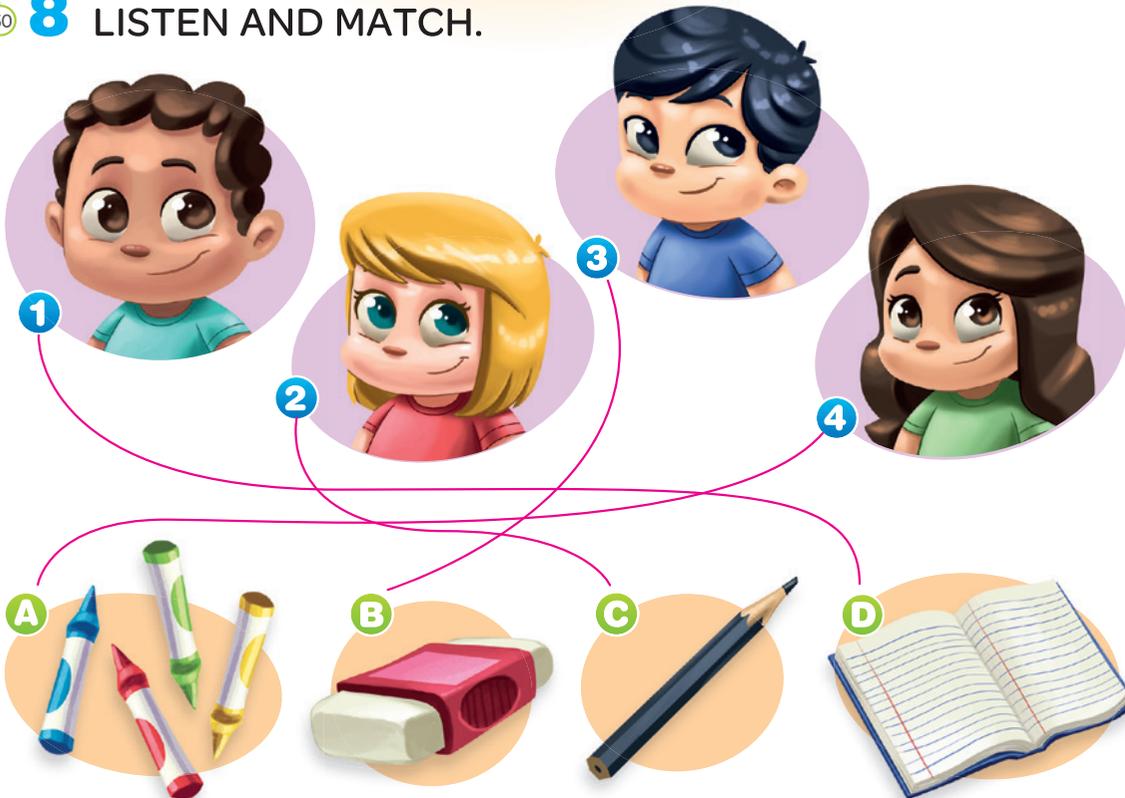
UNIT 6



49 7 LET'S SING!



50 8 LISTEN AND MATCH.



51 **9** LOOK, LISTEN AND SAY.

I NEED A
CRAYON, PLEASE.

HERE YOU ARE.

THANK YOU.



10 TALK AND STICK.



WORKBOOK
PAGES 99 AND 100

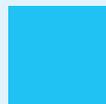
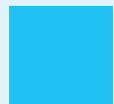


REVIEW 5&6

1 LISTEN AND TICK.

- 1 A  B  C 
- 2 A  B  C 
- 3 A  B  C 
- 4 A  B  C 

2 LOOK, THINK AND STICK.

- 1      purple circle sticker
- 2      red square sticker
- 3      blue square sticker
- 4      yellow triangle sticker

53 **3** LISTEN AND CIRCLE.

1 A  B  C 

2 A  B  C 

3 A  B  C 

4 PLAY AND GUESS.





NAME: _____

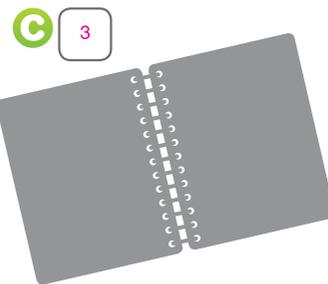
CLASS: _____

1 LOOK AND MATCH.

2 FIND AND CIRCLE THE DIFFERENCES.

WORKBOOK

3 LOOK AND NUMBER.



4 LOOK AND COMPLETE.

1 C R A Y O N

2 P E N C I L

3 E R A S E R

4 S C H O O L B A G

5 N O T E B O O K

UNIT 7 MY BODY

Objectives: identify body parts; describe quantity in relation to body parts; use simple commands related to the use of body parts

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

Language Content: *Move your (arms)! Touch your (head)! I have got (two)(legs) and (one)(nose).*

Digital Content: interactive infographic that shows different dances around the world to delve into the CLIL section

Workbook: pages 101 and 102

CLIL: Physical Education – dance. Identify the constitutive elements of dance (rhythm, space, body and action) in the community and regional context, valuing and respecting the manifestations of different cultures.

WARM-UP

- ◆ Check prior knowledge of the class about body parts.
- ◆ Ask the children if they know the song *Head, Shoulders, Knees and Toes*. If they know the lyrics, ask some of them to show the choreography and tell the class to follow along. If they don't know the choreography, teach them the movements using an online video or a version of the recorded song.
- ◆ Finally, encourage them to trace and colour their hands on page 88.

Pages 56 and 57

1. Look, listen and say.

- ◆ Draw the students' attention to the scene on pages 56 and 57. Teach them the word *robot*. Ask them whether they have ever played with a robot.
- ◆ Ask them to describe what they think Emily, Webby, Jack and Sophia are doing.
- ◆ Have students cover the speech bubbles and play audio track 54. Ask *What kind of instruction are Jack and Webby giving to the robot?* (Instructions for the robot to move and touch its body parts.)
- ◆ Play track 54 again and ask the children to find the speech bubbles that match the dialogue in the book.

54

AUDIOSCRIPT

Jack: *Move your arms!*

Webby: *Touch your head!*

2. Listen and say.

- ◆ Ask the children to look at the picture of the robot again.
- ◆ Play audio track 55, pointing at the robot's parts of the body.

- ◆ Play track 55 again, pausing after each word. Ask the students to repeat the words and point at the same parts of the body in their books.
- ◆ Repeat the procedure till you make sure the children have learnt the correct pronunciation of the words.

55

AUDIOSCRIPT

arms; ears; eyes; feet; hands; head; legs; mouth; nose

3. Listen and tick.

- ◆ Play audio track 56 and ask students to tick the body parts mentioned.
- ◆ Play track 56 again, pausing after each sentence. Ask the children to repeat each phrase and point to each instruction.

56

AUDIOSCRIPT

1 *Touch your feet.* **2** *Move your legs.* **3** *Touch your nose.*

A^B
C

EXTRA VOCABULARY

elbow	teeth
finger	toe
foot	tongue
knee	tooth
shoulder	

Page 58

4. Stick and say.

- ◆ Tell the children that they will now put a robot together.

- ◆ Lead them into looking at the picture and identifying which parts of the robot's body are missing.
- ◆ Ask them to use the stickers that correspond to Unit 7 on page 123 of the book.
- ◆ Explain that there are different options of stickers for each part of the body so they can choose the ones they like best.
- ◆ Encourage them to say the name of each body part before sticking them.
- ◆ Finally, ask them to work in pairs and say the number of each part of the robot's body.



EXTRA ACTIVITY

Organise the sitting arrangement of the whole class in a circle. Choose a child to start the game. Explain that the first child must say the name of a part of the body and point at it in his / her own body. The child to his / her right, must point at the same body part, say its name, add another one and say its name aloud. After this, the child to the right repeats the parts of the body mentioned by his / her classmates, pointing at them and then adds another part of the body, names it, points at it and so on and so forth. For example, child A says *head* and points at his head; child B says *head, leg* and points at his / her head and leg; child C says *head, leg, mouth* and points at his / her head, leg and mouth. The idea is that as each child adds a part of the body to the sequence the task becomes more and more difficult till it becomes impossible to carry it out.

Start a new round every time a child makes two mistakes in a sequence. Each sequence must be started by a different child.

Page 59

5. Listen and circle ✓ or ✗.

- ◆ Explore the pictures with the children. Teach them the word *toys* in English.
- ◆ Explain to them that they will listen to a description of the colours and the body parts of each toy.
- ◆ Play audio track 57 and ask students to circle ✓ if the descriptions match the picture, or ✗ if they do not.



AUDIOSCRIPT

1 *blue mouth and purple nose; 2 green arms and green legs; 3 yellow hands and black eyes; 4 purple arms and brown ears*

6. Listen and number.

- ◆ Explore the images with the class. Ask what the kids are doing (they are dancing / exercising).
- ◆ Explain that each child or group of children is following an instruction to move.
- ◆ Play audio track 58 and ask the children to number the images according to the order in which the instructions are mentioned.

58

AUDIOSCRIPT

1 *Move your hands. 2 Touch your head. 3 Move your arms. 4 Touch your feet.*

Page 60

7. Let's sing and move!

- ◆ Tell the children that they will sing a song called *Cyber, the Robot*.
- ◆ Direct students' attention to the lyrics on page 76, read each verse and ask the children to repeat after you.
- ◆ Play audio track 59 and lead the children into singing the song and dancing to its music.
- ◆ Encourage the children to dance as if they were robots moving the parts of the body whenever they are mentioned in the song. Finally, play the karaoke version of the song and have students sing along.

59

AUDIOSCRIPT

*Two eyes, one nose,
This is my friend Cyber!
Hello, Cyber!*

*Move your arms like a robot,
Move your legs like a robot,
This is my friend Cyber!
Hello, Cyber!*

*Two arms, two ears,
This is my friend Cyber!
Hello, Cyber!*

*Move your arms like a robot,
Move your legs like a robot,
This is my friend Cyber!
Hello, Cyber!*

*Two legs and one mouth,
This is my friend Cyber!
Hello, Cyber!
Hello, friend!*

SETTING THE PACE



Before playing the audio, read the lyrics of the song slowly and ask the children to repeat after you.

Make sure everyone understands the verses before playing the audio and ask them to follow the commands.

8. Play "Simon Says".

- ◆ Draw students' attention to the picture and ask what the children are doing (they are touching their ears).
- ◆ Organise the class into small groups to play *Simon Says*. Check whether they already know the game.
- ◆ Explain that one of the members of each group must be the "master" who gives the commands. The others must perform the actions mentioned whenever the master starts the command with the expression *Simon says...* If this expression is not used, the command should not be followed by the children.
- ◆ The child who performs the action of a command that was not preceded by *Simon says...* loses and must leave the group. The last child to leave the group is the winner and becomes the master of the next round.
- ◆ Draw the students' attention to the QR code on the page. They can do this activity at home, with their families, as they will need their parents or tutors' mobile devices. Remind the children that when they see this icon, they can scan the code with a mobile phone or tablet and look for extra information. In this case, the children will find an interactive infographic that shows different dances around the world. The purpose of this activity is to reinforce the vocabulary in the unit and expand the students' world.

SETTING THE PACE



After a few rounds of the game, instruct the masters of each group to accelerate the commands, talking faster and faster and waiting less time to give the next command.



Before the students start playing the game in groups, act as the master of the whole class and give very simple commands to check understanding. This can be done until everyone has become familiar with the dynamics of the game.

Page 61

9. Listen and say.

- ◆ Encourage the students to explore the picture, asking where they think the children in the image are and what they are talking about.
- ◆ Have students work in pairs. Explain that they will practise a dialogue.
- ◆ Play audio track 60 and ask the children to repeat in a way that one student reads the speech of a child and another student reads the speech of the other.
- ◆ Make sure the students understand that the children are pretending to be robots.
- ◆ Play track 60 again and ask the students to swap 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.

60

AUDIOSCRIPT

A: *I have got one nose, five eyes, four arms, three feet and three legs!*

B: *I have got two legs, two feet, one ear and three eyes.*

10. Draw and talk.

- ◆ Have students design their own robots and include different characteristics from conventional robots.
- ◆ When everyone has finished their drawings, organise the class in small groups and ask the students to show their robots to their classmates.
- ◆ Tell the students to describe the body they have drawn as if they were the robot, using the dialogue pattern in activity 9.

SETTING THE PACE



When the children finish the activity, collect all the drawings and redistribute them randomly, so that all the students get different drawings belonging to other classmates. Rearrange them into groups and ask them to do, with the classmate's drawing, the same as they did with their own drawings: describe the body as if they were the robots. Repeat the procedure as many times as possible.



EXTRA ACTIVITY

Carry out this project together with the Art teacher, asking the children to bring the following materials in advance: magazine clippings with pictures of parts of the face; skeins or wool scraps of different colours; round-ended scissors; white glue; pens of different colours; gouache paint of different colours; plastic cups; brushes. On a sheet of A4 paper, draw the outline of the face of a person and make copies of this drawing (at least one copy for each child). On the day of the activity, ask the children to give you the magazine clippings and wool. Sort magazine clippings by type (eyes, mouth and nose) and sort the wool by colour. Put the materials in a place where all children can access them. Hand out a copy of the face outline to each child.

Ask them to choose, from all the clippings, the parts of the face that they consider more similar to their own features and paste them on the drawn face, making a self-portrait. Then, ask the children to glue the wool as if it were the hair. Finally, encourage them to use gouache paint, brushes and pens to freely create a background and a frame for the self-portrait. Ask them to identify the self-portrait by writing their own name at top of page: *I'm _____*.

Assign a place in the classroom for the children to display their productions. If it is possible, organise an exhibition at the school with the produced self-portraits.

WORKBOOK

Now that you have finished teaching this unit, it is advisable to turn to the Workbook activities on pages 101-102. In the Workbook section, students will revise all the vocabulary and key structures learnt in the unit. You may assign these exercises as homework.

Pages 62 and 63

CLIL – DANCE (PHYSICAL EDUCATION)

1. Look, listen and number.

- ◆ The purpose of this activity is to allow the children to get to know dance rhythms from different cultural contexts. For this, they must look at the pictures of dance performances and identify which ones belong to the rhythms they have listened to.
- ◆ Before playing audio track 61, encourage the children to look at the pictures, asking what they see in each one. Read the names of the dances and ask them to identify the places of origin. Point to the images and ask about the clothing (traditional clothing,

costumes, evening wear, etc.) and the context of the dance performance (open / closed venue, if an audience can be seen or not, etc.).

- ◆ Then ask the students to try to predict the type of music played in each dance. They can produce sounds or else give examples of similar songs.
- ◆ Play track 61 and ask the children to match the sound to the picture, considering the previous discussion. At the end of the activity, use additional information to tell the children a little bit more about each dance.

61

AUDIOSCRIPT

- 1 *Kathakali dance*; 2 *Haka dance*; 3 *Viennese waltz*;
4 *Adumu dance*



ADDITIONAL INFORMATION

Haka - Ritualistic dance originated in New Zealand. It was initially used by the Maori tribes, in the battle field and against enemies. However, it has been incorporated in different contexts today, such as Maori celebrations, in tributes and even in sports competitions as a way of intimidating the opponent. The practice has become a true proclamation of the warrior soul of New Zealand, with all its attributes of honour, glory, courage, dignity and physical strength. The movements of this rhythm include violent foot stomping, tongue display, stretching it as far as possible, and rhythmic slaps on the body to accompany a song performed in full voice.

Based on <<https://www.newzealand.com/us/feature/haka/>>. Accessed on October, 2022.

Adumu - Dance performed by Maasai community members, originally from northern Tanzania and southern Kenya. This is a welcoming traditional dance to receive guests, where 15 to 25 year-olds line up, reproducing drumming sounds with their mouths, as they walk dancing around the dwellings until they form a semicircle facing the entrance to the boma, the name given to the set of traditional houses. The voices intensify the beat, to create peak moments in the music and, thus, the play begins: at each peak moment, a member of the dance throws himself into the air, jumping with the lightness of a feather, a metre away from the floor. The ceremony continues until the guest accepts the jumping challenge.

Based on <<https://adumusafaris.com/what-is-adumu/>>. Accessed October, 2022.

Kathakali - Typical dance from Kerala, in southern India. It is an elaborate and secular art form that integrates theatre, dance, music, poetry and history. The execution of this dance is aligned to storytelling and adds a performance that includes actors -dancers, vocalists and musicians. Facial expressions and manual gestures, which relate to music and vocal performance, are features of this dance.

This tradition starts at dusk and continues until dawn (with intervals), and can also last for nights.

Based on <<https://www.culturalindia.net/indian-dance/classical-kathakali>>. Accessed October, 2022.

Waltz - Erudite musical genre, although its origin has been from country music. This rhythm appeared in Austria and Germany, at the beginning 19th century, inspired by dances such as the *minuet* (dance in which couples danced separately) and the *laendler* (German countryside dance). The word *waltz* comes from the German verb *wälzen*, which means to turn or to slide. It is a dance of compound duple time, with a basic step / step / hold pattern, resulting in a lively slip through the hall.

Based on <<https://kids.britannica.com/students/article/waltz/339831>>. Accessed on October, 2022.

2. Look, think and write.

- ◆ The purpose of the activity is for children to analyse other elements of the dances presented in activity 1.
- ◆ Ask them to look at the chart and read the titles of each column. Explain that the first column represents the dances from activity 1 that they should use to complete the chart, the second column represents the objective or what each dance is used for, and the last column shows the most common moves in each dance. Point to each picture and teach vocabulary, if required. In the case of the first dance, point to the picture and ask *Which dance tells a story?* (Kathakali); *How do you know this?* (Possible answer: Because Kathakali is a dance that combines theatre elements.)
- ◆ Then ask the students to identify the dances through features shown in the chart.
- ◆ At the end of the activity, it is important to talk to the children about the importance of respecting different cultural expressions.

3. Find, cut and glue.

- ◆ Encourage the children to work in pairs. Instruct them to research a dance from their culture or a different one. If you feel it is more appropriate, write on the board a list of Argentine dances and from different cultures and ask them to choose an option.

- ◆ Then, ask the students to do some research on their chosen dance style and ask them to find a picture that represents it. They must cut out the picture and paste it on the book. Ask them to find a picture that presents the correct garments and that, preferably, shows some representative movement of the dance. Alternatively, instead of cutting and pasting a picture, students can use the space in the book to draw a picture that represents the dance.
- ◆ Finally, ask the children to explain why they have chosen this dance. You may also ask which information they found about this dance and what they consider interesting.

4. Research and draw.

- ◆ In pairs, ask the children to do research on which the objectives of the dance chosen in activity 3 are or in which contexts it is performed. Ask them to look at the movements which are more common in this dance.
- ◆ Then ask the students to draw a representation of the purpose of the dance and the movements that are used, taking the chart of activity 2 as a model.
- ◆ If necessary, introduce English vocabulary for the children to share their research with the rest of the class.

5. Let's dance!

- ◆ The purpose of this activity is to practise part of what the children have learnt about different typical dances.
- ◆ Ask them to perform a small sample of the chosen dance in activities 3 and 4 using the mentioned movements.
- ◆ If possible, ask them to bring the selected audio from home and guide them to perform with the rhythm of the chosen dance.
- ◆ Remind the children to talk about the context in which the dance is used and other information about how the community uses it.
- ◆ Make sure the class appreciates cultural diversity and understands that there are different expressions, which must be respected.

7

MY BODY

54 **1** LOOK, LISTEN AND SAY.

55 **2** LISTEN AND SAY.

56 **3** LISTEN AND TICK.

A



B



C



D



MOVE YOUR
ARMS!

TOUCH
YOUR
HEAD!





HEAD

EYES

EARS

NOSE

MOUTH

ARMS

HANDS

LEGS

FEET

UNIT 7

4 STICK AND SAY. *Student's own answer.*



57 **5** LISTEN AND CIRCLE ✓ OR X.



58 **6** LISTEN AND NUMBER.



UNIT 7

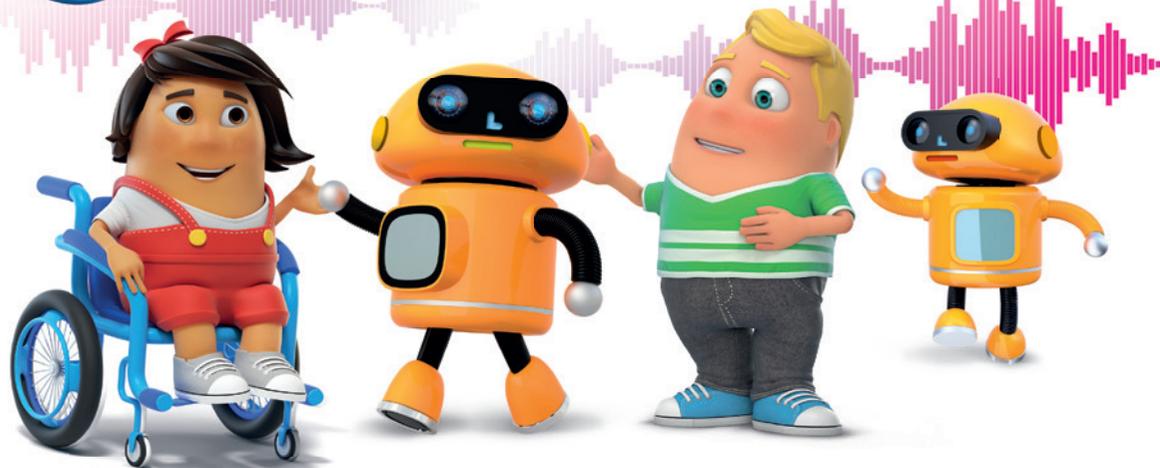


59

7 LET'S SING AND MOVE!



#INFOGRAPHIC
#DANCE



8 PLAY "SIMON SAYS".



60

60 **9** LISTEN AND SAY.

I HAVE GOT
ONE NOSE,
FIVE EYES, FOUR
ARMS, THREE
FEET AND
THREE LEGS!



I HAVE GOT
TWO LEGS,
TWO FEET,
ONE EAR AND
THREE EYES.

10 DRAW AND TALK. *Student's own answer.*

WORKBOOK

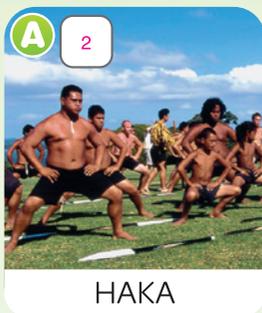
PAGES 101 AND 102

CLIL



DANCE (PHYSICAL EDUCATION)

61 **1** LOOK, LISTEN AND NUMBER.



2 LOOK, THINK AND WRITE.

DANCE	OBJECTIVE	MOVEMENTS
KATHAKALI	TELL STORIES	GESTURES
HAKA	CHALLENGE	STOMP FEET
VIENNESE WALTZ	TAKE PART IN A COMPETITION	ROTATE
ADUMU	WELCOME PEOPLE	JUMP

3 FIND, CUT AND GLUE. *Student's own answer.*



4 RESEARCH AND DRAW. *Student's own answer.*

DANCE	OBJECTIVE	MOVEMENTS

5 LET'S DANCE!

NAME: _____

CLASS: _____

1 COUNT AND WRITE.



A 4 ARMS

E 8 HANDS

B 4 EARS

F 1 LEG

C 3 EYES

G 1 MOUTH

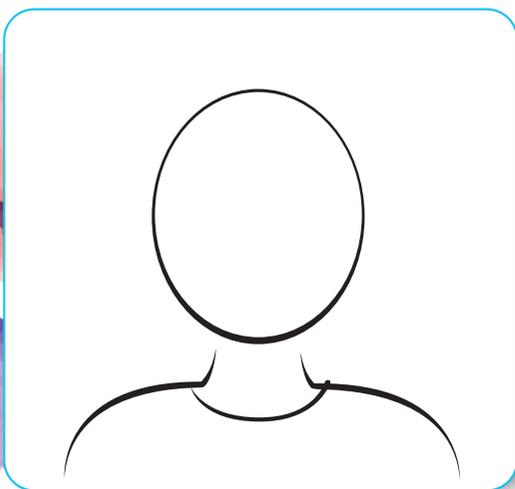
D 3 FEET

H 2 NOSES

WORKBOOK

2 LOOK AND MATCH.

3 DRAW, COLOUR AND TICK. Student's own answer.



I HAVE GOT EYES.

I HAVE GOT **BIG** **SMALL** EARS.

UNIT 8 BEAKFAST TIME

Objetives: talk about food; say which food you like for breakfast; ask other people's opinions about food

Vocabulary: *apples, bananas, biscuits, cake, cereal, cheese sandwiches, juice, milk*

Language Content: *I like (apples). And you? I love (bananas). I like / love (bananas) too.*

Workbook: pages 103 and 104

WARM-UP

- ◆ Ask the children what they usually have for breakfast, lunch and dinner.
- ◆ Show them pictures of different types of food and ask which their favourite food is. Take this opportunity to check knowledge of the students' vocabulary.
- ◆ At the end, guide them to complete the smiley faces on page 88 according to their food preferences.

Pages 64 and 65

1. Look, listen and say.

- ◆ Explore the scene with the children by asking *Where are the children?; What are they doing?; Are they having breakfast, lunch or dinner?*
- ◆ Tell the students to look carefully at the illustration, asking them to mention some of the items they can recognise in the picture.
- ◆ Ask the children to cover the speech bubbles and identify the food words that they will hear on audio track 62.
- ◆ Play track 62 and check that all the children in the group understood the meaning of the words *bananas* and *juice*.
- ◆ Ask them to find the bubbles that match the dialogue in the book and play track 62 again.

62 AUDIOSCRIPT

Sophia: *I love juice. And you?*

Webby: *I like bananas.*

2. Listen and say.

- ◆ Ask the children to take a look at the pictures in activity 2.
- ◆ Play audio track 63 and pause after each word to present the new vocabulary. Point to the corresponding picture and repeat the word.
- ◆ Play track 63 once again, ask the children to repeat the food items and point to them in the book.

63 AUDIOSCRIPT

*apples; bananas; biscuits; cake; cereal;
cheese sandwiches; juice; milk*

3. Listen and circle.

- ◆ Read the instruction and ask students to explain what they must do in order to check comprehension.
- ◆ Reinforce the instructions by asking them to look at the two food groups. Play audio track 64 and ask the children to circle the group that contains the mentioned food items.
- ◆ Play track 64 again and wait until everyone has circled the correct option.
- ◆ If necessary, play track 64 one more time, asking students to repeat and check answers.

64 AUDIOSCRIPT

I like cheese sandwiches, milk and cereal.

A^BC EXTRA VOCABULARY

bread	jam
butter	orange
coffee	tea
cracker	toast

Page 66

4. Listen and number.

- ◆ Encourage the children to look at the picture. Have them discuss their breakfast habits, and say whether they drink coffee / tea / milk in the morning with siblings / parents / grandparents; if they sit at the table together; how much time they spend having breakfast; etc.
- ◆ Play audio track 65 once and ask the children to number the food items in the order in which they are mentioned.

- ◆ Play track 65 a second time to check students' answers.

65 AUDIOSCRIPT

1 milk; 2 cake; 3 juice; 4 bananas; 5 cheese sandwiches;
6 cereal; 7 biscuits; 8 apples

Page 67

5. Cut out and talk.

- ◆ Ask the students to cut and assemble the food basket from page 113.
- ◆ Then ask them to cut out the food items on page 115.
- ◆ Organise the children into pairs and guide them to place food together with those of his / her classmate and put them on top of their desk.
- ◆ Each student with their basket should order food for his / her classmate.
- ◆ For example, student A says *Milk, please*, showing his / her basket. Student B then places a carton of milk, saying *Here you are*. Student A thanks him / her, saying *Thank you*. Then they swap roles.
- ◆ The activity continues until all the food items have been placed in the baskets.

6. Listen and tick.

- ◆ Ask the students to look at the pictures. Explain that they will listen to the children mention their two favourite food items for breakfast.
- ◆ Play audio track 66 and ask them to tick the food items each child mentions.
- ◆ Play track 66 again to check students' answers.

66 AUDIOSCRIPT

1 I love biscuits and cake. 2 I like juice and cheese sandwiches.
3 I love milk and apples.

SETTING THE PACE



Before playing track 66, point to the child in number 1 and the food that could be his favourite one. Point to each food item in the row and say the name in English, asking the students to repeat after you.
Play track 66, pausing at the end of number 1. Ask the children to repeat the names of the food items that have been mentioned and have the children tick them.

Repeat the procedure for numbers 2 and 3. At the end, play track 66 again, pausing after each item and pointing to the food that should be ticked, saying its name and asking students to repeat after you.

Page 68

7. Let's sing and circle!

- ◆ Ask the children to look at the food items on the table.
- ◆ Explain that they will listen to a song called *Delicious* about different types of food and that they will have to circle the food items mentioned in the song.
- ◆ Play audio track 67 pausing after each stanza so that the children can circle the food items mentioned.
- ◆ For correction, ask volunteers to go to the front of the classroom and show where the food items are in their book.
- ◆ Direct students' attention to the lyrics on page 76, read the verses of the song slowly and ask the students to repeat them.
- ◆ Finally, play the karaoke version of the song, inviting the children to sing along and dance freely.

67 AUDIOSCRIPT

*Delicious, delicious,
So delicious!
I love apples and biscuits too.
And you, and you, and you?*

*Delicious, delicious,
So delicious!
I love juice and bananas too.
And you, and you, and you?*

*Dance and shake,
It's time to eat cake!*

8. Listen and circle ✓ or ✗.

- ◆ Encourage the students to explore the picture, asking where they think the children in the image are and what they are talking about. Explain that the children are talking about their favourite food for breakfast.
- ◆ Play audio track 68 and ask students to circle ✓ if the two children agree on their likes, and ✗ if they do not.

68

AUDIOSCRIPT

- 1 **A:** *I love cake. And you?*
B: *I like cake too.*
- 2 **A:** *I love cereal. And you?*
B: *I like juice.*
- 3 **A:** *I love apples. And you?*
B: *I like bananas.*
- 4 **A:** *I love cheese sandwiches. And you?*
B: *I like cheese sandwiches too.*

SETTING THE PACE



After checking students' answers, play track 68 again, pausing after each line, and ask students to answer appropriately in a loud voice. They must give their own opinions aloud, agreeing with the child's opinion of the audio or disagreeing (saying some other food item that they prefer).



When playing track 66, pause after number 1 and ask *What food are children talking about? (Cake.); Do the two children like cake? (Yes.); What does the second child say about the opinion of the first? (I like cake too.)*

Play number 2 and follow the same steps. Make sure the class understands that this time the two children do not have the same opinion. If necessary, follow the same procedure for numbers 3 and 4. At the end, play track 66 for the second time, without pauses, so that the children circle the correct options.



EXTRA ACTIVITY

Ask for a volunteer to go to the board. Explain that you will tell him / her something and he / she will make drawings for the rest of the class to guess what it is. Without the rest of the class listening, tell the volunteer a short sentence about food preferences using the vocabulary learnt in the unit, for example, *I love cake* or *I like milk*. The first student to guess the phrase must be the next to go to the board to draw. Repeat the game a few times until all the food items have been mentioned.

Page 69

9. Listen and say.

- ◆ Lead the students into looking at the picture, asking where they think the children in the pictures are and what they are talking about.
- ◆ Organise the students into pairs and explain that they will practise the same dialogue.
- ◆ Play audio track 69 and ask them to repeat so that a student reads the speech of one child and the other student reads the speech of the other child.
- ◆ Play track 69 again and ask the students to swap roles.

69

AUDIOSCRIPT

- 1 **A:** *I love milk. And you?* **B:** *I like juice.*
- 2 **A:** *I love cheese sandwiches. And you?* **B:** *I like cheese sandwiches too.*

10. Stick and talk.

- ◆ Organise students into pairs (student A and student B) and explain them that they should use the food stickers from page 125 to express which food and beverages for breakfast they like (*I like...*) and which ones they love (*I love...*). If they do not like any food, ask them not to use the stickers. You may ask the students to draw the food and beverages they like in case none of the stickers illustrate such options.
- ◆ Ask the children to use the dialogues from activity 9 as a model. Student A mentions a food item he / she likes (*I like bananas*) or loves (*I love bananas*) and student B answers by saying if he / she likes or loves the same food item (*I like / love bananas too*). If he / she does not agree, he / she should mention another food item (*I like / love apples*).
- ◆ Finally, ask the children to swap roles and continue with the activity until all food items have been mentioned.

SETTING THE PACE



At the end of the activity, teach students to say *I don't like...* to express what they don't like. Ask them to tell their classmate what they do not like, based on the stickers that were not used.



EXTRA ACTIVITY

If possible, organise a breakfast session with students. Make a list of food items they can bring, always making sure that the activity is carried out in English. Divide the tasks and arrange with the class who should bring which item from the list. Do not forget to include napkins, plastic cups and tablecloth.

On breakfast day, students must use the English language to order what they want to eat and to make comments like *I love juice!* or *I like cake*. For afternoon classes, it is suggested that the activity be a picnic.

WORKBOOK

Now that you have finished teaching this unit, it is advisable to turn to the Workbook activities on pages 103-104. In the Workbook section, students will revise all the vocabulary and key structures learnt in the unit. You may assign these exercises as homework.

Pages 70 and 71

REVIEW 7 & 8

1. Listen and number.

- ◆ Ask a volunteer to read the activity instructions out loud. Ask the rest of the children to explain, in their own words, what they should do. If necessary, clarify that they should look at the picture, listen to audio track 70 and write the correct number next to each body part as it is mentioned.
- ◆ Play track 70 and ask the children to number each part of the girl's body in the order they are mentioned.
- ◆ Correct the exercise orally with the whole class, asking *What's number 1?* (Leg.); *And number 2?* (Ear); etc.

70

AUDIOSCRIPT

1 my leg; 2 my ear; 3 my arm; 4 my mouth; 5 my head; 6 my nose; 7 my eye; 8 my feet; 9 my hand

2. Think, match and say.

- ◆ Ask the children to look at the pictures from the first row and to match them to the second row.
- ◆ Ask them to pay attention to the girl's arm, hands, legs, feet and head positions and match them to the corresponding shadows in the second row.
- ◆ Then ask the children to say the commands that the girl is following in each image: *move / touch your legs; move your arms; move your head; touch your nose.*

3. Listen and draw.

- ◆ Explore the pictures with the class. Explain to the students that they will listen to the three children in the pictures saying what their favourite food for breakfast is, and that one of the food items mentioned will be missing from each picture.
- ◆ Play audio track 71 and ask them to draw the food items that are missing in the pictures.

71

AUDIOSCRIPT

1 I love cheese sandwiches, milk and cake. 2 I like apples, bananas and biscuits. 3 I love cereal, milk and juice.

4. Listen and respond.

- ◆ Lead the students into looking at the pictures. Tell them that the children in the pictures will talk about their favourite food. Explain to them that they should listen to what children say and answer appropriately, giving their own opinion.
- ◆ Play audio track 72 and pause after number 1. Ask students to answer by agreeing (*I love / like cheese sandwiches too*) or by saying what other food they prefer (*I like...*).
- ◆ Follow the same procedure for numbers 2 and 3.

72

AUDIOSCRIPT

1 I love cheese sandwiches. And you? 2 I love juice. And you? 3 I love cereal. And you?

8

BREAKFAST TIME

62 **1** LOOK, LISTEN AND SAY.

63 **2** LISTEN AND SAY.



APPLES



BANANAS



BISCUITS



CAKE



CEREAL



CHEESE SANDWICHES



JUICE



MILK

64 **3** LISTEN AND CIRCLE.

1



2





5 CUT OUT AND TALK.



66 **6** LISTEN AND TICK.



A



B



C



A



B



C



A



B



C



UNIT 8



67

7 LET'S SING AND CIRCLE!



68

8 LISTEN AND CIRCLE ✓ OR ✗.



69 **9** LISTEN AND SAY.

1

I LOVE MILK.
AND YOU?



I LIKE JUICE.

2

I LOVE CHEESE
SANDWICHES.
AND YOU?



I LIKE CHEESE
SANDWICHES TOO.

10 STICK AND TALK. *Student's own answer.*



I LIKE



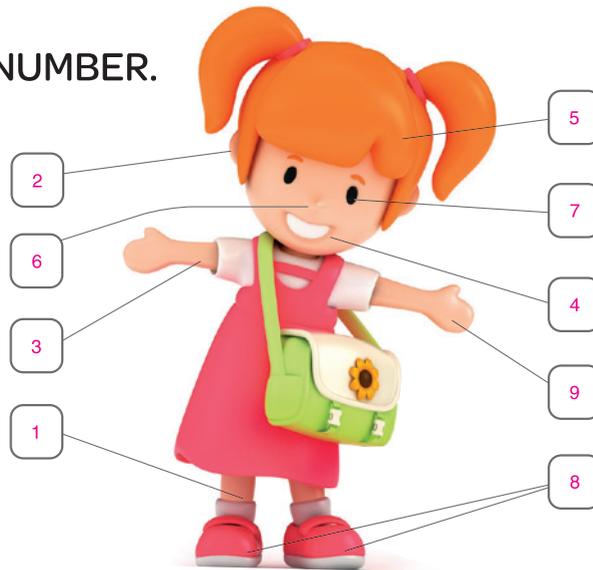
I LOVE

WORKBOOK

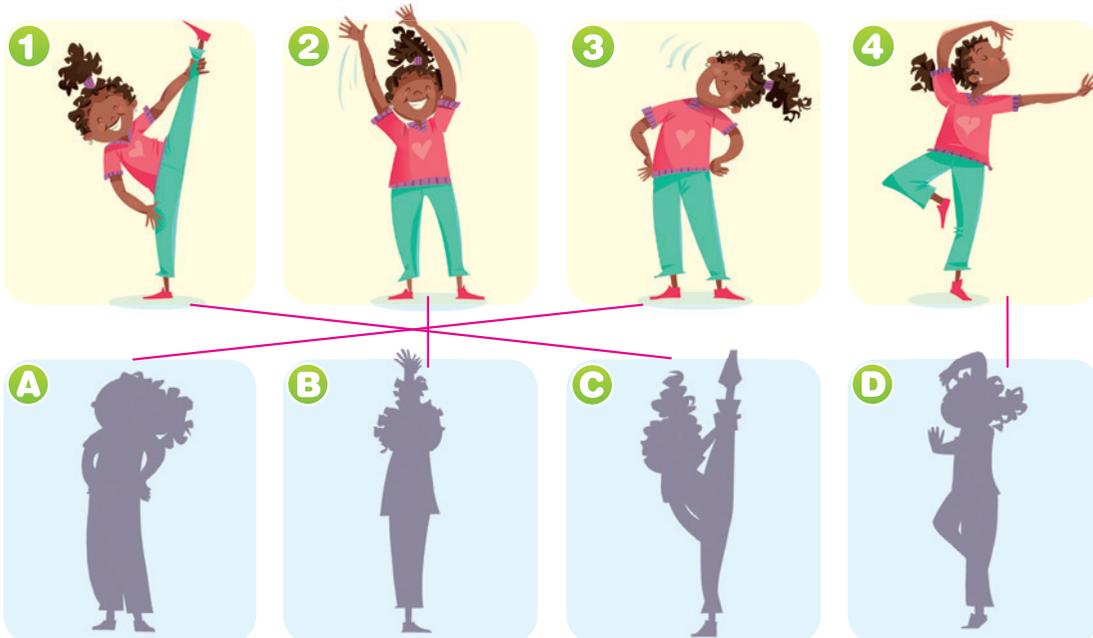
PAGES 103 AND 104

REVIEW 7&8

70 **1** LISTEN AND NUMBER.



2 THINK, MATCH AND SAY.



71 **3** LISTEN AND DRAW.



72 **4** LISTEN AND RESPOND.



I love/like cheese sandwiches too./I like...



I love/like juice too./I like...



I love/like cereal too./I like...



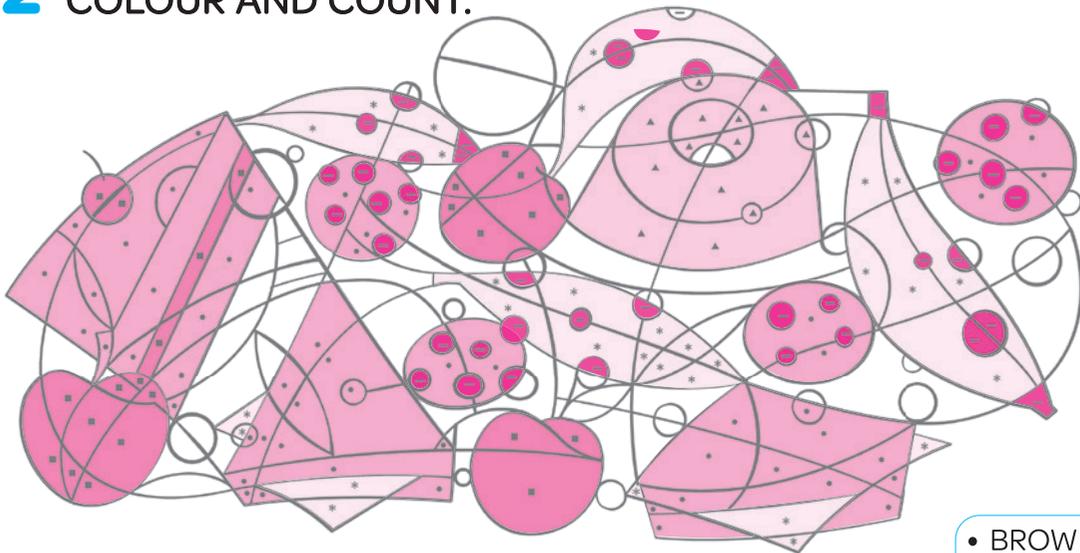
NAME: _____

CLASS: _____

1 LOOK AND NUMBER.



2 COLOUR AND COUNT.



1 3 APPLES

3 2 CAKES

5 2 CHEESE SANDWICHES

2 4 BANANAS

4 4 BISCUITS

- BROWN
- ▲ ORANGE
- * YELLOW
- RED
- BLACK

WORKBOOK

3 LOOK AND COMPLETE.

1

I LIKE BISCUITS,
CHEESE SANDWICHES AND
JUICE.



2

I LOVE CEREAL,
MILK AND
APPLES.



4 LOOK, THINK AND WRITE.

1



I LIKE BANANAS.

2



I LOVE CEREAL.

3



I LIKE CAKE.

4



I LOVE BISCUITS.

GAME

Pages 72 and 73

This board game provides a playful and fun review of the content worked throughout the book, so we suggest that it be carried out with the class at the end of the school year.

WARM-UP

- ◆ Ask the students to open their books to pages 72 and 73 and have them explore the game scene. Ask *Where are the people?* (They are in a park.); *What are they doing?* (They are having a picnic.); *What toys can you see?* (A ball, a robot, a doll and a teddy bear.); *What's on the table?* (A basket, cake / pudding, biscuits, apples and orange juice).
- ◆ Ask whether anyone knows how to say "rayuela" in English (*hopscotch*). Ask students to say the numbers from 1 to 10 in English.

The Picnic Game

- ◆ Organise the class into groups of up to four students and make a raffle to determine the order of the players.
- ◆ Provide some dice and some coins for the game. Students can also use their own school objects, like a sharpener or an eraser, as markers.
- ◆ Each player chooses a marker to represent him / her and everyone places their markers on the START square. The first player rolls the dice and moves his / her marker across the board according to the number indicated on the dice.
- ◆ Explain to the children that in the squares where there is a picture, the player must say the name of the object, and in the squares where there is a question, the player must answer it. In case the player cannot answer any questions or say the name of the object, the player moves back one square.
- ◆ Teach the meaning of *Go back (2) squares* and *Move forward (3) squares*. The player who gets to the FINISH square first wins the game.

ANSWER KEY

- Square 1:** *I'm... / My name is...* (Student's own answer)
- Square 2:** *Purple.*
- Square 3:** *It's a (blue) circle.*
- Square 4:** *Three.*
- Square 5:** *It's a (red) balloon.*
- Square 6:** *Five rabbits.*
- Square 7:** *I have got blue / two eyes.*
- Square 8:** Student goes back 2 squares.
- Square 9:** *It's a cat.*
- Square 10:** *Fish.*
- Square 11:** *Nine.*
- Square 12:** *Four dogs.*
- Square 13:** *I'm fine, thanks.*
- Square 14:** *My family. / Dad, mum, sister.*
- Square 15:** *Green.*
- Square 16:** *It's a (yellow) triangle.*
- Square 17:** *My favourite colour is...* (Student's own answer)
- Square 18:** *Eraser.*
- Square 19:** Student moves forward 3 squares.
- Square 20:** *Schoolbag.*
- Square 21:** *I'm...* (Student's own answer)
- Square 22:** *I have got a nose.*
- Square 23:** *I love biscuits.*
- Square 24:** Student moves forward 1 square.
- Square 25:** *I like cake.*
- Square 26:** *(Orange) juice.*

CERTIFICATE

- ◆ At the end of the school year, the students will be acknowledged for their satisfactory performance in class by receiving a certificate of completion of Book 1.
- ◆ Each student must decorate their certificate (which will be available online for the teacher to print and hand out) and give it back to you. Fill in the student's name and sign each certificate. If you think it is convenient, invite parents or guardians for the certificates' presentation of each student. Take this opportunity to congratulate the children and motivate them to continue studying English.

KIDS' WEB

A FUN DAY!

COMIC BOOK

Pages 4 and 5

OPENING GAME

- ◆ Ask the students to open their Comic Books at pages 4 and 5 and introduce the students to the names and likes of the Kids' Web Gang characters:

 <p>Jess Jess loves fashionable clothes and wears stylish glasses.</p>	 <p>Sue Sue is interested in healthy food and a healthy lifestyle.</p>
 <p>Tom Tom practises sports and attends sports events whenever he has the opportunity.</p>	 <p>Mike Mike cares about nature and the environment.</p>
 <p>Rick Rick loves computing and technology.</p>	

- ◆ Point to the maze and explain to the students that they have to find the objects associated to every character by following the trails. Ask them if they know the words in English for any of the items they can see. Revise orally with all the class.
- ◆ Arrange the children in pairs and ask them to compare the trails. Make sure everyone has learnt the names of the characters.

Pages 6 and 7

WARM UP

- ◆ Tell the students that they are going to read and listen to a story which is divided into four chapters, starred by the characters of the gang: Jess, Mike, Rick, Sue and Tom.
- ◆ Ask the children to open their Comic Book to pages 6 and 7. Encourage the students to look at the scenes of the first chapter of the story and have them identify the characters.

CHAPTER 1

- ◆ Encourage the class to describe what is happening in the opening scene of the story. Ask *Where are Jess and Sue?* (They are in the playroom.); *What's in the playroom?* (possible answers: posters, teddy bears, dolls, puzzles, a robot, a videogame, paper and paint). Say *Look at Jess and Sue. What are they doing?* (They are colouring / painting.)
- ◆ Review or introduce the names of the colours that appear in this chapter: blue, green, orange, purple, red and yellow.
- ◆ Play audio track 75 and ask students to follow along the story. Make pauses and ask them what is happening.
- ◆ Play track 75 again so they can listen to the story without interruptions.
- ◆ Ask them to summarise the chapter using their own words (possible answer: Sue and Jess are in the playroom, painting and discovering new colours. Suddenly, they hear a noise and get scared).
- ◆ Ask *What do you think is happening behind the playroom door?* Encourage the students to guess.

75

AUDIOSCRIPT

Narrator: *Jess and Sue are in the playroom...*

Jess: *Blue, please, Sue.*

Sue: *Huh! Yellow and blue make green, Jess.*

Jess: *No, blue, please, Sue. Thank you! Now, purple, please.*

Sue: *Sue: Look, Jess.*

Jess: *Cool! I love purple, Sue!*

Sue: *Yeah! I love purple too.*

Jess: *Sue, let's make orange!*

Sue: *Huh! Red and yellow make orange.*

Jess: *It's orange. Yeah!*

Jess and Sue: *Oh no! Ah!*

Pages 8 and 9

1. Look and stick.

- ◆ Ask the students to open their Student's Books to page 125, where they will find the stickers corresponding to Chapter 1 of Kids' Web 1 Comic Book. Ask them to look at the pieces of play dough on page 8 of the Comic Book and on the stickers. Review the names of the colours: blue, green, orange, purple, red and yellow.
- ◆ Ask *What colours can you see in number 1?* (Yellow and green.); *What colours did Sue mix to make green?* (Blue and yellow.). Make sure everyone has understood that they should place the blue sticker on item 1. Repeat the procedure for the other items.

- ◆ At the end of the activity, encourage the children to say which colours are formed when some primary colours are mixed. Say, for example, *Blue and yellow make...* and wait for students complete the sentence by saying *green*.

2. Guess and colour.

- ◆ Ask the children to look at the picture and say the name of the colours in each paint bucket (*red and yellow*).
- ◆ Ask them to also note the "+" and "=" signs. Say that the first one represents addition and the second one indicates result.
- ◆ Ask the class *What is the result of mixing red and yellow?* (Orange.)
- ◆ Instruct the students to colour the paint bucket with the resulting colour (orange).
- ◆ If you wish, provide a classroom experience: bring buckets of paint of primary colours (yellow, blue and red) and ask the class to prepare the mixtures that Jess and Sue have made in the first chapter of the Comic Book to create the secondary colours (green, purple and orange).

3. Look and colour.

- ◆ Have students look at the pictures of Jess, Sue, Mike and Tom looking at the items of clothing and accessories that each character is wearing. Teach the words *skirt, dress, T-shirt* and *cap*.
- ◆ Ask the children to look at the numbering of paint and colour each piece of clothing or accessory with the correct colour.
- ◆ Finally, make sure everyone has painted each item of clothing or accessory correctly. Say, for example, *Look at Jess. What colour is her skirt?* (Purple.)

Pages 10 and 11

CHAPTER 2

- ◆ We suggest that this chapter be worked on after completing Unit 4, as it covers the key vocabulary studied in Units 3 and 4.
- ◆ With the Comic Book closed, encourage students to retell what happened in the previous chapter of the story. Ask them to open their Comic Books to pages 6 and 7 so that they review the scenes from the first chapter.
- ◆ Ask the students if they still remember what the guesses were regarding the source of the noise that Sue and Jess heard. Ask them if they keep their opinion or if they have new ideas.
- ◆ Tell the children that they will listen to the second chapter of the story.

- ◆ Instruct them to open their Comic Books to pages 10 and 11 and look at the first three scenes. Ask *Where are Jess and Sue?* (They are in the garden.); *Who appears in the garden?* (Mike, Rick and Tom.)
- ◆ Encourage the students to guess what the characters may find in the garden.
- ◆ Play audio track 76 and ask the children to follow along with the story. Point to the comic frames as you play the audio, so they can follow the plot.
- ◆ At the end, ask *What does the gang find in the leaves?* (A cat.); *What does the kitten want to eat?* (A can of its food.); *Who keeps the kitten?* (Jess.); *What is the name given to the kitten?* (Lily). If necessary, play track 76 again, making pauses so they can answer the questions.
- ◆ Invite the children to describe their experiences with pets. If they wish, they can also talk about a cartoon or film they have seen about pets.
- ◆ Ask the class how we should take care of pets and what they need (food, medicine, love, attention, etc.).
- ◆ Tell them that adopting a pet requires responsibility and commitment so that it can live happily and healthily.

76

AUDIOSCRIPT

Narrator: *Jess and Sue go outside...*

Jess: *Shh, Sue!*

Sue: *Yes, Jess.*

Jess: *Sue!*

Sue: *Jess!*

Mike, Rick and Tom: *Hi, girls!*

Jess and Sue: *Shh! Oh!*

Jess: *Sue, come here!*

Sue: *What is it, Jess?*

Mike, Rick and Tom: *Huh!*

Jess: *It's a cat.*

Tom: *Ah, it's a baby.*

Sue: *Yes, Tom. A kitten! Aaaaah!*

Jess: *It's hungry.*

Rick: *Not milk, Sue. Look!*

Sue: *OK, Tom.*

Jess: *Mum, look! A kitten! Please, can I keep it? I love cats.*

Jess's mum: *Yes, Jess, but, er... it's a big responsibility.*

Jess: *Thanks, Mum. Guys, this is Lily.*

Sue, Mike, Rick and Tom: *Hello, Lily.*

Pages 12 and 13

1. Listen and circle YES or NO.

- ◆ Lead the children into looking at the four images. Review the name of the pets that appear there: cat, dog, fish.

- ◆ Play audio track 77 and tell them to circle **YES** if the information matches the picture and **NO** if it is different. Pause after the first item and ask which option should be circled (**NO**).
- ◆ Repeat the procedure for the other items.
- ◆ Finally, check answers with the whole class, asking, for example, *Number 1, yes or no?* (No.) Ask students to justify the answers and, if necessary, play track 77 again so they clarify possible doubts.

77

AUDIOSCRIPT

1 *My pet is a yellow bird.* 2 *My pet is a dog.* 3 *My pet is a cat.*
4 *My pet is a fish.*

2. Find and circle Lily.

- ◆ Explore the scene with students and ask *Where is Jess?* (In the playroom.); *What is she doing?* (She is looking for something.)
- ◆ Read the rubric and ask the students to tell you what they should do (find and circle Lily, the cat, in the picture).
- ◆ Organise the children into pairs and ask them to compare the results. Also encourage them to name, in English, the other objects that appear in the scene.

3. Look, think and stick.

- ◆ Ask the students to open their Student's Books to page 127, where they will find some stickers corresponding to Chapter 2 of the Comic Book.
- ◆ Then, lead the children into looking at the sequence of pictures from item 1 in their Comic Book.
- ◆ Point to the first picture and ask *What can you see?* (Two blue fish.). Repeat the procedure with the second picture: *What can you see?* (A yellow fish.). Do the same with the third picture and then ask which picture they think is missing. When they answer *a yellow fish*, instruct them to place the correct sticker in the empty box.
- ◆ Repeat the procedure with the other sequences.
- ◆ Organise the children into pairs and encourage them to compare their answers. Monitor the activity by walking around the classroom and observing the performance of the class.

4. Read and draw.

- ◆ Read the statement aloud and ask the children if they have understood what they should do.

- ◆ Read the first phrase and ask *What will you draw?* Make sure they understand that they should draw three cats in the corresponding space.
- ◆ Wait a few minutes until everyone has finished the first drawing. Repeat the procedure for the other items and, if possible, ask for some volunteers to read the phrases aloud.
- ◆ Encourage the children to show each other their drawings.
- ◆ Finally, ask for some volunteers to reproduce their drawings on the board.

Pages 14 and 15**CHAPTER 3**

- ◆ We suggest that this chapter be worked on after completing Unit 6, as it covers the key vocabulary studied in Units 5 and 6.
- ◆ With the Comic Book closed, ask the children if they remember how the previous chapter ended (Jess adopted Lily the cat, who appeared in her garden while her classmates were at her house).
- ◆ Tell them they will listen to the third chapter of the story.
- ◆ Ask the children to open the Comic Book to pages 14 and 15, point to the first comic frame in the story and ask *Where is the gang?* (In the playroom.); *What are they doing?* (They are cutting out geometric shapes.).
- ◆ Ask *What can you see in the pictures?* (possible answer: *scissors, triangles, circles, squares, stars, rectangle*). Encourage the students to describe, in English, objects and geometric shapes they recognise in the first three scenes.
- ◆ Play audio track 78 and ask them to follow along with the story. Point to the comic frames as the audio is reproduced so that the children do not get lost.
- ◆ Next, encourage the children to retell the story (possible answer: *The characters are in the playroom cutting out geometric shapes. They are also lending and borrowing the cropped pictures. Then everyone starts a guessing game using the vocabulary related to geometric shapes. At the end, Sue and Tom say they want a pet, just like Jess, who has now got Lily the cat.*).
- ◆ Play track 78 again, pausing and asking the class what is happening in each scene. In scene 2, for example, ask *What does Tom ask Rick for?* (A red rectangle.); *What does Mike ask Rick for?* (Two black triangles.). Then, about scene 3, ask *What does Sue ask Jess for?* (Two blue stars.).
- ◆ Play the part of the track referring to the scenes in which the characters play *Family, pet or toy?* and make a pause. Ask *What do the pictures pasted on*

the board represent? (A robot, a turtle, Mike's dad and Lily, Jess' cat.)

- ◆ Play the last part of the audio and ask the class *How does the story end?* (possible answer: Tom and Sue are choosing a pet.)
- ◆ If you consider it appropriate, play the same game with the children in the classroom.

78

AUDIOSCRIPT

Narrator: *The gang is back in the playroom...*

Sue: *This is fun!*

Tom: *One red rectangle, please, Rick.*

Mike: *Two black triangles, please.*

Sue: *Jess, two blue stars, please.*

Jess: *OK. Let's play "Family, pet or toy?"!*

Sue, Mike, Rick and Tom: *Yes!*

Tom: *Family, pet or toy?*

Sue: *Is it a toy, Tom?*

Tom: *Yes, Sue.*

Jess: *Is it a car, Tom?*

Tom: *No, it isn't, Jess.*

Jess: *Ah, is it a robot?*

Tom: *Yes, Jess! One point for you.*

Sue: *Two black circles, five yellow stars.*

Mike: *Is it a toy, Sue?*

Sue: *No, it isn't, Mike.*

Tom: *Is it a cat, Sue?*

Sue: *No, Tom.*

Rick: *Is it a turtle?*

Sue: *Yes, Rick! One point for you.*

Mike: *One white circle, two green circles, six red squares and one red rectangle, guys.*

Jess: *Is it a toy, Mike?*

Mike: *No, it isn't.*

Sue: *Is it your dad, Mike?*

Mike: *Yes, Sue. One point for you.*

Jess: *Two black circles, two black triangles, guys.*

Tom, Mike and Rick: *It's a cat! It's Lily.*

Tom: *I want a pet!*

Sue: *I want a pet too! This dog is cute!*

Tom: *I like this one, Dad.*

Pages 16 and 17

1. Find the way.

- ◆ Direct students' attention to the maze. Ask the class which characters are in the scene (Jess, Sue and Lily). Also ask *Who does the kitten belong to?* (To Jess.)
- ◆ Ask the children to find the path that leads Jess to Lily the cat.
- ◆ Arrange the children in pairs and ask them to compare their trails.

2. Look and tick.

- ◆ Read the rubric aloud and ask the children *What do we have to do?* (Look at the pictures and tick the correct word.)
- ◆ Ask them to look at the geometric shape of item 1 and ask the class *What geometric shape can you see in picture 1?* Then point to the two options available (rectangle or triangle) and ask the class to say which the correct option is (rectangle).
- ◆ Make sure the children understand that they must tick the correct options.
- ◆ Organise the children into pairs and ask them to compare their answers.
- ◆ Check students' answers by asking some volunteers to read their answers out loud.

3. Create with shapes. Stick and talk.

- ◆ Read the statement and ask students if they understand what they should do (create a picture with the stickers and talk about it).
- ◆ Direct students' attention to the stickers on page 127 in the Student's Book.
- ◆ Ask the children to create a picture (for example, a house) by selecting and sticking different geometric shapes.
- ◆ When everybody has finished, organise the students into pairs and have them talk about their creations. For example: *This is a house / car. It's big / small, etc.*
- ◆ Monitor their work and ask volunteers to talk about the pictures they have created using the stickers.

Pages 18 and 19

CHAPTER 4

- ◆ We suggest that this chapter be worked on after completing Unit 8, as it covers the key vocabulary studied in Units 7 and 8.
- ◆ Ask the children to keep their Comic Books closed.
- ◆ Ask the class *Who remembers how the last chapter ends?* (Tom and Sue are choosing pets.); *What do you think happens?* (possible answer: They will adopt pets.)
- ◆ Ask the children to open their Comic Book to pages 18 and 19 and look at the first scene. Ask the class *Who is leaving the pet shop and what are they taking?* (Tom is holding a brown puppy with white spots and Sue is holding a little black puppy. The parents of each of them are taking food and dog beds.)
- ◆ Tell them they will listen to the last chapter of the story. Play audio track 79 and ask them to follow along with the story. If necessary, point to the comic frames as the audio is played in order to help them keep up with the story.

- ◆ At the end, ask *What is the name of Tom's dog?* (Bob); *What about Sue's dog? What's its name?* (Lucy).
- ◆ Play track 79 again and pause after scene 3 to check students' answers.
- ◆ Continue playing the audio until scene 6 and pause it. Ask *What has Jess got in her schoolbag?* (A pencil case, an English book and biscuits.).
- ◆ Resume the audio and, at the end, ask *What are the kids having as snacks?* (Cake, biscuits, apple juice, orange juice and milk.).
- ◆ Finally, ask *Was this a fun day?* (Yes.). If you wish, ask the children to describe what a fun day would be like in their opinion.

79

AUDIOSCRIPT

Sue: Thank you, Mum and Dad.

Tom: Thank you, Dad. This is my new dog, Bob.

Jess: Huh!

Rick: Hi, Bob!

Jess: Guys, it's time to go. Bye, Bob.

Sue: Hi, guys! This is my dog, Lucy.

Jess: Hi, Lucy!

Rick: Let's go!

Mike: Jess, I'm hungry!

Jess: No problem. In my schoolbag I have got... Hmm, my pencil case, hmm, my English book, hmm, ahhh, yes, biscuits! Here you are.

Mike: Yeah! I love biscuits.

Jess: Me too, Mike.

Jess and Mike: Goal! Yum!

Tom's mum: Cake and biscuits, boys and girls?

Jess, Tom, Mike, Rick and Sue: Yes, please!

Tom's mum: Apple juice, orange juice or milk, guys?

Tom, Sue and Jess: Orange juice, please.

Rick: Milk, please.

Mike: Apple juice, please.

Jess, Tom, Mike, Rick and Sue: Yum! Yum! Yum! Yum!

Jess: What a fun day!

Pages 20 and 21**1. Find the fruits.**

- ◆ Review or introduce the names of the fruits that appear in the picture: apples, bananas, cherry, grapes, oranges.
- ◆ Ask the students to look at the picture of the open fridge. Say *Find the fruits* and point to one of the illustrated fruit in the fridge. Make sure they understand that they must find the fruit that is hidden among the other food items. If you wish, ask the students to circle the fruit they find.

- ◆ Ask the children to show where they found the fruit, pointing to them in the picture.
- ◆ If you wish, expand the activity by asking if they like the illustrated food and beverages; for example: *Do you like eggs?*

2. Listen and circle YES or NO.

- ◆ Lead the children into looking at the first image and ask *What are the boys doing?* (Playing football.).
- ◆ Play audio track 80 and have the children circle YES if the information mentioned matches the picture and NO if it is different. Pause after the first item and ask which option should be circled (YES).
- ◆ Pause after each sentence so they can circle the correct option.
- ◆ Finally, check students' answers by saying, for example: *Number 1, yes or no?* (Yes). Ask them to justify their answers and, if necessary, play track 80 again to clarify any doubts.

80

AUDIOSCRIPT

1 I love to play football. **2** My pet is a bird. **3** My pet is a dog. I love it. **4** Mike and I love ice cream!

3. Look and match.

- ◆ Explore the scene with the students. Ask *Where is Jess?* (She is in her room, sitting on her bed.); *What's on Jess's bed?* (A schoolbag, crayons, a pen, a book, a notebook, an eraser and a pencil.)
- ◆ Ask the children to number the words according to the correct school items. Point to the picture of the crayons and number 4. Ask *What is the correct word?* (Crayons). Instruct them to write number 4 next to the word CRAYONS.
- ◆ Repeat the procedure for the other school items.

4 Find out the secret message.

- ◆ Lead the children into observing the code and explain them that each number belongs to a letter. Say *Look at number 1. What letter belongs to number 1?* (I). Repeat the procedure for the other numbers. Check whether the students understand the correspondence between numbers and letters.
- ◆ Tell the children that they will discover a secret message using the code they have just learnt.
- ◆ Point to the first space, where number 1 appears, and ask them to complete with the correct letter (I). Ask them to continue filling in the blanks.
- ◆ Finally, check that everyone has decoded the secret message.

OPENING GAME



4



JESS

SUE

TOM

MIKE

RICK

5

1 LOOK AND STICK.

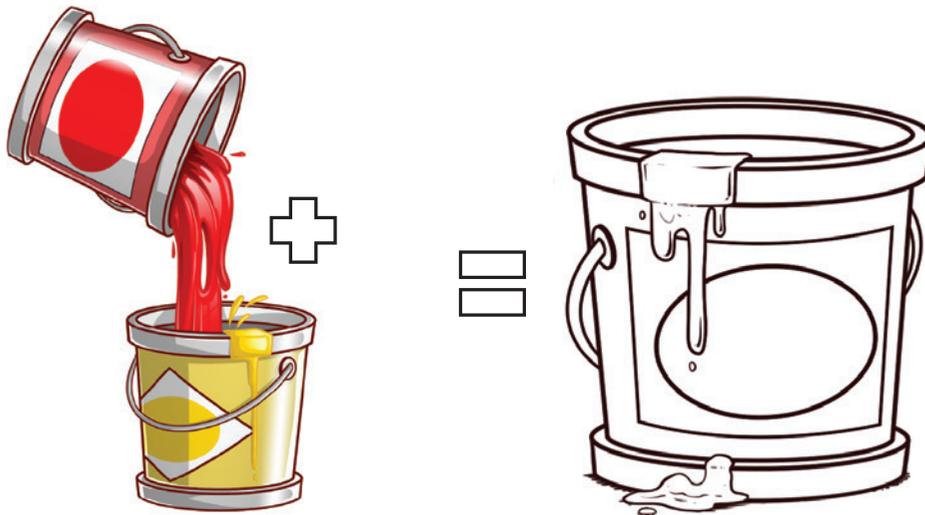
1 blue dough sticker +  = 

2  +  =  purple dough sticker

3  + yellow dough sticker = 

2 GUESS AND COLOUR.

Student's colour the can orange.



3 LOOK AND COLOUR.



1



2



3



4



77

1 LISTEN AND CIRCLE YES OR NO.



1

YES

NO



2

YES

NO



3

YES

NO



4

YES

NO

2 FIND AND CIRCLE LILY.



12

3 LOOK, THINK AND STICK.

1    fish sticker

2   two cats sticker 

3   two fish sticker 

4 READ AND DRAW.

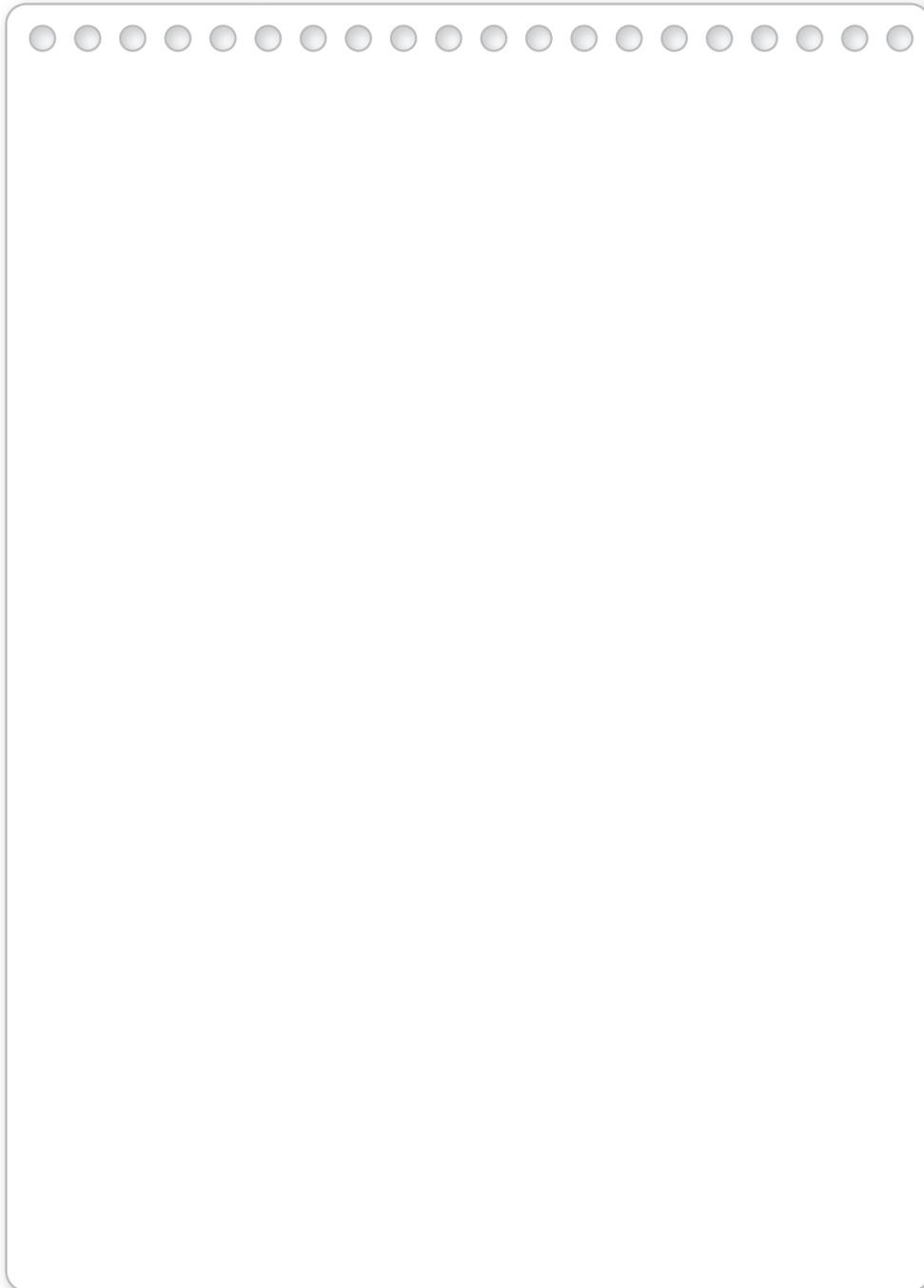
1 THREE CATS

2 TWO DOGS

3 ONE FISH

4 FOUR BIRDS

3 CREATE WITH SHAPES. STICK AND TALK.



1 FIND THE FRUITS.



80

2 LISTEN AND CIRCLE YES OR NO.



YES NO



YES NO



YES NO



YES NO

3 LOOK AND MATCH.

3 ERASER

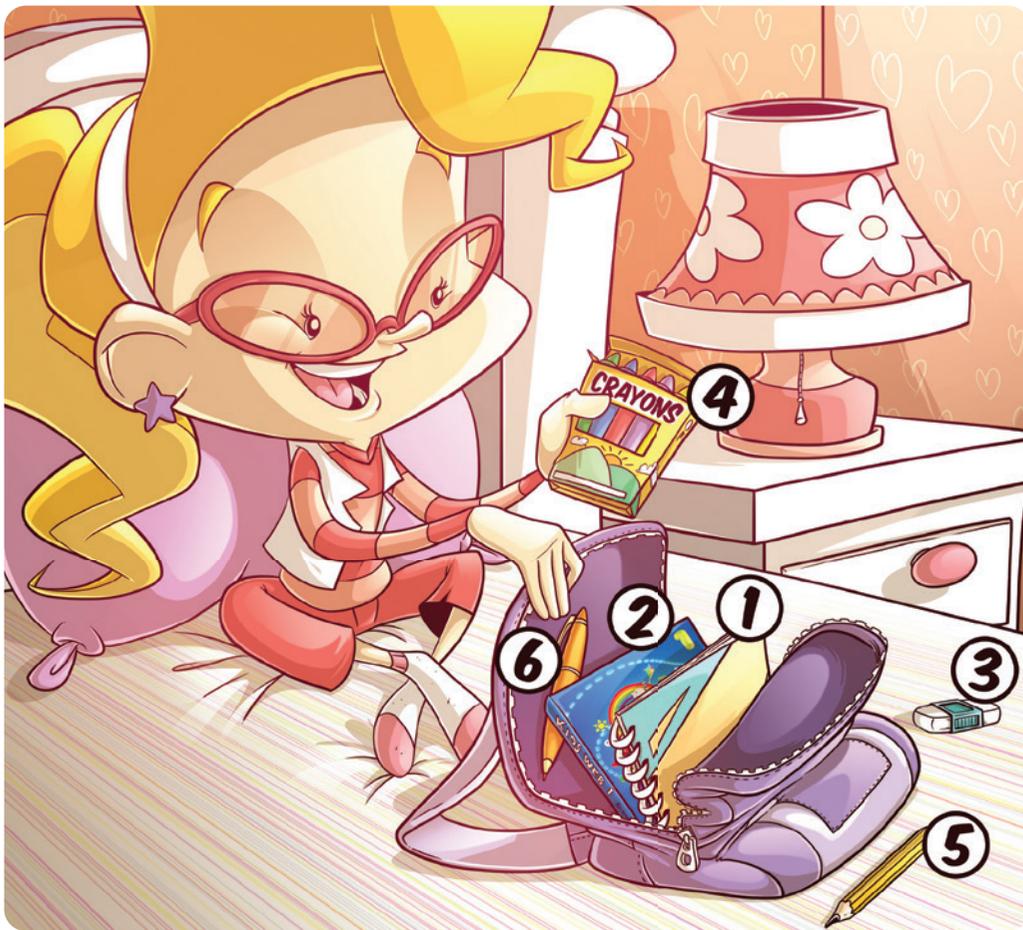
1 NOTEBOOK

5 PENCIL

2 BOOK

6 PEN

4 CRAYONS



4 FIND OUT THE SECRET MESSAGE.

1=I 2=O 3=V 4=E 5=S 6=L 7=P 8=A

<u>1</u>	<u>L</u>	<u>O</u>	<u>V</u>	<u>E</u>	<u>A</u>	<u>P</u>	<u>P</u>	<u>L</u>	<u>E</u>	<u>S</u> !
1	6	2	3	4	8	7	7	6	4	5

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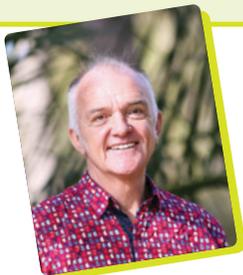
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