

Fun Way

1

**TEACHER'S
BOOK**

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Fun Way

MAIN FEATURES OF THE SERIES

Fun Way is a series for learners of English in the first years of Primary School. It is based on the theory of multiple intelligencies, studies on the functioning of the human brain and research on the influence of the fine arts (music, dance, drama, visual arts, etc.), games and emotions in the learning process.

The series aims to help children:

- become familiarised with the language in a relaxed way;
- use the language in significant contexts;
- participate in activities and express themselves in the language studied;
- develop their imagination;
- learn in different ways;
- have a positive attitude when learning the language, by promoting a holistic education through the connection with other areas in the process.

The **Fun Way** series consists of three levels which attend to the varied characteristics and interests of the age group. Children are introduced to the topics through stories and are exposed to relevant vocabulary with songs, rhymes and chants. They also practise the language in a meaningful and entertaining way through games and individual or collaborative productions. The teacher guides children in the learning process by asking them questions, providing information and suggestions when they need and promoting active participation in class. Both the Student's Book and Activity Book, which are integrated in a single volume, are clearly organised and carefully graded to ensure that students are exposed to and practise the language appropriate to their level.



COMPONENTS FOR THE STUDENT

STUDENT'S BOOK

The Student's Book has 6 units, 3 review units and a story in all three levels. Vocabulary and linguistic structures are presented and practised through stories, songs, rhymes, chants, communicative activities and oral and written exercises. Stickers, included at the end of the book, are used for some of the activities and contribute to make the learning process more dynamic and attractive.



ACTIVITY BOOK

Fully integrated with the Student's Book, it provides extra practice for all the units with a wide variety of activities.

STORY

Integrated with the Student's Book and the Activity Book, the Story includes activities that keep the student's interest and offer more practice of the contents learned in the units.

INTERACTIVE ACTIVITIES

They represent a modern and fun tool that reinforces students' learning. They can be used in the computer lab or at home.

FOR THE TEACHER

TEACHER'S BOOK

It includes warm-ups and wrap-ups, ideas for working with values, optional activities and productions, guidelines for the presentation of vocabulary, songs and chants. It also has suggestions for a more efficient use of the material in the annual lesson plan included and various teaching tips.



TEACHER'S RESOURCE MATERIAL

This material can be downloaded from the Richmond website. It includes Tests, Extra Photocopiable Activities, Flashcards and photocopiable illustrations, Festivals, Ideas for using Puppets and Classroom Posters. The flashcards and wordcards are cards with illustrations on one side and the spelling of the corresponding word on the other. You can print them or make them yourself with magazine cut outs if you prefer to do so. They can be used to introduce or revise vocabulary. Ideas for using the puppets of the characters and classroom posters are also included.

AUDIO CD

Audio material with all the songs presented in the book, the chants, vocabulary and listening comprehension activities. In addition, it includes the audio for the Story at the end of the Student's Book.



CONTENTS

UNIT	OBJECTIVES
1 HI, FRIENDS!	<ul style="list-style-type: none"> To greet someone and say goodbye. To introduce oneself and others. To give and carry out commands. To listen to songs and sing along. To produce and act out simple dialogues. To develop social skills.
2 HAPPY FAMILY	<ul style="list-style-type: none"> To introduce vocabulary related to family members. To describe one's family. To identify feelings. To ask and answer about feelings. To listen to a song and sing along. To produce and act out simple dialogues.
REVIEW 1 & 2	
3 TRUE COLOURS	<ul style="list-style-type: none"> To introduce vocabulary related to classroom objects. To identify colours. To listen to a story and share opinions. To listen for specific information. To read and listen to a poem. To ask and answer about objects and their colours. To listen to a song and sing along.
4 NUMBERS AND SHAPES	<ul style="list-style-type: none"> To recognise numbers from 0 to 10. To identify shapes. To listen to a story and make predictions. To calculate sums. To ask and answer about sums. To ask and answer about the amount of items. To ask and answer Yes / No questions. To ask and answer about different items. To listen to a song and sing along.
REVIEW 3 & 4	
5 A-N-I-M-A-L-S	<ul style="list-style-type: none"> To identify animals. To recognise characteristics of animals. To introduce the English alphabet. To spell out words. To revise numbers. To ask and answer about things which are near and far. To listen to a story and make predictions. To listen to a song and sing along.
6 CLAP YOUR HANDS	<ul style="list-style-type: none"> To recognise the parts of the body. To identify actions performed with the body. To introduce the verb <i>have got</i> to describe the body. To describe oneself and animals. To revise colours and numbers. To read and listen to descriptions. To ask and answer about parts of the body. To listen to a song and sing along.
REVIEW 5 & 6	
STORY	

VOCABULARY	LANGUAGE AND GRAMMAR	VALUES
<p>Greetings and farewells: <i>Hi! / Hello!; Good morning / Good afternoon; Bye! / Goodbye!</i></p> <p>Thanking: <i>Thank you. / Thanks.</i></p> <p>Commands: <i>come in, circle, listen, colour, say, touch, sing, cut out, point</i></p>	<p><i>Hi! / Hello!</i></p> <p><i>Good morning. / Good afternoon.</i></p> <p><i>Bye! / Goodbye!</i></p> <p><i>How are you? I am fine. Thank you.</i></p> <p><i>I am (Ray). This is (Jenny).</i></p> <p><i>Cut out the pictures.</i></p>	<p>Being cooperative</p> <p>Making new friends</p>
<p>Family members: <i>mother, father, brother, sister, grandmother, grandfather, grandad, grandma, mum, mummy, dad, daddy, baby</i></p> <p>Feelings: <i>fine, happy, sad, angry, sick, tired</i></p>	<p><i>That's my (family). This is my (brother).</i></p> <p><i>How are you today? I am (happy).</i></p>	<p>Appreciating the importance of having a family</p> <p>Respecting the elderly</p> <p>Being thoughtful of other people's feelings</p>
<p>Classroom items and objects: <i>student, teacher, board, pen, crayon, pencil, book, notebook, schoolbag, eraser, ruler, sharpener</i></p> <p>Colours: <i>blue, yellow, green, pink, red, orange, white, purple</i></p>	<p><i>Hi, teacher!</i></p> <p><i>What is this? It's a (ruler). It's an (eraser).</i></p> <p><i>What colour is (your kite)? (My kite) is (yellow and blue).</i></p>	<p>Taking care of your school building</p> <p>Sharing things and asking for permission</p>
<p>Numbers: <i>0-10</i></p> <p>Shapes: <i>circle, square, triangle, rectangle, star</i></p> <p>Objects: <i>tent, ball, box, house, TV set, list</i></p>	<p><i>How many?</i></p> <p><i>What is (two) plus (three)? It's (five).</i></p> <p><i>How many (circles) can you see? I can see (ten circles).</i></p> <p><i>Is it a (triangle)? Yes, it is. / No, it isn't.</i></p> <p><i>What's this? It's a (house).</i></p>	<p>Protecting the environment</p> <p>Making and accepting corrections</p>
<p>Animals: <i>dog, cat, duck, rat, rabbit, bird, lion, monkey, elephant, fish, turtle, pig, hippo</i></p> <p>Adjectives: <i>big, small, strong</i></p> <p><i>The alphabet</i></p>	<p><i>What's that? It's (a dog).</i></p> <p><i>I'm a strong lion.</i></p> <p><i>Can you spell your name? Yes, I can.</i></p> <p><i>My favourite animal is (the cat).</i></p>	<p>Accepting fear</p> <p>Protecting animals</p>
<p>Body parts: <i>head, shoulders, hands, foot, feet, eyes, ears, leg, arm, nose, mouth, hair</i></p> <p>Colours: <i>brown, red, blue, green, black, white</i></p> <p>Animals: <i>monkey, zebra, frog, bird, cat, rabbit, pig, fish</i></p>	<p><i>Clap. Turn around.</i></p> <p><i>My hair is (brown). My eyes are (blue).</i></p> <p><i>I have got (red) hair. It has got (black) hair.</i></p> <p><i>What colour is (your monster)? It is (red, green and blue).</i></p> <p><i>How many (eyes) has it got? It has got (ten) eyes.</i></p>	<p>Taking care of your body</p>



ANNUAL PLAN


This tailor-made lesson plan has been designed to help you out throughout the school year. You can add the dates or weeks you need to devote to each unit according to the teaching periods you have at school. It may also be useful to include the activities you have already done or the ones you are planning to use so

DATE	UNITS	VOCABULARY	LANGUAGE AND GRAMMAR	VALUES
<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div>1</div> <div>HI, FRIENDS!</div>	Greetings and farewells Thanking Commands	<i>Hi! / Hello!</i> <i>Good morning. / Good afternoon.</i> <i>Bye! / Goodbye!</i> <i>How are you? I am fine. Thank you.</i> <i>I am (Ray). This is (Jenny).</i> <i>Cut out the pictures.</i>	Being cooperative Making new friends
<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div>2</div> <div>HAPPY FAMILY</div>	Family members Feelings	<i>That's my (family).</i> <i>This is my (brother).</i> <i>How are you today? I am (happy).</i>	Appreciating the importance of having a family Respecting the elderly Being thoughtful of other people's feelings
REVIEW 1 & 2				
<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div>3</div> <div>TRUE COLOURS</div>	Classroom items and objects Colours	<i>Hi, teacher!</i> <i>What is this? It's a (ruler). It's an (eraser).</i> <i>What colour is (your kite)? (My kite) is (yellow and blue).</i>	Taking care of your school building Sharing things and asking for permission


as to get better organised and bear this in mind when preparing your future lessons. Another helpful way to organise your classes is by writing down the special dates that you can devote to other activities such as revision, remedial work and evaluation.


	EXTRA ACTIVITIES	SPECIAL DATES	NOTES
	Suggestions in the <i>Teacher's Book</i> Interactive Activities Teacher's Resource Material		<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
	Suggestions in the <i>Teacher's Book</i> Interactive Activities Teacher's Resource Material		<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
	Suggestions in the <i>Teacher's Book</i> Interactive Activities Teacher's Resource Material		<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>

Fun 1 Way

DATE	UNITS	VOCABULARY	LANGUAGE AND GRAMMAR	VALUES
<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	 <p>NUMBERS AND SHAPES</p>	Numbers Shapes Objects	<i>How many? What is (two) plus (three)? It's (five). How many (circles) can you see? I can see (ten circles). Is it a (triangle)? Yes, it is. / No, it isn't. What's this? It's a (house).</i>	Protecting the environment Making and accepting corrections

REVIEW 3 & 4

<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	 <p>A-N-I-M-A-L-S</p>	Animals Adjectives The alphabet	<i>What's that? It's (a dog). I'm a strong lion. Can you spell your name? Yes, I can. My favourite animal is (the cat).</i>	Accepting fear Protecting animals
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<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	 <p>CLAP YOUR HANDS</p>	Body parts Colours Animals	<i>Clap. Turn around. My hair is (brown). My eyes are (blue). I have got (red) hair. It has got (black) hair. What colour is (your monster)? It is (red, green and blue). How many (eyes) has it got? It has got (ten) eyes.</i>	Taking care of your body
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REVIEW 5 & 6

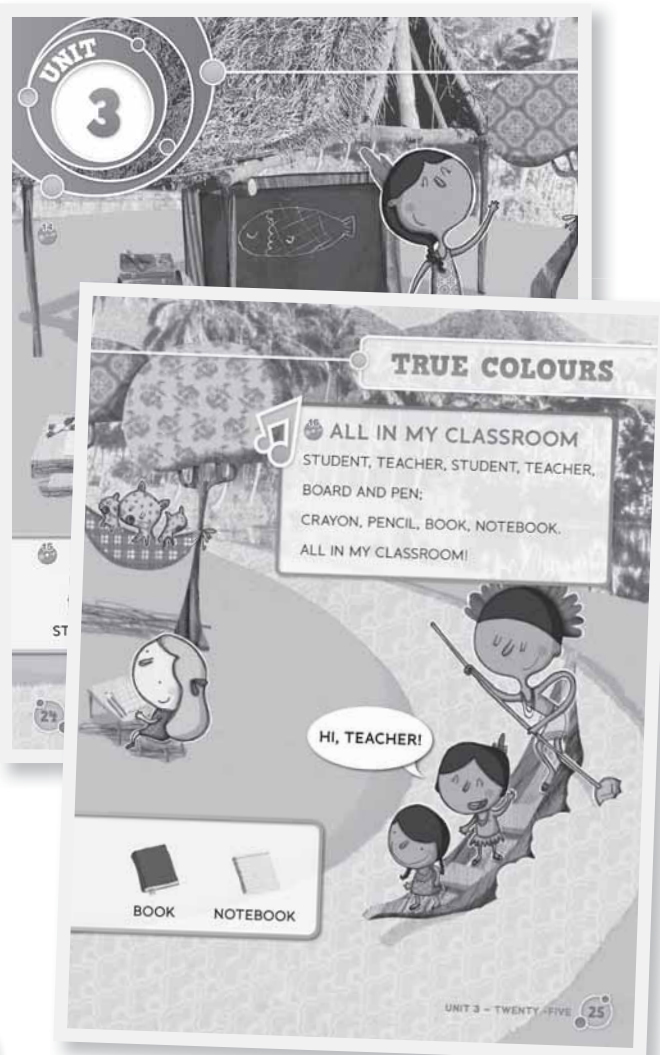
STORY

	EXTRA ACTIVITIES	SPECIAL DATES	NOTES
	Suggestions in the <i>Teacher's Book</i> Interactive Activities Teacher's Resource Material		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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	Suggestions in the <i>Teacher's Book</i> Interactive Activities Teacher's Resource Material		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

WORKING WITH Fun Way

OPENING PAGES

New content is presented in a two-page illustration that you can exploit with the class through questions and help students contextualise and interpret the situation. Each unit is introduced by a story that motivates the children to use their imagination, predict ideas and analyse certain basic values. Speech bubbles present the structures that form part of the unit and their content is recorded on the audio CD which accompanies the Teacher's Book. Relevant vocabulary is presented with pictures, together with pronunciation and songs that motivate students to learn the language and facilitate memorisation.



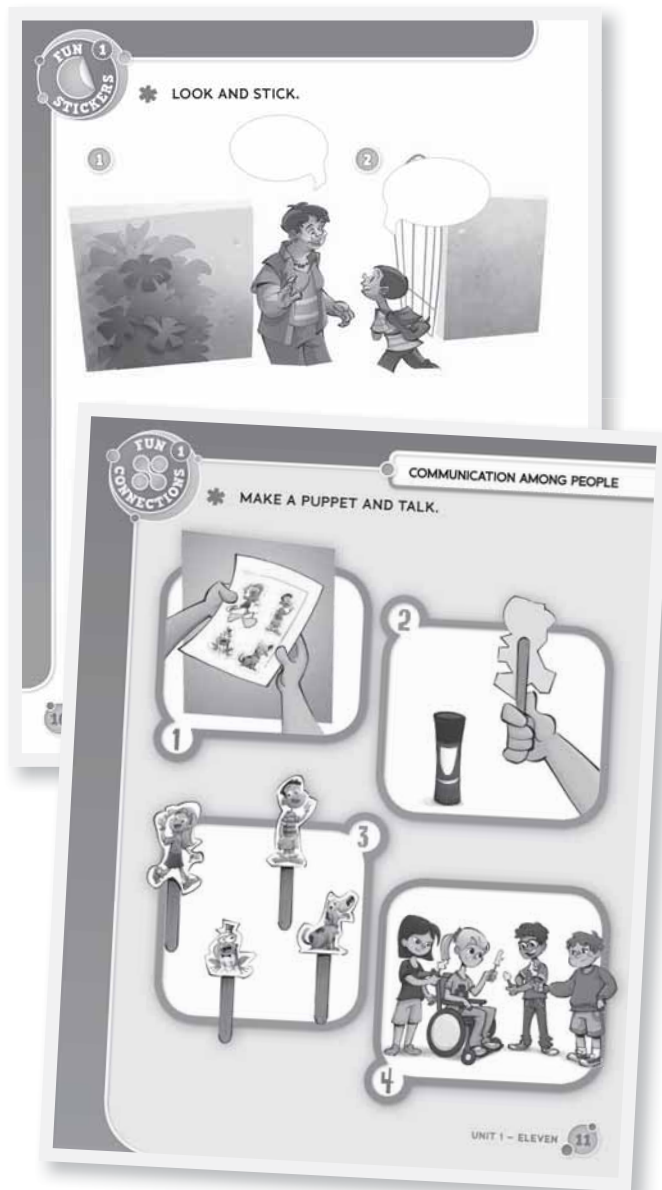
PRACTICE ACTIVITIES

Students practise the topics presented in the opening pages through activities such as circling, drawing, colouring and listening comprehension. New vocabulary is also presented through illustrations and practised in meaningful activities. Optional activities are also suggested to carry out some revision and help the children assimilate content.



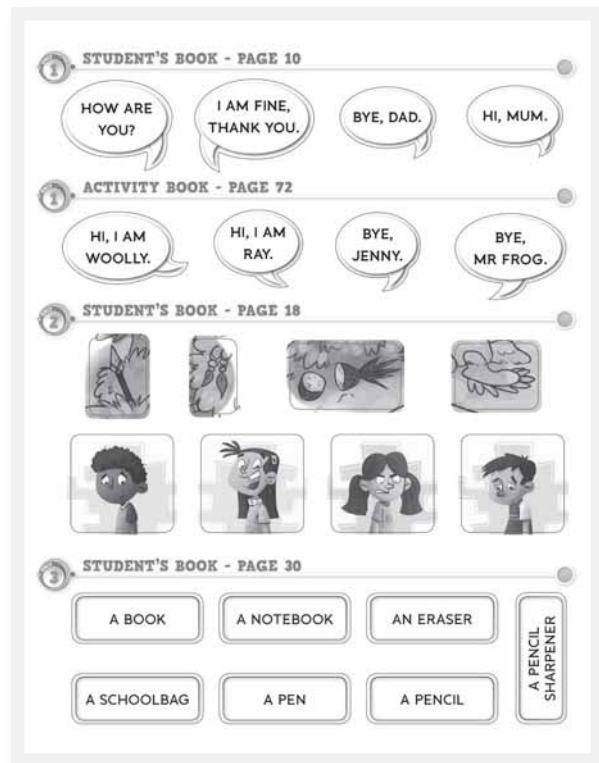
PRODUCTION ACTIVITIES

These activities encourage students to use the language in a more independent way and involve the use of cutouts and stickers. The Fun Stickers section provides a dynamic way of revising vocabulary as the children apply the content they studied through the use of pictures. The Fun Connections section relates the language to other areas such as Arts and Maths, motivates students to create their own material and express themselves orally through games, drawings, crafts, etc.



FUN STICKERS

Stickers provide dynamic interaction with textbook activities.





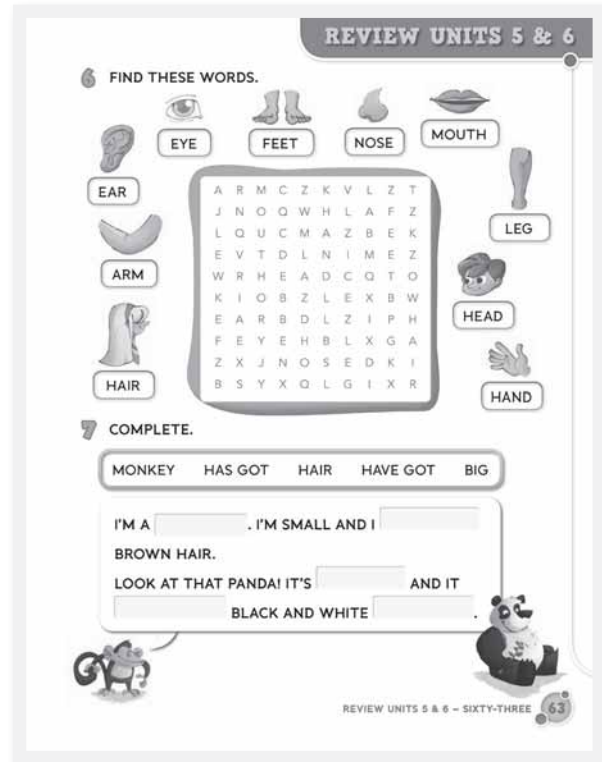
FUN CONNECTIONS

This section provides students with an opportunity to connect the topics studied with other areas of the curriculum.



REVIEW UNITS

These units involve more practice activities to revise and integrate the content included in the previous two units. They offer a great opportunity for consolidation of the topics studied so far.



FUN STORY

After Unit 6, there is a story to stimulate the pleasure of reading with the aim of creating future readers. In this section, the illustrations can be explored and ideas predicted to encourage students to use their imagination and creativity before reading and listening to the story. Each part of the story includes activities to help comprehension and to revise the contents students have learned in each level. This practice seeks to get the children involved in reading in an entertaining

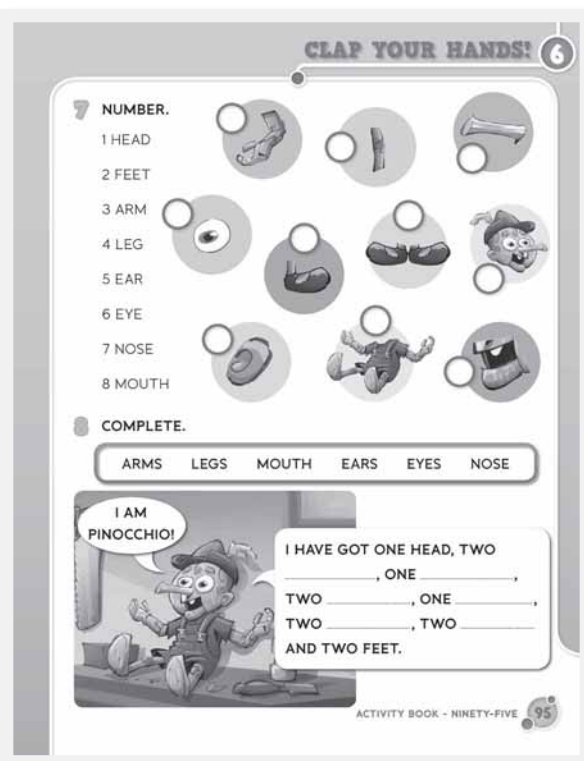
way while learning in a relaxed and playful atmosphere, which is essential at this stage.



ACTIVITY BOOK

It includes practice activities of the contents studied in each unit and they can be done in class or as homework.

If you assign the activities for students to do them at home, check that they all understand the instructions clearly.



Fun Way IN THE CLASSROOM

To help with classroom management and organisation, follow the suggestions below:

WARM-UP AND INSTRUCTIONS



WARM-UPS AND WRAP-UPS

These first and final activities prepare children for the class or helps consolidate what they have learnt. Depending on the content, you may ask a few questions on the topic of the unit, encourage students to give their opinions and tell their stories, start or finish the lesson with the music of the previous class or play games to revise vocabulary or structures.



PRESENTATION OF VOCABULARY

To learn a foreign language, it is necessary to build a basic list of words or blocks of words. The child should hear a word several times and understand its meaning before repeating it. To present new vocabulary items, show the flashcards available for each unit or images from books or magazines. You may also bring real objects or point to things in the classroom. Encourage students to point to the pictures or objects, repeat the words and mime when possible.



SONGS AND CHANTS

Songs and rhymes introduce children to new words and pronunciation and stimulate mental skills. They also show how the language works in an entertaining way. Using songs and chants in the class facilitates memorisation and improves coordination and rhythm.

Try to sing or recite in different ways and encourage students to imitate. Here are some suggestions:

- whispering;
- singing loudly;
- with a sharp voice;
- babbling;
- creating choreographies;
- divided into groups;
- creating new rhythms;
- clapping the rhythm.



TIPS FOR EXHIBITING STUDENTS' WORK

Display students' productions on the classroom walls. In addition to placing value on their work, exhibiting their material helps them to activate their memory and their imagination. There are numerous ways to show their works, such as billboards and posters. You may also organise an exhibition for parents and the community to encourage the children to participate and be involved in the class activities and share with others what they have produced. During the year, photograph or film children when they make productions, rehearse or sing. Use this material to hold an exhibition at the end of the year.

Ask students to sing in every lesson. In this way, they will be ready to sing in different school celebrations. For these presentations, you may add colourful T-shirts, masks, hats, ribbons, etc. Students can also create instruments to use when singing, like the ones below.

shaker



tambourine



shaker



rat-a-tat



CLASSROOM ORGANISATION

The physical layout reflects your teaching style. If you want your students to work in small groups, for example, organise them around tables or clusters of desks. For whole-class activities, try a circle or a U-shaped desk configuration.

circle



rows



U-shape



conference



runway



EVALUATION

Evaluation should be seen as an ongoing and global process. Observe learners' progress when they work in the classroom and evaluate their production. Check that they recognise and follow instructions, use new vocabulary and structures and participate in individual and group activities with responsibility and respect. Pay attention to learners who remain silent. It may sometimes mean shyness, lack of assimilation of content or lack of comprehension of what has to be done, among other factors.

CLASSROOM RULES POSTER

Bring a sheet of construction paper and felt tip markers in different colours. Discuss and decide with your students on a number of rules for the English class. Then write them down and attach the classroom rules poster to a wall so that the children become aware of them. Some suggested classroom rules:

- Try to speak English in class most of the time.
- Don't raise your voice unnecessarily.
- Raise your hand when you want to say something.
- Put your school objects away when the class is over.
- Always bring your books to class as well as other school material required by your teacher.
- Always do your homework on time.

OPTIONAL ACTIVITIES

These activities can be used when you run short of activities or to spice up your lessons.



ROUTINES

Establish routines to help students be organised and become familiar with the procedures in the classroom. In the first year in Primary School, you can start the class by writing on the board: *'TODAY I FEEL...'* and draw different expressions, such as happy or a sad face, and circle the alternative that represents how most of the children in the class feel that day. As the course progresses, you may include more topics like the day of the week, the date and the weather and invite different volunteers to write the information on the board: *Today's (Monday) (8 August). It's a (rainy) day.*

Remember that it is important to use the board in a clear way to guide students during the class and contribute to successful learning habits.



FUN WAY AND WORKING WITH VALUES

Each level of the *Fun Way* series includes contents that are related to values to help students understand and learn these principles. Teachers will find suggestions in each unit of the *Teacher's Book* on how to deal with different topics and hold a discussion with the class to promote different values.



GAMES BANK

Games are useful for the child to experience the new language and participate in situations governed by rules. They also present linguistic challenges and promote the social, physical and emotional development of students. In order to ensure understanding and have all of the students involved, explain the rules in

a clear way. You may also demonstrate the game with a volunteer to make sure they all know how to play. Apart from the games suggested for the Warm-ups and Optional Activities in each unit, this Games Bank offers other games that do not require the use of sophisticated material or any previous preparation:

HOW ARE YOU?

Invite students to sit in a circle and ask a volunteer to stay out of it. Have the students in the circle go round. Tell the volunteer who is out to start a chant and have the circle answer: **Student:** *Knock, knock.* **Students in the circle:** *Open the door. Come in. How are you, (student's name)?* The student goes into the circle and answers: *Fine, thank you.* Another student leaves the circle and repeats the procedure.

THE NUMBERS GAME

Materials needed:

Flashcards with numbers

Place the flashcards with numbers 1 to 10 on the floor, forming a circle. Divide the class into two rows A and B. Say a different number for each row or show a flashcard with a number. Students should be grouped in the amount mentioned or shown: **Teacher:** *Five.* Students gather in groups of five members. Repeat the procedure several times with other numbers. **Optional:** This game can be done inside the classroom or outdoors.

HOW MANY?

Materials needed:

Two pieces of paper

Have students draw and colour two school objects. Collect all the pictures and redistribute them. Divide the class into groups of five

and ask the children to put the pictures in the centre of the group. Say a colour and a school object and ask: *How many?* Encourage students to count them and say the answer: *Three blue pens.*

SHAPES

Material needed:

A sheet of paper

Tell students to draw the shapes learnt in unit 4 and write their names. Collect all the pictures and hang them on a clothesline to display them in the classroom.

FOLLOW THE COMMAND

Revise the parts of the body by pointing to them and encourage students to repeat: *hand, eyes, ears, head, arms, mouth, nose, fingers, legs, feet*, etc. Say commands for students to do the actions: *Point to your head / eyes / ears*. Show me your hand / leg, etc. Divide the class into small groups and ask a volunteer to say a command for the rest of the groups to follow.

SB PAGES 4 & 5

Objectives

- To greet someone and say goodbye.
- To introduce oneself and others.
- To give and carry out commands.
- To listen to songs and sing along.
- To produce and act out simple dialogues.
- To develop social skills.

Language:

- *Hi! / Hello!*
- *Good morning. / Good afternoon.*
- *Bye! / Goodbye!*
- *How are you? I am fine. Thank you.*
- *I am (Ray). This is (Jenny).*
- *Cut out the pictures.*

Vocabulary:

- Greetings and farewells: *Hi! / Hello!; Good morning / Good afternoon; Bye! / Goodbye!*
- Thanking: *Thank you. / Thanks.*
- Commands: *come in, circle, listen, colour, say, touch, sing, cut out, point*

WARM-UP

Greet the class and introduce yourself: *Hello. I am... (Ms Sara)*. Write the phrase on the board and encourage students to introduce themselves. Then, invite the children to draw themselves with a speech bubble using the phrase: *Hello! I am (Paloma)*. Collect students' pictures and glue them onto a piece of construction paper to represent the whole group and attach it to a classroom wall.

WHO IS THIS MAN?

Have the children open their books to pages 4 and 5 and invite them to look at the illustration. Help them with vocabulary. Point to the man and say: *This is Tom and he is a storyteller*. Encourage the class to suggest a name for Tom's dog. Explain that people come from all over the world to hear Tom's stories and that they will learn English by listening to his stories and songs. Ask students: *Do you like stories? Which ones?* Read the text slowly and mime. Read the text again and invite the children to mime. Then read each sentence and have the class repeat after you. Finally, ask: *Who wants to listen to stories and learn English?*



Direct students' attention to Tom's speech bubble and encourage them to describe the situation. Then ask what people usually say when they meet. Play track 2 for the children to follow the dialogue. Play the audio CD again pausing after the question and answer for choral repetition. Finally, encourage some volunteers to act out the dialogue.

TRACK 2

Farmer: How are you this morning?

Ray: I am fine, thank you.



Introduce vocabulary by pointing to the pictures and reading the corresponding words. Play track 3 for students to repeat. Then show flashcards and have the children say the words.

TRACK 3

morning
afternoon
fine

OPTIONAL ACTIVITY

Invite students to think of everyday situations when they meet and greet people. Write some ideas on the board: when they go to school / the sports centre / shops, etc. Encourage them to draw the scene and add speech bubbles with the phrases from the previous activity. Write them on the board as a reminder: *How are you this morning / afternoon?; I am fine, thank you.*

- 4 Tell the class they will listen to a song and sing along. Read the song slowly, modelling pronunciation and miming. Play the audio CD for students to listen and follow. Play the song again so that students sing along and mime. Finally, divide the class into groups and assign them specific parts of the song to sing with and without music.

TRACK 4

Song: Good morning!

Good morning, good morning!
Good morning, how are you?
I am fine (x3)
Thank you.

Good afternoon
Hello

WRAP-UP

Copy the dialogue on the board and tell the children to work in pairs. Walk around the classroom to monitor and help students with pronunciation. Finally, invite some volunteers to act out the dialogue:

A: Good morning / afternoon.

B: Good morning / afternoon.

A: I am ...

B: I am ...

A: How are you?

B: I am fine, thank you.

VALUES: BEING COOPERATIVE

Motivate students to work together and help each other. Talk about the importance of cooperating and making contributions when working with others. Ask the class: *How can you help your partners? Why is it good to work together?*

SB PAGES 6 & 7

WARM-UP

Invite the class to sing the Good Morning song from the previous lesson. Encourage them to remember the lyrics and sing along. Then ask some children: *Good morning / afternoon. How are you?*

1 READ.

Tell the class to look at the picture and describe the situation. Explain that the characters are friends and clarify the meaning of the word if necessary. Read the text and model pronunciation. Read the sentences again and have students repeat after you. Invite some volunteers to act out the dialogue for the rest of the class.

OPTIONAL ACTIVITY

Divide the class into groups of four. Invite the children to introduce themselves to the group and introduce their partners to the class: *Hi! I am (Santiago). This is (Felipe).*

VALUES: MAKING NEW FRIENDS

Encourage students to be nice to each other and make new friends. Elicit ways in which they can get to know each other. Invite students to suggest why friends are important: *They help us. They make us laugh. They're fun, etc.*

5 LISTEN AND REPEAT.

Point to the pictures of the characters and introduce them to the class. Ask the children to repeat the names after you. Play track 5 for students to listen to the phrases. Then play the audio CD again pausing after each phrase and have the children repeat. Show flashcards with the characters and ask: *Who's this? This is (Jenny).* and elicit the corresponding phrase.

TRACK 5 Listen and repeat.

Jenny: Hello

Ray: How are you?

Woolly: I'm fine, thanks!

Mr Frog: Bye!

OPTIONAL ACTIVITY

Play a *Memory Game*. Encourage students to remember the phrases the characters say and have them close their books. Say either a name or a phrase for students to provide the answer. For example, if you say *Hello!* students must say *Jenny* and if you say *Mr Frog*, they must say *Bye!* Demonstrate the activity with a volunteer to check understanding and play with the whole class.

6 LISTEN AND SING.

Tell the children they are going to listen to a rap. Read the song aloud, showing the flashcards of the characters as you mention them. Play track 6 for students to sing along and show the flashcards as they mention the names. Play the audio CD again pausing after each line and have the class repeat. Stick the flashcards on the board so that the children point to the characters as they sing along. Encourage students to sing the rap in different ways, sometimes whispering and singing other parts in a loud voice.

TRACK 6 Listen and sing.

I am Jenny.

I am Ray.

This is Woolly.

This is Mr Frog.

I am Woolly / Mr Frog.

This is Jenny / Ray.

Hi, Hi, Jenny / Ray / Woolly / Mr Frog!

Bye, Bye, Jenny / Ray / Woolly / Mr Frog!

OPTIONAL ACTIVITY

Divide the class in groups of four students. Assign one character to each member and ask them to draw pictures in separate sheets of paper. Then the children glue the characters on the left side of a piece of construction paper and, on the right side, include these phrases: *Hi! I am Jenny. Hi! I am Ray. Hi! I am Woolly. Hi! I am Mr Frog.* Explain that the order of the pictures must not correspond with the phrases. Invite groups to exchange posters to match the phrases with the correct character. Finally, display the posters on the classroom walls.



TIPS FOR EXHIBITING STUDENTS' WORK

Show individual or collaborative productions in the classroom by sticking posters on the wall or using a noticeboard to post texts and other works. This encourages students to create their own material and promotes their imagination. Students' works are useful classroom resources as well as visual aids.



CIRCLE AND COLOUR.

Point to the picture and ask: *Who's this?* so that the children identify the character. Then tell students to circle the correct sentence and colour the picture.



ANSWER KEY

I am Mr Frog.



7 LISTEN AND TICK.

Read the phrases aloud and ask the class to repeat. Have the children identify the characters in pictures 2 and 4: *Ray and Woolly*. Play track 7 for students to listen and tick the correct phrase. Play the audio CD again to check answers. Finally, invite some volunteers to read out the correct sentences.

TRACK 7

Listen and tick.

1. How are you?
2. I am fine.
3. Bye!
4. I am Woolly.



ANSWER KEY

1. How are you? 2. I am fine. 3. Bye! 4. I am Woolly.

WRAP-UP

Bring magazines to the class and ask students to cut out two people greeting each other or saying goodbye. Tell them to paste the pictures on a separate sheet of paper and insert speech bubbles with the phrases *Hi / Hello* or *Bye*.

SB PAGES 8 & 9

WARM-UP

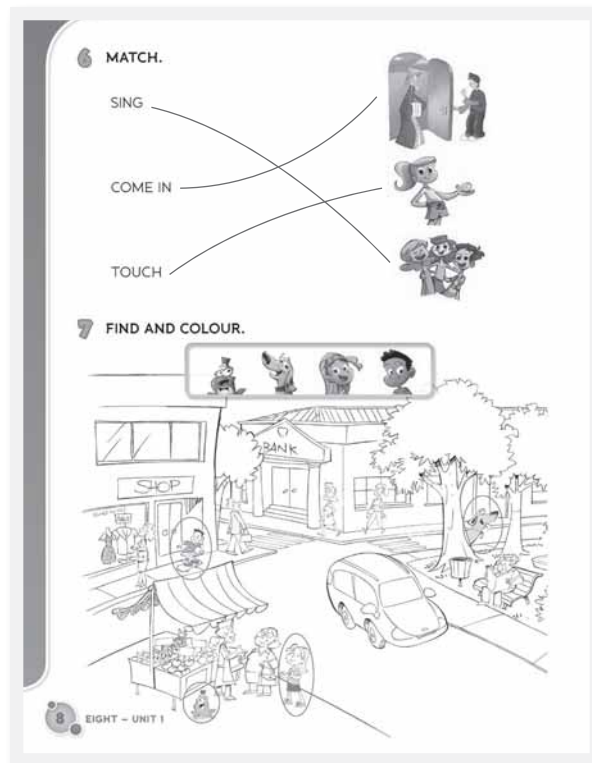
Show flashcards illustrating commands used in the class: *listen, circle, sing, come in, touch, point* and *colour*. Stick the flashcards on the board and say the corresponding command. Ask the class to repeat and mime the action. Explain that commands are used to express orders. Then point to different pictures and have students say the command.

6 MATCH.

Read the verbs aloud. Ask the children to match the words with the correct picture.



ANSWER KEY



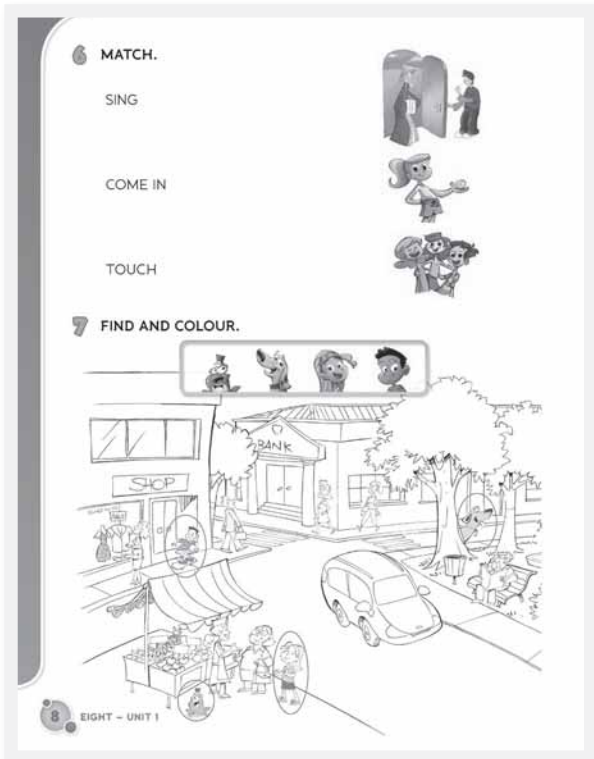
OPTIONAL ACTIVITY

Play *Simon says* with the class. Tell students that they should carry out the order only when you say it with the phrase '*Simon says...*'. Invite a volunteer to demonstrate the game: *Simon says: sing; Simon says: cut out; Colour; Listen*. If the student mimes these two last actions, he loses the game. Play the game several times and encourage some volunteers to give commands.

7 FIND AND COLOUR.

Point to the characters and elicit their names. Tell the class to find the characters in the picture and colour them.

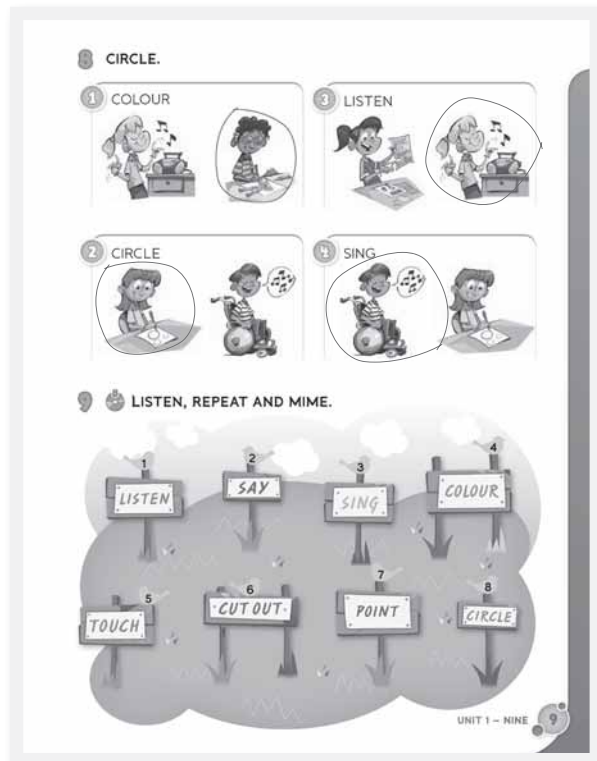
KEY ANSWER KEY



8 CIRCLE.

Read the commands aloud and ask students to repeat after you. Then the children circle the correct pictures.

KEY ANSWER KEY



8 LISTEN, REPEAT AND MIME.

Read the verbs aloud and mime the actions. You may also show pictures to illustrate these commands. Play the audio CD for students to repeat and mime. Read each command and ask students to point to the corresponding picture.

TRACK 8

Listen, repeat and mime.

1. Listen.
2. Say.
3. Sing.
4. Colour.
5. Touch.
6. Cut out.
7. Point.
8. Circle.

WRAP-UP

Divide the class into two teams. Ask a volunteer from each group to go to the front. Give them a flashcard or whisper the command and ask them to mime the word for their teams. Award a point to the team that guesses first. Repeat the procedure with different cards.

SB PAGES 10 & 11

WARM-UP

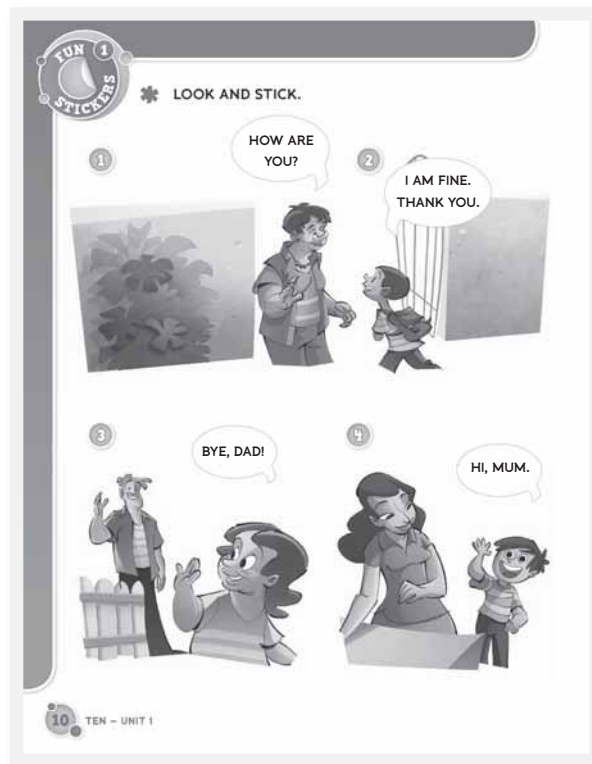
Introduce new words and invite the class to repeat them. You may bring pictures of your family or famous families. Point to the father and mother and say: *This is (my) dad. This is (my) mum.* Write the words on the board and have students repeat them.

FUN STICKERS 1

LOOK AND STICK.

Invite students to stick the sentences on the corresponding speech bubbles.

ANSWER KEY



OPTIONAL ACTIVITY

Picture dictation

Say words that appear in this unit or show Word Cards and encourage students to draw pictures; for example: *Morning, Dad, Mum, Afternoon, Bye!, Fine, Listen, Sing*, etc.

FUN CONNECTIONS 1

COMMUNICATION AMONG PEOPLE

MAKE A PUPPET AND TALK.

The previous class, ask students to bring ice lolly sticks. Explain that they will use them to make puppets. Tell the class to cut out the pictures and glue them onto the sticks. Then invite them to sing the *Hi! Rap* on page 6 and show the corresponding puppet when

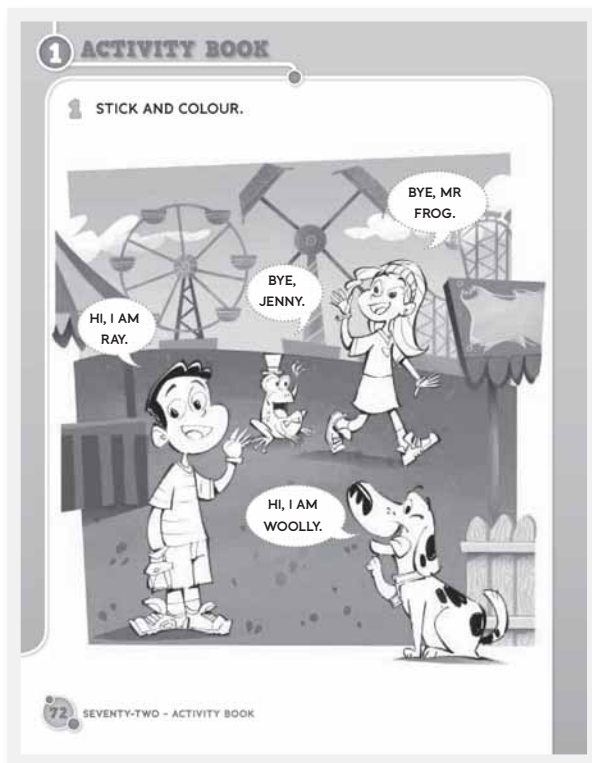
they hear the character's name. Finally, get the children into groups to act out dialogues with the puppets. Copy the phrases on the board as a guide: *Hi / Hello, Good morning / afternoon, I am... , This is..., Bye, etc.* Walk around the classroom to monitor and help as needed.

1 ACTIVITY BOOK

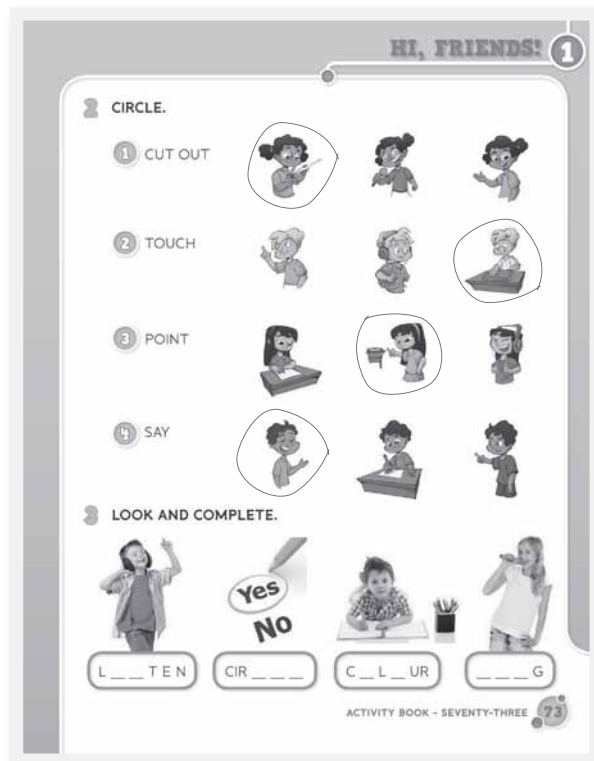
SB PAGES 72, 73, 74 & 75

ANSWER KEY

1 STICK AND COLOUR.



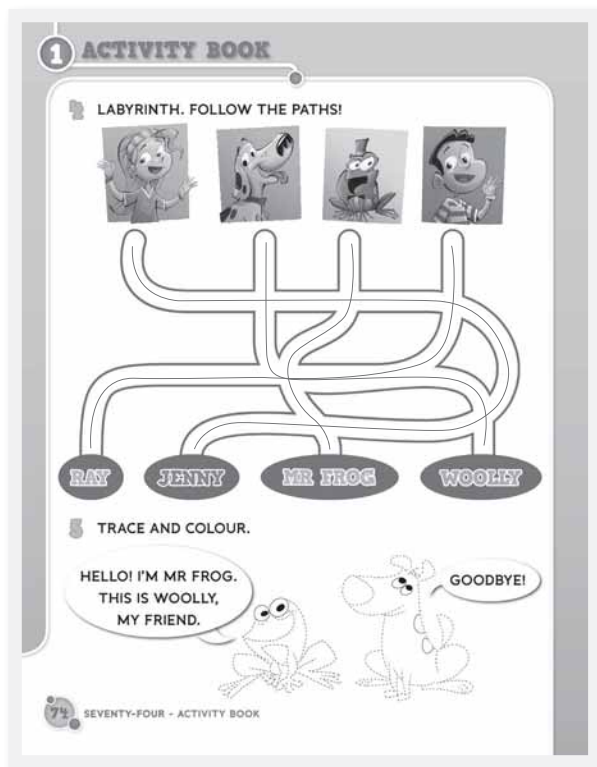
2 CIRCLE.



3 LOOK AND COMPLETE.

listen, circle, colour, sing

4 LABYRINTH. FOLLOW THE PATHS!



5 TRACE AND COLOUR.

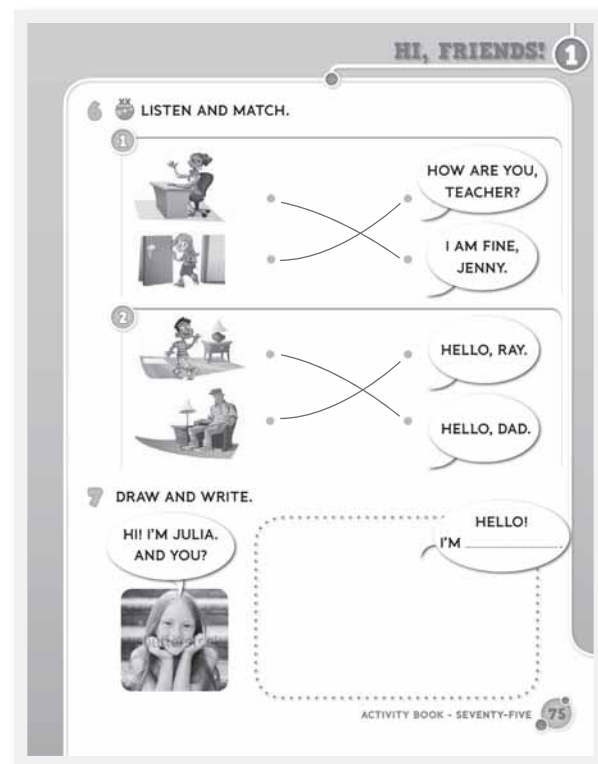
Students' own answers

6 ³⁷ LISTEN AND MATCH.

TRACK 37

Listen and match.

- How are you, teacher?
I am fine, Jenny.
- Hello, Ray.
Hello, Dad.



7 DRAW AND WRITE.

Students' own answers

SB PAGES 12 & 13

Objectives

- To introduce vocabulary related to family members.
- To describe one's family.
- To identify feelings.
- To ask and answer about feelings.
- To listen to a song and sing along.
- To produce and act out simple dialogues.

Language:

- *I am (Teddy Bear). This is my family.*
- *How are you today? I'm (angry). I I'm fine. And you?*
- *That's my (mother).*

Vocabulary:

- Family members: *mother, father, brother, sister, grandmother, grandfather, grandad, grandma, mum, mummy, dad, daddy, baby*
- Feelings: *fine, happy, sad, angry, sick, tired*

WARM-UP

Play *Musical Dictation* to revise vocabulary from the previous unit. Play the songs from unit 1 or any piece of music that students will enjoy. Divide the class into teams of three or four. Explain that they have to take a pencil and quickly pass it from one student to the next within the group as the music plays. When the music stops, the student who has just received the pencil writes down on a piece of paper what you dictate to him or her. Students get a point for each correct word or sentence. The team with the most points at the end of the dictation wins the game. You may start dictating single words and build to short phrases and full sentences: *Morning; Cut out; How are you?* etc.




Start the presentation of the unit by telling the class that they will meet Cauê and his family. Invite students to look at the illustration on pages 12 and 13 and identify Cauê. Point to the parents, one at a time, and ask: *Who is this?* to elicit the words *mum* and *dad*, presented in unit 1. Play track 9 and ask students to repeat. Explain the difference between *this* and *that* by pointing to students who are near and far and clarify the meanings: *This is Emma. That is Ben*. Then encourage students to make predictions about Cauê. Remind the class of Tom, the storyteller, and explain that this is one of his stories. Then tell the story of Cauê, the little Indian: Cauê is a little Indian boy who lives with his parents in a tribe on the edge of a stream. There they hunt and fish what they need to eat and they are very happy. Sometimes Cauê is worried because his father has learnt that a group of Indians was expelled from their land by loggers. Is this story true? Will the tribe of Cauê be in danger? Encourage students to share their ideas.

TRACK 9

That's my family.


OPTIONAL ACTIVITY

Attach a flashcard showing one of the characters from the book to the board. Attach another to another wall, far away. Stand next to the one on the board and ask: *Who's this? (This is Ray)*. Point to the other one and ask: *Who's that? (That is Woolly)*. Write the two questions on the board. Repeat the procedure with the other characters. You may also attach pictures of famous people and elicit the sentences from the class by asking: *Who's this / that?*

-  **10** Introduce the vocabulary related to family members by using flashcards. As you show the pictures, say the words and model pronunciation. Say the words again and ask students to repeat after you. Play track 10 and pause after each word for students to repeat. Finally, show the flashcards in a different order for students to identify the family member.

TRACK 10

mother
father
brother
sister

-  **11** Now invite the class to listen to *The Family Rap*. First, read the song and show the flashcards of the family members. Read the rap again, asking students to point to the images on their books. Play the audio CD several times for the children to point to the pictures and sing.

TRACK 11

Song: The family rap

That's my mother.
Yes, yes!
That's my father.
Yes, yes, yes!
That's my brother.
Yes, yes!
And my baby sister.
Dah, dah, dah!

Direct students' attention to the box with the different ways to refer to parents. Model

pronunciation and invite students to repeat the words.

OPTIONAL ACTIVITY

Encourage students to sing the rap by replacing *mother* with *mum* and then mummy and do the same with *father*, *dad* and *daddy*.



TIPS FOR EXHIBITING STUDENTS' WORK

Have students sing in all classes. Thus, they will be ready and feel comfortable to perform at school festivals or events. They may also design simple costumes to use for their presentations. They may include coloured shirts, masks, face paintings, hats, ribbons, etc.

WRAP-UP

Encourage students to imagine they live in the same tribe as Cahuê. Have them invent a family and draw a picture. Then ask students to work in pairs and exchange their drawings to present the members of their family and label them: *Who's this? This is my brother. Who's that? That's my mother.*



VALUES: APPRECIATING THE IMPORTANCE OF HAVING A FAMILY

Ask students to say why they think a family is important. Comment on the different family types (families with only one child, with adoptive children, with many children, with single parents, etc.). Emphasize the importance of being respectful of different families.

SB PAGES 14 & 15

WARM-UP

Revise vocabulary related to family members by showing flashcards and eliciting the corresponding words. You may stick the pictures on the board to make a family tree and add the pictures with grandparents to present these new words. Point to the pictures and say *grandmother* and *grandfather* for students to repeat. Explain that other ways to refer to grandparents are *grandma* and *grandad*.

1 LOOK AND NUMBER.

Read the text in the speech bubble to introduce Teddy Bear and invite some students to read the words in the box. Then have the class write the numbers with the appropriate pictures. To check the answers, point to the pictures and invite volunteers to say the words.

KEY ANSWER KEY

(from top to bottom, left to right) 2, 5, 6, 7, 1, 4, 3

♥ VALUES: RESPECTING THE ELDERLY

Ask students if they have got a grandfather and / or grandmother. Discuss the importance of respecting old people and elicit what we can do to treat them with respect.

OPTIONAL ACTIVITY

Play *Memory* game with vocabulary related to family. Divide the class into pairs. Hand out a sheet of paper to each pair. Shuffle the flashcards with the family members and explain that you are going to display the cards, one by one, very quickly. Students have to try to remember the pictures and then, write them down on the paper in the same order you displayed them. The pair that remembers the most wins the game.

2 DRAW YOUR FAMILY.

Invite the class to draw a picture of their family and also include their pets. Motivate students to be creative and add characteristics they associate with each member of their family.

KEY ANSWER KEY

Students' own answers

OPTIONAL ACTIVITY

Have students work in pairs. Tell them to show the pictures of their families and introduce their relatives to their partners: *This is my ... and this is my ...*. Encourage students to ask: *Who's this / that?* Walk around the classroom and monitor. Then invite some volunteers to show their pictures and introduce their families to the class.

WRAP-UP

Ask students to write their versions of *The Family Rap* by including the members of their families. Then have them work in pairs and sing the songs to each other. Walk around the classroom to monitor and help as needed. Finally, invite some volunteers to share their raps with the class and encourage their partners to clap along.

SB PAGES 16 & 17

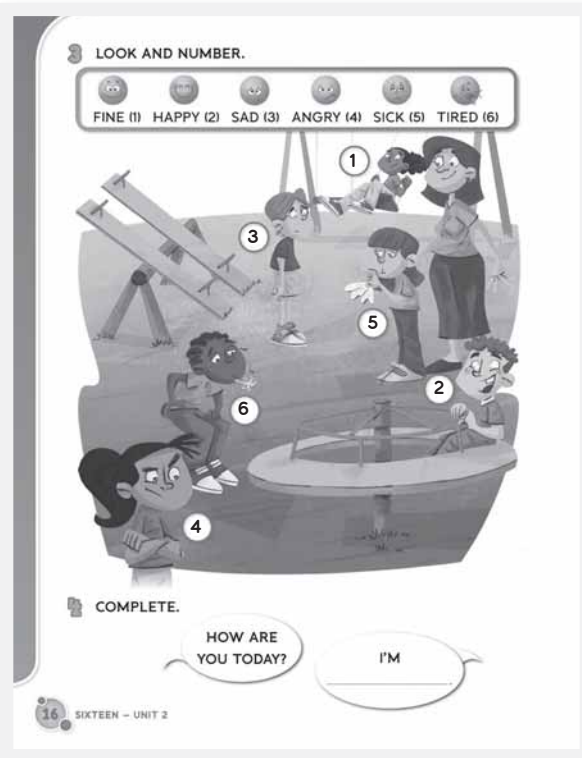
WARM-UP

Ask a volunteer: *How are you today?* After he / she answers: *I'm fine.*, have him / her ask you the question. Answer with a new feeling and mime: *I'm happy.* Invite other students to ask you the question and answer each time with different emotional and physical states and mime. Write the words on the board as you mention them and encourage students to mime them. Then say the words again for students to repeat and mime. Invite a student to mime a word and elicit the feeling from the class. Repeat the procedure with several students.

8 LOOK AND NUMBER.

Read the words in the box and ask the class to repeat and mime. Read the words again in a different order and have students point to the children expressing the feeling in the scene. Then students write the numbers with the correct pictures. To check, point to the children in the illustration and have different volunteers say the answers.

KEY ANSWER



OPTIONAL ACTIVITY

Get students into groups of four. Hand out old magazines and ask them to cut out pictures of people showing different feelings: sad, angry, tired, sick, happy, etc. Bring a piece of construction paper and divide it into columns with the adjectives as headings: happy, sad, angry, tired, sick, etc. Then invite students from different groups to stick the pictures under the appropriate adjectives. Finally, display the poster on the classroom walls.

COMPLETE.

Invite a volunteer to ask the question in the speech bubble and elicit the answer from another student. Repeat the procedure with other children. Then tell the class to complete the other speech bubble with their answers.

ANSWER KEY

Students' own answers

VALUES: BEING THOUGHTFUL OF OTHER PEOPLE'S FEELINGS

Encourage students to be attentive to others' feelings and needs. Invite them to mention situations in which they may ask their friends how they feel and share their emotions. Ask: *What can you do when your friend is sad / angry, etc.?*

12 LISTEN AND CIRCLE.

Ask: *Who is sad / happy / tired today?* Students raise their hands. Then say the names of the children in the pictures and elicit the feelings they express. Play track 12 for students to listen. Play the audio CD again so that they circle the names. Play it once again to check answers.

TRACK 12

Listen and circle.

1. What's your name? My name is Ann. I am happy today.
2. Hi, Paul. How are you today? I am angry.
3. How are you today, Jennifer? I am sad.
4. Hi, my name is Bob. I am sick.

ANSWER KEY

1. Ann; 2. Paul; 3. Jennifer; 4. Bob

OPTIONAL ACTIVITY

Have students work in pairs. Ask one student to express a feeling represented in exercise 5 for their partner to identify the person(s): S1: *I'm sad.* S2: *Julie.*

13 LISTEN AND POINT.

Tell the class to look at the pictures and identify the feelings. Then explain they will listen to children introducing themselves and saying how they are. Play track 13 for students to listen and point to the correct child. Play the audio CD again pausing after each description and ask students to point to the child and say the name: *This is Sue.*

TRACK 13

Listen and point.

1. My name is Sue. I am happy today.
2. Hi, I'm Ted. I am tired.
3. Hello. My name's Julian. I am sad.
4. Hi, my name is Patrick. I am sick.
5. Hi, I am Kate. I am angry.

WRAP-UP

Play *Back Write* to revise adjectives related to feelings. Divide the class into pairs. A student writes a word on the back of their partner so that she / he guesses the word. Walk around the classroom and monitor as the children play.

SB PAGES 18 & 19

WARM-UP

Invite the class to sing *The Family Rap* on page 13. Encourage students to sing it in different ways for fun; for example, in high or low pitch.

FUN STICKERS 2

FND AND STICK

Ask students to identify the people in the picture and reconstruct the story of Cahuê, the little Indian. Point to the different members of the family and ask: *Who is this?* Then have the children stick the pictures on the corresponding spaces.

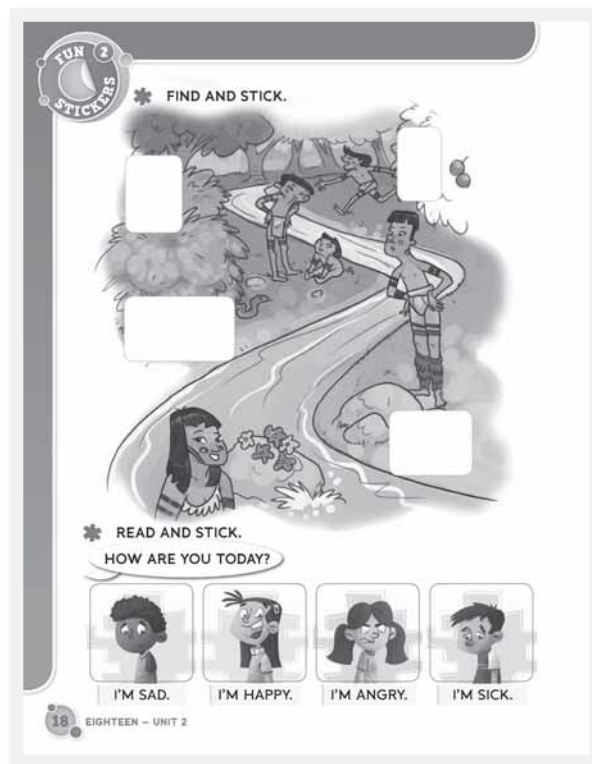
ANSWER KEY



READ AND STICK.

Invite a volunteer to read the question in the speech bubble and ask other children to read the sentences and mime. Then ask students to glue the stickers on the correct spaces.

ANSWER KEY



OPTIONAL ACTIVITY

Ask students to write sentences about two or three people in their family: *My sister is tired.* Then have them work in pairs and share their sentences so that their partners choose one and draw a picture to illustrate the idea.

FUN CONNECTIONS 2

COMMUNICATION / ART

MAKE A FINGER PUPPET.

Tell students they are going to create a finger puppet. Draw their attention to the illustrations showing the steps to make the puppet. Have students cut out the pictures and colour them. Then they stick the ends together and put the puppet in their finger.

Invite a pair of students to read the example dialogue aloud and encourage the class to make up similar dialogues. Walk around the classroom and monitor. As a variation of the activity, you may encourage them to act out using a robot voice or other effects.

2 ACTIVITY BOOK

SB PAGES 76, 77, 78 & 79


KEY ANSWER KEY

1 CIRCLE THESE WORDS.

2 ACTIVITY BOOK

1 CIRCLE THESE WORDS.

BABY BROTHER DADDY
~~GRANDFATHER~~ GRANDMOTHER
 MUMMY SISTER



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

76 SEVENTY-SIX - ACTIVITY BOOK

2 LOOK AND NUMBER.

5, 1, 4, 3, 2

3 MATCH AND COLOUR.

2 ACTIVITY BOOK

3 MATCH AND COLOUR.

MUM DAD

1 2

MUM DAD

CIRCLE.

1 I AM ANGRY / HAPPY. 2 I'M SICK / TIRED.

3 I'M FINE / SAD. 4 I AM HAPPY / SICK.

78 SEVENTY-EIGHT - ACTIVITY BOOK

4 CIRCLE.

1. angry; 2. sick; 3. sad; 4. happy

5 COMPLETE AND DRAW.

1. Teddy Bear; 2. Ray; 3. Woolly; 4. Students' own answers


6 DRAW.


A HAPPY FAMILY 2


5 COMPLETE AND DRAW.

RAY TEDDY BEAR WOOLLY

WHAT IS YOUR NAME?




1  MY NAME IS _____.

2  MY NAME'S _____.

3  I AM _____.

4 YOU I'M _____.

6 DRAW.

 I AM ANGRY.  I AM HAPPY.  I AM SAD.

ACTIVITY BOOK - SEVENTY-NINE 79

REVIEW UNITS 1 & 2

SB PAGES 20, 21, 22 & 23

WARM-UP

Tell students they are going to play *Tic-Tac-Toe* to revise vocabulary from units 1 and 2. Divide the class into two teams and draw two sets of parallel lines to make a tic-tac-toe grid. Place a flashcard on each square of the grid. Have a student choose a flashcard and name it. If the student is correct, have him or her draw an O or an X on the grid. The first team to get three in a row wins the game. Play the game several times.

1 TRACE AND COLOUR.

Invite students to open their books to page 20. Have them look at the picture and encourage them to remember Cahuê's tribe. Ask the class: *Where is he? What is he doing? Why?* Then tell the children to connect the lines and then colour the picture. Encourage students to name the boy and introduce him to their partners: *This is....*

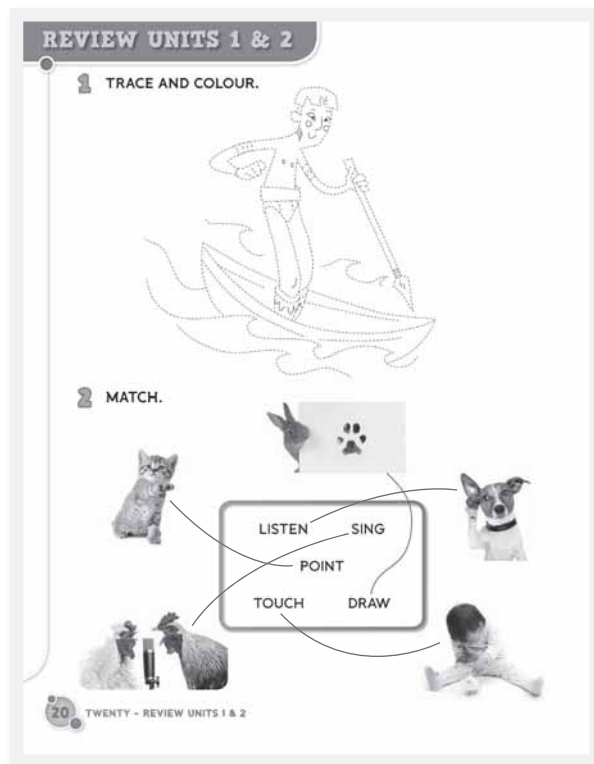
KEY ANSWER KEY

Students trace and colour the picture.

2 MATCH.

Read the words in the box and invite students to mime the commands. Then have them match the verbs with the corresponding picture. To check answers, point to the photos for students to say the verbs.

KEY ANSWER KEY



OPTIONAL ACTIVITY

Divide the class into two teams to play *Mime it!* with commands. Ask a volunteer from each group to go to the front. Whisper a command to one of the students so that they mime the words for their teams. Award a point to the team that guesses first. Repeat the procedure with different verbs.

TIPS FOR GAMES AND ACTIVITIES

Games and activities stimulate the child to experience the new language and take part in situations in which they have to follow rules. Furthermore, these activities present linguistic challenges and promote the social, physical and

emotional development of students. Therefore, it is important to explain the activities in a clear way and demonstrate them with a volunteer. This is useful to check understanding and ensure that students work independently.

3 MATCH.

Direct students' attention to the picture. Point to Ray and ask students to identify him: *Who's this?* Tell students that Ray is talking to a farmer. Ask some children to read the first column of speech bubbles and then the second column to check understanding. Then have students match the sentences. To check the exercise, invite some volunteers to read the answers aloud. Finally, encourage some pairs to act out the dialogue for the rest of the class.

KEY ANSWER KEY

REVIEW UNITS 1 & 2

3 MATCH.

WHAT'S YOUR NAME?

GOOD MORNING.

BYE, JEFF.


HOW ARE YOU, JEFF?

BYE, RAY.

I AM FINE, THANK YOU, RAY.

I'M RAY.

GOOD MORNING.



REVIEW UNITS 1 & 2 - TWENTY-ONE 21

OPTIONAL ACTIVITY

Prepare index cards with the names of the characters that appear in the book: *Tom (the storyteller), Ray, Woolly, Mr Frog, Jenny, Teddy Bear and Cahuê*. Divide the class into groups and hand out the cards. To demonstrate the activity, introduce yourself to the class: *Hi! My name's (Jenny). What's your name?* Choose a volunteer to answer the question using his or her new personality. Tell him or her to repeat your name and then answer the question. Have that student ask someone in the group his or her name and answer in the same way. S1: *Hi, Jenny. My name's Woolly. What's your name?* S2: *Hi, Woolly. My name's Teddy Bear. What's your name?* If a student forgets a name, he or she sits down.

LOOK AND COMPLETE.

Have students look at the picture and ask them to find Teddy Bear. Invite a volunteer to read the example aloud. Explain that Teddy Bear is introducing his family to the class. Then read the words in the box and have students repeat after you. Tell them to look at the picture to complete the sentences with the corresponding word. Finally, get some volunteers to read the sentences aloud to check.

KEY ANSWER KEY

- 1 Teddy Bear; 2 mother; 3 brother;
4 grandmother; 5 baby sister

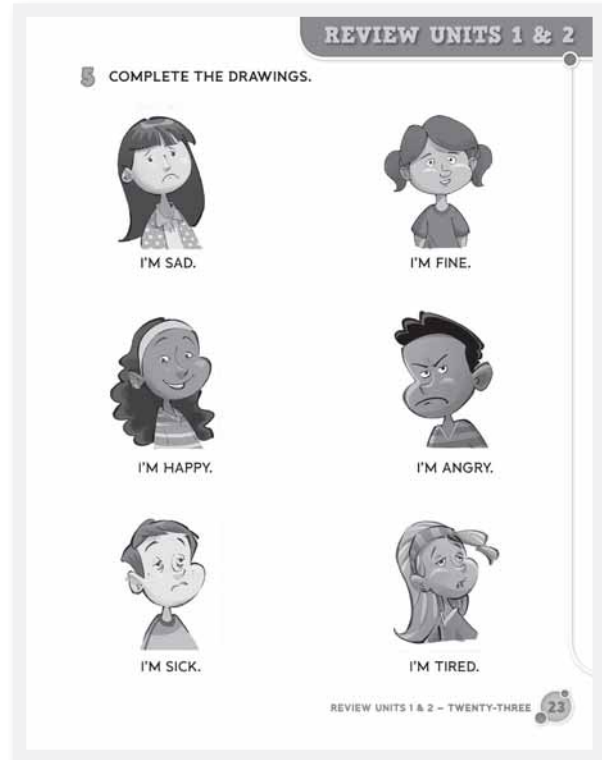
OPTIONAL ACTIVITY

Display the flashcards with members of the family on the board and ask students to say who the people in the pictures are. Write a scrambled version of the words on the board and tell students to unscramble them as they copy them into their notebooks. Then they exchange their notebooks to check the words. Finally, invite some volunteers to write the words under each flashcard.

5 COMPLETE THE DRAWINGS.

Invite different students to read the sentences aloud. Work with the first sentence as an example. Draw a face on the board without eyes and mouth and ask a volunteer to go to the front and complete it with the corresponding expression. Then have the class complete the other faces with expressions to represent the feelings described in each sentence. To check answers, invite students to draw the expressions on the board or mime them.

ANSWER KEY



OPTIONAL ACTIVITY

Play *Simon says* with the class to revise vocabulary related to feelings. Remind students that they should only do the action if you say Simon says at the beginning of the sentences: *I am happy. / Simon says I am tired. / I am angry. / I am fine. / Simon says I am sick.* Encourage some volunteers to take on your role and say sentences for the rest of the group.

WRAP-UP

Play *Bingo!* with the class. Attach the flashcards related to the vocabulary in units 1 and 2 onto the board. Ask students to fold a sheet of paper into six and draw lines along the folds. Have them choose six pictures and draw one in each space. Shuffle the flashcards and display them one by one.

Students should name the pictures and cross them out on their bingo cards. The first student to cross out his or her entire card shouts *Bingo!*

SB PAGES 24 & 25

Objectives

- To introduce vocabulary related to classroom objects.
- To identify colours.
- To listen to a story and share opinions.
- To listen for specific information.
- To read and listen to a poem.
- To ask and answer about objects and their colours.
- To listen to a song and sing along.

Language:

- *Hi, teacher!*
- *What is this? It's a (ruler). It's an (eraser).*
- *What colour is (your kite)? (My kite) is (yellow and blue).*

Vocabulary:

- Classroom items and objects: *student, teacher, board, pen, crayon, pencil, book, notebook, schoolbag, eraser, ruler, sharpener*
- Colours: *blue, yellow, green, pink, red, orange, white, purple*

WARM-UP

Invite students to take the finger puppets they made in unit 2 and put them in their fingers. Greet different volunteers and ask: *How are you today?* Then encourage the last student who answered to greet another partner and ask the question using their finger puppets. Motivate them to use different vocabulary and voices for fun: *Hello, Good morning / afternoon, etc.*



Invite the class to look at the illustration on pages 24 and 25. Ask: *Where are the children? What they are doing? Is the school in the forest? How do children go to school in the forest? Is this class similar to ours?* Explain that they are going to listen to a new story, called *I love my school*. You may point to the pictures on the book as you tell the story to help with vocabulary: *Have you ever heard of a funny school, which has no ceiling or wall or anything? Does this school exist? Yes! And it's the school where Joana, Tuca, Benedict, Guga and many other children study. The school is right in the middle of the forest, on the edge of a river. Some children walk or go by donkey. But most of them go by canoe. They leave home very early when it is still dark and paddle, paddle, paddle to get there. The school has no computers and sometimes not even a board. But the kids go there anyway. Do you know why? They really want to learn to read and write.* Play track 14 for students to listen and repeat. Invite students to point to the teacher as they say the phrase. Finally, encourage students to mention what they like about their school.

TRACK 14

Hi, teacher!

**VALUES: TAKING CARE OF YOUR SCHOOL BUILDING**

Discuss with the class why it is important to take care of the school building, classroom and materials. Ask students to mention aspects that they would like to change or improve and encourage them to think of ways in which they can do that: *keep the classroom*

clean, be careful with the posters on the walls, protect equipment, etc.

- 15** Introduce the vocabulary in the box by using flashcards. Show each vocabulary item and say the corresponding word. Play track 15 and encourage students to repeat. Then repeat the words in different order a few times. Students point to the vocabulary in the book or in flashcards.

TRACK 15

student teacher board pen crayon
pencil book notebook

- 16** Tell the class they are going to listen to a song and present the lyrics. As you read the text, point to the items mentioned or show the flashcards. Then read the song again and encourage students to point to the pictures. Play the audio CD a few times for students to sing and point to the items. You may lower the volume in some parts so that they sing the words on their own.

TRACK 16

Song: All in my classroom

Student, teacher,
student, teacher,
board and pen;
crayon, pencil, book, notebook.
All in my classroom!

OPTIONAL ACTIVITY

Invite students to draw and colour two of the objects mentioned in the song. Say: *Show me a teacher / a student / a pen*, etc. The children show the items mentioned. Then they sing *All in my classroom*, pointing to the items.

WRAP-UP

Invite a pair of volunteers to come to the front to demonstrate the activity. Have one volunteer draw a classroom object on the other's back with his or her index finger. The second student has to guess the object. Ask students to work in pairs and take it in turns to draw and guess the objects. Walk around the classroom to monitor and help as necessary.

SB PAGES 26 & 27

WARM-UP

Attach the flashcards showing the classroom objects from the previous lesson to the board. As you point to the pictures, ask: *What is this?* Write the question on the board and have students repeat. After they have identified the objects on the board, show flashcards with the new vocabulary and encourage them to ask you the question on the board: *S: What's this? T: It's a ruler / schoolbag / sharpener. It's an eraser.* Make emphasis on the difference between *a* and *an*. Elicit from students when to use *a* and when to use *an*: *a* before consonants and *an* before vowels.

1 LOOK, LISTEN AND REPEAT

Have students look at the pictures and listen to the words. Play track 17 and invite the class to repeat the words.

TRACK 17

Look, listen and repeat.

schoolbag

ruler

eraser

sharpener

2 LOOK AND TICK.

Read the question and answers aloud and check students understand the vocabulary. Then have them look at the objects and tick the correct alternative. Invite some volunteers to read their answers aloud to check with the whole class.

ANSWER KEY

- 1 It's a pencil sharpener. 2 It's a schoolbag.
3 It's a ruler. 4 It's an eraser.

VALUES: SHARING THINGS AND ASKING FOR PERMISSION

Take this lesson about school objects as an opportunity to talk about sharing things. Explain that it is good to share something but it is also a great responsibility. Emphasise that it is important to ask first for the item we need and not to take it without permission. You may teach the expressions: *May I (use your pencil / take your ruler)? Yes, sure! Here you are.* Encourage students to mention other situations in which they share things. Remind them that we should treat other people well and that we all want other people to respect our possessions.

OPTIONAL ACTIVITY

Sit in a circle with students. Show school objects (or flashcards) and ask: *What's this?* As the children mention each of the objects, place them in the middle of the circle and cover them with a piece of cloth. Ask a student to leave the circle and turn his / her back. Take one of the objects, show it to the class and hide it. Then tell the student who was out of the circle to turn around. Ask: *What's missing?* If the student answers correctly, the group says Yes. If the answer is incorrect, the children say No. Change the position of the objects (or flashcards) and repeat the activity with other volunteers.

3 LISTEN AND CIRCLE.



Point to the pictures for students to say the words and help them with vocabulary when necessary. Play the audio CD or read the transcript three times. Students listen and circle an option. Ask different volunteers to give the answers and point to the pictures to check.




TRACK 18




Listen and circle.




1. What's this? It's my notebook.
2. What's this? It's my pen.
3. What's this? It's my book.
4. What's this? It's my pencil.

3 LISTEN AND CIRCLE.








1   




2   

3   

4   

FIND AND COLOUR.

 =   =   =   = 


UNIT 3 - TWENTY-SEVEN 27

3 LISTEN AND CIRCLE.

1   

2   

3   

4   

FIND AND COLOUR.

 =   =   =   = 

UNIT 3 - TWENTY-SEVEN 27

FIND AND COLOUR.

Tell students to paint the objects with the colours shown in the box. Point to the items and encourage the children to mention them. Say the corresponding colour and invite students to repeat after you. Example: *book - green*.

Students colour the book green; the pen red; the notebook yellow and the pencil white.

WRAP-UP

Write the name of a school object on an index card and cut it in half, dividing the word. Make one half for each student and hand them out. Explain that they have to find the student with the other part of their word: *What is it? It's a ruler*. When they find their pair, they give each other a high five.

SB PAGES 28 & 29

WARM-UP

Play *Chinese Whispers* with the class to revise vocabulary related to school objects. Divide the class into two teams. Whisper a sentence into the ear of the first student: *It's a schoolbag*. This student then turns and whispers what he or she heard into the ear of the student next to him or her. The whisper is passed on until it reaches

the last student at the end of the line. Then that student has to say out loud what he or she heard.

3 **LISTEN AND READ.**

Invite students to look at the picture and identify the characters: *Jenny, Ray, Woolly and Mr Frog*. Ask: *Where are they? What are they doing? (They're flying a kite.) Is flying kites dangerous / fun? Who knows to make / fly a kite?* Write new vocabulary on the board. Then play track 19 for students to listen and read along. Play the audio CD again pausing after each sentence for students to repeat. Invite some volunteers to act out the dialogue.

TRACK 19

Listen and read.

Ray: What colour is your kite?

Jenny: My kite is yellow and blue.

3 **LISTEN AND REPEAT.**

Play track 20 and pause after each colour for students to repeat. Then show flashcards of the different colours and mention them. Model pronunciation and ask students to repeat. Then show the flashcards and ask: *What colour is this?* Students answer: *It's (colour).*

TRACK 20

Listen and repeat.

blue - yellow - green - purple - red - orange - white - pink

7 **LISTEN AND SAY.**

Present the poem, reading it slowly. Play the audio CD a few times for students to listen and repeat. Then invite students to read the poem. The class can rise or gather in groups by colour

and give a step forward when its colour is mentioned.

TRACK 21

Poem: The colours

Blue, red, yellow and green,
I love all the colours.
Purple, white, orange and pink,
Colours, colours, for you and me.

OPTIONAL ACTIVITY

Show me

Students put different coloured objects on their desks. Say: *Show me (colour)*. Students show the objects with the corresponding colours. Invite a few students to take on your role and continue with the same procedure.

8 **READ AND COLOUR.**

Invite a volunteer to read the colours in the list. Then ask students to paint the kite according to the numbers.

ANSWER KEY

Students paint the kite following the colour code.

9 **READ AND DRAW.**

Have a volunteer read the phrases aloud. Then students draw and colour the objects according to the phrases.

ANSWER KEY

Students draw and paint a purple pen, a blue ruler and an orange crayon.

OPTIONAL ACTIVITY

Students paint a card for each colour, except white. Mention the colours and encourage the children to show their coloured cards. As a variation, you may read the poem *The Colours*.

WRAP-UP

Divide the class in small groups and give them a sheet of construction paper. Students make a collage with the vocabulary of this unit. Then you can organise an exhibition and invite children from other classes to visit it.

SB PAGES 30 & 31

WARM-UP

Fill a bag with the flashcards showing colours and school objects from this unit. Give the bag to a student on one end of the classroom and a ball to a different student on the other side of the classroom. Play the songs students have learnt so far and have them pass the bag and ball. When the music stops, the students who are holding the bag and the ball stand up. The student with the bag takes out a flashcard and asks a question about the flashcard to the student with the ball: *What is it? What colour is this?* The student with the ball answers the question: *It's (an eraser). It's (red).* Repeat the procedure several times.

FUN STICKERS 3

READ AND STICK.

Have students read the colours and stick the corresponding pictures.

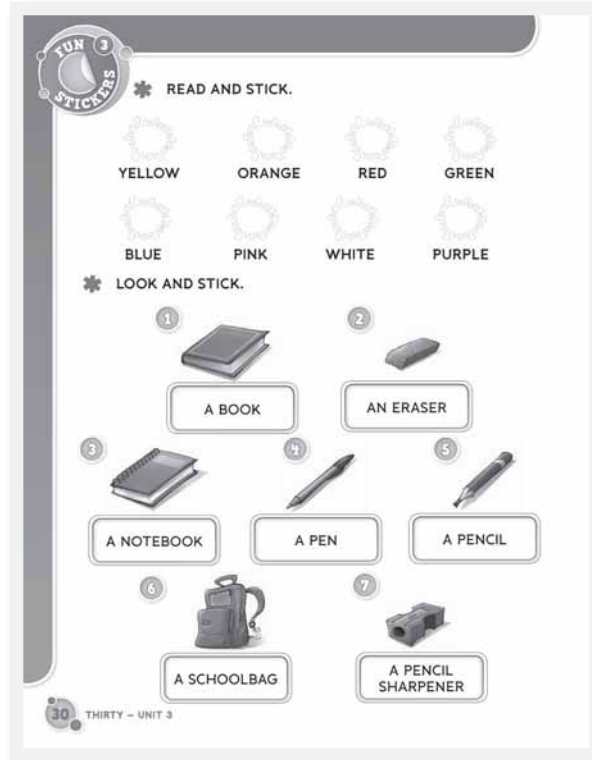
ANSWER KEY

Students stick the pictures where they belong.

LOOK AND STICK.

Invite students to cut out the stickers and label the pictures.

ANSWER KEY



FUN CONNECTIONS 3

LANGUAGE / COMMUNICATION

ASK AND ANSWER.

Show school objects or flashcards and ask: *What's this?* Students answer: *It's a / an ...* Then ask: *What colour is this?* Students answer: *It's (colour).* Divide the class into pairs and invite some volunteers to read the example dialogue aloud. Encourage students to ask and answer about the other school objects. Walk around the classroom to monitor and help as needed.

OPTIONAL ACTIVITY

Hand out old magazines and have students cut out school objects and stick them on cards. Encourage them to write the name of each object on the other side of the card. Then mention the school objects: a *pen*, a *pencil*... Ask students to show their cards with the correct object. Finally, have students work in pairs or small groups. Tell them to take it in turns to ask and answer about the objects in their cards: *What's this? What colour is it?*

WRAP-UP

Play *Picture Dictation* with the class. Say the sentences and have students draw the pictures into their notebooks or a separate sheet of paper:

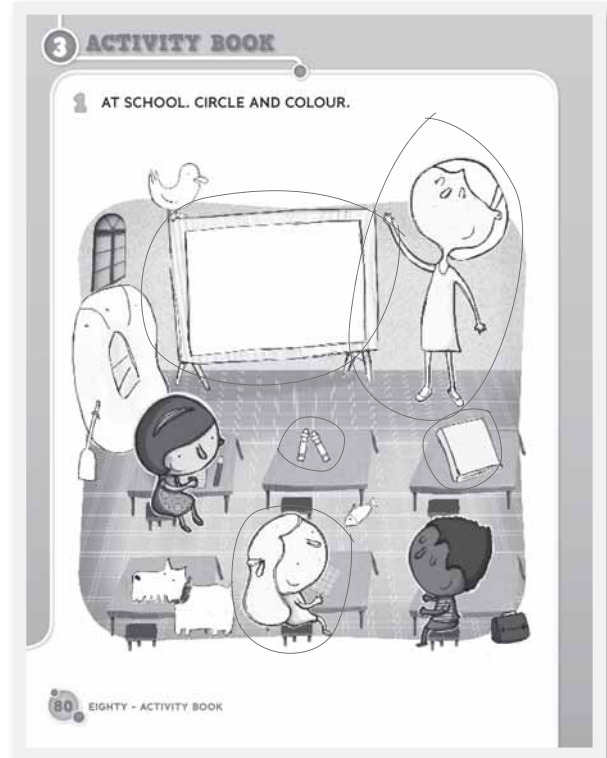
1. *What colour is the pencil sharpener? It's yellow.*
2. *What colour is the book? It's blue.*
3. *What colour is the pencil? It's red.*
4. *What colour is the schoolbag? It's green.*

3 ACTIVITY BOOK

SB PAGES 80, 81, 82 & 83

ANSWER KEY

1 AT SCHOOL. CIRCLE AND COLOUR.



2 COMPLETE THE CROSSWORD.

TRUE COLOURS 3

2 COMPLETE THE CROSSWORD.

BOOK RED CRAYON
GREEN NOTEBOOK
ORANGE BOARD PENCIL
RULER YELLOW

BO
A
R
D
G
R
E
E
N
P
O
R
A
N
G
E
C
R
A
Y
O
N
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3 COMPLETE.

MY FAVOURITE COLOUR IS _____

MY FAVOURITE SCHOOL ITEM IS MY _____

ACTIVITY BOOK - EIGHTY-ONE 81

3 COMPLETE.

Students' own answers

38 LISTEN AND NUMBER.

TRACK 38

Listen and number.

1. The board is green.
2. The pencil is red.
3. The notebook is purple.
4. The ruler is blue.
5. The eraser is white.

3 ACTIVITY BOOK

4 LISTEN AND NUMBER.

THE KITE IS RED.

1 2 3 4 5

5 COLOUR BY CODE.

PEN= BLUE
PENCILS= YELLOW
CRAYONS= RED

ERASER= GREEN
RULER= ORANGE
NOTEBOOK= PURPLE

BOOK= WHITE
SHARPENER= PINK

82 EIGHTY-TWO - ACTIVITY BOOK

5 COLOUR BY CODE.

Students colour the objects by following the colour code.

6 COMPLETE, DRAW AND COLOUR.

Students' own answers

SB PAGES 32 & 33

Objectives

- To recognise numbers from 0 to 10.
- To identify shapes.
- To listen to a story and make predictions.
- To calculate sums.
- To ask and answer about sums.
- To ask and answer about the amount of items.
- To ask and answer *Yes / No questions*.
- To ask and answer about different items.
- To listen to a song and sing along.

Language focus:

- *How many?*
- *What is (two) plus (three)? It's (five).*
- *How many (circles) can you see? I can see (ten circles).*
- *Is it a (triangle)? Yes, it is. / No, it isn't.*
- *What's this? It's a (house).*

Vocabulary:

- Numbers: 0-10
- Shapes: *circle, square, triangle, rectangle, star*
- Objects: *tent, ball, box, house, TV set, list*

WARM-UP

Divide the classroom into two sections: *True* and *False*. Bring flashcards showing school items and colours. Display a flashcard and make a statement about it: It's blue. If students think the statement is correct, they move to the *True* side; if not, they move to the *False* side. Repeat the procedure several times and encourage some volunteers to say sentences about the flashcards to the rest of the class.



Invite the class to look at the illustration and describe it. Point to the man and woman and explain that they are monitors. Ask: *Where are the people? How are the children? Are they scared? Are the monitors worried? What may be happening?* Write new vocabulary on the board: *fire, tents, monitors*, etc. Then tell the story *The campsite*: Monitors Bob and Jessica took five girls and five boys to camp on the edge of a lake. They sleep in tents. At night, they all eat sandwiches and light a fire. Bob is telling a story when Jessica notices something strange and everyone is terrified. What is it? Draw students' attention to the speech bubble and play track 22. Play it again and ask the children to repeat. Point to the children in the picture and encourage students to count them. Ask: *How many children are there? Is someone missing? Who? Where is he? Can you find out?* Finally, tell students that a child is missing and is the tenth student. Ask the class to find this child in the picture (*He's inside the tent.*). Finally, encourage students to mention if they have ever been to a campsite and the activities they have done.

TRACK 22

Teacher: How many?

**VALUES: PROTECTING THE ENVIRONMENT**

Encourage students to reflect on the ways they can protect nature while having fun outdoors. Invite them to give examples of actions they can take while camping: *respect wildlife (don't feed animals), don't throw rubbish, put out the fire*, etc. Tell them that they will reduce environmental impact and, at the same time, stay safe.



Direct students' attention to the song. Read the question in the speech bubble again and the text. As you read the numbers, show the corresponding amount with your fingers. Repeat and encourage students to do the same with their fingers. Then play the audio CD a few times. Students mime and sing.

TRACK 23

Song: One, two, three

One, two, three,
four, five, six,
seven, eight,
nine, ten

One, two, three,
four, five, six,
seven, eight,
nine, ten

OPTIONAL ACTIVITY

Have the class work in pairs. Each student uses one hand to play and both say: *How many fingers?* Explain that they both say a number from 1 to 10, trying to guess the total number of fingers. Ask them to count to three and show the number of fingers they want at the same time. The student who makes more guesses right is the winner.

WRAP-UP

Show flashcards with the numbers in different order. Ask students to write the numbers in words. Invite some volunteers to write them on the board to check.

SB PAGES 34 & 35

WARM-UP

Students draw and paint numbers 1 to 10. Then the children sing the song *One, Two, Three* and show the numbers as they mention them. Optional: Students put the cards they made on the desk. Say: *Show me number (three)*. Students show the correct numbers.



LISTEN AND REPEAT.

Invite students to look at the picture and explain that the children are playing *Hide and seek*. Encourage them to identify the characters they know. Play the audio CD and ask students to repeat. Write the numbers on the board and say: *Point to number...* Students point to the corresponding number. Play track 24 again and pause before different numbers for students to say them. Then play the audio CD to check.

TRACK 24

Listen and repeat.

zero, one, two, three, four, five, six, seven, eight, nine, ten.

SAY THE MISSING NUMBERS.

Ask students look at the picture to identify the missing numbers. Invite some volunteers to say the answers and, if they are correct, tell the class to write the numbers.



ANSWER KEY

2; 6; 3; 8

OPTIONAL ACTIVITY

Clap your hands and have students walk around the classroom. Stop and call out a number: *five*. Students must quickly form groups of that number. Students who are not in groups have to sit down. Continue until everybody is seated. You may play this game outdoors.

8 CIRCLE AND COLOUR.

Read the numbers aloud and have students repeat. Then they circle and colour the correct number.

KEY ANSWER KEY

8 CIRCLE AND COLOUR.

1 TWO ONE EIGHT

2 THREE SIX FIVE

3 ZERO FOUR NINE

4 THREE TWO SEVEN

COMPLETE.

THREE + TWO = _____

ONE + FIVE = _____

FOUR + SIX = _____

ASK A FRIEND.

WHAT IS TWO PLUS THREE?

IT'S FIVE.

UNIT 4 - THIRTY-FIVE 35

COMPLETE.

Encourage students to solve the sums and write the results in words. Invite them to exchange books to check their results. Have some volunteers read out their answers to check.

KEY ANSWER KEY

five, six, ten

VALUES: MAKING AND ACCEPTING CORRECTIONS

Tell students that exchanging and checking their works benefits them and provides them with practice. Ask: *Why is it good to ask a friend to check your work? How often do you help your friends reflect on their work?*

5 ASK A FRIEND.

Divide the class into pairs. Read the example in the speech bubbles and ask other questions to some volunteers to check understanding: *What is five plus two? What is seven plus three?* etc. Walk around the classroom to monitor and help if necessary.

KEY ANSWER KEY

Students' own answers

OPTIONAL ACTIVITY

Hand out one sheet of construction paper to each student and dried pasta of different types. Tell students to glue the pasta onto the construction paper to form numbers in a Maths problem. Let the pictures dry. Display them around the classroom and invite volunteers to read the Maths problems aloud for the class to solve them.

WRAP-UP

Clap your hands and snap your fingers from one to ten times and invite students to say how many times you snapped and clapped. Repeat with different combinations of clapping and snapping. Invite some volunteers to take on your role.

SB PAGES 36 & 37

WARM-UP

Present the different shapes with flashcards. As you show each item of vocabulary, say the corresponding word. Encourage students to repeat the words. You may also show pictures of objects with the different shapes and invite students to identify them: *square: a box, circle: a ball, rectangle: an eraser, triangle: a tent, star: starfish*, etc. Encourage the children to use their imagination to give more examples.



TIPS FOR PRESENTING VOCABULARY

It is necessary to build a basic list of words to learn a language. When presenting new vocabulary, show flashcards, images from books or magazines or real objects. As you display the items, say the words to model pronunciation. The child should hear a word several times and understand its meaning before repeating it. Also invite students to point to the corresponding items or mime as you say the words.

25 LISTEN AND REPEAT.

Play track 25 and have students repeat the words. Point to a shape and encourage the children to say the shape. Then say the colour of the shape so that students identify it: *It's red. Square.*

TRACK 25

Listen and repeat.

circle - square - traingle - rectangle - star

OPTIONAL ACTIVITY

Say *square* and invite a volunteer to find a square shape in the classroom and point to it. Then divide the class into small groups and have them take turns identifying shapes in the classroom.

LOOK AND SAY.

Have the class look at the picture. Ask: *Who are these people? What are they doing? How many dwarves are there?* Encourage students to point to a happy dwarf, an angry dwarf, a tired dwarf, etc. to revise vocabulary related to emotions. Explain that the dwarf with purple clothes is making a list of the shapes in the place. Read the question in the speech bubble and mime the action. Read the answer and ask for choral repetition. Then invite students to count the circles and say the number. Repeat the question with another shape and have students say the answer. Get the children into pairs to ask and answer about the total number of the different shapes in the picture. Walk around the classroom to monitor and help as needed.



ANSWER KEY

Students' own answers

8 GAME: DRAW AND GUESS.

Read the dialogue aloud and encourage students to repeat. Then invite a pair to act out the dialogue and write the questions and answers on the board. Explain that a *Yes / No question* is a question we answer with yes or no. Show a flashcard with a shape and ask a *Yes / No question* to check understanding: *Is it a circle? Yes, it is. Is it a square? No, it isn't.* Then invite the children to take it in turns to draw different shapes and guess.



ANSWER KEY

Students' own answers

DRAW AND COLOUR.

Have the children connect the dots and colour the pictures. When they finish, you may ask questions about the pictures to some volunteers:

Is it a ball? What colour is it? Is this a purple box?, etc.

ANSWER KEY

Students' own answers

WRAP-UP

Have students work in small groups. Hand them a piece of construction paper and old magazines. Ask them to divide the construction paper into five columns and write the name of a shape at the top of each column. Ask them to find and glue objects that match the shapes. Attach the posters to the classroom walls.

SB PAGES 38 & 39

WARM-UP

Divide the class into groups of three. Display a flashcard or a picture showing an item from this unit. Elicit the question: *What's this?* Then elicit the answer: *It's a dwarf.* Give each group a flashcard or picture and a strip of construction paper. Ask groups to write a question about the flashcard on one side of the strip and its answer on the other. Have students attach the strip and the flashcard to the walls as far from each other as possible. Next, ask volunteers from other groups to match the flashcards to the strips that correspond to them. Check answers with the class.

FUN STICKERS 4

STICK AND ASK A FRIEND.

Show students flashcards with the objects and say their names as you write them on the board. Encourage students to repeat after you mention them. Then show a flashcard and ask: *What's this? (It's a TV set.)*. Invite a pair to read the example dialogue. Then students stick the words to label the pictures. In pairs, students take turns to ask and answer about

the objects in the exercise. A student points to one picture in the book and asks: *What's this?* The other student answers: *It's a ...*

ANSWER KEY

1. a ball; 2. a box; 3. a list; 4. a dwarf; 5. a triangle; 6. a house; 7. a star; 8. a tent; 9. a TV set

OPTIONAL ACTIVITY

In their notebooks, each student draws and number ten items: 1. *ball*; 2. *pencil*; 3. *kite*, etc. In pairs, students use their pictures and practise a dialogue: *What is number (three)? / It's a (kite)*. Write the example on the board as a guide. Walk around the classroom to monitor the activity.

FUN CONNECTIONS 4

MATHS / LANGUAGE

CUT AND PLAY A MEMORY GAME.

In pairs, students cut out the numbers and choose ten items learned in the unit. They take turns to write each item on the other side of the card. Explain that they are going to play a memory game and invite two volunteers to read out the example dialogue. Make sure all the students understand how to play. If necessary, encourage a student to play with you to demonstrate the activity. Walk around the classroom to monitor and help as needed.

OPTIONAL ACTIVITY

Have the class work in pairs or small groups. Tell students to use the cards with the numbers to ask and answer about Maths operations: *What is two plus six? It's eight. What is six plus three? It's nine.*

WRAP-UP

Divide the class into two teams. Choose five volunteers from one team to come to the front. Have them stand facing the class. Attach a flashcard or a picture to the board and have one volunteer guess what it is: *Is it a rectangle?* If the guess is correct, the team wins five points. If not, the next volunteer guesses and can win four points for the team. Each volunteer may guess one time, but teams win one fewer point for each new guess. Repeat the procedure with the other team. Play two or three rounds. The team with the most points is the winner.

4 ACTIVITY BOOK

SB PAGES 84, 85, 86 & 87

KEY ANSWER KEY

1 CIRCLE.

1 CIRCLE.

1 7

2 8

3 5

4 2

2 COMPLETE.

THREE PLUS TWO IS _____.

FIVE PLUS ONE IS _____.

ZERO PLUS NINE IS _____.

EIGHTY-FOUR - ACTIVITY BOOK

2 COMPLETE.

five, six, nine

3 WRITE THE WORDS. LISTEN AND PLAY BINGO.

Student's own answers

4 CIRCLE.

KEY ANSWER KEY

3 squares; 3 circles; 7 triangles; 4 rectangles

5 CIRCLE THE DIFFERENT ONE.

KEY ANSWER KEY

1. triangle; 2. circle; 3. rectangle

6 TICK.

1. It's a box. 2. It's a tent. 3. It's a dwarf. 4. It's a house.

7 FOLLOW THE NUMBERS AND COMPLETE.

NUMBERS AND SHAPES

6 TICK.

WHAT'S THIS?

1 IT'S A HOUSE. IT'S A BOX.

2 IT'S A BOX. IT'S A TENT.

3 IT'S A TV SET. IT'S A DWARF.

4 IT'S A HOUSE. IT'S A CIRCLE.

7 FOLLOW THE NUMBERS AND COMPLETE.

1 2 3 4 5 6 7

IT'S A CIRCLE

1 2 3 4

IT'S A

1 2 3

IT'S A TRIANGLE

ACTIVITY BOOK - EIGHTY-SEVEN

SB PAGES 40, 41, 42 & 43

WARM-UP

Divide the class into groups and give a student a ball. Name a vocabulary category from units 3 and 4: *school objects and classroom items, colours, shapes or numbers*. The student has to say a word in that group. Then he or she tosses the ball to another student. If the student cannot think of a word, invite the rest of the group to help.

1 WRITE AND COLOUR.

Invite students to look at the picture and cover the sentences. Ask them to identify the objects: *What's number 1? It's a kite*. Then tell the children to paint the objects with the colours in the box and complete the sentences. Have some volunteers read their answers.

ANSWER KEY

Students' own answers

2 DRAW AND COLOUR.

Show different school items and encourage students to identify them. Ask: *What's this? Is it a (sharpener)?* Invite students to draw and colour their favourite items.

ANSWER KEY

Students' own answers

OPTIONAL ACTIVITY

Write an instruction for each student on strips of paper and hand them out: *Draw a blue eraser. Draw a yellow book. Draw a purple crayon*. Students draw what their strips say in their notebook. Then they work in pairs and take turns to ask and answer about their pictures: *What's this? It's (an eraser). What colour is it? It's (blue)*.

3 LOOK AND COMPLETE.

Ask students to complete the words to label the school items. Then have them exchange their books to check. Finally, invite some volunteers to read out the answers and write them on the board to check spelling.

ANSWER KEY

1. sharpener; 2. eraser; 3. ruler; 4. pencil; 5. schoolbag

4 COUNT AND COMPLETE.

Tell students to look at the pictures and count the number of items. Explain they have to write the corresponding number using some of the words in the boxes.

ANSWER KEY

1. four kites; 2. ten frogs; 3. five balls; 4. nine TV sets; 5. seven crayons

OPTIONAL ACTIVITY

Divide the class into pairs and give each student a sheet of paper. Students take turns to give instructions to each other: *S1: Draw houses. S2: How many? S1: Two.* Then students exchange roles and play again. Tell them to write the dialogues on their sheets.

OPTIONAL ACTIVITY

Divide the class into groups. Bring a set of shapes with cardboard or construction paper for each group. Include more than one of each shape (triangles, squares, rectangles, circles and stars). There should be enough shapes so that students can form simple figures by arranging the pieces. Then tell students to form a figure using the shapes: *Make a dog.* Give students time to form the figure. Accept all answers. Play again with different figures.

5 LISTEN AND POINT.

Say numbers out loud at random and ask children to point at the corresponding numbers on the T-shirts.

6 COLOUR BY CODE.

Point to the pictures and encourage students to identify the animals. Ask: *What's this? It's a bear / a cat.* Tell them to look at the shapes in the box and colour the parts of the animals with the corresponding colour.

7 MATCH.

Have students match the shapes with the words. To check answers, ask some volunteers: *What's number (1)? It's a (star).*

ANSWER KEY

1. star; 2. rectangle; 3. circle; 4. triangle;
5. square

ANSWER KEY

Students' own answers

WRAP-UP

Stick a poster paper on the board and divide the class into groups, some with a few students and some with many students. Assign each group an item related to the vocabulary in units 3 and 4. Hand out a sheet of white paper to each student and tell them to draw the item that has been assigned to their group on their paper and cut it out. They should colour it and glue it to the poster paper. Get them to sit down. Point to one picture and ask: *What's this? It's (a star). How many?* Encourage students to count the corresponding items on the poster and say the number. Then get volunteers to ask about the other pictures.

SB PAGES 44 & 45

Objectives

- To identify animals.
- To recognise characteristics of animals.
- To introduce the English alphabet.
- To spell out words.
- To revise numbers.
- To ask and answer about things which are near and far.
- To listen to a story and make predictions.
- To listen to a song and sing along.

Language focus:

- *What's that? It's (a dog).*
- *I'm a strong lion.*
- *Can you spell your name? Yes, I can.*
- *My favourite animal is (the cat).*

Vocabulary:

- Animals: *dog, cat, duck, rat, rabbit, bird, lion, monkey, elephant, fish, turtle, pig, hippo*
- Adjectives: *big, small, strong*
- The alphabet

WARM-UP

Invite students to take the cards with numbers 1 to 10 they made for Unit 4. Say the numbers and encourage the children to show the corresponding card. Play track 23 to repeat the procedure singing *One, Two, Three*.



Have students look at the picture and describe it. You may point to a specific object in the illustration and ask *What's this?* to revise vocabulary. Remind the children of the

previous story, *The Campsite*, and encourage them to reconstruct it by asking questions. Then ask: *Where are the children now? Why are the children scared?* To check their ideas, tell the story *Help! Danger!: The monitors are tired and go to sleep. The children are sleepless. In fact, they cannot forget the stories that Bob told and are very afraid. Suddenly, they hear strange noises outside. They sound like the footsteps of an animal. The noise is even closer. They see a frightening shadow and scream for help. What is out there? What will happen? Are they in danger?* Direct students' attention to the speech bubble and play track 26. Play the audio CD again and have students repeat. Make emphasis on the difference between *that* and *this* by pointing to objects near and far from you. Finally, encourage them to say if they would be scared in that situation.

TRACK 26

Children: What's that?

**VALUES: ACCEPTING FEAR**

Ask students if they sometimes feel scared and why. Give an example of something you are scared of: *I'm scared of (the dark)*. Encourage students to suggest ways to help you feel better: *You can keep a candle nearby*. Ask students what their parents and friends are scared of. Explain that everybody is scared of something and that it is natural to feel that way.



TIPS FOR EXHIBITING STUDENTS' WORK

Reading and listening to stories activate students' imagination. Encourage them to draw scenes of the stories they are exposed to in class. Collect the pictures, order them and glue them on sheets of paper to make a picture book. Design a cover with the title of the story or show students different options and have a vote on the cover design. Students may take the book to their homes to tell the story as they show the pictures to their families and friends.



Use flashcards to introduce vocabulary related to animals. Show each vocabulary item and say the corresponding word. Play track 27 and ask students to repeat. Play the audio CD again and have students mime. Then show the flashcards in a different order and have the children say the word.

TRACK 27

a dog – a cat – a duck – a rat – a rabbit – a bird – an elephant – a lion – a monkey



Read the text in the speech bubble again and draw students' attention to the song. Read the lyrics and mime. Read the song again and encourage students to mime. Play track 28 and invite the children to sing and mime. Then divide the class into four groups and assign them an animal from the song. Play the audio CD again for the groups to sing their parts.

TRACK 28

Song: What's that?

Bow, wow.

It's a dog!

Meow, meow.

It's a cat!

Quack, quack.

It's a duck!

Squeak, squeak.

It's a rat!

OPTIONAL ACTIVITY

Have students draw and colour one of the animals mentioned in the song on a separate sheet of paper. Play the song *What's that?* and have the children show the animal when it is mentioned.

WRAP-UP

Divide the class into two groups. Invite a volunteer from a group to mime one of the animals. Point to the child and ask: *What's that?* The student who guesses and answers in a complete sentence gets a point for his / her group and mimes another animal.

SB PAGES 46 & 47

WARM-UP

Students use the pictures of the animals they drew in the previous lesson. Say: *Show me a / an ...* They show their pictures and sing *What's that?* and mime. Bring pictures of animals and vocabulary they already know to present the adjectives *strong*,

small and *big*. Show the pictures and ask: *What's this / that?* Encourage students to answer and then introduce the adjective using the same sentence, for example: *It's a big dog. It's a strong bear. It's a small cat*. Show other pictures for students to describe the objects and animals.

1 LOOK AND COMPLETE.

Invite students to look at the pictures and complete the sentences with the words in the box. Ask some volunteers to read the sentences aloud to check.

KEY ANSWER KEY

I'm a strong lion. I'm a big elephant. I'm a small rabbit.

2 MIME.

Read the words aloud and make sure students recognise the animals. Then say a word and encourage them to mime the animal mentioned.

3 LISTEN AND CIRCLE.

Point to the animals and ask *What's this / that? Is it big / small / strong?* Once students have identified all the animals, they listen to the audio CD. Play track 29 several times so that the children circle the images and check their answers.

TRACK 29

Listen and circle.

- 1 What's this? It's a big bird, a big bird!
- 2 That's a dog, a small dog!
- 3 Oh, monkeys! Two small monkeys!
- 4 How many lions? One big lion.

KEY ANSWER KEY

OPTIONAL ACTIVITY


Divide the class into small groups and hand out old magazines. Tell students to cut out images of animals. Then attach a piece of construction paper on the board and divide it into four columns with the headings: *Animal, Big, Small* and *Strong*. Invite different volunteers to stick the animals in the first column and tick the corresponding characteristics to classify the animals. Then display the chart on the classroom walls.


MATCH AND COLOUR.


Read out the words and ask students to repeat. Invite them to match the words with the pictures and colour them.


ANSWER KEY

3 LISTEN AND CIRCLE.


1 


2 


3 


4 

MATCH AND COLOUR.

1 FISH 

2 TURTLE 

3 PIG 

4 HIPPO 

UNIT 5 - FORTY-SEVEN

OPTIONAL ACTIVITY

Have students draw and colour two animals (help them with the names, if necessary) to present to the class. Ask them to work in pairs and ask and answer about the animals: *What's that? It's (a pig).* Invite some volunteers to show and say the names of the animals to the rest of the class.

VALUES: PROTECTING ANIMALS

Explain the difference between domestic and wild animals. Ask students if they have a pet. Choose volunteers to tell the rest of the class about their pet. Tell students that having a pet is fun, but it is also a great responsibility. Elicit what a pet needs: *Food, water, exercise, love and attention.* Encourage students to mention wild animals and say how we can protect

them and their environment: *avoid pollution, save water, avoid cutting trees, stop hunting, etc.*

WRAP-UP

Write the names of the animals on the board. Each student chooses an animal and writes the name on a piece of paper. Say the names of animals and the student who chose the animal says: *I'm (a lion.)* and sits. Ask: *How many lions?* Encourage students with the same animal to raise their hands and count the total number of that specific animal: *Nine lions.*

SB PAGES 48 & 49

WARM-UP

Prepare a poster with the English alphabet or write the letters on the board. Say the letters and explain that they may have a sound when isolated and another when combined in a word. Draw two big circles on the board. Write *Vowels* above one circle and *Consonants* above the other. Encourage students to tell you which letters are vowels and which ones are consonants. Write them in the corresponding circles and have students repeat them. Then point to different letters and encourage the children to say them.

30 LISTEN AND SING.

Tell students they are going to sing the alphabet. Read the letters and encourage students to repeat and stand up if the letter is a vowel. Play the audio CD several times. You may pause after each line for students to repeat. Then encourage them to sing along.

TRACK 30

Listen and sing.

A, B, C, D, E, F, G

H, I, J, K,

L, M, N

O, P, Q,

R, S, T, U,

V, W, X, Y, Z,

CAN YOU SPELL YOUR NAME?

YES, I CAN!

3 ASK AND ANSWER.

Invite students to describe the picture and identify the characters. Read the speech bubbles aloud and have students repeat. To check understanding, have a volunteer ask you the question. Spell your name and write the letters on the board as you do so. Then ask some volunteers to spell their names. Finally, have students work in pairs to ask and answer the question. Walk around the classroom to monitor the activity.

KEY ANSWER KEY

Students' own answers

OPTIONAL ACTIVITY

Divide the class into groups of five. Hand out pieces of construction paper and magazines. Tell students to find big and colourful letters to write their names with. Have them cut them out and glue them on the paper. Finally, invite volunteers to say and spell their names.

7 COMPLETE.

Point to the picture showing the duck and ask: *What's that?* Have students answer and encourage them to spell the word. Write it on the board to check. Then they complete the other words. Ask them to work in pairs to check their answers. Finally, invite some volunteers to say the animals and spell the words.

KEY ANSWER KEY

duck, cat, rat, dog

OPTIONAL ACTIVITY

Tell students that they are going to play *Give me words* to revise the alphabet. Divide the class into groups and have them say words beginning with a letter you say; for example: Teacher: *Give me words starting with B.* Students: *ball, book, blue, boy, baby, bird,* etc.

WRAP-UP

Draw a ladder on the board with two figures at the bottom, one to represent the class and one to represent the teacher. Explain to students that they are going to race you. They have to spell the words correctly to get to the top of the ladder. If they make a mistake, the teacher climbs the ladder. Show a flashcard from this unit or the previous ones. Choose a volunteer to say the word and spell it. If it is correct, advance the student figure up the ladder. If it is not correct, advance the teacher figure. The first to get to the top of the ladder is the winner.

SB PAGES 50 & 51

WARM-UP

Play *Hangman* to revise vocabulary related to animals. Choose a word, write as many blanks as it has letters and fill in the first letter. Draw the hangman scaffold. Ask students to discover the word by guessing one letter at a time. If a student guesses correctly, fill in the blank. If not, draw a part of the body and write the letter beside the hangman. The game is over when the students guess the word or the entire hangman has been drawn.

FUN STICKERS 5

STICK AND COMPLETE.

Students look at the picture and put the stickers in the correct place. Then they complete the sentence with their favourite animal. Play the CD with the songs they have already learned while they do the activity.

ANSWER KEY



OPTIONAL ACTIVITY

Invite students to draw and colour their favourite animal on a white sheet of paper. Ask them to label the picture. Collect all the pictures and stick them on a piece of construction paper to make a poster.

FUN CONNECTIONS 5

LANGUAGE

PLAY A SPELLING GAME.

Have students cut out the cards with the words from their books. Divide the class into four groups. A student from a group takes one card for a student in another group to read it and spell it. Score a point for each word spelled correctly. If you want, add or ask the groups to add other words.

WRAP-UP

Play *The alphabet bingo* (bingo letters) with the class. Bring a bag containing pieces of paper with the letters of the alphabet. Ask students to draw a grid with nine squares and choose nine letters of the alphabet to complete the grid. Pick the letters or ask a student to do so. Explain that the student who first fills the three columns in any direction has to shout '*Bingo!*' and wins the round.

5 ACTIVITY BOOK

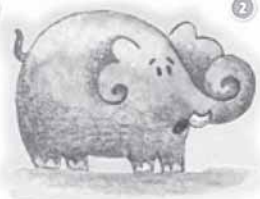

SB PAGES 88, 89, 90 & 91

ANSWER KEY

1 COMPLETE THE DRAWINGS AND COLOUR.

5 ACTIVITY BOOK


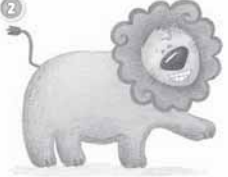
1 COMPLETE THE DRAWINGS AND COLOUR.

1  2 

A BIG ELEPHANT A SMALL RABBIT

2 COMPLETE.

SMALL BIG

1  2 

A _____ MONKEY. A _____ LION.

88 EIGHTY-EIGHT - ACTIVITY BOOK

2 COMPLETE.

small, big




3 TICK.

1. It's a monkey. 2. It's a pig. 3. It's a rabbit.

4 MATCH AND COLOUR.

A-N-I-M-A-L-S 5

3 TICK.

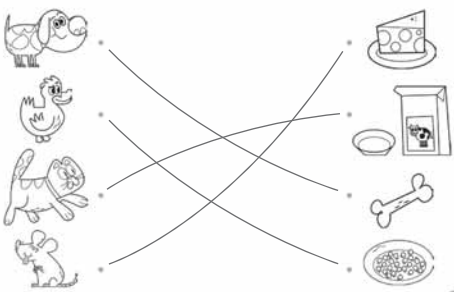
1  2  3 

WHAT'S THAT? WHAT'S THIS? WHAT'S THAT?

☐ IT'S A MONKEY. ☐ IT'S A DOG. ☐ IT'S A CAT.

☐ IT'S A BIRD. ☐ IT'S A PIG. ☐ IT'S A RABBIT.

5 MATCH AND COLOUR.




ACTIVITY BOOK - EIGHTY-NINE 89

5 FIND AND COLOUR.

5 ACTIVITY BOOK

5 FIND AND COLOUR.

A WHITE CAT TWO GREEN FROGS A BROWN DOG
FIVE GREEN TURTLES SIX YELLOW BIRDS A RED FISH



90 NINETY - ACTIVITY BOOK


6 COUNT AND CIRCLE.


1. 8; 2. 6; 3. 4


7 JOIN THE DOTS, COLOUR AND COMPLETE.

A-N-I-M-A-L-S 5

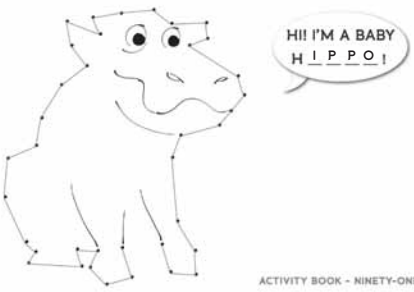
6 COUNT AND CIRCLE.

1.  7
8

2.  6
5

3.  4
3

7 JOIN THE DOTS, COLOUR AND COMPLETE.



ACTIVITY BOOK - NINETY-ONE 91

SB PAGES 52 & 53

Objectives

- To recognise the parts of the body.
- To identify actions performed with the body.
- Introduce the verb *have got* to describe the body.
- To describe oneself and animals.
- To revise colours and numbers.
- To read and listen to descriptions.
- To ask and answer about parts of the body.
- To listen to a song and sing along.

Language focus:

- *Clap. Turn around.*
- *My hair is (brown). My eyes are (blue).*
- *I have got (red) hair. It has got (black) hair.*
- *What colour is (your monster)? It is (red, green and blue).*
- *How many (eyes) has it got? It has got (ten) eyes.*

Vocabulary:

- Body parts: *head, shoulders, hands, foot, feet, eyes, ears, leg, arm, nose, mouth, hair*
- Colours: *brown, red, blue, green, black, white*
- Animals: *monkey, zebra, frog, bird, cat, rabbit, pig, fish*

WARM-UP

Revise the alphabet and vocabulary from the previous units with the class. Play track 30 and have students sing the letters. Pause the audio CD several times and encourage the children to say words with the last letter they heard. You may also ask them to spell the words they mention.



Invite students to look at the illustration. Ask: *How many children can you see? Where are*

they? What are they doing? Tell the story A happy day: The kids are very happy today. A theatre group came to liven up this special day. Read the text in the speech bubble aloud. Play track 31 and have students repeat. Then ask: Why are they having this event? Are they celebrating a birthday? A special date? None of that! The school has won a vegetable garden and an orchard. The students will be responsible for everything. Some will take care of the fruit and others will look after the vegetables. If your school had a vegetable garden and an orchard, what would you like to take care of? Encourage students to share their ideas.

TRACK 31

Man: Clap with me!



Introduce the vocabulary related to the parts of body and the actions. Use flashcards to show each vocabulary item and say the corresponding word to model pronunciation. Attach the flashcards to the board and repeat the procedure. Encourage students to repeat and point to the pictures. Teach the singular form of *feet* by pointing and saying *one foot, two feet*. Play track 32 and invite the class to repeat the vocabulary. Play the audio CD again and ask the children to point to the parts of their bodies and mime as they say the words.

CLAP YOUR HANDS!

TRACK 32

head
shoulders
hands
feet
eyes
ears
turn around
clap



Direct students' attention to the song. Read the text and mime. Play the audio CD and invite students to sing along. Play the song several times and encourage students to sing and mime.

TRACK 33

Song: Clap with me

Head and shoulders, (3x)
one, two, three.

Hands and feet,
one, two, three.

Eyes and ears,
one, two, three.

Turn around, (3x)
one, two, three.

Clap and clap,
clap with me.



TIPS FOR WORKING WITH SONGS

Use the songs and rhymes to stimulate students' mental and motor skills. Encourage students to sing and create choreography or

clap hands to the rhythm of the music. Try different activities to facilitate memorisation and help the children be more spontaneous.



OPTIONAL ACTIVITY

Divide the class into groups of four. Hand out magazines and sheets of construction paper. Instruct groups to cut out the different parts of the body and the words that are mentioned in the song. Ask students to write the title of the song and below stick the pictures to replace the words in the lyrics to represent the song. Display the productions on the classroom walls. Play track 33 for students to sing by looking at the pictures in the poster.

WRAP-UP

Hand out magazines and have students cut out the parts of the body mentioned in the song. Play the song *Clap with Me* and encourage students to show their pictures as they sing the words.

SB PAGES 54 & 55

WARM-UP

Draw a stick human figure on the board. Say a number of a body part: *two*. Elicit possible parts: *eyes, ears, feet* and so on. Erase the human figure and draw a dog. Say different numbers to elicit different parts: *one-nose, two-ears*, etc. Play several times using different animals, such as a monkey, a lion or multiple animals (two rabbits).



LISTEN AND CIRCLE.

Point to the pictures and have the class say the corresponding vocabulary. Play the audio CD

or read the transcript three times. Students listen and circle the correct option. Invite some volunteers to give their answers.

TRACK 34

Listen and circle.

- 1 My head.
- 2 My shoulders.
- 3 My eyes.
- 4 Turn around.

KEY ANSWER KEY

8 SAY AND TOUCH.

Read out the words in the box. Students repeat the words and touch every part of the body as they mention them.

OPTIONAL ACTIVITY

Play the *Body game* with the class. Touch a part of your body and say the right name or the wrong name. If the name is wrong, students say *Wrong* and correct you. For example, touch your nose and say: *hand*. Students say: *Wrong, nose*. If the name is correct, they say: *Right*.

♥ VALUES: TAKING CARE OF YOUR BODY

Elicit from students why it is important to take care of our bodies: *to be healthy, to feel good*. Next, ask them how they can take care of their bodies: *eating healthy food, exercising, washing their hands often*, and so on.

Direct students' attention to the photos and read the texts in the speech bubbles. Explain that these are two ways of describing the parts of our bodies. Describe your hair using the two structures and write the examples on the board. Make sure students understand the difference in the order of the words when using the verbs *to be* and *have got*. Encourage some volunteers to describe their hair and their eyes as in the examples.

8 COLOUR.

Point to the picture and ask: *What's this?* (*It's a monkey.*) Read the text aloud. Then read each sentence again and have students repeat. Ask the children to colour the illustration according to the description.

KEY ANSWER KEY

Students colour the monkey's hair brown and the eyes blue.

HOW ABOUT YOU? TICK AND COMPLETE.

Read out the words in the table and explain to students that they have to tick the information about themselves. Then tell them to complete the sentences. Invite some volunteers to read their descriptions aloud.

ANSWER KEY

Students' own answers

OPTIONAL ACTIVITY

Ask students to stand up and play *Simon says*. Say commands and remind students to perform only orders preceded by 'Simon says'. Suggestions: use 'Simon says' before most orders. *Simon says: touch your nose; touch your feet, touch your shoulders, touch your hair, touch one eye, etc.*

WRAP-UP

Do a *Picture Dictation* to revise vocabulary. Say: *a yellow nose, three green eyes, eight orange hands, two purple heads*. Students draw the phrases on a separate sheet of paper. Then they write the phrases next to the pictures.

SB PAGES 56 & 57

WARM-UP

Ask students to stand up. Say the name of the body parts and have students touch the parts of the body you mention. The student who makes a mistake sits and continues the activity from the chair. The student who remains standing wins.

35 LISTEN AND CIRCLE.

Direct students' attention to the pictures and revise vocabulary. Point and ask: *What's this /*

that? What colour is her hair? Play track 35 a few times or read the transcript aloud. Students circle the correct images and check.
















TRACK 35

Listen and circle.

- 1 My nose is black.
- 2 My hair is black.
- 3 My eyes are blue.
- 4 My eyes are brown.
- 5 My hair is black and white.

ANSWER KEY

5 LISTEN AND CIRCLE.

1			
2			
3			
4			
5			

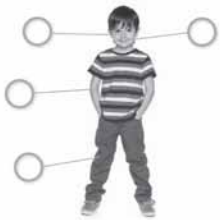
6 NUMBER.

1 LEG

2 ARM

3 NOSE

4 MOUTH


















56 FIFTY-SIX - UNIT 6

6 NUMBER.

Tell students to look at the photo of the boy and identify the parts of the body. Explain that they have to write the corresponding numbers in the circles.

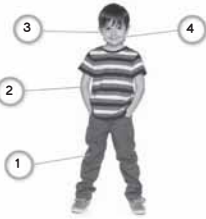
ANSWER KEY

5 LISTEN AND CIRCLE.

1			
2			
3			
4			
5			

6 NUMBER.

1 LEG
2 ARM
3 NOSE
4 MOUTH



56 FIFTY-SIX - UNIT 6

OPTIONAL ACTIVITY

Ask students to make a picture of themselves on their notebooks and write the names of the body parts. If you wish, teach and add the words *finger(s)* and *toe(s)* to the vocabulary to be taught.

COMPLETE.

Describe yourself to the class. Use and revise the structures *My hair is ... / I have got ... eyes*. Copy the sentences on the board. Show a picture of an animal and say: *It has got brown hair*. Copy the two sentences and encourage students to compare them: *I have got brown hair. It has got brown hair*. Show pictures of other animals and have the children use the structure *It has got...* to describe them. Then direct students' attention to the animals on the book and ask: *What's this?* Students read the description and complete it with the word in the box.

ANSWER KEY

have got, has got

LOOK AND COMPLETE.

Encourage students to look at the monster and complete the description. Have students compare their answers in pairs. Then invite some volunteers to read the text with their answers aloud. Encourage the children to spell out the words and write them on the board to check.

ANSWER KEY

green, eyes, noses, mouth, arms, feet

OPTIONAL ACTIVITY

Hand out magazines and ask students to cut out parts of the body. Then tell them to make a body with all the parts on a separate sheet of paper. Have them write a description of their designs. Copy these structures on the board to help them: *I'm... / I have got ... / My hair is ... / My eyes are ...*. Invite some children to show their pictures and read the descriptions aloud.

WRAP-UP

Invite two volunteers to go to the front to demonstrate the activity. Instruct them to stand face to face. Then tell them: *head to head*. Students put their heads together. Next, give them a new instruction to perform: *foot to hand*. Divide the class into groups of three. Have two of the students in each group stand face to face. The third student gives instructions for them to follow: *leg to arm, nose to ear, hand to mouth*. If the pair refuses to do the action, they switch roles and play again. Monitor and help as needed.

SB PAGES 58 & 59

WARM-UP

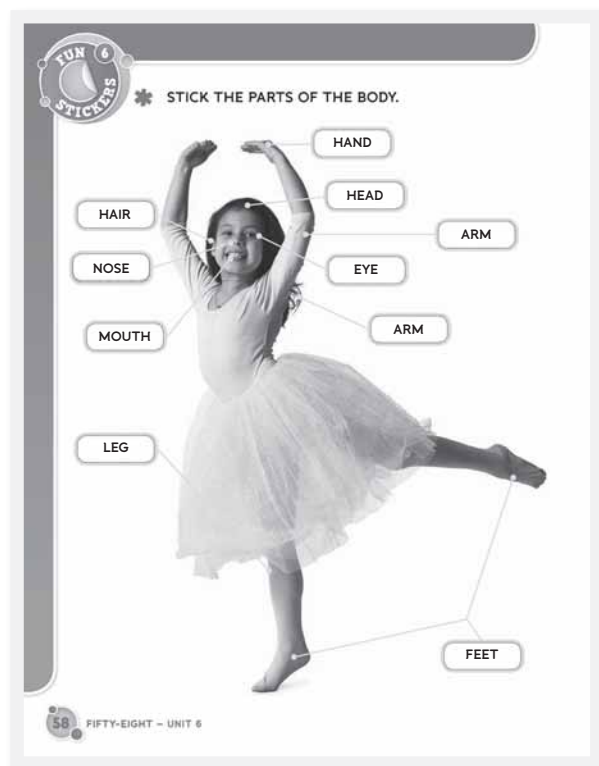
Play *Chinese Whispers* to revise the parts of the body. Divide the class into two teams. Whisper a sentence or phrase into the ear of the first student. This student then turns and whispers what he or she heard into the ear of the student next to him or her. The whisper is passed on until it reaches the last student at the end of the line. Then that student has to say out loud what he or she heard. Suggestions: *I have got brown hair. My eyes are blue. It has got two ears. It has got a black nose. Touch your shoulders.*

FUN STICKERS 6

STICK THE PARTS OF THE BODY.

Students put the stickers on the correct places to label the body.

ANSWER KEY



OPTIONAL ACTIVITY

Bring paper (two-metre sheet per group), yarn and markers. Divide the class into groups of four. Hand out the construction paper to each group. Ask groups to choose a volunteer to lie on the paper. Instruct volunteers to adopt a funny posture. Tell the rest of the students to trace their friend's body with pencils. After that, instruct groups to draw the different parts of the body and clothes with the markers. Ask them to use the yarn for the hair. Have students label the different parts of the body. Attach the designs to the classroom walls.

FUN CONNECTIONS 6

LANGUAGE / ART

MAKE A MONSTER. ASK AND ANSWER.

Invite two volunteers to read the example dialogue aloud. Check that students understand vocabulary. Then tell them to design their own monsters on a separate sheet of paper. Finally, they work in pairs and ask and answer about the drawings, as in the example. Walk around the classroom to monitor and help if necessary.

GIVE A NAME TO YOUR MONSTER.

Finally ask the children to think of names for their monsters.

WRAP-UP

Play *Tic Tac Toe* with vocabulary related to parts of the body. Draw two sets of parallel lines to make a tic-tac-toe grid. Divide the class into two teams.

Place a flashcard on each square of the grid. Have a student choose a flashcard and name it. If the student is correct, have him or her draw an O or an X on the grid. The first team to get three in a row wins the game. Repeat the procedure several times.

6 ACTIVITY BOOK


SB PAGES 92, 93, 94 & 95

ANSWER KEY

1 HOW MANY? COUNT AND CIRCLE.

6 ACTIVITY BOOK

1 HOW MANY...? COUNT AND CIRCLE.




EYES
6 7 8

HEADS
4 5 6

FEET
7 8 9

2 DRAW WHAT'S MISSING.




92 NINETY-TWO - ACTIVITY BOOK

2 DRAW WHAT'S MISSING.

6 ACTIVITY BOOK

1 HOW MANY...? COUNT AND CIRCLE.




EYES
6 7 8

HEADS
4 5 6

FEET
7 8 9

2 DRAW WHAT'S MISSING.




92 NINETY-TWO - ACTIVITY BOOK


3 HOW MANY...? COUNT AND COMPLETE.


CLAP YOUR HANDS! 6


3 HOW MANY...? COUNT AND COMPLETE.

HOW MANY HANDS CAN YOU SEE? TWO!



1  **8 EIGHT HANDS**

2  **20 TWENTY LEGS**


3  **10 TEN EYES**

HOW MANY...? COUNT AND COMPLETE.

MY HAIR IS BLACK AND MY EYES ARE BROWN.

MY HAIR IS RED AND MY EYES ARE BLUE.

I HAVE GOT BROWN HAIR AND BROWN EYES.



ACTIVITY BOOK - NINETY-THREE 93

5 MATCH.

CLAP YOUR HANDS! 6

2 HOW MANY...? COUNT AND COMPLETE.

HOW MANY HANDS CAN YOU SEE?

TWO!

1 2 3

0 HANDS 0 LEGS 0 EYES

HOW MANY...? COUNT AND COMPLETE.

MY HAIR IS BLACK AND MY EYES ARE BROWN.

MY HAIR IS RED AND MY EYES ARE BLUE.

I HAVE GOT BROWN HAIR AND BROWN EYES.

ACTIVITY BOOK - NINETY-THREE 93

7 NUMBER.

CLAP YOUR HANDS! 6

7 NUMBER.

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

COMPLETE.

ARMS LEGS MOUTH EARS EYES NOSE

I AM PINOCCHIO!

I HAVE GOT ONE HEAD, TWO _____, ONE _____, TWO _____, ONE _____, TWO _____, TWO _____ AND TWO FEET.

ACTIVITY BOOK - NINETY-FIVE 95

5 40 LISTEN AND CIRCLE.

TRACK 40

Listen and circle.

- 1 It has got small eyes.
- 2 I have got a big mouth.
- 3 It has got brown hair.

8 COMPLETE.

eyes, nose, ears, mouth, arms, legs

KEY ANSWER KEY

1. eyes; 2. mouth; 3. hair

6 TICK 'YES' OR 'NO'.

1. yes; 2. no; 3. yes; 4. yes; 5. no

SB PAGES 60, 61, 62 & 63

WARM-UP

Tell students they are going to have a Spelling dictation. Select a few words from units 5 and 6 and spell them out. Students must write them in their notebooks. Examples: **1.** m-o-n-k-e-y; **2.** m-o-u-t-h; **3.** h-a-n-d-s; **4.** b-i-r-d; **5.** e-a-r-s. If convenient, ask some volunteers to spell words for their partners to write them down

1 BIG OR SMALL? TICK 'YES' OR 'NO'.

Direct students' attention to the picture and have them mention the animals they know. Introduce new vocabulary and model pronunciation: *alligator*, *flamingo*, etc. Then have students look at the scene and tick the correct alternative. Invite some volunteers to read their answers aloud to check.

KEY ANSWER KEY

1. yes; **2.** no; **3.** no; **4.** yes; **5.** yes; **6.** yes

OPTIONAL ACTIVITY

Play *Memory Game* with the picture in exercise 1. Tell students to look at the scene and try to remember it. Then ask them to close their books. Say wrong sentences and have the children correct them: *I can see four animals in the picture. The flamingo is purple. The fish has got big eyes. The bird is pink. The alligator has got a small mouth. The frog has got two big ears.*

2 MATCH AND COLOUR.

Read the descriptions in the speech bubbles aloud. Tell the children to match the speech bubbles to the pictures and colour them.

KEY ANSWER KEY

REVIEW UNITS 5 & 6

2 MATCH AND COLOUR.






1 I'M A BIG GREEN TURTLE.

2 I'M A SMALL BROWN CAT.

3 I'M A BLACK AND WHITE DOG.


4 I'M A BLUE FISH.

5 I'M A GREEN FROG.


3 COMPLETE.

1




A R _ _ _ _

2



A B _ _ _

3



A L _ _ _

REVIEW UNITS 5 & 6 - SIXTY-ONE **61**

OPTIONAL ACTIVITY

Ask students to write the name and colour of two animals or parts of the body on a separate piece of paper: *blue fish*, *red nose*, etc. Tell the children to exchange papers with their partners. Explain that they should draw and colour the animals or parts of the body as in the descriptions.

3 COMPLETE.

Ask students to complete the words to label the animals. Then have them exchange their books to check. Finally, invite some volunteers to read out the answers and spell them. Write the words on the board to check spelling.

KEY ANSWER KEY

1. a rabbit; 2. a bear; 3. a lion

4 WHAT IS MISSING? DRAW AND CIRCLE.


Have students identify the part of the body that is missing in the pictures. Tell them to circle the correct word and draw the body part to complete the picture. Check answers with the whole class.

KEY ANSWER KEY

REVIEW UNITS 5 & 6


WHAT IS MISSING? DRAW AND CIRCLE.

1




THE NOSE
AN EYE
THE HAIR

2




A FOOT
THE MOUTH
AN EAR

3



THE HEAD
A LEG
AN EAR

4



AN ARM
A HAND
AN EYE

5 COMPLETE AND DRAW.
IT'S AN ANIMAL. IT IS SMALL AND GREEN. IT HAS GOT FOUR LEGS. WHAT IS IT?

IT'S A F _ _ _ .

62 SIXTY-TWO - REVIEW UNITS 5 & 6

OPTIONAL ACTIVITY

Tell students to work in pairs and play *Back Write* with vocabulary related to the parts of the body. Explain that a student *writes* the word on the back of his / her partner and the other student guesses the word.

5 COMPLETE AND DRAW.

Invite some volunteers to read the description aloud. Explain to students that they have to identify the animal. Tell them to draw it and complete the answer.

KEY ANSWER KEY

It's a frog.

OPTIONAL ACTIVITY

Encourage students to choose an animal and write a description as in exercise 5. Have them work in pairs and read their riddles to their partners to identify the animal. Then invite some students to read their descriptions for the rest of the class to guess. The student who gives the correct answer, reads his / her description to the class.

6 FIND THESE WORDS.

Tell students to look at the pictures and read the labels to find the words in the box.

ANSWER KEY

REVIEW UNITS 5 & 6

6 FIND THESE WORDS.

EAR EYE FEET NOSE MOUTH LEG HEAD HAND

7 COMPLETE.

MONKEY HAS GOT HAIR HAVE GOT BIG

I'M A . I'M SMALL AND I
BROWN HAIR.
LOOK AT THAT PANDA! IT'S AND IT
BLACK AND WHITE

REVIEW UNITS 5 & 6 - SIXTY-THREE 63

ANSWER KEY

monkey, have got, big, has got, hair

WRAP-UP

Draw three identical bodies on a board (the head with a nose and a mouth, and a vertical line for the body) with the following box: 1 = one eye; 2 = one leg; 3 = one arm; 4 = one foot; 5 = one ear; 6 = one hand. Divide the class into three teams and assign each team a body. Select a volunteer from each team. Display a flashcard from units 5 or 6 and ask: *What's this? What colour is it? How do you spell...? Is it a...?* The first volunteer to raise his or her hand and answer the question correctly can roll the die. The student can add the corresponding part of the body to his or her team's body. The first team with a complete body is the winner.

OPTIONAL ACTIVITY

Bring pictures of famous cartoon characters and attach them to the board. Prepare slips of paper with sentences that describe the characters: *I have got big ears. My nose is black. (Mickey Mouse) I'm yellow. I have got blue eyes. (Tweety)*, etc. Divide the class into groups and have students take turns to read a description and match it with the corresponding character. The group that gets more answers correct is the winner.

COMPLETE.

Ask student to identify the animals in the picture. Have them read the description in the speech bubble and complete it with the words in the box. To check answers, encourage some volunteers to read the text aloud.

SB PAGES 64, 65, 66, 67, 68 & 69

WARM-UP

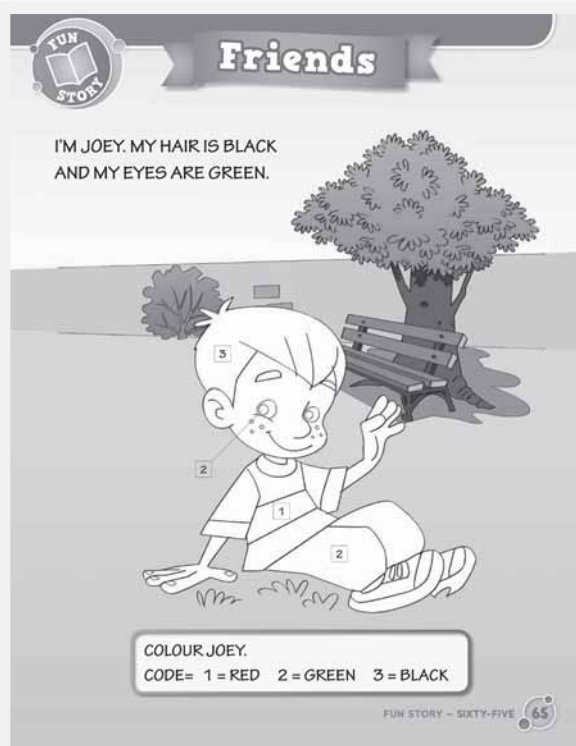
Play *Memory* to revise vocabulary from all the units. Divide the class into pairs and hand out a sheet of paper to each pair. Shuffle the flashcards from units 1 to 6. Explain to students that you are going to display five cards, one by one, very quickly. They have to try to remember the pictures. Then they have to write them down on the paper in the same order you displayed them in. The pair that remembers the most wins the game.



TIPS FOR READING A STORY

Reading should be a pleasant and enjoyable activity so that the children feel motivated to read. Get students involved by exploiting images and asking them to describe and explain the situations. Invite them to read aloud and predict parts of the story or discuss their ideas. And do not use reading as a tool for evaluation.

Have the children open their books to page 64 and invite them to look at the illustration and identify the storyteller, Tom. Encourage the children to mention their favourite story from the book and explain why. Then have them talk about the scene and ask questions to guide them: *Where are they? How many children? How are the children?*, etc. Point to different objects and ask: *What's this? Is it a rat? Has it got big eyes?*, etc. Read the texts in the speech bubbles and invite the children to repeat and mime. Then ask: *Why is everyone saying goodbye?* Make sure students understand the expressions and tell them that this is the end of a period and they will begin a new one next year. But before they finish, they are going to read another story.



Now invite the children to look at the picture on page 65 and say where the boy is. Play track 36 for students to listen to the first part and pause the audio CD. Ask them to repeat. Direct their attention to the box and explain they have to colour the picture according to the code. To check understanding, ask: *What colour is his hair? (It's black.)* Point to number three in the box and read the colour.

TRACK 36

Joey: I'm Joey. My hair is black and my eyes are green.

ANSWER KEY

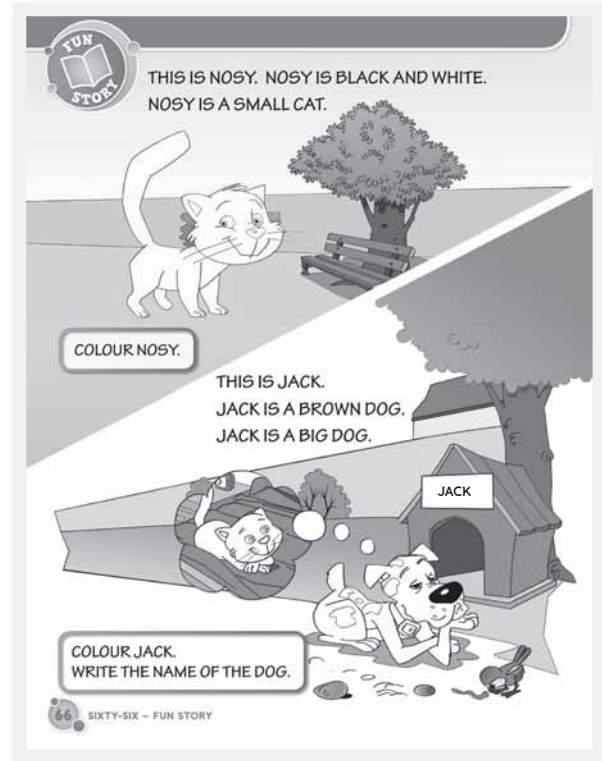
Students colour Joey according to the code.

Direct students' attention to the pictures on page 66 and ask: *How many animals?* Encourage them to identify the animals. Play the audio CD again to continue listening to Joey and pause after the description of the dog. Then read the first text and have the class repeat after you. Elicit the name of the cat. Then invite some volunteers to read the text about the dog. Ask comprehension questions: *What colour is it? Is it small?* Read the instructions in the boxes for students to colour the pictures and write the name of the dog. Finally, elicit ideas from the class about the dog and the cat: *Are they friends? Why is the dog thinking about the cat?*

TRACK 36

Joey: This is Nosy. Nosy is black and white. Nosy is a small cat. This is Jack. Jack is a brown dog. Jack is a big dog.

ANSWER KEY



Students colour Nosy and Jack.

OPTIONAL ACTIVITY

Dictate false sentences about the picture: *Nosy is a dog. The cat is big. The dog is angry. The cat is black. The bird is yellow.* Tell students to correct them and write the true information. Invite some volunteers to read the right sentences aloud.

Draw students' attention to the scene on page 67. Read the first sentence aloud and check the children understand the meaning of the word *sometimes*. Encourage them to finish the sentence with their ideas. Then ask students to describe the situation and how Joey is feeling. Play track 36 to listen to this part of the story and pause. Invite a volunteer to read the text in the speech bubble aloud and have students complete the activity.

TRACK 36

Joey: Nosy is a good cat but sometimes...
Come back, Nosy! That is my red ball!

ANSWER KEY



students to say how each of the characters is feeling and why. Play track 36 to listen to the situation and ask: *Are Jack and Nosy friends?* Then encourage some volunteers to read aloud the texts in the speech bubbles. Explain that they have to trace the picture of the dog and circle the animals mentioned in the box. Elicit the colours of Joey and the animals and tell the children to paint them. Finally, have students predict what happens next.

TRACK 36

Joey: Jack and Nosy are friends. Well, sometimes! Run, Nosy!

Nosy: Help!

ANSWER KEY



OPTIONAL ACTIVITY

Play *I Spy* with the objects in the picture. Say: *I spy* and then give some description of the object, such as *something red / big / small / round, something beginning with the letter a*, and so on. Students take turns trying to guess what the object is: *Is it a / an...*? Let the student who correctly guesses the selected item pick the next object.

Have the children look at the picture on page 68 and identify the dog. Point to the picture and ask: *What's this?* Then tell them to mention the other animals. Encourage

OPTIONAL ACTIVITY

Tell the class you are going to describe the animals in the picture and they have to identify them: *It has got big ears. (The rabbit.) It's green. (The frog.) It has got four legs. (The dog, the cat, the rabbit and the frog.),* etc. Invite some volunteers to take on your role and say descriptions for the rest of the class to recognise the animal.

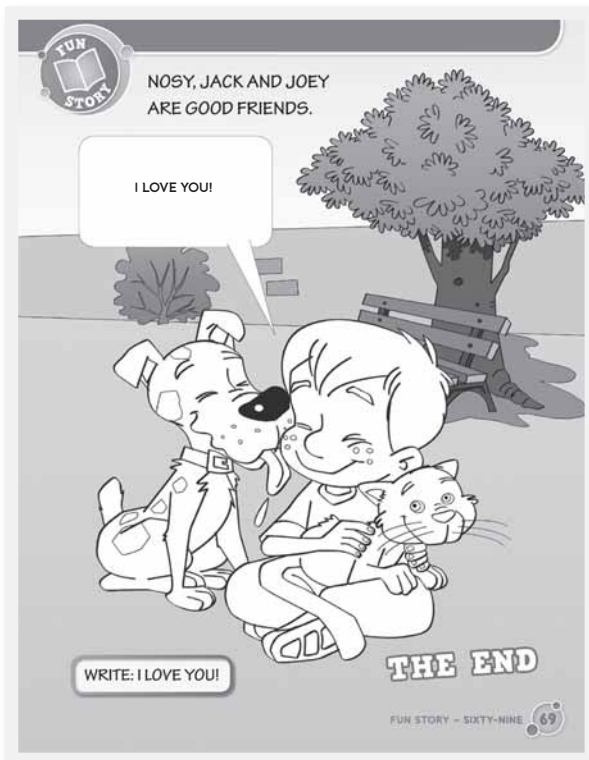
Check students' prediction from the previous scene: *Are the characters angry / happy? Are they all friends?* Read the text making emphasis on the words *very much* and invite the children to repeat. Have students complete the speech bubble. Then play track 36 to listen to the last part of the story and invite the children to colour the pictures. Finally, encourage the class to share their opinions about the story and say what they liked about it.

TRACK 36

Narrator: Nosy, Jack and Joey are good friends.

Joey: I love you!

ANSWER KEY



VALUES: FRIENDSHIP

Encourage students to reflect on the importance of having friends and sharing moments with them. Ask: *What can you do to be a good friend? How do you show your friends that they are important to you? What moments are important to share with your friends? How does it feel to experience important moments with no friends?*

WRAP-UP

Encourage students to invent another scene for the story *Friends*. First, ask them to think of the characters they will include and the place where they will appear: *Are they at the park / at school / in the forest / at a campsite, etc?* Tell them to imagine the situation and how the characters are feeling and ask them to write what they say in speech bubbles. Invite them to draw the scene on a separate sheet of paper and write a sentence at

the top to describe it, as in the story. Collect their works and stick them on a piece of construction paper so that they can all see and read the different situations.

AUDIO CD TRACK LIST

Track	Listening Activity
02	Unit 1 <i>Hi, friends!</i> Page 5
03	Unit 1 <i>Hi, friends!</i> Page 5
04	Unit 1 <i>Hi, friends!</i> Page 5. Song: <i>Good morning.</i>
05	Unit 1 <i>Hi, friends!</i> Page 6. Activity 2: Listen and repeat.
06	Unit 1 <i>Hi, friends!</i> Page 6. Activity 3: Listen and sing: <i>The Hi! Rap.</i>
07	Unit 1 <i>Hi, friends!</i> Page 7. Activity 5: Listen and tick.
08	Unit 1 <i>Hi, friends!</i> Page 9. Activity 9: Listen, repeat and mime.
09	Unit 2 <i>A happy family.</i> Page 12
10	Unit 2 <i>A happy family.</i> Page 12
11	Unit 2 <i>A happy family.</i> Page 13. Song: <i>The Family Rap.</i>
12	Unit 2 <i>A happy family.</i> Page 17. Activity 5: Listen and circle.
13	Unit 2 <i>A happy family.</i> Page 17. Activity 6: Listen and point.
14	Unit 3 <i>True colours.</i> Page 24
15	Unit 3 <i>True colours.</i> Page 24
16	Unit 3 <i>True colours.</i> Page 25. Song: <i>All in my classroom.</i>
17	Unit 3 <i>True colours.</i> Page 26. Activity 1: Look, listen and repeat.
18	Unit 3 <i>True colours.</i> Page 27. Activity 3: Listen and circle.
19	Unit 3 <i>True colours.</i> Page 28. Activity 5: Listen and read.
20	Unit 3 <i>True colours.</i> Page 28. Activity 6: Listen and repeat.
21	Unit 3 <i>True colours.</i> Page 28. Activity 7. Poem: <i>The Colours</i>
22	Unit 4 <i>Numbers and shapes.</i> Page 32
23	Unit 4 <i>Numbers and shapes.</i> Page 33. Song: <i>One, Two, Three.</i>
24	Unit 4 <i>Numbers and shapes.</i> Page 34. Activity 1: Listen and repeat.
25	Unit 4 <i>Numbers and shapes.</i> Page 36. Activity 6: Listen and repeat.
26	Unit 5 <i>Numbers and shapes.</i> Page 44
27	Unit 5 <i>Numbers and shapes.</i> Pages 44 and 45
28	Unit 5 <i>Numbers and shapes.</i> Page 45. Song: <i>What's that?</i>
29	Unit 5 <i>Numbers and shapes.</i> Page 47. Activity 3: Listen and circle.
30	Unit 5 <i>Numbers and shapes.</i> Page 48. Activity 5: Listen and sing.
31	Unit 6 <i>Clap your hands!</i> Page 52
32	Unit 6 <i>Clap your hands!</i> Pages 52 and 53
33	Unit 6 <i>Clap your hands!</i> Page 53. Song: <i>Clap with me.</i>
34	Unit 6 <i>Clap your hands!</i> Page 54. Activity 1: Listen and circle.
35	Unit 6 <i>Clap your hands!</i> Page 56. Activity 5: Listen and circle.
36	Fun Story. <i>Friends.</i> Pages 65, 66, 67, 68 and 69
37	Activity Book. Unit 1 <i>Hi, friends!</i> Page 75. Activity 6: Listen and match.
38	Activity Book. Unit 3 <i>True colours.</i> Page 82. Activity 4: Listen and number.
39	Activity Book. Unit 4 <i>Numbers and shapes.</i> Page 85. Activity 3: Write the words. Listen and play Bingo.
40	Activity Book. Unit 6 <i>Clap your hands!</i> Page 94. Activity 5: Listen and circle.

Fun 1 Way

Fun Way is a specially designed series for 6 to 8 year-old children starting to learn English. It is a three-level course that will make the kids' English learning experience unique and unforgettable. Each lesson in the book is engaging and motivating, with songs, games and activities devised to help children learn the target language in a playful way.

COMPONENTS:

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- Student's Book + Activity Book + Story
- Interactive Activities

● For the teacher:

- Teacher's Book + Audio CD
- Extra Teacher's Resource Material downloadable from the website