

Fun 3 Way

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Project design and art editor: Gláucia Koller

Editors: Izaura Valverde, Thelma Guimarães, Adriana Méndez

Proofreaders: Camila Carmo da Silva, Katia Gouveia Vitale, Renata Machado de Abreu Leme, Raymond Shoulder, Mariana Mininel de Almeida, Rafael Gustavo Spigel, Vivian

Marques Viccino, Vinicius Oliveira, Viviane Mendes, Inés S. Pérez Assistant editors: Bruna Marini, Nathália Horvath, Camila Carmo da Silva Design and layout: Talita Guedes, Fabio N. Precendo, Rubens M. Rodrigues, Arleth Rodrigues, Bureau São Paulo, Pix Art, Hulda Melo, Wagner Lima, Virginia María Lasta

Cover design and layout: Gláucia Koller, Ana Lucía Garibotti

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This Teacher's Book includes an Audio CD.

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Fun Way

MAIN FEATURES OF THE SERIES

Fun Way is a series for learners of English in Primary Schools. 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.

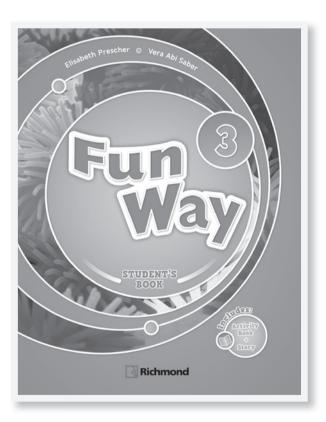
The **Fun Way** series consists of three levels which attend to the varied characteristics and interests of the age group. Children are introduced to the topics through stories and are exposed to relevant vocabulary with songs, rhymes and chants. They also practise the language in a meaningful and entertaining 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 are clearly organised and carefully graded to ensure that students are exposed to and practise the language according 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 and cut outs, 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 Activity Book, the Story includes activities that keep students' interest and offer more practice of the contents learned in the units.

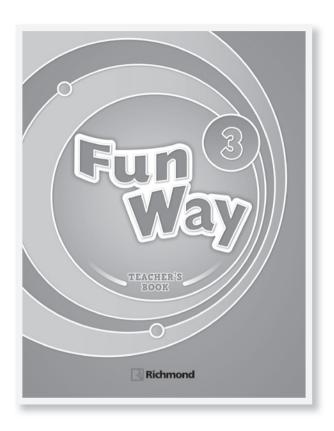
INTERACTIVE ACTIVITIES

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, instructions for the development of all the activities in the units of the Student's Book, answer keys, audio scripts for the listening material on the audio CD, ideas for working with Values, optional activities and productions and 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 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 suggested.

AUDIO CD

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



CONTENTS

| UNIT | OBJECTIVES | | |
|------------------------|---|--|--|
| 1 HELLO AGAIN! | To revise meals and food items. To listen to a song and sing along. To express likes and dislikes. To describe a room and the location of objects. To identify pieces of clothes and furniture. To ask and answer about personal information. To revise places in town and means of transport. To identify abilities. To read and listen to descriptions. | | |
| FARM AND WILD ANIMALS | To introduce farm and wild animals. To describe animals. To listen to a song and sing along. To revise colours. To describe the location of animals. To talk about abilities. To read and listen to a story. To retell a story. | | |
| REVIEW 1 & 2 | | | |
| WHAT ARE YOU WEARING? | To identify clothing items. To listen to a song and sing along. To describe what people are wearing. To listen for specific information. To recognise occupations. To ask and answer about clothes and jobs. | | |
| WHAT ARE YOU DOING? | To identify actions. To imagine a story from a scene. To listen to a song and sing along. To ask and tell the time. To ask and answer about actions at the moment. To read and discuss ideas for a better world. | | |
| REVIEW 3 & 4 | | | |
| WHERE ARE YOU FROM? | To recognise countries and flags. To ask and answer about nationalities. To identify cardinal points. To recognise left and right. To analyse a map. To refer to the location of places. To listen to a song and sing along. | | |
| HOORAY! IT'S SATURDAY! | To identify the days of the week. To listen to a song and sing along. To talk about daily activities. To ask and answer about daily activities. To ask and answer when people do activities. To describe daily and weekly routines. To ask and answer about daily meals. | | |
| REVIEW 5 & 6 | | | |

| | VOCABULARY | LANGUAGE AND GRAMMAR | VALUES |
|---|---|--|---|
| juice, ham, bana Meal draw Cloth Place Mear Actio | e: vegetables, meat, eggs, chocolate, cookies, milk, cake, chicken, apples, coffee, sausages, cheese, ice cream, grapes, peas, tomatoes, na s: breakfast, lunch, dinner Furniture: chest of ers, bedside table, desk, chair, table, bed, sofa es: dress, shoes, hat, trainers, cap, T-shirt, coat is in town: market, zoo, park, club, school as of transport: bus, car, lorry, train, plane ns: jump, sit, sleep, play, run, walk, babysit, care (of), clean, water, sing, dance, swim ths and seasons | What do you like? I like (apples). I I don't like (coffee). What do you have for (breakfast)? I have (chocolate) for (breakfast). There is a (coat) in the bedroom. I There are (four cups) on the table. My birthday is in (March). I My favourite season is (summer). I can (walk dogs). I I can't (babysit). She's (small). She's got (brown) hair. | Eating healthy food Cooperating at home |
| horse Colo Prepo | nals: dog, cow, duck, pig, donkey, chick, e, zebra, elephant, giraffe, hen urs: black, white, yellow, pink, brown ositions: in, on, under ds animals make | (Jaguars) are wild animals. (Pigs) are farm animals. It's (big). It has got (four legs). The horse is in (the stable). The cheetah can run fast. It can't fly. | Preserving animals and their habitats Being helpful Cooperating |
| | | | |
| shirt, traine Jobs: office Colo | ning items: dress, skirt, blouse, T-shirt, trousers, hat, shoes, gloves, boots, socks, ers, cap, shorts, jeans, coat singer, cook, teacher, painter, reporter, er, driver, nurse, dog walker, football player urs: red, purple, pink, blue, white, black, rn, orange, yellow, green | What are you / they wearing? I'm wearing (a red dress). They are wearing (T-shirts and shorts). What is she / he wearing? She / He is wearing (a brown hat). Who is wearing (black shoes)? (The cook) is wearing black shoes. | Accepting different interests Having a job and doing your best at it |
| talk, sleep prote The t | ons: cook, eat, read, sing, wear, walk, jump, paint, drink, dance, listen, write, play, swim, , recycle, plant, use, destroy, help, bully, ect, clean ime: o'clock, half past, a quarter past, a ter to | What are you doing? I am reading a book. I We are dancing. She I He is sleeping. They are playing. What time is it? What's the time? It's two o'clock. It's a quarter past I to three. It's half past eight. Are you singing? Yes, I am. I No I'm not. We are protecting animals. | Arriving on time Making a better world |
| | | | |
| Kaza Surin Gern Russi Card cinna | ntries: Namibia, Brazil, Costa Rica, Australia, khstan, Finland, Argentina, Ecuador, ame, Canada, Thailand, Italy, Kenya, nany, the United States, Vietnam, China, a, Japan, India, England, the Netherlands inal points: east, west, south, north amon, dolls, mug, stuffed panda, robot, c, T-shirt | Where are you from? I'm from (Namibia). Where is she I he from? She I He is from (Italy). Where are they from? They're from (Brazil). What is on the left I right? There are 13 countries in South America. (The airport) is east I west of (the farm). | Respecting people from other countries Helping people find their way Making new friends |
| Activ guita wash lunch a san shop | of the week ities: go to (school / the club / bed), play (the r / football), study (English), write (songs), n (my hands / the dog), have (breakfast / n / dinner), run to class, brush my teeth, eat ndwich, watch TV, sleep, visit friends, go ping rb of frequency: sometimes | What do you do every day? I (do exercise). Do you walk in the park? Yes, I do. I No, I don't. When do you (study English)? On (Wednesdays). On Mondays I I we I they (play football). I I We I They don't (play the guitar). I have breakfast at (eight o'clock) in the morning. | Being organised Having healthy habits |
| | | | |



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 your 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 |
|--------------|-----------------------|--|--|---|
| | HELLO AGAIN! | Food Meals Furniture Clothes Places in town Means of transport Actions Months and seasons | What do you like? I like (apples). / I don't like (coffee). What do you have for (breakfast)? I have (chocolate) for (breakfast). There is a (coat) in the bedroom. / There are (four cups) on the table. My birthday is in (March). / My favourite season is (summer). I can (walk dogs). / I can't (babysit). She's (small). She's got (brown) hair. | Eating healthy food Cooperating at home |
| | FARM AND WILD ANIMALS | Animals Colours Prepositions Sounds animals make | (Jaguars) are wild animals. (Pigs) are farm animals. It's (big). It has got (four legs). The horse is in (the stable). The cheetah can run fast. It can't fly. | Preserving animals and their habitats Being helpful Cooperating |
| REVIEW 1 & 2 | | | | |
| | WHAT ARE YOU WEARING! | Clothing items Jobs Colours | What are you / they wearing? I'm wearing (a red dress). They are wearing (T-shirts and shorts). What is she / he wearing? She / He is wearing (a brown hat). Who is wearing (black shoes)? (The cook) is wearing black shoes. | Accepting different interests Having a job and doing your best at it |

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 Teacher's Book Interactive Activities Teacher's Resource Material | | |
| Suggestions in the Teacher's Book Interactive Activities Teacher's Resource Material | | |
| | | |
| Suggestions in the Teacher's Book Interactive Activities Teacher's Resource Material | | |



| DATE | UNITS | VOCABULARY | LANGUAGE AND GRAMMAR | VALUES | |
|--------------|--------------------------|--|---|---|--|
| | WHAT ARE YOU DOING? | Actions The time | What are you doing? I am reading a book. I We are dancing. She I He is sleeping. They are playing. What time is it? What's the time? It's two o'clock. It's a quarter past I to three. It's half past eight. Are you singing? Yes, I am. I No I'm not. We are protecting animals. | Arriving on time Making a better world | |
| REVIEW 3 & 1 | REVIEW 3 & 1 | | | | |
| | WHERE ARE YOU FROM? | Countries Cardinal points cinnamon, dolls, mug, stuffed panda, robot, clogs, T-shirt | Where are you from? I'm from (Namibia). Where is she / he from? She / He is from (Italy). Where are they from? They're from (Brazil). What is on the left / right? There are 13 countries in South America. (The airport) is east / west of (the farm). | Respecting people from other countries Helping people find their way Making new friends | |
| | 6 HOORAY! IT'S SATURDAY! | Days of the week Activities Adverb of frequency: sometimes | What do you do every day? I (do exercise). Do you walk in the park? Yes, I do. I No, I don't. When do you (study English)? On (Wednesdays). On Mondays I I we I they (play football). I I We I They don't (play the guitar). I have breakfast at (eight o'clock) in the morning. | Being organised Having healthy habits | |
| REVIEW 5 & 6 | | | | | |

STORY

| EXTRA ACTIVITIES | SPECIAL DATES | NOTES | | | |
|--|---------------|-------|--|--|--|
| Suggestions in the Teacher's Book Interactive Activities Teacher's Resource Material | | | | | |
| | | | | | |
| Suggestions in the Teacher's Book Interactive Activities Teacher's Resource Material | | | | | |
| Suggestions in the Teacher's Book Interactive Activities Teacher's Resource Material | | | | | |

WORKING WITH Fun Way

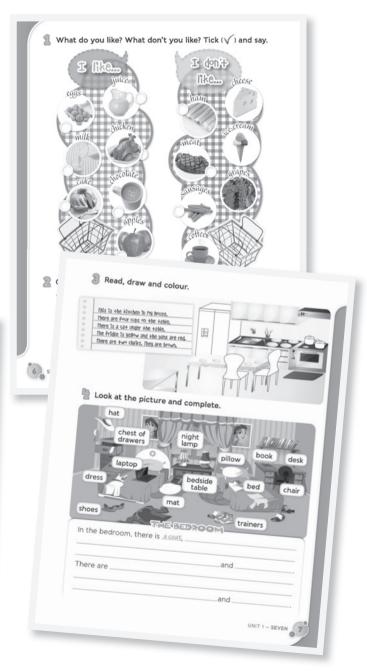
OPENING PAGES

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 reflect on 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 cut outs and stickers. The **Fun Stickers** section provides a dynamic way to revise 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, and 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.





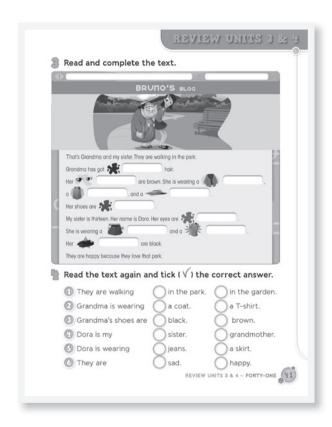
S FUN CONNECTIONS

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.



GLOSSARY

After the Story, there is a glossary that includes pictures and key vocabulary related to the topics of each unit.

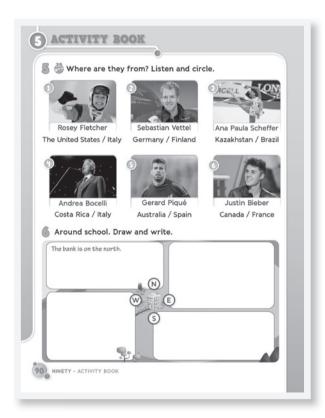




ACTIVITY BOOK

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-UPS AND WRAP-UPS

These first and final activities prepare children for the class or help 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 the lesson with the song 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. Here are some suggestions:

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 wholeclass activities, try a circle or a U-shaped desk configuration.

circle







U-shape



conference



runway



shaker



tambourine





shaker



rat-a-tat





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.
- Don't speak to your classmates when the teacher is explaining the lesson.
- Ask your teacher to repeat what you cannot understand.

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 a 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:



WHAT'S MISSING?

Materials needed:

Flashcards or pictures

Sit in a circle with students. Show the flashcards one by one and ask: What's this? Place them in the middle of the circle and cover them. Ask a student to leave the circle and turn around. Then take one of the flashcards, show it to the class and hide it. Call the student back to the circle, uncover the flashcards and ask: What's missing? If the student answers correctly, their partners say 'Yes'. If the answer is incorrect, they say 'No'. Change the position of the flashcards and repeat the activity with another volunteer.

SCRAMBLED SENTENCES

Choose a sentence from one of the units and write it on the board with the words scrambled. Ask students to put the words in order to make the sentence. Repeat the procedure as many times as possible.

MEMORY GAME

Materials needed:

Square pieces of paper

Invite students to draw pictures to illustrate the key vocabulary from the units in the squares. Then ask the children to put the cards facing down and play in pairs by taking turns. Tell them to turn over two cards to find the matching pair. The student who gets more pairs wins the game.

HOT POTATO

Materials needed:

A small soft ball or paper ball

Tell the children they are going to play the hot potato game. Play a song from the audio CD

or sing and have the children pass the ball to one another. Interrupt the song suddenly and the child who holds the ball must do what you ask him / her to do (see suggested tasks below). After this task is done, the game starts over again. Suggested tasks:

- Answering a question
- Miming an action
- Naming vocabulary items related to the topic of the unit(s)
- Describing someone's clothes
- Describing a place
- Spelling words

CLAP THE ODD WORD OUT

Materials needed:

None or flashcards

Name items belonging to the same lexical group (for example, food items) or show the corresponding flashcards to help children with visual support. Among these words, include one which does not belong to the same category (for example, you can include a place in town). The children must clap their hands when they hear an odd word. Say, for example: *oranges*, *fish*, *cheese*, *market*, *bread*. The children must clap their hands when they hear the word market.

COMPLETE THE PHRASE

Materials needed:

A small soft ball or paper ball

Say a phrase and throw the ball to one of the children. The child who gets it must add words to complete the phrase. Say, for example: *I get up ...* and the child who gets the ball says, '*I get up at 7.*'



SB PAGES 4 & 5

Objectives

- To revise meals and food items.
- To listen to a song and sing along.
- To express likes and dislikes.
- To describe a room and the location of objects.
- To identify pieces of clothes and furniture.
- To ask and answer about personal information.
- To revise places in town and means of transport.
- To identify abilities.
- To read and listen to descriptions.

Language:

- What do you like?
- I like (apples). / I don't like (coffee).
- What do you have for (breakfast)? I have (chocolate) for (breakfast).
- There is a (coat) in the bedroom. / There are (four cups) on the table.
- My birthday is in (March). / My favourite season is (summer).
- I can (walk dogs). / I can't (babysit).
- She's (small). She's got (brown) hair.

Vocabulary:

- Food: vegetables, meat, eggs, chocolate, cookies, juice, milk, cake, chicken, apples, coffee, sausages, ham, cheese, ice cream, grapes, peas, tomatoes, bananas
- Meals: breakfast, lunch, dinner
- Furniture: chest of drawers, bedside table, desk, chair, table, bed, sofa
- Clothes: dress, shoes, hat, trainers, cap, *T-shirt*, coat
- Places in town: market, zoo, park, club, school
- Means of transport: bus, car, lorry, train, plane
- Actions: jump, sit, sleep, play, run, walk, babysit, take care (of), clean, water, sing, dance, swim
- Months and seasons

WARM-UP

Bring a die and a large sheet of paper with six questions: 1. What's your favourite food? 2. When is your birthday? 3. What's your favourite colour? 4. How many brothers and sisters have you got? 5. What's your favourite place in town? 6. What's your favourite season? Display the questions on the board. Tell students to read them silently and think of the answers without saying them aloud. Put the paper with the questions on your desk. Invite a volunteer to come to your desk and roll the die. Ask the child to answer the question that corresponds to the number. The rest of the class should listen and clap their hands if their answer is the same. Continue until most students have participated.



Have students look at the illustration. Encourage them to identify where the people are and mention the food items they recognise: apples, lettuce, oranges, etc. Then ask: Why are the children and their mum in this place? Play track 2 for students to listen. Then play the audio CD again pausing after each character and have the children repeat. Divide the class in groups and assign them a character. Have them listen again and repeat after the corresponding turn. Finally, ask some volunteers about their tastes: Do you like vegetables / fruit, etc.?

TRACK 2

Mum: Let's buy some chocolate and cookies for breakfast.

Daughter: ...And some vegetables for lunch! **Son:** Can we have some meat and eggs for dinner?

HELLO AGAIN!



Present vocabulary by reading the words and pointing to the pictures. Play track 3 and tell students to look at the illustrations and repeat the words. Then show flashcards or point to the pictures at random for the children to say the corresponding words.

TRACK 3

breakfast – lunch – dinner – vegetables – meat – eggs – chocolate – cookies

4 0

Tell the class they are going to listen to a song. Read the first stanza and have students repeat. Explain that in each stanza, new food will be added. Play the audio CD several times. Encourage students to sing along together. Then assign different verses to groups or lines.

TRACK 4

Song: What do you like?

What do you like, Sally my dear?
Bananas and apples, my mama dear.
Bananas, apples,
dickey, dickey, doo.
They are good and cool. Toom! Toom!

What do you like, Johnny my dear?
Peas and tomatoes, my mama dear.
Peas, tomatoes, bananas, apples,
dickey, dickey, doo.
They are good and cool. Toom! Toom!

What do you like, Sally my dear?
Meat and eggs, my mama dear.
Meat, eggs, peas, tomatoes, bananas, apples, dickey, dickey, doo.
They are good and cool. Toom! Toom!

What do you like, Johnny my dear? Chocolate and cookies, my mama dear. Chocolate, cookies, meat, eggs, peas, tomatoes, bananas, apples, dickey, dickey, doo. They are good and cool. Toom! Toom!

OPTIONAL ACTIVITY

Message

Tell the children to take four pieces of paper and write the following question for their friends: What do you like? Ask students to include the names of their partners and sign the papers. Collect and redistribute the notes. Explain that they should answer and return the notes to the senders.

TIPS FOR EXHIBITING STUDENTS' WORK

The Class Band

Have the children make their own instruments to use when singing songs. Ask them to bring two paper plates, some seeds, a stapler, ribbons and crayons to make tambourines. Tell the children to put the seeds on a plate and then put the other plate on and use the stapler to join them. Finally, have students decorate the plates with ribbons and crayons.

WRAP-UP

Ask students to draw pictures of three food items they have learned on separate pieces of paper. Then have the children label the pictures. Play the song *What Do You Like?* and encourage the children to show their designs when they hear the food items.

SB PAGES 6 & 7

WARM-UP

Play track 4 and have the class sing the song *What do you like?* Then tell the children to sing the song without the music and add the names of other food items. Encourage them to remember the correct order and sing their own version of the song while playing their tambourines.

WHAT DO YOU LIKE? WHAT DON'T YOU LIKE? TICK (✓) AND SAY.

Read the phrases in the speech bubbles and clear up any doubts: I like (affirmative), I don't like (negative). Make sure children understand the vocabulary related to food. Then tell students to tick the food they like and do not like. Ask some volunteers to share their ideas with the class. Finally, have the children work in pairs and find out if they have similar tastes. Walk around the classroom and monitor.

ANSWER KEY

Students' own answers

\bigcirc

VALUES: EATING HEALTHY FOOD

Take this opportunity to analyse students' eating habits. Have the children explain the difference between healthy and unhealthy food and give examples. Finally, ask: *Do you eat healthy food?*

2 COMPLETE.

Ask students to complete the answers. Then have some volunteers read their ideas aloud.



🔑 ANSWER KEY

Students' own answers



Divide the class into groups and hand out old magazines. Ask the children to cut out food items. Then stick a piece of construction paper on the board with three columns: *Breakfast, Lunch, Dinner.* Invite students from each group to stick the pictures under the correct heading. Allow for more than one possible answer; for example, *orange juice* may go with any of the meals. Finally, display the poster on a classroom wall.

8 READ, DRAW AND COLOUR.

Invite a volunteer to read the description aloud. Check students understand the words. Tell the children to draw pictures and colour the scene according to the text. Ask them to compare their pictures to check answers. Finally, correct orally with the class and have some children show their pictures to the rest. Ask: How many cups are there on the table? Where is the cat? What colour is the fridge? etc.



ANSWER KEY

Children draw four cups on the table and a cat under it. They colour the fridge yellow, the pans red and the two chairs brown.

OPTIONAL ACTIVITY

Bring old magazines and ask children to cut out a picture of a room in the house. Have them describe the place using the structures *There is / There are* and prepositions to refer to location. Tell them to use the description in activity 3 as a model.

DE LOOK AT THE PICTURE AND COMPLETE.

Tell the children to look at the objects in the bedroom. Explain that they have to complete the description with singular and plural words, according to the picture.

ANSWER KEY

There is: a bedside table, a desk, a laptop, a chest of drawers, a chair, a dress and a hat.

There are: two beds, two pillows, two mats, two night lamps, two T-shirts, four caps, two pairs of shoes, books and trainers.

OPTIONAL ACTIVITY

Play Hangman with pieces of furniture in the bedroom and clothing items. Choose a word and draw a blank for each letter on the board. Next to these, draw a noose. Have the children say, one at a time, the letters they think are in the word. If they guess correctly, write the letter in the corresponding space. If the guess is incorrect, begin drawing a stick figure under the noose and write the wrong letter off to one side. The game ends when they guess the word or when you finish drawing the 'hanged man'.

WRAP-UP

Hand out sheets of paper and tell the children to draw a picture as you describe it. Read this description aloud: On the left of the picture, there is a bed. There is a T-shirt on the bed. On the right of the picture, there is a desk and there are trainers under it. There is a schoolbag on the desk. There are some books in the schoolbag. There is a chair and there is a black cat on it. When students finish, get them to compare their pictures to check.

SB PAGES 8 & 9

WARM-UP

Write vocabulary related to family members on index cards. Invite a volunteer to the front and show the class a word but do not let the child see it. Students have to give their partner clues so that she / he guesses the word; for example: You're mum's father. (Grandfather.)

THIS IS MY FAMILY. COMPLETE THE INFORMATION.

Tell students to complete the sentences according to the information. To check answers, invite some volunteers to read the sentences aloud.

ANSWER KEY

- 1. twelve, February; 2. thirty-five, June;
- 3. seven, September; 4. thirty-nine, November

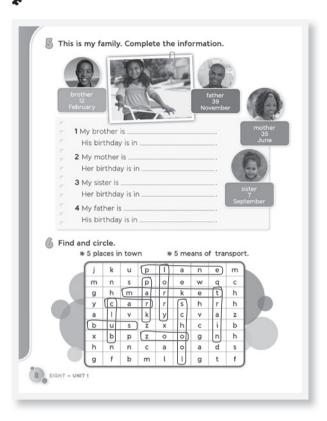
OPTIONAL ACTIVITY

Mention celebrations and have students say the month when the events take place: New Year's Day, Earth Day, Teacher's Day, Christmas, etc.

6 FIND AND CIRCLE.

Tell students to find and circle the words. Then ask them to compare their answers to check.

ANSWER KEY



To listen and complete.

Ask some students to read the paragraph with gaps to check understanding. Then play the audio CD and have the children write the missing information. Play track 5 again so that they complete the activity or check the answers. Invite some volunteers to read the sentences aloud and write the words on the board to check spelling.

TRACK 5

Alice: My name's Alice. I'm eight years old. My birthday is in July. My favourite season is summer because the weather is hot. I like meat but I don't like vegetables. I can sing and dance but I can't swim.

ANSWER KEY

- 1. Alice; 2. eight; 3. July; 4. summer; 5. hot;
- 6. meat; 7. vegetables; 8. sing; 9. dance;
- **10.** swim



OPTIONAL ACTIVITY

Have students complete the paragraph in activity 7 with their personal information. When they finish, tell them to work in pairs and take turns to ask and answer about their paragraphs: What's your name? How old are you?, etc.

READ THE ADS AND TICK (√).

Read each ad aloud. Encourage students to clarify any doubt and use the pictures to help understanding. Ask the children to choose the correct options according to the information in the texts. To check, have some volunteers read the answers aloud.

ANSWER KEY

1. take care of gardens; **2.** a babysitter; **3.** can walk dogs

OPTIONAL ACTIVITY

Read the information from the ads and ask the children to identify the correct person. Suggested information: They are 13. (Jayme and Susan.) Her phone number is 550 5050. (Glenda.) She can work in the afternoons and at the weekends. (Cindy.) She's 17. (Glenda.) Their phone number is 255 8822. (Jayme and Susan.) She can clean plants. (Cindy.)

© CIRCLE ABOUT YOU.

Tell the children to read and circle the correct options. To check, have some volunteers read the sentences and ask students to raise their hands if they agree: *I can babysit*. Count and

write the results on the board: (Eleven) students can babysit.

ANSWER KEY

Student's own answers

\bigcirc

VALUES: COOPERATING AT HOME

Ask children if they help at home by doing things they know. Ask: Do you usually help at home? Do you clean your room? Do you walk the dog? Do you take care of the garden? Encourage students to say why these activities are positive.

OPTIONAL ACTIVITY

Have students create an ad about a service they can provide and write it in a square piece of paper. Ask them to use the ads in activity 8 as a guide: *I can read stories to your children. Call Paul: 987 5432.*Collect all the ads and put them up on a noticeboard in the classroom.

WRAP-UP

Play *Chinese whispers* to revise vocabulary related to personal information, means of transport and places. Divide the class into two teams and ask them to form two lines facing the board. Whisper a word or sentence into the ear of the first student in each line. She / he has to whisper the word or phrase into the ear of the student behind her / him and so on. The last students at the end of the lines have to say what they heard aloud.

SB PAGES 10 & 11

WARM-UP

Bring pictures of different animals and write verbs on the board: drink, swim, read, eat, sing, jump, walk, fly, count, run, etc. Divide the class into two

groups. Show a picture and ask the children to identify the animal and make a true sentence using can / can't and one of the verbs on the board. Award a point for each correct answer. If a group answers incorrectly, the other group takes the next turn making the sentence.



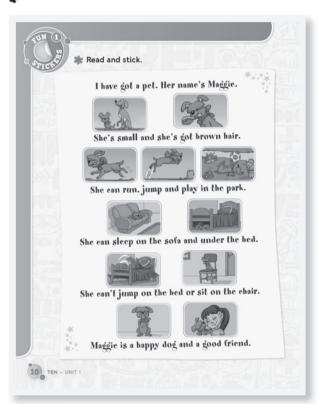
FUN STICKERS 1



READ AND STICK.

Invite students to read the description and stick the corresponding pictures.

ANSWER KEY



OPTIONAL ACTIVITY

Read the description in the previous activity with wrong information. Encourage the children to identify the mistakes and say the correct version.



FUN CONNECTIONS 1

ART / COMMUNICATION



MAKE A PUPPET AND TALK.

The previous class, ask students to bring one sock, buttons and wool. Tell the children to make their puppets by sticking the buttons to make the eyes and use the wool as hair. Then have the children get in groups of four. Encourage students to invent names for their puppets and introduce and describe themselves using funny voices. Walk around the classroom and help as necessary.

WRAP-UP

Play *Word game* to revise vocabulary from this unit. Divide the class into two groups. Invite a volunteer to write a word on the board: carrot. The other group has to say a word that begins with the last letter of the first word: *train*. Children continue playing until they can't think of any other words.

ACTIVITY BOOK

SB PAGES 72, 73, 74 & 75

ANSWER KEY

1 WHAT DO YOU LIKE? LISTEN AND NUMBER.

TRACK 33

- 1. What do you like? I like oranges.
- 2. What do you like? I like bananas.
- 3. What do you like? I like papayas.
- **4.** What do you like? I like apples.
- 5. What do you like? I like grapes.
- 6. What do you like? I like coffee.
- 7. What do you like? I like milk.
- **8.** What do you like? I like bread.
- **9.** What do you like? I like butter.
- **10.** What do you like? I like jam.
- **11.** What do you like? I like cake. **12.** What do you like? I like ham.

(from left to right, top to bottom) 4, 7, 2, 11, 5, 8, 9, 6, 3, 10, 1, 12

2 COMPLETE.

Students' own answers

8 FIND AND COMPLETE.

- **1.** It's on the table, in the kitchen. **2.** under the table, in the kitchen; **3.** is the, under the bed, in the bedroom; **4.** is the, in the bathroom;
- **5.** Where is the, on the table, in the living room;
- 6. Where is the, on the bed, in the bedroom

COMPLETE.

market, school, park, club, zoo

5 MATCH.

1. d; 2. c; 3. b; 4. a

3 ANSWER ABOUT YOUR CLASSROOM.

Students' own answers

77 READ AND ANSWER.

- **1.** There are forty-four legs. **2.** Twenty-nine.
- 3. A monkey. 4. June, 14th. 5. January

B DECODE THE MESSAGE.

My name is Juliana. I am nine. My birthday is in May.

9 WHAT CAN / CAN'T THEY DO?

- 1. He can skate. 2. He can't play football.
- **3.** He can play tennis. **4.** He can't run. **5.** He can read.



SB PAGES 12 & 13

Objectives

- To introduce farm and wild animals.
- To describe animals.
- To listen to a song and sing along.
- To revise colours.
- To describe the location of animals.
- To talk about abilities.
- To read and listen to a story.
- To retell a story.

Language:

- (Jaguars) are wild animals. (Pigs) are farm animals.
- It's (big). It has got (four legs).
- The horse is in (the stable).
- The cheetah can run fast. It can't fly.

Vocabulary:

- Animals: dog, cow, duck, pig, donkey, chick, horse, zebra, elephant, giraffe, hen
- Colours: black, white, yellow, pink, brown
- Prepositions: in, on, under
- Sounds animals make

WARM-UP

Bring pictures showing farm and wild animals that are present in the unit. Show the pictures one at a time and say the corresponding words. Have students repeat after you. Draw two columns on the board: Farm animals and Wild animals. Encourage the children to classify the animals in the pictures.



Invite students to look at the illustration. Ask: How many animals are there? Where are these animals? Who has ever been to a farm? Then invite the children to point to different animals. Say: Point to a big animal / a small animal / an animal that can swim / an animal that can fly / an animal that can run, etc. Play the audio CD and tell the class they are going to listen to the sounds the animals make. Play track 6 and have students repeat. Finally, mention an animal and ask the children to make the corresponding sound.

TRACK 6

Dog: Bow-wow!
Cow: Moo-moo!
Duck: Quack-quack!
Chick: Chick-chick!
Donkey: Hee-haw!
Pig: Oink-oink!



Show the flashcards of the animals and say the words modelling pronunciation. Then play the audio CD and have students repeat. Finally, make the sounds for the children to say the animal.

TRACK 7

dog – cow – duck – pig – donkey - chick



VALUES: PRESERVING ANIMALS AND THEIR HABITATS

Talk to students about the existence of different natural places like fields, forests, etc. Discuss the importance to preserve the animals and their habitats and encourage the children to mention actions we can take to protect nature.



FARM AND WILD ANIMALS



Tell students they are going to listen to a song. Play the audio CD and have the children point to the animals when they are mentioned. Play the song again and invite the class to sing and make the sounds. You may assign the animals to different groups so that they sing their part. Finally, invite them to colour the animals in the pictures.

TRACK 8

Song: The farm of Ali Baba

Ali Baba, he's got a little farm. On his farm, he's got some little dogs. 'Bow-wow', cry the little dogs on the farm of Ali Baba.

Ali Baba, he he's got a little farm. On his farm, he's got some little cows. 'Moo, moo', cry the little cows on the farm of Ali Baba.

Ali Baba, he's got a little farm. On his farm, he's got some little ducks. 'Quack, quack', cry the little ducks on the farm of Ali Baba.

Ali Baba, he's got a little farm. On his farm, he's got some little pigs. 'Oink, oink', cry the little pigs on the farm of Ali Baba.

Ali Baba, he's got a little farm. On his farm, he's got some little donkeys. 'Hee, haw', cry the little donkeys on the farm of Ali Baba.

Ali Baba, he's got a little farm. On his farm, he's got some little chicks. 'Chick, chick', cry the little chicks on the farm of Ali Baba.

OPTIONAL ACTIVITY

Divide the class into pairs. Have the children take it in turns to describe and identify an animal from their partners' scene: C1: It is black and brown. It's big. It has got four legs. C2: Cow.

OPTIONAL ACTIVITY

Ask students to sing The farm of Ali Baba again, including other animals that appear in the scene: horses, cats, birds and sheep.



TIPS FOR EXHIBITING STUDENTS' WORK

The Class Band

Take photographs or film children as they work on their productions, rehearse or sing. You can use this material to set up an exhibition for a special date or at the end of the year.

WRAP-UP

Have students draw and paint the animals mentioned in the song. Tell them to also include the name of the animal. Invite the class to sing The farm of Ali Baba and show the drawings each time the animals are mentioned.

SB PAGES 14 & 15

WARM-UP

Describe a farm animal to the class and ask the children to identify it. The student who says the correct word takes on your role and describes another animal to the class. You may write the

following phrases on the board as a guide: *It has got... / Is it (big / small /grey, etc.) It can...*

1 READ AND NUMBER.

Read the first description aloud and have the children identify the animal in the pictures. Then ask them to do the same for the rest of the animals and number the corresponding images. To check answers, have some volunteers read the sentences aloud and say the animals.

ANSWER KEY

(from the top left) 4 duck; 5 donkey; 2 chick; 1 cow; 3 pig; 6 dog

OPTIONAL ACTIVITY

On single sheet, students draw one of the animals they learned about in this unit and draw a speech bubble with the sound produced by it, the colour and the name; for example: *Oink-oink. I am pink. I am a pig.*

2 LOOK, LISTEN AND GUESS.

Divide the class into pairs. Ask two volunteers to read the example aloud. Tell the children to take turns to mime and make the sound of an animal for their partner to identify it by asking questions. Walk around the classroom and monitor.

ANSWER KEY

Students' own answers

8 blisten and number.

Point to the pictures and have students say the words. Then play the audio CD more than once for students to complete or check the activity. Finally, invite some volunteers to say the numbers.

TRACK 9

Listen and number.

- 1. A: What's this?
 - **B:** It's a duck.
- 2. A: Who is in the garden?
 - B: It's Grandma.
- **3. A:** What colour is the donkey?
 - B: It's brown.
- 4. A: Where's Mum?
 - **B:** She is in the kitchen.
- **5. A:** Where is the cat?
 - **B:** It is in the bedroom.
- **6. A:** How many chicks?
 - **B:** Three.
- 7. A: What is this?
 - **B:** It's a farm.
- 8. A: I cry 'Bow-wow'.

ANSWER KEY

(from the top left) 7, 6, 3, 5, 1, 4, 8, 2

OPTIONAL ACTIVITY

Play *I Spy* with the pictures in activity 3. Say: *I Spy* and then give a description of an object, person or animal, such as *something yellow I small*, etc. Encourage students to guess the word: *Is it a...?*

D PUT THE WORDS IN ORDER AND WRITE.

Invite a student to read the example sentence aloud. Tell the children to order the words to make the sentences. Before correcting answers with the class, have students exchange their books to check their sentences.

ANSWER KEY

- **1.** Pigs are farm animals. **2.** Lions live in the jungle. **3.** Birds can fly but they can't swim.
- **4.** Cows live on the farm. **5.** Jaguars are wild animals.

OPTIONAL ACTIVITY

Prepare sentences describing different animals in slips of papers. Then cut out the words and put them in an envelope. Repeat the sentences according to the number of groups. Divide the class into groups and hand out the envelopes. The first group that completes the sentences wins a point. Then invite volunteers from different groups to check the answers on the board. Award a point for each correct answer.

WRAP-UP

Read a description of an animal with wrong information. Ask the children to identify the mistake and correct you; for example: *The duck can fly and swim. It has got four legs.*

SB PAGES 16 & 17

WARM-UP

Divide the class into four teams and have them stand in lines in front of the board. Hold up a flashcard with the picture of an animal facing the students. The first student on each team should write the word: (horse). Tell the teams to write a sentence together using that word or its plural form: Horses can run. Check answers. Teams earn one point for having the correct word. They earn a second point for using it correctly in a sentence. Then get the first students to go to the back of their lines. Play the game several times. The team with the most points at the end wins.

5 COLOUR AND TALK.

Have two volunteers read the speech bubbles. Divide the class into pairs. Tell the children to take turns asking the questions and answering. Explain that they have to colour the pictures according to their answers.

ANSWER KEY

Students' own answers

OPTIONAL ACTIVITY

Picture Dictation

Tell the children to listen and draw what you dictate. Say a sentence and repeat it more than once. Give students time to draw and colour the pictures. Suggestions: 1. Draw a yellow chick under a chair. 2. Draw a big pig under a tree. 3. Draw a white duck in a lake. 4. Draw a brown dog on a bed.

3 blisten and circle.

Read the sentences aloud to check understanding. Then play track 10 and ask students to circle the options they hear. Play the audio CD again for the children to check their answers or complete the activity. Finally, have some volunteers read their answers aloud to check with the class.

TRACK 10

Listen and circle.

Lucy likes wild animals. Her favourite animal is the cheetah because it can run fast.

Tom likes farm animals. His favourite animal is the hen because it can take care of chicks.

ANSWER KEY

- 1. wild; 2. cheetah; 3. run fast; 4. farm; 5. hen;
- 6. take care of chicks

OPTIONAL ACTIVITY

Invite students to write about their favourite animal on a separate sheet of paper. Encourage them to use the descriptions in activity 6 as a model or write the phrases on the board for help: I like... animals. My favourite animal is the... because it can... Ask the children to draw a picture under the description. Collect all the works and display them on the classroom walls.

7 ASK AND ANSWER.

Divide the class into groups of four or five members. Tell the children to cut out the pictures from the *Crafts* section. Read the examples and words in the box. Students take their animals and put each one on a piece of paper with the name of a place or object in the box. Explain that a student asks another member of the group a question about one of the animals. The other student answers and asks a question to the next student.

OPTIONAL ACTIVITY

My animals

Divide the class into groups. Have students put each of their animals on a 'place' (a piece of paper) and describe them; for example: *This is my lion. It is brown. It is on the ball.*

3 DRAW AND DESCRIBE.

Tell students to invent a monster animal and complete the description. Encourage them to give it a name and draw it.

ANSWER KEY

Students' own answers

OPTIONAL ACTIVITY

Invite children to share their pictures and descriptions. Encourage them to ask questions about the appearance of the monster animal and its abilities. Then have them comment on the types of animals and answer questions about them: Which animals are similar? How many animals can fly?

WRAP-UP

Play *Chinese Whispers* with information about farm and wild animals. Divide the class into two teams. Whisper a sentence 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 says aloud what he or she heard.

SB PAGES 18 & 19

WARM-UP

Draw students' attention to the photos and explain that they show the steps to make a food item. Encourage the children to identify it and say the word: *bread*. Then read the instructions. Mime the actions and point to the pictures to help children understand vocabulary. Invite them to mention other food items they can prepare with flour.



FUN STICKERS 2





LISTEN, READ AND STICK.

Read the title aloud. Ask the children to first listen to the story and then work with the stickers. Play the audio CD and tell students to follow the text in their books. Then ask comprehension questions to check understanding and clarify any doubt. Finally, tell the class to stick the pictures in the corresponding places.

TRACK 11

Listen and stick.

In a very distant land, there is a farm. On the farm there is a little red hen. Her friends are a lazy dog, a sleepy cat and a noisy duck.

One morning...

Red hen: Chook, chook, chook. Good morning, friends.

Oh, look. Wheat seeds! We can plant them. Who can help me plant the seeds?

Lazy dog: Not me. **Sleepy cat:** Not me. Noisy duck: Not me.

Red hen: OK, OK. I can do it myself.

Months later...

Red hen: Folks, now we've got wheat. Who can help me cut the wheat and make flour?

Lazy dog: Not me. **Sleepy cat:** Not me. Noisy duck: Not me.

Red hen: OK, OK. I can do it myself.

Days later...

Red hen: Folks, now we've got flour; we can

make bread.

Who can help me bake the bread?

Lazy dog: Not me. **Sleepy cat:** Not me. Noisy duck: Not me.

Red hen: OK, OK. I can do it myself.

Hours later, the little red hen is tired, but the

bread is ready.

Red hen: Well, now the bread is ready. Who

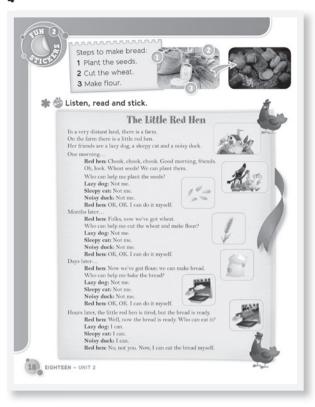
can eat it?

Lazy dog: I can. Sleepy cat: I can. **Noisy duck:** I can.

Red hen: No, not you. Now, I can eat the bread

myself.

ANSWER KEY



VALUES: BEING HELPFUL

Discuss with the class why it is important to be helpful. Mention some real-life situations for the children to mention what they would say. Additionally, encourage students to reflect on how they feel when someone is nice and helpful, and talk about their feelings.

S FUN CONNECTIONS 2

LANGUAGE / ART

RETELL THE STORY 'THE LITTLE RED HEN'

Divide the class into groups of four members. Explain the words in the box and have each group choose the way in which they want to retell the story. Monitor and help as necessary. When the groups finish, invite them to show their works to the rest of the class. Take photographs or film their productions.

VALUES: COOPERATING

Encourage the children to reflect on the advantages of working as a group. Ask: Would it be easier or more difficult to decide on a way to retell the story and try out your ideas? What is the advantage of working together? What problems can a team face? How can we avoid those problems?

WRAP-UP

Invite the class to suggest different endings for the story; for example: Red Hen: OK, OK, Let's eat it together. Then ask the children to choose one of the ideas and draw a picture to represent it.



SB PAGES 76, 77, 78 & 79

ANSWER KEY

1 LOOK AT THE PICTURE AND COMPLETE.

- 1. animals; 2. are four pigs; 3. yellow chicks;
- 4. There are two cows. 5. donkeys, hens;
- 6. ducks; 7. frog, dog, cat

2 LOOK AT THE PICTURE ON PAGE 76 AND COMPLETE.

1. donkey; 2. pig; 3. duck; 4. frog

8 olisten and complete.

TRACK 34

Listen and complete.

Ted: What are your favourite wild animals Sophie?

Sophie: Mmm, let's see... I love the cheetah..., the zebra..., the monkey..., the giraffe... and the lion. What about you, Ted? What are your top five wild animals?

Ted: I like the wolf..., the parrot..., the snake..., the panda... and the jaguar.

Sophie: 1. cheetah; **2.** zebra; **3.** monkey; **4.** giraffe; **5.** lion; **Ted: 1.** wolf; **2.** parrot; **3.** snake; **4.** panda; **5.** jaguar

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zebra; brown; has got; walk; giraffe; Students' own answers; an elephant

5 HOW MANY ANIMALS ARE THERE? WRITE AND COLOUR.

twenty; an alligator, a bear, a bird, a cat, a chicken / a hen, a cow, a dog, a donkey, a duck, an elephant, a fish, a flamingo, a frog, a giraffe, a monkey, a pig, a rabbit, a turtle, a wolf, a zebra

REVIEW UNITS 1 & 2

SB PAGES 20, 21, 22 & 23

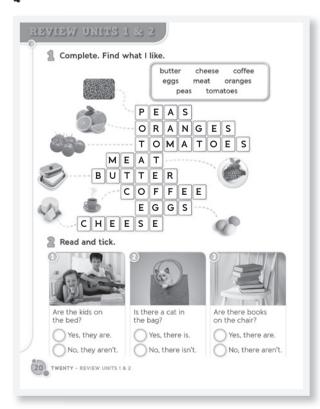
WARM-UP

Play *Guessing Game* to revise vocabulary from units 1 and 2. Pretend to be a person, an animal, or an object. Students guess who or what you are by asking yes – no questions. Examples: *Are you a type of furniture? Are you in the bedroom? Can I use you when I study?* Give students a limited number of guesses.

1 COMPLETE. FIND WHAT I LIKE.

Ask students to look at the food items and use the words in the box to complete the spaces and discover the word that is formed. Invite some volunteers to read the answers aloud to check.

ANSWER KEY



OPTIONAL ACTIVITY

Play *Draw it!* with food items. Divide the class into four teams and invite a volunteer from one team to the board. Show the volunteer a flashcard. The other students must not see the flashcard. Blindfold the volunteer. Wearing the blindfold, he or she has one minute to draw the item for his or her team to guess. If the team guesses correctly, they win a point. If they cannot guess, the first team to guess correctly wins a point.

2 READ AND TICK.

Have the children read and tick the correct answers according to the images.

ANSWER KEY

1. Yes, they are. **2.** Yes, there is. **3.** Yes, there are.

OPTIONAL ACTIVITY

Divide the class into pairs. Tell students to take turns asking and answering about the location of objects in the classroom: *Is there a schoolbag on a desk?* Walk around the classroom and monitor.

8 READ AND NUMBER.

Ask students to look at the pictures and mention what they see. Then read the first question and answer and encourage the children to identify the corresponding picture.

Tell students to number the other sentences according to the images.

ANSWER KEY



OPTIONAL ACTIVITY

Invite the children to answer the questions in activity 3 about themselves. Then have them work in pairs to compare their answers. Ask some volunteers to report their partners' ideas.

다 COMPLETE.

Invite some volunteers to read the sentences aloud to check vocabulary. Ask the children to complete the paragraph with the missing words. Finally, have some students read the sentences aloud to check.

ANSWER KEY

Students' own answers

OPTIONAL ACTIVITY

Hand out magazines and a white sheet of paper to each student. Ask them to cut out images that represent their favourite month and season and the activities they do. Then have them stick the pictures to make a collage.

5 PLAY BINGO.

Ask students to choose some of the words that are on the page and complete the boxes with the words. Call out different words and tell the children to cross them off if they have written any of them. When a student has crossed all of the words, she / he shouts 'Bingo!' and wins.

OPTIONAL ACTIVITY

Invite a volunteer to come to the front. Ask her / him to choose an animal from activity 5 without saying the word. Tell the student to pretend to be that animal for the class to identify it. The child who guesses the animal correctly comes to the front to represent another animal.

3 CLASSIFY THE ANIMALS.

Read the name of each animal mentioned in activity 5. Tell students to classify the animals according to the number of legs. Finally, have them say which is the largest group (two, four or without legs).

ANSWER KEY

They have no legs: sea horse, snake; They have 4 legs: alligator, bear, elephant, giraffe, horse, rabbit, turtle, wolf, zebra; They have 2 legs: chick, flamingo, hen, monkey

OPTIONAL ACTIVITY

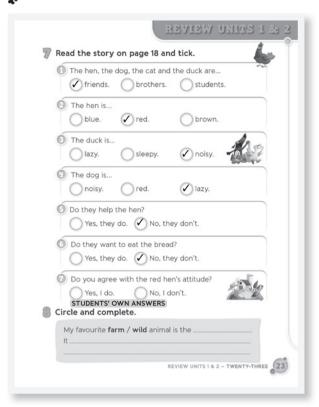
Hangman

Divide students into groups. Have a member of each group think of an animal word and, on a separate sheet of paper, draw a blank for each letter. Next to these, they draw a noose. Ask students to say the letters—one at a time—that they think are in the word. Each time they guess correctly, their partners write the letter in the corresponding space. If the guess is incorrect, they begin drawing a stick figure under the noose and write the wrong letter off to one side. Walk around the classroom and monitor as they play.

READ THE STORY ON PAGE 18 AND TICK.

Encourage students to summarise the story from unit 2. Have them mention the characters and explain what happens at the end. Then ask the children to read the sentences and tick the correct options. Invite some volunteers to read the answers aloud to check.

ANSWER KEY



OPTIONAL ACTIVITY

Discuss the last question with the class. Encourage students to give reasons for their answers. Invite them to suggest other ideas if they do not agree with the hen's attitude.

8 CIRCLE AND COMPLETE.

Tell the children to choose a favourite animal and write a description of it. Then have them work in pairs and read their ideas to each other. Finally, ask some students to read their descriptions to the class.

ANSWER KEY

Students' own answers

OPTIONAL ACTIVITY

Invite students to walk around the classroom and ask their partners about their favourite animals and the reason for their preference: What's your favourite animal? Why? Tell the children to write the names of their partners and their answers to report to the class.

WRAP-UP

Play *Crossword with the class*. Write a word in the middle of the board: *Animals*. Ask students to think of a word that shares a letter with that word. Invite a volunteer to the board to write it. Continue building up a crossword, alternating between horizontal and vertical words. See how many words the class can think of in five minutes.



SB PAGES 24 & 25

Objectives

- To identify clothing items.
- To listen to a song and sing along.
- To describe what people are wearing.
- To listen for specific information.
- To recognise occupations.
- To ask and answer about clothes and iobs.

Language:

- What are you / they wearing?
- I'm wearing (a red dress). They are wearing (T-shirts and shorts).
- What is she / he wearing?
- She / He is wearing (a brown hat).
- Who is wearing (black shoes)? (The cook.) is wearing black shoes.

Vocabulary:

- Clothing items: dress, skirt, blouse, T-shirt, shirt, trousers, hat, shoes, gloves, boots, socks, trainers, cap, shorts, jeans, coat
- Jobs: singer, cook, teacher, painter, reporter, officer, driver, nurse, dog walker, football player
- Colours: red, purple, pink, blue, white, black, brown, orange, yellow, green

WARM-UP

Revise vocabulary related to clothing items that students already know from unit 1. Divide the class into small groups and give them magazines. Ask the children to find a clothing item you mention: dress. The first group to find and hold up the correct item wins. Suggested words: shoes, hat, trainers, cap, T-shirt, coat.



Invite students to look at the illustration on pages 24 and 25. Ask: Where are the children? What are they doing? Have you ever dressed up? Then play track 12 more than once for students to listen, read and repeat.

TRACK 12

Girl: What is he wearing? **Boy:** He is wearing a hat.



Present the vocabulary in the box by using flashcards. Show the cards and say the corresponding word, modelling pronunciation. Then play the audio CD and have students look at the pictures and repeat the words. Then ask: What colour is the dress / the skirt? (It's red / pink.) What colour are the trousers / the shoes? (They are black.) Highlight the difference between the singular and plural forms of the clothing items.

TRACK 13

dress - skirt - blouse - T-shirt - shirt - trousers hat - shoes - gloves - boots - socks - trainers cap - shorts



Describe what you are wearing: I am wearing a white blouse. Then point to some children and encourage the class to describe them. Ask: What's she / he wearing?



WHAT ARE YOU WEARING?



Direct students' attention to the song. Read the lyrics aloud and have the class point to the pictures of the children wearing the pieces of clothes mentioned. Play the audio CD several times. First, have students listen to the song. Then ask them to sing along. You may divide the class into two groups so that some sing the questions and the others the answers. Invite the children to play the instruments they made for the class band in a previous class.

WRAP-UP

Divide the class into groups of three students. Encourage them to write the song describing their own clothes. Copy the verse on the board as a model: What is _____ wearing now. wearing now, wearing now? She / He is wearing _____ and _____ shoes! Walk around the classroom and offer help as needed. Then invite some groups to sing their songs to the class.

TRACK 14

Song: What is Sally wearing now?

What is Sally wearing now, wearing now, wearing now? She is wearing a red dress and black shoes!

What is Tom wearing now, wearing now, wearing now? He is wearing a yellow shirt and black shoes!

What is Junior wearing now, wearing now, wearing now? He is wearing a white hat and brown shoes!

SB PAGES 26 & 27

WARM-UP

Play Memory to revise vocabulary related to clothing items. Divide the class into pairs. Show five flashcards, one by one, very quickly. Ask the children to remember the pictures and write the words down in the correct order in their notebooks. The pair that remembers the most wins.

1 READ, NUMBER AND COLOUR.

Have students identify the items of clothes in the pictures. Then ask them to read the descriptions to match them with the people and colour the pictures. Invite some volunteers to read the answers aloud to check.

TIPS FOR EXHIBITING STUDENTS' WORK

Take photographs or film students when they perform. You can use this material for later revision or show the productions in a school exhibition.

🔑 ANSWER KEY 1, 4, 3, 2

2 WHAT ARE YOU WEARING NOW? COMPLETE.

Ask the children to complete the description of their clothing items. Encourage them to include the colours and remind them of the correct word order: adjective + noun.

ANSWER KEY

Students' own answers

OPTIONAL ACTIVITY

Tell the children to work in pairs and exchange their books. Ask them to read their partners' descriptions and draw a picture in a separate sheet of paper. Collect the pictures and display them on the classroom walls.

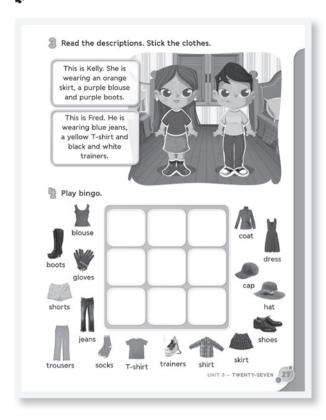
VALUES: ACCEPTING DIFFERENT INTERESTS

Tell the children that we are all interested in different things. Next, ask students: What kind of clothes do you like? Talk about the importance of respecting other people's choices of clothes: Do your friends like the same kind of clothes you do?

8 READ THE DESCRIPTIONS. STICK THE CLOTHES.

Ask students to read the descriptions and stick the corresponding pictures from the Stickers section on the girl and boy's bodies.

ANSWER KEY



OPTIONAL ACTIVITY

Bring old magazines and tell the children to cut out two pictures: one of a man and another of a woman. Ask the children to stick the pictures on a piece of paper. Encourage them to invent names for the people and describe what they are wearing on a separate sheet of paper. Then collect the pictures and stick them on the board. Collect and redistribute the descriptions for students to match them with the pictures.

PLAY BINGO.

Have students choose nine pieces of clothing items from the pictures and write the words on the card. Say the words from the page in any order. When a child completes all the squares, she / he says 'Bingo!' and wins. You can play several times.



WRAP-UP

Picture dictation

Dictate the following expressions: a brown coat, green socks, a yellow T-shirt, red shoes, an orange skirt. Ask students to draw the corresponding pictures in their notebooks or a separate sheet of paper.

SB PAGES 28 & 29

WARM-UP

Elicit the seasons and write them on the board. Ask: *Is it hot in winter? Is it warm in autumn?*, etc. Then show the flashcards with the clothing items and encourage the children to decide on the season that they would wear each of the items.

5 WHO ARE THEY? LISTEN AND NUMBER.

Read the speech bubble and clarify any doubt. Ask students to look at the illustrations and identify the family members. Play the audio CD twice so that the children number the pictures in the correct order. Invite some volunteers to share their answers to check.

TRACK 15

Who are they? Listen and number.

- 1. It's cold. He's wearing a brown hat.
- 2. It's hot. He's wearing shorts.
- **3.** It's cold. She is wearing gloves.
- **4.** It's hot. She is wearing a dress and a hat.
- **5.** It's cold. He is wearing black boots and a cap.
- **6.** It's hot. She is wearing a blouse and a skirt.

ANSWER KEY

Grandpa 1, Grandma 3, my sister 4, Dad 5, my brother 2, Mum 6

3 6 LISTEN AND REPEAT.

Explain to students that they are going to learn vocabulary related to occupations. Play the audio CD and have the children repeat. Then point to the pictures at random for students to say the words.

TRACK 16

Listen and repeat.

singer – cook – teacher – painter – reporter – officer – driver – nurse

OPTIONAL ACTIVITY

Divide the class into pairs. Tell students they are going to test their memory. Ask the children to take it in turns to say an occupation from activity 6 and describe what the person is wearing without looking at the picture.

VALUES: HAVING A JOB AND DOING YOUR BEST AT IT

Ask students why it is good to have a job: You earn money to buy things. You share your talents with your community. Ask why it is important to do your best: Because the world will be a better place if everyone does their best at things. Encourage students to share what they want to be with the class. Help with new words if necessary.

WHAT ARE THEIR JOBS? LABEL.

Read the words in the box aloud and ask students to repeat. Then tell them to write the words under the corresponding pictures. Have some volunteers read the answers aloud to check.

ANSWER KEY

officer, singer, teacher, dog walker, cook, nurse, painter, football player

OPTIONAL ACTIVITY

Invite the children to draw the professions presented in the previous activity. Then ask them to work in pairs and take turns to describe their pictures.

B LOOK AT THE PICTURES IN ACTIVITY 6 ON PAGE 28. ASK A FRIEND.

Ask two volunteers to read the example dialogue aloud. Then tell them to work in pairs and ask and answer about the pictures. Walk around the classroom and monitor.

OPTIONAL ACTIVITY

Who is wearing...?

Divide the class into groups. Each group should have a hat. A student puts the hat on and the group starts the chant asking this question: Who is wearing a hat? The student puts the hat on the next partner and answers the question. The hat must go through all the students. When the hat reaches the first student again, it closes the round with this phrase: It's the teacher.

WRAP-UP

Invite students to play *Hangman* with words related to clothing items and occupations. Have a volunteer choose a word, write as many blanks as it has letters and fill in the first letter. Tell her / him to draw the hangman scaffold. Ask students to discover the word by guessing one letter at a time. If a student guesses correctly, the volunteer fills in the blank. If not, she / he draws a part of the body and writes the letter beside the hangman. The game is over when the students guess the word or the entire hangman has been drawn.

SB PAGES 30 & 31

WARM-UP

Cut out pictures of famous people and stick them on the board. Invite the students to say the names and write them below the pictures. Divide the class into groups and ask them to identify the correct person, ask: Who is wearing (black jeans)?



FUN STICKERS 3

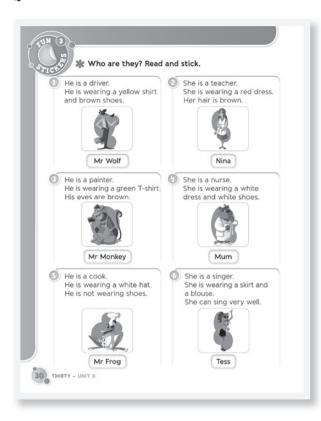


WHO ARE THEY? READ AND STICK.

Ask students to read the descriptions and put the stickers on the correct spaces.



ANSWER KEY



OPTIONAL ACTIVITY

Read the information in the previous activity aloud and have the children identify the corresponding character: *He is not wearing shoes.* (*Mr Frog.*) Invite some volunteers to take on your role and say other descriptions.



LANGUAGE / COMMUNICATION



Divide the class into pairs and ask students to cut out the pictures from the *Crafts* section, on page 99. Read the speech bubbles aloud and explain to the class that they have to take turns to describe the temperature and what

the man or woman is wearing and identify their job: C1: It's hot / cold / warm. What's she / he wearing? C2: She / He is wearing ... I think she / he's... Walk around the classroom and monitor.

OPTIONAL ACTIVITY

The clothes game

The previous class, ask students to bring two pieces of adults clothes (label the clothing items with the students' names). Place the items students brought in front of the classroom. Divide the class into two groups. Tell a volunteer from each group to go to the front of the room (without shoes). Have the class count from 1 to 10. The volunteers should wear as many clothing items as possible in the given time. Finally, each group describes what their representative is wearing: He / She is wearing a shirt, trousers, etc.

WRAP-UP

Invite students to play *Mime it!* Divide the class into two teams and ask a volunteer from each team to go to the front. Whisper a word related to clothing items or jobs into her / his ear and ask them to mime the words for their teams. Award a point to the team that guesses first. Repeat the procedure with other volunteers.

3 ACTIVITY BOOK

SB PAGES 80, 81, 82 & 83

ANSWER KEY

1 FIND AND CIRCLE.



2^{35} LISTEN AND TICK (\checkmark).

TRACK 35

Listen and tick.

- **1.** Who is wearing a black hat? Grandpa is wearing a black hat.
- **2.** Who is wearing a blue shirt? The driver is.
- **3.** Who is wearing white trousers? It's the cook.
- **4.** Who is wearing a yellow blouse? It's the reporter.
- **5.** Who is wearing a dress? The girls are.



8 CLOTHES. UNSCRAMBLE THESE WORDS.

1 trainers; 2 skirt; 3 blouse; 4 trousers; 5 dress



BREAK THE CODE AND COMPLETE.

1 astronaut; 2 inventor; 3 walker; 4 gardener

S CIRCLE THE DIFFERENT ONE.

1 nurse; 2 gloves; 3 hat

③ TRUE OR FALSE? TICK (✓) THEIR OCCUPATIONS.

1 False; 2 True; 3 False; 4 True; 5 True; 6 False

WHAT ARE THEY WEARING? COMPLETE.

She's wearing a white blouse and a light blue skirt. She has got sunglasses too. He's wearing a hat, a T-shirt and shorts.



SB PAGES 32 & 33

Objectives

- To identify actions.
- To imagine a story from a scene.
- To listen to a song and sing along.
- To ask and tell the time.
- To ask and answer about actions at the moment
- To read and discuss ideas for a better world.

Language focus:

- What are you doing? I am reading a book. / We are dancing.
- She / He is sleeping. They are playing.
- What time is it? What's the time?
- It's two o'clock. It's a quarter past / to three. It's half past eight.
- Are you singing? Yes, I am. / No I'm not.
- We are protecting animals.

Vocabulary:

- Actions: cook, eat, read, sing, wear, walk, jump, talk, paint, drink, dance, listen, write, play, swim, sleep, recycle, plant, use, destroy, help, bully, protect, clean
- The time: o'clock, half past, a quarter past, a quarter to

WARM-UP

Play Simon Says to revise verbs. Give commands to the class. Explain to students that if the commands begin with 'Simon says...', they should follow them. If not, they should stand still. Suggested verbs: play, jump, sleep, sit, walk, fly, read, talk.

Invite students to look at the illustration and describe the scene. Ask: Where are the children? What are they wearing? Encourage them to imagine what the story is about and why there is a wolf in it. Then play track 17 and ask the children to listen and read. Play the audio CD again and have them repeat and mime.

TRACK 17

Girl: What are you doing? **Boy:** I am cooking carrots.



Read the words and mime the actions. Point to the hands of the clocks to clarify the meaning of the words. Then play the audio CD and ask students to repeat. Finally, point to the pictures in different order and elicit the words.

TRACK 18

one o' clock – cook – eat – read – o' clock – a quarter past – half past – a quarter to



Tell the class that they are going to sing a song. Read the first verse and clarify any doubt. Play the audio CD many times. Divide the class in groups and assign them a verse to sing.

TRACK 19

Song: What time is it, Mr Wolf?

What time is it? It's one o'clock. What time is it? It's two o'clock. What are you doing? I am eating an apple.



WHAT ARE YOU DOING?

What time is it? It's three o'clock. What time is it? It's four o'clock. What are you doing? I am reading a book.

What time is it? It's five o'clock. What time is it? It's six o'clock. What are you doing? I am cooking carrots.

What time is it? It's seven o'clock. What time is it? It's eight o'clock. What are you doing? I am catching you.

TIPS FOR EXHIBITING STUDENTS' WORK

Have children sing songs in class and invite them to make masks and costumes or paint their faces. In this way, they will be prepared to participate and act in school events.

VALUES: ARRIVING ON TIME

Talk to students about what life would be like without a clock. Ask the children why it is important to arrive on time. Explain that when we are not punctual, we miss important information and make other people wait for us. Encourage students to explain how they and their parents can organise their activities: wear a watch, use a calendar, anticipate problems like traffic or bad weather, etc. Finally, ask students what they can do if they are late for something: Say 'I'm sorry', call or send a text message, try to be punctual next time.

WRAP-UP

Play *Tic-Tac-Toe* to revise the words presented on pages 32 and 33. Divide the class into two groups. Draw two sets of parallel lines to make the 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 her / him draw an *O* or an *X* on the grid. The first team to get three in a row wins the game.

SB PAGES 34 & 35

WARM-UP

Direct students' attention to the boxes on page 34. Read the information aloud and check understanding. Bring pictures illustrating different times of the day and encourage the children to identify the period by saying am or pm. Make two clock hands with cardboard or construction paper. Draw a clock and stick the clock hands on the board. Ask: What time is it? Get the class to answer: It's (four) o'clock. Have a volunteer change the time and ask the class the same question. Repeat several times.

1 MATCH. THEN, LISTEN AND REPEAT.

Tell students that they have to match sentences with the same meaning. Read all the sentences aloud and do the first one with the class as an example. Then have the children do the activity and check the answers with the class. Finally, play the audio CD for the children to listen and repeat.

TRACK 20

Match. Then, listen and repeat.

- 1. What time is it?
- 2. It's two o'clock in the afternoon.
- **3.** It's a quarter past nine in the evening.
- 4. It's half past five.
- **5.** It's a quarter to three.

ANSWER KEY

1. c 2. d 3. b 4. e 5. a

2 WHAT'S THE TIME? COMPLETE.

Ask the children to look at the clocks and write the corresponding times. Have them work in pairs and compare their answers. Finally, invite some volunteers to write the time on the board to check.

ANSWER KEY

- 1. It's ten past ten. 2. It's twenty past eleven.
- **3.** It's twenty-five past one. **4.** It's a quarter to five. **5.** It's five to eight. **6.** It's five o'clock.

8 BINGO! COMPLETE THE TIME AND PLAY.

Tell students to choose and write the time on the card. Add more clocks with the time on the board to help them: 12:00 twelve o'clock, 1:30 half past one, 3:15 quarter past three, 6:15 quarter past six. Write the time in slips of paper and take them one at a time. The first child to fill all the clocks shouts 'Bingo!' and wins.

ADD -ING TO THE VERBS.

Read the verbs on the box aloud and have the children mime the actions. Then ask students to complete the crossword by adding *-ing* to the verbs.

ANSWER KEY

- 1. singing; 2. wearing; 3. walking; 4. jumping;
- 5. talking; 6. painting; 7. reading; 8. drinking;
- 9. dancing; 10. listening; 11. sleeping; 12. eating

5 WHAT ARE THEY DOING? COMPLETE.

Have the children look at the pictures and complete the speech bubbles. Invite some volunteers to read the answers aloud. Draw students' attention to the form of the verbs and explain that we use *am* or 'm and the verb in —ing to talk about ourselves.

ANSWER KEY

Boy: I'm writing a letter.

Girl: I'm swimming.

Frog: I'm playing the flute. **Dog:** I'm reading a book.

WRAP-UP

Ask students to form a circle and have a volunteer stand in the centre and explain she / he will be the wolf. Tell the children to walk clockwise and ask: What time is it? What are you doing? The wolf answers: It is ... I am ... ing. Students must flee when the wolf says, 'I am catching you'. The student who is caught will be the new wolf.

SB PAGES 36 & 37

WARM-UP

Bring pictures of people doing different actions and stick them on the board. Describe one of the pictures and encourage the children to identify it: *He is eating a sandwich*. Invite a volunteer to write the sentence below the corresponding picture. Make sure you include all the subjects: *He, She, I, You,* etc and revise the form of the Present Continuous with the class.

3 DESCRIBE THE PICTURES.

Invite a volunteer to read the verbs in the box aloud to check understanding. Have students look at the pictures to identify the actions and complete the sentences using the Present Continuous tense. Ask some students to read their answers aloud and write them on the board to check with the class.

ANSWER KEY

1. I am drinking juice. **2.** is sleeping; **3.** is reading a book; **4.** are dancing; **5.** are playing



₽ control listen and number.

Ask the children to look at the pictures. Then play the audio CD and tell them to write the numbers in the correct order. Play track 21 again for students to complete the activity or check their answers. Finally, play the audio CD and check with the class.

TRACK 21

Listen and number.

- **1.** It's seven o' clock. We are having breakfast.
- 2. Is the dog sleeping? Yes, under the chair.
- **3.** The cats are playing on the wall.
- 4. Dad is in the kitchen. He's cooking.
- **5.** The ducks are swimming in the lake.
- **6.** Mum is not cooking. She's reading a book.

ANSWER KEY

4, 1, 6, 3, 5, 2

OPTIONAL ACTIVITY

Encourage the children to remember the pictures in activity 7 and close their books. Divide the class into teams and ask them questions. If a team does not remember the answer, the other group can answer and win a point. Award a point for each correct answer. Suggestions: Where are the cats? What are they doing? What is mum doing? Is she in the living room? What time is it? What is dad doing? What are the ducks doing? Is the dog sleeping under the table?

8 MAKE A LIST. ASK AND ANSWER.

Have two volunteers read the words in the box and the example dialogue aloud. Direct students' attention to the form of the question and short answers. Then ask the children to write a list describing their actions. Divide the class into pairs and tell them to take it in turns to ask and answer. Walk around the classroom and help if necessary.

ANSWER KEY

Students' own answers

O COMPLETE THE DIALOGUES.

Tell students to look at the pictures and complete the answers. Invite some volunteers to read the dialogues aloud to check.

ANSWER KEY

1. I am; 2. I'm not; 3. I am; 4. I'm not

WRAP-UP

Divide the class into two teams and play *Chinese Whispers* with sentences in the Present Continuous tense: *I'm reading a book. She isn't sleeping. Are they cooking?* etc. Whisper a sentence into the ear of the first student. This student then turns and whispers what she / he heard into the ear of the next student. 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 she / he heard.

SB PAGES 38 & 39

WARM-UP

Bring a small ball. Pass the ball to a student and say *I'm...* Invite the student to finish the sentence: ...running and mime the action. Then the student says *I'm...* and tosses the ball to the next student. Continue in the same way until all students have participated.

OFUN STICKERS 4



ADD -ING TO THESE VERBS.

Read the example aloud and draw students' attention to the change in spelling: omit the letter e and add —ing. Have students complete the activity by adding —ing to the verbs. Invite some volunteers to the front to write the answers on the board to check. Then tell them to read the actions for a better world and place the pictures from the *Stickers* section on the correct squares. Check with the class and have the children read the sentences at the bottom. Ask them to tick if they consider that the actions are good or bad.

ANSWER KEY

- 1. recycling; 2. planting; 3. using;
- 4. destroying; 5. helping; 6. bullying;
- 7. protecting; 8. cleaning

ANSWER KEY





Discuss the ideas from the previous activity with the class. Encourage students to express their views in relation to the good and bad actions and elicit more examples. Have them think of small actions that they can do every day to contribute to a better world. Write the ideas on the board and divide the class into groups. Ask them to make a poster to represent one of the actions.



FUN CONNECTIONS 4

LANGUAGE / COMMUNICATION



PLAY THE CLOCK GAME.

Divide the class into pairs. Have them cut out the verbs and clocks from the *Crafts* section, Unit 4. Ask the children to complete the clocks with the time they want. Then tell them to place the cards with the verbs on a pile in front of them. Student A shows a card with the time and asks: *What time is it?* Student B answers: *It's* ... Student A asks: *What are you doing?* Student B takes a card with a verb from the pile and answers: *I am (verb + -ing)*. Then they swap roles. Explain that they earn one point for each correct answer.

WRAP-UP

Bring a pair of dice and a coin. Write on the board: Die 1: 1 = I, 2 = you, 3 = he, 4 = she, 5 = we, 6 = they; Die 2: 1 = cook, 2 = eat, 3 = sleep, 4 = run, 5 = watch TV, 6 = study. Divide the class into two teams. Invite a volunteer from one team to roll the first die to identify the subject: 4 - she. Have the student roll the second die to identify the verb: 5 - watch TV. Elicit the corresponding sentence: She's watching TV. Play again with a volunteer from the second team. Teams receive a point for each correct sentence. Play two more rounds. Then hold up the coin. For the next round, flip the coin

for each volunteer after she / he rolls the dice. For heads, the student says an affirmative sentence: *They're running*. For tails, the student says a negative sentence: *They aren't running*. Students receive three points for each correct answer. Play several rounds. The team with the most points at the end wins.



SB PAGES 84, 85, 86 & 87

ANSWER KEY

1 WHAT TIME IS IT? COMPLETE.

- 1. a quarter past four; 2. It's half past twelve.
- 3. It's seven o'clock. 4. It's a quarter to four.
- **5.** It's half past six. **6.** It's nine o'clock.

2^{36} LISTEN AND TICK (\checkmark).

TRACK 36

Listen and tick.

- 1. It's two o' clock.
- 2. It's a quarter past three.
- **3.** It's a quarter to two.
- 4. It's half past eight.
- 5. It's quarter past six.
- 6. It's four o' clock.
- **1.** 2:00; **2.** 3:15; **3.** 1:45; **4.** 8:30; **5.** 6:15;
- **6.** 4:00

8 FIND THE DIFFERENCES.

At 5:00 pm, the frog is cooking, the girl is jumping, the cat is sleeping and the dog is playing with a ball. There aren't any ducks.

At 5:15 pm, the frog is jumping, the girl is dancing, the cat is walking and the dog is sleeping. Two ducks are swimming.

ADD -ING TO THE VERBS.

studying, playing, reading, eating, painting, washing, drinking dancing, making, driving, writing, using, circling, decoding

S WHAT ARE THEY DOING? DESCRIBE THE PICTURES.

- 1. are washing; 2. are eating; 3. are playing;
- 4. is driving; 5. is painting

3 LOOK AND CIRCLE THE ANSWER.

1. No, he is not. **2.** Yes, we are. **3.** No, they are not.

WHO ARE THEY? LISTEN AND NUMBER.

TRACK 37

Who are they? Listen and number.

- 1. I am in the garden. I am writing a letter.
- **2.** She is at home. She is making a cake.
- **3.** He is my friend. He is driving his car.
- **4.** He is at home. He is studying.
- **5.** They are dancing. They are my friends, too.
- 1. Judy, 2. Susan, 3. Roy, 4. Bill, 5. Mike and Tony

WHAT ARE THEY DOING? COMPLETE.

1. They are playing football. **2.** is jumping; **3.** are playing; **4.** He is running. **5.** They are doing exercise. **6.** It is eating. **7.** They are dancing.

The state of the s

Students' own answers

REVIEW UNITS 3 & 4

SB PAGES 40, 41, 42 & 43

WARM-UP

Play Listen and draw to revise vocabulary and structures from units 3 and 4. Describe a scene and ask students to draw the description in their notebooks: It's a quarter to eight in the morning. A boy and a girl are walking to school. The girl has got brown hair and black eyes. She's wearing a pink blouse and a blue skirt. Her shoes are black. The boy has got black hair and green eyes. He's wearing a white T-shirt and blue trousers. His shoes are brown.

A HOW MANY? WRITE.

Have students identify the place where the people are. Read the speech bubbles and ask: What colour are the T-shirts? Tell them to answer the questions with the number of clothing items they see in the picture. Invite some volunteers to read the answers aloud to check.

ANSWER KEY

1. five; **2.** six; **3.** three pairs of trousers; **4.** There are two hats.

OPTIONAL ACTIVITY

Encourage students to remember as many details as they can from the picture in activity 1 and then close their books. Divide the class into groups. Say sentences about the scene and have the children recognise if the information is true or false. Award a point for each correct answer. Award an extra point if the group can correct the wrong information. Suggestions: The woman is wearing a pink blouse. She hasn't got a bag. The baby is wearing purple trousers. There are seven people in the shop. There aren't any blue shoes. There is a white hat. A girl is running in the shop. There aren't any coats.

2 WHAT ARE THEIR JOBS? COMPLETE.

Tell the children to look at the pictures and write sentences about the corresponding jobs. Ask: What's her / his job? to check answers. Invite some volunteers to write the occupations on the board to check spelling.

ANSWER KEY

- 1. painter; 2. He's a singer. 3. She is a reporter.
- **4.** He is a doctor.

8 READ AND COMPLETE THE TEXT.

Before students complete the text, ask: Whose blog is this? Who are the girl and woman? Are they members of Bruno's family? Where are they? Then tell the children to read the blog to check their ideas and complete the text with a word represented by the picture. Invite some volunteers to read the text aloud to check answers.

ANSWER KEY

black, eyes, green coat, blue dress, red hat, brown, blue, purple skirt, pink T-shirt, shoes

□ READ THE TEXT AGAIN AND TICK (✓) THE CORRECT ANSWER.

Tell students to read the text and identify the correct option. Then have some volunteers read the answers aloud.

ANSWER KEY

1. in the park; 2. a coat; 3. brown; 4. sister; 5. a skirt; 6. happy



OPTIONAL ACTIVITY

Ask the children to imagine they have a blog and tell them to write a post using Bruno's text as a model. Invite them to write about two people and describe them. Encourage students to include pictures and gaps as in activity 3 to refer to some clothing items and physical traits. Then have them work in pairs and complete their partner's text according to the pictures.

S WHAT'S THE TIME? COMPLETE.

Tell students to write the time in complete sentences. Draw clocks on the board and invite some children to come to the front to write the answers and draw the hands to complete the clocks.

ANSWER KEY

1. It's twelve o'clock. **2.** It's a quarter past eleven. **3.** It's half past ten. **4.** It's a quarter to four. **5.** It's four o'clock. **6.** It's a quarter past one.

OPTIONAL ACTIVITY

Stand facing the board. Use your two arms as the hands of the clock to show a time. Say, for example: *It's eight o'clock*. Get students to stand up and imitate you. Repeat with different times.

3 WHAT ARE THEY DOING? WRITE.

Read the verbs in the box aloud and ask the children to mime the actions. Then tell them to look at the pictures and complete the answers.

ANSWER KEY

- 1. is singing; 2. are sleeping; 3. are cooking;
- 4. am washing; 5. is painting

7 TICK (/) THE CORRECT ANSWER.

Have students look at the pictures and tick the answers. Invite some volunteers to read their answers aloud to check.

ANSWER KEY

1. No, they aren't. 2. Yes, she is. 3. Yes, he is.

WHAT ARE THE ANIMALS DOING? COMPLETE.

Invite students to identify the animals in the pictures. Then read the verbs in the box and the example to check understanding. Ask the children to write sentences about the other animals.

ANSWER KEY

- **1.** The bear is sleeping. **2.** The elephants are drinking water. **3.** The baby lions are playing.
- **4.** The penguins are swimming. **5.** The dolphin is jumping. **6.** The giraffe is eating leaves.

WRAP-UP

Ask students to draw four columns in their notebooks and give each a category: *Jobs, Actions, Clothes, The time*. Then dictate words that correspond to the categories for the children to sort them out. Examples: *Jobs: cook, teacher, officer, driver, nurse; Actions: read, sing, wear, drink, dance; Clothes: dress, gloves, boots, socks, coat; The time: a quarter to, half past, o'clock.*



SB PAGES 44 & 45

Objectives

- To recognise countries and flags.
- To ask and answer about nationalities.
- To identify cardinal points.
- To recognise left and right.
- To analyse a map.
- To refer to the location of places.
- To listen to a song and sing along.

Language focus:

- Where are you from? I'm from (Namibia).
- Where is she / he from? She / He is from (Italy).
- Where are they from? They're from (Brazil).
- What is on the left / right?
- There are 13 countries in South America.
- (The airport) is east / west of (the farm).

Vocabulary:

- Countries: Namibia, Brazil, Costa Rica, Australia, Kazakhstan, Finland, Argentina, Ecuador, Suriname, Canada, Thailand, Italy, Kenya, Germany, the United States, Vietnam, China, Russia, Japan, India, England, the Netherlands
- Cardinal points: east, west, south, north
- cinnamon, dolls, mug, stuffed panda, robot, clogs, T-shirt

WARM-UP

Bring pictures that show monuments, typical clothes, food and animals from different countries. Say the names of the countries and write them on the board. Then show the pictures, one at a time, and encourage the children to identify the country. Invite some volunteers to stick the images next to the corresponding words.



Have students look at the illustration on pages 44 and 45. Invite them to describe the picture and identify some of the characters. Ask: Who are these people? Where are they? What are they doing? Then play track 22 for students to listen to the dialogue. Play the audio CD again and pause after the question and answer for students to repeat. Tell the class that bilingual schools receive foreign students. Invite them to suggest why children move to other countries: some travel to learn a language, others move because of their parents' jobs, etc.

TRACK 22

Man: Where are you from? Girl: Lam from Namibia.



Direct students' attention to the compass rose and encourage the children to explain what it shows. Read the cardinal points aloud and have the class repeat. Play the audio CD for students to listen and point to the corresponding point. Play track 23 again and ask students to repeat.

TRACK 23

north – south – east – west



Read the song aloud and model pronunciation. You may bring a map and point to the places as you mention them. Play track 24 and ask the children to listen to the song. Then play the audio CD several times and encourage the children to sing along. Invite them to use their instruments or clap the rhythm.

WHERE ARE YOU FROM?

TRACK 24

Song: Where are you from?

Where are you...
Where are you from?
From Brazil or from Namibia,
From Australia or Costa Rica,
From Alaska or Vietnam,
From Finland or Kazakhstan.

If you come from north or south, If you come from east or west, If you're black or if you're white, If you're yellow or maybe red.

No matter your colour or place, We're all brothers in the human race!

Where are you...
Where are you from?

VALUES: RESPECTING PEOPLE FROM OTHER COUNTRIES

Explain that it is important to respect other people and their customs. Tell children that every culture is interesting and we can learn a lot about each other from clothes, food and traditions. Point out that we may find that we also have many things in common with people from other countries. Explain that differences make countries interesting and rich in diversity.

OPTIONAL ACTIVITY

Divide the class in groups and hand them magazines. Write the following sentence from the song *Where are you from?:*We're all brothers in the human race. Invite students to cut out and draw pictures and include words or phrases to make a collage to represent this idea.



Display students' work on the classroom walls. In this way, children can share their ideas with the rest of the class and can later use their productions to revise or remember vocabulary in a meaningful way.

WRAP-UP

Write the verses of the song in slips of paper and put them in an envelope. Divide the class in groups and give an envelope to each of the teams. Tell students to put the verses in the correct order. Award a point to the group that finishes first. Then play the audio CD to check and sing along.

SB PAGES 46 & 47

WARM-UP

Invite students to sing Where are you from? on page 45. Play track 24 once and tell students to sing along. Then ask the children to close their books and divide the class in groups. Play the audio CD again and pause at different times for the groups to say the word that comes next. If a group does not remember, another team can answer. Award a point for each correct answer.

1 COMPLETE.

Invite students to complete the answer. Then ask the question to some volunteers. Finally, have students work in pairs to ask and answer the question.

OPTIONAL ACTIVITY

Where are you from?

Write the names of different countries in slips of paper. Invite a volunteer to take one piece and ask: (Student's name), where are you from? The student answers according to the country written on the paper: I'm from... Then that student asks another partner and so on.

2 5 LISTEN TO THE POEM. READ.

Have the children look at the picture and ask: Where are the children? Why are they happy? Do you like the house? Why? Read the poem and mime. Play the audio CD and invite the children to read the text. Then divide the class into two groups and assign them the lines that refer to the right and left hand respectively. Invite them to say the poem and mime.

TRACK 25 Listen to the poem. Read.

Poem: Right, left

My right hand can go high.
My left hand can touch the sky.
My right hand and my left hand can clap and clap and say good-bye!

8 WHAT IS ON THE LEFT / RIGHT? COMPLETE.

Point to the picture of the boy and ask students to identify the left and right hands. Then have them look at the scene and complete the lists with the words.

ANSWER KEY

On the right: a red box, a hat, a tree, a ball, Jenny, a cat; On the left: a blue box, a baby, a rabbit, a skateboard, Mr Frog, Woolly

OPTIONAL ACTIVITY

What is on your right / left?

Write the question on the board: What is on your right / left? Divide the class into small groups and ask them to make questions to each other about places in the house; for example: You are in the middle of your bedroom. What is on your right / left? Walk around the classroom and help as necessary.

LISTEN. COMPLETE THE INFORMATION. THEN TICK (/) 'YES' OR 'NO'.

Have students look at the map and ask them to identify the continent and oceans. Invite some volunteers to read the names of the countries aloud. Then tell them to read the sentences with the gaps to check understanding. Play the audio CD more than once for the children to complete the information. Check the answers with the class and then tell students to look at the map and tick the correct answers.

Listen. Complete the information. Then tick 'Yes' or 'No'.

This is a map of South America. You can see the Atlantic Ocean on your right and the Pacific Ocean on your left. Brazil is in South America.

Now, complete the sentences.

- **1.** There are 13 countries in South America.
- **2.** There are 4 countries on the Pacific Coast.
- **3.** Brazil is on the Pacific Coast.
- **4.** Uruguay is on the Atlantic Coast.
- **5.** Argentina, Ecuador, Suriname and Peru are in South America.

ANSWER KEY

1. 13, Yes; **2.** 4, No; **3.** Brazil, No; **4.** Uruguay, Yes; **5.** Peru, Yes

S WHERE ARE THEY FROM? ANSWER.

Read the example aloud. Tell students to read the information and complete the answers. Invite some volunteers to read the answers aloud to check.

ANSWER KEY

1. from Canada; **2.** from Australia; **3.** from Italy; **4.** from Thailand; **5.** from Kenya; **6.** from Brazil

OPTIONAL ACTIVITY

Pop stars

Hand out magazines and a white sheet of paper to each student. Ask them to cut out photos of four artists they like (national or international). Tell them to stick the pictures and draw a speech bubble with their names and countries. Write the questions on the board to help them complete the speech bubbles: What's your name? Where are you from?

WRAP-UP

Display a map and divide the class into four teams. Ask a volunteer from each team to come to the board. Point to a country and the first volunteer to write the name of the country correctly wins a point for her / his team. Choose new volunteers and play again. Repeat several times. The team with the most points at the end is the winner.

SB PAGES 48 & 49

WARM-UP

Bring pictures with the flags of the countries students already know. Show them to the class and elicit the names of the countries. Then show new flags, say the names of the countries and have the class repeat: Germany, Vietnam, Australia and Costa Rica. Stick all the flags on the board and describe one of them: *It's red and there is one yellow star.* Have a volunteer point to the corresponding flag and say the name of the country: *Vietnam.* Do the same with the remaining flags.

3 MATCH THE FLAGS WITH THE COUNTRIES.

Ask the children to match the flags with the corresponding countries. Say the numbers and have the class mention the country to check.

ANSWER KEY

- 1. Vietnam; 2. Germany; 3. the United States;
- 4. Costa Rica; 5. Australia

$\mathfrak{D} \overset{\mathbf{27}}{\bigcirc}$ LOOK, LISTEN AND TICK (\checkmark).

Point to the pictures, read the words aloud and have the children repeat. Read the example on the table aloud and explain to students that they have to listen to the country where each product is from. Play the audio CD more than once for the children to complete the activity and check

TRACK 27

Look, listen and tick.

- **1.** What's this? It's cinnamon. Where is it from? It's from India.
- **2.** Where are the dolls from? They are from Russia.
- **3.** Where is the mug from? It's from the USA.
- 4. The stuffed panda is from China.
- **5.** The robot is not from China. It's from Japan.
- **6.** Where are the clogs from? They are from the Netherlands.
- 7. Is the T-shirt from Brazil? Yes, it is.

ANSWER KEY

cinnamon: India; dolls: Russia; mug: the USA; stuffed panda: China; robot: Japan; clogs: the Netherlands; T-shirt: Brazil

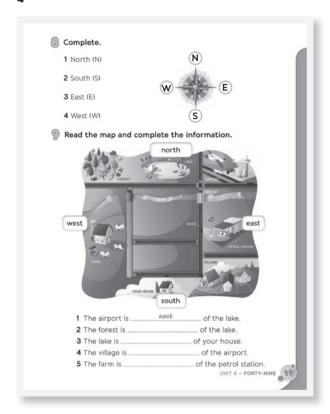
OPTIONAL ACTIVITY

Divide the class into pairs. Tell students to take it in turns to ask and answer about the origin of a product: C1: Where are the dolls from? C2: They are from Russia. Walk around the classroom and monitor.

8 COMPLETE.

Read the words aloud and ask students to repeat. Then have the children write the letters on the correct spaces. Draw the compass rose on the board and check the answers with the class.

ANSWER KEY



© READ THE MAP AND COMPLETE THE INFORMATION.

Tell students to look at the map and identify the places. Read the example sentence aloud to check understanding. Ask the children to complete the information about the places using the cardinal points.

ANSWER KEY

1. east; 2. west; 3. north; 4. south; 5. west

OPTIONAL ACTIVITY

Around home

Encourage the children to design a map of the blocks near their homes. Tell them to use the picture on page 49 as a guide. Ask them to label the pictures and write sentences describing the location of the places near their homes. Collect all their works and display them on the classroom walls.

VALUES: HELPING PEOPLE FIND THEIR WAY

Ask the class why it is important to know the cardinal points: to understand location in maps and physical spaces. Explain that they can avoid getting lost in an unknown place and they can also help people a lot by giving them directions and describing specific locations.

WRAP-UP

Play *Chinese Whispers* describing locations with cardinal points. Divide the class into two teams and get them to form two lines facing the board. Whisper a sentence into the ear of the first student in each line: *The school is west of the hospital.* These students then turn and whisper what they heard into the ears of the students behind them. The whisper is passed on until it reaches the last students at the end of the lines. Then they say what they heard aloud.

SB PAGES 50 & 51

WARM-UP

Play *Mystery Identities* to revise the names of countries and personal information. Invite a volunteer to come to the front and whisper a name of a famous person into her / his ear. Tell the class to ask questions to identify who the student is:

Where are you from? What's your job? Are you a singer?, etc. When a student knows the identity, she / he comes to the front to answer questions.



FUN STICKERS 5



COMPLETE THE CHAT. STICK THE MISSING WORDS AND PHRASES.

Direct students' attention to the flags and have them say the corresponding countries. Ask them to read the chat and complete it with the words and phrases from the *Stickers* section. Invite some volunteers to read the answers aloud to check. Then have the class explain the meaning of *e-pals* and ask the children if they have e-pals from other parts of the world.

ANSWER KEY

England; Where; you; am; Argentina; South; Australia; Good morning; Japan; east; Namibia; west; the United States; North

OPTIONAL ACTIVITY

Play Spot the False Sentence with information from the chat. Invite students to write down three sentences related to the text and tell them that one of them should be false: Ben is from England. Japan is east of China. Louis is from Australia. Divide the class into small groups. Students read their sentences and their partners guess which sentence is false: Louis isn't from Australia. Louis is from Namibia.

VALUES: MAKING NEW FRIENDS

Ask students how they meet and make new friends. Remind the children to be careful and follow safety tips when chatting online. Invite the class to suggest why friends are important.

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FUN CONNECTIONS 5

GEOGRAPHY / LANGUAGE

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GAME – START IN AUSTRALIA, ANSWER ALL THE QUESTIONS FOR EACH COUNTRY AND TAKE THEM UP TO GREENLAND.

Divide the class into groups of three to four members. Each student chooses a character. Read the questions at the bottom aloud. Explain that a student asks one of those questions to the partner next to her / him. That student answers and asks another question to the next student. If the answer is correct, the student advances one place. The groups repeat the procedure until all students have taken their characters to the final destination.

WRAP-UP

Invite the children to choose a country and write to an e-pal who lives there. Tell them to introduce themselves by answering the following questions: What's your name? Where are you from? How old are you? What's your favourite sport / singer? Encourage them to use phrases from the chat on page 50 to greet their e-pals.



SB PAGES 88, 89, 90 & 91

ANSWER KEY

A DRAW YOUR HAND AND CIRCLE.

Students' own answers

2 UNSCRAMBLE THE WORDS. THEN, ANSWER THE QUESTION.

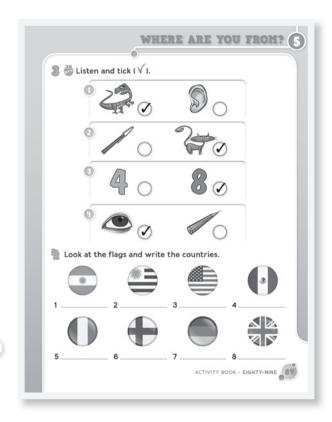
Question: Where is Bart Simpson from? **Answer:** He is from the United States.

8 S LISTEN AND TICK (✓).

TRACK 38

Listen and tick.

- **1**. left
- 2. right
- 3. right
- **4.** left





LOOK AT THE FLAGS AND WRITE THE COUNTRIES.

- 1. Argentina; 2. Uruguay; 3. the United States;
- 4. Mexico; 5. France; 6. Finland; 7. Germany;
- 8. the United Kingdom

WHERE ARE THEY FROM?

TRACK 38

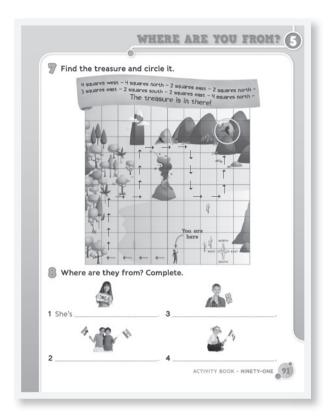
Where are they from? Listen and circle.

- **1. A:** Where is Rosey Fletcher from?
 - **B:** She is from the United States.
- 2. A: Where is Sebastian Vettel from?
 - **B:** He is from Germany.
- **3. A:** Where is Ana Paula Scheffer from?
 - **B:** She is from Brazil.
- 4. A: Where is Andrea Bocelli from?
 - **B:** He is from Italy.
- **5. A:** Where is Gerard Pique from?
 - **B:** He is from Spain.
- **6. A:** Where is Justin Bieber from?
 - **B:** He is from Canada.
- 1. The United States; 2. Germany; 3. Brazil;
- 4. Italy; 5. Spain; 6. Canada

3 AROUND SCHOOL. DRAW & WRITE.

Students' own answers

FIND THE TREASURE AND CIRCLE IT.



WHERE ARE THEY FROM? COMPLETE.

1. from Korea; **2.** They're from India. **3.** He's from the United Kingdom. **4.** She's from Canada.



SB PAGES 52 & 53

Objectives

- To identify the days of the week.
- To listen to a song and sing along.
- To talk about daily activities.
- To ask and answer about daily activities.
- To ask and answer when people do activities.
- To describe daily and weekly routines.
- To ask and answer about daily meals.

Language focus:

- What do you do every day? I (do exercise).
- Do you walk in the park? Yes, I do. / No, I don't.
- When do you (study English)? On (Wednesdays).
- On Mondays I / we / they (play football). I / we / they don't (play the guitar).
- I have breakfast at (eight o'clock) in the morning.

Vocabulary:

- Days of the week
- Activities: go to (school / the club / bed), play (the guitar / football), study (English), write (songs), wash (my hands / the dog), have (breakfast / lunch / dinner), run to class, brush my teeth, eat a sandwich, watch TV, sleep, visit friends, go shopping
- Adverb of frequency: sometimes

WARM-UP

Tell the children they are going to play *Tic-Tac-Toe* to revise verbs. Divide the class into two teams. Draw two sets of parallel lines to make a grid and place a flashcard or picture illustrating an action on each square of the grid. Have a student choose a

picture and name it. If the student is correct, have her / him 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. Suggestions: jump, sit, sleep, play, run, walk, sing, dance, swim, cook, eat, read, talk, paint, drink, write.



Invite students to look at the illustration. Ask: Where are the children? How many children are there? Where are Mr Frog and Woolly? Play the audio CD and have students listen and repeat. Then divide the class into four groups and assign them a sentence to read aloud. Repeat the procedure until the four groups have read all the sentences aloud.

TRACK 28

Teacher: How many days are there in a week?

Student 1: There are seven.

Student 2: What do you do on Saturdays?

Student 3: I go to the club.

OPTIONAL ACTIVITY

Ask the children to look at the scene on pages 52 and 53 and remember as much as they can. Have them close their books. Write questions about the picture on the board. Divide the class in small groups and tell them to write the answers down. Then check the questions with the teams. Award a point to each correct answer. Suggestions: How many desks / pens / school bags are there? Is there a plant in the classroom? Are there any books on the teacher's desk? Is there a map of the world on the wall? Is there a boy with a cap?



HOORAY! IT'S SATURDAY!



Present vocabulary by reading the words in the box aloud. Draw a weekly calendar and distinguish the weekend from the weekdays. Play track 29 and ask students to repeat.

TRACK 29

Monday – Tuesday – Wednesday – Thursday – Friday – Saturday – Sunday

OPTIONAL ACTIVITY

Invite students to play Hangman with the days of the week. Divide the class into pairs and tell them to take it in turns to think of a day and draw a blank for each letter and a noose in their notebooks. Students say the letters—one at a time—that they think are in the word. Each time they guess correctly, their partners write the letter in the corresponding space. If the guess is incorrect, they draw a stick figure under the noose and write the wrong letter off to one side.



Read the lyrics of the song slowly. Play the audio CD and invite the children to sing along. Play the song more than once pausing sometimes for students to sing the words on their own. Then tell students to play their instruments to make the music of the song or invent a new rhythm. Explain that you are going to sing the questions and they have to sing the rest of the song.

TRACK 30

Song: The Days of the Week

How many days are there in a week? (2X) Do you know their names? Yes, we do.

Can you tell their names?

Yes, we can.

There are seven days in a week. (2X) Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, And let's start again.



TIPS FOR EXHIBITING STUDENTS' WORK

Have students use their own instruments when singing a song. Divide the class in groups and encourage them to invent their own music for the songs present in the units. Give them time to rehearse and then ask them to perform in front of the class. This is an entertaining way in which students learn and practise new vocabulary and structures while developing their creativity.

WRAP-UP

Write the first letter of each day of the week on the board. Say one day and complete the word. Invite volunteers to come to the board and complete the other days of the week. Check answers with the class, paying careful attention to spelling.

SB PAGES 54 & 55

WARM-UP

Invite students to play *Simon Says* to revise vocabulary related to actions. Give commands to the class and explain to students that they should follow the orders only when they start with *'Simon says'*. If not, they should stand still. Suggested actions: *cook, sleep, sing, play the piano, run, swim, eat, jump, walk*.

1 TAKE A LOOK AT BOB'S DIARY. THEN, TICK (✓) HIS ANSWERS.

Draw students' attention to the boy in the photo. Encourage the children to describe him and identify the activity: What's he doing? (He's playing the guitar.) Invite some volunteers to read the diary aloud. Then have students tick the correct answers. Have some volunteers share their answers with the class to check. Draw students' attention to the structure of the short questions and point out that we use Do to at the beginning of questions with You. Explain that we use the Present Simple tense to talk about routines.

ANSWER KEY

- 1. No, I don't. 2. On Fridays. 3. Yes, I do.
- 4. Yes, I do. 5. On Sundays.

VALUES: BEING ORGANISED

Ask students if they have a diary and how they remember their weekly activities. Encourage them to mention ways in which they can organise themselves: use checklists, devote a specific time of the day to homework, prepare things in advance, etc.

OPTIONAL ACTIVITY

My week

Tell students to copy the diary from activity 1 and complete it with their activities. Then have them work in pairs and take it in turns to ask and answer *Yes / No* questions about their activities and the days when they do them. Walk around the classroom and monitor.

2 COMPLETE.

Tell students to complete the sentences with their own ideas. Then invite some volunteers to read their answers aloud.

ANSWER KEY

Students' own answers

8 NUMBER THE PICTURES.

Show flashcards or pictures illustrating daily activities. Say the corresponding words and mime and have students repeat. Stick the pictures on the board and point to them in random order to elicit vocabulary. Then ask the children to read the sentences and number the corresponding illustrations. To check, point to the pictures for the class to say the numbers.

ANSWER KEY

5, 2, 7, 8, 6, 1, 3, 4

OPTIONAL ACTIVITY

Mime

Divide the class into groups of five students. Tell the children to take turns to mime and guess the activity; for example: *I wash my hands*.

LISTEN TO KEN AND SOPHIE.

Have students identify the activities in the pictures. Then ask them to read the sentences and predict the information they need: *time*, *day*, *activity*. Play the audio CD more than once for the children to write the information down. Invite some volunteers to read their answers aloud and write them on the board to check spelling.

TRACK 31

Listen to Ken and Sophie. Complete.

- 1. I wash my face every day.
- 2. I brush my teeth every morning.
- **3.** I go to school at eight o'clock in the morning.
- **4.** I watch TV at seven o'clock in the afternoon.
- **5.** I go to bed at half past ten in the evening.

ANSWER KEY

1. every day; **2.** brush my teeth; **3.** go to school; **4.** seven o'clock, the afternoon; **5.** go to bed, half past ten, the evening

OPTIONAL ACTIVITY

A day in my life

Tell students to describe a day in their lives using the activities they already know. Encourage them to include the time when they do the activities. Then have them work in pairs and exchange their writings to check. Finally, check their work and invite them to write their descriptions on a separate sheet of paper together with an illustration of their day. Collect all the productions and display them on the classroom walls.

WRAP-UP

Divide the class into two teams. Have two volunteers from each team come to the front. Each volunteer should write or say a sentence about a routine: *I get up at 6 o'clock*. The sentence can be true or false. The next team guesses whether the sentences are true or false. The team earns a point for each correct guess. Do the same with the second team's volunteers. The team with the most points at the end is the winner.

SB PAGES 56 & 57

WARM-UP

Write the following headings on the board: *Morning, Afternoon* and *Evening*. Ask students to say activities they do at different times of the day. Invite volunteers to come to the front and write the words under the correct heading.

S SHOW YOUR ANSWERS.

Have students cut out the cards with the short answers *Yes, I do.* and *No, I don't.* from the Crafts section, Unit 6. Make different questions and tell the children to show one of the cards to answer. Suggestions: *Do you*

wash your feet in the afternoon? Do you eat rice in the morning? Do you have breakfast in the evening? Do you have breakfast in the morning? Do you sleep in the morning? Do you walk to school in the evening? Do you say 'Good night' in the morning? Do you eat pasta in the afternoon?

ANSWER KEY

Students' own answers

OPTIONAL ACTIVITY

Play Chinese Whispers to practise Yes / No questions with the class. Divide the class into teams and ask students to stand in lines. Whisper a question into the ear of the first students and have them whisper it into the ear of the next student and so on. The last student of each line whispers the question and the first student answers it: Do you walk to school? Award a point for each correct question and answer.

③ WHAT DO YOU DO EVERY DAY? TICK (✓).

Read the questions aloud and ask the first one to a volunteer to check understanding. Make sure students understand the meaning of *sometimes*. Then tell the children to tick the correct options for them. Finally, invite some students to share their answers and have the children with the same answer raise their hands.

ANSWER KEY

Students' own answers



VALUES: HAVING HEALTHY HABITS

Discuss the importance of having healthy habits with the class. Ask: How can you take good care of yourself? Do you have a healthy diet? Do you exercise? What is your favourite fruit? And your favourite vegetable? Encourage the children to suggest ways in which they can acquire good habits.

OPTIONAL ACTIVITY

Message

Ask students to write the following questions on a separate sheet of paper: What do you do on ...? When do you...? Tell the children to make six questions; for example: What do you do on Monday? When do you brush your hair? Then have the class work in pairs and exchange the questions. Students answer their partners' questions and give them the sheet of paper back.

THE QUESTIONS.

Direct students' attention to the photos and have them describe the house and the girls. Ask the children to predict the relationship between the girls: Are they sisters / friends / schoolmates, etc.? Have students read the text in silence and check their ideas. Then tell the children to re-read the text and answer the questions. Invite some volunteers to read their answers aloud to check. Analyse the structure of the letter and the phrases used for opening and closing the letter.

ANSWER KEY

1. In the morning. 2. They clean their room and study. 3. No, they don't. 4. Yes, they do. 5. On Sundays.

IN YOUR NOTEBOOK, WRITE ABOUT YOUR WEEKLY ROUTINE.

Encourage the children to organise their activities by day and then write about their routines. Remind them to specify the time of the day or hour when they do the activities.



Students' own answers

WRAP-UP

Write sentences describing a daily routine in large strips of paper: *I get up at 7 o'clock. I have breakfast at 7:15. I go to school at 7:45,* etc. Attach the strips of paper to the board at random. Divide the class into pairs and have the children order the sentences and write them in their notebooks. Finally, check answers with the whole class.

SB PAGES 58 & 59

WARM-UP

Bring a ball and have the class sit in a circle. Say a sentence describing a daily activity and toss the ball to a volunteer: *I have breakfast at 7:30*. Have the student repeat your sentence and add another activity: *I have breakfast at 7:30 and I go to school*. The she / he passes the ball to a partner to add another activity and so on. Continue until students cannot remember all of the activities. Start again and play until all the children have participated.



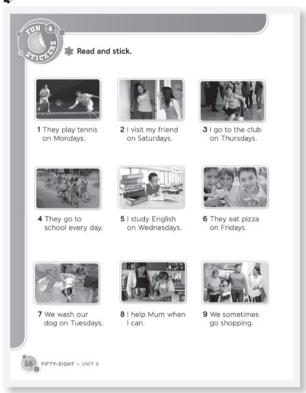
FUN STICKERS 6



READ AND STICK.

Tell students to read the sentences and place the pictures from the Stickers section, Unit 6 on the corresponding spaces.

ANSWER KEY



88

FUN CONNECTIONS 6

LANGUAGE / COMMUNICATION



PLAY THE MENU GAME.

Divide students into pairs and read the example dialogue aloud to show the game. Explain that each student writes a food item for each day of the week in the 'I' column, without showing it to their partner. Then tell the children to take it in turns to ask a Yes / No question about a specific food item. After asking about food, students should also find out the day of the week: S1: Do you eat fish on Mondays? S2: Yes, I do. / No, I don't. When students find out the food item and day of the week, they write the information in the 'My friend' column. If students cannot complete the table because they do not discover the food item, encourage them to ask: What do you eat on Mondays? (I eat ...).

OPTIONAL ACTIVITY

Have the class brainstorm vocabulary related to food items. Write all the words on the board and tell students to classify them according to the meals: breakfast, lunch and dinner. Finally, ask the children to say what their favourite food is.

WRAP-UP

Display flashcards or pictures with daily activities facing the class. Then collect the flashcards, shuffle them and remove one. Display the flashcards again and encourage the children to guess the missing word and spell it. Continue in the same way with the rest of the flashcards.

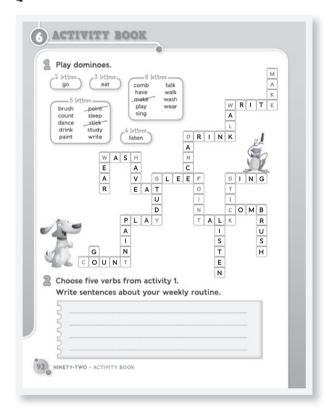


SB PAGES 92, 93, 94 & 95

ANSWER KEY

1 PLAY DOMINOES.

ANSWER KEY



2 CHOOSE FIVE VERBS FROM ACTIVITY 1. WRITE SENTENCES ABOUT YOUR WEEKLY ROUTINE.

Students' own answers

8 ANSWER THESE QUESTIONS.

Students' own answers



LISTEN AND NUMBER THE PICTURES.

TRACK 40

Listen and number the pictures.

- 1. I wash my face every day.
- **2.** I drink some water in the morning.
- **3.** I sing my favourite songs on Tuesday afternoon.
- **4.** We play football on Saturdays.
- **5.** I play the piano every day after school.
- **6.** I eat hamburgers on Fridays.

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

USE THE CODE TO COMPLETE THE LETTER.

My name is Norimi. I am 12. My hair is black and my eyes are brown. I am from Japan. My house is in Kobe. I go to school in the morning. In the afternoon I read and talk to my friends. Write to me. Tell me about you.

Love,

Norimi

TEAD NORIMI'S LETTER IN ACTIVITY 5. IN YOUR NOTEBOOK, WRITE A REPLY LETTER. ATTACH YOUR PHOTO.

Students' own answers

Students' own answers

3 UNSCRAMBLE THE WORDS AND PHRASES TO MAKE SENTENCES.

1. I brush my teeth every day. **2.** I don't watch TV in the morning. **3.** I play the piano on Tuesdays.

REVIEW UNITS 5 & 6

SB PAGES 60, 61, 62 & 63

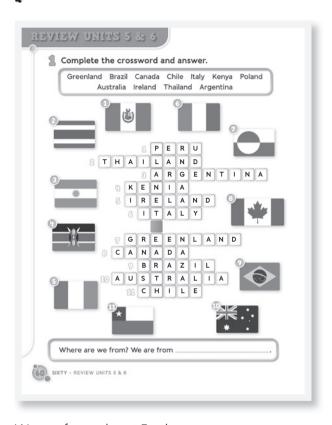
WARM-UP

Play Find it fast! to revise vocabulary from Units 5 and 6. Write words related to the following categories on the board in random order: countries, daily activities, days of the week, cardinal points. Divide the class into two teams. Have teams stand in two lines at the board. Spell a word and have the first students from each team touch the correct item on the board. The first one to touch the word wins a point for her / his team. Then the first pair of students goes to the back of their lines. Play until all students have participated. The team with the most points at the end is the winner.

1 COMPLETE THE CROSSWORD AND ANSWER.

Read the words in the box aloud and have students repeat. Tell the children to look at the flags and complete the crossword with the names of the countries.

ANSWER KEY



We are from planet Earth.

OPTIONAL ACTIVITY

Play Back Writing with the names of the countries. Divide the class into pairs. Have the children take it in turns to write a word on the back of their partner and guess the word.

READ AND TICK (✓) THE CORRECT SENTENCES.

Ask some volunteers to read the information in the table aloud. Explain that this is a chart of an international school. Ask: What do the children study? (Art.) Give students time to read and tick the correct sentences according to the



information. To check, have some students read the answers aloud.

ANSWER KEY

1, 4, 5, 6, 7

OPTIONAL ACTIVITY

Divide the class into small groups. Have the children take turns to ask and answer about the information in activity 2. Encourage them to make different types of questions: Where is Logan from? How old is Kim? What's her favourite colour? Is Johann from Germany? Walk around the classroom and monitor.

8 WRITE AND ASK A FRIEND.

Ask a volunteer to read the words in the box aloud. Read the example dialogue aloud and repeat the question to some students so that they answer it with some of the places from the pictures. Clear up any doubt. Then tell the children to write similar questions under the heading *Your questions: Where do you go in the morning? Where do you go on Sundays?* Finally, divide the class into pairs so that they ask and answer the questions and complete the sentences under the heading *Your friend*. Walk around the classroom and monitor.

ANSWER KEY

Students' own answers

OPTIONAL ACTIVITY

Tell students to write true sentences about their routines using the information in activity 3. Then invite them to walk around the classroom and ask Yes / No questions to find a partner with an activity and day in common: Do you go to the shopping centre on Thursdays?

COMPLETE.

Invite a volunteer to read the example aloud. Tell students to read the information and write the answers. Have some children read the answers aloud to check with the class.

ANSWER KEY

1. at 7 o'clock every day; **2.** lunch at 1:15 on Wednesdays; **3.** have a snack at 4:30 on Thursdays; **4.** They have dinner at 8:45 on Saturdays. **5.** They go to bed at 10 every day.

OPTIONAL ACTIVITY

I lie to you

Have students write four false sentences about their routines and illustrate them on a separate sheet of paper: *I go to school in the evening. I have breakfast at 4:00 am.*Tell them to write their names and exchange their works with their partners. Invite the children to read the sentences aloud and have a vote on the most creative phrases.

S COMPLETE YOUR WEEKLY SCHEDULE AND WRITE SENTENCES.

Ask the children to complete the schedule with words referring to their activities. Then tell them to write complete sentences to describe their weekly routines.

north, left, south / Brazil, England, Germany, South America / weekend, evening, afternoon, morning / breakfast, eat, dinner, lunch.



Students' own answers

OPTIONAL ACTIVITY

Divide the class into small groups. Hand out magazines and a sheet of construction paper. Tell the children to invent two or more characters from another planet and think of a strange routine they may have. Have them design a schedule similar to that in activity 5, cut out pictures to represent different activities and stick them on the correct day and time. Ask them to write a description of the characters' routine under the schedule: *They go to bed at nine in the morning.* Encourage the children to include a picture of their characters and invent names. Finally invite the groups to the front of the classroom to describe their characters and their routines.

WRAP-UP

Play Odd one out to revise vocabulary from units 5 and 6: countries, cardinal points, days of the week, daily activities. Dictate four words: Monday, Friday, sometimes, Sunday. After students write the words, encourage them to circle the word that does not fit the same category as the others. Check answers with the class and invite students to justify their answers: Sometimes is not a day of the week. Repeat the procedure several times. Suggestions: have dinner, go to bed, have breakfast, sleep / east,

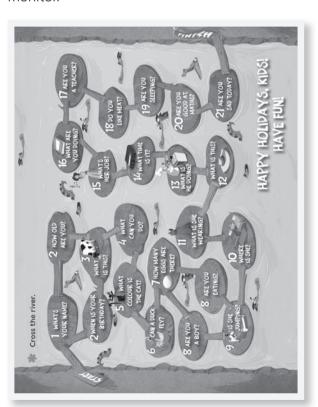


SB PAGES 64, 65, 66, 67, 68 & 69

WARM-UP

Tell students that they are going to revise vocabulary from unit 1 to 6. Divide the class into teams. Write different categories as headings and draw columns on the board: animals, food, means of transport, daily activities, actions, furniture, jobs, clothes. Ask the children to copy the table on a separate sheet of paper. Then dictate words that correspond to the categories and ask the groups to write them under the correct heading. Then invite some volunteers to come to the front and check the answers on the board.

Have students open their books to page 64. Divide the class into pairs and explain that the aim of the game is to cross the river. Explain that to reach the other side, they have to answer all the questions on the rocks. Tell the children that when there are two stones with the same number, they can choose one of the guestions. Walk around the classroom and monitor



ANSWER KEY

- 1. Students' own answers: 2. Students' own answers: 3. It's a cow. 4. Students' own answers: 5. It's black. 6. Yes, it can. 7. There is one egg. 8. Students' own answers;
- 9. No, she isn't. 10. She's in the bedroom.
- **11.** She's wearing a red dress. **12.** It's a hat.
- **13.** He's cooking. **14.** It's two o'clock.
- **15.** She's a singer. **16.** I'm reading. **17.** No, I'm not. 18. Students' own answers; 19. No, I'm not. 20. Students' own answers;
- 21. Students' own answers

OPTIONAL ACTIVITY

Read some questions from the game aloud and have the children write the answers down in their notebooks or a separate sheet of paper.



TIPS FOR READING A STORY

At this stage, as children are more familiar with the language, encourage them to read parts of the story aloud. In this way, they actively engage in reading to the rest of the class. Reading should be a pleasurable activity so make sure children follow the story and do not lose interest because of misunderstanding. Check comprehension by asking questions, using the pictures as visual aids and making students retell the story at some points to revise ideas.

Have students open their books to page 65 to read and listen to a story. Read the title aloud and invite the children to describe Maria. Then direct their attention to the scene. Ask: Who are they? How many people / animals / trees / means of transport are there? Is there

a lamp in the house? Is there a boy in the garden? Play the audio CD and have the children follow the text in their books. Then have a volunteer read the instruction aloud and tell the children to write the numbers to identify the family members. To check, point to the pictures and have students say the corresponding words. Then have the children close their books and ask comprehension questions to test their memory: What day is it? What's Maria's brother's name? What are her sisters' names? What's Mr Lambert doing? Where is he? Is Mrs Lambert in the garage? Finally, encourage the children to guess where Maria is and write their ideas on the board.

TRACK 32

Narrator: It is Saturday morning and the Lambert family is at home.

Marylou and Meggy are in the garden.

They are washing their dog.

Mrs Lambert is in the porch.

Mark is in his bedroom.

Mr Lambert is in the garage. He is painting a bicycle.

Maria is not at home. Where is Maria?

ANSWER KEY



Invite students to open their books to page 66. Have them look at the pictures and identify where Maria is to check their predictions. Ask: What is she doing? (She's helping people.) Play the audio CD for students to listen to the dialogues. Invite some volunteers to read the dialogues aloud. Then tell the children to do the activity and check with the class.

Narrator: Maria is walking on the street.

Maria: Good morning Mr Brown. Here is

your newspaper.

Mr Brown: Thanks, Maria. You are a nice

girl.

Maria: Let me help you, Mrs Wayne!
Mrs Wayne: Oh, Maria! You are so kind.

Thank you.

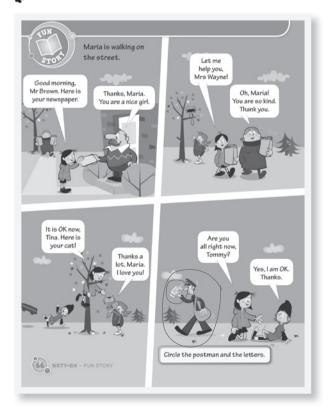
Maria: It is OK now, Tina. Here is your cat!

Tina: Thanks a lot, Maria. I love you!

Maria: Are you all right now, Tommy?

Tommy: Yes, I am OK. Thanks.

ANSWER KEY





VALUES: BEING HELPFUL

Ask students to mention the ways in which Maria helps others while she is on the street. Invite the children to suggest ways in which they can help people. Encourage them to offer their help whenever they can.

OPTIONAL ACTIVITY

Have students read the phrases people use to thank Maria. Encourage the children to imagine other situations in which Maria is helping someone. Invite them to draw a picture and include a dialogue by adding speech bubbles. Then collect all the pictures and display them on the classroom walls.

Point to Maria and the postman on page 67 and ask: How does she help him? Point to the family members and elicit their names. Direct students' attention to the last picture and encourage the children to say how Maria feels and why. Then play the audio CD and have the children read and listen to the story. Check students' previous ideas about Maria and make sure they understand the meaning of busy. Ask the children to read and answer the questions at the bottom of the page. Finally, check the answers with the class.

Maria: Hi, Mr Wilson. Are you very busy?

Mr Wilson: Yes! Can you help me?

Maria: Sure!

Mr Wilson: Here is your mail!

Narrator: Later...

Father: Any letters for me, Maria? **Maria:** No. Just your magazine, Dad.

Sisters: Any letters for us, Maria? **Maria:** Yes. A letter from Peter.

Mother: Anything for me?

Maria: Yes, Mum. A letter from Grandma.

Brother: What about me?

Maria: Here is your skate magazine.

Maria: Well, Rocco, there is no mail for

you... and no mail for me!

sad and write their ideas down. Invite some volunteers to read their answers aloud. Elicit ideas for making Maria happy and write them on the board.

TRACK 32

Narrator: The house is quiet now. Mrs Lambert is reading her letter.

Marylou and Meggy are reading their letters.

Mr Lambert is reading his magazine.

Mark is reading his magazine.

Maria is not reading. Where is Maria?

Maria is in her bedroom.

She is very sad.

ANSWER KEY

Students' own answers

ANSWER KEY

Two letters. Two magazines.

OPTIONAL ACTIVITY

Divide the class into pairs. Have them take it in turns to describe a person from page 67 and guess who she / he is. Write the following structures to help them: She / He is ... (tall / short). She / He has got ... She / He is wearing ... Walk around the classroom and monitor.

Now, tell the children to look at the pictures on page 68 and describe what the family is doing. Play the audio CD and have students read and listen to the story. Then encourage the children to discuss in pairs why Maria is

OPTIONAL ACTIVITY

Have students write a description of Maria's bedroom and include three false sentences. Then ask them to work in pairs and take turns to read the sentences and identify the wrong ones.

Direct students' attention to the family on page 69 to check their previous ideas: What are Maria's family and the postman doing? Play the audio CD and have students follow the story. Have a volunteer read the first instruction. Revise the structure of a letter and opening and closing phrases. Show the letter on page 57 as a model and have the children write to Maria. Ask them to exchange their letters to correct their partners' writing. Then collect all the letters to check. Have a volunteer read the second instruction and check with the class.

Narrator: Suddenly... Maria's family have got a great idea:

All the family: There's no mail for Maria!

Let's write a letter to her!

It is Sunday morning. Everybody is writing now.

On the following day...

It is Monday morning. Mr Wilson is happy. Why? Maria is happy now!

ANSWER KEY

Students' own answers There is mail for Maria.

OPTIONAL ACTIVITY

Divide the class in groups and assign a character and the role of the narrator to each member. Ask them to practise the story. Walk around the classroom and monitor. Then invite the groups to perform for the rest of the class.

TIPS FOR EXHIBITING STUDENTS' WORK

Some children may feel embarrassed to act out in front of the class. Give students enough time to practise and feel confident before they perform. Take photographs while the groups are acting to represent parts of the story. Then invite the groups to stick the pictures on a poster to make their own storyboards.

WRAP-UP

Prepare questions about the story in slips of paper. Divide the class into teams and have a volunteer take a question. If her / his team answers correctly, they earn a point. If the answer is not correct, the other team can answer the question. Award a point to each correct answer. Suggestions: What is Mr Lambert painting in the garage? Where is Mrs Lambert at the beginning of the story? What are Marylou and Meggy doing in the garden? What colour hair have Meggy and Marylou got? How many people does Maria help on the street? How does Maria help the postman? What type of magazine does Mark read? Who writes to Mrs Lambert? Where is the teddy bear in Maria's bedroom? Why do they all write letters to Maria?

AUDIO CD TRACK LIST

| Track | Listening Activity |
|-------|--|
| 02 | Unit 1 Hello again! Page 4 |
| 03 | Unit 1 Hello again! Pages 4 and 5 |
| 04 | Unit 1 Hello again! Page 5. Song: What do you like? |
| 05 | Unit 1 Hello again! Page 9. Activity 7: Listen and complete. |
| 06 | Unit 2 Farm and wild animals. Page 12 |
| 07 | Unit 2 Farm and wild animals. Pages 12 and 13 |
| 80 | Unit 2 Farm and wild animals. Page 13. Song: The farm of Ali Baba |
| 09 | Unit 2 Farm and wild animals. Page 15. Activity 3: Listen and number. |
| 10 | Unit 2 Farm and wild animals. Page 16. Activity 6: Listen and circle. |
| 11 | Unit 2 Farm and wild animals. Page 18. Fun Stickers 2: Listen, read and stick. |
| 12 | Unit 3 What are you wearing? Page 24 |
| 13 | Unit 3 What are you wearing? Pages 24 and 25 |
| 14 | Unit 3 What are you wearing? Page 25. Song: What is Sally wearing now? |
| 15 | Unit 3 What are you wearing? Page 28. Activity 5: Who are they? Listen and number. |
| 16 | Unit 3 What are you wearing? Page 28. Activity 6: Listen and repeat. |
| 17 | Unit 4 What are you doing? Page 32 |
| 18 | Unit 4 What are you doing? Pages 32 and 33 |
| 19 | Unit 4 What are you doing? Page 33. Song: What time is it, Mr Wolf? |
| 20 | Unit 4 What are you doing? Page 34. Activity 1: Match. Then, listen and repeat. |
| 21 | Unit 4 What are you doing? Page 36. Activity 7: Listen and number. |
| 22 | Unit 5 Where are you from? Page 44 |
| 23 | Unit 5 Where are you from? Page 44 |
| 24 | Unit 5 Where are you from? Page 45. Song: Where are you from? |
| 25 | Unit 5 Where are you from? Page 46. Activity 2: Listen to the poem. Read. |
| 26 | Unit 5 Where are you from? Page 47. Activity 4: Listen. Complete the information. Then tick 'Yes' or 'No'. |
| 27 | Unit 5 Where are you from? Page 48. Activity 7: Look, listen and tick. |
| 28 | Unit 6 Hooray! It's Saturday! Pages 52 and 53 |
| 29 | Unit 6 Hooray! It's Saturday! Pages 52 and 53 |
| 30 | Unit 6 Hooray! It's Saturday! Page 53. Song: The days of the week |
| 31 | Unit 6 Hooray! It's Saturday! Page 55. Activity 4: Listen to Ken and Sophie. Complete. |
| 32 | Fun Story. A letter to Maria. Pages 65, 66, 67, 68 and 69 |
| 33 | Activity Book. Unit 1 Hello again! Page 72. Activity 1: What do you like? Listen and number. |
| 34 | Activity Book. Unit 2 Farm and wild animals. Page 77. Activity 3: Listen and complete. |
| 35 | Activity Book. Unit 3 What are you wearing? Page 81. Activity 2: Listen and tick. |
| 36 | Activity Book. Unit 4 What are you doing? Page 84. Activity 2: Listen and tick. |
| 37 | Activity Book. Unit 4 What are you doing? Page 86. Activity 7: Who are they? Listen and number. |
| 38 | Activity Book. Unit 5 Where are you from? Page 89. Activity 3: Listen and tick. |
| 39 | Activity Book. Unit 5 Where are you from? Page 90. Activity 5: Where are they from? Listen and circle. |
| 40 | Activity Book. Unit 6 Hooray! It's Saturday! Page 93. Activity 4: Listen and number the pictures. |



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:

- For the child:
 - 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



