

Teacher's Book + Audio CD

Orbit

2





Contents

Orbit series presentation	2
Story	2
Orbit series rationale	3
Social emotional competences and skills	3
Stories	5
Cross-curricular work	6
Creativity	6
Digital literacy	8
Theoretical and methodological approach	8
Approach to foreign language teaching	8
Language and mother tongue concept	10
Language teaching in the early years in Primary School	10
Evaluation	12
Working with the Orbit series in the classroom	12
Social emotional competences and skills	12
Comic strip stories	13
Prior knowledge and students' curiosity activation	16
Reading comprehension and different types of texts	17
Bibliographical references	18
Components of the Orbit series	19
Student's Book contents	20
Tour of the Student's Book	22
Tour of a unit	24
Suggestions for the first classes	26
Notes for each unit	27
Hands on	93
Games	96
Audio CD Track List	99



Orbit series presentation

Dear teacher,

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

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

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

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

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

Have a good and productive school year!

Story

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

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

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

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

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

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

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



Orbit series rationale

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

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

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

behaviour and consequently dealing with them, understanding how these emotional factors interfere with learning process results.

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

Social emotional competences and skills

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

What do social emotional skills relate to?

Social emotional competences are related to values, attitudes and social skills which contribute to the emotional, physical and psycho-social development of children and allow them to interact with others respectfully and peacefully. Together with behavioural and cognitive learning, they form the basis for the concept of Global Citizenship Education.

What is Global Citizenship Education?

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

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

Why teach social emotional competences at school?

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

Some social emotional competences which appear in the series are openness to new experiences, self-confidence, self-awareness, self-control, autonomy, cooperation, communication, commitment, creativity, curiosity, determination, enthusiasm, flexibility,

gratitude, modesty, initiative, leadership, optimism, critical thinking, resilience, problem-solving, respect, responsibility and socialisation.

Main results of working with social emotional competences

When working with social emotional competences, students:

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

How to teach Global Citizenship Education

There isn't obviously a single way to teach Global Citizenship Education (GCE) at school, but there are

some factors that contribute to its implementation. The **Orbit** collection, for example, seeks to sensitise children to issues related to global citizenship. It should be pointed out that it is up to teachers to make the adaptations they consider necessary and relevant, according to their local reality, their needs, the characteristics of their students and their community. This interference is very important in the process, since one of the assumptions for the promotion of GCE is to avoid the creation of 'models' to be followed by all, regardless of their inherent differences. So this is work that must be done in the light of contextual factors. Some basic pedagogical practice that can articulate social emotional competences and cognitive aspects are:

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

How to evaluate results when working with social emotional competences

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

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

Stories

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

pessimism and fear, among others, and this may lead to greater engagement of the student with what is being studied in the comic strip stories in the **Orbit** series.

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

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

Depending on the work the teacher does with the comic strips, he /she can activate the students' will to discover, their desire to find the answer to the Big Question, which is answered in the story, and to get to know more about the children's adventures. The use of the question which is always accompanied by digital educational content illustrates and broadens the subject, and arouses the students' curiosity in the story. The series works under this principle, because, agreeing with Antunes (op. cit.), 'nothing is interesting

for a student if it does not satisfy a need' (p.42). According to the author, for younger students, this need may be a riddle, a guess, a puzzle or a doubt, such as that posed by the Big Question.

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

Cross-curricular work

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

Creativity

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

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

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

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

Pillar 1: Raise self-esteem

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

Pillar 2: Be an example

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

Pillar 3: Offer the possibility of choice

When giving children the chance to make choices, they will learn to take responsibility for their decisions. This will help them develop a sense of ownership and feel motivated towards creative work. Therefore, this series offers several activities with no correct or incorrect answers, but activities that give room for personal choice.

Pillar 4: Make productive use of questions

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

Pillar 5: Make connections

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

Pillar 6: Explore ideas

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

Pillar 7: Stimulate critical thinking

As part of the task to help children develop creative thinking, it is also important to create opportunities to

learn to assess and critically consider their own ideas, their own performance, their own actions and their own results. It is through this exercise that children can assess the importance of their own creative work. This can be done in different ways, for example, when they answer the Big Question (after reading the comic strip) or even at the end of a unit, as a form of self-assessment suggested by the teacher. What is essential is that children learn if they have done enough or if they could have done something differently, when they think critically about their work.

Digital literacy

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

Digital literacy relates to the effective and competent use of technology. Access to digital tools is not what necessarily benefits its user, but rather what it is used for. In this sense, digital literacy is understood as the individual's ability to respond appropriately to social demands that involve the use of technological resources and writing in a digital environment. To make the use of these tools relevant, it is necessary to learn how to use them, and one of the ways of teaching digital literacy is through formal school education. The fact that children need to go to school to be literate and use their native language properly reinforces the notion that they also need to learn to cope with the digital universe, acquiring skills that can be developed and put into practice.

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

Theoretical and methodological approach

Approach to foreign language teaching

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

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

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

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

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

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

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

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

It is on the basis of this thought that we need to review crystallised concepts and try out new strategies. In addition, new goals based on this concern, present in educational papers, claim that teaching should not be restricted to the transmission of content and the accumulation of knowledge about a given subject, but rather promote a form of teaching that contributes to

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

Language and mother tongue concept

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

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

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

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

Language teaching in the early years in Primary School

Walter Benjamin (1987) observed that what best describes children is the fact that they play and that

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

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

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

This ludic aspect must permeate every initial year in primary school to a greater or lesser degree according

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

Characteristics	5 to 7- year-old children
	They comment on what they do or hear.
	They do not always differentiate fact from fiction.
	They plan activities.
	They argue logically about something.
	They use their imagination.
	They use different intonations in their mother tongue.
	They understand human interaction.
	They recognise the existence of rules.
	They give priority to the concrete world.
	They do not concentrate for long.
	They like playing and they learn best when they have fun.
	They are reluctant to share toys.
	They cannot decide what they want to learn.
	They are enthusiastic about learning.
	8 to 10- year-old children
	They have already formed basic concepts.
	They differentiate fact from fiction.
	They ask questions all the time.
	They are able to decide what they want to learn.
	They know what they like and what they do not like doing.
	They begin to question the decisions of teachers.
	They are able to work with and learn from others.
	They are competent users of their mother tongue.
	They understand abstractions, symbols, and generalisations.

In addition to respecting the characteristics of each stage in the development of the child, foreign language teaching should also take into account his / her feelings, interests and motivations. In this sense, it may be interesting to consider the concept of affective filter, introduced by Krashen (1985). According to the author's hypothesis, there are some variables that can serve as a facilitator in acquiring a second language, such as self-confidence and motivation. In this way, a

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

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

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

It is on the basis of these characteristics that this series was elaborated, seeking to offer, apart from the contents of the English language required by students in the early years of Primary School, motivating and relevant content for children, which takes their interests into account.

Evaluation

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

- getting to know your students and their out-of-school context;
- identifying the strategies they use to meet school demands and, therefore, modifying the conditions for carrying out pedagogical work when necessary;
- monitoring the development of their individuality;
- identifying students' prior knowledge and building on it;
- identifying progress and encouraging children to continue to develop their capacities;
- getting to know their difficulties and planning activities that help them to overcome them;
- assessing the need to go back to content that is not yet well acquired;


- analysing teaching strategies and modifying them when required.

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

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

Working with the Orbit series in the classroom

Social emotional competences and skills

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

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

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

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

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

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

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

Comic strip stories

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

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

Before Reading

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

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

1 Listen to the story and answer.

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

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

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

2 Look at the pictures and guess.

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

3 Listen to the story and raise your right hand.

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

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

4 Read the speech bubbles and guess.

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

5 Listen to the story and draw.

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

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

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

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

7 Join the speech bubbles to the frames.

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

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

Storytelling

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

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

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

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

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

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

After Reading

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

1 Dramatising

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

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

2 Rewriting or retelling a story

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

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

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

3 Taking a quiz

Organise students in groups. Then retell the story, stop at specific times and challenge each group to complete the ideas. For example: 'Once upon a time, the group of children [pause for students to say the names of the children in the gang] ...! Another option is to ask questions, testing memory. For example, 'What are the names of the children?', 'In which city are they when they see a tall tower?', 'What's the weather like in that place?'

4 What happens afterwards?

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

5 If you were the author...

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

Prior knowledge and students' curiosity activation

Previous knowledge

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

1 At the beginning of the school year

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

2 Before doing an activity

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

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

3 Before vocabulary activities

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

4 Before doing listening activities

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

Curiosity

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

1 Show students how to ask questions

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

2 Set up the basis for curiosity

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

3 Diversify the sources

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

4 Show the unusual in ordinary situations

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

Reading comprehension and different types of texts

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

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

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

Bibliographical references

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

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

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

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

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

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

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

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

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

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

KANSO, Mustafá Ali. **Teoria da Aprendizagem Construtivista de Jean Piaget**. Portal HypeScience, 2015. <<https://hypescience.com/como-aprendemos-teoria-da-aprendizagem-de-jean-piaget/>>. Accessed on January 6, 2018.

KRAMER, Sonia. **A infância e sua singularidade**. Brasília, 2007. <<http://portal.mec.gov.br/seb/arquivos/pdf/Ensfund/ensifund9anobasefinal.pdf>>. Accessed on January 6, 2018.

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

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

SANTOS, Leandra Ines Seganfredo. **Língua inglesa em anos iniciais do Ensino Fundamental: fazer pedagógico e formação docente**. Tese (doutorado) - Universidade Estadual Paulista, Instituto de Biociências, Letras e Ciências Exatas, São José do Rio Preto, 2009. <http://repositorio.unesp.br/bitstream/handle/11449/103520/santos_lis_dr_sjrp.pdf?sequence=1/>. Accessed on January 6, 2018.

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

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

Components of the Orbit series

For the student

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

For the teacher

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

Student's Book Contents

Unit	Big Question	Objectives	Language Focus	Vocabulary	Social Emotional Competence	Workbook
Welcome – p. 6		<ul style="list-style-type: none"> Greetings Identify the characters: Anne, Scott, Olivia, Zac, Brownie 	<i>Hi / Hello. I'm... How are you? I'm fine, thanks. And you?</i>	<i>Hi, Hello</i>		
1 Days and Nights p. 8	<i>Where is the sun at night?</i>	<ul style="list-style-type: none"> Greet people at different times of the day. Ask and answer about the weather. Name the seasons of the year. 	<i>Good morning / afternoon / evening / night! What's the weather like? It's... (cold).</i>	<i>cold, hot, rainy, sunny, windy day, night autumn, spring, summer, winter</i>	<ul style="list-style-type: none"> Curiosity and critical thinking 	<ul style="list-style-type: none"> pp. 97-99
2 So Many Insects! p. 16	<i>Are there insects that glow?</i>	<ul style="list-style-type: none"> Talk about insects. Ask and answer about the quantity of insects. 	<i>What's this? It's a / an... How many (bees)? (Ten) (bees).</i>	<i>ant, bee, butterfly, caterpillar, firefly numbers 11-20</i>	<ul style="list-style-type: none"> Self-control and self-confidence 	<ul style="list-style-type: none"> pp. 100-102
Review 1 & 2 – p. 24						
3 It's My Birthday! p. 26	<i>Can balloons fly high?</i>	<ul style="list-style-type: none"> Talk about objects and food at birthday parties. Talk about location of objects and food. Exchange birthday greetings. Talk about your own age. 	<i>Happy birthday! How old are you? Thank you! Now I'm (seven) years old. Where's the...? It's in / on / under the...</i>	<i>balloon, cake, candle, chest, popcorn, present, table in, on, under</i>	<ul style="list-style-type: none"> Creativity and innovation 	<ul style="list-style-type: none"> pp. 103-105
4 People in My School p. 34	<i>What do people do?</i>	<ul style="list-style-type: none"> Talk about people who work in a school. Describe eye and hair colour. 	<i>Guess who? I've got (blue) eyes and (brown) hair. He's / She's the...</i>	<i>cleaner, librarian, secretary, student, teacher blue / brown / green / hazel eyes black / blond(e) / brown / hazel / red hair</i>	<ul style="list-style-type: none"> Cooperation and curiosity 	<ul style="list-style-type: none"> pp. 106-108 Hands On pp. 82-83
Review 3 & 4 – p. 42						

Unit	Big Question	Objectives	Language Focus	Vocabulary	Social Emotional Competence	Workbook
5 Wild Animals p. 44	Are baby flamingos pink?	<ul style="list-style-type: none"> Talk about wild animals. Ask and answer about the size of animals. 	It's a / an... They're... The (giraffe) is (big). (Baby lions) are (small). (Big flamingos) are (pink).	bird, elephant, flamingo, giraffe, hippo, lion, zebra big, small	<ul style="list-style-type: none"> Respect for animals 	<ul style="list-style-type: none"> pp. 109-111 Hands On p. 84-85
6 My Collections p. 52	Are museums big collections?	<ul style="list-style-type: none"> Talk about collections of objects. Describe collections and the quantity of objects in them. Borrow and lend collectibles. 	I collect (comic books). Wow! How many? I've got (twelve) (comic books). Can I borrow your...? Sure! Here you are. Thank you.	coins, comic books, drawings, rocks, shells, stickers	<ul style="list-style-type: none"> Organisation and responsibility 	<ul style="list-style-type: none"> pp. 112-114
Review 5 & 6 – p. 60						
7 Let's Have Fun! p. 62	What games can children play?	<ul style="list-style-type: none"> Talk about games and actions related to them. Talk about abilities. 	What games can you play? I can (play hopscotch). I can (hop).	jump the rope, mime, play dance and freeze, play hide-and-seek, play hopscotch, pull the rope freeze, hide, hop, jump, mime, pull, seek	<ul style="list-style-type: none"> Self-confidence 	<ul style="list-style-type: none"> pp. 115-117
8 Lunchtime p. 70	Are there square watermelons?	<ul style="list-style-type: none"> Talk about food. Ask and answer about food preferences. Offer, accept and refuse food. 	I like (fruit salad). What about you? I like (fruit salad) too. / I don't like (fruit salad). (Chicken)? Yes, please. Here you are! Thanks! I like (chicken)! (Chicken)? No, thanks. I don't like (chicken).	chicken, fish, fruit salad, pasta, pudding, salad, steak, watermelon	<ul style="list-style-type: none"> Gratitude 	<ul style="list-style-type: none"> pp. 118-120
Review 7 & 8 – p. 78						
Goodbye – p. 80						

Tour of the Student's Book



Welcome

This is an introductory unit which introduces students to the gang made up of Anne, Scott, Olivia and Zac, and explains not only how they find the adventure book and the device but also how they become friends with Brownie.

Units

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



Review

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



Goodbye

The final unit shows a scene that relates the story of level 2 to level 3, arousing the students' curiosity.





Hands On

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

Games

Two games seek to recycle the vocabulary and the structures taught in the units in a fun way. They can be played at different times of the school year for reinforcement, consolidation or even assessment.



Instructions

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

Language Reference

Organised as the units in this level, this section aims to summarise and systematise the functions and structures presented in the book, which can be a useful reference for students (and parents or tutors) if they need to reinforce the linguistic contents.



Workbook

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



Tour of a unit

Opening Pages

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



A Big Question intrinsically related to the topic of the unit arouses the students' curiosity and is answered in the comic strip story.

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

Practice Activities

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



Oral Practice

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

Comic Strip Stories

Each unit features a comic strip story in which Anne, Scott, Olivia, Zac and Brownie find the answer to the Big Question posed in the opening pages.



Social emotional Competence Activity

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

Pronunciation

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

Cutouts

Cutouts offer concrete support for oral practice activities.

Songs

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

Stickers

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



Suggestions for the first classes



Suggestions for the first class

- These activities are meant to be carried out before starting the **Welcome Unit**, with the objective of reviewing part of the vocabulary and language contents learnt in level 1 and arousing interest in the study of the English language. These activities do not involve the use of the book as some students may not yet have it the first week at school.
- You will need the following materials to get ready for the first class: *pencil, pen, eraser, notebook, book* and *backpack* (if possible). Before students get into the classroom, hide each school object in a different location, for example: behind the wastepaper basket, behind the door, inside a cabinet, behind the curtains, etc.
- The first class, after introducing yourself and introducing new students, organise students in two groups to start looking for the objects. Explain that there are school objects hidden in the classroom and that the first student to find the object you mention will score a point for his / her group. As students will be able to find other objects during the search, it is advisable to encourage them to focus only on the item you have requested rather than give you other school objects they may find in the search.
- Start off the activity with this utterance: *I need (a red pencil)*. The group that hands out the object to you scores a point. Make sure to keep a tally on the board. Repeat the dynamics until all the objects have been found. Encourage the class to give a big clap to the winners.
- At the end of the activity, challenge students to describe the objects. For example: *a red pencil*.
- If time permits, leave the classroom with one group of students while the other group hides the materials in new places so that they can play again. Encourage students to play your role and request one object at a time, until all of them are found.

Teaching Tip



To make the activity more challenging, you can hide several objects of the same type, but in different colours, for example: *a blue eraser, a green one, etc.*



Suggestions for the second class

- If many students do not yet have the book, you can engage them into designing a bookmark that can be used throughout the year and in the next level of the **Orbit** series too. The previous lesson, ask students to bring crayons, coloured markers, glossy paper and rounded-tip scissors for the next class. Make a template of the bookmark and reproduce it on sheets of paper (more than the number of students in the class).
- At the beginning of the lesson, have students help you cut the bookmarks and assign a bookmark to each student.
- To help students identify their bookmark, ask them to write this phrase *My name is...* on one side of the bookmark to make sure it can be returned in case it gets lost.
- Encourage students to decorate the other side of the bookmark with a picture that represents something learnt the previous year. Also, challenge them to write a caption with the name of the item.

Setting the pace



Fast finishers can produce new bookmarks. It is therefore important to have enough card stock if more than one bookmark is required per student.

Welcome

The gang



Anne

She is 7 years old. She is very optimistic, brave and friendly.



Scott

Very insightful and enthusiastic. He is 7 years old and he loves to live new adventures.



Olivia

Very determined. She is 7 years old. She is always in search of adventures and she loves animals.



Zac

Very responsible and cooperative. He is 8 years old. He loves sports and sometimes he is a bit frightened.



Brownie

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

Pages 6 and 7

- Draw the students' attention to the **Instructions** on page 90. They will find a list of commands used throughout the units. Recorded on the audio CD and with the support of images, this section helps children (and their parents) understand the goals of the activities carried out in the classroom or assigned as homework. The aim is to help students memorise and learn how to pronounce these commands.

1 Look and listen.

- Explore the scene with your students. Ask them: *Where is the gang? Who do you already know? Why do you think the children, the ferret, the book and the device are here?*
- If possible, show them the final scene of level 1 and encourage them to make connections.
- Encourage students to analyse the scene and talk about it.
- Then, tell students the story of how Anne, Scott, Olivia, and Zac find Brownie, the ferret, the adventure book and the device in the school library.

Exploring the story

At the end of Level 1, Daniel, Emma, Ben, Alice and Brownie, the ferret, come back from their adventure and go to the school where the kids study. Brownie hides in Emma's backpack and takes the adventure book and the device with him. Upon arriving at school, he gets delighted at the library and jumps out of the girl's backpack, taking the book and the device with him. At the same time, our classmates (Anne, Scott, Olivia and Zac) meet and decide to go to the school library to do some research. The children are analysing the titles on the bookshelves when an untitled book draws Scott's attention. When the boy tries to pull it out of the bookshelf, Brownie, who was hidden among the books, turns up. The children become very curious about the animal and soon realise that the shelf is moving. Even more unexpectedly, a secret passage is opened. The ferret quickly runs into the passage and the children follow him. There, they find a very interesting room where several objects from various areas of knowledge are found. They are thrilled with the place. Olivia is eager to discover where the ferret is. She finds him opening a beautiful book, but soon realises that this book is a little different: the titles of the adventures are questions and the pages are blank. Anne, Scott and Zac join them and are surprised to notice that the first question

> is exactly the same question they were researching: *Where is the sun at night?* The children also see an electronic device and become even more curious. Suddenly, a ray of light comes out of the book and Brownie understands he has met his new adventure fellows. The gang gets ready for their first adventure, which will begin in Unit 1.

Teaching Tip

We suggest telling the story to your students in their mother tongue so as to make the audio content more understandable.

- Play track 2 on the audio CD for the first time so that children can become familiar with the story.
- Play the audio track again and pause after each line to elicit what is happening in each chunk of the story.
- Then play the story a third time and invite children to share their overall impression of the plot.
- Encourage them to imagine what will happen in the adventures to come.
- Ask, then, if they remember which expressions the children used when meeting. Write the answers on the board: A: *Hi / Hello. How are you?* B: *I'm fine, thanks. And you?* A: *I'm fine too.* Ask them to work in pairs and practise the dialogue.
- Then have them walk around the classroom and greet their classmates using these structures.
- Make it a routine: greet students when lessons start and encourage them to do the same with their classmates sitting nearby.



Audioscript 2

Anne: Look, Scott! Olivia is here!

Scott: Hello, Olivia. How are you?

Olivia: I'm fine, thanks. And you?

Scott: I'm fine too.

Olivia: Zac is here too.

Zac: Hi, guys!

Scott & Anne: Hi, Zac. How are you?

Zac: Fine, thanks. Let's go to the library!

Olivia, Scott & Anne: OK, let's go!

Anne, Scott, Olivia & Zac: Wow, a ferret!

Scott: Look! A secret room!

Zac: A wonderful study room!

Anne: Wow!

Olivia: Where's the ferret?

Scott: It's over there!

Zac: Look at his T-shirt... his name is Brownie.

Anne, Scott, Olivia & Zac: Hi, Brownie!

Scott: Look! There's a gadget here.

Anne: And a beautiful book too!

Scott: Guys, this book is different...

Zac: Look, there's a question: *Where is the sun at night?*

Olivia: What's happening?

Anne: Where are we?



Days and Nights

Big Question: *Where is the sun at night?*

Objectives: develop oral comprehension and production skills to greet people at different times of the day; ask and answer about weather conditions; recognise and name the seasons of the year; reflect on the importance of inner curiosity and critical thinking; identify and practise the /d/ sound

Vocabulary: *cold, hot, rainy, sunny, windy; day, night; autumn, spring, summer, winter*


Language Content: *Good morning / afternoon / evening / night! / What's the weather like? It's...*

Social emotional Competences: curiosity and critical thinking

Digital Content: video to enlarge on the opening topic

Workbook: pages 97-99

Pages 8 and 9

- Explore the opening scene with your students. Point to the picture of the planet Earth and elicit from children not only what they can see in it but also why one side is lighter and the other one is darker. (*Because it's daytime on one side and nighttime on the other.*)
- Ask students what happens to the sun at night, taking advantage of the scene to check their prior knowledge. Also ask if they know it is nighttime in other parts of the world while it is daytime in their country.
- Then, ask in which of the countries in the scene is daytime (*Australia*) and in which is nighttime (*Canada*). To help identify countries, call the students' attention to the CN Tower in Canada and the colourful houses in Brighton Beach, Australia. Then ask if they have seen symbols similar to those in the picture on mobile and tablet apps or on TV weather forecast news. Point to the sun and the area where Australia is located and say *sunny*. Then elicit or provide the other weather conditions in the scene (*cold, hot, rainy, windy*).
- If you find it appropriate, explain (without answering where the sun is at night) that the scene represents the Earth's rotation movement, consequently daytime and nighttime. Nighttime occurs in the part of the Earth that is not facing the sun. On the part which is facing the sun, it is daytime. When the sun comes out, it is daytime. It is the rotation movement, therefore, which determines days and nights.
- Then, point to the adventure book on page 9 and discuss with your children the Big Question in this unit: *Where is the sun at night?* Ask them to state their hypotheses. It is important to remind them that the question will be answered in the story on page 12.
- Now, ask children to look at Brownie's device. Explain that when they see this icon , they can look up extra information on Richmond webpage. They can do this activity at home with their family. In this case, children will find a video of the city of Paris showing the apparent movement of the sun during the day. The purpose of this activity is to introduce students to the idea that this happens as a consequence of the Earth orbiting the sun and rotating on its axis, and to make them reflect on the topic of the unit.



Additional information

- **Time Zone** - the *Time and Date* website is a great tool to explain and illustrate the concept of time zones and how the planet is divided into different time zones. There is a world map in which you can see the position of the sun and moon at the time of your research, indicating the parts of the planet where it is daytime and where it is nighttime. When clicking on the time marks below the map, it is possible to change time zones and have a visual gradation of daytime and nighttime in different regions of the Earth. In addition, it is also possible to conduct research on the position of the stars on different days and times. These instruments can be used

to draw the students' attention to the time differences in various places at a particular time of the day, paralleling the diverse routines of people in different parts of the world, in distant regions. With the rotating movement of Earth, people from distant regions of the planet live on different days in the calendar: while it is daytime in Canada, for example, it is dawn the next day in Australia.

Information available at <www.timeanddate.com/time/map/>. Accessed on May 2, 2018.

> **Canada's National Tower** – popularly known as CN Tower, it is a communications tower that provides services to different media, such as television channels, radio stations and mobile phones networks in the city of Toronto, Canada. It is 553.33 metres high and until 2007 it was the highest structure in the world. It has now lost its record against the Burj Khalifa, a skyscraper located in Dubai, but continues to be considered one of the seven wonders of the modern world. The tower has a 1,776-step ladder and offers some attractions, such as a glass floor, a 360° restaurant and EdgeWalk, a hands-free walk in a narrow circle, 356 metres above ground.

Information available at <www.cntower.ca/en-ca/about-us/nightlighting.html>. Accessed on May 2, 2018.

> **Brighton Beach** – located in the city of Bayside in Melbourne, Australia, it is a beach famous for the colourful bathing boxes that swimmers use to change their clothes. There is no electric light or running water in them and you need an annual license to use them. The region has a village atmosphere and blends the current culture with European traditions.

Information available at <www.brightonbathingbox.org.au>. Accessed on May 2, 2018.



Extra vocabulary

moon	space
ocean	star
planet	sunlight
rotation	sunshade
sand	



Extra activity

> To help students understand the alternation between day and night, you can carry out a well-known experiment in Science and Geography classes.

- > Take a globe and a torch to class and explain that you will carry out an experiment and that the torch will play the role of the sun.
- > Turn off the room lights to make it as dark as possible.
- > Lay the globe on a desk and turn on the torch in front of it.
- > Ask students to look at the globe and answer in which part of the planet is daytime and in which is nighttime.

Page 10

1 Listen and say.

- Invite students to explore the pictures. Point to each of them and ask what they represent.
- Play track 3 on the audio CD and pause after each word for student to practise the new vocabulary. Play the audio track again and check pronunciation.
- Then practise the chant and ask students to point to the pictures as they are mentioned.



Audioscript 3

cold; hot; rainy; sunny; windy

2 Listen and say.

- Ask students to look at the pictures and answer what time of the day it is (*Is it daytime or nighttime?*) in each of them.
- Explain to them that they will hear different greetings according to the time of the day. Play track 4 on the audio CD and practise the greetings with the whole class.
- Finally, elicit the time of the day each greeting is used for.



Audioscript 4

Good morning!
Good afternoon!
Good evening!
Good night!



Teaching Tip

When working with students on the vocabulary presented in activity 2, draw their attention to the fact that *Good evening!* is a greeting used when we get to a place at night and that *Good night!* is used when we say goodbye, leave a place or go to bed at night.

3 Listen, find and point.

- Before playing the audio track, write the following words on the board: *sunny, hot, cold, rainy, windy*.
- Point to the word *sunny*, draw a picture of the sun on the board and mime the word by placing your hand over your forehead as if you wanted to protect your eyes from the brightness of the sun. Point to the word *hot* and wave your hands as if you were using a fan. Then, point to the word *cold* and wrap yourself in your own arms and pretend to shake, as if you were cold. After that, point to the word *rainy*, draw a cloud with rain and pretend to be opening an umbrella. Lastly, point to the word *windy* and simulate the wind whistling and moving your hair.
- Point to each word at random and read it aloud. Have students repeat the words and do the corresponding mimicry.
- Play track 5 on the audio CD and ask students to find and point to the appropriate icons in the opening scene.



Audioscript 5

- 1 **A:** *Good morning! What's the weather like?*
B: *Good morning! It's hot.*
- 2 **A:** *Good evening! What's the weather like?*
B: *Good evening! It's cold.*
- 3 **A:** *Good morning! What's the weather like?*
B: *Good morning! It's sunny.*
- 4 **A:** *Good evening! What's the weather like?*
B: *Good evening! It's rainy.*
- 5 **A:** *Good evening! What's the weather like?*
B: *Good evening! It's windy.*



Additional information

- **Rotation** - circular movement of the Earth around itself, which takes approximately 24 hours. Rotation occurs counterclockwise, i.e. from west to east, which gives the

- impression that the sun moves from east to west. The main consequence of this movement is the succession of days and nights.
- **Translation** - movement of the Earth around the sun, which takes approximately 365 days. The main consequence of this movement is the succession of the seasons, which is determined by the tilt of the axis of the planet and results into solstices and equinoxes. *Solstice* and *equinox* are names given to the days when the seasons begin. Solstices occur on two dates of the year: June 21 and December 21. At the solstice of June 21, summer begins in the northern hemisphere and winter in the southern hemisphere. The December 21 solstice marks the beginning of winter in the northern hemisphere and summer in the southern hemisphere. The equinoxes happen twice a year: March 20 and September 23. The equinox of March 20 marks the beginning of spring in the northern hemisphere and autumn in the southern hemisphere. At the equinox of September 23, autumn begins in the northern hemisphere and spring in the southern hemisphere.

Information available at <www.rmg.co.uk/discover/teacher-resources/rotational-period-sun-0>. Accessed on May 2, 2018.

Page 11

4 Listen, point and say.

- Play track 6 on the audio CD and ask students to repeat the dialogue. Play the track again and encourage them to practise pronunciation and intonation.
- Ask children in which situations they usually talk about the weather (*when starting an informal conversation, deciding what clothes to wear, etc.*).
- In pairs, ask students to go back to the opening scene to practise the dialogue. Explain to them that a student should point to one of the icons and ask about the weather conditions, while the other must answer according to the icon indicated.
- Then, ask them to swap roles.



Audioscript 6

- A:** *Good evening! What's the weather like?*
B: *Good evening! It's cold.*

Extra activity

- Ask students: *What's the weather like today?* Encourage them to answer using the complete structure (*It's windy / sunny / hot, etc.*).
- Then, ask children to answer the same question with a drawing.
- Organise them into pairs and encourage them to compare and describe their designs, re-practising the structure they have learnt.

5 Listen and say. Match.

- Have students look at the first set of pictures and describe the differences between them (*There are trees with flowers; without flowers and with leaves in a shade of green; with yellowish and fallen leaves; with dry branches*).
- Ask if it is possible to identify the seasons by the characteristics of the trees (*Spring is the time of blossoming flowers of various plant species; in summer the trees are full of bright green leaves; in autumn the leaves turn to a yellowish colour and begin to fall off the trees; in winter the trees have fewer leaves and flowers*).
- Play track 7 on the audio CD and pause after each word for students to repeat and point to the corresponding pictures in the book.
- Then, ask children to look at the pictures in the second set and challenge them to interpret the season in each painting. Elicit the relationship between the two sets of pictures and ask students to match the season with the pictures of the works of art.
- Finally, invite students to observe the paintings again, ask if they know some of them and where they can see them (*in museums and art galleries, both in physical places and virtual sites*).
- For correction, ask volunteers to share their answers with the class.



Audioscript 7

spring; summer; autumn; winter

Answer Key

spring – 4; summer – 1; autumn – 2; winter – 3

Setting the pace



Organise students into pairs and ask them to cover the captions and just look at the pictures. Challenge them to take turns to test their partner on the season of the year in each picture.

Teaching Tip

Ask students: *Why is it that in pictures and films set at Christmas there are always snowy landscapes and Santa is wearing warm clothes if Christmas takes place in summer?* (Because the Christmas pictures are set in winter in the northern hemisphere and snow is associated with that date). If they still have not noticed, call their attention to the fact that the seasons are different in the two hemispheres of the Earth: when it is winter in the northern hemisphere, it is summer in the southern hemisphere, when it is spring in the north, it is autumn in the south, and vice versa.

+ Additional information

- **Picture 1:** *Sunset* (1929), by the Brazilian artist Tarsila do Amaral (1886–1973). This painting depicts a landscape of her farm in Itupeva, a town in São Paulo. We can observe the sunset in orange and yellow shades and features of vegetation, which mixes real and imagined landscapes.
- **Picture 2:** *The Garden of Saint Paul's Hospital (Leaf-Fall)* (1889), by Vincent van Gogh (1853–1890). The painting was inspired in a garden around a hospital where the artist was hospitalised.
- **Picture 3:** *Winter on the Coast* (1915), by the Norwegian painter Edvard Munch (1863–1944), precursor of Expressionist art. In his paintings, the artist explored themes such as love, fear, death and melancholy.
- **Picture 4:** *The Artist's Garden at Giverny* (1900), by the French impressionist painter Claude Monet (1840–1926). The painting portrays the iris bed and the lake with reflections in the background at his house in Giverny (France).

Page 12

6 Look and listen.

- Go back to the Big Question in the adventure book on page 9 (*Where is the sun at night?*) and explore the comic strip story with your students.

- Challenge them to imagine where the children in the comic strip story are and what it is happening. Ask them to share their guesses.
- Play track 8 on the audio CD and have them point to the frames as events occur.
- Play the audio track again and pause after each person speaks for the class to repeat.
- Then, ask in which picture the children discover the answer to the question (*picture 6*). Make students aware of the fact that the sun is always in the sky and the Earth moves round it, causing day and night.
- Finally, ask them to reread this part of the story and draw it in their notebooks without looking at the original scene in the book.



Audioscript 8

Anne: *Where are we?*

Zac: *We're in Canada, Anne! It's cold and rainy.*

Scott and Olivia: *Good evening!*

Man: *Good evening!*

Zac: *I can't see the sun.*

Anne: *It's sunny in Australia. Let's go there!*

Scientist: *Good morning! It's hot.*

Olivia: *Good morning! Oh, it's daytime!*

Scientist: *It's hot and sunny in Australia. It's daytime here.*

Scott: *It's not sunny in Canada. It's nighttime there!*

Scientist: *Yeah, but the sun is always there!*



Extra activity

- Show students the music video *Nighty Night, Sun* from the animated series *Earth to Luna!*, as a way to complement the answer to the unit question. Available at <www.youtube.com/watch?v=BVoowqJ4VNQ>. Accessed on May 2, 2018.
- Ask what words and phrases they can identify in the song (They are expected to identify the words *night*, *day*, *sun* and the expression *Good morning*).

Page 13

7 Look, think and tick.

Social emotional Competences – curiosity and critical thinking: the activity aims to foster reflection on curiosity and critical thinking, social emotional competences intrinsically related to participatory and

democratic learning. It is important that students understand the importance of looking up information (alone or with the help of adults) and reflecting on it before drawing conclusions.

- Have students observe the picture of the girl watching the sunset and tell you what they believe she is thinking and what her facial expression conveys (*She is wondering whether the sun says goodbye to the Earth when night falls*).
- Ask them if they have ever had any doubts about nature phenomena (as well as the children in the story and the girl in the picture in this activity) and how they tried to find an answer to them.
- Ask them to look again at the first scene and tick the image that portrays the attitude they would take if they had a doubt like the girl. If necessary, describe what happens in each option: in picture 1, the girl decides to leave the doubt aside; in picture 2, she does research to try to find the answer to her doubt; in picture 3, she talks to a teacher, trying to find out the answer to her doubts.
- Finally, encourage a class discussion about the importance of inner curiosity to look for answers and of reflecting critically on the information obtained. Ask students to share some experiences and think about situations when curiosity can be useful.

8 Listen and say. Draw.

- Play track 9 on the audio CD and introduce the tongue-twister to your students. Elicit which sound is repeated in the sentence (/d/).
- Then, play the audio track again and have them repeat it.
- If you find it appropriate, explain that the tongue-twister practises the consonant /d/ sound, which can appear at the beginning (draw, day, dog), in the middle (*windy*) and at the end of a word (*red*). For more information watch the animation available at <www.youtube.com/watch?v=cGxdLsCVW9c>. Accessed on May 2, 2018.
- Ask students to express the meaning of the sentences in a drawing.
- Continue to play the audio track and challenge students to repeat it as they draw.



Audioscript 9

Let's draw a dog on a windy day!

Answer Key

Children draw in the board on page 13.

Setting the pace



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



Another tongue-twister that can be used to practise the same sound is: *Today is a good day to play with a doll.* Challenge students to repeat it at different speeds.

9 Cut out and talk.

- Ask students to cut out the weather forecast icons cards on page 121.
- Pair students up and ask each one to shuffle their cards without looking at them and keep them face down.
- Then, have a student turn over the first card in the pile, look at it, and show it to his / her classmate.
- He / she should greet his / her classmate according to the time of the day in the card and ask his / her partner about the weather: *Good morning / afternoon / evening! What's the weather like?*
- His / her partner should answer according to the time of the day and the weather on the card: *Good morning / afternoon / evening! It's cold / hot / rainy / sunny / windy.*
- This student then picks up a card from the pile and asks the same question.
- If you find it necessary, tell children they can use the dialogue in activity 4 as a model.

Page 14

10 Look and stick.

- Ask students to look at the pictures and elicit the differences they can find in the scenes, such as colours, luminosity, etc.
- Point to each of them and ask if it is daytime or nighttime.
- Then ask students to look at the stickers on page 138 and elicit which ones they would use to describe the first picture. Tell students to stick them in the space provided.

- Ask them to follow the same procedure with the other picture. Call their attention to the fact that each picture is related to two stickers.
- For correction, point to the pictures and read out the stickers.

Answer Key

Picture 1: *Good night! It's nighttime.* **Picture 2:** *Good morning! It's daytime.*

11 Mime and guess.

- Ask students to look at the picture of the children and elicit what they are doing (*One child is miming and the others try to guess what she's representing*).
- Organise the class into small groups and ask a member of each group to mime one of the weather conditions for his / her group to try to guess. Challenge them to use the structure: *It's hot / cold...*, etc. Then, ask them to swap roles.
- Go around the classroom while students are carrying out the activity, clarifying doubts and helping when necessary.

Page 15

12 Listen and number. Sing and dance!

- Have students read the lyrics and look at the pictures on page 15.
- Then, play track 10 on the audio CD and ask children to number the images according to the content of the stanzas of the song (1-4).
- Carry out whole-class correction on the board.
- Finally, play the audio track again and encourage students to sing and dance while miming the weather conditions. You can use the karaoke version of the song available on the audio CD.



Audioscript 10

Song: The Seasons Song

Come on!

Come on!

It's sunny!

It's spring, let's play!

Come on!

Come on!

It's hot!

> It's summer, let's play!
 Come on!
 Come on!
 It's windy!
 It's autumn, let's play!
 Come on!
 Come on!
 It's cold!
 It's winter, let's play!

Answer Key

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

Workbook

Now that you have finished teaching this unit, it is advisable to turn to the Workbook activities on pages 97-99. In the Workbook section, students will revise all the vocabulary and some key structures learnt in the unit. You may assign these exercises as homework.

Workbook Unit 1 Name: _____

1 Read and stick.

Good afternoon! Good night! Good morning! Good evening!

2 Look and match.

sunny cold windy rainy

ninety-seven 97

3 Find and circle.

autumn spring summer winter

o a r s c t v a
 l i i p h n l u
 i o w r n p j t
 n x z i d f y u
 i d v n s l d m
 f z x g d h k n
 o d w i n t e e r
 s u m m e r s e

4 Read and draw.

It's daytime! It's nighttime!

Student's own answers.

98 ninety-eight

5 Look and circle.

It's sunny. It's rainy.

Good morning! Good afternoon!

It's cold. It's hot.

Good night! Good evening!

ninety-nine 99

Extra Material

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

2

So Many Insects!

Big Question: *Are there insects that glow?*

Objectives: develop oral and written comprehension and production skills to identify and name different insects; ask and answer about the quantity of insects; reflect on the importance of self-control and self-confidence; identify and practise the /f/ sound

Vocabulary: *ant, bee, butterfly, caterpillar, firefly; numbers 11-20*


Language Content: *How many...? (Eleven.) / What's this? It's a / an...*

Social emotional Competences: self-control and self-confidence

Digital Content: animated infographic to expand the opening topic and video to answer the question of the unit

Workbook: pages 100-102

Pages 16 and 17

- Start the class by asking students *What kind of place is this? (A forest). Have you seen or been in a forest like this?* You can also ask them if they are interested in insects and other animals that live in this habitat.
- Explore the opening scene to activate students' prior knowledge and ask what skills, characteristics and peculiarities of the insects in the picture they know. Explain to them that the ecosystem of the Atlantic Forest is the habitat of many insects, which have diverse abilities and characteristics and which are shown in the scene in a fun way. This contextualization can be used as an introduction to the Big Question that will be explored in this unit: *Are there insects that glow?* Encourage students to hypothesise but tell them that the question will be answered in the story on page 20.
- Point to an ant in the scene and say: *ant*. Ask students to repeat the word.
- Then, ask which other insects they can see in the scene. Encourage children to answer in English, if they know how to, or introduce the new vocabulary (*bee, butterfly, caterpillar, firefly*).
- Now ask students to look at the adventure book and ask them to have a look at Brownie's device. Explain that when they see this icon , they can look up extra information on Richmond webpage. They can do this activity at home with their family. In this case, children will find an interactive infographic about insects in the forest during the day with the question *Does it glow in the dark?* The purpose of this activity is to guide students to reflect on which insects can shine in the dark.



Additional information

- **Atlantic forest** – tropical forest that covers the east coast, southeast and south of Brazil, beyond eastern Paraguay and the province of Misiones, Argentina. It is estimated that in the Atlantic Forest there are about 20,000 plant species, 850 bird species, 370 amphibians, 200 reptiles, 270 mammals and about 350 fish species.
Information available at <www.nature.org/ourinitiatives/regions/latinamerica/brazil/placesweprotect/atlanctic-forest.xml>. Accessed on May 2, 2018.
- **Ants** – can lift anything up to fifty times their weight.
- **Bees** – have five eyes: three small ones on top of their head and two larger ones on the front of their head. They communicate by dancing. When they return to the hive after finding a source of pollen, they dance to communicate the location of the food. The angle at which they are positioned in relation to the sun indicates the coordinates: when the course of the dance points to the top of the honeycomb, the flower is in the same direction as the sun; when it points down from the honeycomb, the flower is situated opposite of the sun. If the dance is fast, the source of pollen is near; otherwise, it is farther away.
- **Butterflies and caterpillars** – are insects that undergo complete metamorphosis. The life of butterflies is divided into four stages: egg, larva (caterpillar), pupa (or chrysalis) and adult. Caterpillars have six legs (like all insects) and up to ten pairs of prolegs, which, unlike the legs, are not articulated and disappear in adulthood.
- **Fireflies** – are well-known insects because of their bioluminescence (production and emission of light), which occurs due to the presence of luciferin, a substance that, when released into the air, oxidises and

- converts into carbon dioxide and light. The flashing of fireflies can scare predators (the light indicates the presence of toxic substances in the body of the insect), and it is also a means of distinguishing males and females willing to mate. Their size varies between 1 and 3 cm, they feed mainly on slugs and snails, and can live from 1 to 3 years. Although sometimes found in cities, the habitats of fireflies are the forest and wet forest, fields and woodland savannah. Of all the places in the world, the Atlantic forest is one of their main habitats.

Information available at <www.everythingabout.net/articles/biology/animals/arthropods/insects/>. Accessed on May 2, 2018.

ABC Extra vocabulary

flower	hibernate
fly	leaf
grass	tree

- You can make associations between the abilities of the insects in the picture and those of other animals: *What other animals can fly? And jump? Are there other animals that hibernate?*

Page 18

1 Listen and say.

- Explore the pictures with your students, point to each of them and elicit what insects they are.
- Play track 11 on the audio CD, pause after each word for children to practise the new vocabulary.
- Play the audio track again and check pronunciation.
- Finally, practise the chant and ask students to point to the pictures as they are mentioned.



Audioscript 11

ant; bee; butterfly; caterpillar; firefly

Extra activity

- Ask students to draw an insect and keep it top secret.
- Organise children into pairs and ask them to partially cover the drawing and ask *What's this?* for his / her classmate to try to guess the insect drawn by answering: *It's a / an...*

2 Listen and say.

- Review numbers 1-10 by exploring the opening scene and asking students how many insects of each species they can identify.
- Ask them to look at the box with the numbers 11-20. Play track 12 on the audio CD, pause after each word and ask children to repeat them.
- Play the audio track again, without pauses, and have them point to the numbers from 11 to 20 while practising pronunciation.



Audioscript 12

eleven; twelve; thirteen; fourteen; fifteen; sixteen; seventeen; eighteen; nineteen; twenty

3 Listen, find and point.

- Before playing track 13 on the audio CD, organise the class in groups of 2 to 10 students.
- Write the expression *How many...?* on the board and ask students to tell you how many members are in their group.
- Play the audio track and ask them to find and point to the number of insects of each species (*three caterpillars, five bees, five ants, five butterflies, lots of fireflies*).
- Point out that students should also count the insects in the maze.



Audioscript 13

- A: *How many caterpillars?*
B: *Three.*
- A: *How many bees?*
B: *Five.*
- A: *How many ants?*
B: *Five.*
- A: *How many butterflies?*
B: *Five.*
- A: *How many fireflies?*
B: *One, two... Oh! So many!*

4 Help the insects find their way home.

- Ask students to observe the maze in the opening scene and elicit where each insect lives. If you find

it appropriate, teach the following terms: *beehive*, *anthill* and *cocoon*.

- Ask children to use a black pencil to trace the path that each insect must go along to find its home.
- When they are sure of their answers, challenge them to trace the paths using pencils of different colours.

Setting the pace



Organise students in small groups and challenge them to practise pronouncing the numbers from 1 to 20 in descending order.

Page 19

5 Listen, draw and talk.

- Play track 14 on the audio CD and ask students to repeat the dialogue. Play it again and ask them to practice pronunciation and intonation.
- Invite children to choose one of the insects they have come across in this unit and draw between 11 and 20 of them on a sheet of paper.
- Once they have finished, ask them to go around the classroom and stop to talk to different classmates about their drawing. They should show it to one of their classmates and ask *How many...?* His / her classmate should count and say the quantity of insects in the drawing.
- Then, students should change roles and, finally, they should move on and talk to other classmates.



Audioscript 14

A: How many butterflies?

B: Twelve butterflies.

6 Listen, follow and colour.

- Explain to students that the ant and the butterfly will follow a path with numbers to meet their friends.
- Ask children to choose two different coloured pencils: one of them will be used to colour the path of the ant and the other one to colour the path of the butterfly.

- Tell them they will hear a sequence of numbers for each insect and that they should colour the numbered circles according to the instructions. After colouring the first circle, advise students to pay attention to the neighbouring circles to find the other numbers mentioned on the audio track easily.
- Play the first audio sequence, pausing so that children can colour all the circles until the ant meets its friends.
- Then, ask them to use the other coloured pencil to colour the path followed by the butterfly.
- Play the audio track again to give children enough time to check their answers.
- Finally, organise students in pairs and ask them to compare their answers.

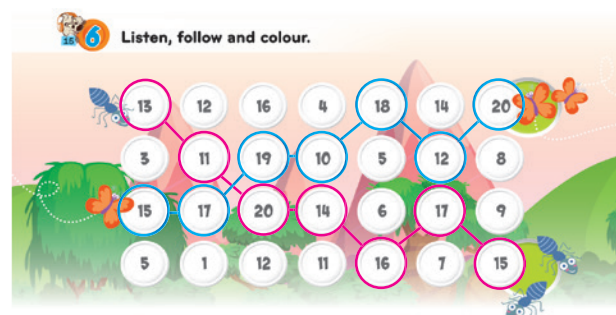


Audioscript 15

1 Ant: thirteen, eleven, twenty, fourteen, sixteen, seventeen, fifteen

2 Butterfly: fifteen, seventeen, nineteen, ten, eighteen, twelve, twenty

Answer Key



Page 20

7 Look and listen.

- As a brainstorming activity, go back to the Big Question *Are there insects that glow?* on page 17 and ask students to recap their answers.
- Ask them to open their books to page 20 and watch the comic strip story for 20 seconds. Then, tell them to close their books and ask if their predictions were right.

- Explore the first scene and elicit where the children and Brownie are. Then, go through each picture and challenge children to predict what is going on in each of them.
- Play track 16 on the audio CD and have them point to the frames as events occur.
- Play the audio track again and pause after each character speaks for the class to role-play.
- Finally, ask in which picture the children find the answer to the Big Question (*picture 6*).



Audioscript 16

Zac: *Where are we, Anne?*

Anne: *We're in Argentina, in the Atlantic Forest.*

Olivia: *What's this, Scott?*

Scott: *It's an insect, Olivia.*

Anne: *Wow! How many ants, Scott?*

Scott: *...eighteen, nineteen, twenty! Twenty ants!*

Zac: *Cool!*

Scott: *Wow! So many lights!*

Anne: *Let's go there!*

Zac: *I'm afraid of the dark.*

Anne: *Don't be afraid, Zac. Let's walk together!*

Olivia: *Look, fireflies! They glow!*



Extra activity

- Without looking at their books, have students draw the insects in the story.
- Play the story audio track again and ask them if they would like to change their drawings.
- Finally, tell them to open the books to check their answers.

Page 21

8 Look and tick.

Social emotional Competences - self-control and self-confidence: the activity aims to foster the reflection on self-control and self-confidence. It is important that students understand that fear is a natural and even beneficial feeling which helps us deal with the unknown and often protects us from danger.

In addition, they should know that they can talk about their fears with others, who can help them think about them and, where appropriate, confront them.

- Ask students in what part of the story one of the characters is afraid (*picture 5, when Zac is afraid of the dark*) and elicit *how he faced the situation (he accepted to walk by Anne's side so that he would overcome fear)*.
- Ask children if they have ever experienced any situation in which they felt afraid. Encourage them to make a drawing that represents this situation and another one expressing what they did to overcome their fear.
- Finally, have them look at the first scene and tick the picture that best represents the attitude they would have if they experienced a situation like the one in the main picture. If necessary, describe the context of each one: in the first picture, the boy flees because he is afraid of the dark; in the second, he counts on his sister, who suggests that he brings a lamp to his room; in the last one, he turns to his father, who shows him that there is nothing to fear.
- For feedback, ask volunteers to share their answers with the class, but point out that there are no right or wrong answers.

9 Listen and say. Stick.

- Explore the picture with your students and elicit what they can see (a beach and a forest scene).
- Play track 17 on the audio CD and present the tongue-twister to your students. Ask which sound is repeated the most in the sentence (*/f/ sound*).
- If you find it appropriate, explain that the tongue-twister presents the */f/* sound, which may be at the beginning (*f*orest), in the middle (*a*fraid) and at the end of a word (*J*eff). For more information watch the animation available at <www.youtube.com/watch?v=23Uf5_gE3z0>Z>. Accessed on May 2, 2018.
- Then, play the audio track two or three times and encourage students to repeat the tongue-twister.
- After that, ask them to open their books at page 138, remove the sticker and stick it on the corresponding scene in the activity. Encourage children to say the tongue-twister while placing the sticker.

Audioscript 17

Look, Jeff! Fireflies fly in the forest.

Answer Key

Children place the fireflies sticker on the picture of the forest.

Setting the pace



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



Another tongue-twister option that can be used to practise the same sound is: *Fred has a fantastic friend named Fran.* Challenge students to repeat it at different speeds.

Page 22

10 Find the differences.

- Before starting the activity, write the following dialogue on the board for students to use as a model: A: *How many ants in picture 1?* B: *Ten.* A: *And how many ants in picture 2?* B: *Eleven.*
- Individually, ask students to observe pictures 1 and 2, find and circle five differences.
- Guide students to circle the differences only in the second picture. Then organise them in pairs and ask them to talk about the differences using the dialogue on the board as a model.
- Finally, carry out class correction following the same procedure of asking and answering about the quantity of insects in each picture.

Answer Key



11 Play Bingo!

- Before starting the activity, prepare cards with numbers 1 to 20 and put them in a bag.
- Ask students if they have ever played bingo and elicit the rules of the game from them.
- Ask children to select nine numbers from 1 to 20 and fill in the cells of the honeycomb.
- Draw one of the cards out of the bag, call out the number and tell students to cross out (X) the number drawn on their honeycomb. Repeat the procedure until at least one student has completed his / her honeycomb. He / She should call out *Bingo!*

Page 23

12 Listen, complete and sing.

- Explore the illustration and the song lyrics with students and ask *What insects can you see? (Bees, ants and fireflies).*
- Ask in which stanza each of the insects is mentioned (*Bees in the first stanza, ants in the second one and fireflies in the third one*).
- Challenge students to observe the similarity between the style in which the names of the insects is written in each stanza and their physical characteristics.
- Play track 18 on the audio CD and challenge students to fill in the gaps with the missing numbers.

- Play the audio track again and encourage them to check the answers.
- After everyone is familiar with the lyrics, play the karaoke version of the song on the audio CD and encourage children to sing along.



Audioscript 18

Song: So Many Insects!

What's this?

It's a bee!

How many?

Eleven, twelve, thirteen!

So many insects!

What's this?

It's an ant!

How many?

Fourteen, fifteen, sixteen!

So many insects!

What's this?

It's a firefly!

How many?

Seventeen, eighteen, nineteen!

So many insects!

Answer Key

From top to bottom: thirteen, sixteen, nineteen



Extra activity

- Ask students to create a new version of the song replacing the insects mentioned by others learnt in the unit.
- They can also modify the number of insects and rewrite the song, creating a new visual representation with the appropriate amount of each type of insect.

Workbook

Now that you have finished teaching this unit, it is advisable to turn to the Workbook activities on pages 100-102. In the Workbook section, students will revise all the vocabulary and some key structures learnt in the unit. You may assign these exercises as homework.

Workbook Unit 2 Name: _____

1 Break the code and write.

a b c d e f g h i j k l m n o p q r s t u v w x y z

1 B E E
2 A N T
3 F I R E F L Y

2 Count and colour.

twelve fifteen
eighteen twenty

100 one hundred

3 Match and colour.

eleven thirteen sixteen
nineteen twelve twenty
fourteen fifteen
seventeen eighteen
eighteen

101 one hundred one

4 Look and tick.

☒ It's an ant.
☐ It's a bee.

☐ It's a firefly.
☒ It's a caterpillar.

5 Do the crossword puzzle.

15+2 = 17
8+3 = 11
10+4 = 14
18+1 = 19
10+3 = 13

eleven
fourteen
thirteen
nineteen

102 one hundred two

Extra Material

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



Review 1 & 2

Page 24

1 Look and circle.

- Ask students to look at the pictures and describe them (*in picture 1 there are some flowers and in picture 2 there are some fallen leaves*).
- Now ask students to tell you which seasons these pictures represent (*picture 1 represents spring and picture 2 represents autumn*).
- Finally, tell them to read the sentences and circle the correct season.

Answer Key

1 spring 2 autumn

2 Look and write.

- Ask students to look at the pictures. Ask where they can find that kind of information (*weather applications for mobile phones, news TV programmes, websites*), and if they or their parents usually use them.
- Point to each of the screens and ask *What's the weather like?* Challenge students to find the answers in the box.
- Finally, ask students to write the sentences in the boxes below the pictures.
- Before carrying out whole-class correction, suggest that students compare their answers to those of a classmate.

Answer Key

1 It's cold. 2 It's windy. 3 It's sunny. 4 It's rainy.

Page 25

3 Listen and draw.

- Play track 19 on the audio CD and pause after the first sentence. Then, have students draw the season and the moment of the day mentioned in the first box.
- Make sure everyone has drawn a scene that represents winter in the evening. Repeat the procedure for the next sentence and make sure everyone has drawn a scene that represents a spring afternoon.
- At the end of the activity, if you wish, organise students in pairs and ask them to show their drawing to their partner, practising the phrases *Good evening! It's winter!* and *Good afternoon! It's spring!*



Audioscript 19

- 1 Good evening! It's winter!
2 Good afternoon! It's spring!

④ Listen and stick.

- Have students open their books to page 140, where the insects stickers for **Review 1 & 2** are.
- Point to an insect from each sticker and ask *What's this? (It's a / an...)*. Then, point to the group of insects on each sticker and ask *How many...?*
- Play track 20 on the audio CD and ask children to paste one sticker for each dialogue in the correct box.

- Explain to the student that is standing that he / she can also say *fruit salad* at any time, and all the students in the circle should stand up and change places.
- To add a challenging element, change the group names every four or five rounds. Play several rounds to make sure that all the vocabulary items of the unit have been used.
- Ask the students not to run during the game to make sure nobody gets hurt.



Audioscript 20

- 1 A: *How many ants?*
B: *Twenty ants.*
- 2 A: *How many fireflies?*
B: *Fifteen fireflies.*
- 3 A: *How many butterflies?*
B: *Eleven butterflies.*
- 4 A: *How many caterpillars?*
B: *Thirteen caterpillars.*

Answer Key

1 ants sticker 2 fireflies sticker 3 butterflies sticker 4 caterpillars sticker



Extra activity

- Form a circle in the classroom with the students' chairs. There should be one chair for each student but for one.
- Ask a volunteer to stand in the middle of the circle. The objective of this student is to get a chair to sit on.
- Organise students in groups of three insects, for example: ant, bee and caterpillar (if there are eleven students sitting, for example, four of them can be an ant, four a bee and three a caterpillar).
- Ask the student standing in the middle of the circle to say out loud the name of one of the three insects. If he / she says bee, for example, everyone in the bee group should stand up and change places while the members of the other groups remain seated. The student standing in the middle should take advantage of this to sit on the chair of one of the classmates who had to stand up to change places. If he / she has achieved his / her aim, the student who has lost his / her chair should take the place in the middle of the circle and the other student becomes a member of the group to which his / her classmate belonged.



It's My Birthday!

Big Question: *Can balloons fly high?*

Objectives: develop oral comprehension and production skills to exchange birthday greetings; talk about their own age; talk about location of objects and food; reflect on the importance of being creative and innovative; identify and practise the /u:/ sound as the phoneme for *oo*

Vocabulary: *balloon, cake, candle, chest, popcorn, present, table; in, on, under*

Language Content: *Happy birthday! How old are you? Thank you! Now I'm ... years old! / This is my... / Where's the...? It's in / on / under the...*

Social emotional Competences: creativity and innovation


Digital Content: multimedia gallery to expand the opening topic

Workbook: pages 103-105

Pages 26 and 27

- Explore the opening scene with the class and ask who the people are, what they are doing and what event they are celebrating.
- Ask students if they have ever been to a circus performance and if they know any children who are part of a travelling circus.
- Explain to them that the scene shows the birthday party of a Peruvian boy whose family are circus performers and with whom he always travels. Call your students' attention to the candle on the cake and ask how old the boy is (*seven*). Although children travelling with a circus usually have a different routine, they also have habits and routines similar to those of most students, such as birthday celebrations with cakes, candles, candy, popcorn, balloons, gifts, etc.
- Take advantage of the picture to explore students' prior knowledge by asking them if they have ever seen balloons flying in the sky and if they can remember how high they have been able to see them. This contextualization can be used as an introduction to the Big Question in this unit (*Can balloons fly high?*). It is important to remind students that the question will be answered in the story on page 30.
- Point to one of the balloons in the scene and say *balloon*. Ask students to repeat the word.
- Then, ask what other birthday party items they can see in the picture and encourage them to answer

in English or introduce the new vocabulary (*cake, candle, chest, popcorn, present, table*).

- Now ask students to look at the adventure book and at Brownie's device. Explain that when they see this icon , they can look up extra information on Richmond webpage. They can do this activity at home, with their family. In this case, children will find a multimedia gallery showing different characteristics of balloons. The purpose of this activity is to reinforce the vocabulary in the unit and think about the Big Question.



Additional information

- **Circus** - although some circuses have been recorded by the most diverse peoples (such as the Chinese, Greeks, Egyptians and Indians) for at least 4,000 years, the circus, as we know it today, began to develop during the Roman Empire, with an amphitheatre inaugurated in the sixth century BC and replaced by the Colosseum in 40 BC after a fire. The circus history involved presentations by popular artists in public squares and fairs during Medieval Times. It was also at this time that performers began to travel from one city to another, showing different entertainment options in urban places. However, it was only in 1768, in England, that the modern circus, thought of by Philip Astley, emerged: a show performed in a circular ring and for which the audience had to pay a ticket.

Information available at <www.circopedia.org/Category:History>. Accessed on May 2, 2018.



Extra vocabulary

acrobat	clown
birthday boy / girl	contortionist
circus tent	juggler
cloud	magician

Page 28

1 Listen and say.

- Explore the pictures with your students, point to each of them and elicit what they are.
- Play track 21 on the audio CD and pause after each word for children to practise the new vocabulary. Play the audio track again and check pronunciation.
- Then, practise the chant and ask students to point to the pictures as they mention them.



Audioscript 21

balloon; cake; candle; chest; popcorn; present; table

Teaching Tip

The term *gift* is also used to refer to birthday presents.

2 Listen and number.

- Explore the pictures with your students, point to each of them and elicit what they can see. Draw the students' attention to the place where the boy finds popcorn and present the prepositions of place: *in*, *on* and *under*. Make sure students understand what they mean.
- Explain to children that they will hear three short dialogues about where popcorn is in each picture.
- Play track 22 on the audio CD and pause after each utterance for repetition.
- Then, play the audio track again and tell children to number the pictures in order.
- To correct, ask volunteers to share their answers with the class and write them on the board.



Audioscript 22

- 1 **A:** *Where's the popcorn?*
B: *It's on the table.*
- 2 **A:** *Where's the popcorn?*
B: *It's in the bowl.*
- 3 **A:** *Where's the popcorn?*
B: *It's under the table.*

Answer Key

From left to right: 2, 1, 3

3 Listen, find and point.

- Before doing the activity, explore the opening scene with students one more time. Ask who is being congratulated on his birthday (*the boy who is running towards the clown*) and elicit the location of some items such as the cake, the little girl, the presents and the candle.
- Then, play track 23 on the audio CD and ask children to find the pictures referred to in each dialogue and point to them.
- Finally, when carrying out class correction, repeat the questions and challenge children to point to the items in the book as they mention them.



Audioscript 23

- 1 **A:** *Happy birthday! How old are you?*
B: *Thank you! Now I'm seven years old.*
- 2 **A:** *Where's the cake?*
B: *It's on the table.*
- 3 **A:** *Where's the young girl?*
B: *She's under the table.*
- 4 **A:** *Where's the present?*
B: *It's in the chest.*
- 5 **A:** *Where's the candle?*
B: *It's on the cake.*

Page 29

4 Listen and say. Talk.

- Draw a birthday cake on the board. Then, ask a student how old he / she is (*How old are you?*). On the cake, draw the number of candles according to the student's age.

- Then, explain to students that they can pretend to be a different age (from 1 to 20), which they should write in their notebooks to play a game.
- Play track 24 on the audio CD and explain that this is a birthday greeting and a question about the birthday girl's age. Encourage children to practise pronunciation.
- Challenge students to walk around the classroom and talk to their classmates about their imagined age, following the model in the dialogue.
- As students carry out the activity, go around the classroom and provide guidance when needed.



Audioscript 24

A: Happy birthday, Kate! How old are you?
B: Thank you! Now I'm seven years old!

5 Listen and tick.

- Before starting the activity, review the prepositions of place using a balloon and a box.
- Lay the balloon on the box and ask students *Where's the balloon? (It's on the box)*. Then, place it under a table and repeat the question (*It's under the table*). Finally, put it inside the box and again ask about the location of the balloon (*It's in the box*).
- Encourage children to observe the images and repeat the procedure with a classmate, asking and answering about the location of the items in the images.
- Play track 25 on the audio CD, pause after each sentence and ask students to tick the appropriate image.
- For correction, organise children in pairs and ask them to compare their answers.



Audioscript 25

- 1 The cake is on the table.
- 2 The girl is under the table.
- 3 The balloon is under the table.
- 4 The present is in the chest.

Answer Key

1 right 2 left 3 left 4 right

Page 30

6 Look and listen.

- Go back to the Big Question (*Can balloons fly high?*), on page 27. Challenge children to make a guess and explain they will find the answer to the question in the story on page 30.
- Ask them to open their books to page 30 and look at the pictures in the story for 20 seconds. Then tell them to close their books and ask if their guesses were correct.
- Explore the first picture with your students and ask them where they imagine Brownie and the gang are.
- Go through all the pictures and ask what is happening in each frame.
- Play track 26 on the audio CD and have children point to the frames as events occur.
- Play the audio track again and pause after each of the lines for the class to role-play.
- Finally, ask students in which frame there are images taken by the camera when the balloon was flying below the clouds (*in Picture 5*) and in which frame the image was taken from above the clouds (*picture 6*).



Audioscript 26

Olivia: Where are we, Zac?
Zac: We're in Machu Picchu, in Peru, Olivia.
Scott: Wow! So many clouds!
Olivia: What's this?
Anne: Oh, it's a balloon!
Zac: I've got a camera and a balloon. Let's see the clouds!
Zac: Where's Brownie?
Olivia: In my backpack, Zac.
Scott: Great, Brownie! We can see the clouds!
Scott: Wow! Balloons can fly high!



Additional information

- > **Machu Picchu** - pre-Columbian city located on top of a mountain, in the present territory of Peru. It was built in the 15th century and it is the largest symbol of the Inca Empire. It was elected as one of the seven wonders of the modern world.

Information available at <www.machupicchu.org/machu_picchu_history>. Accessed on May 2, 2018.

- > **Helium gas balloons** - usually seen at birthday parties, they can reach a height of approximately 10 km before they burst. This phenomenon happens because of the difference between the air pressure inside and outside the balloon: while the interior pressure increases, the exterior decreases. The base of the clouds is between approximately 2 km and 8 km in height, so the balloons can fly higher than the clouds.

Information available at <www.sciencefocus.com/qa/how-high-can-helium-balloon-float>. Accessed on May 2, 2018.

Teaching Tip

To make students understand the experiment in the story and therefore the answer to the Big Question, you can play the video *GoPro sent into Space (Project Daedalus)*, available at <www.youtube.com/watch?v=s-ht4MxsEns>. Accessed on May 2, 2018.



Extra activity

- > You can carry out a similar experiment to that in the story with your students. They can write messages to be sent by balloons.
- > You will need one helium gas balloon for each of your students and enough paper for the messages. Give each student a small sheet of paper with the school e-mail printed on the footer. Guide them to write a message to a child living far away, introducing themselves and giving information about their own name and age, for example: *Hi, I'm _____. I'm seven years old. Let's be friends!*
- > Help them tie the messages in helium gas balloons with a string. Then take them to an open area of the school, ask them to let go the balloons and watch until they fly high above the clouds.
- > For further references, read the following link on a similar experiment in which children from two different countries came into contact thanks to a message attached to a balloon <www.dailymail.co.uk/news/article-2287037/Incredible-10-545-mile-journey-balloon-launched-British-schoolboy-6-revealed-lands-AUSTRALIA.html>. Accessed on May 2, 2018.

Page 31



Think and draw.



Social emotional Competences - creativity and innovation:

the activity aims to foster students' creativity and innovation through a new use of everyday objects. It is important for students to understand that being creative and innovative is to find ways and solutions to activities, tasks and desires. In addition, they must know that ideas and solutions often arise with teamwork and therefore it is important that ideas are discussed.

- Ask students at what point in the story the children have the idea of assigning a new use to an object (*pictures 3 and 4, when using the helium gas balloon and the camera in a non-conventional way*).
- Also ask if they have ever used everyday objects to create something new, to play or to make a new toy. Encourage them to share their experiences. Ask them to look at the scene and say what functions sheets and chairs usually have in everyday life and how they are being used in the context of the activity.
- Then, challenge children to use the items on the right to create a new object or toy. It may be interesting to ask them to do the activity in pairs and draw their creation in their notebooks.
- Finally, ask them to present their ideas to the other students. Encourage the class to make suggestions to enrich the final product.



Extra activity

- > If you wish, extend the activity by encouraging the creation of toys and games designed by students. Remember to check what materials they will need and make the necessary arrangements in advance.
- > For more suggestions of activities that stimulate creativity through the use of everyday objects, access <www.architectureartdesigns.com/22-most-fun-diy-games-for-kids/>. Accessed on May 2, 2018.



Listen and say. Stick.

- Play track 27 on the audio CD and introduce the tongue-twister to your students. Elicit the sound that is repeated the most in the sentence.

- If you find it appropriate, explain that the tongue-twister practises the /u:/ sound, which can be the phoneme for oo. It is usually in the middle (balloon) and at the end (zoo) of a word. Although less common, this sound occurs at the beginning of the word, as oo/ogy (a branch of zoology that studies the eggs of birds). In addition, the sound also appears at the beginning of some very common onomatopoeic words such as oops and ooh. For more information on the /u:/ sound, watch the animations available at <www.youtube.com/watch?v=rDvdRiDe67M> and <www.youtube.com/watch?v=kL074H5XdNI>. Accessed on May 2, 2018.
- Then, play the audio track again and have students repeat it.
- After that, ask them to open their books at page 140, remove the sticker and stick the balloons in the scene according to the tongue-twister.
- Encourage children to say the tongue-twister aloud while placing the sticker.



Audioscript 27

Cool balloons fly to the moon.

Answer Key

Children place the sticker close to the illustration of the moon.

Setting the pace



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



Another tongue-twister option that can be used to practise the same sound is *The cool goose brought a balloon to school*. Challenge students to repeat it at different speeds.

9 Cut out and talk.

- Pair students up and ask them to cut out the items on page 123.

- Then, ask student A to cut out picture 1 and student B to cut out picture 2 on page 125.
- Explain to them that while the scenes may look the same, they are not identical, and therefore they should not show their scene to their classmate.
- Encourage students to ask and answer about the location of items so they can identify the differences between the two scenes. Provide this dialogue as a model: A: *Where's the (cake)?* B: *In picture 1, it's (on the big table).* A: *In picture 2, it's (on the small table).*
- If necessary, review the terms *big* and *small* to refer to the big table and the small table.

Page 32

10 Stick and talk.

- Go back to the birthday scenes in the unit for revision. Ask about location by recapping the structure *Where's the...?*
- Ask students to open their books to page 140.
- Point to the stickers and ask: *What's this? (It's a balloon / cake / candle / present. / It's popcorn.)*
- Have students glue the stickers to compose the birthday party scene they like (*on / under the table, in / on the chest, etc*).
- Organise students in pairs and challenge them to ask and answer questions about their composition: *Where's the ...? It's in / on / under the...*

11 Draw and talk.

- Ask students to think about the last birthday presents they got or their favourite birthday presents ever.
- Let them talk about them in pairs and then explain that they will have to draw their favourite present in the box.
- Walk around the classroom while students are working and help them if necessary.

Setting the pace



Invite students to show and describe their favourite presents: *My favourite present is (a doll).*

12 Listen and point. Sing.

- Explore the scene with your students and ask what birthday party items they can see in it (*balloons, cake, chest, presents, popcorn, table*).
- Then, point to the chair in the scene to introduce the word.
- Before playing track 28 on the audio CD, tell students that they will listen to a song and that they should point to all the items mentioned in it. To find the items more easily, advise them to pay attention to their location.
- Then, play the audio track and challenge children to point to the items. Play the audio track again and encourage them to check their answers.
- Now, play the karaoke version of the song and have students sing along.



Audioscript 28

Song: It's My Birthday!

*It's my birthday!
Let's have fun!
Lots of balloons everywhere,
On the table and under the chair.
It's my birthday!
Let's have fun!
Lots of popcorn everywhere,
And a big cake there.
It's my birthday!
Let's have fun!
Lots of presents everywhere,
In the chest and on the chair.*

Workbook

Now that you have finished teaching this unit, it is advisable to turn to the Workbook activities on pages 103-105. In the Workbook section, students will revise all the vocabulary and some key structures learnt in the unit. You may assign these exercises as homework.

Workbook Unit 3 Name: _____

1 Look and match.

one hundred three 103

2 Look and circle.

1 **A:** Where's the candle?
B: It's on / in / under the cake.

2 **A:** Where's the present?
B: It's on / in / under the chest.

3 **A:** Where's the balloon?
B: It's on / in / under the table.

3 Complete.

How old are you?

student's own answers.
I'm _____ years old.

you

104 one hundred four

4 Look and tick.



☐ The present is under the table.

☒ The present is on the table.

5 Read, draw and colour.



There are eight candles on my cake.

one hundred five

105

Extra Material



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

4

People in My School

Big Question: *What do people do?*

Objectives: develop oral and written comprehension and production skills to identify people working in a school; describe eye and hair colour; reflect on the importance of cooperation and curiosity; identify and practise the /h/ sound

Vocabulary: *cleaner, librarian, secretary, student, teacher; blue / brown / green / hazel eyes, black / blonde / brown / hazel / red hair*

Language Content: *Guess who? I've got... eyes and... hair. He's / She's the...*

Social emotional Competences: cooperation and curiosity

Digital Content: multimedia gallery to expand the opening topic


Workbook: pages 106-108

Hands On: pages 82-83

Pages 34 and 35

- Explore the opening scene with the class and ask *What place is this? (A school)*. Then, ask *Who are the people in the picture?* and *What are they doing?*
- Ask students if they are aware of all the people who work in their school and if they are used to talking to them all.
- Explain to them that the scene shows different places in a school and people doing different jobs. It is common for children to focus their attention on teachers and classmates and sometimes they do not notice other working areas or are not sure about what job other people do.
- Explore the opening scene and ask students what the teacher and the students are doing (*discussing ideas*); what the secretary is doing (*working with the computer*), what the librarian is doing (*looking for information on the computer*), what the cleaner is doing (*cleaning the hall*).
- Point to the teacher and say: *teacher*. Ask students to repeat the word.
- Then, ask what other people can be seen in the picture. Encourage children to answer in English, if they know how to, or introduce the new vocabulary (*cleaner, librarian, secretary, student*).
- Then, point to the adventure book on page 35 and discuss with your students the Big Question in this unit (*What do people do?*). Ask them to state their

hypotheses. It is important to remind children that the question will be answered in the story on page 38.

- Now ask students to look at the adventure book and at Brownie's device. Explain that when they see this icon , they can look up extra information on Richmond webpage. They can do this activity at home with their family. In this case, children will find a photo gallery presenting people with diverse jobs in schools. The purpose of this activity is to reinforce the vocabulary in the unit, expand the students' world and help students reflect on the different jobs in a school.



Additional information

- **School** - just like in any other institution, the school needs the work of all its employees: both, those directly related to teaching or pedagogical support (such as teachers, headmasters, librarians and coordinators) and those who are not directly involved in teaching (such as cleaning staff, secretaries, etc.) but also have very important jobs. All of them should be appreciated, respected, heard and involved in the most diverse aspects of everyday school life. An environment of equity among these employees is essential to train students to become committed citizens. In this way they will get used to respecting the most diverse types of jobs and also the workers' rights and duties.

Information available at <www.unicef.org/publications/files/Child_Friendly_Schools_Manual_EN_040809.pdf>. Accessed on July 2, 2018.



Extra vocabulary

art room	library
auditorium	music room
canteen	playground
classroom	school office
computer lab	science lab
gym	teachers' room
hall	toilet



Extra activity

- > To approach your students to the school staff, it may be interesting to organise a survey to confirm children's hypotheses.
- > First, with your students' help, list the names and positions of all school staff. If you prefer, the class can create a staff poster, including photos they have taken of each of the workers.
- > Then, make a hypothesis survey: *Which roles do each of these people play?* Write down the students' responses.
- > Organise the class in small groups and invite students to interview the listed people in order to get to know them better and give voice to them to know what they think about the importance of the work they do.
- > As a class, design a road map with the questions that will be part of the interview. Students can ask: full name, length of service, role and importance of their work at school.
- > Also check if students would like to find out further information, for example: if employees live alone or with their family, which means of transport they take to get to work, why they have chosen to work in a school, if they have any interesting story related to their job they would like to talk about, etc.
- > After the interviews, engage students in a discussion to share any interesting facts they have learnt about.
- > Finally, they can organise a mural or a book of employees or even upload interviews to the school website or write the interview in the school newsletter.

Page 36

1 Listen and say.

- Explore the pictures and elicit who are the people in the pictures (*people working at school*) and what

they do (*the cleaner cleans and tidies up rooms; the librarian classifies books, guides students through their research and lends library books; the secretary is in charge of administrative tasks; the student studies; the teacher guides students in the learning process*).

- Play track 29 on the audio CD and pause after each word for students to practise the new vocabulary. Play the audio track again and check pronunciation.
- Finally, practise the chant and ask children to point to the people in the pictures as they are mentioned.



Audioscript 29

cleaner; librarian; secretary; student; teacher

2 Listen and say. Colour.

- Before starting this activity, review colours with the class. After that, ask students to observe the children in pictures 1 and 2 and describe their physical characteristics.
- Play track 30 on the audio CD to present the new vocabulary. Pause after each description and ask students to repeat. Repeat the procedure for the sake of pronunciation.
- Then, play the audio track again and challenge students to colour the eyes and hair of the children in pictures 3 and 4 according to the description.
- Play the audio track one last time for students to check their answers.



Audioscript 30

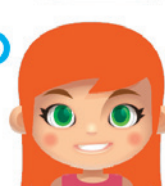
- 1 *Blond hair and green eyes.*
- 2 *Black hair and brown eyes.*
- 3 *Brown hair and blue eyes.*
- 4 *Red hair and green eyes.*

Answer Key

3



4





Additional information

- > **Genetic inheritance** - the colour of hair and eyes is determined by genetic inheritance. Hair colour is related to the amount of melanin in the genetic code. The same happens with the colour of eyes, whose tones also vary according to the amount and distribution of melanin in the eye, which is also genetically determined.

Information available at <www.webexhibits.org/causesofcolor/7F.html>. Accessed on July 2, 2018.

3 Listen, find and number.

- Engage children in a guessing game. Describe the colour of the eyes and hair of someone in the class and ask who he is: *Guess who? I've got...* Repeat the procedure a few times.
- Explain to students that they will hear some people describing the colour of their eyes and hair.
- Say that these people are in activity 1 and that they will have to find and number them according to the audio track.
- Play track 31 on the audio CD and have students number the pictures. If you find it appropriate, pause between the question and the answer to give students enough time to complete the activity at ease.



Audioscript 31

- A:** *Guess who? I've got black hair and brown eyes.*
B: *He's the librarian.*
- A:** *Guess who? I've got red hair and green eyes.*
B: *She's the secretary.*
- A:** *Guess who? I've got black hair and green eyes.*
B: *She's the teacher.*
- A:** *Guess who? I've got brown hair and blue eyes.*
B: *He's the cleaner.*
- A:** *Guess who? I've got blonde hair and blue eyes.*
B: *She's the student.*

Page 37

4 Listen, look and guess.

- Have students look at the drawings in the children's hands and ask who the people in the pictures are (*a teacher, a librarian, a secretary and a cleaner*).

- Draw your students' attention to the fact that the girl is trying to guess who the boy is describing, using the colours of eyes and hair as a reference.
- Then, describe the colour of the eyes and hair of one of the people in the picture and guide the class to find out who he / she is: *Guess who? I've got ... hair and ... eyes.*
- Play track 32 on the audio CD and ask children to repeat the lines.
- Organise students into pairs and ask student A to choose one of the people in the drawings and describe him / her, following the model dialogue, while student B tries to guess who he / she is.
- Then, they change roles.
- If you wish to reinforce oral practice, play the audio track once more and ask the whole class to repeat the lines of both children.



Audioscript 32

- A:** *Guess who? I've got blond hair and green eyes.*
B: *He's the teacher!*

Setting the pace



If you wish to extend the activity, encourage students to draw and colour the face of some school workers on a sheet of paper. They can repeat the dynamics of the previous activity: in pairs, student A describes one of the people in the drawing and student B tries to guess who he / she is.

5 Draw, colour and write.

- Challenge students to draw their self-portrait. They can draw and colour eyes, hair, nose, mouth, plus some accessories, like earrings, headbands, glasses, etc, if they wish.
- Then, ask them to complete the sentence with the colour of their eyes and hair.
- Finally, encourage them to move around the classroom to show their self-portrait to classmates. They can read the sentence they wrote, and classmates can comment on it with a compliment like *Cool!*, *Great!* or *It's beautiful!*
- Go around the classroom while students are doing the activity and offer your help if necessary.

6 Look and listen.

- As a warm-up to the activity, go back to the Big Question (*What do people do?*) posed in the opening pages of the unit. Ask students to recap their guesses.
- Then, ask them to open their books to page 38, explore the comic strip story and tell what is happening in each frame. Ask if all the pictures are set in the same place and at the same time.
- When students notice that each picture shows a different context, explain to them that in this story, Brownie and the gang will find some well-known people with something in common. After reading the story, they will have to say what they have in common.
- Contextualise the pictures, explaining what happens in each of them: picture 1 is set in the lyceum in Ancient Greece, where Aristotle and his apprentices are holding a conversation; in picture 2, it is possible to see Leonardo da Vinci working in a helicopter prototype; picture 3 shows the physicist Albert Einstein studying; in pictures 4 and 5, a teacher and her students are exchanging ideas; finally, in picture 6, the children are conducting a research in the school library.
- Play track 33 on the audio CD and ask students to point to the frames as the events are mentioned.
- Play the audio track again and pause after each person speaks for the class to practise pronunciation.
- Then, ask what the people in all the scenes have in common (*People have got different jobs. All the people pictured –even the so-called geniuses– have got different jobs and are seeking for answers*). Make students aware of the fact that in the last picture they can find the answer to the Big Question: *People have got different jobs*. In this context, the story emphasises the search for knowledge at different times and through different professions, showing that humanity has always been looking for answers and solutions to questions and problems in different ways.
- Take the opportunity to discuss with students the role of the teacher and that of the student. Make it clear that teachers do not have answers to all the questions, instead, they act as facilitators who

guide students to develop their own critical and cognitive capacities so that they can learn from their own questions.



Audioscript 33

Scott and Anne: *Where are we, Zac?*

Zac: *We're in Greece.*

Olivia: *We're in Italy.*

Zac: *Cool!*

Scott: *Great!*

Scott: *We're in Germany.*

Anne: *Wow!*

Teacher: *Listen, kids!*

Zac: *We're in a school.*

Anne: *She's a teacher!*

Anne and Scott: *What do people do?*

Olivia and Zac: *People have got different jobs!*



Additional information

- **Aristotle** – Greek philosopher of the 4th century BC, considered one of the founders of Western philosophy, alongside Plato and Socrates. His writings address several areas of knowledge, such as biology, physics and metaphysics, art, rhetoric, politics and government, logic and ethics.

Information available at <www.britannica.com/biography/Aristotle>. Accessed on July 2, 2018.

- **Leonardo da Vinci** – Italian genius who lived from 1452 to 1519 and has become world-known by the Mona Lisa, the Virgin of the Rocks and The Last Supper paintings. He had many other abilities apart from his talent for painting: he was a sculptor, an architect, a scientist, an inventor, a military engineer and a designer. His search for knowledge represented the humanist ideal of the Italian Renaissance.

Information available at <www.britannica.com/biography/Leonardo-da-Vinci>. Accessed on July 2, 2018.

- **Albert Einstein** – theoretical physicist who was born in 1879 in Germany and died in 1955 in the USA, where he went to live after Hitler's rise to power in 1933, fleeing from the government persecutions to the Jews. He developed the General Relativity Theory and the Law of Photoelectric Effect (essential for quantum physics). He is considered the most influential physicist of the 20th century for his discoveries, winner of the Nobel Prize in Physics in 1921.

Information available at <www.biography.com/people/albert-einstein-9285408>. Accessed on July 2, 2018.

7 Discuss and draw.

Social emotional Competences - cooperation

and curiosity: the objective of the activity is to foster cooperation and curiosity among students, since they will need to collaboratively find an answer as a result of research. In addition, the activity aims to develop the active role of students, contradicting the belief that knowledge must be transmitted by someone (*teachers, scholars, parents*) or something (*books, encyclopaedias, magazines, the Internet*).

- Ask students how they usually find answers: what resources they use, if they compare information, consult different sources, etc.
- Then, organise students into groups of three and explain that they will have to find the answer to this question: *Why is the colour of the child's eyes and hair in the picture described as hazel?*
- Say that each member of the group will be in charge of a different source: the first child should talk to someone at the school canteen with the help of the teacher, and observe the colours of some nuts (provide walnuts, nuts, almonds and hazelnuts, if necessary); the second child will do research on the Internet (with the help of the computer science teacher); and the third one should do research in the library (with the collaboration of the librarian).
- After the survey, challenge students to discuss about their findings and come to a conclusion. If necessary, give research tips: *Where else do we see this colour? In any element of nature? In any fruit? (Hazelnuts.)* Ask them to show the answer to the question in a drawing.
- Later, ask students which sources they used to find the information and what was the importance of the group discussion of ideas in the learning process.

8 Listen and say. Colour.

- Play track 34 on the audio CD and introduce the tongue-twister to your students. Ask what sound is repeated the most in the sentence (/h/ sound).
- If you find it appropriate, explain that the tongue-twister presents the /h/ sound. It can be at the beginning (*hair*) and in the middle of a word (*perhaps*). This is also the sound of some words that begin with *wh*, like *whole* and *who*.

For more information about the /h/ sound, watch the animation available at <www.youtube.com/watch?v=dwCiZM4DdS4>. Accessed on July 2, 2018.

- Play the audio track again and encourage students to repeat the phrase.
- Then, ask them to colour the children's hair according to the tongue-twister.
- Continue playing the audio track and challenge children to repeat the tongue-twister as they colour.



Audioscript 34

Harry and Helen have got hazel hair!

Answer Key

Children colour the children's hair light-brown.

Setting the pace



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



Another tongue-twister options that can be used to practise the same sound are: *He has got hazel hair; Perhaps he can help me find a red-haired hare; Hey, maybe he can help me!* Challenge students to repeat them at different speeds.

9 Say, colour the graph and count.

- Draw a bar graph on the board with the following variables: *Number of students* vertically and, horizontally *Eye colour* and the words the students learnt in this unit: *blue, green, brown, hazel*.
- Ask each student to describe the colour of his / her eyes using the phrase *I've got ... eyes*. As they are doing so, the class will gradually colour the columns according to what they hear. At the end, students will have a bar graph showing the results obtained from the whole class. First, invite them to do visual reading of the graph, noticing that

the column with the longest bar shows the most common eye colour in the class. Then, ask about the second and third longest columns and the smallest one. Finally, count the number of students in each column with all the class.

Setting the pace



Organise students into groups and challenge them to draw a graph to show the colours of the eyes of the members of the group.



Extra activity

- Ask students to take a small photo (3x4) of their faces for the next class and provide cardboard or a sheet of kraft paper.
- Draw five circles on the board side by side. Then, write inside them: *black hair*, *brown hair*, *blond hair*, *hazel hair* and *red hair*.
- Invite students to stand in a line in front of the circle, which shows the colour of their hair.
- Count the students in each line and write the number in the corresponding circle.
- Next, invite students to create a bar graph on kraft paper based on the information obtained on the different hair colours of the class.
- Ask students to paste their photos into the column corresponding to the colour of their hair and choose a title for the poster (suggestion: *What colour is your hair?*).

Page 40

10 Listen and tick.

- Have students look at the pictures and describe the colour of the children's eyes and hair.
- Then, tell students that they will hear a description and that they will have to tick the picture described on the audio track.
- Play track 35 on the audio CD and ask students to tick the answers in pencil to facilitate future corrections.
- Play the audio track again to confirm or correct their answers. Suggest comparing their answers in pairs.
- Carry out class correction.



Audioscript 35

- 1 *I've got red hair and hazel eyes.*
- 2 *I've got black hair and brown eyes.*
- 3 *I've got brown hair and green eyes.*
- 4 *I've got blond hair and blue eyes.*

Answer Key

1 right 2 right 3 left 4 left

11 Draw and talk.

- Provide pictures of some school workers and show them to the class. Elicit their names and the job they do.
- Then, encourage students to describe the colour of these people's hair and eyes.
- Next, ask them to choose and draw two of them in the space provided.
- Also, challenge children to write their name and job below each drawing.
- Finally, organise the students in pairs and ask them to describe one of the people they have drawn to play a guessing game using the following structures: A: *Guess who? I've got ... eyes and ... hair.* B: *He / She's the...*
- Students should change roles to keep the game going.
- Go around the classroom, monitoring and helping students when necessary.

Page 41

12 Listen, stick and sing.

- Have students look at the stickers on page 140 and at the lyrics of the song. Tell them they will have to find and paste the stickers where they belong.
- Explore the image that accompanies the song and ask what the names of the people who perform those activities at school are.
- Explain to students that when they listen to the song, they should paste the stickers next to the people described in the song. Guide them to pay special attention to the colour of the eyes and hair of the people in the picture.

- Play track 36 on the audio CD once or twice for children to glue the stickers on the correct space as they sing the song together.
- Play the audio track again and encourage them to check their answers.
- Finally, play the karaoke version of the song on the audio CD and encourage children to sing along.



Audioscript 36

Song: People are Different!

Come to my school!
 People are different!
 People are cool!
 Blue eyes and hazel hair?
 She's my teacher, Ms Delaware!
 Red hair and brown eyes?
 She's the cleaner, Ms Nice!
 Green eyes and black hair?
 He's the librarian, Mr Blair!
 Blond hair and hazel eyes?
 He's a student, my friend Bryce!
 Come to my school!
 People are different!
 People are cool!

Answer Key

From top to bottom, left to right: Ms Delaware, Bryce, Ms Nice, Mr Blair



Extra activity

- Now you may involve your students in the *Hands on* activities for unit 4, which can be found on pages 82-83 on the Student's Book. These activities are thoroughly explained on pages 93-94 of this Teacher's Book.

Workbook

Now that you have finished teaching this unit, it is advisable to turn to the Workbook activities on pages 106-108. In the Workbook section, students will revise all the vocabulary and some key structures learnt in the unit. You may assign these exercises as homework.

Workbook Unit 4 Name: _____

1 Look and number.

1 teacher
 2 cleaner
 3 secretary
 4 librarian

2 Look and tick.

☒ She's a student.
☐ She's a cleaner.

106 one hundred six

3 Read and colour.

I've got red hair and green eyes.

I've got brown hair and hazel eyes.


one hundred seven 107

4 Look and match.



I've got brown hair and green eyes.
 I've got blonde hair and blue eyes.
 I've got black hair and brown eyes.
 I've got red hair and brown eyes.

5 Look and circle.



Hi! I'm Carol! I'm a librarian student.
I've got black red hair and brown blue eyes.

108 one hundred eight

Extra Material

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



Review 3 & 4

Page 42

1 Listen and number.

- Review the topic of birthday parties and celebrations with students.
- Then, tell them they will listen to three short dialogues and they will have to number the pictures in the order they hear them.
- Play track 37 on the audio CD and pause after each dialogue for students to identify the situations.
- Play the audio track again so that students can number the pictures. Confirm that they have understood what happens in each dialogue.

- Carry out whole class correction. At the end of the activity, ask students if they can tell you how old the girl is (*she is nine years old*).



Audioscript 37

- 1 A: Happy birthday! How old are you now?
B: Thank you! I'm nine years old!
- 2 A: Where's the cake?
B: It's on the table.
- 3 A: Where are the candles?
B: The candles are on the cake.

Answer Key



1 Listen and number.



2 Listen and draw.

- Play track 38 on the audio CD and ask students which objects are mentioned (*table, balloon, chair, present, chest*). Ask volunteers to share their answers and draw them on the board.
- Then, ask children to open their books to page 42 and explain that they will listen to the audio track again to draw the objects in the correct place.
- Pause after each sentence so that students have time to draw.
- Play the audio track once more and encourage them to colour their drawings after confirming the answers.
- Go around the classroom and monitor the activity.
- For correction, ask volunteers to show their colourful drawings to the whole class.



Audioscript 38

- 1 The cake is on the table.
- 2 The balloon is under the chair.
- 3 The present is in the chest.

Answer Key

Children draw a cake on the table, a balloon under the chair and a present in the chest.

Page 43

3 Look and circle.

- As a warm-up to this activity, describe the colour of your eyes and hair with at least one mistake. Ask children to say Yes or No, according to whether the description you provide is right or wrong.
- Repeat the procedure a few times until you provide a correct description.
- Ask students to observe the pictures carefully, paying special attention to the colour of the children's eyes and hair.
- Then, ask them to read the descriptions that the children have written.
- Challenge them to circle Yes if the description is suitable or No if the description is incorrect.
- For correction, ask volunteers to share their answers with the class and write them down on the board.

Answer Key

1 Yes 2 No

4 Look and stick.

- Have students read the sentences describing the colour of the eyes and hair of some people at school.
- Then, ask them to open their books to page 141 to get the stickers for this activity.
- Ask them to analyse the three pictures and stick them next to the corresponding physical descriptions.
- Finally, challenge them to complete the sentences with the stickers of the people's jobs.
- Carry out class correction.

Answer Key

4

Look and stick.

1



I've got brown hair and green eyes.

I'm a **student**

2



I've got black hair and brown eyes.

I'm a **teacher**

3



I've got red hair and hazel eyes.

I'm a **librarian**



Extra activity

- Now that students have completed units 1 to 4, you may assess the main skills developed and language and vocabulary items taught by playing a game. Direct students to pages 86–87 on the Student's Book to find *Game 1*. This activity is thoroughly explained on page 96 of this Teacher's Book.



Wild Animals

Big Question: *Are baby flamingos pink?*

Objectives: develop oral and written comprehension and production skills to identify, name and describe animals that live in the African savannah; reflect on the importance of the respect for animals; identify and practise the /g/ sound

Vocabulary: *bird, elephant, flamingo, giraffe, hippo, lion, zebra; big, small*

Language Content: *It's a / an ... / They're ... / The ... is big. / Baby ... are small. / Big flamingos are pink.*


Social emotional Competence: respect for animals

Digital Content: animated infographic to expand the opening topic and animated infographic with the answer to the Big Question

Workbook: pages 109-111

Hands On: pages 84-85

Pages 44 and 45

- Explore the opening scene with the students and ask if someone in the class has ever visited or seen the savannah in a video, film or documentary.
- Although students are used to seeing animals in zoos, we suggest you show them in their natural habitat. Explain to children that the scene represents part of the flora and wildlife of the Serengeti National Park biome, in Tanzania, an African country. Explain that in this park animals live in the wild, i.e. without cages.
- Ask students if they have ever seen the babies of some or all the animals in the scene and if there are physical differences between pups and adults, as in the case of male lions, which have not got manes when they are cubs. This contextualization can be used as an introduction to the Big Question in this unit: *Are baby flamingos pink?* It is important to remind children that the answer will be given in the comic strip story on page 48.
- Point to one of the birds and say: *a bird*. Ask students to repeat the word.
- Then, ask what other wild animals can be seen in the scene and encourage children to answer in English, if they know how to, or introduce the new vocabulary (*bird, elephant, flamingo, giraffe, hippo, lion, zebra*).
- Now ask students to look at the adventure book and at Brownie's device. Explain that when they see this icon , they can look up extra information on Richmond webpage. They can do this activity

at home with their family. In this case, children will find an exciting infographic about the colours of the animals' babies on pages 44 and 45. This information will help children reflect on the Big Question.



Additional information

- **Serengeti National Park** – located in Tanzania, has been a UNESCO World Heritage Site since 1981 and one of the most visited regions in the world for those who take a safari. The park has got about 14,750 km² and is part of the Serengeti biome, which totals 30,000 km². Its name has been coined by the Masai tribe whose reserve also belongs to the biome (*serengeti* means immense plains). This biome is known as savannah and is characterised by the presence of grass, cacti, acacias, palm trees and baobabs. Its ecosystem is very old, but the climate (characterised by prolonged droughts and high temperatures), the vegetation (which grows rapidly in the rainy season) and the fauna have undergone few modifications over the years. The rich local fauna is formed by animals in constant migration (the wildebeest), the big five (lions, leopards, rhinoceroses, buffaloes and elephants) –animals which were highly appreciated by ancient hunters and currently the most important attraction for tourists– and by several others, such as hippos, cheetahs, zebras, giraffes, ostriches, antelopes, monkeys, hyenas, meerkats and over 500 species of birds, such as the flamingo and the lovebird.

Information available at <www.serengetinationalpark.com>; <<https://fzs.org/en/>>. Accessed on July 2, 2018.



Extra vocabulary

baobab	river
grass	savannah
lemur	sunrise
life	toucan
parrot	umbrella tree
plains	wild

Page 46

1 Listen and say.

- Encourage students to observe the animals and the environment in the pictures. Ask students whether they are in their natural habitat and elicit their characteristics.
- Play track 39 on the audio CD and pause after each word to introduce the new vocabulary. Play the audio track again and ask students to repeat to practise pronunciation.
- Finally, practise the chant and ask children to point to the animals as they are mentioned.



Audioscript 39

a bird; an elephant; a flamingo; a giraffe; a hippo; a lion; a zebra; big; small



Extra activity

- Write the name of the animals in Activity 1 on pieces of paper (include the appropriate indefinite article): *a bird, an elephant, a flamingo, a giraffe, a hippo, a lion, a zebra*.
- Fold the paper slips and put them in a bag or box.
- Organise students in small groups. Ask each group to draw a piece of paper from the bag / box and show the name of the animal only to the members of his / her group.
- Challenge children to choose a member of the group to imitate the animal: the way it moves around, the sound it makes, etc.
- The other groups should guess the animal.

2 Listen, find and point.

- Show the unit animals flashcards to students and ask: *big or small?* Mime these adjectives for

students to deduce their meaning and point to the images of the elephant and the bird to show the contrast between both adjectives.

- Tell students to look at the animals in the opening scene and ask them if they are big or small. Call the students' attention to the fact that big adults may be small babies in their first months of life.
- Play track 40 on the audio CD and ask children to find and point to the animals described when they are mentioned.
- For correction, play the audio track again and ask them to show you which animals they are pointing to.



Audioscript 40

- They're birds. Birds are small.*
- It's a giraffe. The giraffe is big.*
- They're elephants. Elephants are big.*
- They're flamingos. Flamingos are big.*
- It's a hippo. The hippo is big.*
- It's a lion. The lion is big.*
- They're baby lions. Baby lions are small.*
- They're zebras. Zebras are big.*

3 Think and colour.

- Ask the class to look at the pictures of the adult flamingo in the opening scene and ask what colour it is (*pink*).
- Point to the two baby flamingos and encourage students to make guesses about the colour they think baby flamingos are.
- Tell them to colour the baby flamingos according to their guesses.
- Explain that the Big Question of this unit will be answered in the comic strip story on page 48 and they will get to know if their guesses were correct or not.

Page 47

4 Listen, point and say.

- Play track 41 on the audio CD and ask students to practise the model dialogue presented.
- Divide the class into pairs and ask student A to open his / her book to pages 44 and 45, while student B continues looking at page 47.

- Go back to the opening scene and ask *What's this?* to recap the animals in the unit.
- Encourage pairs to practise the dialogue in the activity in the following way: student A points to one of the animals or groups of animals in the opening scene and describes it. Then, student B does the same with a different animal or group.
- The activity should continue until all the animals have been mentioned.



Audioscript 41

A: It's a giraffe. The giraffe is big.

B: They're birds. Birds are small.

5 Listen and circle.

- Tell students to have a look at the pictures in the activity. Encourage them to name the animals in the pictures.
- Explain that they are going to listen to an audio track and they will have to circle the correct option in the sentences.
- Play track 42 on the audio CD, pausing after each sentence so that students have enough time to circle the correct option.
- Play it once again so that they can check their answers.
- Finally, carry out class correction.



Audioscript 42

1 The giraffe is yellow and brown. It's big.

2 Lions are brown. They're big.

3 Zebras are black and white.

4 A baby flamingo is white or grey. It's small.

Answer Key

1 big 2 They're 3 white 4 small



Extra activity

- Divide the class in two groups to play *tic-tac-toe*. One group will mark their answers with O and the other one with X.

- On the board, draw a tic-tac-toe grid. In each square, write the name of an animal learnt in this unit or in level 1.
- One of the students in each group should choose an animal and describe it. For example: *Lions are big. They are brown.*
- If the description is correct, mark the box with the group symbol (X or O). Keep the game going until one of the teams is able to form a line of Xs or Os horizontally, vertically or diagonally. That group will become the winner.

Page 48

6 Look and listen.

- Go back to the Big Question (*Are baby flamingos pink?*) introduced on page 45. Invite students to tell you what colour they painted the baby flamingos in the opening scene.
- Then, ask children to open their books to page 48, explore the first picture and ask where they imagine the children are (*Tanzania, Africa*).
- Go on to ask what they think is going on in each picture and what will be the end of the story.
- Play track 43 on the audio CD and ask students to point to the frames as events occur.
- Play the audio track again and pause after each line for the class to practise pronunciation.
- After reading and discussing the story, go back to the Big Question and encourage children to check if their guesses were correct (*baby flamingos are white or grey*).
- To round off this activity, you can watch an exciting infographic on Richmond website showing the growth of a flamingo.



Audioscript 43

Zac: Where are we, Anne?

Anne: We're in Tanzania, Zac.

Scott: Look, Zac, flamingos!

Zac: They are pink.

Olivia: But the baby is white.

Anne: And the small flamingo is grey.

Scott: Big flamingos are pink.

Olivia: Cool! But why?

Zac: Brownie, no...

Anne: Because they eat algae, Olivia.

Olivia: Fantastic!



Additional information


> **Flamingos** – they can be white, pink or orange, depending on the food they eat. When flamingos eat some green and blue algae and crustaceans that have carotenoids, the enzymes in their liver turn those colours into pink and orange, which are absorbed by the fat of the body and transported to the feathers, beak and legs. Flamingos are grey and / or white in the first months of life. In general, the maturity of the feathers only occurs when the bird is 3 years old. The intensity of the colour varies according to the availability of food; for example, Caribbean flamingos have a stronger orange shade due to the ingestion of foods with stronger pigments (such as crabs), while flamingos of drier areas, such as the Lesser Flamingo of the Serengeti, are light pink because they eat food with less pigment (algae and shrimp). Foods with carotenoids are also responsible for the colour of the scarlet ibis (bird similar to a flamingo, which lives in Brazil, Colombia, Venezuela, Ecuador, Guyana and Trinidad and Tobago), the colour of salmon (which takes a greyish shade) and of the koi fish (orange ornamental carp).

Information available at <www.flamingos-world.com/lesser-flamingo/>; <www.thoughtco.com/why-are-flamingos-pink-607870/>; <<http://birdsflight.com/flamingo-facts-kids-flamingo-facts-diet-flamingo-facts-species/>>. Accessed on July 2, 2018.

- Ask students if they have ever experienced any contact with wild animals and have interfered, in some way, in their habitat, even if they did not notice it at that moment.
- Explain to students that they should tick the picture that shows the attitude they would have if they were in a similar situation to that in the main scene.
- Since there are no right or wrong answers in this type of activity, it is advisable to ask students to think about the advantages and disadvantages of each of the options.
- Finally, talk about the boy's attitudes and which way they may or may not harm the animals (*Touching wild animals can hurt them or make them react aggressively; observe them while far away has no negative consequences; feed them with inappropriate food can unbalance their metabolism and even take them to death*).
- If you would like more information on wild animals, illegal animal trade and the consequences of interference in their life, as well as tips on how to teach children to respect animals, go to: <www.worldwildlife.org/threats/illegal-wildlife-trade>; <www.shieldmypet.com/21-fun-tips-to-help-teach-kids-to-respect-animals-today>. Accessed on July 2, 2018.

Page 49

7 Look and tick.

 **Social emotional Competence - respect for animals:** the activity aims to promote respect for animals and to make students aware of the need to preserve the environment. It is important for children to respect both domestic and wild animals and to understand that their actions interfere in the lives of these beings, which must be respected and taken care of. Also ask students how they would feel or what they would do if they were an animal and a stranger tried to catch them and take them away.

- Talk to the class about the importance of respecting all living beings: people, plants and animals. Also discuss what happens when we interfere in the life of animals and plants or destroy their habitat, even if we do not mean to.
- Go back the comic strip story and ask who interfered in the wildlife (even unintentionally) and what happens (*In frame 5, Brownie leaves the jeep and steals the food from the flamingo's beak. Zac, scolds him*).



Extra activity

- > You can organise an Animals in Danger Day with the Geography teacher.
- > First, display a world map on the wall for students to identify the continents. Brainstorm a list of animals in danger of extinction from around the world. Find at least three animals from each continent and enough animals so that you have got one per student. Then, assign one animal to each student.
- > For homework, students look up as much information as they can about the animal and why it is in danger of extinction. Students can ask their parents for help or use the Internet. Ask students to complete a card with the following information about their animal:
 Name: _____
 This animal lives in _____.
 Habitat: _____
 There are _____ left in the world.
- > Next class, ask students to come to the map with their card, read the information to the class and pin the card where the animal lives.

8 Listen and say. Stick.

- Invite students to have a look at the picture and ask what colour the baby flamingo is (*white*).
- Play track 44 on the audio CD and introduce the tongue-twister to your students. Ask what sound is repeated the most in the sentence (*the /g/ sound*).
- If you wish, explain that this tongue-twister practises the */g/* sound, spelled with letter *g*. It may be at the beginning (*grey*), in the middle (*algae*) and at the end of the word (*leg*). For more information on the */g/* sound, watch the animation available at <www.youtube.com/watch?v=kwwkM1Fq9Gk>. Accessed on July 2, 2018.
- Play the audio track again and have students repeat the phrase.
- After that, ask them to open their books at page 141 and decide which is the appropriate sticker to complete the scene according to the content of the tongue-twister.
- Encourage children to say the tongue-twister aloud while gluing the sticker.



Audioscript 44

Grey flamingos eat algae.

Answer Key

Children stick the algae sticker on the picture.

Setting the pace



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



Another tongue-twister that can be used to practise the same sound is: *Grandma's grey goose goes crazy*. Challenge students to repeat it at different speeds.

9 Cut out and play.

- Ask students if they know what a finger puppet is, if they have ever used one and in which situation.

- Divide the class into groups and ask everyone to cut out the animals on page 127.
- Ask them to pick up the animals, pretend they are those animals and introduce themselves. For example: *I'm a lion. I am brown. / I'm a bird. I am green and blue.*
- Go around the classroom while children are carrying out the activity and solve any problems that may arise.

Page 50

10 Listen and tick.

- Have students look at the pictures and compare each set considering size and colour. Tell children that they will listen to an audio track and that they have to tick the appropriate images.
- Play track 45 on the audio CD and ask children to tick the picture they hear being described.
- Play the audio track again and pause after each item for students to check their answers.
- For correction, ask volunteers to show the class which picture they have ticked.



Audioscript 45

- 1 *It's small.*
- 2 *They're grey.*
- 3 *They're brown and big.*

Answer Key

1 picture below 2 picture below 3 picture above

11 Look, think and talk.

- Review the characteristics of the animals presented in the unit with the class. Provide pictures of the animals (*birds, elephants, flamingos, giraffes, hippos, lions, zebras*) and assign a number (1-7) to each picture.
- Throw a dice, find the animal with that number and ask students to name the animal. Then, ask them to describe the animal. For example: *They are giraffes. They're yellow and brown. They're big.* Repeat the procedure with all the animals.
- Divide the class into pairs and ask them to look at the picture in the activity and spot what is strange

about those animals (a yellow elephant, a flamingo with giraffe's hair, a white and black giraffe, a red and green hippo, a lion with flamingo's legs, a yellow and brown zebra, a bird with lion's paws).

- Encourage students to talk to their classmates about what does not fit in those animals. For example: *Birds have got two legs, Elephants are grey, Flamingos are pink, Giraffes are yellow and brown, Hippos are grey, Lions have got four paws, Zebras are black and white.*
- Walk around the classroom and make sure everyone is engaged in the activity. Clear up possible doubts.
- Carry out class correction.

Page 51

12 Listen, find and point. Sing.

- Have students observe the scene which serves as background of the song and elicit the name of the habitat (savannah).
- Then, ask if there are animals in the scene (*The animals are hidden and can be identified by the black and white stripes of a zebra, the top of the head of a hippo, a part of the mane and tail of a lion, the trunk of an elephant, the tail of a little bird, the head of a flamingo and the neck of a giraffe.*)
- Play track 46 on the audio CD and ask students to find the animals that are hidden in the picture and that are mentioned in the song and point to them.
- Play the audio track again and check the answers.
- When students feel confident enough, play the karaoke version of the song and encourage them to sing together.

Audioscript 46

Song: Wild Animals

Wild animals, wild animals!
Big or small,
I love them all.
Sing with me!
Zebras, hippos and giraffes,
Lions and elephants,
They are so big, so big!
Sing with me!
Birds and baby flamingos,
They are so small, so small!

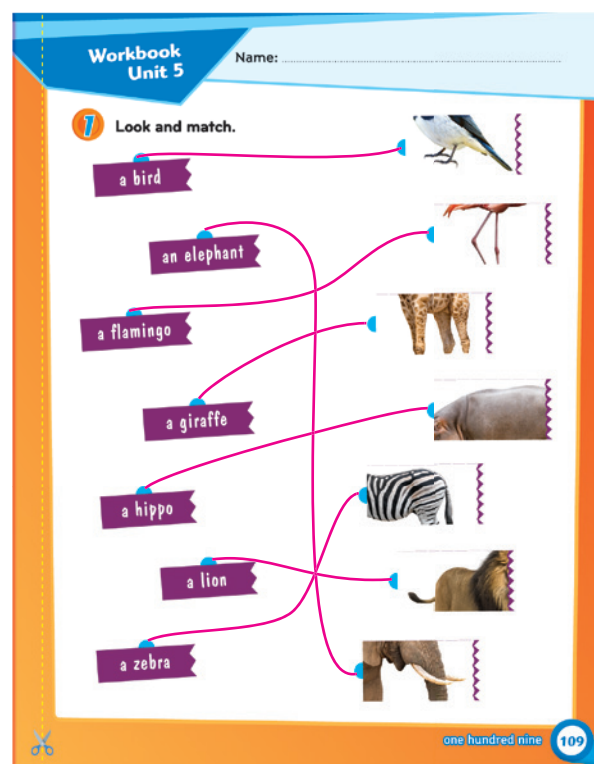
- Sing with me!
Wild animals, wild animals!
Big or small,
I love them all.
Sing with me!

Extra activity

- Now you may involve your students in the *Hands on* activities for unit 5, which can be found on pages 84-85 on the Student's Book. These activities are thoroughly explained on pages 94-95 of this Teacher's Book.

Workbook

Now that you have finished teaching this unit, it is advisable to turn to the Workbook activities on pages 109-111. In the Workbook section, students will revise all the vocabulary and some key structures learnt in the unit. You may assign these exercises as homework.



2 Look and number.

1 It's big. 2 It's small. 3 They're small. 4 They're big.

3 Look and stick.

1 They're pink. They're big.

2 They're grey. They're big.

3 They're brown. They're small.

110 one hundred ten

Extra Material

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

4 Join the dots and colour.

It's a hippo. They're birds.

5 Draw and complete.

Student's own answers.

My favourite wild animal is the _____

111 one hundred eleven



My Collections

Big Question: *Are museums big collections?*

Objectives: develop oral and written comprehension and production skills to identify and name collections of objects; ask and answer about collections, lend and borrow; reflect on the importance of self-organisation and responsibility; identify and practise the /ʃ/ sound

Vocabulary: *coins, comic books, drawings, rocks, shells, stickers*


Language Content: *I collect... Wow! How many? I've got... / Can I borrow your...? Sure! Here you are. Thank you.*

Social emotional Competences: organisation and responsibility

Digital Content: video to expand the opening topic

Workbook: pages 112-114

Pages 52 and 53

- Encourage children to explore the opening scene and ask if they have ever visited or seen a similar place in a film or cartoon.
- Explain to them that the scene shows a large collection of items that are of great interest and value for the collector. The image also depicts a children's version of a cabinet of curiosities, also known as *the room of wonders*, a place in which collections of objects of interest are kept and preserved.
- Take advantage of the image to explore students' previous knowledge eliciting the similarities or differences between the collections in this scene and what we usually see in a museum, for example. This contextualisation can be used as an introduction to the Big Question explored in the unit: *Are museums big collections?* Encourage children to make hypotheses and justify them. It is important to remind them that the answer will be given in the comic strip story on page 56.
- Point to the collection of shells and say: *shells*. Ask children to repeat after you.
- Then, ask what other collectibles can be seen in the picture. Encourage students to answer in English, if they know the words or introduce the new vocabulary (*coins, comic books, drawings, rocks, shells, stickers*).
- Now ask students to look at the adventure book and at Brownie's device. Explain that when they see this icon , they can look up extra information on Richmond webpage. They can do this activity

at home with their family. In this case, children will find a video with three very different museums: Louvre Museum (Paris), Museum of Modern Art (New York) and Natural History Museum (London). The idea is to show some museums so that students distinguish large and small collections.



Additional information

► **Collections** - are sets of objects related to the identity and personal history of their collectors. These objects help to discover and organise the world and bring to mind episodes of the collector's life, such as places, experiences, conquests, defeats, etc. which can only be retold by them. The same thing happens with children's collections. As a collector, the child seeks objects out, separates them from their contexts, collects figurines, pins, pieces of pencils, old rubbers, pieces of toys, souvenirs, gifts, photos.

Children often have multiple reasons for becoming collectors. They can take up the activity because they enjoy the process of collecting as it allows them to escape boredom and sometimes reality, they learn or satisfy their curiosity about their collecting domain, they satiate a passion for the desired objects, they want to differentiate themselves from others, and they desire to connect with others, especially family and friends.

Information available at <<http://acrwebsite.org/volumes/7928/volumes/v23/NA-23>>. Accessed on July 2, 2018.

► **Cabinets of curiosities** - also known as *rooms of wonders*, very common from the 16th to the 18th centuries and considered the forerunners of current museums, these spaces were designed to celebrate the

art of collecting. They kept particular collections of extraordinary objects from the great expeditions and discoveries of the time and had the purpose of categorising them and telling their stories and secrets. Rooms of curiosities were based on the belief that everything was connected and that, by detecting similarities and differences between objects, it would be possible to understand the function of the world and of humanity. They began to become old-fashioned when the division between disciplines and areas of study deepened in the 19th century. Consequently, science-related exhibitions were separated from those related to the arts.

Information available at <www.theguardian.com/artanddesign/2014/jan/13/cabinet-curiosities-taxidermy-retro-museums>; <www.metmuseum.org/toah/hd/kuns/hd_kuns.htm>; <www.bl.uk/learning/timeline/item107648.html>. Accessed on July 2, 2018.

Extra activity

- Divide the class into small groups and give each group a sheet of paper with a bar graph with 20 rows and 8 columns. Columns should have the name of the collectable items in the opening scene (coins, comic books, drawings, rocks, shells, stickers).
- Ask students to count the quantity of items in each collection, write down the result, and colour the squares of each column according to their findings (*20 coins, 7 comic books, 7 drawings, 10 rocks, 12 shells, 19 stickers*). Tell them to use a different colour for each column.
- Ask children to look carefully at the chart and elicit which collection has the most items (*coins*) and which has the least (*comic books and drawings*). Encourage students to interpret the graph visually, analysing if the quantities are very different without peeping the numbers recorded before colouring.



Extra vocabulary

cabinet
chair
collector

magnifying glass
shelves

Teaching Tip

Point out that common sense is needed when collecting items. Extraction of shells in large quantities from beaches, for example, may damage the balance of local wildlife.

Page 54

① Listen and say.

- Explore the pictures with your students and ask where they have seen the objects in the pictures. Also ask if any of them has seen collections of such objects.
- Play track 47 on the audio CD and pause after each word for children to practise the new vocabulary. Play the audio track again and check pronunciation.
- Then, practise the chant and ask students to point to the pictures as they mention them.



Audioscript 47

coins; comic books; drawings; shells; stickers; rocks

② Listen, find and point.

- Explore the opening scene with your students again, ask how many collections there are: *How many collections can you see? (Six)*. Explain to them that they will hear some children talking about their collections.
- Play track 48 on the audio CD and ask them to find the quantity of items mentioned in each collection and point to them in the opening scene.
- Play the audio track once more and pause after each dialogue for the class to repeat.



Audioscript 48

- A:** I collect comic books.
B: Wow! How many?
A: I've got seven comic books.
- A:** I collect coins.
B: Wow! How many?
A: I've got twenty coins.
- A:** I collect drawings.
B: Wow! How many?
A: I've got seven drawings.
- A:** I collect rocks.
B: Wow! How many?
A: I've got ten rocks.

- > 5 A: I collect shells.
 B: Wow! How many?
 A: I've got twelve shells.
- 6 A: I collect stickers.
 B: Wow! How many?
 A: I've got nineteen stickers.

3 Think, draw and colour.

- Ask students whether they have ever seen collections owned by friends or at school.
- Ask what objects were displayed (items of artistic, cultural, scientific, historical interest, etc.) and if they have or would like to have a collection, what they collect or would like to collect, and why.
- Encourage them to draw and colour their collection in the glass vial in the opening scene, integrating it with the rest of the picture.

Page 55

4 Listen, think and say.

- Elicit from the class the kind of questions we usually ask when talking about collections (*items collected, quantity of items, origin of objects, motivation to collect them etc.*).
- Play track 49 on the audio CD and ask students to repeat the dialogue.
- Write the dialogue on the board and underline the collected item and the quantity of items.
- Invite two students to roleplay the dialogue for their classmates. Ask one of them to think of a collection that he / she would like to have and how many items he / she would have.
- Ask them to roleplay the dialogue replacing the item and the quantity that you have underlined on the board by those chosen by them.
- Then, tell the class to think of a collection they have or would like to have and the quantity of items.
- Encourage children to walk around the classroom and ask and answer about their collections (real or imaginary), following the model dialogue.
- Monitor the activity and offer help when needed.



Audioscript 49

- A: I collect coins.
 B: Wow! How many?
 A: I've got eighteen coins.

5 Listen and tick.

- Ask students to look at the pictures and describe the collections mentioning the quantity of each of them.
- Tell students they are going to listen to three dialogues. Play track 50 on the audio CD and ask students to tick the pictures according to what they hear. Advise them to pay attention not only to the items collected, but also to the quantities.
- Pause after each dialogue to give students time to tick.
- Play the audio track again and correct the activity by pointing to the correct collection.



Audioscript 50

- 1 A: I collect shells.
 B: Wow! How many?
 A: I've got fourteen shells.
- 2 A: I collect comic books.
 B: Wow! How many?
 A: I've got eight comic books.
- 3 A: I collect coins.
 B: Wow! How many?
 A: I've got twenty coins.

Answer Key

1 left 2 left 3 right

Page 56

6 Look and listen.

- As a warm-up activity, go back to the Big Question: *Are museums big collections?* on page 53. Ask students to go back to their predictions when they first saw this question and ask if they have changed their mind on the basis of what they have learnt about collections so far.

- Then, ask them to open their books to page 56, explore the frames in the comic strip story and ask if the children are in the same place in all of them.
- Contextualise the story, explaining that the children go to a different museum in each scene. Explore the pictures and ask what the object of interest of each museum is. Draw the students' attention to the last two pictures and ask if the place shown is also a museum (*No, it's Zac's home*).
- Play track 51 on the audio CD and ask the class to point to the frames as the events are mentioned.
- Play the audio track again and pause after each speech bubble for students to practise pronunciation.
- Finally, ask them if they have found the answer to the question: *Are museums big collections?* (*Yes, since Zac explains that his collection of shells is his private museum and they can see the difference between this collection and the museums in the other pictures*).



Audioscript 51

Scott: *We're in the Netherlands.*
Anne: *What a great collection!*
Olivia: *It's an art museum!*
Anne: *Wow! Look at this dinosaur!*
Olivia: *Roarrr!*
Scott: *We're in the American Museum of Natural History!*
Scott: *This is a toy museum, in Turkey.*
Anne: *Wow!*
Olivia: *We can play!*
Scott: *We're in an open-air museum, in Japan.*
Anne: *Can I borrow your shells?*
Zac: *Sure! Here you are.*
Anne: *Thank you.*
Scott: *We're at Zac's home.*
Anne: *You've got twenty shells! Great!*
Zac: *This is my private museum!*



Additional information

- **Museums** - the word *museum* comes from the Greek word *mouseion*, which means *temple of the muses* and was used in the city of Alexandria to refer to the place destined for the study of the sciences and the arts. The museums as we know them today are an evolution of the cabinet of curiosities (common in the 16th to 18th

centuries), whose collections have been bought and displayed together. In the mid-17th century, some of these collections began to be donated by artists or their families, but their access was still restricted to the elites. The first museum to open its collection with cultural and entertainment purposes to the general public was the Louvre Museum in 1793 in Paris.

Information available at <www.tate.org.uk/learn/online-resources/mark-dion-tate-thames-dig/wunderkammen>; <www.britannica.com/topic/history-of-museums-398827>. Accessed on July 2, 2018.

- **Rijksmuseum** - a Dutch museum located in Amsterdam and founded in 1800 with the aim of preserving and celebrating the history of the country. Its name means *The State Museum* and its collection consists of more than one million objects devoted to the arts, crafts and history of the Netherlands since 1200.

Information available at <www.rijksmuseum.nl/en/visitor-information/building-and-presentation>; <www.amsterdam.info/museums/rijksmuseum>. Accessed on July 2, 2018.

- **American Museum of Natural History** - located in New York, USA, it is the largest museum in the world devoted to natural history. It has 28 interconnected buildings, 45 exhibition halls, a planetarium and a library. Since its foundation in 1869, the museum has aimed to promote advances in the cultural and natural fields through its research and its collection, which contains over 33 million natural artefacts and animal, plant and mineral specimens.

Information available at <www.amnh.org/about-the-museum>; <www.nyc-arts.org/organizations/54/american-museum-of-natural-history>. Accessed on July 2, 2018.

- **Istanbul Toy Museum** - founded in 2005 by the writer Sunay Akin, it is located in Istanbul, Turkey. The collection has more than 400 thousand toys from different times and places in the world.

Information available at <www.istanbuloyuncakmuzesi.com/hikayemiz.asp?lang=en>. Accessed on July 2, 2018.

- **Hakone Open-Air Museum** - founded in 1969 in the city of Hakone, Japan, it was the first open-air museum. It has gardens in which it is possible to appreciate the permanent collection of 120 modern and contemporary sculptures of various countries, as well as having indoor spaces for temporary and permanent exhibitions, such as the Picasso Pavillion, with more than 300 works by the Spanish painter. In addition, visitors can interact with various sculptures.

Information available at <www.japan-guide.com/e/e5208.html>; <www.jnto.go.jp/eng/spot/museum/hakoneopenairmuseum.html>. Accessed on July 2, 2018.



Extra activity

- Ask students to imagine a visit to one of the museums visited by Brownie and the gang. You can show the sites of these museums: <www.rijksmuseum.nl/en>; <www.amnh.org>; <www.istanbuloyuncakmuzesi.com>; <www.hakone-oam.or.jp>. Accessed on July 2, 2018.
- Encourage children to create a story in three frames, telling what they saw at the museum and the items they liked the most. The story may have pictures and speech bubbles.
- If you wish, have students create stories using online tools such as *Pixton* and *ToonDoo*. Remember to make sure you have the resources you need to use these tools, such as created profiles and passwords for your students. For more information go to <<https://www.pixton.com/>>; <<http://www.toondoo.com/>>. Accessed on July 2, 2018.

Page 57

7 Exhibit your collection.

Social emotional Competences – organisation and responsibility: the activity aims to foster the students' organisation and responsibility. It is important that they are responsible for their belongings, take care of them, and organise them, since objects are a means to tell their own story. The habit of collecting is a fun activity that stimulates curiosity and broadens the sense of observation, organisation, discipline and responsibility, as well as attention, patience and persistence. All these skills contribute to the development of social emotional competences. At the same time, they give children the opportunity to value their collections by noticing the historical function that the collected items acquire when they are preserved, developing the capacity to assign new meanings to them. Such items awaken memories that contribute to the formation of the personal and social identity and broaden the understanding of the world.

- Review the comic strip story with the class. Ask if Zac's collection is well organised and why organisation is important (*Yes, because Anne can quickly see how many shells there are in the collection*).
- Ask students if they have any collections and how important they are to them. Elicit if their collections evoke memories and if they would like to share them with their classmates.

- Explain to your students that they will organise a class exhibition of the collections dealt with in the unit. Provide some containers such as cardboard boxes, plastic organisers, baskets, folders, glass jars, etc. to store the items.
- Ask children to bring objects to school in order to organise the collections (e.g.: coins, comic books, drawings, rocks, shells, stickers).
- Challenge students to catalogue the items and fill in the chart in the book. They can also add new items to the chart.
- Then, challenge children to group collections based on categories (*rocks, shells, coins, etc*). Encourage them to decide which container is best to store each category and to organise the collections.
- If possible, invite other classes and even other members of the school community, such as parents and tutors to visit the exhibition. Have students be aware that the objects are not touched or misplaced.
- Encourage students to go on updating the catalogue throughout the year. From time to time, ask different groups of students to take care of the collections, cleaning them up and rearranging them, etc. If there are comics, encourage them to organise a circulating library.
- For more tips on how to build a cabinet of curiosities, visit <www.homeschooling-ideas.com/cabinet-of-curiosities.html>. Accessed on July 2, 2018.

8 Listen and say. Stick.

- Tell students they are going to listen to a tongue-twister. Play track 52 on the audio CD and elicit the sound that is repeated the most in the sentence.
- If you find it appropriate, explain that the tongue-twister practises the /ʃ/ sound, usually spelt by the *sh* digraph. It may be at the beginning (*shell*), in the middle (*seashore*) and at the end of a word (*Josh*). Although the most common spelling of this phoneme is the *sh* digraph, it can also be the phoneme for several other forms: such as *ti* (*national*), *ci* (*official*), *s* (*sure*) and *ch* (*machine*), among other possibilities. For more information, watch the animation available at <<https://www.youtube.com/watch?v=2ncQwQZJ47E>>. Accessed on July 2, 2018.

- Then, play the audio track again and encourage students to repeat the tongue-twister.
- After that, have them use the correct sticker on page 143 to complete the scene according to the phrase content.
- Continue playing the audio and encourage children to repeat the tongue-twister while placing the sticker.



Audioscript 52

Josh is showing shiny shells.

Answer Key

Children stick the shells sticker on the picture.

Setting the pace



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



Another tongue-twister that can be used to practise the same sound is: *She sells seashells by the seashore*. Challenge students to repeat it at different speeds.



Extra activity

- Hold a class competition to see how many times students can say the tongue-twister in one minute. The student who can say it the most times without stumbling over a word is the winner.

9 Cut out and talk.

- Write the dialogue of the fifth frame on page 56 on the board and bracket the name of the collectible:
A: *Can I borrow your (shells)?* B: *Sure! Here you are.* A: *Thank you.*
- Invite students to practise the dialogue replacing the collectible between brackets with other items (*coins, comic books, drawings, rocks, stickers*).

- Divide the class into pairs and ask each one to cut out the collectibles and cabinet on pages 129 and 131.
- Guide students to observe their classmates' objects and ask for and lend items to complete their cabinet of curiosities, following the model dialogue. If they wish, they can draw two more collections they would like to have in the cabinet spare spaces.
- Go around the classroom while students are carrying out the activity, clarifying doubts and helping when necessary.

Page 58

10 Draw and talk.

- Ask students what collectibles in the unit they like the most. Ask them to justify their answers and ask if they would like to start a collection of such an item.
- Have them draw this object on a separate sheet of paper.
- Then, tell them to walk around the classroom and borrow a classmate's drawing and lend theirs to him / her.
- Students exchange their drawings and then talk to other classmates, repeating the procedure.
- Encourage them to practise the structure learnt in activity 9.
- Go around the classroom, monitoring and helping students when necessary.

11 Write and play.

- Before starting the activity, invite some students to go to the board and write the name of a collectible that they have learnt in the unit (*coins, comic books, drawings, rocks, shells, stickers*). Encourage the class to help their classmates.
- Divide the class into pairs and have them write the name of four collectibles in the table in the book. Guide them to write each collectible in a different cell.
- Ask them to keep their table secret.
- Explain to them that the goal of the game is to find all the words hidden by their partner. To do so, student A chooses one cell (*Blue three*).
- Student B will then check the table he / she has completed. If there is a word in the cell, he / she says what it is (*stickers*, for example); if there is nothing, he / she says *Miss*.

- Student A keeps a record of this information in the second table (the one which he / she did not complete). Then, it is student B's turn to choose a number and a colour. The first one to find the four hidden items is the winner.

Page 59

12 Listen and tick. Sing.

- Explore the scene with your students and ask where the children are and what they are doing (*they are in a park with their collections*).
- Ask students to pay special attention to the collections.
- Play track 53 on the audio CD and challenge students to tick the collections mentioned in the song.
- Pause after each verse so that everyone has time to tick the correct pictures.
- Play the audio track again and check the answers.
- When students feel confident enough, play the karaoke version of the song and encourage them to sing together.



Audioscript 53

Song: My Collections

Come and see my collections!
I collect coins and
I've got many rocks too!
Some are green, some are blue!
Wow! They are cool!
Can I borrow your rocks?
Sure! Here you are! Here you are!
Thank you! Thank you!
Come and see my collections!
I collect drawings and
I've got many shells too!
Some are big, some are small!
Wow! They are cool!
Can I borrow your shells?
Sure! Here you are! Here you are!
Thank you! Thank you!

Answer Key

Children tick the first picture on the left and the second picture on the right.

Workbook

Now that you have finished teaching this unit, it is advisable to turn to the Workbook activities on pages 112-114. In the Workbook section, students will revise all the vocabulary and some key structures learnt in the unit. You may assign these exercises as homework.

Workbook Unit 6 Name: _____

1 Match. Break the code.

COLLECTIONS
1 2 3 4 5 6 7 8 9 10

112 one hundred twelve

2 Look and number.

3 Look and tick.

one hundred thirteen 113

4 Look and match.

5 Look and circle.

I collect coins / rocks and comic books / stickers.

I collect drawings / shells and rocks / stickers.

I collect comic books / stickers and drawings / coins.

114 one hundred fourteen

Extra Material

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



Review 5 & 6

Page 60

1 Match and colour.

- Ask students to look at the pictures and say the names of the animals.
- Ask them to read the sentences and match them to the corresponding pictures.
- Finally, guide them to colour the animals according to the descriptions in the sentences.

Answer Key

1 Match and colour.

2 Read and stick.

- Ask students to look at the picture and read the sentence. Make sure they understand it.
- Explain they will have to find the sticker that corresponds to the sentence in the **Stickers** section.
- Ask them to choose the correct sticker from page 143 and paste it on the savannah illustration.
- Carry out whole-class correction.

Answer Key

Children stick the giraffe sticker on the picture.

Page 61

3 Find, count and circle.

- Ask students to look at the picture and elicit the collectibles from them (*coins, stickers, shells and comic books*).
- Then, encourage them to count the items and answer the questions according to the number of objects in each collection.

Answer Key

1 Seventeen 2 Fourteen 3 Twenty 4 Fifteen

④ Listen and write.

- Explain to students that they will listen to some children describing the collections they have got.
- Play track 54 on the audio CD and ask them to complete the sentences according to the information they hear. They can use the words in the box below as help.
- Pause after each sentence so that the class has time to write the answers.
- For correction, play the audio track again and ask volunteers to write the missing words on the board.



Audioscript 54

- 1 I collect rocks. I've got sixteen rocks.
- 2 I collect stickers. I've got twelve stickers.
- 3 I collect shells. I've got eleven shells.
- 4 I collect drawings. I've got thirteen drawings.

Answer Key

1 rocks 2 stickers 3 shells 4 drawings



Let's Have Fun!

Big Question: *What games can children play?*

Objectives: develop oral comprehension and production skills to name games and actions related to them; ask and answer about skills; reflect on the importance of self-confidence; identify and practise the /p/ sound

Vocabulary: *dance and freeze, jump the rope, mime, play hide-and-seek, play hopscotch, pull the rope; freeze, hide, hop, jump, mime, pull, seek*


Language Content: *What games can you play? I can play... / I can...*

Social emotional Competence: self-confidence

Digital Content: multimedia gallery to expand on the opening topic

Workbook: pages 115-117

Pages 62 and 63

- Explore the opening scene with the class and ask students where the children are (*in a park*) and what they are doing (*they're playing*).
- Ask if there are similar green spots in the city or neighbourhood where they live and whether there are leisure facilities that they enjoy. Also ask what games they play in these places.
- Explain that the scene shows some traditional games played by children in different parts of the world. Draw the students' attention to the fact that the children are in a public park in which there is a maze.
- Take advantage of the picture to activate students' prior knowledge and elicit the games the children are playing (*dance and freeze, jump the rope, mime, hide-and-seek, hopscotch and pull the rope*). It is possible that they do not know the name of some of the games, in which case you should provide them. We also suggest you should explain how to play the games your class has not heard of before.
- The observation of the opening scene can be used as an introduction to the Big Question posed in the unit: *What games can children play?* Ask students if the games they can see in the picture are the only ones children play and raise hypotheses in response to this question. It is important to remind students that the answer will be given in the comic strip story on page 66.
- Point to the children who are playing hide and seek and say: *play hide-and-seek*. Ask students to repeat the phrase.
- Then, ask what other games they can see in the picture and encourage them to answer in English or introduce the new vocabulary (*dance and freeze, jump the rope, mime, play hopscotch, pull the rope*).
- Now, ask children to look at the adventure book and at Brownie's device. Explain that when they see this icon , they can look up extra information on Richmond webpage. They can do this activity at home with their family. In this case, children will find a multimedia gallery showing different games played around the word, which aims to broaden the vocabulary students will learn in the unit and to foster their curiosity.



Additional information

- **Games** - a natural and essential form of learning for the overall development of the child, which includes physical, social, affective, emotional and cognitive aspects. It is through playing that children develop the ability to reason, judge, argue, set and respect rules. It is also through playing games that children communicate with the world and with one another, establish social relations, build knowledge and accept the existence of the other. When playing with dolls, drawing and painting, for example, they communicate their feelings and develop creativity and imagination. Make-believe games are also related to the imagination and exploration of the environment, which is crucial for the development of the child's own reality through symbolic systems, as well as for the attribution of meaning to experience.

- > Physical games (dancing, running, jumping) are related to the stimulus of motor development (coordination, strength and flexibility). Finally, playing with blocks and puzzles helps to recognise shapes and sizes and also develops logical thinking.

Information available at <<https://literacytrust.org.uk/resources/10-reasons-why-play-important/>>; <www.maemequer.pt/desenvolvimento-infantil/crescer/brincar/brincar-desenvolvimento/>. Accessed on July 2, 2018.



Extra activity

- > We recommend your working together with the Physical Education teacher so that students can experience what they are able to do with their own body.
- > To engage them in an activity without impact and speed, but which includes motor development (such as coordination and flexibility), we suggest that they should do breathing exercises and some yoga positions. Suggestions for positions can be viewed at <www.youtube.com/watch?v=A47zwWsJXgs>. Accessed on July 2, 2018.
- > Games that involve leaps (hopscotch, rope jumping, etc) stimulate the development of coordination and balance, concentration and attention, as well as developing the muscles of the legs. It is advisable to include games in progressive levels of difficulty: to jump with two feet, to jump the rope, to jump on one foot, to play hopscotch. If appropriate for the class, you can expand the activity doing the exercises presented in the video available at <www.youtube.com/watch?v=PUdsnNuSfXw>. Accessed on July 2, 2018. The video also shows a progression in the level of difficulty.
- > As a follow-up activity, you can challenge students to create new exercises with the body and present them to their classmates, which will help them notice that everyone is able to explore the possibilities of their own body.



Extra vocabulary

bench	maze
building	path
bush	trunk
lake	

Page 64

① Listen and say.

- Explore the pictures with your students, point to each of them and elicit what they are. Ask students if they have ever played any of these games.
- Play track 55 on the audio CD and pause after each word / phrase for children to practise the new vocabulary. Play the audio track again and check pronunciation.
- Finally, practise the chant and ask students to point to the images as they are mentioned.



Audioscript 55

dance and freeze; jump the rope; mime; play hide-and-seek; play hopscotch; pull the rope

② Listen, find and point.

- Re-explore the opening scene and encourage students to identify the games in activity 1.
- Explain to the class that they will hear some children talking about the games they know how to play.
- Play track 56 on the audio CD and ask students to find and point to the games in the opening scene as they hear them.
- Play the audio track once more and pause after each dialogue for the class to repeat it.
- For correction, invite volunteers to show the class where the children are playing the games mentioned in the opening pages.



Audioscript 56

- A: What games can you play?
B: I can jump the rope.
- A: What games can you play?
B: I can mime.
- A: What games can you play?
B: I can play hide-and-seek.
- A: What can you do?
B: I can pull the rope.
- A: What games can you play?
B: I can play hopscotch.
- A: What can you do?
B: I can dance and freeze.

3 Think and draw.

- Ask students if they have ever played hopscotch, tell them to look at the child playing hopscotch in the opening scene and ask if they notice something strange (*the small pebble cannot be seen*).
- Ask in which square the pebble must be (*square 4*) and why the pebble must be there (*because the child is jumping over square 4*).
- After hearing your students' deductions, ask them to draw the pebble in the corresponding place.



Extra activity

- Take students to a space where you can draw a hopscotch court on the floor with chalk. Designs vary, but the court is usually composed of a series of linear squares interspersed with blocks of two lateral squares. Ask children to stand in a line in front of the drawn hopscotch.
- Recap the rules of the game. Challenge children to start by throwing a pebble in square 1 and to hop forward (always avoiding to step in the square where the pebble is), alternating jumps with two feet in the double squares and on one foot in the simple squares, until arriving at square 10 or 'Home'.
After hopping into 'Home', they must turn round and return through the court (square 9, then squares 8 and 7, next square 6, and so forth) on one or two feet depending on the square until they reach the square with the pebble. They should stop in the square before the pebble and bend down to pick it up and continue hopping, without touching a line or stepping into a square with another player's marker.
- If, while hopping through the court in either direction, the player steps on a line, misses a square, or loses balance, their turn ends. Ask children to take turns, respecting the order of the line. Players begin their turn where they last left off. The first child to complete one course for every numbered square on the court is the winner.

Page 65

4 Listen and say. Talk.

- Ask students to look at the picture and elicit what the children are doing (*they're talking*).

- Organise students into pairs and explain to them that they will practise the same dialogue as the children in the picture. Write the model dialogue on the board, underlining the expressions *play hopscotch* and *jump the rope*.
- Play track 57 on the audio CD and ask them to repeat a line each. Play the audio track again and ask children to change roles and repeat the other line. Then, challenge them to practise the dialogue, replacing the expressions underlined by other games. This model dialogue will be used in future activities.
- Then, encourage students to move around the classroom and interview their classmates to find out what games they know how to play. If you wish, ask them to write down their classmates' names and answers in their notebooks and suggest that they report their findings to the class.
- Go around the classroom while students are carrying out the activity, clearing up doubts and helping when necessary.



Audioscript 57

- A: What games can you play?
B: I can play hopscotch and I can jump the rope.

5 Read, look and number.

- Draw a two-column table on the board and write the headings *Games* in the left column and *I can...* in the right column.
- Present the action verbs related to the games taught in the unit (*freeze, hide, jump, mime, pull, seek*) through mimicry.
- Then, ask students to list the games studied in the unit in the left column of the table. Elicit what skills they need to play them. Write the answers on the corresponding lines. If necessary, give an example.
- Ask them to read the sentences, match them with the pictures and number them according to the ability described.

Answer Key

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

Teaching Tip

Draw the students' attention to the fact that the actions carried out when playing are also part of the name of the games: *freeze* and *dance and freeze*; *hop* and *hopscotch*; *hide* and *hide-and-seek*; *jump* and *jump the rope*; *mime* and *mime game*.

Page 66

6 Look and listen.

- Recap the students' predictions about the Big Question of the unit on page 63 (*What games can children play?*).
- Ask children to open their books to page 66 and look at the story for 20 seconds. Then have them close their books and ask if their predictions were correct.
- Explore the frames of the story and elicit what is going on in each one.
- Play track 58 on the audio CD and have children point to the frames as events occur.
- Play the audio track again and pause after each of the lines for the class to practise.
- Finally, organise students in groups and challenge them to rewrite or retell the story changing the game. Then, ask volunteers to share what they have imagined with their classmates and conclude that children can play many fun games.

Audioscript 58

Scott: Wow! A maze!

Olivia: We're in Venice, Italy.

Anne: Let's play hide-and-seek!

Zac: Look! Brownie can't see us.

Olivia: I can't see Zac.

[device sound]: Beep

Scott: Zac is with Brownie.

Anne: This game is fun!

Zac & Olivia: Let's play again!



Additional information

- Villa Pisani Park** - located in Venice, Italy, one of its greatest attraction is the circular maze garden. Built in 1721 by the Pisani di Santo Stefano family, it is one of the

most famous labyrinth gardens in Europe. The path of the labyrinth is marked with sculpted hedges with several dead-ends around a small tower in the centre, where stands the statue of Minerva, goddess of wisdom and the arts. The park, whose maze was used for the staging of comedies in the past, houses a museum that gathers works of the eighteenth and nineteenth centuries nowadays.

Information available at <www.villapisani.beniculturali.it/>; <www.atlasobscura.com/places/villa-pisani-labirinto>. Accessed on July 2, 2018.

- Hide-and-seek** - old and popular children's game in which one player closes his / her eyes for a brief period (often counting to 100) while the other players hide. The seeker then opens his eyes and tries to find the hiders. The game is played throughout the world and there are many variants on the game rules. For instance, the Igbo children in Nigeria play *oro*, a combination of hide-and-seek and tag in which the seeker stands in the centre of a large circle that has been drawn in the sand and tells other players to hide. The seeker then steps out of the circle, finds and then chases the other children, who must run into the circle to be safe. The child touched before reaching the circle must be the next seeker. 'Nascondino World Championship' is an international hide-and-seek competition. It has been held annually in Bergamo (Italy), in summer, since 2010. The game is a derivative of the Italian version of hide-and-seek (*nascondino*) and takes place on a playground in the open air, set up with artificial and natural hideouts.

Information available at <www.britannica.com/topic/hide-and-seek-game>; <www.nascondinoworldchampionship.com>. Accessed on May 2, 2018.

Extra activity

- Write the lines of the story on the board, omitting some words.
- Invite students to retell the story completing the gaps. Remind them that it is not necessary to use the exact same words, but to keep the storyline.
- Then, organise students in small groups and hand out one sheet of paper to each group.
- Draw a story flow chart (six frames whose chronological sequence is indicated by arrows) on the board and have students do the same on their sheet of paper.
- Encourage them to tell the story through drawings that describe the sequence of major events.
- Cover the lines in the story and ask the groups to retell it using their story map as support.

7 Look and tick. Draw.

Social emotional Competence – self-confidence:

the activity aims to foster students' self-confidence. Explain that this competence is very important in all walks of life, and also part of school success. Being self-confident helps people not just in their interpersonal skills, but also to face new challenges, propose ideas and live according to one's beliefs. The activity seeks to stimulate children's self-confidence when becoming leaders at playtime.

- Encourage students to find a child who showed self-confidence to take on a new challenge in the comic strip story (*Scott in frame 5, when Olivia seems to be afraid*).
- Ask if they remember having had a similar experience to the one in the comic strip story in which they had to trust someone when they were not so self-confident. Encourage them to think how they could demonstrate self-confidence, both in situations already experienced and in their daily lives and encourage them to share their opinions with classmates.
- Draw their attention to the picture in the activity (*children following directions from the leader*).
- Ask them if they know the game *Simon says*. Explain that participants must follow the orders of their leader (miming or doing movements) only when he / she uses the expression *Simon says* before an action. For example, if the leader says *Simon says walk*, participants should walk. However, if he / she only says the action, participants should not move.
- Call the students' attention to the children's attitudes in the pictures and ask them to notice one of them does not seem to be happy while the others are. Ask what may be happening (*two children know how to play the game while the other seems to be confused*). Ask students to tick what attitude they would have if they were in a similar situation.
- Conduct a class discussion about the importance of self-confidence and of saying when one does not understand something or does not feel comfortable with something. Ask students to think of situations in which self-confidence can be useful.
- Then play *Simon says* with students, taking the leadership role or asking volunteers to do so, making sure everyone has understood the rules of

the game. To relate the game to the contents of the unit, we suggest using the key vocabulary.

- Organise the class in groups of three or four and encourage them to play *Simon says*. Ask each group to choose a leader to start the game, explaining that they should take turns to be the leader.
- At the end of the activity, it is important to congratulate all your students on their participation in the game and elicit how they felt when playing the role of the leader.
- This activity contributes to the development of an individual capable of listening to the other attentively and of communicating ideas clearly, as well as favouring the student's identity construction.

Teaching Tip

In the original version of the game, participants who follow the command or that move when the leader does not say *Simon says* should stop playing, until only one winner remains. However, it is important that all students participate and that there is a change of leader to encourage them to create different poses for each action.

8 Listen and say. Draw.

- Play track 59 on the audio CD and introduce the tongue-twister to your students. Elicit the sound that is repeated the most in the sentence.
- If you find it appropriate, explain that the tongue-twister practises the /p/ sound, spelt with letter p. This sound may be at the beginning (play), in the middle (hopscotch) and at the end (top) of a word. For more information on the /p/ sound, watch the animation available at <www.youtube.com/watch?v=Dq82N3CpG9M>. Accessed on July 2, 2018.
- Then, play the audio track again two or three times and have students repeat it.
- Encourage children to say the tongue-twister aloud as they draw.
- For correction, ask volunteers to show the class their drawings.



Audioscript 59

Let's play hopscotch with Paul and Peggy.

Answer Key

Children draw a hopscotch court to complete the picture.

Setting the pace



If students find it difficult to produce the tongue-twister, you can introduce the words in isolation, and then join them into the complete sentence for repetition.



Another tongue-twister that can be used to practise the same sound is: Pam can hop and Peter can play sports. Challenge students to repeat it at different speeds.

9 Let's play!

- Take your students to the school playground or any other recreational area. Organise one station for each of the games learnt in the unit: dance and freeze, jump the rope, mime, play hide-and-seek, play hopscotch and pull the rope. Provide the necessary materials to carry out each of them in advance: ropes to jump the rope; strips of paper with the actions that should be mimed; sound equipment for dance and freeze; ready-made carpets or chalk-board for hopscotch; a long rope for pull the rope.
- Divide students into six groups and invite them to play at the different stations. Encourage them to say what skills they are using while playing. For example: *I can play hopscotch. I can hop.*
- Encourage students to move around and take part in all the games. As a follow-up activity, we suggest that you engage everyone into playing hide-and-seek.

Page 68

10 Mime and guess.

- Ask students to look at the picture and ask what the children are doing (*they are playing charades*).
- Ask a volunteer to go to the front of the classroom, whisper him / her the name of a game and ask him / her to mime for his / her classmates to guess. The student who guesses the name of the game will be the next to go to the front of the class and do mimicry.

- Then, organise students in pairs and challenge them to play charades with the games in the box.
- Later, students should change roles and keep on playing.

11 Play Simon says.

- Ask students to stand in a large circle and explain to them that you will give some commands, which should only be obeyed if they are introduced by the phrase *Simon says...*
- Give an example, say *Simon says... jump!* And explain that in this case everyone should jump. Then, just say *Jump!* and clear up that since you have not started the command with *Simon says ...*, they should not jump.
- Organise students in small groups and encourage them to choose one member of the group to give instructions, just like you did, mentioning the actions learnt in activity 5 (*freeze, hide, hop, jump, mime, pull, seek*).
- Go around the classroom, monitoring and helping students when necessary.

Setting the pace



Other imperatives dealt with in level 1 can be added to the game: *touch your head, move your arms, clap your hands, stamp your feet, etc.*

Page 69

12 Listen, sing and dance!

- Explore the pictures and ask students what actions the doll is performing (*jump, freeze, hop and pull*).
- Play track 60 on the audio CD and have children point to the pictures as they hear the instruction for each step of the choreography.
- Rehearse the choreography with your students as if they were the doll and ask them to match the moves with the stanzas in the song.
- Finally, play the audio track and encourage students to dance according to the choreography.
- When students feel confident enough, play the karaoke version of the song and challenge them to dance and sing together.



Audioscript 60

Song: Let's Play and Dance!

Let's play and dance!
Come on, right now!
Play and dance with me!
Come on, let's dance!
Dance and jump, jump, jump!
Dance and freeze!
Come on, let's dance!
Dance and hop, hop, hop!
Dance and freeze!
Come on, let's dance!
Dance and pull, pull, pull!
Dance and freeze!

Workbook

Now that you have finished teaching this unit, it is advisable to turn to the Workbook activities on pages 115-117. In the Workbook section, students will revise all the vocabulary and some key structures learnt in the unit. You may assign these exercises as homework.

Workbook Unit 7 Name: _____

1 Look and match.

freeze
hide
jump
mime
pull
seek

one hundred fifteen 115

2 Find and circle.

dance freeze hide-and-see hopscotch mime

m	j	i	f	r	e	e	z	e	n	d	a	n	c	e
i	b	h	-	o	u	g	t	y	v	f	j	s	r	e
m	f	h	i	d	e	-	a	n	d	-	s	e	e	k
e	q	y	v	r	u	v	*	n	e	i	b	-	p	a
-	y	h	o	p	s	c	o	t	c	h	o	n	b	*
a	f	*	v	d	t	n	-	e	b	m	g	o	f	u

3 Find the way.

I can play hopscotch.
I can jump the rope.

116 one hundred sixteen

4 Look and number.

1 I can mime. 2 I can hide. 3 I can pull. 4 I can jump.

5 Look and tick.

What can you do?

Student's own answers.

I can seek. ☐
I can hop. ☐
I can dance. ☐

one hundred seventeen 117

Extra Material

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



Lunchtime

Big Question: *Are there square watermelons?*

Objectives: develop oral and written comprehension and production skills to recognise and name food commonly eaten at lunch or dinner; offer, accept or politely refuse food; ask and answer about food preferences; reflect on the importance of showing gratitude; identify and practise the /tʃ/ sound

Vocabulary: *chicken, fish, fruit salad, pasta, pudding, salad, steak, watermelon*


Language Content: *I like... What about you? I like... too. / I don't like... / (Chicken)? Yes, please. Here you are. Thanks! I like... / (Fish)? No, thanks. I don't like...*

Social emotional Competence: gratitude

Digital Content: multimedia gallery to expand the opening topic and video with the answer to the Big Question

Workbook: pages 118-120

Pages 70 and 71

- Explore the opening scene with the class, ask if they have ever been to a similar place and elicit what they can do there.
- Explain to your students that the scene shows a food truck park, which, unlike most trucks of the type, sells healthy dishes. Invite them to share their eating habits and encourage them to have a balanced and healthy diet.
- Take advantage of the scene to explore students' prior knowledge, ask if they know which plants or trees the fruits in the fruit salad come from (*some fruits may have come from the fruit plants of the scene*). Also ask where the watermelon could have been planted and what shape it had before it was cut into cubes for the fruit salad. This contextualisation can be used as an introduction to the Big Question in this unit (*Are there square watermelons?*). It is important to remind children that it will be answered in the comic strip story on page 74.
- Point to the watermelon chunks and say: *watermelon*. Ask students to repeat the word.
- Then, ask what other foods they can see in the picture and encourage them to answer in English or introduce the new vocabulary (*chicken, fish, fruit salad, pasta, pudding, salad, steak*).
- Now, ask children to look at Brownie's device. Explain that when they see this icon , they can look up extra information on Richmond webpage. They can do this activity at home with their family.

In this case, children will find a multimedia gallery with objects that can be square and round. The purpose of this activity is to show students that the same item can have several shapes and make them reflect on the Big Question.



Additional information

➤ **Food trucks** – their origin is related to the chuck wagons, carts adapted to allow the preparation of food, which ran throughout the United States in the second half of the 19th century. In the 20th century, these vehicles sold food mostly to workers with a low income. However, with the economic crisis of the first decade of the 2000s, food trucks became an affordable alternative for kitchen chefs and other food professionals who had lost their jobs. The change innovated the concept of street food and increased the supply of creative options and even healthy ones, like wraps, salads and juices. The new wave gained momentum with social networks and television shows, and today food trucks are part of urban landscapes in many countries around the world.

Information available at <<https://www.history.com/news/from-chuck-wagons-to-pushcarts-the-history-of-the-food-truck>>. Accessed on July 2, 2018.

➤ **Watermelon** – the word watermelon in English is illustrative of its composition, because the fruit is composed of about 90% water. It is, therefore, a very healthy food which offers good hydration, in addition to containing fibres, vitamin C and antioxidants such as beta carotene and lycopene.

Information available at <<https://wonderopolis.org/wonder/how-much-water-is-in-a-watermelon>>. Accessed on July 2, 2018.



Extra activity

- > Make students aware of the importance of the food they eat. Encourage them to avoid wasting food. They can reflect on the amount of natural resources that are spent on food production and on the people who could be fed with the food wasted. Tell them that of all the food produced in the world each year, almost one third is wasted without being consumed.
- > Encourage children to think of different ways to reduce waste, such as not buying more food than they can store, and reuse leftovers.
- > Next, present the following recipe: Pineapple Skin Juice. If the school has a kitchen, try to prepare it with the class. If it does not, students may make the recipe at home with the help of an adult.
- > Take the opportunity to expand the vocabulary of the unit by introducing the English words for the following ingredients: pineapple skin; 2 sprigs of spearmint; 1 litre of water; sugar to taste.
- > How to prepare the recipe: before you begin, wash your hands and ask an adult to help you. Wash the pineapple and the mint very carefully. Cut off the pineapple skin, reserve the pulp for another preparation. Cut the skin into strips and place them in a medium pot, add some sugar and pour in the water. Boil for 20 minutes. Then just strain everything into a jar, add the spearmint and put it in the fridge to cool or serve with some ice. It's delicious!

Information available at <<https://www.youtube.com/watch?v=MngKSfq-xjY>>; <www.youtube.com/watch?v=loCVRkcaH6Q>. Accessed on July 2, 2018.



Extra vocabulary

apple	menu
banana	orange
bench	peach
grapes	

Page 72

1 Listen and say.

- Invite students to explore the pictures. Point to each of them and elicit their names.
- Play track 61 on the audio CD and pause after each word for students to practise the new vocabulary.
- Play the audio track again and check pronunciation.

- Then, practise the chant and ask students to point to the pictures as they are mentioned.



Audioscript 61

chicken; fish; fruit salad; pasta; pudding; salad; steak; watermelon

2 Listen, find and circle.

- As a warm-up for this activity, challenge students to find the foods in activity 1 in the opening scene. Tell them to have a look at the food truck menus as well.
- Tell children they will listen to short dialogues about food preferences. Play track 62 on the audio CD and ask the class to circle the food in the opening scene as they hear them.
- Play the audio track once more and pause after each utterance to give students enough time to circle the images and repeat the exchanges.
- For correction, you may repeat the questions aloud and ask volunteers to point to the items mentioned in the book.



Audioscript 62

- 1 **A:** *I like fruit salad. What about you?*
B: *I like fruit salad too.*
- 2 **A:** *I like fish. What about you?*
B: *I don't like fish.*
- 3 **A:** *I like pudding. What about you?*
B: *I like pudding too.*
- 4 **A:** *I like watermelon. What about you?*
B: *I don't like watermelon.*
- 5 **A:** *I like chicken. What about you?*
B: *I like chicken too.*
- 6 **A:** *I like steak. What about you?*
B: *I don't like steak.*
- 7 **A:** *I like salad. What about you?*
B: *I like salad too.*
- 8 **A:** *I like pasta. What about you?*
B: *I don't like pasta.*

3 Think and stick.

- Ask students where fruits are found in nature, if they have already seen fruit plantations and, if so, ask

them to describe them (*tree plantations, branches, etc.*). Write down their contributions on the board.

- Then, tell them to look at the plants in the opening scene and ask if they know which fruit is growing there (*watermelon*).
- Ask if the watermelons that grow in that plant are round, square or both. Ask them to justify their predictions.
- Ask them to choose the sticker(s) corresponding to their hypotheses on page 143 and stick them on the scene to complete it.

Answer Key

Children choose a watermelon sticker and place it in the watermelon orchard.

Page 73

4 Listen and talk.

- Write the model dialogue on the board and underline the phrase *fruit salad*. Also write another optional answer to the question: *I like fruit salad too*.
- Model the dialogue with a student: ask him / her to comment on a food he / she likes. Practise with a few more students, shifting from affirmative to negative answers and the other way round.
- Organise students into pairs and explain to them that they will practise the same dialogue as the children in the picture. Play track 63 on the audio CD and pause after each speech utterance for repetition. Play the audio track again and ask children to change roles and repeat the other line.
- Then, encourage them to share their opinion about some of the foods presented in activity 1 and ask about his / her classmate's preferences.
- Students then change roles and keep practising.
- Go around the classroom while students are carrying out the activity, answering questions and helping when necessary.



Audioscript 63

A: *I like fruit salad. What about you?*

B: *I don't like fruit salad.*

5 Look, listen and circle.

- Invite students to look at the pictures and name the foods. Call their attention to the thumbs up and down and make sure they know their meaning (*like / do not like*).
- Explain to them that they will hear three children talking about food they like or dislike.
- Point out that row 1 belongs to the first child, row 2 to the second one and so on. Tell the class that they should circle the thumb up if the child likes the food or the thumb down if he / she does not like it.
- Play track 64 on the audio CD and pause after each child's speech utterance so that students can identify his / her preferences. Ask them to circle the corresponding thumb.
- After the last utterance, encourage children to answer the question *What about you?* to practise the structure *I like / don't like...*



Audioscript 64

- I like salad and fish. I don't like pudding.*
- I like steak and chicken. I don't like pasta.*
- I don't like steak. I like watermelon and fruit salad.*

Answer Key



Page 74

6 Look and listen.

- Go back to the Big Question of the unit on page 71 (*Are there square watermelons?*) and ask students to recap their predictions at the beginning of the unit.

- Then, ask them to open their books to page 74, explore the comic strip story and tell what is happening in each frame.
- Play track 65 on the audio CD and have students point to the frames as the events are mentioned.
- Play the audio track again and pause after each speech utterance for the class to practise.
- Finally, ask in which frame the answer to the question has been revealed (*pictures 4 and 5*) and in which of them the explanation for the existence of square watermelons is provided (*picture 6*).
- If you find it appropriate, show students the video on Richmond webpage, in which they will see a square watermelon being grown and then harvested.



Audioscript 65

Anne: *We're in Japan!*

Zac: *Chicken?*

Olivia: *Yes, please.*

Zac: *Here you are.*

Olivia: *Thanks. I like chicken.*

[bells sound]

Boy: *Hi! This is a present for you.*

Scott: *Oh, thank you.*

Scott: *Watermelon?*

Zac: *No, thanks. I don't like watermelon.*

Anne: *Is this a real watermelon?*

Boy: *Yes, it is. Olivia, can you show it, please?*

Olivia: *Sure!*

Scott & Anne: *Wow!*

+ Additional information

- **Fruits** – in Japan, fruits are considered luxury items, and a lot of money is invested on the production of perfect fruits. Because of this, many Japanese often offer them as a gift to show gratitude when they are guests in somebody's house.

Information available at <www.independent.co.uk/life-style/food-and-drink/features/why-is-fruit-so-expensive-in-japan-9605105.html>; <www.bbc.com/news/world-radio-and-tv-17352173>. Accessed on July 2, 2018.

- **Square watermelons** – have been grown in Japan since the late 1980s. The watermelons are grown inside acrylic or glass cubes. Once inside the cube, the fruit adapts to the space and shape available for its growth. These cubic watermelons are a sale success, since they are easier to store in the fridge and cut into chunks. They

are usually more expensive than regular watermelons and they are now also available in other countries, such as in Germany.

Information available at <<https://www.livescience.com/26199-amnh-food-show-facts.html>>; <<https://www.whataboutwatermelon.com/index.php/2009/07/how-and-why-square-watermelons-are-made/>>. Accessed on July 2, 2018.



Extra activity

- Divide the class in groups of four. Write the story lines in strips of paper, shuffle them and put them in an envelope. Give one envelope to each group.
- Challenge students to put the strips in chronological order according to the story. Don't let children peep the story in their books.
- When they have finished, have the groups present their sequences and compare the results. Reach a consensus with the whole class and ask them to open their books for final checking.
- Then, challenge the groups to role-play the dialogues. Encourage them to role-play the dialogues for their classmates the next lesson. Ask them to take to class plastic or wooden toys, drawings or pictures to represent the chicken and the watermelon and, if possible, also to take with them accessories or clothes to characterise the Japanese ambience.

Page 75

7 Think and create.

Social emotional Competence – gratitude: this activity aims to foster gratitude. It is important that students understand that showing gratitude is a way of recognising the good deeds of others who have made them feel good and happy. To show gratitude is to share this happiness with those who have contributed to it.

- Go back to the story and ask students if they remember one or more gestures of gratitude (*in picture 2, Olivia thanks Zac's offer*). Call their attention to the fact that giving something to a host is also a demonstration of gratitude for the invitation.
- Ask children if they usually thank people and in which situations they do so. Check if they know other ways of showing gratitude and encourage them to share how they, and the people they are grateful to, feel when they express gratitude.

- Ask, then, if there is anyone in the school whose company they would like to thank at the end of the school year.
- Encourage children to write a thank-you letter to give him / her. Ask them to complete the card with a drawing.

Extra activity

- Write the phrase *I'm thankful for my...* on the board and explain that it is used when we want to express gratitude for something to someone.
- Encourage students to complete the sentence to thank someone for something that is important to them, such as family, friends, food, school, and so on.
- Give half a sheet of paper to each student and have them copy the sentence from the board, and complete it with the reason why they are thankful for. Also tell them to illustrate their thank-you letters and write their name.
- When they are all done, put the sheets together and organise a minibook.
- If you wish, organise a ballot to choose a title and a drawing for the minibook cover.

8 Listen and say. Then take the kids to the kitchen.

- Play track 66 on the audio CD and introduce the tongue-twister to your students. Elicit the sound that is repeated the most in the sentence.
- If you find it appropriate, explain that the tongue-twister practises the /tʃ/ sound, often spelt with the *ch* digraph. It may be at the beginning (chicken), in the middle (kitchen) and at the end (lunch) of a word. The phoneme can also be spelt with *tu*, as in *future* (/fju:tʃə/).
For more information about the /tʃ/ sound, watch the animation available at <www.youtube.com/watch?v=eFFQJ3VYopE>. Accessed on July 2, 2018.
- Then, play the audio track again two or three times and have students repeat it.
- Encourage children to say the tongue-twister aloud as they find the way to take the children to the kitchen and trace the path on the maze.
- For correction, ask volunteers to show the class their maze.



Audioscript 66

It's lunchtime! There's chicken in the kitchen.

Answer Key

Children trace the path to the kitchen.

Setting the pace



If students find it difficult to produce the tongue-twister, you can introduce the words in isolation, and then join the words into the complete sentence for repetition.



Another tongue-twister that can be used to practise the same sound is: Cheep-cheep chirped the cherry chick. Challenge students to repeat it at different speeds.

Extra activity

- Hold a class competition to see how many times students can say the tongue-twister in one minute. The student who can say it the most times without stumbling over a word is the winner.

9 Cut out and talk.

- Provide a chicken and a watermelon toy.
- Write the dialogue from the comic strip story on the board and invite two students who like chicken to go to the front of the classroom. Ask one of them to offer the chicken to his / her classmate, following the model: A: *Chicken?* B: *Yes, please.* A: *Here you are.* B: *Thanks. I like chicken.*
- Invite two students who do not like watermelon to repeat the procedure. Encourage one of them to offer the fruit to the other, who must refuse it politely, following the model: A: *Watermelon?* B: *No, thanks. I do not like watermelon.*
- Underline the words *chicken* and *watermelon* on the board and invite two more students to role-play the dialogue for the class. Encourage them to replace the words underlined by other food of activity 1.

- Then, divide the class into pairs and ask them to cut out the food pictures and the stage setting on page 133.
- Encourage each student to offer the food available to his / her partner and serve it on the plate, if it is accepted, or return it, if it is refused. Challenge them to use the model dialogue, making the necessary substitutions.
- Walk around the classroom while students are working and help them if necessary.

Page 76

10 Listen and number.

- Invite students to look at the pictures and focus on the food offered to the children and whether they accept it or refuse it.
- Tell them that they will hear short dialogues and that they should number the situations in the order they hear them.
- Play track 67 on the audio CD and pause after each dialogue to give students enough time to identify the appropriate scene.
- For correction, pair students up and ask them to share their answers.
- If necessary, play the audio track again and write the answers on the board.



Audioscript 67

- 1 A: Pudding?
B: No, thanks. I don't like pudding.
- 2 A: Salad?
B: Yes, please.
A: Here you are.
B: Thanks! I like salad.
- 3 A: Fruit salad?
B: Yes, please.
A: Here you are.
B: Thanks! I like fruit salad.
- 4 A: Chicken?
B: No, thanks. I don't like chicken.

Answer Key

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

11 Ask your classmates.

- Write the dialogue taught in activity 4 on the board and ask the question to some students, changing food: A: I like fruit salad. What about you? Encourage students to answer according to their food preferences: B: I like fruit salad too. / I do not like fruit salad.
- Ask students to walk around the classroom and interview their classmates about the food listed in the table. Encourage them to use the dialogue on the board as a model, giving their opinion on food before asking about their classmates' preferences.
- Tell them to copy in their notebook the table with as many lines as classmates are in the class. Explain that they should draw a smiling face if a classmate likes the food he / she has been asked about or a sad face if he / she does not like it.
- Finally, ask each student to look at the table they have completed and ask if their peers' food preferences are similar to their own.



Extra activity

- Tell students they are going to make fruit salad the next class. List on the board the fruit each student should take to school for the recipe.
- It will be necessary that an adult will help them chop the fruit and take it to class in plastic containers.
- Organise students in groups and encourage them to offer and politely accept / refuse fruits to prepare their fruit salad according to their preferences.
- Write the following dialogues on the board as a model:
A: Apples? B: Yes, please. A: Here you are. B: Thanks! I like apples. / A: Apples? B: No, thanks. I do not like apples.

Page 77

12 Listen, draw and sing.

- Point to the food in the picture and ask: What's this? (It's pasta / chicken / a steak / fish / salad / a pudding / a slice of watermelon / fruit salad).
- Tell the class they are going to listen to a song about food. Play track 68 on the audio CD and ask students to find the food mentioned in the song and to decide whether the singers like the food or not.

- Play the audio track again and ask students to complete the picture with a happy face or a sad face next to the food.
- Play the song once more to let students check their answers and sing along.
- For a change, you can organise students into two groups and encourage them to sing a stanza each.
- When students feel confident enough, play the karaoke version of the song and encourage them to sing together.



Audioscript 68

Song: The Food Song

*I like pasta, I like steak!
I like chicken and I like fish!
I like you and you like me!
What about you?
I like salad and I like steak too!
I don't like pudding.
I don't like watermelon.
You like me and I like you!*

Answer Key



Workbook

Now that you have finished teaching this unit, it is advisable to turn to the Workbook activities on pages 118-120. In the Workbook section, students will revise all the vocabulary and some key structures learnt in the unit. You may assign these exercises as homework.

Workbook Unit 8 Name: _____

1 Do the crossword puzzle.

118 one hundred eighteen

2 Look and tick.

I like pasta, fish and fruit salad. ☒

I like pasta, steak and pudding. ☐

I like salad, chicken and fruit salad. ☐

I like salad, steak and pudding. ☒

3 Look and write.

don't like like

chicken pudding steak watermelon

like chicken

don't like watermelon

119 one hundred nineteen

4 Think and draw. **Food**

like don't like

Student's own answers.

5 Look and stick.

120 one hundred twenty

Extra Material

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



Review 7 & 8

Page 78

1 Look and match.

- Ask students to look at the pictures and ask what they can see. They are expected to conclude that they are pictures of children playing outdoors. If necessary, revise the vocabulary from unit 7.
- Then, lead children to relate these pictures to the sentences above and match them according to each child's ability.
- For correction, write the three names on the board (*Jonathan, Danielle and Alan*) and ask volunteers to share their answers with the class.

Answer Key

1 Look and match.

Hi, I'm Jonathan and I can pull the rope.

Hi, I'm Danielle and I can play hide-and-seek.

Hi, I'm Alan and I can play hopscotch.



2 Read and draw.

- Write the following sentences on the board: *I can jump the rope, I can dance and freeze, I can play hopscotch.*
- Invite three students to mime one game each and challenge the class to guess.
- Then, encourage students to draw the games in the appropriate spaces.
- Go around the classroom while students are carrying out the activity, clarifying doubts and helping when necessary.

Answer Key

1 Children draw someone jumping the rope. 2 Children draw someone dancing. 3 Children draw someone hopping on a hopscotch court.

Page 79

3 Listen and stick.

- Have students open their books to page 143 and focus their attention on the stickers for **Review 7 & 8**.
- Point to each sticker and ask students to say what food they can see (*steak, pudding, fruit salad, fish*).
- Tell the class they will listen to a boy and a girl talking about their food preferences.
- Play track 69 on the audio CD and ask children to identify the food the kids like and dislike.
- Play the audio track again and ask students to paste the stickers in the correct column.
- Before correcting, suggest that students compare their answers with a classmate.
- For correction, ask volunteers to show the class which stickers they have glued in each box.



Audioscript 69

1 I like fish. I don't like steak.

2 I like fruit salad. I don't like pudding.

Answer Key



4 Look and number.

- Ask students to look at the pictures and elicit what they can see in each picture.
- Then, encourage them to read the sentences and number the pictures accordingly.
- Finally, organise students in pairs and ask them to compare their answers. Carry out whole-class correction.

Answer Key

From left to right: 2, 3, 1



Extra activity

- Now that students have completed units 1 to 8, you may assess the main skills developed and language and vocabulary items taught by playing a game. Direct students to pages 88-89 on the Student's Book to find *Game 2*. This activity is thoroughly explained on pages 96-97 of this Teacher's Book.

Pages 80 and 81

Look and imagine.

- Encourage children to tell you all they can remember about Anne, Scott, Olivia and Zac: the places they visited in their adventures with Brownie, what they learnt, which place they like and which one they don't like, etc.
- Then, invite children to explore the scene and ask them *Where are the kids and Brownie? (Natural History Museum)* and *What are they doing? (They're on a school outing)*. Encourage students to answer these questions in English and to analyse the scene and talk about it.
- Next, discuss in the students' mother tongue: Have you ever been to a similar place? How did you like the experience? What school outings have you been to? What did you learn?
- Tell children the story of how the adventure book and Brownie's device are taken to the Natural History Museum.
- Elicit from the class what they imagine will happen in the story. After everyone has shared their predictions, explain to them that they will find new friends and new stories in **Orbit 3**.

Exploring the story

Anne, Scott, Olivia and Zac visit the Natural History Museum in a school outing. Brownie, the ferret, gets very excited with the idea because he loves museums. He decides to hide in Olivia's backpack and takes the adventure book and the device with him. Upon entering the museum, he soon jumps out of the backpack to explore the place, carrying the adventure book and the device with him.



Pages 82 and 83

Build a School

Objectives: review vocabulary and grammatical structures from unit 4; present parts of the school, work as a team and practise manual skills

Target Vocabulary: *classroom, library, playground, school office, toilet*

Revised Vocabulary: *cleaner, librarian, secretary, student, teacher; blue / brown / green / hazel eyes, black / blond(e) / brown / hazel / red hair*

Language Content: *I've got (brown hair and blue eyes); He's the cleaner.*

Materials: boxes of various sizes, glue, scissors, watercolor pens, masking tape, paint, paintbrushes, modelling clay, cardboard, styrofoam plates

Guess who?

- Brainstorm the school jobs your students learnt in unit 4 and write them on the board (*cleaner, librarian, secretary, student, teacher*). Then, list the different places in the school (*classroom, library, playground, school office, toilet*). Students can answer in their mother tongue. Then, introduce the new vocabulary and connect the jobs to the different places in the school.
- After that, ask students to work in pairs and describe a school job.
- Finally, ask them to read the description to the class so that classmates can guess who is being described.

Look and match.

- Ask students to look at the pictures and identify the school rooms. Then, read the vocabulary with them to introduce the new words.
- Ask children to match the pictures of the school rooms to the jobs.
- Go around the classroom while students are doing the activity and offer your help if necessary.

- For correction, ask a volunteer to read the list of school rooms and encourage the class to provide the answers.

Answer Key

toilet - cleaner; classroom - teacher; library - librarian; playground - student; school office - secretary

Plan a school.

- Divide students in groups of nine or ten, depending on the number of students in your class. Explain to them that they are going to plan and make a school model. They will have to think about the number and location of classrooms, toilets, library, playgrounds, offices, etc. They can also choose a name for the school.
- Ask them to draw the school floor plan or write their project on page 83. Also help them to think about the necessary materials to build the model and list the items that should be taken to school for the next class by each of the groups. To model the school, students can use boxes of different sizes, paint, glue, scissors, watercolour pens, masking tape, brush, cardboard, styrofoam board and clay to mold the employees.



Extra activity

- You may take the chance to talk about the importance of school for children. Schooling is the one experience that most children worldwide have in common. They are in permanent or temporary buildings, in tents or under trees –sharing the experience of learning, developing their potential and enriching their lives.
- Good education means providing safe and protective buildings that are adequately staffed with trained teachers and equipped with the necessary resources which guarantee appropriate conditions for learning. Raise students' awareness about the fact that the school buildings they know are one of many kinds of schools around the world. Encourage students to think about diverse situations around the world and highlight that every child has the right to education.

Talk about your school.

- Divide the students in the groups to carry out different tasks to produce the model. Ask them to gather all the material they have brought and help them organise themselves. For example, each room of the model can be done by two students or each student can be responsible for a task, such as painting, gluing, modelling stuff in clay, etc. The teacher should be in charge of handling dangerous material, if there happens to be some.
- Help students create the school environment, furniture, and the like.
- When the structure is ready, students must join the boxes to put up the school as a whole. They can join the boxes with tape or glue, or stick them on a single surface, such as a polystyrene board or cardboard.
- When the layout is ready, students should name the parts of the school.
- Finally, they can include school staff in the rooms. It would be a good idea to encourage students to describe the school and the employees using the vocabulary learnt in the unit.
- When they finish their project, display their models at school.

Teaching Tip

The display stage is very important in project work. If nobody looks at projects once they are finished, they lose their value. Once projects are finished, display them on the notice board and schedule time for students to look at each other's work. Give them a task, e.g. *Which is your favourite project? Why?*

If possible, invite other classes, other teachers or even the school director to look at the projects while the students are there. With this kind of attention, students will soon start trying to do their best.

Pages 84 and 85

Make a Scrapbook about Animals

Objectives: review vocabulary and grammatical structures from unit 5; introduce and recognise habitats

Target Vocabulary: *lemur, parrot, toucan, rain forest, savannah, sea*

Revised Vocabulary: *big, small; cat, dog, fish, turtle, bird, elephant, flamingo, giraffe, hippo, lion, zebra*

Language Content: *It is black and white. It is big.*

Materials: images of animals, scrapbook, A4 paper, coloured pencils, watercolour pens, glue stick, tape

Guess the animal.

- To review the vocabulary in unit 5, describe some animals and challenge students to guess which ones they are. For example, say *It is yellow; it is small...* and wait for them to say *bird*. If possible, encourage them to describe animals themselves to engage their classmates in the guessing game.

Look and number.

- Call your students' attention to the animal body parts on page 84 and ask them to guess which animal they belong to.
- Then, introduce the new animals and ask students to repeat the words.
- Finally, as a preparation for the next activity, encourage children to number the animals with their corresponding body parts.
- Carry out class correction.

Answer Key

1 *lemur* 2 *elephant* 3 *dog* 4 *fish* 5 *toucan* 6 *turtle*

Extra activity

- If there is time, write the vocabulary of the unit on the board (*bird, elephant, flamingo, giraffe, hippo, lion, zebra, big, small*), read them out and ask students to repeat them. Then, erase the board and engage students into a hangman game.

- > > Choose a word, say the number of letters it has and ask students to guess it by saying one letter at a time to make it up. To finish the game, ask children to write the words in their notebooks and make a small drawing to illustrate them.

Research and draw.

- Invite students to think about the places where the animals in the previous activity live and introduce the habitats in the pictures (*sea, rainforest, savannah*). If you find it appropriate, explain that *habitat* is the natural home or environment of an animal.
- Divide the class in groups of four and ask students to think of animals for each habitat. You can help them to think of examples.
- Then, ask them to draw those animals in the habitat they belong to.
- Finally, ask children to take pictures, magazine clippings, photos, prints, drawings, etc. of their favourite animals, their habitats and information about them to class.
- Each group will have to make a scrapbook about their favourite animals. If they have not got a notebook to use as a scrapbook, they can use sheets of paper and staple them at the end of the activity.

Talk about the animals.

- Organise students in their groups, ask them to gather the collected images and decide how to order them to assemble the scrapbook. They can organise them by colour, by size, by habitat, etc.
- Ask them to glue the pictures, scraps of coloured card, drawings, etc and write captions. They can follow the model presented in the book. Help them with the vocabulary, if necessary.
- At the end of the activity, ask each group to present their scrapbook to the class. Finally, put on an exhibition of the students' scrapbooks.

Teaching Tip



You can suggest that students create a digital scrapbook using a web tool such as <<https://www.canva.com/create/scrapbooks/>>. Accessed on July 2, 2018.

Pages 86 and 87

Game 1: Look and say. Let's play!

We suggest that Game 1 be played at the end of the first half of the year, since it includes the contents studied in units 1 to 4.

- Explain to students that everyone will play a board game to review the contents learnt in the first four months. It is advisable to play the game collaboratively and negotiate responses (two against two).
- Ask children to cut out and assemble the counters and die on page 135. Give instructions to assemble the die. Then, explain the meaning of *go >> (forward)*, *go << (back)* and *miss a turn*.
- Ask children to put their counters in the START point and roll the die to determine who will start the game (the pair that draws the highest number).
- In turns, each pair will roll the die and move forward the corresponding number of circles on the board.
- Explain to students that in each circle there is a picture or a Math operation. They are supposed to say what the pictures are or to solve the Math operations to review vocabulary.
- If the pair answers correctly, they stay on the circle and play the next round; otherwise, they return to the circle on which they were before.
- Encourage the class to use complete sentences when giving the answers, such as *It's a butterfly*.
- The goal of the game is to get to the FINISH point first. At the end, collect the dice and save them for future use.

Answer Key

START

- Circle 1: *Butterfly. / It's a butterfly.*
- Circle 2: *Cake. / It's a cake.*
- Circle 3: The pair goes forward one space.
- Circle 4: *Winter. / It's winter. / Cold. / It's cold.*
- Circle 5: *Seventeen.*
- Circle 6: *Sunny. / It's sunny. / Hot. / It's hot.*
- Circle 7: *Chest. / It's a chest.*
- Circle 8: *Eleven.*
- Circle 9: The pair misses a turn.

- > Circle 10: *Cleaner. / He's a cleaner.*
- Circle 11: *Twenty.*
- Circle 12: *Librarian. / She's a librarian.*
- Circle 13: The pair goes back two spaces.
- Circle 14: *Present. / It's a present.*
- Circle 15: *Bee. / It's a bee.*
- Circle 16: *Rainy. / It's rainy.*
- Circle 17: *Thirteen.*
- Circle 18: *Ant. / It's an ant.*
- Circle 19: The pair misses a turn.
- FINISH

Pages 88 and 89

Game 2: Wildlife. Let's play!

We suggest that Game 2 be played at the end of the school year, as it covers the contents studied in units 1 to 8.

- Explain to students that they will play a board game to review the contents learnt during the year. It is advisable to play the game collaboratively and negotiate responses (two against two).
- Give students the counters and dice used in Game 1.
- Remind students of the meaning of *go back*, *go up to* and *miss a turn*.
- Ask children to put their counters on the START square and roll the die to determine who will start the game (the pair that draws the highest number).
- In turns, each pair will roll the die and move forward the corresponding number of squares on the board.
- The counter can land on a square with a question to be answered or a sentence to be completed.
- If the pair answers correctly, they stay on the square and play the next round; otherwise, they return to the square on which they were before.
- If the pair lands on a square with the giraffe's neck (squares 8 and 10), they should climb through it and move the counter to the box where the animal's head is. However, if the square on which the counter lands has the elephant's head (squares 5 and 21), the pair should return to the square with the tip of the elephant's trunk. If the counter lands on the square with the tip of the elephant's trunk or the giraffe's head, the pair misses a turn.

- Encourage the class to use complete sentences when giving the answers, such as *It's cold* or *I collect coins*.
- The goal of the game is to get to the FINISH square first.
- Walk around the class and monitor the activity while children are playing.

Answer Key

START

Square 1: The pair misses a turn.

Square 2: *It's cold.*

Square 3: *She's the cleaner.*

Square 4: *I collect coins.*

Square 5: The pair goes back to space 1.

Square 6: *Eleven (butterflies).*

Square 7: *The candle is on the cake. / It's on the cake.*

Square 8: The pair goes up to space 13.

Square 9: *I can jump the rope.*

Square 10: The pair goes up to space 18.

Square 11: *Big flamingos are pink.*

Square 12: *I've got blonde hair and brown eyes.*

Square 13: The pair misses a turn.

Square 14: The pair misses a turn.

Square 15: *I can play hopscotch.*

Square 16: *I've got black hair and blue eyes.*

Square 17: *The balloon is under the table. / It's under the table.*

Square 18: The pair misses a turn.

Square 19: *He's the teacher.*

Square 20: *I don't like fruit salad.*

Square 21: The pair goes back to space 14.

Square 22: *It's a firefly.*

Square 23: *I like watermelon.*

FINISH

Audio CD Track List

Track	Page	Unit	Activity
1		Introduction	-
2	6	Welcome	-
3	10	1	1
4	10	1	2
5	10	1	3
6	11	1	4
7	11	1	5
8	12	1	6
9	13	1	8
10	15	1	12
11	18	2	1
12	18	2	2
13	18	2	3
14	19	2	5
15	19	2	6
16	20	2	7
17	21	2	9
18	23	2	12
19	25	Review 1 & 2	3
20	25	Review 1 & 2	4
21	28	3	1
22	28	3	2
23	28	3	3
24	29	3	4
25	29	3	5
26	30	3	6
27	31	3	8
28	33	3	12
29	36	4	1
30	36	4	2
31	36	4	3
32	37	4	4
33	38	4	6
34	39	4	8
35	40	4	10
36	41	4	12

Audio CD Track List

Track	Page	Unit	Activity
37	42	Review 3 & 4	1
38	42	Review 3 & 4	2
39	46	5	1
40	46	5	2
41	47	5	4
42	47	5	5
43	48	5	6
44	49	5	8
45	50	5	10
46	51	5	12
47	54	6	1
48	54	6	2
49	55	6	4
50	55	6	5
51	56	6	6
52	57	6	8
53	59	6	12
54	61	Review 5 & 6	4
55	64	7	1
56	64	7	2
57	65	7	4
58	66	7	6
59	67	7	8
60	69	7	12
61	72	8	1
62	72	8	2
63	73	8	4
64	73	8	5
65	74	8	6
66	75	8	8
67	76	8	10
68	77	8	12
69	79	Review 7 & 8	3
70	90	Instructions	-



58 St Aldates
Oxford OX1 1ST
United Kingdom

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

First published by
© Richmond, Editora Moderna LTDA.

ISBN: 978-950-46-5656-2

This Teacher's Book includes an Audio CD.

Publisher: Mabel Manzano
Project Editor: Izaura Valverde
Digital Resources Manager: Adriana Pedro de Almeida
Assistant Editor: Livia Mantovani
Contents: Bruna Marini, Clara Haddad, Giuliana Gramani, Juliana Mutton, Wilson Chequi
Digital Contents: Ana Paula Campos, Gabrielle Navarro, Thais Teixeira Tardivo
Editorial Team: Bruna Marini, Clara Haddad, Giuliana Gramani, Juliana Mutton, Wilson Chequi, Marcela Silverio, Paula Fulia
Proofreaders: Ana Curci, Barbara Yumi Lemos, Beatriz Guedes, Carolina Waideman, Flora Manzione, Katia Gouveia Vitale, Raura Ikeda, Ray Shoulder, Roberta Moratto Risther, Vivian Cristina de Souza, Betina Rodriguez Vedoya
Project Design & Art Editors: Amanda Savoini, David Urbinatti, Fabiane Eugenio
Art Assistant: Mônica M. Oldrine
Multimedia Design: Daniel Favalli
Design & Layout: Casa de Ideias, Virginia María Lasta
Cover Design: Arbore Editoração, Mônica M. Oldrine
Cover Illustration: Michele Cavaloti
Icons Design: Adriana Neves, Bianca de Melo, Eveline Duarte, Maria Magalhães, Sara Alencar
Illustrations: Altair Sampaio, Carol Duran, Fabiane Eugenio, Gustavo Moraes, Igor Aoki, Mônica M. Oldrine, 2Minds, Aleksey Lyapunov e Lena Erlich, Alexandre Matos, Anna Anjos, Bruna Assis Brasil, Chris Borges, Claudia Souza, Danillo Souza, Diego Loza, DNEPWU, Douglas Feer, Eduardo Medeiros, Evertoons, Fabiana Salomão, Fil Dunsky, Gaby Thiery, Gordei, GuGGGar, Jorge Pepelife, Juan Carlos Federico, Juan Martín Bueno, Marcelo Lopes, Marcos De Mello, Marcus Penna, Maria Rigon, Matthieu Roussel, Mauro Souza, Michele Cavaloti, Oli, Raitan Ohi, Renam Penante, Rodrigo Pascoal, Romont Willy, Thiago Neumann
Recordings: Javier Lupiañez, Maximal Studio, Spectrum Estúdio

Orbit 2 : Teacher's Book / Bruna Marini ... [et al.]. - 1a ed. - Ciudad Autónoma de Buenos Aires : Santillana, 2018.
100 p. + CD-DVD ; 28 x 22 cm.

ISBN 978-950-46-5656-2

1. Inglés. 2. Educación Primaria. 3. Guía del Docente. I. Marini, Bruna
CDD 371.1

Queda hecho el depósito legal que marca la ley 11.723.
Impreso en Argentina. Printed in Argentina.
First Edition Published 2018

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

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

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

Este libro se terminó de imprimir en el mes de octubre de 2018 en FP Compañía Impresora, Beruti 1560, Florida, Buenos Aires, República Argentina.

Orbit



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

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

Components

For the student:

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

For the teacher:

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

