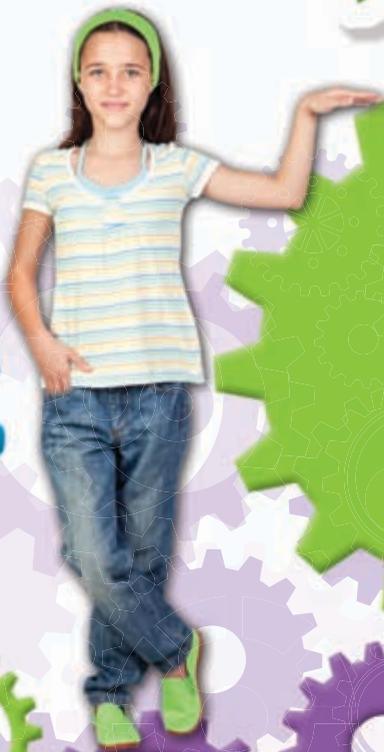


Cool!

1

Teacher's Book  
+  
Audio CD

Kids





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# Introduction

**Cool Kids** is a three-level series for primary school students that...

- caters for different learning styles.
- promotes discovery learning and values.
- encourages students' participation.
- fosters learner autonomy.
- enhances creativity and problem-solving skills.

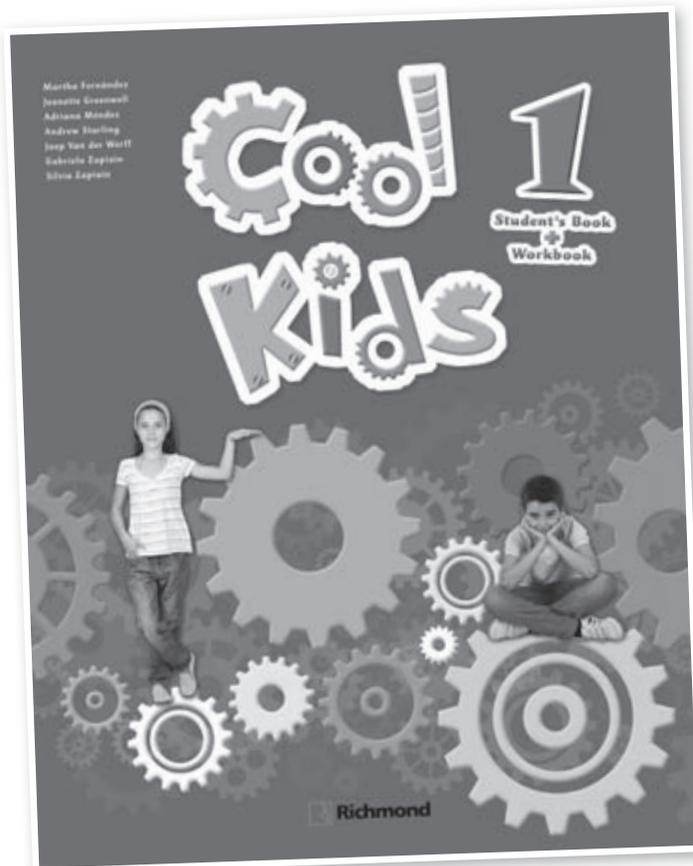
In each level, **Cool Kids** presents a variety of topics appropriate for the age group. Each topic has been chosen carefully in order to satisfy students' interests. In this way, students feel involved with the subject and are motivated to learn. The vocabulary and grammar items in every unit are always presented in meaningful contexts and the activities exploit their language potential.

**Cool Kids** leans on the *Inductive Grammar Method* to have students experiment with language so that they can work out the grammar rules for themselves. Grammar is presented in a logical, step-by-step sequence. In this way, students

learn grammar not as a set of rules, but as a tool to convey their thoughts through language.

**Cool Kids** also uses the *Communicative Approach* to help students communicate effectively in the target language. In other words, Language is taught as a tool for communication. **Cool Kids** gives students opportunities to use English in a meaningful way. It promotes the development of the four skills: reading, writing, listening, and speaking.

Two cool and friendly pre-teen characters appear in all the units of the Student's Book and Workbook pages in **Cool Kids**. These characters are a girl and a boy with whom students can easily identify themselves, and they guide learners in their pathways to learning English. The characters show students Grammar and Language boxes and are also present in many activities. They always praise students on their progress, especially at the end of units and review sections.



## Student's Book

The **Student's Book** contains a Student's Book section and a Workbook section.

The **Student's Book**

- consists of six main theme-based units and three review units: each unit contains 4 lessons and a *Cool Kids' Corner*.
- includes *Project work* activities in the review units to consolidate the language learnt in a meaningful way.
- contains *Extra activities* to expand some Grammar items.
- includes a *Vocabulary Reference* section.
- is clearly organized.

Unit 1 Hi, there!

1 Read, listen and complete with a name.

Sandra    Linda    Bruno    Billy

Hi! My name's '\_\_\_\_'.  
What's your name?

Hello! I'm '\_\_\_\_'.  
What's your name?

Hi, Linda! I'm '\_\_\_\_'.

Hello, Sandra!  
My name's '\_\_\_\_'.

2 Complete the dialogue.

Hi  I  name  What  'm

Hi! I'm '\_\_\_\_', Chris!  
'\_\_\_\_'s your name?

Oh! '\_\_\_\_', Chris!  
'\_\_\_\_'m Jenny.

**Cool Language**  
Hi / Hello!  
What's your name?  
I'm... / My name's...

3 Make up a new dialogue in pairs.

Unit 1

The first page in every lesson provides an attractive and colorful context to introduce the new vocabulary.

The *Cool Language* and *Cool Grammar* boxes show examples of the new grammar and language items, and also provide useful expressions from everyday English.

Lesson 1

4 Listen and match.

1 I'm OK. Thank you!

2 That's cool! Bye!

Hi, Mary! How are you?

4 I'm fine, thanks. And you?

5 See you!

Tom

Mary

5 Complete. Then listen and check.

you  See  OK   
How  fine  cool

**Cool Language**  
How are you?  
I'm fine, thanks.  
Thank you! / Thanks!  
Bye! / Goodbye! / See you!

**Cool Mini Project**  
Make a Name Card and put it on your desk. Walk around and greet your classmates.

hello my name is

6 Make up a new dialogue in pairs.

Workbook page 82  
Hi, there!

The main characters, Jenny and Chris, help students with new language and grammar, and give them learning tips.

Cool Mini Projects enhance students' creativity through hands-on activities that are used to reinforce their learning.

### Samples of Cool Mini Projects

Making a Crazy Mask to practise physical descriptions in pairs.



Making a dice to practise can / can't in pairs through a simple game.



**2**

1 Unscramble the words.





p r i n c e      d m a r g n a      o g f r  
 \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

2 Listen and follow the story. 

**Who's That?**

Who's this, Grandpa?  
This is your granddad.  
Oh, come on!  
One day I found a beautiful prince.  
We kissed.  
And we lived happily forever after.

This is my granddad.  
OK, Froggy! Listen.  
Wow!

And?  
Yuck!

3 Circle the correct picture.

Unit 2

**Lesson 2**

scramble the answers.

Who's that?  
my / Ian. / That's / brother  
That's my brother Ian.

\_\_\_\_\_ this?  
This / Sue. / my / is / sister /

\_\_\_\_\_ ?  
your / Ben. / grandfather / That's

en sing alo

/ white hair  
randma Jac  
s just great!  
cute girl

son.  
and she's ten.  
rt

other David  
baby.

Workbook page 88  
Family bonds

**Cool Kids** develops students' reading skills: reading for gist and reading for specific information. The reading activities include pre-reading and / or post-reading tasks.

**Lesson 4**

4 Listen and complete with 's got or hasn't got. 

Bill - He <sup>1</sup> \_\_\_\_\_ brown hair and blue eyes.  
Bill - He <sup>2</sup> \_\_\_\_\_ long legs. He's a short guy.  
Lisa - She <sup>3</sup> \_\_\_\_\_ blonde hair and long legs.  
Lisa - She <sup>4</sup> \_\_\_\_\_ blue or green eyes.

**Cool Grammar**  
He / She's got blue eyes.  
He / She hasn't got red hair.  
has got = 's got  
has not got = hasn't got

5 Complete with his or her.

Jenny's a cute girl. <sup>1</sup> \_\_\_\_\_ eyes are blue and <sup>2</sup> \_\_\_\_\_ hair is long and red.

Chris has got a nice face. <sup>3</sup> \_\_\_\_\_ eyes are brown and <sup>4</sup> \_\_\_\_\_ hair is brown too.

6 Write a short description.

Draw or stick a picture of your friend.

This is my \_\_\_\_\_  
He / She's got \_\_\_\_\_  
His / Her \_\_\_\_\_

**Cool Mini Project**  
Make a Crazy Mask. Wear it and ask a friend to describe it.

He's got long blonde hair and...

Extra activity page 76  
Workbook page 90  
Family bonds

3. h \_ \_ \_ r

5. \_ \_ \_ r s

curly      green  
blonde      small

and colour different face features.  
cribe them to a friend: 'I've got long  
ht hair and...'  
riend draws th

ing with water  
is great fun!

References to the Extra activity and Workbook pages are clearly shown on the Student Book pages.

**Cool Kids** presents various models for students to follow. They practise different writing skills as the series develops.

**Cool Kids offers activities for students to improve their listening skills: listening for the main idea and listening for detail.**

**Cool Kids features activities for students to enhance their speaking skills: activities to develop accuracy and fluency.**

**Songs provide a valuable source of authentic language and help students recycle what they have learnt in a meaningful way.**

**Games at different stages of the lesson provide children with opportunities to practise language in a fun and entertaining way.**

Lesson 3

3 Listen and complete with long, short, big or small.

Monsters' names	Legs	Feet	Arms
Brok	3 / 'long	3 / '_____	0
Drak	8 / '_____	8 / '_____	2 / '_____
Ahra	0	2 / '_____	6 / '_____

4 Write the questions and answer them.

**Cool Grammar**  
Have you got long legs?  
Yes, I have. / No, I haven't.

Have you got a big family?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5 Ask a friend the questions in exercise 4.

Workbook page 89  
Family hands 19

leg  hand

4. \_\_\_\_\_  
5. \_\_\_\_\_

**Cool Grammar**  
one foot  
two feet

I'm Geoff. I've got long legs. But I haven't got big feet. I'm a tall guy. See you!

**Cool Grammar**  
I've got long legs.  
I haven't got small feet.  
have got = 've got  
have not got = haven't got

Cool Kids' Corner

1 Let's sing along!

**The Alphabet Song**  
A, B, C, D, E...  
Come on and sing with me!  
F, G, H, I, J...  
Oops! My skateboard's grey.  
K, L, M, O, P...  
Ta-da! My bike is green.  
Q, R, S, T, U...  
Hello! And how are you?  
V, W, X...  
What's next? What's next?  
Well, of course, Y and Z.  
See you! Goodbye! Farewell!

2 Complete and read out the sequences.  
A, B, ., ., .  
F, ., H, ., .  
., L, M, ., O  
P, ., R, ., T  
., U, ., X, ., Z

3 Interview your friend and complete.

**MY FRIEND'S...**  
Favourite school object: \_\_\_\_\_  
Favourite colour: \_\_\_\_\_  
Favourite football team: \_\_\_\_\_  
Favourite personal item: \_\_\_\_\_

4 Look at exercise 3 and play a spelling bee competition with a friend.

ERASER  
 YELLOW

5 Design word cards to play Snap with a friend.

Hello! Bye OK  
OK Hello! Bye

Workbook page 86  
Hi, there! 18

Good luck!

What's your teacher's name?  
You win the gold medal!

What are these?  
What's this?

Spell this word: BIKE

What's this?  
Read and complete: My name's...  
My favourite colour's...

Finished

Workbook page 86  
Hi, there! 18

The **Cool Kids Corner** offers students the chance to round off the topics studied in the unit through games and reading activities.

**Cool Kids Corner** 1 Listen and say the numbers. 

**11** eleven    **12** twelve    **13** thirteen    **14** fourteen    **15** fifteen

**16** sixteen    **17** seventeen    **18** eighteen    **19** nineteen    **20** twenty

2 Calculate and write the results.

1.  $11 + 3 =$  fourteen

2.  $16 + 2 =$  \_\_\_\_\_

3.  $14 - 1 =$  \_\_\_\_\_

4.  $17 - 5 =$  \_\_\_\_\_

5.  $10 \times 2 =$  \_\_\_\_\_

3 Play a BEEP game with a friend.

Eleven, twelve, BEEP!

Thirteen!



**Unit 2**

agers.

This is Diana. She's sixteen years old and she's a secondary school student. Her favourite colour's purple. She's got blonde straight hair and long arms and legs. She's quite tall for her age. She hasn't got a sister but she's got a brother.



GOOD JOB!  
You've finished Unit 2.  
You're a super cool kid!



Workbook page 91  
Family bonds

The **Cool Review** section features a game to consolidate in a fun way what students have learnt.

**Cool Review 2** 1 Play Snakes and Ladders with a friend.

20 Answer: How many musical instruments can you play?

21 Put in order and answer: Japanese / I / you / Can / speak

22 Name five places in a house.

23 Answer: Where's the shower? your hair...

19 What pet is this? 

18 Where's the bike? 

17 Answer: Is there a teddy bear on your bed? 

16 Can I see your...? 

10 Answer: How many sports can you play? 

11 Write a sentence using There aren't. 

12 Answer: Can you jump high? 

13 Are... Is...? 

9 Answer: Can you speak French? 

8 What sport is this? 

7 Answer: What's your favourite music style? 

6 Name the piece of furniture. 

START 

1 Say a sentence using can. 

2 Name three toys. 

3 What is this? 

**Cool Review 2**

**Project Work 2**

**MY DREAM HOUSE**

1 Read and circle the options that describe the picture.

My dream house is beautiful. It's got <sup>1</sup> two / three floors and a garage. There's a <sup>2</sup> living room / dining room with a sofa and a TV but <sup>3</sup> there is / there isn't a plant. There's a small kitchen but <sup>4</sup> there are / there aren't two big bedrooms. My bedrooms is really nice. It's got pink furniture and objects. I love my pink <sup>5</sup> lamp / bed! In my parents' bedrooms, there is a big bed and the lamp is <sup>6</sup> blue / purple. There's a bathroom with a fabulous <sup>7</sup> shower / cooker. And there's a laundry room too. In my dream house, <sup>8</sup> there's / there isn't also an enormous garden where I can ride my bike!



2 Write about your dream house. Use some of these phrases.

It's... It isn't... There's... There isn't... There are... There aren't... It's got... It hasn't got...

My dream house is...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

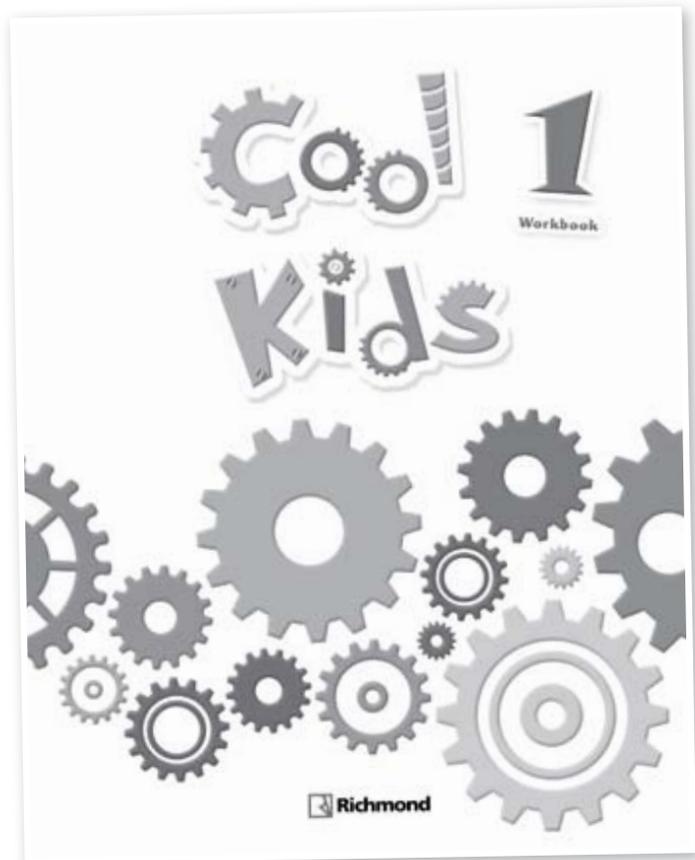
3 Now draw your dream house on a piece of...

Project Work activities foster students' creativity through pair or group work, and give students opportunities to use language in different contexts.

# Workbook

## The Workbook

- features a page for every two pages in the **Student's Book**.
- presents a wide variety of activities to practise and review the language taught in class.
- is designed to promote learner independence.
- provides activities that can be completed in class or assigned as homework.
- contains cross-curricular activities.



Practice goes from more controlled to less controlled activities.

**Lesson 3**

**1 Label the parts of the body.**

1. head

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**2 Complete with long, short, big or small.**

Hello! My name's Grong and I've got 1 \_\_\_\_\_ legs. I'm a 2 \_\_\_\_\_ guy. HA, HA, HA! And I've got 3 \_\_\_\_\_ feet.

Hi, there! I'm Flynn. I've got 4 \_\_\_\_\_ legs. I'm a 5 \_\_\_\_\_ monster. And I've got 6 \_\_\_\_\_ feet.

**3 Draw yourself and complete the description.**

This is a picture of me. I've got \_\_\_\_\_ and \_\_\_\_\_.

I haven't got \_\_\_\_\_.

I'm a \_\_\_\_\_ person.

Family bonds 89

**Lesson 3**

Place speech bubbles in the correct places.

**A Day With a Phenomenal Family**

1 Henry, this is my dad.

2 Wow! Q-Man is your dad! That's my grandma.

3 Your grandma?

4 Wow! H-Boy!

5 Pam!

6 Pam!

7 Pam!

8 Pam!

Reading texts often include comic strips for the sake of fun and entertainment.

The activities in **The Cool Kids' Corner** provide fun and cross-curricular activities with a twist.

**Cool Kids' Corner**

**1 Read and colour the correct pictures.**

**Adopt a Pet!**

- A pet is an animal that lives in your house. Cats, dogs, turtles and fish are pets.
- A pet needs food, water and love.
- It is important to take your pet to the vet.

1. A pet lives in a

2. An is not a pet.

3. A pet needs

**Cool Kids' Corner**

**1 Classify these words.**

eleven eyes hand eighteen foot  
arm twenty hair thirteen sixteen

**PARTS OF THE BODY AND FACE**

**NUMBERS**

53  
98  
18

**2 Read and draw the characters.**

**My Friends from Venus**

This is my friend Zoog from Venus. He's got wavy blue hair. He's got one small eye. His ears are big. Zoogsy is Zoog's sister. She's got short orange hair. She's got three eyes and a small mouth. Her ears are big too. They're friendly aliens!

**Zoog** **Zoogsy**

Family bonds 91

**Cool Kids' Corner**

**1 Complete the sentences with the words on the left.**

ingers Gorillas ' \_\_\_\_\_, ten ' \_\_\_\_\_, just like humans.  
have got

fast Ostriches can't swim but they can ' \_\_\_\_\_  
run

big Eagles ' \_\_\_\_\_ wings and they can fly very high.  
have got

**2 Label the parts of the scorpion's body.**

1. 2. 3.

I'm a scorpion. I've got eight legs and a pair of sharp claws. I live in different places: deserts, mountains, beaches and gardens. I can run very fast and I can hide in small places. I can use the end of my tail to inject poison into my prey. People don't like me because I'm ugly and dangerous.

**3 Complete the information sheet.**

Body: Scorpions have got \_\_\_\_\_

Habitat: They live in \_\_\_\_\_

Abilities: They \_\_\_\_\_

**4 Imagine you are an animal and answer these questions on a separate sheet of paper.**

What animal are you? What can you do? Where do you live? What's your favourite food? Why?

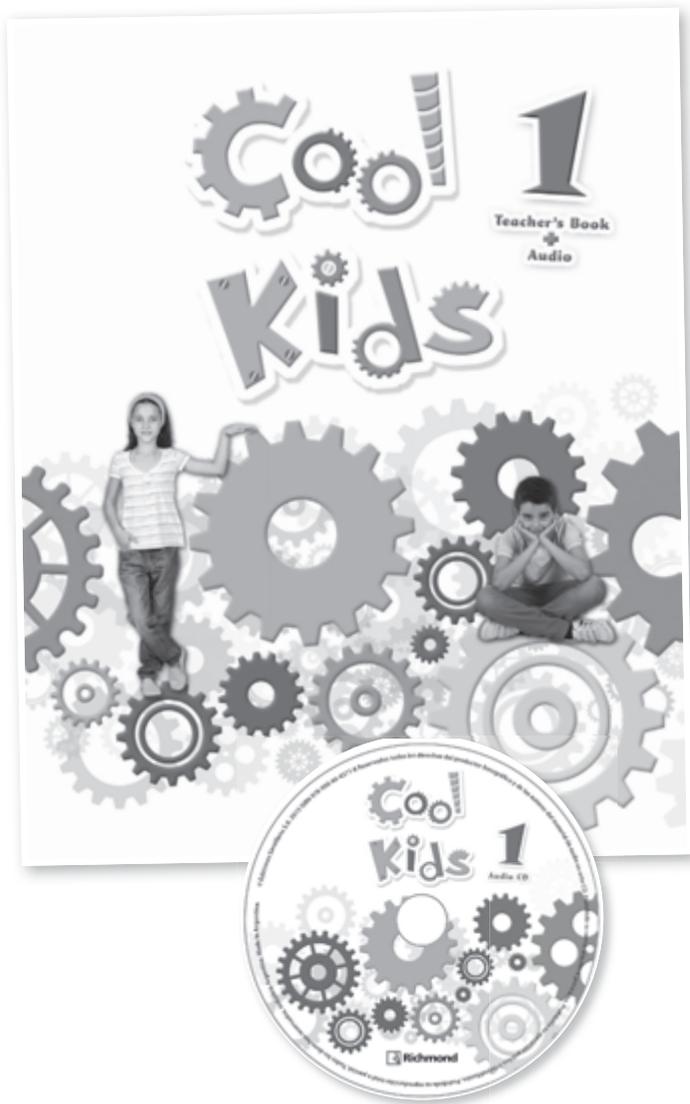
Cool animals and habitats 111

# Interactive Practice Activities

The tasks in the **Student's Book** and the **Workbook** can be reinforced with the **Interactive Practice Activities** available at the Richmond website.

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

# Teacher's Book + Audio CD



## The **Teacher's Book**

- provides the Objectives, Language and Vocabulary to be learnt in every lesson.
- provides instructions for every stage of the lesson and gives suggestions to develop the **Student's Book** activities.
- includes transcripts for the listening activities.
- features the *Answer Key* for the **Student's Book** and the **Workbook** exercises.
- contains a *Games* bank.
- uses icons to facilitate the identification of different elements.

## List of icons:



Listening



Optional activity



Answer Key



Workbook



Warm-up or Wrap-up



Extra activity



Values



**Suggestions for exploiting the Values taught through the texts and exercises in the Student's Book help students understand and learn character-building principles.**

**Suggestions on how to deal with the Cool Grammar and Cool Language boxes in the Student's Book are clearly explained.**

times until the children have the complete text. Play it once more for students to check their answers. Finally, ask them to role-play the dialogue in pairs.

**Track 6**

**Megan:** Happy birthday to you! Happy birthday to you! Happy birthday, John! How old are you today?

**John:** I'm eight years old today. Thank you, Megan!

4. I'm 5. Years:

Interview in order. The picture and the list in 1. What can you see? It's not in order. The order is: 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100.

**Answer Key**

1. What's your name, please?
2. I'm James.
3. And how old are you James?
4. I'm nine years old.
5. So, you're James and you're nine.
6. That's right.
7. Thank you, James.

**Values: Being polite**

Tell students that Thank you and Please are magic words that will open doors for them. Talk about the importance of being polite in 1. Do you always say 'please' when you ask for something? Do you thank people when they do something for you?

**Answer Key**

My name is Chris. I am ten years old. How old are you?

**Project**

board pieces in different magazines.

son, tell students they will make in groups. Hand out the board and old magazines to if them to cut numbers 1 to 10 game pages and paste them and piece to make a collage. on the classroom walls and use them to practise reading.

**Workbook**

Write the numbers.

5. I'm five.
6. I'm nine.
7. I'm six.
8. I'm four.

**Values: Being responsible**

Call students' attention to the dialogue in exercise 1 and point out the importance of being responsible and getting to school on time.

**2. Complete with a vowel.**

Write the names of the school objects in exercise 2 on different cards. Prepare five identical sets of cards with school object words and divide the class into five groups. Give one set to each group. Students read the cards and compare them to the incomplete words to provide the missing vowels. Explain that not all the words in English

**4. Complete and unscramble the answers.**

Remind students of the demonstratives this and that that they studied in Unit 1. Now teach the question word who. Write it on the board and explain we use it to ask about people. Provide some examples: after students to the first text on page 15, point to the man in the picture and ask: Who's that? That is Thago's father. Now point to the text below, point to the woman in the picture and ask: Who's that? That is Jane's mother. Finally ask students to complete the questions and unscramble the answers in exercise 4.

**Cool Language**

Ask students to look at the Cool Language box to review the items presented and worked on previously. Invite a student to draw on the board his / her family tree. Encourage another student to ask questions about the family tree. Who's that? And who's that? The first student answers accordingly.

**Answer Key**

1. Who's that? That's my brother Ian.
2. Who's this? This is my sister Sue.
3. Who's that? That's your grandfather Ben.

**Optional Activity**

**Materials:** magazine cutouts, card

Divide the class into groups of six and distribute some old magazines. Students cut pictures of different people out of the magazines and paste them on the card. They present the people in the pictures as their family.

**Track 17**

**Boy:** Hey! Is that your family, Pat? Who's that in the black hat?

**Girl:** That's my granddad Jack. He isn't Ok but he's just great!

**Boy:** And who's that cute girl in the pink skirt?

**Girl:** That's my sister Gen. She's a schoolgirl and she's ten.

**Boy:** And who's that boy playing with a toy?

**Girl:** Well, that's my brother David. And he's only a baby.

**Answer Key**

your black granddad isn't what I prefer boy or my he's

**Cool Mini Project**

**Materials:** Card, photos of students, crayons and markers

To finish the lesson, divide the class into groups of six. Each group makes a family tree. Explain that the photos of their families and grandparents should go on the board.

**2**

ones of their parents right above and, finally, of the top their own photos and the ones of their siblings. Invite students to use their family trees to play Who's this / that? with a friend. If you wish, you could exhibit the posters on the classroom walls.

**SB page 88: Workbook**

**Answer Key**

**1. Copy the speech bubbles in the correct places.**

1. Henry: This is my dad.
2. Who's that woman?
3. That's my grandma.
4. Your grandma?
5. This is my brother. Wow! Hi boy!
6. Pam?
7. Who's this girl?
8. Pam?
9. Are you W-Gert?

**Lesson 3**

**Objectives**

- To introduce different parts of the body
- To talk about physical appearance.
- To ask and answer questions about physical appearance
- To talk about family members.
- To ask and answer questions about family members.

**Language:**

- I've got (long legs).
- I haven't got (small feet).
- How you got a (big) family? Yes, I have. / No, I haven't.
- My (hands) are (small).
- I'm (tall).

**Vocabulary:**

- Parts of the body: head, foot, arm, leg, hand
- Adjectives: small, big, short, tall

**Warm-up**

Tell children they will learn the parts of the body in this lesson. Point to the different parts of your body and name them: head, arm, hand, leg, foot. Now ask them to stand up, point to their body parts and name them after you. Repeat the action several times, faster and faster for fun.

**1. Label the parts of the body.**

Now that children have learned and practised the parts of the body, tell them to write the words provided where they belong.

**Answer Key**

1. head
2. hand
3. foot
4. arm
5. leg

**Ideas for Warm-ups, Wrap-ups and Optional activities are suggested to spice up your lessons.**

# Teacher's Resource Material

Extra optional photocopiable material for teachers can be found at the Richmond website. The extra material can be downloaded and printed for classroom use.

This material consists of *Extra Activities*, *Cool Tips* and *Tests* for every unit in the **Student's Book**.

**Cool Extra Activity 4**

1 Underline the correct answer.

1 // can / can't sing.

3 // can / can't fly.

5 // can / can't read.

2 // can / can't ...

2 Write questions and answers.

**Test 1** Name \_\_\_\_\_ Date \_\_\_\_\_ / 18

1 Unscramble and number the pictures. \_\_\_\_\_ / 3

1. lyf                    .fly \_\_\_\_\_      6. lypa het smrud \_\_\_\_\_

2. pakse rceFnh \_\_\_\_\_      7. dera cusmi \_\_\_\_\_

3. kema soty \_\_\_\_\_      8. xif acsr \_\_\_\_\_

4. onir \_\_\_\_\_      9. od camig sikitr \_\_\_\_\_

5. evdir \_\_\_\_\_      10. eprpaer hisus \_\_\_\_\_

2 Listen and mark what Herbie can (✓) and can't (X) do. \_\_\_\_\_ / 2

1 X      2      3      4      5      6      7      8      9      10

Cool Kids 1

Cool Kids © Ediciones Santillana S.A. / Richmond 2015 Photocopiable

# Digital Book

The **Digital Book** is an interactive version of **Cool Kids Student's Book**, which includes the audio material, for use with an IWB or a projector.

**Hi, there!**

1 Read, listen and complete with a name.

2 Complete the dialogue.

3 Make up a new dialogue in pairs.

4 Listen and match.

5 Complete, then listen and check.

6 Make up a new dialogue in pairs.

Cool Language: How are you? I'm fine, thank you. How are you? I'm fine, thank you. How are you? I'm fine, thank you.

Cool Mini Project: Make a Name Card and put it on your desk. Ask around and greet your classmates.

Workbook page 87

# Contents

Unit	Vocabulary
 <b>Hi, there!</b> Page 4	Greetings and farewells. Numbers 1 to 10. Personal details: name and age. Colours. School objects and personal items. The alphabet. Adjectives: <i>great, OK, beautiful, nice, cool, happy</i>
 <b>Family bonds</b> Page 14	Family members: <i>mother, father, grandmother, grandfather, sister, brother</i> Parts of the body and face: <i>arms, legs, head, hair, eyes, mouth,...</i> Adjectives: <i>long, short, big, small, tall, dark, blonde, curly, wavy, straight, cute</i> Numbers 11 to 20
 <b>Project Work 1</b> Page 24	
 <b>Around the house</b> Page 28	Rooms and places in a house: <i>living room, garden, garage, bedroom,...</i> Home furniture and objects: <i>sofa, lamp, plant, cooker, window, door,...</i> Pets: <i>dog, cat, turtle, ferret, rabbit, frog, hamster, spider,...</i> Prepositions of place: <i>in, on, under</i>
 <b>What can you do?</b> Page 38	Actions: <i>cook, read music, fly, speak French, drive, play the drums, sing,...</i> Music styles: <i>rock, classical, rap, techno, pop,...</i> Sports and leisure activities: <i>football, basketball, tennis, karate, cycling, dancing, drawing,...</i> Adverbs: <i>well, fast, quickly, slowly, high</i>
 <b>Project Work 2</b> Page 48	
 <b>Food preferences</b> Page 52	Food items: <i>sandwich, hot dog, hamburger, cupcake, carrot, tomato, lettuce, pear, apple, banana,...</i> Meals and mealtimes: <i>breakfast, lunch, tea, dinner</i> Adjectives: <i>yummy, delicious, yucky, horrible, tasty</i> The days of the week.
 <b>Cool animals and habitats</b> Page 62	Animals: <i>monkey, dolphin, eagle, crocodile, elephant, kangaroo, duck,...</i> Habitats: <i>jungle, mountain, sea, lake, grassland, desert</i> Body parts: <i>legs, claws, tail, arms, fin, ears, fingers</i> House types: <i>flat, cottage, skyscraper, hut, igloo, bungalow</i>
 <b>Project Work 3</b> Page 72	
<b>Extra Activities</b> Page 76	<b>Vocabulary Reference</b> Page 79

Language and Grammar	Values
<p><i>What's your name? / My name's... / I'm... How old are you? / I'm... (years old). What's your favourite...? My favourite... What's this? / that? ; What are these? / those? Verb to be: I'm; You're; He's; She's; It's; They're / My and your</i></p>	<p>Being friendly. Being polite. Being responsible. Being respectful.</p>
<p><i>Verb to be (revision) / Possessive case ('s) / His and her Have got; has got; haven't got; hasn't got Have you got...? / Yes, I have. / No, I haven't. Who's this? / that?</i></p>	<p>Respecting your own and other people's families. Taking care of your body. Learning with others. Getting a sense of achievement.</p>
<p><i>Where's (Mum)? / (She's) in the (garden). There is ; There are; There isn't; There aren't Is there...? / Are there...? / Imperatives Where's...? / It's (on / in / under) the...</i></p>	<p>Sharing toys and other objects. Helping with housework and taking care of the house. Taking care of your pets.</p>
<p><i>Can and can't Can (you)...? / Yes, (I) can. / No, (I) can't. I can... and I can... too. / I can... but I can't... Who can...? / What can you do? How many (songs) can (he) sing?</i></p>	<p>Being respectful of what people can or can't do. Giving and accepting praise. Working together and helping each other.</p>
<p><i>I like... / I love... / I don't like... / I hate... Do you like...? / Yes, I do. / No, I don't. Can you (pass) me..., please? / (Yes), sure! / Thank you. (Thanks.) What's for (lunch)? / What day is it today?</i></p>	<p>Being respectful. Accepting different interests and preferences. Having a balanced diet. Being polite.</p>
<p><i>(Dolphins) live in (the sea). They eat (fish) and (seafood). They've got (fins and a tail). Have (monkeys) got (long tails)? / Yes, they have. (Camels) can (walk fast on sand) but they can't... Why? Because... / Where do you live? / I live in a (flat). / (He) lives in a (cottage).</i></p>	<p>Taking care of the environment. Being helpful. Being independent learners.</p>



# Hi, there!

## SB pages 4 and 5

### Lesson 1

#### Objectives

- To greet someone and to introduce oneself.
- To give information about oneself and others.
- To perform simple dialogues.

#### Language:

- *Hi! / Hello!*
- *What's your name? I'm... / My name's...*
- *How are you? I'm fine, thanks. And you?*
- *Thank you! / Thanks!*
- *Bye! / Goodbye! / See you!*
- *That's cool!*

#### Vocabulary:

- Greetings and farewells: *Hi / Hello / Bye! / Goodbye! / See you!*
- Thanking: *Thank you! / Thanks!*
- Personal information: *My name's...*

### Warm-up

Greet students and introduce yourself: *Hello, I'm (Ms Ana)*. Make a paper ball. Gently toss it to a student and invite him or her to greet the class and say his or her name: *Hello, I'm (Daniel)*. The student tosses the ball to a classmate inviting him or her to do the same as before. Continue working like this until all the students have introduced themselves.

Have students open their books to page 4. Read the unit title aloud. Introduce Chris and Jenny, the characters in level 1.

### 1 Read, listen and complete with a name.

Tell students they will listen to some children greeting one another and exchanging basic information about themselves. Ask them to listen to the audio CD twice and try to complete the dialogues with the names provided. Once they have completed the

exercise, play the CD once again, pausing after each sentence for them to repeat the exchanges.

### Track 2

**Linda:** Hi! My name's Linda. What's your name?

**Bruno:** Hi, Linda! I'm Bruno.

**Sandra:** Hello! I'm Sandra. What's your name?

**Billy:** Hello, Sandra! My name's Billy.

### Answer Key

1. Linda; 2. Bruno; 3. Sandra; 4. Billy

### 2 Complete the dialogue.

Now direct students' attention to the picture of Chris and Jenny in exercise 2. The children are introducing themselves and greeting each other. Ask comprehension questions: *What's the boy's name? Are they friends?* Explain what the word *friend* means. Explain to students that they may have to use the words provided to complete the dialogue. Then ask some students to role-play it to check the answers.

### Answer Key

1. 'm; 2. What; 3. name; 4. Hi; 5. I

### Values: Being Friendly

Ask students about their first day at school in L1: *Do you look for your friends? Do you talk to the children you don't know?* Talk about the importance of being friendly: *Are you friendly with people you don't know? Why is it good to be friendly?*

### Cool Language

Now call students' attention to the *Cool Language* box. Tell them these are expressions that will help them make up dialogues, like the ones in exercises 1 and 2.

### 3 Make up a new dialogue in pairs.

Ask students to work in pairs and make up dialogues similar to the ones in exercises 1 and 2. Invite some pairs to role-play them to check the answers.

#### Answer Key

*Students' own answers*

#### Optional Activity

**Materials:** Old magazines and newspapers  
Divide the class into groups of four. Have each group cut out pictures of two people from a newspaper or magazine and glue them onto a sheet of paper. Ask them to write a dialogue like the one in exercise 2. Display students' work around the classroom.

#### Cool Language

Direct students' attention to the expressions in the *Cool Language* box. Tell them they are useful expressions for saying *hello*, *goodbye* and *thank you*. Read them aloud once and then read them aloud one by one, asking the children to repeat after you.

### 4 Listen and match.

Tell students to look at the expressions in the speech bubbles in exercise 4. Now direct their attention to the pictures of Tom and Mary. They will listen to a dialogue between Tom and Mary and will have to match the expressions they hear to the corresponding picture. Then play the audio CD again, pausing after each sentence, and ask the children to repeat the exchanges. Choose volunteers to read the dialogues again and act them out for the rest of the class.

#### Track 3

**Tom:** Hi, Mary! How are you?  
**Mary:** I'm fine, thanks. And you?  
**Tom:** I'm OK. Thank you!  
**Mary:** That's cool! Bye!  
**Tom:** See you!

#### Answer Key

1. Tom; 2. Mary; 3. Tom; 4. Mary; 5. Tom

### 5 Complete. Then listen and check.

Ask students to use the expressions given to complete the dialogue between Joe and Ruth. They can use the dialogue in exercise 4 and the expressions in the *Cool Language* box as a model. Then, play the audio CD twice for students to check their answers. Finally, choose some pairs to read the dialogue aloud.

#### Track 4

**Ruth:** Hello, Joe! How are you?  
**Joe:** I'm fine, thanks. And you, Ruth?  
**Ruth:** I'm Ok. Thank you.  
**Joe:** That's cool! Bye, Ruth!  
**Ruth:** See you!

#### Answer Key

1. How; 2. fine; 3. Ok; 4. you; 5. cool; 6. See

### 6 Make up a new dialogue in pairs.

Tell students they will now work in pairs and write a dialogue similar to the one in exercise 5. When they finish, ask some of them to act out their dialogues for the rest of the class.

#### Answer Key

*Students' own answers*

#### Cool Mini Project

**Materials:** Cardboard pieces with the phrases: *Hello! My name's...* in different colours.

To finish the lesson, tell students they will make a name card. Hand out the pieces of cardboard. Students write their names on the cards and put them on their desks. Show yours as an example and put it on your desk. Then students walk around the classroom looking at each other's name cards and greeting each other.

## SB page 82: Workbook

### Answer Key

#### 1 Complete the dialogues.

1. My; 2. your; 3. Hello; 4. I'm; 5. How; 6. fine;
7. thanks; 8. you

#### 2 Match the columns.

- |                      |              |
|----------------------|--------------|
| 1. I'm Susan.        | 4. See you!  |
| 2. I'm fine, thanks. | 5. Hi, Ruth! |
| 3. That's cool!      |              |

#### 3 Unscramble these greetings.

- |           |             |
|-----------|-------------|
| 1. Hi!    | 3. Goodbye! |
| 2. Hello! | 4. See you! |

## SB pages 6 and 7

### Lesson 2

#### Objectives

- To recognize numbers.
- To count up to 10.
- To say how old you are and ask someone's age.
- To give information about oneself and others.
- To interview someone briefly.

#### Language:

- *How old are you? I'm ten (years old).*
- *What's your name, please?*
- *Happy birthday! / Thank you.*
- *So, you're James and you're nine.*

#### Vocabulary:

- Numbers: 1 to 10

### Warm-up

Prepare *Number Cards*: write the numbers from one to ten on sheets of paper (in figures and words). Show them one by one to the class and say the numbers aloud. As you do so, you can also stamp your feet according to the number on the card. Then show the

cards again and invite students to stamp their feet and repeat the corresponding number aloud. Repeat several times. Finally, just show the *Number Cards* and encourage students to shout the number and stamp their feet accordingly.

Stick the *Number Cards* onto the board in random order. Invite volunteers to say the numbers in the correct order. Then write the numbers in words from one to ten on the board and choose volunteers to place the *Number Cards* next to the corresponding words.

#### 1 Listen and say the numbers.

Tell students they will now listen to the numbers on the audio CD. Play the CD once just for students to listen. Then play it again, pausing after each number for them to repeat.

#### Track 5

**Speaker:** one, one / two, two / three, three / four, four / five, five / six, six / seven, seven / eight, eight / nine, nine / ten, ten

### Optional Activity

**Materials:** None

Ask different volunteers to come to the front of the class, one by one. First, dictate the numbers from one to ten at random. Students write each number in figures. Then, ask some other volunteers to come to the board and write each number in words.

#### 2 Listen and complete.

Invite the class to look at the picture. Ask them what the picture is about: *A birthday party*. Play track 6 once for general understanding. Ask comprehension questions in L1: *What are the kids' names? Whose birthday party is it? How old is John today? Can you see the cake?* Then tell the children they will have to complete the dialogue with the words provided as they listen. Play the audio CD again, pausing after each exchange two or three

times until the children have the complete text. Play it once more for students to check their answers. Finally, ask them to role-play the dialogue in pairs.

### Track 6

**Megan:** Happy birthday to you! Happy birthday to you! Happy birthday, John! How old are you today?

**John:** I'm eight years old today. Thank you, Megan!

### Answer Key

1. birthday;
2. old;
3. you;
4. I'm;
5. years;
6. Thank you

### 3 Listen and put the interview in order.

Tell the class to look at the picture and the interview in exercise 3. Ask in L1: *What can you notice about the interview?* It's not in order. The children will have to listen to the conversation and put it in the right order. Play the CD once and ask students what the interview is about: *Information about name and age.* Play it once again, pausing after each speaker for students to write the numbers next to each phrase or sentence as they hear them. Finally, play it once more for the class to check the answers and ask two volunteers to role-play the conversation.

### Track 7

**Billy:** What's your name, please?

**James:** I'm James.

**Billy:** And how old are you, James?

**James:** I'm nine years old.

**Billy:** So, you're James and you're nine.

**James:** That's right.

**Billy:** Thank you, James.

### Answer Key

1. What's your name, please?
2. I'm James.
3. And how old are you, James?
4. I'm nine years old.
5. So, you're James and you're nine.

6. That's right.

7. Thank you, James.

### 4 Now interview your friend and complete the card.

Now ask students to work in pairs and interview one another to complete the card. They can use the interview in exercise 3 as a model.

### Cool Grammar

Direct the students' attention to the grammar structures in the *Cool Grammar* box. Tell them they are useful to talk about themselves and the people they talk to. Read them aloud once and then read them aloud one by one, asking the children to repeat after you.

### Answer Key

*Students' own answers*

### Values: Being polite

Tell students that *Thank you* and *Please* are magic words that will open doors for them. Talk about the importance of being polite in L1: *Do you always say 'please' when you ask for something? Do you thank people when they do something for you?*

### 5 Put the words in order and write sentences.

Tell students that Chris, one of the characters in *Cool Kids 1*, wants to say something to them. But there is a problem: the words in the message are not in order. For students to discover what Chris wants to say, they will have to unscramble the sentences. Do the first one as a whole class activity. Use L1 if necessary: *What is the first word in this sentence? How do you know? Which word has a capital letter?* Then tell students to put the words in the other two sentences in order. Ask two volunteers to read the sentences aloud for the rest of the class to check answers.

### Answer Key

My name is Chris. I am ten years old. How old are you?

## Cool Mini Project

**Materials:** Cardboard pieces in different colours, old magazines

To finish the lesson, tell students they will make a *numbers poster* in groups. Hand out the pieces of cardboard and old magazines to the children. Tell them to cut numbers 1 to 10 out of the magazine pages and paste them on the cardboard piece to make a collage. Exhibit the posters on the classroom walls and ask students to use them to practise reading numbers in pairs.

## SB page 83: Workbook

### Answer Key

#### 1 How old are they? Write the numbers.

- |               |              |
|---------------|--------------|
| 1. I'm three. | 5. I'm five. |
| 2. I'm ten.   | 6. I'm nine. |
| 3. I'm eight. | 7. I'm six.  |
| 4. I'm seven. | 8. I'm four. |

#### 2 Read and write about you.

*Students' own answers*

## SB pages 8 and 9

### Lesson 3

#### Objectives

- To recognize different colours.
- To talk about school objects.
- To talk about items which are near or far from the speaker.

#### Language:

- *What's that? It's (a school bag).*
- *What are these? They're (papers).*
- *What colour's the (ruler)? It's (white).*
- *a ruler, an eraser*

#### Vocabulary:

- Colours: *red, pink, blue, green, yellow, black, white, orange*
- School objects and personal items: *school bag, pencil case, papers, pen, pencil, sharpener, eraser, book, glue stick*

## Warm-up

Put the following school objects in a big bag or box: a piece of paper, a ruler, a pen, an eraser, a pencil, a glue stick, a sharpener, a book and a school bag. Take them out of the bag, one by one, show them to the class and say their names in English. Say the words again and ask students to repeat after you.

#### 1 Listen and read.

Tell students to have a look at the dialogue on page 8. Ask them in L1: *What are these children's names? Where are they going?* Point to the school bag and ask: *What is this? A school bag.* Then point to the papers and ask: *What are those? They're papers.* Explain that Chris and Jenny are going to school and that they are running late. Invite the class to listen to track 8 on the audio CD and follow the dialogue. Pause the CD after each speaker. Have students repeat what they say. Choose volunteers to act out the dialogue for the rest of the class.

### Track 8

**Jenny:** What's that, Chris?

**Chris:** Er... This? Er... It's my new school bag. It's blue.

**Jenny:** Oh, yes. I see.

**Jenny:** Oops!

**Chris:** Hey! What are these, Jenny?

**Jenny:** They're white papers for my school project.

**Jenny:** Let's go to school, Chris.

**Chris:** Yes, Jenny. It's late!

## Values: Being responsible

Call students' attention to the dialogue in exercise 1 and point out the importance of being responsible and getting to school on time.

#### 2 Complete with a vowel.

Write the names of the school objects in exercise 2 on different cards. Prepare five identical sets of cards with school object words and divide the class into five groups. Give one set to each group. Students read the cards and compare them to the incomplete words to provide the missing vowels. Explain that not all the words in English

are pronounced and written in the same way. To check the answers, ask volunteers to write the words on the board. Then draw students' attention to the article *an* before *eraser* and explain why this article takes an extra *n* (*a + nouns / an + nouns beginning with a vowel sound*). Finally, read the words aloud and ask students to repeat them so that they practise pronunciation.

### 🔑 Answer Key

- |              |                 |
|--------------|-----------------|
| 1. a ruler   | 5. a glue stick |
| 2. a pen     | 6. a sharpener  |
| 3. an eraser | 7. a book       |
| 4. a pencil  | 8. a school bag |

### Cool Grammar

Now call students' attention to the *Cool Grammar* box. Ask a student to lend you his / her school bag, show it to the class and ask: *What's this? It's a school bag.* Then put the school bag far away from you and ask: *What's that? It's a school bag.* Encourage the class to identify when we use *this* and when we use *that*. Explain that we use *this* to talk about one object or person that is near us and *that* to talk about one object or person that is more distant from us. Then take a bunch of pieces of paper and ask: *What are these? They're papers.* Put them far away and ask: *What are those? They're papers.* Encourage students to elicit when we use *these* and when we use *those*. We use *these* to talk about two or more objects or people that are near us and *those* to talk about objects or people that are far from us. Read the questions and answers aloud and ask the class to repeat.

### 3 Look and answer.

Ask students to work in pairs and guess what the objects are. Ask some volunteers to read the questions and answers to check them. Then ask some pairs to act out the dialogues for the rest of the class using some other real school objects. Finally, explain that in general, we add an *s* to nouns to form the plural.

### 🔑 Answer Key

- |                      |                   |
|----------------------|-------------------|
| 1. It's a sharpener. | 3. It's a pencil. |
| 2. They're rulers.   | 4. They're pens.  |

### 4 Listen and say.

Have some coloured pencils at hand. Pick one up and ask: *What's this?* Encourage the children to answer: *It's a pencil.* Then say: *It's (blue).* Continue with the rest of the pencils until you have mentioned all of these colours: *blue, red, pink, black, green, yellow, white* and *orange*. Now play track 9 and ask the class to listen. Then play the CD again, pause after each colour and ask the class to repeat.

### Track 9 🎧

**Speaker:** blue, blue / red, red / green, green / yellow, yellow / pink, pink / black, black / white, white / orange, orange

### Cool Grammar

Direct students' attention to the *Cool Grammar* box. Take a pencil case and ask: *What colour's the pencil case?* Elicit the answer: *It's (pink).* Explain that in English, we sometimes use contractions instead of full words. Write: *It is = It's* on the board to show what you are talking about. Explain both forms mean the same but contractions are more common when people speak or write informally (to friends, family, etc.).

### 5 Look at exercise 2 and answer.

Now ask students to look at the school objects in exercise 2 and ask them: *What colour's the ruler? It's green.* Ask about some other objects and elicit the answers. Direct students' attention to the questions in exercise 5 and ask them to write the answers. To check them, ask some volunteers to come to the board and write them.

### 🔑 Answer Key

1. It's green.
2. It's blue.
3. It's red, yellow and blue.
4. It's white, red and black.

### 6 Talk with a friend about the other items in exercise 2.

Encourage students to work in pairs and ask and answer questions about the items in exercise 2

that were not mentioned before. Ask some pairs to act out the dialogues for the rest of the class.

### Answer Key

1. What colour is the pen? It's yellow, grey, red and blue.
2. What colour is the eraser? It's red and blue.
3. What colour is the pencil? It's pink
4. What colour is the book? It's white and blue.

### Warm-up

**Materials:** School objects in different colours and numbers

Hold up three rulers of the same colour and say: *Three (green rulers)*. Change the colour and number of rulers in your hand and say: *Two (red rulers)*. Change the colour and number again and elicit the new description: *One (white ruler)*. Show different items in varying colours and numbers and encourage the children to describe them. Finally, take another set of school objects, show them to the class and write on the board: *(Four white erasers)*. Do the same with other objects and ask some volunteers to come to the board and write the descriptions. Take the opportunity to teach some other colours and school objects students may need to know to solve the Workbook exercises, such as *grey, brown and notebook*.

## SB page 84: Workbook

### Answer Key

#### 1 Find six colours in the wordsearch.

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

#### 2 Answer the questions.

1. It's a pen.
2. They're sharpeners.
3. It's an eraser
4. They're rulers.
5. It's a school bag.
6. They're glue sticks.

#### 3 Match the columns.

1. It's orange.
2. It's an eraser.
3. They're black and grey.
4. They're notebooks.

## SB pages 10 and 11

### Lesson 4

#### Objectives

- To talk about colours, school objects and personal items.
- To provide information about oneself.
- To talk about favourites.
- To answer questions about oneself and others.
- To ask questions to identify objects.
- To listen to a song and sing along.

#### Language:

- *What's this / that? It's a bike.*
- *What are these / those? They're rollerblades.*
- *What colour's the iPod? It's pink.*
- *What's your favourite colour? It's red.*
- *I'm Mike and I'm ten.*
- *My watch is beautiful. It's blue.*
- *Is she Maria? Yes, she is.*
- *Is he Dan? No, he isn't.*
- *Are they skateboards? Yes, they are.*

#### Vocabulary:

- Personal items: *bike, watch, iPod, skateboard, tablet, rollerblades*
- Adjectives: *nice, beautiful, great, fine, ok, favourite*
- Colours and school objects: *green, brown, book, ruler, etc.*

## Warm-up

Tell students to open their books to page 10 and have a look at the items in exercise 1. Ask them if they know how to say the names of any of these items in English. They will probably mention: *tablet* and *iPod*. They might also name: *skate* and *rollers*. Tell them their correct names in English are: *skateboard* and *rollerblades*. Finally, point to the two missing objects and say: *watch* and *bike*.

### 1 Complete with a vowel.

Tell the children that the words for these objects are incomplete because the vowels (*a, e, i, o, u*) are missing. Read the full words aloud, one by one, and ask the class to guess the missing vowels to complete the words. For students to check the answers, write the complete words on the board. Then ask questions at random, as you show different items on the book page, to help students learn the new vocabulary: *What's this? It's a watch; What's this? It's a tablet, etc.*

### Cool Language

Direct students' attention to the *Cool Language* box. Tell them to look at the word *favourite*. Ask them what they think it means. Explain they will talk about favourites in this unit. Read the text in the box aloud: *What's your favourite colour? My favourite colour's red.* Ask some students what their favourite colour is and encourage them to produce complete sentences.

### 2 Listen and complete the chart. Then ask your friend.

Tell the class they are going to listen to Jenny and Chris talking about their favourites. Students will have to listen and complete the chart with the missing information. Play track 10 once for students to listen for general understanding. Then play it two or three times more until all the children have completed the chart. Write the answers on the board for them

to check. Then ask students to work in pairs and talk about their favourite school objects, personal items and colours with their partners. Ask some volunteers to role-play the dialogue for the rest of the class.

### Track 10

**Jenny:** Hi, Chris!

**Chris:** Oh! Hi, Jenny!

**Jenny:** What's your favourite colour, Chris?

**Chris:** My favourite colour's red.

**Jenny:** And what's your favourite school object?

**Chris:** Um... My school bag, definitely.

**Jenny:** And what's your favourite personal item?

**Chris:** My favourite personal item? Er... , um... My skateboard. Now, it's my turn.

**Jenny:** OK

**Chris:** What's your favourite colour?

**Jenny:** Orange. My favourite colour's orange.

**Chris:** And your favourite personal item?

**Jenny:** Er... My bike. It's an orange bike, you know.

**Chris:** And what's your favourite school object?

**Jenny:** My pen. And it's orange too! Not like your blue school bag! Ha! Ha! Ha!

**Chris:** You're so funny, Jenny! Ha! Ha! Ha!

### Answer Key

- **Chris:** skateboard, school bag, red
- **Jenny:** bike, pen, orange

### Values: Being respectful

Remind students of the importance of respecting other people's opinions when talking about personal preferences.

### 3 Listen and rap along with Chris. Then make your own rap.

Tell students they will listen to a rap and sing along with Chris. Then they will have to make their own raps about their favourite colours. Let them sing the song three or four times. Then ask them to get together in groups and allow for some time for them to compose the new verses. Finally, ask each group to sing their raps aloud for the whole class.

## Track 11

**Chris:** Red, red, red  
Red is cool!  
Red is great!  
My bike's red  
And my skateboard's red  
But my school bag's blue...  
Oops!  
Is blue the colour for you?

## Answer Key

*Students' own answers*

## 4 Listen and read.

Students will now listen to and read about Sue and Mike (some personal details, their favourite items and colours). Tell them to listen to track 12 and follow the texts in their books. Play the CD once more and ask them some questions to check comprehension: *What's the girl's name? How old is she? Is she a student? What's her favourite colour? What colour is her iPod? And her watch? What about the boy? What's his name? How old is he? Is he a student? What's his favourite colour? What colour's his pencil case? And his bike?* Play the CD again, pausing after each sentence and ask them to repeat. Then read the texts aloud and ask some volunteers to read them aloud as well. You may want to expand the topic at this point. Ask a child: *How old are you? Help him / her answer: I'm (ten).* Write the question and answer on the board. Now ask a different child: *How old is (Pedro)?* Provide the answer: *He's ten.* Now tell students that when you ask questions about someone else you ask: *How old is she (Mary)?* if you refer to a girl and *How old is he (Robert)?* if you refer to a boy. Write the examples on the board. Then explain that *her* and *his* are possessive adjectives referring to girls and boys and provide examples from the text: *What's her favourite colour? It's pink. What's his favourite colour? It's green.* Write the questions and answers on the board for students to copy in their notebooks.

## Track 12

**Sue:** Hi! I'm Sue and I'm 9. I'm a student. Pink's my favourite colour. My iPod and my watch are pink. Pink is beautiful!

**Mike:** I'm Mike and I'm 10. I'm a student too. Green's my favourite colour. My pencil case is green. And my bike's green too. It's really nice!

## Cool Grammar

Now call students' attention to the *Cool Grammar* box. Tell them the questions in the box are *yes / no questions*. These are closed questions which can be answered in a positive or a negative way. Read the first question aloud. Explain it refers to Sue. In this case, the answer is *yes* because Sue is a student. If Sue was a teacher, for example, the answer would be *no*. You might want to take the chance to explain the use of pronouns for the third person singular (*he* for men, *she* for women and *it* for animals or objects) and plural (*they* for people, animals or objects) as well. One way to do this could be through a Grammar Presentation chart which you could draw on the board like this:

Is this a pen  
that ?  
it

Yes, it is. / No, it isn't.

Is Sue a student ?  
she

Yes, she is. / No she isn't.

Is Mike a teacher ?  
he

Yes, he is. / No, he isn't.

Are these bikes ?  
they

Yes, they are. / No, they aren't.

You may also want to take the opportunity to teach the first person plural:  
Are you students?  
Yes, we are. / No, we aren't.

## 5 Put the jigsaw pieces in order and write the answers.

Tell students to look at the questions in exercise 5. The answers have been provided but the words are not in order. Provide an example by reading aloud the first question, which has already been done. Then ask students to work out the rest of the answers. Ask some volunteers to read them aloud to check.

### Answer Key

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

You might want to provide some extra practice on the use of *he, she, it, they* and *yes / no* questions. Ask questions such as the following for children to practise:

1. *Is Sue nine years old?*
2. *Is her watch pink?*
3. *Is her favourite colour red?*
4. *Is Mike ten years old?*
5. *Is his pencil case green?*
6. *Is his bike nice?*
7. *Are these rollerblades?*
8. *Are they blue?*

## Cool Mini Project

**Materials:** Card in different colours, pictures from magazines and newspapers, stickers, photographs, coloured pencils, crayons and markers, glue, etc.

The previous class, ask students to bring the materials mentioned above to prepare a scrapbook about their favourites. They can bring photographs, pictures from magazines and newspapers, crayons and markers and any other material they can think of. Once finished, students work in pairs and exchange scrapbooks. Walk around the classroom and encourage students to ask their partners *yes / no* questions about the scrapbooks they receive: *Is (blue) your favourite colour?; Are they (rollerblades)?; Is she (Lady Gaga)?, etc.*

## SB page 76: Extra activity

Once you finish Lesson 4 you can ask students to do the *Extra activity* for the unit in class. To check the exercise, ask volunteers to come to the board and write and answer the questions.

### Answer Key

**Unscramble the questions and answer them.**

1. Are they blue pens? Yes, they are.
2. Is she a student? No, she isn't.
3. Are they Linda and Bob? No, they aren't.
4. Is he an actor? Yes, he is.
5. Are they erasers? Yes, they are.
6. Is the school bag blue? No, it isn't.

## SB page 85: Workbook

### Answer Key

#### 1 Label these personal items.

1. bike; 2. skateboard; 3. iPod; 4. rollerblades;
5. watch; 6. tablet

#### 2 Put in order and answer.

1. What's your favourite colour?
2. What's your favourite school object?
3. What's your favourite personal item?

#### 3 Answer these questions.

- |                  |                     |
|------------------|---------------------|
| 1. Yes, she is.  | 3. Yes, it is.      |
| 2. No, he isn't. | 4. No, they aren't. |

## SB pages 12 and 13

### Cool Kids' Corner

#### Objectives

- To present the English alphabet.
- To spell out words.
- To revise vocabulary about personal information.
- To revise colours, numbers, school objects and personal items.
- To revise greetings and farewells.
- To practise saying the English alphabet.

#### Language:

- *How old are you? I'm ten.*
- *What are these / those? They're rollerblades.*
- *Is she Jenny? Yes, she is. / No, she isn't.*
- *Is he Chris? Yes, he is. / No, he isn't.*
- *How are you? I'm fine, thanks.*
- *What's your favourite colour? It's blue.*
- *Name three colours / school objects / personal items.*
- *Spell the word (black).*
- *You win the gold medal.*
- *Congrats!*

#### Vocabulary:

- Personal information: *name, age, favourite items*
- Personal items: *bike, watch, iPod, skateboard, tablet, rollerblades*
- Adjectives: *nice, beautiful, great, fine, ok, favourite*
- Colours and school objects: *green, brown, book, ruler, etc.*
- Greetings and farewells: *Hi!, Goodbye!, etc.*
- The letters of the alphabet

### Warm-up

Write the English alphabet on the board. Say the letters and have students repeat them after you. Then write *a, e, i, o, u* on the board and explain these letters are called *vowels*. Explain the rest of the letters are called *consonants*. Tell students that you are going to say some letters. If the letter is a vowel, they stand up. If the letter is a consonant, they sit down. Repeat several times.

### 1 Let's sing along.

Tell the children they are going to listen to a song and sing along. Play the audio CD once for students just to listen to the song. Play it once more and ask them to join in. Play it for a third time, pausing after each verse for students to repeat. Then play the whole song several times for students to listen and sing along.

### Track 13

#### The Alphabet song.

**Boy:** A, B, C, D, E...  
Come on and sing with me!  
F, G, H, I, J...  
Oops! My skateboard's grey.  
K, L, M, O, P...  
Ta-da! My bike is green.  
Q, R, S, T, U...  
Hello! And how are you?  
V, W, X...  
What's next? What's next?  
Well, of course, Y and Z.  
See you! Goodbye! Farewell!

### 2 Complete and read out the sequences.

Tell students to complete the sequences. To check, write the complete sequences on the board. Ask volunteers to read out different sequences to practise saying the alphabet.

### Answer Key

- 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

### 3 Interview your friend and complete.

Tell students to work in pairs. They will have to ask their partners the information required on the card and complete it. Encourage them to use the questions and answers they learnt in this unit: *What's your favourite school object? It's my (pencil case).* *What's your favourite football team? It's (Boca Juniors).*

 **Answer Key**

*Students' own answers*

**4 Look at exercise 3 and play a spelling bee competition with a friend.**

Teach students the word *spell* and tell them they are going to practise spelling words. Direct their attention to the picture of the girls in exercise 4. Spell the word *eraser* for them. Then ask a volunteer to spell *yellow*. Explain they will have to work in pairs and spell the words they used to complete the card in exercise 3. The exercise can be turned into a real competition if points are awarded every time one of the members in each pair succeeds in spelling a word correctly.

 **Answer Key**

*Students' own answers*

**5 Design word cards to play *Snap* with a friend.**

Explain how to play *Snap* (also known as *Memotest*) and ask students to design word cards to play with a friend. Pairs will need to design a set of cards as shown on page 12 (two cards in the set must contain the same word for students to be able to play *Snap*). The number of cards in the set must be even (ten cards, twelve, etc.). The more cards students design, the longer and more challenging the game will become.

 **Answer Key**

*Students' own answers*

**6 Play *Going for Gold* with a friend. Good luck!**

Explain students how to play *Going for Gold* and ask them to play with a friend. It is a typical board game and you need a dice to play it and move forward. Set the rules on how to finish the game: for example, you must land exactly on the last box and answer the question correctly. Otherwise, you move backwards as many boxes as the dice indicates.

 **Answer Key**

*Students' own answers*

**SB page 86: Workbook** **Answer Key****1 Read and colour the objects in Mark's school bag.**

Students colour the ruler black, the notebook orange, the crayon red, the pen green, the glue stick blue, the eraser pink and the book yellow.

**2 Complete and match. Then spell the surnames in pairs.**

1. SWIFT; c
2. MESSI; d

3. JOLIE; a
4. NADAL; b



# Family bonds

**SB pages 14 and 15**

## Lesson 1

### Objectives

- To introduce vocabulary related to family members.
- To give information about family members.
- To introduce personal information.
- To express possession.

### Language:

- *This is (Thiago's) family.*
- *Jane's family is (big).*
- *They're a (happy) family.*

### Vocabulary:

- Family members: *father, mother, grandfather, grandmother, sister, brother*
- Adjectives: *small, big, nice, happy*

### Warm-up

Show children a picture of your own or somebody else's family to introduce the family members: *father, mother, grandfather, grandmother, sister, brother*. Say: *This is (me). This is (my) father, Diego; (my) mother, Alicia; etc.*

Have students open their books to page 14. Tell students they are going to study the topic of *families*.

### 1 Finish the drawings and complete.

Ask students to finish colouring the drawings and write the corresponding family word below.

### Answer Key

father; mother; sister; grandfather; grandmother; brother

### 2 Listen and complete.

Now tell children they will listen to Tony talking about his family. Play the audio CD once and tell them to listen for general information. Ask them questions to check comprehension in L1: *Who is Amanda? Tony's mother; Who's Mark? He's Tony's father; Who's Tony's sister? Sheila; How old is Sheila? And Tony? Who's Sheila's brother?* Play the CD again, two or three times for children to complete the cards and then check the answers.

### Track 14

**Tony:** Hello! How's it going? My name's Tony. I'm seven years old. This is my father Mark and this is my mother Amanda. They're great! And this is my sister Sheila. She's ten and she's a student. I'm a student too!

### Answer Key

**Amanda:** mother; **Mark:** father; **Tony:** brother, seven; **Sheila:** sister, ten

### 3 Listen and read.

Tell students to listen to the CD and read in their books about different families: *Thiago's, Harry's and Jane's*. Play the audio CD once and ask some questions in L1 to check comprehension: *Who are Lara and Mauro? Who's Thiago's sister? Has Thiago got a sister? Who's Jane's father? What's her mother's name? Who are Jane's brothers? Who is Fresno?* Play the CD again and ask children to follow in their books. Finally, play the CD once more, pausing after each sentence for students to repeat. Teach these new adjectives and write them on the board: *nice, big, small and happy*.

**Track 15** 📻

**Speaker 1:** This is Thiago's family. Lara and Mauro are Thiago's mother and father. Milena is Thiago's sister. They're a nice family!

**Speaker 2:** Harry's family is small: Harry's father and sister, and Harry, of course! They're a happy family!

**Speaker 3:** Jane's family is big. Anna and Jason are Jane's father and mother. Luke and Timmy are Jane's brothers. Fresno is the family dog!

**Cool Grammar**

Direct students' attention to the *Cool Grammar* box. Explain 's is used in English to express possession and read the sentences aloud: *This is Jane's family. Harry's family is small.*

**4 Complete the sentences with a name + 's.**

Tell students to read the texts in exercise 3 again and complete the sentences.

**Answer Key**

1. Jane's family is big.
2. Milena is Thiago's sister.
3. Jason is Jane's father.
4. Harry's family is small.
5. Lara is Thiago's mother.

**Wrap-up**

Hand out old magazines and pieces of card paper. Ask students to create a family using pictures from the magazines. Students cut out the pictures of different people and glue them into their notebooks. Tell them to label the family members in the pictures.

**SB page 87: Workbook****Answer Key****1 Label the pictures.**

**Geoff:** grandad; **Sheila:** mum; **Sue:** sister;  
**Sarah:** grandma; **Greg:** dad; **Timmy:** brother

**2 Match the columns.**

1. mother; 2. grandfather; 3. father;
4. grandmother

**3 Complete with a name + 's.**

1. Sarah is Sheila's mother.
2. Timmy is Sue's brother.
3. Sue is Timmy's sister.
4. Geoff is Sheila's father.

**SB pages 16 and 17****Lesson 2****Objectives**

- To give information about family members.
- To read a simple fairy tale.
- To listen to a song for pleasure.

**Language:**

- *Who's this? This is my sister Mary.*
- *Who's that? That's my grandad Ben.*

**Vocabulary:**

- Family members: *grandad, grandma, father, mother, sister, brother*
- Fairy tales: *prince, frog, beautiful*
- Song: *cute, hat, skirt, toy, baby*

## Warm-up

Ask children which fairy tales they are familiar with and encourage them to briefly retell them to you.

### 1 Unscramble the words.

Tell students the characters in exercise 1 take part in the story in exercise 2: a fairy tale with a twist. Ask them to have a look at the story and try to find the same words correctly spelt in the speech bubbles.

## Answer Key

prince; grandma; frog

### 2 Listen and follow the story.

Now invite students to listen to and read the story. Play the audio CD once for them to follow in their books. Ask them if they understand what the story is about. Explain this is not the typical fairy tale of a princess who kisses a frog which then becomes a prince but the other way about. In this case, a frog princess kisses a human prince who then becomes a frog prince. Play the CD again, pausing after each exchange, for students to repeat. Just help students with vocabulary for the sake of enjoyment and understanding. The past form of some verbs is not a teaching point at all. Finally, ask two children to volunteer to read aloud the parts of Grandma and Froggy.

## Track 16

**Froggy:** Who's this, Grandma?

**Grandma:** This is your grandad.

**Froggy:** Oh, come on!

**Froggy:** This is my grandad!

**Grandma:** OK, Froggy! Listen.

**Grandma:** One day I found a beautiful prince.

**Froggy:** And?

**Grandma:** We kissed...

**Froggy:** Yuck!

**Grandma:** And we lived happily forever after.

**Froggy:** Wow!

### 3 Circle the correct picture.

Tell the class to look at the pictures and circle the one which best depicts the story.

## Answer Key

The picture with the two frogs is the correct one.

## Optional Activity

**Materials:** Card, green paint, elastic band

Hand out the materials and ask students to make a frog mask. Then tell them to paint the mask green. When the masks are dry, staple an elastic band to the sides of the masks so that students can wear them. Students act out the story in exercise 2.

## Values: Respecting our own and other people's families

Remind students of the importance of being helpful and respectful to all members of their families and other people's families, especially the elderly.

#### 4 Complete and unscramble the answers.

Remind students of the demonstratives *this* and *that* they studied in Unit 1. Now teach the question word *who*. Write it on the board and explain we use it to ask about people. Provide some examples: refer students to the first text on page 15, point to the man in the picture and ask: *Who's this? This is Thiago's father.* Now point to the text below, point to the woman in the picture and ask: *Who's that? That is Jane's mother.* Finally ask students to complete the questions and unscramble the answers in exercise 4.

#### Cool Language

Ask students to look at the *Cool Language* box to review the items presented and worked on previously. Invite a student to draw on the board his / her family tree. Encourage another student to ask questions about the family tree: *Who's that? And who's that?* The first student answers accordingly.

#### Answer Key

1. Who's that? That's my brother Ian.
2. Who's this? This is my sister Sue.
3. Who's that? That's your grandfather Ben.

#### Optional Activity

**Materials:** magazine cutouts, card

Divide the class into groups of six and distribute some old magazines. Students cut pictures of different people out of the magazines and paste them on the card. They present the people in the pictures as their family members: *This / That is my dad. This is my sister (Juana). These are my grandma and grandpa.*

#### 5 Listen and circle. Then sing along.

Tell students they will hear a song about two children talking about a family photograph. They will have to listen to the audio CD and circle the words they hear. Play the CD once for students to get the general meaning of the song. Play it again for them to circle the correct words. Play it once more, pausing after each line for students to check and call out the word they circled. Finally play the CD two or three times more for children to sing along.

#### Track 17

**Boy:** Hey! Is that your family, Pat?  
Who's that in the black hat?

**Girl:** That's my grandad Jack.  
He isn't Ok but he's just great!

**Boy:** And who's that cute girl  
In the pink skirt?

**Girl:** That's my sister Gen.  
She's a schoolgirl and she's ten.

**Boy:** And who's that boy  
Playing with a toy?

**Girl:** Well, that's my brother David  
And he's only a baby.

#### Answer Key

your; black; grandad; isn't; who's; pink; my; and; boy; a; my; he's

#### Cool Mini Project

**Materials:** Card, photos of students' families, crayons and markers

To finish the lesson, tell students they will make a family tree. The previous class, ask them to bring card, photos of their families, crayons and markers. Explain that the photos of their grandparents should go at the bottom, the

ones of their parents right above and, finally, at the top their own photos and the ones of their siblings. Invite students to use their family trees to play *Who's this / that?* with a friend. If you wish, you could exhibit the posters on the classroom walls.

## SB page 88: Workbook

### Answer Key

#### 1 Copy the speech bubbles in the correct places.

1. Henry, this is my dad.  
Wow! Q-Man is your dad!
2. Who's that woman?  
That's my grandma.
3. Your grandma?
4. This is my brother.  
Wow! H-boy!
5. Who's this girl?
6. Pam?
7. Are you W-Girl?

## SB pages 18 and 19

### Lesson 3

#### Objectives

- To introduce different parts of the body.
- To talk about physical appearance.
- To ask and answer questions about physical appearance.
- To talk about family members.
- To ask and answer questions about family members.

#### Language:

- *I've got (long legs).*
- *I haven't got (small feet).*
- *Have you got a (big) family? Yes, I have. / No, I haven't.*
- *My (hands) are (small).*
- *I'm (tall).*

#### Vocabulary:

- Parts of the body: *head, foot, arm, leg, hand*
- Adjectives: *small, big, short, tall*

### Warm-up

Tell children they will learn the parts of the body in this lesson. Point to the different parts of your body and name them: *head, arm, hand, leg, foot*. Now ask them to stand up, point to their body parts and name them after you. Repeat the action several times, faster and faster for fun.

#### 1 Label the parts of the body.

Now that children have learned and practised the parts of the body, tell them to write the words provided where they belong.

### Answer Key

- |         |        |
|---------|--------|
| 1. head | 4. arm |
| 2. hand | 5. leg |
| 3. foot |        |

**Cool Grammar**

Direct children's attention to the *Cool Grammar* box. Remind them of the plural form *-s*. Explain that not all nouns have the same plural form. Some of them are irregular, like *foot*. The plural of *foot* is not formed with *-s*. It's irregular: *feet*.

**2 Read, listen and match.**

Tell children they will now listen to and read about two animated animals talking about their parts of the body. They will have to match what the animals say to the pictures. Now play track 18 and ask the class to listen and try to identify the animals. Ask them: *Who's Sam? Who's Geoff?* They will answer in L1 as they don't probably know the names of these animals in English. As children name the animals, say them in English: *Sam's a rabbit. Geoff's a giraffe.* Write the words on the board. Take the chance to explain the meaning of *short, tall, small* and *big* with gestures.

**Track 18** 

**Sam:** Hi! I'm Sam. I've got big feet and long legs. I haven't got long arms. My hands are small and I'm short.

**Geoff:** Hi! I'm Geoff. I've got long legs too. But I haven't got big feet. And I'm a tall guy. See you!

 **Answer Key**

Sam is the rabbit. Geoff is the giraffe.

**Cool Grammar**

Now call students' attention to the *Cool Grammar* box. Tell them we use the structure *have got* to express possession. Geoff says: *I've got long legs. / I have got long legs.* Sam says: *I haven't got big feet. / I have not got big feet.* Write these sentences on the board and ask children to work out the rules: We use *have got* (*'ve got*) in the affirmative and *have not got* (*haven't got*) in the negative.

 **Values: Taking care of your body**

Take the chance to talk about the importance of taking care of one's body, eat healthily and exercise regularly.

**3 Listen and complete with *long, short, big* or *small*.**

Tell students they will listen to some monsters speaking about their legs, feet and arms. They will have to complete the chart as they listen. Play track 19 once for students to get the general meaning. Then play the audio CD again so that students start completing the missing information. Play it a third time pausing after each monster speaks so that children have time to write down the answers. Play it for the last time, pausing after each monster to check.

## Track 19

**Brok:** My name's Brrr... Brok. That is B-R-O-K and I'm a monster. I'm really a tall guy and I've got thrrr... three long legs. I've got thrrr... three big feet too. I haven't got any arms.

**Drak:** Hi, people! I'm Drak, D-R-A-K, and I'm a monster too. I've got eight short legs and eight big feet. They're enormous!!! Ha, Ha, Ha!!! And I've got two long arms. Brok and I are friends.

**Ahra:** Hello, everybody! I'm a girl monster and my name's Ahra. That's A-H-R-A. I haven't got any legs. I'm a really short monster. I've got two small feet: one here and one there. I've got six short arms. Bye!!!

### Answer Key

**Brok:** three long legs; three big feet; no arms

**Drak:** eight short legs; eight big feet; two long arms

**Ahra:** no legs; two small feet; six short arms

### Cool Grammar

Direct students' attention to the *Cool Grammar* box. Read the question and answer aloud. Then write them on the board. Explain this is the interrogative form of *have got*. Ask some of the children: *Have you got long arms? Have you got short legs? Have you got small feet? Have you got big hands?* Allow them to answer: *Yes, I have. / No, I haven't.*

## 4 Write the questions and answer them.

Now tell students to use the words and phrases in the wheel to write questions and answer them. To help them out, write down some examples on the board: *Have you got two sisters? Have you got a beautiful friend? Have you got small feet?* Ask children to provide some examples as well. To check the answers,

ask some volunteers to write their questions and answers on the board.

### Answer Key

*Students' own answers*

## 5 Ask a friend the questions in exercise 4.

To finish the lesson, ask children to work in pairs and ask and answer questions orally.

### Answer Key

*Students' own answers*

### Wrap-up

Hand out old magazines and pieces of card. Students look at the magazines and find pictures of famous personalities, cartoon characters, and movie stars they know. They cut them out, glue them on the card, and write short descriptions of these people on the paper. The descriptions should be written in speech bubbles simulating it is the people in the pictures who are talking. For example: *I'm Johnny Deep. I've got short dark hair and...* Students can use the texts in exercise 2 as a model. Have students exchange pictures with a classmate. They should read the descriptions and ask their classmates questions about the pictures similar to the ones in exercises 4 and 5. Students in each pair should first tell their partners what famous person they pretend to be.

## SB page 89: Workbook

### Answer Key

#### 1 Label the parts of the body.

1. head; 2. hand; 3. foot; 4. leg; 5. arm

**2 Complete with long, short, big or small.**

1. short; 2. short; 3. big; 4. long; 5. big; 6. small

**3 Draw yourself and complete the description.**

*Students' own answers*

**SB pages 20 and 21****Lesson 4****Objectives**

- To talk about physical appearance.
- To describe different parts of the body and face.
- To write a short physical description of a person.

**Language:**

- *He's got (blue) eyes.*
- *She hasn't got (red) hair.*
- *Jenny's a (cute) girl.*
- *Her hair is (brown).*
- *His eyes are (green).*

**Vocabulary:**

- Parts of the body and face: *eyes, nose, hair, mouth, ears*
- Adjectives: *long, short, curly, wavy, straight, dark, blonde, small, big, green, blue, brown, red, cute, nice, beautiful*

**Warm-up**

Take a doll to class and use it to teach more parts of the body. Point to these body parts and say: *eyes, nose, hair, mouth, ears*. Repeat them several times and ask children to point to their own body parts as you name them.

**1 Complete with a vowel.**

Now tell children to look at exercise 1 on page 20. The words for the body parts in this

exercise are incomplete because the vowels (*a, e, i, o, u*) are missing. Ask the class to guess the missing vowels to complete the words. For students to check the answers, write the complete words on the board.

**2 Classify these adjectives.**

Prepare flashcards with magazine cut-outs to teach adjectives to describe hairstyles and eyes. Point to different kinds of hairstyles and say: *long, short, curly, wavy, straight, dark, blonde*. Then point to different kinds of eyes and say: *green, blue, big, small*. Point to your own hair and eyes and say, for example: *I've got big brown eyes. I've got long straight blonde hair*. Point to different children and say, for example: *You've got short curly dark hair. You've got long wavy blonde hair. You've got small blue eyes*. Make sure students understand the meaning of the adjectives. Now ask them to write the adjectives where they belong in exercise 2. Once they finish, write the adjectives in the correct categories on the board for students to check. Say them aloud and ask students to repeat the words to fix pronunciation.

**Answer Key**

- **Hair:** long, short, curly, wavy, straight, dark, blonde
- **Eyes:** big, small, green, blue

### Optional Activity

Tap your nose and say: *Nose, nose*. Have students join in the activity you are doing and say: *Nose, nose*. Then repeat the first step. Add another part of the body: *Nose, nose; Ear, ear*. Pause and repeat, adding another body part. Students should point and say the words together with you. Continue, adding a new body part each time. As a follow up activity, repeat all the previous steps but this time you simply mouth the words and encourage students to say them out loud.

### 3 Play *Identity Kit* with a friend.

Tell students to work with a partner. Students in each pair have to draw different face features on the face outline provided. Then they will have to describe them to their friends in English. Their friends draw the face being described on a separate sheet of paper. Finally, students compare their faces. Are they similar? Are they different?

### Answer Key

*Students' own answers*

### Values: Learning with others

Direct students' attention to Jenny on page 20. Highlight the importance of learning in pairs or teams. Apart from helping each other, it can also be great fun to play games while you study.

### Cool Grammar

Call students' attention to the *Cool Grammar* box. Remind them of the use of *have got*. It is used to express possession. Explain you use *have got* with the first and second person singular and plural. Write on the board: *I / you / we / you have got / haven't got long hair*. Now tell children that for the third person singular we use *has got ('s got)*. Write on the board: *He / she has got ('s got) blue eyes. He / she has not got (hasn't got) red hair*. Ask some volunteers to read the sentences and phrases in the *Cool Grammar* box aloud.

### 4 Listen and complete with 's got or hasn't got.

Now tell children they will listen to a girl and a boy talking about Bill and Lisa. Students will have to complete the sentences with the information they hear. Play the audio CD once for students to get the general meaning. Play it again, pausing after each sentence for children to write down the verbal phrases. Finally, play it once more to check.

### Track 20

**Speaker 1:** This is my friend Bill. He's nine years old. He's a student. He's got brown hair and blue eyes. He hasn't got long legs. He isn't a tall guy, really.

**Speaker 2:** This is my sister Lisa. She's ten years old. She's got blonde hair and long legs. She's really tall for her age. She hasn't got blue or green eyes. She's got brown eyes.

### Answer Key

1. 's got; 2. hasn't got; 3. 's got; 4. hasn't got

## Optional Activity

**Materials:** card, old magazines

Divide the class into groups of four. Hand out the magazines and the card. Instruct groups to make a collage of different parts of the body: the ones learnt in the previous lesson and the ones learnt in this lesson. Ask students to label the different body parts by using letters that they cut out of the magazines. Display the collages on the classroom walls.

## 5 Complete with *his* or *her*.

Explain *his* and *her* are possessive adjectives referring to men and women. Tell them to use these adjectives to complete the texts about Jenny and Chris. To check, ask volunteers to read the completed texts aloud.

### Answer Key

1. her; 2 her; 3. his; 4 his

## 6 Write a short description.

Tell children to write a short description of their best friends. They will have to stick a photo or make a drawing of their best friends and complete the text with their physical characteristics.

### Answer Key

*Students' own answers*

## Cool Mini Project

**Materials:** Card, stickers, coloured pencils, crayons and markers, crepe or kite paper, elastic band

The previous class, ask students to bring the materials mentioned above to prepare a mask.

They can bring crayons, markers, stickers and any other material they can think of. When the masks are dry, staple the elastic band to the sides of the masks so that students can wear them. Once finished, students work in pairs and describe each other's masks as shown in the example on page 21 of the Student's Book.

## SB page 76: Extra activity

Once students finish the *Cool Mini Project* you can ask them to do the *Extra activity* for this lesson in class. To check the exercise, ask volunteers to come to the board and write and answer the questions.

### Answer Key

Look at the pictures and complete using *'s got, hasn't got, his or her*.

1. This is Joe. He's got short orange hair. His eyes are small.
2. Joe hasn't got blue eyes. His eyes are black.
3. This is Zoe. She's got long brown hair. Her eyes are brown too.
4. Zoe hasn't got small eyes. Her eyes are really big.
5. Zoe's a nice girl. Her big black eyes are beautiful.

## SB page 90: Workbook

### Answer Key

- 1 Circle the words that match the pictures.
  1. his; 2 ears; 3. curly; 4 nose; 5. dark; 6. her
- 2 Complete with *'s got* or *hasn't got*.
  1. hasn't got; 2 hasn't got; 3. 's got

### 3 Circle the correct option.

1. her; 2. hasn't got; 3. her; 4. 's got

### 4 Write a short description.

*Students' own answers*

## SB pages 22 and 23

### Cool Kids' Corner

#### Objectives

- To count up to 20.
- To make simple Maths calculations and write the results.
- To talk about other people's personal information.
- To read short texts.
- To discriminate true and false information.

#### Language:

- *Mike is (Diana's brother).*
- *He isn't a (tall) guy.*
- *She's got (blonde straight) hair and (green) eyes.*
- *His favourite (personal item) is (his smartphone).*
- *Her hair is brown.*

#### Vocabulary:

- Numbers: 11 to 20
- Personal information: *name, age, favourite items*
- Personal appearance: *green eyes, red curly hair, tall, short, etc.*
- Adjectives: *nice, beautiful*

### Warm-up

Tell students that you are going to dictate a list of numbers to them. Instruct them to write them in their notebooks:

a. 3-9-8-7-6-5

b. 10-1-8-4-7-5

c. 4-9-6-1-5-3

d. 7-10-2-2-9-1

e. 6-2-9-3-5-1

Then get volunteers to write the numbers on the board for the rest of the class to check.

### 1 Listen and say the numbers.

Review the numbers from 1 to 10. Tell children they are now going to learn the numbers from 11 to 20. Play the audio CD once for students just to listen to the numbers. Play it once more, pausing after each number for them to repeat. Play it for a third time for children to listen and say the numbers at the same time.

### Track 21

**Speaker:** eleven, eleven; twelve, twelve; thirteen, thirteen; fourteen, fourteen; fifteen, fifteen; sixteen, sixteen; seventeen, seventeen; eighteen, eighteen; nineteen, nineteen; twenty, twenty

### 2 Calculate and write the results.

Tell students to make the calculations and write the results. Check answers with the whole class.

### Answer Key

1. fourteen; 2. eighteen; 3. thirteen; 4. twelve;  
5. twenty

### 3 Play a *Beep* game with a friend.

Ask children to work in pairs and play a *Beep game* as shown on page 22 of the Student's Book. They have to start a number sequence and their partner has to follow it. Then they should reverse the roles.

### Answer Key

*Students' own answers*

#### 4 Read about these two teenagers.

Tell students to read the texts silently. Ask them questions to check comprehension: *How old is Diana? Is she a student? What's her favourite colour? Has she got blonde straight hair? Has she got short legs? Is she short? Has she got a sister? Who's Mike? How old is he? Is he a teacher? Is Mike tall? Has he got long blonde hair? Has he got brown eyes? What are her favourite objects? What's his favourite colour?* Read the texts aloud and then once again but this time pausing after each sentence for students to repeat and practise pronunciation. Finally ask some volunteers to read the texts aloud. You can also choose to write down the questions you asked before on the board for students to copy and answer them in written form.

**Numbers:** eleven, eighteen, twenty, thirteen, sixteen

#### 2 Read and draw the characters.

*Students' own answers*

#### 5 Answer. True or false?

Now tell students to read the sentences about the texts and state if they are true or false. To check the answers, ask some volunteers to read the sentences aloud. The whole class then calls out true or false.

#### Answer Key

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

#### Values: Getting a sense of achievement

Now that students have finished Unit 2, remind them of the importance of setting and achieving goals in our lives. They motivate us to go on studying and become better students.

### SB page 91: Workbook

#### Answer Key

#### 1 Classify these words.

**Parts of the body and face:** eyes, hand, foot, arm, hair

**SB pages 24, 25, 26 and 27**

 **Warm-up**

Ask students if they have a good memory. Have them have a look at units 1 and 2. Explain that they have five minutes to remember as many details as possible from the pictures in these units. Have students close their books. Write the questions below on the board and have students answer them in pairs.

1. *How old is Sue?*
2. *What's Mike's favourite colour?*
3. *Is Sam short?*
4. *Has Geoff got long legs?*
5. *Has Jenny got brown hair?*

Finally, have students look at units 1 and 2 again to check their answers. Control the activity with the whole class.

 **Answer Key**

**1.** She's nine. **2.** It's green. **3.** No, it isn't. **4.** Yes, it has. **5.** No, she hasn't.

**1** **Play *Let's Collect Stars!* with a friend.**

Divide the class into small groups. Have students look at exercise 1 on page 24. Distribute a dice and game pieces to each team. To begin, ask students to place their game pieces in the *Start* box. Instruct them to roll the die and advance the number of boxes indicated by the dice. Explain that to collect a star they need to follow the instruction in the box they happen to land on. Monitor students' work and help if necessary. Tell them they need to reach the *Finish* box with an exact roll of the dice.

 **Answer Key**

*Students' own answers*

**2** **Look closely and answer these questions.**

Now tell students to answer the questions in exercise 2. To check, ask some volunteers to read out the answers.

 **Answer Key**

- 1.** It's a pencil case.
- 2.** They're pens.
- 3.** It's a glue stick.

**3** **Label the pictures.**

Ask students to look at the pictures and label them. Call their attention to the fact that some words will be in the plural form. Ask some children to read out the words for the rest of the class to check the activity.

 **Answer Key**

- 1.** eyes; **2.** feet; **3.** hands; **4.** head; **5.** nose; **6.** mouth

**4** **Complete with 've got, haven't got, 's got or hasn't got.**

Tell students they will have to complete these sentences with the correct form of *have got*. To check, ask some volunteers to read the sentences aloud.

 **Answer Key**

- 1.** 've got; **2.** hasn't got; **3.** haven't got; **4.** 's got

**5** **Play *Word Race* with a friend.**

Have children work in pairs. They have to write as many words as they remember for each of the four categories: *School objects*, *Colours*, *Personal items* and *Family members* in ten minutes. The winner is the child in each pair who

writes the largest numbers of words correctly in each category.

### Answer Key

*Students' own answers*

## 6 Answer these questions.

Now tell students to look at the pictures and answer the questions. To check, ask some volunteers to read the answers aloud.

### Answer Key

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

### Optional Activity

Divide the class into groups of three. Tell students that you are going to show them a word, on a flashcard, and that groups will have to write a sentence including that word. When groups have finished writing, they should raise their hands so that you can decide which group reads out their sentence first. Award a point to the team(s) that write(s) a correct sentence. Continue playing like this showing groups five more cards with words on them. The team with the most points wins the game. If there is a tie, write some more words on the board to continue playing until you determine which group is the winner.

## Project Work 1: Name Acrostics

To finish the first review, students do a project individually.

### 1 Look at this name acrostics.

First, students read the name acrostic. Explain an acrostic is a poem or other form of writing in which certain letters in each line form a

word or words - in this case, somebody's name. Tell students they can take this name acrostic as a model to complete exercise 3.

### 2 Write some sentences about you.

Bearing in mind the name acrostic in exercise 1, ask children to complete the sentences in exercise 2 about themselves to get ready to do exercise 3.

### Answer Key

*Students' own answers*

### 3 Now design your name acrostics.

Tell children they will now have to write their own name acrostics. The answers to the questions in exercise 2 will help them with this. Remind them to take the name acrostic in exercise 1 as a model. Ask children to write their name acrostics on a piece of card paper. You can display students' work on the classroom walls.

### Answer Key

*Students' own answers*

### Wrap-up

**Materials:** magazines, card

Have students form groups of four. Distribute materials and invite students to create a collage that represents what they have learned in units 1 and 2. Display students' collages around the classroom and have them explain their artwork.

**Variation:** Have students create a collage about something they found to be fun in units 1 and 2.

## SB pages 28 and 29

### Lesson 1

#### Objectives

- To identify rooms and places in a house.
- To state where in the house people are.
- To introduce the idea of existence: *there be*.
- To revise vocabulary related to family members.

#### Language:

- *There is / There isn't a (beautiful garden).*
- *There are / There aren't (two bathrooms) in this house.*
- *Where's (Mum)? She's in the (garden).*

#### Vocabulary:

- Rooms, places and other items in a house: *dining room, bedroom, kitchen, living room, bathroom, garden, garage, lamp, plant, cooker, etc.*
- Family members (revision): *father, mother, grandfather, grandmother, sister, brother*
- Adjectives: *enormous, comfortable, beautiful*

#### Warm-up

Prepare flashcards with magazine cut-outs or real pictures if you've got some for the following rooms and places in a house: *dining room, garden, bedroom, kitchen, living room* and *bathroom*. Show them to the children one by one and tell them what they are called in English. Make sure everybody understands what each word means. Show them again several times, name them and ask children to repeat the words. Then ask students to open their books to page 28 and tell them they are going to study vocabulary related to houses.

#### 1 Complete with a vowel.

Tell students to look at the pictures: show the rooms and places in a house they have just learnt. But the words for these pictures are incomplete because the vowels (*a, e, i, o, u*) are missing. Ask the class to guess the missing

vowels to complete the words. For students to check the answers, write the complete words on the board.

#### Answer Key

1. dining room; 2 garden; 3. bedroom;  
4 kitchen; 5. living room; 6. bathroom

#### Cool Language

Ask students to look at the picture in exercise 2. Elicit the names of the rooms, furniture they might know and family members. Now focus students' attention on the *Cool Language* box. Present and model the question: *Where's Mum?* Elicit when we use it: *To ask about a person's location.* Present and model the answer: *She's in the garden.* Do the same with another family member shown in the picture.

#### 2 Listen and match the people with the places.

Now tell students they will listen to two people talking about where different members of a family are in the house. Play track 22. Students listen and match the family members with the corresponding rooms.

#### Track 22

**Narrator:** Number one. Where's Mum?

**Jessica:** She's in the garden.

**Narrator:** Number two. Where's Dad?

**Jessica:** He's in the kitchen.

**Narrator:** Number three. Where's Grandma?

**Jessica:** She's in the living room.

**Narrator:** Number four. Where's Grandad?

**Jessica:** He's in the dining room.

**Narrator:** Number five. Where's Tom?

**Jessica:** He's in the bathroom.

**Narrator:** Numbers six. Where's Jessica?

**Jessica:** I'm in my bedroom!

 **Answer Key**

**Mum:** garden; **Dad:** kitchen; **Grandma:** living room; **Grandad:** dining room; **Tom:** bathroom; **Jessica:** bedroom

**3 Check your answers above with a friend.**

Divide the class into pairs. Play Track 22 again and instruct pairs to ask and answer questions about the different family members to check their answers. Monitor and help as needed.

 **Optional Activity**

Draw a house on the floor using chalk. Label the different places in it. Choose volunteers to stand on the different places of the house. Ask questions and encourage students to answer them: *Is (Miguel) in the kitchen? Where are (Laura) and (Katy)?* Encourage students to ask the questions.

**4 Match the descriptions with the pictures.**

Instruct children to read the first description silently and ask them what it is about: *rooms in a house*. Elicit what *there is* and *there are* mean and when we use one or the other. Now ask them to read the second text silently as well and match the descriptions to the house plans.

 **Answer Key**

**1.** b; **2.** a

**Cool Grammar**

Write a couple of sentences from the texts in exercise 4 on the board to illustrate the use of *there be*, and underline the structures you need to teach, for example:

*There's a living room in this house. There isn't a garden.*

*In this house, there aren't two bedrooms. But there are two bathrooms.*

Now direct students' attention to the *Cool Grammar* box. Ask children to read the sentences on the board and the structures in the *Cool Grammar* box to elicit the use of *there be* in singular and plural and affirmative and negative sentences.

**5 Draw or stick a picture of your house and write a description.**

Ask children to draw or bring a picture of their houses and describe them. They have to use the structures they have just learned and the vocabulary for rooms and places in a house. To help them, write a description of your own house on the board: *In my house, there's a kitchen, a living room, a bathroom and a dining room. There isn't a garden. There are two bedrooms.*

 **Answer Key**

*Students' own answers*

 **Cool Mini Project**

Ask children to bring to class two dice, a glue stick, a pair of scissors and crayons. Tell them to write the names of six house rooms on a piece of paper and cut them out. Then ask students to draw six objects on a piece of paper, colour them and cut them out. On one of the dice, students glue the names of the rooms. On the other, students glue the objects. Then ask them to use the dice to play *Where's (are)...?* with a friend. Pairs take turns to cast the two dice and ask and answer questions according to what the dice indicate.

## SB page 92: Workbook

### Answer Key

#### 1 Answer the questions.

1. There are three bedrooms.
2. There is a dining room.
3. There are two living rooms.
4. There is a kitchen.
5. There are three bathrooms.

#### 2 Complete with *there is*, *there isn't*, *there are* or *there aren't*.

1. There isn't a small garage in this house. There's a big one.
2. There aren't two bedrooms in my house. There are three.
3. There's a comfortable dining room in Lou's house. It's really big!
4. There's a kitchen in my house and there are two bedrooms.
5. There isn't a big garden in Ken's house. The garden is small.

## SB pages 30 and 31

### Lesson 2

#### Objectives

- To state where objects are in a room.
- To ask and answer about the existence of things.
- To learn vocabulary related to toys.
- To revise some school objects and colours.

#### Language:

- *Where are my sister's toys?*
- *The (bike) is (under) the (table).*
- *Is there (a blue eraser)? Yes, there is.*
- *Are there (two pencil cases)? No, there aren't.*

#### Vocabulary:

- Toys: *bike, ball, doll, teddy bear, train, car, robot*
- Prepositions: *on, in, under*
- School objects: *eraser, pencil, ruler, etc.*
- Colours: *orange, brown, green, etc.*

### Warm-up

Prepare flashcards for these toys: *bike, robot, doll, teddy bear, car, ball* or bring real toys to the classroom and show them to students one by one. Elicit the vocabulary they might know and teach the vocabulary they don't know. Ask students to close their eyes. Hide the flashcards or the real toys *in, on, and under* different objects in the classroom. They should not be difficult to find. Ask students: *Where's the (car)?* Ask them to look for it. When they find it, elicit the preposition: *The (car) is (under) the (table)*. The whole class repeats the sentence for reinforcement. Repeat the procedure with the other flashcards / toys. Mime the three prepositions (*on, in, under*) every time they say a sentence.

#### 1 Listen and number the toys in Jenny's sister's room.

Have students open their books to page 30, exercise 1. Tell them Jenny can't find her sister's toys. They will have to help her find them. They look at the scene and tell you what they can see. Explain what the toys are doing: *They're playing hide and seek*. Play track 23 for students to number the toys. Play it more than once if necessary. Check answers with the whole class.

### Track 23

**Narrator:** Number one. The bike is under the table.

Number two. The robot is in the box.

Number three. The doll is on the bed.

Number four. The teddy bear is on the chair.

Number five. The train is under the bed.

Number six. The car is under the chair.

Number seven. The ball is in the school bag.

### Answer Key

- 1.** bike; **2.** robot; **3.** doll; **4.** teddy bear; **5.** train;  
**6.** car; **7.** ball

### Cool Grammar

Direct students' attention to the *Cool Grammar* box. Tell them to look at the pictures that explain *in*, *on* and *under*. Elicit one or two examples from the scene in exercise 1:

*T:* The ball is...

*SS:* In the school bag.

### 2 Check your answers with a friend.

Divide the class into pairs. Choose volunteers to read aloud the dialogue in the speech bubbles. Instruct students to do the same to check the rest of the answers with their partners.

### 3 Match the sentence halves.

Focus students' attention on the example. Instruct them to work alone to match the sentence halves. Then invite volunteers to read the complete sentences aloud.

### Answer Key

1. The bike is under the table.
2. The robot is in the box.
3. The doll in on the bed.
4. The teddy bear is on the chair.
5. The train is under the bed.
6. The car is under the chair.
7. The ball is in the school bag.

### Values: Sharing toys and other objects

Take the opportunity to talk to children about the value of sharing toys and other objects. Explain that sharing something is a great responsibility. Remind them that they have to ask politely for

the item they want to borrow instead of directly taking it from others. It is also important to return the item they borrow in good condition to its owner.

### Optional Activity

Divide the class into teams of three. Have teams divide a sheet of paper into three different columns: *school objects*, *colours*, and *numbers*. Have teams write two words in each column. The first team to finish is the winner.

### 4 Listen and read. Which are the school objects in Jenny's bedroom?

Focus students' attention on the pictures. Students tell you what they can see: *pens*, *pencils*, *rulers*, *sharpeners*. Ask: *Are the pictures the same or different?* Point out that they are different.

Tell students they will listen to Chris and Jenny talking about school objects. They will have to discover which is the picture which best describes the school objects in Jenny's bedroom.

### Track 24

**Chris:** Um... Let me guess. Is there a yellow ruler?

**Jenny:** Yes, there is.

**Chris:** And are there three pencils?

**Jenny:** No, there aren't.

**Chris:** I'm confused. What's the answer, please?

**Jenny:** Oh, come on, Chris! It's so simple!

### Answer Key

**c.** a sharpener; four pencils, two pens; a yellow ruler

## Cool Grammar

Call students' attention to the *Cool Grammar* box. Ask volunteers to read out the questions and answers. Elicit the use of the interrogative (*Is there...? / Are there...?*) and the affirmative and negative answers in the singular and plural forms.

### 5 Look and answer.

Now instruct children to look at the pictures and the questions in exercise 5 and answer them. You may want to take the opportunity to practise the use of *there be* in the interrogative form orally. Ask questions about different school objects in the classroom:

*Is there an orange pencil case on Tommy's desk?*

*Are there two white rulers under this chair?*

*Is there a yellow book in Adriana's school bag?*

*Are there three sharpeners in your bag?  
etc.*

If you wish, you can write some questions on the board for students to copy and answer as homework.

### Key Answer Key

1. Yes, there is.
2. No, there aren't.

## Optional Activity

**Materials:** A blindfold

Write *in*, *on* and *under* on the board. Draw large squares around them. Divide the class into four groups. Invite a member of one group to come to the front. Put the blindfold on him or her. Spin him or her around. Then he or she must touch the board to choose a word. The student's group then finds an example of the preposition in the classroom: *There is a book in a schoolbag.* Continue in the same way with the other groups.

## Cool Mini Project

**Materials:** a toilet paper tube, a glue stick, aluminium foil, coloured paper, scissors, a stapler, two pipe cleaners (optional), googly eyes (optional)

The previous class, ask students to bring to class the materials mentioned above and ask children to make their crazy robots. They will have to put glue on the toilet paper tube and wrap it with aluminum foil. Then, they can decorate the robot's body with coloured paper, draw eyes or glue googly eyes on it. Finally, they can staple pipe cleaners to the top of the robot to make antennae. Demonstrate the instructions as you go along. Once they finish, divide the class into pairs. S1 closes his or her eyes while S2 hides the robot. Then S1 tells S2 where he or she thinks the robot is: *The robot is under the chair.* S2 answers: *Yes, it is.* or *No, it isn't.* S1 has three opportunities to guess where the robot is. After that, he or she asks: *Where is the robot?* S2 tells S1 where the robot is. Then they switch roles and play again.

## SB page 77: Extra activity

When students finish the *Cool Mini Project*, ask them to complete the Unit 3 *Extra Activity* on page 77.

**Look at the picture and unscramble the questions.**

1. Is there a box in this room?
2. Is there a teddy bear?
3. Are there three balls?
4. Are there two green chairs?

## SB page 93: Workbook

### Key Answer Key

#### 1 Circle the correct option.

1. It's under the bed.
2. It's under the chair.
3. It's in the school bag.

**2 Look and complete the questions or the answers.**

1. No, there aren't.
2. Yes, there is.
3. Are there two rackets in the box?
4. No, there isn't.
5. No, there aren't.
6. Are there two beds?

**SB pages 32 and 33****Lesson 3****Objectives**

- To identify pieces of furniture and other items in a house.
- To revise vocabulary related to rooms in a house.
- To talk about favourite rooms in a house.
- To write a blog post.

**Language:**

- *My favourite rooms is (small).*
- *Are there (four chairs)? No, there aren't.*
- *Is there a (cooker)? Yes, there is.*
- *There is (a big bed just for me).*
- *I've got (a fabulous LED TV) in my (living room).*

**Vocabulary:**

- Furniture and other items in a house: *sofa, cooker, window, lamp, door*
- Adjectives: *small, big, fabulous, comfortable, great, nice*

**Warm-up**

Tell children they will learn vocabulary related to pieces of furniture and other items in a house in this lesson. Prepare flashcards with magazine cut-outs to teach the following words: *sofa, cooker, window, lamp, door, bathtub*. Show students the flashcards, one by one, naming the objects and asking children to repeat. Do this several times.

**1 Complete with a vowel.**

Now that children have learned and practised this vocabulary, tell them to complete the words with a vowel. To check the exercise, write the words on the board.

**Answer Key**

1. sofa; 2. cooker; 3. window; 4. lamp; 5. door;
6. shower

**2 Play Favourite Rooms with a friend.**

Tell students to look at the picture of the house in exercise 2. Elicit the names of the rooms in the house and the pieces of furniture and other items. Ask them some questions to practise: *Where is the shower? Where is there a lamp? Where is the bed? Is there a window in the living room? Is there a door in the living room? Is there a lamp in the kitchen? Where is the sofa? Is there a cooker in the living room? Where is it? Is there a table in the kitchen? How many chairs are there?* Then ask two volunteers to read out the dialogue. Divide the class into pairs. Ask one member in each of the pairs to think about their favourite room in this house. Their partners have to find this out by asking questions. Students can use the dialogue as a guide. Now ask pairs to change roles and do the activity all over again.

**Answer Key**

*Students' own answers*

**Values: Helping with housework and taking care of the house**

Ask children if they help their parents with the housework. Ask them what they usually do. Highlight the importance of helping parents and keeping the garden and rooms nice and tidy. Also talk with children about how important it is to take care of pieces of furniture and other items in the house and being responsible with the use of water, electricity, etc.

### 3 Listen and read.

Ask students which their favourite room in the house is. Tell them they will read about and listen to Chris and Jenny talking about their own favourite rooms. Play track 25 once for students to get the general meaning. Elicit the living room is Chris's favourite room and the bedroom is Jenny's favourite room. Then play the audio CD again for students to listen to the reasons why Chris and Jenny like these rooms in their houses. Play it a third time pausing after each sentence for children to listen and repeat. Ask questions to check comprehension and to practise vocabulary as well: *What has Chris's living room got? Is there a LED TV in the living room? Is there a DVD player? What about Jenny's favourite room? Is there a bed in this room? Is it small? Is there a desk? What colour is it? Is there a window? How many are there?*

#### Track 25

**Chris:** The living room is my favourite place. It's got a comfortable sofa and there's a table with four chairs. I've got a fabulous LED TV and a Blu-ray player. It's a great room!

**Jenny:** My favourite room in my house is my bedroom. There's a big bed just for me and I've got a nice pink desk. There are two small windows with flowers. I love my bedroom!

### 4 Answer: True or false?

Now tell students to work in pairs. They will read some sentences about the text they have just read and will have to state whether they are true or false. To check the answers, ask some volunteers to read the sentences aloud and say true or false.

#### Answer Key

1. T; 2. F; 3. F; 4. T

### 5 Write a blog post.

To finish the lesson, students will have to write a blog post about their favourite rooms in their houses. They can use the texts in exercise 3 as a model. Ask some volunteers to read out their posts.

#### Answer Key

*Students' own answers*

#### Values: Keeping your bedroom clean

Invite students to talk about their bedrooms and say whether they think they are cool. Encourage them to tell the class how they can keep their bedrooms clean and why this is important.

#### Wrap-up

Choose one of these topics and write it on the board: *Family members, physical appearance, rooms in a house*. Have students mention anything that comes to their minds about this topic, for example: *family members*. Choose some of the students' responses and write them on the board: *Robert, tall, green eyes, father, bedroom, garden, etc.* Work with the whole class. Make sentences with these words. Add some questions and arrange them to make a poem. Encourage students to add an opening or closing line and a title:

#### Dad's at home

*Robert. Who's Robert?  
Robert is my father. He's tall.  
Has he got green eyes? No, he hasn't.  
His eyes are blue.  
Where's Robert? Is he in the bedroom?  
No. Is he in the garden? Yes.  
I love my father!*

Explain to the class that this is a poem. Add that poems can be phrases about a topic. They do not always have to rhyme. Invite students to suggest other topics. Then get students into pairs and have them write a

short poem about a topic. Choose volunteers to read their poems aloud.

## SB page 94: Workbook

### Answer Key

#### 1 Answer the questions.

1. It's a shower.
2. They're lamps.
3. They're doors.
4. It's a sofa.
5. They're windows.
6. It's a cooker.

#### 2 Are these actions right or wrong? Mark them (✓ or X).

First set of pictures: (X); (✓)

Second set of pictures: (✓); (X)

Third set of pictures: (✓); (X)

## SB pages 34 and 35

### Lesson 4

#### Objectives

- To identify and describe different pets.
- To identify and use some simple commands.
- To read and talk about a story.

#### Language:

- *Listen!*
- *Don't sit down!*
- *Look at (my new pet).*
- *What is it? It's a (parrot). It's (small) and (green).*
- *What are they? They are (guinea pigs).*

#### Vocabulary:

- Pets: *cat, dog, frog, rabbit, parrot, turtle, fish, hamster, ferret, spider*
- Adjectives: *small, big, brown, green, orange, etc.*
- Commands: *walk, read, stop, sit down, look, stand up*

### Warm-up

Prepare flashcards with magazine cut-outs for the following animals: *rabbit, frog, parrot, turtle, dog, fish, cat, spider, ferret, hamster*. Show them to students, naming the animals aloud and asking students to repeat. Explain that some of these animals are pets that we can adopt and bring home. Also explain the meaning of the word *pet*. Invite two volunteers to come to the front. Give a flashcard to one of them and have him or her describe it for the other student to guess: S1: *It's brown. It's small. It's a pet.* S2: *Is it a hamster?* S1: *Yes.* Repeat the procedure several times with other pairs of students and flashcards.

#### 1 Find the words. Have you got one of these pets? Describe it.

Now tell children to look at exercise 1 on page 34. Focus children's attention on the example. Students find and circle the names of the rest of the pets in the wordsearch. To check the answers, draw the crossword puzzle on the board and ask volunteers to come to the front and circle the words. Now ask students to describe some of the animals in the exercise: *The fish is orange, white and yellow. The frog is green and small. The cat is small, brown and white, etc.*

### Answer Key

**Horizontally:** hamster, parrot, fish, rabbit

**Vertically:** ferret, spider, turtle, frog, cat, dog

## Optional Activity

Give every student a sheet of paper. Divide the class into pairs. Student 1 gives instructions to Student 2:

*S1: Draw two parrots.*

*S2: What colour are they?*

*S1: They're green and yellow.*

Then students exchange roles and play again. Finally, instruct them to write the dialogues on their sheets.

## 2 Listen and follow the story.

Ask the class to look at the story in exercise 2 on page 34 and find animal pictures from the previous activity that match the animal names mentioned here. Play Track 26 and have students follow the story as they listen. Explain any words they might not understand. Ask questions to check comprehension: *Where are they? What is the robot's name? What are the pets?* Divide the class into three groups. Assign one of the three roles in the story to each group. Play the track again. Pause the CD after each line and have the corresponding group repeat it. Finally, ask three volunteers to assume the three roles in the story and read out their lines. If they feel confident enough, you can ask them to act out the story without reading.

## Track 26

**Jenny:** Good morning, Mr Green.

**Robot:** Good morning, Jenny.

**Jenny:** Look at my new pet.

**Robot:** Aaah! A rat!

**Jenny:** No, it isn't a rat.

**Robot:** What is it?

**Jenny:** It's a hamster.

**Peter:** And look at my new pets, Mr Green.

**Robot:** Oh! Two big hamsters.

**Peter:** No, they aren't hamsters.

**Robot:** What are they?

**Peter:** They're guinea pigs. They're pets too.

**Robot:** Yes, they are.

## 3 Answer the questions.

Have students read the questions and answer them individually. Ask the questions orally to elicit the answers from the class. Finally, ask volunteers to come to the board and write down the answers for the rest for reinforcement.

## Answer Key

1. It's Mr Green.
2. She's got a hamster.
3. He's got two guinea pigs.

## Optional Activity

Distribute some pieces of blank paper among students. Ask students to draw their pet(s). If anybody happens not to have a pet, he or she can draw the pet he or she would like to have. Divide the class into groups of four. Instruct students in each group to find out about the pet(s) their friends have. Ask them to write a report in their notebooks: *Ale's got three hamsters. Olivia's got a dog. Tommy's got a cat.* Invite volunteers to share their information with the class.

## Cool Grammar

Present the command *Stand up* with gestures. Model it and have students repeat it, as a group first and then individually. Invite students to mime the action as they repeat the instruction. Follow the same procedure with the rest of the commands in the *Cool Grammar* box. Now ask children to look at the *Cool Grammar* box. Explain the sentences in the box express orders or commands and are used to tell other people what to do or what not to do.

#### 4 Give your friend some commands. Use these verbs.

Divide the class into pairs. Invite students to use the verbs in exercise 4 to give instructions to each other. Students may not know the meaning of all these verbs. Elicit what they mean with gestures. Finally, ask volunteers to give instructions to the whole class who should respond to them accordingly.

#### Answer Key

*Students' own answers*

#### Optional Activity

Tell students to stand in line behind you and follow you around the classroom. Give a command and then perform it. Students repeat the command and then copy the action.

#### 5 Listen and complete. Then sing the rest of the song.

Now have students look at the song in exercise 5 on page 35. Focus students' attention on the picture and ask *How many spiders are there? Ten*. Count the number of spiders together with students. Play track 27 and have students complete the song. Play the track again and stop it after every number. Invite students to say what number they wrote and ask some volunteers to come to the board and write down these numbers. Play track 27 again and have students sing the song they have in their books and add the rest of the song counting down from four to zero. Encourage them to mime the lyrics of the song while they sing.

#### Track 27

##### Ten Big Spiders

Ten big spiders are in a box,  
One jumped out,  
Now, there are nine.

Nine big spiders are in a box,  
One jumped out,  
Now, there are eight.

Eight big spiders are in a box,  
One jumped out,  
Now, there are seven.

Seven big spiders are in a box,  
One jumped out,  
Now, there are six.

Six big spiders are in a box,  
One jumped out,  
Now, there are five.

#### Answer Key

nine; eight; seven; six; five

#### Wrap-up

Bring a ball to class. Give a student the ball. Name a vocabulary category: *school objects, pets, numbers* or *commands*. The student has to say a word in that group. Then he or she tosses the ball to another student. If the student who catches the ball cannot think of a word, invite the rest of the group to offer some help.

### SB page 95: Workbook

#### Answer Key

#### 1 Unscramble the words and solve the crossword puzzle.

1. rabbit; 2. fish; 3. parrot; 4. dog; 5. ferret;  
6. spider; 7. hamster; 8. turtle; 9. cat; 10. frog

## 2 Look at the signs and complete.

1. Don't look.
2. Stop.
3. Don't walk.
4. Read.

### SB pages 36 and 37

#### Cool Kids' Corner

##### Objectives

- To talk about and describe pets.
- To read an article from a magazine.
- To ask and answer questions about people's favourite pets.

##### Language:

- *What is it? It's (a turtle).*
- *What are they? They're (rabbits).*
- *(Hamsters) are the best pets.*
- *There are (two cats) at home.*
- *There isn't (a dog).*
- *We've got it in (a glass case) in the (living room).*
- *It's got (brown hair), (small pink ears) and (black eyes).*
- *Cats are (beautiful) and (quiet).*

##### Vocabulary:

- Pets: *rabbit, spider, cat, dog, fish, etc.*
- Colours: *brown, white, green, black, etc.*
- Adjectives: *nice, beautiful, small, quiet, intelligent, friendly*

#### Warm-up

Draw a dog and a house on the board. Tell students that the dog is your pet and that it is somewhere in your house. They have to ask questions to find out where it is. You can only answer *Yes* or *No*.

S1: *Is it in the garden?*

T: *No, it isn't.*

S2: *Is it in the bedroom?*

T: *Yes, it is.*

The student who guesses correctly thinks of a new hiding place and answers the other students' questions. Repeat the procedure several times.

## 1 Play *Snakes and Ladders* with a friend.

Divide the class into small groups. Have students open their books at page 36 and look at exercise 1. Invite them to look at the game. Give each group a dice and as many counters as there are students in each group. Counters can be small pieces of paper in different colours. Explain to students how to play:

- Cast the dice and move the counter the number of boxes on the board that the dice indicates. Players continue casting the dice until they miss a turn.
- If the box they land on has a number on it, they should say the number out loud: Two. For a group of pets, the player asks and answers a question or makes a statement about them: *What are they? They're fish. Are they fish? Yes, they are. Are they rabbits? No, they aren't. There are ten black and yellow fish.* If the answer is incorrect, the player misses a turn.
- If the box they land on has the foot of a ladder on it, the player climbs up the ladder. Otherwise, they climb down the ladder. If the box they land on has the head of a snake on it, the player slides down the snake. Otherwise, they slide up the snake.
- The first player to reach the *Exit* wins.

## 2 Read these comments in a magazine.

Tell students these are texts from a pre-teenager's magazine about the best pets to have at home. Ask them to read the texts silently and tell you who wrote the comments and which pets the writers think are the best: *Billy thinks hamsters are the best pets to have at home and Helen prefers cats.* Ask comprehension questions: *How many hamsters are there in Billy's house? What are their names? Where are they? Which is his favourite*

hamster? Can you describe it? How many cats are there in Helen's house? What are their names? Is there a dog? What is Mitzy like?

### 3 Answer these questions.

Now ask children to work in pairs and answer the questions about the text. To check the answers, ask volunteers to come to the board and write them down.

#### Answer Key

1. Yes, there are.
2. They're in a glass case in the living room.
3. No, there isn't.
4. (They're) Mitzy and Jackie.

#### Wrap-up

Ask students to bring to class a picture of their pet if they've got one. Choose volunteers to tell the rest of the class about their pet. If they happen not to have one, they can bring a picture from a magazine of a pet they would like to have at home. Choose a volunteer to show the class his or her picture. Invite him or her to say what pet it is and its name: *My pet is a dog. My pet's name is Puppy.* Write the sentences on the board. Distribute some pieces of blank paper among students. They glue the picture of their pet onto the paper and write a description below the picture. Display students' work around the classroom.

#### Values: Taking care of your pets

Tell students that having a pet can be fun, but it is also a great responsibility. Elicit what a pet needs: food, water, exercise, love and attention. Hand out blank pieces of paper. Have students draw their pets in the middle of the paper and what it needs around the drawing of the pet. Students who do not own a pet can draw an imaginary pet.

## SB page 96: Workbook

### Answer Key

#### 1 Read and colour the correct pictures.

1. A pet lives in a house.
2. An elephant is not a pet.
3. A pet needs food.

#### 2 Complete the quote by Martin Buber.

1. An; 2. eyes; 3. got; 4. speak; 5. language

# What can you do?

## SB pages 38 and 39

### Lesson 1

#### Objectives

- To express ability and lack of ability.
- To express contrast and addition.
- To identify adverbs of mood.
- To read a short text.
- To decode sentences.

#### Language:

- *He can (dance) (very well).*
- *He can't (sing).*
- *He can (ride a motorbike) but he can't (roller-skate).*
- *She can play the guitar and she can sing too.*

#### Vocabulary:

- Actions: *speak (French), play (the drums), play (football), read (music), prepare (sushi), dance, sing, fly, make toys, drive, ride (a bike), do magic tricks, fix (cars), roller-skate, lift a car, change a tyre*
- Adverbs: *well*

#### Warm-up

Prepare flashcards with magazine cut-outs for some of the actions to be taught in this unit, e.g.: *drive, ride a bike, play the guitar, speak English, etc.* Show them to the children one by one and say: *He / She can drive a car. He / She can play the guitar. I can speak English. Violetta can sing and dance. Superman can fly.* Elicit the meaning of *can* and its use to express ability as you write these sentences on the board. Tell children they are going to learn how to talk about actions you can and can't do in this unit.

### 1 Look and number the pictures. Then listen and repeat.

Now ask children to open their books to page 38. Have them look at exercise 1. Point to the hamster robot in the picture marked as one that illustrates this activity: *fly*. Then ask students to

call out the corresponding number and action associated with it: *One. Fly.* Have students do the activity on their own. Then divide the class into pairs and have students check their answers. Help them with the vocabulary they can't figure out. To check the exercise, point to each hamster robot and invite volunteers to say its corresponding number. After that, play track 28 just for students to listen. Play it for a second time, pausing after each action and ask children to repeat for them to practise pronunciation and get familiar with the new words. Finally, write two or three sentences on the board: *Number 1 can fly. Number 2 can speak French. Number 5 can drive.* Read the sentences aloud and encourage students to produce similar sentences with the rest of the actions.

#### Track 28

**Narrator:** One. Fly / Two. Speak French / Three. Make toys / Four. Iron clothes / Five. Drive / Six. Play the drums / Seven. Read music / Eight. Fix cars / Nine. Do magic tricks / Ten. Prepare sushi

#### Answer Key

**First row of pictures** (from left to right): **9.** do magic tricks; **10.** prepare sushi; **2.** speak French; **6.** play the drums; **1.** fly

**Second row of pictures** (from left to right): **8.** fix cars; **7.** read music; **4.** iron clothes; **5.** drive; **3.** make toys

#### Optional Activity

**Preparation: Scrambled Verbs:** List the following verb phrases on a sheet of paper (1 per group): *od icmga tcrisk, verid, fxi rscs, inor, lothesc, akem osty, fyl, apyl het umsd, paerpre uhssi, drae micus, kspea rehFnc.*

Divide the class into small groups and hand out the *Scrambled Verbs*. Ask students to unscramble the verbs and write them on the paper. Collect and check the answers. Award one point for each correctly spelled verb. The group with the most points is the winner.

## 2 Read and mark (X) Bob's problems.

Now tell students to look at exercise 2. Explain the boy's brother has some problems. Ask them to read the text silently and discover what his problems are. Elicit he can do some actions but he can't do some others. Ask children: *What can Bob do? What can't he do?* Elicit the answers: *He can lift a car but he can't change a tyre. He can dance very well but he can't sing. He can ride a motorcycle but he can't roller-skate.* Make sure everybody understands the meaning of all the actions. Then read the text aloud once and then read it again, pausing after each sentence for students to repeat.

### Cool Grammar

Call students' attention to the *Cool Grammar* box. Elicit what they mean and how affirmative and negative sentences with *can* are formed. Provide some more examples on the board:  
*He can ride a motorcycle.*  
*He can't roller-skate. He cannot roller-skate.*

## 3 Circle the correct option.

Have students look at the three pictures and circle the correct option in each sentence. Ask some volunteers to read out their sentences to check this activity.

### Answer Key

1. can; 2. can; 3. can't

## 4 Decode the sentences.

Ask children to look at the symbols for the different words carefully. They have to use these symbols to write sentences. The first one has been done for them. To check, ask volunteers to read out the sentences and write them on the board.

### Answer Key

- |                        |                          |
|------------------------|--------------------------|
| 1. She can sing.       | 4. He can speak English. |
| 2. He can't play golf. | 5. She can ride a bike.  |
| 3. She can't swim.     |                          |

## 5 Mark (✓ o X) the things you can or can't do. Then tell a friend.

Ask children to look at the pictures and make sure they understand what they represent. For example, ask them: *What's number 1? Do magic tricks. What's number 2: Sing.* Now ask students to tick the things they can do and to cross out the ones they can't do. Once finished, students work in pairs and tell each other about the activities they can and can't do. Circulate around the class monitoring this oral task.

### Answer Key

Students' own answers

### Wrap-up

**Materials:** Old newspapers and magazines, card paper (1 sheet per team).

Divide the class into small groups and hand out materials. Ask students to write the title *VERBS* in the middle of the card sheet. Elicit some verbs and write them on the board. Ask students to look through the newspapers and magazines and cut out as many pictures of actions as they can spot on the paper and magazine pages. Then have students glue the pictures around the title. Have a volunteer from each team show their collages to the rest of the class and say true sentences about himself / herself, e.g.: *I can't do magic tricks. I can ride a bike.* Display students' work around the classroom.

### Values: Being respectful of what people can or can't do

Tell children not all of us have the same abilities. Some of us are more skilled at sports and some others at languages or any other areas. Remind them to be respectful and tolerant of these differences and never to laugh at other people's incapacabilities.

## SB page 97: Workbook

### Answer Key

#### 1 Complete the sentences using *can* or *can't*.

1. My grandad can use a computer but he can't cook well.
2. My grandma can dance but she can't sing.
3. My sister Rebecca can't ride a bike but she can roller-skate fast.
4. Mum and Dad can't ride a bike but they can swim very well.

#### 2 Write about what you *can* or *can't* do. Use the words in the box.

*Students' own answers*

## SB pages 40 and 41

### Lesson 2

#### Objectives

- To revise ability and lack of ability.
- To ask and answer questions about ability.

#### Language:

- *Can you (play football)? Yes, I can. / No, I can't.*
- *Can Linda swim? Yes, she can. / No, she can't.*
- *I can dance (well).*
- *He can run (fast).*
- *They can count (from 1 to 20) in (English) (quickly).*

#### Vocabulary:

- Sports: *scuba diving, karate, gymnastics, football, cycling, baseball*
- Action verbs: *dance, run, jump, ride (a horse), cook, play football, draw, do karate, swim, count (from 1 to 20), etc.*
- Adverbs: *well, fast, high, quickly*

### Warm-up

Prepare flashcards for these sports: *scuba diving, karate, gymnastics, football, cycling* and *baseball* and show them to students one by

one. Elicit the vocabulary they might know and teach the words they don't know. Write all these words on the board.

#### 1 Complete with a vowel.

Have students open their books to page 40, exercise 1. Tell them to complete the words with a vowel.

### Answer Key

1. scuba diving; 2. karate; 3. gymnastics;
4. football; 5. cycling; 6. baseball

#### 2 Listen and check your answers.

Tell children you will play the audio CD for them to check their answers. Play track 29 two or three times and have them repeat the words to practise pronunciation.

### Track 29

**Narrator:** One. Scuba diving / Two. Karate / Three. Gymnastics / Four. Football / Five. Cycling / Six. Baseball

#### 3 Listen and match. What can they do?

Now tell students they will listen to Mark talking to Jim about the sports they and their friends play at the sports club. They will have to listen and match the people to the equipment they use to play the different sports. Play the audio CD once for students just to get the general idea of the conversation. Elicit some ideas: *Which sports do Mark and Jim mention? (Swimming, basketball, cycling, roller-skating, tennis) Which friends do they talk about? (Sally, Lulu and Susan).* Play the CD two or three times for students to complete the exercise. Check answers with the whole class.

**Track 30** 

**Mark:** Hi! I'm Mark. I'm with my friends at the sports club. My favourite sport is swimming. I've got my swim shorts and my goggles too. I can swim very fast! What about you Jim?

**Jim:** I can play basketball well and I can jump very high!

**Mark:** And can you play baseball?

**Jim:** No, I can't. And I haven't got a bat. What about the girls, Sally and Lulu? Is cycling their favourite sport?

**Mark:** Yes, it is.

**Jim:** Can they ride their bikes fast?

**Mark:** Yes, they can! They've got knee pads and helmets for protection.

**Jim:** That's great! Look, that's Susan. She can roller-skate very quickly!

**Mark:** Yes! And she's got a racket. Can she play tennis well?

**Jim:** No, she can't. Her first lesson is today.

 **Answer Key**

Mark, c; Jim, f; Susan, b; Sally and Lulu, a

**Cool Grammar**

Direct students' attention to the *Cool Grammar* box. Ask two volunteers to read the dialogues aloud. Clarify any doubts children may have. Then to practise, ask them questions about the dialogue they listened to in the previous exercise:

*Can Mark swim fast? What about Jim? Can he swim?*

*Can Jim play basketball? Can he jump high? Can Susan roller-skate? Can she play tennis well?*

*Can Lulu and Sally ride their bikes very fast? You may want to write down these questions on the board for students to answer as homework if you wish.*

**Optional Activity**

Write the following headings on the board and ask students to copy them in their notebooks: *Outdoors, Indoors, Team, and Individual*. Explain that you will name different sports they have studied in this lesson. Students write them under the corresponding headings. Remind students that some sports can fit different categories. Check this activity with the whole class.

**Variation:** Name other sports students are familiar with, for example: *rugby, golf, kayaking, etc.* Proceed in the same way as explained above.

**4 Find a friend who can...**

Have students look at exercise 4. Invite two volunteers to read out the text in the speech bubbles. Then ask students to raise their hands if they can dance well. Read the verbs in the list aloud and check everybody understands their meaning. Have students stand up with their books and a pencil. Tell them to walk around the classroom to find a classmate who can do the actions listed and to write their names on the corresponding lines. Monitor this activity by offering help to students who should ask questions properly using *can* as they circulate around the classroom. Have students go back to their seats when they have finished. Check this activity with the whole class by writing the actions and the corresponding students' names on the board.

 **Answer Key**

*Students' own answers*

**5 Ask and answer about your friends. Then write sentences.**

Divide the class into pairs. Have students ask each other questions using all the verbs in exercise 4 and different classmates' names. Write this example on the board for pairs to use as reference when they do the activity:

*S1: Can (Ricardo) tell jokes?*

*S2: Yes, he can. / No, he can't. / I don't know.*

Invite different pairs of students to role-play their dialogues for the whole class. Finally, students

write sentences about their classmates following the example provided.

### 🔑 Answer Key

Students' own answers

### Optional Activity

Write the following sentences on the board:

1. Superman can fly.
2. A dog can use a computer.
3. Spider-Man can jump.
4. A clown can tell jokes.
5. A monkey can prepare sushi.
6. A chef can cook.

In their notebooks, have students change the sentences into questions. Divide the class into pairs. Have students ask each other their questions. Check answers with the whole class.

### 6 Answer these questions.

Now ask children to answer these questions about themselves. Check this activity by asking volunteers to read out their answers.

### 🔑 Answer Key

Students' own answers

### Optional Activity

**Preparation** *Guessing Cards*: Write the action verbs from this unit on separate index cards (1 per student).

Take a card without looking at it and show it to the class. Try to guess the verb on your card.

T: *Can I play the drums? (showing students the card)*

S1: *No, you can't.*

T: *Can I read music?*

S2: *Yes, you can!*

Divide the class into pairs and have students stand up. Distribute the *Guessing Cards*. Students in each pair tape the card they receive to their partners' back. Then they take turns asking questions with *can* to guess the verbs written on the cards attached to their backs. Monitor and offer help if necessary.

### 🍎 Wrap-up

Divide the class into small groups and have them form circles. Write *can* and *can't* on the board. Play some music and get students to pass a ball around the circle. Stop the music. Invite the student who has the ball to say two sentences about himself or herself using *can* and *can't*. Repeat several times.

## SB page 98: Workbook

### 🔑 Answer Key

#### 1 Draw or label the pictures.

1. baseball
2. Students draw someone playing football.
3. gymnastics
4. Students draw someone cycling.
5. karate
6. Students draw someone scuba diving.

#### 2 Write questions using *can* and answer them.

1. Can they read music? No, they can't.
2. Can he play the drums? Yes, he can.
3. Can it dance? Yes, it can.
4. Can she drive? No, she can't.
5. Can he iron clothes? Yes, he can.
6. Can they make toys? No, they can't.

## SB pages 42 and 43

### Lesson 3

#### Objectives

- To ask and answer questions about ability.
- To talk about ability and lack of ability.
- To express contrast.

#### Language:

- *Who can (sing well)? I can.*
- *What can you do? I can (sing and I can dance) too. / I can play the guitar but I can't sing.*

#### Vocabulary:

- Action verbs: *read music, play the drums, speak English, ride a bike, jump high, dance ballet, tell jokes, etc.*
- Question words: *what, who*

## Warm-up

Write the following phrases on the board:

1. *l pay the piano, the guitar, the drums*
2. *apkes English, French, Spanish*
3. *dnace ballet, rock and roll, salsa*
4. *reid a bike, a motorcycle*
5. *erad a book, a magazine*
6. *mupj high*

Tell students the letters in the first word in each phrase are jumbled up. In pairs, they will have to try to unscramble them to discover what the phrases mean. Elicit the answers and write the correct words on the board.

### 1 Unscramble the actions.

Now tell children they will have to use the words they have just scrambled to complete the phrases in exercise 1. Check answers with the whole class.

## Answer Key

1. read; 2. play; 3. speak; 4. ride; 5. jump;
6. dance

### 2 Listen and follow along.

Have students listen and read along the comic strip in exercise 2. Focus their attention on the first picture and ask students which of the two robots they think can do more things. Play track 31 and have students follow along in their books. Write this phrase on the board: *The Robot of the Year is... because it can...* Invite the class to help you complete the sentence. Then play the CD once again, pausing after each exchange and ask children to repeat. Divide the class into groups of three. Assign a role from the story to each student. Encourage students to act out the story using body language as they speak. Then have them switch roles. Invite volunteers to act out the dialogue for the whole class.

## Track 31

**Presenter:** Who can dance?

**Robot 1:** I can.

**Presenter:** Who can play the piano?

**Robot 1:** I can.

**Presenter:** Who can draw?

**Robot 1:** I can.

**Presenter:** What can you do?

**Robot 2:** I can cook. Look! Who can cook in your class?

**Presenter:** What can you do?

## Optional Activity

Write on the board: *The Student of the Year is... because he / she can...* Divide the class into small groups and have them complete the sentence. Elicit some answers and write them on the board. Have the class vote on the *Student of the Year*.

## Values: Giving and accepting praise

Highlight the importance of praising when we admire something, but also of accepting praise gratefully. Encourage students to praise other people's efforts when they do something well and be grateful when they are praised as well.

## Cool Language

Call students' attention to the *Cool Language* box. Ask two volunteers to read out the dialogues. Then ask the class; *Who can sing well? Who can play football? Who can jump high?* Elicit the answer to these questions: *I can. / (Monica) can.* Explain you use the subject and *can* to answer these questions. Then ask: *What can you do?* Elicit the possible answers to these questions. Explain you use the subject, *can* and a verb to answer this question: *I can tell jokes, dance ballet, etc.*

### 3 Ask your friends these questions.

Ask: *Who can tell jokes?* Invite the student who answers to reply by saying: *I can* and then you report his or her answer: *(Laura) can*. Divide the class into small groups and have students ask each other the questions in this activity. Invite volunteers to share their answers with the rest of the class.

#### Answer Key

*Students' own answers*

### 4 Talk about what these robots *can* or *can't* do.

Have students look at exercise 4. Invite them to focus on the picture of the first robot. Elicit what the robot can do according to the images next to it: *The robot can iron clothes and can cook*. Divide the class into pairs. Have students take turns talking about what the robots can or can't do. Invite some volunteers to share their answers with the whole class.

#### Answer Key

1. It can iron clothes and cook.
2. They can play football but they can't swim.
3. They can use an iPad but they can't draw.
4. They can read music and dance ballet.

### 5 Draw a pet robot and complete.

Read aloud this text about a pet robot: *AIBO, a Japanese pet robot, looks like a puppy. He can't understand many words, but he can listen to you and learn new words. And he can learn new tricks, but be nice because AIBO can also get angry.* Explain any language difficulties and ask students what they think about having a pet robot. Then have them draw one. First, encourage students to write what their pet robot can and can't do. Then have students draw their pet robots.

#### Answer Key

*Students' own answers*

### 6 Show and tell your friend.

Divide the class into small groups. Ask students in each group to take turns reading out the

descriptions of their pet robots and showing their picture to their group members. Have students vote on the most original robot in the class.

### Optional Activity

Ask the class if they remember a book or a film about a robot. Copy the following chart on the board and have students complete it in small groups. Elicit some answers.

<i>Book or film about a robot</i>	
<i>Name of the robot</i>	
<i>The robot can</i>	
<i>The robot can't</i>	

### Cool Mini Project

The previous class, ask children to bring a dice and sticky paper to class. Divide the class into pairs. Students in each pair stick these words onto the faces of a dice: *Can? / can / can't / What? / Who? / Can?* Monitor their work and help if necessary. Explain to students that they are going to either ask a question or make a sentence using the words on the dice: *Can you sing? What can you do? I can play tennis. What can't you do? I can't fly.* Invite students in each pair to take turns rolling the die and start playing the game. Allot a couple of minutes for this activity and circulate around the classroom monitoring and offering help if needed.

### SB page 99: Workbook

#### Answer Key

### 1 Read about these robots. Complete only the questions using *Can, Who* or *What*.

1. Can P3W fly?
2. Who can dance well?
3. What can VAC-42 do?
4. Can RAK-8 play tennis?
5. Who can jump high?

## 2 Now answer the questions in exercise 1.

1. Yes, it can.
2. INS-24 can.
3. It can speak English.
4. Yes, it can.
5. MY2F can.

## 3 Answer the robot's questions. Use these verbs and phrases.

*Students' own answers*

### SB pages 44 and 45

## Lesson 4

### Objectives

- To express ability and lack of ability.
- To ask and answer questions about abilities.
- To express quantity.
- To express contrast.
- To talk about music styles.

### Language:

- *Sue can (play the piano) but she (can't play the guitar).*
- *How many (languages) can Sue (speak)? She can (speak) (two) (languages).*
- *Who can (write songs)? (Mike) can.*
- *What's your favourite (music style)? (it's) rock.*

### Vocabulary:

- Music styles: *classical, heavy metal, pop, rap, rock, techno*
- Action verbs: *write songs, play the guitar, rap, dance ballet, play a musical instrument, etc.*

### Warm-up

Play *Categories*: ask students to draw two columns in their notebooks and write these headings at the top: Verbs and Sports. Then dictate the following words in random order: Verbs: *do, dance, play, cook, swim, fly*; Sports: *cycling, scuba diving, football, gymnastics, baseball, karate*. Students write the words under the correct categories. Check answers with the whole class.

## 1 Listen and number the music styles.

Direct students' attention to the pictures and invite them to match them with the types of music in the list. Ask them to listen to the CD and number the music genres in the order that they hear them. As you check the answers, elicit the characteristics of each type of music. Play track 32 for students to do the activity and once again for them to check their answers.

### Track 32

#### Narrator:

- One (extract of rap music)
- Two (extract of classical music)
- Three (extract of pop music)
- Four (extract of rock music)
- Five (extract of heavy metal music)
- Six (extract of techno music)

### Answer Key

1. rap; 2. classical; 3. pop; 4. rock; 5. heavy metal; 6. techno

### Optional Activity

**Materials:** A CD with classical music

Tell students to close their eyes, relax and listen to the music you are going to play. Invite them to imagine a place where they would like to be now.

Play the CD. As they listen to the music, ask them quietly where they are, how they feel, who is there and what they are doing. Stop the music. Invite students to draw what they imagined while listening to the music. Ask in L1: *Where were you? Who was with you? What were you doing?* Divide the class into small groups. Encourage them to show their pictures to one another in each group and exchange comments on the questions you asked before. Monitor this activity as you walk around the classroom. Invite volunteers to tell the whole class about their pictures.

## 2 Read and write the names.

Direct students' attention to what Chris says in the speech bubble about music and bands in exercise 2. Tell them Chris's favourite type of music is rock and add that the picture shows his favourite school band. Children will have to read about it and write the names of the band members next to each picture according to the description. To help students understand the text and revise the use of *can* and *have got*, ask them some questions: *Can Sue sing in English and French? Can she play any musical instruments? Which instruments can Mike play? Has Mary got dark hair? Can she play the guitar? Can she play the piano? Can Wendy play the guitar? Can she write songs?* Then, ask some volunteers to read out the text. Finally, check the answers with the whole class.

### Answer Key

1. Sue; 2. Wendy; 3. Mary; 4. Mike

### Cool Language

Tell students to look at the *Cool Language* box. Ask two volunteers to read out the question and the answer. Ask what *how many* means. Elicit the answer. Ask children some other questions using *how many*: *How many instruments can you play? How many languages can you speak? How many sports can you play?*

## 3 Answer the questions about the school band.

Now have students read the questions about the school band and answer them individually. Then ask volunteers to come to the board and write down the answers for the rest of the students to check.

### Answer Key

1. She can speak two languages.
2. No, she can't.

3. Wendy can.
4. He can play three instruments: the piano, the violin and the drums.
5. She can play the guitar.

## Values: Working together and helping each other

Remind students of the importance of working together, being good team players and helping each other. Discuss with the class why it is important to join others and form bands or sport teams: each member in these groups can contribute what he or she can do to everybody's benefit. Additionally, encourage students to reflect on how they feel when someone is nice and helpful to them and talk about their feelings.

## 4 Put the questions in order.

Divide the class into pairs. Invite students to put the questions in exercise 4 in order. Remind them to start the questions with a question word.

### Answer Key

1. What's your favourite music style?
2. What's your favourite band?
3. How many songs can you sing in English?
4. How many famous singers can you name?
5. What's your favourite song?

## 5 Ask your friend the questions above and write the answers.

Now ask students to work in pairs and ask each other the questions in exercise 4 and write down the answers. To check exercises 4 and 5, ask some volunteers to read the questions and answers aloud.

### Answer Key

*Students' own answers*

**6 Play Find Someone Who...**

Refer students to the information in the chart. Explain that they are going to take their books, and a pencil, stand up, circulate around the classroom and find classmates who match the items mentioned in the list. Encourage students to use the second column in the chart to extend their conversations when someone answers affirmatively:

S1: *Can you play a musical instrument?*

S2: *Yes, I can.*

S1: *What instrument can you play?*

S2: *I can play the piano.*

Encourage students to make notes in their books that they will later use to report what they found out about their classmates.

**Answer Key**

*Students' own answers*

**Wrap-up**

Write alternative sentences for exercise 6 across the bottom of the board. Elicit the number of students for each alternative, for example: *can play ballet* – 8. Draw a bar graph to represent the number of students for each alternative. Finally, encourage different students to explain and comment on the results.

**SB page 77: Extra activity**

After the *Wrap-up* activity, ask students to complete the Unit 4 *Extra Activity* on page 77.

**Unscramble the questions and answer them.**

1. How many songs can Sally sing in English?  
She can sing five songs.
2. How many musical instruments can Jake play?  
He can play three instruments.
3. How many languages can Sarah speak?  
She can speak two languages.

4. How many magic tricks can Ann do?  
She can do ten magic tricks.

**SB page 100: Workbook****Answer Key****1 Find the music styles and match them with the pictures.**

1. classical; 2. rap; 3. pop; 4. rock;
5. techno

**2 Complete the table.**

1. Markus can't read music. / Can Markus read music? / Who can read music?
2. Sue and Danny can't sing well. / Can Sue and Danny sing well? / What can Sue and Danny do?
3. John can rap. John can't rap. / Can John rap? / What can he do?
4. Paul can speak two languages. / Paul can't speak two languages. / Can Paul speak two languages? / How many languages can Paul speak?
5. Stacey can dance ballet very well. / Stacey can't dance ballet very well. / Can Stacey dance ballet very well? / Who can dance ballet very well?
6. You can play the violin and the guitar. / You

can't play the violin and the guitar. / Can you play the violin and the guitar? / How many musical instruments can you play?

## SB pages 46 and 47

### Cool Kids' Corner

#### Objectives

- To talk about ability and lack of ability.
- To ask and answer questions about abilities.
- To express contrast and addition.
- To use adverbs.
- To read a text about abilities in the family.

#### Language:

- *I can (sing) but I can't (play the drums).*
- *She can (play sports) and (do gymnastics) too.*
- *Mother Bot can (cook slowly).*
- *Can you (fix cars)? Yes, I can. / No, I can't.*
- *What (sports) can you (play)? I can (play football, volleyball and baseball).*
- *Who can (drive a car in your family)? (My father) can.*

#### Vocabulary:

- Action verbs: *fix cars, play sports, jump high, hit a ball, dance, do Maths, ride a bike, cook, etc.*
- Adverbs: *well, high, fast, slowly*
- Adjectives: *favourite, tall, bad, yummy, etc.*
- Family members: *grandad, father, brother, mother, etc.*

### Warm-up

Divide the class into small groups and have them form circles. Write *can* and *can't* on the board.

Play some music and get students to pass a ball around the circle. Stop the music. Invite the student who has the ball to say two sentences about himself or herself using *can* and *can't*. Repeat several times.

### 1 Follow the maze. Talk about what these people can do.

Have the class open their books at page 46 and look at exercise 1. Ask students to point to Rose.

Have them follow the maze and help you write a sentence about her using the words from the maze: *Rose can dance*. Write the sentence on the board. Then divide the class into pairs and have students talk about the people, using the sentence on the board as an example. Check the activity with the whole class.

### Answer Key

1. Jack can fly small planes.
2. Helen can play the violin.
3. Danny can cook.
4. Ann and Kate can swim very fast.
5. Rose can dance.
6. Joe and Alex can do magic tricks.

### 2 Draw what you can and can't do.

Tell children to draw three actions they can do and three actions they can't do.

### Answer Key

Students' own answers

### 3 Now tell a friend: *I can... but I can't... / I can... and... too.*

Now ask students to work in pairs and tell each other what they can and can't do using the drawings they made in exercise 2. Finally, ask some students to show their drawings and report to the class what they can or can't do.

### Answer Key

Students' own answers

### 4 Read and write the names of the family members.

Tell students they will now read a text about a robot family. Have them read the text silently and ask you if they have any vocabulary questions. Check comprehension by asking some questions: *What is JC2's favourite sport? Can he play football? Is he tall? Can he jump high? How old is JC2? How old is Grandad Bot? What can he do? What can't he do? What is his favourite music style? What can Father Bot*

do? Is he intelligent? Can he play sports? How old is Brother Bot? What is his favourite sport? What can he do? What can Mother Bot do very fast? How many cakes can she prepare in one hour? Read the text aloud once. Then ask some children to read different paragraphs aloud as well. Finally, ask students to write the names of the family members below the correct pictures.

### 🔑 Answer Key

From (top to bottom) Brother Bot; Grandad Bot; Mother Bot; Father Bot, JC2 Bot

### 5 Answer. True or false? Correct the false sentences.

Tell children to work in pairs and state if the sentences are true or false. Ask them to correct the false sentences and expand their answers. Then invite some volunteers to read out the sentences.

### 🔑 Answer Key

1. F. JC2 can't fly high. He can jump high.; 2. T;  
3. Grandad Bot can sing but he can't dance.;  
4. Father Bot can't play sports well. He's very bad.; 5. T

### 6 Discuss with a friend.

Tell children to work in pairs and ask and answer the questions provided. To check the activity, ask some volunteers to discuss their questions for the rest of the class to listen to them.

### 🔑 Answer Key

Students' own answers

### 🍎 Wrap-up

**Preparation:** Prepare *Ability Cards*: Write the following actions on separate index cards (1 set per group): *whistle Happy Birthday, count backwards from 10 to 0, flip a coin, name 5 pets, say hello in 3 languages, name 5 colours, cross your eyes, roll your tongue.*

Play *Tic-tac-toe*. Get students in groups of an even number of members. Half of them will be Xs and the other half will be Os. Distribute one set of *Ability Cards* to each team. Have teams design a Tic-tac-toe chart on a piece of paper. Demonstrate the game by having a volunteer who is X take a card and read it aloud. When one of the members of the team who is also X proves that he or she can perform the action on the card, he or she chooses a square.

S1: (*reading a card*) Can you whistle *Happy Birthday*?

S2: Yes, I can.

S1: Prove it!

S2: (*whistles and chooses a square*)

Have Xs and Os in each team take turns to play the game and choose squares. The game finishes when either X members or O members in the teams can get hold of three squares vertically, horizontally or diagonally. Repeat the game if time allows.

## SB page 101: Workbook

### 🔑 Answer Key

#### 1 Label these sports

1. scuba diving; 2. rolleskating; 3. gymnastics;  
4. cycling

#### 2 Read about Paul's friends and mark (✓) the actions they can do.

1. ✓; 2. ✓; 4. ✓; 6. ✓

#### 3 Correct these sentences.

1. Max can speak Japanese.  
2. Laura can use the computer very quickly.  
3. Tim can play the piano and the guitar.  
4. Karen can sing well but she can't play a musical instrument.  
5. Tim and Karen's favourite music style is pop.

**SB pages 48, 49, 50 and 51**

 **Warm-up**

Play *Tongue Twister* using the tongue twister below. Write it on the board and read it together with students – slowly at first, then faster. Help with words that are difficult to pronounce. Invite volunteers to try to say the tongue twister quickly.

*What kind of candy can a candy canner can in Canada?*

*How many candy cans can a candy canner can in Canada?*

*Who cans candy cans in Canada?*

**1 Play Snakes and Ladders with a friend.**

Divide the class into small groups. Have students look at exercise 1 on page 48. Invite them to look at the game. Give each group a dice and as many game pieces as there are students per group. Game pieces can be counters or pieces of paper in different colours. Explain to students how to play:

- Cast the dice and move the number of boxes on the board according to what the dice indicates.
- If the box they land on has not got the foot of a ladder on it they should say the number out loud and read the statement: *One. Say a sentence using can.* If the answer is incorrect, the player misses a turn.
- If the box has the foot of a ladder on it, the player climbs up the ladder. If the box has the tail of a snake on it, the player slides down the snake.
- The first player to reach the *Finish* line wins the game.

 **Answer Key**

*Students' own answers*

**2 Find and circle five music styles.**

Tell students to find and circle five music styles in this word chain. Invite students to exchange notebooks to check their answers.

 **Answer Key**

rap; techno; pop; rock; heavy metal

**3 Connect the columns to make sentences. Then write them on the lines.**

Tell children to use the words and phrases in the boxes to combine them with *can* or *can't* and the pictures to make sentences. Provide one or two examples to show what they have to do: *The boy can't dance ballet. I can roller-skate.* Ask some volunteers to read out their sentences to check the exercise.

 **Answer Key**

*Students' own answers*

**4 Write questions with can. Then write the answers.**

Have students look at the picture of Jenny at the pet shop. They will have to use the words and phrases in the box to write *yes / no* questions with *can* about Jenny's pet. Call their attention to the ticks and crosses next to the words and phrases. These will determine whether the answers are positive or negative. Tell students to answer the questions accordingly.

 **Answer Key**

1. Can your pet sing? Yes, it can.
2. Can your pet fly high? Yes, it can.
3. Can your pet speak English well? No, it can't.
4. Can your pet prepare sushi quickly? No, it can't.
5. Can your pet play the guitar? No, it can't.
6. Can your pet dance? Yes, it can.
7. Can your pet drive fast? No, it can't.

## 5 Look at the pictures and answer the questions.

Tell children to look at the three pictures and answer the questions about them. Check answers with the whole class.

### Answer Key

#### Picture 1:

1. There are fifteen. 2. Yes, there is. 3. No, there aren't.

#### Picture 2:

1. They're in the kitchen. 2. No, there aren't. 3. No, there isn't.

#### Picture 3:

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

### Optional Activity

Distribute pieces of blank paper. Instruct students to draw what you dictate to them. Encourage students to ask questions to find out the details of the picture.

T: *This is a room. There are three pets.*

S1: *What are they?*

S2: *Are they rabbits?*

S3: *What colour are they?*

Continue in the same way with members of the family, school objects, pieces of furniture and other parts of the house and toys. Then ask students to glue their pictures into their notebooks and write sentences about them.

## Project Work 2: My dream house

To finish the second review, students do a project individually.

### 1 Read and circle the options that describe the picture.

Tell students to have a look at the picture and read the text about it. They have to choose the

option that best describes the picture in each case. Check answers with the whole class.

### Answer Key

1. three; 2. living room; 3. there isn't; 4. there are; 5. lamp; 6. purple; 7. shower; 8. there is

### 2 Write about your dream house. Use some of these phrases.

Ask children to use the phrases in the boxes and follow the model in exercise 1 to write about their dream house.

### Answer Key

*Students' own answers*

### 3 Now draw your dream house on a piece of white card.

Tell children they will now have to make a drawing of their own dream house according to the description they completed in exercise 2. You can then exhibit their drawings on the classroom walls.

### Answer Key

*Students' own answers*

### Wrap-up

**Materials:** Magazines, card paper

Have students form groups of four. Distribute materials to each group and invite students to make one collage per group that represents what they have learned in units 3 and 4. Display students' collages around the classroom and have groups explain their artwork.

**Variation:** Have students make a collage about something they found to be fun in units 3 and 4.



# Food preferences

**SB pages 52 and 53**

## Lesson 1

### Objectives

- To introduce vocabulary related to food.
- To express likes and dislikes.
- To write about food preferences.

### Language:

- *I love / like / don't like / hate (pears).*
- *(Pizza) is delicious.*
- *(Carrots) are horrible.*

### Vocabulary:

- Food items: *carrot, hamburger, cookie, sandwich, pear, hot dog, cupcake*
- Adjectives: *yummy, delicious, horrible, yucky*

### Warm-up

Stick or draw on the board some pictures of food items students probably know how to say in English since they are used internationally: *sandwich, hot dog, etc.* Point to each food item one by one and say their names. Ask the class to repeat after you. Do the same with the other food items in exercise 1: *carrot, cookie, hamburger, cupcake and pear.* Then choose some volunteers to come to the board and spell a word so that they can write it next to the corresponding picture.

### 1 Label the food items. Then listen and repeat.

Now tell children to write the words below the corresponding pictures. Play the audio CD to check the answers. Play it again pausing after each food item for students to repeat.

### Track 33

**Narrator:** Number one. Carrot  
 Number two. Cookie  
 Number three. Cupcake  
 Number four. Hamburger  
 Number five. Hot dog  
 Number six. Pear  
 Number seven. Sandwich

### Answer Key

1. carrot; 2. cookie; 3. cupcake; 4. hamburger;  
 5. hot dog; 6. pear; 7. sandwich

### 2 Match the sentences with the faces.

Tell children to look at the pictures and identify the food items. Point to the pears and ask: *What are these?* Do the same with the other food items. Draw students' attention to the faces and their expressions. Ask them to draw lines to match the phrases with the pictures. Encourage them to compare answers with a friend to check. Then check the exercise with the whole class.

### Answer Key

- a.** I like pears. **b.** I hate carrots. **c.** I love sandwiches. **d.** I don't like cupcakes.

### Cool Grammar

Call students' attention to the *Cool Grammar* box. Read the example aloud using some emotion in your voice to convey the message more effectively. Ask students to repeat after you. Explain these are useful phrases to express likes and dislikes, and invite some volunteers to make sentences using different phrases and food items.

### 3 Listen to Jenny and complete.

Tell students they are going to listen to Chris and Jenny talking about their fruit preferences. Point out the names of the fruit in the box. Students will have to focus their attention on Jenny and write the name of the fruit she mentions below the correct expression, according to her likes and dislikes. Play track 34 for general understanding. Then play it again for students to complete with the fruit in the boxes. Finally, play the CD once more for the class to check.

#### Track 34

**Chris:** Hey, Jenny, do you like fruit?

**Jenny:** Yes, I do. I love pears!

**Chris:** Yes, pears are delicious.

**Jenny:** And I like bananas. But I don't like oranges.

**Chris:** You don't like oranges? Oh. And apples?

**Jenny:** I hate apples.

**Chris:** I like apples. I've got some in my lunch box.

**Jenny:** Yuck!

#### Answer Key

I love pears.  
I like bananas.  
I don't like oranges.  
I hate apples.

### 4 Put the words in order and write sentences.

Call students' attention to the sentences whose words are not in order. Ask students to unscramble the sentences and write them on the lines provided. Finally, invite some volunteers to read their answers aloud to check.

#### Answer Key

1. I love hamburgers.
2. I don't like milk.
3. I like pizza.

### Cool Language

Now direct students' attention to the *Cool Language* box. Tell them the box contains some useful expressions for talking about food. Encourage students to identify the positive and negative words. Read the expressions aloud one by one, asking the whole class to repeat after you.

### 5 Write about the food you love, like, don't like or hate.

Write *Food* on the board and elicit the names of different types of food from students and write the answers on the board. Ask the class whether they like these food items and encourage students to express their likes and dislikes and use the phrases from the *Cool Language* box. Finally, invite students to write four sentences in the book saying what they love, like, don't like or hate. When they finish, divide the class into groups of three so that they can compare their sentences. If students in each group have the same likes or dislikes, invite them to give each other high fives. Finally, ask some volunteers to come to the board and write their sentences.

#### Answer Key

*Students' own answers*

#### Wrap-up

Hand out old magazines and pieces of blank paper. Ask students to find a picture of a food item in the magazines and cut it out. Students cut out a picture and stick it onto the pieces of paper. Tell them to write a sentence on the paper next to the food item: *I like apples*. Take the opportunity to teach some other food items that students may need to know to do the exercise. Finally, invite students to present their pictures to three partners to check whether they like or dislike the same food items. Circulate around the classroom monitoring and encouraging students to ask

and answer questions using the vocabulary and expressions they have learnt.

### Optional Activity

In pairs, students take turns to write with their finger a food item on their partners' back and guess the word. Once they identify the word, the children have to express their likes or dislikes: *cupcake. I love cupcakes. They're delicious!*

## SB page 102: Workbook

### Answer Key

#### 1 Label these food items.

1. hot dog; 2. pears; 3. cookies; 4. sandwiches;
5. carrot; 6. cupcake; 7. hamburgers

#### 2 Write sentences.

1. I hate cupcakes.
2. I like bananas.
3. I love milk.
4. I don't like pears.

## SB pages 54 and 55

### Lesson 2

#### Objectives

- To guess and write riddles.
- To describe food items.
- To ask and answer about food preferences.

#### Language:

- *They're (orange) and (long). They're (vegetables).*
- *Do you like spaghetti? Yes, I do. / No, I don't.*

#### Vocabulary:

- Food items: *apple, oranges, bananas, spaghetti, chocolate*

### Warm-up

Ask students to cut out four cards and write *love, like, don't like, and hate* on each of them. Hold up different pictures of food items one by one and tell students to raise the corresponding card to show their likes and dislikes. Finally, encourage students to comment on the food items: *I love (pizza). It's delicious.*

#### 1 Answer the riddles. Then match them with the pictures.

Invite a volunteer to read the example riddle aloud. Then tell students to read the other riddles and write the answers. Point out that they have to match the riddles with the food items in the pictures. Check answers with the whole class.

### Answer Key

1. It's an apple, a; 2. They're carrots, b; 3. It's a cookie, e

#### 2 Write two riddles and read them to a friend.

Now invite students to write two riddles using the ones in exercise 1 as a model. In pairs, students take turns reading and guessing the riddles they have written. Circulate around the classroom monitoring the activity and offering help if needed.

### Answer Key

*Students' own answers*

### Optional Activity

Now play *Chinese Whispers*. Make up some new riddles about different food items. Whisper a riddle in the ear to the first student who must do the same with another student in the class. Continue playing like this until the last student in the class gets the riddle. This student must say out loud what he or she has heard. Finally, reveal the real riddle. Compare them and have a great laugh! You may go on playing this game by using some other riddles if time allows.

### Cool Grammar

Direct students' attention to the *Cool Grammar* box. Read the question and answers aloud. Then write them on the board. Explain this is the interrogative form for asking about likes and dislikes, and they can be answered in a positive or negative way. Ask some of the children: *Do you like cookies? Do you like carrots? Do you like sandwiches?* Allow them to answer: *Yes, I do. / No, I don't.*

### 3 Listen to Chris and mark (✓) *Yes, I do.* or *No, I don't.*

Tell students they will listen to Chris speaking about his food preferences. They will have to mark their answers on the chart as they listen. Play track 35 once for students to get the general meaning. Then play the audio CD again so that students can mark their answers. Play it a third time so that children can check or complete the answers. Play it for the last time, to check with the whole class.

### Track 35

**Friend:** Chris, do you like hot dogs?

**Chris:** Yes, I do. Yummy!

**Friend:** Do you like pears?

**Chris:** No, I don't.

**Friend:** Do you like bananas?

**Chris:** No, I don't.

**Friend:** Do you like hamburgers?

**Chris:** Yes, I do. They're delicious!

### Answer Key

**Yes, I do.:** hot dogs, hamburgers; **No, I don't.:** pears, bananas

### Optional Activity

Invite volunteers to come to the board and write the names of as many food items as possible. Give students three minutes for this activity. Ask the rest of the class to check the spelling of the words. Invite students to choose five of the items and copy them in their notebooks. Then tell them to work in pairs and take turns to ask and answer questions about these items: *Do you like (hamburgers)? Yes, I do.*

### Values: Being respectful

Explain that everybody has the right to express their opinion as long as they do so with respect. You may add that they should also listen to other people's opinions with respect as we all deserve being taken into account when speaking.

### 4 Write questions and answer them.

Now tell students to look at exercise 4. Direct their attention to the pictures and read the example aloud. Invite a volunteer to complete the answer to the second question according

to the picture and part of the answer: *Do you like pizza?* Point to the picture of the face and encourage the student to answer the question emphatically: *No, I don't. I hate pizza.* Ask students to complete the last question and answer. To check, choose some volunteers to read out their questions and answers.

### Answer Key

1. Do you like apples? Yes, I do. I love apples.
2. Do you like pizza? No, I don't. I hate pizza.
3. Do you like pears? Yes, I do. I like pears.

## 5 Ask a friend about these food items.

Tell students to name the food items in the exercise: *a hamburger, a hot dog, a pear, a banana, a cupcake, a cookie.* Invite two volunteers to read the dialogue aloud. Point out that we generally use the plural forms of the words for food when we ask about likes: *Do you like bananas?* Ask the class to work in pairs and take turns asking and answering questions about the food items shown in the pictures. They can use the dialogue and the example in the *Cool Grammar* box as a model.

### Answer Key

*Students' own answers*

## Values: Accepting different interests

Remind students that not everybody has the same likes and dislikes. Talk about the importance of respecting other people's choices and ask: *Do you like the same food items your friends do?*

## Wrap-up

Make two signs using white paper: *Yes, I do.* and *No, I don't.* Stick the signs in opposite corners of the classroom and invite students to stand up. Ask a question about a food item: *Do*

*you like (apples)?* Students should stand near the sign that describes how they feel about the item. Repeat several times, inviting different volunteers to ask some other similar questions.

## SB page 78: Extra activity

Once you finish Lesson 2, you can ask students to do the *Extra Activity* for the unit in class. Ask volunteers to come to the board and write and answer the questions to check the exercise.

### Answer Key

Complete with *do* or *don't*.

1. **A:** Do you like fruit?  
**B:** Yes, I do but I don't like bananas. They're yucky.
2. **A:** Do you like hot dogs?  
**B:** Yes, I do. I love them!
3. **A:** Do you like carrots?  
**B:** No, I don't. I don't like vegetables. They're horrible.
4. **A:** Do you like hamburgers?  
**B:** Yes, I do. They're delicious!  
**C:** Yuck! I don't like hamburgers but I love sandwiches.

## SB page 103: Workbook

### Answer Key

#### 1 Look at the pictures and complete the dialogue.

1. like; 2 do; 3 don't like; 4 love; 5. Do; 6. like;
7. do; 8. hate; 9. like; 10. don't; 11. like; 12. Do;
13. like; 14. don't

#### 2 Answer these questions.

*Students' own answers*

## SB pages 56 and 57

### Lesson 3

#### Objectives

- To introduce meals, mealtimes and the days of the week.
- To ask and say what day it is today.
- To talk about meals.
- To ask and answer questions about food, different meals and mealtimes.
- To listen to a song and sing along.

#### Language:

- *What's for (breakfast)? (Tea) and (cereal).*
- *What day is it today? It's (Saturday).*

#### Vocabulary:

- Meals and mealtimes: *breakfast, lunch, tea, dinner*
- Days of the week
- Food and drinks: *apple, doughnut, milk, (orange) juice, tea*

#### Warm-up

Write *Food and drinks* in the middle of the board. Ask students to think of a food item or drink that contains one of the letters in the words written on the board, for example: *cookie*. Write it on the board to start a crossword puzzle. You may write this word down using one of the *oes* in *food*. Then ask students: *Do you like (cookies)?* to practise the interrogative form and short answers. Continue working like this and building up a crossword, on the board, alternating between horizontal and vertical words. See how many words the class can think of in five minutes.

#### 1 Read and complete with these words.

Now direct students' attention to the pictures in exercise 1 and ask students comprehension questions: *Who are they? Are they friends / brother and sister? Where are they?* Invite volunteers to name the food items they can see,

and write new words on the board: *pineapple, potato, flour, etc.* Then explain they have to use the words given to complete the speech bubbles. To check the exercise, ask some students to role-play the dialogues.

#### Answer Key

1. fruit; 2. oranges; 3. carrots; 4. vegetables;
5. pizza

#### Cool Language

Draw children's attention to the *Cool Language* box. Tell them *breakfast, lunch, tea and dinner* are meals and these are useful questions to enquire about different possible menus for specific moments of the day. Ask some students these questions, and encourage them to think of the possible food items they can have for the corresponding meal.

#### Cool Mini Project

**Materials:** Cardboard pieces, magazines, glue, coloured pencils, crayons and markers.

The previous class, ask students to bring the materials mentioned above to prepare a lunch box. Tell children to draw the lunch boxes on the cardboard pieces, cut them out and colour them. Then invite the class to look for pictures of food items they like in the magazines, cut them out and stick them on their cardboard lunch boxes. When students have finished, ask them to work in pairs and tell each other what there is in their lunch boxes: *There's an orange. There are three bananas and five carrots.*

#### Values: Having a Balanced Diet

Explain that a balanced diet means that you eat every day the right amount of many different healthy items of food. You do not eat a lot of unhealthy foods. Write *Healthy food* and *Unhealthy food* on the board and invite students

to mention food items for each category. You may also ask children to look at the food in the lunch boxes they designed for the *Cool Mini Project* and say whether they are healthy or not.

## 2 Look at the menu and complete.

Tell students to look at the menu and explain it shows the food items for the whole week. Take this opportunity to teach the days of the week and write them down on the board: *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday* and *Sunday*. Drill on pronunciation by reading aloud the days of week one by one and inviting students to repeat them after you. Encourage students to name the food items for each day and ask some volunteers what their favourite day is. Finally, ask students to look at the menu and complete the dialogues with the corresponding food item. Ask some pairs to act out the dialogues to check the answers.

### Answer Key

1. Milk; 2. Bananas; 3. sandwiches

### Optional Activity

**Materials:** Card paper

Cut the card paper into seven strips. Write the days of the week, one on each strip. Cut the strips into pieces after every two or three letters: *Wed nes day*. Attach the strips to the board in random order. Choose some volunteers to put the days of the week together.

### Cool Language

Now call students' attention to the *Cool Language* box. Tell them we ask this question to know what day of the week it is today. Play a simulation game and write some days with scrambled letters on the board and ask children: *What day is today? It's (Thursday).*

## 3 Ask a friend about the menu in exercise 2.

Invite two volunteers to read out the example dialogue. Then, encourage students to work in pairs asking and answering questions about the menu in exercise 2 in a similar way. When they finish, ask some children to act out the dialogues for the rest of the class.

## 4 Listen and sing along.

Tell children they are going to listen to a song and sing along. Play the audio CD once for students to listen to the song. Play it once more and ask them to join in. Play the song for a third time, pausing after each verse for students to repeat. Then play the whole song many times for students to listen and sing along.

### Track 36

I'm hungry Harry,  
And I love food.  
I eat every day,  
Every day of the week.

On Monday, I eat apples.  
On Tuesday, I drink juice.  
On Wednesday, I eat hot dogs.  
On Thursday, I drink milk.

On Friday, I eat cookies.  
On Saturday, I eat pears.  
On Sunday, I eat doughnuts.  
Oh! What a treat!

## Optional Activity

Elicit the days of the week and write them on the board. Clap and chant the days in order. Come up with a rhythm for the chant. Invite students to do it faster and faster every round.

Days of The Week

*Days of the week (clap, clap)*

*Days of the week (clap, clap)*

*There are seven days in a week (clap, clap)*

*Monday (clap, clap), Tuesday (clap, clap),*

*Wednesday (clap, clap), Thursday (clap,*

*clap), Friday (clap, clap), Saturday, and*

*Sunday (clap, clap).*

## Wrap-up

Review the days of the week with students. Split the class into five teams: A, B, C, D and E. Divide the board into five columns: A, B, C, D and E (one for each team). Name a day, and the first student in each team runs to his / her column and writes the first letter of the day, then the second student writes the second letter and so on until the word is complete. The first team to finish writing the day correctly wins a point. Repeat with the rest of the days. The team with the most points wins the game.

## SB page 104: Workbook

### Answer Key

#### 1 Look at the menu and complete the speech bubbles.

1. Sunday; 2. milk; 3. lunch; 4. sandwiches;
5. Saturday; 6. cupcake; 7. hot dogs; 8. dinner

#### 2 Complete the dialogues.

1. 1. What; 2. milk; 3. don't
2. 1. lunch; 2. pizza; 3. delicious
3. 1. like; 2. do

## SB pages 58 and 59

### Lesson 4

#### Objectives

- To revise some food items and numbers.
- To talk about food preferences.
- To ask for something politely.

#### Language:

- *I love (pears) but I don't like (bananas). They're (yucky).*
- *Can you pass me (the salt), please? Sure!*
- *Thanks. / Thank you.*

#### Vocabulary:

- Food and drinks: *milkshake, water, doughnut, waffles, chicken legs, sausages, spaghetti, cheese, salad, egg*
- Adjectives: *horrible, yucky, delicious, tasty, yummy*

## Warm-up

Play *Chinese Whispers* to revise food vocabulary and numbers. Divide the class into two teams and ask them to stand in two lines. Whisper a sentence in the ear to the first student in each team: *There are ten apples. / There is one cupcake. / There are three hot dogs.; etc.* This student then turns round and whispers what he or she has heard into the ear of the student next to him or her. The whisper is passed on until it reaches the last student at the end of the line. Then, this student has to say out loud what he or she has heard. Finally, reveal the original sentence. Compare them and have a great laugh! You may go on playing this game by using some other sentences if time allows. Proceed in a similar way as described above.

## 1 Look at the tray and complete. Then listen and check.

Now tell children to look at the picture in exercise 1 and identify the food items on the tray. Direct students' attention to the example. Ask them to read it out as a whole class to make sure they understand what they have to do. Tell students to count the food items and complete the sentences. Play Track 37 for students to check their answers. Then invite volunteers to read the sentences aloud.

### Track 37

**Narrator:** Number one. There are ten cookies.

Number two. There is a doughnut.

Number three. There are seven pears.

Number four. There is a banana.

Number five. There are eight carrots.

Number six. There are two apples.

### Answer Key

1. cookies; 2. doughnut; 3. pears; 4. banana;  
5. carrots; 6. apples

## 2 Look at exercise 1. Tell a friend about your food preferences.

Tell students to work in pairs and look at the food items in exercise 1. Instruct them to talk about their food preferences with their partners. Encourage pairs to use the phrases and expressions provided in this exercise. Go over these phrases with the whole class if necessary.

### Answer Key

Students' own answers

## Cool Language

Draw students' attention to the *Cool Language* box. Read the dialogue aloud and elicit when to use *Can you pass me (the salt), please?* To ask for something politely. Explain that it is important to be polite and say *please* when asking for something. Remind students of the magic words *Thank you* and *Thanks* they studied in Unit 1. Read again the question and answers aloud and ask the class to repeat. Finally, use the question *Can you pass / give me... ?* to ask some volunteers to pass or give you different school objects to practise. Encourage them to say *Yes, sure* or *Sure!* when answering. Do not forget to thank them afterwards.

## 3 Put the dialogues in order.

Ask students to name the food items and drink shown in the pictures: *fruit juice, hot dogs, sandwiches*. Tell them they will have to read the dialogues and put them in the right order using numbers. Invite some volunteers to read out their answers to check. Finally, ask some students to role-play the dialogues.

### Answer Key

Dialogue 1: 1, 3, 2    Dialogue 2: 3, 2, 1

### Values: Being polite

Direct students' attention to the picture of Chris on page 58. Highlight the importance of asking for things politely and be nice to others. Motivate children to use the words *please* and *thank you* and be polite not only at home and at school, but also with other people they may meet as well.

## 4 Read and complete with these words.

Analyse the photos with the class and ask comprehension questions: *Who are they? Where are they? What food items or drinks*

*have they got?* Tell students to complete the dialogues with the words provided. Then invite some pairs to read their answers aloud to check.

### 🔑 Answer Key

**1.** pass; **2.** water; **3.** Thanks; **4.** tomato; **5.** Thank

## 5 Ask and answer with a friend.

Tell the class to look at the food items and drinks and say the names of the items they know: *apples, orange juice, spaghetti*. Point to the rest of the pictures and say the corresponding names: *eggs, waffles, chicken legs, sausage, cheese, milkshakes*. Ask students to repeat after you and write the new words on the board. You may also write *Breakfast* and *Lunch* on the board, and invite volunteers to classify the new vocabulary. Remind students that some food items and drinks can belong to both categories. Finally, ask students to copy the new words in their notebooks. When they finish, tell them to work in pairs asking and answering questions. They can use the dialogues in the exercises on page 59 and the *Cool Language* box as a model. Circulate around the class monitoring the activity and offering help if needed.

### 🔑 Answer Key

*Students' own answers*

## SB page 105: Workbook

### 🔑 Answer Key

#### 1 Complete the description.

**1.** apples; **2.** hamburgers; **3.** bananas;  
**4.** cookie / pear; **5.** pear / cookie

#### 2 Put in order and complete the dialogues.

**Mr White:** I'm hungry. Can you pass me the sandwiches, please?

**Mrs White:** Yes, sure.

**Mr White:** Thanks.

**Paul:** I haven't got any food for breakfast.

**Vicky:** Do you like cupcakes?

**Paul:** I love them. They are delicious.

**Vicky:** I've got four in my lunch box.

**Paul:** Great! Can you give me one, please?

**Vicky:** Sure.

**Paul:** Thank you!

**Mrs Brown:** What's for breakfast?

**Mr Brown:** Cereal and milk.

**Mrs Brown:** Can you pass me the cereal box, please?

**Mr Brown:** Sure.

**Mrs Brown:** Thanks.

## SB pages 60 and 61

### Cool Kids' Corner

#### Objectives

- To recognize some food items.
- To ask and answer questions about likes and dislikes.
- To read short texts.
- To correct wrong information.
- To write about food preferences.

#### Language:

- *Do you like (hamburgers)? Yes, I do. / No, I don't.*
- *I like (fruit) but I don't like (vegetables).*
- *For lunch, I love (pizza) and sandwiches too.*
- *I love (cheese). It's delicious. / I don't like (pears). They're yucky.*

#### Vocabulary:

- Food items and drinks: *tomato, lettuce, orange juice*
- Adjectives: *yucky, delicious, tasty, horrible*
- Meals: *breakfast, lunch, dinner*

## Warm-up

Play *Hangman* with the class to revise food items and drinks. Draw a dash on the board for each letter of the word you choose. Remember to provide the first and last letters. Ask students to say letters that they think are in the word. Each time they guess correctly, write the letter in the corresponding space. If the guess is incorrect, begin drawing a stick figure in the noose and write the wrong letter off to one side. Explain that the game ends when they guess the word correctly or when you finish drawing the “hanged man.”

### 1 Solve the crossword puzzle.

Instruct students to solve the crossword by looking at the pictures and writing the words in the correct places. Ask some volunteers to say and spell the words to check.

## Answer Key

1. hamburger; 2. hot dogs; 3. cupcakes;
4. bananas; 5. pear; 6. carrots; 7. sandwich;
8. cookie

### 2 Write questions and answer them.

Ask students to look at the first picture. Write *Do you like?* on the board. Invite volunteers to suggest the next words to form the question: ... *cookies?* Encourage some students to answer the question. Then students write the rest of the questions and answers on their own. To check, ask some volunteers to come to the board and write the questions and answers. Divide the class into pairs and ask them to read the questions and their answers aloud to their partners.

## Answer Key

1. Do you like cookies? 2. Do you like hot dogs?
3. Do you like hamburgers? 4. Do you like bananas?

*Students' own answers*

### 3 Read and complete with the correct name.

Direct students' attention to the food items in the photos and ask them to name them. Then ask the children questions: *Do you like spaghetti? Do you like fruit? What's your favourite fruit? Do you like cookies?* Tell students to read the texts silently and complete with the name of the corresponding child. Check answers with the whole class. Then read the texts aloud once pausing after each sentence for students to repeat and practise pronunciation. Finally, ask some volunteers to read the texts aloud.

## Answer Key

Joe, Karl, Lisa

### 4 Correct these false sentences.

Now tell students to read the sentences about the texts and correct them. To check the answers, ask some volunteers to read the sentences aloud.

## Answer Key

**Lisa:** I don't like pears.

**Joe:** Tomatoes and lettuce are my favourite vegetables.

**Karl:** I hate spaghetti. It's yucky. / I love hot dogs. They're tasty.

**Lisa:** I like milk for breakfast.

**Karl:** I like fruit and vegetables.

**Joe:** I don't like eggs.

## 5 Complete with your food preferences.

Ask students to complete the text with the food items they like and dislike. They can use the texts in exercise 3 as a model. Invite students to read their paragraphs to their partners to check. Finally, invite some volunteers to read out their paragraphs to the whole class.

### Answer Key

*Students' own answers*

### Wrap-up

Divide the class into teams of four to play *Word Game* to revise the vocabulary in this unit. One player says a word: *cookies*. The next player thinks of another word that begins with the last letter of the first word: *spaghetti*. Players continue for three minutes or until they can't think of any other words.

## SB page 106: Workbook

### Answer Key

- 1** Write some food words in one minute and count them.

*Students' own answers*

- 2** Complete the speech bubbles with these phrases.

**1.** They are cupcakes!; **2.** Can I have one, please?; **3.** Carrots are delicious!



# Cool animals and habitats

**SB pages 62 and 63**

## Lesson 1

### Objectives

- To introduce animals and their body parts.
- To identify animals' habitats.
- To ask and answer about animals and their body parts.
- To listen to descriptions and identify animals.

### Language:

- *(Dolphins) live in the (sea).*
- *Crocodiles have got (a long green body) and (small eyes).*
- *Have (monkeys) got (long tails)? Yes, they have.*
- *Have (dolphins) got (wings)? No, they haven't.*

### Vocabulary:

- Animals: *monkey, duck, eagle, dolphin, crocodile, elephant*
- Habitats: *mountain, lake, sea, grassland, jungle*
- Body parts: *wings, legs, fin, claws, fingers, tail, ears*

### Warm-up

Play *Guessing Game* with the class to revise vocabulary related to animals that students learnt in unit 3 (*rabbit, spider, cat, dog, fish, etc.*). Pretend to be an animal and invite students to guess what you are by asking *yes / no questions*. Examples: *Are you big? Are you brown? Can you fly?* Give students a limited number of guesses.

### 1 Listen to Jenny's descriptions and label the animals.

Invite a student to read Jenny's bubble. Remind children of the meaning of *scrapbook*. Then explain that they will listen

to Jenny's descriptions of the animals and will have to identify the pictures and write the corresponding names. Play track 38 for students to label the animals. Play the audio CD again and pause after each description to check. Finally, you may ask some comprehension questions: *Has the duck got a green head? Is the elephant big? etc.*

### Track 38

**Jenny:** These are my favourite animals. Can you help me with my scrapbook?

This is a duck. It's got a brown body and a green head. It hasn't got hands but it's got wings. It can fly!

This animal is an eagle. It's black and white. It's very big and it can fly too!

The monkey is brown. It's got long arms and legs. It's very funny!

The elephant is an enormous animal. It's got big ears and it's grey.

The crocodile has got big teeth and four legs. It's got a long green body and small eyes.

And the dolphin is grey. It hasn't got legs. It can swim very fast!

### Answer Key

1. dolphin; 2. elephant; 3. crocodile; 4. eagle;  
5. monkey; 6. duck

### 2 Follow the maze and complete the names of the animals.

Focus children's attention on the first word and tell them to follow the maze to find the animal's habitat. Then point to the picture of the habitat and ask: *Which animals live in this place?* to help them identify the animal and complete the word. To check the answers, invite volunteers to come to the board and write the words.

 **Answer Key**

- 1.** ducks, c; **2.** monkeys, e; **3.** dolphins, b;  
**4.** eagles, d; **5.** crocodiles, c; **6.** elephants, a

**Cool Grammar**

Direct students' attention to the *Cool Grammar* box. Read the examples aloud and have students repeat them, as a group first and then individually. Elicit when *live in* is used: *to talk about the place where the animals have their homes or grow.*

**3 Complete the sentences.**

Now ask students to look at the maze in exercise 2 and complete with the corresponding word. To check the answers, ask some volunteers to read the words aloud and write them on the board to check spelling. Direct students' attention to the pictures of the habitats and model the words for the class to repeat.

 **Answer Key**

- 1.** Ducks, crocodiles; **2.** Eagles; **3.** sea;  
**4.** Monkeys; **5.** Elephants

 **Values: Taking care of the environment**

Encourage students to suggest why some of the animals' habitats disappear: *People take the land that they live on. / Climate change makes it difficult for them to find food. Chemicals make them sick.* Invite the class to suggest ways to protect the environment: *They can avoid pollution that causes climate change – turning off lights, using clean energy, saving water, etc.*

**4 Label the animals' body parts.**

Use the pictures in exercise 1 to revise parts of the body and present new vocabulary. Direct students' attention to the dolphin and point to the fin. Say the word and ask students to repeat. Once you've revised and presented vocabulary, use magazine cut-outs of parts of the body of some animals: *fin, eye, fingers, ears, claws, tail, legs, wings* and *nose*. They should not show the entire part. Show a magazine cut-out and encourage the class to identify the parts of the body: *It isn't a nose. It's an eye.* Finally, have students look at the pictures in exercise 4 and ask them to label the parts of the bodies.

 **Answer Key**

- 1.** wings; **2.** claws; **3.** fin; **4.** ears; **5.** fingers;  
**6.** legs; **7.** tail

**5 Ask a friend about different animals.**

Invite students to work in pairs and ask and answer questions about the parts of the bodies of the animals that appear in the lesson. They can use the example as a model.

 **Answer Key**

*Students' own answers*

**6 Listen to three riddles and mark (✓) the correct picture.**

Ask some volunteers to identify the animals and describe them: *There's a turtle and a fish in number one; they live in water. The turtle can live on land too.* Elicit similarities and differences between the pairs of animals. Play track 39 and have students mark the correct pictures. Play the track again for them to check their answers. Play the audio CD again pausing after each riddle to check with the class, inviting volunteers to mention the words that helped them choose the correct animal.

## Track 39

**Narrator:** One. It can swim. It has got a tail and big eyes, but it hasn't got legs. What is it?

Two. It can't fly. It has got a tail and four legs. It hasn't got any hair. What is it?

Three. It has got a tail and two legs. It hasn't got teeth. It can talk. What is it?

### Answer Key

1. fish; 2. crocodile; 3. parrot

### Cool Mini Project

The previous class, ask students to bring two cardboard rectangles, coloured paper and glitter. Point to the bookmark and elicit what it is used for and if they use bookmarks. Explain that they will have to draw an animal shape on the coloured paper and cut it out. Have students glue the animals on one of the cardboard rectangles and decorate it with glitter. Ask them to write the descriptions on the other rectangle. Finally, they glue both rectangles to make the bookmarks. Divide the class into small groups and invite students to show their bookmarks.

### Wrap-up

Play *The Dice Game* with sentences about animals. Divide the class into three groups. Ask the students in each group to sit in a circle. Give each group a die and have students take turns rolling the die. Each time a student rolls the die, he or she should make that number of sentences: *two- Dolphins have got fins. They live in the sea.* Students should continue until everyone has participated.

## SB page 107: Workbook

### Answer Key

#### 1 Unscramble the words.

1. monkey; 2. crocodile; 3. elephant; 4. eagle

#### 2 Complete the descriptions with the words in the boxes.

1. wings; 2. claws; 3. mountains; 4. fins; 5. teeth;  
6. sea

#### 3 Choose an animal (✓) and write a description.

*Students' own answers*

## SB pages 64 and 65

### Lesson 2

#### Objectives

- To read and write about animals.
- To talk about animals' abilities.
- To listen to a song and recognize abilities.

#### Language:

- (*Eagles*) live in (*mountains*).
- (*Camels*) have got (*large feet*).
- (*Dolphins*) can (*dive*).
- (*Ostriches*) can't (*fly*).

#### Vocabulary:

- Animals: *dolphins, eagles, camels, ostriches*
- Actions: *swim, dive, lay eggs, fly, see, run, travel, survive, jump*
- Body parts: *fins, tail, claws, wings, humps, feet, eyes, head*
- Adjectives: *great, big, strong, amazing, wide*

### Warm-up

Bring a ball to class. Say a sentence with *can* about an ability you have: *I can swim.* Toss the

ball to a student. He or she should say another sentence: *I can run*. Continue in the same way, with students passing the ball and saying sentences about their abilities.

### 1 Read and complete.

Ask students to look at the pictures and describe the animals. Then tell them to read the texts and complete them with a verb. Invite volunteers to read the texts aloud to check answers.

#### Answer Key

1. swim; 2. dive; 3. jump; 4. fly; 5. lay eggs

### 2 Look at the mind map and write about camels.

Now invite the class to look at the picture of the camel. Point to the categories around the picture and read the information aloud to check vocabulary. Remind students of the irregular plural form of *foot* and make sure they understand *humps*. Then tell them to use the information to complete the text. When students finish, divide them into pairs to read each other's texts and check that all of the information is there. Finally, invite some volunteers to read their answers aloud.

#### Answer Key

1. the desert; 2. got two humps on their back; 3. a long neck; 4. 've got a short tail; 5. travel long distances; 6. survive in hot climates

### 3 Read the song and number the pictures. Then sing along.

Divide the class into groups of three. Tell students to take turns reading the song aloud. Then instruct them to number the pictures that correspond to the verses. Check answers with the class. Play track 40 and encourage the class to sing along. Play the song several times, miming the activities with students.

#### Track 40

The Ostrich Song!

Chorus

I'm an ostrich! I'm an ostrich! And this is my song.

Come on! Help me out and sing along!

I can run so fast! I can run just like a car!

Can you run that fast? Can you run that far?

Chorus

I can see so well! My eyes are very wide!

Can you see across the land? Can you lift your head up high?

Chorus

I'm an ostrich – that's a bird. But I can't fly.

My wings don't work, so I can't even try!

I'm an ostrich! I'm an ostrich! And this is my song.

Thank you very much for singing along!

#### Answer Key

3, 1, 2

### 4 Write what ostriches can and can't do.

Have students look at the pictures and identify the activities: *fly*, *see*. Ask them to write their answers on the line.

#### Answer Key

1. Ostriches can't fly. 2. Ostriches can see well.

## Optional Activity

**Materials:** Cardboard pieces (1 per student), coloured pencils, a bag or envelope (1 per student)

Hand out the cardboard piece and tell students to draw a picture of their favourite animal on one side of the paper and, on the other side, write what the animal *can* and *can't do*: *Dolphins can swim but they can't lay eggs*. Then help them cut their pictures into puzzle pieces. When they finish, ask them to put the pieces into the bag or envelope. Ask students to exchange puzzles and put their friend's puzzle together. When they can see what the animal is, they say the name of the animal. If they see the sentence, they should read it aloud. Encourage them to put the puzzle together both ways. When they are done, make sure that they return all of the puzzle pieces in the envelope to their friend.

## Values: Being helpful

Explain that it is important to help each other when working together. Discuss with the class why it is important to be helpful and mention some real-life situations. Additionally, encourage students to reflect on how they feel when someone is nice and helpful, and talk about their feelings.

## Cool Mini Project

**Materials:** cardboard pieces in different colours, paper plates (1 per student), string.

Hand out the materials and tell students to draw and colour the face of the animal on the plate. Then they cut out holes for the eyes. Finally, they make a hole on each side of the mask and tie a piece of string to each side. When they finish, ask them to put on their masks. Say the name of an animal and all of the students with the mask for that animal should stand up and tell their partners what abilities they have: *I can run fast*.

## SB page 78: Extra activity

Once students finish the *Cool Mini Project* you can ask them to do the *Extra activity* for the unit in class. To check the exercise, ask volunteers to come to the board and write and answer the questions.

### Answer Key

**Write about the animals' abilities.**

1. Camels can walk fast but they can't talk.
2. Crocodiles can swim but they can't fly.
3. Dolphins can jump high but they can't lay eggs.
4. Monkeys can climb trees but they can't dive.

## SB page 108: Workbook

### Answer Key

**1 Decode the sentences.**

1. Eagles can fly.
2. Kangaroos can jump.
3. Sharks can swim.
4. Camels can walk on sand.

**2 Complete the text with the words in the boxes.**

1. live; 2. have got; 3. run; 4. fly; 5. see

**3 Write about dolphins. Use these words and phrases.**

*Students' own answers*

## SB pages 66 and 67

### Lesson 3

#### Objectives

- To introduce vocabulary related to food animals eat.
- To listen for specific information.
- To ask and answer about favourite animals.
- To give reasons for preferences.
- To write about favourite animals.

#### Language:

- *(Camels) eat (grass and grains).*
- *I like (monkeys). Why? Because they're (funny).*

#### Vocabulary:

- Food for animals: *fruit, grass, leaves, vegetables, fish*
- Adjectives: *funny, friendly, colourful, beautiful*
- Animals: *gorillas, parrots, sharks, kangaroos*

#### Warm-up

Write the following headings on the board:  
*They can live in a house. / They can fly. / They can swim. / They can run fast.* Tell students them to write the names of as many animals as possible under each heading. When they finish, invite a volunteer to come to the board and write the words under the first category. Ask new volunteers to write words for the remaining categories.

#### 1 Find these words.

Now tell children to look at the example in exercise 1 on page 66. They find and circle the rest of the words. First, students check the answers in pairs and then check with the whole class.

#### Answer Key

O	F	B	U	G	R	A	S	S	D
T	S	N	L	M	G	H	U	R	F
D	L	A	U	E	L	B	N	O	I
V	E	G	E	T	A	B	L	E	S
E	M	D	R	I	L	V	D	U	H
G	T	O	H	U	N	B	E	I	N
F	M	B	S	R	E	D	O	S	G
R	U	I	E	F	A	R	G	L	M

#### 2 Complete the sentences and check with a friend.

Tell students to complete the sentences with words from exercise 1. Read the first sentence and elicit the answers. Encourage students to identify the words that can help them complete the blanks. When they finish, ask them to work in pairs and compare their answers.

Finally, invite some students to read the sentences aloud and check.

#### Answer Key

1. fruit; 2. grass / leaves; 3. fish; 4. leaves / fruit

#### Cool Grammar

Direct children's attention to the *Cool Grammar* box. Ask students to read the sentences and elicit the use of *eat*. Ask the class to give more examples: *Rabbits eat grass. / Eagles eat other animals.*

### 3 Listen and circle the correct picture.

Invite students to look at the pictures and identify the differences within each set of two. Play track 41 and tell students to circle the correct picture in each set. Draw squares on the board to represent each picture. Ask the class which picture they circled and circle the corresponding square. To check, play the track again and pause it after the facts about each set of pictures.

#### Track 41

**Boy:** Gorillas live in Africa. They are black or brownish-gray. Gorillas can stand up, but they walk on their hands and feet. Gorillas can climb trees. They eat plants and fruit, and they can eat 25 kilos of food a day. They get all the water they need from the plants they eat. Gorillas live in groups of up to 30 and the young gorillas learn everything from their mothers.

#### Answer Key

1. Africa; 2. Gorilla walking on its hands and feet; 3. Gorilla eating a plant; 4. Gorilla living in a group

### 4 Read and circle the correct option.

Now tell students to read the sentences and circle the correct options. Refer them back to the pictures in the previous exercise to help them remember the information. Invite volunteers to read the correct sentences aloud to check.

#### Answer Key

1. Africa; 2. hands and feet; 3. fruit; 4. groups

### Cool Language

Focus students' attention on the *Cool Language* box. Read the sentences aloud and present and model: *Why?* and elicit when we use it: *To ask about the reason for something.* Present and model: *Because* and elicit the use: *To give reasons for something.*

### 5 Complete the dialogue. Use these words.

Now tell the class Jenny and Chris are talking about their favourite animals. Ask students to use the words to complete the dialogue. Then invite some volunteers to role-play it to check the answers.

#### Answer Key

1. your; 2. gorillas; 3. live; 4. can

### 6 Listen and circle the correct option

Read the questions and tell the children to answer in pencil. Play track 42 and ask them to confirm or change their answers. Play it more than once if necessary. Finally check with the class.

#### Track 42

**Girl:** What's your favourite animal, Jake?

**Boy:** It's the parrot.

**Girl:** Why?

**Boy:** Because they are beautiful. I think they can be funny, too.

**Girl:** Yes, they're funny. Where do parrots live?

**Boy:** They live in the jungle.

**Girl:** What do they eat?

**Boy:** They eat fruit and vegetables.

**Girl:** What can parrots do?

**Boy:** They can copy sounds or words, if you teach them.

 **Answer Key**

**Animal:** 2. Parrot; **Why:** 3. Because they're beautiful and funny. **Habitat:** 3. They live in the jungle. **Food:** 1. They eat fruit and vegetables. **Abilities:** 1. They can copy words.

**7 Write and then ask a friend about his / her favourite animal.**

Invite students to write about their favourite animal and include the information for each category. Then tell students to work in pairs and ask and answer questions about their animals.

 **Answer Key**

*Students' own answers*

 **Cool Mini Project**

**Materials:** small cardboard pieces, animal magazines, animal books, five index cards

The previous class, ask students to bring the materials above to make their animal exhibit. Divide the class into pairs and tell them to cut out five animals and glue them into the cardboard piece, folding the bottom to make them stand. Then copy a mind map with categories on the board: *Body, Habitat, Food* and *Abilities*. Ask students to copy it on their notebooks to organize the information they find in their books. Then they write about the animals. Remind them to check their sentences before writing the cards. Finally, have students show their exhibits.

 **Values: Being independent learners**

Discuss with the class why it is important to be independent learners and reflect on their work in the *Cool Mini Project*. Ask in what other ways they can be independent learners: *prepare and decorate the classroom with pictures and expressions in English, listen to songs in English,*

*visit websites with games and videos in English online, etc.* Write the website addresses for sites like these on the board and follow up by asking students about the sites at a later time. If students make English a part of their lives, it will help them long after they leave your class.

**SB page 109: Workbook** **Answer Key****1 Read the notes and complete the text.**

Ducks; brown; grey; black; ponds; lakes; worms; plants; swim; fly

**2 Complete the dialogue with your own ideas.**

1. What's; 2. like; 3. *Students' own answers*; 4. What's; 5. favourite; 6. sharks; 7. *Students' own answers*

**SB pages 68 and 69****Lesson 4****Objectives**

- To introduce types of houses.
- To read and correct information.
- To ask and answer about where one lives.

**Language:**

- *Where do you live?*
- *He / She lives in (a flat).*
- *I live in (a house).*

**Vocabulary:**

- Types of houses: *skyscraper, flat, cottage, hut, bungalow, igloo*
- Adjectives: *tall, beautiful, enormous, noisy, colourful, big, modern*

## Warm-up

Prepare flashcards with magazine cut-outs or draw pictures of types of houses: *skyscraper*, *igloo*, *cottage*, *bungalow*, *hut* and *flat*. Show them to the children one by one, name them and ask children to repeat the words. Then ask them to open their books to page 68 and explain they are going to study vocabulary related to types of houses.

### 1 Complete with a vowel.

Now tell children they have to complete the words with the missing vowels. For students to check the answers, write the complete words on the board.

## Answer Key

1. skyscraper; 2. flat; 3. hut; 4. cottage;  
5. bungalow; 6. igloo

### 2 Look at the pictures above and complete.

Read the first definition and encourage the class to identify the type of house by looking at the pictures in exercise 1. To check, invite some volunteers to read their answers. Finally, ask some volunteers to answer Jenny's questions.

## Answer Key

1. cottage; 2. flat; 3. skyscraper; 4. bungalow;  
5. hut; 6. igloo

### 3 Unscramble the words and complete.

Tell students they are going to read about the place where Chris lives and about his grandma's place too. Ask the class to read the texts and put the letters in order. Invite some volunteers to read the texts aloud to check the exercise.

## Answer Key

1. flat; 2. kitchen; 3. cottage; 4. fish; 5. parrots

### 4 Answer. True or false? Correct the false sentences.

Now ask students to read some sentences about the text in the previous exercise and answer if they are true or false. To check the answers, ask some volunteers to read the sentences aloud.

## Answer Key

1. T; 2. F. He can see birds. 3. False. She lives in a cottage. 4. T; 5. F. There is a pond. 6. T

## Cool Grammar

Write on the board: *I / you / we / they live in a bungalow*. Explain you use *live* with the first and second person singular and plural and third person plural. Then write: *Chris lives in a flat. His grandma lives in a cottage*. Now tell children that for the third person singular we use *lives*. Draw students' attention to the sentences and question in the *Cool Grammar* box and focus on *Where* and elicit when we use it: *To ask about the place*.

### 5 Answer the questions.

Tell students to answer the questions about the places where they live. They can use the text in exercise 3 as a model.

## Answer Key

*Students' own answers*

### 6 Now ask your friend the questions above.

Ask students to work in pairs and ask and answer the questions in the previous exercise. Then invite some volunteers to talk about their friends. You

may write key phrases on the board to help them:  
*He / She lives in ...; He / she can see ...; He / She has got ...*

## **Wrap-up**

The previous class, ask students to bring crayons, dark acrylic paint, a white sheet of paper and paper clips. Ask students to colour a white sheet completely with crayons. They should not draw a picture. Then tell them to paint the sheet with dark acrylic paint and let it dry. After it dries, tell students to use a paper clip to draw a building by scratching away the paint. Have them write the corresponding word. Finally, encourage them to write about a person who lives there and describe the place. They can use the text about Chris's grandma as a model.

## **Answer Key**

*Students' own answers*

## **SB page 110: Workbook**

## **Answer Key**

### **1 Label these houses types.**

**1.** flats; **2.** bungalow; **3.** skyscraper; **4.** cottage

### **2 Look at the picture and complete.**

**1.** bungalow; **2.** mountains; **3.** garden; **4.** trees;  
**5.** small; **6.** animals

### **3 Write a short description and draw a picture.**

*Students' own answers*

## **SB pages 70 and 71**

### **Cool Kids' Corner**

#### **Objectives**

- To read and listen to information about animals and identify them.
- To write riddles.
- To read short texts.

#### **Language:**

- *I'm (big). / I'm not (pretty).*
- *I've got (a long tail).*
- *I can (swim) but I can't (jump).*
- *I eat (grass).*
- *I live in (lakes).*

#### **Vocabulary:**

- Animals: *kangaroo, crocodile, elephant, bird, rhino, zebra, giraffe*
- Food for animals: *grass, leaves, fruit, fish*
- Actions: *jump, travel, sit, hop, lay eggs, swim*
- Body parts: *tails, teeth, legs, horns*

## **Warm-up**

Divide the class into two teams. Invite a volunteer to come to the board. Explain to students that they are going to guess the animal that their classmate draws. Say the name of an animal for the volunteer to draw on the board. Award a point to the team that guesses first. Repeat with other animals. The team with the most points wins the game.

### **1 Solve the riddles and draw the animals.**

Divide the class into pairs and tell students to read the riddles and help each other solve them. Then encourage students to draw the animals. Divide the class into small groups and ask them to compare their answers and show their animals.

## Answer Key

crocodile; elephant

## 2 Write an animal riddle.

Direct students' attention to the pictures of the animals and describe them: *The rhino has got two horns.* Write new vocabulary on the board: *rhino, horns, giraffe, zebra, etc.* Read the beginning of each sentence and elicit the type of information needed to complete them: *description of body parts, abilities, food and habitat.* Invite students to choose an animal from the unit and complete the riddle.

## Answer Key

*Students' own answers*

## 3 Listen to your friends' riddles and draw the animals.

Ask students to work in groups of four and take turns reading their riddles for their classmates to write the answer under each box. Then have students draw the animals and show them to their classmates to check answers. Invite some volunteers to read their riddles for the class to guess.

## Answer Key

*Students' own answers*

## 4 Mark (✓) what you know about kangaroos.

Have students work in pairs and tell them to read and answer the questions together. Then elicit their answers. Accept all answers.

## Answer Key

*Students' own answers*

## 5 Now read and check your answers above.

Invite volunteers to read parts of the text to the class. When they finish, check the answers from the previous exercise. Also check vocabulary and explain that *hop* means to jump quickly, the way some animals, such as rabbits, kangaroos, or birds move. We can also use this verb for people, to describe someone jumping on one foot. Finally, you may ask comprehension questions: *What can kangaroos do with their legs? Why can they hop very fast? Can they travel very fast? Have they got strong tails?*

## Answer Key

1. a; 2. b; 3. c

## 6 Unscramble these sentences about kangaroos.

Tell students to unscramble the sentences individually. Invite volunteers to come to the board and write their sentences to check.

## Answer Key

1. Kangaroos can hop very fast. 2. Kangaroos can jump up to nine metres. 3. Kangaroos can sit on their tails.

## Wrap-up

**Materials:** Finger paints, sheets of poster paper (1 per group).

Divide the class into groups of four or five and give them a sheet of poster paper and some finger paints. Tell groups to choose some animals to paint. Encourage them to show the animals in their habitat. When they finish, get them to paint the names of the animals. Finally, invite them to present their paintings to the class. Display students' work around the classroom or school.

**SB page 111: Workbook** **Answer Key**

- 1** Complete the sentences with the words on the left.

**Gorillas:** have got, fingers; **Ostriches:** run fast;

**Eagles:** have got big

- 2** Label the parts of the scorpion's body.

**1.** tail; **2** leg; **3.** claw

- 3** Complete the information sheet.

**Body:** eight legs and a pair of sharp claws;

**Habitat:** different places: deserts, mountains,

beaches and gardens; **Abilities:** can run very fast and hide in small places. They can use the end of their tail to inject poison on their prey.

- 4** Imagine you are an animal and answer these questions on a separate sheet of paper.

*Students' own answers*

## SB pages 72, 73, 74 and 75

### Warm-up

Divide the class into pairs. Hand out blank paper (1 sheet per pair). Prepare flashcards for different *House types*, *Animals* and *Food items* or use the ones you prepared when you taught these topics. Explain to students that you are going to display five cards, one by one, very quickly. Show the five cards to the class and put them face down on your desk. Pairs try to remember the pictures and write the words down on the sheet of paper. The pair that remembers the largest number of words wins the game. Make sure the pair have spelt the words correctly before declaring them winners. If there is a tie, repeat the same procedure with five different flashcards.

### 1 Play *Tic Tac Toe* with a friend.

Tell students that they will be playing *Tic Tac Toe*. Divide the class into small groups. Have two groups work together and assign roles to each group: X and O. Ask students to look at the grid of nine boxes in exercise 1. Teams take turns choosing boxes and performing the tasks described on them. If they answer correctly, they write noughts or crosses depending on what team they represent. The first team to complete three squares in a row – horizontally, vertically or diagonally – is the winner. Do a couple of moves to demonstrate how the game is played in case some students fail to understand the rules.

### Answer Key

*Students' own answers*

### 2 Now play with a different friend.

Now tell students to play *Tic Tac Toe* with a different friend.

### Answer Key

*Students' own answers*

### 3 Write three words in each category.

Tell children to work in pairs. Each pair will have to write three words in each category: *House types*, *Food* and *Animals*.

### Answer Key

*Students' own answers*

### 4 Listen to your friend and write his / her words.

Now have students work with a different partner and follow the instructions for this activity. To check exercises 3 and 4, ask some volunteers to read their words aloud.

### Answer Key

*Students' own answers*

### 5 Label these pictures. Use these words.

Tell children to look at the pictures of parts of body animals and label them.

### Answer Key

1. legs; 2. nose; 3. tail; 4. fingers; 5. teeth

### 6 Read and complete with these words.

Have students read the *Cool Fact File* about sharks and use the words in the boxes to complete it. To check the exercise, ask volunteers to read the text aloud.

### Answer Key

1. sea; 2. have; 3. fish; 4. tail; 5. can; 6. swim; 7. can't

### 7 Answer the questions.

Now tell children to answer these questions about their food preferences. Ask some

volunteers to read out their answers for the rest of the class to check.

### Answer Key

Students' own answers

## 8 Complete the words in the dialogues.

Ask children to read the dialogues and complete them with the missing words. To check, ask four children to act out the dialogues.

### Answer Key

1. Can; 2. please; 3. Sure; 4. Thank; 5. Can; 6. pass; 7. cupcake; 8. Thanks

### Optional Activity

**Materials:** small potatoes (1 per student), toothpicks (4 per student), plastic jars or cups (1 per student), water.

Ask the class if they know how potatoes grow. Explain that potatoes grow in the soil. Hand out the materials. Help students insert the toothpicks halfway into the potato. The toothpicks should be distributed in a way that will suspend the potato above the bottom of the cup or jar. Pour a small amount of water into the cups or jars and have students put their potatoes in them. Tell them to put the potato in the sun and add water regularly. Soon the potato will start to grow.

## Project Work 3: My yummy menu

To finish the third review, students do a project individually.

### 1 Read and mark (✓) Jenny's favourite food items.

Tell students to have a look at the pictures and read the text silently. They have to tick Jenny's favourite food items. Check answers with the whole class.

### Answer Key

**Breakfast:** milk and pancakes

**Lunch:** hamburgers or sandwiches and a soft drink

**Dinner:** chicken and orange juice

### 2 Write about the day of the week when you eat your favourite food.

Ask children to complete this text about the day of the week when they eat their favourite food. They can take the text in exercise 1 as a model.

### Answer Key

Students' own answers

### 3 Draw your favourite menu.

Tell children they will now have to draw their favourite menu according to their description in exercise 2.

### Answer Key

Students' own answers

### Wrap-up

**Materials:** magazines, card paper

Have students form groups of four. Distribute materials and invite students to make a collage that represents what they have learned in units 5 and 6. Display students' collages around the classroom and help them explain their artwork.

**Variation:** Have students design a collage about something they found to be fun in units 5 and 6.

### Answer Key

1. Can your pet sing? Yes, it can.
2. Can your pet fly high? Yes, it can.
3. Can your pet spewell? No, it can't.
4. Can your hi quickly? No, it can't.
5. Can your pet play the guitar? No, it can't.
6. Can your pet dance? Yes, it can.
7. Can your pet drive fast? No, it can't.

# Cool Games

## Air Write

Divide the class into groups or pairs. A student writes a word in the air. His or her group guesses the word. Variation: This can also be played as Back Write, that is, writing the word on the back of a student. The student guesses the word.

## Bingo

Attach flashcards onto the board. Ask students to fold a sheet of paper into six and draw lines along the folds. Have them choose six pictures and draw one in each space. Shuffle the flashcards and display them one by one. Students should name the pictures and cross them out on their bingo cards. The first student to cross out his or her entire card shouts *Bingo!*

## Body Writing

Divide the class into two teams. Put flashcards in a bag. Ask a student from one team to leave the classroom. Give his or her team a flashcard and have them form the word with their bodies, using one letter per student. The student who left the room returns and tries to read the word. If he or she does it correctly, the team wins a point. Continue with the other team. Repeat the procedure until all the flashcards have been used.



## Chinese Whispers

Divide the class into two teams. Whisper a sentence, phrase, or question into the ear of the first student. This student then turns and whispers what he or she heard into the ear of the student next to him or her. The whisper is passed on until it reaches the last student at the end of the line. Then that student has to say out loud what he or she heard.

## Climb the Tower

Draw a ladder going up a tower on the board. Divide the group into teams. For each correct answer, the team goes up a step. The first team to get to the top is the winner.

## Coloured Circles

Write on the board six words per unit randomly. First, students look for the words they have just learned and circle them with coloured chalk. Then, using a different colour of chalk, have students identify another lexical group. Continue like this until they have circled all the words.

## Dictation Race

**Materials:** Four photocopies of a text

Stick the texts in four places around the room, where students cannot easily read them. Divide the class into four teams. Teams choose a volunteer to go to their assigned text, memorize a sentence, return and dictate the sentence to the team. Another student on the team writes the sentence and the team checks that it is correct. A new volunteer goes to the text to memorize the next sentence and dictate it to the team. Teams continue until they have the complete text. The first team with a complete and correct text is the winner.

## Draw It!

**Materials (optional):** A blindfold

Divide the class into four teams and invite a volunteer from one team to the board. Show the volunteer a flashcard in secret. Blindfold the volunteer. He or she has one minute to draw the

item on the board for his or her team to guess. If the team guesses correctly, they win a point. If not, the first other team to guess correctly wins a point. Play one or two rounds.

## Hangman

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

## I Spy

Look around the classroom and silently select an object that can be seen by everybody. Say: *I spy* and then give some description of the object, such as *something red / big / small / round, something beginning with the letter a*, and so on. Students take turns trying to guess what the object is: *Is it a/an...? Are they...?* Let the student who correctly guesses the selected item pick the next object.

## Memory

Divide the class into pairs. Hand out paper (1 sheet per pair). Shuffle the flashcards. Explain to students that you are going to display five cards, one by one, very quickly. They have to try to remember the pictures. Then they have to write them down on the paper in the same order you displayed them in. The pair that remembers the most wins the game.

## Musical Dictation

Choose a piece of music that students will enjoy. Divide the class into teams of three or four. Explain to students what the game is about:

- Take a pencil and quickly pass it from one student to the next within the group as the music plays.
- When the music stops, the student who has just received the pencil writes down on a piece of paper what you dictate to him or her.\*

- Students get a point for each correct word or sentence.
- The team with the most points at the end of the dictation wins the game.
- \* Some ways in which you can build up the difficulty of the dictation are:
  - Start with single words.
  - Build to short phrases.
  - Expand to full sentences.

## Odd One Out

Divide the class into two teams. Write three words on the board. Students must circle the word that does not belong (*e.g. turtle pink dog.*)

## Robot Sentences

**Materials:** Slips of paper (1 per student), a small box or bag

**Preparation:** Write sentences on slips of paper. Put the slips of paper in the box or bag.

Invite volunteers to come to the front and choose a slip of paper. He or she should read the sentence aloud normally and then in a robot voice. Continue with as many volunteers as possible.

## Simon Says

Give commands to the class. Explain to students that if the command begins with *Simon says*, they should follow it. If not, they should stand still:

T: *Simon says touch your eyes.* (Students touch their eyes.)

T: *Simon says touch your toes.* (Students touch their toes.)

T: *Touch your head.* (Students stand still.)

## Spelling Bee

Determine who will go first by drawing numbers (this is the fairest method). Ask the first student to spell a word. Write down the word on the board as he or she spells it. Each student says the word, spells it, and says it again. If the student has spelled the word right, the next student gets a new word. Each student says the word he or she has gotten, spells it, and says it again. If not, he or she is out of

the game and the next student has to spell that word.

## Stepping Stones

Draw a river with some stones across it on the board. Divide the group into teams. Have an image to represent each (a frog, for example.) For each correct answer, attach the image of the corresponding team to a stone in the direction of the opposite side of the river. The first team to cross the river wins the game.

## Spot the False Sentence

Invite students to write down three sentences related to a text from the unit. One of the sentences should be false: *(Tommy) is next to (Mike). (Jessica) is behind (Amy). (Susan) is in front of (Todd).* Divide the class into small groups. Students read their sentences and their classmates guess which sentence is false.

## The Bell Game

**Materials:** two bells

Divide students into two teams. Place two bells on a desk, one for each player. Have the first player from each team go to the desk. Explain to students that you are going to show them a flashcard. The first student to ring the bell and say the word correctly gets one point for his or her team. If the student rings the bell, but cannot say the word immediately, his or her team loses a point. If the student says the word incorrectly, the other player gets a chance to say the word, but this time for two points instead of one. If both players miss the word, call on someone else in the class to help the players. In this case, no points are awarded.

## Tic-Tac-Toe

Draw two sets of parallel lines to make a tic-tac-toe grid. Divide the class into two teams. Place a flashcard on each square of the grid. Have a student choose a flashcard and name it. If the student is correct, have him or her draw an O or an X on the grid. The first team to get three in a row wins the game. Repeat the procedure several times.

## Audio CD Track List

Unit	Track	Rubrics
<b>1</b>	2	Unit 1. <i>Hi, there!</i> Lesson 1. Page 4. Exercise 1. Read, listen and complete with a name.
	3	Lesson 1. Page 5. Exercise 4. Listen and match.
	4	Lesson 1. Page 5. Exercise 5. Complete. Then listen and check.
	5	Lesson 2. Page 6. Exercise 1. Listen and say the numbers.
	6	Lesson 2. Page 6. Exercise 2. Listen and complete.
	7	Lesson 2. Page 7. Exercise 3. Listen and put the interview in order.
	8	Lesson 3. Page 8. Exercise 1. Listen and read.
	9	Lesson 3. Page 9. Exercise 4. Listen and say.
	10	Lesson 4. Page 10. Exercise 2. Listen and complete. Then ask your friend.
	11	Lesson 4. Page 10. Exercise 3. Listen and rap along with Chris. Then make your own rap.
	12	Lesson 4. Page 11. Exercise 4. Listen and read.
	13	<i>Cool Kids' Corner</i> . Page 12. Exercise 1. Let's sing along! <i>The Alphabet song</i>
	<b>2</b>	14
15		Lesson 1. Page 15. Exercise 3. Listen and read.
16		Lesson 2. Page 16. Exercise 2. Listen and follow the story.
17		Lesson 2. Page 17. Exercise 5. Listen and circle. Then sing along.
18		Lesson 3. Page 18. Exercise 2. Listen, read and match.
19		Lesson 3. Page 19. Exercise 3. Listen and complete with <i>long, short, big</i> or <i>small</i> .
20		Lesson 4. Page 21. Exercise 4. Listen and complete with <i>'s got</i> or <i>hasn't got</i> .
21		<i>Cool Kids' Corner</i> . Page 22. Exercise 1. Listen and say the numbers.
<b>3</b>	22	Unit 3. <i>Around the house</i> . Lesson 1. Page 28. Exercise 2. Listen and match the people with the places.
	23	Lesson 2. Page 30. Exercise 1. Listen and number the toys in Jenny's sister's room.
	24	Lesson 2. Page 31. Exercise 4. Listen and read. Which are the school objects in Jenny's bedroom?
	25	Lesson 3. Page 33. Exercise 3. Listen and read.
	26	Lesson 4. Page 34. Exercise 2. Listen and follow the story.
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<b>4</b>	28	Unit 4. <i>What can you do?</i> Lesson 1. Page 38. Exercise 1. Look and number the pictures. Then listen and repeat.
	29	Lesson 2. Page 40. Exercise 2. Listen and check your answers.
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<b>5</b>	33	Unit 5. <i>Food preferences</i> . Lesson 1. Page 52. Exercise 1. Label the food items. Then listen and repeat.
	34	Lesson 1. Page 53. Exercise 3. Listen to Jenny and complete.
	35	Lesson 2. Page 55. Exercise 3. Listen to Chris and mark (✓) <i>Yes, I do.</i> or <i>No, I don't.</i>
	36	Lesson 3. Page 57. Exercise 4. Listen and sing along. <i>Hungry Harry</i>
	37	Lesson 4. Page 58. Exercise 1. Look at the tray and complete. Then listen and check.
<b>6</b>	38	Unit 6. <i>Cool animals and habitats</i> . Lesson 1. Page 62. Exercise 1. Listen to Jenny's descriptions and label the animals.
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	41	Lesson 3. Page 66. Exercise 3. Listen and circle the correct picture.
	42	Lesson 3. Page 67. Exercise 6. Listen and circle the correct option.



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