



Open Day
1

The title 'Open Day' is written in a large, bubbly font. 'Open' is in blue with a white outline, and 'Day' is in yellow with a white outline. The number '1' is also in blue with a white outline. The letter 'O' in 'Open' is decorated with a pink eraser, a purple pencil, and a yellow pencil. The letter 'y' in 'Day' has a blue paper airplane flying out of its tail. The background is a light orange with vertical stripes and a large zipper graphic at the bottom.

Teacher's
Guide





Open
Day

1

Teacher's
Guide



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© 2020 Ediciones Santillana S. A.

Leandro N. Alem 720
C1001AAP Buenos Aires, Argentina

First Published by
© Richmond Publishing, S.A. de C.V.

ISBN: 978-950-46-6198-6

Text D.R. © Miroslava Guerra
Design and illustration D.R. © Richmond Publishing, S.A.
de C.V.

Publisher: Mabel Manzano

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119, 125, 130 (top); Luis Montiel pp. 36-37, 98; Emmanuel
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Queda hecho el depósito legal que marca la ley 11.723.
Impreso en Argentina. Printed in Argentina.
First Edition Published 2020

The publishers would like to thank all those who have
contributed to the development of this course.

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Guerra, Miroslava
Open Day 1 Teacher's Book / Miroslava Guerra. - 1a ed. -
Ciudad Autónoma de Buenos Aires : Santillana, 2020.
160 p. ; 28 x 22 cm.

ISBN 978-950-46-6198-6

1. Enseñanza de Lenguas Extranjeras. 2. Inglés. I. Título.
CDD 420.7

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Este libro se terminó de imprimir en el mes de noviembre
de 2020 en Latingráfica, Rocamora 4161, Buenos Aires,
República Argentina.



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Welcome to *Open Day 1!*



The concept behind the **Open Day** series is to *open the world* to our students one *day* at a time. In every class, students are given the opportunity to learn English as they explore a variety of interesting, age-appropriate topics. As one topic relates to another, students' natural curiosity motivates and maintains their interest and in turn promotes life-long learning. Additionally, the concept of **Open Day** refers to the bond we are creating between school and home—both of vital importance to children—while we aim at students' development and learning. Parents will be involved in the child's learning process through a variety of tips and activities available online.

Open Day is a topic-based series for primary students aged 6 to 12, taking beginner students from pre A1 to B1 over its six levels. Its aim is to develop students' language competency in the four language skills, together with an awareness of themselves, their community, the environment and the world in general.



Open Day and the Environment

The series is committed to social responsibility, and for that reason we focus on a different vulnerable animal in each level as part of an ongoing thread of environmental consciousness. Students become more familiar with each animal in inspiring nature videos at three moments during the course, while they also engage with it through the comic strip in each unit. Throughout the year, students become more familiar with this species, its habitat and why it is endangered or vulnerable and develop awareness, empathy and a sense of responsibility to our natural world.



Open Day and Language Acquisition

Open Day's topic-based approach to language learning is based on the premise that students learn best when they are engaged in interesting and meaningful tasks in a stress-free and supportive learning environment. A topic-based syllabus is built upon the pillars of relevant and meaningful topics around which vocabulary, language structures and skills development are selected and organised. These topics provide the context and indicate the relevant language functions and skills that appear naturally and can be practised communicatively within each topic. **Open Day's** communicative approach recognises that a topic on its own won't achieve language acquisition, but that it does inspire a variety of tasks that will involve learners in real interaction in a natural context. Acquisition occurs when learners

work together and exchange messages, when they have to negotiate meaning and to participate actively in a range of communicative tasks. Consequently, **Open Day** focuses on two main types of activities: on those that aim exclusively at exchanging meaningful information and where learning the language is a by-product, and on inductive language-oriented tasks (where students discover rules by observing examples) that will support specific language and skills development. Therefore, the role of the teacher in **Open Day** is not to "teach" English in the traditional sense of the word, but to provide the necessary guidance and support for students to build on their own learning.



Open Day, CLIL and Citizenship

In **Open Day**, by presenting students with demanding topics and tasks, we aim at helping them become aware of the challenges of the global world they live in. The conditions of learning that create challenge also enhance long-term retention of knowledge and skills. With this in mind, **Open Day** connects each topic to other areas of the curriculum (CLIL), where the aim is to develop specific year-level content area standards using English as the medium of instruction. Furthermore, high-interest, content-related videos are available to help you exploit each topic by bringing authentic real-life situations into the language classroom. In this way, learning becomes vibrant and exciting and makes teaching and learning more effective. In addition, **Open Day** connects topics to issues related to social responsibility and citizenship and challenges students to use their critical thinking skills to explore, analyse, draw conclusions and propose solutions that can impact their daily lives. **Open Day** not only promotes social awareness and universal values, but it also fosters the sense of social responsibility needed to become global citizens.



Open Day and International Certifications

In today's global world, the use of standardised language proficiency exams has become more and more prevalent as a way of certifying students' language levels. These certifications also serve to motivate students to keep on studying and improving their English. For this reason, **Open Day** takes a new approach and uses international certification-type activities to develop language skills to promote lasting

learning, and to prepare students who are planning to sit international exams at some time in the near or distant future. Students that have practised this type of activities in casual, low-stress classroom conditions have greater chances of doing the same activities later on under exam conditions.



Open Day and the Mindful Learner

The learner is at the centre of this course of study and, to ensure that each student feels relaxed, focused and motivated in the English classroom, **Open Day** has integrated an ongoing mindfulness programme. Everyday life, in and outside school, can be stressful for children. Stress has a negative effect on the brain and on its ability to carry out these executive functions. Practising mindfulness helps students develop and master the socio-emotional skills they require to be successful in the language classroom and beyond.

Open Day focuses on developing four specific areas of mindfulness.

- *Mindful Body*, which teaches students to connect with their bodies and become aware of how they are feeling when they are stressed and what parts of their bodies are absorbing this stress.
- *Mindful Breathing*, which allows students to observe and become aware of their breathing. Mindful breathing can also reduce stress levels in the body and help regulate the body's reaction to stress and fatigue.
- *Mindful Senses*, which involves consciously noticing everything the senses come into contact with, without thinking or judging it. It entails being receptive, stopping running thoughts and absorbing the sensation rather than reacting.
- *Mindful Emotions*, which consists in connecting to the emotions, understanding them and taking ownership of them.

By practising and eventually mastering these skills, children will become more mindful of their actions and will learn how to express and interpret their present environment. They will create positive connections and they will be able to see the world from different perspectives. As a result, they will increase their self-regulation of attention, their use of executive functions of the brain and their personal achievements.



Open Day and the Teacher's Role as a Facilitator



Based on the premise that **Open Day's** topic-based approach was designed to help students make connections, transfer knowledge and apply it, the teacher's role becomes that of a facilitator of learning, rather than the provider of knowledge. With topic-based learning, the boundaries of exploration are far wider than the expertise of any one teacher, and consequently he or she becomes a learning manager who guides students in the discovery of themselves and the world around them. Creating a stress-free environment is probably the one most important job of a facilitator. Language learning brings with it a certain amount of stress, as it requires students to risk making mistakes. So how can we get our students to express their ideas without becoming overconcerned about making mistakes? By creating a learning environment where mistakes are considered a natural and necessary part of the learning process. Another key aspect to creating an environment that is conducive to learning is that students must be interested and motivated to learn, must know what they have to do and why and must have the skills required for what is expected of them. For this to occur, a certain amount of preparation is required by the teacher so as to be able to facilitate the classroom activities, maintain students' attention and keep the flow of the class moving. **Open Day's** teacher's notes provide suggestions to this end that focus on:

- *Activating prior knowledge* and recycling previously learned structures and language to prepare students for the topics and tasks to come by allowing them to access their skills and knowledge.
- *Scaffolding* to prepare students for individual activities and to create one integrated class and a sense of purpose. Scaffolding activities also allows you to provide extra support in mixed-ability classrooms.
- *Classroom dynamics* allow you to organise collaborative learning, keep teacher-talking time at a minimum and place the learners at the centre of learning. The use of course resources, such as games, songs, the **Reader** and the range of online resources that include videos, internet links and interactive activities also enhance the classroom experience by bringing a rich variety of materials and activities into the classroom.

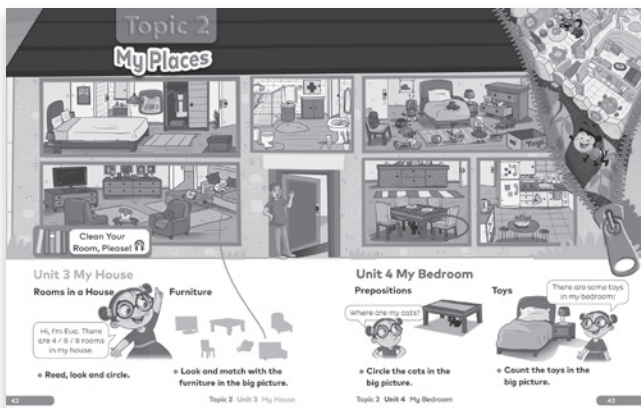
Open Day invites you, the teacher, to join us on this challenging, new journey and explore the world one day at a time.

For the Student

The **Student's Book** consists of a *Welcome Unit* and eight units divided into four topics.

The *Welcome Unit* begins each book and offers an introduction to functional language for students in Year 1, and a review of vocabulary and language structures from the previous level for students in higher years.

Each *Topic* provides two separate units of study, both of which are presented in the *Topic Opener*, together with questions and activities aimed at introducing the concept of each unit and activating students' prior knowledge. The story from the **Reader** and the video that accompany each *Topic* are referenced at this point.



Units are classified into odd units (Units 1, 3, 5 and 7) and even units (Units 2, 4, 6, and 8). While some sections appear consistently in all units, there are some sections that are specific to odd and to even units.

Odd and Even Units' Structure:

These first two pages focus on presenting and practising key thematic vocabulary in the context of the unit.

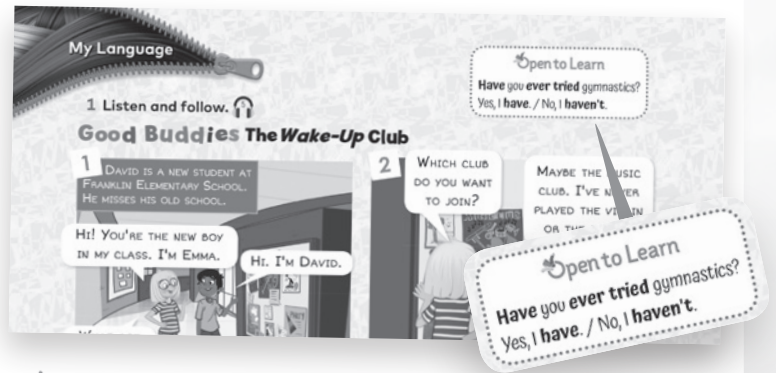
My Words



My Language

The next three pages aim at presenting and practising new language. The context for the language is presented through an ongoing *Good Buddies* comic strip that features characters engaged either with or alongside the vulnerable animal for each level. In Levels 1 and 2, the new language points are not shown on the pages explicitly.

However, in the remaining levels, there are **Open to Learn** boxes at the top of the *My Language* pages to provide a clear model of what language items are being presented in the comic strip.



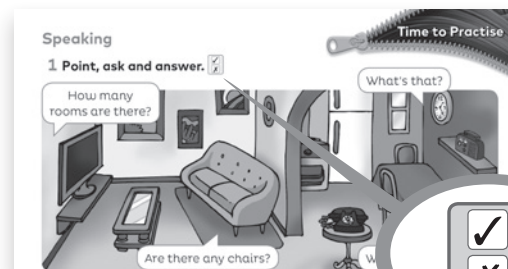
Sounds Fun!

- ◆ This page focuses on developing students' letter-sound correspondence awareness and pronunciation through the use of fun activities, such as songs, rhymes and tongue twisters.



Time to Practise

- ◆ This section offers activities in international certification formats. In addition to providing further language and skills practice, they familiarise students with specific international certification-type activities. Additional guidance about specific strategies for exam preparation are provided in the **Teacher's Guide**.



Sections Specific to Odd Units:

Mindfulness

- ◆ This page aims at helping students to apply mindfulness techniques to their everyday life.



My Skills

- ◆ This section focuses on helping students develop specific strategies related to the four language skills:
 - **Reading** This section dedicates two pages to developing reading strategies to enhance students' reading comprehension of meaningful authentic-like texts. Some of the main strategies that students learn are prediction, skimming and scanning.
 - **Writing** These two pages provide a clear model text for students to analyse and then activities that scaffold the writing process. These include: brainstorming, organising ideas in graphic organisers, and writing and editing drafts.
 - A **Listening** page offers international certification-type listening comprehension activities that expose students to a variety of voices and authentic type recordings with real-life listening tasks.
 - A **Speaking** page provides freer oral activities that aim to develop students' fluency and language competency in real life communicative tasks, where students interact with their classmates in groups, pairs or give individual presentations.

Sections Specific to Even Units:

CLIL (Content and Language Integrated Learning)

These pages connect the topic to other areas of the curriculum and allow students to practise and consolidate English while learning age-appropriate content related to other subjects, such as geography, history, maths, art, etc.



Citizenship

- ◆ This page focuses students' attention on expanding their social awareness and exploring global competencies that promote an active role in their community.



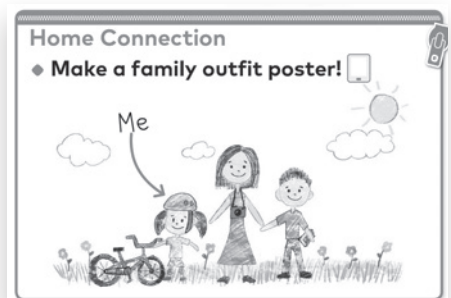
Project

- ◆ Here students will find a collaborative project that will allow them to use the language they acquired throughout the *Topic* in order to complete a final communicative task. Step-by-step instructions include a detachable template at the end of the **Practice Book** to help guide research and organisation.









My Progress

- ◆ These pages provide activities designed to help students evaluate their own progress by reflecting on what they have learned and selecting an emoji that represents their achievements. These activities will help students become more autonomous learners as they begin to take ownership of and responsibility for their learning.
 - This section includes a *Home Connection* activity that invites the whole family to get involved in each student's learning process by developing a project together at home. Detailed steps for these projects are available on the digital platform in English and in the students' native language.



The following icons can be found in the **Student's Book** to indicate different types of activities or additional resources:

-  Recording available online
-  International certification-type activity
-  *Critical Thinking* activity
-  *Stickers* activity (Levels 1 and 2)
-  A reference to the text in the **Reader**
-  Additional interactive activities available online

The **Practice Book** offers students the opportunity to reinforce language objectives and skills development independently or in class. Suggestions for which activities to assign are included at the end of each lesson in the **Teacher's Guide**.

The first five pages of all units offer practice and reinforcement for the *My Words* and *My Language* sections of the **Student's Book**.


There is always a *Good Buddies Quiz* related to the comic strip in each unit.

6 Colour your answer.

Good Buddies Quiz

New Friends

- This is Alex.
- He is in Year 1.
- His favourite colour is red.



Time to Practise

There is also a section called *Time to Practise*. These two pages offer international certification-type activities for students planning to sit international certification exams. The **Teacher's Guide** provides additional support for these activities.

Reading and Writing

1 Read the text. Choose a word from the box. Write the correct word. There is one example.

My Favourite Room

My favourite room in my house is the (0) kitchen.

There is a big (1) _____ with two (2) _____.

Next to the table, there is an (3) _____. There is a (4) _____ on the table. On the wall, there are two (5) _____ and between the pictures, there is a (6) _____.

Word Box: kitchen, table, radio, clock, chairs, armchair, pictures

Sections Specific to Odd Units:


My Skills

This section includes further skills practice over three pages.

Reading

1 Read, look and write the number.

- There are eight rooms in my house. There is a kitchen, a dining room, a living room, a hall, two bedrooms and two bathrooms. There is also a big garden.
- There are six rooms in my house and there isn't a garden. There is a small kitchen, a dining room, a living room, two bedrooms and a bathroom.
- There are seven rooms in my house and there is a garden. There is a big hall, a big kitchen, a dining room, a living room, two bedrooms and a bathroom.



My Space

1 Draw your perfect house.



2 Answer the questions.

- How many rooms are there? _____
- Is there a television in the living room? _____
- Is there a garden? _____
- Are there any stairs? _____
- Are there any pictures in the kitchen? _____

Topic 2 Unit 3 My House

My Space

This page provides activities for students to consolidate and personalise learning.

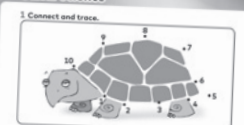
Sections Specific to Even Units:

CLIL

This page provides consolidation activities for the content corresponding to the subject area students work with in their **Student's Book**.

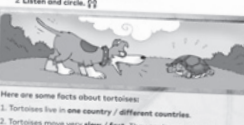
CLIL Science

1 Connect and trace.



Name of the animal: Tortoise

2 Listen and circle.



Here are some facts about tortoises:


- Tortoises live in one country / different countries.
- Tortoises move very slow / fast. They can't run or jump.
- They eat grass and leaves / frogs and worms.
- If there is danger, tortoises put their heads inside their legs / shells.
- Some tortoises are more than 10 / 100 years old!

Citizenship

This page provides activities to support the values of this unit.

We Are the Same and Different

1 Listen and match.



2 Listen again and colour.

3 Draw you and your friend doing your favourite activities in the park.

Me My Friend

My Progress

These two pages provide additional follow-up activities to be done after the self-evaluation section in the **Student's Book**.

My Progress

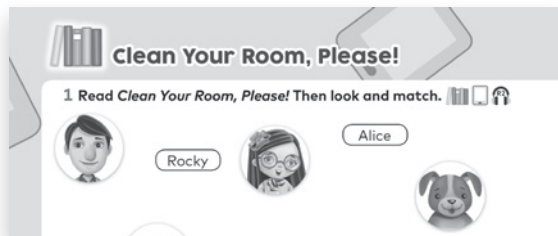
Can you name different toys?

1 Circle the toy words.

train a ball y boat p g bike d oll m p cart w monster y arobot it teddy bear b truck



- ◆ Each *Topic* ends with activities that can be used to further exploit the text in the **Reader**.



- ◆ Detachable templates are located at the end of the **Practice Book** for the development of the project.



Reader

Each level of the series includes a separate **Reader** component. The **Reader** includes four texts, one per *Topic*. (two fiction and two informative texts) These texts aim to provide more extensive reading practice related to the context of each unit, while further exposing students to new language and vocabulary from each topic in meaningful contexts. All reading material has been recorded to facilitate students' understanding.

For the Teacher

The **Teacher's Guide** consists of the following sections that aim at allowing the facilitator to exploit the programme of the series to the fullest.

- ◆ The *Introduction* presents the concepts and methodology that underpin the series. It also explains the structure of the **Student's Book** components and describes the resources found online.
- ◆ The *Scope and Sequence* provides a broad overview of the learning outcomes to be covered in the course.

Each *Topic* begins with a short introduction and ideas on how to introduce the two units. It presents the **Reader** that corresponds to this *Topic* and gives suggestions on how to exploit the vulnerable animal video and the high interest topic-related video.

The **Teacher's Guide** provides complete lesson plans for each class and answers to the activities. Lesson plans include clear *Objectives* so that teachers can focus on students' specific learning outcomes in each class and make reference to any additional materials or course resources teachers will need for the class.

Flashcards

Each level of the series comes with a set of flashcards to aid in the presentation and practice of key vocabulary. References regarding when to use the flashcards and where to find instructions for suggested activities appear at the point of use.



bedroom



First Grade

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Posters and Cutouts

Each level of the series comes with a set of posters (1 per unit) with cutouts. The *Posters* were designed, together with the corresponding activities, to create contexts for first presentation and further practice of new language structures. The *Cutouts* give each poster flexibility, making controlled practice more communicative by adding an element of surprise to each scene. References for when to use the posters and where to find instructions for suggested activities appear at the point of use.



Stages for Each Lesson:

Open the day

The *Open the day* initial stage begins each class with a *Mindfulness* activity that aims at helping students connect with themselves and focus their attention on their learning as well as an activity that either introduces the topic of the class or presents/reviews vocabulary and language.

Open the book!

The *Open the book!* stage offers teaching notes for how to exploit the material on the corresponding page. These notes suggest how to scaffold each activity to support students' learning and how to make the class flow seamlessly. It also suggests how to vary classroom dynamics, such as the way and moment to pair or group students, how to check activities and give support for mixed ability classes. Additional notes have also been provided in separate boxes. *Open Day's Tip* boxes include teaching tips that you will find helpful when dealing with challenging situations or complex language features. They may also provide ideas for ongoing evaluation and marking.

◆ *International Certification* boxes accompany the activities with the corresponding icon in the **Student's Book**. These boxes contain strategies for how students should approach these activities and what you, the teacher, can do to train them.

International Certification: Reading and Writing

In the Reading and Writing sections of the international certifications, students will find a text with blanks to fill in. It is important to teach students to read each sentence and try to imagine what word would best complete it. They should read the words before and after each blank to guide themselves. Then students look at the words with pictures in a box below the text, choose one and copy it in the space. All missing words are singular or plural nouns. There are two extra words that students will not use.

◆ *Language Presentation* boxes offer ideas on how to present new language points through fun activities that might include posters, flashcards, etc.

Language Presentation

Questions with the Verb to Be

In this lesson, students will learn how to form questions using the verb to be. We suggest that you do Poster Activity 1A at this stage to make students feel more confident while doing the activities on this page.

◆ *Skills Strategy* boxes appear on the *My Skills* page and provide the teacher with ideas and suggestions for developing specific subskills for reading, listening, speaking and writing.

Reading Strategy

Identifying People from Personal Pronouns and Possessive Adjectives

Tell students that when they see a personal pronoun in a text, they should ask: *Who is doing the action?* Then they read the sentence before it to find the person that the pronoun represents. Write an example on the board: *This is Kate. She is my friend. Her favorite color is blue. Circle Kate, She and Her.* Then walk around the classroom, point to different students and say: *This is X. He (She) is six. His (Her) favorite color's (green).* Invite some volunteers to give more examples.

◆ *Critical Thinking* questions, marked with a light bulb icon in the **Student's Book**, challenge students to explore further a topic in order to draw their own conclusions after analysing information rationally.

Critical Thinking

Is your family big or small? Is your family important to you?

Close the day

Finally, the *Close the day* stage offers wrap-up activities to sum up the key points of the lesson.

The **Teacher's Guide** includes, at the back of the book, *Audioscripts* for both the **Student's Book** and the **Practice Book** and the *Answer Key* for the **Practice Book**.




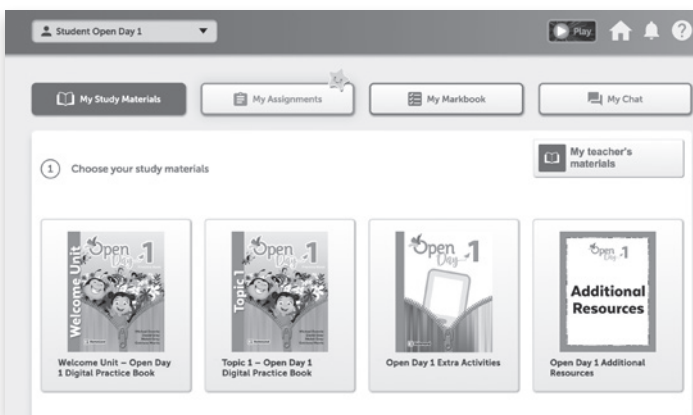
Open Day's Digital Material

Open Day offers both students and teachers a variety of online resources that are easily accessible on our state-of-the-art learning platform. In addition, teachers will be able to track students' performance for all interactive activities and manage the classes. References regarding when to assign or use additional student resources either print or digital can be found at point of use or at the end of each class.

For the Student

Digital Material provides access to all of the course print materials in digital format and is complemented by a robust selection of resources for online use. These include:

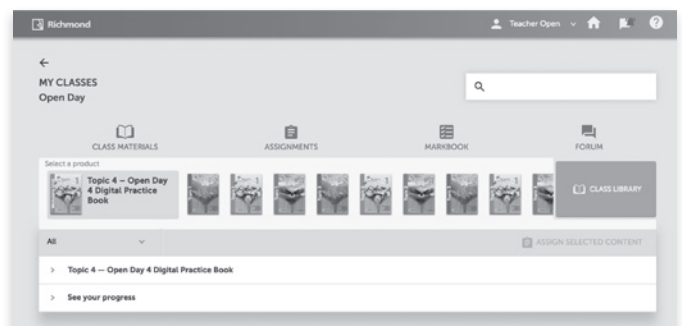
- ◆ all audio recordings for listening activities in both the **Student's Book** and the **Practice Book**.
- ◆ additional practice that supports classroom activities, indicated by a  icon in both the **Student's Book** and **Teacher's Guide**.
- ◆ instructions in English and students' native language for fun *Home Connection* activities at the end of the **Student's Book** that will allow the whole family to join in and explore the topic of each unit together.
- ◆ *Wordlists* of key topic vocabulary listed by unit and colour-coded according to their CEFR level with pronunciation models and examples of usage.
- ◆ the digital version of the **Practice Book (e-Practice Book)** for students to work online.
- ◆ e-book versions of the **Reader** that include animated texts in Levels 1 to 3 and karaoke versions at all levels, where the text is highlighted as it is read to facilitate reading aloud.



For Teachers

Digital Material for teachers also includes digital versions of all print materials and access to all of the student resources. It also provides teachers with a wide range of additional resources that will complement, enrich and support them in their roles as facilitators. These include:

- ◆ digitised **Posters** for projection with the **Cutouts** in a drag-and-drop format for communicative language presentation and practice in class and notes on how to use them in PDF format.
- ◆ digitised **Flashcards** with the word in audio format of key topic vocabulary for projection and pronunciation practice in class and notes on how to use them in PDF format.
- ◆ **Vulnerable Animals Videos**, one per level, offer professionally produced documentaries about each vulnerable animal to foster environmental awareness. Full lesson plans are provided online for you to exploit the resource and guide your students to a project at the end of the lesson.
- ◆ **Topic-Related Videos**, four per level, bring high-interest, real-life videos into the classroom with full lesson plans that will allow you to present each topic and explore it further.
- ◆ **Unit Assessments** are available, in both interactive (online) or downloadable (offline) formats, to facilitate the evaluation process.
- ◆ **Mock Tests** for international certifications are available, four per level, in both interactive (online) or downloadable (offline) formats. These may be used diagnostically after each *Topic* or as practice exams when students present the exams.
- ◆ A **Mapping Guide** elaborating on **Open Day's** correspondence to the Common European Framework of Reference standards is available in PDF format for easy reference.



Language Review

Vocabulary Review

Welcome Unit
Hello!

Greetings

Hello! Hi! What's your name? My name is...
How are you? I'm fine, thanks!
Good morning.

Classroom Instructions

Stand up. / Sit down.
Take out your pencils. / Put away your pencils.
Open your books. / Close your books.
Please.

Asking about Pictures and Instructions

How do you say it?

Plurals

book - books, pen - pens, pencil - pencils, ruler - rulers



School Objects

schoolbag, book, crayon, rubber, pen,
pencil, pencil case, ruler

Language

Vocabulary

Life Skills and
Extra Features

Project

Topic 1 My Friends and Family

Unit 1
My Friends

Questions with the Verb to Be

How old are you? I'm six years old.
Are you seven years old (too)?
Yes, I am. / No, I'm not.

Personal Pronouns

I, he, she, How old is she? She's six.
He isn't seven. What colour is your schoolbag?

Possessive Adjectives

Your, his, her. This is my new friend. His name is...
What's your favourite colour?

Numbers 1-10

Colours

black, blue, brown, green,
orange, red, white, yellow

Mindfulness

Mindful Body

Sounds Fun!

Short vowel /æ/ preceded
or followed by a consonant
Cc, /k/ Hh /h/, Mm /m/, Rr
/r/, Tt /t/
cat, hat, mat, rat

Unit 2
My Family

Verb to Be and Personal Pronouns

We're tall. We aren't old.
They're young.
Are they happy?
Yes, they are. / No, they aren't.
Is he your brother?
Yes, he is. / No, he isn't.

Family Members

(baby) brother, dog, dad, family,
grandma, grandpa, mum, sister

Adjectives

happy, old, sad, short, small,
tall, young

Sounds Fun!

Short vowel /e/ preceded
or followed by a consonant
Bb /b/, Dd /d/, Nn /n/, Pp /p/
bed, red, pen

CLIL

Geography

Citizenship

Classroom Rules

Home Connection

Make a family rainbow

A Bee Name Tag

Topic 2 My Places

Unit 3
My House

There is / there are

How many... are there?

There is a tree house.
There are four rooms. Is there a ladder?
Yes, there is. / No, there isn't. Are there any
stairs? Yes, there are. / No, there aren't.
How many chairs are there? There are six.

Prepositions of Place

in, on, under, behind, in front of, next to, between
Where is the phone? It's under the table.

Asking and Answering Questions

What's that? It's a clock.

Rooms in a House

bathroom, bedroom, dining
room, hall, kitchen, living room

Furniture

armchair, chair, clock, phone,
picture, radio, sofa, table,
television

Mindfulness

Mindful Breathing

Sounds Fun!

Short vowel /i/ preceded
by a consonant Kk /k/, Ss /s/,
Ll /l/, Ww /w/
kid, sit, lip, win

Unit 4
My Bedroom

Present simple with Like

I like dolls. I don't like trains.
Do you like monsters?
Yes, I do. / No, I don't.
He likes robots. She doesn't like trucks.
Does she like teddy bears?
Yes, she does. / No, she doesn't.

Bedroom Furniture

bed, bookcase, desk, door, lamp,
mirror, rug, wall, window

Toys

ball, bike, boat, car, doll, monster,
robot, teddy bear, train, truck

Sounds Fun!

Short vowel /ɒ/ followed or
preceded by a consonant
Gg /g/, Ff /f/, Xx /ks/
fox, Mog

CLIL

Art

Citizenship

Helping at Home

Home Connection

Make a clean room metre

A Paper House

Topic 3 Animal Magic

Unit 5
On the Farm**Can for Ability**

They can fly.
They can't swim.
Can you swim? Yes, I can. / No, I can't.

Present Simple for Facts

Horses eat grass. They don't eat meat.
Do they eat carrots? Yes, they do. / No, they don't.
Do we eat carrots? Yes, we do. / No, we don't.

Farm Animals

chicken, cow, donkey, duck, goat,
horse, rabbit, sheep

Food

apples, bananas, bread, carrots, corn,
lettuce, tomatoes, watermelons
smart, strong, tired

Mindfulness

Mindful Listening

Sounds Fun!

Short vowel /ʌ/ preceded
by the consonant Jj /dʒ/
jump, jug

Unit 6
Backyard Safari**Have Got for Possession**

Have you got any lizards in your backyard?
Yes, I have. / No, I haven't.
Has a snake got any legs?
Yes, it has. / No, it hasn't.

Demonstratives

this, that, these, those
This is a mouse. These are bees.
That is a snake. Those are butterflies.
Are these / those butterflies?
Is this / that a spider?
What is this / that?
What are these / those?

Backyard Animals

bee, bird, butterfly, caterpillar, frog,
ladybug, lizard, spider

Parts of the Body

arm, ear, eye, foot / feet, hair, hand,
head, leg, mouth, nose

Sounds Fun!

Consonants Qq /kw/, Vv
/v/, Yy /j/, Zz /z/ followed or
preceded by vowels
queen, hive, yes, buzz

CLIL

Science

Citizenship

Helping Animals

Home Connection

Make an animal star badge

An Animal Mobile

Topic 4 Time to Have Fun!

Unit 7
Dressing Up**Present Continuous with Wear**

What are you wearing?
I'm wearing a blue hat. I'm not wearing
glasses.
Are you wearing a dress?
Yes, I am. / No, I'm not.
Possessives
Eva's bag. Alex's shirt.

Clothes

blouse, dress, jacket, trousers, shirt,
shorts, skirt, socks, T-shirt

Accessories

baseball cap, boots, belt, glasses,
handbag, hat, scarf, shoes

Mindfulness

Mindful Seeing

Sounds Fun!

Consonant clusters: sh /ʃ/,
ch /tʃ/
shoes, choose

Unit 8
In the Park**Present Continuous**

The boy is riding a bike.
They are playing in the park.
Is she playing on the swing?
Yes, she is. / No, she isn't.
What's he doing?
He's skateboarding.
What are they doing?
They're playing football.

Things and People in the Park

boy / boys, flowers, girl / girls, ice
cream, man / men, playground, slide,
street, sun, swings, tree, woman /
women

Activities in the Park

fish, play football, ride a bike, run,
skateboard, take a photo

Sounds Fun!

Consonant clusters: ng /ŋ/,
nk /ŋk/
sink / sing, wink / wing,
pink / ping

CLIL

Maths

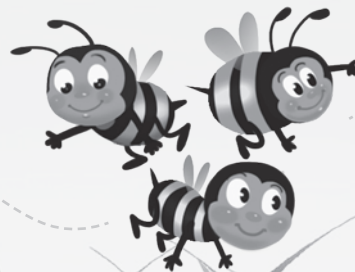
Citizenship

We Are the Same and
Different

Home Connection

Make a family outfit poster

A Board Game



Welcome Unit Hello!

Objective of the day:

1. Present school objects vocabulary.

Materials: *School Objects* Flashcards, Flashcards Activity WA on page XIV.

Open the day

- ◆ "Mindful Movement" practice.

Introduce yourself, and welcome students to the course. Explain to students that, besides learning English, they will do activities to feel calm, and enjoy their experience at school. We suggest you have students show you the index finger of their right hand. Tell them to place it on the outside edge of the thumb of their left hand. Instruct them to breathe in as they slowly move their index fingers up to the top of their thumbs. Tell them to breathe out as they slowly move their index fingers down their thumbs. Have them continue in the same way with the rest of the fingers. Do the same with the right hand.

- ◆ Flashcard Activity WA.

You may want to present School Objects using this activity.

Open the book!

1 Look and stick.

Call students' attention to the scene on page 6. Ask: *What school objects can you see?* Elicit answers. Next, call their attention to the empty spaces. Explain that they will complete them with other school objects. Have them find the stickers. Hold up the Students' Book so that students can see page 6. Point to the word *pen*. Have students repeat as they point to the word, from left to right. Encourage students to find, and point to the corresponding picture on their Stickers page. Ask them to paste the Stickers onto the corresponding outlines. Help students as necessary. Continue in the same way with the rest of the school objects. Finally, call out the school objects again, at random, and ask students to point to the pictures on page 6. You could also help students to read the words after they have identified each school object correctly.

Answer Key

Students paste the pen, book, crayon, pencil, rubber and ruler stickers on the corresponding places.

Close the day

- ◆ Show Your School Objects.

You can make sure that students know most of the school objects they learned in this lesson by asking students to show them to you. Say: *Crayon. Show me your crayon.* Have students hold up their crayons, and say the word aloud. Do the same with the other school objects.



Practice Book: Assign Activities 1 and 2 on page 4 as homework.

Objective of the day:

1. Review school objects vocabulary.

Materials: Welcome Unit Poster with Cutouts, Poster Activity WA on page XIV; realia (a pencil case, rubbers, crayons, pens, pencils, books); *School Objects* Flashcards.

Open the day

- ◆ "Mindful Movement" practice.
- ◆ Poster Activity WA.

Use this activity to review vocabulary.

Open the book!**2 Listen and point.** 

The following activity will help students to consolidate vocabulary in a ludic and meaningful way. Show students a pencil case. Say: *Look, it is a pencil case. A pencil case.* Have students repeat. Then say: *I use it to keep my school objects, like my pens and pencils.* Encourage students to show you their pencil cases. Now, call their attention to the school objects on page 7. Have students call out the objects. At this point, it is acceptable if students say the words in singular form, even if they are more than one, as the purpose of listening to the song is teaching the plural form. Next, explain that they are going to listen to a song about a pencil case and the school objects. We suggest you play Track 1 three times. The first time, you may have students listen, and point to the pictures as they are mentioned in the song. The second time, encourage students to read the lyrics in silence as they listen. They might point to each line, as they move their finger from left to right. The third time, have students clap to the rhythm and sing along.

◆ **Trace and match.**

Invite students to identify the words *rubber, ruler, pencil, pen, book, and crayon* in the song lyrics. Next, help them to notice that there is a letter in grey. Encourage students to identify the letter or help them say that it is the letter *s* and it sounds /s/. Explain that to form the plural we add an *s* at the end of the words. To clarify the concept, you can hold up a pencil and say: *A pencil.* Stress the article

a to convey the idea that this article should be used with words in singular form. Then hold up two or three pencils and say: *Pencils.* Stress the final *s* and have students repeat. You can continue showing other classroom objects, and encourage students to deduce when to say the plural form. Now, have them look at the objects in the picture, and explain that the objects are more than one object so the words should be in the plural form. Ask students to trace over the letter *s* to complete the words in plural. If necessary, demonstrate the activity on the board. Once they have traced the letters, they should match each word with the corresponding picture. Help students as necessary.

Answer Key

Students match the pictures of the rulers, crayons, pens, books and pencils to the corresponding words.

◆ **Listen again and chant.** 

Play Track 1 again. Ask students to listen as they point to the pictures. Play the audio again, and have students sing, stressing the final *s* in the plural forms. You can elicit the words if you show the school objects, and have students say the corresponding words. Finally, remind students to visit the online platform for more practice at home.

Close the day◆ **Play Stop!**

Show the *School Objects* Flashcards. Call out an object as you show the flashcards one by one. Encourage students to say *Stop!* when the flashcard of that object is shown. To make it more challenging, you can change the flashcards as quickly as possible.

  Practice Book: Assign Activities 3 and 4 on page 5 as homework.

Objectives of the day:

1. Read and listen to a comic strip about school.
2. Learn greetings and how to introduce oneself.

Materials: Welcome Unit Poster, Poster Activities WA and WB on page XIV; *School Objects* Flashcards.

Open the day

- ◆ "Mindful Movement" practice.
- ◆ Sing and Move.

Play Track 1 and have students sing the song again. This time, assign a movement to each vocabulary word, and ask students to do it when the words are mentioned in the song.

Language Presentation

Greetings

In this lesson, students will learn greetings, and how to introduce themselves. We suggest that you do Poster Activities WA and WB at this stage to make students feel more confident while doing the activities on this page.

Open the book!

1 Listen and follow.

Point to the comic strip in your book. Explain to students that in Open Day they will read fun stories, like the one on pages 8 and 9. Next, ask students to look at the pictures. Explain that the characters are honeybees. Say that they are at school. Encourage students to identify and point to the teacher. Explain that they are going to read about the honeybees and their first day at school. Next, play Track 2 and have students follow the text with their fingers. Play the first part of the audio again, and ask students to find, and point to, Dan and Becky. Play the second part of the audio, and tell students to follow the instructions the teacher gives. Finally, you can either play Track 2 again or help students to read aloud as a class using different voices for different characters.

◆ Read, look and match.

Call students' attention to the pictures. Encourage students to identify Dan, Becky and the teacher. Explain that they are going to read what these characters said in the story.

Help them read the first greeting. (Hi) Encourage students to go back to the story in Activity 1, and find who said that in the comic strip. (Dan) Then ask them to draw a line to match the greeting with the picture of Dan. Continue in the same way with Becky and the teacher. Remind students to refer to the comic strip. Help students when needed. Finally, explain to students that they can say both *Hi* and *Hello* when they greet a friend.

Answer Key

1. Hello.; 2. Good morning.; 3. Hi.

2 Look and trace.

Ask students to identify the teacher and Becky again. Now, help them to read the question and the answer. Ask students to find a similar question and answer in the comic strip. Have students underline them. Then ask the question to different students, and encourage them to answer. Explain that you ask that question when you want to know someone's name. Now, encourage students to trace over the question and answer. Encourage them to say the question, and the answer aloud as they trace over them. You may also want to practise the intonation in the question (falling intonation) and the answer (rising intonation) by having students read the comic strip aloud again.

Answer Key

Students trace: What's your name? My name's.

Open Day Tip Classroom Management

Explain to students that it is important to listen to instructions carefully in order to maintain an organised classroom and learn easily. You can make them create a poster or flashcards illustrating the most common classroom instructions. Point to the images every time you give an instruction. This way, the message will be clear and more meaningful for students.

Close the day

- ◆ Greeting Activity.

Encourage students to go around the class saying *Hello*, *Hi*, *Good morning*, *What's your name?* and *My name is...* Allow several minutes for students to interact. Encourage students to practise intonation.

  Practice Book: Assign Activity 1 on page 6 as homework.

Objective of the day:

1. Review greetings and how to introduce oneself.

Materials: Welcome Unit Poster with Cutouts, Poster Activity WB on page XIV; paper (1 sheet per student), markers.

Open the day

- ◆ "Mindful Movement" practice.
- ◆ Poster Activity WB.

Open the book!**3 Number the dialogue. Then practise with a classmate.**

Read the comic strip or play Track 2 again for students to recall the story. Then ask them to identify the honeybees. Say: *Point to Becky. Point to Dan.* Draw students' attention to the sample sentence and question. (Hello. What's your name?) Explain that there is a number 1 in the space because it shows that Becky started the conversation by saying *Hello* and asking for Dan's name. Explain to students that people also say *Hello* when they meet for the first time. Then have students find the answer to the question, and write number 2 in the space provided. Help them to read the speech bubbles, and decide which could be number 2. If necessary, have students refer to the comic strip to find the answer. Continue in the same way with the remaining speech bubbles. Next, have two volunteers read aloud the dialogue in order. Now encourage students to work in pairs, and practise the dialogue. Help students as necessary. Finally, have students practise the dialogue again, but this time encourage them to use their own information.

Answer Key

2. My name's Dan.;
3. How are you?;
4. I'm fine, thanks.

**Play a Greetings Game!**

Explain to students that they are now going to play a game. Tell them that you are going to ask a question aloud for them to answer. Ask: *How are you?* The class should answer: *I'm fine, thanks.* If you ask: *What's your name?* Students should answer: *My name is* (student's name). Then explain that you are going to repeat the game, but this time you will say the answer, and they should ask the question. If you say: *My name is* (Tina), students should ask: *What's your name?* Encourage students to answer quickly to make the game more challenging. Once students are familiar with the activity have them play in pairs. Help students if necessary.

Answer Key

Answers will vary.

Close the day

- ◆ Introduce Yourself.

Distribute sheets of paper and markers. Ask students to draw themselves. When they finish, ask them to write *My name is* (Mike). If necessary, write the sentence on the board so that students can copy it. Then display the drawings on the classroom walls. Ask a volunteer to point to their drawing and read aloud *My name is...* to the rest of the class. Have the rest of the class ask: *How are you?* Then have the volunteer answer. Continue in the same way with the rest of the students. If you have a large class, you can have them work in teams of four.



Practice Book: Assign Activity 2 on page 6 as homework.

Objective of the day:

1. Learn and understand classroom instructions.

Materials: Welcome Unit Poster with Cutouts, Poster Activity WA on page XIV.

Open the day

- ◆ "Mindful Movement" practice.
- ◆ Poster Activity WA.

Open the book!

4 Read, look and tick (✓) the correct box.

Point to the pictures and say: *Look, it's Becky, Dan and their friends. Where are they?* Elicit answers. Explain that they are following classroom instructions, like the ones that they practised at the beginning of the class. Point to the first picture, and encourage students to identify the action. (sit down) Then read aloud the two sentences below the picture. Encourage students to do the same as they point to each word. Have them identify the one that correctly describes what the honeybees are doing, and draw a tick in the box provided, next to the corresponding instruction. Continue in the same way with the rest of the pictures and sentences. Help students as necessary.

Answer Key

Sit down.; Put away your pencils.; Open your books.

◆ Listen, say and act.

Tell students that they will now do the actions shown in the pictures in Activity 4. Explain that they should listen to the teacher, repeat, and then act out the instruction. We suggest that they listen to the audio twice. The first time play Track 3 and pause it after the first instruction. Have students point to the corresponding picture in Activity 4, and say the instruction aloud. Continue in the same way with the rest of the pictures. Play the audio a second time, and pause it after the first instruction. Then have students act out the instruction. Continue in the same way with the rest of the instructions.

5 Listen, point and say.

Explain to students that they are going to listen to a question about the instructions in the pictures. Play Track 4 and pause it after Question 1. Have students point to the corresponding picture as they answer. Tell them that they will check their answer by listening to the rest of the audio. Play the answer to Question 1, and ask students to say the instruction aloud. Continue in the same way with the rest of the pictures. Next, point to the pictures at random, and ask: *How do you say it?* Have students answer. Finally, remind students to visit the online platform for more practice at home.

◆ Point, ask and answer.

Have students work in pairs. Explain that they should ask, and answer about the pictures in Activity 5. Tell students that they should choose a picture, at random, and point to it. Then they should ask their classmate: *How do you say it?* and their classmate should say the instruction. If necessary, model the activity with a volunteer. Help students as necessary.

Answer Key

Answers will vary.

Close the day

◆ Play Yes / No:

Call students' attention to the pictures in Activity 5. Point to each of the pictures at random. Call out the instructions, sometimes saying the correct instruction, and sometimes the incorrect one. If the instruction is correct, students should say Yes. If it is incorrect, they should say No.



Practice Book: Assign Activities 3 and 4 on page 7 as homework.

Objective of the day:

1. Learn the alphabet.

Materials: *Letters* Flashcards, Flashcard Activity 1F on page XV.

Open the day

- ◆ "Mindful Movement" practice.
- ◆ Alphabet Presentation.

Present the alphabet using the *Letters* Flashcards. Show students the side with the capital letters first. Hold them up, one by one. Call out the name of each letter, and have students repeat. Do the same with the small letters.

Open the book!**Listening Strategy****Using Songs to Facilitate Learning**

The rhymes, rhythm, and reiterative sentences usually found in songs can be a very useful aid for learners to memorise patterns or sequences. Thus, it is a good idea to promote students' learning by having them sing songs or say rhymes. This will be a fun and age-appropriate tool to keep students engaged and to help them to remember.

1 Read and colour the letters.

Tell students that they are going to continue working with the alphabet. Have them identify the letters. Then explain to students that the text on the page is the lyrics of the alphabet song. Help them to read the lyrics. Then ask them to colour the letters as they wish. Encourage students to say the name of each letter as they colour it. Help students as necessary. You could also have them say which letters are in their names.

Answer Key

Answers will vary.

2 Listen and sing.  

Place the *Letters* Flashcards on the board in order. Then tell students that they are now going to listen to the Alphabet song in Activity 1. Play Track 5 once, and have students listen as they point to the sentence and letters. Have them listen a second time, as you point to the flashcards on the board when they are mentioned in the song. Play the audio again and have students sing along. Finally, remind students to visit the online platform for more practice at home.

Close the day

You can do either of the two activities below to close your class:

- ◆ Flashcards Activity 1F.
- ◆ **Play Missing Letter:**

Put a set of three *Letters* Flashcards on the board. Ask students to observe them for 30 seconds. Then ask them to close their eyes and remove one flashcard. Encourage students to say which letter is missing. You could repeat the activity three or four times, and add another flashcard to make the game more challenging.

Topic 1

My Friends and Family

Objectives of the day:

1. Learn a mindful practice to help focus attention.
2. Get acquainted with concepts of Topic 1: family and friends.
3. Discover information from the illustration.

Materials: a bell; photos or illustrations of famous friends characters (Lilo and Stitch, Winnie the Pooh and Christopher Robin, Shrek and Donkey, the Big Friendly Giant and Sophie).

Open the day


"Buzzing Bees"

Your six-year-old students have just begun their primary school education and are probably feeling a little anxious about their new routines and new friends. Even you are new to them! So, before we go deeper into the topic, we suggest that you do a mindfulness activity with your students. The "Buzzing Bees" mindfulness practice relaxes your students so that they are ready to learn. It is also related to this level's character, the bees! We suggest that you do this activity to start your class every day while you are working on Unit 1.

Ring the bell and tell students to sit up straight. Once they are ready, ask them to close their eyes. Students should inhale deeply through their noses and then exhale through their sealed lips making the "bzzz" sound. Just like bees. Students should buzz three times and then put their hands on their ears. Inhale and exhale with a buzz sound three more times. Don't let them do it more than three times at a time as they may feel dizzy. Ring the bell to finish the practice.

Open the book!

Read the title of the topic and ask students whether they recognise any of the words. Since *family* is a cognate, they should be able to understand it. To present *friends*, write the word on the board or show students photos of famous friends. Then ask some volunteers to say who their best friends are, what their names are and why they like them. If there are some best friends in the class, encourage them to stand up and give each other a hug. Next, students should pair up and look at the big picture. You can guide them with questions: *Can you point to the boys in the picture? What about the girls? Are they happy or sad? (Mime happy or sad if necessary.) What day is it? (first day of school)*



Topic 1
My Friends and Family




Unit 1 My Friends

Numbers 1–10

- Look at the picture. Circle two numbers in the big picture.
- Write them below.

+ = 9

Colours

- Circle three  things in the big picture.
- Circle four  things in the big picture.
- Circle two  things in the big picture.

12

Topic 1 Unit 1 My Friends

Unit 1 My Friends

Numbers 1–10

Point to the Unit 1 *My Friends* heading on page 12. Don't forget that Topic 1 is divided into two units. In Unit 1, students will learn a lot more about being friends. Write the word *Friends* on the board and circle the letter *F*. Elicit the name of the letter. Then ask volunteers to come to the board and circle letters that you name in random order. Make a circle in the air to make sure that students understand the instruction. Then write some numbers on the board and say: *These are numbers*. Some volunteers can come to the board to write a number. Once these concepts are clear, students find the numbers in the big picture and write them in the boxes. They don't need to know the names of the numbers at this stage, but you can say: *Two plus seven equals nine. Seven plus two equals nine. What can you see?* (The result doesn't depend on the order of numbers.)

Colours

Point out the three splashes of colour. Ask students to point to the one they like best. Then explain that there are three yellow things, four red things and two blue things in the big picture. Show the quantities using your fingers or by writing the numbers on the board. Students should circle the corresponding objects in the picture.

Unit 2 My Family

Family Members

◆ Circle the family members in the big picture.

Adjectives

◆ Circle a tall person in the big picture.

Topic 1 Unit 2 My Family 13

Unit 2 My Family

Family Members

Ask students who their family members are. Maybe there are siblings in the class or at school. Elicit their names. Then point to the small picture of the family and invite students to circle the same people in the big picture. Ask what other family they can see on page 13. (the Bee family) Explain to students that in Unit 2 of Topic 1 they will be learning about different types of families.

Adjectives

Point to different people in the big picture and ask: *Are they the same or different?* Maybe you can give examples of famous characters that look the same, such as *the Minions*. Do the same for someone very different, such as *Forky* and *Woody*. Next, explain that adjectives are words that describe people and things. Mime *tall, short, big, small* for students to understand the concept. Then point to the picture of the girl and read what she says. Name some tall people in the school that students know. Then ask them to circle a tall person in the big picture. (the father)



Point to the Reader icon on page 12 and have students find it in their books. Elicit what this might refer to. Once several volunteers shared their guesses, explain that each topic in their book will be accompanied by a story related to the topic. Open the Reader to page 5. Read the title of the first story, the names of the authors and the illustrator. Ask students whether they like the illustration and why. There might be some words that they can name in English by now: *hat, ball, boy*, etc. Finally, elicit some predictions about what students think might happen in the story.

Close the day

- ◆ Point to the pictures of the families on page 13. Then have students draw their family in their notebooks. It is important to remember that not all students draw well. If they don't feel comfortable drawing their families, they can use their imagination to present their family member(s) using symbols or words, for example, by decorating the first letter of their mother's name.

Go to video "Honeybees."

For Unit 2, there is an accompanying video on the platform, called "Nadiya's Family" and is related to the topic of families from around the world. We suggest that you go online to get acquainted with the proposed activities so that you are able to exploit all the aspects of the video.

Unit 1 My Friends

Objectives of the day:

1. Learn to count from one to ten.
2. Recognise the written form of numbers from one to ten.

Materials: a bell; *Numbers 1-10* Flashcards, Flashcard Activities 1A and 1B on page XIV.

Open the day

- ◆ "Buzzing Bees" practice.
- ◆ Flashcard Activity 1A.

You may want to present the numbers one to ten using this activity. However, you can present the numbers using Activity 1 in the book and do the flashcard activity to review them at the beginning of the next class.

Open the book!

1 Count and stick.

Ask students to stand up and raise their hands. Wiggle your fingers and have students do the same. Then stand on your toes and wiggle your fingers higher up. Students should follow you. Say: *Wiggle five fingers.* Model this for the students to do the same. Repeat for other numbers from one to ten. Then point to the picture and ask: *Where are they? How many boys can you see? How many girls? How many red pegs?* Students may show each number with their fingers if still not confident about saying them out loud. Then have students look at the numbers and find which ones are missing. (1, 3, 6, 9) Have them find the correct stickers and paste the correct number in each space.

Answer Key

Students paste the number 1, 3, 6 and 9 stickers on the corresponding places.

◆ Listen, point and say the numbers.

You may want to do this activity several times, but we suggest that students only listen when you play



Track 6 for the first time. The second time they can listen and point. Finally, they can listen, point and say the numbers.

2 Listen and sing.

Point to the girl and ask what she is doing. (She's counting with her fingers.) Students stand up and count from one to ten showing the correct number of fingers. Then play Track 7. Students listen and follow the lyrics in their books. Play the audio again. Students show the right number of fingers every time a number is mentioned in the song. Finally, play the audio one more time and invite the whole class to sing.

Close the day

- ◆ Flashcard Activity 1B.

  Practice Book: Assign Activity 1 on page 8 as homework.

Go to video "Honeybees."

On the platform, you will find a video along with activities and projects related to this level's animal characters (the honeybee). It is important to begin raising students' awareness of this species. You might want to take a few minutes to show the opening of the video and then elicit from students what they know about honeybees. They can do the "Before Watching" activity online now. If possible, ask students to talk to their family members about the importance of honeybees for the planet. They can draw pictures of the insects and bring them to the classroom next class. They can be part of the classroom decoration if permitted. Finally, to review numbers, ask: *How many different families of bees are there? (7) How many types of bees are there in each colony? (3 – queen bee, drones and worker bees) How many different reasons are there for the extinction of bees? (3 – pesticides, loss of habitat and climate change).* This might also be a good time to introduce one of the projects available for them.

If you are interested in learning more about honeybees, we recommend these two links:

<https://www.honeybeesuite.com/the-seven-families-of-bees/>

http://beegone.eu/bee_types_and_life_cycle/

Objectives of the day:

1. Learn the colours: *red, yellow, orange, brown, green, white, blue, black.*
2. Ask and answer the question: *What colour is...? It's...*
3. Talk about your experiences related to the topic.

Materials: a bell; colour cards that you have prepared (see page XIV), Flashcard Activities 1C and 1D on page XIV, crayons, coloured pencils or markers (3 or 4 of each colour), poster paper (8 sheets).

Open the day

- ◆ "Buzzing Bees" practice.
- ◆ Chant *Hello, hello* (to the tune of *twinkle, little star*):
Hello, hello, / How are you? /
I'm fine, thank you. / What about you?

Sing the chant and point to a student when you sing the last line. They say: *I'm fine, thank you.* Repeat several times with other students. Sing the chant as a class:
<https://www.youtube.com/watch?v=OZuA3bDwGrs>

- ◆ Flashcard Activity 1C.

You may present the vocabulary using this activity and the colours cards that you have prepared. However, you can do this using Activity 3 in the book and do the flashcard activity at the end of the class.

Open the book!

3 Colour and match.

For this activity, students should have a coloured pencil of each of the new colours ready to paint the remaining letters in each word with the same colour. Once they have coloured in the words, they should match each word with the corresponding schoolbag.

Answer Key

Students match the colours to the corresponding schoolbags.

- ◆ **Listen and point.**  

Read the colour words and point to each of them. Then play Track 8 and invite students to listen and point. Stop the audio after each word for students to point to it. Repeat twice more. Finally, ask students to visit the online platform for more practice at home.

My Space 

◆ **Colour the schoolbag.**

Have students work in pairs for this activity. Each student paints in the schoolbag using at least one of the colours that they have just learned. Give fast finishers the option to use more than one colour to keep them engaged in the activity.

Answer Key

Answers will vary.

◆ **Ask and answer.**

Read the dialogue pretending that you are two different people. Point to some school objects asking the question and have students repeat: *What colour is the pencil?*, etc. Then have students form pairs and practise reading the dialogue. Then invite them to say the dialogue replacing *blue* with the colour they used to colour in the schoolbag in the picture.



Answer Key

Answers will vary.

Close the day

You can do either of the two activities below to close your class:

- ◆ Divide students into three teams and locate them at the back of the classroom with their school objects at hand. Each group chooses a runner. Stand as far as possible from them and say: *Bring me something...* and choose one of the colours they learned today. Each team provides their runner with a school object that matches that colour. The first runner to get to your place wins one point. The team with the most points, wins.
- ◆ If you did Flashcard Activity 1C with students, you may now do Flashcard Activity 1D. Otherwise, use Flashcard Activity 1C as a review.

  Practice Book: Assign Activity 2 on page 9 as homework.

Open Day Tip Classroom Management

Make sure that any activity that implies students moving around is safe. Students should clear the space around their desks so that there is nothing on the floor that could cause a student to trip. If there is not enough space in the classroom, you can do the activities that involve movement in the school yard.

Objectives of the day:

1. Review the greetings: *How are you? What's your name? My name's...*
2. Read and listen to a comic strip about the first day of school.
3. Learn to ask and answer the question: *How old are you? I'm...*

Materials: a bell; *Numbers 1–10* Flashcards, colour cards, drawings from Flashcard Activity 1C, Flashcard Activity 1D on page XIV.

Open the day

- ◆ "Buzzing Bees" practice.
- ◆ Flashcard Activity 1D.

Open the book!

1 Listen and follow.

Point to the comic strip in your book and ask students to look at the pictures in silence. After one minute, tell them to cover the pictures with their notebooks or close their books. Ask some questions about the pictures: *Where are the students at the beginning? Where are they later? How many boys and girls are there? How many times does the bee appear in the comic strip?* Write some answers on the board. Have students look at the story again to check whether they remembered correctly or not. Next, play Track 9 and have students follow the text with their fingers. Play the first part again and ask students to find and circle a colour word and a number word. (six, red) Play the second part of the audio and tell students to find and circle two number words and a colour word. (six, seven, green) Finally, you can either play the audio again or read the text using different voices for different characters. Ask students how many people are talking in the comic strip and what their names are. (the teacher, Kim, Tom, Alex, Eva)

◆ Read and circle.

Read the three sentences one by one and have students repeat after you chorally. Then students find and point to the same sentences in the comic strip and check who is saying each one and circle the correct names.

Answer Key

1. Kim; 2. Alex; 3. Alex

◆ Trace, read and complete.

Ask some volunteers how old they are. Emphasise the intonation of the question. If some of your students are six and some seven years old, you can place the *Numbers 1–10* Flashcards six and seven on the board and ask volunteers to answer your question by touching the correct number. As an alternative, you can ask them to answer by showing the right number of fingers or jumping in place the right number of times. Explain to students that to answer the question using a complete sentence, they should use the verb *to be*: *I'm (six)*. Have a volunteer answer using a complete sentence and the rest of the class echos their answer. After that, students trace the words in their books. Students should practise reading the question and the answer according to their age in pairs. Finally, students complete the sentence.

Answer Key

Students trace: are you? I'm_____. And they write their age.

◆ Listen and say.

Play Track 10 for students to listen to short dialogues. Play the audio again. Stop after each question and have a volunteer answer it. Play the audio again to check the answer. Repeat for students to say the question for each answer they hear.

Close the day

◆ Play I Spy:

Explain to students that you will think of one of the objects in the comic strip and tell them only its colour using a rhyme: *I spy with my little eye... something green!* Students should guess what object you have in mind. They can name the object or point to it.



Practice Book: Assign Activities 1 and 2 on page 10 as homework.

Objectives of the day:

1. Learn to ask questions with the verb *to be* to find out information: *Are you six? Are you in Year 2?*
2. Learn to give information about yourself: *I'm six years old. I'm not in Year 2. My favourite colour is green.*

Materials: a bell; Poster 1 with Cutouts, Poster Activity 1A on page XXI.

Open the day

- ◆ "Buzzing Bees" practice.
- ◆ Chant *Hello, hello.* (See previous lesson.)

Language Presentation**Questions with the Verb to Be**

In this lesson, students will learn how to form questions using the verb *to be*. We suggest that you do Poster Activity 1A at this stage to make students feel more confident while doing the activities on this page.

Open the book!**2 Read and match.**

Read the comic strip or play Track 9 again for students to recall the story. Then ask them to find Kim and say how old she is. Read the questions and have students echo. Have students circle the verb *Are* at the beginning of each question. Read the answers and have students repeat them chorally. Finally, ask students to match the questions with the answers.

Answer Key

1. Yes, I am.; 2. No, I'm not.

3 Choose a star. Then ask and answer.

Students should work in pairs for this activity. Each student picks a star and pretends to be this person. Read the model dialogues, one question and answer at a time, and have students echo. Model

the dialogue with a volunteer. Next, have students practise their dialogues. Once students have finished practising, have some volunteers say the dialogue to the class. Applaud their performance.

Answer Key

Answers will vary.

Close the day

You can do either of the two activities below to close your class:

- ◆ Place cutouts of two students on the board, write their names, age and year. Point and model: *Hello (Claire). How old are you? You can reply pretending to be Claire or ask a volunteer to answer using the information on the board. Ask: Are you in Year (1)? Elicit the answer.*
- ◆ Invite students to come to the board and pick a schoolbag cutout for each of the cutouts of the students. Write on the board: *My favourite colour is...* Model the presentation of each *student: Hello, my name's (Claire). I'm (six). I'm in Year 1. My favourite colour is (green).* Have students echo each sentence. Finally, have volunteers pretend to be the students in the cutouts and present themselves following the model. You can guide them by prompting the first word in each sentence.



Practice Book: Assign Activities 3 and 4 on page 11 as homework.

Objectives of the day:

1. Learn when to use possessive adjectives *his / her*.
2. Learn to give information about others: *She (He)'s six years old. She (He) isn't in Year 2. Her (His) favourite colour is green.*

Materials: a bell; Poster 1 with Cutouts, Poster Activity 1B on page XXI.

Open the day

- ◆ "Buzzing Bees" practice.
- ◆ Chant *Hello, hello.*

Open the book!

4 Listen and number the pictures.

Point to the two pictures in the book and ask: *What is the same and what is different in each picture?*

(Same: place, mum, Kim; Different: Eva, Alex)

Students can go back to the comic strip on pages 16 and 17 if they are not sure about the names of the kids. Then play Track 11 once. Students just listen for the names of people mentioned in the dialogues. Ask: *Who is mentioned in Dialogue 1?* (Eva) Students write 1 in the box in the picture with Eva. They write 2 in the other picture. Finally, play the audio once more, pausing after each sentence for students to echo.

Answer Key

2, 1

◆ Read and trace.

Read the text in the bubbles for students to repeat chorally. Ask whether they recognise the sentences that Kim was saying in the audio. Point to the words *His* and *Her* and elicit what they may refer to. Accept all answers. After that, have students trace the possessive adjectives.

Answer Key

Students trace: **1.** Her; **2.** His

Language Presentation

Possessive Adjectives

Now that students have seen the context for the use of the possessive adjectives *his / her*, use Poster Activity 1B to present these words formally. Then go back to the sentences Kim says in Activity 4 and ask volunteers why each possessive adjective is used.

5 Read and circle.

Read the first sentence and ask a volunteer which option they would choose to complete it. (is) Read the next sentence and ask what the correct option is and why. (*Her* because Kim is talking about Eva, a girl.) Then allow a few minutes for students to read and circle the remaining option individually. Finally, invite two volunteers to read the complete dialogue for the class.

Answer Key

1. is; **2.** Her; **3.** She

6 Draw and introduce a friend.

Have students point to the drawing and guide them in describing it: *Is your friend a boy or a girl? What's his / her favourite colour?* Then read the text in the speech bubble. Explain this is how you present a friend to someone, such as your mum, dad or a teacher. Read each sentence again and have students repeat after you. Ask what else students have found out about the girl. (Her name's Anna. Her favourite colour is orange.) Allow five minutes for students to draw a picture of their friend in the box. Then call on a couple of volunteers to present their friends to the class. Finally, remind students to visit the online platform for more practice at home.

Answer Key

Answers will vary.

Close the day

You can do either of the two activities below to close your class:

- ◆ Go online and have students do Activity 4. If it is not possible to do it in the classroom, assign the activity for homework.
- ◆ Walk around the classroom and point to different school objects on students' desks. Pick one up and ask: *Whose (pencil) is it?* Students should point at the owner of the school object and say: *It's (her / his) (pencil).*



 Practice Book: Assign Activities 5 and 6 on page 12 as homework.

Objectives of the day:

1. Understand and follow spoken instructions.
2. Listen for specific information.
3. Review the names of classroom objects.
4. Listen for specific information about others.

Materials: a bell; *School Objects* and *Letters* Flashcards, Flashcard Activity 1E on page XIV; music.

Open the day

- ◆ "Buzzing Bees" practice.
- ◆ Flashcard Activity 1E.
- ◆ Explain to students that, in this section of the book, all the activities will be geared towards students' preparation for international certifications. Point to the symbol next to each instruction for students to always recognise this type of activity. Finally, tell students that only these activities will have an example marked with number 0.

Open the book!**Speaking****International Certification: Speaking**

The Speaking part of the international certifications can be more stressful for students than the remaining parts of the assessments. It is important to tell students to stay calm (through mindful breathing techniques), to listen carefully to the examiner and to pay attention to the objects that the examiner names at the end of the question, no matter whether the question starts with *Which is* or *Where is*. Then they find the object in the picture and point to it.

1 Look at the picture. Point and ask. 

Since this is the first time students are doing an activity with the international certification format, we suggest that you guide them through it. Students should look at the picture and identify all the classroom objects in silence. First, say: *Look*

at this. Here's a classroom desk. Where are the schoolbags? (Students point to numbers 1, 2 and 3.) Where is the book? (Students point to number 7.) Keep going until they've identified all of the objects. Then say: Now, what is it? Elicit an answer: A schoolbag. Ask: What colour is it? Elicit the colour: Green. Continue in the same way with the remaining objects.

Listening**International Certification: Listening**

Tell students that in this type of activity it is common to hear the spelling of some names. If your students are having problems with spelling, use *Letters* Flashcards to practise spelling their own names. Play the audio again so that they can notice how this strategy is applied.

2 Listen and match.  

In this activity, students are expected to listen for specific information. In this case, they will only need to listen for the answers to the questions, so it is important they understand all of the questions. Read the questions aloud one by one and mime their meaning. Tell students that one example is done for them, and point to Question 0. Play Track 12. Students listen more than once and have students match the questions with the answers. To check the answers, invite volunteers to read the questions for the class to answer chorally.

Answer Key

1. 2; 2. Green; 3. Six; 4. Red

Close the day◆ **Play Word Freeze:**

Name a category of words students have seen so far, for example *colours*. Play music for students to start dancing. Call out words from that category and others. (numbers, classroom objects) Students should freeze when they hear a colour word, but keep dancing for any other word. If they do not freeze, they are out, and have to sit down. The last student standing wins.

Objective of the day:

1. Become aware of your body to focus and pay attention.

Materials: a bell, a rattle, a drum.

Open the day

- ◆ "Buzzing Bees" practice.

- ◆ "Mindful Body 1" practice.

Guide students to move different body parts for five seconds each: *Shake your head! Wave your hands! Wiggle your fingers! Move your shoulders up and down.* Be a model, so that students know which part of the body to move and how. Say: *Now we will put our mindful bodies on. Follow me. Ground your feet to the floor. Imagine that you have glue on your shoes and you can't move your feet. Shake your knees, but keep your feet grounded to the floor! Now, raise your arms high to the sky and shake them! Are your feet well grounded to the floor? Move your shoulders up and down! Observe your feet. Are they still grounded? Now shake the middle part of your body! Keep your feet grounded! Shake your whole body! And stop!* Then say and model slowly: *Ground your feet to the floor. Put your back straight like a tree. Put your hands on your lap and try to reach the sky with your head. This is your mindful body, a body ready to pay attention.*

Open the book!

Mindful Body

1 Listen and point.

Point to the picture of the girl and say: *She has her mindful body on. Can you sit like her?* Students should go back to sitting in the position of the mindful body. Read the indications around the picture and mime them for students to check their position. Then play Track 13. Students listen and point to the phrases. Finally, ring the bell and have students imagine themselves sitting on the chair. Give one indication at a time for students to adjust that part of their body. Then have students close their eyes. Play the audio again. They listen in silence and adjust each part of the body that is being mentioned. Ring the bell to end the activity.

2 Look and colour the mindful position.

Students observe both pictures for a couple of minutes. Ask students to say what is similar and what is different. You can have them get into strange or uncomfortable postures on purpose for a few seconds to notice how they feel. Then ask them to get back into their mindful bodies and notice how that feels. Finally, have students identify the picture where the boy and the dog are sitting in the mindful position and colour it.

Answer Key

2

3 Sit in the mindful position. Circle how you feel.

Ring the bell. Invite students to put their mindful bodies on and close their eyes. Do the "Buzzing Bees" breathing with them. Ring the bell and have students open their eyes. Allow a few moments for them to think how they feel when they sit in their mindful position. Say: *Is it comfortable? Does it help you to breathe?* After a moment of reflection, students circle the face that best describes how they felt.

Answer Key

Answers will vary.

Close the day

◆ Play Sound Freeze:

Play the drum or use your desk or table to make a slow and rhythmic sound. Say: *When you hear this sound, you will shake your whole body slowly. Freeze when the sound stops.* Play the drum and model the movement for 15 seconds. Bring out the rattle and say: *When you hear this sound, you will move your shoulders up and down. Freeze when the sound stops!* Shake the rattle and model the movement for 15 seconds. Shake the rattle faster and say: *Now put your arms up and wiggle your fingers. Freeze when the sound stops!* and model the movement for 15 seconds. Now tell students that they have to pay attention to sounds and do the right body movements: Slow rattle, fast rattle, drum, drum, fast rattle, slow rattle. Do this for one minute. If students get the movements wrong, model and repeat.

Objectives of the day:

1. Learn to produce the short /æ/ in consonant-vowel-consonant (CVC) patterns (c /k/, h /h/, m /m/, r /r/, t /t/).
2. Review the alphabet.

Materials: a bell; *Letters* Flashcards, Flashcard Activities 1F and 1G on page XV. You can use the IPA Pronunciation Guide in the Audioscript Section and the online platform as a guide.

Open the day

- ◆ "Buzzing Bees" practice.

Make sure that all students get into their mindful body position before doing the breathing practice.

- ◆ Flashcard Activity 1F.

Open the book!

1 Colour the letters.

Display flashcards *Hh, Mm, Rr, Cc, Tt* on the board. Point to letter *h* on the board and say: *Small h*. Point to *H* and say: *Capital H*. Have students point to each letter in their books. Say how the letter sounds and have students echo. Repeat for the other letters. Finally, students colour the letters.

Answer Key

Answers will vary.

- ◆ **Listen, point and follow the lines.** 

Play Track 14 once and ask students to identify the beginning sounds by pointing to the correct consonants in the book or on the board. Then play the audio again and ask students to follow the arrows from *c* to *a* to *t*. Continue for the remaining words. Then play the audio for the third time, stop it after each word, and have students echo. Finally, say a word and have students point to the correct picture.

2 Trace and read.

Have students point to the cat, the mat, the hat and the rat in the picture. Invite them to trace each word. Then invite volunteers to say each word as they heard it in the audio, saying the sounds first and then the complete word: *c /k/-a /æ/-t /t/; cat*. This is a good opportunity to make students aware of how the /æ/ vowel sound is produced. Write *hat* and *hot* on the board. Mime the words to check understanding. Say the words and ask students if they notice a difference in how they sound. Say the short /æ/ sound in *hat* several times for students to repeat. Then do the same with *cat* and *cot*. Finally, have students repeat the words *cat, hat, mat* and *rat* chorally and individually.

Answer Key

Students trace: hat, cat, mat and rat.

- ◆ **Listen, chant and mime.**  

Play Track 15 for students to just point to the correct pictures as they hear each word. Then play it again and have students follow the lyrics in their books. Then read line by line and decide with students what is the best way to mime it. Once you have decided on how to mime each line, play the audio again, have students chant and mime. Next, you can ask students to chant it without the music, once slower and once much faster. Finally, remind students to visit the online platform for more practice at home.

Close the day

- ◆ Flashcard Activity 1G.

Objectives of the day:

1. Read texts that introduce yourself and others.
2. Practise the following reading strategy:
 - Identifying people from personal pronouns and possessive adjectives: *I, he, she / my, his, her.*
3. Reading comprehension: Discriminating between true and false statements about the text.

Materials: a bell; *Letters (A-T)* and *Numbers 1-10* (1, 2, 6, 7), colour cards, Flashcard Activity 1H on page XV.

Open the day

- ◆ "Mindful Body 2" practice.

Sit on your chair and get into a bad posture. (bent back, elbows on your laps, etc.) Ask: *Am I sitting in a mindful position?* Have students copy you and ask them whether this is a good position to sit in and whether it helps them to pay attention to what's happening in the classroom. Tell students that in order for the brain to work well, it needs oxygen. When we are sitting in our mindful body position, the brain receives the most oxygen, so that we can learn better. Then ask students to get into their mindful body posture following your instructions: *Back straight. Hands on your laps. Feet firmly on the ground. Eyes looking straight ahead.* When students are ready, you may want to do the "Buzzing Bees" practice with them.

- ◆ Flashcard Activity 1H.

Reading Strategy

Identifying People from Personal Pronouns and Possessive Adjectives

Tell students that when they see a personal pronoun in a text, they should ask: *Who is doing the action?* Then they read the sentence before it to find the person that the pronoun represents. Write an example on the board: *This is Kate. She is my friend. Her favourite colour is blue.* Circle *Kate, She* and *Her*. Then walk around the classroom, *point* to different students and say: *This is X. He (She) is six. His (Her) favourite colour's (green).* Invite some volunteers to give more examples.

Open the book!

Reading

1 Read and match.

Write *Cool Friends* on the board. Point to *Cool* and elicit whether this is a positive or a negative word by asking students to show thumbs up or thumbs down. Then explain that students will read texts that some children wrote about their friends. Point to the first text and read the first two sentences. Ask: *Who is writing the text, a boy or a girl?* (a boy) *What's his name?* (Simon) Tell students to point to the pronoun that helps them identify the author of the text. Read the next sentence or ask a volunteer to read it. Ask: *Who is Simon's friend?* (Mary) *Is Mary a boy or a girl?* (a girl) *What pronoun can we use to talk about her, he or she?* (she) Tell students to find and circle the pronoun *she* in the text. Then read the sentences that includes it. Finally, read the last two sentences and write *Her* and *My* on the board. Elicit a sentence that students have practised so far that includes these possessive adjectives: *My name's... / My favourite colour is... / Her name's... / Her favourite colour is...* Form pairs and ask students to read the remaining texts. They should circle the personal pronouns that help them to identify the people mentioned in each text. To check the answer, point to the picture of the boy in a green cap and ask: *What's his name? How old is he? Whose friend is he?* Repeat for the other picture. You may want to invite some volunteers to introduce the children in the pictures. Finally, students match the names of the authors of the texts with the names of their friends.

Answer Key

Simon: Mary; **Robert:** Clara; **Mike:** Dave

Close the day

- ◆ "Mindful Body 3" practice.

Invite students to get into their mindful body posture. Once they are ready, say and do the actions and have students imitate you: *Wiggle your fingers in the air. Stomp your feet. Close your eyes. Open your eyes and put your hand on your lap.* Finally, have students close their eyes and do "Buzzing Bees" breathing for ten seconds.

Objectives of the day:

1. Read texts that introduce yourself and others.
2. Read texts for specific information (scanning).

Materials: a bell.

Open the day

- ◆ Chant *Hello, hello.*
- ◆ "Mindful Body 2" practice. (See previous lesson.)
- ◆ Ask students questions about the *Cool Friends!* reading to activate their prior knowledge: *How many kids wrote the texts about their friends?* (three) *What are their names?* (Simon, Clara and Dave) *What are the names of their friends?* (Robert, Mike and Mary) *What are some of their favourite colours?* (blue, yellow, green)

Open the book!**Reading****International Certification: Reading**

Scanning is an important skill for students to master to be successful in their Reading examinations. When faced with exercises that require specific answers, students should first identify what information about the text is required. Then they should read the text quickly focusing only on finding the piece of information that helps them to complete the task.

2 Read and mark (✓ or X) in each box. 

To do this activity, students should apply the scanning strategy. Tell them that they will read a series of sentences and decide whether or not they are true or false according to the *Cool Friends!* reading. Students should identify what information they need to confirm in each sentence. Do the example with the class. Ask: *What's the name of the person?* (Robert) *How old is he?* (Seven) The tick shows that the information is true. Students should go back to the reading, find the name *Robert* and read the sentence that confirms the information. Read the next sentence and ask: *What information do we need to confirm now?* (his favourite colour)

Students go back to the text about Robert, find and read only the two sentences that include the name of a colour. They draw an X because his favourite colour is yellow, not blue. Students complete the activity on their own and then check their answers with a classmate.

Answer Key

1. X; 2. ✓; 3. ✓; 4. X

3 Read, circle and colour.

Write *his* and *her* on the board. Remind students that we use *his* if something belongs to a boy and *her* if something belongs to a girl. Invite volunteers to draw a boy or a girl next to each word on the board. Then students read the names of the children in the left-hand side column and circle the corresponding possessive adjective in each sentence on the right. Ask what information they will need to find in the text. (each person's favourite colour) They go back to the text and, using the scanning technique, find the missing information and colour in the spots using the crayon of the corresponding colour.

Answer Key

1. Her, blue; 2. His, yellow; 3. His, green

4 Read and circle. 

Students look at the picture to identify the boy. Then they read the sentences and circle the correct word from what they remember. Then they confirm the information about him in the *Cool Friends!* reading. Finally, remind students to visit the online platform for more practice at home.

Answer Key

1. Mike; 2. Six; 3. Green

Close the day

- ◆ Have students look at the *Cool Friends!* reading again. Ask specific questions and invite them to find the information using the scanning technique: *Who is in Year 2?* (Mary, Robert) *Who is six years old?* (Mike, Simon)

  Practice Book: Assign Activity 1 on page 13 as homework.

Objectives of the day:

1. Read and understand the model text.
2. Practise the following reading strategy:
 - Using pictures and word clues to confirm understanding of a text.
3. Identify capital letters and end punctuation.

Materials: a bell; *Letters* (T, o, m, i, s, P, a, t) and *Numbers 1–10* (six, seven) Flashcards, colour cards, Flashcard Activity 1I on page XV; Poster 1 with a cutout of a boy and a girl; construction paper signs: *Name, Age, Colour.*

Open the day

- ◆ "Mindful Body 3" practice. (See lesson before last.)
- ◆ Flashcard Activity 1I (Part 1).

Open the book!

Writing

Reading Strategy

Using Pictures and Word Clues to Confirm Understanding

Note: In Process Writing there is a need for students to read and understand a model text first. This is the reason for adding a reading strategy in this section. Pictures are illustrations or photographs that accompany stories and other written texts. They are sometimes accompanied by word clues needed to describe the picture. Students can construct and confirm their understanding of a story or text by looking at the pictures and reading the clues.

1 Trace and read.

Have students look at the picture and the word clues. (name, age and favourite colour) Ask students who the information is about. (the boy) Then point to the text on the right-hand side and read the title: *My Cool Friend*. Remind students that *cool* means *good* or *fun*. Show a thumbs up to confirm understanding. After that, tell students to listen and follow along. Read the text aloud. Then display the construction paper signs on the board. You can

also write the words if the signs are not available. Point to each sign and say the word. Confirm understanding by asking students to give examples. Then ask students to listen to the text again for this information. Read the text aloud. Point to the *Name* sign and ask: *What's his name?* (Ben) Point to the *Age* sign and ask: *How old is he?* (six) Do the same with the *Colour* sign. Then have students trace the words in the text. Finally, write the first sentence on the board and circle the capital letter *M* and the period. Explain or elicit that we use the capital letter to begin each sentence and to write names. We use the period to end each affirmative sentence.

Answer Key

Students trace: My name, This is, He is, His

2 Read and tick (✓) the correct box.

Read the first question and ask a volunteer to come to the board and point to the construction paper sign that says what information students should find to tick this answer correctly. (age) Read the next question and do the same. (colour) Students tick the answers. To check the answers, invite volunteers to come to the board, pick the correct flashcard and show it to the class.

Answer Key

1. 6 candles; 2. green schoolbag

Close the day

You can do either of the two activities below to close your class:

- ◆ Flashcard Activity 1I (Part 2).
- ◆ Ask students to look at the picture in Activity 1. Tell them to cover the main text with a notebook or a sheet of paper. Read the first clue and elicit a complete sentence from a volunteer: *His name's Ben*. Continue for the remaining clues. Then point to the girl and ask what her name is. (Alice) Volunteers describe her by coming up with the information about her age and favourite colour. You may want to tell students to use the construction paper signs on the board as a guide.

Objectives of the day:

1. Use pictures and word clues to construct understanding.
2. Practise the following writing strategy:
 - Using capital letters and end punctuation.

Materials: *Letters and Numbers 1–10* Flashcards, colour cards, Flashcard Activity 1I on page XV; Poster 1 with cutouts of the boys and girls; construction paper signs: *Name, Age, Colour; a bell.*

Open the day

- ◆ "Mindful Body 1" practice.
- ◆ Flashcard Activity 1I (Part 2).

Variation: Have students make up information and construct sentences about the cutouts of the boy and girl that were not used previously.

Open the book!**Writing****Writing Strategy****Using Capital Letters and End Punctuation**

Capitalising words is a fundamental skill. It signals the importance of certain words, such as names. It also functions as a marker for new sentences. On the other hand, the period signals the end of each sentence. Tell students that the correct use of capital letters and periods will make their texts easy to read and understand for them and others.

3 Choose a cool friend.

Form small groups. Place the construction paper signs on the board. Point to each sign and elicit or read the words. Have students look at the model text on page 24. Elicit information about *Ben* using the construction paper signs as prompts. Then have students look at the picture of the three kids. Allow a minute for them to find as much information about each person as possible using the pictures and the word clues. When the time is up, say: *Meg*. Have students point to the picture in the centre. Ask: *How old is she?* (seven) Elicit how students found out this information. (candles on the cake) Ask: *What's her favourite colour?* Students should use her T-shirt

for the clue. (red) Continue in the same way for the other two pictures. Finally, tell students to choose one of the kids to be their "cool friend" that they will describe in a text.

◆ **Read and complete. Then draw a picture of you and your cool friend.**



Direct students' attention to the title: *My Cool Friend*, and draw their attention to the word *My* at the beginning. Remind students to begin each sentence and each name with a capital letter. You may want to display some *Letters* Flashcards (small and capital letters). Students should stand up or raise their hands every time you show a capital letter and not do anything when you show a small letter. Point to the *My Cool Friend* text and read it aloud pausing for volunteers to say words that could complete each sentence. Once the task is clear, students complete the text using the information about the person that they chose in the previous activity. Walk around the classroom to help as needed. Students may look at the model text on the previous page if needed. You may want to ask students to write each capital letter using their favourite coloured pencil. To check the answers, ask how many capital letters they used in their text. (five) You may also ask a volunteer to read their text and show their drawings to the class.

Answer Key

Answers will vary.

Close the day

- ◆ "Buzzing Bees" practice.

  Practice Book: Assign Activity 1 on page 14 as homework.

Open Day Tip Being Tolerant

Every child is different and not all of your students have a cool friend who is the same age as they are. Some of them may consider their family member, their pet or even an imaginary friend to be their best friend. If possible, talk to your students about who their best friends are and why they consider them their best friends. It is important not to ask anyone to speak, but to wait for students to volunteer. This is a good moment to talk to them about tolerance and how important it is to listen to others and never judge them or laugh at what they say.

Objectives of the day:

1. Listen to children introducing their friends.
2. Practise the following listening strategy:
 - Listening for details.

Materials: a bell; *Letters and Numbers 1–10* Flashcards, colour cards, Flashcard Activity 1I on page XV; construction paper signs: *Name, Age, Grade, Colour*; Reader (1 per student).

Open the day

- ◆ "Buzzing Bees" practice.
- ◆ Flashcard Activity 1I (Part 1).

Open the book!

Listening

Listening Strategy

Listening for Details

Explain to students that when they are listening for details, they should only be interested in a specific kind of information—a number, a name, a colour, etc. The key word always appears in the question or in the multiple options. It is OK for them to ignore anything that does not sound relevant.

1 Listen and circle.

Have students look at the photos of the children. Say the numbers of the photos, one at a time, for students to identify whether the person is a boy or a girl. Students should say *boy* or *girl* aloud. Mime *happy* and *sad*, and have students imitate you. Ask: *Are the boys and girls happy or sad?* (happy) Display the construction paper signs on the board. Read the word clues under the first photo aloud and ask a volunteer to point to the sign that these clues refer to. (name) Continue for the remaining word clues. Explain to students that they will listen to short dialogues, identify the required information and circle the correct word. Play Track 16 twice. Check the answers by saying the number of a photo for students to say the word.

Answer Key

1. John; 2. Year 1; 3. eight years old; 4. blue

International Certification: Listening

When students present the Listening part of an international exam, they listen to the audio twice. Before listening, students should read the task and find out what information they will need to extract from the audio. We suggest that you do a mindful breathing practice with students before each listening activity for them to stay focused and understand the necessary information.

2 Listen again and match.

Direct students' attention to the photos in Activity 1. Say: *Number one. What's his name?* (John) Say: *Number three. How old is she?* (eight years old) Continue for the other two photos. Explain that you will play Track 16 twice. Students need to pay attention to who says each sentence and match them with the names of the children. Read each sentence aloud for students to echo. To check, read each sentence aloud. Students say the corresponding names. Finally, remind students to visit the online platform for more practice at home.

Answer Key

Karen: She's six years old.; **Molly:** I'm in Year 3.; **John:** My favourite colour is green.; **Sam:** Blue is my favourite colour.

Close the day



Hand out the Reader. Write the title, *The Red Ball*, on the board. Open the Reader to page 5 and point to the red ball. Invite a volunteer to find and display the corresponding colour cards. Have students open the Reader to page 6. Point to the boy and ask: *Is it a boy or a girl?* (a boy) *Is he happy* (mime happy) *or sad* (mime sad)? Elicit why the boy is sad. Accept all answers. Students look at page 7 and point to the sad boy. Ask: *Is he still sad in the last picture?* (No, he is happy.) Then read aloud or play Track R1 for students to listen to pages 6, 7 and 8 of the story. Write *Grandma, Baldwin, real* and *fantasy* on the board and ask volunteers to match each name with the corresponding concept. Guide them into considering whether a ball can transform into a hot air balloon in real life. Explain that in stories everything can become possible. Play Track R1 and have students follow along in their books. Play the audio again, stop it after each sentence and have students echo.

  Practice Book: Assign Activity 1 on page 15 as homework.

Objectives of the day:

1. Ask and answer questions about yourself and others.
2. Ask questions to find out specific information.
3. Practise the following speaking strategy:
 - Taking turns by asking questions.

Materials: a bell; Poster 1 with Cutouts (boys, girls, four schoolbags), Poster Activity 1B on page XXI; *Numbers 1–10* Flashcards (1, 2, 6, 7); construction paper signs: *Name, Age, Colour*; Practice Book (pages 17 and 18).

Open the day

- ◆ "Buzzing Bees" practice.
- ◆ Poster Activity 1B.

Open the book!

Speaking

Speaking Strategy

Taking Turns by Asking Questions

It often happens that, when students are asked to speak, only some dominate the conversation and the other ones get bored. One strategy to get students to speak is to put them in pairs and ask them to take turns asking and answering questions to find out specific information. Students listen to their classmate's question, answer it and then ask them a different question. They should know not to interrupt and to listen carefully to their classmates. We suggest that you correct students to the minimum, so that they don't lose their confidence. You may write down some common mistakes and give them feedback at the end of the activity.

Direct students' attention to the children at the top of the page. Say: *Point to the boys. How many boys can you see?* (three) Say: *Point to the girls. How many girls can you see?* (three) Say: *All boys, raise your hands!* (Boys should raise their hands and hold them up.) Say: *All girls, stand up.* (Girls should stand up.) Count the boys and girls, and write the number on the board. Then form pairs which would include a boy and a girl. The remaining students can join any pair. Then read the questions one by one for students to echo. Have them notice the words in bold and elicit what they refer to. (the person who is speaking) Write *He / His* and *She / Her* on the board. Walk around the class,

point to students' belongings and ask: *Is this his* (point to a boy) *schoolbag Is this her* (point to a girl) *book?* Once the possessive adjectives have been reviewed, students decide who Student A and who Student B is in each pair. Point out the three columns and elicit what information each one refers to. (Students B should turn their books upside down first.) You may display the construction paper signs on the board: *Name, Age, Colour*. Explain to students that their task is to take turns asking questions to find out the missing information in each column. Model with a volunteer how to complete the first missing name in Student A's column: *Girl number three. What's her name?* (Her name is Mary.) Allow ten minutes for students to complete the task. Walk around to make sure students are taking turns asking and answering questions.

Answer Key

Student A: **1.** Six years old, red; **2.** blue; **3.** Mary, eight years old; **4.** Simon; **Student B:** **1.** Bob; **2.** Kate, seven years old; **3.** yellow; **4.** seven years old, orange

Close the day

You can do either of the two activities below to close your class:

- ◆ "Mindful Body 2" practice.
- ◆ **Play Echo Names:**

While students sit in their mindful posture, ask them to close their eyes. Say a sentence using *his* or *her*, and then the name of a student who should repeat what you have said. This encourages students to listen carefully in case you say their name.

  Practice Book: Assign Activity 1 on pages 16, 17 and 18 as homework.

Time to Practise

You have now finished the first part of Topic 1 "My Friends and Family." This is a good moment to practise skills using the certifications' format. In this unit, students will practise Reading and Writing skills, as well as a Listening skill. Have students open their Practice Books to page 17. Review the words by saying the number and inviting volunteers to name the word: *Number 5.* (notebook) Explain that students will have to unscramble the words in parentheses and write each word on the corresponding line. Then tell students to go to page 18 and point to the objects in black and white. Explain that students should listen to the audio twice and colour the objects according to what they hear. Finally, assign the two pages as homework or do the activities at the beginning of the next class.

Unit 2 My Family

Objective of the day:

1. Learn the names of the family members.

Materials: a bell; Poster Activity 2A on page XXII.

Open the day

- ◆ "Mindful Body 1" practice. (See Unit 1.)
- ◆ You may want to present family members using Poster Activity 2A. However, you can present the vocabulary using Activity 1 in the book and do the poster activity as a review at the beginning of the next class.

Open the book!

1 Look and stick.

Call students' attention to the scene on pages 28 and 29. Ask students: *Where are the people? Is it a weekday or weekend? Why? Write the word picnic on the board. Say: Who do you think is having a picnic? (It's a family. A family is having a picnic in the garden.) Ask students to find the stickers and identify the family members. Point to Picture 1 and say: Number one. Who's this? (Dad) Continue in the same way with the rest of the family members. Help students as needed. Then ask students to find number 1 in the picture. Say dad and ask students to repeat after you. Have students find the family member sticker and paste it on the corresponding place. Continue in the same way with the rest of the family members. Finally, call out the family members, one at a time, and ask students to point to the corresponding pictures.*

Answer Key

Students paste the dad, mum, sister, grandma, grandpa and brother stickers on the corresponding places.

2 Listen and circle the family members.

Tell students they are going to listen to a song about the family members. We suggest that you play Track 17 three times. The first time, students listen and point to the pictures of the family members as they are mentioned in the song. The second time, students listen and follow along. They point to each line by moving their finger from left to right. The third time, students clap to the rhythm and sing. Next, invite students to identify the words *mum, dad, brother* and *grandpa* in the song and circle them. If necessary, demonstrate the activity on the board by showing students how to circle a word.

Answer Key

Students circle the family members in the song.

Close the day

◆ Play Hangman:

Draw the structure on the board and the number of lines for the letters in a word. Use the family members vocabulary and invite students to say the letters that will complete the words.



Practice Book: Assign Activities 1 and 2 on page 19 as homework.

Objectives of the day:

1. Learn the names of the family members.
2. Learn adjectives to describe people and animals.

Materials: a bell; *Adjectives* Flashcards, Flashcard Activity 2A on page XVI; crayons or coloured pencils - (1 set per student); white paper (1 sheet per student); Reader (1 per student).

Open the day

- ◆ "Mindful Body 2" practice. (See Unit 1.)
- ◆ Flashcard Activity 2A.

Open the book!**3 Look at the picture and write the numbers.** 

Ask students to stand up. Show them the *Adjectives* Flashcards, one by one. Invite students to mime the meaning of each adjective as you say each word. Then point to each family member in the scene on pages 28 and 29 and ask: *Who's this? Is he (she) (happy)?* Then help students read the sentence: *My mum is tall.* Ask students to point to the corresponding picture in the scene. Ask: *What number is Mum? (two)* Students write number 2 in the box next to the sentence. Continue in the same way with the remaining family members. To check the answers, read each sentence aloud and have volunteers call out the number. Finally, remind students to visit the online platform for more practice at home.

Answer Key

Left to right, top to bottom: 2, 5, 1, 7, 6, 3



Before you ask students to open the Reader to page 6, draw a ball on the board and ask: *What is the title of the story?* When students say the title aloud, have a volunteer colour in the ball on the board or write *red* in the centre of it. Next, ask students questions about the picture on page 6: *How does the boy feel? (sad)* *Who is in the photo? (his grandma)* *Why do you think the boy feels like that? (He misses her.)* Read the text aloud and

invite students to follow along with their finger. Then invite students to turn the page and look at the three scenes. Ask: *What happens to the ball?* (It turns into a hot air balloon.) Invite volunteers to remind the class of what happens next. Read page 8 aloud to confirm their answers. Then have students look at page 9. Ask: *Is Grandma ready to go? Is she happy to see Kahlid? Where do they decide to go?* Continue in the same way with page 10. Play Track R1 and have students listen to the story up to this point with their eyes closed. Finally, divide the class into three teams: *grandma*, *Baldwin* and *Kahlid*. Students read pages 8, 9 and 10 with each team reading their characters chorally.

Close the day

- ◆ Distribute a sheet of paper and crayons or coloured pencils to each student. Have them draw one of their family members. Then form pairs and get students to show each other their pictures and say who the people are. You can also have them say an adjective to describe their family member: *This is my grandma. She is short.* If necessary, model the activity with a volunteer. Once students have finished, display their drawings on the classroom walls.

  Practice Book: Assign Activities 3 and 4 on page 20 as homework.

Objectives of the day:

1. Read and listen to a comic strip about family members.
2. Learn to ask and answer questions using the verb *to be* and personal pronouns *they / we*.
3. Learn the contractions *We're* and *They're*.

Materials: a bell; *Adjectives* Flashcards, Flashcard Activity 2B on page XVI; Poster 2 with Cutouts, Poster Activity 2B on page XXII.

Open the day

- ◆ "Mindful Body 3" practice. (See Unit 1.)

Language Presentation

Questions With the Verb *to Be* and the Personal Pronouns *They / We*

In this lesson, students will learn how to form questions using the verb *to be* and personal pronouns *they* and *we*. We suggest that you do Poster Activity 2B to present the new language and, in this way, help students to feel more confident while doing the activities on this page.

Open the book!

1 Listen and follow.

Point to the characters in the first part of the comic strip and ask: *Who are they? Where are they?* (Dan and Becky. They are outside the school.) Then ask: *How do Dan and Becky feel? Are they young? Are they short?* etc. Point to the other bees and ask: *Do you think that they are Dan's mum and dad?* Next, tell students they are going to listen to discover why Dan looks sad and who the other bees are. Play the first part of Track 18 and have students follow the text with their fingers. Then work with the second part of the audio to discover why Dan looks happy now and have students check their predictions. Finally, you can either play Track 18 again for students to listen to the story or help them to read aloud as a class using different voices for different characters.

◆ Read and circle.

Read Question 1 aloud. Elicit the answer. Remember to encourage students to give the complete answer. (Yes, they are.) Students identify and circle the answer. Continue in the same way with the remaining questions and answers. Have students look at the comic strip when they are not sure what the correct answer is. To check the answers, read the questions aloud and have volunteers answer them. Finally, encourage students to find and circle two similar questions and their answers in the comic strip.

Answer Key

1. Yes, they are.; 2. No they aren't.; 3. Yes, they are.

2 Trace, read and match.

Write on the board: *We are happy. We're happy.* Explain that both sentences have the same meaning. Ask students to identify the difference in how they are written. (You drop the *a* in *are* and add an apostrophe after *We*.) Next, pronounce *We are* and *We're* and have students repeat after you. Call students' attention to the speech bubbles on the left. Point to the first one and help them to find *We're*. They trace over the letters in grey. Next, help students read the text. Continue in the same way with the rest of the speech bubbles. Then have them go back to the two speech bubbles on the left. Ask students to look at the pictures and decide who says them. (Dan and Becky or Dan's mum and dad?) Once students have found the answer, ask them to trace a line to match the speech bubbles with the corresponding pictures. Do the same with the speech bubbles on the right.

Answer Key

Students trace: *We're, We're, aren't, aren't.*

Close the day

- ◆ Divide the class into groups of six. Assign roles (Dan, Becky, short mum and dad; tall mum and dad) and have them act out the story as they listen to Track 18 again.
- ◆ Flashcard Activity 2B.



Practice Book: Assign Activities 1 and 2 on page 21 as homework.

Objectives of the day:

1. Practise asking and answering questions using the verb *to be* and the personal pronoun *we*.

Materials: a bell; *Family Masks*: pieces of cardboard with drawn pencil pictures of different family members (1 per student), ice lolly sticks (1 per student), coloured pencils, tape; poster paper (1 per group), scissors, glue, old magazines.

Open the day

- ◆ "Mindful Body 1" practice.
- ◆ Distribute the *Family Masks*, the ice lolly sticks and coloured pencils. Ask students to colour their masks. Then help each student tape the ice lolly stick on the back of their mask. Students should use the sticks to hold up the masks as they place it over their face. Play Track 17. Have students go around the classroom singing and jumping high when they hear the name of their family member.

Open the book!**Play a Guessing Game!**

Tell students that it is time to play a game. Students look at the cards and identify the family members. Say: *Point to the grandparents. Point to the sister., etc.* Volunteers can describe each person. (height, age, feelings, etc.) Then form pairs and ask each student to choose one card in secret from their classmate. They can first write three adjectives that describe the people on the card they have chosen in their notebooks. This can help them feel more confident when answering the questions. When the class is ready, model the activity with a volunteer. Read the questions and have them read the answers aloud. Make sure that all students realise why the answer is number 4. (The grandpas are happy, tall and old.) Now, tell students to ask their classmates questions to guess which card he or she has chosen. To help students form the questions, you can teach them how to substitute the adjectives in the questions to make new questions. Allow five minutes for students to play the game in pairs.

Answer Key

Answers will vary.

Close the day

- ◆ Divide the class into groups of four. Distribute the magazines, scissors, glue and poster paper. Have students look for pictures of *short, tall, young, old, happy* and *sad* people. Students cut out the pictures and paste them on the poster paper. It is important that they paste pictures that show similar characteristics (for example, all short people) next to each other, in one section of the paper. The pictures that illustrate a different characteristic should be pasted in another section of the paper. Work for a few minutes with every group to clarify doubts. Finally, put their posters up on the walls so that they have a visual reminder of the adjectives they have learned.



Practice Book: Assign Activities 3, 4 and 5 on page 22 as homework.

Objective of the day:

1. Learn to ask and answer questions using the verb *to be* and personal pronouns *he / she*.

Materials: a bell; *Adjective Flashcards*, Flashcard Activity 2B on page XVI; Poster 2 with Cutouts, Poster Activity 2C on page XXII; *Family Masks* (See previous lesson.), questions from Activity 3 written on pieces of paper (each word and question mark should be written on a different piece of paper).

Open the day

- ◆ "Mindful Body 2" practice.
- ◆ **Play Adjectives:**

Divide the class into two teams. Say an adjective and have students name three famous people or characters with that characteristic. The team that answers first gets a point.

Language Presentation

Questions With the verb *to Be* and the Personal Pronouns *He / She*

In this lesson, students will learn how to ask and answer questions using *is* and the personal pronouns *he / she*. We suggest that you do Poster Activity 2C so that students learn the new structure before doing Activity 3.

Open the book!

3 Read, look and tick (✓) the correct box.

Ask questions about the two bees in Picture 1: *Is she happy? Is he young?* Elicit answers. Continue in the same way with the rest of the pictures. Then tell students that they should read the texts to discover more information about the bees. Help them to read the first question and the answer aloud. Encourage students to point to the picture of the bee that correctly illustrates the answer. Once all students are pointing to the bee on the left, ask them to draw a tick in the corresponding space.

Answer Key

1. left box; 2. left box; 3. right box; 4. left box

4 Read, look and complete.

Place the pieces of paper with the question parts on your desk or on the floor. Explain to students that these papers are parts of the questions from Activity 3 and that you need their help to put them in order. Read Question 1 aloud: *Is your dad old?* Ask a volunteer to identify the first word in the question (*Is*) and place the corresponding word on the board. Continue in the same way with the remaining questions. When all the questions are placed on the board, have students notice that the verb *to be* goes first in the question, then the personal pronoun and then the adjective. Next, help students to read the first question in Activity 4 and ask: *Which word is missing in the question?* (*Is*) If necessary, students can look at the questions they formed on the board. Students write the missing word on the line. Read the answer aloud and encourage students to guess what the missing words are. You can ask questions to help them infer the missing information: *Is grandpa a "he" or a "she"?* *Is it grandpa "is" or grandpa "are"?* Have students complete the blanks. Invite volunteers to act out the conversation. Finally, remind students to visit the online platform for more practice at home.

Answer Key

1. Is; 2. he; 3. is

Close the day

- ◆ **Play Categories:**

Have students wear their *Family Masks*. Once students are ready, stand in one corner of the classroom and say: *mums*. All students wearing a *mum* mask should gather around you. Then go to a different place and call out another member of the family. Students wearing the corresponding masks should group around you. Continue until all of the family members have been named. If you have no space to play this game in the classroom, go out to the playground, or ask students to raise their masks while staying at their desks.



Practice Book: Assign Activities 6 and 7 on page 23 as homework.

Objectives of the day:

1. Learn to produce consonants (*p, b, d, n*) and short *e* in CVC patterns.
2. Review the alphabet.

Materials: a bell; *Letters, School Objects (pen, schoolbag)* and *Numbers 1-10 (nine, ten)* Flashcards, Flashcard Activities 1F and 1G on page XV; picture of a dad. You can use the IPA Pronunciation Guide in the Audioscript Section and the online platform as a guide.

Open the day

- ◆ "Mindful Body 1" practice.
- ◆ Flashcard Activity 1F.

Open the book!

1 Listen, point and repeat.

Place the flashcards of the pen, (school)bag, number nine, number ten and the picture of a dad on the board. Point to each one and invite several students to name them. Next, place the following *Letters* Flashcards (upper and lower case) under the objects or numbers that begin with the corresponding letter: *p* (pen); *b* (bag); *n* (nine); *d* (dad); *t* (ten). Point to the letter *p* (lower and upper case). Say the complete word first and then emphasise the phoneme. Encourage students to say the word and then repeat /*p*/ several times. Help them to notice that the lower case *p* has the same sound as the uppercase *P*. Do the same with the remaining phonemes. Play Track 19 and stop it after each letter for students to repeat. Finally, use the flashcards *p, d, b, n, e* (upper and lowercase) to consolidate students' understanding of sounds. Show the flashcards, one by one, and have volunteers say which sounds they represent. You can do this several times, showing the flashcards at a greater speed each time.

2 Trace the letters.

Call students' attention to the pictures. Say: *Point to something red. Point to a pen.*, etc. Then tell students to trace the letters in grey. Finally, invite volunteers to say each word aloud.

Answer Key

Students trace: bed, red, ten, pen.

3 Listen and write the missing letter sound.



Invite students to look at the pictures and identify the incomplete words. You may want to ask who knows any of these words in English. Point to the blanks and say: *Look, there is a letter missing in each word. What sounds do you think are missing?* Explain that they will listen to an audio for the missing sound. Once they hear it, they should complete each word. Play Track 20 once and have students listen only as they point to the words. Play the audio again, stop it after each sound and have students repeat. Play the audio once more, stop it after each sound and have students write the missing letter. To check the answers, copy the incomplete words onto the board and invite volunteers to write the missing letters. Once the words have been correctly completed, read them aloud and encourage students to repeat chorally. Finally, remind students to visit the online platform for more practice at home.

Answer Key

1. n; 2. b; 3. d; 4. p

Close the day

- ◆ Flashcard Activity 1G.

Objectives of the day:

1. Learn to read a text, choose and copy the missing words.
2. Learn how to identify which words correctly complete sentences.

Materials: a bell; *Numbers 1-10, Letters and School Objects* Flashcards, Flashcard Activity 1H on page XV.

Open the day


- ◆ "Mindful Body 2" practice.
- ◆ Use the flashcards and make sets of three or four words that belong to the same semantic field. Make sure that there is a word that does not belong in each set. (1, 3, 4 and the colour red) Display the sets of flashcards on the board, showing either the pictures or the words. Allow a couple of minutes for students to watch the sets in silence. Then have volunteers come to the board and remove the flashcard that doesn't belong in each set. You can repeat this several times. Remind students that, in this section, all the activities are geared towards their preparation for international certifications. Remember to point to the symbol next to each instruction for students to always recognise this type of activity. Finally, tell students that only these activities will have an example marked with number 0.

International Certification: Reading and Writing

In the Reading and Writing sections of the international certifications, students will find a text with blanks to fill in. It is important to teach students to read each sentence and try to imagine what word would best complete it. They should read the words before and after each blank to guide themselves. Then students look at the words with pictures in a box below the text, choose one and copy it in the space. All missing words are singular or plural nouns. There are two extra words that students will not use.

Open the book!

Reading and Writing

- 1 **Read the text. Choose a word from the box. Write the correct word. There is one example.** 

Note: If you consider it necessary, you could do Flashcard Activity 1H before completing this task, for students to review how to present a friend.

First, read the instructions aloud. Help students to familiarise themselves with the task by reading each incomplete sentence and looking at the picture. Then say: *Look, there are some words missing. Which words are you going to use to complete the text?* Have students identify the box below the text. Encourage students to read and predict which word from the box they should use to complete each sentence. Remind them that they should consider the adjacent words in order to make the correct decision. Tell students that there is one example. Make sure that it is clear why *friend* is the correct option. (*friend* refers to a person; it can be preceded by *my*; the picture indicates that the children are friends.) Have students work individually. Finally, read the text aloud and pause when there is a blank for students to call out the answer.

Answer Key

1. seven; 2. student; 3. school; 4. orange

Close the day

- ◆ Form small groups. Ask students to make three lexical sets with an element that does not belong. They can draw or write the words in their notebooks. Encourage them to use the vocabulary they have learned in Units 1 and 2. Allow ten minutes and then have them exchange their sets with another group and find the odd one out in each set.



Practice Book: Assign Activities 1 and 2 on page 24 as homework.

Objectives of the day:

1. Review adjectives to describe people.
2. Practise spelling of single words.

Materials: a bell; *Adjectives* and *Letters* Flashcards, Flashcard Activity 2B on page XVI.

Open the day

- ◆ "Mindful Body 3" practice.
- ◆ Flashcard Activity 2B.

Open the book!**Writing****International Certification: Writing**

Explain to students that in the Writing section of the international certifications, they are going to find tasks that require unscrambling words. This is a test of knowledge of words and spelling. There are five pictures of objects, each accompanied by the word for the object that is scrambled. Students should look at the picture and unscramble the word writing one letter per line.

2 Look at the pictures and unscramble the words. 

Invite students to look at the pictures and identify which vocabulary set these words belong to. (adjectives to describe people) Elicit from students how we recognise an example in the activities marked with the international certifications' icon. (It is marked with number 0 and has the answer.) Point out the letters in parentheses: *Are they the same letters that are in the answer?* Students can count the letters and check that all of them can be found in the unscrambled words. Next, invite students to identify the remaining pictures and unscramble the words. Finally, you may want to invite volunteers to go to the board and write the unscrambled word. Have the rest of the class check their own answers.

Answer Key

1. happy; 2. short; 3. sad; 4. old; 5. young

3 Trace and match the opposites.

Point out the words, read each one aloud and mime its meaning. Students repeat after you. Then ask volunteers to read each word aloud and mime its meaning for the class. Once students are ready, read item 1 aloud: *sad*. Give a volunteer the *Adjectives* Flashcards and ask them to find the flashcard illustrating *sad*. Display it on the board. Invite another volunteer to find the flashcard that illustrates the opposite adjective. (*happy*) Place it on the board and trace a line to match both words. Then ask students to work individually and match the remaining words. Help students as necessary. To check the answers, call out the words in the left column and invite volunteers to call out the corresponding words in the column on the right.

Answer Key

Students trace and match: **1.** sad, happy; **2.** old, young; **3.** short, tall.

Close the day◆ **Play Charades:**

Divide the class into teams of four or five students. Ask a volunteer from one of the teams to go to the front. Whisper an adjective in the student's ear or show them an *Adjectives* Flashcard. The rest of the class should not see the flashcard. Have the student act out the meaning of the adjective. Encourage all the teams to guess which adjective it is and act out the opposite. The first team to guess wins a point.



Practice Book: Assign Activity 1 on page 25 as homework.

Objectives of the day:

1. Expand students' knowledge of the world.
2. Learn the names and the colours of the flags of six different countries.

Materials: a bell; colour cards (see page XIV), Flashcard Activity 1D on page XIV; map of the world and an image of the flag of the country you live in; sheets of white paper, coloured pencils, glue, glitter of the colours of the flag of your country (1 set per group); relaxing music.

Open the day

- ◆ "Mindful Body 1" practice.
- ◆ Flashcard Activity 1D.

Open the book!

1 Trace the names of the countries.

Point out the heading of this section (CLIL) and explain that every time they see this heading, they will learn things related to other subjects that they learn at school, such as geography, history, art, maths, etc. You may ask them what subjects they like the best and why. Then display the map on the board and say: *This is a map of the world. Here we can find all the countries in the world.* Elicit the name of the country where you live. Point to the map and say: *Look, here's (name of country). Here's where we live.* Show the flag and say: *This is the flag of (country).* Then direct students' attention to the maps on pages 36 and 37. Read the name of each country aloud and have students point to it. You may want to ask whether they know the name of the continent on which each country can be found. Point to the United States on the map and have students repeat the name of the country. To raise students' interest, you could ask students how far the United States is from their country and what they know about it. Listen to their ideas and then you can name famous cities, people or landmarks of the United States. (New York, Martin Kobe Bryant, the Golden Gate Bridge) Continue in the same way with the rest of the countries. Next, ask students to trace the names of the countries and read the words aloud. You may also want some volunteers to spell the words out for the class to follow the letters with their fingers.

Answer Key

Students trace: United States, Ireland, Japan, Mexico, Colombia, Kenya.

2 Colour the countries. Use one of the colours of their flags.

Show the flag of your country again. Elicit what colours students can see. Ask them to point to the flag of the United States on page 36. Elicit the colours of the flag. Ask students to colour the map of the United States using one of these colours. Students continue working individually, colouring in the remaining maps. Remind them that they should use one of the colours of the country's flag.

Answer Key

Students colour the countries.

Close the day

- ◆ Students can work in small groups of three or four. Distribute coloured pencils, glitter, glue and sheets of white paper. Ask students to draw the flag of their country. Explain that they should leave enough space on the top of the sheet of paper to write the name of their country. Once they have drawn the flag, they should decorate it using glitter. Help students as needed. Finally, exhibit the flags around the classroom and have students say something that they like about their country.

  Practice Book: Assign Activities 1 and 2 on page 26 as homework.

Open Day Tip Keeping the Classroom Clean

Before you have a manual activity that involves producing rubbish, it is a good idea to make some students responsible for cleaning up afterwards. It should never be a punishment, on the contrary, students should feel proud to participate in keeping their classroom clean. In the Citizenship lesson further on, they can include this activity in their Classroom Rules poster.

Objectives of the day:

1. Expand students' knowledge of the world.
2. Learn about types of families around the world.
3. Read texts for specific information (scanning).

Materials: a bell; if possible, students bring a family photo; if not, bring magazine cutouts that show different family types (1 per group); poster paper (1 sheet per student), markers; map of the world.

Open the day

- ◆ "Mindful Body 2" practice.
- ◆ Write incomplete names of the countries you talked about last class on the board. For example, U__ t__ _t__es. Invite volunteers to complete the words, one letter each.

Open the book!

Writing

International Certification: Writing

It is important to point out to students that it is very important to write clearly when they take an assessment. Tell them that when they make a mistake, they should avoid erasing, or writing over a word. It is advisable to draw a line through the answer they want to change and write the new answer next to it.

3 Read and write Yes or No. 

Form groups of four and ask students to work with their family photos, or give them a magazine cutout to each group. Ask students to tell their classmates about the family members on their photos: *Who are the family members? When was the photo taken? What are they doing?* etc. If students work with the cutouts, ask them to imagine where the families are from, who they are, etc. Then point out the title of the text on page 36 and have a volunteer read it aloud. Say: *We are going to read about families in different countries. Where are the families in the pictures from?* Students should recognise the flag in the pictures. (Colombia, Japan) Then read aloud the introductory text. Ask some volunteers: *What type of family have you got? Is your family big or a small?* If necessary, explain what a big and a small family are by counting the members of each family. Next, tell students to read what Emiliano and Miko wrote about their

families. Ask: *How many brothers has Emiliano got? Are his grandpa and grandma young or old? How many sisters has Miko got? Are Miko and his family sad?* Remind students to first identify what information about the text is required. Then they read the text quickly focusing on the information to complete the task. Read the sample sentence and its answer aloud. Encourage students to say why the answer is *No*. (On page 36, it says there are big and small families.) Students do the task individually. To check the answers, read the sentences for volunteers to say *Yes* or *No*. Encourage them to refer to texts or pictures to justify their answers.

Answer Key

1. No; 2. No; 3. Yes; 4. Yes

 **Critical Thinking**

Is your family big or small? Is your family important to you?

Call students' attention to the questions in the bubble. Encourage students to reflect on the questions. Explain that all families are different. For example, there can be a dad and two daughters; a mum, a grandma and a son, etc. Emphasise that all families should be respected.

4 Make a poster about your family.

Tell students to draw their family and themselves doing their favourite activity. Distribute poster paper and markers. When finished, display their posters on the classroom walls and ask students to look at the different families in the posters.

Answer Key

Answers will vary.

Go to video "Nadiya's Family." 

Now watch "Nadiya's Family", the video for this topic. If possible, play part of it in the classroom to raise students' interest in the story. Explain where on the platform they can find it and encourage them to watch it at home.

Close the day

  Practice Book: Assign Activity 3 on page 26 as homework.

Objectives of the day:

1. Follow classroom rules.
2. Understand the concept of being respectful to others.

Materials: a bell.

Open the day

- ◆ "Mindful Body 3" practice.
- ◆ **Play Simon Says:**

Use body language to convey the meaning of these classroom commands: *sit down, stand up, raise your hand, listen*, etc. Explain to students that you are going to say: *Simon says...* and a classroom command. Tell students that they should only follow the commands that begin with the words *Simon says*. For example: *Simon says raise your hands.* (Students raise their hands.) *Stand up.* (Students do not do anything.)

Open the book!

Classroom Rules

Open Day Tip Classroom Rules

It is important that all students know the classroom rules in order for them to be able to respect them. One idea is to work together as a class on a poster that illustrates each rule. This way, they will also develop a sense of responsibility and commitment towards the rules that they themselves proposed.

1 Look and draw 😊 or ☹️.

Call students' attention to the picture and ask where the children are and what they are doing. Have them point to the teacher. Say: *Who is listening to the teacher? Who is showing respect?* Tell students that the objective of this lesson is to raise awareness of the importance of being respectful to have a harmonious and friendly environment in the classroom. Help students to notice and reflect on why some situations are showing disrespectful behaviours. Then have them work individually to draw a happy face if the behaviour is respectful or a sad face if it is not. Finally, check the answers as a class, emphasising that being respectful in and outside the classroom makes everyone happy.

Answer Key

Left to right: happy face, sad face, sad face, sad face, happy face

2 Read, look and match.

Have students point to the picture of the maze and elicit from a volunteer what they should do. (They should match each classroom rule with the picture that illustrates it.) You can read each rule aloud and have volunteers mime its meaning. Then have students do the activity. To check the answers, describe a person in the picture and have a volunteer read the corresponding rule: *The boy wearing a blue sweater and glasses.* (Use materials safely.) Finally, have volunteers say why following these rules is important. (to make good friends, to be safe, to learn new things, etc.)

Answer Key

Picture 1: Raise your hand to speak.; **Picture 2:** Be a respectful friend.; **Picture 3:** Use materials safely.; **Picture 4:** Listen in class.

💡 Critical Thinking

Are you a respectful student?

Read the question and encourage some volunteers to answer and say why they think they are or are not respectful. Invite the whole class to reflect. At the end of this class, students should be able to understand that being respectful is a vital characteristic of a good citizen. Respectful people are polite, generous and tolerant, and would never bully or make anyone feel bad.

3 Draw a classroom rule you follow at school.

Have students name some rules they follow at school. Ask them to choose one and draw themselves following that rule. Once finished, ask them to work in small groups and explain their drawings to each other.

Answer Key

Answers will vary.

Close the day

- ◆ Have students act out the appropriate behaviours that they learned in this lesson. Ask them to go around the class saying *hello* to each other, sharing a pen or pencil, raising their hand to speak, etc. Encourage them to interact and show appropriate behaviour with as many classmates as possible. Finally, invite volunteers to say how they feel when they respect each other and follow the rules.



Practice Book: Assign Activity 1 on page 27 as homework.

Objectives of the day:

1. Follow steps to develop a project.

Materials: a bell; *Letters* (T, o, m, i, s, P, a, t), *Numbers 1-10* (6, 7) Flashcards, colour cards (green, blue), Flashcard Activity 1I on page XV; Practice Book (page 111); safety pins to attach the Bee Name Tags to students' clothing.

Open the day

- ◆ "Buzzing Bees" practice. (See Topic 1.)
- ◆ Flashcard Activity 1I (Part 1).

Open the book!**Explore**◆ **Ask and answer.**

Tell students they are going to do a project and ask them to find the name of the project in the top right-hand corner of page 39. Explain that a *name tag* is a piece of paper, cloth, plastic or metal that has a person's name written on it. Then invite students to identify the three stages of the lesson: *Explore*, *Produce* and *Present*. Explain each stage. (Explore: gather ideas; Produce: make the name tag; Present: share their work with their classmates.) Then form pairs. Have students point to the photo. Ask: *What can you see? What are the girl and the boy doing?* Read the questions aloud, one by one and ask volunteers to answer them. Finally, allow five minutes for students to ask and answer the questions in pairs.

Answer Key

Answers will vary.

Produce◆ **Make a draft of your Bee Name Tag using the example.**

Elicit what students remember about bees from the *Endangered Animal* video and their research. Then point out the name tags in the form of bees and explain that they complete the name tag on the right using their information and the model on the

left. Go through the information in the name tag together with students so that it is clear what they should write on each line.

Answer Key

Answers will vary.

◆ **Go to Practice Book page 111 and make your Bee Name Tag.** 

Tell students that now they have practised making a name tag they can complete the project. Have students go to page 111 of their Practice Books. Ask them to complete the name tag with their information. Encourage them to write neatly. Then they can colour the name tag using their favourite colour and cut it out. Help students as necessary.

Answer Key

Answers will vary.

Present◆ **Show your friend your Bee Name Tag.**

Now that all students have their *Bee Name Tag*, help them to attach it to their clothes using a safety pin. After that, hold up the book and point to the speech bubble. Invite a student to read the information in it. Then tell students they will go around the class describing their *Bee Name Tag* to other students, as in the model. They can also talk about their age or year at school. Demonstrate the activity with a volunteer. Allow ten minutes for this part of the project to be completed.

Answer Key

Answers will vary.

Close the day

- ◆ Have students say who in the classroom is similar to them. For example, who has a similar name, who is the same age or who likes the same colour.

Objective of the day:

1. Self-assessment of Topic 1.

Materials: a bell; Poster 1 with Cutouts, Poster Activity 1B on page XXI.

Open the day

- ◆ "Mindful Body 1" practice.
- ◆ Poster Activity 1B.

Open the book!

Can you count from 1-10?

- 1 Trace a number on your classmate's back. He or she says the number.

Call student's attention to the headers on pages 40 and 41. Read aloud: *My progress*. Elicit what they think the objective of the activities on these pages is. (To check how much they have learned in Units 1 and 2.) Then read Activity 1 aloud. Say: *one* and draw 1 with your finger in the air. Invite a volunteer to stand up. They should say the next number, draw it in the air with their finger and point to a classmate to stand up. Then this student says the next number, draws it in the air and points to another classmate. Continue in the same way until all numbers from one to ten have been said. If anyone gets the number wrong, they sit down and the previous student points to a different classmate. Next, form pairs and invite students to take turns drawing different numbers on each other's backs and guessing what they are. Finally, call students' attention to the box with the emojis. Explain they should draw a tick below the emoji that represents how well they did on this task. (happy = very good; serious = ok; sad = you can do it better)

Answer Key

Answers will vary.

Can you say how old you are?

- 2 Play with a classmate. Follow the example.

Students work in the same pairs as in the previous activity. Explain the rules of the game: Each student pretends to be one of the children in the picture, but doesn't say out loud who they have chosen. Then students take turns asking each other questions in order to guess which child they are pretending to be. Model the activity with a volunteer. Finally, remind students to draw a tick below the emoji that represents how well they did on this task.

Close the day



Practice Book: Assign Activities 1 and 2 on page 28 as homework.

Go to video "Nadiya's Family."



It's time to wrap up the work with the unit video. You might want to do one of the "After watching" activities described in the Lesson Plan or you may conduct some class feedback. If you choose the latter, you may guide students with the following questions: *Would you like to be a famous chef one day? What was your favourite part of the video? What did you dislike about the video?*

Objective of the day:

1. Self-assessment of Topic 1.

Materials: a bell; *colour cards*, Flashcard Activity 1C on page XIV; Poster 2 with Cutouts; Poster Activity 2A on page XXII; Reader (1 per student); Practice Book (pages 30 and 31).

Open the day

- ◆ "Mindful Body 3" practice.
- ◆ Flashcard Activity 1C.

Open the book!**Can you name your favourite colour?****3 Ask your classmates about their favourite colour.**

Ask several volunteers the question: *What's your favourite colour?* The students should answer your question in three different ways – saying the name of the colour, spelling it and pointing to an object that is of that colour. Then invite students to stand up and walk around the classroom asking their classmates the same question. The objective is to write the name of a different classmate next to each colour in the chart. Students should evaluate how well they did by drawing a tick under the corresponding emoji.

Answer Key

Answers will vary.

Can you identify people in your family?**4 Find six family words.** 

Direct students' attention to the wordsearch. Write two words on the board, one horizontally and one vertically, to show students the way words can be organised in a wordsearch. Then encourage students to work on their own to find six names of family members in the wordsearch. Allow three minutes and stop the activity. To check the answers, invite volunteers to write the names on the board the way they were written in the wordsearch, either horizontally or vertically. Students complete the self-evaluation chart at the end of the activity. Finally, remind students to visit the online platform for more practice at home.

Answer Key

grandpa, dad, sister, brother, mum, grandma

Home Connection◆ **Make a family rainbow.** 

This section of the book aims at getting the families of your students involved in their learning. Students should understand that it is important to ask their family members to do the project with them. Families will find the instructions (in English and in their own language) on how to do the project online in the Home Connection section. Furthermore, they will be able to learn more about what their children have learned in Topic 1. This is a great opportunity for students to show their families how much progress they are making.

Answer Key

Answers will vary.



Have students look at page 9 in the Reader. Ask them if they remember why the boy was sad. (He missed his grandma.) Remind students of the title of the story. Ask them what happened with the red ball so far in the story. Help students to read pages 9 to 11. Read aloud as you point to each word. Have students do the same and read chorally. Ask: *Where do they go? What animals do they see? What's grandma's favourite colour? How do they feel?* Have students open their Practice Books to page 30. Recall the story by having students tell you the events in the story. Then play Track R1 and have students follow along in their books. Play the audio again, stop it after each sentence, and have students echo. Next, ask them to do activities 1 and 2. Next, ask students if they remember the names of the characters and the different objects in the story. Have students do activities 3, 4 and 5 on page 31 of their Practice Books. When students have finished, have them compare their answers in pairs. Finally, check the answers as a class.

Close the day

- ◆ Poster Activity 2A.

  Practice Book: Assign Activities 3 and 4 on page 29 as homework.

Topic 2

My Places

Objectives of the day:

1. Learn a mindful practice to help focus attention.
2. Get acquainted with concepts of Topic 2: rooms in a house, furniture, toys, likes and dislikes.
3. Discover information from the illustration.

Materials: a bell, a plastic bag, toys and other objects of different textures (a plastic duck, a small ball, a marble, a small doll, a toy car, a small stuffed animal, etc.); pictures of different houses (flat, beach house, cottage, etc.).

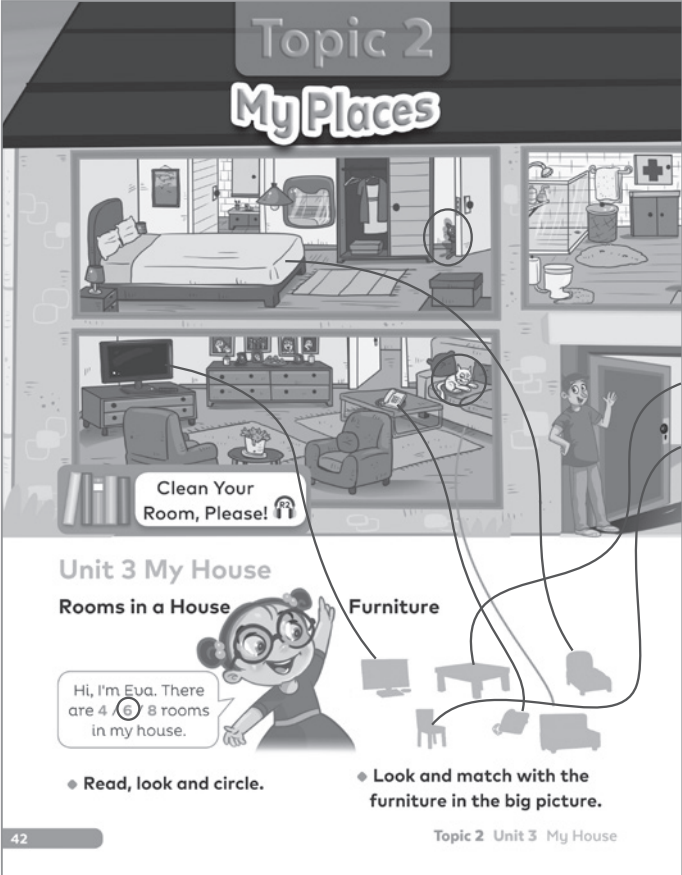
Open the day

"Touching Objects"

"Touching Objects" is a mindfulness practice that helps students learn that they can focus and perceive the characteristics of the objects around them by using their sense of touch, not only their sense of sight. We suggest that you do this activity while you are working on Units 3 and 4, as it will help raise students' interest in the topic of Unit 4. (Toys) Have a toy or an object (per student) ready in a bag. At the start of every class, students hear a bell, close their eyes and breathe in and out several times while you put an object on their desks. Give them a minute to feel it as they keep breathing. Finally, students open their eyes and one or two volunteers can describe how the object felt.

Open the book!

Read the title of the topic and call students' attention to the picture of the house. Encourage students to say what it is. Explain that a house is a place where we live and spend time with our families and pets. You can ask students if they live in a different or similar house. To help students identify the kind of house they live in, you can use body language, draw pictures on the board or show pictures of different houses. Please notice that the aim at this stage is raising students' interest in the topic and activating their background knowledge. The purpose is not to concentrate on naming different rooms in a house or types of houses.



Topic 2
My Places

Unit 3 My House
Rooms in a House

Clean Your Room, Please!

Furniture

Hi, I'm Eva. There are 4 (6) 8 rooms in my house.

◆ Read, look and circle. ◆ Look and match with the furniture in the big picture.

42 Topic 2 Unit 3 My House

Unit 3 My House

Rooms in a House

Explain to students that in Unit 3 of Topic 2, *My House*, they will learn more about houses. Call their attention to the picture of the girl. Ask: *Who is she?* Encourage students to say: *She's Eva.* Show the picture again. Point to each room in the picture of the house and explain to students that those places are called rooms. As a class, have students count how many rooms there are in Eva's house. (six) Then ask volunteers to identify the corresponding number in Eva's speech bubble. Make a circle in the air to make sure students understand the instruction. Finally, as a class, read Eva's sentence aloud again, now mentioning the correct number of rooms.

Furniture

Point to some of the furniture in the picture. Say: *Look, this is furniture. These are objects we use in the house, like a chair to sit down or a bed to sleep.* Use body language, if necessary, to explain these concepts. Then point out the furniture shadows. Tell students they should find a similar picture in the house. Once they have found it, they should trace a line from the shadow to the picture, as shown in the example. Ask students to work individually. We suggest that you mime what each piece of furniture is for, in case you notice that students are struggling to identify the shadows.

Unit 4 My Bedroom

Prepositions
Where are my cats?
◆ Circle the cats in the big picture.

Toys
There are some toys in my bedroom!
◆ Count the toys in the big picture. ♀

Topic 2 Unit 4 My Bedroom 43

Unit 4 My Bedroom

Prepositions

Ask students if they have pets, such as dogs or cats. Then point to Eva and encourage them to read the question aloud, as they point to each word. Say: *Let's help Eva find her cats. Where are her cats? Point to her black cat.* Once students have pointed to the cat under the table, say: *Yes, he's there. The cat is under the table.* Emphasise the place where the cat is by using body language or pointing to his position clearly. Then encourage students to find the remaining cats in the picture of the house. Ask students to work individually and circle the cats. To check the answers, have volunteers show their classmates the cats they circled. Say where each cat is and have students point to it in the picture. For example, say: *Look, the white cat is on the sofa!* Continue in the same way with the remaining cats. Finally, explain to students that in Unit 4 of Topic 2, *My Bedroom*, they will be learning how to express where things are around the house using words called *prepositions*.

Toys

Point to Eva again and say: *Look, Eva is in her bedroom. The bedroom is the room where Eva sleeps in her bed.* Point to the picture of the bed. Encourage students to find the bedroom in the picture of the house. Then help them to read the sentence in Eva's speech bubble. You can use the toys from the "Touching Objects" practice to explain the concept of toys. Have students find the toys in the picture of Eva's room and ask them to count them aloud as a class. Finally, you can ask students to find the bedroom and toys in the picture of the bees' house.



Point to the Reader icon on page 42. Elicit what this might refer to. Once several volunteers have replied, remind students that each topic in their book is accompanied by a story related to it. Show the Reader component to the class, then open the Reader to page 13. Encourage students to identify what they see in the picture. (girls, toys, Dad, etc.) Ask them where the things and people in the picture are. (at home) Elicit answers. Read the title of the story and ask students what they think the story will be about. Ask: *Do you think Dad is happy, sad or angry?* Mime the feelings if necessary. Elicit possible reasons for why he is angry. Tell students that the girls' names are Anna and Alice, and that they will be reading a story about them throughout this topic.

Close the day

- ◆ Point to the rooms of the house, some of the furniture, the toys and the cats in the picture. Tell students they will say *yes* or *no* each time you point to a picture. They say *yes* if they have that toy / pet or if there are those rooms / furniture in their own houses. To introduce the topic vocabulary, say the words as you point to them.

Go to video "The Fairy Tale House." ▶ || ■

For Unit 4, there is an accompanying video on the platform, called "The Fairy Tale House." It relates to the topic of houses. We suggest that you go online to get acquainted with the proposed activities so that you are able to exploit all the aspects of the video.

Unit 3 My House

Objectives of the day:

1. Learn the names of the rooms in a house.
2. Identify rooms of a house according to the activities performed there.

Materials: a bell, a plastic bag, toys and other objects of different textures (a plastic duck, a small ball, a marble, a small doll, a toy car, a small stuffed animal, etc.); pictures of different families.

Open the day

- ◆ "Touching Objects" practice.
- ◆ You may want to review the family members from Unit 1. Show students the pictures of different families and elicit the words they know. Then invite volunteers to say what family members live in their houses.

Open the book!

1 Listen and write the numbers.

Call students' attention to the picture of the house. Point to the picture and ask: *What is it? Who can you see?* (house, mum, dad, a boy) Read the text in the speech bubble aloud. Explain that they will see what Erick's house looks like on the inside, and that they will learn the names of the rooms in a house. Point to each room and name it. *Point to the living room and say: This is the living room.* Encourage students to point to the picture and read the word *living room* aloud. Elicit an activity that you might usually do in a living room: *We watch TV in the living room.* Continue in the same way with the remaining rooms. Then tell students that they are going to listen to Erick describing his house, and that they should write the number that is associated with each room in the house. Play Track 21 and pause it after item 1. Demonstrate that they should write 1 in the blank space next to the picture of the hall. Continue playing the audio, pausing after each item so that students can number the pictures. To check the answers, call out the numbers and have the class name the corresponding rooms.

Answer Key

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

◆ Listen, point and say.

Ask: *Where is Erick's dad? Where is Erick's mum? Where is his cat?* (in the kitchen; in the dining room; in the bedroom) Next, play Track 22. When you play it for the first time, we suggest that students only listen. When you play it again, they listen and point and, finally, they listen, point and say the rooms.

2 Listen and guess the room.

Mime activities that you would do in each room (sleeping, cooking, watching TV, etc.) and have students call out the room related to that activity. Next, explain that students will listen to people doing different activities and that they have to identify the rooms in which the activities are usually done. Play Track 23. Encourage students to listen attentively and call out the corresponding rooms.

Answer Key

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

Close the day

- ◆ Call out a room and have the class mime an activity that they would do in that room. (playing, washing the dishes, etc.)

  Practice Book: Assign Activities 1 and 2 on page 32 as homework.

Objectives of the day:

1. Learn vocabulary related to furniture.
2. Identify and draw your favourite room.
3. Talk about experiences related to the topic.

Materials: a bell, a plastic bag, toys and other objects of different textures (a plastic duck, a small ball, a marble, a small doll, a toy car, a small stuffed animal, etc.); colour cards (see page XIV), Flashcard Activity 1D on page XIV; crayons, coloured pencils; realia: a picture (similar to the one in Activity 3), a clock and a phone.

Open the day

- ◆ "Touching Objects" practice.
- ◆ You may want to review the parts of the house. Mime some actions and have students say which room can be related to each action.

Open the book!**3 Listen and write the numbers.** 

Put the realia on a table or desk. Ask students to stand around it. Point to the clock first and say: *Look, it is a clock. I use it to check the time. I have got a clock in the kitchen. What about you?* Encourage students to name the room in their house where there is a clock. Continue in the same way with the remaining objects. Next, tell students they will listen to Erick talking about the objects in Activity 3. Explain they should write the number next to the picture of the object described. Play Track 24 and pause it after item 1. Allow students to write the number. Continue in the same way with items 2 and 3. To check the answers, call out the number and have students call out the name of the object.

Answer Key

1. phone; 2. clock; 3. picture

Open Day Tip **Organising Materials**

You may save valuable class time if you help students in advance to organise the materials that they will use. When working with stickers, you can teach them how to remove the sticker from the book's page and stick the tip of it to the edge of the desk. This way it will be easier for them to locate the sticker, take it and stick it in the correct place.

4 Listen, point and stick.   

Point to each furniture item and elicit the room where students would find it. Next, tell students to listen to Track 25 while they point to the corresponding pictures. Play the audio more than once, ask students to find the stickers on page 141 and stick the missing parts of the furniture. Ask the class which pieces of furniture they would find in a living room. Finally, remind students to visit the online platform for more practice at home.

Answer Key

Students paste the parts of the chair, sofa, table, radio, television and armchair stickers.

My Space ◆ **Draw your favourite room. Ask and answer.** 

Tell students to identify the room in the drawing (the bedroom) and have them draw their favourite room. Read the dialogue pretending to be two different people and have students form pairs and practise the dialogue. Invite volunteers to say the dialogue replacing *bedroom* with their favourite room. Encourage them to ask and answer the question *What's that?* based on the furniture they included in their drawing. Finally, remind students to visit the online platform for more practice at home.

Answer Key

Answers will vary.

Close the day

- ◆ Flashcard Activity 1D.

  Practice Book: Assign Activities 3 and 4 on page 33 as homework.

Go to video "Honeybees."   

Remind students they will find a video related to this level's vulnerable animals (the honeybees) on the platform. Ask them what they remember about honeybees. Continue watching and ask students what we could do to save them. Check the following links for further information:

<https://www.theguardian.com/environment/2008/may/13/wildlife.endangeredspecies>
<https://thehoneybeeconservancy.org/how-tosave-the-bees/>

Objectives of the day:

1. Read a comic strip about a tree house.
2. Learn to ask and answer the question *Is / Are there...?*

Materials: a bell, a plastic bag, toys and other objects of different textures (a plastic duck, a small ball, a marble, a small doll, a toy car, a small stuffed animal, etc.); Poster 3 with Cutouts.

Open the day

- ◆ "Touching Objects" practice.
- ◆ You may want to review the furniture vocabulary. Tell students that you are going to strike a pose and that they should tell you which piece of furniture you are pretending to use. Put your hand to your ear, as if you were listening to something. Elicit *radio*. Keep reviewing the vocabulary.

Open the book!

1 Listen and follow.

Ask students to look at the pictures and encourage them to identify the characters. Ask: *Who are they? Are they friends?* Next, point to the tree house and ask: *What's that?* Elicit an answer: *A house.* Say: *Yes, it's a tree house! What can you see in the tree house? Have you got a tree house?* Explain to students that children usually play and keep their toys in tree houses. Also, explain that children can use ladders to get to their tree houses. (Show the picture of the ladder to clarify meaning.) Then say: *Let's listen to what the boys and girls say about their tree house.* Play Track 26 and have students follow the text with their fingers. Play the audio for the first part of the comic strip again and ask them to find and circle all number words. (two, one) Play the audio for the second part of the story and tell them to find and point to the ladder. Finally, you can either play Track 26 again or help students to read aloud as a class using different voices for different characters.

◆ Read and circle **T** (True) or **F** (False).

Call students' attention to the pictures and ask: *Is there a kitchen in the picture?* Encourage students to shake their heads and say: *No, there isn't.* Show the picture of the tree house. Ask: *Is there a tree house?* Encourage students to nod their heads and

say: *Yes, there is.* Then read the four sentences, one by one, and have students repeat after you chorally. Encourage them to look at the comic strip again to check if the sentences are true or false. Elicit answers as a class. Tell them to circle **T** or **F**, according to the information in the comic strip. When checking answers as a class, students can correct the false information.

Answer Key

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

◆ Read and circle.

Call students' attention to the last scene of the comic strip. Point to the ladder. Ask students: *How many ladders can you see?* Elicit the answer. Write the number on the board. (1) Do the same with the toys. Ask: *How many toys can you see?* Encourage students to count the toys and write the number on the board. (3) Now, read the first question and answers together with students. Emphasise *Is* and show one finger so that they understand that the question and answer correspond to a singular item. Encourage them to answer chorally and then circle the correct answer in their books. Do the same with the toys, emphasising *Are* and showing three fingers so that students understand that *are* refers to plural items. If time allows, continue asking questions about the comic strip: *Are there any boys? Is there a bee?*

Answer Key

1. Yes, there is.; 2. Yes, there are.

Close the day

- ◆ Show Poster 3. Review vocabulary related to rooms in the house and furniture, as well as *Is / Are there...?* Put the cutouts on different parts of the poster; you may want to put some furniture cutouts in unusual parts of the house, so as to foster students' concentration on the picture. Ask: *Is there a chair in the garden? Are there any toys in the bedroom?* Elicit answers.



Practice Book: Assign Activity 1 on page 34 as homework.

Objectives of the day:

1. Review the question *Is / Are there...?* and the answer *There is / are...*
2. Learn to ask and answer the question *How many... are there?*

Materials: a bell, a plastic bag, toys and other objects of different textures (a plastic duck, a small ball, a marble, a small doll, a toy car, a small stuffed animal, etc.); Poster 3 with Cutouts, Poster Activity 3A on page XXIII; coloured pencils, poster paper (1 sheet per student), old magazines.

Open the day

- ◆ "Touching Objects" practice.
- ◆ You may want to review the singular and plural form of *There is / are*. Ask students to have their school objects close to them. Say: *There's a pencil on the desk*. Tell students to leave only one pencil on their desks. Then say: *There are three pencils on the desk*. Students should add two more pencils to their desks. Keep the activity going for two or three more rounds, until you notice that students are comfortable with the difference of *there is / are*.

Language Presentation***Is / Are There...? How Many... Are There?***

In this lesson, students will review how to ask and answer the questions *Is / Are there...?* and learn when to ask the question *How many... are there?* We suggest that you do Poster Activity 3A at this stage to make students feel more confident while doing the activities on this page.

Open the book!**2 Choose a tree house. Then ask and answer.**

Read the comic strip again or play Track 26 again for students to recall the story. Write on the board: *How many rooms are there in the tree house?* Read the question aloud as you underline *How many*. Have students count the rooms in the tree house. Elicit the answer and write it on the board: *There are two*. Underline the word *two*. Then write on the board: *Is there a toy robot in the tree house?* Underline *Is there*. Elicit answers and write the correct one on the

board: *Yes, there is*. Encourage students to notice that the answers to the questions with *How many...?* include a number, whereas the *Is / Are there...?* questions are answered with a *Yes* or *No*. Next, call students' attention to the pictures in Activity 2. Tell them to choose one of the two pictures. Read the questions and answers and have students echo. Encourage them to work in pairs and ask each other similar questions. To help students form the questions, you can teach them how to replace the key words in the questions (i.e. *rooms, table* or *chairs*) with new ones. You can circle the key words in the example sentences on the board.

Answer Key

Answers will vary.

Close the day

You can do either of the two activities below to close your class:

- ◆ Distribute coloured pencils, poster paper and old magazines to students. Ask them to draw a tree house with different rooms. Have students cut out pictures of furniture items from the old magazines to make a collage. Ask them to draw themselves and their friends playing in their tree houses.
- ◆ Display Poster 3. Call out a piece of furniture and encourage students to get the cutouts and place them as quickly as possible in the room you name.



Practice Book: Assign Activities 2 and 3 on page 35 as homework.

Objectives of the day:

1. Learn prepositions of place.
2. Learn to express the location of things by asking and answering the question *Where is / are the...?*

Materials: a bell, a plastic bag, toys and other objects of different textures (a plastic duck, a small ball, a marble, a small doll, a toy car, a small stuffed animal, etc.); *Prepositions* Flashcards, Flashcard Activities 3A and 3B on page XVI, Poster Activity 3B on page XXIII; a mobile phone.

Open the day

- ◆ "Touching Objects" practice.
- ◆ Flashcard Activity 3A.

Students will learn how to express the location of things using prepositions. Use Flashcard Activity 3A to present prepositions at this stage to make students feel more confident while doing the activities on this page.

Open the book!

3 Listen and write the numbers.

Point to the pictures in the book and ask: *What's this? What are these? Are there any chairs? Is there a mobile phone?* Elicit answers. Next, invite students to read the text in the speech bubble aloud. Explain that they have to listen to where the mobile phone is. Play Track 27, pause it after item 1 and ask students to point to the corresponding picture and repeat. Continue in the same way with the rest of the pictures. Then play the audio again, pausing it after item 1, and allow students to write the numbers in the order they are mentioned. To check the answers, call out the number and have students say where the mobile phone is.

Answer Key

1. It's in the box.; 2. It's under the table.; 3. It's on the chair.; 4. It's behind the radio.; 5. It's between the radio and the television.; 6. It's next to the computer.; 7. It's in front of the sofa.

4 Read, look and circle.

Ask students what they see in the picture. (a computer, a keyboard and a mouse) Have them point to the computer, keyboard and mouse as they name each item. Then tell students that they will say where these things are. Read the first sentence aloud. Ask students which option can complete the sentence correctly according to the picture. (on) If necessary, show the *Prepositions* Flashcards to clarify meaning. Next, tell them to circle the correct option. Allow a few minutes for students to complete the task individually. Finally, elicit answers from volunteers.

Answer Key

1. on; 2. in front of; 3. next to

5 Draw a room in your notebook. Then ask and answer.

Have students point to the first word in the box and read it aloud. Next, encourage them to find a picture of a table in their Student's Book or in the classroom. Do the same with the rest of the words. Then ask students to draw a room in their notebooks. Explain that they should draw the objects and pieces of furniture included in the box in different places. (a radio under a table. If necessary, demonstrate the activity and draw a living room and a radio under a table) Once the students have finished, read the speech bubbles. Explain to them that they should have a similar conversation about their pictures. Next, have students work in pairs to ask and answer questions about their drawings. Encourage them to use prepositions. You may want to invite a couple of volunteers to describe their pictures to the class. Finally, remind students to visit the online platform for more practice at home.

Answer Key

Answers will vary.

Close the day

- ◆ Poster Activity 3B.

  Practice Book: Assign Activities 4 and 5 on page 36 as homework.

Objectives of the day:

1. Understand and follow spoken instructions.
2. Listen for specific information.

Materials: a bell, a plastic bag, toys and other objects of different textures (a plastic duck, a small ball, a marble, a small doll, a toy car, a small stuffed animal, etc.); Poster 3 with Cutouts, Poster Activity 3A on page XXIII.

Open the day

- ◆ "Touching Objects" practice.
- ◆ You may want to use Poster 3 to review vocabulary and prepositions of place. Say a sentence and have students put the cutouts in the place you say.

Open the book!**Speaking****International Certification: Speaking**

Tell students that in this type of activity, it is common to be asked questions about a picture, for example: *Where's the clock? Where are the chairs? How many tables are there?* They should then identify and point to the corresponding people, animals or things, and answer accordingly.

1 Point, ask and answer. 

Point to the icon next to the rubric and remind students that these activities prepare them for taking international certifications. They should work in silence and look at the big picture and identify all the rooms in the house, the objects and furniture. Ask students a few questions about the picture: *Is there a living room? Where is the fridge?* (Students point to the corresponding picture.) *Where is the clock?* (Students point to the corresponding picture.) Continue in the same way until they have identified all of the objects and furniture. Then point to the living room and say: *How many rooms are there?* (two) Ask: *Are there any chairs?* (Yes, there are.) Continue in the same way reading the questions in the remaining speech bubbles. Continue with similar questions for students to identify other objects.

Answer Key

Answers will vary.

Listening**International Certification: Listening**

Explain to students that in this type of activity they will listen to questions that are answered with a name, a number or a short word. To help students complete this task, encourage them to read the answers before they hear the audio, so that they know which names, numbers or words they are listening for. Play the audio again so that they can notice how this strategy is applied.

2 Listen and circle.  

In this activity, students are expected to listen for specific information. In this case, they will only need to listen for the answers to the questions, so it is important that they understand all the questions. Read the questions aloud one by one. You can stress the key words in each question, so that they understand which information they will be listening for. Remind students that one example is done for them, and point to Question 0. Play Track 28. Students listen in silence. Then play it again and have them circle the answers. Check the answers as a class.

Answer Key

1. 8; 2. 3; 3. 2; 4. the living room; 5. Ringo

Close the day

- ◆ Poster Activity 3A.

Objectives of the day:

1. Become aware of your body to focus and pay attention.
2. Perform breathing exercises to energise.

Materials: a bell, a plastic bag, toys and other objects of different textures (a plastic duck, a small ball, a marble, a small doll, a toy car, a small stuffed animal, etc.); soft or classical music, coloured pencils, white paper (1 sheet per student).

Open the day

- ◆ "Touching Objects" practice.
- ◆ Draw the image of an elephant on the board or display a picture of an elephant. Ask: *What movement does an elephant make?* Allow students to give their contribution but do not confirm any of their suggestions.

Open the book!

Mindful Body

1 Look and trace.

Point to the picture of the elephant and say: *We are going to breathe like elephants. Look at the elephant's trunk. It goes up when he breathes in, and it goes down when he breathes out.* Now point to the first picture of the girl. Have students identify her arms, hands, eyes, mouth and nose. Ask: *Are the girl's eyes open or closed? Are her hands and arms up or down?* Elicit answers. Next, have students notice the red arrows pointing to the girl's nose in the second picture. Explain that the arrow is showing that the girl is breathing in. Now, ask: *Are the girl's eyes open or closed? When she breathes in, are her hands together? Are her arms up or down?* Elicit answers. Get students to trace the arrows showing that the girl's arms are up and the arrow that shows that the air is coming into her nose. (She is breathing in.) Then point to the third picture. Explain that the red arrow is showing that the girl is breathing out through her mouth. Ask: *Are the girl's eyes open or closed? When the girl breathes out, are her hands together? Are her arms up or down?* Elicit answers. Ask them to trace the arrows showing that the girl's arms are down and the arrow that shows that she is breathing out through her mouth.

Answer Key

Students trace the arrows showing the girl's arms are up when she breathes in and down when she breathes out.

2 Listen and complete.

Before listening, help students read the words in the box. Remind them what breathing in and out means. Tell students that they are going to listen to the step-by-step instructions to practise the elephant breathing. Explain that they should write the words *in* or *out* in the order they hear them in the audio. We suggest that you play Track 29 twice. The first time students will only listen and pay attention. The second time, they will write the words to complete the sentences. Check the answers as a class.

Answer Key

1. in; 2. out

◆ Listen again and act out.

Invite students to listen again and practise breathing like elephants. Have them stand up. Play Track 29 again and pause it after each instruction so that they follow it correctly. Make sure students are comfortable and breathe in and out slowly. Explain that they will be doing this practice at the beginning of the next classes.

3 Circle how you feel.

Point to each emoji and elicit from students the feelings they represent. (angry, happy, sad) Then allow a few moments for them to think how they feel after having performed the elephant breathing. Ask: *Is it comfortable? Does it help you feel energetic?* After a moment of reflection, students circle the face that describes best how they felt.

Answer Key

Answers will vary.

Close the day

- ◆ Distribute coloured pencils and sheets of white paper. Ask students to sit with their eyes closed and pay attention to the music. Tell them to concentrate on how the music makes them feel and which images come to their minds as they listen. After one or two minutes, stop the music and ask students to draw what they imagined as they were listening. Finally, allow a few minutes for volunteers to explain to the rest of the class how they felt and what they drew.

Objectives of the day:

1. Learn to produce consonants *k* /k/, *l* /l/, *s* /s/, glides *w* /w/, and short *i* /ɪ/ in CVC patterns.
2. Review the alphabet.

Materials: Letters Flashcards, Flashcard Activities 1F and 1G on page XV; Reader (1 per student). You can use the IPA Pronunciation Guide in the Audioscript Section and the online platform as a guide.

Open the day

- ◆ "Breathing Elephant" practice. (See Activity 1 in the previous lesson.)
- ◆ Flashcard Activity 1F.

Open the book!
1 Listen, point and repeat. 

Write the letters *k*, *s*, *i*, *l* and *w* (upper and lower case) on the board. Point to *K* and encourage students to say its name. Help them notice that lower case *k* has the same name. Have students point to upper case and lower case *k* in their books. Continue in the same way with the rest of the letters. Now explain that once they have reviewed the name of each letter, they will learn the chant to learn the letter sounds. Play Track 30 and stop it after each letter so that students can repeat. If needed, help students practise further to produce the short /ɪ/ correctly. To do so, write *kid* and *sit* on the board. Mime the words to check understanding. Say the short /ɪ/ sound in those words several times for students to repeat. If necessary, teach students that their lips should be relaxed to produce the short /ɪ/ more easily. Finally, have students repeat the words chorally and individually.

2 Trace, listen and say. 

Have students point to the picture of the child (*kid*). Have students point to the letter *k*. Encourage them to produce the corresponding sound, according to what they learned in Activity 1. Say: *Look at this letter. Which sound is it?* Elicit answers from different volunteers. Do the same with the remaining sounds. Next, say the sound of the letter *k* several times. Have students point to the letter that represents that sound. Make sure that all students are pointing to the correct letter. Then ask them to trace the letter *k*. Do the same with the rest of the letters and sounds. Play Track 31 once and have students listen as they point to the words. Play the

audio again, stop after each word and have students repeat. Finally, invite volunteers to say each word as they heard it on the audio.

Answer Key

Students trace: *k*; *s*; *l*; *w*

3 Read and write the letters.

Have students look at the picture. Ask: *Who's this? Where is she? What is she eating?* (a girl; in the kitchen; an apple) Explain that the girl's name is Kim. Then read the words as a class and have students guess which letter should be added to complete the word. We suggest that you point to the first word and say: *Look at this word. It's "Kim."* Now say each sound: /k/-/ɪ/-/m/. Ask: *Which sound is missing?* Repeat the short /ɪ/ sound three times. Ask students to write the corresponding letter in the blank space to complete the word. Do the same with the rest of the words and sounds.

Answer Key

i, *K*, *W*, *i*, *l*, *k*, *L*, *s*, *s*, *i*, *i*, *i*, *W*, *s*, *l*

◆ Listen and chant.  

Play Track 32 once and ask students to listen as they point to the words in the chant to check their answers. Next, play the audio again and have them sing along. Then you can ask students to chant without the music, once slower and once much faster. Finally, remind students to visit the online platform for more practice at home.

Close the day


Have students look at page 14 of the Reader. Ask students if they remember the girls' names. (Anna and Alice) Remind students of the title of the story. Tell them that they will read to check the predictions they made on page 13. (why Dad was angry) Help students to read the text on page 14, by reading it aloud as you point to each word. Have students do the same and read chorally. Now ask students simple questions about what they read: *Who's Anna?* (Have students point to the corresponding picture.) *Who's Alice?* (Have students point to the corresponding picture.) *What is Anna looking for? Where can she look for her doll?* (her doll; in the living room) Encourage students to guess where Anna's doll may be. Tell them that they will discover it later, as they will continue reading the story in future sessions.

Objectives of the day:

1. Read texts that describe buildings.
2. Practise the following reading strategy:
 - Matching sentences with images.
3. Reading comprehension: Decoding images and recognising the letters of the English alphabet to label pictures.

Materials: Letters Flashcards, Flashcard Activity 1F on page XIV; pictures of a castle, a house and a flat.

Open the day

- ◆ "Elephant Breathing" practice.
- ◆ Flashcard Activity 1F.

Open the book!

Reading

Reading Strategy

Matching Sentences with Images

Give students constant opportunities to practise relating written information to the pictures it describes. Tell them that they should look at the pictures carefully and connect the information in the text to the characteristics in the picture. You can help students by asking: *Look at the picture. Is the object big or small? What colour is it?*, etc. Then have students match the text to the picture it best describes.

1 Read and write the letters.

Show the picture of the castle. Ask: *Is it big or small? Is it old or new? How many rooms do you think it has got?* Do the same with the pictures of the house and the flat. Next, call students' attention to the pictures on page 53. Point to the pictures, one by one, and ask students to identify each building. Then explain that they will read texts written by children describing where they live. Now point to the first text and read the first and second sentences together with students. Ask: *Where does this child live?* Elicit the answer. (a castle) Say: *Underline the word "castle."* *Is the castle big or small?* Elicit answers. Point to *big* in the text. Say: *Underline the word "big."* Continue in the same way with the rest of text *a*, asking questions so that students can find key information. Then tell them to find the picture of a big, old castle.

Have them write the letter *a* in the blank space next to the picture. Continue in the same way with texts *b* and *c*. You can encourage volunteers to answer the questions and then have the whole class find the words and match the text to the pictures.

Answer Key

a. castle; **b.** house; **c.** flat

International Certification: Writing

Explain to students that it is very important to learn the correct spelling of words, and that they should practise as often as possible. Remind them that words are not always spelled in the way they are pronounced, so it is important to know both the name and sound letters make.

2 Look at the pictures. Write the words.

Explain to students that they will write the missing letters to complete the words. Then point to the picture of the bathroom, and have students identify it. Point to the first letter and ask: *What letter is it? How does it sound?* Elicit answers. Then encourage students to write down the missing letters in the blank spaces. If students struggle with the spelling, you can tell them to find the word *bathroom* in the texts from Activity 1, and copy the missing letters from that word in the blank spaces provided. Continue in the same way with the rest of the words. Make sure students write just one letter per space. Check the answers as a class by inviting volunteers to write the words on the board.

Answer Key

1. bathroom; **2.** kitchen; **3.** bedroom; **4.** hall

Close the day

◆ Play Hangman:

Encourage students to practise spelling. Use the vocabulary words of Unit 3 to play *Hangman*. Students can work in small groups. Write a word on the board, deleting some of the letters. Have one of the groups select a letter of the alphabet. If the letter is in the word, write it on the corresponding space. If it is not, add a part of the structure or body. Continue in the same way until a group guesses the word or the structure and body is complete.

Objectives of the day:

1. Read texts for specific information (scanning).
2. Describe preferences based on the comprehension of the text.

Open the day

- ◆ "Elephant Breathing" practice.
- ◆ Ask students questions about the *Our Homes* reading to activate their prior knowledge, for example: *What homes are mentioned?* (a castle, a house, a flat) *Which house is old?* (the castle) *Which one is small?* (the flat) *Which home has got three bedrooms?* (the house)

Open the book!**3 Match the questions and answers.**

To do this activity, students can apply the scanning strategy that they learned in Unit 1 and have been practising so far. Remind them that they can now locate specific information in a text (they do not have to read it all again), and that they may find it useful to underline the key words. Read the first question aloud, stressing *How many*: *How many homes are there?* Now ask: *What can the answer be? A number or a name?* Elicit answers. (a number) Once they have found and underlined the correct answer in the text, they should identify the number (3) and draw a line to match it to the question. Have students work in pairs to complete the activity and check the answers as a class.

Answer Key

1. 3; 2. 8; 3. 5; 4. 4

4 Look at the homes and choose your favourite. Then ask and answer. 

Ask students to look at the pictures of the castle, house and flat again. Tell them to choose the one that they like the most. To help them decide, you can ask some of the following questions: *Do you like a big or a small home?* *Do you want a home with many bathrooms?* *How many bedrooms do you want in your home?* *Do you want to have a garden?* Then explain

that they will work with a classmate and talk about their favourite home. Read the speech bubbles. Tell students that they should have a similar conversation. If necessary, demonstrate the activity with a volunteer. Finally, remind students to visit the online platform for more practice at home.

Answer Key

Answers will vary.

Close the day


- ◆ Make three true sentences and three false sentences about the reading *Our homes*. Say the sentences and tell students to clap if the sentence is false, or jump if the sentence is true. Have students look at the *Our Home* reading again. We suggest that you make sentences like:

(True sentences)

1. There are three bedrooms in the house.
2. There is a hall in the castle.
3. There is a big garden in the house.

(False sentences)

1. There is a garden in the flat.
2. There are two dining rooms in the castle.
3. The house is small.

  Practice Book: Assign Activity 1 on page 37 as homework.

Objectives of the day:

1. Complete a short description.
2. Write words to complete sentences about pictures.

Materials: Flashcard Activity 3B on page XVI; school objects (a pen, a pencil, a book, a crayon, a ruler, a rubber, scissors, etc.).

Open the day

- ◆ "Elephant Breathing" practice.
- ◆ Flashcard Activity 3B.

Open the book!

Writing Strategy

Recognising and Copying Words

Learning sight word recognition can improve students' reading and writing skills. If students are learning English as a foreign language, they might be struggling as some spelling rules may be highly complex. Using the sight word technique and encouraging students to copy the word(s) will help them to become more familiar with both the spelling and pronunciation eventually, improving their writing skills.

Writing

1 Read, look and complete.

Call students' attention to the picture. Ask: *What room is this? Is there a bed? Is there an armchair? How many books are there? Can you see a cat? Is it big or small? Where is it?*, etc. Ask as many questions as possible so that most students can participate. Explain that they will complete the text using the words in the box. Students can apply the recognising and copying words strategy, as follows:

Copy the words in the box on the board. Point to the first word in the box, *is*. Say it aloud as you point to it. Give one or two examples of the word used in a sentence. Do the same with the rest of the words. Then say the word *is* again. Have students find *is* in the box and point to it. Continue in the same way with the rest of the words. Next, help a volunteer read the first sentence aloud. Pause after number 1. Ask: *Is it big or small?* Elicit the answer. (small)

Then invite students to find the word *small* in the box. Once they have recognised the word, have them copy it on the space provided. Continue in the same way with the rest of the sentences. To check, have students read the text chorally, as they point to each word.

Answer Key

1. small; 2. two; 3. is; 4. Where

2 Read, look and write.

Call students' attention to the words in the box. Explain that they will use them to complete sentences about the pictures. Say the words and have students repeat them. Ask: *What can you see in the pictures?* Elicit answers. Then help them to read the question, as they point to it. Encourage students to look at the first picture again and answer: *She's under the table*. Say the word *under* twice. Ask students to find and point to *under* in the box. Ask them to complete sentence 1 with the word *under*. Remind them to copy it in the blank space provided. Do the same with picture 2 and *behind*. To check the answers, have students read the sentences chorally, as they point to each word.

Answer Key

1. under; 2. behind

Close the day

- ◆ You can review school objects vocabulary and prepositions with the following activity. Place the school objects on the floor. Have volunteer sit around the objects. Then call a volunteer and ask them to put the object in a certain location around the classroom. Give commands, for example: *Put the scissors in a box. Put the ruler under your chair. Put the rubber on your book*, etc.



Practice Book: Assign Activities 1 and 2 on page 38 as homework.

Objectives of the day:

1. Write one-word answers.
2. Write short answers to personal questions about their homes.

Materials: Flashcard Activity 3B on page XVI.

Open the day

- ◆ "Elephant Breathing" practice.
- ◆ Flashcard Activity 3B.

Open the book!**Reading****International Certification: Reading**

Explain to students that, in international exams, it is very common to find tasks that involve reading a text and then checking if sentences describe exactly what is in the text or not. Students should write *Yes* if the sentences are accurate, or *No* if they are not. Tell students that they can use the images in the text as an aid to support their answers. Explain that, in these activities, the pictures are not just decoration, but that they can help to clarify meaning. So, besides reading a text, they should base their *Yes* or *No* answer on what they see in the pictures, too.

3 Read and look. Write Yes or No. 

Call students' attention to the picture. Ask: *What can you see? What do you think the girl is doing?* If necessary, explain that the girl drew the plan of her house to describe it. Encourage students to read the first sentence. Ask them to find the part of the picture that illustrates the meaning of that sentence. (In this case, they will point to the house.) Continue in the same way with the rest of the text, encouraging students to identify all the rooms in the plan. Next, remind them that they should read sentences 1 to 4 and write *Yes* on the line if they express the information contained in the text correctly. Tell students that they should write *No* if the information is incorrect. Remind them that the picture can also help them to support their answer. Read the first sentence. Now ask students

to refer to the text again to check if the information is correct. Have them look at the picture, too, and count the bedrooms. Then ask: *How many bedrooms are there? Read the text and count the bedrooms in the picture. Is the sentence correct?* Elicit answers. Finally, have students write *No* on the line. Have students work individually with the rest of the sentences and check the answers as a class.

Answer Key

1. No; 2. Yes; 3. Yes; 4. No

4 Answer and draw.

Have students read the title: *My House*. Ask: *What do you think we are going to do now? What are we going to describe?* Tell them to read the questions and answer with information about their own houses using just one word. (*small, five, no, bedroom*) Demonstrate the activity by asking the first question to a volunteer and eliciting their answer. Write it on the board. Have students complete the task individually. Next, have students draw their houses in the box provided, according to their answers. In case the drawing space is not enough, encourage students to draw their houses in their notebooks. Finally, have them work in pairs and ask and answer the questions, showing their drawings to their classmates.

Answer Key

Answers will vary.

Close the day

- ◆ Encourage students to ask more questions about their classmate's drawing. Even if something is not there, students can ask questions like: *Are there four chairs in the kitchen? Is there a tree house?* etc.

Objectives of the day:

1. Listen for specific information.
2. Review pieces of furniture.

Materials: Flashcard Activity 3A on page XVI; Reader (1 per student).

Open the day

- ◆ "Elephant Breathing" practice.
- ◆ Flashcard Activity 3A.

Open the book!

Listening

International Certification: Listening

Tell students that it is common to have a task where they should listen to a description of where people or things are in a picture. Then they should trace a line to "place" the object according to the audio. To successfully complete this task, they should listen for specific information which, in this case, conveys the idea of location. Remind them that the words that indicate location are prepositions, so they should listen attentively for the prepositions mentioned.

1 Look at the pictures and find these objects.

Call students' attention to the words in the box. Tell them that you will say the words aloud and they should find and point to the word you say. Say each word twice, at random. Have students work individually. To check the answers, ask volunteers to go to the front and point to the objects on page 56 as you call out the words. Make sure the whole class can see their classmates pointing to the objects.

2 Listen and match. There is one example.



Ask the following questions and invite volunteers to describe what they see in the picture: *Who's there? What room is this? Is there a bed? Is there a table? Can you see any walls? How many sofas are there? How many chairs are there? Can you see a cat?*, etc. Ask as many questions as possible so that students can identify most of the objects in the scene. Next,

explain that they will listen to a boy describing where the people, pets and objects are in the house. Point to the father and the line. Explain that the line shows where the father is. Ask: *Where is Dad?* Elicit the answer. (behind the table) Tell students that this is an example of what they have to do. Play Track 33 and encourage them to listen carefully, and to match as many pictures as possible. Then play the audio again for students to check or modify their answers. Have students compare their work in pairs and then check the answers as a class. Finally, remind students to visit the online platform for more practice at home.

Answer Key

radio: big kitchen table; **picture:** kitchen wall; **clock:** living room wall; **phone:** small kitchen table; **mum:** sofa in the living room; **television:** table in front of the sofa in the living room; **cat:** in front of the sofa



Reader

Have students look at page 15 of the Reader. Ask them if they remember what the story is about. Remind them of the title of the story. Help students to read the text on page 15 by reading it aloud as you point to each word. Have them do the same and read chorally. Now ask questions about what they read: *Where are Anna and Alice now?* (In the living room) *Do they find Anna's doll?* (No) *Where can she look for her doll now?* (In the kitchen) Encourage students to guess where Anna's doll may be. Tell them that they will discover it later, as they will continue reading in future sessions.

Close the day

◆ Play I Spy:

Students can review vocabulary and prepositions. Select an object or person and their location in the classroom. (you could also play in the yard) Say: *I spy with my little eye something that is on the wall.* Encourage students to call out the object (or objects) on the wall. Help with any unknown vocabulary if necessary. Make sure that you review all the prepositions that students have learned so far.



Practice Book: Assign Activity 1 on page 39 and Activities 1 and 2 on page 40 as homework.

Objectives of the day:

1. Talk about rooms in the house and furniture.
2. Describe similarities and differences between two pictures.

Materials: Poster Activity 3A on page XXIII, Poster 3 with Cutouts; coloured pencils and paper (1 sheet per student); Practice Book (pages 41 and 42).

Open the day

- ◆ "Elephant Breathing" practice.
- ◆ Poster Activity 3A to review rooms in the house.

Open the book!

Speaking

International Certification: Speaking

Explain to students that, in international certifications, a common task they will find is identifying and describing similarities and differences between two pictures that are very similar. Explain that, in order to complete the task successfully, they should focus on the location, size, number and colour of objects. Therefore, they should have plenty of practice with relevant vocabulary and prepositions.

1 Look at the pictures. Find six differences.

Explain that you are going to ask questions about Picture 1, and that they should first point to the object or animal and then answer the question. Ask: *Where's the bed? Is there a dog? Where's the dog? Are there any pictures on the wall? How many pictures are there? Where is the fridge? Is there a dining room? Where's the dining room?*, etc. Remember that listening to and answering questions like these also helps students to get used to the questions that they will find in the speaking section of international certification exams. Then call students' attention to the speech bubbles of the girl and the boy. Help students to read the girl's speech bubble and then the boy's. Ask: *Are the boy and the girl talking about Picture 1 and Picture 2? (Yes) Are they talking about the similarities only? (No, they are also talking about the differences.)* Tell them that they will work in pairs and do the same. Encourage students to

talk about Picture 1 first and then about Picture 2. Finally, encourage volunteer pairs to say the differences they found so that students can check their answers as a class.

Answer Key

1. Picture 1: No TV on the fridge, Picture 2: TV on the fridge; 2. P1: wall, P2: window; 3. P1: two sofas, P2: one sofa; 4. P1: no cat under table, P2: cat under table; 5. P1: two pictures, P2: one picture; 6. P1: chair; P2: no chair

Close the day

◆ Play Pictionary:

Use the vocabulary words learned in this unit and proceed as follows:

1. Divide the class into teams of three or four. Give each team sheets of paper and a coloured pencil.
2. Ask one volunteer from each team to go to the front. Whisper the first word to them.
3. Volunteers draw the representation of the word as quickly as possible (from 40 seconds to one minute) on the sheet of paper.
4. Each group has to identify the word. Volunteers can also draw things in different locations to review prepositions. If students guess correctly, they get a point.

  Practice Book: Assign Activity 1 on page 41 and Activity 1 on page 42 as homework.

Time to Practise

You have now finished the first part of Topic 2 "My Places." It is now time to practise some skills using the certifications' format. In this unit, students will practise Reading and Writing skills, as well as a Listening skill. Have students open their Practice Book to page 41. Read the sample sentence with students and have them recognise that *kitchen* was the best option to complete the sentence. Tell them to complete the rest of the text. Then on page 42, tell students that they will listen to the descriptions and choose the best option. Play the audio twice. Remind them that it is OK if they do not understand everything as they will continue to get better. Finally, assign the two pages as homework or do the activities in class at the beginning of the next class.

Unit 4 My Bedroom

Objective of the day:

1. Learn vocabulary related to bedroom furniture.

Materials: a bell, a plastic bag, toys and other objects of different textures (a plastic duck, a small ball, a marble, a small doll, a toy car, a small stuffed animal, etc.); *Furniture* Flashcards, colour cards (see page XIV), Flashcard Activities 4A and 4B on page XVII.

Open the day

- ◆ "Touching Objects" practice. (See Topic 2.)
- ◆ Flashcard Activity 4A.

Open the book!

1 Listen and stick.

Call students' attention to the scene on pages 58 and 59. Ask: *What room is this?* (It's a bedroom.) Say: *Point to the wall. Point to the window. Say: Look. There is some furniture missing. What furniture is missing in this bedroom?* Encourage students to guess. Ask them to find the stickers and identify the items of furniture. We suggest you that you play Track 34 three times. The first time, have students listen and point to the pictures of furniture on the stickers page. The second time, have students listen and point to the spaces on pages 58 and 59 where they think each sticker should go. Play Track 34 a third time while students stick the stickers onto the page. Stop the audio after each word to make sure that students are pointing to the correct space and allow them to place the sticker. Finally, ask students: *Is there a (lamp) in your bedroom?* Elicit answers and ask about more items of furniture.

Answer Key

Students paste the rug, bed, bookcase, door, lamp and desk stickers on the corresponding places.

◆ Listen again, point and say.

Play Track 34 again and have students point to the items of furniture as they hear them and then say the word aloud. Help students with any pronunciation issues. Finally, have volunteers call out different items of furniture and have the rest of the class point to the correct pictures in their books.



Play a Memory Game!

Review colours using the colour cards. Next, tell students that it is time to play a memory game about the scene in Activity 1. Play Track 35 and have students just listen. Play the audio again and ask students to rephrase the instructions to check that they understand them. If necessary, model the game with a volunteer. Form pairs and tell students that they only have three chances to guess. They score a point for each correct guess. Make sure that students take turns. Allow five minutes for students to play the game in pairs.

Answer Key

Answers will vary.

Close the day

- ◆ Flashcard Activity 4B.



Practice Book: Assign Activities 1 and 2 on page 43 as homework.

Go to video "The Fairy Tale House."

Now is a good time to work with the video of the unit, "The Fairy Tale House." We suggest that you go to the Lesson Plan and get an idea of which activity to do before students watch it in the "Before watching" section. Once students understand the concept of the video, invite them to watch it at home with their families. If appropriate, invite them to do the "While watching" activities suggested in the Lesson Plan.

Objective of the day:

1. Learn vocabulary related to toys.

Materials: a bell, a plastic bag, toys and other objects of different textures (a plastic duck, a small ball, a marble, a small doll, a toy car, a small stuffed animal, etc.); Poster 4 with Cutouts, Poster Activity 4A on page XXIV; *Prepositions* Flashcards; Reader (1 per student).

Open the day

- ◆ "Touching Objects" practice.
- ◆ Poster Activity 4A.

Open the book!**2 Listen, point and say.** 

Point to the bike in the scene on pages 58 and 59. Say: *Look, this is a...* and encourage students to say *bike*. Repeat with the other toys. Play Track 36 and have students listen and point only. Play the audio again and have them point to each word to notice how it is spelled. Play the audio a third time, pausing after each word for students to repeat. Help students with any pronunciation issues. Point to the word *bike* and say: *Here it says "bike."* Let's read it! Encourage students to read the word as they point to it, from left to right. Repeat this process with the rest of the toys vocabulary.

3 Listen and circle the toy words.  

Point to the pictures to the right of the text and elicit what each of the toys is. Play Track 37 and have students listen and point to the pictures as they are mentioned in the rap. Play the audio again and encourage them to listen and follow along with their fingers. Play the audio once more and encourage students to rap along. Next, invite them to identify the toy words. Once they have located the words in the lyrics, ask students to circle them. Play Track 37 again and have students think of some actions as they rap the *Toys Rap*. Finally, remind students to visit the online platform for more practice at home.

Answer Key

Students circle the toy words: boat, bike, car, train, monster, robot and teddy bear.

Close the day◆ **Play I Spy:**

Display Poster 4 with Cutouts. Select a toy and say: *I spy with my little eye something that is next to the bed*. Encourage students to call out the toy next to the bed. Repeat until all of the toys and furniture that they have learned so far have been reviewed.



Practice Book: Assign Activities 3 and 4 on page 44 as homework.

**Reader** 

Have students open the Reader to page 16. Ask them if they remember who Alice and Anna are, and what they are doing. (They are looking for Anna's doll.) Tell students that they will look at the pictures and read pages 16 and 17 to check the predictions that they have made. Read the text on page 16 aloud as students point to each word. Do the same with page 17. Ask students where the girls are and if Anna's doll is there. (in the kitchen, in the bathroom; no) Ask: *How do the girls feel? Why do they feel like that? Ask: Where do you think Anna's doll is? Have them share their ideas as a class. Tell them that they will discover it later, as they will continue reading the story in the next sessions.*

Objective of the day:

1. Read a comic strip about toys.
2. Talk about likes and dislikes.
3. Learn to ask and answer questions about likes and dislikes.

Materials: a bell, a plastic bag, toys and other objects of different textures (a plastic duck, a small ball, a marble, a small doll, a toy car, a small stuffed animal, etc.); Poster 4 with Cutouts, Poster Activity 4B on page XXIV; two face masks on ice lolly sticks: a boy and a girl; paper (1 sheet per student), glue, glitter, cotton balls, squares of fabric (or other collage materials).

Open the day

- ◆ "Touching Objects" practice.
- ◆ You may want to review the toys vocabulary. Tell students that you are going to mime playing with a toy and they should tell you which toy you are pretending to play with.

Language Presentation

Likes and Dislikes

Students will learn how to talk about likes and dislikes. We suggest that you do Poster Activity 4B at this stage.

Open the book!

1 Listen and follow.

Ask students to look at the pictures in the comic strip and encourage them to identify the children and the honeybee. (Alex, Eva and Becky) Ask: *Where are they? Are there any toys in the bedroom? What toys can you see?* Then ask: *What toys do you think are Eva's favourite? Which ones are Alex's favourite toys?* Encourage students to make predictions calling out the names of different toys. Next, tell them that they are going to listen to a story where Eva and Alex talk about their toys. Play Track 38 for students to follow along. Encourage them to check their predictions. Play the audio again and encourage students to circle Alex's favourite toys in red and Eva's favourite toys in blue. Ask: *What are Alex's favourite toys? And Eva's?* Finally, play Track 38 once more for students to follow along, or help them to read aloud as a class using different voices for different characters.

2 Read and circle.

Ask students to find and underline the sentences about likes and dislikes in the comic strip. Help them

to read the first sentence in Activity 2 aloud. Ask students to circle the answer according to what Alex said in the comic strip. If necessary, read the part showing the answer aloud. Continue in the same way with the remaining sentences. Remind students that they can look at the comic strip again to help them with their answers. To check the answers, have volunteers read the sentences aloud. Finally, encourage students to say the sentences again using their own likes and dislikes. (*I like trains. I don't like Hugsy. I don't like dolls, etc.*)

Answer Key

1. don't like; 2. like; 3. don't like

Language Presentation

Questions and Answers about Likes and Dislikes

Do Poster Activity 4B again to introduce questions and answers about likes and dislikes.

3 Read and match.

Use the masks to ask and answer questions about likes and dislikes. For example: *Do you like robots? Yes, I do. / No, I don't.* Help students to read the first question. Ask a volunteer to find the correct answer in the right-hand column and say it aloud. If the volunteer's answer is correct, tell students to draw a line to match the question with the answer. If it is incorrect, ask another volunteer. Have students continue matching questions and answers individually. Finally, check the answers as a class.

Answer Key

1. No, I don't.; 2. Yes, I do.; 3. No, I don't.

Close the day

- ◆ Distribute sheets of paper and other collage materials. Have students draw the toy from the comic that they like the most and decorate it. They should write what toy it is. (*teddy bear, train, etc.*) Have them show their collage to a classmate and say: *I like* (teddy bears). Once students have finished, display their collages on the classroom walls.



Practice Book: Assign Activities 1 and 2 on page 45 as homework.

Objective of the day:

1. Practise asking and answering questions about likes and dislikes.
2. Trace words.

Materials: a bell, a plastic bag, toys and other objects of different textures (a plastic duck, a small ball, a marble, a small doll, a toy car, a small stuffed animal, etc.); toys (get a toy for each student or have students bring their own from home); Poster 4 with Cutouts; four boxes or bags (big enough to keep the students' toys).

Open the day

- ◆ "Touching Objects" practice.
- ◆ You may want to review asking and answering questions about likes and dislikes. Ask: *What toys do you like?* and invite volunteers to answer. Ask: *Do you like robots?* and encourage students to answer *Yes, I do.* or *No, I don't.* Repeat with other toys.

Open the book!**4 Trace the words.**

Read the comic strip or play Track 38 again for students to recall the story. Then help students to read the first question. Have students say what word they should trace. Ask them to trace the word. Next, have them read the answer and complete it by tracing the word. Do the same with the second question and its answers. Draw students' attention to the difference between both questions and answers. Ask: *Which answer is short? Which answer names the toys?* Point out that if the question includes the word *What*, they should list the toys they like (or don't like). If the question starts with *Do you...?* they should answer *Yes, I do* or *No, I don't*.

Answer Key

Students trace: do; Do; like; do; don't.

5 Match the toys to the boxes.

Ask students to name the toys that they see. Explain that there are two boxes, one for the toys they like and one for the toys they don't like. Ask: *What box is for the toys you like? Which one is for the toys you don't like?* Once they have identified the boxes, ask them to complete the task individually.

Answer Key

Answers will vary.

◆ **Ask and answer.**

Have students work in pairs to ask and answer questions about the toys in the previous activity. Make sure that all students remember that when they ask *What toys do you like?*, they should name the toys. However, if they ask *Do you like (dolls)?*, the answer should be *Yes, I do* or *No, I don't*. Finally, have students say if they like the same toys as their classmate or if they like different toys.

Answer Key

Answers will vary.

Open Day Tip Organising Materials

This is a good opportunity to talk to students about the importance of keeping their toys and belongings (including school objects) in order, so that they are easy to find and stay in good condition. Encourage students to establish routines, at the start and end of class, to take out and then put away their toys, pencils, books, etc.

Close the day

You can do either of the two activities below to close your class:

- ◆ Do a classifying activity to review vocabulary and practise critical thinking. Put the boxes or bags in the centre of the classroom. Label them *big*, *small*, *soft* and *hard*. Encourage students to touch and look at their toys and put them in the corresponding boxes or bags. You can also use colours as another category for classification. Make sure that all students participate.
- ◆ Have students do a show and tell activity. Get them to sit in a circle. Ask them to show their toy and describe it to their classmates as follows: *This is my car. It is small. It is blue. I like cars.* If you have a large class, have students show their toys in small groups or in pairs.



Practice Book: Assign Activities 3 and 4 on page 46 as homework.

Objective of the day:

1. Learn to ask and answer questions about other people's likes and dislikes.

Materials: a bell, a plastic bag, toys and other objects of different textures (a plastic duck, a small ball, a marble, a small doll, a toy car, a small stuffed animal, etc.); Poster 4 with Cutouts, Poster Activity 4B on page XXIV; toys (get a toy for each student or have students bring their own from home).

Open the day

- ◆ "Touching Objects" practice.
- ◆ Play Track 37 and have students rap and dance. Play it again and encourage students to clap when they hear a toy mentioned in the rap.

Language Presentation

Questions about Other People's Likes and Dislikes

Students will learn how to ask and answer questions about likes and dislikes using the third person singular. Do Poster Activity 4B and adapt the questions and answers for *he*, *she* and *it*.

Open the book!

6 Listen and circle.

Invite students to say who is in the picture. (Eva's monster, Hugsy) Encourage students to read Hugsy's profile and say what kind of information they discover about him. (his age, likes and dislikes) Play Track 39 for students to listen as they read. Play it again so that students can circle the options that complete Hugsy's file correctly. Stop after each piece of information to give students time to circle the answer. Ask different volunteers to read the complete sentences aloud to check the answers.

Answer Key

1. three; 2. books; 3. dogs

7 Read and match.

Students work individually to read the questions about Hugsy and match them with the correct answer, according to the information in the profile in Activity 6. Ask different volunteers to read their answers aloud to check answers. Encourage them to say which part of Hugsy's file supports their answer. Write the following on the board: *Do you like cats? / Does he like cats?* Underline *Do*, *you*, *Does* and *he*. Explain that both are

questions asking about likes and dislikes. Encourage students to say what the difference between the two questions is. (We use *Do* with *you*, and *Does* with *he*.)

Answer Key

1. No, he doesn't.; 2. He likes toys.; 3. Yes, he does.

◆ Listen and say.

Explain to students that the intonation of questions and answers is different when they begin with *What* and *Does*. (the way we raise or lower our voice) Have them listen carefully to Track 40. Pause it after each question and answer to help students notice the rising intonation in the questions and the falling intonation in the answers. Play it once more and pause it for them to repeat. Ask students to work in pairs to read the questions and answers aloud and practise intonation.

8 Draw a monster and complete the profile.

Ask students to work individually. Tell them to imagine a monster and create a profile for them, like Hugsy's profile in Activity 6. Students draw and colour their monster in the space and complete the profile using Activity 6 as a model.

Answer Key

Answers will vary.

◆ Ask and answer.

Have students work in pairs to ask and answer the questions in the speech bubbles about each other's monsters. Encourage students to use the correct intonation. Remind them to use the correct form of the verbs and auxiliaries. (i.e. *does*, *doesn't*, *likes*) When students finish, have them say what they like about their classmate's monster. Finally, remind students to visit the online platform for more practice at home.

Answer Key

Answers will vary.

Close the day

- ◆ Have students work in groups to act out a story with their toys. They can act out the comic strip on pages 60 and 61 or create their own story.

  Practice Book: Assign Activities 5 and 6 on page 47 as homework.



Objective of the day:

1. Learn to produce the short /ɒ/ sound in CVC patterns.
2. Learn words that rhyme.

Materials: a bell, a plastic bag, toys and other objects of different textures (a plastic duck, a small ball, a marble, a small doll, a toy car, a small stuffed animal, etc.); *Letters* Flashcards, Flashcard Activity 1G on page XV; pictures of a frog, a fox, a log, a dog and a box, additional cards with the words *frog, fox, log, dog* and *box*.

Open the day

- ◆ "Touching Objects" practice.
- ◆ Present / review vocabulary by showing the pictures (frog, log, dog and box) and calling out the words, one by one. Have students repeat and put the pictures on the board. Place the word cards on your desk. Ask volunteers to pick a word and add it below the corresponding picture. Have the class read out the word as they move like a frog, a dog or a fox, or make the shape of a log or a box with their hands.

Open the book!

1 Listen. Then read, look and match. 

Ask students to identify the objects in the picture. Ask: *What room is it? What animals can you see? Can you see a box and a log?* Explain to students that they will listen to a song about the scene. Play Track 41 and have students listen and follow the rhythm by dancing or clapping. Play the audio again and sing along with students. Show the pictures of the animals or objects when they are mentioned in the song. Play the audio again and have students sing by themselves. Ask students if they noticed the words that rhyme. (words that have the same final sounds) Elicit which words rhyme. Help them to read Question 1. Ask them to choose the answer from the options in the right-hand column and draw a line to match the question with the answer. Allow them to work individually to complete the rest of the task. Check the answers as a class.

Answer Key

1. On the box; 2. On the log; 3. On the dog

◆ **Trace. Then listen again and sing.**

Do Flashcard Activity 1G to present the short /ɒ/ (as in *fox*). Use the *Letters* Flashcards and the pictures you brought. Explain that, to produce the short /ɒ/, students should put their tongues low in their mouths. Their jaws should drop and their lips should be open but not rounded. Ask them to trace over the words in the lyrics. Have them repeat each word as they trace. Play Track 41 again and have students listen as they read the lyrics and point to each word. Invite them to pay attention to the pronunciation of the words that rhyme. Play the audio again and have students sing. Encourage them to pronounce the short /ɒ/ correctly.

Answer Key

Students trace: fox, box, frog, log, Mog, dog.

◆ **Ask and answer.** 

Have students work in pairs to ask and answer the questions in Activity 1, as shown in the speech bubbles. Remind them to refer to the scene in Activity 1. If necessary, model the activity with a volunteer. Help students with the pronunciation of the short /ɒ/. Finally, remind students to visit the online platform for more practice at home.

Answer Key

Answers will vary.

Close the day

- ◆ Ask students to draw a scene like the one in Activity 1 in their notebooks. Explain that the objects and animals should be in different places. Have students work in pairs or teams to ask and answer questions about their pictures. (Where's Mog? Mog is on the log.)

Objective of the day:

1. Read and match words with the correct pictures.
2. Read sentences for meaning.

Materials: a bell, a plastic bag, toys and other objects of different textures (a plastic duck, a small ball, a marble, a small doll, a toy car, a small stuffed animal, etc.); *Numbers, School Objects and Furniture Flashcards, Flashcard Activity 1A* on page XIV.

Open the day

- ◆ "Touching Objects" practice.
- ◆ You may want to do Flashcard Activity 1A to review numbers.

Open the book!

Reading and Writing

1 Look, count and write.

Have students identify the toys in the picture. Ask: *Are there any monsters? Are there any dolls? Are there any trains?* Students should point to the toys as you mention them. Then ask students to read the list, count the toys in the picture and write the number of the corresponding toys next to the word. Do the first item with students. Help students read *balls* aloud. Then say: *Count the balls.* Count the balls with them and write the number (3) in the space provided. Allow them to work individually to complete the task. Then have them compare their answers with a classmate's answers. To check the answers, call out a toy word and have volunteers say the answer.

Answer Key

3 balls; 1 monster; 1 bike; 2 robots; 3 cars; 1 teddy bear; 1 boat; 2 trucks; 2 dolls; 1 train

International Certification: Reading and Writing

Tell students that it is common to have tasks where they need to read sentences describing pictures. In some cases, they will answer *Yes* if the sentence matches the picture, or *No* if it does not. In other cases, they must draw a tick (✓) if the sentence describes the picture correctly, or a cross (X) if it does not. Explain that they should draw their ticks or crosses clearly in the blank spaces provided.

2 Read, look and mark (✓ or X) in each box.

You may want to do the following activity before students complete the main task. Pick five flashcards (either *School Objects* or *Furniture Flashcards*) and put them on the board. Below each flashcard, write a sentence that describes it correctly or incorrectly. For example, write: *It's a rug* below the *rug*; write: *It's a lamp* below the *rubber*. Invite students to say *Yes* if the sentence describes the flashcard correctly. (Encourage them to draw a tick in the air as they say *Yes*.) Draw the tick next to the correct sentence on the board. If the answer is *No*, have them draw a cross in the air, as you draw a cross next to the sentence on the board. Read the activity instructions clearly and slowly. Say: *Look at the example. What do you have to do?* Encourage students to reply: *Draw a tick (✓) or a cross (X).* Have students read the sentences and look at the pictures carefully before answering. Check answers as a class. Read the sentences aloud and have students say *Yes* or *No* while they draw a tick or a cross in the air.

Answer Key

1. ✓; 2. X; 3. ✓; 4. ✓; 5. X

Close the day

- ◆ Put the flashcards up on the classroom walls. Call out the words at random. Ask students to point to, or go jumping or marching to the correct flashcard.



Practice Book: Assign Activity 1 on page 48 as homework.

Objective of the day:

1. Read and find specific information in a picture.
2. Write one-word answers.
3. Practise the following reading strategy:
 - Focusing to improve reading skills.

Materials: Poster 4 with Cutouts; paper (1 sheet per student).

Open the day

- ◆ "Elephant Breathing" practice. (See Unit 3.)
- ◆ You may want to use Poster 4 to review vocabulary and prepositions of place. Say a sentence using an object and a preposition and have students place the cutout on the poster.

Open the book!**Reading and Writing****International Certification: Writing**

Remind students that, in international certifications, they are going to find tasks that require answering using only one word. (Yes or No) Explain that they should make sure that they only write the words as stated in the instructions. Writing longer answers does not mean that they will get a higher score and might create more opportunities to make mistakes.

Reading Strategy**Focusing to Improve Reading Skills**

Focusing while reading may be difficult for some young students. To help them to focus and improve their comprehension, we suggest that your students practise a tracking strategy. Have them look at pictures and circle or underline specific words in the sentences that describe the pictures. For example, in the task of this lesson, you can have them focus on and mark colours, numbers or prepositions. Remind them what the purpose of the task is, so that they are aware from the beginning what they should be focusing on.

3 Read, look and write Yes or No. 

Have students look at the picture carefully and describe it. Ask: *What can you see? Where is the cat? Where is the lamp? Where is the robot?* Invite them to scan the task and read the instructions. Ask a volunteer to say what they should do. (Read sentences about the picture and answer *Yes* or *No* only.) Ask students to look at the example. Point out that the key words they should focus on when answering are *windows* and *two*. Invite students to practise the focusing strategy. Ask them to circle key words in the sentences and then look back at the picture to check if they described it correctly. Help students as needed. Check the answers as a class.

Answer Key

1. Yes; 2. Yes; 3. No; 4. No; 5. Yes

Close the day

- ◆ On a sheet of paper, draw a scene in a bedroom, like the one in Activity 3. Make sure that you make changes to the scene by using different vocabulary words and locations. (For example, draw a frog instead of a cat or a ball instead of a robot, the frog could be on the table, etc.) Keep the drawing simple so that students can draw it too. Explain to them that you are going to describe your picture and that they have to draw what you describe. Say: *There is a frog on the table. There are two beds, etc.* When you finish the dictation, ask them to compare their drawings in pairs. Finally, show students your picture, so that they can check and correct their pictures.



Practice Book: Assign Activity 1 on page 49 as homework.

Objectives of the day:

1. Expand your knowledge of the world.
2. Learn about art.
3. Read texts for specific information.
4. Practise asking and answering questions.

Materials: *Furniture* Flashcards, Flashcard Activity 4B on page XVII; white paper (1 sheet per student), coloured pencils, watercolours (optional).

Open the day

- ◆ "Elephant Breathing" practice.
- ◆ Flashcard Activity 4B.

Open the book!**1 Read, look and tick (✓) the correct description.**

Explain to students that the CLIL lessons in their book will help them to learn not only English, but also about the world around them. Point out that the content of these lessons extends and complements what they learn in other school subjects. Have students look at the picture and identify the place, the furniture and the toys. Explain that the picture is a painting that a child made. Ask them what they like to draw or paint. Tell students that they will read two texts that describe the painting. One of the texts contains both true and false sentences. The other one contains only true sentences. Remind students that, as they read, they could look at the picture and then underline or circle the sentences that are true about the picture. Tell them to read both texts carefully and tick the one that describes the picture correctly.

Answer Key

The description to the left.

◆ Listen and point. 

Tell students that they will check their answer by listening to the girl that made the painting. Play Track 42 and have students just listen as they look at the picture. Play the audio again and have students point to what is being described. Encourage them to say which text describes the picture correctly. If necessary, play the audio again and pause it after each sentence for students to go over each text and the picture, and to clarify any doubts that they may have.

International Certification: Speaking

Explain that part of speaking tests often involve locating objects or people in a picture. They should observe carefully, point to the object or person, and answer using the prepositions that they have learned so far.

2 Ask and answer. 

Have students work in pairs. They should ask and answer questions about where the objects and pieces of furniture are in the picture. Help them to read the speech bubbles aloud. Say that they should ask their classmate similar questions. Suggest students work individually to write three to five questions in their notebooks. Once they finish, tell them to ask their classmate the questions. Remind them to point to the objects in the picture as they give their answers.

Answer Key

Answers will vary.

Close the day

- ◆ Distribute sheets of white paper and coloured pencils (or watercolours). Tell students to draw / paint anything they choose. To help them calm down and concentrate, you could play classical music as they work. Encourage students to mix colours to find out what happens if they mix blue and yellow, or red and blue, etc. Finally, get them to work with a classmate to ask and answer questions about their drawings / paintings.

Objectives of the day:

1. Expand knowledge of the world.
2. Learn about art and famous paintings.

Materials: Poster 4 with Cutouts, Poster Activity 4A on page XXIV; picture of Vincent van Gogh, picture of van Gogh's *Sunflowers*; coloured paper (1 sheet or strip per student).

Open the day

- ◆ "Elephant Breathing" practice.
- ◆ Poster Activity 4A.

Open the book!**3 Read, look and circle the correct words.**

Have students look at the picture. Explain that it is a famous painting by Vincent van Gogh. (Show them a picture of him.) Tell students that he painted other famous paintings, such as *Sunflowers*. (Show the picture.) Ask students to describe the colours they can see in *Sunflowers*. Ask if they see similar colours in the painting on page 67 or if they know which the predominant colour is. Ask: *What is the title of this painting?* Elicit answers. Do not confirm or reject the answers, as students will check their predictions later. Invite students to say what they can see in the picture. (furniture, windows, etc.) Say that they will read a text to learn more things about the painting. Help students to read the title and the name of the author. Have them check their predictions. Explain that they should read and circle the word that correctly completes each sentence. Do item 1 with students to model the task. Read the sentence aloud, saying both options. Ask: *Is the bedroom big or small?* Elicit *small*. Say: *Yes, it is small*. Encourage students to circle *small* in the sentence. Have students work in pairs to complete the task. To check the answers, have volunteers read the sentences aloud with the correct option. Encourage them to justify their answers by referring to the picture.

Answer Key

1. small; 2. There is one window.; 3. blue; 4. table; 5. in front of; 6. are; 7. isn't; 8. aren't

4 Draw and label a picture of your bedroom.

Ask students what they like about the painting. (the colours, the furniture) Tell students to draw their own bedroom in their notebooks. Encourage them to be creative with their use of vibrant colours, or remind them how to mix colours to get new ones. When students have finished, tell them to label their pictures, as shown in the example. Finally, have students work in groups of three to take turns describing their pictures, for example: *This is my bed. It's red. The lamp is on the table.*

Answer Key

Answers will vary.

Close the day

- ◆ As students will colour a picture as homework for this lesson, we suggest that you review colours. Distribute the coloured sheets or strips of paper. Explain that you will say a colour and then an action that students should perform if they have a paper of that colour. For example, say: *Green, clap*.



Practice Book: Assign Activity 1 on page 50 as homework.

Objectives of the day:

1. Understand the importance of helping at home.

Materials: Poster 3 with Cutouts, Poster Activity 3A on page XXIII; pictures which show the following actions: *clean, collect toys and share.*

Open the day

- ◆ "Elephant Breathing" practice.
- ◆ Poster Activity 3A.

Open the book!

Helping at Home

1 Listen and write the numbers.

Point to the title *Helping at Home*. Explain that helping at home is important: they can spend time with their families and also help to keep the house neat and tidy. Ask: *How can you help at home?* Elicit answers. Say: *You can clean your room.* (show the picture representing *clean*) *You can share your toys with your siblings.* (show the picture representing *share*) *Or you can collect your toys.* (show the picture representing *collect toys*) Call out the three actions one by one again and have students repeat and act out each one. Have students look at the picture of the tree and identify the actions in each apple. Say: *Point to the family. Point to the living room. Point to the toys. Point to the bedroom.* Play Track 43 for students to listen as they point to the pictures in the order that they are mentioned. Explain to students that they will listen again and write the corresponding number in each picture. Play the audio again for students to number the pictures. Check the answers as a class by calling out each situation and having volunteers say the numbers.

Answer Key

1. Share my toys.; 2. Clean my room.; 3. Help my family.;
4. Collect my toys after playing.; 5. Clean the living room.;
6. Clean the table in the dining room.

Critical Thinking

Do you help at home?

Have students read the text in the Critical Thinking box and encourage some volunteers to answer the question. As a class, discuss the effects of helping at home. Ask: *How do your family feel when you help them? Are they happy? How do you feel when you see your bedroom is clean?*

2 Colour the apples that show what you do.

Have students think of the ways that they help at home. Allow them to call out the activities in their first language and help them to say them in English. Write the activities on the board. Tell students to colour the apples showing the activities that they do to help at home. If students do not usually do any of these activities, ask them to colour the one they would like to do. Students share their work with a classmate to check and compare. Finally, have volunteers say if they and their classmates do the same activities or different ones.

Answer Key

Answers will vary.

3 Draw another picture or phrase.

Have a class discussion to think of more ideas for helping at home. Then ask students to draw a different activity from the ones mentioned in the empty apple. It can be an activity they do or would like to do to help. If they don't feel comfortable drawing, they can write a phrase about what they do. Have students compare their work in pairs. Have them reflect on how doing that activity makes them or their family feel. Finally, students should close their eyes and reflect on why helping at home is important. You can guide them by asking questions: *How does your family feel when you are helpful? What does the house look like when it is clean? How do you feel when you are helping?* After a couple of minutes, have some volunteers share their reflections with the class.

Answer Key

Answers will vary.

Close the day

- ◆ Teach the following song to students (to the rhythm of *This is the Way*):
This is the way I help my family, help my family, help my family.
This is the way we clean our room, clean our room, clean our room.
This is the way we share our toys, share our toys, share our toys.
(Sing the rest of the verses with *collect our toys, clean the table* or other phrases mentioned by students in Activities 2 and 3.)



Practice Book: Assign Activities 1 and 2 on page 51 as homework.

Objectives of the day:

1. Follow steps to develop a project.

Materials: Poster 3 with Cutouts, Poster Activity 3B on page XXIII; square paper (21cm x 21cm; 1 sheet per student).

Open the day

- ◆ "Elephant Breathing" practice.
- ◆ Poster Activity 3B.

Open the book!**Explore**◆ **Look and name the things in the house.**

Explain to students that they are going to follow steps to create a paper house. Ask: *What can you see?* Elicit: *It's a house.* Encourage students to work in pairs as follows: one of them points to a thing in one room and the other names it. If they do not remember a word, invite them to look at Poster 3. Then they should exchange roles. They should continue like this until they have named all the things in the house.

Answer Key

Answers will vary.

Produce◆ **Make a paper house.**

Tell students that they are going to make a house using a sheet of paper. Distribute one sheet of paper per student. Help students to notice that the pictures on page 69 of their Student's Books show the different steps in the process of making a paper house. Say that they should follow the steps carefully. Refer students to Poster 3 for help with any furniture words.

Answer Key

Answers will vary.

Present◆ **Show your house to your classmates.**

Help students to read the text in the speech bubbles to give them an idea of the kind of descriptions they could use when they share their houses. (the number of rooms in their house, the things they find there, their favourite room, etc.) Have students go around the class asking and answering questions about each other's houses.

Answer Key

Answers will vary.

Close the day◆ **Play Spelling Contest:**

Choose ten vocabulary words from Units 3 and 4. Divide the class into teams of four. Name a room in the house, a toy or a piece of furniture. Tell each student in the team to spell it correctly in their notebooks. Allow 30 seconds for students to review the word as a team. Say: *Stop!* Write the word on the board and have students check what they wrote. If they wrote it correctly, they get a point. The team with most points wins.

Objectives of the day:

1. Self-assessment of Topic 2.

Materials: Poster 4 with Cutouts, Poster Activities 4A and 4B on page XXIV.

Open the day

- ◆ "Elephant Breathing" practice.
- ◆ Poster Activity 4A.

Open the book!

Can you name the different toys?

- 1 Tick (✓) the toys you can see in the picture.

Call student's attention to the headers on pages 70 and 71. Read aloud: *My Progress*. Elicit what they think the objective of the activities on these pages is. (To check how much they have learned in Units 3 and 4.) Elicit all the toy words students remember. Have them work individually to read the words under the picture and draw a tick next to each toy that appears in the picture. Help students as necessary. To check the answers, have volunteers call out the kinds of toys in the picture and have the rest of the class confirm or correct the answers.

Answer Key

ball, boat, doll, robot

Can you say what you like?

- 2 Ask and answer.

If you consider it necessary, do Poster Activity 4B to review *I like / don't like...* Have students work in pairs to say what they like and don't like about the picture in Activity 1. Have them read the questions in the speech bubbles to notice which questions they should ask and answer. If necessary, demonstrate the activity with a volunteer. When they have finished asking and answering the questions in the speech bubbles, encourage them to talk about what they don't like about the picture. Finally, call students'

attention to the box with the emojis. Remind them that they should draw a tick below the emoji that represents how well they did on this task. (happy = very good; serious = OK; sad = you can do it better) Suggest a variety of ways to achieve better results. For example, they could ask and answer questions like: *What do you like about...?* at the end of each lesson. They could refer to pictures, games, their lunch, etc.

Answer Key

Answers will vary.

Can you say where things are?

- 3 Test a classmate. Say *True and False* sentences about the picture.

Explain to students that they should think of two true sentences and two false sentences about the picture. Have them look at the sentence in the speech bubble and use it as a model. You could also write additional examples on the board. Next, have them work in pairs and take turns to say sentences about the picture and answer whether their classmate's sentences are true or false. Finally, ask students to evaluate how well they did by drawing a tick under the corresponding emoji. Suggest a variety of ways to achieve better results.

Answer Key

Answers will vary.

Close the day

- ◆ Play Track 37. Have students clap every time a toy is mentioned in the rap song.

  Practice Book: Assign Activities 1 to 3 on page 52 as homework.

Objectives of the day:

1. Self-assessment of Topic 2.

Materials: Flashcard Activity 3B on page XVI; Reader (1 per student).

Open the day

- ◆ "Elephant Breathing" practice.
- ◆ You may want to review rooms in a house. On the board, write the scrambled names of the rooms. Divide the class into teams of three or four. Have them unscramble and write words in their notebooks. Ask a volunteer from each team to go to the board and unscramble the words.

Open the book!**Can you name the rooms in the house?****4 Complete the crossword.** 

Explain to students that in this section, they will complete a crossword using the names of the rooms in a house. Have them look and identify the rooms in the pictures. Explain that they should work in pairs to complete the crossword by writing the missing letters. Complete word 1 on the board with students. Write *k_ t_ h_ n* and point to the picture of the kitchen. Ask: *What's this?* Elicit: *It's a kitchen.* Encourage students to call out the missing letters in the word, and show them how they should write *i*, *c*, and *e* in the squares to complete the word in the crossword. To check the answers, have volunteers write the complete words on the board. Finally, have students draw a tick below the emoji that represents how well they did on this task. Suggest ways to achieve better results. Finally, remind students to visit the online platform for more practice at home.

Answer Key

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

Home Connection◆ **Make a clean room metre.** 

Explain to students they will complete this activity at home, with the help of their family. Say that they will review vocabulary related to rooms in a house and activities to help their family at home. Families will find the instructions (in English and in their own language) on how to do the project online in the Home Connection section. They will be able to learn more about what their children have learned in Topic 2.

Answer Key



Answers will vary.



Have students look at page 18 of the Reader. Ask them if they remember what the girls are looking for. (a doll) Have students say what the girls are doing on page 18. (cleaning the room) Ask: *Do you think they are going to find Anna's doll?* Elicit answers and help them to read pages 18 and 19. Now, encourage them to check the predictions they had previously made. Ask questions about what they have read: *Does Anna find her doll? Is Anna's room clean and orderly now? Do you like the story? Why?*

Close the day

- ◆ Do Flashcard Activity 3B to review prepositions, and to prepare students for the homework tasks in the Practice Book.
- ◆ Sing the song *This is the Way*, as suggested in the *Close the day* activity in the Citizenship Section to help them complete the Home Connection activity.

  Practice Book: Assign Activities 4 and 5 on page 53 and 1 to 4 on pages 54 and 55 as homework.

Go to video "The Fairy Tale House."   

It's time to wrap up the work with the unit video. You might want to do one of the "After watching" activities described in the Lesson Plan or you may conduct some class feedback. If you choose the latter, you may guide students with the following questions: *What is your favourite thing about this small house? What don't you like about this small house? Would you like to live in a small house like this one?*

Topic 3

Animal Magic

Objectives of the day:

1. Learn a mindful practice to feel energetic.
2. Get acquainted with concepts of Topic 3: animals, food and parts of the body.
3. Discover information from the illustration.

Materials: a picture of a rabbit.

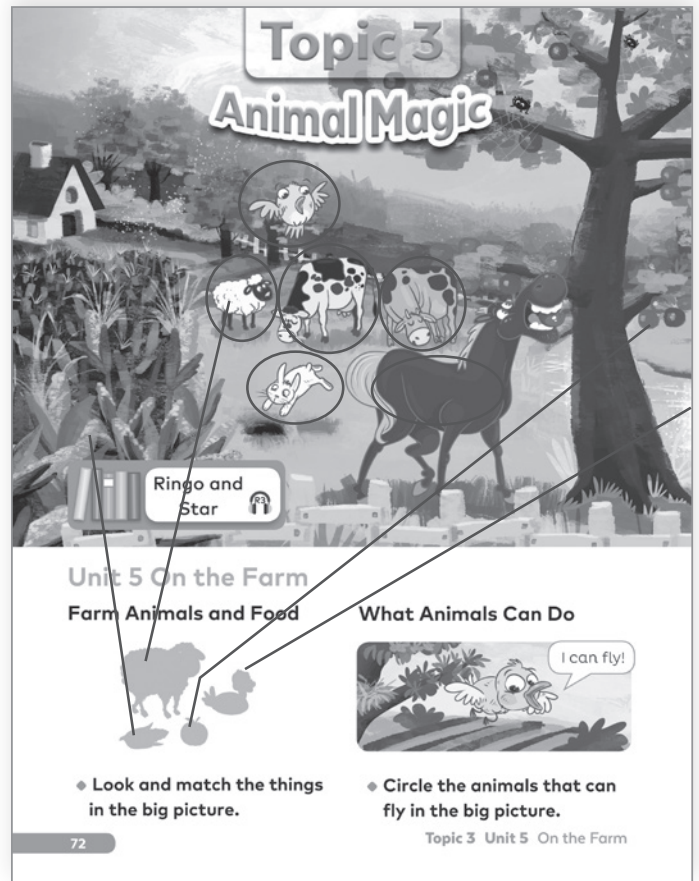
Open the day

"Sleeping Rabbits"

To help your students energise before the lesson, we suggest that you do a mindfulness activity with them. The "Sleeping Rabbits" practice helps students to feel more energetic and, at the same time, raises their interest in the behaviour, abilities and characteristics of animals, which is the focus of this topic. We suggest that you do this activity to start your class every day while you are working on Units 5 and 6. Make sure that students can do this activity safely, with no school bags, chairs or anything that can make them hurt themselves in the way. Have them sit in a circle in the classroom or in the school yard. Show them the picture of a rabbit. Ask: *What's this?* Allow students answer in their mother tongue, and then teach them the word *rabbit*. Elicit from students what rabbits do. Next, explain that they are going to pretend to be rabbits. Say: *Go to sleep, rabbits.* Encourage them to pretend that they are sleeping as if they were little rabbits. Then say: *Rabbits, wake up!* Encourage students to stand up and hop up and down for a few seconds. Finally, say: *Rabbits, go back to sleep.* Have them go back to their places and pretend that they are sleeping. Encourage them to breathe in deeply and exhale as they "sleep", so that they can relax.

Open the book!

Read the title of the topic and call students' attention to the picture. Say: *Look. This is a farm.* Explain that a farm is a place where people raise animals and sow seeds to grow food. Now, ask questions about the picture, recycling the vocabulary and language structures students have learned in previous units: *Is there any food? Point to the food. Is there a house? Point to the house. How many houses can you see? Are there any animals? Point to the animals. How many animals are there? Is there a rabbit? Point to the rabbit. Can you see any chairs? Point to the chairs. How many chairs are there? Invite students to answer. You could ask them if they have visited a farm or if they would like to visit one.*



Unit 5 On the Farm

Farm Animals and Food

Point to the Topic 3 *Animal Magic* heading on page 72. Explain that in Unit 5 of Topic 3, students will learn more about farm animals and food. Next, call students' attention to the shadows. Explain that some are animal shadows, while others are food shadows. Ask students to work in pairs and discuss which ones are the shadows of animals and which ones are the shadows of food. Once they have identified the shadows, they should work individually to trace a line from each shadow to its corresponding picture.

What Animals Can Do

Remind students that, when they pretend to be rabbits, they hop up and down. Say: *Rabbits can hop up and down.* Point to the picture of the bird and ask: *What can a bird do?* Read the text in the bird's speech bubble. We suggest that you use body language to clarify the meaning of *fly*. Now, call their attention back to the picture of the farm and say: *Birds can fly. Point to other animals that can fly.* Once you make sure that students are pointing to the correct animals, have them circle the corresponding pictures. Encourage them to compare their answers with a classmate's answers.

Unit 6 Backyard Safari

Backyard Animals

Look! That's a spider!

◆ Count the spiders in the big picture.

Topic 3 Unit 6 Backyard Safari

Parts of the Body

Legs

◆ Circle the animals that have got four legs in the big picture.

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Point to the Reader icon on page 72. Elicit what it refers to. Once several volunteers have replied, remind students that each topic in their book is accompanied by a story. Show the Reader component to the class, then open to page 21 of the Reader. Encourage them to identify what they see in the picture. (a farm, a house, insects) Ask them if they think the worm and the caterpillar (point to each as you name them) are backyard animals, like spiders. Elicit answers. Read the title of the story. Ask students what they think the story will be about. Explain that the names of the insects are Ringo and Star. Have them guess who is who. Tell students that they will find out later, when they read the story throughout this topic.

Close the day

Go to video "Sloth Calendar."

For Unit 6, there is an accompanying video on the platform, called "Sloth Calendar." It explores the topic of animals, their abilities and their characteristics. We suggest that you go online to get acquainted with the proposed activities so that you are able to exploit all the aspects of the video.

Unit 6 Backyard Safari

Backyard Animals

Encourage students to read the speech bubble sentence aloud as they point to each word. Say: *Point to the spider. Do you like spiders?* Elicit answers. Next, say: *Let's count the spiders in the big picture.* Hold up the Student's Book and count the spiders aloud as you point to them, one by one. Encourage students to do the same in their books. Then ask: *How many spiders are there?* Elicit the answer. (three) Finally, explain to students that in Unit 6 of Topic 3, they will be learning about the other animals that they can see in the yard.

Parts of the Body

Ask students: *How many legs have you got?* Elicit answers. Say: *Animals have also got legs.* Encourage students to point to the legs of the animals in the picture. Next, have them find and circle the animals that have four legs in the big picture. We suggest that students complete this activity in pairs. Finally, you can ask volunteers to point to the animals that they circled in their books.

Unit 5 On the Farm

Objectives of the day:

1. Learn the names of farm animals.
2. Identify farm animals based on the sounds they make.

Materials: Poster 5 with Cutouts, Poster Activity 5A on page XXV.

Open the day

- ◆ "Sleeping Rabbits" practice.
- ◆ Poster Activity 5A.

Open the book!

1 Look and stick.

Ask students to find the stickers and identify the animals. Point to the picture on pages 74 and 75 and ask: *What's this?* (It's a farm.) Ask: *Are there any animals in a farm? What animals can you see?* Elicit answers. Ask: *Where are the other animals in this farm?* Help students to notice that the blank spaces indicate that they should stick one of the animal stickers there. Point to word number 1 and have them find the corresponding sticker and paste it onto the corresponding space. Continue in the same way with word number 3, and words 5 to 8. To continue consolidating vocabulary, you could call out the numbers (in order or at random) and have volunteers call out the corresponding animal.

Answer Key

Students paste the ducks, chicken, cow, horse, sheep and donkey stickers on the corresponding places.

◆ Listen and point.

Ask: *What sound does the cow make?* Elicit answers or say: *Yes, the cow goes "moo". Let's listen to the sounds other farm animals make.* Play Track 44 for students to listen only. Play the audio again for students to listen and point to the animals as they hear them. Play the audio a final time, pausing to

allow students to repeat the sound each animal makes.

2 Listen and name the animals.

Play Track 45 for students to listen only. Then play again and stop it after each sound. Encourage individual students to name the animal that makes that sound.

Answer Key



Answers will vary.

Close the day

- ◆ Assign different farm animals to different students. Explain that you are going to call out the animal and the students who were assigned that role should make the corresponding sound. Say: *Cows.* All students who were assigned the cow role should moo.

◆ Play Hangman:

Use farm animals vocabulary. Have students work in teams of three or four. Write a word on the board, omitting some letters. Ask one of the teams to select a letter of the alphabet. If the letter is contained in the word, write it in the corresponding space. If it is not, add a part of the structure or body. Continue in the same way until a team guesses the word or the structure and the body of the hangman picture are complete. Continue in the same way with other words.

  Practice Book: Assign Activity 1 on page 56 as homework.

Objectives of the day:

1. Learn food vocabulary.
2. Talk about food likes and dislikes.
3. Talk about your experiences related to the topic.

Materials: Food Flashcards, Flashcard Activities 5A and 5B on page XVII.

Open the day

- ◆ "Sleeping Rabbits" practice.
- ◆ Flashcard Activity 5A.

Open the book!

3 Listen and write the number of the food words.  

Hold up the *Food Flashcards*, one by one, and say, for example: *Tomato. Are there any tomatoes in the picture?* Encourage students to point to the corresponding picture in their books and answer. Next, point to the farmer on page 74. Explain that he is in charge of feeding and looking after the animals on the farm. Show students the *tomato* flashcard again and ask: *Do ducks like tomatoes? Do rabbits eat tomatoes? What do you think?* Elicit answers. Do the same with two more *Food Flashcards*. This exercise is raising students' interest in the topic and prompting their inductive understanding of the use of *like*; it is not intended to elicit complete answers. Tell students that they will listen to the farmer talking to the children about the food the farm animals like. Explain to them that they will hear a number and then the farmer naming the food each animal likes. Ask students to write the number in the blank space above the picture of the food he mentions. Play Track 46 and pause it after item 1. Allow students to write the number in the blank space above the picture of the bread. Continue in the same way with the rest of the the answers. To check the answers, call out the number and have students call out the food. Finally, remind students to visit the online platform for more practice at home.

Answer Key

5 bananas, 7 tomatoes, 6 lettuce, 8 watermelons, 1 bread, 4 apples, 3 carrots, 2 corn

My Space 

◆ **Circle the foods you like in the big picture.**

Do the second part of Flashcard Activity 5A again to review the language of this lesson. This time, you can encourage students to use body language to convey the meaning of *like* and *don't like*. (For example, they can smile and rub their belly to express *I like*; and frown and shake their heads to express *I don't like*.) Next, ask: *Do you like...?* to students using each of the food words and encourage them to answer. If they say: *Yes, I do*, have them circle the food in the picture on page 75.

Answer Key

Answers will vary.

◆ **Ask and answer.**

Ask students to work in pairs. Help them to read the dialogue by pretending that you are two different people or demonstrate the activity with a volunteer. Invite pairs to perform the *dialogue*. Tell them to continue asking questions, replacing *apples* with each of the other food items.

Answer Key

Answers will vary.

Close the day

- ◆ Flashcard Activity 5B.

  Practice Book: Assign Activity 2 on page 57 as homework.

Objectives of the day:

1. Read a comic strip about a school assignment on a farm.
2. Learn to ask and answer questions about abilities.

Materials: Poster 5 with Cutouts, Poster Activity 5B on page XXV; a medium-sized soft ball.

Open the day

- ◆ "Sleeping Rabbits" practice.
- ◆ **Play Simon Says:**

This game can help review or present the verbs *fly*, *swim* and *climb*. Explain you are going to give some instructions for students to follow only if they begin with the words "Simon says". Demonstrate the activity. Say: *Simon says fly*, and pretend that you are *flying*. Explain that if you simply say *fly*, without saying *Simon says*, they must not *fly*. Play the game using *fly*, *swim* and *climb*.

Language Presentation

Questions About Abilities

In this lesson, students will learn how to ask questions about abilities, such as *Can sheep swim? Can chickens fly high?* They will also learn how to answer them. (*Yes, they can. / No, they can't.*) We suggest that you do Poster Activity 5B to make students feel more confident while doing the activities on this page.

Open the book!

1 Listen and follow.

Ask: *Who are they? Where are they? Can you see a farmer? Can you see a teacher? What animals can you see?* Elicit answers. Explain that the children and the teacher are at the farm to do a project about farm animals. Make sure that students have a red pencil and a blue pencil. Play Track 47 and have students follow the text on pages 76 and 77. Play the first part again and ask students to find and circle the name of a farm animal in red. (sheep) Play the first part again and have them circle the action in blue. (swim) Play the second part and do the same. (Circle animals in red, and actions in blue.) Finally, either play the audio again or help students to read aloud as a class using different voices for different characters.

2 Unscramble the words.

Ask students what animals they can see and what they are doing. Write the four lines and the first scrambled word next to it. Sound out each phoneme. Ask: *What can the dog do?* Elicit: *The dog can jump.* Repeat *jump* and say the phoneme corresponding to letter *j* /dʒ/ three times. Then ask: *Which letter goes first?* Encourage students to say /dʒ/. Write the letter *j* on the first line. Continue in the same way with the rest of the phonemes and letters. Have students work individually with the remaining words. To check the answers, invite volunteers to write the unscrambled words on the board.

Answer Key

1. jump; 2. climb; 3. fly

3 Complete the sentences with *can* or *can't*.



Ask students some questions to check how much they remember about the comic strip. Ask: *Can sheep swim? Can chickens fly high? Can Rover jump? Can he climb?* Encourage students to answer with books closed. Then have them open their books to page 76. Tell them that they have to complete the sentences about the comic strip by writing *can* or *can't*. Read the first sentence once, while students just listen. Read it again, pausing where the blank is. Encourage students to answer. If necessary, ask them to point to the part of the text where the answer is. (*can*) Have students write the answer in their books, and read the complete sentence aloud. Do the same with the remaining sentences.

Answer Key

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

Close the day

- ◆ Have students sit in a circle. Explain that you will throw the ball at a student. When the student catches the ball, you will call out the name of a farm animal. The student with the ball should make the sound that animal makes. Then this student will throw the ball to another classmate to continue in the same way.

  Practice Book: Assign Activities 1, 2, and 3 on pages 58 and 59 as homework.

Objectives of the day:

1. Review asking and answering questions about abilities.

Materials: Poster 5 with Cutouts, Poster Activity 5B on page XXV; Food Flashcards; pictures of farm animals. (chicken, cow, donkey, duck, goat, horse, rabbit, sheep—1 per student).

Open the day

- ◆ "Sleeping Rabbits" practice.

Open the book!**4 Listen and tick (✓) what Tom can do.**

Read the comic strip again or play Track 47 for students to recall the story. Ask them to point to Kim and Tom in the comic strip. Read the question in Activity 4 aloud. Have students do the same as they point to each word. Have students elicit what the children in the photographs are doing. Now, raise students' interest and invite them to predict what Tom can or can't do. Tell them that they will listen to find out. Play Track 48 for students to listen only. Play the audio again and have students tick what Tom can do according to the conversation. To check the answers, ask: *Can Tom swim?* Students should answer: *No, he can't.* Ask: *Can Tom climb?* They should answer: *Yes, he can.*

Answer Key

climb

5 Complete the table about you.

Tell students that it is now their turn to say what they can or can't do. Help them to read items 1 to 4 aloud. Encourage them to mime the actions as they read. Point to the key above the table. Explain that they should draw a tick if they can do the action, or a cross if they can't. If necessary, demonstrate the activity on the board with your own information. Ask students to complete the table individually.

Answer Key

Answers will vary.

6 Ask and answer.

Point to the speech bubbles. Read the questions and answers, and have the students echo. Encourage students to work in pairs and take turns to ask and answer similar questions. Show students that they can substitute the action word in the question (i.e. *swim*) with the action words from the table in Activity 5 to ask other questions. Help students as necessary. Remind students that they should answer according to the information in their tables from Activity 5. Finally, have them say if their abilities are similar to or different from their classmates'.

Answer Key

Answers will vary.

Close the day

- ◆ Do a classifying activity. Divide the board in half. Write the headings *Food* and *Animals*. Help students read the headings aloud. Put students into teams of three or four. Hand out the Food Flashcards and the pictures of the farm animals, at random. Then invite a volunteer from each team to place the flashcard they have on the corresponding side of the board. Assign a point to the team that correctly places the flashcard.



Practice Book: Assign Activities 4 and 5 on page 60 as homework.

Objectives of the day:

1. Review asking and answering questions about abilities.
2. Learn to use short and long answers.

Materials: Poster 5 with Cutouts, Poster Activity 5B on page XXV.

Open the day

- ◆ "Sleeping Rabbits" practice.
- ◆ **Play Simon Says:**

This game can help you to review the verbs *run*, *sleep* and *eat*.

Language Presentation

Short and Long Answers

Use Poster Activity 5B to review short and long answers for questions with *can* and the auxiliary *do*. When students answer the questions, write both the long and the short answers on the board. For example, for the question: *Can ducks swim?* Write the answers: *Yes, they can swim. / Yes, they can.* Help students to notice that both options mean the same, but it is more common to answer in the short form. Repeat using questions about the farm animals on the poster using *Do*, for example: *Do ducks eat bread? Do sheep live on a farm?*

Open the book!

7 Read, look and write the numbers.

Call students' attention to the pictures and elicit what cows can do. Help them to read item 1 aloud as they point to each word. If necessary, mime *run* to clarify meaning. Have them point to the corresponding picture. Tell them to write the number of the sentence in the corresponding space, next to the picture of the cow running. (1) Continue in the same way with the rest of the sentences. Finally, check the answers as a class. Call out the number and have students call out and mime what cows can do, according to each sentence / picture.

Answer Key

Left to right, top to bottom: 3, 4, 2, 1

8 Listen and circle.

Explain that the children in the picture are working on their project about farm animals. They are asking the farmer more questions to discover more interesting facts about cows. Read the questions in Activity 2 aloud, and invite volunteers to say which option they think the correct answer is. Allow the rest of the class to say if they agree or disagree. Tell them that they will now listen to the conversation between the farmer and the children to see if their predictions were correct. Play Track 49 once for students to listen only. Then play it again and pause it after each question so that students can circle the correct answer. Finally, elicit answers from volunteers.

Answer Key

1. Yes, they can.; 2. Yes, they do.; 3. barn; 4. four

9 Look, ask and answer.

Have students identify what is happening in each picture, for example, ask: *Where is the goat? Where is the chicken? What is the chicken eating? Does the rabbit like the chicken's food? What time is it? What is the goat doing?* Read each sentence in the speech bubbles. Explain that they should work in pairs and have a similar conversation about the pictures. Encourage them to use short answers, as in the sample conversations. If necessary, help them to make the question about picture 3: *How many hours do goats sleep?* Have them look at the clocks to count the hours. Invite a couple of volunteers to ask and answer the questions in front of the class. Finally, remind students to visit the online platform for more practice at home.

Answer Key

Answers will vary.

Close the day

◆ Play Charades:

Divide the class into teams of four. Ask a volunteer from one of the teams to go to the front. Whisper a verb (fly, swim, climb, jump, run, sleep or eat) to the student and tell them to mime the activity. Encourage all the teams to guess which verb it is. The first team to guess wins a point.

Objectives of the day:

1. Understand and respond to questions.
2. Listen for specific information.
3. Answer multiple-choice questions.

Materials: Food Flashcards, Flashcard Activities 5A and 5B on page XVII; Poster 5 with Cutouts, Poster Activity 5A on page XXV.

Open the day

- ◆ "Sleeping Rabbits" practice.
- ◆ Flashcard Activity 5A.

Open the book!**Speaking****International Certification: Speaking**

Tell students that in this type of activity, it is common to be asked questions about a picture, for example: *What's this?* They can answer using just one word and their answer will be correct, as they are showing understanding. However, it is always better to give more complete answers.

1 Name the animals. 

Point to the farm on page 79 and say: *Look, it's a farm.* Point to the goat and ask: *What's this?* Elicit: *A goat. / This is a goat.* Encourage students to answer with a complete sentence, as in the example. Continue in the same way with the remaining animals.

Answer Key

Answers will vary.

2 Talk about the animals. Say which one is your favourite.

Elicit the names of the animals in the picture in Activity 1 and write them on the board. Have students work in pairs to talk about their favourite farm animals. Encourage them to follow the structures in the speech bubble. When they have

finished, ask volunteers to explain what they like about their favourite farm animals.

Answer Key

Answers will vary.

International Certification: Listening

Explain to students that in this type of activity, they will listen to a narrator asking a question and then they will hear a conversation. They need to decide which picture is the one that correctly matches the information given in the conversation. Explain to students that they should look at the pictures carefully before marking their answers. Point out that they should mark only one option in this type of task. Encourage students to notice the differences between the pictures, so that they can make a decision more quickly.

3 Listen and tick (✓) the correct box.

Before playing the track, ask students questions comparing the pictures: *What's this? What are these? How many... are there? How many... are there in the other picture?* Explain that a narrator will ask a question, and then two characters will have a conversation. Say that students should tick which picture best matches the information given in the conversation. Play Track 50 for students to listen and tick their answers. Then play it again and have students check their work. Check the answers as a class.

Answer Key

1. a; 2. b; 3. c

Close the day

- ◆ Poster Activity 5A.
- ◆ Flashcard Activity 5B.

Objectives of the day:

1. Perform mindful listening exercises to promote concentration.

Materials: a bell; pictures of a baby, a cow, a sheep and a bird (make sure that they are big enough to be seen from the board by all students).

Open the day

- ◆ "Sleeping Rabbits" practice.

Open the book!

Mindful Listening

1 Read, look and write the numbers.

Show students the bell. Ask: *What's this?* Elicit: *It's a bell.* Pass the bell around so that all students can see it, touch it and ring it. This is helpful for tactile learners and, at the same time, it reminds students to focus on their sense of touch and feel the size and texture of the bell. Next, call students' attention to the pictures on page 80. Have them point to the pictures of the bell. Say: *Look at the boy and the bell. What is happening?* Encourage students to answer. You can help students by asking specific questions like: *Are the boy's eyes open or closed? Is he smiling? Do you think he's concentrated?* etc. Read item 1 together with students, as they point to each word. Have them identify the picture that is being described. Once you have made sure that all students are pointing to the correct picture, have them write number 1 in the corresponding space. Continue in the same way with the rest of the pictures.

Answer Key

Left to right: 3, 1, 2

2 Close your eyes, breathe and listen.

Tell students that they are going to practise mindful listening, as illustrated in Activity 1. Remind them that they must close their eyes, and inhale and exhale slowly as they listen. If needed, show them how to inhale and exhale slowly. Next, ask students

to say what they see in the pictures and what the boy and the animals are doing. (eating, playing and running) Play Track 51.

◆ Listen again and point to the correct picture.

Play Track 51 again. Pause the audio after each sound and have students open their eyes and point to the picture related to each sound. Play Track 51 again, pause after the first sound, and invite volunteers to say the number of the picture the sound relates to.

Answer Key

1. Picture 4; 2. Picture 2; 3. Picture 1; 4. Picture 3

3 Practise mindful listening with other sounds.

Place the pictures of the baby, the cow, the sheep and the bird on the board. Get students to name what they see in each picture. Tell them that they are going to listen to the sounds the people and animals in the pictures make. Encourage students to predict the sounds they will be listening to. Remind them that they should follow the instructions in the audio, such as closing their eyes and breathing in and out slowly. Play Track 52 once. Play the audio again and pause it after the first sound. Have students call out the person or animal making that sound and point to the corresponding picture on the board. (baby) Continue in the same way with the rest of the pictures.

Answer Key

1. baby; 2. bird; 3. sheep; 4. cow

Close the day

- ◆ "Mindful listening" practice.

Read each sentence in Activity 1 again and have students complete each step. You can start by ringing the bell at the back of the classroom, and then move to different spots in the classroom to allow students to practise several times.

Objectives of the day:

1. Learn to produce the sound of *j* /dʒ/ and short *u* /ʌ/ in CVC patterns.
2. Review the alphabet.

Materials: a bell; Letters Flashcards, Flashcard Activities 1F and 1G on page XV; sheets of paper (1 word per sheet: *climb, sleep, run, jump, fly, Jim, Joy*); Reader (1 per student). You can use the IPA Pronunciation Guide on the Audioscript Section and the online platform as a guide.

Open the day

- ◆ "Mindful Listening" practice. (See previous lesson.)
- ◆ Flashcard Activity 1F.

Open the book!

1 Listen and colour. 

Put the sheets of paper with the written words up on the classroom walls and help students to read the words aloud. Explain that, in this lesson, they are going to learn two sounds: /dʒ/ and short /ʌ/. Say the sounds several times and ask students to repeat. Tell them to listen carefully to find the sound /dʒ/ in the words written on the sheets of paper. For each word, say the sound of each letter aloud and tell students to raise their hands if they hear the /dʒ/ phoneme. (*jump, Jim* and *joy*) Have them read the words aloud, stressing the /dʒ/ sound. Write the letter *J* on the board for students to notice the letter associated with that sound. Do the same with the short /ʌ/ sound (*jump* and *run*) and the letter *u*. If necessary, teach students that their lips should be relaxed not rounded and that their tongue should not lift to produce the short /ʌ/. Play Track 53 and stop it after each letter so that students can repeat. Play the audio again and have them colour the letters in the order they hear them. Encourage them to repeat the sounds as they colour the letters. Finally, have students read the title *Jump for Joy!* with the correct pronunciation.

Answer Key

Students colour the letter J and U.

2 Listen and write the numbers. 

Read the story aloud with students. Encourage them to stress the /dʒ/ and /ʌ/ sounds as they read. Explain to them that the story is muddled up and that they

should write the numbers 1 to 4 to organise it in the correct sequence. Play Track 54 and have students listen only. Play the audio again and pause it after each sentence for students to number the pictures in order. Play the audio again and have students repeat as they point to each word in the sentences. To check the answers, invite volunteers to read the story in order using the correct pronunciation.

Answer Key

Left to right, top to bottom: 4, 2, 3, 1

- ◆ **Circle the words with the *j* and *u* sounds. Then retell the story.** 

Read the first sentence aloud. Ask: *Which word has the *j* /dʒ/ sound?* Do the same with the short *u* /ʌ/. Elicit answers. Have students identify and circle those words. Continue with the rest of the story. Then ask them to tell the story again using their own words and the correct pronunciation. Finally, remind students to visit the online platform for more practice at home.

Answer Key

Students circle the words: Jim, jumps, joy, Jim, Judy's, Judy, Jim, jug, Judy's, jug

Reader 

Ask students if they remember the title of the story. (*Ringo and Star*) Tell them that they will read to check their predictions about who Ringo and Star are. Help students read the text on page 22: read it aloud and have students repeat after you. Now, ask students simple questions: *Who's Ringo?* (Have students point to the corresponding picture.) *Who's Star?* (Have students point to the corresponding picture.) *Where do they live?* *What is Star eating?* Have students read page 23 of the Reader. Ask: *What does Star like?* *Does Ringo like lettuce?* *What does he like?* Now, invite students to say if they and their best friend like the same food or things. Explain that you do not need to like the same things to be friends. Finally, say that Ringo and Star are going on an adventure and they will continue reading in the next sessions.

Close the day

- ◆ Flashcard Activity 1G.
- ◆ Divide the class into pairs. Ask them to imagine what will happen next in the Reader story. Allow them ten minutes to discuss. Then ask them to act out what they think will happen.

Objectives of the day:

1. Read texts that describe animals.
2. Practise the following reading strategy:
 - Setting a purpose for reading.
3. Reading comprehension: Giving one-word answers (Yes / No) to questions about a text and a picture.

Materials: a bell; Poster 5 with Cutouts; optional: 6 sheets of paper.

Open the day

- ◆ "Mindful Listening" practice.
- ◆ Show Poster 5 with Cutouts. Write three true sentences and three false sentences about the poster on sheets of paper or on the board. Read the sentences, one by one, and tell students to check the poster to decide if the information is correct or not. If it is correct, they should say *Yes*, and if it is incorrect, they should say *No*. Read the sentences again, elicit answers and write the answer (*Yes* or *No*) next to the sentence.

Open the book!

Reading

Reading Strategy

Setting a Purpose for Reading

You can help students to engage and concentrate while reading by setting a purpose for reading. If students read with a purpose, they are aware of what information they should focus on, thus reinforcing comprehension. This will also help them to use their time wisely when facing timed reading texts. You can start teaching them to set their own purpose for reading so that they can learn how to improve their concentration.

1 Read and tick (✓) Shep.

Ask students what they can see in the picture. (a farm, a barn, animals) Tell students to read the title and ask them questions to raise interest and set a purpose for reading: *Who do you think Shep is? What does Shep do at this farm?* Encourage students

to make predictions. Next, allow enough time for students to read the text by themselves, in silence. Then call their attention to the instructions. Ask a student to explain what they should do now. (Tick the picture of Shep.) Make sure that they are clearly drawing a tick next to the correct picture.

Answer Key

Students tick the dog.

International Certification: Reading

Remind students of the importance of reading attentively and purposefully, and observing the pictures that accompany the reading carefully, in order to complete the *Yes / No* task successfully. Point out that they must write *No* if any element of the sentence is false, even if another element is true.

2 Read and write *Yes* or *No*.

Encourage students to identify what kind of activity this is and what they should do. Remind them that they had a similar practice at the start of the class. Ask them to work individually to complete the activity. Ask them to write *Yes* if all parts of the sentences are true; otherwise, they should write *No*. Have them check the answers in pairs and then as a class.

Answer Key

1. *Yes*; 2. *No*; 3. *Yes*; 4. *No*

Close the day

- ◆ Use any other poster from Units 1 to 5. Write six true and false sentences about the picture on the board, and have students circle or underline the parts of the sentences that are false. Have volunteers write *No* next to the sentences with false information and *Yes* next to those that include true information only.

Objectives of the day:

1. Read a story told through pictures.
2. Decode images and relate them to simple instructions.

Materials: a bell; markers, *Numbers 1–10* Flashcards, Flashcard Activities 1A and 1B on page XIV; a whistle.

Open the day

- ◆ "Mindful Listening" practice.
- ◆ Flashcard Activity 1A.
- ◆ **Play Number Race:**

Divide the class into two or three teams. Give a marker to a volunteer from each team and ask them to go to the board. Call out a number between 1 and 10 for them to write as quickly as possible. Assign a point to the team that correctly writes the number first. Emphasise the importance of writing the numbers neatly.

Open the book!**3 Read, look and write the numbers.**

Ask: *What can you see? Who are they? Where are they? Is there a barn? Are the boy and the dog happy?* Show students the whistle. Write *whistle* on the board and ask: *Can you say "whistle"?* Have students repeat. Then blow the whistle to show what it is for and have students point to the whistle in the picture. Help students to identify what the boy, the sheep and the dog are doing in the pictures. (playing, eating, running, blowing the whistle) Next, ask the students to read the instructions in silence. Ask: *What do you have to do first? Which is the text you are going to read? Which numbers should you write? Where are you going to write the numbers?* Encourage them to read the sentences in silence and write the numbers in the spaces next to the pictures they describe. Remind them that they might find it useful to underline the key words in the sentences that help them to identify the pictures. Ask students to compare their answers in pairs.

Answer Key

Top to bottom, left to right: 4, 1, 3, 2

4 Listen and match. 

Ask students to look at the pictures of the whistles. Point to the whistle in item 1 and say: *How many whistles are there?* Elicit the answer. (one) Continue in the same way with the rest of the whistles. Tell them that they are going to listen to some instructions and corresponding whistle blows. Play Track 55. Stop it after item 1. Ask: *How many whistles did you hear?* Elicit: *One.* Then say: *What is the instruction?* Elicit: *Start!* Say: *Match number 1 to Start!* Continue playing Track 55 while students match the pictures to the instructions. Play the audio again for students to check their answers. Blow the whistle once and have students say the instruction aloud: *Start!* Blow it twice and have them say the instruction: *Run right!* Continue with the remaining instructions.

Answer Key

- 1.** Start!; **2.** Run right!; **3.** Run left!; **4.** Stop!

◆ **Practise the instructions.** 

Blow the whistle once and have students start marching, as you point with your finger. Continue giving instructions as shown in Activity 4. You may also want some volunteers to give the instructions for their classmates to follow. In this case, have them clap from one to four times to give the instructions. Finally, remind students to visit the online platform for more practice at home.

Answer Key

Answers will vary.

Close the day

- ◆ Flashcard Activity 1B.

  Practice Book: Assign Activity 1 on page 61 as homework.

Objectives of the day:

1. Unscramble and write words to label pictures.
2. Practise the following writing strategy:
 - Improving handwriting.

Materials: a bell; flashcards from Units 1 to 5; pictures of the farm animals you prepared for the My Language Section; two fly swatters.

Open the day

- ◆ "Mindful Listening" practice.
- ◆ Practise unscrambling words: Pick ten flashcards at random. Place them on the board, picture-side showing. Below each flashcard, write the corresponding word but scramble the letters. Divide the class into teams of four or six students. Have a volunteer from one of the teams choose a flashcard, unscramble the word and write it on the board. Let the rest of their team help. The team that correctly unscrambles their word in under a minute scores a point.

Open the book!

Writing

International Certification: Writing

Explain that tasks where they need to unscramble words to label pictures are very common. Exercises practising spelling will help them with these tasks. They should also remember to only use the letters they are given and write just one letter per line.

1 Look at the pictures and unscramble the words.

Point to item 1. Ask: *What's this?* Elicit: A horse. Say: *Horse. H-o-r-s-e. Point to letter "h". Where are you going to write the letter "h"?* Write the five lines on the board and have a volunteer go to the front and point to the first line. Continue in the same way with the remaining letters of *horse*. Remind students that they should write one letter per line and that they should only use the letters given. Students work individually to complete the activity following the example. Have them compare their answers with a classmate's answers. Finally, have volunteers write the

unscrambled words on the board for the rest of the class to check their answers.

Answer Key

1. brown; 2. barn; 3. apples; 4. jump; 5. big; 6. three



Play a Backwriting Game!

Elicit what the children are doing in the picture. (They are playing a guessing game; the girl is writing words on her classmate's back, using her finger. The boy is guessing the word.) Explain that this game will also help them write clearly and improve their spelling. Have students choose three of the six words in Activity 1. Pair up the students. Tell them that they should not show their classmate the words they chose. Ask students to use their fingers to trace one of their three words on their classmate's back. Emphasise that they should do it slowly and firmly but carefully. If necessary, demonstrate the activity. They should take turns to write and guess.

Answer Key

Answers will vary.

Writing Strategy

Improving Handwriting

Students should write their answers in international certifications clearly. Explain that this will help the examiner to easily understand what they write. Help students to improve their fine motor skills.

Close the day

◆ Play the *Fly Swatter* game:

Attach all the flashcards to the board. Divide the class into two teams. Give a volunteer from each team a fly swatter and ask them to go to the back of the classroom. Explain that you will call out a word and the students with the fly swatters should turn back and run to the board to hit the flashcard of the word you said. The student who hits the correct flashcard, and says the word aloud, scores a point for their team.



Practice Book: Assign Activities 1 and 2 on page 62 as homework.

Objectives of the day:

1. Write single words to fill gaps and complete sentences.
2. Read sentences for meaning.

Materials: a bell; *Numbers 1–10, School Objects, Letters, Adjectives, Prepositions, Furniture and Food Flashcards*, colour cards (see page XIV).

Open the day

- ◆ "Mindful Listening" practice.
- ◆ **Play Hangman:**

Help students to continue practising spelling using vocabulary from page 84.

Open the book!**Writing****International Certification: Writing**

Explain that tasks involving filling gaps in sentences are very common. Students should read the whole text and guess what word could be used in the gap(s). Remind them to look at any accompanying pictures for clues. Once they have chosen the word from the options that they think fits best, tell them to read the completed sentence to check that the word they chose completes the sentence logically.

2 Read and write the words.

Ask: *What can you see? Where is the horse? What colour is it?* Elicit answers. Explain that they are going to read a text to find out more information about the horse. Say: *Look at the gaps. What do you think we should do? (Write a word to fill them.)* Ask: *How many words can we write to fill the gaps?* Elicit answers and make sure that students understand that they should use one word per gap only. Encourage them to read the text in pairs and guess what words best complete the sentences. Explain that the words they will use to complete the text are the ones in Activity 1. (page 84) Working individually, they should use the words that are closest to the words they guessed. If they guessed that the missing word was *white*, a colour, then they should

choose the word *brown* from the options on page 84. Remind students to read the text again, once they have completed it, to make sure that it makes sense. Have students compare their work in pairs before checking the answers as a class.

Answer Key

1. horse; 2. brown; 3. big; 4. jump; 5. barn; 6. three; 7. apples

3 Read and write the answers.

Say paraphrased sentences from Activity 2 and have students complete them; for example: *Ned is a... . He is brown and... . He lives in a... . Ned is... years old.*, etc. Explain that they will now answer questions about the reading. Have them work in pairs to complete the task. Remind students that they should write as clearly as possible so that their answers are easily understood.

Answer Key

1. Ned; 2. three; 3. brown, white; 4. yes; 3. apples, carrots

◆ **Ask and answer.**

Ask students to stand up with their books. Have them circulate the classroom asking their classmates the questions from Activity 3, who should give the corresponding answer. Allow three to four minutes for the activity. Encourage them to ask the questions to different classmates.

Answer Key

Answers will vary.

Close the day

- ◆ Pick ten flashcards (including colour cards) from Units 1 to 5 and place them around the classroom. Explain that you will spell out a word and once they identify the word, they must say it aloud and jump or run to the corresponding flashcard.

Objectives of the day:

1. Listen for specific information.
2. Ask and answer questions.

Materials: a bell; Poster 5 with Cutouts.

Open the day

- ◆ "Mindful Listening" practice.
- ◆ **Play Charades:**

This game can help you to review verbs, such as *fly, swim, climb, jump, run, sleep* and *eat*.

Open the book!

Listening

1 Read, listen and circle.

Display Poster 5 and have students review the animal names. Ask them what their favourite animal is. Ask: *What information do you want to know about your favourite animal? Do you want to know what they can do or what they eat?* Elicit answers. Point to the Student's Book, page 86 and say: *Look, this is a quiz about animals. With this quiz, you can learn new, interesting facts about animals.* Invite students to read the first question and ask a volunteer to write their answer on the board. Continue in the same way with the remaining questions. Keep the answers on the board and explain that they will listen to the quiz to check their predictions. Play Track 56 for students to check their predictions. Play the audio again for students to circle the correct answers. Check the answers as a class. Ask students if their predictions were correct. (If needed, they can refer to the answers written on the board.) Ask students to find two more interesting facts about their favourite animal for homework. They should write the facts down in their notebooks and share them with the class the next day.

Answer Key

1. No.; 2. A kitten.; 3. Yes.; 4. A lamb.; 5. Yes.

◆ Listen again and write the numbers.

Encourage students to name the animals in the pictures and give any interesting facts that they remember about them. Play Track 56 once and have students write the number of the question that matches each picture. Play the audio again for them to check their answers. This is a good opportunity to remind students of the importance of checking and double-checking their work. Have students compare their work in pairs. Finally, check the answers as a class.

Answer Key

1. cow; 2. cat; 3. rabbit; 4. sheep; 5. dog

2 Ask and answer.



Have students work in pairs. Ask them to discuss what they see in the picture. Then read the first question aloud: *Can ducks fly?* Invite a volunteer to help you to read the answer. (*Yes, they can.*) Have two volunteers read the following question and answer aloud. Then explain to students they should work with a classmate and write two questions about two different animals. Tell them that they can use the questions in Activity 2 as a model. (i.e. they could change only the name of the animal and / or the verb: *Can dogs fly? Can ducks jump?* etc.) When they have finished writing the questions, ask them to work with another pair and take turns to ask and answer their questions. Finally, remind students to visit the online platform for more practice at home.

Answer Key

Answers will vary.

Close the day

- ◆ Show Poster 5 with Cutouts. Divide the class into two teams. Describe one of the animals on the poster without saying its name, for example, say: *It's big... . It's brown... . It can't fly, but it can run... .* The team that guesses the correct animal first wins a point.

  Practice Book: Assign Activities 1 and 2 on page 63 and Activity 1 on page 64 as homework.

Objectives of the day:

1. Orally describe pictures.
2. Understand descriptions to complete pictures.
3. Practise the following speaking strategy:
 - Asking for clarification.

Materials: a bell; Poster 5 with Cutouts, Poster Activity 5A on page XXV; Food Flashcards; Reader (1 per student); Practice Book (pages 65 and 66).

Open the day

- ◆ "Mindful Listening" practice.
- ◆ Poster Activity 5A.

Open the book!**Speaking****Speaking Strategy****Asking for Clarification**

Tell students that, to communicate successfully, they could use some phrases to ask for clarification politely, for example: *Could you repeat that, please? Could you say that slowly, please? I'm sorry, I didn't hear you.*

1 Draw and colour farm animals and food.

Point to the Food Flashcards one by one and name them. Tell students to draw the animals and food in different locations. Invite volunteers to show their pictures.

Answer Key

Answers will vary.

2 Describe your farm to your classmates.

Ask students to describe their drawing to a classmate, following the dialogue in the speech bubbles as a model. They can ask for clarification if they do not understand what their classmate says.

Answer Key

Answers will vary.

◆ **Listen to your classmate, draw and colour.**

Working in the same pairs as in Activity 2, have students describe their drawing again for their

classmate to draw what they describe on the second picture. They have to cover their drawing so that their classmate can't see it. The student who is listening has to draw what their classmate describes. Help students as needed.

Answer Key

Answers will vary.

Close the day◆ **Play the Whispering game:**

Divide the class into two teams. Ask them to line up. Whisper a word to the last student in each line. They should start whispering the word to the classmate in front of them when you say *Go!* They should continue whispering the word until they reach the first student in each line. That student should go to the board and write the word. If they get the word correct, the team gets a point.



Have students look at page 23 of the Reader and ask them what the story is about. Tell them to look at page 24 and identify the animals. Ask: *Where's Ringo? Point to Ringo. And where's Star? Can you see Star?* Elicit answers. Tell students they will continue reading to find out where Star is. Read the text or play Track R3 and ask students to read the texts and ask simple questions about what they read: *Does the cow know where Star is?* (no) Encourage students to read page 25. Ask simple questions: *Can Star fly? Can Star swim? Can the duck help Ringo?* Elicit answers and ask them what they think Star can do and where he may be. Tell them they will discover later, as they continue reading.

Practice Book: Assign Activity 1 on page 65 and Activity 1 on page 66 as homework.

Time to Practise

Now you have finished the first part of Topic 3 you can practise skills using the certifications' format. In this unit, students will practise Reading and Writing skills, as well as a Listening skill. Ask students to look at page 65 in their Practice Book and answer the questions with only one word. Then students go to page 66 and point to the animals and fruit in black and white. Students should listen to the audio twice and colour. Tell them it is OK if they do not understand everything. Finally, assign the two pages as homework or do them next class.

Unit 6 Backyard Safari

Objective of the day:

1. Learn the names of backyard animals.
2. Count from 1 to 4.

Materials: Poster 6 with Cutouts, Poster Activity 6A on page XXVI; *Numbers 1–10* and *Letters* Flashcards, Flashcard Activity 1A on page XIV; paper (1 sheet per student), markers.

Open the day

- ◆ "Sleeping Rabbits" practice. (See Topic 3.)
- ◆ Poster Activity 6A.

Open the book!

1 Count the animals.

Call students' attention to the scene and ask: *Can you any see boys? Can you see any girls? Can you see a teacher? Where are they? What are they doing?* Elicit answers. Students learned the words *backyard* and *backyard safari* in Poster Activity 6A. Say: *Frog. Point to the frog. Point to the word "frog."* Let's read it. Help students to read the word aloud, as they point to it from left to right. Continue in the same way with the rest of the animals and words. Encourage students to count the animals. If necessary, review numbers by doing Flashcard Activity 1A. Ask: *How many birds are there?* Have them count the birds aloud and show the corresponding number of fingers. Continue in the same way with the rest of the animals.

Answer Key

2 spiders; 1 frog; 1 butterfly; 1 lizard; 1 caterpillar; 2 birds; 3 ladybugs; 4 bees

◆ Listen and write the numbers.

Tell students that they are going to listen to the teacher and the boys and girls in the picture counting the animals. Play Track 57 and have students just listen and point to the pictures as they are mentioned. Play the audio again and encourage them to write the corresponding number in the space provided. Play the audio a third time for

students to check their answers. Write the names of the backyard animals on the board and invite volunteers to write the corresponding numbers. Have the rest of the class confirm or correct the answers.

Answer Key

1. spiders; 2. frog; 3. butterfly; 4. lizard; 5. caterpillar; 6. birds; 7. ladybugs; 8. bees



Explain to students they are going to play a game they have played before: *I Spy*. Play Track 58 for students to just listen. Play the audio again and encourage students to rephrase the instructions to check they have understood them. If necessary, model the game with a volunteer. Have students work in pairs to play the game. Tell them they only have three chances to guess. They score a point for every correct guess. Make sure they take turns to ask and answer questions. If necessary, display the *Letters* Flashcards so that students can refer to them as they play, or review the name of the letters and their sounds.

Answer Key

Answers will vary.

Close the day

- ◆ Show Poster 6 with Cutouts. Point to each animal and have students call out the word. Have them say which animals can or can't fly, walk, jump or run. You could also teach the word *crawl* by using body language. Have students say, for example: *A butterfly can fly. It can't run. A frog can jump. It can't fly, etc.* Then distribute sheets of paper and markers. Have them draw their favourite backyard animals and write what they can and can't do. Finally, have volunteers share what their favourite backyard animal is and what it can and can't do in groups. You could exhibit their work under the title *My Favourite Backyard Animal*.



 Practice Book: Assign Activity 1 on page 67 as homework.

Objective of the day:

1. Learn the names of body parts.

Materials: *Body Parts* Flashcards, Flashcard Activity 6A on page XVIII; paper (1 sheet per student), mirrors (1 per student).

Open the day

- ◆ "Sleeping Rabbits" practice.
- ◆ Flashcard Activity 6A.

Open the book!**2 Trace. Then look and stick.** 

Point to the picture and have students identify the boy and the spider. Point to the boy's head and ask: *What's this?* Encourage students to point and say: *head*. If necessary, show the *head* flashcard or point to your head for students to remember the word. Ask them to read the word *head* aloud. Then ask them to trace the word and read it aloud again. Continue with *hair*, *ear* and *nose*. Help students to notice that some body parts are missing in the picture. Ask students to find the stickers, and identify the body parts. Point to the space where the boy's eyes should be. Ask: *What's missing?* Elicit the answer: *eyes*. Ask them to find and paste the sticker onto the corresponding space. Then ask them to read the word *eyes* and trace it. Ask them to read it aloud again when they finish tracing it. Continue in the same way with *mouth*, *arm*, *hand*, *foot* and *leg*. Finally, call out the body parts again, this time at random, and ask students to point to the corresponding pictures. Say: *Point to the arm. Point to the mouth. etc.*

Answer Key

Students trace the words and paste the eyes, mouth, arm, hand, foot and leg stickers on the corresponding places.

3 Listen and spell the numbers. 

Ask students to work in groups of three or four. Explain that you are going to call out a number

from one to ten and that they should spell it in their notebooks. Once you have called out all the numbers at random, write out the numbers on the board. Ask students to check their numbers against the words on the board. Next, have them look at the picture of the spider in Activity 3. Encourage them to say what it is. Now say: *Count the eyes. How many eyes has the spider got?* Do the same with the spider's legs. Then say that the spider's name is Sam. Explain that they are going to listen to a chant about him and that they should write the numbers they hear. Play Track 59 for students to just listen and point to the spider's body parts as they are mentioned in the chant. Play Track 59 again and encourage them to read the lyrics as they listen. Play the audio once more and have students write the numbers that they hear. To check the answers, read the lyrics aloud and pause when necessary for students to call out the numbers they wrote.

Answer Key

1. two; 2. eight; 3. one; 4. one

◆ **Listen again and chant.** 

Saying the chant helps students understand the verb *have got* inductively and use it naturally. Play Track 59 again and have students chant along. Play it again and ask them to chant and hold up the number of fingers to show the number mentioned in the song. Ask how spiders are different from humans. (e.g. number of eyes, number of legs, ears, arms. etc.) Finally, remind students to visit the online platform for more practice at home.

Close the day

- ◆ Distribute sheets of paper. Ask students to draw a picture of themselves. If possible, give a mirror to each student so that they can observe and draw themselves more easily. Next, have them work in pairs to explain their drawings as follows: *This is me. I have got a head. This is my hair. I have got two eyes. I have got one mouth*, etc. If necessary, model the activity.



Practice Book: Assign Activity 2 on page 68 as homework.

Objective of the day:

1. Read a comic strip about backyard animals.
2. Ask and answer questions with *Do you like...?*
Have you got...? Do you live...?

Materials: Poster 6 with Cutouts, Poster Activity 6A on page XXVI.

Open the day

- ◆ "Sleeping Rabbits" practice.
- ◆ Poster Activity 6A.

Open the book!

1 Listen and follow.

Ask students to look at the four scenes on pages 90 and 91. Have them identify the children and the honeybee. (Tom, Lucy and Kim) Ask: *Where are they?* Elicit: *In the backyard.* Next, invite students to name all the backyard animals that they see in the picture. Tell them that they are going to listen to a story where Lucy introduces her backyard neighbours. (If necessary, explain the meaning of *neighbours*.) Play Track 60 and have students follow the text on pages 90 and 91 with their fingers. Play the audio again and encourage them to circle the backyard animals words in the text. Ask: *What animals are there? Are there any caterpillars?* Play the audio once more for students to read and listen or help them to read aloud as a class using different voices for different characters.

◆ Read and circle.

Help students to read Question 1 aloud. Explain that, to answer the question, they should refer to scene 1 of the comic strip. If necessary, demonstrate the activity on the board by writing both answers and circling the one that correctly answers the question. Continue in the same way with the remaining questions and answers. To check the answers, read the questions aloud and have volunteers answer. Write the questions and answers on the board. Underline the auxiliaries (do, don't / have, haven't) in both the questions and answers. Point out that the answers to questions starting with *do / have* contain *do* or *don't / have* or *haven't*.

Answer Key

1. Yes, I do.; 2. Yes, I have.; 3. No, I don't.

2 Ask and answer.

Read the sample questions and answers. You could use different voices to pretend that you are working with another person. Ask students to write two questions in their notebooks. Explain that one question should start with *Have you got...?* and the other should start with *Do you like...?* Encourage them to use vocabulary related to backyard animals. Once they finish, tell them to ask the questions to a classmate. Remind students to take turns to ask and answer their questions. Prompt them to answer saying: *Yes, I do. / No, I don't. / Yes, I have. / No, I haven't.*

Answer Key

Answers will vary.

Close the day

- ◆ Choose different lines said by different characters in the comic strip. Explain that you are going to play a game to check how well they remember the story. Read out different lines from the comic strip, and ask students who said them. (Tom, Lucy or Kim) For example: *It's fantastic.* (Tom) *Are those birds?* (Kim) *Look under my house.* (Lucy) *I don't like spiders.* (Tom)



Practice Book: Assign Activity 1 on page 69 as homework.

Go to video "Sloth Calendar."

Now it is a good time to work with the unit video. We suggest that you go to the Lesson Plan for this video to get an idea of which activity to do before students watch the video in the "Before watching" section. Once students understand the concept of the video, invite them to watch it at home with their families. If appropriate, invite them to do the "While watching" activities suggested in the Lesson Plan.

Objective of the day:

1. Learn to make sentences using demonstratives (*this*, *that*, *these* and *those*).

Materials: Poster 6 with Cutouts, Poster Activity 6A on page XXVI; pictures of backyard animals (3 copies of each).

Open the day

- ◆ "Sleeping Rabbits" practice.
- ◆ Poster Activity 6A.

Open the book!**3 Read, look and complete.**

Read the comic strip or play Track 60 again for students to recall the story. Ask them to look at the first picture and identify the girl in the picture. Next, ask them to identify the insects. Ask: *What are those?* Encourage students to reply: *Those are butterflies.* You can have students mime pointing at a point far from them, so that they can consolidate the use of *those*. Then encourage them to find and point to the word *Those* in the box. Tell them to write it in the space provided. Continue in the same way with the rest of the sentences. Help students as necessary.

Answer Key

1. Those; 2. These; 3. This; 4. That

Language Presentation**Demonstratives**

Place the pictures of backyard animals you brought in around the classroom. Place groups of, for example, three frogs together and near students, a single picture of a bird far from students, a spider near students, two caterpillars far from students. Point to the pictures and say, for example: *These are frogs. That is a bird. This is a spider. Those are caterpillars.* Have students point to the pictures and repeat. Help them to notice that *this* and *that* refer to singular, whereas *these* and *those* refer to plural. And that *this* and *these* are used for things close to us and *that* and *those* are used for things further away.

◆ Point and say.

Place the pictures of backyard animals around the classroom again. Remember that they should be placed in a way that students can easily differentiate when to use *this*, *that*, *these* and *those*. Demonstrate the activity by standing near the worm picture and reading the question: *Is this a worm?* Read the answer aloud and have students repeat. Do the same with the other question and answer. Once you have made sure that the instructions are clear, encourage students to work in pairs and move around the classroom to make as many questions and answers using *this*, *that*, *these* and *those* as possible. Help students as necessary.

Answer Key

Answers will vary.

Close the day

- ◆ Spend some time in the school yard or garden and allow students to draw what they see there in their notebooks. (Preferably, have them look for and draw backyard animals.) When they have finished drawing, have them work in groups of three to ask questions about each other's drawings, for example: *Are they bees? Is this a tree?*



Practice Book: Assign Activity 2 on page 69 and Activities 3 and 4 on page 70 as homework.

Objective of the day:

1. Learn to ask and answer questions with *have got* and *haven't got* to talk about animals' characteristics.

Materials: *Numbers 1–10* and *Body Parts* Flashcards, Flashcard Activity 1A on page XIV, Flashcard Activity 6B on page XXVIII; Poster 6 with Cutouts, Poster Activity 6B on page XXVI.

Open the day

- ◆ "Sleeping Rabbits" practice.
- ◆ Flashcard Activity 1A.
- ◆ Flashcard Activity 6B.

Language Presentation

Have Got and *Haven't Got*

Students will learn to ask and answer questions with *have got* and *haven't got* to talk about animals' characteristics. We suggest you do Poster Activity 6B at his stage.

Open the book!

4 Listen and write the numbers.

Call students' attention to the scene. Invite them to identify the characters. (Tom and Lucy) Ask students to read aloud as they point to the text, from left to right. Next, have them identify the insects. Play Track 61 for students to listen and point to the pictures. Play Track 61 again and ask students to number the pictures in order. Play the audio once more for students to check their work and then check the answers as a class. Ask: *Has the caterpillar got any wings? Have worms got any arms or legs? Has the snail got a mouth? How many eyes have flies got?* Elicit answers. You could also ask similar questions about Lucy: *Has Lucy got any eyes? Has she got any wings? How many legs has she got?*

Answer Key

1. caterpillar; 2. worms; 3. snail; 4. flies

5 Read, listen and complete.

Help students to read Tom's question: *Has _____ got any arms?* and copy it onto the board. Ask: *Which word is missing in the question?* Tell them to read the words in the box and choose the one that correctly completes the question. Elicit the correct word. Write it on the line on the board. Do the same with the rest of the questions and answers. Students should not write them in their books yet, as they are going to listen to check their work. Play Track 62 for students to check their answers. Play the audio again and have students complete the answers in their Student's Books. Then have students work in pairs to act out the conversation. Assign roles. (Tom and Lucy) Have them read and act out the conversation. Help students as necessary. Finally, remind students to visit the online platform for more practice at home.

Answer Key

1. it; 2. got; 3. has got; 4. has



Play Twenty Questions!

Explain to students that they are going to play a game called *Twenty Questions* about the animals in the pictures. Play Track 63 and have students just listen. Play the audio again and encourage students to rephrase the instructions to check that they have understood them. If necessary, model the game with a volunteer. Once the instructions are clear, have them work in pairs. Tell them to choose an animal for their classmates to guess. Remind them that they can ask up to twenty questions to guess the animal their classmates chose. If necessary, write sample questions on the board so that students can use them as a guide.

Answer Key

Answers will vary.

Close the day

- ◆ Review *have got*. Play Track 59 again and have students say the chant and show the corresponding number of fingers as they hear the numbers.



 Practice Book: Assign Activities 5 and 6 on page 71 as homework.

Objective of the day:

1. Learn to produce consonants (*q /kw/, v /v/, y /j/, z /z/*).
2. Review the alphabet.

Materials: Letters Flashcards, Flashcard Activities 1F and 1G on page XV; mirrors (1 per group of students); Reader (1 per student). You can use the IPA Pronunciation Guide in the Audioscript Section and the online platform as a guide.

Open the day

- ◆ "Sleeping Rabbits" practice.
- ◆ Flashcard Activity 1F.

You could also play the video and sing the *ABC Song*.
<https://www.youtube.com/watch?v=8pJmQnPNxJg>

Open the book!

1 Write the missing letters.

Have students identify the letters by their names. Encourage them to name the missing letters, according to what they reviewed in Flashcard Activity 1F. If necessary, show the flashcards again, and invite volunteers to point to the letters that are missing in the sequence on page 93. Then have volunteers write the letters. Make sure that they capitalise them. Finally, invite the whole class to read the complete series aloud.

Answer Key

Q, V, Y, Z

2 Listen and complete. 

Place the *Letters Flashcards* (*q, v, y, z*) on the board. Point to *q* and produce the corresponding *q /kw/* sound three times. Invite students to repeat as they point to the corresponding letter in their books. Do the same with the rest of the letters and sounds. If needed, tell students that, to produce *v /v/*, they should touch their lower lip to their upper teeth. To produce *z /z/* they should produce a vibrating sound. Now, help them to notice the words in their books that are incomplete. Ask: *What sounds do you think are missing?* Elicit answers. Play Track 64 once and have students listen only as they point to the words. Play the audio again, stop it after each sound, and have students repeat. Play the audio once more,

stop it after each sound, and have students write the missing letter. To check the answers, copy the words onto the board and invite volunteers to write the missing letters.

Answer Key

q, v, y, z

3 Read and write the words.

Read the words aloud and encourage students to point and repeat. Then help them to read the lyrics of the chant. Make a pause when there is a blank in the lyrics. Ask students to choose a word from the box to fill in the gaps. Finally, invite volunteers to read the complete lyrics aloud.

Answer Key

1. buzz; 2. Yes; 3. Queen; 4. hive

◆ **Listen and chant.**  

Play Track 65. Have students chant along. Play the audio again and ask them to chant and point to the pictures as they are mentioned. They could also pretend to buzz like bees. Finally, remind students to visit the online platform for more practice at home.

 **Reader** 

Have students look at page 26 of the Reader. Elicit what the story is about and the names of the characters. Ask: *Where's Ringo?* (Point to Ringo) *What's this?* (point to the sheep) *What's this?* (point to the butterfly) Elicit answers. Help students to read the text on page 26. Help them to read Star's description. Explain that, when a person is missing, a description can help to find them. Now, ask students simple questions: *Is Star green? How many legs has Star got? What does she eat?* Invite students to say if they think the sheep or the butterfly can help Ringo find Star. Tell them that they will discover it later, as they will continue reading in the following sessions.

Close the day

- ◆ Distribute the mirrors. Have students practise producing the sounds they learned in this and other lessons. Invite them to look at their mouths in the mirror as they produce every sound to understand how to do it correctly.

Objective of the day:

1. Read and match sentences to pictures.

Materials: Poster 5 with Cutouts, Poster 6 with Cutouts, Poster Activity 5A on page XXV, Poster Activity 6A on page XXVI; pictures of the backyard animals .

Open the day

- ◆ "Sleeping Rabbits" practice.
- ◆ Poster Activity 5A.
- ◆ Poster Activity 6A.

Open the book!

Reading

International Certification: Reading

Tell students that they will often be given a specific time limit to complete tasks. So, it is important that they get used to completing the tasks in the Time to Practise sections in approximately five to six minutes. You can take time for checking or explaining the process, as the activities here are designed to build skills and confidence, but make sure that students are aware that international tests are timed.

1 Read and look. Mark (✓ or X) in each box.

Show Posters 5 and 6. Point to the different pictures of animals. Say sentences about them that describe them correctly or incorrectly. For example, point to a sheep and say: *This is a sheep.* Have students say: Yes. Point to a cow and say: *It's a frog.* (No) Have them point to the correct picture instead. Continue with the task, reading the instructions aloud. Say: *Look at the example. What do you have to do?* Encourage students to reply: *Draw a tick or a cross.* Help students to read the sentences and look at the pictures carefully before answering. Remind them that they will be given six minutes only. When the time is up, check the answers as a class. Read the sentences aloud and have students say Yes or No and draw a tick or a cross in the air.

Answer Key

1. ✓; 2. X; 3. ✓; 4. X; 5. X

2 Read and draw.

Students should read the sentences clearly and draw what the sentence indicates. If necessary, demonstrate the activity on the board. Write a sentence and invite a volunteer to the front to read the sentence and draw the correct picture. Have the rest of the class confirm or correct the picture. Have students complete the task in their books individually. Remind them of the difference between *this* and *these*, so that they draw one or more of the items required. Have students compare their drawings with a classmate's drawings.

Answer Key

Answers will vary.

Close the day

- ◆ Show the pictures of the backyard animals. Call out a backyard animal. Show the pictures one by one. Encourage students to say *Stop!* when the picture of that animal is shown. To make it more challenging, you can speed up the changing of the pictures.



Practice Book: Assign Activity 1 on page 72 as homework.

Objective of the day:

1. Read and observe closely.
2. Write one-word answers.

Materials: *Body Parts* Flashcards; pictures of the backyard animals from previous lesson; materials to make a paper spider: paper plates (1 per student), black markers (1 per student), googly eyes, pipe cleaners (8 per student), glue.

Open the day

- ◆ "Sleeping Rabbits" practice.
- ◆ Choose ten vocabulary words (backyard animals and body parts) that you want students to review. Put the pictures and flashcards up on the classroom walls and on furniture. Have students work in teams. Write the words in a scrambled way on the board. Explain that they have to cooperate to unscramble them. Have a volunteer from one team go to the board and unscramble the first word. If the word is correct, they should go to the place where the flashcard or picture is while doing the action that you call out, for example, you say: *Run to the frog picture*. If they complete the task correctly, the team gets a point.

Open the book!**Writing****Writing Strategy**

Using Mnemonics to Remember Vocabulary
You can cater for students' visual intelligence if you provide them with opportunities to associate words with images, which is a very useful mnemonic technique. Students can write a word and illustrate it with a picture or modify a letter or letters in the word to make it represent the concept it refers to. For example, they could write the *l* in *lizard* as if it were a lizard tail, or they could draw black and yellow stripes in the *b* in *bee* to associate it with the animal.

1 Look at the pictures and read the questions. Write one-word answers.

Show the *hand* flashcard and write *What is this?* on the board. Have a student answer using just one word. Write the answer on the board: *hand*. Remind students that they should answer with only one word. Have them read the instructions silently and complete the task individually. Help students as needed. Check the answers as a class.

Answer Key

1. lizard; 2. eight; 3. nose; 4. Petra

2 Point, ask and answer.

Model the activity. Point to the picture of the birds and read the question aloud. Have a volunteer answer using only one word. Have students work in pairs to take turns to ask and answer the questions in the speech bubbles. Walk around as students work, helping as needed.

Answer Key

Answers will vary.

Close the day

- ◆ Distribute the materials to make a paper spider. Ask students to colour the paper plate black using the markers. Then help them to glue on the eyes and pipe cleaner legs to make a spider. Ask them to think of a name for their spider. When they finish, ask: *Has it got any legs? How many legs has it got?*



Practice Book: Assign Activity 1 on page 73 as homework.

Objective of the day:

1. Expand knowledge of the world.
2. Learn about geckos.
3. Write one-word answers.

Materials: a bell; paper (1 sheet per student).

Open the day

- ◆ "Mindful Listening" practice. (See Unit 5.)
- ◆ **Play Charades:**

This game can help you to review verbs. Divide the class into teams of four. Ask a volunteer from one team to go to the front. Whisper a verb (fly, swim, climb, jump, run, sleep, eat) to the student and tell them to mime the activity. They should not speak but only act out the verb. Encourage all the teams to guess which verb it is. The first team to guess, wins a point.

Open the book!

1 Read, look and write the numbers.

Explain that the CLIL lessons help them to learn not only English, but also about the world around them. Point out that the content of these lessons extends and complements what they learn in other school subjects. Have students look at the picture. Ask: *What's this?* Elicit: *It's a lizard.* Say: *Yes, it's a type of lizard. It's a gecko.* Have students repeat *gecko* as they point to the corresponding word in their books. Help students to read the text. You may want to stop after each paragraph and ask questions to check comprehension. For example, after the first paragraph, ask: *Are geckos big or small? Where do they live? How do they communicate?* Elicit answers. Continue in the same way with the rest of the text. When you finish reading, have students work individually to number the pictures according to the paragraph they illustrate. Help students where necessary. When they finish, encourage students to compare their work with a classmate's work. Finally, check the answers as a class.

Answer Key

Left to right: 3, 1, 2

2 Read and write Yes or No.

Read both the sample sentence and its answer aloud. Encourage students to say why the answer is *No*. (The first paragraph says that geckos live in different countries.) Have them complete the task individually. Help students as necessary. To check the answers, read the sentences and have volunteers answer. They should support their answers by referring to the text. Finally, ask students what they like the most about geckos.

Answer Key

1. Yes; **2.** No; **3.** Yes; **4.** No

Critical Thinking

Why is it important to learn about different animals and insects?

Call students' attention to the Critical Thinking box. Help them to read it. Encourage them to reflect on the question. Take this opportunity to explain that it is important to protect and respect all animals and insects because they are living beings that play an important role in keeping balance in nature.

Close the day

- ◆ Distribute the sheets of paper. Ask students to choose one of the false sentences (the ones with a *No* answer) in Activity 2. Explain that they should write the correct answer on the sheets of paper. They could also draw and colour / decorate a picture of one of the geckos from the Student's Book. If necessary, help students to write the correct sentences by writing them on the board. Finally, ask students to find other classmates that chose the same sentence. Have them explain their illustrations to each other.



 Practice Book: Assign Activity 1 on page 74 as homework.

Objective of the day:

1. Expand knowledge of the world.
2. Learn about animals.

Materials: a bell; pictures of a hedgehog and a squirrel; Poster 6; pictures of the backyard animals from previous lessons.

Open the day

- ◆ "Mindful Listening" practice.
- ◆ Show the pictures you have brought in of a hedgehog and a squirrel. Say the corresponding words aloud and have students repeat. You can raise their interest in the animals by having them say where they think these animals live (on a farm or in the backyard) and what they can do. (fly, run, eat, etc.)

Open the book!**3 Listen and tick (✓) the correct box.** 

Call students' attention to the pictures. Say: *Point to the hedgehog. Point to the squirrel. You are going to listen to information about these two animals.* Explain what *spikes* and *nut* mean by pointing to the pictures. Before listening, encourage students to read the sentences and guess which animal they describe. Play Track 66 for students to listen only. Play the audio again and have students draw a tick on the sentence included in the audio. Play Track 66 a final time for students to check their answers and the predictions they made before listening. Have volunteers say which sentences they ticked. Finally, ask what animal it is.

Answer Key

1. The animal is red.;
2. It has got two legs and two arms.;
3. It can climb. It can't fly.;
4. It eats fruits and nuts.

◆ **Tell a classmate about the other animal.**

Have students work in pairs to describe the hedgehog to a classmate using the extra sentences in Activity 3. Make sure that students take turns saying two sentences at a time to describe the animal. Finally, ask students if they like squirrels or hedgehogs.

Answer Key

Answers will vary.

4 Choose an animal or insect. Then complete the fact file.

Tell students that they are going to make a fact file about another insect or animal. You can show them Poster 6 or have them go through Units 5 and 6 to choose an animal. Once students have made their choices, ask them to read the prompts in the fact file carefully and encourage them to say what kind of information they need to write to complete the file. You could take them to the school library and search for books or magazines or help them to find information online using the safe search tool. Have students work individually. Remind them that they can use the text about the gecko or the sentences about the squirrel and the hedgehog as a model to produce their own fact file. Help students as necessary. When students finish, ask them to work in pairs or groups of three to present their fact files. If possible, have students who wrote about different animals work together.

Answer Key

Answers will vary.

Close the day

- ◆ Place the backyard animals picture on the board. Describe an animal by saying its colour, the things it can do or eat, its size or a characteristic it has. Do not say which animal it is. Encourage the class or individual students to identify the animal.



Practice Book: Assign Activity 2 on page 74 as homework.

Objective of the day:

1. Learn to protect insects.

Materials: a bell; paper (1 sheet per student).

Open the day

- ◆ "Mindful Listening" practice.
- ◆ Write three true and three false sentences about insects on the board. For example: *Some insects can swim. No insects can fly. All insects have got four legs. Insects eat plants. No insects can climb.* Have students work in teams. Ask them to decide as a team which sentences are true and which are false. Elicit answers and check them as a class. Encourage students to appreciate how interesting and complex insects are.

Open the book!

Helping Animals

1 Look and label the animals.

Call students' attention to the title, *Helping Animals*. Explain that all animals, including insects, help to maintain a healthy ecosystem (e.g. they help pollinate flowers and fruits, as shown in the honeybees video of this course.) Have students identify the insects and label them using the words in the box. If necessary, model the activity and help students to read the word *beetles*. Call out the numbers and have students say which insect it is. Ask: *Where are the insects?* Elicit answers. Point out that the insects are in a container that looks like a house and ask them to speculate what they think this house is for.

Answer Key

1. bees; 2. ladybugs; 3. worms; 4. ants; 5. snails; 6. beetles

2 Look, listen and write the numbers.

Have students read the title. Explain that the container is an insect hotel. Elicit from students what a hotel is or help them to understand the meaning. Play Track 67 for students to listen as they look at the pictures. Play the audio again and have them number the pictures. To check the answers, call out the numbers and have volunteers explain what they should do in each stage. For example, if you say *One*, they should say: *Draw your hotel*, as they point to the corresponding picture. Continue in the same way with the rest of the pictures.

Answer Key

Left to right, top to bottom: 3, 4, 1, 2

◆ Think of insects you want to help. Plan an insect hotel.

Distribute sheets of paper. Have students work individually to think of four or five insects that they think they could help. Ask them to draw and colour their insect hotel. Remind students to provide insects with food they like. (plants or branches) Next, ask them to work in groups of three and describe their hotels to each other. Finally, you can have a class vote for the most original insect hotel.

Answer Key

Answers will vary.

Critical Thinking

Open Day Tip

Positive Feedback

Praising students' achievements and behaviour can have a positive impact on the academic, social and personal areas of students' lives. Praising can be an effective classroom management tool for keeping children engaged and motivated. In this lesson, you could praise students' attempts to protect insects, so that they feel proud of themselves and are keen to take care of animals.

How do you help animals?

Help students to read the Critical Thinking box. Encourage them to reflect on the question. Take this opportunity to brainstorm ideas on how they and their families can help animals.

Close the day

- ◆ Distribute the sheets of paper. Have students choose an animal they like. Ask them to make a mini-poster or a leaflet to persuade people to help and respect that animal. Finally, invite students to show their leaflets to other classes to encourage them to protect animals.

  Practice Book: Assign Activity 1 on page 75 as homework.

Objective of the day:

1. Follow steps to develop a project.

Materials: a bell; paper (3 or 4 sheets per team), coloured pencils (1 per team); wooden sticks (2 per student), thread, glue or glue sticks; Practice Book (pages 105 to 110).

Open the day

- ◆ "Mindful Listening" practice.
- ◆ **Play Pictionary:**

Divide the class into teams of three or four. Give each team sheets of paper and a coloured pencil. Ask a volunteer from each team to go to the front and whisper the first word to them. (use farm and backyard animals vocabulary) The student draws the representation of the word as quickly as possible (allow 40 seconds to a minute) on a sheet of paper. Have each group identify what their team member has drawn. Give two opportunities for them to guess. If they guess correctly, they get a point. Repeat the process with other farm / backyard animals.

Open the book!**Explore**


- ◆ **Read, look and match.**

Explain to students that, in this lesson, they are going to follow some steps to create an animal mobile. Have them work in pairs to identify the pictures and to read the words. Next, ask them to match the pictures to the words individually and then compare their answers with a classmate's answers. Help students as necessary.

Answer Key

Answers will vary.

Produce

- ◆ **Go to Practice Book pages 105 - 110. Cut out and colour five animals.** 

Tell students that the picture in the previous activity shows a mobile of animals. Say that they can hang it to decorate their rooms to help them remember important facts about animals. Have students go to pages 105 to 110 of their Practice Books. Ask them to choose the five animals that they like the most. They should cut them out and colour them. As students work, ask them which animals they chose and why.

Answer Key

Answers will vary.

- ◆ **Write sentences about the animals.**

Ask students to look at the picture of the bird and read the sentences written on it. Next, tell students that they have to write similar information on the five animals they chose and coloured. Ask students what kind of information they should write. (what animal it is, what it can do and what it eats) Encourage them to write neatly. Help students with any unknown vocabulary, and write it on the board for students to copy. Finally, explain that they will use these pictures to create their mobile.

Answer Key

Answers will vary.

- ◆ **Make your Animal Mobile.**

Distribute wooden sticks, pieces of thread and glue sticks. Have students look at the pictures showing the steps to make the mobile. Have them say which steps they have already completed. (1 to 3) Now explain that they should do Step 4. (Tie the wooden sticks together as in the picture.) Help students as necessary. Then have them complete Step 5. (Tie the pieces of thread to the ends of each stick and glue the pictures to the ends of the thread.)

Answer Key

Answers will vary.



Present

- ◆ **Show your classmates your Animal Mobile.**

Invite volunteers to go around the class describing their mobile to other students. Say that they can follow the model in the speech bubble. They should talk about the characteristics of the animals in their mobile. Allow enough time for students to interact.

Close the day

- ◆ Review grammar using *have got*. In teams of four, ask students to continue describing what the animals in their mobile have got, e.g. wings, number of legs, eyes, etc.

  Practice Book: Assign Activity 2 on page 75 as homework.

Objective of the day:

1. Self-assessment of Topic 3.

Materials: a bell; Poster 5 with Cutouts, Poster 6, Poster Activity 5B on page XXV.

Open the day

- ◆ "Mindful Listening" practice.
- ◆ Poster Activity 5B.

Open the book!

Can you name farm animals and food?

1 Find the words.

Have students read the title of the first section, *Can you name farm animals and food?* They should be able to as they have had enough practice. Call their attention to the pictures and have them identify the animals and food. If necessary, allow students go back to Unit 5 to find the corresponding words. Next, explain that they should look for the words corresponding to the pictures in the puzzle. The words can be found horizontally or vertically. Help students with the first word by pointing to the "chicken." Have students say which animal it is. Then ask them to call out the first letter in the word *chicken*. Once they have found that letter in the puzzle, tell them that it should be followed (in a horizontal or vertical position) by the second letter in the word. (h) Once they have found the two letters together (in this case, vertically) tell them to make sure that the letters that follow correctly complete the word "chicken." Have students continue working individually. Help students as necessary. Finally, call their attention to the box with the emojis. Remind them that they should draw a tick below the emoji that represents how well they did on this task. (happy = very good; serious = ok; sad = you can do it better) Suggest a variety of ways to achieve better results.

Answer Key

corn; rabbit; bread; chicken; horse; apple

Can you talk about what animals can do?

2 Make sentences. Win a point for each correct sentence.

Have students read the title of the second section, *Can you talk about what animals can do?* Students are going to make sentences about what the animals in the pictures can do. Explain that they should make true sentences only. If the sentence they say is correct, they win a point. Have them read the sample conversation in the speech bubbles to clarify the activity. If necessary, demonstrate the activity with a volunteer. Help students as they work. Make sure that they take turns to talk about the animals. Remind them that they should draw a tick below the emoji that represents how well they did on this task. Suggest a variety of ways to achieve better results.

Answer Key

Answers will vary.

Close the day

- ◆ Show Poster 6 to continue practising abilities. Adapt the questions in Poster Activity 5B to review the abilities of backyard animals.

  Practice Book: Assign Activities 1 and 2 on page 76 as homework.

Go to video "Sloth Calendar."

It's time to wrap up the work with the unit video. You might want to do one of the "After watching" activities described in the Lesson Plan or you may conduct some class feedback. If you choose the latter, you may guide students with the following questions: *Do you think Lucy has got the best job? Would you like to have a job like Lucy's? What is your favourite thing about Lucy's job? What would you not like about a job like Lucy's?*

Objective of the day:

1. Self-assessment of Topic 3.

Materials: a bell; *Body Parts* Flashcards, Flashcard Activity 6B on page XVIII; Reader (1 per student); paper (1 sheet per student).

Open the day

- ◆ "Mindful Listening" practice.
- ◆ **Play Hangman:**


Help students to continue practising vocabulary with the backyard animals words.

Open the book!**Can you identify backyard animals?****3 Look, unscramble and complete.**

Have students read the title of this section, *Can you identify backyard animals?* Encourage them to identify those animals in the pictures. Then explain that they should unscramble each word and write it correctly below the corresponding picture. Ask them to work together in pairs. Help students as necessary. To check the answers, write the unscrambled words on the board. Have students check their words against the words you wrote. Remind students that they should draw a tick below the emoji that represents how well they did on this task. Suggest ways to achieve better results.

Answer Key

1. ladybug; 2. caterpillars; 3. lizard; 4. birds

Can you describe parts of the body?**4 In your notebook, draw and describe an animal.** 

Do Flashcard Activity 6B to review body parts. When you finish, explain that students should choose an animal or an insect from Units 5 or 6 and draw it in their notebooks. They should draw it with as much detail as possible because they are going to describe the animal's (or insect's) body parts to a classmate. If necessary, demonstrate the activity on the board.

Next, ask students to work in pairs to describe the animal or insect that they drew. Have them read the sample conversation in the speech bubbles to clarify the activity. Then have students draw a tick below the emoji that represents how well they did on this task. Finally, remind students to visit the online platform for more practice at home.

Answer Key

Answers will vary.

Home Connection◆ **Make an animal star badge.** 

Explain to students they will complete this activity at home with the help of their family. They will review vocabulary related to animals. Families will find the instructions (in English and in their own language) on how to do the project online in the Home Connection section. They will be able to learn more about what their children have learned in Topic 3.

Answer Key

Answers will vary.



Reader

Have students look at page 27 of the Reader. Ask them if they can remember what Ringo was doing on page 26. Have them go back to that page if necessary. Tell them that they will read to check the predictions they made on page 26. Help students to read page 27. Now, ask them simple questions about what they read: *What is Star now? What can she do now? How does Ringo feel?*

Close the day◆ **Play Bingo:**

Distribute sheets of paper. Have students draw a grid with six spaces on their sheets of paper. Have them choose six words from Units 5 and 6 (animals and body parts) and write a word in each space. When they hear a word in their grid, they should cross it out. Call out six vocabulary words at random. If all the words in their grid are called out, students should raise their hands and say: *Bingo!*



Practice Book: Assign Activities 3 and 4 on page 77 and 1 to 4 on pages 78 and 79 as homework.

Topic 4

Time to Have Fun!

Objectives of the day:

1. Learn a mindful practice to focus and increase awareness.
2. Get acquainted with concepts of Topic 4: Clothes and activities at the park
3. Discover information from the illustration.

Materials: pictures of colour splotches (red, brown, blue, green, yellow, white, black, orange); a belt, a cap, glasses.

Open the day


"Visualising Colours"

To help your students focus and increase awareness, we suggest that you do a mindfulness activity. "Visualising colours" helps students to concentrate and express their feelings. We suggest that you do this activity to start your class every day while you are working on Units 7 and 8. Review colours by showing students the colour pictures you prepared. Have them name the colours and point to objects of the same colour.

Now, have students think of a situation that makes them feel happy or relaxed. Ask them to think of a colour they associate with that moment and that feeling. Then have them think of a moment when they felt stressed, sad or angry and a colour they associate with those feelings. Students breathe in and imagine that they are breathing in the colour that makes them think of their happy or relaxed memory. Tell them to visualise that colour all around them and that it is filling their lungs. Next, students breathe out and imagine that they are also breathing out the colour that they associated with stress, sadness or anger. Repeat the practice twice more. Tell students that they can do this practice any time they experience negative feelings.




Open the book!

Read the title of the topic and call students' attention to the picture. Have them say which activities they like to do for fun. Say: *Point to the activities you like. Point to the ones that make you happy. The children are having fun with their friends and family. Ask students who they have fun with. Recycle vocabulary related to family members and review the grammar structure I like... For example, encourage students to point and say: I like this activity. I like to play with my dad, etc.*






Unit 7 Dressing Up

Clothes

- ◆ Find and circle the person in the big picture:
- His / Her  is red.
- His / Her  aren't blue or yellow.
- His / Her  aren't yellow or white

Accessories

- ◆ Find and circle the objects in the big picture.

102

Topic 4 Unit 7 Dressing Up

Unit 7 Dressing Up

Clothes

Point to the Unit 7 *Time to Have Fun!* heading on page 102. Explain that in Topic 4 students will learn how to talk about the clothes they wear. Call students' attention to the picture of the girls and the boys on pages 102 and 103. Encourage students to identify them. (Kim and Alex; Eva and Tom) Point to the picture of the ball and the bike. Say: *Kim and Alex like football.* (mime playing football) *And Eva likes riding her bike.* (mime riding a bike) Point to Kim's and Alex's T-shirts. Say: *Look, Kim and Alex are wearing T-shirts to play football. Eva is wearing a T-shirt, too, to ride her bike.* Help students to read the first sentence aloud, encouraging them to say *T-shirt* when they reach the picture. Have students find and circle the person with the red T-shirt in the picture. (Tom) Continue with the rest of the sentences. Help students name the clothing items (shorts and shoes) as they read aloud.

Accessories

Explain that accessories are the items that people wear, besides clothing. Point to the picture of the belt and say: *Look, this is a belt. Can you find a belt in the picture? Circle the belt.* Check that all students are circling the correct picture. Do the same with the rest of the accessories (the cap and the glasses).

Unit 8 In the Park

Leisure Activities

1 2 3

Tom Kim Eva

◆ Look and write the numbers.

What You See in the Park

◆ Look and match the things in the big picture.
◆ How many trees are there?

Topic 4 Unit 8 In the Park 103

Unit 8 In the Park

Leisure Activities

Ask students where the children and the honeybees on pages 102 and 103 are. (In the park.) Ask: *Is there a park near your home? Do you like going to the park? Who do you go to the park with?* If there is no park near where your students live, ask them where they can go to have fun. Say that the children and the bees in the picture on pages 102 and 103 are doing different activities for fun at the park. Now, point to picture 1. Say: *Look, this child is riding a bike. Ride a bike. Point to the child in the big picture who is riding a bike.* If necessary, use body language to convey the meaning. Continue in the same way with *playing football* and *skateboarding*.

Hold up the book so that all students can see pages 102 and 103. Then have students read the first name in the list. (Tom) Say: *Point to Tom in your book. Where's Tom?* Have students find the corresponding picture. (The blond boy with the red T-shirt.) Now, ask: *What is Tom doing? Riding a bike?* (point to picture 1) *Playing football?* (point to picture 2) *Skateboarding?* (point to picture 3) Have students name the activity, if possible, but it is acceptable if they just point to the correct picture (3). Say: *That's right. Now, write number 3 in the space next to the name "Tom."* Help students as necessary to complete the rest of the task individually.

To check the answers as a class, call out the name of the characters and have volunteers say the number they wrote next to each name.

What You See in the Park

Point to the picture on pages 102 and 103 and say: *Look, the park is beautiful. There are some trees, (point to the trees) there are some swings, (point to the swings) and there are some flowers. (point to the flowers) There is a slide, too. (point to the slide) And the sun is shining. (point to the sun shining)* Now call students' attention to the pictures in the activity. Point to the first one and say: *Look, it's a tree. Can you see any trees in the picture? Draw a line to match this tree to a tree in the big picture.* Make sure that students are correctly completing the task. Continue in the same way with the rest of the pictures. Finally, help students to read the question: *How many trees are there?* Encourage them to count the trees aloud as a class.



Point to the Reader icon on page 102. Elicit what it refers to and remind students that each topic in their book is accompanied by a story. Show the Reader component to the class, then open the Reader to page 29. Encourage students to identify what they see in the picture and, if necessary, introduce vocabulary. (party, balloons, presents, cupcakes, custom, monster) Ask students how the boy is feeling and why they think he is feeling like that. Elicit answers. Read the title of the story. Ask what they think the boy in the story will do with his monster costume. Ask if they think the boy's friends are going to wear monster costumes, too. Ask: *Is wearing costumes fun? What costume would you like to wear?* Explain to students that they will be reading a story about this special party throughout this topic.

Close the day

- ◆ Ask students to think of their favourite clothing items and their favourite leisure activity. Invite them to draw a picture of themselves wearing their favourite clothes while doing their favourite leisure activity. Create a mural in class with their drawings.

Go to video "Chloe the Upcycler."

For Unit 8, there is an accompanying video on the platform, called "Chloe the Upcycler." It explores the topic of using old clothes and accessories to make something new. We suggest that you go online to get acquainted with the proposed activities so that you are able to exploit all the aspects of the video.

Unit 7 Dressing Up

Objectives of the day:

1. Learn clothing vocabulary.
2. Talk about clothes you like.

Materials: pictures of colour splotches (red, brown, blue, green, yellow, white, black, orange); *Clothes* Flashcards, Flashcard Activity 7A on page XVIII, Flashcard Activity 1D on page XIV; pictures of a jacket and a pair of shorts.

Open the day

- ◆ "Visualising Colours" practice.
- ◆ Flashcard Activity 7A.

Open the book!

1 Listen and write *S* (Sue) or *J* (Joey) according to the clothes the children like.



Call students' attention to the scene and have them identify the clothing. Explain that the clothes are displayed in a shop window, and that the girl's name is Sue and the boy's name is Joey. They are going shopping with their parents. Tell students that they will listen to Sue and Joey talk about the clothes they like. Encourage students to guess which pieces of clothing Sue and Joey will mention. Write students' ideas on the board. Play Track 68 and have students listen and point to the clothes mentioned in the audio. Play the audio again and pause it each time Sue or Joey mentions a clothing item they like. Have students write *S* or *J* in the boxes. To check the answers, call out the clothing items and have the class say *S* or *J*. Finally, have students look at their predictions on the board and check if they were correct.

Answer Key

1. J; 2. S; 3. J; 4. J; 5. S; 7. S; 8. S

◆ Read, look and write the number.

If necessary, review colours before this activity using Flashcard Activity 1D. Draw students' attention to page 104. Call out, at random, the different clothing items in the scene and have students point to each item. Next, help students read the words aloud. Explain that they should find the clothing item of the colour that is indicated and write the corresponding number in the space provided. Allow students to work in pairs to complete the task. Check the answers as a class.

Answer Key

1. orange socks; 2. brown blouse; 3. black trousers;
4. purple shirt; 5. yellow shorts; 6. green dress; 7. red skirt;
8. white t-shirt; 9. blue jacket

◆ Ask and answer.

Ask students to choose the clothes they like from the scene. Help them to read the dialogue in the speech bubbles to clarify what they should ask and answer. Have them go around the class to talk about the clothes they like. Remind them that they should mention the colour of the clothing items. If necessary, model the activity with a volunteer. Make sure that students take turns to ask and answer the questions.

Answer Key

Answers will vary.

Close the day

- ◆ Ask students to work individually to draw themselves in their notebooks wearing the clothes they chose in the previous speaking task. When they finish, have them work in pairs to explain their drawing. They should say, for example: *I like the pink socks, the blue T-shirt and the white jacket*, and point to the corresponding items in their drawing.



Practice Book: Assign Activity 1 on page 80 as homework.

Objectives of the day:

1. Review clothing vocabulary.
2. Sing a song about clothes.

Materials: pictures of colour splotches (red, brown, blue, green, yellow, white, black, orange); *Clothes* Flashcards, Flashcard Activities 7A and 7B on page XVIII; pictures of a jacket, a pair of shorts; a belt, a handbag, a scarf, a pair of boots, a pair of glasses.

Open the day

- ◆ "Visualising Colours" practice.
- ◆ Flashcard Activity 7A.

Use this activity to present the additional clothing items.

- ◆ Flashcard Activity 7B.

Open the book!

2 Read, look and stick.

Ask students to find the stickers and have them identify the clothes. Point to the first word. (handbag) Have students read it aloud, as they point to it. Then have them find the sticker and paste it onto the corresponding space. Continue in the same way with the rest of the clothing items. Help students as necessary. Next, call students' attention to the text. Point out that there are some words missing and, instead, there are some pictures. Start reading the text aloud. Pause when you reach a picture and have students call out the corresponding name.

Answer Key

Students paste the handbag, scarf, boots, hat, belt, glasses, baseball cap and shoes stickers on the corresponding places.

- ◆ **Listen and sing.**  

Explain to students that they are going to listen to the song from Activity 2 and then sing it. Play Track 69 and have students listen. Play the audio again and have them sing along and point to the pictures. Ask students to close their books and play Track 69 again. Encourage them to sing while you show the corresponding flashcards when the clothing items

are mentioned in the song to elicit the words from students. You could also change the clothing words for other clothing items they have learned so far and sing the new version of the song as a class. Finally, remind students to visit the online platform for more practice at home.

My Space 

- ◆ **Choose your three favourite clothes.**

Have students choose three clothing items from Activities 1 and 2 that they like best. Ask them to write the items in their notebooks.

Answer Key

Answers will vary.

- ◆ **Find someone with the same favourites.**

Invite students to go around the class talking to their classmates about the clothes they chose. Read the speech bubbles to model the conversation. Explain that one of them has to say which clothing items they like and the other should say: *So do I*, if they have the same opinion, or: *I don't*, if they disagree. Encourage students to write down the names of the classmates with the same favourite clothes as them in their notebooks. Make sure that students take turns to give their opinions. Have volunteers report who has the same favourite clothing items as them.

Answer Key

Answers will vary.

Close the day

- ◆ Write a list of the clothing items students have learned in Activities 1 and 2 on the board. Call out the clothing items and ask students to stand up if they liked it. Write the number of students who like each item next to the corresponding word. Decide which is the most popular item. You could also have students say which colour their favourite clothing item is. Encourage them to say how they feel when they dress in that colour.

  Practice Book: Assign Activities 2 and 3 on page 81 as homework.

Objectives of the day:

1. Read a comic strip about clothing.
2. Say sentences with *I'm / I'm not wearing...*

Materials: pictures of colour splotches (red, brown, blue, green, yellow, white, black, orange); *Clothes* Flashcards, Flashcard Activity 7B on page XVIII; Poster 7 with Cutouts, Poster Activity 7A on page XXVII; pictures of a jacket, a pair of shorts, a belt, a handbag, a scarf, a pair of boots, a pair of glasses, a box or bag.

Open the day

- ◆ "Visualising Colours" practice.
- ◆ Flashcard Activity 7B.

Language Presentation

I'm / I'm Not Wearing...

In this lesson, students will learn how to say what they are wearing using *I'm / I'm not wearing...* We suggest that you do Poster Activity 7A at this stage to make students feel more confident while doing the activities on this page.

Open the book!

1 Listen and follow.

Encourage students to identify the characters. (Kim, Eva, Kim's mum) Call students' attention to scene 2. Ask: *Where are they? What clothes can you see in Kim's bedroom?* Have students identify the clothes. Then say: *Let's listen to what Kim is doing in her bedroom with those clothes.* Play Track 70 and have students follow the text. Ask which clothes are mentioned in the story and how Kim's mum feels and why. Elicit answers. Next, either play Track 70 again or help students to read aloud as a class using different voices for different characters. Finally, explain to students that Kim is dressing up. Ask students if they like dressing up.

◆ Read, look and circle.

Point to Kim's mum and Eva in scene 1 and elicit what they are wearing. Do the same with Kim and Eva in scene 2. Tell students that they are going to

continue talking about what the characters in the comic strip are wearing. Read the first sentence aloud and have students repeat after you. Tell them to look at the comic strip again to identify and then circle the correct answer. Elicit the answer as a class. Allow students to continue working individually. Remind students to look back at the comic strip to answer. To check the answers, have volunteers read the sentences with the correct option aloud. Finally, write *I am wearing a red T-shirt. / I'm wearing a red T-shirt. I am not wearing boots. / I'm not wearing boots. on the board.* Explain that both sentences have the same meaning, as shown in the note below the honeybee. Invite students to say what the difference is. (In the short form, they drop the "a" in *am* and add an apostrophe after). Next, help them notice *I am* and *I'm* are pronounced differently. Encourage students to look back at the comic strip once more. Have them find and circle more sentences that contain *I'm*.

Answer Key

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

◆ Ask and answer.

Read the sample question and answer. You can use different voices to pretend that you are working with another person. Have students work in pairs to ask and answer questions about what they are wearing. Remind students to take turns and to answer using *I'm wearing... / I'm not wearing...*

Answer Key

Answers will vary.

Close the day

- ◆ Write the names of the clothing items students have learned so far on the board. Call out the clothing items, one by one, and tell students that they should stand up if they are wearing that clothing item. Tell them that they should say *I'm wearing...* Next, write the number of students wearing each item(s) on the board.



Practice Book: Assign Activities 1 and 2 on page 82 as homework.

Objectives of the day:

1. Learn to ask and answer the questions: *Are you wearing...? Yes, I am. / No, I'm not.*

Materials: pictures of colour splotches (red, brown, blue, green, yellow, white, black, orange); Poster 7 with Cutouts, Poster Activities 7A and 7B on page XXVII.

Open the day

- ◆ "Visualising Colours" practice.
- ◆ Poster Activity 7A.

Open the book!**2 Read and look. Then complete and write the numbers.**

Read the comic strip or play Track 70 again for students to recall the story. Then ask students to identify the characters in Activity 2. (Kim, Alex, Tom and Eva) Have them say what the characters are wearing. Then tell them that they should read the descriptions and write the number of the character that is wearing the clothing described in each text. Complete the first description with students to clarify the task. Allow them to continue working individually and then compare their answers with a classmate's answers. Check the answers as a class.

Answer Key

Left to right, top to bottom: 2. green; 4. green; 1. white; 3. red

Language Presentation***Are You Wearing...? Yes, I Am. / No, I'm Not.***

In this lesson, students will learn how to ask and answer the question *Are you wearing...? Yes, I am. / No, I'm not.* We suggest that you do Poster Activity 7B at this stage to make students feel more confident while doing the following activity.

◆ Ask and answer.

Once students have learned and practised how to ask about the clothes that they are wearing, encourage them to work with a classmate to ask and answer similar questions. Read the sample question and answer and model the activity with a volunteer. Provide help as students work together.

Answer Key

Answers will vary.

Close the day

- ◆ Ask students to work in groups of three. Explain that they should describe what they are wearing, giving two true sentences and two false sentences. The other members of their group should say *true* or *false* and correct the false sentences. Model the activity if necessary.



Practice Book: Assign Activities 3 and 4 on page 83 as homework.

Objectives of the day:

1. Learn to use possessive forms.

Materials: pictures of colour splotches (red, brown, blue, green, yellow, white, black, orange); *Clothes Flashcards*, Flashcard Activity 7B on page XVIII; Poster 7 with Cutouts; Reader (1 per student).

Open the day

- ◆ "Visualising Colours" practice.
- ◆ Flashcard Activity 7B.

Language Presentation

Possessives

Students will learn how to express possessives. Model the language as follows. Display Poster 7 and point to the girl. Say: *Look, this is Ana. Ana has got a (dress).* Point to the dress and say: *This is Ana's dress.* Write *Ana's dress* on the board. Repeat with two more items of clothing and the boy. (Julio) Invite volunteers to go to the front, point to one of the clothing items and say a possessive sentence about it, for example: *These are Julio's boots.*

Open the book!

3 Read, look and complete.

Invite students to identify the characters and the clothes and accessories in the scene. Explain that the white line shows who the items of clothing or accessories belong to. They should point to the pink bag and follow the white line to Eva. Say: *Who's this? Elicit Eva.* Now say: *Yes, so this is Eva's pink bag.* Continue in the same way with the rest of the objects and characters. Explain that they are going to read some questions and answers and they should complete them with the correct information. Complete the first answer as a class. Then allow students to work in pairs. Check the answers as a class.

Answer Key

1. Eva's; 2. Tom's; 3. Alex's

4 Read, look and answer the puzzles.

Help students to read the first puzzle. Have them point to the hats as they are mentioned. Elicit the answer to the puzzle. They should write the answers on the lines provided. Have them work individually to solve the rest of the puzzles. Ask them to compare their answers with a classmate's answers. To check

the answers, ask volunteers for their answers and have the rest confirm or correct.

Answer Key

1. orange; 2. yellow; 3. brown

◆ Draw and write your own puzzle.

Tell students to create their own clothes puzzle using the puzzles in activity 4 as models. Once students have finished, have them work in groups of four, sharing and solving each other's puzzles. Allow enough time for students to interact. Finally, remind students to visit the online platform for more practice at home.

Answer Key

Answers will vary.

Open Day Tip Respecting Belongings

Explain to students the importance of respecting each other's property. Students should always take care of borrowed items as if they were their own, and return them in good condition. Stress that they should always remember to return objects to their owners.



Reader 

Have students look at page 30 of the Reader. Ask them if they remember what a costume is and have them point to the costume in the picture. Remind students of the title of the story. They will read to learn why the boy is wearing a costume. Help students to read the text on pages 30 to 32. Now, ask students simple questions: *Where's the boy going? Why does he look surprised on page 32? What are the two meanings of the word "monster"?* Encourage students to guess what is going to happen in the story.

Close the day

◆ Play Spelling Contest:

Choose vocabulary words from Unit 7. Divide the class into teams of four. Say a word. Students should spell it correctly as a team in their notebooks. Allow 30 seconds for students to review the word. Say: *Stop!* Write the word on the board and have students check what they wrote. If they did it correctly, they get a point. The team with most points wins.

  Practice Book: Assign Activities 5 and 6 on page 84 as homework.

Objectives of the day:

1. Orally describe pictures.
2. Listen for specific information.

Materials: pictures of colour splotches (red, brown, blue, green, yellow, white, black, orange); paper (1 sheet per student), glitter, glue, fabric scraps and glue.

Open the day

- ◆ "Visualising Colours" practice.
- ◆ **Play I Spy:**

Select an item of clothing or accessory that one of the students is wearing. Say: *I spy with my little eye something that is* (green). Encourage students to look carefully at the things their classmates are wearing. Have them call out the clothing item or accessory and the name of the student wearing it. Help with any unknown vocabulary, if necessary.

Open the book!**Speaking****International Certification: Speaking**

Tell students that there may be instances where they do not clearly understand what someone is saying in English. Stress that they should not get nervous or remain silent, but respectfully ask for clarification. Suggest that they say: *Sorry. I don't understand. Could you repeat that? or Again, please?* Try to constantly encourage the practice of this strategy in class.

1 Name the clothes. 

Divide the class into groups of four. Start the activity with one of the groups, while you have the rest of the class do another task. (Like reading a book or drawing a picture.) Explain to the group that you are going to ask a question about what the children in the picture are wearing. Point to the boy with the black cap. Ask: *What is this boy wearing?* Encourage one student to answer, while the rest of the group remains silent. Continue in the same way with the rest of the students in the group, and the rest of the groups in the class.

2 Talk about the clothes. Say which is your favourite.

Continue working with groups of four, while the rest of the class works on a different task. Tell students that they should say which items of clothing in the picture they like. Explain that they can use the conversation in the speech bubbles as a model. Allow each student in the group to talk about two to three clothing items and accessories. Continue in the same way with the rest of the groups.

Answer Key

Answers will vary.

Listening**International Certification: Listening**

Tell students that, in this type of activity, they will listen to descriptions and they should match a name or a word to a picture. Encourage students to listen for words that help convey descriptions, like colours or sizes. Remind them that they will listen to the audio twice, so that they can change or confirm their answers.

3 Listen and match the names with the children.  

Read the names aloud before having students listen, to familiarise them with the pronunciation. Then explain to students that they will listen to the descriptions of what the children in the picture are wearing and they should draw a line to match the name with the child, as in the example. Point out that one of the names is not used. Play Track 71 more than once and have students match the names with the children. Check the answers as a class.

Answer Key

Left to right, top to bottom: Bill, Hugo, Matt, Alice, Grace, Jill, Lucy

Close the day

- ◆ Distribute sheets of paper, glitter, fabric scraps and glue. Ask students to design an accessory or a clothing item. Encourage them to decorate it with glitter or fabric scraps. Finally, have volunteers describe their design: *This is my (pink cap).* / *These are my (yellow) boots.*

Objectives of the day:

1. Perform mindful listening exercises to promote concentration.

Materials: pictures of colour splotches (red, brown, blue, green, yellow, white, black, orange); paper (3 or 4 sheet per team), coloured pencils (1 per team).

Open the day

- ◆ "Visualising Colours" practice.

Open the book!

Mindful Seeing

1 Look and describe.

Call students' attention to the boy and the girl in the scene. Explain that the girl's name is Shirley and the boy's name is Frank. Encourage students to name the clothing items that they can see. Allow them to look at the picture for three to five minutes. They should look at the shop and the children slowly, concentrating on each clothing item. Ask them to pay attention to the colour of the clothes the children are wearing, as well as other details, like the size or decoration, on the items of clothing. Invite students to relax: ask them to breathe in and out slowly, as they look at the scene and the children. Ask them to imagine that they are in the shop. Tell them to imagine how the environment smells and how each piece of clothing feels when they touch it.

Answer Key

Answers will vary.

2 Cover the picture. Listen and circle.

Tell students to cover the picture with their hand, a piece of paper, a notebook, or any other object that prevents them from seeing the picture. Next, they will check how well they observed the scene and how much they remember. Tell them that they will listen to Shirley and Frank asking some questions about what they are wearing. Play Track 72 and pause it after Question 1. Students circle the picture of the shoes they remember Shirley wearing. Continue playing Track 72 and pause after each question to allow students to remember and circle the correct

picture. Play the whole audio again for students to check their work. Then have them check their answers in pairs. Finally, check the answers as a class.

Answer Key

1. black shoes; 2. yellow 9 shirt; 3. long jeans; 4. purple belt

3 Practise.

Allow one to two minutes for students to carefully observe the scene again. Ask them to cover the picture and describe to a classmate what Shirley and Frank are wearing. You could have one student describe Shirley's clothes and the other describe Frank's. When they finish, have them uncover the picture to check their answers.

Answer Key

Answers will vary.

Critical Thinking

Are you mindful of what you see?

Help students to read the question in the Critical Thinking box. Ask volunteers to say how well they observed and remembered what the children are wearing. Remind students that they can constantly practise observing objects, animals, nature or people everywhere they go.

Close the day

◆ Play Pictionary:

Divide the class into teams of three or four. Give each team sheets of paper and a coloured pencil. Ask a volunteer from each team to go to the front and give them the first clothing word. Remember to whisper the word, as the rest of the class should guess it. Students return to their groups and draw the representation of the word as quickly as possible on the sheet of paper. Have each team identify what their classmate has drawn. Give two opportunities. If they guess correctly, they get a point. You can also review prepositions by asking students to draw clothing items in different locations of a room for their team.

Objectives of the day:

1. Learn to produce consonants (*ch* /tʃ/, *sh* /ʃ/).
2. Review the alphabet.

Materials: Poster 7; *Letters Flashcards*, Flashcard Activity 1F on page XV. You can use the IPA Pronunciation Guide on the Audioscript Section and the online platform as a guide.

Open the day

- ◆ "Mindful Seeing" practice.

Encourage students to observe Poster 7. After a few minutes, remove or cover the poster. Have students talk about what they remember about the poster scene. Provide help with any unknown vocabulary.

- ◆ Flashcard Activity 1F.

Open the book!

1 Listen, read and write the number. 

Have students look at the pictures. Encourage them to say what they can see in each. Ask: *What's this? What's the boy wearing?* You can also explain what people are doing. (walking in a fashion show, cheering, shouting and clapping) To clarify the actions, you can act out the verbs and have students imitate what you are doing. Play Track 73. Stop the audio after the first sentence. Help students to find the sentence. (Choose a shirt.) Then encourage them to point to the picture that illustrates it correctly. Make sure that students are pointing to the correct picture. Then have them write the number of the sentence in the blank space provided next to the picture. (2) Continue in the same way with the remaining pictures.

Answer Key

Left to right: 2, 3, 1

◆ **Listen and say.** 

Write the clusters *ch* and *sh* (upper and lower case) on the board. Point to *Ch* (upper case) and encourage students to say the name of each letter. Explain that the two letters together have a specific sound /tʃ/. Say the sound and have students repeat.

Explain that lower case *ch* has the same sound. Have students point to *ch* in their books. (e.g. the underlined letters in Activity 1.) Continue in the same way with the cluster *sh* /ʃ/. Play track 74 and pause it after each cluster and sentence so that students can repeat. Finally, have students repeat the words and sentences chorally and individually.

2 Listen and write *sh* or *ch*. 

Students are now going to listen to a song about fashion. Have them say which clothing items they can see in the picture and what colour the items are. Tell students to listen out for *ch* /tʃ/ or *sh* /ʃ/ sounds. Play Track 75 for students to just listen. Then encourage them to complete the lyrics with *ch* or *sh*, according to what they heard. Remind them that some of the words appeared in Activity 1. Play the audio again for students to listen and check their work. Then have them check their answers in pairs. Finally, write the complete words on the board and have students confirm or correct their answers.

Answer Key

sh, sh, Ch, sh, sh, Ch, sh; Ch, sh, ch, sh, sh, Ch, sh, sh

◆ **Listen again and sing.** 

Play Track 75 again. Students listen as they point to the lyrics of the song in Activity 2. Play the audio again and have them sing along. Next, ask students to sing without the music. Finally, remind students to visit the online platform for more practice at home.

Close the day

◆ **Play *The Whispering Game*:**

Divide the class into two teams. Ask them to line up. Use the words in this lesson to review *ch* /tʃ/ and *sh* /ʃ/. Whisper a word to the last student in each line. They whisper the word to the classmate in front of them when you say *Go*. Students continue whispering the word until they reach the first student in each line. The first student then goes to the board and writes the corresponding word. Award a point for each correct word.

Objectives of the day:

1. Read texts that describe clothes.
2. Practise the following reading strategy:
 - Keeping track of important words.

Materials: Poster 7; colour cards (see page XIV), Flashcard Activity 1D on page XIV.

Open the day

- ◆ "Mindful Seeing" practice. (See lesson before last.)
- ◆ Flashcard Activity 1D.

Open the book!

Reading

Reading Strategy

Keeping Track of Important Words

Help students to identify the purpose of the text, and then write down five to ten words related to that purpose as they read. For example, if they notice the text is about descriptions, they could write a list of characteristics. (colour, size, etc.) Students can compare their lists with a classmate's lists to see if they are similar. Explain that they can use this list to answer the questions more easily.

1 Read, look and complete.

Explain that page 112 shows a poster about fashion. Encourage students to describe what the children in the pictures are wearing. You can have students say if they like what the children are wearing. Now, call their attention to the words in the box. Have them read the words aloud and say what they refer to. (colours) Say: *Green. Can you find something green in the picture?* Encourage students to call out the green items in the picture. Continue with the rest of the colours in the box. They should complete the text in the poster with the words from the box. Encourage them to read the text individually. Then they should complete it according to the pictures next to each paragraph. Finally, check the answers as a class by inviting volunteers to say the missing words as you read the text.

Answer Key

1. blue; 2. black; 3. red; 4. green

Close the day


- ◆ Make three true sentences and three false sentences about "My Big Fashion Poster." Say the sentences, one by one, and tell students to say *True* or *False*. Have students refer to the text to answer. We suggest that you make sentences like:

(True sentences)

1. Maria is in second year.
2. Her favourite colour is blue.
3. She wears green shorts to school.

(False sentences)

1. Maria's favourite T-shirt is green.
2. She doesn't wear a school uniform.
3. Kyle is wearing purple trousers.

  Practice Book: Assign Activities 1 and 2 on page 85 as homework.

Objectives of the day:

1. Read texts for specific information (scanning).
2. Write one-word answers.
3. Reading comprehension: Understanding instructions.

Materials: Poster 7; *Clothes* Flashcards, Flashcard Activity 7A on page XVIII.

Open the day

- ◆ "Mindful Seeing" practice.
- ◆ Flashcard Activity 7A.

Open the book!**Reading****International Certification: Reading**

Encourage students to focus closely on what the task instructions require them to do for each activity. Every time students read instructions, they should ask themselves, *What do I have to do first? What should I do next? Do I have to write one word or should I draw a tick or a cross? What should I do last?*

2 Read and answer. 

Have students read the instructions aloud. Encourage them to answer the questions suggested in the International Certification box above. Elicit answers such as: *we read the questions and then write the answer; we read the text again to check answers; we check spelling, etc.* Once they have a clear idea of what they should do, explain that they should work individually in silence to complete the task. Allow five to seven minutes to complete the task. To check the answers, have volunteers read their answers aloud and ask the rest of the class to confirm or correct the answers.

Answer Key

1. 2; 2. blue; 3. two

3 Write Yes or No. 

Encourage students to identify what kind of activity this is and what they should do. (Reading sentences about the text; they should write *Yes* if the sentence is true, or *No* if it is not.) Have them work individually to complete the activity. Allow five to seven minutes to complete the task. Check the answers as a class. Read the sentences and have volunteers share their answers.

Answer Key

1. No; 2. No; 3. Yes; 4. Yes

4 Point and say. 

Ask students to look at the pictures and identify the clothing items and accessories. Then explain that they will work with a classmate and talk about the objects, according to the information in the poster on page 112. Read the conversations in the speech bubbles and, if necessary, demonstrate the activity with a volunteer. Help students as necessary. Encourage students to use *this, that, these* and *those* correctly. Finally, remind students to visit the online platform for more practice at home.

Answer Key

Answers will vary.

Close the day

- ◆ Play Track 75 and have students sing and clap to the rhythm. Remind them to pronounce *ch /tʃ/* and *sh /ʃ/* correctly.

  Practice Book: Assign Activity 1 on page 86 as homework.

Objectives of the day:

1. Unscramble words.
2. Write words to complete sentences about pictures.

Materials: Poster 7; *Clothes* Flashcards, pictures of a jacket, a pair of shorts, a belt, a handbag, a scarf, a pair of boots, a pair of glasses; old magazines and newspapers, glue sticks, poster paper (1 per student).

Open the day

- ◆ "Mindful Seeing" practice.
- ◆ **Play Hangman:**

Help students to continue practising clothing vocabulary. Have them work in teams of three or four. Write a word on the board, omitting some letters. Ask one of the teams to select a letter of the alphabet. If the letter is contained in the word, write it in the corresponding space. If it is not, add a part of the structure or body. Continue in the same way until a team guesses the word or the structure and the body of the hangman picture are complete. Continue in the same way with other words.

Open the book!

Writing

International Certification: Writing

Teach the following spelling patterns in English to help students in unscrambling activities: 1. *C can be pronounced as /s/ before an e, i, or y, (city, circus, cycle) or as /k/ before other vowels. (cat, close, etc.)* 2. *G can be pronounced as /dʒ/ before an e, i, or y, (gem, giant, gym) or as /g/ before other vowels. (garden, glad)* 3. *Double the consonants f, l and s at the end of a one-syllable word with just one vowel. (sniff, pill, pass)* 4. *The sound /k/ at the end of a word can be written as ck after a short vowel. (pick)*

1 Look at the pictures and unscramble the words.

Elicit what students are supposed to do. (unscramble the words) Remind them that they should write a letter on each line and that they should only use the

letters given. Encourage them to work individually to complete the task, following the example. Help students as necessary. Remind students to write each letter clearly. Next, have students compare their answers with a classmate's answers. Finally, have volunteers write the unscrambled words on the board for the rest of the class to check their answers.

Answer Key

1. T-shirt; 2. trainers; 3. baseball cap; 4. belt

2 Read, look and complete the fashion poster.

Call students' attention to the poster and ask them what it is. If necessary, have them read the heading. ("My Fashion Poster") Explain that Ben's poster is incomplete and that they must help him to complete it. Read the first two sentences aloud. Next, help a volunteer read the first incomplete sentence aloud. Have them pause to indicate that there is a blank space. Encourage them to look at the picture next to the space and say what it is. (trousers) Then have the student read the complete sentence aloud. Have students write the corresponding word in the space provided in their books. Point out that they can copy the word from Activity 1. Make sure that students are copying the words correctly. Continue in the same way with the rest of the sentences.

Answer Key

trousers, belt, trainers, shirt, baseball cap

Close the day

- ◆ Place the flashcards and pictures on the board. Distribute magazines, newspapers, scissors, glue sticks and poster paper. Tell students to choose three clothing items or accessories. (Excluding the ones in Activity 1.) Have them cut out letters from magazines or newspapers and paste them on the poster paper to form the corresponding words. Help students as necessary. Finally, have them illustrate each word. Display the posters in the classroom.



Practice Book: Assign Activity 2 on page 86 as homework.

Objectives of the day:

1. Complete a paragraph using more than one word.
2. Practise the following writing strategy:
 - Using punctuation.

Materials: Poster 7; Reader (1 per student).

Open the day

- ◆ "Mindful Seeing" practice.
- ◆ You may want to review vocabulary, by having students work in pairs and asking each other what they are wearing.

Open the book!**Writing****3 Circle your favourite clothes in each box.**

Have students look at the pictures. Ask: *What clothes can you see? What colour is the...?* Elicit answers. Ask different students which clothing items in the pictures they like, for example: *Which T-shirt do you like?* Elicit answers. Tell the class that they should choose a clothing item from each box and circle it. Allow them to work individually. To check the answers, call out each clothing item and have students raise their hands, Say: *Who likes the yellow T-shirt? Raise your hand!* Encourage all students to participate.

Answer Key

Answers will vary.

Writing Strategy**Using Punctuation**

At this stage, students are writing simple sentences. Explain that it is important to use punctuation correctly so that their writing is clear. Give the following tips: *1. Use capitals at the beginning of a sentence, in names and for I. 2. Use periods at the end of a sentence. 3. Use commas to separate elements in a list.* Encourage students to pay attention to how punctuation is used in texts. You could have them find and circle the commas in a paragraph of a story in the Reader.

4 Create your fashion poster.

Call students' attention to the heading. ("My Fashion Poster") Ask: *Do you remember who made a fashion poster?* (Ben) Have students go back to page 114 and encourage them to identify what kind of information Ben included in his poster. (his age, year at school, eye and hair colour, the clothes he is wearing) They will create their own fashion poster. Have students draw themselves wearing their favourite outfit. Then have them read and complete the sentences with their own information. Tell them to use Ben's poster as a model. If necessary, demonstrate the activity on the board. Help students as necessary. If students struggle with spelling, encourage them to copy the words from Activity 1 on page 114. Next, have students check that they used punctuation correctly. (capital letters, commas and periods) Finally, have them work in pairs and share their posters. When they finish, encourage pairs to say if they are wearing similar clothing items and which items are different. Provide help with any unknown vocabulary.

Answer Key

Answers will vary.

Close the day

- ◆ Choose five sentences from the stories in the Reader. Write them on the board without the punctuation. Have students work in teams of three and ask them to rewrite the sentences using the correct punctuation. Finally, ask volunteers from different teams to add the missing punctuation to the sentences on the board. As a class, decide if the punctuation added is correct.

Objectives of the day:

1. Listen for specific information.
2. Follow instructions.
3. Listen for words, colours and prepositions.

Materials: Poster 7 with Cutouts.

Open the day

- ◆ "Mindful Seeing" practice.
- ◆ You may want to review colours and prepositions. Say: *Red. Touch or Point to something red.* Have students touch or point to red objects. Encourage them to say where the objects are. (next to, on, in, under, between, etc.) Repeat with the other colours.

Open the book!

Listening

International Certification: Listening

Explain that, in international certifications, tasks where students listen to a description and then colour in a picture following the instructions in the audio are common. They do not need to colour pictures in perfectly. Say it is more important to colour them in the correct colours, even if they do it roughly.

3 Look at the picture. Listen and colour.



Make sure that students have pencils or crayons in the following colours: yellow, blue, orange, purple, brown and green. Invite volunteers to describe what they see in the picture. Ask: *Who's there? What room is this? Is there a bed? Are there any toys? Can you see clothing items?* etc. You could also ask questions to review prepositions again. Ask: *Where is the scarf? Where are the boots?* etc. Explain that they will listen to a person describing what colour the clothing items are, then locate the clothing items and colour them in. Play Track 76 and pause it after *the blue scarf*. This is an example of what students should do. Continue playing the audio and have students make a dot of the correct colour in the corresponding picture. Play Track 76 again and encourage them to colour in the pictures. Check the answers as a class. Finally,

remind students to visit the online platform for more practice at home.

Answer Key

Students colour the t-shirt yellow; the trousers green; the shorts purple; the small bag orange and the boots brown.

Go to video "Honeybees."



This is the final moment to watch the video about the vulnerable species (the honeybees) in this level. Invite students to watch the video alone or watch it as a class. Then they can do the "After watching" online activities. This might also be a good time for students to present their honeybee projects.

Close the day



Practice Book: Assign Activities 1 and 2 on page 87 as homework.

Objectives of the day:

1. Describe similarities and differences between two similar pictures.

Materials: Poster 7 with Cutouts, Poster Activity 7B on page XXVII; Reader (1 per student); Practice Book (pages 89 and 90).

Open the day

- ◆ "Mindful Seeing" practice.
- ◆ Poster Activity 7B.

Open the book!**Speaking****1 Look at the pictures. Circle ten differences.**

Explain to students that picture 1 and picture 2 look similar, but that there are some differences between them. Ask: *Where are the boots in picture 1? Where are the boots in picture 2? Are there any boots? What are they? Is it the same or different?* Elicit answers and have students circle the shoes in picture 2. Ask students to continue working individually to find the remaining nine differences between the two pictures. Help students as necessary.

Answer Key

1. P1: brown shoes, P2: grey shoes; **2.** P1: brown glasses, P2: pink glasses; **3.** P1: green trousers, P2: blue trousers; **4.** P1: pink scarf, P2: red scarf; **5.** P1: green cap, P2: purple cap; **6.** P1: boy with yellow T-shirt, P2: girl with purple T-shirt; **7.** P1: short hair, P2: long hair; **8.** P1: blond hair, P2: brown hair; **9.** P1: blue sock, P2: white sock; **10.** P1: orange cap, P2: no cap

◆ **Tell a classmate about the differences.**

Call students' attention to the speech bubble and help them to read it. They should work in pairs and describe the differences that they found between picture 1 and picture 2. Model the activity with a volunteer if necessary. Remind students that they should mention ten differences. As students discuss in pairs, provide help as needed. Finally, encourage volunteer pairs tell the class the differences they found for the class to check their answers.

**Reader**

Have students look at page 33 of the Reader. Ask them if they remember why Sammy is sad. (He is wearing a monster costume.) If necessary, remind students what Sammy's confusion was. They will continue reading to check their predictions. Help students to read the text on page 33. Read it aloud as you point to each word. Have students do the same and read chorally. Now, ask students simple questions about what they read: *Who is Sarah? Point to Sarah. How does Sarah feel about Sammy's costume? What do you think will happen at the party?* Encourage students to guess. Tell them that they will discover later, as they continue reading in the next sessions.

Close the day

- ◆ Play Track 69 for students to consolidate vocabulary in a fun way. Have them sing as they dance to the rhythm. Finally, have them say who in the class or school is wearing the clothing items mentioned in the song.



Practice Book: Assign Activities 1 and 2, on page 88 and 1 on pages 89 and 90 as homework.

Time to Practise

You have now finished the first part of Topic 4, "Time to Have Fun!" It is now time to practise some skills using the certifications' format. In this unit, students will practise Reading and Writing skills, as well as a Listening skill. Have students open their Practice Book to page 89 and identify the clothing items and the places they are located. Tell students to read the sentences and write *Yes* or *No*, according to what they see in the picture. Then on page 90, have students listen to the description of the children and what they are wearing. Play the audio twice and have students colour the pictures according to what they hear. Finally, assign the two pages as homework or do the activities in the class at the beginning of the next lesson.

Unit 8 In the Park

Objective of the day:

1. Learn words related to things we find at the park.

Materials: pictures of colour splotches (red, brown, blue, green, yellow, white, black, orange); pictures of a tree, ice cream, flowers, a slide, swings, the sun, a playground, a street.

Open the day

- ◆ "Visualising Colours" practice. (See page Topic 4.)
- ◆ Present the vocabulary related to things we find in the park. Show the pictures you brought in. Say the word aloud and have students repeat. Then place the pictures around the classroom. Call out a word and have students point to or touch the picture you mentioned.

Open the book!

1 Look and stick.

Call students' attention to the scene on pages 118 and 119. Explain the people are at the park. Name a park students are familiar with to convey the meaning clearly. Say: *They are happy. They are having fun.* Explain you can do and see many things at the park. Help students to notice there are things missing in the picture. Ask them to find the stickers and have students identify the pictures. Point to the word *tree*. Encourage students to read the word aloud. Then have them find the corresponding sticker. Once all students have identified the correct sticker, allow them to place it onto the space. Continue in the same way with the rest of the stickers.

Answer Key

Students paste the tree, flowers, ice-cream, swings, sun and slide stickers on the corresponding places.

◆ Listen and write the number.

Explain to students they are going to listen to the things in the park again and they should write the number the speaker mentions in the blank space next to the correct picture. Play Track 77 for

students to listen and point. Play the audio again for students to listen and number the pictures. Play it for a third time for students to check their work. Check the answers as a class. Call out a number, at random, and have students say the corresponding word. For example, say: *Four*, students say: *Slide*.

Answer Key

1. sun; 2. playground; 3. swings; 4. slide; 5. street; 6. ice cream; 7. tree; 8. flowers



Play Remember and Draw!

Tell students they are going to play a game about the scene in Activity 1. Ask them what they can see in the pictures. (a girl and a drawing of a park) Explain they are going to draw a park, too. Ask students to close their books and open their notebooks. They should draw a park and as many things that can be found in a park as they can remember. Allow five minutes. Now, have students show their drawings to a classmate and name the objects they drew. Make sure students take turns to describe their drawings.

Answer Key

Answers will vary.

Close the day

- ◆ Write the vocabulary words on the board in a scrambled way. Encourage students to unscramble the words in their notebooks. Have individual volunteers come to the board to unscramble the words and, if they did it correctly, hold up the picture.

Go to video "Chloe the Upcycler."

Now is a good time to work with the unit video. We suggest you go to the Lesson Plan for this video to get an idea of which activity to do before students watch the video in the "Before watching" section. Once students understand the concept of the video, invite them to watch it at home with their families. If appropriate, invite them to do the "While watching" activities suggested in the Lesson Plan.



 Practice Book: Assign Activity 1 on page 91 as homework.

Objective of the day:

1. Learn vocabulary related to activities performed in the park.

Materials: pictures of colour splotches (red, brown, blue, green, yellow, white, black, orange); pictures of the verbs: fish, run, play football, skateboard, play on the swings, ride a bike, take a photo; Poster 8 with Cutouts; Reader (1 per student); a small soft ball, lively music.

Open the day

- ◆ "Visualising Colours" practice.
- ◆ Think of a story where you can include all the verbs from the lesson. When you mention the verbs, hold up the corresponding picture. Invite students to repeat the word as they mime the action. An example anecdote: *I go to the park with my family every Sunday. We like to do many different activities. For example, my father likes to fish. My brother and I like to play football. My mum likes to run. My grandma likes to ride a bike. My aunt likes to skateboard, and my uncle likes to take photos of the trees in the park.*

Open the book!**2 Count the people in the park.**

Call students' attention to the scene on pages 118 and 119. Say: *There are many boys and girls in the picture.* Tell them to point to the girls in the picture and count them out loud. Then ask them to write the corresponding number in the space provided. Allow them to continue completing the task individually. To check the answers, elicit answers from volunteers. Have the rest of the class correct or confirm their answers.

Answer Key

4 girls; 4 boys; 2 women; 5 men

- ◆ **Listen and point to the people in the big picture.** 

Tell students that they are now going to listen to the people in the picture having fun. Play Track 78 for students to listen and point. Play the audio again and have students point and repeat. Help students with pronunciation. Display Poster 8 with Cutouts.

Point to the pictures of the activities learned in this lesson, one by one. Have volunteers say the corresponding verbs and act them out. Finally, encourage students to say if they do these activities in the park.

- ◆ **Read, look and match.** 

Ask students to read the first word. (fish) Then have them look at the pictures and identify the one representing "fish." Tell them to draw a line to match the word to the corresponding picture. Allow them to work in pairs. Help students as necessary. To check the answers, write the words and place the pictures on the board (muddled up as they appear on page 119). Have volunteers go to the board to match the words to the pictures. Have the rest of the class correct their work. Finally, remind students to visit the online platform for more practice at home.

Answer Key

1. man fishing; 2. woman running; 3. children playing football; 4. girl skateboarding; 5. woman riding a bike; 6. girl taking a photo

Close the day

Have students look at pages 30 to 33 of the Reader. Encourage them to retell what has happened in the story so far. Remind students that, in previous lessons, they guessed what was going to happen at the party. Ask them to look at the pictures on page 34. Elicit from students how the characters feel and what is happening. Help with any unknown vocabulary. You can also have students say what the characters are wearing. Tell them that they will find out the end of the story in the following lessons.

- ◆ **Play Hot Potato:**

Have students sit in a circle. Play lively music. Explain that each student should say one of the verbs they learned in this lesson and pass the ball to another student. If the student with the ball does not call out another verb in three seconds, they should act out a verb that another classmate suggests. You could also add the words from page 118.



Practice Book: Assign Activities 2 and 3 on page 92 as homework.

Objective of the day:

1. Read a comic strip about activities in the park.
2. Talk about actions happening at the moment of speaking.

Materials: pictures of colour splotches (red, brown, blue, green, yellow, white, black, orange); Poster 8 with Cutouts, Poster Activity 8A on page XXVIII.

Open the day

- ◆ "Visualising Colours" practice.
- ◆ **Play Simon says:**

Tell students that you are going to say "Simon says" and the action from the unit that they must mime. (fish, run, play football, play on the swings, skateboard, ride a bike, take a photo) Remind them that they must only mime the actions when you say "Simon says..."

Language Presentation

Describing Actions Happening at the Moment of Speaking

In this lesson, students will learn how to talk about actions happening at the moment of speaking. We suggest that you do Poster Activity 8A at this stage.

Open the book!

1 Listen and follow.

Ask students to look at the four comic strip scenes on pages 120 and 121. Have them identify the children and the honeybees. Ask: *Where are they?* Elicit: *In the park.* Encourage students to identify the things in the park. (trees, slide, playground, swings, etc.) Ask: *Are the children having fun?* Elicit answers. Then say: *Let's see what they are doing to have fun.* Play Track 79 for students to follow the text on pages 120 and 121 with their fingers. Play Track 79 again and encourage students to mime the actions the characters are doing. Ask: *What are the friends doing for fun at the park?* Have students reply. If the level of your class allows it, you can also make true and false questions about the comic strip. For example, say: *Alex and Kim are skateboarding. Eva is playing on the swings. Tom is riding his bike.* Have students identify if the sentences are true or false, according to the comic strip. Finally, either play Track 79 again for students to read and listen

or help them to read aloud as a class using different voices for different characters.

2 Read, look and write the names.

Invite students to identify the characters. Say: *Point to Becky. Point to Dan,* etc. Make sure that all students do it correctly. Help them to read the first gapped sentence aloud. Have students look back at the comic strip and say who is riding a bike. Help them to find the name in the box and tell them to write it on the line. Encourage students to read the complete sentence aloud. Continue in the same way with the rest of the sentences.

Answer Key

1. Tom; 2. Lucy; 3. Alex; 4. Eva

3 Read, look and circle.

Before completing this activity, remind students they should use the verb *to be* (in affirmative or negative form) before the *-ing* verb. Ask different students to perform actions like *running, walking or jumping*, or mime verbs such as *eating, fishing, playing on the swings*, etc. Point to a student and say, for example: *Robbie is jumping. He isn't running.* Write the sentence on the board. Repeat the process with three more verbs. You could also review *are / aren't*, and *am / am not*. Help students to read the first sentence in Activity 3. Ask them to circle the answer according to what happened in the comic strip. If necessary, read the part showing that answer aloud. Continue in the same way with the remaining sentences. To check the answers, have volunteers read the sentences aloud, giving the correct option.

Answer Key

1. are; 2. isn't; 3. are

Close the day

◆ Play I Spy:

Have students look at the comic strip. Say: *I spy with my little eye someone riding a bike.* Encourage students to call out the name of the character riding a bike. You could also review vocabulary from Unit 7. Say, for example: *I spy with my little eye someone wearing a black T-shirt.* Elicit answers. Continue with other activities / clothes items.



Practice Book: Assign Activity 1 on page 93 as homework.

Objective of the day:

1. Learn to ask and answer questions about actions happening at the moment of speaking.

Materials: pictures of colour splotches (red, brown, blue, green, yellow, white, black, orange); Poster 8 with Cutouts, Poster Activity 8B on page XXVIII; paper squares with the verbs *fish, run, play football, play on the swings, skateboard, ride a bike, eat an ice cream, play on the slide, a jar / box / bag.*

Open the day

- ◆ "Visualising colours" practice.
- ◆ Poster 8 with Cutouts.

Point to the cutouts of people doing actions. Point to the girl on the swings. Say: *The girl is...* Students should say: *...playing on the swings.* Continue in the same way with the rest of the verbs.

Language Presentation**Ask and Answer About Actions Happening at the Moment of Speaking**

In this lesson, students will learn how to ask questions about actions happening at the moment of speaking. We suggest that you do Poster Activity 8B at this stage.

Open the book!**4 Read, look and circle.**

Read the comic strip or play Track 79 again for students to recall the story. Then help students to read the first question. Ask them to look at the picture and say *Yes* or *No*. Then have them read both options aloud. Tell students to circle the one showing the correct answer. Remind them that the complete answer is *Yes, she is.* (not just *Yes*) Do the same with the second question and answer. Help students to notice the difference between the first two questions and answers and the second two questions and answers. Call their attention, for example, to the type of answer. Ask: *Which answer includes Yes or No? Which answer names the actions?*

Remind them that if the question includes the word *What*, they should specify the actions. If the question starts with *Is...*? they should answer *Yes, (he / she) is* or *No, (he / she) isn't.*

Answer Key

1. Yes, she is.;
2. No, he isn't.;
3. taking a photo.;
4. running.

5 Close your books. Choose a Good Buddy and guess.

Now, have students work in pairs. Explain that they should choose one of the characters from Activity 4, but that they should not say which one it is. Their classmate should ask questions to try and guess who it is. Read the model conversation to clarify the activity. Have them close their books and start asking each other questions. Encourage students to give the complete answer. (Yes, he / she is. or No, he / she isn't.) Provide help as necessary. Allow students up to three opportunities to guess.

Answer Key

Answers will vary.

Close the day

- ◆ Have a student take out a paper square from the jar, bag or box you prepared (see Materials). Tell them to read the verb in silence, fold the paper and put it back in the jar. Then they should mime the verb. Ask questions about what the student is doing and encourage the rest of the class to answer. For example, ask: *Is he eating ice cream? What is she doing?*, etc. Elicit answers. If possible, give all students an opportunity to mime an activity.



Practice Book: Assign Activities 2, 3 and 4 on pages 93 and 94 as homework.

Objective of the day:

1. Learn to ask and answer questions about actions happening at the moment of speaking.

Materials: pictures of colour splotches (red, brown, blue, green, yellow, white, black, orange); Poster 8 with Cutouts, Poster Activity 8B on page XXVIII; paper (1 sheet per student), markers, pictures showing verbs: fish, run, play football, skateboard, ride a bike.

Open the day

- ◆ "Visualising Colours" practice.
- ◆ Poster Activity 8B.

Open the book!

6 Listen and match.

Invite students to identify the children and the objects in the park. If they don't remember, have them go back to the comic strip on pages 60 and 61. Now, call their attention to the maze. Explain that they will listen to what the children are doing and that they have to trace a line, following the maze, to match the character with the object they use to do their activity. Before listening, make sure that students remember the verbs *skate*, *play football*, *ride a bike* and *play on the slide*. Point to the football. Ask: *What do you do with the football (ball)?* Elicit: *Play football*. Do the same with the slide, bicycle and skateboard. Play Track 80 for students to just listen. Play the audio a second time and pause it after the first conversation to allow students to trace the line from Tom and Alex to the football (ball). Continue playing the audio and stop it after the second conversation for students to trace the line from Kim and Eva to the slide. Play Track 80 again for students to check their work. To check the answers, ask the questions in the audio and have the class answer them.

Answer Key

Tom and Alex, garden, football; Kim and Eva, park, slide

◆ Listen again and complete.

Call students' attention to the gapped text. Help

them to read it aloud. Pause every time there is a gap. Encourage them to complete the sentence. Invite them to remember what they heard in Track 80. If students struggle remembering the exact words, have them read the words in the box. Tell students to pick the word they think completes each sentence. Tell them not to write anything in their books at this stage. Play Track 80 and have students just listen to check their predictions. Play it once more for them to write the words to complete the text. To check the answers, ask volunteers to read the complete sentences aloud. Encourage the rest of the class to confirm or correct their answers.

Answer Key

1. garden, skateboarding, playing football;
2. park, riding bikes, playing on the slide

◆ Ask and answer.

Tell students to work in pairs to ask and answer questions about the text in the previous activity. Help them to read the model conversation. Explain that they should ask similar questions about Tom, Alex, Eva and Kim and what they are doing at the park. Model the task to clarify the procedure. Encourage students to ask questions such as: *What are (Kim and Eva) doing? Are they (playing football)?* Finally, remind students to visit the online platform for more practice at home.

Answer Key

Answers will vary.

Close the day

- ◆ Distribute the sheets of paper and markers. Encourage students to draw two more comic strip scenes showing the children doing different activities from the ones mentioned on Track 80. For example, Kim and Eva could be skateboarding, and Tom and Alex could be riding their bikes. You could put the pictures you brought in on the board to give students ideas. When they finish, have them work in pairs, ask and answer questions about what the children are doing.



 Practice Book: Assign Activities 5 and 6 on page 95 as homework.

Objective of the day:

1. Learn to produce and differentiate the consonant clusters *-nk /ŋk/* and *-ng /ŋ/*.

Materials: pictures of colour splotches (red, brown, blue, green, yellow, white, black, orange); pictures of a sink, a person singing, a person winking, an animal's wing; word cards with the words: *sink, sing, wink, wing*.

Open the day

- ◆ "Visualising Colours" practice.
- ◆ Use the pictures and word cards you brought in to present (or to review) vocabulary. Show the pictures and call out the words, one by one. Have students repeat. Then put the pictures on the board. Place the word cards on your desk. Ask volunteers to pick a word and attach it below the corresponding picture. If it is correct, have the class read out the word. You could have students act out the verbs and pretend that they are washing their hands in a sink or that they are "flying" using their arms as wings.

Open the book!

1 Listen and point. 

Have students look at the pictures and say what they can see in each. Help them to read the words aloud. Call their attention to the pairs of consonants in bold. Explain that, in English, it is common to find these consonants together at the end of words and that they are going to listen to the way these consonants should be pronounced when they are together. Play Track 81. Encourage students to listen attentively as they point to each word, particularly to the consonants in bold. Make sure that students are pointing to the correct word and consonant cluster.

2 Listen, write and say. 

Before students complete this activity, write the clusters *-nk /ŋk/* and *-ng /ŋ/* on the board. Point to each cluster, say it aloud and encourage students to repeat. Tell students that, to produce *-ng /ŋ/*, they should feel the air flowing from their nose. Play track 82. Have them listen as they look at the pictures and the incomplete words. Play the audio again. Pause it after item 1, and have students identify the sound and complete the word with the corresponding

cluster. Continue in the same way with the rest of the words. To check the answers, write the complete words on the board and have students check their work. Finally, point to each word on the board, read it aloud and have students repeat.

Answer Key

1. wink, 2. wing, 3. pink; 4. ping

3 Read the puzzle and circle the thing in the sink.

Tell students that they are going to have fun solving a puzzle about the picture. Have them identify the objects in the picture and provide help with any unknown vocabulary. Then have students read the puzzle in silence. When they finish reading, have them work in pairs to circle the object that represents the answer to the puzzle. Provide help as necessary. Check the answer as a class.

Answer Key

A telephone

◆ **Listen and say.**  

Play Track 83 for students to listen and ask them to pay particular attention to the pronunciation of *-ng /ŋ/* and *-nk /ŋk/*. Play the audio again and encourage students to say the puzzle aloud. Remind them to pronounce *-ng /ŋ/* and *-nk /ŋk/* correctly. Finally, remind students to visit the online platform for more practice at home.

Close the day

- ◆ Write the words from the lesson on the board in a scrambled form. Say the words aloud and have students unscramble them individually in their notebooks. Ask individual volunteers to come to the board, unscramble the words and say them aloud. Have the rest of the class correct or confirm.

Objective of the day:

1. Learn to give one-word answers (Yes / No) to questions about a text and picture.
2. Practise the following reading strategy:
 - Justifying answers.

Materials: pictures of colour splotches (red, brown, blue, green, yellow, white, black, orange); Poster 8 with Cutouts.

Open the day

- ◆ "Visualising Colours" practice.
- ◆ Review verbs in present continuous. Show Poster 8. Point to the pictures and have students say what the people are doing. Next, point to the pictures, one by one again, and say true or false sentences about them. Have students say if the sentences are true or false, and correct the ones that are false.

Open the book!

Reading

1 Read and look. Write Yes or No.

Encourage students to identify what kind of activity this is and what they should do. Ask them to work individually to complete the activity. Remind them to check that all parts of the sentences about the pictures are true before they write Yes; otherwise, they should write No. Have students check their answers in pairs and then check as a class. Invite volunteers to justify their answers.

Answer Key

1. Yes; 2. No, 3. Yes; 4. No; 5. Yes

International Certification: Reading

When preparing students for international certifications, it is important to make sure that they understand the reason for any mistakes they make. When checking answers, invite volunteers to say which mistakes they made and elicit if they know the reason for the mistake. If they are not sure, explain to them the reason for their mistake and how they can improve the results the next time. You could set extra activities for them focusing on the areas in which they need to improve.

2 Ask three questions about each picture.

Have students work in pairs to ask and answer three questions about each picture. Help them read the model conversation. Explain that they should ask their classmates similar questions. Model the task to clarify the procedure. Before students start talking, allow them a few minutes to think of the questions that they will ask and to write them down in their notebooks. Remind students that they should write down three questions about each picture. Encourage them to write questions that require longer answers. (i.e. What is the teacher doing?) As well as questions requiring Yes or No answers. (Is the dog sleeping?) Help students as necessary. Once students have written their questions correctly, have them ask and answer with their classmates. Encourage students to take turns to ask their questions. Finally, remind students to visit the online platform for more practice at home.

Answer Key

Answers will vary.

Close the day

- ◆ Review the pronunciation of the cluster *-ing* /ɪŋ/. Have students listen to Track 83 again and say the puzzle on page 123. Encourage them to pay special attention to the pronunciation of *-ing* /ɪŋ/. Then have them say verbs ending in *-ing* /ɪŋ/ aloud. Correct any pronunciation mistakes.



Practice Book: Assign Activity 1 on page 96 as homework.

Objective of the day:

1. Read and observe closely.
2. Writing one-word answers.

Materials: Poster 8 with Cutouts; *Prepositions* Flashcards, Flashcard Activity 3B on page XVI; pictures of verbs: fish, run, play football, skateboard, ride a bike, take a photo.

Open the day

- ◆ "Mindful Seeing" practice. (See Unit 7.)
- ◆ Flashcard Activity 3B.

Open the book!**Writing****International Certification: Writing**

Remind students that in International certifications they should make sure that they spell words correctly. Explain that they should always spend some time checking their answers for spelling and coherence.

1 Read and look. Write one-word answers. 

Have students look at the picture and describe it. Ask: *What can you see? Where are the children? Where is the cake? How many balloons are there? What are the children doing?* Now invite them to identify the task. Students should read the questions, look at the pictures and write the answer. Remind them that they should answer with just one word, as in the example. Help students as needed. When they have finished, encourage them to check their work. Check the answers as a class. Remember to invite students to say if they made any mistakes and if they are aware of the reason for their mistakes.

Answer Key

1. three; 2. tree; 3. T-shirt; 4. singing; 5. chair

Writing Strategy**Looking up Words in a Dictionary**

To help students to improve their spelling skills, encourage them to look up words in a printed dictionary. This will help students to learn about alphabetical order and enable them to see the use of words in context, which makes them more memorable and meaningful. Encourage students to be more autonomous: remind them that they do not have to depend on you to tell them the meaning of words or how they are spelled. Instead, they can find out, by themselves, in a dictionary.

2 Make a word puzzle. 

Explain to students that they are going to have fun creating a puzzle with words. Ask them to read the instructions. If necessary, demonstrate the activity on the board. Allow students three to five minutes to look at the picture and choose three things. Remind them that they should write just the first letter in their notebooks. Encourage them to use a dictionary to make sure that they are writing the word correctly. Now ask students to work in pairs to solve their classmate's puzzle. Invite them to look back at the picture and use dictionaries to guess the words. Finally, you can have students say how many of their classmate's words they guessed correctly.

Answer Key

Answers will vary.

Close the day

- ◆ Display the pictures you brought in around the classroom. Call out the words, at random. Ask students to point to or go jumping or marching to the correct picture.



Practice Book: Assign Activity 1 on page 97 as homework.

Objective of the day:

1. Expand knowledge of the world.
2. Review numbers 1 to 10 and learn numbers 11 to 20.

Materials: Poster 8 with Cutouts; *Numbers 1–10* and *Numbers 11–20* Flashcards, Flashcard Activities 1A and 1B on page XIV.

Open the day

- ◆ "Mindful Seeing" practice.
- ◆ Flashcard Activities 1A and 1B.

Open the book!

1 Read and complete the quiz page.

Explain to students that the CLIL lessons in their book will help them to learn not only English, but also about the world around them. Point out that the content of these lessons extends and complements what they learn in other school subjects. Present the numbers 11 to 20. Use the corresponding number flashcards and do Flashcard Activities 1A and 1B on page XIV. Next, have students read the title and ask if they know what a quiz is. Explain what it is, if necessary. Then help students to read the quiz. Ask questions as students read, to check comprehension. Ask: *Who is conducting the survey? Who is counting people in City Park? Which activities are mentioned?* Ask what they think they should do next. Explain that they will discover it in the following activity.

◆ Write the total numbers.

Read the instructions and have students check their prediction: they should add up the number of children and write the totals in the spaces provided. Do the first row on the board as a model. Write $4 + 7$ on the board. Now encourage students to say the result. Show the flashcard with the number 11 and say the number aloud. Have students repeat. Encourage them to write the number on the line. Continue in the same way with the remaining rows. When they finish, encourage them to compare their answers with a classmate's answers. Then check the answers as a class. Show the corresponding flashcards to illustrate the total numbers mentioned.

Answer Key

11 children playing football; 17 children in the playground; 15 children riding bikes; 13 children skateboarding

◆ Now, label the bar chart.

Have students look at the chart. Ask if they know what it is. Explain that you use these charts to represent the results of surveys, like the one in Activity 1. Encourage students to notice what elements are included in the bar chart. (Names of the activities and numbers.) Say that the numbers below the horizontal line correspond to the activity types. Then say that the numbers next to the vertical line correspond to the total number of children that chose each option. To clarify the explanation, show students that the yellow bar sits above number 15 and below 20, so it is around 17. Have students go back to the quiz and identify which activity was chosen by 17 children. (playing in the playground) Have students identify "playground" in the list of options and ask them to write the corresponding letter (b) in the space provided above the yellow bar. Continue in the same way with the remaining activities. Help students as needed.

Answer Key

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

◆ Write the favourites!

Ask students to work individually and complete the task according to the results they can see in the chart. Explain that they should write the name of the activity that was liked by the majority of the children and then the one that was the next most popular. Help students as necessary. Check the answers as a class.

Answer Key

1. Playing in the playground; 2. Riding bikes

Close the day

- ◆ Have students continue working with maths. On the board, write five operations where students add numbers. We suggest: $5 + 6$; $9 + 4$; $10 + 10$; $7 + 8$; $2 + 16$.

Objective of the day:

1. Expand knowledge of the world.
2. Complete number sequences.
3. Make a bar chart.

Materials: Poster 8 with Cutouts; *Numbers 1–10* and *Numbers 11–20* Flashcards, Flashcard Activity 1B on page XV.

Open the day

- ◆ "Mindful Seeing" practice.
- ◆ Place the *Numbers 1–10* and *Numbers 11–20* Flashcards face up on your desk or on the floor. Make sure that they are not in order. Encourage students to cooperate and put the flashcards on the board in order, from 1 to 20. When they finish, ask them to count aloud as you point to each flashcard on the board.

Open the book!**2 Complete the sequence.**

Before doing this activity, we suggest that you do Flashcard Activity 1B, to review the written form of numbers 11 to 20. Then draw students' attention to Activity 2 and have students identify the numbers. Explain that they should complete the sequence by writing the numbers 11 to 20 in order. Help students to notice that they should write the number or the word. Have students work individually and then check in pairs. Help students as needed. To check the answers, copy the activity onto the board and have volunteers come to the board and complete the sequence. Have the rest of the class confirm or correct the answers.

Answer Key

12, fourteen, sixteen, 17, eighteen, 19

- ◆ **Listen and repeat.** 

Tell students that they are going to listen to the sequence. Play Track 84 for students to just listen. Play the audio again and have them point to the corresponding numbers and repeat. To continue practising, you can have students close their books. Say that you are going to start counting from 11, and that you will call out the names of different students, who should continue counting.

3 Do your own counting quiz.

Explain to students that they will create a quiz, like the one in Activity 1, on page 126. Have students suggest park activities and write them on the board. Tell the class that they should choose four activities and write them down in the "Activity" column. Then have students go around the classroom, asking their classmates which one their favourite activity is. Remind them that they should count the total number of students who like each activity, and write the number on the line provided. If necessary, model the activity to clarify any doubts. Help students as necessary. Make sure that students interview up to 20 classmates.

Answer Key

Answers will vary.

- ◆ **Draw the results.**

Encourage students to draw a bar chart showing the results. Ask them to use the one on page 126 as a model. Remind them that they should include the name of the activity and the number of children who like it. If necessary, model the activity to clarify any doubts.

Answer Key

Answers will vary.

- ◆ **Write the favourite activities.**

Have students identify the two most popular activities, according to the results in the bar chart. Ask them to write the first and second most popular activities. Have students check their answers. Finally, invite students to reflect on the use of the bar charts. (They help us visualise the result easily.)

Answer Key

Answers will vary.

Close the day

- ◆ Place all the *Numbers 1–10* and *Numbers 11–20* Flashcards on your desk. Write the following operations on the board: $12 + 5$; $8 + 4$; $5 + 11$; $17 + 3$; $8 + 6$; $9 + 3$; $13 + 6$; $9 + 9$. Ask students to do the sums and write down the results in their notebooks. To check the answers, have volunteers come to the front, pick up the flashcard with the result, and put it next to the corresponding sum. Have the rest of the class confirm or correct the answer.



Practice Book: Assign Activities 1 and 2 on page 98 as homework.

Objective of the day:

1. Learn to respect and appreciate others.

Materials: Poster 4 with Cutouts, Poster Activity 4B on page XXIV; poster paper (1), finger paint, markers.

Open the day

- ◆ "Mindful Seeing" practice.
- ◆ Poster Activity 4B.

Open the book!

We are the Same and Different.

1 Read and complete the chart in your notebook.

Call students' attention to the title. They are going to read a text about a boy and a girl who have many things in common and also like or do different things. Explain that it is the same for all of us, we all share likes and dislikes, but we are also different. Encourage them to read the text and, as they read, underline what each child likes. Provide help as needed. Then tell them to copy the chart into their notebooks. They should complete it with the information about Jake and Daniela. Remind students to look back at the texts and use the information they have underlined.

Answer Key

Jake: seven, trainers, purple, parrots, playing tennis;

Daniela: six, T-shirt and jeans, red, cats, jumping rope

◆ Compare Jake and Daniela.

Invite students to work in pairs and discuss how Jake and Daniela are similar and different. They should use the information in their chart. Read the example in the speech bubble to clarify how they should compare both children. Provide help as necessary. Finally, have different students tell the class some of the similarities and differences they found. You could also elicit who in the class is similar to Jake or Daniela, and how they are different.

Answer Key

Answers will vary.

◆ Ask a classmate questions.

Have students change pairs. They should ask each other questions to learn more about their classmates. Call students' attention to the example speech bubble. If necessary, write a list of questions on the board. Encourage them to write down their classmate's answers in their notebook. Next, invite them to write down how they are similar or different from their classmate. As a class, have students reflect on the fact that no matter how different we are, we should all be respected and given the same opportunities to work and live in a friendly environment.

Answer Key

Answers will vary.

Open Day Tip

Respecting Differences

This is a good opportunity to talk to students about the importance of appreciating and respecting each other's differences in order to make the classroom a safe and friendly space where everybody feels at ease and willing to learn. You could encourage children to work with different classmates every day. Have them write down or say which things they like about their classmates, so that they learn to be friendly, tolerant and willing to highlight the positive aspects of the people around them.

💡 Critical Thinking

How are you the same or different from your friends?

Call students' attention to the Critical Thinking box. Help them to read it. Encourage them to reflect on the question. Have students think of their friends and say how they are similar or different. Finally, stress that, despite the differences, they get along and like each other.

Close the day

- ◆ Make a class poster that makes students feel like they are valuable members of a group. Have students paint the palm of their hand with finger paint and print it on the poster paper. Help students clean their hands. Use the markers to write their names below the printing of their hands. When they finish, display the poster on a classroom wall for students to remember that they are all members of a class and are equally important.



Practice Book: Assign Activities 1 to 3 on page 99 as homework.

Objective of the day:

1. Follow steps to develop a project.

Materials: *Clothes* and *Numbers 11–20* Flashcards, Flashcard Activity 7B on page XVIII.

Open the day

- ◆ "Mindful Seeing" practice.
- ◆ Flashcard Activity 7B.

Open the book!**Explore**

- ◆ **Look and name the activities.**

Explain that in this lesson students are going to create a fashion poster. Ask: *What is the boy doing?* Elicit: *He's playing on the swings.* Students work in pairs, one points to a picture and the other says what the boy is doing. If they do not remember a verb tell them to find the information throughout Unit 8. Then they swap roles until they have described all the pictures. Finally, tell students they will use that information to complete the following step.

Answer Key

Answers will vary.

- ◆ **Choose an activity and think of clothes you can wear.**

Invite students to choose one of the activities in the previous exercise and write it in their notebook. Then ask them to write the names of the clothing items below the name of the activity. Allow five to ten minutes. Then ask students to compare their lists in pairs and help each other with ideas. Finally, tell they will use that information in the following step.

Answer Key

Answers will vary.

Produce

- ◆ **Draw and colour clothes on the model.**

Tell students to start designing a fashion poster. They should draw the clothing items they listed in the previous activity on the model. They can draw their own features on the model if they wish.

Answer Key

Answers will vary.

- ◆ **Label the clothes.**

Now, have students label each clothing item and write the corresponding word near each. Then they should draw an arrow from the word to the item. Write vocabulary students may need on the board.

Answer Key

Answers will vary.

Present

- ◆ **Present your fashion poster.**

Invite students to go around the class describing their completed fashion posters. Help them to read the text in the speech bubbles to give them an idea of the kind of information they should share. (The activity they chose and the clothes they are wearing to do that activity.)

Answer Key

Answers will vary.

Critical Thinking**Why are specific clothes important for different activities?**

Call students' attention to the Critical Thinking box. Help them to read it. Encourage them to reflect on the question. Have them think of the different clothes they wear for school activities. Finally, stress that clothes help us to protect our body or perform activities easily or comfortably.

Close the day

- ◆ Pick ten flashcards from Units 7 and 8 and display them around the classroom. Explain that you will spell out a word and that they should listen carefully. Once they identify the word, they must say the complete word aloud and jump or run to the flashcard that illustrates that word.

Objective of the day:

1. Self-assessment of Topic 4.

Materials: small clothing items out of paper or card: T-shirt, trousers, shorts, socks, dress (1 set per student), paper (1 sheet per student), glue; Reader (1 per student).

Open the day

- ◆ "Mindful Seeing" practice.

Open the book!

Can you name clothes items?

1 Look, cover the picture and name the clothes.

Have students read the title of the first section. (Can you name clothes items?) Elicit all the clothing items students remember. Tell them to look at the clothing items for a minute. Then ask them to cover the pictures with their hand or with a piece of paper. Ask individual volunteers to name the clothing items that they remember. Have the rest of the class correct or confirm. If you want to make it more challenging, encourage students to call out the clothing items in the exact order they appear. Finally, call students' attention to the box with the emojis. Remind them that they should draw a tick below the emoji that represents how well they did on this task. (happy = very good; serious = OK; sad = you can do it better) Suggest a variety of ways to achieve better results.

Answer Key

T-shirt, shorts, jeans, socks, shirt

Can you talk about what people are wearing?

2 Find pictures in your book. Describe, listen and draw.

Have students read the title of the second section. (Can you talk about what people are wearing?) If you consider it necessary, have students practise and encourage them to describe what people in

the class are wearing. Have students work in pairs. They should search for a picture of a person in their books but not show it to their classmate. Students describe what the person in the picture is wearing, as in the example. Their classmate has to listen attentively and draw the person wearing the clothes described. Help students as needed. Next, have students check the drawing together. Ask them to swap roles. Remind students that they should draw a tick below the emoji that represents how well they did on this task. Suggest a variety of ways to achieve better results.

Answer Key

Answers will vary.

Close the day

- ◆ Distribute sheets of paper. Have students place the paper horizontally. Ask them to draw a horizontal line from side to side (as if it were a clothes line). Distribute the small clothing items and glue. Now, tell students that you will call out the clothing items, one by one, and that they should glue them on the paper, as if they were hanging them from the clothes line, in the order that you say them. Help students as necessary. When they finish, allow them to colour the clothes as they wish.



Reader

Have students look at pages 34 and 35 of the Reader. Ask if they remember what happened in the story so far. Students look at the images on page 35. Ask how the children, especially Sam, are feeling. Help them to read the text. Ask how Sam's feelings changed from the beginning to the end of the story. Have students explain why.



Practice Book: Assign Activities 1 and 2 on page 100 as homework.

Objective of the day:

1. Self-assessment of Topic 4.

Materials: Poster 8 with Cutouts, Poster Activity 8B on page XXVIII; *Clothes* Flashcards.

Open the day

- ◆ "Mindful Seeing" practice.
- ◆ Poster Activity 8B.

Open the book!

Can you identify things you can see or do in a park?

3 Find and write things you can see or do in a park.

Have students work individually to find the pictures of things that they can see and do in a park. Once they have finished, have volunteers say what pictures they found. Have the rest of the class confirm or correct the answers. Ask students to complete the words. These words refer to the activities or things they found in the picture. To check the answers, have volunteers go to the board and write the words. Remind students that they should draw a tick below the emoji that represents how well they did on this task.

Answer Key

1. skateboarding; 2. flower; 3. tree; 4. run; 5. swings; 6. slide

Can you say what people are doing?

4 Play charades. 

Divide the class into teams of four. A volunteer from one of the teams goes to the front. Whisper an activity people can do in the park to the volunteer and tell them to mime it. Teams should guess which verb it is. Invite them to ask questions like the ones in the speech bubbles. The first team to guess wins a point. Continue with more students miming. Next, have students fill in the box with the emojis by drawing a tick below the emoji that represents how well they did on this task. Finally, remind students to visit the online platform for more practice at home.

Answer Key

Answers will vary.

Home Connection◆ **Make a family outfit poster!** 

Students will complete this activity at home with help from their family. They will review vocabulary and grammar structures related to clothing items and activities and things they can see or do in the park. Families will find the instructions (in English and in their own language) on how to do the project online in the Home Connection section.

Answer Key

Answers will vary.

Close the day

- ◆ Play Track 69 and have students sing along. Show the corresponding *Clothes* Flashcards when the clothing items are mentioned in the song to elicit the words. Students can also change these clothing words for others and sing the new version of the song.

Go to video "Chloe the Upcycler."   

It's time to wrap up the work with the unit video. You might want to do one of the "After watching" activities described in the Lesson Plan or you may conduct some class feedback. If you choose the latter, you may guide students with the following questions: *Would you upcycle old clothes to make new ones? What was your favourite clothing item in the video? Which clothing item did you dislike?*



Practice Book: Assign Activities 3 and 4 on page 101 and 1 to 4 on pages 102 and 103 as homework.

IPA Pronunciation Guide

Vowels

i: te <u>ach</u> er	ɪ s <u>i</u> t	ʊ p <u>u</u> t	u: c <u>oo</u> l
e p <u>e</u> n	ə a <u>bu</u> t	ɜ: g <u>ir</u> l	ɔ: t <u>al</u> k
æ h <u>a</u> t	ʌ c <u>o</u> me	ɑ: c <u>a</u> r	ɒ f <u>r</u> om

Diphthongs

ɪə y <u>ea</u> r	eɪ sk <u>a</u> te	
ʊə f <u>ew</u> er	ɔɪ b <u>oy</u>	əʊ k <u>no</u> w
eə h <u>ai</u> r	aɪ m <u>y</u>	aʊ n <u>ow</u>

Consonants

p p <u>e</u> ncil	b b <u>l</u> ue	t t <u>e</u> n	d d <u>o</u> g	tʃ ch <u>a</u> ir	dʒ j <u>u</u> mp	k c <u>o</u> lour	g g <u>r</u> een
f f <u>a</u> mily	v f <u>i</u> ve	θ th <u>re</u> e	ð f <u>ath</u> er	s a <u>sk</u>	z l <u>iz</u> ard	ʃ sh <u>ee</u> p	ʒ t <u>el</u> ev <u>is</u> ion
m m <u>il</u> k	n n <u>o</u> se	ŋ l <u>o</u> ng	h h <u>a</u> t	l sl <u>ee</u> p	r gr <u>ey</u>	w sw <u>im</u>	j y <u>ell</u> ow

Student's Book Audioscript

Welcome Unit

Track 1

A schoolbag and a pencil case,
I'm ready for school. Are you?
Rubbers and rulers,
Pencils and pens,
Books and crayons, too.
A schoolbag and a pencil case,
I'm ready for school. Are you?

Track 2

Good Buddies

First Day at School

Becky: Hello. What's your name?

Dan: Hi. My name's Dan.

Dan: What's your name?

Becky: Becky!

Dan: How are you, Becky?

Becky: I'm fine, thanks.

Teacher Bee: Good morning, class.
Sit down, please.

Teacher Bee: Welcome to your new school! Take out your pencils and open your books, please.

Track 3

1. Sit down.
2. Put away your pencils.
3. Open your books.

Track 4

1. How do you say it?
(Pencils being taken out of a pencil case.)
Take out your pencils.
2. How do you say it?
(Pencils being placed in a pencil case.)
Put away your pencils.
3. How do you say it?
(Person standing up.)
Stand up, please.
4. How do you say it?

(Person sitting down on a chair.)
Sit down, please.

5. How do you say it?
(Person closing a book.)
Close your books.

6. How do you say it?
(Person opening a book.)
Open your books.

Track 5

Let's sing the Alphabet Song!

A B C D E F G

Sing the alphabet song with me.

H I J K L M N

Listen to the song again.

O P Q R S T U

This alphabet song is just for you.

V and W, X, Y and Z

Now sing the alphabet song with them!

Unit 1

Track 6

one
two
three
four
five
six
seven
eight
nine
ten

Track 7

The Numbers Song

One and two,
Three and four.
Five and six,
Seven and more.
Eight and nine,
The last one ten!
Clap your hands,
Sing it all again!

Track 8

green
red
black
white
blue
brown
orange
yellow

Track 9

Good Buddies

New Friends

Teacher: Hello, class. Kim is a new student.

Student: Hi, Kim.

Teacher: Any questions for Kim?

Tom: How old are you, Kim?

Kim: I'm six years old.

Eva: What's your favourite colour?

Kim: Red.

Later...

Kim: What's your name?

Tom: I'm Tom.

Eva: And I'm Eva.

Tom: Hi, Alex. Kim is new.

Kim: Are you six years old, too?

Alex: No. I'm seven. I'm in Year 2.

Kim: Cool schoolbag!

Alex: Thanks! Green is my favourite colour.

Track 10

Kim: What's your name?

Tom: I'm Tom.

Tom: How old are you, Kim?

Kim: I'm six years old.

Eva: What's your favourite colour?

Kim: Red.

Track 11

1. **Kim:** Mum, this is my new friend.
Her name is Eva.

Kim's Mum: Hi, Eva.

2. **Kim:** Mum, this is my new friend
Alex. His favourite colour is green.

Kim's Mum: Hi, Alex.

Track 12

Eva: Hello. What's your name?

Alex: Axel.

Eva: Axel?

Alex: No, not Axel. Alex. That's A-L-E-X.

Eva: Oh! I see. How old are you, Alex?

Alex: I'm seven. And you, Eva?

Eva: I am six. What year are you in, Alex?

Alex: I'm in Year 2.

Eva: Wow! My best friend is also in Year 2. I like your schoolbag.

Alex: Yes, it's green. Green is my favourite colour.

Eva: I like green too, but my favourite colour is red.

Track 13

Mindful Body

back straight
eyes look ahead
feet on the ground
hands on your lap

Track 14

k /k/ - a /æ/ - t /t/

cat /kæt/

h /h/ - a /æ/ - t /t/

hat /hæt/

m /m/ - a /æ/ - t /t/

mat /mæt/

r /r/ - a /æ/ - t /t/

rat /ræt/

Track 15

A rat is on a mat.

A rat is on the mat.

A rat, a rat, a rat is on a mat.

Hurry up, cat!

Put the hat on the rat!

Track 16

1. **Sam:** Hi, I'm Sam! What's your name?

John: My name's John.

2. **John:** Hi, Sam!

Sam and Karen: Hi, John!

Sam: This is my friend Karen. She's six years old. She's in Year 1.

3. **Sam:** Are you in Year 2, Molly?

Molly: No, I'm in Year 3. I'm eight years old.

4. **John:** Sam, cool schoolbag!

Sam: Thanks, John. Blue is my favourite colour.

John: Oh, my favourite colour is green.

Unit 2

Track 17

Boy: My family's in the garden,
Come and see with me.
My mum is tall, my dad is short.
And my brother's young. He's a baby!
My grandpa is here,
He's happy, not sad at all.
And look at my dog, there he is!
He's old and very small.

Track 18

Good Buddies

Home Time!

Becky: Hi, Dan! What's wrong?

Dan: Hi, Becky. They are late!

Becky: Who?

Dan: My mum and dad.

Becky: Are they your mum and dad?

Dan: No, they aren't. My mum and dad aren't short. They are tall.

Olivia: Tom! The flowers are beautiful!

Tom: We are late. Hurry up!

Becky: Are they your mum and dad?

Dan: Yes, they are!

Track 19

b /b/ /b/

e /e/ /e/

p /p/ /p/

d /d/ /d/

n /n/ /n/

Track 20

n /n/

b /b/

d /d/

p /p/

Unit 3

Track 21

Hi! My name's Erick. This is my house. Come in!

1. Erick: This is the hall.

2. Erick: And this is the kitchen. That's my dad.

Dad: Hi!

3. Erick: This is the dining room. And that's my mum. Hi, Mum!

Mum: Hello.

4. Erick: This is the bathroom.

5. Erick: And this is my bedroom. It's my favourite room. That's my cat. Say hello, Kitty.

6. Erick: And this is the living room. I like my house!

Track 22

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

Track 23

1. (A person snoring.) bedroom
2. (A shower running and a person singing.) bathroom
3. (A person cooking /frying something.) kitchen
4. (A door closes followed by sound of footsteps.) hall
5. (A television that is turned on and off.) living room
6. (A person setting plates and silverware on the table.) dining room

Track 24

1. **Girl:** This is a nice living room, Erick. But what's that?
Boy: It's a phone.
Girl: Really?
Boy: Yeah, it's old.
2. **Girl:** What's that?
Boy: It's a clock.
Girl: Oh! It's very modern.
3. **Girl:** And what's that?
Boy: It's a picture.
Girl: Yes, but what is it?
Boy: I don't know, but I like it!

Track 25

This is a table.
This is a chair.
This is a sofa.
This is a radio.
This is an armchair.
This is a television.

Track 26

Good Buddies

The Tree House

Kim: What's that?

Alex: It's my tree house.

Eva: It's really big! How many rooms are there?

Alex: There are two rooms. One room is for my toys.

Tom: Are there any stairs?

Alex: No, there aren't, but there is a ladder.

Kim: Where is it?

Eva: Look! It's behind the tree. Let's go up!

Track 27

1. **Woman:** Where's the mobile phone?
Boy: It's in the box.
2. **Woman:** Where's the mobile phone?
Boy: It's under the table.
3. **Woman:** Where's the mobile phone?
Boy: It's on the chair.
4. **Woman:** Where's the mobile phone?
Boy: It's behind the radio.
5. **Woman:** Where's the mobile phone?
Boy: It's between the radio and the television.
6. **Woman:** Where's the mobile phone?
Boy: It's next to the computer.
7. **Woman:** Where's the mobile phone?
Boy: It's in front of the sofa.

Track 28

Listen and look. There is one example. What's the girl's name?

Girl: Hello. Welcome to my house. My name is Liz. That's L-I-Z.

Can you see the circle? Now you listen and circle the correct answer.

One

How many rooms are there in her house?

Girl: I think there are six rooms...
hmm, wait. Ah yes. Sorry, there are eight rooms in my house.

Two

How many bedrooms are there?

There is a kitchen here, a dining room and there are also three bedrooms. One for me, one for my brother and one for my Mum and Dad.

Three

How many bathrooms are there?

Girl: We have also got two bathrooms and a big living room. The bathrooms are all next to the three bedrooms.

Four

What is her favourite room?

I like my bedroom and the kitchen, but the living room is my favourite room. And look, this is my cat. His name is Ringo. That's R-I-N-G-O. He's fun!

Now listen again.

Track 29

Elephant Breathing

Shh! Listen. Breathe in through your nose. Raise your arms high above your head. That's it. Like an elephant's trunk.

Now, breathe out through your mouth. Slowly bring your arms down in front of you.

Again. Breathe in through your nose. Raise your arms high above your head. That's it. Like an elephant's trunk.

Now, breathe out through your mouth. Slowly bring your arms down in front of you.

Track 30

k /k/ /k/

i /ɪ/ /ɪ/

l /l/ /l/

s /s/ /s/

w /w/ /w/

Track 31

k /k/ - i /ɪ/ - d /d/ kid /kɪd/

s /s/ - i /ɪ/ - t /t/ sit /sɪt/

l /l/ - i /ɪ/ - p /p/ - /s/ lips /lɪps/

w /w/ - i /ɪ/ - n /n/ win /wɪn/

Track 32

Boy: Kim! Kim! Where are you?

Girl: In the kitchen! In the kitchen!

Boy: Look! Look! It's Kim! It's Kim!

With pips on her lips!

With pips on her lips!

Track 33

Listen and look. There is one example.

Boy: This is my living room and kitchen. That's my dad in the kitchen. He's behind the kitchen table.

Can you see the line? This is an example. Now you listen and match.

One

Boy: There is a radio on the big kitchen table.

Two

Boy: There is a picture on the wall of the kitchen.

Three

Boy: In the living room, there is a clock on the living room wall.

Four

Boy: There is a phone on the small table next to the sofa.

Five

Boy: My mum is in the living room on the sofa.

Six

Boy: There is a television on the table, in front of the sofa in the living room.

Seven

Boy: Look! Our cat is in front of the sofa, too.

Now listen again.

Unit 4

Track 34

This is my bedroom. There is a blue door.

My bed is yellow.

And the bookcase is green.

My desk is red.

There is an orange lamp next to the desk.

And there is a purple rug.

Track 35

Boy: Are you ready to play a memory game?

Girl: Yes, I am.

Boy: First, I choose a page in my book and you look at the pictures. Now, I close the book and ask you questions. Do you remember the pictures? What colour is the rug?

Girl: It's blue!

Boy: No, try again.

Girl: It's...

Track 36

truck

car

boat

train

bike

ball

monster

robot

teddy bear

doll

Track 37

Toys Rap

Girl: My toys, my toys in my bedroom. Can I play with my toys in my bedroom?

There's a boat, a bike, a car and a train.

Dad: Yes, sure! Yes, sure! Ten minutes, no more!

Girl: There's a monster, a robot and a teddy bear.

Can I play with my toys in my bedroom?

Dad: No, sorry! No, sorry! It's time for bed!

Come on, come on, you heard what I said!

Track 38

Good Buddies

There's a Monster Under My Bed!

Eva: What toys do you like, Alex?

Alex: I like robots, but I don't like trains.

Eva: Do you like monsters?

Alex: No, I don't!

Eva: Look! There's a monster under my bed. His name is Hugsy!

Alex: Oh! Do you like monsters?

Eva: Yes, I do.

Alex: Does your dad like Hugsy, Eva?

Eva: Yes, he does. He's a good monster!

Becky: Buzzz!!!

Alex: Does Becky like Hugsy?

Eva: No, she doesn't. She doesn't like monsters.

Track 39

Alex: Hey, Kim! Eva has got a monster under her bed.

Kim: Really? What's his name, Eva?

Eva: His name is Hugsy.

Kim: How old is he?

Eva: He's three years old.

Kim: What colour is he?

Eva: He's blue.

Kim: What does he like?

Eva: He likes toys.

Kim: Does he like books?

Eva: Yes, he does.

Kim: Does he like cats?

Eva: No, he doesn't. He doesn't like cats or dogs.

Kim: Oh!

Track 40

Alex: Does he like cats?

Eva: No, he doesn't.

Alex: What does he like?

Eva: He likes toys.

Alex: Does he like books?

Eva: Yes, he does.

Track 41

Boy: Mum! Mum! Where's the fox?

Mum: The fox is on the box.

Boy: Mum! Mum! Where's the frog?

Mum: The frog is on the log.

Boy: Mum! Mum! Where's Mog?

Mum: Mog is on the dog!

Track 42

This is a painting of my bedroom.

The door is blue.

There is a yellow bed and a green window.

There is a mirror on the wall and a red cushion on the floor.

There are two chairs and a desk.

Track 43

Helping at Home

Look at the tree. There are six apples on it. These are what I do to help at home:

One — Share my toys.

Two — Clean my room.

Three — Help my family.

Four — Collect my toys after playing.

Five — Clean the living room.

And **Six** — Clean the table in the dining room.

Unit 5

Track 44

Farmer: Hi, my name's Sam. Welcome to my farm! Listen.

Can you hear the animals?

Cow: Moo!

Boy: That's a cow.

Duck: Quack, quack, quack!

Girl: I can hear the ducks!

Chicken: Cluck, cluck, cluck.

Boy: Is that a chicken?

Farmer: Yes!

Donkey: Hee Haw!

Girl: I know that. That's a donkey.

Goat: Maa!

Boy: What's that?

Farmer: That's a goat.

Sheep: Baa!

Girl: That's easy... that's a sheep.

Horse: Neigh!

Girl: And that's a horse!

Boy: And look! There's a rabbit!

Farmer: It's looking for food. Come on, let's feed the animals!

Track 45

1. Hee Hawww!

2. Quack, quack, quack!

3. Neighhhh!

4. Moo!

5. Baaa!

6. Cluck, cluck, cluck!

7. Mehhhh!

Track 46

Farmer: Let's feed the animals!

Boy and girl: OK!

1. **Girl:** Let's feed the ducks bread.

Farmer: Good idea! They like bread.

2. **Boy:** What do the chickens like?

Farmer: Chickens like corn.

3. **Girl:** Do the donkeys like carrots?

Farmer: Yes, they do. The donkeys like carrots.

4. **Farmer:** The horses like apples.

Girl: Look, there is more food.

5. **Girl:** Bananas...

6. **Girl:** Lettuce...

7. **Girl:** Tomatoes...

8. **Girl:** And watermelons...

Farmer: Yes, that's right.

Boy: Which animals are they for?

Farmer: They are for me!

Boy and Girl: Ha ha ha.

Track 47

Good Buddies

Our School Assignment

Farmer: Welcome to my farm.

Tom, Kim: Hello!

Tom: Can sheep swim?

Farmer: Yes, they can, but not very well!

Later...

Alex: Can chickens fly high?

Farmer: No, they can't.

Kim: Can Rover climb?

Farmer: No, he can't, but he can jump! Rover! Sit!

Track 48

Kim: Can you swim, Tom?

Tom: No, I can't.

Kim: Can you climb a tree, Tom?

Tom: Yes, I can.

Track 49

Farmer: Have you got any questions about the cows?

Kim: Yes, can cows jump?

Farmer: Yes, they can.

Kim: Do they eat grass?

Farmer: Yes, they do!

Kim: Where do the cows sleep?

Farmer: They sleep in the barn.

Alex: How many hours do they sleep?

Farmer: They sleep four hours.

Alex: Really? Very interesting! Thank you.

Track 50

1. How many cows are there?

Farmer: Hi! Welcome to our farm! We have got lots of animals, like ducks, rabbits, horses, sheep and cows. We have got two cows, Molly and Polly.

2. What are the new animals on the farm?

Boy: Wow, you have got a lot of animals!

Farmer: Yes, we have. And today we have got some new animals. Donkeys!

Boy: I love donkeys!

Girl: Me too!

3. How many ducks are there?

Boy: And how many ducks have you got?

Farmer: Well, there's John, Malcolm and Roy, so three.

Boy: Can we feed them?

Farmer: Yes, of course.

Now listen again.

Track 51

Mindful Listening

Close your eyes, breathe and listen.

What can you hear? (Horse running.)

What can you hear? (Dog playing.)

What can you hear? (Boy eating an apple.)

What can you hear? (Cat playing.)

Track 52

Close your eyes, breathe and listen carefully.

What can you hear? (Baby crying.)

What can you hear? (Bird singing.)

What can you hear? (Sheep bleating.)

What can you hear? (Cow mooing.)

Track 53

Jump for Joy!

Listen and colour the letters.

J J J /dʒ/

U U U /ʌ/

Track 54

The Adventures of Judy the Cow

1. Judy's milk is in the jug.

2. Jim is Judy's friend.

3. Judy gives Jim the jug of milk.

4. Jim jumps for joy!

Track 55

Boy: This is how I call the sheep in our farm.

One. One whistle is *start moving* and I point with my finger.

Two. Two whistles is *run right* and I point to the *right* with my finger.

Three. Three whistles is *run left* and I point to the *left* with my finger.

Four. Four whistles is *stop* and I show my five fingers.

Track 56

Boy: Let's do the Fun Farm Animal Quiz!

Girl: OK.

Boy: Question one. Do cows eat tomatoes?

Girl: No, they don't. Tomatoes are bad for cows.

Boy: That's right. OK, number two. What's the name of a baby cat?

Girl: A kitten.

Boy: Very good! Number three. Can rabbits swim?

Girl: No, they can't.

Boy: Oops! Sorry! That's not right. Rabbits can swim.

Girl: Really?

Boy: Yes. Now, number four. What's the name of a baby sheep?

Girl: A lamb.

Boy: Well done, that's correct! And number five. Do dogs see colours?

Girl: Oh, I don't know.

Boy: They do. They see yellow, blue and grey.

Girl: Really?

Boy: Yes!

Unit 6

Track 57

Teacher: How many animals can you see? Look very carefully!

Boy 1: There are two spiders on the ground.

Boy 2: There's a green frog, too.

Girl 2: There's a butterfly flying over me.

Boy 3: Wow! There is a lizard between the rocks!

Boy 1: There is a caterpillar looking at me!

Girl 3: Look! There are two birds sleeping on the tree.

Boy 1: There are three ladybugs next to the spiders.

Teacher: And look! There are four bees.

Teacher: Break is over, children!

Track 58

Girl: Let's play *I Spy!*

Boy: Okay.

Girl: So, this is how we play. I look at the pictures in my book. Then I say a letter and you ask questions to guess the animal. Ready?

Boy: Okay. Ready!

Girl: I spy with my little eye... something beginning with s.

Boy: Is it a snake?

Girl: No, it isn't.

Boy: Is it a spider?

Girl: Yes, it is!

Track 59

Look carefully! What can you see?

I have got hair on my head.

I have got two eyes and eight legs.

I have got one big mouth and one nose.

Do you know what I am?

A spider called Sam!

Track 60

Good Buddies My Neighbours

Lucy: This is my house.

Tom: It's fantastic, Lucy! Have you got any neighbours?

Lucy: Yes, I have. I have got lots! Look in the tree!

Kim: Are those birds?

Lucy: Yes, they are.

Lucy: Now look under my house!

Tom: Are these caterpillars?

Lucy: No, they aren't. They're worms. They're my friends.

Kim: What's that on your head? Oh, it's a spider!

Tom: Arrgh! I don't like spiders!

Lucy: Don't worry, Tom! Spiders are my friends, too!

Track 61

Tom: Have you got a lot of friends, Lucy?

Lucy: Yes, I have Tom! Let me introduce you.

1. **Lucy:** This is a caterpillar.

Tom: Has it got any wings?

Lucy: No, it hasn't got any wings, but it has got a lot of legs!

2. **Lucy:** Those are worms. They haven't got any arms or legs, but they have got only one mouth.

3. **Lucy:** That's a snail.

Tom: Has it got a mouth?

Lucy: Yes, it has, and it has got a big foot under its body. Look!

4. **Lucy:** These are flies.

Tom: They have got big eyes. How many eyes have they got?

Lucy: They have got five eyes. Two big eyes and three small eyes.

Track 62

Tom: Has it got any arms?

Lucy: No, it hasn't got any arms, but it has got a lot of legs!

Tom: How many eyes has it got?

Lucy: It has got five eyes.

Track 63

Boy: Let's play Twenty Questions! So this is how we play. You ask me up to twenty questions to guess the animal. Ready?

Girl: Ready! Has it got any arms?

Boy: No, it hasn't.

Girl: Has it got any wings?

Boy: Yes, it has.

Girl: Is it a bird?

Boy: No, it isn't!

Girl: Is it a fly?

Boy: Yes, it is! Very good!

Track 64

1. q /kw/

2. v /v/

3. y /j/

4. z /z/

Track 65

The Queen Bee Jingle

I'm the Queen Bee, buzz, buzz.

And I live in a hive, buzz, buzz.

Give me a high five!

Yes, my lady! Yes, my lady!

You're the Queen Bee, buzz, buzz.

And you live in a hive,

buzz, buzz.

High five! High five!

Track 66

This animal is red. It has got two legs and two arms. It can climb. It can't fly. It eats fruit and nuts. What animal is it?

That's right! It's a squirrel.

Track 67

How to Make an Insect Hotel. Here are the steps:

Step 1: draw your hotel.

Step 2: colour your hotel.

Step 3: name your hotel.

Step 4: choose your bugs and put them in your hotel.

Your insect hotel is ready!

Unit 7

Track 68

Dad: This is a nice shop.

Mom: Yes, it is.

Dad: What are your favourite clothes, Sue?

Sue: Hmm. My favourite clothes are the yellow shorts and the white T-shirt. I don't like the green dress.

Dad: What about you, Joey?

Joey: I don't like the blue jacket. My favourite clothes are the purple shirt and the black trousers.

Mum: Do you like the red skirt and the brown blouse, Sue?

Sue: Yes, I do.

Joey: I like the orange socks.

Dad: So do I.

Mum: I don't.

Dad, Mum, Sue and Joey: Ha! ha! ha!

Track 69

So Do !! Let Me Try!

I like the handbag, the belt and the boots.

So do !! So do !! Let me try!

Let me try!

I like the glasses, the hat and the scarf.

So do !! So do !! Let me try!

Let me try!

And I really like the baseball cap.

So do !! So do !! Let me try!

Let me try!

Track 70

Good Buddies

Dressing Up

Kim's mum: Hi, Eva.

Eva: Hello. Is Kim home?

Kim's mum: Yes, she's in her bedroom.

Eva: What are you doing, Kim?

Kim: I'm dressing up.

Eva: Are you wearing a new scarf?

Kim: No, I'm not.

Kim: I'm not wearing a new scarf. I'm wearing my mum's scarf!

Kim's mum: Are you wearing my shoes, too?

Kim: Yes, I am!

Track 71

Listen and look. There is one example.

Boy: Look! These are my friends. Say hello, everybody!

Girl: Hi, I'm Alice. I'm wearing a green dress and yellow socks.

Can you see the line? This is an example. Now listen and match.

1. Hello, I'm Hugo. I'm wearing a purple shirt and green jeans. I really like my green jeans!
2. Hello! I'm wearing an orange blouse and blue jeans. And I have got an orange handbag, too. My name is Grace.
3. Hello. My name is Matt. Black and white are my favourite colours. I'm wearing a white T-shirt, black shorts, white socks, black boots and a red baseball cap, too.
4. Hi there! I really like the colour red. I'm wearing a red T-shirt, a green skirt, red socks and red shoes. My name is Lucy.
5. Hello. I'm Bill. I'm wearing a red T-shirt, a blue jacket, a black baseball cap and yellow sunglasses.

Now listen again.

Track 72

Mindful Seeing

Hi. My name's Shirley. Can you remember what I'm wearing? Think carefully.

1. What colour are my shoes?
2. What number is on my T-shirt?

Hello! I'm Frank. Can you remember what I'm wearing? Think carefully.

3. Am I wearing shorts or jeans?
4. What colour is my belt?

Track 73

1. Choose a shirt.
2. Have a fashion show.
3. Cheer and shout.

Track 74

/tʃ/ choose

/ʃ/ shirt

Choose a shirt.

/tʃ/ cheer

/ʃ/ shout

Cheer and shout.

/ʃ/ fashion

/ʃ/ show

Have a fashion show.

Track 75

The Fashion Boogie

Let's do the Fashion Boogie!

Cheer and shout!

Let's do the Fashion Boogie!

Swing your arms about!

Choose your shorts!

Choose your shirt!

Then choose your shoes!

Let's do the Fashion Boogie!

Cheer and shout!

Let's do the Fashion Boogie!

Swing your arms about!

Track 76

Listen and look. There is one example.

Girl: I have got my crayons here. Can I start colouring the picture?

Man: Yes! Can you see the scarf on the floor? Colour it, please.

Girl: OK. What colour?

Man: Colour the scarf blue.

Girl: Done.

Can you see the blue scarf on the floor? This is an example. Now you listen and colour.

1. Man: Colour the T-shirt on the bed, please.

Girl: I'm sorry? The T-shirt on the bed?

Man: Yes. Have you got a yellow crayon?

Girl: Yes, I have!

Man: Great! Colour it with that crayon.

2. Man: Can you see the bag?

Girl: There are two bags. Which bag?

Man: The small bag next to the boy.

Girl: Yes, I see it!

Man: Well done! Colour that small bag orange.

Girl: Orange?

Man: Yes, please!

3. Man: Now find the shorts.

Girl: I can see them! They are on the girl's bed.

Man: Yes! You can choose the colour!

Girl: Hmm. Purple! I love that colour!

Man: Me too!

Girl: OK, so I colour the shorts purple?

Man: That's right.

4. Man: Can you see the boots?

Girl: Yes. They are next to the girl.

Man: Good. Colour the boots brown.

Girl: Okay. I'm colouring the boots brown.

Man: Great!

5. Girl: What can I colour now?

Man: Find the jeans on the bed.

Colour the jeans!

Girl: Can I colour them green?

Man: Yes, you can. Thank you!

Now listen again.

Unit 8

Track 77

1. The sun is shining! It's a beautiful day!
2. Let's go to the playground!
3. I can play on the swings.
4. I can play on the slide, too!
5. You can skateboard in the park, but not on the street.
6. And after that, you can have ice cream.
7. Yay! We can sit near the big tree.
8. Next to those flowers. I love the colours!

Track 78

1. **Girl:** Look at all the people in the park! Mum, you like running. Those two men are running.
Mum: Yes, that's right.
2. **Mum:** Do you want to play football with those children? Look, two boys and a girl are playing football.

Girl: No, I don't like football.

3. Girl: What is that man doing in the pond?

Mum: He's fishing.

4. Mum: And look at that boy with his dad. They're skateboarding.

Girl: It looks fun!

5. Girl: What are those girls doing under the tree?

Mum: They're taking photos.

6. Girl: Let's go and get an ice cream.

Mum: OK. Be careful. That woman is riding her bicycle this way!

Girl: OK, Mum.

Track 79

Good Buddies

Party in the Park

Kim: Hi, Eva and Becky!

Eva: Hi, Kim. Look! I'm playing on the swing!

Becky: We're having fun!

Kim: Where is Alex? Is he skateboarding?

Becky: Yes, he is. He's skateboarding with Dan!

Eva: Look! They're waving!

Kim: Is Tom skateboarding, too?

Becky: No, he isn't. Look! He's riding

his bike.

Eva: Lucy is flying next to him.

Alex: It's a party in the park!

Becky: Yeah!

Eva: Woo-hoo!

Track 80

1. Becky: Where are Tom and Alex?

Dan: In the garden.

Becky: Are they skateboarding?

Dan: No, they aren't. They are

playing football.

2. Becky: Are Kim and Eva in the park?

Dan: Yes, they are.

Becky: Are they riding bikes?

Dan: No, they aren't.

Becky: What are they doing?

Dan: They are playing on the slide.

Track 81

n /n/ – k /k/ nk /ŋk/ sink /sɪŋk/

n /n/ – g /g/ ng /ŋ/ sing /sɪŋ/

Track 82

1. w /w/ – i /ɪ/ – nk /ŋk/ wink /wɪŋk/

2. w /w/ – i /ɪ/ – ng /ŋ/ wing /wɪŋ/

3. p /p/ – i /ɪ/ – nk /ŋk/ pink /pɪŋk/

4. p /p/ – i /ɪ/ – ng /ŋ/ ping /pɪŋ/

Track 83

The Thing in the Sink!

What's that thing in the sink?

It's pink and it's ping-pong.

Can you hear a ping?

Ping, ping! Ping, ping!

I think it's ringing!

Ring, ring! Ring, ring!

Track 84

eleven

twelve

thirteen

fourteen

fifteen

sixteen

seventeen

eighteen

nineteen

twenty

Practice Book Audioscript

Unit 1

Track 1

1. Teacher: Are you in Year 1, Eva?

Eva: Yes, I am.

Teacher: Are you six years old, Eva?

Eva: Yes, I am.

2. Teacher: Are you in Year 2, Alex?

Alex: Yes, I am.

Teacher: Are you eight, Alex?

Alex: No, I'm not. I'm seven.

Track 2

1. Hi. My name is Simon. I'm eight years old. I'm in Year 3 at school and my favourite colour is yellow.

2. Hello. I'm Gaby. I'm nine years old. I'm in Year 4 at school and my favourite colour is blue.

3. Hello. My name is John. I'm seven years old. I'm in Year 2 at school and my favourite colour is green.

4. Hi! My name's Linda. I'm six years old. I'm in Year 1 at school and my favourite colour is red. Goodbye!

Track 3

Listen and look. There is one example.

Teacher: Look at the picture. There are six chairs.

Boy: Yes! I can see them.

Teacher: Colour them grey.

Boy: Okay.

Can you see the grey chairs?

This is an example. Now you listen and colour.

One

Teacher: Look! There are numbers on the wall.

Boy: Yes! I can see them.

Teacher: Colour number five red.

Boy: Red. Okay!

Two

Teacher: Now look at number seven.

Boy: I can see it.

Teacher: Colour number seven yellow.

Boy: Yellow. Okay!

Three

Teacher: Look at the tables.

Boy: There are six tables.

Teacher: Yes. Can you see the rulers on the table?

Boy: Yes. I want to colour them blue.

Teacher: Good. Colour the rulers blue.

Four

Teacher: Now, can you see the schoolbags?

Boy: Yes, I can see five schoolbags.

Teacher: Good. Find Sarah's schoolbag.

Boy: Okay! I see it.

Teacher: Colour Sarah's schoolbag green.

Boy: Green?

Teacher: Yes, please!

Five

Teacher: Great job! Now look at the tables again.

Boy: Okay!

Teacher: Find the pencil cases.

Boy: There are two pencil cases.

Teacher: Yes, colour them orange, please.

Boy: Okay.

Now listen again.

Unit 2

Track 4

Listen and look. Then tick the correct box.

One

This is my baby brother. His name is Luke. He is happy.

Two

This is my grandpa. He isn't short. He is tall.

Three

My mum and sister are short. They aren't sad. They are happy.

Now listen again.

Track 5

Hi. My name is Anna. My family is from Ireland. We are a big family. This is a picture of my family. Can you see me? I'm in the middle!

My brother is small. He is two years old. He is sad in the picture. His name is Stevie.

My grandma and grandpa are short. They are old. Her name is Betty and his name is George.

My dad is tall. He is quite young. His name is Michael.

My mum is short. She isn't sad. She is happy. Her name is Helen.

Track 6

1. Listen in class.
2. Be a good friend.
3. Use materials safely.
4. Raise your hand to speak.

Unit 3

Track 7

Listen and look. There is one example.

Teacher: Look at this picture. Can you see a small table in front of the chairs?

Girl: Yes, I can see it.

Teacher: Good! Please colour the table grey.

Girl: Okay.

Can you see the grey table? This is an example. Now you listen and colour.

One

Teacher: There is a clock on the wall. Can you see it?

Girl: Can I colour it?

Teacher: Yes, colour the clock green.

Girl: Okay. Colour the clock green.

Two

Teacher: There are two pictures on the wall. Can you see them?

Girl: Yes. I like the big one next to the clock.

Teacher: Okay. Colour the picture blue, please.

Girl: Okay. I like blue.

Three

Teacher: There is a radio under the table.

Girl: I can see it.

Teacher: Colour the radio red.

Girl: Okay.

Four

Teacher: There are two mobile phones. Can you see them?

Girl: Yes, there is one on the table and one in a schoolbag.

Teacher: Very good. Colour the mobile phone in the schoolbag yellow.

Girl: Okay.

Five

Teacher: Can you see the television in front of the sofa?

Girl: Yes, it's on a table.

Teacher: Colour the television black, please.

Girl: Okay.

Now listen again.

Track 8

Listen and look. There is one example.

Boy: My favourite room in my house is my bedroom. My bedroom is not very big but it's cool.

Can you see the tick? Now listen and tick the correct box.

One

There is a table next to my bed.

Two

There are two pictures in my room.
There is a clock between the pictures.

Three

There are a lot of toys under my bed!

Now listen again.

Unit 4

Track 9

Listen and look. There is one example.

Hi, my name is Carla. Look at this picture of different toys. I don't like trains or bikes. I like dolls.

Can you see the line? This is an example. Now you listen and match.

One

Hi, my name is Jack. I don't like dolls or teddy bears. I like robots.

Two

Hi, my name is Martin. I don't like boats or trains. I like monsters.

Three

Hi, my name is Alba. I don't like robots or monsters. I like bikes.

Four

Hi, my name is Jenny. I don't like dolls or monsters. I like trains.

Five

Hi, my name is Harry. I don't like teddy bears and bikes. I like boats.

Now listen again.

Track 10

Helping at Home

1. **Teacher:** What do you do to help at home, Roy?

Roy: I clean my bedroom.

Teacher: Very good!

2. **Teacher Bee:** And you, Susan?

Susan: I help my mum.

Teacher Bee: That's great!

3. **Teacher:** How do you help at home, Rachel?

Rachel: I collect my toys after playing.

Teacher: Great!

4. **Teacher Bee:** What about you, Steve?

Steve: I share my toys.

Teacher Bee: That's very good.

Track 11

Woman: What toys do you like, Carol?

Carol: I like robots and trains. I don't like dolls.

Woman: Okay. Do you like monsters?

Carol: No, I don't.

Woman: Do you like teddy bears?

Carol: Yes, I do.

Woman: Thank you, Carol.

Carol: You're welcome.

Unit 5

Track 12

Teacher: Are you ready for the animal quiz?

Girl and Boy: Yes!

Teacher: Okay, the quiz is about donkeys. Question one. Can donkeys run?

Girl: Yes, they can.

Teacher: Very good! Okay, question two. Do they eat bananas?

Boy: No, they don't.

Teacher: Correct! Question three. Where do they sleep?

Girl: They sleep in a field.

Teacher: Yes, that's right. And last question. How many hours do they sleep?

Boy: I don't know.

Girl: They sleep for three hours.

Teacher: Well done!

Track 13

Sam: Hi. My name is Sam. I'm a farmer. There are a lot of animals on my farm and they eat a lot of food!

Girl: What's the name of the donkey?

Sam: That's Max.

Girl: What do donkeys eat?

Sam: They eat apples.

Girl: What's the name of the duck?

Sam: That's Tina.

Girl: Can ducks fly?

Sam: Yes, they can.

Girl: What's that?

Sam: That's Freddie, my rabbit.

Girl: Can rabbits climb?

Sam: No, they can't. But they can jump.

Girl: And do rabbits eat bananas?

Sam: No, the bananas are for me! I like them!

Sam and Girl: Hahaha!

Track 14

Listen and look. There is one example.

Man: Look at the picture of my farm. We have got lots of animals there.

Girl: I like farms and animals!

Man: We have also got lots of plants and trees. Can you see the tree next to the duck?

Girl: Yes, it's a nice tree.

Man: Can you colour it grey, please?

Can you see the grey tree? This is an example. Now you listen and colour.

1. **Man:** Can you see the donkey?

Girl: The donkey? Yes, I can.

Man: Okay, colour it brown.

Girl: Okay.

2. **Man:** Now, can you see the apples next to the donkey?

Colour them red.

Girl: Colour the apples red. Okay.

3. **Man:** Very good. And now the duck. Can you see the duck?

Girl: Yes, it's under the tree.

Man: That's right. Colour the duck green.

Girl: Okay.

4. **Man:** Now, the chickens. Colour the chickens yellow.

Girl: Colour the chickens yellow. Okay.

5. **Man:** And finally, can you see the carrots next to the horse?

Girl: Yes, I can.

Man: Colour the horse black and the carrots orange.

Girl: The horse black and the carrots orange. Okay.

Man: Very good!

Now listen again.

Unit 6

Track 15

Listen and look. There is one example.

Girl: Look at the dog. She doesn't like lizards!

Boy: Ha ha! No, she doesn't. What's her name?

Girl: Her name is Lucky.

Boy: L-U-C-K-Y?

Girl: That's right!

Can you see the answer? Now you listen and write a name or a number.

1. **Girl:** Look at that insect next to the bee? What is that?

Boy: That's a ladybug.

2. **Boy:** Look! What are those?

Girl: Those are frogs. How many are there?

Boy: There are three frogs.

3. **Girl:** What's that?

Boy: It's a caterpillar.

Girl: How many legs has it got?

Boy: Caterpillars have got six legs.

4. **Girl:** Oh look! Can you see the bird in the tree?

Boy: Yes! What's that insect next to it?

Girl: That's a spider.

5. **Boy:** Oh look! What's that on your head?

Girl: On my head? Oh! It's a butterfly! It's beautiful!

Now listen again.

Track 16

Here are some facts about tortoises:

1. Tortoises live in different countries.

2. Tortoises move very slowly. They can't run or jump.

3. They eat grass and leaves.

4. If there is danger, tortoises put their heads inside their shells.

5. Some tortoises are more than 100 years old!

Track 17

How to Make a Bird Feeder

Step one: Wash your milk carton. Then dry it.

Step two: Get some scissors and cut a hole in your milk carton.

Step three: Get a paintbrush and decorate your milk carton.

Step four: Put some seeds in your milk carton. Now, your milk carton is a bird feeder!

Unit 7

Track 18

Listen and look. There is one example.

Woman: Your room is a mess, Simon! And the clothes you borrowed from your brothers are everywhere! Is this Dan's scarf?

Simon: Yes, it is.

Can you see the scarf with the circle? This is an example. Now you listen and circle.

One

Woman: What about the T-shirt?

Simon: The T-shirt on the bed?

Woman: No, the black T-shirt on the chair.

Simon: Oh, that's Robert's.

Two

Woman: Okay. Where's Carl's jacket?

Simon: Oh, it's behind you.

Three

Woman: And are those your jeans on the floor?

Simon: No, they aren't. They're Dan's.

Four

Woman: And those shoes under the bed?

Simon: They're Robert's.

Woman: Please clean your room, okay?

Simon: Okay, Mum.

Now listen again.

Track 19

Listen and look. There is one example.

Woman: Look at this picture. The children are having fun in the park.

Boy: Yes. They look very happy.

Woman: Can you see the big tree behind the children? Colour it grey, please.

Boy: Okay.

Can you see the grey tree? This is an example. Now you listen and colour.

One

Woman: Do you see Sandra?

Boy: Yes, she's wearing a skirt and a T-shirt with her name.

Woman: Yes. Please colour her T-shirt yellow and her skirt blue.

Boy: Colour her T-shirt yellow and her skirt blue. Okay.

Two

Woman: Finished?

Boy: Yes.

Woman: Okay, now, do you see the boy with the dog?

Boy: The boy with the dog... yes, I see him.

Woman: Colour his jacket red and his jeans black.

Boy: Okay, colour his jacket red and his jeans black.

Three

Boy: Okay. Done.

Woman: Now, the other girl.

Boy: Yes, she's wearing glasses.

Woman: That's right. Now, colour her dress purple.

Boy: Okay.

Four

Woman: And do you see her socks?

Boy: Yes, I do.

Woman: Colour her socks orange and her shoes green.

Boy: Okay. Colour her socks orange and her shoes green.

Woman: Very good.

Now listen again.

Unit 8

Track 20

Listen and look. There is one example.

Boy: Look, that's my dad! He is wearing a hat. He is learning to skateboard! He is very funny!

Can you see the tick? Now listen and tick the correct box.

One

Boy: This is my little sister. She is five today. Happy birthday, Sis! She is opening her new bike. She is very happy!

Two

Girl 1: Look, it's Sam!

Girl 2: Where? Is he playing tennis?

Girl 1: No, he isn't. He is running!

Girl 2: Oh, I see him! Hi, Sam!

Three

Boy: Grandma! Look, Grandpa and I are fishing!

Grandma: That's great!

Boy: Look at my fish!

Grandma: Wow! It's really big!

Grandma: Let me take a picture. Say cheese!

Four

Boy: This is me and Pongo. Pongo is my dog. We are riding my bike! Pongo is little and he loves riding with me! He isn't sad. Go, Pongo, go!

Now listen again.

Track 21

Listen and look. There is one example.

Girl 1: Hi! I'm Elena. I'm from Spain. I am six years old. My favourite activity is playing football in the park. I am wearing an orange T-shirt, black shorts and purple trainers. This is my football.

Can you see the line? This is an example. Now you listen and match.

One

Boy 1: Hi! I'm Jacob. I'm from Colombia. I'm six years old. I am wearing a yellow T-shirt, blue shorts and red trainers. My favourite activity is skateboarding.

Two

Boy 2: Hello! I'm Mario, from Italy. I am six years old. I am wearing grey trousers, brown boots and a red shirt. My favourite animals are dogs. I really like playing with my dog in the park.

Three

Girl 2: Hello! My name is Karen. I'm six years old. I'm from England. I'm wearing a green jacket, blue jeans and an orange scarf. This is my camera. I love taking photos of my friends.

Now listen again.

Track 22

1. **Woman:** What a nice day to be in the park. What can you see, David?

David: I can see two swings.

2. **David:** I can also see a slide beside the swings.

Woman: Yes, do you want to play on them?

David: Yes please!

3. **Woman:** And what about you, Melissa. What can you see?

Melissa: I can see a lot of flowers.

4. **Melissa:** I can see a lot of trees, too. Oh, there's a big one beside the slide.

5. **Melissa:** And look, there's a pond!

David: I like this park. Let's play!

Practice Book Answer Key

Welcome Unit: Hello!

Page 4

1

a pencil – picture of pencil; a schoolbag – picture of schoolbag; a crayon – picture of crayon; a book – picture of book; a ruler – picture of ruler

2

Students trace: a pencil case, a rubber, a pen, a pencil and draw: a pencil case, a rubber, a pen, a pencil

Page 5

1

pencils: 2; books: 3; rulers: 1

2

1. a rubber 2. crayons; 3. pens; 4. rubbers; 5. a pen; 6. a schoolbag

Page 6

1

1. Hello, What's your name?; Hi, My name's Dan.;
2. How are you, Becky?; I'm fine, thanks!

2

Students trace: What's your name?; My name's and write their names.

Page 7

1

1. Open your books. – picture of boy opening book;
2. Take out your pencils. – picture of girl taking out pencils;
3. Close your books. – picture of boy closing book;
4. Put away your pencils. – picture of girl putting away pencils;
5. Stand up. – picture of girl standing up beside chair

2

down

Unit 1 My Friends

Page 8

1

Students trace: one, two, three, four, five, six, seven, eight, nine, ten and match: one – 1 schoolbag; two – 2 students; three – 3 books; four – 4 pencil cases; five – 5 bees; six – 6 rubbers; seven – 7 rulers; eight – 8 pens; nine – 9 crayons; ten – 10 pencils

Page 9

2

book – cutout of book (yellow); rubber – cutout of rubber (blue); pencil – cutout of pencil (red); ruler – cutout of ruler (orange); pencil case – cutout of pencil case (white); schoolbag – cutout of schoolbag (green)

Page 10

1

1. old; 2. years; 3. What's; 4. Red

2

1. Students trace: How old are you? I am, answer their age and colour the cake.; 2. Students trace: What's your favourite colour?, answer their favourite colour and colour the blotch.

Page 11

3

1. Eva: Year: 1, Age: six; 2. Alex: Year: 2, Age: seven

4

1. Eva.; 2. Yes, I am.; 3. I'm six.; 4. No, I'm not. I'm in Year 1.

Page 12

5

1. This; 2. is; 3. She; 4. Her; 5. isn't

◆

Tom: six, Year 1, purple; Kim: six, Year 1, red

6

Students colour: 1. thumbs up; 2. thumbs down; 3. thumbs down

Page 13

1

1. He; 2. His; 3. She; 4. Her



1. No; 2. No; 3. Yes; 4. Yes

Page 14

1

Answers will vary.



Answers will vary.

Page 15

1

Simon – eight – Year 3 – yellow; Gaby – nine – Year 4 – blue; John – seven – Year 2 – green; Linda – six – Year 1 – red

Page 16

1

Answers will vary.



Answers will vary.

Page 17

1

1. seven; 2. crayon; 3. rubber; 4. eight; 5. notebook

Page 18

1

Students colour: number 5: red; number 7: yellow; the rulers: blue; Sarah's schoolbag: green; pencil cases: orange

Unit 2 My Family**Page 19**

1

Students circle: grandma, dad, grandpa, brother, sister, mum, baby

2

Top (clockwise): grandpa, dad, mum, grandma, sister, baby, brother

Page 20

3

My mum is short. – short mum; My baby sister is sad. – crying baby; My grandpa is old. – short, old grandpa; My mum is tall. – tall mum; My baby sister is happy. – smiling baby; My grandpa is young. – tall, younger grandpa

4

Answers will vary.

Page 21

1

1. aren't; 2. They; 3. are; 4. We

2

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

Page 22

3

1. are; 2. aren't

4

Answers will vary.

5

Students trace: 1. Are, happy; 2. Are, happy and match: 1. Are Tom and Alex happy? – No, they aren't.; 2. Are Eva and Kim happy? – Yes, they are.

Page 23

6

Students trace: the grandpa, the mum; 1. Yes, he is.; 2. No, she isn't.

7

Students colour: 1. thumbs up; 2. thumbs up; 3. thumbs down

Page 24

1

1. ✓; 2. ✗; 3. ✓; 4. ✗

2

1. Yes; 2. No; 3. No; 4. Yes

Page 25

1

1. C; 2. A; 3. C

Page 26

1

Students trace: Ireland, Japan, Kenya, Mexico, Colombia, United States and match: Mexico – Mexican flag (top left), Japan – Japanese flag (top right), United States – American flag (middle left), Ireland – Irish flag (middle right), Colombia – Colombian flag (bottom left), Kenya – Kenyan flag (bottom right)

2

Students colour: 1: Green; 2: Orange

3

Anna – sister; Stevie – brother; Betty – grandma; Helen – mum; George – grandpa; Michael – dad

Page 27

1

b; a; a; b



4; 3; 1; 2

Page 28

1

2; 5; 8

2

1. eight; 2. five; 3. six

Page 29

3

Answers will vary.

4

Down: 1. short; 3. young; 6. tall; Across: 2. happy; 4. old; 5. small

Page 30

1

Students trace: Khalid, sad, Grandma and draw the missing halves of Khalid and Grandma.

2

1. What's; 2. My; 3. name's

Page 31

3

1. Baldwin; 2. Khalid; 3. Grandma

4

Students circle: dolphins, whales, beach

5

Students draw: two dolphins, two whales

Unit 3 My House

Page 32

1

kitchen – picture of kitchen; living room – picture of living room; dining room – picture of dining room; bedroom – picture of bedroom; hall – picture of hall; bathroom – picture of bathroom

2

1. dining room; 2. bedroom; 3. kitchen; 4. living room

Page 33

3

Students trace: sofa, radio, table, television, chair, armchair, glue: 1. picture of sofa; 2. picture of radio; 3. picture of table; 4. picture of television; 5. picture of chair; 6. picture of armchair

4

Students colour: 1. green; 2. blue; 3. brown; 4. black; 5. red; 6. orange

Page 34

1.

1. How many; 2. There are; 3. Are there; 4. there aren't; 5. behind

Page 35

2

1. There are two rooms.; 2. No, there isn't.; 3. Yes, there are.

3

1. many, one; 2. there, is; 3. aren't

Page 36

4

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

5

1. Two.; 2. Yes.; 3. No.; 4. Yes.

Page 37

1

1 – picture of house with 8 rooms; 2 – picture of house with 6 rooms; 3 – picture of a house with 7 rooms

Page 38

1

Down: 1. picture; 2. radio; 3. phone; 5. clock; 6. sofa;
Across: 4. chair; 7. television; 8. table

2

1. in front of; 2. on; 3. between; 4. behind

Page 39

1

Students colour: clock: green; picture next to the clock: blue; radio: red; mobile phone in the schoolbag: yellow; television: black.

Page 40

1

Answers will vary.

2

Answers will vary.

Page 41

1

1. table; 2. chairs; 3. armchair; 4. radio; 5. pictures;
6. clock

Page 42

1

1. A; 2. C; 3. B

Unit 4 My Bedroom**Page 43**

1

door – picture of door ; window – picture of window;
wall – picture of wall; bed – picture of bed; rug –
picture of rug; bookcase – picture of bookcase;
desk – picture of desk; lamp – picture of lamp; mirror –
picture of mirror

2

Answers will vary.

Page 44

3

Students trace: monster, bike, robot, car, teddy bear,
boat, doll, train; 1. monster – picture of monster; 2. bike –
picture of bike; 3. robot – picture of robot; 4. car – picture
of car; 5. teddy bear – picture of teddy bear; 6. boat –
picture of boat; 7. doll – picture of doll; 8. train – picture
of train

4

Answers will vary.

Page 45

1

1. Eva – likes monsters and Hugsy; 2. Alex – likes
robots, doesn't like trains; 3. Dad – likes Hugsy and
monsters; 4. Becky – doesn't like monsters or Hugsy

2

Answers will vary.

Page 46

3

1. Yes, I do.; 2. No, I don't. ; 3. Yes, I do.

4

1. trains; 2. robots; 3. dolls; 4. monsters

Page 47

5

Students trace: Does Hugsy like; No, he doesn't.;
What; Yes, he does.; 1. Yes, he does.; 2. No, he doesn't.;
3. He likes books.

6

1. No.; 2. Yes.; 3. Yes.; 4. No.

Page 48

1

1. doll; 2. cars; 3. bike; 4. robot; 5. monster

Page 49

1

Carla – picture of doll; Jack – picture of robot; Martin
– picture of monster; Alba – picture of bike; Jenny –
picture of train; Harry – picture of boat

Page 50

1

wall: blue; window: green; table: orange; chair in front
of the door: yellow; cushion: green; bed: brown

Page 51

1

Students trace: I clean, I help, I collect, I share; left to right, top to bottom: 2, 4, 3, 1

2

1. Roy; 2. Susan; 3. Rachel; 4. Steve

Page 52

1

train; ball; boat; bike; doll; car; monster; robot; teddy bear; truck

2

Students tick: picture of robot, train, teddy bear.

3

Answers will vary.

Page 53

4

1. on; 2. under; 3. next to; 4. between

5

picture of living room – living room; picture of hall – hall; picture of dining room – dining room; picture of bathroom – bathroom

Page 54

1

Rocky – picture of dog; Alice – picture of girl with curly hair and head band; Anna – picture of girl with eyeglasses; Doll – picture of doll

2

Left to right, top to bottom: 4, 3, 2, 1

Page 55

3

1. Where is your doll?, Students circle: Alice; 2. I can't find it., Students circle: Anna; 3. Maybe it's in the kitchen., Students circle: Alice; 4. Maybe it's in the bathroom., Students circle: Anna

4

Answers will vary.

Unit 5 On the Farm**Page 56**

1

Students trace the sheep, cow, duck, donkey, chicken, goat; 1. sheep, 2. cow, 3. duck, 4. donkey, 5. chicken, 6. goat

Page 57

2

Students trace: apple, lettuce, watermelon, banana, carrot, tomato, bread, corn; 1. half of the apple; 2. half of the lettuce; 3. half of the watermelon; 4. half of the banana; 5. half of the carrot; 6. half of the tomato; 7. half of the bread; 8. half of the corn

Page 58

1

1. Welcome; 2. Can sheep swim?; 3. No, they can't.; 4. Can Rover climb?

Page 59

2

1. Oscar can run.; 2. Oscar can jump.; 3. Oscar can't fly.; 4. Oscar can't climb trees.

3

1. jump, Answer will vary.; 2. climb, Answer will vary.

Page 60

4

1. Yes, they can.; 2. No, they don't.; 3. They sleep in a field.; 4. They sleep for three hours.

5

1. Rover.; 2. No, he can't.; 3. Goats.

Page 61

1

1. Five; 2. Eight; 3. In the barn; 4. Grass and watermelons; 5. Yes; 6. No.

Page 62

1

Students circle: sheep, bread, chicken, corn, donkey, lettuce, goat, banana, apple, rabbit.

2

Animals: sheep, chicken, goat, rabbit, donkey; Food: apple, bread, corn, lettuce, banana.

Page 63

1

1. Max – donkey – eat apples; 2. Tina – duck – can fly; 3. Freddie – rabbit – can't climb; 4. Sam – farmer – likes bananas

2

Freddie; Students draw a rabbit.

Page 64

1

Answers will vary.



Answers may vary.

Page 65

1

1. bread; 2. dog; 3. bananas, watermelon; 4. tree

Page 66

1

donkey: brown; apples: red; duck: green; chickens: yellow; horse: black; carrots: orange

Unit 6 Backyard Safari**Page 67**

1

Students trace: caterpillar, birds, snails, butterfly, ladybugs, worms and colour: caterpillar: green; birds: blue; snails: orange; butterfly: yellow; ladybugs: red; worms: brown

Page 68

2

Students draw: hair, two eyes, one nose, one mouth; hair – I have got hair.; eyes – I have got two eyes.; nose – I have got one nose.; mouth – I have got one mouth.; ears – I have got two ears.; hands – I have got two hands.; arms – I have got two arms.; legs – I have got two legs.; feet – I have got two feet.

Page 69

1

1. Lucy; 2. Tom; 3. Tom; 4. Kim

2

1. that; 2. those; 3. these; 4. this

Page 70

3

1. C; 2. D; 3. A; 4. B

4

Answers will vary.

Page 71

5

1. got, hasn't; 2. Has; 3. it, Yes.

◆ caterpillar

6

1. Yes.; 2. No.; 3. Yes.; 4. No.

Page 72

1

1. bird; 2. caterpillars; 3. butterfly; 4. frog; 5. ladybug

Page 73

1

1. ladybug; 2. three; 3. six; 4. spider; 5. butterfly

Page 74

1

Students connect the dots and trace: tortoise

2

1. different countries; 2. slowly; 3. grass and leaves.; 4. shells.; 5. 100

Page 75

1

1. picture of fish bowl and fish food; 2. picture of dog food bowl; 3. picture of haystack

2

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

Page 76

1

1. picture of corn; 2. picture of duck; 3. picture of goat; 4. picture of lettuce

2

1. X; 2. ✓; 3. ✓; 4. X

Page 77

3

1. spider; 2. butterfly; 3. bees; 4. frogs

4

clockwise: head, leg, mouth, eyes, nose

Page 78

1

Ringo – worm, likes apples, doesn't like lettuce; Star – caterpillar, likes lettuce, can't swim

2

a cow, a duck, a sheep

Page 79

3

is, has got, eats, can't, apple

4

Answers will vary.

Unit 7 Dressing Up

Page 80

1

Boy 1: a green jacket, a white shirt, orange trousers;
Girl 1: a red dress; Boy 2: black shorts, a yellow T-shirt;
Girl 2: a pink skirt, a blue blouse

Page 81

2

dress – picture of dress; shorts – picture of shorts;
T-shirt – picture of T-shirt; trainers – picture of
trainers; scarf – picture of scarf; belt – picture of belt;
glasses – picture of glasses; handbag – picture of
handbag

3

Answers will vary.

Page 82

1

Tom – I'm wearing a jacket, trousers and shoes.;
Eva – I'm not wearing a T-shirt, shorts and trainers.;
Alex – I'm not wearing a belt, trousers and boots.;
Kim – I'm wearing a dress, a scarf and boots.

2

Answers will vary.

Page 83

3

1. Are you wearing black boots?; 2. Are you wearing a
T-shirt?; 3. Are you wearing a skirt?; 4. Are you wearing
socks?

4

Answers will vary.

Page 84

5

1. Eva – hat: blue; 2. Alex – scarf: green;
3. Tom – socks: orange; 4. Kim – boots: red

6

1. Eva.; 2. Kim's mum.; 3. In the bedroom.;
4. Dressing up.

Page 85

1

a: picture of girl wearing T-shirt and jeans; b: picture
of boy wearing shorts and football shoes; d: picture of
two girls wearing jackets and dresses; c: picture of girl
wearing a baseball cap and glasses.

2

Students colour: a – trainers and T-shirt: blue, jeans:
green; b– T-shirt: white, shorts: blue, football shoes:
orange; d – jackets: red, dresses: black, shoes: red;
c – skirt: purple, belt: yellow, blouse: grey, baseball cap:
red, glasses: black

Page 86

1

Answers will vary.

2

Answers will vary.

Page 87

1

Students circle: Dan's scarf, Robert's black T-shirt,
Carl's jacket, Dan's jeans, Robert's shoes

2

scarf in mum's hands – D; black T-shirt on chair – R;
jacket – C; jeans on floor – D; shoes under bed – R

Page 88

1

Answers will vary.

2

Answers will vary.

Page 89

1

1. Yes; 2. No; 3. Yes; 4. No; 5. Yes.

Page 90

1

Sandra's T-shirt: yellow, skirt: blue; boy's jacket: red,
jeans: black; other girl's dress: purple, socks: orange,
shoes: green

Unit 8 In the Park

Page 91

1

Students trace: the tree, the sun, the swing, the slide,

the ice cream cone, the flower and label: tree, sun, swing, slide, ice cream, flower.

Page 92

2

1. picture of boy and dad fishing; 2. picture of girl playing football; 3. picture of boy skateboarding; 4. picture of boy riding a bike; 5. picture of girl taking a photo; 6. picture of girl running.

3

Answers will vary.

Page 93

1

1. C; 2. D; 3. B; 4. A

2

Students colour the picture; 1. playing; 2. she is

Page 94

3

1. fishing, is; 2. aren't, eating; 3. What, running; 4. doing, taking

4

Answers will vary.

Page 95

5

1. Are Becky and Lucy playing football? Yes, they are.;
2. Are Dan and Becky running? No, they aren't.;
3. Is Lucy riding a bike? No, she isn't.

6

1. In a park.; 2. They are playing.; 3. Yes, they are.;
4. No, she isn't.

Page 96

1

1. fishing; 2. taking a photo; 3. swings; 4. playing football; 5. riding a bike

Page 97

1

1. C; 2. A; 3. B; 4. C

Page 98

1

11 – eleven; 12 – twelve; 13 – thirteen; 14 – fourteen;
15 – fifteen; 16 – sixteen; 17 – seventeen; 18 – eighteen;
19 – nineteen; 20 – twenty

2

1. 15; 2. 13; 3. 12; 4. 14

Page 99

1

1. Jacob; 2. Mario; 3. Karen

2

Elena – orange T-shirt, black shorts and purple trainers; Jacob – yellow T-shirt, blue shorts and red trainers; Mario – grey trousers, brown boots and a red shirt; Karen – green jacket, blue jeans and an orange scarf

3

Answers will vary.

◆

Answers will vary.

Page 100

1

1. skirt; 2. glasses; 3. socks; 4. scarf

2

Answers will vary.

Page 101

3

1: swings; 2: slide; 3: flowers; 4: tree; 5: pond

4

1. She is taking photos.; 2. They are fishing.;
3. They are playing football.

Page 102

1

1. party; 2. scary; 3. very; 4. enormous

2

Answers will vary.

Page 103

3

1. Sammy's mum; 2. Sammy; 3. Sarah's dad; 4. Sarah

4

1. dressing up; 2. making funny faces; 3. having fun



Open Day 1

Open Day is a fun six-level topic-based series for elementary schools in which students learn to communicate confidently in English. A wide range of activities acquaints them with internationally accepted exams while providing practice in all four skills.

At each level, students are accompanied by children called the *Good Buddies*, who appear in stories with animals that are or have been endangered. These characters inspire students to become balanced human beings who care about the world they live in.

It is in this way that the series develops empathy and tolerance. It successfully engages students through active learning and by encouraging them to analyse how they work as individuals and interact with others.

