



Open Day

Starter

Teacher's
Guide



Open Day Starter

Day



Teacher's Guide



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Welcome to *Open Day Starter!*



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 the school and the 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 or seven levels if you choose to use the optional Starter level. 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, in each of Levels 1 to 6, we focus on a different vulnerable animal 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. In the Starter level, each of these six vulnerable species is presented in each unit, as an introduction to what students will study more deeply in the following levels. The comic strip and activities in each unit will also feature one of these vulnerable animals.



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, in Levels 1 to 6, 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 learnt 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 online resources like videos, internet links and interactive activities also enhance the classroom experience.

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



For the Student

In Levels 1 to 6, the **Student's Book** consists of a *Welcome Unit* and eight units divided into four topics. In the Starter level, the Student's Book consists of a *Welcome Unit*, six units divided into three topics and a *Goodbye Unit*, which wraps up the contents studied throughout the year.

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:

My Words

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



My Language

This section aims 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. For the Starter level, there are also animated versions of the comic strips available online. In Levels Starter, 1 and 2, the new language points are not shown on the pages explicitly.

However, in Levels 3 to 6, 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.



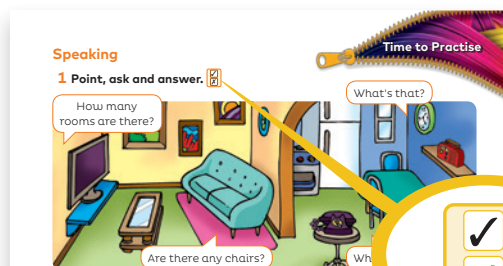
Sounds Fun!

- 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

- In Levels 1 to 6, 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**. Although this section does not appear in the Starter level, students are presented with some exam-type activities, as an introduction to the preparation they will be offered in the rest of the levels.



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:
 - The *Reading* activities help 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.
 - The *Writing* activities 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.
 - The *Listening* activities offer international certification-type listening comprehension activities that expose students to a variety of voices and authentic type recordings with real-life listening tasks.
 - The *Speaking* activities provide 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:

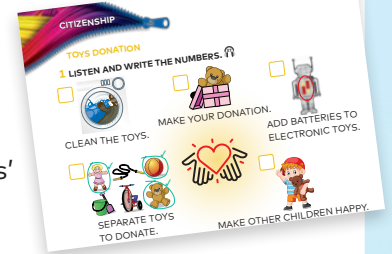
CLIL (Content and Language Integrated Learning)

This section connects 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.



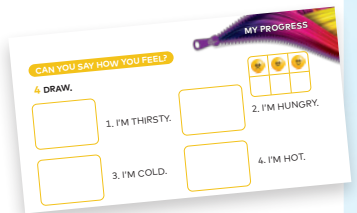
Project

- 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 detachable templates at the end of the **Practice Book** to help guide research and organisation. Further step-by-step instructions are also provided in some cases in the **Practice Book** in the Starter level.



My Progress







- These pages provide activities designed to help students evaluate their own progress by reflecting on what they have learnt 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 Starter, 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 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.

GOOD BUDDIES QUIZ

1. I'M ISABEL. 
2. I'M IN CLASS WITH TOM, ALEX AND EVA. 
3. MY FAVOURITE COLOUR IS RED. 
4. MY RULER IS BLUE. 








Time to Practise

In Levels 1 to 6, 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. Although this section does not appear in the Starter level, some certification-type activities are provided so that students get familiar with them before they start formal exam practice in Level 1.

Time to Practise

Listening

1. Listen and tick (✓) the correct box. 

0.  A B C
1.  A B C
2.  A B C
3.  A B C

Unit 3 My House

Sections Specific to Odd Units:

My Skills

This section includes further skills practice.

READING

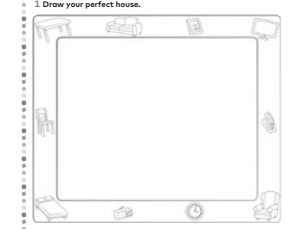
1. READ AND COLOUR.

HELLO! I'M ALEX. MY FAVOURITE COLOUR IS GREEN. MY RULER IS BLUE. MY TWO PENCILS ARE BLACK AND ORANGE. MY TWO BOOKS ARE YELLOW AND RED.



My Space

1. Draw your perfect house.



2. Answer the questions.

1. How many rooms are there? _____
2. Is there a television in the living room? _____
3. Is there a garden? _____
4. Are there any stairs? _____
5. Are there any pictures in the kitchen? _____

Topic 2 Unit 3 My House

My Space

This page which appears in Levels 1 to 6, 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 MATHS

1. HOW MANY? READ, COUNT AND CIRCLE.

0. FOUR.  1. THREE. 
2. NINE.  3. SIX. 
4. SEVEN.  5. TWO. 

2. SUM UP, WRITE THE RESULT AND MATCH.

1	7	5	2	8
+	+	+	+	+
4	3	2	4	4
=				

EIGHT SEVEN FIVE NINE TEN


TOPIC 1 CLIL




Citizenship

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


CITIZENSHIP

FAMILY RULES

1. LISTEN AND COMPLETE, THEN WRITE THE NUMBERS. 

1. LISTEN TO YOUR AND DAD. 
2. BE GOOD TO YOUR BROTHER OR GRANDMA AND. 
3. HELP YOUR GRANDMA AND. 

2. READ THE FAMILY RULE AND DRAW. HELP AT HOME.



TOPIC 1 CITIZENSHIP






My Progress

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

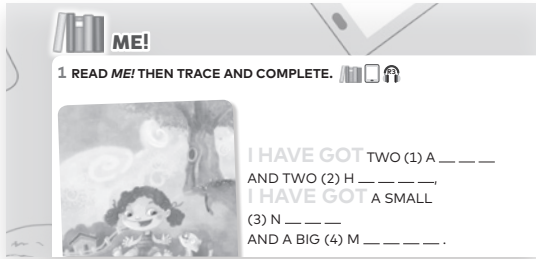
MY PROGRESS

CAN YOU COUNT FROM 1-10 AND NAME SOME SCHOOL OBJECTS AND COLOURS?

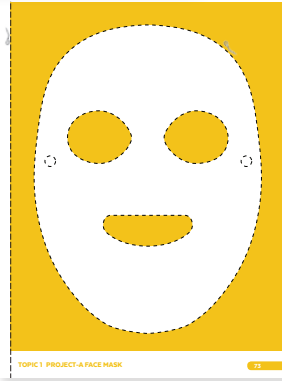
1. COUNT, COLOUR AND WRITE.

0.  FOUR RED PENS _____
1.  _____
2.  _____
3.  _____
4.  _____

- 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. In Levels 1 to 6, The **Reader** includes four texts, one per *Topic*. (two fiction and two informative texts) The **Reader** in the Starter level includes three fiction texts, one per *Topic*. 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. There are also animated versions of this **Reader** online.



For the Teacher

The digital **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.
- A section with *Flashcard* and *Poster Activities* offers sets of ideas on how to present and review vocabulary and language structures in each unit.

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 in Levels 1 to 6.

The **Teacher's Guide** provides complete lesson plans for each class and is interleaved with the corresponding pages of the **Student's Book** with the answers superimposed in pink. 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, such as:

Flashcards

Each level of the series comes with a set of downloadable (offline) and interactive (online) flashcards to aid in the presentation and practice of key vocabulary. For each flashcard, there is an image that depicts key topic vocabulary. References regarding when to use the flashcards and where to find instructions for suggested activities appear at the point of use.



Posters and Cutouts

Each level of the series comes with a set of downloadable (offline) and interactive (online) 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.

- In Levels 1 to 6, *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.

- In Levels 1 to 6, *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.

- In Levels 1 to 6, *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.



ARE YOU KIND TO OTHER CHILDREN?

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 Additional Material

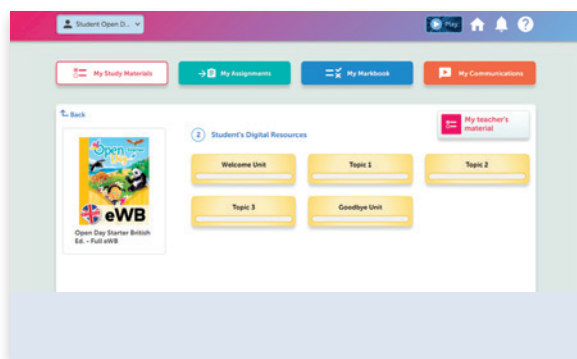
Open Day offers both students and teachers a variety of online resources that are easily accessible on our state-of-the-art learning platform. In addition, teachers will be able to track students' performance for all interactive activities and manage the classes. References regarding when to assign or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

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:

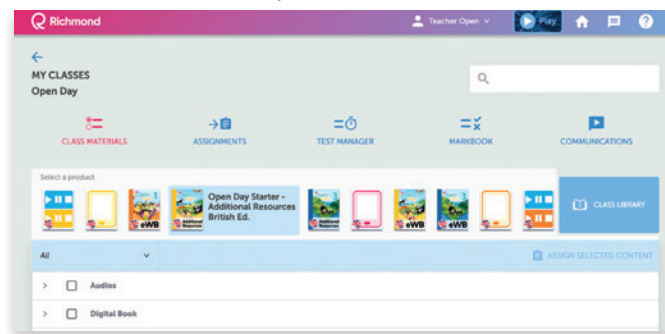
- all audio recordings for listening activities in the **Student's Book**, the **Practice Book** and the **Reader**.
- additional practice that supports classroom activities, indicated by a  icon in both the **Student's Book** and **Teacher's Guide**.
- instructions in English and in students' native language for fun *Home Connection* activities 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 Starter to 3 and karaoke versions at all levels, where the text is highlighted as it is read to facilitate reading aloud.



For the Teacher

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:

- the interactive (online) **Posters** for projection with the **Cutouts** in a drag-and-drop format for communicative language presentation and practice in class.
- the interactive (online) **Flashcards** of the series with the word in audio format of key topic vocabulary for projection and pronunciation practice in class.
- **Vulnerable Animals Videos**, one per Levels 1 to 6, offer professionally produced documentaries about each vulnerable animal in order to foster environmental awareness. Full lesson plans are provided online for you to exploit the resource at its maximum and guide your students to a project at the end of the lesson.
- In Levels 1 to 6, **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.
- In Levels 1 to 6, **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 nearer the dates when students will 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.



Welcome Unit
Hi!

Verb to Be and Personal Pronouns
I'm...

Greetings and Introductions
Hello! Hi! I'm... What's your name?
My name is...



Topic 1 The People around Me

Unit 1
My Classroom

Verb to Be and Personal Pronouns
I, you, it
How are you? Fine, thanks. And you? Fine, thanks.
Questions with the Verb to Be
What's this? It's a book.
What colour is it? It's red.
How many pencils? Four.

Numbers 1 – 6
Colours
black, blue, green, orange, red, yellow
Greetings and Goodbyes
Hi! Hello! Good morning! Good afternoon! Goodbye!
Classroom objects
book, pen, pencil, rubber, ruler, sharpener

Mindfulness
Mindful Colouring
Sounds Fun!
Initial letter sounds a /æ/, b /b/, c /k/, d /d/
Alex, book, colour, Dan

Unit 2
Family!

Verb to Be and Personal Pronouns
I, you, he, she
This is my dad. He is happy.
This is my sister. She is nine.
You are sad.
I am thirsty.

Family Members
brother, dad, grandma, grandpa, mum, sister
Feelings
cold, happy, hot, hungry, sad, thirsty
Numbers 7 - 10

Sounds Fun!
Initial letter sounds e /e/, f /f/, g /g/, h /h/
elf, five, grandma, hot
CLIL
Maths
Citizenship
Family Rules
Home Connection
Make a family scrapbook

A Face Mask

Topic 2 My Place in the World

Unit 3
Home!

Questions with the Verb to Be and Personal Pronouns
I, you, he, she, it
What's this? It's a chair.
Where is the bed? It's in the bedroom.
Where is Grandpa? He is in the living room.
Is the garden small? Yes, it is.
Prepositions of Place
in, on, under
The sofa is in the living room.
Is the fridge in the kitchen? Yes, it is.

Parts of the House
bathroom, bedroom, dining room, garden, kitchen, living room
Furniture
bed, box, chair, computer, cooker, fridge, lamp, sofa, table, TV
Adjectives
big, nice, small

Mindfulness
Mindful Relaxing at Home
Sounds Fun!
Initial letter sounds i /i/, j /dʒ/, k /k/, l /l/
Isabel, juice, kitchen, living room

A Home-Made Kite

Unit 4
My Toys and Pets

Questions with the Verb to Be and Personal Pronouns
Is this a robot? No, it isn't. It's a doll.
How old are you today? I'm eleven.
Demonstratives
What's this? It's a teddy bear.
Prepositions of place
in, on, under
Where is the dog? It's in the garden.
Is the cat under the bed? Yes, it is.

Toys
ball, car, doll, kite, plane, robot, teddy bear
Pets
bird, cat, dog, fish, hamster, rabbit
Birthdays
balloon, cake, candle, present
Numbers 11 - 20

Sounds Fun!
Initial letter sounds m /m/, n /n/, o /o/, p /p/, q /kw/
monkey, number, on, plane, queen
CLIL
Science
Citizenship
Toys Donation
Home Connection
Make a toy with objects at home

Topic 3 My Favourite Animals and Me

Unit 5
My Body**Verb to Be and Adjectives**

Her hair is blond.

His eyes are blue.

Have Got for Possession and Personal Pronouns

I, you, he, she, it, they

I have got dark hair and green eyes.

How many legs has the monster got? It has got four.

What colour hair have you got? I have got brown hair.

Imperatives for Instructions

Close your eyes. Clap your hands.

Parts of the Body

arms, face, feet, hair, hands, head, legs

Parts of the Face

ears, eyes, mouth, nose

Imperatives

clap, close, move, open, shake, stamp, touch

Adjectives

beautiful, blond, big, brown, dark, red, shot, small, tall

Mindfulness

Mindful Body
Meditation

Sounds Fun!

Initial letter sounds r /r/,
s /s/, t /t/, u /u/
red, sad, tall, under

My Favourite Animal Poster

Unit 6
Animal World**Verb to Be and Demonstratives**

this, that, these, those

What's this? It's a lion.

What are those? They are crocodiles.

Have Got for Possession

The monkey has got a long tail.

Has the eagle got wings? Yes, it has. / No, it hasn't.

Animals

crocodile, eagle, elephant, giraffe,
hippo, leopard, lion, monkey, orca,
tiger, zebra

Parts of the Animal's Body

beak, ears, eyes, fins, neck, tail, wings

Adjectives

big, long, short, small, tall

Sounds Fun!

Initial letter sounds v /v/,
w /w/, y /y/, z /z/ and final
letter sound x /ks/
van, wings, yellow, zebra,
box

CLIL

Geography

Citizenship

Taking Care of the
Environment

Home Connection

Make a Memory Game

Goodbye Unit
See you!

Review

Review

Review





Flashcard Activities



Activity WA

Objective: Learn to greet and introduce oneself. Show students one of the *Characters Flashcards* and pretend you are that character. Say: *Hi / Hello! I'm / My name's Tom. What's your name?* Then take another flashcard and now pretend you are another character. Say: *Hi / Hello! I'm / My name's Isabel.*

Activity WB

Objective: Review of greetings and introductions. Ask two volunteers to come to the front and provide them with the *Characters Flashcards*. Ask them to choose one each and pretend they are that character. Tell them to greet and introduce themselves as if they were those characters. Repeat the activity with other characters and volunteers.

Activity 1A

Objective: Learn numbers from 1 to 6. Invite six students to the front of the class and have them stand in a line facing the class. Give each student a random flashcard. They should hold the flashcards showing the number to the class. Ask volunteers to come to the front, one at a time, and show each student with a flashcard where their place in the line is, so that they end up holding the numbers from one to six in order. Then say the numbers one by one. Next, each student in the line holds their flashcard up high and says the corresponding number. The rest of the class should stand up and show the number with their fingers.

Activity 1B

Objective: Learn to write numbers from 1 to 6. Place the *Numbers 1–6 Word Flashcards* in random order on the board so that students can see the written form of the numbers. Read the words and have students show the correct number of fingers. Then invite volunteers to come to the board, one at a time, to order the flashcards and say the corresponding number.

Activity 1C

Objective: Learn names of colours.
Materials: white paper (1 sheet per student), crayons (several of each colour of the *Colours Flashcards*). Display the *Colours* with their *Colours Word Flashcards* on the classroom walls. Form groups of three or four students and have each group stand next to a *Colours Flashcard*. Give each student a sheet of paper and a crayon that corresponds to the colour of their group's *Colours Flashcard*. Ask students to each draw a school object using only this colour. Then have volunteers ask members of the other groups about the colour of their drawings: *What colour is the (pencil)? It's (blue).* Collect the drawings for future use.

Activity 1D

Objective: Review colours. Place the *Colours Word Flashcards* on the classroom walls. Shuffle students' drawings from the previous activity and put them on your desk. Ask volunteers to pick a drawing, identify the colour and place it next to the corresponding *Colours Word Flashcard*. Finally, have volunteers say: *This is a (blue) (book).*

Activity 1E

Objective: True or False School Objects Game! Have students sit in a circle. Hold up the *ruler Flashcard* and say the name of the school object (ruler). Students repeat the word chorally. Pass the flashcard to the student on your left for him / her to repeat the name of the object and pass it to the next student. You may want to do this with four or five students and then move on to presenting a new school object using a different flashcard. After all the school objects have been presented, place the flashcards on the board, point at them in random order and have students name the object.



Activity 1F

Objective: Review school objects.

Place the flashcards on the floor with the picture side down. Divide the class into two teams and ask them to sit on opposite sides of the flashcards. Students from both teams will take turns saying a school object and turning over the flashcard that they think shows the picture of this object. If they are right, they keep the flashcard. If they are wrong, they leave it in its original place. The winner will be the team with the most flashcards at the end of the game.

Activity 1G

Objective: Review school objects.

Place the *School Objects* Flashcards on the board, showing the images. You can divide the class into two teams and have them form two lines. Call out a word and have the first student from each team race to slap the correct image on the board. The first student to slap the correct image wins a point for their team.

Activity 2A

Objective: Learn adjectives to describe how people feel.

Place the *Feelings* Flashcards on the classroom walls in random order, showing the pictures. Write the word *feelings* on the board. Say and mime an example. Pretend you are crying to mime *sad*. Draw students' attention to the flashcard of a sad face, take it off the wall and place it on the board. Mime and say the adjective for students to echo. Write the word below the picture, and encourage students to say the adjective one more time as you point to the flashcard. Then say: *Look and find the opposite of sad*. Mime *happy* to guide students. Have a student place the corresponding flashcard on the board next to the word *sad*. Write *happy* below the picture, model the pronunciation and have students repeat. You should follow the same procedure with the other pairs of adjectives with the opposite meanings. Once all the flashcards have been placed on the board, point to them in random order and have students say the adjective and its opposite.

Activity 2B

Objective: Review adjectives to describe how people feel.

Put the flashcards on your desk. Form two teams. Explain that a student from one team will choose a flashcard and put it on the board. A student from the other team will pick a flashcard with the opposite meaning and place it next to it. If it is correct, have the class say both words. (hot-cold) Continue for the remaining flashcards.

Activity 2C

Objective: Learn numbers from 7 to 10.

Invite students to count from 1 to 6 and after number 6, show the flashcard with number 7. Say *seven* and show the corresponding word flashcard for students to echo. Then show the flashcard with number 8 and say the word. Next, show the word flashcard and read out the word so that students repeat chorally. Continue with the same procedure until number 10. Once you have presented numbers 7 to 10, place the flashcards on the board. Point to the numbers in random order and have students say the correct word. Finally, place the word flashcards in random order. Point to the different flashcards and ask volunteers to read out the words. After each word, invite the rest of the class to clap the corresponding number of times.



Activity 2D

Objective: Review numbers from 7 to 10.

Divide the class into two or three groups and have students stand in lines from the back to the front of the class to play *Whisper*. Place the *Numbers 7-10 Flashcards* on the board. Say a number from 7 to 10 to the first students in the lines and ask them to whisper the word to the next student. The second student repeats the word to the third student and so on. After hearing the word, the last student in the line at the front of the class has to write the word on the board and point to the correct flashcard. The first student to do it correctly gets a point for their team and moves to the back of the class. Follow the same procedure with other numbers. To vary the game, you can show a flashcard with a number word to the first students of the lines and ask them to tap the correct number of times on the next student's back and so on. The last student at the front has to write both the number and word correctly on the board to get a point for their team.

Activity 3A

Objective: Learn some prepositions of place.

Preparation: Write each preposition on a separate white card before the class starts.

Have a volunteer find the flashcard with the preposition *in* and hold it up. Point to the flashcard and say: *Dan is in the box*. Say: *in* and have the class repeat after you. Continue for the remaining prepositions with different volunteers. Then place the *Prepositions Flashcards* and the *Prepositions Word Flashcards* on different places on the board. Say a preposition and invite a volunteer to go to the front and touch the corresponding flashcard. Then have the student match the picture on the flashcard with the corresponding word. Continue with different volunteers until all pictures are matched with the words. Finally, point to the flashcards in random order and have students say the prepositions.

**Activity 3B**

Objective: Review prepositions of place.

Place the flashcards on the board. Form two teams and invite one volunteer from each team to come to the front. Explain that you are going to call out a preposition for the students to slap the corresponding flashcard. The first student to slap it gets a point for their team. Continue the game until all of the students in each team have participated.

Activity 3C

Objective: Learn names of furniture and accessories items.

Place all the *Furniture and Accessories Flashcards* on the classroom walls. Hold up the *bedroom Flashcard* and say: *This is a bedroom. What can you do there?* Elicit words or ask students to mime activities, such as sleeping, doing homework, listening to music, etc. Then show the *Word Flashcard for bedroom*, say the word and have students echo. Next, describe pieces of furniture that belong in a bedroom for students to point to the corresponding flashcard: *I sleep in it*. You can mime the action if necessary. Students point to the corresponding flashcard. (bed) Say the word and have the class repeat it. You should do the same with the remaining furniture items. Possible descriptions are: *I use it to read at night*. (lamp) *I put my toys in it*. (box), etc. To increase the level of difficulty, invite volunteers to show the words instead of the pictures. Invite a volunteer to point to a word, say it and then mime the related action. The volunteer can also say a sentence using the word. Continue with other volunteers.

Activity 3D

Objective: Review names of furniture and accessories items.

Students stand in a circle. Ask a pair of volunteers standing next to each other to be the first ones to compete. Hold up a flashcard. The student who says the name of the object first moves on to compete against the classmate standing on the other side. The goal is to get all the way around the circle. If you have a large group, you can form three or four circles and have the winner of each circle compete against each other at the end.

Activity 3F

Objective: Review the parts of the house.

Divide the class into two teams. Pick one of the *Parts of the House* Flashcards and cover it with a piece of cloth or paper. Say: *My favourite part of the house is the...* and start uncovering the photo very slowly. Ask students to raise their hands when they think they know the answer. Invite the student who raised the hand first to say the word. If the answer is correct, show the photo to the class and assign a point to the corresponding team. Have the student write the correct part of the house on the board and invite the team to help the student to get an extra point.

Activity 3E

Objective: Learn the parts of the house.

Additional Material: adhesive tape and *Characters* Flashcards.

Write *House* on the board and draw a roof and six squares in two rows below it. Write the parts of the house under each square. Then show the class one of the *Parts of the House* Flashcards with the photo and say: *This is the bathroom*. Then show the Word Flashcard and say *bathroom* for students to read and repeat chorally. Say the word again showing the photo and invite a volunteer to point to the corresponding square on the board and stick the flashcard. Continue with the same procedure with the remaining flashcards. Once all the flashcards are on the board, erase the words below each square. Show one of the *Characters* Flashcards and say: *Isabel is in the bedroom*. Have a volunteer touch the corresponding flashcard on the board. Continue with the other characters and invite different students to the board to touch the correct part of the house. You may also ask some students to say where the characters are for the rest of the class to point to the correct flashcard on the board.

**Activity 4A**

Objective: Learn numbers from 11 to 20.

Place the *Numbers 11–20* Flashcards on the board in random order. Ask different volunteers to order the numbers on the board. Say the numbers, one at a time, for students to repeat chorally as you point to them.

If you wish, you can:

- have students close their eyes while you remove numbers and then have them open their eyes and say which numbers are missing.
- have students repeat just the odd or even numbers.
- have students count down from twenty.

Finally, place the *Numbers 11–20* Word Flashcards on the board. Say a number and have students draw the numeral in the air with their fingers.

You can also ask a volunteer to come to the front and write the numeral under the corresponding word.

Activity 4B

Objective: Review numbers from 11 to 20.

Show students the numerals, one by one, and have them stand up one by one counting until they get to this number. For example, show number 11 and have students count from one to eleven standing up one by one. Then they sit down again. Show another numeral and have them count, beginning with a different volunteer. Continue until all the numbers have been reviewed.

Activity 4D

Objective: Review names of pets.

Organise students into four groups and divide the board into four columns, one for each group. Then show the *Pets* Flashcards, one by one, and elicit the corresponding names. Next, remove one of the flashcards and show the remaining pictures quickly. Students have to identify which pet is missing and a volunteer from each group has to write the word in their column on the board. The first group that identifies and writes the word correctly gets a point. To increase the level of difficulty, you may remove two pictures instead of one.

Activity 4F

Objective: Review names of toys.

Divide the class into two teams. Ask a volunteer from a team to come to the front and explain that you will show the student one of the *Toys* Word Flashcards. The student draws the picture on the board and the team that identifies the toy gets a point. Then the student who guessed the word comes to the front to read another word and draw the picture. Continue until all the toys have been reviewed.



Activity 4C

Objective: Learn names of pets.

Show one of the *Pets* Flashcards and say: *Look! A pet. My pet is a (cat).* Show the *Cat* Word Flashcard. Say the word and have students echo. Place the flashcard on the board. Then show another pet and say: *This is a (dog).* Then show students the word and have them repeat chorally. Follow the same procedure with the remaining flashcards and display all of them on the board. Finally, say: *Look at the pets. My pet is...* Encourage students to complete the phrase with the answer (a cat). Then ask different volunteers: *Is your pet a dog? What's your favourite pet? Is this a hamster?*

Activity 4E

Objective: Learn names of toys.

Write the word *Toys* on the board. Show students the flashcard of the teddy bear. Say: *teddy bear* and show the corresponding word. Have students echo and ask: *What colour is the teddy bear?* (brown) Then place the flashcard on the board. Continue in the same way with the remaining flashcards and ask different questions: *Is the (car) (red)? Is the (kite) big?* Once all the flashcards are displayed, give clues for students to identify the correct toy: *It's black and white. It's round. What is it? (It's a ball.)*

Activity 4G

Objective: Learn vocabulary related to birthdays.

Additional Material: adhesive tape.

Write *Happy birthday!* as if the words were in a banner at the top of the board and draw a table below it. Say: *Let's celebrate!* Show the *Birthdays* Flashcard for cake and say: *This is a cake. Yummy!* Show the *Cake* Word Flashcard and repeat the word for students to echo. Stick the *Cake* Flashcard on the table on the board. Then ask: *What's missing on the cake?* If students do not know the word in English, they can use their mother tongue or mime the action of blowing out a candle. After that, show the photo of the candle and have students repeat the word. Stick the candle above the flashcard of the cake. Next, point to the *Happy birthday!* banner on the board and ask: *What's missing? Let's put some decorations!* Mime the action of blowing up a balloon and elicit the word. Show the flashcard with the balloon and the word for students to repeat chorally and stick the flashcard onto the board next to the banner. Finally, show the flashcard with the present and say: *Look! A present!* Show the corresponding word flashcard and encourage students to repeat the word. Stick the present under the picture of the table. Once all the flashcards are displayed, point to each of them and ask questions: *What's this? (A cake.) Where is the cake? (On the table.)* Invite volunteers to write the words for the photos on the board.

Activity 4H

Objective: Review vocabulary related to birthdays.

Write a word related to birthdays with jumbled letters on the board: *lonbaol*. Students order the letters to write the correct word and draw the corresponding picture in their notebooks. After that, check the activity with the whole class by showing the *Birthdays* Flashcards with the picture of the balloon and the word. Follow the same procedure with the remaining flashcards.

Activity 5A

Objective: Learn the parts of the body.

Place the *Parts of the Body* Flashcards on the board in random order. Ask students to stand up. Point to each flashcard, say the word and have students touch the corresponding part of their body and repeat the word. You can then do it again faster and in a different order. The student who touches the wrong part of their body sits down. Then tell students to stand up with their eyes closed. Say the words for students to touch the corresponding body parts. If there is time, show the *Parts of the Body Word* Flashcards. Invite a volunteer to point to a word, say it and ask their classmates to touch the corresponding body part. Continue with other volunteers.

Activity 5B

Objective: Review the parts of the body.

Arrange students' chairs in a circle (minus one chair). Ask students to sit on the chairs. The student without a chair stands in the middle of the circle. Give each student sitting on a chair a flashcard. Say: *arms, legs*. The two students who have those flashcards should swap places. The student in the middle should try to sit on one of the chairs while the students are swapping places. If they manage to sit down, the game continues with the new students in the middle of the circle and two different parts of the body.

Activity 5C

Objective: Learn vocabulary related to physical appearance.

Show the *Physical Appearance* Flashcards, one by one, and ask questions to present vocabulary. Mime or point to parts of the body to help students answer. Show the flashcard with the two bees and an arrow pointing to the tall bee and ask: *Is this bee tall or short?* Move your arm upwards and downwards as you say the words. After students answer, show the *Tall Word* Flashcard. Have students repeat chorally. Follow the same procedure with the flashcard with the two bees and the arrow pointing to Becky, the short bee. When showing a flashcard showing hair, ask: *What's this? Is it (long) or (short)? Is it (blond) or (dark)?* When the flashcards have pictures of eyes, ask: *What are these? What colour are they?* After students answer each of the questions, show the word flashcards and have the class repeat them. Finally, invite a volunteer to take a flashcard and say a sentence. Then have the students with the characteristic mentioned stand up: *My (hair) is (dark). My (eyes) are (green). I'm (tall).*

Activity 5D

Objective: Review vocabulary related to physical appearance.

Additional Material: a bag or an envelope.

Put the *Physical Appearance* Flashcards inside a bag or an envelope and ask a volunteer to take one flashcard. Explain that you are going to dictate sentences by saying words and showing the pictures. Tell the class to listen to you and look at the picture on the flashcard you show to write sentences in their notebooks. For example, say: *I'm...* and show the flashcard with the arrow pointing to Becky, the short bee. After that, check the answer with the whole class, inviting volunteers to write the sentence on the board. Follow the same procedure with the other flashcards and say: *My hair is... My eyes are...*

Activity 5E

Objective: Learn vocabulary related to actions.

Show the *Actions* Flashcards, one by one, and read the sentences aloud. Encourage students to copy the actions shown on the flashcards while you say the words. After that, show the word flashcards and say the phrases for students to repeat chorally. Next, show the photos in random order and say the actions. If your sentence corresponds with the image, students stand up and mime the action. If the sentence is wrong, students remain in their seats. Encourage volunteers to say the correct sentences.

**Activity 5F**

Objective: Review vocabulary related to actions.

Divide the class into two groups. Invite a volunteer to the front and show one of the *Actions* Flashcards with the sentence to the student. Tell the groups to identify the action the volunteer mimes. The first group to guess gets a point. Encourage a student from the group to write the sentence on the board to get an extra point. After that, show both the picture and the word flashcard. Continue the game for the remaining flashcards.

Activity 6A

Objective: Learn vocabulary related to animals.

Additional Material: adhesive tape.

Invite a volunteer and show him or her one of the *Animals* Flashcards. Make sure no one else can see it but this student. Ask him or her to make a sound or a movement that relates to this animal, so that the class can guess what it is. Encourage the class to guess and call out the name of the animal. If they do not know what to call it in English, they can use their mother tongue. When the class have guessed, show them the picture and stick it onto the board. If necessary, introduce its name in English and work on the repetition of the new vocabulary. Follow the same procedure with other volunteers and flashcards until you have presented all of the animals. Finally, write the words below the flashcards by eliciting their spelling from students.

Activity 6B

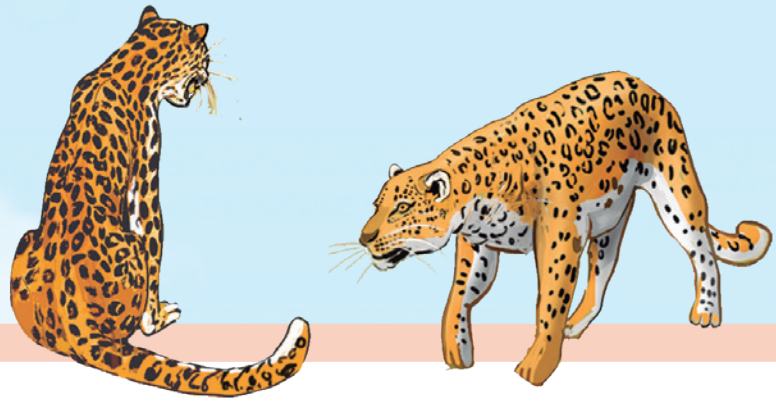
Objective: Review vocabulary related to animals.

Organise the class into eleven groups and give each group an *Animal* Flashcard. Ask students not to show their flashcard to other groups. Next, tell the groups to write three clues about their animals, making sure that they are not too obvious. They can include information about the animals' characteristics. They can also use adjectives. Encourage students to write complete sentences, such as: *I'm small. I have got a tail.* When the groups are done, have them take turns reading their clues, so that the class can guess the name of the animal. When that happens, the group that reads the clues can show their *Animal* Flashcard to the class.

Activity 6C

Objective: Learn parts of the animals' bodies.

Write *Parts of Animals' Bodies* on the board and below place the flashcards showing the pictures. Encourage students to identify the animals and ask students the names of the parts of the bodies. After students say the word, show them the word flashcards to check and have them repeat. When students do not know the answer, say the word and show the word flashcard so that students can read it. Have them repeat chorally. You may focus on the flashcards showing the cat, the eagle and the orca to revise all the words. Point to different parts of the animals' bodies and ask: *What's this? What are these? Are these wings? Is this a tail?*



Activity 6D

Objective: Review parts of the animals' bodies.

Organise the class into two groups. Write the name of an animal on the board and place three *Parts of the Animals' Bodies* Flashcards with their words on the board. Encourage students to identify the word that is not part of the animal's body. For example, you may write *orca* and place the flashcards with the words *beak*, *fins* and *tail*. The first group to identify the wrong word gets a point. Then show the photos of the parts. Follow the same procedure with other animals and words on the flashcards.

Activity GBA

Objective: Learn vocabulary related to endangered animals.

Draw parts of the animals on the *Endangered Animals* Flashcards on the board, so that students can guess what they are. Start by drawing the fins of an orca. When students guess the animal, show them the corresponding flashcard and work on the repetition of the animal's name. Keep the flashcard displayed for reference. Follow the same procedure with the other animals on the flashcards. Once all the flashcards are displayed, point at each of them randomly and encourage students to say the animal's name. You can wrap up the activity by asking students some questions: *Which animal is your favourite? Which one is small? Which one is big? Which one has got wings?*

Activity GBB

Objective: Review vocabulary related to endangered animals and categorise them according to where they live.

Show students the *Endangered Animals* Flashcards and elicit the animals' names. Leave the flashcards displayed for reference. Then draw a Venn Diagram on the board with one circle labelled *land*, another labelled *air* and another labelled *water*. Make sure the intersection is big enough to write the animals' names. Show students one of the flashcards, such as the *bee*, and elicit where a bee lives. (on air) Write *bee* inside the circle labelled *air*. Follow the same procedure with the other animals on the flashcards. One alternative is to organise students into pairs and have them complete the diagram in their notebooks. After that, check the activity with the whole class, inviting volunteers to write the names of the animals in the circles on the board. (land—leopard, panda, water—orca, sea turtle, air—bee, eagle).

Poster and Cutout Activities



Welcome Unit – Hi!

Activity WA – Presentation

Objectives: Introduce greetings and classroom instructions.

Examples: *Good morning, class. Stand up. Sit down. Take out your pencils. Open your books. Close your books. Put away your pencils. Use your pencils. Cut and glue. Sing a song. Play a game.*

Put the cutouts on your desk. Put the poster on the left-hand side of the board, draw students' attention to it and say: *Look, it's a...* Put the teacher's cutout on the poster. Point to the teacher's hand, mime and say: *Good morning, class!* Have students repeat the greeting after you. Then put the *teacher* cutout on the right-hand side of the board and write *Good morning, class!* next to it. You could have students repeat the phrase one more time. Next, point to the students sitting down and say: *Listen to the teacher. Sit down, please.* Repeat the instruction as you mime it. Write the instruction on the board, and have students say it. Put another cutout on the poster, and follow the same procedure to present the instruction. Do the same with the rest of the *instructions* cutouts. If you wish you can divide the class in two. You can tell students that half of the class will be the teacher and will give instructions to

the other half of the class who will be the students. Have students act out, and then switch roles.

Activity WB

Objective: Introduce yourself.

Examples: *Hello. What's your name? Hi. My name's Jill.*

Point to a student on the poster. Model the first line of the following dialogue for the students to repeat:

Boy: *Hello. What's your name?*

Girl: *Hi. My name's Jill.*

Next, point to another student, and teach the second line in the same way. You could write the lines on the board as you practise them. Next, divide the class into boys and girls, and have them practise the first two lines. You could point to the characters in the poster while they are talking. Use the same procedure to teach the last two lines of the conversation. Once students have learnt the conversation you can ask them to work in pairs, and practise the conversation using their own names.

Note: You can also use this poster and these activities in Unit 1 and add other instructions and dialogues.

Examples: *How are you? Fine, thanks. And you? Fine, thanks. Good morning! Good afternoon! Goodbye! Read. Write. Listen. Say. Repeat.*



Unit 1 – My Classroom

Activity 1A

Objective: Present sentences and questions with the verb *to be*.

Examples: *What's your name? My name's Isabel. How are you? Fine, thanks. And you? Fine, thanks.*

Display two cutouts (a boy and girl) in the centre of the board. Suggest names for each. If you wish, you can have students vote for the name they like best. Write the name below the corresponding cutout. Point to the girl and pretend that you ask her: *What's your name?* Answer pretending to be the girl: *My name's (Anna).* Have a volunteer pretend to be the girl and ask: *How are you?* Have the volunteer answer. Repeat the procedure with another volunteer and the cutout of the boy. Write the following questions on the board in a column: *What's your name? How are you?* Point to the cutout of the girl and ask a volunteer to pretend to be the girl. Ask: *What's your name?* Point to the answer on the board to help the volunteer answer. Then ask him or her to come to the board and draw a line from the question to the answer on the board. Do the same for the second question with a different volunteer. Finally, point to the questions and answers. Read them one by one for students to repeat chorally. Leave the cutouts on the board for future use.

Activity 1B

Objective: Present sentences and questions with the verb *to be* and colours, numbers and classroom objects.

Examples: *What's this? It's a ruler. What colour? Green. How many? Three. What's your favourite colour? It's blue. My pencil is yellow.*

Display the poster and the cutouts of the numbers, schoolbags and school objects on the right-hand side of the board before the class starts. Point to the poster and ask: *What's this?* (a classroom) Then place the cutouts of the boy and girl that were not used in Poster Activity 1A. You can ask volunteers to assign a name to each. Point to the girl, ask a volunteer to pretend to be the girl and ask: *What's your name? How are you?* Have the volunteer answer the question. Point to the girl and the schoolbags as you ask: *What's your favourite colour?* Have a volunteer place a schoolbag next to the girl and answer the question: *Her favourite colour is (red).* After that, place three school objects next to the girl and ask: *What's this?* Have a volunteer answer: *It's a (pen). It's a (sharpener). It's a (book).* Repeat the procedure for the cutout of the boy. After that, write on the board: *It's a book. It's a sharpener. It's a pen.* Then point to other school objects and ask questions about colours and quantity: *What's this? What colour? How many?* Have volunteers answer the questions: *It's a pencil. Black. Two.*



Unit 2 - Family!

Activity 2A

Objective: Present family members.

Display the poster on the board. Ask: *What is it? What can you see?* Encourage students to say the words *park* and *picnic*. Write the two words on the left-hand side corner of the board. Show students the cutouts and ask: *Who is having a picnic?* Introduce the word *family* and write it on the board. Place the family members on the left-hand side of the board. Invite volunteers to come to the board and organise the cutouts according to the age of each of the members in the form of a pyramid. (grandma and grandpa on top, mum and dad below them and the kids below their parents) Then point to each family member, say the word and have students repeat chorally. You may ask volunteers to come to the board, take a cutout, say the word and place it in the corresponding place on the poster. Finally, write the names of the family members on the right-hand side of the board.

Activity 2B

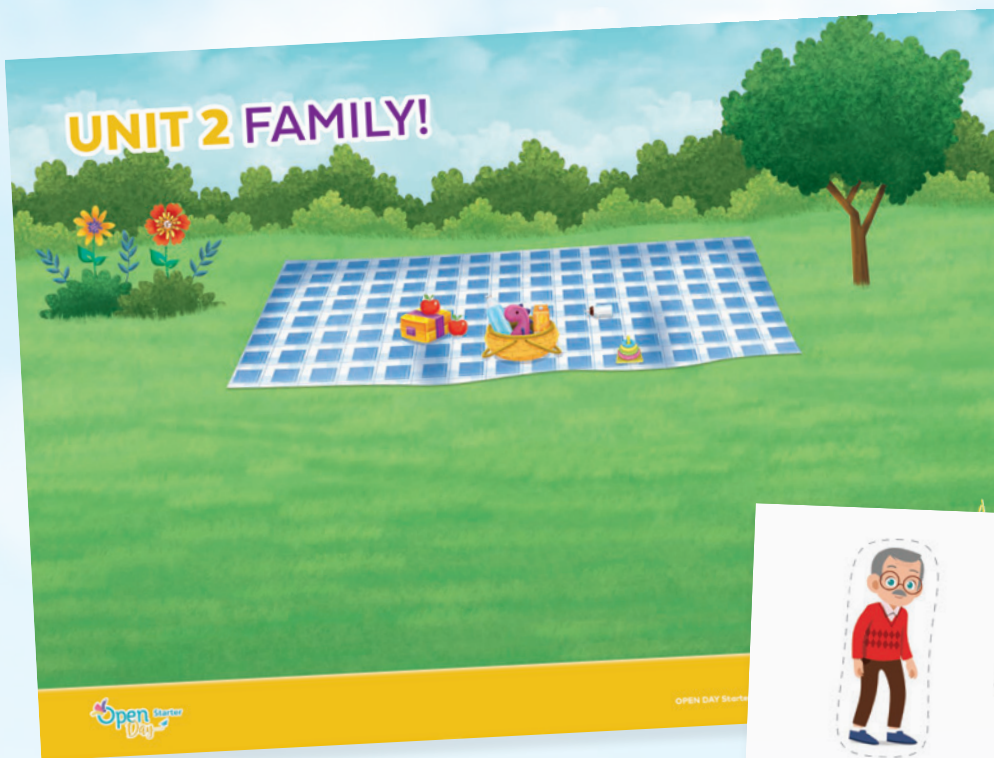
Objective: Present sentences with the verb *to be*, personal pronouns *he / she*, adjectives for feelings and age.

Examples: *This is my sister. She is five. She is happy. He is my dad. He is thirsty.*

Additional materials: *Feelings* and *Numbers 1-10* Flashcards.

Tell students that you are going to show them what a rebus is. (a puzzle which mixes pictures with letters to depict phrases) Next, write the following rebus on the board: (*cutout of grandma*) + *is* + (*flashcard of hungry*). Point to each piece of the rebus and read: *Grandma is hungry*. Write *is* under the *is* in the rebus and invite a volunteer to come and form a similar sentence. Repeat for two more sentences. Continue with several volunteers.

Note: You may also use the family members in the cutouts to practise the feelings depicted instead of the *Feelings* Flashcards.



Unit 3 - Home!

Activity 3A

Objective: Present parts of the house. Present sentences, questions and answers with the verb *to be*.

Examples: *This is the bedroom. The house is big. Is the garden small? Yes, it is.*

Point to the poster and ask: *What's this?* Teach the word *house*. Place the parts of the house in the house plan. Point to each, say the name, and have students repeat after you: *living room, dining room, kitchen, bathroom, bedroom, garden*. You can write the names on one side of the board to teach the written form. Point to the parts of the house again and ask: *Is the bathroom small? How many bedrooms?* Model the question and have students repeat. Have different students ask you questions about the house. Finally, have students ask and answer the questions in pairs.

Activity 3B

Objective: Present furniture vocabulary. Ask and answer about the location of furniture.

Additional Material: *Furniture and Accessories Flashcards*

Examples: *Where's the fridge? It's in the kitchen.*

Place the cutouts on the board. Point to them one at a time to introduce each furniture item. Have students repeat after you. Then point to the furniture items in random order, and have students name them. To vary the activity, you can have volunteers come to the front, and point to the furniture items for their classmates to name them. Point to the fridge and ask: *Where's the fridge?* Encourage students to answer: *It's in the kitchen*. Model the answer and have students repeat. Call students to the front. Give each student a *furniture or accessory* cutout, and have them put it in the room they think it should go. Then ask questions about the location of the furniture items: *Where's the bed? Where's the chair?*, etc. Have students answer: *It's in...* Then write the beginning of the question on the board: *Where's the...?* Invite students to ask questions for the class to answer.



Unit 4 – My Toys and Pets

Activity 4A

Objectives: Review prepositions of place and furniture vocabulary. Present toys vocabulary.

Examples: *The doll is on the bed. The car is in the toy box. The robot is under the plane.*

Additional Materials: Two face masks on popsicle sticks (a boy and a girl).

This review should be carried out after the prepositions of place have been presented with the flashcards. Put the poster on the board and ask: *What part of the house is it? Who are the family members in the picture?* Put the toys cutouts on your desk, and call four students to the front, one at a time. Ask them to listen to, and follow your instructions: *Student 1—Put the plane in the box. Student 2—Put the doll under the bed. Student 3—Put the robot on the table. Student 4—Put the teddy bear on the kite.* Then ask: *Where is the teddy bear? Where is the doll? Where is the plane? Where is the robot? Is the ball under the bed?*

Is the plane on the table? Yes, it is. / No, it isn't. Have students answer chorally.

Put the toys cutouts on the board. Point to them, one at a time and name them. Have students repeat after you. You can give different volunteers a toy cutout. Have them go to the front and follow your instructions: *Put the ball in the box. Put the car on the robot. Put the doll on the bed. Put the robot in the toy box, next to the car., etc.* Then ask: *What's your favourite toy?* Encourage students to raise their hands and answer.

Activity 4B

Objective: Review prepositions of place and furniture vocabulary. Present pets vocabulary.

Examples: *This is a hamster. Is this a dog? Is the rabbit in the box? Yes, it is. / No, it isn't.*

Put the cutouts of the pets in different places on the poster and ask questions: *What's this? Is the fish in the bowl? Where is the cat? Have different volunteers answer the questions.*



Unit 5 – My Body

Activity 5A

Objective: Present the verb *have got* and parts of the body vocabulary. Talk about physical appearance.

Examples: *I'm short. I have got brown hair and dark eyes. He is tall. He has got blond hair and blue eyes. She has got red hair and green eyes.*

Place the *body parts* cutouts on the board. Point to them and name them. Ask students to repeat. Now ask volunteers to place the body parts on the bodies and name them while they do so. Then describe the girl on the poster: *She is tall. She has got (green) eyes and (red) hair. She has got two arms and two feet.* Write the description on the board. Ask a volunteer to come to the front and place the *parts of the body* cutouts on the boy's body and describe him. Write the description on the board. Finally, ask other volunteers to come to the board, choose other body parts and describe the boy or the girl. They can use

the descriptions on the board as models to make the descriptions.

Activity 5B

Objective: Present questions with the verb *to be* and *have got* to ask and answer questions about parts of the body and physical appearance.

Examples: *Are you short? Yes, I am. / No, I'm not. What colour is your hair? It's blond. How many arms has she got? She has got two arms.*

Place the poster on the board and the parts of the body cutouts on your desk. Ask volunteers to choose different cutouts for hair and eyes and place them on the girl's or boy's bodies. Ask questions about the physical appearance of the boy and girl and have other volunteers answer: *What colour hair has the girl got? She has got (red) hair. What colour eyes has he got? He has got (dark) eyes.*



Unit 6 – Animal World

Activity 6A

Objective: Present the verb *to be* and demonstratives. Talk about animals and their characteristics.

Examples: *What's this? What are those? That is a long tail. These are big ears.*

Place the poster on the board and the *Animals* cutouts on your desk. Point to the different parts of the poster and have students identify where animals live: river, trees, mountains. Have students close their eyes and put the *hippo* cutout in the river in the foreground of the poster. Ask students to open their eyes. Point to the hippo and say: *Look! What's this?* Model the question and have students repeat. After students answer, point to different parts of the animal and ask: *What are these? Are they big ears?* Write the questions and the following sentence beginnings on the board to talk about the animals' characteristics: *What's this? What are these? This is a... / These are...* Encourage students to use these phrases to describe the animal's characteristics. After that, follow the same procedure with the *monkey* cutout. Put it in one of the trees in the background. Once students open their eyes, point to the monkey

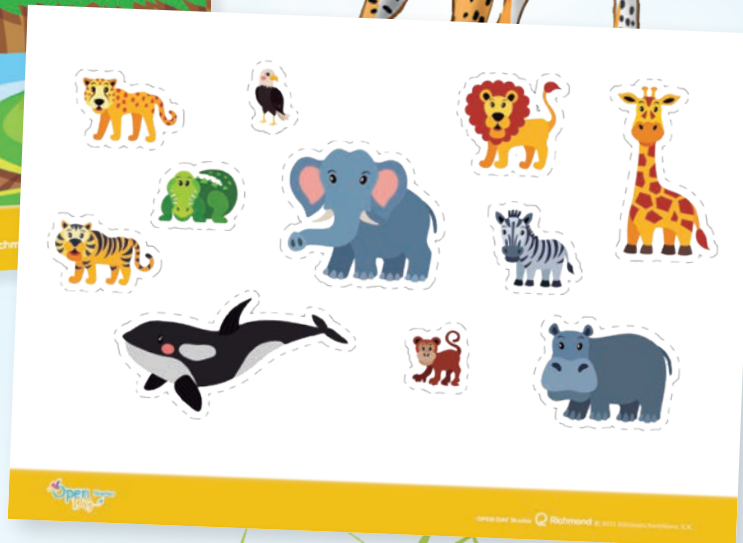
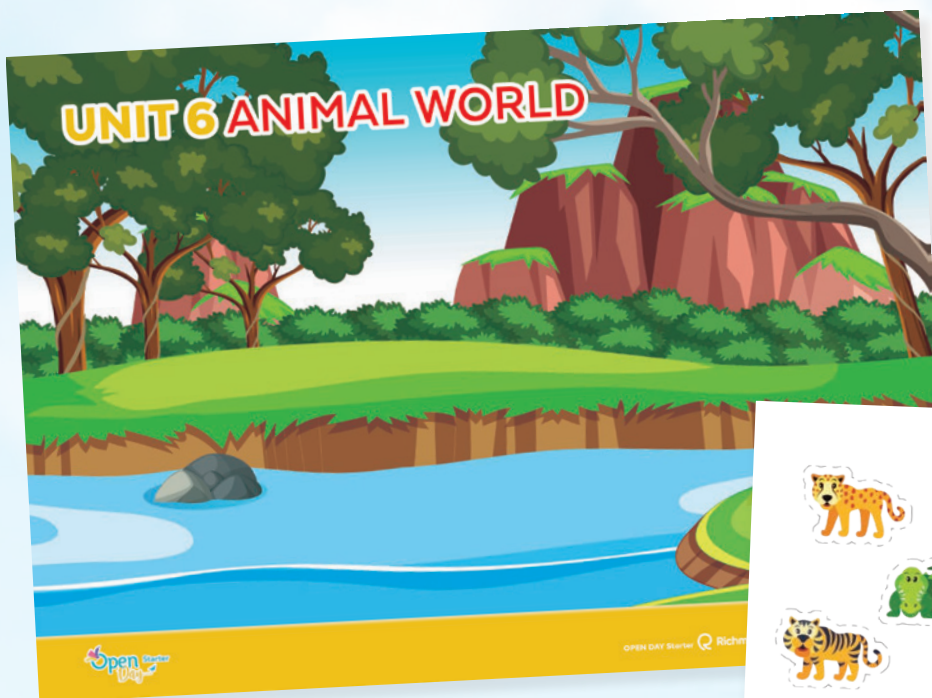
and say: *Look! What's that?* Have students repeat the question and answer. Then point to different parts of the animal and have volunteers say the animal's characteristics: *That is a long tail. Those are big ears.* Add the questions and the sentence beginnings on the board: *What's that? What are those? That is a... / Those are...* Invite volunteers to the front to take a cutout, place it on the poster and ask questions to the class and describe the animals' characteristics.

Activity 6B

Objective: Present *have got* for possessions and describe parts of the animals' bodies.

Examples: *It has got a beak. They have got small eyes.*

Place the cutouts on the board. Say: *It has got fins.* Encourage students to name all the animals with fins: *orca*. Write on one side of the board: *The orca has got fins. / It has got fins.* Then say: *It has got a big mouth.* Have student say the corresponding animals and write on the board: *The orca, elephant, hippo and crocodile have got a big mouth. / They have got a big mouth.* Finally, invite volunteers to describe animals for the class to identify them.



Goodbye Unit - See you!

Activity GBA

Objective: Review endangered animals and places where they live.

Place the poster on the board and write the following prompts: *live in the forest near the mountains in Russia / live in the forest near the mountains in China / live near rivers and mountains in North America / live in all the continents, except Antarctica / live in the ocean.* Place the cutouts on the board and have students name the animals. Then invite volunteers to read the prompts and encourage the class to match the animals with the habitats. Next, point to the poster and help volunteers to put the cutouts in the correct place on the map.

Activity GBB

Objective: Review endangered animals and physical characteristics.

Display the cutouts on the board and say two true sentences and one false sentence about an animal: *The leopard is yellow and black. It has got small ears. It has got a short tail.* Encourage students to identify the false sentence and say the correct sentence: *It has got a long tail.* To vary the activity, you can have volunteers say the sentences for the class to identify and correct the false one.



WELCOME UNIT HI!

1 LOOK AND LISTEN. 🎧



WELCOME UNIT HI!

Objective of the day:

1. Present greetings and introductions vocabulary.

Materials: Characters Flashcards.

Open the day

- "Mindful Movement" practice.

In L1, 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.

- Characters Flashcard Activities.

You may want to do some of these activities to introduce the characters.

Open the book!

1 Look and listen.

Call students' attention to the scene on page 6. Ask: *Who are they?* Elicit answers. Next, in L1, explain that they are going to listen to these characters, the *Good Buddies*, introducing themselves. Explain that the *Good Buddies* are a group of friends who will help them learn English throughout the year. We suggest you play Track 1 three times. The first time, you may have students just listen. The second time, encourage students to point to the characters as they hear their names. The third time, ask them to listen and repeat. Finally, point to the different characters and ask volunteers to introduce themselves as if they were those characters. Finally, tell students to bring a photo of themselves to do an activity next class.

GOOD BUDDIES 

You may also want to have students watch the *Good Buddies* Animated Story to do this activity.

Close the day

- To make sure students have learnt the names of the *Good Buddies*, ask them to point to the different characters as you ask them to. Point to Tom and say: *Hi! I'm Tom. Point to Tom.* Have students point to Tom and say: *Hi! I'm Tom.* Do the same with the rest of the characters.

Objectives of the day:

1. Review characters, introductions and greetings vocabulary.
2. Present classroom instructions.

Materials: *Welcome Unit* Poster with Cutouts, *Characters* Flashcards; students' photos.

Open the day

- "Mindful Movement" practice.
- *Welcome Unit* Poster and *Characters* Flashcards Activities.

You may want to do some of these activities to review greetings and introductions. You may also use them to present simple classroom instructions that you will use with students: *Stand up, Sit down, Listen, Write, Draw, Say, Repeat, Open your books, Close your books, Use your pencils, etc.*

Open the book!

2 Look and stick.

Call students' attention to the scene on page 6. Ask: *Who are they?* Elicit answers. Next, call their attention to the empty spaces in Activity 2, on page 7. Explain that they will fill in these spaces with stickers of the characters' faces. Have them find the stickers at the back of the book. Hold up the Student's Book, point to Eva and say: *Hi! I'm Eva.* Encourage students to find and point to the corresponding picture on their Stickers page. Ask them to paste the sticker onto the corresponding outline. Help students as necessary. Continue in the same way with the rest of the characters. Finally, call out the characters again, at random, and ask students to point to the pictures on page 7. You could also help students read the introductions after they have identified each character correctly.

3 Stick your photo and complete.

Tell students they will now practise how to introduce themselves in the same way the characters did. Introduce yourself to model the activity: *Hi! I'm...* Ask some volunteers to introduce themselves. Now direct students' attention to the box in Activity 3 and tell students to look for the photo of themselves you asked them to bring last class. They will have to stick this photo and complete the sentence with their names. Walk around the classroom to help as needed. Students may look at the sentences

in Activity 2 as a model. To check the answers, ask some volunteers to read their sentences aloud and show their photos to the class. Finally, tell students to visit the online platform for more practice at home.

Close the day

● Play Stop!

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

  Practice Book: Assign Activity 1 on page 4 as homework.

2 LOOK AND STICK. 

1. HI! I'M EVA.



2. HI! I'M ALEX.



3. HI! I'M TOM.



4. HI! I'M ISABEL.



3 STICK YOUR PHOTO AND COMPLETE. 

A large rectangular area with a decorative border featuring a zigzag line, bees, and hearts. At the bottom left is a beehive icon. At the bottom center is a text box with the prompt "HI! I'M _____." and a line for writing. At the bottom right is a yellow circle icon.

MY LANGUAGE

4 LISTEN AND TRACE. 

HI! WHAT'S
YOUR NAME?



HELLO! MY
NAME'S DAN.

I'M BECKY.

 PLAY A NAME GAME!

HI! WHAT'S YOUR NAME?



HELLO! MY NAME'S LINDA.

Objective of the day:

1. Practise greetings and how to introduce oneself.

Materials: *Welcome Unit* Poster, *Characters* Flashcards.

Open the day

- "Mindful Movement" practice.
- *Welcome Unit* Poster and *Characters* Flashcards Activities.

You may want to use some of these activities to review vocabulary.

Open the book!**4 Listen and trace.** 

Point to the picture in your book. Explain that the characters depicted are honeybees and that they will learn more about them in the next unit. Say that they are greeting each other and introducing themselves. Next, play Track 2 and have students follow the text with their fingers. Play the audio again, and ask students what the names of the characters are and point to them (Dan and Becky). Point to the word *Hi!* and remind students that this is the word Eva, Alex, Isabel and Tom used in the previous lesson to greet their friends. Explain to students that they can say both *Hi* and *Hello* when they greet someone. Also explain that you ask the question when you want to know someone's name and that you answer in two ways: *I'm...* or *My name's...* Play the audio once more and ask students to read aloud chorally, using different voices for Becky and Dan. Now, encourage students to trace over the question and answers. You may also want to practise the intonation in the question (rising intonation) and the answers (falling intonation) by having students read the dialogue aloud again.

**Play a Name Game!** 

Explain to students that they are now going to play a game. Take the chance to teach the instruction: *Play a game*. Tell students that you are going to ask a question aloud for them to answer. 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 they will ask you the question and you will say the answer. Students should ask: *What's your name?* And you should answer: *My name is* (Tina). Once students are familiar with the activity, have them play in pairs. Walk around the classroom, providing help if necessary.

Close the day

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

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 sure that students understand the instructions by creating 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. You can also use the *Welcome Unit* Poster and the *Poster Activities* to do this.



Practice Book: Assign Activity 2 on page 5 as homework.

Objective of the day:

1. Review greetings and how to introduce oneself.

Materials: *Welcome Unit* Poster with Cutouts, *Characters* Flashcards; paper (1 sheet per student), markers.



Practice Book: Assign Activity 3 on page 5 as homework.

Open the day

- "Mindful Movement" practice.
- *Welcome Unit* Poster with Cutouts, *Characters* Flashcards Activities.

You may want to do some of these activities to review vocabulary.

Open the book!

5 Listen, trace and sing.

The following activity will help students to consolidate vocabulary in a ludic and meaningful way. Point to the *Good Buddies* characters and ask: *Who are they?* Encourage different students to answer. Next, explain that the *Good Buddies* are having fun and singing a song and that they will also listen to the song to review greetings and introductions. We suggest you play Track 3 three times. The first time, you may have students listen, and point to the characters 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. Next, ask students to trace over the words in grey. If necessary, demonstrate the activity on the board. Then play the audio for the third time and have students clap to the rhythm, sing and dance along. Finally, tell students to visit the online platform for more practice at home.

Close the day

- 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...* and ask another volunteer: *What's your name?* Have that student answer and ask the question again. Then have the volunteer answer. Continue in the same way with the rest of the students.

5 LISTEN, TRACE AND SING.  

THE HELLO SONG

HELLO! HELLO! HELLO!

I'M BECKY. I'M DAN.

HI, BECKY! HI, DAN!

I'M ALEX. I'M EVA.

I'M TOM. AND I'M ISABEL.

WHAT'S YOUR NAME?

WHAT'S YOUR NAME?

WELCOME TO OPEN DAY!



TOPIC 1

THE PEOPLE AROUND ME

Objectives of the day:

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

Materials: a bell; photos or illustrations of famous families and friends characters (Lilo and Stitch, Shrek and Donkey, The Incredibles, The Simpsons, etc.).

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 unit's character, the bees! We suggest that you do this activity to start your class every day while you are working on Topic 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 show students photos of famous friends and families. Explain that the people around them are family members and 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 (in L1 if necessary): *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)*



UNIT 1 MY CLASSROOM

NUMBERS 1-6

- CIRCLE THREE NUMBERS IN THE BIG PICTURE.

COLOURS

- CIRCLE A , AN  AND A  THING IN THE BIG PICTURE.

10

TOPIC 1 UNIT 1 MY CLASSROOM

UNIT 1 MY CLASSROOM

Numbers 1-6

Point to the Unit 1 *My Classroom* heading on page 10. Don't forget that Topic 1 is divided into two units. In Unit 1, students will learn a lot more about friends and objects in the classroom. Write the word *Classroom*. Explain the meaning of the word by showing the walls and everything and everybody. Then write some numbers on the board and say: *These are numbers*. Name the numbers and show them on the board. Once these concepts are clear, students find the numbers in the big picture and circle them. They don't need to know the names of the numbers at this stage, but you can name them while using your fingers so they understand what you mean.

Colours

Point out the three splashes of colour. Ask students to point to the one they like best. Then explain that there is an orange thing, a red thing and a blue thing in the big picture. Students should circle the corresponding objects in the picture.



UNIT 2 FAMILY!

FAMILY MEMBERS

- CIRCLE FOUR FAMILY MEMBERS IN THE BIG PICTURE.

FEELINGS

- CIRCLE A SAD AND A THIRSTY PERSON IN THE BIG PICTURE.

TOPIC 1 UNIT 2 FAMILY!

11

UNIT 2 FAMILY!

Family Members

Ask students who their family members are. Maybe there are siblings in the class or in the school. Elicit their names. Then point to the family members in the big picture and invite students to circle four of them. Ask what other friends and family they can see on page 11. (the (honey)bees at school and the loggerhead (or sea) turtles family) Explain to students that in Topic 1 they will be learning about different types of friends and families.

Feelings

Point to different people in the big picture and ask: *How are they feeling?* Show some of them and explain they are not feeling the same. Show Eva's brother and ask: *How is he feeling?* (thirsty). Then show Tom's mum and ask: *How is she feeling?* (sad). Point to Isabel's sister and ask: *How is she feeling?* (happy). As they name the feelings in Spanish, say them in English and ask them to repeat. Then ask them to circle a sad person and a thirsty person in the big picture.



Point to the Reader icon on page 10 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 and ask students whether they like the illustration and why. Point to the school and the school on page 10 in the Student's Book and elicit the meaning. 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 11. 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.

Honeybees and Loggerhead Turtles



It is important to start raising students' awareness of the vulnerable species in the Open Day series. In L1, explain to students that besides learning English, they will learn about endangered or vulnerable animals with this series. They will find these animals throughout the books and will find out why they are endangered or vulnerable and what we can do to help save them. Call students' attention to the (honey)bees and loggerhead (or sea) turtles in the zip in the big picture. Ask them if they remember the (honey)bees Dan and Becky from the Welcome Unit. In Unit 2, they will be introduced to the loggerhead (or sea) turtles family of Bertha, Shelley and Pocket. If possible, ask students to talk to their family members about (honey)bees and loggerhead (or sea) turtles and their importance for the planet. They can draw pictures of the bees and turtles and bring them to the classroom at the start of each unit. They can be part of the classroom decoration if permitted. Explain that these characters will appear in the comic strip and activities in Units 1 and 2.

UNIT 1 MY CLASSROOM

1 LOOK AND STICK. 🖱️

1



2



3



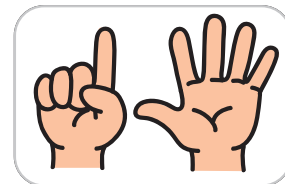
4



5



6



2 LISTEN, TRACE AND CHANT. 🎧

1

ONE

2

TWO

3

THREE

4

FOUR

5

FIVE

6

SIX

UNIT 1 MY CLASSROOM

Objectives of the day:

1. Learn to count from 1 to 6.
2. Recognise the written form of numbers from 1 to 6.

Materials: a bell, *Numbers 1–6* Flashcards, *Unit 1* Poster with Cutouts.

Close the day

- You may want to do some of the *Numbers 1–6* Flashcards or *Unit 1* Poster Activities to round up the lesson.

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

Open the day

- “Buzzing Bees” practice.
- *Numbers 1–6* Flashcards and *Unit 1* Poster Activities.

You may want to present numbers 1 to 6 using some of these activities. However, you can present the numbers using Activity 1 in the book and do the Flashcards and / or Posters Activities to review them at the beginning of the next class.

Open the book!

1 Look 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 one finger*. Model this for the students to do the same. Repeat for other numbers from 1 to 6. Then have students look at the numbers and explain they will have to find the correct stickers for each number at the back of the book and paste them in each space.

2 Listen, trace and chant.

Ask students to listen to the chant and look at the numbers in the activity. Play Track 4 for the first time. The second time, students can listen and trace the words. Finally, they can listen, point and chant.

Objectives of the day:

1. Learn the colours: *red, yellow, orange, green, blue, black.*
2. Review numbers 1 to 6.
3. Respond to prompts: *Number / Colour.*

Materials: a bell, *Colours and Numbers 1-6* Flashcards, *Unit 1* Poster with Cutouts; 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,
What's your name?
My name's...
What's your name?

Sing the chant and point to a student when you sing the last line. They say: *I'm...* Repeat several times with other students.

Sing the chant as a class:

<https://www.youtube.com/watch?v=OZuA3bDwGrs>

- *Colours and Numbers 1-6* Flashcards and / or *Unit 1* Poster Activities.

You may want to do some of these activities to present vocabulary.

Open the book!

3 Listen, colour and say.

This is a presentation of colours through a discovery activity. Students should have a coloured pencil of each of the colours ready before they colour the letters or splashes. Once they have coloured in the words, ask them to listen to the words. Play Track 5 and invite students to listen and point. You may want to stop the audio after each word when you play it for the first time and make sure that students are pointing to the right word. Repeat twice more and ask students to repeat the words when they hear them. Ask volunteers to read a word for the class to point to.

My Space

• Draw and colour.

Have students work in pairs for this activity. Each student draws and colours a number from 1 to 6 using one of the colours that they have just learnt.



• Ask and answer.

Read the dialogue pretending that you are two different people. Exaggerate the intonation of the prompts enough for students to notice. You may want to walk around the classroom pointing to some school objects and using the prompts for them to answer and having volunteers repeat after you: *Number. (Two) Colour. (Red)* Then have students form pairs and practise reading the dialogue. Once they are ready, invite them to say the dialogue replacing *red* and *two* with the number and colour they used to complete the activity. Finally, remind students to visit the online platform for more practice at home.

Close the day

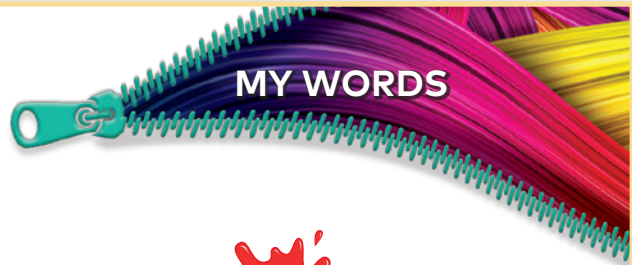
You can do either of the two activities below to close your class:

- Divide students into three teams and locate them at the back of the classroom. They should have their school objects in the colours they learned today 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. Each team provides their runner with a school object that matches that colour. The runners should get to where you are as fast as possible. The first runner to get to your place wins one point. The team with the most points, wins.
- You may also want to do some of the *Colours and Numbers 1-6* Flashcards and / or *Unit 1* Poster Activities as a review.

  Practice Book: Assign Activity 2 on page 7 as homework.

Open Day Tip Classroom Management

It is important to 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.



3 LISTEN, COLOUR AND SAY. 

1. **BLUE** 

2. **RED** 

3. **GREEN** 

4. **ORANGE** 






5. **BLACK** 

6. **YELLOW** 

● MY SPACE ● 

● DRAW AND COLOUR.

● ASK AND ANSWER. 



MY LANGUAGE

1 LISTEN AND FOLLOW. 

GOOD BUDDIES IN CLASS

1



2



2 LISTEN, LOOK AND TRACE. THEN ACT OUT. 

HI, ALEX! HOW ARE YOU?

FINE, THANKS.



HELLO, EVA!
FINE, THANKS.
AND YOU?

Objectives of the day:

1. Review greetings and introductions.
2. Listen to a comic strip about the first day of school.
3. Learn to ask and answer some personal questions.

Materials: a bell, *Colours and Numbers 1–6* Flashcards, *Unit 1* Poster with Cutouts.

Open the day

- "Buzzing Bees" practice.
- *Colours and Numbers 1–6* Flashcards, *Unit 1* Poster with Cutouts.

You may want to use some of these activities to review vocabulary.

Open the book!**1 Listen and follow.** 

Point to the comic strip in your book and ask students to look at the pictures. Ask students some questions about the pictures: *Can you see any numbers? Can you see something blue / green / red? Where are the students? Do you recognise any of the characters? Who are they? How many times does the bee appear in the comic strip?* Have students look at the story again to check whether they remembered correctly or not. Next, play Track 6 and have students follow the strip with their fingers. Play the first part again and ask students what is happening (Alex, Eva, Tom, Isabel and the teacher are introducing themselves and greeting each other). Play the second part of the audio and ask students what is happening now (The teacher and the children are talking about favourite colours and school objects and Alex's pencils fall on the floor. Everybody helps him get his pencils together.). Finally, play the audio again. Stop after each character speaks and ask students to repeat.

GOOD BUDDIES IN CLASS 



You may also want to have students watch the *Good Buddies* Animated Story to do this activity.

2 Listen, look and trace. Then act out. 

Ask students to look at the picture and ask who the characters are and what they are doing (Alex and Eva are greeting each other.). Play Track 7 once for students to just listen. Play it again, stopping after each character speaks for students to repeat. Then tell them to trace the words and ask some volunteers to act out the dialogue. Finally, greet some students and ask them how they are for them to answer. Repeat the dialogue with some of them and then ask them to work in pairs and greet each other.

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 and point to it.

  Practice Book: Assign Activities 1 and 2 on page 8 as homework.

Objectives of the day:

1. Review colours and numbers 1 to 6 vocabulary.
2. Present school objects vocabulary.

Materials: a bell, *Colours, Numbers 1-6* and *School Objects* Flashcards and *Unit 1* Poster with Cutouts.

Open the day

- "Buzzing Bees" practice.
- Chant *Hello, hello*.
- *Colours, Numbers 1-6* and *School Objects* Flashcards and *Unit 1* Poster Activities.

You may want to do some of these activities to review and / or present vocabulary.



Open the book!

3 Listen, trace and say.

Ask students if they remember what happened in the comic strip (The teacher and the children were introducing themselves, talking about school objects and Alex's pencils fell on the floor.). Ask them if they remember the school objects mentioned in the story (ruler, pencils). Ask: *What's Tom's favourite colour?* (Green.) *What's your favourite colour?* Ask students at random to answer the question. Now explain that they will now learn how to name other school objects in English. Play Track 8 and ask students to follow the pictures in their books as they listen. Play the track for a second time and ask students to repeat as they listen. Finally, have students trace the words for school objects.

Close the day

- Display the *Unit 1* Poster on the board. Then ask students to come to the board and pick a *schoolbag* cutout for each of the cutouts of the students in the Poster Cutouts. Write on the board: *My favourite colour is...* Model the presentation of each *student*: *Hello, my name's* (Claire). *My favourite colour is* (green). Have students echo each sentence. Finally, have volunteers pretend to be the students in the Poster Cutouts and introduce 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 9 as homework.

3



4



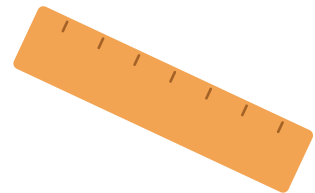
3 LISTEN, TRACE AND SAY. 



1. **BOOK**



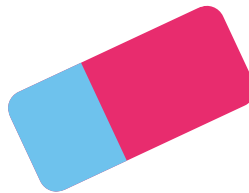
2. **PENCIL**



3. **RULER**



4. **SHARPENER**



5. **RUBBER**



6. **PEN**

MY LANGUAGE

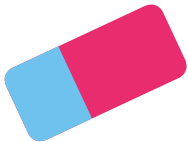
4 WHAT'S THIS? LISTEN AND MARK (✓ or X) IN EACH BOX.  

1. 

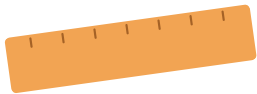


2. 



3. 



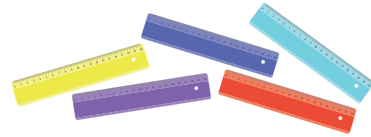
4. 



5 HOW MANY? LOOK AND COMPLETE.



ONE



FIVE



FOUR



TWO



SIX



THREE

Objectives of the day:

1. Review numbers and school objects vocabulary.
2. Learn to answer questions about numbers and school objects.

Materials: a bell, *Numbers 1-6* and *School Objects Flashcards* and *Unit 1 Poster with Cutouts*.

Open the day

- "Buzzing Bees" practice.
- Chant *Hello, hello*.
- *Numbers 1-6* and *School Objects Flashcards* and *Unit 1 Poster Activities*.

You may want to do some of these activities to review vocabulary.

Open the book!**4 What's this? Listen and mark (✓ or X) in each box.**   



Review school objects with students. Point to the classroom objects or the objects in the activity at random and ask: *What's this?* Have students name them. Now explain to students they will listen to the teacher and the children in the *Good Buddies* naming school objects and that they will have to mark with a tick or a cross whether the school object in the activity is the one mentioned in the track or not. Play Track 9 for students to complete the activity. Play it once again and check the activity all together.

5 How many? Look and complete.

Ask students to look at the pictures in the activity and ask them: *What's this?* (A ruler). Now explain to students they will have to count the rulers in the activity and complete with the corresponding number. To check the activity, ask volunteers to come to the board to write the numbers.

Close the day

- Walk around the classroom and point to different school objects on students' desks. Pick one up and ask: *What's this?* Students should answer: *It's a pencil. / A pencil.*

  Practice Book: Assign Activities 5 and 6 on page 10 as homework.

Objectives of the day:

1. Review school objects, colours, numbers and greetings.
2. Ask and answer questions about school objects, colours and numbers.
3. Greet and respond to greetings.

Materials: a bell, *School Objects, Numbers 1-6 and Colours Flashcards, Unit 1 Poster with Cutouts, music.*

Open the day

- "Buzzing Bees" practice.
- *School Objects, Numbers 1-6 and Colours Flashcards and Unit 1 Poster Activities.*

You may want to do some of these activities to review vocabulary.

6 What colour is it? Listen and colour.

Tell students that they will listen to some phrases where the school objects in the activity are mentioned. Explain that they will hear a colour associated to each school object and that they will have to colour the objects accordingly. Play track 10 for students to get the general idea of what they are supposed to do. Then play the track for a second time, pausing after each object is mentioned for students to have enough time to colour the objects. To check the activity, draw the objects on the board and ask some volunteers to colour them.

7 Read and match.

In this activity, students are expected to read the questions and match them to the corresponding answers. Do the first one all together to model the activity. Give students some time to carry on with the activity. To check, ask some volunteers to read a question and its answer. Finally, remind students to visit the online platform for more practice at home.



Play a School Objects Game!


Ask students to look at Dan and Becky and their classmates. They are speaking about their school objects and playing a game. Explain that they are now going to play the same game in pairs. Model the activity by reading the bees' dialogue. Then ask similar questions for children to answer. Ask: *What's this?* Students should answer: *It's (a sharpener).* *What colour?* (Red). *How many (rulers)?* (One). Then explain that they will work in pairs and ask and answer questions about their school objects. Help students if necessary.

Close the day

• Play Word Freeze.

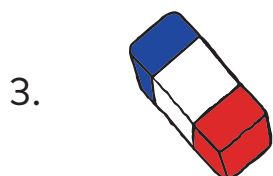
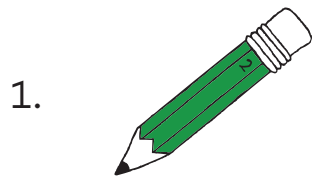
Name a category of words students have seen so far; for example, *Colours*. Play music for students to start dancing. Call out words from that category and others (numbers, school objects). Students should freeze when they hear a colour word, but keep dancing for any other word. If they do not freeze,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







 Practice Book: Assign Activities 7 and 8 on page 11 as homework.



6 WHAT COLOUR IS IT? LISTEN AND COLOUR. 



7 READ AND MATCH. 

- | | | |
|-----------------|-------------------------------------------------------------------------------------|-------------------|
| 1. HOW ARE YOU? |  | SIX. |
| 2. HOW MANY? |  | YELLOW. |
| 3. WHAT COLOUR? |  | I'M FINE, THANKS. |
| 4. WHAT'S THIS? |  | IT'S A RUBBER. |

 **PLAY A SCHOOL OBJECTS GAME!**

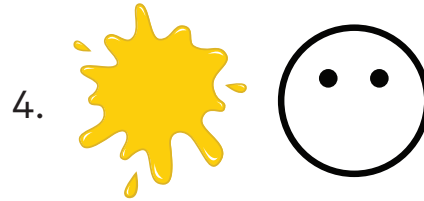
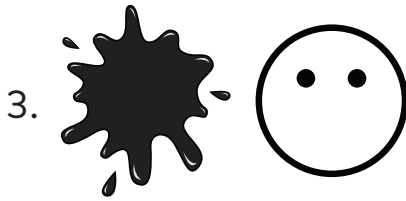
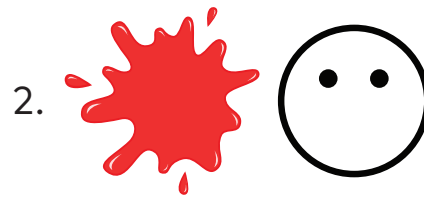
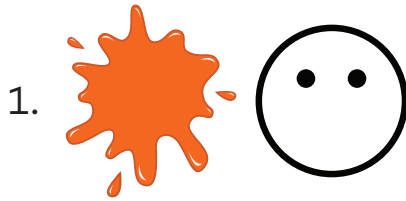




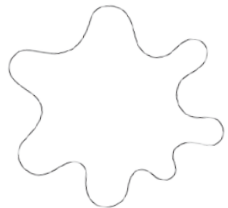
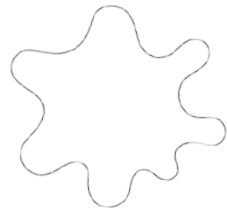
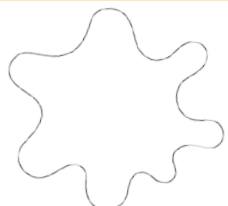
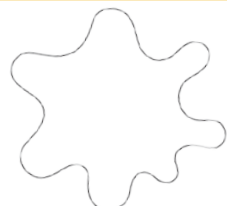
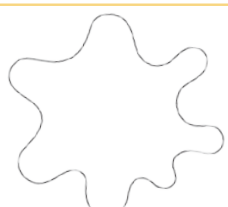
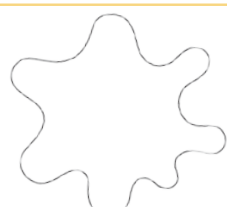
MINDFUL COLOURING



1 LOOK AT THE COLOURS AND DRAW HOW YOU FEEL.



2 LISTEN AND COLOUR. 

1. 	2. 
3. 	4. 
5. 	6. 

Objective of the day:

1. Become aware of your feelings and how colours represent and influence them.

Materials: a bell, a rattle, a drum.

Open the day

- "Buzzing Bees" practice.
- "Mindful Body 1" practice.

In L1, 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 Colouring** **1 Look at the colours and draw how you feel.**

Point to the colour splashes and ask in L1: *How do colours make you feel? Have you got the same feelings for red and black, for example? Does yellow make you feel better than green? Do colours remind you of some people or some situations in your life?* Students should explain how colours make them feel or how they prefer some colours to others. Now ask them to look at the colour splashes in Activity 1 and draw a sad face or a happy face according to how these colours make them feel. Finally, ask some volunteers to share their reactions to the colours in the activity.

2 Listen and colour. 

Now explain to students that they will hear some pieces of music. They will have to represent their reactions to them by colouring the splashes with different colours according to how they feel. Play Track 11 once for students to listen to all the pieces. Then play it for a second time, pausing after each piece for students to colour the splash. Finally, have students share how each piece of music made them feel. This activity will help children start analysing their feelings to understand themselves better.

Close the day

- **Play Sound Freeze.**

Play the drum or use your desk or table to make a slow and rhythmic sound. In L1, 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. Do this for one minute.

Objective of the day:

1. Learn to produce the initial letter sounds a /æ/, b /b/, c /k/, d /d/

Materials: a bell, self-made *Capital and Small Letters A, B, C and D* Flashcards. You can use the IPA Pronunciation Guide in the Audioscript Section 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.

- *Capital and Small Letters A, B, C and D* Flashcards Activity: Place the flashcards on the board in random order so that the small letters are facing the class. Invite volunteers to come to the board and arrange the letters in alphabetical order. You can say each letter out loud every time it is placed in the corresponding position.

Open the book!**1 Colour the letters, trace and match.**

Use the *Letters* Flashcards you prepared or draw the letters *A a, B b, C c* and *D d* on the board. Point to letter *A a* and say /æ/. Point to *B b* and say /b/. Do the same for *C c* /k/ and *D d* /d/. Have students point to each letter in their books. Say how the letter sounds once more and have students echo. Now name the nouns in the activity: *Alex, book, colours, Dan* and have students repeat. Explain to students that they will have to colour the letters and match them to the nouns in the activity according to their initial letter sounds. Then have students trace the words. Finally, students colour the letters and match. To check, you can ask some volunteers to read aloud the initial letter sounds and the nouns.

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

Tell students that they will listen to some sounds and words and will have to decide whether the pictures in each point are right or wrong. Play Track 12 once and ask students to identify the initial sounds by pointing to the correct consonants in the book or on the board. Then play the audio again and ask students to write a tick or a cross next to the pictures. Then play the audio for the third time, stop it after each word, and have students echo. To check, say the words in each point and have students point to the correct picture. Finally, remind students to visit the online platform for more practice at home.

Close the day

- *Capital and Small Letters A, B, C and D* Flashcards Activity.

Place the flashcards on the board in random order so that the small letters are facing the class. Have students listen to the sounds you make: /æ/ /æ/ /æ/. Then ask a volunteer to come to the front and choose the letter you are saying. Ask the rest of the students to finish the word beginning with *A a* they saw in this lesson: *Alex*. Use the same procedure for the rest of the letters.



1 COLOUR THE LETTERS, TRACE AND MATCH.

Aa

DAN

BOOK

COLOURS

Bb

CC

Dd

ALEX

2 LISTEN AND MARK (✓ or X) IN EACH BOX.

1. <input checked="" type="checkbox"/> <input type="checkbox"/>	2. <input type="checkbox"/> <input checked="" type="checkbox"/>
3. <input checked="" type="checkbox"/> <input type="checkbox"/>	4. <input checked="" type="checkbox"/> <input type="checkbox"/>

MY SKILLS

LISTENING

1 LISTEN, TRACE AND SING. 

 **THE GREETINGS SONG** 

 **GOOD MORNING! GOOD MORNING!**
HOW ARE YOU?
FINE, THANKS. AND YOU?
FINE, THANKS.
GOOD AFTERNOON! GOOD AFTERNOON!
HOW ARE YOU?
FINE, THANKS. AND YOU?
FINE, THANKS. GOODBYE! 



SPEAKING

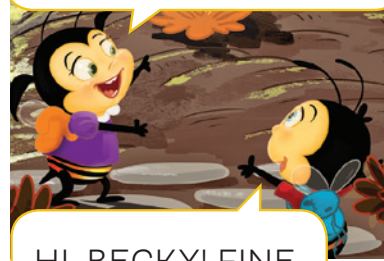
1 COMPLETE AND ACT OUT.

1 GOOD MORNING!



GOOD MORNING
MISS JONES.

2 **GOOD**
AFTERNOON, DAN!
HOW ARE YOU?



HI, BECKY! FINE,
THANKS.

3 **GOODBYE!**



BYE, CHILDREN!

Objectives of the day:

1. Listen to a song to practise greetings.
2. Complete dialogues and act them out.

Materials: a bell, *Welcome Unit* Poster with Cutouts.

Open the day

- "Mindful Body 2" practice.

Sit on your chair and get into a bad posture (bent back, elbows on your laps, etc.). In L1 ask: *Am I sitting right?* 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 the right (or 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.

- *Welcome Unit* Poster Activities.

You may want to do some of these activities to review vocabulary.

Open the book!**Listening****1 Listen, trace and sing.** 

Tell students that they are going to continue practising greetings as they listen to a song. Play Track 13 once and have students listen to *The Greetings Song*. Now have them listen for a second time while they trace the words. Finally, play the audio for the third time and ask children to sing along and dance.



Speaking**1 Complete and act out.**

Explain to students these are some dialogues in which people greet each other but that they are incomplete. Read the part of the teacher in the first dialogue in the activity and ask children how their students are supposed to answer (Good morning, Miss Jones.). Have them write down the missing part. Now have them look at the second dialogue and ask them what is missing in the first part (Good.). Now read the second part of the dialogue and ask children what the missing question in the first part could be (How are you?). Do the same in the third dialogue. To make sure students wrote the missing phrases correctly, write them on the board for them to check spelling. Finally, have some volunteers act out the dialogues.

Close the day

- "Mindful Body 3" practice.

Invite students to get into the mindful body posture. Once they are ready, say and do the actions and have students imitate you: *Wiggle your fingers in the air. Stamp 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.

  Practice Book: Assign Activities 1 and 2 on page 12 as homework.

Objectives of the day:

1. Read a text about oneself.
2. Complete a text about oneself.

Materials: a bell, Reader.

Open the day

- Chant *Hello, hello.*
- "Mindful Body 2" practice.

Open the book!

Reading

1 Read and complete.

Tell students that they will read a text about Eva and complete it with the information required. Students should identify what information they need to complete each sentence. Read the example with the class. Ask: *What's Eva's favourite colour?* (Red.) Have them explain how they know that (Because of the colour splash.). Read the next sentence and ask: *What information do we need now?* (the colour of her ruler; orange) Ask students to complete the colour and the rest of the activity on their own and then check their answers with a classmate.

Writing

1 Write about you and draw yourself.

Tell students that they will now write a text about themselves, similar to Eva's. Explain that they can use Eva's text as a model. Read the first sentence and ask students what they should write in the first gap (their names). Do the same with two or three more sentences and give them some time to complete the activity. Explain that they will also have to draw themselves. Walk around the classroom helping students as needed. Once they finish, ask some volunteers to read their compositions aloud. Finally, remind students to visit the online platform for more practice at home.

Close the day

- Have students look at Eva's text again. Ask specific questions and invite them to find the information: *What colour is Eva's sharpener?* (Yellow.) *What colour are her pencils?* (Red, blue, orange and green.)



Ask students to open the Reader to page 5 again and ask: *What is this?* (A school.) Next, ask students questions about the picture on page 5. Point to different objects in the colours students know and ask: *What colour is it?* Have students answer the questions. Now, in L1 ask students to look at pages 6 and 7 and ask who the characters are (A teacher and her students) and what is happening (The teacher and children are greeting each other and the teacher is giving instructions for children to do some activities). Play Track R1 and invite students to listen and follow along in their books. Now, ask them if they recognise a greeting (Good morning, children! Good morning, Miss!) and some instructions from the *Welcome Poster Activities* and everyday use in class (Sing a song, Use your pencils, Draw and colour). Read the text aloud, miming the actions and showing the pictures and invite students to follow along with their finger. Play the audio once again and invite students to read along. Read the text aloud, pausing after each sentence, and ask students to repeat. Finally, ask different volunteers to read the sentences in the text aloud. Explain that they will continue reading this story at the end of Unit 2.

Go to video "Honeybees".

On the platform, you will find activities and projects related to this unit's endangered species, the (honey)bees. You might want to have students watch the video "Honeybees" for Level 1, so that they get a flavour of what they will study about these animals next year. If you are interested in learning more about (honey) bees or share this information with your students, we recommend these links:

http://naturemappingfoundation.org/natmap/facts/honey_bee_k6.html

<https://www.youtube.com/watch?v=ta154f5Rp5Y>

<https://www.youtube.com/watch?v=i-qMeKCAmO0>

  Practice Book: Assign Activity 1 (Reading) and Activity 1 (Writing) on page 13 as homework.



READING

1 READ AND COMPLETE.



HI! MY NAME'S EVA. MY FAVOURITE

COLOUR IS (0) RED 

MY RULER IS (1) ORANGE 

MY SHARPENER IS (2) YELLOW 

MY BOOK IS (3) GREEN 

MY (4) PEN  IS BLUE.

MY (5) FOUR  (6) PENCILS 

ARE RED, BLUE, ORANGE AND GREEN.

WRITING

1 WRITE ABOUT YOU AND DRAW YOURSELF.

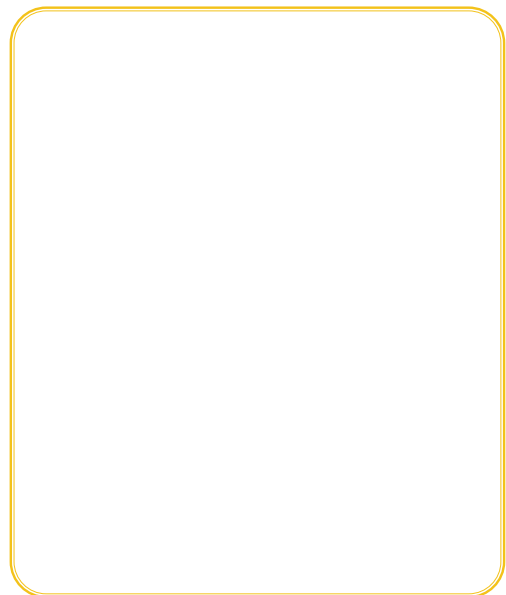
HI! MY NAME'S _____.

MY FAVOURITE COLOUR IS _____.

MY RULER IS _____.

MY BOOK IS _____.

MY _____ PENCILS ARE _____.



UNIT 2 FAMILY!

1 LISTEN, LOOK AND STICK.  



2 LISTEN, TRACE AND SING. 

THE FEELINGS RAP

MY **GRANDMA** IS **COLD**. MY **GRANDPA** IS **HUNGRY**.
MY **MUM** IS **THIRSTY**. MY **DAD** IS **HOT**.
MY **BROTHER** IS **SAD**. MY **SISTER** IS **HAPPY**!

UNIT 2 FAMILY!

Objectives of the day:

1. Learn the names of the family members.
2. Learn adjectives describing feelings.

Materials: a bell; Unit 2 Poster with Cutouts, Feelings Flashcards.

Open the day

- "Mindful Body 1" practice.
- Unit 2 Poster and Feelings Flashcards Activities.

You may want to do some of these activities to present family members. However, you can present the vocabulary using Activity 1 in the book and do the poster activities as a review at the beginning of the next class.

Open the book!

1 Listen, look and stick.

Call students' attention to the scene on pages 22 and 23. Ask students in L1: *Where are the people? Are they at work / school or on holidays? Why?* Write the word *holidays* on the board. Say: *Who do you think is on holidays? (It's a family. A family is on holidays at the beach.) Whose family is it? Do you recognise any of the people in the picture? Who do you recognise? (Isabel's family is on holidays at the beach.)* Students may also recognise Isabel's sister from the opening of Topic 1. Call students' attention to the other family in the picture, the loggerhead (or sea) turtles' family. Remind them that they will learn about loggerhead (or sea) turtles in this unit. Tell students they will learn the names of family members in this lesson. Play Track 14 and have students just listen the first time. Tell them that next time they listen to the track, they will have to complete the boxes with the names of the family members which are in the Stickers section. Ask students to find the stickers at the back of the book and identify the family members. Play the first point of the track, point to box 1 and say: *One. Who's this? (Grandma)* Allow students some time to find the *Grandma* sticker. Then ask students to find number 2 in the picture and play point 2 of Track 14. Ask students to echo. Have them find the family member sticker and paste it in 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.



2 Listen, trace and sing.

Tell students that they are going to listen to a song about the family members and how they are feeling, *The Feelings Rap*. Point to Grandma and say: *She's cold*. Mime the word *cold*. Do the same for the rest of the feelings. We suggest that you play Track 15 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, follow along and mime the feelings for each of the family members. The third time, students clap to the rhythm of the rap and sing and dance along. Next, invite students to trace the words for family members and feelings.

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 14 as homework.

Objectives of the day:

1. Review the names of the family members.
2. Review adjectives to describe feelings.

Materials: a bell, *Feelings* Flashcards and *Unit 2* Poster with Cutouts; crayons or coloured pencils (1 set per student); white paper (1 sheet per student).

Open the day

- "Mindful Body 2" practice.
- *Feelings* Flashcards and *Unit 2* Poster Activities.

You may want to do some of these activities to review vocabulary.


Open the book!

3 Look and match.

Ask students to stand up. Show them the *Feelings* Flashcards, one by one. Invite students to mime the meaning of each adjective as you name it. Then point to each family member in the scene on pages 22 and 23 and ask: *Who's this? Is he (she) (happy)?* Then help students read the sentence: *My mum is thirsty.* Ask them to point to the corresponding picture in the scene. Ask: *What number is Mum?* (Two). Now remind students of the sea turtles' family. Ask: *Who is the mum?* (The biggest turtle, Bertha). Ask: *Is she sad?* (No, she is happy). Remind students the other sea turtles are Shelley and Pocket, Bertha's daughter and son. Point to the pictures of Shelley and Pocket and ask: *How are they feeling?* (Sad and hungry.) Now tell students to match the pictures to the feelings. To check the answers, read each adjective aloud and have volunteers call out the number. Finally, remind students to visit the online platform for more practice at home.

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 grandpa. He is hungry.* If necessary, model the activity with a volunteer. Once students have finished, display their drawings on the classroom walls.

  Practice Book: Assign Activity 3 on page 15 as homework.



3 LOOK AND MATCH. 📱



HUNGRY

HAPPY

SAD

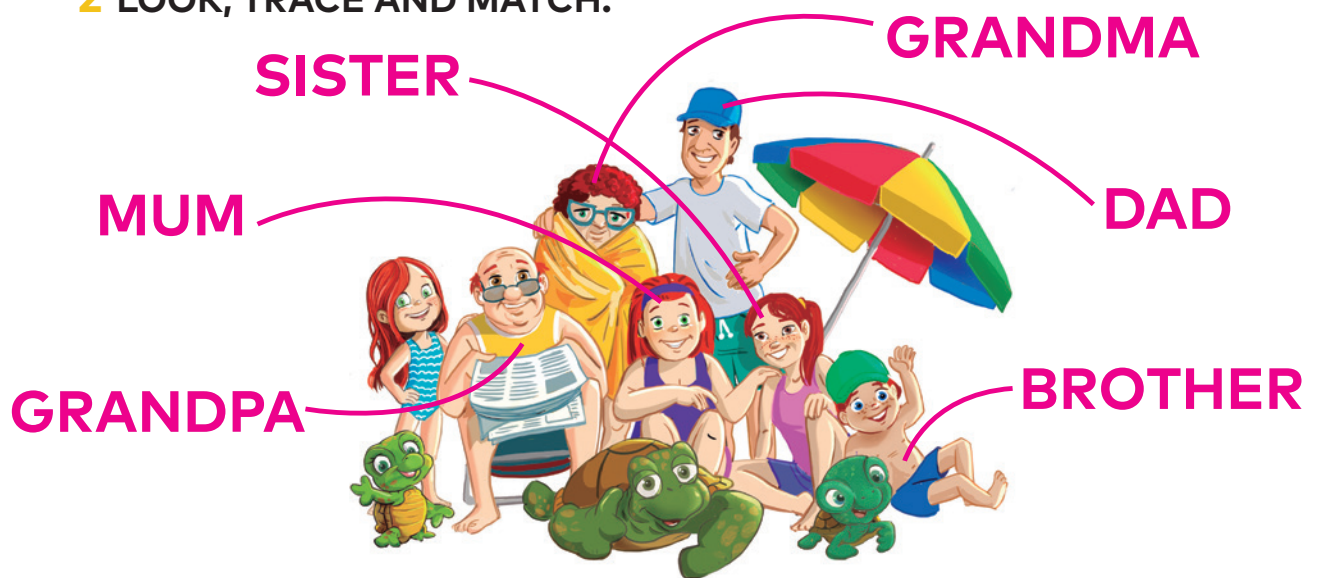
MY LANGUAGE

1 LISTEN AND FOLLOW. 

GOOD BUDDIES FAMILY TIME



2 LOOK, TRACE AND MATCH.



Objectives of the day:

1. Listen to a comic strip about family members.
2. Practise the names of family members.

Materials: a bell, *Feelings* Flashcards, *Unit 2* Poster with Cutouts.

Open the day

- "Mindful Body 3" practice.
- *Feelings* Flashcards and *Unit 2* Poster Activities.

You may want to do some of these activities to practise vocabulary.

Open the book!**1 Listen and follow.** 

Point to the characters in the first part of the comic strip and ask in L1: *Who are they? Where are they?* (They are Isabel's family and Bertha's family. They are on holiday at the beach.) Then ask: *What is happening?* (Isabel meets Bertha and her children and then introduces them to her grandpa). *How does Isabel's brother feel?* (Sad). Play the first part of Track 16 and have students follow the story in their books. Then work with the second part of the audio to discover what happens next and why Isabel's brother feels sad. Now Isabel introduces Bertha's family to the rest of her family and her brother looks happy because he has got a new friend to play with, Pocket. Finally, you can play Track 16 again for students to listen to the story, pausing after each character speaks and ask them to repeat.

GOOD BUDDIES FAMILY TIME   



You may also want to have students watch the *Good Buddies* Animated Story to do this activity.

2 Look, trace and match.

Point to the picture of Isabel's and Bertha's families at the beach and tell students to match the words to the family members. Then ask them to trace the words. To check the activity, you can ask volunteers to point to the family members in their books and name them.

Close the day

- Play Track 16 again and ask some volunteers to repeat and act out the dialogues in the comic strip.
- *Feelings* Flashcard Activities.

  Practice Book: Assign Activities 1 and 2 on page 16 as homework.

Objective of the day:

1. Practise adjectives to describe feelings.

Materials: a bell, *Feelings* Flashcards; poster paper (1 per group), scissors, glue, old magazines.

Open the day

- "Mindful Body 1" practice.
- Show students the *Feelings* Flashcards one by one and ask students to name the feelings represented aloud.

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 feelings. Point to Shelley and Pocket and explain they are playing a game in which they are guessing feelings. Read their dialogue aloud. Point to number 2 and say: *Number 2*. Students should say: *Cold*. Then ask children to form pairs and ask each student to choose one picture and call out its number for their classmate to guess the feeling. They should continue playing until they have called out all the feelings in the pictures.

Close the day

- Divide the class into groups of four. Distribute the magazines, scissors, glue and poster paper. Have students look for pictures of *thirsty*, *hungry*, *hot*, *cold*, *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 happy 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 learnt.



Practice Book: Assign Activities 3 and 4 on page 17 as homework.

3



4



PLAY A GUESSING GAME!

NUMBER 1



HUNGRY



1



2



3



4



5



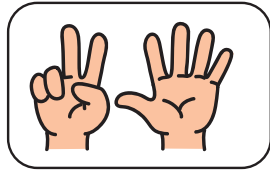
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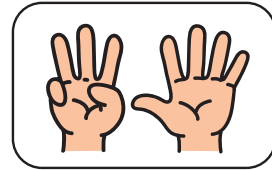
MY LANGUAGE

3 LISTEN, STICK AND SAY.

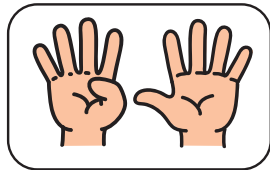
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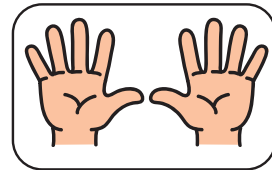
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9



10



4 TRACE AND MATCH.

NINE

SEVEN

TEN

EIGHT

10

8

9

7

5 LISTEN, READ AND COMPLETE.



HELLO! I'M ISABEL. I'M (0) SIX.
I'M (1) HAPPY. THIS IS MY BROTHER
LUKE. HE'S (2) FOUR. HE'S
(3) SAD. THIS IS MY FRIEND TOM.
HE'S (4) FIVE. HE'S (5) HAPPY.
WHAT'S YOUR NAME? HOW OLD ARE YOU?



Objectives of the day:

1. Learn numbers from 6 to 10.
2. Use numbers 6 to 10 and adjectives for feelings to complete a paragraph.

Materials: a bell, *Numbers 6-10* and *Feelings* Flashcards; paper and strings to make *Family Masks* (one for each student).

Open the day

- "Mindful Body 2" practice.
- **Play Feelings.**

Divide the class into two teams. Say a feeling and have students name three famous characters from films with that characteristic. The team that answers first gets a point.

- *Numbers 1-6* and *Feelings* Flashcards Activities.

You may want to do some of these activities to present and review vocabulary.

Open the book!**3 Listen, stick and say.**  

Ask children to look at Activity 3 in their books and tell them they will learn more numbers today. Quickly review the numbers they know up to now. Now play Track 17 and have students listen. Explain they will have to find the stickers for the activity in the Stickers section. Allow some time for them to paste the stickers on the corresponding spaces. Once they finish, play Track 17 for a second time and ask students to repeat while showing the corresponding number with their fingers. Finally, show different numbers with your fingers (1-10) and have volunteers say the numbers aloud.

4 Trace and match.

Explain to students that they will now have to trace the words for numbers and match them to the corresponding figures. To check the activity, write the words and figures on the board and have volunteers match them. Finally, have the whole class read the numbers aloud.



5 Listen, read and complete. 

Before doing this activity, tell children that we use numbers to speak about how old we are. Write the question: *How old are you?* on the board and ask some of them to answer it. Write: *I'm six.* on the board. Repeat the question several times. Now invite students to look at the pictures in activity 5 and ask who the characters are (Isabel, her brother, Luke, and her friend, Tom). Ask them: *Is Isabel happy?* (Yes.) *What about her brother, Luke? Is he happy?* (No, he is sad.) Now explain they are going to listen to an audio and will learn more information about Isabel. Play Track 18 and have students just listen the first time. Then ask them if they could discover any new information about Isabel, her brother and friend. Draw students' attention to the example. Elicit answers. Now ask: *How old is Isabel?* (Six.) *What about Luke?* (Four.) *And Tom?* (Five.) Explain that they will have to complete the paragraph about Isabel with this information. Play the audio for a second time for students to focus on what they have to complete. Play the audio for a third time and stop after each blank for students to write down the missing words. To check the activity, play the audio once again and pause to write down the words on the board. Finally, read the text aloud for students to focus on pronunciation. Tell students to bring a family photo next class.

Close the day

- **Play Categories.**

Distribute paper and strings for students to make *Family Masks*. They will have to make different family members 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.

  Practice Book: Assign Activities 5 and 6 on page 18 as homework.

Objectives of the day:

1. Identify family members.
2. Read and complete a text about oneself.
3. Read a text and introduce one's family.

Materials: a bell; *Unit 2* Poster with Cutouts; students' family photos.

Open the day

- "Mindful Body 2" practice.
- *Unit 2* Poster Activities.

You may want to do some of these activities to review vocabulary.

Open the book!

6 Write about you, a member of your family and a friend. Draw or stick a photo.

Read the text about Isabel in Activity 5 again. Then ask students to look at Activity 6 and explain they will have to complete a similar text about themselves. You might want to write a model text on the board to facilitate the activity. Explain they will have to complete their names, their age, how they are feeling. Then tell them they will have to write about a friend and a family member and draw themselves or stick a photo. Have students work individually. Finally, ask volunteers to read the text aloud.

7 Listen and tick (✓) the correct option.



Now tell students they will listen to some sentences about family members and will have to look at the pictures and decide which one is correct. Play the first sentence in Track 19 and ask children to identify the family member (sister). Point to the tick and explain the picture of the girl is ticked because she is the sister. Explain they will have to do the same with the rest of the sentences. Play the sentences in Track 19, one by one, pausing after each one, for students to tick the correct box. Play the audio once again and ask students to repeat them. To check the activity, you can play the audio one more time and point to the correct pictures.

8 Read, bring a photo and introduce your family.

Have students look at the picture of the family in Activity 8. Tell them that in this text, Julia, describes the picture of her family. Read the text aloud and ask students to follow with their fingers. Now invite them to use the photos of their families they brought and describe them in pairs. Finally, remind students to visit the online platform for more practice at home.

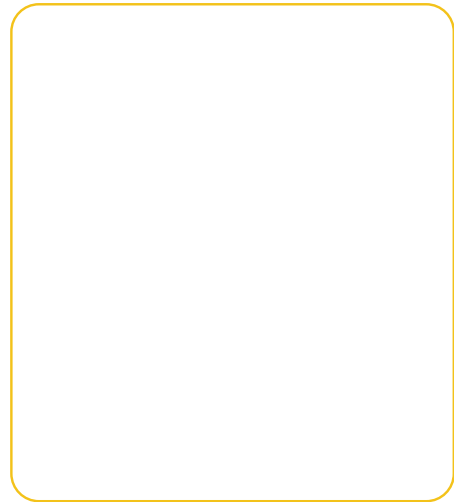
Close the day

- Ask pairs of students from the previous activity to get together with other pairs and introduce their families.












  Practice Book: Assign Activities 7 and 8 on page 19 as homework.

6 WRITE ABOUT YOU, A MEMBER OF YOUR FAMILY AND A FRIEND. DRAW OR STICK A PHOTO.

HI! I'M _____
 I'M _____
 I'M _____. THIS IS MY
 FRIEND _____
 HE / SHE'S _____. HE /
 SHE'S _____. THIS IS
 MY _____. HE / SHE'S



7 LISTEN AND TICK (✓) THE CORRECT OPTION. 

- | | | | | | | | | | |
|----|-------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------|----|---------------------------------------------------------------------------------------|--------------------------|---------------------------------------------------------------------------------------|-------------------------------------|
| 0. |  | <input checked="" type="checkbox"/> |  | <input type="checkbox"/> | 1. |  | <input type="checkbox"/> |  | <input checked="" type="checkbox"/> |
| 2. |  | <input type="checkbox"/> |  | <input checked="" type="checkbox"/> | 3. |  | <input type="checkbox"/> |  | <input checked="" type="checkbox"/> |
| 4. |  | <input type="checkbox"/> |  | <input checked="" type="checkbox"/> | 5. |  | <input type="checkbox"/> |  | <input checked="" type="checkbox"/> |

8 READ, BRING A PHOTO AND INTRODUCE YOUR FAMILY. 



HI! MY NAME'S JULIA. THIS IS MY HAPPY FAMILY. THIS IS MY MUM AND THIS IS MY GRANDMA. NOW TELL ME ABOUT YOUR FAMILY!

CITIZENSHIP

FAMILY RULES

1 LOOK AND DRAW 😊 OR 😞.



2 LOOK, READ AND MATCH.



LISTEN TO YOUR MUM AND DAD.

BE GOOD TO YOUR BROTHER OR SISTER.

HELP YOUR GRANDMA AND GRANDPA.

3 DRAW A FAMILY RULE YOU FOLLOW AT HOME.



ARE YOU GOOD AT HOME?

Objectives of the day:

1. Follow family rules.
2. Understand the concept of being respectful.

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*, *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 sit down*. (Students sit down.) *Stand up*. (Students do not do anything.) After playing, explain to students that they should follow family rules at home in the same way they follow the rules at school.

Open the book!**Family Rules****1 Look and draw** 😊 or 😞.

Call students' attention to the pictures and ask where the children are and who they are with (At home or in the street with family members). Have them point to the family members in each picture (Grandpa, brother / sister/ mum). In L1 say: *Who is behaving properly? 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 family environment at home. Help students to notice and reflect on why some situations are showing disrespectful behaviour. 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 at home makes everyone happy.

2 Look, read and match.

Have students look at the pictures in the activity and elicit from a volunteer what they should do. (They should match each family rule with the picture that illustrates it.) You can read each rule aloud and mime or have volunteers mime its meaning. Then have students do the activity. To check the answers, read a rule and have a volunteer point to the corresponding picture. Finally, have volunteers say why following these rules is important. (To be kind to family members and make them happy.)

3 Draw a family rule you follow at home.



Have students name some rules they follow at home. 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.

 **Critical Thinking****Are you good at home?**

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

Close the day

- Have students work in pairs and talk about appropriate behaviour at home. Ask them to look at the pictures in Activity 1 again and discuss why the situations depicted are right or wrong and what the children in the pictures should have done in the situations that were wrong. Finally, hold a whole class discussion about appropriate and inappropriate behaviour at home.

  Practice Book: Assign Activities 1 and 2 on page 20 as homework.

Objective of the day:

1. Learn to produce the initial letter sounds e /e/, f /f/, g /dʒ/, h /h/.

Materials: a bell; self-made *Capital and Small Letters E, F, G and H* Flashcards. You can use the IPA Pronunciation Guide in the Audioscript Section as a guide.

Open the day


- "Mindful Body 1" practice.
- *Capital and Small Letters E, F, G and H* Flashcards Activity: Place the flashcards on the board in random order so that the small letters are facing the class. Invite volunteers to come to the board and arrange the letters in alphabetical order. You can say each letter out loud every time it is placed in the corresponding position.

Open the book!**1 Listen, point and say.** 

Play Track 20 and ask students to listen and point to the letter sounds they hear. Use the *Letters* Flashcards you prepared or draw the letters E e, F f, G g and H h on the board. Point to letter E e and say /e/. Point to F f and say /f/. Do the same with G g /dʒ/ and H h /h/. Play Track 20 once more and have students echo. Encourage some volunteers to come to the board and point and say the letter sounds aloud.

2 Trace and say.

Call students' attention to the pictures. Say: *Point to a word which begins with e.* Exaggerate the sound or repeat it several times. Then say: *Point to the grandpa., etc.* Next, tell students to trace the letters in grey. Finally, invite volunteers to say each word aloud.

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 if they know or understand all 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 21 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.

Close the day

- *Capital and Small Letters E, F, G and H* Flashcards Activity.

Place the flashcards on the board in random order so that the small letters are facing the class. Have students listen to the sounds you make: /e/ /e/ /e/. Then ask a volunteer to come to the front and choose the letter you are saying. Ask the rest of the students to finish the word beginning with E e, for example, *elephant*. Use the same procedure for the rest of the letters.



1 LISTEN, POINT AND SAY. 

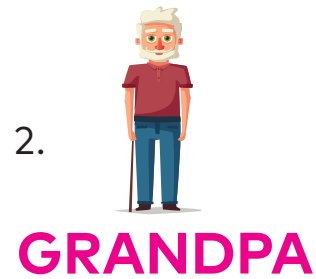
Ee

Hh

Gg

Ff

2 TRACE AND SAY.

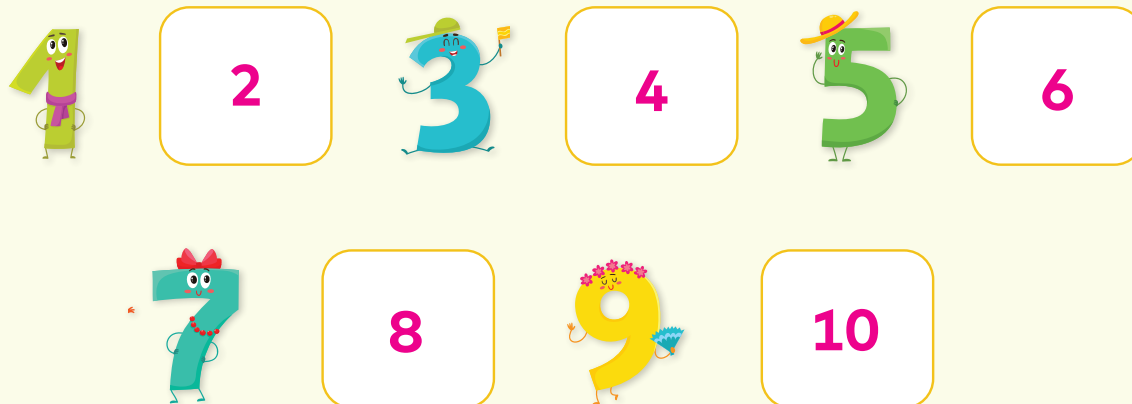


3 LISTEN AND WRITE THE MISSING LETTER SOUND.  



CLIL MATHS

1 DRAW THE NUMBERS AND COMPLETE THE SEQUENCE.



2 SUM UP, WRITE THE RESULT AND PLAY WITH YOUR CLASSMATE. WHO FINISHES FIRST?

- 3 + 4 = 7
- 5 + 5 = 10
- 6 + 3 = 9
- 1 + 7 = 8
- 2 + 5 = 7
- 3 + 3 = 6

3 LOOK FOR NUMBERS AND WORDS AND MAKE A NUMBERS COLLAGE.



Objectives of the day:

1. Review and practise numbers 1-10.
2. Learn how to do additions.

Materials: a bell, old magazines and newspapers, scissors, glue; *Numbers 1-10* Flashcards.

Open the day

- "Mindful Body 1" practice.
- *Numbers 1-10* Flashcards Activities.

You may want to do some of these activities to review vocabulary.

Open the book!**1 Draw the numbers and complete the sequence.**

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 ask students to look at page 30 and tell you which subject they think they will learn about in this unit (Maths). Have them look at Activity 1 and ask them which numbers they can see (1, 3, 5, 7 and 9) and what they think is missing in the sequence (numbers 2, 4, 6, 8 and 10). Now tell them to draw the missing numbers in the sequence.

2 Sum up, write the result and play with your classmate. Who finishes first?

Have students look at Activity 2 and ask what the numbers and symbols represent (additions). Ask them to look at point 1 and tell them how to read the addition: *Three plus four equals...* and have them say the result (seven). Now do the same with points 2 and 3. Ask the children to write the result for the rest of the additions. Finally, ask some volunteers to read the additions aloud. Help them as necessary.

3 Look for numbers and words and make a numbers collage.

Now tell students they will make a Numbers Collage with both figures and words. Distribute newspapers and magazines and have children cut out figures and letters to make up words for numbers and glue them in the space provided. Help them if necessary. Once they finish, ask them to show their work to their classmates.

 **Critical Thinking****Are numbers important to you?**



Call students' attention to the question in the box. Encourage students to reflect on the question. Explain that numbers are important to say how old one is, to count the things one has and to do additions. As they go on studying they will learn more about what they can use numbers for.

Close the day

- Students can work in small groups. Ask them to think and write some additions and pass them on to their classmates for them to write the results.

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.

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

Objective of the day:

1. Follow steps to develop a project.

Materials: a bell; *Numbers 1–10, Colours, Feelings* Flashcards, *Units 1 and 2 Posters* with Cutouts, poster paper, crayons, colour pencils and markers, Practice Book, strings or elastic bands.

Open the day

- "Buzzing Bees" practice.
- *Numbers 1–10, Colours, Feelings* Flashcards, *Units 1 and 2 Posters* Activities.

You may want to do some of these activities to review vocabulary.

Open the book!

Explore

- **Introduce yourself.**

Tell students that they are going to do a project and ask them to find the name of the project on the top right-hand corner of page 31. Explain that you are going to make a *face mask* (mime the word *mask* to explain meaning). Then invite students to identify the three stages of the lesson: *Explore, Produce* and *Present*. Explain each stage. (Explore: gather ideas; Produce: make the face mask; Present: share their work with their classmates.) Then form your pairs. Have students point to the picture of Isabel. Ask: *Who is this girl? What's her name? What is she wearing? What is she holding in her hand?* (Isabel is wearing a mask and showing a picture.) Tell students Isabel chose an imaginary character, Supergirl, made a mask and drew and wrote about her imaginary family. Read the text aloud and ask students to follow with their fingers. Then ask questions to check comprehension: *What's her name? What's her favourite colour? Is she happy? Which members of her family are in the picture?* Have students answer the questions and then ask volunteers to read the text aloud.

Produce

- **Make a draft text for your *Face Mask* character and draw your imaginary family.**

Now tell students they will have to think of an imaginary character to make their mask and complete a text about him / her. They can look at Isabel's text as a model. They will also have to draw their imaginary family. Walk around the classroom helping students as necessary.

- **Go to Practice Book page 73 and make your *Face Mask*.** 

Tell students that now that they have chosen their character and wrote a text about him / her and his / her family, they can complete the project. Have students go to page 73 of their Practice Book. Ask them to cut the masks, decorate them with colour pencils, crayons and markers and add strings or elastic bands to them. They can also draw their imaginary families on poster paper to show their classmates. Help students as necessary.

Present

- **Show your classmates your *Face Mask* and your picture and introduce yourself and your imaginary family.**

Now that all students have their *Face Masks*, help them put them on their faces. After that, tell them that they will go around the class describing their imaginary character and family to other students and showing their pictures, as in the model. Demonstrate the activity with a volunteer. Allow ten minutes for this part of the project to be completed.

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.

EXPLORE

- **INTRODUCE YOURSELF.**

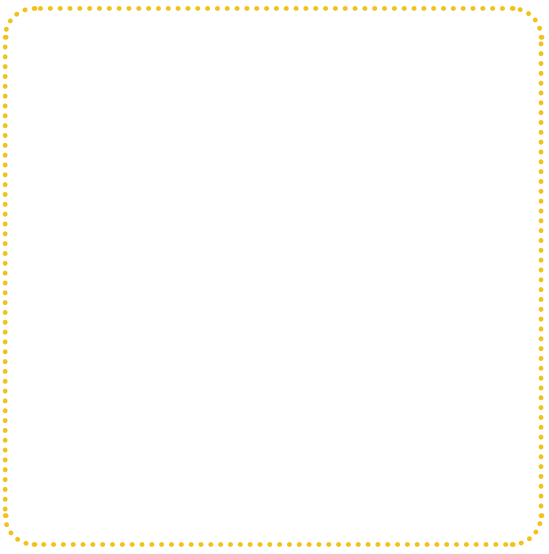


HI! MY NAME'S SUPERGIRL. I'M TEN.
MY FAVOURITE COLOUR IS RED.
I'M HAPPY! THIS IS MY FAMILY. THIS
IS MY DAD. THIS IS MY SISTER. AND
THIS IS MY GRANDMA.

PRODUCE

- **MAKE A DRAFT TEXT FOR YOUR *FACE MASK* CHARACTER AND DRAW YOUR IMAGINARY FAMILY.**

HI! MY NAME'S _____.
I'M _____. MY FAVOURITE
COLOUR IS _____.
I'M _____. THIS IS MY
FAMILY. THIS IS _____.
THIS IS _____. THIS IS
_____.



- **GO TO PRACTICE BOOK PAGE 73 AND MAKE YOUR *FACE MASK*.** PB

PRESENT

SHOW YOUR CLASSMATES YOUR *FACE MASK* AND YOUR PICTURE AND INTRODUCE YOURSELF AND YOUR IMAGINARY FAMILY.

MY PROGRESS

CAN YOU COUNT FROM 1-10 AND NAME SOME SCHOOL OBJECTS AND COLOURS?

1 CHOOSE THREE NUMBERS, SCHOOL OBJECTS AND COLOURS AND WRITE.



012
3456
789

0. THREE GREEN RULERS

1. _____

2. _____

3. _____

CAN YOU SAY YOUR NAME, HOW OLD YOU ARE AND WHAT YOUR FAVOURITE COLOUR IS?

2 ASK AND ANSWER.

WHAT'S YOUR NAME?



MY NAME IS KAREN.
HOW OLD ARE YOU?



I'M EIGHT. WHAT'S YOUR
FAVOURITE COLOUR?

IT'S BLUE.

CAN YOU NAME THE PEOPLE IN YOUR FAMILY?

3 INTRODUCE TWO MEMBERS OF YOUR FAMILY TO YOUR CLASSMATE.



THIS IS MY FAMILY. THIS IS
MY MUM. THIS IS MY DAD.
AND THIS IS ME!

Objective of the day:

1. Self-assessment of Topic 1.

Materials: a bell, *Units 1 and 2 Posters with Cutouts*.

Open the day

- "Mindful Body 1" practice.
- *Units 1 and 2 Posters Activities*.

You may want to do some of these activities to review vocabulary.

Open the book!**Can you count from 1–10 and name some school objects and colours?****1 Choose three numbers, school objects and colours and write.**

Call students' attention to the headers on pages 32 and 33. Read aloud: *My progress*. Elicit what they think the objective of the activities on these pages is. (To check how much they have learnt in Units 1 and 2.) Then read Activity 1 aloud. Read the example aloud and explain to students they will have to choose a school object from the school objects set, a colour from the colours set and a number from the numbers set to form phrases. Provide other examples and write them on the board. Ask some volunteers to provide more examples. Allow some time for students to complete the activity. To check, ask some other volunteers to read their phrases aloud. Finally, call students' attention to the box with the emojis. Explain 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)



Can you say your name, how old you are and what your favourite colour is?**2 Ask and answer.**

Students work in pairs. Read the dialogue in the activity aloud and explain to students they will have to make up a similar dialogue about themselves: about their name, age and favourite colour. Model the dialogue with a volunteer and allow some time for them to do the activity. Finally, remind students to draw a tick below the emoji that represents how well they did on this task.

Can you name the people in your family?**3 Introduce two members of your family to your classmate.**

Students work in the same pairs as in the previous activity. Read the text in the activity aloud and ask children to look at the photo. Then ask questions about it to check comprehension. Explain they will have to introduce their families to their classmates in the same way. 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 22 and Activity 3 on page 23 as homework.

Objective of the day:

1. Self-assessment of Topic 1.

Materials: a bell, *Welcome Unit, Units 1 and 2* Posters with Cutouts, Practice Book, Reader, scissors.

Open the day

- "Mindful Body 3" practice.
- *Welcome Unit, Units 1 and 2* Posters Activities.

You may want to do some of these activities to review vocabulary.

Open the book!

Can you say how you feel?



4 Draw.

Ask students to look at the activity and read the sentences aloud. Explain to students they will have to read the sentences and draw the corresponding feelings. Allow some time for students to draw and then ask some volunteers to show their pictures to the rest of the class. Students should evaluate how well they did by drawing a tick under the corresponding emoji.

Can you play and practise with your classmate?

- **Go to Practice Book page 75 and cut out the cards.**

Tell students they will now play a game with cards they will have to cut out from the Practice Book. Direct them to page 75 and ask them to cut out the Topics Cards.

- **Choose a card and ask your classmate to name items.**  

Once students have cut out the cards, explain that they will now play a game in pairs. They choose a card and ask his / her classmate to name items belonging to that topic. Ask students to look at the card in the activity and read the *Greetings* examples. Choose another card at random and ask children to name items from that category. Then give them some time for them to work in pairs. Go around the classroom and help as necessary. Then students should evaluate how well they did by drawing a tick under the corresponding emoji. Finally, remind students to visit the online platform for more practice at home.

Home Connection

- **Make a family scrapbook.** 

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 learnt in Topic 1. This is a great opportunity for students to show their families how much progress they are making.



Reader

Have students look at pages 5, 6 and 7 in the Reader. Ask them if they remember what it was about. (A teacher and her class are at school. They greet each other and the teacher gives some instructions for children to follow.) Play Track R1 again and have students follow with their fingers. Ask some volunteers to point to and read the greetings and instructions. Now tell them you will read the last part. Play Track R1 for students to look at and listen to the text on pages 8 and 9. Point to the children on page 8 and say: *Cut and glue. Play a game.* Then have them look at page 9 and ask what is happening (The teacher and the children are saying goodbye). Play Track R1 once again and then ask different volunteers to read different sentences in the Reader. Have students open their Practice Book to page 24. Play the first part of Track R1 and ask students to trace the words in grey. Next, ask them to look at the pictures on page 25 and read the sentences aloud. They will have to match the pictures to the sentences. And finally, ask them to draw themselves and their friends doing their favourite activity in class. Finally, ask the children to show their work to the rest of the class.

Go to video "Loggerhead Turtles".

On the platform, you will find activities and projects related to this unit's endangered species, the (loggerhead) turtles. You might want to have students watch the video "Loggerhead Turtles" for Level 2, so that they get a flavour of what they will study about these animals in the coming years. If you are interested in learning more about (loggerhead) turtles or share this information with your students, we recommend these links:
https://kids.kiddle.co/Loggerhead_sea_turtle
<https://www.youtube.com/watch?v=tGZ3yK1MOnw>
<https://www.youtube.com/watch?v=kfqBWXdxepeg>

Close the day

-   Practice Book: Assign Activities 4 and 5 on page 23 as homework.

CAN YOU SAY HOW YOU FEEL?

4 DRAW.



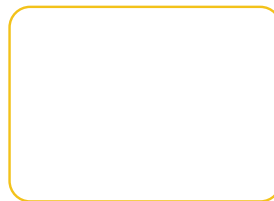
1. I'M THIRSTY.



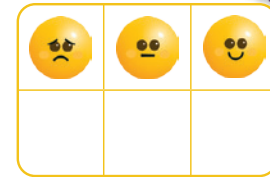
2. I'M HUNGRY.



3. I'M COLD.



4. I'M HOT.



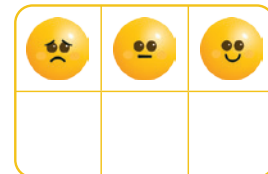
CAN YOU PLAY AND PRACTISE WITH YOUR CLASSMATE?

- GO TO PRACTICE BOOK PAGE 75 AND CUT OUT THE CARDS.
- CHOOSE A CARD AND ASK YOUR CLASSMATE TO NAME ITEMS.  

NAME GREETINGS.





GOOD MORNING,
GOOD AFTERNOON,
HI, HELLO, GOODBYE!



HOME CONNECTION

- MAKE A FAMILY SCRAPBOOK. 



COME TO SCHOOL!  

TOPIC 2

MY PLACE IN THE WORLD

Objectives of the day:

1. Learn a mindful practice to help focus attention.
2. Get acquainted with concepts of Topic 2: parts of a house, furniture, toys and pets.
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 and Pets) 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, or home, 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 parts of a house or types of houses.



UNIT 3 HOME!

PARTS OF THE HOUSE

◆ COUNT AND COMPLETE.

THERE ARE 6 ROOMS IN THE HOUSE IN THE BIG PICTURE.

FURNITURE

◆ FIND AND CIRCLE A

A  AND A  IN THE BIG PICTURE.

34

TOPIC 2 UNIT 3 HOME!

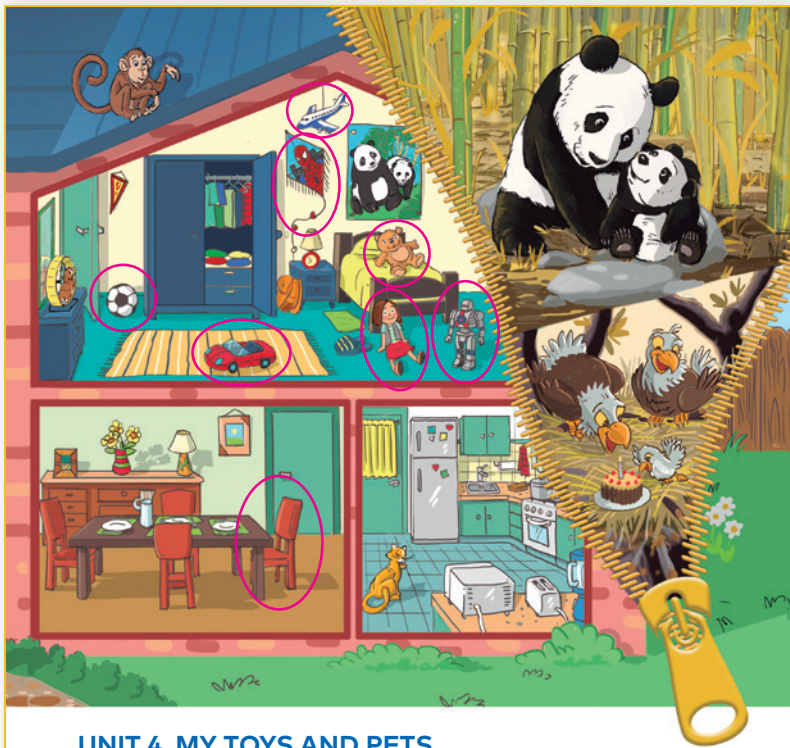
UNIT 3 HOME!

Parts of the House

Explain to students that in Unit 3 of Topic 2, *Home!*, they will learn about houses. Call their attention to the picture of the boy. Ask: *Who is he?* Encourage students to say: *He's Alex.* Show the picture again. Point to each room in the picture of the house and explain to students that those places are part of the house. Point to the garden as well. As a class, have students count how many rooms there are in Alex's house. (Five plus the garden.) Then ask students to complete the sentences with the corresponding number. Finally, read the sentence aloud, now mentioning the correct number of rooms.

Furniture

Point to some of the furniture in the picture. Say: *Look, these are pieces of 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 circle the picture. 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. Ask a volunteer to show the pieces of furniture to the rest of the class.



UNIT 4 MY TOYS AND PETS

TOYS

- ◆ CIRCLE THE TOYS IN THE BIG PICTURE.

PETS

- ◆ COUNT AND COMPLETE.
THERE ARE 6
PETS IN THE BIG PICTURE.

TOPIC 2 UNIT 4 MY TOYS AND PETS

35

UNIT 4 MY TOYS AND PETS

Toys

Point to Alex and Alex's bedroom and say: *Look, this is Alex's bedroom. The bedroom is the room where Alex sleeps in his bed.* Point to the picture of the bed. Encourage students to look at the bedroom and tell you what they can see in it (toys). You can use the toys from the "Touching Objects" practice to explain the concept of toys. Ask: *What toys can you see?* Have students name the toys in L1 and say their names in English as they mention them. Call their attention to the poster on the walls and ask students what it features: (giant) pandas. Tell students they will find out more about (giant) pandas in Unit 3. Then ask them to look at the activity and tell them they will have to circle the toys in the big picture. Have students circle the toys in Alex's room and ask volunteers to point to them for the rest of the class.

Pets

Ask students if they have pets, such as dogs or cats. Then point to Alex and encourage them to look for the pets in his house. Ask students to name the pets and have volunteers point to them. Name the pets in English as students mention them. Ask students to count the pets and write the missing number in the sentence. To check the answers, have students say the number out loud as a class.



Point to the Reader icon on page 34. 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 11. Encourage students to identify what they see in the picture (a robot). Ask them where the robot is (in the living room). Elicit answers. Read the title of the story and ask students what they think the story will be about. Ask: *What do you think will happen to this robot?* Elicit possible answers.

Giant Pandas and Bald Eagles



Call students' attention to the zip in the big picture and ask them which animals they can see ((giant) pandas and (bald) eagles). Explain that these are the vulnerable animals that will accompany them in this topic. Draw their attention to the giant pandas poster in Alex's bedroom and tell them that the pandas in the zip in the big picture, Chen and his mother, will appear in Unit 3. In Unit 4, they will see some bald eagles and will have the chance to learn about them. If possible, ask students to talk to their family members about (giant) pandas and (bald) eagles and their importance for the planet. They can draw pictures of the pandas and eagles and bring them to the classroom at the start of each unit. They can be part of the classroom decoration if permitted. Explain that these characters will somehow appear in the comic strip and help them with the activities in Units 3 and 4.

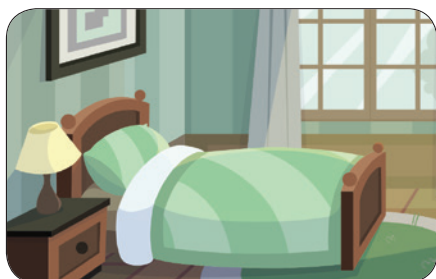
Close the day

- Point to the parts of the house, some of the pieces of furniture, the toys and the pets in the picture. Tell students that 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 / pieces of furniture in their own houses. To introduce the topic vocabulary, say the words as you point to them.

UNIT 3 HOME!

1 LOOK, STICK AND TRACE. 🗺️

1.



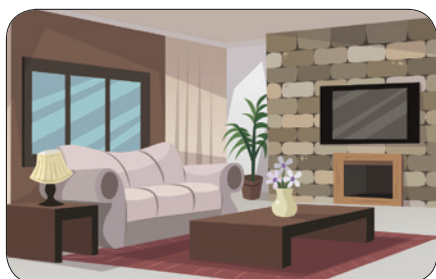
BEDROOM

2.



KITCHEN

3.



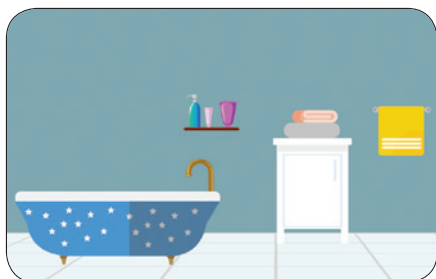
LIVING ROOM

4.



DINING ROOM

5.



BATHROOM

6.



GARDEN

2 LISTEN, POINT AND SAY. 🎧

UNIT 3 HOME!

Objective of the day:

1. Learn the names of the parts of the house.

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.), *Parts of the House* Flashcards.

Open the day

- "Touching Objects" practice.
- *Parts of the House* Flashcards Activities.

You may want to do some of these activities to present vocabulary.

Open the book!

1 Look, stick and trace.

Ask students to look at page 36. Tell them that to complete the activity they will have to paste the stickers for the parts of the house in the corresponding places. Place the *Parts of the House* Flashcards on the board and have the corresponding word cards at hand. Point to the *bedroom* flashcard on the board and say: *This is the bedroom*. Put the corresponding word card next to it and ask students to say the word aloud. Tell students to find the corresponding sticker in the Stickers section. Give them some time to do so. Follow the same procedure for the rest of the parts of the house. When students finish, point to each flashcard and name it. Ask students to repeat.

2 Listen, point and say.

Tell students they will listen to an audio in which the parts of the house are mentioned. As students hear them, they have to point at the corresponding part of the house. 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, the third time, they listen, point and say the parts of the house.

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 26 as homework.

Objectives of the day:

1. Learn vocabulary related to pieces of furniture.
2. Ask and answer questions about pieces of 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.), crayons, coloured pencils, *Parts of the House* and *Furniture and Accessories* Flashcards.

Open the day

- "Touching Objects" practice.
- *Parts of the House* and *Furniture and Accessories* Flashcards Activities.

You may want to do some of these activities to review and present vocabulary. You can also show the *Furniture and Accessories* Flashcards and ask students where in the house these items could be placed.

Open the book!

3 Look, listen and stick. Then say.

Ask students to look at the activity and explain they will listen to the words for the different furniture items and will have to place the stickers from the Stickers section under each item. Play Track 23 once for students to just listen. Then play the audio again, pausing after each item is mentioned for students to find the corresponding sticker and paste it. Play it for a third time for students to listen and repeat.

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. In the case of working with stickers, we suggest that you 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.



My Space

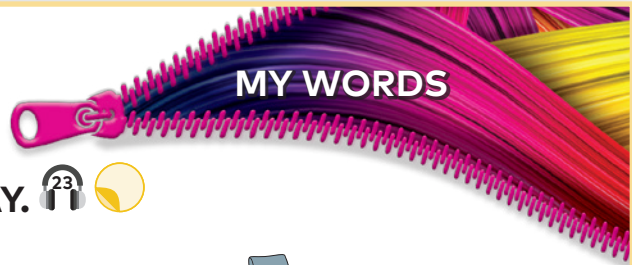
- **Draw two pieces of furniture in a room in your house. Ask and answer.** 

Tell students to look at the drawing to identify the room. (the living room) Have them look at the question and answer and read it aloud. Tell them they will have to draw two pieces of furniture in any room they like in their house and work in pairs to ask and answer questions about them. Once they are ready, invite volunteers to say the dialogues they practised. Finally, remind students to visit the online platform for more practice at home.

Close the day

- *Furniture and Accessories* Flashcards Activities.

  Practice Book: Assign Activities 3 and 4 on page 27 as homework.



3 LOOK, LISTEN AND STICK. THEN SAY.  

1.



TABLE

2.



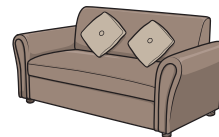
CHAIR

3.



BED

4.



SOFA

5.



COOKER

6.



FRIDGE

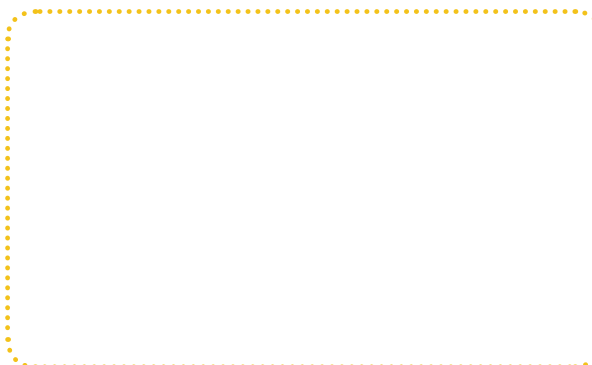
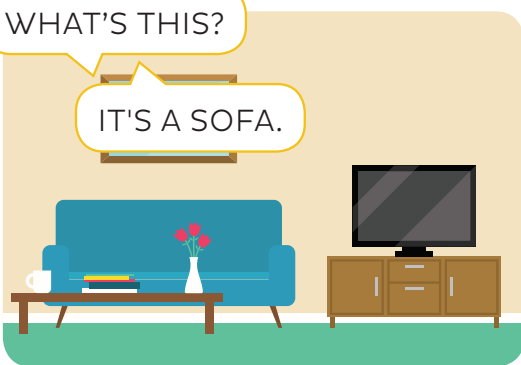
MY SPACE

◆ **DRAW TWO PIECES OF FURNITURE IN A ROOM IN YOUR HOUSE.**

◆ **ASK AND ANSWER.** 

WHAT'S THIS?

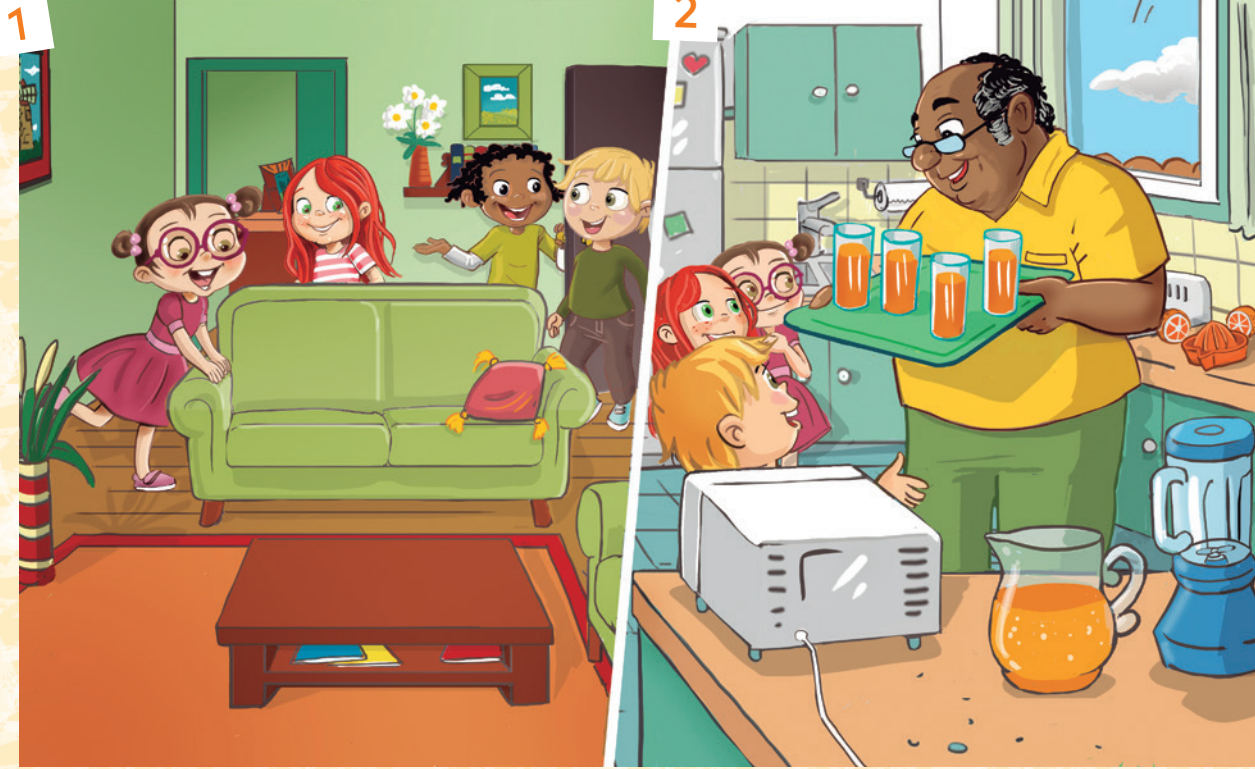
IT'S A SOFA.



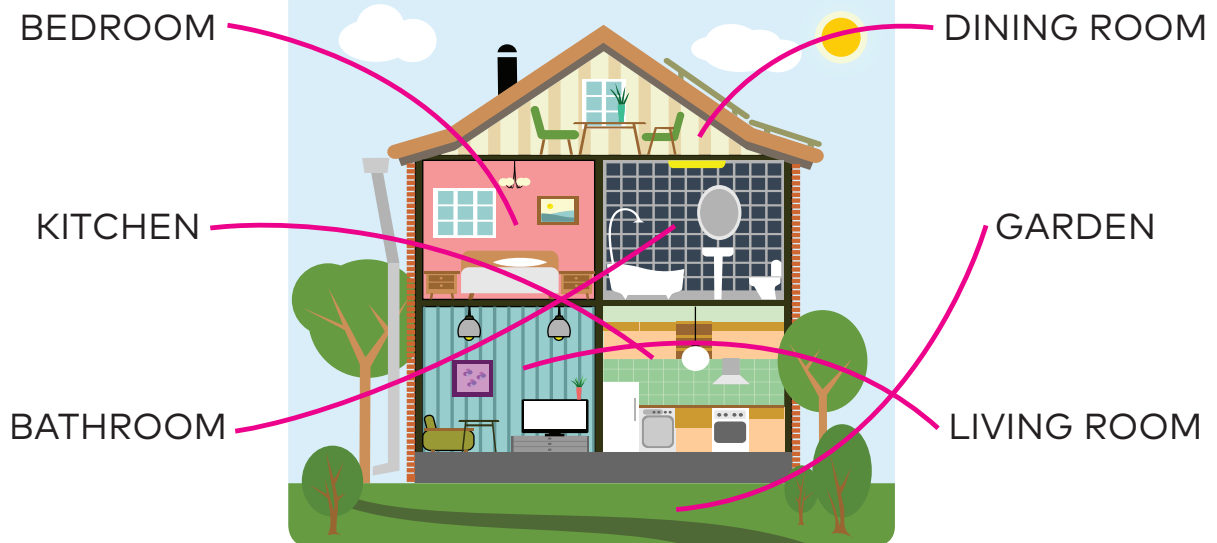
MY LANGUAGE

1 LISTEN AND FOLLOW. 

GOOD BUDDIES MY HOUSE



2 LOOK AND MATCH.



Objectives of the day:

1. Listen to a comic strip about a house.
2. Practise the parts of the house and pieces of furniture vocabulary.

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.), *Parts of the House* Flashcards and *Unit 3* Poster with Cutouts.

Open the day

- "Touching Objects" practice.
- *Parts of the House* and *Furniture and Accessories* Flashcards, *Unit 3* Poster Activities.

You may want to do some of these activities to practise 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?* They will recognise Alex, Eva, Isabel and Tom. They will also probably recognise Alex's grandpa from the opening of Topic 1. Ask: *Where are they?* Explain that this is Alex's house, where he lives with his grandpa and that the *Good Buddies* are visiting them. Play the first part of Track 24. Ask students to follow the pictures. Then ask students where the children are in the first picture (the living room). Ask them to name the pieces of furniture they know (table, sofa). Now ask them where they are in the second picture (the kitchen). Play the second part of Track 24 and ask students to follow along. Next, ask them where the children are in the third picture (the dining room) and which furniture items they can see now (a table and four chairs). Then ask the children where they are in the fourth picture (Alex's bedroom) and what the children can see from the window (the garden). Finally, ask students to listen to Track 24 again, pausing after each person speaks and ask students to echo.

GOOD BUDDIES MY HOUSE 

You may also want to have students watch the *Good Buddies* Animated Story to do this activity.

2 Look and match.

Review the vocabulary for parts of the house once again. Then tell students they have to look at the words for the parts of the house and match them to the corresponding pictures. To check, ask students to point to the parts of the house as you name them.

Close the day

- *Parts of the House* and *Furniture and Accessories* Flashcards, *Unit 3* Poster Activities.



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

Objectives of the day:

1. Review vocabulary for parts of the house and pieces of furniture.
2. Ask and answer questions about the location of furniture items in different parts of the house.

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.), *Unit 3* Poster with Cutouts; coloured pencils, poster paper (1 sheet per student), old magazines.

Open the day

- "Touching Objects" practice.
- *Unit 3* Poster Activities.

You may want to do some of these activities to review vocabulary and present questions and answers about location of pieces of furniture in different parts of a house.

Open the book!

3 Look and trace.

Ask students to look at Activity 3 and call their attention to the pandas. Tell them that the little panda's name is Chen and the other one is its mother. Explain they are talking about where a piece of furniture (the fridge) is (in the kitchen). Read the dialogue aloud pretending you are two different people (the little panda and its mother). Read the dialogue again and ask students to echo. Then ask students to trace the words in grey.

4 Trace and complete.

Now explain that Chen is asking more questions about pieces of furniture to his mother and that they will have to complete the answers and trace the letters of the words in grey. Display the *Unit 3* Poster on the board and have the cutouts at hand. Ask the questions orally first while placing the pieces of furniture on the corresponding parts of the house on the poster and have students answer. Once students finish tracing the words and writing the answers, complete the answers on the board for the class to check.

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 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 houses.
- Display *Unit 3* Poster. Call out a piece of furniture and encourage volunteers to come to the front and point to it.



Practice Book: Assign Activity 3 on page 29 as homework.

3



4



3 LOOK AND TRACE.

WHERE IS THE
FRIDGE, MUM?



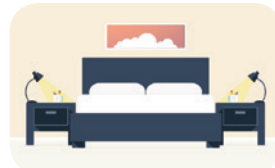
IT'S IN THE **KITCHEN**.

4 TRACE AND COMPLETE.

1. WHERE IS THE **BED**? IT'S IN THE BEDROOM .
2. WHERE IS THE **COOKER**? IT'S IN THE KITCHEN .
3. WHERE IS THE **TABLE**? IT'S IN THE **DINING ROOM**.
4. WHERE IS THE **SOFA**? IT'S IN THE **LIVING ROOM**.

MY LANGUAGE

5 LISTEN AND MATCH.



6 READ AND TRACE. WHERE IS CHEN?



1. HE IS **ON** THE CHAIR.



2. HE IS **IN** THE BOX.



3. HE IS **UNDER** THE BED.

Objectives of the day:

1. Learn prepositions of place.
2. Practise expressing location of people in different parts of a house.

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, Parts of the House* and *Furniture and Accessories* Flashcards, *Unit 3* Poster with Cutouts; a mobile phone, a box.

Open the day

- "Touching Objects" practice.
- *Prepositions, Furniture and Accessories* and *Parts of the House* Flashcards Activities.

You may want to do some of these activities to present and practise vocabulary.

Open the book!**5 Listen and match.** 



Point to the pictures of the characters and ask children who they are (the Good Buddies) and point to the first picture on the right and ask: *What's this?* (A living room). Continue in the same way for the rest of the pictures. Now tell students they will listen to an audio and will have to match each character to the part of the house where they are. Play Track 25 once for students to just listen. Then play it again for students to match the pictures to the characters. Stop after each point if necessary. To check the answers, ask where each character is and have volunteers say where they are.

6 Read and trace. Where is Chen?

Take the mobile phone and put it on a chair. Say: *Look! It's on the chair!* Now put the mobile phone in the box and say: *Look! It's in the box.* Then put it under the chair and say: *Look! It's under the chair.* Now explain that we use prepositions to say where things or people are. Now ask them to look at Chen in Activity 6 and read the sentences. Ask volunteers to read the sentences aloud. Then have students trace the prepositions.

Close the day

- *Unit 3* Poster Activities.

  Practice Book: Assign Activities 4 and 5 on page 30 as homework.

Objectives of the day:

1. Ask and answer questions about parts of the house.
2. Ask and answer questions about the location of pieces of furniture and accessories in a house.

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.), *Unit 3* Poster with Cutouts.

Open the day

- "Touching Objects" practice.
- *Unit 3* Poster Activities.

You may want to do some of these activities to review vocabulary.

Open the book!

7 Read, listen and tick (✓) the correct box.



Tell students they will listen to different questions and answers and will have to choose the corresponding picture and tick the box next to it. Point to the house to the left in the first point and say: *Look! This house is big.* Point to the other one and say: *Look! This house is small.* Play the first sentence of Track 26 and pause for students to choose the correct answer. Do the same for the rest of the sentences. To check the activity, play Track 26 again, sentence by sentence, and ask volunteers to point to the right picture. Finally, remind students to visit the online platform for more practice at home.



Play a Guessing Game!

Tell students that it is time to play a game, the same game Chen and its mum are playing: a guessing game. Read the dialogue between Chen and its mum using different voices. Explain that Chen's mum is asking Chen questions for it to guess which piece of furniture the mum is thinking about. Now tell students they will play in pairs and will also have to think of a piece of furniture and answer questions for his / her classmate to guess what it is.

Close the day

- *Unit 3* Poster Activities.



Practice Book: Assign Activities 6 and 7 on page 31 as homework.

7 READ, LISTEN AND TICK (✓) THE CORRECT BOX.  

1. IS THE HOUSE BIG?



YES, IT IS.



NO, IT ISN'T.
IT'S SMALL.

2. IS THE SOFA IN THE BEDROOM?



YES, IT IS.



NO, IT ISN'T.

3. IS THE TABLE IN THE KITCHEN?



YES, IT IS.



NO, IT ISN'T.

4. IS THE GARDEN SMALL?



YES, IT IS.



NO, IT ISN'T.
IT'S BIG.

 **PLAY A GUESSING GAME!**



IS IT IN THE LIVING ROOM?

YES, IT IS.

IS IT BIG?

NO, IT ISN'T.

IT'S THE TABLE.

YES!

MINDFUL RELAXING AT HOME 

1 HOW DO YOU RELAX AT HOME? LOOK AT THESE TWO RELAXING TECHNIQUES.



FLOWER AND CANDLE



LAZY CAT

2 SIT DOWN IN A CIRCLE. CLOSE YOUR EYES AND PRACTISE THEM.



3 DRAW YOURSELF RELAXING AT HOME IN YOUR FAVOURITE ROOM.



Objectives of the day:

1. Become aware of one's body to breathe and relax.
2. Perform breathing exercises to relax.

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.), a (plastic) flower, an aromatic candle, soft or classical music.

Open the day

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

Open the book!**Mindful Relaxing at Home** **1 How do you relax at home? Look at these two relaxing techniques.**

In L1 ask children if they or someone in their family ever practise any relaxing exercises. Explain that sometimes we feel stressed or anxious about some situations. In these cases, or to calm down after playing or doing physical exercises, it is important to relax. Point to the two pictures and ask children what they see. Teach the words *candle* and *flower* by pointing at the picture. They already know the word *cat* from the *Open the Day* activity. Point to the picture of the cat and say: *Look! This is a lazy cat. Why is it lazy? Because it is stretching.* As you say this, imitate the cat's movement to explain meaning. Now say: *This exercise releases muscle tension. Pretend you are a lazy cat that just woke up from a lovely long nap. Have a big yawn. And a meow. Now stretch out your arms, legs and back slowly, like a cat, and relax.* Repeat the exercise a couple of times. Then explain that you are going to teach another breathing technique to relax: the *flower and candle* technique. Tell the children that this is a simple relaxation technique that encourages deep breathing. Say: *Pretend you have a nice smelling flower in one hand and a slow burning candle in the other. Breathe in slowly through your nose as you smell the flower. Breathe out slowly through your mouth as you blow out*

the candle. With the help of the flower and the candle, perform the actions you explain. Repeat a few times.

2 Sit down in a circle. Close your eyes and practise them.

Now tell children that you are going to practise these two techniques all together. Ask them to sit down in a circle on the floor, be conscious of their bodies and get ready to practise the breathing exercises to relax. Go through both techniques once again and practise them with the children a few times. Then ask: *How do you feel now? Do you feel relaxed?* Allow some time for children to express themselves and then tell them they can practise these techniques by themselves or with their friends and family whenever they are stressed, anxious or tired, in their favourite room at home.

3 Draw yourself relaxing at home in your favourite room.

Now that students have learnt and practised these two relaxing techniques, tell them that they are going to draw a picture. Ask them to imagine themselves doing the techniques they learnt today in their favourite room at home and draw themselves performing them. Once they finish, they can share their works with the rest of the class.

Close the day

- Tell students you will play some music and ask them to sit with their eyes closed and pay attention to the music. Tell them to concentrate on how the music makes them feel. While they listen to the music, they can practise the techniques they learnt today. After some time, stop the music and ask students to share how they feel.

Objective of the day:

1. Learn to produce the initial letter sounds i /i/, j /dʒ/, k /k/, l /l/.

Materials: a bell, self-made *Capital and Small Letters I, J, K and L* Flashcards. You can use the IPA Pronunciation Guide in the Audioscript Section as a guide.

Open the day

- "Lazy cat" relaxing practice.
- *Capital and small Letters I, J, K and L* Flashcards Activity: Place the flashcards on the board in random order so that the small letters are facing the class. Invite volunteers to come to the board and arrange the letters in alphabetical order. You can say each letter out loud every time it is placed in the corresponding position.

Open the book!**1 Listen and match.** 

Write the letters *i, J j, K k, and L l* (small and capital letters) on the board. Point to *i*, pronounce it and encourage students to pronounce it as well. Have students point to small and capital letter *i* in their books. Continue in the same way with the rest of the letters. Now ask students to look at the pictures to the right. Ask: *What's this?* (A kitchen.) *Who is this?* (Isabel.) *What's this?* (Juice.) *What is this?* (A living room.) Help them notice the initial letter sound of each word. Now explain that they will listen to these words and will have to match them to the corresponding letter sounds. Play Track 27 and stop it after each word so that students can match the word to the letter. Play the audio again for students to check their answers. Play it once more for students to listen and repeat both sounds and words. Finally, have students repeat the sounds and words again chorally and individually.

2 Trace, listen and say. 

Have students point to the picture of the lamp and to the letter *L /l/*. Encourage them to produce the corresponding sound, according to what they learnt 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 *l* 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 *l /l/* in *lamp*. Do the same with the rest of the letters and sounds. Play Track 28 once and have students listen as they point to the words. Play the audio again, stop after each word and have students echo. Finally, invite volunteers to say each word as they heard it on the audio.

3 Read and write the missing letter sounds. 

Have students look at the questions and answers in Activity 3. Then read the first question and answer aloud and ask students which letter sound is missing (*i /i/*). Help them notice that there is a missing letter sound in each question and answer and encourage them to guess which letter sound it is. Ask students to write the corresponding letter in each blank space to complete the questions and answers. Ask volunteers to read them aloud for the rest of the class to check. Finally, remind students to visit the online platform for more practice at home.

Close the day

- "Flower and candle" relaxing practice.




1 LISTEN AND MATCH. 

li

Jj

Kk

Li

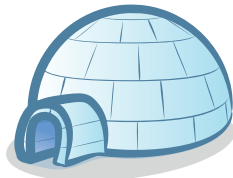


Connections: li to Kitchen, Jj to Girl, Kk to Juice, Li to Living room.

2 TRACE, LISTEN AND SAY. 



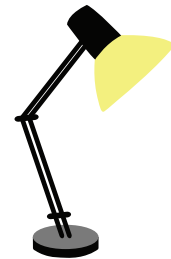
1. **J**UG



2. **I**GLOO



3. **K**EY



4. **L**AMP

3 READ AND WRITE THE MISSING LETTER SOUNDS. 

1. WHERE IS **I**SABEL? SHE'S IN THE **I**GLOO.
2. WHERE IS THE **L**AMP? IT'S IN THE **L**LIVING ROOM.
3. WHERE IS THE **J**UICE? IT'S IN THE **J**UG.
4. WHERE IS THE **K**EY? IT'S IN THE **K**ITCHEN.

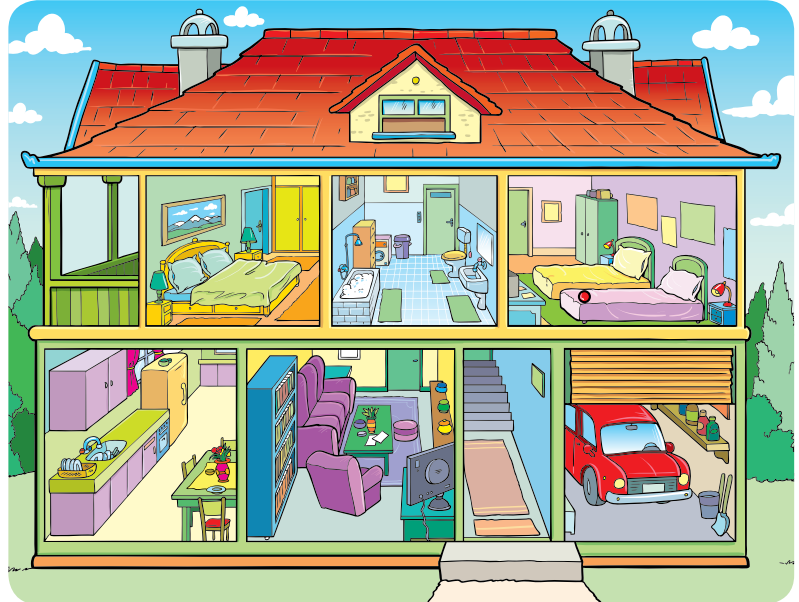
MY SKILLS

LISTENING

1 LISTEN, POINT AND SING.

THE HOUSE RAP

THE HOUSE IS BIG.
THE GARDEN IS SMALL.
LOOK AT THE ROOMS!
WHERE IS THE BALL?
IT'S ON THE BED!
IN THE BEDROOM UPSTAIRS.
WHERE IS THE FRIDGE?
IT'S IN THE KITCHEN!
LOOK DOWNSTAIRS!
THE HOUSE IS BIG.
THE GARDEN IS SMALL.
LOOK AT THE ROOMS!
THERE'S SPACE FOR ALL!



SPEAKING

1 LOOK AT THE HOUSE. ASK AND ANSWER.

WHERE IS THE LAMP?



YES, IT IS.



IT'S IN THE BEDROOM.
IS THE TV ON THE TABLE?

Objectives of the day:

1. Listen to a song to review pieces of furniture and parts of the house.
2. Practise a dialogue about the location of furniture and accessories in a house.

Materials: *Furniture and Accessories* and *Parts of the House* Flashcards, *Unit 3* Poster with Cutouts.

Open the day

- "Lazy Cat" relaxing practice.
- *Furniture and Accessories* and *Parts of the House* Flashcards, *Unit 3* Poster Activities.

You may want to do some of these activities to review vocabulary.

Open the book!**Listening****1 Listen, point and sing.** 



Ask students to look at the picture of the house in Activity 1. Tell them that they will listen to the song, *The House Rap*, and will have to point to the toys, pieces of furniture and parts of the house that are mentioned. Play Track 29 once for students to just listen. The second time, they should listen and point. The third time they listen, they should sing and point to the pieces of furniture, toys and parts of the house at the same time. Then ask questions about the location of these items and have students at random answer: *Is the house big?* (Yes, it is.) *Is the garden big?* (No, it isn't. It's small.) *Where is the ball?* (It's on the bed, in the bedroom.) *Where's the fridge?* (It's in the kitchen.)

Speaking**1 Look at the house. Ask and answer.**

Read the dialogue in Activity 1 aloud, pretending you are Tom and Alex. Ask students what the boys are talking about (They are asking questions about the location of different items in the house in Activity 1). Have students work in pairs and ask and answer questions in a similar way. Then ask some volunteers to practise their dialogues in front of the class. Finally, ask some questions at random yourself for the children to answer.

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.

  Practice Book: Assign Activities 1 (Listening) and 1 (Reading) on page 32 as homework.

Objectives of the day:

1. Read a text about a house and choose the correct answer to questions.
2. Complete a text about one's bedroom.

Materials: Unit 3 Poster with Cutouts, Reader.

Open the day

- "Flower and candle" relaxing practice.
- Unit 3 Poster Activities.

You may want to do some of these activities to review vocabulary.

Open the book!

Reading

1 Read and circle.

Tell students they are going to read a text about Tom's house. Read the text aloud once or twice. Clear up any doubt students may have. Then ask them some questions to check comprehension: *Is Tom's house small? How many rooms (has it got)? Which rooms? Which is Tom's favourite room? Where are his toys? Where is the computer?, etc.* Have them answer orally. Then pair them up and ask them to read the text again and read the questions below. They will have to choose the correct answer for each question and circle it. To check the activity, ask questions aloud and have some volunteers answer them.

Writing

1 Write about your bedroom and objects.

Draw. 

Ask students, at random, questions about their bedrooms: *Is your bedroom big? What colour is the bed? What's in the bedroom? A table? A chair? A box with toys? Which toys? Where is the box? Is there a computer or a TV?* Have some volunteers answer the questions. Now tell them they will have to complete a text about their bedroom and draw it. Copy the text on the board and, with the children's help, complete it to provide a model text for them to complete their own. Walk around the classroom, helping as necessary. Once they finish, have some of them read their texts aloud and show their drawings. Finally, remind students to visit the online platform for more practice at home.



Have students look at page 11 of the Reader again. Point to the title and ask: *What's this?* (A robot.) *Where is the robot?* (In the living room.) Now tell students they will read and listen to this robot's story. Have students look at page 12 and point to the girl. Explain that her robot is missing and she is looking for it. Play the first part of Track R2 and ask students to follow the text with their fingers. Point to the picture on page 12 and ask: *Is the robot under the table?* (No, it isn't.) *Is the robot in the kitchen?* (No, it isn't.) Point to the picture on page 13 and ask: *Is the robot in the closet?* (No, it isn't.) *Is the robot under the bed?* (No, it isn't.) Now tell students to listen to the first part of the track again. Play the audio once again and ask students to repeat as you pause. Finally, explain that they will continue reading this story at the end of Unit 4 and will find out where the robot is.

Go to video "Giant Pandas".



On the platform, you will find activities and projects related to this unit's vulnerable species, the (giant) pandas. You might want to have students watch the video "Giant Pandas" for Level 3, so that they get a flavour of what they will study about these animals in the coming years. If you are interested in learning more about (giant) pandas or share this information with your students, we recommend these links:

<https://easyscienceforkids.com/all-about-giant-pandas/>

<https://www.youtube.com/watch?v=VNxx8jVEm3I>

<https://www.youtube.com/watch?v=6fe23yeoe54>

Close the day

- Play *The House Rap* from the previous lesson for students to sing and dance along.



Practice Book: Assign Activity 1 on page 33 as homework.

READING

1 READ AND CIRCLE.



MY HOUSE IS SMALL WITH TWO BEDROOMS, THE LIVING ROOM, THE KITCHEN AND THE BATHROOM. THE GARDEN IS SMALL TOO. MY FAVOURITE ROOM IS MY BEDROOM. MY BED IS BLUE AND SMALL. MY TOYS ARE IN A GREEN BOX UNDER MY BED. THE COMPUTER IS ON THE BIG TABLE WITH THE LAMP AND THE BOOKS.

1. IS THE HOUSE BIG? YES, IT IS. / NO, IT ISN'T.
2. IS THE GARDEN SMALL? YES, IT IS. / NO, IT ISN'T.
3. IS THE BED GREEN? YES, IT IS. / NO, IT ISN'T.
4. IS THE COMPUTER ON THE TABLE? YES, IT IS. / NO, IT ISN'T.

WRITING

1 WRITE ABOUT YOUR BEDROOM AND OBJECTS. DRAW. 

MY BEDROOM IS _____.

THE BED IS _____.

THE _____ IS ON

THE _____.

THE _____ IS

UNDER THE _____.

THE _____ IS IN

THE _____.



UNIT 4 MY TOYS AND PETS

1 LISTEN, LOOK AND STICK.  



1. CAR

2. BALL

3. ROBOT

4. TEDDY BEAR

5. PLANE

6. DOLL

7. KITE

2 LISTEN, POINT AND SAY. 

UNIT 4 MY TOYS AND PETS

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.), Toys Flashcards, colour cards.

Open the day

- "Touching Objects" practice.
- Toys Flashcards Activities.

You may want to do some of these activities to present vocabulary.

Open the book!

1 Listen, look and stick.



Call students' attention to page 46. Ask: *What room is this?* (It's a bedroom.) Say: *Point to the bed. Point to the sofa.* Have students point to these pieces of furniture. Then say: *Look. What do you think is missing in this picture? What do you usually have in your bedroom?* Encourage students to guess. Then ask them to find the stickers and identify the missing items. We suggest that you play Track 30 three times. The first time, have students listen and point to the toys on the Stickers page. The second time, have students listen and point to the spaces on page 46 where they think each sticker should go. Have the Toys Flashcards at hand to help them out. Play Track 30 a third time while students paste 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 some volunteers to point to the different toys and say their names.

2 Listen, point and say.

Play Track 31 and have students point to the toys as they hear them and then say the word aloud. Help students with any pronunciation issues. Finally, have volunteers call out different toys and have the rest of the class point to the correct pictures in their books.

Close the day

- Toys Flashcards Activities.

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

Objectives of the day:

1. Learn vocabulary related to pets.
2. Practise questions and answers about pets and 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.), *Unit 4* Poster with Cutouts.

Open the day

- "Touching Objects" practice.
- *Toys and Pets* Flashcards and *Unit 4* Poster Activities.

You may want to do some of these activities to introduce and review vocabulary.

Open the book!

3 Listen, write the numbers and trace.

Point to the cat in Activity 3 on page 47. Say: *Look, this is a...* and encourage students to say: *cat*. Repeat with the other pets. Play Track 32 and have students listen and point only. Play the audio again and have them point to each word to notice how it is spelled and repeat. Play the audio a third time, pausing after each word for students to write the corresponding number. Help students with any pronunciation issues. Point to the word *cat* and say: *Here it says "cat". 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 pets vocabulary. Finally, have them trace the words for pets.

4 Listen and point.

Play Track 33 and have students listen and point to the pictures as they are mentioned in the audio. Play the audio again and encourage them to listen and repeat once more.

My Space



• Draw your favourite toy and pet. Ask and answer.

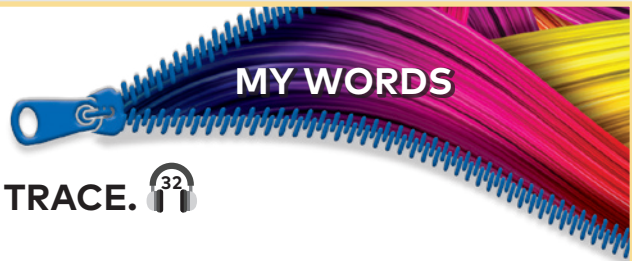
Have students work in pairs for this activity. Each student draws and colours a pet and a toy in their bedroom. Then they ask and answer questions about what they have drawn. Model the activity by asking children to look at the picture and reading the dialogue pretending you are two different people. Call student's attention to the kite in the picture and have them notice it's a (bald) eagle. Remind them this is the vulnerable animal in this unit. Finally, remind students to visit the online platform for more practice at home.

Close the day

• Play I Spy.

Display *Unit 4* Poster with the Cutouts placed on different parts of the poster. Select a toy and / or a pet and say: *I spy with my little eye something that is under the bed*. Encourage students to call out the toy or pet under the bed. Repeat until all of the toys and pets that they have learnt so far have been reviewed.

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



3 LISTEN, WRITE THE NUMBERS AND TRACE. 

5



CAT

1



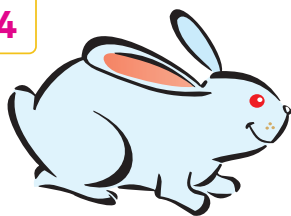
HAMSTER

6



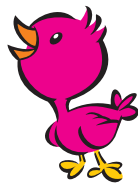
DOG

4



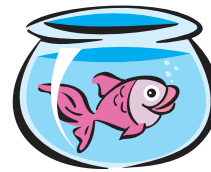
RABBIT

3



BIRD

2

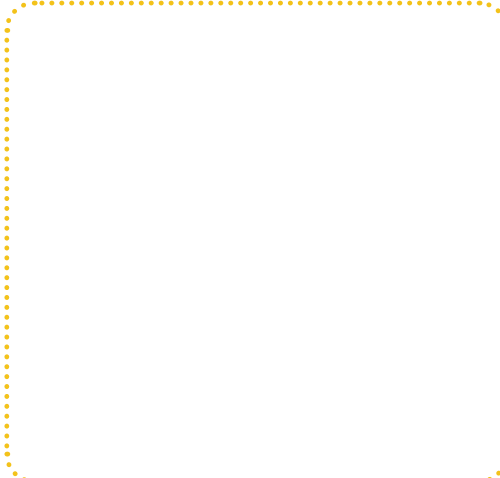


FISH

4 LISTEN AND POINT. 

MY SPACE 

● DRAW YOUR FAVOURITE TOY AND PET. ASK AND ANSWER. 



MY LANGUAGE

1 LISTEN AND FOLLOW. 

GOOD BUDDIES HAPPY BIRTHDAY, TOM!



2 COMPLETE AND MATCH.

1. TE D D Y B E A R

2. C A R

3. P L A N E

4. K I T E



5. B A L L

6. R O B O T

7. D O L L

Objectives of the day:

1. Listen to a comic strip about toys.
2. Practise 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.); *Toys, Pets* and *Birthdays* Flashcards, *Unit 4* Poster with Cutouts, paper (1 sheet per student), glue, glitter, cotton balls, squares of fabric (or other collage materials).

Open the day

- "Touching Objects" practice.
- *Toys, Pets* and *Birthdays* Flashcards and *Unit 4* Poster and Cutouts Activities.

You may want to do some of these activities to present and practise vocabulary.

Open the book!**1 Listen and follow.** 

Ask students to look at the the first picture in the comic strip and encourage them to identify the child (Tom). Ask: *Who else is there?* Students might recognise Tom's mum from the opening of Topic 1. Call their attention to the girl and lead students to realise she is Tom's big sister. Ask what else they can see (pets, birthday party decorations). Ask: *Whose birthday is it?* (Tom.) *Who is at the party?* (Eva, Isabel and Alex.) Encourage students to make predictions about the presents Tom will receive. Next, tell them that they are going to listen to a story about Tom's birthday party. Play Track 34 for students to follow along. Encourage them to check their predictions. Play the audio again and encourage students to tell you which presents Tom got from his friends (a hamster, a car, and a ball). Ask questions about the story: *What colour is the ball?* (Red and blue.) *What colour is the car?* (Green.) *Where are the toys in Picture 3?* (On the table.) *How old is Tom?* (Five.) *Which pets can you see?* (A rabbit, a hamster, a fish, a bird, a dog and a cat.) *What's the cat's name?* (Fluffy.) Finally, play Track 34 once more for students to follow along and then ask them what happens at the end. Call their attention to the fact that the hamster is escaping in Picture 3 and the cat,

Fluffy, is chasing it in Picture 4. Also point out the bald eagle in Picture 4 and remind students this is the vulnerable animal in this unit.

GOOD BUDDIES HAPPY BIRTHDAY, TOM! 

You may also want to have students watch the *Good Buddies* Animated Story to do this activity.

2 Complete and match.

Ask students to look at Activity 2 and ask different volunteers to name the toys. Call their attention to the words for toys and ask what is missing (different letters in each of the words). Encourage them to write the missing letters. Help them as necessary. Then ask different volunteers to come to the board and write the complete words for the rest of the class to check. Finally, ask students to match the words to the toys. To check the words and pictures are matched correctly, call out the words and have students point to the corresponding pictures.

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, doll, etc.) Have them show their collage to a classmate and say: *My favourite toy is the* (teddy bear). Once students have finished, display their collages on the classroom walls.



Practice Book: Assign Activities 1 and 2 on page 36 as homework.

Objectives of the day:

1. Practise asking and answering questions about toys and pets.
2. Practise asking and answering questions about the location of toys and pets.

Materials: a bell, two boxes, 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.), *Unit 4 Poster with Cutouts, Pets, Toys and Prepositions Flashcards*.

Open the day

- "Touching Objects" practice.
- *Unit 4 Poster with Cutouts, Pets, Toys and Prepositions Flashcards Activities*.

You may want to do some of these activities to practise vocabulary.

Open the book!

Play a Pets and Toys Game!

Tell students that it is time to play a game. Have them look at the table in the picture. Point to the robot and read out the first dialogue, pretending you are two different people. Then point to the hamster and read the second dialogue. Finally, point to the plane and read the third dialogue in the activity. Then ask children to form pairs and have them ask and answer questions about the toys and pets in the picture. Once they finish, you can ask different pairs to perform some dialogues in front of the class.

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. Take the two boxes and label them *Toys* and *Pets*. Put the *Poster Cutouts* on your desk and have different students come and get one at a time and place it in the corresponding box. Then take the cutouts one by one and have the class check they were placed correctly.
- Have students do a show and tell activity. Get them to sit in a circle. Put all the *Toys* and *Pets*

Flashcards on the floor, upside down. Then ask the children, one by one, to take a flashcard and tell something about it. Model the activity by taking one and say: *This is a fish. It is green.* If you have a large class, have students show their toys and pets in small groups or in pairs. Finally, remind students to visit the online platform for more practice at home.

Open Day Tip Organising Materials

This is a good opportunity to talk to students about the importance of keeping the class toys and materials, and their own, 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.

  Practice Book: Assign Activities 3 and 4 on page 37 as homework.

3



4



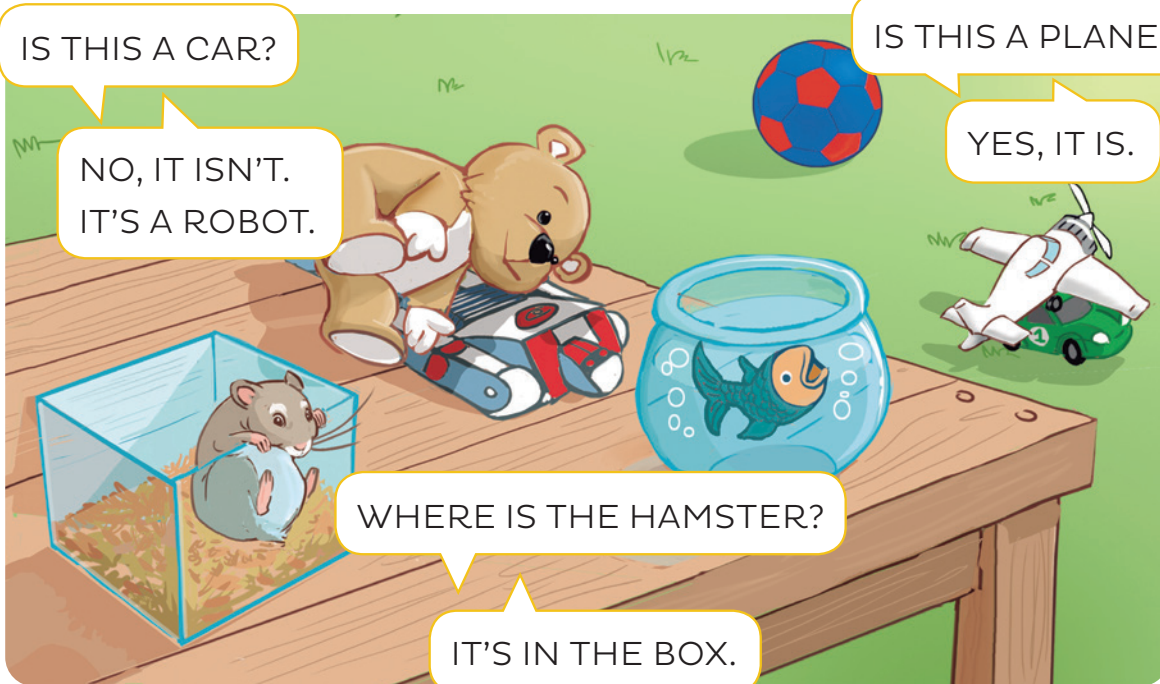
PLAY A PETS AND TOYS GAME!

IS THIS A CAR?

NO, IT ISN'T.
IT'S A ROBOT.

IS THIS A PLANE?

YES, IT IS.



WHERE IS THE HAMSTER?

IT'S IN THE BOX.

MY LANGUAGE

3 LISTEN, TRACE AND SAY. 




4 READ, LOOK AND COMPLETE. HOW OLD ARE YOU TODAY?



1. I'M TWELVE. 2. I'M THIRTEEN. 3. I'M TWENTY.

5 LISTEN, MATCH AND SING. 

THE BIRTHDAY SONG

 SURPRISE, SURPRISE!
LET'S CELEBRATE!
THIS PARTY IS FOR YOU.
YOU'RE ONE TODAY!

HERE'S THE **CAKE**,
LOOK AT THE **CANDLE**.
TWELVE **BALLOONS** AND
SIX **PRESENTS** FOR YOU!
YOU ARE ONE TODAY!
HAPPY BIRTHDAY TO YOU!



Objectives of the day:

1. Learn numbers from 11 to 20.
2. Ask and answer questions about age.
3. Learn words related to birthdays.

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 11-20* and *Birthdays* Flashcards.

Open the day

- "Touching Objects" practice.
- *Numbers 11-20* and *Birthdays* Flashcards Activities.

You may do some of these activities to present and practise vocabulary.

Open the book!**3 Listen, trace and say.** 

Invite students to look at the numbers in Activity 3 and explain that they will learn more numbers today. Play Track 35 for students to listen as they read. Play it again so that students listen and echo the numbers. Stop after each number if necessary. Then ask students to trace the words. Play Track 35 once again for students to practise pronunciation. Finally, point to numbers at random and have students name them chorally and individually.

4 Read, look and complete. How old are you today?



Point to the cakes and ask students why they think they have numbers on them (Because they indicate how old people celebrating their birthdays are). Remind students of the question: *How old are you?* Ask some of them the question and have them answer. Now ask them to look at each cake again and complete the sentences with the numbers represented by the candles. To check the answers, ask some volunteers to come to the board and write down the answers.

5 Listen, match and sing. 

Have students look at the bald eagles family and have them notice that the little one is celebrating its birthday today. Its mum and dad have written a song for the little eagle: *The Birthday Song*. Play Track 36 and ask students to just listen to the song the first time. Then have them notice the words in red and ask them what they refer to (birthdays). Encourage students to point to the different pictures as you name the birthday words. Then have them match words and pictures. Play the song a couple of times again for students to follow, sing and dance.

Close the day

- Have students work in pairs and ask and answer questions about the song, for example: *How old is the eagle?* (One.) *How many candles?* (One.) *How many presents?* (Six.) *How many balloons?* (Twelve.) *What colour are the presents?* (Green, red, yellow, black, purple, pink.) Teach some of the colour words students don't know and model the activity if necessary.

  Practice Book: Assign Activities 5 and 6 on page 38 as homework.

Objectives of the day:

1. Ask and answer questions about toys and pets.
2. Ask and answer questions about the location of toys and pets.
3. Complete a paragraph about a birthday.

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.), *Parts of the House, Furniture and Accessories, Toys, Pets* and *Birthdays* Flashcards.

Open the day

- "Touching Objects" practice.
- *Parts of the House, Furniture and Accessories, Toys, Pets* and *Birthdays* Flashcards Activities.

You may want to do some of these activities to review vocabulary.

Open the book!

6 Look and answer.



Ask students to identify the pets, toys and parts of the house in the pictures. Point to the cat in the first picture and ask: *What's this?* (A cat.) Point to the table and ask: *What's this?* (A table.) *Where is the cat?* (It's on the table.) Do the same for the rest of the pictures. Then ask students to work in pairs and answer the questions. Check the answers as a class and write them down on the board for students to check spelling.

7 Read, look and complete.

Point to the picture in Activity 7 and ask students what the picture is about (A birthday party). Explain that the child who is celebrating her birthday wrote a text about it but some of the words are missing some of their letters. Read the first sentence aloud. Before reading the second sentence have students count the candles on the cake (five) and ask what they think should write in the first word they have to complete (the girl's age). Lead them to notice how they have to complete two or three more words. Then have them work in pairs and complete the rest of the paragraph. Walk around the classroom and help them out as necessary. Once they finish, ask a volunteer to read the paragraph aloud and write the complete words on the board. Finally, remind students to visit the online platform for more practice at home.

Close the day

- Ask students to draw a picture scene similar to one of the pictures in Activity 6 in their notebooks. Explain that the toys and pets should be in different places. Have students work in pairs or teams to ask and answer questions about their pictures. (Where's the hamster? It's on the chair. Where's is the plane? It's under the bed.)

  Practice Book: Assign Activities 7 and 8 on page 39 as homework.

6 LOOK AND ANSWER.



1. WHAT IS THIS?
IT'S A CAT.
WHERE IS IT?
IT'S ON THE TABLE.



2. IS THIS A DOG?
YES, IT IS.
WHERE IS IT?
IT'S IN THE GARDEN.



3. IS THE DOLL IN THE KITCHEN?
NO, IT ISN'T.
WHERE IS IT?
IT'S IN THE BEDROOM.



4. WHAT IS THIS?
IT'S A CAR?
IS IT ON THE SOFA?
YES, IT IS.

7 READ, LOOK AND COMPLETE. 



TODAY IS MY BIRTHDAY. I'M F I V E.
I'M WITH MY MUM, D A D, GRANDMA,
G R A N D P A, S I S T E R
AND B R O T H E R. LOOK AT THE
P R E S E N T S ON THE TABLE
AND ALL THE B A L L O O N S.
I'M HAPPY!

TOYS DONATION

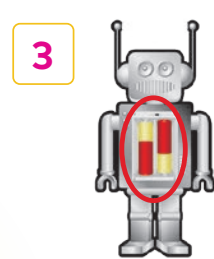
1 LISTEN AND WRITE THE NUMBERS. 



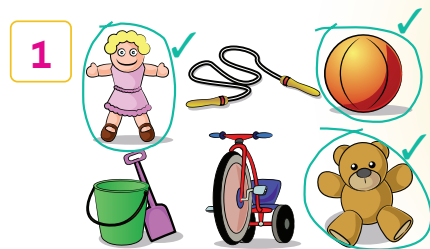
CLEAN THE TOYS.



MAKE YOUR DONATION.



ADD BATTERIES TO ELECTRONIC TOYS.



SEPARATE TOYS TO DONATE.



MAKE OTHER CHILDREN HAPPY.

2 LOOK, MATCH, COMPLETE AND DRAW.



LOOK AT THE BOX. THIS IS MY GUITAR. IT'S BIG, RED AND BLUE.

MY TOY IS A BALL. IT'S YELLOW AND GREEN. WHAT'S YOUR TOY?



ARE YOU KIND TO OTHER CHILDREN?

MY TOY IS _____.
IT'S _____ AND _____.



Objectives of the day:

1. Understand the importance of helping others through donations.
2. Read and complete small paragraphs about toys to donate.

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 Flashcards.

Open the day

- "Touching Objects" practice.
- Toys Flashcards Activities.

You may want to do some of these activities to review vocabulary.

Open the book!

Toys Donation

1 Listen and write the numbers.

Point to the title *Toys Donation* and ask what it means. Elicit answers. In L1, explain that helping others is important as we all need help and because it makes us feel good about ourselves. One way to help others is through donations, of toys, for example. Some children can't afford to have toys so it's important to share some of ours with them. Ask: *Do you ever donate toys? How do you prepare the toys to donate them?* Elicit answers. Say: *You can clean the toys* (show the picture representing clean). *You can add batteries to electronic toys* (show the picture of the robot with new batteries). Do the same for the rest of the pictures and make sure students understand the meaning of each picture. Now explain that to donate toys they should do all these different actions in order. Play Track 37 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 action and having volunteers say the numbers.

2 Look, match, complete and draw.

Guide students to notice Tom and Eva and the box with toys for donation. Ask what they think Tom and Eva are doing. Elicit answers. Explain that the children are describing the toys they are donating and that they have to match them to the pictures in the box. Have students work in pairs to read and match the toys. To check the answers, have volunteers read the texts aloud and point to the toys in the box. Then ask students to imagine they are donating a toy, describe it and draw it. Once they finish, invite some of them to read their texts aloud and show their pictures to the rest of the class.



Critical Thinking

Are you kind to other children?

Have students read the text in the Critical Thinking Box. In L1, explain what it means and encourage some volunteers to answer the question. As a class, discuss the effects of being kind to other children. Ask: *How do other children feel when you are kind to them? Are they happy? How do you feel when you help others and are kind to them?*

Close the day

- Teach the following song to students (to the rhythm of *This is the Way*): *This is the way I clean my toys, clean my toys, clean my toys. This is the way I separate toys, separate toys, separate toys. This is the way I add batteries, add batteries, add batteries.* Sing the rest of the verses with *make a donation, and make children happy.*

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

Objective of the day:

1. Learn to produce the initial letter sounds m /m/, n /n/, o /o/, p /p/, q /kw/.

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.), self-made *Capital and Small Letters M, N, O, P and Q* Flashcards. You can use the IPA Pronunciation Guide in the Audioscript Section as a guide.

Open the day

- "Touching Objects" practice.
- *Capital and Small Letters M, N, O, P and Q* Flashcards Activity: Place the flashcards on the board in random order so that the small letters are facing the class. Invite volunteers to come to the board and arrange the letters in alphabetical order. You can say each letter out loud every time it is placed in the corresponding position.

Open the book!

1 Trace, listen and say.

Have students look at the letters and name them: m /m/, n /n/, o /o/, p /p/, q /kw/. Ask them to echo the letter sounds and trace them. Play Track 38 and ask students to listen and repeat the sounds.

2 Listen and match.

Ask students to look at the pictures in the activity. Point to the plane and ask: *What's this?* (It's a plane.) Point to the colour splash and ask: *What colour is it?* (Orange.) Point to Tom's mum and say: *Mum*. Point to the numbers and say: *Numbers*, and to the queen and say: *Queen*. Repeat all the words and lead students to notice that each of these words start with one of the letter sounds they are learning in this lesson. Play Track 39 once for students to just listen. The second time, ask them to listen and match. Finally, have them listen and repeat the words.

3 Look, listen and circle the correct letter sound.

Invite students to look at the pictures and explain they will listen to some words and will have to identify the initial sound in each case. There are two options in each point and they will have to circle one. Play Track 40 once for students to just listen. Play the track for a second time and ask them to circle the sound they hear. Play it a third time and have students echo. To check the activity, ask students to name the letter sound they circled. Finally, remind students to visit the online platform for more practice at home.

Close the day

- *Capital and Small Letters M, N, O, P and Q* Flashcards Activity.


Place the flashcards on the board in random order so that the small letters are facing the class. Have students listen to the sounds you make: /m/ /m/ /m/. Then ask a volunteer to come to the front and choose the letter you are saying. Ask the rest of the students to finish the word beginning with M m, for example, mum. Use the same procedure for the rest of the letters.





1 TRACE, LISTEN AND SAY. 


M m N n O o
P p Q q


2 LISTEN AND MATCH. 

1. **Oo** 

2. **Pp** 

3. **Qq** 


4. **Mm** 

5. **Nn** 

3 LOOK, LISTEN AND CIRCLE THE CORRECT LETTER SOUND.  



1. M m / **N n**



2. P p / **Q q**



3. N n / **O o**



4. **M m** / N n



5. **P p** / Q q

CLIL SCIENCE

1 FOLLOW THE LINES AND WRITE THE NAME OF THE PET.

PET CARE ITEMS

1. **CAT** 2. **DOG** 3. **FISH** 4. **HAMSTER**

2 READ, LOOK AND WRITE THE NUMBERS.

3 4 2 1

1. PLAY WITH YOUR PET.
3. GIVE YOUR PET FOOD AND WATER.

2. CLEAN YOUR PET.
4. TAKE YOUR PET TO THE VET.

3 DRAW ABOUT YOUR PET CARE.

 ARE YOU RESPONSIBLE FOR YOUR PET CARE?

Objectives of the day:

1. Expand your knowledge of the world.
2. Learn about science and pet care.
3. Read sentences about pet care.

Materials: Pets Flashcards, white paper (1 sheet per student), coloured pencils, watercolours (optional).

Open the day

- "Flower and Candle" breathing practice.
- Pets Flashcards Activities.

You may do some of these activities to review vocabulary.

Open the book!**1 Follow the lines and write the name of the pet.**

Point to the pets in the activity and ask students to name them (dog, fish, cat, hamster). In L1, ask where these pets usually are and what they eat. Elicit answers. Then ask them to follow the lines from the pets to their place and food and write their names. To check the activity, have volunteers write the name of the pets on the board.

2 Read, look and write the numbers.

In L1, ask students if they think taking care of their pets is important and why (So that they keep well, happy and healthy.) Then discuss what one should do to take care of pets (give them food, take them to the vet, clean them, play with them). Read the sentences one by one to check comprehension. After that, ask students to match the sentences to the pictures by writing the correct number next to them. To check the activity, have volunteers read the sentences aloud and point to the correct picture.

3 Draw about your pet care.

Now ask students to think about what they do for their pets and how they take care of them. Then, ask them to draw those actions.

Lightbulb Critical Thinking**Are you responsible for your pet care?**

Call students' attention to the question in the box. Encourage students to reflect on the question. Explain that it is very important to be responsible for one's actions. Make them reflect about the fact that if they decide to have a pet, they should take responsibility for it and take care of it. As they go on studying they will learn more about pets and other animals.

Close the day

- Distribute sheets of white paper and coloured pencils (or watercolours). Tell students to draw and paint their favourite pet. To help them calm down and concentrate, you could play classical music as they work. Once they finish, you can exhibit the students' pieces on the classroom walls.



Practice Book: Assign Activities 1 and 2 on page 41 as homework.

Objective of the day:

1. Follow steps to develop a project.

Materials: Toys and Pets Flashcards, A4 sheet of paper, 2 sticks, ruler, scissors, string, tape, glue and coloured papers, Practice Book.

Open the day

- "Lazy Cat" relaxing practice.
- Toys and Pets Flashcards Activities.

You may do some of these activities to review vocabulary.

Open the book!

Explore

- **Read and look.**

Explain to students that they are going to follow steps to create a kite. Ask: *What can you see?* Elicit: *Kites in the shape of animals.* Encourage students to silently read what one of these children say about his kite. Ask: *What's his kite?* (An eagle.) *What colour is it?* (Brown and white.) *What else can you say about this kite?* (It's big.) Have a volunteer read the text aloud.

Produce

- **Make a draft text for your kite.**

Tell students to think about the kite they are going to make. Ask: *Which pet or animal would you like your kite to be?* Once they decide, ask them to write a draft text for their kite, similar to the boy's in the *Explore* section. Have different volunteers read their drafts.

- **Go to Practice Book page 69 and make your kite.** 

Tell students that now that they have chosen their pet or animal and wrote a text about their kite, they can complete the project. Have students go to page 69 of their Practice Book. Ask them to follow the steps on pages 69 and 70 to make their kites. Explain you will help them with this task. Have them get their materials ready and follow the different steps: make the cross with the sticks for the basis of their kite, tape the sticks to the paper, draw lines, cut out the kites and tape the string to the sticks. Then

ask students to use coloured papers to draw the animal or parts of the animal, cut out and glue the body parts and add details to the animal. Walk around the classroom helping students out with cutting, pasting and colouring.

Present

- **Show your classmates your kite and describe it.**

Help students show their kites to the rest of their classmates and describe them.

Close the day

- **Play Spelling Contest.**

Choose ten vocabulary words from Units 3 and 4. Divide the class into teams of four. Name a part of the house, a toy, a pet or a piece of furniture or accessory. 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.

EXPLORE

- READ AND LOOK.



LOOK! THIS IS MY KITE. IT'S AN EAGLE. IT'S BROWN AND WHITE. MY KITE IS BIG!

PRODUCE

- MAKE A DRAFT TEXT FOR YOUR KITE.

LOOK! THIS IS MY KITE. IT'S _____ . IT'S _____ . MY KITE IS _____ .

A large, empty rectangular box with a dotted border, intended for students to draw their kites.

- GO TO PRACTICE BOOK PAGE 69 AND MAKE YOUR KITE. PB

PRESENT

SHOW YOUR CLASSMATES YOUR KITE AND DESCRIBE IT.

CAN YOU NAME THE PARTS OF THE HOUSE AND FURNITURE?

1 TICK (✓) THE PARTS OF THE HOUSE AND FURNITURE YOU CAN SEE IN THE PICTURE.



- BED
- DINING ROOM
- CHAIR
- BATHROOM
- SOFA
- COOKER
- TABLE

CAN YOU SAY WHERE THINGS ARE?

2 ASK AND ANSWER ABOUT THE PICTURE.

WHERE'S THE SOFA?



IT'S IN THE LIVING ROOM. IS THE TV UNDER THE LAMP?

NO, IT ISN'T.

Objective of the day:

1. Self-assessment of Topic 2.

Materials: Unit 3 Poster with Cutouts, *Parts of the House* and *Furniture and Accessories* Flashcards.

Open the day

- "Lazy cat" relaxing practice.
- Unit 3 Poster Activities.

You may do some of these activities to review vocabulary.

Open the book!**Can you name the parts of the house and furniture?****1 Tick (✓) the parts of the house and furniture you can see in the picture.**



Call student's attention to the headers on pages 56 and 57. Read aloud: *My Progress*. Elicit what they think the objective of the activities on these pages is. (To check how much they have learnt in Units 3 and 4.) Elicit all the parts of the house students remember. Have them work individually to tick the parts of the house they can see in the picture of the house in Activity 1. Help students as necessary. To check the answers, have volunteers call out the parts of the house they can see in the picture and have the rest of the class confirm or correct the answers. 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)

Can you say where things are?**2 Ask and answer about the picture.**

Ask students to work in pairs. They will have to ask and answer questions about the house in Activity 1. Model the activity by pointing to the picture of the girls and acting out their dialogue, pretending you are two different people. When they have finished asking and answering the questions about the picture of the house, encourage some volunteers to read out their questions and answers. 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).

Close the day

- *Parts of the House and Furniture and Accessories* Flashcards Activities.

  Practice Book: Assign Activities 1 and 2 on page 42 as homework.

Objective of the day:

1. Self-assessment of Topic 2.

Materials: *Pets, Toys and Numbers 11-20 Flashcards, Practice Book, Reader.*

Open the day

- "Lazy Cat" relaxing practice.
- *Pets, Toys and Numbers 11-20 Flashcards Activities.*

You may want to do some of these activities to review vocabulary.

Open the book!

Can you name the different toys and pets?

3 Look and answer. What's this?

Point to some toys and pets in the exercise and ask students: *What's this?* Elicit answers. Now ask children to write the answers to the question in each case. Once they finish, have volunteers write complete answers on the board for the rest of the class to check. Finally, have students draw a tick below the emoji that represents how well they did on this task.

Can you count from 1-20 and say how old you are?

4 Read, match, complete and draw. 📱

Point to the cakes and have students notice the numbers represented by the candles. Have them match the cakes to the sentences. Then ask them to complete the sixth sentence about themselves and draw the corresponding candle on their cake. To check the activity, read out the sentences one by one and have students point to the cakes. Finally, 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.

Home Connection

• Make a toy with objects at home. 📱

Explain to students that they will complete this activity at home, with the help of their family. Say that they will review vocabulary related to toys and make a toy with recycled items with the help of their family. 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 learnt in Topic 2. This is a great opportunity for students to show their families how much progress they are making.



Have students look at page 11 of the Reader. Ask them if they remember what the story is about (A girl is looking for her robot). Point to pages 12 and 13 and ask questions: *Is the robot under the table? Is it in the kitchen? Is it in the closet? Is it under the bed?* Elicit answers and help them to read pages 14 and 15. Now, encourage them to check the predictions they had previously made. Ask questions about what they have read: *Is the robot in the drawer? Is it in the bedroom? Where is the robot?* Then have students listen to Track R2 once for them to just listen. Then play it again and have them echo. Ask students to open their Practice Book to page 44. Tell students to look at the picture and then read the question and answer aloud. Play the first part of Track R2 and ask students to write the missing words from the box. Follow the same procedure with the second picture. Next, ask them to look at the pictures on page 45, read the questions and complete the answers.

Go to video "Bald Eagles". 🐾

On the platform, you will find activities and projects related to this unit's vulnerable species, the (bald) eagles. You might want to have students watch the video "Bald Eagles" for Level 4, so that they get a flavour of what they will study about these animals in the coming years. If you are interested in learning more about (bald) eagles or share this information with your students, we recommend these links:

<https://kids.nationalgeographic.com/animals/birds/facts/bald-eagle>

<https://www.youtube.com/watch?v=BEgEIEfSuvU>

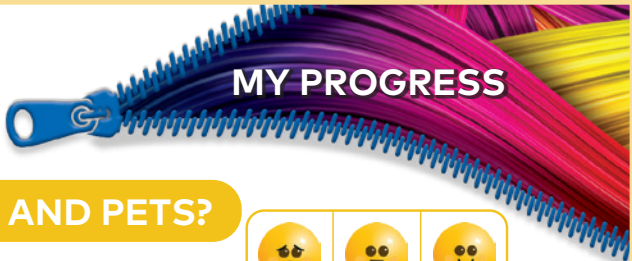
<https://www.youtube.com/watch?v=SFhyUzMyZ4s>

Close the day

- You may want to review vocabulary related to the topics studied in these two units or some of them: toys, pets, parts of the house, furniture and accessories, numbers from 11 to 20 and birthdays. On the board, write some scrambled words related to these topics. Divide the class into teams of three or four. Have them unscramble and write the words in their notebooks. Ask a volunteer from each team to go to the board and unscramble the words.



Practice Book: Assign Activities 3 and 4 on page 43 as homework.



CAN YOU NAME THE DIFFERENT TOYS AND PETS?

3 LOOK AND ANSWER. WHAT'S THIS?



1. IT'S A BALL.



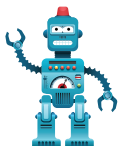
2. IT'S A RABBIT.



3. IT'S A FISH.



4. IT'S A TEDDY BEAR.



5. IT'S A ROBOT.



6. IT'S A BIRD.

CAN YOU COUNT FROM 1-20 AND SAY HOW OLD YOU ARE?

4 READ, MATCH, COMPLETE AND DRAW.

- 1. I'M ELEVEN.
- 2. I'M EIGHT.
- 3. I'M THIRTEEN.
- 4. I'M FIFTEEN.
- 5. I'M THREE.
- 6. I'M _____.



HOME CONNECTION

- MAKE A TOY WITH OBJECTS AT HOME.



MY ROBOT



TOPIC 3

MY FAVOURITE ANIMALS AND ME

Objectives of the day:

1. Learn a mindful practice to focus attention.
2. Get acquainted with concepts of Topic 3: parts of the body, wild animals and parts of their bodies, and adjectives to describe them.
3. Discover information from the illustration.

Open the day

"Feel Your Heartbeats"

Have students stand up and jump on the spot or do jumping jacks for thirty seconds. When the time is up, tell them to sit down and put a hand over their heart. Encourage students to close their eyes, breathe deeply and pay attention to their heartbeats. In a soft voice, guide them to notice how their heartbeats gradually slow down until they go back to their usual pace.

Open the book!

Read the title of the topic and explore the big picture with students. Ask them who they can see in the big picture (Eva, her dad and her brother). In L1, ask them where they are and why they think they are there (They are on holidays, on a boat.). Ask them what they are doing (physical exercises) and point to some of their body parts and say their names in English. Explain that they are going to learn about one's body in this topic. Also ask what else they can see. You may elicit the names of some animals (tiger, monkey, crocodile, elephant, zebra, hippo, leopard, eagle, etc.) and where they are (in the ocean, on the savanna and in the sky). You may also ask students what their favourite animal among the ones in the picture is and what they know about these animals. Explain that they will also be learning about wild animals and parts of the animals' bodies in Topic 3.






UNIT 5 MY BODY

PARTS OF THE BODY AND FACE

- CIRCLE THE PEOPLE'S LEGS AND ARMS IN THE BIG PICTURE.

ADJECTIVES

- FIND AND CIRCLE A BIG NOSE , BROWN HAIR  AND SMALL EARS  IN THE BIG PICTURE.

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TOPIC 3 UNIT 5 MY BODY

UNIT 5 MY BODY

Parts of the Body and Face

Draw students' attention to the pictures of the parts of the body and ask what they are called. As students say their names in their own language, say them in English (legs, arms). Then tell students to find and circle the people's legs and arms in the big picture.

Adjectives

Now call students' attention to the people's faces in the big picture. Point to Eva's dad nose and say: *Big nose*. Point to his hair and say: *Brown hair*. Then point to his ears and say: *Big ears*. And point to Eva's ears and nose and say: *Small ears, small nose*. Then tell students to find and circle a big nose, brown hair and small ears in the big picture.






UNIT 6 ANIMAL WORLD

ANIMALS

- COUNT AND COMPLETE.
THERE ARE ELEVEN
ANIMALS IN THE BIG
PICTURE.

PARTS OF THE ANIMAL'S BODY

- CIRCLE A BEAK ,
A LONG NECK  AND TWO
WINGS  IN THE
BIG PICTURE.

TOPIC 3 UNIT 6 ANIMAL WORLD

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UNIT 6 ANIMAL WORLD

Animals

Tell students to look at the big picture again and ask them if they know the names of some of these animals. Elicit some names, point to the others and name them (giraffe, zebra, monkey, hippo, crocodile, lion, leopard, tiger, elephant, eagle, orca). Then ask students: *How many animals (are there)?* Have students count the animals and complete the blank in the sentence.

Parts of the Animal's Body

Ask students to look at the pictures of parts of an animal's body in the activity. Point to them and name them. Say: *Beak, neck and wings*. Ask them to echo the words as you say them. Now have students look at the animals in the big picture and ask: *Which animal has got a beak?* (The eagle.) *Which animal has got a long neck?* Mime *long*. (The giraffe.) *Which animal has got wings?* (The eagle.) Ask them to find these parts of the animal's body and circle them in the big picture. Explain that they will learn other parts of the body of the animals in Unit 6.



Point at the Reader icon on page 58 and elicit the title of this topic's story (Me!). Point to the title of the topic and point out that the same word is in this title, *My Favourite Animals and Me*. Mime the word for students to guess the meaning. Then have students open their readers to page 17. Elicit what they see (a girl, birds, a house, some flowers and butterflies). Explain that this story will be about this girl's body.

Close the day

- Play *Mime Game*.

Invite a volunteer and tell the class that he or she is going to imitate an animal doing an action. Add that the other students should say what animal the volunteer is and what he or she is doing. Whisper into the volunteer's ear: *You're an eagle. You're flying*. Then have him or her mime the action, so that the class can guess what animal he or she is and what he or she is doing. Follow the same procedure with other volunteers, animals and actions. Alternatively, organise students into groups and have them play the game.

Open Day Tip Fostering Participation

It is important to foster in the classroom an atmosphere in which students feel comfortable enough to participate actively in class. In order to achieve this, we suggest you frequently thank and praise students who volunteer, making them feel appreciated. Even if a student makes a mistake when sharing an answer, it is important that he or she does not feel exposed. Let the class know that making mistakes is natural and that we can learn a lot from our own and our classmates' mistakes.

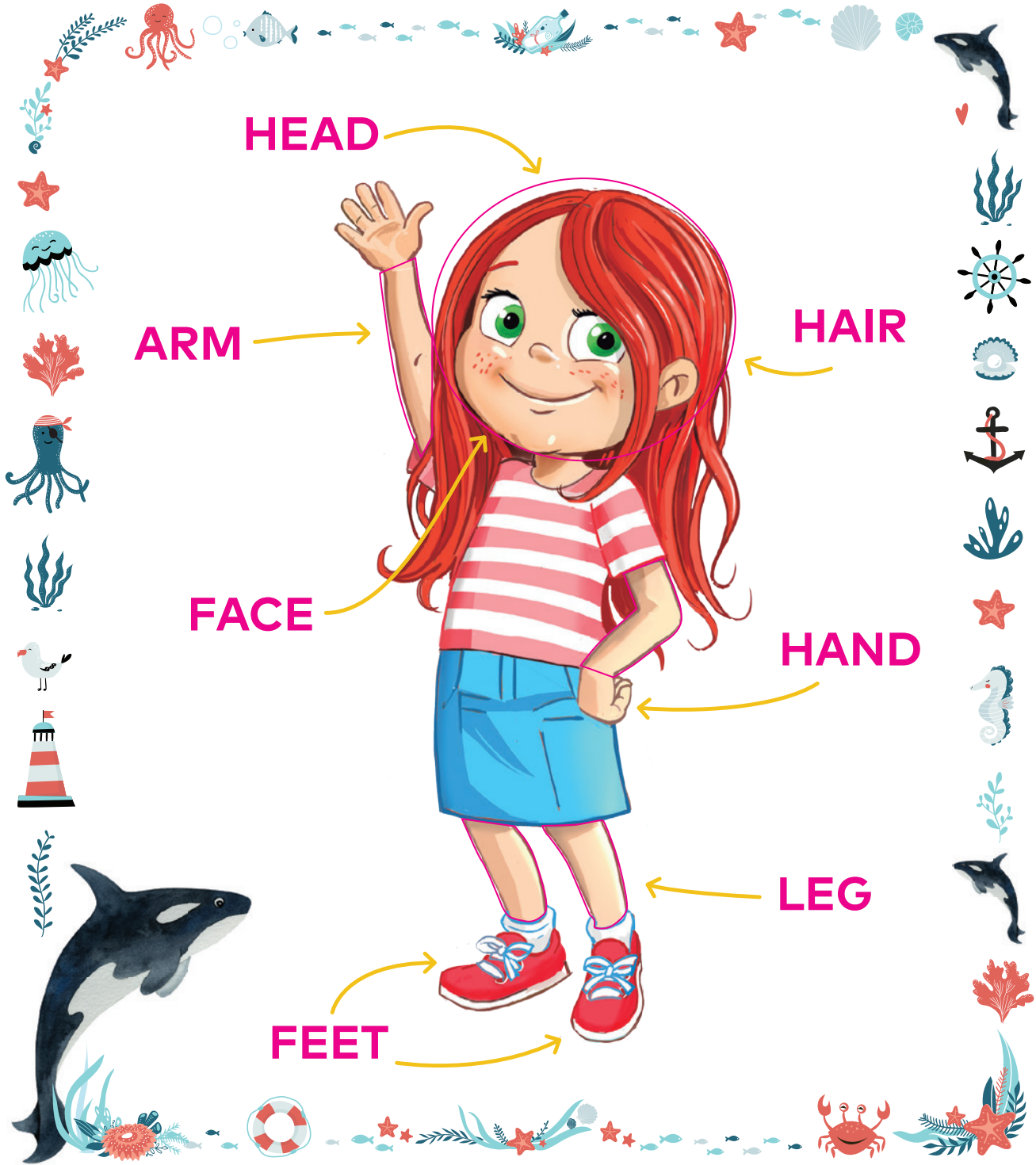
Orcas and Amur Leopards



Call students' attention to the zip in the big picture and ask them which animals they can see (orcas and (Amur) leopards). Explain that these are the animals in danger of extinction that will accompany them in this topic. Draw their attention to the orca and the (Amur) leopard near the ship where Eva and her family are in the big picture. Tell students that there will be orcas in Unit 5 and (Amur) leopards in Unit 6 and that they will have the chance to learn about them. If possible, ask students to talk to their family members about orcas and (Amur) leopards and their importance for the planet. They can draw pictures of the orcas and (Amur) leopards and bring them to the classroom at the start of each unit. They can be part of the classroom decoration if permitted. Explain that these characters will somehow appear in the comic strip and help them with the activities in Units 5 and 6.

UNIT 5 MY BODY

1 LOOK, STICK AND TRACE. 🎧



2 LISTEN, POINT AND SAY. 🎧

UNIT 5 MY BODY

Objective of the day:

1. Learn the names of the parts of the body.

Materials: *Parts of the Body* Flashcards, *Unit 5* Poster with Cutouts.

Open the day

- "Feel Your Heartbeat" practice.
- *Parts of the Body* Flashcards and *Unit 5* Poster Activities.

You may want to do some of these activities to introduce vocabulary.

Open the book!

1 Look, stick and trace.

Call students' attention to the picture of the girl in the activity and ask: *Who is she?* (Isabel.) Tell them that this is a portrait of Isabel and draw students' attention to the orca in the protrait. Remind them that the orca is the vulnerable animal in this unit. Ask: *But what is missing?* (Some parts of her body). Explain that they will find these parts of the body in the Stickers section at the back of the book. Have students find the stickers and paste them on the corresponding spaces. Once they finish, ask them to trace over the words in grey. Then point to the different parts of Isabel's body and name them. Have students echo.

2 Listen, point and say.

Now tell students that they are going to listen to the words for the parts of the body again. Play Track 41 three times. The first time, students just listen, the second time, they listen and point to the corresponding part of the body as they are mentioned. The third time, students listen and repeat the words. Then point to different body parts and have volunteers point to them.

Close the day

- Display *Unit 5* Poster with Cutouts. Point to each body part and have students call out the corresponding word. Next, have some volunteers place the parts of the body on the main scene on the poster.



Practice Book: Assign Activity 1 on page 46 as homework.

Objectives of the day:

1. Learn the names of the parts of the face.
2. Review the names of the parts of the body.

Materials: *Parts of the Body* Flashcards; paper (1 sheet per student).

Open the day

- "Feel Your Heartbeats" practice.
- *Parts of the Body* Flashcards Activities.

You may want to do some of these activities to introduce vocabulary.

Open the book!

3 Stick, listen, trace and match. Then say.



Point to the picture and have students identify the boy. Ask: *Who is he?* (Alex). *What part of his face can you see?* (the mouth). *What's missing in Alex's face?* (the eyes, the nose and the ears). Encourage students to look for the missing parts of Alex's face in the Stickers section and paste them on the corresponding spaces. Point to the eyes and say: *Eyes*. Point to the ears and say: *Ears*. Do the same for the mouth and nose. Ask students to repeat the words. Then have students trace over the words and match them to the corresponding parts of the face. Finally, play Track 42 and have students just listen. Then play the audio again, pausing after each word and have students echo.

My Space

• Draw yourself.



Tell students they are going to work in pairs. Ask them to look at the picture and read the dialogue aloud as if you were two different people. Explain that they will have to draw themselves first.

• Point, ask and answer.

Once students finish their drawings, ask them to ask and answer questions with their classmates about parts of their bodies. When they are done, ask some volunteers to show their pictures to the rest of the class and perform the dialogues they prepared. Finally, remind students to visit the online platform for more practice at home.

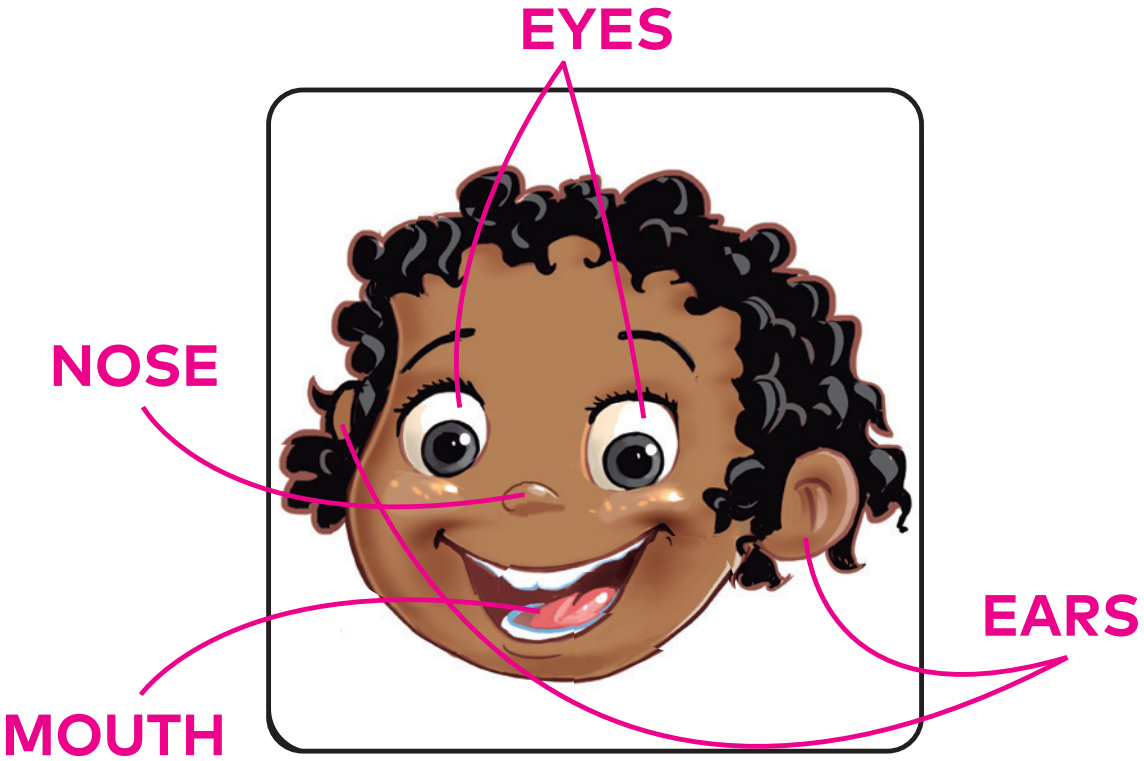
Close the day

- Distribute sheets of paper. Ask students to draw a picture of a member of their family or a friend. Next, have them label the parts of the body. They can have the pictures of Isabel and Alex as models for their picture. They can then show the pictures to the rest of the class, point to the body parts and name them. If necessary, model the activity.


  Practice Book: Assign Activities 2 and 3 on page 47 as homework.




3 STICK, LISTEN, TRACE AND MATCH. THEN SAY.  



● MY SPACE ●

- DRAW YOURSELF.
- POINT, ASK AND ANSWER. 

WHAT'S THIS?



IT'S MY ARM.

MY LANGUAGE

1 LISTEN AND FOLLOW. 

GOOD BUDDIES A BOAT TRIP



2 LISTEN AND TRACE. THEN SAY. 



SHE IS **TALL**.
SHE **HAS GOT**
BLOND HAIR
AND **GREEN**
EYES.



SHE IS **SHORT**.
SHE **HAS GOT**
DARK HAIR
AND **BLUE EYES**.

Objectives of the day:

1. Listen to a comic strip about physical appearance.
2. Read about physical descriptions.

Materials: *Physical Appearance* Flashcards, *Unit 5* Poster with Cutouts.

Open the day

- "Feel Your Heartbeats" practice.
- *Physical Appearance* Flashcards, *Unit 5* Poster Activities.

You may want to do some of these activities to introduce and practise vocabulary.

Open the book!**1 Listen and follow.** 

Ask students to look at the four scenes on pages 62 and 63. Ask them if they know any of the people in the pictures. They will identify Eva and will probably remember Eva's father and brother from the opening of Topic 1. Ask: *Where are they?* (On a boat trip.) Have them make predictions about the other pictures. Ask: *Who do you think the other people on the boat are?* Elicit answers. Then ask them what they can see in the last scene (orcas). Remind students that this is the vulnerable animal in this unit. Play Track 43 and have students follow the scenes on pages 62 and 63 with their fingers. Play the audio again and encourage them to pay attention and listen for words for parts of the body and face. Ask them to say these words aloud when they hear them. Play the audio once more for students to listen and repeat after each character speaks. Then ask them who the other people in the story are and what they are doing and elicit answers (The dance teacher and some girls. They are doing some exercises). Finally, point to some of the characters in the comic strip and ask questions about physical appearance: *What colour is the girl's hair? What colour are Eva's father's eyes?* You can also have students point at the characters' ears, eyes, legs, hands, arms, head, etc. to practise parts of the body and face vocabulary.

GOOD BUDDIES A BOAT TRIP   



You may also want to have students watch the *Good Buddies* Animated Story to do this activity.

2 Listen and trace. Then say. 

Point to the girls in Activity 2 and ask: *Who are they?* (The dance teacher and one of the girls on the boat.) Explain to students that they will read and listen to their physical descriptions. Play Track 44 once for students to listen and follow with their fingers. Then point to the girls and say: *Tall and short, blond hair and dark hair, green eyes and blue eyes.* Elicit meaning. Then play the audio for a second time, stopping after each sentence and have students echo. After that, ask children to trace over the words, play the audio once again and ask some volunteers to read the texts aloud. Draw students' attention to the verb *has got* and elicit meaning. Finally, point to the girls in the picture again and ask some questions to check comprehension: *Is she tall? Is she short? What colour hair has she got? What colour eyes has she got?*

Close the day

- *Physical Appearance* Flashcards, *Unit 5* Poster Activities.

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

Objective of the day:

1. Learn imperatives related to movement.

Materials: *Actions and Parts of the Body Flashcards, Unit 5 Poster with Cutouts.*

Open the day

- "Feel Your Heartbeats" practice.
- *Actions and Parts of the Body Flashcards, Unit 5 Poster Activities.*

You may want to do some of these activities to introduce and practise vocabulary.



Open the book!

3 Listen, trace and match. Then sing.

Ask students if they remember the exercises the dance teacher was doing with Eva, her family and friends on the boat last class. If necessary, play the audio for the second scene of Track 45 again. As students listen to the audio, perform the actions so that students see the movements mentioned in the audio. Now tell students you will listen to a song, *The Movement Chant*, in which you will have to perform the same movements. Play Track 45 once for students to just listen. Then play the audio a second time and lead students to perform the actions mentioned in the song. After that, ask students to trace over the words and match the actions to the pictures. To check the activity, point to the pictures and have students say the name of the action. Finally, play the audio a third time and ask students to sing along.

Close the day

- Play Track 45 and ask students to sing, dance along and perform the movements in the *The Movement Chant*.

  Practice Book: Assign Activity 2 on page 49 as homework.



3 LISTEN, TRACE AND MATCH. THEN SING. 

THE MOVEMENT CHANT



MOVE YOUR BODY.
STAMP YOUR FEET.
SHAKE YOUR HEAD,
 ONE, TWO, THREE!



MOVE YOUR BODY.
OPEN YOUR ARMS.
 THEN **CLAP** YOUR HANDS
 MANY TIMES!

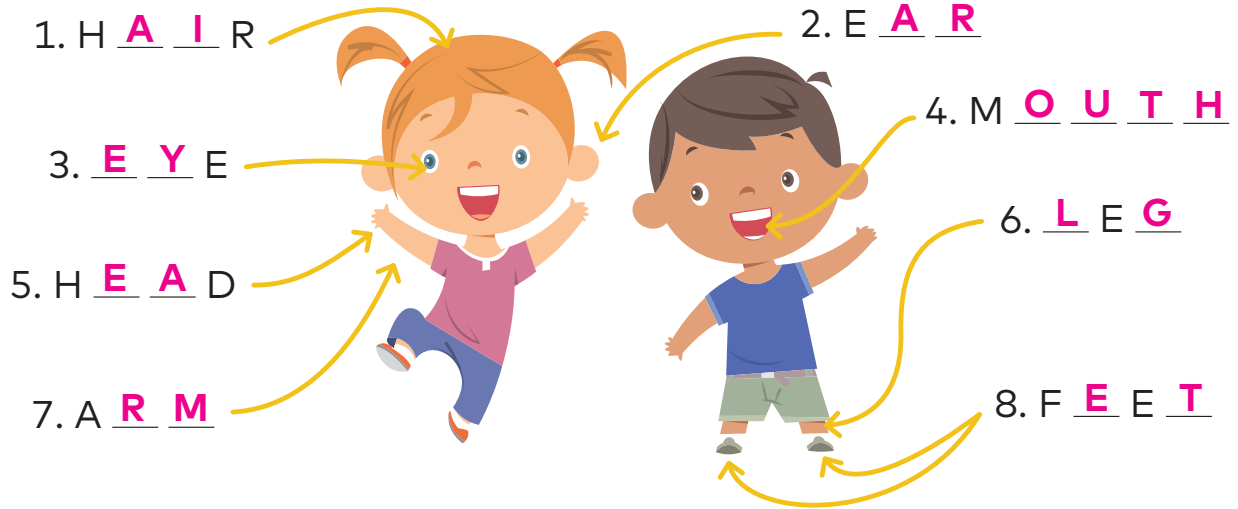


MOVE YOUR BODY.
TOUCH YOUR FACE.
CLOSE YOUR EYES.
 STAY IN YOUR PLACE!



MY LANGUAGE

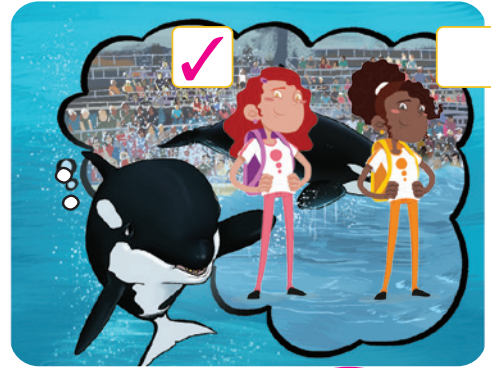
4 LOOK AND COMPLETE.



5 LISTEN AND CIRCLE. THEN TICK (✓) THE CORRECT BOX.



1. HE IS **SHORT** / **TALL**.



2. HER HAIR IS **RED** / **DARK**.



3. HIS EYES ARE **BLUE** / **GREEN**.



4. HIS EYES ARE **BIG** / **SMALL**.

Objective of the day:

1. Practise vocabulary related to parts of the body and physical appearance.

Materials: *Parts of the Body* and *Physical Appearance* Flashcards..

Open the day

- "Feel Your Heartbeats" practice.
- *Parts of the Body* and *Physical Appearance* Flashcards Activities.

You may want to do some of these activities to practise vocabulary.

Open the book!**4 Look and complete.**

Call students' attention to the pictures of the boy and the girl in Activity 4. Point out that the parts of the body are labelled but that some letters are missing. Point to the girl's hair and ask: *What's this?* (Hair). Write the *H* and the *R* on the board. Ask students which letters are missing. Elicit answers and write the complete word. Invite students to work in pairs and complete all the words. To check the activity, ask volunteers to come to the board and write the words.



5 Listen and circle. Then tick (✓) the correct box. 

Call students' attention to the orca in Activity 5. Tell them that the orca is thinking and talking to itself about the pictures. It is describing different people and students will have to circle the correct adjective and tick who the orca is talking about. Play Track 46 once for students to just listen. Then play Number 1 of the track and ask: *Is he short or tall?* (Tall.) Lead students to realise they have to circle the word *tall* and tick the tall boy box. Play Track 46, pausing after each point for students to circle the right word and tick the right box. Play the audio once again for students to check. Finally, have volunteers read the correct sentences and point to the correct person.

Close the day

- **Play Simon Says.**

To practise vocabulary for parts of the body and imperatives, use commands such as: *Simon says, touch your eyes. Close your arms. Open your eyes. Simon says, stamp your feet. Touch your nose. Move your body*, etc. Remind students that if they hear *Simon says* what to do, they must perform that action. If you just say a command, they must remain in their place.

  Practice Book: Assign Activities 3 and 4 on page 50 as homework.

Objectives of the day:

1. Read physical descriptions.
2. Ask and answer questions about physical descriptions.

Materials: *Physical Appearance* Flashcards and *Unit 5* Poster with Cutouts; sheets of paper (1 for each student), crayons, coloured pencils, markers.

Open the day

- "Feel Your Heartbeats" practice.
- *Physical Appearance* Flashcards and *Unit 5* Poster Flashcards Activities.

Open the book!

6 Read and answer.

Ask students who the person speaking in the activity is (Alex). Explain that he is describing himself. Remind students of the descriptions of the dance teacher and the girl on the boat on page 62. Write one of these descriptions on the board. Highlight the verb *has got*. Then write the first two sentences in Alex's description on the board and highlight the verb *have got*. Explain that when one speaks about oneself, we use *have got* and when one speaks about someone else, we use *has got* to express possession. Next, read Alex's text and clear out any doubts students may have. Have some volunteers read the description again. Then explain that students will have to answer the questions about the text. The first one has been completed. Invite them to work in pairs and answer the questions. To check the activity, ask some volunteers to write the answers on the board. Finally, invite the whole class to read the complete answers aloud.



Play a True or False Game!

Tell students it is time to play a game, a true or false game. Point to Alex and Tom and explain that the boys have got a card with a character and that they have to ask questions to each other to find out what their character is like. Read the dialogue aloud with the help of a volunteer and ask students which card belongs to Alex and which one belongs to Tom. Now have students draw a character in the blank card without showing it to their classmates. Once they finish, invite them to ask questions to find out the physical characteristics of the other's character. Let them play until they guess what the characters are like. Finally, have some pairs ask and answer their questions and show their drawings to the rest of the class.

Close the day

- Distribute the sheets of paper, coloured pencils, crayons and markers. Ask students to draw their faces and write a short description about themselves. Once they finish, exhibit their works on the classroom walls.

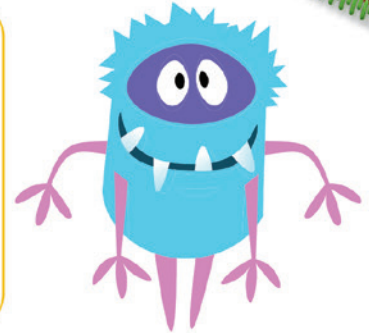


 Practice Book: Assign Activities 5, 6 and 7 on page 51 as homework.

6 READ AND ANSWER. 



I'M TALL. I HAVE GOT DARK HAIR AND DARK BROWN EYES. I HAVE GOT A MONSTER TOY. IT'S BLUE, PINK AND PURPLE. IT HAS GOT BIG EYES AND A BIG MOUTH. IT HAS GOT FOUR ARMS, FOUR HANDS AND TWO LEGS.



0. IS ALEX SHORT?

NO, HE ISN'T.

1. WHAT COLOUR IS HIS HAIR?

IT'S DARK.

2. WHAT COLOUR ARE HIS EYES?

THEY ARE DARK BROWN.

3. IS THE MONSTER ORANGE?

NO, IT ISN'T. IT'S BLUE, PINK AND PURPLE.

4. HOW MANY ARMS HAS THE MONSTER GOT?

IT HAS GOT FOUR ARMS.

 **PLAY A TRUE OR FALSE GAME!**

YOU HAVE GOT BLUE EYES.

TRUE!

FALSE. I HAVE GOT GREEN EYES. YOU HAVE GOT ORANGE HAIR.



D+

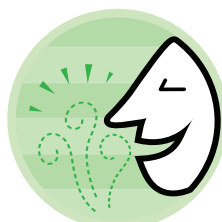
MINDFUL BODY MEDITATION



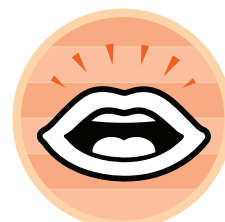
1 LOOK, READ AND WRITE.



1. CLOSE YOUR
 EYE S.



2. BREATHE IN
 THROUGH YOUR
 NOSE .



3. BREATHE OUT
 THROUGH YOUR
 MOUTH .

2 LISTEN AND MATCH. 



3 DO THE MINDFUL BODY MEDITATION. CIRCLE HOW YOU FEEL.



ARE YOU MINDFUL OF YOUR BODY?



Objective of the day:

1. Become aware of one's body and learn to meditate.

Materials: *Parts of the Body* Flashcards, classical or soft music.

Open the day

- "Mindful Body" practice.
- *Parts of the Body* Flashcards Activities.

You may do some of these activities to review vocabulary.

Open the book!**Mindful Body Meditation** **1 Look, read and write.**

Explain to students that they are going to learn how to meditate. Now that they have done the mindful body practice, they will go one step further. Tell them that in order to meditate, we have to perform the actions in the pictures in Activity 1. Point to the first sentence and ask what's missing (eyes). Say the complete sentence: *Close your eyes*. Point to the second sentence and model the action of breathing. Point to the nose and say: *Breathe in through your...* and have students complete the sentence. Read the complete sentence aloud. Then point to the third sentence and model the action. Point to the mouth and say: *Breathe out through your...* and have students complete the sentence. Read the complete sentence and invite children to practise these three actions to learn how to meditate. Go over the sentences a couple of times and perform the actions.

2 Listen and match. 

Call students' attention to the picture of the boy in Activity 2. Explain that this is the correct position to meditate. Ask children to match the words for the parts of the body to the picture. Now explain to the children that they are going to listen to an audio with instructions to follow steps to meditate. Play Track 47 once for students to listen. Play it again and perform the actions you hear for students to learn the actions. Play the audio once again for students to listen and perform the actions they hear.

3 Do the mindful body meditation. Circle how you feel.

Now tell students you are all going to practise meditation and discuss in L1 why it is important to meditate. Elicit answers. Explain that mindful body meditation is important for us to relax, to think about what we do every day, to feel comfortable and good about ourselves. If possible, turn off the lights and play Track 47 again. Ask students to sit comfortably in a circle on the floor, close their eyes, breathe in and out and follow the steps to practise meditation a couple of times. After a while, ask students to circle the face that best describes how they feel.

 **Critical Thinking****Are you mindful of your body?**

Have students read the text in the Critical Thinking Box, in L1 explain what it means and encourage some volunteers to answer the question. As a class, discuss the importance of taking care of one's body and how we have to be grateful for everything the body allows us to do with it, like breathing, walking, eating, playing, sleeping, etc.

Close the day

- Practise the "Mindful Body Meditation" again. This time, play some soft or classical music and read the instructions for meditating yourself.

Objective of the day:

1. Learn to produce the initial letter sounds r /r/, s /s/, t /t/, u /ʌ/

Materials: self-made *Capital and Small Letters R, S, T and U* Flashcards. You can use the IPA Pronunciation Guide in the Audioscript Section as a guide.

Open the day


- "Feel Your Heartbeats" practice.
- *Capital and Small Letters R, S, T and U* Flashcards Activity: Place the flashcards on the board in random order so that the small letters are facing the class. Invite volunteers to come to the board and arrange the letters in alphabetical order. You can say each letter out loud every time it is placed in the corresponding position.

Open the book!**1 Listen, point and sing.** 

Have students look at the pictures in Activity 1. Point to each picture and name them: *Tom, red, umbrella, sit*. Call students' attention to the initial letter sound for each word. Tell them that they will listen to an audio and will have to point to the pictures as they hear them. Play Track 48 once for students to just listen. Play it for a second time and have students point to the pictures. Play it a third time and ask students to listen and echo. After that, invite them to invent a rap with these sounds and words. Start the rap with the r /r/ sound and *red* and continue with the other sounds and children's suggestions for the rhythm. Practise the rap several times.

2 Listen and write the missing letter sound. 

Tell students they will hear some words and will have to write the missing letter sound to complete each of the words in the exercise. Play Track 49 once for students to listen. The second time you play the audio, ask students to write the missing letters. Play the audio a third time and ask students to check. Finally, say a number and ask the class to say the complete word chorally. You can also ask some volunteers to come to the board and write the corresponding letters.

3 Unscramble the words. Which are the initial letter sounds? Highlight them. 

Have students look at the pictures and ask which actions or movements they represent (stamp your feet and touch your nose). Ask them to work in pairs and unscramble the words to complete the phrases. To check the activity, ask volunteers to write the words on the board. Finally, remind students to visit the online platform for more practice at home.

Close the day

- **Capital and Small Letters R, S, T and U Flashcards Activity.** Place the flashcards on the board in random order so that the small letters are facing the class. Have students listen to the sounds you make: /t/ /t/ /t/. Then ask a volunteer to come to the front and choose the letter you are saying. Ask the rest of the students to finish a word beginning with T t, for example, Tom. Use the same procedure for the rest of the letters.



1 LISTEN, POINT AND SING. 



2 LISTEN AND WRITE THE MISSING LETTER SOUND. 



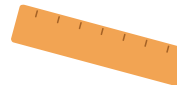
1. TEDDY BEAR




2. UNDER



3. SAD



4. RULER

3 UNSCRAMBLE THE WORDS. WHICH ARE THE INITIAL LETTER SOUNDS? HIGHLIGHT THEM. 



1. S T A M P (AMPST)
YOUR FEET.



2. T O U C H (UCHTO)
YOUR NOSE.

MY SKILLS

LISTENING

1 LISTEN AND TICK (✓) THE CORRECT BOX. 

1



2



3



SPEAKING

1 WORK IN PAIRS. DESCRIBE, LISTEN TO YOUR CLASSMATE AND GUESS.

IT HAS GOT BIG PURPLE EYES AND A BIG MOUTH. IT'S GREEN.



MONSTER 4!

1.



2.



3.



4.



Objectives of the day:


1. Listen to identify correct information.
2. Practise dialogues about physical descriptions.

Materials: *Physical Appearance* and *Parts of the Body* Flashcards.

Open the day

- "Mindful Body Meditation" practice.
- **Play Charades.**

This game can help you to review parts of the body. Divide the class into teams of four. Ask a volunteer from one team to go to the front. Whisper a word for parts of the body (ear, mouth, leg, arm, etc.) to the student and tell them to point to the corresponding part of the body. They should not speak but only point. Encourage all the teams to say the word aloud. The first team to say it, wins a point.

Open the book!**Listening****1 Listen and tick (✓) the correct box.** 

Invite students to look at the pictures in the activity. Ask: *What are these?* (Monsters.) Point to the first monster and ask questions about it: *What colour is the monster?* (Green.) *How many legs has it got?* (Two.) *Has it got small eyes?* (No. It has got big eyes.) Follow the same procedure with the other monsters. Then explain that they are going to listen to a description of a monster and will have to decide which of the three monsters is being described and tick the correct box. Play Track 50 once for students to just listen. Play it again for students to decide and tick the correct box. Then ask them what the monster described is. After that, play the audio once again and ask students to listen and repeat so that they practise pronunciation.

Speaking**1 Work in pairs. Describe, listen to your classmate and guess.**

Call students' attention to the monsters in Activity 1 and to the orcas' dialogue. Explain that the orcas are playing a guessing game. One of them describes a monster and the other one has to guess which monster it is describing. Ask two volunteers to read the model dialogue. Clear any doubts students may have and ask them to work in pairs and make up a similar dialogue for the other classmate to guess. Allow some time for students to make up the dialogues and provide help as necessary. Then ask some pairs to come to the front and perform the dialogues they prepared.

Close the day

- *Physical Appearance* and *Parts of the Body* Flashcards Activities.

  Practice Book: Assign Activity 1 on page 52 as homework.

Objectives of the day:

1. Read a text about physical descriptions and distinguish between right and wrong information.
2. Write a text about physical descriptions using visual prompts.

Materials: Unit 5 Poster with Cutouts, Reader.

Open the day

- "Mindful Body Meditation" practice.
- Unit 5 Poster Activities.

You may want to do some of these activities to review vocabulary.

Open the book!

Reading

1 Read and mark (✓ or X) in each box.

Tell students to look at Eva and call their attention to the speech bubble. Explain that she is describing herself. Read the text aloud and clear any doubts students may have. Then tell them that they will have to read the sentences below and decide if the information is right or wrong. Invite them to work in pairs, read the sentences and put a tick if the information is right or a cross if the information is wrong. Read the example aloud and lead them to realise the information is wrong because Eva says she is short. Allow some time for them to work and help as necessary. To check the activity, invite volunteers to read the sentences aloud and the rest of the class to say if the information is right or wrong.

Writing

1 Write about you and your friend.

Now invite students to work in pairs and tell them that they will have to describe themselves and their classmates. Draw their attention to the visual prompts and ask what they mean. Elicit answers and explain the meaning of any drawings students may find difficult to understand. Ask them to take Eva's text as a model. Once they finish, ask some students to read their texts aloud. Finally, remind students to visit the online platform for more practice at home.



Have students look at page 17 of their Reader again. Ask them if they remember what the story is about (A story about the girl's body). Play Track R3 and ask students to read along the texts on pages 18 and 19. Play the audio again and ask students to point to the body parts as they are mentioned. Play it a third time and ask students to listen and repeat. Then ask questions about the text: *How many arms has the girl got?* (Two.) *How many legs has she got?* (Two.) *Has she got a big nose?* (No, she has got a small nose.) *Has she got a big mouth?* (Yes.) *Has she got short legs?* (No, she has got long legs.) *Has she got big feet?* (Yes.) *What colour eyes has she got?* (Green.) Tell them that they will get to know more about this girl later, as they will continue reading in the following sessions.

Go to video "Orcas".

On the platform, you will find activities and projects related to this unit's vulnerable species, the orcas. You might want to have students watch the video "Orcas" for Level 5, so that they get a flavour of what they will study about these animals in the coming years. If you are interested in learning more about orcas or share this information with your students, we recommend these links:



<https://www.natgeokids.com/uk/discover/animals/sea-life/killer-whale-facts/>

<https://www.youtube.com/watch?v=EfIB9elxfQ4>

https://www.youtube.com/watch?v=2-ygWQZzi_4

Close the day

- Display the Unit 5 Poster and Cutouts on the board. Describe one of the children in the poster and encourage the class or individual students to identify him / her.

  Practice Book: Assign Activity 1 (Reading) and Activity 1 (Writing) on page 53 as homework.

READING

1 READ AND MARK (✓ OR X) IN EACH BOX.









HI! I'M EVA. I'M SHORT. I HAVE GOT BROWN HAIR AND BROWN EYES. MY FRIEND TOM IS TALL. HE HAS GOT BLOND HAIR AND GREEN EYES.

- 0. EVA IS TALL. X
- 1. SHE HAS GOT BROWN HAIR.
- 2. HER EYES ARE BLUE. X
- 3. TOM IS TALL.
- 4. HE HAS GOT BROWN HAIR. X
- 5. HIS EYES ARE GREEN.

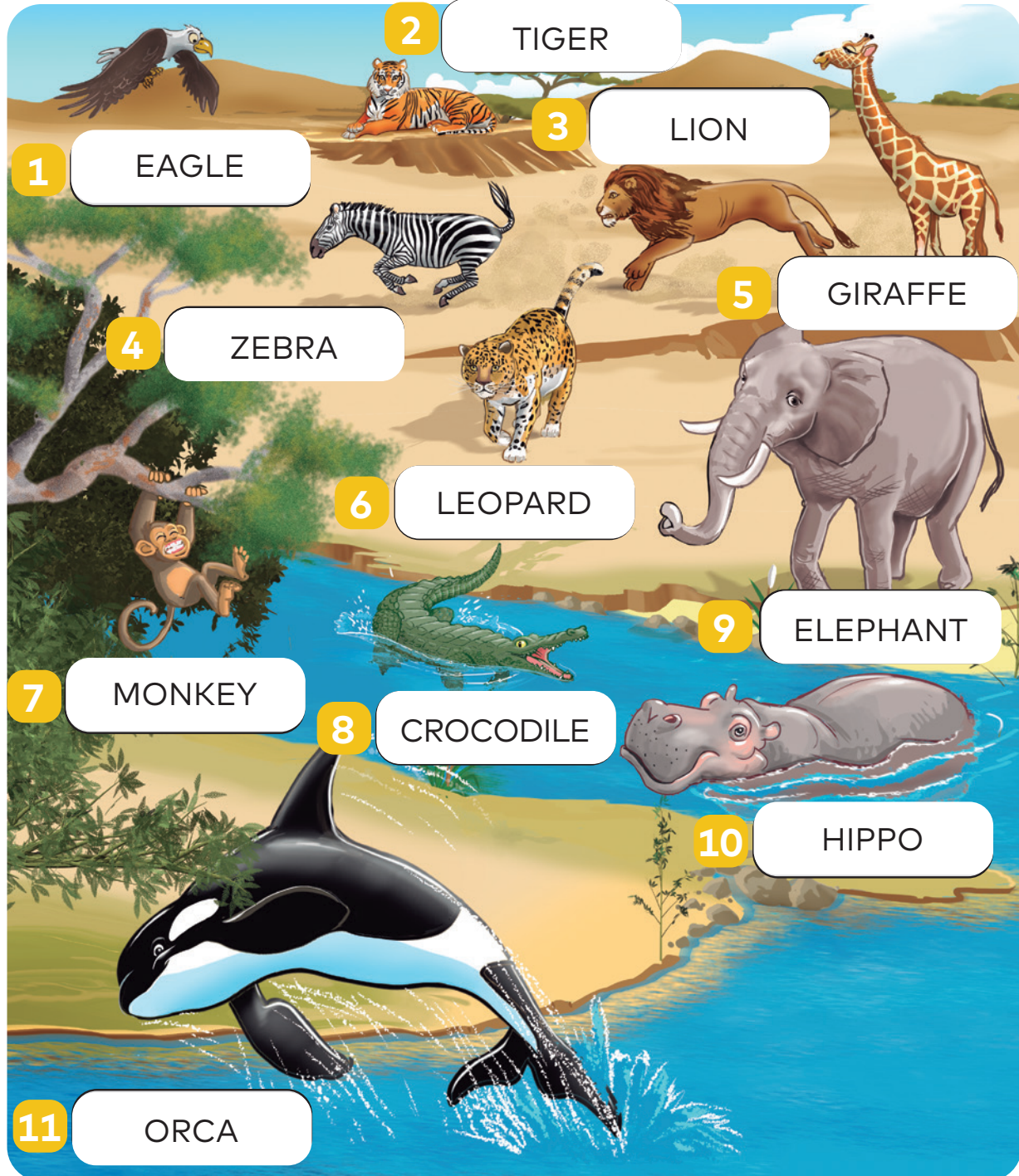
WRITING

1 WRITE ABOUT YOU AND YOUR FRIEND. 

I'M _____ . I'M _____  . I HAVE
 GOT _____  AND _____  .
 MY FRIEND _____ IS _____  .
 SHE / HE HAS GOT _____  AND
 _____  .

UNIT 6 ANIMAL WORLD

1 LISTEN, LOOK AND STICK.  



2 LISTEN, POINT AND SAY. 

UNIT 6 ANIMAL WORLD

Objective of the day:

1. Learn vocabulary related to wild animals.

Materials: *Animals* Flashcards.

Open the day

- "Feel Your Heartbeats" practice.
- *Wild Animals* Flashcards Activities.

You may want to do some of these activities to introduce vocabulary.

Open the book!



1 Listen, look and stick.

Draw students' attention to the scene on page 70. Ask: *What can you see?* (Animals / Wild animals.) Write *Animals* or *Wild Animals* on the board and tell students that they will learn the names of some (wild) animals in this lesson. Play Track 51 and ask students to just listen the first time. Then explain that they will listen to the audio again and they will have to complete the boxes with the names of the animals that are in the Stickers section. Give students time to find the stickers at the back of the book. Play the first point of the track, point to the picture and ask: *What's this?* (An eagle.) Have students find the sticker with the word and place it in the box under the picture of the eagle. Write the word *eagle* under the title (*Wild*) *Animals* on the board. Then point to the animal in number 2 and play point 2 of Track 51. Ask students to repeat chorally and find the sticker to paste it under the picture of the tiger. Write the word on the board and follow the same procedure with the rest of the animals. Finally, show the *Animals* Flashcards, one at a time, and have students name them.

2 Listen, point and say.

Tell students they will listen to the names of the animals from the scene in Activity 1 in a different order. Explain that they have to point to the corresponding pictures of the animals when they hear them. Play Track 52 and have students just listen the first time. Then play it again so that students listen and point. Play the audio for a third time and ask students to point to the animals and say the words.

Close the day

  Practice Book: Assign Activity 1 on page 54 as homework.

Objectives of the day:

1. Practise vocabulary related to wild animals.
2. Learn vocabulary related to the parts of the animals' bodies.

Materials: *Animals* and *Parts of the Animals' Bodies* Flashcards.

Open the day

- "Feel Your Heartbeats" practice.
- *Animals* and *Parts of the Animals' Bodies* Flashcards Activities.

You may want to do some of these activities to introduce and practise vocabulary.

Open the book!

3 Listen, trace and say.

Tell students that they are going to learn the parts of the animals' bodies. Point to the animals and ask students to identify the animals: *What's this?* (A leopard.) Remind students that this is the endangered animal for this unit. Do the same for the rest of the pictures. Then play Track 53 and have students listen and point to the parts of the bodies. Then play the audio for a second time and ask students to read the words in silence as they are mentioned. Next, tell students to trace over the words. Finally, play the audio for a third time and invite students to repeat after each word.

My Space

• Draw an animal.

Ask students to look at the drawing to identify the animal. (A giraffe.) Tell them they will have to draw and colour an animal that they have just learnt about.

• Describe your animal to your classmate.



Draw students' attention to the description and read it aloud. You may walk around the classroom and have students point to the parts of the body as you mention them. Then have students work in pairs and explain that they will have to describe their animal to their classmates. After that, you may invite volunteers to describe their animals so that the rest of the class identifies them. Finally, remind students to visit the online platform for more practice at home.

Open Day Tip Comparing Answers

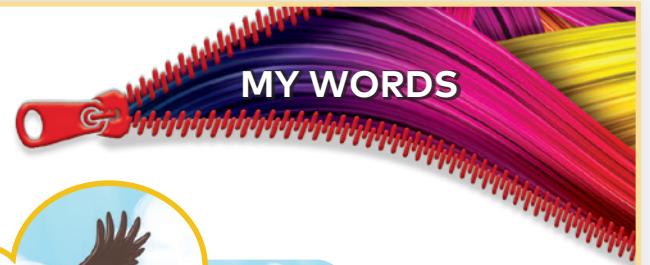
Allowing students time to compare their answers in pairs makes them more confident. It provides them with an opportunity to make sure that their answers are right or change them before the correction. Following this procedure gradually makes students feel more encouraged to share their answers with the whole class.

Close the day

- Stick the *Animals* flashcards on the board. Play Track 52 again. When one of the animals is mentioned, students should point at the flashcard that illustrates it and repeat its name.



 Practice Book: Assign Activity 2 on page 55 as homework.



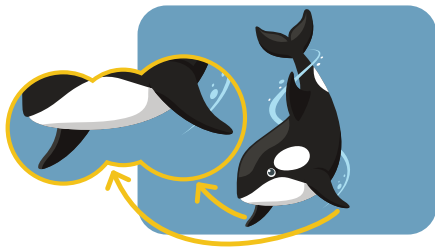
3 LISTEN, TRACE AND SAY. 



1. **EYES**
2. **EARS**



3. **BEAK**
4. **WINGS**



5. **FINS**

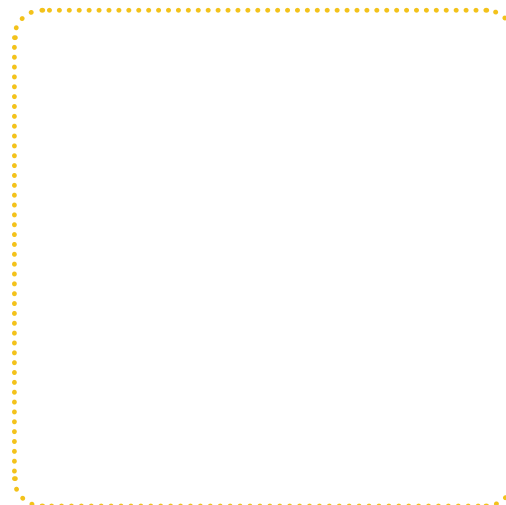


6. **NECK**
7. **TAIL**

● **MY SPACE** ●

- **DRAW AN ANIMAL.**
- **DESCRIBE YOUR ANIMAL TO YOUR CLASSMATE.** 

THIS IS A GIRAFFE.
IT'S TALL, YELLOW
AND BROWN. IT
HAS GOT TWO
EARS, SMALL EYES,
A LONG NECK,
FOUR LEGS AND A
SHORT TAIL.



MY LANGUAGE

1 LISTEN AND FOLLOW. 

GOOD BUDDIES AT THE ECOPARK



2 READ AND COMPLETE.



1. IT'S A **HIPPO** .



2. THEY'RE **ZEBRAS** .



3. IT'S A **CROCODILE** .



4. THEY'RE **LIONS** .

Objectives of the day:

1. Listen to a comic strip about a visit to an ecopark.
2. Learn and practise demonstratives.
3. Ask and answer questions about animals.

Materials: *Animals* Flashcards and *Unit 6* Poster with Cutouts.

Open the day

- "Feel Your Heartbeats" practice.
- *Animals* Flashcards and *Unit 6* Poster Activities.

You may want to do some of these activities to practise vocabulary.

Open the book!**1 Listen and follow.** 

Point to the characters in the first part of the comic strip and ask: *Who are they?* (Alex, Tom, Isabel, Eva and Miss Smith.) After they identify the *Good Buddies* and their teacher, ask: *Where are they?* (At the ecopark.) Explain that the children are visiting the ecopark with the teacher and they see different animals. Point to the first picture and have students name the animal they can see (Orca.). Then point to the second picture for students to identify the animals (Monkeys, eagles, hippo and crocodile.). Follow the same procedure with the rest of the comic strip. After that, ask: *How do the children feel? Are they happy?* Next, play the first part of Track 54. Tell students to follow along and point to the animal when they hear the name. Encourage them to point to the parts of the animal's body. Follow the same procedure with the second, third and fourth parts of Track 54. Finally, ask students to listen to the audio again, pausing after each character speaks and ask them to echo.

GOOD BUDDIES AT THE ECOPARK 

You may also want to have students watch the *Good Buddies* Animated Story to do this activity.

2 Read and complete.

Ask students to look at the first picture. Read the question aloud and mime pointing at a near distance. Have students repeat the question and then answer. Tell students to write the name of the animal in the space provided. Invite a volunteer to write the word on the board to check spelling. Follow the same procedure with the other pictures, pointing at a near and far distance to check students understand the difference between the demonstratives

Close the day

- To practise demonstratives, ask students questions about different objects in the class, near and far. For example: *What's this?* (pointing to something near you) (It's a pen.) *What's that?* (pointing to something far away from you) (It's a book.)



Practice Book: Assign Activity 1 on page 56 as homework.

Objective of the day:

1. Ask and answer questions about parts of the animals' bodies.

Materials: *Animals and Parts of the Animals' Bodies* Flashcards.

Open the day

- "Feel Your Heartbeats" practice.
- Play Track 54 and ask students to listen. Ask a few questions for them to remember the story. Organise students into groups of five and have them act out the comic strip they listened in the previous class. Tell them to decide who is going to play each role. Then play Track 54 again and have students move their mouths and make gestures accordingly. If you see fit, have students exchange roles and then play the track again.

Open the book!**Play a Yes / No Questions Game!**

Tell students that they are going to play a game. Have students look at the animals and identify them. Then explain they will ask *Yes / No* questions to their classmates to guess the animal in the pictures. Read the dialogue to model the activity. Have children form pairs and tell them to choose an animal for their classmates to guess. Remind them that they can only ask *Yes / No* questions to guess the animal their classmates chose.

Close the day

- *Animals and Parts of the Animals' Bodies* Flashcards Activities.



Practice Book: Assign Activities 2 and 3 on page 57 as homework.

3

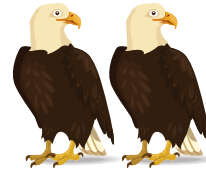


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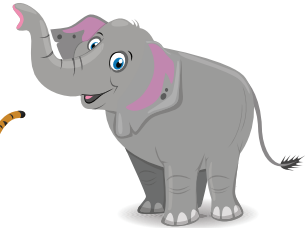
PLAY A YES/NO QUESTIONS GAME!

HAVE THEY GOT WINGS?



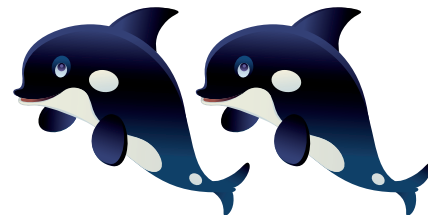
NO, THEY HAVEN'T.

HAS IT GOT BIG EARS?



YES, IT HAS.

IT'S AN ELEPHANT.



YES!

MY LANGUAGE

3 READ, LOOK AND WRITE THE NUMBER.

1. THOSE ARE CROCODILES.
2. THIS IS A LEOPARD.
3. THAT IS A HIPPO.
4. THESE ARE MONKEYS.



4 READ, LOOK AND COMPLETE. THEN LISTEN AND SING.



LET'S EXPLORE
THE ANIMAL WORLD.
YOU CAN SEE THEM
WHEREVER YOU GO!

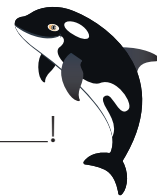
LOOK AT THAT!
IT'S BLACK AND WHITE.
IS THAT A **ZEBRA**?
YES, YOU'RE RIGHT!



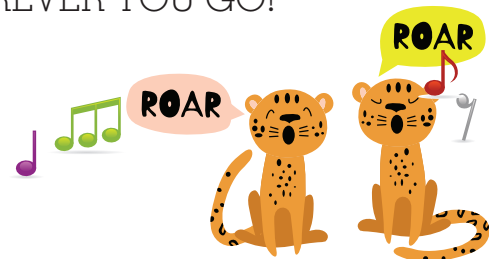
NOW COME WITH ME.
LOOK AT THIS TREE!
IS THIS AN **EAGLE**?
YES! IT IS BIG!



NOW LET'S SAIL
ACROSS THE OCEAN!
LOOK AT THAT TAIL!
THAT IS AN **ORCA**!



LET'S EXPLORE
THE ANIMAL WORLD.
YOU CAN SEE THEM
WHEREVER YOU GO!



Objectives of the day:

1. Practise demonstratives and vocabulary related to animals.
2. Complete and sing a song about animals and their characteristics.

Materials: Unit 6 Poster with Cutouts, sheets of paper (1 per student).

Open the day

- "Feel Your Heartbeats" practice.
- Unit 6 Poster Activities.

You may want to do some of these activities to practise vocabulary.

Open the book!**3 Read, look and write the number.**

Draw students' attention to the photos of the animals. Point to the leopard and ask: *What's this?* (It's a leopard.) Follow the same procedure with the other animals and ask: *What's that? What are those? What are these?* Then read item 1 aloud and have them point to the correct picture. (crocodiles) Tell students to write the number in the box at the top of the photo. Continue in the same way with the remaining animals. To check the answers, read each sentence aloud and have volunteers call out the number.

4 Read, look and complete. Then listen and sing. 

Tell students that they are going to listen to a song about animals, *The Animals Song*, but they first have to write the missing words to complete it. Ask: *What animals can you see?* (zebra, eagle, orca and two leopards) Then read the first verse aloud and mime some actions. For example, you can make circles with your hands and place them over your eyes as if they were binoculars. Read the second verse and point at something far from you to illustrate *Look at that!* Encourage students to name the animal in the picture and have them write the word. Ask a volunteer to write the animal on the board to check spelling. Continue in the same way with the rest of the verses. Then play Track 55 for students to just listen to the song. Play the song again and ask

students to mime the actions and point to the animals when they are mentioned. Play the audio a third time and tell them to sing and mime.

Close the day

- Distribute the sheets of paper and invite students to draw one of the animals they are learning about in this unit. When students are done, tell them to write a sentence about their drawing, for instance: *The zebra is black and white.* After that, have students show their drawings to their classmates. You may decorate the classroom walls with students' creations if possible.



Practice Book: Assign Activities 4 and 5 on page 58 as homework.

Objectives of the day:

1. Read and complete texts about animals and their characteristics.
2. Write texts about animals.

Materials: *Animals and Parts of the Animals' Bodies* Flashcards, slips of paper (1 per student).

Open the day

- "Feel Your Heartbeats" practice.
- *Animals and Parts of the Animals' Bodies* Flashcards Activities.

You may want to do some of these activities to practise vocabulary.

Open the book!

5 Listen and complete. Then guess the name of the animal.



Tell students that they are going to read and listen to descriptions of animals. First, they will complete the descriptions and then identify the corresponding animals. Show the *Animals* flashcards, one by one, and encourage students to name them to revise vocabulary. Then display the flashcards on the board. Play Track 56 and have students follow with their fingers. After that, play the audio again and ask students to focus on what is missing. Play the audio for a third time and pause after each blank so that students write down the missing words. To check the activity, play the audio once again and pause to write the answers on the board. Finally, read the descriptions aloud for students to focus on pronunciation. Give students time to read the texts and look at the *Animals* Flashcards on the board to complete the answers. Invite volunteers to name the correct animals and point to the parts of the bodies in the pictures on the board.

6 Choose three animals from the pictures and write your riddles.

Have students look at the pictures and name the animals. Then explain that they are going to write their own riddles. Tell them to choose three animals and complete the descriptions. If necessary, model the activity by choosing one animal and reading point 1 with words that complete the description. You may ask some volunteers to help you with some words and write the description on the board. Remind students that they can use the descriptions in Activity 5 as models. Walk around the classroom to help as needed. When students finish, invite volunteers to read their descriptions aloud and encourage the class to identify the animals. Finally, remind students to visit the online platform for more practice at home.

Close the day

- Distribute the slips of paper and have students write on them another animal riddle, like the ones in the previous activity. Collect all the slips of paper and put them in a paper bag. Then organise students into groups. Have them take turns picking a paper slip from the bag and saying the riddle on it. The student who guesses correctly takes his or her turn and picks up another slip of paper and reads the riddle. Follow the same procedure until all students have participated.

  Practice Book: Assign Activities 6 and 7 on page 59 as homework.

5 LISTEN AND COMPLETE. THEN GUESS THE NAME OF THE ANIMAL. 

1. IT'S (1) **BIG**. IT HAS GOT SMALL EYES,
 (2) **BIG** EARS AND A LONG TRUNK. IT HAS GOT
 FOUR (3) **LEGS** AND A SHORT (4) **TAIL**.
 WHAT IS IT? IT'S AN (5) **ELEPHANT**.

2. THEY ARE BIG, BLACK AND (1) **WHITE**. THEY HAVE
 GOT FINS AND A BIG (2) **TAIL**. THEY HAVE GOT
 A (3) **BIG** MOUTH AND (4) **SMALL** EYES.
 WHAT ARE THEY? THEY ARE (5) **ORCAS**.

6 CHOOSE THREE ANIMALS FROM THE PICTURES AND WRITE YOUR RIDDLES. 



1. IT'S _____ AND _____.
 IT HAS GOT _____ AND _____
 _____.
 WHAT IS IT? IT'S _____.

2. THEY ARE _____ AND _____.
 THEY HAVE GOT _____ AND _____
 _____.
 WHAT ARE THEY? THEY ARE _____.

3. IT'S _____ AND _____.
 IT HAS GOT _____ AND _____
 _____.
 WHAT IS IT? IT'S _____.

TAKING CARE OF THE ENVIRONMENT

1 LISTEN, READ AND MARK (✓ OR X) IN EACH BOX. 



USE REUSABLE BAGS.



WASTE WATER.



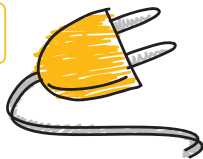
ALWAYS USE CARS.



USE BATTERIES.



SEPARATE RUBBISH.



UNPLUG ELECTRONIC OBJECTS.

2 CIRCLE THE ACTIONS YOU DO.

3 DRAW A GREEN ACTION.



ARE YOU RESPECTFUL OF NATURE?

Objectives of the day:

1. Understand the importance of taking care of the environment.
2. Talk about how one can contribute to have a green planet.

Materials: sheets of poster paper (1 per group).

Open the day

- "Feel Your Heartbeats" practice.
- Write the following sentences on the board: *Waste water. Always use cars. Separate rubbish. Unplug electronic objects. Use batteries. Use reusable bags.* Read them aloud and ask students if they can guess the meaning of any of them. Tell them these sentences appear in the first activity on page 76 and ask them to have a look at it. When they guess all the meanings, ask them what these words have in common. If necessary, help students realise that all of them relate to the environment.

Open the book!**Taking care of the Environment****1 Listen, read and mark (✓ or X) in each box.** 

Call students' attention to the title *Taking care of the environment* and point to the picture of the planet. Explain that the environment refers to the water, the land and the air humans, animals and plants live in or on. Tell them that they will reflect on the ways in which we can take care of the environment and why these actions are important. Then play Track 57 for students to listen as they look at the pictures. Pause after each phrase and have students echo. Then elicit if the action is right or wrong by asking students to show thumbs up or thumbs down. Ask them to mark each box with a tick or a cross accordingly and encourage them to provide a solution to the wrong actions in L1, for example: *Turn the tap off. / Save water.*

2 Circle the actions you do.

Ask students to look at the pictures and read the actions in Activity 1. Have them circle the actions they take to protect the environment. If they do not do any of the actions, encourage them to circle those that they would like to start

doing. Then invite students to think of other ways in which they take care of the environment. Have students mention the actions in L1 and help them to say them in English and write the phrases on the board.

3 Draw a green action.

Write *Green Action* on the board and ask students what they associate the colour green in this phrase with. Explain to students that a green action is an action related to the protection of the environment. Have a class discussion to think of more actions for taking care of the environment and write them on the board. If they don't feel comfortable drawing, they can write a phrase in the box. Finally, invite students to reflect on the positive impact these green actions have on the environment.

 **Critical Thinking****Are you respectful of nature?**

Read the question aloud and encourage students to answer. As a class, discuss the effects of respecting nature. In L1, ask: *Do you like being outdoors? Do you enjoy nature? Are you curious about the animals and bugs you see? What do you like about trees and plants? Do you care about your impact on nature?* At the end of this class, students should be able to understand that being respectful of nature involves being aware of how our actions affect others and the planet and being responsible for contributing to a sustainable world.

Close the day

- Organise students into groups and distribute the sheets of poster paper. Tell them to choose one of the actions we can take to protect the environment and make a poster about it. Encourage the groups to write a sentence and make a drawing to illustrate it. If possible, display the posters in places at the school where other students can see them.

  Practice Book: Assign Activity 1 on page 60 as homework.

Objective of the day:

1. Learn to produce the initial letter sounds v /v/, w /w/, y /j/, z /z/ and the final letter sound x /ks/.

Materials: self-made *Capital and Small Letters V, W, X, Y, and Z* Flashcards. You can use the IPA Pronunciation Guide in the Audioscript Section as a guide.

Open the day

- "Feel Your Heartbeats" practice.
- **Capital and Small Letters V, W, X, Y and Z Flashcards Activity:** Place the flashcards on the board in random order so that the small letters are facing the class. Invite volunteers to come to the board and arrange the letters in alphabetical order. You can say each letter out loud every time it is placed in the corresponding position.

Open the book!**1 Trace, listen and match.** 

Write the letters V v, W w, X x, Y y and Z z (small and capital letters) on the board. Point to V v, pronounce it and encourage students to say its name as well. Have students point to small and capital letters V v in their books. Continue in the same way with the rest of the letters. Then tell students to trace the letters in grey. Next, have students look at the pictures to the right. Ask: *What's this?* (A van.) *What colour is this?* (Yellow.) *What's this?* (A box.) *What number is this?* (Zero.) *What are these?* (Wings.) Help them notice the initial letter sound of each word and the final letter sound of the word *box*. Now explain that they will listen to these words and will have to match them to the corresponding letter sounds. Play Track 58 and pause after each word for students to match the letters to the words. Play the audio again to check their answers. Play it once more for the class to listen and repeat both sounds and words. Finally, have students repeat the sounds and words again chorally and individually.

2 Listen and write the missing letter sound.  

Have students look at the pictures and have them notice the incomplete words. Ask: *What sounds do you think are missing?* Encourage

students to answer. Then play Track 59 once and have students listen only as they point to the words. Play the audio again, pause it after each sound, and have students repeat. Play the audio once more, pause 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 and say the words. Finally, remind students to visit the online platform for more practice at home.


Close the day


- **Capital and Small Letters V, W, X, Y and Z Flashcards Activity.**


Place the flashcards on the board in random order so that the small letters are facing the class. Have students listen to the sounds you make: /v/ /v/ /v/. Then ask a volunteer to come to the front and choose the letter you are saying. Ask the rest of the students to finish a word beginning with V v, for example, *vet*. Use the same procedure for the rest of the letters.





1 TRACE, LISTEN AND MATCH. 

V v 

W w 

X x 

Y y 

Z z 

2 LISTEN AND WRITE THE MISSING LETTER SOUND.  



1. Y OGHURT



2. Z IP



3. W INDOW



4. W ATER



5. SI X



6. V ET



7. FO X



8. Z EBRA

CLIL GEOGRAPHY

1 LISTEN, READ AND MATCH.

WHERE DO ANIMALS LIVE?

GIANT PANDAS ARE BIG, BLACK AND WHITE. THEY HAVE GOT FOUR LEGS, SMALL EARS AND A SMALL TAIL. THEY LIVE IN THE FOREST NEAR THE MOUNTAINS IN CHINA.

LOGGERHEAD TURTLES ARE BIG AND GREEN. THEY HAVE GOT A BIG HEAD, A SHELL AND FOUR FLIPPERS. THEY LIVE IN THE OCEAN.



2 READ, LOOK AND CIRCLE.



AMUR LEOPARDS LIVE IN THE FOREST NEAR THE MOUNTAINS IN RUSSIA AND CHINA. THEY ARE (1) **SMALL** / **BIG** AND THEY ARE (2) **YELLOW** / **RED** WITH BLACK SPOTS. THEY HAVE GOT A (3) **SMALL** / **BIG** MOUTH, (4) **SMALL** / **BIG** EARS, (5) **TWO** / **FOUR** LEGS AND A (6) **LONG** / **SHORT** TAIL.

3 MAKE A CARD ABOUT ANIMALS IN THEIR HABITATS.

WRITE ABOUT ORCAS OR EAGLES.



ARE ANIMALS SAFE IN THEIR HABITATS?

Objectives of the day:

1. Learn about vulnerable or endangered animals.
2. Read and write a paragraph about vulnerable or endangered animals.

Materials: *Endangered Animals and Parts of the Animals' Bodies* Flashcards, *Unit 6 and Goodbye Unit* Posters with Cutouts; a world map (optional).

Open the day

- "Feel Your Heartbeats" practice.
- *Unit 6 and Goodbye Unit* Posters and *Endangered Animals and Parts of the Animals' Bodies* Flashcards Activities.

You may want to do some of these activities to review and practise vocabulary.

Open the book!

1 Listen, read and match.

Have students look at page 78 and say which subject they think they will learn about in this unit (Geography). Call students' attention to the pictures to the right and say: *Point to the water. Point to the mountains.*, etc. Then tell students they are going to read and listen to information about animals and the places where they live. Show the *Endangered Animals* Flashcards to revise the words and remind students of the vulnerable species in the *Open Day* series. Display the flashcards on the board. Play Track 60 and have students follow along in their books. Then ask students to point to the flashcards of the animals that are described. Play the audio for a second time and have students focus on the animals' habitats. After that, ask: *Where do giant pandas live?* Encourage students to point to the correct picture and read the information from the text aloud (They live in the forest near the mountains in China.) Tell them to match the description to the correct picture. You can show the map in the *Goodbye Unit* poster or a world map and indicate where China is. Have students listen to and read the information about Loggerhead turtles and follow the same procedure.

2 Read, look and circle.

Ask students to identify the animal in the picture. Have them point to the corresponding *Endangered Animals* Flashcard on the board. Tell students they are going to learn about these animals. Read the first sentence and

ask students: *What's the name of this animal?* (Amur leopards) *Where do Amur leopards live?* (In the forest near the mountains in Russia and China.) Show students where these countries are in the map in the *Goodbye Unit* poster. Then tell students to read the description of the animal and circle the correct words. Do the first sentence all together to model the activity. Check students understand the word *spots*. Give students some time to carry on with the activity. To check, ask some volunteers to read the sentences aloud.

3 Make a card about animals in their habitats. Write about orcas or eagles.

Now tell students they will make a card about animals in their habitats. Explain that they have to choose orcas or eagles. Have them identify the animals and point to the corresponding *Endangered Animals* Flashcards. Then ask: *Where do orcas live?* (In the ocean.) *Where do eagles live?* (Near the mountains and rivers in North America.) Write the answers on the board and give students time to write their descriptions. Remind them that they can use the text about the pandas, turtles and leopards as a model. Help students as necessary. When students finish, ask them to draw or glue a picture of the animals. Finally, have students with different animals work in pairs to read the information in their cards and show their pictures to their classmates.

Critical Thinking

Are animals safe in their habitats?

Call students' attention to the question. Encourage students to reflect on the question. Ask students why animals are safe in their habitats and not in other places. Encourage them think about the problems animals encounter in their habitats and what we can do to help them.

Close the day

- **Play a guessing game.**

Say some characteristics of the animals students have studied about in this lesson for them to guess which animal you are talking about. For example: *They are big and black and white.* (Giant pandas). *They live in the ocean and they are black and white* (Orcas). *They have got beaks, wings and small eyes* (eagles).

  Practice Book: Assign Activity 1 on page 61 as homework.

Objectives of the day:

1. Follow steps to develop a project.
2. Learn about an (endangered) animal.

Materials: *Animals, Parts of the Animals' Bodies and Endangered Animals Flashcards, Unit 6 and Goodbye Unit Posters with Cutouts*; construction paper, magazines, glue, scissors, coloured pencils and black markers, Practice Book. Before the class, tell each student to choose an (endangered) animal they have studied about and review /research some of their characteristics.

Open the day

- "Feel Your Heartbeats" practice.
- *Animals, Parts of the Animals' Bodies and Endangered Animals Flashcards, Unit 6 and Goodbye Unit Posters Activities.*

You may want to do some of these activities to review and practise vocabulary.

Open the book!

Explore

- **Read and write the parts of the animal.**

Tell students that in this lesson they are going to make a poster of their favourite animal. They will have to choose from the animals they have studied about in this unit. Point to Eva and explain that she is describing her favourite animal. Have students look at the picture of the animal and ask: *What's Eva's favourite animal?* (The bee.) Ask more questions so that students describe the picture: *What colour is it? Is it a big animal? Has it got wings? What other parts of the body can you name?* Then read the description aloud and model pronunciation. Give students time to read the description in silence and write the words. To check the activity, point to the parts of the body in the picture and have students say the words.

Produce

- **Make a draft text for your favourite animal.**

Now tell students they will have to write about their favourite animal and complete the text about it. They can read Eva's description as a model. Walk around the classroom helping students as necessary.

- **Go to Practice Book page 71 and make an *Animal Poster*.** 

Explain to the class that now that they have their texts, they can complete the project. Ask students to go to page 71 of their Practice Book. Tell students that these are the steps that Eva followed to make her poster and they will do the same to create theirs. Read each of the steps and clear up any doubts. Check students have all the necessary materials before they start to work. Help students as necessary.

Present

- **Show your classmates your poster and describe your favourite animal.**

Now that all students have their posters, invite them to walk around the classroom to show it and describe the animal to their classmates. Encourage students to ask questions about their classmates' animals.

Close the day

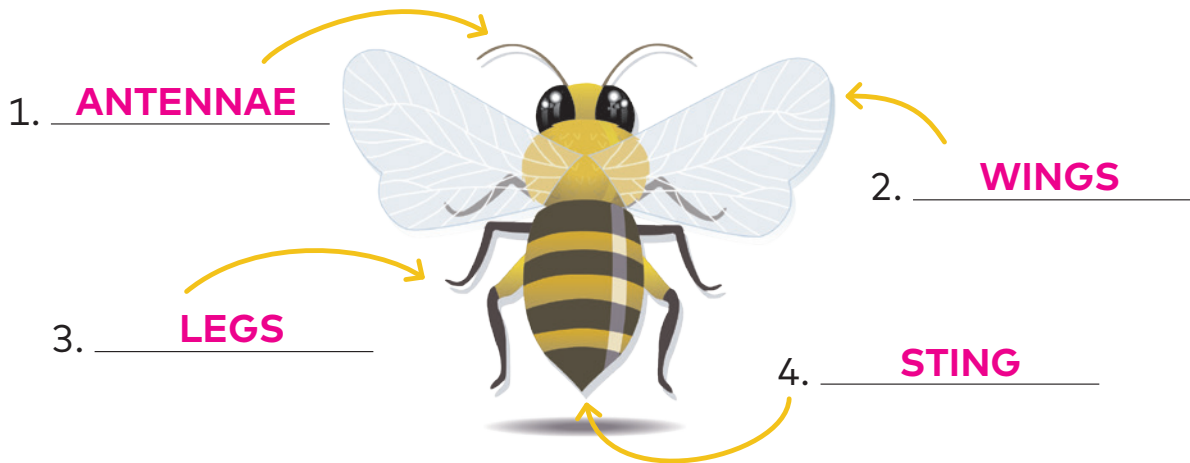
- With the help of the students, you may choose to share the posters they made with the rest of the school. Students can hang out their posters on the classroom walls and invite other classes to see them. They may also tell the other classes what they know about these animals.

EXPLORE

- READ AND WRITE THE PARTS OF THE ANIMAL.



THE BEE IS MY FAVOURITE ANIMAL. IT'S SMALL AND IT'S YELLOW AND BLACK. IT HAS GOT TWO ANTENNAE AND FOUR WINGS. IT HAS GOT SIX LEGS AND A STING.



PRODUCE

- MAKE A DRAFT TEXT FOR YOUR FAVOURITE ANIMAL.

THE _____ IS MY FAVOURITE ANIMAL.
 IT'S _____ AND IT'S _____.
 IT HAS GOT _____ AND _____.
 IT HAS GOT _____.

- GO TO PRACTICE BOOK PAGE 71 AND MAKE AN ANIMAL POSTER.






PRESENT

SHOW YOUR CLASSMATES YOUR POSTER AND DESCRIBE YOUR FAVOURITE ANIMAL.

MY PROGRESS

CAN YOU IDENTIFY THE PARTS OF THE BODY?




		

1 LOOK AND WRITE YES OR NO.



0. ALEX HAS GOT BLOND HAIR. NO
1. EVA IS SHORT. YES
2. TOM HAS GOT A BIG NOSE. NO
3. ISABEL HAS GOT BLUE EYES. NO
4. ALEX IS TALL. YES
5. ISABEL HAS GOT LONG HAIR. YES
6. EVA HAS GOT BIG EARS. NO

CAN YOU GIVE AND FOLLOW INSTRUCTIONS?

2 PLAY WITH YOUR CLASSMATE. FOLLOW THE EXAMPLE.

CLOSE YOUR EYES.



OPEN YOUR MOUTH.



Objective of the day:

1. Self-assessment of Topic 3.

Materials: *Parts of the Body, Physical Appearance* and *Actions* Flashcards.

Open the day

- "Feel Your Heartbeats" practice.
- *Parts of the Body, Physical Appearance* and *Actions* Flashcards Activities.

You may want to do some of these activities to review vocabulary.

Open the book!**Can you identify the parts of the body?****1 Look and write Yes or No.**



Have students read the title of the first section, *Can you identify the parts of the body?* Call their attention to the pictures of the *Good Buddies* and explain that they should read the sentences about the picture and answer *Yes* for the true sentences and *No* for the false sentences. Read the example and ask students: *What colour hair has Alex got?* (He's got dark hair.) Ask them to work individually to complete the activity. Have them check the answers in pairs and then as a class. Finally, remind students to draw a tick below the emoji that represents how well they did on this task.

Can you give and follow instructions?**2 Play with your classmate. Follow the example.**

Form pairs and explain that they are going to give and follow instructions. Read the example and model the activity with a volunteer. Invite students to take turns giving and following instructions. Finally, remind students to draw a tick below the emoji that represents how well they did on this task.

Close the day● **Play Memory Game.**

Have students look at the picture in Activity 1 on page 80 for thirty seconds and then close their books. Next, organise students into groups and have them form lines facing the board. Explain that you are going to ask a question about the picture. When you say *go*, the first students in each line should run to you. The first student to arrive can answer the question and, if it is correct, his or her group gets a point. Some ideas for questions are: *What colour hair has Isabel got?* (Red.) *What colour eyes has Tom got?* (Green.) *Is Eva tall?* (No, she is short.)

  Practice Book: Assign Activities 1 and 2 on page 62 as homework.

Open Day Tip / Healthy Competition

Games make classes more fun, but it is important to avoid fostering an atmosphere of negative competition in the classroom. When organising teams, make sure to group together students who can help each other. Always praise all students' efforts and let them know that learning and having fun are more important than winning.

Objective of the day:

1. Self-assessment of Topic 3.

Materials: *Animals and Parts of the Animals' Bodies* Flashcards, Practice Book, Reader.

Open the day

- "Feel Your Heartbeats" practice.
- *Animals and Parts of the Animals' Bodies* Flashcards Activities.

You may want to do some of these activities to review vocabulary.

Open the book!

Can you identify animals?

3 Look and complete with two of these words.

Ask students to look at the pictures and identify the animals together with the arrows. Tell students to find the correct word and complete the correct sentence. Remind them that they should draw a tick below the emoji that represents how well they did on this task.

Can you identify the parts of the animal's body?

4 Ask and answer about the animals on page 70.

Have students work in pairs. Read the example to model the activity. Then ask *Yes / No* questions with the verb *to be* and write them on the board to practise this structure: *Is the giraffe short?* (No, it isn't.) *Are hippos big?* (Yes, they are.) Give students time to do the activity. Finally, remind them to draw a tick below the emoji that represents how well they did on this task.

Can you play and practise with your classmate?

- **Go to Practice Book page 77 and cut out the cards.**

Tell students they will play a game with cards. Direct them to page 77 to cut out the Animal Cards.

- **Choose a card and describe the animal to your classmate.**  

Explain students will choose a card and describe the animal for their classmates to identify it. Read the example to model the activity. Then have students work in pairs. Tell students to evaluate how well they did by drawing a tick under the corresponding

emoji. Finally, remind students to visit the online platform for more practice at home.

Home Connection

- **Make a memory game.** 

Tell students they will complete this activity at home, with the help of their family. Say that 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.



Have students look at pages 17, 18 and 19 and ask: *What does the girl describe?* (The parts of her body.) Play Track R3 for students to follow in their books. Then say true and false sentences and have students say *Yes* or *No*: *She has got two short legs.* (no) *She has got red hair.* (yes) Next, play Track R3 and students look at and listen to the text on pages 20 and 21. Ask: *What's the girl doing?* (She's moving her body.) Point to the girl on page 20 and say: *I close my eyes.* Have students echo and mime the action. Follow the same procedure with the other actions. Play Track R3 again and ask some volunteers to read the sentences. Then tell students to open their Practice Book to page 64 and ask them to trace the words in grey and complete the descriptions. To check, play the first part of Track R3 and write the words on the board. After that, ask them to match the sentences to the corresponding pictures on page 65. Finally, they draw and describe themselves.

Go to video "Amur Leopards".



On the platform, you will find activities and projects related to this unit's endangered species, the (Amur) leopards. You might want to have students watch the video "Amur Leopards" for Level 6, so that they get a flavour of what they will study about these animals in the coming years. If you are interested in learning more about Amur leopards or share this information with your students, we recommend these links:


<https://kids.nationalgeographic.com/animals/mammals/facts/amur-leopard>

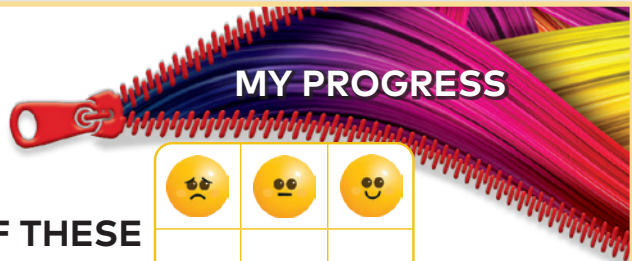
<https://www.youtube.com/watch?v=MDw04brZ-pM>

<https://www.youtube.com/watch?v=8eZ4rNl1MU0&t=184s>
<https://www.youtube.com/watch?v=ta154f5Rp5Y>

Close the day

- *Animals and Parts of the Animals' Bodies* Flashcards Activities

  Practice Book: Assign Activities 3 and 4 on page 63 as homework.



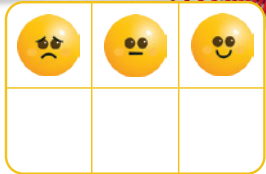
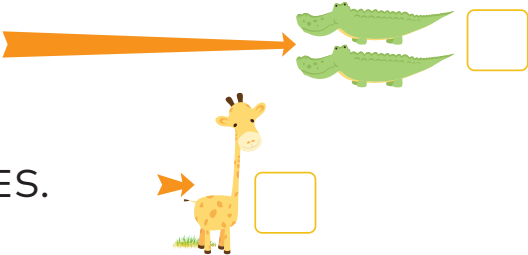
CAN YOU IDENTIFY ANIMALS?

3 LOOK AND COMPLETE WITH TWO OF THESE WORDS.

THIS THESE THAT THOSE

1. **THIS** IS A GIRAFFE.

2. **THOSE** ARE CROCODILES.

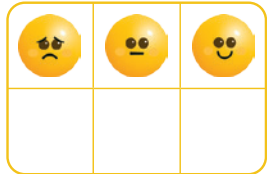


CAN YOU IDENTIFY THE PARTS OF THE ANIMAL'S BODY?

4 ASK AND ANSWER ABOUT THE ANIMALS ON PAGE 70.

HAVE THE CROCODILES GOT BIG EARS?

NO, THEY HAVEN'T.



CAN YOU PLAY AND PRACTISE WITH YOUR CLASSMATE?

- GO TO PRACTICE BOOK PAGE 77 AND CUT OUT THE CARDS.
- CHOOSE A CARD AND DESCRIBE THE ANIMAL TO YOUR CLASSMATE.  

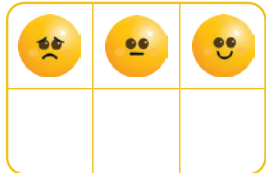
IT'S BIG AND IT'S ORANGE AND RED. IT HAS GOT A BIG MOUTH...

IT'S A LION.



HOME CONNECTION

• MAKE A MEMORY GAME. 



GOODBYE UNIT SEE YOU!

1 READ, LISTEN AND SING.  

IT'S TIME TO SAY GOODBYE!

BYE, BYE, FRIENDS!
WAVE YOUR HANDS!
IT'S TIME TO SAY GOODBYE!
MY NAME IS EVA.
AND I'VE GOT GREEN EYES.



BYE, BYE, FRIENDS!
MY NAME'S ISABEL
AND I'M HAPPY TODAY!
I'M SIX YEARS OLD.
AND MY FAMILY ISN'T SMALL!



HELLO! I'M ALEX.
MY FAVOURITE TOY IS A KITE.
AND IT'S BROWN AND WHITE.
CAN YOU SOLVE THE RIDDLE?
YES! IT'S AN EAGLE!



MY NAME IS TOM.
I'VE GOT A HAMSTER, A FISH, A CAT,
A RABBIT AND A DOG!
SEE YOU SOON!
NOW SING SOMETHING ABOUT YOU!



GOODBYE UNIT SEE YOU!

Objective of the day:

1. Review vocabulary and structures related to the topics studied during the year.

Materials: Flashcards and Posters with Cutouts of all the topics and units.

Open the day

- "Flower and Candle" relaxing practice.
- Flashcards and Posters Activities of all topics and units.

You may want to do some of these activities to review vocabulary and structures.

Open the book!

1 Read, listen and sing.

Call students' attention to the *Good Buddies* and have them describe the children. Encourage students to say information about the characters that they remember. Then explain that they will listen to the *Good Buddies* singing a song, *It's Time to Say Goodbye!*, and they will revise what they have learnt in all the previous units. Play Track 61 three times. First, play the audio for students to just listen. Then divide the class into four groups and assign a character to each group. Play Track 61 for a second time for the groups to sing their part. The third time, students listen and sing the song all together. After that, have students close their books and ask questions to test their memory: *Who has got a fish? Is Isabel's family small? What's Alex's favourite toy? Are Eva's eyes green?*, etc. Finally, remind students to visit the online platform for more practice at home.

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.

Close the day

- Ask students to stand up. Explain that you are going to say some sentences. If a sentence is true, students should jump once. If it is false, they should squat. In case you have students with mobility restrictions, you may tell them to raise their hands if a sentence is true and to keep them down if it is false. Say some sentences, such as: *Isabel is ten years old. Isabel's family is small. Alex's favourite toy is a kite. Tom has got a monkey.*

  Practice Book: Assign Activity 2 on page 66 as homework.

Objective of the day:

1. Review vocabulary and structures related to the topics studied during the year.

Materials: Flashcards and Posters with Cutouts of all the topics and units; sheets of paper (2 per student).

Open the day

- "Lazy Cat" relaxing practice.
- Flashcards and Posters Activities of all topics and units.

You may want to do some of these activities to review vocabulary and structures.

Open the book!



Play The I Spy Game!

Explain to students they are going to play a game. Point to the pictures and ask questions for students to identify the words: *What's this? Where is the ball? What colour is the doll's hair? Where are the cats?*, etc. Then read the two dialogues with different volunteers to model the activity. Have students work in pairs to play the game. Tell them that they have three chances to guess and they score a point for every correct guess. Make sure they take turns to ask and answer questions. Walk around the classroom to help students if necessary.

Close the day

- Distribute the sheets of paper and tell students to draw and write about something they have studied this year. For example: *I have got a blue pencil, a yellow rubber and a red book. I have got a cat and a dog. My favourite colour is green. I have got a brother and a sister.*, etc. Finally, invite some volunteers to present their drawings and sentences to the class. You may also decorate the classroom walls with students' drawings if permitted.



Practice Book: Assign Activity 1 on page 66 as homework.

PLAY THE I SPY GAME!



I SPY WITH MY LITTLE EYE SOMETHING BLACK.

THE COOKER.

NO. IT'S AN ANIMAL.

THE ORCA.

YES!

I SPY WITH MY LITTLE EYE SOMETHING SMALL.

THE BALL.

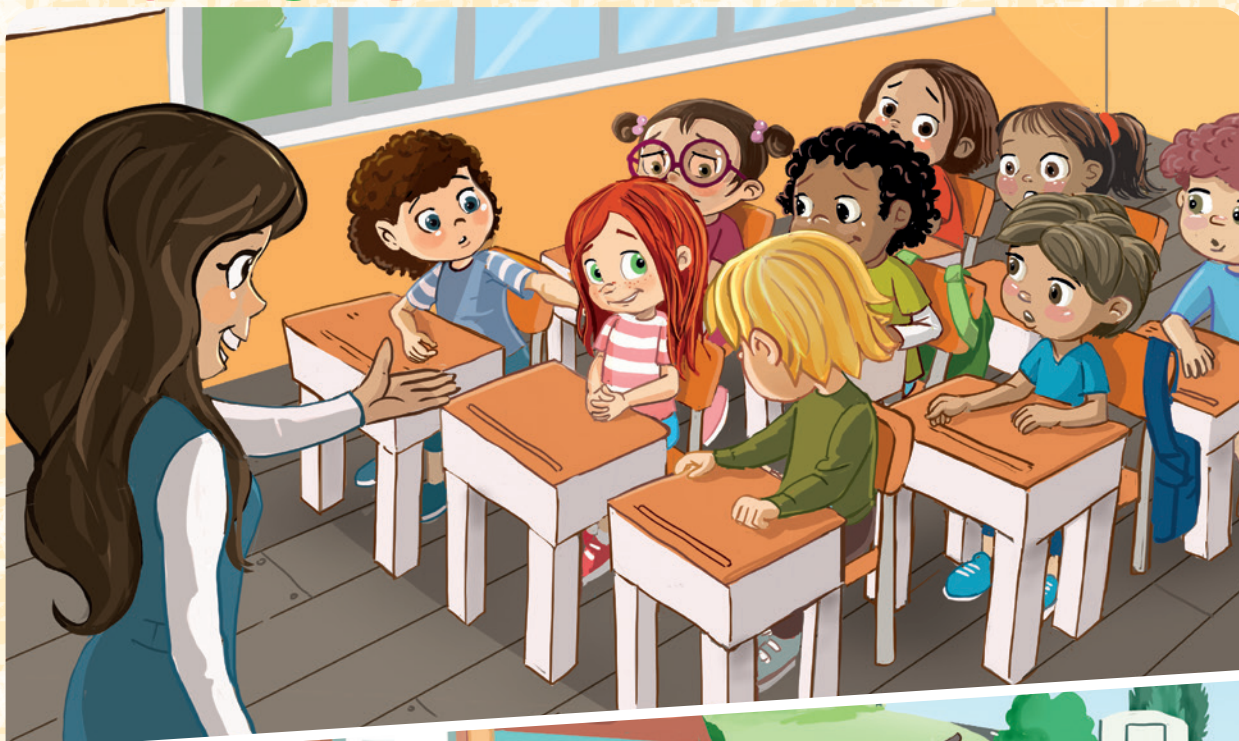
NO. THEY ARE RED, BLUE AND WHITE.

THE RUBBERS.

YES!

1 LISTEN AND FOLLOW. 

GOOD BUDDIES GOODBYE, FRIENDS!



Objective of the day:

1. Listen to a comic strip about the last day at school.

Materials: *Characters and Endangered Animals* Flashcards and *Goodbye Unit* Poster with Cutouts.

Open the day

- "Flower and Candle" relaxing practice.
- *Characters and Endangered Animals* Flashcards and *Goodbye Unit* Poster Activities.

You may want to do some of these activities to review vocabulary.

Open the book!**1 Listen and follow.** 

Read the title of the comic strip and explain that it's the last day at school. Ask students to look at the first picture and have them identify the characters (the *Good Buddies*: Isabel, Tom, Eva and Alex; Miss Smith and other students). Ask: *Where are they?* (In the classroom.) *Who are the children looking at? Why? How do they feel?* Then call students' attention to the second picture and ask: *Where are the children and the teacher now?* (In the playground.) *How are they feeling now? Why? What are they doing? Who are they with?* (They're with the animals from the series.) Have them identify the animals. Next, point to the bees and encourage students to say their names (Dan and Becky). Follow the same procedure with the turtles (Bertha, Shelley and Pocket) and the giant pandas (Chen and its mum). After that, play Track 62 for students to listen and check their ideas. Finally, you can play the audio again for students to listen to the story, pausing after each character speaks and ask them to repeat.

GOOD BUDDIES GOODBYE, FRIENDS!   



You may also want to have students watch the *Good Buddies* Animated Story to do this activity.

Close the day

- **Play Odd Man Out.**

If there is enough space, have students stand up in a circle. Explain that you are going to call out some groups of words. When you finish calling out a group of words, students should say who the "odd man out" is. Add that we use this expression to refer to a word or an element that does not belong in a group. Then say: *pencil, ruler, lion* and ask students which the "odd man out" is. They are expected to realise that it is *lion* because *pen* and *pencil* are school objects, but *lion* is an animal. Some ideas are:

Red, blue, sharpener. (sharpener)
Living-room, dining-room, TV. (TV)
Robot, teddy bear, book. (book)
Cat, dog, leopard. (leopard)
Leg, arm, short. (short)

  **Practicice Book:** Assign Activities 3 and 4 on page 67 as homework.

Objectives of the day:

1. Review vocabulary and structures related to the topics studied during the year.
2. Play a game.

Materials: Flashcards and Posters with Cutouts of all the topics and units; Practice Book.

Open the day

- "Flower and Candle" relaxing practice.
- Flashcards and Posters Activities of all topics and units.

You may want to do some of these activities to review vocabulary and structures.

Open the book!



Play The Sentence Race Game!

Tell students it is time to play a game. Have students look at the words with different colours. Explain that they have to make sentences using a word from each colour: first, green; then light blue; and finally, pink. Read the example to the left to model the activity. Then have students identify the difference with the second example (To make a sentence with an instruction, they don't use the green words.). You may invite some volunteers to form sentences and copy them on the board to check students' comprehension. Then ask them to work in pairs and take turns making sentences. Tell them that they score a point for each correct sentence. Help students if necessary.



Play A Picture Questions Game!

Tell students that they are going to make questions to play a game. Read the questions or beginning of questions in the yellow boxes and have students follow along in their books. Then explain that they will use these structures to ask questions about the pictures at the beginning of each unit to their classmates. Then point to the picture of the Topic Opener 1 on pages 10 and 11 of the Student's Book and read the questions and answers to model the activity. Form pairs and have them take turns to ask and answer the questions about the pictures they choose. Students get a point for each correct question and each correct answer. Walk around the classroom to help as necessary.

Close the day

- **Go to Practice Book page 79 and play a board game.**

Tell students that they are going to play a board game and ask them to go to page 79 of their Practice Book. Have them cut out the board and the pictures of the *Good Buddies*. Explain that they will use the faces of the characters as counters. Tell them that they will throw the dice and will count the spaces to move forward to their position. Then they will read what they have to do on the space they land: *mime*, *name*, *answer*, etc. Remind them to follow the directions of the arrows at the end of each row. If a student's answer or action is wrong, they miss a turn. Divide students into groups of four and invite them to play the game. The first student to get to the *Finish* is the winner. Finally, remind students to visit the online platform for more practice at home.

PLAY THE SENTENCE RACE GAME!

I	THE HIPPO	MY FAVOURITE TOY	MY HOUSE	MY FRIEND
MY FAVOURITE COLOUR	THE EAGLES	MY PET	MY EYES	HAVEN'T GOT
TOUCH	AREN'T	ISN'T	HAVE GOT	ARE
HASN'T GOT	IS	AM	HAS GOT	'M NOT
OPEN	CLOSE	NINE YEARS OLD.	SIX YEARS OLD.	A BIG MOUTH.
SMALL.	BIG EARS.	YOUR ARM.	THIRSTY.	A SHORT TAIL.
HAPPY.	ORANGE.	YOUR EYES.	TALL.	YELLOW.
GREEN EYES.	A PLANE.	DARK.	HUNGRY.	BLOND HAIR.
A SMALL NOSE.	YOUR MOUTH.	A BEAK.	ELEVEN YEARS OLD.	BIG.

MY PET ISN'T BIG.

CLOSE YOUR EYES.

PLAY A PICTURE QUESTIONS GAME!

WHAT'S THIS?	WHAT ARE THESE?	IS THIS...?	ARE THESE...?	HOW MANY...?
WHERE IS...?	WHERE ARE...?	IS THE PERSON...?	IS THE ANIMAL...?	ARE THEY...?
HAS THE PERSON GOT...?	HAS THE ANIMAL GOT...?	HAS IT GOT...?	HAVE THEY GOT...?	WHAT COLOUR IS / ARE...?



WHAT ARE THESE?

THEY'RE TURTLES. IS ALEX SAD?

NO, HE ISN'T.

GO TO PRACTICE BOOK PAGE 79 AND PLAY A BOARD GAME.



GOODBYE UNIT SEE YOU!

IPA Pronunciation Guide

Vowels

i: <u>te</u> acher	ɪ <u>s</u> it	ʊ <u>pu</u> t	u: <u>co</u> ol
e <u>pe</u> n	ə <u>ab</u> out	ɜ: <u>gir</u> l	ɔ: <u>ta</u> lk
æ <u>ha</u> t	ʌ <u>co</u> me	ɑ: <u>ca</u> r	ɒ <u>fr</u> om

Diphthongs

ɪə <u>ye</u> ar	eɪ <u>sk</u> ate	
ʊə <u>few</u> er	ɔɪ <u>bo</u> y	əʊ <u>kn</u> ow
eə <u>ha</u> ir	aɪ <u>my</u>	aʊ <u>no</u> w

Consonants

p <u>pe</u> ncil	b <u>bl</u> ue	t <u>te</u> n	d <u>do</u> g	tʃ <u>ch</u> air	dʒ <u>ju</u> mp	k <u>co</u> lour	g <u>gr</u> een
f <u>fa</u> mily	v <u>fi</u> ve	θ <u>th</u> ree	ð <u>fa</u> ther	s <u>as</u> k	z <u>li</u> zard	ʃ <u>sh</u> eeP	ʒ <u>te</u> levisi <u>o</u> n
m <u>mi</u> lk	n <u>no</u> se	ŋ <u>lo</u> ng	h <u>ha</u> t	l <u>sl</u> eeP	r <u>gr</u> ey	w <u>sw</u> im	j <u>ye</u> llow

Student's Book Audioscript

Welcome Unit

Track 1

Eva: Hi! I'm Eva.
Tom: Hi! I'm Tom.
Alex: Hi! I'm Alex.
Isabel: Hi! I'm Isabel.

Track 2

Becky: Hi! What's your name?
Dan: Hello! My name's Dan.
Becky: I'm Becky.

Track 3

The Hello Song

Alex and Eva: Hello! Hello! Hello!
Becky and Dan: I'm Becky. I'm Dan.
Alex and Eva: Hi, Becky! Hi, Dan!
Alex and Eva: I'm Alex. I'm Eva.
Tom and Isabel: I'm Tom. And I'm Isabel.
All: What's your name? What's your name?
 Welcome to Open Day!

Unit 1

Track 4

One
 Two
 Three
 Four
 Five
 Six

Track 5

1. Blue
 2. Red
 3. Green
 4. Orange
 5. Black
 6. Yellow

Track 6

Good Buddies In Class

Teacher: Good morning, children! I'm Miss Smith. What's your name?
Eva: I'm Eva.
Alex: And I'm Alex.
Teacher: Hi, Eva! Hello Alex! How

are you?

Eva and Alex: Fine, thanks.

Isabel: Hi, Miss Smith! My name's Isabel.

Tom: And I'm Tom.

Teacher: How are you, Tom and Isabel?

Isabel and Tom: Fine, thanks. And you?

Teacher: Fine, thanks.

Teacher: What's your favourite colour, Tom?

Tom: It's red.

Isabel: My ruler is red. But my favourite colour is green.

Alex: Oh! My pencils! (*pencils falling on the floor*)

Eva: Here! Your blue pencil!

Tom: Your black pencil and your red pencil.

Teacher: And... your yellow pencil, your orange pencil and your green pencil! Six pencils!

Track 7

Eva: Hi, Alex! How are you?

Alex: Hello, Eva! Fine, thanks. And you?

Eva: Fine, thanks.

Track 8

1. Book
2. Pencil
3. Ruler
4. Sharpener
5. Rubber
6. Pen

Track 9

1. **Teacher:** What's this?
Alex: It's a pen.
2. **Teacher:** What's this?
Eva: It's a book.
3. **Teacher:** What's this?
Isabel: It's a sharpener.
4. **Teacher:** What's this?
Tom: It's a ruler.

Track 10

1. A green pencil
2. A black sharpener
3. A blue and red rubber
4. An orange book

Track 11

1. (rock and roll music)
2. (classical music)
3. (hip-hop music)
4. (sounds of nature: ocean waves)
5. (country music)
6. (sounds of nature: birds singing quietly)

Track 12

1. /b/ /b/ Becky, Becky
2. /k/ /k/ Cat, Cat
3. /d/ /d/ Dan, Dan
4. /æ/ /æ/ Alex, Alex

Track 13

The Greetings Song

Good morning! Good morning!
How are you?
Fine, thanks. And you?
Fine, thanks.

Good afternoon! Good afternoon!
How are you?
Fine, thanks. And you?
Fine, thanks. Goodbye!

Unit 2

Track 14

1. Grandma
2. Mum
3. Brother
4. Grandpa
5. Dad
6. Sister

Track 15

The Feelings Rap

My grandma is cold.
My mum is thirsty.
My brother is sad.
My grandpa is hungry.
My dad is hot.
My sister is happy.

Track 16

Good Buddies Family Time

Shelley: Hi!
Isabel: Hi! What's your name?
Shelley: I'm Shelley. This is my brother Pocket. And this is my mum Bertha.

Isabel: Hi, everybody! Are you hungry?
Shelley: Yes, I am.
Isabel: Come! This is my grandpa. He's hungry, too!
Grandpa: Hi! Come and join us!

Isabel: This is my dad, my grandma, my mum, my sister, my grandpa and my brother. He's sad. He wants to play.
Shelley: Hello! My brother is sad, too.
Isabel's brother: Let's play!

Isabel: This is Shelley, her mum and her brother.
Mum: Come! Let's eat together! I'm thirsty!

Track 17

Seven
Eight
Nine
Ten

Track 18

Hello! I'm Isabel. I'm six. I'm happy. This is my brother Luke. He's four. He's sad. This is my friend Tom. He's five. He's happy. What's your name? How old are you?

Track 19

0. This is my sister.
1. This is my dad.
2. This is my grandma.
3. This is my mum.
4. This is my grandpa.
5. This is my brother.

Track 20

/e/ /e/
/h/ /h/
/g/ /g/
/f/ /f/

Track 21

1. Grandma
2. Hungry
3. Family
4. Elephant

Unit 3

Track 22

Dining room
Bedroom
Garden
Kitchen
Bathroom
Living room

Track 23

1. Table
2. Chair
3. Bed
4. Sofa
5. Cooker
6. Fridge

Track 24 Good Buddies My House

Isabel, Eva and Tom: Hi, Alex!

Alex: Hello, friends! Come in!

Eva: I like your sofa. It's big!

Isabel: Where's your grandpa, Alex?

Alex: He's in the kitchen.

Grandpa: Hello, children. Some orange juice for you.

Tom: Where's the table?

Grandpa: It's in the dining room. Let's go!

Isabel: Oh! A table and four chairs. One for each!

Grandpa: Here you are, children.

Eva: Thank you.

Tom: The dining room is big!

Grandpa: Yes, it is.

Alex: Let's go to my bedroom.

Isabel: What are these?

Alex: They're pandas.

Tom: Nice bed and nice toys!

Eva: I like your garden, Alex!

Alex: It's small but I like it too!

Track 25

1. Where is Tom? He is in the kitchen.
2. Where is Eva? She is in the bedroom.
3. Where is Alex? He is in the garden.
4. Where is Isabel? She is in the living room.

Track 26

1. Is the house big? Yes, it is.
2. Is the sofa in the bedroom? No, it isn't.
3. Is the table in the kitchen? Yes, it is.
4. Is the garden small? No, it isn't. It's big.

Track 27

/ɪ/ /ɪ/ Isabel

/dʒ/ /dʒ/ juice

/k/ /k/ kitchen

/l/ /l/ living room

Track 28

1. Jug
2. Igloo
3. Key
4. Lamp

Track 29

The House Rap

The house is big.

The garden is small.

Look at the rooms!

Where is the ball?

It's on the bed!

In the bedroom upstairs.

Where is the fridge?

It's in the kitchen!

Look downstairs!

The house is big.

The garden is small.

Look at the rooms!

There's space for all!

Unit 4

Track 30

1. Car
2. Ball
3. Robot
4. Teddy bear
5. Plane
6. Doll
7. Kite

Track 31

- Ball
Kite
Teddy bear
Robot
Car
Doll

Track 32

1. Hamster
2. Fish
3. Bird
4. Rabbit
5. Cat
6. Dog

Track 33

- Bird
Dog
Cat
Fish
Rabbit
Hamster

Track 34

Good Buddies Happy Birthday, Tom!

Tom's mum: OK, the cake, the

candles, the balloons... We're ready!

Tom's sister: Are you happy, Tom?

Tom: Yes, I am. Scotty! Fluffy! Stop!

Eva, Alex and Isabel: Happy birthday, Tom!

Tom: Thank you! Oh! A hamster, a red and blue ball and a car!

Eva: Is this a doll?

Tom: No, it isn't. It's a teddy bear.

Alex: Where is the teddy bear?

Tom: It's on the robot. Where is the car?

Isabel: It's under the plane. Is this a fish?

Tom: Yes, it is.

Eva: How old are you today, Tom?

Tom: I'm five.

All: Happy birthday to you,
Happy birthday to you,
Happy birthday, dear Tom,
Happy birthday to you!

Alex: Oh, no! The hamster!

Tom: Fluffy!

Track 35

Eleven
Twelve
Thirteen
Fourteen
Fifteen
Sixteen
Seventeen
Eighteen
Nineteen
Twenty

Track 36

The Birthday Song

Surprise, surprise!
Let's celebrate!
This party is for you.
You're one today!
Here's the cake,
Look at the candle.
Twelve balloons
And six presents for you!
You are one today!
Happy birthday to you!

Track 37

Toys Donation

1. Separate toys to donate.
2. Clean the toys.
3. Add batteries to electronic toys.
4. Make your donation.
5. Make other children happy.

Track 38

/m/ /m/
/n/ /n/
/ɒ/ /ɒ/
/p/ /p/
/kw/ /kw/

Track 39

1. /ɒ/ orange
2. /p/ plane

3. /kw/ queen

4. /m/ Mum

5. /n/ numbers

Track 40

1. /n/ nine
2. /k/ queen
3. /ɒ/ on
4. /m/ mask
5. /p/ present

Unit 5

Track 41

1. Head
2. Feet
3. Face
4. Leg
5. Arm
6. Hand
7. Hair

Track 42

1. Ears
2. Nose
3. Mouth
4. Eyes

Track 43

Good Buddies A Boat Trip

Eva: Look, Dad! The dance teacher!

Eva's dad: Who? What colour is her hair?

Eva: She's blond! And she has got green eyes. She's tall.

Eva's dad: Oh! I can see her.

Dance teacher: Hello, everybody!
Let's start! Touch your nose. Close your eyes. Touch your ears. Stamp your feet. Shake your hands.

Eva: Look! That's Lila.

Eva's dad: Who is Lila? Has she got brown eyes?

Eva: Yes!

Eva's dad: Has she got blond hair?

Eva's brother: No, her hair is red.

Eva's dad: Oh! I can see her.

Eva's dad: Oh! Look at the orcas, children!

Eva's brother: They are black and white!

Eva: They are beautiful!

Track 44

Girl: She is tall. She has got blond hair and green eyes.

Boy: She is short. She has got dark hair and blue eyes.

Track 45

The Movement Chant

Move your body.
Stamp your feet.
Shake your head,
One, two, three!

Move your body.
Open your arms.
Then clap your hands
Many times!

Move your body.
Touch your face.
Close your eyes.
Stay in your place!

Track 46

1. He is tall.
2. Her hair is red.
3. His eyes are green.
4. His eyes are big.

Track 47

Sit in a comfortable position.
Close your eyes.
Breathe in through your nose.
Breathe out through your mouth.
Let's check our body.
Pay attention to your head. What do you sense?
Move your attention to your arms.
Relax.
Move your attention down to your hands. Sense how you feel.

Pay attention to your legs. How do you feel?

Pay attention to your feet. Check your sensations.

Now sense your whole body.

Breathe in deeply through your nose and breathe out through your mouth.

Track 48

/r/ /r/ red

/s/ /s/ sit

/t/ /t/ Tom

/ʌ/ /ʌ/ umbrella

Track 49

1. teddy bear

2. under

3. sad

4. ruler

Track 50

This is my toy monster. It is short. It's orange and yellow. It has got two wings. It has got big eyes. They are orange. And it has got a big mouth. It has got short legs and big feet.

Unit 6

Track 51

1. Eagle

2. Tiger

3. Lion

4. Zebra

5. Giraffe

6. Leopard

7. Monkey

8. Crocodile

9. Elephant

10. Hippo

11. Orca

Track 52

Leopard

Orca

Monkey

Elephant

Giraffe

Zebra

Crocodile

Hippo

Tiger

Eagle

Lion

Track 53

1. Eyes

2. Ears

3. Beak

4. Wings

5. Fins

6. Neck

7. Tail

Track 54

Good Buddies

At the Ecopark

Alex: Wow! This place is beautiful!

Teacher: OK, children. Come here!

Look at the orca!

Tom: It has got fins!

All: Wow!

Teacher: Look at the monkeys, children! They have got long tails!

Isabel: What are those, Miss?

Teacher: They are eagles. They have got wings and orange beaks.

Tom: This is a crocodile. It has got big eyes! It's short!

Alex: Yes! And that's a hippo! It has got a big head! And big eyes! Ha, ha, ha!

Eva: Nice zebra!

Teacher: Yes! It's black and white!

Isabel: Come! Look at the elephant! It's big!

Alex: And it has got big ears too!

Tom: Oh! Giraffes! They're tall! And they have got long necks!

Eva: Come here! More animals! A lion, a tiger and...

Isabel: And two leopards!

Teacher: OK, children! It's time to go! Come here! Now... what's your favourite animal, Alex?

Track 55

The Animals Song

Let's explore the animal world. You can see them wherever you go!

Look at that!

It's black and white.

Is that a zebra?

Yes, you're right!

Now come with me.

Look at this tree!

Is this an eagle?

Yes! It is big!

Now let's sail

across the ocean!

Look at that tail!

That is an orca!

Let's explore

the animal world.

You can see them

wherever you go!

Track 56

1. It's big. It has got small eyes, big ears and a long trunk. It has got four legs and a short tail. What is it?

2. They are big, black and white. They have got fins and a big tail. They have got a big mouth and small eyes. What are they?

Track 57

Use reusable bags.

Waste water.

Always use cars.

Use batteries

Unplug electronic objects.

Separate rubbish.

Track 58

/v/ /v/ van
/w/ /w/ wings
/ks/ /ks/ box
/j/ /j/ yellow
/z/ /z/ zero

Track 59

1. Yoghurt
2. Zip
3. Window
4. Water
5. Six
6. Vet
7. Fox
8. Zebra

Track 60

Where do animals live?

Giant pandas are big, black and white. They have got four legs, small ears and a small tail. They live in the forest near the mountains in China.

Loggerhead turtles are big and green. They have got a big head, a shell and four flippers. They live in the ocean.

Goodbye Unit

Track 61

It's Time to Say Goodbye!

Bye, bye, friends!
Wave your hands!
It's time to say goodbye!
My name is Eva.
And I've got green eyes

Bye, bye, friends!
My name's Isabel.
And I'm happy today!
I'm six years old.
And my family isn't small!

Hello! I'm Alex.
My favourite toy is a kite.
And it's brown and white.
Can you solve the riddle?
Yes! It's an eagle!

My name is Tom.
I've got a hamster, a fish, a cat,
A rabbit and a dog!
See you soon!
Now sing something about you!

Track 62

Good Buddies

Goodbye, Friends!

Teacher: Today is our last class, children. And Isabel is going to a new school next year.

All: Goodbye, goodbye
Goodbye and good luck!
We'll miss you, Isabel!

We love you, Isabel!

Goodbye, goodbye!

Goodbye, Isabel!

Teacher: Goodbye, Isabel! Happy holidays, children!

Practice Book Audioscript

Welcome Unit

Track 1

Becky: Hi! What's your name?

Dan: Hello! My name's Dan.

Becky: I'm Becky.

Unit 1

Track 2

Isabel: Hi, Miss Smith. My name is Isabel.

Tom: And I'm Tom.

Teacher: How are you, Tom and Isabel?

Isabel and Tom: Fine, thanks. And you?

Teacher: Fine, thanks.

Track 3

0. What's this?

It's a pen.

1. What's this?

It's a ruler.

2. What's this?

It's a pencil.

3. What's this?

It's a rubber.

4. What's this?

It's a book.

5. What's this?

It's a sharpener.

Track 4

1. **A:** Good morning!

B: Good morning!

2. **A:** How are you?

B: Fine, thanks! And you?

3. **A:** Good afternoon!

B: Good afternoon!

4. **A:** Goodbye!

B: Bye!

Track 5

1. **Tom:** Bye!

2. **Becky:** Hi, Dan! How are you?

Dan: Hello, Becky! Fine, thanks!

And you?

Becky: Fine, thanks!

3. **Teacher:** Good morning, children!

Eva and Alex: Good morning,
Miss Smith!

Unit 2

Track 6

Isabel: This is my dad, my grandma, my mum, my sister, my grandpa and my brother. He's sad. He wants to play.

Track 7

1. I'm Ben. I'm six. This is my friend Anna. She is seven.
2. This is my brother Nick. He is eight.
3. This is my sister Lucy. She is ten.

Track 8

1. This is my brother Matt. He is ten. He is cold.
2. This is my friend Sue. She is seven. She is happy.

Track 9

1. Listen to your mum and dad.
2. Be good to your brother or sister.
3. Help your grandma and grandpa.

Track 10

Speaker: What's your name?

Tom: My name's Tom.

Speaker: How old are you?

Tom: I'm five.

Speaker: What's your favourite colour?

Tom: It's red.

Speaker: What's your name?

Alex: I'm Alex.

Speaker: How old are you?

Alex: I'm seven.

Speaker: What's your favourite colour?

Alex: It's green.

Unit 3

Track 11

Isabel, Eva and Tom: Hi, Alex!

Alex: Hello, friends! Come in!

Eva: I like your sofa! It's big!

Isabel: Where's your grandpa, Alex?

Alex: He's in the kitchen.

Track 12

1. Where is Tom? He's in the living room.
2. Where is Alex? He's in the kitchen.
3. Where is Isabel? She's in the dining room.
4. Where is Eva? She's in the bathroom.

Track 13

1. Is the house small? No, it isn't.
2. Is the cooker in the kitchen? Yes, it is.
3. Is the fridge in the bedroom? No, it isn't.
4. Is the sofa in the living room? Yes, it is.
5. Is the bed in the bathroom? No, it isn't.

Track 14

Isabel: This is my bedroom. My bed is orange and small. My table and chair are small, too. The table is green and the chair is yellow. Look! The blue ball is under my bed and my books are in the black box.

Unit 4

Track 15

Tom's mum: Ok, the cake, the candles, the balloons... We're ready!

Tom's sister: Are you happy, Tom?

Tom: Yes, I am. Scotty! Fluffy! Stop!

Eva, Alex and Isabel: Happy birthday, Tom!

Tom: Thank you! Oh! A hamster, a red and blue ball and a car!

Track 16

0. How old are you today?
I'm seven.

1. How old are you today?
I'm fifteen.

2. How old are you today?
I'm thirteen.

3. How old are you today?
I'm twenty.

Track 17

Child 1: Look at all the donations! My toy is a robot. It's green and orange.

Child 2: My toy is a ball. It's big and red.

Child 3: My toy is a car. It's yellow.

Track 18

1. What's this? It's a ball.

2. What's this? It's a fish.

3. What's this? It's a teddy bear.

4. What's this? It's a plane.

5. What's this? It's a hamster.

Unit 5

Track 19

Eva: Look, Dad! The dance teacher!
Eva's dad: Who? What colour is her hair?

Eva: She's blond! And she has got green eyes. She's tall.

Eva's dad: Oh! I can see her.

Dance teacher: Hello, everybody! Let's start! Touch your nose. Close your eyes. Touch your ears. Stamp your feet. Shake your hands.

Track 20

1. Clap your hands.

2. Open your arms.

3. Touch your face.

Track 21

Isabel: I'm tall. I have got red hair and green eyes. My eyes are big and my nose is small. Look at my monster toy. It's big and orange. It has got five eyes and a big mouth. It has got two arms and five legs.

Unit 6

Track 22

Eva: Nice zebra!

Teacher: Yes! It's black and white!

Isabel: Come! Look at the elephant! It's big!

Alex: And it has got big ears too!

Tom: Oh! Giraffes! They're tall! And they have got long necks!

Eva: Come here! More animals! A lion, a tiger and...

Isabel: And two leopards!

Teacher: OK, children! It's time to go! Come here! Now... what's your favourite animal, Alex?

Track 23

1. Is that a lion? No, it isn't. It's a tiger.
2. Are these hippos? Yes, they are.
3. Are those crocodiles? No, they aren't. They're turtles.
4. Is this a zebra? Yes, it is.

Track 24

1. Hippos live in the river. They are big and grey. They have got a big mouth and small ears.
2. Orcas live in the ocean. They're big and they're black and white. They have got fins and a big tail.
3. Eagles live near mountains. They are big and they are brown and white. They have got big wings and a yellow beak.

Track 25

1. Those are tigers.
2. That is a monkey.
3. These are zebras.
4. This is an elephant.
5. That is a giant panda.
6. These are giraffes.

Goodbye Unit

Track 26

Dan: Becky, let's play a memory game!

Becky: Yes, that's fun! Is Eva's favourite colour green?

Dan: Hmm... Yes, it is.

Becky: No, it isn't. It's red. How old is Tom?

Dan: I know! He's five years old.

Becky: Correct! Has Isabel got brown eyes?

Dan: No, she hasn't. Her eyes are green.

Becky: Good! And how many pets has Tom got?

Dan: Four? A fish, a dog, a cat, and a rabbit.

Becky: No, he has got five pets! A fish, a dog, a cat, a rabbit and a hamster.

Dan: You're right. Now, it's your turn. Where is the sofa in Alex's house?

Becky: In the dining room!

Dan: No! It's in the living room. And what's Isabel's favourite toy?

Eva: I think it's a robot or a kite... Hmm, a kite!

Dan: No, it isn't. Her favourite toy is a robot.

Practice Book Answer Key

Welcome Unit Hi!

Page 4

1

Students trace: Hi! I'm Eva. Hi, I'm; Hi! I'm; ! I'm

Students complete:

Hi! I'm Tom.

Hi! I'm Alex.

Hi! I'm Isabel.

Page 5

2

1. name

2. Hi

3. I'm

3

Students answer the question and draw themselves.

Unit 1 My Classroom

Page 6

1

One – 1; Two – 2; Three – 3; Four – 4; Five – 5; Six – 6

Page 7

2

1. Four – cutout of 4 (green); Two – cutout of 2 (black); Six – cutout of 6 (blue); Three – cutout of 3 (yellow); One – cutout of 1 (red); Five – cutout of 5 (orange)

Page 8

1

1. Hi; 2. name; 3. I'm; 4. How; 5. Fine, thanks

2

1. Hi / Hello; My name's (Student's name) / I'm (Student's name); 2. Fine, thanks. How are you?
Students draw their face.

Page 9

3

Students trace:

1. a blue sharpener

2. an orange rubber

3. a green ruler

4. a black book

Students colour:

1. a blue sharpener; 2. an orange rubber; 3. a green ruler; 4. a black book

4

Students colour Isabel's splash green and Tom's splash red.

● Answers will vary.

Page 10

5

Left to right, top to bottom: 3; 4; 2; 1; 5

6

Left to right, top to bottom: six; five; three; four; two

Page 11

7

Rubber – picture of rubber (blue); pencil – picture of pencil (yellow); book – picture of book (orange); pen – picture of pen (green)

8

Students colour: 1. Thumb up; 2. Thumb up; 3. Thumb down; 4. Thumb down

Page 12

Listening

1

1. Good morning!; 2. Fine, thanks! And you?; 3. Good afternoon!; 4. Bye!

2

1. Bye! 2. How are you?; Fine, thanks!; 3. Good morning

Page 13

Reading

1

Students colour the splash green, the ruler blue, the books yellow and red and the pencils black and orange.

Writing

1

Answers will vary.

Unit 2 Family!

Page 14

1

1. Grandma; 2. Dad; 3. Grandpa; 4. Sister; 5. Mum; 6. Brother

2

Answers will vary.

Page 15

3

1. Cutout of happy boy; 2. Cutout of hungry mum;
3. Cutout of cold dad; 4. Cutout of hot grandma;
5. Cutout of sad sister; 6. Cutout of thirsty grandpa

Page 16

1

1. dad; 2. grandma; 3. sister; 4. brother; 5. sad

2

1. mum; 2. brother

Page 17

3

1. hungry; 2. thirsty; 3. happy; 4. sad

4

1. sad; 2. happy

Page 18

5

1. Ben – 6; Anna – 7; 2. 8; 3. 10

6

1. father; 2. happy; 3. brother; 4. four; 5. thirsty

Page 19

7

1. C; 2. A

8

1. Thumb up; 2. Thumb down; 3. Thumb down;
4. Thumb up

Page 20

1

1. mum – first picture; 2. sister – third picture;
3. grandpa – second picture

2

Answers will vary.

Page 21

1

- Students circle: 1. Three umbrellas; 2. Nine sun cream tubes; 3. Six sunglasses; 4. Seven ice lollies; 5. Two cool boxes

2

Left to right, top to bottom: 10 – ten; 7 – seven; 8 – eight; 9 – nine

Page 22

1

1. Three (colour will vary) rubbers; 2. Eight (colour will vary) pencils; 3. Two (colour will vary) books;
4. Five (colour will vary) sharpeners

2

Tom: five; red; Alex: seven; green

Page 23

3

Students tick the first picture.

4

1. sad; 2. happy; 3. thirsty; 4. hungry

5

Answers will vary.

Page 24

1

Students trace the words.

Page 25

2

Picture of teacher and students – Say goodbye.

Picture of school – Come to school.

3

Answers will vary.

Unit 3 Home!**Page 26**

1

1. Kitchen; 2. Bathroom; 3. Bedroom; 4. Living room;
5. Garden; 6. Dining room

2

Answers will vary.

Page 27

3

1. Cutout of sofa; 2. Cutout of fridge; 3. Cutout of table;
4. Cutout of cooker; 5. Cutout of bed;
6. Cutout of chair

4

Students colour:

1. the sofa blue
2. the fridge yellow
3. the table brown
4. the cooker green
5. the bed orange
6. the chair black

Page 28

1

1. sofa; 2. big; 3. grandpa; 4. kitchen

2

1. Bedroom; 2. Bathroom; 3. Dining room; 4. Kitchen

Page 29

3

1. It's in the kitchen.
2. It's in the living room.
3. It's in the bedroom.
4. It's in the dining room.
5. It's in the living room.

Page 30

4

Tom – living room; Alex – kitchen; Isabel – dining room; Eva – bathroom

5

Students draw:

1. a ball under the bed
2. a lamp on the table
3. a book on the chair
4. a cat in the box

Page 31

6

1. No, it isn't.
2. Yes, it is.
3. No, it isn't.
4. Yes, it is.
5. No, it isn't.

7

Students colour:

1. Thumb up; 2. Thumb down; 3. Thumb down;
4. Thumb up

Page 32**Listening**

1

Students colour the bed orange; the table green; the chair yellow; the ball blue; the box black

Reading

1

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

Page 33**Writing**

1

Answers will vary.



Answers will vary.

Unit 4 My Toys and Pets**Page 34**

1

Students trace:

1. Doll
2. Plane
3. Ball
4. Teddy Bear
5. Car
6. Kite
7. Robot

Students number clockwise: 1; 4; 3; 6; 7; 2; 5

Page 35

2

1. Cutout of bird; 2. Cutout of rabbit; 3. Cutout of hamster; 4. Cutout of cat; 5. Cutout of fish;
6. Cutout of dog

3

Students colour the bird blue, the rabbit yellow, the hamster orange, the cat red, the fish green, the dog black

Page 36

1

1. cake; 2. candles; 3. balloons; 4. hamster; 5. ball;
6. car

2

1. plane; 2. kite

Page 37

3

1. Yes, it is.
2. No, it isn't.
3. No, it isn't.
4. Yes, it is.

4

1. It's in the box.
2. It's under the chair.
3. It's on the table.

Page 38

5

Students trace: twelve, thirteen, fifteen, eighteen, twenty

Twelve -12

Thirteen - 13

Fifteen - 15

Eighteen – 18

Twenty – 20

6

1. 15; 2. 13; 3. 20

Page 39

7

1. candles; 2. five; 3. friends; 4. presents; 5. Nine;
6. balloons; 7. seven

8

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

Page 40

1

Students trace:

1. Separate
2. Clean
3. Put
4. Make

2

1. robot; 2. orange; 3. ball; 4. big; 5. red; 6. car;
7. yellow

Page 41

1

1. Picture of pet playing; 2. Picture of vet with pet;
3. Picture of girl feeding pet

2

1. ✗
2. ✓
3. ✗
4. ✓

Page 42

1

Students circle:

1. picture of table
2. picture of kitchen
3. picture of bed
4. picture of dining room

2

1. It's in the bedroom.
2. No, it isn't.
3. It's in the living room.
4. Yes, it is.

Page 43

3

Left to right, top to bottom: 5, 3, 1, 4, 2

4

Students draw: 1. 14; 2. 11; 3. 18

Page 44

1

1. table; 2. kitchen; 3. closet; 4. bed

Page 45

2

1. No, it isn't.; 2. bedroom; 3. living room; 4. chair

Unit 5 My Body

Page 46

1

1. Hand; 2. Hair; 3. Face; 4. Head; 5. Feet; 6. Leg;
7. Arm

Page 47

2

1. Cutout of mouth; 2. Cutout of eyes; 3. Cutout of
nose; 4. Cutout of ears

3

Answers will vary.

Page 48

1

1. hair; 2. blond; 3. eyes; 4. nose; 5. ears; 6. feet;
7. hands

Page 49

2

1. A; 2. B; 3. A

Page 50

3

Students draw: 1. A hand; 2. Feet; 3. A nose

4

1. short; 2. hair; 3. eyes; 4. tall; 5. blond; 6. brown

Students colour the pictures: the girl's hair red and
the eyes green; the boy's hair blond and the eyes
brown.

Page 51

5

1. has got; 2. big; 3. arms; 4. legs

6

1. It's blue.; 2. No, it hasn't.; 3. It has got two arms.;
4. It has got green eyes.

7

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

Page 52

Listening

1

1. tall; 2. red; 3. green; 4. small; 5. orange; 6. five; 7. five

Students tick B.

Page 53

Reading

1

1. She's twelve.
2. Yes, she is.
3. She has got brown hair.
4. No, they are green.
5. No, it's big.

Writing

1

Answers will vary.

Unit 6 Animal World

Page 54

1

Students trace: monkey, lion, eagle, tiger, zebra, giraffe, leopard, hippo, orca, crocodile, elephant.

Students match: monkey – picture of monkey; lion – picture of lion; eagle – picture of eagle; tiger – picture of tiger; zebra – picture of zebra; giraffe – picture of giraffe; leopard – picture of leopard; hippo – picture of hippo; orca – picture of orca; crocodile – picture of crocodile; elephant – picture of elephant

Page 55

2

Picture of eagle's wings – Cutout of It has got two wings.; Picture of eagle's beak – Cutout of It has got a beak.; Picture of orca's eye – Cutout of It has got small eyes.; Picture of orca's fins – Cutout of It has got fins.; Picture of orca's tail – Cutout of It has got a big tail.; Picture of zebra's ears – Cutout of It has got small ears.; Picture of zebra's neck – Cutout of It has got a short neck.

Page 56

1

1. zebra; 2. elephant; 3. ears; 4. giraffes; 5. necks; 6. lion; 7. tiger; 8. leopards

Page 57

2

Picture of two monkeys – B; Picture of elephant – D; Picture of tiger – A; Picture of giraffes – C

3

1. No, it hasn't.
2. Yes, it has.
3. Yes, they have.
4. No, they haven't.

Page 58

4

1. This; 2. Those; 3. These; 4. Those

5

1. A; 2. B; 3. B; 4. A

Page 59

6

1. brown; 2. yellow; 3. wings; 4. big; 5. tails; 6. ears; Picture 1: eagle; Picture 2: monkeys

7

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

Page 60

1

Left to right, top to bottom: 2, 4, 1, 3

Page 61

1

1. grey, a big mouth and small ears
2. ocean, black and white, fins and a big tail
3. mountains, brown and white, big wings and a yellow beak

Page 62

1

1. ✓; 2. X; 3. X; 4. ✓

2

1. Isabel; 2. Eva; 3. Tom; 4. Alex

Page 63

3

Left to right, top to bottom: 3, 5, 1, 4, 2, 6

4

Clockwise: Eagle: eye, beak, wing; Orca: tail, fins

Page 64

1

First picture: 1. arms; 2. hands; 3. nose; 4. mouth

Second picture: 1. legs; 2. feet; 3. hair; 4. eyes

Page 65

2

1. Picture of girl stamping her feet; 2. Picture of girl counting to three; 3. Picture of girl closing her eyes;
4. Picture of girl clapping her hands

3

Answers will vary.

Goodbye Unit See you!

Page 66

1

Left to right, top to bottom: 7, 4, 12, 8, 11, 3, 10, 5, 2, 6, 1, 9

2

1. red; 2. five; 3. green; 4. hamster; 5. living room;
6. robot

Page 67

3

Clockwise: bees, orca, Alex, Eva, Isabel, pandas, Tom
Students trace: eagle, leopard, turtles, teacher.

4

1. Yes; 2. Yes; 3. No



Open Day

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